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STUDENT'S BOOK  
2

## WE CAN!

Yoko Matsuka and Glenn McDougall

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Hillوزارة التعليم  
Ministry of Education  
2026 - 1448

## We Can! Student's Book 2

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# Syllabus

| Unit and Topic   | Talk Time                                                                                                                                                                                                                                                   | Rhythms and Listening                                                                                                                  |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Introduction     | Good morning. Welcome to class.<br>Let's play a game. Good idea!<br>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. |                                                                                                                                        |
| 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><br>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><br>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><br>I'm doing karate. I'm playing football.                                                           |

| Words in Action                                                                                                      | Phonics                                                                                                                                                                                                                                        | Phonics Practice                        |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
|                                                                                                                      |                                                                                                                                                                                                                                                |                                         |
| What's the matter?<br>I'm (hungry, thirsty, hot, cold, sleepy, scared).                                              | Consonants – C and Cl, L and Cl<br>cap, clap, lock, clock<br>Long/short vowels<br>a and a_e, i and i_e<br>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<br><i>P and B Jingles</i><br>parrot, pen, panda<br>bear, banana, bed<br>Consonant clusters – pl and bl<br>plane, plate, blue, black<br>-gr, grass, green, great<br>-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<br><i>T and D Jingles</i><br>tiger, tomato, telephone<br>door, doll, duck<br>-ph, phone, photo, phonics, elephant<br>-ing, ring, wing, speaking, doing, watching, eating, playing<br>tr and dr, tree, truck, dress, drink | Words with a e i o u                    |



# Syllabus

| Unit and Topic             | Talk Time                                                                                                                                                                                                                                                                                  | Rhythms and Listening                                                                                                                                                                                                                                |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Beautiful Nature         | Look! It's a (snake, plastic bag).<br>It's (short / long, beautiful / ugly).<br>Look at the beautiful ...                                                                                                                                                                                  | Chant: <i>I Love the Mountains</i><br>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!)<br>Chant: "Good morning!" Chant<br>Good morning/ afternoon/ evening!<br>Goodnight! | Chant: <i>We're playing, we're cycling</i><br>(Our friends) are (laughing, jumping, cycling) as happy as can be!<br>(His friend) is (walking, talking, not cycling) Are you/ they (playing, cycling)?<br>We're not (playing), they're not (cycling). |



| Words in Action                                                                      | Phonics                                                                                                                                                                                                                                                                                                      | Phonics Practice                   |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| It's (long / short, big / small, quiet / noisy, weak / strong).                      | Consonants – C and G<br><i>C and G Jingles</i><br>cat, cake, cap<br>goat, gorilla, girl<br>Consonant clusters – gr and cr, gl and cl<br>class, crab, glass, grass<br>sn and sh<br>snake, shake, snow, show<br><i>/z/, /s/, /iz/</i><br>mountains, flowers, hills, cats, ducks, snakes, faces, dresses, noses | Words with a_e, i_e<br>Long Vowels |
| They're (sweet, sour, hot, cold, salty, tasty).<br>That's right!<br>Do you want one? | Plural endings <i>/z/, /s/, /iz/</i><br>She has (sandwiches) and (orange juice).<br>She has (orange juice) but she doesn't have (apples).<br>Whose (hat) is that? Maybe, It's (Noura)'s                                                                                                                      |                                    |



# Introduction: Classroom English

1 Listen and point.



1

Good morning.  
Welcome to class.

Let's play a game.

Good idea!

2

Watch me.

3

Make pairs.

4

Let's start!

5

Okay! Stop!









# Unit 1 Feelings

## Talk Time

### 1 Listen and point.

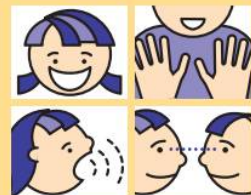


### 2 Practice the talks in pairs.

### 3 Act out the talks in pairs.



#### Remember the Big Four

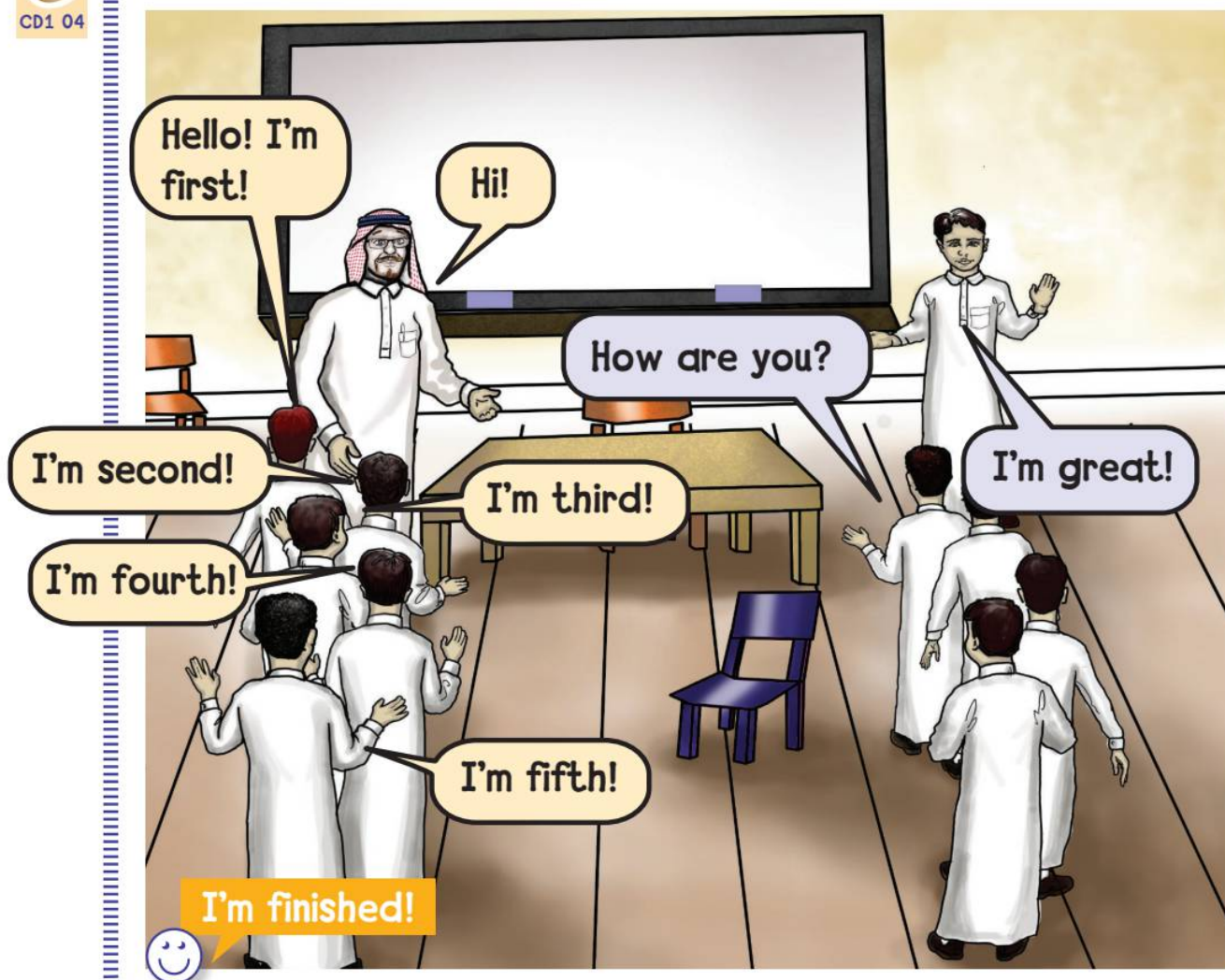


1. Use lots of facial expressions, like big smiles.
2. Use your body to make gestures.
3. Talk with a strong voice.
4. Keep eye contact when you speak to someone.

# Fun Time!

## 4 Greeting Line

Talk to the teacher and leader.



### I Can ...

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





## Rhythms and Listening

### 1 Chant and do.



## If You're Happy and You Know It

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

Clap your **hands**. (👏, 👏)

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

Clap your **hands**. (👏, 👏)

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

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

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

Clap your **hands**. (👏, 👏)



## Sounds and Letters

### 2 Listen, say, and match.



cap

clap



lock

clock







# Fun Time!

3

## Confusion Game

Try and trick your partner!



E J C H D  
B I A F G

1 first

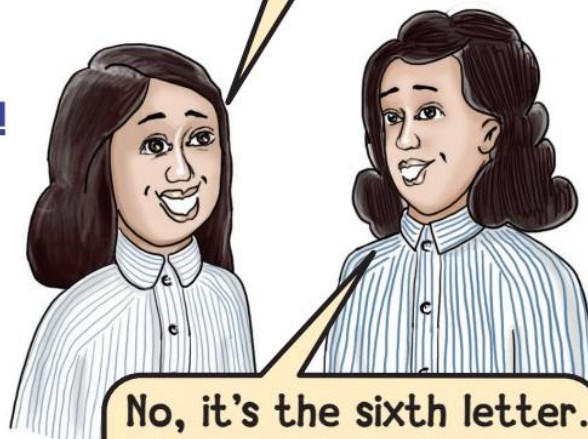
2 second

3 third

4 fourth

5 fifth

F is the seventh letter  
of the alphabet.



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

6 sixth

7 seventh

8 eighth

9 ninth

10 tenth

This is fun!



Ha-ha!



## I Can ...

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





# Words in Action

## 1 Listen, point, and say.



1.



I'm hungry.

2.



I'm thirsty.

3.



I'm hot.

4.



I'm cold.

5.



I'm sleepy.

6.



I'm scared.

## 2 Listen and do.

## 3 Practice and do in pairs.



What's the matter?



I'm hungry.

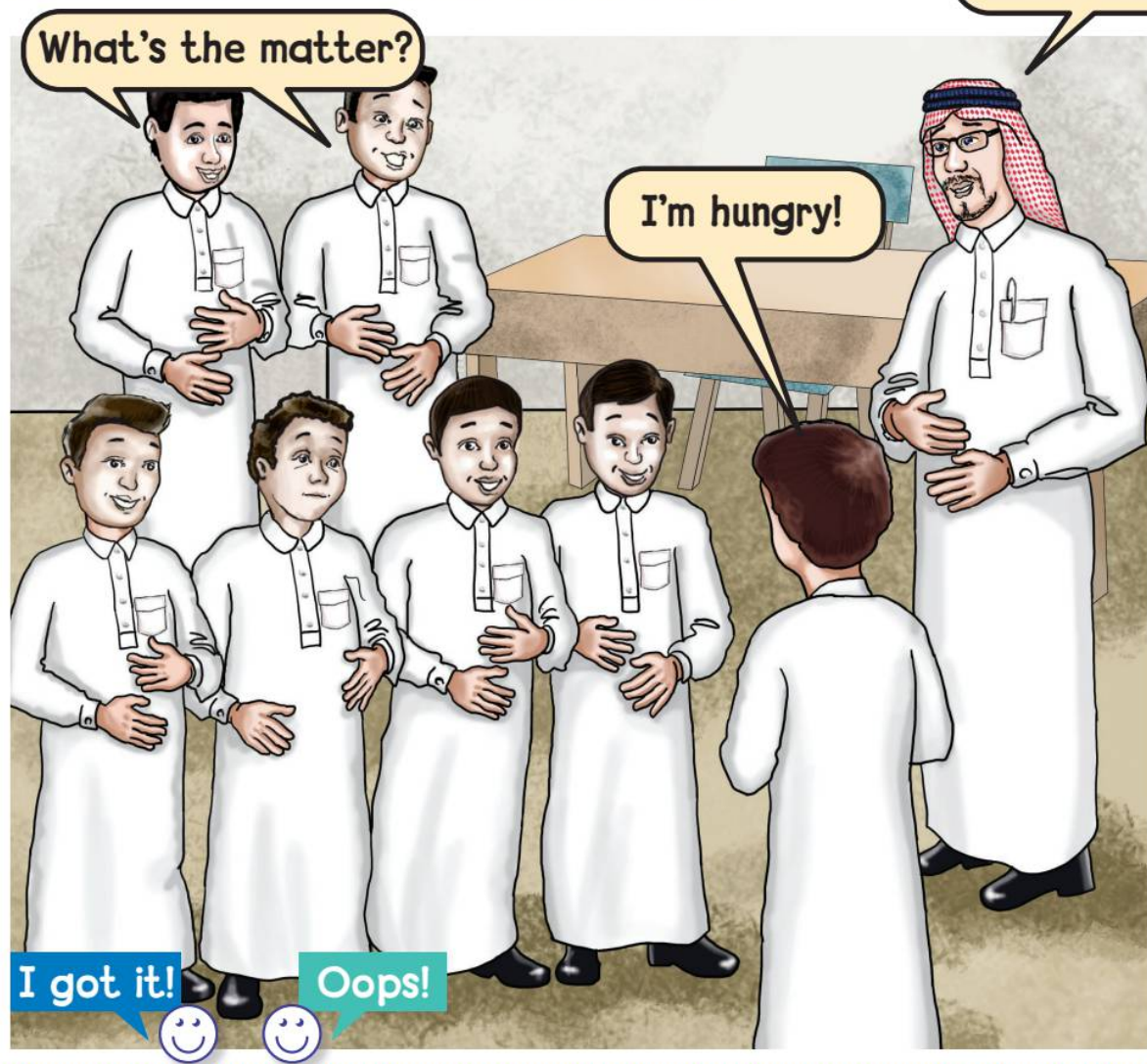




# Fun Time!

## 4 Same as the Leader Game

Do the same action as the leader.



### I Can ...

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





# Phonics

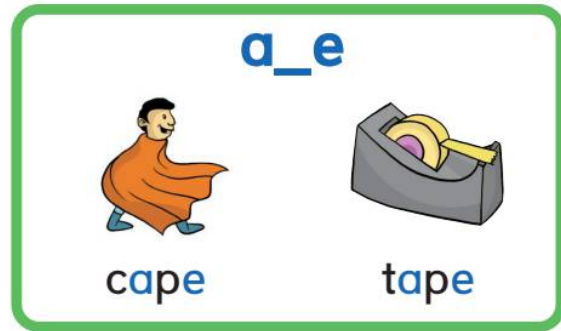
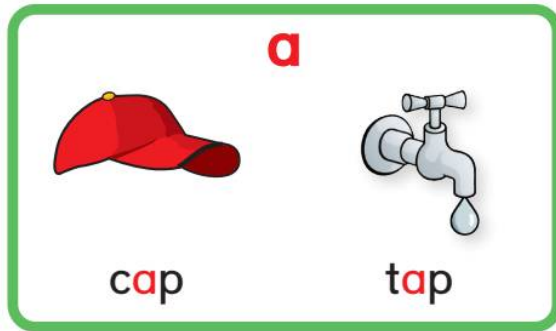
## 1 Listen, point, and say.



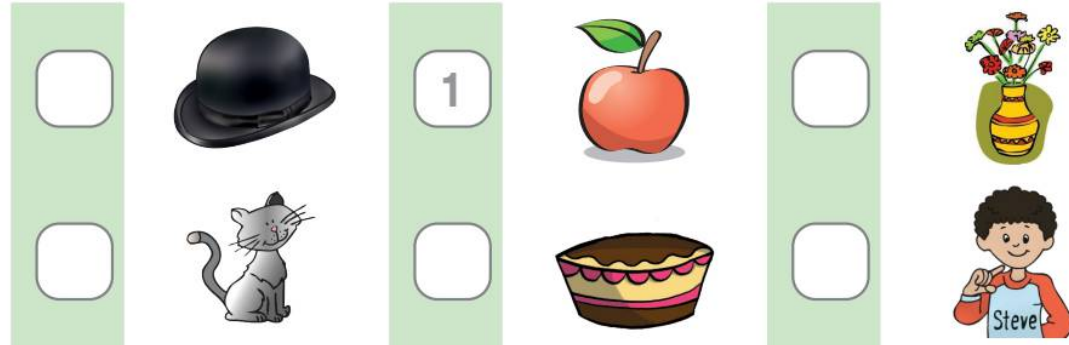
A says ... a, a,



and A says ... a, a,



## 2 Listen and number 1 for a and 2 for a\_e. Then say.



## 3 Listen, say, and match.



I says ... i, i, ink and I says ... i, i, iron

ink



iron



pin



Tim

pine

time



# Fun Time!

## 4 Phonics Game

Mime and say in pairs.



### I Can ...

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



## Advice Time



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



Now go to pages 44, 45

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# Unit 2 Things We Wear

## Talk Time

### 1 Listen and point.



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

## Sounds and Letters

### 3 Listen, point, and number. Then say.



☐ whose    1 who    ☐ what    ☐ white

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





# Fun Time!

## Grammar Toolbox

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

### 4 Whose ... is This?

Ask your classmates about people's belongings.



## I Can ...

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





## Rhythms and Listening

1 Chant and clap the rhythm.



Who is Wearing Green?

Green, green, green, green.

Who is wearing green today?

Green, green, green, green.

Who is wearing green?

I am wearing green today.

Look at me,

And you will see,

That I am wearing green today.



## Sounds and Letters

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



green grass

The \_\_\_ass is \_\_\_een. It's \_\_\_eat!





# Fun Time!



## Grammar Toolbox



Who's = Who is

3

### Clothes Color Basket



Ask about the colors your classmates are wearing.



## I Can ...

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



GOAL 11



GOAL 12

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## Words in Action

1 Listen, point, and chant.



Boys

I'm wearing ...



Girls

I'm wearing ...



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

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

2 Practice saying the chants.

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



# Fun Time!

3 Touch the screen.

Listen and touch the right picture! Use two hands.



What?



Once more, please!



I can't remember.



## I Can ...

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





## Phonics

1 Listen, read, and say.



### P and B Jingles

**P** says p, p, parrot.



says p, p, pen.



says p, p, panda.



**B** says b, b, bear.



says b, b, banana.



says b, b, bed.



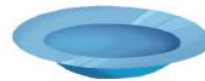
## Sounds and Letters

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



plane

blue



plate

black



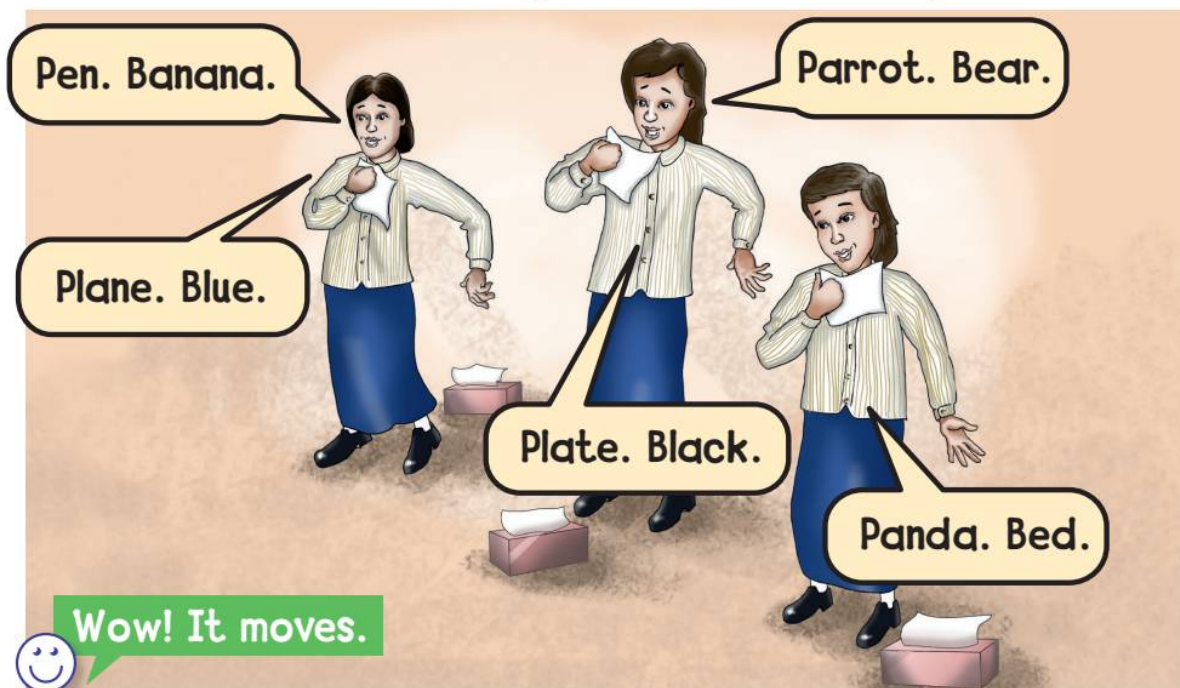
The \_\_\_ate is \_\_\_ue.



# Fun Time!

## 3 Does It Move?

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



## I Can ...

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



## Advice Time



Dress neatly.



Now go to pages 48, 49

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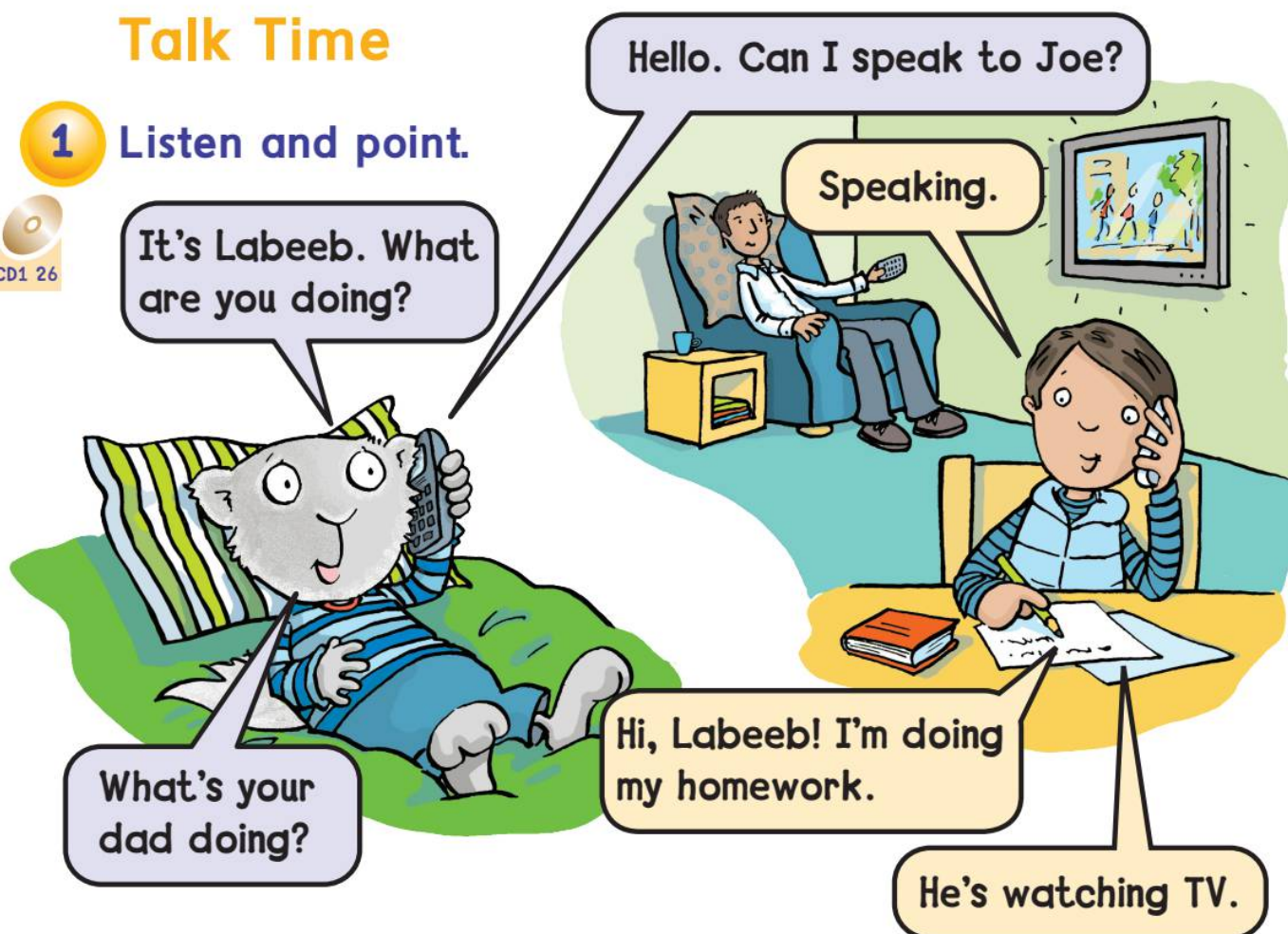




# Unit 3 Things We Do

## Talk Time

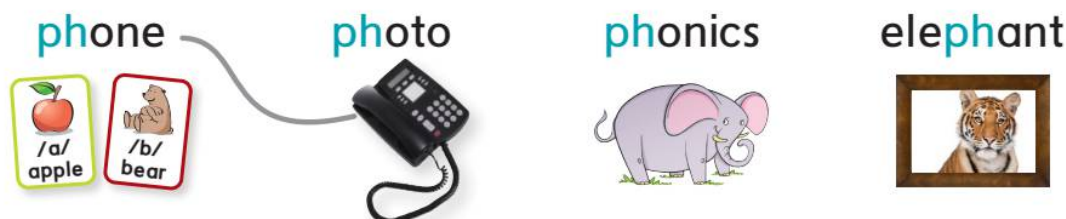
### 1 Listen and point.



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

## Sounds and Letters

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



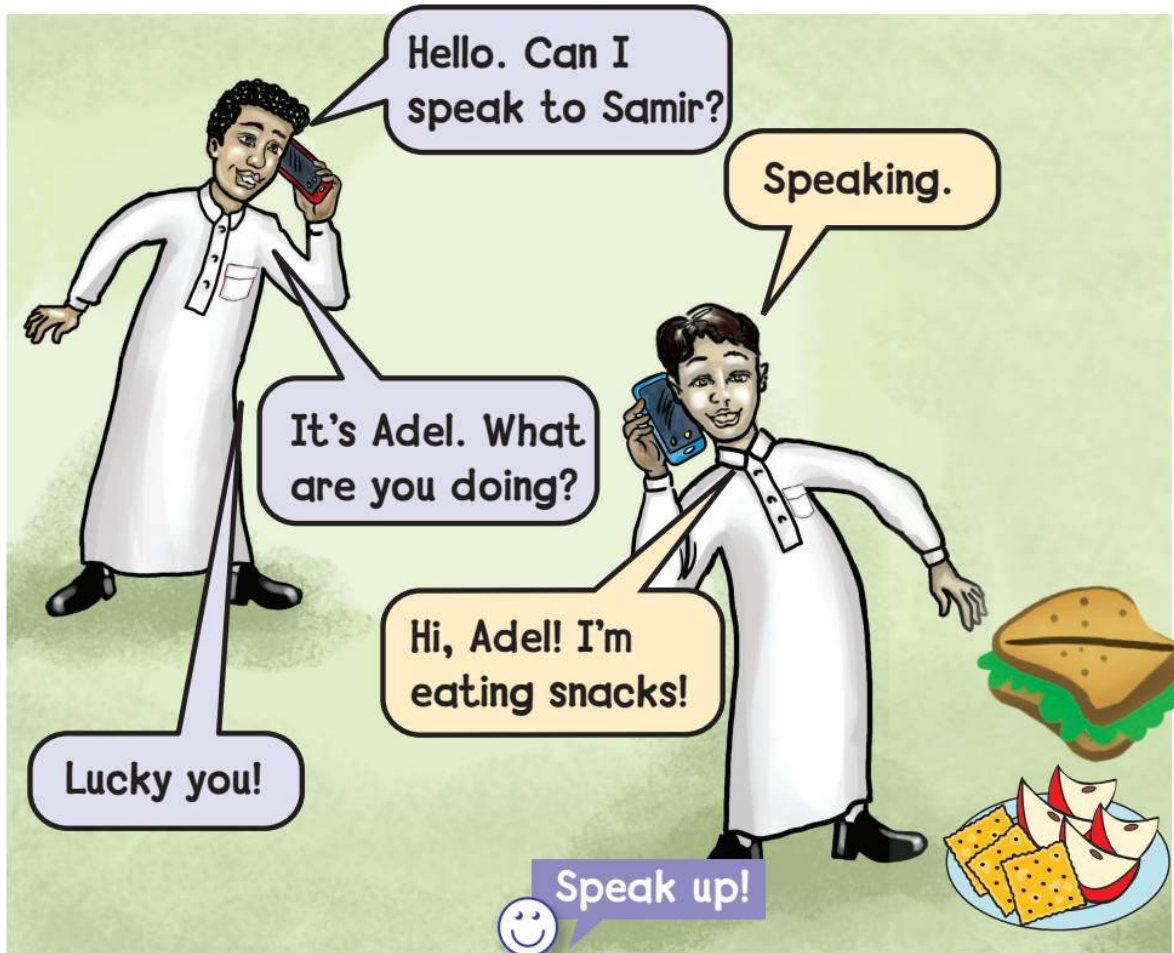
I like the ele \_ \_ ant \_ \_ oto.

# Fun Time!

## 4 Telephone Conversation



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



### I Can ...

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





# Rhythms and Listening



1 Listen and chant.



## What Are You Doing?

What are you doing?

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

What are you doing?

I'm doing karate,  
and how about you?

What are you doing?

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

What are you doing?

I'm playing football,  
and how about you?



2 Chant again and do.



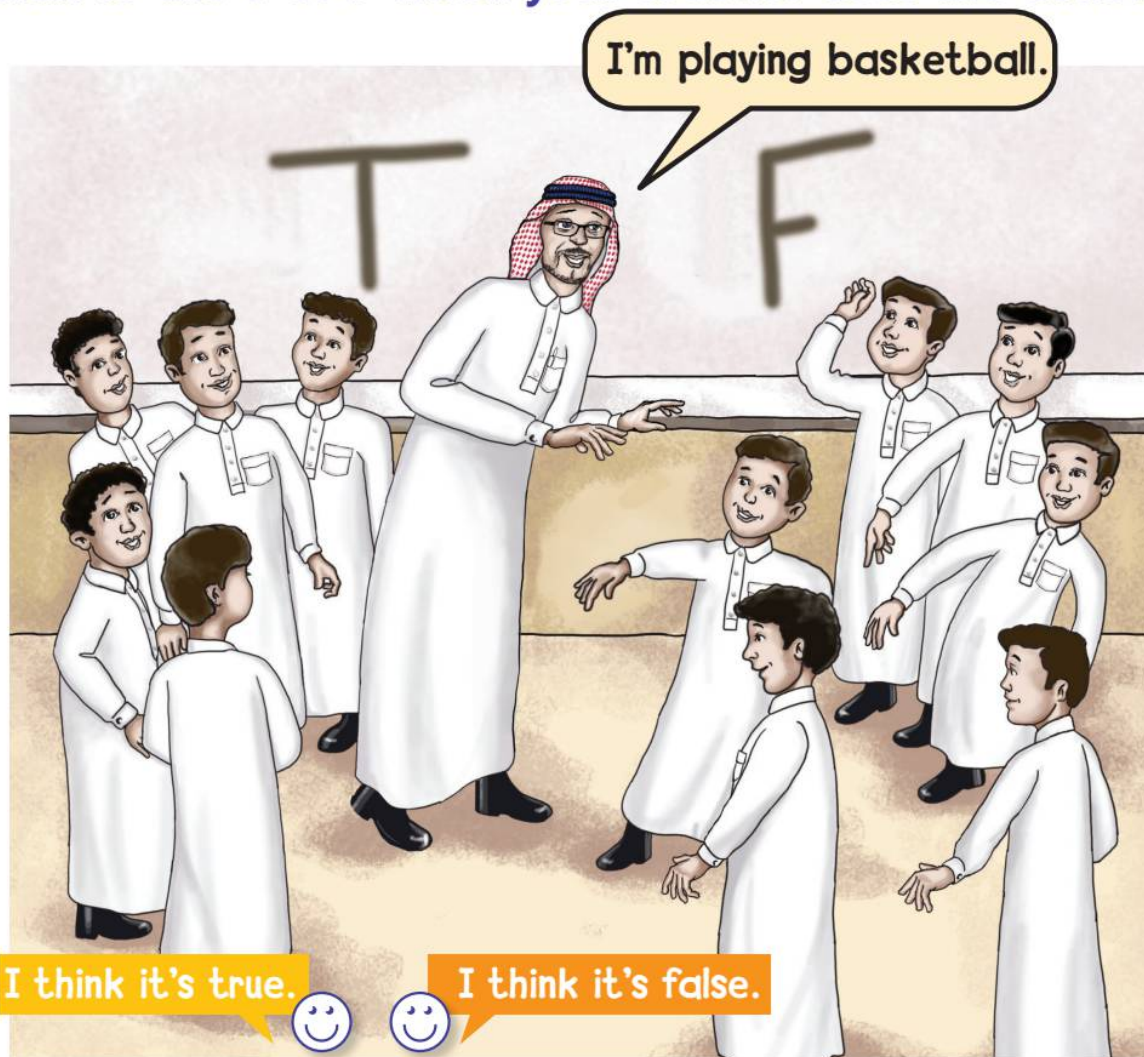


# Fun Time!

## 3 True or False Action Game



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



### I Can ...

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







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## Words in Action

1 Listen, point, and say.



I'm ...

He's / She's ...



1. doing my homework



2. watching TV



3. eating snacks



4. doing karate



5. playing football



6. playing computer games

## Sounds and Letters

2 Listen, point, and say. Then read and circle.



gring

ring

rink



wink

giwn

wing



speak

speaking

peaking



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## Grammar Toolbox

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

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

# Fun Time!

## 3 Card Snap Game

When your teacher says the sentence, hit the card.



## I Can ...

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





## Phonics

1 Listen, read, and say.



### T and D Jingles

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



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



## Sounds and Letters

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



\_\_\_ ee

\_\_\_ uck

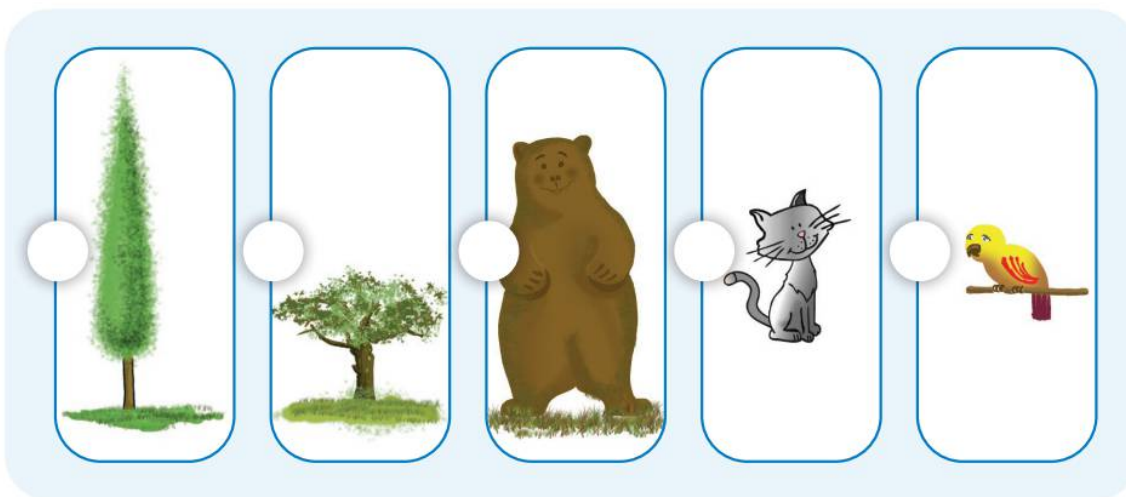
\_\_\_ ess

\_\_\_ ink



# Fun Time!

3 Listen and touch the right picture.  
Play with a partner.



Where is it?



Here it is. I found it!



## I Can ...

- tell if the words start with t or d.
- say two words that begin with t or d, and describe things.



## Advice Time

Do what's right.







# Unit 4 Beautiful Nature

## Talk Time

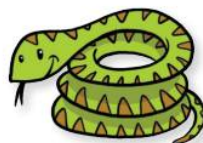
1 Listen and point.



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!



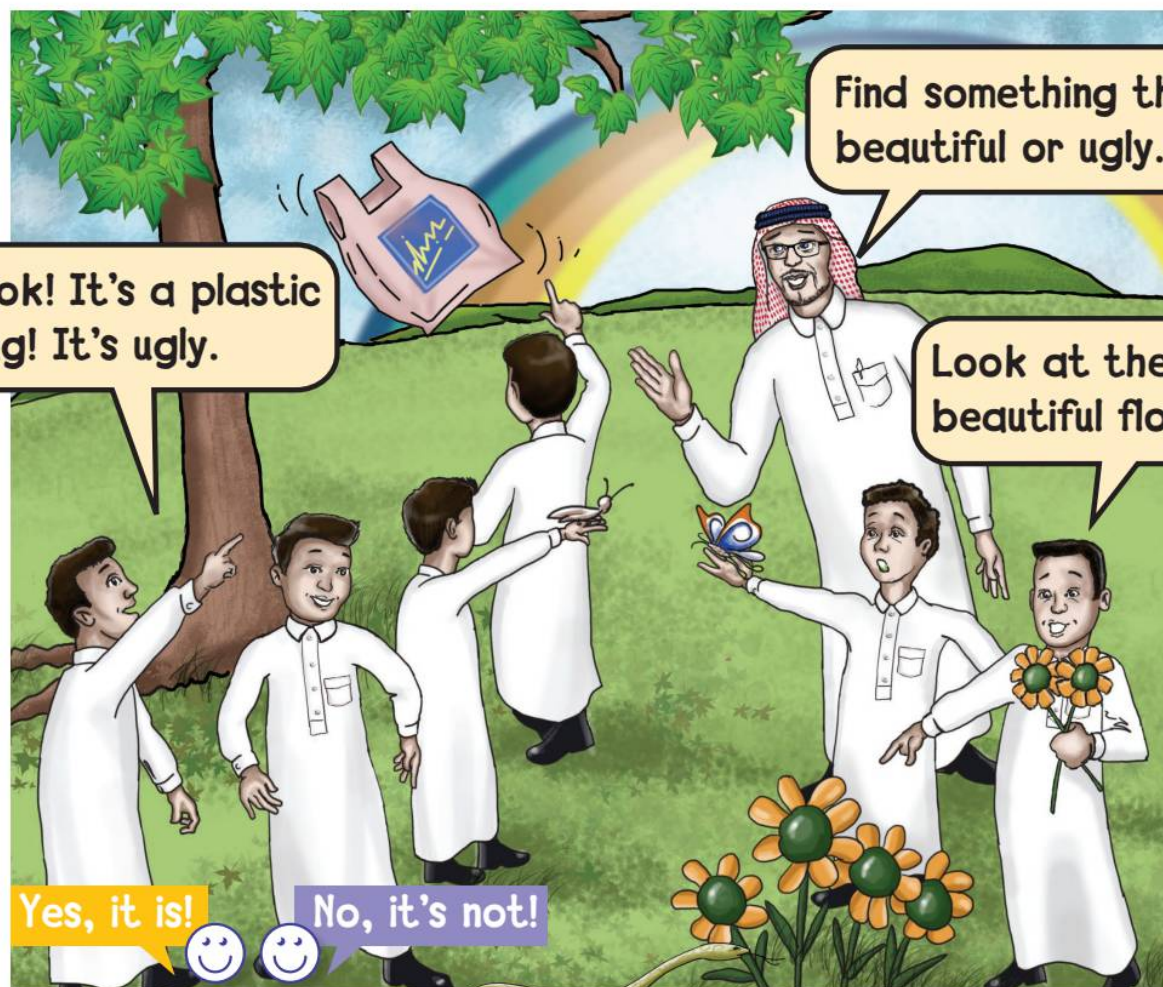


# Fun Time!

## 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

2

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.  
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.

3



2



Ha-ha!



This is fun!



4



## 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

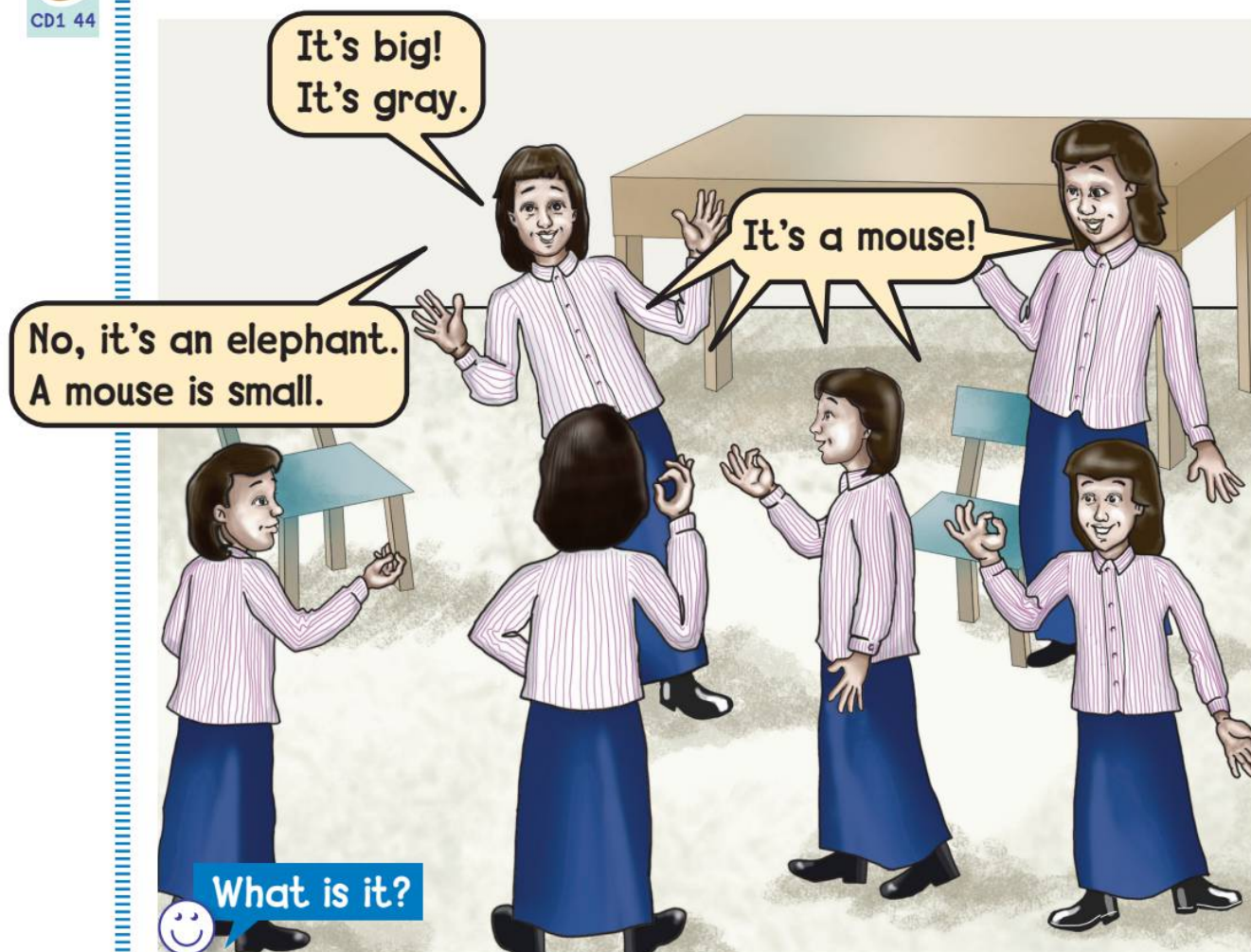
**2** Shout the opposites in two groups.

**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.



Now go to page 51

Ministry of Education  
2026 - 1448

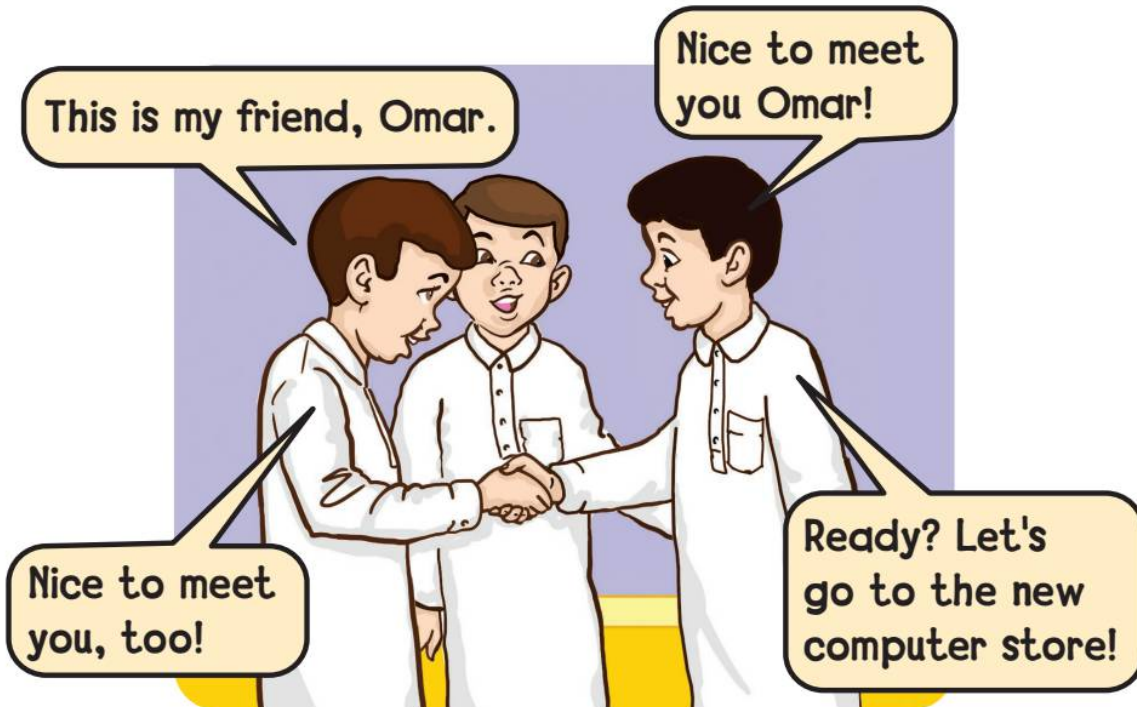




# Unit 5 Friends, Actions, Things

## Talk Time

### 1 Listen and say.



### 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!**

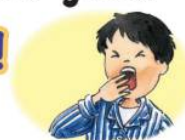


Here's homework, more homework for you!

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.



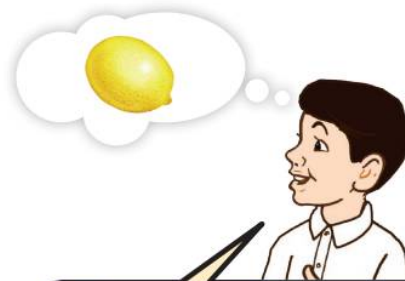
Is it cold or hot?

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.



/s/ /z/ /iz/  
☐ ☐ ☐



/s/ /z/ /iz/  
☐ ☐ ☐



/s/ /z/ /iz/  
☐ ☐ ☐



/s/ /z/ /iz/  
☐ ☐ ☐



/s/ /z/ /iz/  
☐ ☐ ☐



/s/ /z/ /iz/  
☐ ☐ ☐

## What's in your bag?

### 2 Listen, point, and say.



Do you have apples?

Do you have sandwiches?

Do you have orange juice?



No, I don't.

Yes, I do.

Yes, I do.

She has sandwiches **and** orange juice.

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

### 3 Ask your friend. Check YES or NO.

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

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

# Fun Time!

Whose ... is that?

4 Listen, point, and say.

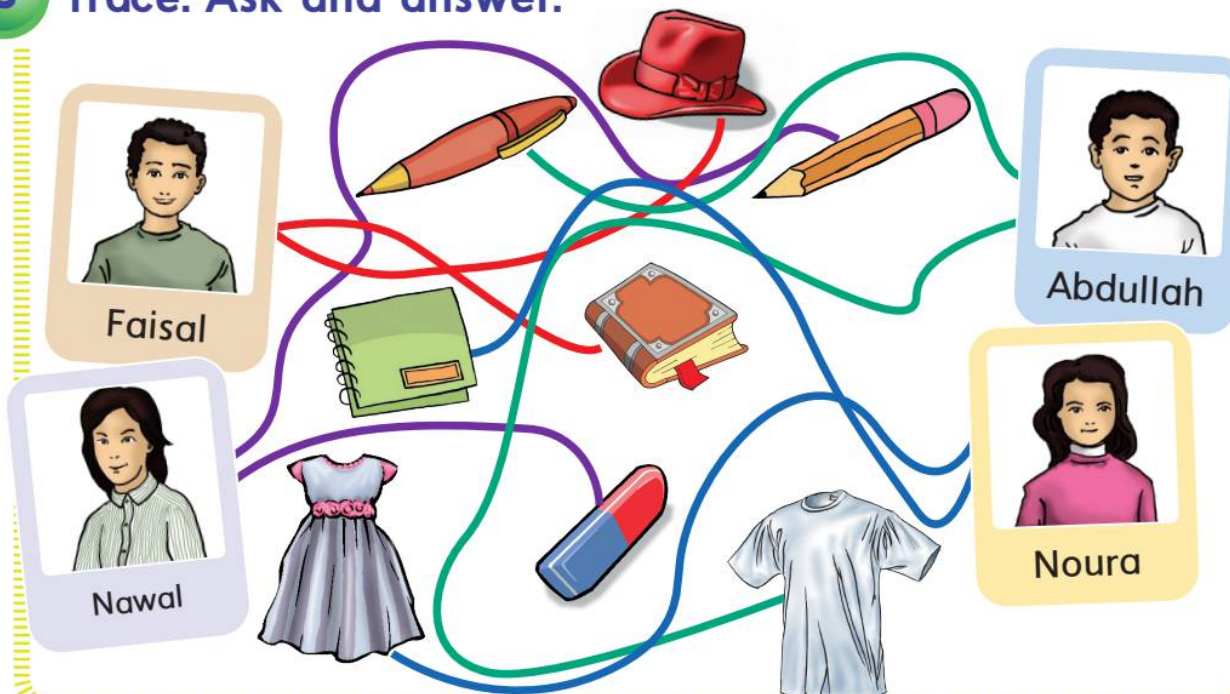


Whose hat is that?

Let's ask her!

Maybe it's Noura's.

5 Trace. Ask and answer.



**I Can ...**

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





# Phonics Jingle



1 Listen and chant.



2 Listen and point to the letters, then the pictures.

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

**Aa**

apple



**Bb**

bear



**Cc**

cow



**Dd**

duck



**Ee**

egg



**Ff**

fish



**Gg**

goat



**Hh**

hat



**Ii**

ink



**Jj**

jet



**Kk**

kiwi



**Ll**

lion



**Mm**

monkey



**Nn**

nest



**Oo**

octopus



**Pp**

parrot



**Qq**

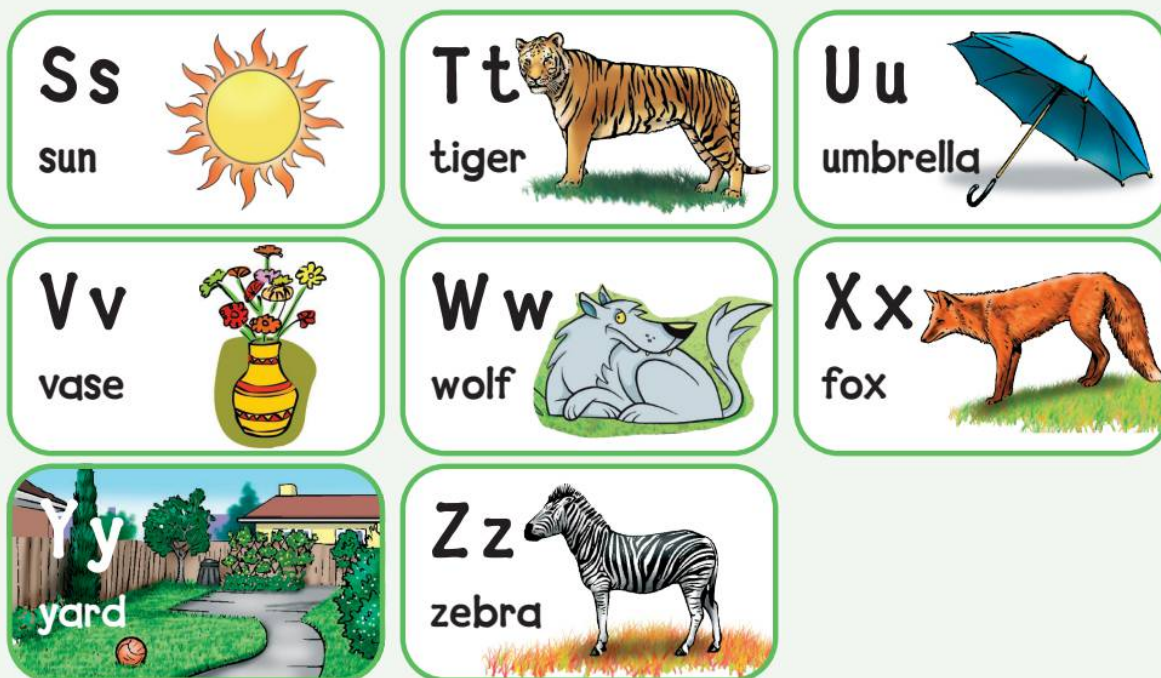
quilt



**Rr**

rabbit





## 3 Unscramble the letters and write the words.

|          |           |
|----------|-----------|
| rbea     | b _ _ _   |
| dkcu     | d _ _ _   |
| otag     | g _ _ _   |
| iwki     | k _ _ _   |
| ykemno   | m _ _ _ _ |
| rtapro   | p _ _ _ _ |
| itrbab   | r _ _ _ _ |
| greti    | t _ _ _ _ |
| lubrleam | u _ _ _ _ |
| bazre    | z _ _ _ _ |





# Handwriting Practice: Phonics Key Words

① Read and say.

② Trace and copy.



apple apple apple



bear



cow



duck



egg



fish



goat



hat



ink



jet



kiwi



lion

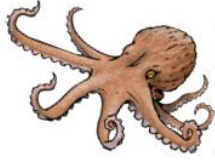


monkey





nest



octopus



parrot



quilt



rabbit



sun



tiger



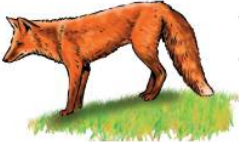
umbrella



vase



wolf



fox



yard



zebra





## Words with a e i o u

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

CD2 04

18

1. art      2. \_\_\_range      3. \_\_\_lephant      4. \_\_\_nk

5. \_\_\_mbrella      6. \_\_\_pricot      7. \_\_\_nder      8. \_\_\_ighteen

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

CD2 05

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

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

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

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

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

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

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

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

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

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

We call them sounds and letters!

11



# Words with a\_e, i\_e Long Vowels

1 Listen, point, and say.

CD2 06



tap



tape



Tim



time

2 Look at the picture and circle the right word. Then listen and check.

CD2 07

1.



snak

snake

sack

shake



2.



Kate

cake

cate

kake

3.



hate

take

hat

het

4.



tap

tape

pat

pate

5.



site

cite

sit

tis

6.



nil

Nile

Lyn

line





# Picture Dictionary



big p32



blouse p16



cap p16



clap p6



cold p8



crab p34



doing karate p24



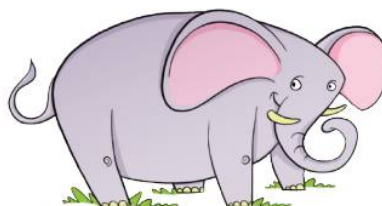
doing my  
homework p24



dress p17



eating snacks p21



elephant p20



fall p31





glasses p17



gorilla p34



grass p34



hot p8



hungry p8



iron p10



lock p6



long p32



mountains p30



noisy p32



photo p20



pine p10







plane p18

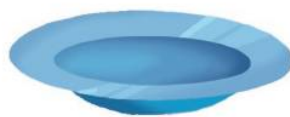


plate p18



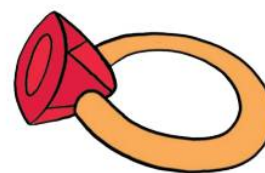
playing computer  
games p24



playing football  
p24



quiet p32



ring p24



sandals p17



scared p8



shake p28



shirt p17



shoes p17



short p32





show p28



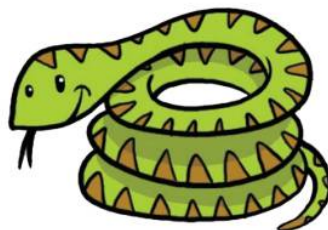
skirt p16



sleepy p8



small p32



snake p28



snow p28



speaking p20



spring p31



strong p32



summer p31



tap p10



tape p10







thirsty p8



watching TV p24



weak p32



winter p31



## CD 1 Audio Track List

| Track | Unit  | Student Book Section                  |
|-------|-------|---------------------------------------|
| 2     | Intro | Exercise 1. Listen and point          |
| 3     | 1     | Exercise 1. Listen and point          |
| 4     | 1     | Exercise 4. Greeting Line             |
| 5     | 1     | Exercise 1. Chant and do              |
| 6     | 1     | Exercise 2. Listen, say, and match    |
| 7     | 1     | Exercise 3. Confusion Game            |
| 8     | 1     | Exercise 1. Listen, point, and say    |
| 9     | 1     | Exercise 3. Practice and do in pairs  |
| 10    | 1     | Exercise 4. Same as the Leader Game   |
| 11    | 1     | Exercise 1. Listen, point, and say    |
| 12    | 1     | Exercise 2. Listen and number         |
| 13    | 1     | Exercise 3. Listen, say, and match    |
| 14    | 1     | Exercise 4. Phonics Game              |
| 15    | 2     | Exercise 1. Listen and point          |
| 16    | 2     | Exercise 3. Listen, point, and number |
| 17    | 2     | Exercise 4. Whose ... is This?        |
| 18    | 2     | Exercise 1. Chant and clap the rhythm |
| 19    | 2     | Exercise 2. Listen, point, and say    |
| 20    | 2     | Exercise 3. Clothes Color Basket      |
| 21    | 2     | Exercise 1. Listen, point, and chant  |
| 22    | 2     | Exercise 3. Touch the screen          |
| 23    | 2     | Exercise 1. Listen, read, and say     |
| 24    | 2     | Exercise 2. Listen, say, and match    |
| 25    | 2     | Exercise 3. Does It Move?             |
| 26    | 3     | Exercise 1. Listen and point          |
| 27    | 3     | Exercise 3. Listen, say, and match    |
| 28    | 3     | Exercise 4. Telephone Conversation    |

| Track | Unit | Student Book Section                           |
|-------|------|------------------------------------------------|
| 29    | 3    | Exercise 1. Listen and chant                   |
| 30    | 3    | Exercise 3. True or False Action Game          |
| 31    | 3    | Exercise 1. Listen, point, and say             |
| 32    | 3    | Exercise 2. Listen, point, and say             |
| 33    | 3    | Exercise 3. Card Snap Game                     |
| 34    | 3    | Exercise 1. Listen, read, and say              |
| 35    | 3    | Exercise 2. Listen, number, and say            |
| 36    | 3    | Exercise 3. Listen and touch the right picture |
| 37    | 4    | Exercise 1. Listen and point                   |
| 38    | 4    | Exercise 3. Listen, point, and say             |
| 39    | 4    | Exercise 4. Find Something Beautiful!          |
| 40    | 4    | Exercise 1. Chant and march                    |
| 41    | 4    | Exercise 2. Listen, say, and number            |
| 42    | 4    | Exercise 3. Months and Seasons Chant           |
| 43    | 4    | Exercise 1. Listen, point, and say             |
| 44    | 4    | Exercise 4. Guess what it is                   |
| 45    | 4    | Exercise 1. Listen, read, and say              |
| 46    | 4    | Exercise 2. Listen, point, and say             |
| 47    | 4    | Exercise 3. Word Making Game                   |
| 48    | 5    | Exercise 1 Listen and say                      |
| 49    | 5    | Exercise 3 Good morning! Chant                 |
| 50    | 5    | Exercise 1 Listen and chant                    |
| 51    | 5    | Exercise 3 Guess the Action Game               |
| 52    | 5    | Exercise 1 Point and chant                     |
| 53    | 5    | Exercise 3 The 3 Questions Game                |
| 54    | 5    | Exercise 1 Listen and check                    |
| 55    | 5    | Exercise 2 Listen and check                    |
| 56    | 5    | Exercise 4 Whose is that?                      |



## CD 2 Audio Track List

| Track | Unit | Phonics Practice                  |
|-------|------|-----------------------------------|
| 2     | 1    | Exercise 1 Listen and chant       |
| 3     | 1    | Exercise 2 Listen and point       |
| 4     | 3    | Exercise 1 Listen and write       |
| 5     | 3    | Exercise 2 Listen, point, and say |
| 6     | 4    | Exercise 1 Listen, point, and say |
| 7     | 4    | Exercise 2 Look at the picture    |

## CD 3 Audio Track List

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

| Track | Unit | Workbook Section                        |
|-------|------|-----------------------------------------|
| 24    | 3    | Exercise 1. Listen and practice         |
| 25    | 3    | Exercise 1. Listen, point, and practice |
| 26    | 4    | Exercise 1. Listen, point and practice  |
| 27    | 4    | Exercise 1. Listen, point, and practice |
| 28    | 4    | Exercise 1. Listen and chant            |
| 29    | 4    | Exercise 1. Listen and chant            |
| 30    | 4    | Exercise 1. Listen, point, and practice |
| 31    | 4    | Exercise 1. Listen, point, and practice |
| 32    | 4    | Exercise 1. Listen and practice         |
| 33    | 4    | Exercise 1. Listen, point, and practice |
| 34    | 5    | Exercise 1 Listen and practice          |
| 35    | 5    | Exercise 1 Listen and chant             |
| 36    | 5    | Exercise 1 Listen and chant             |
| 37    | 5    | Exercise 1 Listen and practice          |
| 38    | 5    | Exercise 1 Listen and chant             |
| 39    | 5    | Exercise 1 Listen and practice          |
| 40    | 5    | Exercise 1 Listen and check             |
| 41    | 5    | Exercise 1 Listen and practice          |



# Word List

|                                   |                                      |                                     |
|-----------------------------------|--------------------------------------|-------------------------------------|
| <b>Apron</b> p 10, 50             | <b>Hands</b> p 6, 17                 | <b>Shake</b> p 22, 51               |
| <b>Beautiful</b> p 28, 29         | <b>Hat</b> p 12, 13, 16, 44, 51      | <b>Shirt</b> p 17                   |
| <b>Big</b> p 32, 33, 41           | <b>Hills</b> p 30                    | <b>Shoes</b> p 16                   |
| <b>Blouse</b> p 16                | <b>Hot</b> p 8, 40, 41               | <b>Short</b> p 28, 32               |
| <b>Blue</b> p 15, 18, 19          | <b>Hungry</b> p 8, 9                 | <b>Show</b> p 6, 28                 |
| <b>Campfire</b> p 30              | <b>Ink</b> p 10, 44, 47, 50          | <b>Sixth</b> p 7                    |
| <b>Cap</b> p 6, 10, 16, 34        | <b>Iron</b> p 10                     | <b>Skirt</b> p 16                   |
| <b>Cape</b> p 10, 11              | <b>Jacket</b> p 6                    | <b>Sky</b> p 30                     |
| <b>Cats</b> p 30                  | <b>Jeans</b> p 16                    | <b>Sleepy</b> p 8                   |
| <b>Clap</b> p 6, 14               | <b>Jumping</b> p 18                  | <b>Small</b> p 32, 33, 41           |
| <b>Clock</b> p 6                  | <b>Laughing</b> p 38                 | <b>Snake</b> p 28, 30, 51           |
| <b>Cold</b> p 8, 40, 41           | <b>Let's do it again.</b> p 3        | <b>Snow</b> p 28                    |
| <b>Crab</b> p 34                  | <b>Let's play a game.</b> p 2        | <b>Sour</b> p 40, 41                |
| <b>Cycling</b> p 38, 39           | <b>Lock</b> p 6                      | <b>Speaking</b> p 20, 21, 24        |
| <b>Daffodils</b> p 30             | <b>Long</b> p 28, 32                 | <b>Spring</b> p 31                  |
| <b>Doing karate</b> p 22, 24, 25  | <b>Make pairs.</b> p 2               | <b>Stars</b> p 30                   |
| <b>Doing my homework</b> p 20, 24 | <b>Mountains</b> p 30, 31            | <b>Strong</b> p 4, 32               |
| <b>Dress</b> p 17, 19, 30         | <b>Ninth</b> p 7                     | <b>Summer</b> p 31                  |
| <b>Drink</b> p 26                 | <b>Noisy</b> p 32                    | <b>Sunglasses</b> p 16              |
| <b>Eating snacks</b> p 21, 24, 25 | <b>One more time.</b> p 3            | <b>Sweater</b> p 16                 |
| <b>Eighth</b> p 7                 | <b>Orange</b> p 14, 41, 42, 50       | <b>Sweet</b> p 40, 41               |
| <b>Fall</b> p 31, 52              | <b>Phone</b> p 20                    | <b>Tasty</b> p 40, 41               |
| <b>Fifth</b> p 5, 7               | <b>Photo</b> p 20                    | <b>Tap</b> p 10, 51                 |
| <b>First</b> p 5, 7, 25           | <b>Pin</b> p 10, 11                  | <b>Tape</b> p 10, 51                |
| <b>Flower</b> p 29, 30, 31        | <b>Pine</b> p 10, 11                 | <b>Tenth</b> p 7                    |
| <b>Fourth</b> p 5, 7              | <b>Plastic</b> p 28, 29              | <b>Third</b> p 5, 7                 |
| <b>Glass</b> p 34                 | <b>Plate</b> p 18, 19                | <b>Thirsty</b> p 8                  |
| <b>Glasses</b> p 17, 52           | <b>Playing computer games</b> p 24   | <b>T-shirt</b> p 16                 |
| <b>Good afternoon!</b> p 37       | <b>Playing football</b> p 22, 24, 25 | <b>Tree</b> p 26                    |
| <b>Good evening!</b> p 37         | <b>Please listen to me.</b> p 3      | <b>Ugly</b> p 28, 29                |
| <b>Good idea!</b> p 2             | <b>Quiet</b> p 32                    | <b>Watching TV</b> p 20, 24, 39     |
| <b>Good job!</b> p 3              | <b>Ring</b> p 24                     | <b>Watch me.</b> p 2                |
| <b>Good morning!</b> p 2, 36, 37  | <b>Rolling hills</b> p 30            | <b>Weak</b> p 3                     |
| <b>Goodnight!</b> p 37            | <b>Salty</b> p 40, 41                | <b>Wearing</b> p 12, 14, 15, 16, 17 |
| <b>Gorilla</b> p 34               | <b>Sandals</b> p 17                  | <b>What's the matter?</b> p 8, 9    |
| <b>Grass</b> p 14, 34             | <b>Scared</b> p 8, 54                | <b>Wing</b> p 24                    |
| <b>Gray</b> p 33                  | <b>Second</b> p 5, 7                 | <b>Winter</b> p 31                  |
| <b>Green</b> p 14, 15             | <b>Seventh</b> p 7                   |                                     |





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

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





WORKBOOK  
2

WE CAN!

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Ministry of Education  
2026 - 1448



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## We Can! Student's Book 2

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# Unit 1 Feelings



## Goal 1 CD3 02 Feelings: Talk Time

I can greet my teacher and ask "How are you?"

I listened to CD3 02 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

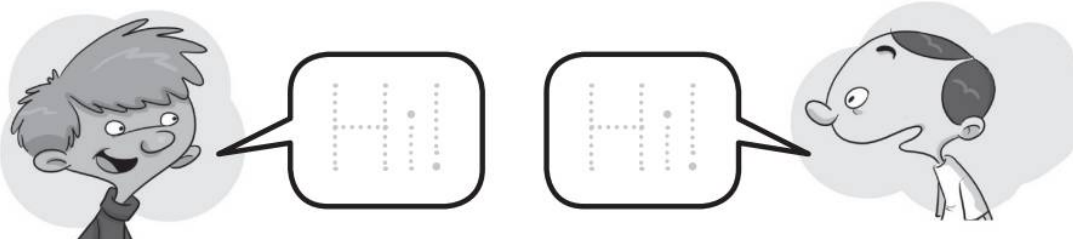
Name \_\_\_\_\_ Class \_\_\_\_\_



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



### 2 Join the dots. Read.





## Goal 2 CD3 03 Feelings: Talk Time

I can say "I'm first, second, third ..."

I listened to CD3 03 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



### 1 Listen, point, and practice. Trace and write.

**A** Hi, \_\_\_\_\_! How \_\_\_\_\_?



**B** I'm fine.

### 2 Match and write.



second ☐ fifth ☐ first ☒ 1

fourth ☐ third ☐

1. I'm first \_\_\_\_\_.

2. I'm \_\_\_\_\_.

3. \_\_\_\_\_.

4. \_\_\_\_\_.

5. \_\_\_\_\_.







### Goal 3 CD3 04 Feelings: Rhythms and Listening

I can chant the *If You're Happy and You Know It* chant with a partner.

I listened to CD3 04 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



#### 1 Listen, say, and do.



#### 2 Listen, chant, and do. Trace.

If you're happy  
and you know it,  
Clap your hands.



If you're happy and you know it,  
Clap your hands. (👏, 👏)

If you're happy and you know it,  
Then your face will surely show it.

If you're happy and you know it,  
Clap your hands. (👏, 👏)





## Goal 4 CD3 05 Feelings: Rhythms and Listening

I can play the Confusion Game with a partner and say "sixth, seventh, eighth, ..."

I listened to CD3 05 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



### 1 Listen and touch.



### 2 Listen and match. Write.

d a f i c j h g b e

1. e is the \_\_\_\_\_ letter of the alphabet.

2. h is the \_\_\_\_\_.

3. i \_\_\_\_\_.

first \_\_\_\_\_  
second \_\_\_\_\_  
third \_\_\_\_\_  
fourth \_\_\_\_\_  
fifth \_\_\_\_\_

sixth \_\_\_\_\_  
seventh \_\_\_\_\_  
eighth \_\_\_\_\_  
ninth \_\_\_\_\_  
tenth \_\_\_\_\_

### 3 Join the dots. Write.



f \_\_\_\_\_



h \_\_\_\_\_





## Goal 5 CD3 06 Feelings: Words in Action

I can act out three feelings.

I listened to CD3 06 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



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



**2** Find and circle six feeling words.

hungryscaredcoldsleepyhotthirsty





## Goal 6 CD3 07 Feelings: Words in Action

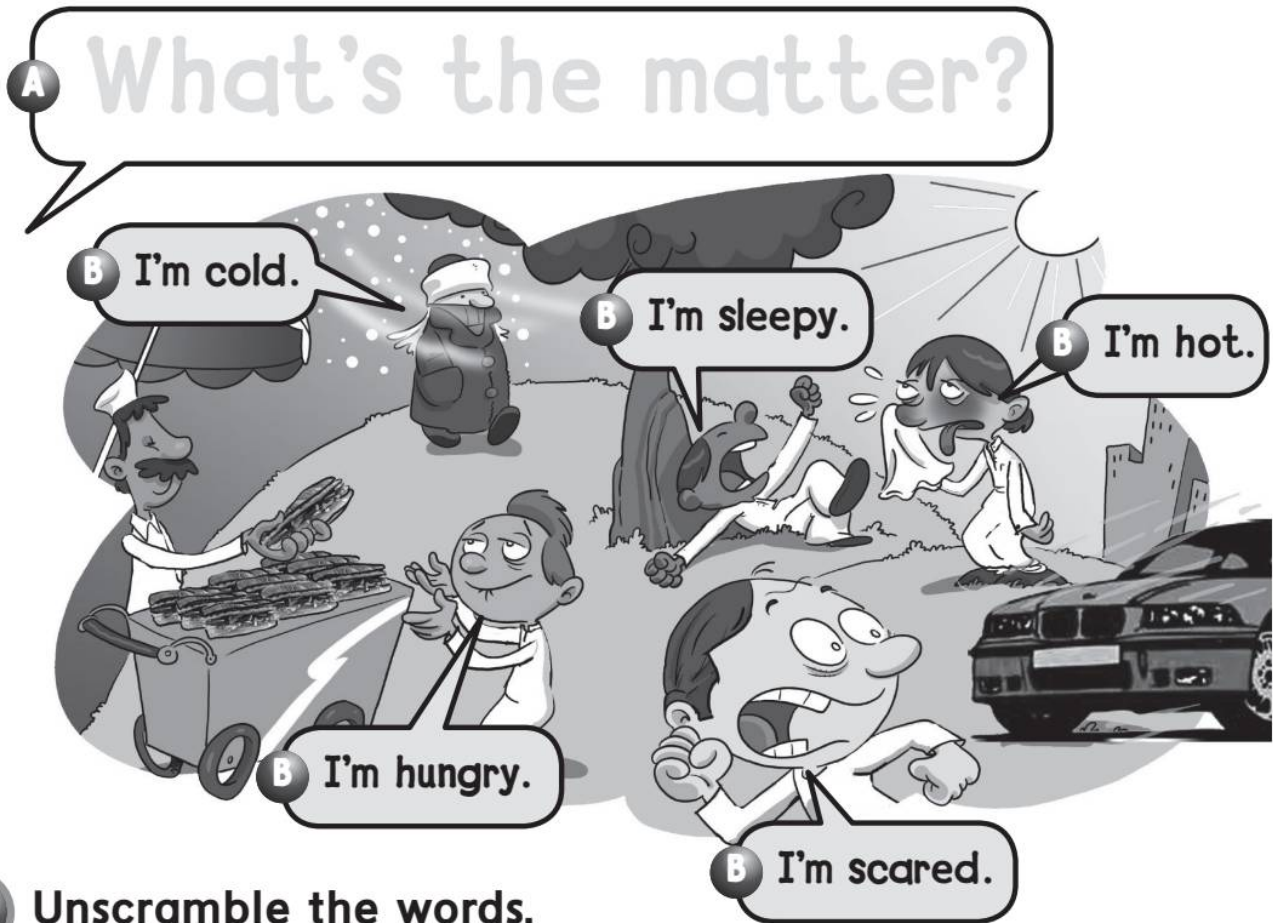
I can ask a friend "What's the matter?"

I listened to CD3 07 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



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



### 2 Unscramble the words.

1. l o c d = \_\_\_\_\_

2. r n h g u y = \_\_\_\_\_

3. y e e l p s = \_\_\_\_\_

4. o t h = \_\_\_\_\_





## Goal 7 CD3 08 Feelings: Phonics

I can listen and point at the right pictures and words.

I listened to CD3 08 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



### 1 Listen, point at the pictures and words, and say.

|                                                                                         |                                                                                         |                                                                                           |                                                                                            |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| apple  | cap    | tap    | hat     |
| cat    | apron  | cape   | tape    |
| cake  | vase  | face  | ink    |
| pin  | Tim  | iron  | pine  |
|                                                                                         |                                                                                         |                                                                                           | time  |

### 2 Write the missing letters and read.

|        |        |        |         |
|--------|--------|--------|---------|
| c__p   | c__t   | __ron  | __ppl__ |
| c__p__ | c__k__ | p__n   | __pr__n |
| t__p   | v__s__ | p__n__ |         |
| t__p__ | f__c__ | T__m   |         |
| h__t   | __nk   | t__m__ |         |





## Goal 8 CD3 09 Feelings: Phonics

I can say, read, and write the sounds for a, apple; a, cape; i, pin; i, pine by myself.

I listened to CD3 09 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



### 1 Listen, number the pictures, and say.

|                                                                                                                             |                                                                                                                            |                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> <br>____ le       | <input type="checkbox"/> <br>c ____       | <input type="checkbox"/> <br>t ____ e      |
| <input type="checkbox"/> <br>____ ce      | <input type="checkbox"/> <br>____ a ____ | <input type="checkbox"/> <br>____ n       |
| <input type="checkbox"/> <br>____ k ____ | <input type="checkbox"/> <br>____ p    | <input type="checkbox"/> <br>____ r ____ |
| <input type="checkbox"/> <br>t ____      | <input type="checkbox"/> <br>v ____     | <input type="checkbox"/> <br>____ m ____  |
|                                                                                                                             |                                                                                                                            | <input type="checkbox"/> <br>p ____      |

### 2 Write the missing letters.





# Unit 2 Things We Wear

## Goal 9 CD3 10 Things We Wear: Talk Time

I can ask "Whose ... is this?"

I listened to CD3 10 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



1 Listen, point, and practice.

2 Read and write the missing letters.

1. Whose a  is this? It's mine.

2. Whose e  is this? It's not mine.

3. Whose a  is this? It's mine.

4. Whose u  is this? It's not mine.

3 Draw lines and match.



mouse



squirrel



boy



candy



cheese



acorn





## Goal 10 CD3 11 Things We Wear: Talk Time

I can meet someone and say "I like your ..."

I listened to CD3 11 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



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

**A** I like your hat.

**B** Thank you.

**A** I like your T-shirt.

**B** Thank you.

**A** I like your jacket.

**B** Thank you.

### 2 Listen and point.

**It's my hat.**

**It's not mine.**







## Goal 11 CD3 12 Things We Wear: Rhythms and Listening

I can chant the *Who is Wearing Green?* chant.

I listened to CD3 12 ☒☒☒☒☒☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



### 1 Listen and chant. Trace.

**Green, green, green, green.**

Who is wearing  
green today?

**Green, green, green, green.**

**Who is wearing green?**

I am wearing  
green today.

**Look at me,**

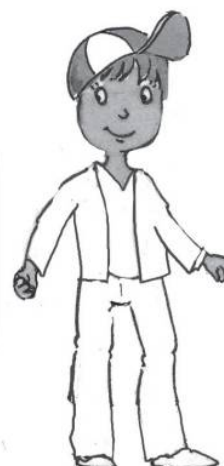
**And you will see,**

**That I am wearing green today.**



### 2 Read and color his clothes.

He is wearing a yellow T-shirt,  
blue pants, and a brown jacket.  
His cap is red.





## Goal 12 CD3 13 Things We Wear: Rhythms and Listening

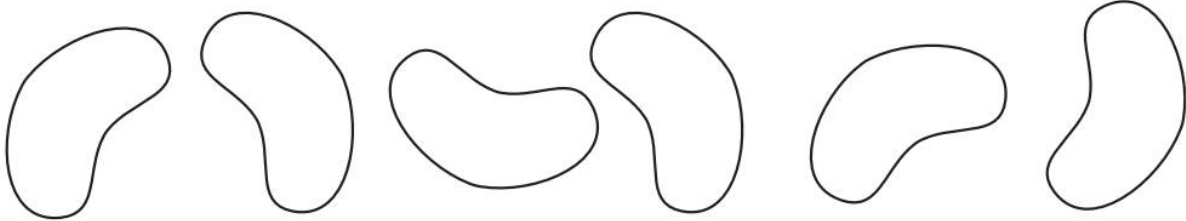
I can say three colors that I'm wearing today.

I listened to CD3 13 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



### 1 Listen and color.



purple

red

pink

white

black

blue

### 2 Listen and write the color.

1. I'm wearing \_\_\_\_\_ today.
2. I'm wearing \_\_\_\_\_ today.
3. I'm wearing \_\_\_\_\_ today.
4. I'm wearing \_\_\_\_\_ today.
5. I'm wearing \_\_\_\_\_ today.
6. I'm wearing \_\_\_\_\_ today.

### 3 Write two things you are wearing today.

I'm wearing \_\_\_\_\_

and \_\_\_\_\_ today.







## Goal 13 CD3 14 Things We Wear: Words in Action

I can say the names of five things that you can wear.

I listened to CD3 14 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



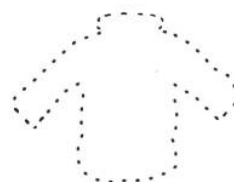
1 Listen, point, and practice.

I'm wearing ...

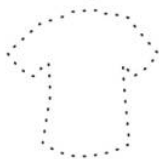
2 Join the dots, color, and trace.



1. a cap



2. a sweater



3. a T-shirt



4. sunglasses



5. a jacket



6. jeans



7. a hat



8. a skirt



9. a blouse



10. shoes





## Goal 14 CD3 15 Things We Wear: Words in Action

I can name two things I am wearing, saying "I'm wearing ... and ... today."

I listened to CD3 15 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



**1** Listen, point, and practice.

**2** Listen and circle A or B.



**3** Write two things your friend is wearing today.

My friend is wearing \_\_\_\_\_

and \_\_\_\_\_ today.





## Goal 15 CD3 16 Things We Wear: Phonics

I can tell if the words start with p or b.

I listened to CD3 16 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



1 Listen and practice.

2 Listen and circle p or b.



p or b



p or b



p or b



p or b



p or b



p or b

3 Write the missing letters. Trace.

|   |   |   |     |   |   |   |   |
|---|---|---|-----|---|---|---|---|
|   |   |   | 4/1 |   | e | d | 5 |
|   |   |   |     |   |   |   |   |
| 3 |   | e | a   | r |   |   | e |
|   |   |   | n   |   |   |   | n |
|   | 2 |   | a   | n | d | a |   |
|   |   |   | n   |   |   |   |   |
|   | 6 |   | a   | r | r | o | t |





## Goal 16 CD3 17 Things We Wear: Phonics

I can say two words that begin with p and two words that begin with b.

I listened to CD3 17 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



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

1. panda / pizza



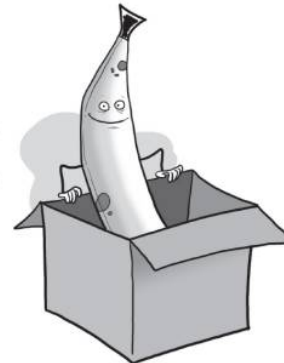
2. bear / banana

3. bear / bed



4. panda / pen

5. banana / box



### 2 Make the sounds.

p p p p b b b b p p p b b b p p b b p b





# Unit 3 Things We Do



## Goal 17 CD3 18 Things We Do: Talk Time



I can act out the telephone talks with a partner.

I listened to CD3 18 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_

1 Listen, point, and practice. Trace.

A Hello. Can I speak to Joe?



B Speaking.



A What are you doing?

B I'm doing my homework.

A What's your dad doing?

B He's watching TV.





## Goal 18 CD3 19 Things We Do: Talk Time

I can have a telephone conversation in English.

I listened to CD3 19 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



- 1 Listen, point, and practice. Say your name.
- 2 Speak English with your family or friends.

**A** Hello. Can I speak to \_\_\_\_\_?

**B** Speaking.

**A** What are you doing?

**B** I'm watching TV.

**A** Good-bye.

**B** Bye.





## Goal 19 CD3 20 Things We Do: Rhythms and Listening

I can chant the *What Are You Doing?* chant.

I listened to CD3 20 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



### 1 Listen and chant. Trace.

What are you doing?  
I'm doing karate,

doing karate, doing karate.

What are you doing?

I'm doing karate, and how about you?



What are you doing?  
I'm playing football,

playing football, playing football.

What are you doing?

I'm playing football, and how about you?



### 2 Match the words.

doing

playing

watching

homework

karate

TV

football







## Goal 20 CD3 21 Things We Do: Rhythms and Listening

I can play the True or False Action Game with a friend.

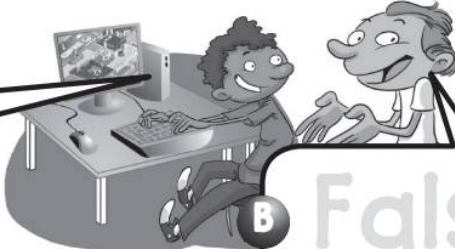
I listened to CD3 21 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



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

**A** I'm playing football.



**B** False!

**A** I'm playing computer games.



**B** True!

### 2 Listen and circle T (True) or F (False).

I'm playing football.



1. T F

I'm playing computer games.



2. T F

I'm doing karate.



3. T F

I'm doing karate.



4. T F





## Goal 21 CD3 22 Things We Do: Words in Action

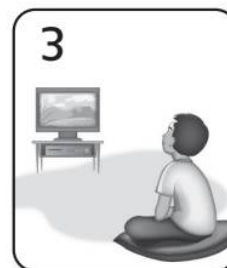
I can play the Card Snap Game with friends.

I listened to CD3 22 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



### 1 Listen, point, and practice.



### 2 Listen and play. Touch the cards as quickly as you can.

1  
I'm doing my  
homework.

2  
I'm playing  
football.

3  
I'm watching TV.

4  
I'm eating  
snacks.

5  
I'm playing  
computer games.

6  
I'm doing  
karate.





## Goal 22 CD3 23 Things We Do: Words in Action

I can say two things when asked "What are you doing?"

I listened to CD3 23 ☒☒☒☒☒☒☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



1 Listen, point, and practice. Trace.

What are you doing?



I'm eating snacks.

I'm playing football.



I'm watching TV.



I'm doing nothing!





## Goal 23 CD3 24 Things We Do: Phonics

I can tell if the words start with t or d.

I listened to CD3 24 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



1 Listen and practice.

2 Listen and circle t or d.



t or d



t or d



t or d



t or d



t or d



t or d

3 Write the missing letters t or d. Trace. Copy.

1. \_\_\_ iger

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_ oll

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_ oor

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_ elephone

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_ omato

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_ uck

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Goal 24 CD3 25 Things We Do: Phonics

I can say two words that begin with t or d and describe things.

I listened to CD3 25 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



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



tiger / tomato



door / doll



tomato / telephone



doll / duck

### 2 Write the missing letters.

A. It's \_ \_ \_ o r \_ \_ .



B. It's t \_ \_ \_ \_ .



C. It's f \_ \_ \_ .



D. It's \_ \_ \_ \_ l l .



# Unit 4 Beautiful Nature

## Goal 25 CD3 26 Beautiful Nature: Talk Time

I can act out one of the talks about nature.

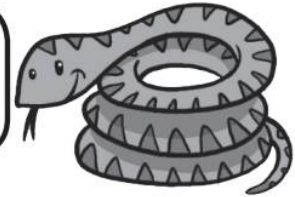
I listened to CD3 26 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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

CD3 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 CD3 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 CD3 28 Beautiful Nature: Rhythms and Listening

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

I listened to CD3 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 CD3 29 Beautiful Nature: Rhythms and Listening

I can name seasons and months.

I listened to CD3 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.







## Goal 29 CD3 30 Beautiful Nature: Words in Action

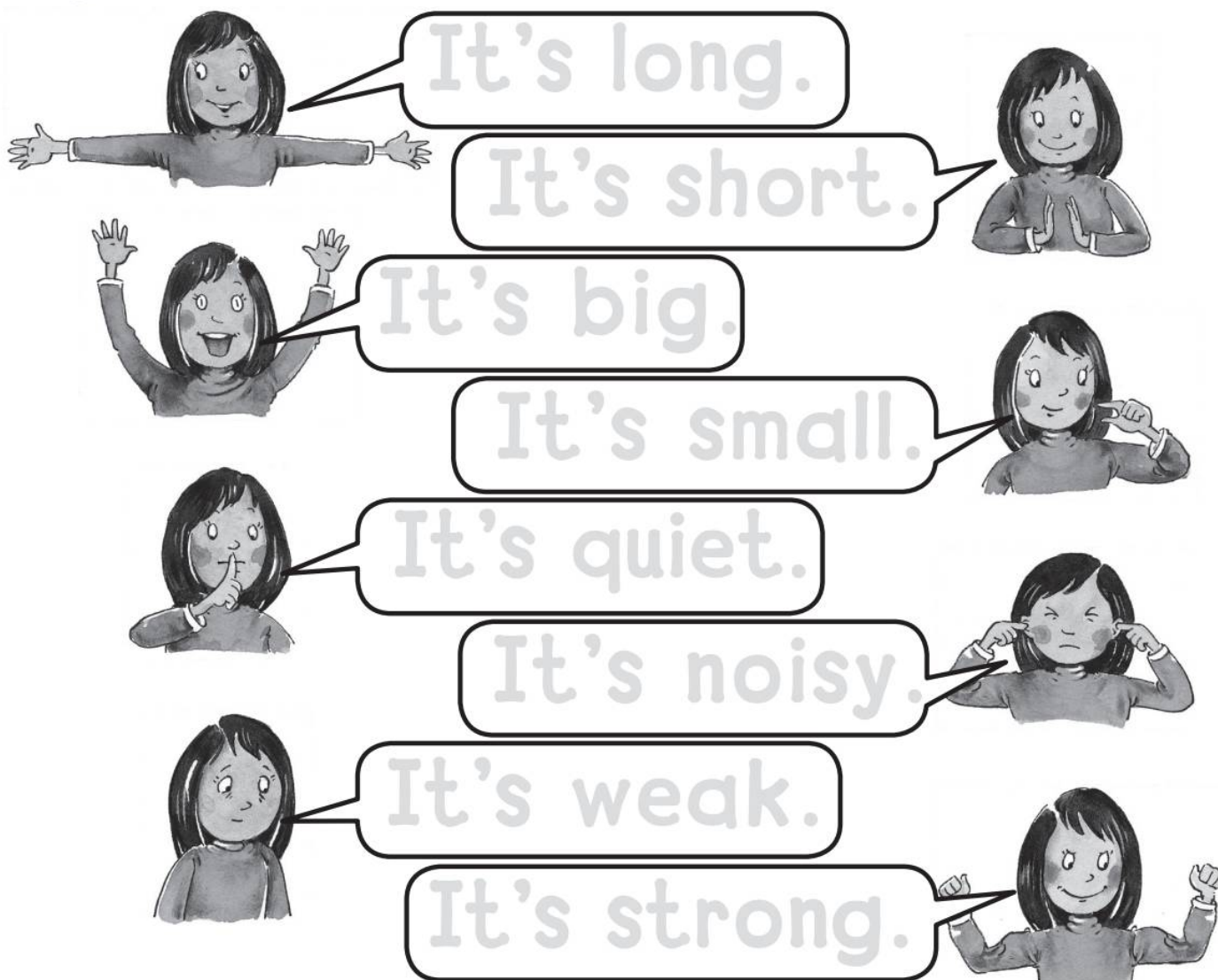


I can act out one pair of opposites.

I listened to CD3 30 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_

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



### 2 Write the opposites.

1. It's long. \_\_\_\_\_

2. It's big. \_\_\_\_\_





## Goal 30

CD3 31

## Beautiful Nature: Words in Action

I can describe and guess what or who.

I listened to CD3 31 ☒☒☒☒☒☒☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



### 1 Listen, point, and practice.

It's long.



It's short.



It's big.



It's small.



### 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 CD3 32 Beautiful Nature: Phonics

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

I listened to CD3 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

CD3 33

## Beautiful Nature: Phonics

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

I listened to CD3 33 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



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



1.

cat / cake



2.

gorilla / goat



3.

cake / cap



4.

cat / cap



5.

girl / goat

### 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 CD3 34 Friends, Actions, Things: Talk Time

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

I listened to CD3 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 CD3 35 Friends, Actions, Things: Talk Time



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

I listened to CD3 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 CD3 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 CD3 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**



CD3 37

## Friends, Actions, Things: Rhythms and Listening

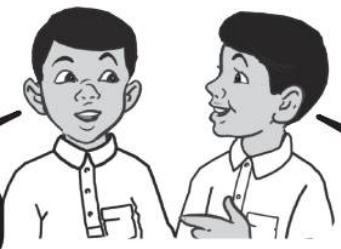


I can ask and answer Yes / No questions about what people are doing

I listened to CD3 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 CD3 38 Friends, Actions, Things: Words in Action

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

I listened to CD3 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 CD3 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 CD3 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 CD3 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 CD3 40 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_



### 1 Listen and check ✓. Then write.



/s/ ☐ /z/ ☐ /iz/ ☐

apples



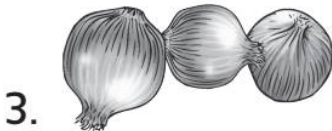
/s/ ☐ /z/ ☐ /iz/ ☐



/s/ ☐ /z/ ☐ /iz/ ☐



/s/ ☐ /z/ ☐ /iz/ ☐



/s/ ☐ /z/ ☐ /iz/ ☐



/s/ ☐ /z/ ☐ /iz/ ☐

### 2 Write answers.

- Do you have a pen? Yes, I do. / No, I don't.
- Do you have cookies? \_\_\_\_\_
- Do you have a computer? \_\_\_\_\_
- Do you have notebooks? \_\_\_\_\_





## Goal 40 CD3 41 Friends, Actions, Things: Phonics

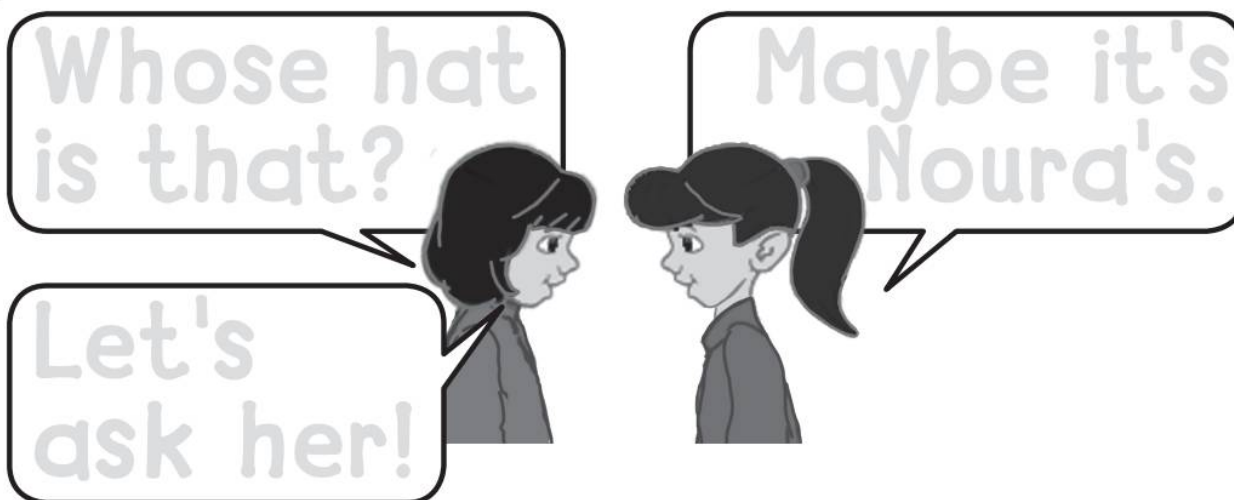


I can ask and say whose something is using (name)'s.

I listened to CD3 41 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

Name \_\_\_\_\_ Class \_\_\_\_\_

### 1 Listen and practice. Trace.



### 2 Ask and answer. Write.

blouse cap dress T-shirt skirt sweater



1. Whose skirt is this?

It's Noura's.

|          |       |
|----------|-------|
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |





