

المملكة العربية السعودية

Kingdom of Saudi Arabia

رؤية ٢٠٣٠



المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA



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Ministry of Education

English Language
Elementary Stage
Fifth Elementary Grade
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اللغة الإنجليزية
المرحلة الابتدائية
الصف الخامس الابتدائي
الفصل الدراسي الثاني

WE CAN!

KSA Edition

4

كتاب الطالب و التمارين

**STUDENT'S BOOK
AND
WORKBOOK**



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WE CAN!

STUDENT'S BOOK

4

Yoko Matsuka and Glenn McDougall





We Can! Student's Book 4

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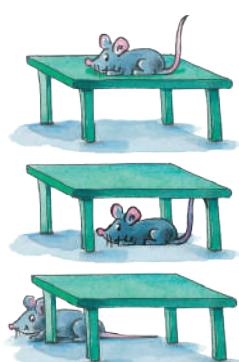
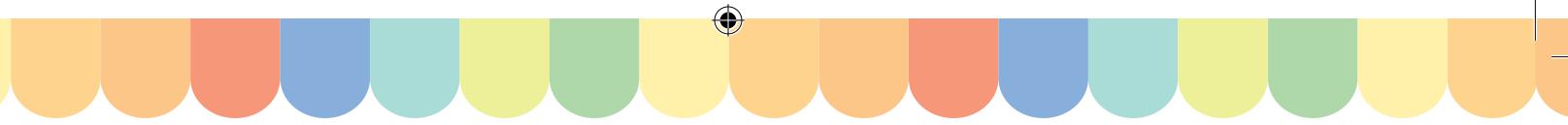
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Student's Book

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Unit 1 Wild Animals

Talk Time

1 Listen and point.



2 Practice the talks in pairs.

3 Act out the talks in pairs.



Fun Time!

4

Find the Animal



CD1 03

Listen to the teacher and look for the animal.
Say the letter.



I Can ...

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



Rhythms and Listening

- 1 Chant and mime.

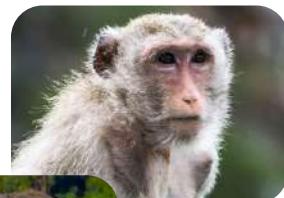


Animal Chant

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

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

... a monkey, by the toes!



... an elephant, by the trunk!



... an elephant, by the trunk!



... a tiger, by the tail!

... a tiger, by the tail!

... a snake, by the head!



... a snake, by the head!

... a bear, by the nose!



... a bear, by the nose!

Sounds and Letters

- 2 Listen, say, and match.



o

octopus



fox



o_e

rose



rope



Fun Time!

3

What Animal Is This? Game

Listen and guess.



I Can ...

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



Advice Time

The early bird catches the worm.

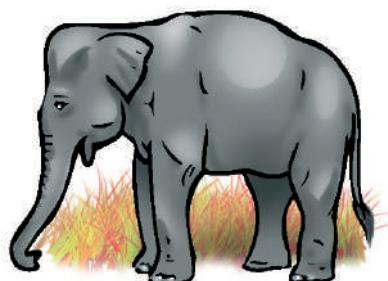


Words in Action

1 Listen, point, and say.



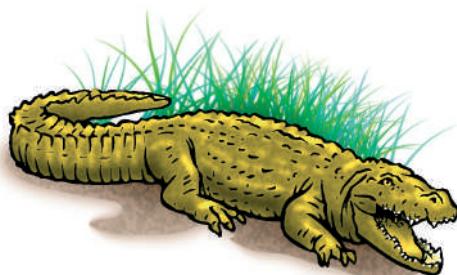
CD1 07



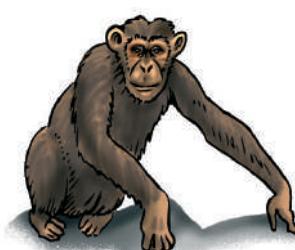
1. Elephants ...
are big.
have trunks.



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



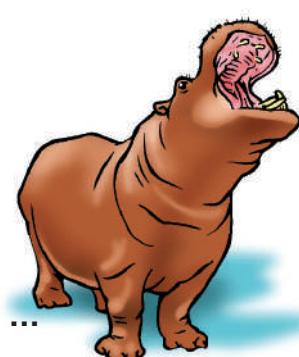
3. Crocodiles ...
are scary.
have big teeth.



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



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



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

2 Practice the sentences in pairs.

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





Fun Time!

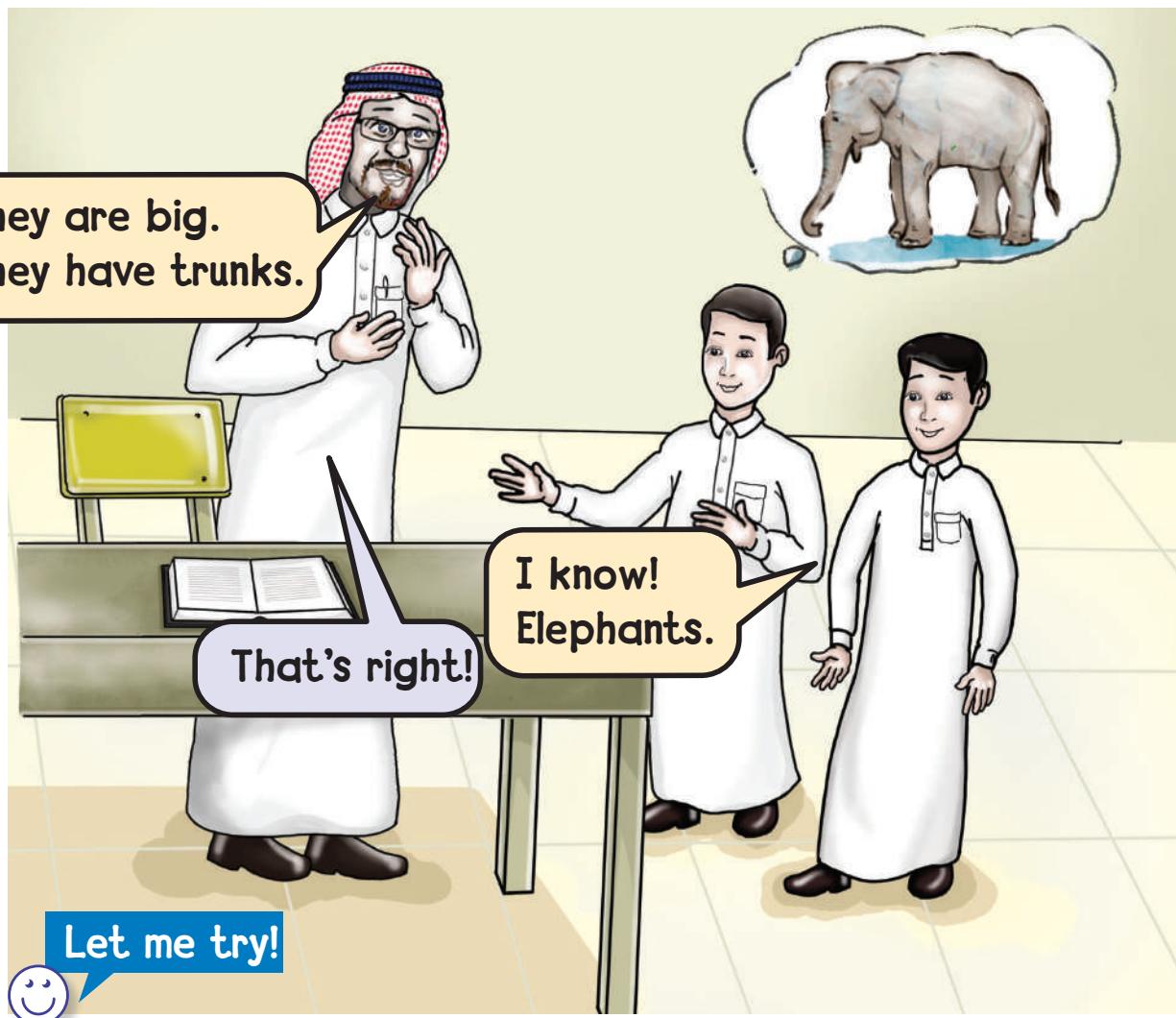
3

Animal Two Hints Game



CD1 08

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



I Can ...

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



GOAL 05



GOAL 06



Now go to page 42

Phonics

Sounds and Letters

1

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



1 /e/



head

2 /ɪ/



read



feather



peach



meat



bread

2

Listen, point, and say. Then match with u or u_e.



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



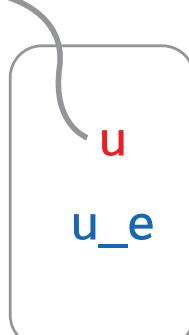
cup



cube



uniform



bus



duck



huge



3

Listen, say, and match.



food



foot

book



moon

boot



cook



4

Read and number. Then listen and check.



CD1 12

1 /z/



arms

2 /s/



trunks

3 /ɪz/



noses

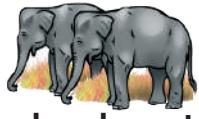
1



hippos

crocodiles

snakes



elephants



dresses



faces

Fun Time!

5

Phonics Race



CD1 13

Say and mime words in pairs.
Use these letters.
o o_u ea u
u_e oo

o_e says rose ...

o says hot ...



I Can ...

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



Now go to page 43

Unit 2 From Here to There

Talk Time

1 Listen and point.



2 Practice and act out the talks in pairs.



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

station step stop

Walk straight two ____eps
and ____op!



Fun Time!

4

Which Way Are You Looking?

Close your eyes and try to follow.



CD1 16



I Can ...

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



Rhythms and Listening

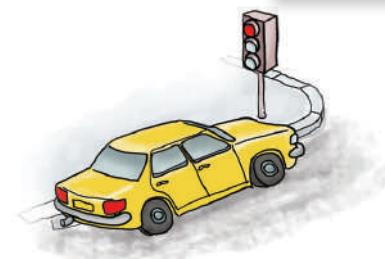
1

Chant and do the actions.



CD1 17

When You See a Red Light



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

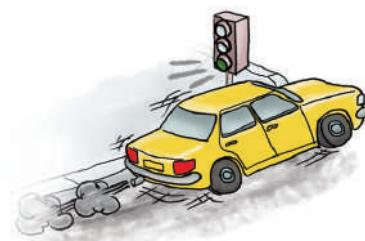
When you see a red light, stop, stop, stop.

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



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

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



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

Sounds and Letters

2

Listen, say, and number. Then write the missing letters.



CD1 18

ship



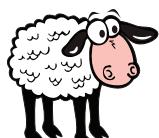
chip



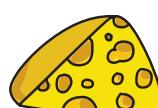
slip



_____eep



_____eese



_____eep



Fun Time!

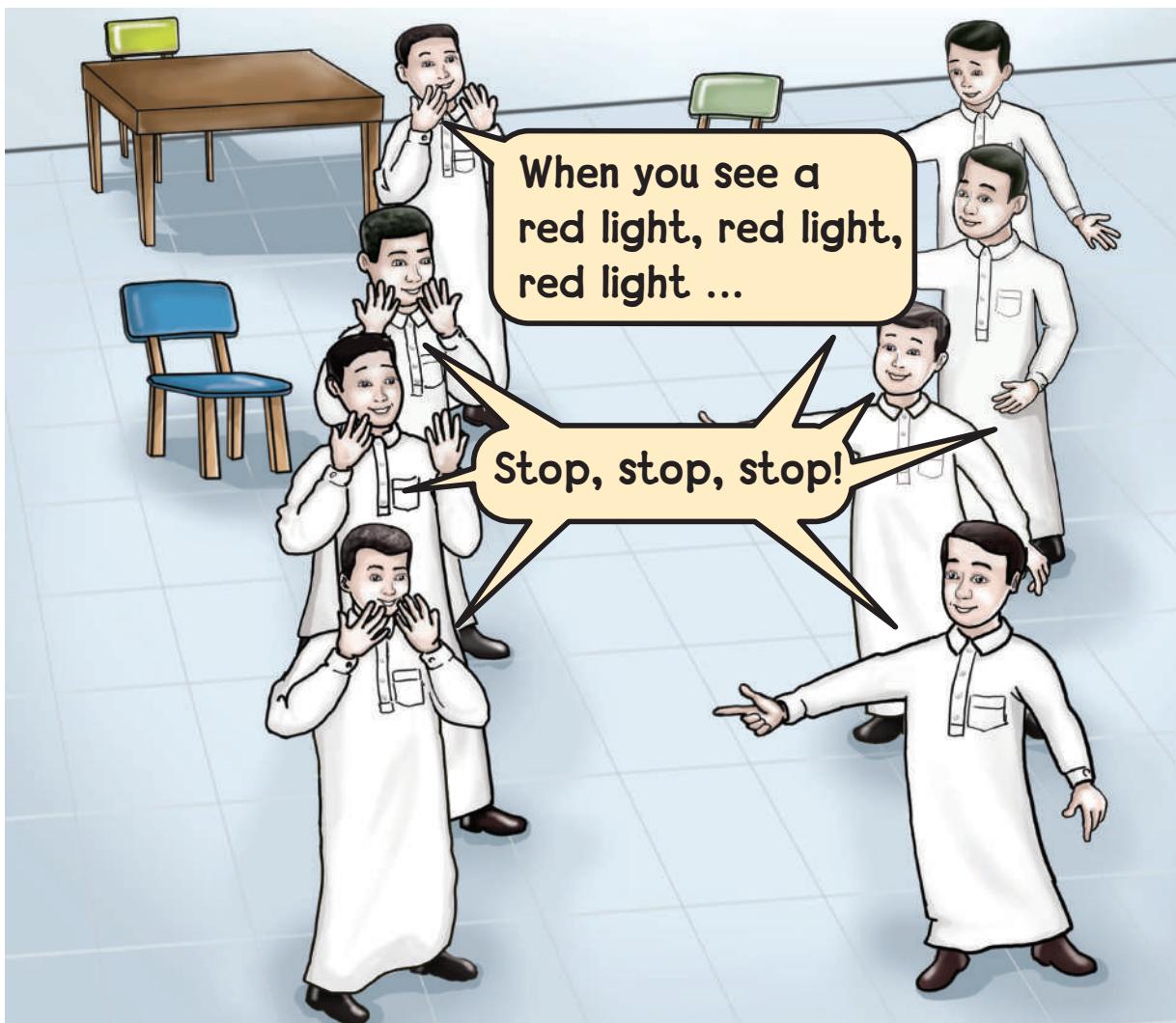
3

Traffic Signal Game

Listen to the leader and say what to do.



CD1 19



I Can ...

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



Now go to page 44

13

Unit 2

Words in Action

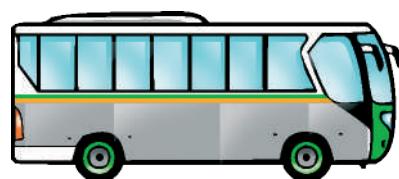
1

Listen, point, and say.

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



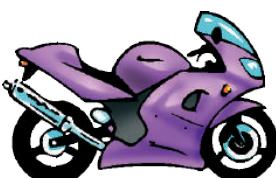
1. truck



2. bus



3. train



4. motorbike



5. car



6. bicycle



7. taxi



8. police car



9. ambulance

2

Practice the words in pairs. Then race your partner.



Fun Time!

3

Take a Trip!



CD1 22

Listen and trace with your finger from each place to the next to complete your trip. Where do you end up?



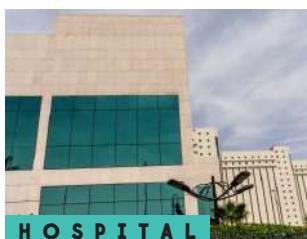
AIRPORT



SPACE STATION



MOON



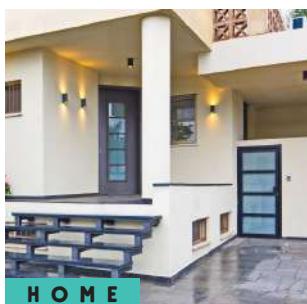
HOSPITAL



TRAIN STATION



TAXI STAND



HOME



SCHOOL

Take a bus.



I Can ...

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



GOAL 13



GOAL 14



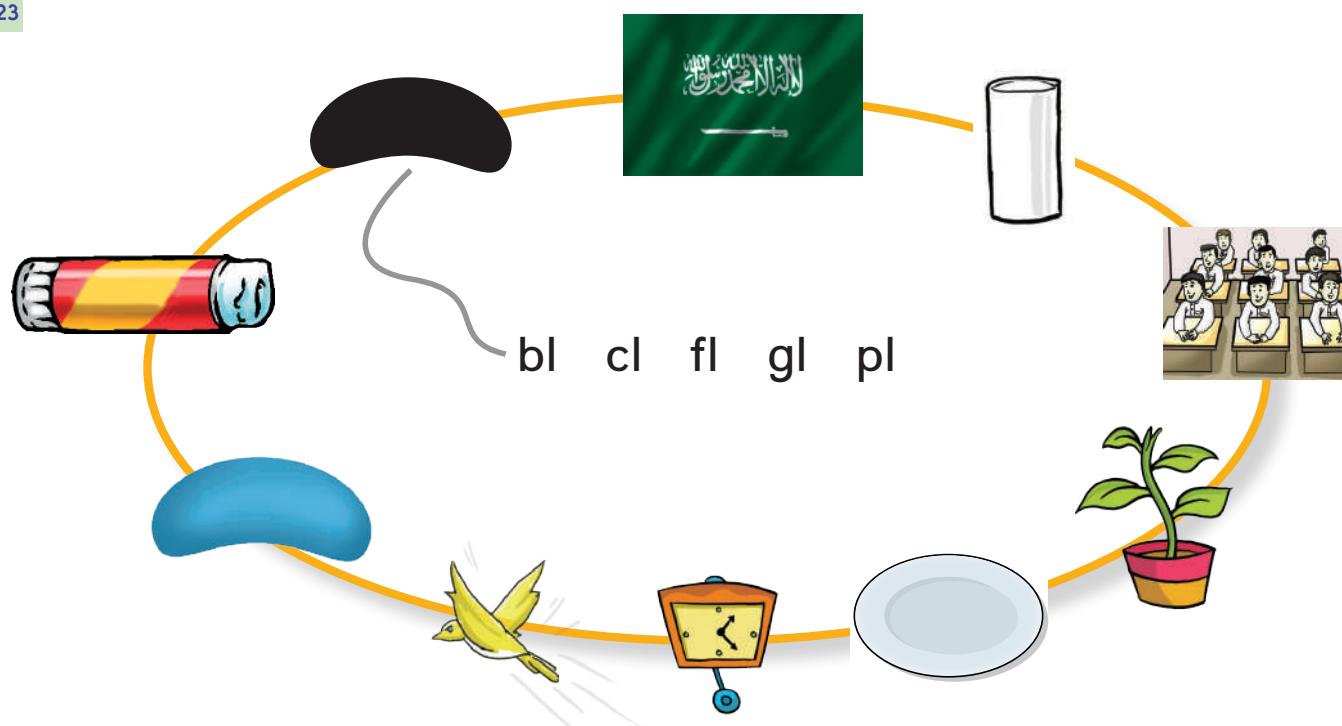
Now go to page 45

Phonics

Sounds and Letters

1

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



- | | | | |
|-----------|-----------|----------|-----------|
| 1. ___ack | 2. ___ass | 3. ___ag | 4. ___ant |
| 5. ___ock | 6. ___ue | 7. ___y | 8. ___ate |

Advice Time

Ask and you'll never be lost.



Fun Time!

2

Picture Puzzle



CD1 24

Write five words from the photos.

1. b _____ 2. b _____ 3. p _____

4. c _____ 5. b _____



I Can ...

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



Now go to page 46

17

Unit 2

Unit 3 My House

Talk Time

1

Listen and point.



Yes, please.

Hello.

Welcome to our house.
Would you like to come in?



I'll show you around.

Thanks.

This is the living room.

2

Practice the talks
in pairs.

3

Act out the talks
in pairs.



Remember the Big Four



Fun Time!

4

An Old House



CD1 26

Listen and find one thing
in each room.



6. living room

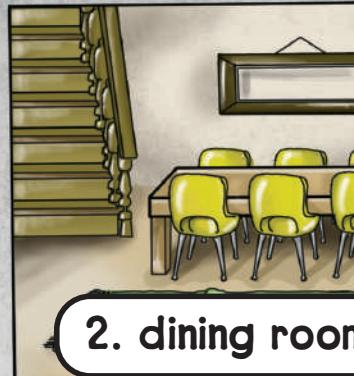


5. bedroom

4. bathroom



3. kitchen



2. dining room

1. front door

Here it is!

I found it!



I Can ...

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



GOAL 17



GOAL 18



Rhythms and Listening

1

Chant and point.

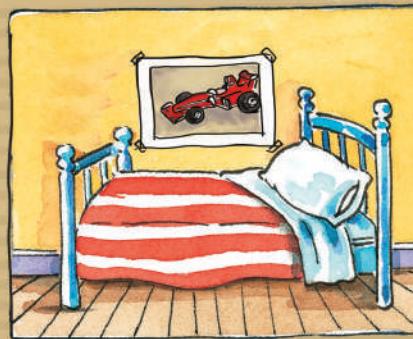
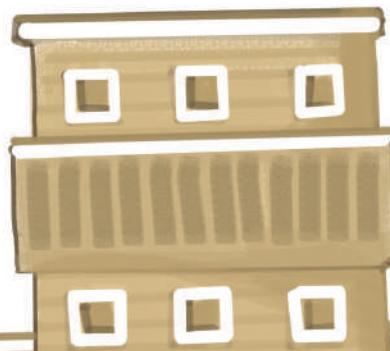


Where's the Boy?

Where's ...?



In the ...



Sounds and Letters

2

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



prize



fries



present



frog

My friend is eating ____ies.



Fun Time!

3 Where? Relay

Don't forget to repeat "Where?"



CD1 29

Grammar Toolbox

He is = He's

She is = She's

Where is = Where's



I Can ...

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



Now go to page 47

Words in Action

1

Listen, point, and say.



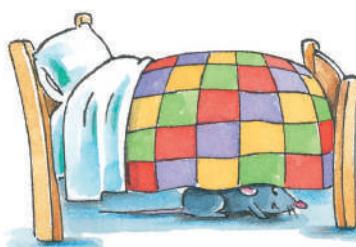
CD1 30

The **mouse** is **on** the **chair**.



The **mouse** is **in** the **cupboard**.

The **mouse** is **under** the **bed**.



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



The **mouse** is **behind** the **table**.

Sounds and Letters

2

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



CD1 31



cloud



mouse



house



mountain

The m__se is in the h__se.



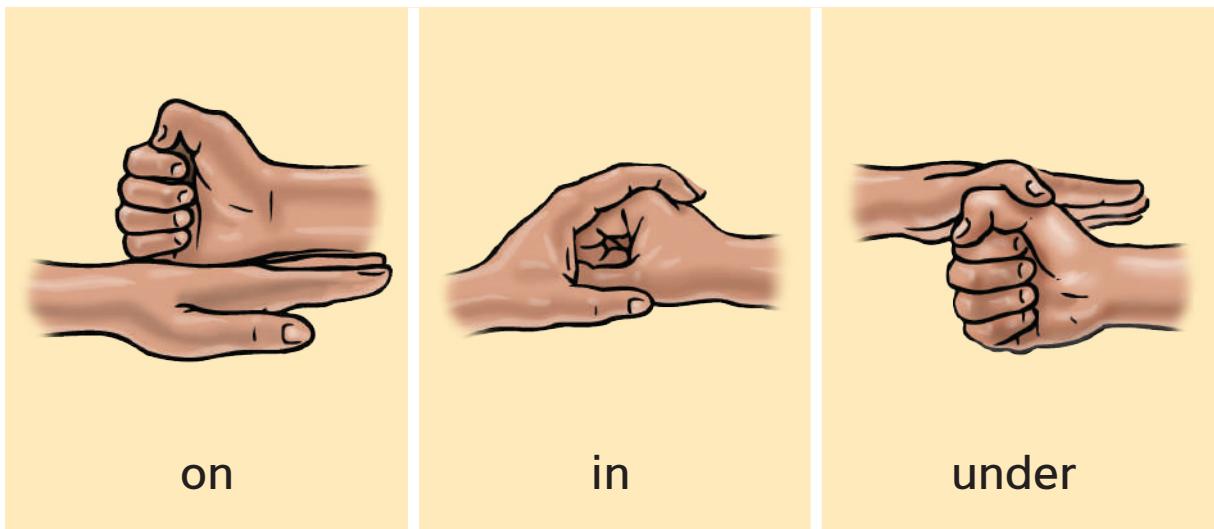


Fun Time!

3

Two Hands Game

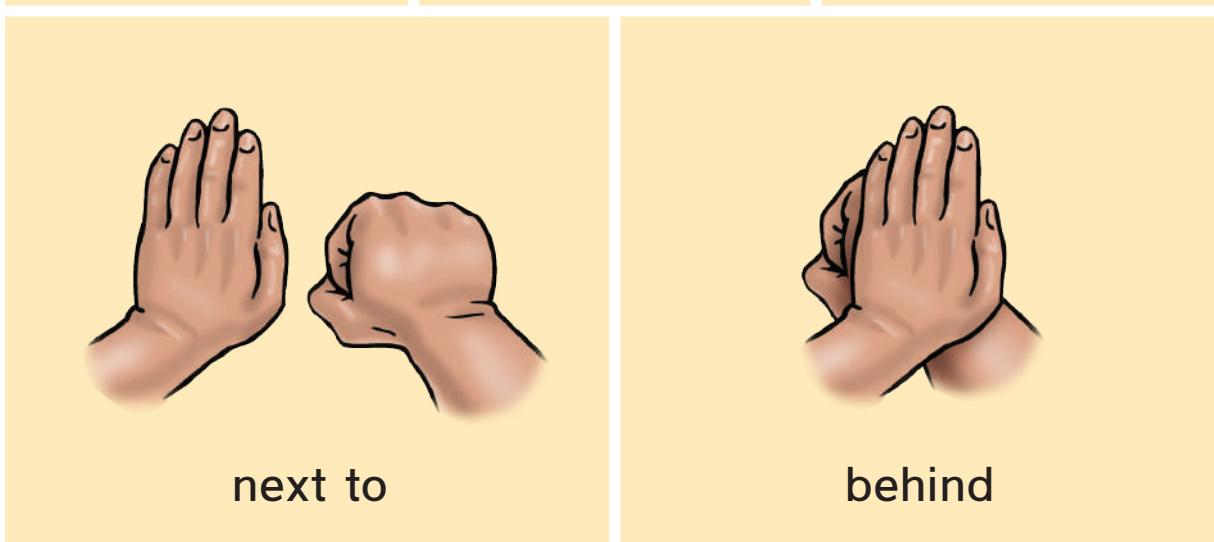
Listen and move your hands.



on

in

under



next to

behind



I Can ...

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



GOAL 21

GOAL 22



Now go to page 48

23

Unit 3

Phonics

1

Read and color o and u.



CD1 33

The Ox Story

An ox sat on a box. He had fun in the sun. He was hot. He sat under a tree. Then he was not hot.



2

Listen and spell.



CD1 34

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



Fun Time!

3

Speed-reading



CD1 35

Make pairs. Read together and clap.

dot
not
hot



ox
fox
box



nut
but
cut



sun
fun
run



I Can ...

- say the spelling of two three-letter words.
- read the three-letter word speed-reading list by myself.



Advice Time

You can buy a house but not a home.



Now go to page 49

Unit 4 My Things

Talk Time

1 Listen and point.



Sure. Here you go.

Can I have some candy?

Let's count them.

How many
are there?

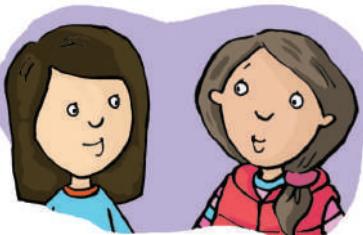
Great! Thanks.

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

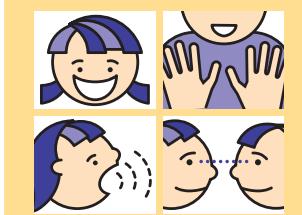
That's a lot!

2 Practice the talks in pairs.

3 Act out the talks in pairs.



Remember the Big Four



Fun Time!

4

Word Hunt

When you get a row
of letters, shout “Row!”

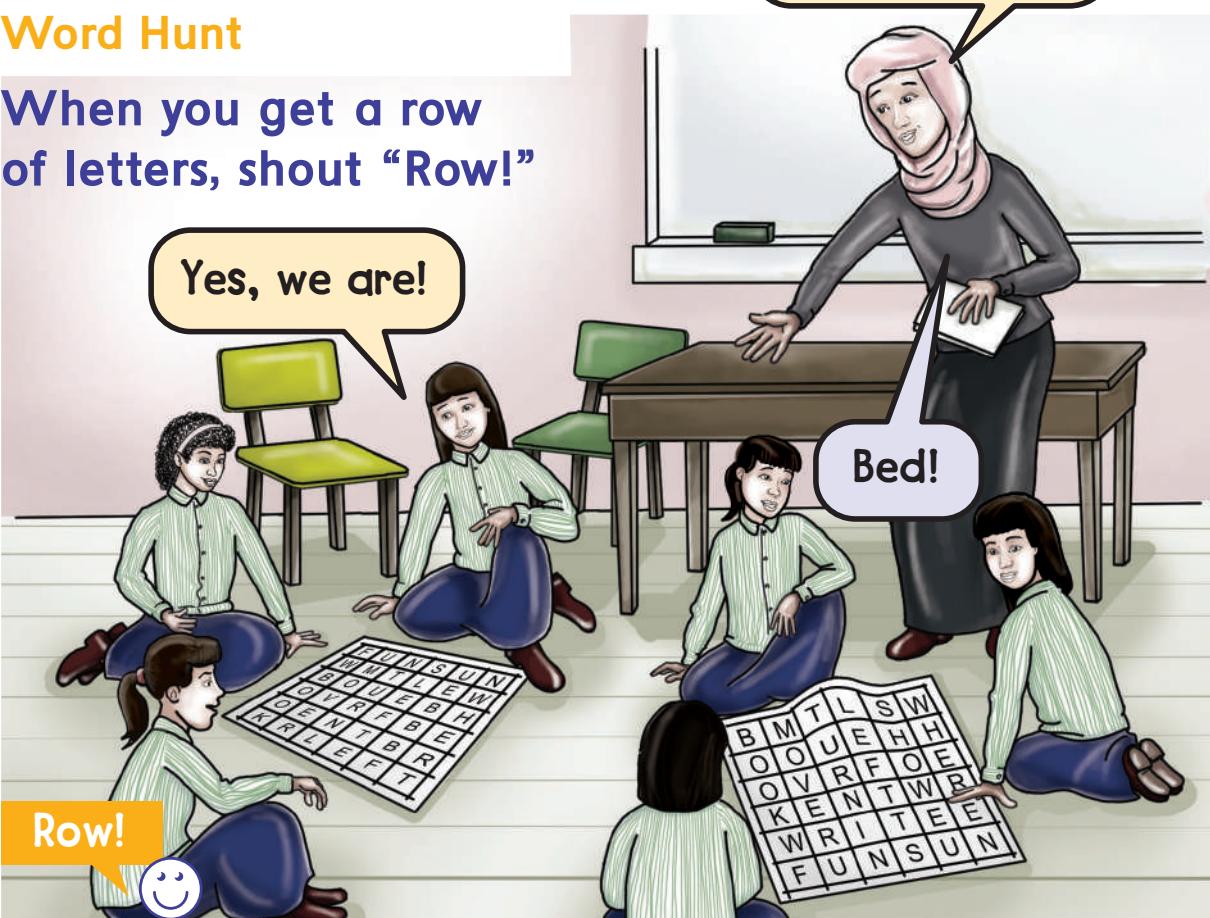


CD1 37

Are you ready?

Yes, we are!

Bed!



I Can ...

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

GOAL 25

GOAL 26

Advice Time

Let the baker bake your bread even if he eats half of it.



Rhythms and Listening

1

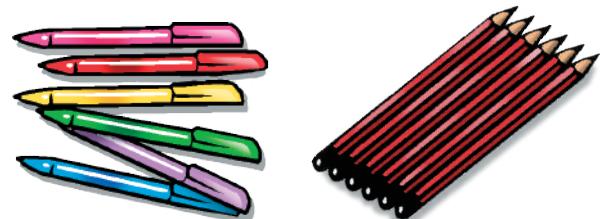
Chant and point.



CD1 38

Things on My Desk

Pens and pencils,



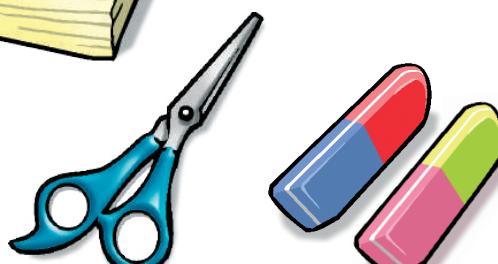
Pens and pencils.

Paper and glue,



Paper and glue.

Scissors and erasers,



Scissors and erasers.

Candy for you,



Candy for you.

Sounds and Letters

2

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



CD1 39



smile



snail



small



snack

____ails are ____all and quiet.



Fun Time!

3

Borrowing Things Relay

Ask to borrow things.



Can I use your scissors?

Here you go.

Can I use
your eraser?

Here you go.

Let's do it again!



I Can ...

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



GOAL 27

GOAL 28

Words in Action

1

Listen, point, and say.



1. a comic book



What's this?
It's ...

What are these?
They're ...

2. comic books



3. an MP3 player



4. MP3 players



5. a wallet



6. wallets



7. a watch



8. watches



2

Practice the sentences. Play the Copycat Game.

What's this? It's a wallet.

What's this? It's a wallet.

What are these?
They're wallets.

What are these?
They're wallets.



Fun Time!

3 Pointing Race

Point faster than your partner.

Singular



Plural



I was first!



I Can ...

- follow the teacher and play the Copycat Game.
- ask “What’s this?” or “What are these?”



Now go to page 50

Phonics

1

Listen, say, and number 1 or 2. Then write the missing letters.



CD1 43

1 /sp/



spider

2 /sw/



sweater



—ring

—ort

2 —ing

—an

2

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



CD1 44

A Funny Day

A fat cat sat on a mat.



A fat hen sat on a pen.



A fat fox sat in a box.



And a fat bug sat on a rug.





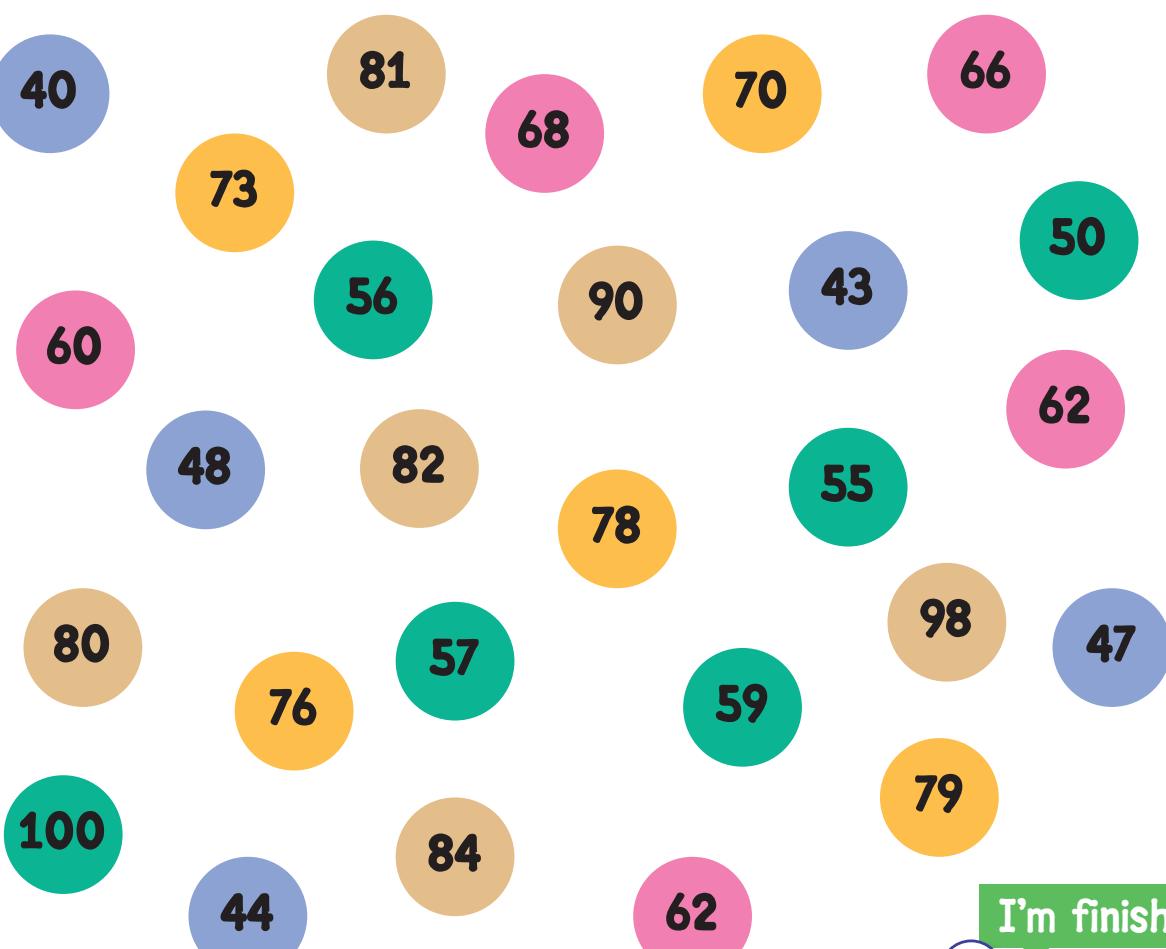
Fun Time!

3

Find the numbers and draw lines.



Listen, count, and say the missing numbers. Then play with a friend.



I'm finished!



I Can ...

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



Now go to page 51

Unit 5 My Day, Animals, Places

Talk Time

1 Listen and say.



Tell me about your day!

What time do you eat lunch?

I get up at 6 o'clock.

At 2.00 o'clock.
Then I do my homework.

Do you watch TV in the evening?

Yes, I do.

What do you do on Saturday?

I play with my friends.

2 Practice the talks in pairs.



3 Practice and act out the talks in pairs.



Fun Time!

4 What time is it?

Listen and number.



CD1 47



___ seven



___ three



1 nine



___ twelve



___ eleven

5 Check school days in your country.

<input checked="" type="checkbox"/>						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

6 Ask and answer in pairs.



CD1 48

From Sunday to Thursday

YOU

YOUR FRIEND

- What time / get up?
- What time / go to school?
- Where / eat lunch?
- What time / come home?
- What / do in the evening?

What time do you
get up on Saturday?

I get up at
7 o'clock!

I Can ...

- ask my friend questions about his / her day and get an answer
- tell the time, ask, and talk about everyday activities



Rhythms and Listening

1

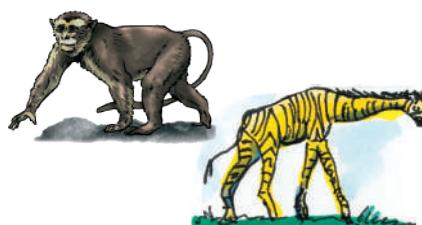
Listen, chant and match.



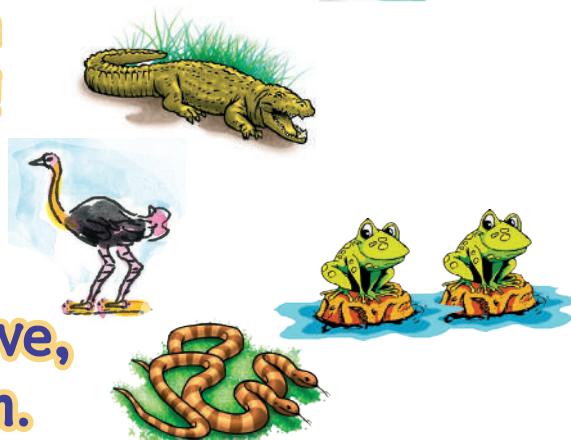
CD1 49

Which animal is it?

Its jaws are huge.
They crush and chew.
It can walk and swim
It can hunt for food!



Their skin is green,
Their eyes pop out.
They can jump and dive,
They are loud and fun.



2

Listen, point, and circle YES or NO. Practice in pairs.



CD1 50



Can ostriches run?

YES / NO

Can they fly?

YES / NO



Can kangaroos fly?

YES / NO

Can they jump?

YES / NO



Can polar bears swim?

YES / NO

Can they speak?

YES / NO

Ostriches can run but they can't fly!

Kangaroos _____ but _____

Polar bears _____ but _____

Advice Time

Birds of a feather flock together.



Fun Time!

3

Listen and chant. Write the words.

sunny cloudy rainy snowy



CD1 51



It's _____ and hot,



Sit in the shade and talk



It's _____ and gray



There's no sun today!



It's _____ and wet



We're not there yet!



It's _____ and cold



Don't catch a cold!



It's cloudy and cool,

Get out of the pool!

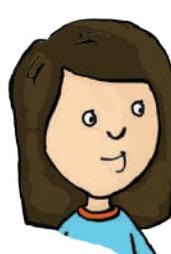
4

Talk about the weather
in your town.



CD1 52

summer autumn
winter spring



It's sunny and
very hot in summer!



I Can

- chant, ask, and talk about animals using “can” or “can’t”
- talk about the weather



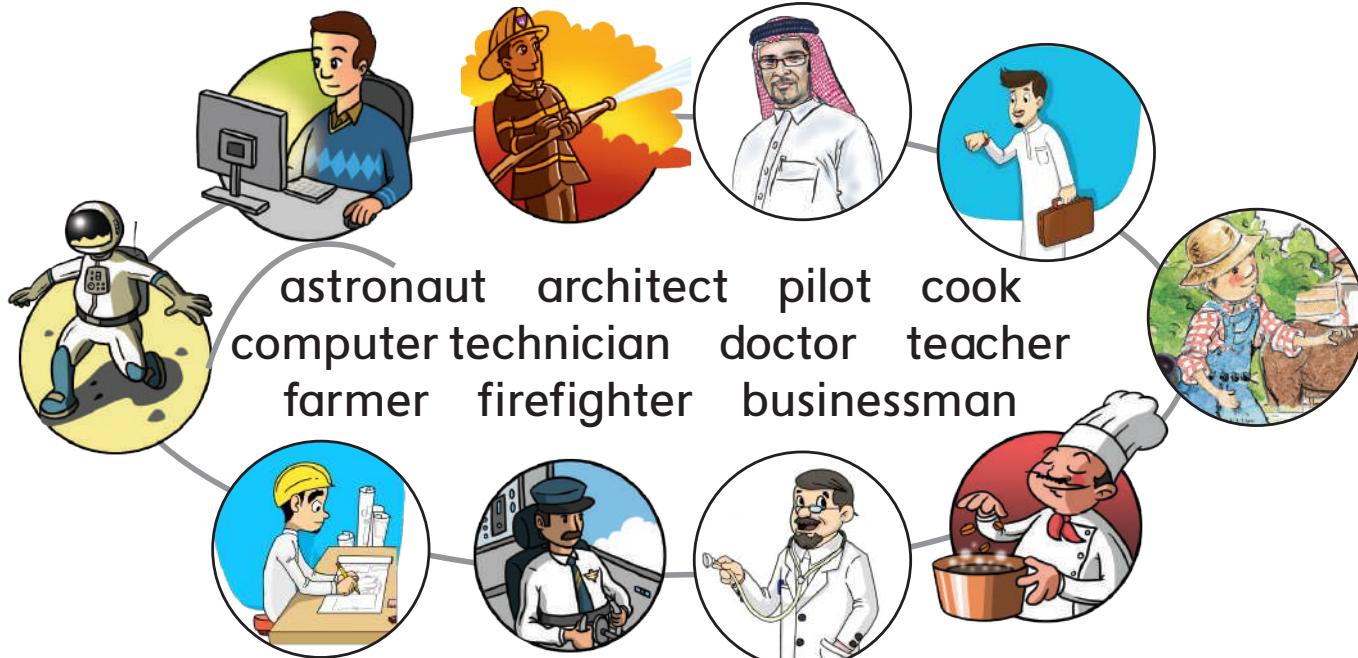
Words in Action

1

Listen and practice. Match words and pictures.



CD1 53



astronaut architect pilot cook
computer technician doctor teacher
farmer firefighter businessman

2

Ask and answer. Guess.



CD1 54



Grammar Toolbox



What does he / she do? He / She's a teacher.

Does he / she work in an office?

Yes, he / she does. / No, he / she doesn't.

He/ She works / doesn't work at the airport.



Fun Time!

She has long, brown hair

3

Listen and match. Practice in pairs and write.



CD1 55



1.

He has short, brown hair and brown eyes. He's wearing a thobe and speaking with his friend.

2. long, brown hair, brown eyes, a red jacket, sitting
3. black hair, brown eyes, a green jacket, a white T-shirt, a blue skirt, pink shoes
4. short, blond hair, blue eyes, a blue T-shirt

4

Guess who! Describe someone in your class.



CD1 56

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



I know!
It's Rana!



I Can

- ask and talk about jobs / what someone does
- talk about someone's appearance using "have", "has"



GOAL 37



GOAL 38

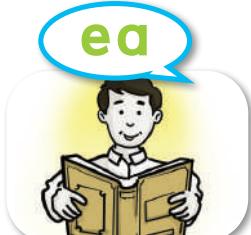


Phonics

1 Listen, point and say. Write ea or ee.



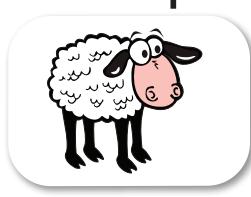
sleep



read



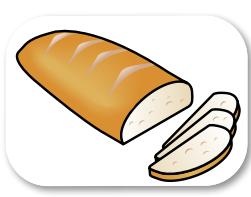
head



sh____p



m____t



br____d

2 Listen, point, and say.



Look at this picture. There is a man, a woman and a child. It's a small family.



In this picture, there are three men, three women, and five children.



3 Ask and answer in pairs. Use *that* or *those*.



Fun Time!

Places in Town

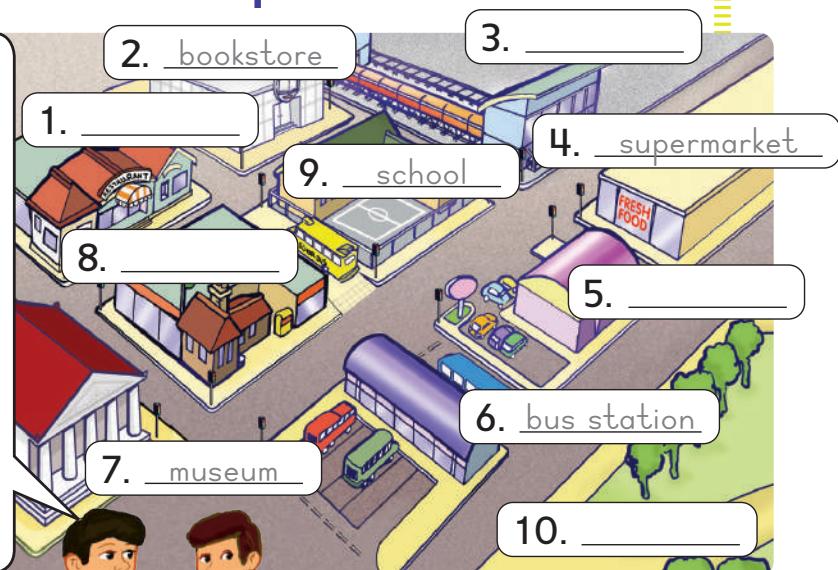
4

Listen, find and write. Practice in pairs.



CD1 59

There's a restaurant on the corner, **next to** the bookstore.
There's a train station **opposite** the supermarket.
There's a gym **between** the supermarket and the bus station.
There's a post office **between** the museum and the school.
There's a park **near** the supermarket.



Things in the House

5

Listen, read, and circle T or F.



CD1 60

1. There's a table between the sofa and the armchair.
2. There's a rug behind the bed.
3. There's a table opposite the fridge and the stove.

T F
T F
T F



6

Practice in pairs. Make your own sentences.



I Can ...

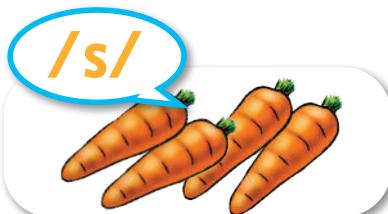
- make the sounds for ee and ea, use irregular plurals and “that” / “those”.
- talk about places in town and things in the house using “there is”, “there are”.



Words with -s ending



1 Listen, point, and say.



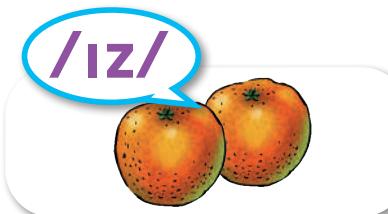
/s/

carrot /
carrots



/z/

pizza / pizzas



/ɪz/

orange /
oranges



2 Look at the picture, write the word, and check ✓ the sound. Then listen and check your answers.

1.



/s/ /z/ /ɪz/

apples

5.



/s/ /z/ /ɪz/

cookies

2.



/s/ /z/ /ɪz/

oranges

6.



/s/ /z/ /ɪz/

chips

3.



/s/ /z/ /ɪz/

peaches

7.



/s/ /z/ /ɪz/

sandwiches

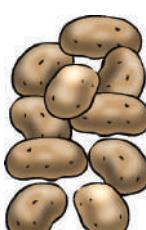
4.



/s/ /z/ /ɪz/

onions

8.



/s/ /z/ /ɪz/

potatoes



Words with bl, pl Consonant Blends

CD3 04

- 1 Listen, point, and say. Write *bl* or *pl*.



bl

__ouse



pl

__ane

CD3 05

- 2 Look at the pictures and match with *bl* or *pl*.
Listen, check, and write.

1.



2.



3.



bl **pl**

6.



5.



4.



1

plate

__ack

__ay

__ane

__ue

__ouse





Words with short and long oo

CD3 06 ① Listen, point, and say.

short oo



book

long oo



foot



zoo



moon

CD3 07 ② Read and circle L for Long or S for Short. Then listen, check, and say.



1.

cook

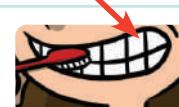
L / **S**



6.

foot

L / S



11.

tooth

L / S



2.

balloon

L / S



7.

food

L / S



12.

kangaroo

L / S



3.

school

L / S



8.

cartoon

L / S



13.

books

L / S



4.

football

L / S



9.

boots

L / S



14.

pool

L / S



5.

room

L / S



10.

shampoo

L / S



15.

spoon

L / S

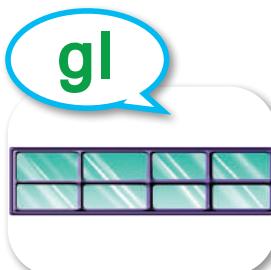


Words with gr, gl and cr, cl

-  08 ① Listen, point, and say.



grass



glass



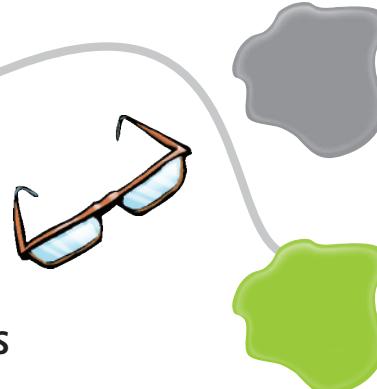
crab



class

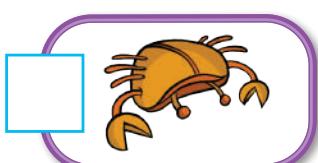
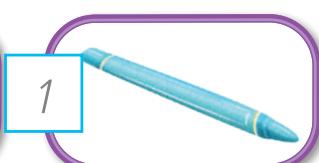
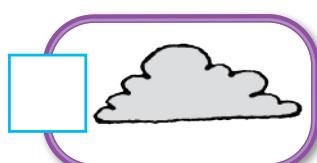
-  09 ② Listen to the sound, check ✓, and write. Then draw a line to the right picture.

1. gr gl _____ een
2. gr gl _____ ass
3. gr gl _____ ue
4. gr gl _____ ay
5. gr gl _____ asses



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

- | | | | |
|------------------|--------|-------|-------|
| 1. crayon | crane | rayon | clay |
| 2. club | crab | crib | clot |
| 3. crowd | coward | clod | cloud |
| 4. crush | class | lash | rush |



Words with fl, fr and dr, tr

CD3 11 ① Listen, point, and say.



flag



fruit



dress



tree

CD3 12 ② Listen to the sound, check ✓, and write. Then draw a line to the right picture.



1. fl

fr

fr og



2. fl

fr

ower



3. fl

fr

ashlight

4. fl

fr

iends



5. fl

fr

oor



6. dr

tr

eam



7. dr

tr

ink



8. dr

tr

uck



9. dr

tr

unk



10. dr

tr

ain



Words with br, pr

- CD3 13 ① Listen, point, and say. Write *br* or *pr*.



br

_____idge



pr

_____ize

- CD3 14 ② Look at the pictures and write *br* or *pr*. Then listen and check.

1.		<u>br</u> ead	✓
----	--	---------------	---

2.		_____ince	
----	--	-----------	--

3.		_____idge	
----	--	-----------	--

4.		_____own	
----	--	----------	--

5.		_____esent	
----	--	------------	--

6.		_____acelet	
----	--	-------------	--

7.		_____ice	
----	--	----------	--

8.		_____ize	
----	--	----------	--

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

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



Words with wh, w, h, and ph

CD3 15 ① Listen, point, and say.



walk whale hose whose phone

CD3 16 ② Listen and circle the silent letter.

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

CD3 17 ③ Listen, circle, and write.

shop ship whale cherry phone whistle photo white

1.		ph wh whale	5.		wh ph
2.		ph sh	6.		sh wh
3.		ch wh	7.		ch sh
4.		wh ph	8.		ch ph

Words with sm, sn and st, sl

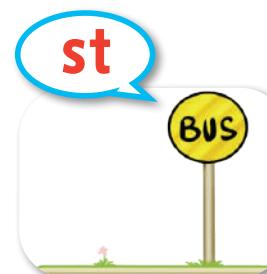
- CD3 18 ① Listen, point, and say.



smile



snail



stop



slot

- CD3 19 ② Listen and circle *sm*, *sn*, *st*, or *sl*. Then write and match with the right picture.

1. *sm* *sn* *st* *sl* _____orkel

snorkel



2. *sm* *sn* *st* *sl* _____ot

slot



3. *sm* *sn* *st* *sl* fir_____

fish



4. *sm* *sn* *st* *sl* _____eep

sleep



5. *sm* *sn* *st* *sl* _____ile

smile



6. *sm* *sn* *st* *sl* _____icker

smacker

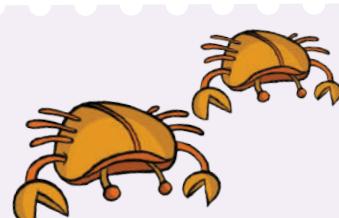


- CD3 20 ③ Listen, point, and say. Then say and mime.



Swim and snorkel,
Watch the fish.
Starfish, shellfish
Any fish you wish!

An eel, a shellfish,
I stop and touch
And try to catch
a small red crab!



Snap! Snap! Ouch!



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

1 Write the words and read.

flag green fresh black swan clock
frog fruit crayon brown



1. a brown crayon 2. a _____ 3. a _____



4. The _____ is on
the _____. 5. The _____
is in the basket.



2 Listen, complete, and chant.

The wheels _____ the
_____ round and round,
Round and round,
Round and _____.
The _____ on the bus
Go _____ and round,
All the way to town.

The driver on the bus
Says, "Move _____ back!"
"Move on back!"
"Move on back!"
The _____ on the bus
Says, "Move on back!"
All the _____ town.



Long vowel sounds

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

1

Long **o** sound

go show no tomato **shoe** snow two

so



2

Long **u** sound

glue blue you toe to **so** who too

shoe



3

Long **i** sound

pie bye dry **taxi** kind line field rain



8

Long **e** sound

spaghetti ski piece me eight donkey sky space



taxi

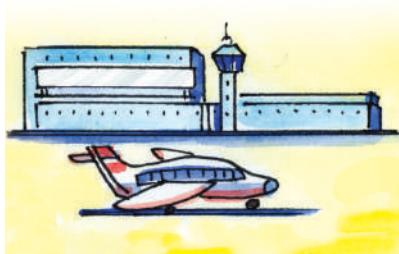
5

Long **a** sound

able tie shake apron break neighbor ceiling steak weight



Picture Dictionary



an airport p15



an ambulance
p14



a bathroom p19



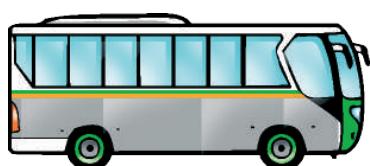
a bear p4



a bedroom p19



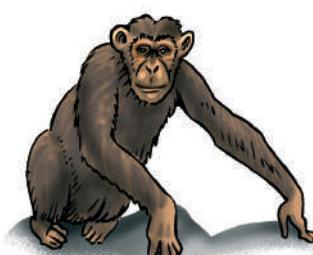
behind p22



a bus p14



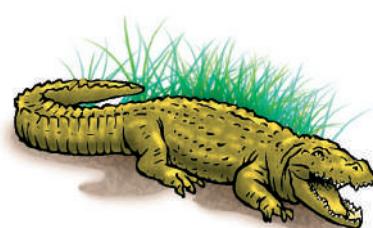
candy p26



a chimpanzee
p6



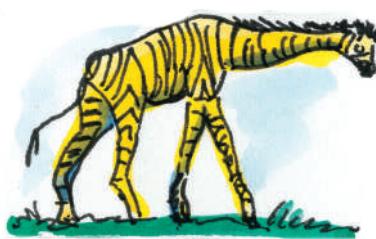
a comic book
p30



a crocodile p6



a dining room
p19



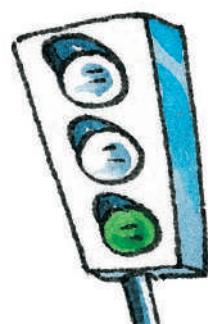
a giraffe p3



glue p28



go p12



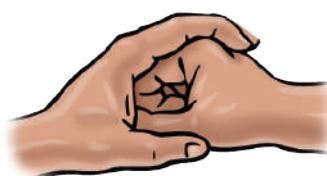
a green light
p12



a hippo p6



a hospital p15



in p22



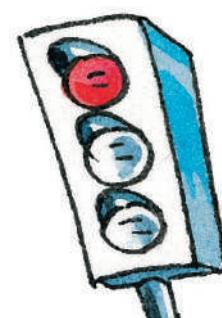
a kangaroo p3



a kitchen p19



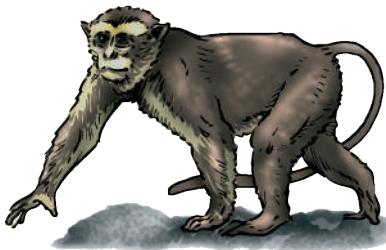
a koala p3



light p12



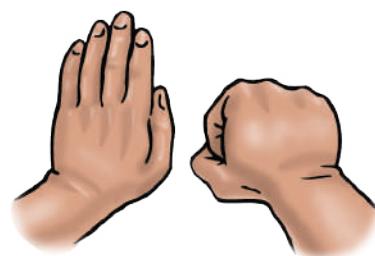
a lion p3



a monkey p4



a motorbike p14



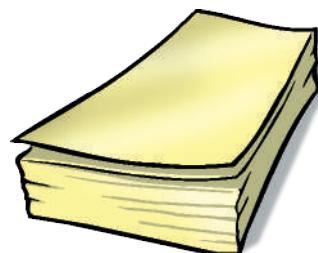
next to p22



on p22



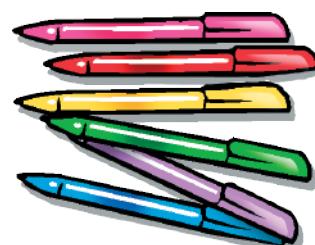
an ostrich p3



paper p28



pencils p28



pens p28



a police car p14



a rose p4



a rhino p3



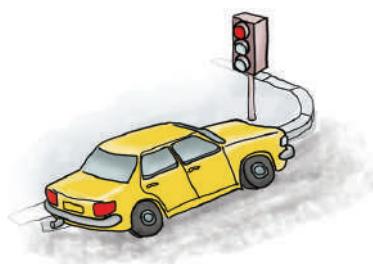
a school p15



scissors p28



a space station
p15



stop p12



a table p22



a tail p4



a taxi p14



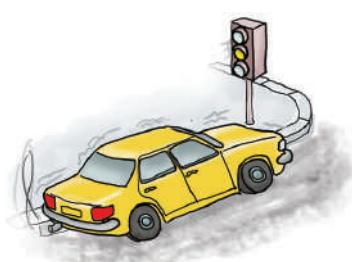
a train p14



a truck p14



under p22



wait p12



a wallet p30



a watch p30



CD 1 Audio Track List

Track	Unit	Student Book Section
2	1	Exercise 1. Listen and point
3	1	Exercise 4. Find the Animal
4	1	Exercise 1. Chant and mime
5	1	Exercise 2. Listen, say, and match
6	1	Exercise 3. What Animal Is This?
7	1	Exercise 1. Listen, point, and say
8	1	Exercise 3. Animal Two Hints Game
9	1	Exercise 1. Listen, point, and say
10	1	Exercise 2. Listen, point, and say
11	1	Exercise 3. Listen, say, and match
12	1	Exercise 4. Read and number
13	1	Exercise 5. Phonics Race
14	2	Exercise 1. Listen and point
15	2	Exercise 3. Listen, point, and say
16	2	Exercise 4. Which Way Are You Looking?
17	2	Exercise 1. Chant and do the actions
18	2	Exercise 2. Listen, say, and number
19	2	Exercise 3. Traffic Signal Game
20	2	Exercise 1. Listen, point, and say
21	2	Exercise 2. Practice the words in pairs
22	2	Exercise 3. Take a Trip!
23	2	Exercise 1. Listen, say, and match
24	2	Exercise 2. Picture Puzzle
25	3	Exercise 1. Listen and point
26	3	Exercise 4. An Old House
27	3	Exercise 1. Chant and point
28	3	Exercise 2. Listen, say, and match
29	3	Exercise 3. Where? Relay
30	3	Exercise 1. Listen, point, and say

Track	Unit	Student Book Section
31	3	Exercise 3. Listen, say, and match
32	3	Exercise 3. Two Hands Game
33	3	Exercise 1. Read and color
34	3	Exercise 2. Listen and spell
35	3	Exercise 3. Speed-reading
36	4	Exercise 1. Listen and point
37	4	Exercise 4. Word Hunt
38	4	Exercise 1. Chant and point
39	4	Exercise 2. Listen, say, and match
40	4	Exercise 3. Borrowing Things Relay
41	4	Exercise 1. Listen, point, and say
42	4	Exercise 3. Pointing Race
43	4	Exercise 1. Listen, say, and number
44	4	Exercise 2. Read and color
45	4	Exercise 3. Find the numbers and draw lines
46	5	Exercise 1. Listen and say
47	5	Exercise 4. Listen and number
48	5	Exercise 6. Ask and answer in pairs
49	5	Exercise 1. Listen, chant and match
50	5	Exercise 2. Listen, point, and circle
51	5	Exercise 3. Listen and chant
52	5	Exercise 4. Talk about the weather
53	5	Exercise 1. Listen snf practice
54	5	Exercise 2. Ask and answer
55	5	Exercise 3. Listen and match
56	5	Exercise 4. Guess who
57	5	Exercise 1. Listen, point, and say
58	5	Exercise 2. Listen, point, and say
59	5	Exercise 4. Listen, find, and write
60	5	Exercise 5. Listen, read, and circle

CD 2 Audio Track List

Track	Unit	Workbook Section
2	1	Exercise 1. Listen, point, and practice
3	1	Exercise 1. Listen, point, and practice
4	1	Exercise 1. Listen, chant, and mime
5	1	Exercise 1. Listen and say what animal it is
6	1	Exercise 1. Listen, point, and practice
7	1	Exercise 1. Listen to two hints and guess
8	1	Exercise 1. Listen, point, and match
9	1	Exercise 1. Listen and write the missing letters
10	2	Exercise 1. Listen, point, and practice
11	2	Exercise 1. Listen, point, and practice
12	2	Exercise 1. Listen and chant
13	2	Exercise 1. Listen, point, and practice
14	2	Exercise 1. Listen and practice
15	2	Exercise 1. Listen and match
16	2	Exercise 1. Listen, point, and match
17	2	Exercise 1. Listen and write the words
18	3	Exercise 1. Listen, point, and practice
19	3	Exercise 1. Listen and write
20	3	Exercise 1. Listen and chant
21	3	Exercise 1. Listen and practice

Track	Unit	Workbook Section
22	3	Exercise 1. Listen and practice
23	3	Exercise 1. Listen and play
24	3	Exercise 1. Listen and spell
25	3	Exercise 1. Listen and read
26	4	Exercise 1. Listen, point, and practice
27	4	Exercise 1. Listen, point, and practice
28	4	Exercise 1. Listen, chant, and point
29	4	Exercise 1. Listen and practice
30	4	Exercise 1. Listen, point, and practice
31	4	Exercise 1. Listen, point, and practice
32	4	Exercise 1. Listen and read
33	4	Exercise 1. Listen and connect the numbers
34	5	Exercise 1. Listen, point, and practice
35	5	Exercise 1. Listen, point, and say.
36	5	Exercise 1. Listen, point, and chant
37	5	Exercise 1. Listen, point, and chant
38	5	Exercise 1. Listen and practice
39	5	Exercise 1. Listen, read, and number
40	5	Exercise 1. Listen and say
41	5	Exercise 1. Listen and point

CD 3 Audio Track List

Track	Unit	Phonics Practice
02	1	Exercise 1. Listen, point, and say
03	1	Exercise 2. Look at the picture, write
04	1	Exercise 1. Listen, point, and say
05	1	Exercise 2. Look at the pictures and match
06	2	Exercise 1. Listen, point, and say
07	2	Exercise 2. Read and circle
08	2	Exercise 1. Listen, point, and say
09	2	Exercise 2. Listen to the sound, check
10	2	Exercise 3. Listen and circle
11	2	Exercise 1. Listen, point, and say
12	2	Exercise 2. Listen to the sound, check

Track	Unit	Phonics Practice
13	3	Exercise 1. Listen, point, and say
14	3	Exercise 2. Look at the pictures and write
15	3	Exercise 1. Listen, point, and say
16	3	Exercise 2. Listen and circle
17	3	Exercise 3. Listen, circle, and write
18	3	Exercise 1. Listen, point, and say
19	3	Exercise 2. Listen and circle
20	3	Exercise 3. Listen, point, and say
21	4	Exercise 1. Listen, complete, and chant
22	4	Exercise 1. Read and circle

Word List

airport	15	Here you go.	29	school	15
ambulance	14	hippo	3	scissors	28
architect	38	hospital	15	seventy	33
astronaut	38	Hurry up!	21	sheep	12
bathroom	19	I'll show you around.	18	ship	12
bedroom	19	in	22	sixty	33
behind	22	kangaroo	3	slip	12
bicycle	14	kitchen	19	smart	6
bread	8	koala	3	smile	28
bus	14	legs	6	snail	28
candy	26	Let's count them.	26	snake	3
car	14	lion	3	space station	15
chew	36	living room	19	spider	32
chimpanzees	6	meat	8	stop	10
chip	12	monkey	4	stripes	6
cloud	22	the moon	8	swan	32
comic book	30	motorbike	14	swim	36
cook	8	mouths	6	swing	32
crocodile	6	MP3 player	30	table	22
crush	36	next to	22	tail	4
cube	8	ninety	33	taxi	14
dining room	19	on	22	taxi stand	15
dive	36	ostrich	3	teeth	6
eat lunch	35	paper	28	these	30
eighty	33	peach	8	thirty	26
Excuse me.	10	pencils	28	this	30
feather	8	pens	28	tiger	3
fifty	33	plant	16	train	14
firefighter	38	pilot	38	train station	15
flag	16	play	34	truck	14
fly	16	polar bear	36	trunk	4
forty	33	police car	14	twenty	26
fox	4	present	20	under	22
fries	20	prize	20	wait	12
frog	20	Quick!	21	wallet	30
front door	19	red light	12	watch	30
get up	34	rhino	3	yard	20
giraffe	3	rocket	15	yellow light	12
glue	28	rope	4	zebra	3
go	10	rose	4		
green light	12	row	27		



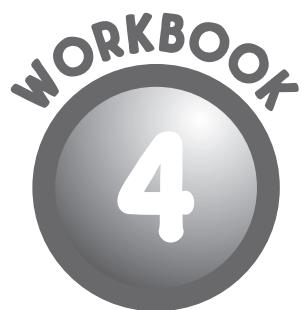
الحد الأدنى	By the end of grade five students will be able to:	الشارة				نرمه Code
		الأولى 1 st	الثانية 2 nd	الثالثة 3 rd	الرابعة 4 th	
x	Recognise short and long vowels: (long a as in “dates”, long i as in “rice”, long o as in “rose”, long e as in “teacher”, short e as in “bread”, long oo as in “food”, short oo as in “book”, long u as in “computer”, short u as in “duck”).	✓		✓		1/7/5
x	Recognise and differentiate between the endings of plural nouns (/s/ as in “cats”, /z/ as in “birds”, /iz/ as in “dresses”).		✓	✓		2/7/5
x	Recognise and produce some English digraphs (ch, sh, ph, wh).	✓	✓	✓		3/7/5
x	Recognise and produce some consonant blends (pl, cl).	✓		✓		4/7/5
x	Recognise and produce some English consonant blends (cr as in “crisps”, gr as in “green”, fr as in “friend”, pr as in “prince”, pl as in “plant”, gl as in “glass”, fl as in “fly”, sl as in “sleep”).	✓	✓	✓	✓	5/7/5
x	Recognise and produce some English consonant blends (br as in “brown”, dr as in “dress”, tr as in “tree”, st as in “star”, sp as in “spoon”, sm as in “snake”, sm as in “small”, sw as in “swim”).		✓	✓	✓	6/7/5
x	Ask questions using <i>What, Who, Where.</i>	✓	✓	✓	✓	7/7/5
	Identify irregular plural nouns.	✓		✓	✓	8/7/5
	Use the intensifier <i>very</i> .		✓	✓	✓	9/7/5
x	Introduce people to each other, e.g. <i>This is Abdullah.</i>	✓				10/7/5
x	Identify and talk about people using the verb <i>to be</i> .	✓	✓	✓	✓	11/7/5
x	Identify and talk about toys, games and classroom objects.	✓	✓	✓	✓	12/7/5
x	Identify and talk about rooms/items in a house.				✓	13/7/5
x	Describe location using prepositions of place (<i>in, on, under, next to, between</i>).		✓	✓	✓	14/7/5
x	Describe physical appearance.		✓	✓		15/7/5
x	Express possession using the verb <i>to have</i> and <i>my/your/his/her/our</i> .	✓	✓		✓	16/7/5
	Describe animals using possessive adjectives (<i>its, their</i>).		✓	✓	✓	17/7/5
x	Talk about ability (<i>can/can't</i>).				✓	18/7/5
	Ask about number using <i>How many ...?</i>				✓	19/7/5
	Identify and talk about places in a town and their location using <i>there is, there are</i> and <i>next to, opposite, between</i> .				✓	20/7/5
x	Talk about the weather.		✓		✓	21/7/5
x	Talk about likes and dislikes.	✓	✓		✓	22/7/5
	Talk about food using <i>want</i> and describe different kinds of food and drink using adjectives (e.g. <i>hot/cold/sweet/sour/salty</i>).		✓			23/7/5
x	Make suggestions using <i>Let's.</i>	✓	✓			24/7/5
x	Ask about and tell the time (<i>o'clock</i> only).				✓	25/7/5
	Identify and talk about the days of the week, months and seasons.		✓		✓	26/7/5
x	Ask and respond to simple sentences about everyday activities in the Present Simple tense using the first and second person singular.	✓		✓	✓	27/7/5
x	Greet someone politely at different times of the day, e.g. <i>Good morning/afternoon/evening. Say Goodbye/Good night.</i>	✓	✓			28/7/5
x	Identify and talk about different times of the day (morning, afternoon, evening, night).		✓	✓	✓	29/7/5
x	Identify prepositions of time (in, on, at).			✓	✓	30/7/5
	Ask about activities happening at the moment of speaking using the Present Progressive (Affirmative, Negative, Interrogative and short answers).	✓	✓	✓		31/7/5
x	Identify occupations and talk about what someone does using the Present Simple (Affirmative, Negative, Interrogative and short answers).				✓	32/7/5
	Ask and answer about possession using the Possessive Case and <i>whose</i> .	✓	✓			33/7/5
	Identify and talk about clothes.	✓			✓	34/7/5
x	Follow a short simple text while listening to the audio recording.	✓	✓	✓	✓	35/7/5





الحد الأخير		By the end of grade five students will be able to:	الفترة Session				رمز Code
			الأولى 1 st	الثانية 2 nd	الثالثة 3 rd	الرابعة 4 th	
x	Reading	Read and count cardinal numbers to 100.				✓	36/7/5
		Read and count ordinal numbers from 1 st to 10 th .	✓				37/7/5
x		Read and comprehend simple sentences.	✓	✓	✓	✓	38/7/5
x		Read simple short illustrated stories.		✓	✓	✓	39/7/5
x	Writing	Spell accurately a small number of high frequency words.	✓	✓	✓	✓	40/7/5
x		Write short simple words/phrases to complete a paragraph.	✓	✓	✓	✓	41/7/5
x		Write short simple sentences to convey basic personal information.	✓	✓	✓	✓	42/7/5
x		Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks).	✓	✓	✓	✓	43/7/5
x		Write short answers to written questions.	✓	✓	✓	✓	44/7/5
		Use the definite and indefinite article (a/an, the).	✓	✓	✓	✓	45/7/5
x		Refer to people and things using demonstratives (this/that/these/those).	✓	✓	✓	✓	46/7/5
		Link ideas with commas and <i>and</i> .	✓	✓	✓	✓	47/7/5
		Link ideas with <i>but</i> .		✓	✓	✓	48/7/5
		Link ideas with <i>or</i> .			✓	✓	49/7/5





WE CAN!

The word "WE CAN!" is written in large, stylized, three-dimensional letters. The letters are primarily gray with black outlines and shadows, giving them a 3D effect. The exclamation mark is also stylized with a gray gradient and a black outline.

**Mc
Graw
Hill**

The Mc Graw Hill logo, consisting of the company name in a white sans-serif font inside a black rectangular box.



Contents

Workbook

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Unit 5	My Day, Animals, Places	95





Goal 01 CD2 02 Wild Animals: Talk Time

I can act out the talks about wild animals.

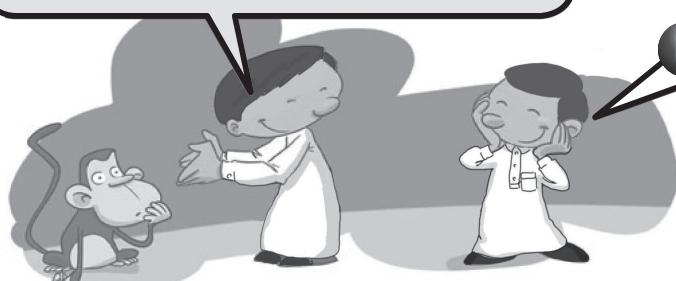
I listened to CD2 02 days this week.

Name _____ Class _____



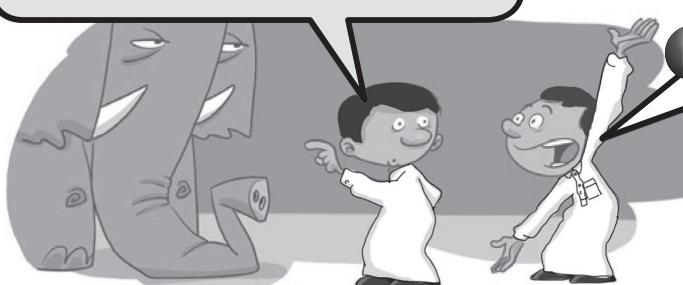
1 Listen, point, and practice. Trace.

A Look! It's a baby monkey.



Monkeys
are cute!

A Look! It's an elephant.



Elephants
are big!

2 Draw a monkey and an elephant. Give them names that you like and write them.

monkey

Name: _____

elephant

Name: _____





Goal 02 CD2 03 Wild Animals: Talk Time

I can tell friends the names of six wild animals using the animal chart.

I listened to CD2 03 days this week.

Name _____ Class _____



1 Listen, point, and practice. Trace.



1. giraffe



2. zebra



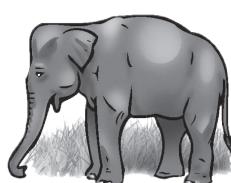
3. ostrich



4. lion



5. hyena



6. elephant



7. chimpanzee



8. hippo



9. rhinoceros



10. snake



11. kangaroo



12. koala



13. iguana



14. polar bear



15. tiger

2

Point to and say six animals that you like.





Goal 03 CD2 04 Wild Animals: Rhythms and Listening

I can chant the *Animal* chant.

I listened to CD2 04 days this week.

Name _____ Class _____



- 1 Listen, chant, and mime. Trace.



I will catch a monkey,

By the toes, by the toes.

I will catch a monkey, by the toes!

... a monkey by the toes!



I will catch an elephant, by the trunk!

... an elephant by the trunk!



...a tiger, by the tail!

... a tiger by the tail!



...a Snake, by the head!

... a snake by the head!



...a bear, by the nose!

... a bear by the nose!



**Goal 04**

CD2 05

Wild Animals: Rhythms and Listening

I can play the What Animal Is This? Game with a partner.

I listened to CD2 05  days this week.

Name _____ Class _____



1 Listen and say what animal it is.

2 Trace and copy.



1. It's an elephant.

Tracing practice lines for the word "elephant".



2. It's a monkey.

Tracing practice lines for the word "monkey".



3. It's a tiger.

Tracing practice lines for the word "tiger".

3 Draw lines and match.



1. tiger

2. snake

3. elephant





Goal 05 CD2 06

Wild Animals: Words in Action

I can say something about three wild animals.

I listened to CD2 06 days this week.

Name _____ Class _____



1 Listen, point, and practice. Trace.



Elephants are big.



Zebras have stripes.



Snakes have no arms or legs.



Snakes are long.

Hippos have
big mouths.

Chimpanzees
are smart.



2 Finish the sentences.

1. Elephants are _____.
2. Zebras have _____.
3. Hippos have _____.
4. Snakes are _____.



**Goal 06**

CD2 07

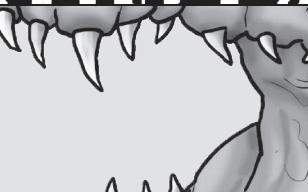
Wild Animals: Words in Action

I can play the Animal Two Hints Game.

I listened to CD2 07 days this week.

Name _____ Class _____

**1 Listen to two hints and guess what the animals are.****2 Write the animal names.**

1.		+		=	
2.		+		=	
3.		+		=	
4.		+		=	
5.		+		=	

Hint Words

hippo

crocodile

chimpanzee

elephant

zebra





Goal 07 CD2 08 Wild Animals: Phonics

I can listen, point, and match pictures, words, and letters.

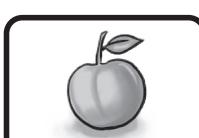
I listened to CD2 08 days this week.

Name _____ Class _____



1 Listen, point, and match. Copy.

1. bread



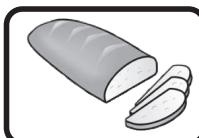
2. bus



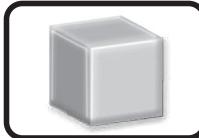
3. cup



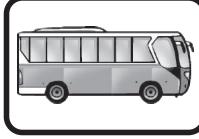
4. cube



5. peach



6. feather



7. meat



2 Read and draw.

boot



book





Goal 08 CD2 09 Wild Animals: Phonics

I can say, read, and write the sounds for ea, peach and ea, head; u, duck; u_e, cube; oo, book and oo, boot by myself.

I listened to CD2 09 days this week.

Name _____ Class _____



1

Listen and write the missing letters.

1.



r__s__

2.



m__ __n

3.



f__x

4.



b__s

5.



b__ __k

6.



c__b__

2

Find the words in your book and copy them.

1.



2.



3.



4.



5.







Goal 09 CD2 10 From Here to There: Talk Time

I can act out the talks about directions and going places with a partner.

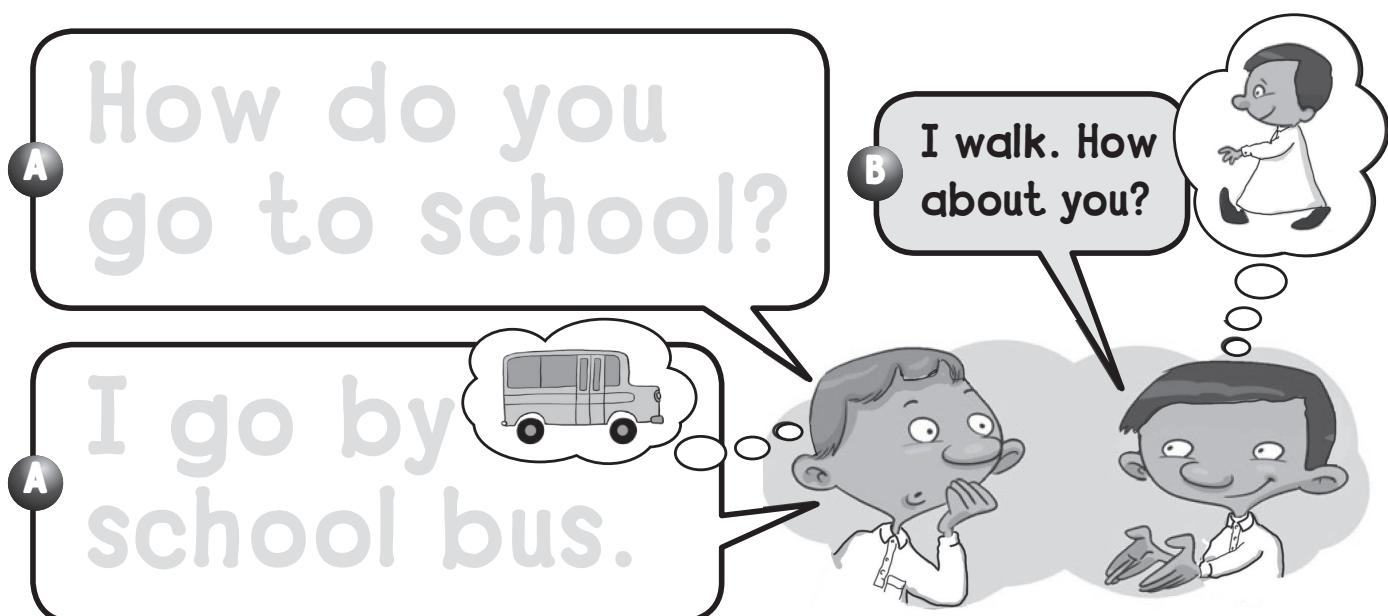
I listened to CD2 10 days this week.

Name _____

Class _____



1 Listen, point, and practice. Trace.





Goal 10 CD2 11 From Here to There: Talk Time

I can give directions to a partner, saying “Turn left.”, “Turn right.”, and “Walk straight.”

I listened to CD2 11 days this week.

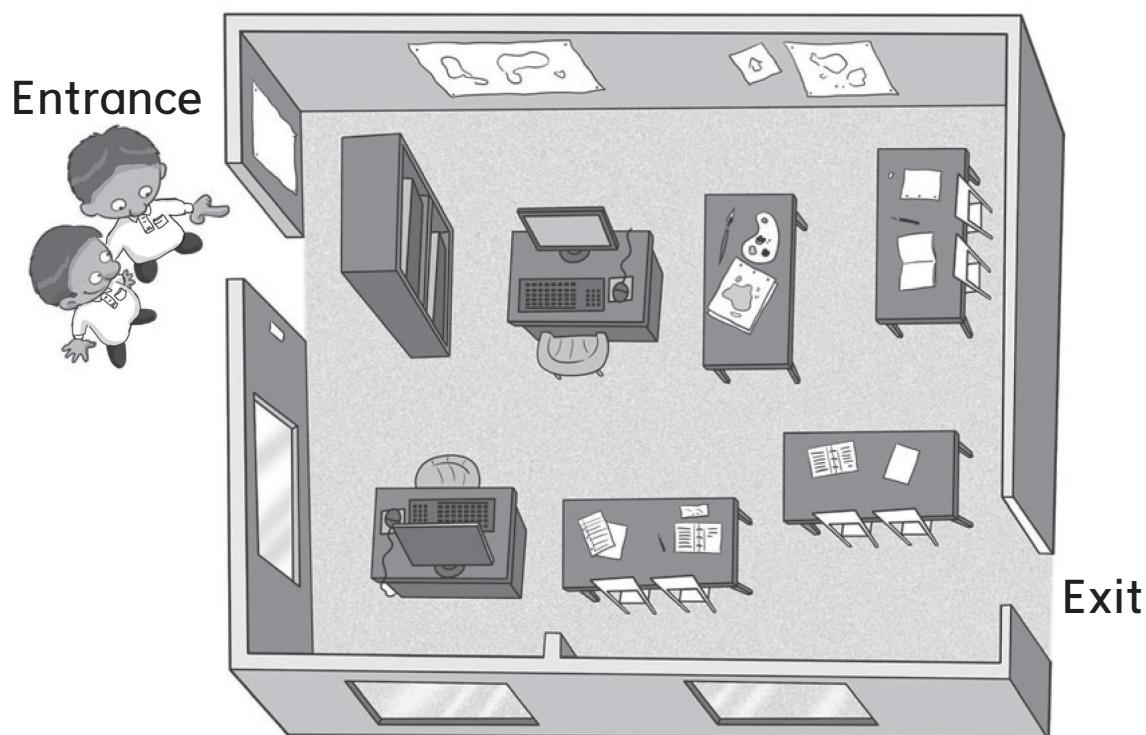
Name _____ Class _____



- 1 Listen, point, and practice. Do the actions. Trace.

Turn left. ↙ Turn left. ↙
Walk straight three
steps. ↑ Turn right. ↘

- 2 Listen to the directions and go to the exit.





Goal 11 CD2 12

From Here to There: Rhythms and Listening

I can chant the *When You See a Red Light* chant.

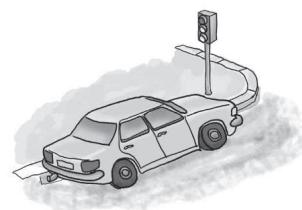
I listened to CD2 12  days this week.

Name _____ Class _____



1 Listen and chant. Trace.

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



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

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



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

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



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

2 Color.

green	yellow	red	wait	stop	go
-------	--------	-----	------	------	----





Goal 12 CD2 13 From Here to There: Rhythms and Listening

I can say if a traffic signal says to stop, wait, or go.

I listened to CD2 13 days this week.

Name _____ Class _____

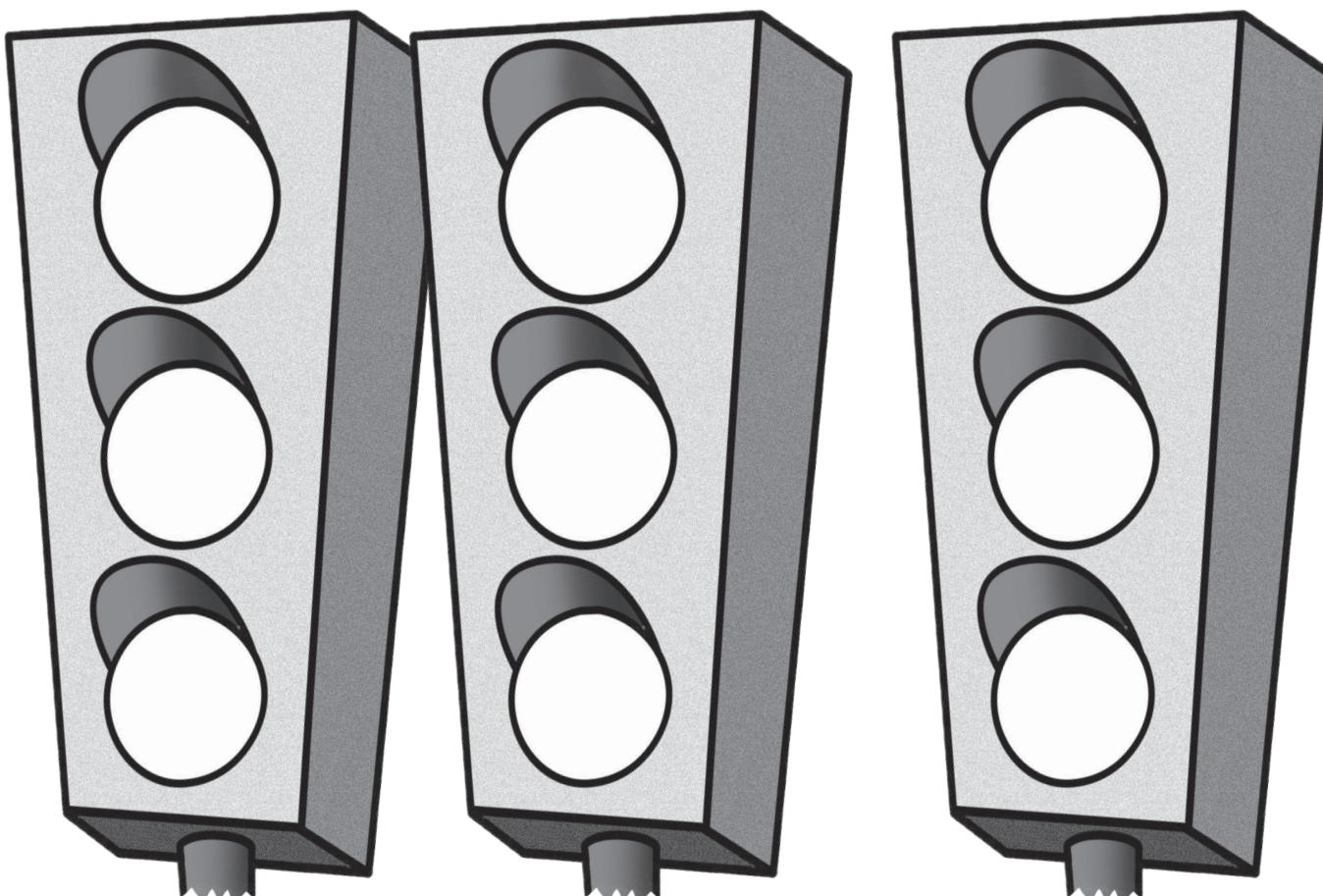


- 1 Listen, point, and practice. Trace and color.

red

yellow

green



- 2 Trace and copy.

Stop!

Wait!

Go!

!

!

!



**Goal 13**

CD2 14

From Here to There: Words in Action

I can say the names of three vehicles.

I listened to CD2 14 days this week.

Name _____ Class _____

**1 Listen and practice. Copy.**

1. truck



2. bus



3. train



4. car



5. bicycle



6. taxi

**2 Read and answer. Say and write.**

1. What's number 3? It's a _____.
2. What's number 6? It's a _____.
3. What's number 4? It's a _____.





Goal 14 CD2 15 From Here to There: Words in Action

I can tell someone two sentences like “Take a bus.” or “Take a taxi.”

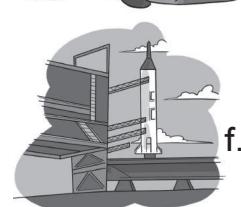
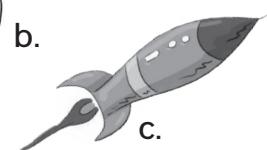
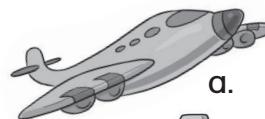
I listened to CD2 15 days this week.

Name _____ Class _____



1 Listen and match the sentences and the pictures.

1. Take a bus and go to the school.
2. Take a taxi and go to the train station.
3. Take an airplane and go to the space station.
4. Take a rocket and go to the moon.
5. Take a bicycle and go to the hospital.



2 Trace.

I go to school by bus.

I go to school by bicycle.

I walk to school.





Goal 15

CD2 16

From Here to There: Phonics

I can listen, point, and match pictures, words, and letters.

I listened to CD2 16 days this week.

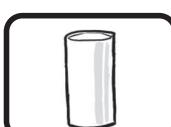
Name _____ Class _____



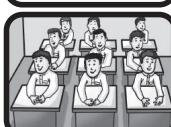
1

Listen, point, and match. Then copy.

1. black



2. flag



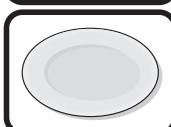
3. glass



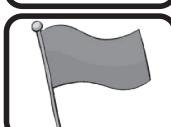
4. class



5. plant



6. plate



7. clock

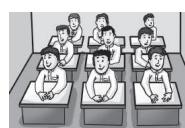


8. fly



2

Say and match.



cl

gl

fl

pl





Goal 16 CD2 17 From Here to There: Phonics

I can say, read, and write the sounds for bl, black; cl, clock; fl, flag; gl, glass; pl, plant.

I listened to CD2 17 days this week.

Name _____ Class _____



1 Listen and write the words.



1. It's a _____.



2. It's a _____.



3. It's a _____.

2 Write the missing letters.

bl gl fl cl pl



1. ___ ack



2. ___ ue



3. ___ ock



4. ___ ag

5. ___ ate

6. ___ y





Goal 17 CD2 18 My House: Talk Time

I can act out the talks about showing around the house with a partner.

I listened to CD2 18 days this week.

Name _____ Class _____



1 Listen, point, and practice.



2 Write the words.

1. This is our _____.
2. This is our _____.
3. This is our _____.
4. This is our _____.

Hint Words

living room

bathroom

kitchen

bedroom





Goal 18 CD2 19 My House: Talk Time

I can show someone around my house.

I listened to CD2 19 days this week.

Name _____ Class _____



1 Listen and write.



1. _____ door



2. _____ room

3. _____ room

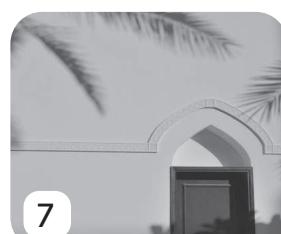
4. _____ room

5. _____ room



6. _____

7. _____ door



Hint Words

front door

kitchen

dining room

bedroom

bathroom

living room

back door



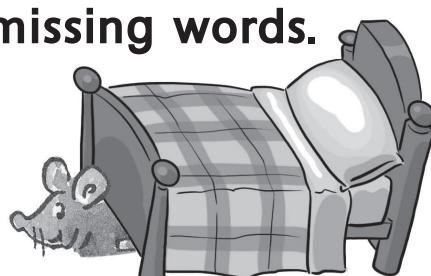
**Goal 19**

CD2 20

My House: Rhythms and ListeningI can chant the *Where's the Boy?* chant.I listened to CD2 20  days this week.

Name _____

Class _____

**1 Listen and chant. Trace.****Where's Ali?****In the bathroom.****Where's Mom?****In the kitchen.****Where's Ali?****In the dining room.****Where's Ali?****In the yard.****Where's the boy?****In the bedroom.****2 Write the missing words.**A _____ is under
the _____!



Goal 20

CD2 21

My House: Rhythms and Listening

I can ask “Where’s ...?” when I want to know where someone is.

I listened to CD2 21 days this week.

Name _____ Class _____



1 Listen and practice. Trace.

Where's Ali?
He's in the bathroom.



Where's Mom?
She's in the kitchen.



Where's Ali?
He's in the dining room.



Where's the boy?
In the bedroom.



2 Write.

1. Where's Mom? _____ in the kitchen.

2. Where's Ali? _____ in the bathroom.

Hint Words

He's

She's





Goal 21

CD2 22

My House: Words in Action

I can say the names of three pieces of furniture.

I listened to CD2 22 days this week.

Name _____ Class _____



1 Listen and practice.



1.



2.



3.



4.



5.



6.

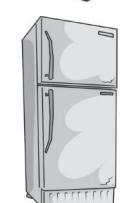
2 Unscramble the words. Write. Draw lines and match.

1. r a i c h



a.

2. b u p c d a o r



b.

3. d i r e g f



c.

4. e a l b t



d.

Hint Words

fridge

chair

cupboard

table





Goal 22 CD2 23 My House: Words in Action

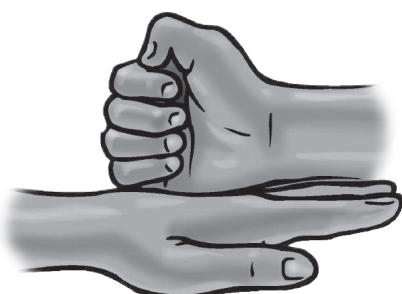
I can play the Two Hands Game.

I listened to CD2 23 days this week.

Name _____ Class _____



1 Listen and play.



on



in



under



next to



behind

2 Listen and practice. Trace.



1. on



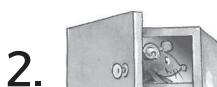
2. in



3. under



4. behind



5. next to





Goal 23 CD2 24 My House: Phonics

I can say the spelling of two three-letter words.

I listened to CD2 24 days this week.

Name _____ Class _____



1 Listen and spell. Copy.

1. ox o - x

o - x

2. box b - o - x

b - o - x

3. fun f - u - n

f - u - n

4. sun s - u - n

s - u - n

5. hot h - o - t

h - o - t

6. not n - o - t

n - o - t

2 Write two words in each house.

1. - o t

o - t

2. - u n

u - n

3. - o x

o - x





Goal 24 CD2 25 My House: Phonics

I can read the three-letter word speed-reading list by myself.

I listened to CD2 25 days this week.

Name _____ Class _____



1 Listen and read.

No.1		No.2	
dot	ox	nut	sun
not	fox	but	fun
hot	box	cut	run

2 Draw lines and connect the family words.

hot

cut

ox

nut

dot

but

fox

box

not





Goal 25 CD2 26 My Things: Talk Time

I can act out the talks about candy with a partner.

I listened to CD2 26 days this week.

Name _____ Class _____



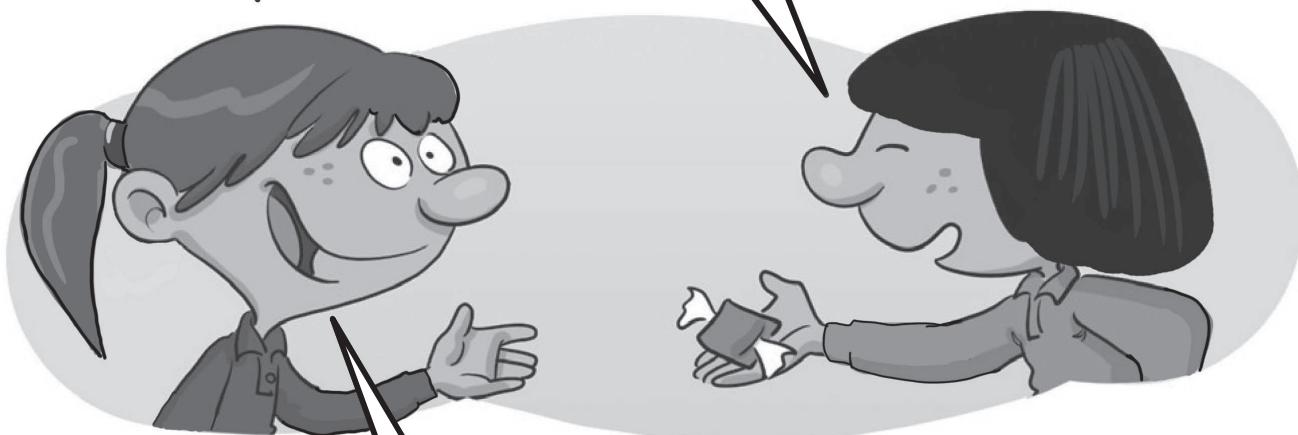
1 Listen, point, and practice. Trace.

A

Can I have some candy?

B

Sure. Here you go.

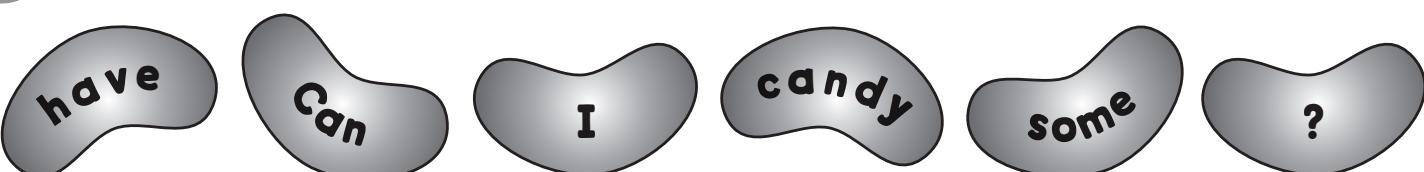


A

Thanks.

2

Can you unscramble the words and say the sentence?





Goal 26 CD2 27 My Things: Talk Time

I can count from one to thirty.

I listened to CD2 27 days this week.

Name _____ Class _____



1 Listen, point, and practice.

Then write the missing numbers on the candy.

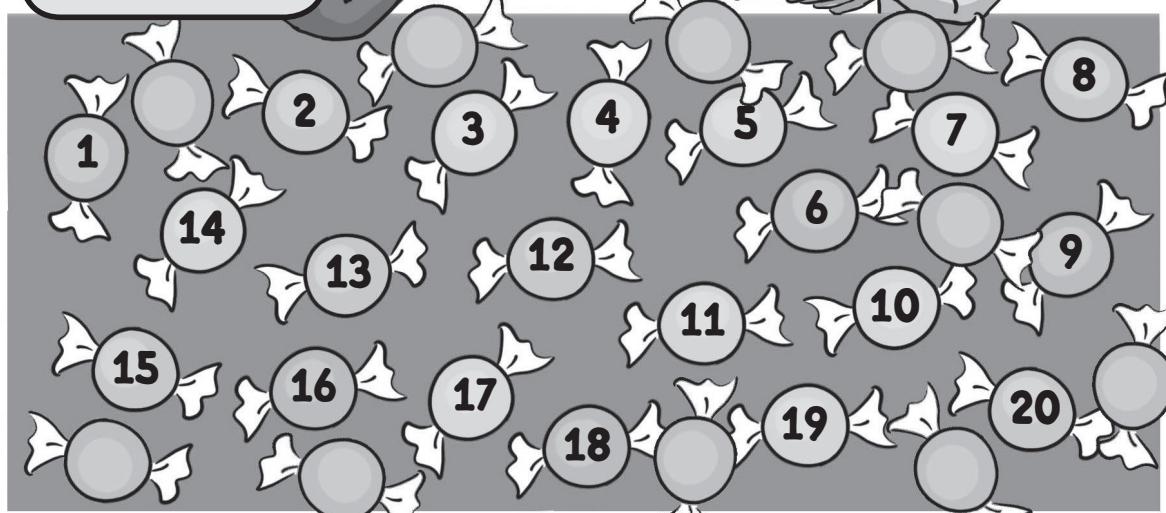
A How many are there?



A That's a lot.

B Let's count them.

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



2 Say and write 30 to 1.

30 29



Goal 27

CD2 28

My Things: Rhythms and Listening

I can chant the *Things on My Desk* chant.

I listened to CD2 28 days this week.

Name _____ Class _____



1 Listen, chant, and point.



Pens and pencils,



Pens and pencils.



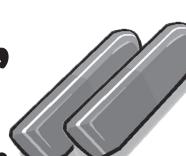
Paper and glue,



Paper and glue.



Scissors and erasers,



Scissors and erasers.



Candy for you.



Candy for you.

2 Chant by yourself and write the missing letters.

e g s p a i c l y



p_n_

encil

p_p_r

_ue

sc_ssor_

and





Goal 28 CD2 29 My Things: Rhythms and Listening

I can ask to borrow some things in class.

I listened to CD2 29 days this week.

Name _____ Class _____



1 Listen and practice.

2 Write.

1. Can I use your _____ ?



2. Can I use your _____ ?



3. Can I use your _____ ?



4. Can I use your _____ ?



5. Can I use your _____ ?



Hint Words

eraser

glue

scissors

pencil

pen





Goal 29 CD2 30 My Things: Words in Action

I can follow the teacher and play the Copycat Game.

I listened to CD2 30 days this week.

Name _____ Class _____



1 Listen, point, and practice.

1. A What's this?

B It's a wallet.



2. A What's this?



B It's a cell phone.

3. A What's this?

B It's a comic book.



4. A What's this?



B It's a watch.

2 Read and answer. Say and write.

1. What's this? It's a _____.



2. What's this? It's a _____.



3. What's this? It's a _____.



4. What's this? It's a _____.







Goal 30 CD2 31 My Things: Words in Action

I can ask “What’s this?” or “What are these?”

I listened to CD2 31 days this week.

Name _____ Class _____



1 Listen, point, and practice.

1. A What’s this?



B It’s an MP3 player.

2. A What are these?



B They’re MP3 players.

3. A What’s this?



B It’s a pencil.

4. A What are these?



B They’re pencils.

5. A What’s this?



B It’s a watch.

6. A What are these?



B They’re watches.

2 Read and answer. Say and write.

1. What’s number 5? It’s a _____.

2. What’s number 6? They’re _____.





Goal 31 CD2 32 My Things: Phonics

I can read the story "A Funny Day" by myself.

I listened to CD2 32 days this week.

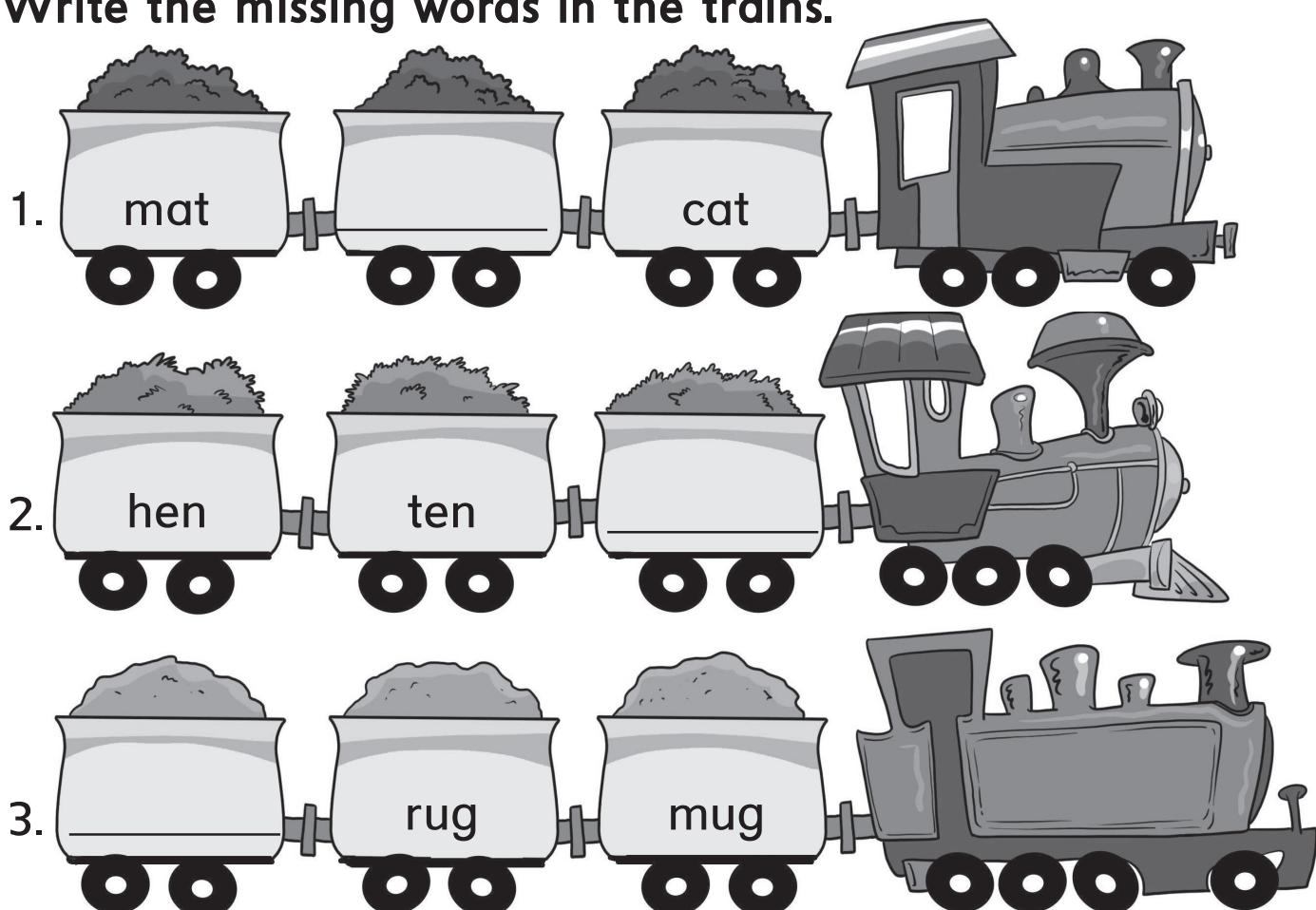
Name _____ Class _____



1 Listen and read.

No.1	No.2		
mat	box	hen	bug
bat	fox	ten	rug
cat	ox	pen	mug

2 Write the missing words in the trains.





Goal 32 CD2 33 My Things: Phonics

I can count from 40 to 100.

I listened to CD2 33 days this week.

Name _____ Class _____



1 Listen and connect the numbers.

55

80

71

50

63

68

49

60

85

72

86

77

89

64

79

70

59

90

88

100

2 Listen and circle the correct number.

- A. 35 36
- C. 63 66
- E. 64 84

- B. 42 52
- D. 78 98
- F. 92 82





Goal 33

CD2 34

My Day, Animals, Places: Talk Time

I can ask my friend questions about his / her day and get an answer.

I listened to CD2 34 days this week.

Name _____

Class _____



1 Listen, point, and practice. Trace.

Tell me about your day!

What time do
you eat lunch?

I get up at
6 o'clock.

At 2.00 o'clock.
Then I do my
homework.

Do you watch TV
in the evening?

Yes, I do.

What do you do
on Saturday?

I play with my
friends.

2 Read and answer.

1. Do you walk to school in the morning?

2. Do you do your homework in the morning?





Goal 34 CD2 35 My Day, Animals, Places: Talk Time

I can tell the time, ask, and talk about everyday activities.

I listened to CD2 35 days this week.

Name _____ Class _____



1

Listen, point, and say. Then write.



1. I get up at seven o'clock.

2. I go to school at o'clock.



2 : 00



9 : 00

3. I eat lunch at o'clock.

4. I go to bed at o'clock.

2

Put the days of the week in the right order. Write.

Thursday
Tuesday

Monday
Wednesday

Sunday
Saturday

Friday

1. Sunday
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____





Goal 35 CD2 36 My Day, Animals, Places: Rhythms and Listening

I can chant, ask, and talk about animals using “can” or “can’t”.

I listened to CD2 36 days this week.

Name _____ Class _____



1 Listen, point, and chant. Write the missing words.

huge green walk swim jump dive

Which animal is it?

Its jaws are _____.

They crush and chew.

It can _____ and _____,

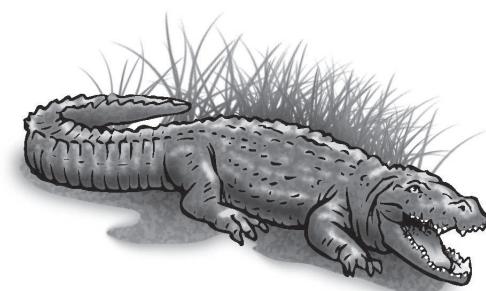
It can hunt for food!

Their skin is _____,

Their eyes pop out.

They can _____ and _____,

They are loud and fun!



2 Read and answer. Then write sentences.

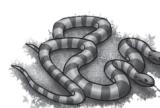
Can elephants swim?

Yes, they can.

Can snakes bite?

Can they fly?

Can they run?



Elephants can _____ but they can't _____.

Snakes _____ but _____.





Goal 36 CD2 37 My Day, Animals, Places: Rhythms and Listening

I can talk about the weather.

I listened to CD2 37 days this week.

Name _____ Class _____



1 Listen, point, and chant. Write the missing words.

cloudy

rainy

sunny

snowy

windy



It's sunny and hot,

Sit in the shade and talk



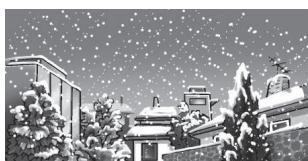
It's gray and gray



There's no sun today!



It's wet and wet



We're not there yet!

It's cold and cold

Don't catch a cold!



It's cool and cool,



Get out of the pool!

2 Write.

A Two animals that live in very cold places:

B Two animals that live in very hot places:





Goal 37 CD2 38 My Day, Animals, Places: Words in Action

I can ask and talk about jobs / what someone does.

I listened to CD2 38 days this week.

Name _____ Class _____



1 Listen and practice. Write.

astronaut computer technician businessman
cook doctor firefighter pilot teacher farmer



businessman



2 Read and answer. Write.

Does your father work in an office? _____

Does he work at the airport? _____

What does he do? _____





Goal 38 CD2 39 My Day, Animals, Places: Words in Action

I can talk about someone's appearance using "have", "has".

I listened to CD2 39 days this week.

Name _____ Class _____



1 Listen, read, and number.



- _____ He has short, brown hair and brown eyes. He's wearing a t-shirt and speaking with his friend.
- _____ He has short, blond hair and blue eyes. He's wearing a blue T-shirt.
- _____ She has long, brown hair and brown eyes. She's wearing a jacket, a T-shirt and a long skirt.
- _____ She has short black hair and brown eyes. She's wearing a jacket, a T-shirt, a long skirt, and pink shoes.

2 Read and answer about a friend.

1. What's his/her name? _____
2. Is he/she tall or short? _____
3. Does he/she have long or short hair? _____
4. What's he/she wearing? _____
5. What's he/she doing? _____





Goal 39 CD2 40 My Day, Animals, Places: Phonics

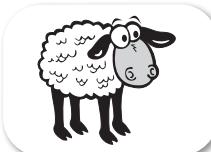
I can make the sounds for ee and ea, use irregular plurals and “that” / “those”.

I listened to CD2 40 days this week.

Name _____ Class _____



1 Listen and say. Write ea or ee.



1. h__d 2. sh__p 3. m__t 4. br__d

2 Write about the pictures. Use *there is / there are*.



There _____ is a man.

There _____

There _____



There _____

There _____

There _____

3 Write.

feet foot mouse mice teeth tooth



That's a foot.



That's feet.



That's a mouse.



That's mice.



That's a tooth.



That's teeth.





Goal 40 CD2 41 My Day, Animals, Places: Phonics

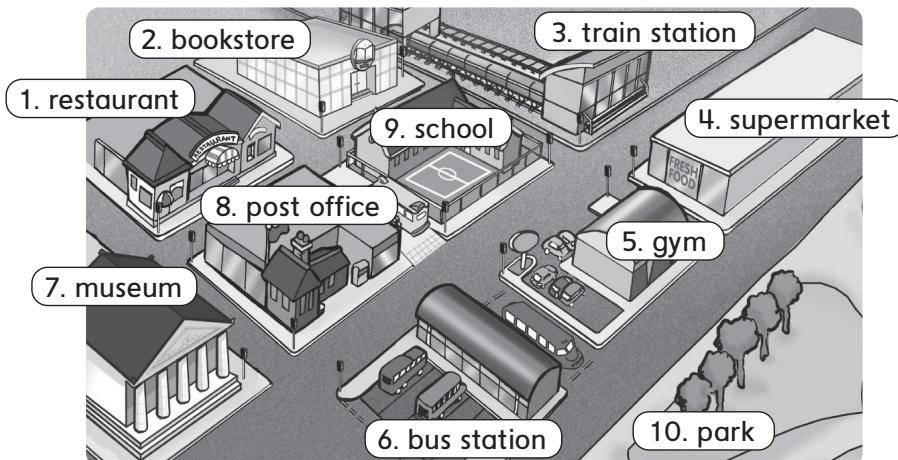
I can talk about places in town and things in the house using "there is", "there are".

I listened to CD2 41 days this week.

Name _____ Class _____



1 Listen and point. Then circle T or F.



1. There's a bookstore between the restaurant and the train station. T F
2. There's a museum near the restaurant. T F
3. There's a bus station next to the school. T F
4. There's a supermarket opposite the gym. T F
5. There's a school between the post office and the train station. T F

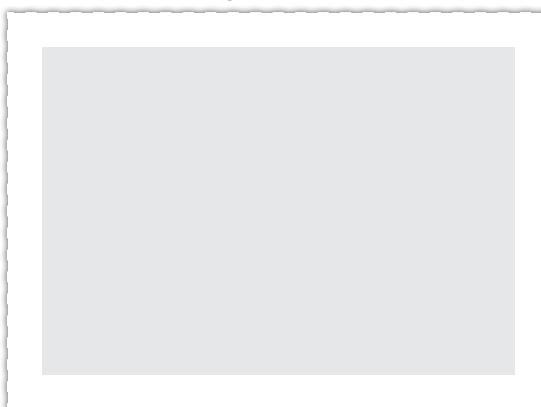
2 Find photos about places in your country and make a poster. Write:

- where the place is
- something about the place

Faisaliah Tower

Faisaliah Tower is in Riyadh.

It is very tall.



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