

Term **1**

STUDENT'S BOOK
2

WE CAN!

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Introduction: Classroom English

1 Listen and point.



1

Good morning.
Welcome to class.

Let's play a game.

Good idea!

2

Watch me.

3

Make pairs.

4

Let's start!

5

Okay! Stop!





Unit 1 Feelings

Talk Time

1 Listen and point.

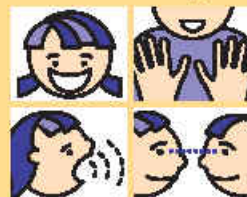


2 Practice the talks in pairs.

3 Act out the talks in pairs.



Remember the Big Four



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.

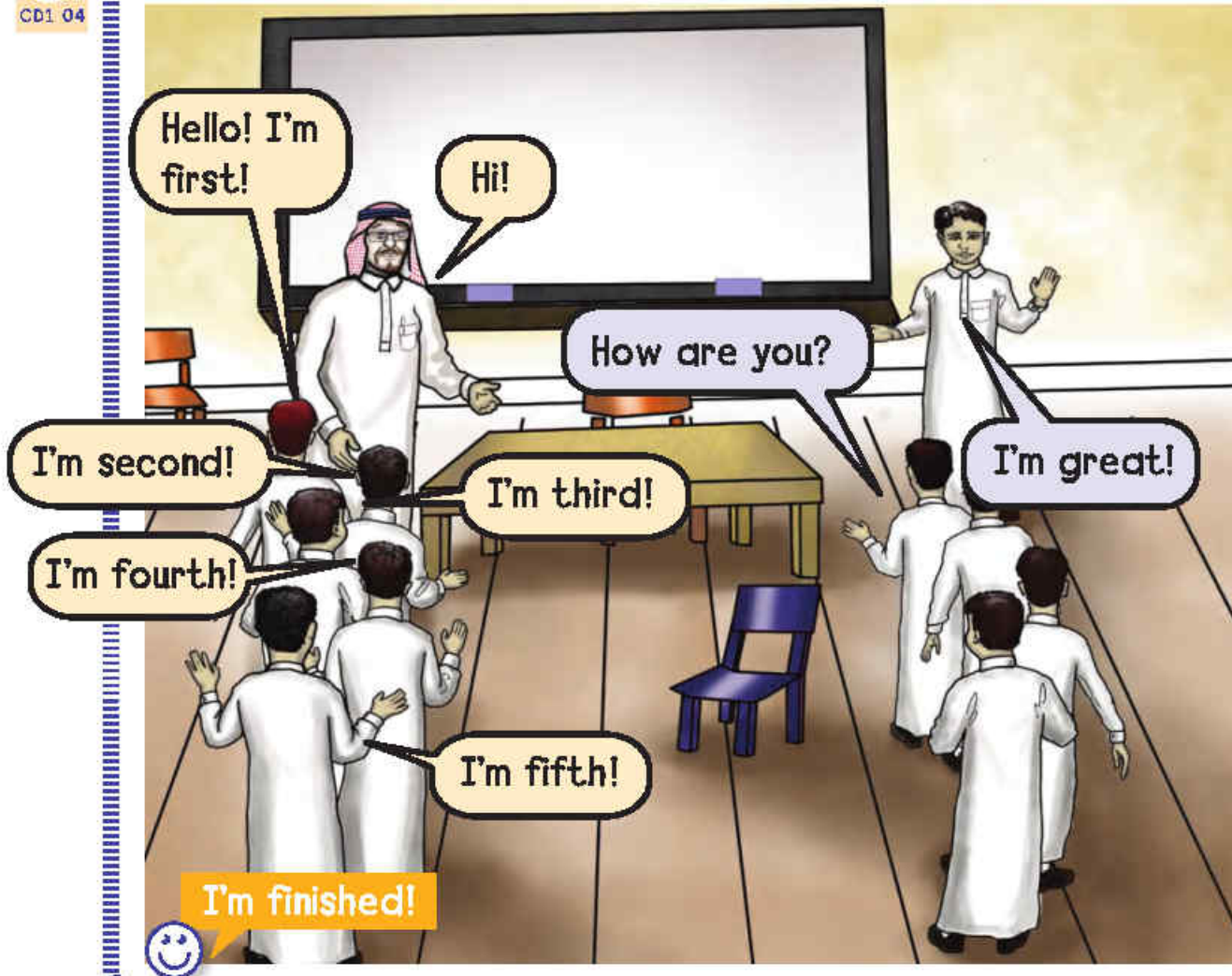
The Answers:

2.
A: Hello!
B: Hi. It's nice to meet you.
A: It's nice to meet you, too.
B: Hi. How are you?
A: I'm great, thanks, and you?
B: I'm fine.

Fun Time!

4 Greeting Line

Talk to the teacher and leader.



I Can ...

- greet my teacher and ask "How are you?"
- say "I'm first, second, third ..."





Rhythms and Listening

1 Chant and do.



If You're Happy and You Know It

If you're **happy** and you **know** it,

Clap your **hands**. (👏, 👏)

If you're **happy** and you **know** it,

Clap your **hands**. (👏, 👏)

If you're **happy** and you **know** it,

Then your **face** will surely **show** it,

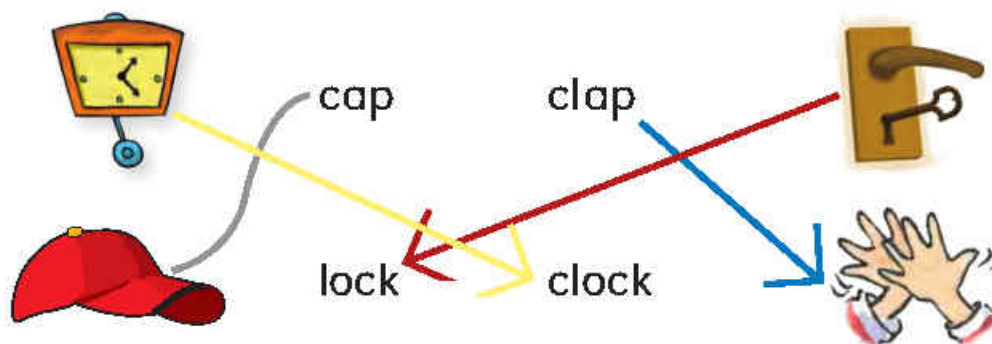
If you're **happy** and you **know** it,

Clap your **hands**. (👏, 👏)



Sounds and Letters

2 Listen, say, and match.





Fun Time!

3

Confusion Game

Try and trick your partner!



E J C H D
B I A F G

1 first

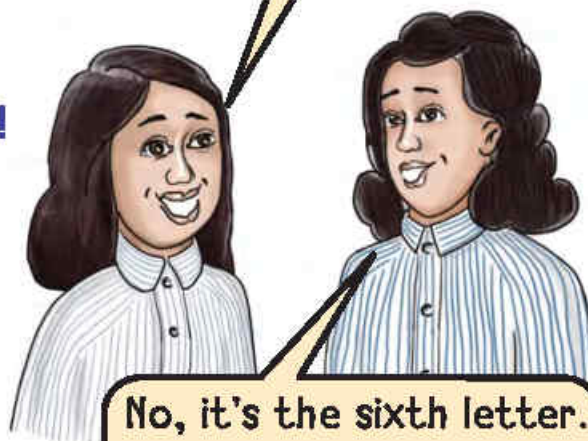
2 second

3 third

4 fourth

5 fifth

F is the seventh letter of the alphabet.



No, it's the sixth letter. G is the seventh letter.

6 sixth

7 seventh

8 eighth

9 ninth

10 tenth

This is fun!



Ha-ha!



I Can ...

- chant the *If You're Happy and You Know It* chant with a partner.
- play the Confusion Game with a partner and say "sixth, seventh, eighth, ..."



GOAL 03



GOAL 04

Fun Time!

4 Same as the Leader Game

Do the same action as the leader.



I Can ...

- act out three feelings.
- ask a friend "What's the matter?"



Fun Time!

4 Phonics Game

Mime and say in pairs.



I Can ...

- listen and point to the right pictures and words.
- say, read, and write the sounds for a, apple; a, cape; i, pin; i, pine by myself.



Advice Time



A kind word is a form of charity.
- Prophet Muhammad (peace be upon him)



Now go to pages 28, 29

11

Unit 1



Unit 2 Things We Wear

Talk Time

1 Listen and point.



CD1 15



2 Practice and act out the talks in pairs.

Sounds and Letters

3 Listen, point, and number. Then say.



CD1 16

2 whose 1 who 3 what 4 white

Who's wearing white? The girl's wearing white.



Fun Time!

Grammar Toolbox

It's my hat. → It's mine.
It's not my hat. → It's not mine.

4 Whose ... is This?

Ask your classmates about people's belongings.



The answers

A: Whose book is this?

B: It's mine.

Thank you.

A: Whose bag is this?

B: It's mine. Thank you.

A: Whose eraser is this?

B: It's mine.

Thank you.

I Can ...

- ask "Whose ... is this?"
- meet someone and say "I like your ..."

GOAL 09

GOAL 10



Fun Time!



Grammar Toolbox



Who's = Who is

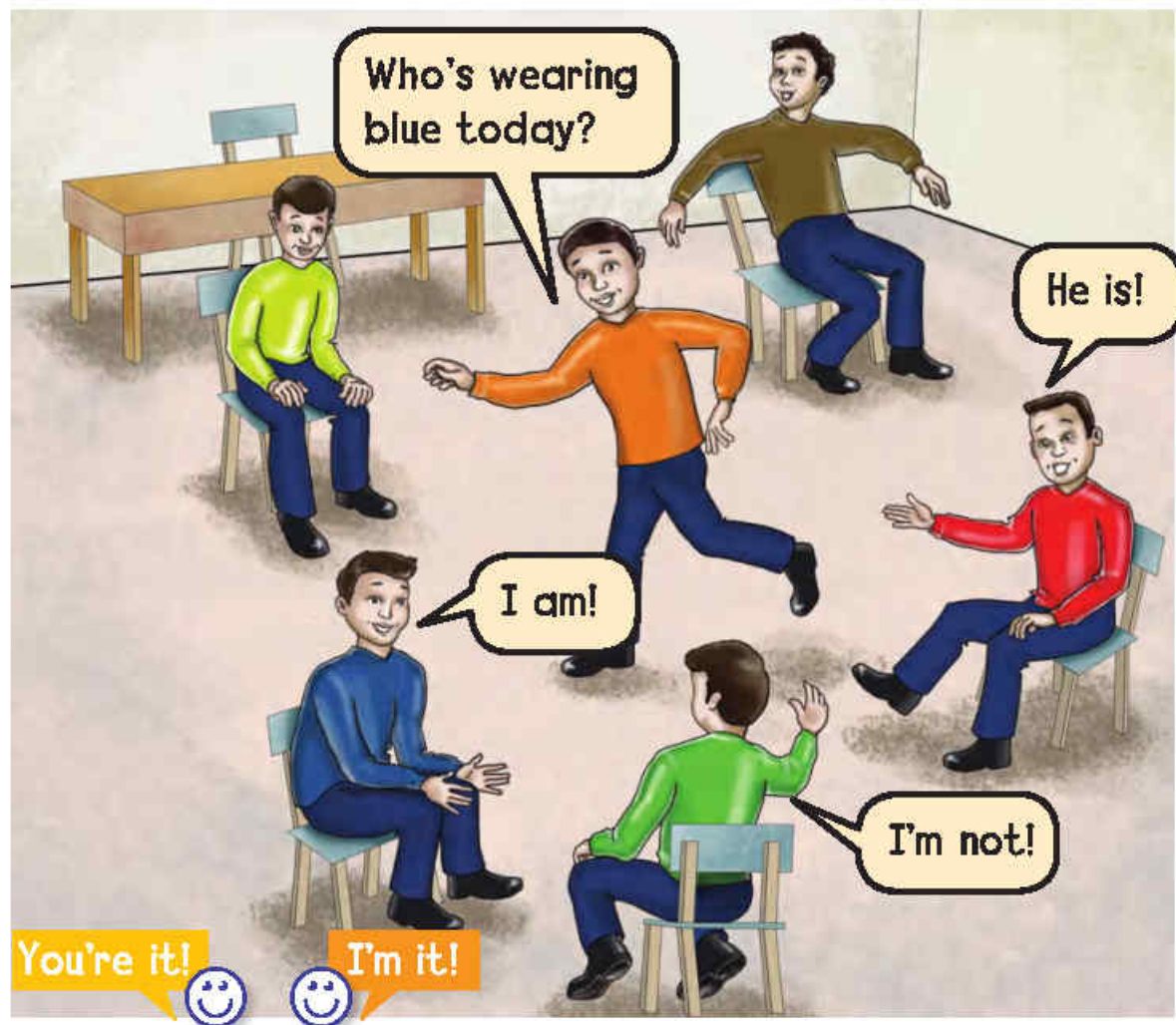
3

Clothes Color Basket



CD1 20

Ask about the colors your classmates are wearing.



I Can ...

- chant the *Who is Wearing Green?* chant.
- say three colors that I'm wearing today.



GOAL 11



GOAL 12

Now go to pages 30, 31

15

Unit 2





Words in Action

1 Listen, point, and chant.



Boys

I'm wearing ...



1. a cap
2. sunglasses
3. a T-shirt
4. a jacket
5. jeans

Girls

I'm wearing ...



6. a hat
7. a blouse
8. a sweater
9. a skirt
10. shoes

2 Practice saying the chants.

Boys chant the boys' clothes. Girls chant the girls' clothes.

Fun Time!

3 Touch the screen.

Listen and touch the right picture! Use two hands.



What?



Once more, please!



I can't remember.



I Can ...

- say the names of five things that you can wear.
- name two things I am wearing, saying "I'm wearing ... and ... today."





Phonics

1 Listen, read, and say.



P and B Jingles

P says p, p, parrot.

says p, p, pen.

says p, p, panda.

B says b, b, bear.

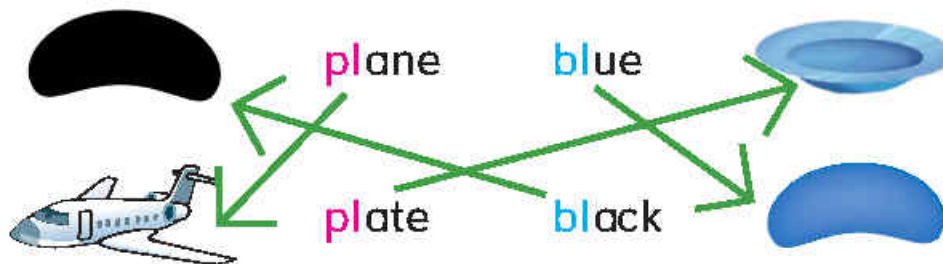
says b, b, banana.

says b, b, bed.



Sounds and Letters

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

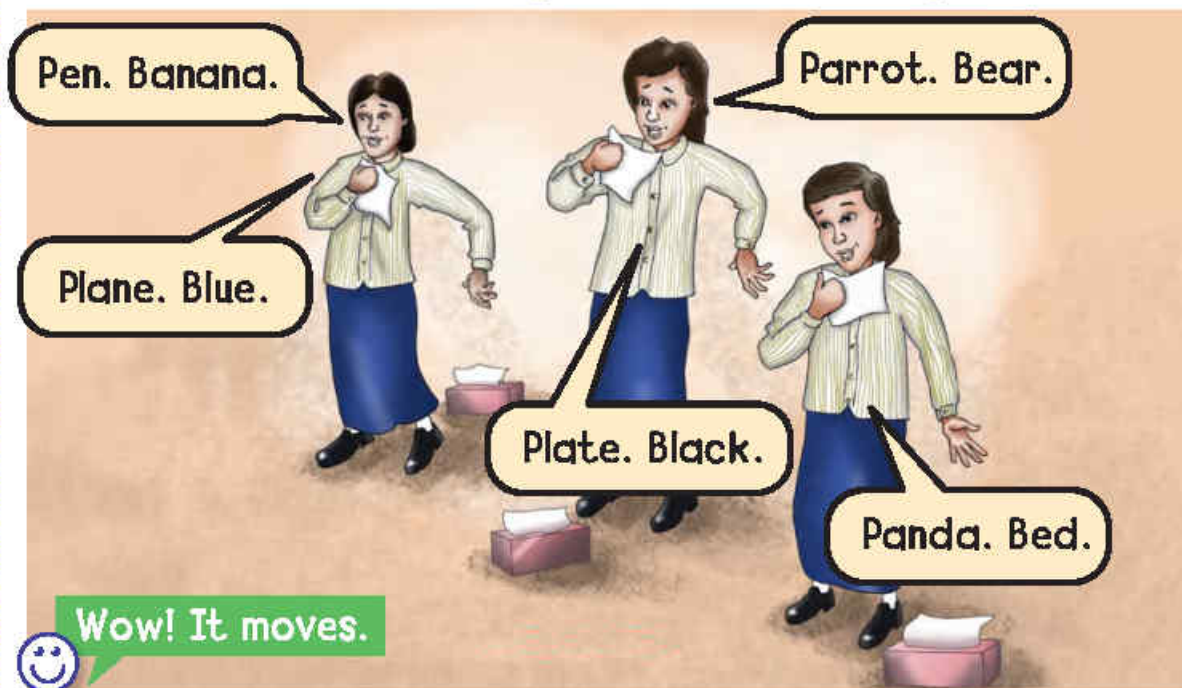


The plate is blue.

Fun Time!

3 Does It Move?

Hold a tissue in front of your mouth and say the words.



I Can ...

- tell if the words start with p or b.
- say two words that begin with p and two words that begin with b.



GOAL 15



GOAL 16

Advice Time



Dress neatly.



Now go to pages 32, 33

19

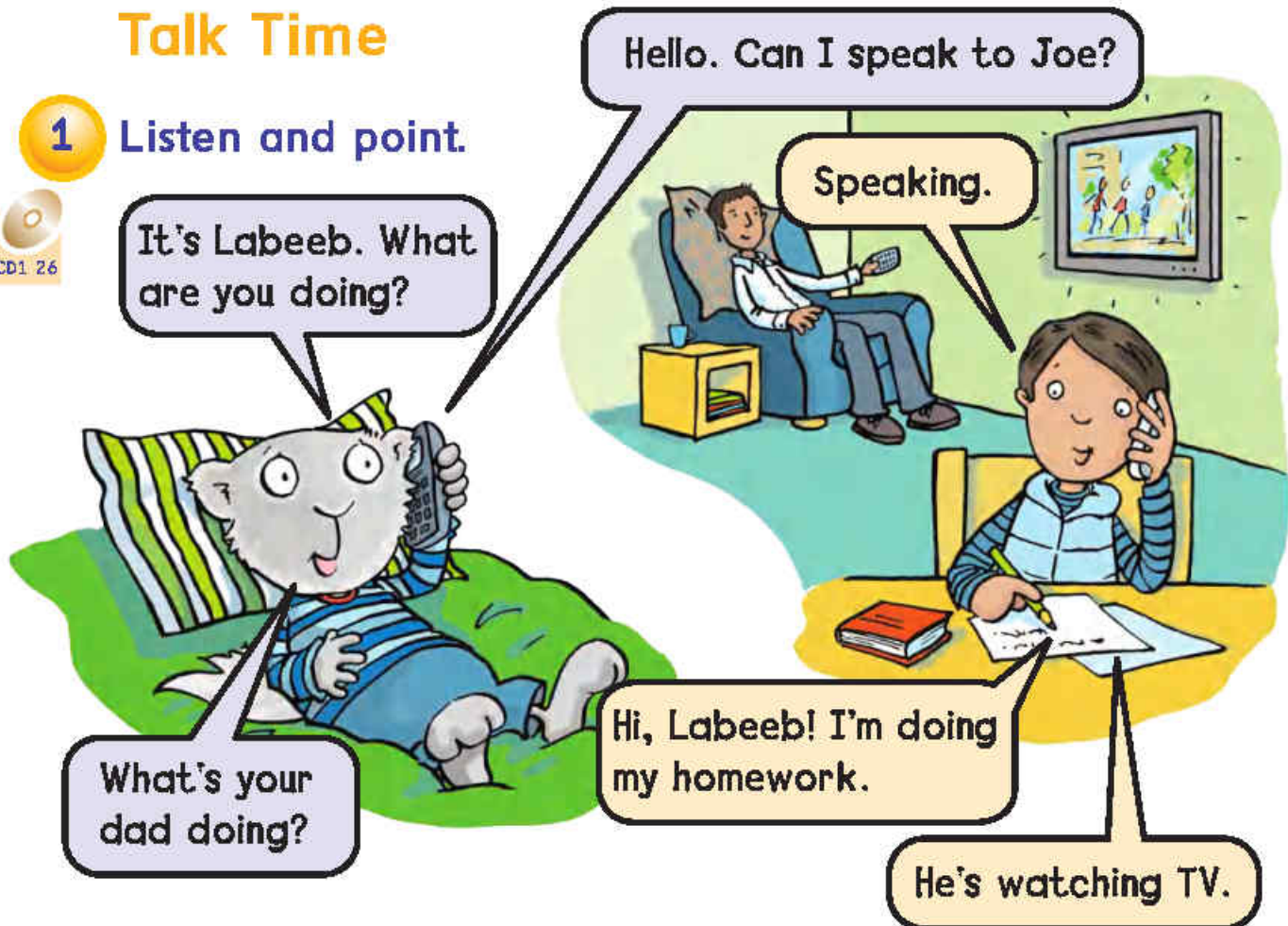
Unit 2



Unit 3 Things We Do

Talk Time

1 Listen and point.



2 Practice and act out the talks in pairs.

Sounds and Letters

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



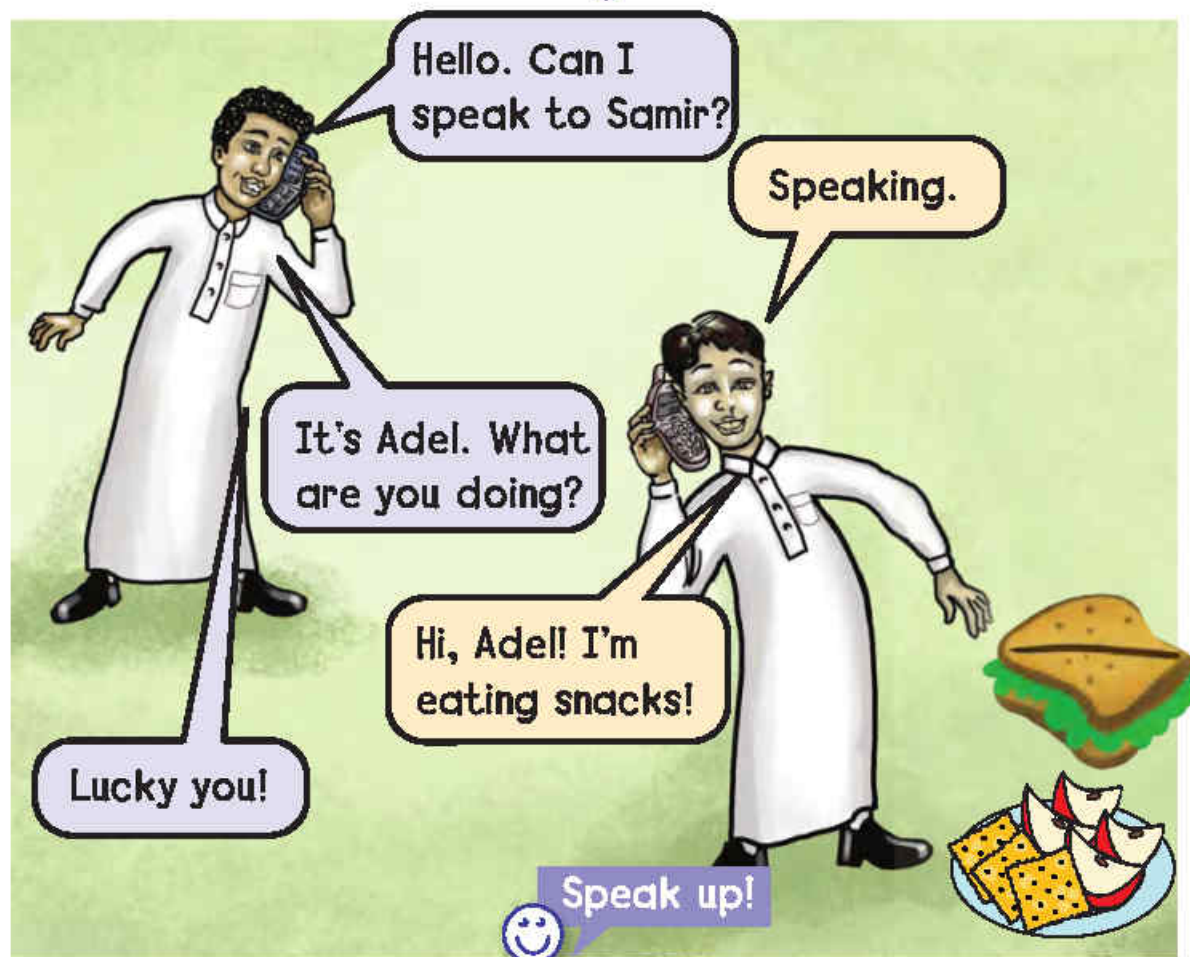
I like the elep hant p hoto.

Fun Time!

4 Telephone Conversation



Act out a telephone conversation. Call a friend and ask what he or she is doing.



I Can ...

- act out the telephone talks with a partner.
- have a telephone conversation in English.



GOAL 17



GOAL 18



Rhythms and Listening

1 Listen and chant.



What Are You Doing?

What are you doing?

I'm doing karate, doing karate,
doing karate.

What are you doing?

I'm doing karate,
and how about you?

What are you doing?

I'm playing football, playing football,
playing football.

What are you doing?

I'm playing football,
and how about you?



2 Chant again and do.

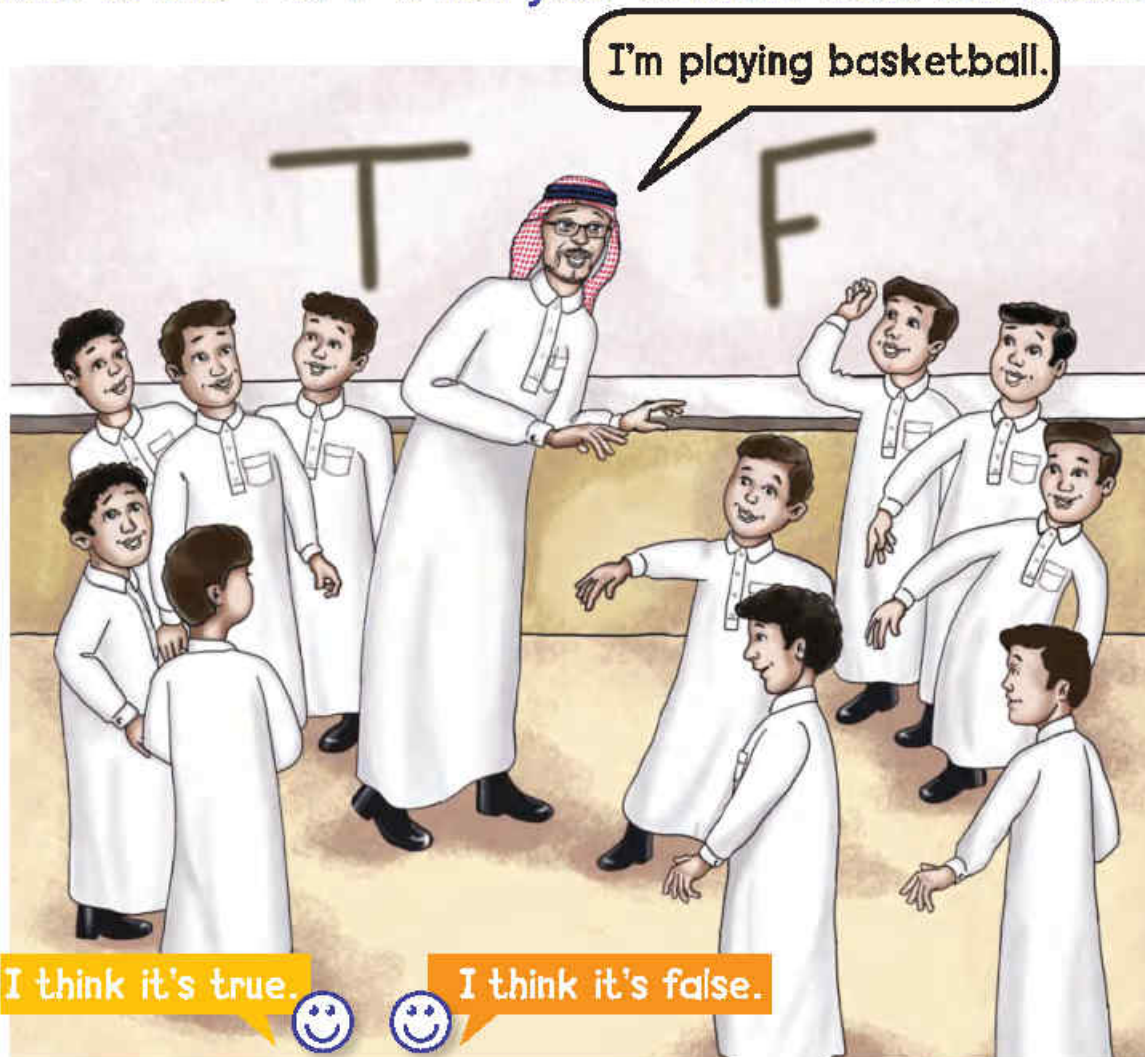


Fun Time!

3 True or False Action Game



Run to the T or F when your teacher does the action.



I Can ...

- chant the *What Are You Doing?* chant.
- play the True or False Action Game with a friend.





Grammar Toolbox



I'm **playing** football. → sports **with** a ball

I'm **doing** karate. → sports **without** a ball

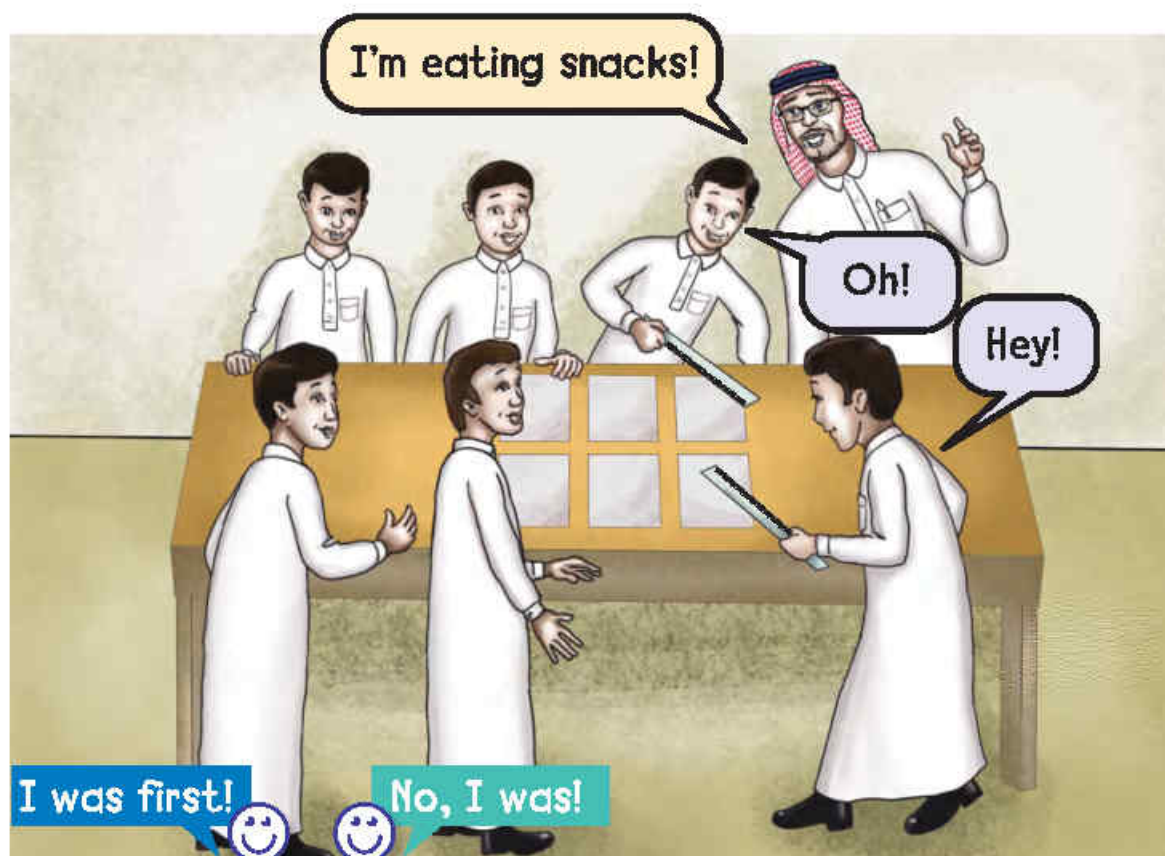


Fun Time!

3

Card Snap Game

When your teacher says the sentence, hit the card.



I Can ...

- play the Card Snap Game with friends.
- say two things when asked "What are you doing?"



GOAL 21



GOAL 22



Phonics

1 Listen, read, and say.



T and D Jingles

T says t, t, tiger.
says t, t, tomato.
says t, t, telephone.



D says d, d, door.
says d, d, doll.
says d, d, duck.



Sounds and Letters

2 Listen, number, and say. Then write **tr** or **dr** in the blanks.



t ree

t ruck

d ress

d rink

Phonics Jingle



CD 2 2 **1** Listen and chant.



CD 3 **2** Listen and point to the letters, then the pictures.

A says ... **a, a, apple.**

Aa

apple



Bb

bear



Cc

cow



Dd

duck



Ee

egg



Ff

fish



Gg

goat



Hh

hat



Ii

ink



Jj

jet



Kk

kiwi



Ll

lion



Mm

monkey



Nn

nest



Oo

octopus



Pp

parrot



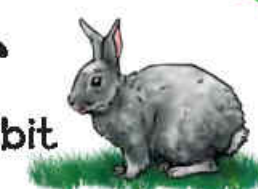
Qq

quilt



Rr

rabbit



Handwriting Practice: Phonics Key Words

① Read and say.

② Trace and copy.



apple apple apple



bear bear bear



cow cow cow



duck duck duck



egg egg egg



fish fish fish



goat

goat

goat



hat

hat

hat



ink

ink

ink



jet

jet

jet



kiwi

kiwi

kiwi



lion

lion

lion



monkey

monkey

monkey



nest nest nest



octopus octopus octopus



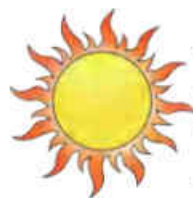
parrot parrot parrot



quilt quilt quilt



rabbit rabbit rabbit



sun sun sun



tiger tiger tiger



umbrella umbrella umbrella



vase

vase

vase



wolf

wolf

wolf



fox

fox

fox



yārd

yard

yard



zebra

zebra

zebra

Words with a e i o u

- 1 Listen and write the letter *a*, *e*, *i*, *o*, or *u*. Then match with the pictures.

CD2 04

1. art

2. orange

3. elephant

4. ink

5. umbrella

6. apricot

7. under

8. eighteen

- 2 Listen, point, and say. Then draw a line to the right picture.

CD2 05

We call it 'a', but say **apple**.

We call it 'a', so we say **apron**.

We call it 'e', but we say **elephant**.

We call it 'e', so we say **even**.

We call it 'i', but we say **ink**.

We call it 'i', so we say **ice cream**.

We call it 'o', but we say **orange**.

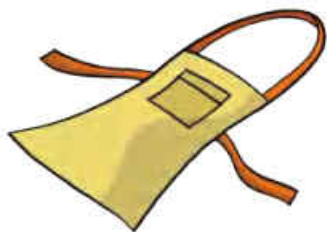
We call it 'o', so we say **open**.

We call it 'u', but we say **umbrella**.

We call it 'u', so we say **uniform**.

We call them sounds and letters!

Picture Dictionary



apron p10



bear p18



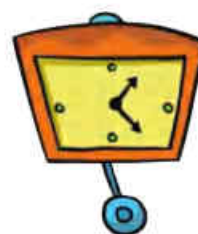
blouse p16



cap p6



clap p6



clock p6



cold p8



doing karate p22



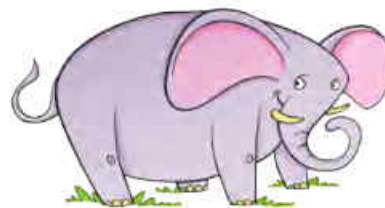
doing my
homework p20



dress p17



eating snacks p21



elephant p20



glasses p17



hot p8



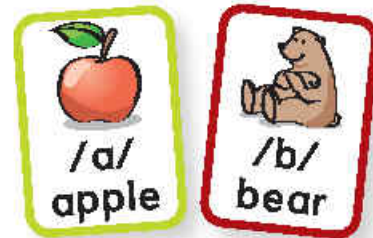
hungry p8



iron p10



lock p6



phonics p20



photo p20



pine p10



plane p18



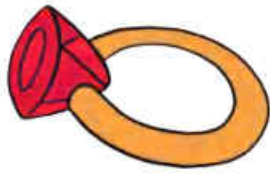
plate p18



playing computer
games p24



playing football
p24



ring p24



sandals p17



scared p8



shirt p17



shoes p17



skirt p16



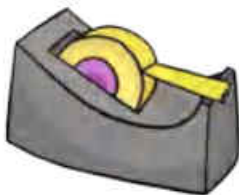
sleepy p8



speaking p20



tap p10



tape p10



thirsty p8



watching TV p24



Beautiful Nature

Talk Time

1 Listen and point.



2 Practice and act out the talks in pairs.

Sounds and Letters

3 Listen, point, and say. Then write **sn** or **sh**.



s n ake



s h ake



s n ow



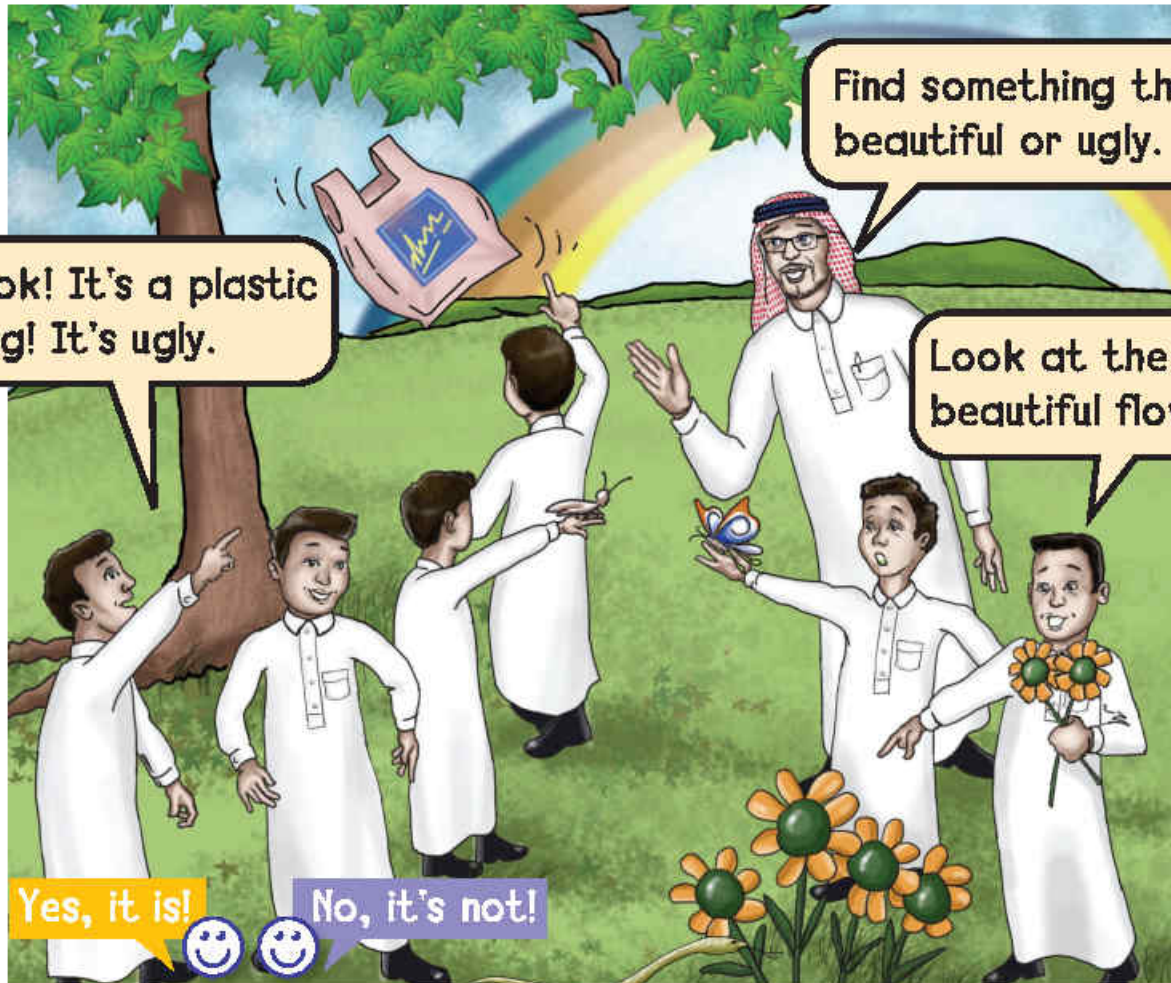
s h ow

Show me the snake!

Fun Time!

4 Find Something Beautiful!

Look around and find a beautiful or an ugly object.



I Can ...

- act out one of the talks about nature.
- find something beautiful or ugly and say "Look! It's a ...! It's beautiful (or ugly)."





Rhythms and Listening

1

Chant and march.



I Love the Mountains

I love the mountains, I love the rolling hills,
I love the flowers, I love the daffodils,
I love the campfire when all the stars are out.
I sit and look, I look and smile,
I'm happy to be under this sky.



Sounds and Letters

2

Listen, say, and number. Then read.



1 /z/



mountains

2 /s/



cats

3 /Iz/



faces

ducks

2

flowers

1

hills

1

dresses

3

snakes

2

noses

3

4



Fun Time!

3 Months and Seasons Chant



Listen and match. Then chant and do.

1



Back to school, it's fall.
September, October,
November.

3



Getting cooler, winter's
here.
December, January,
February.

2



Flowers are out, it's
spring.
March, April, May.

4



Yummy, summer's here.
June, July, August,
And back again.

Ha-ha!



This is fun!



I Can ...

- chant the *I Love the Mountains* chant.
- name seasons and months.



GOAL 27



GOAL 28



Words in Action

1 Listen, point, and say.



1. long



2. short



3. big



4. small



5. quiet



6. noisy



7. weak



8. strong

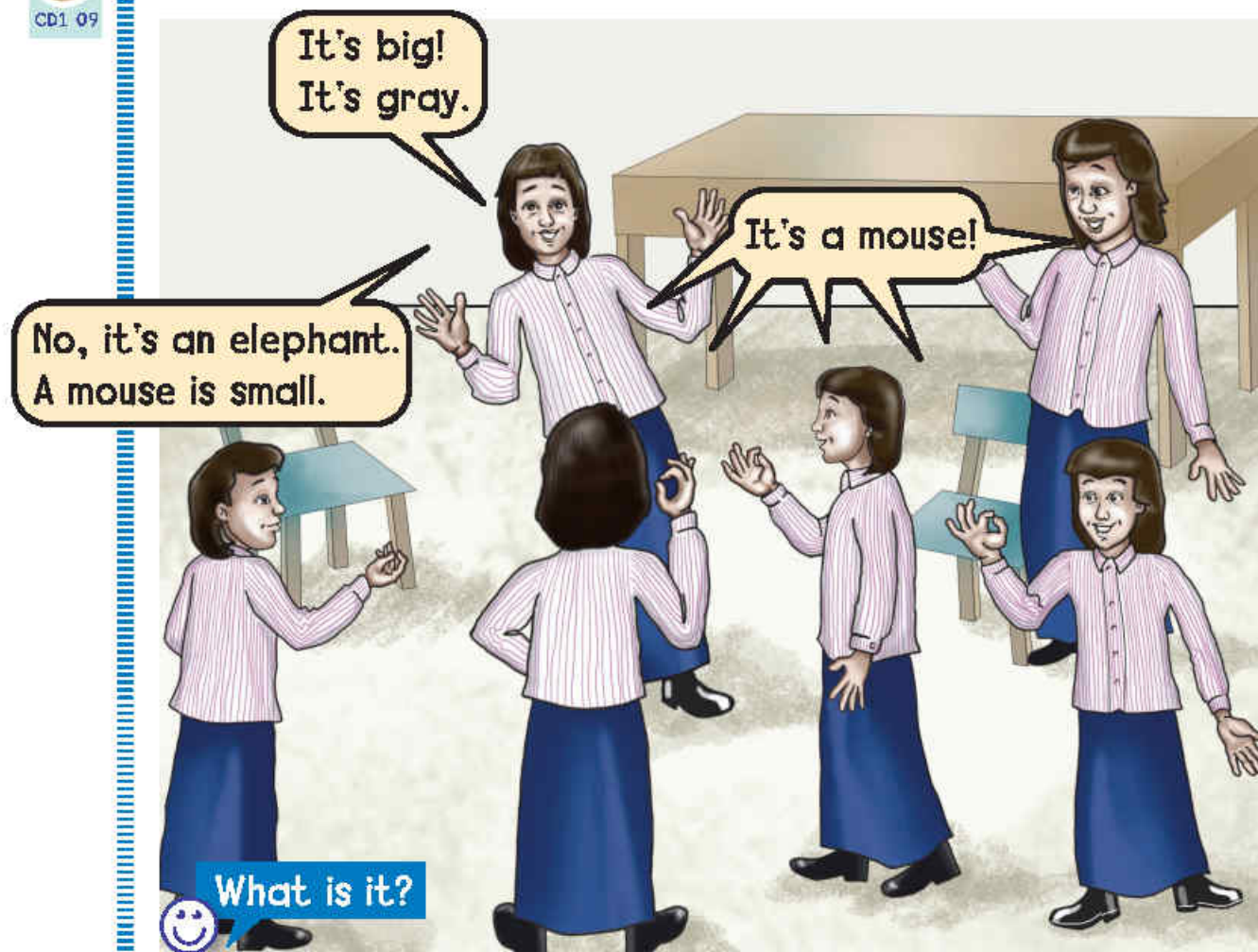
2 Shout the opposites in two groups.

3 Practice the actions in pairs.

Fun Time!

4 Guess what it is.

Do the opposite action.



I Can ...

- act out one pair of opposites.
- describe and guess what or who.



GOAL 29



GOAL 30



Phonics

1 Listen, read, and say.



C and G Jingles

C says c, c, cat.
says c, c, cake.
says c, c, cap.



G says g, g, goat.
says g, g, gorilla.
says g, g, girl.



Sounds and Letters

2 Listen, point, and say. Write **gr**, **cr**, **gl**, or **cl**.



c l ass



c r ab



g l ass



g r ass



Fun Time!

3 Word Making Game

Listen to the teacher and hold up the letters.



I Can ...

- tell if the words start with c or g.
- say two words that begin with c and two words that begin with g.



Advice Time

Nature is your home; look after it.



Now go to page 34

Friends, Actions, Things



Talk Time

1 Listen and say.



The Answers:
2.

Boy 1: Hello, Hashim

Boy 2: Good morning Ali. where's Jake?

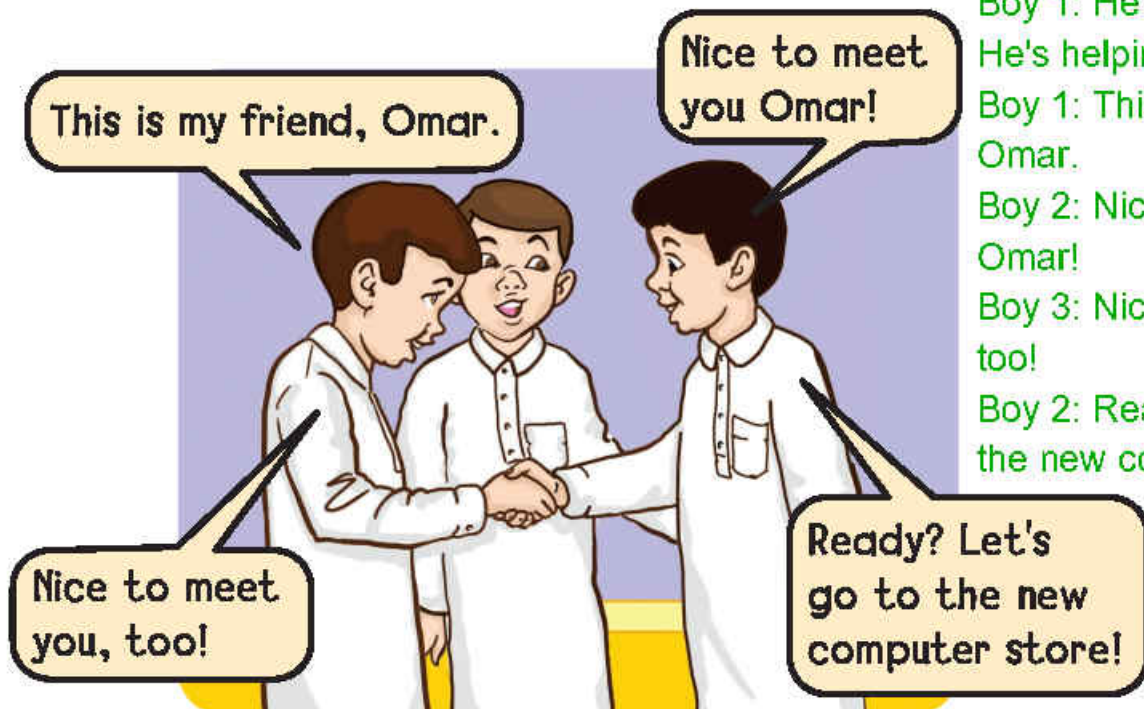
Boy 1: He can't come. He's helping his brother.

Boy 1: This is my friend, Omar.

Boy 2: Nice to meet you Omar!

Boy 3: Nice to meet you, too!

Boy 2: Ready? Let's go to the new computer store!



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

Fun Time!

3 "Good morning!" Chant

Listen and chant.



It's morning. **Good morning! Good morning to you!**

How are you? How are you?

It's so nice to see you.



It's afternoon. **Good afternoon!**

Good afternoon to you!



Here's homework, more homework for you!

It's evening. **Good evening! Good evening to you!**

It's playtime and bath time and bedtime for you!

Goodnight! Goodnight! Goodnight to you!



4 Write.



1. _____ !
Let's go to school!



3. _____ !
Let's watch TV!



2. _____ !
Let's have lunch!



4. _____ !
Let's go to bed!



I Can ...

- introduce someone, say "This is my friend" and "Let's ... !"
- chant, tell the time of day and use greetings correctly.





Rhythms and Listening

1 Listen and chant.



We're playing, we're cycling

Our friends are here and laughing

They're jumping, they're cycling

As happy as can be!

There's Omar, he's walking

His friend, Ali is talking

He's laughing, he's not cycling

As happy as can be!

Are you playing, are they cycling?

We're not playing, they're not cycling

We're talking, we're walking

As happy as can be!



The Answers

2.

Our friends are here and laughing.

They're jumping, they're cycling.

As happy as can be!

There's Jasim, he's walking,

His friend, Badr is talking.
He's laughing, he's not cycling.

As happy as can be!

Are you playing, are they cycling?

We're not playing, they're not cycling.

We're talking, we're walking.

As happy as can be.

2 Change the words and chant.

Advice Time

Help a friend in need.



Fun Time!

3

Choose a place. Ask and answer.



Grammar Toolbox

He's / She's playing
We're / You're / They're playing
He's not/ She's not cycling
We're not/ You're not/ They're not playing



Where is he?

He's at home.

Is he sitting?

Yes, he is.

Is he playing?

No, he isn't.

Is he watching TV?

Yes, he is. Now it's my turn!



1. Pete



2. Jim and Ken



3. Joe



4. Sabah



5. Noura

at school

at home

in his room

in her room

in the classroom

I Can ...

- talk about what "I'm, he/she's, we/you/they're" doing or not doing.
- ask and answer Yes / No questions about what people are doing.





Words in Action

1 Point and chant. Write.



Lemons are sour

Apples are sweet!



Lemons are sour,



Cherries are sweet!



They're not sour.

My soup is hot!



Ice-cream is cold,



Rice is hot,



It's not cold.

Chips are salty,



And they're tasty!

Let's eat!

The Answers:

2.

Apricots are sweet!

Oranges are sour.

Cookies are sweet!

They're not sour.

My pizza is hot!

Salad is cold,

Pasta is hot,

It's not cold.

Sandwiches are salty And
they're tasty!

Let's eat!

2 Change the words and chant.



Fun Time!

3 The 3 Questions Game Ask and answer.



Is it cold or hot?

What color is it?

Is it sweet or sour?

I know! It's a lemon!

No, thanks. I don't like lemons. I like oranges.



It's cold. It's a fruit.

It's yellow.

It's sour.

That's right! Do you want one?

The Answers

4.
S1: Is it cold or hot?

S2: It's cold. It's a vegetable

S1: What color is it?

S2: It's orange

S1: Is it sweet or sour?

S2: It's sour

S1: I know! It's a carrot

S2: That's right!

Do you want one?

S1: No, thanks. I don't like carrots. I like bananas

4 Play with a friend. Ask 3 questions. Use some of the words in the box.

sweet sour salty tasty hot cold
fresh round small big



I Can ...

- talk about food using the words "hot, cold, sour, sweet, salty, tasty"
- ask questions with "or", "want", and say what I like and what I don't like.



GOAL 37



GOAL 38



Phonics

1 Listen and check. Say.



- | | | | |
|--|--|---|--|
| 1.  | /s/ <input type="checkbox"/> /z/ <input checked="" type="checkbox"/> /ɪz/ <input type="checkbox"/> | 4.  | /s/ <input type="checkbox"/> /z/ <input checked="" type="checkbox"/> /ɪz/ <input type="checkbox"/> |
| 2.  | /s/ <input checked="" type="checkbox"/> /z/ <input type="checkbox"/> /ɪz/ <input type="checkbox"/> | 5.  | /s/ <input checked="" type="checkbox"/> /z/ <input type="checkbox"/> /ɪz/ <input type="checkbox"/> |
| 3.  | /s/ <input type="checkbox"/> /z/ <input checked="" type="checkbox"/> /ɪz/ <input type="checkbox"/> | 6.  | /s/ <input type="checkbox"/> /z/ <input type="checkbox"/> /ɪz/ <input checked="" type="checkbox"/> |

What's in your bag?

2 Listen, point, and say.



| | | |
|---------------------------|--|--------------|
| Do you have apples? |  | No, I don't. |
| Do you have sandwiches? | | Yes, I do. |
| Do you have orange juice? | | Yes, I do. |

She has sandwiches **and** orange juice.

She has orange juice **but** she doesn't have apples.

3 Ask your friend. Check YES or NO.

| Food | YES | NO | School things | YES | NO |
|--------------|-----|----|---------------|-----|----|
| apples | | | books | | |
| sandwiches | | | notebooks | | |
| orange juice | | | a poster | | |
| carrots | | | pens | | |

Say and write. Use *and* or *but*.

Fun Time!

Whose ... is that?

4 Listen, point, and say.

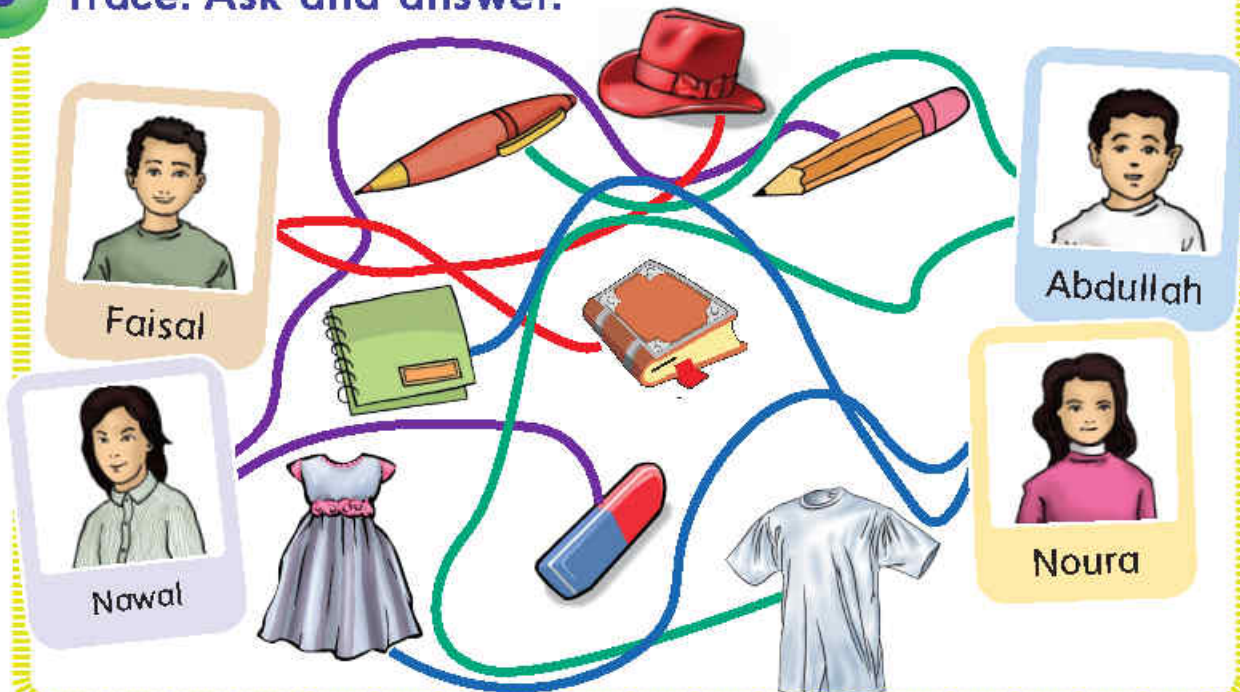


Whose hat is that?

Let's ask her!

Maybe it's Noura's.

5 Trace. Ask and answer.



I Can ...

- make the sounds for -s, ask and answer with "have", and use "and" or "but".
- ask and say whose something is using (name)'s.



| CD 1 Audio Track List | | |
|-----------------------|-------|--|
| Track | Unit | Student Book Section |
| 2 | Intro | Exercise 1. Listen and point |
| 3 | 1 | Exercise 1. Listen and point |
| 4 | 1 | Exercise 4. Greeting Line |
| 5 | 1 | Exercise 1. Chant and do |
| 6 | 1 | Exercise 2. Listen, say, and match |
| 7 | 1 | Exercise 3. Confusion Game |
| 8 | 1 | Exercise 1. Listen, point, and say |
| 9 | 1 | Exercise 3. Practice and do in pairs |
| 10 | 1 | Exercise 4. Same as the Leader Game |
| 11 | 1 | Exercise 1. Listen, point, and say |
| 12 | 1 | Exercise 2. Listen and number |
| 13 | 1 | Exercise 3. Listen, say, and match |
| 14 | 1 | Exercise 4. Phonics Game |
| 15 | 2 | Exercise 1. Listen and point |
| 16 | 2 | Exercise 3. Listen, point, and number |
| 17 | 2 | Exercise 4. Whose ... is This? |
| 18 | 2 | Exercise 1. Chant and clap the rhythm |
| 19 | 2 | Exercise 2. Listen, point, and say |
| 20 | 2 | Exercise 3. Clothes Color Basket |
| 21 | 2 | Exercise 1. Listen, point, and chant |
| 22 | 2 | Exercise 3. Touch the screen |
| 23 | 2 | Exercise 1. Listen, read, and say |
| 24 | 2 | Exercise 2. Listen, say, and match |
| 25 | 2 | Exercise 3. Does It Move? |
| 26 | 3 | Exercise 1. Listen and point |
| 27 | 3 | Exercise 3. Listen, say, and match |
| 28 | 3 | Exercise 4. Telephone Conversation |
| 29 | 3 | Exercise 1. Listen and chant |
| 30 | 3 | Exercise 3. True or False Action Game |
| 31 | 3 | Exercise 1. Listen, point, and say |
| 32 | 3 | Exercise 2. Listen, point, and say |
| 33 | 3 | Exercise 3. Card Snap Game |
| 34 | 3 | Exercise 1. Listen, read, and say |
| 35 | 3 | Exercise 2. Listen, number, and say |
| 36 | 3 | Exercise 3. Listen and touch the right picture |

CD 2 Audio Track List

| Track | Unit | Phonics Practice |
|-------|------|-----------------------------------|
| 2 | 1 | Exercise 1 Listen and chant |
| 3 | 1 | Exercise 2 Listen and point |
| 4 | 3 | Exercise 1 Listen and write |
| 5 | 3 | Exercise 2 Listen, point, and say |

CD 3 Audio Track List

| Track | Unit | Workbook Section |
|-------|------|---|
| 2 | 1 | Exercise 1. Listen, point, and practice |
| 3 | 1 | Exercise 1. Listen, point, and practice |
| 4 | 1 | Exercise 1. Listen, say, and do |
| 5 | 1 | Exercise 1. Listen and touch |
| 6 | 1 | Exercise 1. Listen, point, and practice |
| 7 | 1 | Exercise 1. Listen, point, and practice |
| 8 | 1 | Exercise 1. Listen, point at the pictures |
| 9 | 1 | Exercise 1. Listen, number the pictures |
| 10 | 2 | Exercise 1. Listen, point, and practice |
| 11 | 2 | Exercise 1. Listen, point, and practice |
| 12 | 2 | Exercise 1. Listen and chant |
| 13 | 2 | Exercise 1. Listen and color |
| 14 | 2 | Exercise 1. Listen, point, and practice |
| 15 | 2 | Exercise 1. Listen, point, and practice |
| 16 | 2 | Exercise 1. Listen and practice |
| 17 | 2 | Exercise 1. Listen, point, and practice |
| 18 | 3 | Exercise 1 Listen, point, and practice |
| 19 | 3 | Exercise 1. Listen, point, and practice |
| 20 | 3 | Exercise 1. Listen and chant |
| 21 | 3 | Exercise 1. Listen, point, and practice |
| 22 | 3 | Exercise 1. Listen, point, and practice |
| 23 | 3 | Exercise 1. Listen, point, and practice |
| 24 | 3 | Exercise 1. Listen and practice |
| 25 | 3 | Exercise 1. Listen, point, and practice |

Word List

| | | |
|----------------------------|-------------------------------|------------------------------|
| Apron p 10, 34 | Orange p 14, 34 | Wearing p 12, 14, 15, 16, 17 |
| Blouse p 16 | Phone p 20 | What's the matter? p 8, 9 |
| Blue p 15, 18, 19 | Photo p 20 | Wing p 24 |
| Cap p 6, 10, 16 | Pin p 10, 11 | |
| Cape p 10, 11 | Pine p 10, 11 | |
| Clap p 6, 14 | Plate p 18, 19 | |
| Clock p 6 | Playing computer games p 24 | |
| Cold p 8 | Playing football p 22, 24, 25 | |
| Doing karate p 22, 24, 25 | Please listen to me. p 3 | |
| Doing my homework p 20, 24 | Ring p 24 | |
| Dress p 17, 19 | Sandals p 17 | |
| Drink p 26 | Scared p 8 | |
| Eating snacks p 21, 24, 25 | Second p 5, 7 | |
| Eighth p 7 | Seventh p 7 | |
| Fifth p 5, 7 | Shake p 28 | |
| First p 5, 7, 25 | Shirt p 17 | |
| Fourth p 5, 7 | Shoes p 16 | |
| Glasses p 17 | Show p 6 | |
| Good idea! p 2 | Sixth p 7 | |
| Good job! p 3 | Skirt p 16 | |
| Good morning! p 2 | Sleepy p 8 | |
| Grass p 14 | Speaking p 20, 21, 24 | |
| Green p 14, 15 | Strong p 4 | |
| Hands p 6, 17 | Sunglasses p 16 | |
| Hat p 12, 13, 16 | Sweater p 16 | |
| Hungry p 8, 9 | Tap p 10 | |
| Ink p 10, 28, 31, 34 | Tape p 10 | |
| Iron p 10 | Tenth p 7 | |
| Jacket p 16 | Third p 5, 7 | |
| Jeans p 16 | Thirsty p 8 | |
| Let's do it again. p 3 | Tiger p 26 | |
| Let's play a game. p 2 | T-shirt p 16 | |
| Lock p 6 | Tree p 26 | |
| Make pairs p 2 | Watching TV p 20, 24 | |
| Ninth p 7 | Watch me. p 2 | |
| One more time. p 3 | Weak p 3 | |

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

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