

TEACHER'S GUIDE
6

WE CAN!

We Can! Teacher's Guide 6

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WE CAN! Introduction

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

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

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

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

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

Yoko Matsuka
Glenn McDougall

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.

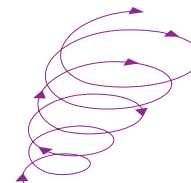
Many courses teach vocabulary in separate "bubbles". Students quickly forget the language they have learned when they move to the next topic or unit. They also never learn how to combine what they have learned in order to communicate.

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

Course Goals for All Ages:

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



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

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

About the Teacher's Guide

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

General Structure

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

Unit Breakdown

We Can! 1 & 2

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

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

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

color in the letters, and later practice writing them. There are also short listening exercises in which the students write the initial sound/letter of a word.

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

We Can! 3 & 4

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

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

We Can! 5 & 6

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

The sections in each unit develop the students' spoken and written language skills and serve the following purposes:

- ★ **Finding Out Time:** Students learn new language and practice it with the CD. Then, they practice it with a partner in pairs or groups, and they act out the talk with actions in front of the class.
- ★ **Grammar in Action:** Grammar points for the new language are introduced and students have the chance to practice and then use them in meaningful communicative activities.
- ★ **Rhythms and Reading:** Students learn a new chant and practice reading the words to it with good rhythm. They can then copy the chant and/or create their own version by substituting words and using new pictures, before presenting it to the class. Students also learn to read different types of text and complete a variety of tasks.
- ★ **Phonics:** In Student Books 5 and 6, students will review familiar sounds such as long vowels and clever _e, and then focus on words with polite vowels, vowel digraphs, murmuring sounds, consonant clusters, silent letters, ending sounds and revise areas that are more challenging..
- ★ **Optional Phonics Practice:** Additional phonics activities for further practice and revision of a number of phonics areas.

Key Features

- ★ **Classroom English:** This was introduced in We Can 1 and 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.

- ★  *Small* /  *Big* /  *Quiet Class*

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

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

Additional Features

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

Series Components

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

Unit 1 Fun on the Weekend

Lesson 1

Finding Out Time



Materials



- ★ A calendar

Getting Started

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

1 Listen and practice. Audio script CD1 02 page 78

Then do it in pairs.

Have the students open their books to page 2. Play the CD and have the students point to the pictures and words as the talk is played.

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

Next, say, "I cleaned my room over the weekend," as you write the "ed" on the end of the word "cleaned" with a different-colored chalk. Continue with the other verbs on page 2, making sentences using "over the weekend" or "yesterday". (You'll need to erase the "e" on the end of the word "practice" and write a new "ed".)

Unit 1 Fun on the Weekend

Finding Out Time

1 Listen and practice. Then do it in pairs.



Regular Verbs

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

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



2



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

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

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

Next, have the students make pairs. One student will say one of the past tense verb sentences and the other will comment. Then, have them switch parts.

Ask one of the students to choose and mime one of the activities. Their partner or the rest of the

Challenge Time!

2 Ask, Listen, and Comment



1. Practice the comments.

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



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



I Can ...

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



3

Unit 1

students have to say the appropriate past tense verb sentence.

Challenge Time!

2 Ask, Listen, and Comment



Audio script
CD1 03 page 78

Have the students look at the pictures on page 3. Play the CD track and have the students listen and point to the words. When the comments are said, have them repeat after the CD. Then read the comments together a second time.

- S** Have the students sit in a circle and hold their eraser in their hand. One student should ask the student to their right, "What did you do over the weekend?" (They should choose an activity learned from page 2.) Then, one student should make a comment. When the student makes his/her comment, he/she can put an eraser into the center of the circle. The object of this activity is to put your eraser in the center of the circle by the time everyone has been asked the question.

- B** Have the students make groups of 6. Have the students in each group sit in a circle and hold their eraser in their hand. One student should ask the student to their right, "What did you do over the weekend?" (They should choose an activity learned from page 2.) Then, one student should make a comment. When the student makes his/her comment, he/she can put an eraser into the center of the circle. The object of this activity is to put your eraser in the center of the circle by the time everyone has been asked the question.

Goal Check

Goal 01 and 02

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

Lesson 2

Grammar in Action

Materials

- ★ Sheets of paper, student drawings

Getting Started

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



Ask students to make groups and brainstorm / think about different combinations with each verb. For example, cooked: breakfast, lunch, eggs, meat, etc.
Elicit the words that collocate with each verb and complete the spider grams. Have the students copy them.

1 Listen and practice. Audio script page 78

Have the children open their books to page 4. Play the CD and have the students point to the words. Then, have the students stand up, and do the following gestures with you, as you say the pronouns:

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

Grammar in Action

1 Listen and practice.

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

2 Listen and chant Past Tense Regular Verb Chunks.

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

3 Listen and practice. Then do it in pairs.

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

- 6. "They" – draw two stick figures on the board and point to them
(Note: Another way to teach "he" or "she" is to point to a boy or girl who is far away from you in the classroom.)
Play the CD again and repeat after the CD as you do the gestures.

Tell the students to pair up. Then have them practice saying the phrases and doing the gestures as their partner repeats them, as heard on the CD. Then, have them switch parts.
Play the CD again and have the students say the words along with the CD, as they point to them in their books.

2 Listen and chant Past Tense Regular Verb Chunks. Audio script page 78

Play the CD. The students should point to the words and pictures along with the CD.
Do the chant slowly using the gestures for the pronouns from Exercise 1. Do it again at a normal speed.
Play the CD again and have the students chant along with the CD, as they do the gestures.

Challenge Time!

4 Verb Game

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

CD1 07

Verb Game 1 (practice)

cooked	practiced	played
watched	kicked	studied
☆	cleaned	stayed

CD1 08

Verb Game 2

I Can ...

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



5

Unit 1

3 Listen and practice. Then do it in pairs.

CD1 06 Audio script page 78

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

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

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

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

Challenge Time!

4 Verb Game

CD1 07 Audio script page 79

Have the students look at the Verb Game card on page 5 and read the regular past tense verbs written in the spaces/squares together. Play the CD track and have the students listen. Play the CD again and have them circle the word when they hear it on the CD.



CD1 08 Audio script page 79

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

Goal Check

Goal 03

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

Goal 04

Have the students hold their books and make a line in front of you. When they get to the front of the line, they should say two things that they did over the weekend. Once they have completed this goal, check the box in their books and have them sit down.

Lesson 3

Reading and Writing


Materials

- ★ Scrap paper
- ★ Optional – a timer

Getting Started

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

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

- 1 Listen and read.  Audio script page 79
Circle the answers in the chart.

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

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

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

Reading and Writing



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

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



How much flour do we need?

2 cups of flour

How many tomatoes do we need?

4 tomatoes

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



Why don't we make a pizza?

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

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

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

We have _____ but we don't have _____.

We _____ but _____.

6

- 2 Listen and circle YES or NO  Audio script page 79
in the chart. Practice in pairs.

Point to the last column of the chart and ask students to listen and circle YES or NO. Explain that they are going to listen to the two girls checking on supplies in the kitchen. Play the CD and have the students answer. Check answers in class. Play the CD again and have students listen and repeat. Then ask them to use the chart and practice in pairs. The students should say, "We have some flour, but we don't have any oil."

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

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

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

Challenge Time!

4 Ordering in a Restaurant

Can you be a waiter or waitress and take an order from a partner?



RESTAURANT LA PHONICS	
APPETIZERS	MAIN COURSE
Leek soup	Spaghetti with meat sauce
Blue Cheese	Seafood spaghetti
SIDE DISHES	DESSERTS
French Fries	Ice Cream
Green salad	Fruit salad
DRINKS	TODAY'S SPECIAL
Honey tea	Turkey mayonnaise
Green tea	



I Can ...

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



GOAL 05



GOAL 06

7

Unit 1

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

Challenge Time!

4 Ordering in a Restaurant



Audio script
page 79

Have the students look at the menu on page 7. See if they can say the names of any of the items on the menu. Play the CD and have them point to the items on the menu as they listen and repeat.

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

Choose two outgoing students to come to the front and act out ordering in a restaurant, using the language on page 7. Praise them for a job well done.

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

Goal Check

Goal 05

Have the students hold their books and make a line in front of you, in pairs. When they get to the front of the line, they should use the chart on page 6 to ask and answer questions with *How much* and *How many*. Once they have completed this goal, check the box in their books and have them sit down.

Goal 06

Have the students hold their books and make a line in front of you. When they get to the front of the line, they should read the whole restaurant menu. Once they have completed this goal, check the box in their books and have them sit down.


Lesson 4 • Phonics

Materials

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

Getting Started

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

1 Listen, read, and practice.  Audio script page 79

Write *sand* and *tent* on the board. Use a different colored marker or chalk for *nd* and *nt* or circle them. Have the students look at the letters and photos on page 8. Play the CD and have the students listen and repeat. If necessary, say the words more slowly for students to repeat. Play the CD again and have the class point to the words as they listen and say.


2 Listen and check *nd* or *nt*. Then complete the words.  Audio script page 79

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

Phonics


1 Listen, read, and practice.

nd







sand

nt



tent

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

		nd	nt
	ha _ _	✓	
	pai _ _		
	sta _ _		
	pla _ _		


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

There is sand all around.
There is sand in my hand.
Golden sand in the sun!

There's a tent on the land.
There's a tent on the sand.
Golden sand in the sun!

Advice Time

Actions speak louder than words.



8

3 Listen and circle the words ending in *nd* and *nt*. Then chant.  Audio script page 79

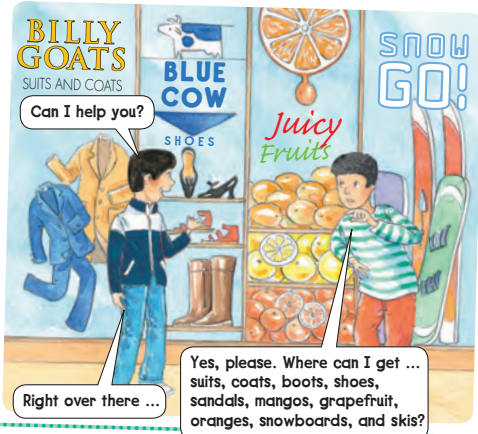
Have the students look at the photo of the desert in their books. Point to it and present the word "sand". Tell the students to imagine that they are standing in the middle of the desert. Ask them what they see all around. Play the CD and have them listen and circle the words ending in *nd* or *nt*.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

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

Challenge Time!

4 In the Shopping Mall

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



I Can ...

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



Now go to pages 50, 51

9

Unit 1

Goal Check

Goal 07 ✓

Have the students hold their books and make a line in front of you. When they get to the front of the line, they should say the chant on page 8. Once they have completed this goal, check the box in their books and have them sit down.

Goal 08 ✓

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

OPTIONAL

Long Vowel and Clever e, pages 50, 51
from Phonics Practice. See Teaching Notes
on page 64, We Can!6 Teacher's
Book.

Challenge Time!

4 In the Shopping Mall Audio script page 79

Have the students look at the stores on page 9. See if they can say the names of any of the items for sale. Play the CD and have them point to the store names and items for sale as they listen and repeat.

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

Choose two outgoing students to come to the front and act out the talk, using the language on page 9. Praise them for a job well done.

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

Extension Activities

Lesson 1 • Finding Out Time

Materials:

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

Verb Guessing Game

Review the sentences and past tense verbs on page 2 using the pictures in the book, or your own photos or pictures. Review the present and past tense forms of the verbs. Make verb flashcards on cards or pieces of paper. Next, secretly choose a verb flashcard. The students have to guess which verb flashcard you are holding by saying one of the sentences on the page. When a student says the correct sentence, say “Yes!” and show him/her the verb on the card. Then, have that student say the present and past tense forms of the verb. Invite that student to the front to choose a card and continue playing the game.

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

Lesson 2 • Grammar in Action

Materials:

- ★ Verb flashcards

Flashcard Miming Game

Review the sentences, verb chunks, and the past tense verbs on page 4. Place the verb cards face down on a desk. Have students take turns picking a card and miming the activity. Their partner should say what he/she did over the weekend. Then have them switch roles.

Lesson 3 • Reading and Writing

Materials:

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

Past Tense Verb Cards Project



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

Have each student cut out 17 cards of uniform size from the heavy construction paper or index cards. On one side of each card, they should write the verb and the past tense form of the verbs that they learned from this unit on pages 2 and 4. On the back, they should write their name or initials. (For example, the students should write *clean – cleaned* on the front of the card, and their name/initials on the back.)

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

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

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

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

Lesson 4 • Phonics

Phonics Sounds Game

Review the sounds *nd* and *nt* on page 8. Have the students chant and mime the chant on page 8.

Then give them the starting lines of a different version:

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

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

Spelling Game

Say a word from the following list:

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

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

Unit 2 Life's Ups and Downs

Lesson 1

Finding Out Time



Materials



- ★ A calendar

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- When the students come to class, have them complete Goal 08 and then check the goal box in their books.
- Ask, "What did you do over the weekend?" The students must think about their weekend and answer using words from the Weekend Activities in Unit 1. Have them answer individually.

- 1 Listen and practice. Then test a partner.  Audio script page 80

Have the children open their books to page 10. Play the CD and have the students point to the pictures and words as the talk is played.

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

Make a new horizontal column to the left of your old column and write the number of last year and the words *last year* at the top. Then write the irregular past tense verbs next to the regular forms as you say the verbs. Point to the verbs, say the sentences on page 10, and have the students repeat after you.

Unit 2 Life's Ups and Downs

Finding Out Time

- 1 Listen and practice. Then test a partner.



Irregular Verbs

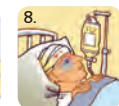
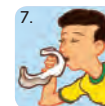
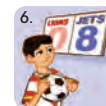
Good Things

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

Bad Things

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

What good / bad things happened to you last year?



10

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

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

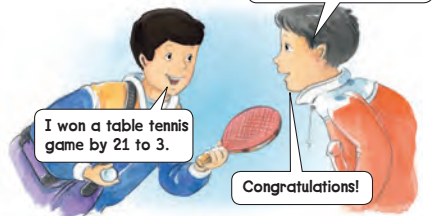
Call on individual students to say the sentences.

Challenge Time!

2 Ask, Listen, and Comment



1. Can you ask a question?

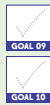


2. Can you listen to the answer and then make a comment?

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

I Can ...

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



11

Unit 2

Goal Check

Goal 09 ✓

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

Goal 10 ✓

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

Challenge Time!

2 Ask, Listen, and Comment



Audio script
page 80

Have the students look at the picture on page 11. Play the CD track and have them listen.

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

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

Have the students make pairs and practice asking a question, answering, and then making a comment. (They should choose an activity with a verb in the past tense from page 10.) Then, have them switch parts. Circulate around the room to make sure everyone is speaking English and to help students who need it.

Lesson 2

Grammar in Action

Materials

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

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Use the Life's Ups and Downs flashcards and the pictures on page 10 to review the verbs and past tense irregular verbs learned in Lesson 1 of this unit.
- Have the students stand in a circle. Say the regular form of the verb and then throw the ball to a student. The student who catches the ball says the past tense irregular form. Then motion for the student to throw the ball back to you. Continue the game by throwing the ball to other students and saying different verbs. The students should always throw the ball back to you. Hand over to students and let them lead the game.

1 Listen and practice. Audio script page 80

Have the students open their books to page 12. Hand over to students and let them lead the game. Play the CD and have them point to the words. Then, have the students stand up, and do the following gestures as you say the pronouns:

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

Grammar in Action

1 Listen and practice.

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

2 Listen and chant Past Tense Irregular Verb Chunks.

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

3 Listen and practice. Then do it in pairs.

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

12

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

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

2 Listen and chant Past Tense Irregular Verb Chunks. Audio script page 80

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

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

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

Challenge Time!

4 Verb Game

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

Verb Game 1 (practice)

was	had	made
got	caught	saw
lost	broke	were

Verb Game 2

I want to win! I'm so close.

I Can ...

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



13

Unit 2

4 Verb Game

Audio script
CD1 21 page 81

Have the students look at the Verb Game 1 card on page 13 and read the past tense irregular verbs written in the spaces together. Play the CD track and have the students listen and circle the past tense verbs. Play the CD again and have the students check and complete their answers by circling any verbs they missed the first time.

Audio script
CD1 22 page 81

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

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

3 Listen and practice. Then do it in pairs.

Audio script
CD1 20 page 80

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

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

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

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

Goal Check

Goal 11

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

Goal 12

Have the students hold their books and make a line in front of you. When they get to the front of the line, they should say two sentences using past tense irregular verbs. Once they have completed this goal, check the box in their books and have them sit down.

Lesson 3

Reading and Writing

Materials

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

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Have the class review and chant the *Past Tense Irregular Verb Chunks* chant from page 12.

1 Listen and read. Then chant.



Have the students open their books to page 14. Play the CD and have them listen to the chant as they point to each word and picture.

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

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



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

Reading and Writing

1 Listen and read. Then chant.



My Brother Richard

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

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



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



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

Challenge Time!

3

What did they cook?



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

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

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

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

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

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



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

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

I Can ...

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



GOAL 13



GOAL 14

15

Unit 2

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

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

Goal Check

Goal 13

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

Goal 14

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

Challenge Time!

3

What did they cook?



Audio script
CD1 25 page 81

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

Have the students look at the pictures on page 15 and say what they see. Encourage them to name each dish and as many of the ingredients as they can. For example, "I can see a burger and fries.", and/or "There are some fries, a burger, tomato, ketchup ..."

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

Lesson 4 • Phonics

Materials

- ★ A calendar
- ★ Optional – party invitations

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review *nt* and *nd* sounds from Unit 1. Have the students say the chant on page 8 in pairs.
- Play a spelling game. Have the students choose words that they can pronounce correctly from pages 14 and 15. Divide the class into groups. Call on individual students from each group to say a word. Have a student volunteer say and spell the word. Invite different students to come to the board and write each word as it is being spelled. Have students check and make corrections if needed.

1 Listen, point, and practice. Audio script page 81

Have the students open their books to page 16 and look at the letters and words in Exercise 1. Play the CD and have the students point to the letters and words. Then play the CD again and have the students point and repeat. Write *f*, *ph*, *gh* on the board and have the students make the sound. Point out that the sound is the same in all cases.

2 Listen and circle *f*, *ph*, or *gh*. Then complete the words. Audio script page 82

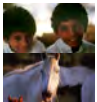


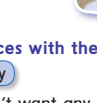
Have the students look at the pictures in Exercise 2 and name what they see. Point out that the second picture is used for photo. Point out the boxes with the letters next to each picture and explain that the students should circle the letter or letters that are missing in each word. Play the CD and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

Phonics

1 Listen, point, and practice.

 f	ph	gh
frog	phone	laugh

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

1. ___ riends		f	ph	gh
2. ___ oto		f	ph	gh
3. ele ___ ant		f	ph	gh
4. lau ___		f	ph	gh

3 Listen and read. Then chant.

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



4 Complete the sentences with the words.

enough photo funny

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

Advice Time

Every day of your life is a page of your history.



16

3 Listen and read. Audio script page 82 Then chant.

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

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

4 Complete the sentences with the words.

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

Challenge Time!

5 A Fun Day



Read what Mohammed wrote about his day.

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

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

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



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

6 Can you rewrite about Mohammed's day?

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

Mohammed and his sister saw ...
After the rides, his father got ...

Your writing is so neat.



I Can ...

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



GOAL 15



GOAL 16

Now go to pages 52, 53

17

Unit 2

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

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

6 Can you rewrite about Mohammed's day?

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

Challenge Time!

A Fun Day

5 Read what Mohammed wrote about his day.



Audio script
page 82

Have the students turn to page 17 and look at the picture. Ask them to say where they think the people are, what they are doing, how they are feeling, and if they're having fun. Elicit ideas from the students about fun activities and write them on the board. Revise and/or introduce words they might need such as, adventure park, park, rides, etc. Tell the students that they are going to read about a fun day that Mohammed had with his family. Point to the boy, Mohammed, in the picture. Play the CD and have the students listen and point. Then read the text more slowly with the students. Stop and help them with words or phrases that they find more difficult. Try to read and pause at the end of sentences. Call on individual students to "read" after you.

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

Goal Check

Goal 15

Have the students hold their books and make a line in front of you. When they get to the front of the line, they should read and spell a total of six words with *f, ph, gh* from page 16. Once they have completed this goal, check the box in their books and have them sit down.

Goal 16

Have the students hold their books and make a line in front of you. When they get to the front of the line, they should read their text about Mohammed's day from page 17, Exercise 5. Once they have completed this goal, check the box in their books and have them sit down.

OPTIONAL

Polite Vowels, pages 52, 53 from *Phonics Practice*. See Teaching Notes on page 65, *We Can!* Teacher's Book.

Extension Activities

Lesson 1 • Finding Out Time

Materials:

- ★ Verb flashcards from Unit 2 (on index cards or pieces of heavy construction paper)

The Comment Game

Review the irregular past tense verbs, sentences, and comments on pages 10 and 11. Then, put the verb flashcards in a place where the students can easily see them.

Divide the class into two teams. Have a student from one team call out a comment from page 11. The other team has to decide which good or bad thing would match that comment, grab the correct verb flashcard (in present tense), and say the sentence (with the past tense verb) from page 10. Then, they should put the flashcard back in its original position. Next, have the other team call out a comment and continue the game.



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

Lesson 2 • Grammar in Action

Materials:

- ★ Board

Past Tense Verb Relay

Review the past tense irregular verbs on page 12.

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

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

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

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

- S** Do the relay, but have the entire class be on the same team. Do the relay once and time the students. Do it again and see if they can beat their own time.
- B** Once a group of eight students has completed a round of the game, invite eight more students to come to the front and play. Continue until all students have had a chance to play.

Lesson 3 • Reading and Writing

Materials:

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

Past Tense Verb Cards Project



This is a card making project to help the students learn and remember past tense forms of verbs. This project will continue through to Unit 5 Extension Activities. To ensure that the students do not lose their cards, have them store the cards in an envelope or resealable plastic bag and keep the cards in a box in the classroom or other safe place.

Have each student cut out 10 cards of uniform size from the heavy construction paper or index cards. On one side of each card, they should write the verb and the irregular past tense form of the verbs that they learned in this unit on pages 10, 12, and 14. On the back, they should write their name or initials.

After the students have written their cards, they can play games with a partner. Students can use only these cards or combine them with the cards they made in Unit 1, Extension Activities, Lesson 3. Here are two suggested games:

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

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

Lesson 4 • Phonics

Materials:

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

Four Corners Race

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

Choose words from the following list:

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

Materials:

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

Lesson 4, Activity 2

I, my, me ...

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

You can see me.
I can see you.
We can see him.
We can see her.
They can see us.
You saw them.
They saw all of us.

Unit 3 My School is Cool!

Lesson 1

Finding Out Time

Materials

- ★ My School poster
- ★ Verb flashcards (from Units 1 and 2)
- ★ A ball

Getting Started

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

1 Listen and practice. Audio script page 82

Have the students open their books to page 18. Elicit where the talk is taking place and what things they see in the pictures. Play the CD and have the students point to the pictures and words as the talk is played.

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

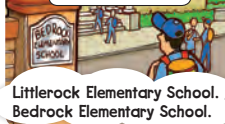
Unit 3 My School is Cool!

Finding Out Time

1 Listen and practice.



1. What's the name of your school?



Littlerock Elementary School. / Bedrock Elementary School.

3. Do you have school lunch at your school?



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

5. Do you have a school uniform?



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

How many students are there in your school?

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



4. Does your school have a school bus?



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

6. What time does your school start?



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

2 Practice in pairs and change the information.

18

2 Practice in pairs and change the information. Audio script page 82

Have the students listen to the CD.

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

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

Challenge Time!

3 My School



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



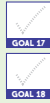
Hi! Let me introduce my school.
The name of my school is _____.
There are about _____ students in my school.
We _____ school lunch at our school.
Our school _____ a school bus.
We _____ a school uniform.
Our school starts at _____.



Your school sounds cool! Wow! That's a lot of students!

I Can ...

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



19 Unit 3

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

Goal Check

Goal 17

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

Goal 18

Point to page 19 and show the students that they have already accomplished this goal. Praise them for a job well done and have them check the box in their books.

Challenge Time!

3 My School



Audio script
CD1 32 page 82

Have the students look at the picture on page 19. Play the CD track and have the students listen. See if the students can remember any information about the girl's school. Play the CD again.

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

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

Lesson 2

Grammar in Action

Materials

- ★ My School poster
- ★ Optional – Calendar
- Ordinal Numbers poster (WC5)

Getting Started

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

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



Have the students open their books to page 20. Play the CD and have them point to the words and pictures as they listen.

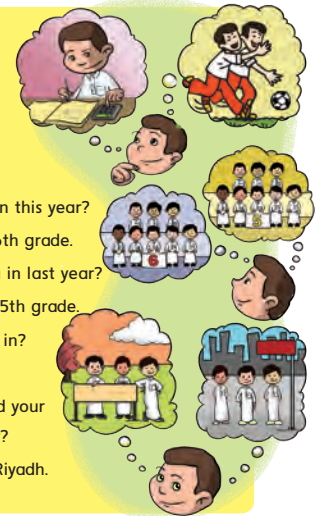
Elicit the past tense forms for the verbs – do, like, are, am/is, and go. Write the regular and past tense forms of the verbs on the board as the students call them out and then ask them to find the verbs on page 20.

Grammar in Action

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



1. Which subject **do** you **like** most this year?
This year I **like** math.
2. Which subject **did** you **like** most last year?
Last year I **liked** PE.
3. Which grade **are** you in this year?
This year I **am** in the 6th grade.
4. Which grade **were** you in last year?
Last year I **was** in the 5th grade.
5. Which city **do** you **live** in?
We **live** in Najran.
6. Which city **did** you and your parents **go** to last year?
Last year we **went** to Riyadh.



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

3 Listen and practice. Then do it in pairs.



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

20

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

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



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

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

Challenge Time!

4 Subject Race

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

CD1 36

Subject Race 1 (practice)

language	science	math
social studies	☆	English
PE	art	history

CD1 37

Subject Race 2



I Can ...

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



21 Unit 3

Audio script
CD1 37 page 83

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

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

3 Listen and practice. Then do it in pairs.

Audio script
CD1 35 page 83

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

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

Challenge Time!

4 Subject Race

Audio script
CD1 36 page 83

Have the students look at the Subject Race card on page 21 and read the names of the school subjects written in the spaces together. Refer to the My School poster, if necessary. Play the CD track and have the students listen and circle the subjects for last year.

Goal Check

Goal 19

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

Goal 20

On the board, write, "This year I am in the _____ grade. Last year I was in the _____ grade." Have the students hold their books and make a line in front of you. When they get to the front of the line, they should say which grade they are in this year and which grade they were in last year, using the sentences on the board. Once they have completed this goal, check the box in their books and have them sit down.

Lesson 3

Reading and Writing

Materials

- ★ My School poster
- ★ Optional – a timer

Getting Started

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

1 Listen and read.  Audio script page 83
Then chant.

Have the students open their books to page 22. Play the CD and have them listen to the chant as they point to each word and picture.

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

Reading and Writing

1 Listen and read. Then chant.



Rana Had a Little Lamb

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



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



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




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



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

22

2 Practice in pairs. Then  Audio script page 83
change the verb tense and chant.

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

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

Challenge Time!

3 Listen, Match, and Present



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



Our English Class Rules

Don't shout; Listen Stand up Ask Don't forget Use Don't make Speak

for help when you have a problem. English in class! when you present. speak clearly. too much noise when you play games. to the teacher. to do your homework. your CD when you study English.



Can I see your pictures? Very nice!



I Can ...

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



23

Unit 3

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

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

Goal Check

Goal 21

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

Goal 22

Point to page 23 in the Student Book and show the students that they have already accomplished this goal. Praise them for a job well done and have them check the box in their books.

Challenge Time!

3 Listen, Match, and Present



Audio script
page 83

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

Have the students look at the rules on page 23 in their book. Point out the example and explain that the second parts of the rules are in jumbled order. Give them a few minutes to read through and try to match as many as they can. Then play the CD and have them check and draw lines to match the rest of the sentences.

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

Lesson 4 • Phonics

Materials

★ My School poster

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review *f*, *ph*, and *gh* sounds from Unit 2. Have the students say the chant on page 16 in pairs or groups.
- Play a spelling game. Have the students choose words that they can pronounce correctly from pages 20, 21, and 22. Divide the class into groups. Call on individual students from each group to say a word. Have a student volunteer and spell the word. Invite different students to come to the board and write each word as it is being spelled. Have students check and make corrections if needed.

1 Listen, point, and practice. Audio script page 84

Have the students open their books to page 24 and look at the letters, pictures, and words in Exercise 1. Play the CD and have the students point to the letters and words. Then play the CD again and have the students point and repeat. Write *sc*, *sk*, *sq* on the board and have the students make the sound. Point out that the sound is the same.

2 Listen and complete the words. Use *sc*, *sk*, or *sq*. Audio script page 84




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

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






Phonics





1 Listen, point, and practice.





sc *sk* *sq*

 scarf  sky  square


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


  ___ y  ___ uare  ___ arf 


 ___ ate  ___ ueeze  ___ ary 

 ___ irt  ___ uid  ___ an 


3 Write what they're doing.

1. He's sq _____ oranges. 
He's making orange juice.

2. He's sk _____. 
It's a dangerous sport.

3. He likes the sea. 
He's sc _____.

Advice Time

What is learned in youth is carved in stone. 

24

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

3 Write what they're doing.

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

Challenge Time!

4 My School



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

I live in a small town. I have a lot of friends and we all go to the same school.

Our school is really cool!

There are about 20 classrooms, a library, a big yard, and an art workshop.

The principal's office and the teachers' lounge are on the ground floor.

There are "smart classrooms" in our school with computers, projectors, and interactive boards! We really like using our "smart classroom."



Now write about your school.

I live in _____ (name of town) _____



I Can ...

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



Now go to pages 54, 55

25

Unit 3

the information, for example:

Number of classrooms:

Yard YES NO

Library YES NO

Smart classroom YES NO

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

Next, have students write about their school using the text on page 25 as a model. Remind them to use punctuation, i.e. a full stop at the end of each sentence and commas when they list things. Point out punctuation used in the model. Encourage students to help each other as they write. Then have them exchange and make corrections on each other's texts.

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

Challenge Time!

4 My School Audio script CD2 04 page 84

Have the students look at the picture on page 25 and talk about it. Ask them if the room in the picture is a classroom and how they know. Explain that the text they are going to listen to and read was written by a student.

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

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

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

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

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

Goal Check

Goal 23

Have the students hold their books and make a line in front of you. When they get to the front of the line, they should read and spell a total of eight words with *sc*, *sk*, and *sq* from page 24. Once they have completed this goal, check the box in their books and have them sit down.

Goal 24

Point to page 25 and tell the students that they have already accomplished this goal in Exercise 4. Praise them for a job well done and have them check the box in their books.

OPTIONAL

Vowel Digraphs and Murmuring Sounds, pages 54, 55, from *Phonics Practice*. See *Teaching Notes* on page 66, *We Can!6 Teacher's Book*.

Extension Activities

Lesson 1 • Finding Out Time

Materials:

- ★ My School poster

School is Cool

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

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

Lesson 2 • Grammar in Action

Materials:

- ★ A calendar
- ★ Paper

My School Schedule

Review the days of the week using a calendar. Review the school subjects on pages 20 and 22.

Draw the following chart on the board:

Sunday	Monday	Tuesday	Wednesday	Thursday

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

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

Lesson 3 • Reading and Writing

Materials:

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

Past Tense Verb Cards Project



This is a card making project to help the students learn and remember past tense forms of verbs. This project will continue through to Unit 4 Extension Activities. To ensure that the students do not lose their cards, have them store the cards in an envelope or resealable plastic bag and keep the cards in a box in the classroom or other safe place.

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

After the students have written their cards, they can play card games with a partner. Students can combine these cards with the cards they made in Units 1 and 2, Extension Activities, Lesson 3. Here are two suggested games:

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

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

Lesson 4 • Phonics

Phonics Sounds Game

Review the *sc*, *sk*, and *sq* sounds on page 24.

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

Say a word from the following list:

scarf	sky	square
scan	skate	squeeze
scary	skirt	squid

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

Materials:

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

Poster Project – My School

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

Unit 4 A Healthy Life

Lesson 1

Finding Out Time



Materials



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

Getting Started

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

- 1 Listen and practice. Then  Audio script page 84 test a partner.

Have the students open their books to page 26. Play the CD and have the students point to the pictures and sentences as they listen.

Go over the sentences with the students. Ask them:

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

Unit 4 A Healthy Life

Finding Out Time

- 1 Listen and practice. Then test a partner.



What should you do to live a healthy life?

Good Things I Should Do

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



Bad Things I Shouldn't Do

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



26

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



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

Challenge Time!

2 Healthy Life Test



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

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

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

50-70 points
I live a very healthy life.

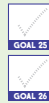
30-50 points
I live a good healthy life.

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



I Can ...

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



27 Unit 4

Goal Check

Goal 25

Have the students hold their books and make a line in front of you. When they get to the front of the line, they should say two things they should or shouldn't do to live a healthy life. Once they have completed this goal, check the box in their books and have them sit down.

Goal 26

Have the students hold their books and make a line in front of you. When they get to the front of the line, they should show you the score they got for the Healthy Life Test and then say if they live a healthy life or not. Once they have completed this goal, check the box in their books and have them sit down.

Challenge Time!

2 Healthy Life Test Audio script CD2 06 page 84

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

Have the students look at the chart on page 27. Play the CD track and have the students listen and repeat. When the CD says, "Do the questionnaire.", ask the students to think about their lives and check the boxes. Then they should add up the total score. Continue playing the CD. Have the students make pairs and talk about their score.

Lesson 2

Grammar in Action

Materials

- ★ A Healthy Life flashcards
- ★ My School poster

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review the My School poster and the questions on page 27. Have the students stand up. Ask the questions from page 27 at random to different students. After they answer a question, they can sit down. Continue until all students have sat down.

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



Have the students open their books to page 28. Play the CD and have them point to the pictures as they listen.

Teach the past tense form for the verbs *get*, *drink*, *eat*, and *brush*. Write the regular and past tense forms of the verbs on the board as the students call them out and then ask them to find the verbs in the chant on page 28.

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

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



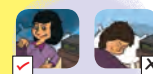
Ask the students to make pairs. Play the CD and have the students listen.

Grammar in Action

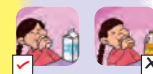
1 Listen and chant *Past Tense Questions and Answers.*



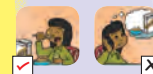
1. Did you **get up** early this morning?
Yes, I **got up** early this morning.
No, I didn't **get up** early this morning.



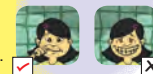
2. Did you **drink** milk this morning?
Yes, I **drank** milk this morning.
No, I didn't **drink** milk this morning.



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



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



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

3 Listen and practice. Then do it in pairs.



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

28

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

3 Listen and practice. Then do it in pairs.



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

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

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

Challenge Time!

4 Verb Game

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



Verb Game 1 (practice)

drank	ate	brushed
did	stayed	played
followed	got	went



Verb Game 2

Look! You missed one. There!



I Can ...

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



29

Unit 4

Goal Check

Goal 27

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

Goal 28

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

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

Challenge Time!

4 Verb Game



Audio script
page 85

Have the students look at the Verb Game card on page 29 and read the irregular past tense verbs written in the spaces together. Play the CD track and have the students listen and circle the verbs when they hear them. Remind them to say "Done!" when they have circled six verbs.



Audio script
page 85

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

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

Lesson 3

Reading and Writing

Materials

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

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review and chant the *Past Tense Questions and Answers* chant (page 28) with the class.

1 Listen and read. Then chant. Audio script page 85

Have the students open their books to page 30. Play the CD and have the students listen, as they touch each word and picture with their finger.

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

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

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

Reading and Writing

1 Listen and read. Then chant.



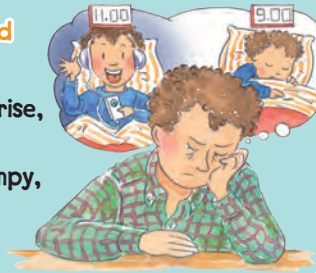
Early to Bed

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



Late to Bed

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



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

30

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

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

Challenge Time!

3 What's the matter?



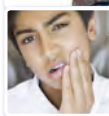
Can you listen, read, and match with the pictures?
Mime and practice in pairs.

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

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

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

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



I Can ...

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



31

Unit 4

Goal Check

Goal 29

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

Goal 30

Point to page 31 and show the students that they have already accomplished this goal. Praise them for a job well done and have them check the box in their books.

Challenge Time!

3 What's the matter? Audio script CD2 13 page 85

Can you listen, read, and match with the pictures?
Mime and practice in pairs.
Introduce *headache*, *toothache*, *stomachache*, and *earache* through mime. Have the students repeat. Play the first part of the CD and have the students repeat words and verb chunks. Pause and ask the students to turn to page 31 in their book. Ask them to look at the pictures and say what is wrong with the boy in each picture.

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

Lesson 4 • Phonics


Materials

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

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review the previous phonics lesson from page 24. Write *sc*, *sk*, and *sq* on the board and have students say and spell words that begin with the correct letters. Then divide the class into three groups, one for each pair of letters. Say a word. The students have to listen and say "ours" as quickly as possible if the word is written with the letters that they have. For example, the *sc* group hears the word "scary". It has to say "ours" immediately. If they delay, another group has the right to spell the word and gain points for their group/team.

1 Listen, point, and practice. Audio script page 86

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

Play the CD as the students look at page 32 and point to the words and pictures. Slowly go over how to say each sound together. Point out that *ur* and *ir* make a similar sound.

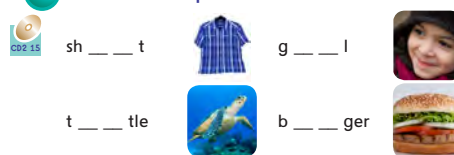
Say the sounds slowly together. Then, play the CD again and say them along with the CD.

Phonics

1 Listen, point, and practice.



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



3 Read and then listen.

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

Advice Time

He who has health has hope, and he who has hope has everything.



32

2 Listen and complete the words. Use *ur* or *ir*. Audio script page 86

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

3 Read and then listen. Audio script page 86

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

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

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

Challenge Time!

4 Clothing Store

Can you be a storekeeper and do the shopping dialogue with a partner?

Girl's Clothes

scarf	SR 80
belt	SR 20
skirt	SR 160
uniform	SR 280

Boy's Clothes

T-shirt	SR 100
jacket	SR 160
trousers	SR 160
sweater	SR 60

Can I help you?
Which one?
This one?
It's 60 SR.
Yes, please.
I want a sweater.
Yes, thanks.
How much is it?
Here you go.
Here's your change.
Thank you and good-bye.
Good-bye.

I Can ...

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



Now go to pages 56, 57

33 Unit 4

Goal Check

Goal 31

Have the students hold their books and make a line in front of you. When they get to the front of the line, they should read the Story of a Horse from a Farm. Once they have completed this goal, check the box in their books and have them sit down.

Goal 32

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

OPTIONAL
Consonant Digraphs, pages 56, 57 from
Phonics Practice. See Teaching Notes
on page 67, **We Can!6 Teacher's**
Book.

Challenge Time!

4 Clothing Store Audio script CD2 17 page 86

Have the students look at the picture on page 33. See if they can tell you that it is a clothing store. Play the CD and listen and repeat as the students point to items in the shop and the prices.

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

Extension Activities

Lesson 1 • Finding Out Time

Materials:

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

A Healthy Life Flashcard Grab

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

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

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

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

Lesson 2 • Grammar in Action

Materials:

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

Past Tense Verb Cards Project



This is a card making project to help the students learn and remember past tense forms of verbs. This project is featured in the Units 1 to 4 Extension Activities. To ensure that the students do not lose their cards, have them store the cards in an envelope or resealable plastic bag and keep the cards in a box in the classroom or other safe place.

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

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

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

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

Lesson 3 • Reading and Writing

A Healthy Life Game

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

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

Lesson 4 • Phonics

Materials:

- ★ A piece of paper (per student)

Phonics Dictation

Review the phonics sounds and words on page 32 and read them together. Introduce these other words with the *ar*, *or*, *ur*, and *ir* sounds: *art*, *dark*, *fork*, *sport*, *short*, *skirt*, and *girl*.

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

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

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

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

Materials:

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

Phonics Memory Game

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

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

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

Unit 5 Hanging Out in Town

Lesson 1

Finding Out Time



Materials



- ★ My Town flashcards
- ★ My Town poster

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review the questions on page 28 about what the children did this morning. Write 1, 2, 3 on the board. Ask three students questions about what they did this morning. Ask a different question each time and check a number, 1 for the first student, 2 for the second student, etc.

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

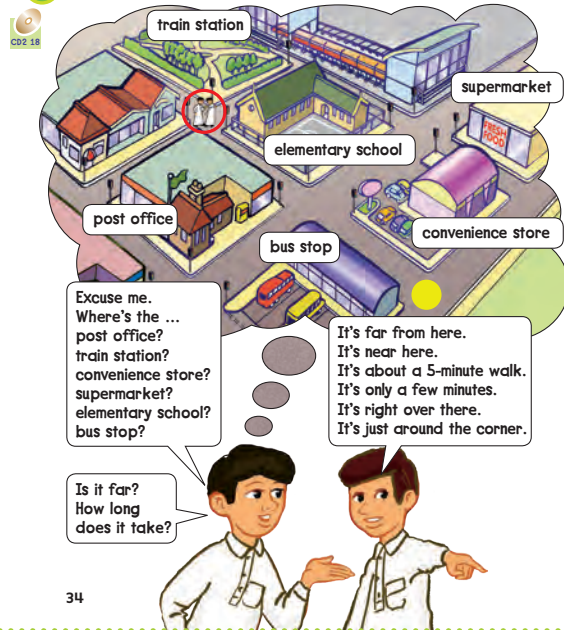
- 1 Listen and practice. Then act out in pairs.  Audio script page 86

Have the students open their books to page 34 and look at the map. Play the CD and have the students point to the places as they listen. Try to elicit the names of local elementary schools, convenience stores, supermarkets, etc. Using your fingers to trace the route, explain what "around the corner" means.

Unit 5 Hanging Out in Town

Finding Out Time

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



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

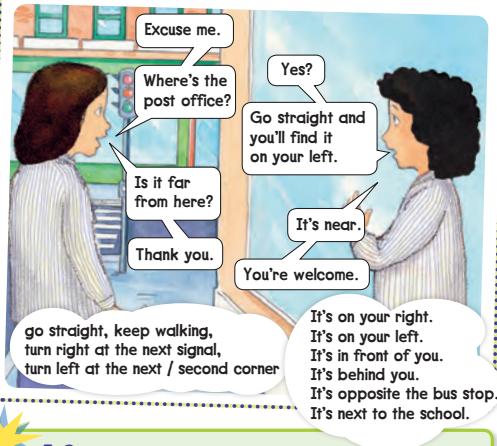
Ask the students to make pairs and practice asking each other for directions to the places on the map.

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

Challenge Time!

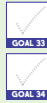
2 Showing the Way

Can you give a partner directions to a place?
Use the map on page 34. Start at the yellow circle.



I Can ...

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



35 Unit 5

Goal Check

Goal 33

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

Goal 34

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

Challenge Time!

2 Showing the Way



Audio script
page 86

Play the CD as you have the students look at the map on page 34. Play the CD track and have the students listen, repeat, and trace the route on the map with their finger. The students should start at the yellow circle on the map.

After the CD has played, use the map to go over the new directions on page 35. Play the CD again and have the students listen, repeat, and trace the route on the map with their finger.

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

Lesson 2

Grammar in Action

Materials

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

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Ask the students to give directions to the place in town that they chose for Goal 34 in the previous lesson. Check the goal box in their books after they have told you.
- Arrange the stores and places from the My Town flashcards on the table in order to make a map. Review the cards as you place them on the table. Draw a few traffic lights on small pieces of paper for the intersections. Ask two student volunteers to put their erasers down on the map to mark their place on page 35. Have them act out the dialogue. Continue with a few more student volunteers.

1 Listen and chant *Going To*. Audio script page 86







Have the students open their books to page 36. Play the CD and have the students point to the pictures as they listen.

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

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

Grammar in Action

1 Listen and chant *Going To*.

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

2 Listen and practice. Then do it in pairs.

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

36

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

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

2 Listen and practice. Then do it in pairs. Audio script page 86

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

Challenge Time!

3 Shopping Game

Can you play the Shopping Game and beat a partner?



Where are you going?

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



What do you want?

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

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



I Can ...

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



37

Unit 5

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



Audio script
page 87

Have the students look at the second Shopping Game card on page 37 and together read the items for sale written in the spaces. Have them choose and put dots in three spaces to prepare for the game. Play the CD track and have the students listen and play Shopping Game.

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

Challenge Time!

3 Shopping Game

Audio script
page 87



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

Have the students look at the first Shopping Game card on page 37 and read the stores written in the spaces together. Have them choose and put dots in three spaces to prepare for the Shopping Game. Play the CD track and have the students listen and play the Shopping Game.

Goal Check

Goal 35

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

Goal 36

Have the students hold their books and make a line in front of you. When they get to the front of the line, they have to say what they want and where they are going to buy it (using the sentences on page 36 as a guide). Once they have completed the goal, check the box in their books and have them sit down.

Lesson 3

Reading and Writing

Materials

- ★ My Town poster
- ★ Optional – a timer

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review and chant the *Early to Bed* and *Late to Bed* chants with the class.
- Put up the My Town poster on the board and review the places with the class.

1 Listen and read. Then chant. Audio script page 87

Have the students open their books to page 38. Elicit what they see in the picture and what colors they are. Play the CD and have the students listen to the chant, as they touch each word and picture with their finger.

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

2 Change "house" to something else and chant in pairs. Audio script page 87

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

Reading and Writing

Grammar Toolbox
 there is there was

1 Listen and read. Then chant.

There Was a Little Green House

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



2 Change "house" to something else and chant in pairs.

box bottle fish book doll letter



38

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

Challenge Time!

3 Write, Draw, and Present



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

A Big White House

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

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

I Can ...

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



39

Unit 5

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

Goal Check

Goal 37

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

Goal 38

Point to page 51 and show the students that they have already accomplished this goal. Praise them for a job well done and have them check the box in their books.

Challenge Time!

3 Write, Draw, and Present



Audio script
CD2 26 page 87

Have the students write their own version of the chant using words for rooms and things in the rooms. Read *A Big White House* slowly and elicit ideas about words that could go in the blanks. Then play the CD and have the students listen and fill in the missing words.

Review words for rooms and things in the rooms.

Have the students find a partner and write their own version of the chant with different words. Remind them to illustrate their chant with pictures. Circulate around the room to check spelling and help students who need it.

Once students have finished, they take turns standing in front of the class, reading their chant, and showing their chant and pictures.

Lesson 4 • Phonics

Materials

★ My Town flashcards

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review *ur* and *ir* sounds from Unit 4. Have the students say the Story of a Horse from a Farm in pairs or groups, sharing chunks, e.g. student 1: A horse from a farm, student 2: asked a purple bird in the park, student 3: "Do you like corn?" etc.
- Play a spelling game. Have the students choose words that they can pronounce correctly from pages 26, 28, and 31. Divide the class into groups. Call on individual students from each group to say a word. Have a student volunteer and spell the word. Invite different students to come to the board and write each word as it is being spelled. Have students check and make corrections if needed.

1 Listen, point, and practice. Audio script CD2 27 page 87

Have the students open their books to page 40 and look at the letters, pictures, and words in Exercise 1. Play the CD and have the students point to the letters and words, and repeat. Write *u_e* and *ue* on the board and have the students make the sound. Point out the same sound. Play the CD again and have students repeat.

2 Listen and number. Then Audio script CD2 28 page 87 unscramble the letters and write.

Have the students look at the pictures in Exercise 2 and name what they see. Point out the scrambled letters next to each picture and explain that the students should listen to the CD and number each photo and scrambled letters. Then they should unscramble the letters and write each word. Have them make pairs and encourage them to help each

Phonics

1 Listen, point, and practice.

u_e
cube

ue
barbecue

2 Listen and number. Then unscramble the letters and write.

stuesi

deTsuya

tuec

eguh

ubel

eulg

uqmsoe

3 Unscramble the words and write the sentences. Begin with a capital letter.

garden
have
barbecues
like
to
in
our
in

June
we

gave
of
glue
my
friend
me
a
huge
bottle

Advice Time

Think of how you will get out before you enter.

40

other. Play the first part of the CD and have the students listen and number. Say the words again more slowly if necessary and ask students to repeat. Give them a few minutes to try and unscramble and write as many words as they can. Then play the second part of the CD for the students to check their answers. Play the CD again and let the students complete their answers. Circulate and help when needed. Invite pairs to say, spell, and write the words on the board. Remind them that *ue* at the end of the word *mosque* is silent.

3 Unscramble the words and write the sentences. Begin with a capital letter.

Have the students read the words. Then ask them to make pairs, put the words in order, and make sentences. Encourage them to ask other students if they are having difficulties. Circulate and help students who are having difficulty or are not clear about what they need to do. Invite volunteers to read the sentences. Have the class repeat the sentence to you as you write it on the board.

Challenge Time!

4 Signs

Can you read the signs?

CD 29



I Can ...

- say, read, and write words with *u_e* (clever *e*) and *ue*.
- read six signs in my town in English.



Now go to pages 58, 59

41

Unit 5

Goal Check

Goal 39

Have the students hold their books and make a line in front of you. When they get to the front of the line, they should read a total of six words with *ue* and *u_e* (for example, from page 40). Once they have completed this goal, check the box in their books and have them sit down.

Goal 40

Tell the students they must find four signs in English around their town. They can copy the English on the signs and then read them (or ask you for help, if necessary) the next time they come to class.

OPTIONAL

Consonant Blends, pages 58, 59 from
Phonics Practice See Teaching Notes
on page 68, We Can!6
Teacher's Book

Challenge Time!

4 Signs Audio script CD 29 page 88

Have the students look at the pictures on page 41. Play the CD and have them listen and repeat as they point to the signs.

Have the students make pairs and play the CD again. Now it's their turn to read the signs to their partner. Invite individual students to come to the board and call out some of the signs in jumbled order. The rest of the class have to shout back the number of the sign that has been called out.

Ask student volunteers to draw other common signs on the board and tell the class what they mean in English.

Extension Activities

Lesson 1 • Finding Out Time

Materials:

- ★ Paper

My Neighborhood

Pass out a blank sheet of paper to each student. The students need to look at page 34 and then think about the places in their own neighborhood.

Have them draw 4 boxes and think of four places. Next, have them draw a picture of them in the boxes, and write what they are over the boxes. Then, they should write "It's far from my house." if the place is far away and not within a walking distance, or write "It's a ____-minute walk." if it is nearby and within a walking distance. Then have them write how many minutes it would take to walk there in the blank.

After students have completed their sheet, they can present it to the class. Praise each student after his/her presentation.

Lesson 2 • Grammar in Action

Materials:

- ★ My Town flashcards

Shopping in My Town Flashcard Activity

Review the My Town flashcards.

Put the place flashcards around the room, face up. Then pass out item cards to the students.

Say, "Go shopping!" The students have to look at the item(s) on their flashcard and then stand by the place flashcard where they can buy it.

Once all students are standing in the right place, have each student hold up his/her flashcard and say, "I want a/some (items). I'm going to the (store/place)."

- S For classes with less than 10 students, do the activity two or three times. Make sure that all flashcards with an item you can buy at a store are used at least once.
- B Take turns doing the activity in groups of 10.

Lesson 3 • Reading and Writing

Materials:

- ★ Paper

Picture Dictation

Pass out a sheet of paper to each student. Ask the students to follow your directions and draw exactly what you say. Begin with, "Draw a house in the middle of the paper." Continue with:

- Draw a tree next to the house.
- Draw two birds in the sky.
- Draw a fence around the house.
- Draw a door and two windows.

You can make this picture dictation easier or more difficulty depending on how much you think your students can do. Demonstrate by saying and drawing on the board to show them what to do if necessary.

Lesson 4 • Phonics

Materials:

- ★ A piece of paper (per student)

Phonics Dictation

Review the *u_e* and *ue* sound from page 40.

Give the students a piece of paper each and have them write their name and then draw two columns on their paper. Have them write *u_e* at the top of one column and *ue* at the top of the other column.

Call out one of the following words:

tissue	cute	blue	Thursday
huge	glue	barbecue	June

Students should write this word in the right column. Continue calling out the rest of the words from the list.

Call on students to spell the words as you write them on the board for students to check their spelling.

Materials:

- ★ Paper or large index cards

Phonics Race

Ask the students to draw a grid like the one in The Shopping Game on page 37. Explain that they only need a total of six squares so their grid has to be 2 by 3. Have the students choose six of the words from the list in Phonics Dictation and write them in any order they like in their grid.

Use the word list in the last activity – Phonics Dictation. Call out one of words.

When a student hears four of his/her words and checks them he/she should shout, "Done!" Have the student read out his/her three words in a row. Then, play again and have that student call out words from the list.

Unit 6 My Dream Vacation

Lesson 1

Finding Out Time



Materials



- ★ A ball
- ★ World Map poster
- ★ Scrap paper
- ★ A timer

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Ask the students to make a circle. Throw the ball to a student and say, "one hundred." Prompt them to throw the ball to another student and say, "two hundred". Have the students throw the ball to other students in the circle and count by hundreds to 1,000 or by thousands to 10,000.

- 1 Listen and practice. Then do it in pairs.  Audio script page 88

Have the students open their books to page 42 and look at the picture. Elicit that the boys are at the airport. Read the names of the cities on the Departing Flight Information and ask the students to name the countries where the cities are located. Then ask a student volunteer to point to the countries on the World Map poster. Ask the students if they have ever been to those cities.

Unit 6 My Dream Vacation

Finding Out Time

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



1.

SV1138	05:45	Dammam
UAL 165	06:30	Honolulu
CAN301	09:45	Vancouver
CAU208	11:00	Beijing
SW1680	12:30	Abha
DXB357	14:30	Dubai
DOH236	16:00	Doha
JAL123	21:15	Tokyo
QFL412	23:00	Sydney

Where are you going?

I'm going to ...

2. How long does it take to get there?

It takes about ... two / three / four / five / six / seven / eight / nine hours.



What are you going to do there?

I'm going ... sightseeing / skiing / diving / stay at an English camp.

42

Play the CD and have the students listen to the dialogues. Pause the CD after each dialogue and see if the students can tell you where the boy is going, how long it will take him to get there, and what he will do there.

Play the CD again and have the students repeat after it, as they point to the pictures.

Ask the students to find a partner and practice the dialogues. Then have them switch parts. Circulate around the room to make sure the students are speaking English and to help students who need it.

Challenge Time!

2 In-Flight Ordering

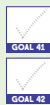
CD2 31 Can you be a flight attendant and take an order from a partner?



1. What would you like to drink? Orange juice, apple juice, water, or cola?
2. What would you like to eat? Beef or fish? Noodles or rice?
3. What are you going to drink after dinner? Tea, coffee, green tea, or juice?

I Can ...

- say where I'm going, how long it takes, and what I'm going to do on a trip.
- do a dialogue between a flight attendant and a customer with a partner.



43 Unit 6

Challenge Time!

2 In-Flight Ordering

CD2 31 Audio script page 88

Have the students look at the picture on page 43. Elicit that the boy is on an airplane and that the man is a flight attendant. Play the CD and have the students listen to the dialogue between the flight attendant and the boy.

Ask the students to find a partner. Hand each pair a piece of paper. Ask the students to fold the paper once lengthwise, in thirds widthwise, and then again in half widthwise. They should have divided the paper into twelve equal sections. Ask them to cut or tear the sections to make twelve cards.

Have the students read the twelve food and drink choices from page 65. Then ask them to make twelve cards for the food and drinks. They can either write the words or draw pictures of the food or drinks. Set a timer for 10 minutes.

Once the timer has gone off, have the students practice the dialogue between the flight attendant and the customer. The "flight attendant" should use his/her cards and hand the "customer" his/her order. After the students have practiced the dialogue, have them switch parts. If possible, use realia or pictures of the drinks and food on offer.

Goal Check

Goal 41

Write the following on the board:

I'm going to _____.

It takes about _____ hours.

I'm going _____.

Have all the students stand up. Using the sentences written on the board, the students take turns saying where they are going, how long it takes, and what they are going to do on their trip. Then, they should sit down and check the box in their books.

Goal 42

Ask the students to find a partner and practice the dialogue between the flight attendant and the customer, using the cards they made in Exercise 2. The "flight attendant" should use his/her cards and hand the "customer" his/her order. After they have completed this goal, they should check the box in their books.

Lesson 2

Grammar in Action

Materials

- ★ World Map poster
- ★ Small pieces of paper
- ★ A ball

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Say to the class, "I'm going to have lunch in Sydney." Have a student volunteer show where Sydney is on the World Map poster. Then, have the students turn to page 7, review the items on the menu, and ask another student volunteer to be the waiter. Demonstrate the conversation in front of the class. Then, have the students make pairs and practice the conversation.

1 Listen and chant  Audio script page 88
Going To + Verb.

Have the students open their books to page 44. Play the CD and have them point to the pictures as they listen.

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

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

Grammar in Action

1 Listen and chant *Going To + Verb.*

1. I'm going to visit the city of Abha in Asir.
2. You're going to watch camel races in Riyadh.
3. He's going to visit the Children's Art Show at the Kingdom Tower.
4. She's going to shop in Dubai.
5. We're going to go rock climbing in the Wadi Rum Reserve, in Jordan.
6. They're going to eat traditional dishes in Lebanon.

2 Listen and practice. Then chant in pairs.

I'm going to visit	We're going to visit
You're going to visit	You're going to visit
He's / She's going to visit	They're going to visit

44

Say each sentence slowly and then ask a student volunteer to point to the places on the World Map poster. Use a map of Saudi Arabia for the students to point to cities, e.g. Riyadh, Najran, etc.

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

2 Listen and practice. Then  Audio script page 88
chant in pairs.

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

Challenge Time!

3 Travel and Do

Can you play Travel and Do and beat a partner?

CD2 34

Where are you going?

Najran	Lebanon	Jordan
Dubai	Jeddah	Dammam
Riyadh	Oman	Jizan

CD2 35

What are you going to do there?

ride	drive	shop
climb	eat	swim
visit	camp	watch

Only two more!

You've got it!

I Can ...

- chant the *Going To + Verb* chant.
- say where I want to go on my trip and what I want to do there.



45

Unit 6

Ask the students to find a partner. One student says the phrases and the other repeats them, as heard on the CD. Then, have them switch parts.

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

Challenge Time!

3

Travel and Do

Audio script
CD2 34 page 89

Have the students look at the first Travel and Do card on page 45 and read the place names written in the spaces together. Have them choose three place names and put a dot over each one. Play the CD track and have the students listen and play Travel and Do.

After they have played Travel and Do with the CD, play again without the CD. If time permits, ask a student volunteer to call out the cities.

Have the students look at the second Travel and Do card on page 45 and read the verbs written in the spaces together. (The verbs are what they will do once they get to places/cities on the first Travel and Do card.) Have them choose three verbs and put a dot over each one. Play the CD track and have the students listen and play Travel and Do.

After they have played Travel and Do with the CD, play again without the CD. If time permits, ask a student volunteer to call out the verbs.

Goal Check

Goal 43

Have the students hold their books and make a line in front of you. When they get to the front of the line, they must chant the *Going To + Verb* chant. Once they have completed the goal, check the box in their books and have them sit down.

Goal 44

Write on the board:
I'm going to _____ in _____.

Have all the students stand up. Using the sentence pattern written on the board, students take turns saying where they want to go on their trip and what they want to do there. Then, they should sit down and check the box in their books.

Lesson 3

Reading and Writing

Materials

- ★ World Map poster
- ★ Optional – a timer

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review the chant on page 44 with the class.
- Use the World Map poster and the map of Saudi Arabia to review the cities and countries learned in the previous two lessons. Ask the students to identify other cities/countries on the map and tell the class what they did there.

1 Listen and read. Audio script page 89 Then chant.

Have the students open their books to page 46. Elicit what they see in the picture. Play the CD and have the students listen to the chant as they touch each word and picture with their finger.

Read the chant slowly together. Then, play the CD again and have the students read along with the CD.

Reading and Writing

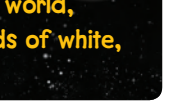
1 Listen and read. Then chant.



A Small and Beautiful World

An astronaut floated by
In the quiet, dark sky.
He saw a small and beautiful world alight
With seas of blue and clouds of white.

As he floated silently by
He thought, I wonder why
Some people laugh,
And some people cry
On that small and beautiful world,
With seas of blue and clouds of white,
Shining in sunlight.



2 Match with the pictures.

1. small 2. world 3. cry 4. laugh



46

2 Match with the pictures.

Have the students read each word and then decide which picture matches it. Then, they should find those words in the chant.

Challenge Time!

3 Read, Match, and Present



Can you read, match, and complete the chant with these phrases? Listen and check.

very sleepy very hungry very thirsty so cute

My Little Brother ...

Why did you eat all the soup?

Because I was _____

Why did you drink all the juice?

Because I was _____

Why did you take my panda?

Because it's _____!

And why did you sleep in my bed?

Because I was _____

You have a bed!

Yours is nicer!



Why did you ...?
Because it's so cute.
Because I was very thirsty.

4 Change the words and write your own chant with your partner. Comment on each other's chants.



I Can ...

- read the *A Small and Beautiful World* chant by myself.
- write my own chant, add my own pictures, and present it with my opinion.



47

Unit 6

Challenge Time!

3 Read, Match, and Present



Audio script
page 89

Can you read, match, and complete the chant with these phrases? Listen and check.

Have the students turn to page 47 in their book. Point to the title and the phrases in the box. Explain that the chant is incomplete. Have them look at the pictures and talk about them. Read the complete lines with the students. Then ask them to make pairs and complete the chant with the phrases. Play the CD and have them compare/check their answers.

Play the CD again and have them chant along. Invite pairs to come to the front, chant, and mime. Make sure that the students chant "in role". One of them has to be the younger brother and the other one the older brother/sister. Praise them for a job well done.

Point to the box at the top of the page and point out the question and answer with because. Ask the students more questions, for example, Teacher: "Did you have breakfast this morning?" Student:

"Yes, I did.", Teacher: "Why did you have breakfast?", Student: "Because I was hungry."

4 Change the words and write your own chant with your partner. Comment on each other's chants.

Have the students suggest ideas/words for their own chants. Invite a student volunteer to provide some examples. Give the pairs time to write their own versions of the chant. Invite pairs to present their chants. Encourage them to act out/mime as they present.

Have the students comment on each other's chants. Ask them to write their chants on large sheets of paper and add pictures.

Goal Check

Goal 45

Have the students take turns reading the *A Small and Beautiful World* chant by themselves. Check the box once they have accomplished the goal.

Goal 46

Point to page 47 and show the students that they have already accomplished this goal. Praise them for a job well done and have them check the box in their books.

Lesson 4 • Phonics

Materials

- ★ A calendar
- ★ World map poster
- ★ Optional: postcards from tourist destinations, a clothing item or accessory that is too large, e.g. T-shirt, hat, and one that is too small.

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Play the Phonics Bee to review previous phonics lessons. Write *u_e, ue, ur, ir, sc, sk, sq, f, ph, gh, nd, nt* on the board. Point to a sound and elicit as many words as possible from the students. Then have the students work in pairs, remembering and writing words that include the sounds/letters. Have pairs report their words and spell them in class.

1 Can you read these words? Audio script page 89

Play the CD as the students look at page 48 and point to the words in each category. Slowly go over how to read each word together.

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

2 Listen, read, and chant. Audio script page 89

Demonstrate *too big*, *too small* and *not big enough*. Use realia, clothing or school objects, or mime.

Read the chant slowly and have the students listen and mime. Play that CD and have the students chant along with the CD. Elicit ideas/answers from the students to the last line/question of the chant.

Phonics

1 Can you read these words?



1. Sounds and Letters

beautiful, clouds, seas, enough, interesting, silently, white, shining, barbecue, laughing, photo, square, scarf, squid

2. Days

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

3. Months

January, February, March, April, May, June, July, August, September, October, November, December

4. Pronouns

I, you, he, she, it, we, they
mine, yours, his, hers, ours, theirs
me, you, him, her, us, them

2 Listen, read, and chant.



I went to the mall and bought a new shirt.
I put it on, but it was too big.
I took it back and got a smaller one.
I put it on, but it wasn't big enough.
What can I do?



3 Write more verses for the chant with different things.

Advice Time

Change is as good as rest.



48

3 Write more verses for the chant with different things.

Explain what the students have to do. Elicit ideas/words for different objects that can be used to add more verses to the chant. Ask the students to make pairs and write more verses. Have them write their verses on sheets of paper and post them on the board or the wall of your classroom. Have the students stand up and read the chants. Choose the best to include on a poster and illustrate with drawings or pictures.

Challenge Time!

- 4 **Holiday Postcard**
Can you pick one place you want to go and write a postcard from your trip?

Sunday, August 7th
From Honolulu
Dear Saeed,
How are you? I'm in Hawaii.
It took six hours to fly here.
I'm having a great time in Honolulu.
I'm learning to surf. It's great!
See you soon,
Billy



I Can ...

- read different words on my own and use *too* or *enough* to say if something is the right or wrong size, price, etc.
- read and write a short postcard from my trip.



Now go to pages 60, 61

49 Unit 6

Challenge Time!

- 4 **Holiday Postcard**  Audio script
CD2 40 page 89

Have the students look at the postcard on page 49. Ask them if they have ever sent a postcard during a vacation. If you have postcards from tourist destinations, show them to the class. Use the World Map poster to show the class the locations of the places on the postcards.

Play the CD and have the students silently read the postcard as they listen.

Next, review the names of the months of the year, the days of the week, past tense verbs they have learned, and the dialogues from the first lesson of this unit. Then, show how the postcard is written:

1. First, write the day of the week.
2. Then, write the month and day.
3. Write, "Dear (friend's name),"
4. Write, "How are you? I'm in (city or country)."
5. Write, "It took (number) hours to fly here."

6. For the next sentence, elicit things you could learn to do while on vacation in that city/ country (ski, swim, climb a mountain, etc.). Write, "I'm learning to _____."
7. Write a comment (for example, "It's great!").
8. Lastly, write, "See you soon, (student's name)."

This exercise is a good way to review past lessons, so encourage the students to look back in their books for help. Circulate around the room to help students who need it and give the students plenty of time to complete this exercise.

Goal Check

Goal 47

Have the students hold their books and make a line in front of you. When they get to the front of the line, they should read the words of numbers one to twelve, seven days, twelve months, and the pronouns on page 48. Then they should use *too* or *enough* in examples to say if something is the right or wrong size, price, etc. Once they have completed this goal, check the box in their books and have them sit down.

Goal 48

Point to page 49 and show the students that they have already accomplished this goal. Praise them for a job well done and have them check the box in their books.

OPTIONAL

More Rules, pages 60, 61, from Phonics Practice. See Teaching Notes on page 69, We Can!6 Teacher's Book.

Extension Activities

Lesson 1 • Finding Out Time

Materials:

- ★ World Map poster
- ★ Colored paper
- ★ Blank paper
- ★ Optional – a small photo (head shot) of each student

Make a Passport

Give each student a a blank sheet of paper or copies of a sheet that has the following headings to fill in:

Name:	[photo]
First _____	
Middle _____	
Last _____	
Country _____	
Date of birth _____	
City/Town _____	
Phone number _____	
Eye color _____	

Then tell them to use the colored paper to make a cover for their passport. Next, put up the World Map poster and draw a sample passport cover on the board for the students' reference.

Then hand out blank paper to the students and tell them to add four blank pages to their passport. They should staple the cover, passport information page, and the blank pages together to make a passport. On each blank page, have them write "I'm going to (country)." and fill in the name of a country that they would like to visit. They can refer to the World Map poster to check the spelling of the countries.

Collect the finished passports from the students. They will be used for the next Extension Activity – Going Through Immigration.

Lesson 2 • Grammar in Action

Materials:

- ★ World Map poster
- ★ Students' passports (from the last activity – Make a Passport)
- ★ Stamps and stickers

Going Through Immigration

Pass back the passports to the students. Ask them if they have ever been overseas and used their real passport. Ask them if they remember going through immigration or Passport Control.

Put up the World Map poster and have individual students come up and point to the countries they visited.

Write the following questions on the board as you review them with the class:

1. What's your name?
2. When were you born?
3. Which city do you live in?
4. What's your telephone number?
5. Where are you going?
6. What are you going to do there?

Ask a student volunteer to come to the front with his/her passport and ask him/her the questions on the board. After the student has answered the questions, stamp the correct page in their passport or put a sticker in the designated place.

- S** Students take turns being the immigration officer. The other students should "go through immigration" twice. The first time the immigration officer will stamp page 3 (the first page with "I'm going to (country).") of their passports and the second time he/she will stamp page 4.
- B** Divide the class into groups of four. Students take turns being the immigration officer. The other students should "go through immigration" twice. The first time the immigration officer will stamp page 3 (the first page with "I'm going to (country).") of their passports and the second time he/she will stamp page 4. Circulate around the room to

make sure students are speaking English and to help students who need it.

Lesson 3 • Reading and Writing

Materials:

- ★ Pictures of famous landmarks in the Middle East
- ★ World Map poster

Famous Landmarks Guessing Game

Show the class the pictures of the famous landmarks and see if the students can tell you what city or country they are in on the World Map poster. Match the famous landmarks to the cities or countries.

Then write the following sentence on the board: "You're going to visit _____ in _____."

Secretly choose one of the famous landmarks from the pictures. Play a guessing game. Using the sentence pattern you wrote on the board, have the students guess what famous landmark you chose. When a student guesses it correctly, he/she can come to the front and secretly choose a famous landmark. The other students should guess the landmark he/she chose.

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

Lesson 4 • Phonics

Materials:

- ★ Blank paper

Word Puzzle

Hand out blank sheets of paper and have the students draw an 8 by 8 grid. Explain that they are going to use it to make their own word puzzle by writing words that go down and across. Point out that there should not be any blank boxes in the grid. Circulate and help students who need it. Then have students exchange word puzzles. Ask them to find as many words as they can and circle them. The circled puzzles have to be returned to the pair that wrote it to check the words. Set a time limit for pairs to find and circle the words.

Materials:

- ★ A3-size paper
- ★ Optional – a calendar

Last Week Activity

Review the months of the year. Ask a student to name the current month. Then ask another student to write today's date. (Note: Use a current calendar, if necessary.)

Hand out a sheet of A3-size paper to each student. Tell the class to draw a grid for this month on the sheet. They can refer to the calendar to copy the month grid onto their sheet. (Note: If last week was in the month prior, then the class should draw a grid for last month rather than this month.)

1. Have the students write the name of the month at the top of their sheet.
2. Ask the students what the days of the week are. Have them write those in the spaces at the top of their sheet.
3. Ask how many days are in the month. Count up to that number by ordinals (first, second, third, etc.). Then ask what day of the week the first of the month was and have them start writing the ordinals in the calendar from that day.
4. Now that the calendar is prepared, ask the students to think back to last week and remember what they did. Using the past tense verbs they have learned in this book, students must remember three things they did last week and write the sentences in the space on the day they did them.
5. Students take turns and stand up at the front of the class and present what they did last week. (For example, "Last week, I cooked a big breakfast on Thursday, March 15th.")

Long Vowels and Clever e

Long Vowels and Clever e

CD 02 1 Listen and say.

CD 03 2 Point and say the key words. Then listen and check.

a_e



e_e



i_e



50

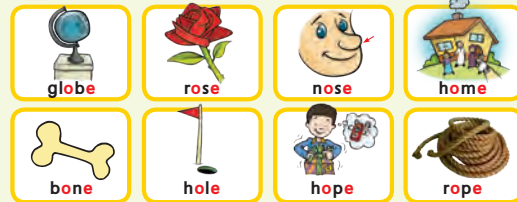
Phonics Practice

Phonics Toolbox

tap	+ e	= tape
pet	+ e	= Pete
pin	+ e	= pine
hop	+ e	= hope
cube	+ e	= cube



o_e



u_e



3 Practice in pairs. Say and spell the words.

4 Word Race. Write as many words as you can with Long Vowels and Clever e.

51

Teaching Notes

Long Vowels and Clever e

1 Listen and say.

Have students listen and say along with the CD. Pause after each group of words, for example, after a_e, e_e, etc.

2 Point and say the key words. Then listen and check.

Point to the Phonics Toolbox and have students read and compare words with short and long vowels. Spell words from the Toolbox in jumbled order and have students say them. Elicit the rule about clever e, i.e. that it changes the vowel sound, for example, **tap** (short) and **tape** (long).

Have students form pairs and read the words to each other. Call on individual students to say the words in class. Then have students listen and check. Pause and ask students to repeat words from time to time to make sure they all remember how to say/read words with long vowels and clever e.

3 Practice in pairs. Say and spell the words.

Have students form groups. Student A closes his/her book while student B says words in random order for student A to spell. Student B listens and checks. Ask students to swap roles after a few minutes.

4 Word Race. Write as many words as you can with Long Vowels and Clever e.

Ask students to form pairs or groups. Have them brainstorm for 2 or 3 minutes and say words while a member of their group writes the words. Tell them to stop when the time is up and collect the lists. The group with the longest list and fewest mistakes wins. Alternatively, you can invite the writers of the groups to come to the board and copy their words while the rest of the students count and check the spelling of the words.

Polite Vowels

Polite Vowels

CD 04 1 Listen and say.

CD 05 2 Point and say the key words. Then listen and check.

ai



-ay



ea



ee



52

Phonics Practice

-ey



-ie



oa



-oe



-ow



ui



-ue



3 Word Race. Write as many words as you can with Polite Vowels.

53

Teaching Notes

Polite Vowels

1 Listen and say.

Have students listen and say along with the CD. Pause after each group of words, for example, ai, -ay, ea, etc. to give students time to repeat again if necessary.

2 Point and say the key words. Then listen and check.

Have students form pairs and read the words to each other. Call on individual students to say the words in class. Then have students listen and check. Pause and ask students to repeat words from time to time to make sure they all remember how to say/read words with polite vowels.

Encourage students to recognize letters that produce the same sounds, for example, ai and ay, ea and ee. Play the CD again to help them. Tell them that it is important for them to be able to "hear" similarities and differences rather than to try and memorize them mechanically.

3 Word Race. Write as many words as you can with Polite Vowels.

Ask students to form pairs or groups. Have them brainstorm for 2 or 3 minutes and say words while a member of their group writes the words. Tell them to stop when the time is up and collect the lists. The group with the longest list and fewest mistakes wins. Alternatively, you can invite the writers of the groups to come to the board and copy their words while the rest of the students count and check the spelling of the words.

Vowel Digraphs and Murmuring Sounds

Phonics Practice

Vowel Digraphs and Murmuring Sounds

CD 04 1 Listen and say.

CD 07 2 Point and say the key words. Then listen and check.

OU



OW



-OO (short)



-OO (long)



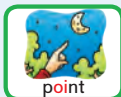
AU



AW



OI



-OY



54

AR



OR



UR



IR



-OR



WOR



-ER



3 Spelling Bee. Write and say as many words as you can with Vowel Digraphs and Murmuring Sounds. Play in class.

55

Teaching Notes

Vowel Digraphs and Murmuring Sounds

1 Listen and say.

Have students listen and say along with the CD. Pause after each group of words, for example, ou, oo, au, oi, etc. to give students time to repeat again if necessary. Make sure students focus on pronunciation.

2 Point and say the key words. Then listen and check.

Have students form pairs and read the words to each other. Call on individual students to say the words in class. Then have students listen and check. Pause and ask students to repeat words from time to time to make sure they all remember how to say/read words with vowel digraphs and murmuring sounds.

Ask students to identify digraphs that sound the same, for example, ou and ow, au and aw. If necessary, spend more time on murmuring sounds, i.e. ar, or, ur, ir, -or, wor, -er, helping students pronounce them correctly.

3 Spelling Bee. Write and say as many words as you can with Vowel Digraphs and Murmuring Sounds. Play in class.

Ask students to form pairs or groups and prepare for the Spelling Bee. Have them brainstorm for 2 or 3 minutes, and then say and spell words while their partners check. Say a word with a Vowel Digraph or a Murmuring Sound and have a member of a group spell it while the rest of the class listens and agrees or disagrees. Every time a student makes a mistake, he/she has to leave the game. The group with the last student standing or with the most students wins.

Optional Activity: Ask students to make pairs or groups and assign a unit per pair or group. Tell them to look through the unit they have been assigned and find more examples of words with vowel digraphs and murmuring sounds. You can assign this activity as homework and check the students' work in the next lesson.

Consonant Digraphs

Consonant Digraphs

CD 08 1 Listen and say.

CD 09 2 Point and say the key words. Then listen and check.

sh



ch



ph



wh



56

Phonics Practice

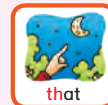
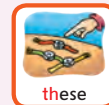
Phonics Toolbox

s + h = sh	t + h = th
c + h = ch	t + h = th
p + h = ph	n + g = -ng
w + h = wh	c + k = -ck

th



th



-ng



-ck



57

Teaching Notes

Consonant Digraphs

1 Listen and say.

Have students listen and say along with the CD. Pause after each group of words, for example, sh, ch, ph, etc. and call on individual students to read/say the words. Remind students that the best way for them to remember the sounds of digraphs is to think of words that they know how to say and spell correctly.

2 Point and say the key words. Then listen and check.

Point to the sounds in the Phonics Toolbox and elicit words that begin with the sound from students. For example, point to s and elicit sun, sea, etc. Then point to sh and elicit ship, shop, etc. Follow the same steps with the rest of the single letters and combinations/digraphs in the Toolbox.

Have students form pairs and read the words to each other. Call on individual students to say the words in class. Then have students listen and check. Pause and ask students to repeat words from time to time to make sure they all remember how to say/read words with consonant digraphs.

Help them pronounce digraphs that might be challenging for them, such as th (voiced and voiceless), and -ng.

Optional Activity: Ask students to make pairs. Have student A close his/her book. Student B says words for student A to spell.

Consonant Blends

Consonant Blends

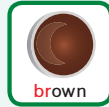
cbf 10 1 Listen and say.

cbf 11 2 Point and say the key words. Then listen and check.

bl



br



cl



cr



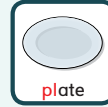
58

Phonics Practice

Phonics Toolbox

b + l = bl	p + l = pl	g + r = gr
b + r = br	p + r = pr	s + n = sn
c + l = cl	f + l = fl	s + p = sp
c + r = cr	f + r = fr	s + t = st

pl



pr



More Blends

fl



fr



gr



sn



spr



st



59

Teaching Notes

Consonant Blends

1 Listen and say.

Have students listen and say along with the CD. Pause after each group of words, for example, bl, br, cl, etc. and call on individual students to read/say the words.

2 Point and say the key words. Then listen and check.

Point to the sounds in the Phonics Toolbox and elicit words that begin with the sound from students. For example, point to b and elicit book, back, etc. Point to l and elicit line, late, etc. Then point to bl and elicit black, blue, etc. Follow the same steps with the rest of the single letters and combinations/blends in the Toolbox.

Have students form pairs and read the words to each other. Call on individual students or pairs to say the words in class. Play the CD and have students listen and check. Play again and pause to let students repeat groups of words.

Optional Activity: Write the consonant blends on slips of paper, fold them, and put them in a paper bag. Have students pick a slip and say as many words as they can that begin with the consonant blend on the slip.

More Rules

More Rules

1 Listen and say.

2 Point and say the key words. Then listen and check.

kn



igh



wr



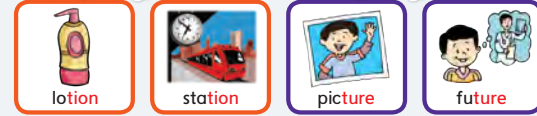
-le (ending)



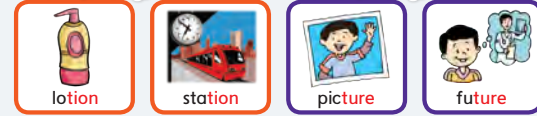
60 60

Phonics Practice

-tion (ending)



-ture (ending)



-tch (ending)



Challenge!

3 Listen and complete.

knock cold on

- A. _____!
- B. Who's there?
- A. Lettuce.
- B. Lettuce who?
- A. Lettuce in. It's _____ out here!



- A. _____!
- B. Who's there?
- A. Isabel.
- B. Isabel who?
- A. Isabel necessary _____ a bicycle?



61 61

Teaching Notes

More Rules

1 Listen and say.

Have students listen and say along with the CD. Pause after each group of words, for example, kn, igh, wr, etc. and call on individual students to read/say the words.

2 Point and say the key words. Then listen and check.

Have students form pairs and read the words to each other. Call on individual students or pairs to say the words in class. Play the CD and have students listen and check. Play again and pause to let students repeat groups of words. Ask students to identify silent letters, for example, wr in write; the silent letter is w.

Optional Activity: Mime and Spell. Mime words with silent letters and have students say and spell them. Have two students write the words on the board as they are being spelt. Then ask groups to think of more words with these sounds or give them time to look through their books and find more.

3 Listen and complete.

Point to the pictures and ask students to talk about them. Ask them to say what each child is doing and to name what both pictures have in common. Establish that the children cannot see each other.

This listening task is not difficult, but the meaning might be challenging for both teachers and students who are not native English speakers. These two exchanges are jokes, called "knock, knock jokes", that are a play on words and are very common in English-speaking countries. "Lettuce" here stands for "Let us" while "Isabel" stands for "Is a bell...?"

Play the CD and have students listen and complete, using the words in the box.

Students can follow the pattern and try this exchange in pairs:

A: Knock, knock!

B: Who's there?

A: It's _____ (any name)

B: _____ (the name mentioned by A) who? (asking his family name)

A: _____ (name and family name)

Teaching Tips • Flashcards

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

- When presenting a word or phrase for the first time, for example, “stationery store” hold up the flashcard, say “stationery store”, and have the class repeat. Do the same with “convenience store”. Then hold up the “stationery store” card and elicit “stationery store” from a student or group and ask more students to repeat; do the same with “convenience store”, etc. Follow the same procedure with the rest of the My Town cards. As you add more stores or objects have the class, groups, pairs, or individual students say the word for each store, spell or point to it on the poster or hold up a card with the word on it.
 - Put the picture flashcards on the board with tape or adhesive putty that can come off easily. Say a word and have students point to the right picture/flashcard. Then invite students to “play teacher”.
 - Write a number of words on the board. Leave enough space between them. Distribute flashcards to individual students and have them come up and stick them next to or above the right words, e.g. the flashcard for “candy” over the word “candy”.
 - Stack the flashcards and hold them face down for students to pick one. Ask them to say the first letter and word family, e.g. actions, for the rest of the class/groups to guess the word. If they say the wrong word, the card holder keeps the flashcard and picks another one. The student with most cards wins. If the card holder gives the wrong letter or mimes badly, he/she has to return the flashcard and put it at the bottom of the stack.
 - Use flashcards in every lesson to recycle and help students remember what was presented/practiced. Organize the students into groups and manage such activities as games.
 - Use flashcards to play Word Finder. Make word cards for the students with 6 to 8 words. Make sure some of the words overlap. Hold up a picture flashcard, and have students who can find the word in their cards cover it with an object, e.g. an eraser, pen, slip of paper, a bean. The student that covers all his/her words first is the winner, if they can also say and spell the words correctly.
 - Distribute flashcards to students at random. Say a word and have students hold up the right flashcard and repeat the word.
 - Use flashcards to prompt language. For example, hold up the flashcard for “DVD” to prompt “We watched a DVD.”
- 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.
- **My School poster:** Put up the poster. Split your class into groups. Assign a floor/story of the school building to each group and have them write True and False sentences about that floor. When the students are ready, take the poster down or turn it over. Invite one group at a time to read their sentences for the rest of the class to answer. Ask one of the students to write T or F on the board. Then put up the poster or turn it over and check the answers.
Option: Have pairs or groups write questions to ask the rest of the class.
- **My Town poster:** Put up the poster and ask pairs or groups to prepare directions to one of the places in town from the same starting point. Agree a starting point with the students. Make sure the students who give directions do not mention the destination. Call on groups/pairs to give directions to their chosen destination. The rest of the class have to listen carefully, follow the directions, and find the destination. Allow students to ask for clarification or repetition if they are not sure about something.
- **Action Verb Chunks:** Put up the poster and elicit only the verbs from the students. Write them on the board. Let the students look at the poster for a few minutes, turn it over, and have them use the verbs in the correct chunks.

- **World Map:** Put up the word map and elicit/introduce North, South, East, West. Point to different countries and practice. Have the students repeat the countries and elicit names of cities if they know or remember them.
Option: Elicit and write the names of countries on the board. Point and have the students read the countries. Invite pairs of students to come to the front and point to the country that is being mentioned, on the map. Keep the initial letters of the countries and erase the rest. Ask pairs/groups to try and remember the name of each country.
- **Sea Animals poster:** Let students look at the poster for 1 minute and turn it over. Have students work in pairs or groups trying to remember the animals they saw and listing them on a piece of paper. Turn the poster over and let students look at the picture and check their lists. The group/pair that has remembered and listed most of the sea animals is the winner.
Option: Cover the words on the poster with paper. Have students come to the board and write the names of the sea animals. Uncover and invite students to compare and correct words if necessary.
- **Numbers 1–100 poster:** Give the students 2 minutes to look at the poster and try to 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.
Options:
 1. Have the students make a short list of fruit and vegetables that they want to buy. Ask them to make pairs and role play/act out shopping dialogues.
 2. Let the students choose a fruit or vegetable from the poster. Ask them to try and describe it as best they can in order to “buy” it. The rest of the class has to guess which fruit or vegetable it is.
- **Ordinal Numbers poster:** Put the students in pairs or small groups and ask them to imagine that they are hiding somewhere in the poster or choose to be one of the cartoon characters. Have them think about what they can see from their hiding place, or from where they stand and tell the class. The rest of the students have to say where they are hiding or who they are.
Option: Write numbers from 1 to 20 on small pieces of paper. Fold them and place them in a bag. Have students look at the poster for one or two minutes. Then ask them to pick a number and use an ordinal as they identify the character/animal in that position. For example, if they pick 10, they have to say, “The tenth animal is a giraffe.” If they get it wrong they don't get any points. The student or pair with the highest score wins.
- **My Daily Routine poster:** Elicit verb chunks from the students and write them on the board. Put up the poster and give students 2 minutes to spot the things that are listed on the board. Give them a minute to find and name the things that are not listed.
Option: Have students make pairs or groups and choose an action. Invite students to stand in line representing the actions of the daily routine and say what they do. Then encourage students to change the order or timing of the actions. You can also use the poster for students to talk about the boy's routine. Then decide on a name and ask the students to talk or write about the boy's daily routine.
- **The Zoo poster:** Let students look at the poster, choose an animal, and describe it. Make sure they don't mention the name of the animal. The rest of the class can ask up to 3 questions to try and guess which animal it is.
- **Transport poster:** Elicit, and/or provide different destinations. Write them on the board. For example, Riyadh – Jeddah, or home – school. Invite one or two students to be “teachers”, point to one of the destinations, and have the rest of the students name the best transport. The whole class has to agree or disagree with the suggested answer. If there is agreement the player/s take over as “teacher/s”. Organize students in pairs or groups and do the activity as a game.
- **My House poster:** Ask pairs or groups to write sentences about what there is/are in a room. Tell them to include some wrong objects in two of their sentences. Have the rest of the students read or listen and say if each sentence is True or False.
- **Stationery poster:** Have students make pairs or groups and choose one of the children on the poster. Ask them to describe the child and say what he is doing in class. The rest of the students have to try and say which child it is.

Teaching Tips • Advice time

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

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

Flashcard and Poster List

Flashcards

Weekend Activities

1. study

Life's Ups and Downs

2. make a rocket
3. lose a game
4. catch a fish

A Healthy Life

5. eat breakfast
6. go to bed late
7. skip breakfast

My Town

8. train station
9. supermarket
10. elementary school
11. post office
12. bus stop
13. convenience store
14. stationery store
15. candy store
16. bakery
17. bookstore
18. flower store
19. signs
20. stapler
21. candy
22. DVD
23. bread and cakes
24. flowers and pots
25. newspaper
26. eggs

Action Verb Chunks

27. brush my teeth
28. brushed my teeth
29. catch a cold
30. caught a cold
31. climb a tree
32. climbed a tree
33. drink a lot of water
34. drank a lot of water
35. eat three meals a day
36. ate three meals a day
37. play outside
38. played outside
39. win a prize
40. won a prize

Posters

World Map
My School
My Town
Action Verb Chunks

Picture Dictionary



bought (buy)
p48



bottle p38



break p10



brush my teeth
p26



candy p36



catch a cold p10



change p33



clean my room
p2



climb p44



clothing store
p33



cooked (cook)
p2



do some exercise
p26



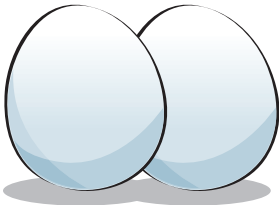
doll p38



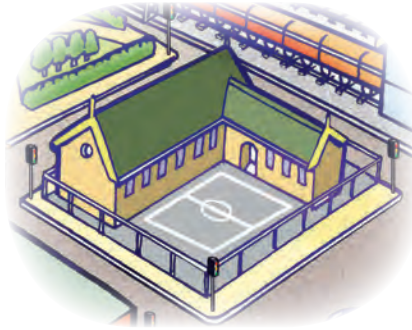
drink p26



eat three meals
p26



eggs p37



elementary
school p34



fantastic p3



get up p26



get first place
p10



go to bed p26



great p3



have an
operation p10



junk food p26



kick the ball p2



lamb p22



letter p38



lose a game p10



make a rocket
p10



play computer
games p2



post office p34



scarf p33



school bus p18



school uniform
p18



see a rainbow
p12



sign p41



(no) skateboards
p41



skip breakfast
p26



sleepy p30



stay home p2



stay up late p26



stuck in an
elevator p10



studied (study)
p2



supermarket p34



table tennis p10



team captain
p10



trampoline p2



win (a prize) p10

Word List

after	17	elevator	10	made	10	Sorry about that.	11
against	22	English	21	mangos	9	snowboards	9
apple juice	43	English camp	42	meals	26	social studies	21
art	21	Excuse me	34	meat	37	sometimes	27
astronaut	46			meat sauce	7	sounds cool	19
ate	28	fantastic	2			spaghetti	7
		far	34	near	34	stapler	36
bakery	36	first place	10	never	27	staples	36
beef	43	floated by	46	newspaper	37	stationery store	36
bare	14	flower store	36			stayed	2
behind	35	fly	49	okay	2	stay up	26
Blue cheese	7	followed	22	on your left	35	store	34
bookstore	36	fruit salad	7	on your right	35	straight	35
bought	48			operation	10	stuck	10
boots	9	get	12	orange juice	43	studied	2
boring	2	get up	26	outside	4	subject	20
bottle	38	go to bed	26			suits	9
breakfast	3	goes	14	PE	20	sunlight	46
break	12	going	36	played	2	supermarket	34
broke	10	good evening	43	points	12	switch off	41
brush my teeth	26	got	10	post office	34		
brushed	28	got up	28	practiced	2	table tennis	10
bus stop	34	grade	20	present	23	take a bath	27
butcher shop	37	grapefruit	9	principal's office	25	teachers' lounge	25
		great	2	projector	25	team captain	10
came	14	green tea	7			tennis match	12
camel races	44	grumpy	30	questionnaire	27	this year	20
candy	36					thought	46
candy store	36	had	12	rainbow	10	tired	30
cakes	36	had a cake	12	restaurant	7	too much	26
catch	12	had an operation	10	ride	45	too many	26
caught	12	healthy	26	rocket	10	traditional dishes	44
caught a cold	10	heart	38	rules	22	train station	34
change	33	how	11			trampoline	2
Children's Art Show	44	How many	18	sandals	9	tree house	12
city	20	hundred	18	saw	10	turn left	35
cleaned	2			scarf	33	turn right	35
climb	44	in front of	35	scary	2		
clothing store	33	introduce	19	school bus	18	usually	27
coffee shop	37			school lunch	18		
Congratulations	11	junk food	26	school uniform	18	visit	44
convenience store	34	just around the		science	21		
cooked	2	corner	34	seafood	7	was	10
corner	34			see	12	was sure to go	22
cry	46	keep off	41	share	46	watch TV	26
cupboard	14	keep walking	35	See you soon	49	watched	2
		kicked	2	sick	12	wealthy	30
diving	42			shining	46	went	28
did	3	lamb	22	shoes	9	were	10
dish	44	language	21	should	26	wise	30
do some exercise	26	last month	11	shower	27	won	10
Do not litter	41	last week	11	side dishes	7	wonder	46
drank	28	last year	11	sightseeing	42	world	46
drink	26	laugh	22	signal	35		
DVD	36	leek soup	7	silently	46	yesterday	11
		letter	38	skateboards	41	You're welcome.	43
early	27	library	41	skiing	42		
eat	27	lose	12	skip breakfast	26		
eggs	37	lost	10	skis	9		
elementary school	18			sleepy	30		

Class CD Audio Script

CD1 02

Narrator: Unit 1. Fun on the Weekend

Finding Out Time. Exercise 1. Listen and practice. Then do it in pairs. Regular verbs

Teacher: First let's practice the sentences and reactions.

Narrator: 1.

Girl 1: I cleaned my room.

Girl 2: That's boring.

Narrator: 2.

Boy 1: You practiced on the trampoline.

Boy 2: That's great!

Narrator: 3.

Boy 1: He watched a DVD about sharks.

Boy 2: That's scary!

Narrator: 4.

Boy 1: He kicked a ball for three hours.

Boy 2: That's okay.

Narrator: 5.

Boy 1: They played computer games.

Boy 2: That's great!

Narrator: 6.

Boy 1: Fahad studied for six hours.

Boy 2: That's fantastic!

Narrator: 7.

Boy 1: Ali cooked breakfast.

Boy 2: That's great!

Narrator: 8.

Girl 1: Nura stayed home.

Boy: That's boring!

Teacher: Now practice in pairs. One partner say a sentence. The other partner say what you think about it. Like this ...

Boy 1: Ali cooked breakfast.

Boy 2: That's fantastic!

Girl 1: Meg stayed home.

Girl 2: That's okay!

Teacher: OK. Now it's your turn!

CD1 03

Narrator: Challenge Time!

Exercise 2. Ask, Listen, and Comment.

Narrator: 1. Practice the comments.

Narrator: 1.

Teacher: That's fantastic!

Narrator: 2.

Teacher: That's great!

Narrator: 3.

Teacher: That's okay.

Narrator: 4.

Teacher: That's boring.

Narrator: 5.

Teacher: That's scary!

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

Boy 1: What did you do over the weekend?

Boy 2: I cooked a big breakfast.

Boy 3: That's fantastic!

Boy 2: What did you do over the weekend?

Boy 3: I watched a new DVD.

Boy 1: That's great!

Teacher: Now let's play for real.

CD1 04

Narrator: Grammar in Action.

Exercise 1. Listen and practice.

Teacher: I practiced, You practiced, He practiced, She practiced, We practiced, You practiced, They practiced

CD1 05

Narrator: Exercise 2.

Listen and chant Past Tense Regular Verb Chunks.

Teacher: Now let's practice.

Narrator: 1

Teacher: practiced, practiced ...

Boy 1: I practiced my English.

Narrator: 2

Teacher: watched, watched ...

Boy 2: You watched a DVD.

Narrator: 3

Teacher: cooked, cooked ...

Boy 3: She cooked breakfast.

Narrator: 4

Teacher: kicked, kicked ...

Boy 1: He kicked a ball.

Narrator: 5

Teacher: cleaned, cleaned ...

Boy 2: They cleaned the house.

Narrator: 6

Teacher: stayed, stayed ...

Boy 3: We stayed at home.

Narrator: 7

Teacher: played, played ...

Boy 1: You played outside.

Narrator: 8

Teacher: studied, studied ...

Boy 2: You studied a little.

CD1 06

Narrator: Exercise 3.

Listen and practice. Then do it in pairs.

Teacher: First let's practice the verb ending sounds.

Teacher: For ed say /t/.

Boy 1: practice

Boy 2: practiced

Boy 1: watch

Boy 2: watched

Boy 1: cook

Boy 2: cooked

Boy 1: kick

Boy 2: kicked

Teacher: Now, for ed say /d/.

Boy 1: clean

Boy 2: cleaned

Boy 1: stay

Boy 2: stayed

Boy 1: play

Boy 2: played

Boy 1: study

Boy 2: studied

Teacher: Now you try it in pairs. One partner say the verb, the other partner say the past tense form. Then change. Like this ...

Boy 2: watch

Boy 1: watched

Boy 2: play

Boy 1: played

Teacher: Now change!

Boy 1: practice

Boy 2: practiced

Boy 1: clean

Boy 2: cleaned

Teacher: OK. Now it's your turn!

CD1 07

Narrator: Challenge Time! Exercise 4. Verb Game
Can you write and play the Verb Game and beat a partner?

Narrator: Verb Game 1 (practice)

Teacher: Let's play! Listen carefully to the sentences and circle the past tense verbs.

Teacher: I practiced on the trampoline. He kicked a ball. You played outside. You watched a DVD. We stayed at school. She cooked breakfast.

Boy: Done!

Teacher: OK. Tell me your answers.

Boy: practiced, kicked, played, watched, stayed, cooked

Teacher: Yes, that's right! Well done. Now let's play for real.

CD1 08

Narrator: Exercise 4. Verb Game 2.

Teacher: OK. Did you write eight verbs and one star in the squares in a different order? Now, listen carefully to the sentences and circle the verbs. Are you ready?

Teacher: They cleaned the car. You played outside. You watched a DVD. She cooked breakfast. We stayed at school. You studied a little. He practiced his English. I kicked a ball.

Teacher: Did you get them all? Fantastic! Now let's play again.

CD1 09

Narrator: Reading and Writing. Exercise 1. Listen and read. Circle the answers in the chart.

Girl 1: Are you hungry?

Girl 2: Yes, I am. Is there anything to eat?

Girl 1: Why don't we make a pizza.

Girl 2: That's a great idea. What do we need?

Girl 1: Let me see. We need flour, oil, cheese, tomatoes, peppers and mushrooms.

Girl 2: How much flour do we need?

Girl 1: We need two cups of flour.

Girl 2: And oil? How much oil do we need?

Girl 1: Half a cup of oil.

Girl 2: And cheese? How much cheese?

Girl 1: 3 cups of cheese.

Girl 2: Wow! That's a lot of cheese. What about tomatoes? How many tomatoes do we need?

Girl 1: Four tomatoes.

Girl 2: OK, four tomatoes. How many peppers?

Girl 1: Two peppers.

Girl 2: How many mushrooms do we need?

Girl 1: Ten mushrooms.

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

CD1 10

Narrator: Reading and Writing. Exercise 2. Listen and circle YES or NO in the chart. Practice in pairs.

Girl 2: OK. Let's check and see what we have. We have some flour... but we don't have any oil.

Girl 1: OK. So we need to buy some oil.

Girl 2: We have cheese.

Girl 2: What about tomatoes and peppers?

Girl 1: We have 5 tomatoes, but we don't have any peppers.

Girl 2: So, we need to buy oil and peppers.

Girl 1: ... and mushrooms. We don't have any mushrooms.

Teacher: OK. Good! Now practice in pairs.

CD1 11

Narrator: Challenge Time! Exercise 4. Ordering in a Restaurant Can you be a waiter or waitress and take an order from a partner?

Teacher: First let's practice the food names.

Teacher: Appetizers: Leek soup, Blue cheese

Main Course: Spaghetti with meat sauce, Seafood spaghetti

Side Dishes: French fries, Green salad

Desserts: Ice cream, Fruit salad

Drinks: Honey tea, Green tea

Today's Special: Turkey mayonnaise

Teacher: Now make pairs. One partner is the waiter or waitress, and the other is the customer.

Boy 1: What would you like?

Boy 2: I'd like leek soup, seafood spaghetti, green salad, and ice cream, please.

Boy 1: What drink would you like?

Boy 2: I'd like green tea, please.

Boy 1: Sure. Just a moment.

Teacher: Now let's play for real.

CD1 12

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

Teacher: nd, sand; nt, tent

Teacher: sand, sand

Girls: sand, sand

Teacher: tent, tent

Girls: tent, tent

CD1 13

Narrator: Exercise 2. Listen and check (✓) nd or nt. Then complete the words.

Teacher: hand, hand

Girl: hand, hand

Teacher: paint, paint

Girls: paint, paint

Teacher: stand, stand

Girls: stand, stand

Teacher: plant, plant

Girls: plant, plant

Teacher: Now write the missing letters and say the words.

CD1 14

Narrator: Listen and circle the words ending in nd or nt. Then chant.

Teacher: First listen and circle.

There is sand all around,

There is sand in my hand.

Golden sand in the sun!

There's a tent on the land,

There's a tent on the sand.

Golden sand in the sun!

Teacher: Are you ready? Let's chant.

Teacher and girls:

There is sand all around,

There is sand in my hand

Golden sand in the sun!

There's a tent on the land,

There's a tent on the sand

Golden sand in the sun!

CD1 15

Narrator: Challenge Time! Exercise 4. In the Shopping Mall. Can you be an information person and show a partner the right store?

Teacher: First let's practice reading the store signs.

Billy Goats Suits and Coats

Blue Cow Shoes

Juicy Fruits

Snow Go!

Teacher: Now practice the store names and what they sell.

Billy Goats Suits and Coats sells suits and coats.

Blue Cow Shoes sells boots, shoes, and sandals.
Juicy Fruits sells mangos, grapefruit, and oranges.
Snow Go! sells snowboards and skis.

Teacher: Now, make pairs. One partner is the customer and the other is the information person. Like this...

Boy 1: Can I help you?

Boy 2: Yes, please. Where can I get mangos, grapefruit, and oranges?

Boy 1: Right over there at Juicy Fruits.

Boy 2: And where can I get suits and coats?

Boy 1: Right over there at Billy Goats Suits and Coats.

Boy 2: Thanks!

Boy 1: You're welcome.

Teacher: OK. Now it's your turn!

CD1 16

Narrator: **Unit 2. Life's Ups and Downs. Finding Out Time. Exercise 1. Listen and practice. Then test a partner. Irregular Verbs.**

Teacher: What good things happened to you last year?

Narrator: 1.

Boy: I won a table tennis game by 21 to 3.

Narrator: 2.

Boy: I got first place in a race.

Narrator: 3.

Boy: I was team captain.

Narrator: 4.

Boy: I made a rocket.

Narrator: 5.

Girl: I saw a rainbow.

Teacher: What bad things happened to you last year?

Narrator: 6.

Boy: We lost a football game by 8 to 0.

Narrator: 7.

Boy: I caught a cold.

Narrator: 8.

Girl: My dad had an operation.

Narrator: 9.

Boy: I broke my leg.

Narrator: 10.

Boy: We were stuck in an elevator.

Teacher: Now test a partner. One partner point to a picture and say the number. The other partners say the sentence. Like this...

Boy 1: 4.

Boy 2: I made a rocket.

Boy 1: 7.

Boy 2: I caught a cold.

Teacher: Now let's do it for real!

CD1 17

Narrator: **Challenge Time! Exercise 2. Ask, Listen, and Comment.**

Narrator: 1. Can you ask a question?

Teacher: First let's practice the questions.

Teacher: What happened to you yesterday? What happened to you last week? What happened to you last month? What happened to you last year?

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

Teacher: Now let's practice the comments.

Narrator: 1.

Teacher: Congratulations!

Narrator: 2.

Teacher: So did I.

Narrator: 3.

Teacher: How nice!

Narrator: 4.

Teacher: Sorry about that.

Narrator: 5.

Teacher: How scary!

Teacher: Now ask, listen, and comment. Like this...

Boy 1: What happened to you yesterday?

Boy 2: I won a table tennis game by 21 to 3.

Boy 1: Congratulations!

Boy 2: What happened to you last week?

Boy 1: I caught a cold.

Boy 2: Sorry about that.

Teacher: Now let's do it for real.

CD1 18

Narrator: **Grammar in Action. Exercise 1. Listen and practice.**

Teacher: I won, You won, He won, She won, We won, You won, They won

CD1 19

Narrator: **Exercise 2. Listen and chant Past Tense Irregular Verb Chunks.**

Narrator: 1.

Teacher: lost, lost

Boy: I lost a tennis match.

Narrator: 2

Teacher: won, won

Boy: We won a football game.

Narrator: 3

Teacher: got, got

Boy: I got 200 points in a computer game.

Narrator: 4

Teacher: was, was

Boy: I was sick.

Narrator: 5

Teacher: made, made

Boy: I made a tree house.

Narrator: 6

Teacher: saw, saw

Boy: I saw a rainbow.

Narrator: 7

Teacher: caught, caught

Boy: I caught a big fish.

Narrator: 8

Teacher: had, had

Boy: We had a cake.

Narrator: 9

Teacher: broke, broke

Boy: I broke my glasses.

Narrator: 10

Teacher: were, were

Boy: We were happy.

CD1 20

Narrator: **Exercise 3. Listen and practice. Then do it in pairs.**

Teacher: First let's practice the irregular verbs.

Teacher: win, won

Teacher: lose, lost

Teacher: get, got

Teacher: am, is, was

Teacher: make, made

Teacher: see, saw

Teacher: catch, caught

Teacher: have, has, had

Teacher: break, broke

Teacher: are, were

Teacher: Now practice in pairs. One partner say a verb. The other partner say the past tense form. Like this...

Boy 1: Are you ready? OK.

Boy 1: are

Boy 2: were

Boy 1: win

Boy 2: won
Boy 2: OK. My turn!
Boy 2: lose
Boy 1: lost
Boy 2: get
Boy 1: got
Teacher: OK. Now it's your turn!

CD1 21

Narrator: Challenge Time! Exercise 4. Verb Game. Can you play the Verb Game and beat a partner?

Narrator: Verb Game 1 (practice)
Teacher: Let's play! Listen carefully to the sentences and circle the past tense verbs.
Teacher: I caught a big fish. I lost a football game. I got 200 points in a computer game. I had a cake. We were happy.
Boy: I want to win! I'm so close.
Teacher: I made a tree house.
Boy: Done!
Teacher: OK. Tell me your answers.
Boy: lost, caught, got, had, were, made
Teacher: Yes, that's right! Well done. Now let's play for real.

CD1 22

Narrator: Exercise 4. Verb Game 2.

Teacher: OK. Did you write nine verbs in the Verb Game squares in a different order? Now, listen carefully to the sentences and circle the verbs. Are you ready?
Teacher: I got 200 points in a computer game. We lost a football game. We were happy. I caught a big fish. I made a tree house. I had a cake. I saw a rainbow. I was sick. I broke my glasses.
Teacher: Did you get all the verbs? That's great! Now let's play again.

CD1 23

Narrator: Reading and Writing. Exercise 1. Listen and read. Then chant.

Narrator: My Brother Richard
Teacher: My brother Richard
Went to the cupboard,
To find something to eat.
But when he got there,
The cupboard was bare,
And so he had nothing to eat.
He went to the grocer's,
To buy some fruit and milk.
But when he came back,
He was holding
an empty brown bag!
Poor Richard!
Teacher: OK. Now, it's your turn!

CD1 24

Narrator: Exercise 2. Practice in pairs. Then change the verb tense and chant.

Teacher: Like this ...
Teacher: First let's practice the verbs.
Girl 1: went
Girl 2: goes
Girl 1: got
Girl 2: gets
Girl 1: was
Girl 2: is
Girl 1: had
Girl 2: has
Girl 1: went

Girl 2: goes
Girl 1: came
Girl 2: comes
Girl 1: was
Girl 2: is

Teacher: OK. Now change the verb tense and say the chant.
Like this...

Girl: My brother Richard
Goes to the cupboard,
To find something to eat.
But when he gets there,
The cupboard is bare,
And so he has nothing to eat.
He goes to the grocer's,
To buy some fruit and milk.
But when he comes back,
He is holding
an empty brown bag!
Poor Richard!
Teacher: OK. Now it's your turn!

CD1 25

Narrator: Challenge Time! Exercise 3. What did they cook? Listen to the chant and circle the words. Can you say what they cooked?

Teacher: First let's practice the words. Listen and point.
Meat, chicken, cheese, butter, tomatoes, salad, macaroni,
bread, carrots, onions, potatoes, apples, rice, flour, eggs,
oil, juice, milk, mustard, ketchup.

Teacher: Are you ready? Now listen and circle the words.

Girls 1 and 2: We had some meat,
but we didn't have any cheese.
We had some tomatoes,
but we didn't have any macaroni.
We had some onions,
but we didn't have any apples.
We had some flour,
but we didn't have any eggs.
We had some juice,
but we didn't have any mustard.

Teacher: Now make pairs and write a list of what they had.
What did they cook?

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

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

CD1 26

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

Teacher: f says /f/f/, frog, frog.

Girls: f, f, frog.

Teacher: ph says /f/f/, phone.

Girls: /f/f/, phone.

Teacher: gh says /f/f/, laugh.

Girls: /f/f/, laugh.

Teacher: Remember, they all make the same sound.

CD1 27

Narrator: Exercise 2. Listen and circle *f*, *ph*, or *gh*. Then complete the words.

Narrator: 1

Teacher: friends, friends. Did you circle *f*?

Narrator: 2

Teacher: photo, photo. Did you circle *ph*?

Narrator: 3

Teacher: elephant, elephant. Did you circle *gh*?

Narrator: 4

Teacher: laugh, laugh. Did you circle *gh*?

Teacher: Now write the missing letters and complete the words.

CD1 28

Narrator: Exercise 3. Listen and read. Then chant.

Teacher: Enough! Don't laugh!

I know it's tough! But it's lots of fun!

Girls: Enough!

Don't laugh!

I know it's tough!

But it's lots of fun!

CD1 29

Narrator: Challenge Time! Exercise 5. A Fun Day.
Read what Mohammed wrote about his day.

Teacher: First listen and read the text, then read it on your own.

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

My sister and I saw some friends from school and played with them.

Then we went on rides with our parents. It was great fun!

After the rides, Dad got me a burger. My sister didn't want one, so he

got her an ice cream. We were really good, so Dad promised to take us

again next week. I can't wait!

Teacher: Now read it on your own and circle me, her, us, them.

CD1 30

Narrator: Unit 3: My School is Cool!
Finding Out Time. Exercise 1. Listen and practice.

Narrator: 1.

Boy 1: What's the name of your school?

Boy 2: Bedrock Elementary School.

Narrator: 2.

Boy 1: How many students are there in your school?

Boy 2: About 1,000.

Narrator: 3.

Boy 1: Do you have school lunch at your school?

Boy 2: Yes, we do. Every day.

Narrator: 4.

Boy 1: Does your school have a school bus?

Boy 2: Yes it does. It has a big yellow bus.

Narrator: 5.

Boy 1: Do you have a school uniform?

Boy 2: Yes, we do.

Narrator: 6.

Boy 1: What time does your school start?

Boy 2: It starts at 8.30.

CD1 31

Narrator: Exercise 2. Practice in pairs and change the information.

Teacher: Are you ready? Make pairs. One partner ask a question. The other partner give an answer. Like this...

Boy 1: OK. Let's start. You go first.

Boy 2: What's the name of your school?

Boy 1: Littlerock Elementary School.

Boy 2: How many students are there in your school?

Boy 1: I don't know.

Boy 2: Do you have school lunch at your school?

Boy 1: No, we don't. We bring our own.

Boy 2: Does your school have a school bus?

Boy 1: No, it doesn't.

Boy 2: Do you have a school uniform?

Boy 1: No, we don't.

Boy 2: What time does your school start?

Boy 1: It starts at 8 o'clock.

Boy 2: OK. Now it's your turn.

Boy 1: What's the name of your school? ...

Teacher: Now, make pairs and let's do it for real.

CD1 32

Narrator: Challenge Time! Exercise 3. My School
Can you fill in the blanks and then talk about your school?

Teacher: OK. Are you finished writing? Can you get up and talk about your school?

Girl 1: Hi! Let me introduce my school. The name of my school is 13th Elementary School. There are about 600 students in my school.

Girl 3: Wow! That's a lot of students! We don't have school lunch at our school. Our school doesn't have a school bus. We have a school uniform. Our school starts at 8 o'clock.

Girl 2: Your school sounds cool!

Teacher: OK. That was great. Thank you. Now, let's do it for real. Who's next?

CD1 33

Narrator: Grammar in Action.

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

Narrator: 1.

Teacher: Which subject do you like most this year?

Boy: This year I like math.

Narrator: 2.

Teacher: Which subject did you like most last year?

Boy 1: Last year I liked PE.

Narrator: 3.

Teacher: Which grade are you in this year?

Boy: This year I am in the 6th grade.

Narrator: 4.

Teacher: Which grade were you in last year?

Boy: Last year I was in the 5th grade.

Narrator: 5.

Teacher: Which city do you live in?

Boy: We live in Najran.

Narrator: 6.

Teacher: Which city did you and your parents go to last year?

Boy: Last year we went to Riyadh.

CD1 34

Narrator: Exercise 2. Ask a partner the questions and get the real answers.

Teacher: Make pairs. One partner ask a question. The other partner give an answer. Like this...

Boy 1: OK. I'll start.

Boy 1: Which subject do you like most this year?

Boy 2: This year I like English.

Boy 1: Which subject did you like most last year?

Boy 2: Last year I liked Science.

Boy 1: Which grade are you in this year?

Boy 2: This year I'm in the 6th grade.

Boy 1: Which grade were you in last year?

Boy 2: Last year I was in the 5th grade.

Boy 1: Which city do you live in?

Boy 2: We live in Jizan.

Boy 1: Which city did you and your parents go to last year?

Boy 2: Last year we went to Abha.

Boy 1: Now it's your turn.

Boy 2: Which subject do you like most this year?

Boy 1: This year I like PE.
Teacher: Now you try.

CD1 35

Narrator: **Exercise 3. Listen and practice. Then do it in pairs.**

Teacher: First let's practice the verbs.

Boy 1: do
Boy 2: did
Boy 1: are
Boy 2: were
Boy 1: like
Boy 2: liked
Boy 1: go
Boy 2: went

Teacher: Now practice in pairs. One partner say a verb. The other partner say the past tense form. Like this...

Boy 1: Are you ready? OK.

Boy 1: are
Boy 2: were
Boy 1: go
Boy 2: went
Boy 1: do
Boy 2: did
Boy 1: like
Boy 2: liked
Boy 1: OK. Now, it's your turn.
Boy 2: like
Boy 1: liked...
Teacher: OK. Now it's your turn!

CD1 36

Narrator: **Challenge Time! Exercise 4. Subject Race. Can you write and play Subject Race and beat a partner?**

Narrator: Subject Race 1 (practice)

Teacher: First let's practice the subject words. Listen, point, and say.

Teacher: language, science, math, social studies, English, PE, art, history

Teacher: Okay, good. Now let's play! Listen carefully to the sentences and circle the subject words for last year.

Teacher: This year, I like science. Last year, I liked language. This year, I like history. Last year, I liked PE. This year, I like English. Last year, I liked social studies.

Boy: Done!

Teacher: OK. Tell me your answers.

Boy: Language, social studies, PE.

Teacher: Yes, that's right! Well done. Now let's play for real.

CD1 37

Narrator: **Exercise 4. Subject Race 2.**

Teacher: OK. Did you write eight subject words and the star in the Subject Race squares in a different order? Now, listen carefully to the sentences and circle the subject words for last year. Are you ready?

Teacher: Star. This year, I like math. Last year, I liked art. This year, I like social studies. Last year, I liked language. This year, I like English. Last year, I liked science. This year, I like history. Last year, I liked PE.

Teacher: Did you get the words? Good job! Now let's play again.

CD1 38

Narrator: **Reading and Writing. Exercise 1. Listen and read. Then chant.**

Narrator: Rana Had a Little Lamb
Teacher/Girls: Rana had a little lamb.
Its fleece was white as snow.
Everywhere that Rana went,
The lamb was sure to go.
It followed her to school one day,

Which was against the rules.
It made the children laugh and play,
To see a lamb at school.

CD1 39

Narrator: **Exercise 2. Practice in pairs. Then change the verb tense and chant.**

Teacher: First let's practice the verbs.

Girl 1: had
Girl 2: has
Girl 1: was
Girl 2: is
Girl 1: went
Girl 2: goes
Girl 1: was
Girl 2: is
Girl 1: followed
Girl 2: follows
Girl 1: was
Girl 2: is
Girl 1: made
Girl 2: makes

Teacher: OK. Now change the verb tense and chant. Like this...

Two girls: Rana has a little lamb.
Its fleece is white as snow.
Everywhere that Rana goes,
The lamb is sure to go.
It follows her to school one day,
Which is against the rules.
It makes the children laugh and play,
To see a lamb at school.

Teacher: OK. Now it's your turn!

CD1 40

Narrator: **Challenge Time! Exercise 3. Listen, Match, and Present. Can you copy the rules, add pictures, and make a poster?**

Teacher: First let's practice some words and phrases. Listen, point, and say.

Teacher: Don't shout, listen, stand up, ask, don't forget, use, don't make, speak, when you have a problem, when you present, speak clearly, too much noise, when you play games, do your homework, when you study English.

Teacher: Now listen and match. Draw a line. Like this ... Don't shout; speak clearly. Don't shout; speak clearly.

Boy 1: Don't shout; speak clearly.

Boy 2: Listen to the teacher.

Boy 3: Stand up when you present.

Boy 1: Ask for help when you have a problem.

Boy 2: Don't forget to do your homework.

Boy 3: Use your CD when you study English.

Boy 1: Don't make too much noise when you play games.

Boy 2: Speak English in class!

Teacher: OK. Now copy the rules. Work with a partner. Find pictures and make a poster.

CD2 02

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

Teacher: sc says /sk/sk/, scarf, scarf.

Girls: /sk/sk/, scarf.

Teacher: sk says /sk/sk/, sky.

Girls: /sk/sk/, sky.

Teacher: sq says /sk/sk/, square.

Girls: /sk/sk/, square.

Teacher: Remember, they all make the same sound.

CD2 03

Narrator: Exercise 2. Listen and complete the words. Use sc, sk, or sq.

Teacher: sky, sky

Did you write sk?

Teacher: square, square

Did you write sq?

Teacher: scarf, scarf

Did you write sc?

Teacher: skate, skate

Did you write sk?

Teacher: squeeze, squeeze

Did you write sq?

Teacher: scary, scary

Did you write sc?

Teacher: skirt, skirt

Did you write sk?

Teacher: squid, squid

Did you write sq?

Teacher: scan, scan

Did you write sc?

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

CD2 04

Narrator: Challenge Time!

Exercise 4. My School. Can you read and then write about your school? Use photos or draw pictures.

Teacher: First listen and read the text. Then read it on your own.

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

Teacher: Now read on your own. Then write about your school.

CD2 05

Narrator: Unit 4. A Healthy Life. Finding Out Time.

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

Teacher: What should you do to live a healthy life?

Boy 1: Good things I should do.

Narrator: 1.

Boy 1: I should get up early.

Narrator: 2.

Boy 1: I should drink a lot of water.

Narrator: 3.

Boy 1: I should eat three meals a day.

Narrator: 4.

Boy 1: I should brush my teeth well.

Narrator: 5.

Boy 1: I should do some exercise.

Narrator: 6.

Boy 1: I should go to bed early.

Boy 2: Bad things I shouldn't do.

Narrator: 7.

Boy 2: I shouldn't eat too much junk food.

Narrator: 8.

Boy 2: I shouldn't drink too much soda.

Narrator: 9.

Boy 2: I shouldn't watch too much TV.

Narrator: 10.

Boy 2: I shouldn't stay up late.

Narrator: 11.

Boy 2: I shouldn't play too many computer games.

Narrator: 12.

Boy 2: I shouldn't skip breakfast.

Teacher: Now test a partner. One partner point to the picture and say a number. The other partner say the sentence. Like this...

Boy 1: 1.

Boy 2: I should get up early.

Boy 1: 7.

Boy 2: I shouldn't eat too much junk food.

Teacher: Now let's do it for real.

CD2 06

Narrator: Challenge Time! Exercise 2. Healthy Life Test. Can you say if you live a healthy life every day?

Narrator: 1. Practice the frequency markers.

Teacher: I always do. I usually do. I sometimes do. I usually don't. I never do.

Narrator: 2. Do the questionnaire.

Teacher: First let's practice the sentences.

Narrator: 1.

Teacher: I get up early.

Narrator: 2.

Teacher: I eat breakfast.

Narrator: 3.

Teacher: I go to bed early.

Narrator: 4.

Teacher: I brush my teeth.

Narrator: 5.

Teacher: I play with my friends.

Narrator: 6.

Teacher: I play outside.

Narrator: 7.

Teacher: I take a bath or shower.

Teacher: Now do the questionnaire.

Narrator: Now add up the total score. Look at the green, orange, and red chart at the bottom. If your score is 50 to 70 points, you can say, "I live a very healthy life." If it's 30 to 50 points, you can say, "I live a so-so healthy life." If it's less than 30 points, you can say, "I don't think I live a healthy life." Then do 3. Talk to a partner about your score. Like this ...

Boy 1: I got 65 points – I live a very healthy life.

Boy 2: Well done. You live a very healthy life. I got 40 points – I live a so-so healthy life.

Boy 1: Yeah, 40 points? Mmm! You live a so-so healthy life.

Teacher: Now let's do it for real.

CD2 07

Narrator: Grammar in Action. Exercise 1. Listen and chant Past Tense Questions and Answers.

Teacher: Did you get up early this morning?

Girl 1: Yes, I got up early this morning.

Girl 2: No, I didn't get up early this morning.

Teacher: Did you drink milk this morning?

Girl 1: Yes, I drank milk this morning.

Girl 2: No, I didn't drink milk this morning.

Teacher: Did you eat breakfast this morning?

Girl 1: Yes, I ate breakfast this morning.

Girl 2: No, I didn't eat breakfast this morning.

Teacher: Did you brush your teeth this morning?

Girl 1: Yes, I brushed my teeth this morning.

Girl 2: No, I didn't brush my teeth this morning.

CD2 08

Narrator: Exercise 2. Ask a partner the questions and get the real answers.

Teacher: Make pairs. One partner asks a question. The other partner gives an answer. Like this...

Girl 1: OK. You start.

Girl 2: Did you get up early this morning?

Girl 1: Yes, I got up early this morning.

Girl 2: Did you drink milk this morning?

Girl 1: No, I didn't drink milk this morning.

Girl 2: Did you eat breakfast this morning?

Girl 1: Yes, I ate breakfast this morning.

Girl 2: Did you brush your teeth this morning?

Girl 1: No, I didn't brush my teeth this morning.

Girl 2: OK. Now it's your turn.

Girl 1: Did you get up early this morning?

Girl 2: No, I didn't get up early this morning.

Girl 1: Did you drink milk this morning?

Girl 2: Yes, I drank milk this morning.

Teacher: Now let's do it for real.

CD2 09

Narrator: Exercise 3. Listen and practice. Then do it in pairs.

Teacher: First let's practice the verbs. Regular verbs.

Girl 1: play

Girl 2: played

Girl 1: talk

Girl 2: talked

Girl 1: brush

Girl 2: brushed

Girl 1: watch

Girl 2: watched

Teacher: Irregular verbs.

Girl 1: get up

Girl 2: got up

Girl 1: eat

Girl 2: ate

Girl 1: do

Girl 2: did

Girl 1: go to bed

Girl 2: went to bed

Girl 1: drink

Girl 2: drank

Teacher: Now practice in pairs. One partner says a verb. The other partner says the past tense form. Like this...

Girl 1: Are you ready? OK.

Girl 2: get up

Girl 1: got up

Girl 2: eat

Girl 1: ate

Girl 2: OK. My turn!

Girl 1: brush

Girl 2: brushed

Girl 1: watch

Girl 2: watched

Teacher: OK. Now it's your turn!

CD2 10

Narrator: Challenge Time! Exercise 4. Verb Game. Can you write and play the Verb Game and beat a partner?

Narrator: Verb Game 1 (practice).

Teacher: Let's play! Listen carefully and circle the verbs.

Teacher: I played outside. I drank milk this morning. My sister followed me to school. He ate my sandwich. I went to the principal's office. I got extra homework.

Girl: Done!

Teacher: OK. Tell me your answers.

Boy: played, drank, followed, ate, went, got

Teacher: Yes, That's right! Well done. Now let's play for real.

CD2 11

Narrator: Exercise 4. Verb Game 2.

Teacher: OK. Did you write nine verbs in the Game squares in a different order? Now, listen carefully to the sentences and circle the verbs. Are you ready?

Teacher: I drank orange juice. I played computer games. I ate a big breakfast. I went to school by car. I got up early this morning. I stayed at home on Saturday.

Girl: Look! You missed one. There!

Teacher: The cat followed me to school. I brushed my hair. I did my homework yesterday.

Teacher: Did you get the answers? Good job! Now let's play again.

CD2 12

Narrator: Reading and Writing.

Exercise 1. Listen and read. Then chant.

Narrator: Early to bed

Teacher: Early to bed

And early to rise,

Makes you

Healthy, wealthy, and wise.

Narrator: Late to bed

Teacher: Late to bed

And late to rise,

Makes you

Sleepy, grumpy, and tired.

Boys: Early to bed

And early to rise,

Makes you

Healthy, wealthy, and wise.

Boys: Late to bed

And late to rise,

Makes you

Sleepy, grumpy, and tired.

CD2 13

Narrator: Challenge Time!

Exercise 3. What's the matter? Can you listen, read, and match with the pictures? Mime and practice in pairs.

Teacher: First let's practice the words and verb chunks. Listen, point, and say.

Teacher: have a headache: too many, computer games, exciting, have a toothache, teeth, forget, have a stomachache, have breakfast; hungry, have an earache, clean your ears.

Teacher: Let's do it again!

Teacher: have a headache: too many, computer games, exciting, have a toothache, teeth, forget, have a stomachache, have breakfast; hungry, have an earache, clean your ears.

Teacher: Now, let's practice.

Boy 1: I have a headache.

Boy 2: Did you play too many computer games?

Boy 1: Yes I did. I know I shouldn't, but the new games were really exciting!

Boy 1: I have a toothache.

Boy 2: Do you brush your teeth every day?

Boy 1: Well, usually. But sometimes I forget.

Boy 3: I have a stomachache.

Boy 4: Did you have breakfast in the morning?

Boy 3: No, I didn't. I know I should, but I wasn't hungry.

Boy 4: I have an earache.

Boy 3: Do you clean your ears?

Boy 4: Well, I try. But sometimes I forget.

Teacher: Good. Now mime and practice in pairs. Change the order.

CD2 14

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

Teacher: ur says /ir /ir /, purple, purple.

Girls: ur says /ir /ir /, purple.

Teacher: ir says /ir /ir /, bird, bird.

Girls: ir says /ir /ir /, bird.

Teacher: Remember, ur an ir make the same sound.

CD2 15

Narrator: Exercise 2. Listen and complete the words. Use ur or ir.

Teacher: shirt, shirt

Did you write ir?

Teacher: girl, girl

Did you write ir?

Teacher: turtle, turtle

Did you write ur?

Teacher: burger, burger

Did you write ur?

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

CD2 16

Narrator: Exercise 3. Read and then listen.

Teacher: Did you read the story on your own? Now listen and check your reading.

Teacher/Girls: Story of a Horse From a Farm. A horse from a farm asked a purple bird in the park, "Do you like corn?" "Yes, I do," answered the purple bird. And chirp, chirp, she flew away.

CD2 17

Narrator: Challenge Time!

Exercise 4. Clothing Store. Can you be a storekeeper and do the shopping dialogue with a partner?

Teacher: First let's practice the words. Listen, point, and say.

Teacher: Girl's clothes: scarf, 80 SR; belt, 20 SR; skirt, 160 SR; uniform, 280 SR

Teacher: Boys' clothes: T-shirt, 100 SR; jacket, 160 SR; trousers, 160 SR; sweater, 60 SR

Teacher: Now make pairs. One partner is the storekeeper, and the other is the customer.

Boy 1: Can I help you?

Boy 2: Yes, please. I want a sweater.

Boy 1: Which one? This one?

Boy 2: Yes, thanks. How much is it?

Boy 1: It's 60 SR.

Boy 2: Here you go.

Boy 1: Here's your change.

Boy 2: Thank you and good-bye.

Boy 1: Good-bye.

Teacher: Now do it for real.

CD2 18

Narrator: Unit 5: Hanging Out in Town. Finding Out Time. Exercise 1. Listen and practice. Then act out in pairs.

Teacher: First, let's practice the words.

Teacher: train station, supermarket, elementary school, post office, bus stop, convenience store

Teacher: Now, let's practice some sentences.

Teacher: Excuse me. Where's the post office? Where's the train station? Where's the convenience store? Where's the supermarket? Where's the elementary school? Where's the bus stop? Is it far? How long does it take?

Teacher: Now, let's practice some answers.

Teacher: It's far from here. It's near here. It's about a 5-minute walk. It's only a few minutes. It's right over there. It's just around the corner.

Teacher: Now, make pairs and act it out. Like this...

Boy 1: Ok. I'll start.

Boy 1: Excuse me. Where's the post office?

Boy 2: It's just around the corner.

Boy 1: Is it far?

Boy 2: No. It's only a few minutes.

Boy 1: Okay, thanks.

Boy 2: You're welcome.

Boy 2: Now it's my turn to start.

Boy 2: Excuse me. Where's the train station?

Boy 1: It's just around the corner.

Boy 2: How long does it take?

Boy 1: It's about a 5-minute walk.

Boy 2: Okay, thanks.

Boy 1: You're welcome.

Teacher: OK. Now it's your turn!

CD2 19

Narrator: Challenge Time! Exercise 2. Showing the Way.

Can you give a partner directions to a place? Use the map on page 34. Start at the yellow circle.

Teacher: First let's practice some sentences.

Teacher: Go straight. Keep walking. Turn right at the next signal. Turn left at the next corner. Turn left at the second corner. It's on your right. It's on your left. It's in front of you. It's behind you. It's opposite the bus stop. It's next to the school.

Teacher: Now, make pairs and give directions. Like this ...

Girl 1: Excuse me.

Girl 2: Yes?

Girl 1: Where's the post office?

Girl 2: Go straight and you'll find it on your left.

Girl 1: Is it far from here?

Girl 2: It's near.

Girl 1: Thank you.

Girl 2: You're welcome.

Girl 2: Now, it's my turn.

Girl 2: Excuse me.

Girl 1: Yes?

Girl 2: Where's the train station?

Girl 1: Go straight, turn right at the second corner, keep walking and you'll find it on your left.

Girl 2: Is it far from here?

Girl 1: It's about a 5-minute walk.

Girl 2: Thank you.

Girl 1: You're welcome.

Teacher: Now let's do it for real.

CD2 20

Narrator: Grammar in Action.

Exercise 1. Listen and chant Going To.

Boy 1: I want a stapler and staples.

I'm going to the stationery store.

Boy 2: You want some candy.

You're going to the candy store.

Boy 1: My brother wants a new DVD.

He's going to the DVD store.

Boy 2: Mom wants some bread and cakes.

She's going to the bakery.

Boy 1: We want some books.

We're going to the bookstore.

Boy 2: Grandma and Grandpa want some flowers and pots.

They're going to the flower store.

CD2 21

Narrator: Exercise 2. Listen and practice. Then do it in pairs.

Teacher: First let's practice the verbs.

Boy 1: I'm going

Boy 2: You're going

Boy 1: He's going
Boy 2: She's going
Boy 1: We're going
Boy 2: You're going
Boy 1: They're going

Teacher: Now practice in pairs. One partner say a form of going. The other partners say the next one. Like this...

Boy 2: Are you ready? OK.

Boy 1: I'm going

Boy 2: You're going

Boy 1: He's going

Boy 2: She's going

Boy 1: We're going

Boy 2: You're going

Boy 1: They're going

Boy 2: OK. My turn!

Boy 1: I'm going

Boy 2: You're going

Teacher: OK. Now it's your turn!

CD2 22

Narrator: **Challenge Time! Exercise 3. Shopping Game.**
Can you play the Shopping Game and beat a partner?

Narrator: Where are you going?

Teacher: First let's practice the words. Listen, point, and say.

Teacher: bakery, stationery store, coffee shop, DVD store, bookstore, flower store, butcher shop, convenience store, supermarket

Teacher: Now let's play. Choose three words and put a dot over each one. Listen carefully to the sentences and circle each word when you hear it. Are you ready?

Teacher: I'm going to the stationery store. You're going to the bookstore. He's going to the DVD store. She's going to the bakery. We're going to the flower store.

Boy 1: Done!

Teacher: OK. Tell me your answers.

Boy 1: DVD store, bookstore, flower store.

Teacher: Yes, that's right! Well done.

Boy 2: It's fun. Let's do it again.

Teacher: OK. Now let's play for real.

CD2 23

Narrator: **Exercise 3. What do you want?**

Teacher: First let's practice the words. Listen, point, and say.

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

Teacher: Now let's play. Choose three words and put a dot over each one. Listen carefully to the sentences and circle each word when you hear it. Are you ready?

Teacher: My brother wants a new DVD. Mom wants some bread and cakes. You want some candy. Grandma and Grandma want some flowers and pots. We want some books. I want a stapler. We want some meat. My sister wants a newspaper. They want some eggs.

Boy: Done!

Teacher: Well done! Now let's play again. This time say what you want and where you are going to buy it.

CD2 24

Narrator: **Reading and Writing.**
Exercise 1. Listen and read. Then chant.

Narrator: There Was a Little Green House

Teacher/Girls: There was a little green house,

And in the little green house,

There was a little brown house,

And in the little brown house,

There was a little yellow house,

And in the little yellow house,

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

CD2 25

Narrator: **Exercise 2. Change "house" to something else and chant in pairs.**

Teacher: Like this...

Girl 1: There was a little green box, And in the little green box,

Girl 2: There was a little brown box, And in the little brown box,

Girl 1: There was a little yellow box, And in the little yellow box,

Girl 2: There was a little white box, And in the little white box,

Girl 1: There was a little red heart.

Girl 2: No, not a red heart, a red ball.

Girl 1: OK, a red ball is a good idea.

CD2 26

Narrator: **Challenge Time!**

Exercise 3. Write, Draw, and Present. Can you write your own version of the *There Was a Little Green House* chant and add pictures? Use words for rooms and things in the rooms.

Teacher: Let's practice words for rooms.

Teacher: bedroom, living room, dining room, kitchen, bathroom

Girl: A Big White House

There was a big white house,

And in the big white house,

There were two floors.

And on the first floor,

There was a living room,

And next to the living room,

There was a dining room.

And on the second floor,

There were two bedrooms,

And in the bedrooms,

There were beds, chairs, and clothes...

Teacher: OK. Now make pairs and write your own chant.

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

CD2 27

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

Teacher: u_e says /u:/; cube, cube.

Girl: u_e says /u:/; cube, cube

Teacher: ue says /u:/; barbecue, barbecue.

Girl: ue says /u:/; barbecue, barbecue.

CD2 28

Narrator: **Exercise 2. Listen and number. Then unscramble the letters and write.**

Narrator: 1.

Teacher: tissue, tissue

Narrator: 2.

Teacher: Tuesday, Tuesday

Narrator: 3.

Teacher: cute, cute

Narrator: 4.

Teacher: huge, huge

Narrator: 5.

Teacher: blue, blue

Narrator: 6.

Teacher: glue, glue

Narrator: 7.

Teacher: mosque, mosque

Teacher: Make pairs. Unscramble the letters and write the words.

Girl 1: tissue; t - i - s - s - u - e

Girl 2: Tuesday; T - u - e - s - d - a - y

Girl 3: cute; c - u - t - e

Girl 1: huge; h - u - g - e

Girl 2: blue; b - l - u - e

Girl 1: glue; g - l - u - e

Girl 2: mosque; m - o - s - q - u - e

Teacher: Well done! Remember, ue at the end of mosque is silent.

CD2 29

Narrator: Challenge Time!

Exercise 4. Signs. Can you read the signs?

Teacher: Let's practice the signs.

Narrator: 1.

Teacher: No Parking.

Narrator: 2.

Teacher: Keep off grass.

Narrator: 3.

Teacher: No skateboards.

Narrator: 4.

Teacher: No bicycles.

Narrator: 5.

Teacher: No shouting.

Narrator: 6.

Teacher: Library.

Narrator: 7.

Teacher: Warning! Please Switch Off All Cell Phones.

Narrator: 8.

Teacher: Please Do Not Litter.

Narrator: 9.

Teacher: No Eating. No Drinking.

Narrator: 10.

Teacher: No Balls.

CD2 30

Narrator: Unit 6. My Dream Vacation. Finding Out Time.

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

Teacher: First let's practice the questions and answers.

Narrator: 1.

Boy 1: Where are you going?

Boy 2: I'm going to Sydney.

Narrator: 2.

Boy 1: How long does it take to get there?

Boy 2: It takes about sixteen hours.

Narrator: 3.

Boy 1: What are you going to do there?

Boy 2: I'm going to stay at an English camp.

Teacher: Let's do another example.

Narrator: 1.

Boy 1: Where are you going?

Boy 2: I'm going to Vancouver.

Narrator: 2.

Boy 1: How long does it take to get there?

Boy 2: It takes about fifteen hours.

Narrator: 3.

Boy 1: What are you going to do there?

Boy 2: I'm going to do sightseeing.

Teacher: Now practice in pairs. One partner ask a question. The other partner say the answer. Like this...

Boy 1: Where are you going?

Boy 2: I'm going to Dubai.

Boy 1: How long does it take to get there?

Boy 2: It takes about two hours.

Boy 1: What are you going to do there?

Boy 2: I'm going to shop.

Teacher: OK. Now it's your turn!

CD2 31

Narrator: Challenge Time!

Exercise 2. In-Flight Ordering. Can you be a flight attendant and take an order from a partner?

Teacher: First let's practice the questions and words.

What would you like to drink?

Orange juice, apple juice, water, or cola?

What would you like to eat?

Beef or fish? Noodles or rice?

What are you going to drink after dinner?

Tea, coffee, green tea, or juice?

Teacher: Now make pairs. One partner is the flight attendant, and the other is the passenger.

Boy 1: Good evening. What would you like to drink?

Boy 2: Hi. I'd like some juice, please.

Boy 1: Apple or orange juice?

Boy 2: Apple juice, please.

Boy 1: Here you go.

Boy 2: Thank you.

Boy 1: You're welcome.

Teacher: OK. Now it's your turn!

CD2 32

Narrator: Grammar in Action.

Exercise 1. Listen and chant Going To + Verb.

Teacher: I'm going to visit the city of Abha in Assir.

Boys: I'm going to visit the city of Abha in Assir.

Teacher: You're going to watch camel races in Riyadh.

Boys: You're going to watch camel races in Riyadh.

Teacher: He's going to visit the Children's Art Show at the Kingdom Tower.

Boys: He's going to visit the Children's Art Show at the Kingdom Tower.

Teacher: She's going to shop in Dubai.

Boys: She's going to shop in Dubai.

Teacher: We're going to go rock climbing in the Wadi Rum Reserve, in Jordan.

Boys: We're going to go rock climbing in the Wadi Rum Reserve, in Jordan.

Teacher: They're going to eat traditional dishes in Lebanon.

Boys: They're going to eat traditional dishes in Lebanon.

CD2 33

Narrator: Exercise 2. Listen and practice. Then chant in pairs.

Teacher: First let's practice the sentences.

I'm going to visit. You're going to visit. He's going to visit. She's going to visit.

We're going to visit. You're going to visit. They're going to visit.

Teacher: Now chant in pairs. One partner chant a sentence. The other partner chant the same one. Then chant the next one. Like this...

Boy 1: I'm going to visit

Boy 2: I'm going to visit

Boy 1: You're going to visit

Boy 2: You're going to visit

Boy 1: He's going to visit

Boy 2: He's going to visit

Boy 1: She's going to visit

Boy 2: She's going to visit

Boy 1: We're going to visit

Boy 2: We're going to visit

Boy 1: You're going to visit

Boy 2: You're going to visit

Boy 1: They're going to visit

Boy 2: They're going to visit

CD2 34

Narrator: Challenge Time! Exercise 3. Travel and Do. Can you play Travel and Do and beat a partner?

Narrator: Where are you going?

Teacher: First let's practice the place names. Listen, point, and say: Najran, Lebanon, Jordan, Dubai, Jeddah, Dammam, Riyadh, Oman, Jizan

Teacher: Now let's play. Choose three place names and put a dot over each one. Listen carefully to the sentences and circle each place name when you hear it. Are you ready?

Teacher: Where are you going? I'm going to Lebanon.

Where are you going? I'm going to Dammam.

Where are you going? I'm going to Najran.

Where are you going? I'm going to Oman.

Boy 1: Only two more!

Teacher: Where are you going? I'm going to Dubai.

Teacher: Where are you going? I'm going to Jizan.

Boy 2: You've got it!

Boy 1: Done!

Teacher: OK. Tell me your answers.

Boy 1: Najran, Dubai, Jizan.

Teacher: Yes, that's right! Well done. Now let's play for real.

CD2 35

Narrator: Exercise 3. What are you going to do there?

Teacher: First let's practice the verbs. Listen, point, and say: ride, drive, shop, climb, eat, swim, visit, camp, watch

Teacher: Now let's play. Choose three verbs and put a dot over each one. Listen carefully to the sentences and circle the verb when you hear it. Are you ready?

Teacher: They're going to eat traditional food in Lebanon.

He's going to visit the Children's Art Show in Riyadh. I'm going to watch

the camel races in Riyadh. She's going to shop in Dubai. We're going

to drive to the Reserve, in Jordan. I'm going to climb a mountain in

Lebanon. He's going to swim in Jeddah.

You're going to camp in Australia. He's going to ride a horse in Oman.

Teacher: Did you hear any of your verbs? Well done! Now let's play again.

CD2 36

Narrator: Reading and Writing.

Exercise 1. Listen and read. Then chant.

Narrator: A Small and Beautiful World

Teacher/Girls: An astronaut floated by

In the quiet, dark sky.

He saw a small and beautiful world alight

With seas of blue and clouds of white.

As he floated silently by

He thought, I wonder why

Some people laugh,

And some people cry

On that small and beautiful world,

With seas of blue and clouds of white,

Shining in sunlight.

CD2 37

Narrator: Challenge Time!

Exercise 3. Read, Match, and Present. Can you read, match, and complete the chant with these phrases? Listen and check.

Teacher: Are you ready? Let's check your answers.

Narrator: My Little Brother

Teacher: Why did you eat all the soup?

Because I was very hungry.

Why did you drink all the juice?

Because I was very thirsty.

Why did you take my panda?

Because it's so cute!

And why did you sleep in my bed?

Because I was very sleepy.

You have a bed!

Yours is nicer!

Teacher: Now chant in pairs.

CD2 38

Narrator: Phonics. Exercise 1. Can you read these words?

Teacher: Now listen and check your reading.

Narrator: 1. Sounds and Letters

Teacher: beautiful, clouds, seas, enough, interesting, silently, white, shining, barbecue, laughing, photo, square, scarf, squid.

Narrator: 2. Days

Teacher: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday,

Saturday

Narrator: 3. Months

Teacher: January, February, March, April, May, June, July, August,

September, October, November, December

Narrator: 4. Pronouns

Teacher: I, you, he, she, we, they

mine, yours, his, hers, ours, theirs

me, you, him, her, us, them

CD2 39

Narrator: Exercise 2. Listen, read, and chant.

Boy: I went to the mall and bought a new shirt.

I put it on, but it was too big.

I took it back and got a smaller one.

I put it on, but it wasn't big enough.

What can I do?

Teacher: It's your turn now.

Teacher: Change the shirt to something else and chant again.

CD2 40

Narrator: Challenge Time!

Exercise 4. Holiday Postcard. Can you pick one place you want to go and write a postcard from your trip?

Teacher: First, let's listen to and read the postcard.

Boy: Sunday, August 7th

From Honolulu

Dear Saeed,

How are you? I'm in Hawaii. It took six hours to fly here. I'm having a

great time in Honolulu. I'm learning to surf. It's great!

See you soon,

Billy

Teacher: Now write your own postcard.

Workbook Audio Script

CD3 02

Narrator: Goal 01. I can ask a partner about his or her weekend and get the answers.

1. Fill in the missing words. Then listen and check.

Girl 1: What did you do over the weekend?

Girl 2: I cleaned my room.

Girl 1: That's boring.

Girl 2: I spoke with my friends on the phone.

Girl 1: That's fantastic!

Girl 2: I played computer games.

Girl 1: That's great!

CD3 03

Narrator: Goal 02. I can listen to someone's answer about what he or she did over the weekend and make a comment.

1. Listen and practice.

Narrator: 1.

Teacher: That's fantastic!

Narrator: 2.

Teacher: That's great!

Narrator: 3.

Teacher: That's okay.

Narrator: 4.

Teacher: That's boring.

Narrator: 5.

Teacher: That's scary!

CD3 04

Narrator: Goal 03. I can say the past form of six regular verbs.

1. Listen and practice.

Narrator: 1.

Teacher: Add t, t, t, t.

Narrator: 1.

Teacher: practiced, practiced

Narrator: 2.

Teacher: watched, watched

Narrator: 3.

Teacher: cooked, cooked

Narrator: 4.

Teacher: kicked, kicked

Narrator: 2.

Teacher: Add d, d, d, d.

Narrator: 1.

Teacher: cleaned, cleaned

Narrator: 2.

Teacher: stayed, stayed

Narrator: 3.

Teacher: played, played

Narrator: 4.

Teacher: studied, studied

CD3 05

Narrator: Goal 04. I can say two things that I did over the weekend.

1. Listen and write the numbers in the squares.

Narrator: 1.

Teacher: I practiced my English.

Narrator: 2.

Teacher: You watched a DVD.

Narrator: 3.

Teacher: She cooked breakfast.

Narrator: 4.

Teacher: He kicked a ball.

Narrator: 5.

Teacher: She cleaned the house.

Narrator: 6.

Teacher: We stayed at home.

Narrator: 7.

Teacher: They played outside.

Narrator: 8.

Teacher: You studied a little.

CD3 06

Narrator: Goal 05. I can read, ask, and answer questions with How many and How much and make sentences with some and any.

1. Listen and fill in the missing words.

Narrator: 1.

Teacher: How much flour do we need to make a cake?

Narrator: 2.

Teacher: How many eggs do we need?

Narrator: 3.

Teacher: How many tomatoes are there in the fridge?

Narrator: 4.

Teacher: How much milk do you drink in the morning?

Narrator: 5.

Teacher: How many apples do we need for the apple pie?

Narrator: 6.

Teacher: We have some sugar, but we don't have any milk.

Narrator: 7.

Teacher: We have some apples, but we don't have any bananas.

Narrator: 8.

Teacher: There is some orange juice in the kitchen.

Narrator: 9.

Teacher: There isn't any oil in the bottle.

Narrator: 10.

Teacher: There are some chocolates in the box.

CD3 07

Narrator: Goal 06. I can read an English menu and order at a restaurant.

1. Listen and practice. Fill in the missing words.

Boy 1: What would you like?

Boy 2: I'd like a burger and fries please.

Boy 1: Sure. Just a moment.

Teacher: Now, fill in the missing words.

CD3 08

Narrator: Goal 07. I can say, read, and write words ending in nd and nt.

1. Listen and match pictures and letters. Then write the words.

Teacher: sand, sand

Teacher: tent, tent

Teacher: paint, paint

Teacher: plant, plant

Teacher: stand, stand

Teacher: hand, hand

Teacher: Now, write the words.

CD3 09

Narrator: Goal 08. I can read English store signs in town.

1. Listen and practice.

Narrator: 1.

Teacher: Billy Goats Suits and Coats

Narrator: 2.

Teacher: Blue Cow Shoes

Narrator: 3.
Teacher: Juicy Fruits
Narrator: 4.
Teacher: Snow Go!

CD3 10

Narrator: **Goal 09. I can talk about a good or a bad thing that happened to me in the past.**
1. Listen and match.

Narrator: 1.
Boy: Congratulations!
Narrator: 2.
Boy: So did I.
Narrator: 3.
Boy: How strange!
Narrator: 4.
Boy: Sorry about that.
Narrator: 5.
Boy: How scary!

CD3 11

Narrator: **Goal 10. I can quickly make comments about what happened in the past.**
1. Listen and practice.

Teacher: Good things
Boy 1: I saw a UFO.
Boy 2: I saw some balloons in the sky.
Boy 1: I saw a hang glider.
Boy 2: I saw a big bird.
Boy 1: I tried cooking for the first time.
Boy 2: I tried snowboarding.
Boy 1: I tried volleyball.
Boy 2: I went to an art gallery.
Boy 1: I went to a big festival.
Boy 2: I went to Australia.
Teacher: Bad things
Boy 3: I broke my leg.
Boy 4: I broke my arm.
Boy 3: I broke my finger.
Boy 4: I had an operation.
Boy 3: I had a bad cold.
Boy 4: I had a fight.
Boy 3: I lost a football game.
Boy 4: I lost a race.
Boy 3: I lost a computer game.

CD3 12

Narrator: **Goal 11. I can say the past form of six irregular verbs.**
1. Listen and fill in the chart.

Narrator: 1.
Teacher: win, won
Narrator: 2.
Teacher: get, got
Narrator: 3.
Teacher: see, saw
Narrator: 4.
Teacher: is, was
Narrator: 5.
Teacher: make, made
Narrator: 6.
Teacher: lose, lost
Narrator: 7.
Teacher: catch, caught
Narrator: 8.
Teacher: have, had
Narrator: 9.
Teacher: break, broke
Narrator: 10.

Teacher: are, were

CD3 13

Narrator: **Goal 12. I can say two sentences using past tense irregular verbs.**
1. Listen and draw lines.

Narrator: 1.
Boy: I won a race.
Narrator: 2.
Boy: My brother made a rocket.
Narrator: 3.
Boy: My sister caught a cold.
Narrator: 4.
Boy: Mom broke a window.
Narrator: 5.
Boy: Dad saw a UFO.
Narrator: 6.
Boy: Grandpa got a trophy.

CD3 14

Narrator: **Goal 13. I can read and write the My Brother Richard chant in the past or present tense and add my own pictures.**
1. Fill in the missing words with past tense verbs. Then listen and check.

Narrator: My Brother Richard

Girls: My Brother Richard
Went to the cupboard,
To find something to eat.
But when he got there,
The cupboard was bare,
And so he had nothing to eat.
He went to the grocer's,
To buy some fruit and milk.
But when he came back,
He was holding
an empty brown bag.
Poor Richard!

CD3 15

Narrator: **Goal 14. I can use some and any in sentences and write a new chant.**
1. Listen and practice the opinions.

Boy: I think this chant is easy.
Boy: I think this chant is exciting.
Boy: I think this chant is funny.
Boy: I think this chant is great.

CD3 16

Narrator: **Goal 15. I can say, read, and write words with f, ph, and gh.**
1. Listen, match, and practice.

Teacher: f says /f/f/, friends, friends.
Boys: friends, friends
Teacher: ph says /f/f/, elephant, elephant.
Boys: elephant, elephant
Teacher: gh says /f/f/, laugh, laugh.
Boys: laugh, laugh
Teacher: f says /f/f/, farm, farm.
Boys: farm, farm

CD3 17

Narrator: Goal 16. I can read and rewrite a short text using me, you, him, her, us, them.

1. Listen and complete the missing words. Remember to use a capital letter at the beginning of sentences.

Boy: Yesterday, we went to an adventure park. Our father drove us there. My sister and I saw some friends from school and played with them. Then we went on rides with our parents. It was great fun! After the rides, Dad got me a burger. My sister didn't want one, so he got her an ice cream. We were really good, so Dad promised to take us again next week. I can't wait!

CD3 18

Narrator: Goal 17. I can ask a friend three questions about his or her school.

1. Listen and practice.

Teacher: 1.

Boy 1: What's the name of your school?

Boy 2: Bedrock Elementary School.

Teacher: 2.

Boy 1: How many students are there in your school?

Boy 2: About 500.

Teacher: 3.

Boy 1: Do you have school lunch at your school?

Boy 2: Yes, we do. Every day.

Teacher: 4.

Boy 1: Does your school have school buses?

Boy 2: No, it doesn't.

Teacher: 5.

Boy 1: Do you have a school uniform?

Boy 2: Yes, we do.

Teacher: 6.

Boy 1: What time does your school start?

Boy 2: It starts at 8 o'clock.

CD3 19

Narrator: Goal 18. I can write about my school and talk about it.

1. Listen and write about Jasmine's school.

Jasmine: Hi! Let me introduce my school. The name of my school is Riverview Elementary School. There are about 350 students in my school. We don't have school lunch at our school. Our school has a school bus. Our school starts at 8:30.

CD3 20

Narrator: Goal 19. I can talk about my favorite subject this year and last year.

1. Listen and fill in the missing words.

Teacher: This year Amal likes science.

Last year she liked art.

This year Hashim likes math.

Last year he liked English.

CD3 21

Narrator: Goal 20. I can say which grade I'm in this year and which grade I was in last year.

1. Fill in the missing words. Then listen and check.

Narrator: 1.

Teacher: My sister is in the second grade this year. Last year she was in the first grade.

Narrator: 2.

Teacher: My brother is in the third grade this year. Last year he was in the second grade.

Narrator: 3.

Teacher: Aisha is in the fourth grade this year. Last year she was in the third grade.

Narrator: 4.

Teacher: Ali is in the fifth grade this year. Last year he was in the fourth grade.

Narrator: 5.

Teacher: Amal is in the sixth grade this year. Last year she was in the fifth grade.

CD3 22

Narrator: Goal 21. I can read the *Rana Had a Little Lamb* chant, rewrite it in the present tense, and present it with pictures.

1. Fill in the missing words with past tense verbs. Then listen and check.

Narrator: Rana Had a Little Lamb

Girls: Rana had a little lamb.

Its fleece was white as snow.

Everywhere that Rana went,

The lamb was sure to go.

It followed her to school one day,

Which was against the rules.

It made the children laugh and play,

To see a lamb at school.

CD3 23

Narrator: Goal 22. I can read and write *Our English Class Rules*, make a poster with pictures, and present it.

1. Write three more rules that you have to follow at school. Use the rules on page 23 as examples.

Teacher: Make pairs and write rules like these:

Don't shout; speak clearly.

Stand up when you present.

Don't make too much noise when you play games.

Listen to the teacher.

Speak English in class.

CD3 24

Narrator: Goal 23. I can say, read, and write words beginning with *sc, sk, and sq*.

1. Listen and circle the words you hear.

Teacher: skateboard, square, squid, sky, scary, skirt

Girl: skateboard, square, squid, sky, scary, skirt

CD3 25

Narrator: Goal 24. I can read about someone's school and write about my own school.

2. Answer the questions about your school.

Narrator: 1.

Girl: What's the name of your school?

Narrator: 2.

Girl: Where is it?

Narrator: 3.

Girl: Are there many classrooms in your school?

Narrator: 4.

Girl: How many students are there?

Narrator: 5.

Girl: How many students are in your class?

Narrator: 6.

Girl: Is there a library?

Narrator: 7.

Girl: Are there library rules? Can you write one library rule?

Narrator: 8.

Girl: Is there a large school yard?

Narrator: 9.

Girl: What do you do in the yard?

Narrator: 10.

Girl: Is there a "smart classroom" in your school?

CD3 26

Narrator: **Goal 25. I can say two things I should or shouldn't do to live a healthy life.**

1. Listen and match with the pictures.

Narrator: 1.

Teacher: What should you do to live a healthy life?

Boy 1: I should get up early. I should go to bed early.

Narrator: 2.

Teacher: What should you do to live a healthy life?

Boy 2: I shouldn't eat junk food. I shouldn't play too many computer games.

Narrator: 3.

Teacher: What should you do to live a healthy life?

Boy 3: I shouldn't watch too much TV. I should do some exercise.

CD3 27

Narrator: **Goal 26. I can say if I live a healthy life or not.**

3. Listen and then write if you live a healthy life or not.

Teacher: Listen to the example first.

Boy: Hello. I'm Charlie. Let me tell you about my healthy life. I got 52 points. I think I live a very healthy life. From now on, I should do some exercise, and I shouldn't eat too much junk food. That's all.

Teacher: Now write about yourself.

CD3 28

Narrator: **Goal 27. I can answer two past tense questions about what I did this morning.**

1. Listen and check the correct box.

Narrator: 1.

Teacher: Did you get up early this morning?

Girl 1: Yes, I got up early this morning.

Narrator: 2.

Teacher: Did you drink milk this morning?

Girl 1: No, I didn't drink milk this morning.

Narrator: 3.

Teacher: Did you eat breakfast this morning?

Girl 2: Yes, I ate breakfast this morning.

Narrator: 4.

Teacher: Did you brush your teeth this morning?

Girl 2: Yes, I brushed my teeth this morning.

CD3 29

Narrator: **Goal 28. I can ask a partner or teacher two questions about what they did this morning.**

2. Listen and fill in the chart.

Narrator: 1.

Teacher: play, played

Narrator: 2.

Teacher: get up, got up

Narrator: 3.

Teacher: talk, talked

Narrator: 4.

Teacher: eat, ate

Narrator: 5.

Teacher: brush, brushed

Narrator: 6.

Teacher: do, did

Narrator: 7.

Teacher: watch, watched

Narrator: 8.

Teacher: go to bed, went to bed

Narrator: 9.

Teacher: drink, drank

Narrator: 10.

Teacher: cook, cooked

CD3 30

Narrator: **Goal 29. I can read and practice the Early to Bed chant by myself.**

1. Listen and fill in the missing words.

Narrator: Early to Bed

Boys: Early to bed

And early to rise,

Makes you

Healthy, wealthy, and wise.

Narrator: Late to Bed

Boys: Late to bed

And late to rise,

Makes you

Sleepy, grumpy, and tired.

CD3 31

Narrator: **Goal 30. I can ask and answer questions about aches and give reasons.**

1. Listen and match parts A and B.

Girl: He has a headache because he watched DVDs until very late last night.

Girl: He has a stomachache because he ate a whole pizza by himself.

Girl: She has a toothache because she never goes to the dentist.

Girl: She has an earache because she has a bad cold.

Girl: I'm very tired because I went to sleep very late last night.

CD3 32

Narrator: **Goal 31. I can say, read, and write words with ur and ir.**

1. Listen and match. Then write the words.

Narrator: 1.

Teacher: ur, ur, turtle

Narrator: 2.

Teacher: ir, ir, shirt

Narrator: 3.

Teacher: ur, ur, burger

Narrator: 4.

Teacher: ir, ir, girl

Narrator: 5.

Teacher: ur, ur, purple

Narrator: 6.

Teacher: ir, ir, bird

CD3 33

Narrator: **Goal 32. I can do a shopping dialogue with a partner.**

2. Listen and fill in the missing words.

Girl 1: Hello.

Girl 2: Hi.

Girl 1: Can I help you?

Girl 2: Yes, please. I want a scarf.

Girl 1: Which one? This one?

Girl 2: Yes, thanks. How much is it?

Girl 1: It's 50 SR.

Girl 2: Okay.

Narrator: Now practice the dialogue. Use the words in Exercise 1.

CD3 34

Narrator: Goal 33. I can tell a partner how to get to two places on the map.

1. Listen and fill in the missing words.

Boy 1: Excuse me. Where's the post office?

Boy 2: Go straight, turn left, and you'll find it on your right.

Boy 1: Is it far from here?

Boy 2: It's only a few minutes.

Boy 1: Thank you.

Boy 2: You're welcome.

CD3 35

Narrator: Goal 34. I can give someone directions in my town when I'm asked.

1. Listen and draw.

Narrator: A.

Teacher: Turn right.

Narrator: B.

Teacher: Turn left.

Narrator: C.

Teacher: Go straight.

Narrator: D.

Teacher: Turn right and then turn left.

CD3 36

Narrator: Goal 35. I can say six names of stores.

1. Listen and match.

Narrator: 1.

Teacher: I'm going to the bakery.

Narrator: 2.

Teacher: You're going to the bookstore.

Narrator: 3.

Teacher: He's going to the stationery store.

Narrator: 4.

Teacher: She's going to the flower store.

Narrator: 5.

Teacher: We're going to the DVD store.

Narrator: 6.

Teacher: They're going to the candy store.

CD3 37

Narrator: Goal 36. I can say what I want and where I'm going to buy it.

1. Listen and fill in the missing words.

Narrator: 1.

Girl 1: I want pens and pencils.

I'm going to the stationery store.

Narrator: 2.

Girl 2: I want some chocolate.

I'm going to the candy store.

Narrator: 3.

Girl 1: I want some DVDs.

I'm going to the DVD store.

Narrator: 4.

Girl 2: I want some bread.

I'm going to the bakery.

Narrator: 5.

Girl 1: I want some magazines.

I'm going to the bookstore.

Narrator: 6.

Girl 2: I want some plants.

I'm going to the flower store.

CD3 38

Narrator: Goal 37. I can read and chant the *There Was a Little Green House* chant.

1. Listen and practice.

Narrator: There Was a Little Green House

Teacher: There was a little green house,

And in the little green house,

There was a little brown house,

And in the little brown house,

There was a little yellow house,

And in the little yellow house,

There was a little white house,

And in the little white house,

There was a little red heart.

CD3 39

Narrator: Goal 38. I can write my own version of the *There Was a Little Green House* chant, add my own pictures, and present it.

2. Listen and fill in the missing words.

Narrator: 1.

Boy 1: There's a post office near my house.

Narrator: 2.

Boy 2: There are many convenience stores in my town.

Narrator: 3.

Boy 1: There was a candy store near our school when I was little.

Narrator: 4.

Boy 2: There were many people in the street last night.

CD3 40

Narrator: Goal 39. I can say, read, and write words with *u_e* (clever *e*) and *ue*.

1. Listen and fill in the missing letters.

Narrator: 1.

Teacher: tissue, t-i-s-s-u-e

Narrator: 2.

Teacher: blue, b-l-u-e

Narrator: 3.

Teacher: cute, c-u-t-e

Narrator: 4.

Teacher: June, J-u-n-e

Narrator: 5.

Teacher: glue, g-l-u-e

Narrator: 6.

Teacher: barbecue, b-a-r-b-e-c-u-e

CD3 41

Narrator: Goal 40. I can read six signs in my town in English.

1. Listen and match. Then practice.

Teacher: First listen and match with the signs.

Narrator: 1.

Teacher: No parking.

Narrator: 2.

Teacher: Keep off the grass.

Narrator: 3.

Teacher: No skateboards.

Narrator: 4.

Teacher: No bicycles.

Narrator: 5.

Teacher: No shouting.

Narrator: 6.

Teacher: Library.

Narrator: 7.

Teacher: Warning! Please switch off all cell phones.

Narrator: 8.

Teacher: Please do not litter.

Narrator: 9.

Teacher: No eating. No drinking.
Narrator: 10.
Teacher: No balls.
Narrator: Now listen again and practice.

CD3 42

Narrator: **Goal 41. I can say where I'm going, how long it takes, and what I'm going to do on a trip.**
1. Listen and practice.

Narrator: 1.
Boy 1: I'm going to Istanbul. It takes about four hours to get there. I'm going sightseeing.
Narrator: 2.
Boy 2: I'm going to Sydney. It takes about sixteen hours to get there. I'm going sailing.
Narrator: 3.
Boy 2: I'm going to Vancouver. It takes about fifteen hours to get there. I'm going snowboarding.

CD3 43

Narrator: **Goal 42. I can do a dialogue between a flight attendant and a customer with a partner.**
1. Listen and practice the A part. Then listen again and practice the B part.

Boy 1: Good evening. What would you like to eat?
Boy 2: Hi. What do you have?
Boy 1: Beef or fish? Noodles or rice?
Boy 2: Beef and rice, please.
Boy 1: Here you go.
Boy 2: Thank you.
Boy 1: You're welcome.

CD3 44

Narrator: **Goal 43. I can chant the Going To + Verb chant.**
1. Listen and match with the pictures.

Narrator: 1.
Boy 1: I'm going to visit the city of Abha in Assir.
Narrator: 2.
Boy 2: You're going to watch camel races in Riyadh.
Narrator: 3.
Boy 1: He's going to visit the Children's Art Show at the Kingdom Tower.
Narrator: 4.
Boy 2: She's going to shop in Dubai.
Narrator: 5.
Boy 1: We're going to go rock climbing in the Wadi Rum Reserve, in Jordan.
Narrator: 6.
Boy 2: They're going to eat traditional dishes in Lebanon.

CD3 45

Narrator: **Goal 44. I can say where I want to go on my trip and what I want to do there.**
1. Listen and draw lines.

Teacher: I'm going to Najran to visit a famous museum.
I'm going to Dubai to shop for new clothes.
I'm going to Riyadh to watch the camel races.
I'm going to Sydney to buy some new computer games.
I'm going to Jeddah to visit the old town.
I'm going to Jizan to walk along the sea.
I'm going to Jordan to climb up a big rock in the Wadi Rum Reserve.
I'm going to Lebanon to eat traditional dishes.
I'm going to Oman to see the huge turtles near the beach.

CD3 46

Narrator: **Goal 45. I can read the A Small and Beautiful World chant by myself.**
1. Listen and fill in the missing words.

Narrator: A Small and Beautiful World
Teacher: An astronaut floated by
In the quiet, dark sky.
He saw a small and beautiful world alight
With seas of blue and clouds of white.
As he floated silently by
He thought, I wonder why
Some people laugh,
And some people cry
On that small and beautiful world,
With seas of blue and clouds of white,
Shining in sunlight.

CD3 47

Narrator: **Goal 46. I can write my own chant, add my own pictures, and present it with my opinion.**
1. Answer the questions.

Narrator: 1.
Teacher: Why are you here?
Boy 1: Because I want to learn English.
Narrator: 2.
Teacher: Why do you eat chocolate ice cream?
Boy 2: Because it's my favorite.
Narrator: 3.
Teacher: Why are you holding your head?
Boy 1: Because I have a headache.

CD3 48

Narrator: **Goal 47. I can read different words by myself and use too or enough to say if something is the right or wrong size, price, etc.**
1. Listen, find, and circle.

Narrator: 1. Sounds and Letters
Teacher: beautiful, seas, enough, silently, barbecue, laughing, photo, squid, shining
Narrator: 2. Days
Teacher: Tuesday, Monday, Thursday, Sunday, Friday, Wednesday, Saturday
Narrator: 3. Months
Teacher: February, May, March, June, January, September, July, November, August, April, October, December
Narrator: 4. Pronouns
Teacher: you, they, he, we, she, I, mine, yours, hers, ours, me, him, us, them
Teacher: Now practice with a partner.

CD3 49

Narrator: **Goal 48. I can read and write a short postcard from my trip.**
1. Listen and read.

Boy: Saturday, December 16th, Jeddah
Dear Mark,
How are you? I'm in Saudi Arabia.
It took ten hours to fly here.
I'm having a great time.
I'm learning to ride.
It's fantastic. The desert is amazing!
See you soon,
Omar

Phonics Practice Audio Script

CD4 02

Long Vowels and Clever e Exercise 1. Listen and say.

Teacher: Let's listen and say.

a_e says /a/a/ tape, /a/a/ snake, /a/a/ cane, /a/a/ gate,
/a/a/ bake, /a/a/ name, /a/a/ cake, /a/a/ vase.

e_e says /e/e/ Pete, /e/e/ Steve, /e/e/ Eve.

i_e says /i/i/ pine, /i/i/ line, /i/i/ bite, /i/i/ time,
/i/i/ five, /i/i/ bike, /i/i/ pipe, /i/i/ dive.

o_e says /o/o/ globe, /o/o/ rose/, /o/o/ nose,
/o/o/ home, /o/o/ bone, /o/o/ hole, /o/o/ hope,
/o/o/ rope.

u_e says /u/u/ cube, /u/u/ tube, /u/u/ cute,
/u/u/ mule.

CD4 03

Exercise 2. Point and say the key words. Then listen and check.

Teacher: Point to the pictures and say the key words.

a_e says /a/a/ tape, /a/a/ snake, /a/a/ cane, /a/a/ gate,
/a/a/ bake, /a/a/ name, /a/a/ cake, /a/a/ vase.

e_e says /e/e/ Pete, /e/e/ Steve, /e/e/ Eve.

i_e says /i/i/ pine, /i/i/ line, /i/i/ bite, /i/i/ time,
/i/i/ five, /i/i/ bike, /i/i/ pipe, /i/i/ dive.

o_e says /o/o/ globe, /o/o/ rose/, /o/o/ nose,
/o/o/ home, /o/o/ bone, /o/o/ hole, /o/o/ hope,
/o/o/ rope.

u_e says /u/u/ cube, /u/u/ tube, /u/u/ cute,
/u/u/ mule.

Teacher: Now practice in pairs. Say and spell the words.

CD4 04

Polite Vowels Exercise 1. Listen and say.

Teacher: Let's listen and say.

/A/ says /E/El/ rain, /E/El/ chain, /E/El/ train, /E/El/ snail.

/AY/ says /E/El/ day, /E/El/ hay, /E/El/ May, /E/El/ highway.

/EA/ says /i:/i:/ peach, /i:/i:/ meat, /i:/i:/ seal, /i:/i:/ read.

/EE/ says /i:/i:/ week, /i:/i:/ cheese, /i:/i:/ green, /i:/i:/ sleep.

/EY/ says /i:/i:/ monkey, /i:/i:/ donkey, /i:/i:/ money, /i:/i:/ honey.

/IE/ says /ai/ai/ pie, /ai/ai/ tie.

/OA/ says /ou/ou/ boat, /ou/ou/coat, /ou/ou/ goat, /ou/ou/ goal,
/ou/ou/ toast.

/OE/ says /ou/ou/ toe, /ou/ou/ Joe.

/OW/ says /ou/ou/ window, /ou/ou/ snow, /ou/ou/ crow.

/U/ says /u:/u:/ suit, /u:/u:/ juice.

/UE/ says /u:/u:/ glue, /u:/u:/ blue, /u:/u:/ Tuesday.

CD4 05

Exercise 2. Point and say the key words. Then listen and check.

Teacher: Let's listen and check.

/A/ says /E/El/ rain, /E/El/ chain, /E/El/ train, /E/El/ snail.

/AY/ says /E/El/ day, /E/El/ hay, /E/El/ May, /E/El/ highway.

/EA/ says /i:/i:/ peach, /i:/i:/ meat, /i:/i:/ seal, /i:/i:/ read.

/EE/ says /i:/i:/ week, /i:/i:/ cheese, /i:/i:/ green, /i:/i:/ sleep.

/EY/ says /i:/i:/ monkey, /i:/i:/ donkey, /i:/i:/ money, /i:/i:/ honey.

/IE/ says /ai/ai/ pie, /ai/ai/ tie.

/OA/ says /ou/ou/ boat, /ou/ou/coat, /ou/ou/ goat, /ou/ou/ goal,
/ou/ou/ toast.

/OE/ says /ou/ou/ toe, /ou/ou/ Joe.

/OW/ says /ou/ou/ window, /ou/ou/ snow, /ou/ou/ crow.

/U/ says /u:/u:/ suit, /u:/u:/ juice.

/UE/ says /u:/u:/ glue, /u:/u:/ blue, /u:/u:/ Tuesday.

Teacher: Now practice in pairs. Say and spell the words.

CD4 06

Vowel Digraphs and Murmuring Sounds Exercise 1. Listen and say.

Teacher: Let's listen and say.

/OU/ says /au/au/ house, /au/au/ mouse.

/OW/ says /au/au/ cow, /au/au/ brown.

/OO/ says /u/u/ book, /u/u/ cook.

/OO/ says /u:/u:/ moon, /u:/u:/ spoon.

/AU/ says /aw/aw/ August, /aw/aw/ autumn.

/AW/ says /aw/aw/ straw, /aw/aw/ strawberry.

/OI/ says /oi/oi/ coin, oi/oi/ point.

/OY/ says oi/oi/ boy, oi/oi/ toy.

/AR/ says /ar/ar/ park, /ar/ ar/ farm.

/OR/ says /or/or/ horse, /or/or/ corn.

/UR/ says /ir/ir/ turtle, /ir/ir/ purple, /ir/ir/ nurse.

/IR/ says /ir/ir/ bird, /ir/ ir/ shirt, /ir/ir/ circle.

/WOR/ says /wur/wur/ work, / wur/wur/ world.

The ending /-OR/ says /ir/ir/ doctor.

The ending /-ER/ says /ir/ir/ teacher, /-er/ says / ir/ir/ hamster.

CD4 07

Exercise 2. Point and say the key words.

Teacher: Are you ready? Let's begin.

/OU/ says /au/au/ house, /au/au/ mouse.

/OW/ says /au/au/ cow, /au/au/ brown.

/OO/ says /u/u/ book, /u/u/ cook.

/OO/ says /u:/u:/ moon, /u:/u:/ spoon.

/AU/ says /aw/aw/ August, /aw/aw/ autumn.

/AW/ says /aw/aw/ straw, /aw/aw/ strawberry.

/OI/ says /oi/oi/ coin, oi/oi/ point.

/OY/ says oi/oi/ boy, oi/oi/ toy.

/AR/ says /ar/ar/ park, /ar/ ar/ farm.

/OR/ says /or/or/ horse, /or/or/ corn.

/UR/ says /ir/ir/ turtle, /ir/ir/ purple, /ir/ir/ nurse.

/IR/ says /ir/ir/ bird, /ir/ ir/ shirt, /ir/ir/ circle.

/WOR/ says /wur/wur/ work, / wur/wur/ world.

The ending /-OR/ says /ir/ir/ doctor.

The ending /-ER/ says /ir/ir/ teacher, /-er/ says / ir/ir/ hamster.

Teacher: Now practice in pairs. Say and spell the words.

CD4 08

Consonant Digraphs Exercise 1. Listen and say.

Teacher: Listen and say. Let's begin.

/SH/ says /sh/sh/ ship, /sh/sh/ shop, /sh/sh/sheep, /sh/sh/ dish.

/CH/ says /ch/ch/ cheese, /ch/ch/ cherry, /ch/ch/ chick, /ch/ch/ lunch.

/PH/ says /ph/ph/ phone, /ph/ph/ photo, /ph/ph/ elephant, /ph/ ph/
phonics.

/WH/ says /wh/wh/ white, /wh/wh/ whale, /wh/wh/ whistle, /wh/wh/
whisker.

/TH/ says /th/th/ thermos, /th/th/ think, /th/th/ thin, /th/th/ bath.

/TH/ says /th/th/ this, /th/th/ these, /th/th/ that, /th/th/ they.

/NG/ says /ng/ng/ ring, /ng/ng/ spring, /ng/ng/ swing, /ng/ng/ wing.

/CK/ says /ck/ck/ duck, /ck/ck/ back, /ck/ck/ rock, /ck/ck/ sock.

CD4 09**Exercise 2. Point and say the key words.**

Teacher: Point to the pictures and say the key words.

Are you ready?

/SH/ says /sh/sh/ ship, /sh/sh/ shop, /sh/sh/sheep, /sh/sh/ dish.

/CH/ says /ch/ch/ cheese, /ch/ch/ cherry, /ch/ch/ chick, /ch/ch/ lunch.

/PH/ says /ph/ph/ phone, /ph/ph/ photo, /ph/ph/ elephant, /ph/ ph/ phonics.

/WH/ says /wh/wh/ white, /wh/wh/ whale, /wh/wh/ whistle, /wh/wh/ whisker.

/TH/ says /th/th/ thermos, /th/th/ think, /th/th/ thin, /th/th/ bath.

/TH/ says /th/th/ this, /th/th/ these, /th/th/ that, /th/th/ they.

/NG/ says /ng/ng/ ring, /ng/ng/ spring, /ng/ng/ swing, /ng/ng/ wing.

/CK/ says /ck/ck/ duck, /ck/ck/ back, /ck/ck/ rock, /ck/ck/ sock.

Now practice in pairs. Say and spell the words.

CD4 10**Consonant Blends****Exercise 1. Listen and say.**

Teacher: Listen and say. Let's begin.

/BL/ says /bl/bl/ block, /bl/bl/ black, /bl/bl/ blue, /bl/bl/ blanket.

/BR/ says /br/br/ brush, /br/br/ brick, /br/br/ bread, /br/br/ brown.

/CL/ says /cl/cl/ clock, /cl/cl/ cloud, /cl/cl/ clown, /cl/cl/ clap.

/CR/ says /cr/cr/ crab, /cr/cr/ crayon, /cr/cr/ crocodile, /cr/cr/ cry.

/PL/ says /pl/pl/ plant, /pl/pl/ planet, /pl/pl/ plate, /pl/pl/ play.

/PR/ says /pr/pr/ present, /pr/pr/ prize, /pr/pr/ propeller, /pr/pr/ price.

More Blends:

/FL/ says /fl/fl/ flag. /FR/ says /fr/fr/ frog. /GR/ says /gr/gr/ green.

/SN/ says /sn/sn/ snake. /SPR/ says /spr/spr/ spring.

/ST/ says /st/st/ stop.

CD4 11**Exercise 2.****Point and say the key words.**

Teacher: Point to the pictures and say the key words. Then listen and check.

Are you ready?

/BL/ says /bl/bl/ block, /bl/bl/ black, /bl/bl/ blue, /bl/bl/ blanket.

/BR/ says /br/br/ brush, /br/br/ brick, /br/br/ bread, /br/br/ brown.

/CL/ says /cl/cl/ clock, /cl/cl/ cloud, /cl/cl/ clown, /cl/cl/ clap.

/CR/ says /cr/cr/ crab, /cr/cr/ crayon, /cr/cr/ crocodile, /cr/cr/ cry.

/PL/ says /pl/pl/ plant, /pl/pl/ planet, /pl/pl/ plate, /pl/pl/ play.

/PR/ says /pr/pr/ present, /pr/pr/ prize, /pr/pr/ propeller, /pr/pr/ price.

More Blends:

/FL/ says /fl/fl/ flag. /FR/ says /fr/fr/ frog. /GR/ says /gr/gr/ green.

/SN/ says /sn/sn/ snake. /SPR/ says /spr/spr/ spring.

/ST/ says /st/st/ stop.

Now practice in pairs. Say and spell the words.

CD4 12**More Rules****Exercise 1. Listen and say.**

Teacher: Let's listen and say.

/KN/ says /n/n/ knob, /n/n/ knock, /n/n/ knee, /n/n/ knife.

/IGH/ says /ai/ai/ night, /ai/ai/ light, /ai/ai/ right.

/WR/ says /r/r/ write, /r/r/ wrist.

The ending /-LE/ says /l/l/ bubble, /l/l/ table, /l/l/ needle,

/l/l/ bottle. The ending /-TION/ says /shun/shun/ lotion,

/shun/shun/ station. The ending /-TURE/ says /chur/chur/

picture, /chur/chur/ future. The ending /-TCH/ says /ch/ch/

catch, /ch/ch/ match, /ch/ch/ sketch, /ch/ch/ switch.

CD4 13**Exercise 2. Point and say the key words.**

Teacher: Are you ready? Let's begin.

/KN/ says /n/n/ knob, /n/n/ knock, /n/n/ knee, /n/n/ knife.

/IGH/ says /ai/ai/ night, /ai/ai/ light, /ai/ai/ right.

/WR/ says /r/r/ write, /r/r/ wrist.

The ending /-LE/ says /l/l/ bubble, /l/l/ table, /l/l/ needle,

/l/l/ bottle. The ending /-TION/ says /shun/shun/ lotion,

/shun/shun/ station. The ending /-TURE/ says /chur/chur/ picture,

/chur/chur/ future. The ending /-TCH/ says /ch/ch/

catch, /ch/ch/ match, /ch/ch/ sketch, /ch/ch/ switch.

Now practice in pairs. Say and spell the words.

CD4 14**Challenge! Exercise 3. Listen and complete.**

Boy 1: Knock, knock.

Boy 2: Who's there?

Boy 1: Lettuce.

Boy 2: Lettuce who?

Boy 1: Lettuce in. It's cold out here!

Girl 1: Knock, knock.

Girl 2: Who's there?

Girl 1: Isabel.

Girl 2: Isabel who?

Girl 1: Isabel necessary on a bicycle?

CD 1 Audio Track List

Track	Unit	Student Book Section
2	1	Exercise 1. Listen and practice
3	1	Exercise 2. Ask, Listen, and Comment
4	1	Exercise 1. Listen and practice
5	1	Exercise 2. Listen and chant
6	1	Exercise 3. Listen and practice
7	1	Exercise 4. Verb Game 1
8	1	Exercise 4. Verb Game 2
9	1	Exercise 1. Listen and read
10	1	Exercise 2. Listen and circle
11	1	Exercise 4. Ordering in a Restaurant
12	1	Exercise 1. Listen, read, and practice
13	1	Exercise 2. Listen and check
14	1	Exercise 3. Listen and circle the words
15	1	Exercise 4. In the Shopping Mall
16	2	Exercise 1. Listen and practice
17	2	Exercise 2. Ask, Listen, and Comment
18	2	Exercise 1. Listen and practice
19	2	Exercise 2. Listen and chant
20	2	Exercise 3. Listen and practice
21	2	Exercise 4. Verb Game 1
22	2	Exercise 4. Verb Game 2
23	2	Exercise 1. Listen and read
24	2	Exercise 2. Practice in pairs
25	2	Exercise 3. What did they cook?
26	2	Exercise 1. Listen, point, and practice
27	2	Exercise 2. Listen and circle
28	2	Exercise 3. Listen and read
29	2	Exercise 5. A Fun Day
30	3	Exercise 1. Listen and practice
31	3	Exercise 2. Practice in pairs
32	3	Exercise 3. My School
33	3	Exercise 1. Listen and chant
34	3	Exercise 2. Ask a partner questions
35	3	Exercise 3. Listen and practice
36	3	Exercise 4. Subject Race 1
37	3	Exercise 4. Subject Race 2
38	3	Exercise 1. Listen and read
39	3	Exercise 2. Practice in pairs
40	3	Exercise 3. Listen, Match, and Present

CD 2 Audio Track List

Track	Unit	Student Book Section
2	3	Exercise 1. Listen, point, and practice
3	3	Exercise 2. Listen and complete the words
4	3	Exercise 4. My School
5	4	Exercise 1. Listen and practice
6	4	Exercise 2. Healthy Life Test
7	4	Exercise 1. Listen and chant
8	4	Exercise 2. Ask a partner questions
9	4	Exercise 3. Listen and practice
10	4	Exercise 4. Verb Game 1
11	4	Exercise 4. Verb Game 2
12	4	Exercise 1. Listen and read

13	4	Exercise 3. What's the matter?
14	4	Exercise 1. Listen, point, and practice
15	4	Exercise 2. Listen and complete the words
16	4	Exercise 3. Read and then listen
17	4	Exercise 4. Clothing Store
18	5	Exercise 1. Listen and practice
19	5	Exercise 2. Showing the Way
20	5	Exercise 1. Listen and chant
21	5	Exercise 2. Listen and practice
22	5	Exercise 3. Shopping Game
23	5	Exercise 3. What do you want?
24	5	Exercise 1. Listen and read
25	5	Exercise 2. Chant in pairs
26	5	Exercise 3. Write, Draw, and Present
27	5	Exercise 1. Listen, point, and practice
28	5	Exercise 2. Listen and number
29	5	Exercise 4. Signs
30	6	Exercise 1. Listen and practice
31	6	Exercise 2. In-Flight Ordering
32	6	Exercise 1. Listen and chant
33	6	Exercise 2. Listen and practice
34	6	Exercise 3. Travel and Do
35	3	Exercise 3. What are you going to do there?
36	3	Exercise 1. Listen and read
37	3	Exercise 3. Read, Match, and Present
38	3	Exercise 1. Can you read these words?
39	3	Exercise 2. Listen, read, and chant
40	3	Exercise 3. Holiday Postcard

CD 3 Audio Track List

Track	Unit	Workbook Section
2	1	Exercise 1. Fill in the missing words
3	1	Exercise 1. Listen and practice
4	1	Exercise 1. Listen and practice
5	1	Exercise 1. Listen and write
6	1	Exercise 1. Listen and fill in the missing words
7	1	Exercise 1. Listen and practice
8	1	Exercise 1. Listen and match pictures and letters
9	1	Exercise 1. Listen and practice
10	2	Exercise 1. Listen and match
11	2	Exercise 1. Listen and practice
12	2	Exercise 1. Listen and fill in the chart
13	2	Exercise 1. Listen and draw lines
14	2	Exercise 1. Fill in the missing words
15	2	Exercise 1. Listen and practice the opinions
16	2	Exercise 1. Listen, match, and practice
17	2	Exercise 1. Listen and complete the missing words
18	3	Exercise 1. Listen and practice
19	3	Exercise 2. Listen and write
20	3	Exercise 1. Listen and fill in the missing words
21	3	Exercise 1. Fill in the missing words

22	3	Exercise 1. Fill in the missing words
23	3	Exercise 1. Write
24	3	Exercise 1. Listen and circle the words you hear
25	3	Exercise 2. Answer the questions
26	4	Exercise 1. Listen and match with the pictures
27	4	Exercise 3. Listen and then write
28	4	Exercise 1. Listen and check the correct box
29	4	Exercise 2. Listen and fill in the chart
30	4	Exercise 1. Listen and fill in the missing words
31	4	Exercise 1. Listen and match
32	4	Exercise 1. Listen and match
33	4	Exercise 2. Listen and fill in the missing words
34	5	Exercise 1. Listen and fill in the missing words
35	5	Exercise 1. Listen and draw
36	5	Exercise 1. Listen and match
37	5	Exercise 1. Listen and fill in the missing words
38	5	Exercise 1. Listen and practice
39	5	Exercise 2. Listen and fill in the missing words
40	5	Exercise 1. Listen and fill in the missing letters
41	5	Exercise 1. Listen and match
42	6	Exercise 1. Listen and practice
43	6	Exercise 1. Listen and practice
44	6	Exercise 1. Listen and match with the pictures
45	6	Exercise 1. Listen and draw lines
46	6	Exercise 1. Listen and fill in the missing words
47	6	Exercise 1. Answer the questions
48	6	Exercise 1. Listen, find, and circle
49	6	Exercise 1. Listen and read

CD 4 Audio Track List

Track	Unit	Phonics Practice
2	1	Exercise 1. Listen and say
3	1	Exercise 2. Point and say the key words
4	2	Exercise 1. Listen and say
5	2	Exercise 2. Point and say the key words
6	3	Exercise 1. Listen and say
7	3	Exercise 2. Point and say the key words
8	4	Exercise 1. Listen and say
9	4	Exercise 2. Point and say the key words
10	5	Exercise 1. Listen and say
11	5	Exercise 2. Point and say the key words
12	6	Exercise 1. Listen and say
13	6	Exercise 2. Point and say the key words
14	6	Exercise 3. Listen and complete

Grade 6 Objectives We Can 5 and 6

By the end of grade six and within the assigned structure and vocabulary students will be able to:		Semester 1 page number	Semester 2 page number
1	Recognize and produce the consonant sound /f/ (ph /f/ as in "photo", gh /f/ as in "laugh").	41	16 (f, ph, gh)
2	Recognize and differentiate between the endings of third person singular Present Simple (/s/ as in "walks", /z/ as in "reads", /ɪz/ as in "teaches").	48	
3	Recognize and produce long vowels (ea /i:/ as in "teacher", ee /i:/ as in "tree", /aɪ/ as in "rice", /aɪ/ as in "pie", /eɪ/ as in "play", /eɪ/ as in "train").	8 (ea, ee, i_e, ie, ai, ay)	48
4	Recognize and produce some English digraphs (oa /əʊ/ as in "goat" and ow /əʊ/ as in "yellow", ou /aʊ/ as in "mouth" and ow /aʊ/ as in "brown", ow /əʊ/ as in "window" and ow /aʊ/ as in "town", /eə/ ere as in "where", air as in "hair", and ear as in "wear").	16 (oa, ow, ou), 17 24 (ere, air, ear)	
5	Recognize and produce some English digraphs (/ɔɪ/ as in "oil" and "toy").	24	
6	Recognize and produce long vowels and the schwa sound (/ɑ:/ as in "car", /ɔ:/ as in "forty", /ə/ as in "brother").	32 (ar, or, er), 33,	
7	Recognize and produce long vowels (/ju:/ as in "huge" and as in "barbecue", /ɜ:/ as in "purse" and as in "bird").		32 (ur, ir) 40 (u_e, ue), 48
8	Recognize and produce consonant endings: (/nk/ as in "bank", /ŋ/ as in "spring", /k/ as in "clock", /nd/ as in "sand", /nt/ as in "tent").	40 (nk, ng, ck)	8 (nd, nt)
9	Recognize and produce the consonant blend (/sk/ as in "skate", "square" and "scarf").		24 (sc, sk, sq), 48
10	Recognize the silent gh as in "night" and the silent k as in "knee".	48 (kn, gh)	
11	Ask questions using <i>What, Who, Where, Why, Whose</i> .	2, 3, 5, 7, 9, 10, 18, 19, 26, 31, 34, 35, 37, 42, 43, 44, 45, 47	10, 11, 18, 20 (<i>which</i>), 34, 35, 42, 43, 47
12	Identify countable and uncountable nouns (<i>some, any</i>) and ask and answer about quantity using <i>How much</i> and <i>How many</i> .		6, 7, 15, 18, 33, 36, 37, 47
13	Identify and talk about family and friends using the verb <i>to be</i> (affirmative, negative, questions, short answers), the verb <i>to have</i> and possessive adjectives, <i>can/can't</i> .	2, 3, 4, 6, 7, 9, 19, 21, 23, 43	10, 12 (<i>was/were</i>), 17, 20, 18, 47
14	Tell the time (<i>o' clock, half past, a quarter to, a quarter past</i>).	34, 35, 37, 38, 39	
15	Talk about everyday activities using the Present Simple (affirmative, negative, questions, short answers) and adverbs of frequency (<i>always, sometimes, never</i>).	20, 21, 26, 27, 28, 29, 30, 31, 34, 35, 36, 38, 39	18, 19, 27, 30, 31
16	Talk about occupations.	42, 43, 44, 45, 46, 47	
17	Talk about activities happening at the moment of speaking using the Present Progressive (affirmative, negative, questions, short answers).	31	

Grade 6 Objectives We Can 5 and 6

18	Talk about sports and household chores.	18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31	10, 11
19	Describe location (<i>on, in, under, next to, between, opposite, in front of, behind</i>).	2, 3, 4, 8, 9, 10, 17, 18, 19, 20, 23, 24, 27 (<i>at home/school</i>), 30 (<i>by the fire</i>), 32	32, 34, 35, 38, 39, 44, 46
20	Talk about possession using possessive pronouns (<i>mine, yours, his, hers</i>), <i>Whose</i> and the Possessive Case (<i>'s</i>).	5, 17	47, 48
21	Talk about different items in a house using <i>There is/ There are</i> .	25 (<i>there is with objects</i>)	19, 25 (<i>school</i>), 38, 39
22	Identify and talk about food.	8, 30 (<i>more food items spread throughout</i>)	6, 7, 14, 15, 28, 31, 43, 47
23	Order at a restaurant using <i>I'd like</i> .	(<i>I'd like to ... p.25</i>)	7, 43
24	Give directions.		34, 35
25	Talk about rules using the imperative.		23, 41, 73, 91
26	Use subject and object personal pronouns (<i>I, you, he, etc. / me, you, him, etc.</i>).	2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 15, 18, 19, 20, 21, 23, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 41, 43, 44, 45, 46, 47	2, 3, 4, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 22, 31, 33, 35, 36, 42, 43, 44, 67 (activities through pages 52–99)
27	Identify places in a town using the Past Simple of the verb <i>to be</i> .		(places:) 34, 35, 36, 37 (<i>was/were</i>) 10, 12, 14, 20, 22, 47
28	Talk about the different times of the day (<i>in the afternoon, in the evening</i>).	31, 34	28, 29, 31, 32, 40
29	Use prepositions of time (<i>in, on, before, at, after</i>).	31, 34, 35, 38, 39, 49	2, 3, 17, 18, 19, 20, 43
30	Talk about the past and describe past experiences using the Past Simple of the verb <i>to be</i> and <i>There was/There were/There wasn't/There weren't</i> .		10, 12, 14, 20, 22, 38, 39, 47
31	Talk about past activities and events (Past Simple of regular and irregular verbs).	34, 35, 36	2, 3, 4, 5, 10, 11, 12, 13, 14, 15, 17, 20, 22, 28, 29, 31, 32, 49
32	Make comparisons, e.g. people, animals, using the comparative and superlative form.	12, 14, 15	47
33	Talk about future plans using <i>going to</i> .		42, 43, 44
34	Use conjunctions (<i>because, and, but</i>).	25	6, 9, 14-17, 22, 25, 28, 30, 31, 35-39, 46, 48
35	Use intensifiers (<i>so, very</i>).	15, 23	11, 13, 14, 17, 23, 27, 47
36	Follow a simple text while listening to the audio recording.	Please note that all texts, i.e. dialogues, rhymes, passages, etc. are on audio allowing students to listen and read along or listen and follow. SB: 2, 4, 6, 10, 12, 14, 15, 17, 22, 23, 25, 27, 30, 31, 38, 43, 44, 46, 49	Please note that all texts, i.e. dialogues, rhymes, passages, etc. are on audio allowing students to listen and read along or listen and follow. SB: 2, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 19, 20, 22, 23, 25, 30, 31, 32, 36, 38, 39, 47, 48, 49
37	Understand the main idea and/or basic information in short monologues or dialogues.	2, 3, 4, 5, (6), 7, 9, (12), 13, (14), (22), 25, 26, (30), 35, 37, (38), 43, (44), 45, (46), 47	2, 3, 7, 11, 14, 15, 18, 19, 31, 32, 33, 34, 35, 38, 42, 43, 47, 48, 49
38	Read and count cardinal numbers to 1,000.	49	
39	Read and comprehend simple sentences and simple texts.	throughout We Can 5 e.g. 2, 4, 5, 6, 7, 11, 12, 14, 15, 17, 19, 21, 22, 23, 25, 27, 28, 31, 39, 44, 45, 47	throughout We Can 6 e.g. 2, 3, 6, 7, 9, 11, 15, 16, 20, 23, 26, 27, 31

Grade 6 Objectives We Can 5 and 6

40	Read simple illustrated stories.	2, 4, 7, 15, 17, 23, 30, 31, 38, 44, 46,	2, 3, 7, 9, 10, 14, 15, 17, 18, 22, 26, 30, 32, 33, 36, 38, 42, 43, 44, 46, 47
41	Recognize basic rules of punctuation.	Writing and copying tasks in pages 52–99	Writing and copying tasks in pages 3-50
42	Understand the main idea and specific information in short simple texts.	2, 4, 6, 7, 12, 15, 17, 23, 25, 27, 30, 31, 38	
43	Associate verbal with visual information.	3, 4, 5, 7, 8, 13, 15, 16, 17, 24, 31, 32, 37, 39, 45, 48	2, 4, 7, 8, 9, 10, 12, 14, 15, 16, 17, 18, 20, 22, 24, 26, 28, 30, 31, 32, 33, 34, 36, 38, 40, 41, 42, 43, 44, 46, 47, (5-50, activities with photos and pictures)
44	Apply basic rules of punctuation (e.g. use capital letters, full stops, question marks, exclamation marks).	Writing tasks through pages WB	Writing tasks: e.g. 6, 17, 19, 24, 25, 40, 47
45	Write short simple words/phrases to complete a paragraph.		16, 19, 24, 47
46	Write simple sentences to convey personal information.	Throughout various WB pages	6, 25, 49
47	Write short answers to simple questions.	Throughout various WB pages	Throughout various WB pages
48	Use the definite and indefinite article (<i>a, an, the</i>).	6, 7, 10, 12, 14, 15, 17, 42, 44, 46	3, 4, 10, 12, 14, 17, 18, 20, 22, 25, 31, 32, 34, 35, 36, 38, 39, 44, 46, 47, 48 (and writing tasks)
49	Link ideas with <i>and, then</i> .	4, 6, 15, 30, 31, 38	e.g. 17, 46

الحد الأدنى	By the end of grade six students will be able to:	الفترة Session				الرمز Code
		الأولى 1 st	الثانية 2 nd	الثالثة 3 rd	الرابعة 4 th	
×	Recognise and produce the consonant sound for <i>ph</i> as in "photo", <i>gh</i> as in "laugh".			√		1/7/6
×	Recognise and differentiate between the sounds of the <i>s</i> or <i>es</i> endings of third person singular Present Simple, as in "walks", as in "reads" and as in "teaches".		√			2/7/6
×	Recognise and produce long vowels: <i>ea</i> as in "teacher", <i>ee</i> as in "tree", <i>i_e</i> as in "rice", <i>ie</i> as in "pie", <i>ay</i> as in "play", <i>ai</i> as in "train".	√				3/7/6
×	Recognise and produce some English digraphs: <i>oa</i> as in "goat" and <i>ow</i> as in "yellow", <i>ou</i> as in "mouth" and <i>ow</i> as in "brown", <i>ow</i> as in "window" and <i>ow</i> as in "town", <i>ere</i> as in "where", <i>air</i> as in "hair" and <i>ear</i> as in "wear".	√				4/7/6
×	Recognise and produce some English digraphs: <i>oi</i> as in "oil" and <i>oy</i> as in "toy".	√				5/7/6
×	Recognise and produce long vowels and the <i>schwa</i> sound as in "car", as in "forty", as in "brother".		√			6/7/6
×	Recognise and produce long vowels: <i>u</i> as in "huge" and <i>ue</i> as in "barbecue", <i>ur</i> as in "purse" and <i>ir</i> as in "bird".				√	7/7/6
	Recognise and produce consonant endings: <i>nk</i> as in "bank", <i>ng</i> as in "spring", <i>ck</i> as in "clock", <i>nd</i> as in "sand", <i>nt</i> as in "tent".		√	√		8/7/6
	Recognise and produce the consonant blends: <i>sk</i> as in "skate", <i>sq</i> as in "square" and <i>sc</i> as in "scarf".			√		9/7/6
×	Recognise the silent <i>gh</i> as in "night" and the silent <i>k</i> as in "knee".		√			10/7/6
×	Ask questions using What, Who, Where, Why, Whose.	√	√	√	√	11/7/6
×	Identify countable and uncountable nouns (some - any) and ask and answer about quantity using <i>How much</i> and <i>How many</i> .			√		12/7/6
×	Identify and talk about family and friends using the verb <i>to be</i> (Affirmative, Negative, Questions, Short Answers), the verb <i>to have</i> and possessive adjectives, <i>can/can't</i>	√				13/7/6
×	Tell the time (o' clock, half past, a quarter to, a quarter past).		√			14/7/6
×	Talk about everyday activities using the Present Simple (Affirmative - Questions - Short answers - Negative) and adverbs of frequency (always, sometimes, never).		√	√		15/7/6
×	Talk about occupations.		√			16/7/6
×	Talk about activities happening at the moment of speaking using the Present Progressive (Affirmative - Negative - Questions - Short answers).		√			17/7/6
×	Talk about sports and household chores.	√	√			18/7/6
×	Describe location (on, in, under, next to, between, opposite, in front of, behind).			√	√	19/7/6
×	Talk about possession using possessive pronouns (mine, yours, his, hers), <i>Whose</i> and the Possessive Case ('s).	√				20/7/6
×	Talk about different items in a house using <i>There is / There are</i> .	√		√		21/7/6
×	Identify and talk about food.			√		22/7/6
	Order at a restaurant using <i>I'd like</i> .	√		√	√	23/7/6
	Give directions.				√	24/7/6
×	Talk about rules using the imperative.			√	√	25/7/6
	Use subject and object personal pronouns (I, you, he, etc. / me, you, him, etc.).	√	√	√	√	26/7/6
×	Identify places in a town using the Past Simple of the verb <i>to be</i> .				√	27/7/6
×	Talk about the different times of the day (in the afternoon, in the evening).		√	√	√	28/7/6
	Use prepositions of time (in, on, before, at, after).		√	√	√	29/7/6
×	Talk about the past and describe past experiences using the Past Simple of the verb <i>to be</i> and <i>There was / There were / There wasn't / There weren't</i> .			√	√	30/7/6
	Talk about past activities and events (Past Simple of regular and irregular verbs).		√	√	√	31/7/6
	Make comparisons, e.g. people, animals, using the comparative and superlative form.	√				32/7/6
	Talk about future plans using <i>going to</i> .				√	33/7/6
	Use conjunctions (because, and, but).	√	√	√	√	34/7/6
	Use intensifiers (so, very).	√		√	√	35/7/6
×	Follow a simple text while listening to the audio recording.	√	√	√	√	36/7/6
	Understand the main idea and/or basic information in short monologues or dialogues.	√	√	√	√	37/7/6
×	Read and count cardinal numbers to 1000.		√			38/7/6
×	Read and comprehend simple sentences and simple texts.	√	√	√	√	39/7/6
×	Read simple illustrated stories.		√	√	√	40/7/6
×	Recognise basic rules of punctuation.	√	√	√	√	41/7/6
	Understand the main idea and specific information in short simple texts.	√	√	√	√	42/7/6
	Associate verbal with visual information.	√	√	√	√	43/7/6
×	Apply basic rules of punctuation (e.g. use capital letters, full stops, question marks, exclamation marks).	√	√	√	√	44/7/6
×	Write short simple words/phrases to complete a paragraph.	√	√	√	√	45/7/6
×	Write simple sentences to convey personal information.	√	√	√	√	46/7/6
×	Write short answers to simple questions.	√	√	√	√	47/7/6
×	Use the definite and indefinite article (<i>a/an/the</i>).	√	√	√	√	48/7/6
	Link ideas with <i>and, then</i> .	√	√	√	√	49/7/6

