المملكة العربية السعودية Kingdom of Saudi Arabia





Student's Book and Workbook کتاب الطالب والتمارین

Get Ready

Elementary Stage Sixth Elementary Grade First Semester

المرحلة الابتدائية الصف السادس الابتدائي الفصل الدراسي الأول

5

طبعة ١٤٤١ / ١٤٤٠هـ 2019 / 2020 Edition

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	اســـال
Check	افحص
Circle	ضع دائرة حول
Colour	ڵۅۜڹ۫
Complete	أكمل e
Сору	انسخ
Count	عُدّ
Cover	غط
Do	نفّذ – افعل
Draw	ارسم
Find	جِد
Join	ألحق/ يُلحق
Listen	استمع
Look	انظر
Match	طابق/ صل
Read	اقرأ
Say	قل
Trace	نثثع
Write	اكتب







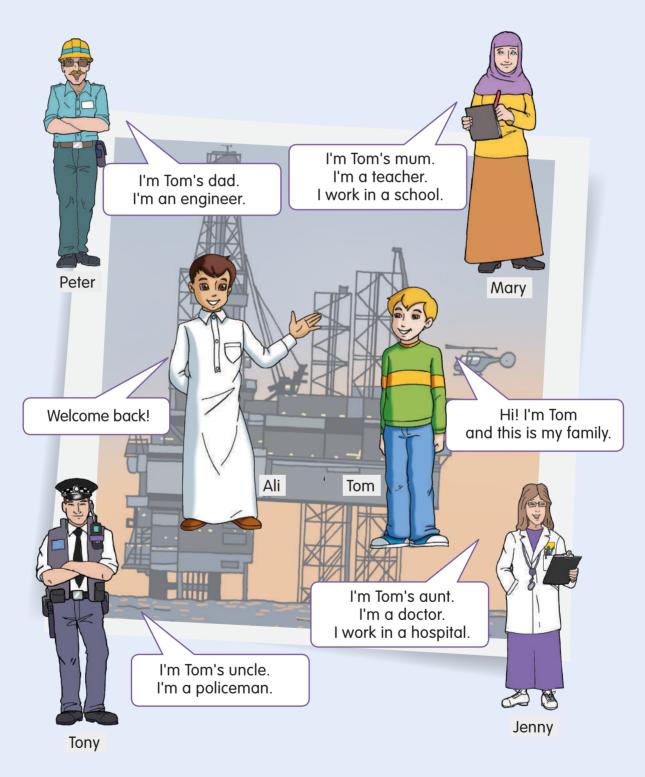
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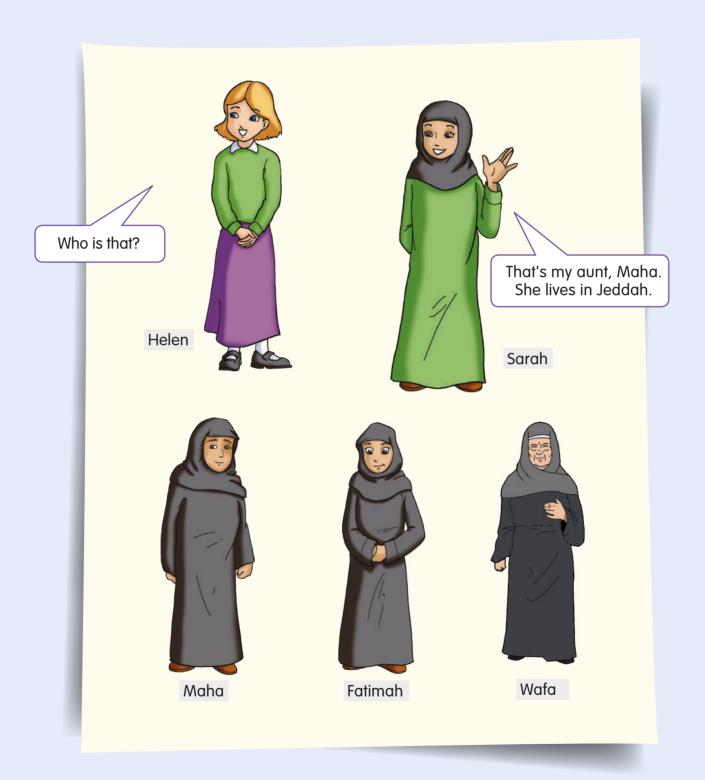
Welcome

lacktriangledown Look at page 4. Listen and find. igwedge



4

$oldsymbol{2}$ Look at page 5. Listen and find. $oldsymbol{\bigcap}$

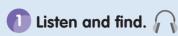


Welcome back



Welcome back to class! Today we are having an International Day.

Lesson 1









from Britain. I'm British. What's your nationality?

I'm Saudi Arabian.















- 3 Read and match.
 - 1 Saudi Arabia -
 - 2 Britain
 - 3 Kuwait
 - 4 America
 - 5 Oman
 - **6** Emirates

- **a** Emirati
- **b** American
- **c** British
- **d** Saudi Arabian
- e Omani
- **f** Kuwaiti

Look!

Remember to use capital letters, full stops and question marks in the correct places.



- 1 Listening; reading: understand the main idea in short dialogues and associate verbal with visual information
- 2 Listening; speaking: produce simple sentences about people
- **Reading:** understand specific information in short simple texts

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1 Mona



2 Rabia



3 Aala



4 Nayla



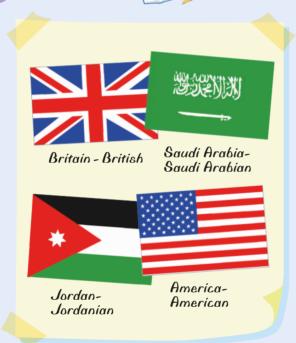
5 Hind



6 Wafa

- **a** Yemeni
- **b** Omani
- **c** Kuwaiti
- **d** Bahraini
- e Emirati
 - i **f** Saudi













1	Helen is from _	<u> Britain</u>	She is _	British	·	
2	Sarah		She		·	
3	Reem			is		·
Δ		ic				

Phrase bank

I come from Saudi Arabia. I'm Saudi Arabian.

- 4 Listening: understand specific information in short simple texts
- **5 Reading; writing:** understand and complete a written text at sentence level

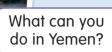
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1 Listen and match.







My friend Rabia is Yemeni. She says you can visit the markets.

Lesson Link







	Yemen	Jordan	Oman	Saudi Arabia
Rabia				
Nayla				
Reem				
Aala				





3	Ask	and	ans	wer



Hi, where are you from?

I'm from

Hello, I'm from What's your nationality?

And I'm

Grammar Focus

Verb: be

I'm Ali. I ____ from Saudi Arabia. I ____ Saudi Arabian.

Helen ____ from Britain. She ____ British.

Helen and Tom ____ from Britain. They ____ British.



- 1 Listening: understand the main idea and basic information in short dialogues
- 2 Listening: understand the main idea in dialogues about nationalities
- 3 Speaking: use formulaic language to ask and answer simple questions

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Good morning Ali! How are you?



You can go shopping in Bahraini markets.



You can see big boats in Omani ports.



You can see beautiful Kuwaiti mosques.





d

You can visit interesting Saudi museums.



You can camp on British beaches.



You can take photos of American mountains.





Where can I go on holiday?

You can go to

What can I do there?

udi Values

What can you do in Saudi Arabia?

You can ...

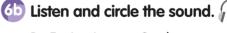


a/ar

Phonics ABE



ee/ea















a/ar ee/ea





a/ar ee/ea



a/ar ee/ea

4 Listening; speaking: associate verbal with visual information.

5 Listening; speaking: ask and answer questions about familiar topics

6a-b Phonics: recognise and produce the sound(s) /i:/, /a:/ and the corresponding spelling (s) 'a/ar', 'ee/ea'



Lesson Link



New friends

Lesson 1

Listen and find.



2 Listen, read and complete. \bigcap



Who's the boy with the _ hair?

That's Saif. He's my_ friend.

Who's the boy with _____ black hair?

Zaki.

3 Listen, read and match. 🕡 💹







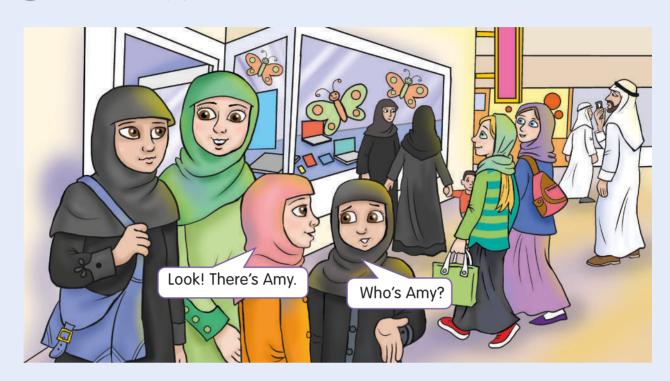


- 1 He has short blonde hair.
- **2** He has dark brown hair.
- **3** He has curly black hair.

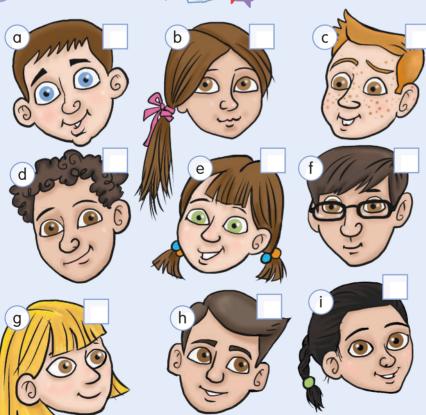


- 1 Listening: understand the main idea in a short dialogue
- 2 Listening; reading; writing: understand specific information in short simple texts
- 3 Listening: understand the main idea in a short monologue

4 Listen and find.







- 1) freckles
 - 2 blonde hair
- 3 green eyes
 - 4 blue eyes
- (5) **@lossess**
 - 6 brown eyes
- 7 curly hair
 - 8 dark hair
 - 9 long hair

Phrase bank

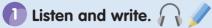
I have short hair. I have brown eyes.

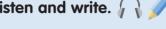
- 4 Listening: understand the main idea in a short dialogue
- 5 Reading; speaking: produce simple language describing people

11)



Lesson 2





Mike Tim Alex







Name:



Name:

2 Read, write and say.





×	@ 🧿 🍑
Hi, my name's	·
I'm from	I'm
	_ years old.
I have	hair and
	_ eyes.



What's your friend's name? Where is your friend from? What does your friend look like?

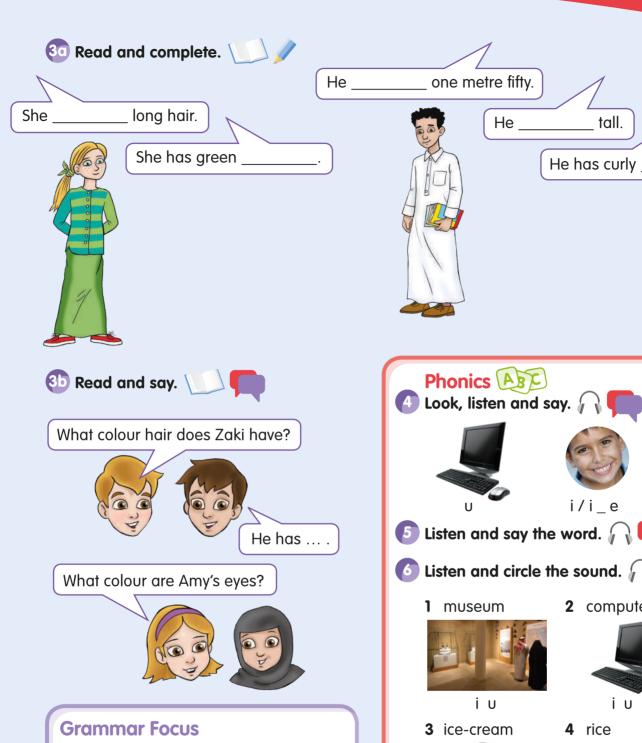


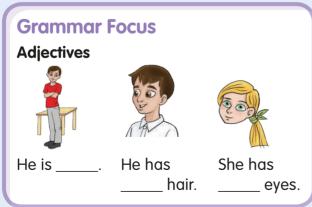
- **Listening:** understand the main idea in a short dialogue
- Reading; writing: understand and complete specific information in a short text

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tall.







3a Reading; writing: understand and spell high frequency words to complete a written text at sentence level

3b Reading; speaking: produce simple sentences to describe people

⁴⁻⁷ Phonics: recognise and produce the sound(s) /uː/, /aɪ/ and the corresponding spellings 'u', 'i'

Revision 1



Where do you come from?

🕦 Read and write. Look and match. 📗 🥒



What's your nationality?



- 1 I come from Britain. I'm British.
- **2** I come from . I'm ait .
- **3** I come from __ma__. I'm _____.
- 4 I come from . I'm me .
- **5** I come from ______i ____. I'm _____



20 Listen and colour. Read and say in pairs.





There's Amy! Her eyes are green. She has long blonde hair and freckles. She's from America.





And this is Fiona. She's from Jordan.She has curly red hair and blue eyes. She wears glasses.

2b	Read	and	find.	Write.



- 1 Helen is from Britain. She is British. She has short blonde hair and brown eyes.
- **2** Amy is from ______. She's _____. She has long _____. hair and _____ eyes.
- **3** Fiona is from ______. She is ______. She has _____ red hair and _____ eyes. She wears ____

- 1 Reading; writing: review and spell countries and nationalities
- **2a Listening; reading:** review and understand descriptions
- 2b Reading; writing: review and complete countries, nationalities



Who's the boy with the dark hair? He's smiling!

That's John. He likes playing football.





Steve







Adrian

Nick

John

James



🔼 Read and guess. Listen and check. 🛚



port

museum markets mosque swimming



There is a beautiful, big <u>mosque</u> in Abu Dhabi, in the United Arab Emirates.



The in Yemen are fantastic.



Big ships come into the

in Bahrain.



You can go _ in the salty sea in Jordan.



The in Saudi is fabulous!



- **3 Listening:** understand the main idea of descriptions
- 4 Reading; listening: understand specific information about places
- 5 Phonics: recognise and produce the sound(s) /1:/, /aɪ/, /uɪ/, /aɪ/ and the corresponding spelling, 'a/ar', 'ee/ea', 'u', 'i'

SAUDI STARS 1



1 Story: Read and write.

An invitation to you and your family. Come to our town. It's great.

- 1 You can ride a camel.
- You can take photos of old houses.
- You can camp on our beautiful beaches.
- You can buy Arabic jewellery in the markets.
- 5 You can see Saudi Arabian birds and animals.
- 6 You can eat international food from many countries.



2 Chant: Listen and say.

Hello!

Let's go!

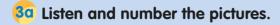
How are you? Whoopee!

Who?

See you.

Yes, you.

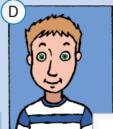
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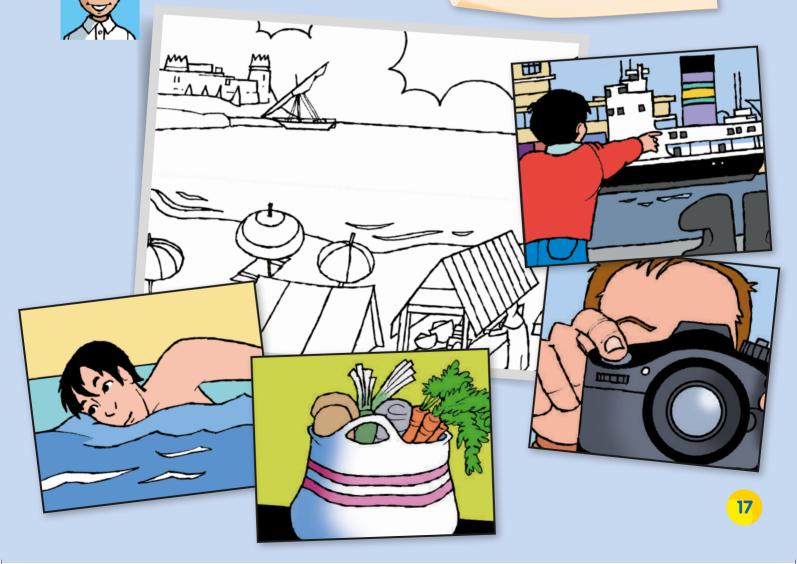




- **3b** Talk about the pictures.
- 4 Project: Colour the picture. Write about the picture and your town.

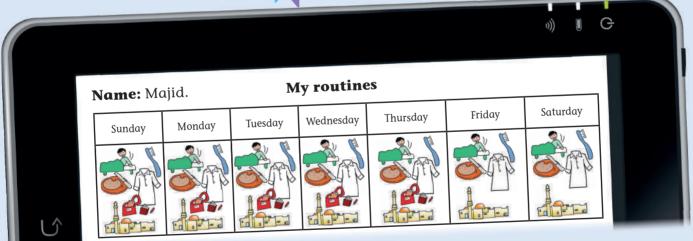
What can you do in this town?

In this town you can...

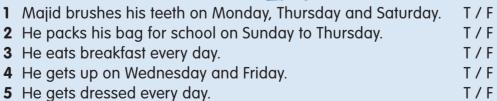


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2b Read and circle T (true) or F (false).

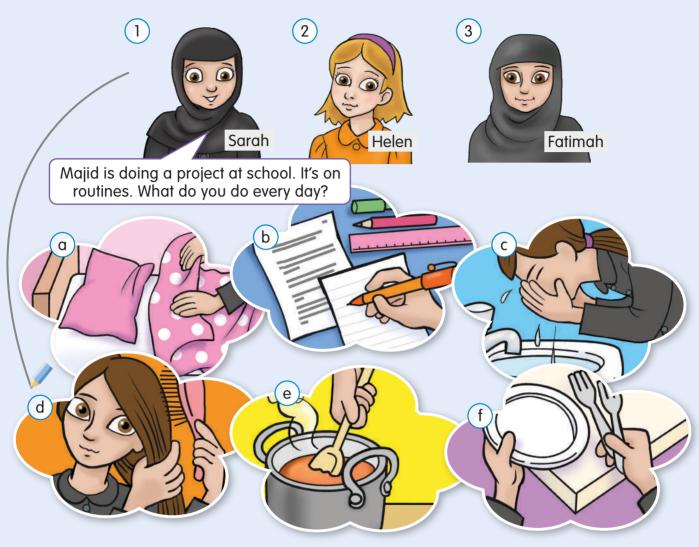


1 Listening; reading: understand the main idea in short dialogues with the help of visual information
2a Listening; speaking: produce simple sentences about routines

2b Reading: understand specific information in short simple texts

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A Read and write.

brushes washes sets packs does reads cooks

- 1 Majid _____ his bag for school on Sunday to Thursday.
- **2** Tom _____ the table every day.
- 3 Sarah _____ her hair every day.
- 4 Helen _____ her face every day.
- **5** Tom's dad _____ the newspaper every day.
- **6** Sarah's mum _____ dinner every day.
- 7 Helen _____ her homework every day.

Phrase bank

I do my homework every day.

On Sunday to Thursday I pack my bag for school.

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³ Listening; reading: understand the main idea and specific information in short simple texts

⁴ Reading; writing: understand and complete a written text about routines at sentence level **Phrase bank:** understand the main idea in short simple texts.

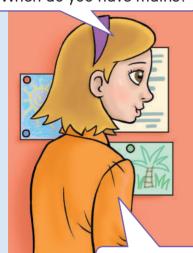


Lesson 2

Read. Listen and complete.



Islamic studies English maths geography



			ı			
	Sunday	Monday	Tuesday	Wednesday	Thursday	
7:15 - 8:00	Islamic studies	Holy Qur'an	Arabic	1	Islamic studies	
8:00 - 8:45	Arabic	English	computer studies	Holy Qur'an	4	
8:45 - 9:30	computer studies	Arabic	maths	2	5	
9:30- 10:15	geography	Arabic	history	geography	Holy Qur'an	
		10:15 - 10	:30 Break			
10:45 - 11:30	Holy Qur'an	Islamic studies	Islamic studies	3	Arabic	
11:30 - 12:15	maths	geography	Holy Qur'an		6	
12:15 - 12:45 Break						
12:45 - 13:3	0 history	English	computer studies			

On Sunday.

In the morning or afternoon?

2 Read. Listen and tick 🗸 . .





Tom, when do you play football?

On Sunday.

What time?

In the morning. At 10:30.

3 Ask and answer.



When do you have?

I have ... on/On ...



What do you do every day? What is your daily routine?

- Listening; reading: understand the main idea and basic information in short dialogues; understand specific information in short simple texts
- Listening; reading: understand the main idea in dialogues. Understand specific information in short simple texts
- **Speaking:** use formulaic language; interact in a simple way by asking and answering

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👍 Listen and read. Listen and answer. 🎧 🚺



Helen, come on. We're late! You have an Arabic test this morning. What time is the test?

At 8:30.



Is your English test in the morning or afternoon?

> I'm taking photos of the school.

This morning. At 8:45



In the afternoon. At 1:15. What are you doing today mum?

When?

Phonics ABC

Look, listen and say. 🖟







6 Listen and tick the words with the *ng* sound.







evening

grandmother snorkelling







spring

morning

mountain

🖊 Read and say. 🔝



Walking and talking on a spring morning.

Grammar Focus

Read and write.

Prepositions of time: at, in, on

Ali has an Arabic test _____ Monday.

Helen has a test _____ the morning.

Tom and Ali are going to the beach 6 o'clock.

4 Listening; reading; speaking: understand specific information in short simple texts; understand questions Grammar Focus: write high frequency words to complete a written text at sentence level **5-7 Phonics:** recognise and produce the sound /ŋ/ and the corresponding spelling 'ng'

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Lesson Link



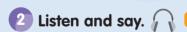
Breakfast

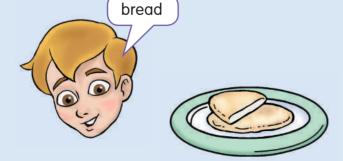
Lesson 1

Read and number.







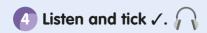


- Listen, read and circle T (True) or F (False).
 - 1 Ali always has dates for breakfast. T/F
 - 2 Ali always has bread for breakfast. T / F
 - **3** Ali sometimes drinks coffee. T/F
 - **4** Tom never drinks coffee. T/F
 - **5** Tom sometimes drinks tea. T/F

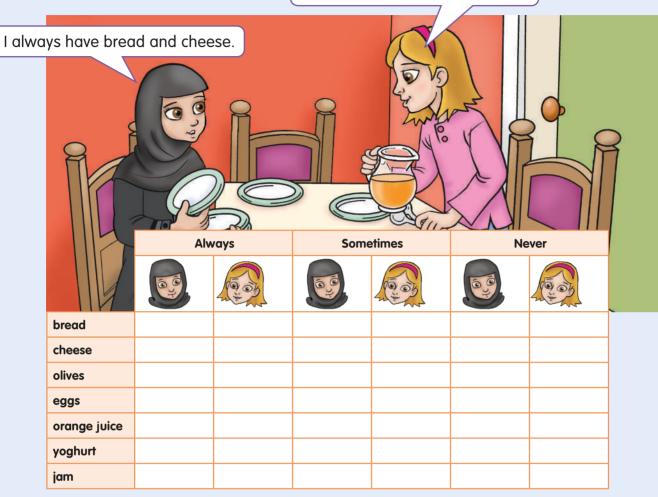


- **Reading:** associate verbal with visual information
- Listening; speaking: differentiate between the pronunciation of similar sounds
- Listening; reading: understand the main ideas and specific information in short simple texts

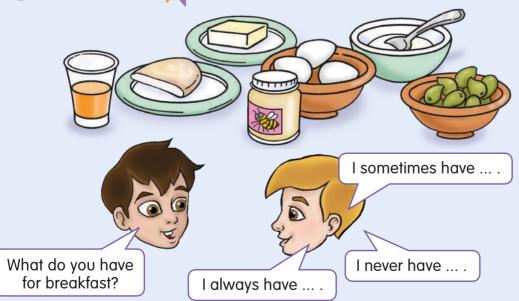
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What do you have for breakfast?







Phrase bank

What do you have for breakfast?

I always have I sometimes eat... . I never drink

4 Listening: understand the main ideas in a dialogue consisting of two to six exchanges

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⁵ Speaking: ask and answer questions about a familiar topic

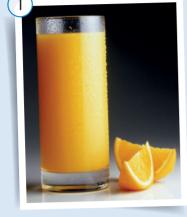
Lesson 2











orange __







2 Listen, read and write.



always sometimes never

1 Majid has cheese for breakfast.

2 Ali's father _____ has coffee for breakfast.

3 Ali's mother _____ has dates for breakfast.

What do you have for breakfast?

> I always have bread and honey for breakfast.



Writing: accurately spell familiar words

2 Listening; reading: ask and answer questions about routines

3 Read and write.



Hi! My name is Tom and I'm 11 years old. I love breakfast.

For breakfast I always have _____ and ____.

Sometimes I have ____ and ____. I never have _____ for breakfast.

4 Write about you.

For breakfast I always have _____ and ____. Sometimes

I have and . I never have for breakfast.



Grammar Focus
Adverbs of frequency

100% always
sometimes

0% never



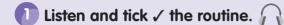
It is important to eat healthy food.
What do you have for breakfast?
Do you eat healthy food?

- 3 Reading and writing: understand and write words and phrases to complete a paragraph
- 4 Writing: write short phrases to complete a paragraph about food

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Revision 2







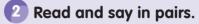


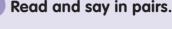


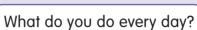
















I wash my face.











When do you have geography?

At what time?

I have geography on Monday and Tuesday.



On Monday in the morning at 7:15.

When do you have ...?







At ... in the

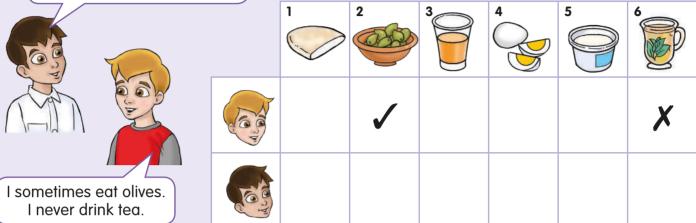
Sunday		Monday	Tuesday	Wednesday	Thursday	
7:15 - 8:00 English		geography	Islamic studies	science	science	
8:00 - 8:45 Arabic		history	Arabic	maths	English	
8:45 - 9:30 Islamic studies		English	geography	maths	maths	
9:30 - 10:15	Holy Qur'an	Islamic studies	Holy Qur'an	Arabic	Islamic studies	
10:15 -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

- 1 Listening: understand the main idea of exchanges about routine
- **2 Speaking; reading:** talk about every day habits
- 3 Speaking: ask and answer simple questions about routine habits and times

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What do you have for lunch?



















ng sc/sk/sq

standing up desk scarf snorkelling

- 4 Listening: understand specific information about food and meals
- **5 Listening:** understand the main idea in short exchanges
- 6 Phonics: recognise and produce the sound(s) /ŋ/, /sk/ and the corresponding spellings 'ng', 'sc', 'sk', 'sq'

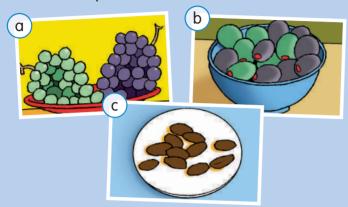
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SAUDI STARS 2



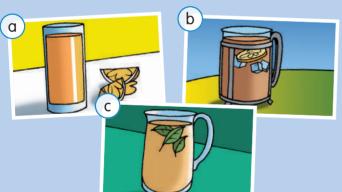
Read and circle.

- 1 They are small. They are green or black. They are salty. You can eat them. What are they?
- 2 You put it on your yoghurt. It is brown. It is sweet. What is it?





- 3 You drink it. It is in a glass. It is hot. It can be sweet. What is it?
- 4 You eat this every day. You do this in the morning. What is it?



- **a** dinner
- **b** breakfast
- **c** lunch

- 2 Make a riddle. Tell your partner.
 - 1 You drink/eat this. It is + colour. It is + hot/cold. It is sweet/salty. What is it?
 - 2 You sometimes do this./You do this every day. You do this in the morning/afternoon. What is it?

3 Chant: Listen and say.

On Sunday What a day! No test Let's get dressed.

> At eight o'clock I can walk To school And jump in the swimming pool.

4 Think and write.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
routines							
activities							
food							
drink							

5 Project: Make a zigzag book about your week.

- 1 What do you sometimes do? What do you do every day?
- 2 What do you eat for breakfast / lunch / dinner?

My week By	Sunday Routine I get up. I pray. I eat breakfast. I brush my teeth. I pack my school bag. I go to school.	Monday <u>Subjects</u> I have maths at 7:15. I have	Tuesday <u>Breakfast</u> I sometimes eat
Wednesday <u>Lunch</u> I always	Thursday <u>Dinner</u> I sometimes eat	Friday Routine Activity	Saturday Routine Activity

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Progress check 1: Units 1-4

1 Find and number the pictures. You don't need all the words.

1 yoghurt2 jam3 glasses4 wash5 olives6 a newspaper7 cook8 dates

Example



2 Read and circle the correct words.

Example I am <u>from</u> Oman. on / at / from **1** Reem is _____ Jordan / Jordanian 2 Nahla has _____ long hair / hair long **3** Tom and Helen _____ British. am / are / is **4** Ali has _____ eyes brown / brown eyes **5** Faiz has an English class _____ Monday. on / in / at **6** What time _____ Helen have Maths? do / is / does **7** Rabia never gets up ______ 9:30. on / in / at **8** Khalid _____ short dark hair. have / having / has **9** You _____ see beautiful mountains in Oman. can / does / are 10 **10** Majid's dad _____ a newspaper every day. read / reading / reads

Read and circle True (T) or False (F).



This is Lisa. She is from London in England. She's ten years old. Her father is British but her mother is American.

Lisa has a sister, Sally, and two

brothers, Paul and Eddie. Sally is eight. Paul is five and Eddie is three.



This is Tarek. He is from Taif in Saudi Arabia. He has a big smile and his hair is black and curly.

Tarek likes football and always plays

football with his friends at the weekend. He eats bread, cheese, olives and yoghurt for breakfast but he never eats dates. He doesn't like them.

Example

Lisa is from London.



- 1 Her father is from America. T/F
- 2 Her sister is five years old. T/F
- 3 Tarek has got dark hair. T/F
- **4** He plays football on Thursday. T/F
- **5** He has dates for breakfast. T/F

5

Read and answer the questions. Write sentences.

Example

How old are you?

I am 10 years old

How tall are you?

1 ______.

What's your nationality?

2 _____

Which town are you from?

What time do you get up?

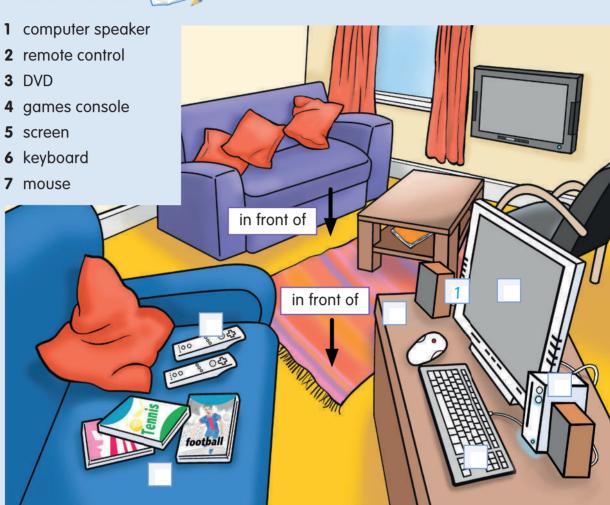
What do you eat for lunch?

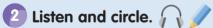
5 Games



Lesson 1

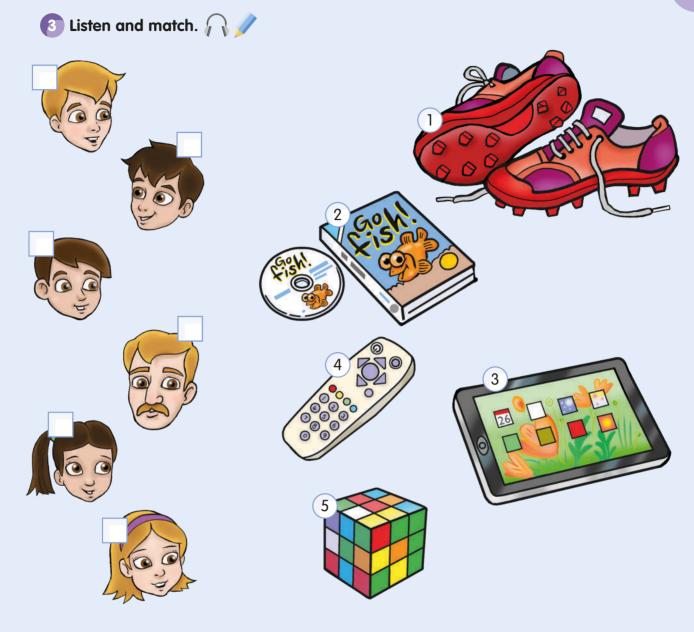
Read and number.







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- Phrase bank
- Is this yours?
- Yes, it is.
- No, it isn't.
- Are these yours?
- Yes, they are.
- No, they aren't.
- Whose is this?
- It's mine.

- 3 Listening: understand the main ideas in a dialogue
- 4 **Speaking:** ask and answer questions about a familiar topic

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Lesson 2

Listen and number. 🦳 🧪











2 Ask and answer.









What games do you like to play? What do you do in your free time?

3 Read and circle True (T) or False (F).



1 Tom is at Ali's house. T/F 2 They are playing computer games. T/F

3 Tom thinks it's fun. T/F

4 Tom is winning the games. T/F

1 Listening: understand the main ideas in short dialogues consisting of two exchanges

2 **Speaking:** ask and answer questions about a familiar topic

Reading: understand specific information in a short text



Hi Mike, Ali is at my house today. We're playing games on my games console and eating sandwiches. It's great fun. I'm not winning, Ali is!

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Grammar Focus

Talking about possession

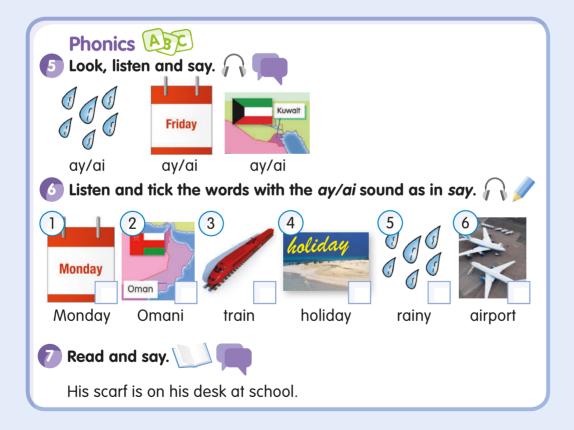
Is this yours? _____, it is.

Are these yours? _____, they aren't.

Question words

____ are these? They are mine.

_____ are you doing? I'm playing a game.



⁴ Reading; writing: write high frequency words to complete a text at sentence level 5-7 Phonics: recognise and produce the sound(s) /eɪ/ and the corresponding spellings 'ay', 'ai'

35

Lesson Link

The Gowers' home



















2b Read and match.



- **a** Tidy my bedroom.
- **b** Fill the dishwasher.
- **c** Help my brother.
- **d** Take out the bin.
- e Set the table.
- **f** Help with dinner.
- 1 Listening; reading: understand the main idea in short dialogues
- **2a Listening; speaking:** produce simple sentences about household chores
- **2b Reading:** understand specific information in short texts

Listen, read and match. 🎧 💹 🧪















- **a** helps his brother
- **b** helps with dinner
- **c** tidies his bedroom
- **d** fills the dishwasher
- e sets the table
- f takes out the rubbish

A Read and write.





- 1 Helen before the family eats breakfast.
- **2** Tom _______ before he goes to school.
- **3** Tom before he goes to bed.
- 4 Helen before she does her homework.

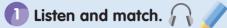
Phrase bank

I fill the dishwasher **before** I go to school. He cleans his teeth **after** he has breakfast.

- **3 Listening:** understand the main idea in short monologues
- 4 Reading; writing: understand specific information and write short phrases to complete a written text at sentence level



Lesson 2





a Where's my laptop?





I don't know. This is mine.

My laptop is in my bedroom.





That's Dad's! That laptop is his!

2 Listen and circle.



- 1 Dad says, 'Where's mine / my laptop?'
- 2 Mum says, 'I don't know. This is my / mine.'
- 3 Helen says, 'Tom, that's dad's. That's his / he laptop.'
- 4 Tom says, 'My / Mine is in my bedroom. It's under the bed.'

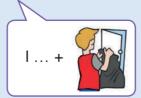


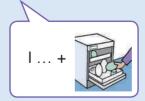
How do you help your mother and father at home?

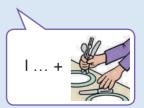
Ask and answer.



How do you help at home?







- 1 Listening: understand the main idea and basic information in short dialogues.
- Listening: recognise intonation patterns and differentiate between sounds in English
- **Speaking:** ask and answer simple questions



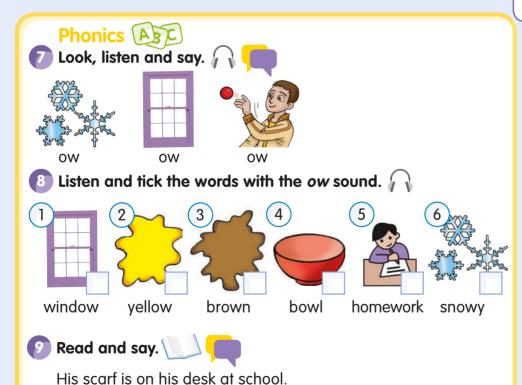
- Read, say and point.
 - 1 Mine is next to the chair.
 - 2 His is on the chair.
 - **3** Yours are in the bin.
 - 4 Hers are under the chair.
- **5** His red ball is in front of the chair.
- 6 Hers are between the chair and the table.
- 6 Ask and answer.



It's on the desk.

It's in front of the chair.

It's behind the bin.



Grammar Focus

Express possession.

his



hers

The purple laptop is

hers



The green laptop is



The red laptop is

- 4 Listening, speaking: understand the main idea of a dialogue
- 5 Speaking: associate verbal with usual information
- **6 Speaking:** ask and answer simple questions about familiar topics
- **7-9 Phonics:** recognise and produce the sound(s) /əu/ and the corresponding spelling 'ow'

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Revision 3



Read and match.	
1 remote control	A A A A A A A A A A A A A A A A A A A
2 games console	E
3 screen	B
4 speakers	BCDD
5 laptop	
6 DVD	
7 puzzle	G

1b Read and write.



- 1 Are <u>these</u> games consoles yours? Yes, they _____
- **2** Is ______ laptop yours? No, it _____. It's my dad's.
- **3** Whose are _____ DVDs? ____ Tom's.
- **4** Whose is _____? It's _____.
- 2 Read and match.



- 1 fill the dishwasher
- 2 take out the rubbish
- 4 clean the car
- 3 help to cook 5 tidy his bedroom
 - **6** set the table













- **Reading:** vocabulary and number review
- 2 Reading: vocabulary and grammar and number review

When do you tidy your bedroom?







I tidy my bedroom before I go to sleep.









a eat

b read

c computer games

d homework



What does Helen do before she eats?

Helen/She helps with dinner.

A Read and write.

Yours mine his Hers these

- 1 Sami: Whose are ______ black shoes? They aren't _____.
- 2 Majid: _____ are next to the chair.
- 3 Sami: Whose laptop is this? Is it your dad's?

Majid: Yes, it's _____ is red.



ai/ay ow

snowy train yellow Wednesday

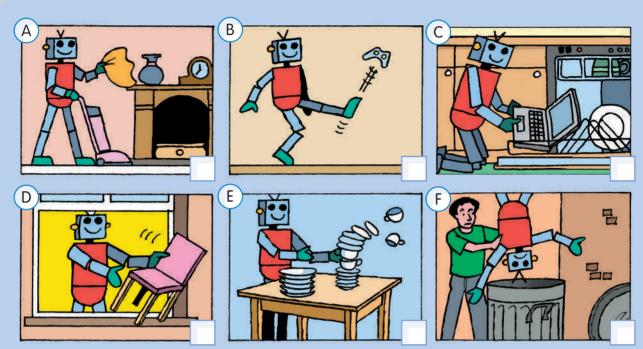
3a Listening: understand the main idea in a dialogue about household chores

- **3b Speaking:** review questions and answers about household chores
- **4 Reading; writing:** complete a text at sentence level
- 5 Phonics: recognise and produce the sound(s) /eɪ/ /əʊ/ and the corresponding spellings 'ai', 'ay' and 'ow'

SAUDI STARS 8



1 Story: Read and number.



- 1 I play with the games console.
- 2 I set the table.
- 3 I take out the rubbish.
- 4 I help at home.
- **5** I fill the dishwasher.
- 6 I tidy the living room.

Chant: Listen and say.

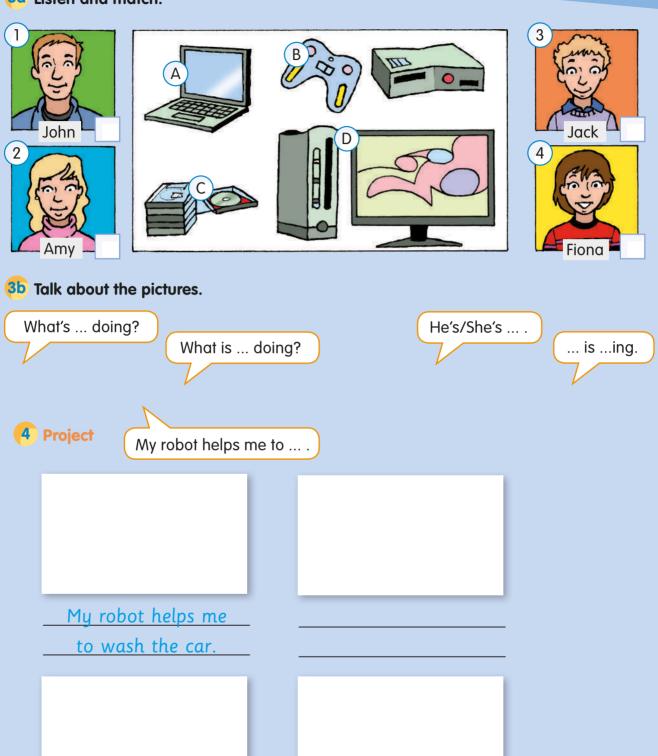
Mine, it's MINE! Hers, it's HERS! His, it's HIS!

Mine, fine
Hers, sisters
His, is
It's time
And that's my rhyme.

I'm fine! Are you FINE?
Are they sisters? Are they SISTERS?
What is? What IS?

••••••••

3a Listen and match.

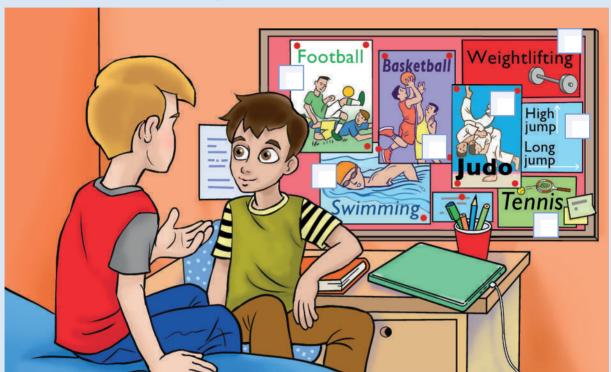


Sports day



Lesson 1

1 Listen, read and tick \checkmark . \bigcirc



2 Listen and complete. \bigcap



- do go play
- basketball.
- _____ swimming.
- judo.
- 3 Read and circle.



- 1 Max can / can't lift 100kg.
- 2 Max can / can't lift 250kg.
- 3 Max can / can't lift 500kg.
- 4 Max can / can't lift 1000kg.











- 1 Listening: understand basic information in a short dialogue
- 2 Listening; writing: understand basic information; write high frequency words
- Reading: understand specific information in short texts



A Read and circle True (T) or False (F).





Dear Mr Gower,

This Sunday there is a sports day at the school. There are lots of races and activities and 1,000 people are coming to watch. Tom is in the high jump, the 200-metre race and is playing tennis.

See you on Saturday.

Sam Carter Class Teacher

The letter is for Tom's father.	T / F
The sports day is on Sunday.	T / F
Lots of people are coming.	T / F
Tom is jumping.	T / F
He isn't running.	T / F



What sports do you like to do? Can you ...?

50 Listen and circle. \bigcap





Phrase bank

Can you jump? Yes, I can.

No, I can't.

I can play basketball. I can't swim.

- 1 Ali can / can't play tennis.
- **2** Majid *can / can't* play tennis.
- **3** Ali *can / can't* play basketball.
- 4 Tom can / can't jump and run.
- 5 Tom can / can't do judo.
- 6 Majid can / can't swim.

5b Ask and answer.



- 4 Reading: understand specific information in short simple texts **5a Listening:** understand basic information in a short dialogue
- 5b Speaking: ask and answer simple questions



Lesson 2

1 Listen and complete. \bigcap

diving swimming talking watching winning



- 1 Mary is _____ to Peter.
- 2 She is _____ Tom.
- 3 Tom is _____ into the swimming pool.
- **4** He is _____. He is good.
- **5** He isn't _____.

2 Read and write.



is catching a ball is jumping is playing tennis is running is skipping is throwing a ball



Sami is running. So







Sami



Sami



Sami

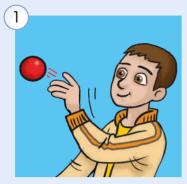


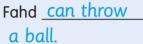
<u>Sami</u>



- 1 Listening; writing: understand and write in a short dialogue; high frequency words at sentence level
- **2 Reading; writing:** associate text with visual information; complete a written text at sentence level

30 Writing.







Fahd



Fahd

Phonics



Fahd

3b Ask and answer.



Fahd







Look, listen and say.

5) Look, listen and say. 🌡



 $m{\delta}$ Listen and circle the sound. \bigcap



1 stand up



nd nt

3 window



nd nt 4 winter



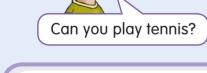
nd nt

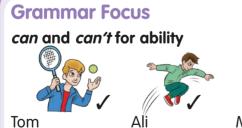


Read and say.



My friend has cold hands in winter.







tennis.

Majid

Yes, I can.

3a Writing: write short phrases to complete a written text at sentence level

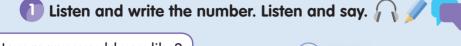
3b Speaking: ask and answer simple questions about a familiar topic

4-7 Phonics: recognise and produce the sound(s) /nd/ /nt/ and the corresponding spellings 'nt' and 'nd'

Lesson Link

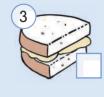
At a restaurant

Lesson 1









How much is that?

2 Read and write.



burger cheese sandwich chips ice-cream soda



1 ice-cream





3 Read and write.



a some

- 1 I'd like _____ burger and ____ chips, please.
- 2 I'd like _____ chicken sandwich and ____ chips, please.
- **3** And _____ cheese and salad sandwich, please.
- **4** I'd like _____ sodas.
- **5** I'd like two chocolate and _____ vanilla ice-cream, please.



- 1 Listening: produce simple sentences about food and drink
- 2 Reading; writing: associate visual and verbal material
- 3 Reading; writing: understand specific information in short texts

4a Listen and write. Listen and tick \checkmark the drink. \bigcirc











- a Chicken burger and chips
- **b** Fish burger and salad
- c Chicken sandwich

- **d** Cheese and salad sandwich
- e Egg and salad sandwich
- **f** Ice-cream

		Drinks		
	Food	lemon	orange	soda
Sarah	С	✓		
Helen				
Mary				
Fatimah				

4b	Read	and	com	nlete
	neuu	ullu	COIII	piele.



- 1 Sarah would like <u>a chicken sandwich</u> and <u>a lemon juice</u>
- 2 Helen would like an _____ ____ and an
- 3 Mary would _____, ____and a
- **4** Fatimah _____ and an ____

5 Ask and answer.



Phrase bank

What would you like? Would you like a or ...?

- **4a Listening:** understand questions about others
- 4b Reading; writing: understand specific information in short simple texts; write short simple phrases to complete a written text at sentence level
- 5 Speaking: ask and answer simple questions about familiar topics



Read, circle and write.

Lesson 2



Would you like to do this quiz with me?

What would you like for lunch?

I would like to eat ...

1 burger and chips yes / no

2 a chicken sandwich yes / no

3 a cheese sandwich yes / no yes / no

4 chips yes / no 5 vanilla ice-cream

Anything else? I would like to eat I would like to drink ...

yes / no 6 orange juice yes / no 7 lemon juice

yes / no 8 soda yes / no

9 water yes / no 10 milk

Anything else? I would like to drink

20 Say, tick ✓ or cross X. Write.



What would you like for lunch?

	Helen	You	Friend 1	Friend 2
chicken burger and chips	Х			
cheese and salad sandwich	Х			
egg and salad sandwich	✓			
Anything else?	ice-cream			

2b Read and write.

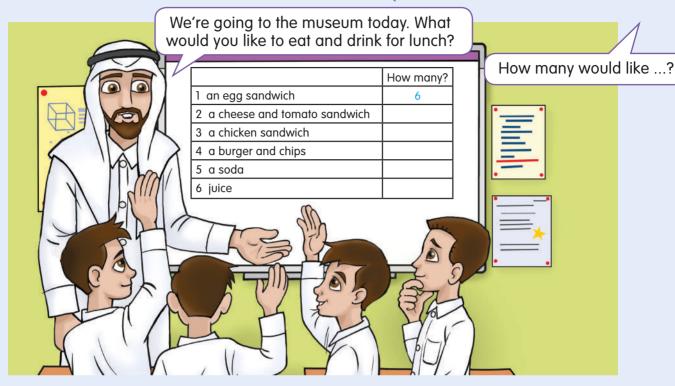


W	hat my friends would like to eat at lunch.
2	would like to eat
3	·
4	

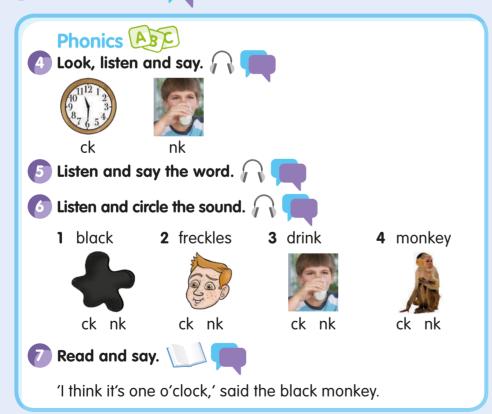
- 1 Reading: understand the main idea in a reading text
- 2a Listening; speaking: ask and answer questions about familiar topics
- 2b Reading; writing: understand specific information in short simple texts; write short simple sentences to pass on basic information about other people

30 Listen and write. Read and say. \bigcap /





3b Ask and answer.



Grammar Focus

Quantity: much/many

How is that?

How _____ egg

sandwiches?

How sodas?



What's your favourite food? What food is healthy/unhealthy?

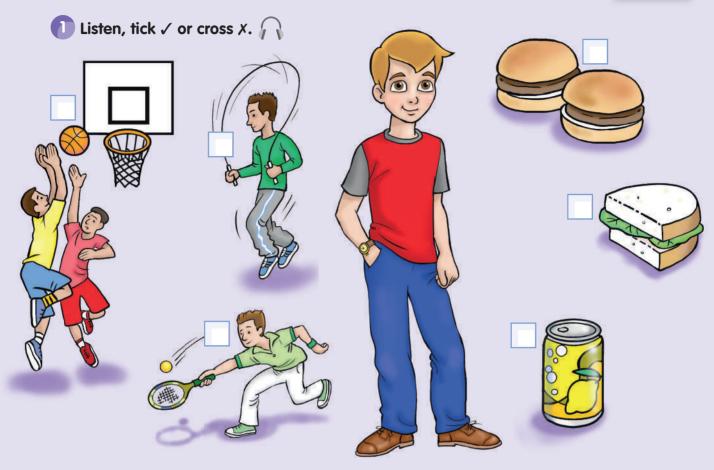
3a Listening: speaking: associate verbal with visual information

3b Reading; writing: understand the main idea in short simple texts; complete information

4-7 Phonics: recognise and produce the sound(s) /ck//nk/ and the corresponding spellings 'ck', 'nk'

Revision 4



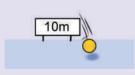


Read. Circle True (T) or False (F).





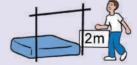
Tom can run 200 metres but he can't lift 100 kg.





Tom can throw a ball 10 metres but he can't skip.

- 1 Ali can run 100 metres. T/F
- 2 Tom can throw a ball 10 metres. T/F





Ali can run 100 metres but he can't jump two metres.





Ali can do judo but he can't jump three metres.

- **3** Ali can't jump three metres. T/F
- **4** Tom can't run 200 metres. T / F

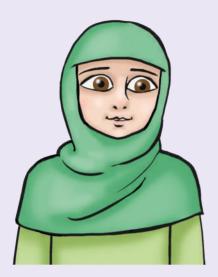
52

- 1 Listening; speaking: review the structures can't and would like
- 2 Reading: understand specific information in short texts

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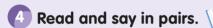




- 1 burger and chips / chicken sandwich and chips
- 2 chocolate ice-cream / vanilla ice-cream
- 3 soda / water



- 4 cheese and salad sandwich / chicken burger and chips
- 5 vanilla ice-cream / lemon ice-cream
- 6 orange juice / water





What would Mary/Peter like to eat/drink?

He/She'd like



Phonics ABC



never mind ____

three o'clock ____

thanks

country

- 3 Listening: understand specific information
- **4 Speaking:** ask and answer questions about food
- 5 Phonics: recognise and produce the sound(s) /nk/, /nd/, /k/, /nt/ and the corresponding spellings 'nk', 'nd', 'ck', 'nt'

SAUDI STARS 4



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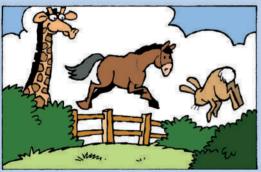
1 Story: Read and write.

horse giraffe rabbit fish tiger monkey



The cat can climb.

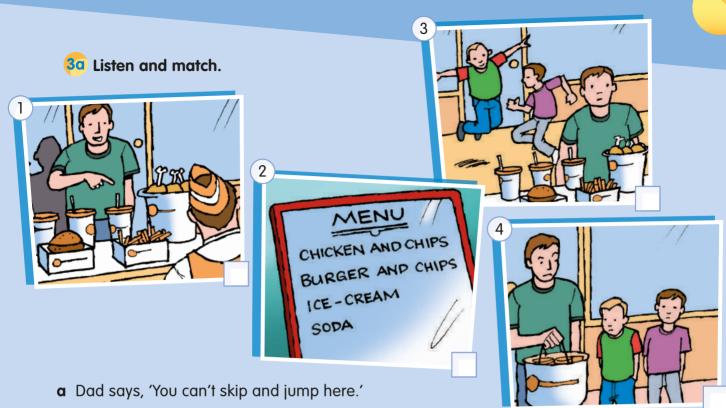
The dog can't climb.



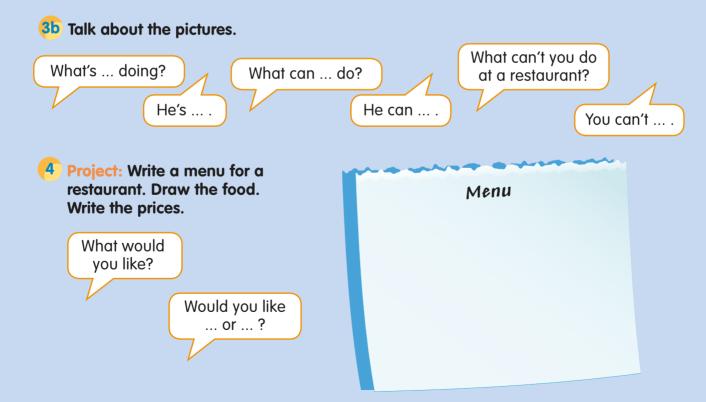


2 Chant: Listen and say.

Can you throw?
Yes or no?
Yes, I can.
And so can Dan.
I can jump, I can't run.
I can swim. It's great fun.



- **b** Rob says, 'I can jump.' Mikey says, 'I can skip.'
- **c** Mikey says, 'I'd like some chocolate ice-cream, please.' Rob says, 'I'd like a burger and chips please.'
- **d** Dad says, 'I'd like some chicken and chips, please.'



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Progress check 2: Units 5–8

1 Find and number the pictures. You don't need all the words.

1 throwing a ball 2 of

2 chocolate ice-cream

3 skipping

4 burgers

5 weightlifting

6 chips

7 soda

8 judo

Example



This is $_{\underline{}}^{2}$.



This is



There are



This is



These are _____.



This is _____.

5

2 Read and circle the correct words.

Example How much is <u>this</u>?

1 How _____ burgers?

2 Do you have ____ soda?

3 Would you like chocolate ____ vanilla?

4 Can _____ swim?

5 I can run _____ I can't jump.

6 Sarah _____the ball.

7 Is Fahd _____ football now?

8 Tom _____.

9 Yes, I ______.

10 No, I ______.

these / those (this)
much / many / more
many / an / any
but / not / or
you / me / them
not / or / but
throwing / throws / throw
plays / playing / play
jumping / jumped / jump
can't /not / can

not / can / can't

Read and circle True (T) or False (F).

Example

He's having a burger and chips, a soda and an ice-cream. T (F)

- 1 He jumps but he isn't skipping. T/F
- 2 He runs and he does weightlifting. T/F
- 3 She's having a sandwich and chips and two sodas. T/F
- 4 He's having two ice-creams and two sodas. T/F
- 5 He can catch a ball but he can't play tennis. T/F



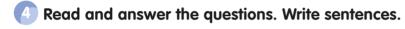












What can they do?

What can't they do?

John and Paul do judo every Thursday. They are learning to play tennis. They are not very good. John wins the running race at school every year. John is not very good at catching balls. Paul doesn't like running, he is always last! Paul likes to play basketball. He always wins.

Sally is good at swimming. She always comes first. She likes skipping and is very good at jumping. She doesn't like games with balls. Sally's best friend Cathy likes ball games but can't catch balls! Cathy can lift 50 kg! Sally and Cathy are very good at running.

Example

	What can John and Paul do?	John and Paul/They can do judo .	
1	What can't John and Paul do?		
2	What can John do?	John/He	
3	What can't John do?		
4	What can Paul do?		
5	What can't Paul do?		
6	What can Sally do?	Sally/She	
7	What can't Sally do?		
8	What can Cathy do?		
9	What can't Cathy do?		
10	What can Cathy and Sally do?		10

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Welcome back

- Read and complete.
 - 1 eiemYn Yemeni
 - 2 qiOmn
 - **3** iishrBt
 - 4 iuadS aiarAbn _____ __
 - **5** eiaAmrcn _____
 - 6 oaiaJrnnd ____
- 2 Read and write.

What's your nationality?









- 1 I'm Bahraini___ 2 I'm ____ 3 I'm ____
- **4** l'm

Read and correct. Complete.

Britain Oman Saudi Arabia Yemen



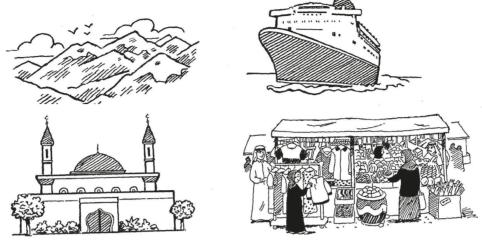




- Н
- S
- 1 Kelen is from Kritain. she is Kritish.
- **2** sarah is _____ S____ ____
- **3** nayla _____ Y___ ___ ___ ___
- **4** aala _____ __ __ ___
- **Reading:** differentiate between the pronunciation of similar sounds in English
- Writing: complete short texts at sentence level
- Reading; writing: spell accurately; recognise the rules of punctuation



A Read and complete.



Omani American Kuwaiti Yemeni

- 1 In Yemen there are markets. You <u>can</u> go shopping in <u>Yemeni</u> markets.
- 2 America has mountains. You ______ take photos of the _____ mountains.
- 3 In Kuwait you _____ see mosques. The _____ mosques are beautiful.
- 4 Oman has ports. You _____ see big boats in _____ ports.

5 Read and match.

- 1 (Hi, how are you?
- **2** Where do you come from?
- **3** What's your nationality?
- 4 What's your name?

- a (I'm Saudi Arabian.)
- **b** (I'm fine, thanks.
- c (I'm Helen.
- d (I'm from Bahrain.

- 1 Reading; writing: spell accurately and complete a written text at sentence level
- 2 Reading: understand the main idea of a dialogue



Phonics

6 Write the words in the correct box.

cheese teacher Tedtor

Emirati beach

a/ar	ee/ea

Match and write.

a/ar ee/ea

- **1** t____cher
- **2** pl___se
- 3 grandf___ther
- 4 ____fternoon

2 New friends

Read and write.

black blonde brown curly long short







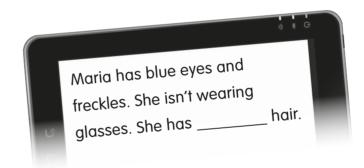
1 She has hair.

2 She has _____ hair.

3 She has _____ hair.

2 Read and match.





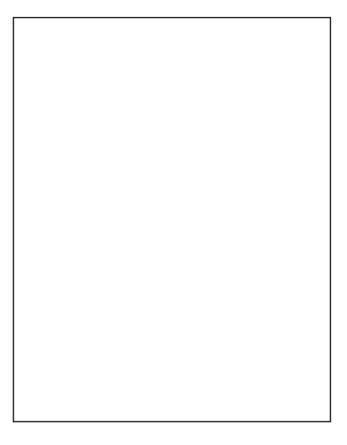
Write.

	dark / He / brown / hair / has / .	He has dark brown hair.
1	tall / is / He / .	
2	best / friend / my / He's / .	
3	Zaki / name / is / His / .	
4	black / short / He / hair / has / .	
5	green / She / eyes / has / .	
6	glasses / She / wear / doesn't / .	
	hair / She / blonde / has / long / .	

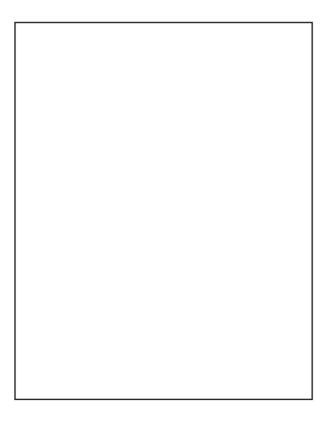
- 1 **Reading; writing:** understand and complete a short text with basic information
- 2 Reading: understand specific information in a short text
- 3 Reading; writing: understand and order short phrases to complete texts at sentence level

Read and draw.

Sam is 11 years old. He has short light brown hair and green eyes. He isn't wearing glasses and he doesn't have freckles.



5 Draw and write.

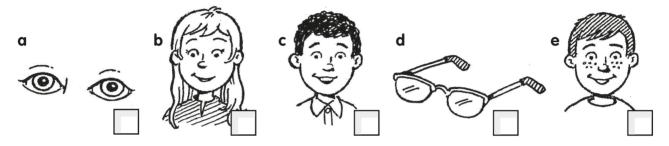




- 4 Reading: understand specific information in short simple texts
- **5 Writing:** write short simple words and phrases to complete a paragraph

60 Write.

6b Read and match.



Phonics

Write the words in the correct box.

smile pupil time museum computer ride

U	i/i _ e

8 Match and write.

6a Writing: spell accurately familiar words and phrases

6b Reading; writing: associate visual and verbal information

7/8 Phonics: recognise and produce the sound(s) /v:/, /ai/ and the corresponding spellings 'u' and 'i'

Revision 1

Read and complete.

1	ycurl	curly	

2 ownbr _____

3 ackbl

4 ortsh _____

5 iishBrt

6 mnOai _____

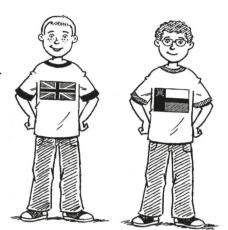
1 Read and write. Match.

1 Faid has <u>curly brown</u> hair. He is wearing glasses.

He is ______ .

2 Jack has _____ hair. He has freckles.

He is



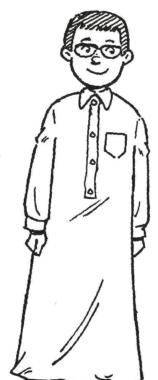
2 Draw and write.

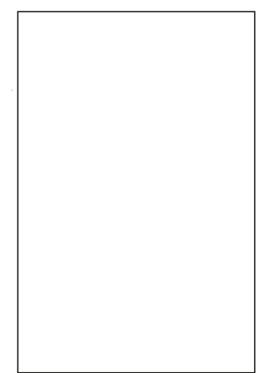
My name's Abdullah.

I have brown eyes. I have short brown hair. I wear glasses. I'm tall.

I'm from Yemen. I'm Yemeni.

<u>My</u>





1a Reading; writing: review vocabulary and spell words accurately

1b Reading: understand specific information in a paragraph-length text

2 Reading: review specific information about appearance in a short text

3 Write.



	Rula / Her / is / name / .	Her name is Rula.
1	friend / my / She's / best / .	
2	tall / She / is / .	
3	is / She / Jordanian /.	
4	freckles / has / She / .	
5	name's / Fatimah / My / .	
6	not / wearing / I'm / alasses /	

Phonics

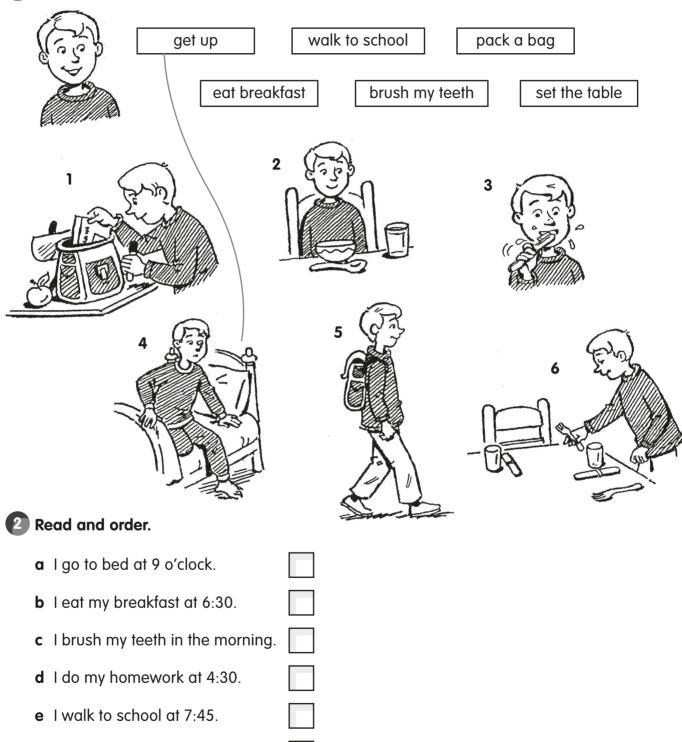
4 Circle the sound for each word.

1 cheese	a/ar	ee/ea	U	i/i_e
2 museum	a/ar	ee/ea	U	i/i_e
3 rice	a/ar	ee/ea	U	i/i_e
4 beach	a/ar	ee/ea	U	i/i_e
5 father	a/ar	ee/ea	U	i/i_e
6 smile	a/ar	ee/ea	U	i/i_e

- **3 Reading; writing:** understand and re-order sentences to complete short sentence-level text containing personal information
- Phonics: recognise and produce the sound(s) /a:/, /12/, /u:/, /ai/ and the corresponding spelling 'a/ar', 'ee/ea', 'U', 'i'

3 My day

Read and match.



f I get up at 6:15.

¹ Writing: spell words accurately

² Reading: understand specific information in short simple texts

3

3 Think and tick \checkmark . Complete the sentences.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
THIN							
Pa,							

1	 every d	ay.

2 I ______ on Sunday to Thursday.

Read and write.

in on at

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
morning school	morning school	morning school	morning school	morning school	morning 11:00 goes to the grand mosque	morning
afternoon	afternoon	afternoon 2:00 visit museum	afternoon	afternoon 3:15 doctor	afternoon	afternoon 6:00 picnic

1	Hamad goes to school	on	Sunday	v to	Thursday.
•	Training good to contoon		001100	,	

- 2 He visits the museum _____ Tuesday.
- **3** He visits the museum _____ 2:00.
- **4** He goes to the doctors _____ Thursday.
- **5** He goes to the grand mosque_____ Friday.
- **6** He goes to the zoo _____ the morning.
- **7** He goes to a picnic _____ the afternoon.
- **8** He goes to the picnic _____ 6:00.

³ Reading; writing: spell accurately and complete a written text at sentence level; associate visual information

⁴ Reading; writing: write short simple words to complete a sentence about activities; understand specific information in short simple texts

5 Read and correct.

in on at every day

Υ

1 you get up Every day.



2 you eat your breakfast on the morning.



3 you brush your teeth in 6:15.



4 you get dressed in 6:25



5 you brush your hair on 6:30.



6 you pack your bag in sunday to thursday.



Phonics

- 6 Read and circle the words with the *ng* sound.
 - 1 snorkelling
 - 2 shopping mall
 - 3 invitation
 - 4 spring
 - **5** geography
 - 6 eighteen
 - 7 camping
 - 8 long

- Complete the THREE words that have the *ng* sound.
 - 1 walki___
 - **2** beach
 - 3 greeti__s
 - 4 newspap___
 - **5** homework
 - **6** lo___

6/7 Phonics: recognise and produce the sound(s) /ŋ/ and the corresponding spelling 'ng'

⁵ Reading; writing: apply basic rules of punctuation; correct errors

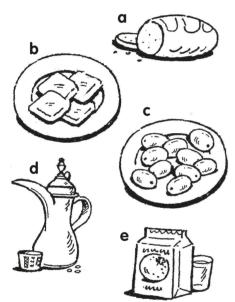
Breakfast

Read and write.

ofecfe <u>coffee</u>

- **1** gseg _____
- **2** tsade _____
- **3** sheece _____
- **4** noyeh _____
- **5** mja _____
- **6** rabed _____

2 Read and find. Match.



С	n	У	t	0	h	k	n	С	W	†
0	r	а	n	g	е	i	U	i	С	е
f	h	k	n	С	d	а	С	S	h	h
f	р	d	U	t	0	m	n	р	е	r
е	b	r	е	а	d	t	0	h	е	0
е	n	С	d	t	а	е	g	g	S	g
С	h	а	С	S	t	d	t	٧	е	С
i	0		i	٧	е	S	Х	i	٧	t
S	n	q	W	٧	S	k	n	С	d	а
р	е	n	С	d	†	٧	h	С	S	k
h	У	0	g	h	U	r	†		٧	Х

t de la constant de l	g
h	
j Orași	

3 Read and write.

I like ______ .

It's really delicious.

I like bread and cheese. It's delicious.



- 1 Writing: spell accurately familiar words
- **2 Reading:** associate verbal and visual information
- 3 Writing: write high frequency words to complete a written text at sentence level

	4	Read	and	write
--	---	------	-----	-------

always sometimes never

For breakfast I have yoghurt and jam every day. On Friday, Saturday and Sunday I have eggs. I don't eat olives.

1	Helen	has eggs for breakfast.
2	She	has olives.
3	She	has yoghurt and jam.



6 Read, tick ✓ or cross X.

Sarah never drinks orange juice.
 She always eats cheese.
 Sometimes she eats eggs.
 She always has jam.

For breakfast I have bread and cheese and I drink orange juice every day. On Friday, Saturday and Sunday I have eggs. I don't have jam.



6 Write about you.

I always have ______ for breakfast.

I sometimes have _____ for breakfast.

I never have _____ for breakfast.

- 4 Reading; writing: understand specific information in a short simple text and complete about meals
- **5 Reading:** understand specific information in a short simple text about meals
- 6 Writing: write high frequency words to complete a written text at sentence level

What do you have for breakfast?



I sometimes have yoghurt but I never have dates.

	Always		Some	times	Never	
	Your father	Your mother			Your father	Your mother
Bread						
Cheese						
Olives						
Eggs						
Orange juice						
Yoghurt						
Jam						

Phonics

8 Read and circle the words with the sk/sc or sq spelling.

1 skirt

5 Kuwait

2 mosque

6 scarf

3 classroom

7 breakfast

4 second

8 school

© Complete TWO words that have the *sc/sk* spelling. Complete ONE word that has the *sq* spelling.

1 mo___ue

4 ___arf

2 de____

5 ___ort

3 Yeme____

6 ___irt

7 Speaking and writing: interact in a simple way by asking and answering questions about a familiar topic 8/9 Phonics: recognise and produce the sound(s) /sk/ and the corresponding spelling 'sk/sc', 'sq'

Revision 2



- Read and complete.
 - yoghurt **1** ghtyruo
- **2** tdsae _____
- **3** cffoee
- 4 shbru _____ my teeth
- 5 tes the table
- **6** wsha _____ my face

Read and write. Match.













- 1 Sarah <u>sets</u> the table every morning. She eats _____ for lunch every day.
- 2 Asma eats _____ for breakfast every day. She _____ her teeth every morning and evening.
- **3** Badriah never drinks ______ . She always _____ her face every morning and evening.

What do you do every day?

I get dressed!

- 3 Write. Match.

What do you do every day?

2 breakfast / What / do / eat / you / for /?/b coffee / never / drink / . / I

3 drink / never / What / you / do /?

4 play / sport / When / you / do /?

- 1 every day / What / you / do /? a Sunday / football / play / I / . / on

 - c always / brush / hair / my / I / every day / . I always brush my hair every day.
 - **d** sometimes / I / eggs / breakfast / for / . / eat
- Writing: review and spell unit vocabulary accurately
- Reading; writing: review and complete sentences about household chores
- Reading; writing: understand the main idea and sequence phrases to complete sentence-level texts

Draw and write.

Every day	Always	Sometimes	Never
Eat or drink			
Routine			

What do you eat or drink every day?

I always drink water. I sometimes eat eggs. I never drink milk.

What are your routines every day?

I always wash my face. I sometimes set the table. I never do my homework in the morning.

Phonics

5 Circle the sound for each word.

1	school	ng	sc/sk	sq
2	evening	ng	sc/sk	sq
3	scarf	ng	sc/sk	sq
4	shopping	ng	sc/sk	sq
5	desk	ng	sc/sk	sq
6	mosque	ng	sc/sk	sq

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- 4 Reading; writing: understand, review and write about personal habits and routines
- $\textbf{5 Phonics:} \ \ \text{recognise and produce the sound(s)} \ / \mathfrak{y} /, / sk / \ \ \text{and the corresponding spellings 'ng', 'sc', 'sk', 'sq'}$

5 Games

Read, match and write.

speakers screen games console keyboard mouse remote control computer DVD



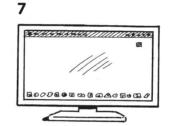


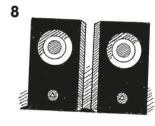


computer









2 Read and match.

- Whose is this?
- 2 (Is this yours?
- What's this?

- a (It's a games console.
- **b** No, it isn't.
- c It's Ali's.

¹ Reading and writing: associate verbal with visual information; spell familiar words accurately

² Reading: understand the main point of short simple texts

Read and complete.

aren't Is is isn't It's Whose

Are these yours?

No, they
They're Majid's.

This yours?

No, it
Tom's.

A Read and correct.

it is yes

Yes, it is.
yours is this

it no isn't

whose this is

majid's it's



- 3 Reading and writing: understand and complete specific information in a short simple text
- 4 Writing: apply basic rules of punctuation

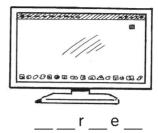
5 Write the letters.

g __m e __ o n __ l e

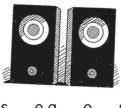
3



2



4



s __ e a __ e __ s

6 Read and write.

1 <u>Is this yours?</u>

Yes, it is.

2 _____?

It's mine.

3 _______

lt's a DVD.

4 _____

No, they aren't.

Phonics

- Read and circle the words with the *ay/ai* as in *say*.
 - 1 Tuesday
 - 2 speakers
 - 3 always
 - 4 Kuwaiti
 - **5** mountain
 - 6 holiday
 - **7** Emirates
 - 8 rainy

- 8 Complete the THREE words that have ay/ai as in say.
 - **1** Frid____
 - **2** str__ght
 - 3 motorbik
 - 4 rest___rant
 - **5** tomat
 - **6** pl____

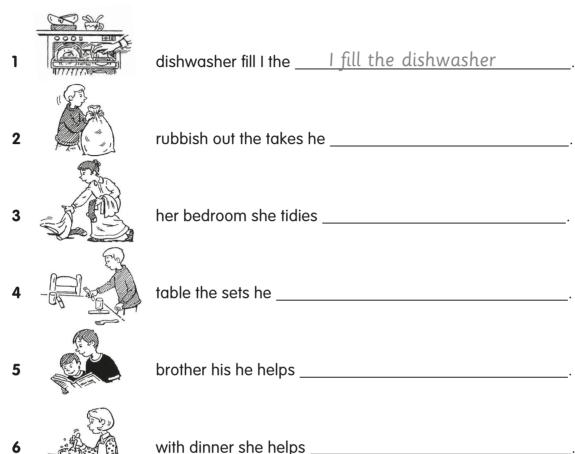
⁵ Writing: spell accurately familiar words

⁶ Writing: write short simple phrases to complete sentences

⁷ Phonics: recognise and produce the sound(s) /eɪ/ and the corresponding spellings 'ay', 'ai'

The Gower's home

Read and complete.



2 Read and match.

- Where's the green laptop?
- **a** The black shoes are mine!
- 2 Whose are these black shoes?
- **b** (It's in his bedroom.
- Where are dad's glasses?
- **c** These are hers!
- Which are mum's glasses?
- d (His glasses are on the table.

¹ Reading; writing: understand short texts about family chores; recognise basic rules of punctuation; spell familiar words accurately

² Reading: understand the main points in short simple texts about familiar objects

3 Look and write.

read a book play do my homework

How do you help at home?

- I set the table before I eat
 - breakfast/lunch/dinner.









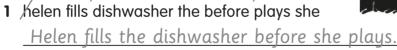


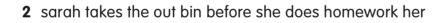


A Read and correct. Complete.

H

Nelen fills dishwasher the before plays she





- 3 nayla table sets the before eats she lunch
- 4 aala dinner cook helps before the table sets she

³ Writing: spell accurately and complete a written text at sentence level; apply basic rules of punctuation

⁴ Reading; writing: understand and order sentences; apply basic rules of punctuation

5 Read and complete.











in under between on in front of behind

- 1 The lettuce is <u>under</u> the tomato.
- **2** The olives are _____ the table.
- **3** The glass of orange juice is _____ my hand.
- 4 The honey is _____ the coffee and olives.
- **5** The coffee is ______ the glass of orange juice.
- **6** The bread is _____ the olives.

Phonics

- 6 Read and circle the words with the sound ow.
 - 1 motorbike

5 snowy

2 window

6 walking

3 homework

7 dishwasher

4 show

- 8 bowl
- Complete the THREE words that have the *ow* sound.
 - **1** b___l

4 tr__sers

2 y___ghurt

5 wind____

3 yell____

6 chick____

5 Reading; writing: complete a written text at sentence level; associate visual and verbal information 6-7 Phonics: recognise and produce the sound(s) /əu/ and the corresponding spelling 'ow'

Revision 3



1 take / rubbish / I / out / . / the

2 fill / dishwasher / the / . / I

3 table/set/./1/the

4 clean / car / the / . / I

How do you help me at home?

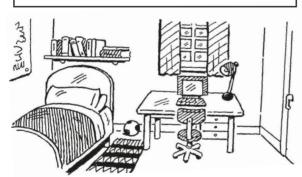




2 Draw and write.

Draw a picture of your bedroom. Use the words to write where your things are.

under in on between next to





My bedroom

My desk is under the window.

My chair is next to my desk.

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Reading: review sentences about household chores

² Writing: revise location and common household objects by writing short texts at sentence level

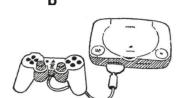
3a Read and complete.

smgea cnsloeo <u>games console</u>

- 1 gmea _____
- **2** lptaop _____
- 3 kpssreae
- 4 fillooa bisoo _____



a



C



d



1 Whose are these? They are expensive! They're mine.

They are my _____

2 Is this yours? This grey one. No, it isn't.

It's Ali's grey ______ .

3 Whose are these? They are not clean!

They're Tom's ______ .

4 Is this Helen's? No, it isn't. Hers is under the bed.

This is my _______

Phonics

- 4 Circle the sound for each word.
 - 1 play
- ay/ai
- 4 show
- ay/ai

- 2 bowl
- ay/ai ow
- **5** Monday
- ay/ai

- **3** rainy
- ay/ai
- **6** train
- ay/ai ow

OW

OW

3a Writing: spell high frequency words accurately

3b Writing: review the language of possession and ownership

4 Phonics: recognise and produce the sound(s) /e1/, /əu/ and the corresponding spelling 'ay', 'ai', 'ow'

OW

ow

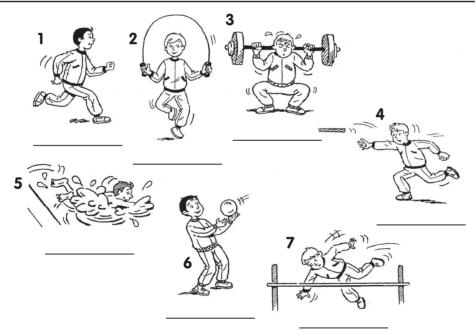
Sports day

Read and write.

five hundred 500	one hundred and seventy five
ninety nine	two thousand
fifty two	nine hundred and ten
two thousand three hundred	

2 Read and write.

catching diving jumping weightlifting running skipping throwing



3 Write.

1	are / doing / what / you	What are you doing?
2	a / throwing / Ali / is / ball	
3	diving / Tom / swimming pool / into / is / the	

1 Reading; writing: associate verbal with usual information

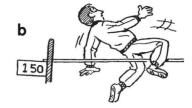
4 basketball / Majid / is / playing

- 2 Reading; writing: associate verbal with visual information; spell familiar words accurately
- 3 Writing; reading: understand and write short simple sentences

A Read and match.

- 1 one hundred and fifty
- 2 one thousand
- 3 one hundred and ten
- 4 two hundred and fifty
- 5 fifty
- 6 five hundred









5 Read and circle.

- 1 The long race is one hundred / thousand metres.
- 2 The short race is one hundred / thousand metres.
- **3** In the swimming pool the diving is *ten / fifty* metres.
- **4** The weightlifting is two *hundred / thousand* and fifty kilograms.
- **5** You can play *three / four* sports with a ball.

School sports day

The races are:

100 metres

500 metres

and 1,000 metres

In the swimming pool there is:

10 metre diving and a 50-metre race

There is:

High jump – can anyone jump 1.5 metres? Weightlifting – can anyone lift 250 kg?

And football, basketball, tennis and judo.

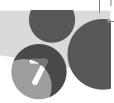
6 Write about you.

and I can _____

I can't ____

and I can't

- 4 Reading: understand specific information and associate verbal with visual information
- **Reading:** understand specific information in a short simple text
- **6 Writing:** write short simple sentences to pass on personal information



Read and write can or can't.



1 The boy <u>can</u> swim.



3 The girl _____ throw the ball.



5 The boy _____ lift 250kg.



7 The boy _____ play basketball.



2 The boy <u>can't</u> jump.



4 The boy _____ play tennis.



6 The boy dive.



8 The girl _____ skip.

Phonics

8 Write the words in the correct column.

elephant and sandals restaurant sandcastle aunt

nd	nt

2 Match and write.

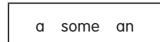
nd nt

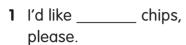
- **1** wi___er
- 2 gra__father
- **3** i___eractive
- 4 seco___

⁷ Reading; writing: associate verbal with visual information; understand and complete the main point in short texts **8-9 Phonics:** recognise and produce the sound(s) /nd/, /nt/ and the corresponding spellings 'nd', 'nt'

At a restaurant

Read and write.







3 I'd like _____ sodas, please.



2 I'd like _____ burger, please.



4 I'd like ice-cream, please.



2 Find and circle. Write.

bcvburgerabschipsehdbsandwichdbcheesecvsodawhegice-creamhebd

1













26/03/2019 10:42

Read and write.

What would they like to eat?



1 Ali would like <u>a burger</u>, some chips and a soda.

2 Majid would like _____

3 Mohammed _____

What would you

4 I would like

like to eat?

- 1 Listening: differentiate between the pronunciation of similar sounds in English
- 2 Reading; writing: recognise basic rules of punctuation; spell familiar words accurately
- Reading; writing: spell accurately and complete a written text at sentence level

Read and match.

1 Would you like chocolate or vanilla?

a Orange please.

- **2** Would you like orange or lemon?
- **b** (A cheeseburger please.

Would you like a burger or a cheeseburger?

c (Vanilla please.

5 Read and ask. Write.

Menu	Mum	Dad	Grandmother	Grandfather

What would you like to eat?

- 1 My mum would like _____
- 2 My dad would like _____
- 3 My grandmother would like _____
- 4 My grandfather would like _____
- 4 Reading: understand specific information in short simple texts
- **5 Reading; writing:** write short simple sentences to pass information about other people

6 Read and match.

- 1 How much is that?
- **2** Do you have any juice?
- 3 (What would you like?
- 4 (How many would you like?

- a (I'd like some sodas.
- **b** (That's twenty riyals, please.
- Yes, we do, Would you like orange or lemon juice?

I'd like two chicken sandwiches please.

4

d



7 Read and complete.

many much some any else

- 1 Do you have _____ any ice-cream?
- 3 How _____ ice-creams would you like?
- 5 Anything _____?

- 2 How _____ is that?
 - I'd like _____ sodas, please.

Phonics

8 Write the words in the correct box.

drink pack black freckles pink monkey

ck	nk

Match and write.

ck nk

- 1 chi__en
- 2 tha__ you
- **3** lu__y
- **4** dri___
- **6 Reading:** understand specific information in short simple texts
- **7 Reading; writing:** understand specific information in short simple texts; write high frequency words to complete a written text at sentence level
- 8-9 Phonics: recognise and produce the sound(s) /k/, /nk/ and the corresponding spellings 'ck', 'nk'

Revision 4



Read and complete.

1	barure	burger
---	--------	--------

3 sdoa _____

5 lecchooat _____

2	hcpsi	
_	110001	

4 Ilnvaia _____

6 chsdnaiw _____



a



b



1 Angela has a <u>burger</u> . She has a <u>to drink and a</u>

_____ ice-cream.

2 Reem has a ______ to drink and a

_____ice-cream.

2	Draw	and	wito
	Draw	and	write.

What can you do?

What can't you do?

I can _____

and .

I can't

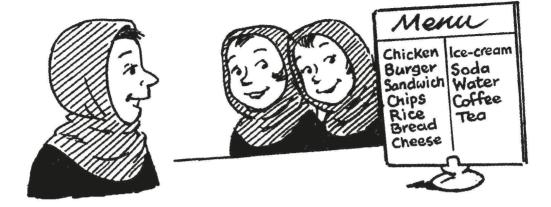
and ______ .

1a Writing: spell familiar words accurately

1b Writing: associate verbal with visual information and complete short simple texts

2 Writing: write information about personal abilities

3 Write.



egg / Do / you / sandwiches / any / have /?

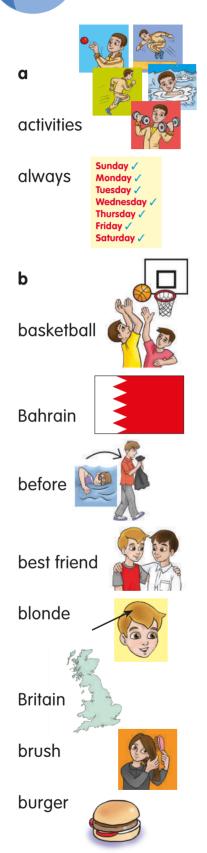
Do you have any egg sandwiches?

- 1 many / sandwiches / egg / How /?
- 2 two / I'd / like / please / .
- 3 chicken / sandwiches / Do / you / have / any /?
- 4 else / Anything / ? / Yes / . /
- 5 ice-cream / Would / like / you / vanilla / chocolate / or /?
- A Phonics. Circle the sounds for each word.
 - 1 hand nd nt ck nk
 - **2** Chicken nd nt ck nk
 - 3 think nd nt ck nk
 - 4 aunt nd nt ck nk

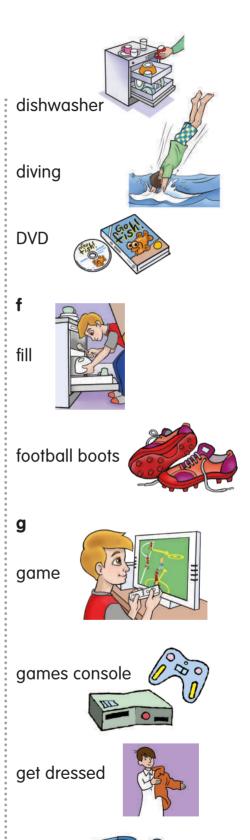
³ Writing: review questions about food items

⁴ Phonics: recognise and produce the sound(s) /nd/, /nt/, /k/, /nk/ and the corresponding spellings 's', 'nd', 'nt', 'ck', 'nk'

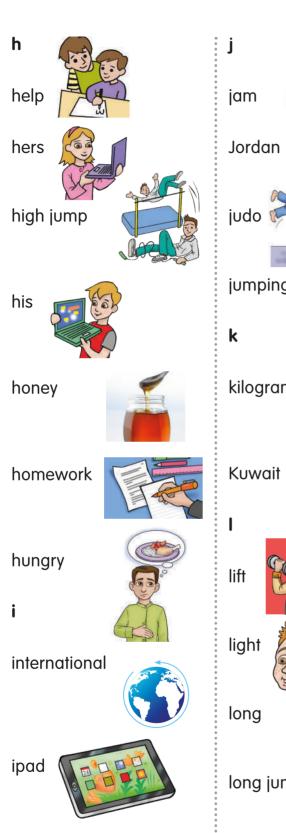
Picture dictionary

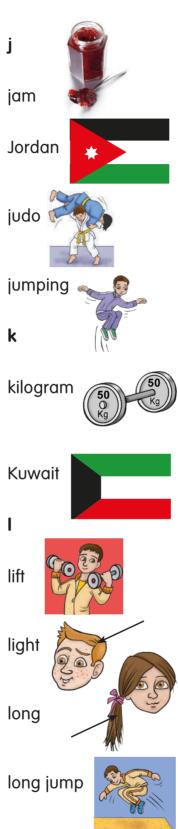


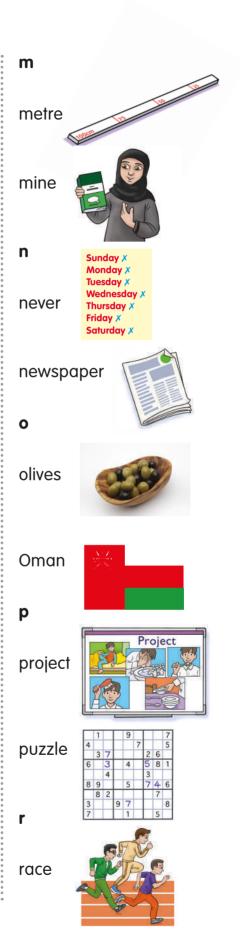




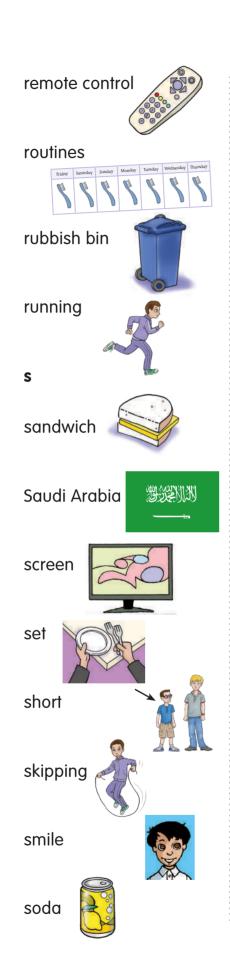
glasses

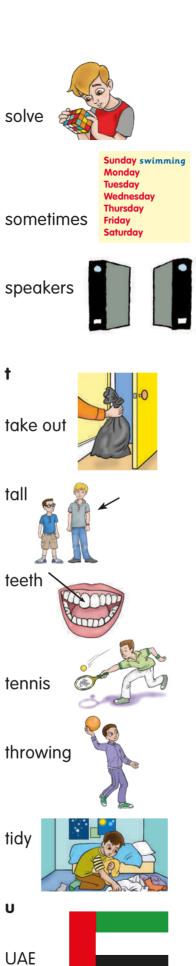






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7/6 معارف ومهارات اللغة الإنجليزية للصف السادس الابتدائي

الحد	0// معارف ومهارات اللغة الإنجليزية للصف السادس الابتدائي الم					الفترة Session			
الحد الأدني	Ву	the end of grade six students will be able to:	لأولى نو	الثانية ا		الرابع ة	الرمز Code		
			1 st	2 nd	3 rd	4 th			
×	-	Recognise and produce the consonant sound /f/: ph /f/ as in "photo", gh /f/ as in "laugh".				✓	1/7/6		
×		Recognise and differentiate between the endings of third person singular Present Simple: /s/ as in "walks", /z/ as in "reads", / Iz / as in "teaches".				✓	2/7/6		
×		Recognise and produce long vowels: ea /i:/ as in "teacher", ee /i:/ as in "tree", /aɪ/ as in "rice", /aɪ/ as in "pie", /eɪ / as in "play", /eɪ as in "train".	√	✓			3/7/6		
×	-	Recognise and produce some English digraphs oa /əʊ/ as in "goat" and ow /əʊ/ as in "yellow", ou /aʊ/ as in "mouth" and ow /aʊ/ as in "brown" ow /əʊ/ as in "window" and ow /aʊ/ as in "town", ere /ə/ as in "where", air as		√	✓		4/7/6		
	-	in "hair" and ear as in "wear".			√				
×	-	Recognise and produce some English digraphs: oi /ɔɪ/ as in "oil" and "toy".	√		√		5/7/6 6/7/6		
×	-	Recognise and produce long vowels and the schwa sound: /ɑː/ as in "car", /ɔː/ as in forty", /ə/as in "brother". Recognise and produce long vowels: /juː/ as in "huge" and as in "barbecue", /ɜː/ as in "purse" and as in "bird".	√		√		7/7/6		
	-	Recognise and produce consonant endings: nk /ŋk / as in "bank", /ŋ/ as in "spring", /k/ as in "clock", /nd/ as in "sand", /nt/ as in "tent".	√	√			8/7/6		
	-	Recognise and produce the consonant blend: (/sk/ as in "skate, square and scarf").		√			9/7/6		
×		Recognise the silent <i>gh</i> as in "ni ght " and the silent <i>k</i> as in " k nee".			✓		10/7/6		
×		Ask questions using What, Who, Where, Why, Whose.	✓	✓	✓	✓	11/7/6		
×	Speaking	Identify countable and uncountable nouns (some - any) and ask and answer about quantity using <i>How much</i> and <i>How many</i> .		✓			12/7/6		
×	od Spe	Identify and talk about family and friends using the verb to be (Affirmative, Negative, Questions, Short Answers), the verb to have and possessive adjectives, can/can't	✓	√ ✓		√	13/7/6		
×	gan	Tell the time (o' clock, half past, a guarter to, a guarter past).	✓				14/7/6		
×	istening and	Talk about everyday activities using the Present Simple (Affirmative – Questions – Short answers – Negative) and adverbs of frequency (always, sometimes, never).	✓		√		15/7/6		
×	=	Talk about occupations.			✓		16/7/6		
×		Talk about activities happening at the moment of speaking using the Present Progressive (Affirmative – Negative – Questions – Short answers).		√			17/7/6		
×		Talk about sports and household chores.		√			18/7/6		
×		Describe location (on, in, under, next to, between, opposite, in front of, behind).		✓	✓	✓	19/7/6		
×		Talk about possession using possessive pronouns (mine, yours, his, hers), Whose and the Possessive Case ('s).		✓			20/7/6		
×		Talk about different types of homes and different items in a house using <i>There is / There are.</i>	✓	√			21/7/6		
×	-	Identify and talk about food. Order at a restaurant using I'd like.		∨			22/7/6 23/7/6		
	-	Give directions.		Ť		√	24/7/6		
×	-	Talk about rules using the imperative.				✓	25/7/6		
		Use subject and object personal pronouns (I, you, he, etc. / me, you, him, etc.).	✓	✓	✓	✓	26/7/6		
×		Identify places in a town using the Past Simple of the verb to be.			✓		27/7/6		
×	-	Talk about the different times of the day (in the afternoon, in the evening).	✓	√	✓		28/7/6		
		Use prepositions of time (in, on, before, at, after). Talk about the past and describe past experiences using the Past Simple of the verb to be and There was / There	V	V	√		29/7/6		
×		were / There wasn't / There weren't.			•	√	30/7/6		
		Talk about past activities and events (Past Simple of regular and irregular verbs).				∨	31/7/6		
		Make comparisons, e.g. people, animals, using the comparative and superlative form. Talk about future plans using <i>going to</i> .	1	-	√	*	32/7/6 33/7/6		
		Use conjunctions (because, and, but, then).	1		Ė	√	34/7/6		
		Use intensifiers (so, very).	1			✓	35/7/6		
×		Follow a simple text while listening to the audio recording.	✓	✓	✓	✓	36/7/6		
		Understand the main idea and/or basic information in short monologues or dialogues.	✓	✓	✓	✓	37/7/6		
×		Read and count cardinal numbers to1000.		✓			38/7/6		
×		Read and comprehend simple sentences and simple texts.	✓	✓	✓	✓	39/7/6		
×	ing	Read simple illustrated stories.			✓		40/7/6		
×	Reading	Recognise basic rules of punctuation.	✓		✓		41/7/6		
	LIZ.	Understand the main idea and specific information in short simple texts.	✓	✓	✓	✓	42/7/6		
		Associate verbal with visual information.	✓	✓	✓	✓	43/7/6		
×		Apply basic rules of punctuation (e.g. use capital letters, full stops, question marks, exclamation marks).		✓	✓		44/7/6		
×		Write short simple words/phrases to complete a paragraph.	✓	✓		✓	45/7/6		
×	Б	Write simple sentences to convey personal information.	✓			√	46/7/6		
×	Writing	Write short answers to simple questions.	✓	✓	√	√	47/7/6		
×	>	Use the definite and indefinite article (a/an/the).		✓		✓	48/7/6		
		Link ideas with and, then.			✓	√	49/7/6		

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