

TEACHER'S GUIDE  
4

**WE CAN!**

## We Can! Teacher's Guide 4

Published by McGraw-Hill ESL/ELT, a business unit of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY 10020. Copyright © 2014 by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or shared in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

ISBN: 9780077162115

### Series consultant: Mayumi Tabuchi

**Project manager:** Judy MacDonald

**Development editor:** Steve Longworth

**Editor:** Anne Tseng

**Production manager:** Alfonso Reyes

**Designer:** Kate Vandestadt, Vandestadt Design

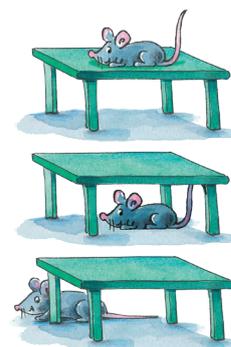
**Design supervision:** Peter Shaw



Copyright © 2014. Exclusive rights by The McGraw-Hill Companies, Inc. for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw-Hill. This Regional Edition is not available outside Europe, The Middle East and Africa.

# Contents

Introduction		iv
About the Teacher's Guide		2
<b>Unit 1</b>	<b>Wild Animals</b>	<b>4</b>
<b>Unit 2</b>	<b>From Here to There</b>	<b>14</b>
<b>Unit 3</b>	<b>My House</b>	<b>24</b>
<b>Unit 4</b>	<b>My Things</b>	<b>34</b>
<b>More!</b>		<b>44</b>
Picture Dictionary		56
Word List		60
Audio Script		61
Flashcard and Poster List		79
Teaching Tips		80
Audio Track Lists		82
Grade 5 Objectives		84



# **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**

# 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.

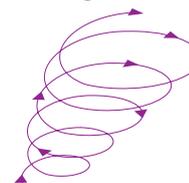
Many courses teach vocabulary in separate "bubbles". Students quickly forget the language they have learned when they move to the next topic or unit. They also never learn how to combine what they have learned in order to communicate.

### 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 Student Books 1 to 6, 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 Books 1 & 2** – Fun Time!

**Student Books 3 & 4** – Fun Time!

**Student Books 5 & 6** – 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 expression, like big smiles.
2. Use your body to make big gestures.
3. Talk with a strong voice.
4. Keep eye contact when you speak to someone.

# Syllabus

Unit and Topic	Talk Time	Rhythms and Listening
1 Wild Animals	Look! It's (a baby monkey, an elephant). Monkeys are cute. Elephants are big. Where's the (lion, snake)? It's over there. / It's here.	Chant: <i>Animal Chant</i> I will catch a (monkey, elephant, tiger, snake, bear) by the (toes, tail, nose). Sounds: monkey, elephant, tiger, snake, bear
2 From Here to There	Excuse me. Where's the train station? Walk straight and turn left. How do you go to school? I walk. How about you? I go by school bus.	Chant: <i>When You See a Red Light</i> red, yellow, green, stop, wait, go
3 My House	Hello. Welcome to our house. Would you like to come in? Yes, please. I'll show you around. Thanks. This is the (living room).	Chant: <i>Where's the Boy?</i> Where's (Joe, mother, the boy)? In the (bathroom, kitchen, dining room, yard, bedroom).
4 My Things	Can I have some candy? Sure. Here you go. Great! Thanks. How many are there? Let's count them. Numbers 1–100. That's a lot.	Chant: <i>Things on My Desk</i> pens, pencils, paper, glue, scissors, erasers, candy

Words in Action	Phonics	More!
Elephants (are big, have trunks). Zebras (are black and white, have stripes). Crocodiles (are scary, have big teeth). Chimpanzees (are smart, have long arms). Snakes (are long, have no arms or legs). Hippos (are fat, have big mouths).	Long/short vowels and clever -e o and o_e, u and u_e, oo, ea octopus, fox, rose, rope cup, bus, duck, cube, huge, uniform book, foot, cook, food, boot, moon head, bread, feather, peach, meat, bread Final s hippos, crocodiles, snakes, elephants, dresses, faces	Phonics, People and Animals Long vowel sounds Words with short and long oo Which animal is it? Can/Can't do – People and Animals She has long, brown hair ... Story Time Introduction
Watch out! It's a / an (truck, bus, train, motorbike, car, bicycle, taxi, police car, ambulance). taxi stand, hospital, school, train station, airport, space station, moon	Consonant clusters/blends st, sl, bl, cl, fl, gl, pl station, step, stop, sleep, slip, black, blue, class, clock, plant, plate, glass, glue, flag, fly Consonant digraphs sh, ch ship, sheep, chip, cheese	Phonics, Places, Time, and Activities Words with gr, gl and cr, cl Words with fl, fr and dr, tr Whose wallet is it? Places in Town – Location Telling the Time – What time is it? Story Time 1
The mouse is (on, in, under, next to, behind) the (chair, cupboard, bed, fridge, table).	Consonant clusters/blends pr, fr, prize, present, fries, frog Diphthongs ou mountain, cloud, mouse, house Short vowels o, u dot, not, hot, ox, fox, box, nut, but, cut, sun, fun, run	Phonics, Houses, and Food Words with br, pr Words with wh, w, h, and ph Prepositions of place – There is/ There are Present Simple 1 Guessing Game: Is it sweet or sour? Story Time 2
What's this? / What are these? It's a / They're (computer game/s, comic book/s, music player/s, cell phone/s, wallet/s, watch/es).	Consonant clusters/blends sm, sn, sp, sw smile, small, snail, snack, spider, spring, sport, sweater, swing, swan Vowels - a, e, i, o, u fat, cat, sat, mat, hen, pen, in, on, fox, box, bug, rug.	Phonics, Routines, Jobs, and Weather Words with sm, sn and st, sl Words with bl, br, fl, fr, cl, cr, dr Present Simple 2 Jobs – What does he/she do? Talk about the weather – What's the weather like today? Story Time 3

# 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

Each unit in the Teacher's Guide has five sections: Talk Time, Rhythms and Listening, Words in Action, Phonics/Sounds and Letters, and More!. The first 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 five sections in each unit 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 Listening:** 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:** 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. 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.

- ★ **More!:** Familiar and new language items are introduced and practiced, or extended through different activities. Literacy skills are further reinforced through carefully designed phonics and reading/writing activities. There is clear signposting in both the Student's and the Teacher's Book, indicating when to deal with these activities. Note that More! activities are not optional, as they focus on required syllabus items and specific grade objectives.

## Key Features

- ★ **Classroom English:** This is introduced on the facing page 3. 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.

- ★ **S** Small / **B** 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
- ★ More! Audio CD Script
- ★ Flashcard and Poster List

## Series Components

- ★ Student Book
- ★ Teacher's Guide
- ★ Class Audio CD Program
- ★ Flashcards
- ★ Poster Pack
- ★ Interactive Whiteboard Software & e-book
- ★ Test Bank

# Unit 1 Wild Animals

## Lesson 1 • Talk Time

### Materials

- ★ The Zoo poster
- ★ Zoo Animals flashcards
- ★ Optional – a pointer

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.

### 1 Listen and point. Audio script page 61

Have the children open their books to page 2. Point to Safrout and Safrouta and say, "They are at the zoo. What animals can you see?" Try to elicit the animal names from the students. Play the CD and let them listen to the talk.

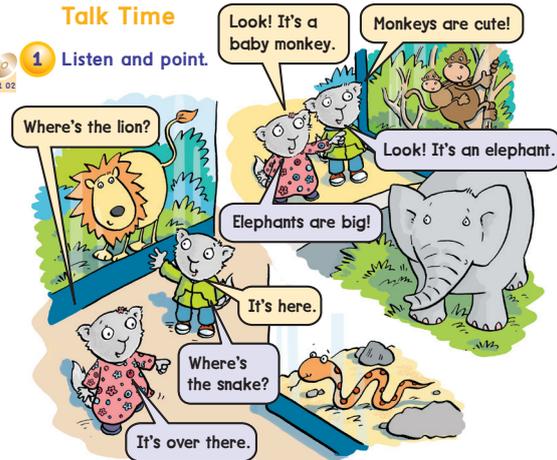
Say, "Monkeys are cute. What animals are cute?" Refer to The Zoo poster and let the students use the pointer or their finger to point to animals they think are cute. Teach the animal names they point to and say together, "(Animal in the plural form) are cute." Say, "Elephants are big. What animals are big?" Refer to The Zoo poster and let students point to animals they think are big. Teach the animal names they point to and say together, "(Animal in the plural form) are big."

Ask, "Are zebras big?" and elicit "Yes, they are." or "Yes, they are big." Say, "How about elephants?" Mime and say, "Elephants are very big." Have students use "very" with other words, e.g. very tall: "Giraffes are very tall."; very short, very small, very slow, very quiet, very noisy, etc.

## Unit 1 Wild Animals

### Talk Time

#### 1 Listen and point.



#### 2 Practice the talks in pairs.

#### 3 Act out the talks in pairs.



2

### 2 Practice the talks in pairs.

Place the monkey, elephant, snake, and lion flashcards around the room. Have the students stand up and find a partner. Have them practice the talks once with the CD (as they point to the animal cards around the room), then ask them to do it again without the CD. Circulate around the room to make sure all of the students are speaking English.

### 3 Act out the talks in pairs.

Bring each pair to the front of the class and have them act out the talk.



**Remember the Big Four. Remind your students to practice these four important points when they speak English: smile, use appropriate gestures, speak in a loud voice, and maintain good eye contact.**

**Fun Time!**

**4 Find the Animal**  
Listen to the teacher and look for the animal. Say the letter.

**I Can ...**

- act out the talks about wild animals.
- tell friends the names of six wild animals using the animal chart.

Now go to More! pages 70, 71

3 Unit 1

To extend the game, ask student volunteers to say, "Where's the (animal)?"

### Goal Check

#### Goal 01

Have students make pairs and ask each pair to come up to you and practice the talks about wild animals.

**S** Check the box in their books once they have completed this goal.

**B** When they have finished, have them sit down and check the box in their books.

#### Goal 02

Have the students stand up and take turns standing in front of the class while holding their books open to page 3. In front of the other students, they should point to six wild animals and say their names out loud. Then they should return to their seats and check the box once they have completed the goal.

## Fun Time!

### 4 Find the Animal Audio script page 61

Take the tiger, monkey, snake, lion, giraffe, elephant, zebra, hippo, ostrich, rhinoceros, kangaroo, koala, and polar bear flashcards and place them face down on the table. Have the students take turns turning them over and saying the names of the animals together.

Have the students turn to page 3 and tell them it's an animal game. Listen to the CD. Say, "Let's play!"

Start off the game by asking, "Where's the (animal)?" about the same animals that are in the audio script. Then, continue with the rest of the animals until you have asked about all of the animals on the page.

Students should point to the animals on the page once they have found them and say, "It's here. It's (letter name)." When they find each animal, say, "Good! That's right!" Students can say, "We got it!" when they come to an animal that is more challenging to find.

Please do **Long Vowel Sounds and Words with short and long oo**, pages 70, 71, from More! Unit 1. See Teaching Notes on page 44, We Can!4 Teacher's Book.

# Lesson 2

## Rhythms and Listening

**Materials**

- ★ Classroom English poster
- ★ The Zoo poster
- ★ Zoo Animals flashcards

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Refer to the Classroom English poster to give any directions in English at the beginning of class.

### 1 Chant and mime. Audio script page 61

Have the children open their books to page 4. See if you can elicit any of the vocabulary (names of animals) on that page. Put all of the Zoo Animals flashcards on the table and ask five student volunteers to find those animal cards and place them around the room.

Play the CD and have the students listen to the chant while looking at the pictures. Encourage the children to point to the animal pictures as the chant mentions those animals.

Play the CD again and have them chant along with the CD. Now, have the students stand up and decide as a class what kind of gesture you could make as you "catch" each animal, and how you mime each animal when the animal sounds are heard. As you make the gesture, make the sound the animal makes as said in the chant.

Play the CD again and have the students chant, make the "catch" gestures. Encourage them to mime each animal. Emphasize the highlighted words in the chant.

**Rhythms and Listening**

**1 Chant and mime.**  **Animal Chant**

I will **catch** a monkey, by the **toes**, by the **toes**.  
 I will **catch** a monkey, by the **toes!**  
 ... a **monkey**, by the **toes!**  
 ... an **elephant**, by the **trunk!**  
 ... an **elephant**, by the **trunk!**  
 ... a **tiger**, by the **tail!**  
 ... a **tiger**, by the **tail!**  
 ... a **snake**, by the **head!**  
 ... a **snake**, by the **head!**  
 ... a **bear**, by the **nose!**  
 ... a **bear**, by the **nose!**

**Sounds and Letters**

**2 Listen, say, and match.**   **o\_e**

o octopus   **rose**

fox   **rope**

u

### Sounds and Letters

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

Tell the students to look at the pictures and the words on page 4, Activity 2. Have them name the objects and animals. Elicit answers from more outgoing students and have the rest of the class repeat. Play the CD and have the students listen and match words and pictures in their books. Circulate and monitor. Play the CD again, and have students listen and repeat.

Divide the class into two groups. Tell the students that you are going to mime an object or animal and groups will take turns saying the word for it. For example, mime rose by pretending to hold a rose close to your nose in order to smell it. Elicit the word from one of the groups.

**Fun Time!**

**3 What Animal Is This? Game**  
Listen and guess.

**I Can ...**

- chant the *Animal Chant*.
- play the What Animal Is This? Game with a partner.

**Advice Time**

It's better to be as smart as a wolf than to be as strong as a lion.

Now go to More! page 72

5 Unit 1

**Goal Check**

**Goal 03** ✓

**S** Have the students stand up and chant the *Animal 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 *Animal Chant*. After they have successfully chanted it, have them check the goal box in their books.

**Goal 04** ✓

Students should pair up with a partner and play one round of the What Animal Is This? Game in front of the class. Once they have successfully done this, they should return to their seats and check the box in their books.

Please do **Which animal is it?**, page 72, from More! Unit 1. See Teaching Notes on page 45, We Can!4 Teacher's Book.

**Fun Time!**

**3 What Animal Is This? Game** Audio script page 61

Have the students look at the picture on page 5. Play the CD and have the students listen. Then, ask the students to stand up and say, "Are you ready? Let's start."

Play the game at first as a class. Place the monkey, elephant, tiger, snake, and bear flashcards in front of the room. Ask, "What animal is this?" and play the animal sounds at the end of CD1 06. When the students guess the sound correctly, they should say, "I know. It's a (animal)." and make the gesture for that animal. (Note: They must say, "It's an..." for elephant.)

Next, have them find a partner and continue the game. Circulate around the room to make sure the students are speaking English. Play the last part of the CD as many times as necessary.

## Lesson 3 • Words in Action

### Materials

- ★ Opposites flashcards
- ★ The Zoo poster
- ★ Zoo Animals flashcards

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Play the *Animal Chant* and mime as a class.

### 1 Listen, point, and say. Audio script page 61

Have the students open their books to page 6. Elicit what kinds of animals are on the page and refer to The Zoo poster.

Listen to the CD and have the students point to the pictures. Go over each animal, pointing out the body parts, colors, and relevant adjectives (scary, smart). Refer to the My Body flashcards and Colors posters, if necessary, or point to objects in the classroom.

Play the CD again and have the students point to the pictures as they say the sentences along with the CD.

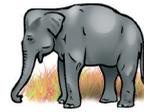
### 2 Practice the sentences in pairs.

Have the students make pairs. Invite one pair to the front of the classroom. Prompt one student to say the name of one of the animals on page 6 and then prompt the other to say one of the sentences about that animal. Then, have them switch parts.

Once everyone knows what to do in their pairs, have the students take turns saying the names of the animals and the sentences that describe them. Circulate around the room and help any students who need assistance in saying the sentences.

### Words in Action

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



1. Elephants ...  
are big.  
have trunks.



2. Zebras ...  
are black and white.  
have stripes.



3. Crocodiles ...  
are scary.  
have big teeth.



4. Chimpanzees ...  
are smart.  
have long arms.



5. Snakes ...  
are long.  
have no arms or legs.



6. Hippos ...  
are fat.  
have big mouths.

#### 2 Practice the sentences in pairs.

One partner says the animal name. The other says one thing about it. Then switch.

6

**Fun Time!**

**3 Animal Two Hints Game**  
 Listen to two hints and say the animal's name.

**I Can ...**

- say something about three wild animals.
- play the Animal Two Hints Game.

Now go to More! page 73

7 Unit 1

names of animals from students, or use flashcards and have students ask and answer in pairs, like this: "Do you like polar bears?", "Yes, I do." or "No, I don't". Have them write the name of each animal and mark YES or NO so they can compare answers in class. Ask them to find out which are the most and least popular animals in class and make a poster.

**Goal Check**

**Goal 05** ✓

**S** Have the students stand up and say something about three wild animals. Check the box in their books after they have said it.

**B** Have the students form groups of four and take turns standing up in front of the group and saying something about three wild animals. After they have successfully said it, have them check the goal box in their books.

**Goal 06** ✓

Play the Animal Two Hints Game. After the students have successfully played it, they should check the box in their books.

Please do **Can/Can't do – People and Animals**, page 73 from More! Unit 1. See Teaching Notes on page 45, We Can!4 Teacher's Book.

**Fun Time!**

**3 Animal Two Hints Game** Audio script page 62

Have the students look at the picture on page 7. Play the CD and have the students listen. Say, "Are you ready? Let's play!"

Place the elephant, zebra, crocodile, chimpanzee, snake, and hippo flashcards on the board. Say two sentences about one of the animals from page 6. When the students know what animal it is, they should raise their hand. When they are called on, they should say, "I know! (name of animal)." Continue until every student has had a chance to guess correctly. Have students say, "This was very easy!" when they find the animal very quickly or "This was very difficult!" when they have to try hard.

**Optional Activity: I like lions but I don't like snakes.**

Have students choose an animal that they like and one they don't like. Say, "I like chimpanzees but I don't like snakes." Have students repeat. Invite students to talk about their animals. Elicit the

# Lesson 4 • Phonics

Materials

- ★ The Alphabet A–Z flashcards
- ★ The Alphabet a–z flashcards

## Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Play the What Animal Is This? Game.

## Sounds and Letters

- 1 Listen, point, and say.**  Audio script page 62  
Then read and number 1 or 2.

Ask the students to look at the pictures, and say the words in the boxes. Explain to them that although “head” and “read” are both written with “ea”, they have a different sound, i.e. “head” is read as /e/ and “read” is read as /i/.

Write 1/e/ and 2 /i/ on the board, say each word, and have the students identify the sound and say the number.

Play the CD and have students listen, point to the picture, and say. Play the CD again and ask them to read and number each word according to the sound. Say the word “bread” and have students look at the example. Check answers in class.

- 2 Listen, point, and say.**  Audio script page 62  
Then match with u or u\_e.

Hold up the U flashcard or write U on the board and have students think of words that begin with a U, or have U in the middle of the word. Point to the pictures and say “tub” and “tube”. Have the students repeat. Write the words on the board and invite the students to spot the difference, i.e. clever “e” that changes the sound.

Play the CD and have the students listen and say the words as they point to the pictures. Play the CD again and have them match words and letters. Ask the students to compare their answers. Circulate and help when necessary.

Phonics

Sounds and Letters

**1 Listen, point, and say. Then read and number 1 or 2.** 

<p>1 /e/</p>  head	<p>2 /i/</p>  read
 feather	 peach
<input type="checkbox"/> feather	<input type="checkbox"/> peach
 meat	 bread
<input type="checkbox"/> meat	<input checked="" type="checkbox"/> bread

**2 Listen, point, and say. Then match with u or u\_e.** 

U says ... u, u, tub  and U says ... u, u, tube 

 cup	 bus
 cube	 duck
 uniform	 huge

u

u\_e

**3 Listen, say, and match.** 

food 		 foot
book 		moon 
boot 		cook 

- 3 Listen, say, and match.**  Audio script page 62

Have the students look at the pictures and the words. Point to the examples and say “food”, using a gesture to show that it is a longer sound. Then say “book” and indicate that it is a short sound. Play the CD and have them listen and say. Then play the CD again and have them match pictures and words. Have them work in pairs, repeating the words.

- 4 Read and number.**  Audio script page 63  
Then listen and check.

Have the students look at the pictures in 4. Write 1 /z/, 2 /s/, 3 /iz/. Point to a student’s arms, say “arms”, and point to z and number 1 on the board. Continue with the other two words. Use animal and body flashcards or mime. Say the words and have the students repeat. Ask the students to read and number the words. Point out the example. Have them work in pairs and check. Play the CD and have the students check. Play the CD again and have the students read the words. Encourage students to listen and correct each other.

**4** Read and number. Then listen and check.

1 /z/      2 /s/      3 /iz/

arms      trunks      noses

1 hippos      crocodiles      snakes

elephants      dresses      faces

**Fun Time!**

**5** Phonics Race

Say and mime words in pairs. Use these letters.

o o\_u ea u  
u\_e oo

o\_e says rose ...      o says hot ...

**I Can ...**

- listen, point, and match pictures, words, and letters.
- say, read, and write the sounds for ea, peach and ea, head; u, duck; u\_e, cube; oo, book and oo, boot by myself.

Now go to More! pages 74, 75

9 Unit 1

### Goal Check

**Goal 07** ✓

**S** Have the students listen to the words on the CD, match with the right pictures, words, and letters. Check the box in their books after they have done it.

**B** Have the students form groups of four and take turns listening to the words on the CD and matching with the right pictures, words, and letters. You may want to use flashcards instead of the pictures in the book. After they have successfully done it, have them check the goal box in their books.

**Goal 08** ✓

Each student should write a word for each sound. Check the box in the students' books once they have accomplished the goal.

Please do **She has long, brown hair ...** and **Story Time Introduction**, pages 74, 75, from **More! Unit 1**. See Teaching Notes on page 46, **We Can!4 Teacher's Book**.

## Fun Time!

**5** Phonics Race  Audio script  
CD1 13 page 63

**Say and mime words in pairs. Use these letters: o o\_u ea u u\_e oo**

Have the students look at page 9 and listen to the CD. Say, "Are you ready? Let's start!" Write the letters on the board and elicit words from the students. Have them form pairs. Mime and say, "o\_e says rose" and invite one of your confident students to say, "o says hot" and mime.

Have another pair of students demonstrate for the class. Ask the students to mime as many words as they can for each letter/combination of letters. Circulate and monitor; help when necessary. Ask pairs to come to the front of the class say the letter or letters and mime the word without saying it. The rest of the pairs have to identify and say the word.

# Extension Activities

## Lesson 1 • Talk Time

### Materials:

- ★ Zoo Animals flashcards

### Speedy Safari

First, teach the vocabulary on the Zoo Animals flashcards by placing them face down on the table. Have the students take turns turning them over and saying the names of the animals together.

Divide the class into two teams. The first team must sit down and close their eyes. The second team chooses five Zoo Animals flashcards and hides them around the room. When the second team has hid all five flashcards, they should say, "Okay! We're finished! Open your eyes!" The first team opens their eyes and puts their hands to their eyes as if they were holding binoculars. One member of the second team says, "Where's the (animal)?" The members of the first team must find the animal flashcard. When they find it, they should say, "It's here!"

Another member of the second team says, "Where's the (animal)?" and this round of the game continues until all five animals are found. Then, the teams should switch roles and the first team chooses five new animal flashcards.

## Lesson 2 • Rhythms and Listening

### Materials:

- ★ The Zoo poster
- ★ Paper (A4 size)

### My Animal

Review the animals on The Zoo poster. Students should choose an animal from the poster. Write the following on the board and tell the students to copy it on a sheet of paper.

My Animal

It's \_\_\_\_\_.

What is it?

It's \_\_\_\_\_.

In the first blank, students will write the color(s) of their animal. Then in the box, they will draw a picture of it or stick a photo. In the second blank under the box, they write the name of the animal. They should include the article a/an before the name of the animal.

Once everyone is finished, students will take turns standing in front of the class and talking about their animal.

## Lesson 3 • Words in Action

### Materials:

- ★ My Body flashcards (We Can 1) – head, shoulder, knee, toe, mouth, arm, leg, hand, tooth, nose, ear, eye, finger, and neck or your own word cards.
- ★ Slips of paper, numbered from 1 to 6
- ★ Zoo Animals flashcards

### Animal Body Parts Game

Review all of the flashcards. Put the numbers in one pile at the front of the class; the My Body flashcards in another pile; and then spread out the Zoo Animals flashcards where all of the students can see them.

Take one number and one My Body card. Say what is on the flashcard and the number on the slip. (For example, “Four legs.”) The students must look at the Zoo Animals flashcards and call out the names of the animals that have that many body parts. (For example, A bear, tiger, lion, giraffe, crocodile, elephant, zebra, hippo, rhinoceros, polar bear, rabbit, pig, and goat all have four legs.)

If no animal exists with that number of body parts, (for example, there aren't any animals with three necks) say, “No!” and shake your head.

## Lesson 4 • Phonics

### Materials:

- ★ Blank cards or small pieces of paper (about  $\frac{1}{4}$  of an A4)

### Letter and Sound Guessing Game

Have all of the students open their books to pages 8 and 9. Play the CD tracks from CD1 09 to CD1 12 and review the sounds, letters, and words.

Have each student or pair of students write one of the words on a piece of paper or card. Place the pieces of paper/cards face down in a pile and have students pick one and read it to the class. The first student or pair that can say which letter

or letters are used in the word wins and reads the next word. Keep score on the board or have one of the students keep score. Ask the winners to choose words for a spelling game in the next lesson.

### Materials:

- ★ The Alphabet T–Z flashcards
- ★ The Alphabet t–z flashcards

### Spelling practice

(Note: As students using the **We Can!** workbooks will have already received plenty of practice writing the lower case alphabet, this exercise is intended for students who are not using the workbooks or who simply need extra letter writing practice.)

Shuffle the alphabet cards and have each pair select one or more cards. Ask them to think of a word that begins with each one of the letters and spell it. The rest of the class have to listen and write the word and decide if it's right or wrong. If it's correct, the pair gain a point and can spell two more words. The pair with most points wins.

# Unit 2 From Here to There

## Lesson 1 • Talk Time

### Materials

- ★ Transport poster
- ★ Optional – a pointer

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant the *If You're Happy and You Know It* chant or any other chant that the students like.

#### 1 Listen and point. Audio script page 63

Have the children open their books to page 10. Play the CD and let them listen to the talk.

Ask the students to stand up and follow you. Stand with your back to the students and raise your right hand. Say, "Right!" and have the students repeat as they hold up their right hands. Clasp your two hands horizontally in front of you. Say, "Turn right!" and have the students repeat as they move their hands to the right.

Now stand with your back to the students and raise your left hand. Say, "Left!" and have the students repeat as they hold up their left hands. Clasp your two hands horizontally in front of you. Say, "Turn left!" and have the students repeat as they move their hands to the left.

Elicit the name of the nearest train station. Point to the boy in the picture and say, "For the train station, you walk straight and turn left." Draw a simple map on the board of going straight and turning left to a station. Walk your fingers through the map to the station and elicit the directions "Walk straight" and "Turn left" from the students.

Elicit the name of the students' school. Ask, "How do you go to school?" Point to the picture of the boy walking. Say, "He walks." Point to the picture of Safroot riding a school bus. Say, "Safroot goes by school bus."

## Unit 2 From Here to There

### Talk Time

 **1 Listen and point.**



Excuse me. Where's the train station?

Walk straight and turn left.

How do you go to school?

I walk. How about you?

I go by school bus.

#### 2 Practice and act out the talks in pairs.

#### 3 Listen, point, and say. Then write the missing letters.

 station    step    stop  
Walk straight two \_\_\_eps  
and \_\_\_op!



#### 2 Practice and act out the talks in pairs.

Have the students stand up and find a partner. Have them practice the talks once with the CD, and then ask them to do it again without the CD. Have pairs come to the front of the class and act out. If the students are having trouble remembering what to say, divide the talks into two parts.

#### 3 Listen, point, and say. Audio script page 63 Then write the missing letters.

Have the students look at the picture of the boy and talk about what he's doing and where he's going. Point to the stop sign and say, "STOP". Play the CD and have the students listen, point, and say. Play the CD again and have the students read and write the missing letters. Say the sentence and ask the students to repeat. Let them practice in pairs. Have some students stand up and say the sentence paying attention to pronunciation and intonation.

## Fun Time!

### 4 Which Way Are You Looking?

Close your eyes and try to follow.



#### I Can ...

- act out the talks about directions and going places with a partner.
- give directions to a partner, saying "Turn left", "Turn right", and "Walk straight."



Now go to More! pages 76, 77

11 Unit 2

wrong way, they are out of the game and have to sit down. After that, use your own combination of directions by saying:

- Turn left.
- Turn right.
- Walk \_\_\_\_\_ step(s).

To extend the game, ask student volunteers to give directions.

## Goal Check

### Goal 09

Have students make pairs and ask each pair to come up to you and practice the talks.

**S** Check the box in their books once they have completed this goal.

**B** When they have finished, have them sit down and check the box in their books.

### Goal 10

Have students make pairs and take turns giving directions to their partner, saying "Turn left," "Turn right," and "Walk straight." Then they should return to their seats and check the box once they have completed the goal.

Please do **Words with gr, gl and cr, cl** and **Words with fl, fr and dr, tr**, pages 76, 77, from More! Unit 2. See Teaching Notes on page 47, We Can!4 Teacher's Book.

## Fun Time!

### 4 Which Way Are You Looking?

Audio script  
CD1 16 page 63

Ask the students to stand up and review "turn left" and "turn right", as was done in Exercise 1, Listen and point.

Have the students turn to page 11 and look at the picture. Listen to the CD. Say, "Let's play!" Everyone stands up and moves the desks, tables, and chairs out of the way for safety.

Ask a student volunteer to come to the front and close his/her eyes. Tell the student, "Turn left. Turn left. Walk straight three steps. Turn right. Now, open your eyes." (This is exactly like the audio script.) If the student is facing the correct way, say, "Very good!" and if they are facing the wrong way, say, "Oh, no! Please sit down."

Now, all of the students can stand up and play. For the first time, use the exact same directions. If they are facing the correct way, they can stay in the game, but if they made a mistake and are facing the

# Lesson 2

## Rhythms and Listening

**Materials**

- ★ Red, yellow, and green construction paper, three straws, and tape to make three “traffic lights”

### Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Review the names of colors and chant the *Who is Wearing Green?* chant.

**1 Chant and do the actions.**  Audio script page 63

Before class, cut out one circle each of red, yellow, and green construction paper. Tape each circle to a straw to use as props for the activities in this lesson.

Have the children open their books to page 12. Play the CD and have the students listen to the chant while looking at the pictures. After the chant is over, ask the students to stand up. Point to the first traffic light on the page and ask, “What color is it?” Elicit that the light is red. Say, “Red means...” Elicit that “red” means “stop”. Do an action for “stop” by stopping suddenly with the palm of your hand outstretched in front of you.

Point to the second traffic light and ask, “What color is it?” Elicit that the light is yellow. Say, “Yellow means wait.” Do an action for “wait” by putting your hands to your sides and not moving.

Point to the third traffic light and ask, “What color is it?” Elicit that the light is green. Say, “Green means...” Elicit that “green” means “go”. Do an action for “go” by walking.

Play the CD again and have them do the actions in the chant. Finally, play the CD again and have the students chant and do the actions. Emphasize the highlighted words in the chant.

**Rhythms and Listening**

**1** Chant and do the actions. 

**When You See a Red Light** 

When you see a **red** light, **red** light, **red** light.  
When you see a **red** light, **stop**, **stop**, **stop**.

When you see a **yellow** light, **yellow** light, **yellow** light. 

When you see a **yellow** light, **wait**, **wait**, **wait**.

When you see a **green** light, **green** light, **green** light. 

When you see a **green** light, **go**, **go**, **go**.

**2** Sounds and Letters  letters, say, and number. Then write the missing

ship   chip   slip 

eep   eese   eep 

12

Use the red, yellow, and green construction paper circles as props when you teach the actions and chant the chant.

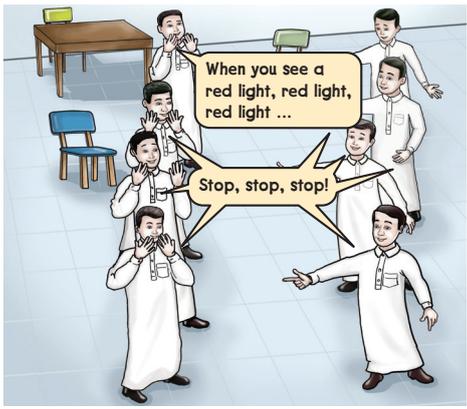
 **Be aware of differences in the traffic light on the page and the traffic lights in the students’ country – the order of the lights may be different, or the lights may be horizontal rather than vertical.**

**2 Listen, say, and number. Then write the missing letters.**  Audio script page 63

Have the students look at the pictures and name what they see. Have them listen to you say each word and point to the right picture. Play the CD and have the students listen, repeat, and number each of the three pictures at the top, as they hear it. Play the CD again and have the students read and write the missing letters. Ask students to compare answers. Check in class.

**Fun Time!**

**3 Traffic Signal Game**  
Listen to the leader and say what to do.



**I Can ...**

- chant the *When You See a Red Light* chant.
- say if a traffic signal says to stop, wait, or go.

Now go to **More!** page 78

13 Unit 2

After a few turns, choose new student leaders. Continue the game until everyone has had a chance to be the leader.

### Goal Check

#### Goal 11

- S** Have the students stand up and chant the *When You See a Red Light* 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 *When You See a Red Light* chant. After they have successfully chanted it, have them check the goal box in their books.

#### Goal 12

Have the students stand in a single file line. Hold up the red, yellow, and green construction paper circles or point to pictures or circles on the board, and elicit whether they should stop, wait, or go. If a student cannot do this, he/she must go to the end of the line, listen to the other students, and try again when it is his/her turn. Hold up or point to the circles in a different order for each student. Once they have successfully done this, they should return to their seats and check the box in their books.

Please do **Whose wallet is it?**, page 78, from **More!** Unit 2. See **Teaching Notes** on page 48, **We Can!**4 Teacher's Book.

## Fun Time!

### 3 Traffic Signal Game Audio script page 63

Have the students look at the picture on page 13. Then, ask the students to stand up and say, "Are you ready? Let's start."

Choose two student volunteers to come to the front of the class. Prompt them to chant, "When you see a red light..." The other students must say what to do, "Stop, stop, stop!"

After that, the student leaders can decide what to chant next. They can chant, "When you see a red light..."; "When you see a yellow light..."; or "When you see a green light." The other students must listen to the student leaders and say, "Stop, stop, stop!"; "Wait, wait, wait!" or "Go, go, go!" Another version of this game is to have the students chant the first part in a soft voice or a loud voice and have the students answer at the same volume. Alternatively, the students could answer by saying the word softly the first time, louder the second time, and even louder the third and final time.

## Lesson 3 • Words in Action

### Materials

- ★ Transport poster
- ★ A toy car or other vehicle, or a cutout

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *What Are You Doing?* chant.

### 1 Listen, point, and say. Audio script page 64

Have the students gather around you. Hold one hand with two fingers down to represent a person. With the other hand, move the toy car or cutout toward the "person" and say, "Watch out! It's a (vehicle)!" as the "person" jumps out of the way. Act out this scene a few times and have the students join in warning the "person" of the approaching vehicle.

Have the students open their books to page 14. See if any of the students can tell you the names of the vehicles. Listen to the CD and have the students point to the pictures along with the CD.

Play the CD again and have the students point to the pictures as they say the sentences along with the CD.

### Words in Action

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

Watch out! It's a / an ...



1. truck



2. bus



3. train



4. motorbike



5. car



6. bicycle



7. taxi



8. police car



9. ambulance

#### 2 Practice the words in pairs. Then race your partner.



14

### 2 Practice the words in pairs. Audio script page 64 Then race your partner.

Have the students make pairs. Play the CD and tell the students to listen and try to point to the correct picture on page 14 before their partner does.

Play tic-tac-toe. Demonstrate on the board how to play the game tic-tac-toe. Have each pair tear up ten small pieces of paper. They should write an "X" on five pieces of the paper and an "O" on five pieces of the paper. One student takes the "X" papers and the other takes the "O" papers. Then, using the nine vocabulary words in Exercise 1 Listen, point, and say, students play tic-tac-toe with their partner. When students put down an "X" or an "O", they should say the word. Circulate around the room and make sure everyone knows how to play.

**Fun Time!**

**3 Take a Trip!** Listen and trace with your finger from each place to the next to complete your trip. Where do you end up?

Where are you now?

**I Can ...**

- say the names of three vehicles.
- tell someone two sentences like "Take a bus." or "Take a taxi."

GOAL 13

GOAL 14

Now go to More! page 79

15 Unit 2

Take a bicycle ... Where are you?" The students should answer, "Home!"

### Goal Check

#### Goal 13

Have the students stand up, holding their books and make a single file line. When it is their turn, they must say the names of four vehicles. Check the box in their books after they have said them and have them return to their seats.

#### Goal 14

Have the students find a partner and tell their partner two sentences like "Take a bus to the hospital." or "Take a taxi to the airport." After they have successfully said them, they should check the box in their books.

Please do **Places in Town – Location**, page 79, from More! Unit 2. See Teaching Notes on page 48, We Can!4 Teacher's Book.

## Fun Time!

### 3 Take a Trip! Audio script page 64

Have the students look at the picture on page 15. See if any of the students can tell you the names of the places or any of the vehicles on the page. Teach the words that they don't know.

Have the students point to the house. This is the starting point. Play the CD and have them move their finger on the map as they listen to the CD. The last question on the CD is "Where are you now?" The correct answer is "the moon". Have the students who where on the moon raise their hands and praise them.

Make sure all of the students have their finger on the house. Play the CD and encourage the students to repeat after the CD as they move their finger on the page.

Once all of the students have successfully ended up on the moon. Say, "Let's go backwards." Make sure all of the students have their finger on the moon. Say: "You're on the moon. Take a rocket to the space station. Take an airplane to the airport. Take a train to the train station. Take a school bus to the school. Walk to the hospital. Take a taxi to the taxi stand."

# Lesson 4 • Phonics

**Materials**

★ cards or slips of paper

## Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.

**1 Listen, say, and match.**  Audio script page 64  
**Then write the missing letters.**

Have the students open their books to page 16 and look at the pictures. Play the CD and ask the students to listen, say, and match each picture with the correct cluster. Pause after the first two words to make sure that all the students know what they are supposed to do. If necessary, play the CD again, from the beginning. Encourage students to listen and say the words as they match them. When you get to the end of the first part, i.e. glue, ask students to compare their answers in pairs.

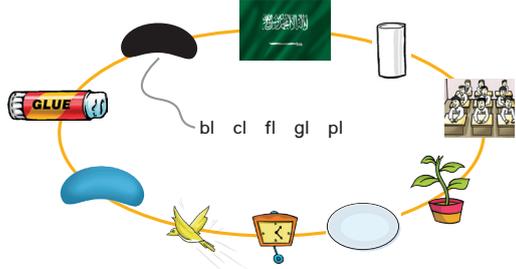
Point to the second part of the activity with the numbered words (from 1 to 8). Elicit possible answers from the students. Tell students that they will have to listen very carefully to words like "glass" and "class", in order to distinguish between gl and cl.

Play the rest of the CD and have students complete the missing letters. Pause between words, if necessary, to give students more time.

**Phonics**

**Sounds and Letters**

**1 Listen, say, and match. Then write the missing letters.**



bl cl fl gl pl

1. \_\_\_ack    2. \_\_\_ass    3. \_\_\_ag    4. \_\_\_ant  
 5. \_\_\_ock    6. \_\_\_ue    7. \_\_\_y    8. \_\_\_ate

**Advice Time**

Ask and you'll never be lost.



16

## Fun Time!

### 2 Picture Puzzle

Write five words from the photos.

1. b \_\_\_\_\_ 2. b \_\_\_\_\_ 3. p \_\_\_\_\_  
4. c \_\_\_\_\_ 5. b \_\_\_\_\_



#### I Can ...

- listen, point, and match pictures, words, and letters.
- say, read, and write the sounds for bl, black; cl, clock; fl, flag; gl, glass; pl, plant.



GOAL 15



GOAL 16

Now go to More! pages 80, 81

17 Unit 2

## Goal Check

Goal 15

Have the students stand up, hold their books, and make a single file line. When it is their turn, they must name five pictures, one for each cluster, on page 16. Check the box in their books after they have said them and have them return to their seats.

Goal 16

Each student should say, read and write a word for each sound; bl, cl, fl, gl, pl, in their notebooks. Check the box in the students' books once they have accomplished the goal.

Please do **Telling the Time – What time is it?** and **Story Time 1**, pages 80, 81, from **More! Unit 2**. See **Teaching Notes** on page 49, **We Can!4 Teacher's Book**.

## Fun Time!

### 2 Picture Puzzle Audio script CD1 24 page 64

Have the students look at page 17 and match the pieces of the puzzle. Point to the example, marked with the number 1, and ask them students to find the remaining sets of matching pictures. Say, "Are you ready? Let's start!"

Play the CD and have the students write the letters for the first word. Play the CD and pause after number 1. Look around the room to make sure that the students wrote the correct answer ("bed"). If many students have not written the correct answer, choose a student who got it right and have him/her write the letters on the board. Once everyone has number one correct, continue playing the CD. After completing this exercise, check the answers together. Ask student volunteers to write the correct answers on the board. Read the words as a class.

## Extension Activities

### Lesson 1 • Talk Time

#### Materials:

- ★ Zoo Animals flashcards
- ★ Tape or other adhesive material

### Zoo Map

First, review the vocabulary on the Zoo Animals flashcards by placing them face down on the table. Have the students take turns turning them over and saying the names of the animals together.

Draw a map of the zoo with paths leading to different animals. Have the students find a partner and give each pair an animal flashcard to stick on the board. Tell students that they are going to visit the animals in the zoo together. Show them that one student should place his/her two fingers at the Zoo Entrance. Then show them how to walk straight (number) steps, turn right, and turn left with their 'walking fingers'.

The student with the fingers on the map asks his/her partner, "Where's the (animal)?" He/She answers the question using the following commands:

- Turn right.
- Turn left.
- Walk straight (number) steps.

They continue until directions have been given for finding all the animals on the sheet. Invite different pairs of students to come to the board and find more animals.

You could also organize this activity with maps that the students have drawn on sheets of paper. Ask them to write the names of the animals on the map. Have them play in pairs.

### Lesson 2 • Rhythms and Listening

#### Materials:

- ★ Transport poster
- ★ Red, yellow, and green circles (taped to straws)
- ★ Paper
- ★ Tape

### Traffic Light Game

Students should choose a vehicle from the Transport poster, draw a picture of it, cut it out, and tape it to a straw to make a puppet. Once all of the students have made their vehicle puppets, have them stand up. Go around the room and have each student say what vehicle he/she made.

Arrange the room in a way that students can walk around it in a circle. Stand with the red, yellow, and green circles to represent a traffic light. Show the green light and have everyone say, "Go!" and start moving around the room while holding up their vehicle. Then, show the red light and have everyone say, "Stop!" and stop moving. Then, show the yellow light and have everyone say, "Wait!", while they wait for the green light. Repeat the game.

After a few rounds, have student volunteers say the commands for the traffic lights.

## Lesson 3 • Words in Action

### Materials:

- ★ Opposites flashcards (We Can 3)
- ★ Transport poster
- ★ A pointer
- ★ A timer

### Describing Vehicles

Divide the class into three teams. Give one team the big/small flashcard, another team the fast/slow flashcard, and the last team the quiet/noisy flashcard. Each team has five minutes to look at the poster and decide what vehicles they can describe using their flashcards. They must use this sentence form, "A/An (vehicle) is (opposite word)." Set the timer for five minutes and say, "Go!" Encourage the teams to practice saying the sentences using the words on their Opposites card.

After the five minutes, each team must come to the front, and as a team, they must tell the class what vehicles can be described using the words on their Opposites card. (i.e. A train is fast. A hot air balloon is slow.)

## Lesson 4 • Phonics

### Materials:

- ★ Slips of paper or cards with bl, cl, fl, gl, pl

### Letter and Sound Game

Write each cluster on a slip of paper, fold it, and place it in an envelope or paper bag. Have pairs of students pick a slip and say a word that begins with the letters on the slip. Go round the class so all the students have had a turn.

### Materials:

- ★ The Alphabet a–z flashcards

### A, E, I Word Making Game

Put the lower case a, e, and i cards in a pile in front of the class and the b, c, d, g, h, n, p, r, t, and x cards in a separate pile. Invite three student volunteers to the front of the classroom. One student stands in front of the vowel cards and the other two stand in front of the consonant pile. Say, "/b/ /a/ /g/ bag. Can you spell it?" The students must choose the correct cards and arrange themselves in the correct order to spell the word. The other students point to and sound out the word. After they have successfully said it, they should say, "We got it!" and put the cards back in the correct piles. Choose three more student volunteers and continue the game until everyone has come to the front.

# Unit 3 My House

## Lesson 1 • Talk Time

### Materials

- ★ My House poster
- ★ My Room flashcards
- ★ Paper
- ★ A timer

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *When You See a Red Light* chant.

### 1 Listen and point.



Have the children open their books to page 18. Play the CD and let them listen to the talk.

Play the CD again and point to the characters.

### 2 Practice the talks in pairs.

Have the students stand up and find a partner. Have them practice the talks once with the CD, and then ask them to do it again without the CD. Circulate around the room to make sure all of the students are speaking English.

### 3 Act out the talks in pairs.

Bring each pair to the front of the class and have them act out the talks in front of the class.

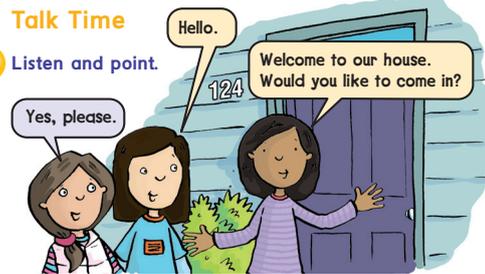


**Remember the Big Four.** Remind your students to practice these four important points when they speak English: smile, use appropriate gestures, speak in a loud voice, and maintain good eye contact.

## Unit 3 My House

### Talk Time

#### 1 Listen and point.



#### 2 Practice the talks in pairs.

#### 3 Act out the talks in pairs.



18

**Fun Time!**

**4 An Old House**  
CD1 26  
Listen and find one thing in each room.

Here it is! I found it!

**I Can ...**

- act out the talks about showing around the house with a partner.  GOAL 17
- show someone around my house.  GOAL 18

Now go to More! page 82 19 Unit 3

### Goal Check

**Goal 17**

Have students make pairs and ask each pair to come up to you and practice the talks. When they have finished, have them sit down and check the box in their books.

**Goal 18**

Have each student draw a picture of their house. They should then stand in front of the class or make pairs and show the class/a partner around their house by saying, "This is the (room name)." Then have them check the box once they have completed the goal.

Please do **Words with br, pr**, page 82, from More! Unit 3. See Teaching Notes on page 50, We Can!4 Teacher's Book.

## Fun Time!

**4 An Old House** Audio script page 65

Have the students turn to page 19 and look at the picture. Point to the following vocabulary words on the My House poster and have the students find them on the page, point to them, and say the word: door, table, bedroom, bathroom, kitchen, living room, dining room, and stairs. (The room names will be repeated on the CD track before the game starts.)

Show the following My Room flashcards and have the students find them on the page, point to them, and say the words: bed and chair.

Play the CD. Say, "Let's listen!" As the students listen to the CD, they should follow the directions and find the things in the Old House.

# Lesson 2

## Rhythms and Listening

**Materials**

- ★ My House poster

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.

### 1 Chant and point. Audio script page 65

Have the students open their books to page 20. Play the CD and have the students listen while looking at the picture of the house. After playing the CD, see if the students can point to the mother, Joe, and the boy. If they can't, say the chant slowly and help them.

Play the CD again and have them point to the characters along with the CD. Then, play the CD a third time and have them chant and point along with the CD. Explain that Joe is in different rooms at different times.

### Sounds and Letters

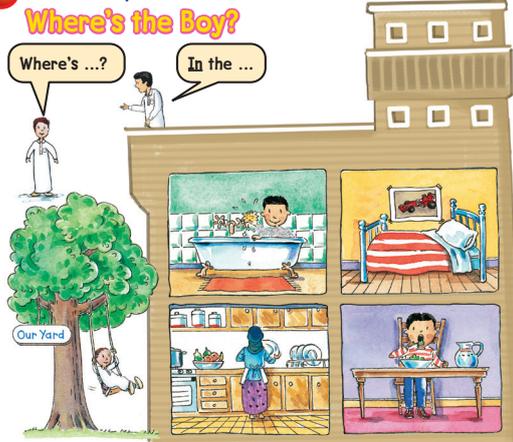
### 2 Listen, say, and match. Audio script page 65

**Then write the missing letters.**

Have the students look at the pictures and words in 2. Play the CD and have students listen and say the words. Play the CD again and have students match words and pictures and write the missing words. Invite students to say the words in class. Have students think of other words that begin with pr or fr in pairs. Ask pairs to report in class.

**Rhythms and Listening**

**1 Chant and point.**  
**Where's the Boy?**



**Sounds and Letters**

**2 Listen, say, and match. Then write the missing letters.**

  
prize

  
fries

  
present

  
frog

My friend is eating \_\_\_ies.

20

**Fun Time!**

**Grammar Toolbox**  
 He is = He's  
 She is = She's  
 Where is = Where's

**3 Where? Relay**  
 Don't forget to repeat "Where?"

**I Can ...**

- chant the *Where's the Boy?* chant.
- ask "Where's ... ?" when I want to know where someone is.

Now go to More! page 83

21 Unit 3

If time permits, try this game using these variations:

1. "Where's Mother?" "She's in the kitchen."
2. "Where's Joe?" "He's in the dining room."
3. "Where's the boy?" "He's in the yard."

## Goal Check

Goal 19

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

Goal 20

Have the students find a partner and open their books to page 20. They should ask each other, "Where's Mother/Joe/the boy?" Their partner will answer the question, using "He's" "She's" or "The boy is..." Once they have successfully done this, they should check the box in their own books.

## Fun Time!

### 3 Where? Relay Audio script page 65

(Note: The goal of this game is for students to have fun saying the sentences over and over again. In this game, you will create a "ripple" or "wave" effect down the line.)

Have the students look at the picture on page 21. Then, ask the students to stand up and make a single file line. Say, "Are you ready? Let's start."

This is how you play the game (refer to the picture on page 20):

1. The first student asks, "Where's Hashim?"
2. The second student says, "He's in the bathroom." The first student says, "Where?" The second student repeats, "He's in the bathroom."
3. The question, "Where's Hashim?" travels up to the second student who repeats it. The third student then replies, "He's in the bathroom."
4. Continue this sequence of question and answer until everyone has played.

Please do **Words with wh, w, h, and ph**, page 83, from More! Unit 3. See Teaching Notes on page 50, We Can!4 Teacher's Book.

## Lesson 3 • Words in Action

### Materials

- ★ Position Words flashcards
- ★ My House poster
- ★ My Room flashcards
- ★ A bag (for the flashcards)

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *I Love the Mountains* chant.

### 1 Listen, point, and say. Audio script page 65

Have the students open their books to page 22. See if the students can tell you the names of the furniture in the pictures and what animal is in the pictures (a mouse). If they don't know the names, refer to the My House poster or the My Room flashcards. Listen to the CD and have the students point to the pictures along with the CD.

Take the on, in, under, next to, and behind flashcards. Mix up the cards. Hold up a flashcard and say what is on the card. Have the students point to the correct picture of the mouse. Continue until all of the cards have been used.

Play the CD again and have the students point to the pictures as they say the sentences along with the CD.

### Sounds and Letters

### 2 Listen, say, and match. Audio script page 65 Then write the missing letters.

Have the students look at the pictures and words in 2. Play the CD and have students listen and say the words. Play the CD again and have students match words and pictures and write the missing words. Invite students to say the words in class. Ask them to

### Words in Action

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

The mouse is **on** the chair.



The mouse is **in** the cupboard.

The mouse is **under** the bed.



The mouse is **next to** the fridge.

The mouse is **behind** the table.



### Sounds and Letters

#### 2 Listen, say, and match. Then write the missing letters.



cloud



mouse



house



mountain

The m\_\_se is in the h\_\_se.

22

read the sentence and draw a picture. Have students think of other words that begin with pr or fr in pairs. Ask pairs to report in class.

**Fun Time!**

**3 Two Hands Game** CD1 32  
Listen and move your hands.

on      in      under

next to      behind

**I Can ...**

- say the names of three pieces of furniture.
- play the Two Hands Game.

GOAL 21  
GOAL 22

Now go to More! pages 84, 85      23      Unit 3

## Goal Check

### Goal 21

Have the students stand up, holding their books and make a single file line. When it is their turn, they must say the names of three pieces of furniture by referring to the My House poster or the furniture in their books on page 22. Check the box in their books after they have said them and have them return to their seats. If they cannot complete the goal, they must go to the end of the line, listen to the other students, and try again when it is their turn.

### Goal 22

Have the students take turns standing up and doing all of the actions in the Two Hands Game as they say the prepositions. After they have successfully done it, they should sit down and check the box in their books.

## Fun Time!

### 3 Two Hands Game CD1 32 Audio script page 65

Have the students look at the picture on page 23. Say, "Are you ready? Let's start!" Play the CD and make the motions for the prepositions – on, in, under, next to, and behind – with your hands. Go over the actions slowly and have the students follow you and say the prepositions. Play the CD again and have the students move their hands and say the prepositions along with the CD.

Put the on, in, under, next to, and behind flashcards into a bag. Invite a student to come to the front and take a card out of the bag. The student holds up the card and says what preposition is on the card. The other students do the action with their hands to show that preposition and then the student puts the card back into the bag. Invite another student volunteer to draw a card. Continue until every student has had a chance to draw a card.

Please do **Prepositions of place – There is/ There are** and **Present Simple 1**, pages 84, 85, from More! Unit 3. See Teaching Notes on page 51, We Can!4 Teacher's Book.

# Lesson 4 • Phonics

**Materials**

- ★ The Alphabet a-z flashcards

## Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Play the *Where's the Boy?* chant on page 20 and chant along as a class.
- Review page 6 and chant the *Animal Chant*.

**1 Read and color o and u.**  Audio script page 66

Take the o and u Alphabet cards and review the sounds. Put the cards at the front of the classroom where the students can see them. Play the CD and have the students read silently along as they move their finger under the words.

Have the students take out their crayons or colored pencils and color in all of the o's and u's. Circulate around the room and ask the students what colors they are using and how to read the word they are coloring.

After the students have finished coloring, slowly read the story together. Play the CD again and have the students read the story aloud along with the CD.

 **Reminder:** Be aware that vowel sounds in the middle of a word are a lot more difficult to hear than initial sounds. It is natural for some students to have problems with this at first.

**Phonics**

**1 Read and color o and u.**  CD1 33

**The Ox Story**

An **o**x sat **o**n a **o**x. He had fun in the **u**n. He was **h**ot.

He sat **u**nder a tree.

Then he was **n**ot **h**ot.



**2 Listen and spell.**  CD1 34

1. How do you spell ox?	<b>o-x</b>
2. How do you spell box?	<b>b-o-x</b>
3. How do you spell fun?	<b>f-u-n</b>
4. How do you spell sun?	<b>s-u-n</b>
5. How do you spell hot?	<b>h-o-t</b>
6. How do you spell not?	<b>n-o-t</b>

24

**2 Listen and spell.**  Audio script page 66

Review the sounds for the b, f, h, n, o, s, t, u, and x alphabet cards.

Play the CD and have the students listen as they point to the words. Hold up the o card and ask the students to circle the o's in the words with their pencil. Then, hold up the u card and ask the students to circle the u's in the words with their pencil. You may also write the letters on the board if you prefer.

Ask the students the questions, "How do you spell...?" and have them answer. First, ask the students the questions in the order they appear and then mix them up.

Finally, play the CD again and have the students ask the questions and answer them along with the CD.

## Fun Time!

**3 Speed-reading** CD1 35  
**Make pairs. Read together and clap.**

dot  
not  
hot



ox  
fox  
box



nut  
but  
cut



sun  
fun  
run



**I Can ...**

- say the spelling of two three-letter words.  GOAL 23
- by ~~myself~~ the three-letter word speed-reading list.  GOAL 24

**Advice Time**

You can buy a house but not a home.



Now go to More! pages 86, 87 25 Unit 3

### Goal Check

**Goal 23**

Have the students stand up, hold their books, and make a single file line. They must say the spelling of two three-letter words from page 24. Check the box in their books.

**Goal 24**

Have the students stand up, hold their books, and make a single file line. They must read the three-letter word speed-reading list all by themselves. Check the box in their books.

Please do **Guessing Game: Is it sweet or sour?** and **Story Time 2**, pages 86, 87, from More! Unit 3. See Teaching Notes on page 52, We Can!4 Teacher's Book.

## Fun Time!

**3 Speed-reading** CD1 35 Audio script page 66

Have the students look at page 25. Say, "Let's speed-read. Are you ready? Let's start!"

Play the CD and have the students silently read the words and then clap along with the CD. Then, have the students make pairs and read the words to each other. After they read the set of three words, they should clap twice, just like on the CD.

# Extension Activities

## Lesson 1 • Talk Time

### Materials:

- ★ My House poster
- ★ My Room flashcards – bed, chair

### Sit Down Household Game

Have all of the students stand up. Their books should be open to page 19 on their desk. Ask, "Where is the (a household object)?" Students should raise their hands if they know the answer. When you call on a student, they should answer, "It's in the (room name)." If the student is correct, they get to sit down. Continue until all of the students have answered a question and are sitting down.

## Lesson 2 • Rhythms and Listening

### Materials:

- ★ My House poster
- ★ Small cards for each student to write their partner's name on.

### Hide and Seek Game

Have each student write his/her partner's name on the card.

Say, "We are going to play Hide and Seek." Have the students turn to page 20 and review the words bathroom, bedroom, kitchen, dining room, and yard. Choose a card with a student's name and place the card in one of the rooms on that page in your book in a place where the students cannot see it. Ask, "Where's (student's name)?" The students raise their hands to guess. They must say, "He's in the (room name)."

If they answer incorrectly, say, "No, that's not right." and call on another student. Once a student guesses correctly, he/she comes to the front of the class, chooses a card with a student's name, and puts the card in one of the rooms on that page in your book in a place where the students cannot see it. Ask, "Where's (student's name)?" and have the other students guess. Students must pay attention to whether or not the student is a boy or a girl and use "He's" or "She's" correctly.

Continue the game until every student has had a chance to come to the front and choose a name.

## Lesson 3 • Words in Action

### Materials:

- ★ My Room flashcards
- ★ Position Words flashcards
- ★ Two bags (for the flashcards)
- ★ Slips of paper with numbers from 1 to 6

## In the Classroom Prepositions Game

Choose six prominent objects in the classroom that students can put objects around safely, such as a table or a box. Write the numbers 1–6 on the board and simply draw one of the objects in the classroom. Put the My Room flashcards in one bag and the Position Words flashcards in another.

Ask a student volunteer to come to the front of the classroom. The student draws one card from the My Room bag of cards and one card from the Position Words card bag, and then picks a folded slip of paper with a number. Then, he/she must make this sentence:

The (object on My Room card) is (Position Word card) the (classroom object for the number on the slip).

After the student says this sentence, he/she must put the My Room card in the correct place to match the sentence he/she just said. Then, have the class say the sentence. The student puts the cards back in the bags and a new student comes to the front to choose cards. Continue until all of the students have had a chance to pick cards.

## Lesson 4 • Phonics

### Materials:

- ★ The Alphabet flashcards – o, u

## Vowel Guessing Game

Put the “o” card on the left side of the room and the “u” card on the right. Say a word twice from page 24 or 25. The students must listen carefully and point to the correct vowel in that word. For example, if you say, “box”, they must point to the “o” card.

### Materials:

- ★ The Alphabet a–z flashcards

## O and U Word Making Game

Put the lower case o and u cards in a pile at the front of the class and the b, c, d, f, h, n, r, s, t, and x cards in a separate pile. Invite three student volunteers to the front of the classroom. One student stands in front of the vowel cards and the other two stand in front of the consonant pile. Say, “/b/ /o/ /x/ box. Can you spell it?” The students must choose the correct cards and arrange themselves in the correct order to spell the word. The other students point to and sound out the word. After the group has successfully spelled the word, they should say, “We got it!” and put the cards back in the correct piles. Choose three more student volunteers and continue the game until everyone has played.

Use the words on pages 24 and 25. Do not let the students look at their books during this game.

# Unit 4 My Things

## Lesson 1 • Talk Time



### Materials



- ★ Paper
- ★ Optional – Numbers poster (We Can 1)

### Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Play the Two Hands Game as a class.

### 1 Listen and point.



Have the children open their books to page 26. Play the CD and let them listen to the talks.

Play the CD again and point to the characters.

### 2 Practice the talks in pairs.

Have the students stand up and find a partner. Have them practice the talks once with the CD, and then ask them to do it again without the CD. Circulate around the room to make sure all of the students are speaking English.

## Unit 4 My Things

### Talk Time



#### 1 Listen and point.

Sure. Here you go.

Can I have some candy?

Let's count them.

How many are there?

Great! Thanks.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10,  
11, 12, 13, 14, 15, 16, 17, 18, 19, 20,  
21, 22, 23, 24, 25, 26, 27, 28, 29, 30.

That's a lot!

#### 2 Practice the talks in pairs.

#### 3 Act out the talks in pairs.



26

### 3 Act out the talks in pairs.

Bring each pair to the front of the class and have them act out the talks in front of the class. Praise each group for a job well done.



**Remember the Big Four.** Remind your students to practice these four important points when they speak English: smile, use appropriate gestures, speak in a loud voice, and maintain good eye contact.

**Fun Time!**

**4 Word Hunt** CD 37  
 When you get a row of letters, shout "Row!"

**I Can ...**

- act out the talks about candy with a partner.
- count from one to thirty.

**Advice Time**

Use a pen that is easier to hold than a pencil.

Now go to More! page 88 **27** **Unit 4**

are ready, call out words at random from your list. Remove the words from the board and check words that are used on your sheet. Have students spell each word and find it in their grid. Tell them to shout "Row!" when they spot two words in the same row. Once a student shouts "Row!" twice, he/she becomes a leader and calls out words.

**Goal Check**

**Goal 25**  **GOAL 25**

Have students make pairs and ask each pair to come up and act out the talks about asking for some candy. Check the box in their books once they have completed this goal.

**Goal 26**  **GOAL 26**

Choose students at random and have them count from one to thirty. If they are successful, check the box in their books. If they can't count all the way to thirty, they must try again.

Please do **Words with sm, sn and st, sl**, page 88, from More! Unit 4. See Teaching Notes on page 53, We Can!4 Teacher's Book.

**Fun Time!**

**4 Word Hunt** Audio script CD 1 37 page 66

Have students turn to page 27. Ask, "What game are they playing?" Give each student a piece of paper and have them make an 8 x 8 grid for a total of 64 spaces. Write these words on the board and have the students write them horizontally in their grids.

bed	hot	not	count	candy
bus	taxi	light	eight	stop
walk	wait	mouse	cloud	

Explain that they can write more than one word in every row. For example, "bed" and "hot". Tell them to use a square for each letter. If there are blank squares, ask students to draw a line across them or color them. Prepare a grid to show them. Make sure you write "bus" and "candy" in the same row, as an example. Play the CD and have the students listen. Play again and pause for students to spell the words. Point to the examples in your grid. When the students

# Lesson 2

## Rhythms and Listening

**Materials**

- ★ Stationery poster

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Do the *Animal Chant* as a class.

**1 Chant and point.**  Audio script page 67

Have the children open their books to page 28. See if the students know any of the words on the page. Refer to the Stationery poster, if necessary. Play the CD and have the students listen to the chant while pointing to the pictures. Play the CD again and have them chant and point to the pictures. Emphasize the highlighted words in the chant.

**2 Listen, say, and match.**  Audio script page 67

**Then write the missing letters.**

Have the students look at the pictures and words in 2. Play the CD and have students listen and say the words. Play the CD again and have students match words and pictures and write the missing letters. Ask students to read the sentence in class. Tell them to think of other animals that are small and quiet, if they can. Have students think of other words that begin with sm in pairs. Ask pairs to report in class.

**Rhythms and Listening**

**1 Chant and point.**

**Things on My Desk**

Pens and pencils,  
Pens and pencils.  
Paper and glue,  
Paper and glue.  
Scissors and erasers,  
Scissors and erasers.  
Candy for you,  
Candy for you.



**2 Sounds and Letters**

Letters, say, and match. Then write the missing



smile snail small snack

\_\_ails are \_\_all and quiet.

28

**Fun Time!**

**3 Borrowing Things Relay**  
Ask to borrow things.

**I Can ...**

- chant the *Things on My Desk* chant.
- ask to borrow some things in class.

GOAL 27 ✓  
GOAL 28 ✓

Now go to More! page 89

29 Unit 4

## Goal Check

Goal 27 ✓

Have the students stand up and chant the *Things on My Desk* chant. After they have successfully chanted it, have them check the goal box in their books.

Goal 28 ✓

Have the students ask their classmates if they can borrow some things. Once they have done this, have them check the box in their books.

Please do **Words with bl, br, fl, fr, cl, cr, dr**, page 89, from More! Unit 4. See Teaching Notes on page 53, We Can!4 Teacher's Book.

## Fun Time!

### 3 Borrowing Things Relay Audio script page 67

Have the students look at the picture on page 29 and play the CD.

Invite six volunteers to the front of the class. One student has to bring 5 objects from his/her school bag, preferably items shown on the Stationery poster. Have the student put the five objects on the table. The other students form a line. The first student in the line asks, "Can I use your (object)?" The student answers, "Here you go." and pretends to give it to them. Then, the next students in line all take turns asking the same question and the student answers, "Here you go." every time and pretends to give them the object. Repeat the relay with a different object.

## Lesson 3 • Words in Action

### Materials

- ★ Optional – comic books, watches, music players, and wallets
- ★ Stationery, books, pencils, pens, ruler, paper, etc.

### Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *Things on My Desk* chant.

### 1 Listen, point, and say. Audio script page 67

Have the students open their books to page 30. See if the students can tell you the names of the things on the page. Remind students of the difference between singular and plural nouns. Spend a few minutes practicing going between the singular and plural forms – a comic book, comic books (emphasize the “s” sound at the end of the plural form).

Listen to the CD and have the students point to the pictures along with the CD.

Play the CD again and have the students point to the pictures as they say the sentences along with the CD.

### 2 Practice the sentences. Play the Copycat Game.

Hold up one object from page 30 in one hand and a few in the other. Say the question and answer, and have the students repeat after you and copy your actions as shown in the illustration on this page.

### Words in Action

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

1. a comic book



2. comic books



3. an MP3 player



4. MP3 players



5. a wallet



6. wallets



7. a watch



8. watches



#### 2 Practice the sentences. Play the Copycat Game.

What's this? It's a wallet.

30

**Fun Time!**

**Grammar Toolbox**  
this → it  
these → they

**3 Pointing Race**  
CD1 42  
Point faster than your partner.

**Singular**



**Plural**



**I was first!**

**I Can ...**

- follow the teacher and play the Copycat Game.
- ask "What's this?" or "What are these?"

GOAL 29 ✓  
GOAL 30 ✓

Now go to More! pages 90, 91

31 Unit 4

## Goal Check

Goal 29 ✓

Play the Copycat Game with the students. After the game is over, have them check the box in their books.

Goal 30 ✓

Have the students stand up, point to something on a page in their book, and ask, "What's this?" or "What are these?" Answer their questions and check the box in their books.

Please do **Present Simple 2** and **Jobs – What does he/she do?** pages 90, 91, from **More!** Unit 4. See Teaching Notes on page 54, **We Can!4 Teacher's Book.**

## Fun Time!

**3 Pointing Race** Audio script  
CD1 42 page 67

Have the students look at the picture on page 31. Review the vocabulary on the page and go over the singular and plural forms. Teach the words "cell phone" and "cell phones". Play the CD and have the students listen to how to play the game. Have the students find a partner. Each pair will use only one book to play the game. Call out the singular objects, one at a time. The students will race each other and see who can point to the object first. The student who was the first to point to the object will say, "I was first!" Repeat the above with the plural nouns. If time permits, let students take turns calling out the vocabulary.

**Grammar Toolbox:** Point out to the students that "this" is very similar to "it", and "these" is very similar to "they".

Remind them that we use it when we point to something that is very close to us or that we can touch or hold. Tell them that that we use "that" and "those" for objects that are not close to us.

# Lesson 4 • Phonics

## Materials

★ The Alphabet a–z flashcards

## Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Review words about stationery and furniture. Play the Word Hunt.

**1 Listen, say, and number** Audio script CD1 43 page 67  
**1 or 2. Then write the missing letters.**

Have the students look at the pictures in 1 and name what they see. Play the CD and have students listen and repeat the numbered words in the box. Pause and ask them to listen and number the words according to the sound of the first two letters. Check to make sure that they use 1 for sp and 2 for sw. Play the rest of the CD. If necessary, play the CD again for the students to check. Then have them fill in the missing letters of the words. Check in class.

**2 Read and color all the** Audio script CD1 44 page 68  
**vowels, a, e, i, o, and u.**

Read the following sentences together and have the students color in the vowels (a, e, i, o, u) with their colored pencils. When the students are finished coloring, they should raise their hand and say, “I’m finished.” Then, check their work and have them read the sentences to you.

### Phonics

**1** **1** Listen to the words and number 1 or 2. Then write the missing letters.

1 /sp/  spider	2 /sw/  sweater		
 <input type="checkbox"/> __ring	 <input type="checkbox"/> __ort	2 <input type="checkbox"/> __ing	<input type="checkbox"/> __an

**2** **2** Read and color all the vowels, a, e, i, o, and u.

A Funny Day

A fat cat sat on a mat.

A fat hen sat on a pen.

A fat fox sat in a box.

And a fat bug sat on a rug.

32

**Fun Time!**

**3 Find the numbers and draw lines.**  
Listen, count, and say the missing numbers. Then play with a friend.

**I Can ...**

- read the story "A Funny Day" by myself.
- count from 40 to 100.

Now go to More! pages 92, 93

33 Unit 4

to repeat the numbers as they listen to the CD. Have students compare their answers/lines in pairs. Play the CD again if necessary.

Invite some of your confident students to play "teacher". Have them read the number on the page and pause as they call upon one of their classmates to say the missing numbers. Divide the class into groups and do the activity again.

### Goal Check

Goal 31

Have the students stand up and read "A Funny Day" individually. Check the box in their books after they have said it.

Goal 32

Have students stand up in groups of 6 and share counting from 40 to 100. Tell them to listen to each other because you are going to decide who is going to count next and from which number. Check the box in the students' books once they have accomplished the goal.

## Fun Time!

**3 Find the numbers and draw lines.**

Audio script  
CD1 45 page 68

Ask four students to come to the board and write numbers from 1 to 39. Have one student write from 1 to 10, another student from 11 to 20, a third student from 21 to 30, and the last one from 31 to 39. Tell them to try and change positions and write the numbers in different places on the board. Ask them to go back to their seats when they're finished.

Point to different numbers on the board at random and have students count/say each number. Ask students to turn to page 33 in their books and look at the numbers on the page. Invite them to name as many as they can.

Play the CD and have the students listen and repeat the numbers on the page as well as the missing numbers. Have them draw lines to connect the numbers on the page. Circulate in class to make sure all the students know what to do. Encourage them

Please do **Talk about the weather – What's the weather like today?** and **Story Time 3**, pages 92, 93, from More! Unit 4. See Teaching Notes on page 55, We Can!4 Teacher's Book.

# Extension Activities

## Lesson 1 • Talk Time

### Materials:

- ★ A soft ball

### Ball Number Game

Have the class stand up and form small groups of 4–6 students. Give each group a ball made of soft material or make a ball out of old newspaper. Demonstrate that students must throw the ball underhand. One student throws the ball to another student in the group and says, “One!” Then the student who caught the ball says, “Two!” and throws it to another student. Continue until the students have counted to thirty. When the group reaches thirty, they should say, “We’re finished!” and sit down. If the game gets too wild, stand in the middle of the circle and have the students throw the ball to you. Say, “Shh!” and pause for a few seconds to break up the momentum. Then throw the ball to another student to resume the game.

Now, the groups must throw the ball to each other and count backwards from thirty to one. When the group reaches one, they should say, “We’re finished!” and sit down.

## Lesson 2 • Rhythms and Listening

### Materials:

- ★ Stationery poster
- ★ A pointer

### Stationery Guessing Game

Review the vocabulary on the Stationery poster. Have the students close their eyes. Take a stationery item from your desk and hide it behind your back. Say, “Open your eyes.”

The students take turns pointing to an object on the Stationery poster and guessing what object you chose by asking, “Can I use your (object)?” If they answer incorrectly, say, “No, I’m sorry.” Once a student guesses correctly, say, “Here you go.” and pretend to hand that student the object.

The student who guessed the object now tells the class, “Close your eyes.” and shows the teacher which object they have chosen by pointing to the poster. Then, they tell the class, “Open your eyes.” The other students take turns asking the student, “Can I use your (object)?”

Continue the game until every student has had a chance to come to the front and choose an object from the Stationery poster.

## Lesson 3 • Words in Action

### Materials:

- ★ Partial or folded pictures or photos

### What's this? / What are these?

Encourage the students to bring photos of objects and places they can name. For example, toys, clothes, food, fruit, etc. Fold the photos/pictures so only part of the object is visible or only some of the objects are visible if there are many of them.

Place them on desks, chairs, your desk, a shelf, the floor. Make sure some are closer and some are further away.

Divide the class into two groups. Have each group point and ask a question about an object or objects. The other group has to answer it. If the question is correct, the first group continues. If the question is wrong, they miss their turn and the other group takes over.

The group that asks most of the questions wins.

Make sure that students use "this/that" or "these/those" according to whether they are closer or further away.

## Lesson 4 • Phonics

### Materials:

- ★ The Alphabet flashcards – a, e, i, o, and u

### Vowel Guessing Game

Put the cards around the room, far apart from each other. Say a word twice from page 28, 31, and 32. The students must listen carefully and point to the correct vowel in that word. For example, if you say, "box", they must point to the "o" card.

### Materials:

- ★ Paper
- ★ Scissors

### Three-Letter Words Flap Book

Give each student a piece of paper. The students fold the piece of paper in half, lengthwise. Then they will cut five flaps on the top "page" to the center fold. (The back "page" should not be cut.)

On top of the five flaps, students will write a three-letter word from the phonics pages of their student book. The first flap should have a three-letter word with "a" in the middle, the second flap should have a three-letter word with "e" in the middle, the third with an "i", the fourth with an "o", and the fifth with a "u".

Under the flap, they should draw a picture of the word they wrote. For example, if they wrote the word "bag" on the flap, under the flap, they should draw a picture of a bag.

After the students have completed their flap books, they should say, "I'm finished!" Then they can come to the front of the class and share their flap book by reading the word, lifting up the flap and revealing the picture underneath.

# Unit 1 Phonics, People and Animals

## Unit 1 Phonics, People and Animals Long vowel sounds

1 Read and circle the words that don't belong. Then listen, check, and write them in the correct cloud.

1 Long **o** sound  
go show no tomato **shoe** snow **two**  
so      toe

2 Long **u** sound  
glue blue you **toe** to **so** who too  
shoe      two

3 Long **i** sound  
pie bye dry **taxi** kind line **field** **rain**  
sky      tie

4 Long **e** sound  
spaghetti ski piece me **eight** donkey **sky** **space**  
taxi      field      ceiling

5 Long **a** sound  
able **tie** shake apron break neighbor **ceiling** steak weight  
rain      eight      space

70

More!

## Words with short and long oo

1 Listen, point, and say.



2 Read and circle L for Long or S for Short. Then listen, check, and say.

1.  cook L / S	6.  foot L / S	11.  tooth L / S
2.  balloon L / S	7.  food L / S	12.  kangaroo L / S
3.  school L / S	8.  cartoon L / S	13.  books L / S
4.  football L / S	9.  boots L / S	14.  pool L / S
5.  room L / S	10.  shampoo L / S	15.  spoon L / S

71

## Teaching Notes

### Unit 1 Phonics, People and Animals

#### Long vowel sounds

1 Read and circle the words that don't belong. Then listen, check, and write them in the correct cloud.

Have students look at the title of each cloud and give examples of the sound. Help students if this is too challenging for them. You can go through the words of the first cloud with students to make sure they understand what they need to do.

Ask students to make pairs. Have them find and circle the words that don't belong in each cloud. Circulate to make sure students read the words to each other before circling. Then play the CD and have them check. Play the CD again and/or pause after each cloud to help students. Call on students to report answers in class. Next, have students write the words that don't belong in the correct cloud. Play the CD again if necessary to help them check.

#### Words with short and long oo

1 Listen, point, and say.

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

2 Read and circle L for Long or S for Short. Then listen, check, and say.

Point to the pictures and read 1 *cook* and 2 *balloon*. Repeat the words and ask students to say if *oo* is a long or short sound in each word. Call on students to read each word and circle. Do not make any corrections at this stage. Play the CD and have students listen, check their answers, and say each word. If necessary, play the CD again and have students repeat.

**Optional Activity:** Call on volunteers to come to the front of the class and lead the activity. Divide the class into groups/teams. Have each volunteer call out a number from 1 to 15 and ask students from each team to read the corresponding word and say if it's long or short. Encourage student leaders to maintain a lively pace.

## Which animal is it?

- 1 Listen, read, and match. Then write *its* or *their*, and the animal's name.



- \_\_\_\_\_ monkey \_\_\_\_\_  
 Its tail is long. Its arms are long.  
 It hangs from trees and swings!
- \_\_\_\_\_ giraffe \_\_\_\_\_  
 Its neck is very long. It reaches trees.  
 It's tall and slim. It eats green leaves!
- \_\_\_\_\_ crocodile \_\_\_\_\_  
 Its jaws are huge. They crash and chew.  
 It walks and swims, and hunts for food.
- \_\_\_\_\_ elephants \_\_\_\_\_  
 Their trunks are long. Their tusks are white.  
 They can be friendly, or angry and wild!
- \_\_\_\_\_ snakes \_\_\_\_\_  
 Their bodies are cold! They slide and curl.  
 They hiss and bite with poisoned teeth!

- 2 Listen, read, and guess. What's the animal's name?

- |   |   |
|---|---|
| <p>Their skin is green,<br/>             their eyes pop out.<br/>             They jump and dive,<br/>             they're lots of fun!</p> <p>_____ frog _____</p> | <p>Their necks are long,<br/>             their legs are, too.<br/>             They hide their heads<br/>             when scared, in the sand!</p> <p>_____ ostrich _____</p> |
|---|---|

- 3 Write your own description. Don't write the animal's name. Exchange descriptions, read, and guess.

72

Answers will vary.

## Can/Can't do – People and Animals

More!

- 1 Listen, point, and practice. Then circle YES or NO.

- |                       |     |    |   |
|-----------------------|-----|----|---|
| Can ostriches run?    | YES | NO |  |
| Can they fly?         | YES | NO |   |
| Can kangaroos fly?    | YES | NO |  |
| Can they jump?        | YES | NO |   |
| Can polar bears swim? | YES | NO |  |
| Can they speak?       | YES | NO |   |

- 2 Now write sentences like this:

- Ostriches can run but they can't fly.
- Kangaroos \_\_\_\_\_ but \_\_\_\_\_ Answers will vary.
- Polar bears \_\_\_\_\_ but \_\_\_\_\_ Answers will vary.

- 3 Ask and answer about people and animals. Use these words.

play football    play computer games    do karate  
 read and write    cook



- Can the boy read and write? Yes, he can.
- Can tigers play computer games? No, they can't.
- \_\_\_\_\_
- Answers will vary.
- \_\_\_\_\_

73

## Teaching Notes

### Which animal is it?

- 1 Listen, read, and match. Then write *its* or *their*, and the animal's name.

Point to the pictures in the book or use your own pictures of animals, and introduce *its* and *their*. Put 3 to 5 pictures on the board including a monkey. Point to different parts of the animals and elicit/revise vocabulary such as tail, legs, arms, neck, head, etc. Then ask the students to listen to your description and find the animal. Use *its*, for example, "Its teeth are sharp." Use pictures of animals that show more than one animal to introduce *their* following similar steps. Have students listen and match each description with an animal. Pause to give students time to write the number of the description under each picture. Play the CD again and ask students to listen, read along, and check their answers. Call on students to report answers in class. Point to the example in 1 and have students write. Then have individual students read the descriptions in class.

- 2 Listen, read, and guess. What's the animal's name?

Have students brainstorm and name as many animals as they can before they listen. Play the CD and ask students to try and guess the name of each animal. Encourage them to work in pairs and help each other. Pause to give students time. Call on volunteers to name each animal.

- 3 Write your own description. Don't write the animal's name. Exchange descriptions, read, and guess.

Tell students to use the texts in 2 as examples and write their own descriptions. Remind them not to include the animal's name. Have

students work in pairs as you circulate and monitor. Invite students to exchange descriptions, read, and guess the animal's name.

### Can/ Can't do – People and Animals

- 1 Listen, point, and practice. Then circle YES or NO.

Use pictures/photos of familiar animals and ask students, "Can camels fly?" Encourage students to answer, "No." or "No, they can't." Then say, "Can camels run?" and elicit "Yes." or "Yes, they can." Have students listen, point, and say along with the CD. Ask them to circle YES or NO in pairs. Play the CD again and pause for students to repeat. Call on students to ask and answer in class.

- 2 Now write sentences like this: 1. Ostriches can run but they can't fly.

Point to the questions and answers in Activity 1. Say and write, "Ostriches can run."; "Ostriches can't fly." Stress that one is a YES statement and the other one is a NO statement. Draw a line connecting the two and write "but" on the board. Then point to the example in the book. Go through the rest of the items in Activity 1. Encourage students to connect the sentences/information using *but* orally in class. Then have them write in class or assign as homework.

- 3 Ask and answer about people and animals. Use these words.

Point to the words in the box and read the examples. Make sure students look at the words and the pictures. Ask students in class, for example, "Can you cook?" and elicit real answers. Include questions about other people and animals, for example, "Can your brother do karate?"; "Can monkeys read and write?" Have students use short answers. Then ask students to make pairs and write 3 more questions. Have students ask and answer in class.

## She has long, brown hair ...

- 1 Listen and match with the right picture. Then read and check.**



1. He has short, brown hair and brown eyes. He's wearing a thobe and speaking with his friend.
2. She has long, brown hair and brown eyes. She's wearing a red jacket and a yellow T-shirt. She's sitting with her friend.
3. She has black hair and brown eyes. She's wearing a green jacket, a white T-shirt, a blue skirt, and pink shoes.
4. He has short, blond hair and blue eyes. He's wearing a blue T-shirt.

- 2 Read and guess who they are in Story Time in your book.**

1. He's huge. He's very strong and scary. He has white hair and a white moustache. *the giant*
2. He's big and fat. He's blue and smart and has wings. *Tim (the parrot)*
3. He has short curly hair and smiles a lot. He's young. He's Tim's friend. *Ken*

- 3 Describe one of your classmates. Your friend guesses and says his/her name.**

She has long, brown hair and brown eyes. She's tall. She's wearing a bracelet. She's standing near the door. What's her name?

*Answers will vary.*

74

**More!**

## Story Time Introduction

- 1 Read. Then listen and read along.**



- 2 Answer the questions.**

1. Who is Ken?  
*Ken is a very nice, happy boy. OR Ken is a nice, happy boy.*
2. Who is Tim?  
*Tim is Ken's pet parrot. OR Tim is a parrot.*
3. Where are Ken and Tim in the picture?  
*They are in a (small) house (in the forest).*
4. Who makes the noise?  
an animal   a man   a woman   a boy  
Your idea: *Answers will vary.*

75

# Teaching Notes

## She has long, brown hair ...

- 1 Listen and match with the right picture. Then read and check.**

Use flashcards or pictures to revise clothing, colors, and parts of the body. Ask students to open their books and look at the pictures of the children at the top of the page. Then have them listen and match each description with the right picture of a boy or a girl. Play the CD again, if necessary, to help them check or complete their answers. Have students read the descriptions and check to make sure their answers are correct. Point to sentences that list characteristics, such as *He has short, brown hair and brown eyes* and have students notice the use of comma and/or *and* when two or more things are listed.

- 2 Read and guess who they are in Story Time in your book.**

Have students look at the picture of Ken and Tim in Story Time Introduction and read. Tell them not to worry if they are not able to identify all the characters. Encourage them to identify the ones they can. Ask them to turn to page 81 and look at the picture in Story Time 1 with all three characters and try again.

- 3 Describe one of your classmates. Your friend guesses and says his/her name.**

Read the example with the students and have them choose a classmate. Ask them to write a description of their classmate. Remind them to look at the example for help. Call on students to read their description in class. The rest of the students try to guess who the

classmate is. You can have students describe a classmate orally in class and ask them to write as homework.

## Story Time Introduction

- 1 Read. Then listen and read along.**

Read the question at the beginning of the text and have students answer. Students who have read about Ken and Tim in the past will probably remember who they are. Have students look at the picture and read the first part of the Introduction on their own. Then ask them to look at the picture of Ken and Tim in the house and name as many things as they can, for example, the table, the red box on the table, the pink net under the table, etc. Encourage them to describe Ken and Tim. Have students read the second part of the Introduction. Elicit ideas about who made the noise.

Have students listen to the CD and read along. Pause and let them read sections that they find challenging again.

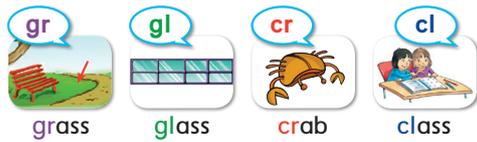
- 2 Answer the questions.**

Ask students to make pairs or groups and read the questions. Give them a few minutes to answer them. Call on students to report their answers in class. Have students write the answers as homework.

# Unit 2 Phonics, Places, Time, and Activities

## Unit 2 Phonics, Places, Time, and Activities Words with gr, gl and cr, cl

1 Listen, point, and say.



2 Listen to the sound, check ✓, and write. Then draw a line to the right picture.

- gr  gl  green
- gr  gl  grass
- gr  gl  glue
- gr  gl  gray
- gr  gl  classes

3 Listen and circle the word. Then match with a picture.

- crayon crane rayon clay
- club crab crib clot
- crowd coward clod cloud
- crash class lash rush



76

More!

## Words with fl, fr and dr, tr

1 Listen, point, and say.



2 Listen to the sound, check ✓, and write. Then draw a line to the right picture.

- fl  fr  frog
- fl  fr  flower
- fl  fr  flashlight
- fl  fr  friends
- fl  fr  floor
- dr  tr  dream
- dr  tr  drink
- dr  tr  truck
- dr  tr  trunk
- dr  tr  train

77

## Teaching Notes

### Unit 2 Phonics, Places, Time, and Activities

#### Words with gr, gl and cr, cl

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

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

##### 2 Listen to the sound, check ✓, and write. Then draw a line to the right picture.

Point to the example and ask students to listen to the CD. Play the CD and pause for students to read the example. Ask them to listen carefully and check *gr* or *gl*. Play the CD again and have students check their answers and write in each blank. They should then read each word and draw a line to the right picture. Circulate and help when necessary.

##### 3 Listen and circle the word. Then match with a picture.

Ask students to read through the words. Tell them that they do not need to know the meaning of every word. Have students listen and circle. Play the CD again and let students check and say the words. Ask students to match each circled word with a picture.

#### Words with fl, fr and dr, tr

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

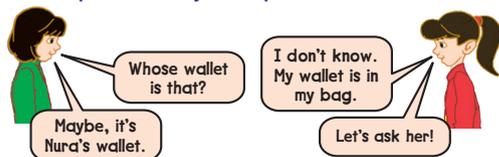
Have students listen to the CD and repeat as they point to the pictures, sounds, and words. Play the CD again and have them repeat once more, if necessary.

##### 2 Listen to the sound, check ✓, and write. Then draw a line to the right picture.

Point to the example and ask students to listen and check the right sound/letters. Play the CD and pause from time to time to give students time to check. Play the CD again, have students check their answers, and write in each blank. They should then read each word and draw a line to the right picture. Circulate and help students who are having difficulty.

## Whose wallet is it?

1 Listen, point, and say. Then practice with a friend.



2 Trace and find whose they are. Then ask and answer in pairs.



Whose are these comic books? They're Faisal's.

3 Answer the questions.

- Do you have a laptop or a tablet? \_\_\_\_\_
- Do you have an MP3? *Answers will vary.*
- Do you like comic books or story books? \_\_\_\_\_
- Do you like computer games or board games? \_\_\_\_\_
- What's your favorite color? \_\_\_\_\_
- What's your favorite activity? \_\_\_\_\_

78

## More!

## Places in Town – Location

1 Listen, point, and number the place. Then complete the sentences with the words in the box.

next to opposite near between



1. There's a mosque next to the museum.
2. There's a hospital near the mall.
3. There's a bus station opposite the gym.
4. There's a library near the supermarket.
5. There's a football field opposite the restaurant.
6. There's a school on the corner, between the museum and the hospital.

2 Listen and find the place. (More than one answer is correct.)

1. It's between the hotel and the library. the gym
2. It's opposite the restaurant. the football field / the bus station
3. It's on the corner, opposite the school. the mall / the hospital
4. It's next to the gym. the library / the hotel
5. It's between the school and the mosque. the mosque

79

## Teaching Notes

### Whose wallet is it?

1 Listen, point, and say. Then practice with a friend.

Point to different objects on your desk, e.g. a pen, a pencil, a wallet, a book, and ask students, "Whose (name of object) is that? Do you know?" Introduce, "I don't know," "Maybe it's (name)'s." Use the picture of a wallet or a real wallet to point to or hold up while students listen. Have students listen, point, and say along with the CD. Play the CD again, pause, and have students repeat. Ask students to form pairs and practice the dialog. Encourage them to use different objects and names. Invite pairs to come to the front and act out.

2 Trace and find whose they are. Then ask and answer in pairs.

Have students trace and find out who the objects belong to. You can ask them to make notes and write the name of the owner and the objects before they ask and answer in pairs. Point to the example and ask students to read it. Call on students to ask and answer using one or more objects to make sure they all understand what they have to do. Let pairs practice as you circulate and help when required.

**Optional Activity:** Ask students to write 5 questions and answers in class or assign as homework.

3 Answer the questions.

Ask different students the questions in class, or call on some of your more confident students to ask and answer the questions. Then have students ask and answer in pairs as you circulate and check or help as

required. Encourage students to add more questions if they can. Ask students to write answers to the questions as homework.

### Places in Town – Location

1 Listen, point, and number the place. Then complete the sentences with the words in the box.

Ask students to look at the picture and name as many places as they can. Play the CD and have students number the places in the order they hear them. Let them listen again and check if necessary. Point to the words/prepositions in the box and encourage students to give examples. Then ask them to look at the picture and complete the sentences using the words in the box. Encourage them to help each other. Circulate and help when required.

2 Listen and find the place. (More than one answer is correct.)

Do the first item as an example. Read and have students look at the map and name a place. Then have students listen and identify an appropriate place in the picture. Play the CD again and pause at the end of each sentence to give students time to check and/or complete their answers. Call on students to report answers in class while their classmates listen and check. Encourage students to accept or reject answers. Tell them to correct or suggest alternatives for wrong answers. It is important that you let students take on the responsibility of listening to each other and correcting when necessary.

## Telling the Time – What time is it?

### 1 What time is it? Read and match. Draw lines.

1. It's seven o'clock.
2. It's three o'clock.
3. It's twelve o'clock.
4. It's nine o'clock.
5. It's eleven o'clock.



## Times of Day

### 2 Listen and draw or write the time.

In the morning:

7:00



Good morning! It's seven o'clock. Let's get up.



8:00



It's eight o'clock. Let's go to school.

In the afternoon:

2:00



It's two o'clock. Let's eat lunch.



5:00



It's five o'clock. Let's do our homework.

In the evening:

7:00



It's seven o'clock. Let's play.



9:00



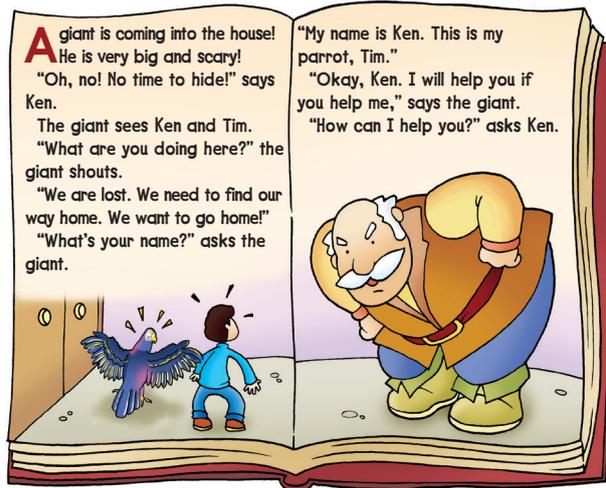
It's nine o'clock. Let's go to bed. Goodnight!

80

More!

## Story Time 1

### 1 Read. Then listen and read along.



### 2 Write.

A giant is coming into the house!

We want to go home!



81

# Teaching Notes

## Telling the Time – What time is it?

### 1 What time is it? Read and match. Draw lines.

Draw or project the face of a clock on the board with the hands of the clock showing the time on the hour, for example, 3:00 o'clock. Change the time, point to the clock, and have students repeat. Use a drawing or a prop (a clock made of cardboard with hands that can move) to prompt and have students tell the time. Then hand over to students to lead the activity. Many of your students are likely to be more familiar with digital clocks. It might be advisable, in that case, to write the times on the board or prompt through visuals that show a digital clock-face.

## Times of Day

### 2 Listen and draw or write the time.

If students are not familiar with the times of day, use pictures/photos or draw on the board to show different times of day, for example, a picture of the sun rising for morning. Ask students to look at the pictures in their book and talk about them/name what they see. Point to the example and have students listen and point. Play the CD again and have students draw or write the time. Ask students to read and check each other's answers. Call on students to read and write the times on the board while the rest of the students check.

**Optional Activity:** Use pictures or mime to prompt *in the morning*, *in the afternoon*, or *in the evening*. For example, mime brushing your teeth to prompt *in the morning*. Hand over to students and have them lead the activity.

## Story Time 1

### 1 Read. Then listen and read along.

Point to the picture and encourage students to say as much as they can about the picture. Point to the arrows around Ken and Tim's head and ask students to talk about the characters' feelings. Then ask students to describe the giant. Have students make pairs and help each other read the story as best they can. Play the CD and have students listen and read along.

Ask students to form groups of four and assign roles, i.e. narrator, giant, Ken, Tim. Tell students to rehearse in their groups and then invite pairs to come to the front of the class and act out. Have the class choose the group they like best.

### 2 Write.

Have students look at the pictures and the blanks and complete with words from the story. Do it orally in class and assign the writing as homework.

# Unit 3 Phonics, Houses, and Food

## Unit 3 Phonics, Houses, and Food Words with br, pr

CD 20 1 Listen, point, and say. Write *br* or *pr*.



CD 21 2 Look at the pictures and write *br* or *pr*. Then listen and check.

1.  _br_ead ✓	5.  _pr_esent
2.  _pr_ince	6.  _br_acelet
3.  _br_idge	7.  _pr_ice
4.  _br_own	8.  _pr_ize

3 Tongue Twister. Read and say this as fast as you can.

My brother prepares prawn sandwiches with brown bread and eats them on the bridge.

82

More!

## Words with wh, w, h, and ph

CD 22 1 Listen, point, and say.



CD 23 2 Listen and circle the silent letter.

silent w/h		silent w/h		silent w/h	
1. where	w h	3. who	w h	5. whales	w h
2. what	w h	4. whose	w h	6. white	w h

CD 24 3 Listen, circle, and write.

shop ship whale cherry phone whistle photo white

1.  ph wh whale	5.  wh ph photo
2.  ph sh phone	6.  sh wh ship
3.  ch wh white	7.  ch sh shop
4.  wh ph whistle	8.  ch ph cherry

83

## Teaching Notes

### Unit 3 Phonics, Houses, and Food

#### Words with br, pr

1 Listen, point, and say. Write *br* or *pr*.

Have students listen to the CD and repeat as they point to the pictures, sounds, and words. Play the CD again and have them repeat once more, if necessary. Ask them to write the missing letters/sounds in the blanks.

2 Look at the pictures and write *br* or *pr*. Then listen and check.

Point to the example and have students look at each picture and write the missing sound/letters. Encourage students to help each other. Circulate and help students who are having difficulty. Play the CD and have students check their answers. Call on students to read the answers in class. If necessary, write the answers on the board or invite some of your students to do so.

3 Tongue Twister. Read and say this as fast as you can.

Read the tongue twister a couple of times in class. Then read it slowly, in chunks, for example, *my brother – prepares – prawn sandwiches – with brown bread ...* and have students repeat each chunk after you. Pick up speed and say the tongue twister faster along with the students. Back-chain if students find it too challenging to say at once. Divide your class into groups/teams and have them compete. The group that says the tongue twister fastest with the fewest mistakes wins.

#### Words with wh, w, h, and ph

1 Listen, point, and say.

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

2 Listen and circle the silent letter.

Point to the example and read the word. Encourage students to say which letter is not pronounced. Remind them that not all letters correspond to a separate sound in English. Have them listen and circle the silent letter. Play the CD again if necessary to make sure all the students have circled the silent letters. Check answers in class.

3 Listen, circle, and write.

Point to the example and say the word. Then have students listen and circle. Ask students to match each picture with a word from the box and write. Circulate and make sure they all know what they have to do. Play the CD again and have students check their answers. Call on students to report answers in class and/or invite them to write the answers on the board for the rest of the class to check.

## Prepositions of place – There is/There are

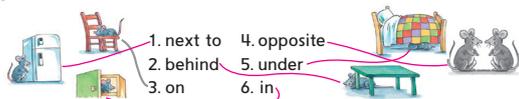
1 Look at the picture and name as many things as you can.

2 Listen, read, and circle T or F for each sentence.



- In the living room  
There is a table between the sofa and the armchair. T  F   
There is a TV next to the armchair. T  F
- In the bedroom  
There is a picture on the wall. T  F   
There is a rug under the bed. T  F
- In the kitchen  
There is a table opposite the fridge. T  F   
There is a cupboard next to the table. T  F
- In the dining room  
There is a table under the stairs. T  F   
There is a rug behind the table. T  F

3 Match. Draw lines.



4 Look at the things in your classroom and write T and F sentences. Use some of these words.

desk chair/s board door window teacher's desk  
bookcase book/s notebook/s student/s  
the students' desks crayons pens floor wall

There are two pens on the teacher's desk.

84

Answers will vary.

## More!

## Present Simple 1

Time expressions (in the morning/afternoon/evening/at night)

1 Listen and number the words. Then write.

do my homework 5 eat lunch 4 get up 1  
play 6 go to bed 7 go to school 2 come home 3

In the morning:



I get up  
at 7 o'clock.



Then I go to school.

In the afternoon:



I eat lunch  
at 2 o'clock.



Then I do my homework.

In the evening:



I play computer  
games and watch TV.

At night:



I go to bed.

2 Answer the questions.

- Do you walk to school in the morning? Answers will vary.
- Do you do your homework in the morning? \_\_\_\_\_
- Do you play computer games in the afternoon? \_\_\_\_\_
- Do you eat lunch in the afternoon? \_\_\_\_\_
- Do you get up at 7.00 in the morning? \_\_\_\_\_

85

## Teaching Notes

### Prepositions of place – There is/There are

1 Look at the picture and name as many things as you can.

Have students look at the picture and name things in it. Introduce words that students do not remember or are not familiar with. Make sure they name the rooms in the house as well as items in the rooms.

2 Listen, read, and circle T or F for each sentence.

Have students listen and read along. Then have them read on their own and circle T (True) or F (False) as they look at the picture. Give them time to check each other's answers in pairs. Circulate and check or help as required. Call on students to report their answers in class. Ask them to suggest a correct alternative for each false sentence.

3 Match. Draw lines.

Set a time limit and have students match pictures and prepositions. Ask students to check each other's answers.

4 Look at the things in your classroom and write T and F sentences. Use some of these words.

Point to the words in the box and the example. Ask students to think of more examples. Call on volunteers to report their sentences in class. Then have students form pairs and write 2 to 3 sentences about things in their classroom. Call on pairs to read their sentences while the rest of the class listen and say if they are True or False. Ask students to write more sentences as homework.

### Present Simple 1

Time expressions (in the morning/afternoon/evening/at night)

1 Listen and number the words. Then write.

Write *everyday* on the board and introduce part of your daily routine. Say, "In the morning I get up at ... o'clock. Then I come to school." Point to one of your more confident students and have him/her say, "I get up at ... o'clock. Then I come to school." Have more students repeat. Ask, "When?" as a concept question and point to *everyday* on the board. Then have students tell you what you do, for example, "You get up at ..."; "You come to school at ...", etc. Contrast with present progressive to make the concept/meaning of the form clearer. Ask students, "Am I getting up now?", "Are you getting up now?" and elicit "No." "Do you get up every morning?", and elicit, "Yes, I do." Then point to the pictures in the book and introduce/elicit *eat lunch, play computer games, go to bed*.

Have students listen and number the words in the box in the order they hear them. Then ask them to write them in the blanks. Play the CD again, have students check their answers and repeat along with the CD.

2 Answer the questions.

Ask students questions like the ones in the activity and prompt positive and negative answers. Write a question and short answers, "Yes, I do."/"No, I don't." next to it. Call on students to ask and answer questions orally in class. Then have them answer the questions about themselves in class or assign as homework.



# Unit 4 Phonics, Routines, Jobs, and Weather

## Unit 4 Phonics, Routines, Jobs, and Weather Words with sm, sn and st, sl

1 Listen, point, and say.



2 Listen and circle *sm*, *sn*, *st*, or *sl*. Then write and match with the right picture.

- |  |               |  |   |
|--|---------------|--|---|
| 1. <i>sm</i> <i>sn</i> <i>st</i> <i>sl</i> <i>sn</i> orkel | _____ snorkel |  | 4 |
| 2. <i>sm</i> <i>sn</i> <i>st</i> <i>sl</i> <i>sl</i> ot    | _____ slot    |  | 2 |
| 3. <i>sm</i> <i>sn</i> <i>st</i> <i>sl</i> fir_ <i>st</i>  | _____ first   |  | 1 |
| 4. <i>sm</i> <i>sn</i> <i>st</i> <i>sl</i> <i>sl</i> eep   | _____ sleep   |  | 3 |
| 5. <i>sm</i> <i>sn</i> <i>st</i> <i>sl</i> <i>sm</i> ile   | _____ smile   |  | 6 |
| 6. <i>sm</i> <i>sn</i> <i>st</i> <i>sl</i> <i>st</i> icker | _____ sticker |  | 5 |

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



88

More!

## Words with bl, br, fl, fr, cl, cr, dr

1 Write the words and read.

flag green fresh black swan clock  
frog fruit crayon brown



1. a brown crayon 2. a black swan 3. a green flag



4. The frog is on the clock. 5. The fresh fruit is in the basket.

2 Listen, complete, and chant.

The wheels _____ on the _____ bus	The driver on the bus Says, "Move _____ on back!"
Go _____ round and round,	"Move on back!"
Round and round,	"Move on back!"
Round and _____ round.	The _____ driver on the bus
The _____ wheels _____ on the bus	Says, "Move on back!"
Go _____ round _____ and round,	All the _____ way _____ to town.
All the way to town.	



89

## Teaching Notes

### Unit 4 Phonics, Routines, Jobs, and Weather

#### Words with sm, sn and st, sl

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

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

##### 2 Listen and circle *sm*, *sn*, *st*, or *sl*. Then write and match with the right picture.

Point to the example and have students listen and circle the sound/letters for each word. Play the CD a second time and let students check and/or complete their answers and repeat the words along with the CD. Ask students to copy/write the complete words and match each word with a picture. Encourage them to help each other. Circulate and check or help students that are having difficulty.

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

Use pictures or photos to introduce the words *starfish*, *shellfish*, and *eel*. Then have students listen, point, and say along with the CD. Play the CD again and have students listen and mime along with you. Then ask students to practice saying and miming the rhyme in pairs. Invite pairs to the front of the class to demonstrate.

#### Words with bl, br, fl, fr, cl, cr, dr

##### 1 Write the words and read.

Point to the words in the box and have students read and repeat them. Then ask them to look at the pictures and describe them using the words in the box. Circulate and check or help as required. Invite students to write the answers on the board while the rest of the class checks.

##### 2 Listen, complete, and chant.

First, let students listen to the CD and follow. Then, ask them to listen carefully and fill in the blanks with the missing words. Students may need to listen several times to finish this task, but that is the purpose of it. This activity will give them a reason to listen to the chant over and over again, until that they can chant it.

## Present Simple 2

- 1 Listen, point, and say. Then put the words in order and write about Jake's day.**

  1. 7 o'clock / Jake / gets up / at  
*Jake gets up at 7 o'clock.*

2. goes / He / to school / at / 8 o'clock  
*He goes to school at 8 o'clock.*  

  3. comes home / at / He / 1 o'clock  
*He comes home at 1 o'clock.*

4. lunch / He / at / 2 o'clock / eats  
*He eats lunch at 2 o'clock.*  

- 2 Look at the pictures, listen, and answer the questions about Nora's day.**



- Does Nora get up at 7 o'clock?  
*No, she doesn't. She doesn't get up at 7 o'clock. She gets up at 6 o'clock.*
- Does she brush her teeth?  
*Yes, she does. She brushes her teeth every morning.*
- Does she eat lunch at 2 o'clock?  
*No, she doesn't. She doesn't eat lunch at 2 o'clock. She eats lunch at 1 o'clock.*
- Does she sit with her friends?  
*Yes, she does. She sits with her friends every afternoon.*
- Does she go to bed at 8 o'clock?  
*No, she doesn't. She doesn't go to bed at 8 o'clock. She goes to bed at 9 o'clock.*

90

## More!

### Jobs – What does he/she do?

- 1 Listen and practice. Match words and pictures.**



- 2 Ask and answer. Write.**

- pilot / teacher  
*Is he a pilot? No, he isn't. He's a teacher.* 
- nurse / doctor  
*Is he a nurse? No, he isn't. He's a doctor.* 
- teacher / student  
*Is she a teacher? No, she isn't. She's a student.* 
- cook / farmer  
*Is he a cook? No, he isn't. He's a farmer.* 

- 3 Now practice with the pictures in Exercise 1.**

*Answers will vary.*

91

## Teaching Notes

### Present Simple 2

- 1 Listen, point, and say. Then put the words in order and write about Jake's day.**

Recycle daily activities by asking students to talk about the time they get up and go to school in the morning, what they do when they go back home in the afternoon, when they do their homework, play, etc. Then point to the picture and introduce Jake. Point to the example, write it on the board, and highlight "s" for third person singular. Have students listen, point, and say along with the CD. Have them listen again and pause to let students repeat. Ask students to form pairs and put the words in order. Tell them to number the parts of each sentence. Call on students to say the sentences using the order that they have marked. Then have them write the sentences in class or assign as homework.

- 2 Look at the pictures, listen, and answer the questions about Nora's day.**

Revise questions with *Do*. Ask students about their day, for example, "Do you eat lunch at 3:00 o'clock?" Write a question and answer on the board. Encourage students to ask you about your day. Then point to the pictures and introduce Nora. Read and write the examples on the board. Highlight *Does* and *s/es* for third person singular. Have students compare, i.e. *Do you*, vs. *Does Nora/she*. Add one more question about Jake. Say each question and answer and have students repeat. Then call on students to ask and answer across class. Play the CD and have students listen and write *yes* or *no* next to each question. Have students write answers. Tell them to write a short answer and a complete sentence like the examples. Encourage them to help each

54

other. Circulate and help when required. Play the CD again and have students listen, check their answers, and repeat.

**Optional Activity 1:** Have students write questions and answers about Jake.

**Optional Activity 2:** Have students interview their partners. Tell them to use words from Exercise 2. Then have them make sentences about their partner in class and write them as homework.

### Jobs – What does he/she do?

- 1 Listen and practice. Match words and pictures.**

Have students look at the pictures and name as many jobs as they can. Then have them listen and repeat. Ask them to match words and pictures in pairs. Circulate and make sure the students are using English as they work.

**Optional Activity:** Use photos or flashcards and have students name jobs.

- 2 Ask and answer. Write.**

Point to the picture of the teacher in the book or use your own visual to introduce a question and answer like the example. Call on students to read the example. Then have them look at the picture in 2 and use the prompts, *nurse/doctor* to ask and answer orally in class. Go through the rest of the items in the same manner. Then have students write the questions and answers in class or assign as homework.

- 3 Now practice with the pictures in Exercise 1.**

Point to the pictures in Exercise 1 and call on volunteers to ask and answer using the pictures. Tell students that they can ask *Yes* or *No* questions. Let students practice in pairs and then call on students to ask and answer across class.

## Talk about the weather – What’s the weather like today?

1 Listen, number, and practice. Write the words.



It's sunny today.



It's windy today.



It's snowy today.



It's cloudy today.



It's rainy today.

2 Chant and do.

### Weather Chant

It's **sunny** today.

The **sun** is **showing** its **face**.

It's **cloudy** today.

The **sun** is **hiding** its **face**.

It's **rainy** today.

The **sun** is **washing** its **face**.



92

## More!

### Story Time 3

1 Read. Then listen and read along.

The giant is very happy. He takes Ken and Tim to his bedroom. There is an old wooden door with a golden door knob.

"Say where you wish to go! Then open the door and you will be on your way," says the giant.

"Wow! It's easy," says Ken. "Yes, this is a smart door," says the giant.

"We want to go home now. But can we come back again?" asks Ken.

"Sure, anytime," answers the giant. Ken and Tim open the door

and step out onto a road. It is a smart road. It rolls them home. And soon, they are in their own bedroom.

"What a crazy day!" says Ken. "But great fun!" thinks Tim.

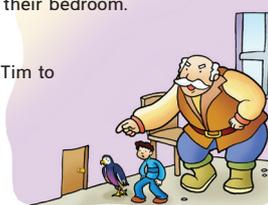
2 Read and number the sentences in order.

(4) Ken and Tim are back in their bedroom.

(1) The giant is very happy.

(2) The giant takes Ken and Tim to his bedroom.

(3) Ken and Tim open the door.



93

## Teaching Notes

### Talk about the weather – What’s the weather like today?

1 Listen, number, and practice. Write the words.

Point to the pictures and elicit words about the weather that students are familiar with. Point to the example and have students listen and number the rest of the pictures. Play the CD again and have students repeat. Then give them time to write the words. Circulate and check or help as required. If necessary, let students listen to the CD again and check their answers.

2 Chant and do.

Point to the pictures next to the chant and ask students to say what kind of weather they illustrate. Play the CD and have students listen and point. Have them listen again and chant along with the CD. Tell students to rehearse chanting and miming in pairs or groups. Invite pairs/groups to come to the front of the class and demonstrate.

### Story Time 3

1 Read. Then listen and read along.

Ask students to look at the pictures on the page and talk about them. Ask them to say where they think the characters are and how they are feeling. Have students look at the picture at the bottom of the page and then listen and read along the first part of the story up to *Ken and Tim open the door*... Have students read the first paragraph and point to the wooden door and the golden door knob in the second picture with the giant. Have them read what the giant and Ken say and ask students to say why the giant says that the door is smart. Mime to help students understand if they are having difficulty. Then have them look at the picture of Ken and Tim in their bedroom, listen, and read along the rest of the story.

2 Read and number the sentences in order.

Have the students number the sentences in the order that things happen in the story. Let students check each other's answers in pairs. Call on volunteers to report their answers in class.

**Optional Activity 1:** Ask students to form groups of four and assign roles, i.e. narrator, giant, Ken, Tim. Tell students to rehearse in their groups. Play the CD again and have them read along "in role". Invite groups to come to the front of the class and act out. Have the class choose the group they like best.

**Optional Activity 2:** If the story is too challenging for students, read it to them and mime. Then hand over to a group of student readers and repeat the activity.

55

# Picture Dictionary



an airport p15



an ambulance  
p14



a bathroom p19



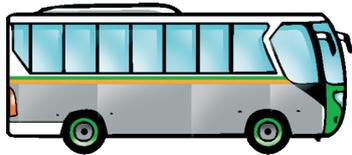
a bear p4



a bedroom p19



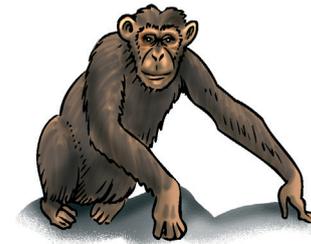
behind p22



a bus p14



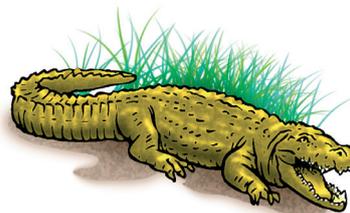
candy p26



a chimpanzee  
p6



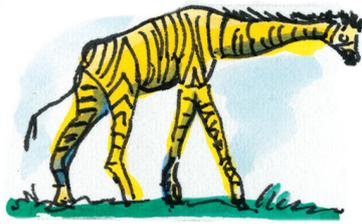
a comic book  
p30



a crocodile p6



a dining room  
p19



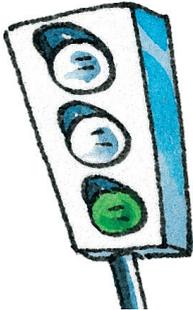
a giraffe p3



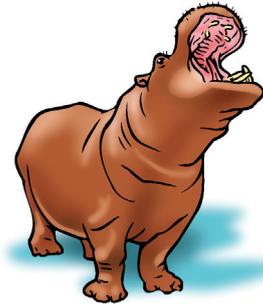
glue p28



go p12



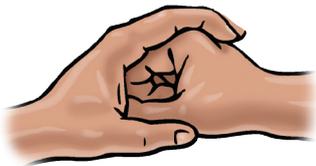
a green light  
p12



a hippo p6



a hospital p15



in p22



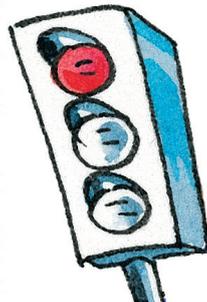
a kangaroo p3



a kitchen p19



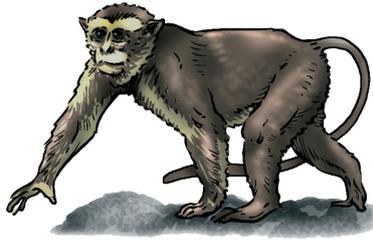
a koala p3



light p12



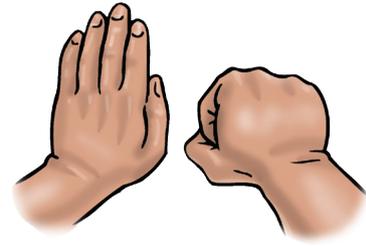
a lion p3



a monkey p4



a motorbike p14



next to p22



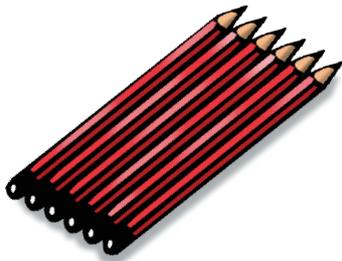
on p22



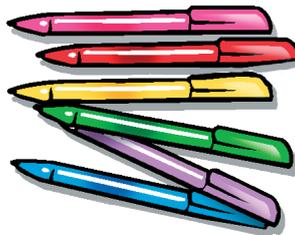
an ostrich p3



paper p28



pencils p28



pens p28



a police car p14



a rose p4



a rhino p3



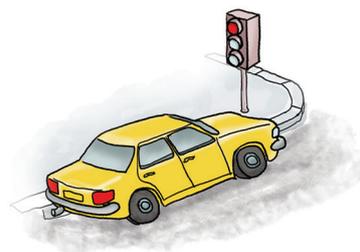
a school p15



scissors p28



a space station  
p15



stop p12



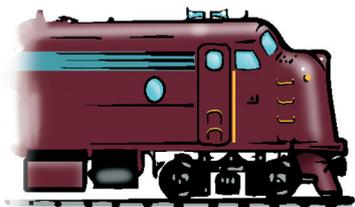
a table p22



a tail p4



a taxi p14



a train p14



a truck p14



under p22



wait p12



a wallet p30



a watch p30

# Word List

airport	15	kitchen	19	snail	28
ambulance	14	koala	3	snake	3
bathroom	19	legs	6	space station	15
bedroom	19	Let's count them.	26	spider	32
behind	22	lion	3	stop	10
bicycle	14	living room	19	stripes	6
bread	8	meat	8	swan	32
bus	14	monkey	4	swing	32
candy	26	the moon	8	table	22
car	14	motorbike	14	tail	4
chimpanzees	6	mouths	6	taxi	14
chip	12	MP3 player	30	taxi stand	15
cloud	22	next to	22	teeth	6
comic book	30	ninety	33	these	30
cook	8	on	22	thirty	26
cube	8	ostrich	3	this	30
crocodile	6	paper	28	tiger	3
dining room	19	peach	8	train	14
eighty	33	pencils	28	train station	15
Excuse me.	10	pens	28	truck	14
feather	8	plant	16	trunk	4
fifty	33	police car	14	twenty	26
flag	16	present	20	under	22
fly	16	prize	20	wait	12
forty	33	Quick!	21	wallet	30
fox	4	red light	12	watch	30
fries	20	rhino	3	yard	20
frog	20	rocket	15	yellow light	12
front door	19	rope	4	zebra	3
giraffe	3	rose	4		
glue	28	row	27		
go	10	school	15		
green light	12	scissors	28		
Here you go.	29	seventy	33		
hippo	3	sheep	12		
hospital	15	ship	12		
Hurry up!	21	sixty	33		
I'll show you around.	18	slip	12		
in	22	smart	6		
kangaroo	3	smile	28		

# Class CD Audio Script

## CD1 02

*Narrator:* **Unit 1. Wild Animals**

**Talk Time**

**Exercise 1. Listen and point.**

(1)

*Teacher:* Look! It's a baby monkey. Monkeys are cute!

*Teacher:* Look! It's an elephant. Elephants are big!

*Teacher:* Where's the lion? It's here.

*Teacher:* Where's the snake? It's over there.

(2)

*Teacher:* Look! It's a baby monkey. Monkeys are cute!

*Teacher:* Look! It's an elephant. Elephants are big!

*Teacher:* Where's the lion? It's here.

*Teacher:* Where's the snake? It's over there.

(3)

*Safroota:* Look! It's a baby monkey.

*Safroot:* Monkeys are cute!

*Safroot:* Look! It's an elephant.

*Safroota:* Elephants are big!

*Safroota:* Where's the lion?

*Safroot:* It's here.

*Safroot:* Where's the snake?

*Safroota:* It's over there.

## CD1 03

*Narrator:* **Fun Time!**

**Exercise 4. Find the Animal**

**Listen to the teacher and look for the animal. Say the letter. Like this...**

*Teacher:* Where's the lion?

*Girl 1:* It's A.

*Teacher:* Good! That's right.

*Teacher:* Where's the kangaroo?

*Girl 2:* It's H.

*Teacher:* Good! That's right.

*Teacher:* Where's the tiger?

*Girl 3:* It's B.

*Teacher:* Good! That's right.

*Teacher:* Where's the hippo?

*Girl 1:* It's D.

*Teacher:* Good! That's right.

*Teacher:* Where's the koala?

*Girl 2:* It's C.

*Teacher:* Good! That's right.

*Teacher:* Where's the snake?

*Girl 3:* It's M.

*Teacher:* Good! That's right.

*Several Girls:* We got it!

*Teacher:* Okay! Good! Let's play it for real.

## CD1 04

*Narrator:* **Rhythms and Listening**

**Exercise 1. Chant and mime.**

**Animal Chant**

*Teacher:*

I will catch a monkey, by the toes, by the toes.

I will catch a monkey, by the toes!

...a monkey by the toes!

*Girls:*

I will catch a monkey, by the toes, by the toes.

I will catch a monkey, by the toes!  
... a monkey by the toes!

I will catch an elephant, by the trunk, by the trunk.  
I will catch an elephant, by the trunk!  
... an elephant by the trunk!

I will catch a tiger, by the tail, by the tail.  
I will catch a tiger, by the tail!  
... a tiger by the tail!

I will catch a snake, by the head, by the head.  
I will catch a snake, by the head!  
... a snake by the head!

I will catch a bear, by the nose, by the nose.  
I will catch a bear, by the nose!  
... a bear by the nose!

## CD1 05

*Narrator:* **Sounds and Letters**

**Exercise 2. Listen, say, and match.**

*Teacher:*

Are you ready? Let's start.

O says o, o, octopus.

*Girl 1:* O says o, o, octopus ...

*Girl 2:* O says o, o, octopus ...

*Teacher:* O says o, o, fox.

*Girls:* O says o, o, fox.

*Teacher:* O says o, o, rose.

*Girls:* O says o, o, rose.

*Teacher:* O, o, rope; o, o, rope.

*Girls:* O, o, nope; o, o, rope.

*Teacher:* O, o, rose; o, o, rope.

*Girls:* O, o, rose; o, o, rope.

*Teacher:* Good! Let's do it again and check.

## CD1 06

*Narrator:* **Fun Time!**

**Exercise 3. What Animal Is This? Game**  
**Listen and guess. Like this...**

*Girl 1:* What animal is this?

*Girl 2:* I know. It's a lion.

*Girl 1:* That's right.

*Girl 2:* What animal is this?

*Girl 3:* I know. It's a bear.

*Girl 2:* That's right.

*Girl 3:* What animal is this?

*Girl 1:* I know. It's an elephant.

*Girl 3:* That's right.

*Girls:* That's fun!

*Teacher:* Okay! Good! Let's play for real!

## CD1 07

*Narrator:* **Words in Action**

**Exercise 1. Listen, point, and say.**

1.

*Teacher:* Elephants are big.

*Student:* Elephants are big.

*Teacher:* Elephants have trunks.

Student: Elephants have trunks.

2.

Teacher: Zebras are black and white.

Student: Zebras are black and white.

Teacher: Zebras have stripes.

Student: Zebras have stripes.

3.

Teacher: Crocodiles are scary.

Student: Crocodiles are scary.

Teacher: Crocodiles have big teeth.

Student: Crocodile have big teeth.

4.

Teacher: Chimpanzees are smart.

Student: Chimpanzees are smart.

Teacher: Chimpanzees have long arms.

Student: Chimpanzees have long arms.

5.

Teacher: Snakes are long.

Student: Snakes are long.

Teacher: Snakes have no arms or legs.

Student: Snakes have no arms or legs.

6.

Teacher: Hippos are fat.

Student: Hippos are fat.

Teacher: Hippos have big mouths.

Student: Hippos have big mouths.

## CD1 08

Narrator: **Fun Time!**

**Exercise 3. Animal Two Hints Game**

**Listen to two hints and say the animal's name.**

Teacher: Are you ready? Let's start!

Teacher: They are big. They have trunks.

Boy 1: I know! Elephants.

Teacher: That's right!

Boy 2: Let me try!

Teacher: They are smart. They have long arms.

Boy 2: I know! Chimpanzees.

Teacher: That's right!

Boy 3: Let me try!

Teacher: They are scary. They have big teeth.

Boy 3: I Know! Crocodiles.

Teacher: That's right!

Teacher: Okay! Good! Let's play for real.

## CD1 09

Narrator: **Sounds and Letters**

**Exercise 1. Listen, point, and say. Then read and number 1 or 2.**

Teacher: Are you ready? Let's start.

Number 1; head, head.

Boys: Head, head.

Teacher: Number 2; read, read.

Boys: Read, read.

Teacher: Now listen, read and number.

Feather, feather; peach, peach; meat, meat;  
bread, bread.

Boy 1: Feather, feather...

Boy 2: Bread, bread...

Boy 3: Peach, peach...

Boy 4: Meat, meat...

Teacher: Good. Let's do it again and check.

## CD1 10

Narrator: **Phonics**

**Exercise 2. Listen, point, and say. Then match with u or u\_e.**

Teacher: Are you ready? Let's start.

U says u, u, tub and U says u, u, tube.

Students: U says u, u, tub and U says u, u, tube.

Teacher: Tub, tub; tube, tube; cup, cup; cube, cube;  
uniform, uniform; bus, bus; duck, duck; huge, huge.

Teacher: Now listen and match.

Boy 1: Cup, cup...

Boy 2: cube, cube...

Boy 3: Uniform, uniform...

Boy 2: Bus, bus; ...

Boy 2: Duck, duck ...

Boy 3: Huge, huge ...

Teacher: Good. Let's do it again and check...

## CD1 11

Narrator:

**Exercise 3. Listen, say, and match.**

Teacher: Are you ready? Let's practice first.

Oo says /u:/, /u:/, food, food.

Boy 1: Oo says /u:/, /u:/, food, food.

Teacher: Oo says /u:/, /u:/, book, book.

Boys: Oo says /u:/, /u:/, book, book.

Teacher: Food, food.

Boys: Food, food.

Teacher: Book, book.

Boys: Book, book.

Teacher: Boot, boot.

Boys: Boot, boot.

Teacher: Foot, foot.

Boys: Foot, foot.

Teacher: Moon, moon.

Boys: Moon, moon.

Teacher: Cook, cook.

Boys: Cook, cook.

Teacher: Food, moon, boot.

Boy 1: Food, moon, boot.

Teacher: Foot, book, cook.

Boy 2: Foot, book, cook.

Teacher: Good. Let's check.

## CD1 12

Narrator:

**Exercise 4. Read and number. Then listen and check.**

Teacher: Are you ready? Let's start.

Number 1; arms, arms;

Boys: Arms, arms.

Teacher: Number 2; trunks, trunks.

Boys: Trunks, trunks.

Teacher: Number 3; noses, noses.

Boys: Noses, noses.

Teacher: Now read and number.

hippos, elephants, crocodiles;

dresses, snakes, faces.

Teacher: Now listen and check.

Boy 1: Hippos, hippos; number 1.

Boy 2: elephants, elephants; number 2.

Boy 3: crocodiles, crocodiles; number 1.

Boy 1: dresses, dresses; number 3.

Boy 2: snakes, snakes; number 1.

Boy 3: faces, faces; number 3.

Teacher: Good. Let's check.

## CD1 13

**Narrator: Fun Time!**

**Exercise 5. Phonics Race. Say and mime words in pairs.**

**Use these letters. o, o\_u, ea, u, u\_e, oo**

*Teacher:* Are you ready? Say and mime as many words as you can.

*Boy 1:* o\_e says rose.

*Teacher:* Well done! o\_e says rose.

*Boy 2:* o says hot.

*Teacher:* That's right. o says hot.

*Boys:* We have more words.

*Boy 1:* ea says meat ...

*Boy 2:* ea says feather ...

*Boy 1:* and u\_e says ...

*Boy 2:* tube.

*Boy 3:* oo says ...

*Boy 1:* boot ...

*Teacher:* Okay! Good! Let's play for real.

## CD1 14

**Narrator: Unit 2. From Here to There  
Talk Time**

**Exercise 1. Listen and point.**

(1)

*Teacher:* Excuse me. Where's the train station?

Walk straight and turn left.

*Teacher:* How do you go to school?

I walk. How about you?

I go by school bus.

(2)

*Teacher:* Excuse me. Where's the train station?

Walk straight and turn left.

*Teacher:* How do you go to school?

I walk. How about you?

I go by school bus.

(3)

*Boy:* Excuse me. Where's the train station?

*Boy 2:* Walk straight and turn left.

*Safroot/Boy 3:* How do you go to school?

*Boy 1:* I walk. How about you?

*Safroot/Boy:* I go by school bus.

## CD1 15

**Narrator: Sounds and Letters**

**Exercise 3. Listen, point, and say. Then write the missing letters.**

*Teacher:* Are you ready? Let's start.

St says station, station.

*Students:* St says station, station.

*Teacher:* St says step, step.

*Students:* St says step, step.

*Teacher:* St says stop, stop.

*Students:* St says stop, stop.

*Teacher:* Station, step, stop.

*Students:* Station, step, stop.

*Teacher:* Now listen and write the missing letters.

Walk straight two steps and stop!

*Boy 1:* Walk straight two steps and stop!

*Boy 2:* Walk straight two steps and stop!

*Teacher:* Good. Let's check.

## CD1 16

**Narrator: Fun Time!**

**Exercise 4. Which Way are You Looking?  
Close your eyes and try to follow.**

*Teacher:* Are you ready? Let's start!

*Teacher:* Close your eyes!

*Students:* We can't see!

*Teacher:* Try to follow with your eyes closed.

Turn left! Turn left! Walk straight 3 steps. Turn right!

*Teacher:* Now, open your eyes!

*Teacher:* Close your eyes! Turn left! Turn left! Turn right!

Walk straight 2 steps! Turn left! Turn right!

*Teacher:* Now, open your eyes!

*Teacher:* Okay! Good! Let's play for real.

## CD1 17

**Narrator: Rhythms and Listening**

**Exercise 1. Chant and do the actions.  
When You See a Red Light**

*Teacher:* When you see a red light, red light, red light.

When you see a red light, stop, stop, stop.

When you see a yellow light, yellow light, yellow light.

When you see a yellow light, wait, wait, wait.

When you see a green light, green light, green light.

When you see a green light, go, go, go.

*Students:* When you see a red light, red light, red light.

When you see a red light, stop, stop, stop.

When you see a yellow light, yellow light, yellow light.

When you see a yellow light, wait, wait, wait.

When you see a green light, green light, green light.

When you see a green light, go, go, go.

## CD1 18

**Narrator: Sounds and Letters**

**Exercise 2. Listen, say, and number. Then write the missing letters.**

*Teacher:* Are you ready? Let's practice first.

Number 1: Sh says, sh, sh; ship; sh, sh, ship.

*Boys:* Number 1: Sh says, sh, sh; ship; sh, sh, ship

*Teacher:* Number 2: Ch says, ch, ch, chip; ch, ch, chip.

*Boys:* Number 2: Ch says, ch, ch, chip; ch, ch, chip.

*Teacher:* Number 3: Sl says, sl, sl, slip; sl, sl, slip.

*Boys:* Number 3: Sl says, sl, sl, slip; sl, sl, slip.

*Teacher:* Now listen and write the missing letters.

Are you ready?

*Teacher:* Sheep, sheep.

*Boys:* Sheep, sheep.

*Teacher:* Cheese, cheese.

*Boys:* Cheese, cheese.

*Teacher:* That's right; cheese, cheese and ...

*Boys:* Sleep, sleep.

*Teacher:* That's right! Sheep, cheese, sleep.

## CD1 19

**Narrator: Fun Time!**

**Exercise 3. Traffic Signal Game**

**Listen to the leader and say what to do. Like this...**

*Teacher:* Are you ready? Let's start!

*Boy 1:* When you see a red light, red light, red light...

*Boys:* Stop, stop, stop!

*Boy 1:* When you see a yellow light, yellow light, yellow light...

*Boys:* Wait, wait, wait!

*Boy 2:* When you see a green light, green light, green light...

*Boys:* Go, go, go!

*Boy 3:* Wow! That was fun!

*Teacher:* Okay! Good! Let's play for real.

## CD1 20

*Narrator:* **Words in Action**

**Exercise 1. Listen, point, and say.**

1.

*Teacher:* Watch out! It's a truck.

*Girl 1:* Watch out!

*Girl 2:* It's a truck.

2.

*Teacher:* Watch out! It's a bus.

*Girl 1:* Watch out!

*Girl 2:* It's a bus.

3.

*Teacher:* Watch out! It's a train.

*Girl 1:* Watch out!

*Girl 2:* It's a train.

4.

*Teacher:* Watch out! It's a motorbike.

*Girl 1:* Watch out!

*Girl 2:* It's a motorbike.

5.

*Teacher:* Watch out! It's a car.

*Girl 2:* Watch out!

*Kai:* It's a car.

6.

*Teacher:* Watch out! It's a bicycle.

*Girl 2:* Watch out!

*Girl 3:* It's a bicycle.

7.

*Teacher:* Watch out! It's a taxi.

*Girl 2:* Watch out!

*Girl 3:* It's a taxi.

8.

*Teacher:* Watch out! It's a police car.

*Girl 3:* Watch out!

*Girl 1:* It's a police car.

9.

*Teacher:* Watch out! It's an ambulance.

*Girl 3:* Watch out!

*Girl 1:* It's an ambulance.

## CD1 21

*Narrator:* **Exercise 2. Practice the words in pairs.**

**Then race your partner.**

*Girl 1 and Girl 2:*

It's a truck.

It's a bus.

It's a train.

It's a motorbike.

It's a car.

It's a bicycle.

It's a taxi.

It's a police car.

It's an ambulance.

## CD1 22

*Narrator:* **Fun Time!**

**Exercise 3. Take a Trip! Listen and trace with your finger from each place to the next to complete your trip. Where do you end up?**

*Teacher:* Are you ready? Let's start!

Take a bicycle to the taxi stand.

Take a taxi to the hospital.

Walk to the school.

Take a school bus to the train station.

Take a train to the airport.

Take an airplane to the space station.

Take a rocket to the moon.

Where are you now?

## CD1 23

*Narrator:* **Sounds and Letters**

**Exercise 1. Listen, say, and match. Then write the missing letters.**

*Teacher:* Are you ready? Let's practice first.

Bl, bl; black, black.

*Boys:* Bl, bl; black, black.

*Teacher:* Fl, fl; flag, flag.

*Boys:* Fl, fl; flag, flag.

*Teacher:* Gl, gl; glass, glass.

*Boys:* Gl, gl; glass, glass.

*Teacher:* Cl, cl; class, class.

*Boys:* Cl, cl; class, class.

*Teacher:* Pl, pl; plant, plant.

*Boys:* Pl, pl; plant, plant.

*Teacher:* Pl, pl; plate, plate.

*Boys:* Pl, pl; plate, plate.

*Teacher:* Cl, cl; clock, clock.

*Boys:* Cl, cl; clock, clock.

*Teacher:* Fl, fl; fly, fly.

*Boys:* Fl, fl; fly, fly.

*Teacher:* Bl, bl; blue, blue.

*Boys:* Bl, bl; blue, blue.

*Teacher:* Gl, gl; glue, glue.

*Boys:* Gl, gl; glue, glue.

*Teacher:* Now listen and write the missing letters.

*Teacher:* Black, black; glass, glass; flag, flag.

*Boys:* Black, black; glass, glass; flag, flag.

*Teacher:* Plant, plant; clock, clock; glue, glue.

*Boys:* Plant, plant; clock, clock; glue, glue.

*Teacher:* Fly, fly; plate, plate.

*Boys:* Fly, fly; plate, plate.

*Teacher:* Good! Let's check.

## CD1 24

*Narrator:* **Fun Time!**

**Exercise 2. Picture Puzzle. Write five words from the photos. Like this ...**

1. /b/ /e/ /d/ bed, bed

2. /b/ /u/ /s/ bus, bus

3. /p/ /l/ /a/ /n/ /t/ plant, plant

4. /c/ /a/ /r/ car, car

5. /b/ /l/ /c/ /y/ /l/ /e/ bicycle, bicycle

## CD1 25

*Narrator:* **Unit 3. My House**

**Talk Time**

**Exercise 1. Listen and point.**

(1)

*Teacher:* Hello.

Welcome to our house. Would you like to come in?

Yes, please.

*Teacher:* I'll show you around.

Thanks.

This is the living room.

(2)

*Teacher:* Hello.

Welcome to our house. Would you like to come in?

Yes, please.

*Teacher:* I'll show you around.

Thanks.

This is the living room.

(3)

Girl 1: Hello.

Girl 2: Welcome to our house. Would you like to come in?

Girl 3: Yes, please.

Girl 2: I'll show you around.

Girl 1: Thanks.

Girl 2: This is the living room.

## CD1 26

**Narrator: Fun Time!**

### Exercise 4. An Old House

**Listen and find one thing in each room.**

Teacher: Let's practice first.

Teacher: 1 front door

Student: front door

Teacher: 2 dining room

Student: dining room

Teacher: 3 kitchen

Student: kitchen

Teacher: 4 bathroom

Student: bathroom

Teacher: 5 bedroom

Student: bedroom

Teacher: 6 living room

Student: living room

Teacher: Welcome to our house. Would you like to come in?

Girls: Yes, please.

Teacher: I'll show you around.

Girls: Thanks.

Teacher: Can you find the brown front door?

Girl 1: Here it is!

Girl 2: I found it!

Teacher: This is the dining room. Can you find the yellow chairs?

Girl 3: Here they are!

Teacher: This is the kitchen. Can you find the gray table?

Girl 1: Here it is!

Teacher: This is the bathroom. Can you find the white tub?

Girl 2: Here it is! I found it!

Teacher: This is the bedroom. Can you find the bed?

Girl 3: Here it is!

Teacher: This is the living room. Can you find the orange armchair?

Girl 2: I found it!

Teacher: Well done!

Now let's play it for real.

## CD1 27

**Narrator: Rhythms and Listening**

### Exercise 1. Chant and point. Where's the Boy?

Teacher: Where's Joe?

In the bathroom.

Where's Mother?

In the kitchen.

Where's Joe?

In the dining room.

Where's the boy?

In the yard.

Where's the poster?

In the bedroom.

Boy 2: Where's Joe?

Boy 1: In the bathroom.

Boy 2: Where's Mother?

Boy 1: In the kitchen.

Boy 1: Where's Joe?

Boy 3: In the dining room.

Boy 1: Where's the boy?

Boy 3: In the yard.

Boy 2: Where's the poster?

Boy 3: In the bedroom.

## CD1 28

**Narrator: Sounds and Letters**

**Exercise 2. Listen, say, and match. Then write the missing letters.**

Teacher: Are you ready? Let's practice first.

Fr says, fr, fr, fries; fr, fr, fries.

Boys: Fr says, fr, fr, fries; fr, fr, fries.

Teacher: Fr says, fr, fr, frog; fr, fr, frog.

Boys: Fr says, fr, fr, frog; fr, fr, frog.

Teacher: Pr says, pr, pr, prize; pr, pr, prize.

Boys: Pr says, pr, pr, prize; pr, pr, prize.

Teacher: Pr says, pr, pr, present; pr, pr, present.

Boys: Pr says, pr, pr, present; pr, pr, present.

Teacher: Now, say and match. Fries, frog.

Boys: Fries, frog.

Teacher: Prize, present.

Boys: Prize, present.

Teacher: My friend is eating fries.

Boys: My friend is eating fries.

Teacher: Now write the missing letters.

## CD1 29

**Narrator: Fun Time!**

### Exercise 3. Where? Relay

**Don't forget to repeat "Where?"**

Teacher: Are you ready? Let's start!

Boy 1: Where's Hashim?

Boy 2: He's in the bathroom.

Boy 3: Where?

Boy 4: He's in the bathroom.

Boy 1: Where's Hashim?

Boy 2: He's in the bathroom.

Boy 1: Where?

Boy 2: He's in the bathroom.

Boy 3: Where's Hashim?

Boy 2: Quick!

Boy 3: Hurry up!

Teacher: Okay! Good! Let's play for real.

## CD1 30

**Narrator: Words in Action**

**Exercise 1. Listen, point, and say.**

Teacher: The mouse is on the chair.

Student: The mouse is on the chair.

Teacher: The mouse is in the cupboard.

Student: The mouse is in the cupboard.

Teacher: The mouse is under the bed.

Student: The mouse is under the bed.

Teacher: The mouse is next to the fridge.

Student: The mouse is next to the fridge.

Teacher: The mouse is behind the table.

Student: The mouse is behind the table.

## CD1 31

**Narrator: Sounds and Letters**

**Exercise 2. Listen, say, and match. Then write the missing letters.**

Teacher: Are you ready? Let's practice first.

*Teacher:* Ou says ou, ou, cloud, cloud;  
*Boys:* Ou says ou, ou, cloud, cloud.  
*Teacher:* Ou says ou, ou, mouse, mouse.  
*Boys:* Ou says ou, ou, mouse, mouse.  
*Teacher:* Ou says ou, ou, house, house.  
*Boys:* Ou says ou, ou, house, house.  
*Teacher:* Ou says ou, ou, mountain, mountain.  
*Boys:* Ou says ou, ou, mountain, mountain.

*Teacher:* Now say and match.  
Cloud, mouse.  
*Boys:* Cloud, mouse.  
*Teacher:* House, mountain  
*Boys:* House, mountain.  
*Teacher:* Now listen and write the missing letters.  
*Teacher:* The mouse is in the house.  
*Boys:* The mouse is in the house.  
*Teacher:* Let's check.

### CD1 32

*Narrator:* **Fun Time!**  
**Exercise 3. Two Hands Game**  
**Listen and move your hands.**

*Teacher:* Are you ready? Let's start!  
On, in, under, next to, behind.  
On, in, under, next to, behind.  
On, in, under, next to, behind.  
*Teacher:* Okay! Good! Let's play it for real.

### CD1 33

*Narrator:* **Phonics**  
**Exercise 1. Read and color o and u.**  
**The Ox Story**

*Teacher:* Did you read it yourself?  
Let's check your reading.  
*Teacher:*  
An ox sat on a box.  
He had fun in the sun.  
He was hot.  
He sat under a tree.  
Then he was not hot.  
*Girls:*  
An ox sat on a box.  
He had fun in the sun.  
He was hot.  
He sat under a tree.  
Then he was not hot.

### CD1 34

*Narrator:* **Exercise 2. Listen and spell.**

*Teacher:*  
1. How do you spell ox?  
*Girls:* O-X  
*Teacher:*  
2. How do you spell box?  
*Girls:* B-O-X  
*Teacher:*  
3. How do you spell fun?  
*Girls:* F-U-N  
*Teacher:*  
4. How do you spell sun?  
*Girls:* S-U-N  
*Teacher:*  
5. How do you spell hot?  
*Girls:* H-O-T

*Teacher:*  
6. How do you spell not?  
*Girls:* N-O-T

### CD1 35

*Narrator:* **Fun Time!**  
**Exercise 3. Speed-reading**  
**Make pairs. Read together and clap.**

*Teacher:* Are you ready? Let's start.  
*Girls' voices:*  
dot  
not  
hot  
ox  
fox  
box  
nut  
but  
cut  
sun  
fun  
run

### CD1 36

*Narrator:* **Unit 4. My Things**  
**Talk Time**  
**Exercise 1. Listen and point.**

*Teacher:* Can I have some candy?  
Sure. Here you go.  
Great! Thanks.  
*Teacher:* How many are there? Let's count them.  
One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty.  
That's a lot.  
*Girl 1:* Can I have some candy?  
*Girl 2:* Sure. Here you go.  
*Girl 1:* Great! Thanks.  
How many are there?  
*Girl 2:* Let's count them.  
*Girls:* One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty.  
*Girl 1:* That's a lot.

### CD1 37

*Narrator:* **Fun Time!**  
**Exercise 4. Word Hunt**  
**When you get a row of letters, shout "Row!"**

*Teacher:* Are you ready?  
*Girl 1:* Yes, we are!  
*Teacher:* Bed!  
*Girls:* B-E-D.  
*Teacher:* Hot!  
*Girls:* H-O-T.  
*Teacher:* Not!  
*Girls:* N-O-T.  
*Teacher:* Count!  
*Girls:* C-O-U-N-T.  
*Teacher:* Candy!  
*Girls:* C-A-N-D-Y.  
*Teacher:* Bus!

Girls: B-U-S.  
Teacher: Taxi!  
Girl 1: T-A-X-I.  
Girl 2: Row! Bus and candy.  
Teacher: Well, done.  
One more time. Are you ready?  
Girls: Yes, we are!  
Teacher: Light!  
Teacher: Eight!  
Teacher: Stop!  
Teacher: Walk!  
Teacher: Wait!  
Teacher: Mouse!  
Teacher: Cloud!  
Girl 3: Row!  
Teacher: Okay! Good! Let's play for real.

### CD1 38

**Narrator: Rhythms and Listening**  
**Exercise 1. Chant and point. Things on My Desk**

Teacher: Pens and pencils,  
Pens and pencils.  
Paper and glue,  
Paper and glue.  
Scissors and erasers,  
Scissors and erasers.  
Candy for you,  
Candy for you.  
Several Boys: Pens and pencils,  
Pens and pencils.  
Paper and glue,  
Paper and glue.  
Scissors and erasers,  
Scissors and erasers.  
Candy for you,  
Candy for you.

### CD1 39

**Narrator: Sounds and Letters**  
**Exercise 2. Listen, say, and match. Then write the missing letters.**

Teacher: Are you ready? Let's practice first.  
Sm says, sm, sm, smile; sm, sm, smile.  
Boys: Sm says, sm, sm, smile; sm, sm, smile.  
Teacher: Sn says, sn, sn, snail; sn, sn, snail.  
Boys: Sn says, sn, sn, snail; sn, sn, snail.  
Teacher: Now say and match.  
Smile, smile; snail, snail.  
Boys: Smile, smile; snail, snail.  
Teacher: Small, small; snack, snack.  
Boys: Small, small; snack, snack.  
Teacher: Snails are small and quiet.  
Boys: Snails are small and quiet.  
Teacher: Now write the missing letters.

### CD1 40

**Narrator: Fun Time!**  
**Exercise 3. Borrowing Things Relay**  
**Ask to borrow things.**

Teacher: Are you ready? Let's start!  
Boy 2: Can I use your scissors?  
Boy 1: Here you go.  
Boy 3: Can I use your eraser?  
Boy 4: Here you go.  
Boy 3: Thank you. I got it!  
All Boys: Let's do it again!

Boy 5: Can I use your scissors?  
Boy 1: Here you go.  
Boy 6: Can I use your eraser?  
Boy 4: Here you go.  
Teacher: Okay! Good! Let's play for real.

### CD1 41

**Narrator: Words in Action**  
**Exercise 1. Listen, point, and say.**

Teacher: 1. What's this?  
Student: It's a comic book.  
Teacher: 2. What are these?  
Student: They're comic books.  
Teacher: 3. What's this?  
Student: It's an MP3 player.  
Teacher: 4. What are these?  
Student: They're MP3 players.  
Teacher: 5. What's this?  
Student: It's a wallet.  
Teacher: 6. What are these?  
Student: They're wallets.  
Teacher: 7. What's this?  
Student: It's a watch.  
Teacher: 8. What are these?  
Student: They're watches.

### CD1 42

**Narrator: Fun Time!**  
**Exercise 3. Pointing Race**  
**Point faster than your partner.**

Teacher: Singular  
an MP3 player  
Boy 1: I was first!  
Teacher: a cell phone  
a comic book  
Boy 2: I was first!  
Teacher: a watch  
a wallet  
Teacher: Plural  
watches  
wallets  
Boy 3: I was first!  
Teacher: comic books  
MP3 players  
cell phones  
Boy 4: I was first!  
Teacher: Good! Let's play it for real.

### CD1 43

**Narrator: Phonics**  
**Exercise 1. Listen, say, and number 1 or 2. Then write the missing letters.**

Teacher: Are you ready? Let's start.  
Number 1. Sp says spider, spider.  
Girls: Sp says spider, spider.  
Teacher: Number 2. Sw says sweater, sweater.  
Girls: Sw says sweater, sweater.

Teacher: Now listen, say, and number.  
Spring, spring  
Girls: Spring, spring.  
Teacher: Sport, sport.  
Girls: Sport, sport.  
Teacher: Swing, swing.  
Girl 1: Swing, swing.

Teacher: Swan, swan.  
Girl 2: Swan, swan.  
Teacher: Now write the missing letters.  
Teacher: Good! Let's check.

### CD1 44

Narrator: **Exercise 2.**  
**Read and color all the vowels, a, e, i, o, and u.**  
A Funny Day  
A fat cat sat on a mat.  
A fat hen sat on a pen.  
A fat fox sat in a box.  
And a fat bug sat on a rug.

### CD1 45

Narrator: **Fun Time!**  
**Exercise 3. Find the numbers and draw lines.**  
**Listen, count, and say the missing numbers. Then play with a friend.**

Teacher: forty, ...  
Girl 1: forty-one, forty-two,  
Teacher: forty-three, forty-four, ...  
Girl 1 and 2: forty-five, forty-six, ...  
Teacher: forty-seven, forty-eight, ...  
Girls: forty-nine.  
Teacher: fifty, ...  
Girls: fifty-one, fifty-two, fifty-three, fifty-four, ...  
Teacher: fifty-five, fifty-six, fifty-seven, ...  
Girls: fifty-eight, ...  
Teacher: fifty-nine, sixty, ...  
Girls: sixty-one, sixty-two, sixty-three, sixty-four, sixty-five, ...  
Teacher: sixty-six, ...  
Girls: sixty-seven, ...  
Teacher: sixty-eight. ...  
Girls: sixty-nine.  
Teacher: Now you do it!  
Girls: Seventy, seventy-one, seventy-two, seventy-three, seventy-four, seventy-five, seventy-six, seventy-seven, seventy-eight, seventy-nine, eighty.  
Teacher: Good. Eighty, ...  
Girls: Eighty-one, eighty-two, eighty-three, eighty-four, eighty-five, eighty-six, eighty-seven, eighty-eight, eighty-nine, ninety.  
Girls: Ninety-one, ninety-two, ninety-three, ninety-four, ninety-five, ninety-six, ninety-seven, ...  
Girl 1: ninety-eight,  
Girls 1 and 2: ninety-nine, ONE HUNDRED!  
We're finished!  
Girl 3: I'm finished!  
Teacher: Well, done! Let's do it again, but faster.  
Girls 2 and 3: Forty, forty-one, forty-two, forty-three, ...

## WORKBOOK Audio Script

### CD2 02

Narrator: **Hi! Are you ready for Goal 01? I can act out the talks about wild animals.**  
**1. Listen, point, and practice.**

Boy 1: Look! It's a baby monkey.  
Boy 2: Monkeys are cute!  
Boy 3: Look! It's an elephant.  
Boy 4: Elephants are big!  
Narrator: Now trace the words.

Then do 2. Draw a monkey and an elephant. Give them names that you like and write them.  
Narrator: You've finished! Well done!

### CD2 03

Narrator: **Let's do Goal 02. I can tell friends the names of six wild animals using the animal chart.**  
**1. Listen, point, and practice.**

Narrator: 1. Teacher: giraffe  
Narrator: 2. Teacher: zebra  
Narrator: 3. Teacher: ostrich  
Narrator: 4. Teacher: lion  
Narrator: 5. Teacher: hyena  
Narrator: 6. Teacher: elephant  
Narrator: 7. Teacher: chimpanzee  
Narrator: 8. Teacher: hippo  
Narrator: 9. Teacher: rhinoceros  
Narrator: 10. Teacher: snake  
Narrator: 11. Teacher: kangaroo  
Narrator: 12. Teacher: koala  
Narrator: 13. Teacher: iguana  
Narrator: 14. Teacher: polar bear  
Narrator: 15. Teacher: tiger

Narrator: Now trace the words.  
Then do 2. Point to and say six animals that you like.  
Narrator: You've finished! Well done!

### CD2 04

Narrator: **Hi! Are you ready for Goal 03? I can chant the Animal Chant.**  
**1. Listen, chant, and mime.**

Girls: I will catch a monkey, by the toes, by the toes.  
I will catch a monkey, by the toes!  
... a monkey by the toes.  
I will catch an elephant, by the trunk, by the trunk.  
I will catch an elephant, by the trunk!  
... and elephant by the trunk  
I will catch a tiger, by the tail, by the tail.  
I will catch a tiger, by the tail!  
... a tiger by the tail  
I will catch a snake, by the head, by the head.  
I will catch a snake, by the head! ... a snake by the head  
I will catch a bear, by the nose, by the nose.  
I will catch a bear, by the nose!  
... a bear by the nose.

Narrator: Now trace the words.  
Narrator: You've finished! Well done!

### CD2 05

Narrator: **Let's do Goal 04. I can play the What Animal Is This? Game with a partner.**  
**1. Listen and say what animal it is.**

Girl 1: It's a monkey.  
Girl 2: It's an elephant.  
Girl 3: It's a tiger.  
Girl 4: It's a snake.  
Girl 1: It's a bear.  
Narrator: Now do 2. Trace and copy.  
Then do 3. Draw lines and match.

Narrator: You've finished! Well done!

## CD2 06

**Narrator: Hi! Are you ready for Goal 05? I can say something about three wild animals. 1. Listen, point, and practice.**

*Girl 1:* Elephants are big.  
*Girl 2:* Zebras have stripes.  
*Girl 3:* Snakes have no arms or legs.  
*Girl 1:* Snakes are long.  
*Girl 2:* Hippos have big mouths.  
*Girl 3:* Chimpanzees are smart.

*Narrator:* Now trace the words.  
Then do 2. Finish the sentences.

*Narrator:* You've finished! Well done!

## CD2 07

**Narrator: Let's do Goal 06. I can play the Animal Two Hints Game. 1. Listen to two hints and guess what the animals are. When you know... say your guess!**

*Teacher:* Are you ready? OK, let's play!  
*Teacher:* They're big. They have trunks.  
*Girl 1:* I know! An elephant.  
*Teacher:* That's right!  
*Teacher:* They're black and white. They have stripes.  
*Girl 2:* I know! A zebra.  
*Teacher:* That's right!  
*Teacher:* They're scary. They have big teeth.  
*Girl 3:* I know! A crocodile.  
*Teacher:* That's right!  
*Teacher:* They're smart. They have long arms.  
*Girl 4:* I know! A chimpanzee.  
*Teacher:* That's right!  
*Teacher:* They're fat. They have big mouths.  
*Girl:* I know! A hippo.  
*Teacher:* That's right!

*Narrator:* Now do 2. Write the animal names.  
*Narrator:* You've finished! Well done!

## CD2 08

**Narrator: Hi! Are you ready for Goal 07? I can listen, point, and match pictures, words, and letters. 1. Listen, point, and match.**

*Teacher:* Are you ready? OK, listen, point, and match.

*Teacher:* 1. bread, bread.  
*Teacher:* 2. bus, bus.  
*Teacher:* 3. cup, cup.  
*Teacher:* 4. cube, cube.  
*Teacher:* 5. peach, peach.  
*Teacher:* 6. feather, feather.  
*Teacher:* 7. meat, meat.

*Narrator:* Now copy the words.  
Then do 2. Read and draw.  
*Narrator:* You've finished! Well done!

## CD2 09

**Narrator: Let's do Goal 08. I can say, read, and write the sounds for ea, peach and ea, head; u, duck; u\_e, cube; oo, book and oo, boot by myself. 1. Listen and write the missing letters.**

*Teacher:* Are you ready? Let's listen and write.

*Teacher:* 1. rose, rose; R-O-S-E  
*Teacher:* 2. moon, moon; M-O-O-N  
*Teacher:* 3. fox, fox; F-O-X  
*Teacher:* 4. bus, bus; B-U-S  
*Teacher:* 5. book, book; B-O-O-K  
*Teacher:* 6. cube, cube; C-U-B-E

*Narrator:* Well done!  
Now do 2. Find the words in your book and copy them.  
*Narrator:* You've finished! Well done!

## CD2 10

**Narrator: Hi! Are you ready for Goal 09? I can act out the talks about directions and going places with a partner. 1. Listen, point, and practice.**

*Man:* Excuse me. Where's the train station?  
*Boy:* Walk straight and turn left.  
*Man:* Thanks.

*Boy 1:* How do you go to school?  
*Boy 2:* I walk. How about you?  
*Boy 1:* I go by school bus.

*Narrator:* Now trace.  
*Narrator:* You've finished! Well done!

## CD2 11

**Narrator: Let's do Goal 10. I can give directions to a partner, saying "Turn left," "Turn right," and "Walk straight." 1. Listen, point, and practice. Do the actions.**

*Boy:* Turn left. Turn left. Walk straight three steps. Turn right.

*Narrator:* Now trace the words in 1.

*Narrator:* Now do 2. Listen to the directions and go to the exit.

*Teacher:* Are you ready? OK. Go in the door. Turn right. Walk straight three steps. Turn left. Walk straight six steps. Turn right. Walk straight two steps. Turn left. Walk straight to the exit. Did you make it?

*Narrator:* You've finished! Well done!

## CD2 12

**Narrator: Hi! Are you ready for Goal 11? I can chant the When You See a Red Light chant. 1. Listen and chant.**

*Boys:* When you see a red light, red light, red light. When you see a red light, stop, stop, stop.  
When you see a yellow light, yellow light, yellow light. When you see a yellow light, wait, wait, wait.  
When you see a green light, green light, green light. When you see a green light, go, go, go.

*Narrator:* Now trace. Then do 2. Color.  
*Narrator:* You've finished! Well done!

## CD2 13

**Narrator: Let's do Goal 12. I can say if a traffic signal says to stop, wait, or go. 1. Listen, point, and practice.**

Teacher: Red light: stop! Yellow light: wait! Green light: go!  
Narrator: Now trace. Then color the lights. Then do 2. Trace and copy.  
Narrator: You've finished! Well done!

## CD2 14

Narrator: **Hi! Are you ready for Goal 13? I can say the names of three vehicles.**

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

Narrator: 1. Boy1: truck  
Narrator: 2. Boy2: bus  
Narrator: 3. Boy3: train  
Narrator: 4. Boy1: car  
Narrator: 5. Boy2: bicycle  
Narrator: 6. Boy3: taxi

Narrator: Now copy. Then do 2.  
Read and answer. Say the answers, then write.  
Narrator: You've finished! Well done!

## CD2 15

Narrator: **Hi! Are you ready for Goal 14? I can tell someone two sentences like "Take a bus." or "Take a taxi."**

### 1. Listen and match the sentences and the pictures.

Narrator: 1.  
Teacher: Take a bus and go to the school.  
Narrator: 2.  
Teacher: Take a taxi and go to the train station.  
Narrator: 3.  
Teacher: Take an airplane and go to the space station.  
Narrator: 4.  
Teacher: Take a rocket and go to the moon.  
Narrator: 5.  
Teacher: Take a bicycle and go to the hospital.

Narrator: Now do 2. Trace.  
Narrator: You've finished! Well done.

## CD2 16

Narrator: **Hi! Are you ready for Goal 15? I can listen, point, and match pictures, words, and letters.**

### 1. Listen, point, and match.

Narrator: 1. Boy 1: black  
Narrator: 2. Boy 2: flag  
Narrator: 3. Boy 3: glass  
Narrator: 4. Boy 1: class  
Narrator: 5. Boy 1: plant  
Narrator: 6. Boy 2: plate  
Narrator: 7. Boy 3: clock  
Narrator: 8. Boy 1: fly

Narrator: Now copy the words. Then do 2.  
Say and match.  
Narrator: You've finished! Well done.

## CD2 17

Narrator: **Let's do Goal 16. I can say, read, and write the sounds for bl, black; cl, clock; fl, flag; gl, glass; pl, plant.**

### 1. Listen and write the words.

Narrator: 1. Teacher: It's a bus.  
Narrator: 2. Teacher: It's a plant.  
Narrator: 3. Teacher: It's a car.  
Narrator: Now do 2. Write the missing letters.  
Narrator: You've finished! Well done.

## CD2 18

Narrator: **Hi! Are you ready for Goal 17? I can act out the talks about showing around the house with a partner.**

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

Girl1: Hello.  
Girl 2: Welcome to our house.  
Would you like to come in?  
Girl 1: Yes, please.  
Girl 2: I'll show you around.  
Girl 1: Thanks.  
Girl 2: This is the living room.

Narrator: Now do 2. Write the words.  
Narrator: You've finished! Well done.

## CD2 19

Narrator: **Let's do Goal 18. I can show someone around my house.**

### 1. Listen and write.

Narrator: 1.  
Teacher: front door, front door  
Narrator: 2.  
Teacher: living room, living room  
Narrator: 3.  
Teacher: bathroom, bathroom  
Narrator: 4.  
Teacher: bedroom, bedroom  
Narrator: 5.  
Teacher: dining room, dining room  
Narrator: 6.  
Teacher: kitchen, kitchen  
Narrator: 7.  
Teacher: back door, back door  
Narrator: You've finished! Well done!

## CD2 20

Narrator: **Hi! Are you ready for Goal 19? I can chant the Where's the Boy? chant.**

### 1. Listen and chant.

Boy: Where's Joe?  
In the bathroom.  
Where's Mom?  
In the kitchen.  
Where's Joe?  
In the dining room.  
Where's Joe?  
In the yard.  
Where's the boy?  
In the bedroom.

Narrator: Now do 2. Write the missing words.  
Boy: A mouse is under the bed!  
Narrator: You've finished! Well done!

## CD2 21

Narrator: **Let's do Goal 20. I can ask "Where's...?" when I want to know where someone is.**

### 1. Listen and practice.

Teacher: Where's Joe?

Boy: He's in the bathroom.  
Teacher: Where's Mom?  
Boy: She's in the kitchen.  
Teacher: Where's Joe?  
Boy: He's in dining room.  
Teacher: Where's the boy?  
Joe: In the bedroom.  
He's sitting on my bed!

Narrator: Now trace the words.  
Then do 2. Write.  
Narrator: You've finished! Well done!

## CD2 22

Narrator: **Hi! Are you ready for Goal 21? I can say the names of three pieces of furniture.**  
**1. Listen and practice.**

Narrator: 1. Girl 1: chair  
Narrator: 2. Girl 2: cupboard  
Narrator: 3. Girl 3: bed  
Narrator: 4. Girl 1: fridge  
Narrator: 5. Girl 2: sofa  
Narrator: 6. Girl 3: table

Narrator: Now do 2. Unscramble the words and write. Then draw lines and match.  
Narrator: You've finished! Well done.

## CD2 23

Narrator: **Hi! Are you ready for Goal 22? I can play the Two Hands Game.**  
**1. Listen and play.**

Teacher: Are you ready? Let's start!  
In, behind, next to, under, on.  
Girls: This is fun!  
Teacher: One more time.  
Next to, in, on, behind, under.  
Girls: We did it!  
Narrator: Now do 2. Listen and practice.  
Teacher: 1. The mouse is on chair.  
Teacher: 2. The mouse is in the cupboard.  
Teacher: 3. The mouse is under the bed.  
Teacher: 4. The mouse is behind the table.  
Teacher: 5. The mouse is next to the fridge.

Narrator: Now trace the words.  
Narrator: You've finished! Well done.

## CD2 24

Narrator: **Hi! Are you ready for Goal 23? I can say the spelling of two three-letter words.**  
**1. Listen and spell.**

Teacher: 1. How do you spell ox? O-X  
Boy 1: O-X  
Teacher: 2. How do you spell box? B-O-X  
Boy 2: B-O-X  
Teacher: 3. How do you spell fun? F-U-N  
Boy 3: F-U-N  
Teacher: 4. How do you spell sun? S-U-N  
Boy 4: S-U-N  
Teacher: 5. How do you spell hot? H-O-T  
Boy 5: H-O-T  
Teacher: 6. How do you spell not? N-O-T  
Boy 6: N-O-T

Narrator: Now copy. Then do 2.  
Write two words in each house.  
Narrator: You've finished! Well done.

## CD2 25

Narrator: **Let's do Goal 24. I can read the three-letter word speed-reading list by myself.**  
**1. Listen and read.**

Narrator: 1.  
Teacher: dot, not, hot; ox, fox, box  
Narrator: 2.  
Teacher: nut, but, cut; sun, fun, run

Narrator: Now do 2. Draw lines and connect the family words.  
Narrator: You've finished! Well done.

## CD2 26

Narrator: **Hi! Are you ready for Goal 25? I can act out the talks about candy with a partner.**  
**1. Listen, point, and practice.**

Girl 1: Can I have some candy?  
Girl 2: Sure. Here you go.  
Girl 1: Thanks.

Narrator: Now trace the words.  
Then do 2. Can you unscramble the words and say the sentence?  
Narrator: You've finished! Well done.

## CD2 27

Narrator: **Let's do Goal 26. I can count from one to thirty.**  
**1. Listen, point, and practice.**

Girl 1: How many are there?  
Girl 2: Let's count them. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty.

Boy: That's a lot.  
Narrator: Now write the missing numbers on the candy.  
Then do 2. Say and write thirty to one.  
Narrator: You've finished! Well done.

## CD2 28

Narrator: **Hi! Are you ready for Goal 27? I can chant the Things on My Desk chant.**  
**1. Listen, chant, and point.**

Children:  
Pens and pencils,  
pens and pencils.  
Paper and glue,  
paper and glue.  
Scissors and erasers,  
scissors and erasers.  
Candy for you.  
Candy for you.  
Narrator: Now do 2. Chant by yourself and write the missing letters.  
Narrator: You've finished! Well done.

## CD2 29

Narrator: **Let's do Goal 28. I can ask to borrow some things in class.**  
**1. Listen and practice.**

Narrator: 1.  
Girl 1: Can I use your pencil?

Girl 2: Here you go.  
 Narrator: 2.  
 Girl 1: Can I use your eraser?  
 Girl 2: Here you go.  
 Narrator: 3.  
 Girl 1: Can I use your scissors?  
 Girl 2: Here you go.  
 Narrator: 4.  
 Girl 1: Can I use your glue?  
 Girl 2: Here you go.  
 Narrator: 5.  
 Girl 1: Can I use your pen?  
 Girl 2: Here you go.  
 Narrator: Now do 2. Write.  
 Narrator: You've finished! Well done.

### CD2 30

**Narrator: Hi! Are you ready for Goal 29? I can follow the teacher and play the Copycat Game.**  
**1. Listen, point, and practice.**

Boy 1: What's this?  
 Boy 2: It's a wallet.  
 Boy 1: What's this?  
 Boy 2: It's a cell phone.  
 Boy 1: What's this?  
 Boy 2: It's a comic book.  
 Boy 1: What's this?  
 Boy 2: It's a watch.

Narrator: Now do 2. Read and answer.  
 Say the answers, then write.  
 Narrator: You've finished! Well done!

### CD2 31

**Narrator: Let's do Goal 30. I can ask "What's this?" or "What are these?"**  
**1. Listen, point, and practice.**

Boy 1: What's this?  
 Boy 2: It's an MP3 player.  
 Boy 3: What are these?  
 Boy 4: They're MP3 players.  
 Boy 1: What's this?  
 Boy 2: It's a pencil.  
 Boy 3: What are these?  
 Boy 4: There're pencils.  
 Boy 1: What's this?  
 Boy 2: It's a watch.  
 Boy 3: What are these?  
 Boy 4: They're watches.

Narrator: Now do 2. Read and answer.  
 Say the answers, then write.  
 Narrator: You've finished! Well done!

### CD2 32

**Narrator: Hi! Are you ready for Goal 31? I can read the story "A Funny Day" by myself.**  
**1. Listen and read.**

Narrator: 1.  
 Teacher: mat, bat, cat; box, fox, ox  
 Narrator: 2.  
 Teacher: hen, ten, pen; bug, rug, mug

Narrator: Now do 2. Write the missing words in the trains.  
 Narrator: You've finished! Well done.

### CD2 33

**Narrator: Let's do Goal 32. I can count from 40 to 100.**  
**1. Listen and connect the numbers.**

Teacher: Forty, forty-one, forty-two, forty-three, forty-four, forty-five, forty-six, forty-seven, forty-eight, FORTY-NINE, FIFTY, fifty-one, fifty-two, fifty-three, fifty-four, FIFTY-FIVE, fifty-six, fifty-seven, FIFTY-NINE, SIXTY, sixty-one, sixty-two, SIXTY-THREE, SIXTY-FOUR, sixty-five, sixty-six, sixty-seven, SIXTY-EIGHT, sixty-nine, SEVENTY, SEVENTY-ONE, SEVENTY-TWO, seventy-three, seventy-four, seventy-five, seventy-six, SEVENTY-SEVEN, seventy-eight, SEVENTY-NINE, EIGHTY, eighty-one, eighty-two, eighty-three, eighty-four, EIGHTY-FIVE, EIGHTY-SIX, eighty-seven, EIGHTY-EIGHT, EIGHTY-NINE, NINETY, ONE HUNDRED.

Narrator: Now do 2. Listen and circle the correct number.

Narrator: A. Teacher: thirty-six  
 Narrator: B. Teacher: fifty-two  
 Narrator: C. Teacher: sixty-three  
 Narrator: D. Teacher: ninety-eight  
 Narrator: E. Teacher: eighty-four  
 Narrator: F. Teacher: ninety-two

Narrator: You've finished! Well done!  
 You've worked very hard. Now you can do 32 new things in English.  
 Congratulations!

## MORE! Audio Script

### CD3 02

**Unit 1, Exercise 1.**  
**Read and circle the words that don't belong.**  
**Then listen, check, and write them in the correct cloud.**

Narrator: Cloud one. Long o sound. /o/, /o/  
 Teacher: go, go; show, show; no, no; tomato, tomato; shoe, shoe; snow, snow; two, two  
 Did you circle shoe and two?

Narrator: Cloud two. Long u sound. /u/, /u/  
 Teacher: glue, glue; blue, blue; you, you; toe, toe; to, to; so, so; who, who; too, too  
 Did you circle toe and so?

Narrator: Cloud three. Long i sound. /i/, /i/  
 Teacher: pie, pie; bye, bye; dry, dry; taxi, taxi; kind, kind; line, line; field, field; rain, rain  
 Did you circle taxi, field, and rain?

Narrator: Cloud four. Long e sound. /e/, /e/  
 Teacher: spaghetti, spaghetti; ski, ski; piece, piece; me, me; eight, eight; donkey, donkey; sky, sky; space, space  
 Did you circle eight, sky, and space?

Narrator: Cloud five. Long a sound. /a/, /a/  
 Teacher: able, able; tie, tie; shake, shake; apron, apron; break, break; neighbor, neighbor; ceiling, ceiling; steak, steak; weight, weight  
 Did you circle tie and ceiling?

Well done! Now write the words you circled in the correct cloud.  
 Check with a partner.

### CD3 03

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

*Teacher:* Short oo.  
Short oo says /oo/, /oo/,  
/oo/, /oo/, book,  
/oo/, /oo/, foot.

*Teacher:* Long oo.  
Long oo says /oo/, /oo/,  
/oo/, /oo/, zoo,  
/oo/, /oo/, moon.

*Teacher:* Now you make the sounds and say the words.  
Short oo says oo/, oo/,  
/oo/, /oo/, /oo/, /oo/, book,  
/oo/, /oo/, /oo/, /oo/, foot.

Long oo says /oo/, /oo/,  
/oo/, /oo/, /oo/, /oo/, zoo,  
/oo/, /oo/, /oo/, /oo/, moon.

*Teacher:* Let's say them all again.  
/oo/, /oo/, book.  
/oo/, /oo/, foot.  
/oo/, /oo/, zoo.  
/oo/, /oo/, moon.  
Well done! Now practice with a friend.

### CD3 04

#### Unit 1, Exercise 2. Read and circle L for long or S for short. Then listen, check, and say.

*Narrator:* Number one.  
*Teacher:* cook, cook.  
Did you circle S?

*Narrator:* Number two.  
*Teacher:* balloon, balloon.  
Did you circle L?

*Narrator:* Number three.  
*Teacher:* school, school.  
Did you circle L?

*Narrator:* Number four.  
*Teacher:* football, football.  
Did you circle S?

*Narrator:* Number five.  
*Teacher:* room, room.  
Did you circle L?

*Narrator:* Number six.  
*Teacher:* foot, foot.  
Did you circle S?

*Narrator:* Number seven.  
*Teacher:* food, food.  
Did you circle L?

*Narrator:* Number eight.  
*Teacher:* cartoon, cartoon.  
Did you circle L?

*Narrator:* Number nine.  
*Teacher:* boots, boots.  
Did you circle L?

*Narrator:* Number ten.  
*Teacher:* shampoo, shampoo.  
Did you circle L?

*Narrator:* Number eleven.  
*Teacher:* tooth, tooth.  
Did you circle L?

*Narrator:* Number twelve.  
*Teacher:* kangaroo, kangaroo.  
Did you circle L?

*Narrator:* Number thirteen.  
*Teacher:* books, books.  
Did you circle S?

*Narrator:* Number fourteen.  
*Teacher:* pool, pool.  
Did you circle L?

*Narrator:* Number fifteen.  
*Teacher:* spoon, spoon.  
Did you circle L?

Well done! Now check and practice with a friend.

### CD3 05

#### Unit 1, Exercise 1. Listen, read, and match. Then write *its* or *their*, and the animal's name.

*Narrator:* Number one.  
*Teacher:* Its tail is long. Its arms are long.  
It hangs from trees and swings!

*Narrator:* Number two.  
*Teacher:* Its neck is very long. It reaches trees.  
It's tall and slim. It eats green leaves!

*Narrator:* Number three.  
*Teacher:* Its jaws are huge. They crash and chew.  
It walks and swims, and hunts for food.

*Narrator:* Number four.  
*Teacher:* Their trunks are long. Their tusks are white.  
They can be friendly, or angry and wild!

*Narrator:* Number five.  
*Teacher:* Their bodies are cold! They slide and curl.  
They hiss and bite with poisoned teeth!

Well, done! Now write.

### CD3 06

#### Unit 1, Exercise 2. Listen, read, and guess. What's the animal's name?

*Teacher:* Their skin is green,  
their eyes pop out.  
They jump and dive,  
they're lots of fun!

*Teacher:* Their necks are long,  
their legs are, too.  
They hide their heads  
when scared, in the sand!

Now, listen again and write the animal's name.

## CD3 07

**Unit 1, Exercise 1. Listen, point, and practice.**  
Then circle YES or NO.

Teacher: Can ostriches run?

Girl 1: Yes, they can.

Teacher: That's right! Ostriches can run.

Can they fly?

Girl 1: No, they can't.

Teacher: So, ostriches can run but they can't fly.

Can kangaroos fly?

Girls: No, they can't.

Teacher: Can they jump?

Girls: Yes, they can.

Teacher: That's right. Kangaroos can jump but they can't fly.

Can polar bears swim?

Girl 2: Yes, they can.

Teacher: Can they speak?

Girl 2: No, they can't. Polar bears can swim but they can't speak.

Teacher: Very good! Polar bears can swim but they can't speak.

## CD3 08

**Unit 1, Exercise 1. Listen and match with the right picture.**  
Then read and check.

Narrator: Number one.

Teacher: He has short, brown hair and brown eyes.  
He's wearing a thobe and speaking with his friend.

Narrator: Number two.

Teacher: She has long, brown hair and brown eyes.  
She's wearing a red jacket and a yellow T-shirt.  
She's sitting with her friend.

Narrator: Number three.

Teacher: She has black hair and brown eyes.  
She's wearing a green jacket, a blue skirt, and pink shoes.

Narrator: Number four.

Teacher: He has short, blond hair and blue eyes.  
He's wearing a blue T-shirt.

Teacher: Very good! Now read and check your answers with a friend.

## CD3 09

**Unit 1, Story Time 1. Exercise 1.**  
Read. Then listen and read along.

Teacher: Do you remember Ken and Tim?

Ken is a very nice, happy boy. He is ten. Tim is his pet parrot.  
Ken and Tim are good friends.

They are in a small house in the forest, today. They are looking at the things in the house. Suddenly, they hear a noise.

Who is it? Do you know?

## CD3 10

**Unit 2, Exercise 1. Listen, point, and say.**

Teacher: gr says /gr/, /gr/,  
/gr/, /gr/, grass.

Teacher: gl says /gl/, /gl/,  
/gl/, /gl/, glass.

Teacher: cr says /cr/, /cr/,  
/cr/, /cr/, crab.

Teacher: cl says /cl/, /cl/,  
/cl/, /cl/, class.

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

gr says /gr/, /gr/,  
/gr/, /gr/, /gr/, /gr/, grass.

gl says /gl/, /gl/,  
/gl/, /gl/, /gl/, /gl/, glass.

cr says /cr/, /cr/,  
/cr/, /cr/, /cr/, /cr/, crab.

cl says /cl/, /cl/,  
/cl/, /cl/, /cl/, /cl/, class.

Teacher: Let's say them all again.

/gr/, /gr/, grass.

/gl/, /gl/, glass.

/cr/, /cr/, crab.

/cl/, /cl/, class.

Well done!

## CD3 11

**Unit 2, Exercise 2. Listen to the sound, check ✓, and write.**  
Then draw a line to the right picture.

Narrator: Number one.  
Teacher: /gr/, /gr/, green.

Narrator: Number two.  
Teacher: /gr/, /gr/, grass.

Narrator: Number three.  
Teacher: /gl/, /gl/, glue.

Narrator: Number four.  
Teacher: /gr/, /gr/, gray.

Narrator: Number five.  
Teacher: /gl/, /gl/, glasses.

Well done! Now draw a line to the right picture.

## CD3 12

**Unit 2, Exercise 3. Listen and circle the word.**  
Then match with a picture.

Narrator: Number one.  
Teacher: crayon, crayon.

Narrator: Number two.  
Teacher: crab, crab.

Narrator: Number three.  
Teacher: cloud, cloud.

Narrator: Number four.  
Teacher: class, class.

Well done! Now match each word with a picture.

## CD3 13

**Unit 2, Exercise 1. Listen, point, and say.**

Teacher: fl says /fl/, /fl/,  
/fl/, /fl/, flag.

Teacher: fr says /fr/, /fr/,  
/fr/, /fr/, fruit.

Teacher: dr says /dr/, /dr/,  
/dr/, /dr/, dress.

Teacher: tr says /tr/, /tr/,  
/tr/, /tr/, tree.

Teacher: Now you make the sounds and say the words.  
fl says /fl/, /fl/,  
/fl/, /fl/, /fl/, /fl/, flag.  
fr says /fr/, /fr/,  
/fr/, /fr/, /fr/, /fr/, fruit.  
dr says /dr/, /dr/,  
/dr/, /dr/, /dr/, /dr/, dress.  
tr says /tr/, /tr/,  
/tr/, /tr/, /tr/, /tr/, tree.

Teacher: Let's say them all again.  
/fl/, /fl/, flag.  
/fr/, /fr/, fruit.  
/dr/, /dr/, dress.  
/tr/, /tr/, tree.  
Well done!

### CD3 14

**Unit 2, Exercise 2. Listen to the sound, check ✓, and write. Then draw a line to the right picture.**

Teacher: First, listen and check.  
Narrator: Number one.  
Teacher: /fr/, /fr/, frog.

Narrator: Number two.  
Teacher: /fl/, /fl/, flower.

Narrator: Number three.  
Teacher: /fl/, /fl/, flashlight.

Narrator: Number four.  
Teacher: /fr/, /fr/, friends.

Narrator: Number five.  
Teacher: /fl/, /fl/, floor.

Narrator: Number six.  
Teacher: /dr/, /dr/, dream.

Narrator: Number seven.  
Teacher: /dr/, /dr/, drink.

Narrator: Number eight.  
Teacher: /tr/, /tr/, truck.

Narrator: Number nine.  
Teacher: /tr/, /tr/, trunk.

Narrator: Number ten.  
Teacher: /tr/, /tr/, train.

Well done! Now write and draw a line to the right picture.

### CD3 15

**Unit 2, Exercise 1. Listen, point, and say.**

Girl 1: Whose wallet is that?  
Girl 2: I don't know. My wallet is in my bag.  
Girl 1: Maybe, it's Nura's wallet.  
Girl 2: Let's ask her!  
Teacher: Good! Now practice with a friend.

### CD3 16

**Unit 2, Exercise 1. Listen, point, and number the place.**

Narrator: Number one.  
Teacher: There's a mosque next to the museum.

Narrator: Number two.  
Teacher: There's a hospital near the mall.

Narrator: Number three.  
Teacher: There's a bus station opposite the gym.

Narrator: Number four.  
Teacher: There's a library near the supermarket.

Narrator: Number five.  
Teacher: There's a football field opposite the restaurant.

Narrator: Number six.  
Teacher: There's a school on the corner, between the museum and the hospital.

Well done! Now complete the sentences.  
Use the words in the box.

### CD3 17

**Unit 2, Exercise 2. Listen and find the place. More than one answer is correct.**

Narrator: Number one.  
Teacher: It's between the hotel and the library.

Narrator: Number two.  
Teacher: It's opposite the restaurant.

Narrator: Number three.  
Teacher: it's on the corner, opposite the school.

Narrator: Number four.  
Teacher: It's next to the gym.

Narrator: Number five.  
Teacher: It's between the school and the mosque.

Well done! Now compare answers with a friend.

### CD3 18

**Unit 2, Exercise 2. Listen and draw or write the time.**

Teacher: Good morning!  
It's seven o'clock. Let's get up.  
Students: It's seven o'clock. Let's get up.  
Teacher: It's eight o'clock. Let's go to school.  
Students: It's eight o'clock. Let's go to school.  
Teacher: It's two o'clock. Let's eat lunch.  
Students: Yes, it's two o'clock. Let's eat lunch.  
Students: It's five o'clock. Let's do our homework.  
Teacher: Yes, it's homework time.  
Students: It's seven o'clock. Let's play.  
Teacher: OK, let's play.  
Teacher: It's nine o'clock.  
Students: Let's go to bed. Goodnight!  
Teacher: Goodnight!

Well done! Now listen again and check.

## CD3 19

### Unit 2, Story Time 1. Exercise 1. Read. Then listen and read along.

*Teacher:* A giant is coming into the house. He is very big and scary! "Oh, no! No time to hide!" says Ken. The giant sees Ken and Tim. "What are you doing here?" the giant shouts.  
"We are lost. We need to find our way home. We want to go home!"  
"What's your name?" asks the giant.  
"My name is Ken. This is my parrot, Tim."  
"Okay, Ken. I will help you if you help me," says the giant.  
"How can I help you?" asks Ken.

*Teacher:* What do you think? How can Ken help the giant?

## CD3 20

### Unit 3, Exercise 1. Listen, point, and say. Write *br* or *pr*.

*Teacher:* *br* says /br/, /br/,  
/br/, /br/, bridge.

*Teacher:* *pr* says /pr/, /pr/,  
/pr/, /pr/, prize.

*Teacher:* Now you make the sounds and say the words.  
*br* says /br/, /br/,  
/br/, /br/, /br/, /br/, bridge.  
*pr* says /pr/, /pr/,  
/pr/, /pr/, /pr/, /pr/, prize.

*Teacher:* Let's say them all again.  
/br/, /br/, bridge.  
/pr/, /pr/, prize.  
Well done! Now write.

## CD3 21

### Unit 3, Exercise 2. Look at the pictures and write *br* or *pr*. Then listen and check.

*Narrator:* Number one.  
*Teacher:* bread, bread.  
Did you write *br*?

*Narrator:* Number two.  
*Teacher:* prince, prince.  
Did you write *pr*?

*Narrator:* Number three.  
*Teacher:* bridge, bridge.  
Did you write *br*?

*Narrator:* Number four.  
*Teacher:* brown, brown.  
Did you write *br*?

*Narrator:* Number five.  
*Teacher:* present, present.  
Did you write *pr*?

*Narrator:* Number six.  
*Teacher:* bracelet, bracelet.  
Did you write *br*?

*Narrator:* Number seven.  
*Teacher:* price, price.  
Did you write *pr*?

*Narrator:* Number eight.  
*Teacher:* prize, prize.  
Did you write *pr*?  
Well done! Now check with your partner.

## CD3 22

### Unit 3, Exercise 1. Listen, point, and say.

*Teacher:* *w* says /w/, /w/,  
/w/, /w/, walk.  
*wh* says /w/, /w/,  
/w/, /w/, whale.

*Teacher:* *h* says /h/, /h/,  
/h/, /h/, hose.  
*Teacher:* *wh* says /h/, /h/,  
/h/, /h/, whose.  
*Teacher:* *ph* says /f/, /f/,  
/f/, /f/, phone.

*Teacher:* Now you make the sounds and say the words.  
*w* says /w/, /w/,  
/w/, /w/, /w/, /w/, walk.  
*wh* says /w/, /w/,  
/w/, /w/, /w/, /w/, whale.  
*h* says /h/, /h/,  
/h/, /h/, /h/, /h/, hose.  
*wh* says /h/, /h/,  
/h/, /h/, /h/, /h/, whose.  
*ph* says /f/, /f/,  
/f/, /f/, /f/, /f/, phone.

*Teacher:* Let's say them all again.  
/w/, /w/, walk.  
/w/, /w/, whale.  
/h/, /h/, hose.  
/h/, /h/, whose.  
/f/, /f/, phone.

Well done!

## CD3 23

### Exercise 2. Listen and circle the silent letter.

*Narrator:* Number one.  
*Teacher:* Where are they going?  
Where, where.

*Narrator:* Number two.  
*Teacher:* What color is your coat?  
What, what.

*Narrator:* Number three.  
*Teacher:* Who was driving the car this morning?  
Who, who.

*Narrator:* Number four.  
*Teacher:* Whose shoes are these?  
Whose, whose.

*Narrator:* Number five.  
*Teacher:* Whales are huge.  
Whales, whales.

*Narrator:* Number six.  
*Teacher:* I don't like white T-shirts.  
White, white.

Well done! Now check with a friend.

## CD3 24

### Unit 3, Exercise 3. Listen, circle, and write.

Teacher: 1. whale, whale 2. phone, phone 3. white, white  
4. whistle, whistle 5. photo, photo 6. ship, ship  
7. shop, shop 8. cherry, cherry  
Well done! Now write the words. Check with a partner.

## CD3 25

### Unit 3, Exercise 2. Listen, read, and circle T or F for each sentence.

Narrator: Number one. In the living room.

Teacher: There is a table between the sofa and the armchair.  
There is a TV next to the armchair.

Narrator: Number two. In the bedroom.

Teacher: There is a picture on the wall.  
There is a rug under the bed.

Narrator: Number three. In the kitchen.

Teacher: There is a table opposite the fridge.  
There is a cupboard next to the table.

Narrator: Number four. In the dining room.

Teacher: There is a table under the stairs.  
There is a rug behind the table.

Teacher: Well done! Now read the sentences and check with a friend.

## CD3 26

### Unit 3, Exercise 1. Listen and number the words. Then write.

Teacher: Jake, tell us about your day.

Boy 1: In the morning, I get up at 7 o'clock.  
Then I go to school.

I come home at 2 o'clock in the afternoon.  
Then I eat lunch.

In the evening, I play computer games and watch TV.  
I sleep at night!

Boy 2: What about homework? When do you do it?

Boy 1: In the afternoon, after lunch.

Teacher: Now write. Complete the sentences with  
the words in the box.

## CD3 27

### Unit 3, Exercise 1. Listen, point, and say. Then practice with a friend.

Teacher: Are you ready? Let's listen and point.

Boy 1: Guess what I'm thinking about!

Boy 2: Are you thinking about food, toys or clothes?

Boy 1: I'm thinking about food.

Boy 1: Is it cold or hot?

Boy 2: It's cold.

Boy 2: Is it a drink, a fruit, or a vegetable?

Boy 1: It's a fruit, I think.

Boy 2: What color is it?

Boy 1: It's yellow.

Boy 2: Is it sweet or sour?

Boy 1: It's sour.

Boy 2: I know! It's a lemon.

Boy 1: That's right! Do you want one?

Boy 2: No, thanks, I don't like lemons.

Teacher: Listen again and repeat. Then practice with a friend.

## CD3 28

### Unit 3, Story Time 2. Exercise 1. Read. Then listen and read along.

Teacher: "I hate mice!" says the giant.  
"There are so many mice in my house."

"I have an idea!" says Ken. "My parrot  
Tim can help. If you have a box and a net, we  
can catch the mice for you."

"I have a red box and a pink net. Here!  
Use them!" says the giant.

Tim the parrot starts chanting. "Cheese, cheese,  
cheese, cheese, cheese, cheese, cheese," he chants.

All the mice come out to see what is going on. Ken catches  
them with the net, and puts them in the box.

Guess how many mice are in the box!  
One, two, three, four, five, six, seven.  
Seven mice in the box!

Teacher: Now read again and answer the True/False questions.

## CD3 29

### Unit 4, Exercise 1. Listen, point, and say.

Teacher: sm says /sm/, /sm/,  
/sm/, /sm/, smile.  
/sn/ says /sn/, /sn/,  
/sn/, /sn/, snail.

Teacher: Now you make the sounds and say the words.  
sm says /sm/, /sm/,  
/sm/, /sm/, /sm/, /sm/, smile.  
sn says /sn/, /sn/,  
/sn/, /sn/, /sn/, /sn/, snail.

Teacher: st says /st/, /st/,  
/st/, /st/, stop.  
sl says /sl/, /sl/,  
/sl/, /sl/, slot.

Now you make the sounds and say the words.

Teacher: st says /st/, /st/,  
/st/, /st/, /st/, /st/, stop.  
sl says /sl/, /sl/,  
/sl/, /sl/, /sl/, /sl/, slot.

Teacher: Let's say them all again.  
/sm/, /sm/, smile.  
/sn/, /sn/, snail.  
/st/, /st/, stop.  
/sl/, /sl/, slot.  
Well done!

## CD3 30

### Unit 4, Exercise 2. Listen and circle sm, sn, st, or sl. Then write and match with the right picture.

Narrator: Number one.  
Teacher: snorkel, snorkel.

Narrator: Number two.  
Teacher: slot, slot.

*Narrator:* Number three.  
*Teacher:* first, first.

*Narrator:* Number four.  
*Teacher:* sleep, sleep.

*Narrator:* Number five.  
*Teacher:* smile, smile.

*Narrator:* Number six.  
*Teacher:* sticker, sticker.

Well done! Now write the words and match them with the pictures.

### CD3 31

**Unit 4, Exercise 3. Listen, point, and say. Then say and mime.**

*Teacher:*  
Swim and snorkel,  
Watch the fish.  
Starfish, shellfish  
Any fish you wish!  
An eel, a shellfish,  
I stop and touch  
And try to catch  
a small red crab!  
Snap! Snap! OUCH!

*Teacher:* Now let's say it together.

*Teacher and students:*  
Swim and snorkel,  
Watch the fish.  
Starfish, shellfish  
Any fish you wish!  
An eel, a shellfish,  
I stop and touch  
And try to catch  
a small red crab!  
Snap! Snap! OUCH!  
Well done! Now you say it and mime.

### CD3 32

**Unit 4, Exercise 2. Listen, complete, and chant.**

The wheels on the bus go round and round,  
Round and round,  
Round and round.  
The wheels on the bus go round and round,  
All the way to town.  
The driver on the bus says, "Move on back!"  
"Move on back!" "Move on back!"  
The driver on the bus says,  
"Move on back!"  
All the way to town.

### CD3 33

**Unit 4, Exercise 1. Listen, point, and say.**

*Narrator:* Number one.  
*Teacher:* Jake gets up at 7 o'clock.

*Narrator:* Number two.  
*Teacher:* He goes to school at 8 o'clock.

*Narrator:* Number three.  
*Teacher:* He comes home at 1 o'clock.

*Narrator:* Number four.  
*Teacher:* He eats lunch at 2 o'clock.

*Teacher:* Now put the words in order and write about Jake's day.

### CD3 34

**Unit 4, Exercise 2. Look at the pictures, listen, and answer the questions about Nora's day.**

*Teacher:* Are you ready? First listen and repeat.

*Narrator:* Number one.  
*Teacher:* Does Nora get up at 7 o'clock?  
*Students:* Does Nora get up at 7 o'clock?  
*Teacher:* No, she doesn't.  
She doesn't get up at 7 o'clock.  
She gets up at 6 o'clock.  
*Students:* No, she doesn't.  
She doesn't get up at 7 o'clock.  
She gets up at 6 o'clock.

*Narrator:* Number two.  
*Teacher:* Does she brush her teeth?  
*Students:* Does she brush her teeth?  
*Teacher:* Yes, she does.  
She brushes her teeth every morning.  
*Students:* Yes, she does.  
She brushes her teeth every morning.

*Teacher:* Now answer the rest of the questions.

*Narrator:* Number three.  
*Teacher:* Does she eat lunch at 2 o'clock?  
*Narrator:* Number four.  
*Teacher:* Does she sit with her friends?  
*Narrator:* Number five.  
*Teacher:* Does she go to bed at 8 o'clock?

Well done! Now ask and answer in pairs.

### CD3 35

**Unit 4, Exercise 1. Listen and practice. Match words and pictures.**

*Teacher:* an astronaut, an astronaut  
*Girls:* an astronaut, an astronaut.  
*Teacher:* an architect, an architect  
*Girls:* an architect, an architect  
*Teacher:* a pilot, a pilot  
*Girls:* a pilot, a pilot  
*Teacher:* a cook, a cook  
*Girls:* a cook, a cook  
*Teacher:* a computer technician, a computer technician  
*Girls:* a computer technician, a computer technician  
*Teacher:* a firefighter, a firefighter  
*Girls:* a firefighter, a firefighter  
*Teacher:* a businessman, a businessman  
*Girls:* a businessman, a businessman  
*Teacher:* Now check with a friend.

### CD3 36

Unit 4, Exercise 1. Listen, number, and practice. Write the words.

- Teacher/Boys: 1. sunny, sunny, sunny  
2. cloudy, cloudy, cloudy  
3. rainy, rainy, rainy  
4. snowy, snowy, snowy  
5. windy, windy, windy

Teacher: Now, write the words.

### CD3 37

Unit 4, Exercise 2. Chant and do.

Narrator: Weather Chant  
Boys: It's sunny today.  
It's sunny today.  
The sun is showing its face.  
It's sunny today.  
It's sunny today.  
The sun is showing its face.  
It's cloudy today.  
It's cloudy today.  
The sun is hiding its face.  
It's cloudy today.  
It's cloudy today.  
The sun is hiding its face.  
It's cloudy today.  
It's cloudy today.  
The sun is hiding its face.  
It's rainy today.  
It's rainy today.  
The sun is washing its face.  
It's rainy today.  
It's rainy today.  
The sun is washing its face.

### CD3 38

Unit 4, Story Time 3.

Exercise 1. Read. Then listen and read along.

The giant is very happy. He takes Ken and Tim to his bedroom. There is an old wooden door with a golden door knob.

"Say where you wish to go! Then open the door and you will be on your way," says the giant.

"Wow! It's easy," says Ken.

"Yes, this is a smart door," says the giant.

"We want to go home now. But can we come back again?" asks Ken. "Sure, anytime," answers the giant.

Ken and Tim open the door and step out onto a road. It is a smart road. It rolls them home. And soon, they are in their own bedroom.

"What a crazy day!" says Ken.

"But great fun!" thinks Tim.

# Flashcard and Poster List

## Zoo Animals

1. bear
2. tiger
3. monkey
4. snake
5. lion
6. giraffe
7. crocodile
8. elephant
9. zebra
10. chimpanzee
11. hippo
12. ostrich
13. rhinoceros
14. kangaroo
15. koala
16. polar bear
17. eagle
18. rabbit
19. goose
20. goat
21. pony

## My Room

22. clock
23. mirror
24. bed
25. desk
26. chair
27. lamp
28. bookshelf
29. books
30. clothes

## Position Words

31. up
32. down
33. on
34. under
35. in
36. above
37. below
38. between
39. next to
40. behind

## Posters

The Zoo  
Transport  
My House  
Stationery

## 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, “clock”, hold up the flashcard, say “clock” and have the class repeat. Do the same with “desk”. Then hold up the “clock” card and elicit “clock” from a student or group and ask more students to repeat; do the same with “desk”, etc. Follow the same procedure with the rest of the furniture cards. As you add more furniture, have the class, groups, pairs, and individual students say the word for each piece of furniture and point to a real object, if possible.
- 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”.
- Later in the course, when children can recognize words, 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 “hippo” over the word “hippo”.
- Stack the flashcards and hold them face down for students to pick one. Ask them to make the sound for the first letter of the word that is illustrated, 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 makes the wrong sound, he/she has to return the flashcard and put it at the bottom of the stack.
- Use flashcards for words or letters that have been taught in every lesson to recycle and help students remember. 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, a pen, a slip of paper, or a bean. The student that covers all his/her words first is the first winner, if they can also say the words.

- Distribute flashcards to students at random. Say a word or have students hold up the right flashcard and repeat the word.
- Distribute flashcards to students and have them mime or demonstrate for the rest of the class to guess the word.
- 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 chance 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.

- **The Zoo 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 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 animals. Uncover and invite students to compare and correct words if necessary.
- **Transport poster:** Give the students 2 minutes to look at the poster and try to record what they see in their minds. 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.
- **My House poster:** Put the students in pairs or small groups and ask them to imagine that they are hiding somewhere in the house. Have them think about what they can see from their hiding place and tell the class. The rest of the students have to say where they are hiding.  
**Option:** Ask pairs or groups to write sentences about what there is/are in a room. Tell them to include some wrong objects or wrong position of objects in two of their sentences. Have the rest of the students read or listen and say if each sentence is True or False.
- **Stationery poster:** Elicit stationery words 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 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.
- **Classroom Language poster:** Cover the bubbles with paper and have students point and say what the teacher says. Organize in groups if you want to play a game.
- **More Action Words poster:** Have students choose an action and keep it to themselves. Then ask them to pair with a student that they think has chosen the same action. Have the pair mime the action they have chosen simultaneously. If they mime the

same action, they win. If they differ, they have to try again.

- **Sports and Activities:** Have the students study the poster for 2 or 3 minutes to try and memorize the photos and words. Invite a group of students to come to the front of the class and stand with their back to the poster/facing the class. Have them mime and say the words of the activities and sports on the poster. The rest of the students listen and decide if the group managed to remember all the actions and sports that are on the poster.
- **Beautiful Nature poster:** Show the students only half of the poster and have them work in pairs to try and think of the rest of the things that are included. Ask each pair to present a list of things they expect to see on the poster. Write the students' ideas on the board. Then unfold the poster and have the class compare with their answers.
- When students become more confident with reading and can recognize initial letters and/or words, distribute word cards and have them hold up the right word every time you point to a letter.
- Use the alphabet poster to help students chant the alphabet chant or say the letters backwards.

## 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.

## CD 1 Audio Track List

Track	Unit	Student Book Section
2	1	Exercise 1. Listen and point
3	1	Exercise 4. Find the Animal
4	1	Exercise 1. Chant and mime
5	1	Exercise 2. Listen, say, and match
6	1	Exercise 3. What Animal Is This?
7	1	Exercise 1. Listen, point, and say
8	1	Exercise 3. Animal Two Hints Game
9	1	Exercise 1. Listen, point, and say
10	1	Exercise 2. Listen, point, and say
11	1	Exercise 3. Listen, say, and match
12	1	Exercise 4. Read and number
13	1	Exercise 5. Phonics Race
14	2	Exercise 1. Listen and point
15	2	Exercise 3. Listen, point, and say
16	2	Exercise 4. Which Way Are You Looking?
17	2	Exercise 1. Chant and do the actions
18	2	Exercise 2. Listen, say, and number
19	2	Exercise 3. Traffic Signal Game
20	2	Exercise 1. Listen, point, and say
21	2	Exercise 2. Practice the words in pairs
22	2	Exercise 3. Take a Trip!
23	2	Exercise 1. Listen, say, and match

Track	Unit	Student Book Section
24	2	Exercise 2. Picture Puzzle
25	3	Exercise 1. Listen and point
26	3	Exercise 4. An Old House
27	3	Exercise 1. Chant and point
28	3	Exercise 2. Listen, say, and match
29	3	Exercise 3. Where? Relay
30	3	Exercise 1. Listen, point, and say
31	3	Exercise 3. Listen, say, and match
32	3	Exercise 3. Two Hands Game
33	3	Exercise 1. Read and color
34	3	Exercise 2. Listen and spell
35	3	Exercise 3. Speed-reading
36	4	Exercise 1. Listen and point
37	4	Exercise 4. Word Hunt
38	4	Exercise 1. Chant and point
39	4	Exercise 2. Listen, say, and match
40	4	Exercise 3. Borrowing Things Relay
41	4	Exercise 1. Listen, point, and say
42	4	Exercise 3. Pointing Race
43	4	Exercise 1. Listen, say, and number
44	4	Exercise 2. Read and color
45	4	Exercise 3. Find the numbers and draw lines

## CD 2 Audio Track List

Track	Unit	Workbook Section
2	1	Exercise 1. Listen, point, and practice
3	1	Exercise 1. Listen, point, and practice
4	1	Exercise 1. Listen, chant, and mime
5	1	Exercise 1. Listen and say what animal it is
6	1	Exercise 1. Listen, point, and practice
7	1	Exercise 1. Listen to two hints and guess
8	1	Exercise 1. Listen, point, and match
9	1	Exercise 1. Listen and write the missing letters
10	2	Exercise 1. Listen, point, and practice
11	2	Exercise 1. Listen, point, and practice
12	2	Exercise 1. Listen and chant
13	2	Exercise 1. Listen, point, and practice
14	2	Exercise 1. Listen and practice
15	2	Exercise 1. Listen and match
16	2	Exercise 1. Listen, point, and match
17	2	Exercise 1. Listen and write the words

Track	Unit	Workbook Section
18	3	Exercise 1. Listen, point, and practice
19	3	Exercise 1. Listen and write
20	3	Exercise 1. Listen and chant
21	3	Exercise 1. Listen and practice
22	3	Exercise 1. Listen and practice
23	3	Exercise 1. Listen and play
24	3	Exercise 1. Listen and spell
25	3	Exercise 1. Listen and read
26	4	Exercise 1. Listen, point, and practice
27	4	Exercise 1. Listen, point, and practice
28	4	Exercise 1. Listen, chant, and point
29	4	Exercise 1. Listen and practice
30	4	Exercise 1. Listen, point, and practice
31	4	Exercise 1. Listen, point, and practice
32	4	Exercise 1. Listen and read
33	4	Exercise 1. Listen and connect the numbers

## CD 3 Audio Track List

Track	Unit	More! Section
2	1	Exercise 1. Read and circle
3	1	Exercise 1. Listen, point, and say
4	1	Exercise 2. Read and circle
5	1	Exercise 1. Listen, read, and match
6	1	Exercise 2. Listen, read, and guess
7	1	Exercise 1. Listen, point, and practice
8	1	Exercise 1. Listen and match
9	1	Exercise 1. Read
10	2	Exercise 1. Listen, point, and say
11	2	Exercise 2. Listen to the sound
12	2	Exercise 3. Listen and circle
13	2	Exercise 1. Listen, point, and say
14	2	Exercise 2. Listen to the sound
15	2	Exercise 1. Listen, point, and say
16	2	Exercise 1. Listen, point, and number
17	2	Exercise 2. Listen and find the place
18	2	Exercise 2. Listen and draw or write
19	2	Exercise 1. Read
20	3	Exercise 1. Listen, point, and say

Track	Unit	More! Section
21	3	Exercise 2. Look and write
22	3	Exercise 1. Listen, point, and say
23	3	Exercise 2. Listen and circle
24	3	Exercise 3. Listen, circle, and write
25	3	Exercise 2. Listen, read, and circle
26	3	Exercise 1. Listen and number
27	3	Exercise 1. Listen, point, and say
28	3	Exercise 1. Read
29	4	Exercise 1. Listen, point, and say
30	4	Exercise 2. Listen and circle
31	4	Exercise 3. Listen, point, and say
32	4	Exercise 2. Listen, complete, and chant
33	4	Exercise 1. Listen, point, and say
34	4	Exercise 2. Look, listen, and answer
35	4	Exercise 1. Listen and practice
36	4	Exercise 1. Listen, number, and practice
37	4	Exercise 2. Chant and do
38	4	Exercise 1. Read

# Grade 5 Objectives We Can 3 and 4

By the end of grade five and within the assigned structure and vocabulary students will be able to:	Semester 1 page number	Semester 2 page number
1 Recognize short and long vowels ( <i>a</i> , /eɪ/ as in “dates”, <i>i</i> , /aɪ/ as in “rice”, <i>o</i> , /əʊ/ as in “rose”, <i>ea</i> , /i:/ as in “teacher”, <i>ea</i> , /e/ as in “bread”, <i>o</i> , /u:/ as in “food”, <i>oo</i> , /u/ as in “book”, <i>u</i> , /ju:/ as in “computer”, <i>u</i> , /ʌ/ as in “duck”).	10, 11, 44, 45, 83	4 (o_e), 8 (ea, u_e, oo), 9, 42, 82 (long vowels in initial position)
2 Recognize and differentiate between the endings of plural nouns (/s/ as in “cats”, /z/ as in “birds”, /ɪz/ as in “dresses”).	30, 88	9
3 Recognize and produce some English digraphs ( <i>ch</i> , /tʃ/ as in “chair”, <i>sh</i> , /ʃ/ as in “sheep”, <i>ph</i> , /f/ as in “photo”, <i>wh</i> , /w/ as in “white”).	12 (wh), 20 (ph), 28 (sh)	12 (sh, ch)
4 Recognize and produce some consonant blends ( <i>pl</i> , /pl/ as in “plane”, <i>cl</i> , /kl/ as in “clap”).	6 (c / cl), 18 (p / b), 19, 52, 53, 89 (pl / bl)	16 (bl, pl, cl)
5 Recognize and produce some English consonant blends ( <i>cr</i> , /kr/ as in “crisps”, <i>gr</i> , /gr/ as in “green”, <i>fr</i> , /fr/ as in “friend”, <i>pr</i> , /pr/ as in “prince”, <i>bl</i> , /bl/ as in “black”, <i>gl</i> , /gl/ as in “glass”, <i>fl</i> , /fl/ as in “fly”, <i>sl</i> , /sl/ as in “sleep”).	14 (gr), 34 (cr, gr, cl, gl)	12 (sl), 16 (gl / fl), 20 (pr / fr), 50, 51
6 Recognize and produce some English consonant blends ( <i>br</i> , /br/ as in “brown”, <i>dr</i> , /dr/ as in “dress”, <i>tr</i> , /tr/ as in “tree”, <i>st</i> , /st/ as in “star”, <i>sp</i> , /sp/ as in “spoon”, <i>sn</i> , /sn/ as in “snake”, <i>sm</i> , /sm/ as in “small”, <i>sw</i> , /sw/ as in “swim”).	26 (tr / dr), 28 (sn)	10 (st), 28 (sm / sn), 32 (sp / sw)
7 Ask questions using <i>What</i> , <i>Who</i> , <i>Where</i> .	8, 9, 12, 14, 15, 20, 21, 22, 43, 48, 54, 55, 56, 59, 81, 86, 91	2, 3, 5, 10, 15, 20, 21, 30, 48, 54, 55, 64, 65, 75, 78, 80, 86
8 Identify irregular plural nouns.	80	87
9 Use the intensifier <i>very</i> .	93	72, 75, 81, 93
10 Introduce people to each other, e.g. <i>This is Abdullah</i> .	78	
11 Identify and talk about people using the verb <i>to be</i> .	4, 5, 6, 8, 9, 38, 39, 40, 42, 43, 85	15, 20, 21, 27, 54, 55, 75, 81, 91, 93
12 Identify and talk about toys, games, and classroom objects.	7, 10, 18, 26, 35, 44, 46, 52, 60, 61, 84	28, 29, 30, 31, 50, 51, 62, 63, 64, 65, 78
13 Identify and talk about rooms/items in a house.	6, 10, 18, 20, 26, 34, 44, 46, 52, 53, 60, 61, 82, 84 (items)	18, 19, 20, 21, 22, 50, 51, 52, 53, 54, 55, 56, 75, 77, 84

## Grade 5 Objectives We Can 3 and 4

14	Describe location using prepositions of place ( <i>in, on, under, next to, between</i> ).	92, 93	20, 21, 22, 23, 24, 54, 55, 57, 75, 79, 84
15	Describe physical appearance.	27, 28, 29, 32, 33, 48, 49, 61, 62, 63, 66, 67, 85	2, 6, 7, 32, 36, 40, 41, 72, 74
16	Express possession using the verb <i>to have</i> and <i>my/your/his/her/our</i> .	13, 47, 48, 51, 84	75, 78, 81, 87, 90, 93
17	Describe animals using possessive adjectives ( <i>its, their</i> ).		72
18	Talk about ability ( <i>can/can't</i> ).	Goal Statements	73 Goal Statements
19	Ask about number using <i>How many ...?</i>		26, 61
20	Identify and talk about places in a town and their location using <i>there is, there are</i> and <i>next to, opposite, between</i> .	92 (places in town), 93	10, 15, 44, 49, 79
21	Talk about the weather.	31, 65	92
22	Talk about likes and dislikes.	12, 30, 47, 64, 86, 87	37, 78, 86
23	Talk about food using <i>want</i> and describe different kinds of food and drink using adjectives (e.g. <i>hot/cold/sweet/sour/salty</i> ).	87, 88, 90	86
24	Make suggestions using <i>Let's</i> .	2, 3, 79	26, 29, 61, 78, 80
25	Ask about and tell the time ( <i>o'clock</i> only).		80, 85, 90
26	Identify and talk about the days of the week, months, and seasons.	31, 65, 86	
27	Ask and respond to simple sentences about everyday activities in the Present Simple tense using the first and second person singular.	84 ( <i>have</i> ), 86, 87 ( <i>like</i> )	10, 12, 13, 15, 24, 44, 85
28	Greet someone politely at different times of the day, e.g. <i>Good morning/afternoon/evening</i> . Say <i>Goodbye/Goodnight</i> .	2, 38, 39, 79	18, 52, 80
29	Identify and talk about different times of the day (morning, afternoon, evening, night).	79	80, 85
30	Identify prepositions of time ( <i>in, on, at</i> ).		85, 90
31	Ask about activities happening at the moment of speaking using the Present Progressive (affirmative, negative, interrogative, and short answers).	14, 15, 20, 21, 22, 23, 24, 25, 48, 49, 54, 55, 56, 57, 58, 59, 91	
32	Identify occupations and talk about what someone does using the Present Simple (affirmative, negative, interrogative, and short answers).		91
33	Ask and answer about possession using the Possessive Case and <i>whose</i> .	12, 13, 46	78
34	Identify and talk about clothes.	12, 13, 14, 15, 16, 17 (clothing items), 47, 48, 49, 50, 51, 81	70, 71, 74

## Grade 5 Objectives We Can 3 and 4

35	Follow a short simple text while listening to the audio recording.	throughout <b>We Can 3</b> e.g. 2, 3, 4, 6, 7, 12, 14, 16, 18, 20, 22, 26, 28, 30, 31, 33, 34, 40, 48, 54, 55, 56, 59, 62, 64, 65, 79, 82, 90	throughout <b>We Can 4</b> e.g. 2, 4, 6, 7, 10, 11, 12, 18, 22, 24, 26, 28, 30, 32, 38, 44, 45, 46, 49, 52, 54, 55, 62, 65, 72, 74, 75, 78, 80, 81, 84, 86, 87, 88, 89, 93
36	Read and count cardinal numbers to 100.		26, 33, 61, 67
37	Read and count ordinal numbers from 1 <sup>st</sup> to 10 <sup>th</sup> .	5 (1 <sup>st</sup> –5 <sup>th</sup> ), 7 (1 <sup>st</sup> –10 <sup>th</sup> ), 39, 41	
38	Read and comprehend simple sentences.	throughout <b>We Can 3</b> e.g. 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 18, 19, 20, 21, 22, 23, 25, 28, 29, 30, 31, 33, 38, 40, 42, 43, 46, 47, 48, 49, 51, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 79, 82, 84, 85, 86, 87	throughout <b>We Can 4</b> e.g. 2, 3, 5, 6, 7, 10, 11, 12, 13, 15, 18, 21, 22, 24, 26, 27, 29, 30, 32, 36, 38, 40, 44, 45, 49, 52, 54, 55, 60, 61, 65, 72, 74, 75, 78, 79, 80, 81, 84, 86, 87
39	Read simple short illustrated stories.	incl. illustrated presentations/ conversations/activities, chants: e.g. 2, 3, 4, 8, 12, 13, 14, 16, 20, 21, 22, 26, 28, 29, 30, 31, 33, 38, 43, 59, 62, 82, 84, 86	incl. illustrated presentations/ conversations/activities, chants: e.g. 2, 4, 5, 7, 10, 12, 18, 20, 24, 26, 32  Story Time: 75, 81, 87, 93
40	Spell accurately a small number of high frequency words.	Words used for letters/alphabet and phonics/Sounds and Letters, e.g. apple, bear, cow, cat, duck, desk, bed, cap, and name, can, what, who, where, whose, white, this, that, these, those, is, are, three-letter words, e.g. fox, box, cap, cup, tub, and classroom items, e.g. book, pen, pencil, paper.	Words used for letters/alphabet and phonics/Sounds and Letters, e.g. rose, peach, meat, cube, moon, cook; topic related words, e.g. hippos, snakes, truck, bus, car, bicycle; sight words, e.g. it, he, she; contractions, e.g. What's; three-letter words, e.g. fox, box, cap, cup, tub; classroom items, e.g. book, pen, pencil, paper.
41	Write short simple words/phrases to complete a paragraph.	49, 51, 65, 85, 91, 93	72, 89
42	Write short simple sentences to convey basic personal information.	39, 41, 49, 78, 81, 85, 86, 87, 90	40, 53, 65, 72, 73, 78, 84, 86, 90, 91
43	Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks).	Copying/ Tracing and writing: 36–65	Copying/Tracing and writing: 36–65 and 72, 73, 75, 78, 79, 81, 84, 85, 86, 90, 91
44	Write short answers to written questions.	81, 84, 86, 87, 90, 91, 92	48, 55, 63, 64, 65, 73, 79, 78, 81, 89, 90, 91
45	Use the definite and indefinite article ( <i>a/an, the</i> ).	7, 8, 14, 16, 18, 20, 28, 29, 30, 33, 41, 62, 64, 80, 81, 84, 92	2, 3, 4, 10, 12, 14, 15, 18, 19, 20, 21, 22, 24, 30, 32, 36, 38, 39, 47, 48, 49, 51, 54, 55, 64, 65, 75, 78, 79, 81, 87, 89, 91, 93
46	Refer to people and things using demonstratives ( <i>this/that/these/those</i> ).	12, 13, 46, 78, 81, 85	5, 18, 19, 30, 31, 52, 64, 65
47	Link ideas with commas and <i>and</i> .	6, 14, 30, 40, 48, 49, 51, 65, 67, 84, 87, 90	10, 28, 32, 44, 49, 62, 72, 74, 75, 79, 81, 87, 88, 89, 93
48	Link ideas with <i>or</i> .		6, 40, 72, 78, 86

الحد الأدنى	By the end of grade five students will be able to:	الفترة Session				الرمز Code
		الأولى 1 <sup>st</sup>	الثانية 2 <sup>nd</sup>	الثالثة 3 <sup>rd</sup>	الرابعة 4 <sup>th</sup>	
x	Recognise short and long vowels: (a, /eɪ/ as in "dates", i, /aɪ/ as in "rice", o, /əʊ/ as in "rose", ea, /i:/ as in "teacher", ea, /e/ as in "bread", oo, /u:/ as in "food", oo, /u/ as in "book", u, /ju:/ as in "computer", u, /ʌ/ as in "duck").	√		√		1/7/5
x	Recognise and differentiate between the endings of plural nouns (/s/ as in "cats", /z/ as in "birds", /iz/ as in "dresses").		√	√		2/7/5
x	Recognise and produce some English digraphs (ch, /tʃ/ as in "chair", sh, /ʃ/ as in "sheep", ph, /f/ as in "photo", wh, /w/ as in "white").	√	√	√		3/7/5
x	Recognise and produce some consonant blends (pl, /pl/ as in "plane", cl, /kl/ as in "clap").	√				4/7/5
x	Recognise and produce some English consonant blends (cr, /kr/ as in "crisps", gr, /gr/ as in "green", fr, /fr/ as in "friend", pr, /pr/ as in "prince", bl, /bl/ as in "black", gl, /gl/ as in "glass", fl, /fl/ as in "fly", sl, /sl/ as in "sleep").	√	√	√	√	5/7/5
x	Recognise and produce some English consonant blends (br, /br/ as in "brown", dr, /dr/ as in "dress", tr, /tr/ as in "tree", st, /st/ as in "star", sp, /sp/ as in "spoon", sn, /sn/ as in "snake", sm, /sm/ as in "small", sw, /sw/ as in "swim").		√	√	√	6/7/5
x	Ask questions using <i>What, Who, Where</i> .	√	√	√	√	7/7/5
	Identify irregular plural nouns.	√		√	√	8/7/5
	Use the intensifier <i>very</i> .		√	√	√	9/7/5
x	Introduce people to each other, e.g. <i>This is Abdullah</i> .	√				10/7/5
x	Identify and talk about people using the verb <i>to be</i> .	√	√	√	√	11/7/5
x	Identify and talk about toys, games and classroom objects.	√	√	√	√	12/7/5
x	Identify and talk about rooms/items in a house.				√	13/7/5
x	Describe location using prepositions of place ( <i>in, on, under, next to, between</i> ).		√	√	√	14/7/5
x	Describe physical appearance.		√	√		15/7/5
x	Express possession using the verb <i>to have</i> and <i>my/your/his/her/our</i> .	√	√		√	16/7/5
	Describe animals using possessive adjectives ( <i>its, their</i> ).		√	√		17/7/5
x	Talk about ability ( <i>can/can't</i> ).			√		18/7/5
	Ask about number using <i>How many ...?</i>				√	19/7/5
	Identify and talk about places in a town and their location using <i>there is, there are</i> and <i>next to, opposite, between</i> .		√	√		20/7/5
x	Talk about the weather.		√		√	21/7/5
x	Talk about likes and dislikes.	√	√		√	22/7/5
	Talk about food using <i>want</i> and describe different kinds of food and drink using adjectives (e.g. <i>hot/cold/sweet/sour/salty</i> ).		√	√		23/7/5
x	Make suggestions using <i>Let's</i> .	√		√	√	24/7/5
x	Ask about and tell the time ( <i>o'clock only</i> ).			√		25/7/5
	Identify and talk about the days of the week, months and seasons.		√			26/7/5
x	Ask and respond to simple sentences about everyday activities in the Present Simple tense using the first and second person singular.	√		√	√	27/7/5
x	Greet someone politely at different times of the day, e.g. <i>Good morning/afternoon/evening. Say Goodbye/Good night</i> .	√		√		28/7/5
x	Identify and talk about different times of the day (morning, afternoon, evening, night).		√	√	√	29/7/5
x	Identify prepositions of time ( <i>in, on, at</i> ).			√	√	30/7/5
	Ask about activities happening at the moment of speaking using the Present Progressive (Affirmative, Negative, Interrogative and short answers).	√	√	√		31/7/5
x	Identify occupations and talk about what someone does using the Present Simple (Affirmative, Negative, Interrogative and short answers).				√	32/7/5
	Ask and answer about possession using the Possessive Case and <i>whose</i> .	√			√	33/7/5
	Identify and talk about clothes.	√				34/7/5
x	Follow a short simple text while listening to the audio recording.	√	√	√	√	35/7/5

الحد الأدنى	By the end of grade five students will be able to:	Session الفترة				الرمز Code
		الأولى 1 <sup>st</sup>	الثانية 2 <sup>nd</sup>	الثالثة 3 <sup>rd</sup>	الرابعة 4 <sup>th</sup>	
x	Read and count cardinal numbers to 100.				√	36/7/5
	Read and count ordinal numbers from 1 <sup>st</sup> to 10 <sup>th</sup> .	√				37/7/5
x	Read and comprehend simple sentences.	√	√	√	√	38/7/5
x	Read simple short illustrated stories.			√	√	39/7/5
x	Spell accurately a small number of high frequency words.	√	√	√	√	40/7/5
x	Write short simple words/phrases to complete a paragraph.	√	√	√	√	41/7/5
x	Write short simple sentences to convey basic personal information.	√	√	√	√	42/7/5
x	Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks).	√	√	√	√	43/7/5
x	Write short answers to written questions.	√	√	√	√	44/7/5
	Use the definite and indefinite article (a/an, the).	√	√	√	√	45/7/5
x	Refer to people and things using demonstratives (this/that/these/those).	√	√			46/7/5
	Link ideas with commas and <i>and</i> .	√	√	√	√	47/7/5
	Link ideas with <i>but</i> .		√	√	√	48/7/5
	Link ideas with <i>or</i> .			√	√	49/7/5