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1444 - 2022

STUDENT'S BOOK
2

WE CAN!

Yoko Matsuka and Glenn McDougall



وزارة التعليم
Ministry of Education
2022 - 1444



We Can! Student's Book 2

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وزارة التعليم

Ministry of Education

2022 - 1444

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Syllabus

Unit and Topic	Talk Time	Rhythms and Listening
Introduction	Good morning. Welcome to class. Let's play a game. Good idea! Watch me. Make pairs. Okay. Let's start! Yeah! Okay! Stop! Are you ready? Let's do it again. One more time. Please listen to me. Wow! Good job! Let's finish. You were great! Good-bye.	
Term 1		
1 Feelings	Hello. Hi. It's nice to meet you. It's nice to meet you, too. How are you? I'm great, thanks. And you? I'm fine.	Chant: <i>If You're Happy and You Know It</i> Clap your hands. Stamp your foot. Nod your head. Snap your fingers. Thump your chest.
2 Things We Wear	Wow! I like your (hat). Thank you. Whose (hat) is this? It's not mine. It's mine. Thank you. You're welcome.	Chant: <i>Who is Wearing Green?</i> I am wearing green today. Look at me. I am. I'm not. Color review
3 Things We Do	Hello. Can I speak to (Joe)? Speaking. What are you doing? I'm (watching TV). And you? I'm (eating snacks).	Chant: <i>What Are You Doing?</i> I'm doing karate. I'm playing football.
Term 2		
4 Beautiful Nature	Look! It's a (snake, plastic bag). It's (short / long, beautiful / ugly). Look at the beautiful ...	Chant: <i>I Love the Mountains</i> I love the (mountains, rolling hills, flowers, daffodils, campfire when all the stars are out).
5 Friends, Actions, Things	Good morning (Ali). Where's (Jake)? He can't (come). He's (helping his brother). This is my (friend Omar). Nice to meet you (Omar)! Nice to meet you, too! Ready? Let's (go to the new computer store!) Chant: "Good morning!" Chant Good morning/ afternoon/ evening! Goodnight!	Chant: <i>We're playing, we're cycling</i> (Our friends) are (laughing, jumping, cycling) as happy as can be! (His friend) is (walking, talking, not cycling) Are you/ they (playing, cycling)? We're not (playing), they're not (cycling)

Words in Action	Phonics	Phonics Practice
Term 1		
What's the matter? I'm (hungry, thirsty, hot, cold, sleepy, scared).	Consonants-C and Cl, L and Cl cap, clap, lock, clock Long/short vowels a and a_e, i and i_e cap, cape, tap, tape, pin, pine, ink, Tim, time, iron	Phonics Jingle
I'm wearing (a T-shirt, a jacket, a cap, jeans, a skirt, sunglasses, a sweater, a blouse, a hat, shoes).	Consonants – P and B <i>P and B Jingles</i> parrot, pen, panda bear, banana, bed Consonant clusters – pl and bl plane, plate, blue, black -gr, grass, green, great -who, whose, who and what, white	Handwriting Practice: Phonics Key Words
What are you doing? I'm (watching TV, eating snacks, doing karate / my homework, playing football / computer games).	Consonants – T and D <i>T and D Jingles</i> tiger, tomato, telephone door, doll, duck -ph, phone, photo, phonics, elephant -ing, ring, wing, speaking, doing, watching, eating, playing tr and dr, tree, truck, dress, drink	Words with a e i o u
Term 2		
It's (long / short, big / small, quiet / noisy, weak / strong).	Consonants – C and G <i>C and G Jingles</i> cat, cake, cap goat, gorilla, girl Consonant clusters – gr and cr, gl and cl class, crab, glass, grass sn and sh snake, shake, snow, show <i>/z/, /s/, /z/</i> mountains, flowers, hills, cats, ducks, snakes, faces, dresses, noses	Words with a_e, i_e Long Vowels
They're (sweet, sour, hot, cold, salty, tasty) That's right! Do you want one?	Plural endings <i>/z/, /s/, /z/</i> She has (sandwiches) and (orange juice). She has (orange juice) but she doesn't have (apples). Whose (hat) is that? Maybe, It's (Noura)'s	



Syllabus

Unit and Topic	Talk Time	Rhythms and Listening
6 Wild Animals	Look! It's (a baby monkey, an elephant). Monkeys are cute. Elephants are big. Where's the (lion, snake)? It's over there. / It's here.	Chant: <i>Animal Chant</i> I will catch a (monkey, elephant, tiger, snake, bear) by the (toes, tail, nose). Sounds: monkey, elephant, tiger, snake, bear
7 From Here to There	Excuse me. Where's the train station? Walk straight and turn left. How do you go to school? I walk. How about you? I go by school bus.	Chant: <i>When You See a Red Light</i> red, yellow, green, stop, wait, go
Term 3		
8 My House	Hello. Welcome to our house. Would you like to come in? Yes, please. I'll show you around. Thanks. This is the (living room).	Chant: <i>Where's the Boy?</i> Where's (Ali, mother, the boy)? In the (bathroom, kitchen, dining room, yard, bedroom).
9 My Things	Can I have some candy? Sure. Here you go. Great! Thanks. How many are there? Let's count them. Numbers 1–100. That's a lot.	Chant: <i>Things on My Desk</i> pens, pencils, paper, glue, scissors, erasers, candy
10 My Day, Animals, Places	Tell me about your day! I get up at 6 o'clock. What time do you eat lunch? At 2.00 o'clock. Then I do my homework. Do you watch TV in the evening? Yes, I do. What do you do on Saturday? I play with my friends. Sunday, Monday, Wednesday, Thursday, Friday, Saturday.	Chant: <i>Which animal is it?</i> Its (jaws are huge). Their (skin is green) Can (ostriches) run? Yes, they can. Can they fly? No, they can't. (Ostriches) can (run) but (they) can't (fly!) sunny, cloudy, rainy, snowy



Words in Action	Phonics	Phonics Practice
Elephants (are big, have trunks). Zebras (are black and white, have stripes). Crocodiles (are scary, have big teeth). Chimpanzees (are smart, have long arms). Snakes (are long, have no arms or legs). Hippos (are fat, have big mouths).	Long/short vowels o and o_e, u and u_e, oo, ea octopus, fox, rose, rope cup, bus, duck, cube, huge, uniform book, foot, cook, food, boot, moon head, bread, feather, peach, meat, bread Final s hippos, crocodiles, snakes, elephants, dresses, faces	Words with -s ending Words with bl, pl Consonant Blends
Watch out! It's a / an (truck, bus, train, motorbike, car, bicycle, taxi, police car, ambulance). taxi stand, hospital, school, train station, airport, space station, moon	Consonant clusters/blends st, sl, bl, cl, fl, gl, pl station, step, stop, sleep, slip, black, blue, class, clock, plant, plate, glass, glue, flag, fly Consonant digraphs sh, ch ship, sheep, chip, cheese	Words with short and long oo Words with gr, gl and cr, cl Words with fl, fr and dr, tr
Term 3		
The mouse is (on, in, under, next to, behind) the (chair, cupboard, bed, fridge, table).	Consonant clusters/blends pr, fr, prize, present, fries, frog Diphthongs ou mountain, cloud, mouse, house Short vowels o, u dot, not, hot, ox, fox, box, nut, but, cut, sun, fun, run	Words with br, pr Words with wh, w, h, and ph Words with sm, sn and st, sl
What's this? / What are these? It's a / They're (computer game/s, comic book/s, music player/s, cell phone/s, wallet/s, watch/es).	Consonant clusters/blends sm, sn, sp, sw smile, small, snail, snack, spider, spring, sport, sweater, swing, swan Vowels - a, e, i, o, u fat, cat, sat, mat, hen, pen, in, on, fox, box, bug, rug.	Words with bl, br, fl, fr, cl, cr, dr Long vowel sounds
Does he work in an office? Yes, he does./ No, he doesn't. Is he (an/ architect, astro- naut, a/ businessman, computer techni- cian, cook, doctor, farmer, firefighter, pilot, teacher)? Yes, he is./ No, he isn't. He/she has (short brown hair, long hair, brown eyes, short blond hair.) He/She is tall/ short.	Long Vowels ee, ea/ ea sleep, read, head, sheep, meat, bread Irregular plurals man/ men, woman/ women, child/ children, foot/ feet, mouse/ mice next to, opposite, between, near, on	



Unit 4 Beautiful Nature

Talk Time

1 Listen and point.



2 Practice and act out the talks in pairs.

Sounds and Letters

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



___ ake



___ ake



___ ow



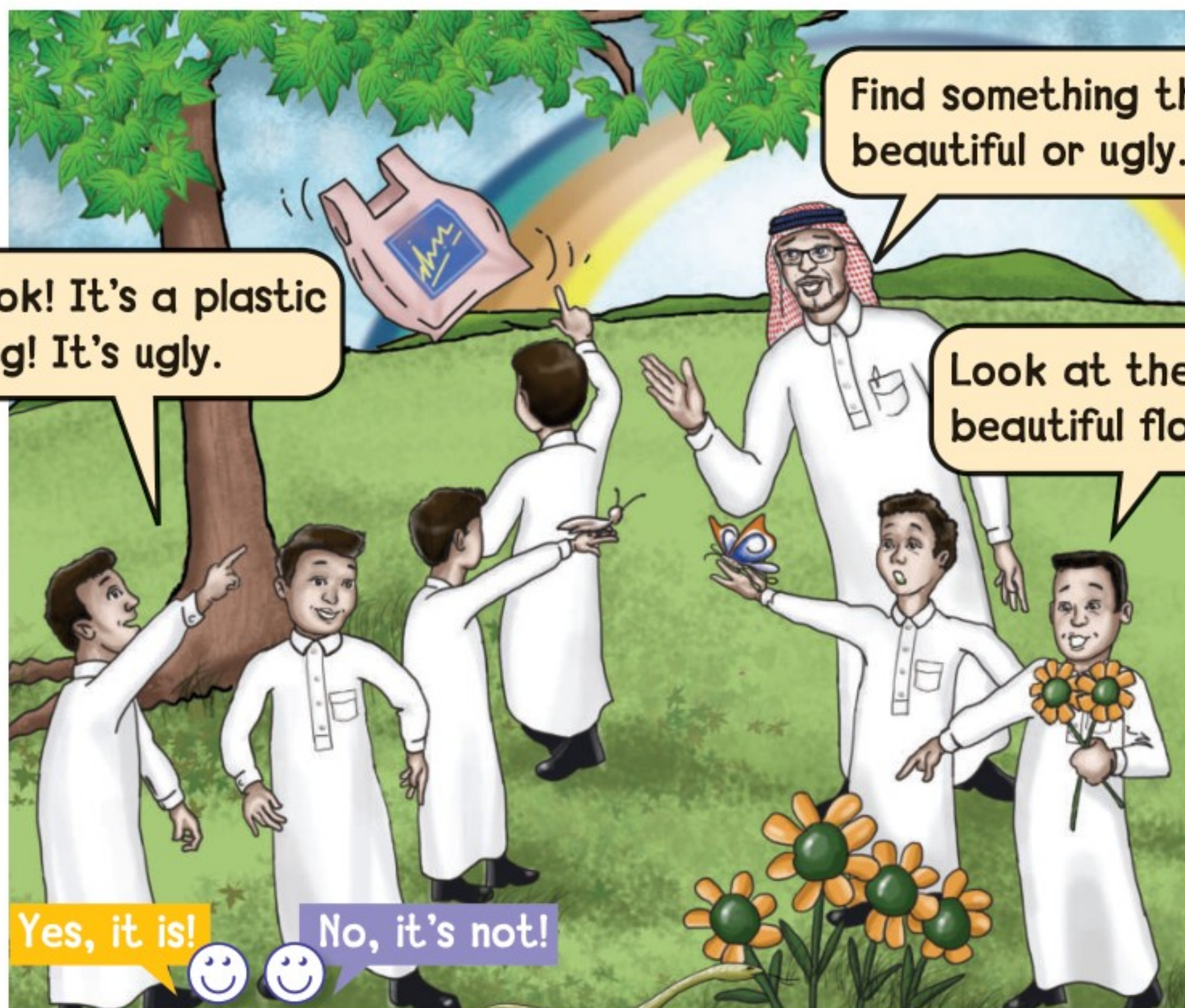
___ ow

Show me the snake!

Fun Time!

4 Find Something Beautiful!

Look around and find a beautiful or an ugly object.



I Can ...

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



Rhythms and Listening

1 Chant and march.



I Love the Mountains

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



Sounds and Letters

2 Listen, say, and number. Then read.



1 /z/



mountains

2 /s/



cats

3 /iz/



faces

ducks

flowers

hills

dresses

snakes

noses

Fun Time!

3 Months and Seasons Chant



Listen and match. Then chant and do.



1 Back to school, it's fall. 3
September, October,
November.



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

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



Yummy, summer's here.
June, July, August,

And back again.

Ha-ha!



This is fun!



I Can ...

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





Words in Action

1 Listen, point, and say.



1. long



2. short



3. big



4. small



5. quiet



6. noisy



7. weak



8. strong

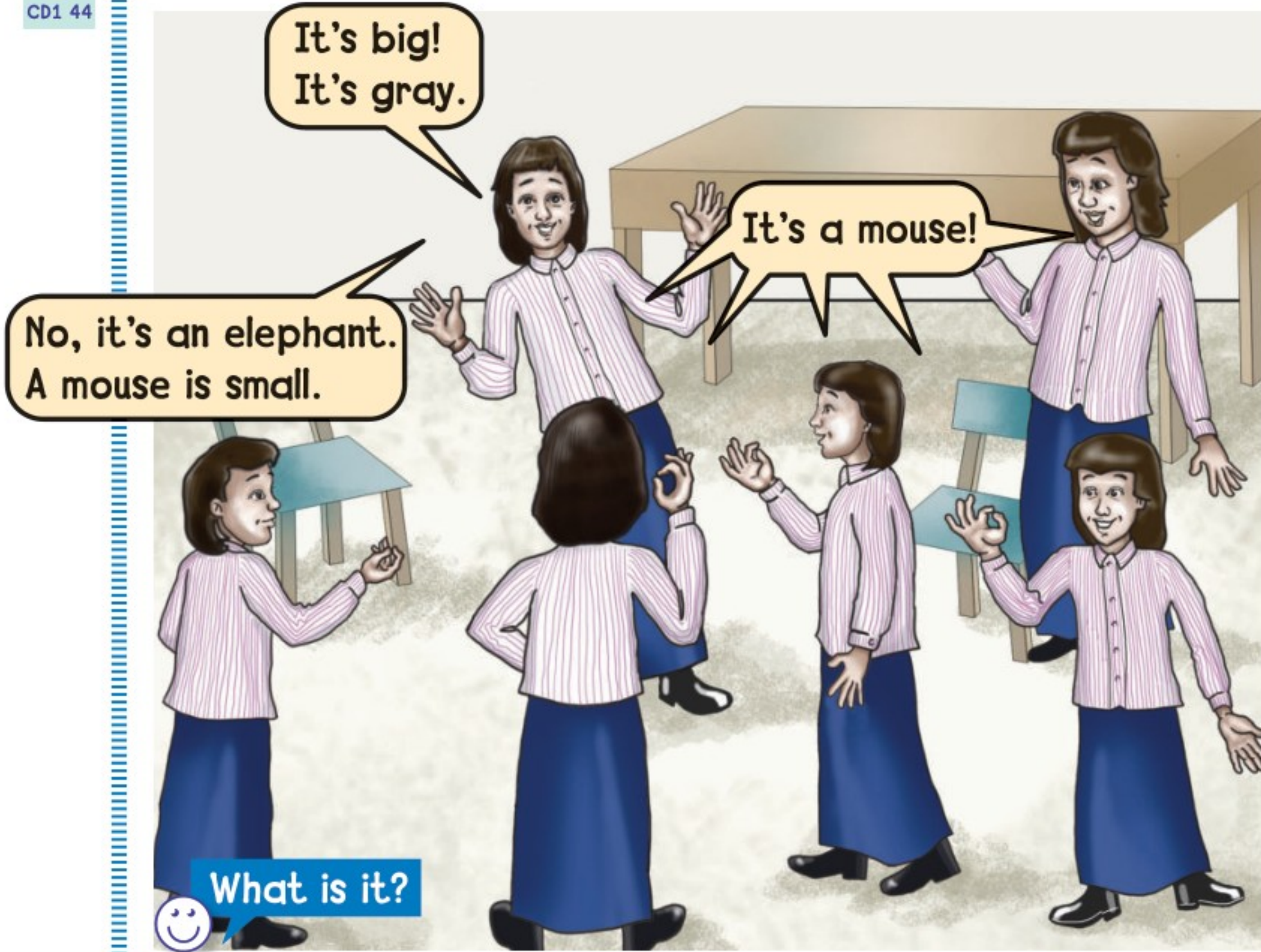
2 Shout the opposites in two groups.

3 Practice the actions in pairs.



Fun Time!

- 4 Guess what it is.
Do the opposite action.



I Can ...

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





Phonics

1 Listen, read, and say.



C and G Jingles

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



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



Sounds and Letters

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



___ ass



___ ab



___ ass



___ ass



Fun Time!

3 Word Making Game

Listen to the teacher and hold up the letters.



I Can ...

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



Advice Time

Nature is your home; look after it.



Unit 5 Friends, Actions, Things

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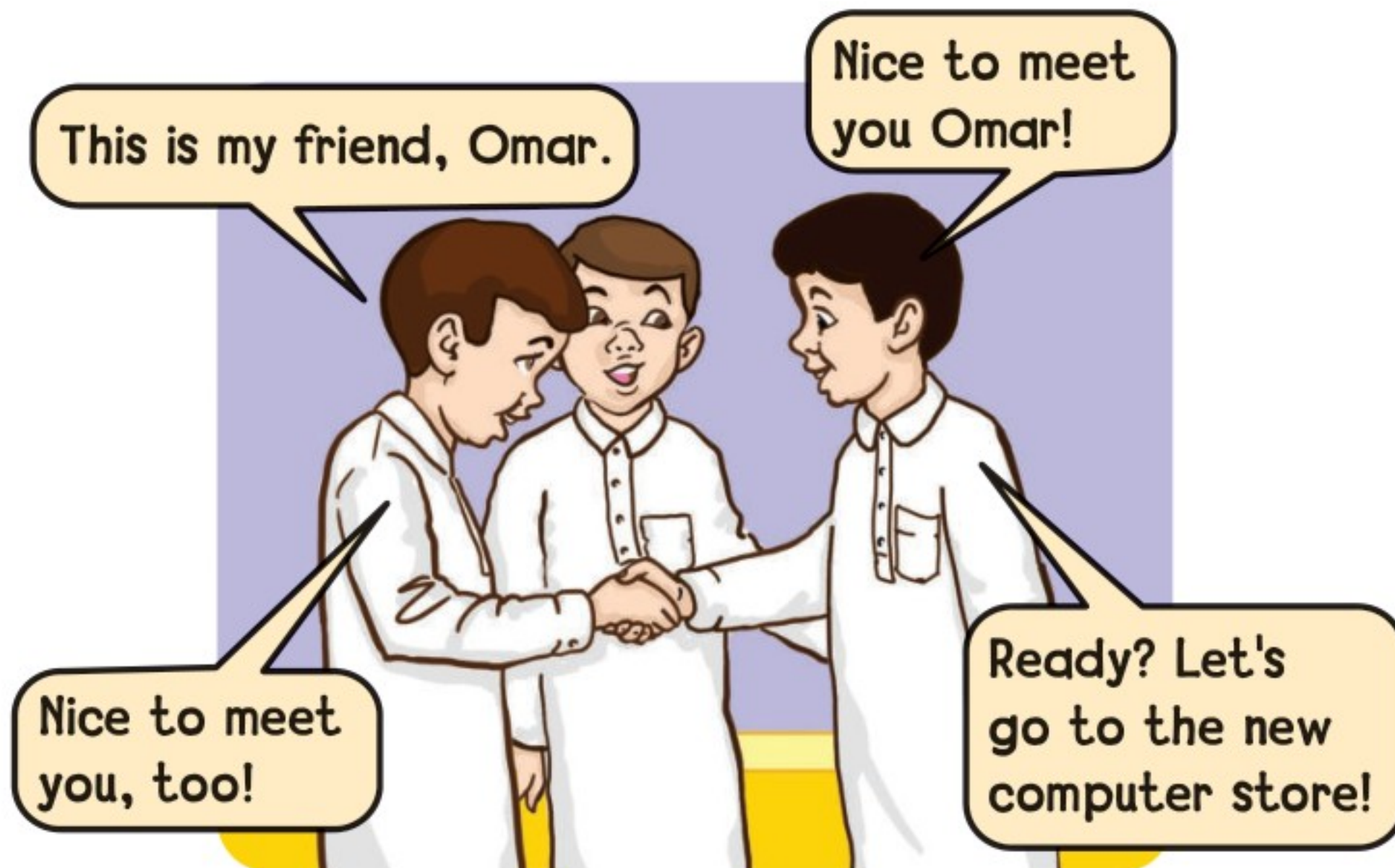
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Talk Time

1 Listen and say.



CD1 48



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

Fun Time!

3 "Good morning!" Chant

Listen and chant.



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

How are you? How are you?

It's so nice to see you.



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

Good afternoon to you!



Here's homework, more homework for you!

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

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

Goodnight! **Goodnight! Goodnight to you!**



4 Write.



1. _____!
Let's go to school!



3. _____!
Let's watch TV!



2. _____!
Let's have lunch!



4. _____!
Let's go to bed!

I Can ...

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





Rhythms and Listening

1 Listen and chant.



We're playing, we're cycling

Our friends are here and laughing

They're jumping, they're cycling

As happy as can be!



There's Omar, he's walking

His friend, Ali is talking

He's laughing, he's not cycling

As happy as can be!



Are you playing, are they cycling?

We're not playing, they're not cycling

We're talking, we're walking

As happy as can be!



2 Change the words and chant.

Advice Time

Help a friend in need.



Fun Time!

3 Choose a place. Ask and answer.



Grammar Toolbox

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



Where is he?

He's at home.

Is he sitting?

Yes, he is.

Is he playing?

No, he isn't.

Is he watching TV?

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



1. Pete



2. Jim and Ken



3. Joe



4. Sabah



5. Noura

at school

at home

in his room

in her room

in the classroom

I Can ...

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



Words in Action

1 Point and chant. Write.



Lemons are sour

Apples are sweet!



Lemons are sour,



Cherries are sweet!



They're not sour.

My soup is hot!



Ice-cream is cold,



Rice is hot,



It's not cold.

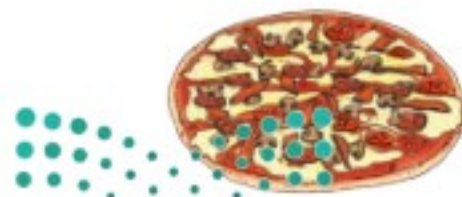
Chips are salty,



And they're tasty!

Let's eat!

2 Change the words and chant.



Fun Time!

3 The 3 Questions Game Ask and answer.



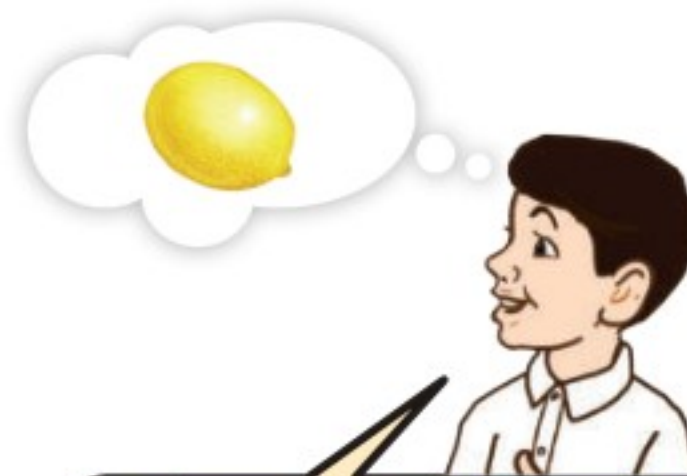
Is it cold or hot?

What color is it?

Is it sweet or sour?

I know! It's a lemon!

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



It's cold. It's a fruit.

It's yellow.

It's sour.

That's right! Do you want one?

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

sweet sour salty tasty hot cold
fresh round small big



I Can ...

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



Phonics

1 Listen and check. Say.



- | | | | | | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--|----|--|--------------------------|--------------------------|--------------------------|--|
| 1. | | /s/ | /z/ | /iz/ | | 4. | | /s/ | /z/ | /iz/ | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. | | /s/ | /z/ | /iz/ | | 5. | | /s/ | /z/ | /iz/ | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
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| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

What's in your bag?

2 Listen, point, and say.



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

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

3 Ask your friend. Check YES or NO.

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

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

Fun Time!

Whose ... is that?

4 Listen, point, and say.



Whose hat is that?

Let's ask her!

Maybe it's Noura's.

5 Trace. Ask and answer.

The matching exercise shows the following connections:

- Faisal (green shirt) is connected to the red hat.
- Nawal (grey dress) is connected to the blue dress.
- Abdullah (white shirt) is connected to the red pencil.
- Noura (pink shirt) is connected to the white t-shirt.
- The orange pen is connected to the green notebook.
- The brown book is connected to the purple eraser.

I Can ...

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





Unit 6 Wild Animals

Talk Time

1 Listen and point.



2 Practice the talks in pairs.

3 Act out the talks in pairs.



Remember the Big Four



Fun Time!

4 Find the Animal



Listen to the teacher and look for the animal.
Say the letter.

A 	B 	C
D 	E 	F
G 	H 	I
J 	K 	L
M 		

It's A. 😊



I Can ...

- act out the talks about wild animals.
- tell friends the names of six wild animals using the animal chart.



Rhythms and Listening

1 Chant and mime.



Animal Chant

I will catch a monkey, by the toes, by the toes.

I will catch a monkey, by the toes!

... a monkey, by the toes!

... an elephant, by the trunk!

... an elephant, by the trunk!

... a tiger, by the tail!

... a tiger, by the tail!

... a snake, by the head!

... a snake, by the head!

... a bear, by the nose!

... a bear, by the nose!



Sounds and Letters

2 Listen, say, and match.



o

octopus

fox



o_e

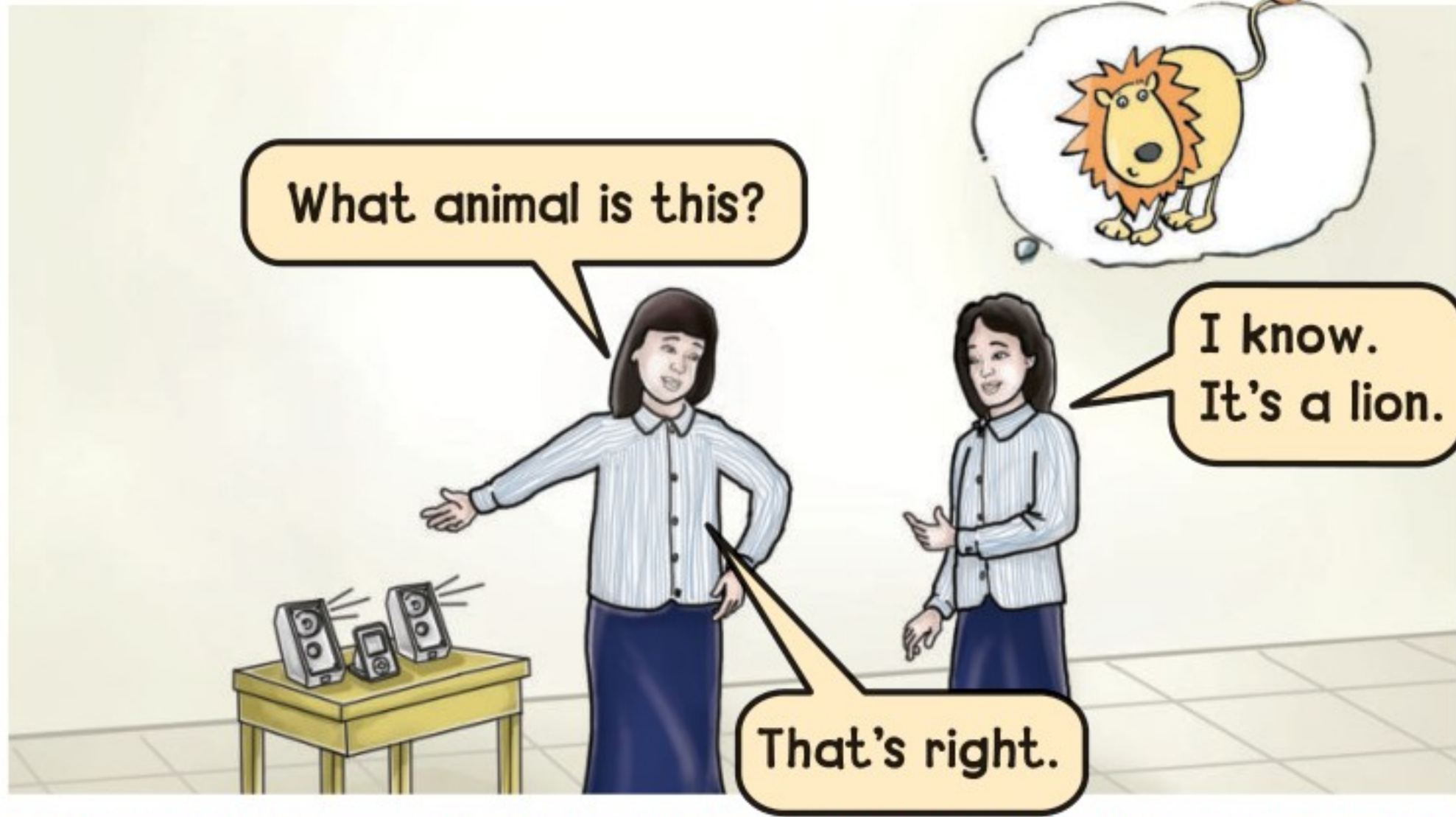
rose

rope

Fun Time!

3 What Animal Is This? Game

Listen and guess.



I Can ...

- chant the *Animal* chant.
- play the What Animal Is This? Game with a partner.



Advice Time

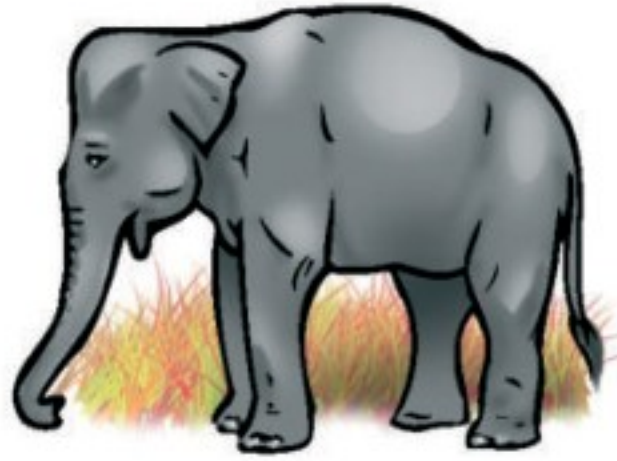
The early bird catches the worm.





Words in Action

1 Listen, point, and say.



1. Elephants ...
are big.
have trunks.



2. Zebras ...
are black and white.
have stripes.



3. Crocodiles ...
are scary.
have big teeth.



4. Chimpanzees ...
are smart.
have long arms.



5. Snakes ...
are long.
have no arms or legs.



6. Hippos ...
are fat.
have big mouths.

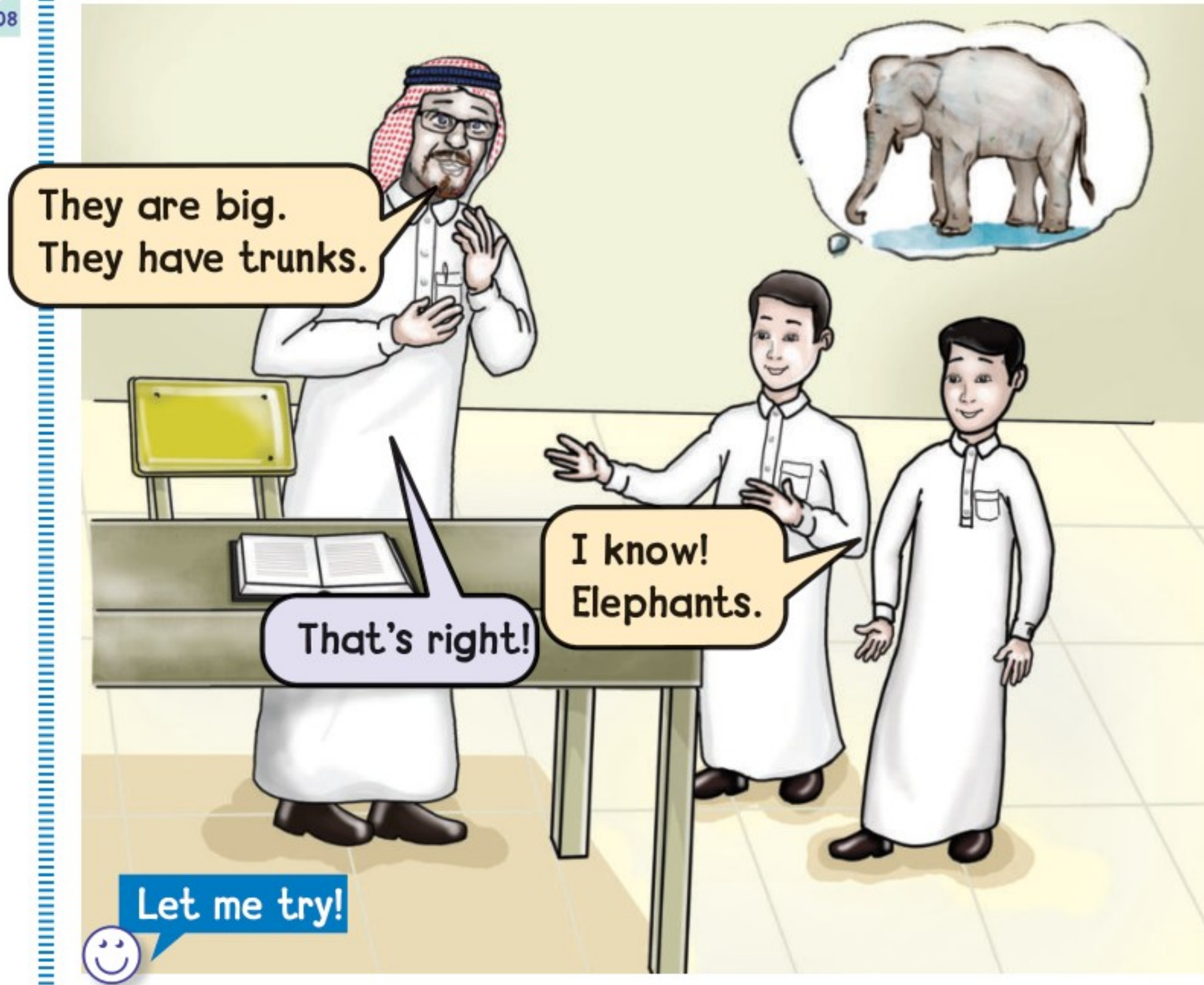
2 Practice the sentences in pairs.

One partner says the animal name. The other says one thing about it. Then switch.

Fun Time!

3 Animal Two Hints Game

Listen to two hints and say the animal's name.



I Can ...

- say something about three wild animals.
- play the Animal Two Hints Game.



Phonics

Sounds and Letters

1 Listen, point, and say. Then read and number 1 or 2.



1 /e/ head	2 /i/ read
---------------	---------------



feather peach meat 1 bread

2 Listen, point, and say. Then match with u or u_e.



U says ... u, u, tub and U says ... u, u, tube .



cup



cube



uniform

u

u_e

bus



duck



huge



3 Listen, say, and match.



food



foot

book



moon

boot

cook

4 Read and number. Then listen and check.



1 /z/
 arms

2 /s/
 trunks

3 /iz/
 noses

1 hippos

crocodiles

snakes

elephants

dresses

faces

Fun Time!

5 Phonics Race



Say and mime words in pairs. Use these letters.

o o_u ea u
 u_e oo

o_e says rose ...

o says hot ...



I Can ...

- listen, point, and match pictures, words, and letters.
- say, read, and write the sounds for ea, peach and ea, head; u, duck; u_e, cube; oo, book; and oo, boot by myself.





Unit 7 From Here to There

Talk Time

1 Listen and point.



CD2 14



2 Practice and act out the talks in pairs.

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



CD2 15

station step stop
Walk straight two ___eps
and ___op!



Fun Time!

4 Which Way Are You Looking?

Close your eyes and try to follow.



We can't see!



I Can ...

- act out the talks about directions and going places with a partner.
- give directions to a partner, saying “Turn left.”, “Turn right.”, and “Walk straight.”





Rhythms and Listening

1 Chant and do the actions.



When You See a Red Light



When you see a red light, red light, red light.

When you see a red light, stop, stop, stop.

When you see a yellow light, yellow light, yellow light.



When you see a yellow light, wait, wait, wait.

When you see a green light, green light, green light.



When you see a green light, go, go, go.

Sounds and Letters

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



ship



chip



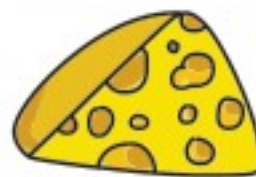
slip



eep



eese



eep



Fun Time!

3 Traffic Signal Game

Listen to the leader and say what to do.



I Can ...

- chant the *When You See a Red Light* chant.
- say if a traffic signal says "Stop!", "Wait!", or "Go!".





Words in Action

1 Listen, point, and say.

Watch out! It's a / an ...



1. truck



2. bus



3. train



4. motorbike



5. car



6. bicycle



7. taxi



8. police car



9. ambulance

2 Practice the words in pairs. Then race your partner.



Fun Time!

3 Take a Trip!



Listen and trace with your finger from each place to the next to complete your trip. Where do you end up?

Where are you now?



Take a bus. 😊



I Can ...

- say the names of three vehicles.
- tell someone two sentences like “Take a bus.” or “Take a taxi.”





Phonics

Sounds and Letters

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



bl cl fl gl pl

- | | | | |
|-----------|-----------|----------|-----------|
| 1. ___ack | 2. ___ass | 3. ___ag | 4. ___ant |
| 5. ___ock | 6. ___ue | 7. ___y | 8. ___ate |

Advice Time

Ask and you'll never be lost.



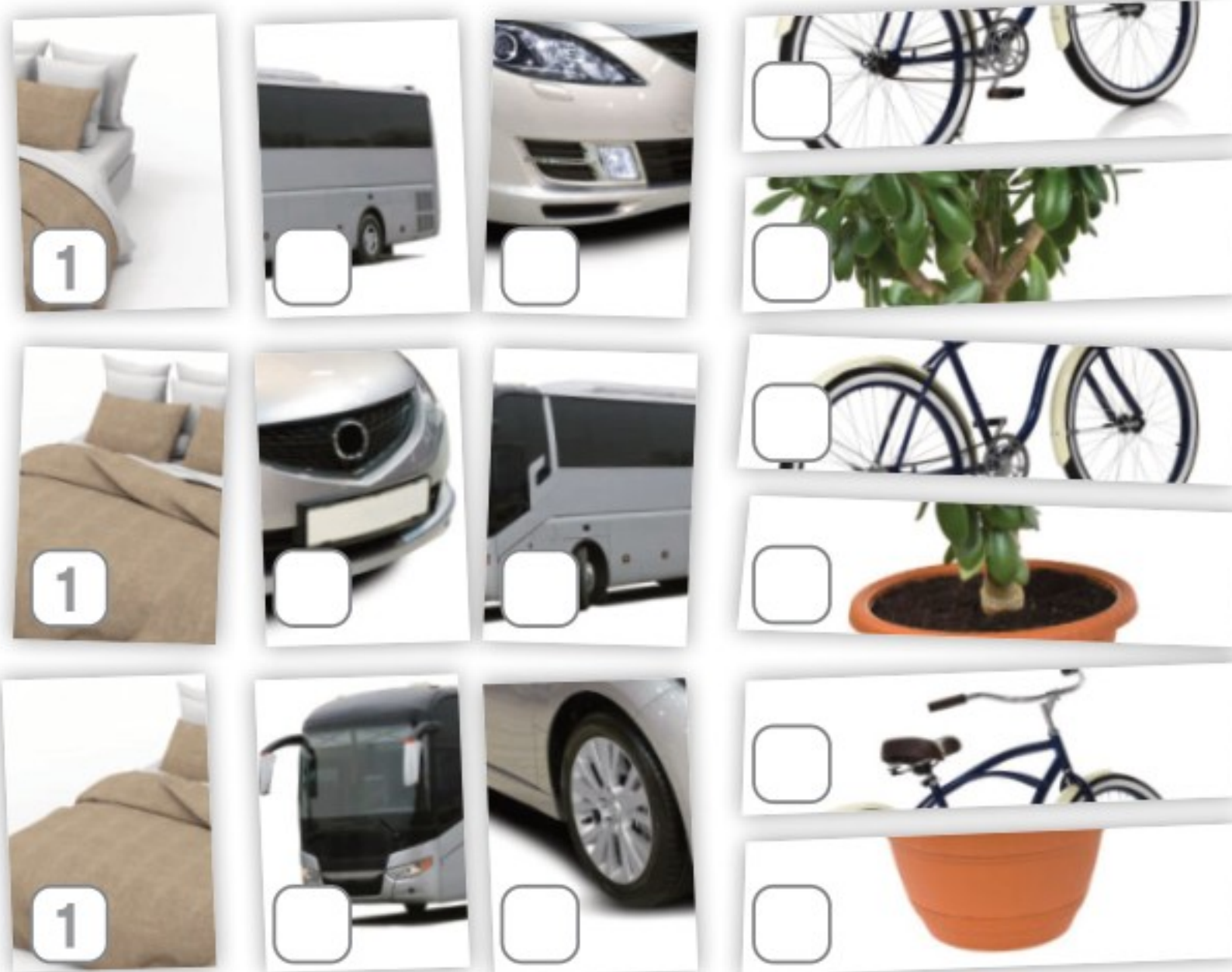
Fun Time!

2 Picture Puzzle



Write five words from the photos.

1. b _____ 2. b _____ 3. p _____
 4. c _____ 5. b _____



I Can ...

- listen, point, and match pictures, words, and letters.
- say, read, and write the sounds for bl, black; cl, clock; fl, flag; gl, glass; pl, plant.



Unit 4 Beautiful Nature


Goal 25 CD5 26 **Beautiful Nature: Talk Time**

I can act out one of the talks about nature.

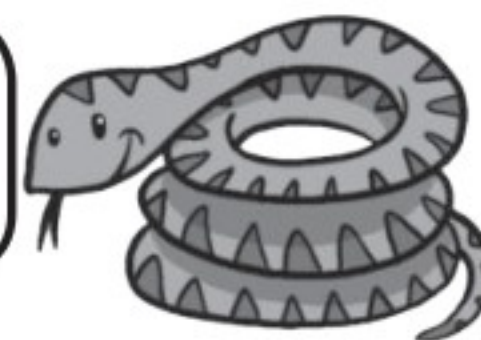
I listened to CD5 26 days this week.

Name _____ Class _____



1 Listen, point, and practice. Trace.

A Look! It's a snake!



B It's short!

A No, it's long!



A Look! It's a plastic bag!



B It's beautiful!



A No, it's ugly!





Goal 26 CD5 27 Beautiful Nature: Talk Time

I can find something beautiful or ugly and say "Look! It's a ...!
It's beautiful (or ugly)."

I listened to CD5 27 days this week.

Name _____ Class _____



- 1 Listen, point, and practice.
- 2 Point and say by yourself. Trace.

Look! It's a ...!



plastic bag



hat



flower



monster

It's beautiful.

It's ugly.

- 3 Draw something beautiful and something ugly. Trace.

beautiful

ugly

It's beautiful.

It's ugly.



Goal 27 CD5 28 Beautiful Nature: Rhythms and Listening

I can chant the *I Love the Mountains* chant.

I listened to CD5 28 days this week.

Name _____ Class _____



1 Listen and chant. Trace.

I love the mountains,
I love the rolling hills,
I love the flowers,
I love the daffodils,

**I love the campfire when
all the stars are out.**

**I sit and look, I look and smile,
I'm happy to be under this sky.**

2 Color the picture.





Goal 28 CD5 29 Beautiful Nature: Rhythms and Listening

I can name seasons and months.

I listened to CD5 29 days this week.

Name _____ Class _____



1 Listen and chant. Write the words.

fall winter spring summer September March

Back to school, it's _____.
_____, October, November.

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

Flowers are out, it's _____.
_____, April, May.

Yummy, _____'s here.
June, July, August,

And back again.

2 Find and circle four words.

spring summer fall winter



Goal 29 CD5 30 Beautiful Nature: Words in Action

I can act out one pair of opposites.

I listened to CD5 30 days this week.

Name _____ Class _____



1 Listen, point, and practice. Trace.



It's long.



It's short.



It's big.



It's small.



It's quiet.



It's noisy.



It's weak.



It's strong.

2 Write the opposites.

1. It's long. _____

2. It's big. _____



Goal 30 CD5 31 Beautiful Nature: Words in Action

I can describe and guess what or who.

I listened to CD5 31 days this week.

Name _____ Class _____



1 Listen, point, and practice.



2 Listen, read, and match.

A It's small and gray.



B It's big and strong.



C It's small and noisy.

D It's small and quiet.

Goal 31 CD5 32 Beautiful Nature: Phonics

I can tell if the words start with c or g.

I listened to CD5 32 days this week.

Name _____ Class _____



1 Listen and practice.

2 Listen and circle c or g.



c or g



c or g



c or g



c or g



c or g



c or g

3 Write the missing letters c or g. Trace and copy.

1. ___ at

.....
.....

2. ___ irl

.....
.....

3. ___ ap

.....
.....

4. ___ oat

.....
.....

5. ___ orilla

.....
.....

6. ___ ake

.....
.....





Goal 32 CD5 33 Beautiful Nature: Phonics

I can say two words that begin with c and two words that begin with g.

I listened to CD5 33 days this week.

Name _____ Class _____



1 Listen, point, and practice. Trace.



2 Make the sounds.

c c c c g g g g c c c g g g c c g g c g



Unit 5 Friends, Actions, Things

Goal 33 CD5 34 Friends, Actions, Things: Talk Time

I can introduce someone, say "This is my friend ...," and "Let's!"

I listened to CD5 34 days this week.

Name _____ Class _____



1 Listen and practice.

Hello, Hashim.

Good morning Ali.
Where's Jake?

He can't come. He's
helping his brother.

This is my friend, Omar.

Nice to meet you Omar.

Nice to meet you too.

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





Goal 34 CD5 35 Friends, Actions, Things: Talk Time

I can chant, tell the time of day and use greetings correctly.

I listened to CD5 35 days this week.

Name _____ Class _____



1 Listen and chant. Trace and write.

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

How are you? How _____?



It's so nice to see you.



It's afternoon. Good afternoon! Good afternoon to you!

Here's homework, more _____ for you!

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



It's playtime and bath time and bedtime for you! Goodnight! Goodnight! _____ to you!

2 Match and write.

eat lunch go to school watch TV

It's morning.

1. Let's _____.



It's afternoon.

2. Let's _____.



It's evening.

3. Let's _____.





Goal 35 CD5 36 **Friends, Actions, Things: Rhythms and Listening**

I can talk about what "I'm, he/she's, we/you/they're" doing or not doing

I listened to CD5 36 days this week.

Name _____ Class _____



1 Listen and chant. Trace.
We're playing, we're cycling

Our friends are here and laughing

They're jumping, they're cycling

As happy as can be!



There's Omar, he's walking

His friend, Ali is talking

He's laughing. He's not cycling

As happy as can be!



Are you playing, are they cycling?

We're not playing,
they're not cycling

We're talking, we're walking

As happy as can be!



2 Look at the picture and write.



sitting They're sitting.

pointing _____

writing They're not writing.

cycling _____



Goal 36 CD5 37 **Friends, Actions, Things: Rhythms and Listening**

I can ask and answer Yes / No questions about what people are doing

I listened to CD5 37 days this week.

Name _____ Class _____



1 Listen and practice. Trace.


Where is he? He's at home.

Is he sitting? Yes, he is.

Is he playing? No, he isn't.

Is he watching TV? Yes, he is. Now it's my turn!

2 Ask and answer. Write.

reading 


1. Is he reading?
No, he isn't.

standing 

3. _____ ?

running 

2. _____ ?

watching TV 

4. _____ ?

Goal 37 CD5 38 **Friends, Actions, Things: Words in Action**

I can talk about food using the words “ hot, cold, sour, sweet, salty, tasty”

I listened to CD5 38 days this week.

Name _____ Class _____



1 Listen and chant. Trace and write.

Apples are sweet! 

Lemons are sour, 

Cherries are _____!

They're not _____.



My soup is hot!



Ice-cream is cold,

Rice is _____,

It's not _____.



Chips are salty,
And they're tasty!



Let's eat!

2 Write about food. Use these words.

tasty sweet sour salty hot cold

1. Lemons are _____.

2. Sandwiches are _____.

3. Cookies _____.

4. Kabsa is _____.



Goal 38 CD5 39 Friends, Actions, Things: Words in Action

I can ask questions with "or", "want", and say what I like and what I don't like

I listened to CD5 39 days this week.

Name _____ Class _____



1 Listen and practice. Trace.



Is it cold or hot?

What color is it?

Is it sweet or sour?

I know! It's a lemon!

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



It's cold.
It's a fruit.

It's yellow.

It's sour.

That's right! Do you want one?

2 Answer the questions about your favorite food.

1. Is it cold or hot? _____
2. Is it salty or sweet? _____
3. Is it sour? _____
4. What color is it? _____
5. Is it tasty? _____

Write your favorite food: _____

Goal 39 CD5 40 Friends, Actions, Things: Phonics



I can make the sounds for -s, ask and answer with "have" and use "and" or "but"

I listened to CD5 40 days this week.

Name _____ Class _____





1 Listen and check ✓. Then write.

1.  /s/ /z/ /ɪz/ 4.  /s/ /z/ /ɪz/

apples

2.  /s/ /z/ /ɪz/ 5.  /s/ /z/ /ɪz/

3.  /s/ /z/ /ɪz/ 6.  /s/ /z/ /ɪz/

2 Write answers.

1. Do you have a pen? Yes, I do. / No, I don't.
2. Do you have cookies? _____
3. Do you have a computer? _____
4. Do you have notebooks? _____





Goal 40 CD5 41 Friends, Actions, Things: Phonics

I can ask and say whose something is using (name)'s.

I listened to CD5 41 days this week.

Name _____ Class _____



1 Listen and practice. Trace.

Whose hat is that?

Maybe it's Noura's.

Let's ask her!

2 Ask and answer. Write.

blouse cap dress T-shirt skirt sweater



- Whose skirt is this? It's Noura's.
- _____
- _____
- _____
- _____
- _____

Unit 6 Wild Animals



Goal 41 CD6 02 Wild Animals: Talk Time

I can act out the talks about wild animals.

I listened to CD6 02 days this week.

Name _____ Class _____

1 Listen, point, and practice. Trace.

A Look! It's a baby monkey.



B Monkeys are cute!

A Look! It's an elephant.



B Elephants are big!

2 Draw a monkey and an elephant. Give them names that you like and write them.

monkey

Name: _____

elephant

Name: _____



Goal 42 CD6 03 Wild Animals: Talk Time

I can tell friends the names of six wild animals using the animal chart.

I listened to CD6 03 days this week.

Name _____ Class _____



1 Listen, point, and practice. Trace.



1. giraffe



2. zebra



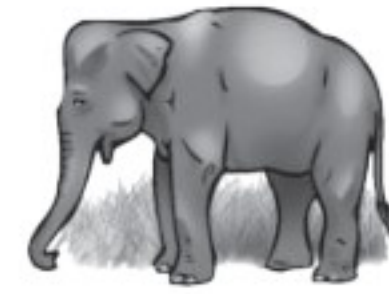
3. ostrich



4. lion



5. hyena



6. elephant



7. chimpanzee



8. hippo



9. rhinoceros



10. snake



11. kangaroo



12. koala



13. iguana



14. polar bear



15. tiger

2 Point to and say six animals that you like.



Goal 43 CD6 04 Wild Animals: Rhythms and Listening

I can chant the *Animal* chant.

I listened to CD6 04 days this week.

Name _____ Class _____



1 Listen, chant, and mime. Trace.



I will catch a monkey,

By the toes, by the toes.

I will catch a monkey, by the toes!

... a monkey by the toes!



I will catch an elephant, by the trunk!

... an elephant by the trunk!



...a tiger, by the tail!

... a tiger by the tail!



...a snake, by the head!

... a snake by the head!



...a bear, by the nose!

...a bear by the nose!



Goal 44 CD6 05 Wild Animals: Rhythms and Listening

I can play the What Animal Is This? Game with a partner.

I listened to CD6 05 days this week.

Name _____ Class _____



1 Listen and say what animal it is.

2 Trace and copy.



1. It's an elephant.

.....
.....



2. It's a monkey.

.....
.....



3. It's a tiger.

.....
.....

3 Draw lines and match.



1. tiger

2. snake

3. elephant

Goal 45 CD6 06 **Wild Animals: Words in Action**

I can say something about three wild animals.

I listened to CD6 06 days this week.

Name _____ Class _____



1 Listen, point, and practice. Trace.



Elephants are big.



Zebras have stripes.



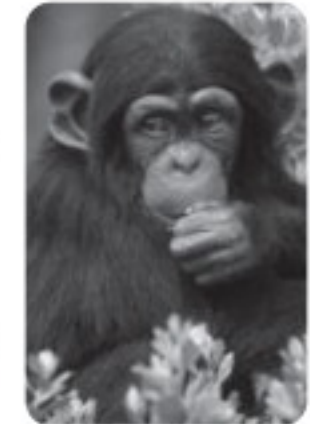
Snakes have no arms or legs.

Snakes are long.



Hippos have big mouths.

Chimpanzees are smart.



2 Finish the sentences.

1. Elephants are _____.

2. Zebras have _____.

3. Hippos have _____.

4. Snakes are _____.



Goal 46 CD6 07 Wild Animals: Words in Action

I can play the Animal Two Hints Game.

I listened to CD6 07 days this week.

Name _____ Class _____



- 1 Listen to two hints and guess what the animals are.
- 2 Write the animal names.

1.		+		=	
2.		+		=	
3.		+		=	
4.		+		=	
5.		+		=	

Hint Words

hippo crocodile chimpanzee elephant zebra



Goal 47 CD6 08 Wild Animals: Phonics




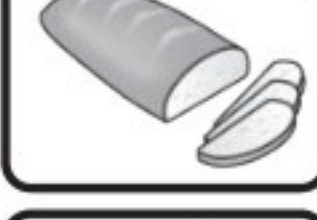
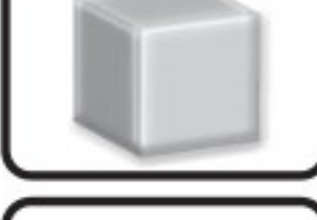
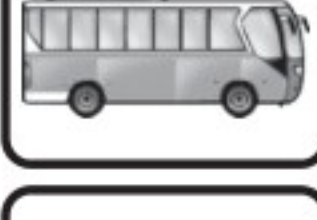

I can listen, point, and match pictures, words, and letters.

I listened to CD6 08 days this week.

Name _____ Class _____



1 Listen, point, and match. Copy.

1. bread		_____
2. bus		_____
3. cup		_____
4. cube		_____
5. peach		_____
6. feather		_____
7. meat		_____

2 Read and draw.

boot		book	
------	--	------	---





Goal 48 CD6 09 Wild Animals: Phonics







I can say, read, and write the sounds for ea, peach and ea, head; u, duck; u_e, cube; oo, book and oo, boot by myself.

I listened to CD6 09 days this week.






Name _____ Class _____



1 Listen and write the missing letters.

- | | | | | | |
|----|---|---------|----|---|---------|
| 1. |  | r__s__ | 2. |  | m__ __n |
| 3. |  | f__x | 4. |  | b__s |
| 5. |  | b__ __k | 6. |  | c__b__ |

2 Find the words in your book and copy them.

- | | | |
|----|---|-------|
| 1. |  | _____ |
| 2. |  | _____ |
| 3. |  | _____ |
| 4. |  | _____ |
| 5. |  | _____ |

Unit 7 From Here to There

Goal 49 CD6 10 From Here to There: Talk Time

I can act out the talks about directions and going places with a partner.

I listened to CD6 10 days this week.

Name _____ Class _____



1 Listen, point, and practice. Trace.

A Excuse me. Where's the train station?

B Walk straight and turn left.

A Thanks.

A How do you go to school?

B I walk. How about you?

A I go by school bus.





Goal 50 CD6 11 From Here to There: Talk Time

I can give directions to a partner, saying "Turn left.", "Turn right.", and "Walk straight."

I listened to CD6 11 days this week.

Name _____ Class _____

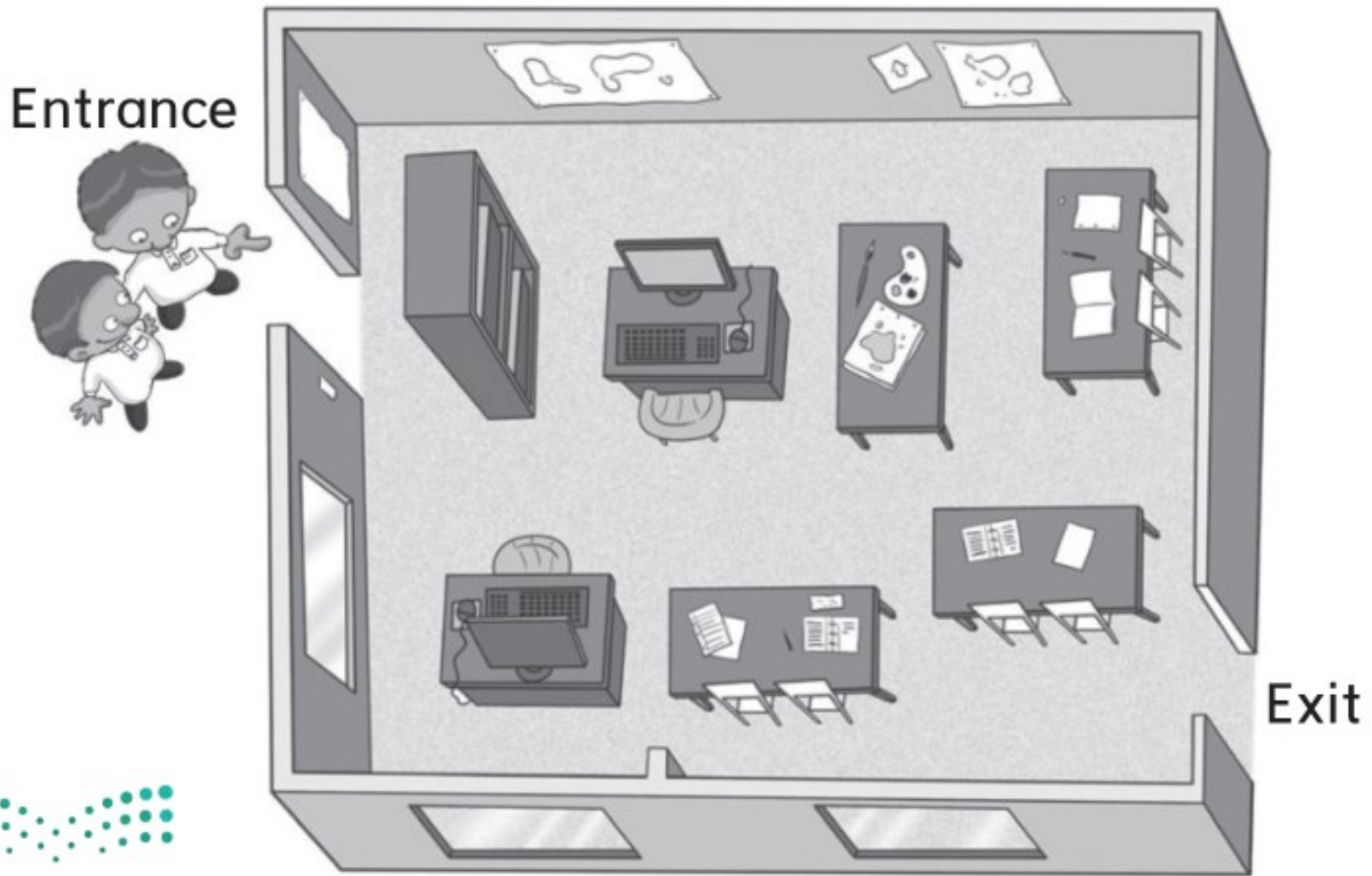


1 Listen, point, and practice. Do the actions. Trace.

Turn left. ↶ Turn left. ↶

Walk straight three steps. ↑ Turn right. ↷

2 Listen to the directions and go to the exit.



Goal 51 CD6 12 From Here to There: Rhythms and Listening

I can chant the *When You See a Red Light* chant.

I listened to CD6 12 days this week.

Name _____ Class _____



1 Listen and chant. Trace.

**When you see a red light,
red light, red light.**



When you see a red
light, stop, stop, stop.

**When you see a yellow light,
yellow light, yellow light.**



When you see a yellow
light, wait, wait, wait.

**When you see a green light,
green light, green light.**



When you see a green
light, go, go, go.

2 Color.

green	yellow	red	wait	stop	go
-------	--------	-----	------	------	----



Goal 52 CD6 13 From Here to There: Rhythms and Listening

I can say if a traffic signal says "Stop!", "Wait!", or "Go!".

I listened to CD6 13 days this week.

Name _____ Class _____

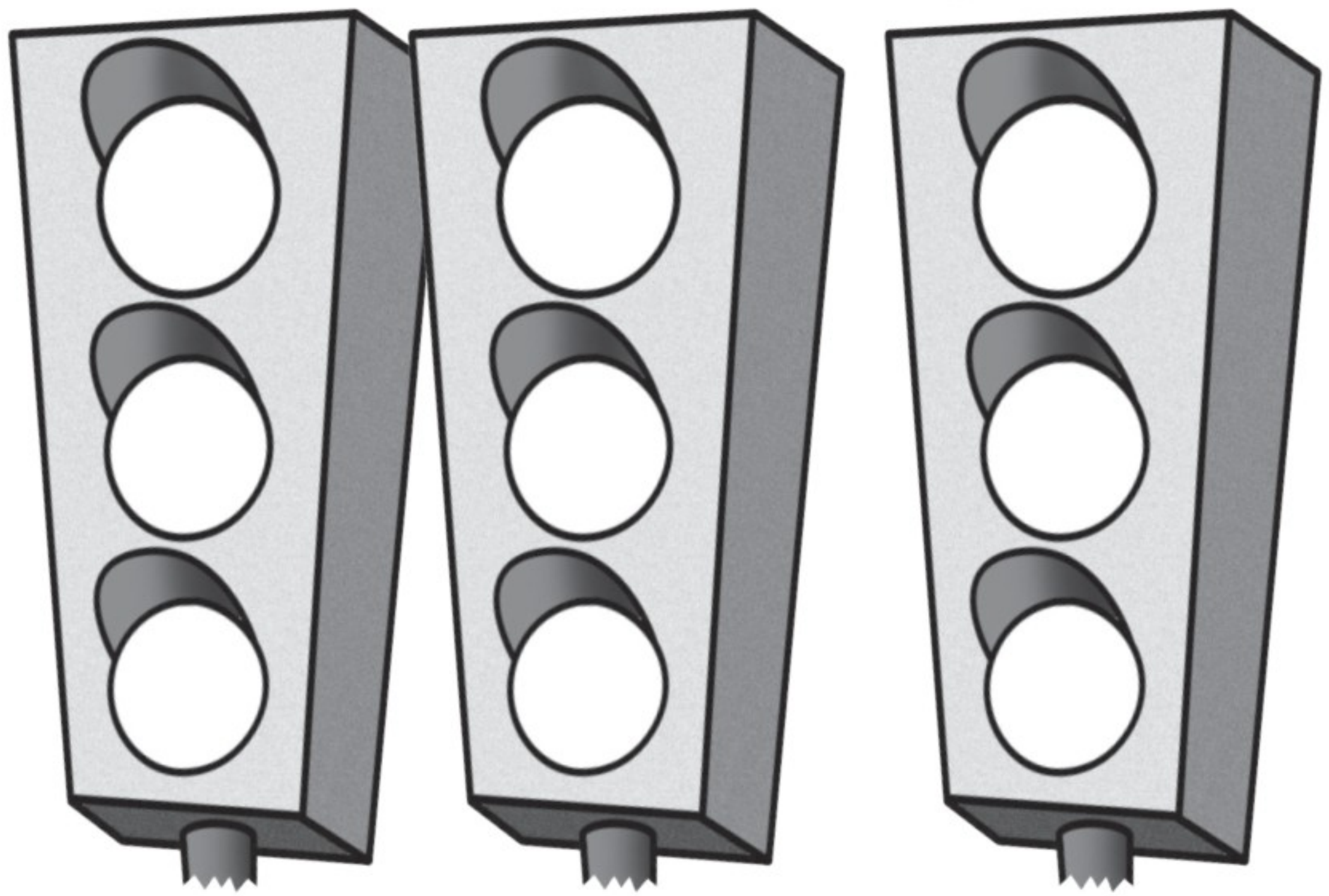


1 Listen, point, and practice. Trace and color.

red

yellow

green



2 Trace and copy.

Stop!

Wait!

Go!

Tracing lines with exclamation marks for 'Stop!', 'Wait!', and 'Go!'.



Goal 53 CD6 14 From Here to There: Words in Action

I can say the names of three vehicles.

I listened to CD6 14 days this week.

Name _____ Class _____



1 Listen and practice. Copy.

1. truck



2. bus



3. train



4. car



5. bicycle



6. taxi



2 Read and answer. Say and write.

1. What's number 3? It's a _____.

2. What's number 6? It's a _____.

3. What's number 4? It's a _____.



Goal 54 CD6 15 From Here to There: Words in Action

I can tell someone two sentences like "Take a bus." or "Take a taxi."

I listened to CD6 15 days this week.

Name _____ Class _____

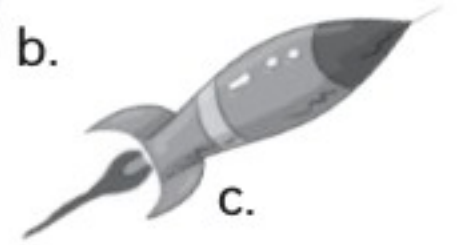


1 Listen and match the sentences and the pictures.

1. Take a bus and go to the school.



2. Take a taxi and go to the train station.



3. Take an airplane and go to the space station.

4. Take a rocket and go to the moon.



5. Take a bicycle and go to the hospital.



2 Trace.

I go to school by bus.

I go to school by bicycle.

I walk to school.

Goal 55 CD6 16 From Here to There: Phonics

I can listen, point, and match pictures, words, and letters.

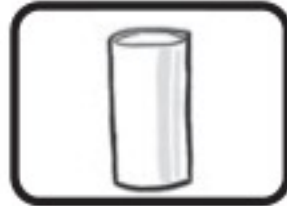
I listened to CD6 16 days this week.

Name _____ Class _____



1 Listen, point, and match. Then copy.

1. black



2. flag



3. glass



4. class



5. plant



6. plate



7. clock



8. fly



2 Say and match.



cl

gl

fl

pl



Goal 56 CD6 17 From Here to There: Phonics

I can say, read, and write the sounds for bl, black; cl, clock; fl, flag; gl, glass; pl, plant.

I listened to CD6 17 days this week.

Name _____ Class _____



1 Listen and write the words.



1. It's a _____ .



2. It's a _____ .



3. It's a _____ .

2 Write the missing letters.

bl gl fl cl pl



1. ____ ack



2. ____ ue



3. ____ ock



4. ____ ag



5. ____ ate



6. ____ y