

المملكة العربية السعودية  
Kingdom of Saudi Arabia

رؤية  
2030  
المملكة العربية السعودية  
KINGDOM OF SAUDI ARABIA



وزارة التعليم  
Ministry of Education

Student's Book and Workbook  
كتاب الطالب والتمارين

# Get Ready

Elementary Stage  
Fifth Elementary Grade  
First Semester

المرحلة الابتدائية  
الصف الخامس الابتدائي  
الفصل الدراسي الأول

3

2019 / 2020 Edition طبعة ١٤٤٠ / ١٤٤١ هـ

# Rubric Glossary

Because of their importance in the learning experience, these rubric words have been translated into Arabic for the use of pupils and parents.

Answer أجب

Ask اسأل

Check افحص

Circle ضع دائرة حول

Colour لَوْن

Complete أكمل

Copy انسخ

Count عُدّ

Cover غط

Do نفَّذ - افعل

Draw ارسم

Find جد

Join ألحق/ يلحق

Listen استمع

Look انظر

Match طابق/ صل

Read اقرأ

Say قل

Trace تتبّع

Write اكتب



Stand up



Sit down



Open your books



Listen



Look



Find



Say



Write



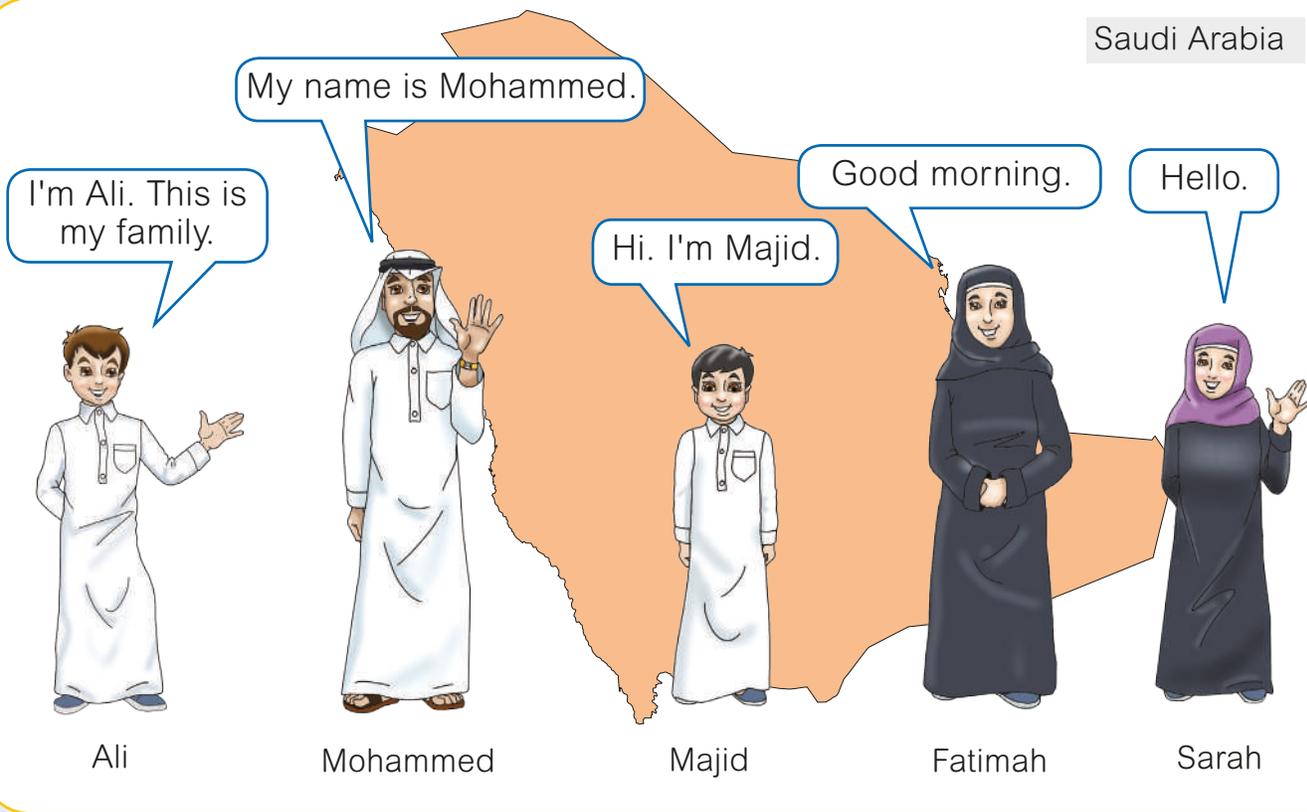
Quiet

# Contents

<b>Student's Book Units</b>	<b>Page</b>	<b>Workbook Units</b>	<b>Page</b>
Welcome	4		
1 Greetings	6	1 Greetings	59
2 My family	10	2 My family	62
Revision 1	14	Revision 1	65
Saudi Stars 1	16		
3 Good morning!	18	3 Good morning!	67
4 My colourful clothes	22	4 My colourful clothes	70
Revision 2	26	Revision 2	73
Saudi Stars 2	28		
Progress Check 1	30		
5 Tom's house	32	5 Tom's house	75
6 My classroom	36	6 My classroom	78
Revision 3	40	Revision 3	81
Saudi Stars 3	42		
7 My favourite subject	44	7 My favourite subject	83
8 The weather today	48	8 The weather today	86
Revision 4	52	<i>Picture dictionary</i>	91
Saudi Stars 4	54		
Progress Check 2	56		

# Welcome

Saudi Arabia



England

What's your name?



Peter

I'm from England.



Tom

Do you like English?



Mary

This is my family.



Helen

She's my sister.



Anna

How old are you?



Badriah

Where are you from?



Aunt Maha

Are you from Saudi Arabia?



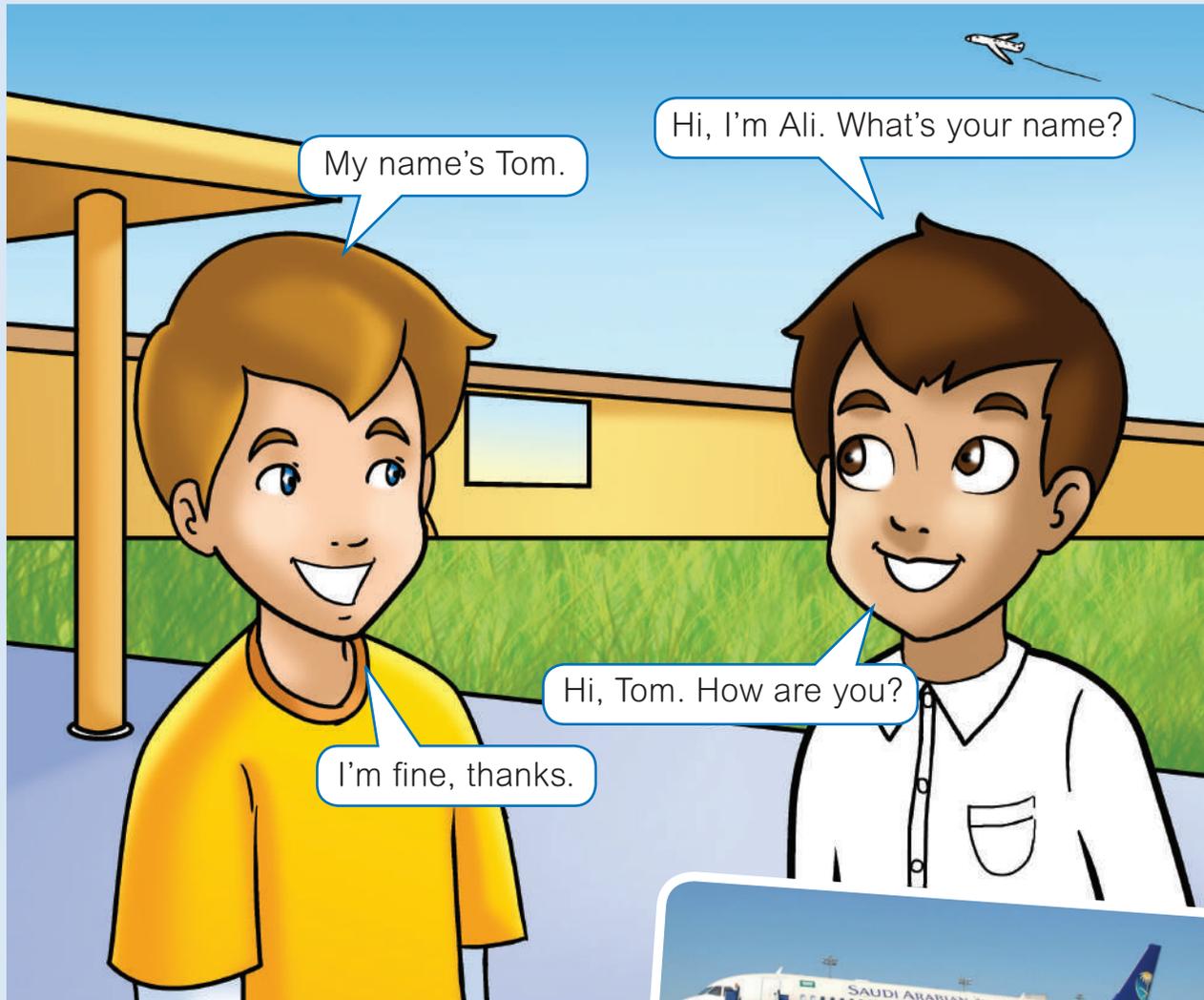
Aseel



# 1 Greetings

## Lesson 1

- 1 Listen and find. Listen and read.  



- 2 Listen and say in pairs.  



Hi, \_\_\_\_\_ Ali. What's your name?

My \_\_\_\_\_ Tom.

Hi, Tom. How \_\_\_\_\_ ?

I'm fine, \_\_\_\_\_.

6

- 1 **Listening; speaking:** practise formulaic language: greetings  
2 **Listening; speaking; writing:** say and write greetings practising vocabulary

3 Listen and match. 

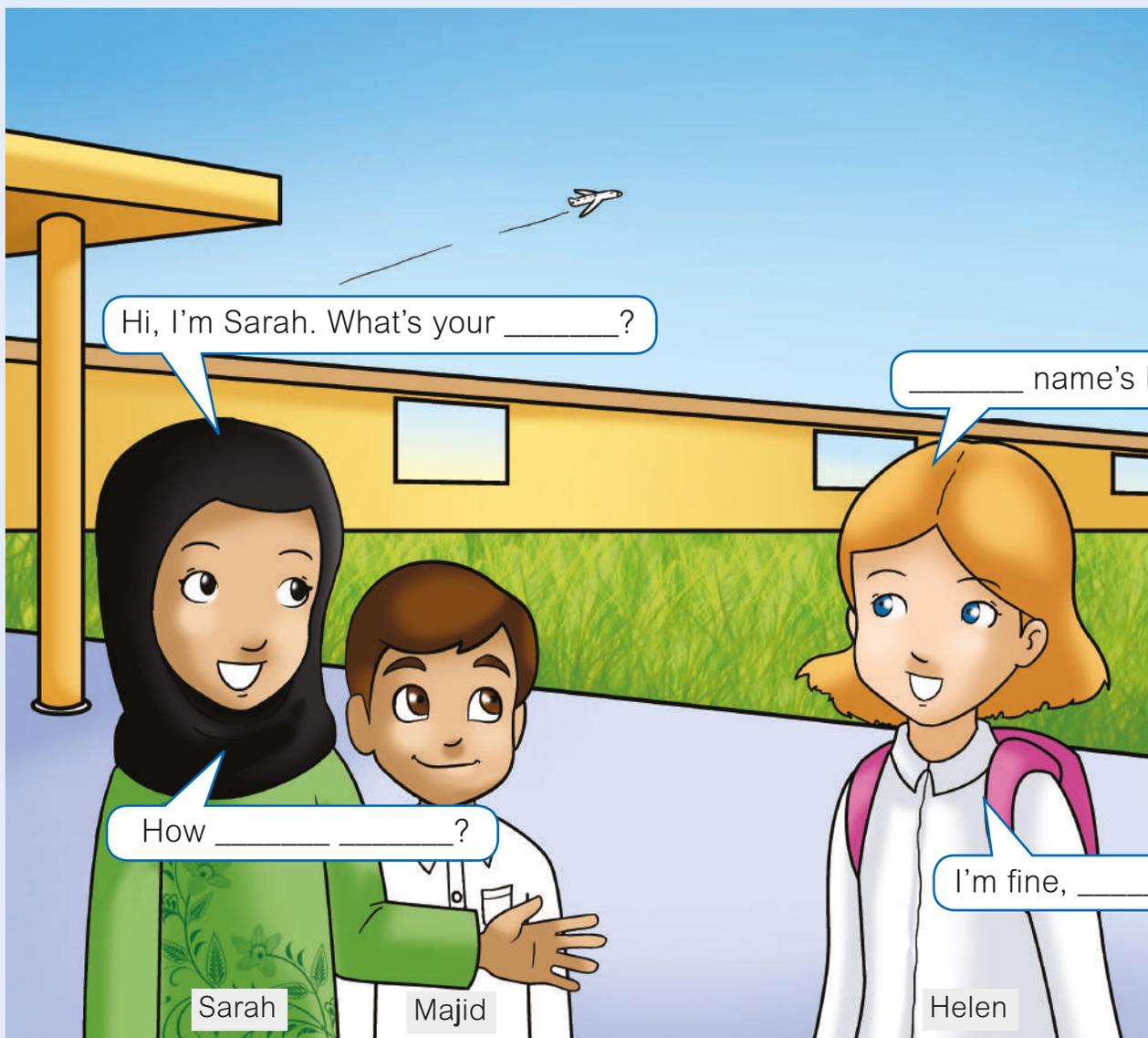
are

thanks

name

My

you



4 Read and say in pairs. 

Hi. How are you?

I'm fine, thanks. How are you?

**Phrase bank**

I'm ... What's your name?  
I'm fine, thanks. How are you?

- 3 **Listening; reading:** follow and complete a short text
- 4 **Listening; reading; speaking:** practise formulaic language: greetings

## Lesson 2

Lesson Link

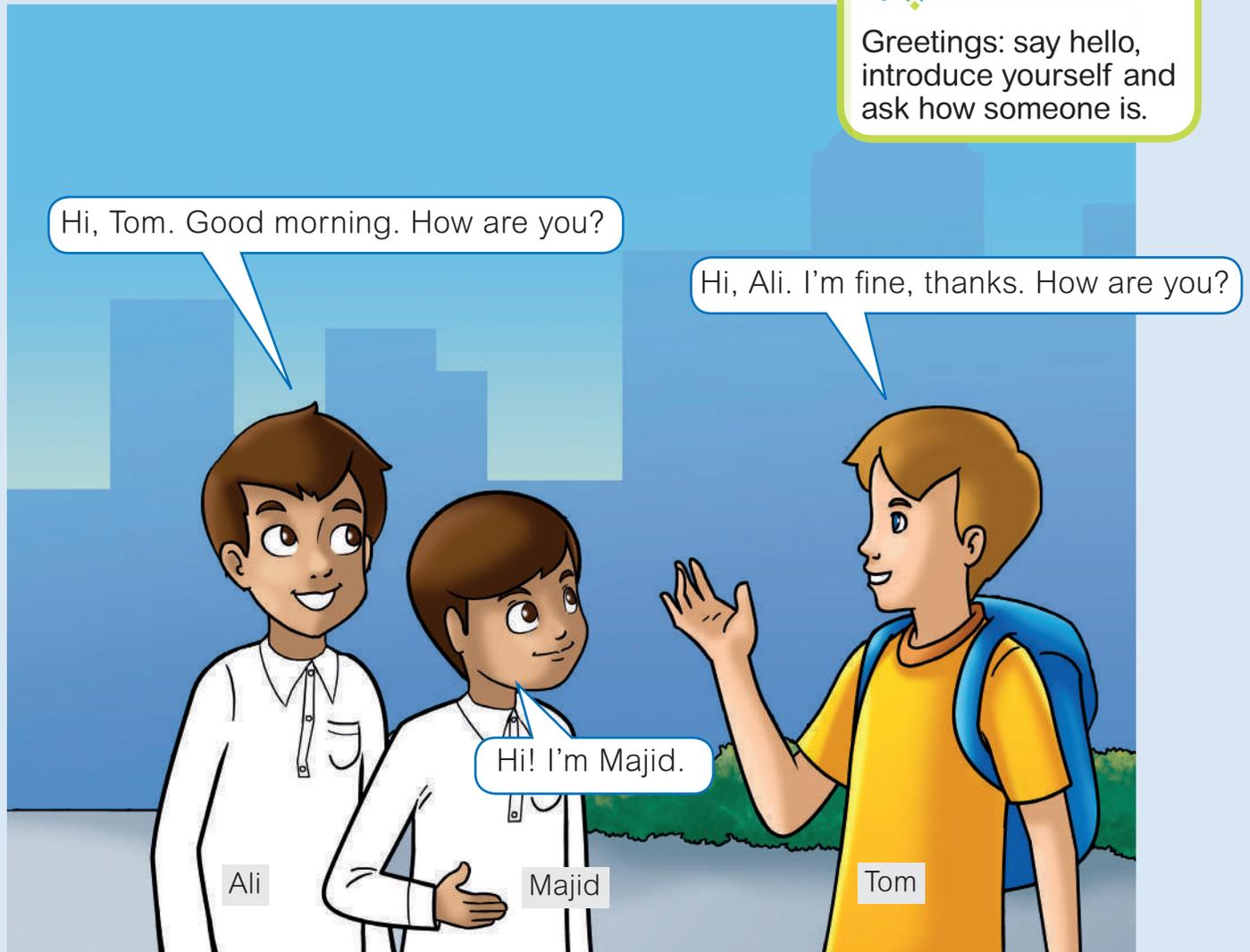


www.ien.edu.sa

1 Listen and say.  

Saudi Values

Greetings: say hello, introduce yourself and ask how someone is.

2 Listen and number. Read and say.    

Hi! \_\_\_\_\_.

9

I'm Ali. I'm Sarah. I'm Helen. I'm Tom. I'm Majid.

3 Read, write and say.   

How fine you name I'm thanks My

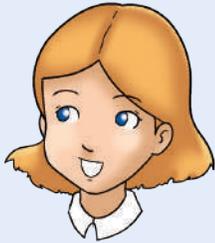


Hi, I'm Sarah. What's your \_\_\_\_\_?

\_\_\_\_\_ name's Helen. How are \_\_\_\_\_?

I'm fine, \_\_\_\_\_. \_\_\_\_\_ are you?

I'm \_\_\_\_\_, thanks.



Phonics 

4a Look, listen and say.  



i / i\_e



oo

Grammar Focus 

I'm / your / you

\_\_\_\_\_ Tom. What's \_\_\_\_\_ name?

How are \_\_\_\_\_?

\_\_\_\_\_ fine, thanks.

4b Listen and match.  

i / i\_e oo



9



3 Reading; writing; speaking: complete a written text at sentence level  
 4 Phonics 4a and 4b: recognise and produce the sounds /aɪ/ and /u:/ and link them to the spellings /i\_e and oo

# 2 My family

Lesson Link



www.ien.edu.sa

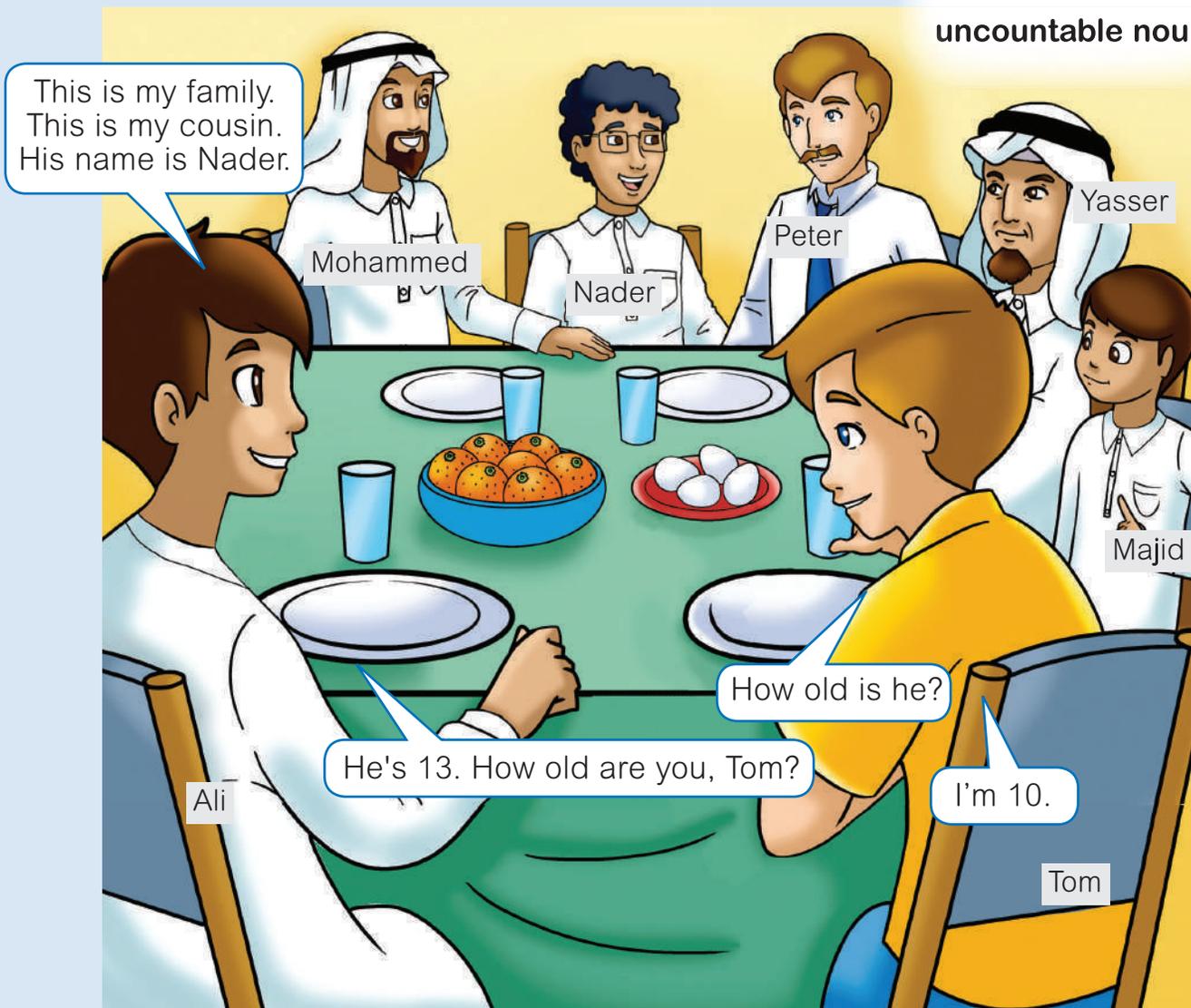
## Lesson 1

### 1 Listen and find.

## Listen!

Some things cannot be counted, like tea or juice.

we call them **uncountable nouns**



### 2 Read and complete.

This is my cousin. His \_\_\_\_\_ is Nader.

He's \_\_\_\_\_. How \_\_\_\_ are you, Tom?

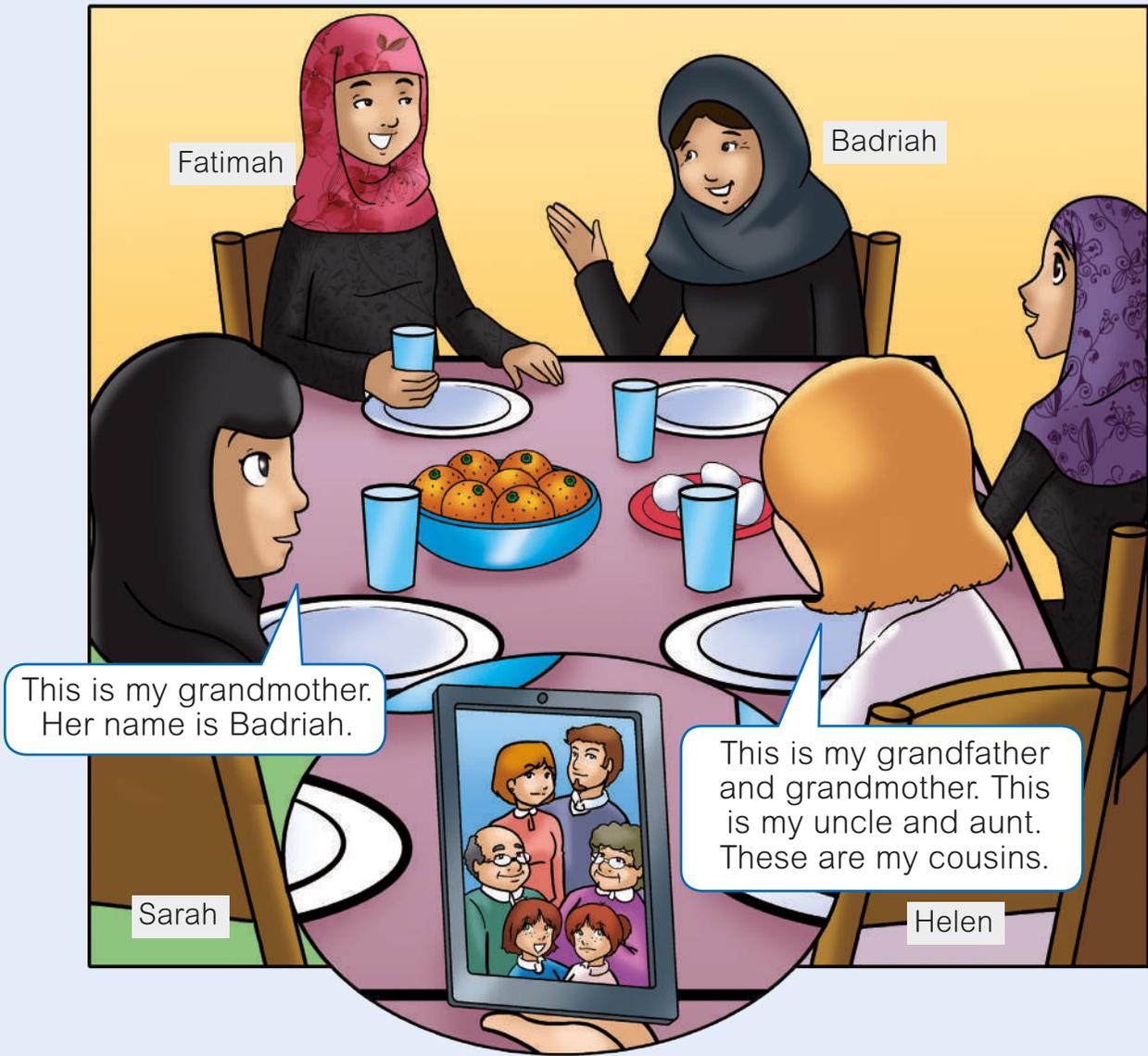
How old is he?

\_\_\_\_\_ 10.

10

- 1 **Listening:** follow a dialogue and identify family members
- 2 **Reading; writing:** read and complete a short dialogue with basic information

3 Listen and say.  



4 Read and say in pairs.  

How old are you?

I'm \_\_\_\_\_.

She's \_\_\_\_\_.

How old is she?

**Phrase bank**  
 How old are you?  
 How old is he / she?

3 **Listening; reading; speaking:** practising family vocabulary  
 4 **Reading; writing:** read and complete short sentences



## Lesson 2

### 1 Read and match.

father grandfather brother uncle cousin



Saudi Values

A family tree  
Who is in your family?



### 2 Read and complete.

f a t h e r

u \_ \_ \_ \_

g \_ \_ \_ \_ f \_ \_ \_ \_

c \_ \_ \_ \_

b \_ \_ \_ \_

3 Listen and number. Read and say.



This is my grandmother.

1



This is Tom's family.



This is my uncle.



This is my mother.



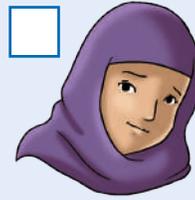
This is my sister.



These are my cousins.



This is my father.



This is my aunt.



This is my brother.



This is my grandfather.

Grammar Focus

This is / These are



\_\_\_\_\_ my uncle.



\_\_\_\_\_ my brother.



\_\_\_\_\_ my cousins.

Phonics ABC

4a Look, listen and say.



u



o / o\_e

4b Listen and tick ✓. Say the words.

1



trousers —



yo-yo —

2



brother —



aunt —

3 Listening; speaking; reading: understand short texts with visual support

4 Phonics 4a and 4b: recognise and produce the sounds /ʌ/ and /əʊ/ and link them to the spellings u and o\_e.

# Revision 1

Lesson Link



www.iem.edu.sa

## 1 Read, listen and number.



Hello. How are you?

\_\_\_\_\_

Hi. What's your name?

\_\_\_\_\_

Hi. What's your name?

\_\_\_\_\_

## 2 Write and say.



Hi. I'm Majid. \_\_\_\_\_?

name What's your

Hi Tom. \_\_\_\_\_?

you How are

\_\_\_\_\_.

Tom name's My

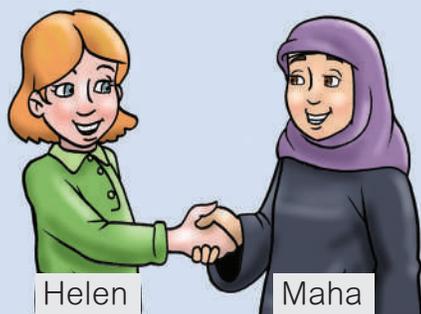
\_\_\_\_\_, \_\_\_\_\_.

fine thanks I'm

## 3 Read and write. Say.



My name's Helen. I'm fine, thanks. How are you? What's your name?



**Helen:** Hello, good morning.  
**Maha:** Hi. \_\_\_\_\_  
**Helen:** \_\_\_\_\_  
**Maha:** I'm Maha. How are you?  
**Helen:** I'm fine, thanks. \_\_\_\_\_  
**Maha:** \_\_\_\_\_

4 Write. 

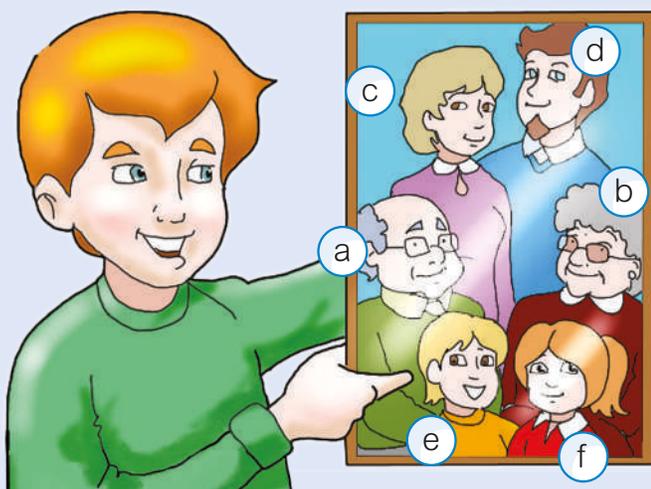


1 This is my \_\_\_\_\_.  
\_\_\_\_\_ name is Helen.



2 This \_\_\_\_\_ my \_\_\_\_\_.  
\_\_\_\_\_ is Majid.

5 Write and match. 



- 1 This is my grandmother. b
- 2 \_\_\_\_\_ are my cousins. \_\_\_ and \_\_\_
- 3 This \_\_\_\_\_ my grandfather. \_\_\_
- 4 How \_\_\_\_\_ is he? He's 14. \_\_\_
- 5 \_\_\_\_\_ old is she? She's 12. \_\_\_
- 6 This is \_\_\_\_\_ aunt. \_\_\_
- 7 \_\_\_\_\_ is my uncle. \_\_\_

Phonics 

6 Match. 

o / o_e	u	brother
		nine
oo	i / i_e	moon
		thobe

4 Reading; writing: understand and complete sentences about families  
5 Reading; writing: understand sentences about families  
6 Phonics: review the sounds /a/, /u:/, /ʌ/ and /əʊ/ and link them to the spellings *i/i\_e*, *oo*, *u* and *o/o\_e*:

# SAUDI STARS 1

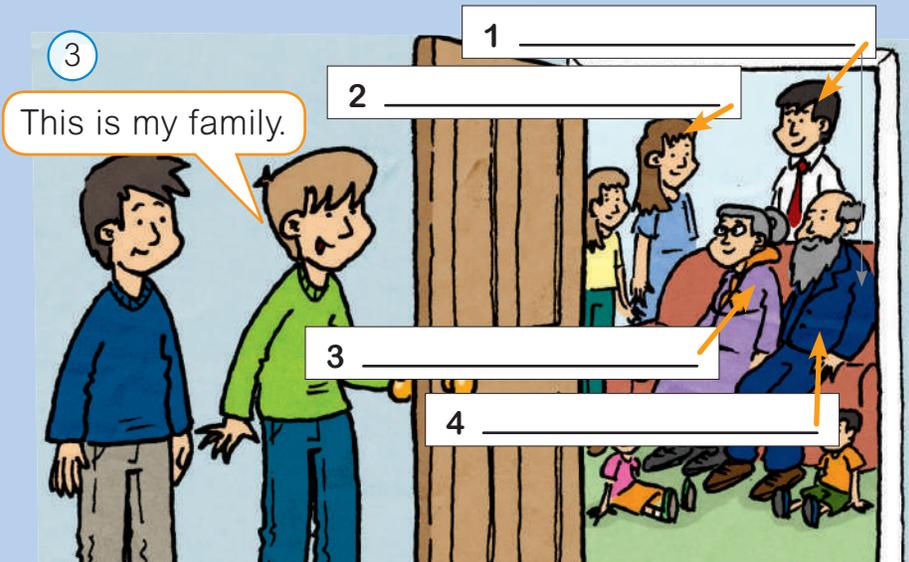
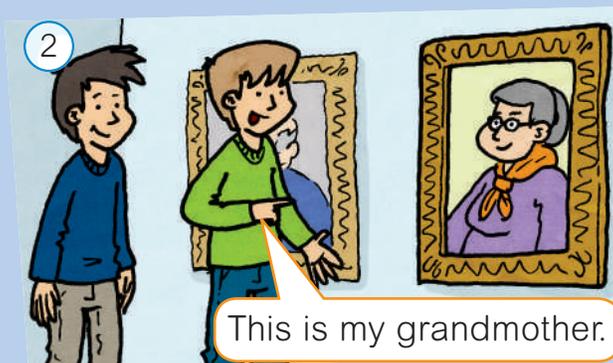
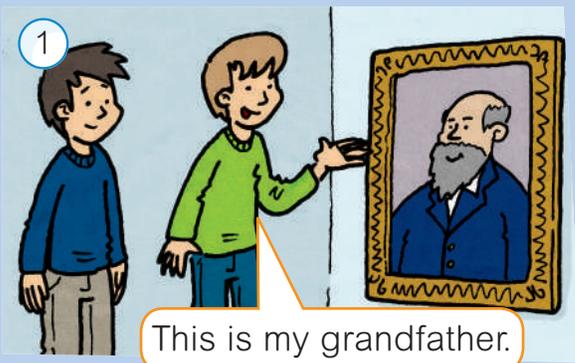
Lesson Link



www.ien.edu.sa

1 Read and find. Write.  

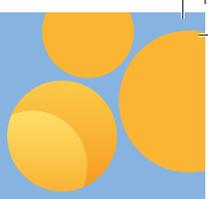
his sister his father his grandmother his grandfather



## Chant

2 Listen. Read and say.   

Hello, good morning.	Hi, good afternoon.
How are you?	How are you?
I'm fine, thanks.	I'm fine, thanks.
How about you?	How about you?



3 Write. 



This is my family!



1 u n c l e 2

4

5

3

6

7



### Project

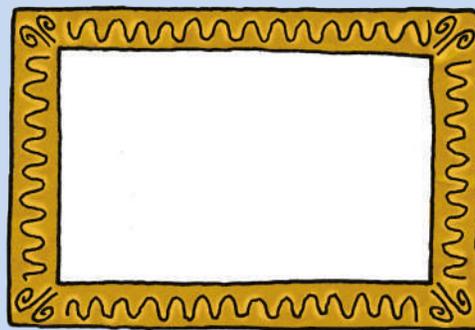
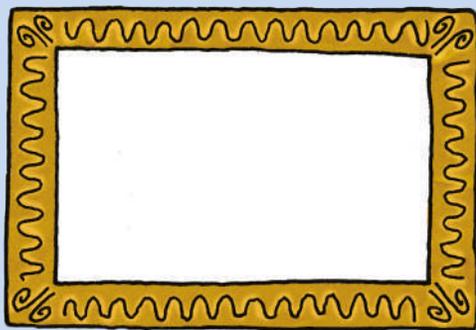
4 Draw and write.  

Example

*This is my father.*

*His name is Abdullah.*

mother father brother sister aunt  
uncle cousin grandmother grandfather



1 This is my \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

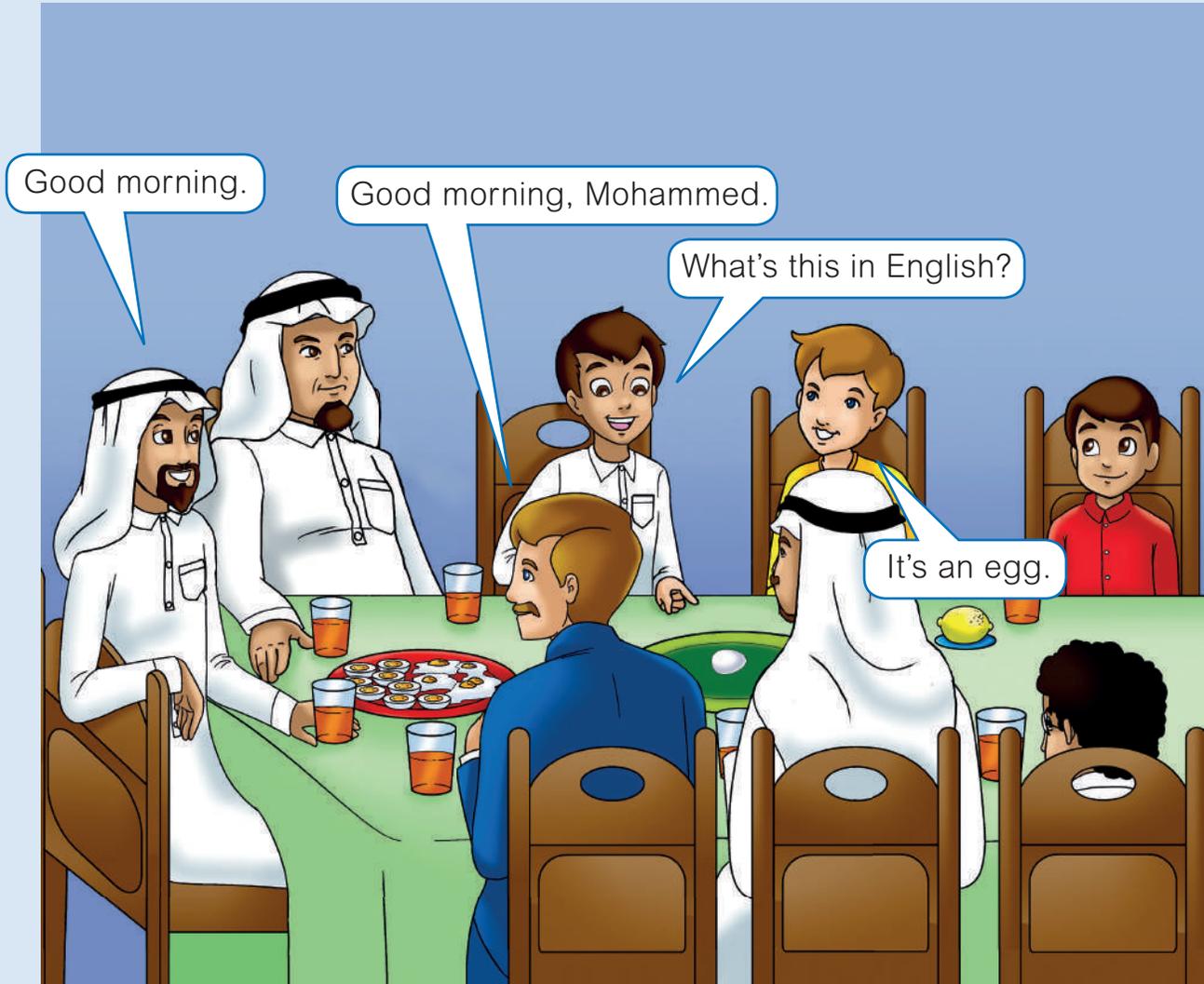


# 3

# Good morning!

## Lesson 1

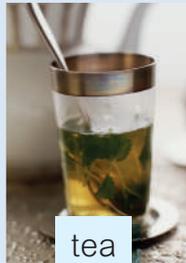
1 Listen and find.



2 Listen, point and say.



a lemon



tea



an orange

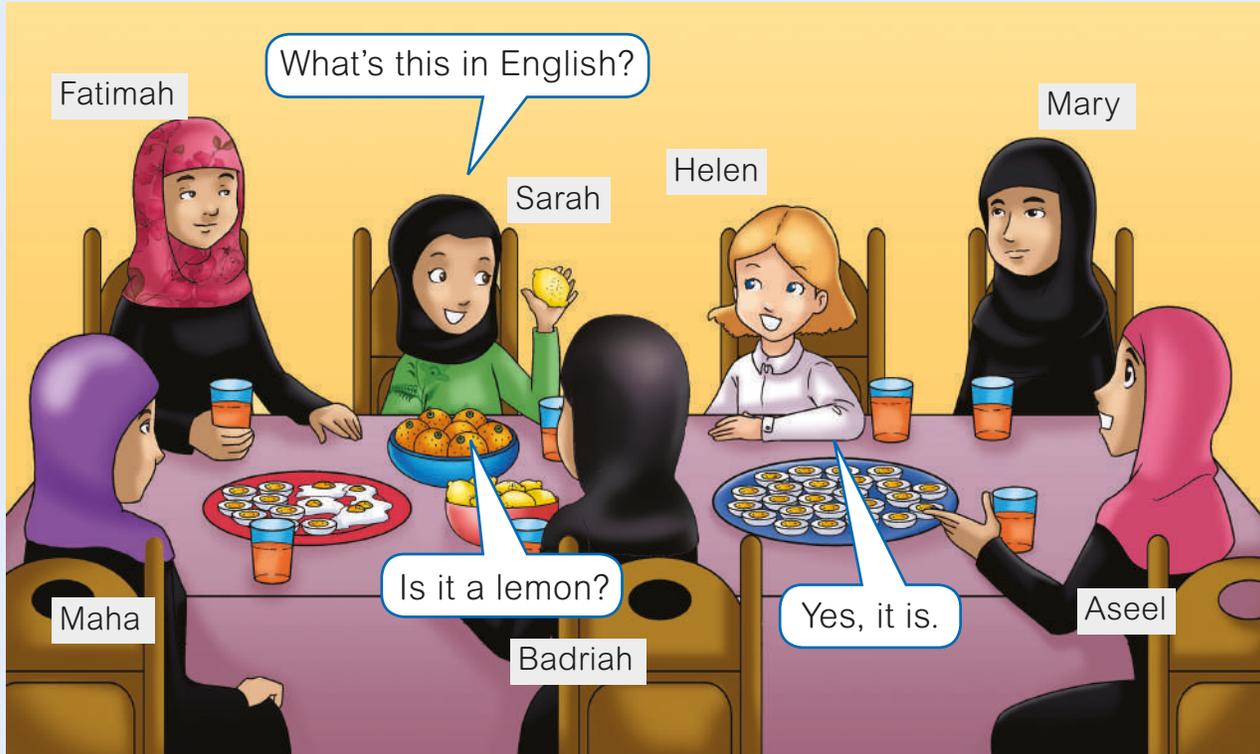


an egg



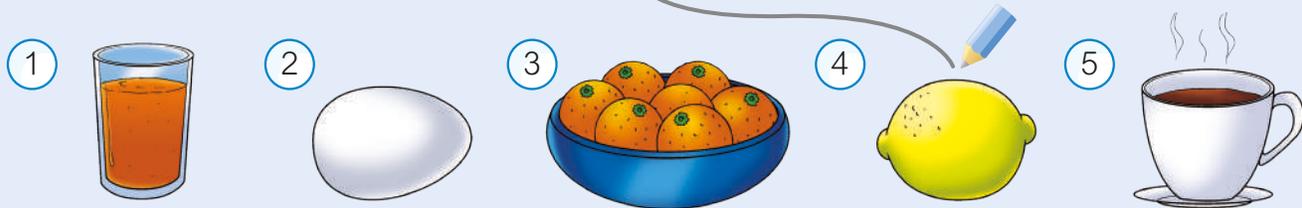
a glass of orange juice

3 Listen and say.  



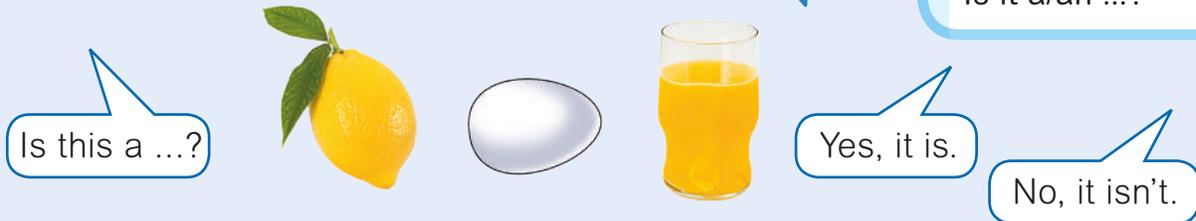
4 Listen and find. Read and match.   

- a a cup of tea   b a bowl of oranges  
c a glass of orange juice   d a lemon   e an egg



**Phrase bank**  
What's this in English?  
Is it a/an ...?

5 Read in pairs. Ask and answer.  



- 3 **Listening; speaking:** understand and repeat questions and answers
- 4 **Reading; listening:** understand a short simple text with visual support
- 5 **Reading; speaking:** ask and answer short simple questions

## Lesson 2

Lesson Link



www.iem.edu.sa



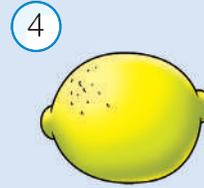
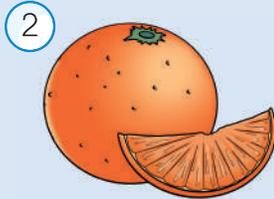
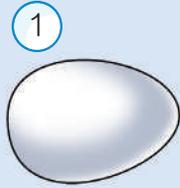
### Saudi Values

It is important to eat healthy food.  
What do you have for breakfast?

1 Read and match. Say.   

a a lemon   b a cup of tea   c an orange  
d an egg   e a glass of orange juice

What's number 5?



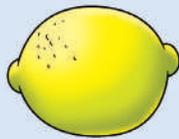
2 Read and draw. Write.  

Draw 15 oranges.

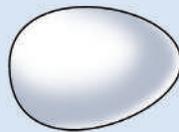
Draw 11 glasses of juice.

3 Read and say in pairs.  

What's this in English?



It's a lemon.



It's an egg.



It's a cup of tea.

It's ....

4 Read and write. 



It's a glass  
of j u i c e.



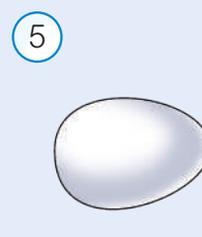
It's a  
l \_\_\_\_\_.



It's a cup of  
\_\_\_\_\_.



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



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

Grammar Focus

It's a / It's an



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



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



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

Phonics 

5a Look, listen and say. 

3

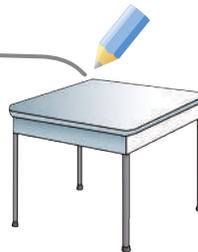
ea / ee



e

5b Listen and match. 

ea / ee e



4 Writing: complete short sentences and spell food vocabulary accurately  
5 Phonics 5a and 5b: review the sounds /i:/ and /e/ and link them to the spellings ee/ea and e



## 4

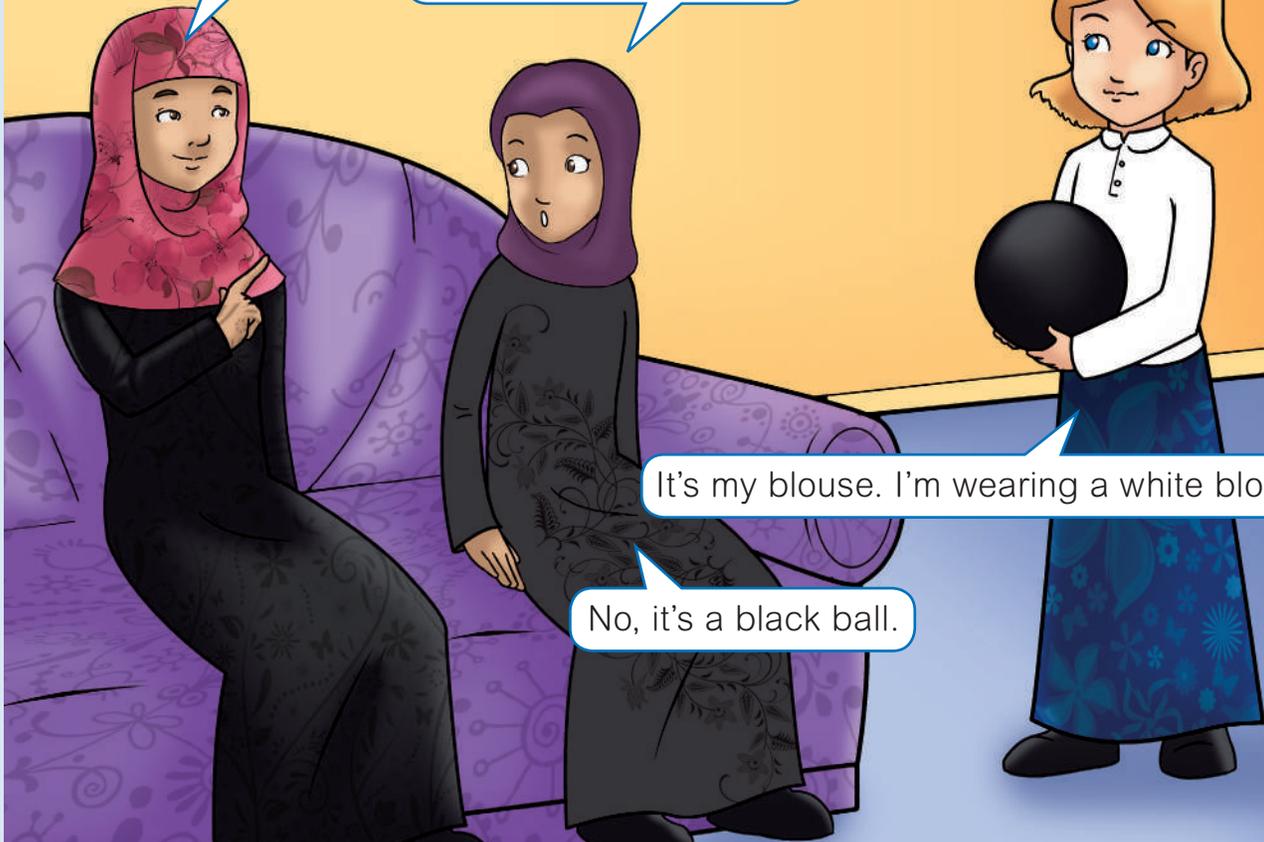
## My colourful clothes

## Lesson 1

1 Listen and find. 

Let's play a game! I spy something with the sound b.

I know! It's a blue skirt!



It's my blouse. I'm wearing a white blouse.

No, it's a black ball.

2 Listen, read and match.   

black    blue    brown    green    grey    orange    purple    red    white    yellow

3 Listen and find. Listen and say.  



4 Read, listen and number.   

trousers 
 T-shirt **1**
 sandals 
 abaya 
 cap 
 scarf 
 coat 
 skirt 
 dress

**Phrase bank**  
 What's this colour in English?  
 That's ....

3 **Listening; speaking:** follow a short simple text while listening to audio recording  
 4 **Listening; writing:** understand short simple text with visual support

## Lesson 2

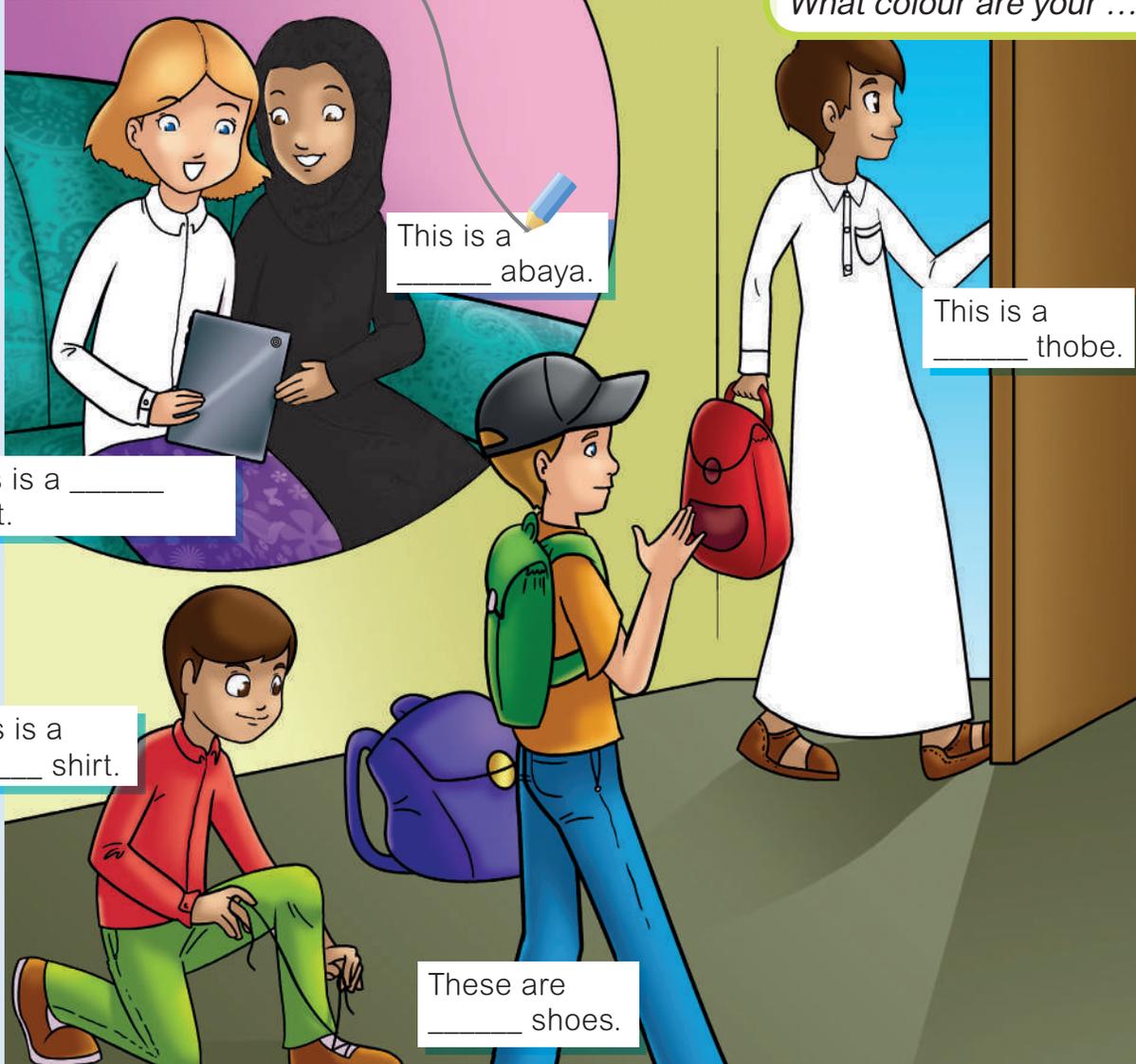
Lesson Link



www.ien.edu.sa

1 Listen and find. Match.  

purple white black red brown



This is a \_\_\_\_\_ abaya.

This is a \_\_\_\_\_ skirt.

This is a \_\_\_\_\_ thobe.

This is a \_\_\_\_\_ shirt.

These are \_\_\_\_\_ shoes.

2 Read, complete and write.  

purple white red black brown

- 1 This is a black abaya.
- 2 This is a \_\_\_\_\_ thobe.
- 3 This is a \_\_\_\_\_ skirt.
- 4 This is a \_\_\_\_\_ shirt.
- 5 These are \_\_\_\_\_ shoes.



## Saudi Values

What do you wear?  
 What's your favourite colour?  
 What colour is your ...?  
 What colour are your ...?

## 3 Listen and number. Listen and say.



This is a black skirt.



This is a white shirt.



This is a white thobe.



This is a yellow dress.



This is a yellow scarf.



These are brown sandals.



This is a purple coat.



This is an orange T-shirt.

## Grammar Focus

This is an \_\_\_\_\_  
T-shirt.

These are \_\_\_\_\_  
sandals.

## 4 Read and say with a partner.

What colour is the ...?

What colour are the ...?

The ... is ....

The ... are ....

## Phonics ABC

## 5a Look, listen and say.



bl



gr

## 5b Listen and tick ✓. Say the words.

1



—



—

2



—



—

3 **Listening; reading:** understand short simple sentences about clothes

4 **Speaking:** ask and answer simple questions about clothes and colours

5 **Phonics 5a and 5b:** recognise and produce the sounds /b/ and /gr/ and link them to the spellings *bl* and *gr*

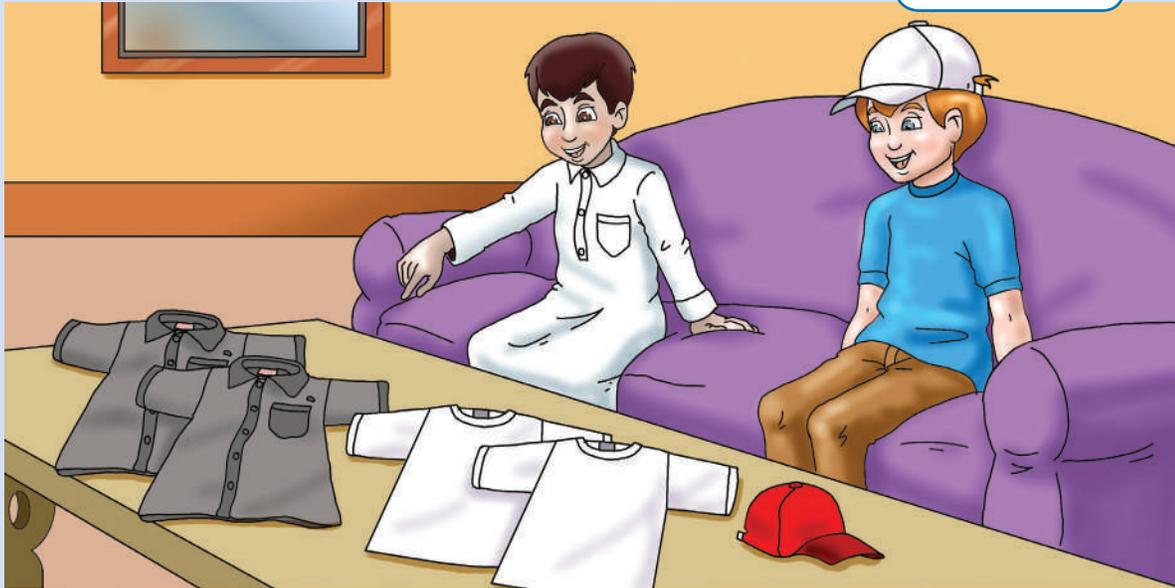


# Revision 2

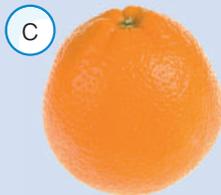
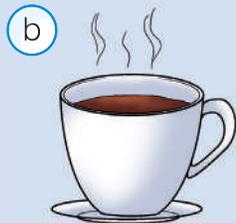
1 Listen and point. Say.  

This is ....

These are ...



2 Read and match.  



1 What's this in English? \_\_\_\_\_  
 It's an orange.     c    

2 Is this an orange? \_\_\_\_\_  
 No, it isn't. It's a lemon. \_\_\_\_\_

3 Is this a glass of orange juice? \_\_\_\_\_  
 Yes, it is. \_\_\_\_\_

4 Is this a glass of orange juice? \_\_\_\_\_  
 No, it isn't. It's a cup of tea. \_\_\_\_\_

3 Listen and point. Then say and point.



What are these in English?

What colour is this?

What's this in English?

What colour are these?



4 Read and write.



Is this a scarf? 1 \_\_\_\_\_

Is this a skirt? 2 \_\_\_\_\_

What's this in English? 3 \_\_\_\_\_

What colour is it? 4 \_\_\_\_\_



What are these in English? 5 \_\_\_\_\_

What colour are they? 6 \_\_\_\_\_

Phonics ABC

5 Listen and number.



green \_\_\_\_\_

bed \_\_\_\_\_

tea \_\_\_\_\_

blue \_\_\_\_\_

- 3 **Listening; speaking:** understand and say short sentences
- 4 **Reading; writing:** answer questions in English about clothes and colours
- 5 **Phonics:** review the sounds /i:/, /e/, /b/ and /gr/ and link them to the spellings ee/ea, e, b/ and gr

# SAUDI STARS 2

Lesson Link



www.ien.edu.sa

1 Read and write. Say.



These are lemons.



These are oranges.



What's that?



It's an egg.



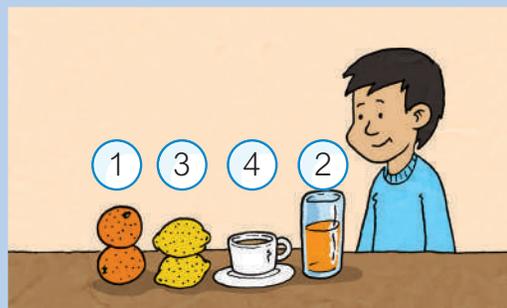
Don't move!



Thanks, Dad!

1 These are \_\_\_\_\_.

2 This is \_\_\_\_\_.



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

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

## Chant

2 Listen. Read and say.



My little brother's shoes are blue.  
His trousers are yellow, his T-shirt is yellow too.  
His cap is red and his coat is grey.  
Hi, little brother! How are you today?



3 Read and write.



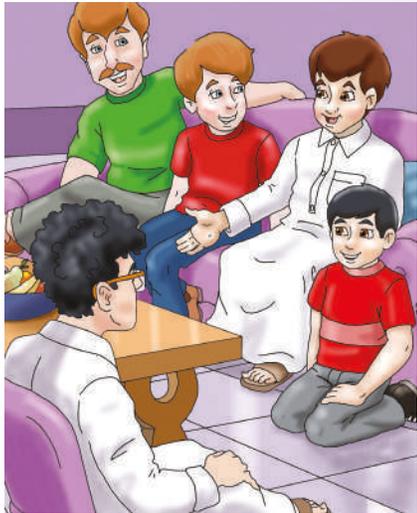
Ali My father Majid Nader I

Hi Luke!

This is a photo of me in Saudi Arabia. I am in my friend's house. Nader is wearing a white thobe. \_\_\_\_\_ is wearing a white thobe, too. \_\_\_\_\_ is wearing grey trousers and a red T-shirt. Ali and \_\_\_\_\_ are wearing sandals. \_\_\_\_\_ am wearing blue trousers and a red T-shirt. \_\_\_\_\_ is wearing grey trousers and a green T-shirt.

Bye

Tom



## Project

4 Draw a picture of your house. Write an email to a friend in England.



Hi \_\_\_\_\_!

This is a photo of me in \_\_\_\_\_. I am in \_\_\_\_\_

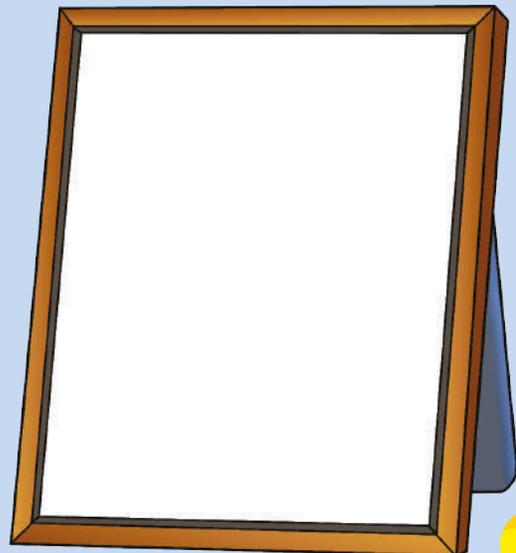
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Progress Check 1

## 1 Read and write.



Hi. Good morning.  
What's your name?

My \_\_\_\_\_ Jake.

How \_\_\_\_\_ you?

\_\_\_\_\_ fine, thanks.

How \_\_\_\_\_ are you?

\_\_\_\_\_ 10.

This \_\_\_\_\_ my brother.

How \_\_\_\_\_ is he?

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

What's \_\_\_\_\_ name?

His \_\_\_\_\_ Majid.

$\frac{\quad}{10}$

## 2 Write questions and answers.



Zak / 11

1 What's his name? His name is Zak.

How old is he? \_\_\_\_\_



Poppy / 15

2 \_\_\_\_\_

\_\_\_\_\_

$\frac{\quad}{5}$

**3 Write.** 



- 1 This is a white cap.
- 2 These are \_\_\_\_\_ sandals.
- 3 This \_\_\_\_\_ a \_\_\_\_\_ dress.
- 4 These \_\_\_\_\_.
- 5 This \_\_\_\_\_.
- 6 These \_\_\_\_\_.

5

**4 Read, complete and write answers.**  



- 1 What are these in English?    2 They're T-shirts.
- 3 \_\_\_\_\_ colour are they?    4 \_\_\_\_\_.

- 5 What's \_\_\_\_\_ ?
- 7 What colour \_\_\_\_\_ it?    6 \_\_\_\_\_.
- 8 \_\_\_\_\_.



- 9 \_\_\_\_\_ this?    10 \_\_\_\_\_.

- 11 What \_\_\_\_\_ these?    12 \_\_\_\_\_.



10

Total

30



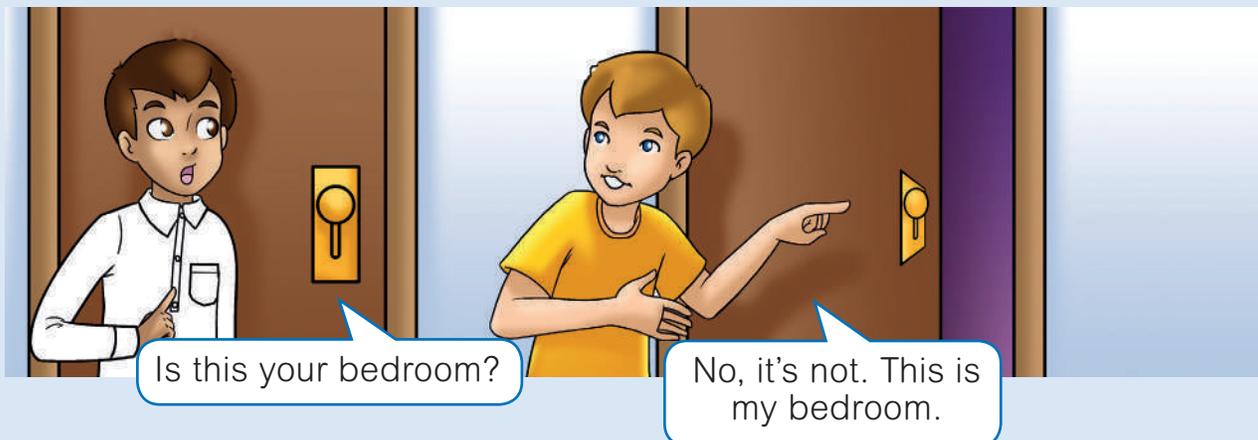
# 5 Tom's house

## Lesson 1

### 1 Listen and find.



### 2 Listen and say.

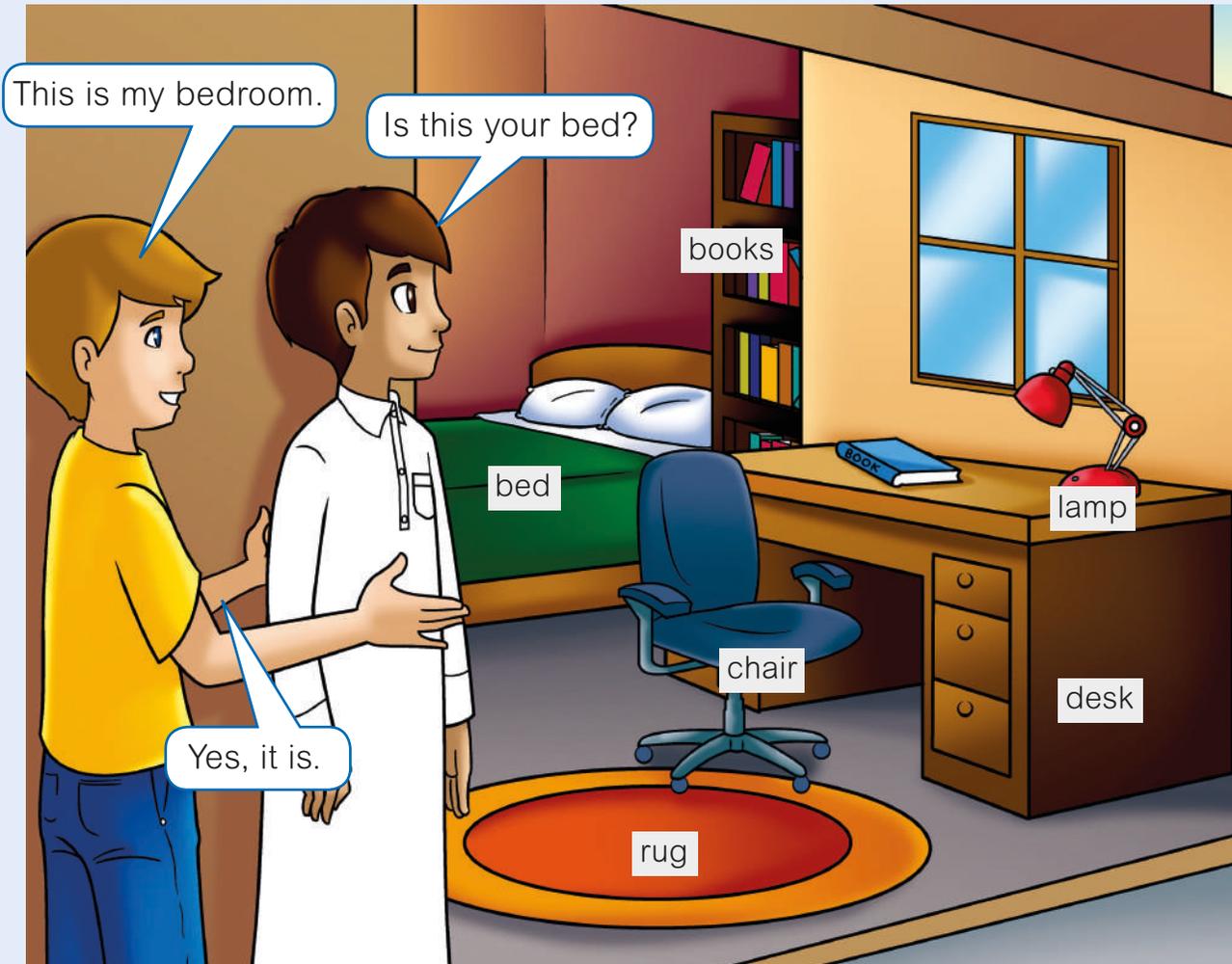


32

- 1 **Listening; reading:** understand the main idea in short monologues; identify and talk about rooms in a house  
 2 **Listening; speaking:** respond to simple questions with basic information

3 Read. Listen and find.  

4 Read. Listen and say.   



5 Read and say in pairs.  



kitchen



fan



window



door



house

**Phrase bank**  
 Is this your ...?  
 No, it's my ...  
 This is my ...

- 3 **Listening; reading:** understand short simple texts with visual support
- 4 **Listening; speaking:** identify items in a house and respond to simple questions
- 5 **Reading; speaking:** produce short simple sentences about objects and places

# Lesson 2



1 Read and match. Write. Listen and say.



chair desk bed lamp rug books



1

This is a \_\_\_\_\_.



2

This is a \_\_\_\_\_.



3

This is a \_\_\_\_\_.



4

This is a \_\_\_\_\_.



5

These are \_\_\_\_\_.



6

This is a \_\_\_\_\_.

2 Read and say in pairs.



Is this your lamp?



No, it isn't.

It's my mother and father's lamp.

It's their lamp.



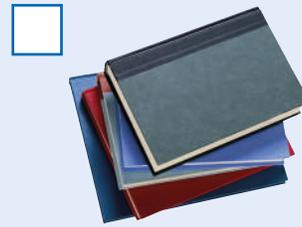
3 Read. Listen and number.   



This is the l\_\_\_\_\_ room.



This is the k\_\_\_\_\_.



These are b\_\_\_\_\_s.



This is a ch\_\_\_\_\_.



This is a g\_\_\_\_\_.

**Grammar Focus**

**This is / These are**

\_\_\_\_\_ a chair.

\_\_\_\_\_ chairs.

**Phonics** 

4a Look, listen and say.  



ch



sh



**Saudi Values**

Draw a picture of your bedroom.

4b Listen and match.  

ch sh



3 Reading; listening: understand short simple texts with visual support

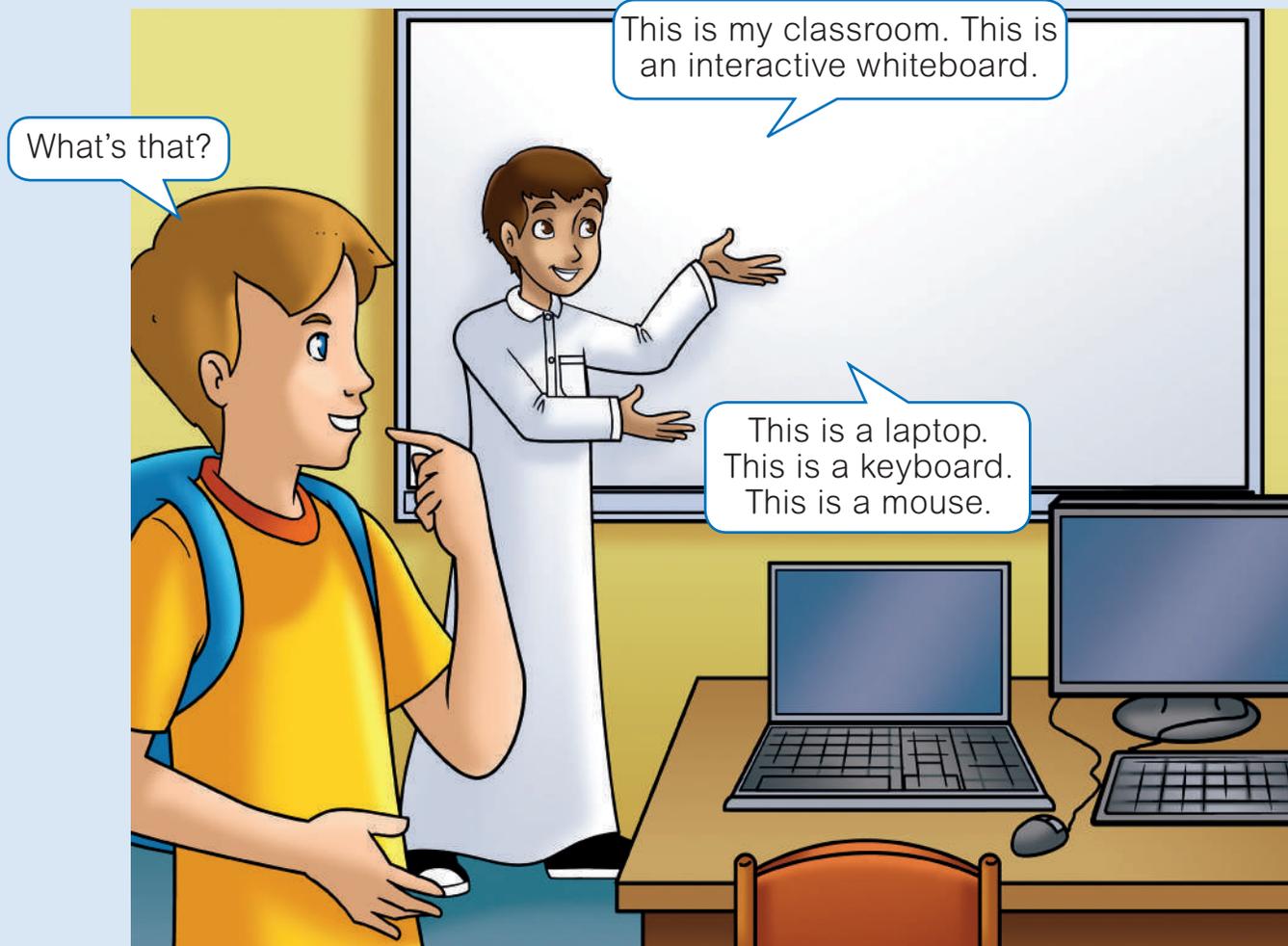
4 Phonics 4a and 4b: recognise and produce the sounds /j/ and /tʃ/ and link them to the spellings sh and ch



# 6 My classroom

## Lesson 1

### 1 Read. Listen and find.



### 2 Listen and say.



This is an interactive whiteboard.



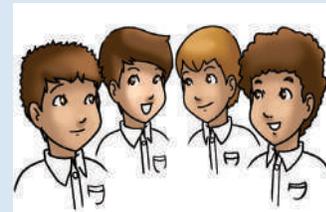
This is a computer.



This is a keyboard.



This is a mouse.



These are pupils.

36

- 1 **Reading; listening:** follow a short simple text while listening to audio
- 2 **Listening; speaking:** produce short simple sentences about classroom objects

3 Listen and find. Listen and say.  

Quiet



83  
951

Be quiet!

This is ink.

This is a mouse.

These are numbers.

4 Read. Listen and say.   

## Look!

Irregular plural nouns need to be learned.  
 person people  
 mouse mice scarf scarves

1 3 5 7 9 11 13 15 17 19  
2 4 6 8 10 12 14 16 18 20

**Class Register**

1	Ali	11	Emad
2	Majid	12	Fadil
3	Sami	13	Faisal
4	Jawad	14	Ghanim
5	Saif	15	Hamad
6	Ahmad	16	Hassan
7	Hakim	17	Barakah
8	Riyad	18	Abdulaziz
9	Adel	19	Fawwaz
10	Asad		

How many pupils are there?

How many pencils are there?

There are 19 pupils.

There are five pencils.

## Listen!

You can say where things are using words like in, on, under, next to, between

## Phrase bank

What's that?  
 How many ... are there?

3 **Listening; speaking:** listen and understand short simple sentences  
 4 **Reading; listening; speaking:** identify and name classroom objects. Ask questions with *How many ...?*

## Lesson 2

Lesson Link



www.iem.edu.sa



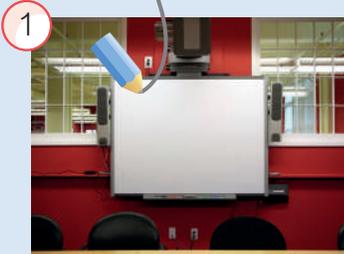
Saudi Values

Classroom language  
How do you spell that?  
Sit down!

## 1 Read, match and complete.



a interactive whiteboard   b mouse   c keyboard  
d computer   e pupils   f laptop



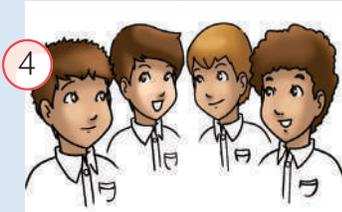
This is an \_\_\_\_\_.



This is a \_\_\_\_\_.



This is a \_\_\_\_\_.



These are \_\_\_\_\_.



This is a \_\_\_\_\_.



This is a \_\_\_\_\_.

## 2 Listen and answer.



3 Listen and number. Read and write.



This is a \_\_\_\_\_.



This is a \_\_\_\_\_.



This is a \_\_\_\_\_.



This is a \_\_\_\_\_.



This is a \_\_\_\_\_.



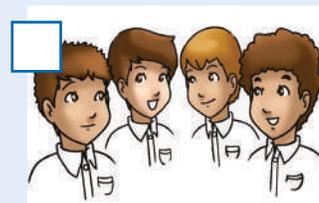
This is a \_\_\_\_\_.



This is a \_\_\_\_\_.



This is an \_\_\_\_\_.



These are \_\_\_\_\_.

## Phonics ABC

4a Look, listen and say.



w/wh

abcdefghijklmnop  
qrstuvwxyz

ph

4b Listen and match.

w/wh ph



## Grammar Focus

this / that



1 \_\_\_\_\_ chair. 2 \_\_\_\_\_ chair.

3 **Listening; reading; writing:** follow and complete a short simple text while listening to the audio  
4 **Phonics 4a and 4b:** recognise and produce the sounds /w/ and /f/ and link them to the spellings *w/wh* and *ph*

# Revision 3

Lesson Link



www.ien.edu.sa

## 1 Listen and number.



Nader's bedroom



Nader's house



Nader's living room

## 2 Write.



1 Is this your chair ?

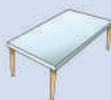
Yes, it is.



2 \_\_\_\_\_ this \_\_\_\_\_ house?



3 \_\_\_\_\_ your living room?



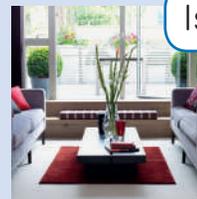
4 \_\_\_\_\_ desk?



5 \_\_\_\_\_ ?



## 3 Ask and answer.



Is this his chair?

No, it isn't.

4 Write questions with *that* or *those*. Answer. 

1 What's that ?

It's a mouse.

2 \_\_\_\_\_ ?

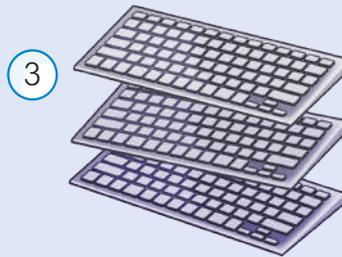
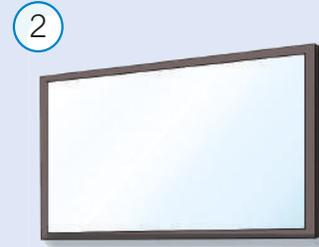
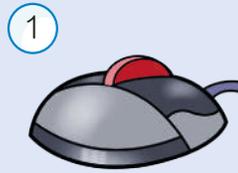
It's \_\_\_\_\_ interactive whiteboard.

3 \_\_\_\_\_ ?

They \_\_\_\_\_ keyboards.

4 \_\_\_\_\_ ?

\_\_\_\_\_ laptops.



5 Ask and answer. 



How many rugs are there?

What's that?

What are those?

Phonics 

6 Match. 

	w/wh	where	alphabet
ch		teacher	she
sh	ph		

- 4 Writing: write basic questions and answers
- 5 Speaking: ask and answer questions
- 6 Phonics: review the sounds /ʃ/ and /tʃ/, /w/ and /f/ and link them to the spellings *sh*, *ch*, *w/wh* and *ph*

# SAUDI STARS 3

Lesson Link



www.ien.edu.sa

1 Read. Write *this*, *that*, *these* or *those*.

1 *This* \_\_\_\_\_ is the computer room, Mum.

2 What's \_\_\_\_\_?

3 What are \_\_\_\_\_?

4 What are \_\_\_\_\_?

5 What's \_\_\_\_\_?

6 Help!

7 It's a computer mouse, Mum!

It's very nice!

It's an interactive whiteboard.

They're keyboards.

They're laptops.

It's a mouse.

## Chant

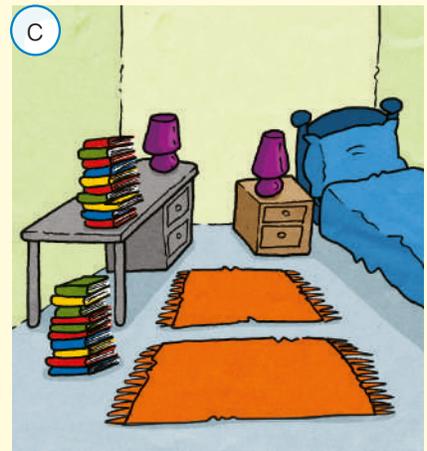
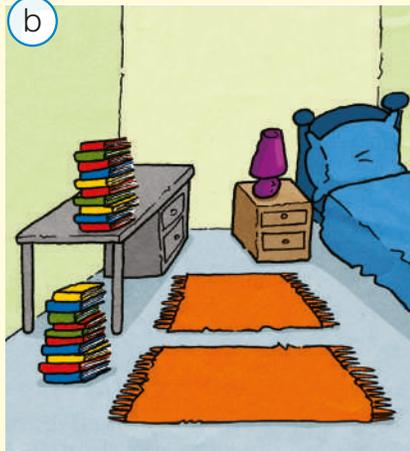
2 Listen. Read and say.



This is my house, it's very nice.  
 This is the living room. It's nice too.  
 This is a television, this is a lamp,  
 And this is my aunt. How are you?



3 Read and match. 



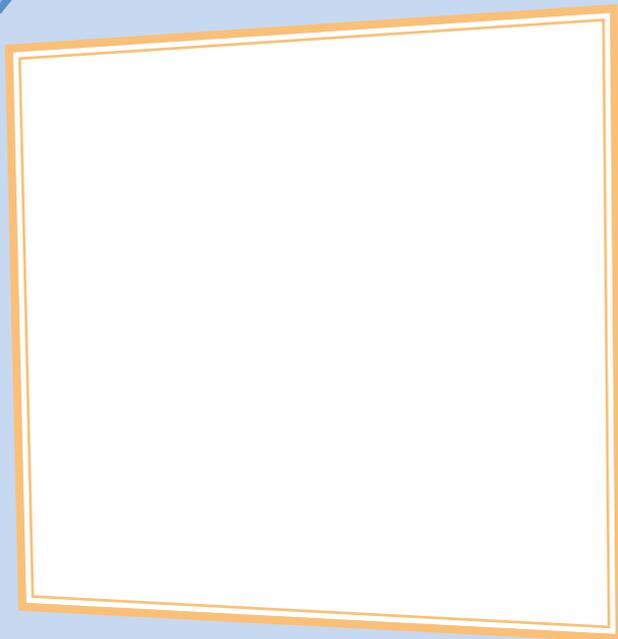
This is my bedroom. The bed is blue. My desk is grey. There are two rugs. They are orange. There are twenty books. There is a purple lamp.

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

## Project

4 Write about your bedroom. Draw. 

My bedroom is ...

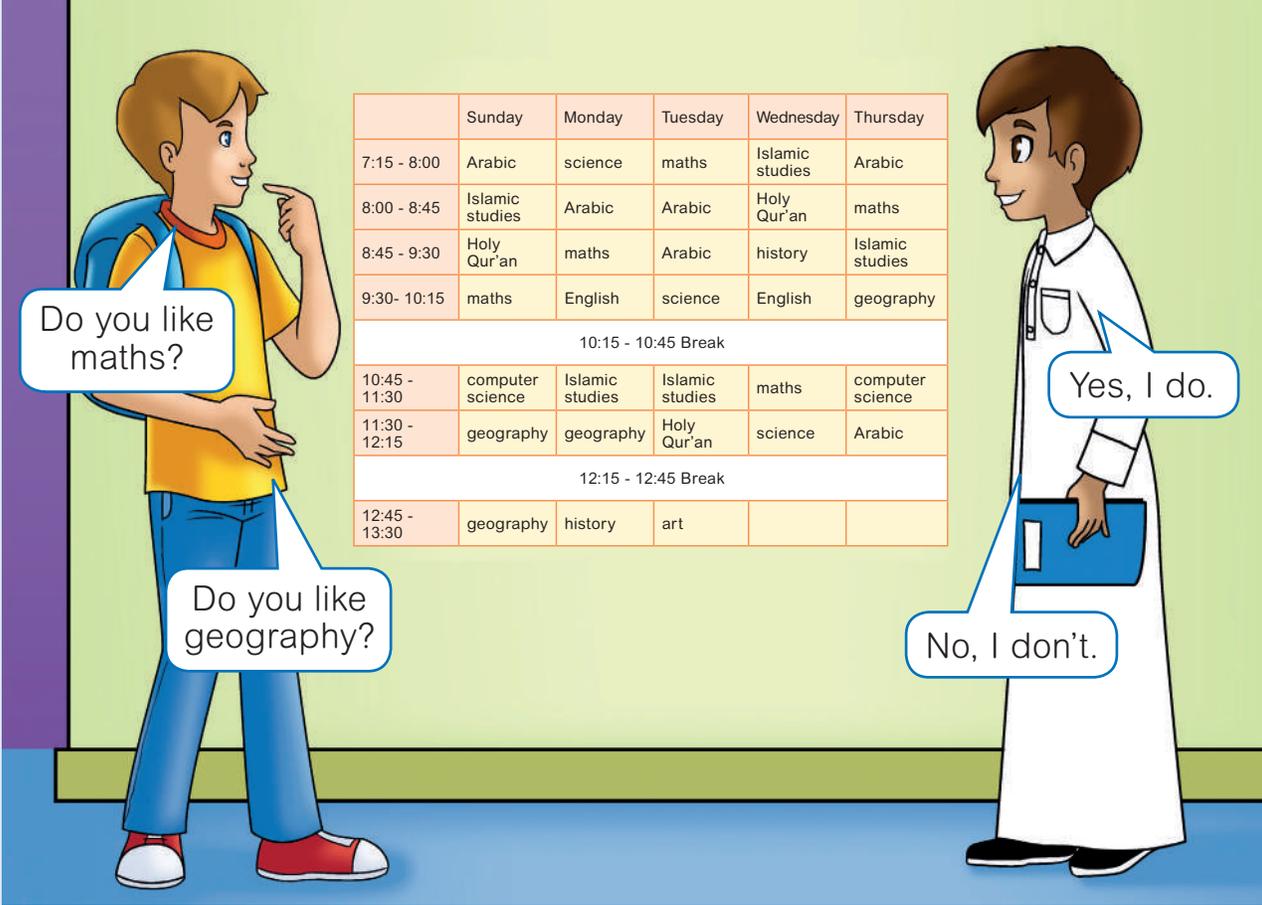




# 7 My favourite subject

## Lesson 1

1 Read. Listen and find.  



	Sunday	Monday	Tuesday	Wednesday	Thursday
7:15 - 8:00	Arabic	science	maths	Islamic studies	Arabic
8:00 - 8:45	Islamic studies	Arabic	Arabic	Holy Qur'an	maths
8:45 - 9:30	Holy Qur'an	maths	Arabic	history	Islamic studies
9:30 - 10:15	maths	English	science	English	geography
10:15 - 10:45 Break					
10:45 - 11:30	computer science	Islamic studies	Islamic studies	maths	computer science
11:30 - 12:15	geography	geography	Holy Qur'an	science	Arabic
12:15 - 12:45 Break					
12:45 - 13:30	geography	history	art		

Do you like maths?

Do you like geography?

Yes, I do.

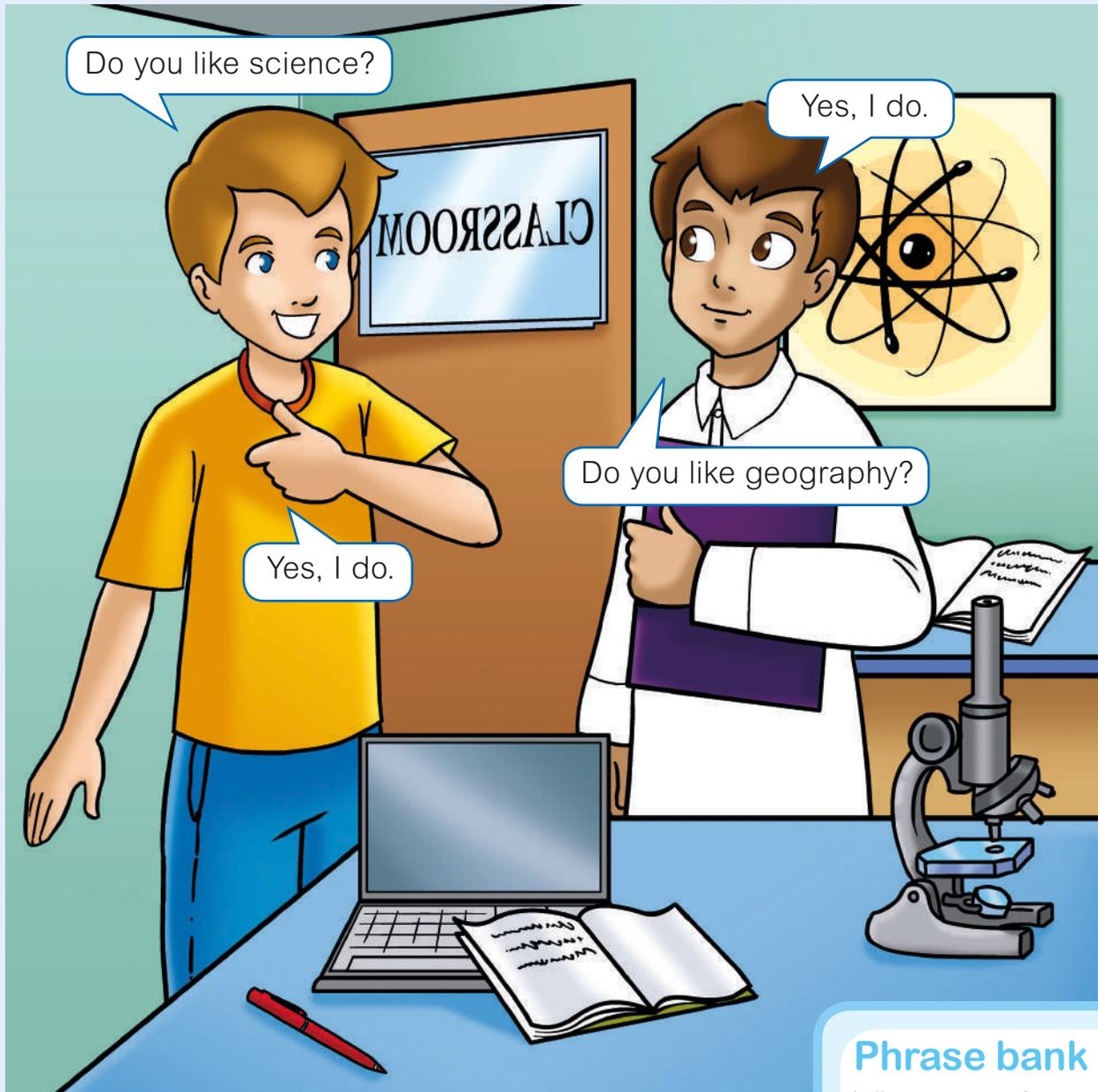
No, I don't.

2 Listen, tick (✓) or cross (✗). Listen and say.   



maths	computer science	Arabic	sports	geography	Islamic studies
		✓			

3 Listen and match. Read and say.  



### Phrase bank

What's your favourite subject?

Do you like science?

4 Listen and say.  

Do you like ...?



geography



maths



English



science

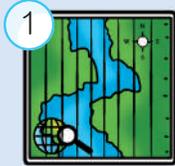
- 3 **Listening; speaking:** ask and respond to simple questions by saying *Yes, I do/No, I don't*  
 4 **Listening; speaking:** practise asking questions about school subjects



## Lesson 2

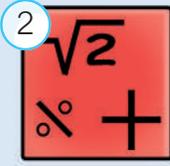
### 1 Read and write.

**a** Islamic studies   **b** Arabic   **c** maths   **d** science  
**e** geography   **f** English   **g** computer science   **h** sports



This subject is

\_\_\_\_\_.



This subject is

\_\_\_\_\_.



This subject is

\_\_\_\_\_.



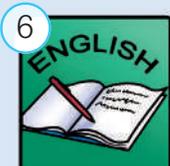
This subject is

\_\_\_\_\_.



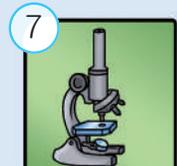
This subject is

\_\_\_\_\_.



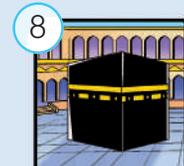
This subject is

\_\_\_\_\_.



This subject is

\_\_\_\_\_.



This subject is

\_\_\_\_\_.

### 2 Read and say in pairs.

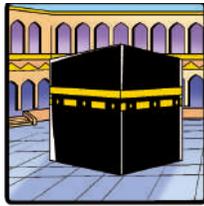


3 Listen and read. Tick (✓) or cross (✗).   

	Islamic studies	science	maths	geography	English	sports	computer science	Arabic
								
Ali	✓							
Tom								

### Phonics

4a Look, listen and say.  



st



cl

### Grammar Focus

do / don't

Do you like English?

✓ Yes, I \_\_\_\_\_.

✗ No, I \_\_\_\_\_.

4b Listen and tick ✓. Say the words.   

1



—

2



—



—



—



—



—

### Saudi Values

In \_\_\_\_\_ we learn about places.  
What is the subject?

3 **Listening; reading:** understand basic information in dialogues between two speakers

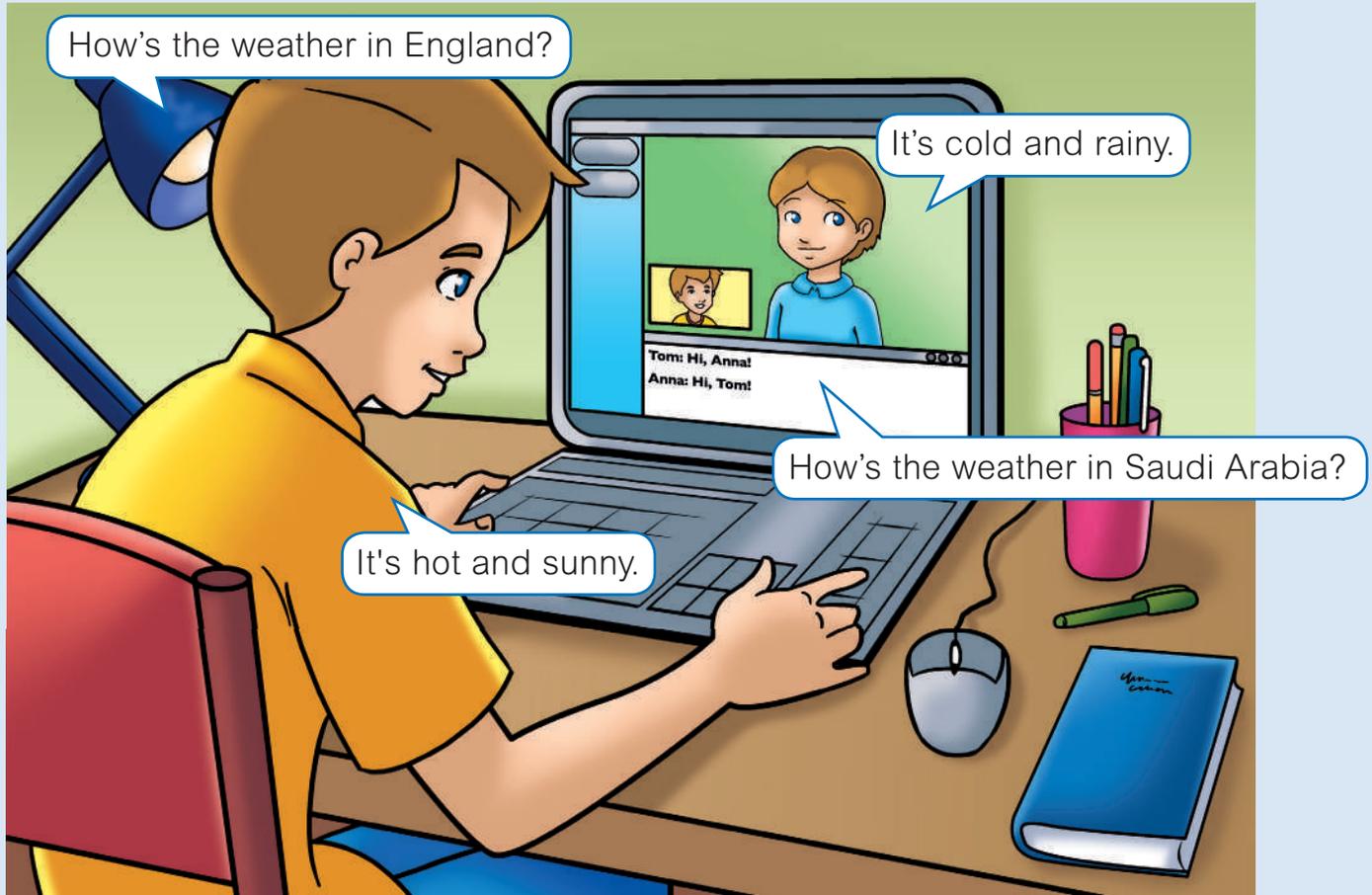
4 Phonics 4a and 4b: recognise and produce the sounds /st/ and /k/ and link them to the spellings *st* and *cl*



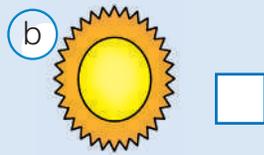
## 8

## The weather today

## Lesson 1

1 Listen and say.  2 Listen and number. Listen and say.   

rainy



sunny



cloudy



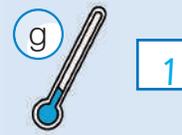
snowy



windy

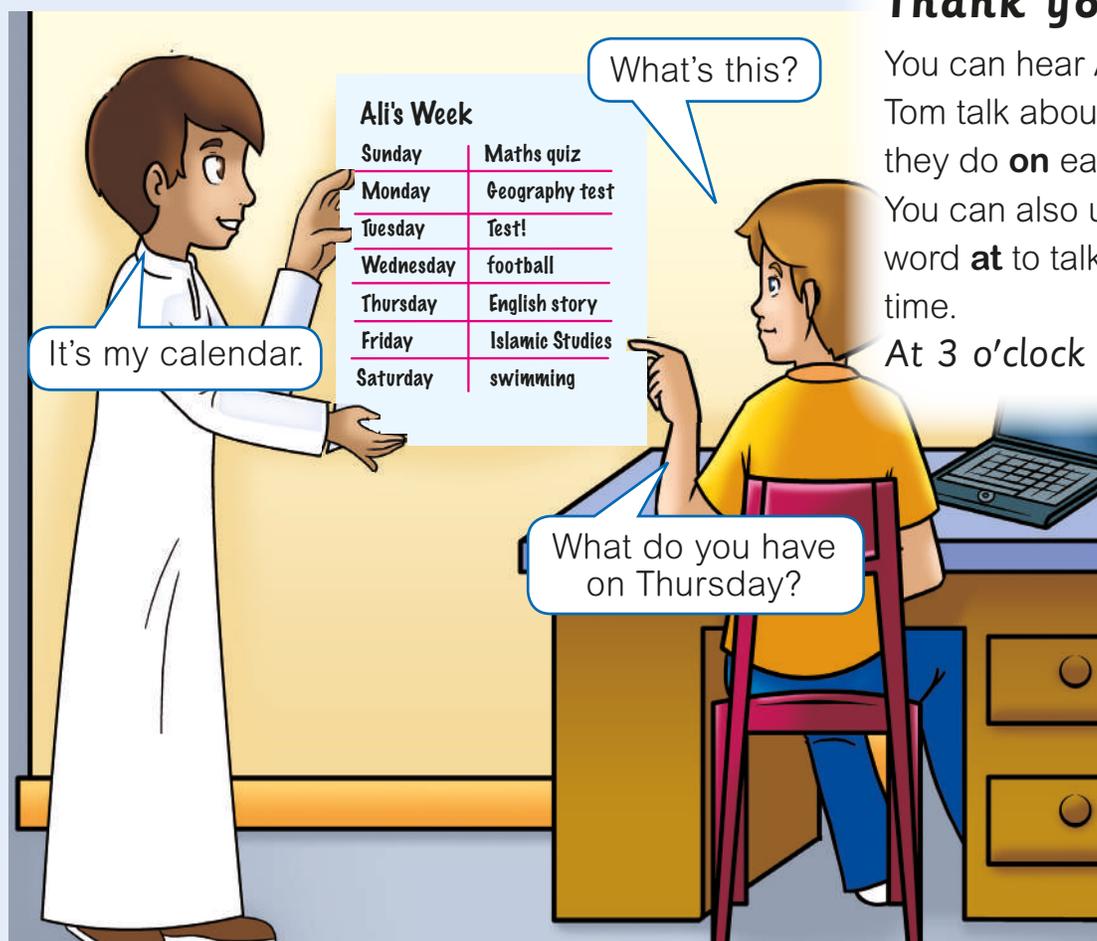


hot



cold

### 3 Listen and find.



## Listen!

### Thank you!

You can hear Ali and Tom talk about what they do **on** each day. You can also use the word **at** to talk about time.

At 3 o'clock ...

### 4 Read and say in pairs.

What do you have on ... ?

I have ...

### Phrase bank

How's the weather?

What do you have on ...?

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
maths	geography test	computer science	sports	English	swimming club	Qur'an lesson

3 **Listening:** understand the main idea and basic information in dialogues

4 **Reading; speaking:** ask and answer questions about school

## Lesson 2

1 Read and match.  

a sunny   b cold   c rainy   d snowy   e hot   f cloudy   g windy



The weather is \_\_\_\_\_.



The weather is \_\_\_\_\_.



The weather is \_\_\_\_\_.



The weather is \_\_\_\_\_.



The weather is \_\_\_\_\_.



The weather is \_\_\_\_\_.



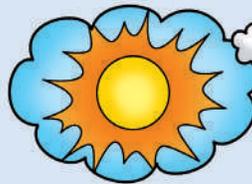
The weather is \_\_\_\_\_.

2 Listen and draw.  

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday

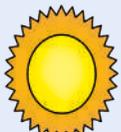
3 Read and say in pairs.  

How's the weather today?

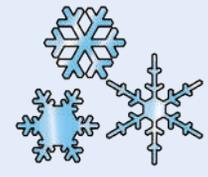


It's hot and sunny.

4 Look. Complete and match.

h \_ o \_ t  

sun \_ \_ \_ 

\_ \_ \_ ld 

\_ \_ i \_ \_ dy   

cl \_ \_ \_ dy

s \_ \_ \_ w \_ \_

r \_ \_ \_ ny

5 Listen and number.  

Saturday  Wednesday

Sunday  Thursday

Monday  1 Friday  Tuesday

**Grammar Focus**

have / have on

What do you \_\_\_\_\_ Monday?

I \_\_\_\_\_ maths.

**Phonics** 

6a Look, listen and say.  

 ai

 oo

**Saudi Values**

What's the weather like on ...?

6b Listen and tick ✓. Say the words.   

1  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

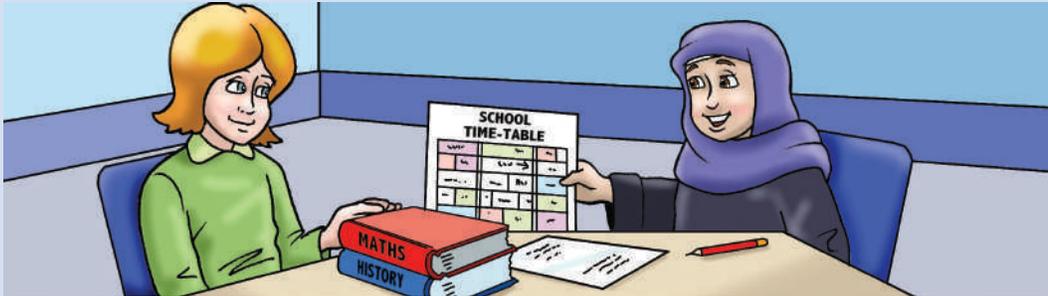
2  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

4 Writing: spell accurately  
 5 Listening: understand short simple texts and basic instructions  
 6 Phonics 6a and 6b: recognise and produce the sounds /eɪ/ and /u/ and link them to the spellings ai and oo

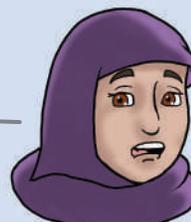
# Revision 4



## 1 Listen and match.





 science  
 Arabic  
 geography  
 Islamic studies  
 computer science  
 English  
 maths
 


## 2 Write.



1 I like maths.



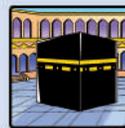
2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

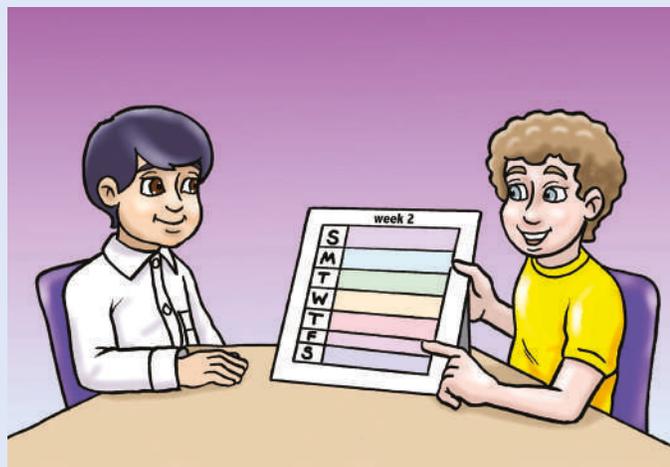


7 \_\_\_\_\_

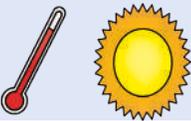
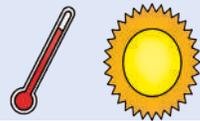
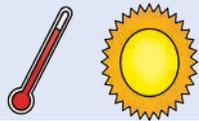
3 Write. Listen and match.  



a Monday  
 b Tuesday  
 c \_\_\_\_\_  
 d \_\_\_\_\_  
 e \_\_\_\_\_  
 f \_\_\_\_\_  
 g \_\_\_\_\_



4 Look and write. 

	Saturday	Sunday	Monday
England			
Saudi Arabia			

- 1 It's \_\_\_\_\_. It's cold and snowy in England. It's hot and \_\_\_\_\_ in Saudi Arabia.
- 2 It's Sunday. It's \_\_\_\_\_ and sunny in Saudi Arabia. It's cold and \_\_\_\_\_ in England.
- 3 It's Monday. It's hot and \_\_\_\_\_ in Saudi Arabia. It's cold and \_\_\_\_\_ in England.

Phonics 

5 Listen and number.  

train \_\_\_\_\_ star \_\_\_\_\_

class \_\_\_\_\_ book \_\_\_\_\_

- 3 **Writing; listening:** write high frequency words accurately and understand the main idea in short texts  
 4 **Reading; writing:** complete short sentences about the weather  
 5 **Phonics:** review the sounds /st/, /k/, /eɪ/ and /u/ and link them to the spellings *st*, *cl*, *ai* and *oo*

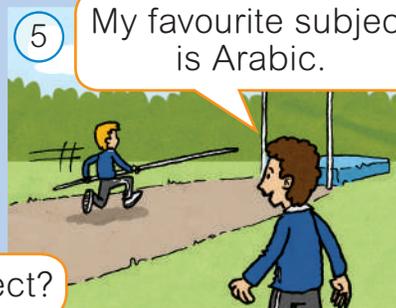
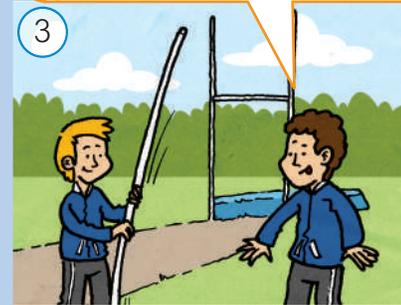
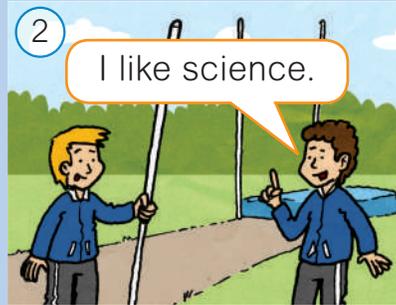
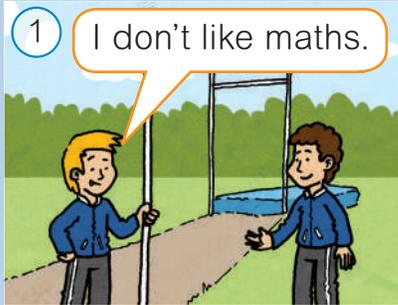
# SAUDI STARS 4

Lesson Link



www.ien.edu.sa

## 1 Read and circle.



What's your favourite subject?



I don't like sports!

1 maths



2 science



3 computer science



4 Arabic



5 sports



## Chant

## 2 Listen. Read and say.



I like Friday, I like Saturday,  
I like Sunday and Monday too.  
I like Tuesday, I like Wednesday,  
Do you like Thursday? Yes, I do!



**3 Read and write.**



It's Tuesday. It's cold and windy. I have maths on Tuesday. My favourite class is maths. I have English and computer science on Tuesday. I like English. I don't like computer science.



I'm in my living room now. My friend Helen is on the computer. She's in Saudi Arabia. It's hot and sunny in Saudi Arabia. That's good!

- 1 Do you like English?
- 2 What day is it?
- 3 What do you have on Tuesday?
- 4 How's the weather in Saudi Arabia?
- 5 What's your favourite class?
- 6 Is it hot in England?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

## Project

**4 Write and draw.**

- 1 Choose a day and a school subject.
- 2 Write about the day, the weather and your class.
- 3 Draw a picture of your class and the weather.



# Progress Check 2

## 1 Complete.

1 S a t u r d a y

2 \_ e d n \_ s \_ \_ y

3 F \_ \_ d \_ y

4 \_ h \_ r s \_ a \_

5 S \_ \_ d a y

6 T \_ e s \_ a \_

7 \_ o \_ d \_ y

6

## 2 Write. Use *this*, *that*, *these* and *those*.

1



These are chairs.

2



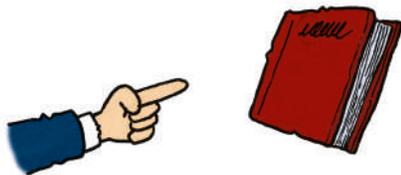
4



5



3



4

## 3 Read and circle.

1 What is \_\_\_\_\_?

2 How \_\_\_\_\_ lamps are there?

3 What are \_\_\_\_\_?

4 \_\_\_\_\_ this your book?

5 I \_\_\_\_\_ sports.

6 I \_\_\_\_\_ like computer science.

those / this / these

what / these / many

this / that / these

Am / Is / Are

am / don't / like

is / don't / am

5



المملكة العربية السعودية  
Kingdom of Saudi Arabia



وزارة التعليم  
Ministry of Education

Workbook

# Get Ready



# 1 Greetings

My name's \_\_\_\_\_.

## 1 Look and read. Match.

1



Hi, I'm Ali. What's your name?

2



Hi. My name's Tom.

3



Hi, I'm Sarah.

4

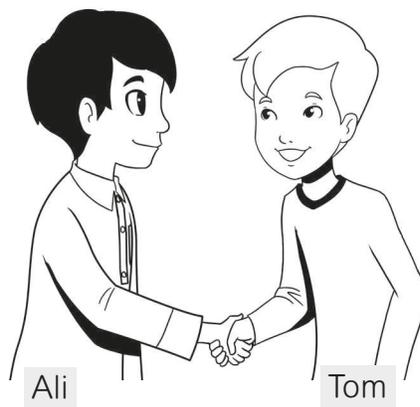


My name's Helen. What's your name?

## 2 Choose and write.

Hi your fine I'm name are

- 1 What's your name \_\_\_\_\_?
- 2 Hi, \_\_\_\_\_ Ali.
- 3 \_\_\_\_\_, I'm Tom.
- 4 What's \_\_\_\_\_ name?
- 5 How \_\_\_\_\_ you?
- 6 I'm \_\_\_\_\_, thanks.



- 1 **Reading:** understand formulaic language for greetings
- 2 **Reading; writing:** write high frequency words to complete sentences

## 3 Trace and copy.

1 2 3 4 5 6 7 8 9 10

1 \_\_\_\_\_

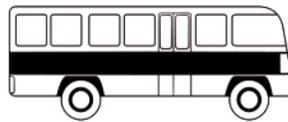
## 4 Read and complete.

d g h u n b e t r c q w a s f i j k m l v x y z o p

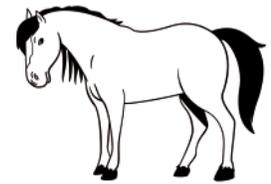
a \_\_\_\_\_ d \_\_\_\_\_  
\_\_\_\_\_

## 5 Find and circle. Write.

f	d	q	w	g	h	e
a	r	m	f	i	g	g
d	e	s	k	a	j	g
f	j	u	i	c	e	d
b	h	o	r	s	e	s
u	c	o	l	d	r	a
s	f	i	n	g	e	r



1 b u s



2 \_\_\_\_\_



3 \_\_\_\_\_

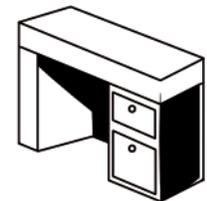


4 \_\_\_\_\_

5 \_\_\_\_\_



6 \_\_\_\_\_



8 \_\_\_\_\_



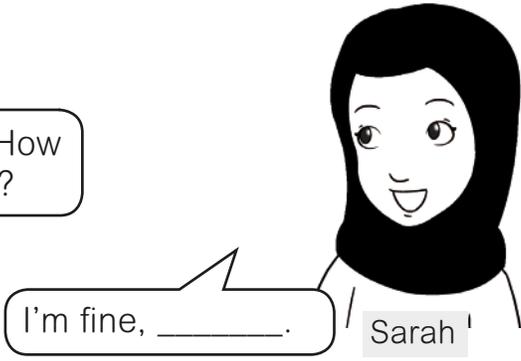
7 \_\_\_\_\_

6 Read and write.

thanks Helen you



I'm Helen. How are \_\_\_\_\_?



I'm fine, \_\_\_\_\_.

Phonics ABC

7a Circle the correct sound.

1



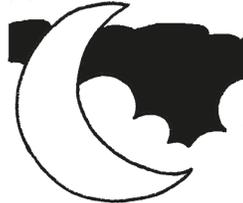
i/i\_e oo

2



i/i\_e oo

3



i/i\_e oo

4



i/i\_e oo

5



i/i\_e oo

7b Match and write.

i/i\_e oo

1 f i v e

2 t \_ \_

3 f \_ \_ n \_ \_

4 a f t e r n \_ \_ \_ n

6 Reading; writing: complete a written text at sentence level

7 Phonics 7a and 7b: recognise and produce the sounds /aɪ/ and /u:/ and link them to the spellings //i\_e and oo

# 2 My family

My name's \_\_\_\_\_.

## 1 Write and match.

1 gr\_a\_n d m\_o\_t h\_e\_r



2 g\_\_a\_\_d f a\_\_h e\_\_

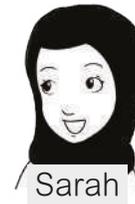


3 m\_\_t h e\_\_

4 \_\_a t h\_\_r

5 b\_\_o\_\_h\_\_r

6 s\_\_ \_\_t e\_\_



## 2 Trace and copy. Answer.

11 12 13 14 15 16 17 18 19 20

11 \_\_\_\_\_



1 His name's Nader. He's \_\_\_\_\_.

2 Her name's Aseel. She's \_\_\_\_\_.

3 Read and complete.

1 How old are you?  I'm 6.

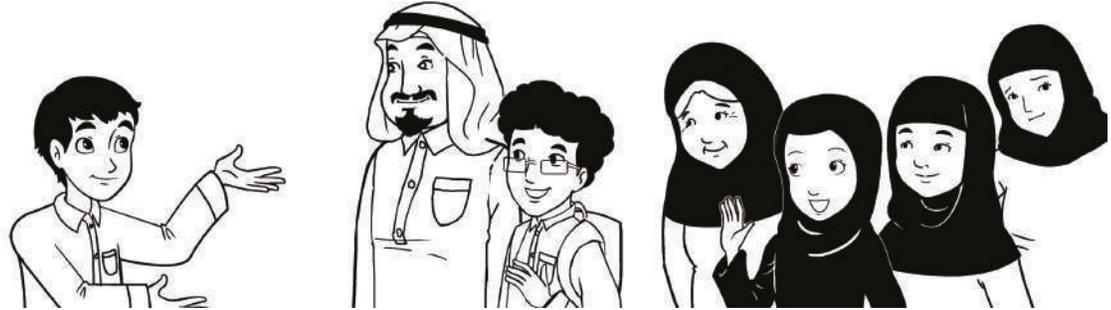
2 How old are \_\_\_\_\_?  I'm \_\_\_\_\_.

3 How old \_\_\_\_\_?  I'm \_\_\_\_\_.

4 \_\_\_\_\_?  I'm \_\_\_\_\_.

4 Read and write.

Her cousins This Maha grandmother ~~uncle~~ These



- 1 This is my uncle. His name's Abdullah.
- 2 This is my sister. \_\_\_\_\_ name's Sarah.
- 3 This is my \_\_\_\_\_. Her name's Badriah.
- 4 \_\_\_\_\_ are my \_\_\_\_\_. Their names are Nader and Aseel.
- 5 \_\_\_\_\_ is my aunt. Her name's \_\_\_\_\_.

3 Reading; writing: complete a written text at sentence level with personal information  
 4 Reading; writing: write simple words to complete sentences

## 5 Read. Draw and write.



Hi. I'm Tom.  
 This is my family. This is my father.  
 His name's Peter.  
 This is my mother. Her name's Mary.  
 These are my sisters. Their names are  
 Helen and Anna.

Hi. I'm \_\_\_\_\_

This is \_\_\_\_\_

His name \_\_\_\_\_

This \_\_\_\_\_

These \_\_\_\_\_

## Phonics

### 6a Read and circle the words with the *u* sound as in *up*.

1 you

4 uncle

2 umbrella

5 trousers

3 house

6 four

### 6b Read and circle the words with the *o/o\_e* sound as in *go* and *thobe*.

1 doll

4 no

2 one

5 shop

3 thobe

6 phone



4 Write and match.

10 11 12 \_\_\_ 14 \_\_\_ 16 \_\_\_ 18 \_\_\_ 20

a  b  c  d  e 

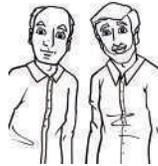
5 Write *this is* or *these are*.



1 \_\_\_\_\_ my father.



2 \_\_\_\_\_ my cousins.



3 \_\_\_\_\_ my uncles.



4 \_\_\_\_\_ my brother.



5 \_\_\_\_\_ my grandmother.

Phonics 

6 Match and write the words.

i/i\_e                  oo                  o/o\_e                  u

nine                  \_\_\_\_\_                  \_\_\_\_\_                  \_\_\_\_\_

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

moon                  thobe                  room                  uncle                  nine

phone                  lion                  umbrella

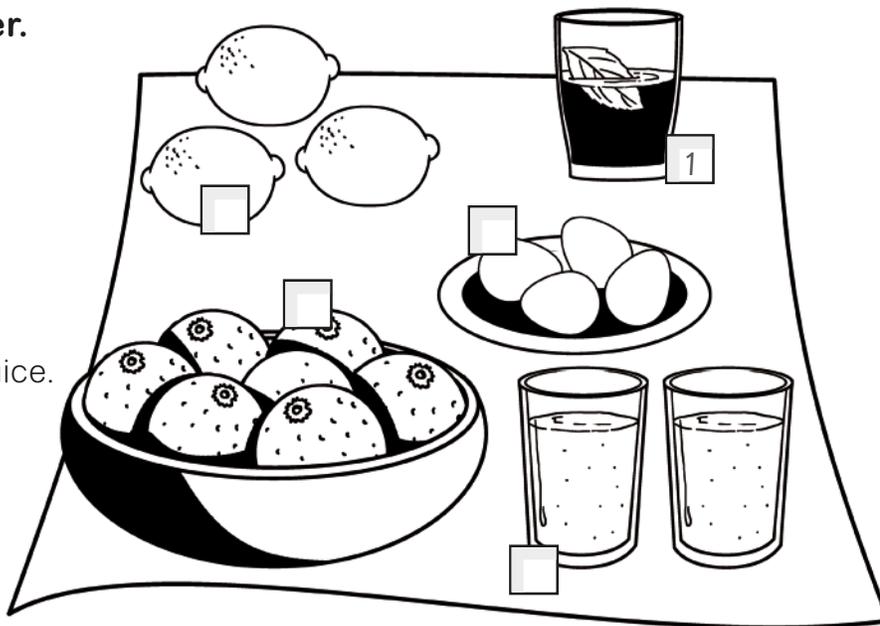
# 3

# Good morning!

My name's \_\_\_\_\_.

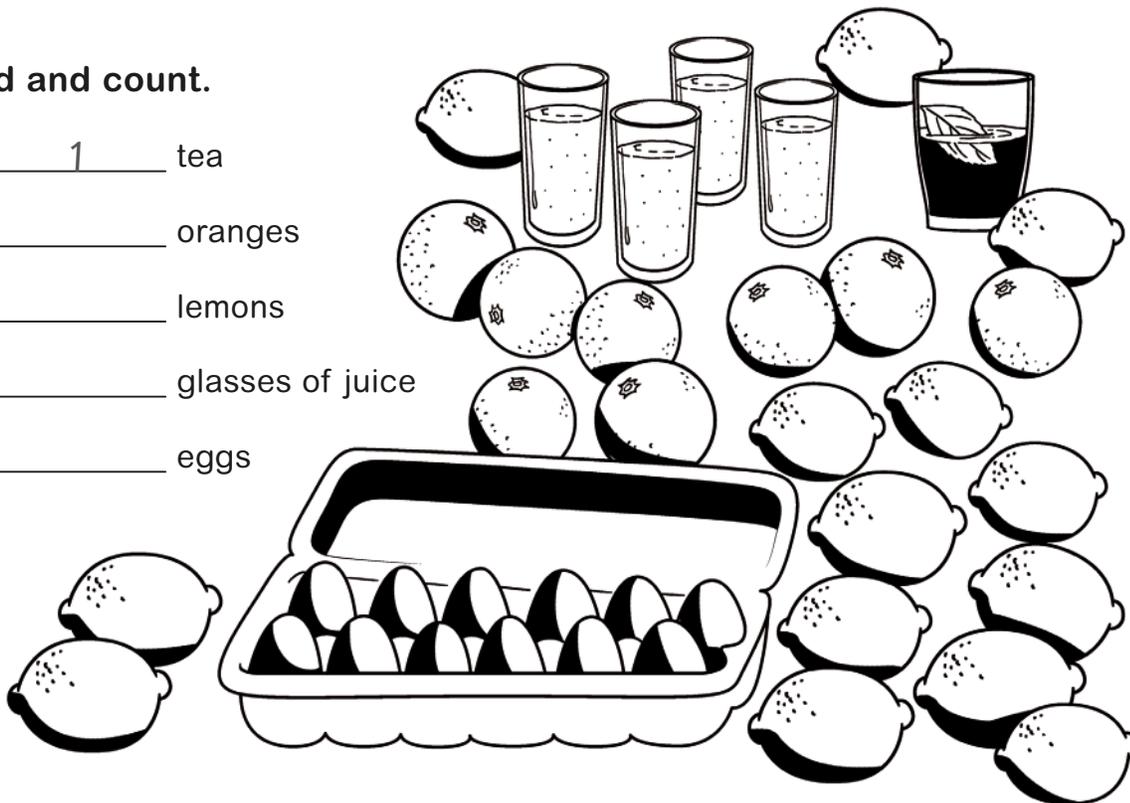
## 1 Read and find. Number.

- 1 This is tea.
- 2 These are oranges.
- 3 These are lemons.
- 4 These are glasses of juice.
- 5 These are eggs.



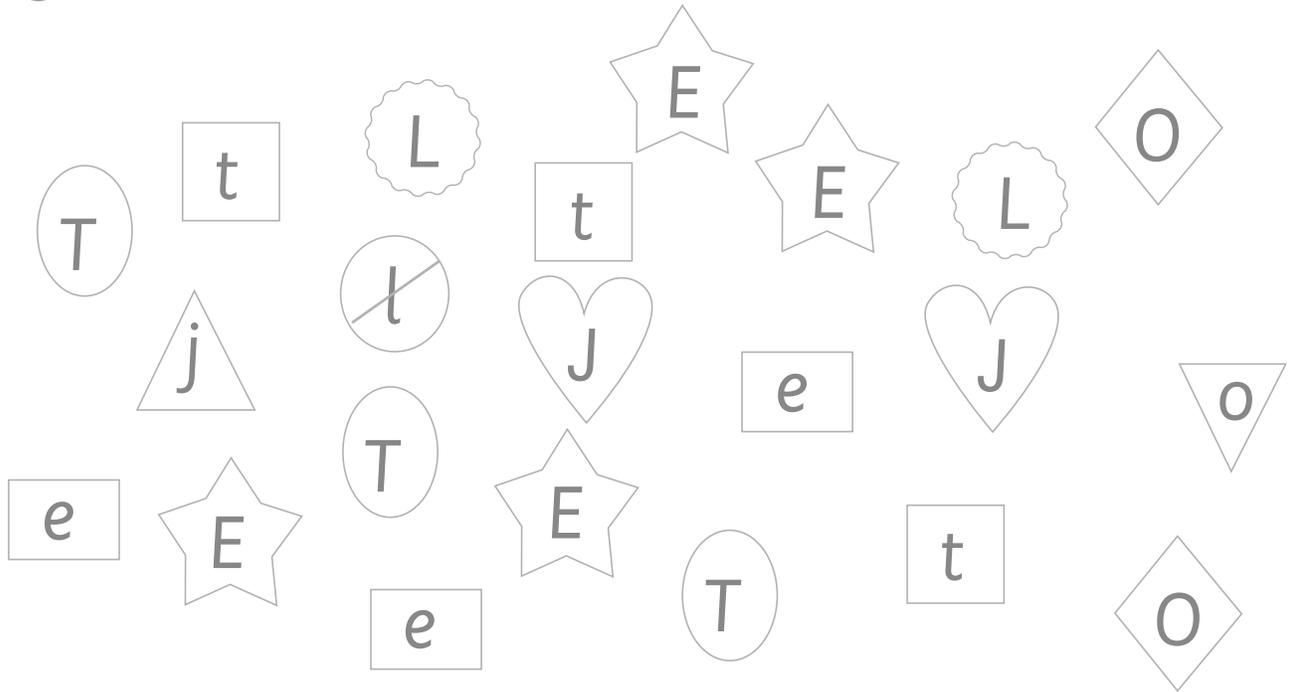
## 2 Find and count.

- 1   1   tea
- 2 \_\_\_\_\_ oranges
- 3 \_\_\_\_\_ lemons
- 4 \_\_\_\_\_ glasses of juice
- 5 \_\_\_\_\_ eggs



1 **Reading:** identify and name common food  
 2 **Reading; writing:** write cardinal numbers accurately

## 3 Count and write.



## 4 Write Ll, Tt, Jj, Ee or Oo. Match.

- 1 Tariq drinks tea.
- 2 \_\_\_sama eats \_\_\_ranges.
- 3 \_\_\_mad eats an \_\_\_gg in the morning.
- 4 \_\_\_ameela drinks a glass of orange \_\_\_uice.
- 5 \_\_\_ala eats \_\_\_emons.



5 Read and write X or ✓. Write the sentences correctly.

1 What's this?  It's an orange. X It's a lemon.

2 What's this?  It's an egg. \_\_\_\_\_

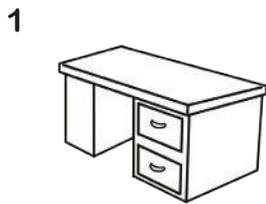
3 What's this?  It's a lemon. \_\_\_\_\_

4 What's this?  It's a glass of juice. \_\_\_\_\_

5 What's this?  It's a cup of tea. \_\_\_\_\_

Phonics 

6a Circle the correct sound.



e ea



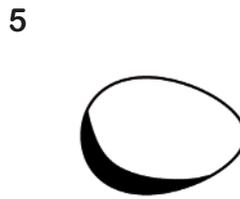
e ee



e ea



e ee



e ea

6b Match and write.

ee e

1 gr\_\_n

2 t\_\_n

3 l\_\_mon

4 str\_\_t

5 Reading; writing: understand short simple texts with visual support; spell accurately!

6 Phonics 6a and 6b: recognise and produce the sounds /i:/ and /e/ and link them to the spellings ee/ea and e

# 4 My colourful clothes

## 1 Read and number.

1 This is a thobe.

2 This is a cap.

3 This is a coat.

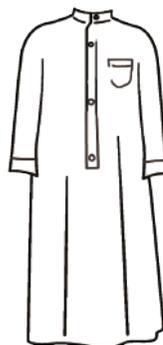
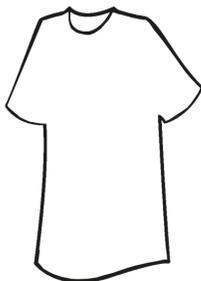
4 This is a scarf.

5 This is skirt.

6 This is a T-shirt.

7 These are sandals.

8 These are trousers.



## 2 Read and colour.

1 a white thobe

2 a red cap

3 a blue coat

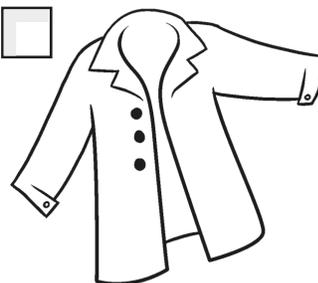
4 a yellow scarf

5 a grey skirt

6 an orange T-shirt

7 brown sandals

8 purple trousers



3 Count and write.

y y r y P  
 y Y p g  
 b g b b R R  
 P R B Y G P B

y (3) Y  r  R  g  G  b  B  p  P 

4 Read and write.

sandals thobe cap trousers T-shirt shoes



What's Ali wearing?

He's wearing a th\_\_\_\_\_

and s\_\_\_\_\_.



What's Tom wearing?

H\_\_\_\_\_ w\_\_\_\_\_

a\_\_\_\_\_

\_\_\_\_\_

and s\_\_\_\_\_.

5 Write Yy, Rr, Gg, Bb or Pp. Colour.

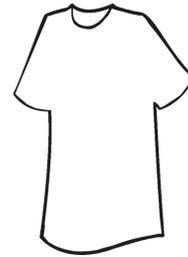
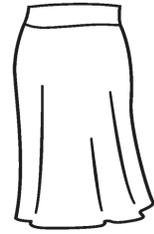
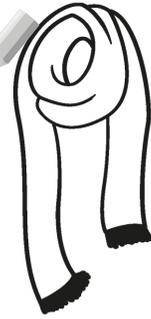
1 Grandmother Badriah is wearing a blue scarf.

2 randfather is wearing reen trousers.

3 Grandfather gasser is wearing a gellow T-shirt.

4 Helen's cousin posy likes wearing a purple skirt.

5 Tom's cousin pob likes wearing a ped coat.



Phonics 

6a Read and circle the words with the *bl* sound as in *black*.

1 blue

4 ball

2 bird

5 bowl

3 blouse

6 black

6b Read and circle the words with the *gr* sound as in *grandfather*.

1 girl

4 green

2 grandma

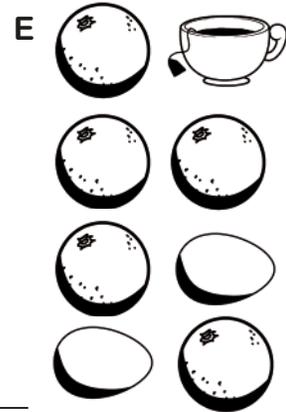
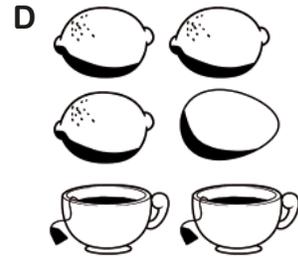
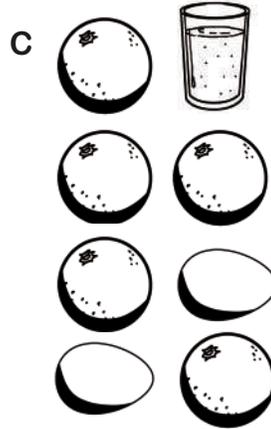
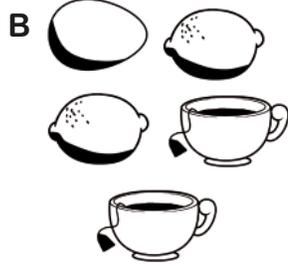
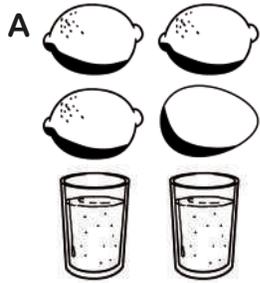
5 glass

3 garden

6 greetings

# Revision 2

## 1 Read and match.



- 1 Three lemons, one egg and two cups of tea. \_\_\_\_
- 2 One egg, two cups of tea and two lemons. \_\_\_\_
- 3 Five oranges, two eggs and a cup of tea. \_\_\_\_
- 4 Five oranges, two eggs and a glass of orange juice. \_\_\_\_
- 5 Three lemons, one egg and two glasses of orange juice. \_\_\_\_

## 2 Write questions with *this*.



1 \_\_\_\_\_ in English? It's a lemon.



2 \_\_\_\_\_ an egg? No, it isn't.



3 \_\_\_\_\_ a cup of tea? Yes, it is.



4 \_\_\_\_\_ in English? It's a skirt.

- 1 **Reading:** understand the main idea of short texts and review numbers, quantity and food  
 2 **Writing; reading:** review simple questions

**3 Read and colour.**



Tom's T-shirt is yellow and red. His trousers are blue and his shoes are brown.



Mary is wearing a black skirt. Her blouse is green and her scarf is red.

**4 Write.**

1 What \_\_\_\_\_ this?  \_\_\_\_\_.

2 What \_\_\_\_\_ these?  \_\_\_\_\_.

3 What colour is \_\_\_\_\_?  \_\_\_\_\_.

4 What colour are \_\_\_\_\_?  \_\_\_\_\_.

**Phonics** 

**5 Match and write the words.**

e

ee

bl

gr

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

black

three

grandma

grey

street

egg

bed

blouse

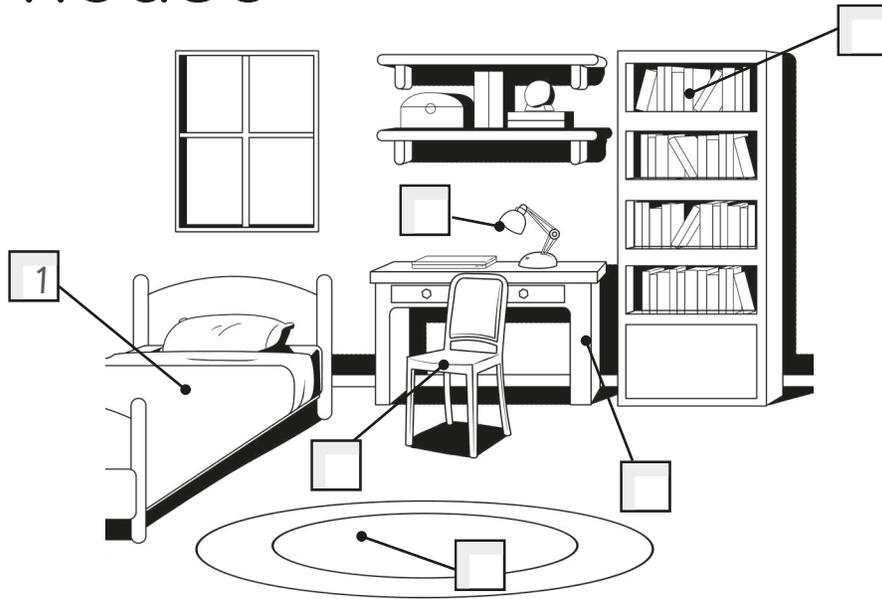
# 5

# Tom's house

My name's \_\_\_\_\_.

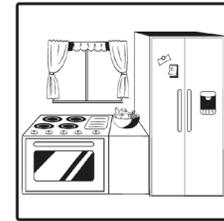
## 1 Number.

- 1 This is a bed.
- 2 This is a lamp.
- 3 This is a rug.
- 4 These are books.
- 5 This is a desk.
- 6 This is a chair.

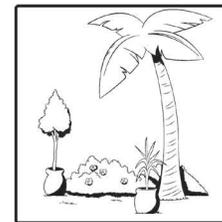


## 2 Look and circle. Read and write correctly.

a	k	b	a	w	d	c	s	q	y	m
l	i	v	i	n	g	r	o	o	m	l
c	t	p	o	j	a	w	f	d	x	k
f	c	t	y	i	r	g	a	r	b	f
y	h	d	e	n	d	r	o	v	t	a
j	e	r	f	b	e	d	r	o	o	m
n	n	p	o	d	n	r	m	c	m	w
w	d	b	a	t	h	r	o	o	m	e



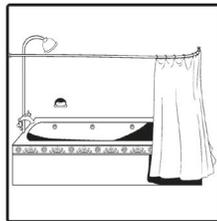
This is a  
k i t c h e n.



This is a  
g \_\_\_\_\_.



This is a  
b \_\_\_\_\_.



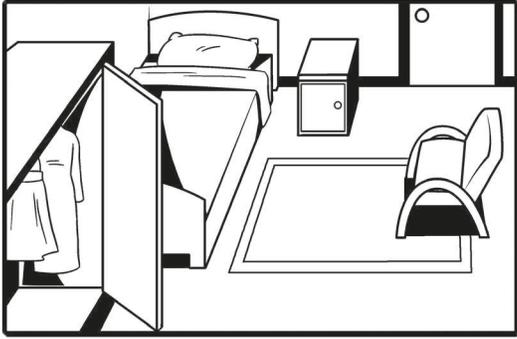
This is a  
b \_\_\_\_\_.



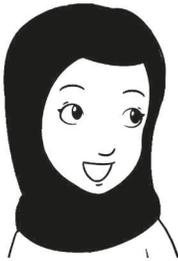
This is a l \_\_\_\_\_  
r \_\_\_\_\_.

- 1 **Reading:** understand short simple sentences about household objects
- 2 **Reading; writing:** identify accurately spelt words; practise vocabulary for household objects

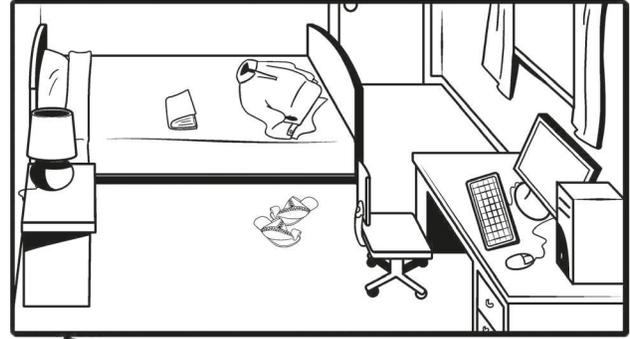
## 3 Read and colour.



Sarah



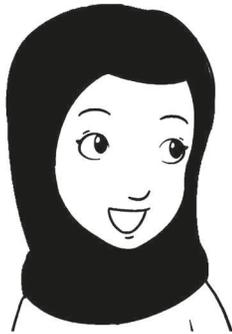
This is my room. My bed is yellow. My chair is blue. My rug is purple.



Ali



This is my room. My lamp is green. My desk is brown. My bed is orange. My book is black.

4 Look and write *his* or *her*.

1



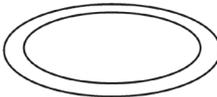
This is his desk.

2



This is \_\_\_\_\_ chair.

3



This is \_\_\_\_\_ rug.

4



This is \_\_\_\_\_ lamp.

5



This is \_\_\_\_\_ book.



5 Write Kk, Dd, Hh, Ff or Ww. Match.



- 1 This is Helen's house.    2 \_\_\_on't close the \_\_\_oor!  
 3 This is \_\_\_atimah's \_\_\_an.    4 \_\_\_here is the \_\_\_indow?  
 5 \_\_\_ate is in the \_\_\_itchen.

Phonics ABC

6a Circle the correct sound.

1



ch sh

2



ch sh

3



ch sh

4



ch sh

5



ch sh

6b Match and write.

ch sh

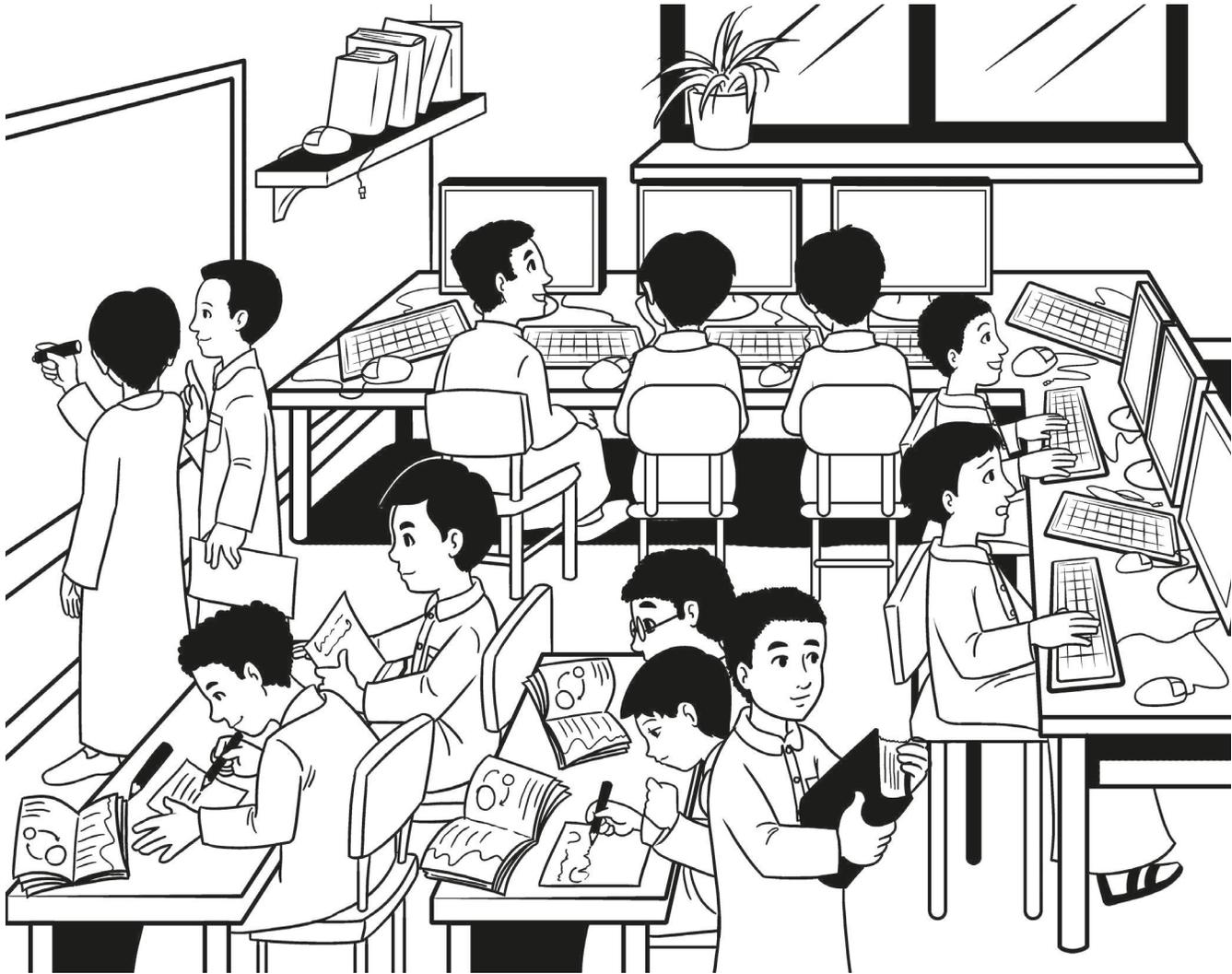
- 1 T-\_\_irt    2 tea\_\_er    3 \_\_e    4 kit\_\_en

## 6

## My classroom

My name's \_\_\_\_\_.

1 Look, count and write.



1 How many computers are there?

There are 6 computers.

2 How many mice are there?

There are \_\_\_\_\_.

3 How many pupils are there?

There are \_\_\_\_\_.

4 How many whiteboards are there?

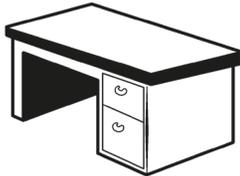
There is \_\_\_\_\_.

5 How many keyboards are there?

There are \_\_\_\_\_.

2 Look and write.

ksed



1 This is a  d e s k .

enp

2 T \_\_\_\_\_  
is a \_\_\_\_\_  
\_\_\_\_\_.



cilnep



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

agb



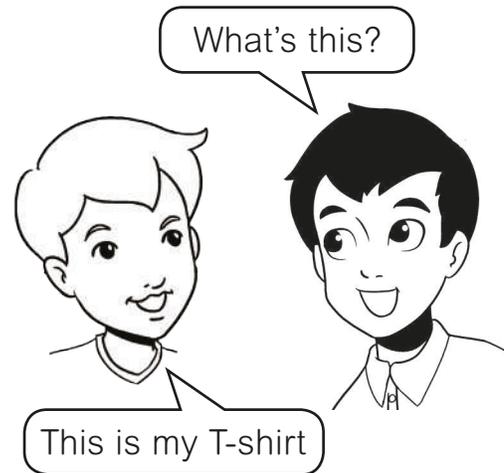
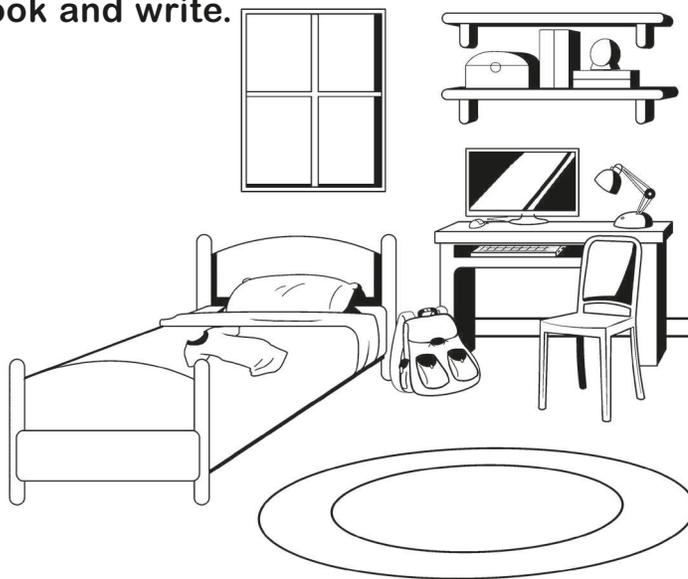
4 \_\_\_\_\_  
\_\_\_\_\_.

ookb



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

3 Look and write.



1 This is  my T-shirt .

4 \_\_\_\_\_

2 This is \_\_\_\_\_.

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

3 This is \_\_\_\_\_.

2 **Reading; writing:** write sentences about objects; spell words correctly  
3 **Writing:** complete sentences about personal objects

## 4 Count and write.



## 5 Put in order.

10    47    64    98    22    79    35    100    58    80

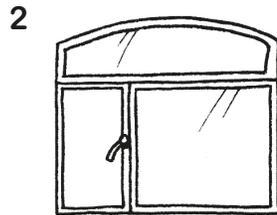
10

## Phonics ABC

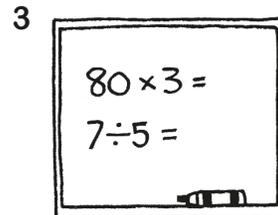
## 6a Circle the correct sound.



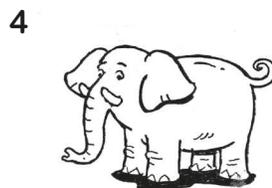
w/wh    ph



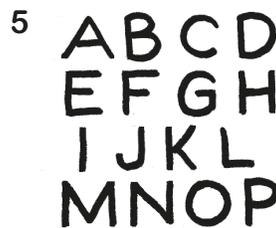
w/wh    ph



w/wh    ph



w/wh    ph



w/wh    ph

6b Read. Circle the words with the *w* sound as in *what*. Underline the words with the *ph* sound as in *phone*.

1 weekend

3 yo-yo

5 alphabet

7 what

2 pencil

4 phone

6 two

8 pupil

# Revision 3

## 1 Write and match.

1 b \_\_\_\_\_ d

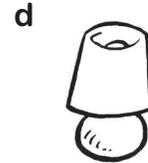
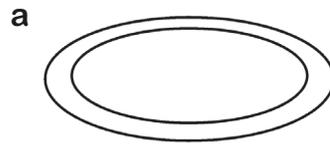
2 l \_\_\_\_\_ p

3 r \_\_\_\_\_ g

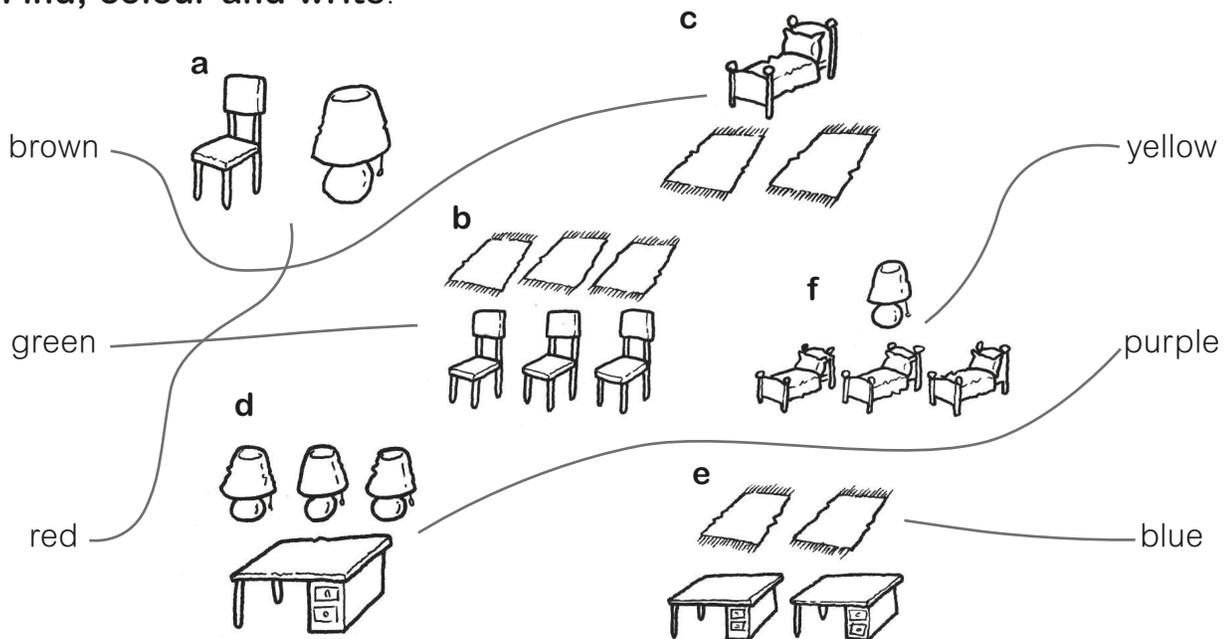
4 b \_\_\_\_\_ k

5 d \_\_\_\_\_ sk

6 ch \_\_\_\_\_ r



## 2 Find, colour and write.



1 How many red lamps are there? There are \_\_\_\_\_.

2 How \_\_\_\_\_ blue desks are there? There are \_\_\_\_\_.

3 How many green chairs are \_\_\_\_\_? There are \_\_\_\_\_.

4 \_\_\_\_\_ brown rugs \_\_\_\_\_ there? There are \_\_\_\_\_.

5 \_\_\_\_\_ yellow beds \_\_\_\_\_? There are \_\_\_\_\_.

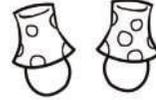
1 **Writing:** review and spell household objects

2 **Reading; writing:** complete questions and responses with *how many*, *there is* and *there are*

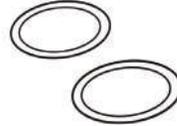
3 Write and match.



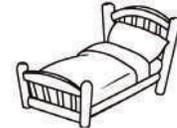
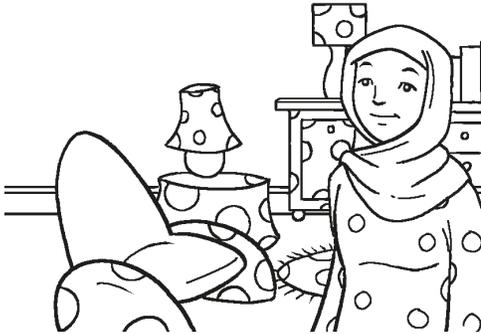
1 They're his chairs.



2 \_\_\_\_\_



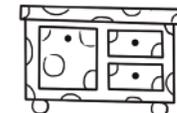
3 \_\_\_\_\_



4 \_\_\_\_\_



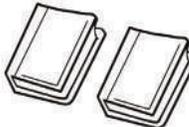
5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

Phonics ABC

4 Match and write the words.

ch

sh

w/wh

ph

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

shop

whiteboard

elephant

chair

kitchen

window

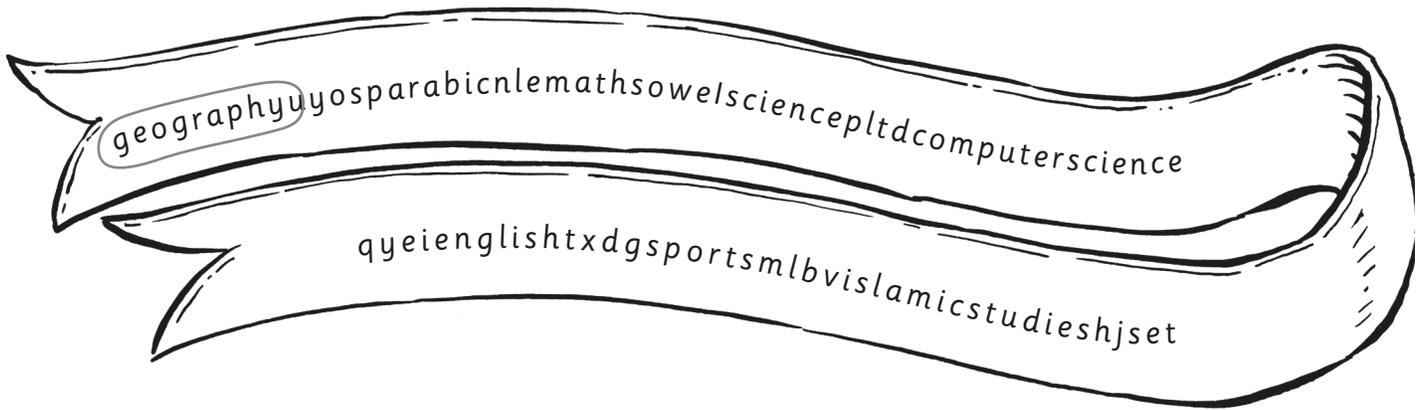
shirt

phone

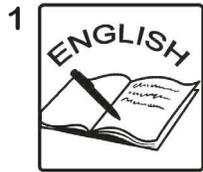
# 7

# My favourite subject

1 Find and circle.



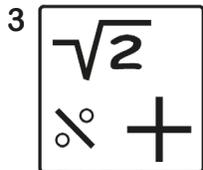
2 Look and write.



1 I like E n g l i s h.



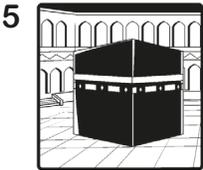
2 I like \_\_\_\_\_.



3 I like \_\_\_\_\_.



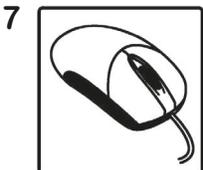
4 I like \_\_\_\_\_.



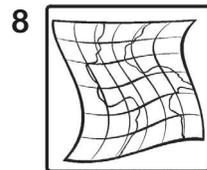
5 I like \_\_\_\_\_.



6 I like \_\_\_\_\_.



7 I like \_\_\_\_\_.



8 I like \_\_\_\_\_.

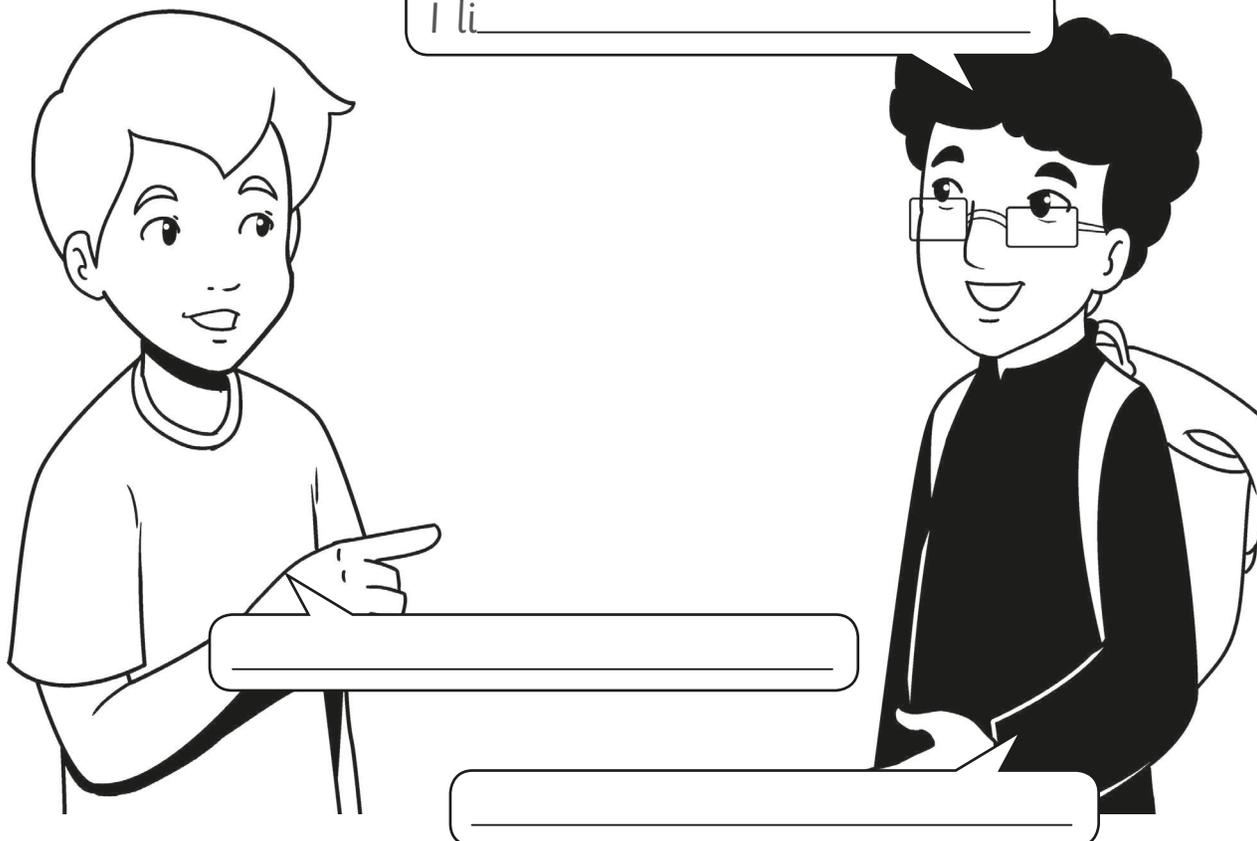
1 Reading: identify accurate spelling of school subjects  
 2 Reading; writing: complete a written text at sentence level

### 3 Read and write.

Do you like geography? I like English. No, I don't.

What's your favourite subject? \_\_\_\_\_

I li \_\_\_\_\_



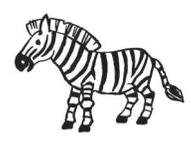
### 4 Read and answer. What do you like?

Yes, I do. No, I don't.

- 1 Do you like science? \_\_\_\_\_
- 2 Do you like sports? \_\_\_\_\_
- 3 What's your favourite subject? \_\_\_\_\_

5 Write Xx, Zz, Ss, Vv and match.

1 X-rays are for you and me not for ta\_\_is!

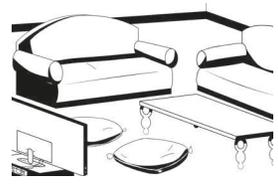


2 \_\_eros are numbers and \_\_ebras are animals.

3 \_\_arah doesn't like \_\_piders!



4 \_\_ases are in the li\_\_ing room.



0

Phonics ABC

6a Read and circle the correct sound.

- |                   |           |         |        |
|-------------------|-----------|---------|--------|
| 1 Islamic studies | 2 clothes | 3 class | 4 star |
| st cl             | st cl     | st cl   | st cl  |

6b Write the words in the correct box.

st

---



---



---

cl

---



---



---

# 8

## The weather today

1 Find and circle. Write.

X	R	G	M	F	D	Y	C	A
S	A	T	U	R	D	A	Y	M
V	M	H	S	I	C	B	J	O
N	E	U	M	D	V	S	M	N
H	D	R	D	A	X	U	G	D
Q	N	S	W	Y	T	N	L	A
W	E	D	N	E	S	D	A	Y
S	M	A	S	Y	G	A	K	M
O	J	Y	F	R	B	Y	N	D
P	M	T	U	E	S	D	A	Y

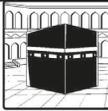
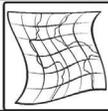
Sunday \_\_\_\_\_

M \_\_\_\_\_

Th \_\_\_\_\_

S \_\_\_\_\_

2 Look at the timetable. Write the days.

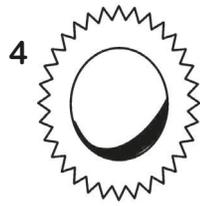
Sunday	Monday	Tuesday	Wednesday
			
			

- Arabic is on a Tuesday.
- Sports are on \_\_\_\_\_ and \_\_\_\_\_.
- Maths is on \_\_\_\_\_ and \_\_\_\_\_.
- Computer science is on \_\_\_\_\_.
- Geography is on \_\_\_\_\_.
- Islamic studies is on \_\_\_\_\_.

3 Look and write.



1 d w i n y  
It's w \_\_\_\_\_.



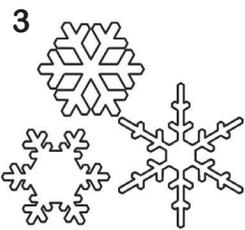
4 n n y s u  
It's \_\_\_\_\_.



2 a r y n i  
It's \_\_\_\_\_.



5 d u c l y o  
It's \_\_\_\_\_.



3 y o w n s  
It's \_\_\_\_\_.

4 Write.

It's cold and \_\_\_\_\_.

How's the \_\_\_\_\_ today?

\_\_\_\_\_ day is it?

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

What \_\_\_\_\_ is \_\_\_\_\_?

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

\_\_\_\_\_ the weather \_\_\_\_\_?

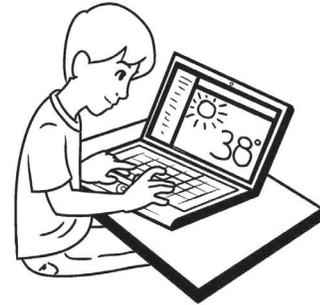
It's hot and \_\_\_\_\_.

3 Reading; writing: understand short simple sentences with visual support; spell accurately  
4 Reading; writing: complete questions and responses about the days and weather

## 5 Read and complete.

How's cloudy hot weather cold sunny

- 1 How's the wea \_\_\_\_\_ in England?
- 2 It's \_\_\_\_\_ and \_\_\_\_\_.
- 3 \_\_\_\_\_ the weather in Saudi Arabia?
- 4 It's \_\_\_\_\_ and \_\_\_\_\_.

Phonics 6a Read and circle the words with the *ai* sound as in *rainy*.

- |           |                |
|-----------|----------------|
| 1 train   | 4 Saudi Arabia |
| 2 chair   | 5 rainy        |
| 3 weather | 6 hair         |

6b Read and circle the words with the *oo* sound as in *book*.

- |          |        |
|----------|--------|
| 1 moon   | 4 look |
| 2 school | 5 door |
| 3 book   | 6 good |

# Revision 4

## 1 Read and write.

ewdnseady      iywnd  
 rafydi      nwoys  
 aryni      rtuhysad

Monday	cloudy
Tuesday	sunny
_____	_____
_____	_____
_____	_____

## 2 Look and complete.

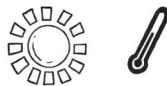
			
			
			
			

-  1 My favourite subject is Islamic studies.
-  2 I like science.
-  3 I don't like geography.
- 4 My \_\_\_\_\_ subject is \_\_\_\_\_.
- 5 I \_\_\_\_\_ geography.
- 6 I don't like \_\_\_\_\_.
- 7 My \_\_\_\_\_.
- 8 I \_\_\_\_\_.
- 9 I \_\_\_\_\_.

1 Reading; writing: review weather words and days of the week  
 2 Reading; writing: review school subjects and likes and dislikes

**3 Complete. Look and write.**

S \_ \_ t \_ \_ r d a y



It's sunny and hot.

S \_ \_ d \_ \_ y



\_\_\_\_\_

M \_ \_ n d \_ \_ y



\_\_\_\_\_

T \_ \_ \_ \_ d \_ \_ y



\_\_\_\_\_

W \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ y



\_\_\_\_\_

T \_ \_ \_ r s \_ \_ \_ y



\_\_\_\_\_

F \_ \_ \_ d \_ \_ y



\_\_\_\_\_

**Phonics**

**4 Match and write the words.**

st

cl

ai

oo

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

cloudy

rainy

star

class

look

studies

train

book

# Picture dictionary

**a**

abaya



Arabic



aunt

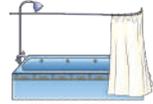


**b**

bag



bathroom



bed



bedroom



blouse



books



brother



**c**

cap



chair



cloudy



coat



cold



computer



cousin



**d**

desk



**e**

egg



English



**f**

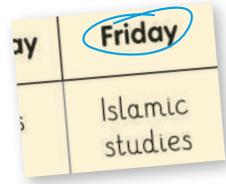
family



father



Friday



g

garden



geography



grandfather



grandmother



h

hot

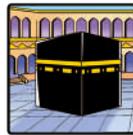


i

interactive whiteboard



Islamic studies



j

juice



k

keyboard



kitchen



l

lamp



lemon



living room



m

maths



Monday



mother



mouse



o

orange

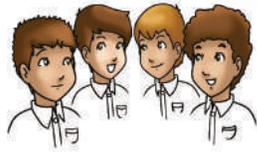


**p**

pencil



pupils



**r**

rainy



rug



**s**

sandals



Saturday



scarf



science



shirt



sister



skirt



sports



Sunday



sunny



**t**

tea



thobe



Thursday



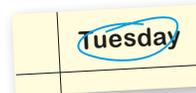
trousers



T-shirt



Tuesday



**u**

uncle



**w**

Wednesday



windy





الحد الأدنى	By the end of grade five students will be able to:	Session الفترة				الرمز Code
		الأولى 1 <sup>st</sup>	الثانية 2 <sup>nd</sup>	الثالثة 3 <sup>rd</sup>	الرابعة 4 <sup>th</sup>	
x	Recognize short and long vowels: "a, a_e" /eɪ/ as in "dates", "i, i_e" /aɪ/ as in "rice", "o, o_e, oa" /əʊ/ as in "rose", "e, ee, ea" /i:/ as in "teacher", "e, ea" /e/ as in "bread", "oo" /u:/ as in "food", "oo" /ʊ/ as in "book", "u" /ju:/ as in "computer", "u" /ʌ/ as in "duck".	✓	✓		✓	1/7/5
x	Recognize and differentiate between the endings of plural nouns (/s/ as in "cats", /z/ as in "birds", /ɪz/ as in "dresses").			✓	✓	2/7/5
x	Recognize and produce some English digraphs (ch, /tʃ/ as in "chair", sh, /ʃ/ as in "sheep", ph, /f/ as in "photo", wh, /w/ as in "white").		✓			3/7/5
x	Recognize and produce some consonant blends (pl, /pl/ as in "plane", cl, /kl/ as in "clap").		✓	✓		4/7/5
x	Recognize and produce some English consonant blends ("cr", /kr/ as in "crisps", "gr", /gr/ as in "green", "fr", /fr/ as in "friend", "pr", /pr/ as in "prince", "bl", /bl/ as in "black", "gl", /gl/ as in "glass", "fl", /fl/ as in "fly", "sl", /sl/ as in "sleep").	✓	✓	✓	✓	5/7/5
x	Recognize and produce some English consonant blends ("br", /br/ as in "brown", "dr", /dr/ as in "dress", "tr", /tr/ as in "tree", "st", /st/ as in "star", "sp", /sp/ as in "spoon", "sn", /sn/ as in "snake", "sm", /sm/ as in "small", "sw", /sw/ as in "swim").		✓	✓	✓	6/7/5
x	Ask questions using <i>What, Who, Where</i> .	✓			✓	7/7/5
	Identify irregular plural nouns.		✓	✓		8/7/5
	Use the intensifier <i>very</i> .			✓	✓	9/7/5
x	Introduce people to each other, e.g. <i>This is Abdullah</i> .	✓				10/7/5
x	Identify and talk about people using the verb <i>to be</i> .	✓				11/7/5
x	Identify and talk about toys, games and classroom objects.		✓			12/7/5
x	Identify and talk about rooms/items in a house.		✓			13/7/5
x	Describe location using prepositions of place ( <i>in, on, under, next to, between</i> ).			✓		14/7/5
x	Describe physical appearance.		✓		✓	15/7/5
x	Express possession using the verb <i>to have</i> and <i>my/your/his/her/our</i> .	✓	✓			16/7/5
	Describe animals using possessive adjectives ( <i>its, their</i> ).		✓	✓		17/7/5
x	Talk about ability ( <i>can/can't</i> ).				✓	18/7/5
	Ask about number using <i>How many ...?</i>		✓			19/7/5
	Identify and talk about places in a town and their location using <i>there is, there are</i> and <i>next to, opposite, between</i> .			✓		20/7/5
x	Talk about the weather.		✓			21/7/5
x	Talk about likes and dislikes.		✓		✓	22/7/5
	Talk about food using <i>want</i> and describe different kinds of food and drink using adjectives (e.g. <i>hot/cold/sweet/sour/salty</i> ).			✓		23/7/5
x	Make suggestions using <i>Let's</i> .			✓		24/7/5
x	Ask about and tell the time ( <i>o'clock</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

Listening and Speaking

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

Macmillan Education  
4 Crinan Street  
London N1 9XW  
A division of Springer Nature Limited

ISBN 978-0-230-43490-5

Text © Wendy Arnold and Co. Limited and Adrian Tennant 2012  
Written by Wendy Arnold and Adrian Tennant  
Additional material written by Nick Beare  
Design and illustration © Springer Nature Limited 2012

This edition published 2019  
First edition entitled "Get Ready for Saudi Arabia" published 2012 by Springer Nature Limited

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by Clare Webber Graphic Design  
Illustrated by David Mostyn, Pulsar, Red Giraffe  
Cover design by John Barker, Stockholm Design  
Cover credit: Cover illustration/photograph by Brand X  
Picture research for this edition by Susannah Jayes

The author and publishers would like to thank the following for permission to reproduce their photographs:

**Alamy**/am Photos pp18, 19, 21, 26, 31(lemon), Alamy/Apex News & Pictures Agency p50(windy), Alamy/Darkened Studio p37(ink), Alamy/M. Dwyer p50(cold), Alamy/I. Evertovskis p31(cap), Alamy/Andreas von Einsiedel p33(window), Alamy/Flab pp27, 31 x 2, Alamy/C. Garnham Business p35(shoe), Alamy/Givaga pp18, 21, 26(orange juice), Alamy/S. Gorodenskiy p23(cap), Alamy/A. Gulevich pp36, 37, 38, 39(mouse), Alamy/Incamerastock pp33(door), 50(clouds), Alamy/It's Only Light p51(book), Alamy/T. Koroleva p19(juice), Alamy/S. Lihodeev p23, Alamy/R. Angel & I. Machin p25(sandals), Alamy/O. Maksymenko Photography p27(red coat), Alamy/N. McDiarmid p35(shirt), Alamy/Melissa Mercante p13(yoyo), Alamy/Mouse in the House p33(lamp), Alamy/Picturelibrary p33(kitchen), Alamy/Radius Images p50(heat), Alamy/RT Images pp36, 38, Alamy/S.E.A Images pp36, 38, 39(keyboard), Alamy/R. Sigaev pp23, 31, 47(sandals), Alamy/Stocksnapper p31(t-shirt), Alamy/Tetra Image pp36, 38(computer), Alamy/M. Tielemans p27(dress), Alamy/Art Directors & Trip pp23, 25, 47(skirt), Alamy/Whitebox Media Ltd p31(trousers), Alamy/Zoonar GmBh p50(sun); **Arabian Eye**/Svetlana Zibnitskaya p35; **Art Directors & Trip**/C. Baker p21.bed); **Creatas** pp38, 39(laptop); **Comstock** p39(window); Corbis/Ocean pp23, 31(t-shirt), 50(snow), Corbis/The Food Passionates p18(tea), Corbis/B. Peebles p50(rain); **Getty Images**/Arabian Eye p40(living room), Getty Images/DK pp23(child's coat), 31(t-shirt), 40 x 2(living room), 34, 40(rug), Getty Images/Fuse pp34, 40.bed), Getty Images/Lifesize p13(trousers), Getty/Photographers Choice p39(phone), Getty Images/Doug Schneider Photo pp38 (whiteboard), 39(whiteboard), 92(whiteboard), Getty Images/Stone p40(house), Getty Images/Vetta pp23, 31(abaya); **Getty RF** pp9(tiger), 9(lion), 19, 21 x 2(egg), 33, 35(notebook), 39(pencil), 39(elephant); Robert Harding/Cubo Images pp33, 40(house); **Macmillan Publishers Ltd**/David Tolley pp25, 31(t-shirt), 47(shirt), Macmillan Education Ltd/Paul Bricknell p39(book); **Photodisc** pp23(trousers), 35(chicken), 39(rucksack), 34, 35 x 2, 40, 39 x 2, 51(chair), 47(t-shirt); **Saudi Arabian Airlines** p6(br); **Stockbyte** p33(fan); **Shutterstock**/Baimieng p13(umbrella), Shutterstock/Gulf Eye pp13(thobe), 25(thobe), 31 x 2(thobe), 93(thobe), Shutterstock/Karkas pp23(coat), 91(coat); **Superstock**/Glass House Images pp33, 39(desk); **Thinkstock**/Martina L p25(scarf), Up The Resolution pp18, 21 x 2, 26(orange).

Commissioned images by MM studio pp23, 25(dress), 25(coat).

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

The inclusion of any specific companies, commercial products, trade names or otherwise does not constitute or imply its endorsement or recommendation by Springer Nature Limited.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. If contacted we will be pleased to rectify any errors or omissions at the earliest opportunity.

Printed and bound in the Kingdom of Saudi Arabia

2022 2021 2020 2019 2018  
13 12 11 10 9 8 7