

# WE CAN!



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## We Can! Teacher's Guide 3

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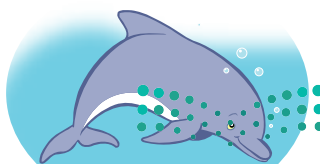
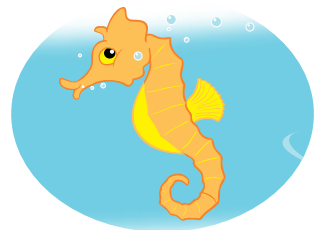
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# Contents



<b>Introduction</b>	<b>iv</b>
<b>About the Teacher's Guide</b>	<b>2</b>
<b>Term 1</b>	
<b>Unit 1</b> It's Nice to Meet You!	<b>4</b>
<b>Unit 2</b> Sea Animals	<b>14</b>
<b>Unit 3</b> Sports and Activities	<b>24</b>
<b>Unit 4</b> Chores	<b>34</b>
<b>Term 2</b>	
<b>Unit 5</b> Yesterday and Today	<b>44</b>
<b>Unit 6</b> Jobs	<b>54</b>
<b>Unit 7</b> Fun on the Weekend	<b>64</b>
<b>Unit 8</b> Life's Ups and Downs	<b>74</b>
<b>Term 3</b>	
<b>Unit 9</b> My School is Cool!	<b>84</b>
<b>Unit 10</b> A Healthy Life	<b>94</b>
<b>Unit 11</b> Hanging Out in Town	<b>104</b>
<b>Unit 12</b> My Dream Vacation	<b>114</b>
<b>Phonics Practice</b>	<b>124</b>
<b>Teaching Tips</b>	<b>136</b>
<b>Flashcard and Poster List</b>	<b>139</b>
<b>Picture Dictionary</b>	<b>141</b>
<b>Word Lists</b>	<b>149</b>
<b>Audio Script</b>	<b>152</b>
<b>Audio Track Lists</b>	<b>194</b>
<b>Objectives</b>	<b>196</b>



# **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.

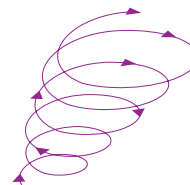
Many courses teach vocabulary in separate "bubbles". Students quickly forget the language they have learned when they move to the next topic or unit. They also never learn how to combine what they have learned in order to communicate.

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

## 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
<b>Term 1</b>		
<b>1 It's Nice To Meet You!</b>	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
<b>2 Sea Animals</b>	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 (sea-horse) 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>
<b>3 Sports and Activities</b>	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
<b>4 Chores</b>	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>
<b>Term 2</b>		
<b>5 Yesterday and Today</b>	What time do you get up in the morning? I usually get up at ... What time did you get up yesterday? Yesterday, I got up at ... What time do you go to bed? I usually go to bed at ... What time did you go to bed yesterday? Yesterday, I went to bed at ...	get up/got up, eat lunch/ate lunch, come home/came home, do my homework/did my homework, take a bath/took a bath, go to bed/went to bed usually, yesterday
<b>6 Jobs</b>	What does your dad do? He's a (pilot). What does your mom do? She's a (teacher).	Who's he/she? What does he/she do? Where does he/she work? Who are they? What do they do? Where do they work? a train station, a space station, a hospital, a restaurant, a fast food restaurant Chant: <i>Space Station Crew</i>

Rhythms and Reading	Phonics	Phonics Practice
<b>Term 1</b>		
<p>Chant: <i>I have a ... you have 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 ... I see you. If I see you, then you see 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: Piece of Cake!</p> <p>Words with ai, ay, and a_e Rhyme: A Rainy Day</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: On, no! She can't go!</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: What Are They Doing Now?</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>
<b>Term 2</b>		
<p>Chant: <i>What Time Do You Do It?</i> jump out of bed, brush my teeth, eat my lunch, meet my friends, finish school, ride my bike home, jump into bed, dream a lot</p>	<p>Sounds: nk, ng, ck think, ring, rock, clock, drink, spring, ink, thick, back, swing, wing</p>	<p>Phonics: Words with ng, ck, and g Rhyme: He's going camping</p> <p>Words with ng, ck Rhyme: To the Market</p>
<p>Chant: <i>Jobs</i> When I grow up, I want to be (a baker), designer, TV star, scientist, writer, doc- tor, presenter, teacher</p>	<p>Sounds: kn, gh/ final s: /z/, /s/, /iz/ right, knob, knee, knock, light, knife, night reads, walks, teaches, sleeps, eats, brushes, comes, washes, cleans, folds, goes, plays, watches, runs, catches</p>	<p>Phonics: Words with silent g, gh, k, h</p> <p>Words with silent letters</p>

# Syllabus

Unit and Topic	Finding Out Time
7 Fun on the Weekend	What did you do over the weekend? I cleaned my room. You practiced on the trampoline. He watched a DVD about sharks. He kicked a ball for three hours. They played computer games. Fahad studied for six hours. Ali cooked a big breakfast. Noura stayed home. That's boring / great / scary / okay / fantastic.
8 Life's Ups and Downs	What good / bad things happened to you (last year)? I won (a table tennis game) / got (first place) / was (team captain) / made (a rocket) / saw (a rainbow) / caught (a cold) / broke (my leg). We lost a (football match) / were (stuck in an elevator). My dad had (an operation). Congratulations! So did I. How nice! Sorry about that. How scary!
<b>Term 3</b>	
9 My School is Cool!	What's the name of your school? (Littlerock Elementary School.) How many students are there in your school? I don't know. / About (a thousand). Do you have school lunch at your school? Yes, we do. Every day. / No, we don't. Does your school have a school bus? Yes, it does. / No, it doesn't. Do you have a school uniform? What time does your school start? It starts at (8:00).
10 A Healthy Life	What should you do to live a healthy life? I should get up early / drink a lot of water / eat three meals a day / brush my teeth well / do some exercise / go to bed early. I shouldn't eat too much junk food / drink too much soda / watch too much TV / stay up late / play too many computer games / skip breakfast.
11 Hanging Out in Town	Excuse me. Where's the post office / train station / convenience store / supermarket / elementary school / bus stop? It's far from here / near here / about a 5-minute walk / only a few minutes / right over there / just around the corner. Is it far? How long does it take? Go (straight) and you'll find it on your (left). It's on your right/ on your left / in front of you / behind you / opposite the bus stop / next to the school.
12 My Dream Vacation	Where are you going? I'm going to (Sydney). How long does it take to get there? It takes about (two) hours. What are you going to do there? I'm going sightseeing / skiing / to stay at an English camp. What would you like to drink? I'd like some (juice), please. (Apple or orange juice)? (Apple juice), please. Here you go.





Grammar in Action	Reading and Writing	Phonics	Phonics Practice
Chant: <i>Past Tense Regular Verb Chunks</i> I / you / he / she / we / you / they practice / practiced, watch / watched, cook / cooked, kick / kicked, clean / cleaned, stay / stayed, play / played, study / studied	How much flour / How many tomatoes? We have some / We don't have any ... Ordering in a Restaurant	Sounds: nd, nt sand, hand, stand, land, around, tent, paint, plant Chant: Golden Sand in the Sun Dialogue: <i>In the Shopping Mall</i>	Long Vowels  a_e, e_e, i_e, o_e, u_e
Chant: <i>Past Tense Irregular Verb Chunks</i> win / won, lose / lost, get / got, am, is / was, make / made, see / saw, catch / caught, have, has / had, break / broke, are / were	<i>My Brother Khaled</i> <i>What did they cook?</i>	Sounds: f, ph, gh frog, friends, fun, funny, phone, photo, elephant, laugh, enough, tough Chant: Enough! Story: <i>A Fun Day</i>	Polite Vowels  ai, -ay, ea, ee, -ey, -ie, oa, -oe, -ow, ui, -ue
Term 3			
Chant: <i>Which + Present and Past Tense</i> Which subject do you like most this year? This year I like (math). Which subject did you like most last year? Last year I liked (PE). Which grade are you in this year? This year I am in the (6th) grade. Which grade were you in last year? Last year I was in the (5th) grade. Which city do you live in? We live in Najran. Which city did you and your parents go to last year? Last year we went to (Riyadh).	Chant: <i>Rana Had a Little Lamb</i> <i>Our English Class Rules</i>	Sounds: sc, sk, sq scarf, scary, scan, scuba diving, sky, skate, skirt, sky diving, square, squeeze, squid Story: <i>My School</i>	Vowel Digraphs and Murmuring Sounds  ou, ow, -oo, au, aw, oi, -oy, ar, or, ur, ir, -or, wor, -er
Chant: <i>Past Tense Questions and Answers</i> Did you get up early / drink milk / eat breakfast / brush your teeth this morning? Yes, I got up early / drank milk / ate breakfast / brushed my teeth this morning. No, I didn't get up early / drink milk / eat breakfast / brush my teeth this morning. play / played, talk / talked, brush / brushed, watch / watched, get up / got up, eat / ate, do / did, go to bed / went to bed, drink / drank	Chant: <i>Early to Bed / Late to Bed</i> <i>What's the matter?</i>	Sounds: ur, ir, (or, ar) park, farm, horse, corn, purple, turtle, burger, bird, shirt, girl Story: <i>Story of a Horse from a Farm</i> Dialogue: <i>Clothing store</i>	Consonant Digraphs  sh, ch, ph, wh, th (unvoiced), th (voiced), -ng, -ck
Chant: <i>Going To</i> I / You / We / They want, He / She wants (a new DVD). I'm / You're / He's / She's / We're / They're going (to the stationery store).	Chant: <i>There Was a Little Green House</i> <i>A Big White House</i>	Sounds: u_e, ue cube, cute, huge, June, barbecue, tissue, blue, Tuesday, glue Signs: <i>Keep off the grass, Please do not litter, etc.</i>	Consonant Blends  bl, br, cl, cr, pl, pr, fl, fr, gr, sn, spr, st
Chant: <i>Going To + Verb</i> I'm / You're / He's / She's / We're / They're going to (shop) in (Dubai). visit, watch camel races, shop, go rock climbing, eat	Chant: <i>Vision 2030 Kingdom of Saudi Arabia</i> <i>My Little Brother...</i>	Sounds and Letters: beautiful – squid Days: Sunday – Saturday Months: January – December Pronouns: I, you, ..., mine, yours, ..., me, you ... them Chant: A new shirt/ too big/ not big enough	More Rules  Silent letters: kn, igh, wr Endings: -le, -tion, -ture, -tch



# 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 152

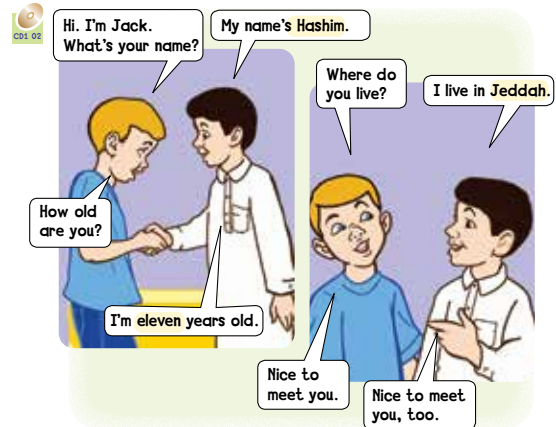
Have the students open their books to page 2. Point to Jack and Hashim and teach the students the characters' names. Play the CD and have the children point to the characters when they hear their names.

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

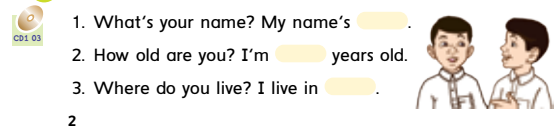
## Unit 1 It's Nice to Meet You!

### Finding Out Time

#### 1 Listen and practice.



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




1. What's your name? My name's \_\_\_\_\_.
2. How old are you? I'm \_\_\_\_\_ years old.
3. Where do you live? I live in \_\_\_\_\_.

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 152

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.**

**Term 1**

## Challenge Time!

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

**to be**  
He/She is ... / Is he/she ...  
They are ... / Are they ...

**Faisal**  
10 12

**Abdullah**  
9 10

**Saeed and Badr**  
11 14

**Amal and Nawal**  
13 12

**Noura**  
9 10

**I Can ...**

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

**GOAL 01** ☒  
**GOAL 02** ☒

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? Audio script page 152  
Listen, match, and circle the correct age.  
Ask and answer with a partner.

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.

CD1 05 Audio script page 152

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.**

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

### 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.

CD1 06 Audio script page 152

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.



## 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.

Steve      Ken

**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*.

☒ GOAL 03  
☒ GOAL 04

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 153  
 CD1 07

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.



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 98

7 Unit 1

### 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 153

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 98 from Phonics Practice. See Teaching Notes on page 124, 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.



وزارة التعليم

Ministry of Education

2022 - 1444

10

## Phonics

### 1 Listen, point, and practice.



meat



read



meet



cheese

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



1. s \_ \_ l



2. sl \_ \_ p



3. sh \_ \_ p



4. p \_ \_ ch

### 3 Listen, say, and match.



rice



pine



pie



tie

### 4 Listen, say, and match.



rain



train



play



day

## 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	1 Friend's name:	2 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 99

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 154

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 154

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 99 from Phonics Practice.**  
See Teaching Notes on page 124, 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.



# 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 154

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.)

وزارة التعليم

Ministry of Education

2022 - 1444

14

## 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 154

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)."

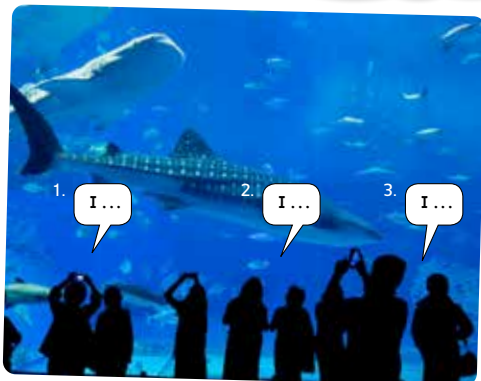
## Challenge Time!

### 3 My Opinion

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

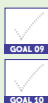
Example:

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 100

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.



وزارة التعليم

Ministry of Education

2022 - 1444

## 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 100 from Phonics Practice.  
See Teaching Notes on page 125, 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.



Audio script  
page 154

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

Ministry of Education

2022 - 1444

16

### 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*.



Audio script  
page 154

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** CD1 18

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

1.   
 starfish

2.   
 crab

3.   
 jellyfish

4.   
 octopus

5.   
 squid

6.   
 shark

**I Can ...**

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

GOAL 11

GOAL 12

Now go to page 101

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.

## Challenge Time!

### 3 Three Hints Game CD1 18 Audio script page 154

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.

## 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 101.  
See Teaching Notes on page 125, We Can!3 Teacher's Book.





## 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.

CD 19 Audio script  
page 155

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  
page 155

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."

وزارة التعليم

Ministry of Education

2022 - 1444

# 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 155 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 155

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

1

## Advice Time

The patient fisherman catches the best fish.



16

### 3 Listen and say. Audio script page 155 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 155

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

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.



# 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.)

وزارة التعليم  
Ministry of Education

2022 - 1444

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.



# 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 156

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

Ministry of Education

2022 - 1444

## Unit 3 Sports and Activities

### Finding Out Time

#### 1 Listen, point, and practice. CD 25

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. CD 26

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 156 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

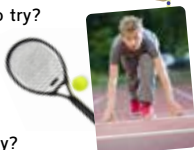


## Challenge Time!

### 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 likes \_\_\_\_\_  
What sports does he/she want to try? \_\_\_\_\_  
He 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 likes \_\_\_\_\_  
What sports does he/she want to try? \_\_\_\_\_  
He 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 156

**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.





## 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 156

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 156

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**  **CD1 30**

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.

**GOAL 19** ☒ **GOAL 20** ☒

21 Unit 3

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.

### Challenge Time!

**3 Question and Answer Race**  **CD1 30** Audio script page 156

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.



# 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 CD1 31 page 156

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.

وزارة التعليم

Ministry of Education

2022 - 1444

28

### 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 CD1 32 page 157 *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 102

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 102 from Phonics Practice.  
See Teaching Notes on page 126, We Can!3  
Teacher's Book.

## Challenge Time!

### 3 Listen and read. The Audio script page 157 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.



# 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 157

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 157

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.

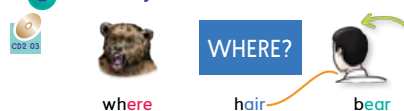
Play the CD and have the students repeat along with the CD. Play it again as the students listen and match words and pictures. Circulate and check. Invite students to check each other's answers.

## 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. 

## Advice Time

A healthy mind needs a healthy body.



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.





## 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 103

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 103 from Phonics Practice .  
See Teaching Notes on page 126, We Can!3  
Teacher's Book.

## Challenge Time!

3 Listen and match the parts. Then chant.



Audio script  
page 157

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.





## 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. Audio script page 157

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. Audio script page 158

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?	( )	( )	( )

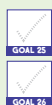
Total \_\_\_\_\_

**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 158

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.



## 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 104

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 these students and see if they can draw the lines.

### OPTIONAL

**Words with ar, or, er,**  
page 104 from Phonics Practice. See Teaching Notes on page 127, 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 158

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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2022 - 1444

## 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 (CD1 track 36).

### 1 Listen, point, and say. Audio script page 159

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 DC 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 159



**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?

**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 105

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 105 from Phonics Practice. See  
Teaching Notes on page 127, We Can!3  
Teacher's Book.

Here's how to conduct a Spelling Bee:

1. Have all of the students stand up.
2. Go to the first student and ask him/her "How do you spell \_\_\_\_\_?" (Choose a word from the box on this page.)
3. If the student can spell the word correctly, he/she remains standing and then you move to the next student and ask him/her to spell a new word.
4. If that second student cannot spell the word correctly, say, "No, I'm sorry." in a sensitive way and ask him/her to sit down. Then, ask the next student to try and spell that word.
5. Continue until the last student standing is the winner.



**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.





# Unit 5 Yesterday and Today

## Lesson 1

### Finding Out Time

#### Materials

- ★ Numbers 1–100 poster
- ★ My Daily Routine poster
- ★ My Daily Routine flashcards – get up, go to bed
- ★ A calendar
- ★ Paper

#### Getting Started

- The students should say, “Hello! How are you?” to the teacher and their classmates when they enter the classroom.
- Put the Numbers 1–100 poster on the board. Tell the students to make a circle. Throw the ball to one of the students and say a random number e.g. “seventy-eight”. The student must throw the ball to a different student and say, “seventy-nine”. Have the students continue.

#### 1 Listen and practice saying the times.



Draw a large circle on the board. Write the numbers 1–12 on the circle to make a clock. Have the students call out the numbers as you do this. Using a different color board marker or piece of chalk, write :05 (pronounced “Oh-five”), :10, :15, etc. on the outside of the clock near the numbers and have the students call out the numbers as you write them. (Note: Don’t write :60; write “o’clock” instead.) Review again what you wrote on the board and have the students repeat after you.

Have the children open their books to page 34 and listen to the CD as they point to the clocks. Play the CD again and have them repeat after the CD.



# Unit 5 Yesterday and Today

## Finding Out Time

### 1 Listen and practice saying the times.



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



1. What time do you get up in the morning?  
I usually get up at \_\_\_\_.
2. What time did you get up yesterday?  
Yesterday, I got up at \_\_\_\_.
3. What time do you go to bed?  
I usually go to bed at \_\_\_\_.
4. What time did you go to bed yesterday?  
Yesterday, I went to bed at \_\_\_\_.

34

**Optional activity:** Have groups of students take turns coming to the front and standing near the board. Ask students from the rest of the class, call out a time from page 34, while the group near the board take turns drawing the hands of the clock on the board correctly.

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



Play the CD and have the students listen.

Take out a calendar and ask the students, “What’s today?” Have a student point to the correct day on the calendar. Point to that day and say, “today”, then move your finger one day back and say, “yesterday”. Practice this together a few times as a class.

Take out the “get up” flashcard. Say, “get up”. Point to all the days of the week on the calendar as you say, “I usually get up at (time).” Give the card to a few different students as you ask them, “What time do you get up in the morning?” Prompt them to say, “I usually get up at (time).”

## Challenge Time!

3 Can you interview your teacher and friends?



Name	Usually	Yesterday
Teacher	:	:
Friend 1	:	:
Friend 2	:	:

### I Can ...

- tell the time from one o'clock to twelve o'clock (on the hour).
- ask about bedtime using *usually* and *yesterday*.



35 Unit 5



As the irregular past tense form will be covered in the next lesson, it is not necessary to teach this grammar rule at this time.

## Challenge Time!

3 Can you interview your teacher and friends?



Audio script  
page 159

Have the students listen to the CD and look at page 35.

Give each student a piece of paper and have them roll up the paper to act as a microphone. Invite a student volunteer to the front to ask you these questions, "What time do you go to bed?" and "What time did you go to bed yesterday?" After you answer the questions (using the same sentence format as in Exercise 2), they should write the times on the chart. Show the students that they must ask you and two friends the questions, and then fill in the chart on page 35. Tell them they must use their paper microphone when they interview you or the students. Once they have filled in the chart, they can sit down. Go through your answers as a class.

Point to *Yesterday* on the calendar as you say, "Yesterday, I got up at (time)." While pointing to yesterday on the calendar, ask a few students, "What time did you get up yesterday?" Prompt them to say, "Yesterday, I got up at (time)."

Repeat the steps for "What time do you go to bed?" and "What time did you go to bed yesterday?"

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. 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 33 ☒

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 tell you the time from one o'clock to twelve o'clock (i.e. one o'clock, two o'clock, three o'clock, etc.). After they have said all of the times, check the box in their books.

Goal 34 ☒

Have the students find a partner and ask their partner the questions from the Challenge Time! Exercise 3 on page 35. Once they have asked their partner these questions, they can check the box in their own books.

## Lesson 2

# Grammar in Action

### Materials

- ★ My Daily Routine poster
- ★ My Daily Routine flashcards
- ★ A calendar
- ★ Optional – paper, scissors

### Getting Started

- The students should say, “Hello! How are you?” to the teacher and their classmates when they enter the classroom.
- Put the My Daily Routine flashcards around the room in a random order where all of the students can see them. Mime an action for one of the everyday activities. When a student figures out which activity you are doing, he/she should raise his/her hand. Call on a student and have him/her pick up that card. If the student guesses correctly, say, “Yes, (everyday activity).” and have the students repeat after you. Repeat these steps until all the flashcards have been picked up.

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



Play the CD and have the students listen. Take out a calendar and ask the students, “What’s today?” Have a student point to the correct day on the calendar. Point to that day and say, “today”, then move your finger one day back and say, “yesterday”. Practice this together as a class a few times.

Point to the boys in Exercise 1. Say, “Today/get up. Yesterday/got up.” while pointing to the correct days on the calendar. Have the students repeat after you. Do the same for the rest of the verbs in the exercise.

Play the CD again and have the students say the words along with the CD. Next, have the students find a partner, play the CD again, and have the students take turns saying the words with their partner.

وزارة التعليم


Ministry of Education

2022 - 1444

46


### Grammar in Action

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



**Person A**

1. get up
2. eat lunch
3. come home
4. do my homework
5. take a bath
6. go to bed



**Person B**

got up  
ate lunch  
came home  
did my homework  
took a bath  
went to bed

#### 2 Listen, point, and chant.

	usually	yesterday
1. 	get up	got up
2. 	eat lunch	ate lunch
3. 	come home	came home
4. 	do my homework	did my homework
5. 	take a bath	took a bath
6. 	go to bed	went to bed

36

**Optional activity:** Give each pair of students a piece of paper. Have the students fold the paper in half, lengthwise and then fold it into sixths widthwise to get twelve squares. The pair should cut out the squares and divide the squares between them. One student should write the phrases of Person A and the other should write the phrases of Person B. Once all the cards have been made, the pair can put them face down and play the Memory game together.

### 2 Listen, point, and chant.







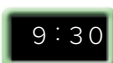

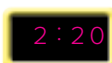
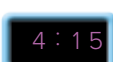

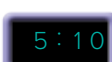

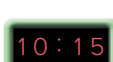
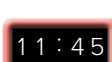
Play the CD and have the students listen to the chant.

Randomly pass out the My Daily Routine flashcards for the phrases in the chant to five students and have them arrange the cards in the order shown on page 36. Slowly say the chant, eliciting the actions and the times. Then, have everyone slowly say the chant together as you point to the correct cards or the actions on the Daily Routines poster.

Play the CD again and have the students chant along.


### Challenge Time!


**3 What Time Is It?**  **CD2 19** Can you listen to the sentences and point to the time on the clocks?

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

**I Can ...**

- say two past tense sentences using *yesterday*.
- look at a clock and say what time it is.

 **GOAL 35**

 **GOAL 36**

Now go to page 106

37 Unit 5

**Optional activity:** Have the students take turns calling out one of the times on the clocks. The other students will point to the correct clock and repeat the time after that student.

### Goal Check

Goal 35 ☒

Have the students stand up, hold their books, and make a single file line in front of you. When it is their turn, they say two past tense sentences using “yesterday”. After they have completed the goal, check the box in their books.

Goal 36 ☒

Tell the students to choose a clock from pages 34 or 37. Ask each student, “What time is it?” Once the student has told you the time, check the box in his/her book.

### Challenge Time!

**3 What Time Is It?**  **CD2 19** Audio script page 160

Students will listen and point to the clocks in this exercise. For the first part, the time on the clocks will be dictated in the order shown on page 37 and for the second part, they will be dictated in a random order.

Have the students turn to page 37 and listen to the CD. They should point to the correct clock as they hear its time. After the times have been said in order, pause the CD and have the students point to the clocks in the same order and say the times together.

Continue playing the CD and have the students listen to the random order and point to the correct clock. If students seem confused or if they are pointing to the wrong clock, pause the CD, say the time, and give the students enough time to point to the correct clock.



**OPTIONAL**  
**Phonics, Words with ng, ck, and g, page 106 from Phonics Practice.**  
See Teaching Notes on page 128, We Can!3 Teacher's Book.

## Lesson 3

### Rhythms and Reading

#### Materials

- ★ My Daily Routine poster
- ★ My Daily Routine flashcards

#### 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 and do the *Clever Robot* chant with actions.

#### 1 Listen, chant, and do. Audio script page 160

Have the students open their books to page 38. See if you can elicit from the students what the girl is doing in the different pictures and what time she is doing the activities.

Play the CD and have the students listen to the chant as they look at the pictures and the clocks.

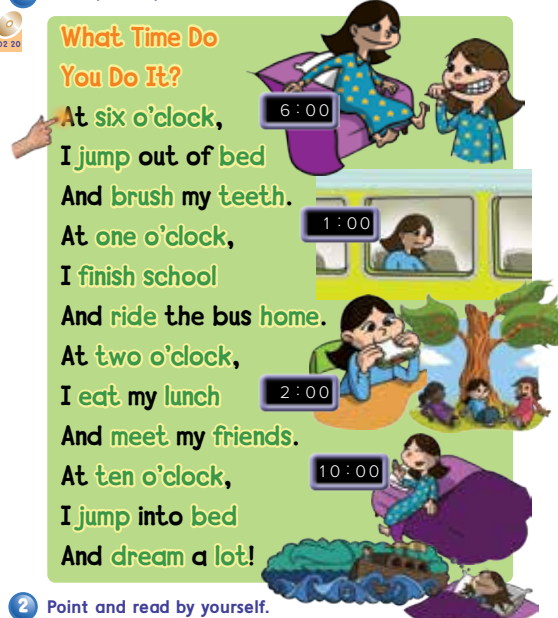
Say the chant slowly and have the students point to the correct picture and clock. Say the chant slowly again and have the students take their pencils and circle the times in the chant.

Have everyone stand up and do the chant slowly as you make up a gesture for each lyric line together. 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, chant, and do.



**What Time Do You Do It?**

At six o'clock,  
I jump out of bed  
And brush my teeth.

At one o'clock,  
I finish school  
And ride the bus home.

At two o'clock,  
I eat my lunch  
And meet my friends.

At ten o'clock,  
I jump into bed  
And dream a lot!

##### 2 Point and read by yourself.

38

#### 2 Point and read by yourself.

Ask the students to read the chant, while paying attention to the chant's rhythm. Have the students watch you as you demonstrate how to read and point to the words. Try this once together and then have the students read it on their own.

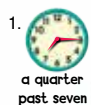




## Challenge Time!

### 3 Action Game

Can you mime what you do at these times?



a quarter past seven

At a quarter past seven, I jump out of bed!



half past twelve



three o'clock



a quarter to nine

#### I Can ...

- chant the *What Time Do You Do It?* chant.
- point to and read the *What Time Do You Do It?* chant by myself.



39

Unit 5

**Optional activity:** Choose four new times for the Action Game. Write the times on the board for the students to easily refer to.

## Goal Check

### Goal 37 ☒

Have the students stand up. They take turns chanting the *What Time Do You Do It?* chant. Once they have finished, have them sit down and check the box in their books.

### Goal 38 ☒

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 *What Time Do You Do It?* chant by themselves. When they have finished, check the box in their books.

## Challenge Time!

### 3 Action Game



Audio script  
page 160

Draw four clocks on the board with the times shown on page 39. Point to clock 1, say and write "a quarter past seven" under the clock. Have the students repeat. Do the same with the rest of the clocks. Then say the time and have the students point to the right clock. Next, invite volunteer students to say a time while another student calls out the number of the appropriate clock. Have the students look at page 39 and listen to the CD. Ask the students to stand up, play the CD again, and have them repeat the times using "a quarter past" or "a quarter to" and "half past".

Next, invite four students to make their own Action Game. Looking at the My Daily Routine flashcards or poster, they can choose four new actions (or the same ones, if they wish) that logically go with the times. After the Action Game is finished, praise the group for a job well done and have those students choose four new students. Continue until all the students have had a chance to be in the Action



# Lesson 4 • Phonics

## Materials

★ Optional – letter cards

### Getting Started

- The students should say, “Hello! How are you?” to the teacher and their classmates when they enter the classroom.
- Have each student write a word on a piece of paper and put them all in a paper bag. Have a student take a piece of paper and read out the word. Another student spells the word and takes another piece of paper. Do the same with the rest of the words. Play the Spelling Bee.

### 1 Listen, point, and say. Audio script page 160

Have the students point to the pictures in Exercise 1 and name what they see. Point out the letters at the end of each word and read them. Have the students repeat each word after you. Then say the words in random order and have the students call out the right number. For example, you say “rock”, the students should say “three”.

Play the CD and have the students point and say along with the CD.

### 2 Listen, number, and write Audio script page 160 *nk, ng, or ck.*

Say “clock” and have the students look at the example. Make sure they understand what they have to do. Play the CD and tell the students to listen carefully and write the number for each word. Pause to give them time to write the numbers.

Have the students write the words and check with a partner. Play the CD again while the students check their answers. Pause after the questions, for



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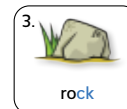
Ministry of Education

2022 - 1444

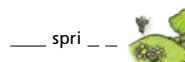
50

### Phonics

#### 1 Listen, point, and say.



#### 2 Listen, number, and write *nk, ng, or ck.*



### Advice Time

Early to sleep, early to rise, makes you healthy and wise.



40

example, “Did you write ck?” to give them time to correct their answers. Call on students to report their answers in class and spell each word. Circulate and make sure that all the students have completed the words correctly.

## Challenge Time!

3 Can you write the words beside the pictures?



1. Is this a \_\_\_\_\_ ?  
Yes, it is.



2. Do you like \_\_\_\_\_ ?  
Yes, I do.



3. Is he on the \_\_\_\_\_ ?  
Yes, he is.



4. Can you call me on the \_\_\_\_\_ ?  
Okay.



5. Do you like \_\_\_\_\_ ?  
Yes, I do.



6. Do you see a \_\_\_\_\_ ?  
Yes, I do.



### I Can ...

- say, spell, and write words that end in ng; spring, nk; think, ck; clock.
- write one word starting with each of the following, sh, ch, ph, and wh, and read them.



GOAL 39



GOAL 40

Now go to page 107

41

Unit 5

## Goal Check

Goal 39 ☒

Have the students stand up and read the words on page 40. Once they have finished, have them sit down and check the box in their books.

Goal 40 ☒

Students must write one word starting with each of the following *sh*, *ch*, *ph*, and *wh* in their notebooks. When they have finished, have them raise their hands. Check their work and see if they can figure out and correct any spelling mistakes they have made. Have them read the words to you. Check the box in their books once they have correctly written all four words.

## OPTIONAL

**Words with ng, ck,**  
page 107 from Phonics Practice. See  
Teaching Notes on page 128, We Can!3  
Teacher's Book.

## Challenge Time!

3 Can you write the words Audio script page 160  
beside the pictures?

Have the students look at page 41. Tell them they will have to listen and write the correct word in the blank.

Play the CD and have the students write the correct words in the blanks.

After everyone has written their answers, check this exercise as a class. Write the questions and blanks on the board, as they appear on the page. Look at the students' books and choose students who got the correct answers to write them on the board.



# Extension Activities

## Lesson 1 • Finding Out Time

### Materials:

- ★ Paper plates
- ★ Construction paper
- ★ Paper fasteners
- ★ Scissors

### Making a Clock

1. Give each student a paper plate, a small piece of construction paper, and a paper fastener.
2. Students will cut out hands for their clock from the construction paper.
3. The paper plate is the face of their clock. Have the students write the numbers 1–12 on the paper plate.
4. Attach the hands of the clock to the middle of the paper plate using a paper fastener. Help students with this, if necessary.
5. Students should write their name on the back of their clock.

Students can arrange the hands on their clock the way they like and then ask each other, “What time is it?” This clock can be used as a prop for the time activities and games in Unit 5.

## Lesson 2 • Grammar in Action

### Materials:

- ★ 2 clocks (from the previous activity – Making a Clock)

### Time and Actions Charades

Review the verbs on page 34. Write the following on the board, “I usually \_\_\_\_\_ at \_\_\_\_:\_\_\_\_. Yesterday, I \_\_\_\_\_ at \_\_\_\_:\_\_\_\_.” Practice making sentences using a few of the verbs on page 36 and the times on page 37.

Divide the class into two teams. One team will set the two clocks to two different times and then one student from that team will mime an action from page 36.

If the other team can say a sentence using the present tense form of the verb and the time on one of the clocks, they get a point. If they can say a sentence using the past tense form of the verb and the time on one of the clocks, they get a point. If they can say both present and past form sentences and the two times correctly, they get three points. Teams must say complete sentences using the model sentences written on the board.

After a team has had a chance to guess and say the pair of sentences, they hand the clocks to the other team to set new times and mime a different action.

Play a few rounds of the game until all verbs on page 36 have been used. The team with the most points wins.



## Lesson 3 • Rhythms and Reading

### Materials:

- ★ My Daily Routine poster

### My Weekday

Write the days of the week on the board and review them.

Each student must choose a day of the week and write his/her usual schedule for that day on the sheet, using the My Daily Routine poster as a guide.

Once everyone has finished with their sheet, each student should come to the front, show his/her sheet to the class and talk about what he/she usually does, and at what time he/she does it on that day.

### Materials:

- ★ Paper

### Spot the Missing Letters

Divide the class into pairs or groups. Have the students find words from the unit and practice spelling them. When they're ready, ask them to spell a word while the rest of the students listen, write, and spot the missing letter or letters. The first student to spot the missing letter has to say, "I've got it!", say the word, and spell it correctly. The pair or group with the most correct answers wins.

## Lesson 4 • Phonics

### Materials:

- ★ Three pieces of paper with "nk", "ng", and "ck" (one sound per piece of paper). Three pieces of paper per student.

### Sound Race

Give each student three pieces of paper or cards and ask them to write one sound per piece of paper. Say words with "nk", "ng", and "ck" and have the students listen and hold up the paper with the sound that they think they heard. For example, you say, "wing" and the students hold up the paper with "ng". Call out more words with the sounds. Use words from page 40 and add more. Divide your class into groups and repeat the activity with each group while the other groups listen and watch. Encourage them to make corrections after all the words have been said.



# Unit 6 Jobs

## Lesson 1

### Finding Out Time

#### Materials

★ Optional – scrap paper

#### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Have the students turn to page 37. Divide the class into groups and call out a number from 1 to 12. Tell the students to look at the appropriate time and say what time it is. The group with the most correct answers wins.

**B** Next tell the students to write different times, using the clocks on page 37. Have them write the times on a piece of paper. Have them find a partner, exchange papers, and tell each other what time it is. Circulate and help when necessary. Invite students to write some of the times on the board and call on other students to say what time it is.

#### 1 Listen and practice the words.

Audio script  
CD2 25 page 160

Have the children open their books to page 42 and listen to the CD as they point to the different jobs. Play the CD again and have them repeat after the CD as they point.

**Optional activity:** Write the first two letters of each job on a piece of paper. Fold and put the pieces of paper in a paper bag. Have students take a piece of paper, read the two first letters, and say the whole word. Then ask them to write the word on the board. Tell the rest of the class to check and correct any spelling mistakes.

## Unit 6 Jobs

### Finding Out Time

#### 1 Listen and practice the words.



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

1. What does your dad do? He's a (an) \_\_\_\_\_.
2. What does your mom do? She's a (an) \_\_\_\_\_.

42

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

Audio script  
CD2 26 page 161

Play the CD and have the students listen. Then, invite a student volunteer to come up and ask you the questions about what your dad and mom do (or used to do, if they are retired). When you answer the questions, refer to the Jobs poster. Next, ask the student what his/her mom and dad does and have him/her answer 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. 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 Can you interview your friends?

CD2 27

What's your dad's name?

My dad's name is Omar.

What does he do?

He's a pilot.

Name	Dad or Mom's name	His or her job
Friend 1		
Friend 2		
Friend 3		

#### I Can ...

- do an interview about jobs with a partner.
- say my dad's job.



43

Unit 6

Show the students that they must ask you and two classmates/friends the questions. Tell them to use their paper microphone when they interview the students. Once they have filled in the chart, they can sit down.



**If a student's father has a job not covered in this lesson, encourage him/her to tell you the occupation in the native tongue and then look up the word together in the dictionary to find the English equivalent. Sometimes jobs do not translate well for linguistic or cultural reasons. Therefore, don't worry if you can't translate it exactly.**

## Goal Check

### Goal 41 ☒

Have the students find a partner and ask their partner the questions from Exercise 2 on page 42. Once they have asked their partner these questions, they can check the box in their own books.

### Goal 42 ☒

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 tell you "My mom's a/an \_\_\_\_\_." or "My dad's a/an \_\_\_\_\_." After they have told you their dad's (or mom's) occupation, check the box in their books.



**Point out that when you ask about someone else, you use the word "does". This grammar point has been previously taught. Also point out that "an" is used with words that begin with an "a, e, i, o, or u" sound.**

## Challenge Time!

### 3 Can you interview your friends?



Audio script  
page 161

Have the students listen to the CD and look on page 43.

Give each student a piece of paper and have them roll up the paper to act as a microphone. Invite a student volunteer to the front to ask you these questions, "What's your dad's or mom's name?" and "What does he/she do?" After you answer the questions, the student should write the names and jobs on the chart on page 43.



## Lesson 2

# Grammar in Action

### Materials

- ★ Jobs flashcards

### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Mime a typical action for a job. For example, mime a doctor examining a patient with a stethoscope. Elicit "doctor" from the students. Tell the students to choose a job, mime an action, and elicit the word from the rest of the class.

### 1 Listen and chant in pairs. Audio script page 161

Before playing the CD, elicit the jobs of the people in the pictures. Play the CD and have the students listen to the *Space Station Crew* chant. Play the CD again and have them chant only the yellow words along with the CD.

Draw a 3 x 3 grid on the board. Point to the first picture of the man. Ask, "Who's he?" Elicit, "He's Abdullah." Write that information in the grid on the board. Next, ask, "What does he do?" Elicit, "He's the pilot." Write that information in the grid. Finally ask, "Where does he work?" Elicit, "In a station." Write that information in the grid. Look quizzical and say, "In the train station?" Shake your head and say, "No, in the space station!"

Point to the second picture of the man. Ask, "Who's he?" Elicit, "He's Faisal." Write that information in the grid on the board. Next, ask, "What does he do?" Elicit, "He's a doctor." Write that information in the grid. Finally ask, "Where does he work?" Elicit, "In a hospital." Write that information in the grid. Look quizzical and say, "In the city hospital?" Shake your head and say, "No, in the space hospital!"

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Ministry of Education

2022 - 1444

56

### Grammar in Action

#### 1 Listen and chant in pairs.

#### Space Station Crew

Who's he? He's Abdullah.  
What does he do? He's the pilot.  
Where does he work? In a station.  
In the train station? No, in the space station!

Who's he? He's Faisal.  
What does he do? He's a doctor.  
Where does he work? In a hospital.  
In the city hospital? No, in the space hospital.

Who are they? They're Ali and Omar.  
What do they do? They're the cooks.  
Where do they work? In a restaurant.  
In the fast-food restaurant?  
No, in the space restaurant.

44

Point to the last picture of the cooks. Ask, "Who are they?" Elicit, "They're Ali and Omar." Write that information in the grid on the board. Next, ask, "What do they do?" Elicit, "They're the cooks." Write that information in the grid. Finally, ask, "Where do they work?" Elicit, "In a restaurant." Write that information in the grid. Look quizzical and say, "In the fast-food restaurant?" Shake your head and see if they students can answer, "No, in the space restaurant!"




Play the CD again and chant. During the chant, point to the information written in the grid on the board.

Divide the class into three teams. Tell one team to chant about the pilot, the second team about the doctor, and the third team about the cooks. Have each group take turns chanting the part about their job. After they have done the chant, have the teams switch parts and chant again.




## Challenge Time!

**2 What Do They Do?**  
Can you listen and match jobs and places? Then answer 3.

1. Their jobs

2. Where they work

3. What they do. Number in the correct order.

☐ They put out fires.

☐ They fly planes.

☐ He helps sick people.

**I Can ...**

- chant the *Space Station Crew* chant.
- say two jobs and what they do.

Now go to page 108

45 Unit 6

**Optional activity:** Have students choose different jobs to write sentences about. Ask them to read their sentences for the rest of the class. Encourage students to choose two jobs, write sentences about them, and find pictures to use on a sheet of paper along with their sentences.

## Goal Check

### Goal 43

Have the students stand up. They take turns chanting the *Space Station Crew* chant. Once they have finished, have them sit down and check the box in their books.

### Goal 44

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 tell you two jobs and what the people in those jobs do. Encourage them to answer in complete sentences. Once they have accomplished the goal, check the box in their books.

## Challenge Time!

### 2 What Do They Do? Audio script page 161

Have the students look at the pictures on page 45 and name jobs and places. Invite students to try and match each job with one of the places in 2.

Play the CD and have the students match jobs and places along with the CD.

Pause the CD and have them compare answers in pairs. Then ask them to read the sentences in 3 and suggest answers, for example, "They put out fires.", "They're firefighters." Next have them listen to the rest of the CD and number the sentences in 3 in the correct order.

Tell the students that they are going to listen to the CD again. Have them listen carefully and repeat the sentences in the second part along with the CD. Call on volunteers to say what the people in the pictures do and where they work.

## OPTIONAL

**Words with silent g, gh, k, h, page 108 from Phonics Practice.**  
See Teaching Notes on page 129, We Can!3 Teacher's Book.

## Lesson 3

### Rhythms and Reading

#### Materials

- ★ Jobs flashcards

#### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Have the students chant the *Space Station Crew* chant.

#### 1 Listen, chant, and do. Audio script page 161

Have the students open their books to page 46. Tell the students to look at the pictures of the jobs and see if they can tell you which jobs the boys are talking about in the chant.

Play the CD and have the students listen to the *Jobs* chant as they look at the pictures.

Have everyone stand up and do the chant slowly as you make up a gesture for each occupation together. Do the chant at a normal speed and do the gestures together.

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

Assign jobs to different students in class. Slowly chant and have the students put themselves in the right order of the jobs in the chant. Play the CD again and have everyone chant along. When the student's job is chanted, he/she should mime an action that is related with the job.

#### Rhythms and Reading

##### 1 Listen, chant, and do.

##### Jobs

When I grow up,  
I want to be a designer.  
When I grow up,  
I want to be a baker.  
When I grow up,  
I want to be a TV reporter.  
When I grow up,  
I want to be a scientist.  
When I grow up,  
I want to be a writer.  
When I grow up,  
I want to be a doctor.  
When I grow up,  
I want to be a presenter.  
When I grow up,  
I want to be a teacher.

##### 2 Point and read by yourself.

46

#### 2 Point and read by yourself.

Have the students point to the words and read while paying attention to the chant's rhythm. Read the chant with the students paying attention to the rhythm. Try this once together and then have the students read it on their own.



## Challenge Time!

### 3 Job Guessing Game



Listen, circle the answers, and guess what Saeed wants to be. Ask and answer with a partner.

	Saeed	Your friend
1. Where do you want to work?	in my country in different countries	
2. What do you want to do?	I want to travel and meet people. I want to live in the city and work in an office.	
3. Do you want to learn many languages?	Yes No	
4. Are you planning to study?	Yes No	
5. Do you like to travel?	Yes No	
6. Do you like to help people?	Yes No	



#### I Can ...

- point to and read the *Jobs* chant by myself.
- talk about what someone wants to be when he/she grows up.



47

Unit 6

Next have each student find a friend to ask and answer the questions in pairs. Tell them to make notes about their friend in the last column. If there is enough space in your classroom, have students mingle and ask other students. Have each student report his/her friend's answers and guess the job he/she wants to do. Invite the friend to confirm or disagree by saying what they want to do.

**Optional activity:** Say, "Can you guess my job? When I grow up, I want to be a \_\_\_\_." Then, act out a job. Students must raise their hands to guess your job. When you call on a student, he/she must say, "I know! You want to be a \_\_\_\_." If the student's answer is correct, say, "Yes, that's right! I want to be a \_\_\_\_." If the student's answer is incorrect, say no and choose another student.

Invite four students to come to the front and act out the jobs. Students must use the same language pattern as in your demonstration. When all four students have acted out their occupations, praise them for a job well done and choose four new students. Continue until all students have had a chance to act out a job.

## Challenge Time!

### 3 Job Guessing Game



Audio script  
page 161

Listen, circle the answers, and guess what Saeed wants to be. Ask and answer with a partner. Have the students turn to page 47 and look at the pictures. Elicit the words for the jobs in the pictures and ask the students to say where each person works, if he speaks many languages, if he works with other people, if he likes to travel, and if he likes to help people. Next have students look at the chart and read the questions and answers about Saeed. Tell them that they are going to listen to a CD with questions and answers about Saeed. Have them circle the right answer. Call on students to report their answers and their guesses. The students should say, "Saeed wants to work in different countries." Write the students' guesses on the board. Make sure all the students check their answers. Divide the class into groups A and B. Have group A ask the questions and group B give the answers. Then ask groups to switch roles and practice again. Point to the guesses on the board and have the students check their answers and confirm the job that they think is appropriate for Saeed. Possible jobs: pilot, flight attendant, travel agent.

## Goal Check

### Goal 45 ☒

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 *Jobs* chant by themselves. When they have finished, check the box in their books.

### Goal 46 ☒

Have the students stand up. The students will take turns saying, "When (friend's name) grows up, he/she wants to be a/an \_\_\_\_." Once they have finished, have them sit down and check the box in their books.

# Lesson 4 • Phonics

## Materials

★ Optional: letter cards

## Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Have the students turn to page 62 and chant the two-in-one consonant jingle.

## 1 Listen, say, and match. Then write *kn* or *gh*.

Have the students look at the pictures on page 48 and name them. Elicit a word with *kn*, for example, *knee* and a word with *gh*, for example, *night*. Point to the words and read them. Circle the letters *kn* and *gh*, say the words, and erase the letters from the word to show students that they are soundless.

Play the CD and have the students listen and match words and letters. Point out the example to the students. Have the students write the missing letters in the blanks. Play the CD again and have the students listen and check the spelling of the words.

## 2 Listen, say, and number. Then read.

Tell the students to look at the chart in exercise 2. Point out number 1, make the sound /z/, and read the word. Do the same with columns 2 and 3. Point to the example, say, "sleeps", and point to column 2. Write the numbers and sounds on the board and have the students listen to you. Say, "reads, walks, teaches, sleeps, brushes, comes", pausing after each verb to elicit the number for the sound at the end of the verb.

## Phonics

### 1 Listen, say, and match. Then write *kn* or *gh*.

### 2 Listen, say, and number. Then read.

1	2	3
/z/	/s/	/iz/
reads	walks	teaches
sleeps	eats	brushes
washes	cleans	folds
plays	watches	runs
		comes
		goes
		catches

## Advice Time

Winners work hard.

48

Play the CD and have the students listen, say, and number. Tell students to compare answers with a partner. Then play the CD again and let them check their answers.

Call on students to read one or two verbs, mentioning the numbers. Have students repeat words that they have difficulty with.





### Challenge Time!

3 Listen and point to the numbers. Then chant.

**One Thousand Stars**  
 I like to count the stars at night  
 Ten at a time,  
 Ten, twenty, thirty,  
 Forty, fifty, sixty,  
 Seventy, eighty, ninety,  
 ONE HUNDRED!  
 Let's count together!  
 A hundred at a time!  
 One hundred, two hundred,  
 Three hundred, four...  
 Four hundred, five hundred,  
 Six hundred, seven...  
 Seven hundred, eight hundred,  
 Nine hundred...  
 ONE THOUSAND stars at night!

30  
100  
600  
1000  
80  
300  
900  
50  
700

**I Can ...**

- spell and write words with kn; knife, gh; night and verbs ending in s or es.
- count up to one thousand.

GOAL 47  
GOAL 48

Now go to page 109

49 Unit 6

going to listen to a CD with the chant and point to a number on the page when they hear it. Tell them that there are only a few of the numbers on the page. Play the CD and have the students point to the numbers they can see.

Read the chant more slowly and have the students repeat after you. Then have the students copy the chant and write numbers instead of words. Next play the CD and have the students chant along with the CD.

### Goal Check

#### Goal 47 ☒

Students must write two words with kn and gh, and two verbs ending in s or es, 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. Have them read the words to you. Check the box in their books once they have correctly written all four words.

#### Goal 48 ☒

Have the students stand up and count in tens and one hundreds up to one thousand. Once they have finished, have them sit down and check the box in their books.

### OPTIONAL

**Words with silent letters,**  
 page 109 from Phonics Practice. See  
 Teaching Notes on page 129. We Can!3  
 Teacher's Book.

### Challenge Time!

#### 3 Listen and point to the numbers. Then chant.

Audio script  
 page 162

Write 10, 20, 30 ... up to 100 on the board and have the students count. Point to numbers at random and call on students to name them. Then, write 100, 200, 300, ... up to 900 on the board. Say each number and have the students repeat.

Invite the students to come to the board in groups. Say a number at random and have students point to that number. Next, ask the rest of the class to say numbers and have students from the group point to them.

Point to a number on the board and have a volunteer student name it. Repeat with more numbers. Invite students to come to the board, point to numbers at random and have the rest of the class name the numbers.

Have the students turn to page 49 and say the numbers on the page. Tell the class that they are



## Extension Activities

### Lesson 1 • Finding Out Time

#### Jobs Chain

Review the Jobs words with the class.

On the board, draw a stick figure of a boy and write “He’s”; a stick figure of a girl and write “She’s”; and a stick figure of both a girl and a boy and write “They’re”.

Point to the boy on the board and mime a job, for example, an astronaut. Elicit, “He’s an astronaut.” Invite a student to come to the front of the class and demonstrate. Use the jobs on page 42, numbered from 1 to 15. Invite each student to come to the front. Have one of the other students shout out a number at random, for example, 6. The student at the front should say, “He’s an engineer.”

Continue until all the students have had a chance to play.

## Lesson 2 • Grammar in Action

### Materials:

★ Paper

### Space Station Crew

Chant the *Space Station Crew* chant. Divide the class into groups or let each student do this activity individually. Give each group (or student) a piece of paper and let them choose a job. They have to come up with a new verse of the *Space Station Crew* chant.

Each group (or student) has to:

1. Write a name for their crew member.
2. Write the sentence, “He’s/She’s a (job).”
3. Write where they work.

Students will likely need help with step 3. Therefore, circulate around the room and teach the students how to say and spell the workplaces of their crew members.

**Workplaces:** astronaut – space station; architect, engineer, computer technician, businessman, lawyer – office; pilot – airport; nurse, doctor – hospital; cook – restaurant; diver – the sea; teacher – a school; firefighter – fire station; housewife, writer – at home; baker – a bakery; TV presenter – a TV station; scientist – a laboratory; football player – field/court/stadium

Once everyone is finished, each group (or student) can perform their new verse of the chant. Praise each group for a job well done.



## Lesson 3 • Rhythms and Reading

### Materials:

- ★ Jobs poster
- ★ Jobs flashcards

### Jobs Guessing Game

Have the students turn to page 44 and review the *Space Station Crew* chant. Draw a stick figure of a man and write the question, “What does he do?” Then, draw a stick figure of a woman and write the question, “What does she do?”

Have each student mime his/her father's job. Encourage the students to use props, e.g. paper hat or toy stethoscope. The rest of the students have to guess what the job is and say, “He's/She's a \_\_\_\_\_.”

When a student guesses correctly, reveal what card you are holding and say, “Yes, he's/she's a \_\_\_\_\_.” That student then comes to the front, chooses a card, and asks the students, “What does he/she do?” and the game continues.

Continue until all students have had a chance to come to the front of the class and choose a card.

## Lesson 4 • Phonics

### Materials:

- ★ Two pieces of paper per student with “kn” and “gh”.

### Sounds Race

Give each student two pieces of paper or cards and ask them to write “kn” and “gh” on separate pieces of paper. Say words with “kn” and “gh”, and have the students listen and hold up the paper with the sound that they think they heard. For example, you say, “knock”, the students hold up the paper with “kn”. Call out more words with the sounds. Use words from page 48 and add more. Divide your class into groups and repeat the activity with each group while

the other groups listen and watch. Encourage them to make corrections after all the words have been said.

Do the same activity with the /z/, /s/, and /iz/ sounds.

### Materials:

- ★ Paper
- ★ Scissors

### Numbers up to 1000

Write numbers on the board. Use numbers up to 1000. Write them in random order. Invite a student to come to the board and choose a number to begin with, for example, 250. Have the rest of the students count up to the next number on the board, for example, 340.

**Optional:** Use the following numbers on the board:

82	95	120	230
250	300	320	460
510	580	600	635
710	800	840	900
960	1000		

# Unit 7 Fun on the Weekend

## Lesson 1

### Finding Out Time



#### Materials

- ★ A calendar

### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Have the students tell each other about their daily routines and compare times and activities. Elicit some of the activities from the students and write them on the board.

### 1 Listen and practice. Then do it in pairs.



Have the students open their books to page 50. Play the CD and have the students point to the pictures and words as the talk is played.

To convey the idea of past tense, write the words *clean*, *practice*, *watch*, *kick*, *play*, *study*, *cook*, and *stay* in a horizontal column on the board. Take a calendar and ask a student to point to today. Point to the day before and say, "Yesterday". And then point to the weekend before and say, "The weekend". Then say, "I cleaned my room yesterday," as you write the "ed" on the end of the word "clean" with a different-colored chalk (or underline the "ed").

Next, say, "I cleaned my room over the weekend," as you write the "ed" on the end of the word "cleaned" with a different-colored chalk. Continue with the other verbs on page 50, making sentences using "over the weekend" or "yesterday". (You'll need to erase the "e" on the end of the word "practice" and write a new "ed").



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Ministry of Education

2022 - 1444

64

## Unit 7 Fun on the Weekend

### Finding Out Time

#### 1 Listen and practice. Then do it in pairs.



#### Regular Verbs

1. I **cleaned** my room.
2. You **practiced** on the trampoline.
3. He **watched** a DVD about sharks.
4. He **kicked** a ball for three hours.
5. They **played** computer games.
6. Fahad **studied** for six hours.
7. Ali **cooked** breakfast.
8. Noura **stayed** home.

That's boring.  
That's great!  
That's scary!  
That's okay.  
That's great!  
That's fantastic!  
That's great!  
That's boring.



50



The "y" in "study" changes to "i" before you add "ed" because the letter before it is a consonant. The "y" in "play" or "stay" stays the same when you add "ed" because the letter before it is a vowel.

Go over the different comments in the speech bubble, starting with, "That's boring." Say each comment twice with exaggerated intonation and facial expressions. After you say each one, have the students draw a quick face to help them remember what the comment means.

Play the CD again and have the students point to the pictures and words as the talk is played. Ask a student volunteer to come to the front. Say one of the past tense verb sentences and prompt the student to make a comment. Then switch parts.

Next, have the students make pairs. One student will say one of the past tense verb sentences and the other will comment. Then, have them switch parts. Ask one of the students to choose and mime one of the activities. Their partner or the rest of the

## Challenge Time!

**2 Ask, Listen, and Comment**

**1. Practice the comments.**

1. That's fantastic!
2. That's great!
3. That's okay.
4. That's boring.
5. That's scary!

**2. Sit in a circle. Ask, answer, and make comments.**

**I Can ...**

- ask a partner about his or her weekend and get the answers.
- listen to someone's answer about what he or she did over the weekend and make a comment.

☒ GOAL 49

☒ GOAL 50

51 Unit 7

students have to say the appropriate past tense verb sentence.

## Challenge Time!

### 2 Ask, Listen, and Comment Audio script page 163

Have the students look at the pictures on page 51. Play the CD track and have the students listen and point to the words. When the comments are said, have them repeat after the CD. Then read the comments together a second time.

- S** Have the students sit in a circle and hold their eraser in their hand. One student should ask the student to their right, "What did you do over the weekend?" (They should choose an activity learned from page 50.) Then, one student should make a comment. When the student makes his/her comment, he/she can put an eraser into the center of the circle. The object of this activity is to put your eraser in the center of the circle by the time everyone has been asked the question.

- B** Have the students make groups of 6. Have the students in each group sit in a circle and hold their eraser in their hand. One student should ask the student to their right, "What did you do over the weekend?" (They should choose an activity learned from page 50.) Then, one student should make a comment. When the student makes his/her comment, he/she can put an eraser into the center of the circle. The object of this activity is to put your eraser in the center of the circle by the time everyone has been asked the question.

## Goal Check

Goals 49 and 50 ☒

Combine these two goals for this lesson. Have the students make pairs. The first student should ask the other, "What did you do over the weekend?" The second student answers and then the first student makes a comment. Then, have the pair switch parts. Once they have finished, they can raise their hands and say, "We're finished!" Once a pair is finished, check the box in their books.

## Lesson 2

### Grammar in Action

#### Materials

- ★ Sheets of paper, student drawings

#### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review the Weekend Activities with the class. Then ask students to come to the front and mime one of the weekend activities. The rest of the class has to say what the student did over the weekend.
- Elicit weekend activities from the students and write each verb on the board. Put it in a circle. For example,



Ask students to make groups and brainstorm / think about different combinations with each verb. For example, cooked: breakfast, lunch, eggs, meat, etc.

Elicit the words that collocate with each verb and complete the spider grams. Have the students copy them.

#### 1 Listen and practice. Audio script page 163

Have the children open their books to page 52. Play the CD and have the students point to the words. Then, have the students stand up, and do the following gestures with you, as you say the pronouns:

1. "I" – point to your chest
2. "We" – point to yourself and everyone in the room with a sweeping motion
3. "You" – point to someone close to you
4. "He" – draw a stick figure of a boy on the board and point to it
5. "She" – draw a stick figure of a girl on the board and point to it

#### Grammar in Action

##### 1 Listen and practice.

I practiced	We practiced
You practiced	You practiced
He / She practiced	They practiced

##### 2 Listen and chant Past Tense Regular Verb Chunks.

1. practiced, practiced → I **practiced** my English.
2. watched, watched → You **watched** a DVD.
3. cooked, cooked → She **cooked** breakfast.
4. kicked, kicked → He **kicked** a ball.
5. cleaned, cleaned → They **cleaned** the house.
6. stayed, stayed → We **stayed** at home.
7. played, played → You **played** outside.
8. studied, studied → You **studied** a little.

##### 3 Listen and practice. Then do it in pairs.

Regular Verbs	
for ed say /t/	for ed say /d/
practice - <b>practiced</b>	clean - <b>cleaned</b>
watch - <b>watched</b>	stay - <b>stayed</b>
cook - <b>cooked</b>	play - <b>played</b>
kick - <b>kicked</b>	study - <b>studied</b>

52

6. "They" – draw two stick figures on the board and point to them

(Note: Another way to teach "he" or "she" is to point to a boy or girl who is far away from you in the classroom.)

Play the CD again and repeat after the CD as you do the gestures.

Tell the students to pair up. Then have them practice saying the phrases and doing the gestures as their partner repeats them, as heard on the CD. Then, have them switch parts.

Play the CD again and have the students say the words along with the CD, as they point to them in their books.

#### 2 Listen and chant Past Tense Regular Verb Chunks. Audio script page 163

Play the CD. The students should point to the words and pictures along with the CD.

Do the chant slowly using the gestures for the pronouns from Exercise 1. Do it again at a normal speed.

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

## Challenge Time!

**4 Verb Game**

Can you write and play the Verb Game and beat a partner?

**Verb Game 1 (practice)**

cooked	practiced	played
watched	kicked	studied
☆	cleaned	stayed

**Verb Game 2**


**I Can ...**

- say the past form of six regular verbs.
- say two things that I did over the weekend.

GOAL 51

GOAL 52

53 Unit 7

### 3 Listen and practice. Then do it in pairs.

Audio script  
CD3 06 page 164

Play the CD and have the students listen as the point to the words in the chart. Point out that some regular past tense verbs end with a /t/ sound and others end with a /d/ sound.

Tell the students to pair up. Then have them practice saying the verbs and doing the gestures as their partner repeats them, as heard on the CD. Then, have them switch parts.

Hand out word cards (or pieces of paper with the verbs) for Weekend Activities randomly. Ask one student to stand on one side of the room and make the /t/ sound. Ask another student to stand on the other side of the room and make the /d/ sound. Looking at the chart, the students holding the cards can say the past form of the verb and go to the correct side of the room. Once they have completed this task, praise them and review how the regular past tense verbs are pronounced, as shown in the chart.

Play the CD again and have the students chant along with the CD, as they point to the words in the chart.

## Challenge Time!

### 4 Verb Game

Audio script  
CD3 07 page 164

Have the students look at the Verb Game card on page 53 and read the regular past tense verbs written in the spaces/squares together. Play the CD track and have the students listen. Play the CD again and have them circle the word when they hear it on the CD.

Audio script  
CD3 08 page 164

After Verb Game 1 is played, have the students write the same words in a different order in the Verb Game 2 card. Play the CD and have the students circle or check the words when they hear them. When a student only has one more to go, he/she should say, "Only one more!" When a student gets five words, he/she should say, "Got it!" Have him/her read the answers. (If no one got five words after the CD track is finished, call out other words yourself.) Play a few rounds of the game, calling out the words yourself. When a student gets five words, remind him/her to say, "Got it!" Then have him/her read the answers.

## Goal Check

### Goal 51 ☒

Have the students stand up. Call on a student and ask him/her to say the past form of six regular verbs and then sit down. After the students have completed the goal, have them check the goal box in their books.

### Goal 52 ☒

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 say two things that they did over the weekend. Once they have completed this goal, check the box in their books and have them sit down.



# Lesson 3

## Reading and Writing


### Materials

- ★ Scrap paper
- ★ Optional – a timer

### Getting Started

- The students should say, “Hello! How are you?” to the teacher and their classmates when they enter the classroom.

- Have the students review and chant the *Past Tense Regular Verb Chunks* chant.

- 1 Listen and read.  Audio script page 164  
Circle the answers in the chart.

Bring some sugar, water, and a few apples or tomatoes to class. Pour the sugar in a cup and hand it to students. Ask them to count the sugar. (Demonstrate that it is very difficult to impossible to count the grains of sugar in a bowl.) Do the same with the water. Then put the apples and/or tomatoes on a desk and ask, “How many apples are there?” Elicit the number of apples or tomatoes. Point to the sugar and ask, “How much sugar do we have?” Answer, “a cup of sugar”. Do the same with the water.

Tell the students that they are going to listen to a dialogue between two girls. Point to the chart and ask the students to listen and circle the answers under HOW MUCH and HOW MANY. Play the CD again and let the students listen and check or complete their answers. Call on students to report their answers in class.

Point to the examples in the bubbles and demonstrate asking and answering with a student. Then have students practice in pairs using the chart. Student A says, “How much oil do we need?”, student B says, “Half a cup of oil.” or “Half a cup.” Circulate to make sure that students are using English. Have them switch roles and practice again.



### Reading and Writing



How much flour /  
How many tomatoes ...?  
We have some /  
We don't have any ...

- 1 Listen and read. Circle the answers in the chart.



How much flour  
do we need?

2 cups of flour

How many tomatoes  
do we need?

4 tomatoes

WE NEED	HOW MUCH	HOW MANY	WE HAVE/ WE DON'T HAVE
flour	1 cup 2 cups		YES NO
oil	½ a cup 1 cup		YES NO
cheese	1 cup 3 cups		YES NO
tomatoes		4 6	YES NO
peppers		2 3	YES NO
mushrooms		10 8	YES NO



Why don't we  
make a pizza?

We have some flour, but  
we don't have any oil.

- 2 Listen and circle YES or NO in the chart. Practice in pairs.

- 3 Write two sentences with *some*, *any*, and *but*.

We have \_\_\_\_\_ but we don't have \_\_\_\_\_.

We \_\_\_\_\_ but \_\_\_\_\_.

54

- 2 Listen and circle YES or NO  Audio script page 164  
in the chart. Practice in pairs.

Point to the last column of the chart and ask students to listen and circle YES or NO. Explain that they are going to listen to the two girls checking on supplies in the kitchen. Play the CD and have the students answer. Check answers in class.

Play the CD again and have students listen and repeat. Then ask them to use the chart and practice in pairs. The students should say, “We have some flour, but we don't have any oil.”

- 3 Write two sentences with *some*, *any*, and *but*.

Ask the students to use their answers in the last column to write sentences. Call on your more confident students to provide examples. Then give the students time to write their sentences. Next have them exchange and check their sentences.

**Optional:** Ask students to close their eyes and picture the interior of their fridge at home. Have them write a short list of things they have in the fridge. Then ask them to think of things they don't have and need to buy. Report using “We have some

## Challenge Time!

**4 Ordering in a Restaurant**  
Can you be a waiter or waitress and take an order from a partner?

**CD 11**

RESTAURANT LA PHONICS

<p><b>APPETIZERS</b></p> <ul style="list-style-type: none"> <li>Leek soup</li> <li>Blue cheese</li> </ul> <p><b>SIDE DISHES</b></p> <ul style="list-style-type: none"> <li>French fries</li> <li>Green salad</li> </ul> <p><b>DRINKS</b></p> <ul style="list-style-type: none"> <li>Honey tea</li> <li>Green tea</li> </ul>	<p><b>MAIN COURSE</b></p> <ul style="list-style-type: none"> <li>Spaghetti with meat sauce</li> <li>Seafood spaghetti</li> </ul> <p><b>DESSERTS</b></p> <ul style="list-style-type: none"> <li>Ice cream</li> <li>Fruit salad</li> </ul> <p style="text-align: center; color: red; font-weight: bold;">TODAY'S SPECIAL</p> <p style="text-align: center;">Turkey mayonnaise</p>
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What would you like?  
I'd like ... , please.  
Sure. Just a moment.

**I Can ...**

- ask and answer questions with *How many* and *How much* and make sentences with *some* and *any*.
- read an English menu and order at a restaurant.

☒ GOAL 53

☒ GOAL 54

55 Unit 7

... but we don't have any ..." Role play with a partner and make suggestions, "Why don't we make/ cook ...." or "Let's make/ cook ..."

## Challenge Time!

### 4 Ordering in a Restaurant Audio script page 164

Have the students look at the menu on page 55. See if they can say the names of any of the items on the menu. Play the CD and have them point to the items on the menu as they listen and repeat.

Try again to see how many of the items on the menu the students can say. If you feel they need more practice, play the CD again and have them point to the items on the menu as they listen and repeat a second time.

Choose two outgoing students to come to the front and act out ordering in a restaurant, using the language on page 55. Praise them for a job well done.

Next have the students find a partner and act out ordering in a restaurant. After practicing the conversation once, have them switch parts.

## Goal Check

### Goal 53 ☒

Have the students hold their books and make a line in front of you, in pairs. When they get to the front of the line, they should use the chart on page 54 to ask and answer questions with *How much* and *How many*. Once they have completed this goal, check the box in their books and have them sit down.

### Goal 54 ☒

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 the whole restaurant menu. Once they have completed this goal, check the box in their books and have them sit down.

# Lesson 4 • Phonics

## Materials

- ★ Photos of the desert and/or sand dunes
- ★ sheets of paper

## Getting Started

- The students should say, “Hello! How are you?” to the teacher and their classmates when they enter the classroom.
- Review the Weekend Activities with the class. Mime activities and have the students say sentences about what you did over the weekend. Then hand over to the students. Ask students to mime and have the rest of the class say the sentences.

### 1 Listen, read, and practice.



Write *sand* and *tent* on the board. Use a different colored marker or chalk for *nd* and *nt* or circle them. Have the students look at the letters and photos on page 56. Play the CD and have the students listen and repeat. If necessary, say the words more slowly for students to repeat. Play the CD again and have the class point to the words as they listen and say.

### 2 Listen and check *nd* or *nt*. Then complete the words.



Say “hand” a few times and point to the check under *nd*. Make sure all the students are clear about what they have to do. Play the CD and have the student listen and check the right column. Have them compare with a partner. Invite students to come to the board, say each word, and point to *nd* or *nt* on the board. Play the CD again and have the students repeat, and then complete the words. Have student volunteers spell each word for the rest of the class or write them on the board.



## Phonics

### 1 Listen, read, and practice.



sand



tent

### 2

#### Listen and check (✓) *nd* or *nt*. Then complete the words.



		<i>nd</i>	<i>nt</i>
	ha _ _	✓	
	pai _ _		

		<i>nd</i>	<i>nt</i>
	sta _ _		
	pla _ _		

### 3

#### Listen and circle the words ending in *nd* and *nt*. Then chant.



There is sand all around,      There's a tent on the land,  
There is sand in my hand.      There's a tent on the sand.  
Golden sand in the sun!      Golden sand in the sun!

## Advice Time

Actions speak louder than words.



56

### 3 Listen and circle the words ending in *nd* and *nt*. Then chant.



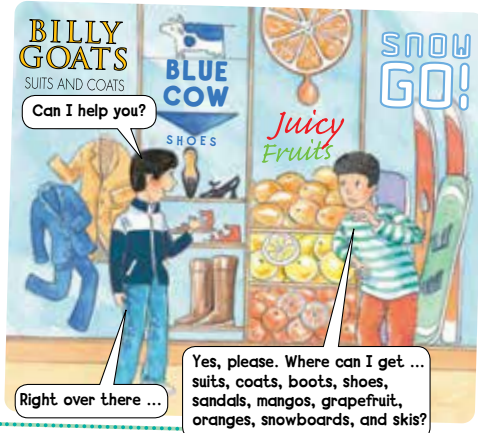
Have the students look at the photo of the desert in their books. Point to it and present the word “sand”. Tell the students to imagine that they are standing in the middle of the desert. Ask them what they see all around. Play the CD and have them listen and circle the words ending in *nd* or *nt*. Call on students to report their answers in class and say the words.

Play the CD again and have the students chant. Say the chant more slowly and use gesture or mime, as you chant. Ask the students to chant with you and use the same or similar gestures and mime. Play the CD again and have students chant along the CD while they mime.

## Challenge Time!

### 4 In the Shopping Mall

Can you be an information person and show a partner the right store?



### I Can ...

- say, read, and write words ending in *nd* and *nt*.
- read English store signs in town.



Now go to pages 110, 111

57

Unit 7

## Goal Check

### Goal 55 ✓

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 say the chant on page 8. Once they have completed this goal, check the box in their books and have them sit down.

### Goal 56 ✓

Tell the students they should find three store names in English around town, and write them down. They should bring them to the next class, and read them to you. Check their books once they have accomplished this goal at the beginning of the next class.

## OPTIONAL

**Long Vowels**, pages 110, 111  
from Phonics Practice. See Teaching Notes  
on page 130, We Can!3 Teacher's  
Book.

## Challenge Time!

### 4 In the Shopping Mall



Audio script  
page 164

Have the students look at the stores on page 57. See if they can say the names of any of the items for sale. Play the CD and have them point to the store names and items for sale as they listen and repeat.

Try again to see how many of the store names and items for sale the students can say. If you feel they need more practice, play the CD again and have them point to the store names and items for sale as they listen and repeat a second time.

Choose two outgoing students to come to the front and act out the talk, using the language on page 57. Praise them for a job well done.

Next, have the students find a partner and act out the talk. After practicing the conversation once, have them switch parts.



## Extension Activities

### Lesson 1 • Finding Out Time

#### Materials:

- ★ Pictures or photos with weekend activities
- ★ Index cards or heavy construction paper for verb flashcards

### Verb Guessing Game

Review the sentences and past tense verbs on page 50 using the pictures in the book, or your own photos or pictures. Review the present and past tense forms of the verbs. Make verb flashcards on cards or pieces of paper. Next, secretly choose a verb flashcard. The students have to guess which verb flashcard you are holding by saying one of the sentences on the page. When a student says the correct sentence, say “Yes!” and show him/her the verb on the card. Then, have that student say the present and past tense forms of the verb. Invite that student to the front to choose a card and continue playing the game.

Continue the game until all students have had a chance to come to the front and choose a verb card.

### Lesson 2 • Grammar in Action

#### Materials:

- ★ Verb flashcards

### Flashcard Miming Game

Review the sentences, verb chunks, and the past tense verbs on page 52. Place the verb cards face down on a desk. Have students take turns picking a card and miming the activity. Their partner should say what he/she did over the weekend. Then have them switch roles.



## Lesson 3 • Reading and Writing

#### Materials:

- ★ Heavy construction paper or index cards
- ★ An envelope or resealable plastic bag (per student)
- ★ Small pieces of paper for numbers

### Past Tense Verb Cards Project



**This is a card making project to help the students learn and remember past tense forms of verbs. This project will continue through Extension Activities in this teacher's guide. To ensure that the students do not lose their cards, have them store the cards in an envelope or resealable plastic bag and keep the cards in a box in the classroom or other safe place.**

Have each student cut out 17 cards of uniform size from the heavy construction paper or index cards. On one side of each card, they should write the verb and the past tense form of the verbs that they learned from this unit on pages 50 and 52. On the back, they should write their name or initials. (For example, the students should write *clean – cleaned* on the front of the card, and their name/initials on the back.)

After the students have written their cards, they can play games with a partner. Here are two suggested games:

1. Lay out the cards in a row to make a board game. Pick a number from a bag and use erasers as game pawns/markers. When you land on a card, you must say the verb and the past tense form of that verb. The first person to get to the finish line is the winner!
2. You and your partner should mix your own set of cards well. Then lay your cards face down and lay your partner's cards face down next to yours. Turn over one of your cards and say the verb and the past tense form of that verb. Then turn over one of your partner's cards. If you turn

over the card with the same verb, you get to keep both cards. If you turn over a card with a different verb on it, place both cards face down in their original positions. The student with the most pairs of cards at the end of the game is the winner!

Once the students have finished playing with their cards, have them put the cards in their envelope or plastic bag and store in a safe place, such as in a box in the classroom. The cards will be reused for the next unit's Extension Activities.

## Lesson 4 • Phonics

### Phonics Sounds Game

Review the sounds *nd* and *nt* on page 56. Have the students chant and mime the chant on page 56.

Then give them the starting lines of a different version:

There are plants all around,  
There are plants on the land ...

Have the students find a partner and write the rest of the chant. Tell them that they will present their chant later in class. Ask them to rehearse saying and miming the chant with their partner. Invite pairs to come to the front and chant. Encourage the students to mime as they chant.

### Spelling Game

Say a word from the following list:

suits	mangos	snowboards
coats	grapefruit	skis
boots	oranges	snow
shoes	juicy	
sandals	fruit	

Have a student from a group spell the word while another student writes it on the board. Ask the other groups to check, agree or disagree, and correct if there's a mistake. Keep score for each group on the board.



# Unit 8 Life's Ups and Downs

## Lesson 1

### Finding Out Time

#### Materials

- ★ A calendar

#### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- When the students come to class, have them complete Goal 56 and then check the goal box in their books.
- Ask, "What did you do over the weekend?" The students must think about their weekend and answer using words from the Weekend Activities in Unit 7. Have them answer individually.

#### 1 Listen and practice. Then test a partner.



Have the children open their books to page 58. Play the CD and have the students point to the pictures and words as the talk is played.

To convey the idea of past tense, write the words *win, get, am, make, see, lose, catch, have, break, and are* in a horizontal column on the board. Take a calendar and ask a student to point to today. Then, point to the day before and say, "yesterday". Point to the year and elicit it. Then say the number of the previous year and say "last year".

Make a new horizontal column to the left of your old column and write the number of last year and the words *last year* at the top. Then write the irregular past tense verbs next to the regular forms as you say the verbs. Point to the verbs, say the sentences on page 58, and have the students repeat after you.

Play the CD again and have the students point to

Ministry of Education

2022 - 1444

74

## Unit 8 Life's Ups and Downs

### Finding Out Time

#### 1 Listen and practice. Then test a partner.



#### Irregular Verbs

##### Good Things

1. I **won** a table tennis game 21 to 3.
2. I **got** first place in a race.
3. I **was** team captain.
4. I **made** a rocket.
5. I **saw** a rainbow.

##### Bad Things

6. We **lost** a football game 8 to 0.
7. I **caught** a cold.
8. My dad **had** an operation.
9. I **broke** my leg.
10. We **were** stuck in an elevator.

What good / bad things happened to you last year?



58

the pictures and words, as the talk is played. Ask a student volunteer to come to the front. Say one of the numbers from 1–10 and prompt the student to say the sentence as they point to the picture in the book. Then switch parts.

Next, have the students make pairs. One student will say a number from 1–10 and the other will say the sentence. Then, have them switch parts.

Call on individual students to say the sentences.

## Challenge Time!

### 2 Ask, Listen, and Comment



#### 1. Can you ask a question?



#### 2. Can you listen to the answer and then make a comment?

1. Congratulations!
2. So did I.
3. How nice!
4. Sorry about that.
5. How scary!

#### I Can ...

- talk about a good or a bad thing that happened to me in the past.
- quickly make comments about what happened in the past.



59 Unit 8

## Goal Check

### Goal 57 ☒

Have the students stand up. Choose a student and ask him/her to say one good or bad thing that happened to him/her in the past. Once the student has completed this goal, he/she can sit down and check the box.

### Goal 58 ☒

Have the students make pairs. One student should ask the other, "What happened to you yesterday/last week/last month/last year?" The other student should answer and then the first student should quickly comment. Next, have the pair switch parts. Once they have finished, they can raise their hands and say, "We're finished!" Once a pair is finished, check the box in their books.

## Challenge Time!

### 2 Ask, Listen, and Comment



Audio script  
page 165

Have the students look at the picture on page 59. Play the CD track and have them listen.

Using the calendar, go over the phrases, "yesterday", "last week", "last month", and "last year". Then read the comments from 1 to 5. Have the students repeat after you. Next, play the CD again and have the students repeat the sentences.

Invite a student volunteer to the front to demonstrate asking the question, answering, and then making a comment. Then switch parts.

Have the students make pairs and practice asking a question, answering, and then making a comment. (They should choose an activity with a verb in the past tense from page 58.) Then, have them switch parts. Circulate around the room to make sure everyone is speaking English and to help students who need it.

## Lesson 2

### Grammar in Action

#### Materials

- ★ Life's Ups and Downs flashcards
- ★ A ball

#### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Use the Life's Ups and Downs flashcards and the pictures on page 58 to review the verbs and past tense irregular verbs learned in Lesson 1 of this unit.
- Have the students stand in a circle. Say the regular form of the verb and then throw the ball to a student. The student who catches the ball says the past tense irregular form. Then motion for the student to throw the ball back to you. Continue the game by throwing the ball to other students and saying different verbs. The students should always throw the ball back to you. Hand over to students and let them lead the game.

#### 1 Listen and practice. Audio script page 165

Have the students open their books to page 60. Hand over to students and let them lead the game. Play the CD and have them point to the words. Then, have the students stand up, and do the following gestures as you say the pronouns:

1. "I" – point to your chest
2. "We" – point to yourself and everyone in the room with a sweeping motion
3. "You" – point to someone else
4. "He" – draw a stick figure of a boy on the board and point to it
5. "She" – draw a stick figure of a girl on the board and point to it
6. "They" – draw two stick figures on the board and point to them

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Ministry of Education

2022 - 1444

76

#### Grammar in Action

##### 1 Listen and practice.

I won	We won
You won	You won
He / She won	They won

##### 2 Listen and chant Past Tense Irregular Verb Chunks.

1. lost, lost → I **lost** a tennis match.
2. won, won → We **won** a football game.
3. got, got → I **got** 200 points in a computer game.
4. was, was → I **was** sick.
5. made, made → I **made** a tree house.
6. saw, saw → I **saw** a rainbow.
7. caught, caught → I **caught** a big fish.
8. had, had → We **had** a cake.
9. broke, broke → I **broke** my glasses.
10. were, were → We **were** happy.

##### 3 Listen and practice. Then do it in pairs.

Irregular Verbs	
win - won	see - saw
lose - lost	catch - caught
get - got	have, has - had
am, is - was	break - broke
make - made	are - were

60

Play the CD again and repeat after the CD as you do the gestures.

Then, play the CD again and have the students say the words along with the CD, as they point to them in their books.

#### 2 Listen and chant Past Tense Irregular Verb Chunks. Audio script page 165

Play the CD and have the students listen. Do the chant slowly and ask the students to point to the correct picture after each sentence. Look around to make sure everyone is pointing to the correct pictures.

Do the chant slowly using the gestures for the pronouns used in Exercise 1. Do it again at a normal speed.

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

## Challenge Time!

### 4 Verb Game

Can you write and play the Verb Game and beat a partner?

#### Verb Game 1 (practice)

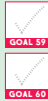
was	had	made
got	caught	saw
lost	broke	were

#### Verb Game 2


I want to win! I'm so close.

#### I Can ...

- say the past form of six irregular verbs.
- say two sentences using past tense irregular verbs.



61

Unit 8

### 4 Verb Game

Audio script  
CD3 21 page 166

Have the students look at the Verb Game 1 card on page 61 and read the past tense irregular verbs written in the spaces together. Play the CD track and have the students listen and circle the past tense verbs. Play the CD again and have the students check and complete their answers by circling any verbs they missed the first time.



Audio script  
CD3 22 page 166

After Verb Game 1 is played, have the students write the same words in a different order in the Verb Game 2 card. Play the CD and have the students circle the verbs as they hear them. When a student only has one more to go, he/she should say, "Only one more!" When a student gets six verbs, he/she should say, "Done." Have him/her read the answers.

Play a few rounds of the game, calling out the words yourself. Change the order of the sentences at each round. When a student gets six verbs, he/she should say, "Done." Then have him/her read the answers.

### 3 Listen and practice. Then do it in pairs.

Audio script  
CD3 20 page 165

Play the CD and have the students listen as they point to the words in the chart.

Tell the students to pair up. One student will say a verb and the other student will say the past tense form, as heard on the CD. Then, have them switch parts.

Say the past tense form of a verb in the chart and ask the students to say and spell the regular form of the verb. Say the regular and irregular forms of that verb as a class. Continue until all the verbs have been used.

Play the CD again and have the students chant along with the CD, as they point to the words in the chart.

## Goal Check

### Goal 59 ☒

Have the students stand up. Call on a student and ask him/her to say the past tense form of six irregular verbs. After they have completed the goal, have them sit down and check the goal box in their books.

### Goal 60 ☒

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 say two sentences using past tense irregular verbs. Once they have completed this goal, check the box in their books and have them sit down.



## Lesson 3

### Reading and Writing

#### Materials

- ★ Index cards or heavy construction paper for verb cards
- ★ Optional – a timer, a paper or plastic bag, cutouts of fruit, and a bottle of milk

#### Getting Started

- The students should say, “Hello! How are you?” to the teacher and their classmates when they enter the classroom.
- Have the class review and chant the *Past Tense Irregular Verb Chunks* chant from page 60.

#### 1 Listen and read. Then chant.



Have the students open their books to page 62. Play the CD and have them listen to the chant as they point to each word and picture.

Point out the past tense forms of the verbs in the chant. Read the chant slowly together. Then, play the CD again and have the students chant along.

#### 2 Practice in pairs. Then change the verb tense and chant.



Play the CD and have the students repeat the verbs as they point to them in the book and then listen to the new chant in which the verbs are substituted. Go over the new chant slowly and try to elicit the present form of the verbs. Play the CD again and have the students chant along. Ask the students to find a partner. Have them take turns saying the verbs and then the new chant, as heard on the CD.

#### Reading and Writing

##### 1 Listen and read. Then chant.



##### My Brother Khaled

My brother Khaled  
**Went** to the cupboard,  
To find something to eat.  
But when he **got** there,  
The cupboard **was** bare,  
And so he **had** nothing to eat.

He **went** to the grocer's,  
To buy some fruit and milk.  
But when he **came** back,  
He **was** holding  
an empty brown bag!  
Poor Khaled!



##### 2 Practice in pairs. Then change the verb tense and chant.



went got was had went came was  
goes gets is has goes comes is

62



## Challenge Time!

3

What did they cook?



Listen to the chant and circle the words. Can you say what they cooked?

We had some *meat* / *chicken*,  
but we didn't have any *cheese* / *butter*.

We had some *tomatoes* / *salad*,  
but we didn't have any *macaroni* / *bread*.

We had some *carrots* / *onions*,  
but we didn't have any *potatoes* / *apples*.

We had some *rice* / *flour*,  
but we didn't have any *eggs* / *oil*.

We had some *juice* / *milk*,  
but we didn't have any *mustard* / *ketchup*.



Change the words and rewrite the chant  
with a partner. Exchange chants. What can you cook?

Comment on the chant. I think it's boring / interesting /  
funny / easy / difficult.



I Can ...

- read and write the *My Brother Khaled* chant in the past or present tense and add my own pictures.
- use *some* and *any* in sentences and write a new chant.



63

Unit 8

Play the chant again and have the students chant along with the CD. Have them make pairs and rewrite the chant with a partner using different words. Ask them to exchange chants and find out what different pairs cooked.

Invite them to comment on their chants using, "I think it's boring/ interesting / funny / easy / difficult."

## Goal Check

Goal 61 ☒

Have the students take turns reading the *My Brother Khaled* chant by themselves. Check the box once they have accomplished the goal.

Goal 62 ☒

Have pairs or groups take turns chanting their own chant. Praise them for a job well done and have them check the box in their books.

## Challenge Time!

3

What did they cook?



Audio script  
page 166

Listen to the chant and circle the words. Can you say what they cooked?

Have the students look at the pictures on page 63 and say what they see. Encourage them to name each dish and as many of the ingredients as they can. For example, "I can see a burger and fries.", and/or "There are some fries, a burger, tomato, ketchup ..."

Play the CD and have the students listen to the words and point. Pause after the first part with the words. Ask the students to listen to the chant and circle the words of things that the girls had, for example, meat. If necessary, play the CD again. Then have the students make pairs and list the food that the girls had. Explain that this will help them find out what they cooked. Tell them that they have to choose one of the dishes in the pictures.



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Ministry of Education

2022 - 1444



## Lesson 4 • Phonics

### Materials

- ★ A calendar
- ★ Optional – party invitations

### Getting Started

- The students should say, “Hello! How are you?” to the teacher and their classmates when they enter the classroom.
- Review *nt* and *nd* sounds from Unit 7. Have the students say the chant on page 56 in pairs.
- Play a spelling game. Have the students choose words that they can pronounce correctly from pages 62 and 63. Divide the class into groups. Call on individual students from each group to say a word. Have a student volunteer say and spell the word. Invite different students to come to the board and write each word as it is being spelled. Have students check and make corrections if needed.

### 1 Listen, point, and practice. Audio script page 166

Have the students open their books to page 64 and look at the letters and words in Exercise 1. Play the CD and have the students point to the letters and words. Then play the CD again and have the students point and repeat. Write *f*, *ph*, *gh* on the board and have the students make the sound. Point out that the sound is the same in all cases.

### 2 Listen and circle *f*, *ph*, or *gh*. Then complete the words. Audio script page 167

Have the students look at the pictures in Exercise 2 and name what they see. Point out that the second picture is used for photo. Point out the boxes with the letters next to each picture and explain that the students should circle the letter or letters that are missing in each word. Play the CD and have the students circle the right letter/s. Play the CD again for the students to check their answers and repeat. Then ask them to complete the words. Circulate and make sure that all the students are using the correct letters.

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Ministry of Education

2022 - 1444

### Phonics

#### 1 Listen, point, and practice.

<b>f</b>	<b>ph</b>	<b>gh</b>
frog	phone	laugh

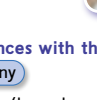
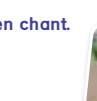
#### 2 Listen and circle *f*, *ph*, or *gh*. Then complete the words.

1. \_\_\_\_ riends

2. \_\_\_\_ oto

3. ele \_\_\_\_ ant

4. lau \_\_\_\_



f	ph	gh
f	ph	gh
f	ph	gh
f	ph	gh

#### 3 Listen and read. Then chant.

Enough!  
Don't laugh!  
I know it's tough!  
But it's lots of fun!



#### 4 Complete the sentences with the words.

enough photo funny

- No, thank you. I don't want any more. It's \_\_\_\_\_.
- It's a \_\_\_\_\_ story. It makes me laugh.
- Can I see your \_\_\_\_\_? You look really cool!

### Advice Time

Enjoy your life and be happy.



64

### 3 Listen and read. Audio script page 167 Then chant.

Write *laugh*, *tough*, and *enough* on the board. Circle *gh* at the end of each word. Read each word and have the students say it with you. Point out that the letters are at the end of the word and make the same sound as *f* and *ph*.

Play the CD and have the students listen and point to the words. Play the CD again and have the students chant along with the CD. If necessary, say the chant more slowly and have the students repeat. Then invite pairs or small groups to the front to chant.

### 4 Complete the sentences with the words.

Ask the students to read the words at the top. Then read the sentences with them and pause for them to say the missing word. Tell them that they will have time to write the words later. After you read and complete all the sentences orally, let the students write the missing words.

## Challenge Time!

**5 A Fun Day**


**Read what Mohammed wrote about his day.**

Yesterday, we went to an adventure park. Our father drove *us* there.

My sister and I saw some friends from school and played with *them*. Then we went on rides with our parents. It was great fun!

After the rides, Dad got *me* a burger. My sister didn't want one, so he got *her* an ice cream. We were really good, so Dad promised to take *us* again next week. I can't wait!

He saw *me / you / him / her*  
He drove *us / them*



**6 Can you rewrite about Mohammed's day?**

Yesterday, Mohammed went to an adventure park. Their father drove *them* there.

Mohammed and his sister saw ...

After the rides, his father got ...

Your writing is so neat. 😊

**I Can ...**

- say, read, and write words with *f, ph, and gh*.
- read and rewrite a short text using *me, you, him, her, us, them*.

GOAL 63

GOAL 64

Now go to pages 112, 113
65 Unit 8

again. Ask the students to make pairs and find the answers to the questions. Have them report their answers in class and point to the sentence or words that gave them the answer.

Read with the students and point out the pronouns as you write them on the board. For example, "Our father drove *us* there." Write *us* and point to yourself and some of the students. Do the same with the rest of the pronouns in the text. Re-order the pronouns with the students and write them on the board in sentences. For example, write "My father drove *me* there.", "Your father ...," etc. Do the same with all the pronouns "me, you, him, her, us, you, them".

### 6 Can you rewrite about Mohammed's day?

Have the students read the beginning of the text in their books. Explain that in the first text, the speaker/writer was Mohammed, himself. Ask them to tell the story from their point of view in the third person. Ask the students to make pairs and rewrite the story. Elicit examples from students to demonstrate. Circulate and help students that need support or clarification.

## Challenge Time!

### A Fun Day

#### 5 Read what Mohammed wrote about his day.



Audio script  
page 167

Have the students turn to page 65 and look at the picture. Ask them to say where they think the people are, what they are doing, how they are feeling, and if they're having fun. Elicit ideas from the students about fun activities and write them on the board. Revise and/or introduce words they might need such as, adventure park, park, rides, etc. Tell the students that they are going to read about a fun day that Mohammed had with his family. Point to the boy, Mohammed, in the picture. Play the CD and have the students listen and point. Then read the text more slowly with the students. Stop and help them with words or phrases that they find more difficult. Try to read and pause at the end of sentences. Call on individual students to "read" after you.

Write questions like these on the board: "Where did Mohammed go yesterday? How did they get there? Who did they see? What did they do?" Play the CD

## Goal Check

### Goal 63 ☒

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 and spell a total of six words with *f, ph, gh* from page 64. Once they have completed this goal, check the box in their books and have them sit down.

### Goal 64 ☒

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 their text about Mohammed's day from page 65, Exercise 5. Once they have completed this goal, check the box in their books and have them sit down.

## OPTIONAL

**Polite Vowels**, pages 112, 113 from Phonics Practice. See Teaching Notes on page 131, We Can!3 Teacher's Book.

# Extension Activities

## Lesson 1 • Finding Out Time

### Materials:

- ★ Verb flashcards from Unit 8 (on index cards or pieces of heavy construction paper)

## The Comment Game

Review the irregular past tense verbs, sentences, and comments on pages 58 and 59. Then, put the verb flashcards in a place where the students can easily see them.

Divide the class into two teams. Have a student from one team call out a comment from page 59. The other team has to decide which good or bad thing would match that comment, grab the correct verb flashcard (in present tense), and say the sentence (with the past tense verb) from page 58. Then, they should put the flashcard back in its original position. Next, have the other team call out a comment and continue the game.



**When playing this game, make the students aware that there is more than one comment that would be appropriate for different good or bad things.**

## Lesson 2 • Grammar in Action

### Materials:

- ★ Board

## Past Tense Verb Relay

Review the past tense irregular verbs on page 60.

Invite eight student volunteers to the front. Divide them into two teams of four and have them stand in two lines.

Say a verb in past tense irregular form to one team, and another verb (in past tense) to the other team. Then say, "Go!" The teams must go to the board,

and write the irregular past tense form of that verb. (If they misspell the irregular form, they must go back to their desk and look at their books. They can only look at their books at their desk.) Once the first student in line has completed this, they go to the back of their team's line. Tell the next student in line a verb in past tense.

The first team to get all the verbs and write the past tense irregular form of the verbs on the board wins!



Do the relay, but have the entire class be on the same team. Do the relay once and time the students. Do it again and see if they can beat their own time.



Once a group of eight students has completed a round of the game, invite eight more students to come to the front and play. Continue until all students have had a chance to play.

## Lesson 3 • Reading and Writing

### Materials:

- ★ Heavy construction paper or index cards
- ★ An envelope or resealable plastic bag (per student)
- ★ Small pieces of paper/slips with numbers

## Past Tense Verb Cards Project



**This is a card making project to help the students learn and remember past tense forms of verbs. This project will continue through to Unit 11 Extension Activities. To ensure that the students do not lose their cards, have them store the cards in an envelope or resealable plastic bag and keep the cards in a box in the classroom or other safe place.**

Have each student cut out 10 cards of uniform size from the heavy construction paper or index cards. On one side of each card, they should write the verb and the irregular past tense form of the verbs that they learned in this unit on pages 58, 60, and 62. On the back, they should write their name or initials.

After the students have written their cards, they can play games with a partner. Students can use only these cards or combine them with the cards they made in Unit 7, Extension Activities, Lesson 3. Here are two suggested games:

1. Lay out the cards in a row to make a board game. Pick a number from a bag and use erasers as game pawns. When you land on a card, you must say the verb and the past tense form of that verb. The first person to get to the finish line is the winner!
2. You and your partner should mix your own set of cards well. Then lay your cards face down and lay your partner's cards face down next to yours. Turn over one of your cards and say the verb and the past tense form of that verb. Then turn over one of your partner's cards. If you turn over the card with the same verb, you get to keep both cards. If you turn over a card with a different verb on it, place both cards face down in their original positions. The student with the most pairs of cards at the end of the game is the winner!

Once the students have finished playing with their cards, have them put the cards in their envelope or plastic bag and store in a safe place, such as in a box in the classroom. The cards will be reused for the next unit's Extension Activities.

## Lesson 4 • Phonics

### Materials:

- ★ Large pieces of paper with *f*, *ph*, and *gh* (written on separate pieces)

## Four Corners Race

Place the three pieces of paper in three different places/corners in the classroom or on the board of the classroom. Call out a word and have the students run to the place/corner where the correct letter is. Then have the students remember, say the words, and spell them. Next have the students play "teacher" and call out words.

Choose words from the following list:

friend	fries	frog
funny	fun	fish
phone	elephant	photo
laugh	enough	tough

### Materials:

- ★ Six pieces of paper (per student)
- ★ Scissors

## Lesson 4, Activity 2

I, my, me ...

Draw a stick figure for a boy and a stick figure for a girl on the board. Gesture and say the rhyme with the students. Elicit as much as possible from them through gestures and mime. Point to yourself, to the students, to you and a student, to the stick figures, etc. to demonstrate and elicit different pronouns. Say and write the rhyme in jumbled order on the board and have the students copy. Give them time to number the lines in the order they think is correct. Ask them to compare with a partner. Then say the rhyme again and have them check. Change the word to "hear" or "call" and repeat.

You can see me.

I can see you.

We can see him.

We can see her.

They can see us.

You saw them.

They saw all of us.

# Unit 9 My School is Cool!

## Lesson 1

### Finding Out Time

#### Materials

- ★ My School poster
- ★ Verb flashcards (from Units 7 and 8)
- ★ A ball

#### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Using the (students') verb flashcards, review the past tense regular and irregular verbs. Have the students stand in a circle. Say the regular form of the verb and then throw the ball to a student. The student who catches the ball says the past tense form. Then motion for the student to throw the ball back to you. Continue the game by throwing the ball to other students and saying different verbs. The students should always throw the ball back to you.

#### 1 Listen and practice. Audio script page 167

Have the students open their books to page 66. Elicit where the talk is taking place and what things they see in the pictures. Play the CD and have the students point to the pictures and words as the talk is played.

Go over the questions with the students. Play the CD again and have the students repeat after the CD.

## Unit 9 My School is Cool!

### Finding Out Time

#### 1 Listen and practice.



1. What's the name of your school?

Littlerock Elementary School. / Bedrock Elementary School.

3. Do you have school lunch at your school?

Yes, we do. Every day. / No, we don't. We bring our own.

5. Do you have a school uniform?

Yes, we do. / No, we don't.



2 Practice in pairs and change the information.

66

How many students are there in your school?

2. About 1,000 / 500 / 100. I don't know.

4. Does your school have a school bus?

Yes, it does. It has a big yellow bus. / No, it doesn't.

6. What time does your school start?

It starts at 7:00 / 7:30 / 8:00 / 8:30.

#### 2 Practice in pairs and change the information.



Audio script page 167

Have the students listen to the CD.

Have the students find a partner and practice the talk. Then, have them switch parts. Students can use any of the answers in the clouds.

Put up the My School poster on the board. Talk about the school scene with the class. Ask them to try and identify the different school subjects, classrooms, and facilities in the school.





**Term 3**

## Challenge Time!

**3**

**My School**

Can you fill in the blanks and then talk about your school?

Hi! Let me introduce my school.

The name of my school is \_\_\_\_\_.


There are about \_\_\_\_\_ students in my school.

We \_\_\_\_\_ school lunch at our school.

Our school \_\_\_\_\_ a school bus.

We \_\_\_\_\_ a school uniform.

Our school starts at \_\_\_\_\_.



Your school sounds cool!

Wow! That's a lot of students!

**I Can ...**

☒ GOAL 65  
☒ GOAL 66

- ask a friend three questions about his or her school.
- write about my school and talk about it.

67 Unit 9

Once the students have filled in the blanks, have them stand up one at a time and make a presentation about their school. Encourage the other students to make comments about their classmates' presentations, such as, "Your school sounds cool!" or "Wow! That's a lot of students!"

## Goal Check

### Goal 65 ☒

Have the students find a partner and ask their partner three questions about their school. Then, switch parts. When the pair has finished, they can check the box in their books.

### Goal 66 ☒

Point to page 67 and show the students that they have already accomplished this goal. Praise them for a job well done and have them check the box in their books.

## Challenge Time!

### 3 My School Audio script page 167

Have the students look at the picture on page 67. Play the CD track and have the students listen. See if the students can remember any information about the girl's school. Play the CD again.

If the students all go to the same school, do this exercise as a class by asking questions about their school, eliciting the answers, and having the students fill in the blanks. See if any of the students know how to spell their school's name in English.

If the students go to different schools, go over each question one at a time and have the students fill in the information. Circulate around the room to help the students with the answers and their spelling.





## Lesson 2

### Grammar in Action

#### Materials

- ★ My School poster
- ★ Optional – Calendar
- Ordinal Numbers poster (WC3)

#### Getting Started

- The students should say, “Hello! How are you?” to the teacher and their classmates when they enter the classroom.
- Review the days of the week. Then put up the My School poster. Teach the following subjects and write them on the board: history, science, math, social studies, English, PE, art, language, and computers. Point them out on the poster. Call out “Monday” and have the students say what subjects they study on Monday. Do the same for the rest of the days of the week.
- Next, review the ordinals from 1st–31st. Start clapping in a rhythmic way and encourage the students to join in. Say the ordinals from 1st–31st and have the students listen and clap. Refer to the calendar and the Ordinal Numbers poster, if necessary. Then do it again and have them join in and finally do it another time and let the students say the ordinals themselves.

#### 1 Listen and chant *Which + Present and Past Tense.*



Have the students open their books to page 68. Play the CD and have them point to the words and pictures as they listen.

Elicit the past tense forms for the verbs – do, like, are, am/is, and go. Write the regular and past tense forms of the verbs on the board as the students call them out and then ask them to find the verbs on page 68.



#### Grammar in Action

##### 1 Listen and chant *Which + Present and Past Tense.*



1. Which subject **do** you **like** most this year?

This year I **like** math.

2. Which subject **did** you **like** most last year?

Last year I **liked** PE.

3. Which grade **are** you in this year?

This year I **am** in the 6th grade.

4. Which grade **were** you in last year?

Last year I **was** in the 5th grade.

5. Which city **do** you **live** in?

I **live** in Najran.

6. Which city **did** you and your parents **go** to last year?

Last year we **went** to Riyadh.



##### 2 Ask a partner the questions and get the real answers.

##### 3 Listen and practice. Then do it in pairs.



do – **did**    are – **were**    like – **liked**    go – **went**

68

Say the chant slowly, line by line, and have the students read along and repeat. Play the CD again, but pause it after each line to allow the students to repeat. Next, play the CD again and have the students chant along.

#### 2 Ask a partner the questions and get the real answers.



Tell the students to make pairs. Play the CD and have the students listen. After the CD track has played, ask the questions again and see if the students remember the answers. Play the CD track again if they need to hear the answers.

Students should ask their partner the questions in Exercise 1 and get the answers. Then, have them switch parts. If a pair finishes quickly, have them raise their hands and they can tell you their partner's answers while the other students are still asking and answering the questions.

## Challenge Time!

4

### Subject Race

Can you write and play Subject Race and beat a partner?

CD3 36

#### Subject Race 1 (practice)

language	science	math
social studies	☆	English
PE	art	history

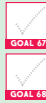
CD3 37

#### Subject Race 2




### I Can ...

- talk about my favorite subject this year and last year.
- say which grade I'm in this year and which grade I was in last year.



69

Unit 9



Audio script  
page 168

After Subject Race 1 is played, have the students write the same words in a different order in the Subject Race 2 card. Play the CD and have the students circle the subjects for last year. When a student only has one more to go, he/she should say, "Only one more!" When a student gets three in a row, he/she should say, "Done!" Have him/her read the answers. (If no one got three subjects after the CD track is finished, call out other words in sentences yourself.)

Play a few rounds of the game changing the subjects for last year and this year. You can also ask students to switch from circling subjects for last year to circling subjects for this year.

3

### Listen and practice. Then do it in pairs.



Audio script  
page 168

Play the CD and have the students listen and repeat as they point to the words.

Ask them to find a partner. One student will say a verb and the other student will say the past tense form, as heard on the CD. Then, have them switch parts.

## Challenge Time!

4

### Subject Race



Audio script  
page 168

Have the students look at the Subject Race card on page 69 and read the names of the school subjects written in the spaces together. Refer to the My School poster, if necessary. Play the CD track and have the students listen and circle the subjects for last year.



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Ministry of Education

2022 - 1444

## Goal Check

### Goal 67 ✓

On the board, write, "This year I like \_\_\_\_\_. Last year I liked \_\_\_\_\_." Have the students stand up. Call on a student and ask him/her to say what his/her favorite subject is this year and what was last year, using the sentences on the board. After they have completed the goal, have them sit down and check the box in their books.

### Goal 68 ✓

On the board, write, "This year I am in the \_\_\_\_\_ grade. Last year I was in the \_\_\_\_\_ grade." 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 say which grade they are in this year and which grade they were in last year, using the sentences on the board. Once they have completed this goal, check the box in their books and have them sit down.

# Lesson 3

## Reading and Writing

### Materials

- ★ My School poster
- ★ Optional – a timer

### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review and chant *My Brother Khaled* together as a class.
- Put up the My School poster and review the school subjects and classrooms.

### 1 Listen and read. Audio script page 168 Then chant.

Have the students open their books to page 70. Play the CD and have them listen to the chant as they point to each word and picture.

Point out the past tense forms of the verbs in the chant. Read the chant slowly together. Then, play the CD again and have the students chant along.

### Reading and Writing

#### 1 Listen and read. Then chant.

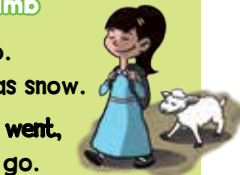


#### Rana Had a Little Lamb

Rana **had** a little lamb.  
Its fleece **was** white as snow.  
Everywhere that Rana **went**,  
The lamb **was** sure to go.

It **followed** her  
to school one day,  
Which **was** against  
the rules.

It **made** the children  
laugh and play,  
To see a lamb  
at school.



#### 2 Practice in pairs. Then change the verb tense and chant.



had was went was followed was made  
has is goes is follows is makes

70

### 2 Practice in pairs. Then Audio script page 168 change the verb tense and chant.

Play the CD and have the students repeat the verbs as they point to them in the book and then listen to the new chant in which the verbs are substituted. Go over the new version of the chant slowly and try to elicit the present form of the verbs. Play the CD again and have the students chant along.

Ask the students to find a partner. Have the partners take turns saying the verbs and then chanting the new version of the chant, as heard on the CD.



### Challenge Time!

**3 Listen, Match, and Present**

Can you copy the rules, add pictures, and make a poster?

**Our English Class Rules**

Don't shout;	for help when you have a problem.
Listen	English in class!
Stand up	when you present.
Ask	speak clearly.
Don't forget	too much noise when you play games.
Use	to the teacher.
Don't make	to do your homework.
Speak	your CD when you study English.

Can I see your pictures? Very nice!

**I Can ...**

- read the *Rana Had a Little Lamb* chant, rewrite it in the present tense, and present it with pictures.
- read, write Our English Class Rules, make a poster with pictures, and present it.

71 Unit 9

Ask the students to copy the rules on large sheets of paper and draw pictures or use photographs to illustrate some of the rules. Encourage them to add more rules of their own. You can organize this in groups and have the students find or draw pictures to complete their posters in class during the following lesson. Invite students to stick their posters on the wall or the board and present them. Encourage the rest of the students to comment.

Ask the students to express rules that they have to follow at home.

### Goal Check

Goal 69 ☒

Have the students take turns reading the *Rana Had a Little Lamb* chant by themselves. Check the box once they have accomplished the goal.

Goal 70 ☒

Point to page 71 in the Student Book and show the students that they have already accomplished this goal. Praise them for a job well done and have them check the box in their books.

### Challenge Time!

**3 Listen, Match, and Present**  Audio script page 168

Have the students make pairs or small groups and brainstorm on things they can and can't do in class. Elicit ideas from different pairs/groups and write them on the board.

Have the students look at the rules on page 71 in their book. Point out the example and explain that the second parts of the rules are in jumbled order. Give them a few minutes to read through and try to match as many as they can. Then play the CD and have them check and draw lines to match the rest of the sentences.

Play the CD again and ask the students to listen and check their answers. Call on individual students to read the rules and check in class. If necessary, play the CD again and have students read along with the CD.



# Lesson 4 • Phonics

## Materials

★ My School poster

### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review *f*, *ph*, and *gh* sounds from Unit 8. Have the students say the chant on page 64 in pairs or groups.
- Play a spelling game. Have the students choose words that they can pronounce correctly from pages 68, 69, and 70. Divide the class into groups. Call on individual students from each group to say a word. Have a student volunteer and spell the word. Invite different students to come to the board and write each word as it is being spelled. Have students check and make corrections if needed.

### 1 Listen, point, and practice. Audio script page 169

Have the students open their books to page 72 and look at the letters, pictures, and words in Exercise 1. Play the CD and have the students point to the letters and words. Then play the CD again and have the students point and repeat. Write *sc*, *sk*, *sq* on the board and have the students make the sound. Point out that the sound is the same.

### 2 Listen and complete the words. Use *sc*, *sk*, or *sq*. Audio script page 169

Have the students look at the pictures in Exercise 2 and name what they see. Point out the incomplete words next to each picture and explain that the students should fill in the letters that are missing in each word.

Play the CD and have the students listen and complete the words. Play the CD again for the students to check their answers and repeat.

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2022 - 1444

90

### Phonics

#### 1 Listen, point, and practice.

CD4 02

sc



scarf

sk



sky

sq



square

#### 2 Listen and complete the words. Use *sc*, *sk*, or *sq*.

CD4 03

\_\_\_ y



\_\_\_ uare



\_\_\_ arf



\_\_\_ ate



\_\_\_ ueeze



\_\_\_ ary



\_\_\_ irt



\_\_\_ uid



\_\_\_ an



#### 3 Write what they're doing.

1. He's sq \_\_\_\_\_ oranges.  
He's making orange juice.
2. He's sk \_\_\_\_\_  
It's a dangerous sport.
3. He likes the sea.  
He's sc \_\_\_\_\_



### Advice Time

What is learned in youth is carved in stone.



72

Circulate and make sure that all the students are using the correct letters. Invite individual students to write the words on the board as the rest of the class spell them.

### 3 Write what they're doing.

Have the students look at the pictures and talk about them. Encourage students to try and remember words for different sports and activities. Then ask them to make pairs and complete the words. Encourage them to ask other students if they are having difficulties. Invite volunteers to read the complete sentences and spell the word that they have filled in.




## Challenge Time!

4

### My School

**Can you read and then write about your school? Use photos or draw pictures.**

I live in a small town. I have a lot of friends and we all go to the same school. Our school is really cool! There are about 20 classrooms, a library, a big yard, and an art workshop. The principal's office and the teachers' lounge are on the ground floor. There are "smart classrooms" in our school with computers, projectors, and interactive boards! We really like using our "smart classroom."



**Now write about your school.**

I live in \_\_\_\_\_ (name of town) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### I Can ...

- say, read, and write words beginning with *sc*, *sk*, and *sq*.
- read about someone's school and write about my own school.

GOAL 71

GOAL 72

Now go to pages 114, 115
73 Unit 9

the information, for example:

Number of classrooms:		
Yard	YES	NO
Library	YES	NO
Smart classroom	YES	NO

Before the students start writing, put up the My School poster and take the students "on a tour" of the school. Use these expressions with the names of different rooms and classrooms: "This is the Teachers' Lounge." "That's the Science classroom." Have the students draw a plan of their school and label different places. Circulate and help when necessary.

Next, have students write about their school using the text on page 73 as a model. Remind them to use punctuation, i.e. a full stop at the end of each sentence and commas when they list things. Point out punctuation used in the model. Encourage students to help each other as they write. Then have them exchange and make corrections on each other's texts.

Have them copy their texts with the corrections and add pictures or drawings. You can ask them to hand in their finished texts in the next lesson.

## Challenge Time!

### 4 My School Audio script CD4 04 page 169

Have the students look at the picture on page 73 and talk about it. Ask them if the room in the picture is a classroom and how they know. Explain that the text they are going to listen to and read was written by a student.

Play the first part of the CD and ask the students to say where the girl lives. Play the rest of the CD and have the students listen and read along. Then play the CD again and have the students listen and follow silently.

Write some questions on the board and ask the students to read and find the answers.

1. How many classrooms are there?
2. Is there a school yard?
3. Do all the classrooms have computers, projectors, and interactive boards?

Check the answers in class. Encourage the students to say where they found the answer in the text.

Tell the students that they are going to use the text as a model to write about their school. Explain that before they write they need to think about some of

## Goal Check

### Goal 71

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 and spell a total of eight words with *sc*, *sk*, and *sq* from page 72. Once they have completed this goal, check the box in their books and have them sit down.

### Goal 72

Point to page 73 and tell the students that they have already accomplished this goal in Exercise 4. Praise them for a job well done and have them check the box in their books.

## OPTIONAL

**Vowel Digraphs and Murmuring Sounds,**  
 pages 114, 115, from Phonics Practice. See  
 Teaching Notes on page 132, We Can!3  
 Teacher's Book.



## Extension Activities

### Lesson 1 • Finding Out Time

#### Materials:

- ★ My School poster

#### School is Cool

- S** Put up the My School poster. Divide the class into groups. Then invite groups to take turns standing up and studying the poster. Tell them to make notes if they wish. Explain that they will have to describe one of the rooms in the school without mentioning which room it is. The rest of the groups will have to listen carefully and try to find the room. Encourage them to notice details about the room.
- B** Next turn the poster over or take it down while the students prepare in groups. Call in groups to describe the room of their choice for the rest of the class. The group that guesses first wins.

If you wish, you can play a different version with questions and answers. Groups ask up to 6 questions to try and find out as much as they can about the room and then answer.

### Lesson 2 • Grammar in Action

#### Materials:

- ★ A calendar
- ★ Paper

#### My School Schedule

Review the days of the week using a calendar.  
Review the school subjects on pages 68 and 70.

Draw the following chart on the board:

Sunday	Monday	Tuesday	Wednesday	Thursday

Hand out a sheet of paper to each student. Ask the students to copy the chart onto their paper. Then, have them write the subjects they study at school each day of the week in the chart.

Once students have completed their chart, have them take turns standing up, holding up their chart, choosing a day of the week, and saying, “On (day of the week), I have (subjects.)” Praise each student for a job well done after he/she has finished.

### Lesson 3 • Reading and Writing

#### Materials:

- ★ Heavy construction paper or index cards
- ★ An envelope or resealable plastic bag (per student)

#### Past Tense Verb Cards Project



**This is a card making project to help the students learn and remember past tense forms of verbs. This project will continue through to Unit 10 Extension Activities. To ensure that the students do not lose their cards, have them store the cards in an envelope or resealable plastic bag and keep the cards in a box in the classroom or other safe place.**

Have each student cut out 5 cards of uniform size from the heavy construction paper or index cards. On one side of each card, they should write the new verbs and irregular past tense form of the verbs that they learned in this unit (do–did, are–were, like–liked, follow–followed, and make–made). On the back, they should write their name or initials.



After the students have written their cards, they can play card games with a partner. Students can combine these cards with the cards they made in Units 7 and 8, Extension Activities, Lesson 3. Here are two suggested games:

1. Lay out the cards in a row to make a board game. Take a piece of paper with a number from a bag and use erasers as game pawns. When you land on a card, you must say the verb and past tense form of that verb. The first person to get to the finish line is the winner!
2. You and your partner should mix your own set of cards well. Then lay your cards face down and lay your partner's cards face down next to yours. Turn over one of your cards and say the verb and the past tense form of that verb. Then turn over one of your partner's cards. If you turn over the card with the same verb, you get to keep both cards. If you turn over a card with a different verb on it, place both cards face down in their original positions. The student with the most pairs of cards at the end of the game is the winner!

Once the students have finished playing with their cards, have them put the cards in their envelope or plastic bag and store in a safe place, such as in a box in the classroom. The cards will be reused for the next unit's Extension Activities.

## Lesson 4 • Phonics

### Phonics Sounds Game

Review the *sc*, *sk*, and *sq* sounds on page 72.

Write *sc*, *sk*, and *sq* on the board.

Say a word from the following list:

scarf	sky	square
scan	skate	squeeze
scary	skirt	squid

Students must listen and then point to the correct letters on the board. Tell the students the answer and praise those who got it right. Then write the word under the correct letters. Have the students spell the word as you write it. Continue with the rest of the words from the list.

#### Materials:

- ★ Large sheets of paper
- ★ Scissors, crayons or markers

### Poster Project – My School

Have the students make pairs or groups. Give each pair/group a large sheet of paper and ask them to draw their school. Put up the My School poster and tell them to draw their school in a similar manner. Give them time to draw the walls and separate the rooms. Encourage them to share the rooms so that each student/pair has to draw the interior of one room. Let them decide who is going to do what and tell them that they will have the time to complete in the next lesson. Have the students write their initials on the back of the poster and roll it up. Store the rolled-up posters safely for future use.



# Unit 10 A Healthy Life

## Lesson 1


### Finding Out Time

#### Materials

- ★ A Healthy Life flashcards
- ★ Verb flashcards
- ★ A ball
- ★ A calendar

#### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review the past tense regular and irregular verbs, using the verb flashcards from previous units. Have the students stand in a circle. Say the regular form of the verb and then throw the ball to a student. The student who catches the ball says the past tense form. Then motion for the student to throw the ball back to you. Continue the game by throwing the ball to other students and saying different verbs. The students should always throw the ball back to you.

- 1 Listen and practice. Then test a partner.  Audio script page 169

Have the students open their books to page 74. Play the CD and have the students point to the pictures and sentences as they listen.

Go over the sentences with the students. Ask them:

- when is a good time to wake up
- what kinds of exercise they do
- when is a good time to go to bed
- for examples of junk food
- for examples of soda and what drinks they should have instead of soda
- how many hours of TV they watch every day

## Unit 10 A Healthy Life

### Finding Out Time

- 1 Listen and practice. Then test a partner.

What should you do to live a healthy life?

#### Good Things I Should Do

1. I should **get up** early.
2. I should **drink** a lot of water.
3. I should **eat** three meals a day.
4. I should **brush** my teeth well.
5. I should **do** some exercise.
6. I should **go to bed** early.



#### Bad Things I Shouldn't Do

7. I shouldn't **eat** too much junk food.
8. I shouldn't **drink** too much soda.
9. I shouldn't **watch** too much TV.
10. I shouldn't **stay up** late.
11. I shouldn't **play** too many computer games.
12. I shouldn't **skip** breakfast.



74

Play the CD again and have the students repeat after the CD. Then, have the students make pairs. One student calls out a number between 1 and 12 and the other student has to say the sentence. Then, switch parts.



**The Saudi Dental Society recommends brushing your teeth twice a day.**

## Challenge Time!

2

### Healthy Life Test



Can you say if you live a healthy life every day?

1. Practice the frequency markers.
2. Do the questionnaire. Add up the total score.
3. Talk to a partner about your score.

	I always do (10 points)	I usually do (8 points)	I sometimes do (5 points)	I usually don't (2 points)	I never do (0 points)
1. I get up early.					
2. I eat breakfast.					
3. I go to bed early.					
4. I brush my teeth.					
5. I play with my friends.					
6. I play outside.					
7. I take a bath or shower.					
<b>TOTALS</b>					

50-70 points  
I live a very healthy life.

30-50 points  
I live a so-so healthy life.

Less than 30 points  
I don't think I live a healthy life.



### I Can ...

- say two things I should or shouldn't do to live a healthy life.
- say if I live a healthy life or not.



75 Unit 10

## Goal Check

### Goal 73 ☒

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 say two things they should or shouldn't do to live a healthy life. Once they have completed this goal, check the box in their books and have them sit down.

### Goal 74 ☒

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 show you the score they got for the Healthy Life Test and then say if they live a healthy life or not. Once they have completed this goal, check the box in their books and have them sit down.

## Challenge Time!

2

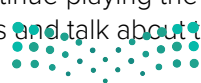
### Healthy Life Test



Audio script  
page 169

Write the words *always*, *usually*, *sometimes*, *usually don't*, and *never* on the board in a vertical column with *always* at the top and *never* on the bottom. Using the calendar, give examples from your own life to illustrate the meanings of these words by talking about things you do in your own life and pointing to the days you do them. For example, if you brush your teeth every day, point to every day in a month and say, "I always brush my teeth." If you sometimes eat junk food, point to several days in the month and say, "I sometimes eat junk food."

Have the students look at the chart on page 75. Play the CD track and have the students listen and repeat. When the CD says, "Do the questionnaire," ask the students to think about their lives and check the boxes. Then they should add up the total score. Continue playing the CD. Have the students make pairs and talk about their score.



## Lesson 2

### Grammar in Action

#### Materials

- ★ A Healthy Life flashcards
- ★ My School poster

#### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review the My School poster and the questions on page 75. Have the students stand up. Ask the questions from page 75 at random to different students. After they answer a question, they can sit down. Continue until all students have sat down.

#### 1 Listen and chant *Past Tense Questions and Answers*.



Have the students open their books to page 76. Play the CD and have them point to the pictures as they listen.

Teach the past tense form for the verbs *get*, *drink*, *eat*, and *brush*. Write the regular and past tense forms of the verbs on the board as the students call them out and then ask them to find the verbs in the chant on page 76.

Say the chant slowly, line by line, and have the students read along and repeat. Play the CD again, but pause the CD after each line to allow the students to repeat. Finally, play the CD again and have the students chant along.

#### 2 Ask a partner the questions and get the real answers.



Ask the students to make pairs. Play the CD and have the students listen.

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Ministry of Education

2022 - 1444

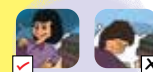
96

#### Grammar in Action

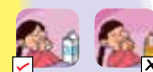
##### 1 Listen and chant *Past Tense Questions and Answers*.



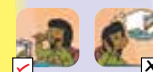
1. Did you **get up** early this morning?  
Yes, I **got up** early this morning.  
No, I didn't **get up** early this morning.



2. Did you **drink** milk this morning?  
Yes, I **drank** milk this morning.  
No, I didn't **drink** milk this morning.



3. Did you **eat** breakfast this morning?  
Yes, I **ate** breakfast this morning.  
No, I didn't **eat** breakfast this morning.



4. Did you **brush** your teeth this morning?  
Yes, I **brushed** my teeth this morning.  
No, I didn't **brush** my teeth this morning.



##### 2 Ask a partner the questions and get the real answers.

##### 3 Listen and practice. Then do it in pairs.



Regular Verbs	Irregular Verbs
play - <b>played</b>	get up - <b>got up</b>
talk - <b>talked</b>	eat - <b>ate</b>
brush - <b>brushed</b>	do - <b>did</b>
watch - <b>watched</b>	go to bed - <b>went to bed</b>
	drink - <b>drank</b>

76

Students should ask their partner the questions as written in Exercise 1 and get the answers. Then, have them switch parts. If a pair finishes quickly, have them raise their hands and they can tell you their partner's answers while the other students are finishing.

#### 3 Listen and practice. Then do it in pairs.



Play the CD and have the students listen and repeat as they point to the words in the chart. Point out that some verbs become past tense when you put "ed" at the end. See if the students can remember any other verbs that are regular past tense.

Tell the students to make pairs. One student will say a verb and the other student will say the past tense form, as done on the CD. Then, have them switch parts.

Play the CD again and have the students chant along, as they point to the words in the chart.

## Challenge Time!

4

### Verb Game

Can you write and play the Verb Game and beat a partner?

CD 4 10

### Verb Game 1 (practice)

drank	ate	brushed
did	stayed	played
followed	got	went

CD 4 11

### Verb Game 2


Look! You missed one. There!



### I Can ...

- answer two past tense questions about what I did this morning.
- ask a partner or teacher two questions about what they did this morning.



77

Unit 10

## Goal Check

Goal 75 ☒

Have the students hold their books and make a line in front of you. When they get to the front of the line, ask them two past tense questions about what they did this morning. Once they have answered the questions, check the box in their books and have them sit down.

Goal 76 ☒

**S** Have the students take turns asking you or a classmate two questions about what they did this morning. After they have asked the questions, check the box in their books.

**B** Ask the students to make pairs. Have one student ask two questions about what his/her classmate did this morning. Then, have them switch parts. Have them check the box in their books once they have finished.

## Challenge Time!

4

### Verb Game



Audio script  
CD 4 10  
page 170

Have the students look at the Verb Game card on page 77 and read the irregular past tense verbs written in the spaces together. Play the CD track and have the students listen and circle the verbs when they hear them. Remind them to say "Done!" when they have circled six verbs.



Audio script  
CD 4 11  
page 170

After Verb Game 1 is played, have the students write the same words in a different order in the Verb Game 2 card. Play the CD and have the students circle the verbs they hear.

When a student only has one more to go, he/she should say, "Only one more!" When a student gets six in a row, he/she should say, "Done!" Have him/her read the answers.



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Ministry of Education

2022 - 1444



# Lesson 3

## Reading and Writing

### Materials

- ★ A Healthy Life flashcards
- ★ Optional – a timer

### 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 *Past Tense Questions and Answers* chant (page 76) with the class.

### 1 Listen and read. Then chant.



Have the students open their books to page 78. Play the CD and have the students listen, as they touch each word and picture with their finger.

Hold up the get up early and go to bed early cards and have the students tell you which part of the chant goes with that card. Then, elicit what time the man in the chant goes to bed and gets up. Have them mime what it means to be healthy, wealthy, and wise.

Hold up the stay up late and go to bed late cards and have the students tell you which part of the chant goes with that card. Then, elicit what time the man in the chant goes to bed and gets up. Have them mime what it means to be sleepy, grumpy, and tired.

Point out the past tense form of the verbs in the chant. Read the chant slowly together. Then, play the CD again and have the students chant along.

### Reading and Writing

#### 1 Listen and read. Then chant.



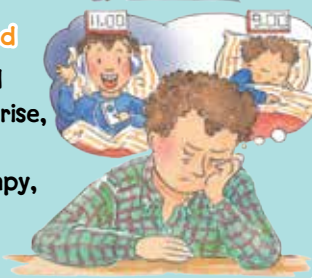
#### Early to Bed

Early to bed  
And early to rise,  
Makes you  
Healthy, wealthy,  
And wise.



#### Late to Bed

Late to bed  
And late to rise,  
Makes you  
Sleepy, grumpy,  
And tired.



#### 2 Practice in pairs. Person A says *Early to Bed* first, then Person B says *Late to Bed*. Then change.

78

### 2 Practice in pairs. Person A says *Early to Bed* first, then Person B says *Late to Bed*. Then change.

- S Put the get up early and go to bed early cards on one side of the room and the stay up late and go to bed late cards on the other or write the verb chunks on the board, in two columns. Have one student stand by each set of cards or column. One student says the *Early to Bed* part, and then his/her partner says the *Late to Bed* part. Continue with another pair of students until all students have had a chance to say the chant.
- B Ask the students to find a partner. Have one partner say the *Early to Bed* part first, and then the other partner will say the *Late to Bed* part. Then, have them switch parts.



## Challenge Time!

3

What's the matter?



Can you listen, read, and match with the pictures?  
Mime and practice in pairs.

I have a headache.  
Did you play too many computer games?  
Yes, I did. I know I shouldn't, but the new games were really exciting!

I have a toothache.  
Do you brush your teeth every day?  
Well, usually. But sometimes I forget.

I have a stomachache.  
Did you have breakfast in the morning?  
No, I didn't. I know I should, but I wasn't hungry.

I have an earache.  
Do you clean your ears?  
Well, I try. But sometimes I forget.



### I Can ...

- read and practice the *Early to Bed* chant by myself.
- ask and answer questions about aches and give reasons.



79 Unit 10

## Goal Check

Goal 77 ☒

Have the students take turns reading the *Early to Bed* chant by themselves. Check the box once they have accomplished the goal.

Goal 78 ☒

Point to page 78 and show the students that they have already accomplished this goal. Praise them for a job well done and have them check the box in their books.

## Challenge Time!

3

What's the matter?



Audio script  
page 170

Can you listen, read, and match with the pictures?

Mime and practice in pairs.

Introduce *headache*, *toothache*, *stomachache*, and *earache* through mime. Have the students repeat.

Play the first part of the CD and have the students repeat words and verb chunks. Pause and ask the students to turn to page 78 in their book. Ask them to look at the pictures and say what is wrong with the boy in each picture.

Play the rest of the CD and have students listen and match pictures and dialogues. Have them compare with a partner. Play the CD again and have students listen and read along with the CD. Read the dialogues more slowly and have the students repeat. Demonstrate a dialogue with a more confident student. Mime as you do it. Next ask the students to make pairs and practice the dialogues in any order they like. Invite pairs to come to the front and act out.

# Lesson 4 • Phonics

## Materials

- ★ Play money or pieces of paper with Saudi rial amounts (made by the students)

## Getting Started

- The students should say, “Hello! How are you?” to the teacher and their classmates when they enter the classroom.
- Review the previous phonics lesson from page 72. Write *sc*, *sk*, and *sq* on the board and have students say and spell words that begin with the correct letters. Then divide the class into three groups, one for each pair of letters. Say a word. The students have to listen and say “ours” as quickly as possible if the word is written with the letters that they have. For example, the *sc* group hears the word “scary”. It has to say “ours” immediately. If they delay, another group has the right to spell the word and gain points for their group/team.

### 1 Listen, point, and practice. Audio script page 171



The sounds *ar*, *or*, *ur*, and *ir* are called **vowels with R**. They are sometimes also called **murmuring vowels**.

Play the CD as the students look at page 80 and point to the words and pictures. Slowly go over how to say each sound together. Point out that *ur* and *ir* make a similar sound.

Say the sounds slowly together. Then, play the CD again and say them along with the CD.



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Ministry of Education

2022 - 1444

100

## Phonics

### 1 Listen, point, and practice.

**ur**



purple

**ir**



bird

### 2 Listen and complete the words. Use *ur* or *ir*.

sh \_\_\_ t



g \_\_\_ l



t \_\_\_ tle



b \_\_\_ ger



### 3 Read and then listen.

**Story of a Horse from a Farm**  
A horse from a farm asked a purple bird in the park, “Do you like corn?”  
“Yes, I do,” answered the purple bird.  
And chirp, chirp, she flew away.



### Advice Time

Good health is a crown the healthy wear that only the sick can see.



80

### 2 Listen and complete the words. Use *ur* or *ir*. Audio script page 171

Have the students look at the pictures and say the words. Play the CD and ask the students to listen and complete the words. Then have them compare with a partner. Play the CD again and have students listen and repeat. Call on students to say and spell each word as the rest of the students listen and check what they wrote.

### 3 Read and then listen. Audio script page 171

Have the students read the story silently by themselves. Then, play the CD and have them check to see if they read it correctly.

Have the students search for and circle the *ar*, *or*, *ur*, and *ir* sounds in the words in the story.

Play the CD again and have the students read aloud with the CD.

## Challenge Time!

**4 Clothing Store** **Audio script**  
 Can you be a storekeeper and do the shopping dialogue with a partner?

### Clothing Store

Can I help you?

Which one?

This one?

It's 60 SAR.

Yes, please.  
I want a sweater.

Yes, thanks.  
How much is it?

Here you go.

Here's your change.

Thank you and good-bye.

Good-bye.

**I Can ...**

- say, read, and write words with *ur* and *ir*.
- do a shopping dialogue with a partner.

GOAL 79

GOAL 80

Now go to pages 116, 117

81 Unit 10

## Goal Check

### Goal 79

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 the Story of a Horse from a Farm. Once they have completed this goal, check the box in their books and have them sit down.

### Goal 80

Have pairs of students take turns and come to the front and do a shopping dialogue. Praise them for a job well done and check the box in their books.

### OPTIONAL

**Consonant Digraphs**, pages 116, 117 from Phonics Practice. See Teaching Notes on page 133, We Can!3 Teacher's Book.

## Challenge Time!

### 4 Clothing Store **Audio script** CD4 17 page 171

Have the students look at the picture on page 81. See if they can tell you that it is a clothing store. Play the CD and listen and repeat as the students point to items in the shop and the prices.

Play the CD again. Have the students make pairs, act out the dialogue, and buy something. Distribute the play money to the students. Have them exchange the money when they pay for their item to make the activity more realistic.



## Extension Activities

### Lesson 1 • Finding Out Time

#### Materials:

- ★ A Healthy Life flashcards
- ★ Action Verb Chunks flashcards – drink a lot of water, eat three meals a day
- ★ A bag

#### A Healthy Life Flashcard Grab

Put the A Healthy Life and Action Verb Chunks flashcards into a bag. Divide the class into two teams and give each team 10 points to start the game.

Have team members take turns picking a flashcard from the bag. If the card depicts something they should do to live a healthy life, they should say, “I should (action on card).” and the team gets two points.

If the card depicts something they shouldn’t do to live a healthy life, they should say, “I shouldn’t (action on card).” and the team loses one point.

Once all the cards have been drawn from the bag, tally up each team’s points and determine the winner.

### Lesson 2 • Grammar in Action

#### Materials:

- ★ Heavy construction paper or index cards
- ★ An envelope or resealable plastic bag (per student)

## Past Tense Verb Cards Project



**This is a card making project to help the students learn and remember past tense forms of verbs. This project is featured in the Units 7 to 10 Extension Activities. To ensure that the students do not lose their cards, have them store the cards in an envelope or resealable plastic bag and keep the cards in a box in the classroom or other safe place.**

Have each student cut out 4 cards of uniform size from the heavy construction paper or index cards. On one side of each card, they should write the new verbs and the regular or irregular past tense forms of the verbs that they learned in this unit (talk–talked, brush–brushed, eat–ate, and drink–drank). Students can make two additional cards for the verb chunks *get up–got up* and *go to bed–went to bed*, if they wish. On the back of the cards, they should write their name or initials.

After the students have written their cards, they can play card games with a partner. Students can combine these cards with the cards they made in earlier units. Here are two suggested games:

1. Lay out the cards in a row to make a board game. Take a piece of paper with a number from a bag, and use erasers as game pawns. When you land on a card, you must say the verb and the past tense form of that verb. The first person to get to the finish line is the winner!
2. You and your partner should mix your own set of cards well. Then lay your cards face down and lay your partner’s cards face down next to yours. Turn over one of your cards and say the verb and the past tense form of that verb. Then turn over one of your partner’s cards. If you turn over the card with the same verb, you get to keep both cards. If you turn over a card with a different verb on it, place both cards face down in their original positions. The student with the most pairs of cards at the end of the game is the winner!



Once the students have finished playing with their cards, have them put the cards in their envelope or plastic bag. Students can take them home to show their parents or store them in the classroom for future practice.

## Lesson 3 • Reading and Writing

### A Healthy Life Game

Hand out large sheets of paper to pairs or groups of students and have them create a board game with verb chunks and other verbs from earlier units. Explain that they have to mix the verbs from the different units. Have them use erasers or other objects as markers and slips of paper with numbers from 1 to 10 in a bag.

Students take a number and move on the board. When they land on a square with for example, “wake up early”, they have to say the opposite, i.e. “I didn’t wake up early in the morning. The student next to them has to respond and say, “You should wake up early. It makes you healthy.” If they land on a negative chunk, for example, wake up late, and say “I didn’t wake up later, or I woke up early” they score a point and have the right to play again. The student with the most points wins. Explain that when a student who has to respond and give advice, e.g. “You should ....” fails to do so, they miss their turn.

## Lesson 4 • Phonics

### Materials:

- ★ A piece of paper (per student)

### Phonics Dictation

Review the phonics sounds and words on page 80 and read them together. Introduce these other words with the *ar*, *or*, *ur*, and *ir* sounds: *art*, *dark*, *fork*, *sport*, *short*, *skirt*, and *girl*.

Ask the students to fold a piece of paper once lengthwise and then seven times widthwise to divide the paper into 16 sections. Then, do the dictation on the piece of paper. They should write one word per section. Call out the following words, saying each word three times:

- |          |            |           |
|----------|------------|-----------|
| 1. park  | 7. fork    | 13. bird  |
| 2. farm  | 8. sports  | 14. shirt |
| 3. art   | 9. short   | 15. skirt |
| 4. dark  | 10. purple | 16. girl  |
| 5. horse | 11. turtle |           |
| 6. corn  | 12. burger |           |

Then, have the students check and correct any wrong answers on their sheet.

Ask the students to write their name at the top of the sheet and then collect them to use for the next Extension Activity – Phonics Memory Game.

### Materials:

- ★ Students’ Phonics Dictation sheets (from Phonics Dictation)
- ★ Scissors

## Phonics Memory Game

Pass back the Phonics Dictation sheets which the students did in the previous activity – Phonics Dictation. Have the students cut out the 16 sections to make 16 cards, write their names on the back of them, and then mix them up.

Ask the students to find a partner to play this game with. The pair mixes up all 32 of their cards, and then places them face down and flips over two cards at a time, reading the words after they flip the cards over. If they flip over two matching cards, they get to keep those two cards. After all of the matching cards have been found, the student with the most matching pairs wins.

Circulate around the room to make sure the students are reading the words on the cards as they flip them over.





# Unit 11 Hanging Out in Town

## Lesson 1

### Finding Out Time



#### Materials



- ★ My Town flashcards
- ★ My Town poster

### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review the questions on page 76 about what the children did this morning. Write 1, 2, 3 on the board. Ask three students questions about what they did this morning. Ask a different question each time and check a number, 1 for the first student, 2 for the second student, etc.

Ask the students to stand up and ask the other students the questions.

### 1 Listen and practice. Then act out in pairs.



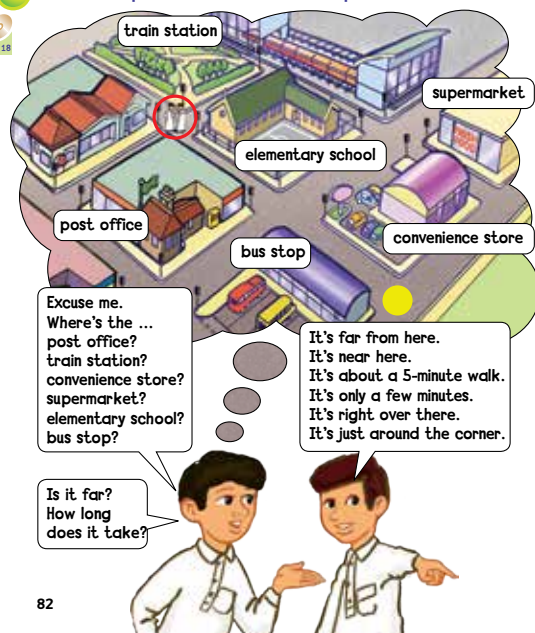
Audio script  
page 171

Have the students open their books to page 82 and look at the map. Play the CD and have the students point to the places as they listen. Try to elicit the names of local elementary schools, convenience stores, supermarkets, etc. Using your fingers to trace the route, explain what "around the corner" means.

## Unit 11 Hanging Out in Town

### Finding Out Time

#### 1 Listen and practice. Then act out in pairs.



Play the CD again and have the students repeat after the CD as they point to the places on the map. When the dialogue begins, have them start at the picture of the children on the map and trace the route with their finger.

Ask the students to make pairs and practice asking each other for directions to the places on the map.

Put up the My Town poster and flashcards and review the places with the class. Then point to certain stores or places on the poster and ask individual students to name them. Next, hold up the flashcards and ask students to say the names of the stores or items.

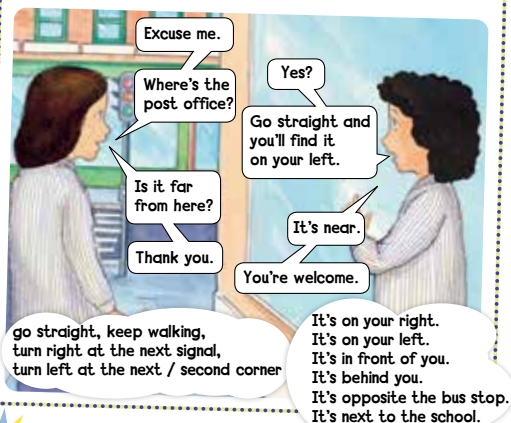


## Challenge Time!

### 2 Showing the Way

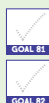


Can you give a partner directions to a place?  
Use the map on page 82. Start at the yellow circle.



### I Can ...

- tell a partner how to get to two places on the map.
- give someone directions in my town when I'm asked.



83 Unit 11

## Goal Check

### Goal 81 ☒

Ask the students to make pairs and tell each other how to get to two places on the map. Once they have completed this goal, they should raise their hands. Check the box in their books.

### Goal 82 ☒

Tell the students that they must give someone directions in their town. Before the next class, they should have a friend or family member trace the route and give directions to a place in their town, in English. This box will be checked in the next class.

## Challenge Time!

### 2 Showing the Way



Audio script  
page 171

Play the CD as you have the students look at the map on page 82. Play the CD track and have the students listen, repeat, and trace the route on the map with their finger. The students should start at the yellow circle on the map.

After the CD has played, use the map to go over the new directions on page 83. Play the CD again and have the students listen, repeat, and trace the route on the map with their finger.

Ask the students to make pairs and practice asking each other for directions to the places on the map.



وزارة التعليم

Ministry of Education

2022 - 1444

## Lesson 2

### Grammar in Action

#### Materials

- ★ My Town flashcards
- ★ My Town poster
- ★ Scrap paper and red, yellow, and green crayons

#### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Ask the students to give directions to the place in town that they chose for Goal 82 in the previous lesson. Check the goal box in their books after they have told you.
- Arrange the stores and places from the My Town flashcards on the table in order to make a map. Review the cards as you place them on the table. Draw a few traffic lights on small pieces of paper for the intersections. Ask two student volunteers to put their erasers down on the map to mark their place on page 83. Have them act out the dialogue. Continue with a few more student volunteers.

#### 1 Listen and chant *Going To*. Audio script page 171

Have the students open their books to page 84. Play the CD and have the students point to the pictures as they listen.

Then, have the students stand up, and do the following gestures as you say and act out the phrases:

1. "I'm going to" – point to your chest
2. "We're going to" – point to yourself and everyone in the room with a sweeping motion
3. "You're going to" – point to someone else
4. "He's going to" – draw a stick figure of a boy on the board and point to it

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Ministry of Education

2022 - 1444

106

#### Grammar in Action

##### 1 Listen and chant *Going To*.

1. I want a stapler and staples.  
**I'm going** to the stationery store.
2. You want some candy.  
**You're going** to the candy store.
3. My brother wants a new DVD.  
**He's going** to the DVD store.
4. Mom wants some bread and cakes.  
**She's going** to the bakery.
5. We want some books.  
**We're going** to the bookstore.
6. Grandma and Grandpa want some flowers and pots.  
**They're going** to the flower store.

##### 2 Listen and practice. Then do it in pairs.

<b>I'm going</b>	<b>We're going</b>
<b>You're going</b>	<b>You're going</b>
<b>He's / She's going</b>	<b>They're going</b>

84

5. "She's going to" – draw a stick figure of a girl on the board and point to it
6. "They're going to" – draw two stick figures on the board and point to them

Say the chant slowly, line by line, and have the students read along and repeat as they do the gestures. Play the CD again, but pause it after each line to allow the students to repeat. Finally, play the CD again and have the students chant along.

##### 2 Listen and practice. Then do it in pairs. Audio script page 171

Play the CD and have the students listen and repeat as they point to the words in the chart. Tell the students to make pairs. One student says the words in black and the other student says the words in red, as heard on the CD. Then, have them switch parts. Play the CD again and have the students chant along, as they point to the words in the chart.

## Challenge Time!

3

### Shopping Game

Can you play the Shopping Game and beat a partner?

Where are you going?

bakery	stationery store	coffee shop
DVD store	bookstore	flower store
butcher shop	convenience store	supermarket

What do you want?

a stapler	some candy	a new DVD
some bread and cakes	some books	some flowers and pots
some meat	a newspaper	some eggs

That's right! Well done. It's fun. Let's do it again.

### I Can ...

- say six names of stores.
- say what I want and where I'm going to buy it.



85 Unit 11

After they have played the game with the CD, play Shopping Game again without the CD. If time permits, ask a student volunteer to call out the stores.

Audio script  
CD4 23 page 172

Have the students look at the second Shopping Game card on page 85 and together read the items for sale written in the spaces. Have them choose and put dots in three spaces to prepare for the game. Play the CD track and have the students listen and play Shopping Game.

After they have played the game with the CD, play again without the CD. If time permits, ask a student volunteer to call out the items for sale.

## Challenge Time!

3

### Shopping Game

Audio script  
CD4 22 page 172



Shopping Game is like Verb Game or Word Race, but in this game the students have to choose three spaces/words and put a dot over each one. When one of their words is called, they should circle it. They shout "Done!" once they have circled all three words in a row.

Have the students look at the first Shopping Game card on page 85 and read the stores written in the spaces together. Have them choose and put dots in three spaces to prepare for the Shopping Game. Play the CD track and have the students listen and play the Shopping Game.

## Goal Check

Goal 83 ☒

Have the students hold their books and make a line in front of you. When they get to the front of the line, they have to say the names of six stores. Once they have completed the goal, check the box in their books and have them sit down.

Goal 84 ☒

Have the students hold their books and make a line in front of you. When they get to the front of the line, they have to say what they want and where they are going to buy it (using the sentences on page 84 as a guide). Once they have completed the goal, check the box in their books and have them sit down.



# Lesson 3

## Reading and Writing

### Materials

- ★ My Town poster
- ★ Optional – a timer

### 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 *Early to Bed* and *Late to Bed* chants with the class.
- Put up the My Town poster on the board and review the places with the class.

#### 1 Listen and read. Then chant.



Have the students open their books to page 86. Elicit what they see in the picture and what colors they are. Play the CD and have the students listen to the chant, as they touch each word and picture with their finger.

Teach the *there is/there was* forms in the Grammar Toolbox. Then read the chant slowly together. Next, play the CD again and have the students chant along.

#### 2 Change “house” to something else and chant in pairs.



Look at the pictures and review the vocabulary words. Play the CD and have the students listen to the new version of the chant using the word *fish*. Choose another word and do a new version of the chant as a class.



### Reading and Writing

#### 1 Listen and read. Then chant.



#### There Was a Little Green House

There was a little green house,  
And in the little green house,  
There was a little brown house,  
And in the little brown house,  
There was a little yellow house,  
And in the little yellow house,  
There was a little white house,  
And in the little white house,  
There was a little red heart.




#### 2 Change “house” to something else and chant in pairs.

box bottle fish book doll letter



- Ask the students to find a partner. Have them choose a vocabulary word and then practice in pairs together. After the pairs have had time to practice, ask each pair to come to the front of the class and do their new version of the chant. Praise the pair for a job well done. Continue with another pair of students until all students have had a chance to chant.
- Ask the students to find a partner. Have them choose a vocabulary word and then practice their new version of the chant in pairs together.

**Challenge Time!**

**3 Write, Draw, and Present**  **CD4 26** **There are ... There were ...**



Can you write your own version of the *There Was a Little Green House* chant and add pictures? Use words for rooms and things in the rooms.

**A Big White House**

There was a big white house,  
And in the big white house,  
There were two floors.  
And on the first floor,  
There was a \_\_\_\_\_,  
And next to the living room,  
There was a \_\_\_\_\_.  
And on the second floor,  
There were two bedrooms,  
And in the bedrooms,  
There were \_\_\_\_\_.

Talk about the rooms in your house and the things in them.

**I Can ...**

- read and chant the *There Was a Little Green House* chant. 
- write my own version of the *There Was a Little Green House* chant, add my own pictures, and present it. 

87 Unit 11

After this, they should give their opinion of it by saying, "I like it/I don't like it because it's exciting/great/silly/simple." Praise each pair for their presentation. Encourage the other students to make comments, such as, "You draw so well! Wow!"

## Goal Check

### Goal 85

Have the students take turns reading the *There was a Little Green House* chant by themselves. Check the box once they have accomplished the goal.

### Goal 86

Point to page 111 and show the students that they have already accomplished this goal. Praise them for a job well done and have them check the box in their books.

## Challenge Time!

### 3 Write, Draw, and Present **Audio script CD4 26 page 172**

Have the students write their own version of the chant using words for rooms and things in the rooms. Read *A Big White House* slowly and elicit ideas about words that could go in the blanks. Then play the CD and have the students listen and fill in the missing words.

Review words for rooms and things in the rooms.

Have the students find a partner and write their own version of the chant with different words. Remind them to illustrate their chant with pictures. Circulate around the room to check spelling and help students who need it.

Once students have finished, they take turns standing in front of the class, reading their chant, and showing their chant and pictures.





# Lesson 4 • Phonics

## Materials

★ My Town flashcards

### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review *ur* and *ir* sounds from Unit 10. Have the students say the Story of a Horse from a Farm in pairs or groups, sharing chunks, e.g. student 1: A horse from a farm, student 2: asked a purple bird in the park, student 3: "Do you like corn?" etc.
- Play a spelling game. Have the students choose words that they can pronounce correctly from pages 74, 76, and 79. Divide the class into groups. Call on individual students from each group to say a word. Have a student volunteer and spell the word. Invite different students to come to the board and write each word as it is being spelled. Have students check and make corrections if needed.

### 1 Listen, point, and practice. Audio script page 172

Have the students open their books to page 88 and look at the letters, pictures, and words in Exercise 1. Play the CD and have the students point to the letters and words, and repeat. Write *u\_e* and *ue* on the board and have the students make the sound. Point out the same sound. Play the CD again and have students repeat.

### 2 Listen and number. Then Audio script page 172 unscramble the letters and write.

Have the students look at the pictures in Exercise 2 and name what they see. Point out the scrambled letters next to each picture and explain that the students should listen to the CD and number each photo and scrambled letters. Then they should unscramble the letters and write each word. Have them make pairs and encourage them to help each

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Ministry of Education

2022 - 1444

110

### Phonics

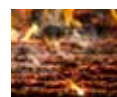
#### 1 Listen, point, and practice.



*u\_e*  
cube



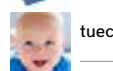
*ue*  
barbecue



#### 2 Listen and number. Then unscramble the letters and write.



*stuesi*



*tuec*



*ubel*



*deTsuya*



*eguh*



*eulg*



*uqmsoe*

#### 3 Unscramble the words and write the sentences. Begin with a capital letter.

garden have barbecues like to in our in  
June we  
gave of glue my friend me a huge bottle

### Advice Time

He who shows you the right way is the same one who follows it.



88

other.

Play the first part of the CD and have the students listen and number. Say the words again more slowly if necessary and ask students to repeat. Give them a few minutes to try and unscramble and write as many words as they can. Then play the second part of the CD for the students to check their answers. Play the CD again and let the students complete their answers. Circulate and help when needed. Invite pairs to say, spell, and write the words on the board. Remind them that *ue* at the end of the word *mosque* is silent.

### 3 Unscramble the words and write the sentences. Begin with a capital letter.

Have the students read the words. Then ask them to make pairs, put the words in order, and make sentences. Encourage them to ask other students if they are having difficulties. Circulate and help students who are having difficulty or are not clear about what they need to do. Invite volunteers to read the sentences. Have the class repeat the sentence to you as you write it on the board.

## Challenge Time!

**4 Signs**  
Can you read the signs?

1. No Parking 2. PLEASE KEEP OFF GRASS 3. No Skateboards 4. No Bicycles

5. No Loud Music 6. LIBRARY 7. WARNING Please Switch Off All Cell Phones

8. THINK GREEN DO NOT LITTER 9. No Eating No Drinking 10. NO BALLS

**I Can ...**

- say, read, and write words with *u\_e* (clever *e*) and *ue*.
- read six signs in my town in English.

Now go to pages 118, 119

89 Unit 11

## Goal Check

### Goal 87 ☒

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 a total of six words with *ue* and *u\_e* (for example, from page 88). Once they have completed this goal, check the box in their books and have them sit down.

### Goal 88 ☒

Tell the students they must find four signs in English around their town. They can copy the English on the signs and then read them (or ask you for help, if necessary) the next time they come to class.

## OPTIONAL

**Consonant Blends**, pages 118, 119 from Phonics Practice See Teaching Notes on page 134, We Can!3 Teacher's Book

## Challenge Time!

### 4 Signs Audio script page 173

Have the students look at the pictures on page 89. Play the CD and have them listen and repeat as they point to the signs.

Have the students make pairs and play the CD again. Now it's their turn to read the signs to their partner. Invite individual students to come to the board and call out some of the signs in jumbled order. The rest of the class have to shout back the number of the sign that has been called out.

Ask student volunteers to draw other common signs on the board and tell the class what they mean in English.



# Extension Activities

## Lesson 1 • Finding Out Time

### Materials:

- ★ Paper

### My Neighborhood

Pass out a blank sheet of paper to each student. The students need to look at page 82 and then think about the places in their own neighborhood.

Have them draw 4 boxes and think of four places. Next, have them draw a picture of them in the boxes, and write what they are over the boxes. Then, they should write “It’s far from my house.” if the place is far away and not within a walking distance, or write “It’s a \_\_\_\_-minute walk.” if it is nearby and within a walking distance. Then have them write how many minutes it would take to walk there in the blank.

After students have completed their sheet, they can present it to the class. Praise each student after his/her presentation.

## Lesson 2 • Grammar in Action

### Materials:

- ★ My Town flashcards

### Shopping in My Town Flashcard Activity

Review the My Town flashcards.

Put the place flashcards around the room, face up. Then pass out item cards to the students.

Say, “Go shopping!” The students have to look at the item(s) on their flashcard and then stand by the place flashcard where they can buy it.

Once all students are standing in the right place, have each student hold up his/her flashcard and say, “I want a/some (items). I’m going to the (store/place).”

**S** For classes with less than 10 students, do the activity two or three times. Make sure that all flashcards with an item you can buy at a store are used at least once.

**B** Take turns doing the activity in groups of 10.



## Lesson 3 • Reading and Writing

### Materials:

- ★ Paper

### Picture Dictation

Pass out a sheet of paper to each student. Ask the students to follow your directions and draw exactly what you say. Begin with, “Draw a house in the middle of the paper.” Continue with:

Draw a tree next to the house.

Draw two birds in the sky.

Draw a fence around the house.

Draw a door and two windows.

You can make this picture dictation easier or more difficulty depending on how much you think your students can do. Demonstrate by saying and drawing on the board to show them what to do if necessary.

## Lesson 4 • Phonics

### Materials:

- ★ A piece of paper (per student)

### Phonics Dictation

Review the *u\_e* and *ue* sound from page 88.

Give the students a piece of paper each and have them write their name and then draw two columns on their paper. Have them write *u\_e* at the top of one column and *ue* at the top of the other column.

Call out one of the following words:

tissue	cute	blue	Thursday
huge	glue	barbecue	June

Students should write this word in the right column. Continue calling out the rest of the words from the list.

Call on students to spell the words as you write them on the board for students to check their spelling.

### Materials:

- ★ Paper or large index cards

### Phonics Race

Ask the students to draw a grid like the one in The Shopping Game on page 85. Explain that they only need a total of six squares so their grid has to be 2 by 3. Have the students choose six of the words from the list in Phonics Dictation and write them in any order they like in their grid.

Use the word list in the last activity – Phonics Dictation. Call out one of words.

When a student hears four of his/her words and checks them he/she should shout, “Done!” Have the student read out his/her three words in a row. Then, play again and have that student call out words from the list.



# Unit 12 My Dream Vacation

## Lesson 1

### Finding Out Time



#### Materials



- ★ A ball
- ★ World Map poster
- ★ Scrap paper
- ★ A timer

### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Ask the students to make a circle. Throw the ball to a student and say, "one hundred." Prompt them to throw the ball to another student and say, "two hundred". Have the students throw the ball to other students in the circle and count by hundreds to 1,000 or by thousands to 10,000.

### 1 Listen and practice. Then do it in pairs.



Have the students open their books to page 90 and look at the picture. Elicit that the boys are at the airport. Read the names of the cities on the Departing Flight Information and ask the students to name the countries where the cities are located. Then ask a student volunteer to point to the countries on the World Map poster. Ask the students if they have ever been to those cities.

## Unit 12 My Dream Vacation

### Finding Out Time

#### 1 Listen and practice. Then do it in pairs.



SV1138	05:45	Dammam
UAL165	06:30	Honolulu
CAN301	09:45	Vancouver
CAU208	11:00	Beijing
SV1680	12:30	Abha
DX8357	14:30	Dubai
MS236	16:00	Cairo
JAL123	21:15	Tokyo
QFL412	23:00	Sydney

Where are you going?

I'm going to ...

2. How long does it take to get there?

It takes about ... two / three / four / five / six / seven / eight / nine hours.



90

Play the CD and have the students listen to the dialogues. Pause the CD after each dialogue and see if the students can tell you where the boy is going, how long it will take him to get there, and what he will do there.

Play the CD again and have the students repeat after it, as they point to the pictures.

Ask the students to find a partner and practice the dialogues. Then have them switch parts. Circulate around the room to make sure the students are speaking English and to help students who need it.



## Challenge Time!

### 2 In-Flight Ordering



Can you be a flight attendant and take an order from a partner?

1. What would you like to drink? Orange juice, apple juice, water, or cold?

2. What would you like to eat? Beef or fish? Noodles or rice?

3. What are you going to drink after dinner? Tea, coffee, green tea, or juice?

### I Can ...

- say where I'm going, how long it takes, and what I'm going to do on a trip.
- do a dialogue between a flight attendant and a customer with a partner.



91 Unit 12

Once the timer has gone off, have the students practice the dialogue between the flight attendant and the customer. The "flight attendant" should use his/her cards and hand the "customer" his/her order. After the students have practiced the dialogue, have them switch parts. If possible, use realia or pictures of the drinks and food on offer.

## Goal Check

### Goal 89 ☒

Write the following on the board:

I'm going to \_\_\_\_\_.

It takes about \_\_\_\_\_ hours.

I'm going \_\_\_\_\_.

Have all the students stand up. Using the sentences written on the board, the students take turns saying where they are going, how long it takes, and what they are going to do on their trip. Then, they should sit down and check the box in their books.

### Goal 90 ☒

Ask the students to find a partner and practice the dialogue between the flight attendant and the customer, using the cards they made in Exercise 2. The "flight attendant" should use his/her cards and hand the "customer" his/her order. After they have completed this goal, they should check the box in their books.

## Challenge Time!

### 2 In-Flight Ordering



Audio script  
page 173

Have the students look at the picture on page 91. Elicit that the boy is on an airplane and that the man is a flight attendant. Play the CD and have the students listen to the dialogue between the flight attendant and the boy.

Ask the students to find a partner. Hand each pair a piece of paper. Ask the students to fold the paper once lengthwise, in thirds widthwise, and then again in half widthwise. They should have divided the paper into twelve equal sections. Ask them to cut or tear the sections to make twelve cards.

Have the students read the twelve food and drink choices from page 91. Then ask them to make twelve cards for the food and drinks. They can either write the words or draw pictures of the food or drinks. Set a timer for 10 minutes.



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Ministry of Education

2022 - 1444



## Lesson 2

### Grammar in Action

#### Materials

- ★ World Map poster
- ★ Small pieces of paper
- ★ A ball

#### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Say to the class, "I'm going to have lunch in Sydney." Have a student volunteer show where Sydney is on the World Map poster. Then, have the students turn to page 55, review the items on the menu, and ask another student volunteer to be the waiter. Demonstrate the conversation in front of the class. Then, have the students make pairs and practice the conversation.

#### 1 Listen and chant Audio script page 173 *Going To + Verb.*

Have the students open their books to page 92. Play the CD and have them point to the pictures as they listen.

Then, have the students stand up, and do the following gestures with you as you say the phrases:

1. "I'm going to" – point to your chest
2. "We're going to" – point to yourself and everyone in the room with a sweeping motion
3. "You're going to" – point to someone else
4. "He's going to" – draw a stick figure of a boy on the board and point to it
5. "She's going to" – draw a stick figure of a girl on the board and point to it
6. "They're going to" – draw two stick figures on the board and point to them

#### Grammar in Action

##### 1 Listen and chant *Going To + Verb.*

1. I'm going to visit the city of Abha in Asir.
2. You're going to watch camel races in Riyadh.
3. He's going to visit the Children's Art Show at the Kingdom Tower.
4. She's going to shop in Dubai.
5. We're going to go rock climbing in the Wadi Rum Reserve, in Jordan.
6. They're going to eat traditional dishes in Lebanon.

##### 2 Listen and practice. Then chant in pairs.

I'm going to visit	We're going to visit
You're going to visit	You're going to visit
He's / She's going to visit	They're going to visit

92

Say each sentence slowly and then ask a student volunteer to point to the places on the World Map poster. Use a map of Saudi Arabia for the students to point to cities, e.g. Riyadh, Najran, etc.

Say the chant slowly, line by line, and have the students read along and repeat as they do the gestures. Play the CD again, but pause the CD after each line to allow the students to repeat. Finally, play the CD again and have the students chant along with the CD.

##### 2 Listen and practice. Then Audio script page 173 chant in pairs.

Play the CD and have the students listen and repeat as they point to the phrases in the chart.

## Challenge Time!

**3 Travel and Do**

Can you play Travel and Do and beat a partner?

Where are you going?

Najran	Lebanon	Jordan
Dubai	Jeddah	Dammam
Riyadh	Oman	Jizan

What are you going to do there?

ride	drive	shop
climb	eat	swim
visit	camp	watch

Only two more!
You've got it!

**I Can ...**

- chant the *Going To + Verb* chant.
- say where I want to go on my trip and what I want to do there.

GOAL 91

GOAL 92

93 Unit 12

Ask the students to find a partner. One student says the phrases and the other repeats them, as heard on the CD. Then, have them switch parts.

Play the CD again and have the students chant along as they point to the words in the chart.

## Challenge Time!

### 3 **Travel and Do** Audio script CD4 34 page 174

Have the students look at the first Travel and Do card on page 93 and read the place names written in the spaces together. Have them choose three place names and put a dot over each one. Play the CD track and have the students listen and play Travel and Do.

After they have played Travel and Do with the CD, play again without the CD. If time permits, ask a student volunteer to call out the cities.

### Audio script CD4 35 page 174

Have the students look at the second Travel and Do card on page 93 and read the verbs written in the spaces together. (The verbs are what they will do once they get to places/cities on the first Travel and Do card.) Have them choose three verbs and put a dot over each one. Play the CD track and have the students listen and play Travel and Do.

After they have played Travel and Do with the CD, play again without the CD. If time permits, ask a student volunteer to call out the verbs.

## Goal Check

### Goal 91 ☒

Have the students hold their books and make a line in front of you. When they get to the front of the line, they must chant the *Going To + Verb* chant. Once they have completed the goal, check the box in their books and have them sit down.

### Goal 92 ☒

Write on the board:  
I'm going to \_\_\_\_\_ in \_\_\_\_\_.

Have all the students stand up. Using the sentence pattern written on the board, students take turns saying where they want to go on their trip and what they want to do there. Then, they should sit down and check the box in their books.



## Lesson 3

### Reading and Writing

#### Materials

- ★ World Map poster
- ★ Map of Saudi Arabia

#### Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review the chant on page 92 with the class.
- Use the World Map poster and the map of Saudi Arabia to review the cities and countries learned in the previous two lessons. Ask the students to identify other cities/countries on the map and tell the class what they did there.

#### 1 Listen and read. Then chant.



Audio script  
page 174

Have the students open their books to page 94. Elicit what they see in the picture. Play the CD and have the students listen to the poem as they touch each word and picture with their finger.

Read the poem slowly together. Then, play the CD again and have the students read along with the CD.

#### Reading and Writing

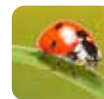
##### 1 Listen and read. Then chant.



This is the Kingdom of Saudi Arabia,  
A great and blessed land,  
Where the two Holy Mosques stand.  
The future will be strong and bright  
For all the children of the land,  
The vision will come true  
And all will be good and right!  
With the faith of the nation,  
With health and education,  
The vision will come true  
For all the population!  
The ships will come and go,  
From all over the globe.  
Businesses big and small,  
The Kingdom they will call  
The leader of them all!

##### 2 Match with the pictures.

1. small
2. globe
3. business
4. leader



94

##### 2 Match with the pictures.

Have the students read each word and then decide which picture matches it. Then, they should find those words in the chant.



## Challenge Time!

**3 Read, Match, and Present**

Can you read, match, and complete the chant with these phrases? Listen and check.

very sleepy   very hungry   very thirsty   so cute

**My Little Brother ...**

Why did you eat all the soup?  
Because I was \_\_\_\_\_

Why did you drink all the juice?  
Because I was \_\_\_\_\_

Why did you take my panda?  
Because it's \_\_\_\_\_!

And why did you sleep in my bed?  
Because I was \_\_\_\_\_

You have a bed!  
Yours is nicer!

**4 Change the words and write your own chant with your partner. Comment on each other's chants.**

**I Can ...**

- read the *Vision 2030 Kingdom of Saudi Arabia* chant by myself.
- write my own chant, add my own pictures, and present it with my opinion.

95 Unit 12

## Challenge Time!

### 3 Read, Match, and Present

Audio script  
page 174

Can you read, match, and complete the chant with these phrases? Listen and check.

Have the students turn to page 95 in their book. Point to the title and the phrases in the box. Explain that the chant is incomplete. Have them look at the pictures and talk about them. Read the complete lines with the students. Then ask them to make pairs and complete the chant with the phrases. Play the CD and have them compare/check their answers.

Play the CD again and have them chant along. Invite pairs to come to the front, chant, and mime. Make sure that the students chant "in role". One of them has to be the younger brother and the other one the older brother/sister. Praise them for a job well done.

Point to the box at the top of the page and point out the question and answer with because. Ask the students more questions, for example, Teacher: "Did you have breakfast this morning?" Student: "Yes, I did." Teacher: "Why did you have breakfast?" Student: "Because I was hungry."

### 4 Change the words and write your own chant with your partner. Comment on each other's chants.

Have the students suggest ideas/words for their own chants. Invite a student volunteer to provide some examples. Give the pairs time to write their own versions of the chant. Invite pairs to present their chants. Encourage them to act out/mime as they present.

Have the students comment on each other's chants. Ask them to write their chants on large sheets of paper and add pictures.

## Goal Check

### Goal 93

Have the students take turns reading the *Vision 2030 Kingdom of Saudi Arabia* chant by themselves. Check the box once they have accomplished the goal.

### Goal 94

Point to page 95 and show the students that they have already accomplished this goal. Praise them for a job well done and have them check the box in their books.

# Lesson 4 • Phonics

## Materials

- ★ A calendar
- ★ World map poster
- ★ Optional: postcards from tourist destinations, a clothing item or accessory that is too large, e.g. T-shirt, hat, and one that is too small.

## Getting Started

- The students should say, “Hello! How are you?” to the teacher and their classmates when they enter the classroom.
- Play the Phonics Bee to review previous phonics lessons. Write *u\_e, ue, ur, ir, sc, sk, sq, f, ph, gh, nd, nt* on the board. Point to a sound and elicit as many words as possible from the students. Then have the students work in pairs, remembering and writing words that include the sounds/letters. Have pairs report their words and spell them in class.

### 1 Can you read these words?

Audio script  
CD4 38 page 174

Play the CD as the students look at page 96 and point to the words in each category. Slowly go over how to read each word together.

Say the words slowly together. Then, play the CD again and say them along with the CD.

### 2 Listen, read, and chant.

Audio script  
CD4 39 page 174

Demonstrate *too big, too small* and *not big enough*. Use realia, clothing or school objects, or mime.

Read the chant slowly and have the students listen and mime. Play that CD and have the students chant along with the CD. Elicit ideas/answers from the students to the last line/question of the chant.

## Phonics

### 1 Can you read these words?

CD4 38

#### 1. Sounds and Letters

beautiful, clouds, seas, enough, interesting, silently, white, shining, barbecue, laughing, photo, square, scarf, squid

#### 2. Days

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

#### 3. Months

January, February, March, April, May, June, July, August, September, October, November, December

#### 4. Pronouns

I, you, he, she, it, we, they  
mine, yours, his, hers, ours, theirs  
me, you, him, her, us, them

### 2 Listen, read, and chant.

CD4 39

I went to the mall and bought a new shirt.  
I put it on, but it was too big.  
I took it back and got a smaller one.  
I put it on, but it wasn't big enough.  
What can I do?



### 3 Write more verses for the chant with different things.

#### Advice Time

There is no place like home.




96

### 3 Write more verses for the chant with different things.

Explain what the students have to do. Elicit ideas/ words for different objects that can be used to add more verses to the chant. Ask the students to make pairs and write more verses. Have them write their verses on sheets of paper and post them on the board or the wall of your classroom. Have the students stand up and read the chants. Choose the best to include on a poster and illustrate with drawings or pictures.





## Challenge Time!



**4 Holiday Postcard**

**Can you pick one place you want to go and write a postcard from your trip?**





**I Can ...**

- read different words on my own and use *too* or *enough* to say if something is the right or wrong size, price, etc.
- read and write a short postcard from my trip.

☒ GOAL 95

☒ GOAL 96

Now go to pages 120, 121
97 Unit 12

## Challenge Time!

### 4 **Holiday Postcard** Audio script CD4 40 page 174

Have the students look at the postcard on page 97. Ask them if they have ever sent a postcard during a vacation. If you have postcards from tourist destinations, show them to the class. Use the World Map poster to show the class the locations of the places on the postcards.

Play the CD and have the students silently read the postcard as they listen.

Next, review the names of the months of the year, the days of the week, past tense verbs they have learned, and the dialogues from the first lesson of this unit. Then, show how the postcard is written:

1. First, write the day of the week.
2. Then, write the month and day.
3. Write, "Dear (friend's name),"
4. Write, "How are you? I'm in (city or country)."
5. Write, "It took (number) hours to fly here."

6. For the next sentence, elicit things you could learn to do while on vacation in that city/country (ski, swim, climb a mountain, etc.). Write, "I'm learning to \_\_\_\_\_."
7. Write a comment (for example, "It's great!").
8. Lastly, write, "See you soon, (student's name)."

This exercise is a good way to review past lessons, so encourage the students to look back in their books for help. Circulate around the room to help students who need it and give the students plenty of time to complete this exercise.

## Goal Check

### Goal 95 ☒

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 the words of numbers one to twelve, seven days, twelve months, and the pronouns on page 96. Then they should use *too* or *enough* in examples to say if something is the right or wrong size, price, etc. Once they have completed this goal, check the box in their books and have them sit down.

### Goal 96 ☒

Point to page 97 and show the students that they have already accomplished this goal. Praise them for a job well done and have them check the box in their books.

### OPTIONAL

**More Rules**, pages 120, 121, from Phonics Practice. See Teaching Notes on page 135, We Can!3 Teacher's Book.



# Extension Activities

## Lesson 1 • Finding Out Time

### Materials:

- ★ World Map poster
- ★ Colored paper
- ★ Blank paper
- ★ Optional – a small photo (head shot) of each student

### Make a Passport

Give each student a a blank sheet of paper or copies of a sheet that has the following headings to fill in:

Name:	[photo]
First _____	
Middle _____	
Last _____	
Country _____	
Date of birth _____	
City/Town _____	
Phone number _____	
Eye color _____	

Then tell them to use the colored paper to make a cover for their passport. Next, put up the World Map poster and draw a sample passport cover on the board for the students' reference.

Then hand out blank paper to the students and tell them to add four blank pages to their passport. They should staple the cover, passport information page, and the blank pages together to make a passport. On each blank page, have them write "I'm going to (country)." and fill in the name of a country that they would like to visit. They can refer to the World Map poster to check the spelling of the countries.

Collect the finished passports from the students. They will be used for the next Extension Activity – Going Through Immigration.



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Ministry of Education

2022 - 1444

122

## Lesson 2 • Grammar in Action

### Materials:

- ★ World Map poster
- ★ Students' passports (from the last activity – Make a Passport)
- ★ Stamps and stickers

### Going Through Immigration

Pass back the passports to the students. Ask them if they have ever been overseas and used their real passport. Ask them if they remember going through immigration or Passport Control.

Put up the World Map poster and have individual students come up and point to the countries they visited.

Write the following questions on the board as you review them with the class:

1. What's your name?
2. When were you born?
3. Which city do you live in?
4. What's your telephone number?
5. Where are you going?
6. What are you going to do there?

Ask a student volunteer to come to the front with his/her passport and ask him/her the questions on the board. After the student has answered the questions, stamp the correct page in their passport or put a sticker in the designated place.

**S** Students take turns being the immigration officer. The other students should "go through immigration" twice. The first time the immigration officer will stamp page 3 (the first page with "I'm going to (country).") of their passports and the second time he/she will stamp page 4.

**B** Divide the class into groups of four. Students take turns being the immigration officer. The other students should "go through immigration" twice. The first time the immigration officer will stamp page 3 (the first page with "I'm going to (country).") of their passports and the second time he/she will stamp page 4. Circulate around the room to make sure students are speaking English and to help students who need it.

## Lesson 3 • Reading and Writing

### Materials:

- ★ Pictures of famous landmarks in the Middle East
- ★ World Map poster

## Famous Landmarks Guessing Game

Show the class the pictures of the famous landmarks and see if the students can tell you what city or country they are in on the World Map poster. Match the famous landmarks to the cities or countries.

Then write the following sentence on the board: "You're going to visit \_\_\_\_\_ in \_\_\_\_\_."

Secretly choose one of the famous landmarks from the pictures. Play a guessing game. Using the sentence pattern you wrote on the board, have the students guess what famous landmark you chose. When a student guesses it correctly, he/she can come to the front and secretly choose a famous landmark. The other students should guess the landmark he/she chose.

Continue the game until all the students have had a chance to come to the front and choose a landmark.

## Lesson 4 • Phonics

### Materials:

- ★ Blank paper

## Word Puzzle

Hand out blank sheets of paper and have the students draw an 8 by 8 grid. Explain that they are going to use it to make their own word puzzle by writing words that go down and across. Point out that there should not be any blank boxes in the grid. Circulate and help students who need it. Then have students exchange word puzzles. Ask them to find as many words as they can and circle them. The circled puzzles have to be returned to the pair that wrote it to check the words. Set a time limit for pairs to find and circle the words.

### Materials:

- ★ A3-size paper
- ★ Optional – a calendar

## Last Week Activity

Review the months of the year. Ask a student to name the current month. Then ask another student to write today's date. (Note: Use a current calendar, if necessary.)

Hand out a sheet of A3-size paper to each student. Tell the class to draw a grid for this month on the sheet. They can refer to the calendar to copy the month grid onto their sheet. (Note: If last week was in the month prior, then the class should draw a grid for last month rather than this month.)

1. Have the students write the name of the month at the top of their sheet.
2. Ask the students what the days of the week are. Have them write those in the spaces at the top of their sheet.
3. Ask how many days are in the month. Count up to that number by ordinals (first, second, third, etc.). Then ask what day of the week the first of the month was and have them start writing the ordinals in the calendar from that day.
4. Now that the calendar is prepared, ask the students to think back to last week and remember what they did. Using the past tense verbs they have learned in this book, students must remember three things they did last week and write the sentences in the space on the day they did them.
5. Students take turns and stand up at the front of the class and present what they did last week. (For example, "Last week, I cooked a big breakfast on Thursday, March 15th.")

# Words with ee, ea, ie, and ai, ay, a\_e

Term 1  
Phonics Practice

## 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!

98

## Words with ai, ay, and a\_e

### 1 Listen, point, and say.



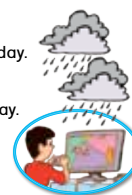
### 2 Look at the pictures and write ai, ay, or a\_e. Then listen and check.

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 ...

99

## 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.

2022 - 1444

124

### 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. winow 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,

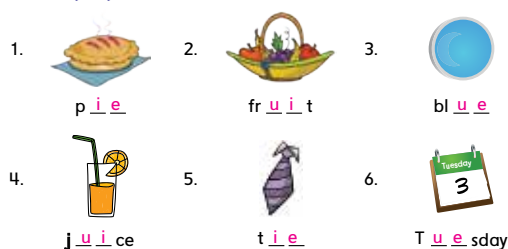
Oh, no! She can't go!

100

## Words with ie, ue, ui

Term 1  
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!



101

## 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 and 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.

CD 12



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

CD 13

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	

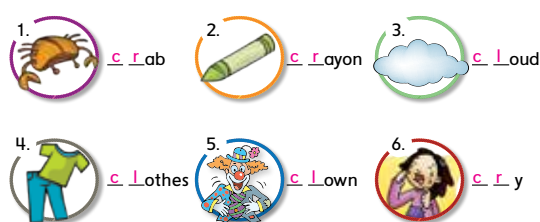
102

## Words with cl, cr

Term 1  
Phonics Practice

### 1 Listen and write cl or cr.

CD 14



### 2 Read, listen, and chant.

CD 15

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).



103

## 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.



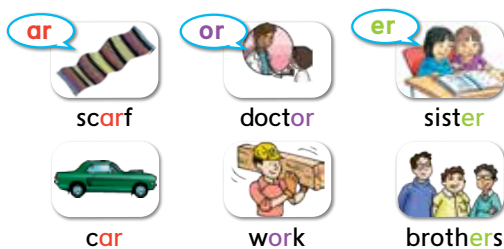


# Words with ar, or, er and ur, ir

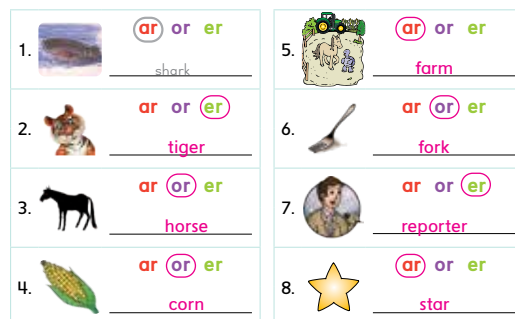
Term 1  
Phonics Practice

## Words with ar, or, er

1 Listen, point, and say.



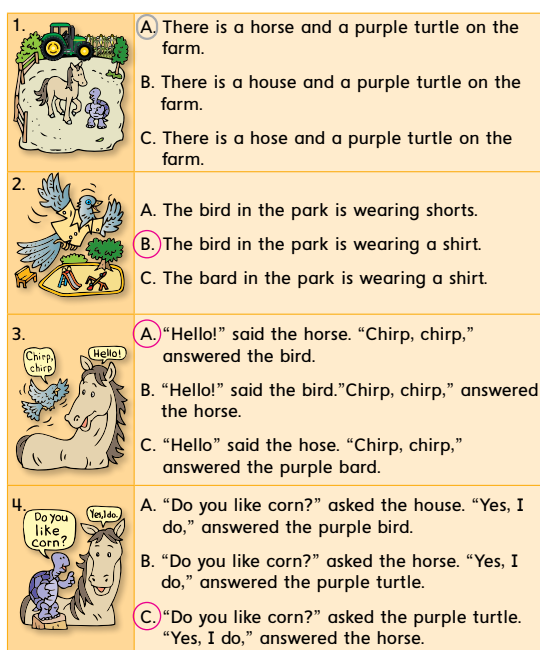
2 Look at the pictures, circle ar, or, or er, and write the words. Then listen and check your spelling.



104

## Words with ar, or, ur, ir

1 Read and circle the correct sentence.



105

## 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.



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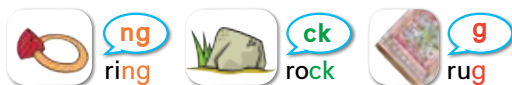
2022 - 1444



# Words with ng, ck, and g endings

## Words with ng, ck, and g

1 Listen, point, and say.



2 Listen to the sound and draw a line to the correct letter. Then write the words.

1. 2. 3. 4. 5. 6. 7. 8.

1. bug 2. swing 3. sick 4. duck  
5. back 6. clock 7. wing 8. bag

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

### He's Going Camping



He's going camping.  
He's packing his backpack.  
His cousins are coming.  
To pick him up!  
He's packing his socks.  
He's taking his books.

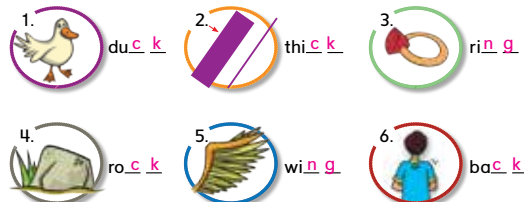
His cousins are calling.  
He's tying his shoes!  
Oh! Where are his keys?  
He has to unpack.  
And look in the bag!  
They're going camping.  
He runs out and back!

106

## Words with ng, ck

Term 2  
Phonics Practice

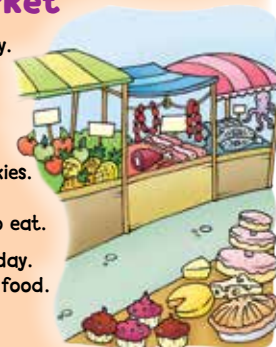
1 Listen and write -ng or -ck.



2 Read, listen, and say.

### To the Market

Monday morning is market day.  
I go to the market for...  
One fish, for two fish,  
Three eggs, for four eggs.  
Five plums, for six plums.  
Seven cookies, for eight cookies.  
Nine pies, for ten pies.  
And bring them back home to eat.  
Monday morning was market day.  
I went to the market to buy food.  
But I ate it all.  
Now I have a tummyache!



107

## Teaching Notes

### Words with ng, ck, and g

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 Listen to the sound and draw a line to the correct letter. Then write the words.

Point to the example and say the word. Have students listen to the CD and match pictures and sounds/letters. Have them listen again, check their answers, and repeat the words. Next, give them time to write the words. Encourage them to check and correct each other's answers. Circulate and check or help when necessary. Call on students to read and spell their answers in class.

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

Draw or use the picture of a boy with a backpack. Point to it and read the title. Have the students listen to the CD and read along. Use pictures or real objects/realia for *backpack*, *socks*, *books*, *keys*. Invite some of your more outgoing students to come to the front. Read and/or play the CD again and have the students mime as the rest of the class repeats. Then have pairs read and mime as you circulate and monitor. Invite volunteers to come to the front of the class and demonstrate. Praise them for their performance.

2022 - 1444

128

### Words with ng, ck

1 Listen and write -ng or -ck.

Have students listen to the CD and write the endings. Ask them to check each other's answers in pairs. Then call on students to report their answers or write them on the board.

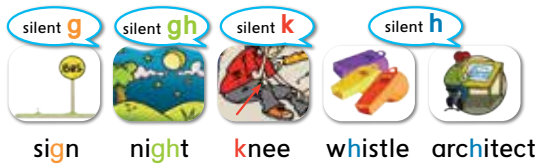
2 Read, listen, and say.

Have students look at the picture and say what they see. Ask them if there is a market like the one in the picture in their town. Use pictures or flashcards to elicit/introduce food words, such as, fish, eggs, plums, cookies, pies. Have students listen and follow in their books. Play the CD a second time and have students read along. Pause from time to time and invite volunteers to read aloud. If you want to give more students a chance to read and/or say, distribute two or three lines per group/pair and have them listen and say, or read aloud.

# Words with silent letters

## Words with silent g, gh, k, h

### 1 Listen, point, and say.



### 2 Look at the picture, write the word, and circle the silent letter. Then listen and check your answers.

1.  /g/ /gh/ /k/ /h/ k _nife_	6.  /g/ /gh/ /k/ /h/ k _nock_
2.  /g/ /gh/ /k/ /h/ w _hale_	7.  /g/ /gh/ /k/ /h/ l _ight_
3.  /g/ /gh/ /k/ /h/ w _hite_	8.  /g/ /gh/ /k/ /h/ t _echnicia_n_
4.  /g/ /gh/ /k/ /h/ s _ign_	9.  /g/ /gh/ /k/ /h/ s _chool_
5.  /g/ /gh/ /k/ /h/ r _ight_	10.  /g/ /gh/ /k/ /h/ s _paghetti_

108

## Words with silent letters

Term 2  
Phonics Practice

### 1 Listen and complete.

knee wrist catch future station write

Monday, August 31<sup>st</sup>

Yesterday, my basketball team had a big game. We met at the station to go to the tournament.

When I tried to catch a fly ball, I crashed into another player and fell on the ground.

I twisted my wrist and injured my knee. It really hurt!

After the game, I went to the hospital. Luckily, I am okay now.

The doctor was very nice, so I will write him a thank-you note.

I want to be a doctor or a basketball player in the future.

### 2 Number the pictures in the order of what happened.



109

## Teaching Notes

### Words with silent g, gh, k, h

#### 1 Listen, point, and say.

Have students listen to the CD, point to pictures and sounds, and repeat. Play again and have them repeat a second time if necessary. Point to the pictures or use flashcards and have individual students say the words.

#### 2 Look at the picture, write the word, and circle the silent letter. Then listen and check your answers.

Point to the example and write *knife* on the board. Say the word, have students repeat and say which letter is silent. Have students look at the pictures and say the words. Then ask them to write the words, read them to each other, and circle the silent letter in each word. Move around the classroom and help students/pairs who are having difficulty. Have students listen and check their answers. Play the CD a second time and have students repeat. Then invite students to write the words and circle the silent letters on the board as the rest of the students check.

**Optional Activity:** Spell words with silent letters for students to write and then read aloud.

### Words with silent letters

#### 1 Listen and complete.

Point to the words in the box and read them with the students. Ask them to say which letter or letters in each word are silent. Play the CD and have students listen and follow in their books. Explain words that are new. Play the CD a second time and ask the students to fill out each blank with a word from the box. If necessary play the CD again for students to check and/or complete their answers. Give students time to check with their partner. Call on students to read their completed sentences aloud. Have the rest of the class listen and check.

#### 1 Listen and complete.

Have students look at the pictures and say what they see. Put them in pairs and have them read and order the pictures. Explain that these are key scenes of the story. Let students read their completed text and number the pictures. Check answers in class.

# Long Vowels

## Long Vowels

CD 02 1 Listen and say.

CD 03 2 Point and say the key words. Then listen and check.

a\_e



e\_e



i\_e



110

## Term 2 Phonics Practice

Phonics Toolbox		
tap	+ e	= tape
pet	+ e	= Pete
pin	+ e	= pine
hop	+ e	= hope
cub	+ e	= cube



o\_e



u\_e



3 Practice in pairs. Say and spell the words.

4 Word Race. Write as many words as you can with Long Vowels.

111

## Teaching Notes

### Long Vowels

#### 1 Listen and say.

Have students listen and say along with the CD. Pause after each group of words, for example, after a\_e, e\_e, etc.

#### 2 Point and say the key words. Then listen and check.

Point to the Phonics Toolbox and have students read and compare words with short and long vowels. Spell words from the Toolbox in jumbled order and have students say them. Have students form pairs and read the words to each other. Call on individual students to say the words in class. Then have students listen and check. Pause and ask students to repeat words from time to time to make sure they all remember how to say/read words with long vowels.

#### 3 Practice in pairs. Say and spell the words.

Have students form groups. Student A closes his/her book while student B says words in random order for student A to spell. Student B listens and checks. Ask students to swap roles after a few minutes.

#### 4 Word Race. Write as many words as you can with Long Vowels.

Ask students to form pairs or groups. Have them brainstorm for 2 or 3 minutes and say words while a member of their group writes the words. Tell them to stop when the time is up and collect the lists. The group with the longest list and fewest mistakes wins. Alternatively, you can invite the writers of the groups to come to the board and copy their words while the rest of the students count and check the spelling of the words.



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Ministry of Education

2022 - 1444

# Polite Vowels

## Polite Vowels

CD 04 1 Listen and say.

CD 05 2 Point and say the key words. Then listen and check.

ai



-ay



ea



ee



112

Term 2  
Phonics Practice

-ey



-ie



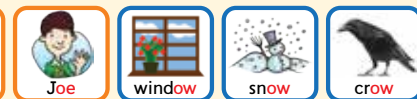
oa



-oe



-ow



ui



-ue



3 Word Race. Write as many words as you can with Polite Vowels.

113

## Teaching Notes

### Polite Vowels

#### 1 Listen and say.

Have students listen and say along with the CD. Pause after each group of words, for example, ai, -ay, ea, etc. to give students time to repeat again if necessary.

#### 2 Point and say the key words. Then listen and check.

Have students form pairs and read the words to each other. Call on individual students to say the words in class. Then have students listen and check. Pause and ask students to repeat words from time to time to make sure they all remember how to say/read words with polite vowels. Encourage students to recognize letters that produce the same sounds, for example, ai and ay, ea and ee. Play the CD again to help them. Tell them that it is important for them to be able to "hear" similarities and differences rather than to try and memorize them mechanically.

#### 3 Word Race. Write as many words as you can with Polite Vowels.

Ask students to form pairs or groups. Have them brainstorm for 2 or 3 minutes and say words while a member of their group writes the words. Tell them to stop when the time is up and collect the lists. The group with the longest list and fewest mistakes wins. Alternatively, you can invite the writers of the groups to come to the board and copy their words while the rest of the students count and check the spelling of the words.



# Vowel Digraphs and Murmuring Sounds

Term 3  
Phonics Practice

## Vowel Digraphs and Murmuring Sounds

CD 04 1 Listen and say.

CD 07 2 Point and say the key words. Then listen and check.

ou



house



mouse

ow



cow



brown

-oo (short)



book



cook

-oo (long)



moon



spoon

au



August



autumn

aw



straw



strawberry

oi



coin



point

-oy



boy



toy

114

ar



park

or



farm



horse



corn

ur



turtle



purple



nurse

ir



bird



shirt



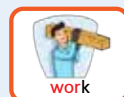
circle

-or



doctor

wor



work

-er



world



teacher



hamster

3 Spelling Bee. Write and say as many words as you can with Vowel Digraphs and Murmuring Sounds. Play in class.

115

## Teaching Notes

### Vowel Digraphs and Murmuring Sounds

#### 1 Listen and say.

Have students listen and say along with the CD. Pause after each group of words, for example, ou, oo, au, oi, etc. to give students time to repeat again if necessary. Make sure students focus on pronunciation.

#### 2 Point and say the key words. Then listen and check.

Have students form pairs and read the words to each other. Call on individual students to say the words in class. Then have students listen and check. Pause and ask students to repeat words from time to time to make sure they all remember how to say/read words with vowel digraphs and murmuring sounds. Ask students to identify digraphs that sound the same, for example, ou and ow, au and aw. If necessary, spend more time on murmuring sounds, i.e. ar, or, ur, -or, wor, -er, helping students pronounce them correctly.

#### 3 Spelling Bee. Write and say as many words as you can with Vowel Digraphs and Murmuring Sounds. Play in class.

Ask students to form pairs or groups and prepare for the Spelling Bee. Have them brainstorm for 2 or 3 minutes, and then say and spell words while their partners check. Say a word with a Vowel Digraph or a Murmuring Sound and have a member of a group spell it while the rest of the class listens and agrees or disagrees. Every time a student makes a mistake, he/she has to leave the game. The group with the last student standing or with the most students wins.

**Optional Activity:** Ask students to make pairs or groups and assign a unit per pair or group. Tell them to look through the unit they have been assigned and find more examples of words with vowel digraphs and murmuring sounds. You can assign this activity as homework and check the students' work in the next lesson.



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Ministry of Education

2022 - 1444

132



# Consonant Digraphs

## Consonant Digraphs

CD 08

1 Listen and say.

CD 09

2 Point and say the key words. Then listen and check.

sh



ship



shop



sheep



dish

ch



cheese



cherry



chick

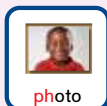


lunch

ph



phone



photo



elephant



phonics

wh



white



whale



whistle



whisker

116

th



thermos



think



thin

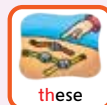


bath

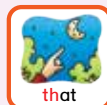
th



this



these

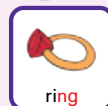


that

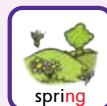


they

-ng



ring



spring



swing

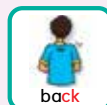


wing

-ck



duck



back



rock



sock

117

Term 3  
Phonics Practice

Phonics Toolbox			
s	+ h	= sh	t + h = th
c	+ h	= ch	t + h = th
p	+ h	= ph	n + g = -ng
w	+ h	= wh	c + k = -ck

## Teaching Notes

### Consonant Digraphs

#### 1 Listen and say.

Have students listen and say along with the CD. Pause after each group of words, for example, sh, ch, ph, etc. and call on individual students to read/say the words. Remind students that the best way for them to remember the sounds of digraphs is to think of words that they know how to say and spell correctly.

#### 2 Point and say the key words. Then listen and check.

Point to the sounds in the Phonics Toolbox and elicit words that begin with the sound from students. For example, point to s and elicit sun, sea, etc. Then point to sh and elicit ship, shop, etc. Follow the same steps with the rest of the single letters and combinations/digraphs in the Toolbox.

Have students form pairs and read the words to each other. Call on individual students to say the words in class. Then have students listen and check. Pause and ask students to repeat words from time to time to make sure they all remember how to say/read words with consonant digraphs. Help them pronounce digraphs that might be challenging for them, such as th (voiced and voiceless), and -ng.

**Optional Activity:** Ask students to make pairs. Have student A close his/her book. Student B says words for student A to spell.



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Ministry of Education

2022 - 1444



# Consonant Blends

## Consonant Blends

CD 10

1 Listen and say.

CD 11

2 Point and say the key words. Then listen and check.

bl



block



black



blue



blanket

br



brush



brick



bread



brown

cl



clock



cloud



clown



clap

cr



crab



crayon



crocodile



cry

118

Term 3  
Phonics Practice

### Phonics Toolbox

b + l = bl	p + l = pl	g + r = gr
b + r = br	p + r = pr	s + n = sn
c + l = cl	f + l = fl	s + p = sp
c + r = cr	f + r = fr	s + t = st

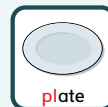
pl



plant



planet

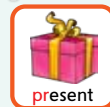


plate



play

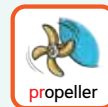
pr



present



prize



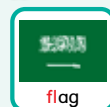
propeller



price

### More Blends

fl



flag

fr



frog

gr



green

sn



snake

spr



spring

st



stop

119

## Teaching Notes

### Consonant Blends

#### 1 Listen and say.

Have students listen and say along with the CD. Pause after each group of words, for example, bl, br, cl, etc. and call on individual students to read/say the words.

#### 2 Point and say the key words. Then listen and check.

Point to the sounds in the Phonics Toolbox and elicit words that begin with the sound from students. For example, point to b and elicit book, back, etc. Point to l and elicit line, late, etc. Then point to bl and elicit black, blue, etc. Follow the same steps with the rest of the single letters and combinations/blends in the Toolbox.

Have students form pairs and read the words to each other. Call on individual students or pairs to say the words in class. Play the CD and have students listen and check. Play again and pause to let students repeat groups of words.

**Optional Activity:** Write the consonant blends on slips of paper, fold them, and put them in a paper bag. Have students pick a slip and say as many words as they can that begin with the consonant blend on the slip.



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Ministry of Education

2022 - 1444

# More Rules

## More Rules

1 Listen and say.

2 Point and say the key words. Then listen and check.

kn



knob



knock

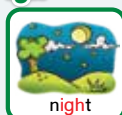


knee



knife

igh



night



light



right

wr



write



wrist

-le (ending)



bubble



table



needle



bottle

120

Term 3  
Phonics Practice

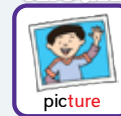
-tion (ending)



lotion



station



picture



future

-tch (ending)



catch



match



sketch



switch

## Challenge!

3 Listen and complete.

knock cold on

A: \_\_\_\_\_!

B: Who's there?

A: Lettuce.

B: Lettuce who?

A: Lettuce in. It's \_\_\_\_\_  
out here!



A: \_\_\_\_\_!

B: Who's there?

A: Isabel.

B: Isabel who?

A: Isabel necessary \_\_\_\_\_  
a bicycle?



121

## Teaching Notes

### More Rules

#### 1 Listen and say.

Have students listen and say along with the CD. Pause after each group of words, for example, kn, igh, wr, etc. and call on individual students to read/say the words.

#### 2 Point and say the key words. Then listen and check.

Have students form pairs and read the words to each other. Call on individual students or pairs to say the words in class. Play the CD and have students listen and check. Play again and pause to let students repeat groups of words. Ask students to identify silent letters, for example, wr in write; the silent letter is w.

**Optional Activity:** Mime and Spell. Mime words with silent letters and have students say and spell them. Have two students write the words on the board as they are being spelt. Then ask groups to think of more words with these sounds or give them time to look through their books and find more.

#### 3 Listen and complete.

Point to the pictures and ask students to talk about them. Ask them to say what each child is doing and to name what both pictures have in common.

Establish that the children cannot see each other.

This listening task is not difficult, but the meaning might be challenging for both teachers and students who are not native English speakers. These two exchanges are jokes, called "knock, knock jokes", that are a play on words and are very common in English-speaking countries. "Lettuce" here stands for "Let us" while "Isabel" stands for "Is a bell...?"

Play the CD and have students listen and complete, using the words in the box.

Students can follow the pattern and try this exchange in pairs:

A: Knock, knock!

B: Who's there?

A: It's \_\_\_\_\_ (any name)

B: \_\_\_\_\_ (the name mentioned by A) who? (asking his family name)

A: \_\_\_\_\_ (name and family name)

## 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

## 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

## Flashcards

## 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



architect p42



astronaut p42



bake bread p30



boat p16



bottle p86



bought (buy) p96



break (broke)  
p58



brush my teeth  
p38



businessman  
p42



candy p84



catch a cold p58



change p81



clean up your  
room p26



climb p93



clothing store  
p81



coin p24



come home  
p36



computer  
technician p42



cook p42



cooked (cook)  
p50



crocodile p15



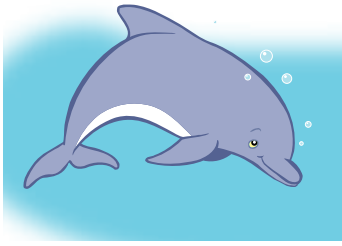
day p8



do some exercise  
p74



doll p86



dolphin p12



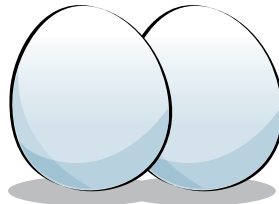
doctor p42



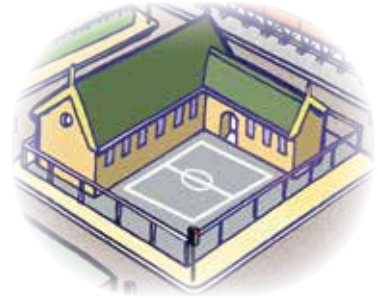
drink (drank)  
p74



eat three meals  
p74



eggs p85



elementary  
school p82



engineer p42



fantastic p50



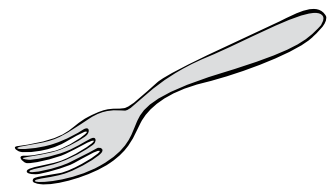
feed the fish  
p26



firefighter p42



fold the laundry  
p26



fork p32





get first place  
p58



get up p34



go shopping  
p26



go to bed  
p34



great p50



have an operation  
p58



jump into bed  
p38



jump out of bed  
p38



junk food p74



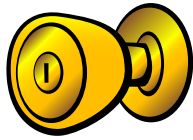
kick the ball p50



knife p48



knock p48



knob p48



lamb p70



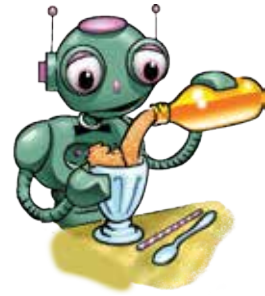
lawyer p42



letter p86



lose a game  
p58



make a drink  
p30



make a rocket  
p58



meet my friends  
p38



mouse p15



nurse p42

1000

one thousand  
p49



pair of  
trousers p5





pilot p42



play computer  
games p50



polar bear p15



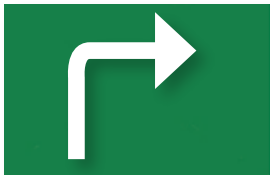
post office  
p82



reporter p42



ride the bus  
home p38



right p83



scarf p72



school bus  
p66



school uniform  
p66



seahorse p12



seal p12



see a rainbow  
p60



set the table  
p26



sign p89



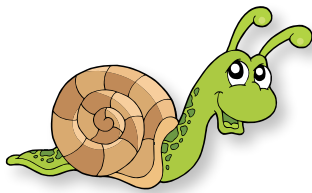
(no) skateboards  
p89



skip breakfast  
p74



sleepy p78



snail p15



snow p16



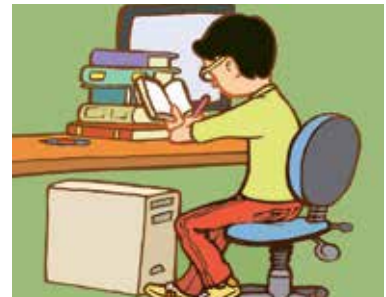
stay home p50



stay up late  
p74



stuck in an  
elevator p58



studied (study)  
p50



supermarket  
p82



table tennis  
p59



take a bath  
p36



take out the  
trash p26



teacher p42



team captain  
p58



trampoline p50



turtle p15



vacuum the floor  
p26



wash the dishes  
p26



win (a prize)  
p58



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, 99

Bigger p 12

The biggest p 12

Boat p 16, 100

Break p 98

Broke p 100

Brother p 4, 9, 18, 21, 104

Catch p 16, 23

Chases p 17

Cheese p 8, 17, 98

Chores p 26, 27, 28, 29, 31

Clean up your room p 26, 27

Coat p 5, 24

Coin p 24, 25, 102

Computer games p 20, 21

Crab p 13

Crocodile p 15

Cute p 10, 11, 12, 14

Cuter p 12

The cutest p 12

Cycling p 22

Dangerous p 18, 22

Day p 8, 99

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

The fastest p 12

Feed the fish p 26, 27

Fold the laundry p 26, 27

Football p 18, 20

Fork p 32, 33

Go shopping p 26, 27

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, 106

Horse p 16, 20, 25, 32, 105

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, 98

Mine p 5

More p 22, 23

Most p 22, 23

Mouse p 15, 16, 17, 102

Noisy p 14

Octopus p 13

Ours p 5

Painting p 20

Pair p 5

Park p 32, 105

Peach p 8, 98

Pie p 8, 98

Pine p 8, 98

Play p 8, 9, 20, 21, 25, 99

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

Scariest p 12

The scariest p 12

Seagull p 14

Seahorse p 10, 12, 14

Seal p 10, 12, 14, 98

See p 23

Set the table p 26, 27

Scuba diving p 18, 25

Sheep p 8, 98

Shirt p 5, 105

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, 99

Snow p 15, 16, 17, 100

Sports p 18, 19, 20, 23

Spot p 23

Squid p 13

Starfish p 13

Take out the trash p 26, 27

Tennis p 18, 20, 21, 25

Tennis racket p 19, 25

Theirs p 5

Tie p 8, 9, 98

Tiger p 15

Tosses p 17

Toy p 24, 32, 102

Turtle p 15, 105

Volleyball p 18, 20

Vacuum the floor p 26, 27

Walrus p 10, 14

Wash the dishes p 26, 27, 28

Whale p 10, 11, 12, 14

Window p 16

Work p 104

Yours p 5



# Word List

After p 65, 109  
 Architect p 42, 108  
 Astronaut p 42  
 Ate p 36, 107  
 Baker p 46  
 Basketball p 109  
 Big p 51, 60, 109  
 Bare p 62  
 Blue cheese p 55  
 Boots p 57  
 Boring p 50, 51, 63  
 Break p 60  
 Breakfast p 50, 51, 52  
 Broke p 58, 60, 61  
 Brother p 62, 63  
 Brush my teeth p 38  
 Businessman p 42  
 Came p 36, 62  
 Catch p 48, 60, 109  
 Caught p 58, 60, 61  
 Cheese p 54, 63, 112  
 City p 44, 47  
 Cleaned p 50, 52, 53  
 Come home p 36  
 Computer technician p 42  
 Congratulations! p 59  
 Cook p 42, 52, 63  
 Cooked p 50, 51, 52, 63  
 Countries p 47  
 Country p 47  
 Crew p 44  
 Cupboard p 62  
 Day p 65, 107, 112  
 Designer p 46  
 Diver p 42  
 Dish p 55  
 Do my homework p 36  
 Doctor p 42, 44, 46, 104, 109  
 Dream a lot p 38  
 DVD p 50, 52  
 Early p 40  
 Eat p 36, 38, 62  
 Eat Lunch p 36  
 Eggs p 63  
 Eight hundred p 49  
 Elevator p 58  
 Engineer p 42  
 English p 52, 55, 57  
 Fantastic p 50, 51  
 Firefighter p 42  
 First place p 58  
 Five hundred p 49  
 Fly p 45  
 Four hundred p 49  
 Fruit salad p 55  
 Get p 57, 60  
 Get up p 34, 36

Go to bed p 34, 35, 36  
 Goes p 48, 62  
 Got p 58, 60, 61, 62, 65  
 Got up p 34, 36  
 Globe p 111  
 Grapefruit p 57  
 Great p 50, 51, 65  
 Green tea p 55  
 Had p 58, 60, 61, 62, 63, 109  
 Healthy p 40  
 Help people p 47  
 Her p 43, 51  
 His p 43, 51, 65  
 Housewife p 42  
 How p 59  
 How many p 54, 55  
 Jump into bed p 38  
 Jump out of bed p 38, 39  
 Kicked p 50, 52, 53  
 Knife p 48, 49  
 Knob p 48  
 Knock p 48  
 Last month p 59  
 Last week p 59  
 Last year p 59  
 Laugh p 64  
 Lawyer p 42  
 Leek soup p 55  
 Live p 47  
 Lose p 60  
 Lost p 58, 60, 61  
 Made p 58, 60, 61  
 Mangos p 57  
 Meat p 63, 112  
 Meat sauce p 55  
 Nine hundred p 49  
 Nurse p 42  
 Office p 47  
 Okay p 41, 50, 51, 109  
 One hundred p 49  
 One thousand p 49  
 Operation p 58  
 Outside p 52  
 Park p 65  
 Peach p 112  
 Pie p 107, 113  
 Pilot p 42, 43, 44  
 Pine p 110, 111  
 Play p 48, 52, 109  
 Played p 50, 52, 53, 65  
 Points p 60  
 Practiced p 50, 52, 53  
 Presenter p 46  
 Rainbow p 58, 60  
 Reads p 48  
 Reporter p 42, 46  
 Restaurant p 44, 55

Ride p 65  
 Ride the bus home p 38  
 Right p 57,  
 Rocket p 58  
 Sandals p 57  
 Saw p 58, 60, 61, 65  
 Scary p 50, 51, 59  
 Seafood p 55  
 Seal p 112  
 See p 41, 60, 64  
 Seven hundred p 49  
 Scientist p 46  
 Shoes p 57  
 Sick p 45, 60  
 Side dishes p 55  
 Six hundred p 49  
 Skis p 57  
 Snowboards p 57  
 Space station p 44, 45  
 Sorry about that. p 59  
 Spaghetti p 55  
 Stayed p 50, 52, 53  
 Stuck p 58  
 Studied p 50, 52, 53  
 Suits p 57  
 Table tennis p 58, 59  
 Take a bath p 36  
 Teacher p 42, 46  
 Teaches p 48  
 Team captain p 58  
 Tennis match p 60  
 Three hundred p 49  
 Tie p 113  
 Toy p 114  
 Trampoline p 50  
 Travel p 47  
 Tree house p 60  
 Two hundred p 49  
 Walks p 48  
 Was p 58, 60, 61, 62, 65, 107, 109  
 Watched p 50, 52, 53  
 Went p 34, 35, 36, 62, 65, 107, 109  
 Were p 58, 60, 61, 65  
 Won p 58, 59, 60  
 Work p 44, 45, 47, 48  
 Writer p 46  
 Yesterday p 59, 65

# Word List

After p 91  
 Against p 70  
 Apple juice p 91  
 Art p 69, 73, 92  
 Ate p 76, 77  
 Bakery p 84, 85  
 Big p 66, 73, 87, 94, 96  
 Beef p 91  
 Behind p 83  
 Bookstore p 84, 85  
 Bottle p 86, 88, 120  
 Bought p 96  
 Breakfast p 74, 75, 76, 79  
 Brother p 84, 95  
 Brush my teeth p 74, 75, 76  
 Brushed p 76, 77  
 Bus stop p 82, 83  
 Butcher shop p 85  
 Camel races p 92  
 Candy p 84, 85  
 Candy store p 84  
 Cakes p 84, 85  
 Catch p 121  
 Change p 81  
 Cheese p 116  
 Children's Art Show p 92  
 City p 68, 92  
 Climb p 93  
 Clothing store p 81  
 Coffee shop p 85  
 Coin p 114  
 Convenience store p 82, 85  
 Corner p 82, 83  
 Day p 66, 70, 74, 75, 79  
 Diving p 90  
 Dish p 92, 116  
 Do some exercise p 74  
 Doctor p 115  
 Drank p 76, 77  
 Drink p 74, 76, 91, 95  
 DVD p 84, 85  
 Early p 74, 75, 76, 78, 79  
 Eat p 74, 75, 76, 91  
 Eggs p 85  
 Elementary school p 66, 82  
 English camp p 90  
 Excuse me. p 82, 83  
 Far p 82, 83  
 Flower store p 84, 85  
 Fly p 97  
 Followed p 70, 77  
 Get p 83, 90  
 Get up p 74, 75, 76  
 Go to bed p 74, 75, 76  
 Goes p 70  
 Going p 84, 85, 90  
 Good evening p 91

Got p 77, 96  
 Got up p 76  
 Globe p 94  
 Grade p 68, 69  
 Great p 94, 97  
 Green tea p 91  
 Grumpy p 78  
 Had p 70, 71  
 Healthy p 74, 75, 78, 80  
 Heart p 86  
 His p 67, 96  
 Horse p 80  
 How p 81, 82, 83, 90, 91, 97  
 How many p 66  
 In front of p 83  
 Introduce p 67  
 Junk food p 74  
 Just around the corner p 82  
 Keep walking p 83  
 Knife p 120  
 Knob p 120  
 Knock p 120  
 Lamb p 70, 71  
 Language p 69  
 Letter p 86  
 Library p 73  
 Live p 68, 73, 74, 75  
 Made p 70  
 Meals p 74  
 Meat p 85  
 Near p 82, 83  
 Never p 75  
 Newspaper p 85  
 Office p 73  
 On your left p 83  
 On your right p 83  
 Orange juice p 72, 91  
 Outside p 75  
 Park p 80  
 PE p 68, 69  
 Play p 70, 71, 74, 75, 76, 79, 119  
 Played p 76, 77  
 Points p 75  
 Post office p 82, 83  
 Present p 71, 87, 95  
 Principal's office p 73  
 Projector p 73  
 Questionnaire p 75  
 Ride p 93  
 Right p 82, 83, 88, 94, 120  
 Rules p 70, 71  
 Scarf p 72, 81, 96  
 School bus p 66, 67, 82  
 School lunch p 66, 67  
 School uniform p 66, 67  
 Science p 69  
 See p 70, 80, 97

See you soon p 97  
 Sheep p 116  
 Shirt p 96, 115  
 Shining p 96  
 Should p 74, 75, 79  
 Shower p 75  
 Sick p 80  
 Sightseeing p 90  
 Signal p 83  
 Silently p 96  
 Skateboards p 89  
 Skiing p 90  
 Skip breakfast p 74  
 Sleepy p 78, 95  
 Social studies p 69  
 Sometimes p 75, 79  
 Sounds cool p 67  
 Stapler p 84, 85  
 Staples p 84  
 Stationery store p 85  
 Stayed p 77  
 Stay up p 74  
 Store p 81, 82, 84, 85  
 Straight p 83  
 Subject p 68, 69  
 Supermarket p 82, 85  
 Switch off p 89  
 Take a bath p 75  
 Teacher p 71, 77, 115  
 Teachers' lounge p 73  
 This year p 68, 69  
 Tired p 78  
 Too much p 71, 74  
 Too many p 74, 79  
 Traditional dishes p 92  
 Train station p 82  
 Turn left p 83  
 Turn right p 83  
 Turtle p 115  
 Usually p 75, 79  
 Vision p 94, 95  
 Visit p 92, 93  
 Was p 68, 69, 70, 86, 87, 95, 96,  
 Watched p 76  
 Wealthy p 78  
 Went p 68, 70, 76, 77, 96  
 Wise p 78  
 World p 115  
 You're welcome. p 83, 91



# Class CD Audio Script

## CD1 02

**Narrator: Unit 1: It's Nice to Meet You!**

**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.

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Ministry of Education

2022 - 1444

152

*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**

**Exercise1. 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.  
*Girl1:* 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

Ministry of Education

2022 - 1444

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:/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: Unit 2: Sea Animals

#### 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.

Ministry of Education

2022 - 1444

154

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 1: 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 write oa?  
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: Unit 3: Sports and Activities. 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.

Ministry of Education

2022 - 1444

156

*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: **Unit 4: Chores Finding Out Time.**  
**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

وزارة التعليم  
 Ministry of Education

2022 - 1444

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. zwiiiing!  
 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. zwiiiing!  
 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.

## CD2 14

*Narrator:* **Unit 5: Yesterday and Today**

**Finding Out Time**

**Exercise 1. Listen and practice saying the times.**

*Teacher:* What time is it?  
 It's seven o'clock. It's twelve o'clock. It's three o'clock.  
*Teacher:* What time is it?  
 It's eight thirty. It's eleven thirty. It's five forty-five.  
*Teacher:* What time is it? It's one ten. It's nine twenty. It's six forty.  
*Boys:* What time is it?  
 It's seven o'clock. It's twelve o'clock. It's three o'clock.  
*Boys:* What time is it?  
 It's eight thirty. It's eleven thirty. It's five forty-five.

*Boys:* What time is it?  
 It's one ten. It's nine twenty. It's six forty.  
*Teacher:* Good. Let's practice again.  
*Boy1:* It's seven o'clock. It's twelve o'clock. It's three o'clock.

## CD2 15

*Narrator:* **Exercise 2.**

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

*Teacher:* Are you ready? OK, let's listen and practice.  
 What time do you get up in the morning?  
 I usually get up at 6 o'clock.  
*Teacher:* What time did you get up yesterday?  
 Yesterday, I got up at six thirty.  
*Teacher:* What time do you go to bed?  
 I usually go to bed at nine thirty.  
*Teacher:* What time did you go to bed yesterday?  
 Yesterday, I went to bed at ten o'clock.  
*Teacher:* OK. Good! Now ask your partner and get their answers.  
*Boy 1:* What time do you get up in the morning?  
*Boy 2:* I usually get up at \_\_\_\_\_.  
*Boy 1:* What time did you get up yesterday?  
*Boy 2:* Yesterday, I got up at \_\_\_\_\_.  
*Boy 1:* What time do you go to bed?  
*Boy 2:* I usually go to bed at \_\_\_\_\_.  
*Boy 1:* What time did you go to bed yesterday?  
*Boy 2:* Yesterday, I went to bed at \_\_\_\_\_.  
*Teacher:* Okay! Good! We're finished.

## CD2 16

*Narrator:* **Challenge Time!**

**Exercise 3. Can you interview your teacher and friends?**

*Teacher:* Make pairs. Are you ready? Let's listen and practice!  
*Boy 1:* What time do you go to bed?  
*Boy 2:* I usually go to bed at nine thirty.  
*Boy 1:* What time did you go to bed yesterday?  
*Boy 2:* Yesterday, I went to bed at ten o'clock.  
*Boy 1:* What time do you go to bed?  
*Boy 2:* I usually go to bed at nine o'clock.  
*Boy 1:* What time did you go to bed yesterday?  
*Boy 2:* Yesterday, I went to bed at nine thirty.  
*Boy 1:* What time do you go to bed?  
*Teacher:* I usually go to bed at eleven o'clock.  
*Boy 1:* What time did you go to bed yesterday?  
*Teacher:* Yesterday, I went to bed at twelve o'clock.  
*Teacher:* Okay! Good! Now let's do it for real.

## CD2 17

*Narrator:* **Grammar in Action**

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

*Teacher:* 1. get up – got up  
*Teacher:* 2. eat lunch – ate lunch  
*Teacher:* 3. come home – came home  
*Teacher:* 4. do my homework – did my homework  
*Teacher:* 5. take a bath – took a bath  
*Teacher:* 6. go to bed – went to bed  
*Teacher:* Now practice in pairs.  
*Boy 1:* get up  
*Boy 2:* got up  
*Boy 1:* eat lunch  
*Boy 2:* ate lunch  
*Boy 1:* come home  
*Boy 2:* came home  
*Boy 1:* do my homework  
*Boy 2:* did my homework  
*Boy 1:* take a bath

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

### CD2 18

**Narrator: Exercise 2. Listen, point, and chant.**

Boy: I usually get up at seven o'clock.  
Yesterday, I got up at eight o'clock.  
I usually eat lunch at twelve o'clock.  
Yesterday, I ate lunch at one o'clock.  
I usually come home at three o'clock.  
Yesterday, I came home at three thirty.  
I usually do my homework at five thirty.  
Yesterday, I did my homework at eight thirty.  
I usually take a bath at eight o'clock.  
Yesterday, I took a bath at six thirty.  
I usually go to bed at ten o'clock.  
Yesterday, I went to bed at nine thirty.  
Teacher: Good. Now you do it!

### CD2 19

**Narrator: Challenge Time! Exercise 3. What Time Is It?**  
**Can you listen to the sentences and point to the time on the clocks?**

Teacher: Are you ready? OK, let's start.  
Teacher:  
1. It's seven o'clock. 7. It's four fifteen.  
2. It's seven thirty. 8. It's five thirty.  
3. It's nine o'clock. 9. It's five ten.  
4. It's nine thirty. 10. It's nine twenty-five.  
5. It's one ten. 11. It's ten fifteen.  
6. It's two twenty. 12. It's eleven forty-five.  
Teacher: Now can you listen and point to the time on the correct clock?  
Teacher: It's nine o'clock. Did you point to number 3? Good!  
Here we go! It's one ten. It's nine thirty.  
It's four fifteen. It's eleven forty-five. It's five thirty.  
It's two twenty. It's five ten. It's seven o'clock.  
It's nine twenty-five. It's seven thirty. It's ten fifteen.  
Teacher: OK! Let's do it for real.

### CD2 20

**Narrator: Rhythms and Reading. Exercise 1. Listen, chant, and do.**  
**What Time Do You Do It?**

Girl: At six o'clock,  
I jump out of bed  
And brush my teeth.  
At one o'clock,  
I finish school  
And ride the bus home.  
At two o'clock,  
I eat my lunch  
And meet my friends.  
At ten o'clock,  
I jump into bed  
And dream a lot!

### CD2 21

**Narrator: Challenge Time! Exercise 3. Action Game**  
**Can you mime what you do at these times?**

Teacher: First group. Are you ready? Let's start!  
Boy 1: At a quarter past seven, I jump out of bed.  
Boy 2: At half past twelve, I eat my lunch.

وزارة التعليم

Ministry of Education

2022 - 1444

160

Boy 3: At three o'clock, I ride my bike home.  
Boy 4: At eight forty-five, I jump into bed and dream a lot.  
Teacher: Okay! Good! Next group. Are you ready?

### CD2 22

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

Teacher: Listen to words that end in nk, ng, and ck.  
Teacher: think, ring, rock.  
Girls: think, ring, rock.  
Teacher: Good. Now do it again.  
Girl 1: think, think.  
Girl 2: ring, ring.  
Girl 3: rock, rock.

### CD2 23

**Narrator: Exercise 2. Listen, number, and write nk, ng, or ck.**

Teacher: 3, clock, clock, 2, spring, spring, 3, thick, thick, 2, swing, swing, 1, drink, drink, 1, ink, ink, 3, back, back, 2 wing, wing.  
Teacher: Are you ready? Let's check.  
3, clock, clock / Did you write ck?  
2, spring, spring / Did you write ng?  
3, thick, thick / Did you write ck?  
2, swing, swing / Did you write ng?  
1, drink, drink / Did you write nk?  
1, ink, ink / Did you write nk?  
3, back, back / Did you write ck?  
2, wing, wing / Did you write ng?

### CD2 24

**Narrator: Challenge Time! Exercise 3. Can you write the words beside the pictures?**

Teacher: 1. Is this a whale? Is this a whale? Yes, it is.  
Teacher: 2. Do you like cheese? Do you like cheese? Yes, I do.  
Teacher: 3. Is he on the ship? Is he on the ship? Yes, he is.  
Teacher: 4. Can you call me on the phone? Can you call me on the phone? Okay.  
Teacher: 5. Do you like chocolate? Do you like chocolate? Yes, I do.  
Teacher: 6. Do you see a shark? Do you see a shark? Yes, I do.  
Teacher: Are you finished? Okay! Good!

### CD2 25

**Narrator: Unit 6: Jobs**  
**Finding Out Time. Exercise 1. Listen and practice the words.**

Teacher: There are many hard words, so let's listen and practice them first.  
1. astronaut  
2. reporter  
3. architect  
4. pilot  
5. nurse  
6. engineer  
7. cook  
8. diver  
9. teacher  
10. computer technician  
11. firefighter  
12. businessman  
13. housewife  
14. lawyer  
15. doctor

Girls:

1. He's an astronaut.
2. He's a reporter.
3. He's an architect.
4. He's a pilot.
5. She's a nurse.
6. He's an engineer.
7. He's a cook.
8. He's a diver.
9. He's a teacher.
10. He's a computer technician.
11. He's a firefighter.
12. He's a businessman.
13. She's a housewife.
14. He's a lawyer.
15. He's a doctor.

## CD2 26

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 does your dad do?

Girl 2: He's a businessman.

Girl 1: What does your mom do?

Girl 2: She's a teacher.

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

Girl 1: What does your dad do?

Girl 2: He's a \_\_\_\_\_.

Girl 1: What does your mom do?

Girl 2: She's a \_\_\_\_\_.

Teacher: Okay! Good! We're finished.

## CD2 27

Narrator: **Challenge Time! Exercise 3. Can you interview your friends?**

Teacher: Are you ready? Let's start!

Boy 1: What's your dad's name?

Boy 2: My dad's name is Omar.

Boy 1: What does he do?

Boy 2: He's a pilot.

Boy 3: What's your dad's name?

Boy 4: My dad's name is Adnan.

Boy 3: What does he do?

Boy 4: He's an engineer.

Boy 4: What's your dad's name?

Boy 5: My dad's name is Ali.

Boy 4: What does he do?

Boy 5: He's an architect.

Teacher: Okay! Good! Now let's do it for real.

## CD2 28

Narrator: **Grammar in Action**

**Exercise 1. Listen and chant in pairs. Space Station Crew**

Teacher: Who's he?

Boys: He's Abdullah.

Teacher: What does he do?

Boys: He's the pilot.

Teacher: Where does he work?

Boys: In a station.

Teacher: In the train station?

Boys: No, in the space station!

Teacher: Who's he?

Boys: He's Faisal.

Teacher: What does he do?

Boys: He's a doctor.

Teacher: Where does he work?

Boys: In a hospital.

Teacher: In the city hospital?

Boys: No, in the space hospital.

Teacher: Who are they?

Kids: They're Ali and Omar.

Teacher: What do they do?

Boys: They're the cooks.

Teacher: Where do they work?

Boys: In a restaurant.

Teacher: In the fast-food restaurant?

Boys: No, in the space restaurant.

## CD2 29

Narrator: **Challenge Time!**

**Exercise 2. What Do They Do?**

**Can you listen and match jobs and places? Then answer 3.**

Narrator: The man in the first picture is a doctor.

He works in a hospital.

He helps sick people.

The men in the second picture are firefighters.

They work at the fire station.

They put out fires.

The men in the third picture are pilots.

They work at the airport. They fly planes.

Now listen again and number the sentences in the correct order.

1. He is a doctor.

He works in a hospital.

He helps sick people.

2. They are firefighters.

They work at the fire station.

They put out fires.

3. They are pilots.

They work at the airport. They fly planes.

## CD2 30

Narrator: **Rhythms and Reading**

**Exercise 1. Listen, chant, and do. Jobs**

Boy 1: When I grow up,

I want to be a designer.

Boy 2: When I grow up,

I want to be a baker.

Boy 1: When I grow up,

I want to be a TV reporter.

Boy 2: When I grow up,

I want to be a scientist.

Boy 1: When I grow up,

I want to be a writer.

Boy 2: When I grow up,

I want to be a doctor.

Boy 1: When I grow up,

I want to be a presenter.

Boy 2: When I grow up,

I want to be a teacher.

## CD2 31

Narrator: **Challenge Time!**

**Exercise 3. Job Guessing Game.**

**Listen, circle the answers, and guess what Saeed wants to be.**

**Ask and answer with a partner.**

Teacher: Make groups. Are you ready? Let's start!

Boy 1: Where do you want to work?

Boy 2: I want to work in different countries.

Boy 1: What do you want to do?

Boy 2: I want to travel and meet people.

Boy 1: Do you want to learn many languages?  
 Boy 2: Yes, I do. I'd like to speak different languages.  
 Boy 1: Are you planning to study?  
 Boy 2: Yes, I am.  
 Boy 1: Do you like to travel?  
 Boy 2: Yes, I do ...I'd like to travel to space.  
 Boy 1: Do you like to help people?  
 Boy 2: Yes, of course.  
 Boy 1: I know! You want to be a pilot.  
 Boy 2: No, that's not right.  
 Boy 3: I know, you want to be a reporter.  
 Boy 2: No, that's not right. I want to ...  
 Boy 4: I know, you want to be an astronaut,  
 Girl 3: Yes, that's right! I want to be an astronaut.  
 Teacher: Okay! Good! Next group. Are you ready?

### CD2 32

**Narrator: Phonics**

**Exercise 1. Listen, say, and match. Then write kn or gh.**

Teacher: Listen to words with kn and gh. Match kn or gh.  
 Girl 1: right, right.  
 Girl 2: knob, knob.  
 Girl 1: knee, knee.  
 Girl 3: night, night.  
 Girl 4: knife, knife.  
 Girl 2: light, light.  
 Girl 3: knock, knock.  
 Teacher: Now write kn or gh.  
 Girl 1: right, gh. r - i - g - h - t.  
 Girl 2: knob, kn. k - n - o - b.  
 Girl 1: knee, kn. k - n - e - e.  
 Girl 3: night, gh. n - i - g - h - t.  
 Girl 4: knife, kn. k - n - i - f - e.  
 Girl 2: light, gh. l - i - g - h - t.  
 Girl 3: knock, kn. k - n - o - c - k.  
 Teacher: Well done! Now read the words with a partner.

### CD2 33

**Narrator: Exercise 2. Listen, say, and number. Then read.**

Teacher: Listen, point, and practice.  
 Teacher: Number one, reads. Reads says /z/.  
 Girls: Reads says /z/.  
 Teacher: Number two, walks. Walks says /s/.  
 Girls: Walks says /s/.  
 Teacher: Number three, teaches. Teaches says /iz/.

Teacher: Now listen, say, and number.  
 Girl 1: sleeps, sleeps.  
 Girl 2: sleeps says /s/, number 2.  
 Girl 1: eats, eats, number 2.  
 Girl 2: brushes, brushes, number 3.  
 Girl 3: comes, comes.  
 Girl 4: washes, washes.  
 Girl 1: cleans, cleans.  
 Girl 2: folds, folds.  
 Girl 3: goes, goes.  
 Girl 4: plays, plays.  
 Girl 1: watches, watches.  
 Girl 2: runs, runs.  
 Girl 1: catches, catches.  
 Teacher: Well done! Now read the words with a partner.



وزارة التعليم

Ministry of Education

2022 - 1444

162

### CD2 34

**Narrator: Exercise 3. Challenge Time! Listen and point to the numbers. Then chant.**

Teacher/Girls : One Thousand Stars  
 I like to count the stars at night  
 Ten at a time,  
 Ten, twenty, thirty,  
 forty, fifty, sixty,  
 seventy, eighty, ninety,  
 ONE HUNDRED!  
 Let's count together!  
 A hundred at a time!  
 One hundred, two hundred,  
 Three hundred, four ...  
 Four hundred, five hundred,  
 Six hundred, seven...  
 Seven hundred, eight hundred,  
 Nine hundred ...  
 ONE THOUSAND stars at night!

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

### CD3 02

Narrator: **Unit 7. Fun on the Weekend**

**Finding Out Time. Exercise 1. Listen and practice. Then do it in pairs.**  
**Regular verbs**

Teacher: First let's practice the sentences and reactions.

Narrator: 1.

Girl 1: I cleaned my room.

Girl 2: That's boring.

Narrator: 2.

Boy 1: You practiced on the trampoline.

Boy 2: That's great!

Narrator: 3.

Boy 1: He watched a DVD about sharks.

Boy 2: That's scary!

Narrator: 4.

Boy 1: He kicked a ball for three hours.

Boy 2: That's okay.

Narrator: 5.

Boy 1: They played computer games.

Boy 2: That's great!

Narrator: 6.

Boy 1: Fahad studied for six hours.

Boy 2: That's fantastic!

Narrator: 7.

Boy 1: Ali cooked breakfast.

Boy 2: That's great!

Narrator: 8.

Girl 1: Noura stayed home.

Boy: That's boring!

Teacher: Now practice in pairs. One partner say a sentence. The other partner say what you think about it. Like this ...

Boy 1: Ali cooked breakfast.

Boy 2: That's fantastic!

Girl 1: Meg stayed home.

Girl 2: That's okay!

Teacher: OK. Now it's your turn!

### CD3 03

Narrator: **Challenge Time!**

**Exercise 2. Ask, Listen, and Comment.**

Narrator: 1. Practice the comments.

Narrator: 1.

Teacher: That's fantastic!

Narrator: 2.

Teacher: That's great!

Narrator: 3.

Teacher: That's okay.

Narrator: 4.

Teacher: That's boring.

Narrator: 5.

Teacher: That's scary!

Narrator: 2. Sit in a circle. Ask, answer, and make comments.

Boy 1: What did you do over the weekend?

Boy 2: I cooked a big breakfast.

Boy 3: That's fantastic!

Boy 2: What did you do over the weekend?

Boy 3: I watched a new DVD.

Boy 1: That's great!

Teacher: Now let's play for real.

### CD3 04

Narrator: **Grammar in Action.**

**Exercise 1. Listen and practice.**

Teacher: Practiced, You practiced, He practiced, She practiced, We practiced, You practiced, They practiced

### CD3 05

Narrator: **Exercise 2.**

**Listen and chant Past Tense Regular Verb Chunks.**

Teacher: Now let's practice.

Narrator: 1

Teacher: practiced, practiced ...

Boy 1: I practiced my English.

Narrator: 2

Teacher: watched, watched ...

Boy 2: You watched a DVD.

Narrator: 3

Teacher: cooked, cooked ...

Boy 3: She cooked breakfast.

Narrator: 4

Teacher: kicked, kicked ...

Boy 1: He kicked a ball.

Narrator: 5

Teacher: cleaned, cleaned ...

Boy 2: They cleaned the house.

Narrator: 6

Teacher: stayed, stayed ...

Boy 3: We stayed at home.

Narrator: 7

Teacher: played, played ...

Boy 1: You played outside.

Narrator: 8

Teacher: studied, studied ...

Boy 2: You studied a little.

### CD3 06

Narrator: **Exercise 3.**

**Listen and practice. Then do it in pairs.**

Teacher: First let's practice the verb ending sounds.

Teacher: For ed say /t/.

Boy 1: practice

Boy 2: practiced

Boy 1: watch

Boy 2: watched

Boy 1: cook

Boy 2: cooked

Boy 1: kick

Boy 2: kicked

Teacher: Now, for ed say /d/.

Boy 1: clean

Boy 2: cleaned

Boy 1: stay

Boy 2: stayed

Boy 1: play

Boy 2: played

Boy 1: study

Boy 2: studied

Teacher: Now you try it in pairs. One partner say the verb, the other partner say the past tense form. Then change. Like this ...

Boy 2: watch

Boy 1: watched

Boy 2: play

Boy 1: played

Teacher: Now change!

Boy 1: practice

Boy 2: practiced

Boy 1: clean

Boy 2: cleaned

Teacher: OK. Now it's your turn!



### CD3 07

**Narrator: Challenge Time! Exercise 4. Verb Game**

**Can you write and play the Verb Game and beat a partner?**

*Narrator:* Verb Game 1 (practice)

*Teacher:* Let's play! Listen carefully to the sentences and circle the past tense verbs.

*Teacher:* I practiced on the trampoline. He kicked a ball. You played outside. You watched a DVD. We stayed at school. She cooked breakfast.

*Boy:* Done!

*Teacher:* OK. Tell me your answers.

*Boy:* practiced, kicked, played, watched, stayed, cooked

*Teacher:* Yes, that's right! Well done. Now let's play for real.

### CD3 08

**Narrator: Exercise 4. Verb Game 2.**

*Teacher:* OK. Did you write eight verbs and one star in the squares in a different order? Now, listen carefully to the sentences and circle the verbs. Are you ready?

*Teacher:* They cleaned the car. You played outside. You watched a DVD. She cooked breakfast. We stayed at school. You studied a little. He practiced his English. I kicked a ball.

*Teacher:* Did you get them all? Fantastic! Now let's play again.

### CD3 09

**Narrator: Reading and Writing. Exercise 1. Listen and read. Circle the answers in the chart.**

*Girl 1:* Are you hungry?

*Girl 2:* Yes, I am. Is there anything to eat?

*Girl 1:* Why don't we make a pizza.

*Girl 2:* That's a great idea. What do we need?

*Girl 1:* Let me see. We need flour, oil, cheese, tomatoes, peppers and mushrooms.

*Girl 2:* How much flour do we need?

*Girl 1:* We need two cups of flour.

*Girl 2:* And oil? How much oil do we need?

*Girl 1:* Half a cup of oil.

*Girl 2:* And cheese? How much cheese?

*Girl 1:* 3 cups of cheese.

*Girl 2:* Wow! That's a lot of cheese. What about tomatoes? How many tomatoes do we need?

*Girl 1:* Four tomatoes.

*Girl 2:* OK, four tomatoes. How many peppers?

*Girl 1:* Two peppers.

*Girl 2:* How many mushrooms do we need?

*Girl 1:* Ten mushrooms.

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

### CD3 10

**Narrator: Reading and Writing. Exercise 2. Listen and circle YES or NO in the chart. Practice in pairs.**

*Girl 2:* OK. Let's check and see what we have. We have some flour... but we don't have any oil.

*Girl 1:* OK. So we need to buy some oil.

*Girl 2:* We have cheese.

*Girl 2:* What about tomatoes and peppers?

*Girl 1:* We have 5 tomatoes, but we don't have any peppers.

*Girl 2:* So, we need to buy oil and peppers.

*Girl 1:* ... and mushrooms. We don't have any mushrooms.

*Teacher:* OK. Good! Now practice in pairs.

### CD3 11

**Narrator: Challenge Time! Exercise 4. Ordering in a Restaurant Can you be a waiter or waitress and take an order from a partner?**

*Teacher:* First let's practice the food names.

Ministry of Education

2022 - 1444

164

*Teacher:* Appetizers: Leek soup, Blue cheese

Main Course: Spaghetti with meat sauce, Seafood spaghetti

Side Dishes: French fries, Green salad

Desserts: Ice cream, Fruit salad

Drinks: Honey tea, Green tea

Today's Special: Turkey mayonnaise

*Teacher:* Now make pairs. One partner is the waiter or waitress, and the other is the customer.

*Boy 1:* What would you like?

*Boy 2:* I'd like leek soup, seafood spaghetti, green salad, and ice cream, please.

*Boy 1:* What drink would you like?

*Boy 2:* I'd like green tea, please.

*Boy 1:* Sure. Just a moment.

*Teacher:* Now let's play for real.

### CD3 12

**Narrator: Phonics. Exercise 1. Listen, read, and practice.**

*Teacher:* nd, sand; nt, tent

*Teacher:* sand, sand

*Girls:* sand, sand

*Teacher:* tent, tent

*Girls:* tent, tent

### CD3 13

**Narrator: Exercise 2. Listen and check (✓) nd or nt. Then complete the words.**

*Teacher:* hand, hand

*Girl:* hand, hand

*Teacher:* paint, paint

*Girls:* paint, paint

*Teacher:* stand, stand

*Girls:* stand, stand

*Teacher:* plant, plant

*Girls:* plant, plant

*Teacher:* Now write the missing letters and say the words.

### CD3 14

**Narrator: Listen and circle the words ending in nd or nt. Then chant.**

*Teacher:* First listen and circle.

There is sand all around,

There is sand in my hand.

Golden sand in the sun!

There's a tent on the land,

There's a tent on the sand.

Golden sand in the sun!

*Teacher:* Are you ready? Let's chant.

*Teacher and girls:*

There is sand all around,

There is sand in my hand

Golden sand in the sun!

There's a tent on the land,

There's a tent on the sand

Golden sand in the sun!

### CD3 15

**Narrator: Challenge Time! Exercise 4. In the Shopping Mall. Can you be an information person and show a partner the right store?**

*Teacher:* First let's practice reading the store signs.

Billy Goats Suits and Coats

Blue Cow Shoes

Juicy Fruits

Snow Go!

Teacher: Now practice the store names and what they sell.  
 Billy Goats Suits and Coats sells suits and coats.  
 Blue Cow Shoes sells boots, shoes, and sandals.  
 Juicy Fruits sells mangos, grapefruit, and oranges.  
 Snow Go! sells snowboards and skis.

Teacher: Now, make pairs. One partner is the customer and the other is the information person. Like this...  
 Boy 1: Can I help you?  
 Boy 2: Yes, please. Where can I get mangos, grapefruit, and oranges?  
 Boy 1: Right over there at Juicy Fruits.  
 Boy 2: And where can I get suits and coats?  
 Boy 1: Right over there at Billy Goats Suits and Coats.  
 Boy 2: Thanks!  
 Boy 1: You're welcome.  
 Teacher: OK. Now it's your turn!

### CD3 16

Narrator: **Unit 8. Life's Ups and Downs. Finding Out Time. Exercise 1. Listen and practice. Then test a partner. Irregular Verbs.**

Teacher: What good things happened to you last year?  
 Narrator: 1.  
 Boy: I won a table tennis game 21 to 3.  
 Narrator: 2.  
 Boy: I got first place in a race.  
 Narrator: 3.  
 Boy: I was team captain.  
 Narrator: 4.  
 Boy: I made a rocket.  
 Narrator: 5.  
 Girl: I saw a rainbow.  
 Teacher: What bad things happened to you last year?  
 Narrator: 6.  
 Boy: We lost a football game 8 to 0.  
 Narrator: 7.  
 Boy: I caught a cold.  
 Narrator: 8.  
 Girl: My dad had an operation.  
 Narrator: 9.  
 Boy: I broke my leg.  
 Narrator: 10.  
 Boy: We were stuck in an elevator.  
 Teacher: Now test a partner. One partner point to a picture and say the number. The other partners say the sentence. Like this...  
 Boy 1: 4.  
 Boy 2: I made a rocket.  
 Boy 1: 7.  
 Boy 2: I caught a cold.  
 Teacher: Now let's do it for real!

### CD3 17

Narrator: **Challenge Time! Exercise 2. Ask, Listen, and Comment.**

Narrator: 1. Can you ask a question?  
 Teacher: First let's practice the questions.  
 Teacher: What happened to you yesterday? What happened to you last week? What happened to you last month? What happened to you last year?  
 Narrator: 2. Can you listen to the answer and then make a comment?

Teacher: Now let's practice the comments.  
 Narrator: 1.  
 Teacher: Congratulations!  
 Narrator: 2.  
 Teacher: So did I.  
 Narrator: 3.  
 Teacher: How nice!

Narrator: 4...  
 Teacher: Sorry about that.

Narrator: 5.

Teacher: How scary!

Teacher: Now ask, listen, and comment. Like this...  
 Boy 1: What happened to you yesterday?  
 Boy 2: I won a table tennis game 21 to 3.  
 Boy 1: Congratulations!  
 Boy 2: What happened to you last week?  
 Boy 1: I caught a cold.  
 Boy 2: Sorry about that.  
 Teacher: Now let's do it for real.

### CD3 18

Narrator: **Grammar in Action. Exercise 1. Listen and practice.**

Teacher: I won, You won, He won, She won, We won, You won, They won

### CD3 19

Narrator: **Exercise 2. Listen and chant Past Tense Irregular Verb Chunks.**

Narrator: 1.  
 Teacher: lost, lost  
 Boy: I lost a tennis match.  
 Narrator: 2.  
 Teacher: won, won  
 Boy: We won a football game.  
 Narrator: 3.  
 Teacher: got, got  
 Boy: I got 200 points in a computer game.  
 Narrator: 4.  
 Teacher: was, was  
 Boy: I was sick.  
 Narrator: 5.  
 Teacher: made, made  
 Boy: I made a tree house.  
 Narrator: 6.  
 Teacher: saw, saw  
 Boy: I saw a rainbow.  
 Narrator: 7.  
 Teacher: caught, caught  
 Boy: I caught a big fish.  
 Narrator: 8.  
 Teacher: had, had  
 Boy: We had a cake.  
 Narrator: 9.  
 Teacher: broke, broke  
 Boy: I broke my glasses.  
 Narrator: 10.  
 Teacher: were, were  
 Boy: We were happy.

### CD3 20

Narrator: **Exercise 3. Listen and practice. Then do it in pairs.**

Teacher: First let's practice the irregular verbs.  
 Teacher: win, won  
 Teacher: lose, lost  
 Teacher: get, got  
 Teacher: am, is, was  
 Teacher: make, made  
 Teacher: see, saw  
 Teacher: catch, caught  
 Teacher: have, has, had  
 Teacher: break, broke  
 Teacher: are, were  
 Teacher: Now practice in pairs. One partner say a verb. The other partner say the past tense form. Like this...  
 Boy 1: Are you ready? OK.  
 Boy 1: are

Boy 2: were  
 Boy 1: win  
 Boy 2: won  
 Boy 2: OK. My turn!  
 Boy 2: lose  
 Boy 1: lost  
 Boy 2: get  
 Boy 1: got  
 Teacher: OK. Now it's your turn!

### CD3 21

**Narrator: Challenge Time! Exercise 4. Verb Game. Can you play the Verb Game and beat a partner?**

*Narrator:* Verb Game 1 (practice)  
*Teacher:* Let's play! Listen carefully to the sentences and circle the past tense verbs.  
*Teacher:* I caught a big fish. I lost a football game. I got 200 points in a computer game. I had a cake. We were happy.  
*Boy:* I want to win! I'm so close.  
*Teacher:* I made a tree house.  
*Boy:* Done!  
*Teacher:* OK. Tell me your answers.  
*Boy:* lost, caught, got, had, were, made  
*Teacher:* Yes, that's right! Well done. Now let's play for real.

### CD3 22

**Narrator: Exercise 4. Verb Game 2.**

*Teacher:* OK. Did you write nine verbs in the Verb Game squares in a different order? Now, listen carefully to the sentences and circle the verbs. Are you ready?  
*Teacher:* I got 200 points in a computer game. We lost a football game. We were happy. I caught a big fish. I made a tree house. I had a cake. I saw a rainbow. I was sick. I broke my glasses.  
*Teacher:* Did you get all the verbs? That's great! Now let's play again.

### CD3 23

**Narrator: Reading and Writing. Exercise 1. Listen and read. Then chant.**

*Narrator:* My Brother Khaled  
*Teacher:* My brother Khaled  
 Went to the cupboard,  
 To find something to eat.  
 But when he got there,  
 The cupboard was bare,  
 And so he had nothing to eat.  
 He went to the grocer's,  
 To buy some fruit and milk.  
 But when he came back,  
 He was holding  
 an empty brown bag!  
 Poor Khaled!  
*Teacher:* OK. Now, it's your turn!

### CD3 24

**Narrator: Exercise 2. Practice in pairs. Then change the verb tense and chant.**

*Teacher:* Like this ...  
*Teacher:* First let's practice the verbs.

*Girl 1:* went  
*Girl 2:* goes  
*Girl 1:* got  
*Girl 2:* gets  
*Girl 1:* was  
*Girl 2:* is  
*Girl 1:* had

وزارة التعليم

Ministry of Education

2022 - 1444

166

*Girl 2:* has  
*Girl 1:* went  
*Girl 2:* goes  
*Girl 1:* came  
*Girl 2:* comes  
*Girl 1:* was  
*Girl 2:* is

*Teacher:* OK. Now change the verb tense and say the chant.

Like this...  
*Girl:* My brother Khaled  
 Goes to the cupboard,  
 To find something to eat.  
 But when he gets there,  
 The cupboard is bare,  
 And so he has nothing to eat.  
 He goes to the grocer's,  
 To buy some fruit and milk.  
 But when he comes back,  
 He is holding  
 an empty brown bag!  
 Poor Khaled!  
*Teacher:* OK. Now it's your turn!

### CD3 25

**Narrator: Challenge Time! Exercise 3. What did they cook? Listen to the chant and circle the words. Can you say what they cooked?**

*Teacher:* First let's practice the words. Listen and point.  
 Meat, chicken, cheese, butter, tomatoes, salad, macaroni,  
 bread, carrots, onions, potatoes, apples, rice, flour, eggs,  
 oil, juice, milk, mustard, ketchup.

*Teacher:* Are you ready? Now listen and circle the words.

*Girls 1 and 2:* We had some meat,  
 but we didn't have any cheese.  
 We had some tomatoes,  
 but we didn't have any macaroni.  
 We had some onions,  
 but we didn't have any apples.  
 We had some flour,  
 but we didn't have any eggs.  
 We had some juice,  
 but we didn't have any mustard.

*Teacher:* Now make pairs and write a list of what they had.  
 What did they cook?

*Narrator:* Change the words and rewrite the chant with a partner.  
 Exchange chants. What can you cook?

*Narrator:* Comment on the chant. I think it's boring/interesting/  
 funny/easy/difficult.

### CD3 26

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

*Teacher:* f says /f/, frog, frog.  
*Girls:* f, f, frog.  
*Teacher:* ph says /f/, phone.  
*Girls:* /f/, phone.  
*Teacher:* gh says /f/, laugh.  
*Girls:* /f/, laugh.  
*Teacher:* Remember, they all make the same sound.

### CD3 27

**Narrator: Exercise 2. Listen and circle f, ph, or gh. Then complete the words.**

*Narrator:* 1  
*Teacher:* friends, friends. Did you circle f?  
*Narrator:* 2  
*Teacher:* photo, photo. Did you circle ph?

Narrator: 3  
 Teacher: elephant, elephant. Did you circle ph?  
 Narrator: 4  
 Teacher: laugh, laugh. Did you circle gh?  
 Teacher: Now write the missing letters and complete the words.

### CD3 28

Narrator: **Exercise 3. Listen and read. Then chant.**

Teacher: Enough! Don't laugh!  
 I know it's tough! But it's lots of fun!  
 Girls: Enough!  
 Don't laugh!  
 I know it's tough!  
 But it's lots of fun!

### CD3 29

Narrator: **Challenge Time! Exercise 5. A Fun Day.**  
**Read what Mohammed wrote about his day.**

Teacher: First listen and read the text, then read it on your own.  
 Boy: Yesterday, we went to an adventure park. Our father drove us there.  
 My sister and I saw some friends from school and played with them.  
 Then we went on rides with our parents. It was great fun!  
 After the rides, Dad got me a burger. My sister didn't want one, so he  
 got her an ice cream. We were really good, so Dad promised to take us  
 again next week. I can't wait!  
 Teacher: Now read it on your own and circle me, her, us, them.

### CD3 30

Narrator: **Unit 9: My School is Cool!**  
**Finding Out Time. Exercise 1. Listen and practice.**

Narrator: 1.  
 Boy 1: What's the name of your school?  
 Boy 2: Bedrock Elementary School.  
 Narrator: 2.  
 Boy 1: How many students are there in your school?  
 Boy 2: About 1,000.  
 Narrator: 3.  
 Boy 1: Do you have school lunch at your school?  
 Boy 2: Yes, we do. Every day.  
 Narrator: 4.  
 Boy 1: Does your school have a school bus?  
 Boy 2: Yes it does. It has a big yellow bus.  
 Narrator: 5.  
 Boy 1: Do you have a school uniform?  
 Boy 2: Yes, we do.  
 Narrator: 6.  
 Boy 1: What time does your school start?  
 Boy 2: It starts at 8.30.

### CD3 31

Narrator: **Exercise 2. Practice in pairs and change the information.**

Teacher: Are you ready? Make pairs. One partner ask a question. The  
 other partner give an answer. Like this...  
 Boy 1: OK. Let's start. You go first.  
 Boy 2: What's the name of your school?  
 Boy 1: Littlerock Elementary School.  
 Boy 2: How many students are there in your school?  
 Boy 1: I don't know.  
 Boy 2: Do you have school lunch at your school?  
 Boy 1: No, we don't. We bring our own.  
 Boy 2: Does your school have a school bus?  
 Boy 1: No, it doesn't.  
 Boy 2: Do you have a school uniform?  
 Boy 1: No, we don't.  
 Boy 2: What time does your school start?  
 Boy 1: It starts at 8 o'clock.

Boy 2: OK. Now it's your turn.  
 Boy 1: What's the name of your school? ...  
 Teacher: Now, make pairs and let's do it for real.

### CD3 32

Narrator: **Challenge Time! Exercise 3. My School**  
**Can you fill in the blanks and then talk about your school?**

Teacher: OK. Are you finished writing? Can you get up and talk about  
 your school?  
 Girl 1: Hi! Let me introduce my school. The name of my school is 13<sup>th</sup>  
 Elementary School. There are about 600 students in my school.  
 Girl 3: Wow! That's a lot of students! We don't have school lunch at  
 our school. Our school doesn't have a school bus. We have a school  
 uniform. Our school starts at 8 o'clock.  
 Girl 2: Your school sounds cool!  
 Teacher: OK. That was great. Thank you. Now, let's do it for real. Who's  
 next?

### CD3 33

Narrator: **Grammar in Action.**  
**Exercise 1. Listen and chant Which + Present and Past Tense.**

Narrator: 1.  
 Teacher: Which subject do you like most this year?  
 Boy: This year I like math.  
 Narrator: 2.  
 Teacher: Which subject did you like most last year?  
 Boy 1: Last year I liked PE.  
 Narrator: 3.  
 Teacher: Which grade are you in this year?  
 Boy: This year I am in the 6th grade.  
 Narrator: 4.  
 Teacher: Which grade were you in last year?  
 Boy: Last year I was in the 5th grade.  
 Narrator: 5.  
 Teacher: Which city do you live in?  
 Boy: I live in Najran.  
 Narrator: 6.  
 Teacher: Which city did you and your parents go to last year?  
 Boy: Last year we went to Riyadh.

### CD3 34

Narrator: **Exercise 2. Ask a partner the questions and get the real  
 answers.**

Teacher: Make pairs. One partner ask a question. The other partner give  
 an answer. Like this...  
 Boy 1: OK. I'll start.  
 Boy 1: Which subject do you like most this year?  
 Boy 2: This year I like English.  
 Boy 1: Which subject did you like most last year?  
 Boy 2: Last year I liked Science.  
 Boy 1: Which grade are you in this year?  
 Boy 2: This year I'm in the 6th grade.  
 Boy 1: Which grade were you in last year?  
 Boy 2: Last year I was in the 5th grade.  
 Boy 1: Which city do you live in?  
 Boy 2: We live in Jizan.  
 Boy 1: Which city did you and your parents go to last year?  
 Boy 2: Last year we went to Abha.  
 Boy 1: Now it's your turn.  
 Boy 2: Which subject do you like most this year?  
 Boy 1: This year I like PE.  
 Teacher: Now you try.

### CD3 35

Narrator: **Exercise 3. Listen and practice. Then do it in pairs.**

Teacher: First let's practice the verbs.  
 Boy 1: do

Boy 2: did  
Boy 1: are  
Boy 2: were  
Boy 1: like  
Boy 2: liked  
Boy 1: go  
Boy 2: went

Teacher: Now practice in pairs. One partner say a verb. The other partner say the past tense form. Like this...

Boy 1: Are you ready? OK.

Boy 1: are  
Boy 2: were  
Boy 1: go  
Boy 2: went  
Boy 1: do  
Boy 2: did  
Boy 1: like  
Boy 2: liked  
Boy 1: OK. Now, it's your turn.  
Boy 2: like  
Boy 1: liked...

Teacher: OK. Now it's your turn!

### CD3 36

Narrator: **Challenge Time! Exercise 4. Subject Race. Can you write and play Subject Race and beat a partner?**

Narrator: Subject Race 1 (practice)

Teacher: First let's practice the subject words. Listen, point, and say.  
Teacher: language, science, math, social studies, English, PE, art, history  
Teacher: Okay, good. Now let's play! Listen carefully to the sentences and circle the subject words for last year.

Teacher: This year, I like science. Last year, I liked language. This year, I like history. Last year, I liked PE. This year, I like English. Last year, I liked social studies.

Boy: Done!

Teacher: OK. Tell me your answers.

Boy: Language, social studies, PE.

Teacher: Yes, that's right! Well done. Now let's play for real.

### CD3 37

Narrator: **Exercise 4. Subject Race 2.**

Teacher: OK. Did you write eight subject words and the star in the Subject Race squares in a different order? Now, listen carefully to the sentences and circle the subject words for last year. Are you ready?

Teacher: Star. This year, I like math. Last year, I liked art. This year, I like social studies. Last year, I liked language. This year, I like English. Last year, I liked science. This year, I like history. Last year, I liked PE.

Teacher: Did you get the words? Good job! Now let's play again.

### CD3 38

Narrator: **Reading and Writing. Exercise 1. Listen and read. Then chant.**

Narrator: Rana Had a Little Lamb

Teacher/Girls: Rana had a little lamb.

Its fleece was white as snow.

Everywhere that Rana went,

The lamb was sure to go.

It followed her to school one day,

Which was against the rules.

It made the children laugh and play,

To see a lamb at school.

### CD3 39

Narrator: **Exercise 2. Practice in pairs. Then change the verb tense and chant.**

وزارة التعليم

Ministry of Education

2022 - 1444

168

Teacher: First let's practice the verbs.

Girl 1: had

Girl 2: has

Girl 1: was

Girl 2: is

Girl 1: went

Girl 2: goes

Girl 1: was

Girl 2: is

Girl 1: followed

Girl 2: follows

Girl 1: was

Girl 2: is

Girl 1: made

Girl 2: makes

Teacher: OK. Now change the verb tense and chant. Like this...

Two girls: Rana has a little lamb.

Its fleece is white as snow.

Everywhere that Rana goes,

The lamb is sure to go.

It follows her to school one day,

Which is against the rules.

It makes the children laugh and play,

To see a lamb at school.

Teacher: OK. Now it's your turn!

### CD3 40

Narrator: **Challenge Time! Exercise 3. Listen, Match, and Present. Can you copy the rules, add pictures, and make a poster?**

Teacher: First let's practice some words and phrases. Listen, point, and say.

Teacher: Don't shout, listen, stand up, ask, don't forget, use, don't make, speak, when you have a problem, when you present, speak clearly, too much noise, when you play games, do your homework, when you study English.

Teacher: Now listen and match. Draw a line. Like this ... Don't shout; speak clearly. Don't shout; speak clearly.

Boy 1: Don't shout; speak clearly.

Boy 2: Listen to the teacher.

Boy 3: Stand up when you present.

Boy 1: Ask for help when you have a problem.

Boy 2: Don't forget to do your homework.

Boy 3: Use your CD when you study English.

Boy 1: Don't make too much noise when you play games.

Boy 2: Speak English in class!

Teacher: OK. Now copy the rules. Work with a partner. Find pictures and make a poster.

#### CD4 02

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

*Teacher:* sc says /sk/sk/, scarf, scarf.

*Girls:* /sk/sk/, scarf.

*Teacher:* sk says /sk/sk/, sky.

*Girls:* /sk/sk/, sky.

*Teacher:* sq says /sk/sk/, square.

*Girls:* /sk/sk/, square.

*Teacher:* Remember, they all make the same sound.

#### CD4 03

**Narrator: Exercise 2. Listen and complete the words. Use sc, sk, or sq.**

*Teacher:* sky, sky

Did you write sk?

*Teacher:* square, square

Did you write sq?

*Teacher:* scarf, scarf

Did you write sc?

*Teacher:* skate, skate

Did you write sk?

*Teacher:* squeeze, squeeze

Did you write sq?

*Teacher:* scary, scary

Did you write sc?

*Teacher:* skirt, skirt

Did you write sk?

*Teacher:* squid, squid

Did you write sq?

*Teacher:* scan, scan

Did you write sc?

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

#### CD4 04

**Narrator: Challenge Time!**

**Exercise 4. My School. Can you read and then write about your school? Use photos or draw pictures.**

*Teacher:* First listen and read the text. Then read it on your own.

*Girl:* I live in a small town. I have lots of friends and we all go to the same school. Our school is really cool! There are about 20 classrooms, a library, a big yard, and an art workshop. The principal's office and the teachers' lounge are on the ground floor. There are "smart classrooms" in our school with computers, projectors, and interactive boards! We really like using our "smart classroom".

*Teacher:* Now read on your own. Then write about your school.

#### CD4 05

**Narrator: Unit 10. A Healthy Life. Finding Out Time.**

**Exercise 1. Listen and practice. Then test a partner.**

*Teacher:* What should you do to live a healthy life?

*Boy 1:* Good things I should do.

*Narrator:* 1.

*Boy 1:* I should get up early.

*Narrator:* 2.

*Boy 1:* I should drink a lot of water.

*Narrator:* 3.

*Boy 1:* I should eat three meals a day.

*Narrator:* 4.

*Boy 1:* I should brush my teeth well.

*Narrator:* 5.

*Boy 1:* I should do some exercise.

*Narrator:* 6.

*Boy 1:* I should go to bed early.

*Boy 2:* Bad things I shouldn't do.

*Narrator:* 7.

*Boy 2:* I shouldn't eat too much junk food.

*Narrator:* 8.

*Boy 2:* I shouldn't drink too much soda.

*Narrator:* 9.

*Boy 2:* I shouldn't watch too much TV.

*Narrator:* 10.

*Boy 2:* I shouldn't stay up late.

*Narrator:* 11.

*Boy 2:* I shouldn't play too many computer games.

*Narrator:* 12.

*Boy 2:* I shouldn't skip breakfast.

*Teacher:* Now test a partner. One partner point to the picture and say a number. The other partner say the sentence. Like this...

*Boy 1:* 1.

*Boy 2:* I should get up early.

*Boy 1:* 7.

*Boy 2:* I shouldn't eat too much junk food.

*Teacher:* Now let's do it for real.

#### CD4 06

**Narrator: Challenge Time! Exercise 2. Healthy Life Test. Can you say if you live a healthy life every day?**

*Narrator:* 1. Practice the frequency markers.

*Teacher:* I always do. I usually do. I sometimes do. I usually don't. I never do.

*Narrator:* 2. Do the questionnaire.

*Teacher:* First let's practice the sentences.

*Narrator:* 1.

*Teacher:* I get up early.

*Narrator:* 2.

*Teacher:* I eat breakfast.

*Narrator:* 3.

*Teacher:* I go to bed early.

*Narrator:* 4.

*Teacher:* I brush my teeth.

*Narrator:* 5.

*Teacher:* I play with my friends.

*Narrator:* 6.

*Teacher:* I play outside.

*Narrator:* 7.

*Teacher:* I take a bath or shower.

*Teacher:* Now do the questionnaire.

*Narrator:* Now add up the total score. Look at the green, orange, and red chart at the bottom. If your score is 50 to 70 points, you can say, "I live a very healthy life." If it's 30 to 50 points, you can say, "I live a so-so healthy life." If it's less than 30 points, you can say, "I don't think I live a healthy life." Then do 3. Talk to a partner about your score. Like this ...

*Boy 1:* I got 65 points – I live a very healthy life.

*Boy 2:* Well done. You live a very healthy life. I got 40 points – I live a so-so healthy life.

*Boy 1:* Yeah, 40 points? Mmm! You live a so-so healthy life.

*Teacher:* Now let's do it for real.

#### CD4 07

**Narrator: Grammar in Action. Exercise 1. Listen and chant Past Tense Questions and Answers.**

*Teacher:* Did you get up early this morning?

*Girl 1:* Yes, I got up early this morning.

*Girl 2:* No, I didn't get up early this morning.

*Teacher:* Did you drink milk this morning?

*Girl 1:* Yes, I drank milk this morning.

*Girl 2:* No, I didn't drink milk this morning.

*Teacher:* Did you eat breakfast this morning?

*Girl 1:* Yes, I ate breakfast this morning.

*Girl 2:* No, I didn't eat breakfast this morning.

*Teacher:* Did you brush your teeth this morning?

*Girl 1:* Yes, I brushed my teeth this morning.

*Girl 2:* No, I didn't brush my teeth this morning.



#### CD4 08

**Narrator:** Exercise 2. Ask a partner the questions and get the real answers.

**Teacher:** Make pairs. One partner asks a question. The other partner gives an answer. Like this...

**Girl 1:** OK. You start.

**Girl 2:** Did you get up early this morning?

**Girl 1:** Yes, I got up early this morning.

**Girl 2:** Did you drink milk this morning?

**Girl 1:** No, I didn't drink milk this morning.

**Girl 2:** Did you eat breakfast this morning?

**Girl 1:** Yes, I ate breakfast this morning.

**Girl 2:** Did you brush your teeth this morning?

**Girl 1:** No, I didn't brush my teeth this morning.

**Girl 2:** OK. Now it's your turn.

**Girl 1:** Did you get up early this morning?

**Girl 2:** No, I didn't get up early this morning.

**Girl 1:** Did you drink milk this morning?

**Girl 2:** Yes, I drank milk this morning.

**Teacher:** Now let's do it for real.

#### CD4 09

**Narrator:** Exercise 3. Listen and practice. Then do it in pairs.

**Teacher:** First let's practice the verbs. Regular verbs.

**Girl 1:** play

**Girl 2:** played

**Girl 1:** talk

**Girl 2:** talked

**Girl 1:** brush

**Girl 2:** brushed

**Girl 1:** watch

**Girl 2:** watched

**Teacher:** Irregular verbs.

**Girl 1:** get up

**Girl 2:** got up

**Girl 1:** eat

**Girl 2:** ate

**Girl 1:** do

**Girl 2:** did

**Girl 1:** go to bed

**Girl 2:** went to bed

**Girl 1:** drink

**Girl 2:** drank

**Teacher:** Now practice in pairs. One partner says a verb. The other partner says the past tense form. Like this...

**Girl 1:** Are you ready? OK.

**Girl 2:** get up

**Girl 1:** got up

**Girl 2:** eat

**Girl 1:** ate

**Girl 2:** OK. My turn!

**Girl 1:** brush

**Girl 2:** brushed

**Girl 1:** watch

**Girl 2:** watched

**Teacher:** OK. Now it's your turn!

#### CD4 10

**Narrator:** Challenge Time! Exercise 4. Verb Game. Can you write and play the Verb Game and beat a partner?

**Narrator:** Verb Game 1 (practice).

**Teacher:** Let's play! Listen carefully and circle the verbs.

**Teacher:** I played outside. I drank milk this morning. My sister followed me to school. He ate my sandwich. I went to the principal's office. I got extra homework.

**Girl:** Done!

**Teacher:** OK. Tell me your answers.

Ministry of Education

2022 - 1444

170

**Boy:** played, drank, followed, ate, went, got

**Teacher:** Yes, That's right! Well done. Now let's play for real.

#### CD4 11

**Narrator:** Exercise 4. Verb Game 2.

**Teacher:** OK. Did you write nine verbs in the Game squares in a different order? Now, listen carefully to the sentences and circle the verbs. Are you ready?

**Teacher:** I drank orange juice. I played computer games. I ate a big breakfast. I went to school by car. I got up early this morning. I stayed at home on Saturday.

**Girl:** Look! You missed one. There!

**Teacher:** The cat followed me to school. I brushed my hair. I did my homework yesterday.

**Teacher:** Did you get the answers? Good job! Now let's play again.

#### CD4 12

**Narrator:** Reading and Writing.

**Exercise 1. Listen and read. Then chant.**

**Narrator:** Early to bed

**Teacher:** Early to bed

And early to rise,

Makes you

Healthy, wealthy, and wise.

**Narrator:** Late to bed

**Teacher:** Late to bed

And late to rise,

Makes you

Sleepy, grumpy, and tired.

**Boys:** Early to bed

And early to rise,

Makes you

Healthy, wealthy, and wise.

**Boys:** Late to bed

And late to rise,

Makes you

Sleepy, grumpy, and tired.

#### CD4 13

**Narrator:** Challenge Time!

**Exercise 3. What's the matter? Can you listen, read, and match with the pictures? Mime and practice in pairs.**

**Teacher:** First let's practice the words and verb chunks. Listen, point, and say.

**Teacher:** have a headache: too many, computer games, exciting, have a toothache, teeth, forget, have a stomachache, have breakfast; hungry, have an earache, clean your ears.

**Teacher:** Let's do it again!

**Teacher:** have a headache: too many, computer games, exciting, have a toothache, teeth, forget, have a stomachache, have breakfast; hungry, have an earache, clean your ears.

**Teacher:** Now, let's practice.

**Boy 1:** I have a headache.

**Boy 2:** Did you play too many computer games?

**Boy 1:** Yes I did. I know I shouldn't, but the new games were really exciting!

**Boy 1:** I have a toothache.

**Boy 2:** Do you brush your teeth every day?

**Boy 1:** Well, usually. But sometimes I forget.

**Boy 3:** I have a stomachache.

**Boy 4:** Did you have breakfast in the morning?

**Boy 3:** No, I didn't. I know I should, but I wasn't hungry.

**Boy 4:** I have an earache.

**Boy 3:** Do you clean your ears?

**Boy 4:** Well, I try. But sometimes I forget.

**Teacher:** Good. Now mime and practice in pairs. Change the order.

#### CD4 14

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

*Teacher:* ur says /ir /ir /, purple, purple.

*Girls:* ur says /ir /ir /, purple.

*Teacher:* ir says /ir /ir /, bird, bird.

*Girls:* ir says /ir /ir /, bird.

*Teacher:* Remember, ur an ir make the same sound.

#### CD4 15

**Narrator: Exercise 2. Listen and complete the words. Use ur or ir.**

*Teacher:* shirt, shirt

Did you write ir?

*Teacher:* girl, girl

Did you write ir?

*Teacher:* turtle, turtle

Did you write ur?

*Teacher:* burger, burger

Did you write ur?

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

#### CD4 16

**Narrator: Exercise 3. Read and then listen.**

*Teacher:* Did you read the story on your own? Now listen and check your reading.

*Teacher/Girls:* Story of a Horse From a Farm. A horse from a farm asked a purple bird in the park, "Do you like corn?" "Yes, I do," answered the purple bird. And chirp, chirp, she flew away.

#### CD4 17

**Narrator: Challenge Time!**

**Exercise 4. Clothing Store. Can you be a storekeeper and do the shopping dialogue with a partner?**

*Teacher:* First let's practice the words. Listen, point, and say.

*Teacher:* Girl's clothes: scarf, 80 SAR; belt, 20 SAR; skirt, 160 SAR; uniform, 280 SAR

*Teacher:* Boys' clothes: T-shirt, 100 SAR; jacket, 160 SAR; trousers, 160 SAR; sweater, 60 SAR

*Teacher:* Now make pairs. One partner is the storekeeper, and the other is the customer.

*Boy 1:* Can I help you?

*Boy 2:* Yes, please. I want a sweater.

*Boy 1:* Which one? This one?

*Boy 2:* Yes, thanks. How much is it?

*Boy 1:* It's 60 SAR.

*Boy 2:* Here you go.

*Boy 1:* Here's your change.

*Boy 2:* Thank you and good-bye.

*Boy 1:* Good-bye.

*Teacher:* Now do it for real.

#### CD4 18

**Narrator: Unit 11: Hanging Out in Town. Finding Out Time. Exercise 1. Listen and practice. Then act out in pairs.**

*Teacher:* First, let's practice the words.

*Teacher:* train station, supermarket, elementary school, post office, bus stop, convenience store

*Teacher:* Now, let's practice some sentences.

*Teacher:* Excuse me. Where's the post office? Where's the train station? Where's the convenience store? Where's the supermarket? Where's the elementary school? Where's the bus stop? Is it far? How long does it take?

*Teacher:* Now, let's practice some answers.

*Teacher:* It's far from here. It's near here. It's about a 5-minute walk. It's only a few minutes. It's right over there. It's just around the corner.

*Teacher:* Now, make pairs and act it out. Like this...

*Boy 1:* Ok. I'll start.

*Boy 1:* Excuse me. Where's the post office?

*Boy 2:* It's just around the corner.

*Boy 1:* Is it far?

*Boy 2:* No. It's only a few minutes.

*Boy 1:* Okay, thanks.

*Boy 2:* You're welcome.

*Boy 2:* Now it's my turn to start.

*Boy 2:* Excuse me. Where's the train station?

*Boy 1:* It's just around the corner.

*Boy 2:* How long does it take?

*Boy 1:* It's about a 5-minute walk.

*Boy 2:* Okay, thanks.

*Boy 1:* You're welcome.

*Teacher:* OK. Now it's your turn!

#### CD4 19

**Narrator: Challenge Time! Exercise 2. Showing the Way.**

**Can you give a partner directions to a place? Use the map on page 82. Start at the yellow circle.**

*Teacher:* First let's practice some sentences.

*Teacher:* Go straight. Keep walking. Turn right at the next signal. Turn left at the next corner. Turn left at the second corner. It's on your right. It's on your left. It's in front of you. It's behind you. It's opposite the bus stop. It's next to the school.

*Teacher:* Now, make pairs and give directions. Like this ...

*Girl 1:* Excuse me.

*Girl 2:* Yes?

*Girl 1:* Where's the post office?

*Girl 2:* Go straight and you'll find it on your left.

*Girl 1:* Is it far from here?

*Girl 2:* It's near.

*Girl 1:* Thank you.

*Girl 2:* You're welcome.

*Girl 2:* Now, it's my turn.

*Girl 2:* Excuse me.

*Girl 1:* Yes?

*Girl 2:* Where's the train station?

*Girl 1:* Go straight, turn right at the second corner, keep walking and you'll find it on your left.

*Girl 2:* Is it far from here?

*Girl 1:* It's about a 5-minute walk.

*Girl 2:* Thank you.

*Girl 1:* You're welcome.

*Teacher:* Now let's do it for real.

#### CD4 20

**Narrator: Grammar in Action.**

**Exercise 1. Listen and chant Going To.**

*Boy 1:* I want a stapler and staples.

I'm going to the stationery store.

*Boy 2:* You want some candy.

You're going to the candy store.

*Boy 1:* My brother wants a new DVD.

He's going to the DVD store.

*Boy 2:* Mom wants some bread and cakes.

She's going to the bakery.

*Boy 1:* We want some books.

We're going to the bookstore.

*Boy 2:* Grandma and Grandpa want some flowers and pots.

They're going to the flower store.

#### CD4 21

**Narrator: Exercise 2. Listen and practice. Then do it in pairs.**

*Teacher:* First let's practice the verbs.

*Boy 1:* I'm going

*Boy 2:* You're going

Boy 1: He's going  
 Boy 2: She's going  
 Boy 1: We're going  
 Boy 2: You're going  
 Boy 1: They're going  
 Teacher: Now practice in pairs. One partner say a form of going. The other partners say the next one. Like this...  
 Boy 2: Are you ready? OK.  
 Boy 1: I'm going  
 Boy 2: You're going  
 Boy 1: He's going  
 Boy 2: She's going  
 Boy 1: We're going  
 Boy 2: You're going  
 Boy 1: They're going  
 Boy 2: OK. My turn!  
 Boy 1: I'm going  
 Boy 2: You're going  
 Teacher: OK. Now it's your turn!

#### CD4 22

**Narrator: Challenge Time! Exercise 3. Shopping Game.**  
**Can you play the Shopping Game and beat a partner?**

**Narrator:** Where are you going?  
**Teacher:** First let's practice the words. Listen, point, and say.  
**Teacher:** bakery, stationery store, coffee shop, DVD store, bookstore, flower store, butcher shop, convenience store, supermarket  
**Teacher:** Now let's play. Choose three words and put a dot over each one. Listen carefully to the sentences and circle each word when you hear it. Are you ready?  
**Teacher:** I'm going to the stationery store. You're going to the bookstore. He's going to the DVD store. She's going to the bakery. We're going to the flower store.  
**Boy 1:** Done!  
**Teacher:** OK. Tell me your answers.  
**Boy 1:** DVD store, bookstore, flower store.  
**Teacher:** Yes, that's right! Well done.  
**Boy 2:** It's fun. Let's do it again.  
**Teacher:** OK. Now let's play for real.

#### CD4 23

**Narrator: Exercise 3. What do you want?**

**Teacher:** First let's practice the words. Listen, point, and say.  
**Teacher:** a stapler, some candy, a new DVD, some bread and cakes, some books, some flowers and pots, some meat, a newspaper, some eggs  
**Teacher:** Now let's play. Choose three words and put a dot over each one. Listen carefully to the sentences and circle each word when you hear it. Are you ready?  
**Teacher:** My brother wants a new DVD. Mom wants some bread and cakes. You want some candy. Grandma and Grandma want some flowers and pots. We want some books. I want a stapler. We want some meat. My sister wants a newspaper. They want some eggs.  
**Boy:** Done!  
**Teacher:** Well done! Now let's play again. This time say what you want and where you are going to buy it.

#### CD4 24

**Narrator: Reading and Writing.**  
**Exercise 1. Listen and read. Then chant.**

**Narrator:** There Was a Little Green House  
**Teacher/Girls:** There was a little green house,  
 And in the little green house,  
 There was a little brown house,  
 And in the little brown house,  
 There was a little yellow house,  
 And in the little yellow house,  
 There was a little red heart.  
 Ministry of Education

2022 - 1444

And in the little yellow house,  
 There was a little white house,  
 And in the little white house,  
 There was a little red heart.

#### CD4 25

**Narrator: Exercise 2. Change "house" to something else and chant in pairs.**

**Teacher:** Like this...  
**Girl 1:** There was a little green box, And in the little green box,  
**Girl 2:** There was a little brown box, And in the little brown box,  
**Girl 1:** There was a little yellow box, And in the little yellow box,  
**Girl 2:** There was a little white box, And in the little white box,  
**Girl 1:** There was a little red heart.  
**Girl 2:** No, not a red heart, a red ball.  
**Girl 1:** OK, a red ball is a good idea.

#### CD4 26

**Narrator: Challenge Time!**  
**Exercise 3. Write, Draw, and Present. Can you write your own version of the There Was a Little Green House chant and add pictures? Use words for rooms and things in the rooms.**

**Teacher:** Let's practice words for rooms.  
**Teacher:** bedroom, living room, dining room, kitchen, bathroom  
**Girl:** A Big White House  
 There was a big white house,  
 And in the big white house,  
 There were two floors.  
 And on the first floor,  
 There was a living room,  
 And next to the living room,  
 There was a dining room.  
 And on the second floor,  
 There were two bedrooms,  
 And in the bedrooms,  
 There were beds, chairs, and clothes...  
**Teacher:** OK. Now make pairs and write your own chant.  
**Narrator:** Talk about the rooms in your house and the things in them.

#### CD4 27

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

**Teacher:** u\_e says /u:/; cube, cube.  
**Girl:** u\_e says /u:/; cube, cube  
**Teacher:** ue says /u:/; barbecue, barbecue.  
**Girl:** ue says /u:/; barbecue, barbecue.

#### CD4 28

**Narrator: Exercise 2. Listen and number. Then unscramble the letters and write.**

**Narrator:** 1.  
**Teacher:** tissue, tissue  
**Narrator:** 2.  
**Teacher:** Tuesday, Tuesday  
**Narrator:** 3.  
**Teacher:** cute, cute  
**Narrator:** 4.  
**Teacher:** huge, huge  
**Narrator:** 5.  
**Teacher:** blue, blue  
**Narrator:** 6.  
**Teacher:** glue, glue  
**Narrator:** 7.  
**Teacher:** mosque, mosque

Teacher: Make pairs. Unscramble the letters and write the words.  
 Girl 1: tissue; t - i - s - s - u - e  
 Girl 2: Tuesday; T - u - e - s - d - a - y  
 Girl 3: cute; c - u - t - e  
 Girl 1: huge; h - u - g - e  
 Girl 2: blue; b - l - u - e  
 Girl 1: glue; g - l - u - e  
 Girl 2: mosque; m - o - s - q - u - e  
 Teacher: Well done! Remember, ue at the end of mosque is silent.

#### CD4 29

Narrator: **Challenge Time!**

#### Exercise 4. Signs. Can you read the signs?

Teacher: Let's practice the signs.  
 Narrator: 1.  
 Teacher: No Parking.  
 Narrator: 2.  
 Teacher: Keep off grass.  
 Narrator: 3.  
 Teacher: No skateboards.  
 Narrator: 4.  
 Teacher: No bicycles.  
 Narrator: 5.  
 Teacher: No shouting.  
 Narrator: 6.  
 Teacher: Library.  
 Narrator: 7.  
 Teacher: Warning! Please Switch Off All Cell Phones.  
 Narrator: 8.  
 Teacher: Please Do Not Litter.  
 Narrator: 9.  
 Teacher: No Eating. No Drinking.  
 Narrator: 10.  
 Teacher: No Balls.

#### CD4 30

Narrator: **Unit 12. My Dream Vacation. Finding Out Time.**

#### Exercise 1. Listen and practice. Then do it in pairs.

Teacher: First let's practice the questions and answers.  
 Narrator: 1.  
 Boy 1: Where are you going?  
 Boy 2: I'm going to Sydney.  
 Narrator: 2.  
 Boy 1: How long does it take to get there?  
 Boy 2: It takes about sixteen hours.  
 Narrator: 3.  
 Boy 1: What are you going to do there?  
 Boy 2: I'm going to stay at an English camp.

Teacher: Let's do another example.  
 Narrator: 1.  
 Boy 1: Where are you going?  
 Boy 2: I'm going to Vancouver.  
 Narrator: 2.  
 Boy 1: How long does it take to get there?  
 Boy 2: It takes about fifteen hours.  
 Narrator: 3.  
 Boy 1: What are you going to do there?  
 Boy 2: I'm going to go sightseeing.  
 Teacher: Now practice in pairs. One partner ask a question. The other partner say the answer. Like this...  
 Boy 1: Where are you going?  
 Boy 2: I'm going to Dubai.  
 Boy 1: How long does it take to get there?  
 Boy 2: It takes about two hours.  
 Boy 1: What are you going to do there?  
 Boy 2: I'm going to shop.  
 Teacher: OK. Now it's your turn!

#### CD4 31

Narrator: **Challenge Time!**

#### Exercise 2. In-Flight Ordering. Can you be a flight attendant and take an order from a partner?

Teacher: First let's practice the questions and words.  
 What would you like to drink?  
 Orange juice, apple juice, water, or cola?  
 What would you like to eat?  
 Beef or fish? Noodles or rice?  
 What are you going to drink after dinner?  
 Tea, coffee, green tea, or juice?  
 Teacher: Now make pairs. One partner is the flight attendant, and the other is the passenger.  
 Boy 1: Good evening. What would you like to drink?  
 Boy 2: Hi. I'd like some juice, please.  
 Boy 1: Apple or orange juice?  
 Boy 2: Apple juice, please.  
 Boy 1: Here you go.  
 Boy 2: Thank you.  
 Boy 1: You're welcome.  
 Teacher: OK. Now it's your turn!

#### CD4 32

Narrator: **Grammar in Action.**

#### Exercise 1. Listen and chant *Going To + Verb*.

Teacher: I'm going to visit the city of Abha in Asir.  
 Boys: I'm going to visit the city of Abha in Asir.  
 Teacher: You're going to watch camel races in Riyadh.  
 Boys: You're going to watch camel races in Riyadh.  
 Teacher: He's going to visit the Children's Art Show at the Kingdom Tower.  
 Boys: He's going to visit the Children's Art Show at the Kingdom Tower.  
 Teacher: She's going to shop in Dubai.  
 Boys: She's going to shop in Dubai.  
 Teacher: We're going to go rock climbing in the Wadi Rum Reserve, in Jordan.  
 Boys: We're going to go rock climbing in the Wadi Rum Reserve, in Jordan.  
 Teacher: They're going to eat traditional dishes in Lebanon.  
 Boys: They're going to eat traditional dishes in Lebanon.

#### CD4 33

Narrator: **Exercise 2. Listen and practice. Then chant in pairs.**

Teacher: First let's practice the sentences.  
 I'm going to visit. You're going to visit. He's going to visit. She's going to visit.  
 We're going to visit. You're going to visit. They're going to visit.  
 Teacher: Now chant in pairs. One partner chant a sentence. The other partner chant the same one. Then chant the next one. Like this...  
 Boy 1: I'm going to visit  
 Boy 2: I'm going to visit  
 Boy 1: You're going to visit  
 Boy 2: You're going to visit  
 Boy 1: He's going to visit  
 Boy 2: He's going to visit  
 Boy 1: She's going to visit  
 Boy 2: She's going to visit  
 Boy 1: We're going to visit  
 Boy 2: We're going to visit  
 Boy 1: You're going to visit  
 Boy 2: You're going to visit  
 Boy 1: They're going to visit  
 Boy 2: They're going to visit

#### CD4 34

**Narrator: Challenge Time! Exercise 3. Travel and Do.**  
**Can you play Travel and Do and beat a partner?**

*Narrator:* Where are you going?

*Teacher:* First let's practice the place names. Listen, point, and say:  
Najran, Lebanon, Jordan, Dubai, Jeddah, Dammam, Riyadh, Oman, Jizan

*Teacher:* Now let's play. Choose three place names and put a dot over each one. Listen carefully to the sentences and circle each place name when you hear it. Are you ready?

*Teacher:* Where are you going? I'm going to Lebanon.

Where are you going? I'm going to Dammam.

Where are you going? I'm going to Najran.

Where are you going? I'm going to Oman.

*Boy 1:* Only two more!

*Teacher:* Where are you going? I'm going to Dubai.

*Teacher:* Where are you going? I'm going to Jizan.

*Boy 2:* You've got it!

*Boy 1:* Done!

*Teacher:* OK. Tell me your answers.

*Boy 1:* Najran, Dubai, Jizan.

*Teacher:* Yes, that's right! Well done. Now let's play for real.

#### CD4 35

**Narrator: Exercise 3. What are you going to do there?**

*Teacher:* First let's practice the verbs. Listen, point, and say: ride, drive, shop, climb, eat, swim, visit, camp, watch

*Teacher:* Now let's play. Choose three verbs and put a dot over each one. Listen carefully to the sentences and circle the verb when you hear it. Are you ready?

*Teacher:* They're going to eat traditional food in Lebanon.

He's going to visit the Children's Art Show in Riyadh. I'm going to watch the camel races in Riyadh. She's going to shop in Dubai. We're going to drive to the Reserve, in Jordan. I'm going to climb a mountain in Lebanon. He's going to swim in Jeddah.

You're going to camp in Australia. He's going to ride a horse in Oman.

*Teacher:* Did you hear any of your verbs? Well done! Now let's play again.

#### CD4 36

**Narrator: Reading and Writing.**

**Exercise 1. Listen and read. Then chant.**

*Narrator:* Vision 2030 Kingdom of Saudi Arabia

This is the Kingdom of Saudi Arabia,

A great and blessed land,

Where the two Holy Mosques stand.

The future will be strong and bright

For all the children of the land,

The vision will come true

And all will be good and right!

With the faith of the nation,

With health and education,

The vision will come true

For all the population!

The ships will come and go,

From all over the globe.

Businesses big and small,

The Kingdom they will call

The leader of them all!

#### CD4 37

**Narrator: Challenge Time!**

**Exercise 3. Read, Match, and Present. Can you read, match, and complete the chart with these phrases? Listen and check.**

*Teacher:* Are you ready? Let's check your answers.

*Narrator:* My Little Brother

Ministry of Education

2022 - 1444

174

*Teacher:* Why did you eat all the soup?

Because I was very hungry.

Why did you drink all the juice?

Because I was very thirsty.

Why did you take my panda?

Because it's so cute!

And why did you sleep in my bed?

Because I was very sleepy.

You have a bed!

Yours is nicer!

*Teacher:* Now chant in pairs.

#### CD4 38

**Narrator: Phonics. Exercise 1. Can you read these words?**

*Teacher:* Now listen and check your reading.

*Narrator:* 1. Sounds and Letters

*Teacher:* beautiful, clouds, seas, enough, interesting, silently, white, shining, barbecue, laughing, photo, square, scarf, squid.

*Narrator:* 2. Days

*Teacher:* Sunday, Monday, Tuesday, Wednesday, Thursday, Friday,

Saturday

*Narrator:* 3. Months

*Teacher:* January, February, March, April, May, June, July, August,

September, October, November, December

*Narrator:* 4. Pronouns

*Teacher:* I, you, he, she, we, they

mine, yours, his, hers, ours, theirs

me, you, him, her, us, them

#### CD4 39

**Narrator: Exercise 2. Listen, read, and chant.**

*Boy:* I went to the mall and bought a new shirt.

I put it on, but it was too big.

I took it back and got a smaller one.

I put it on, but it wasn't big enough.

What can I do?

*Teacher:* It's your turn now.

*Teacher:* Change the shirt to something else and chant again.

#### CD4 40

**Narrator: Challenge Time!**

**Exercise 4. Holiday Postcard. Can you pick one place you want to go and write a postcard from your trip?**

*Teacher:* First, let's listen to and read the postcard.

*Boy:* Sunday, August 7th

From Honolulu

Dear Saeed,

How are you? I'm in Hawaii. It took six hours to fly here. I'm having a great time in Honolulu. I'm learning to surf. It's great!

See you soon,

Billy

*Teacher:* Now write your own postcard.

# Phonics Practice

## Audio Script

### CD5 02

**Words with ee, ea, ie, Exercise 1.**  
**Listen, point, and say.**

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

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

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

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

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

### CD5 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.  
وزارة التعليم  
Ministry of Education  
2022 - 1444

Teacher: peach, peach. Did you circle peach?  
p—e—a—c—h

Well done!

### CD5 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.

### CD5 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.

### CD5 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?



Number two.

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.

#### CD5 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.

#### CD5 08

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

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

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

Teacher: oe says /oe/, /oe/,

وزارة التعليم

Ministry of Education

2022 - 1444

176

/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.

#### CD5 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.

#### CD5 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.

### CD5 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!

### CD5 12

**Words with ow, ou, oi, oy**

**Exercise 1. Listen, point, and say.**

*Teacher:* ow says /ow/, /ow/,  
 /ow/, /ow/, 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 /ow/, /ow/,  
 /ow/, /ow/, /ow/, /ow/, 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.  
 /ow/, /ow/, cow.  
 /ou/, /ou/, house.  
 /oi/, /oi/, coin.  
 /oy/, /oy/, toy.  
 Well done! Now practice with a friend.

### CD5 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!

### CD5 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/

### CD5 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)

### CD5 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.

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.

#### CD5 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?

#### CD5 18

Words with **ng**, **ck**, and **g**.  
Exercise 1. Listen, point, and say.

Teacher: ng says /ng/, /ng/  
/ng/, /ng/, ring.

Teacher: ck says /ck/, /ck/  
/ck/, /ck/, rock.

Teacher: g says /g/, /g/  
/g/, /g/, rug.

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

ng says /ng/, /ng/

وزارة التعليم

Ministry of Education

2022 - 1444

178

/ng/, /ng/, /ng/, /ng/, ring.  
ck says ck/, /ck/,  
/ck/, /ck/, /ck/, /ck/, rock.  
g says /g/, /g/  
/g/, /g/, /g/, /g/, rug.  
Let's say them all again.  
/ng/, /ng/, ring.  
/ck/, /ck/, rock.  
/g/, /g/, rug.  
Well done! Now practice with a friend.

#### CD5 19

##### Exercise 2.

Listen to the sound and draw a line to the correct letter.  
Then write the words.

Number one.  
Teacher: bug, bug.

Number two.  
Teacher: swing, swing.

Number three.  
Teacher: sick, sick.

Number four.  
Teacher: duck, duck.

Number five.  
Teacher: back, back.

Number six.  
Teacher: clock, clock.

Narrator: Number seven.  
Teacher: wing, wing.

Number eight.  
Teacher: bag, bag.

Well done! Now write the words.  
Check with a friend.

#### CD5 20

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

Teacher: He's going camping!

He's going camping!  
He's packing his backpack  
His cousins are coming  
To pick him up!

He's packing his socks  
He's taking his books  
His cousins are calling  
He's tying his shoes!

Oh! Where are his keys?  
He has to unpack  
And look in the bag!  
They're going camping,  
He runs out and back!

Teacher: Now let's say it together. Repeat each line.  
He's going camping!  
He's packing his backpack

His cousins are coming  
To pick him up!  
He's packing his socks  
He's taking his books  
His cousins are calling  
He's tying his shoes!  
Oh! Where are his keys?  
He has to unpack  
And look in the bag!  
They're going camping,  
He runs out and back!  
Well done! Now you say it and mime.

#### CD5 21

##### Exercise 1. Listen and write -ng or -ck.

Teacher: 1. duck, duck 2. thick, thick 3. ring, ring 4. rock, rock. 5. wing, wing 6. back, back

#### CD5 22

##### Exercise 2. Read, listen, and say.

To the Market:  
Teacher:  
Monday morning is market day.  
I go to the market for...  
One fish, for two fish,  
Three eggs, for four eggs,  
Five plums, for six plums,  
Seven cookies, for eight cookies,  
Nine pies, for ten pies,  
And bring them back home to eat.

Monday morning was market day.  
I went to the market to buy food.  
But I ate it all.  
Now I have a tummyache!

#### CD5 23

##### Words with silent g, gh, k, h, Exercise 1. Listen, point, and say.

Teacher: sign, sign. Do you hear g?  
Narrator: No.

Teacher: night, night. Do you hear gh?  
Narrator: No.

Teacher: knee, knee. Do you hear k?  
Narrator: No.

Teacher: whistle, whistle. Do you hear h?  
Narrator: No.

Teacher: architect, architect. Do you hear h?  
Narrator: No.

Teacher: Now let's say the words together.  
Tell me if you hear the sound of the letter.  
sign, sign. Do you hear g?  
night, night. Do you hear gh?  
knee, knee. Do you hear k?  
whistle, whistle. Do you hear h?  
architect, architect. Do you hear h?

Well done! Now practice with a friend.

#### CD5 24

##### Exercise 2.

Look at the picture, write the word, and circle the silent letter.  
Then listen and check your answers.

Number one.  
Teacher: knife, knife. Did you circle k?

Number two.  
Teacher: whale, whale. Did you circle h?

Number three.  
Teacher: white, white, w-h-i-t-e.  
Did you circle h?

Number four.  
Teacher: sign, sign, s-i-g-n.  
Did you circle g?

Number five.  
Teacher: right, right, r-i-g-h-t.  
Did you circle gh?

Number six.  
Teacher: knock, knock, k-n-o-c-k.  
Did you circle k?

Number seven.  
Teacher: light, light, l-i-g-h-t.  
Did you circle gh?

Number eight.  
Teacher: technician, technician, t-e-c-h-n-i-c-i-a-n.  
Did you circle h?

Number nine.  
Teacher: school, school, s-c-h-o-o-l.  
Did you circle h?

Number ten.  
Teacher: spaghetti, spaghetti, s-p-a-g-h-e-t-t-i.  
Did you circle h?

Well done! Now check with a friend.

#### CD5 25

##### Writing Challenge: My Favorite Day, Exercise 1. Listen and complete.

Boy: Monday, August 31st. Yesterday, my basketball team had a big game. We met at the station to go to the tournament. When I tried to catch a fly ball, I crashed into another player and fell on the ground. I twisted my wrist and injured my knee. It really hurt! After the game, I went to the hospital. Luckily, I am okay now. The doctor was very nice so I will write him a thank-you note. I want to be a doctor or a basketball player in the future.

#### CD6 02

##### Long Vowels

##### Exercise 1. Listen and say.

Teacher: Let's listen and say.  
a\_e says /a/a/ tape, /a/a/ snake, /a/a/ cane, /a/a/ gate,  
/a/a/ bake, /a/a/ name, /a/a/ cake, /a/a/ vase.  
e\_e says /e/e/ Pete, /e/e/ Steve, /e/e/ Eve.  
i\_e says /i/i/ pine, /i/i/ line, /i/i/ bite, /i/i/ time,  
/i/i/ five, /i/i/ bike, /i/i/ pipe, /i/i/ dive.  
o\_e says /o/o/ globe, /o/o/ rose, /o/o/ nose,

/o/o/ home, /o/o/ bone, /o/o/ hole, /o/o/ hope,  
/o/o/ rope.  
u\_e says /u/u/ cube, /u/u/ tube, /u/u/ cute,  
/u/u/ mule.

### CD6 03

#### Exercise 2. Point and say the key words. Then listen and check.

Teacher: Point to the pictures and say the key words.  
a\_e says /a/a/ tape, /a/a/ snake, /a/a/ cane, /a/a/ gate,  
/a/a/ bake, /a/a/ name, /a/a/ cake, /a/a/ vase.  
e\_e says /e/e/ Pete, /e/e/ Steve, /e/e/ Eve.  
i\_e says /i/i/ pine, /i/i/ line, /i/i/ bite, /i/i/ time,  
/i/i/ five, /i/i/ bike, /i/i/ pipe, /i/i/ dive.  
o\_e says /o/o/ globe, /o/o/ rose/, /o/o/ nose,  
/o/o/ home, /o/o/ bone, /o/o/ hole, /o/o/ hope,  
/o/o/ rope.  
u\_e says /u/u/ cube, /u/u/ tube, /u/u/ cute,  
/u/u/ mule.

Teacher: Now practice in pairs. Say and spell the words.

### CD6 04

#### Polite Vowels

#### Exercise 1. Listen and say.

Teacher: Let's listen and say.  
/A/ says /E/El/ rain, /E/El/ chain, /E/El/ train, /E/El/ snail.  
/AY/ says /E/El/ day, /E/El/ hay, /E/El/ May, /E/El/ highway.  
/EA/ says /i:/i:/ peach, /i:/i:/ meat, /i:/i:/ seal, /i:/i:/ read.  
/EE/ says /i:/i:/ week, /i:/i:/ cheese, /i:/i:/green, /i:/i:/sleep.  
/EY/ says /i:/i:/ monkey, /i:/i:/ donkey, /i:/i:/ money, /i:/i:/ honey.  
/IE/ says /ai/ai/ pie, /ai/ai/ tie.  
/OA/ says /ou/ou/ boat, /ou/ou/coat, /ou/ou/ goat, /ou/ou/ goal,  
/ou/ ou/ toast.  
/OE/ says /ou/ou/ toe, /ou/ou/ Joe.  
/OW/ says /ou/ou/ window, /ou/ou/ snow, /ou/ou/ crow.  
/UI/ says /u:/u:/ suit, /u:/u:/ juice.  
/UE/ says /u:/u:/ glue, /u:/u:/ blue, /u:/u:/ Tuesday.

### CD6 05

#### Exercise 2. Point and say the key words. Then listen and check.

Teacher: Let's listen and check.  
/A/ says /E/El/ rain, /E/El/ chain, /E/El/ train, /E/El/ snail.  
/AY/ says /E/El/ day, /E/El/ hay, /E/El/ May, /E/El/ highway.  
/EA/ says /i:/i:/ peach, /i:/i:/ meat, /i:/i:/ seal, /i:/i:/ read.  
/EE/ says /i:/i:/ week, /i:/i:/ cheese, /i:/i:/green, /i:/i:/sleep.  
/EY/ says /i:/i:/ monkey, /i:/i:/ donkey, /i:/i:/ money, /i:/i:/ honey.  
/IE/ says /ai/ai/ pie, /ai/ai/ tie.  
/OA/ says /ou/ou/ boat, /ou/ou/coat, /ou/ou/ goat, /ou/ou/ goal,  
/ou/ ou/ toast.  
/OE/ says /ou/ou/ toe, /ou/ou/ Joe.  
/OW/ says /ou/ou/ window, /ou/ou/ snow, /ou/ou/ crow.  
/UI/ says /u:/u:/ suit, /u:/u:/ juice.  
/UE/ says /u:/u:/ glue, /u:/u:/ blue, /u:/u:/ Tuesday.

Teacher: Now practice in pairs. Say and spell the words.

### CD6 06

#### Vowel Digraphs and Murmuring Sounds

#### Exercise 1. Listen and say.

Teacher: Let's listen and say.  
/OU/ says /au/au/ house, /au/au/ mouse.  
/OW/ says /au/au/ cow, /au/au/ brown.  
/OO/ says /u/u/ book, /u/u/ cook.  
/OO/ says /u:/u:/ moon, /u:/u:/ spoon.  
/AU/ says /aw/aw/ August, /aw/aw/ autumn.  
/AW/ says /aw/aw/ straw, /aw/aw/ strawberry.

/OI/ says /oi/oi/ coin, /oi/oi/ point.  
/OY/ says /oi/oi/ boy, /oi/oi/ toy.

/AR/ says /ar/ar/ park, /ar/ ar/ farm.  
/OR/ says /or/or/ horse, /or/or/ corn.  
/UR/ says /ir/ir/ turtle, /ir/ir/ purple, /ir/ir/ nurse.  
/IR/ says /ir/ir/ bird, /ir/ ir/ shirt, /ir/ir/ circle.  
/WOR/ says /wur/wur/ work, / wur/wur/ world.  
The ending /-OR/ says /ir/ir/ doctor.  
The ending /-ER/ says /ir/ir/ teacher, /-er/ says / ir/ir/ hamster.

### CD6 07

#### Exercise 2. Point and say the key words.

Teacher: Are you ready? Let's begin.  
/OU/ says /au/au/ house, /au/au/ mouse.  
/OW/ says /au/au/ cow, /au/au/ brown.  
/OO/ says /u/u/ book, /u/u/ cook.  
/OO/ says /u:/u:/ moon, /u:/u:/ spoon.  
/AU/ says /aw/aw/ August, /aw/aw/ autumn.  
/AW/ says /aw/aw/ straw, /aw/aw/ strawberry.  
/OI/ says /oi/oi/ coin, /oi/oi/ point.  
/OY/ says /oi/oi/ boy, /oi/oi/ toy.

/AR/ says /ar/ar/ park, /ar/ ar/ farm.  
/OR/ says /or/or/ horse, /or/or/ corn.  
/UR/ says /ir/ir/ turtle, /ir/ir/ purple, /ir/ir/ nurse.  
/IR/ says /ir/ir/ bird, /ir/ ir/ shirt, /ir/ir/ circle.  
/WOR/ says /wur/wur/ work, / wur/wur/ world.  
The ending /-OR/ says /ir/ir/ doctor.  
The ending /-ER/ says /ir/ir/ teacher, /-er/ says / ir/ir/ hamster.

Teacher: Now practice in pairs. Say and spell the words.

### CD6 08

#### Consonant Digraphs

#### Exercise 1. Listen and say.

Teacher: Listen and say. Let's begin.  
/SH/ says /sh/sh/ ship, /sh/sh/ shop, /sh/sh/sheep, /sh/sh/ dish.  
/CH/ says /ch/ch/ cheese, /ch/ch/ cherry, /ch/ch/ chick, /ch/ch/ lunch.  
/PH/ says /ph/ph/ phone, /ph/ph/ photo, /ph/ph/ elephant, /ph/ ph/  
phonics.  
/WH/ says /wh/wh/ white, /wh/wh/ whale, /wh/wh/ whistle, /wh/wh/  
whisker.  
/TH/ says /th/th/ thermos, /th/th/ think, /th/th/ thin, /th/th/ bath.  
/TH/ says /th/th/ this, /th/th/ these, /th/th/ that, /th/th/ they.  
/NG/ says /ng/ng/ ring, /ng/ng/ spring, /ng/ng/ swing, /ng/ng/ wing.  
/CK/ says /ck/ck/ duck, /ck/ck/ back, /ck/ck/ rock, /ck/ck/ sock.

### CD6 09

#### Exercise 2. Point and say the key words.

Teacher: Point to the pictures and say the key words.  
Are you ready?  
/SH/ says /sh/sh/ ship, /sh/sh/ shop, /sh/sh/sheep, /sh/sh/ dish.  
/CH/ says /ch/ch/ cheese, /ch/ch/ cherry, /ch/ch/ chick, /ch/ch/ lunch.  
/PH/ says /ph/ph/ phone, /ph/ph/ photo, /ph/ph/ elephant, /ph/ ph/  
phonics.  
/WH/ says /wh/wh/ white, /wh/wh/ whale, /wh/wh/ whistle, /wh/wh/  
whisker.  
/TH/ says /th/th/ thermos, /th/th/ think, /th/th/ thin, /th/th/ bath.  
/TH/ says /th/th/ this, /th/th/ these, /th/th/ that, /th/th/ they.  
/NG/ says /ng/ng/ ring, /ng/ng/ spring, /ng/ng/ swing, /ng/ng/ wing.  
/CK/ says /ck/ck/ duck, /ck/ck/ back, /ck/ck/ rock, /ck/ck/ sock.

Now practice in pairs. Say and spell the words.

**CD6 10****Consonant Blends****Exercise 1. Listen and say.**

*Teacher:* Listen and say. Let's begin.

/BL/ says /b/ /l/ block, /b/ /l/ black, /b/ /l/ blue, /b/ /l/ blanket.  
 /BR/ says /b/ /r/ brush, /b/ /r/ brick, /b/ /r/ bread, /b/ /r/ brown.  
 /CL/ says /c/ /l/ clock, /c/ /l/ cloud, /c/ /l/ clown, /c/ /l/ clap.  
 /CR/ says /c/ /r/ crab, /c/ /r/ crayon, /c/ /r/ crocodile, /c/ /r/ cry.  
 /PL/ says /p/ /l/ plant, /p/ /l/ planet, /p/ /l/ plate, /p/ /l/ play.  
 /PR/ says /p/ /r/ present, /p/ /r/ prize, /p/ /r/ propeller, /p/ /r/ price.  
 More Blends:  
 /FL/ says /f/ /l/ flag. /FR/ says /f/ /r/ frog. /GR/ says /g/ /r/ green.  
 /SN/ says /s/ /n/ snake. /SPR/ says /s/ /p/ /r/ spring.  
 /ST/ says /s/ /t/ stop.

**CD6 11****Exercise 2.****Point and say the key words.**

*Teacher:* Point to the pictures and say the key words. Then listen and check.

Are you ready?

/BL/ says /b/ /l/ block, /b/ /l/ black, /b/ /l/ blue, /b/ /l/ blanket.  
 /BR/ says /b/ /r/ brush, /b/ /r/ brick, /b/ /r/ bread, /b/ /r/ brown.  
 /CL/ says /c/ /l/ clock, /c/ /l/ cloud, /c/ /l/ clown, /c/ /l/ clap.  
 /CR/ says /c/ /r/ crab, /c/ /r/ crayon, /c/ /r/ crocodile, /c/ /r/ cry.  
 /PL/ says /p/ /l/ plant, /p/ /l/ planet, /p/ /l/ plate, /p/ /l/ play.  
 /PR/ says /p/ /r/ present, /p/ /r/ prize, /p/ /r/ propeller, /p/ /r/ price.  
 More Blends:  
 /FL/ says /f/ /l/ flag. /FR/ says /f/ /r/ frog. /GR/ says /g/ /r/ green.  
 /SN/ says /s/ /n/ snake. /SPR/ says /s/ /p/ /r/ spring.  
 /ST/ says /s/ /t/ stop.

Now practice in pairs. Say and spell the words.

**CD6 12****More Rules****Exercise 1. Listen and say.**

*Teacher:* Let's listen and say.

/KN/ says /n/ /n/ knob, /n/ /n/ knock, /n/ /n/ knee, /n/ /n/ knife.  
 /IGH/ says /ai/ /ai/ night, /ai/ /ai/ light, /ai/ /ai/ right.  
 /WR/ says /r/ /r/ write, /r/ /r/ wrist.  
 The ending /-LE/ says /l/ /l/ bubble, /l/ /l/ table, /l/ /l/ needle,  
 /l/ /l/ bottle. The ending /-TION/ says /shun/ /shun/ lotion,  
 /shun/ /shun/ station. The ending /-TURE/ says /chur/ /chur/  
 picture, /chur/ /chur/ future. The ending /-TCH/ says /ch/ /ch/  
 catch, /ch/ /ch/ match, /ch/ /ch/ sketch, /ch/ /ch/ switch.

**CD6 13****Exercise 2. Point and say the key words.**

*Teacher:* Are you ready? Let's begin.

/KN/ says /n/ /n/ knob, /n/ /n/ knock, /n/ /n/ knee, /n/ /n/ knife.  
 /IGH/ says /ai/ /ai/ night, /ai/ /ai/ light, /ai/ /ai/ right.  
 /WR/ says /r/ /r/ write, /r/ /r/ wrist.  
 The ending /-LE/ says /l/ /l/ bubble, /l/ /l/ table, /l/ /l/ needle,  
 /l/ /l/ bottle. The ending /-TION/ says /shun/ /shun/ lotion,  
 /shun/ /shun/ station. The ending /-TURE/ says /chur/ /chur/ picture,  
 /chur/ /chur/ future. The ending /-TCH/ says /ch/ /ch/  
 catch, /ch/ /ch/ match, /ch/ /ch/ sketch, /ch/ /ch/ switch.

Now practice in pairs. Say and spell the words.

**CD6 14****Challenge! Exercise 3. Listen and complete.**

*Boy 1:* Knock, knock.

*Boy 2:* Who's there?

*Boy 1:* Lettuce.

*Boy 2:* Lettuce who?

*Boy 1:* Lettuce in. It's cold out here!

*Girl 1:* Knock, knock.

*Girl 2:* Who's there?

*Girl 1:* Isabel.

*Girl 2:* Isabel who?

*Girl 1:* Isabel necessary on a bicycle?



# Workbook Audio Script

## CD7 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.*

## CD7 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.*

## CD7 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.*

## CD7 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.*

## CD7 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*

*Ministry of Education*

*2022 - 1444*

*182*

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.*

## CD7 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*

## CD7 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.*

## CD7 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.*

## CD7 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.

### CD7 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.

### CD7 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.

### CD7 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?

### CD7 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.

### CD7 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 ...

### CD7 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.

### CD7 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.

### CD7 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.*

### CD7 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.*

### CD7 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.*

### CD7 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*

### CD7 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: Is it?*

*Boys/Group A: Yes.*

Ministry of Education

2022 - 1444

184

*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?*

### CD7 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 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!*

### CD7 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.*

### CD7 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!*

### CD7 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.*

### CD7 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?*

### CD7 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*

### CD7 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.*

*Ministry of Education*

2022 - 1444

We wash the dishes.

They wash the dishes.

### CD7 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.*

### CD7 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!*

### CD7 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.*

### CD7 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*?

### CD7 34

Narrator: I can tell the time from one o'clock to twelve o'clock (on the hour).

2. Listen to the story. Write and draw the time.

Narrator: Jack said ...

Jack/Boy 1: Yesterday, I got up at 7 a.m.

It was late, so I missed the school bus.

Narrator: Samir said ...

Samir/Boy 2: Yesterday, I got up at 6 a.m.

It was early, so I had breakfast and walked to school.

Narrator: Aisha said ...

Aisha/Girl 1: Yesterday, I got up at 5 a.m.

I had a test and I wanted to study.

Narrator: Sabah said ...

Sabah/Girl 2: Yesterday, I got up at 9 a.m.

because I thought it was Thursday!

### CD7 35

Narrator: I can ask about bedtime, using *usually* and *yesterday*.

1. Listen and practice.

Narrator: 1.

Boy 1: What time do you usually go to bed?

Boy 2: I usually go to bed at nine o'clock.

Narrator: 2.

Boy 1: What time did you go to bed yesterday?

Boy 2: I went to bed at nine thirty.

Narrator: Now copy the sentences.

### CD7 36

Narrator: I can say two past tense sentences using *yesterday*.

2. Listen and chant.

Boy: I usually eat lunch at twelve o'clock.

Yesterday, I ate lunch at one o'clock.

I usually come home at three o'clock.

Yesterday, I came home at three thirty.

I usually do my homework at five thirty.

Yesterday, I did my homework at eight thirty.

I usually take a bath at eight o'clock.

Yesterday, I took a bath at six thirty.

### CD7 37

Narrator: I can look at a clock and say what time it is.

2. Listen to the time and draw hands in the clocks.

Narrator: 1. Teacher: One o'clock.

Narrator: 2. Teacher: Three thirty.

Narrator: 3. Teacher: Seven o'clock.

Narrator: 4. Teacher: Eight ten.

Narrator: 5. Teacher: Twelve twenty.

Narrator: 6. Teacher: Four thirty-five.

### CD7 38

Narrator: I can chant the *What Time Do You Do It?* chant.

1. Listen and practice. Match with the clocks.

Girl: At six o'clock, I jump out of bed

And brush my teeth.

At one o'clock, I finish school

And ride the bus home.

At two o'clock, I eat my lunch

وزارة التعليم

Ministry of Education

2022 - 1444

186

And meet my friends.

At ten o'clock, I jump into bed

And dream a lot!

### CD7 39

Narrator: I can point to and read the *What Time Do You Do It?* chant by myself.

2. Look at the chant on page 38. How many times can you read it in one minute?

Girl: At six o'clock, I jump out of bed

And brush my teeth.

At one o'clock, I finish school

And ride the bus home.

At two o'clock, I eat my lunch

And meet my friends.

At ten o'clock, I jump into bed

And dream a lot!

At six o'clock, I jump out of bed ...

### CD7 40

Narrator: I can say, spell, and write words that end in ng; spring, nk; think, ck; clock.

1. Listen and spell the words.

Narrator: 1. Teacher: ring, ring.

Did you say r - i - n - g?

Narrator: 2. Teacher: rock, rock.

Did you say r - o - c - k?

Narrator: 3. Teacher: spring, spring.

Did you say s - p - r - i - n - g?

Narrator: 4. Teacher: back, back.

Did you say b - a - c - k?

Narrator: 5. Teacher: wing, wing.

Did you say w - i - n - g?

Narrator: 6. Teacher: ink, ink.

Did you say i - n - k?

### CD7 41

Narrator: I can write one word starting with each of the following, sh, ch, ph, and wh, and read them.

1. Listen and practice.

Teacher: SH says sh, sh,

sheep, ship, shark.

CH says ch, ch,

cheese, chocolate, cherry.

PH says ph, ph,

phone, photo, elephant.

WH says wh, wh,

white, whale, whistle.

Narrator: Now match with the pictures.

### CD7 42

Narrator: I can do an interview about jobs with a partner.

1. Listen and practice.

Narrator: 1.

Boy 1: What's your dad's name?

Boy 2: My dad's name's Omar.

Boy 1: What does he do?

Boy 2: He's a pilot.

Narrator: 2.

Girl 2: What's your mom's name?

Girl 1: My mom's name's Fatima.

Girl 2: What does she do?

Girl 1: She's a teacher.

### CD7 43

*Narrator: I can say my dad's job.*

#### 1. Listen and practice.

*Teacher: teacher, firefighter, astronaut, housewife, engineer, architect, lawyer, businessman, computer technician, reporter, diver, pilot, nurse, cook, doctor*

*Narrator: Now match with the pictures.*

### CD7 44

*Narrator: I can chant the Space Station Crew chant.*

#### 1. Listen to the questions and say the answers.

*Teacher: Who's he?  
What does he do?  
Where does he work?  
In the train station?  
Who's he?  
What does he do?  
Where does he work?  
In the city hospital?  
Who are they?  
What do they do?  
Where do they work?  
In the fast-food restaurant?*

### CD7 45

*Narrator: I can say two jobs and what they do.*

#### 1. Listen and practice. Fill in the number of the matching photos.

*Narrator: 1.  
Teacher: A doctor helps sick people and works in a hospital.  
Teacher: Did you write 2?  
Narrator: 2.  
Teacher: A pilot flies airplanes and works in an airport.  
Teacher: Did you write 5?  
Narrator: 3.  
Teacher: A scientist studies things. He works in a laboratory.  
Teacher: Did you write 3?  
Narrator: 4.  
Teacher: A cook cooks food. He works in a restaurant.  
Teacher: Did you write 4?  
Narrator: 5.  
Teacher: An architect designs buildings. He works in an office.  
Teacher: Did you write 1?*

### CD7 46

*Narrator: I can point to and read the Jobs chant by myself.*

#### 1. How many times can you read Jobs in one minute?

*Boy: When I grow up,  
I want to be a designer.  
When I grow up,  
I want to be a baker.  
When I grow up,  
I want to be a TV reporter.  
When I grow up,  
I want to be a scientist.  
When I grow up,  
I want to be a writer.  
When I grow up,  
I want to be a doctor.  
When I grow up,  
I want to be a presenter.  
When I grow up,  
I want to be a teacher.*



### CD7 47

*Narrator: I can talk about what someone wants to be when he/she grows up.*

#### 1. Listen and practice. Match with the pictures.

*Boy: When I grow up, I want to be a computer programmer.  
Teacher: Did you match with picture 2?  
Boy: When I grow up, I want to be an engineer.  
Teacher: Did you match with picture 4?  
Boy: When I grow up, I want to be a businessman.  
Teacher: Did you match with picture 3?  
Boy: When I grow up, I want to be a cook.  
Teacher: Did you match with picture 1?*

### CD7 48

*Narrator: I can spell and write words with kn; knife, gh; night and verbs ending in s or es.*

#### 2. Listen and check the right box.

*Teacher: sleeps, sleeps.  
Did you check 2?  
Teacher: eats, eats.  
Did you check 2?  
Teacher: brushes, brushes  
Did you check 3?  
Teacher: comes, comes.  
Did you check 1?  
Teacher: washes, washes.  
Did you check 3?  
Teacher: cleans, cleans.  
Did you check 1?  
Teacher: plays, plays.  
Did you check 1?  
Teacher: watches, watches.  
Did you check 3?  
Teacher: goes, goes.  
Did you check 1?  
Teacher: catches, catches.  
Did you check 3?*

### CD7 49

*Narrator: I can count up to one thousand.*

#### 2. Listen and circle the numbers.

*Teacher: two hundred and fifty  
Teacher: three hundred and twenty  
Teacher: six hundred and seventy  
Teacher: eight hundred and thirty  
Teacher: one thousand  
Teacher: five hundred*

### CD8 02

*Narrator: I can ask a partner about his or her weekend and get the answers.*

#### 1. Fill in the missing words. Then listen and check.

*Girl 1: What did you do over the weekend?  
Girl 2: I cleaned my room.  
Girl 1: That's boring.  
Girl 2: I spoke with my friends on the phone.  
Girl 1: That's fantastic!  
Girl 2: I played computer games.  
Girl 1: That's great!*



### CD8 03

**Narrator:** I can listen to someone's answer about what he or she did over the weekend and make a comment.

#### 1. Listen and practice.

**Narrator:** 1.

**Teacher:** That's fantastic!

**Narrator:** 2.

**Teacher:** That's great!

**Narrator:** 3.

**Teacher:** That's okay.

**Narrator:** 4.

**Teacher:** That's boring.

**Narrator:** 5.

**Teacher:** That's scary!

### CD8 04

**Narrator:** I can say the past form of six regular verbs.

#### 1. Listen and practice.

**Narrator:** 1.

**Teacher:** Add t, t, t, t.

**Narrator:** 1.

**Teacher:** practiced, practiced

**Narrator:** 2.

**Teacher:** watched, watched

**Narrator:** 3.

**Teacher:** cooked, cooked

**Narrator:** 4.

**Teacher:** kicked, kicked

**Narrator:** 2.

**Teacher:** Add d, d, d, d.

**Narrator:** 1.

**Teacher:** cleaned, cleaned

**Narrator:** 2.

**Teacher:** stayed, stayed

**Narrator:** 3.

**Teacher:** played, played

**Narrator:** 4.

**Teacher:** studied, studied

### CD8 05

**Narrator:** I can say two things that I did over the weekend.

#### 1. Listen and write the numbers in the squares.

**Narrator:** 1.

**Teacher:** I practiced my English.

**Narrator:** 2.

**Teacher:** You watched a DVD.

**Narrator:** 3.

**Teacher:** She cooked breakfast.

**Narrator:** 4.

**Teacher:** He kicked a ball.

**Narrator:** 5.

**Teacher:** She cleaned the house.

**Narrator:** 6.

**Teacher:** We stayed at home.

**Narrator:** 7.

**Teacher:** They played outside.

**Narrator:** 8.

**Teacher:** You studied a little.

### CD8 06

**Narrator:** I can read, ask, and answer questions with How many and How much and make sentences with some and any.

#### 1. Listen and fill in the missing words.

**Narrator:** 1.

**Teacher:** How much flour do we need to make a cake?

**Narrator:** 2.

**Teacher:** How many eggs do we need?

**Narrator:** 3.

**Teacher:** How many tomatoes are there in the fridge?

**Narrator:** 4.

**Teacher:** How much milk do you drink in the morning?

**Narrator:** 5.

**Teacher:** How many apples do we need for the apple pie?

**Narrator:** 6.

**Teacher:** We have some sugar, but we don't have any milk.

**Narrator:** 7.

**Teacher:** We have some apples, but we don't have any bananas.

**Narrator:** 8.

**Teacher:** There is some orange juice in the kitchen.

**Narrator:** 9.

**Teacher:** There isn't any oil in the bottle.

**Narrator:** 10.

**Teacher:** There are some chocolates in the box.

### CD8 07

**Narrator:** I can read an English menu and order at a restaurant.

#### 1. Listen and practice. Fill in the missing words.

**Boy 1:** What would you like?

**Boy 2:** I'd like a burger and fries please.

**Boy 1:** Sure. Just a moment.

**Teacher:** Now, fill in the missing words.

### CD8 08

**Narrator:** I can say, read, and write words ending in *nd* and *nt*.

#### 1. Listen and match pictures and letters. Then write the words.

**Teacher:** sand, sand

**Teacher:** tent, tent

**Teacher:** paint, paint

**Teacher:** plant, plant

**Teacher:** stand, stand

**Teacher:** hand, hand

**Teacher:** Now, write the words.

### CD8 09

**Narrator:** I can read English store signs in town.

#### 1. Listen and practice.

**Narrator:** 1.

**Teacher:** Billy Goats Suits and Coats

**Narrator:** 2.

**Teacher:** Blue Cow Shoes

**Narrator:** 3.

**Teacher:** Juicy Fruits

**Narrator:** 4.

**Teacher:** Snow Go!



### CD8 10

**Narrator:** I can talk about a good or a bad thing that happened to me in the past.

#### 1. Listen and match.

**Narrator:** 1.  
**Boy:** Congratulations!  
**Narrator:** 2.  
**Boy:** So did I.  
**Narrator:** 3.  
**Boy:** How strange!  
**Narrator:** 4.  
**Boy:** Sorry about that.  
**Narrator:** 5.  
**Boy:** How scary!

### CD8 11

**Narrator:** I can quickly make comments about what happened in the past.

#### 1. Listen and practice.

**Teacher:** Good things  
**Boy 1:** I saw a UFO.  
**Boy 2:** I saw some balloons in the sky.  
**Boy 1:** I saw a hang glider.  
**Boy 2:** I saw a big bird.  
**Boy 1:** I tried cooking for the first time.  
**Boy 2:** I tried snowboarding.  
**Boy 1:** I tried volleyball.  
**Boy 2:** I went to an art gallery.  
**Boy 1:** I went to a big festival.  
**Boy 2:** I went to Australia.  
**Teacher:** Bad things  
**Boy 3:** I broke my leg.  
**Boy 4:** I broke my arm.  
**Boy 3:** I broke my finger.  
**Boy 4:** I had an operation.  
**Boy 3:** I had a bad cold.  
**Boy 4:** I had a fight.  
**Boy 3:** I lost a football game.  
**Boy 4:** I lost a race.  
**Boy 3:** I lost a computer game.

### CD8 12

**Narrator:** I can say the past form of six irregular verbs.

#### 1. Listen and fill in the chart.

**Narrator:** 1.  
**Teacher:** win, won  
**Narrator:** 2.  
**Teacher:** get, got  
**Narrator:** 3.  
**Teacher:** see, saw  
**Narrator:** 4.  
**Teacher:** is, was  
**Narrator:** 5.  
**Teacher:** make, made  
**Narrator:** 6.  
**Teacher:** lose, lost  
**Narrator:** 7.  
**Teacher:** catch, caught  
**Narrator:** 8.  
**Teacher:** have, had  
**Narrator:** 9.  
**Teacher:** break, broke  
**Narrator:** 10.  
**Teacher:** be, were

### CD8 13

**Narrator:** I can say two sentences using past tense irregular verbs.

#### 1. Listen and draw lines.

**Narrator:** 1.  
**Boy:** I won a race.  
**Narrator:** 2.  
**Boy:** My brother made a rocket.  
**Narrator:** 3.  
**Boy:** My sister caught a cold.  
**Narrator:** 4.  
**Boy:** Mom broke a window.  
**Narrator:** 5.  
**Boy:** Dad saw a UFO.  
**Narrator:** 6.  
**Boy:** Grandpa got a trophy.

### CD8 14

**Narrator:** I can read and write the My Brother Khaled chant in the past or present tense and add my own pictures.

#### 1. Fill in the missing words with past tense verbs. Then listen and check.

**Narrator:** My Brother Khaled

**Girls:** My Brother Khaled  
Went to the cupboard,  
To find something to eat.  
But when he got there,  
The cupboard was bare,  
And so he had nothing to eat.  
He went to the grocer's,  
To buy some fruit and milk.  
But when he came back,  
He was holding  
an empty brown bag.  
Poor Khaled!

### CD8 15

**Narrator:** I can use some and any in sentences and write a new chant.

#### 1. Listen and practice the opinions.

**Boy:** I think this chant is easy.  
**Boy:** I think this chant is exciting.  
**Boy:** I think this chant is funny.  
**Boy:** I think this chant is great.

### CD8 16

**Narrator:** I can say, read, and write words with f, ph, and gh.

#### 1. Listen, match, and practice.

**Teacher:** f says /f/, friends, friends.  
**Boys:** friends, friends  
**Teacher:** ph says /f/, elephant, elephant.  
**Boys:** elephant, elephant  
**Teacher:** gh says /f/, laugh, laugh.  
**Boys:** laugh, laugh  
**Teacher:** f says /f/, farm, farm.  
**Boys:** farm, farm

### CD8 17

**Narrator:** I can read and rewrite a short text using me, you, him, her, us, them.

#### 1. Listen and complete the missing words. Remember to use a capital letter at the beginning of sentences.

**Boy:** Yesterday, we went to an adventure park. Our father drove us there. My sister and I saw some friends from school and played with them. Then we went on rides with our parents. It was great fun! After the rides, Dad got me a burger. My sister didn't want one, so he got her an ice cream. We were really good, so Dad promised to take us again next week. I can't wait!

### CD8 18

**Narrator:** I can ask a friend three questions about his or her school.

#### 1. Listen and practice.

**Teacher:** 1.

**Boy 1:** What's the name of your school?

**Boy 2:** Bedrock Elementary School.

**Teacher:** 2.

**Boy 1:** How many students are there in your school?

**Boy 2:** About 500.

**Teacher:** 3.

**Boy 1:** Do you have school lunch at your school?

**Boy 2:** Yes, we do. Every day.

**Teacher:** 4.

**Boy 1:** Does your school have school buses?

**Boy 2:** No, it doesn't.

**Teacher:** 5.

**Boy 1:** Do you have a school uniform?

**Boy 2:** Yes, we do.

**Teacher:** 6.

**Boy 1:** What time does your school start?

**Boy 2:** It starts at 8 o'clock.

### CD8 19

**Narrator:** I can write about my school and talk about it.

#### 1. Listen and write about Jasmine's school.

**Jasmine:** Hi! Let me introduce my school.

The name of my school is Riverview Elementary School.

There are about 350 students in my school.

We don't have school lunch at our school.

Our school has a school bus.

Our school starts at 8:30.

### CD8 20

**Narrator:** I can talk about my favorite subject this year and last year.

#### 1. Listen and fill in the missing words.

**Teacher:** This year Amal likes science.

Last year she liked art.

This year Hashim likes math.

Last year he liked English.

### CD8 21

**Narrator:** I can say which grade I'm in this year and which grade I was in last year.

#### 1. Fill in the missing words. Then listen and check.

**Narrator:** 1.

**Teacher:** My sister is in the second grade this year. Last year she was in the first grade.

**Narrator:** 2.

**Teacher:** My brother is in the third grade this year. Last year he was in the second grade.

**Narrator:** 3.

**Teacher:** Aisha is in the fourth grade this year. Last year she was in the third grade.

**Narrator:** 4.

**Teacher:** Ali is in the fifth grade this year. Last year he was in the fourth grade.

**Narrator:** 5.

**Teacher:** Amal is in the sixth grade this year. Last year she was in the fifth grade.



### CD8 22

**Narrator:** I can read the *Rana Had a Little Lamb* chant, rewrite it in the present tense, and present it with pictures.

#### 1. Fill in the missing words with past tense verbs. Then listen and check.

**Narrator:** Rana Had a Little Lamb

**Girls:** Rana had a little lamb.

Its fleece was white as snow.

Everywhere that Rana went,

The lamb was sure to go.

It followed her to school one day,

Which was against the rules.

It made the children laugh and play,

To see a lamb at school.

### CD8 23

**Narrator:** I can read and write Our English Class Rules, make a poster with pictures, and present it.

#### 1. Write three more rules that you have to follow at school. Use the rules on page 71 as examples.

**Teacher:** Make pairs and write rules like these:

Don't shout; speak clearly.

Stand up when you present.

Don't make too much noise when you play games.

Listen to the teacher.

Speak English in class.

### CD8 24

**Narrator:** I can say, read, and write words beginning with *sc*, *sk*, and *sq*.

#### 1. Listen and circle the words you hear.

**Teacher:** skateboard, square, squid, sky, scary, skirt

**Girl:** skateboard, square, squid, sky, scary, skirt

### CD8 25

**Narrator:** I can read about someone's school and write about my own school.

#### 2. Answer the questions about your school.

**Narrator:** 1.

**Girl:** What's the name of your school?

**Narrator:** 2.

**Girl:** Where is it?

**Narrator:** 3.

**Girl:** Are there many classrooms in your school?

**Narrator:** 4.

**Girl:** How many students are there?

**Narrator:** 5.

**Girl:** How many students are in your class?

**Narrator:** 6.

**Girl:** Is there a library?

**Narrator:** 7.

**Girl:** Are there library rules? Can you write one library rule?

**Narrator:** 8.

**Girl:** Is there a large school yard?

**Narrator:** 9.

**Girl:** What do you do in the yard?

**Narrator:** 10.

**Girl:** Is there a "smart classroom" in your school?

### CD8 26

**Narrator:** I can say two things I should or shouldn't do to live a healthy life.

**1. Listen and match with the pictures.**

**Narrator:** 1.

**Teacher:** What should you do to live a healthy life?

**Boy 1:** I should get up early. I should go to bed early.

**Narrator:** 2.

**Teacher:** What should you do to live a healthy life?

**Boy 2:** I shouldn't eat junk food. I shouldn't play too many computer games.

**Narrator:** 3.

**Teacher:** What should you do to live a healthy life?

**Boy 3:** I shouldn't watch too much TV. I should do some exercise.

### CD8 27

**Narrator:** I can say if I live a healthy life or not.

**3. Listen and then write if you live a healthy life or not.**

**Teacher:** Listen to the example first.

**Boy:** Hello. I'm Charlie. Let me tell you about my healthy life. I got 52 points. I think I live a very healthy life. From now on, I should do some exercise, and I shouldn't eat too much junk food. That's all.

**Teacher:** Now write about yourself.

### CD8 28

**Narrator:** I can answer two past tense questions about what I did this morning.

**1. Listen and check the correct box.**

**Narrator:** 1.

**Teacher:** Did you get up early this morning?

**Girl 1:** Yes, I got up early this morning.

**Narrator:** 2.

**Teacher:** Did you drink milk this morning?

**Girl 1:** No, I didn't drink milk this morning.

**Narrator:** 3.

**Teacher:** Did you eat breakfast this morning?

**Girl 2:** Yes, I ate breakfast this morning.

**Narrator:** 4.

**Teacher:** Did you brush your teeth this morning?

**Girl 2:** Yes, I brushed my teeth this morning.

### CD8 29

**Narrator:** I can ask a partner or teacher two questions about what they did this morning.

**2. Listen and fill in the chart.**

**Narrator:** 1.

**Teacher:** play, played

**Narrator:** 2.

**Teacher:** get up, got up

**Narrator:** 3.

**Teacher:** talk, talked

**Narrator:** 4.

**Teacher:** eat, ate

**Narrator:** 5.

**Teacher:** brush, brushed

**Narrator:** 6.

**Teacher:** do, did

**Narrator:** 7.

**Teacher:** watch, watched

**Narrator:** 8.

**Teacher:** go to bed, went to bed

**Narrator:** 9.

**Teacher:** drink, drank

**Narrator:** 10.

**Teacher:** cook, cooked

### CD8 30

**Narrator:** I can read and practice the *Early to Bed* chant by myself.

**1. Listen and fill in the missing words.**

**Narrator:** Early to Bed

**Boys:** Early to bed

And early to rise,

Makes you

Healthy, wealthy, and wise.

**Narrator:** Late to Bed

**Boys:** Late to bed

And late to rise,

Makes you

Sleepy, grumpy, and tired.

### CD8 31

**Narrator:** I can ask and answer questions about aches and give reasons.

**1. Listen and match parts A and B.**

**Girl:** He has a headache because he watched DVDs until very late last night.

**Girl:** He has a stomachache because he ate a whole pizza by himself.

**Girl:** She has a toothache because she never goes to the dentist.

**Girl:** She has an earache because she has a bad cold.

**Girl:** I'm very tired because I went to sleep very late last night.

### CD8 32

**Narrator:** I can say, read, and write words with *ur* and *ir*.

**1. Listen and match. Then write the words.**

**Narrator:** 1.

**Teacher:** ur, ur, turtle

**Narrator:** 2.

**Teacher:** ir, ir, shirt

**Narrator:** 3.

**Teacher:** ur, ur, burger

**Narrator:** 4.

**Teacher:** ir, ir, girl

**Narrator:** 5.

**Teacher:** ur, ur, purple

**Narrator:** 6.

**Teacher:** ir, ir, bird

### CD8 33

**Narrator:** I can do a shopping dialogue with a partner.

**2. Listen and fill in the missing words.**

**Girl 1:** Hello.

**Girl 2:** Hi.

**Girl 1:** Can I help you?

**Girl 2:** Yes, please. I want a scarf.

**Girl 1:** Which one? This one?

**Girl 2:** Yes, thanks. How much is it?

**Girl 1:** It's 50 SR.

**Girl 2:** Okay.

**Narrator:** Now practice the dialogue. Use the words in Exercise 1.

### CD8 34

**Narrator:** I can tell a partner how to get to two places on the map.

**1. Listen and fill in the missing words.**

**Boy 1:** Excuse me. Where's the post office?

**Boy 2:** Go straight, turn left, and you'll find it on your right.

**Boy 1:** Is it far from here?

**Boy 2:** It's only a few minutes.

**Boy 1:** Thank you.

**Boy 2:** You're welcome.

### CD8 35

*Narrator:* I can give someone directions in my town when I'm asked.

#### 1. Listen and draw.

*Narrator:* A.

*Teacher:* Turn right.

*Narrator:* B.

*Teacher:* Turn left.

*Narrator:* C.

*Teacher:* Go straight.

*Narrator:* D.

*Teacher:* Turn right and then turn left.

### CD8 36

*Narrator:* I can say six names of stores.

#### 1. Listen and match.

*Narrator:* 1.

*Teacher:* I'm going to the bakery.

*Narrator:* 2.

*Teacher:* You're going to the bookstore.

*Narrator:* 3.

*Teacher:* He's going to the stationery store.

*Narrator:* 4.

*Teacher:* She's going to the flower store.

*Narrator:* 5.

*Teacher:* We're going to the DVD store.

*Narrator:* 6.

*Teacher:* They're going to the candy store.

### CD8 37

*Narrator:* I can say what I want and where I'm going to buy it.

#### 1. Listen and fill in the missing words.

*Narrator:* 1.

*Girl 1:* I want pens and pencils.  
I'm going to the stationery store.

*Narrator:* 2.

*Girl 2:* I want some chocolate.  
I'm going to the candy store.

*Narrator:* 3.

*Girl 1:* I want some DVDs.  
I'm going to the DVD store.

*Narrator:* 4.

*Girl 2:* I want some bread.  
I'm going to the bakery.

*Narrator:* 5.

*Girl 1:* I want some magazines.  
I'm going to the bookstore.

*Narrator:* 6.

*Girl 2:* I want some plants.  
I'm going to the flower store.

### CD8 38

*Narrator:* I can read and chant the *There Was a Little Green House* chant.

#### 1. Listen and practice.

*Narrator:* There Was a Little Green House

*Teacher:* There was a little green house,

And in the little green house,

There was a little brown house,

And in the little brown house,

There was a little yellow house,

And in the little yellow house,

There was a little white house,

And in the little white house,

There was a little red heart.

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Ministry of Education

2022 - 1444

192

### CD8 39

*Narrator:* I can write my own version of the *There Was a Little Green House* chant, add my own pictures, and present it.

#### 2. Listen and fill in the missing words.

*Narrator:* 1.

*Boy 1:* There's a post office near my house.

*Narrator:* 2.

*Boy 2:* There are many convenience stores in my town.

*Narrator:* 3.

*Boy 1:* There was a candy store near our school when I was little.

*Narrator:* 4.

*Boy 2:* There were many people in the street last night.

### CD8 40

*Narrator:* I can say, read, and write words with *u\_e* and *ue*.

#### 1. Listen and fill in the missing letters.

*Narrator:* 1.

*Teacher:* tissue, t-i-s-s-u-e

*Narrator:* 2.

*Teacher:* blue, b-l-u-e

*Narrator:* 3.

*Teacher:* cute, c-u-t-e

*Narrator:* 4.

*Teacher:* June, J-u-n-e

*Narrator:* 5.

*Teacher:* glue, g-l-u-e

*Narrator:* 6.

*Teacher:* barbecue, b-a-r-b-e-c-u-e

### CD8 41

*Narrator:* I can read six signs in my town in English.

#### 1. Listen and match. Then practice.

*Teacher:* First listen and match with the signs.

*Narrator:* 1.

*Teacher:* No parking.

*Narrator:* 2.

*Teacher:* Keep off the grass.

*Narrator:* 3.

*Teacher:* No skateboards.

*Narrator:* 4.

*Teacher:* No bicycles.

*Narrator:* 5.

*Teacher:* No shouting.

*Narrator:* 6.

*Teacher:* Library.

*Narrator:* 7.

*Teacher:* Warning! Please switch off all cell phones.

*Narrator:* 8.

*Teacher:* Please do not litter.

*Narrator:* 9.

*Teacher:* No eating. No drinking.

*Narrator:* 10.

*Teacher:* No balls.

*Narrator:* Now listen again and practice.

### CD8 42

*Narrator:* I can say where I'm going, how long it takes, and what I'm going to do on a trip.

#### 1. Listen and practice.

*Narrator:* 1.

*Boy 1:* I'm going to Makkah. It takes about four hours to get there. I'm going sightseeing.

*Narrator:* 2.

*Boy 2:* I'm going to Sydney. It takes about sixteen hours to get there. I'm going sailing.

Narrator: 3.

Boy 2: I'm going to Vancouver. It takes about fifteen hours to get there.  
I'm going snowboarding.

### CD8 43

Narrator: I can do a dialogue between a flight attendant and a customer with a partner.

1. Listen and practice the A part. Then listen again and practice the B part.

Boy 1: Good evening. What would you like to eat?

Boy 2: Hi. What do you have?

Boy 1: Beef or fish? Noodles or rice?

Boy 2: Beef and rice, please.

Boy 1: Here you go.

Boy 2: Thank you.

Boy 1: You're welcome.

### CD8 44

Narrator: I can chant the *Going To + Verb* chant.

1. Listen and match with the pictures.

Narrator: 1.

Boy 1: I'm going to visit the city of Abha in Asir.

Narrator: 2.

Boy 2: You're going to watch camel races in Riyadh.

Narrator: 3.

Boy 1: He's going to visit the Children's Art Show at the Kingdom Tower.

Narrator: 4.

Boy 2: She's going to shop in Dubai.

Narrator: 5.

Boy 1: We're going to go rock climbing in the Wadi Rum Reserve, in Jordan.

Narrator: 6.

Boy 2: They're going to eat traditional dishes in Lebanon.

### CD8 45

Narrator: I can say where I want to go on my trip and what I want to do there.

1. Listen and draw lines.

Teacher: I'm going to Najran to visit a famous museum.

I'm going to Dubai to shop for new clothes.

I'm going to Riyadh to watch the camel races.

I'm going to Sydney to buy some new computer games.

I'm going to Jeddah to visit the old town.

I'm going to Jizan to walk along the sea.

I'm going to Jordan to climb up a big rock in the Wadi Rum Reserve.

I'm going to Lebanon to eat traditional dishes.

I'm going to Oman to see the huge turtles near the beach.

### CD8 46

Narrator: I can read the *A Small and Beautiful World* chant by myself.

1. Listen and fill in the missing words.

Narrator: A Small and Beautiful World

Teacher: An astronaut floated by

In the quiet, dark sky.

He saw a small and beautiful world alight

With seas of blue and clouds of white.

As he floated silently by

He thought, I wonder why

Some people laugh,

And some people cry

On that small and beautiful world,

With seas of blue and clouds of white,

Shining in sunlight.

### CD8 47

Narrator: I can write my own chant, add my own pictures, and present it with my opinion.

1. Answer the questions.

Narrator: 1.

Teacher: Why are you here?

Boy 1: Because I want to learn English.

Narrator: 2.

Teacher: Why do you eat chocolate ice cream?

Boy 2: Because it's my favorite.

Narrator: 3.

Teacher: Why are you holding your head?

Boy 1: Because I have a headache.

### CD8 48

Narrator: I can read different words by myself and use *too* or *enough* to say if something is the right or wrong size, price, etc.

1. Listen, find, and circle.

Narrator: 1. Sounds and Letters

Teacher: beautiful, seas, enough, silently, barbecue, laughing, photo, squid, shining

Narrator: 2. Days

Teacher: Tuesday, Monday, Thursday, Sunday, Friday, Wednesday, Saturday

Narrator: 3. Months

Teacher: February, May, March, June, January, September, July, November, August, April, October, December

Narrator: 4. Pronouns

Teacher: you, they, he, we, she, I, mine, yours, hers, ours, me, him, us, them

Teacher: Now practice with a partner.

### CD8 49

Narrator: I can read and write a short postcard from my trip.

1. Listen and read.

Boy: Saturday, December 16th, Jeddah

Dear Mark,

How are you? I'm in Saudi Arabia.

It took ten hours to fly here.

I'm having a great time.

I'm learning to ride.

It's fantastic. The desert is amazing!

See you soon,

Omar



## 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 3. 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
14	5	Exercise 1. Listen and practice
15	5	Exercise 2. Small Talk
16	5	Exercise 3. Interview your teacher and friends

17	5	Exercise 1. Listen and practice
18	5	Exercise 2. Listen, point, and chant
19	5	Exercise 3. What Time Is It?
20	5	Exercise 1. Listen, chant, and do
21	5	Exercise 3. Action Game
22	5	Exercise 1. Listen, point, and say
23	5	Exercise 2. Listen, number, and write
24	5	Exercise 3. Can you write the words
25	6	Exercise 1. Listen and practice the words
26	6	Exercise 2. Small Talk
27	6	Exercise 3. Interview your teacher and friends
28	6	Exercise 1. Listen and chant in pairs
29	6	Exercise 2. What Do They Do?
30	6	Exercise 1. Listen, chant, and do
31	6	Exercise 3. Job Action Guessing Game
32	6	Exercise 1. Listen, say, and match
33	6	Exercise 2. Listen, say, and number
34	6	Exercise 3. Listen and point

## CD 3 Audio Track List

Track	Unit	Student Book Section
2	7	Exercise 1. Listen and practice
3	7	Exercise 2. Ask, Listen, and Comment
4	7	Exercise 1. Listen and practice
5	7	Exercise 2. Listen and chant
6	7	Exercise 3. Listen and practice
7	7	Exercise 4. Verb Game 1
8	7	Exercise 4. Verb Game 2
9	7	Exercise 1. Listen and read
10	7	Exercise 2. Listen and circle
11	7	Exercise 4. Ordering in a Restaurant
12	7	Exercise 1. Listen, read, and practice
13	7	Exercise 2. Listen and check
14	7	Exercise 3. Listen and circle the words
15	7	Exercise 4. In the Shopping Mall
16	8	Exercise 1. Listen and practice
17	8	Exercise 2. Ask, Listen, and Comment
18	8	Exercise 1. Listen and practice
19	8	Exercise 2. Listen and chant
20	8	Exercise 3. Listen and practice
21	8	Exercise 4. Verb Game 1
22	8	Exercise 4. Verb Game 2
23	8	Exercise 1. Listen and read
24	8	Exercise 2. Practice in pairs
25	8	Exercise 3. What did they cook?
26	8	Exercise 1. Listen, point, and practice
27	8	Exercise 2. Listen and circle
28	8	Exercise 3. Listen and read
29	8	Exercise 5. A Fun Day
30	9	Exercise 1. Listen and practice
31	9	Exercise 2. Practice in pairs
32	9	Exercise 3. My School
33	9	Exercise 1. Listen and chant
34	9	Exercise 2. Ask a partner questions

35	9	Exercise 3. Listen and practice
36	9	Exercise 4. Subject Race 1
37	9	Exercise 4. Subject Race 2
38	9	Exercise 1. Listen and read
39	9	Exercise 2. Practice in pairs
40	9	Exercise 3. Listen, Match, and Present

## CD 4 Audio Track List

Track	Unit	Student Book Section
2	9	Exercise 1. Listen, point, and practice
3	9	Exercise 2. Listen and complete the words
4	9	Exercise 4. My School
5	10	Exercise 1. Listen and practice
6	10	Exercise 2. Healthy Life Test
7	10	Exercise 1. Listen and chant
8	10	Exercise 2. Ask a partner questions
9	10	Exercise 3. Listen and practice
10	10	Exercise 4. Verb Game 1
11	10	Exercise 4. Verb Game 2
12	10	Exercise 1. Listen and read
13	10	Exercise 3. What's the matter?
14	10	Exercise 1. Listen, point, and practice
15	10	Exercise 2. Listen and complete the words
16	10	Exercise 3. Read and then listen
17	10	Exercise 4. Clothing Store
18	11	Exercise 1. Listen and practice
19	11	Exercise 2. Showing the Way
20	11	Exercise 1. Listen and chant
21	11	Exercise 2. Listen and practice
22	11	Exercise 3. Shopping Game
23	11	Exercise 3. What do you want?
24	11	Exercise 1. Listen and read
25	11	Exercise 2. Chant in pairs
26	11	Exercise 3. Write, Draw, and Present
27	11	Exercise 1. Listen, point, and practice
28	11	Exercise 2. Listen and number
29	11	Exercise 4. Signs
30	12	Exercise 1. Listen and practice
31	12	Exercise 2. In-Flight Ordering
32	12	Exercise 1. Listen and chant
33	12	Exercise 2. Listen and practice
34	12	Exercise 3. Travel and Do
35	12	Exercise 3. What are you going to do there?
36	12	Exercise 1. Listen and read
37	12	Exercise 3. Read, Match, and Present
38	12	Exercise 1. Can you read these words?
39	12	Exercise 2. Listen, read, and chant
40	12	Exercise 3. Holiday Postcard

## CD 5 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
18	5	Exercise 1. Listen, point, and say
19	5	Exercise 2. Listen to the sound
20	5	Exercise 3. Listen, point, and say
21	5	Exercise 1. Listen and write
22	5	Exercise 2. Read, listen, and say
23	6	Exercise 1. Listen, point and say
24	6	Exercise 2. Look at the picture
25	6	Exercise 1. Listen and complete

## CD 6 Audio Track List

Track	Unit	Phonics Practice Section
2	7	Exercise 1. Listen and say
3	7	Exercise 2. Point and say the key words
4	8	Exercise 1. Listen and say
5	8	Exercise 2. Point and say the key words
6	9	Exercise 1. Listen and say
7	9	Exercise 2. Point and say the key words
8	10	Exercise 1. Listen and say
9	10	Exercise 2. Point and say the key words
10	11	Exercise 1. Listen and say
11	11	Exercise 2. Point and say the key words
12	12	Exercise 1. Listen and say
13	12	Exercise 2. Point and say the key words
14	12	Exercise 3. Listen and complete

## CD 7 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
34	5	Exercise 2. Listen to the story
35	5	Exercise 1. Listen and practice
36	5	Exercise 2. Listen and chant
37	5	Exercise 1. Listen to the time
38	5	Exercise 1. Listen and practice
39	5	Exercise 2. Look at the chant
40	5	Exercise 1. Listen and spell the words
41	5	Exercise 1. Listen and practice
42	6	Exercise 1. Listen and practice
43	6	Exercise 1. Listen and practice
44	6	Exercise 1. Listen to the questions
45	6	Exercise 1. Listen and practice
46	6	Exercise 1. Read the chant
47	6	Exercise 1. Listen and practice
48	6	Exercise 2. Listen and check the right box
49	6	Exercise 2. Listen and circle the numbers

## CD 8 Audio Track List

Track	Unit	Workbook Section
2	7	Exercise 1. Fill in the missing words
3	7	Exercise 1. Listen and practice
4	7	Exercise 1. Listen and practice
5	7	Exercise 1. Listen and write
6	7	Exercise 1. Listen and fill in the missing words
7	7	Exercise 1. Listen and practice
8	7	Exercise 1. Listen and match pictures and letters
9	7	Exercise 1. Listen and practice
10	8	Exercise 1. Listen and match
11	8	Exercise 1. Listen and practice
12	8	Exercise 1. Listen and fill in the chart

13	8	Exercise 1. Listen and draw lines
14	8	Exercise 1. Fill in the missing words
15	8	Exercise 1. Listen and practice the opinions
16	8	Exercise 1. Listen, match, and practice
17	8	Exercise 1. Listen and complete the missing words
18	9	Exercise 1. Listen and practice
19	9	Exercise 2. Listen and write
20	9	Exercise 1. Listen and fill in the missing words
21	9	Exercise 1. Fill in the missing words
22	9	Exercise 1. Fill in the missing words
23	9	Exercise 1. Write
24	9	Exercise 1. Listen and circle the words you hear
25	9	Exercise 2. Answer the questions
26	10	Exercise 1. Listen and match with the pictures
27	10	Exercise 3. Listen and then write
28	10	Exercise 1. Listen and check the correct box
29	10	Exercise 2. Listen and fill in the chart
30	10	Exercise 1. Listen and fill in the missing words
31	10	Exercise 1. Listen and match
32	10	Exercise 1. Listen and match
33	10	Exercise 2. Listen and fill in the missing words
34	11	Exercise 1. Listen and fill in the missing words
35	11	Exercise 1. Listen and draw
36	11	Exercise 1. Listen and match
37	11	Exercise 1. Listen and fill in the missing words
38	11	Exercise 1. Listen and practice
39	11	Exercise 2. Listen and fill in the missing words
40	11	Exercise 1. Listen and fill in the missing letters
41	11	Exercise 1. Listen and match
42	12	Exercise 1. Listen and practice
43	12	Exercise 1. Listen and practice
44	12	Exercise 1. Listen and match with the pictures
45	12	Exercise 1. Listen and draw lines
46	12	Exercise 1. Listen and fill in the missing words
47	12	Exercise 1. Answer the questions
48	12	Exercise 1. Listen, find, and circle
49	12	Exercise 1. Listen and read

# 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").		64 (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").		48	
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)	48	
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").			80 (ur, ir) , 88 (u_e, ue)
8	Recognize and produce consonant endings: (/nk/ as in "bank", /ɪŋ/ as in "spring", /k/ as in "clock", /nd/ as in "sand", /nt/ as in "tent").		40 (nk, ng, ck) 56 (nd, nt)	
9	Recognize and produce the consonant blend (/sk/ as in "skate", "square" and "scarf").			72 (sc, sk, sq) 96
10	Recognize the silent gh as in "night" and the silent k as in "knee".		48 (kn, gh)	
11	Ask questions using <i>What, Who, Where, Why, Whose</i> .	2, 3, 5, 7, 9, 10, 18, 19, 26, 31	34, 58, 59	66, 68, 81 ( <i>which</i> ), 82, 83, 84, 85, 90, 91, 92, 93, 95
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> .		54, 55, 63	66, 81, 84, 85, 86
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	43, 58, 60 ( <i>was/were</i> ), 65	66, 68, 95
14	Tell the time ( <i>o'clock, half past, a quarter to, a quarter past</i> ).		34, 35, 37, 38, 39	
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	34, 35, 36, 38, 39	66, 67, 75, 78, 79

## Objectives We Can 3

16	Talk about occupations.		42, 43, 44, 45, 46, 47	
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	58, 59	
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 ( <i>at home/ school</i> ), 30 ( <i>by the fire</i> ), 32		80, 81, 83, 86, 87, 92, 94
20	Talk about possession using possessive pronouns ( <i>mine, yours, his, hers</i> ), <i>Whose</i> and the Possessive Case ('s).	5, 17		95, 96
21	Talk about different items in a house using <i>There is/There are</i> .	25 (there is with objects)	56	73 ( <i>school</i> ), 86, 87
22	Identify and talk about food.	8, 30 (more food items spread throughout)	54, 55, 62, 63	76, 79, 91, 95
23	Order at a restaurant using <i>I'd like</i> .	( <i>I'd like to ... p.25</i> )	55	91
24	Give directions.			82, 83
25	Talk about rules using the imperative.			71, 89
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	34, 35, 36, 37, 38, 41, 43, 44, 45, 46, 47, 50, 51, 52, 54, 55, 57, 58, 59, 60, 62, 63, 64, 65	66, 67, 68, 70, 79, 81, 83, 84, 90, 91, 92 (activities through all pages)
27	Identify places in a town using the Past Simple of the verb <i>to be</i> .		(was/were) 58, 60, 62	(places:) 82, 83, 84, 85 (was/were) 68, 70, 95
28	Talk about the different times of the day (in the afternoon, in the evening).	31	34	76, 77, 79, 80, 88
29	Use prepositions of time ( <i>in, on, before, at, after</i> ).	31	34, 35, 38, 39, 49, 50, 51, 65	66, 67, 68, 91
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> .		58, 60, 62	68, 70, 86, 87, 95
31	Talk about past activities and events (Past Simple of regular and irregular verbs).		34, 35, 36, 50, 51, 52, 53, 58, 59, 60, 61, 62, 63, 65	68, 70, 76, 77, 79, 80, 97
32	Make comparisons, e.g. people, animals, using the comparative and superlative form.	12, 14, 15		95
33	Talk about future plans using <i>going to</i> .			90, 92, 93
34	Use conjunctions ( <i>because, and, but</i> ).	25	54, 62-65	70, 73, 76, 78, 79, 83-87, 94, 96

## Objectives We Can 3

35	Use intensifiers (so, very).	15, 23	59, 61, 62, 65	71, 75, 95
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: 38, 43, 44, 46, 49, 50, 53, 54, 55, 56, 57, 58, 62, 63, 64, 65	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. 67, 68, 70, 71, 73, 78, 79, 80, 84, 86, 87, 95, 96, 97
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)	35, 37, (38), 43, (44), 45, (46), 47, 50, 51, 55, 59, 62, 63	66, 67, 79, 80, 81, 82, 83, 86, 90, 91, 95, 96, 97
38	Read and count cardinal numbers to 1,000.		49	
39	Read and comprehend simple sentences and simple texts.	throughout <b>We Can 3</b> e.g. 2, 4, 5, 6, 7, 11, 12, 14, 15, 17, 19, 21, 22, 23, 25, 27, 28, 31	throughout <b>We Can 3</b> e.g. 39, 44, 45, 47, 50, 51, 54, 55, 57, 59, 63, 64	68, 71, 74, 75, 79
40	Read simple illustrated stories.	2, 4, 7, 15, 17, 23, 30, 31	38, 44, 46, 50, 51, 55, 57, 58, 62, 63, 65	66, 70, 74, 78, 80, 81, 84, 86, 90, 91, 92, 94, 95
41	Recognize basic rules of punctuation.		Writing and copying tasks in pages 51–65	Writing and copying tasks in pages 66–97
42	Understand the main idea and specific information in short simple texts.	2, 4, 6, 7, 12, 15, 17, 23, 25, 27, 30, 31	38	
43	Associate verbal with visual information.	3, 4, 5, 7, 8, 13, 15, 16, 17, 24, 31, 32 Throughout WC3 with photos, pictures and charts.	37, 39, 45, 48, 50, 52, 55, 56, 57, 58, 60, 62, 63, 64, 65	66, 68, 70, 72, 74, 76, 78, 79, 80, 81, 82, 84, 86, 88, 89, 90, 91, 92, 94, 95
44	Apply basic rules of punctuation (e.g. use capital letters, full stops, question marks, exclamation marks).	Writing tasks through WB	Writing tasks: e.g. 54, 65	67, 72, 73, 88, 95
45	Write short simple words/phrases to complete a paragraph.		65	67, 72, 95
46	Write simple sentences to convey personal information.	Throughout various WB pages	54	73, 97
47	Write short answers to simple questions.	Throughout various WB pages	Throughout various WB pages	
48	Use the definite and indefinite article (a, an, the).	6, 7, 10, 12, 14, 15, 17	42, 44, 46, 51, 52, 58, 60, 62, 65 (and writing tasks)	66, 68, 70, 73, 79, 80, 82, 83, 84, 86, 87, 92, 94, 95, 96 (and writing tasks)
49	Link ideas with <i>and</i> , <i>then</i> .	4, 6, 15, 30, 31	e.g. 38, 65	e.g. 94

الرمز	الحد الأدنى	By the end of the year students will be able to:
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_e</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 "town", <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 <i>schwa</i> 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 "purse" 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> .

