

OXFORD

KSA 2nd Edition

# Family and Friends

# 2

Class Book



Naomi Simmons



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Class Book



**Naomi Simmons**  
**Tamzin Thompson**

**OXFORD**  
UNIVERSITY PRESS



# Scope and sequence



## Starter:

Welcome back! 4

I've got brown hair. This is my cousin. He's got green eyes. Where's Billy?  
Is he under the bed? There is ... There are... Numbers 1–20 Family Colours Toys

	Words	Grammar	Phonics	Skills
<b>1 Our new things</b> 8	School things	<i>This / That is ... These / Those are ...</i>	<b>Review of the alphabet and initial sounds</b>	<b>Reading:</b> a description <b>Listening:</b> identifying people and objects <b>Speaking:</b> <i>How many ...? There are ...</i> <b>Writing:</b> capitalisation, writing about my classroom (Workbook)
<b>2 They're happy now!</b> 14	Feelings	<i>We're / They're ... Are they ...?</i>	<b>Review of digraphs:</b> <i>ch sh th</i> ch: chair teacher sh: shoes fish th: thumb bath	<b>R:</b> a poem: 'My feelings' <b>L:</b> identifying feelings <b>S:</b> <i>Is he sad? No, he isn't. He's ...</i> <b>W:</b> long and short forms, writing about my feelings (WB)
<b>3 I can ride a bike!</b> 20	Outdoor activities	<i>She can / can't ... Can he ...?</i>  Prepositions of place: <i>behind / in front of next to / between</i>	<b>Review of CVC words:</b> <i>a e i o u</i> a: cat van e: peg bed i: bin fig o: mop log u: bus jug	<b>R:</b> information on a web page <b>L:</b> identifying outdoor toys <b>S:</b> <i>Where's the skateboard? It's in front of the table.</i> <b>W:</b> using <i>a / an</i> , writing about what I can and can't do (WB)
<b>Review 1</b> 26				
<b>Culture</b> 28	<i>Outdoor activities</i>			
<b>4 Have you got a milkshake?</b> 30	Food  Numbers 20–100	<i>Have you got ...? I have / haven't ... Has he got ...? He has / hasn't ...</i>	<b>Consonant blends:</b> <i>gr br fr</i> gr: grass grapes br: brush bread fr: frog frisbee	<b>R:</b> a caption story <b>L:</b> identifying which food items are available <b>S:</b> <i>Have you got apples? Yes, we have.</i> <b>W:</b> question marks and full stops, writing about my lunch (WB)
<b>5 We've got English!</b> 36	School subjects  School rooms	<i>What / When have we got ...? We've got ... our / their</i>	<b>Consonant blends:</b> <i>dr tr cr</i> dr: drum dress tr: truck tree cr: crayon crab	<b>R:</b> a description on a web page <b>L:</b> identifying school rooms <b>S:</b> <i>What have we got in the art room? We've got ...</i> <b>W:</b> capital letters, writing about my school subjects (WB)
<b>6 Let's play after school!</b> 42	After-school activities	<i>I visit ... I don't have ...</i>	<b>Consonant blends:</b> <i>fl pl bl</i> fl: flower flat pl: plum plate bl: blanket blue	<b>R:</b> information texts <b>L:</b> identifying after-school activities <b>S:</b> <i>I read a book. I don't ride a bike.</i> <b>W:</b> verbs, writing about what I do after school (WB)
<b>Review 2</b> 48				
<b>Culture</b> 50	<i>School clubs</i>			
<b>7 Let's buy presents!</b> 52	Special days	<i>What does he like? He likes / doesn't like ...</i>	<b>Consonant blends:</b> <i>cl gl sl</i> cl: cloud clock gl: gloves glue sl: slide slippers	<b>R:</b> instructions on making a card <b>L:</b> identifying suitable presents for people according to their preferences <b>S:</b> <i>What does he like? He likes tennis.</i> <b>W:</b> long and short forms, writing about presents for my mum (WB)



	Words	Grammar	Phonics	Skills
<b>8 What's the time?</b> 58	Everyday activities Times of the day	<i>What's the time?</i> <i>It's ... o'clock.</i> <i>He ... at ... o'clock.</i>	<b>Consonant blends:</b> <i>sm sn st sk</i> <i>sm: smile small</i> <i>sn: snow snake</i> <i>st: stairs star</i> <i>sk: sky skates</i>	<b>R:</b> information texts <b>L:</b> listening for time and activities <b>S:</b> <i>He has breakfast.</i> <b>W:</b> identifying <i>Wh</i> - questions, writing about my day (WB)
<b>9 Where does she work?</b> 64	Places	<i>Where does he work?</i> <i>He works in a ...</i> <i>Does she work in a ...?</i>	<b>Long vowels:</b> <i>a + e</i> <i>lake face</i> <i>gate plane</i>	<b>R:</b> a magazine interview <b>L:</b> listening for detail in an interview <b>S:</b> <i>What are Peter's favourite animals? They're monkeys.</i> <b>W:</b> using commas with <i>and</i> in lists, writing about where my family works (WB)
<b>Review 3</b> 70				
<b>Culture</b> 72	<i>At home</i>			
<b>10 It's hot today!</b> 74	Weather Weather activities	<i>What's the weather like?</i> <i>It's ...</i> <i>Put on / Don't put on ...</i>	<b>Long vowels:</b> <i>i + e</i> <i>bike white</i> <i>kite line</i> <i>nine</i>	<b>R:</b> a weather report <b>L:</b> identifying the weather at certain times from the weather report <b>S:</b> <i>It's Monday. What's the weather like?</i> <b>W:</b> verbs and adjectives, writing about the weather (WB)
<b>11 What are you wearing?</b> 80	Clothes Time	Present continuous: <i>What are you wearing?</i> <i>What's he wearing?</i> <i>I'm / He's wearing ...</i>	<b>Long vowels:</b> <i>o + e</i> <i>nose bone</i> <i>rope home</i> <i>stone</i>	<b>R:</b> a poem: 'At the coach station' <b>L:</b> identifying people by their clothing <b>S:</b> <i>What's she wearing? She's wearing ...</i> <i>He's wearing a red shirt. Who is it?</i> <b>W:</b> writing the time, writing about my clothes (WB)
<b>12 You're sleeping!</b> 86	Celebrations Getting ready	Present continuous: <i>What are you / they doing?</i> <i>I'm / We're / They're ...</i> <i>What's he / she doing?</i> <i>He's / She's ...</i>	<b>Long vowels:</b> <i>u + e</i> <i>June tube</i> <i>cube</i>	<b>R:</b> a descriptive email <b>L:</b> listening for detail to distinguish between photos <b>S:</b> <i>What's he doing? He's talking.</i> <b>W:</b> present continuous verbs, writing about a party (WB)
<b>Review 4</b> 92				
<b>Culture</b> 94	<i>National Day</i>			
<b>13 Look at all the animals!</b> 96	Farm animals Adjectives	Comparatives: <i>This cow is bigger than that cow.</i>	<b>Long vowels:</b> <i>ee</i> <i>tree cheese</i> <i>green feet</i> <i>three</i>	<b>R:</b> an information text <b>L:</b> listening for rules <b>S:</b> <i>Don't open the gate.</i> <b>W:</b> using <i>and</i> to connect sentences, writing about a farm visit (WB)
<b>14 Look at the photos!</b> 102	Memories Tidying up	Past simple: <i>I was / wasn't ...</i> <i>You were / weren't ...</i>	<b>Short &amp; long vowels</b> <i>cub cube</i> <i>tap tape</i> <i>pip pipe</i>	<b>R:</b> a newspaper article <b>L:</b> identifying people by their feelings and appearance <b>S:</b> <i>He was a lion (in the school play).</i> <b>W:</b> <i>and / or</i> , writing about me and my friends (WB)
<b>15 Well done!</b> 108	People Ordinal numbers	Past simple: <i>There were some / weren't any ...</i> Irregular plurals	<b>ng / nk</b> <i>ng: ring king swing</i> <i>nk: bank sink pink</i>	<b>R:</b> a fairytale <b>L:</b> identifying actions and emotions <b>S:</b> <i>What's Suzy doing? She's ...</i> <i>Is she sad? No, she isn't. She's ...</i> <b>W:</b> irregular plurals, writing about a school open day (WB)
<b>Review 5</b> 114				
<b>Culture</b> 116	<i>Farming in Saudi Arabia</i>			
<b>Grammar reference</b> 118				

# Starter

# Welcome back!

## Lesson One

1 Listen and chant. 01

2 Chant and do.

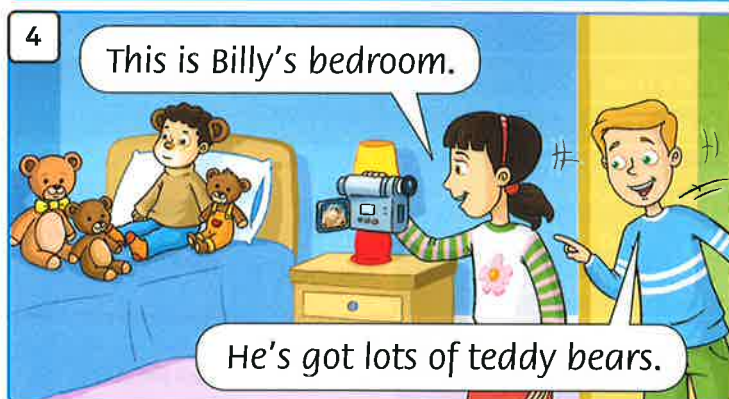
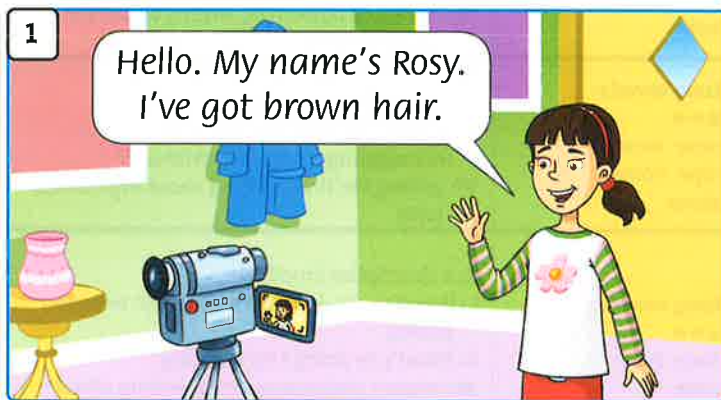
### Welcome

Welcome back  
To all our friends.  
Fun and learning  
Never end!

Welcome back,  
It's a happy day.  
A day for learning,  
A day for play!



3 Listen and read. 02





1 Listen to the story again and repeat. Act.

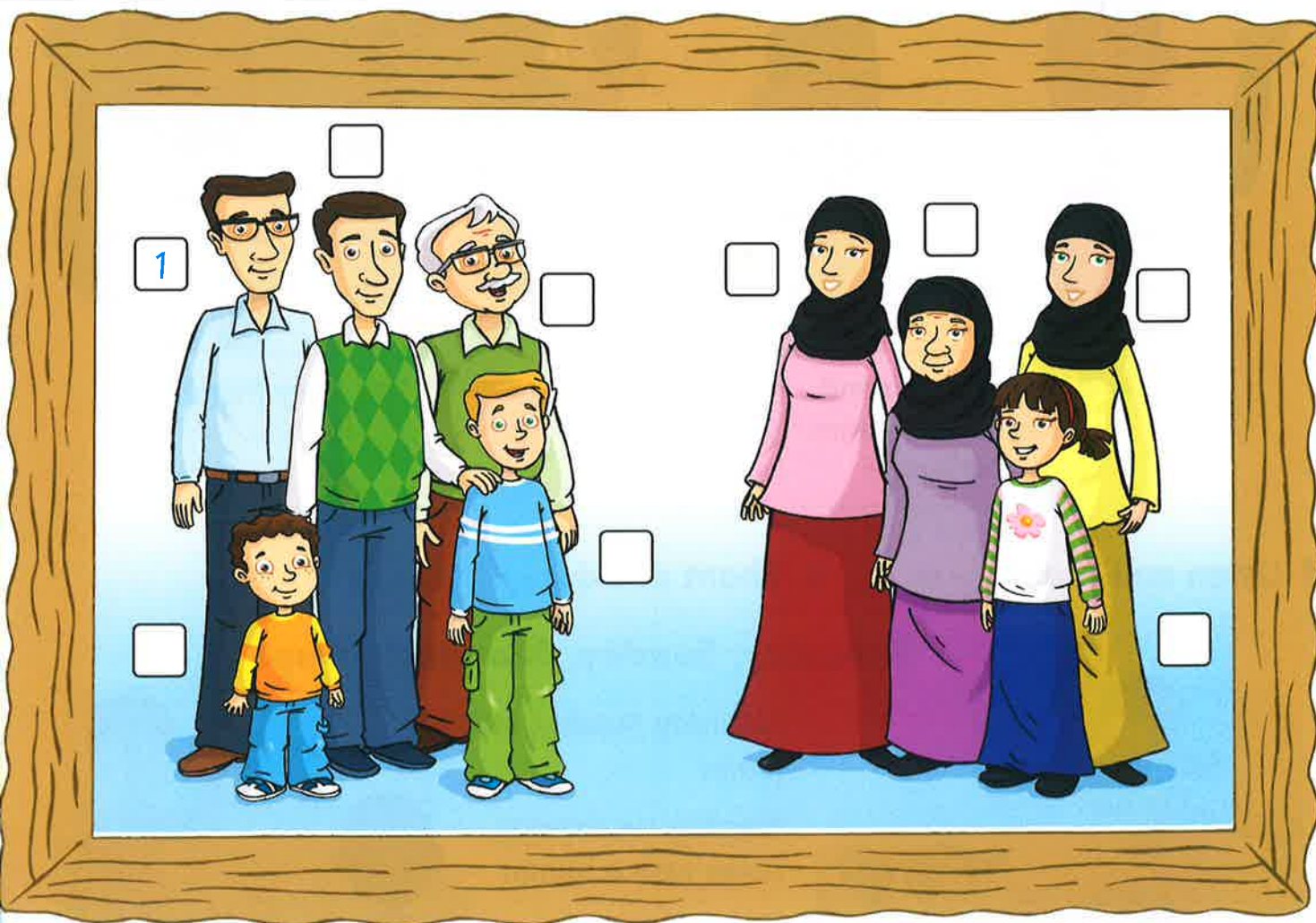
2 Circle T (true) or F (false).

- 1 Rosy's got brown hair. ☒ T F  
 3 Tim's got brown eyes. T F  
 5 Billy is four. T F

- 2 Tim is Rosy's sister. T F  
 4 Billy's got curly hair. T F  
 6 Billy is under the bed. T F

3 Listen and number.  03

mum dad brother sister grandma grandpa aunt uncle



4 Point and say.

long short curly straight brown black white

This is Rosy's brother. He's got curly hair.

This is Rosy's dad. He's got ...



## Lesson Three

### 1 Ask and answer.

Hello. How are you?

I'm fine, thank you.

What's your name?

My name's ...

How old are you?

I'm ...

### 2 Look and say. Introduce a friend.

1



This is my friend.  
His name's James.  
He's nine.

2



This is my friend.  
Her .....  
She's ...

### 3 Listen and chant. 04

### 4 Chant and do.

## Saturday, Sunday, Monday, Jump!

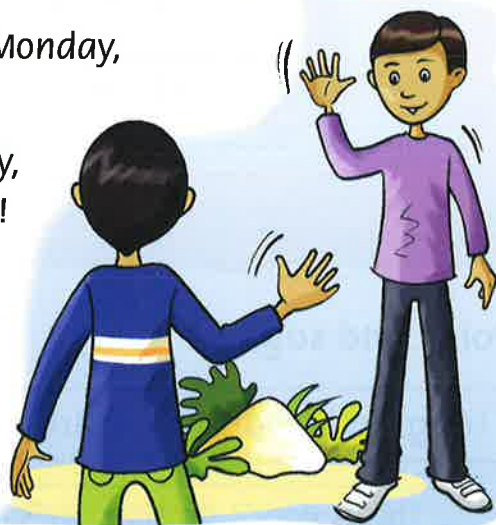


Saturday, Sunday, Monday,  
Jump!

Tuesday, Wednesday,  
Down with a bump!

Thursday, Friday,  
Let's say 'Hi!'

Days of the week.  
Let's say 'Goodbye!'



## 1 Look. Ask and answer.

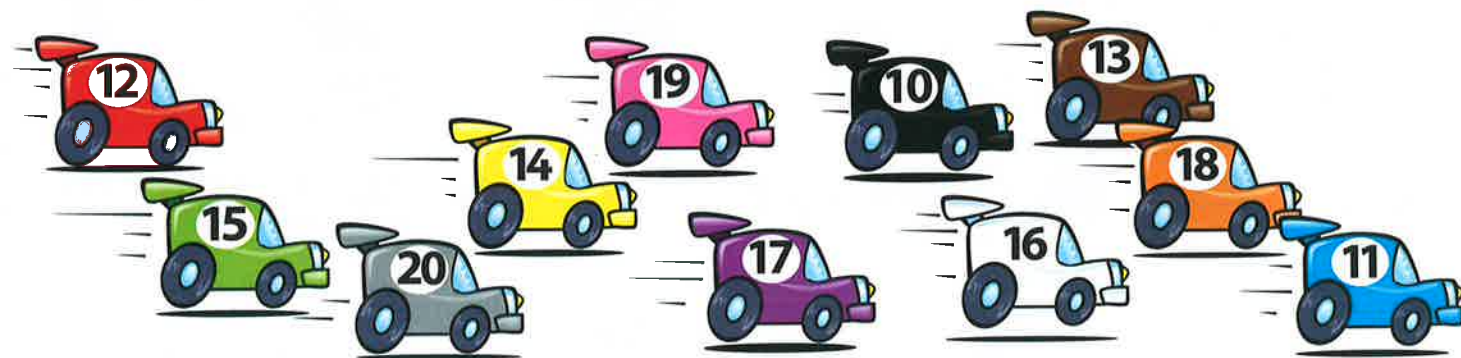
ball car train doll teddy puzzle bike



How many cars are there?

There are ... cars.

## 2 Listen and point. Ask and answer. 05



red green blue yellow pink purple  
black white brown orange grey

What colour is number 18?

It's ...

## 3 Write the numbers.

ten	<u>10</u>	thirteen	_____	seventeen	_____
twenty	_____	fifteen	_____	fourteen	_____
eleven	_____	twelve	_____	sixteen	_____
eighteen	_____	nineteen	_____		



# 1

# Our new things

## Lesson One Words

1 Listen, point and repeat. 06



classroom



table



computer



peg



pencil case



board

2 Listen and chant. 07

3 Listen and read. 08



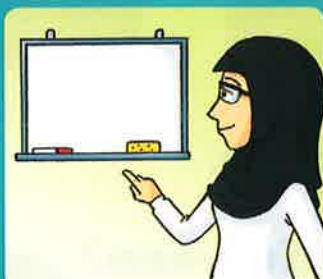


- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

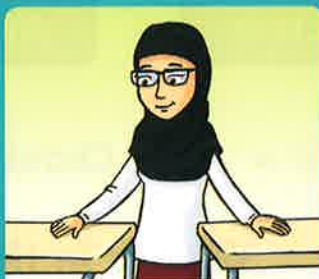
Let's learn!



**This is** the new computer.



**That is** a new board.



**These are** new tables.



**Those are** new pegs.

- 3 Write.

**This That These Those**



\_\_\_\_\_ are bags.



\_\_\_\_\_ is a ruler.



\_\_\_\_\_ are pencils.



\_\_\_\_\_ is a computer.

- 4 Point and say.

chairs pencil case board tables ruler pegs



Those are pegs.

This is a ...

That is a ...

These are ...

## Lesson Three Chant

### 1 Listen, point and repeat. 09



poster



picture



drawers



cupboard

### 2 Listen and chant. 10

### 3 Chant and do.

## What's in the classroom?



What's in the classroom?

Let's have a look!

Posters and pictures,

And work in a book.

What's in the classroom?

What can you see?

Drawers and a cupboard

For you and for me.

What's in the classroom?

What's over there?

A door and a window,

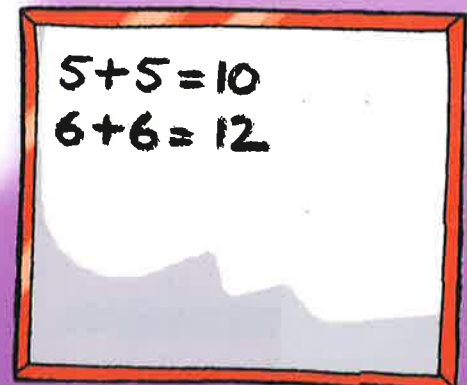
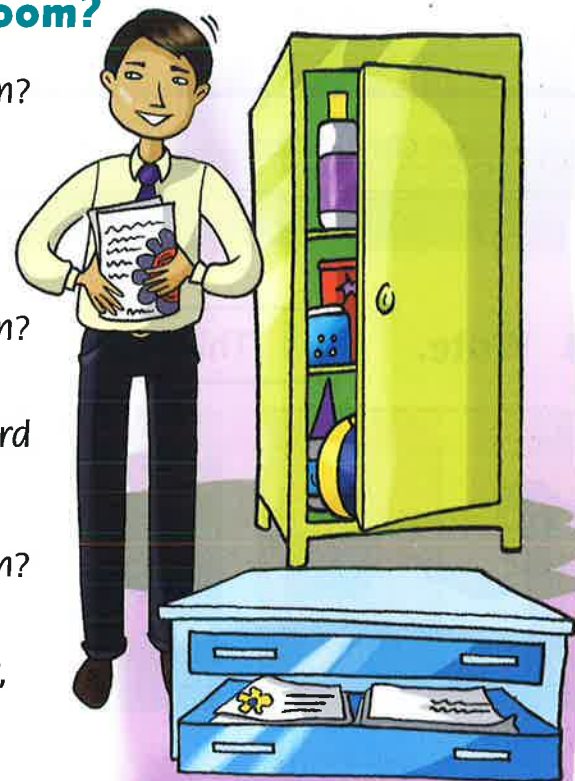
A table and chair.

What's in the classroom?

What can you see?

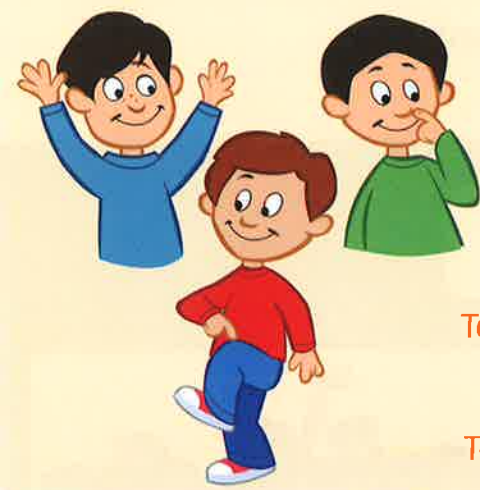
A board and pegs

For you and for me.





## 1 Listen and chant. 11



A, B, C, D, E, F, G,  
Come and play this game with me.

H, I, J, K, L, M, N,  
Close your eyes and count to ten.

O, P, Q, R, S, T,  
Touch your nose and touch your knee.

U, V, W, X, Y, Z,  
Touch your feet and touch your head.



## 2 Listen, point and repeat. 12

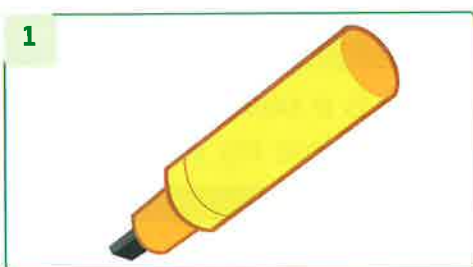
Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

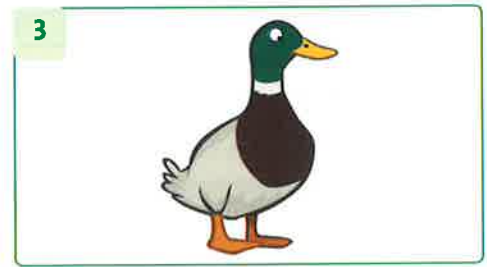
## 3 Listen and circle the correct sound. 13



a p f



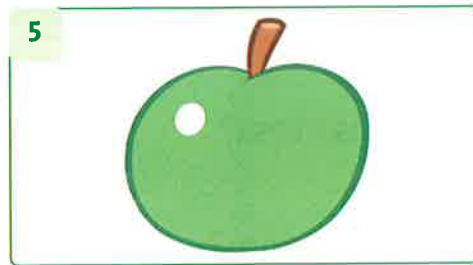
l t d



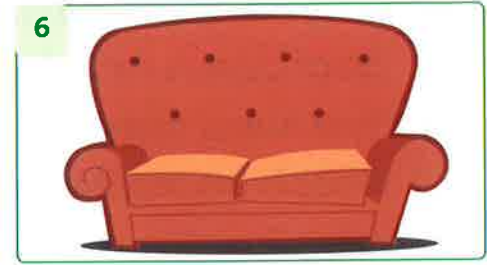
e h d



g v m



c a i



e n s



## Reading

- 1 Point to things you can see in a school. Say the words.
- 2 Listen and read.  14



My name's Peter. I go to Orange Park School.  
Look at these pictures of my school.



Our classroom is upstairs.  
It's very big and bright.



I'm in class 3C. There are 14 boys  
in my class. Our teacher is  
Mr Cooper.



There are lots of pictures  
and posters on the wall.



We sit at tables. I sit  
with my friend Henry.



There is a swimming pool  
too. I love my school.

### 3 Read again. Circle the correct word.

- 1 Where is Peter's classroom?
- 2 What class is Peter in?
- 3 How many boys are there in his class?
- 4 What is his teacher's name?
- 5 What is on the walls of the classroom?
- 6 Is there a swimming pool?

upstairs / downstairs

3C / Orange Park

12 / 14

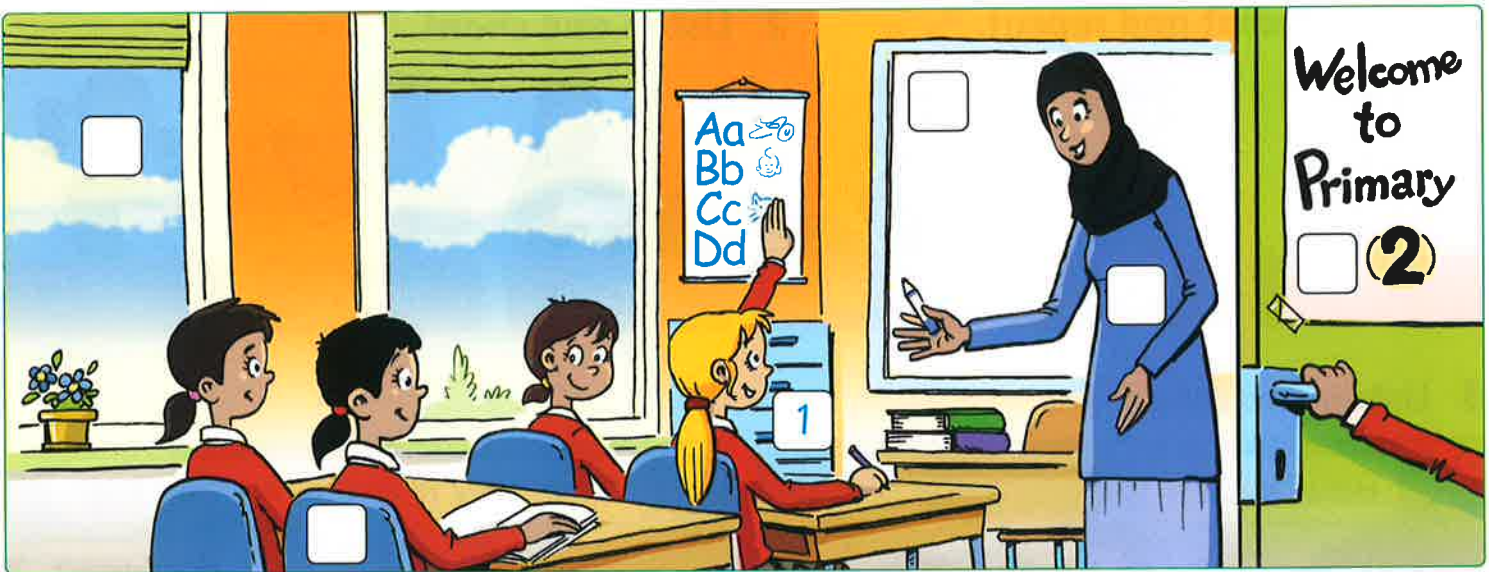
Henry / Mr Cooper

tables / pictures

Yes, there is. / No, there isn't.

# Listening

1 Listen and number. 15



# Speaking

2 Point, ask and answer.

books girls teachers windows doors

How many girls are there?

There are four girls.

What colour is her hair?

It's ...

# Writing

3 Underline the capital letters at the start of the sentences.

Circle the capital letters at the start of the names.

We've got a big classroom.

Our teacher is Mr Cooper.

1 My name's Peter.

2 This is my school.

3 Thank you, Miss Bahar.

4 This is Reemah's pencil case.

5 Those are your pegs.

6 This is Abdulaziz.

Complete the writing exercises on page 13 of Workbook 2.





# 2

# They're happy now!

## Lesson One Words

1 Listen, point and repeat.  16

2 Listen and chant.  17



hot



cold



hungry



thirsty



happy



sad

3 Listen and read.  18





- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



**We're** happy.



**They're** hungry.



**Are they** hot?  
No, **they aren't**.



**Are they** happy?  
Yes, **they are**.

**We're** = We **are**  
**They're** = They **are**

- 3 Look and match.

**We're**

**They're**



- 4 Write.

**Yes, they are. No, they aren't. Yes, we are. No, we aren't.**

Are they hot?



Yes, they are .

Are you hungry?



Are they cold?



Are you happy?



## Lesson Three Chant

1 Listen, point and repeat. 19



tired



angry



scared



brave

2 Listen and chant. 20 3 Chant and do.

### If you're tired and you know it ...



If you're tired and you know it,  
Go to sleep! [Snore, snore]  
If you're tired and you know it,  
Go to sleep! [Snore, snore]

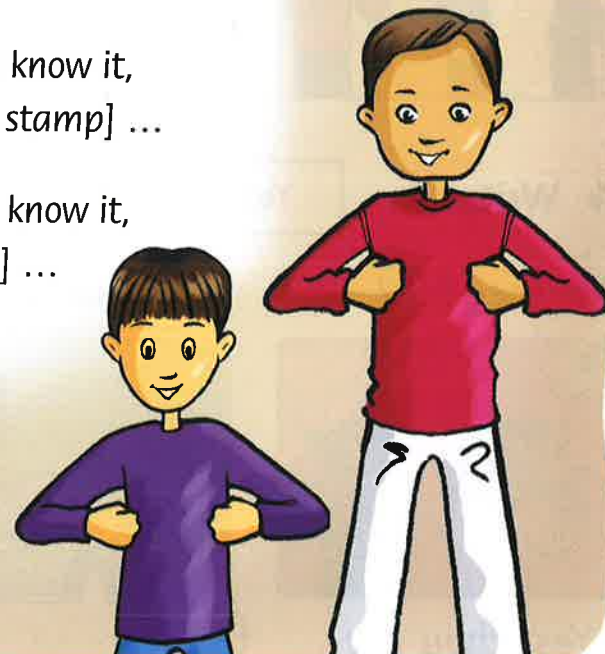
If you're tired and you know it,  
And you really want to show it,  
If you're tired and you know it,  
Go to sleep! [Snore, snore]



If you're scared and you know it,  
Hug yourself! [Hug, hug] ...

If you're angry and you know it,  
Stamp your feet! [Stamp, stamp] ...

If you're brave and you know it,  
Say, 'I can!' [I can!] ...





1 Listen, point and repeat. 21

**ch**

chair teacher



**sh**

shoes fish



**th**

thumb bath



2 Listen and chant. 22

Look at my teacher,  
Sitting on a chair.

Her shoes are blue,  
She's got long, black hair.

A picture of a bath,  
And a picture of a fish.

Look at my teacher.  
Her name's Miss Wish.



3 Read the chant again. Circle the sounds **ch**, **sh** and **th**.

4 Listen to the sounds and join the letters. 23

What has the teacher got?



sh sh th th sh ch sh

th sh ch sh th sh ch

sh ch sh ch ch ch th



## Reading

1 Look at the pictures. How does the boy feel?

2 Listen and read.  24



## My Feelings

Sometimes I am happy,  
Sometimes I am brave.  
Sometimes I am sad,  
But I always behave.

When I'm really happy,  
I laugh and smile and play.  
When I'm really happy,  
It's a very good day.

When I'm really brave,  
I'm scared, but carry on.  
I say, "I can do it!"  
Until my fear is gone.

When I'm really sad,  
I cry and tell my dad.  
We talk together,  
And then I don't feel bad.

Sometimes I am happy,  
Sometimes I am brave.  
Sometimes I am sad,  
But I always behave.

3 Read again. Match.

- 1 play
- 2 cry
- 3 laugh
- 4 I can do it!
- 5 smile

a

- a happy  
b brave  
c sad



## Listening

1 Listen and number.  25



## Speaking

2 Point, ask and answer.

happy sad tired cold scared hungry

Is he sad?

No, he isn't. He's scared.

Is she ...?

No, ...

## Writing

3 Look and write the long form.

I'm = I **am**

He's = He **is**

We're = We **are**

You're = You **are**

She's = She **is**

They're = They **are**

1 She's cold.

She is cold.

2 They're happy.

\_\_\_\_\_ happy.

3 I'm hungry.

\_\_\_\_\_ hungry.

4 We're thirsty.

\_\_\_\_\_ thirsty.

5 You're brave.

\_\_\_\_\_ brave.

6 He's sad.

\_\_\_\_\_ sad.

# 3

# I can ride a bike!

## Lesson One Words

1 Listen, point and repeat.  26



ride a bike



ride a horse



skate

2 Listen and chant.  27



skateboard

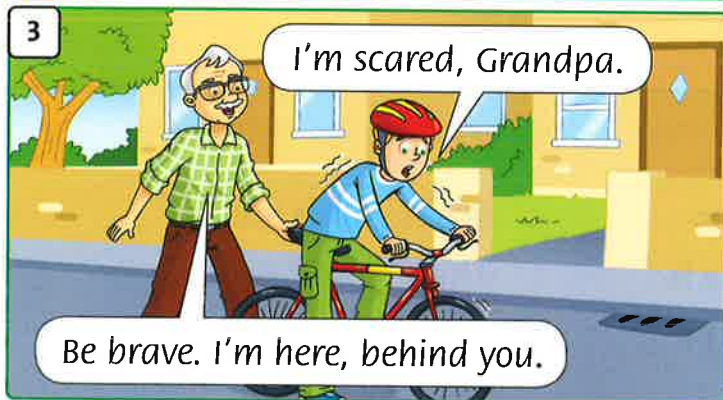
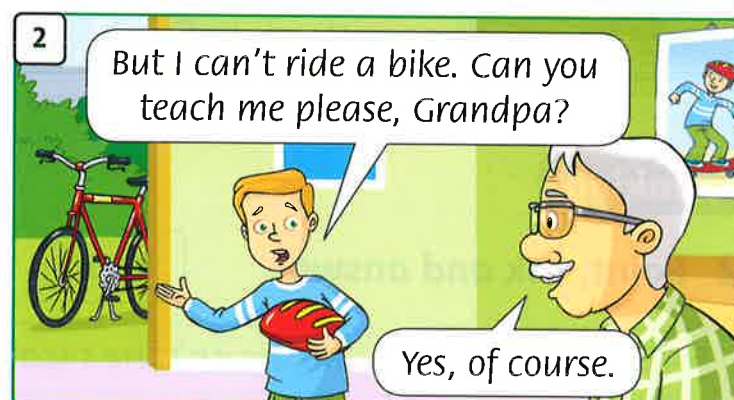
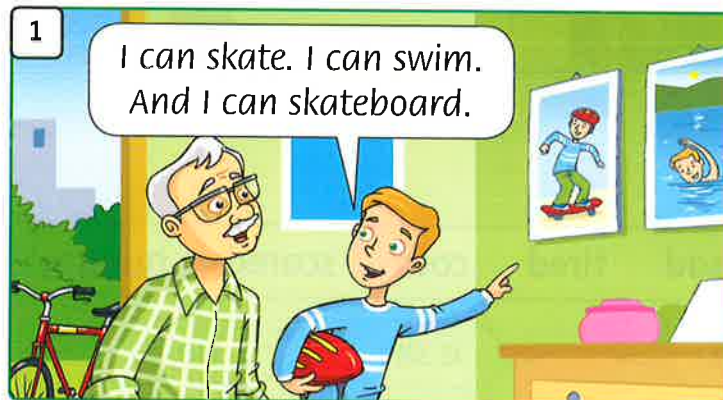


play tennis



play football

3 Listen and read.  28





- Listen to the story again and repeat. Act.
- Look and say.

Let's learn!



I **can** skate.



I **can't** skateboard.



**Can** he play tennis?  
Yes, he **can**.



**Can** he ride a bike?  
No, he **can't**.

3 Write.

He

She

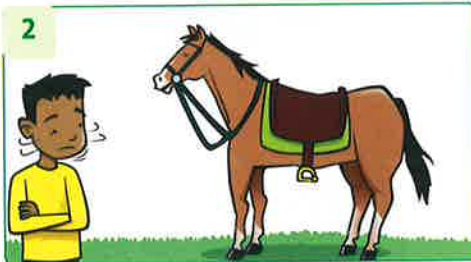
They

**can**

**can't**



He **can** ride a bike.



\_\_\_\_\_ ride a horse.



\_\_\_\_\_ play football.



\_\_\_\_\_ skate.



\_\_\_\_\_ play tennis.



\_\_\_\_\_ skateboard.

4 Point, ask and answer.

Can he ride a bike?

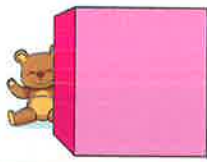
Yes, he can.

Can she ...?

Can they ...?

## Lesson Three Chant

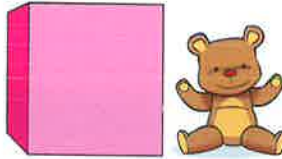
### 1 Listen, point and repeat. 29



behind



in front of



next to



between

### 2 Listen and chant. 30

### 3 Chant and do.

#### Where is my teddy bear?

Where is my teddy bear?

Where is he?

Where is my teddy bear?

I can't find him anywhere!

Look behind the bedroom door.

Is he hiding there?

Look behind the bedroom door.

I can't find him anywhere!

Look in front of the sofa.

Is he hiding there?

Look in front of the sofa.

I can't find him anywhere!

Look between the bed and chair.

Is he hiding there?

Look between the bed and chair.

I can't find him anywhere!

Look next to the big toy box.

Is he hiding there?

Look next to the big toy box.

Yes, my teddy's hiding there!





## 1 Listen, point and repeat. 31



## 2 Listen and chant. 32

A cat, cat, cat  
Is in a van, van, van.

A peg, peg, peg  
Is by my bed, bed, bed.

A fig, fig, fig  
Is in the bin, bin, bin.

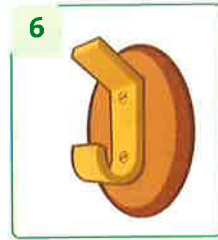
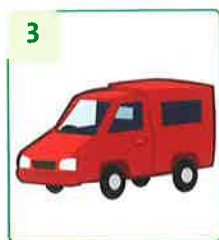
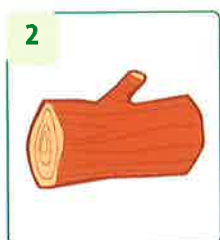
A mop, mop, mop  
Is on a log, log, log.

A mum, mum, mum  
Is on the bus, bus, bus.



## 3 Read the chant again. Circle the middle sounds a, e, i, o and u.

## 4 Listen and circle the middle sound. 33



a e i

o u e

i a u

u e i

u o i

e i a

## Reading

1 Look at the pictures. What colour are the bikes?

2 Listen and read.  34

## Bikes for all the family

Children's bikes

Adult bikes






This is a perfect bike for a girl aged 5–9. It's pink and purple. It's got two seats – one for the girl and a seat behind for a doll. This bike is fast and fun.

This bike is black and orange and has got big wheels. It's a good bike for children aged 7–10. You can ride this bike on grass or sand – so take it to the park or beach.



This bike is perfect for very young children aged 2–4. It's got three wheels, one big and two small. It's red, yellow and green.

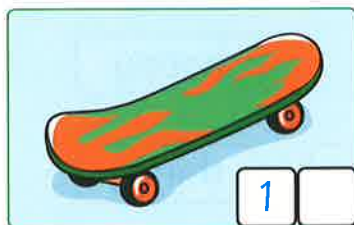
3 Read again. Tick (✓).

				
1	This bike has got two seats.	✓		
2	This bike has got three wheels.			
3	You can ride this bike at the beach.			
4	You can ride this bike with a doll.			
5	This bike is for little children.			
6	This bike is orange and black.			



## Listening

1 Listen and number.  35



## Speaking

2 Point, ask and answer.

in front of    behind    next to    between



Where's the skateboard?

It's in front of the table.

Where are the ...?

They're ...

## Writing

3 Read. Circle the vowels at the start of the words. Write **a** or **an**.

This is **an** apple.    It's **a** blue doll.

- 1 It is \_\_\_\_ orange bike.
- 2 This is \_\_\_\_ skateboard.
- 3 She has got \_\_\_\_ umbrella.
- 4 I've got \_\_\_\_ banana.

**Remember!**

**a, e, i, o, u**  
We are vowels  
And we help you.



# Review 1



## 1 Circle the odd one out. Write.











- |   |        |          |            |         |                   |
|---|--------|----------|------------|---------|-------------------|
| 1 | tables | pegs     | skateboard | chairs  | <u>skateboard</u> |
| 2 | hot    | computer | cold       | happy   | _____             |
| 3 | behind | next to  | between    | thirsty | _____             |
| 4 | hungry | poster   | picture    | drawers | _____             |
| 5 | tired  | scared   | cupboard   | sad     | _____             |

## 2 Look and match. Ask and answer.



- |                     |                                       |                                |
|---------------------|---------------------------------------|--------------------------------|
| 1 Where's the bird? | <input checked="" type="checkbox"/> e | a He's behind Rosy.            |
| 2 Where's Rosy?     | <input type="checkbox"/>              | b It's next to the box.        |
| 3 Where's Billy?    | <input type="checkbox"/>              | c He's in front of Rosy.       |
| 4 Where's the ball? | <input type="checkbox"/>              | d She's between Tim and Billy. |
| 5 Where's Tim?      | <input type="checkbox"/>              | e It's on the slide.           |

## 3 Tick (✓) the picture that contains the sound.

- |                                                                                                                                                                                                   |                                                                                                                                                                                                   |                                                                                                                                                                                                   |                                                                                                                                                                                                       |                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 a                                                                                                                                                                                               | 2 e                                                                                                                                                                                               | 3 i                                                                                                                                                                                               | 4 o                                                                                                                                                                                                   | 5 u                                                                                                                                                                                                   |
| <div>a </div> <div>b </div> | <div>a </div> <div>b </div> | <div>a </div> <div>b </div> | <div>a </div> <div>b </div> | <div>a </div> <div>b </div> |



## 4 Write.

ride play fly

Alex and Ruby are brother and sister.

1 Alex can ride a bike.

2 He can \_\_\_\_\_ football.






3 But he can't \_\_\_\_\_ a horse.

4 Ruby can \_\_\_\_\_ a kite.

5 She can \_\_\_\_\_ tennis.

6 But she can't \_\_\_\_\_ a bike.

## 5 Tick (✓) or cross (X).

					
Alex	✓				
Ruby					

## 6 Ask and answer.

Can Alex ride a bike?

Yes, he can.

Can Ruby ...?

## 7 Read and colour.

**My work in Units 1, 2 and 3 is**



**OK**



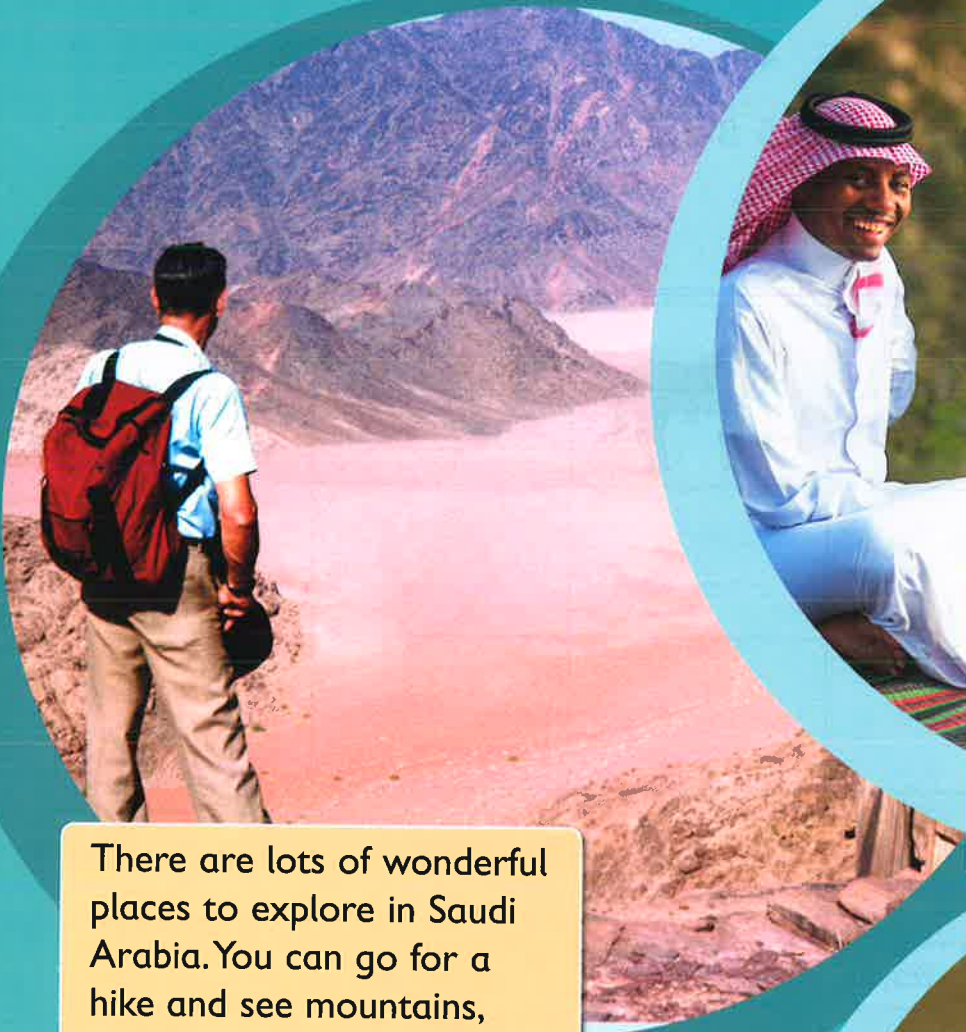
**Good**



**Excellent**

# Outdoor activities

1 Look at the photos and read.



There are lots of wonderful places to explore in Saudi Arabia. You can go for a hike and see mountains, oases, caves, seas, deserts and beautiful beaches.



There are lots of great places to have a picnic in Saudi Arabia. You can take a picnic to the beach or to a cool valley. Look out for birds! They love picnics, too!

There are lots of beautiful birds in Saudi Arabia. You can look for birds in the mountains and valleys. Falconry is a popular sport in Saudi Arabia. You can watch a falconry competition. Falcons are amazing!





## Let's talk about outdoor activities

### 2 Read again. Circle the correct words.

- 1 You can **explore** / **hike** beautiful beaches.
- 2 There are lots of beautiful **competitions** / **birds** in Saudi Arabia.
- 3 Falconry is a popular **sport** / **valley**.
- 4 You can go sandboarding in the **sea** / **desert**.

### 3 **Think!** What other outdoor activities can people do in Saudi Arabia? What things do you need to do these activities?

### 4 Choose an activity. Your friend asks questions to guess what it is.

#### Activities

sandboarding  
surfing  
a picnic  
diving  
bird watching  
falconry  
jetskiing  
swimming  
walking

#### Places

in the desert  
on the beach  
in the sea  
in the mountains  
in a valley

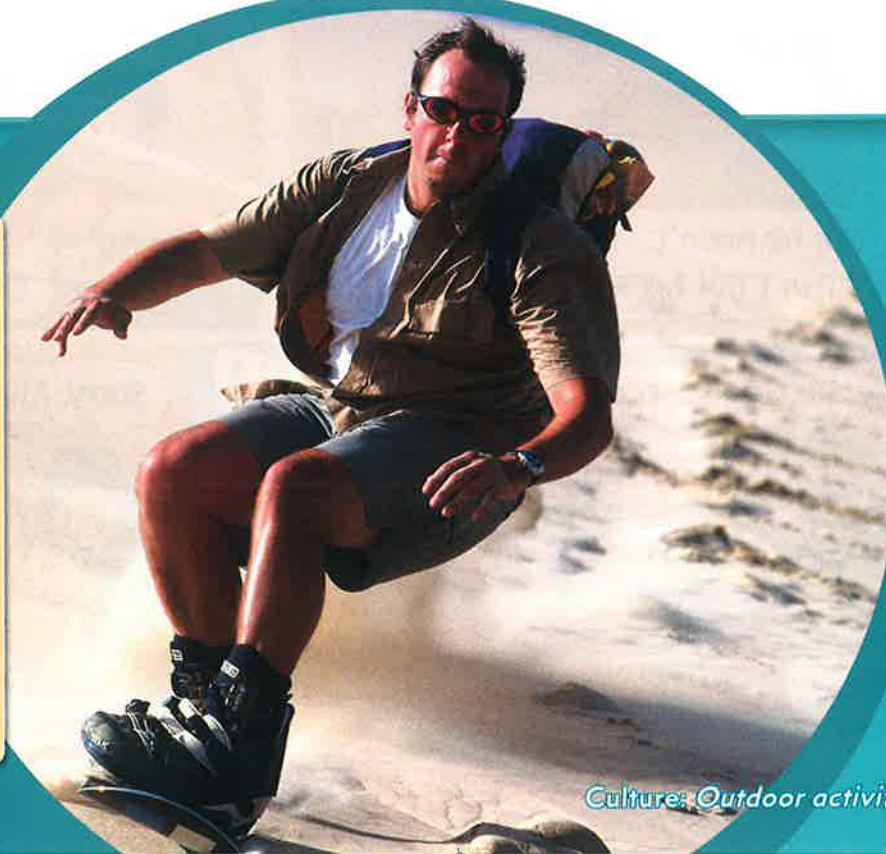
Can you do it in the desert?

Yes, you can.

Is it sandboarding?

Yes, it is!

In Saudi Arabia, you can surf in the sea, or in the desert! Sandboarding is a very cool sport. It's like surfing or snowboarding, but you can do it on sand. There are lots of high sand dunes in Saudi Arabia.





# 4

# Have you got a milkshake?

## Lesson One Words

1 Listen, point and repeat. 36



salad



fries



pizza



milkshake

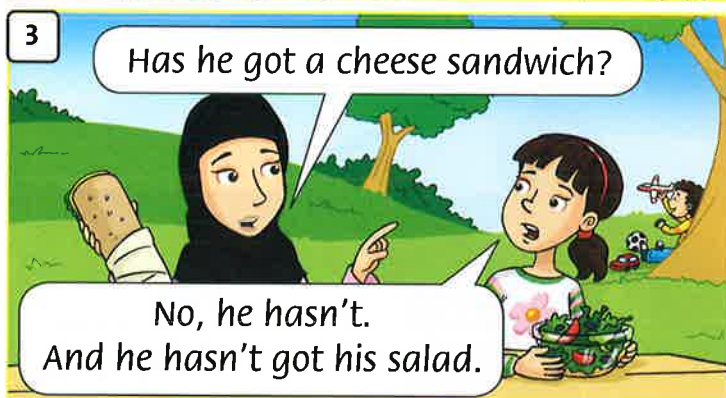
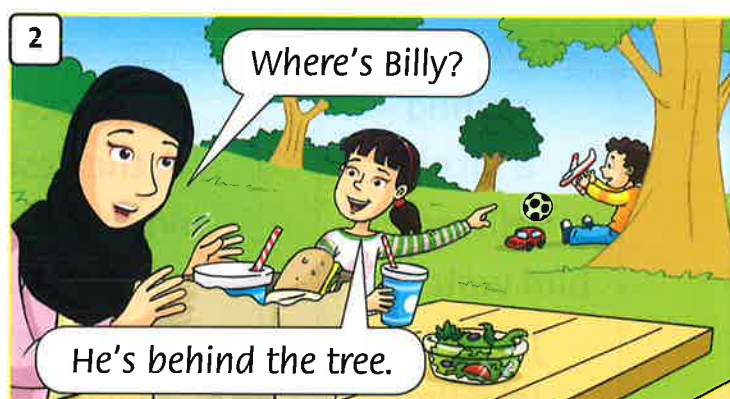
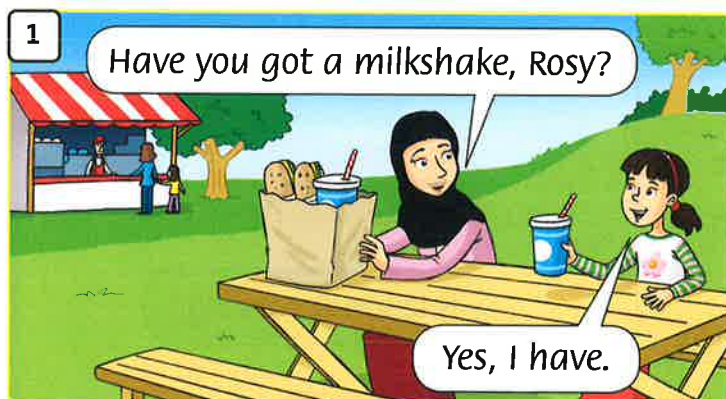


cheese sandwich



chicken

3 Listen and read. 38





- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



**Have** you **got** a milkshake?  
Yes, I **have**.



**Have** you **got** fries?  
No, I **haven't**.



**Has** he **got** a cheese sandwich?  
Yes, he **has**.



**Has** she **got** a pizza?  
No, she **hasn't**.

3 Write.

**Yes, I have. No, I haven't.**

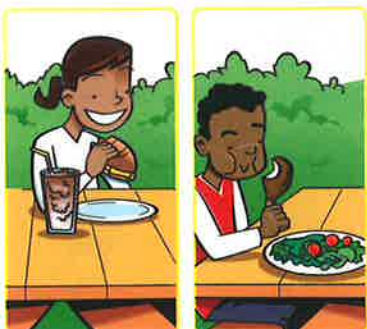
1 Have you got a milkshake?



2 Have you got a salad?

4 Look, ask and answer.

**Yes, he has. No, he hasn't. Yes, she has. No, she hasn't.**



1 Has he got a cheese sandwich?

No, he hasn't.

2 Has he got salad?

\_\_\_\_\_

3 Has she got a milkshake?

\_\_\_\_\_

4 Has she got chicken?

\_\_\_\_\_

5 Has he got fries?

\_\_\_\_\_

## Lesson Three Chant

1 Listen, point and repeat.  39

10

ten

20

twenty

30

thirty

40

forty

50

fifty

60

sixty

70

seventy

80

eighty

90

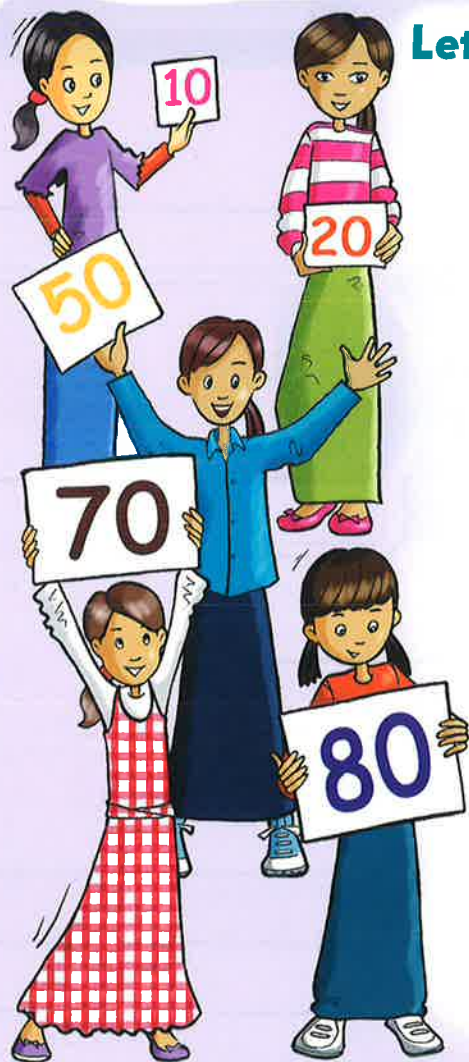
ninety

100

one hundred

2 Listen and chant.  40

3 Chant and do.



**Let's count to one hundred!**

Let's count to one hundred.

It's time to start.

10, 20, 30 ...

Yes, good start!

Let's count to one hundred.

It's easy to do.

40, 50, 60 ...

Yes, clever you!

Let's count to one hundred.

It's easy if you try.

70, 80 ...

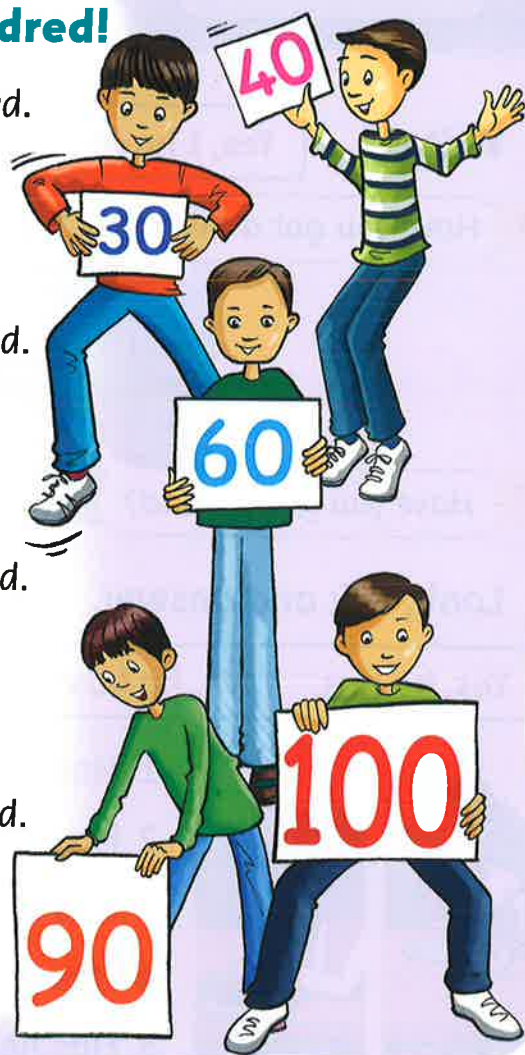
The numbers are high.

Let's count to one hundred.

Now we are done.

90, 100.

Counting is fun!

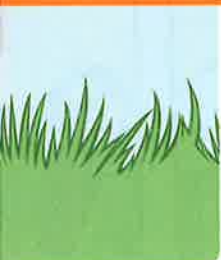




1 Listen, point and repeat.  41

**gr**

grass



grapes



**br**

brush



bread



**fr**

frog



frisbee



2 Listen and chant.  42

There are grapes and bread,  
And juice in a glass.

Friends together,  
In the green, green grass.

Play with a frisbee,  
Play football.

The friends have fun  
With a big, brown ball.



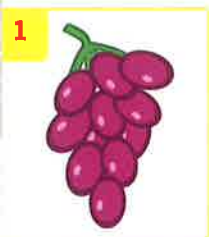
3 Read the chant again. Circle the sounds *gr*, *br* and *fr*.

4 Listen and complete the words.  43

**gr**

**br**

**fr**



grapes



own



een



og



isbee



ush

## Reading

1 Look at the pictures and say the food words.

2 Listen and read. 44



One pizza and one banana milkshake, please.  
 We haven't got much food now. Sorry, it's late.



Have you got tomatoes?  
 No, sorry. We haven't got tomatoes now.



Have you got chicken? Or what about olives?  
 No, we haven't got chicken. And we haven't got olives. You're too late.



Oh no! And my milkshake?  
 Have you got bananas?  
 Yes, we've got lots of bananas.



Oh good! One banana milkshake and one banana pizza, please!  
 A banana pizza?! Are you sure?  
 Yes, please.



Look! I've got a banana pizza! It's my new favourite!

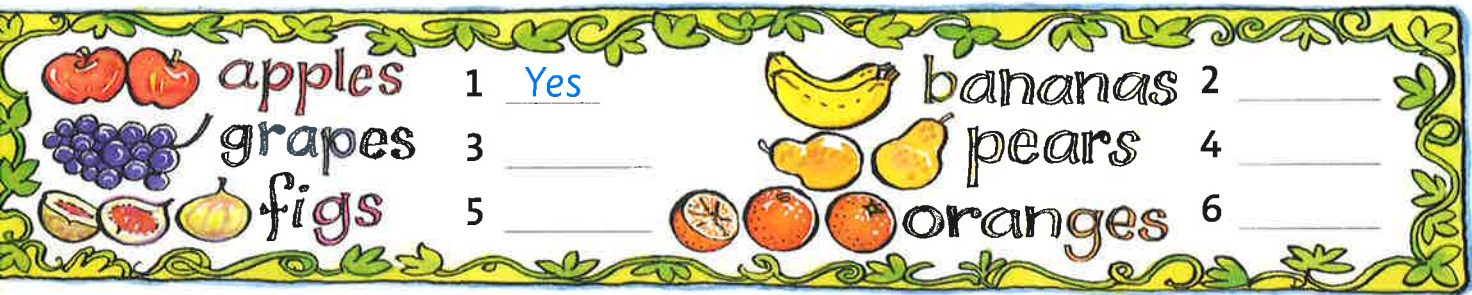
3 Tick (✓) the food they have got. Cross (X) the food they haven't got.

chicken ☒ bananas ☐ tomatoes ☐ pizza ☐ milkshake ☐



## Listening

1 Listen and write Yes or No.  45



## Speaking

2 Point, ask and answer.

apples      bananas      grapes      pears      figs      oranges



Have you got apples?

Yes, we have.

Have you got ...?

No, we haven't.

## Writing

3 Write a question mark or a full stop.

Have you got a sandwich ? Yes, we have .

1 Has he got an apple ☐

2 She's got an orange ☐

3 We like fruit ☐

4 Do you like figs ☐

5 Can you ride a bike ☐

6 I can't ride a horse ☐



# 5

# We've got English!

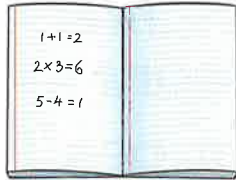
## Lesson One Words

1 Listen, point and repeat. 46

2 Listen and chant. 47



art



maths



English



science



PE



ICT

3 Listen and read. 48

1 What have we got on Monday?

We've got English. Then we've got maths.

2 When have we got PE?

We've got PE on Thursday. Oh good!

3 On Thursday

Don't forget these.

Oh yes. Our PE bags.

4 It's time for football. Put on your PE clothes now.

5 Oh no! This is Billy's bag. I can't wear these clothes. I can't play football now!

6 You can wear their clothes, Tim.

Thank you very much!



- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!

MONDAY  
English



What have we  
got on Monday?  
We've got English.

THURSDAY  
PE



When have we got PE?  
We've got PE on  
Thursday.



These are  
our PE bags.



You can wear  
their clothes.

3 Write.

our

their



These are  
our bags.



Those are  
bags.



These are  
T-shirts.



Those are  
T-shirts.

4 Point, ask and answer.

	Sunday	Monday	Tuesday	Wednesday	
9:00	maths	science	art	English	

What have we got on Tuesday?

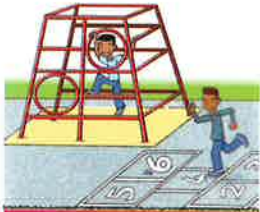
We've got ...

When have we got ...?

We've got ... on ...

## Lesson Three Chant

### 1 Listen, point and repeat. 49



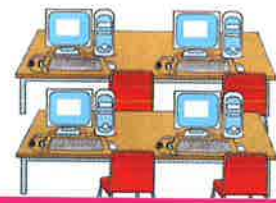
playground



sports field



art room



computer room

### 2 Listen and chant. 50

### 3 Chant and do.

#### At our school

In the playground  
We have lots of fun.  
We play, we talk,  
We jump, we run.

At our school. At our school. At our school.

On the sports field  
We do PE.  
We play sports together,  
You and me.

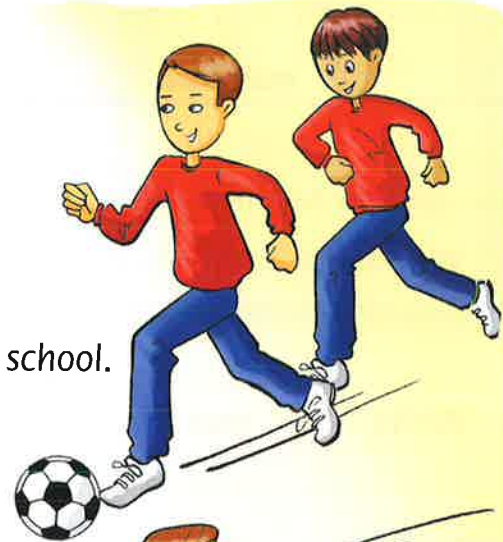
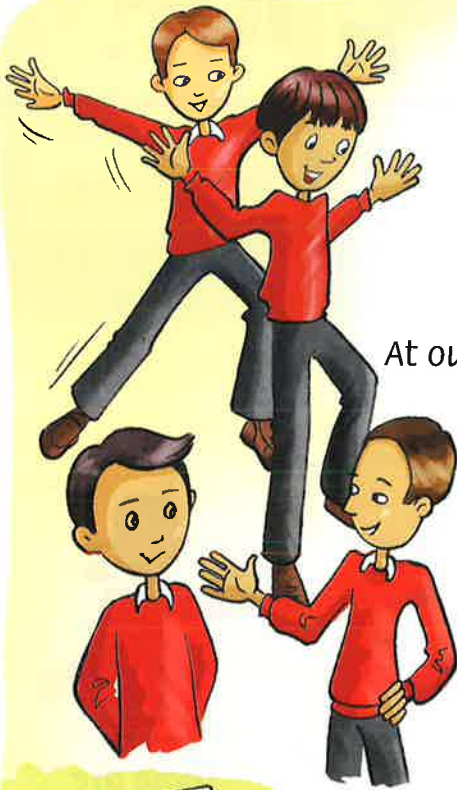
At our school ...

In the art room  
We paint and draw.  
We put our pictures  
On the walls.

At our school ...

In the computer room  
We look and hear.  
We put the headphones  
On our ears.

At our school ...





1 Listen, point and repeat.  51

**dr**

drum



dress



**tr**

truck



tree



**cr**

crayon



crab



2 Listen and chant.  52

A train and a truck,  
A crab and a drum.  
I draw with my crayons,  
And I have fun.  
  
A girl in a dress,  
A bird in a tree.  
Get your crayons,  
And draw with me.



3 Read the chant again. Circle the sounds *dr*, *tr* and *cr*.

4 Listen to the sounds and join the letters.  53

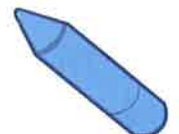
What has the boy got?



dr dr cr dr cr dr tr

tr cr dr tr tr cr dr

cr tr tr cr dr tr cr



## Reading

1 Look at the picture. What school subjects can you see?

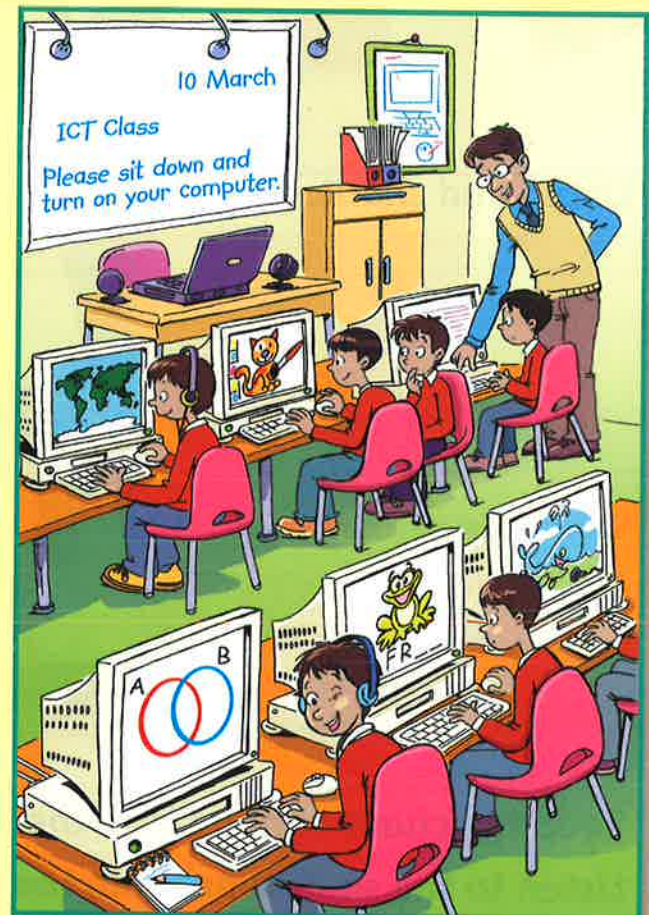
2 Listen and read.  54

## Our Computer Room

At our school we've got a big computer room. We've got 12 computers in the room, one for every pupil. The computers have got headphones, so the pupils can listen and speak.

In the computer room, the pupils can study English, ICT, maths and science. They do art here too; they can draw and colour pictures with the computer. The computers also help the pupils to read and write.

In Primary 2, the children come to the computer room every Tuesday and Thursday. Everyone likes these lessons.



3 Read again. Circle the false word and write the correct word.

1 We've got a small computer room.

big

2 We've got 18 computers.

3 The pupils can listen and eat.

4 The computers help the pupils to run and write.

5 The children come every Tuesday and Wednesday.



## Listening

1 Listen and number.  55



## Speaking

2 Point, ask and answer about your school.

on the sports field    in the classroom    in the art room    in the computer room

football nets    whiteboard    crayons    computers

What have we got in the art room?

We've got ...

## Writing

3 Circle the capital letters at the start of the days of the week.

We've got maths on Tuesday.

1 What have we got on Wednesday?

2 We go to the computer room on Thursday.

3 We've got art on Monday.

4 Have we got PE on Tuesday?

Complete the writing exercises on page 39 of Workbook 2.





# 6

# Let's play after school!

## Lesson One Words

1 Listen, point and repeat.  56



help my  
dad



do my  
homework



visit my  
grandma

2 Listen and chant.  57



go  
swimming

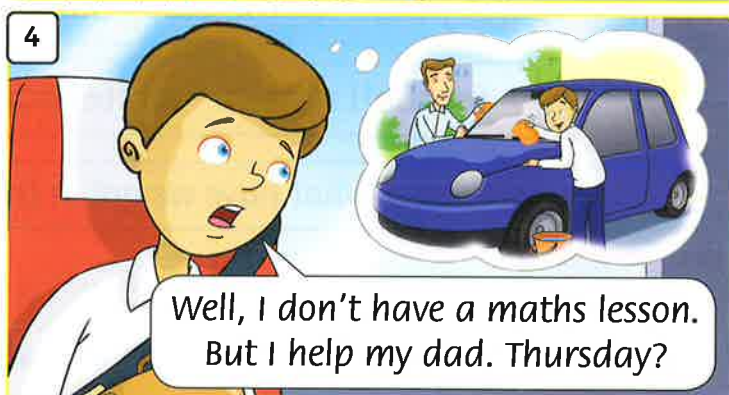
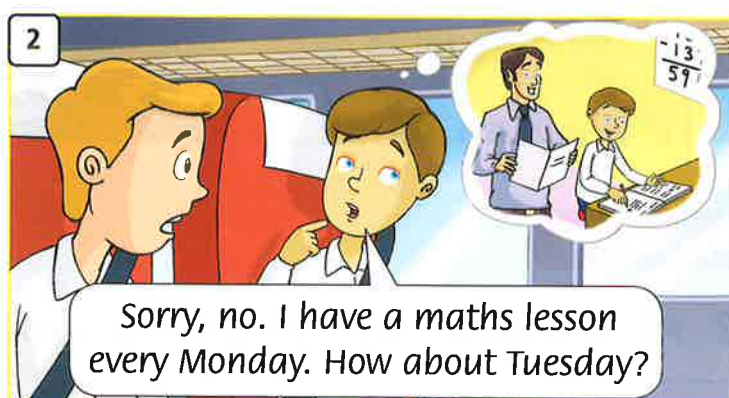


have a  
lesson



watch TV

3 Listen and read.  58





1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



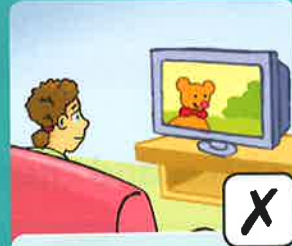
I **visit** my grandma every Tuesday.



I **don't have** a maths lesson.



I **go swimming** every Thursday.



I **don't watch** TV.

3 Write.

**watch go visit do have help**



I have a maths lesson.



I \_\_\_\_\_ my homework.



I \_\_\_\_\_ swimming.



I \_\_\_\_\_ TV.



I \_\_\_\_\_ my dad.



I \_\_\_\_\_ my grandma.

4 Point and say.

Monday



Monday.

Tuesday



I visit my grandma. I don't go swimming.

Wednesday



Thursday



## Lesson Three Chant

### 1 Listen, point and repeat. 59



listen to the radio



play with friends



read a book



write an email

### 2 Listen and chant. 60

### 3 Chant and do.

#### After school

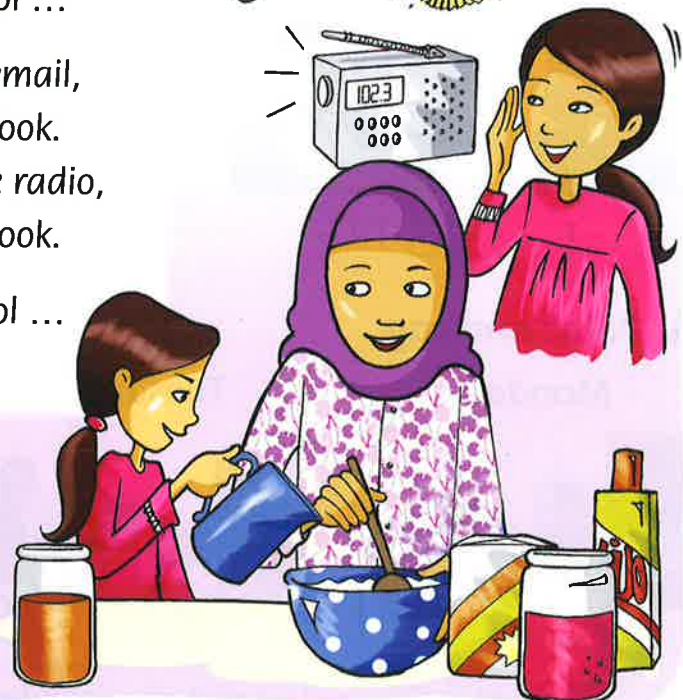
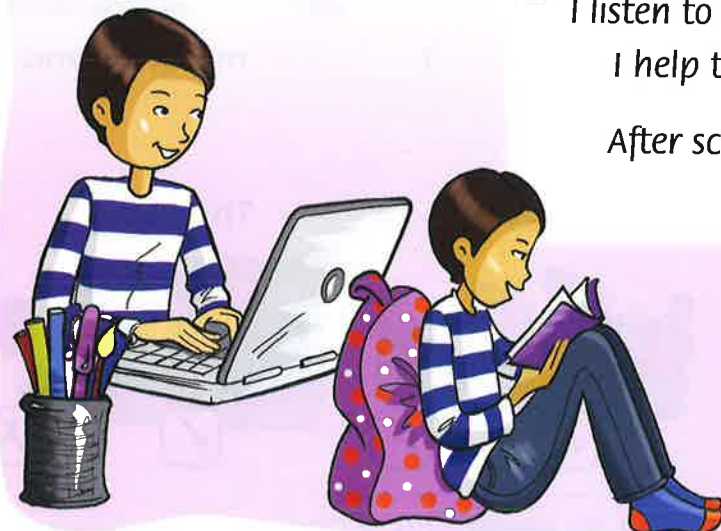
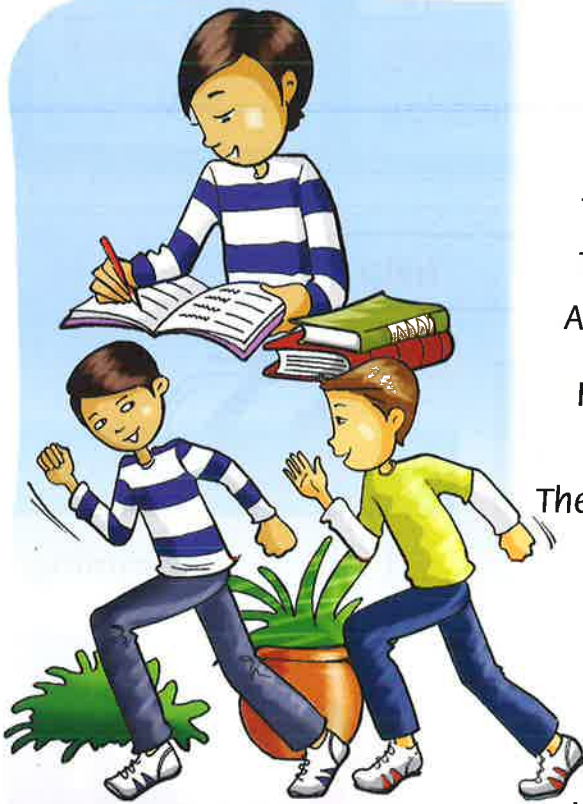
After school,  
There's a lot to do.  
Things on my own,  
And things with you.

I do my homework,  
I help my mum.  
Then I play with friends,  
And we have fun.

After school ...

I write an email,  
I read a book.  
I listen to the radio,  
I help to cook.

After school ...



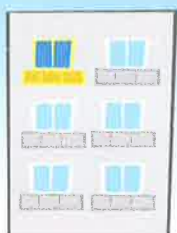


1 Listen, point and repeat.  61

**fl**

flower

flat



**pl**

plum

plate



**bl**

blanket

blue



2 Listen and chant.  62

Plums on a plate,  
Plums on a plate.  
Blue plums, black plums,  
Plums on a plate.  
  
A blanket on a bed,  
A blanket on a bed.  
There's a pretty flower  
On the blanket on the bed.



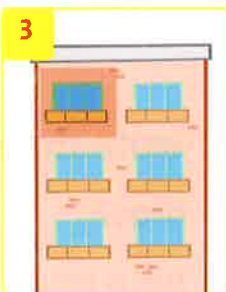
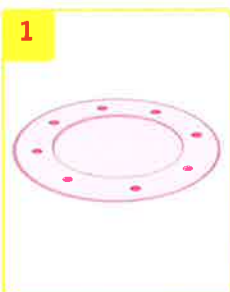
3 Read the chant again. Circle the sounds *fl*, *pl* and *bl*.

4 Listen and complete the words.  63

**fl**

**pl**

**bl**



plate

  ue

  at

  ower

  anket

  um

## Reading

1 Look at the pictures. Say what the children do.

2 Listen and read.  64

### What do they do after school?



My name's Max. After school, I do my homework. Then I go to the park. I play football with my friends. Then I watch TV.



I'm Julia. I love art. After school, I draw and paint pictures. Then I write stories. I put the stories and pictures on my bedroom wall.



I'm Luke. After school, I help my mum and dad. Then I listen to the radio. I really like it.



My name's Peter. I like sport. I go swimming every Monday. I play tennis with my brother every Tuesday. And every Thursday I skate in the park with my friend.

3 Read again. Who does each activity?

M = Max, J = Julia, L = Luke, P = Peter.

1 go to the park

M

2 write stories

\_\_\_\_\_

3 go swimming

\_\_\_\_\_

4 draw

\_\_\_\_\_

5 listen to the radio

\_\_\_\_\_

6 help mum and dad

\_\_\_\_\_

7 play football


\_\_\_\_\_

8 skate in the park

\_\_\_\_\_



## Listening

1 Listen and tick (✓) or cross (X).  65



## Speaking

2 Look and say.

go swimming    read a book    have a maths lesson    ride a bike  
listen to the radio    do homework    play football    write an email

Number 1.

I read a book. I don't ride a bike.

Number 2.

I ...

## Writing

3 Circle the verbs.

I ride my bike. I play football.

1 I play tennis.

2 I skate in the park.

3 I ride a horse.

4 I visit my cousin.

5 I listen to the radio.

6 I do my homework.

**Remember!**

Verbs are doing words.

Complete the writing exercises on page 45 of Workbook 2.

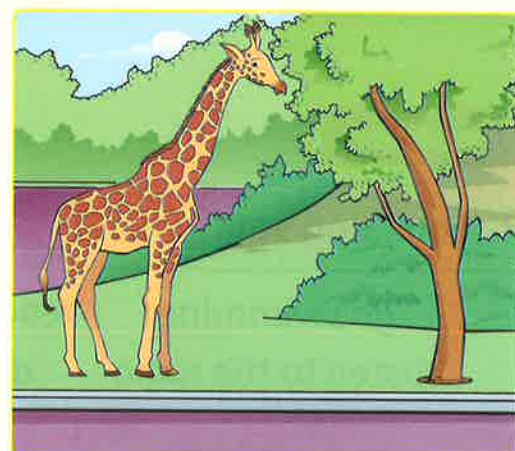




## 1 Circle the odd one out. Write.

- |   |         |           |        |             |              |
|---|---------|-----------|--------|-------------|--------------|
| 1 | maths   | milkshake | fries  | pizza       | <u>maths</u> |
| 2 | science | salad     | PE     | art         | _____        |
| 3 | forty   | English   | eighty | one hundred | _____        |
| 4 | play    | help      | visit  | seventy     | _____        |
| 5 | read    | science   | maths  | English     | _____        |

## 2 Look and match.



- 1 Has the giraffe got a long neck?
- 2 Has it got two legs?
- 3 Has the boy got black hair?
- 4 Has he got fries?
- 5 Has the girl got long hair?
- 6 Has she got a pizza?

c

- a Yes, he has.
- b Yes, she has.
- c Yes, it has.
- d No, she hasn't.
- e No, he hasn't.
- f No, it hasn't.

## 3 Ask and answer.

Has the giraffe got a long neck?

Yes, it has.




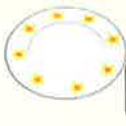
Has ... ?





4 Tick (✓) the two pictures that start with the same sound. Write the letters.








1  ☒  ☐  ☐  ☒ gr

2  ☐  ☐  ☐  ☐ \_\_\_\_\_

3  ☐  ☐  ☐  ☐ \_\_\_\_\_

4  ☐  ☐  ☐  ☐ \_\_\_\_\_

5 Look and circle.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						

- I go swimming on Tuesday / Wednesday.
- I watch TV on Thursday / Monday.
- I don't listen to the radio on Sunday / Friday.
- I visit my grandma on Thursday / Monday.
- I don't play football on Monday / Saturday.
- I help my dad on Tuesday / Saturday.

6 Read and colour.

**My work in Units 4, 5 and 6 is**

 **OK**

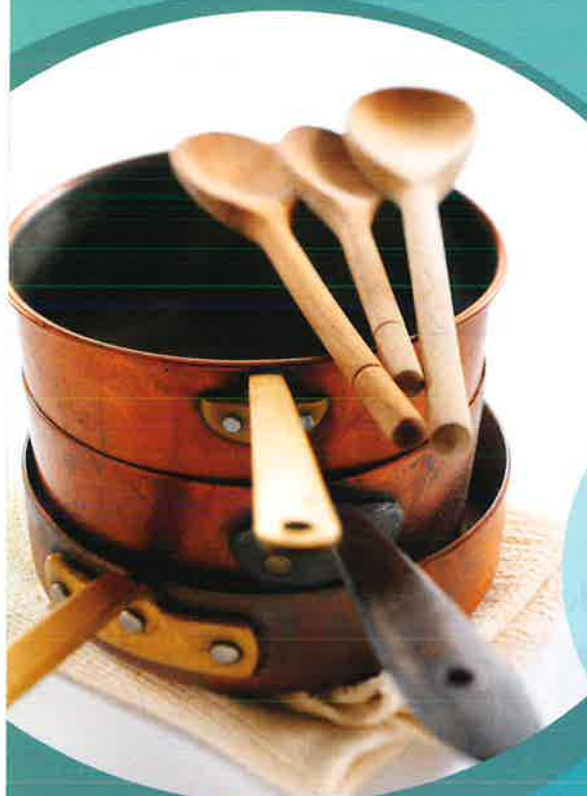
 **Good**


 **Excellent**

# School clubs

1 Look at the photos and read.

Many schools in Saudi Arabia have after-school clubs and activities. Children can learn new things or practice their favourite subjects or sports.



Hi I'm Asmaa. My school has got a cooking club. I love cooking. I go to cooking club on Wednesday afternoons. I can cook lots of delicious things!



Hi! My name's Sara and I love art. I go to art club at my school. It's on Thursday afternoons. I love art club because I can paint lots of big, beautiful pictures!



Hello. My name's Saad. I go to science club after school on Mondays. Science is my favourite subject. I want to be a scientist one day!





Hello. I'm Abdulaziz. I love sports. My favourite sport is basketball. I go to basketball club on Thursday afternoons. It's great! I can play basketball with my friends.



## Let's talk about school clubs

### 2 Read again. Match the sentence halves.

- |                  |                          |                    |
|------------------|--------------------------|--------------------|
| 1 Asmaa loves    | <input type="checkbox"/> | a basketball club. |
| 2 Asmaa goes     |                          | b Thursday         |
| to cooking club  | <input type="checkbox"/> | afternoons.        |
| 3 Saad goes to   | <input type="checkbox"/> | c on Wednesday     |
| 4 Sara loves     | <input type="checkbox"/> | afternoons.        |
| 5 Art club is on | <input type="checkbox"/> | d cooking.         |
| 6 Abdulaziz      |                          | e art.             |
| goes to          | <input type="checkbox"/> | f science club.    |

### 3 **Think!** What school clubs are there at your school? What clubs do you want your school to have?

### 4 Ask and answer with your friend.

SCHOOL CLUBS		
Sunday	Art club	Basketball club
Monday	Football club	Cooking club
Tuesday	Science club	Tennis club
Wednesday	Drama club	Book club
Thursday	Computer club	Geography club

What's your favourite subject?

I love science.

You can go to science club! It's on Tuesdays.

Great!



# 7

# Let's buy presents!

## Lesson One Words

1 Listen, point and repeat. 66

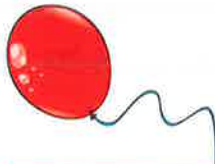
2 Listen and chant. 67



chocolate



sweets



balloon



present

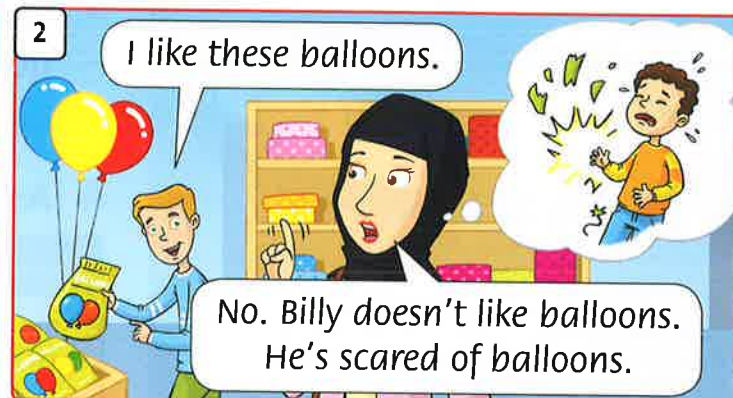
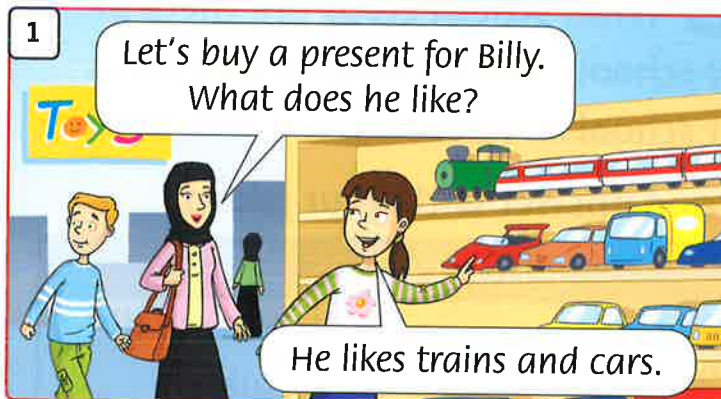


cake



card

3 Listen and read. 68





- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



What **do** you like?  
I **like** balloons.



I **don't like** sweets.



What **does** he like?  
He **likes** chocolate.



He **doesn't like** balloons.

- 3 Write.

likes doesn't like like don't like

I like sweets.



He **likes** sweets.

I don't like balloons.



He \_\_\_\_\_ balloons.

I \_\_\_\_\_ presents.



She \_\_\_\_\_ presents.

I \_\_\_\_\_ cake.



She \_\_\_\_\_ cake.

- 4 Point, ask and answer.

What does he like?

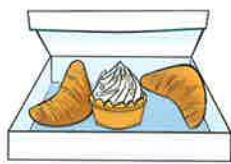
He likes sweets.

What does she like?

She likes ...

## Lesson Three Chant

1 Listen, point and repeat.  69



pastries



nuts



tie

2 Listen and chant.  70

3 Chant and do.

### Our friends

Our friends are very kind.  
They are Mr and Mrs Guss.  
Mr Guss says, 'My dear friends,  
Come and have lunch with us'.

Let's buy a present for Mr Guss.  
What can we buy?  
He likes pastries. He likes nuts.  
Or let's buy a tie.

Let's buy a present for Mrs Guss.  
What can we take?  
She likes chocolates. She likes fruit.  
Or let's take a cake.

Our friends are very kind.  
They are Mr and Mrs Guss.  
Mr Guss says, 'My dear friends,  
Come and have lunch with us'.





1 Listen, point and repeat.  71

<b>cl</b>	<b>gl</b>	<b>sl</b>
cloud	gloves	slide
clock	glue	slippers
		
		

2 Listen and chant.  72

I take off my slippers,  
I go outside.  
I put on my gloves,  
And I play on the slide.  
  
I look at the clock,  
I see clouds in the sky.  
Time to take off my gloves,  
Time to say, 'Goodbye'.



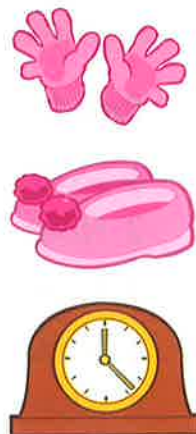
3 Read the chant again. Circle the sounds *cl*, *gl* and *sl*.

4 Listen to the sounds and join the letters.  73

What has the girl got?



sl cl cl gl gl cl gl  
gl gl sl cl sl sl sl  
cl sl gl sl cl gl cl



## Reading

- 1 Look at the pictures. Who is the card for? 2 Listen and read.  74

### Make a card for your mum!

- 1 Cut a rectangle of card. Fold it in half.



- 2 Think about your mum. What does she like? Does she like animals? Does she like sport? Or does she like flowers?



- 3 Draw and colour a picture on the front of the card.



- 4 Now open the card. Draw a picture of you with a big smile.



- 5 Write in the card, *Dear Mum, Thank you for everything you do for me.* Then write your name.



- 6 Give the card to your mum.











- 3 Read again. Circle the correct word.

- 1 Draw a picture on the front of the cake / card.
- 2 Now close / open the card.
- 3 Draw a picture of Grandpa / you.
- 4 Now write / talk on the card.
- 5 Give the card to your mum / dad.



## Listening

### 1 Listen and match. 75

 1 Harry <input checked="" type="checkbox"/> b	 2 Anna <input type="checkbox"/>	 3 Peter <input type="checkbox"/>	 4 Kim <input type="checkbox"/>
 a	 b	 c	 d

## Speaking

### 2 Point, ask and answer.

tennis      art      chocolate      animals

What does he like?

He likes tennis.

What does she like?

She likes ...

## Writing

### 3 Look and write the long form.

don't = do not

doesn't = does not

1 He doesn't like sweets.

He does not like sweets.

2 She doesn't like balloons.

She \_\_\_\_\_ like balloons.

3 I don't like bananas.

I \_\_\_\_\_ like bananas.

4 He doesn't like oranges.

He \_\_\_\_\_ like oranges.

5 I don't like snakes.

I \_\_\_\_\_ like snakes.

6 She doesn't like fish.

She \_\_\_\_\_ like fish.

Complete the writing exercises on page 53 of Workbook 2.



# 8

# What's the time?

## Lesson One Words

1 Listen, point and repeat.  76

2 Listen and chant.  77



get up



have  
breakfast



go to  
school



go  
home

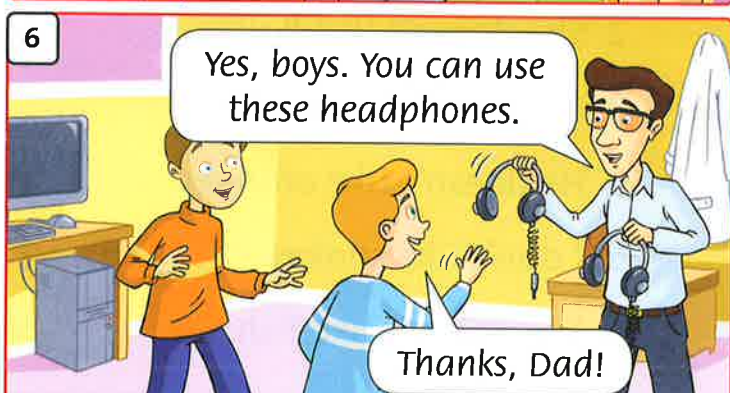
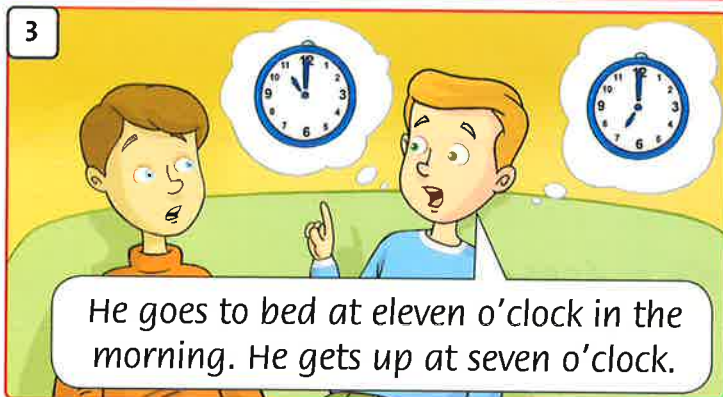
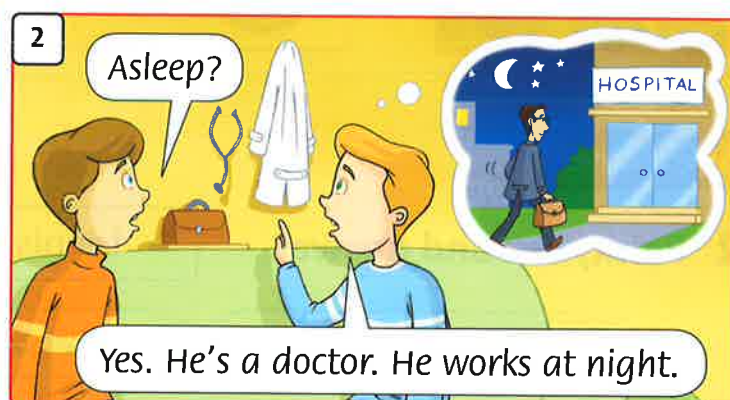


have  
dinner



go to  
bed

3 Listen and read.  78





- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



What's the time?  
It's seven o'clock.



He gets up  
at six o'clock.



He goes to bed  
at nine o'clock.



He has dinner  
at seven o'clock.

- 3 Write. Draw the time on the clocks.

has breakfast

~~gets up~~

goes to bed

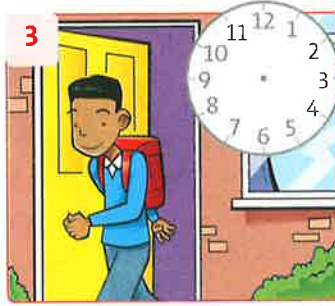
goes to school



He gets up  
at six o'clock.



He \_\_\_\_\_  
at seven o'clock.



He \_\_\_\_\_  
at eight o'clock.



He \_\_\_\_\_  
at nine o'clock.

- 4 Point, ask and answer.



What's the time?

It's ... o'clock.

## Lesson Three Chant

### 1 Listen, point and repeat. 79



in the morning



in the afternoon



in the evening



at night

### 2 Listen and chant. 80

### 3 Chant and do.



### What do you do in the morning?



What do you do? What do you do?  
What do you do in the morning?

I get up.

I have my breakfast.

I go to school.

That's what I do. That's what I do.

That's what I do in the morning.



What do you do? What do you do?  
What do you do in the evening?

I do my homework.

I have my dinner.

I play with toys.

That's what I do ...

... in the evening.

What do you do? What do you do?  
What do you do in the afternoon?

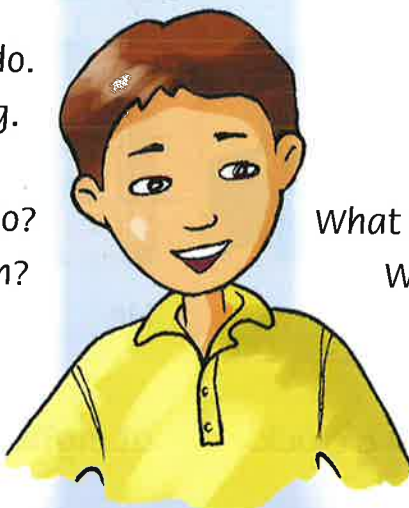
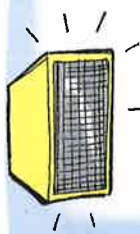
I have my lunch.

I learn at school.

I go home.

- That's what I do ...

... in the afternoon.



What do you do? What do you do?  
What do you do at night?

I say goodnight.

I brush my teeth.

I go to bed.

That's what I do ...

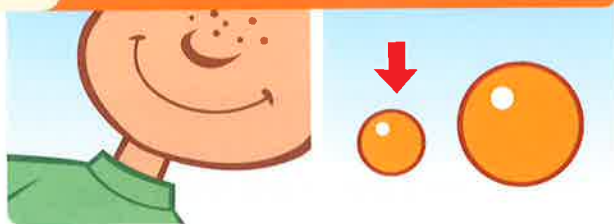
... at night.





1 Listen, point and repeat.  81

**sm** smile small



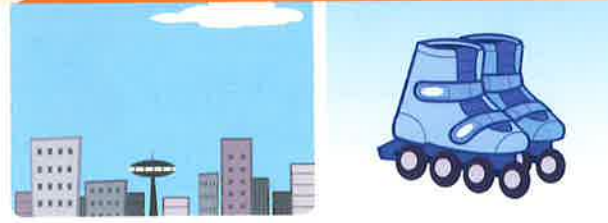
**sn** snow snake



**st** stairs star



**sk** sky skates



2 Listen and chant.  82

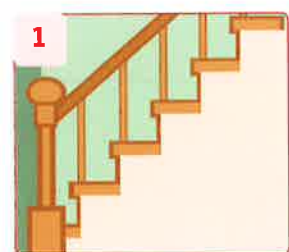
Look at the small snake  
In the snow.  
A snake with a smile.  
Watch it go.

Look at the stars  
In the night sky.  
It's time for bed, snake.  
Say, 'Goodbye'.



3 Read the chant again. Circle the sounds *sm*, *sn*, *st* and *sk*.

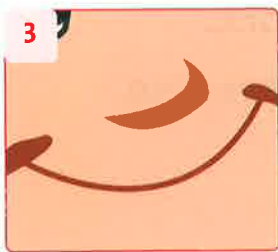
4 Listen and circle the correct sound.  83



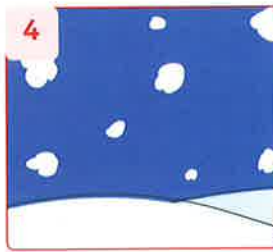
sm sn st



sm st sk



sm sn st



sm sn sk



sn st sk

## Reading

- 1 Look at the pictures. Say what the girl and her mum do.
- 2 Listen and read.  84

My name's Ruby. This is my day.

And this is my mum's day.

### My day.

In the morning, I get up at seven o'clock.



I get dressed. I have breakfast - cereal, bread and milk. Then I go to school at eight o'clock.



I go to school by bus. I take my coat, my school bag and my lunch box. Our school bus is blue.



### My mum's day.

My mum's a doctor. She starts work at six o'clock, so I don't see her in the morning.



She goes home at two o'clock and she cooks dinner. I see my mum in the afternoon and the evening.



- 3 Read again. Circle the false word and write the correct word.

1 Ruby gets up at eight o'clock.

seven

2 She goes to school in the evening.

3 Her school bus is yellow.

4 Ruby's mum is a teacher.

5 Ruby's mum goes home at five o'clock.

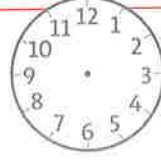
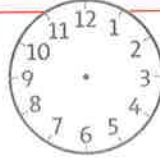
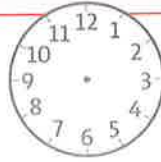


## Listening

### 1 Listen and draw the time. 85



My dad works at night!



## Speaking

### 2 Look and say.

goes to bed    has breakfast    has lunch    gets up    goes to work

It's ten o'clock at night.

He ...

## Writing

### 3 Circle **What** and underline **When**. Draw a square around **Where**.

What do you do in the morning?

I have my breakfast.

When do you get up?

I get up at seven o'clock.

Where do you go?

I go to school.

1 Where's my school bag?

It's under the chair.

2 What do you do at night?

I go to bed.

3 What's her name?

Her name's Amel.

4 When have we got maths?

We've got maths on Tuesday.

5 When do you have dinner?

I have dinner at six o'clock.

6 Where's your brother?

He's in his bedroom.

Complete the writing exercises on page 59 of Workbook 2.



## Lesson One Words

1 Listen, point and repeat.  86

hospital



school



airport

2 Listen and chant.  87

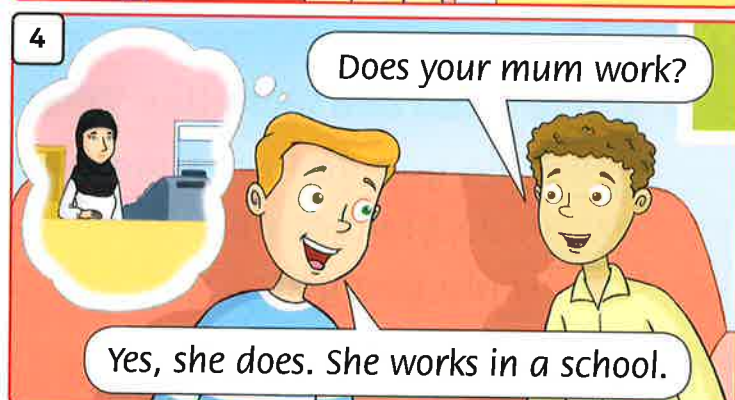
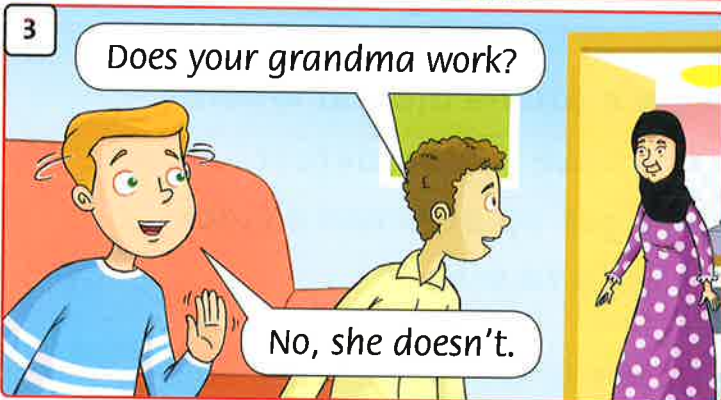
police station



fire station



shop

3 Listen and read.  88



- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



Where **does** he work?  
He works in a police station.



**Does** your mum work  
in an airport?  
No, she **doesn't**.

**Does** she work  
in a school?  
Yes, she **does**.

- 3 Write.

Yes, she does. No, she doesn't. Yes, he does. No, he doesn't.



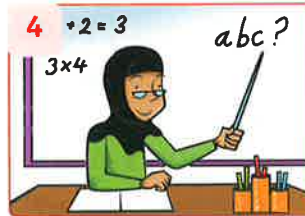
Does he work  
in a hospital?  
No, he doesn't.



Does she work  
in a shop?  
\_\_\_\_\_



Does he work  
in an airport?  
\_\_\_\_\_



Does she work  
in a school?  
\_\_\_\_\_



Does he work  
in a fire station?  
\_\_\_\_\_



Does she work  
in a police station?  
\_\_\_\_\_

- 4 Point, ask and answer.

Where does he work?

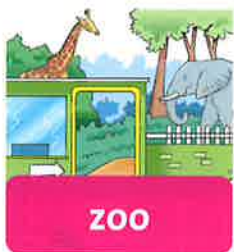
He works in a ...

Where does she work?

She ...

## Lesson Three Chant

### 1 Listen, point and repeat. 89



### 2 Listen and chant. 90

### 3 Chant and do.



### Places to go

Places to go, things to see,  
Out and about, my dad and me.

We go to the bank,  
We go to the park.  
We go to the zoo  
Until it is dark.

Places to go, things to see,  
Out and about, my dad and me.

We go to the shops,  
Or a supermarket.  
We put our shopping  
In a basket.

Places to go, things to see,  
Out and about, my dad and me.

We go to the airport,  
We see some planes.  
We go to the station  
And see some trains.

Places to go, things to see,  
Out and about, my dad and me.





1 Listen, point and repeat. 91



2 Listen and chant. 92

Open the gate,  
The gate, gate, gate.

See the lake,  
The lake, lake, lake.

A smile on your face,  
Your face, face, face.

Here is a cake,  
A cake, cake, cake.



3 Read the chant again. Circle the sound a \_ e.

4 Listen and complete the words. 93



c a k e



\_\_\_ a \_\_\_ e



\_\_\_ a \_\_\_ e



\_\_\_ a \_\_\_ e



\_\_\_ a \_\_\_ e

## Reading

- 1 Look at the picture. Where does he work? What animals can you see?
- 2 Listen and read.  94

### He works at a zoo!

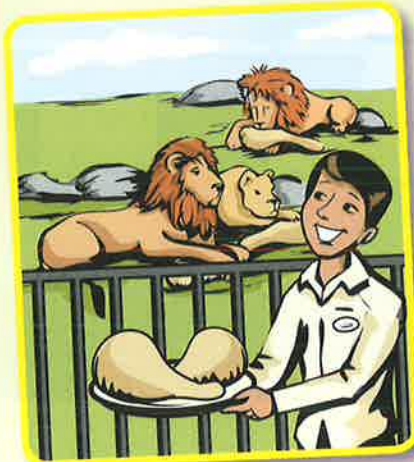
I'm at the zoo with Ned. Ned works at the zoo. He looks after the big animals: elephants, giraffes, lions and tigers.

Ned says,

"My favourite animals are the elephants.

At the moment we've got six elephants at the zoo.

Two of the elephants are babies. They're very cute."



Ned gets up every day at six o'clock. He starts work at seven o'clock. First he feeds the lions and tigers. They eat meat. Then he feeds the giraffes and the elephants. They eat vegetables. All the animals drink water. Ned says,

"I go home at three o'clock. I'm always happy as I love my job!"



- 3 Read again. Circle the false word and write the correct word.

1 Ned works at a station.

zoo

2 His favourite animals are the tigers.

3 There are four elephants at the zoo.

4 Ned gets up at nine o'clock.

5 The lions eat salad.

6 The animals drink juice.



Listening

1 Listen and circle the correct word.  95



- 1 Peter looks after the **big** / little animals.
- 2 His favourite animals are the **lions** / **parrots** / **monkeys**.
- 3 There are **23** / **32** / **17** monkeys at the zoo.
- 4 There are **five** / **four** / **seven** parrots at the zoo.
- 5 Fred is **blue and green** / **black and white** / **yellow and pink**.
- 6 Fred can **write** / **read** / **talk**.

Speaking

2 Ask and answer.

What are Peter's favourite animals?

They're monkeys.

How many monkeys are there?

There are ...

Writing

3 Circle the commas. Underline **and**.

He looks after elephants, giraffes, lions and tigers.

- 1 For breakfast I eat bread, cheese and yogurt.
- 2 In my room there is a bed, a cupboard, a rug and a chair.
- 3 I like lions, tigers, monkeys and zebras.
- 4 In my lunch box I've got a sandwich, a drink, an apple and a biscuit.



## 1 Circle the odd one out. Write.

1 night hospital school airport night

2 morning shop afternoon evening \_\_\_\_\_

3 chocolate bank sweets cake \_\_\_\_\_

4 get up go to school go home balloon \_\_\_\_\_

5 zoo police station nuts train station \_\_\_\_\_

## 2 Read and circle.



1 My name is Dora. I like / likes balloons.

2 I **doesn't like / don't like** nuts or sweets.

3 This is my brother, Henry. He **doesn't like / don't like** chocolate or cakes.

4 He **like / likes** bananas and nuts.

5 My dad really **likes / like** nuts and pastries.

6 He **doesn't like / don't like** balloons.

## 3 Ask and answer.

What does Dora like?

She likes ...

What does Henry like?

What does Dora's dad like?



4 Look and match.



- 1 He goes to school at
- 2 He goes to bed at
- 3 He goes home at
- 4 He has breakfast at

c

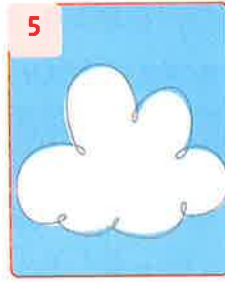
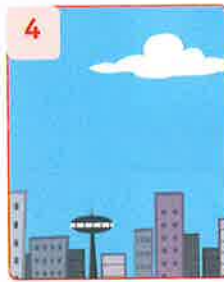
- a seven o'clock in the morning.
- b nine o'clock at night.
- c eight o'clock in the morning.
- d three o'clock in the afternoon.

5 Say and point.

He goes to school at eight o'clock in the morning.

He ...

6 Look and circle the beginning sound.



cl gl sl

sm sn st

cl gl sl

sn st sk

cl gl sl

sm sn st

7 Read and colour.

**My work in Units 7, 8 and 9 is**





# At home

## 1 Read and number.

1

My name's Noof. I live with my mum, dad, brother and sister. This is our house.

2

This is the living room. Here are my mum and dad. They're working. That is their new computer.

3

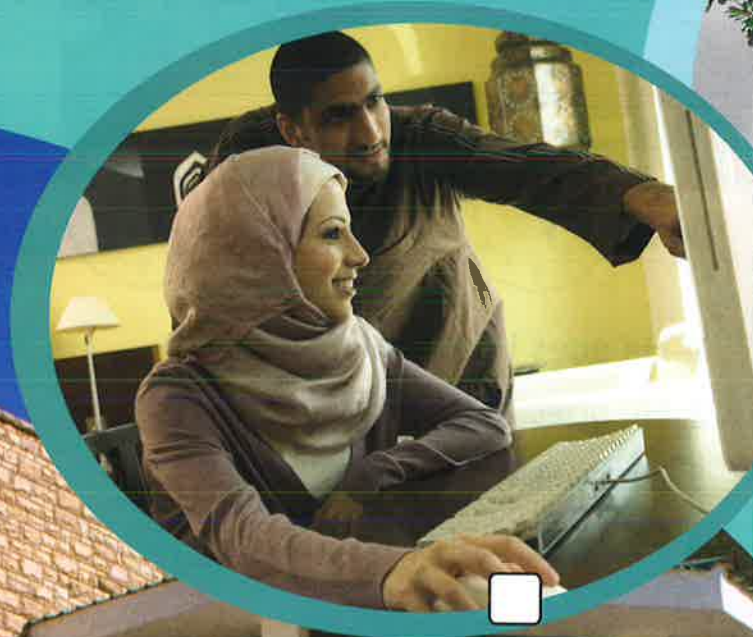
Here is our garden. There are lots of pretty flowers. We've got chairs in our garden. They're blue. Blue is my favourite colour.

4

This is our kitchen. I help my mum in the kitchen every day. We cook dinner for the family. I like washing the dishes!

5

This is my brother's room. He loves cars! He plays with his cars every day!







## Let's talk about home

### 2 Read again. Write T (true) or F (false).

- 1 Noof lives with her brother.   T
- 2 Their new computer is in the kitchen.
- 3 There are red chairs in the garden.
- 4 Noof helps her mum in the kitchen.
- 5 Her brother likes trains.

### 3 **Think!** What is your perfect house like? What can you find/do in each room?

### 4 Describe your perfect room to your friend. Can your friend draw your perfect room?

My perfect room is a living room. There's a big window. There's a sofa in front of the window.



Yes, there is. It's on the wall.

Is there a TV?

Is there a table?

Yes, there is. It's in the middle of the room.



# 10

# It's hot today!

## Lesson One Words

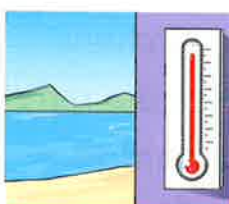
1 Listen, point and repeat. 96



raining



windy



hot



cold

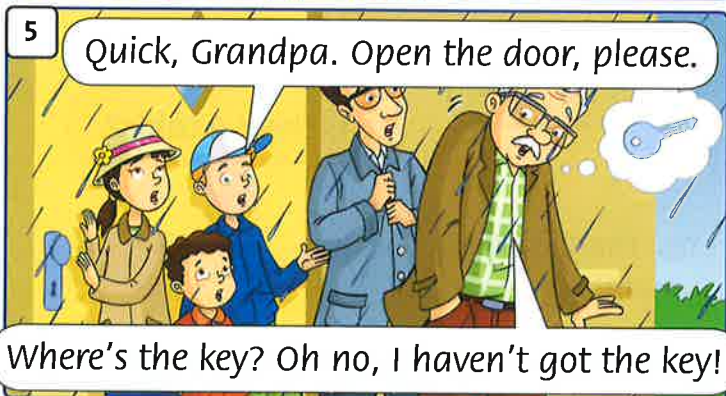


snowing



sunny

3 Listen and read. 98





- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



What's the weather like?  
**It's** windy.



**It's** raining.



**Put on**  
your sun hat.



**Don't put on**  
your coat.

3 Write.

**Put on**

**Don't put on**

~~**Open**~~

**Don't open**



Open

the window.



your coat.



the window.



your hat.

4 Point, ask and answer.

raining

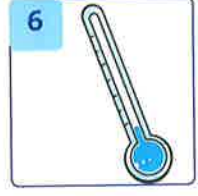
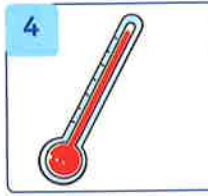
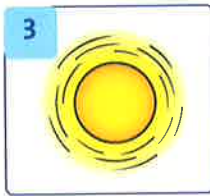
windy

hot

cold

snowing

sunny



What's the weather like?

It's ...

## Lesson Three Chant

### 1 Listen, point and repeat. 99



fly a kite



make a snowman



wear coats



go outside

### 2 Listen and chant. 100

### 3 Chant and do.

#### What's the weather like today?

What's the weather, what's the weather,  
What's the weather like today?  
Is it cold or is it sunny?  
Can we go outside to play?

When it's windy, when it's windy,  
We go outside, we fly our kite.  
The kite goes high up in the sky  
And we play until it's night.

When it's snowing, when it's snowing,  
We make a snowman in the snow.  
We wear our coats and play together,  
Until it's time for us to go.

When it's sunny, when it's sunny,  
We wear our hats and go outside.  
We play together at the park,  
And have a fun time on the slide.

What's the weather, what's the weather ...





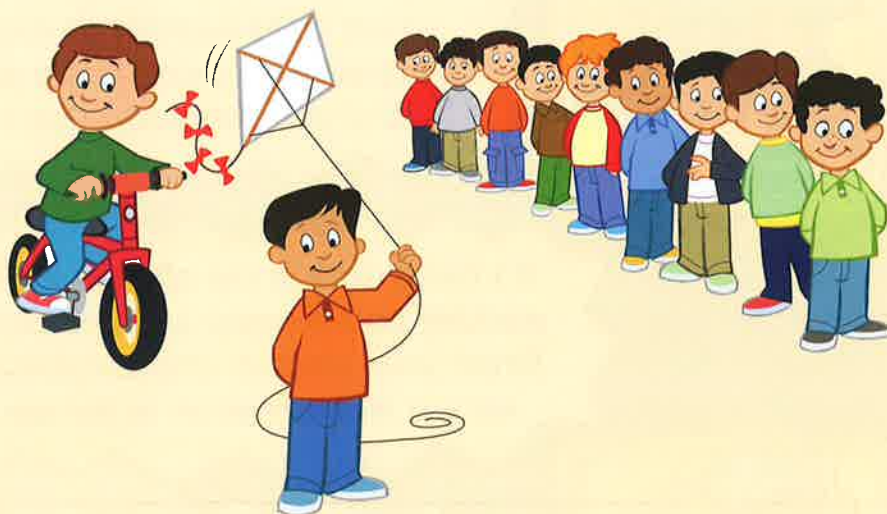
1 Listen, point and repeat. 101



2 Listen and chant. 102

Ride your bike. Fly your kite.  
The bike is red. The kite is white.  
White kite, white kite.

Count the children in the line.  
All together there are nine.  
Nine in the line. Nine in the line.



3 Read the chant again. Circle the sound i\_e.

4 Listen and complete the words. 103

1 	2 	3 	4 	5 
l i n e	__ i __ e	__ i __ e	__ i __ e	__ i __ e

## Reading

- 1 Look at the pictures. What is the weather like?
- 2 Listen and read.  104



## Here is the weather ...

It's six o'clock in the morning. Here is the weather news. It's very cold outside. Wear warm coats and hats. Have a nice morning.



Here is the weather at nine o'clock. It's raining now. Don't forget your umbrellas and your raincoats. Don't get wet!



It's two o'clock in the afternoon. The weather now is sunny and hot. Don't forget your sun hats and sunglasses. Have a nice afternoon in the sun.

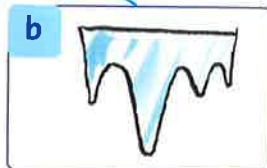


It's seven o'clock and here is the weather. It's very windy outside now. It's a good time to fly a kite. But don't let your hats fly away!



### 3 Read again. Match.

- 1 six o'clock ☒ b    2 nine o'clock ☐    3 two o'clock ☐    4 seven o'clock ☐





## Listening

1 Listen and tick (✓) the correct picture.  105

1 Monday

2 Wednesday

3 Friday

4 Sunday

Here is the weather ...



## Speaking

2 Point, ask and answer.

sunny raining windy cold hot snowing



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday

It's Monday. What's the weather like?

It's ...

## Writing

3 Circle the verbs. Underline the adjectives.

He wears his big coat.

1 She opens her yellow umbrella. 2 He eats a hot pizza.

3 I drink a cold milkshake.

4 We play in the small playground.

## Remember!

Adjectives are describing words.



# 11

# What are you wearing?

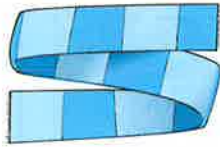
## Lesson One Words

1 Listen, point and repeat.  106

2 Listen and chant.  107



skirt



scarf



gloves



jeans

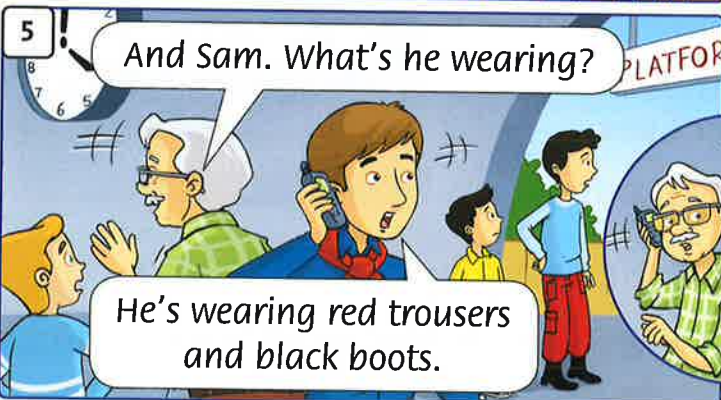


boots



shirt

3 Listen and read.  108





- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



What **are** you wearing?  
**I'm** wearing  
a blue shirt.



What's he wearing?  
**He's** wearing  
a yellow shirt.



What's she wearing?  
**She's** wearing  
a red skirt.

## 3 Match and write.

skirt

gloves

jeans

boots

shirt

1 What are you wearing?

**b**

a He's wearing  
blue \_\_\_\_\_.



2 What's Joe wearing?

☐

b I'm wearing  
a black \_\_\_\_\_.



3 What's Sam wearing?

☐

c He's wearing  
a red \_\_\_\_\_.



4 What's Tim wearing?

☐

d She's wearing  
green \_\_\_\_\_.



5 What's Rosy wearing?

☐

e He's wearing  
brown \_\_\_\_\_.



## 4 Ask and answer.

What's Joe wearing?

He's wearing ...

## Lesson Three Chant

### 1 Listen, point and repeat. 109



o'clock



quarter past



half past



quarter to

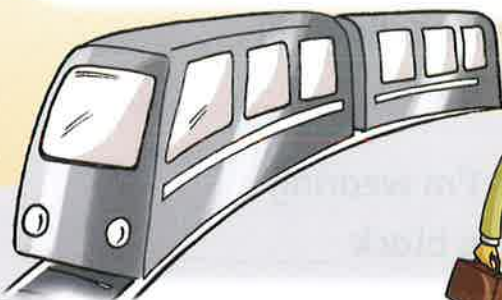
### 2 Listen and chant. 110

### 3 Chant and do.

## Here comes the train!



On Platform A  
Here comes the train.  
It's long and red.  
Here comes the train.  
What's the time?  
It's three o'clock.



On Platform B  
Here comes the train.  
It's short and grey.  
Here comes the train.  
What's the time?  
It's quarter past three.



On Platform C  
Here comes the train.  
It's very fast.  
It doesn't stop.  
What's the time?  
It's half past three.

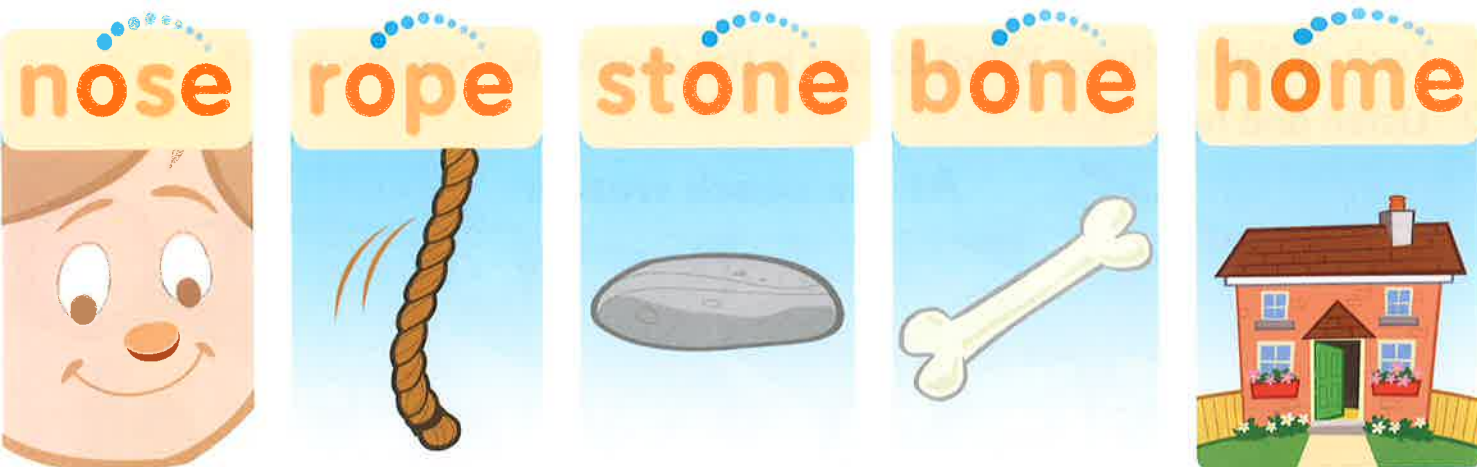


On Platform D  
Here comes the train.  
It's very slow.  
And it stops.  
What's the time?  
It's quarter to four.





1 Listen, point and repeat. 111



2 Listen and chant. 112

The goat has got my rope.  
The goat is on a stone.

Hurry up, goat.  
I want to go home.

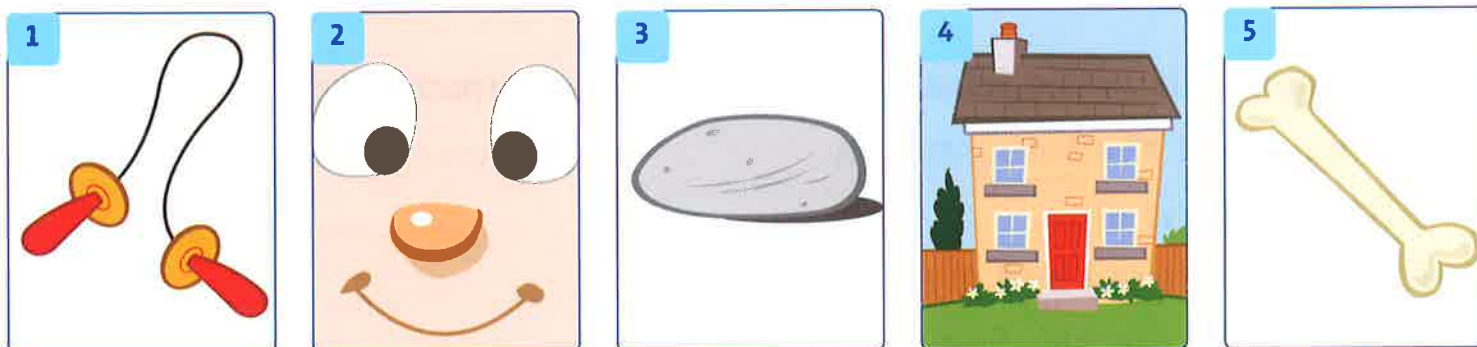
My nose is cold.  
Here is a bone.

Hurry up, goat.  
I want to go home.



3 Read the chant again. Circle the sound o \_ e.

4 Listen and complete the words. 113



r o p e

\_ o \_ e

\_ o \_ e

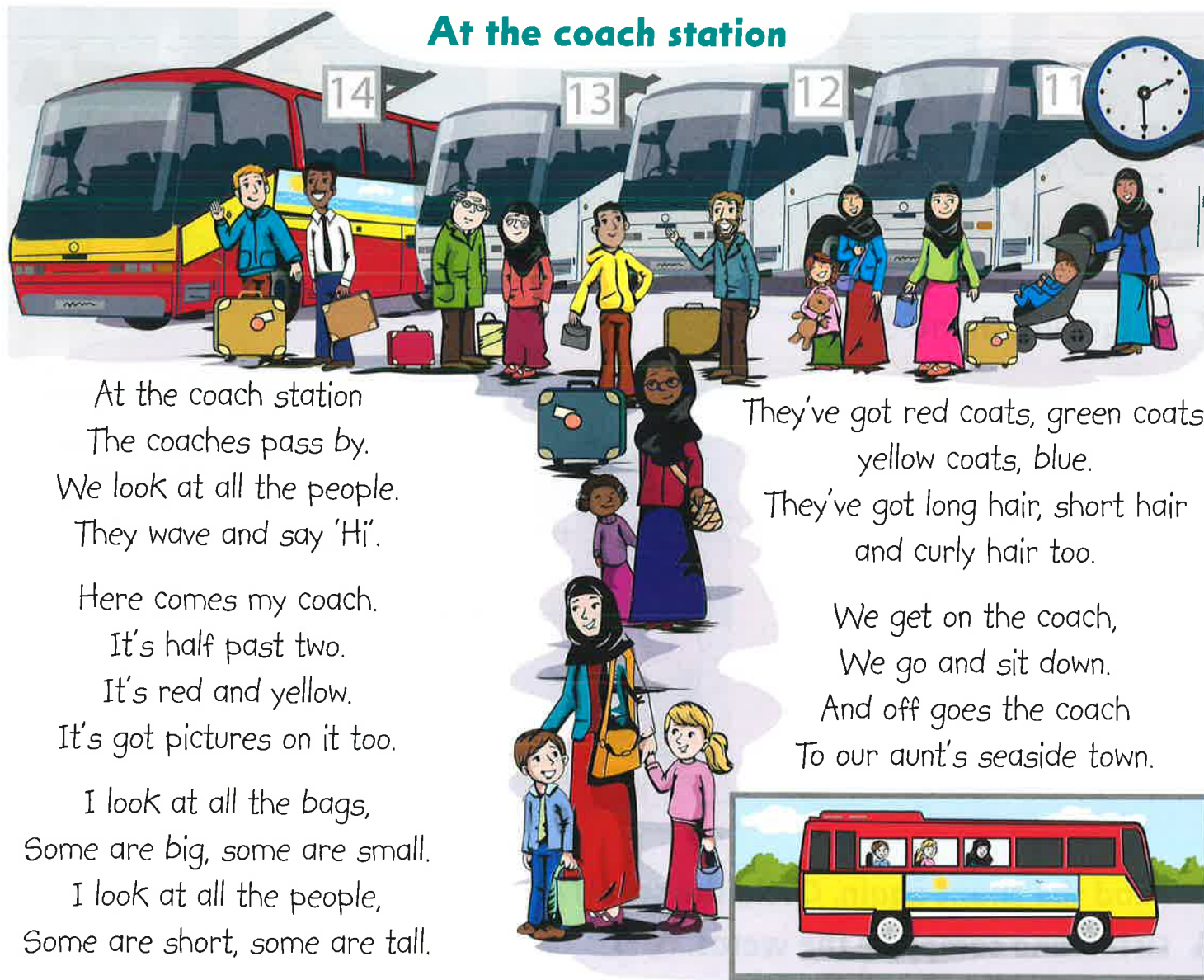
\_ o \_ e

\_ o \_ e

## Reading

1 Look at the pictures. What colour is the coach? What's the time?

2 Listen and read.  114



At the coach station

At the coach station  
The coaches pass by.  
We look at all the people.  
They wave and say 'Hi'.

Here comes my coach.  
It's half past two.  
It's red and yellow.  
It's got pictures on it too.

I look at all the bags,  
Some are big, some are small.  
I look at all the people,  
Some are short, some are tall.

They've got red coats, green coats,  
yellow coats, blue.  
They've got long hair, short hair  
and curly hair too.

We get on the coach,  
We go and sit down.  
And off goes the coach  
To our aunt's seaside town.

3 Read again. Circle the false word and write the correct word.

1 They are at the train station.

coach

2 It's half past nine.

3 The coach is red and green.

4 Some bags are big. Some are short.

5 They go to their grandpa's seaside town.



## Listening

1 Listen and number.  115



## Speaking

2 Point, ask and answer.

What's she wearing?

She's wearing ...

He's wearing a red shirt. Who is it?

It's number ...

## Writing

3 Circle *to* and *past*. Tick (✓) the correct clock.

It's quarter to three.



1 It's quarter past nine.



2 It's quarter to seven.



3 It's quarter to four.



4 It's quarter past eight.



Complete the writing exercises on page 79 of Workbook 2.



## Lesson One Words

1 Listen, point and repeat.  116

2 Listen and chant.  117



suitcase



sun hat



sunglasses



packed lunch



bucket



spade

3 Listen and read.  118





- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

## Let's learn!



What **are** you  
doing?  
**I'm packing** my  
bucket and spade.



What **are** you  
doing?  
**We're watching**  
a video.



What's she  
doing?  
**She's making**  
a packed lunch.



What **are** they  
doing?  
**They're wearing**  
sunglasses.

- 3 Look and circle.

1



She's got a **sun hat** / suitcase.  
She's **packing** / putting her clothes.

2



He's very **tired** / excited.  
He's **jumping** / sleeping.

3



He's in the **beach** / garden.  
He's **waiting** / washing the car.

4



Look at the **sandwiches** / sunglasses.  
She's **washing** / making a packed lunch.

5



We're **excited** / tired.  
We're **watching** / jumping up and down.

## Lesson Three Chant

1 Listen, point and repeat. 119



clean my teeth



brush my hair



wash my hands



wash my face

2 Listen and chant. 120

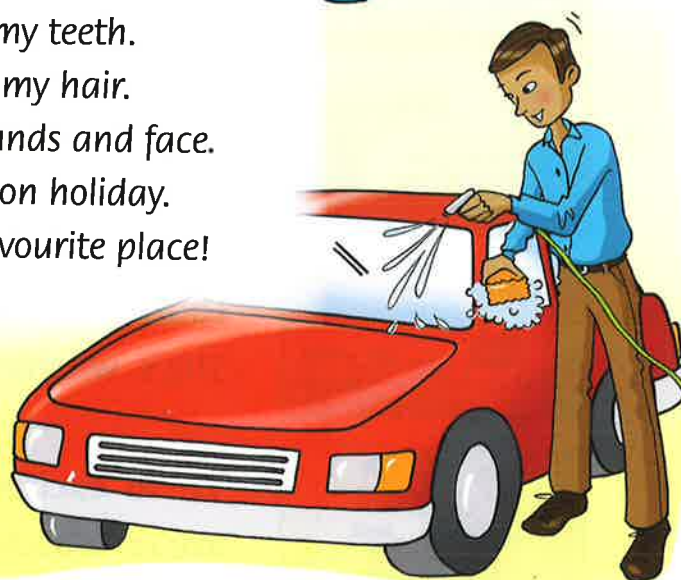
3 Chant and do.

### We're going on holiday!

We're happy today.  
We're packing our clothes.  
We're packing our sun hats, too.  
We're going on holiday today.  
We've got lots of things to do!

My mum's making food  
For our packed lunch.  
My dad is washing the car.  
We're going on holiday today.  
How excited we all are!

I'm cleaning my teeth.  
I'm brushing my hair.  
I'm washing my hands and face.  
I'm ready to go on holiday.  
The beach is my favourite place!



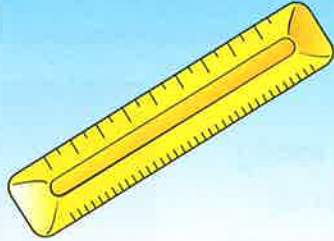


1 Listen, point and repeat.  121

June



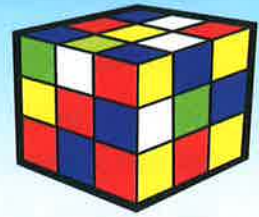
ruler



tube



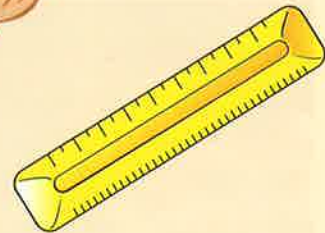
cube



2 Listen and chant.  122

This month is June  
And it's Tuesday!  
I've got a puzzle cube,  
I can play all day.

I've got a new ruler  
And a poster in a tube.  
What a happy day!  
I can play all day.



3 Read the chant again. Circle the sound u \_ e.

4 Listen and complete the words.  123

1



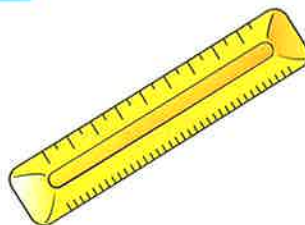
t u b e

2



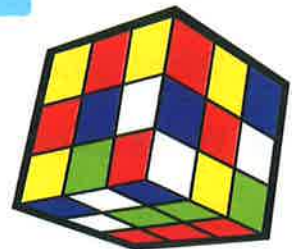
\_ u \_ e

3



\_ u \_ e r

4



\_ u \_ e

## Reading

1 Look at the pictures. What are they doing?

2 Listen and read.  124

reply

forward

delete

save

Dear Hannah,

How are you? We're very well. We're getting ready for our summer party. All our family and friends are coming. My brother and I are helping Mum and Dad. We're cooking and cleaning the flat together.



Look at this photo. I am with my mum and aunt, Lola. We're choosing party dresses. I like the green and white dress.

Look at this. We all like the yellow invitations with purple letters. They're pretty and fun. What do you think?



And here, we're choosing party cakes. My brother likes the little cakes. I like the big chocolate cake.

I will send photos of the party soon.

Love from Bella

3 Read again. Write.

1 Who is Bella helping? She's helping her mum and dad.

2 What is her aunt's name? Her name's \_\_\_\_\_.

3 What colour is Bella's party dress? It's \_\_\_\_\_ and \_\_\_\_\_.

4 What colour are the invitations? They're \_\_\_\_\_ and \_\_\_\_\_.

5 What cakes does Bella's brother like? He likes the \_\_\_\_\_ cakes.

6 What cake does Bella like? She likes the big \_\_\_\_\_ cake.



## Listening

### 1 Listen and number. 125



## Speaking

### 2 Point, ask and answer.

cleaning      cooking      washing a car      ~~shopping~~      making a cake



What are they doing?

They're shopping.

## Writing

### 3 Read and circle *ing*.

I'm making a cake.

1 We're cleaning the house together.

2 He's talking to his dad.

3 They're choosing party cakes.

4 She's wearing a new dress.

5 I'm having lots of fun.

Complete the writing exercises on page 85 of Workbook 2.



## Review 4



### 1 Circle the odd one out. Write.

- |   |            |          |         |           |                |
|---|------------|----------|---------|-----------|----------------|
| 1 | spade      | suitcase | sun hat | science   | <u>science</u> |
| 2 | boots      | sunny    | shirt   | gloves    | _____          |
| 3 | band       | raining  | windy   | cold      | _____          |
| 4 | quarter to | scarf    | o'clock | half past | _____          |
| 5 | skirt      | socks    | cake    | boots     | _____          |

### 2 Write.

o'clock    half past    quarter to    quarter past

hot    cold    raining    snowing    windy    sunny



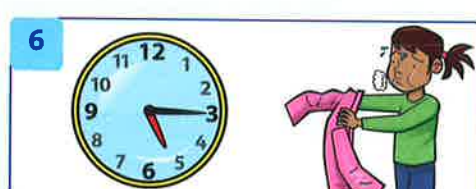
It's quarter to eight.  
It's cold.



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



It's \_\_\_\_\_ eleven. It's \_\_\_\_\_ four. It's \_\_\_\_\_ five.  
It's \_\_\_\_\_. It's \_\_\_\_\_. It's \_\_\_\_\_.



### 3 Point, ask and answer.

What's the time?

It's ...

What's the weather like?

It's ...



4 Say the word and circle the correct sound.

1  a\_e i\_e o\_e u\_e

2  a\_e i\_e o\_e u\_e

3  a\_e i\_e o\_e u\_e

4  a\_e i\_e o\_e u\_e

5  a\_e i\_e o\_e u\_e

5 Look and match.



- |                                                                                       |                        |                                       |                    |
|---------------------------------------------------------------------------------------|------------------------|---------------------------------------|--------------------|
| 1    | Is he sleeping?        | <input checked="" type="checkbox"/> d | a Yes, I am.       |
| 2   | Are they eating?       | <input type="checkbox"/>              | b Yes, we are.     |
| 3  | Are you playing?       | <input type="checkbox"/>              | c No, they aren't. |
| 4  | Is he drinking?        | <input type="checkbox"/>              | d Yes, he is.      |
| 5  | Is he talking?         | <input type="checkbox"/>              | e No, he isn't.    |
| 6  | Are you taking photos? | <input type="checkbox"/>              | f Yes, he is.      |

6 Read and colour.

My work in Units 10, 11 and 12 is

 **OK**

 **Good**

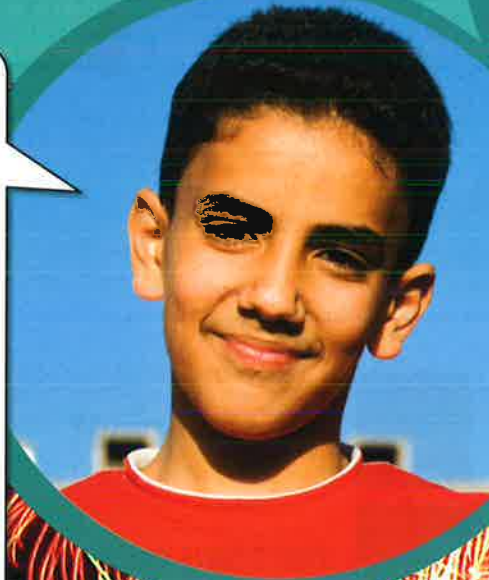

 **Excellent**



# National Day

1 Look at the photos and read.

My name's Abdullah and I'm from Saudi Arabia. In Saudi Arabia, we celebrate our National Day on 23rd September every year. It's a very important day. On 23rd September 1932, King Abdulaziz announced that Saudi Arabia was a kingdom. People in Saudi Arabia celebrate the anniversary of this day every year. They celebrate their country and their king, and they feel very proud and happy.





## Let's talk about National Day

On National Day, people don't go to work or school. They spend time with their families and friends. There are pretty lights and flags in the streets. You can see the green flag of Saudi Arabia everywhere. Lots of people wear green clothes, too.

There are lots of cars and people in the streets. Everyone comes out to celebrate National Day! There are lots of festivals and events. There are markets with clothes, flags and lots of nice things for people to buy.

On National Day, we often visit a museum to learn about the history of Saudi Arabia. In the evening, we go to a restaurant. It's a wonderful day!



### 2 Read again. Complete the sentences.

- 1 Saudi National Day is on \_\_\_\_\_.
- 2 The flag of Saudi Arabia is \_\_\_\_\_.
- 3 People wear green \_\_\_\_\_ on National Day.
- 4 You can buy clothes and flags at \_\_\_\_\_.
- 5 You can learn about the history of Saudi Arabia in a \_\_\_\_\_.
- 6 Abdullah has a meal in a \_\_\_\_\_ on National Day.

### 3 **Think!** Why do people celebrate National Day? What makes you feel proud of your country?

### 4 Draw a picture of you on National Day. Ask and answer with your friend.

This is me on National Day.

What are you wearing?

I'm wearing a green T-shirt.

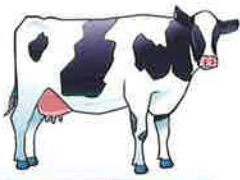
What are you doing?

I'm waving a flag.

## Lesson One Words

1 Listen, point and repeat.  126

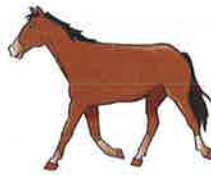
2 Listen and chant.  127



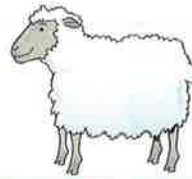
cow



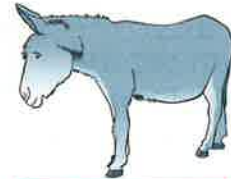
goat



horse



sheep

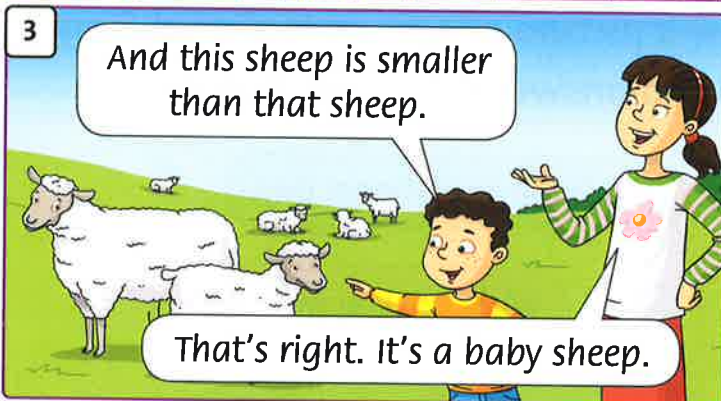
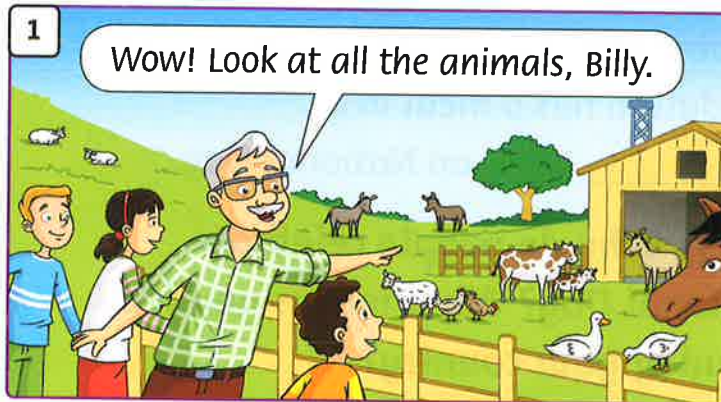


donkey



goose

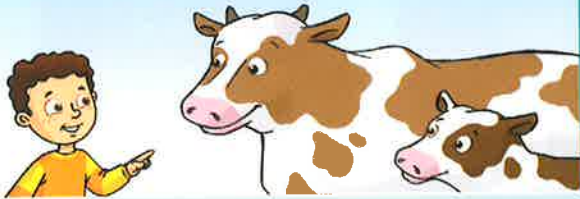
3 Listen and read.  128



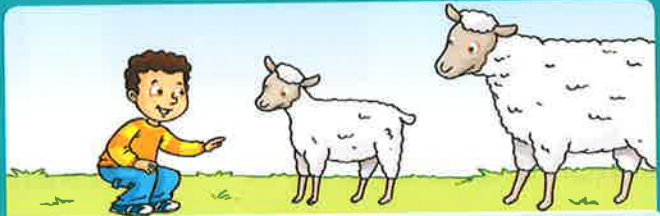


- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



This cow is **bigger than** that cow.



This sheep is **smaller than** that sheep.

3 Write.

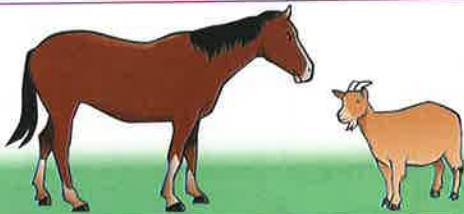
bigger than

smaller than

taller than

shorter than

1



The horse is bigger than the goat.

2



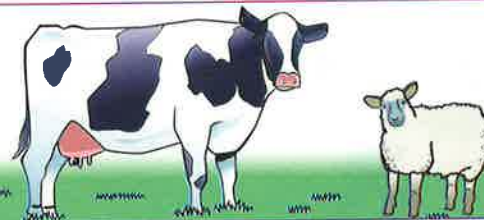
The girl is \_\_\_\_\_ the boy.

3



The boy is \_\_\_\_\_ the girl.

4



The sheep is \_\_\_\_\_ the cow.

4 Point and say.



The boy is shorter than the girl.

The girl is ...

The goose is ...

The hen is ...

## Lesson Three Chant

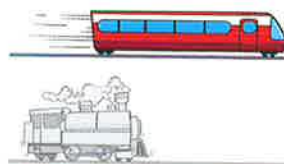
### 1 Listen, point and repeat. 129



**loud**



**quiet**



**fast**



**slow**

### 2 Listen and chant. 130

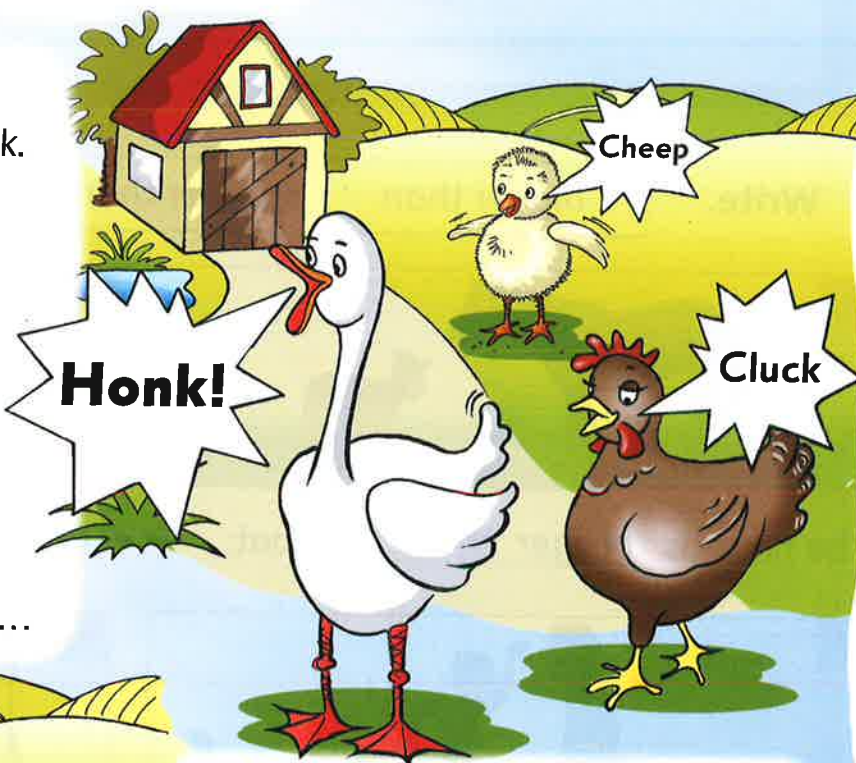
### 3 Chant and do.

#### On the farm

The chick is quiet on the farm.  
'Cheep, cheep, cheep,' says the chick.  
The chick is quiet on the farm.  
'Cheep, cheep, cheep.'

The hen is louder than the chick.  
'Cluck, cluck, cluck,' says the hen.  
The hen is louder than the chick.  
'Cluck, cluck, cluck.'

The goose is louder than the hen.  
'Honk! Honk! Honk!' says the goose ...



The cow is slow on the farm.  
'Clap, clap,' goes the cow.  
The cow is slow on the farm.  
'Clap, clap, clap.'

The goat is faster than the cow.  
'Clip, clip, clip,' goes the goat ...

The horse is faster than the goat.  
'Trot, trot, trot,' goes the horse ...





1 Listen, point and repeat.  131

tree



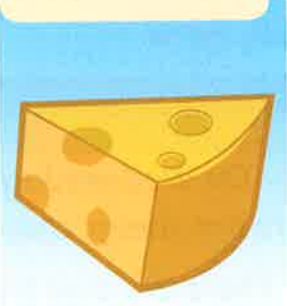
green



three



cheese



feet



2 Listen and chant.  132



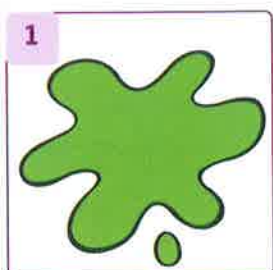
Look up at the green tree.  
What can you see?  
Two feet and a tail.  
Count them: one, two, three!



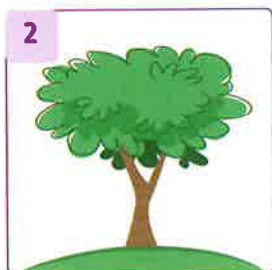
What's in the green tree?  
What's hiding there?  
A monkey with a piece of cheese,  
That's what's hiding there!

3 Read the chant again. Circle the sound ee.

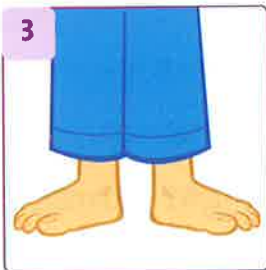
4 Listen and complete the words.  133



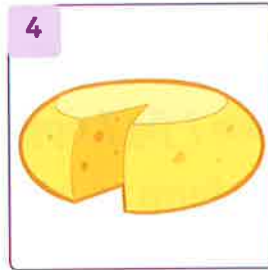
green



\_\_\_ ee



\_\_\_ ee \_\_\_



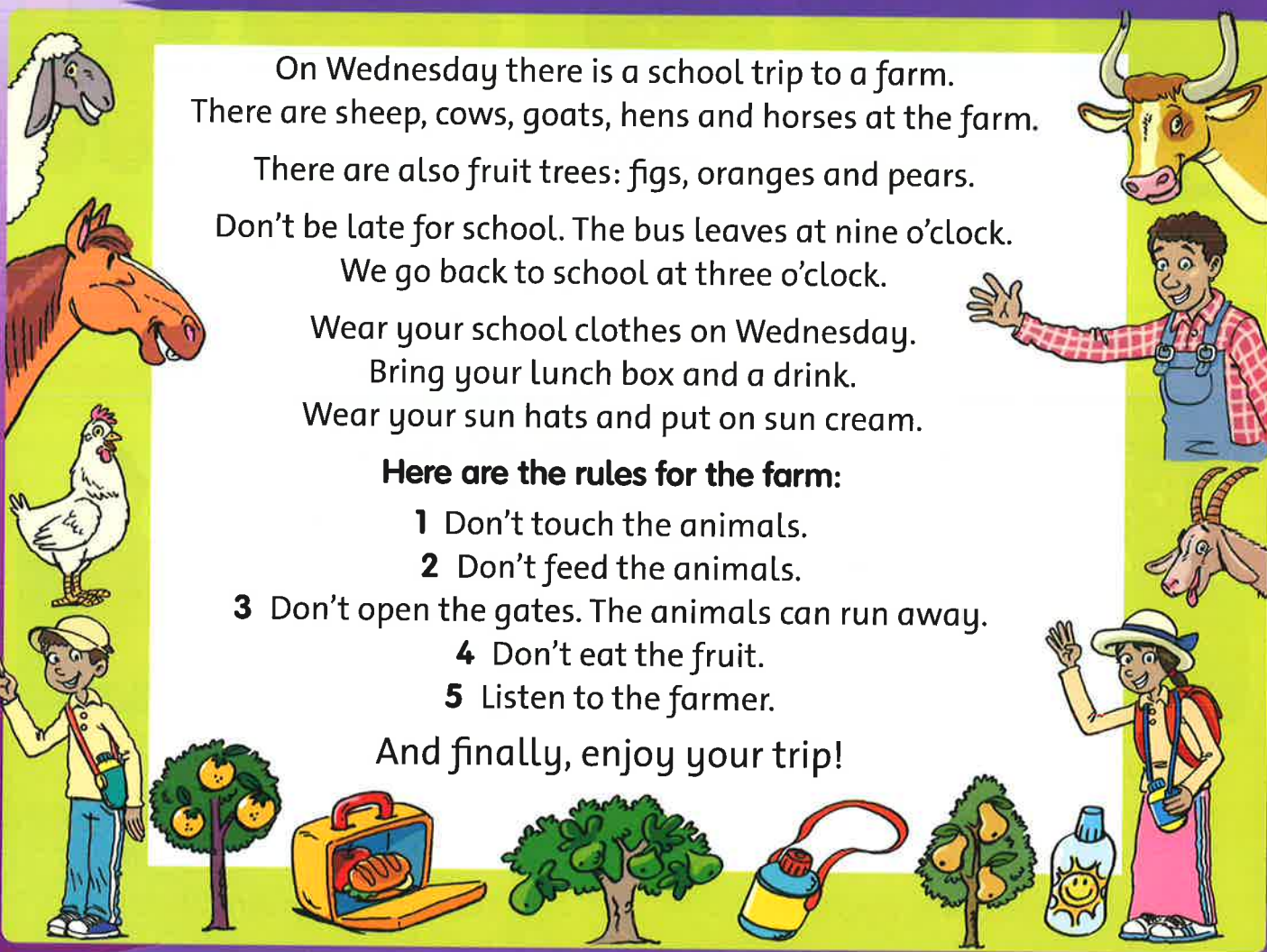
\_\_\_ ee \_\_\_



\_\_\_ ee

## Reading

- 1 Look at the pictures. Where are the children? What animals can you see?
- 2 Listen and read.  134



On Wednesday there is a school trip to a farm.  
There are sheep, cows, goats, hens and horses at the farm.  
There are also fruit trees: figs, oranges and pears.  
Don't be late for school. The bus leaves at nine o'clock.  
We go back to school at three o'clock.  
Wear your school clothes on Wednesday.  
Bring your lunch box and a drink.  
Wear your sun hats and put on sun cream.

**Here are the rules for the farm:**

- 1 Don't touch the animals.
- 2 Don't feed the animals.
- 3 Don't open the gates. The animals can run away.
- 4 Don't eat the fruit.
- 5 Listen to the farmer.

And finally, enjoy your trip!

### 3 Read again. Circle the correct word.

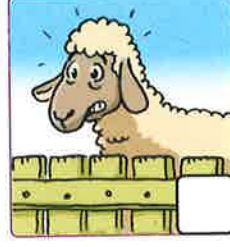
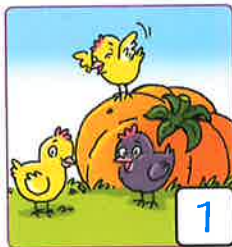
- 1 The school trip is on Monday / Tuesday / Wednesday.
- 2 The trip is to a zoo / farm / shop.
- 3 There are plum / fig / apple trees.
- 4 They go to the farm at nine / eight / three o'clock.
- 5 They can wear a coat / sun hat / T-shirt.
- 6 They can bring a drink / an ice cream / a toy.



## Listening


### 1 Listen and number. 135


This is my farm.  
Please listen to the rules.



## Speaking

### 2 Look and say.

	Open the gate.	X
	Eat your lunch here.	✓
	Wash your hands.	✓
	Feed the animals.	X
	Wear boots.	✓
	Touch the animals.	X



Don't open the gate.

Eat ...

## Writing

### 3 Write *and* to connect the sentences.

This is a cow. This is a goat. This is a cow **and** this is a goat.

1 I am seven. My sister is nine. I am seven \_\_\_\_\_ my sister is nine.

2 There is a sheep. There are chicks.  
There is a sheep \_\_\_\_\_ there are chicks.

3 We play football. They go swimming.  
We play football \_\_\_\_\_ they go swimming.



## Lesson One Words

1 Listen, point and repeat.  136

2 Listen and chant.  137



kind



naughty



wet



dry

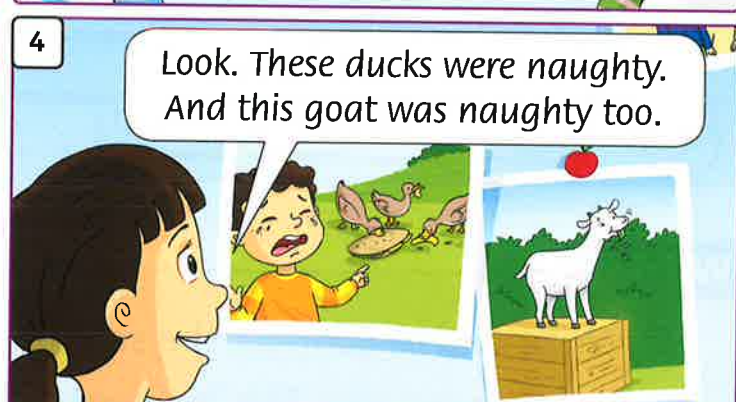
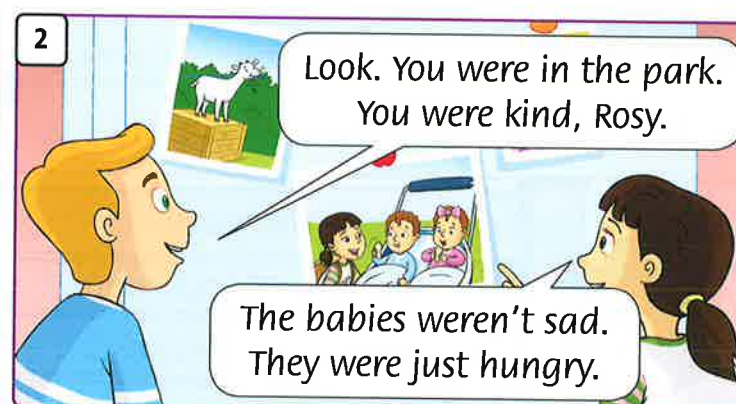


fridge



photo

3 Listen and read.  138





1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



I **was** happy.



She **wasn't** wet.



You **were** kind.



They **weren't** sad.

3 Look and circle.



She was / were kind.



They **wasn't** / weren't wet.



He **was** / were naughty.



You **wasn't** / weren't dry.



I **was** / were tired.



She **wasn't** / weren't cold.

4 Point and say.

She was kind.

They ...

## Lesson Three Chant

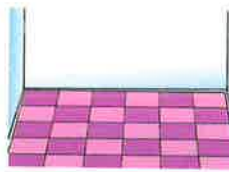
### 1 Listen, point and repeat. 139



tidy



untidy



floor

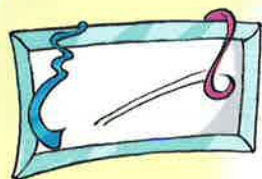


rubbish

### 2 Listen and chant. 140

### 3 Chant and do.

## The house was so untidy!



Hello, Dad,  
The party was fun.  
Everyone was happy,  
Each and every one.



The house was so untidy,  
So here is your surprise ...  
Open the door,  
And open your eyes!



But after the party,  
Balloons were on the door.  
Food was on the table,  
And cards were on the floor.



The food is in the fridge,  
The rubbish in the bin.  
Now the house is tidy,  
So come on in!

Thank you!



## 1 Listen, point and repeat. 141



## 2 Listen and chant. 142

A lion cub is playing with a cube.

Cub, cub, cub.

Cube, cube, cube.

An orange pip is in a pipe.

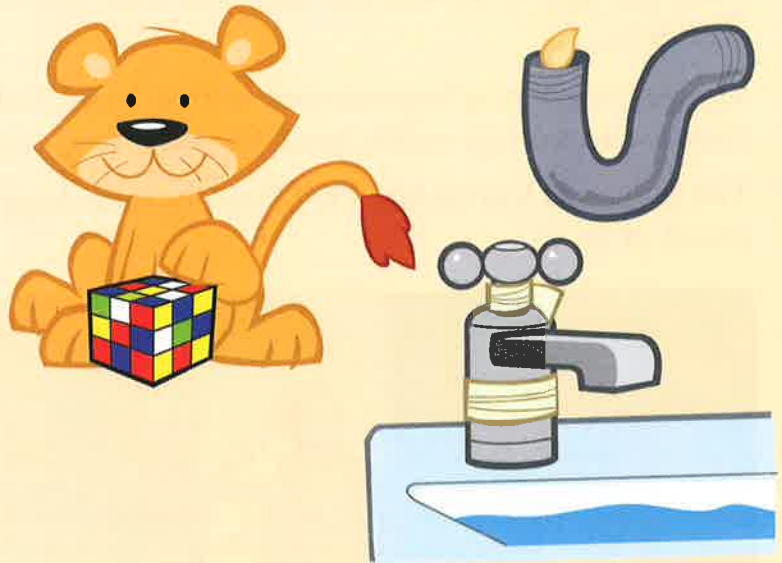
Pip, pip, pip.

Pipe, pipe, pipe.

There's tape on the tap on the sink.

Tap, tap, tap.

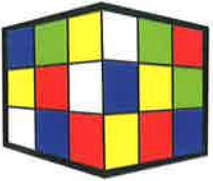




Tape, tape, tape.



## 3 Circle the short vowels. Underline the long vowels.

1 Tim 2 cube 3 tap 4 pip 5 tape 6 time 7 cub 8 pipe

## 4 Listen and circle the correct word. 143

1 	2 	3 	4 	5 
cub / <u>cube</u>	pip / pipe	tap / tape	cub / cube	pip / pipe

## Reading

- 1 Look at the pictures. What are the children wearing?
- 2 Listen and read.  144

## Our school play by Katie Evans in Primary 2.

This year, our school play was *Little Red Riding Hood*.

The play was in the classroom on Thursday afternoon. Our families were there.

I was the girl. Sally was the wolf and Zoe was the grandma.

My costume was a big red coat with a hood. Sally's costume was a big wolf's head. She was very scary.

The play was lots of fun. Our families were happy and proud of us.



We love English. And we love acting English stories. Thank you to our English teacher, Mrs Hope, for all her hard work. And thank you to our families for all their help. Primary 2 was brilliant. Now we are ready for Primary 3.

### 3 Read again. Circle the false word and write the correct word.

1 The play was on Tuesday.

Thursday

2 The play was in the morning.

3 The play was in the playground.

4 Sally was the cat.

5 Katie's costume was blue.

6 Mrs Hope is the art teacher.



## Listening

1 Listen and write T (true) or F (false).  145

1



2



3



4



5



## Speaking

2 Look and say.

donkey lion birds giraffes

He was a ...

She was a ...

They were ...

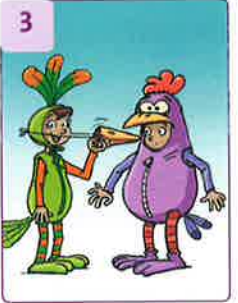
1



2



3



4



## Writing

3 Read. Circle *and*. Underline *or*.

I like donkeys and horses. I don't like goats or cats.

- 1 I don't like tennis or football.
- 2 I like cakes and bananas.
- 3 I can't swim or ride a bike.
- 4 I can skate and ride a horse.
- 5 Today we've got English and maths.
- 6 We haven't got science or PE.

Complete the writing exercises on page 99 of Workbook 2.



## Lesson One Words

1 Listen, point and repeat.  146



man



men



woman



women



child



children

3 Listen and read.  148





- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



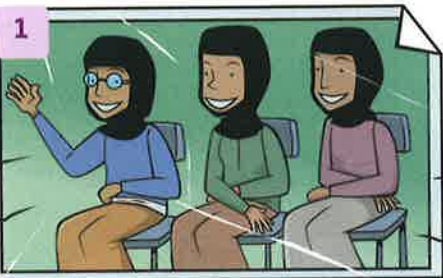
There **weren't any** children.



There **were some** teachers.

3 Write.

**some any**



There weren't any men.  
 There weren't \_\_\_\_\_ children.  
 There were \_\_\_\_\_ women.



There were \_\_\_\_\_ children.  
 There weren't \_\_\_\_\_ men.  
 There weren't \_\_\_\_\_ women.

4 Point, ask and answer.

man

men

woman

women

child

children



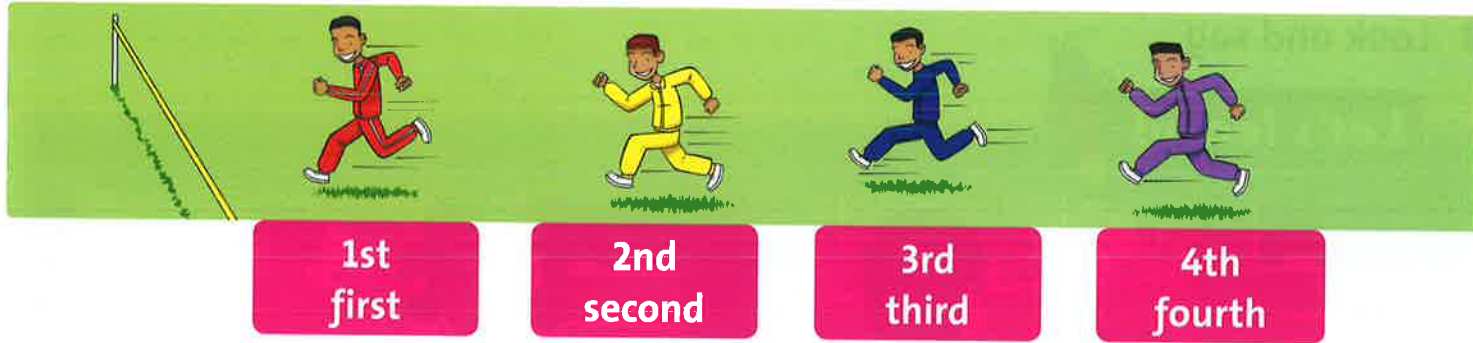
Picture 1. How many men were there?

There were two men.

How many ...?

## Lesson Three Chant

### 1 Listen, point and repeat. 149



### 2 Listen and chant. 150

### 3 Chant and do.

#### The race

There was a race.

Go, go, go!

Some children were fast,  
And some were slow.

Joe was fourth.

He wasn't very fast.  
His bag was very heavy,  
So he was last.

Pete was third.

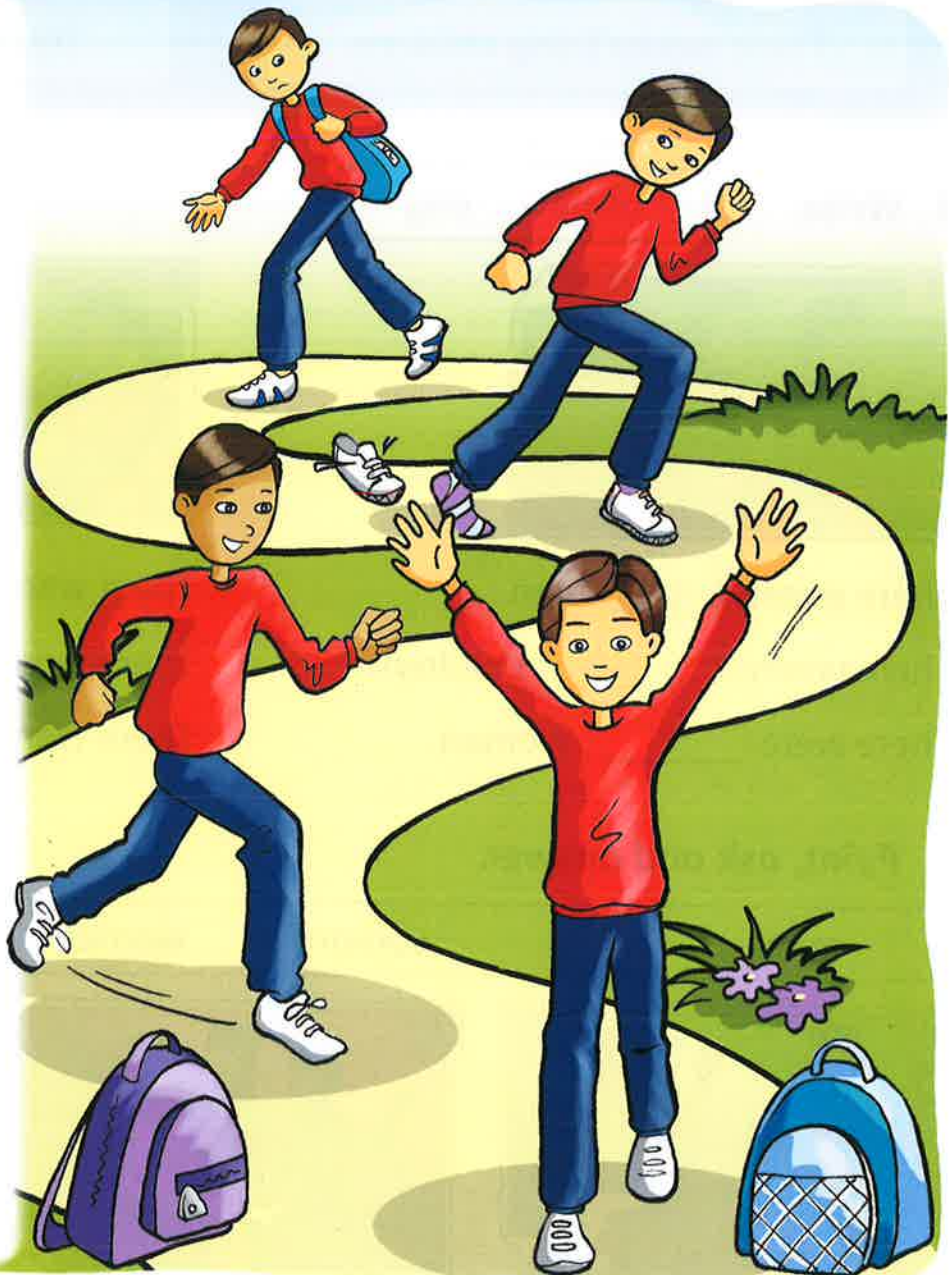
He was faster than Joe.  
But he lost his shoe,  
So he was a little slow.

Oscar was second.

Just behind Ken.  
He was very fast,  
But Ken was faster than him.

Ken was first.

Run, run, run!  
What a fast runner.  
He was number one!





1 Listen, point and repeat. 151

ng

ring



king



swing

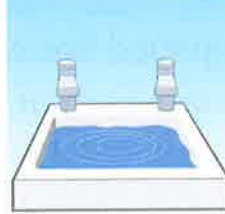


nk

bank



sink



pink



2 Listen and chant. 152

Look at him on the  
swing, swing, swing.

Look at the king with his  
ring, ring, ring.

Wash your hands at the  
sink, sink, sink.

Now you're thirsty, have a  
drink, drink, drink.



3 Read the chant again. Circle the sounds *ng* and *nk*.

4 Listen and complete the words. 153

1



ri ng

2



ba \_\_\_\_

3



swi \_\_\_\_

4



ki \_\_\_\_

5



pi \_\_\_\_

## Reading

1 Look at the pictures. What is the horse doing? 2 Listen and read. 154

Suzy is a fairground horse. She is behind a red horse and in front of a blue horse. She goes round and round every day.



But Suzy isn't happy.

"I want to run in the fields," she says. "I want to eat the green grass. I want to be a *real* horse!"

The next day Suzy moves her head. She moves her tail. "Hurrah!" says Suzy. "I'm a real horse now!"



Suzy runs to the field. She eats the green grass.

She drinks the fresh water. She is very, very happy.

But that night, Suzy isn't happy. She's cold. She's wet. And she's scared. "I miss my friends," she says. "I miss the red horse and the blue horse."



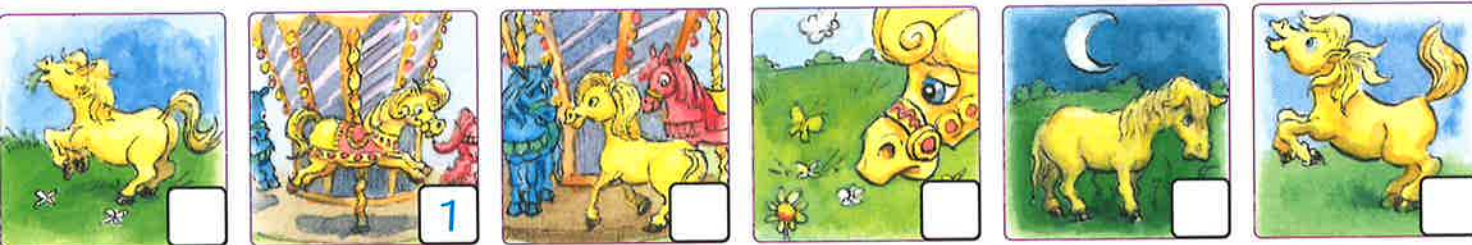
In the morning, Suzy says goodbye to the green grass. She says goodbye to the fresh water. Suzy goes back to the fairground. "I'm a happy horse," she says. "I can go round and round every day with my friends, the red horse and the blue horse."





## Listening

### 1 Listen and number. 155



## Speaking

### 2 Point, ask and answer.

drinking    running    eating

What's Suzy doing?

She's ...



cold    happy    scared  
sad    hot    brave

Is she sad?

No, she isn't. She's ...



## Writing

### 3 Circle the *ies* endings. Underline the *s* endings.

teddy    teddies  
lolly    lollies

boy    boys  
monkey    monkeys

I've got four teddies.  
There aren't any boys here.

1 There are lots of toys in my bedroom.

2 She likes lollies.

3 Look at the funny monkeys.

Complete the writing exercises on page 105 of Workbook 2.





## 1 Circle the odd-one-out. Write.

1 cow goat horse man man

2 children fridge women men

3 kind wet naughty donkey

4 photo second fourth first

5 loud quiet first fast

## 2 Look and circle the correct word.



- 1 The girl is taller / shorter than her brother.
- 2 Her coat is smaller / bigger than her brother's coat.
- 3 She is faster / slower than her brother.
- 4 The boy is faster / slower than his sister.

## 3 Say.

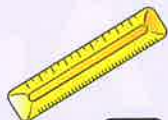
The girl is taller than her brother.

Her coat is ...



4 Tick (✓) the picture that contains the sound.

1 u\_e


☐

☒

☐

2 i\_e


☐

☐

☐

3 u


☐

☐

☐

4 o\_e


☐

☐

☐

5 i


☐

☐

☐

6 o


☐

☐

☐

5 Read and circle the correct word.



- 1 On Wednesday, it was / were our school play.
- 2 The children wasn't / weren't in the classroom.
- 3 They was / were in the playground.
- 4 Our mums was / were there too.
- 5 Our teacher wasn't / weren't sad.
- 6 She was / were very proud of us.
- 7 All the children was / were very happy!

6 Read and colour.

My work in Units 13, 14 and 15 is

OK
 Good
 Excellent



# Farming in Saudi Arabia

## 1 Look at the photos and read.

Saudi Arabia is a very hot country. It isn't easy to grow food there, because there isn't a lot of rain. There is a lot of desert land in Saudi Arabia, but now some of the desert is fields for farming.

Farmers water their fields to make their crops grow. Look at these fields! They are circles. This is a very clever idea. It's easy to water circles. Farmers put sprinklers in the centre of the field. The sprinklers turn around and water the crops in the circle. This way, farmers don't waste a lot of water, which is good for the environment.





## Let's talk about farming

### 2 Read again. Answer the questions Yes or No.

- 1 Is there a lot of rain in Saudi Arabia? \_\_\_\_\_
- 2 Do farmers water their fields? \_\_\_\_\_
- 3 Is it easy to water the circle fields? \_\_\_\_\_
- 4 Does milk come from dairy farms? \_\_\_\_\_
- 5 Can you buy Saudi Arabian products in other countries? \_\_\_\_\_

### 3 **Think!** Why is it important to save water? Why is farming important?

### 4 Draw three fruits and three vegetables in your notebook. Let your friend look at your picture for ten seconds. Hide your picture and ask questions.

Was there a carrot?

Yes, there was!

That's right! Was there an apple?

No, there wasn't.

Wrong! There was!

Farms in Saudi Arabia produce wheat, dates, fruits, vegetables and flowers. Dairy farms produce milk and cheese, and chicken farms produce chickens and eggs. Fish farms produce delicious fish and seafood. People can buy Saudi Arabian products all over the world.

## Unit 1

**This is** a computer.  
**That is** a chair.  
**These are** tables.  
**Those are** posters.

Read and tick (✓) or cross (X).

- 1 These is my bag. \_\_\_\_\_
- 2 That is a pencil case. \_\_\_\_\_
- 3 This are pictures. \_\_\_\_\_
- 4 Those are pegs. \_\_\_\_\_

## Unit 2

**We're** happy.  
**They're** tired.  
**Are they** hungry?  
 Yes, **they are**.  
 No, **they aren't**.

Write.

- 1 \_\_\_\_\_ they happy? Yes, \_\_\_\_\_.
- 2 \_\_\_\_\_ they hot? No, \_\_\_\_\_.

## Unit 3

I **can** skate.  
 I **can't** swim.  
**Can** she play tennis?  
 Yes, she **can**.  
 No, she **can't**.

Order the words.

- 1 he football play ? Can  
 \_\_\_\_\_
- 2 can Yes, he .  
 \_\_\_\_\_
- 3 skateboard can't . I  
 \_\_\_\_\_

## Unit 4

**Have** you **got** a milkshake?  
 Yes, I **have**. No, I **haven't**.  
**Has** he **got** fries?  
 Yes, he **has**. No, he **hasn't**.

Write.

- 1 \_\_\_\_\_ you got a sandwich? Yes, \_\_\_\_\_
- 2 \_\_\_\_\_ he \_\_\_\_\_ a pizza? No, \_\_\_\_\_

## Unit 5

**What have we got** on Monday?  
**We've got** English.  
**When have we got** PE?  
**We've got** PE on Thursday.  
 These are **our** bags.  
 These are **their** books.

Order the words.

- 1 maths got When we ? have  
 \_\_\_\_\_
- 2 maths We've . on got Tuesday  
 \_\_\_\_\_
- 3 our are . These T-shirts  
 \_\_\_\_\_

## Unit 6

I **visit** my grandma.  
 I **don't visit** my grandma.  
 I **have** a maths lesson.  
 I **don't have** a maths lesson.

Write.

- 1 (X) go swimming  
I don't go swimming.
- 2 (✓) help my mum  
 \_\_\_\_\_
- 3 (X) watch TV  
 \_\_\_\_\_
- 4 (✓) do my homework  
 \_\_\_\_\_

## Unit 7

What **do** you like?  
 I **like** balloons.  
 I **don't like** nuts.  
 What **does** he like?  
 He **likes** sweets.  
 He **doesn't like** pastries.

Write. What does he like?

- 1 (nuts 😊) He \_\_\_\_\_ nuts.
- 2 (chocolate 😞) He \_\_\_\_\_  
 chocolate.



## Unit 8

What's the time?

**It's** seven **o'clock**.

She gets up **at** seven o'clock.

She goes to school **at** eight o'clock.

He has dinner **at** six o'clock.

## Order the words.

1 o'clock It's . eleven

2 lunch . at has o'clock twelve She

## Unit 9

Where **does** he work?

He works in an airport.

**Does** she work in a school?

Yes, she **does**.

No, she **doesn't**.

## Write.

1 He / police station?

Does he work in a police station?

2 No, \_\_\_\_\_

3 She / hospital? \_\_\_\_\_

4 Yes, \_\_\_\_\_

## Unit 10

**It's** sunny.

**Put on** your sun hat.

**Don't put on** your coat.

## Write.

1 It's hot. \_\_\_\_\_ your coat.

2 It's sunny. \_\_\_\_\_ your sun hat.

3 It's cold. \_\_\_\_\_ your shorts.

## Unit 11

What **are** you wearing?

**I'm** wearing a blue skirt.

What's he wearing?

**He's** wearing red gloves.

## Write.

1 What \_\_\_\_\_ you wearing?  
\_\_\_\_\_ wearing jeans.

2 What \_\_\_\_\_ he wearing?  
\_\_\_\_\_ a blue T-shirt.

3 What \_\_\_\_\_ wearing?  
She's \_\_\_\_\_ black boots.

## Unit 12

What **are you** doing?

**I'm** talking. **We're** sitting.

What's he doing?

**He's** eating a sandwich.

What **are they** doing?

**They're** drinking.

## Write.

1 What \_\_\_\_\_ she doing? \_\_\_\_\_ reading.

2 What \_\_\_\_\_ doing? I'm taking photos.

## Unit 13

The sheep is **bigger than** the goat.

The boy is **shorter than** the girl.

## Write.

1 The horse is bigger than the sheep.

The sheep \_\_\_\_\_ the horse.

2 The girl is taller than the boy.

The boy \_\_\_\_\_ the girl.

## Unit 14

I **was** naughty. You **were** happy.

He **wasn't** sad. They **weren't** cold.

## Write.

1 (X) I wasn't happy.

2 (✓) You \_\_\_\_\_ kind.

3 (✓) He \_\_\_\_\_ brave.

4 (X) They \_\_\_\_\_ hungry.

## Unit 15

There **were some** children.

There **weren't any** men.

## Write.

1 There were some men.

2 There \_\_\_\_\_ any women.

3 There weren't \_\_\_\_\_ children.

4 There \_\_\_\_\_ some animals.

By the end of Grade 2, students will be able to:		Semester 1		Semester 2	
		1st half	2nd half	1st half	2nd half
LISTENING AND SPEAKING	1 Identify people and describe physical appearance.	✓			
	2 Identify classroom objects.	✓			
	3 Identify and talk about quantity.	✓	✓		
	4 Talk about their feelings and the feelings of others.	✓			
	5 Describe location using prepositions of place ( <i>behind, in front of, next to, between</i> ).	✓			
	6 Identify and talk about food using <i>have/has got</i> .	✓			
	7 Count to 100.	✓			
	8 Identify and talk about rooms in a school.		✓		
	9 Identify and talk about clothes, rooms of a house and bedroom objects.		✓		
	10 Name and talk about school subjects.		✓		
	11 Talk about after-school activities.		✓		
	12 Talk about likes and dislikes.		✓		
	13 Ask about and tell the time ( <i>o'clock, quarter past, half past, quarter to</i> ).		✓		
	14 Identify prepositions of time ( <i>at, in</i> ).		✓		
	15 Identify and talk about daily activities.		✓		
	16 Identify occupations and talk about what someone does using the present simple, using the affirmative, negative, interrogative and short answers.			✓	
	17 Talk about the weather.			✓	
	18 Identify rules and give simple instructions/rules using the imperative ( <i>put on/don't put on, open/don't open the gate</i> ).			✓	✓
	19 Name the days of the week.	✓			
	20 Identify people by their clothing and talk about clothes.			✓	
	21 Identify and talk about different times of day ( <i>using in the morning, afternoon, evening, at night</i> ).		✓		
	22 Talk about actions happening at the moment using the present continuous.			✓	
	23 Talk about people in a story using the past simple.				✓
	24 Recognize and produce consonant blends (such as <i>gr, br, dr, fl, pl, cl, sm, st</i> ).	✓	✓		
	25 Recognize short and long vowels: (long <i>a/æ/</i> as in "face", long <i>i/ai/</i> as in "bike", long <i>o/əʊ/</i> as in "nose", long <i>e/i:/</i> as in "teacher", short <i>e/e/</i> as in "bread", long <i>oo/u:/</i> as in "June", short <i>oo/ʊ/</i> as in "book", long <i>u/ju:/</i> as in "computer", short <i>u/ʌ/</i> as in "duck").			✓	✓
READING	26 Read and count cardinal numbers to 100.	✓			
	27 Read and count ordinal numbers from 1st to 4th.				✓
	28 Read and understand short simple illustrated stories.	✓	✓	✓	✓
	29 Read and understand short simple poems.	✓		✓	
	30 Read simple information texts (leaflets, emails, web pages, newspapers and magazines).	✓	✓	✓	✓
WRITING	31 Spell accurately a small number of high frequency words.	✓	✓	✓	✓
	32 Write short simple sentences to convey basic personal information.	✓	✓	✓	✓
	33 Apply rules of punctuation (e.g. use capital letters, full stops, commas, question marks).	✓	✓	✓	
	34 Write short answers to written questions.	✓		✓	
	35 Use the definite and indefinite article ( <i>a / an, the</i> ).	✓			
	36 Link ideas with commas and <i>and</i> .			✓	
	37 Link ideas with <i>or</i> .				✓
	38 Spell accurately some irregular plural nouns.				✓