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English Language  
Elementary Stage  
Fifth Elementary Grade  
Second Semester

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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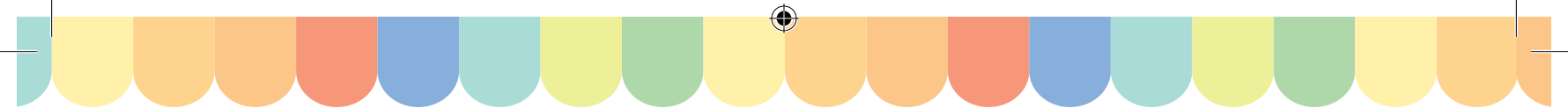
WE CAN!

الصف الخامس الابتدائي

الفصل الدراسي الثاني

Mc  
Graw  
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STUDENT'S BOOK  
**4**

# WE CAN!

Yoko Matsuka and Glenn McDougall

**Mc  
Graw  
Hill**



## We Can! Student's Book 4

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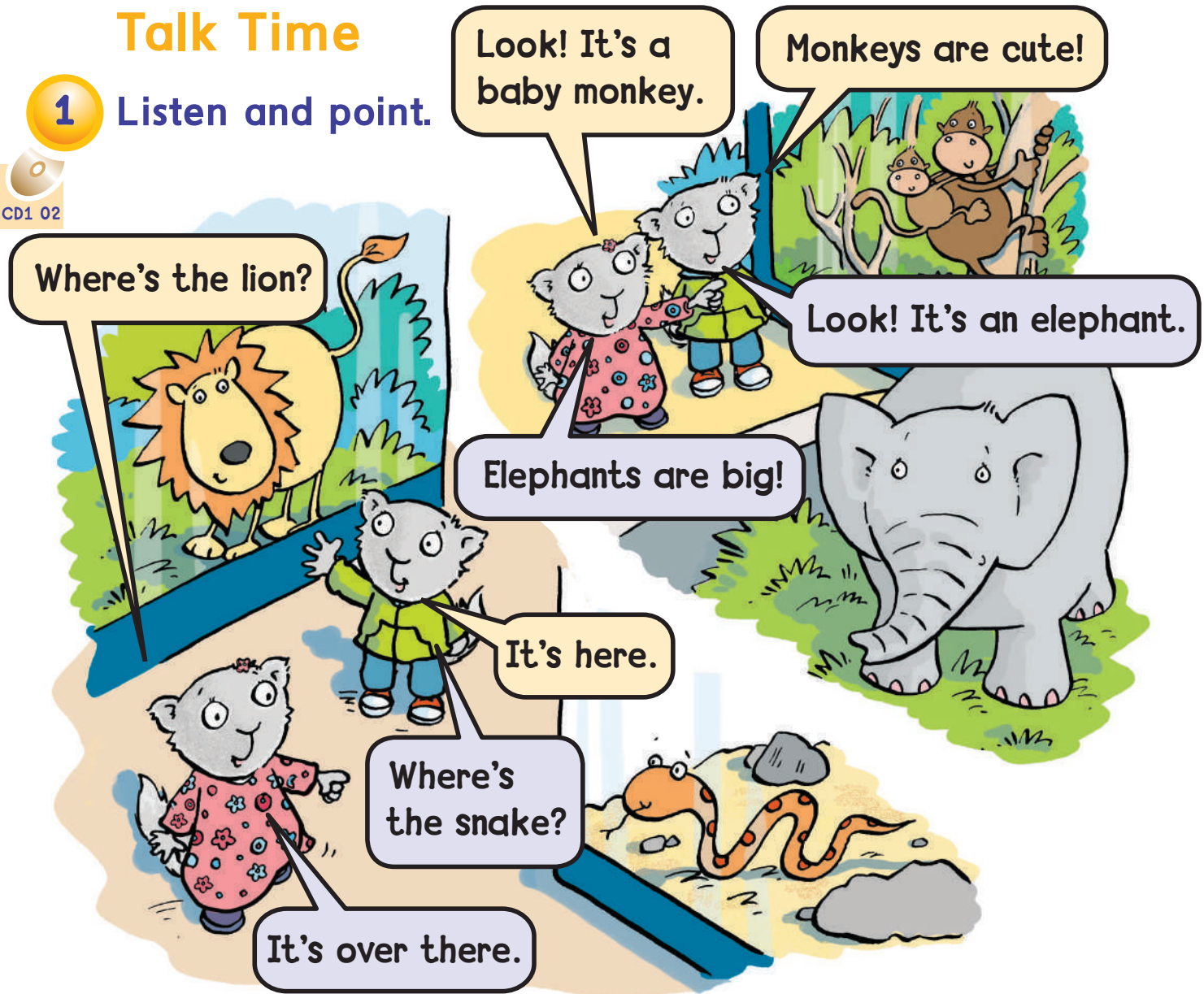




# Unit 1 Wild Animals

## Talk Time

### 1 Listen and point.

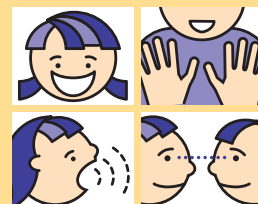


### 2 Practice the talks in pairs.

### 3 Act out the talks in pairs.



#### Remember the Big Four



# Fun Time!

## 4 Find the Animal



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

|              |              |              |
|--------------|--------------|--------------|
| <b>A</b><br> | <b>B</b><br> | <b>C</b><br> |
| <b>D</b><br> | <b>E</b><br> | <b>F</b><br> |
| <b>G</b><br> | <b>H</b><br> | <b>I</b><br> |
| <b>J</b><br> | <b>K</b><br> | <b>L</b><br> |
| <b>M</b><br> |              |              |



### 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

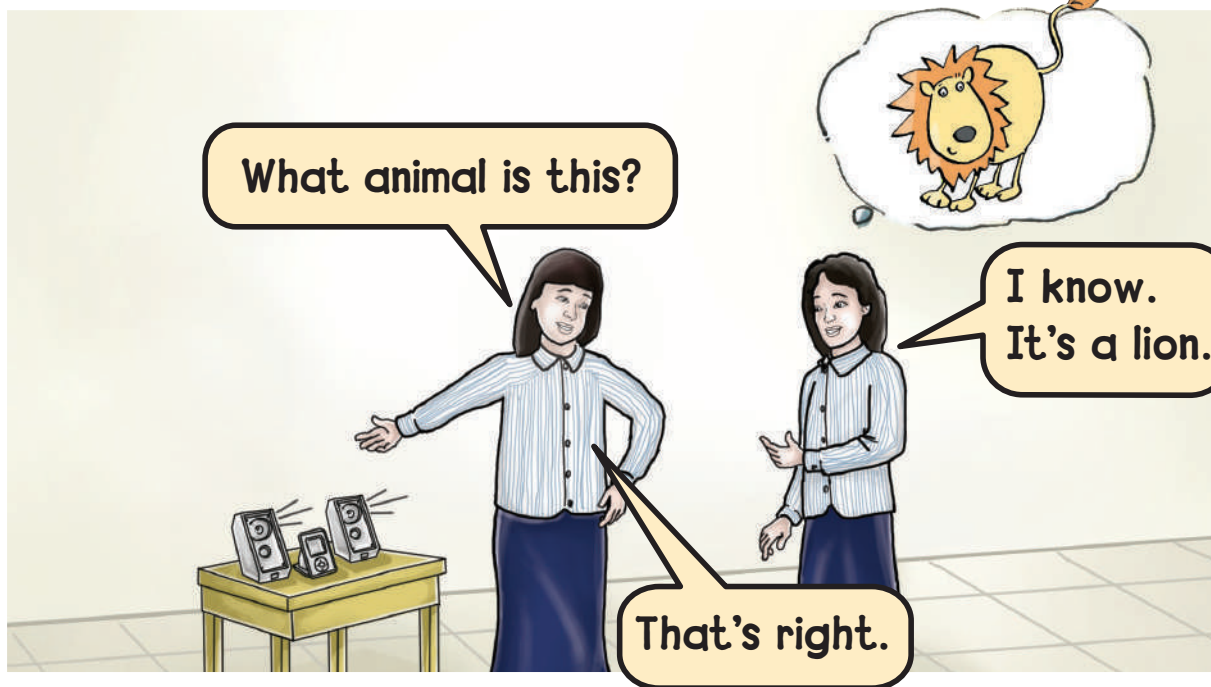
rope



# 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

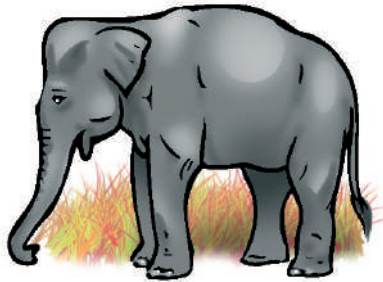
The early bird catches the worm.





## Words in Action

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



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.



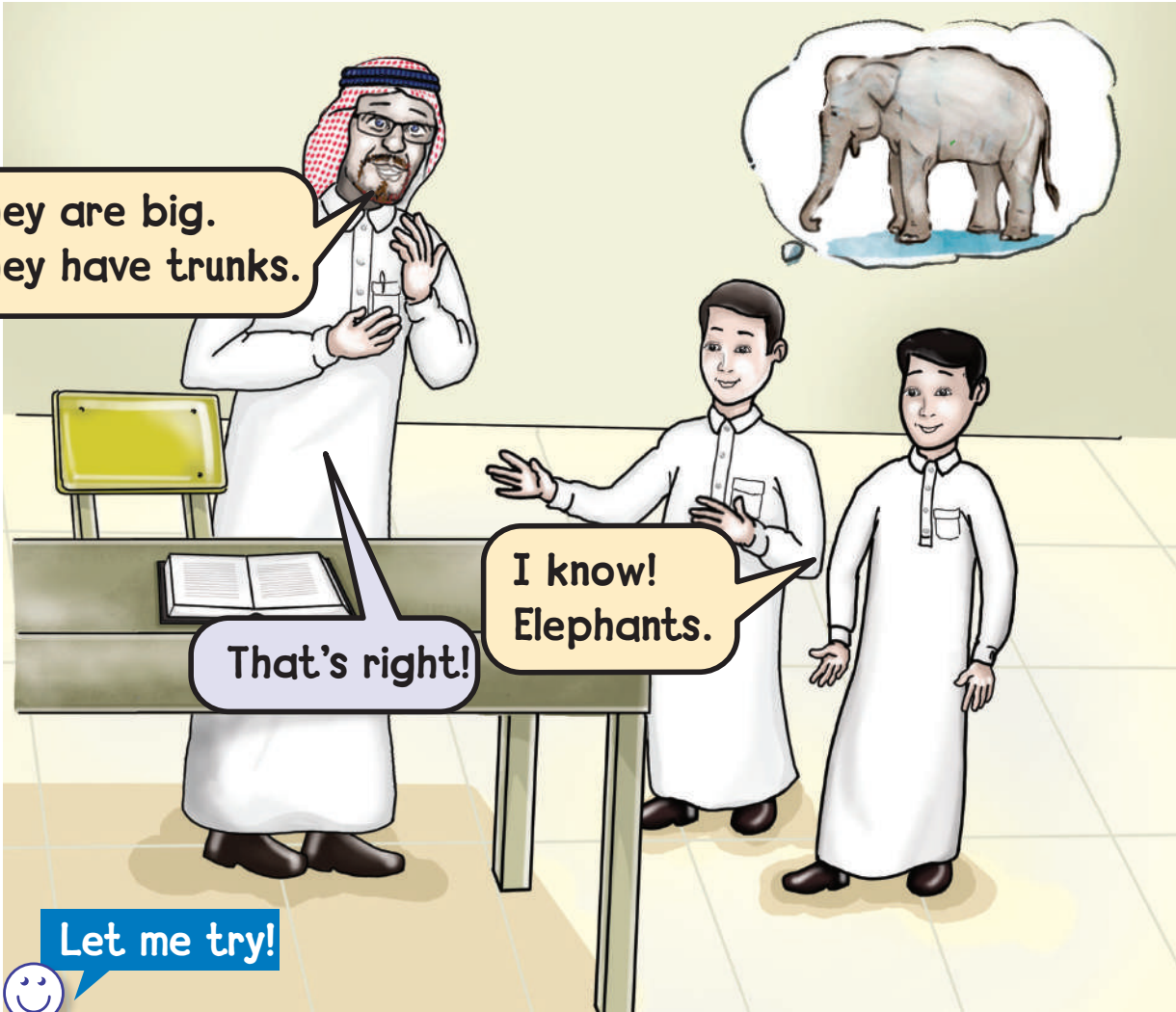


# Fun Time!

## 3 Animal Two Hints Game

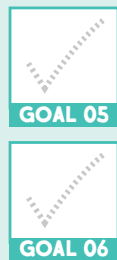


Listen to two hints and say the animal's name.



### I Can ...

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



Now go to page 42





# Phonics

## Sounds and Letters

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



1 /e/



head

2 /i/



read



☐ feather ☐ peach ☐ meat ☒ 1 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

u

u\_e

bus



duck



huge



3 Listen, say, and match.



food

book

boot



foot

moon

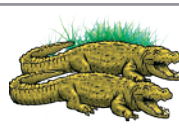
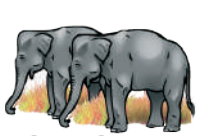
cook



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



|                                                                                                 |                                                                                                   |                                                                                                     |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 1 /z/<br> arms | 2 /s/<br> trunks | 3 /iz/<br> noses |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|

|                                                                                                                      |                                                                                                                       |                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
|  1 hippos                           |  <input type="checkbox"/> crocodiles |  <input type="checkbox"/> snakes |
|  <input type="checkbox"/> elephants |  <input type="checkbox"/> dresses    |  <input type="checkbox"/> faces  |

### ★ ★ Fun Time!

#### 5 Phonics Race

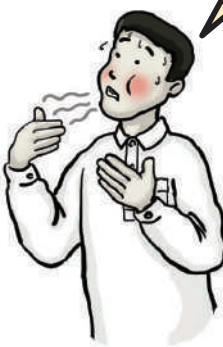


Say and mime words in pairs.  
Use these letters.  
o o\_u ea u  
u\_e oo

o\_e says rose ...



o says hot ...





#### I Can ...

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





# Unit 2 From Here to There

## Talk Time

### 1 Listen and point.



CD1 14



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

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



CD1 15

station    step    stop

Walk straight two \_\_\_\_eps  
and \_\_\_\_op!





# Fun Time!

## 4 Which Way Are You Looking?

Close your eyes and try to follow.



Close your eyes!  
Turn left! Turn left!  
Walk straight three  
steps. Turn right!

We can't see!



### 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.”



GOAL 09



GOAL 10



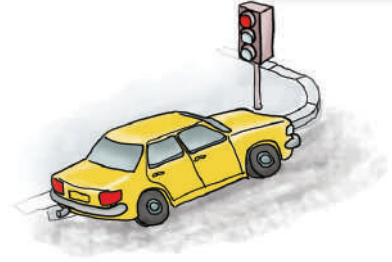


## Rhythms and Listening

1 Chant and do the actions.



### When You See a Red Light



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

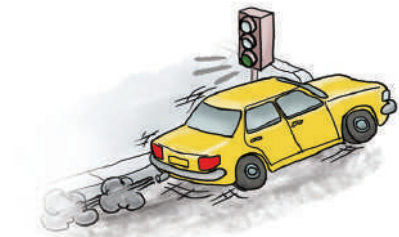
When you see a red light, stop, stop, stop.

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



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

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



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

## Sounds and Letters

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



ship



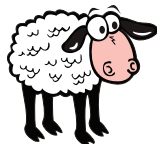
chip



slip



eep



eese



eep

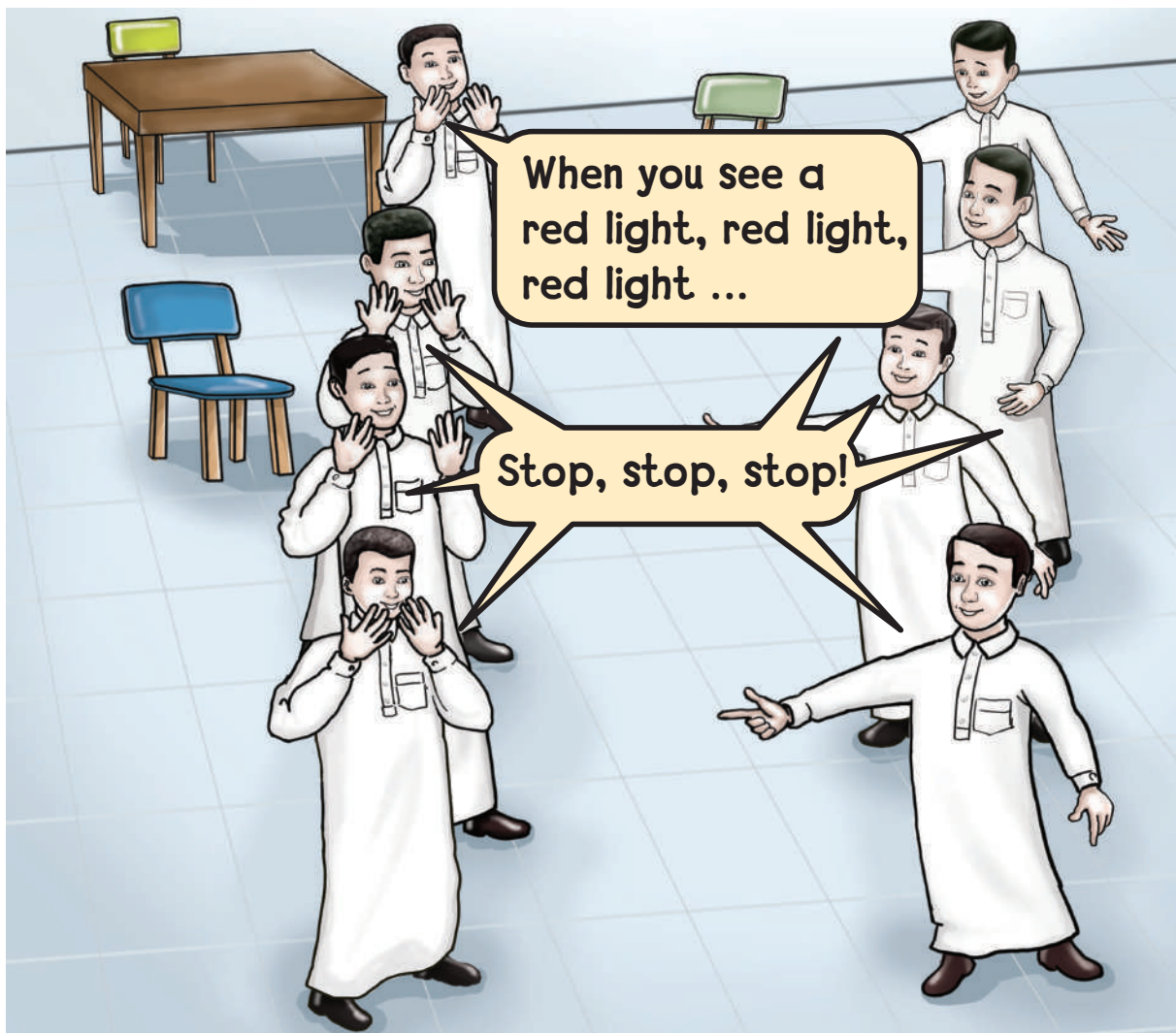


# Fun Time!

## 3 Traffic Signal Game



Listen to the leader and say what to do.



### I Can ...

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



Now go to page 44



## 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!



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

Where are you now?



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."



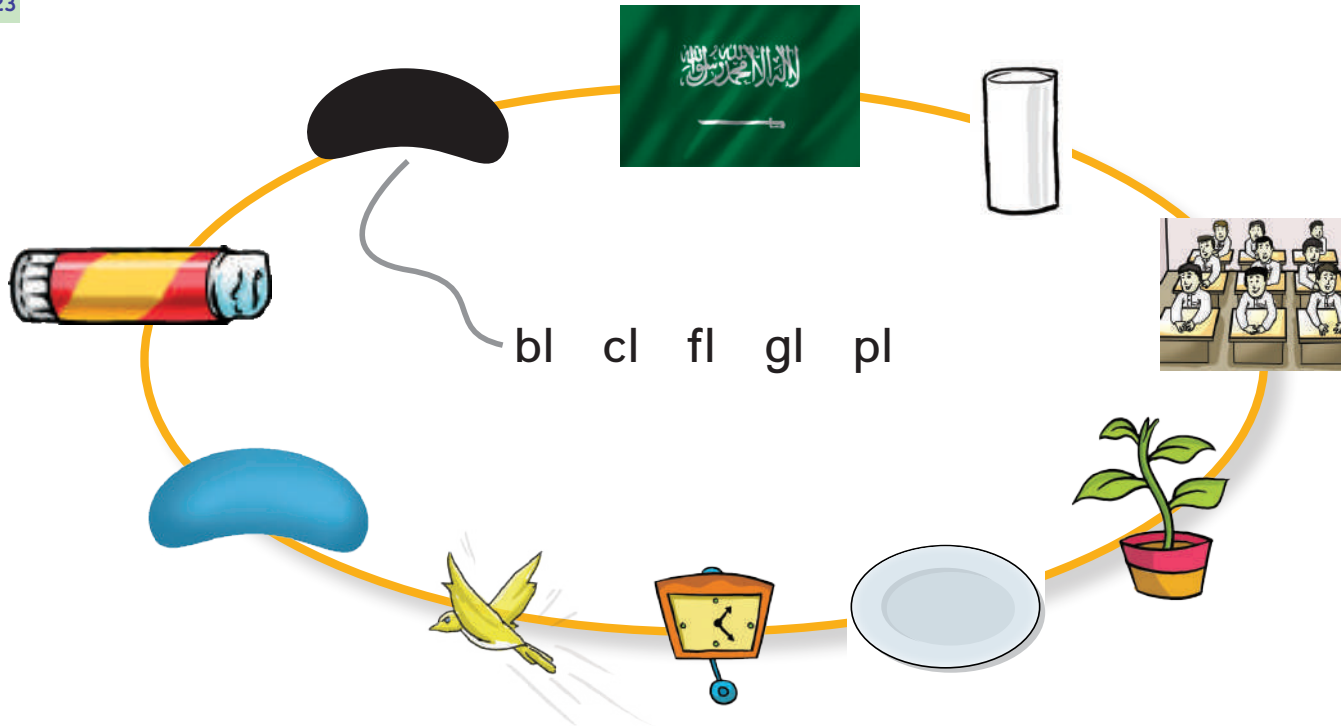
Now go to page 45



# 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



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.







# Unit 3 My House

## Talk Time

1 Listen and point.

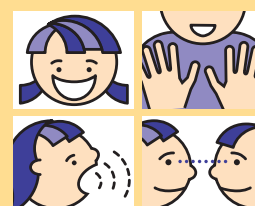


2 Practice the talks in pairs.

3 Act out the talks in pairs.



Remember the Big Four

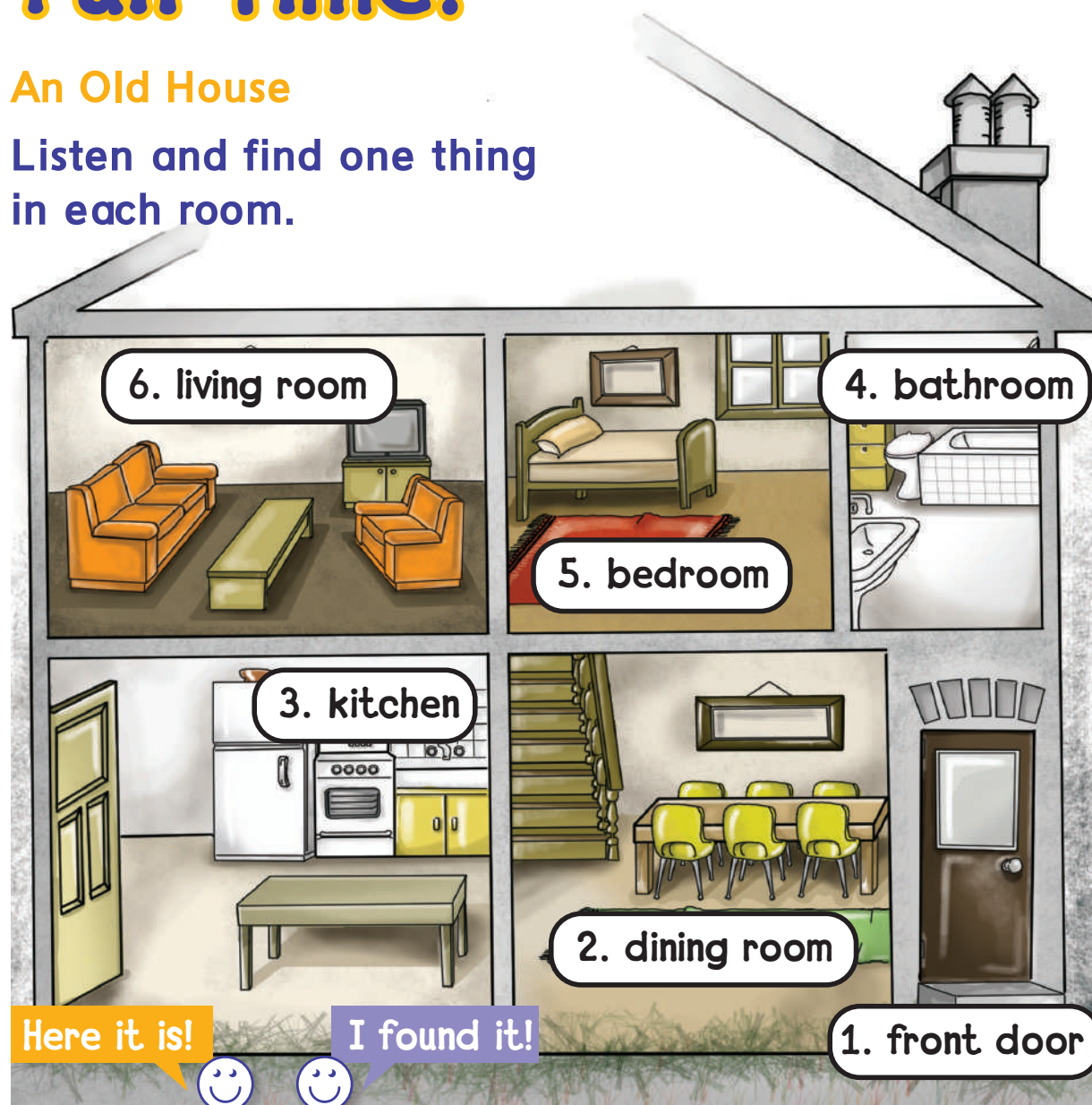


# Fun Time!

## 4 An Old House



Listen and find one thing in each room.



### I Can ...

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



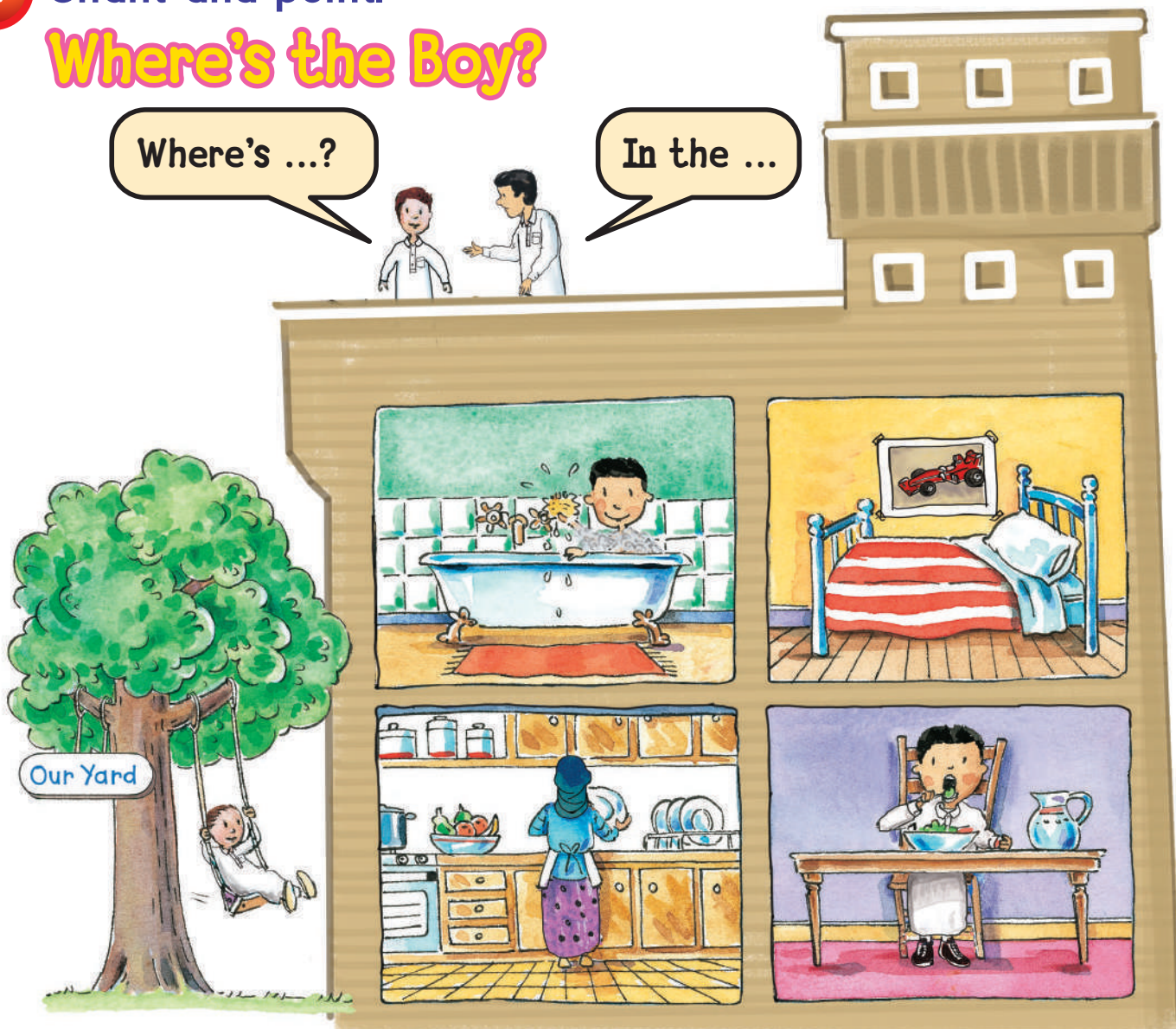




# Rhythms and Listening

1 Chant and point.

## Where's the Boy?



## Sounds and Letters

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



prize



fries



present



frog

My friend is eating \_\_\_ies.



# Fun Time!

## 3 Where? Relay



Don't forget to repeat "Where?"

### 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



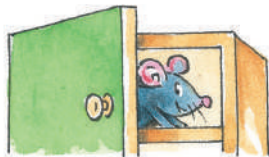


## Words in Action

1 Listen, point, and say.



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



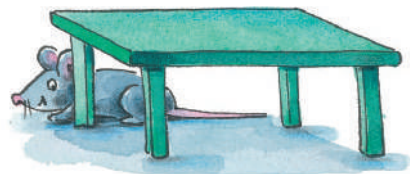
The **mouse** is **in** the **cupboard**.



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



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



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

## Sounds and Letters

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



cloud



mouse



house



mountain

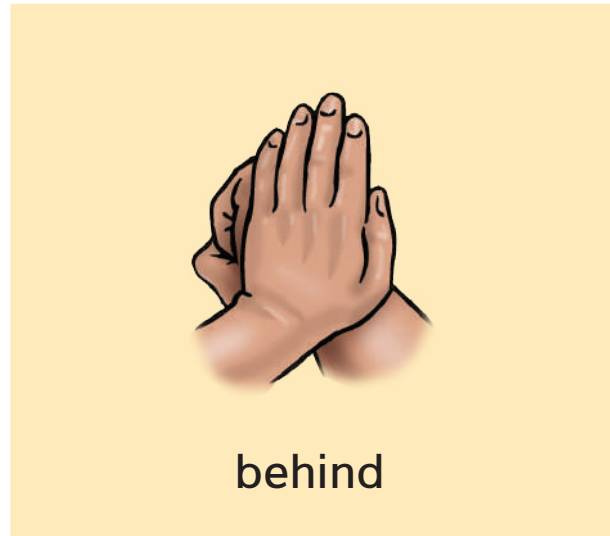
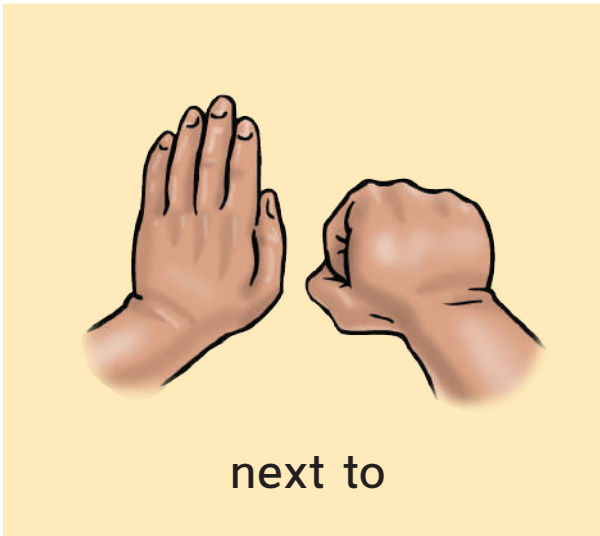
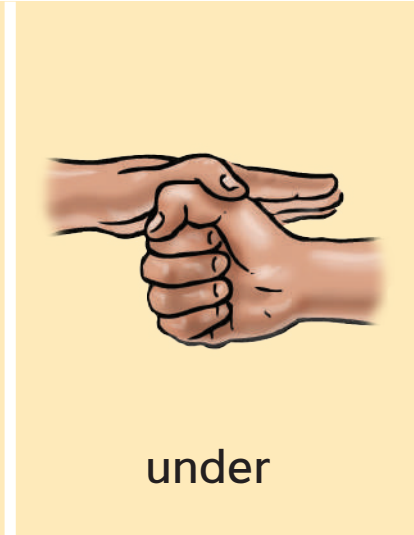
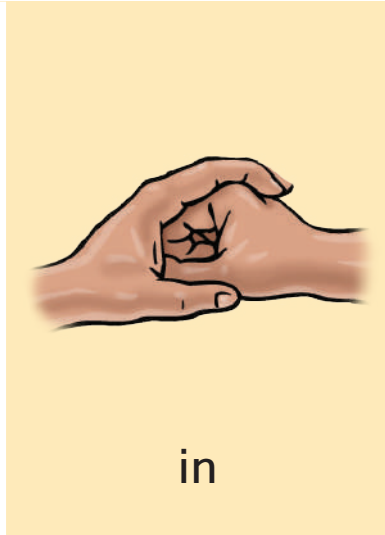
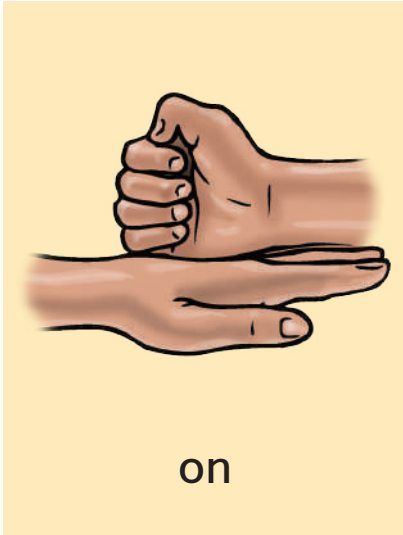
The m\_\_se is in the h\_\_se.



# Fun Time!

## 3 Two Hands Game

Listen and move your hands.



### I Can ...

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



Now go to page 48



# Phonics

1 Read and color o and u.



## 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.



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





# Fun Time!

## 3 Speed-reading



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.



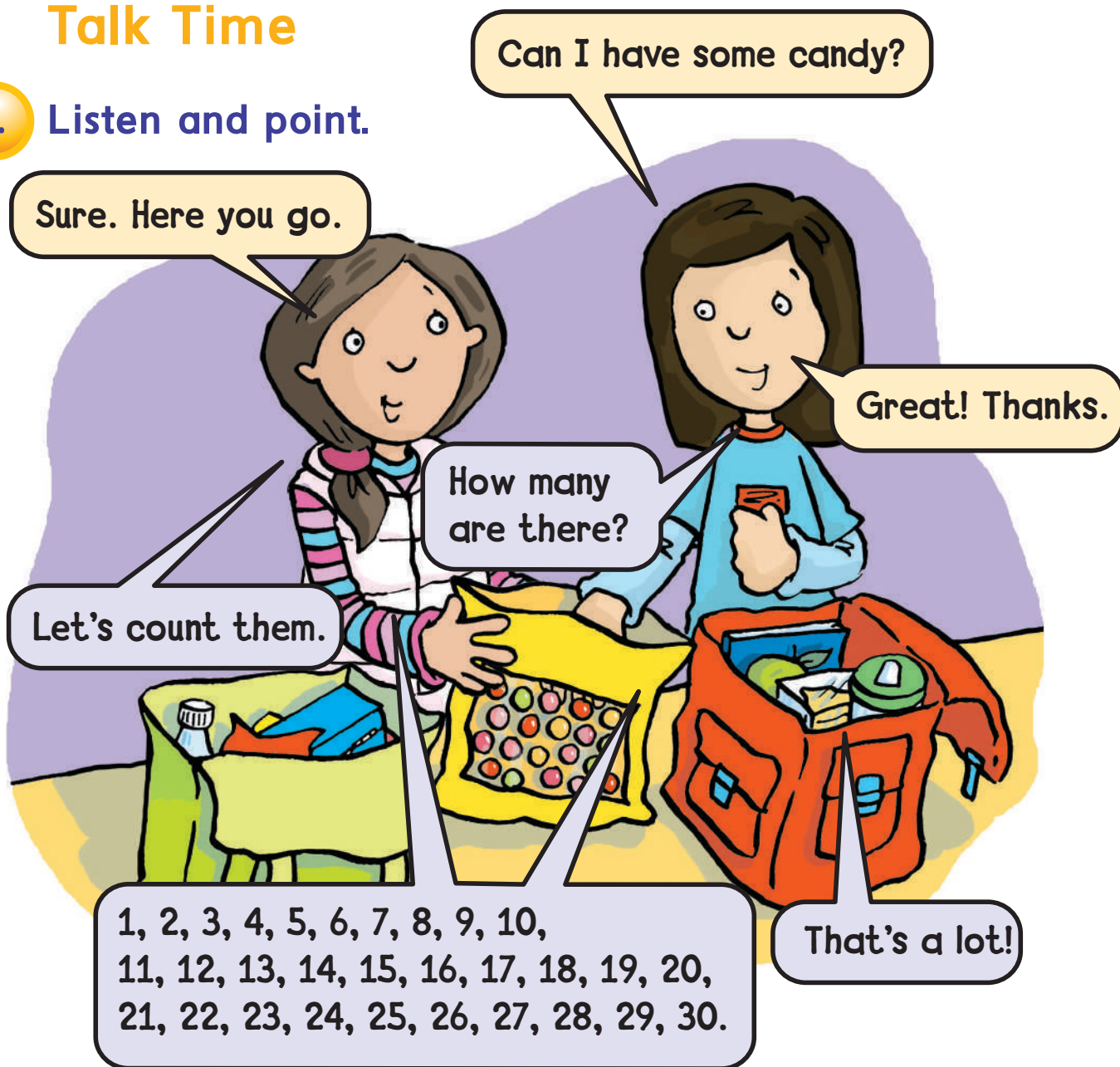
Now go to page 49



# Unit 4 My Things

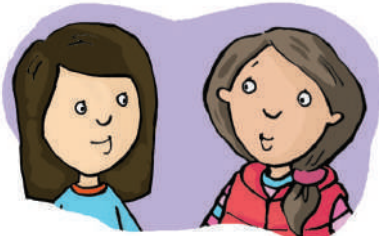
## Talk Time

1 Listen and point.

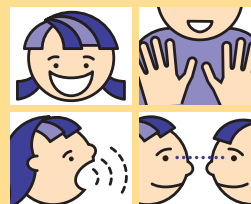


2 Practice the talks in pairs.

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!"



### I Can ...

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



### Advice Time

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







# Rhythms and Listening

1 Chant and point.



## Things on My Desk

Pens and pencils,

Pens and pencils.

Paper and glue,

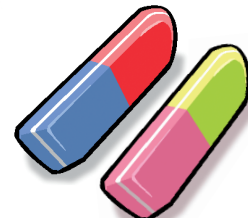
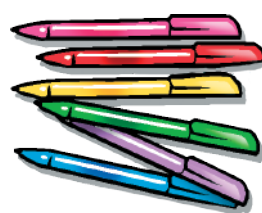
Paper and glue.

Scissors and erasers,

Scissors and erasers.

Candy for you,

Candy for you.



## Sounds and Letters

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



smile



snail



small



snack

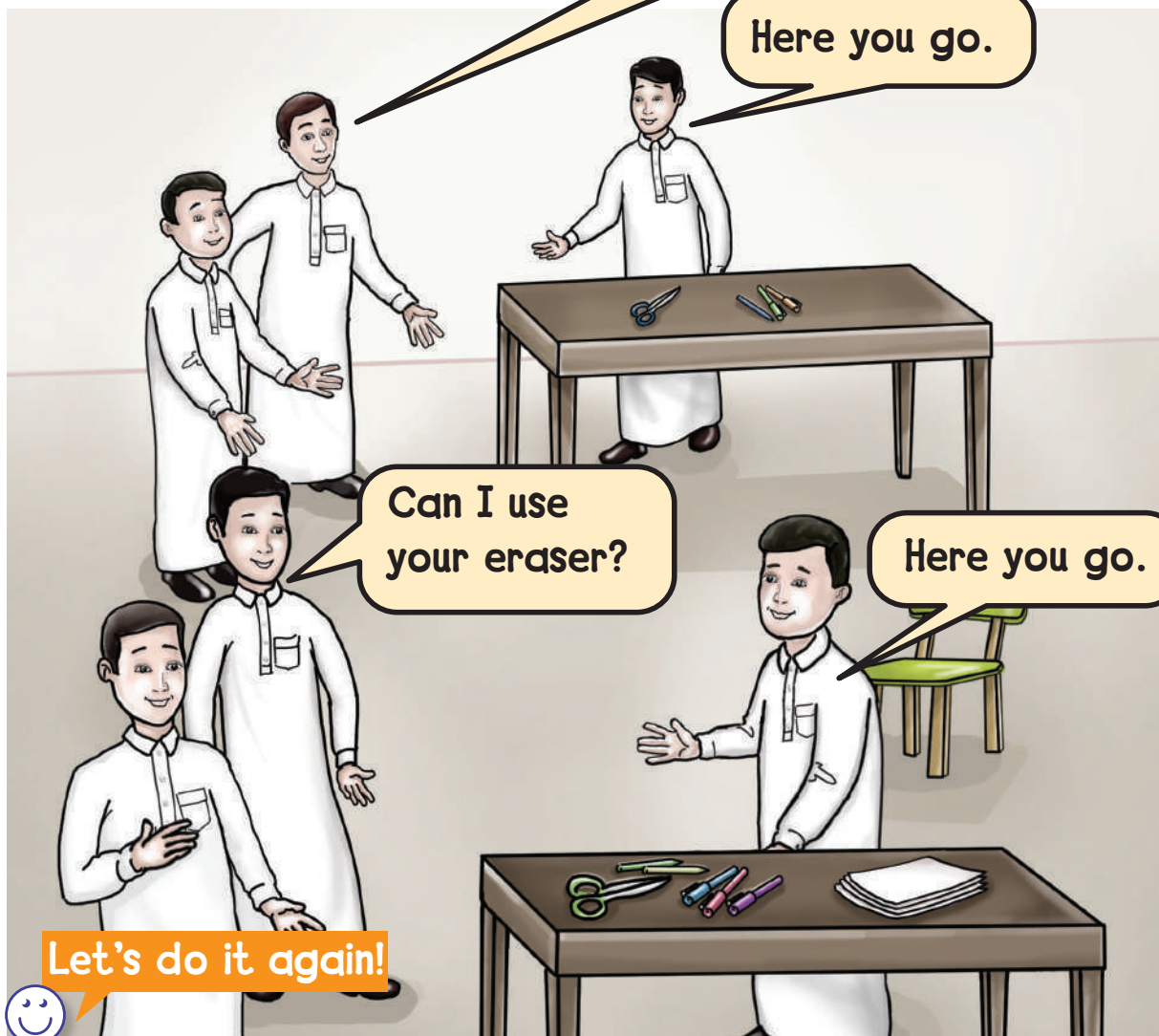
\_\_\_ails are \_\_\_all and quiet.



# Fun Time!

## 3 Borrowing Things Relay

Ask to borrow things.



### I Can ...

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





## Words in Action

1 Listen, point, and say.



What's this?  
It's ...

What are these?  
They're ...

1. a comic book



2. comic books



3. an MP3 player



4. MP3 players



5. a wallet



6. wallets



7. a watch



8. watches



2 Practice the sentences. Play the Copycat Game.

What's this? It's a wallet.

What's this? It's a wallet.

What are these?  
They're wallets.

What are these?  
They're wallets.





# Fun Time!

## Grammar Toolbox

this → it  
these → they

### 3 Pointing Race

Point faster than your partner.

CD1 42

#### Singular



#### Plural



I was first!



### I Can ...

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

GOAL 29

GOAL 30

Now go to page 50

31

Unit 4

## Phonics

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



1 /sp/



spider

2 /sw/



sweater



ring



ort



ing



an

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



### A Funny Day

A fat cat sat on a mat.



A fat hen sat on a pen.



A fat fox sat in a box.



And a fat bug sat on a rug.

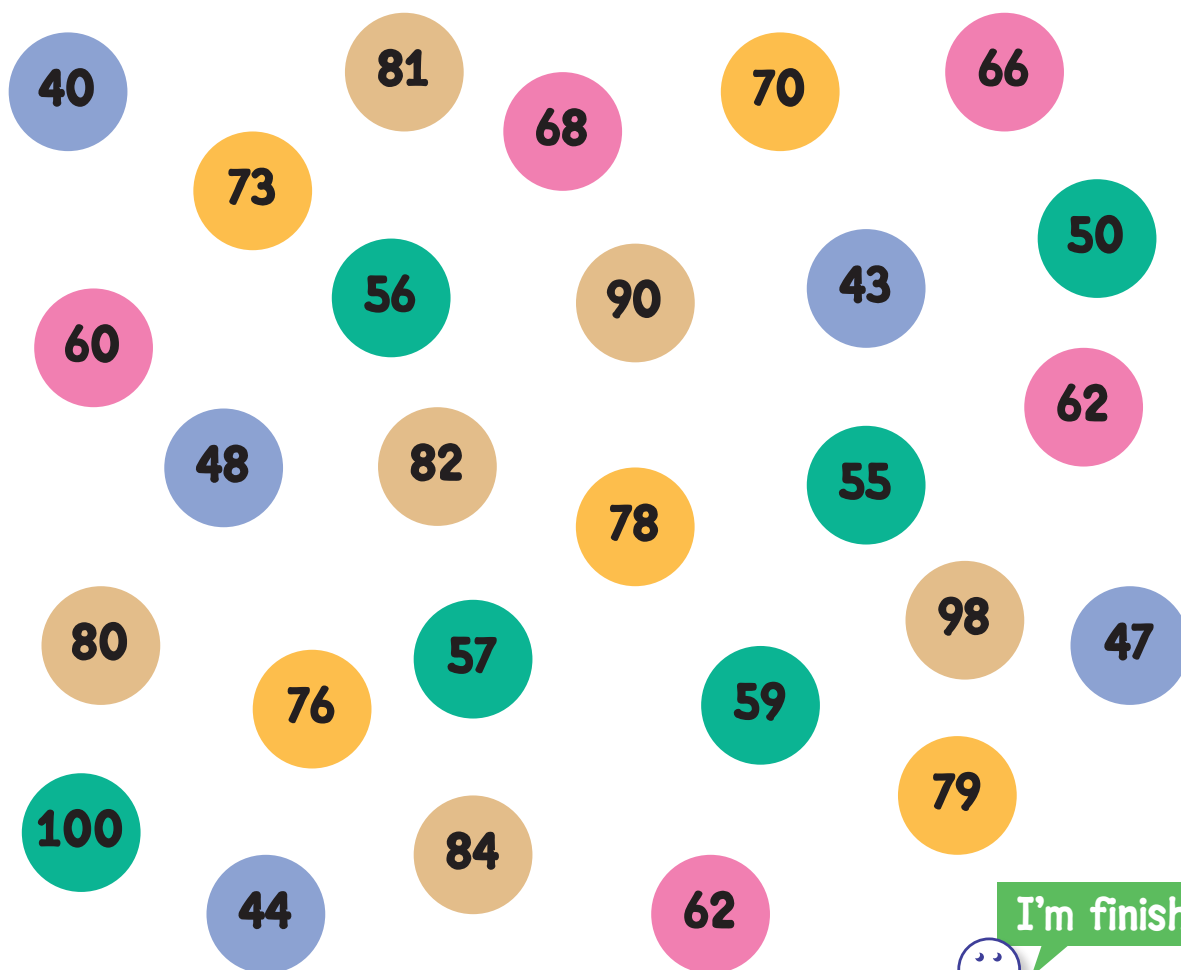


# Fun Time!

3 Find the numbers and draw lines.



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



**I Can ...**

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



Now go to page 51

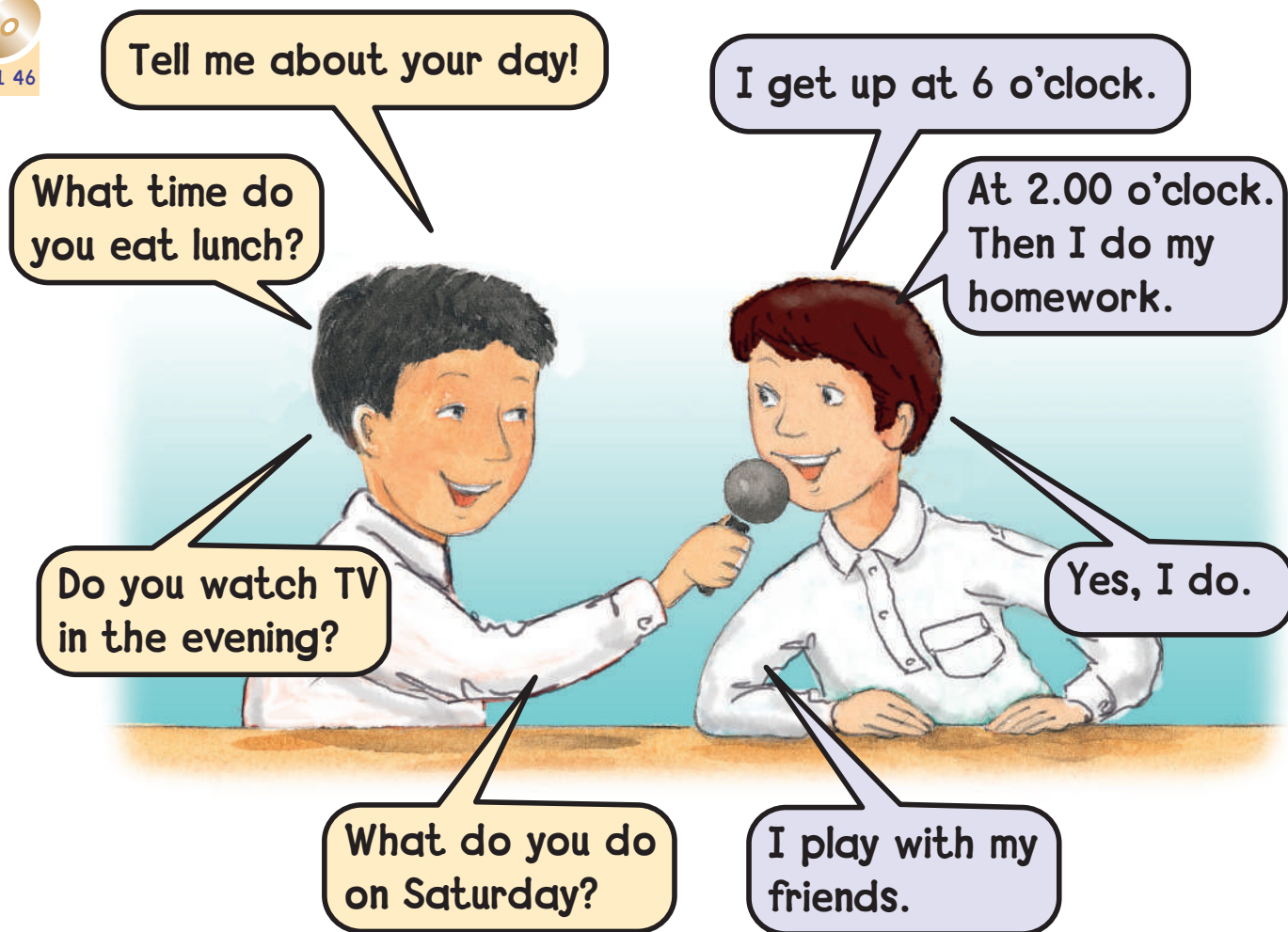




# Unit 5 My Day, Animals, Places

## Talk Time

### 1 Listen and say.



### 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.



\_\_\_ seven



\_\_\_ three



1 nine



\_\_\_ twelve



\_\_\_ eleven

## 5 Check school days in your country.

|        |        |         |           |          |        |          |
|--------|--------|---------|-----------|----------|--------|----------|
| ✓      |        |         |           |          |        |          |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |

## 6 Ask and answer in pairs.



| From Sunday to Thursday      | YOU | YOUR FRIEND |
|------------------------------|-----|-------------|
| 1. What time / get up?       |     | 7 o'clock   |
| 2. What time / go to school? |     |             |
| 3. Where / eat lunch?        |     |             |
| 5. What time / come home?    |     |             |
| 6. What / do in the evening? |     |             |

What time do you get up on Saturday?

I get up at 7 o'clock!

## Grammar Toolbox

Do you watch TV in the evening?  
Yes, I **do**. / No, I **don't**.

What time do you get up?  
I get up at six o'clock.

**I/you/we/they** get up at 6 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



GOAL 33



GOAL 34



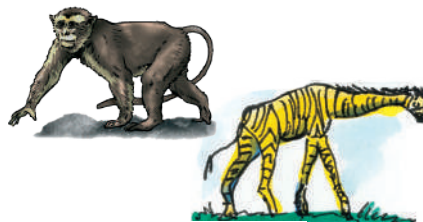
# Rhythms and Listening

1 Listen, chant and match.



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.



Can ostriches run?  
Can they fly?

YES / NO  
YES / NO



Can kangaroos fly?  
Can they jump?

YES / NO  
YES / NO



Can polar bears swim?  
Can they speak?

YES / NO  
YES / NO

Ostriches can run but they can't fly!

Kangaroos \_\_\_\_\_ but \_\_\_\_\_

Polar bears \_\_\_\_\_ but \_\_\_\_\_

## Advice Time

Birds of a feather flock together.





# FunTime!

3

Listen and chant. Write the words.



sunny cloudy rainy snowy



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.



summer autumn  
winter spring



It's sunny and very hot in summer!

## I Can

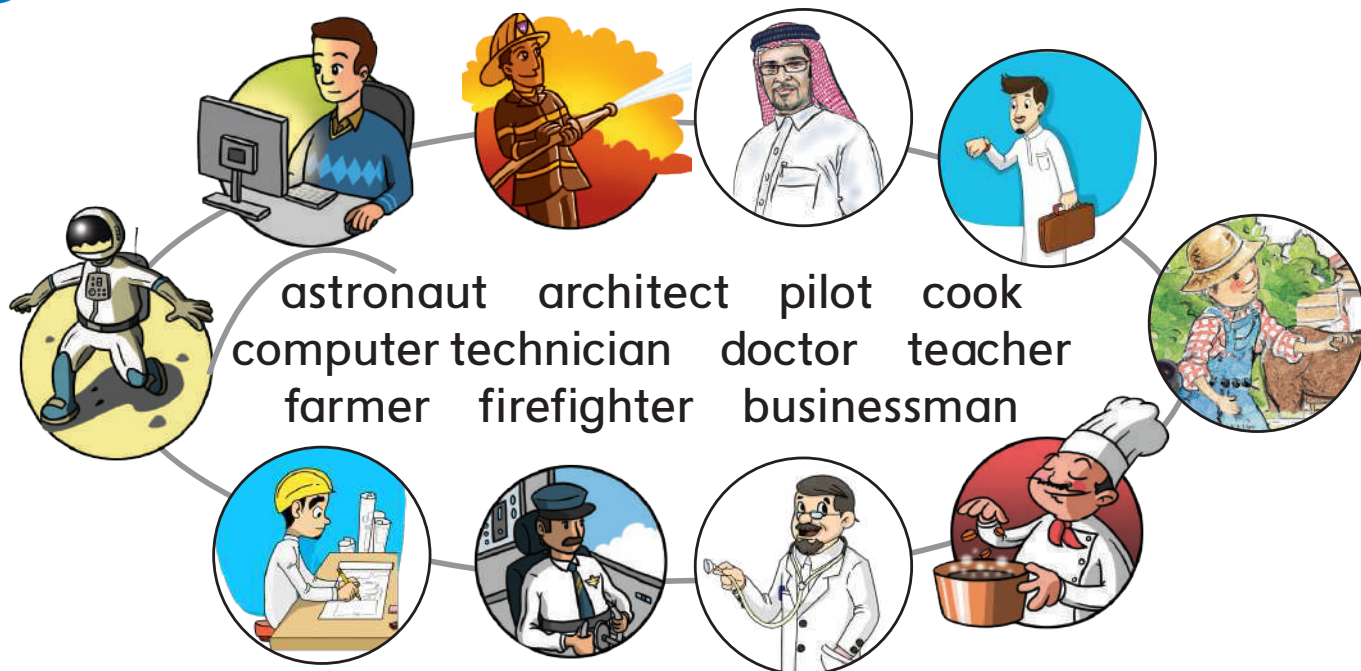
- chant, ask, and talk about animals using "can" or "can't"
- talk about the weather





# Words in Action

1 Listen and practice. Match words and pictures.



2 Ask and answer. Guess.



## Grammar Toolbox

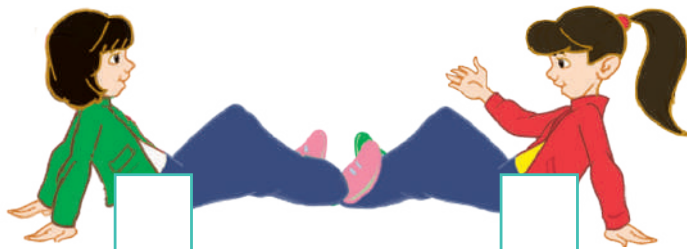
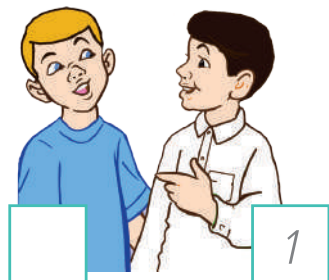
What does he / she do? He / She's a teacher.  
Does he / she work in an office?  
Yes, he / she does. / No, he / she doesn't.  
He/ She works / doesn't work at the airport.



# Fun Time!

She has long, brown hair

**3** Listen and match. Practice in pairs and write.



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

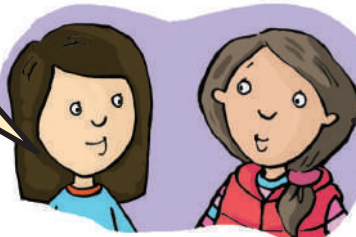
3. black hair, brown eyes, a green jacket, a white T-shirt, a blue skirt, pink shoes

4. short, blond hair, blue eyes, a blue T-shirt

**4** Guess who! Describe someone in your class.



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"



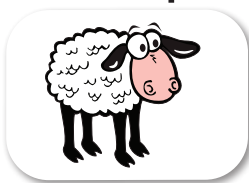


# Phonics

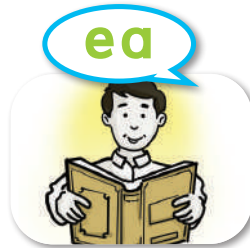
1 Listen, point and say. Write *ea* or *ee*.



sleep



sh \_ \_ p



read



m \_ \_ t



head



br \_ \_ d

2 Listen, point, and say.



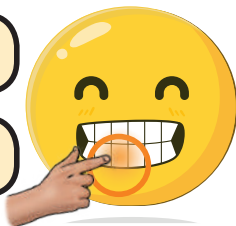
Look at this picture. There is a man, a woman and a child. It's a small family.



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

What's that?

It's a tooth.



What are those?

They're teeth.

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





# Fun Time!

## Places in Town

### 4 Listen, find and write. Practice in pairs.



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.



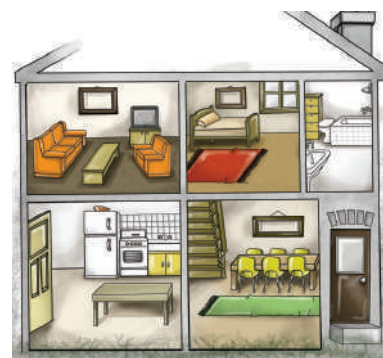
## Things in the House

### 5 Listen, read, and circle T or F.



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.

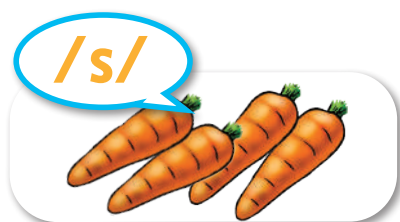
## I Can ...

- 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

CD3 02 1 Listen, point, and say.



carrot /  
carrots



pizza / pizzas

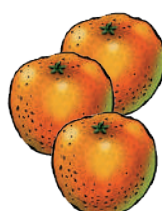


orange /  
oranges

CD3 03 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/ ☐  
\_\_\_\_\_

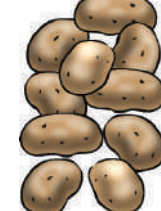
2.  /s/ ☐ /z/ ☐ /ɪz/ ☐  
\_\_\_\_\_

6.  /s/ ☐ /z/ ☐ /ɪz/ ☐  
\_\_\_\_\_

3.  /s/ ☐ /z/ ☐ /ɪz/ ☐  
\_\_\_\_\_

7.  /s/ ☐ /z/ ☐ /ɪz/ ☐  
\_\_\_\_\_

4.  /s/ ☐ /z/ ☐ /ɪz/ ☐  
\_\_\_\_\_

8.  /s/ ☐ /z/ ☐ /ɪz/ ☐  
\_\_\_\_\_

## Words with bl, pl Consonant Blends



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



**bl**

\_\_\_\_ouse



**pl**

\_\_\_\_ane



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



2.



3.



**bl**

**pl**



5.



4.



1  pl ate

\_\_\_\_ack

\_\_\_\_ay

\_\_\_\_ane

\_\_\_\_ue

\_\_\_\_ouse



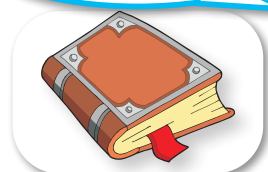


# Words with short and long oo

CD3 06

1 Listen, point, and say.

short oo



book



foot

long oo



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

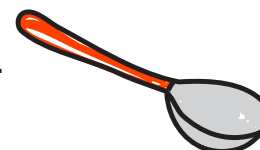
10.



shampoo

L / S

15.



spoon

L / S





## Words with gr, gl and cr, cl



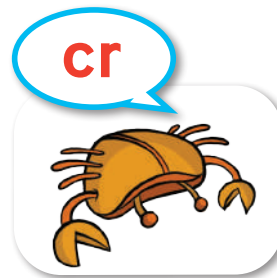
1 Listen, point, and say.



grass



glass



crab

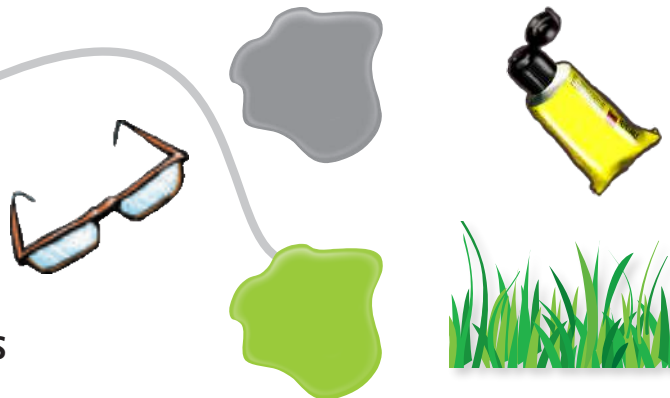


class



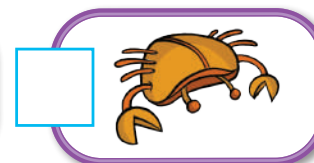
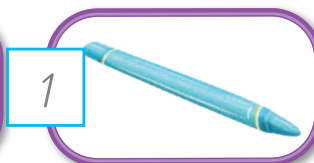
2 Listen to the sound, check ✓, and write. Then draw a line to the right picture.

- |                                           |                             |             |
|-------------------------------------------|-----------------------------|-------------|
| 1. gr <input checked="" type="checkbox"/> | gl <input type="checkbox"/> | ___gr___een |
| 2. gr <input type="checkbox"/>            | gl <input type="checkbox"/> | ___ass      |
| 3. gr <input type="checkbox"/>            | gl <input type="checkbox"/> | ___ue       |
| 4. gr <input type="checkbox"/>            | gl <input type="checkbox"/> | ___ay       |
| 5. gr <input type="checkbox"/>            | gl <input type="checkbox"/> | ___asses    |



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

- |                  |        |       |       |
|------------------|--------|-------|-------|
| 1. <u>crayon</u> | 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



1 Listen, point, and say.



flag



fruit



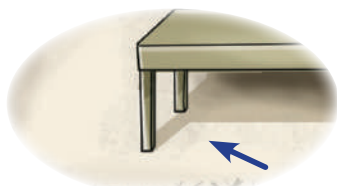
dress



tree



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



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



**br**

\_\_\_\_idge



**pr**

\_\_\_\_ize



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

1.



bread



2.



\_\_\_\_ince

3.



\_\_\_\_idge

4.



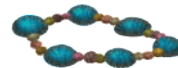
\_\_\_\_own

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.

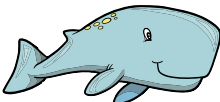


CD3 16 2 Listen and circle the silent letter.

| 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<br>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 sn orkel snorkel

2. sm sn st sl \_\_\_\_\_ot \_\_\_\_\_

3. sm sn st sl fir\_\_\_\_\_ \_\_\_\_\_

4. sm sn st sl \_\_\_\_\_eep \_\_\_\_\_

5. sm sn st sl \_\_\_\_\_ile \_\_\_\_\_

6. sm sn st sl \_\_\_\_\_icker \_\_\_\_\_


☐

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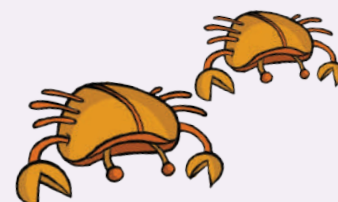
☐

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.



CD3 21

### 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

CD3 22

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



Long **u** sound

2

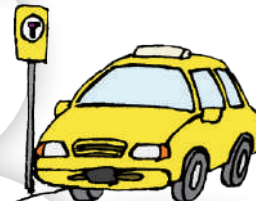
glue blue you toe to so who too

shoe

3

Long **i** sound

pie bye dry taxi kind line field rain



Long **e** sound

4

8

spaghetti ski piece me eight donkey sky space

taxi

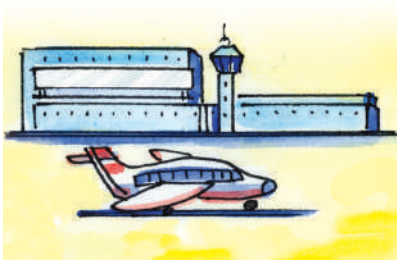
5

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







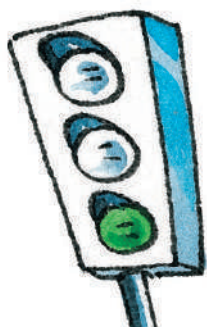
a giraffe p3



glue p28



go p12



a green light  
p12



a hippo p6



a hospital p15



in p22



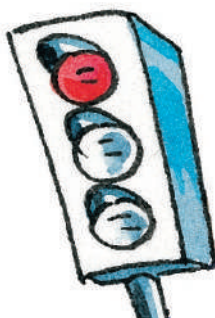
a kangaroo p3



a kitchen p19



a koala p3



light p12

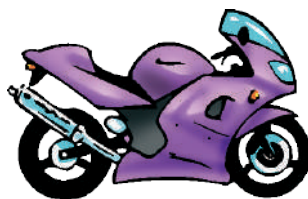


a lion p3

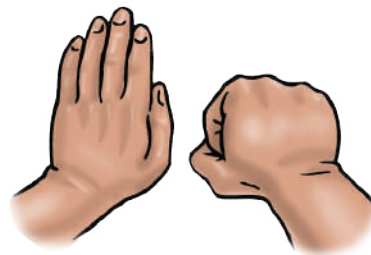




a monkey p4



a motorbike p14



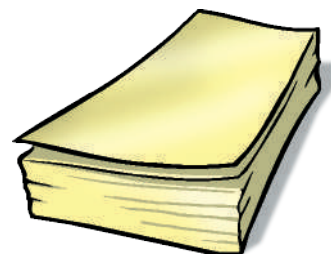
next to p22



on p22



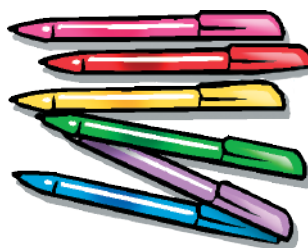
an ostrich p3



paper p28



pencils p28



pens p28



a police car p14



a rose p4



a rhino p3



a school p15

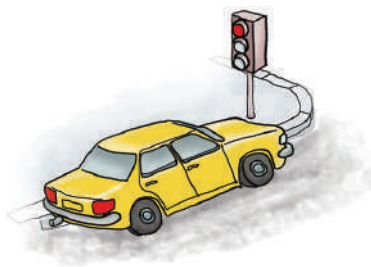




scissors p28



a space station  
p15



stop p12



a table p22



a tail p4



a taxi p14



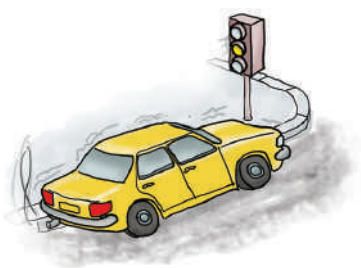
a train p14



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 and 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<br>الزمني | By the end of grade five students will be able to:                                                                                                                                                                                            | الفترة Session            |                            |                            |                            | الرمز<br>Code |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------|----------------------------|----------------------------|---------------|
|                |                                                                                                                                                                                                                                               | الأولى<br>1 <sup>st</sup> | الثانية<br>2 <sup>nd</sup> | الثالثة<br>3 <sup>rd</sup> | الرابعة<br>4 <sup>th</sup> |               |
| 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", sn 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 ( <i>in, on, at</i> ).                                                                                                                                                                                          |                           |                            | ✓                          | ✓                          | 30/7/5        |
|                | Ask about activities happening at the moment of speaking using the Present Progressive (Affirmative, Negative, Interrogative and short answers).                                                                                              | ✓                         | ✓                          | ✓                          |                            | 31/7/5        |
| x              | Identify occupations and talk about what someone does using the Present Simple (Affirmative, Negative, Interrogative and short answers).                                                                                                      |                           |                            |                            | ✓                          | 32/7/5        |
|                | Ask and answer about possession using the Possessive Case and <i>whose</i> .                                                                                                                                                                  | ✓                         | ✓                          |                            |                            | 33/7/5        |
|                | Identify and talk about clothes.                                                                                                                                                                                                              | ✓                         |                            |                            | ✓                          | 34/7/5        |
| x              | Follow a short simple text while listening to the audio recording.                                                                                                                                                                            | ✓                         | ✓                          | ✓                          | ✓                          | 35/7/5        |



| الحد الأدنى |         | By the end of grade five students will be able to:                                               | الفترة Session            |                            |                            |                            | الرمز<br>Code |
|-------------|---------|--------------------------------------------------------------------------------------------------|---------------------------|----------------------------|----------------------------|----------------------------|---------------|
|             |         |                                                                                                  | الأولى<br>1 <sup>st</sup> | الثانية<br>2 <sup>nd</sup> | الثالثة<br>3 <sup>rd</sup> | الرابعة<br>4 <sup>th</sup> |               |
| x           | Reading | Read and count cardinal numbers to 100.                                                          |                           |                            |                            | √                          | 36/7/5        |
|             |         | Read and count ordinal numbers from 1 <sup>st</sup> to 10 <sup>th</sup> .                        | √                         |                            |                            |                            | 37/7/5        |
| x           |         | Read and comprehend simple sentences.                                                            | √                         | √                          | √                          | √                          | 38/7/5        |
| x           |         | Read simple short illustrated stories.                                                           |                           | √                          | √                          | √                          | 39/7/5        |
| x           | 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        |



WORKBOOK  
4

WE CAN!

Mc  
Graw  
Hill





# Contents

| Workbook |                         |    |
|----------|-------------------------|----|
| Unit 1   | Wild Animals            | 63 |
| Unit 2   | From Here to There      | 71 |
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| Unit 4   | My Things               | 87 |
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## Goal 01 CD2 02 Wild Animals: Talk Time

I can act out the talks about wild animals.

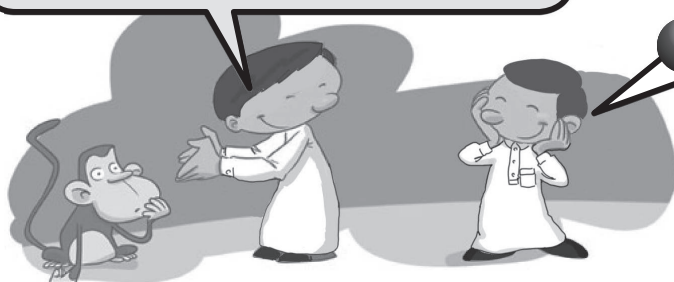
I listened to CD2 02 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



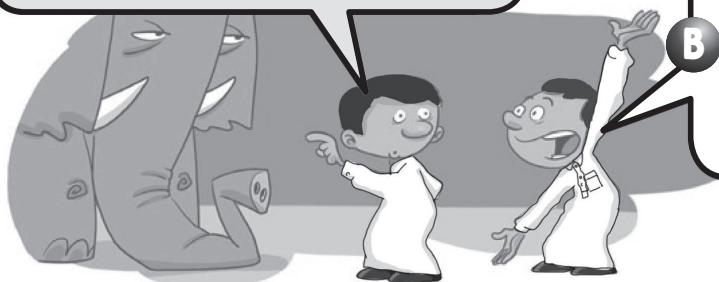
### 1 Listen, point, and practice. Trace.

**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



## 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



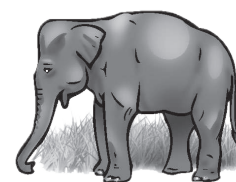
3. ostrich



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



### 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



## 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.

.....

\_\_\_\_\_

.....



2. It's a monkey.

.....

\_\_\_\_\_

.....



3. It's a 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



## 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



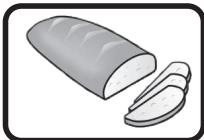
\_\_\_\_\_

3. cup



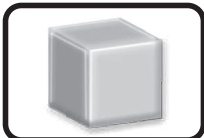
\_\_\_\_\_

4. cube



\_\_\_\_\_

5. peach



\_\_\_\_\_

6. feather



\_\_\_\_\_

7. meat



\_\_\_\_\_

### 2 Read and draw.

boot



book





## Goal 08



## 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

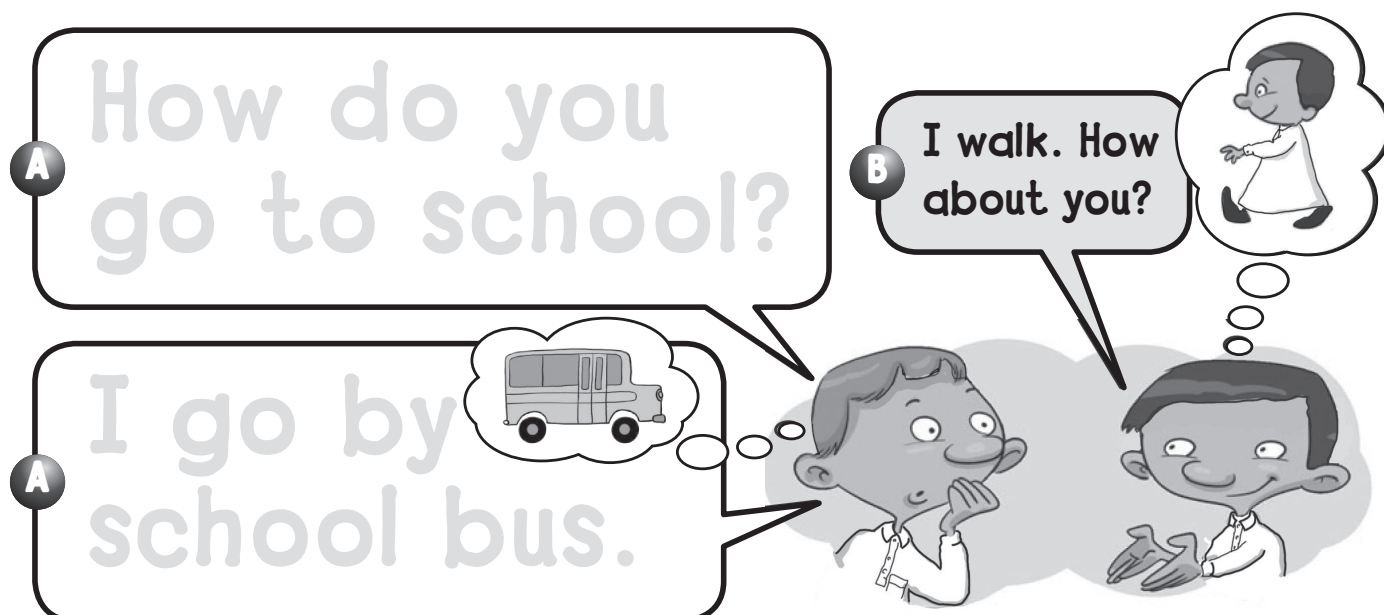
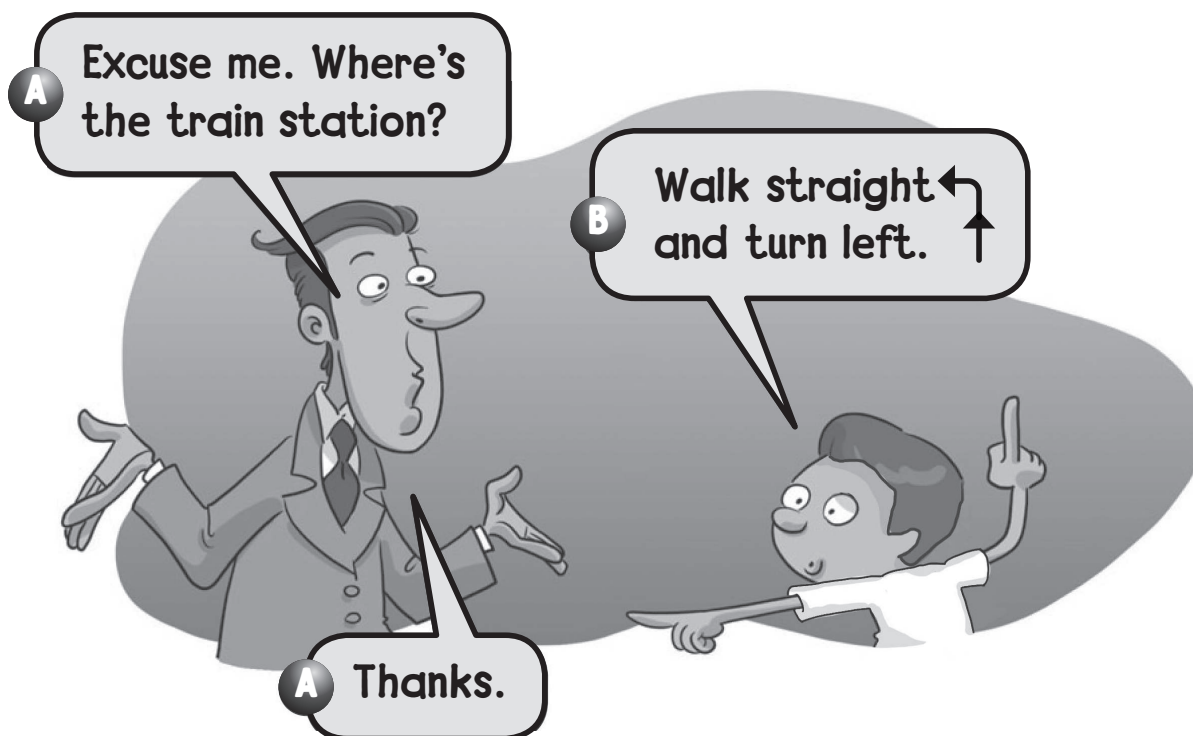
I can act out the talks about directions and going places with a partner.

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 \_\_\_\_\_

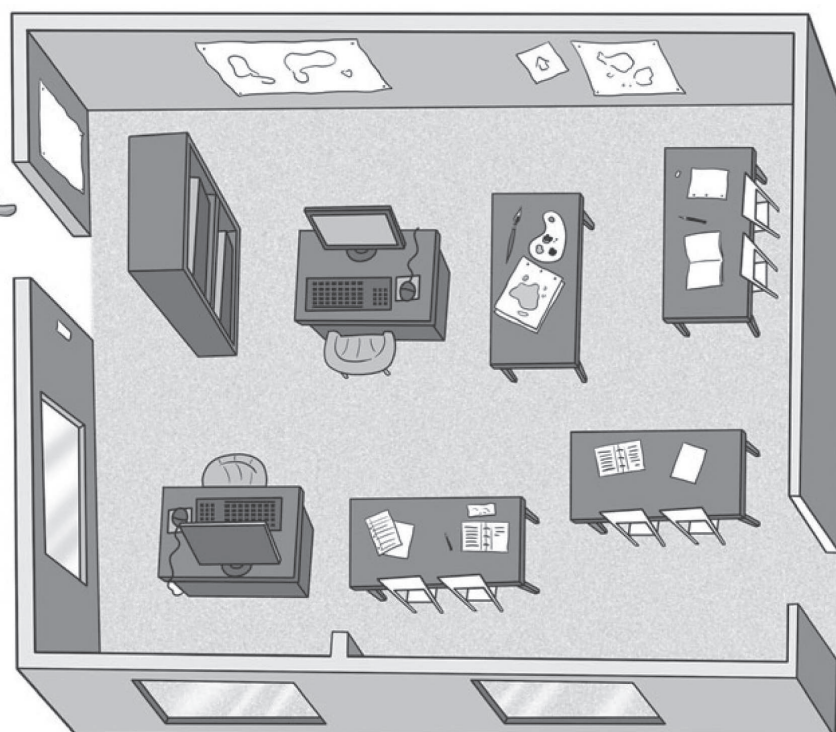
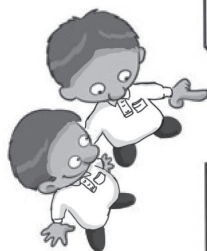


**1** Listen, point, and practice. Do the actions. Trace.

Turn left. ↶ Turn left. ↶  
Walk straight three steps. ↑ Turn right. ↷

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

Entrance



Exit







## Goal 11 CD2 12 From Here to There: Rhythms and Listening

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

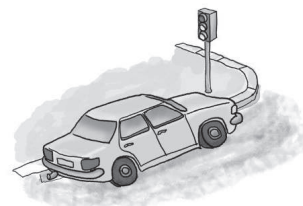
I listened to CD2 12 ☐ ☐ ☐ ☐ ☐ ☐ ☐ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



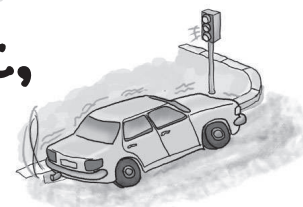
1 Listen and chant. Trace.

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



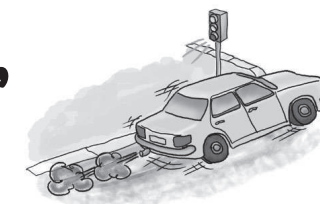
When you see a red  
light, stop, stop, stop.

**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 \_\_\_\_\_

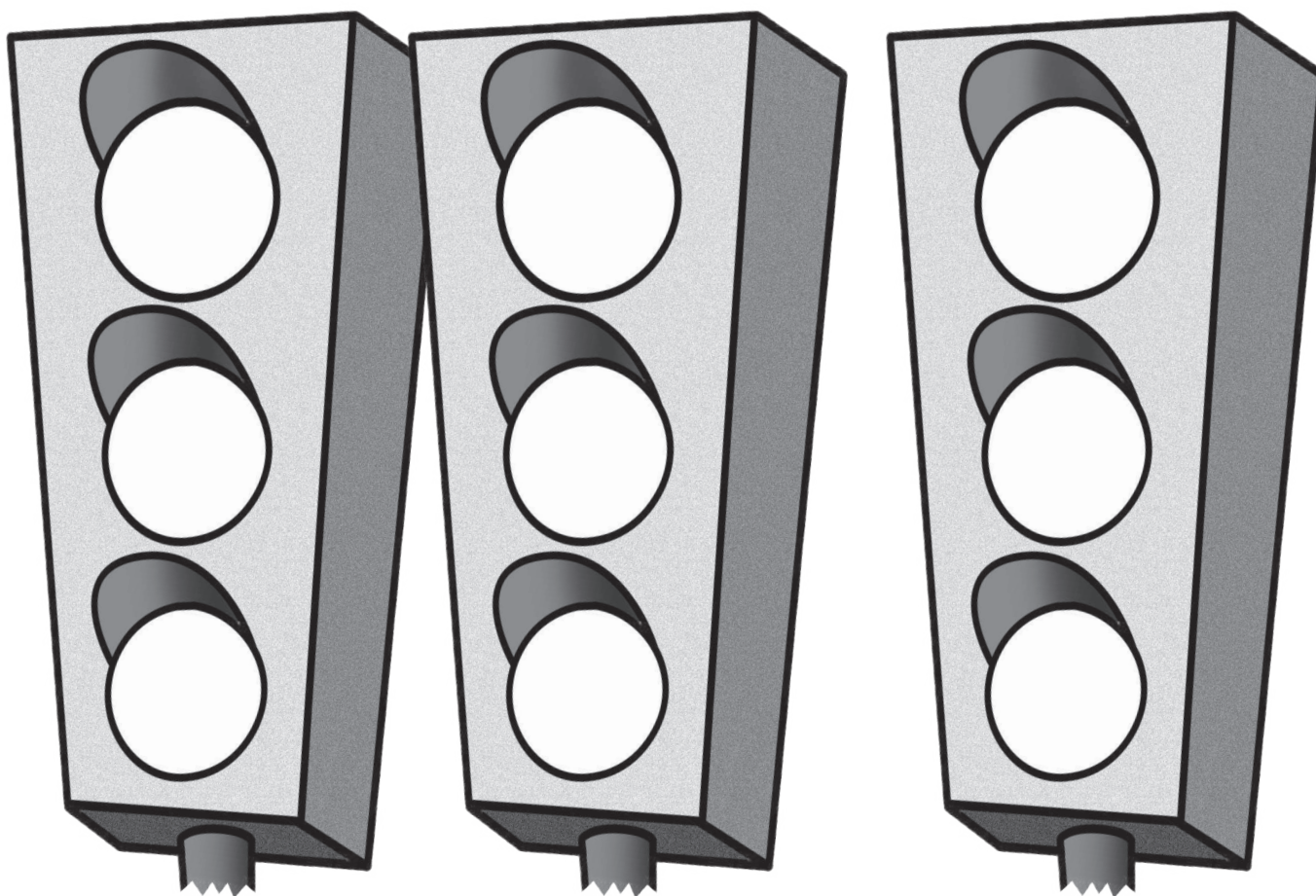


**1** Listen, point, and practice. Trace and color.

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."

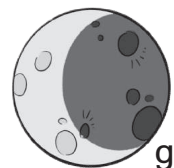
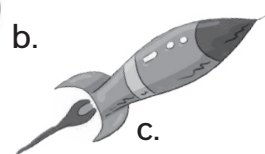
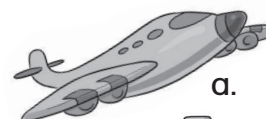
I listened to CD2 15 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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.

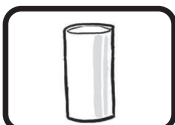
I listened to CD2 16        days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



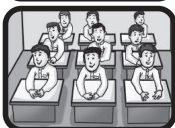
### 1 Listen, point, and match. Then copy.

1. black



\_\_\_\_\_

2. flag



\_\_\_\_\_

3. glass



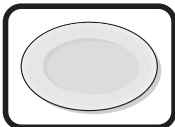
\_\_\_\_\_

4. class



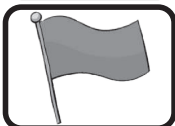
\_\_\_\_\_

5. plant



\_\_\_\_\_

6. plate



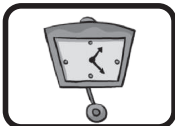
\_\_\_\_\_

7. clock



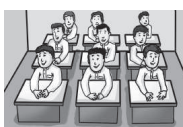
\_\_\_\_\_

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.

**A** Hello.

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



**A** Yes, please.

**B** I'll show you around.



**A** Thanks.

**B** This is the living room.

### 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 Listening

I 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?**

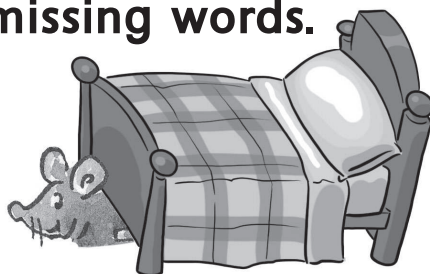
In the yard.



**Where's the boy?**

In the bedroom.

### 2 Write the missing words.



A \_\_\_\_\_ is under  
the \_\_\_\_\_!





## Goal 20



## 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.



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

1. r a i c h

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. b u p c d a o r

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. d i r e g f

\_\_\_\_\_

\_\_\_\_\_

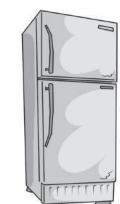
\_\_\_\_\_

4. e a l b t

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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



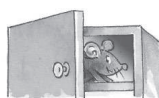
behind

### 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**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. box    **b - o - x**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. fun    **f - u - n**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. sun    **s - u - n**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. hot    **h - o - t**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. not    **n - o - t**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 2 Write two words in each house.

1.    **- o t**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.    **- u n**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.    **- 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.

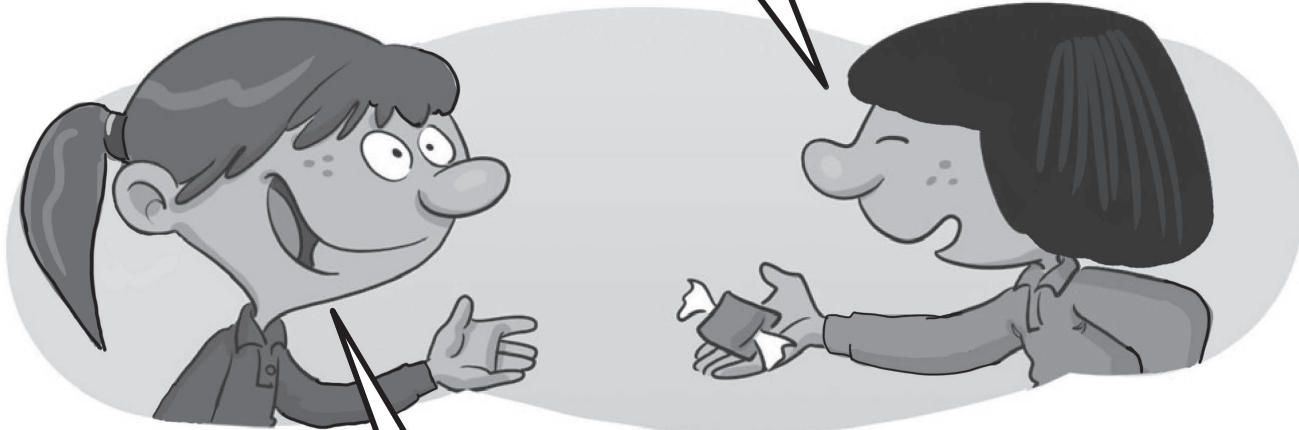
Name \_\_\_\_\_ Class \_\_\_\_\_



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

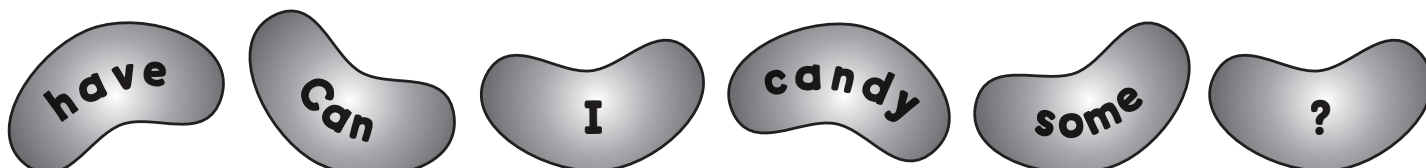
A Can I have some candy?

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.

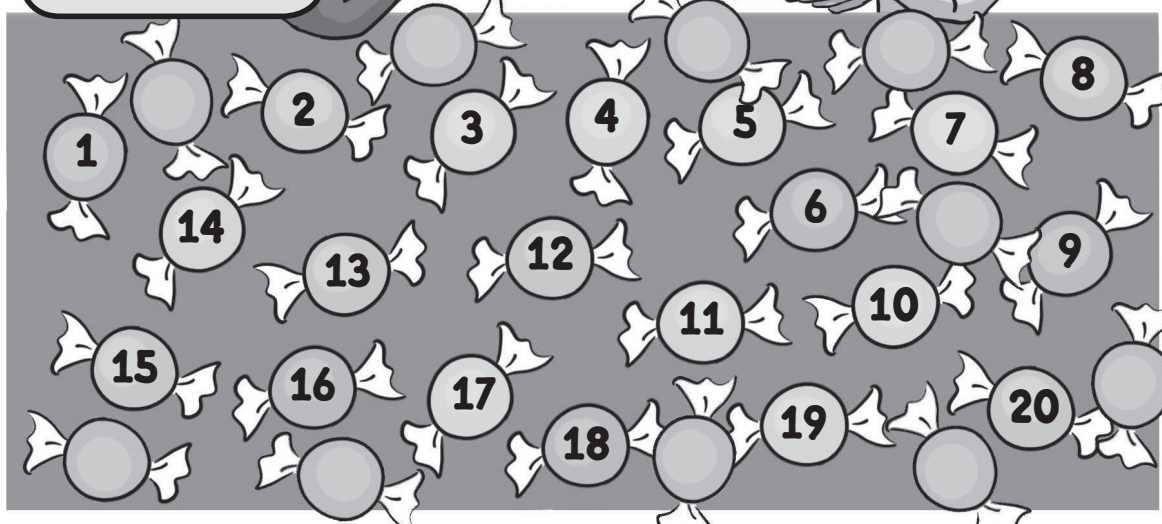
**A** How many are there?



**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.**



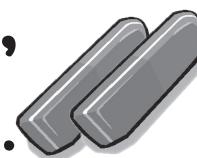
**Paper and glue,**

**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



## 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



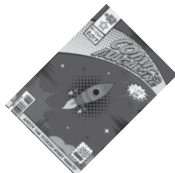
2. What's this? It's a



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.

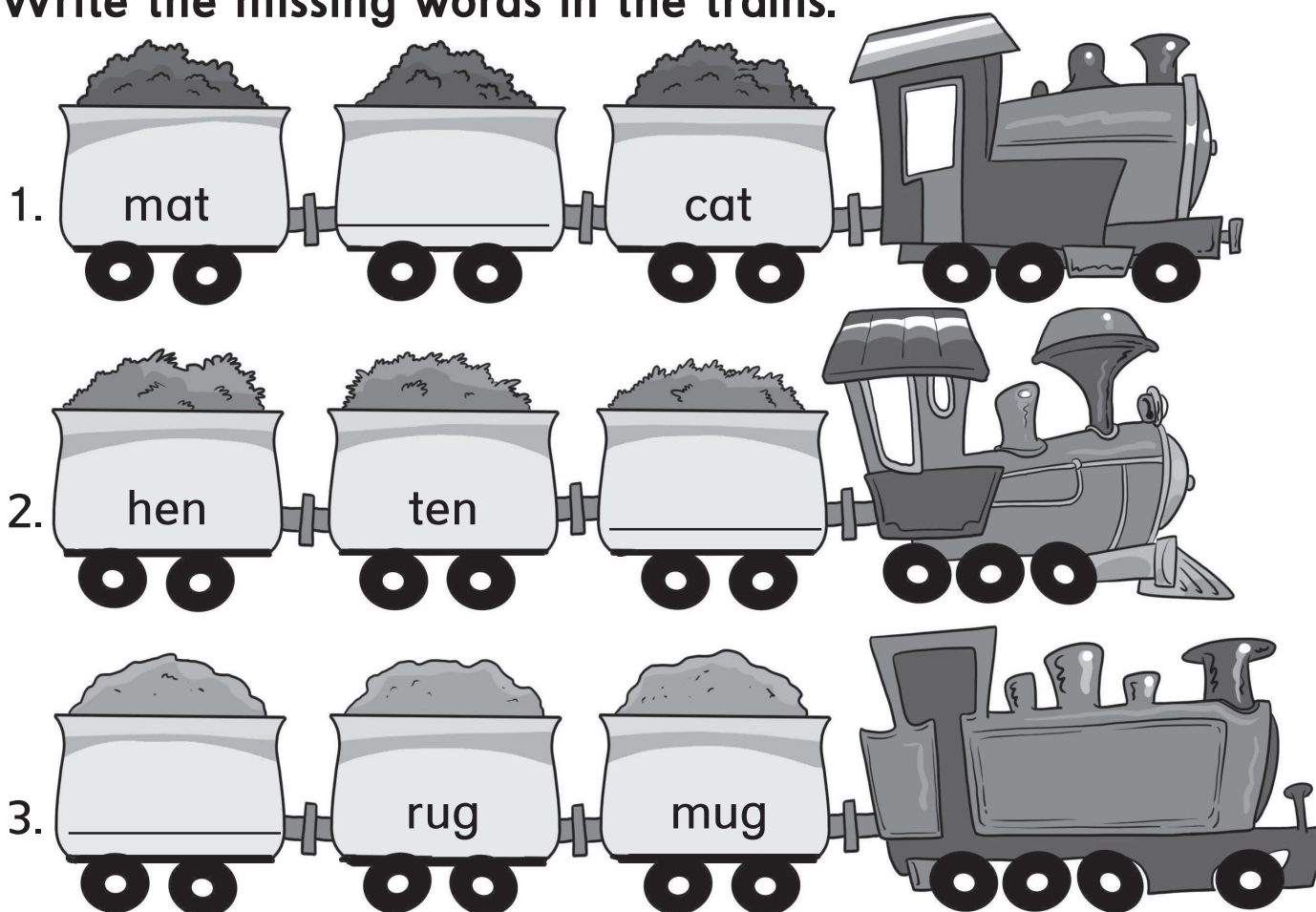
Name \_\_\_\_\_ Class \_\_\_\_\_



### 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

B. 42 52

C. 63 66

D. 78 98

E. 64 84

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.

I play with my friends.

What do you do on Saturday?

### 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 \_\_\_\_\_



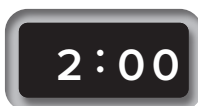
### 1 Listen, point, and say. Then write.



1. I get up at seven o'clock.



2. I go to school at \_\_\_\_\_ o'clock.



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

Monday

Sunday

Friday

Tuesday

Wednesday

Saturday

1. Sunday

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_







## 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!

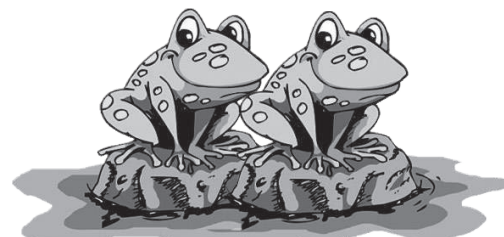


Their skin is \_\_\_\_\_ ,

Their eyes pop out.

They can \_\_\_\_\_ and \_\_\_\_\_ ,

They are loud and fun.



### 2 Read and answer. Then write sentences.

Can elephants swim?



Can snakes bite?



Yes, they can.

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 \_\_\_\_\_ 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!



### 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 \_\_\_\_\_

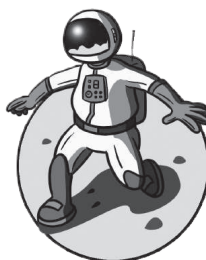


### 1 Listen and practice. Write.

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 thobe 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.





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

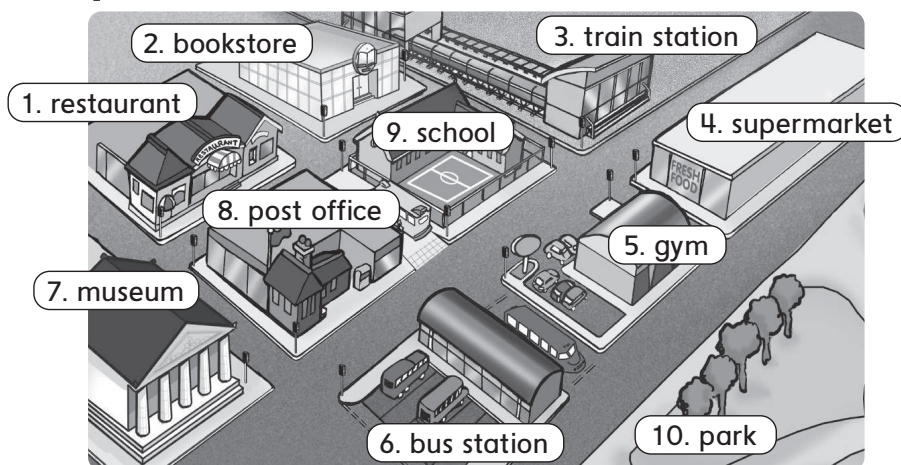
I can talk about places in town and things in the house using “there is”, “there are”.

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. | <input type="radio"/> T | <input type="radio"/> F |
| 2. There's a museum near the restaurant.                             | <input type="radio"/> T | <input type="radio"/> F |
| 3. There's a bus station next to the school.                         | <input type="radio"/> T | <input type="radio"/> F |
| 4. There's a supermarket opposite the gym.                           | <input type="radio"/> T | <input type="radio"/> F |
| 5. There's a school between the post office and the train station.   | <input type="radio"/> T | <input type="radio"/> F |

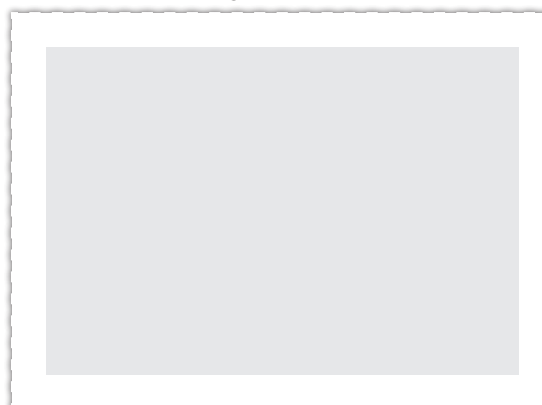
### 2 Find photos about places in your country and make a poster. Write:

- where the place is
- something about the place

Faisaliah Tower

Faisaliah Tower is in Riyadh.

It is very tall.



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4

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