

Term 1

TEACHER'S GUIDE
1

WE CAN!



وزارة التعليم
Ministry of Education
2022 - 1444

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We Can! Teacher's Guide 1

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WE CAN! Introduction

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

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

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

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

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

Yoko Matsuka
Glenn McDougall



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iv

Six Unique Features of **WE CAN!**

Feature 1. Easy to Evaluate

Problem: Parents and even students themselves tend to wonder if they are making any progress in learning English.

Solution: Two goals per lesson make progress easy to see!

It is difficult for EFL students and their parents, living in a non-English speaking country, to see their progress. EFL teachers are often asked by parents (who sometimes cannot speak English themselves or have very limited knowledge of EFL), “How much has my child learned this year?” If students and parents don’t feel as if they are making progress, it is easy to lose motivation to study English.

We Can! has solved this problem with achievable and easy-to-understand goals. Each lesson has two goals: the odd numbered goals are based on what was learned in the book and the even numbered goals are a real-world expansion of the odd numbered goals. They provide students with the excitement of using “real-world” English. The goals can also be found in the Workbook.

Students try their best to achieve these goals by completing clearly defined tasks. Then the goal box is checked in the Student Book once the goal has been accomplished. Teachers can easily explain to parents what the students can do by showing them the accomplished goals. Students can feel satisfied that they are making progress with their English in every single class.

As the title suggests, *We Can!* has a classroom and real-world goal for each lesson. When it comes to making progress with English, teachers, students, and their parents can confidently say, “We Can!”

Feature 2. A Spiral Curriculum

Problem: Students forget what they have learned or can’t use learned language to communicate.

Solution: A spiral curriculum that constantly reviews learned language.

What is a spiral curriculum? A spiral curriculum is one that is constantly reviewing and bringing in previously learned vocabulary. Students must reuse and review

learned language often in order for it to become part of their long-term memory. Students also need to learn the skills necessary for producing meaningful written and spoken language. Furthermore, it is useless for students to learn large amounts of vocabulary if they can’t use it to communicate ideas.

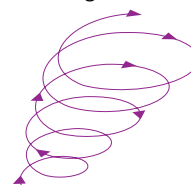
Many courses teach vocabulary in separate “bubbles”. Students quickly forget the language they have learned when they move to the next topic or unit. They also never learn how to combine what they have learned in order to communicate.

How vocabulary is usually taught.



We Can! has a spiral curriculum, so past language is constantly reviewed and previously learned language is put together in a meaningful context. Class lessons and suggestions for the use of posters, flashcards, and Extension Activities in the Teacher’s Guide give teachers and students the support they need in order to clearly express themselves in English.

How language is taught in *We Can!*



Feature 3. Use English for Real Communication

Problem: Students don’t use English in their daily lives.

Solution: Creating situations in the classroom where students can use English for real purposes.

A big obstacle for EFL students is that they don’t have situations in their daily lives where they need to use English. Therefore, it is very important to create situations in the classroom where students can use English in a practical way. In most lessons in all Student Books, there is a section for students to have fun, complete challenging tasks, or exchange thoughts with their classmates in English.

These sections in the Student Book are as follows:

Student Book 1 – Fun Time!

Student Book 2 – Fun Time!

Student Book 3 – Challenge Time!

Only through using English can the student's level progress. When students have the opportunity to practice using English for a real purpose in the safe environment of the classroom, they will be more willing and able to use it in the real world!

Feature 4. Rhythm and Pronunciation

Problem: Students from different backgrounds have a difficult time understanding each other because of rhythm, pronunciation, and intonation differences.

Solution: Students can master rhythm and pronunciation skills through the use of chants, movement, drama performance, and role-plays.

To be a successful communicator, it is not enough to know vocabulary words or grammar rules. Rhythm is also an important aspect and one that children enjoy learning and quickly master. (Rhythm goes hand-in-hand with intonation, stress, clarity of speech, volume, and tempo. All are important to make yourself understood in a foreign language.) Rhythm is emphasized throughout this course, taking advantage of the facts that children have an excellent ear for new words, don't mind repetition, and learn well through movement. The English in this course is set at a natural speed.

Feature 5. The Balanced Use of Phonics

Problem: Students have a hard time with reading and writing. They have difficulty learning sounds and using good pronunciation.

Solution: Students use phonics to unite sounds with letters.

Phonics is an ideal way for EFL students to learn the sounds of the English language, as many of the common sounds do not exist in the student's mother tongue. In *We Can!*, phonics is introduced gradually and moves towards the goal of getting students to read and write on their own. Students who can do this are independent learners and do not need to repeat constantly after the teacher. Moreover, mastering the skills of reading and writing helps promote a firm

foundation for all of the skills in English.

Learning phonics also helps promote good pronunciation in EFL. Students can see how to correctly pronounce the sounds of English and actively learn how those sounds are put together to spell English words. Good pronunciation is necessary when you are trying to make yourself understood in a foreign language.

Feature 6. Expansion of Discourse

Problem: Students can't express themselves beyond the sentence level.

Solution: *We Can!* provides training for students to express themselves with, and understand, longer material structured with a beginning, body, and ending.

It is frustrating for teachers, parents, and the students themselves to find out that the children cannot express themselves beyond the sentence level, after several years of studying English. Students have studied basic grammar rules. They have learned enough vocabulary. What is missing?

The answer is training in the development of discourse. By discourse, we mean the organization of language above and beyond the level of the sentence. When the children listen to or read chants, dialogs, cartoons, and stories, they need to be helped to realize that there is a flow of thought that they need to follow. When they give a short talk, interview people, write a short e-mail, essays, or journals, or give presentations, they should know how to structure them using a beginning, body, and ending.

We Can! achieves this discourse training by means of many carefully designed, fun, experience-based activities, and interaction among students and teachers, because that is the only way the children can really learn.

Educational Principles Based on Children's Growth

Age Group	Characteristics
Early Childhood (From about 2 or 3 to 6 years of age)	<ul style="list-style-type: none"> • Can absorb new language like “sponges” • Can take in information without knowing the meaning • Can “output” information without worrying about making mistakes • Can use language instinctively • Can understand more than what they can say • Don't mind repetition if it is enjoyable
Lower Elementary (About 6 to 8 years of age)	<ul style="list-style-type: none"> • Can easily forget what was learned in the Early Childhood stage if not reviewed • Start to understand meaning • Can follow a rhythm • Pronunciation improves • Begin using words with intent • Can effectively absorb new words in frequently used “chunks” of language
Middle Elementary (About 8 to 10 years of age)	<ul style="list-style-type: none"> • Full of energy • Active physically and mentally • More competitive • Relationships with peers becomes more important • Learning how to cooperate with others
Upper Elementary (About 10 to 12 years of age)	<ul style="list-style-type: none"> • Entering the pre-teen years • More self-conscious • Critical thinking is developing • Feel the need to understand the meaning of things • Teacher needs to balance students' skills and motivation • Attitude in class is very important

Course Goals for All Ages:

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



1. Use lots of facial expressions, like big smiles.
2. Use your body to make gestures.
3. Talk with a strong voice.
4. Keep eye contact when you speak to someone.



Syllabus

Unit and Topic	Talk Time	Rhythms and Sounds
Introduction	Welcome. Put your bags away. Take out your pencils. Take out your books. Please take a seat. Please open the window. Okay. Thank you. You're welcome.	
1 My Friends	Hello. Hi. What's your name? My name's Labeeb.	Chant: <i>Hello</i> Hello. How are you? I'm fine, thank you. And you? Chant: <i>Good-bye</i> Good-bye. See you again.
2 My Body	Close your eyes. Open your eyes. Raise your hands. Clap your hands. Okay.	Chant: <i>Head, Shoulders, Knees, and Toes</i> Eyes, ears, mouth, nose
3 My Family	This is my brother, Jack. Nice to meet you. Nice to meet you, too. This is my sister/friend ...	Chant: <i>Five Little Monkeys</i> Mom, Dad, Grandma, Grandpa



Words	Phonics	Phonics Practice
What's this color? Red, orange, yellow, green, blue, purple, pink, white, black, brown	Alphabet A to Z: Big letters	Alphabet Jingle Aa to Zz
Please ... Stand up. Come to the front. Make a line. Make a circle. Go back to your seat. Sit down.	Alphabet a to z: Small letters. Short, tall, and tail letters	Letters: Tracing and Writing 1, 2
Grandpa, Grandma, Dad, Mom, brother, sister	Sounds: A, B, C, D, E apple, bear, cow, duck, egg Write: A to E	Letters: Tracing and Writing 3, 4, 5



About the Teacher's Guide

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

General Structure

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

Unit Breakdown

We Can! 1

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

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

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

There are also short listening exercises in which the students write the initial sound/letter of a word.

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

We Can! 2

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

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

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

We Can! 3

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

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

- ★ **Finding Out Time:** Students learn new language and practice it with the CD. Then, they practice it with a partner in pairs or groups, and they act out the talk with actions in front of the class.
- ★ **Grammar in Action:** Grammar points for the new language are introduced and students have the chance to practice and then use them in meaningful communicative activities.
- ★ **Rhythms and Reading:** Students learn a new chant and practice reading the words to it with good rhythm. They can then copy the chant and/or create their own version by substituting words and using new pictures, before presenting it to the class. Students also learn to read different types of text and complete a variety of tasks.
- ★ **Phonics:** In Student Book 3, students will review familiar sounds such as long vowels, and then focus on words with polite vowels, vowel digraphs, murmuring sounds, consonant clusters, silent letters, ending sounds and revise areas that are more challenging.
- ★ **Optional Phonics Practice:** Additional phonics activities for further practice and revision of a number of phonics areas.

Key Features

- ★ **Classroom English:** This is introduced in We Can 1 and 2. During each class time, the corresponding Classroom English poster may be used in order for all classroom commands to be provided in English.



Materials Box



- ★ Teachers can easily see what they need for each lesson at a glance.



Light bulb tips: These tips are provided to help the class run more smoothly and help ward off potential obstacles that may occur in lessons.

- ★ Small / Big / Quiet Class

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

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

Additional Features

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

Series Components

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



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Introduction:

Sample Lesson for Student Book 1, Term 1 pages 2 & 3

Introduction

1 Listen and point.



2. Put your bags away.

3. Take out your pencils.

4. Take out your books.

1. Welcome!

5. Please take a seat.

6. Please open the window.

7. Okay.

8.

Thank you.

9. You're welcome.

2

3

Materials

- ★ Classroom English poster

Optional activity: Then spend a few minutes showing the class the actions for the commands, as you point to them on the poster. Now have the students do the classroom actions together with you.

1 Listen and point. Audio script page 42

Put up the Classroom English poster on the board. Have the students open their Student Book 1, Term 1 to pages 2 and 3. Then tell the students to watch and listen as you point to the pictures and say the commands on the Classroom English poster. Play CD 1 track 2 and repeat the commands.

Play the CD track again and have the students listen as they watch you point to the poster. Play the CD once again and now have the students point to the pictures on pages 2 and 3 along with you and the CD.



Try your best to conduct the entire class in English. This includes the classroom commands on Student Book 1, Term 1, pages 2 and 3. If you consistently make commands using the same wording and vocabulary, while referring to the Classroom English poster, the students will quickly and naturally learn them.

Unit 1 My Friends

Lesson 1 • Talk Time

Materials

- ★ Classroom English poster
- ★ A puppet

Getting Started

- Remember this is the first lesson of the first class and the children might be anxious. Shy children will become shyer. Forging a positive relationship with the teacher is essential and a great way to do this is through learning everyone's name. If the children know the names of their classmates, they will feel more comfortable while doing pairwork or group activities.
- Put your hand to your forehead and pretend to search for a student while calling out their name. When the student looks up or raises their hand, smile, wave, and say, "Hi!" Encourage the child to say, "Hi!" back. Continue until all of the children's names have been called out.
- Once the teacher has finished calling out the students' names and finding the students, have the students try. Whisper a classmate's name in the student's ear and have that student call out and search for that student. When they have found the student, have them say, "Hi!" to each other.
- Some shy children feel more comfortable talking to a puppet, rather than a teacher. A puppet can also bring humor to the classroom. Use a puppet (give the puppet an easy to remember name) and say, "Hi!" to the puppet. Then, do the Getting Started activity using a puppet. If you are not a skilled ventriloquist, put the puppet over your face when the puppet speaks.



Unit 1 My Friends

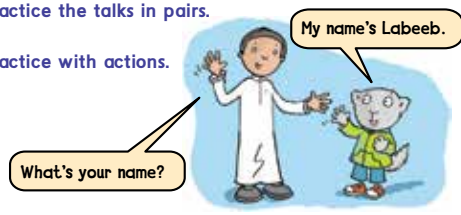
Talk Time

1 Listen and do.



2 Practice the talks in pairs.

3 Practice with actions.



4

- In every class, refer to the Classroom English poster and use the same phrases during the class. With consistent use, the children will begin to understand these classroom instructions in English so that all of the classes can be conducted in English.

1 Listen and do.



Listen to the CD and have the students listen; then repeat the talk slowly. Divide the class into two parts and have one side of the class take the student's part and the other take Labeeba's part. Then, switch the parts.

2 Practice the talks in pairs.

Find a partner and practice the conversation in pairs while standing. Once the pair has finished the conversation, have them sit down. Once all the students have sat down, have them find a new partner and repeat.



During pair conversations or conversation games, circulate around the room to make sure everyone is speaking English.



Fun Time!

4

Greeting Game

CD1 04

Quickly greet five people.

Grammar Toolbox
My name's = My name is

Hello.
What's your name?



I Can ...

- say "Hello", "What's your name?", and "My name's ...".
- say "Hello" when I come to class.



5

Unit 1

3 Practice with actions.

Choose an outgoing student and act out the conversation in front of the class. When the conversation has been successfully completed, have the class applaud. Then ask if another student wants to try. Continue until no one wants to volunteer; then have the students choose a partner and practice with the actions. Act out the conversation first with a puppet. When the students are demonstrating the conversation in front of the class, have one of the students use the puppet.

Fun Time!

4

Greeting Game



Audio script
CD1 04 page 42

Have the students look at the picture of the game on the page. Play the CD track and have the students listen. Say, "Let's play the game."

First, demonstrate how to play the game: Hold up your hand and go to one student and quickly practice the model conversation (the greeting).

Once you have completed the greeting, put up one finger and have the student do the same. Then go

to another student, practice the greeting, and put up another finger. That student puts up one finger. Then have the two students practice the greeting and they each put up one more finger. Then, take your hand and slowly put up your fingers, one by one, until all five fingers on your hand are up.

Ask the students, "Are you ready?" The students answer, "Yes!" Then the students stand up and quickly greet five people, putting up one finger for each person they have greeted. When they have completed the task, have them sit down.

- S** If you have fewer than five students, use stick puppets as substitute students.

Goal Check

Goal 01 ☒

Put the children in pairs and have them say, "Hi!" and "Hello!" to each other. Then, have them ask, "What's your name?" and answer, "My name's..."

- S** The teacher checks the box on page 5 for this goal once the student has accomplished it.

- B** The teacher circulates around the room and has the students check their own books once they have accomplished it.

Goal 02 ☒

Have the children go outside of the classroom and pretend they are coming into class. Have them say, "Hello!" to you when they enter through the door.

- S** The teacher checks the box on page 5 for this goal once the student has accomplished it.

- B** The teacher circulates around the room and has the students check their own books once they have accomplished it.

Lesson 2

Rhythms and Sounds

Materials

- ★ Materials needed for Lesson 1 review activity of the teacher's choice
- ★ Classroom English poster

Getting Started

- Children learn easily, but they also forget quickly. Constant review of learned language is a must. Practice the language learned in Unit 1 using the same games used in the last lesson.
- Don't be afraid to use the same activities or games over and over again. Children love to play familiar games. Because they understand what to do, class time can be used to practice the language, rather than explain how to do the activity or game.

1 Listen and chant. Audio script page 42

Play the *Hello Chant* and have the students listen. For the children to get a feel for the rhythm of the chant, have them listen again and "clap" their index fingers (since real clapping would be too loud and the children wouldn't be able to hear the chant). Finally, have the class chant the chant together as they wave hello to the teacher and each other.

2 Listen and pronounce. Audio script page 42

Play the CD track. Then play it again and have the students pronounce the words along with the CD. Pay careful attention to the "f" sound in "fine" and the "th" sound in "thank you". Make sure the students finish the words correctly, especially the "m" sound in "I'm".

Rhythms and Sounds

1 Listen and chant.

Hello Chant

Hello, hello, hello.
How are you?

2 Listen and pronounce.

1. I'm 2. fine 3. thank you

3 Listen and chant.

Good-bye Chant

Good-bye, good-bye.
Good-bye to you.

Good-bye, good-bye.
Oh, see you again.

6



Have the students follow along as you pronounce the words in an extremely slow and exaggerated way. Then repeat, making your pronunciation less slow and less exaggerated until you are pronouncing the words at a natural speed in a natural way.

3 Listen and chant. Audio script page 42

Play the *Good-bye Chant* and have the students listen. For the children to get a feel for the rhythm of the chant, have them listen again and "clap" their index fingers. Finally, have the class chant the chant together as they wave good-bye to the teacher and each other.



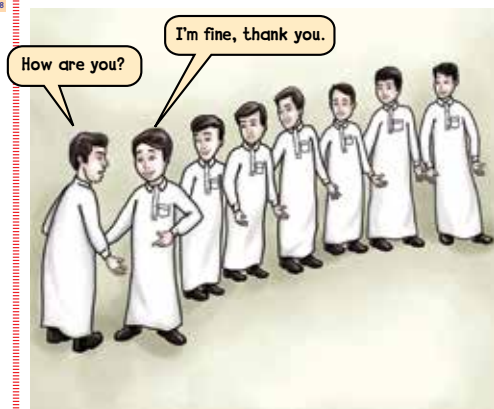


Fun Time!

4 Greeting Relay



Pass the greeting down the line.



I Can ...

- chant the *Hello Chant* or the *Good-bye Chant*.
- ask "How are you?" when I come to class.



7

Unit 1

Grammar Toolbox

I'm = I am

Goal Check

Goal 03 ☒

- S** Have the students chant the *Hello Chant* or the *Good-bye Chant* individually. Check the box in their books after they have chanted the chant.
- B** Have the students form groups of four and chant one of the chants. After they have successfully chanted the chant, have them check the goal box in their books.

Goal 04 ☒

Have the children go outside of the classroom and pretend they are coming into class. Have them ask, "How are you?" when they enter through the door.

- S** The teacher checks the box on page 7 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Fun Time!



4 Greeting Relay



Audio script
page 42

Have the students look at the picture of the game on the page. Play the CD track and have the students listen. Say, "Let's play the game." Choose two outgoing students and demonstrate the game. Line up the students and ask the first student, "How are you?" The first student answers, "I'm fine, thank you." Then, the first student turns to the student behind them and asks, "How are you?" The second student answers, "I'm fine, thank you." Then, have your volunteers squat down to show they are done. Now, invite all of the students to stand up and play the game. When all of the students have completed the conversation, have them squat down. Have the students applaud themselves for a job well done.



- If you have a class of more than fifteen students, have the students form two or more lines. However, don't have the lines compete against each other to finish first since we want the students to practice careful pronunciation and to speak at a natural speed.



After all of the students have completed Goal 04, tell them they must say, "Hello!" and ask, "How are you?" every time they come to class.



Chant the *Good-bye Chant* so they can use their newly-learned language in the correct context.

Lesson 3 • Words

Materials

- ★ Colors flashcards (only the colors shown on Student Book 1, Term 1, page 8)
- ★ Classroom English poster



Chanting the *Hello Chant* at the beginning of the lesson has two important purposes. The students can learn how to properly greet someone in English, and it is a definite signal that the class has begun and it is time to speak only English.

Getting Started

- Choose a past activity from Lesson 1 or 2 (such as the Greeting Relay) to practice “Hi, how are you?” and “What’s your name?”

1 Chant and point.



Listen to the CD track and have the students point to the colors as they hear them. For added fun, have the children put one of their fingers over the color and then put another finger over the next color. By the end of the chant, all ten of their fingers should be covering all ten colors. Please note that students may find the colors purple, brown, and yellow more difficult to pronounce.

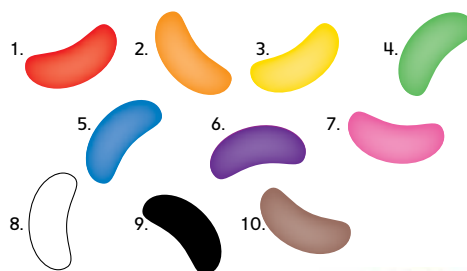
2 Listen and chant.



Encourage them to think of the colors while they listen to the chant. Invite 7 students to the front of the class and give each student a color flashcard for the 7 colors in the *Rainbow Chant*. Play the chant again. When they hear their color, have them hold up their card. When they hear the word “rainbow”,

Words

1 Chant and point.



2 Listen and chant.



Rainbow Chant

Red and yellow and pink and blue,

Purple and orange and green.

I can see a rainbow,

See a rainbow,

See a rainbow now.



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all students hold up their cards. Repeat with willing volunteers if you wish to do so. Then have all of the children chant the chant along with the CD.

- If you have fewer than 7 students, place the color flashcards on the table and have the students touch the cards as they hear the color words. When they hear the word “rainbow”, have them hold their hands over their heads in the shape of a rainbow.



Fun Time!

3 Color Race
Listen and touch as fast as you can!

CD1 11

Touch something ... yellow.

Grammar Toolbox
 what's = what is

I Can ...

- say the names of five colors.
- find three colors in the classroom.

GOAL 05

GOAL 06

9 Unit 1

table that is that color. Continue with all of the students in the class. Then, have the student choose a partner. The partners will say to each other, "Touch something...(color)."

Goal Check

Goal 05 ☒

- S Have the students say the names of five colors. Check the box in the student's book once they have accomplished the goal.
- B Put the students in groups of four and have them say the names of five colors. Once they have accomplished the goal, have them check the box in their books.

Goal 06 ☒

- S Have each student stand up and find three colors in the classroom. They must touch the object and say the color. Check the box in the student's book once they have accomplished the goal.
- B Put the students in groups of four and have them stand up and find three colors in the classroom. Once they have accomplished the goal, have them check the box in their books.

Fun Time!

3 Color Race CD1 11 Audio script page 43

Have the students look at page 9 and guess how to play the game. Play the CD track and have the students listen. Say, "Let's play the game."

Stand in front of the room and say, "Touch something...brown." Find something brown in the room and touch it. Then ask the students to stand up. Say, "Touch something...(color)." And have the students find something of that color to touch. Continue until all of the colors on page 8 have been called out. Then, ask for a student to volunteer to call out, "Touch something...(color)." Continue the game until every student who wants to volunteer has done so. If the game becomes too noisy, whisper or have the student volunteer whisper the name of the color and then motion for the students to tiptoe to the object of that color.



Have the students put some things from their bags on the table. Then, choose the student on your right and say, "Touch something...(color)." Have that student touch the object on the

Chant the *Good-bye Chant* to end the class.

Lesson 4 • Phonics

Materials


- ★ Color flashcards
- ★ The Alphabet A–Z flashcards
- ★ Classroom English poster
- ★ Colored pencils or pens
- ★ Cards (to make name cards)

Getting Started

- Use the *Hello Chant* as a way to begin class, rather than yelling at the students to settle down. Start the class on a positive note.
- Choose one of the activities you used from Unit 1 Lesson 3 to review colors and one from Lesson 1 or 2 to review greetings.

1 Chant and point. Audio script page 43

Listen to the *Alphabet Chant* and have the students point at the letters while they chant the chant. As some students might come to English class already knowing the *Alphabet Chant*, it is important that they pay attention to the letter names as they chant.

 **Remember that being able to chant the *Alphabet Chant* does not mean they know each letter name.**

2 Color the letters.

Color the letters so the students can get a feel for the shape of each letter. An efficient way to get the students coloring without having them talk amongst themselves in their native language and to review the colors at the same time is by doing the following activity:

Hold up a color flashcard and ask, “What’s this color?” The students answer, “Red.” Say, “Take out your red crayon.” Motion for the students to hold the red crayon over their heads.

Phonics

1 Chant and point.



Alphabet Chant

A B C D E F G

H I J K L M N

O P Q

R S T

U V W X Y Z



2 Color the letters.

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Now hold up a letter flashcard and ask, “What’s this letter?” (If the students don’t know, tell them, as this is just learned information.) The students answer, “D.”

Say, “OK, color the D red.” Then count down from 10 to 1. The students should be finished coloring by the time you have counted down to 1. Repeat the process with another color and another letter. If the activity is going well, invite different students to choose a letter that hasn’t been colored yet and a color. Repeat until all of the upper case letters in the alphabet are colored.

Fun Time!

3 Make a name card.

Write your name, draw some pictures, and show your card.



I Can ...

- chant the *Alphabet Chant*.
- make my name card.

Advice Time

Help your friends.

Now go to pages 28-29

11 Unit 1

Fun Time!

3 Make a name card.  Audio script page 43

Give each student a thick piece of paper, have them fold it in half, and write their name on the card in upper case letters. If students are new to writing the alphabet or to writing their name, you may want to write their names on the card ahead of time and have them trace the letters. Encourage them to decorate the card with pictures of their favorite things.

Students that have finished their name card can go back to page 10 and circle the letters that are in their name.

Goal Check

Goal 07 ☒

S Have the students chant the *Alphabet Chant*. Check the box in the student's book once they have accomplished the goal.

B Put the students in groups of four and have them chant the *Alphabet Chant*. Once they have accomplished the goal, have them check the box in their books.

Goal 08 ☒

S Have each student show you their name card and say their name. Check the box in the student's book once they have shown you the name card.

B Have all of the students stand up. Then go around the classroom, have them hold up their name card, and call out their name one at a time. Once they have said their name, they should sit down. Have them check the box in their books once everyone has shown their name card to the class.

OPTIONAL

Alphabet Jingle, pages 28-29, from *Phonics Practice*. See *Teaching Notes* on page 32, *We Can!1*, Term 1 *Teacher's Book*.



Extension Activities

Lesson 1 • Talk Time

Materials:

- ★ Balls (made of newspaper or soft material)

Ball Name Game

Have the class form small groups of 4–6 students. Give each group a ball made of soft material or newspaper. Demonstrate that students must throw the ball underhand. One student throws the ball to another student in the group and says, “Hello!” Then the student who caught the ball says, “Hi.” The two students continue the conversation with “What’s your name?” and “My name’s _____.” Then the student who caught the ball throws the ball to another student in the circle and has the conversation with that student. Continue until all of the students have caught the ball twice.

If you have many groups in a large class, circulate amongst the students to make sure they are speaking English only. If the game gets too wild, stand in the middle of the circle and have the students throw the ball to you. Say, “Shhhhh!” and pause for a few seconds to break up the momentum. Then throw the ball to another student to resume the game.



Lesson 2 • Rhythms and Sounds

The Blob Game

Each student finds a partner. They join arms and chant the *Hello Chant*. When they are done, they tag another group. That group joins arms with the group that tagged them and the whole group chants the *Hello Chant*. When they are done, this new, larger group finds another group, tags them, everyone joins arms, and chants the *Hello Chant*. Continue the game until the class has become one large team with their arms joined, chanting the *Hello Chant*.

This activity can also be done for the *Good-bye Chant*.

Lesson 3 • Words

Materials:

- ★ Different-colored squares (made of construction paper) in the colors on Student Book page 8
- ★ An envelope

Paper Flutter Color Activity

When you have the students’ full attention, look into the envelope and gasp. Do this two or three times so the students start to wonder what is in the envelope. Then call out the name of a student in the middle of the class and motion to the envelope. When the student tries to see what is inside the envelope, pretend to accidentally spill all of the cards on the floor. Then say, “Oh, no!” Pick up a card and ask, “What’s this color?” Once the students tell you what color it is, say the color name over and over again and encourage all the students to say the color name along with you while they help you pick up those cards and put them back in the envelope. If you have students who try to grab all of the cards before the other students have a chance, after receiving those cards from the student, say, “Oh no!” and toss them in the direction of the students who did not have a chance to pick up any cards. Continue until all of the different-colored cards are picked up and put back in the envelope.

This activity seems like an activity you could do only once, but the second or third time you try this activity the students will start giggling once you take out the envelope. They know what is going to happen, but they want you to pretend it is the first time.

Lesson 4 • Phonics

Materials:

- ★ Students' name cards (from Student Book, Term 1 page 11)
- ★ Alphabet A–Z flashcards

Name Letter Relay

Have all of the students take out their name cards and look at how their name is spelled. (Have them keep out the name cards if they need to refer to them during the game.) Then, ask for the students' help in lining up the Alphabet A–Z flashcards on one side of the room in alphabetical order. Write your name on the board in upper case letters and point to the first letter of your name. Ask, "What's this letter?" When the students tell you, go to the alphabet cards, find that letter, hold up the card, say the letter's name, and then put the card back in place.

Next, line up the students and have them find the first letter of their names, hold up that card, and call out the letter name in a relay fashion.

Once they have completed the relay, do the same for the last letter in their name. Demonstrate with your own name first.

Materials:

- ★ Alphabet A–Z flashcards
- ★ flexible, thin wire

Straight letters/Curved letters

Ask for the students' help in lining up the Alphabet A–Z cards on one side of the room in alphabetical order. Use flexible, thin wire. When the wire is straight, motion to the alphabet cards and say, "Some letters are straight." Hold the straight wire up to the letter cards and pick up the letter H. Show how this letter is straight like the wire. Put the H card on one side of the room. Now, bend the wire so it is curved and say, "Some letters are curved." Hold the curved wire up to the letter cards and pick up a U. Show how this letter is curved like the wire. Put the U card on the other side of the room. Then, divide the class into two teams. Motion to the team with the H card that they have to get the letters with straight lines and then motion to the team with the U card that they have to get the letters with the curved lines. Say, "Go!" and have the teams get the cards. Then, check to make sure they have the right cards. If both teams have the right cards, ask them to put all of the cards back in alphabetical order and then switch sides, giving the H and U cards to the teams. Play the game again.

Answers:

Letters with straight lines:

A, E, F, H, I, K, L, M, N, T, V, W, X, Y, Z

Letters with curved lines:

B, C, D, G, J, O, P, Q, R, S, U



Unit 2 My Body

Lesson 1 • Talk Time

Materials

- ★ Classroom English poster
- ★ My Body flashcards

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom to review Goals 02 and 04. If they forget to say this, remind them.
- Play track CD1 05 and chant the *Hello Chant* as a class. If the class is noisy, you may want to play the chant a few times to signal the beginning of the class before having everyone chant.
- Play the Greeting Game from Unit 1 Lesson 1 to review greetings.
- Refer to the Classroom English poster to give any directions in English at the beginning of the class.

1 Listen, shout, and do.

Audio script
CD1 14 page 43

Stand silently in front of the class. Close your eyes, open your eyes, raise your hands, and then clap your hands. Don't say anything while doing these actions.

Then, look around at your students. They will be wondering what you are doing. Repeat the actions again.

Once the students have become curious about what you are doing, have them turn to Student Book 1, Term 1, page 12.

Say, “Oh! It's Adel, Steven, and Labeeb! Look! Close your eyes (point to Adel and Labeeb closing their eyes on page 12); open your eyes (point to Steven and Labeeb opening their eyes); raise your hands (point to Steven and Labeeb raising their hands); and

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Unit 2 My Body

Talk Time

1 Listen, shout, and do.



clap your hands (point to Adel and Labeeb clapping their hands).

Listen to the track CD1 14 and have the students point to the corresponding picture. Then, play the CD again. This time, the teacher will take Adel and Steven's parts and the students will take Labeeb's parts. Say the commands or shout, “Okay!” along with the CD as you do the actions.

Finally, divide the class into two sides and have one side of the class take Adel or Steven's parts and the other take Labeeb's parts. Then, switch the parts.

Refer to the My Body poster to review the words, “hand” and “eye”.

2 Practice and do in pairs.

Find a partner and practice the talk in pairs while standing. The students should be doing the actions while they talk. Once the pair has finished the talk, have them switch parts and do it again. After they have finished the second time, they should sit down. Once all the students have sat down, have them find a new partner and repeat.

Fun Time!

3 Do It Quickly!

Listen and try to keep up.

CD1 15



I Can ...

- listen to the teacher and do the body actions.
- say "Close your eyes." or "Open your eyes." to a partner.



13

Unit 2

Goal Check

Goal 09 ☒

Have all of the students stand up. Say the four actions without doing them. See if the students can do the actions just by listening to you. Repeat until they can do all four actions.

- S** The teacher checks the box on page 13 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished it.

Goal 10 ☒

Have the students find a partner. One student says to the other, "Close your eyes", or "Open your eyes". The other student does the actions. Once the pair has finished the talk, have them switch parts and do it again.

- S** The teacher checks the box on page 13 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Fun Time!

3 Do It Quickly!



Audio script
page 43

Have the students look at the picture of the game on page 13 in Student Book 1. Play the CD track and have the students listen. Briefly do the four actions together while you say what they are. Say, "Let's play the game."

Have the students stand up. Play the CD again and say the actions along with the CD as you do the actions. The students have to do the actions along with you and try to keep up. Repeat the activity along with the CD a few times.



Lesson 2

Rhythms and Sounds

Materials

- ★ Classroom English poster
- ★ My Body flashcards – head, shoulder, knee, eyes, ear, mouth, and nose

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom. If they forget to say this, remind them.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Have the students stand up and do the Do It Quickly! activity (Unit 2 Lesson 1) along with the CD.

1 Chant and point. Audio script page 43

Before the students open their books, play the *Head, Shoulders, Knees, and Toes* chant and have the students listen. See if any of the children have heard this chant before. Then, have the students open their books to page 14 and look at the picture. For the children to get a feel for the rhythm of the chant, have them listen again and “clap” their index fingers.

Finally, have the students stand up and chant the chant together along with the CD. When they chant the chant, they should touch the parts of their body named in the chant.

- S** Put the seven My Body flashcards on the table. Play the chant and have the students arrange the cards in the order the body parts are heard in the chant. Then, play the CD and have the students point to the cards as they chant the chant.

- B** Pass out the flashcards to seven different students. Play the chant and have the students come to the front of the class and arrange themselves in the order the body parts are

Rhythms and Sounds

1 Chant and point.



Head, Shoulders, Knees, and Toes

Head, shoulders, knees, and toes.

Knees and toes.

Head, shoulders, knees, and toes.

Knees and toes.

Eyes and ears and mouth and nose.

Knees and toes.

Head, shoulders, knees, and toes.

Knees and toes.



2 Listen, point, and pronounce.



14

chanted in the chant. Once the students holding the cards are in the correct order, ask them to hold the card near that area of their body. For example, the student with the shoulder card should hold it near his/her shoulder.

2 Listen, point, and pronounce. Audio script page 44

Play the CD track and have the students listen and point to the body parts in their books as they are said.

Play it again and have them pronounce them along with the CD as they point to them. Make sure the students finish the words correctly, especially the “er” sound in “shoulder” and the “th” sound in “mouth”.



Have the students follow along as you pronounce the word in an extremely slow and exaggerated way. Then repeat, making your pronunciation less slow and less exaggerated until you are pronouncing the word at a natural speed in a natural way.

Fun Time!

3 The Teacher Says



Touch what your teacher says.



The teacher says, "Touch your nose!"

I Can ...

- chant the *Head, Shoulders, Knees, and Toes* chant.
- tell a friend to touch two body parts.



Advice Time

Wash your hands.



15

Unit 2



It is not necessary to give a long explanation of the grammar rule in the Grammar Toolbox. Children do not need grammar to be explained the way adults do. Instead, point to your head and say, "head". Then, point to your shoulder and say, "shoulder". Point to both shoulders and say, "shoulders", emphasizing the "s" sound at the end. Do the same with "eye" and "knee". Then, test the students in a humorous way. Ask, "Shoulders?" Have the students touch their shoulders and say, "Yes, shoulders." Ask, "Heads?" Have the students say, "No! Head."

Goal Check

Goal 11 ☒

S Have the students chant the *Head, Shoulders, Knees, and Toes* chant individually. Check the box in their books after they have chanted the chant.

B Have the students form groups of four and chant the chant. Have them check the goal box in their books.

Goal 12 ☒

Have the students find a partner. One student says to the other, "Touch your (body part)" and "Touch your (other body part)." The other student does the actions. Have them switch parts and repeat.

S Check the box for this goal once they have accomplished it.

B Circulate around the room and have the students check the goal box in their books.

Fun Time!

3 The Teacher Says



Audio script
page 44

The object of the game is to follow what "The Teacher" says to do. You must only do the action when it is prefaced with, "The Teacher says..." If just the action is said and the student does the action, that student is out of the game and must sit down. When playing this game, "The Teacher" always does the actions to try and trick the players into doing what he says, even when they aren't supposed to.

Have the students look at the picture of the game on page 15 in Student Book 1. Play the CD track and have the students listen. To confirm everyone knows how to play the game, say, "The Teacher Says, 'Touch your ear!'" and have all of the students touch their ear. Then say, "Touch your mouth." Say to any of the students who touched their mouth, "Uh-oh! I didn't say 'The Teacher Says.'" and tell them to sit down. Now, have everyone stand up and play the game together. The winner is the last student standing. If you have time, have the winner come up and assist you while you play the game again.

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Lesson 3 • Words

Materials

- ★ Classroom English poster
- ★ My Body flashcards

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom. If they forget to say this, remind them.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Play “The Teacher Says”.

1 Listen and point.

Audio script
page 44

Before the students open their books, sit down in a chair (ideally near the middle of the classroom where the students are sitting) and ask two student volunteers to help you.

Then, stand up with your two volunteers, walk to the front of the class, make a line with the students, make a circle with those students, and then walk back to the seat and sit down.

Do it again with your student volunteers, but this time, say the actions as you do them. Now that the children are curious, have them open their books to page 16 and say, “Look at Adel, Steven, and the other students!”

Listen to the CD track and have the students point to the characters doing the actions as they hear them.

2 Listen again, say, and do.

- Have all of the students stand up and ask them, “What’s your name?” and have them answer. Then say the commands with the CD. Pause the CD after each command to give the students enough time to complete each action. Have

Words

1 Listen and point.



1.

Please stand up.



2.

Please come to the front.



3.

Please make a line.



4.

Please make a circle.



5.

Please go back to your seat.



6.

Please sit down.



2 Listen again, say, and do.

16

the class applaud themselves once they have successfully completed all of the tasks.

- Have four to six students stand up and ask them, “What’s your name?” and have them answer. Then say the commands with the CD. Pause the CD after each command to give the students enough time to complete each action. Have the class applaud the group once they have successfully completed all of the tasks. Choose a new group and repeat. Continue until all of the students have had a chance to participate.

Fun Time!

3

Be the Teacher

Give instructions to your partner.

CD1 20

I Can ...

- do three classroom actions.
- give two classroom instructions to a friend.

GOAL 13

GOAL 14

Now go to page 30
17 Unit 2

Children can always comprehend more language than they can produce. That is why in this lesson, they are required to listen to more commands than they are asked to say. However, if the students want to stretch themselves and say more commands than “Please sit down/stand up.”, encourage them to do so.

Goal Check

Goal 13 ☒

- S
 Bring the students one at a time to the front, say three classroom actions, and have them do the actions. Check the box in the student’s book once he/she has accomplished the goal.
- B
 Put the students in groups of four, say three classroom actions, and have them do the actions. Once they have accomplished the goal, have them check the box in their books.

Goal 14 ☒

Have the students find a partner. One student says two classroom instructions to the other. The other student does the actions. Once the pair has finished the talk, have them switch parts and do it again.

- S
 The teacher checks the box on page 17 for this goal once the student has accomplished it.
- B
 The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

OPTIONAL

Letters: Tracing and Writing, exercise 1, page 30, from Phonics Practice. See Teaching Notes on page 33, We Can!1 , Term 1 Teacher’s Book.

Fun Time!

3

Be the Teacher

CD1 20

Audio script

page 44

Have the students look at page 17 and guess how to play the game. Play the CD track and have the students listen. Choose a student volunteer. Tell him/her, “You are the teacher.” Prompt the student to tell you, “Please stand up!” Stand up and say, “Okay!” Prompt him/her to tell you, “Please sit down!” Say, “Okay!” and sit down. Say to all of the students, “Let’s play the game.”

Have the students find a partner. Ask the students, “Who is the teacher? Raise your hand.” The student who will be the teacher raises his/her hand. Say, “Go!” Circulate around the room to help out students who need prompting and to make sure everyone is speaking English.

If they quickly master commanding each other to stand up and sit down, have them use previously learned commands from page 12 such as “Close/ Open your eyes!” or “Raise/Clap your hands!”

Lesson 4 • Phonics

Materials

- ★ Classroom English poster
- ★ The Alphabet a–z flashcards (small letters)
- ★ Optional – The Alphabet poster

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom. If they forget to say this, remind them.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Do the Be the Teacher activity from Unit 2 Lesson 3.

1 Chant and point at the big letters.



Audio script
page 44

Listen to the chant and have the students point to the big letters while they chant the *Alphabet Chant*. As some students might come to English class already knowing the chant, it is important that they pay attention to the letter names as they chant.

2 Chant again and point at the small letters.

Listen to the chant and have the students point to the small letters while they chant the chant.

Either by pointing to The Alphabet poster or page 18 in Student Book 1, have the students say the alphabet backwards, from z to a along with the teacher as they point to each letter. Then, take down the poster and have them close their books while keeping a finger in the book to mark page 18. See if the students can say the alphabet backwards. They are allowed to check the page in their books quickly, but are not allowed to look at the page and say the alphabet.



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Phonics

1 Chant and point at the big letters.



Alphabet Chant

Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj
Kk Ll Mm Nn Oo
Pp Qq Rr
Ss Tt Uu Vv
Ww Xx Yy Zz

2 Chant again and point at the small letters.

18

Divide the class into groups of four. Say, “Let’s say the alphabet from z to a!” Let them practice in their groups for a few minutes and then have each group take turns standing up and saying the alphabet backwards from z to a.



Don’t let this game get too competitive. Focus on keeping the competition friendly and fun. Encourage the students to laugh at their mistakes and correct themselves. Making many mistakes and being able to correct your own mistakes without feeling ashamed has been proven to be an important quality in successful language learners.

Fun Time!

3 Short, Tall, and Tail Letters
Listen and do.

CD 22

Short letters

a c e i m n o

r s u v w x z

Tall letters

b d f h k l t

Tail letters

g j p q y

I Can ...

- point to and say all the small letters from a to z.
- point to and say the alphabet from z to a.

GOAL 15

GOAL 16

Now go to page 31

19 Unit 2

Fun Time!

3 Short, Tall, and Tail Letters



Audio script
page 44

Have the students take a look at page 19 in their book. Make them sit in their chairs as you say, "Short." Then have them stand on their tip toes as you say, "Tall".

Have them stand up and listen to the CD track. When the CD says the letters, the students must do the right action – sit down, stand tall on their tiptoes, or sit on the floor. Then play the CD again and have them point to the letters in their books as they hear them.

Goal Check

Goal 15 ☒

S Have each student point to and say all the small letters from a to z. Check the box in the student's book once he/she has accomplished the goal.

B Put the students in groups of four and have them point to and say all the small letters from a to z. Once they have accomplished the goal, have them check the box in their books.

Goal 16 ☒

S Have each student point to and say the alphabet from z to a. Check the box in the student's book once he/she has accomplished the goal.

B Put the students in groups of four and have them point to and say the alphabet from z to a. Once they have accomplished the goal, have them check the box in their books.

OPTIONAL

Letters: Tracing and Writing, exercise 2, page 31, from Phonics Practice. See Teaching Notes on page 33, We Can!1, Term 1 Teacher's Book.



Extension Activities

Lesson 1 • Talk Time

Do It Quickly! – Team Version

Divide the class into four teams. Have all the students stand up. Team one says all four actions listed on page 12 in Student Book 1 to the second team and the second team says, “Okay!” as they do the actions. Then the second team says all four actions to the third team and the third team says, “Okay!” as they do the actions. Then, the second team, having done and then said the actions, sits down. The third team continues the game by commanding the fourth team. (The teacher or the second team can then command the first team.) Continue the game until everyone is sitting down.

Then say, “Hmm. It was not bad.” Make a gesture with your hand for so-so. Say “Try again. Like this!” Do the Do It Quickly! activity from page 13 again with the whole class.

Then have them repeat the Team Version of this activity until all of the teams are sitting down. The second time around should be better than the first.

Lesson 2 • Rhythms and Sounds

Materials:

- ★ My Body flashcards

Body Part Guessing Game

- S** Put up the My Body flashcards and review the body parts on the flashcards. Then divide the flashcards into three even piles.

One student chooses a flashcard from the first pile and hides it behind his/her back. Write the 1 – 9 flashcard words on the board so the students know to guess from those vocabulary words.

Have the other students guess what card the student has behind his/her back. If the students can't remember the vocabulary words, they can ask the teacher to tell them how to say the word.

The student who guesses the correct word comes to the front and chooses a card from the second pile. Write the words from the second pile of flashcards on the board so the students know to choose from those words.

Have the other students guess what card the student has behind his/her back. If the students can't remember the vocabulary words, they can point to the poster and have the teacher tell them how to say the word.

The student who guesses the correct word comes to the front and chooses a card from the third pile. Write the words from the third pile of flashcards on the board so the students know to choose from those words. Continue the guessing game rotating between the three piles.

- B** Play the game the same way as the small class version, but have groups of nine students play the game at the front of the classroom at a time. When it is time to guess from the next pile, have nine different students come to the front of the class. Continue until all of the students have had a chance to come to the front.



Lesson 3 • Words

Materials:

- ★ My Body flashcards
- ★ A bag (for the flashcards)

Body Part Relay

Put all the My Body flashcards in a bag. Have the students stand in a line. The first student pulls a card out of the bag, turns to face the other students, and says, “Touch your (body part on card).” The students touch that body part. That student then goes to the end of the line. The next student takes a card from the bag and the relay continues.

Continue until all of the My Body flashcards have been used up. If you have more students than cards, put more cards back in the bag once they have been used up and continue the relay until all of the students have had a chance to take a card.

Lesson 4 • Phonics

Materials:

- ★ The Alphabet Aa – Zz flashcards (big and small letters)
- ★ The Alphabet poster

Big and Small Letter Matching

Put the Alphabet a–z cards all over the room in a random order. Write the Alphabet A–Z in capital letters on the board. Point to one of the capital letters on the board and put your hand to your forehead as if you are looking for something. See if the students can figure out that you are looking for the small letter that matches the big letter on the board. Find the small letter card; take it to the front of the classroom and say the letter name.

Have the students stand up and form a line. Point to one of the capital letters on the board and tell the first student the letter. The student has to find its small letter. Continue by pointing to a big letter and telling each student the letter name as

he/she comes to the front of the line. Once students have found the correct small letter, they should take the small letter card and stand at the back of the line. If students have trouble finding the small letter, have them look at The Alphabet poster for help. When they get to the front of the line, they should tell you the letter name and put the small letter in a pile. Then, point to another big letter on the board and have the student find its small letter card.

- S** If you have a class of more than 26 students, pause the game after the cards have run out and ask the students with the small letter cards to hold up their cards for the rest of the students to see. Point to letters on the board and have the students find the small letter cards and stand next to the students who have them.

Small Letter Categories

Review the Short letters, Tall letters, and Tail letters on page 19 in Student Book 1. Have all of the students close their books. Bring three student volunteers to the front. Have one student sit in a chair, one stand up and the last sit on the floor. Put an extra chair in front of these three volunteers.

Hand out the Alphabet cards a–z to the rest of the students and say, “Go!” The students categorize the letters correctly by putting the card on the chair in front of the correct student. After all of the cards have been put in front of the three students, have all of the students (except for your volunteers) open their books back to page 19 and go through all of the cards to make sure they put them in front of the right students. If a card is put in the wrong category, have the students point to where it should go.

Unit 3 My Family

Lesson 1 • Talk Time

Materials

- ★ Classroom English poster
- ★ My Family and Other People flashcards
- ★ My Family and Other People poster

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom. If they forget to say this, remind them.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Do the Do It Quickly! activity along with the CD to warm up the class and review actions.

1 Listen and say. Audio script page 54

Have the students draw a picture of a family, including grandparents. Review the family member vocabulary on the Family poster. Then point to one of the people on the My Family flashcards (i.e. mom) and continue the exercise by asking them to point out other family members in their picture; “Show me the grandmother in your picture.”



Children enjoy learning through creativity. Having them draw a picture of their own version of a family is a great way to get them interested in the vocabulary.

Have the children open their books to page 20. Point to Steven and elicit Steven's name. Point to Labeeb and elicit Labeeb's name. Now point to Jack and ask, “Who's this?” to get them wondering who this new character is. Play the CD track and pause it after the talk is said the first time. See if the children can tell you Jack's name. Tell them, “This is Jack, Steven's brother.” Point to the brother on the My Family poster. Continue listening to the track. Play the CD again and practice saying the expressions along with the CD.

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Unit 3 My Family

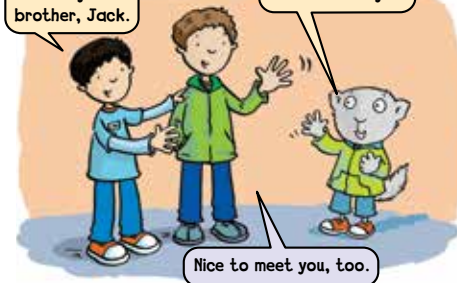
Talk Time

1 Listen and say.



This is my brother, Jack.

Nice to meet you.



2 Practice the talk in threes.

3 Act out the talk in threes.

This is my sister,



20

2 Practice the talk in threes.

Have the students stand up and make groups of three. Quickly have the students decide in their group who is Steven, who is Jack, and who is Labeeb. (Quickly confirm by saying, “Raise your hand if you are (character's name)!” if you think it is necessary to do so.) Have them practice the talks once with the CD, and then ask them to do it again without the CD. Circulate around the room to make sure all of the students are speaking English.

Now, bring an outgoing student to the front of the class and ask him, “What's your name?” and have them tell you their name. Give them the brother card to hold. Tell the class, “This is my brother, (student's name).” Prompt the student to say, “Nice to meet you.” Have the class say, “Nice to meet you, too.” Repeat this activity with another student.

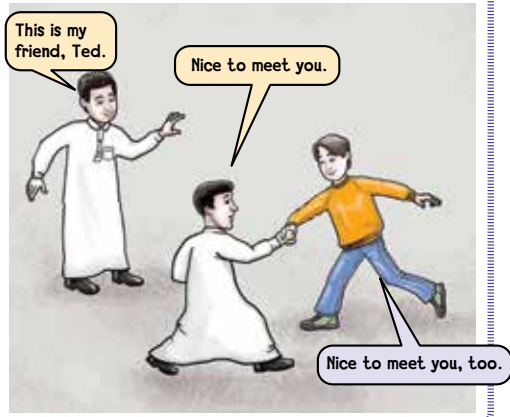
Now have the students get back in their groups of three and ask each other their names and practice the conversation using their real names and pretending the students in their group are their real brother or sister.

Fun Time!

4 Let's Shake Hands

Make threes. Introduce each other.

CD1 24



I Can ...

- act out one of the talks about introducing my brother or sister.
- introduce one friend to another friend.



GOAL 17



GOAL 18

Now go to page 32

21

Unit 3

3 Act out the talk in threes.

Bring each group of three to the front of the class and have them act out the talk to the class. Applaud each group for a job well done.

Fun Time!

4 Let's Shake Hands

Audio script
CD1 24 page 45

Have the students look in their books at the picture of the game on page 21. Play the CD track and have the students listen. Play the CD again and have the students say the phrases along with the CD. Say, "Let's play the game."

Choose two students and demonstrate the game with them in front of the class. Have the students stand up and make a different group of three. Then have one person in each group raise their hand. Tell them they have the part of the boy who says, "This is my friend, (student's name)." Then say, "Go!" Circulate around the room and help out the students who don't remember what they have to say. After all of the groups have finished, have them switch parts.

The game ends once all of the students have been introduced in their group.

Goal Check

Goal 17 ✓

Have the students get into a group of three and act out the talk about introducing their brother or sister.

- S** The teacher checks the box on page 21 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Goal 18 ✓

Have the students get into a group of three and introduce one friend to another friend.

- S** The teacher checks the box on page 21 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

OPTIONAL

Letters: Tracing and Writing, exercise 3, page 32, from Phonics Practice. See Teaching Notes on page 33, We Can!1, Term 1 Teacher's Book.

Lesson 2

Rhythms and Sounds

Materials

- ★ Classroom English poster
- ★ My Family and Other People flashcards – mom, dad, grandma, grandpa

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom. If they forget to say this, remind them.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *Head, Shoulders, Knees, and Toes* chant with actions to review body parts.
- Refer to the Classroom English poster to give any directions in English at the beginning of the class.

1 Chant and do. Audio script page 45

Have the children open their books to page 22. Point to the monkey on the page and see if anyone knows the word in English. If not, tell them it is a monkey. Then say, “Five little monkeys jumping on the bed,” while you make the hand motions (as pictured). Make sure they have this humorous image of five little monkeys jumping up and down on a bed before you start the chant.

Play the CD track and chant while doing the hand motions. Encourage the children to do the hand motions along with you. Emphasize the highlighted words in the chant. After the CD track has finished, do the chant at a slower pace and do the hand motions with the students so they can learn them. Once everyone has learned the motions, play the track again and encourage the students to chant along as you do the hand motions.



Rhythms and Sounds

1 Chant and do.



Five Little Monkeys



Five little monkeys jumping on the bed.



One fell off and bumped his head. Ouch!



Mom called the doctor and the doctor said,



No more monkeys jumping on the bed!

2 Chant and change the names.



Mom

Dad

Grandma

Grandpa

22

2 Chant and change the names. Audio script page 45

Put the mom, dad, grandma, and grandpa flashcards on the board. Be sure these cards are in that order. Chant *Five Little Monkeys* without the CD. When you get to the part about Mom calling the doctor, turn around to look at the flashcards and ask the students, “Mom?” Get the students to point to the correct flashcard. If they choose the correct flashcard, say, “Yes, this is mom.” If not, teach them the word. Have them point to the mom monkey at the bottom of page 22. Then say only the line about mom calling the doctor, and then chant, “Dad called the doctor...,” and turn around to look at the flashcards and ask the students, “Dad?” Get the students to point to the correct flashcard. If they choose the correct flashcard, say, “Yes, this is dad.” If not, teach them the word. Have them point to the dad monkey at the bottom of page 22. Repeat this again by substituting grandma and grandpa in the chant. Now that the children know the family members, play the CD again and chant with the hand motions. When it is time to substitute a new family member into the chant, point to that flashcard.

Fun Time!

3 Five Little Monkeys Game

Act out the chant.



I Can ...

- shout "No more monkeys jumping on the bed!"
- do the hand actions for the *Five Little Monkeys* chant.



Advice Time

Obey your parents.



Now go to page 33

23

Unit 3

Goal Check

Goal 19 ☒

- S** Have the students shout, "No more monkeys jumping on the bed!" individually. Check the box in their books after they have shouted it.
- B** Have the students form groups of four and shout, "No more monkeys jumping on the bed!." After they have successfully shouted it, have them check the goal box in their books.

Goal 20 ☒

- S** Play the *Five Little Monkeys* chant and have the students do the hand motions individually (they can also chant along, even though that is not being checked). Check the box in their books.
- B** Have the students form groups of four, play the *Five Little Monkeys* chant, and have the students do the hand motions. Have them check the goal box in their books.

Fun Time!

3 Five Little Monkeys Game



Audio script
page 45

Have the students look in their books at the picture of the game on page 23. Play the CD track and have the students listen. Say, "Let's act out the chant."

Get seven student volunteers to come to the front of the class. Say together as a class, "Five little monkeys jumping on the bed," and motion to the students to jump up and down. Then say the next line of the chant together, "One fell off and bumped his head. Ouch!" and point to one of the students and motion to that student to get down and hold his/her head. Next, say the next line of the chant together, "Mom called the doctor and the doctor said..." Finally, say together, "No more monkeys jumping on the bed!" Commend your volunteers for a job well done and bring up some new volunteers to act out the chant. Repeat until all of the students have participated.

- S** Do the activity the same as above, but have only one student play all five monkeys. Have that student hold out his/her hand with all five fingers up to represent the five monkeys.

OPTIONAL

Letters: Tracing and Writing, exercise 4, page 33, from Phonics Practice. See Teaching Notes on page 33, *We Can!1*, Term 1 Teacher's Book.

Lesson 3 • Words

Materials

- ★ Classroom English poster
- ★ My Family and Other People flashcards
- ★ Optional – Colors flashcards (red, yellow, pink, blue, purple, orange, and green), a timer

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *Rainbow Chant* to review colors or give seven students a color card each and have them act out the chant while everyone chants (as was done in Unit 1 Lesson 3).

1 Listen, point, and say.

Audio script
CD1 28 page 45

Have the students open their books to page 24. Listen to the CD track and have the students just listen as they point to the family members on the page. Play the CD again and have the students point to the family members as they say the words along with the CD.

Take the grandpa, grandma, dad, mom, brother, and sister cards, and place them around the room in a random order. Point to grandpa in the book and say, “Grandpa” as you look around the room with your hand to your forehead as if you are searching for grandpa. Have the students point to the grandpa card. Continue with the rest of the cards.

Play the CD again and have the students point to the cards or to themselves as they say the words along with the CD.



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Words

1 Listen, point, and say.



1. Grandpa



2. Grandma



3. Dad



4. Mom



5. brother



6. brother



7. sister

2 Draw a family.

24

2 Draw a family.



Drawing activities are a wonderful way to get the students to talk. However, time must be managed effectively so the students don't spend the entire class period drawing the perfect picture. A good way to effectively manage class time is to demonstrate the activity by drawing a very simple picture on the board. Then, tell the students that they have only five minutes to draw and have them watch you as you set a timer. If you don't have a timer, play one of the class chants with the volume turned down and play the chant over and over until approximately five minutes have passed. Playing a chant while they draw is a good option for a class that tends to get noisy and talk amongst themselves. Let the students know when there is only one minute left (or let them know the last time you will play the chant). Once five minutes have passed, tell them to put their crayons, pencils, or colored pencils away.

Fun Time!

3 Five Finger Game

Put down your fingers one by one.
Don't move them!

CD1 29



I Can ...

- play the Five Finger Game.
- show a family drawing and say who they are.



GOAL 21



GOAL 22

Now go to page 34

25

Unit 3

Goal Check

Goal 21 ☒

- S** Play the Five Finger Game one more time with the CD. Check the box in the students' books once they have accomplished the goal.
- B** Put the students in groups of four, and play the Five Finger Game one more time with the CD. Once they have accomplished the goal, have them check the box in their books.

Goal 22 ☒

- S** Have the students stand in front of the class and name the family members in their picture on page 24. The teacher checks the box on page 25 for this goal once they have accomplished it.
- B** Put the students in new groups of four and have them name the family members in their picture on page 24 within the group. The student must stand in the group when they talk about his/her picture. The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

OPTIONAL

Letters: Tracing and Writing, exercise 5, page 34, from Phonics Practice. See Teaching Notes on page 33, We Can!1, Term 1 Teacher's Book.

Fun Time!

3 Five Finger Game



Audio script
page 45

Have the students look at page 25, point out the hand in the picture, and guess how to play the game. Play the CD track and have the students listen while you hold up your Student Book and try out the Five Finger Game. Say, "Let's play the game!" and play the CD again. Once the track is finished, say, "Not bad. Let's try again." Play the CD and the game again.

Lesson 4 • Phonics

Materials

- ★ Classroom English poster
- ★ The Alphabet A–Z flashcards
- ★ Optional – The Alphabet poster

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Have the students turn to page 10 in their books and chant the *Alphabet Chant* (track 12). Pass out the Alphabet A–Z cards to the students in a random order. Have them line up the cards on the side of the room in alphabetical order (they can use The Alphabet poster or page 10 in their books). Chant the *Alphabet Chant* again and point to the letters on the cards as you chant. Then, do this starting from “Z” and have the students say the alphabet backwards together.

1 Listen and say.



Audio script
CD1 30 page 46

Even native speakers of English should take time before class to review the sounds of the letters on the CD! Pay careful attention to the way the vowels are pronounced.

Play the CD track and let the students listen and point to the pictures and words as the words are said. After they listen, slowly go over the letter names and how to say the sounds. Play the CD again and have the children point to the pictures and words as they say the letter names, sounds, and picture words.



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Phonics

1 Listen and say.



APPLE



BEAR



COW

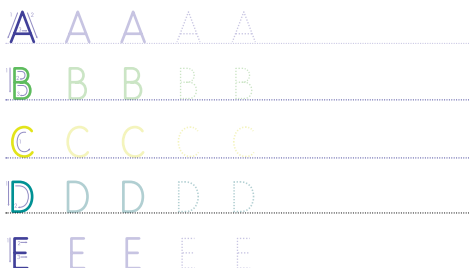


DUCK



EGG

2 Trace and copy.



26



When you first introduce phonics, be aware that the students may confuse the letter name with the letter sound. This is quite natural. After they become used to phonics, they will be able to make a clear distinction.



2 Trace and copy.






We want our students to be thinking about the letter names and sounds while they write, rather than just mindlessly copying the letters.

Demonstrate on the board how to write the big/ capital letter “A”. Be sure to use the same stroke order that is shown in the Student Book. Have the students “write” the letter in the air together with their finger. Then, ask them to write “A”. While they write, occasionally say, “A says /a/, /a/ apple”, just like the CD 1 track 30, so they can be thinking about the letter name and sound as they write. Once everyone is

3 Listen and write. **A B C D E**


1. **PPLE**  2. **EAR** 

3. **OW**  4. **UCK** 

5. **GG** 

Fun Time!

4 Guess the Letter
Write in the air and ask your partner.

What's this letter?  It's an E!
It's a C!

I Can ...

- make the sound of the letters A, B, C, D, and E.
- write the letters A to E in the air.

GOAL 23
GOAL 24

27 Unit 3

finished writing the letter “A” at least six times, repeat the same process for all of the capital letters on the page.

3 Listen and write. **CD1 31** Audio script page 46

This activity is not a test. That is the reason why the answers to these exercises are in the same alphabetical order in which they were taught. The goal of this exercise is to reinforce the letter sounds the students have just learned.

Play the CD track. Pause the CD after the word “cow” is said. Tell the students to write the letter for /k/, /k/ cow. Take a look at the students’ books to make sure they wrote down the correct answer. If many students didn’t get it right, have one student who got it right come up to the board and write the capital letter “C”. Continue playing the CD track. If you glance at the students’ books and feel the students need you to pause the track again (either to figure out the correct answer together or to give them extra time to write), please do so. Then check the answers as a class. Put the A, B, C, D, and E cards on the board in a random order. Hold up your book, point to the first one, and say the sound and

picture word. Ask a volunteer to choose the correct alphabet card. Continue with the rest of the answers.

Fun Time!

4 Guess the Letter **CD1 32** Audio script page 46

Have the students look at the picture on page 27. Play the CD track. Say, “Let’s play the game!” Have all of the students choose a partner. Ask the students, “Are you ready? Go!” One student writes the capital letters in their partner’s back and he/she guesses the letters. When the student knows what letter is being written, he/she should say, “I got it!” or “I know!” and say the name of the letter. If correct, the other student should say, “That’s right!” At the beginning, have them start by writing any capital letter from A–E. After this, they can write any capital letter from A–Z, using page 10 in their books as a reference. Then, tell them to switch parts.

Goal Check

Goal 23 ✓

- S** Have each student point to and say all sounds of the letters from A to E. Check the box in the student’s book once he/she has accomplished the goal.
- B** Put the students in groups of four and have them stand up, point to, and say all the sounds of the letters from A to E. Then have them check the box in their books.

Goal 24 ✓

- S** Have each student come up and show you how they can write the letters A to E. Then check the box in the student’s book.
- B** Have the students find a new partner and write the letters A to E on their friend’s hand. Once they have accomplished the goal, the friend checks the box in their books.

Extension Activities

Lesson 1 • Talk Time

Materials:

- ★ Color flashcards or different-colored squares of construction paper
- ★ A bag (for the color flashcards)

Combination Games are periodic extension activities that aim to combine many past lessons.

First, demonstrate the game. Pull out a color flashcard from the bag and say the color. Then find a student who is wearing something the same color. Go to that student and show the other students that this student is wearing the same color that is on the card. Ask, “What’s your name?” After the student tells you his/her name, introduce the students to the other students, saying, “This is my friend, (student’s name).” Then command him/her to do an action that was reviewed during the “Getting Started” time.

Now, that student comes to the front and chooses a color card, says the name of the color on the card and finds another student who is wearing something of that color. After that, they ask the student’s name, introduce them as their friend and give them a command. Continue until all of the students have had a chance or until all of the color cards have been used. You will probably have to give the students prompts during this exercise about what they should say next.

If the students are wearing school uniforms, have them put something different on their desks, such as a pencil, that you can match the color card to.

Lesson 2 • Rhythms and Sounds

Materials:

- ★ My Body flashcards
- ★ My Family and Other People flashcards
- ★ Two bags (for the flashcards)



Students who have not studied from the Starter level will encounter many new vocabulary words. It is best to teach these new words during the course of the game, rather than pre-teach them.

Have one student take a My Body flashcard from the bag and hold it up. Have the students tell you what is on the flashcard. Set the card on the whiteboard tray or put it up on the whiteboard. Have another student take a My Family and Other People flashcard from the bag and hold it up. Have the students tell you what is on the flashcard. Set that card next to the My Body flashcard.

Chant the *Five Little Monkeys* chant all together with the hand motions, but substitute the words “head” and “mom” with the words on the two cards. (Remember that you will need to put the word “my” in front of the words “neighbor” or “friend” to have the chant make sense.) When they chant, “One fell off and bumped his (body part),” they should touch that body part.

After that version of the chant, have new student volunteers take flashcards from the two bags to make a new version. Continue until all of the My Family flashcards in the bag have been used.



Lesson 3 • Words

Materials:

- ★ My Family and Other People flashcards
- ★ A bag (for the flashcards)

Put the My Family flashcards in a bag. Have the students stand in a line. The first student pulls a card out of the bag and hands it to the teacher. Hold it over your face. The first student says to the second student, "This is my (person on flashcard)." Shake the second student's hand and prompt them to say, "Nice to meet you." Say, "Nice to meet you, too." to the second student. The first student goes to the end of the line.

Next, the second student takes a card out of the bag, and hands it to the teacher. Hold it over your face. The second student says to the third student, "This is my (person on flashcard)." Shake the third student's hand and prompt him/her to say, "Nice to meet you." Say, "Nice to meet you, too." to the third student. The second student goes to the end of the line and the relay continues.

Continue until all of the My Family flashcards have been used up. If you have more students than cards, put more cards back in the bag once they have been used up and continue the relay until all of the students have participated.

Lesson 4 • Phonics

Materials:

- ★ The Alphabet A–E flashcards

Have all of the students open their books to page 26 and look at Exercise 1. Play track 30 on CD 1 and review the letter names, sounds, and picture words.

Show the students the Alphabet A–E cards. Turn around so the students cannot see you and choose a card. Put the card behind your back, being careful not to let the students see your card. Have the

students raise their hand and guess which letter you have behind your back (they can use page 26 as a reference). They must say the letter name, sound, and picture word (i.e. "A says /a/, /a/ apple"). If they have trouble, they can point to the one they want to guess and ask for help. When one of the students guesses correctly, say, "That's right!" and show the class the Alphabet letter card. Then the student who guessed correctly comes to the front of the class and the game continues. (Note: Use all five cards every time you play the game.)

Materials:

- ★ Small pieces of paper
- ★ The Alphabet A–E flashcards

Before class starts, write each capital letter on page 26 on at least two small pieces of paper. Give each of the students one of the pieces of paper and tell them not to show anyone. Review Exercise 1 on page 26 and then put the Alphabet A–E cards in different places around the room. Have the students stand up. Then, tell them to say the letter on their card, and its sound and picture word (i.e. "A says /a/, /a/ apple") aloud many times and listen to find the other students who have the same letter. Once they find the other members of their group, they go to the right Alphabet card. Once all of the groups have found their members and are standing in front of the cards, have each group say their letter name, sound, and picture word together while holding up their flashcard.

Alphabet Jingle

Alphabet Jingle

- CD 02 1 Listen and say.
CD 03 2 Point and say.
CD 04 3 Say the key words.



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Phonics Practice



- CD 05 Activity 1: Listen and touch the words. Use all ten fingers!
CD 06 Activity 2: Cover five words. Listen and play Word-finder.

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Teaching Notes

Alphabet Jingle

1 Listen and say.

Have students listen to the CD and repeat after the teacher. Encourage them to follow the pictures in the chart. The pace is slow enough for them to follow easily this first time through.

2 Point and say.

Play the CD. Tell the students to point to each picture of the key words as they chant along. This is quite fast paced and students may not be able to keep up. Don't pause the CD and don't worry if they can't keep up with the speed the first few times. This will motivate students to try it again and again.

3 Say the key words.

After they practice several times with the CD, ask students if they want a challenge.

Play the CD and have them say the key-word part only. They should also point to each picture as they say it. If they can say the key word along with the rhythm, tell them to close their books and say the key words without any picture cues.


Activity 1 Follow the directions on the CD and have students use all ten fingers to touch the pictures as each word is called out. You can continue till all students give up. Then, you can start a new round or ask different students to choose one word.

Activity 2 This activity can be done with the CD directions or without them. You can either call out each key word or students take turns to call out their favorite key word.

Letters: Tracing and Writing


Letters: Tracing and Writing

1 Trace and write.




a pple

A PPLE




b ear

B EAR




c ow

C OW



d uck

D UCK




e gg

E GG


Phonics Practice

2 Trace and write.




f ish

F ISH




g oat

G OAT




h at

H AT



i nk


I NK



j et


J ET

3 Trace and write.




k iwi

K IWI




l ion

L ION




m onkey

M ONKEY



n est

N EST




o ctopus

O CTOPUS


Phonics Practice

1 Trace and write.




p en

P EN




q uilt

Q UILT




r abbit

R ABBIT



s un


S UN



t iger


T IGER

2 Trace and write.




u mbrella

U MBRELLA




v ase

V ASE




w olf

W OLF




x fo x

FO X



y ard

Y ARD



z ebra

Z EBRA

Teaching Notes

Letters: Tracing and Writing

1 Trace and write.

Demonstrate on the board and have students form an imaginary letter in the air, following the direction of the arrow and dotted line around each letter. Then have them trace the letters as they say the keywords. Call out each keyword and have students repeat and write the missing letter. Ask them to write small or capital letters depending on which letters you want to focus on. It is important that they are not discouraged at this stage.

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Note: Follow the same steps for all the Trace and Write sections of this Unit (pages 30-34). If there is not enough time in class, you may wish to have students trace and write the first one or two letters on each page and complete the rest for homework. (Please see Teaching Tips on Handwriting practice on page 35.)

Teaching Tips • Flashcards

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

- When presenting a word for the first time, for example, “blue” hold up the flashcard, say “blue” and have the class repeat. Do the same with “red”. Then hold up the blue card and elicit “blue” from a student or group and ask more students to repeat; do the same with “red”, etc. Follow the same procedure with the rest of the color cards. As you add more colors have the class, groups, pairs, and individual students say the word for each color and point to an object of the same color, if possible.
- Put the picture flashcards on the board with tape or adhesive putty that can come off easily. Say a word and have students point to the right picture/flashcard. Then invite students to “play teacher”.
- Later in the course, when children can recognize words, write a number of words on the board. Leave enough space between them. Distribute flashcards to individual students and have them come up and stick them next to or above the right words, e.g. the flashcard for “arm” over the word arm.
- Stack the flashcards and hold them face down for students to pick one. Ask them to make the sound for the first letter of the word that is illustrated, for the rest of the class/groups to guess the word. If they say the wrong word, the card holder keeps the flashcard and picks another one. The student with most cards wins. If the card holder makes the wrong sound he/she has to return the flashcard and put it at the bottom of the stack.
- Use flashcards for words or letters that have been taught, in every lesson to recycle and help students remember. Organize the students into groups and manage such activities as games.
- Use flashcards to play Word Finder. Make word cards for the students with 6 to 8 words. Make sure some of the words overlap. Hold up a picture flashcard, and have students who can find the word in their cards cover it with an object, e.g. an eraser, pen, slip of paper, a bean. The student that covers all his/her words first is the first

winner, if they can also say the words.

- Distribute flashcards to students at random. Say a word or have students hold up the right flashcard and repeat the word.
- Distribute flashcards to students and have them mime or demonstrate for the rest of the class to guess the word.
- At the end of each lesson, have a different student pick a card at random, name what is illustrated and use the word as the password for the next lesson, especially if the students come into class after a break.
- Flashcards can also be used in combination with other resources, for example, posters or objects. Overall, remember not to say the word as you show the card unless you are presenting or cannot elicit it from the students.
- Flashcards help us illustrate meaning and increase opportunities for students to speak. It is very disappointing for students to know a word or sentence, to want to say it and not be given the chance to do so.

Teaching Tips • Posters

Posters can also be used to present and/or practice language as mentioned in the lesson notes.

- Put posters up on the walls of your classroom for the students to see and be exposed to on a more permanent basis. This way you will be able to use them for quick activities when you want to change pace or get the children to move and play games.
- Posters are a great support when you want to get the children’s attention while presenting or explaining. For example, after you demonstrate classroom language and have students listen and do, get them to listen as you point to the poster before you ask them to open their books and look at the corresponding pages.
- **Classroom Language poster:** cover the bubbles with paper and have students point and say what the teacher says. Organize in groups if you want to play a game.
- **Color poster:** Have students choose a color and keep it to themselves. Then ask them to pair with a student that they think has chosen the same

color. Have each pair say the color or colors in chorus. If they agree, they win. If they differ, they have to try again. You can also organize such activities in groups to encourage students to compete in teams rather than individually.

- **Family poster:** Have small groups stand near the poster. Ask the rest of the students to name a family member. The students near the poster point to the right picture. If they make more than one mistake they sit down and another group takes their place.
- **Alphabet poster:** Organize the class into groups. Point to a letter. The group that says a word beginning with the letter gets a point. Mark group points on the board. You can do a similar activity by saying a word and having groups point to the letter or hold up a piece of paper or card with the right letter on it.
- **Toys and Things poster:** Let students look at the poster for a minute and then cover objects with paper. Have students work in pairs trying to remember what was there. Number the papers and write the words that students suggest. Then uncover and compare. The group with the highest number of correct answers wins.
- **Food poster:** Give the students 2 minutes to look at the poster and try to record what they see in their minds. Then fold half of the poster and put it up with only one half showing. Students try to draw and/or say what they remember seeing in the hidden part.
- **Animal poster:** Put the students in groups or pairs and ask them to order the animals according to size, from big to small. Compare lists. You can do similar activities by asking learners to group animals according to color, food, habitat, shape, and more.
- **Shapes and Sizes poster:** Show students the poster and ask them to find as many examples of each shape as they can. Then, you cover the shape and size words and have students come up to the front of the class in pairs or small groups, point, and say the word for each shape and/or size.
- When students become more confident with reading and can recognize initial letters and/or words, distribute word cards and have them hold up the right word every time you point to a letter.
- Use the alphabet poster to help students chant the alphabet or say the letters backwards.

Teaching Tips • Advice time

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

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

Teaching Tips

• Handwriting practice

- Demonstrate direction on the board. Draw a line from left to right and add the tip of an arrow at the end of it. Erase it and repeat a few times. Ask students to copy your movements in the air, on an imaginary board, and then on paper.
- Draw an arrow from left to right and another one right to left. Ask students to tell you if an arrow is right or wrong as you draw it. Repeat a few times, and then invite students to do the same on the board.
- Use the same procedure to draw from top to bottom.

Flashcard and Poster List

The Alphabet A–Z & a–z flashcards

Colors

1. red
2. orange
3. yellow
4. green
5. blue
6. purple
7. pink
8. white
9. black
10. brown

My Body

11. head
12. eyes
13. nose
14. mouth
15. ear
16. shoulder
17. arm
18. elbow
19. hand
20. hair
21. neck
22. chest
23. back
24. leg
25. foot

My Family and Other People

26. Grandpa
27. Grandma
28. Dad
29. Mom
30. sister
31. brother
32. teacher (man)
33. teacher (woman)
34. friend

Shapes

35. a square
36. a triangle
37. a rectangle
38. a circle
39. a diamond
40. a star



Flashcard and Poster List

Toys and Things

- 41. dollhouse
- 42. puzzle
- 43. stickers
- 44. puppet
- 45. toy truck
- 46. bicycle
- 47. robot
- 48. computer game
- 49. teddy bear
- 50. cell phone
- 51. T-shirt
- 52. shirt
- 53. trousers
- 54. skirt
- 55. shoes

Food

- 56. apple
- 57. orange
- 58. banana
- 59. onion
- 60. meat
- 61. chicken
- 62. fish
- 63. pizza
- 64. sandwich
- 65. rice
- 66. soup
- 67. salad

Animals

- 68. cat
- 69. turtle
- 70. fish
- 71. bird
- 72. mouse
- 73. horse
- 74. cow
- 75. sheep

Weather

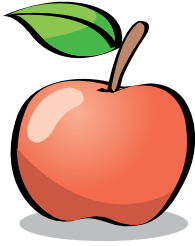
- 76. sunny
- 77. cloudy
- 78. rainy
- 79. snowy
- 80. windy

Posters

- Alphabet
- Colors
- My Family and Other People
- Classroom English
- Toys and Things
- Animals
- Food
- Shapes and Sizes



Picture Dictionary



apple p26



bear p26



bed p22



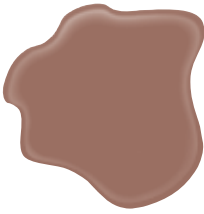
black p8



blue p8



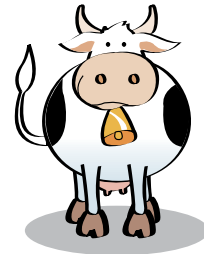
brother p24



brown p8



clap p12



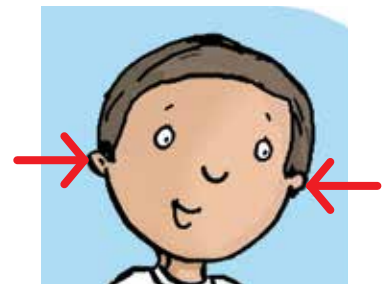
cow p26



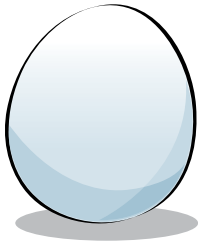
Dad p24



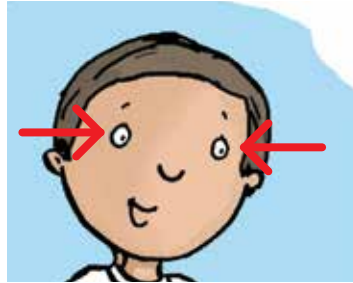
duck p26



ears p14



egg p26



eyes p14



finger p25



Grandma p24



Grandpa p24



green p8



hand p12



head p14



knee p14



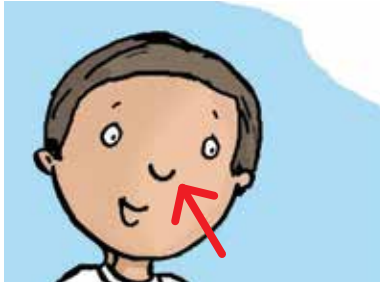
Mom p24



monkey p22



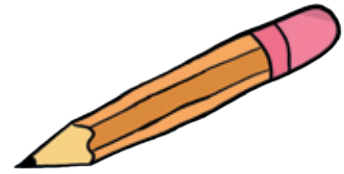
mouth p14



nose p14



orange p8



pencil p2



pink p8



purple p8



rainbow p8



red p8



shoulder p14



sister p20



toe p14



white p8



yellow p8

Word List

Again p 6
Apple p 26, 27
Bags p 2
Bear p 26, 27
Bed p 22, 23
Blue p 8
Books p 2
Brother p 20, 21, 24, 25
Brown p 8
Circle p 16
Clap p 12, 13
Close p 12, 13
Color p 8, 9
Come to the front. p 16
Cow p 26
Dad p 22, 24, 25
Doctor p 22
Duck p 26
Ears p 14, 15
Egg p 26
Eyes p 12, 13, 14, 15
Family p 20, 24, 25
Fine p 6, 7
Finger p 25
Five p 22, 23, 25
Friend p 15, 17, 21
Good-bye p 6, 7
Grandma p 22, 24, 25
Grandpa p 22, 24, 25
Green p 8
Hands p 12, 13, 15, 21
Head p 14, 15, 22
Hello. p 4, 5, 6, 7
Hi p 4
Jumping p 22, 23
Knees p 14, 15
Letter p 27

Little p 22, 23
Make a circle. p 16
Make a line. p 16
Mom p 22, 24, 25
Monkeys p 22, 23
Mouth p 14, 15
My name p 4, 5, 11
Nice to meet you. p 20, 21
Nose p 14, 15
Okay! p 12, 17
One p 15, 21, 22, 25
Orange p 8
Open p 3, 12, 13
Pencils p 2
Pink p 8
Please go back to your seat.
p 16
Please open the window. p 3
Please take a seat. p 2
Purple p 8
Put your bags away. p 2
Rainbow p 8
Raise your hands! p 12, 13
Red p 8
See you again. p 6
Shoulders p 14, 15
Sister p 20, 21, 24, 25
Sit down. p 16, 17
Stand up. p 16, 17
Take out your books. p 2
Take out your pencils. p 2
Thank you. p 3, 6, 7
This is my brother. p 20
Three p 9, 17
Toes p 14, 15
Two p 15, 17
Welcome! p 2

White p 8
Window p 3
Yellow p 8, 9

Class CD Audio Script

CD1 02

Introduction

Exercise 1. Listen and point.

1. *Teacher:* Welcome!
2. *Teacher:* Put your bags away.
3. *Teacher:* Take out your pencils.
4. *Teacher:* Take out your books.
5. *Teacher:* Please take a seat.
6. *Teacher:* Please open the window.
7. *Boy 1:* Okay.
8. *Teacher:* Thank you.
9. *Boy 1:* You're welcome.

CD1 03

Unit 1. My Friends

Talk Time

Exercise 1. Listen and do.

Teacher: Hello.
Hi.
What's your name?
My name's Labeeba.

Girl 1: Hello.

Girl 2: Hi.

Girl 1: What's your name?

Girl 2: My name's Labeeba.

CD1 04

Fun Time!

Exercise 4. Greeting Game. Quickly greet five people. Like this...

Teacher: Are you ready? Let's start!

Girl 1: Hello. What's your name?

Girl 3: My name's Labeeba.

Girl 1: Hello. What's your name?

Girl 2: My name's Noura.

Girl 1: Hello. What's your name?

Girl 4: My name's Asma.

Girl 1: Hello. What's your name?

Girl 5: My name's Sabah.

Girl 1: Hello. What's your name?

Girl 6: My name's Nawal.

Girl 1: I'm finished!

Teacher: Okay! Good! Let's play for real.

CD1 05

Rhythms and Sounds

Exercise 1. Listen and chant. Hello Chant

Teacher: Hello, hello, hello. How are you?

I'm fine.

I'm fine.

I'm fine, thank you. And you?

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Hello, hello, hello. How are you?

I'm fine.

I'm fine.

I'm fine, thank you. And you?

CD1 06

Exercise 2. Listen and pronounce.

Teacher/Boys 1, 2, 3:

1. I'm, I'm, I'm

2. fine, fine, fine

3. thank you, thank you, thank you

CD1 07

Exercise 3.

Listen and chant. Good-bye Chant

Teacher: Good-bye, good-bye,

Good-bye to you.

Good-bye, good-bye.

Oh, see you again.

CD1 08

Fun Time!

Exercise 4. Greeting Relay.

Pass the greeting down the line.

Teacher: Are you ready? Let's start!

Boy 1: How are you?

Boy 2: I'm fine, thank you.

Boy 2: How are you?

Boy 3: I'm fine, thank you.

Boy 3: How are you?

Boy 4: I'm fine, thank you.

Boy 4: How are you?

Boy 5: I'm fine, thank you.

Boy 5: How are you?

Boy 6: I'm fine, thank you.

Boy 6: How are you?

Boy 7: I'm fine, thank you.

Boy 7: How are you?

Boy 8: I'm fine, thank you.

All boys: We're finished!

Teacher: Okay! Good! Let's play for real.

CD1 09

Words

Exercise 1. Chant and point.

Teacher: What's this color?

Teacher:

1. Red, red, red!

2. Orange, orange, orange!

3. Yellow, yellow, yellow!

4. Green, green, green!
5. Blue, blue, blue!
6. Purple, purple, purple!
7. Pink, pink, pink!
8. White, white, white!
9. Black, black, black!
10. Brown, brown, brown!

CD1 10

Exercise 2.

Listen and chant. Rainbow Chant

Teacher: Red and yellow and pink and blue,
Purple and orange and green.
 I can see a rainbow,
 See a rainbow,
 See a rainbow now.

CD1 11

Fun Time!

Exercise 3. Color Race. Listen and touch as fast as you can! Like this...

Teacher: Are you ready? Let's start!

Teacher: Touch something ... yellow.
 Touch something ... red.
 Touch something ... purple.
 Touch something ... green.
 Touch something ... blue.

Teacher: Okay! Good! Let's play for real!

CD1 12

Phonics

Exercise 1. Chant and point. Alphabet Chant

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

CD1 13

Fun Time!

Exercise 3. Make a name card. Write your name, draw some pictures, and show your card. Like this ...


Labeeb: Hi. My name's Labeeb. This is my name card.

CD1 14

Unit 2. My Body

Talk Time

Exercise 1. Listen, shout, and do.

1. 
 Teacher: Close your eyes!
 Okay!
 Teacher: Close your eyes!
 Okay!

Boy 1: Close your eyes!
 Labeeb: Okay!

2.
 Teacher: Open your eyes!
 Okay!
 Teacher: Open your eyes!
 Okay!
 Boy 2: Open your eyes!
 Labeeb: Okay!

3.
 Teacher: Raise your hands!
 Okay!
 Teacher: Raise your hands!
 Okay!
 Boy 3: Raise your hands!
 Labeeb: Okay!

4.
 Teacher: Clap your hands!
 Okay!
 Teacher: Clap your hands!
 Okay!
 Boy 4: Clap your hands!
 Labeeb: Okay!

CD1 15

Fun Time!

Exercise 3. Do It Quickly! Listen and try to keep up.

Teacher: Are you ready? Let's start!

Teacher: Raise your hands!
 Close your eyes!
 Open your eyes!
 Clap your hands!

Teacher: Let's do it again!
 Raise your hands!
 Close your eyes!
 Open your eyes!
 Clap your hands!

Teacher: Let's do it again!
 Raise your hands!
 Close your eyes!
 Open your eyes!
 Clap your hands!

Teacher: Okay! Good! Let's play for real!

CD1 16

Rhythms and Sounds

Exercise 1. Chant and point.

Head, Shoulders, Knees, and Toes

Teacher: Head, shoulders, knees, and toes.
 Knees and toes.
Head, shoulders, knees, and toes.

Knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees, and toes.
Knees and toes.

Teacher: Now leave out knees!

Head, shoulders, “uhn” and toes,
“uhn” and toes.
Head, shoulders, “uhn” and toes,
“uhn” and toes.
Eyes and ears and mouth and nose.
Head, shoulders, “uhn” and toes,
“uhn” and toes.

CD1 17

Exercise 2.

Listen, point, and pronounce.

Teacher/Boys 1, 2, 3:

1. head, head, head
2. shoulders, shoulders, shoulders
3. knees, knees, knees
4. toes, toes, toes
5. eyes, eyes, eyes
6. ears, ears, ears
7. mouth, mouth, mouth
8. nose, nose, nose

CD1 18

Fun Time!

Exercise 3. The Teacher Says. Touch what your teacher says.

Teacher: Are you ready? Let's start!
The teacher says, “Touch your nose!”
The teacher says, “Touch your ear!”
The teacher says, “Touch your head!”
The teacher says, “Touch your eye!”
“Touch your mouth!”
“Uh-Oh!”

Teacher: Okay! Good! Let's play for real.

CD1 19

Words

Exercise 1. Listen and point.

1. Teacher: Please stand up. Please stand up.
2. Teacher: Please come to the front. Please come to the front.
3. Teacher: Please make a line. Please make a line.
4. Teacher: Please make a circle. Please make a circle.
5. Teacher: Please go back to your seat. Please go back to your seat.
6. Teacher: Please sit down. Please sit down.

CD1 20

Fun Time!

Exercise 3. Be the Teacher. Give instructions to your partner.

Teacher: Are you ready? Let's start!
Boys: Please stand up!

Boy 2: Okay!
Boy 2: Please sit down!
Boy 3: Okay!
Boy 3: Please come to the front.
Boy 4: Okay!
Boy 4: Please go back to your seat.
Boy 1: Okay!

Teacher: Okay! Good! Let's play for real.

CD1 21

Phonics

Exercise 1. Chant and point at the big letters.

Alphabet Chant

Teacher:

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

CD1 22

Fun Time!

Exercise 3. Short, Tall, and Tail Letters. Listen and do.

Like this ...

Teacher: When you hear a short letter, you stay on your seat.
The short letters are: a, c, e, i, m, n, o, r, s, u, v, w, x, z

When you hear a tall letter, you stand up. The tall letters are: b, d, f, h, k, l, t

When you hear a tail letter, you sit on the floor.
The tail letters are: g, j, p, q, y

Are you ready? Let's start!

Boys 1, 2, 3: A B C D E F G
H I J K L M N
O P Q
R S T
U V W X Y Z

Teacher: Okay! Good! We're finished!

CD1 23

Unit 3. My Family

Talk Time

Exercise 1. Listen and say.

Teacher: This is my brother, Jack.
Nice to meet you.
Nice to meet you, too.

Boy 1: This is my brother, Jack.
Labeeb: Nice to meet you.
Boy 2: Nice to meet you, too.

CD1 24

Fun Time!

Exercise 4. Let's Shake Hands. Make threes. Introduce each other.

Teacher: Are you ready? Let's start!

Boy 1: This is my friend, Ted.

Boy 2: Nice to meet you.

Boy 3: Nice to meet you, too.

All: We've finished!

Teacher: Make new groups of three. Do it again.

Boy 2: This is my friend, Zak.

Boy 3: Nice to meet you.

Boy 1: Nice to meet you, too.

Teacher: Okay! Good! We're finished!

CD1 25

Rhythms and Sounds

Exercise 1. Chant and do.

Five Little Monkeys

Teacher and Boys 1, 2, 3:

Five little monkeys jumping on the bed.

One fell off and bumped his head.

Ouch!

Mom called the doctor and the doctor said,

No more monkeys jumping on the bed!

CD1 26

Exercise 2.

Chant and change the names.

Teacher: Five little monkeys jumping on the bed.

One fell off and bumped his head.

Ouch!

Mom called the doctor and the doctor said,

No more monkeys jumping on the bed!

Five little monkeys jumping on the bed.

One fell off and bumped his head.

Ouch!

Dad called the doctor and the doctor said,

No more monkeys jumping on the bed!

Five little monkeys jumping on the bed.

One fell off and bumped his head.

Ouch!

Grandma called the doctor and the doctor said,

No more monkeys jumping on the bed!

Five little monkeys jumping on the bed.

One fell off and bumped his head.

Ouch!

Grandpa called the doctor and the doctor said,

No more monkeys jumping on the bed!

CD1 27

Fun Time!

Exercise 3. Five Little Monkeys Game. Act out the chant.

Teacher: Are you ready? Let's start!

Five little monkeys jumping on the bed.

One fell off and bumped his head.

Ouch!

Mom called the doctor and the doctor said,

No more monkeys jumping on the bed!

Four little monkeys jumping on the bed.

One fell off and bumped his head.

Ouch!

Mom called the doctor and the doctor said,

No more monkeys jumping on the bed!

Three little monkeys jumping on the bed.

One fell off and bumped his head.

Ouch!

Mom called the doctor and the doctor said,

No more monkeys jumping on the bed!

Two little monkeys jumping on the bed.

One fell off and bumped his head.

Ouch!

Mom called the doctor and the doctor said,

No more monkeys jumping on the bed!

One little monkey jumping on the bed.

One fell off and bumped his head.

Ouch!

Mom called the doctor and the doctor said,

No more monkeys jumping on the bed!

CD1 28

Words

Exercise 1. Listen, point, and say.

Teacher and Boys 1, 2, 3:

1. grandpa, grandpa, grandpa

2. grandma, grandma, grandma

3. dad, dad, dad

4. mom, mom, mom

5. brother, brother, brother

6. brother, brother, brother

7. sister, sister, sister

CD1 29

Fun Time!

Exercise 3. Five Finger Game. Put down your fingers one by one. Don't move them! Are you ready? Let's start!

Teacher: brother, dad, grandpa, sister, grandma

Teacher: Let's do it again. Are you ready? Let's start!

dad, grandma, brother, mom, sister

Okay! Good! We're finished!

CD1 30

Phonics

Exercise 1. Listen and say.

Teacher: A says /a/, /a/, apple.

B says /b/, /b/, bear.

C says /k/, /k/, cow.

D says /d/, /d/, duck.

E says /e/, /e/, egg.

CD1 31

Exercise 3.

Listen and write.

Teacher:

Look at number 3. /k/, /k/, /k/, /k/, cow

Look at number 5. /e/, /e/, /e/, /e/, egg

Look at number 2. /b/, /b/, /b/, /b/, bear

Look at number 4. /d/, /d/, /d/, /d/, duck

Look at number 1. /a/, /a/, /a/, /a/, apple

/a/, /a/, /a/, /a/, apple

/b/, /b/, /b/, /b/, bear

/k/, /k/, /k/, /k/, cow

/d/, /d/, /d/, /d/, duck

/e/, /e/, /e/, /e/, egg

CD1 32

Fun Time!

Exercise 4. Guess the Letter. Write in the air and ask your partner.

Teacher: Are you ready? Let's start!

Boy 1: What's this letter?

Boy 2: Hmmm. I know. It's an E!

Boy 1: Yes, it is. What's this letter?

Boy 2: Hmmm. I know. It's a B!

Boy 1: No, it's not. What's this letter?

Boy 2: Hmmm. I know. It's a C!

Boy 1: Yes, it is!

Teacher: Okay! Good! Let's play for real.

Workbook Audio Script

CD2 02

I can say "Hello", "What's your name?", and "My name's ...".

Exercise 1. Listen and practice.

Boy 1: Hello.

Boy 2: Hi.

Boy 1: What's your name?

Boy 2: My name's Tom.

Good job! Now trace the light gray words. Then do Exercise 2.

Trace and write.

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CD2 03

I can say "Hello" when I come to class.

Exercise 1. Listen and practice.

Boy 1: Hello!

Boy 1,2,3: Hello!

Boy 2: Hello!

Teacher: Hello!

Labeeb: Hello!

Good job! Now trace the light gray words. Then do Exercise 2.

Trace and write.

Remember to say "Hello!" when you come to school! Bye!

CD2 04

I can chant the *Hello Chant* or the *Good-bye Chant*.

Exercise 1. Listen and chant.

Teacher: Hello, hello, hello.

How are you?

I'm fine,

I'm fine,

I'm fine, thank you. And you?

Good-bye, good-bye,

good-bye to you. Good-bye,

good-bye. Oh, see you again.

Great! You did it! Now trace the light gray words. Then do

Exercise 2. Trace and write.

CD2 05

I can ask "How are you?" when I come to class.

Exercise 1. Listen and practice.

Girl 1: Hello! How are you?

Teacher: Hello!

Girl 2: Hi! How are you?

Girl 3: Hi!

1st Squirrel: How are you?

2nd Squirrel: I'm fine.

Great! You did it! Now trace the light gray words. Then do

exercise 2. Trace and write.

Remember to ask "How are you?" when you come to class! Bye!

CD2 06

I can say the names of five colors.

Exercise 1. Listen, point, and practice.

Boy 1: orange, green, purple, white, brown

Good job! Now trace the words and color the pictures.

Then do Exercise 2. Trace and write.

CD2 07

I can find three colors in the classroom.

Exercise 1. Listen, point, and practice.

Boy 1: This is pink. This is black. This is purple.

Boy 2: This is purple!

Good job! Now trace the words and color the pictures.

Then do Exercise 2. Trace and write.

Remember to find three colors in the classroom next time you have class! Bye!

CD2 08

I can chant the *Alphabet Chant*.

Exercise 1. Listen and chant.

Girl 1 & 2: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

Great! You did it! Now trace the light gray words. Then do Exercise 2. Trace and write.

CD2 09

I can make my name card.

Exercise 1. Listen and practice.

Teacher: Say your name.

Girl 1: My name's Mona. This is my name card.

My name's . . .

Teacher: Great! You did it! Now trace the light gray words and write your name in the name card. Then do Exercise 2. Trace and write.

Remember to practice! Remember to take your name card to class! Bye!

CD2 10

I can listen to the teacher and do the body actions.

Exercise 1. Listen, practice, and do.

Teacher: Close your eyes. Open your eyes. Raise your hands. Clap your hands.

Teacher: Raise your hands.

Great! You did it! Now trace the light gray words. Then do Exercise 2. Trace and write.

CD2 11

I can say "Close your eyes." or "Open your eyes." to a partner.

Exercise 1. Listen and practice.

Do the actions.

Boy 2: Close your eyes.

Boy 1: Okay.

Boy 2: Open your eyes.

Boy 1: Okay.

Boy 2: Raise your hands.

Boy 1: Okay.

Boy 2: Clap your hands.

Boy 1: Okay.

Great! You did it! Now trace the light gray words. Then do

Exercise 2. Trace and write.

Remember to practice! Say "Close your eyes." or "Open your eyes." to a friend three times this week! Bye!

CD2 12

I can chant the *Head, Shoulders, Knees, and Toes* chant.

Exercise 1. Listen and chant.

Teacher: Head, shoulders, knees, and toes. Knees and toes.

Head, shoulders, knees, and toes. Knees and toes. Eyes and

ears and mouth and nose. Head, shoulders, knees, and toes.

Knees and toes.

Good job! Now trace the words. Then do Exercise 2. Trace and write.

CD2 13

I can tell a friend to touch two body parts.

Exercise 1. Listen and practice.

Do the actions.

Boy 2: Touch your head.

Touch your nose.

Boy 1: Touch your mouth.

Touch your shoulders.

Boy 2: Touch your knees.

Touch your toes.

Teacher: Touch your head.

Great! You did it!

Now trace the light gray words.

Then do Exercise 2. Trace and write.

Remember to practice! Tell a friend to touch two body parts three times this week! Bye!



CD2 14

I can do three classroom actions.

Exercise 1. Listen and practice.

Do the actions.

Teacher 1: Please stand up.

Please make a line. Please sit down.

Teacher 2: Please stand up.

Please make a circle. Please sit down.

Teacher 1: Please make a circle.

Great! You did it! Now trace the light gray words. Then do

Exercise 2. Trace and write.

CD2 15

I can give two classroom instructions to a friend.

Exercise 1. Listen and practice.

Do the actions.

Boy 1: Please stand up.

Boy 2: Please come to the front.

Boy 2: Please make a line.

Boy 1: Please make a circle.

Great! You did it! Now trace the light gray words. Then do

Exercise 2. Trace and write.

Remember to practice! Give two classroom instructions to a friend three times this week! Bye!

CD2 16

I can point to and say all the small letters from a to z.

Exercise 1. Listen, point, and practice.

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

Great! You did it! Now trace

the light gray letters. Then do Exercise 2. Trace and write.

CD2 17

I can point to and say the alphabet from z to a.

Exercise 1. Listen, point, and practice.

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

Great! You did it! Now trace the light gray letters. Then do

Exercise 2. Trace and write.

Remember to practice! Say the alphabet from z to a three times this week! Bye!

CD2 18

I can act out one of the talks about introducing my brother or sister.

Exercise 1. Listen and practice.

Boy 1: This is my brother, Badr.

Boy 2: Nice to meet you.

Boy 3: Nice to meet you, too.

Girl 1: This is my sister, Asma.

Girl 2: Nice to meet you.

Girl 3: Nice to meet you, too.

Great! You did it!

Now trace the light gray words. Then do Exercise 2. Trace and write.

CD2 19

I can introduce one friend to another friend.

Exercise 1. Listen and practice.

Boy 1: This is my friend, Saeed.

Boy 2: This is my friend, Tom.

Boy 3: Nice to meet you.

Boy 1 & Boy 2: Nice to meet you, too.

Robot: This is my dad.

Great! You did it!

Now trace the light gray words.

Then do Exercise 2. Trace and write.

Remember to practice! Introduce one friend to another friend when you go to school! Bye!

CD2 20

I can shout "No more monkeys jumping on the bed!"

Exercise 1. Listen and practice.

Boy 1 & Boy 2: No more monkeys jumping on the bed!

Teacher: No more elephants jumping on the bed!

Great! You did it! Now trace the light gray words. Then do

Exercise 2. Trace and write.

CD2 21

I can do the hand actions for the *Five Little Monkeys* chant.

Exercise 1. Listen, chant, and do.

Boys 1, 2, 3: Five little monkeys jumping on the bed. One fell off and bumped his head. Ouch! Mom called the doctor and the doctor said, "No more monkeys jumping on the bed!"

Great! You did it!

Now trace the light gray words.

Then do Exercise 2. Trace and write.

Remember to practice! Do the hand actions for the *Five Little Monkeys* chant three times this week. Bye!



CD2 22

I can play the Five Finger Game.

Exercise 1. Listen and play.

Teacher: Let's play the Five Finger Game. First, can you put one of your fingers on dad? Now can you put another finger on brother? Now can you put another finger on sister? Don't let your finger go!

Girls 1, 2, 3: Oh! Oh no!

Teacher: Now can you put another finger on grandpa? Now can you put another finger on grandma?

Girls 1, 2, 3: We did it!

Great! You did it! Now do Exercise 2. Trace and write.

CD2 23

I can show a family drawing and say who they are.

Exercise 1. Listen and practice.

Girl 1: This is my Mom. This is my Dad. This is my brother. This is my sister. This is my Grandpa. This is my Grandma.

Alien: This is the Mom. This is the Dad.

Good job! Now draw your family and say who they are.

Then do Exercise 2. Trace and write.

Remember to practice! Show your family drawing and say who they are to two friends. Bye!

CD2 24

I can make the sound of the letters A, B, C, D, and E.

Exercise 1. Listen, point, and practice.

Teacher: A says a, a, apple.

B says b, b, bear.

C says c, c, cow.

D says d, d, duck.

E says e, e, egg.

Monkey: A says a, a, apple.

Great! You did it!

Now trace the light gray words.

Then do Exercise 2. Trace and write.

CD2 25

I can write the letters A to E in the air.

Exercise 1. Listen and practice.

Teacher: Can you write A in the air? One, two, three. Good.

Now, can you write B? One, two, three. Good. Now, can

you write C? One. Good. Now, can you write D? One, two.

Good. Now, can you write E? One, two, three, four. Good.

Great! You did it!

Now trace as many big gray letters as you can.

Then do Exercise 2. Trace and write.

Remember to practice! Write the letters A to E in the air three times this week! Bye!

Phonics Practice Audio Script

CD3 02

Unit 1, Alphabet Jingle

Exercise 1. Listen and say.

Teacher: Let's start. Listen and say.

A says /a/a/ apple. B says /b/b/ bear. C says /c/c/ cow.

D says /d/d/ duck. E says /e/e/ egg. F says /f/f/ fish.

G says /g/g/ goat. H says /h/h/ hat. I says /i/i/ ink.

J says /j/j/ jet. K says /k/k/ kiwi. L says /l/l/ lion.

M says /m/m/ monkey. N says /n/n/ nest.

O says /o/o/ octopus. P says /p/p/ pen.

Q says /q/q/ quilt. R says /r/r/ rabbit. S says /s/s/ sun.

T says /t/t/ tiger. U says /u/u/ umbrella.

V says /v/v/ vase. W says /w/w/ wolf. X says /x/x/ fox.

Y says /y/y/ yard. Z says /z/z/ zebra.

CD3 03

Unit 1, Exercise 2. Point and say.

Teacher: A says /a/a/ apple. B says /b/b/ bear. C says

/c/c/ cow. D says /d/d/ duck. E says /e/e/ egg. F says /f/f/

fish. G says /g/g/ goat. H says /h/h/ hat. I says /i/i/ ink.

J says /j/j/ jet. K says /k/k/ kiwi. L says /l/l/ lion. M says

/m/m/ monkey. N says /n/n/ nest. O says /o/o/ octopus.

P says /p/p/ pen. Q says /q/q/ quilt. R says /r/r/ rabbit.

S says /s/s/ sun. T says /t/t/ tiger. U says /u/u/ umbrella.

V says /v/v/ vase. W says /w/w/ wolf. X says /x/x/ fox.

Y says /y/y/ yard. Z says /z/z/ zebra.

CD3 04

Unit 1, Exercise 3. Say the key words.

Teacher: A says /a/a/. B says /b/b/. C says /c/c/. D says

/d/d/. E says /e/e/. F says /f/f/. G says /g/g/. H says /h/h/.

I says /i/i/. J says /j/j/. K says /k/k/. L says /l/l/. M says /m/m/.

N says /n/n/. O says /o/o/. P says /p/p/. Q says /q/q/.

R says /r/r/. S says /s/s/. T says /t/t/. U says /u/u/. V says /v/v/.

W says /w/w/. X says /x/x/. Y says /y/y/. Z says /z/z/.

CD3 05

Unit 1, Exercise 1. Listen and touch the words. Use all ten fingers.

Teacher: Activity 1! Let's play!

Place each of your fingers as you hear the key word.

Use all ten fingers. Are you ready? First is /j/j/ jet, OK? Is

your finger on the j? All right, let's keep going. /l/l/ lion.

You can use both hands. It's not that hard, is it? Next is

/p/p/ pen. Now you have three fingers on the chart.

Don't move them! Are you ready for the next one? /s/s/

sun. Good! Let's go on: /b/b/ bear, /d/d/ duck, /m/m/

monkey, /n/n/ nest. Two more to go! /h/h/ hat. The last one

is /e/e/ egg. That's all. How did you do?

CD3 06

Unit 1, Exercise 2. Cover five words.

Listen and play Word-finder.

Teacher: Let's play We Can! Word-finder.

Do you have five slips of paper? Place them on five key words that you like. When you hear a key word where you have a slip of paper, take it off. OK? Shout "Word-finder!"

When all the slips of paper are off, the first player who says "Word-finder" is the winner!

Are you ready?

Let's begin the first round.

/a/a/ apple, /c/c/ cow, /z/z/ zebra, /d/d/ duck, /h/h/ hat, /q/q/ quilt, /r/r/ rabbit, /s/s/ sun, /v/v/ vase, /o/o/ octopus, /x/x/ fox, /b/b/ bear, /n/n/ nest, /m/m/ monkey, /j/j/ jet, /g/g/ goat. Now let's play again. Choose five key words and cover them with the slips. Are you ready?

Let's begin.

/z/z/ zebra, /w/w/ wolf, /e/e/ egg, /r/r/ rabbit, /s/s/ sun, /d/d/ duck, /f/f/ fish, /x/x/ fox, /c/c/ cow, /i/i/ ink, /l/l/ lion, /u/u/ umbrella, /y/y/ yard, /t/t/ tiger, /k/k/ kiwi, /p/p/ pen.



CD 1 Audio Track List

Track	Unit	Student Book Section
2	Intro	Exercise 1. Listen and point
3	1	Exercise 1. Listen and do
4	1	Exercise 4. Greeting Game
5	1	Exercise 1. Listen and chant
6	1	Exercise 2. Listen and pronounce
7	1	Exercise 3. Listen and chant
8	1	Exercise 4. Greeting Relay
9	1	Exercise 1. Chant and point
10	1	Exercise 2. Listen and chant
11	1	Exercise 3. Color Race
12	1	Exercise 1. Chant and point
13	1	Exercise 3. Make a name card
14	2	Exercise 1. Listen, shout, and do
15	2	Exercise 3. Do It Quickly!
16	2	Exercise 1. Chant and point
17	2	Exercise 2. Listen, point, and pronounce
18	2	Exercise 3. The Teacher Says
19	2	Exercise 1. Listen and point
20	2	Exercise 3. Be the Teacher
21	2	Exercise 1. Chant and point at the big letters
22	2	Exercise 3. Short, Tall, and Tail Letters
23	3	Exercise 1. Listen and say
24	3	Exercise 4. Let's Shake Hands
25	3	Exercise 1. Chant and do
26	3	Exercise 2. Chant and change the names
27	3	Exercise 3. Five Little Monkeys Game
28	3	Exercise 1. Listen, point, and say
29	3	Exercise 3. Five Finger Game
30	3	Exercise 1. Listen and say
31	3	Exercise 3. Listen and write
32	3	Exercise 4. Guess the Letter

CD 2 Audio Track List

Track	Unit	Workbook Section
2	1	Exercise 1. Listen and practice
3	1	Exercise 1. Listen and practice
4	1	Exercise 1. Listen and chant
5	1	Exercise 1. Listen and practice
6	1	Exercise 1. Listen, point, and practice
7	1	Exercise 1. Listen, point, and practice
8	1	Exercise 1. Listen and chant
9	1	Exercise 1. Listen and practice
10	2	Exercise 1. Listen, practice, and do
11	2	Exercise 1. Listen and practice
12	2	Exercise 1. Listen and chant
13	2	Exercise 1. Listen and practice
14	2	Exercise 1. Listen and practice
15	2	Exercise 1. Listen and practice
16	2	Exercise 1. Listen, point, and practice
17	2	Exercise 1. Listen, point, and practice
18	3	Exercise 1. Listen and practice
19	3	Exercise 1. Listen and practice
20	3	Exercise 1. Listen and practice
21	3	Exercise 1. Listen, chant, and do
22	3	Exercise 1. Listen and play
23	3	Exercise 1. Listen and practice
24	3	Exercise 1. Listen, point, and practice
25	3	Exercise 1. Listen and write

CD 3 Audio Track List

Track	Unit	Phonics Practice Section
02	1	Exercise 1 Listen and say
03	1	Exercise 2 Point and say
04	1	Exercise 3 Say the key words
05	1	Exercise 1 Listen and touch the words
06	1	Exercise 2 Cover five words

Objectives We Can 1

By the end of grade four and within the assigned structure and vocabulary students will be able to:		Term 1 page number	Term 2 page number	Term 3 page number
1	Recognize and produce the sounds of the English alphabet.	10, 18, 19, 26, 27	8, 9, 16, 17, 24, 25, 32, 33	8, 9, 16, 17
2	Recognize short and only some long vowels: long /a/ as in “cake”, long /e/ as in “sea”, long /o/ as in “nose”, and long /i/ as in “kite”.	11, 14, 22, 26, 27	4, 5, 8, 9, 14, 30	24, 25
3	Recognize and differentiate between some English letters (b&p), (f&v).	All phonics lessons		24



Objectives We Can 1

4	Recognize and produce only some English digraphs, such as <i>th</i> , <i>sh</i> , and <i>ch</i> .			24
5	Recognize and match sounds to letters.	10, 14, 18, 27	9, 16, 24, 25, 32, 33	8, 9, 13, 16, 17, 24, 25
6	Participate verbally and non-verbally in short simple activities: greeting, giving and receiving commands and instructions.	2, 3, 4, 5, 6, 7, 9, 12, 13, 15, 16, 17, (introductions) 20, 21, 22, 23, 25, 27	5, 7, 9, 11, 15, 17, 19, 20, 21	22, 23
7	Recognize intonation patterns of statements and questions.	Through listening and repetition with attention to stress and intonation throughout the course, e.g. 4, 5, 6, 7, 8 and WB activities.	Through listening and repetition with attention to stress and intonation throughout the course, e.g. 3, 4, 7, 10, 12, 13, 14, 15, 19, 20, 26, 27, 29 and WB activities.	Through listening and repetition with attention to stress and intonation throughout the course, e.g. 2, 10, 11, 18, 19, 20, 21, 22, 23 and WB activities.



Objectives We Can 1

8	Ask and respond to simple assigned sentences in present tense form with the verb <i>like</i> using first and second person singular in affirmative, negative, interrogative statements, and <i>Yes/No</i> questions.		26, 27	10, 11
9	Ask and respond to basic questions about personal information using verb <i>to be</i> (<i>am, is, are</i>), <i>have got</i> , and <i>wh</i> questions (<i>what, where, who, how</i>).	4, 5, 6, 7, 8, 9, 27	2, 3, 7, 10, 11, 13, 15, 18, 19, 28	2, 10, 11, 14, 15, 18, 20, 21, 23
10	Recognize and use indefinite articles (<i>a, an</i>) using <i>this</i> and <i>that</i> .	8 (<i>What's this color?</i>), 27	7, 10, 11, 30, (<i>a, the</i>)	2, 23
11	Recognize and apply regular plural formation using <i>these</i> and <i>those</i> .	12, 13, 14, 15, 22, 23	4, 15, (<i>plurals</i>)-18, 19, 22, 23, 25, 30, 31	3, 5, 22, 23



Objectives We Can 1

12	Recognize and apply subjective pronouns (<i>I, you, he, she, it, we, you, they</i>) correctly.	4, 7, 6 (you, I), 20, 27	2, 3, 7, 10, 12, 13, 14, 18, 19, 21	2, 7, 10, 11, 14, 15, 18, 19, 20, 21, 22, 23
13	Recognize prepositions of place (<i>in, on</i>).	22, 23		7, 23, 24
14	Talk about feelings in simple and short sentences.	6, 7		18, 19, 20, 21, 23
15	Identify main colours (red, blue, green, black, white, yellow, brown).	8, 9	14, 15	21, 22



Objectives We Can 1

16	Identify and talk about classroom objects which are assigned in the book.	2, 3	11, 15, 22	
17	Identify and talk about family members and possession using two possessive adjectives: <i>my</i> and <i>your</i> .	(<i>my, your</i>) 4, 5, 12, 13, 15, 16 (<i>your seat</i>), and (<i>my/your</i>) family members 20, 21, 22, 24, 25	20, 21	18, 22, 23
18	Identify and talk about food, animals, and clothes.	26, 27	4, 8, 9, 11, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33	2, 3, 4, 5, 6, 7, 8, 9, 22
19	Talk about likes and dislikes.		26, 27	10, 11



Objectives We Can 1

20	Be willing to listen to short digital and recorded materials.	Throughout We Can 1	Throughout We Can 1	Throughout We Can 1
21	Utter simple words and numbers (cardinal numbers 1–19).	Throughout We Can 1 , e.g. 4, 8, 14, 17, 22, 23, 25, 26	Throughout We Can 1 , e.g. 5, 6, 7, 8, 11, 13, 22, 24, 30, 31, 32	3, 5, 6, 8, 9, 12, 13, 14, 16
22	Read and count numbers in tens (10–100).			9 (10–30), 17 (10–100)
23	Read aloud simple words and sentences.	Throughout We Can 1	Throughout We Can 1	Throughout We Can 1



Objectives We Can 1

24	Read and match words to photos/ drawings.	8, 9, 14, 16, 22, 24, 25, 26	4, 8, 11, 13, 14, 15, 22, 24, 25, 30, 31	5, 6, 21, 22, 24, 25
25	Read and comprehend simple short sentences.	Throughout We Can 1 , presentation and practice material is clearly set out on the page for students to read before practicing.	Throughout We Can 1 , presentation and practice material is clearly set out on the page for students to read before practicing.	Throughout We Can 1 , presentation and practice material is clearly set out on the page for students to read before practicing.
26	Spell some simple sight words correctly.	Words in Grammar Toolboxes, e.g. <i>I'm, this, what, is, it, what's, the, to my, too, no, yes, he, she</i>	Words in Grammar Toolboxes and frequently used words, e.g. <i>It's, don't, do not, regular plural nouns</i>	Words in Grammar Toolboxes and frequently used words.
27	Be willing to read simple short illustrated stories.	Illustrated presentations/ conversations/ activities, chants: e.g. 2, 3, 4, 6, 7, 12, 13, 14, 16, 20, 21, 22, 26	Illustrated presentations/ conversations/ activities, chants: e.g. 4, 10, 14, 18, 19, 20, 26, 28	Illustrated presentations/ conversations/ activities, chants: e.g. 2, 4, 10, 11, 15, 18, 21, 23



Objectives We Can 1

28	Recognize and apply the directionality in writing English (e.g. left/right, top/bottom).	3, 4, and throughout We Can 1 workbooks, tracing and writing/copying tasks.	Throughout We Can 1 workbooks.	Throughout We Can 1 workbooks.
29	Use lined paper correctly with headline, midline, and baseline.	Throughout We Can 1 workbooks, tracing and writing/copying tasks.	Throughout We Can 1 workbooks, tracing and writing/copying tasks.	Throughout We Can 1 workbooks, tracing and writing/copying tasks.
30	Copy words, numbers, and simple short sentences.	26 (homework/ classwork: copy sentences and/ or words of each lesson)	8, 24, 32, 33, (homework/ classwork: copy sentences and/ or words of each lesson)	8, 16
31	Write upper/lower case letters correctly.	26, 27 Throughout We Can 1 workbooks - Trace and write.	8, 9, 16, 17, 24, 25, 32, 33 Throughout We Can 1 workbooks - Trace and write.	8, 9, 16, 17, 24, 25, 32, 33 Throughout We Can 1 workbooks - Trace and write.



Objectives We Can 1

32	Use appropriate spacing between words and sentences.	Copying/ Tracing and writing (as above)	Copying/ Tracing and writing (as above)	21, 23
33	Write guided short answers to written questions.			21, 22
34	Do controlled writing such as supplying missing letters and words.	27	9, 16, 25, 33	9, 17
35	Recognize and apply the punctuation and capitalization assigned for this grade: capitalizing the beginning of names, sentences, questions and the use of full stop and question mark.	Copying/ Tracing and writing throughout We Can 1 workbooks	Copying/ Tracing and writing throughout We Can 1 workbooks	Copying/ Tracing and writing throughout We Can 1 workbooks

الحد الأدنى	الرمز	By the end of the year students will be able to:
X	1/7/4	Recognize and produce the sounds of the English alphabet.
X	2/7/4	Recognize short and only some long vowels: {long /a/ as in "cake", long /e/ as in "sea", long /o/ as in "nose", and long /i/ as "kite"}.
X	3/7/4	Recognize and differentiate between some English letters (b & p), (f & v).
	4/7/4	Recognize and produce only some English digraphs such as, (th, sh, ch).
X	5/7/4	Recognize and match sounds to letters.
X	6/7/4	Participate verbally and non-verbally in short simple activities: greeting, giving and receiving commands and instructions.
X	7/7/4	Recognize intonation patterns of statements and questions.
X	8/7/4	Ask and respond to simple assigned sentences in present tense form with the verb (like) using first and second person singular and in affirmative, negative and interrogative statements and (Yes/No questions).
X	9/7/4	Ask and respond to basic questions about personal information using verb to be (am, is, are),(have got) and wh. questions (what, where, who, how).
X	10/7/4	Recognize and use indefinite articles (a, an) using (this and that).
X	11/7/4	Recognize and apply regular plural formation using (these and those).
X	12/7/4	Recognize and apply subjective pronouns correctly (I, You, He, She, It, We, They).
	13/7/4	Recognize prepositions of place (in, on)
	14/7/4	Talk about feelings in simple and short sentences.
X	15/7/4	Identify main colours (red, blue, green, black, white, yellow. brown)
X	16/7/4	Identify and talk about classroom objects which are assigned in the book.
	17/7/4	Identify and talk about family members and possession using two possessive adjectives: (my, your)
	18/7/4	Identify and talk about food, animals, clothes.
	19/7/4	Talk about likes and dislikes.
	20/7/4	Be willing to listen to short digital and recoded materials.
X	21/7/4	Utter simple words and numbers (cardinal numbers 1-19).
	22/7/4	Read and count numbers in tens (10-100).
X	23/7/4	Read aloud simple words and sentences.
X	24/7/4	Read and match words to photos/drawings.
X	25/7/4	Read and comprehend simple short sentences.
X	26/7/4	Spell some simple sight words correctly.
	27/7/4	Be willing to read simple short illustrated stories.
X	28/7/4	Recognize and apply the directionality in writing English (e.g. left/right, top/bottom).
X	29/7/4	Use lined paper correctly with headline, midline, and baseline.
X	30/7/4	Copy words, numbers and simple short sentences.
X	31/7/4	Write upper/lower case letters correctly.
X	32/7/4	Use appropriate spacing between words and sentences.
	33/7/4	Write guided short answers to written questions.
	34/7/4	Do controlled writing such as supplying missing letters and words.
X	35/7/4	Recognize and apply the punctuation and capitalization assigned for this grade: (capitalizing the beginning of names, sentences, questions and the use of full stop and question mark).



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