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Part 2

STUDENT'S BOOK  
2

WE CAN!

Yoko Matsuka and Glenn McDougall

Mc  
Graw  
Hill



وزارة التعليم  
Ministry of Education  
2025 - 1447

## We Can! Student's Book 2

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# Syllabus

Unit and Topic	Talk Time	Rhythms and Listening
1 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
2 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
3 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).

Words in Action	Phonics	Phonics Practice
<p>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).</p>	<p>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</p>	<p>Words with -s ending Words with bl, pl Consonant Blends</p>
<p>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</p>	<p>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</p>	<p>Words with short and long oo Words with gr, gl and cr, cl Words with fl, fr and dr, tr</p>
<p>The mouse is (on, in, under, next to, behind) the (chair, cupboard, bed, fridge, table).</p>	<p>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</p>	<p>Words with br, pr Words with wh, w, h, and ph Words with sm, sn and st, sl</p>

# Syllabus

Unit and Topic	Talk Time	Rhythms and Listening
4 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
5 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
<p>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).</p>	<p>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.</p>	<p>Words with bl, br, fl, fr, cl, cr, dr Long vowel sounds</p>
<p>Does he work in an office? Yes, he does./ No, he doesn't. Is he (an/ architect, astronaut, a/ businessman, computer technician, 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.</p>	<p>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</p>	



# Unit 1 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.

<b>A</b> 	<b>B</b> 	<b>C</b> 
<b>D</b> 	<b>E</b> 	<b>F</b> 
<b>G</b> 	<b>H</b> 	<b>I</b> 
<b>J</b> 	<b>K</b> 	<b>L</b> 

Illustration of three children: a girl says "It's A.", another girl says "We got it!", and a boy asks "Where's the lion?" with a speech bubble. A smiley face is next to the boy's speech bubble.



### 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!

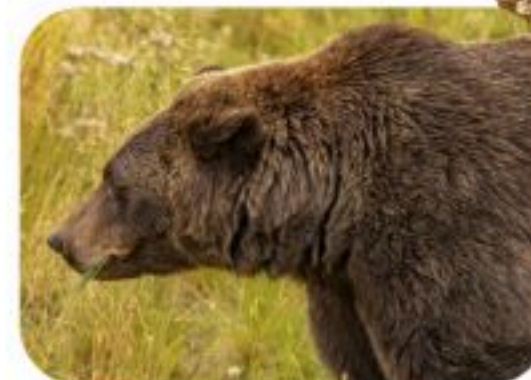
... a tiger, by the tail!

... 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

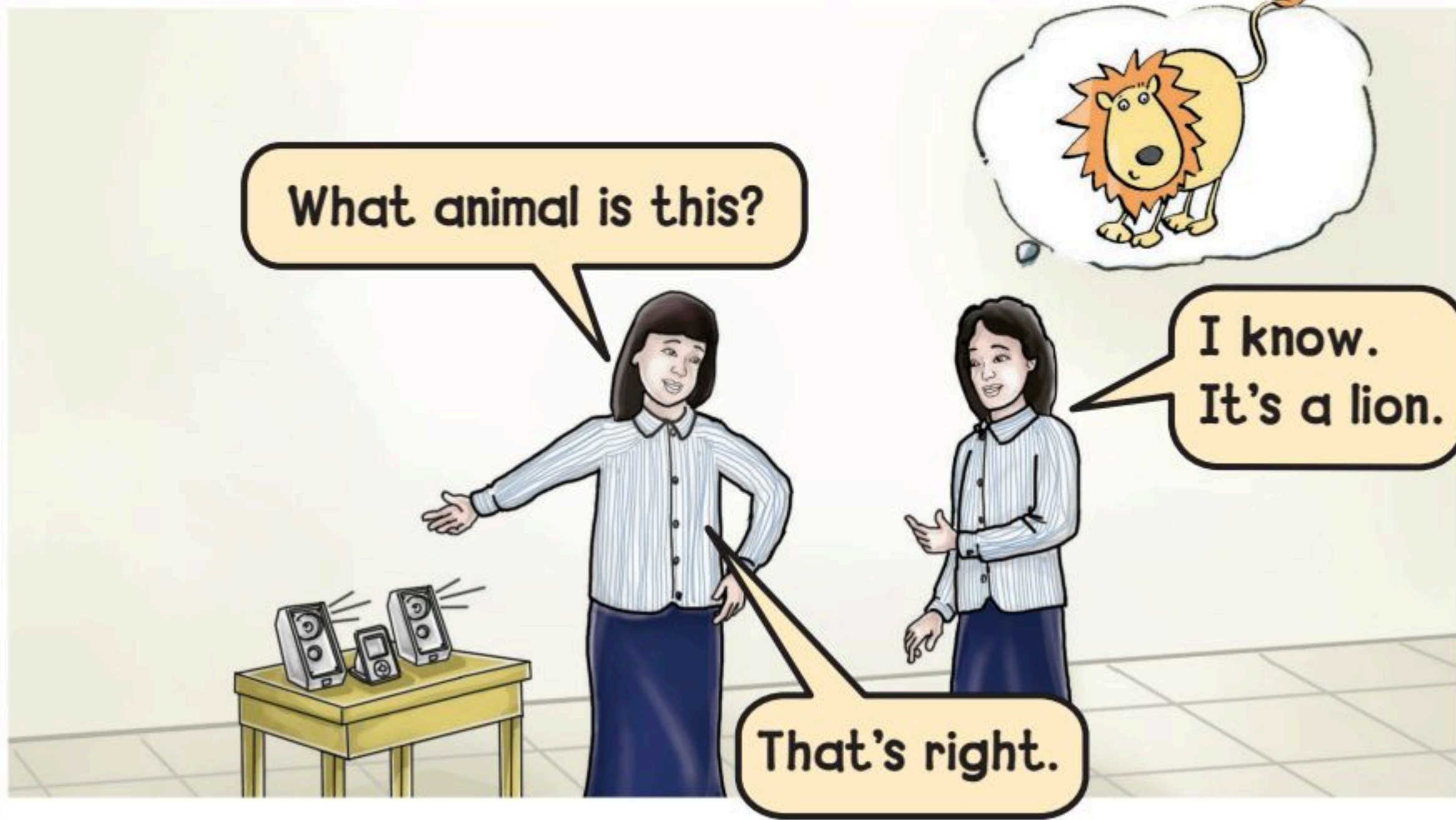
rope



# 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



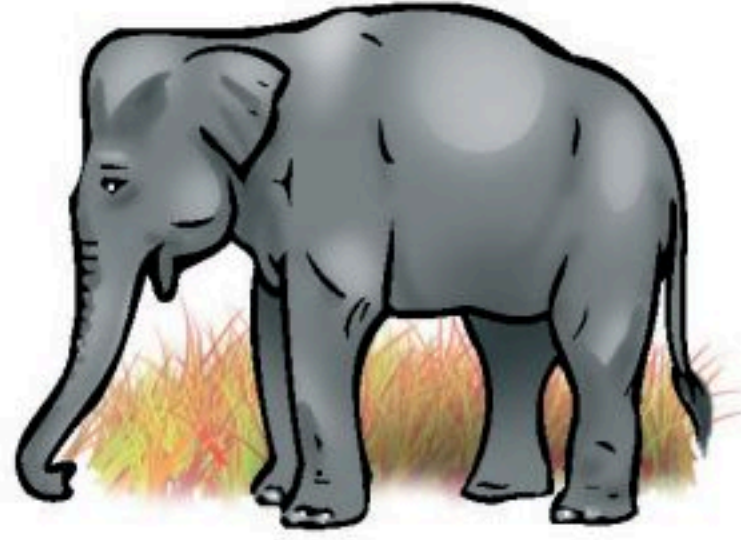
The early bird catches the worm.





# Words in Action

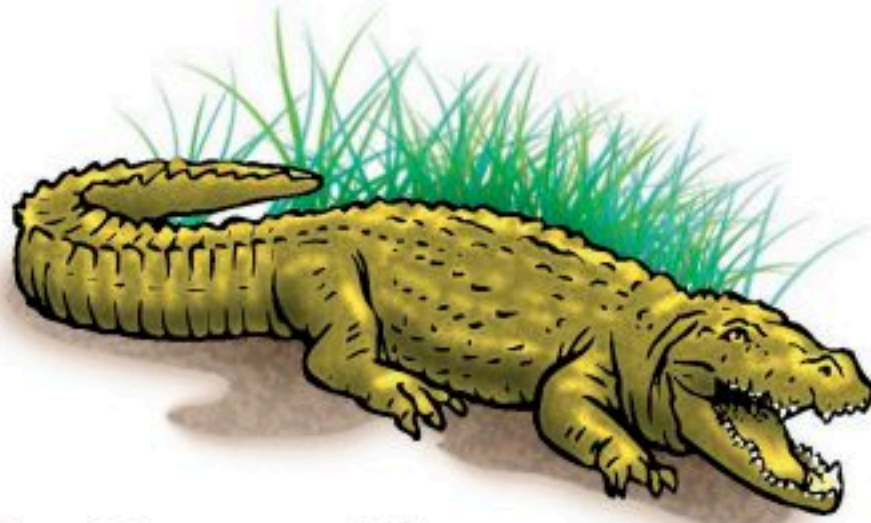
## 1 Listen, point, and say.



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.

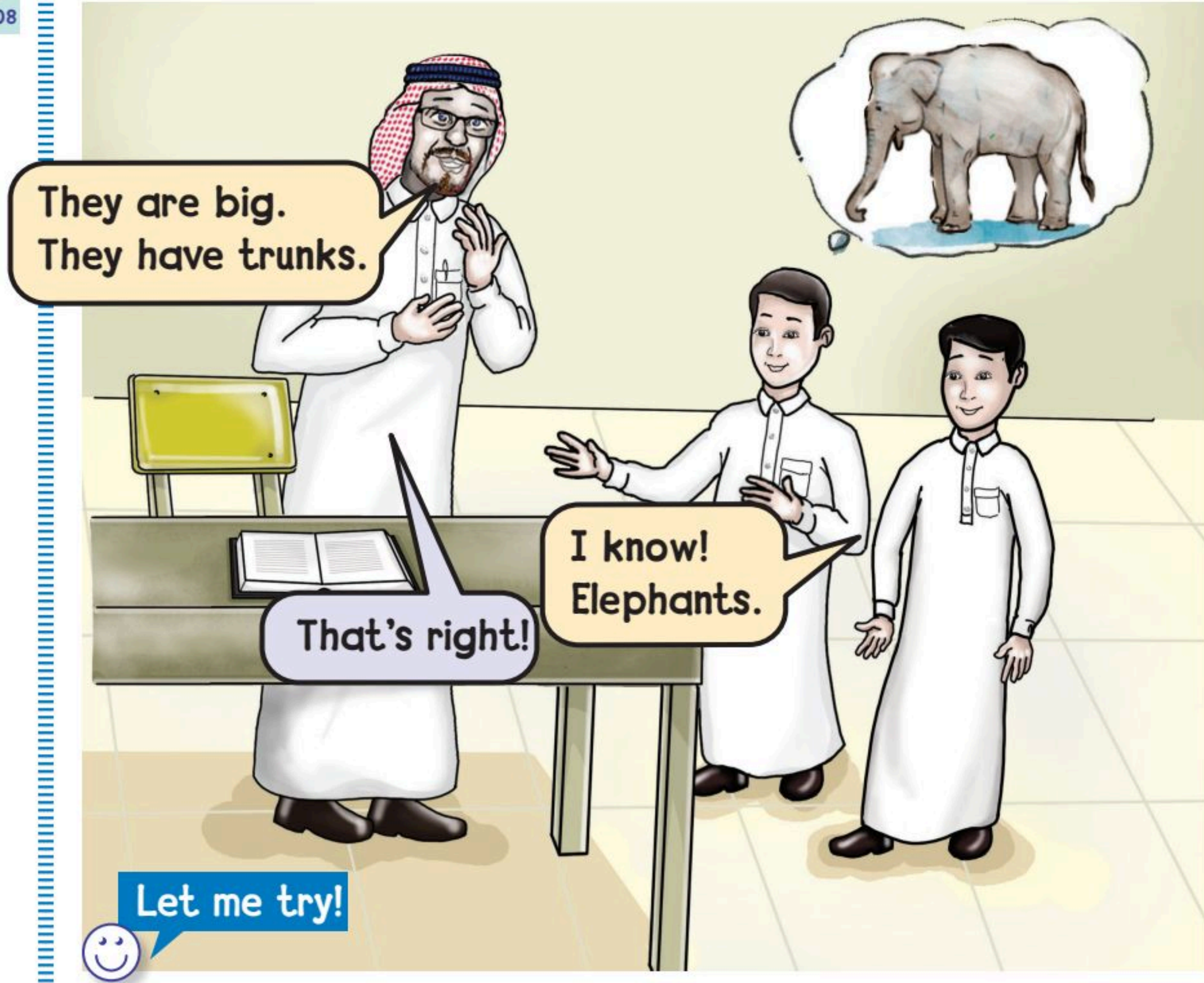
## 2 Practice the sentences in pairs.

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.



Now go to page 42





# 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!**

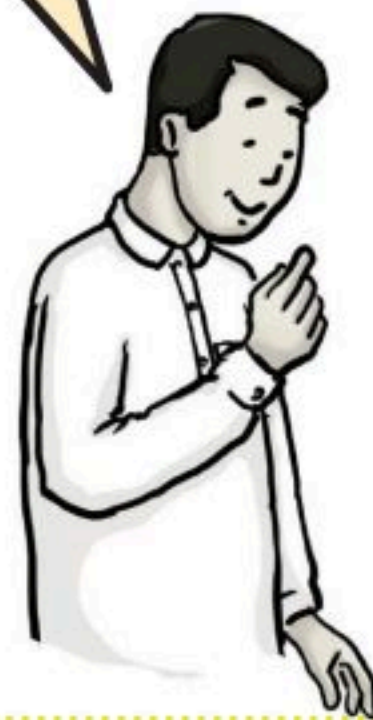
**5** Phonics Race



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 2 From Here to There

## Talk Time

1 Listen and point.



2 Practice and act out the talks in pairs.

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



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.

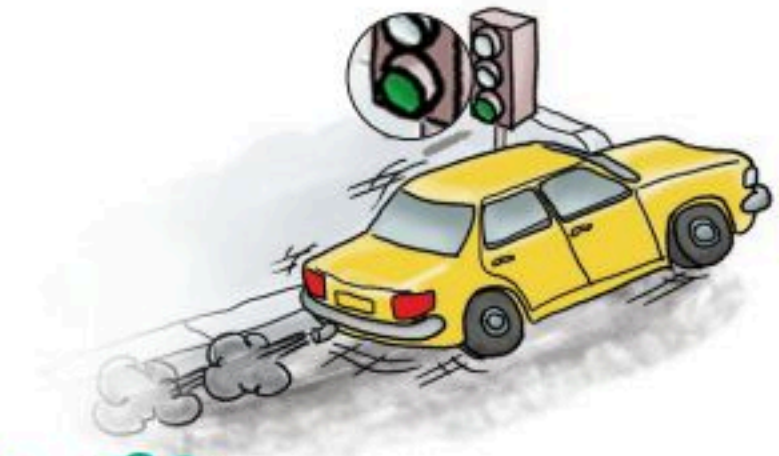
When you see a red light, stop, stop, stop.

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

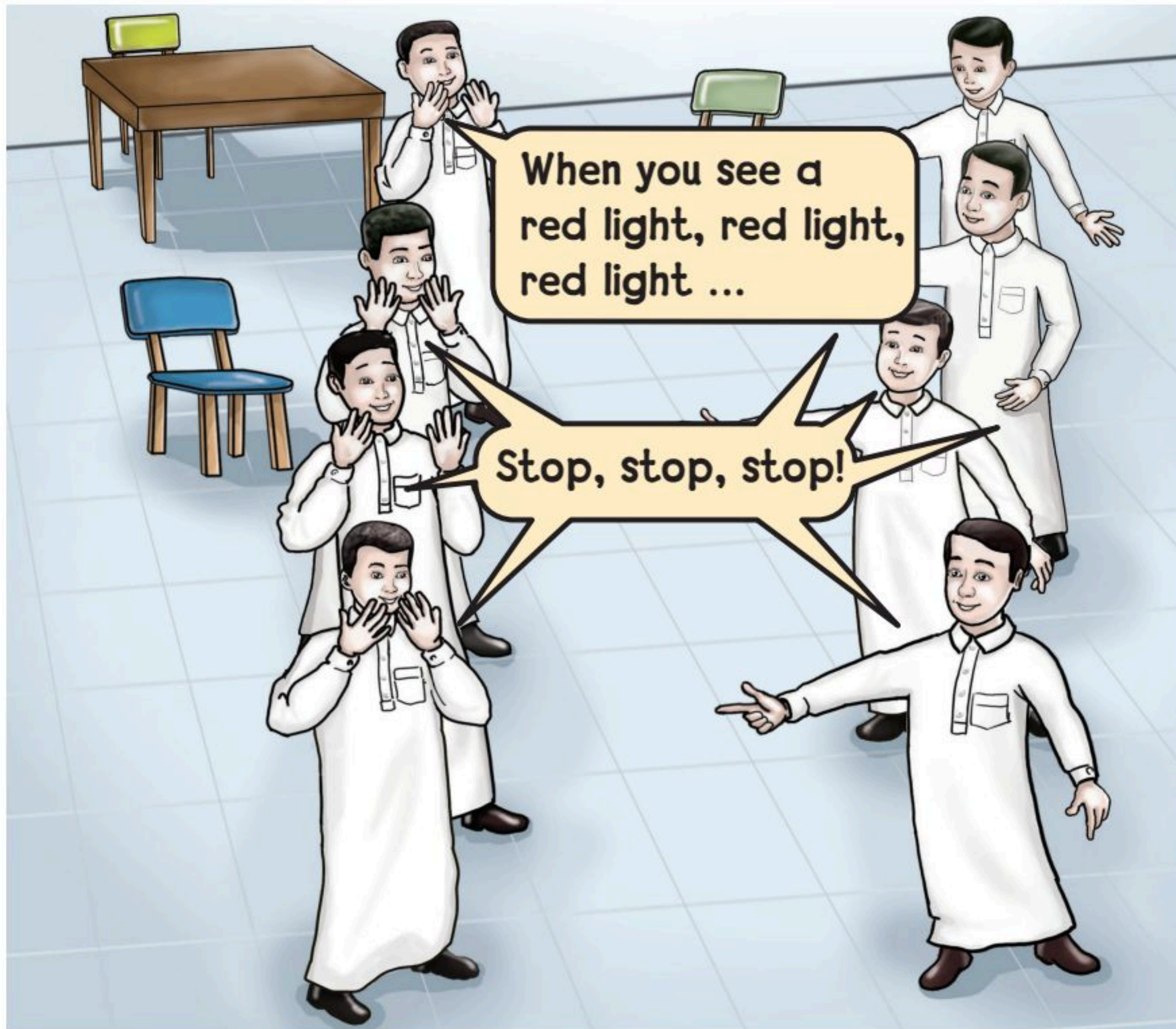
2 Listen, say, and number. Then write the missing letters.



# 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!”.



Now go to page 44

13

Unit 2

# 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.”



Now go to page 45



# 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.



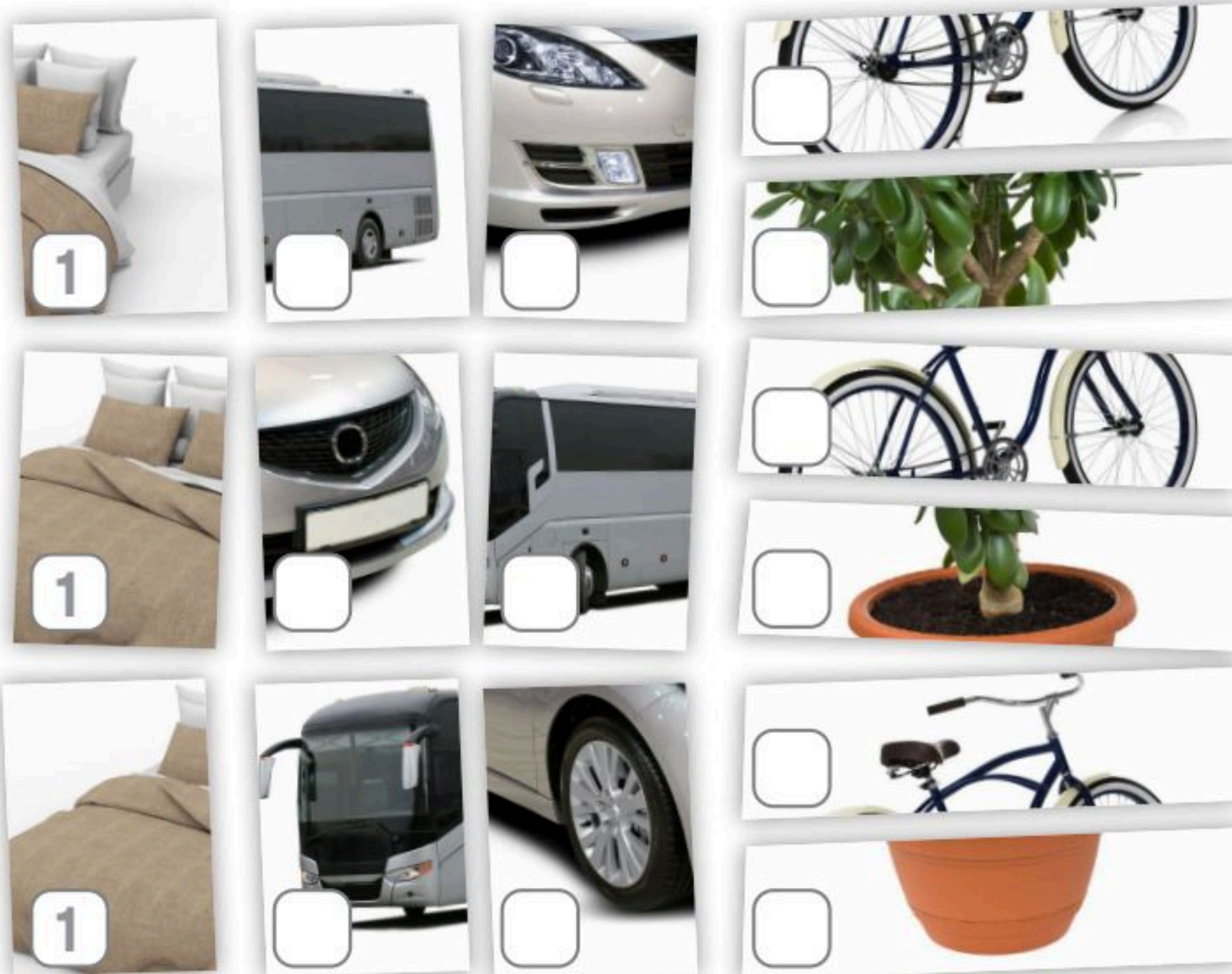
# Fun Time!

## 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.



Now go to page 46



# Unit 3 My House

## Talk Time

1 Listen and point.



2 Practice the talks in pairs.

3 Act out the talks in pairs.



Remember the Big Four

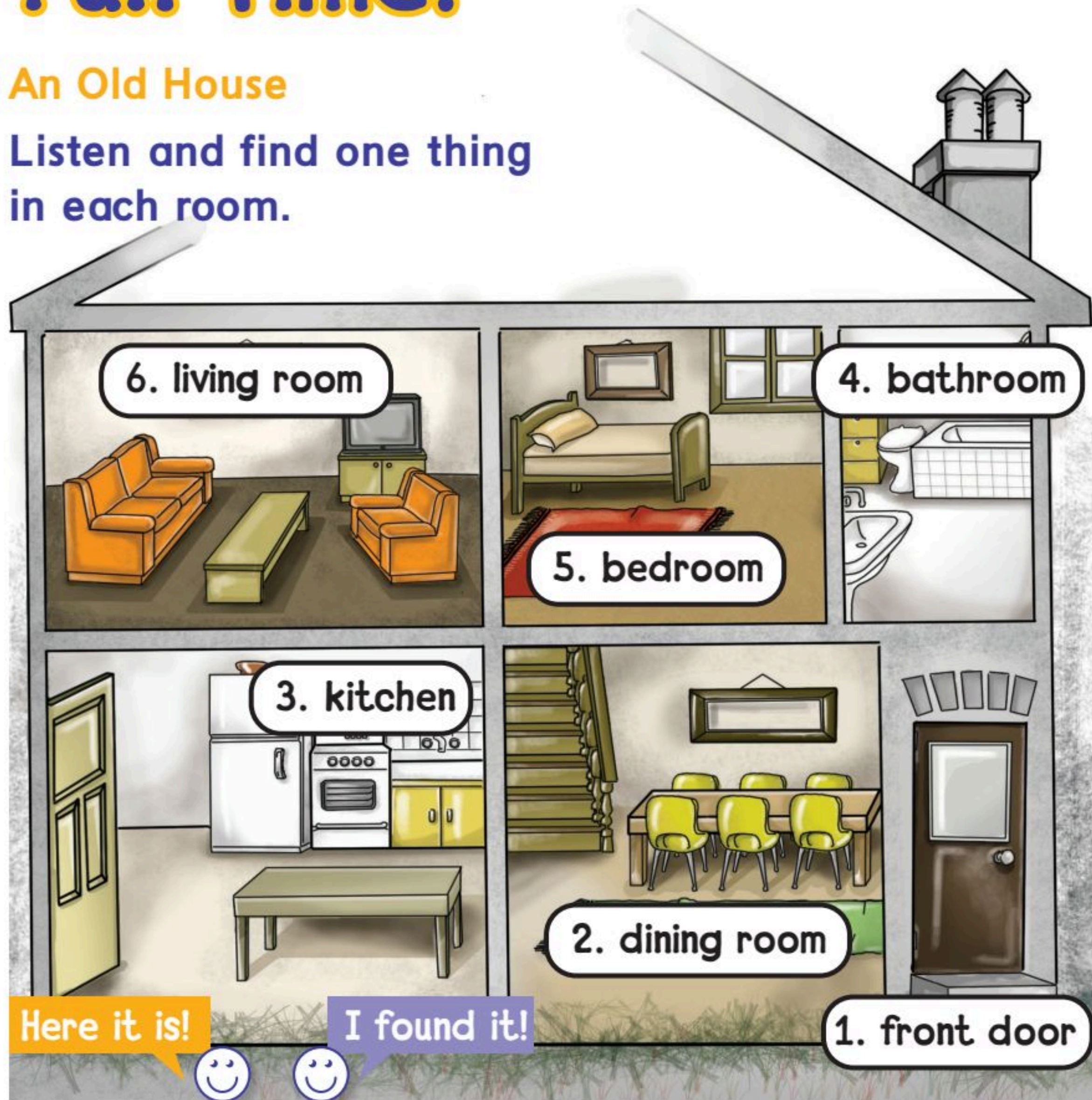


# Fun Time!

## 4 An Old House



Listen and find one thing in each room.



### I Can ...

- act out the talks about showing around the house with a partner.
- show someone around my house.





# Rhythms and Listening

1 Chant and point.

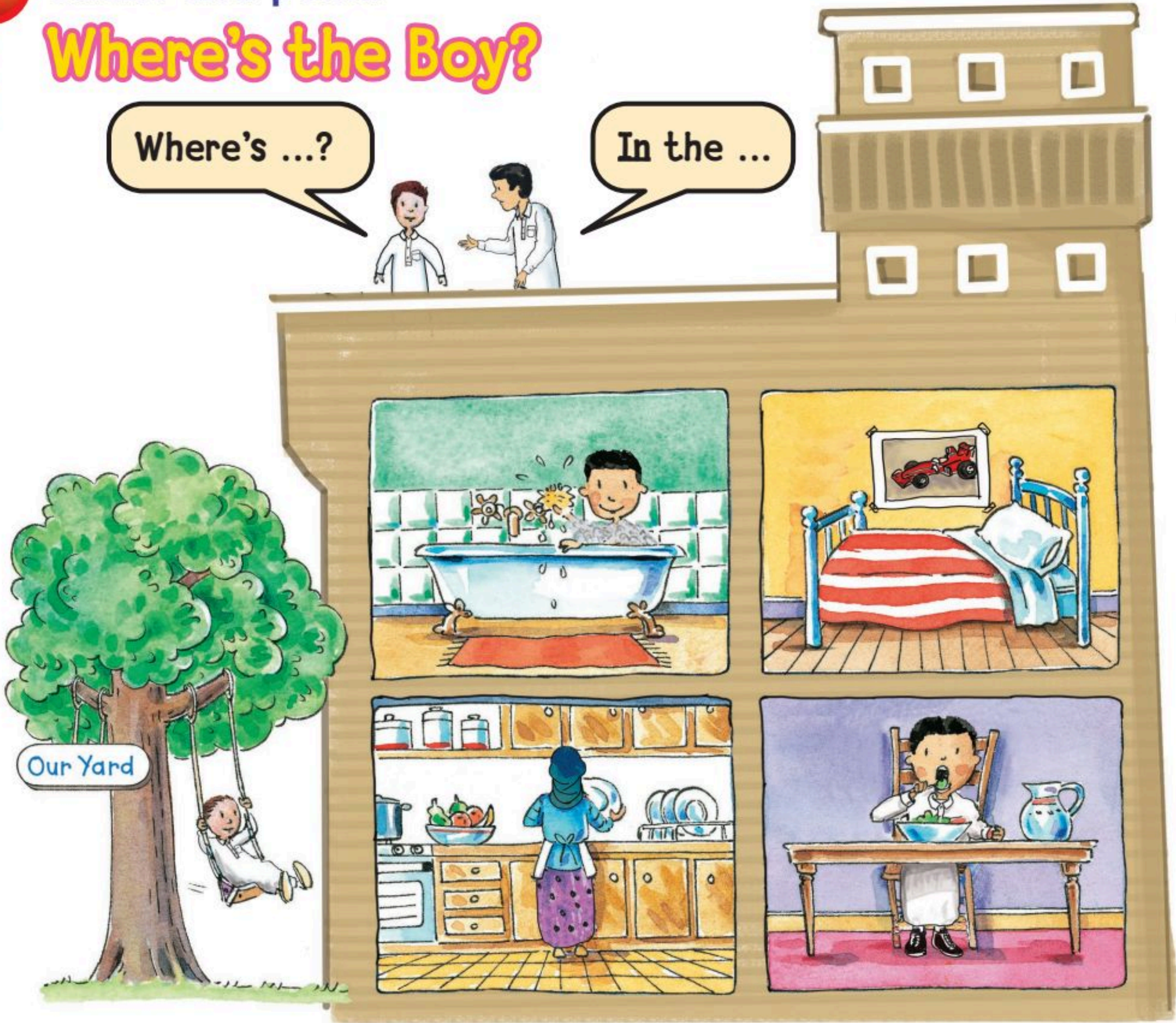
## Where's the Boy?



Where's ...?



In the ...



## Sounds and Letters

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



prize



fries



present



frog

My friend is eating \_\_\_ies.

# Fun Time!

## 3 Where? Relay

Don't forget to repeat "Where?"



### Grammar Toolbox

He is = He's

She is = She's

Where is = Where's

### I Can ...

- chant the *Where's the Boy?* chant.
- ask "Where's ... ?" when I want to know where someone is.



Now go to page 47

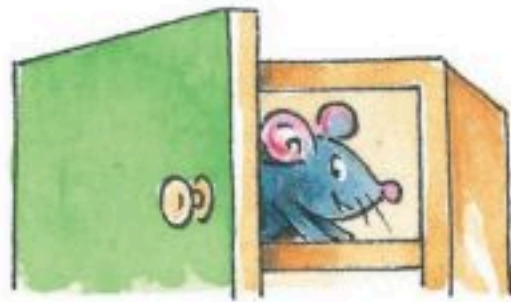
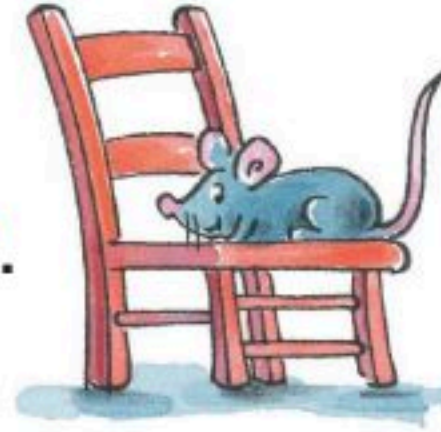


# Words in Action

1 Listen, point, and say.



The **mouse** is **on** the **chair**.



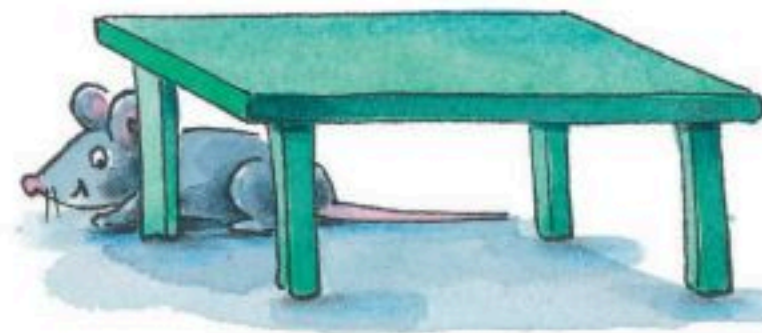
The **mouse** is **in** the **cupboard**.

The **mouse** is **under** the **bed**.



The **mouse** is **next to** the **fridge**.

The **mouse** is **behind** the **table**.

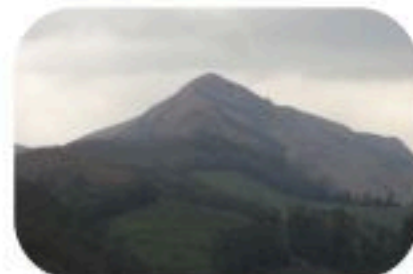


# Sounds and Letters

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



cloud



mouse



house



mountain

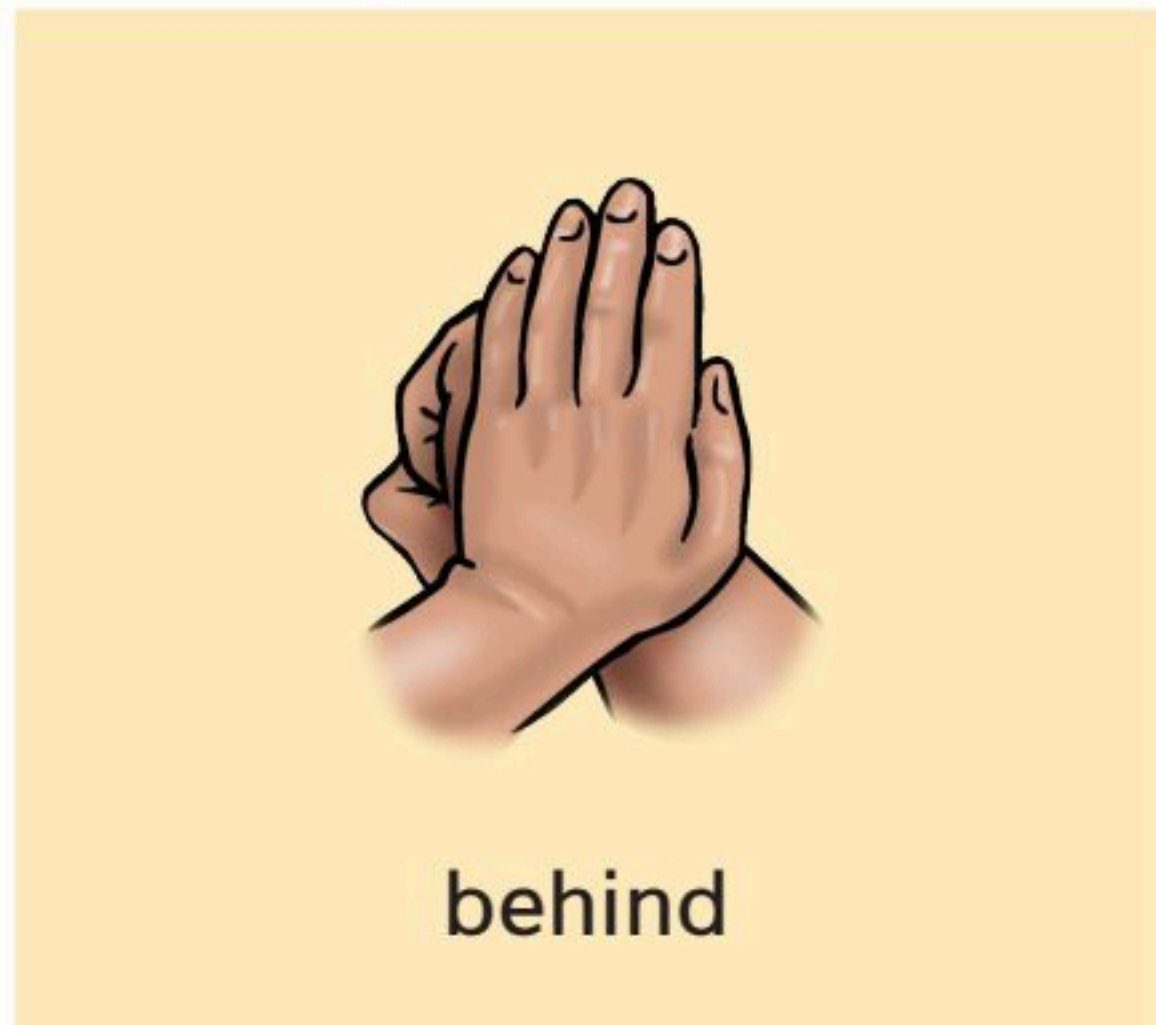
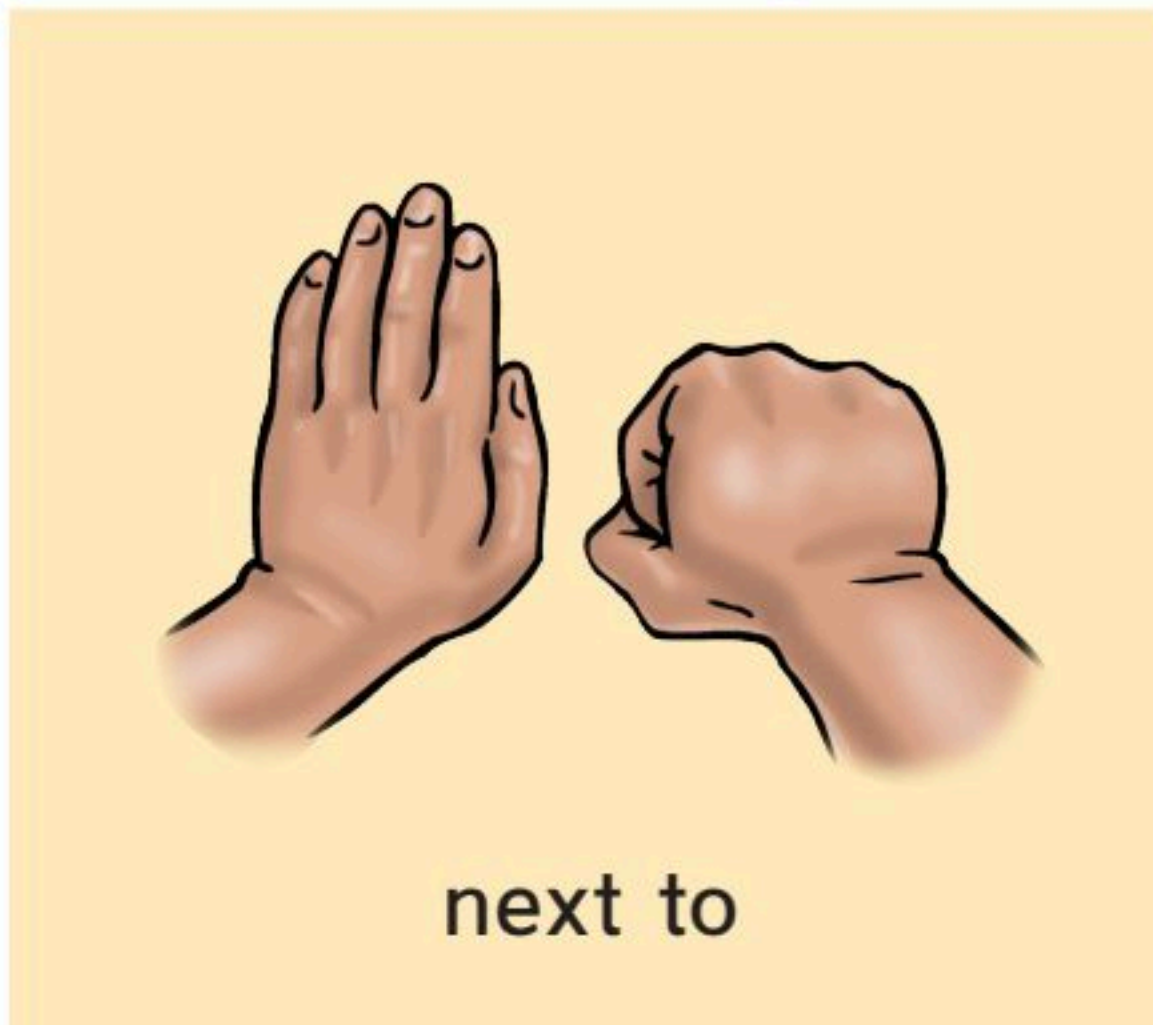
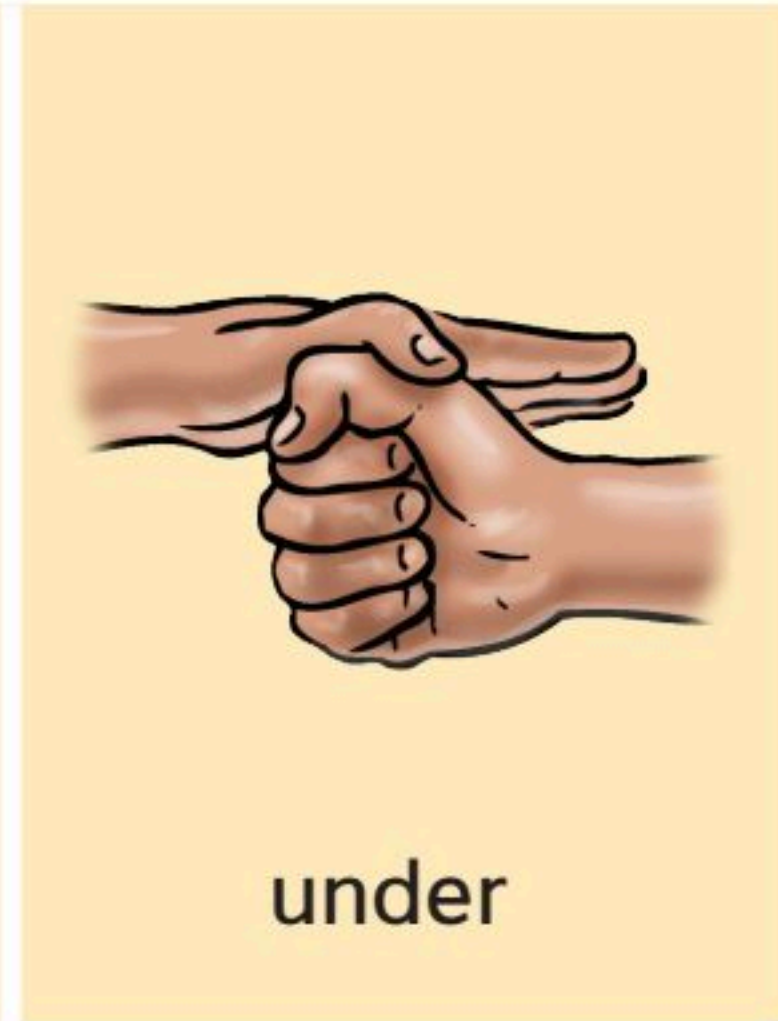
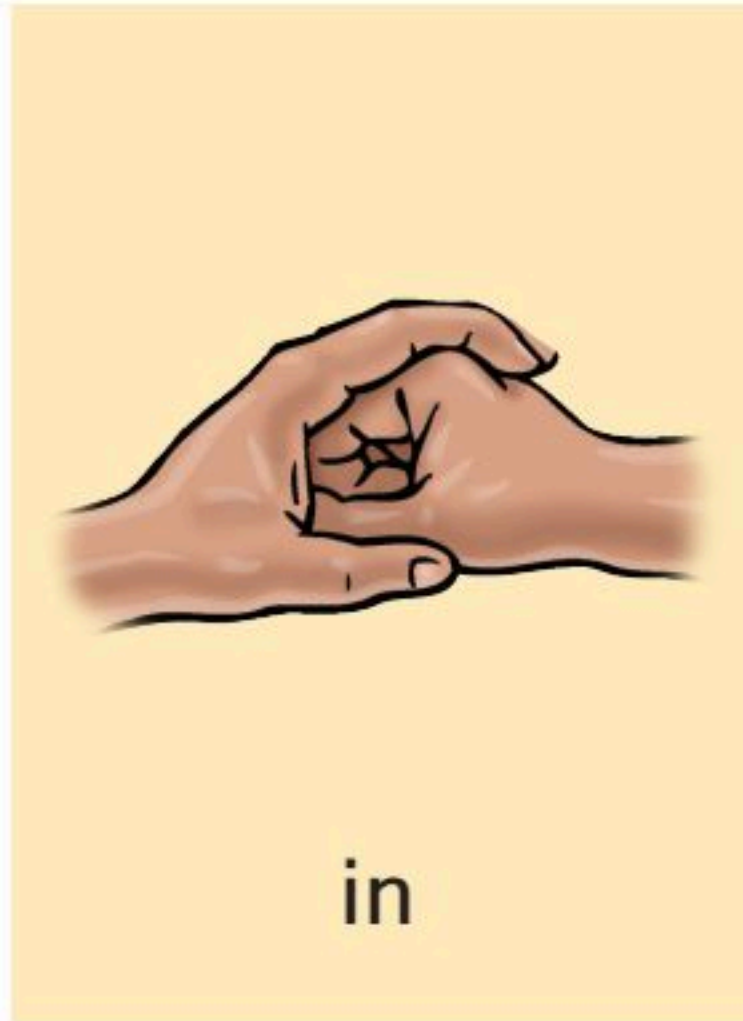
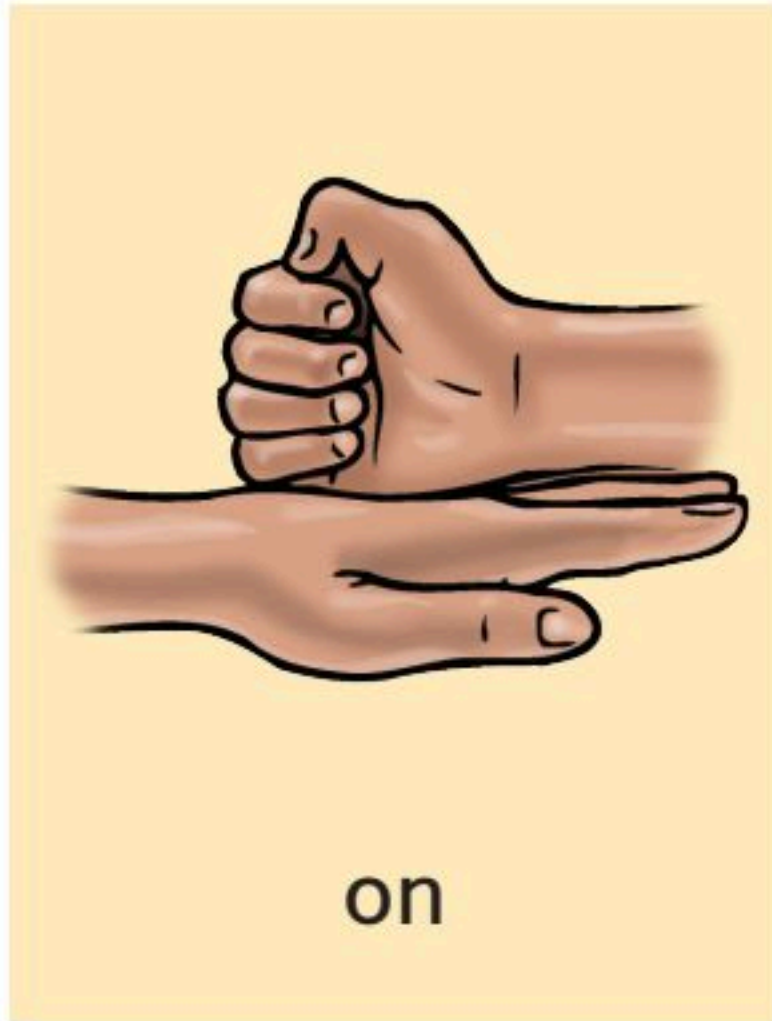
The m\_\_se is in the h\_\_se.



# Fun Time!

## 3 Two Hands Game

Listen and move your hands.



### I Can ...

- say the names of three pieces of furniture.
- play the Two Hands Game.



Now go to page 48



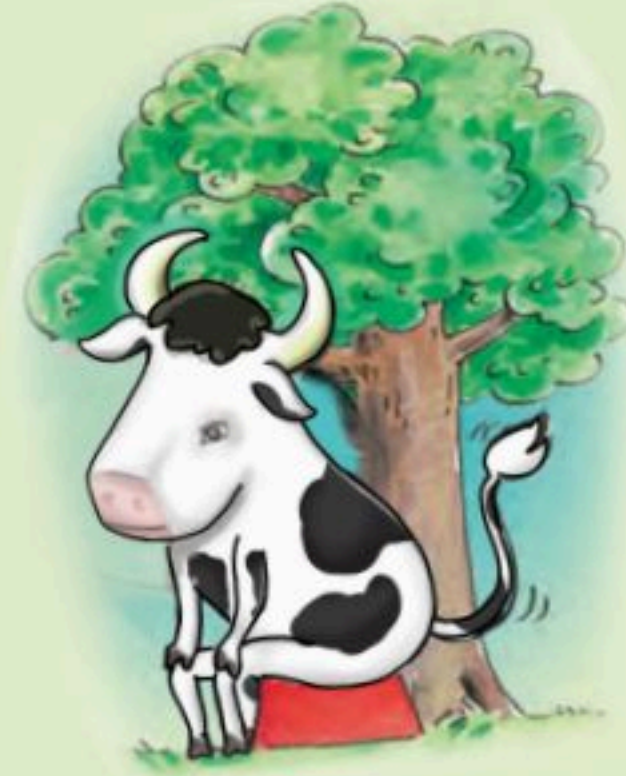
# Phonics

**1** Read and color o and u.



## The Ox Story

An **o**x sat **o**n a **b****o**x. He had  
**f**un in the **s**un. He was **h**ot.  
 He sat **u**nder a tree.  
 Then he was **n**ot **h**ot.



**2** Listen and spell.



1. How do you spell ox?
2. How do you spell box?
3. How do you spell fun?
4. How do you spell sun?
5. How do you spell hot?
6. How do you spell not?

**o-x**  
**b-o-x**  
**f-u-n**  
**s-u-n**  
**h-o-t**  
**n-o-t**

# Fun Time!

## 3 Speed-reading

Make pairs. Read together and clap.



dot  
not  
hot



ox  
fox  
box



nut  
but  
cut



sun  
fun  
run



### I Can ...

- say the spelling of two three-letter words.
- read the three-letter word speed-reading list by myself.



## Advice Time



You can buy a house but not a home.

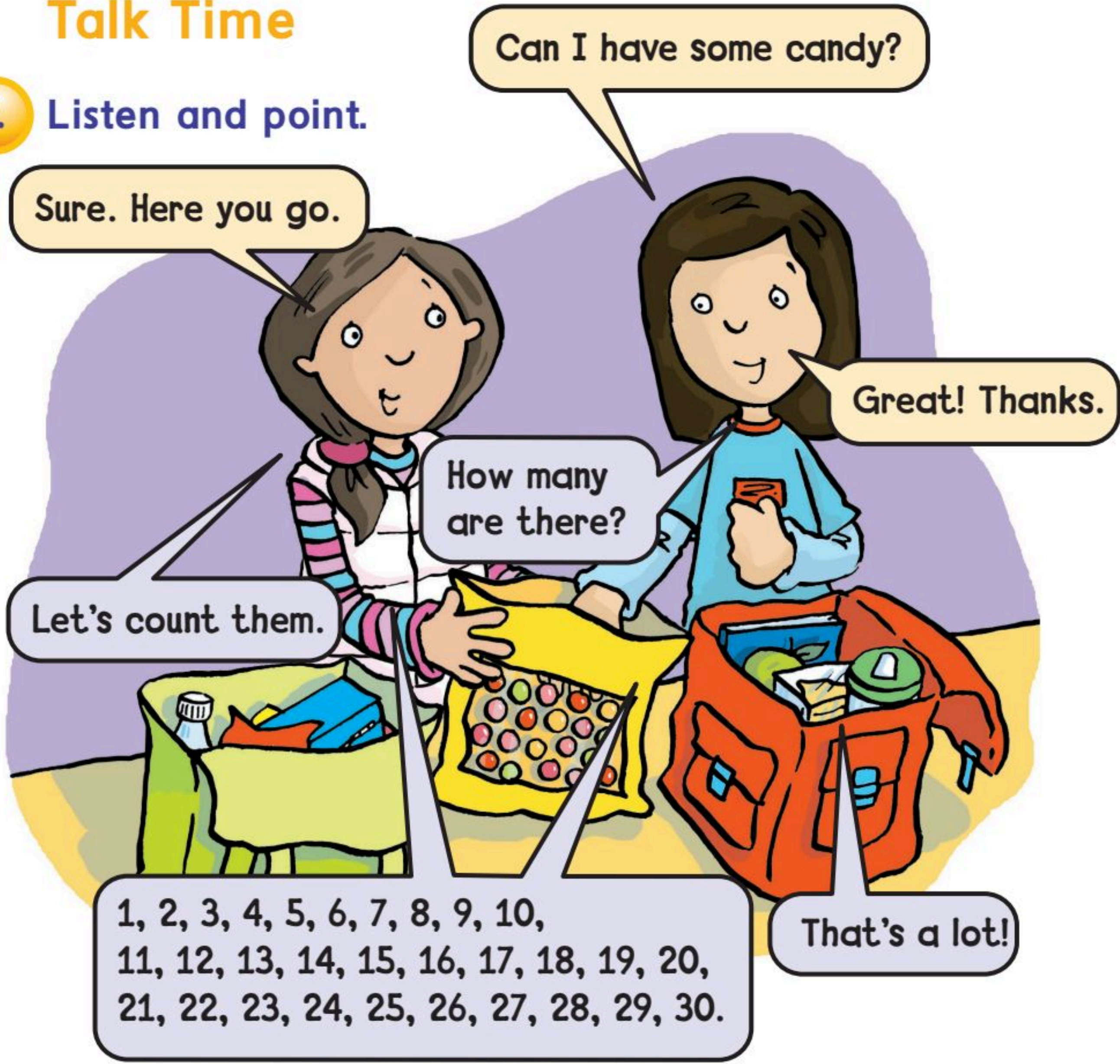


Now go to page 49

# Unit 4 My Things

## Talk Time

1 Listen and point.



2 Practice the talks in pairs.

3 Act out the talks in pairs.



# Fun Time!

## 4 Word Hunt

When you get a row of letters, shout "Row!"



### I Can ...

- act out the talks about candy with a partner.
- count from one to thirty.



## Advice Time



Don't put all your eggs in one basket.





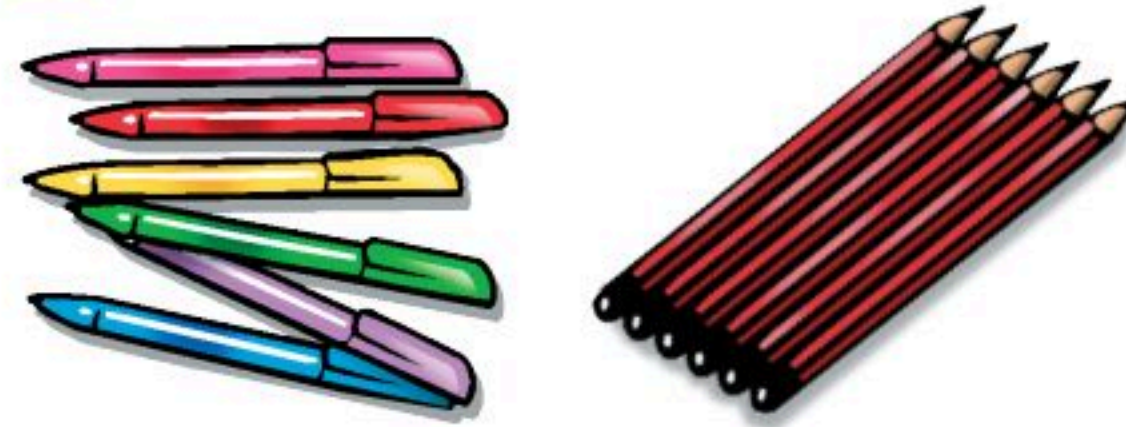
# Rhythms and Listening

1 Chant and point.



## Things on My Desk

Pens and pencils,  
Pens and pencils.



Paper and glue,  
Paper and glue.



Scissors and erasers,  
Scissors and erasers.

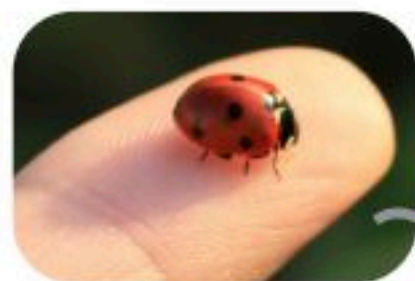


Candy for you,  
Candy for you.

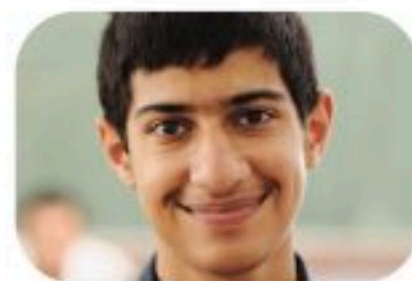


## Sounds and Letters

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



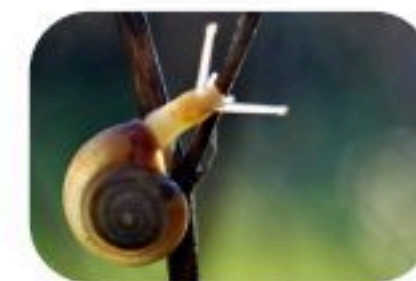
smile



snail



small



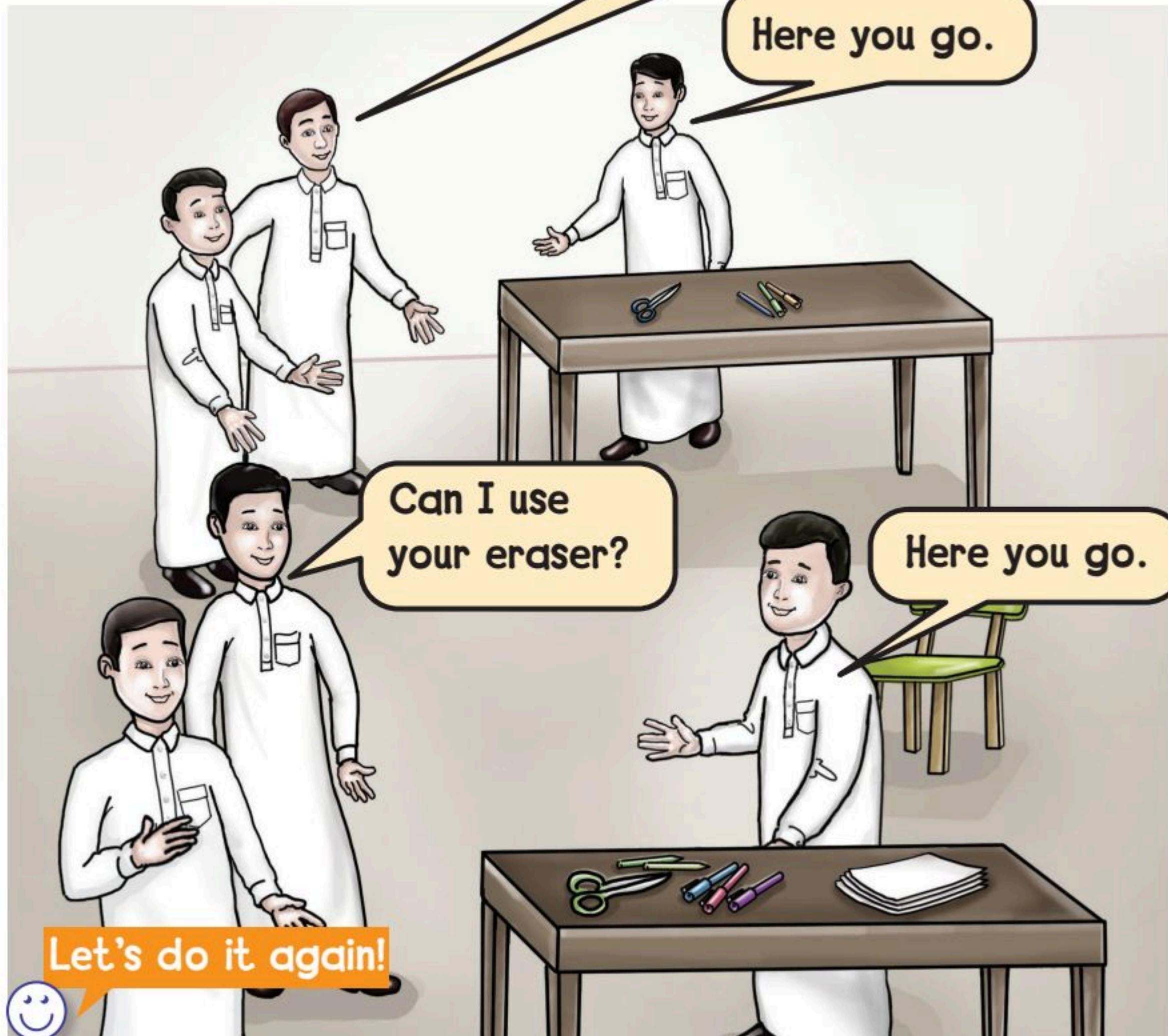
snack

ails are all and quiet.

# Fun Time!

## 3 Borrowing Things Relay

Ask to borrow things.



### I Can ...

- chant the *Things on My Desk* chant.
- ask to borrow some things in class.



GOAL 67



GOAL 68



# Words in Action

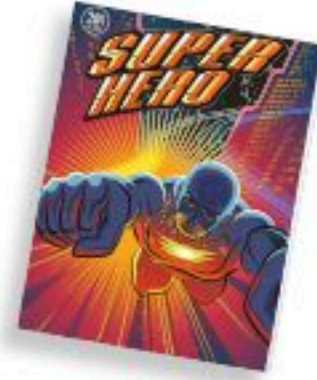
1 Listen, point, and say.



What's this?  
It's ...

What are these?  
They're ...

1. a comic book



2. comic books



3. a cell phone



4. cell phones



5. a wallet



6. wallets



7. a watch



8. watches



2 Practice the sentences. Play the Copycat Game.

What's this? It's a wallet.

What's this? It's a wallet.



What are these?  
They're wallets.

What are these?  
They're wallets.

# Fun Time!

## Grammar Toolbox

this → it  
these → they

### 3 Pointing Race

Point faster than your partner.



#### Singular



#### Plural



I was first!



### I Can ...

- follow the teacher and play the Copycat Game.
- ask “What’s this?” or “What are these?”







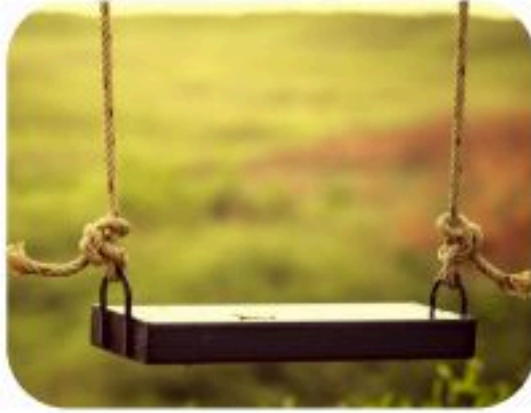

Now go to page 50



# Phonics

**1** Listen, say, and number 1 or 2. Then write the missing letters.





1 /sp/		2 /sw/	
	spider		sweater
			
<input type="text"/> ring	<input type="text"/> ort	<b>2</b> ing	<input type="text"/> an


**2** Read and color all the vowels, a, e, i, o, and u.




**A Funny Day**

A fat cat sat on a mat. 

A fat hen sat on a pen. 

A fat fox sat in a box. 

And a fat bug sat on a rug. 



# Fun Time!

3 Find the numbers and draw lines.



Listen, count, and say the missing numbers. Then play with a friend.

A collection of 25 colored circles containing numbers: 40, 81, 70, 66, 73, 68, 56, 90, 43, 50, 60, 48, 82, 78, 55, 62, 80, 76, 57, 98, 47, 100, 44, 84, 79, 62. A speech bubble with a smiley face says "I'm finished!"



## I Can ...

- read the story "A Funny Day" by myself.
- count from 40 to 100.

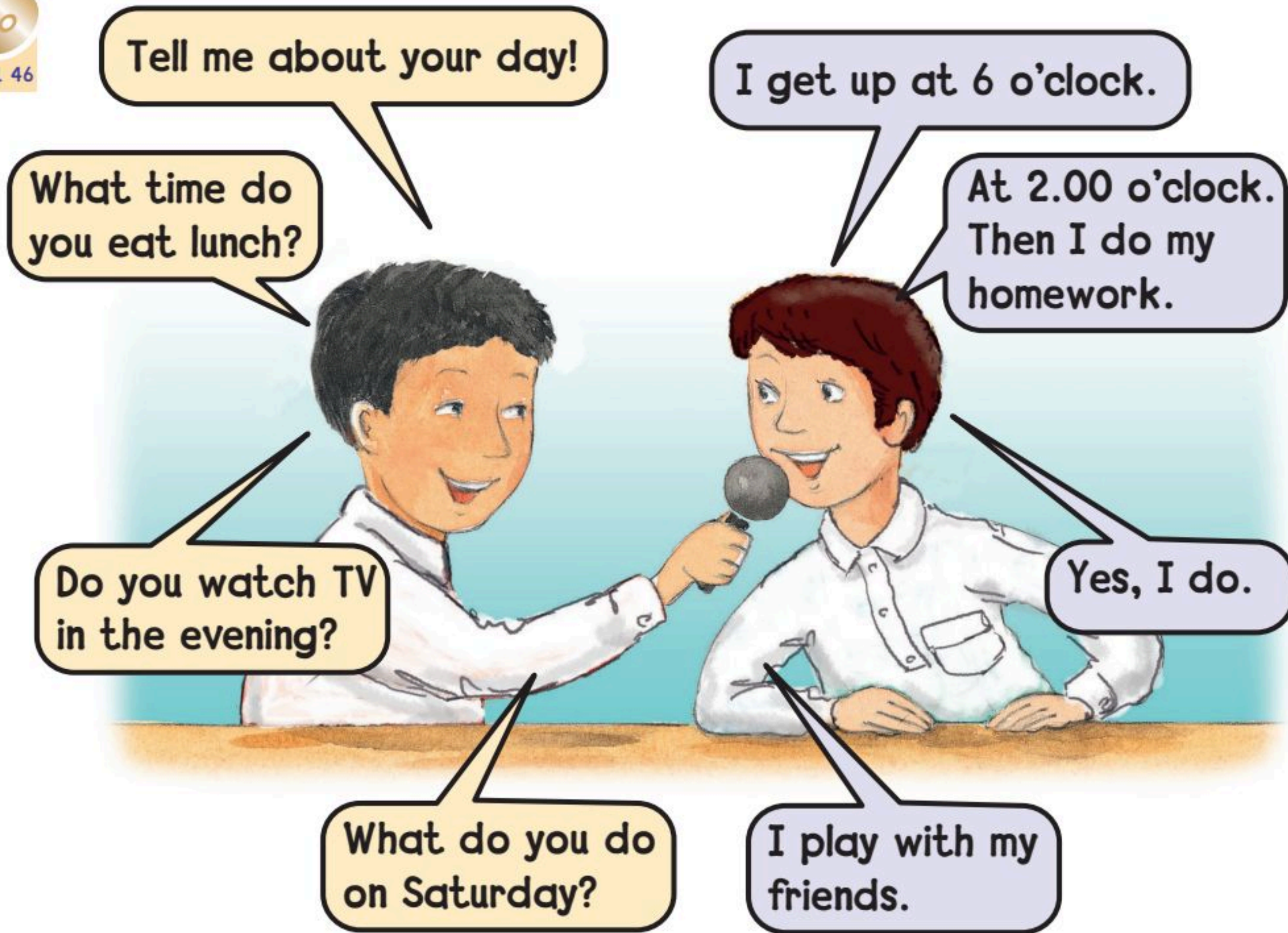


Now go to page 51

# Unit 5 My Day, Animals, Places

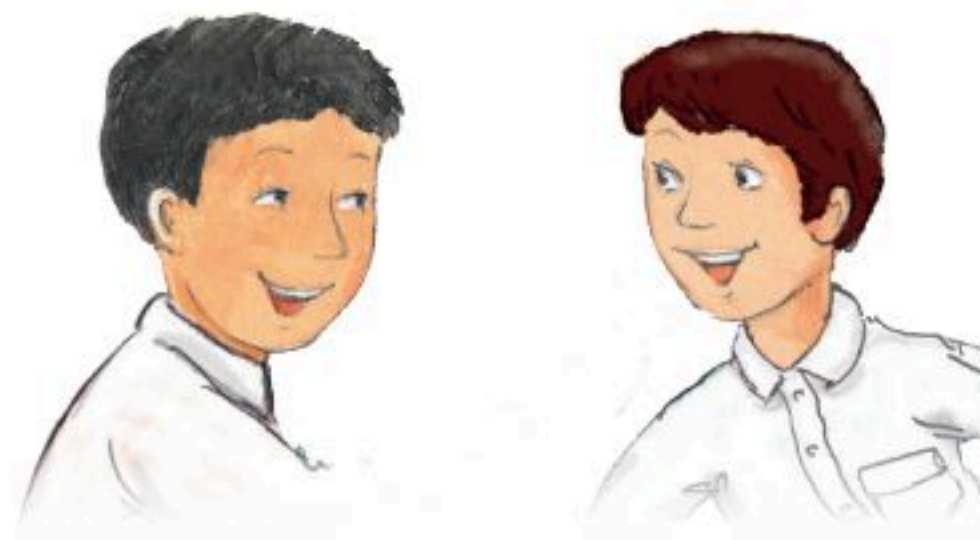
## Talk Time

### 1 Listen and say.



### 2 Practice the talks in pairs.

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



# Fun Time!

## Grammar Toolbox

Do you watch TV in the evening?  
Yes, I **do**. / No, I **don't**.

What time do you get up?  
I get up at six o'clock.

**I/you/we/they** get up at 6 o'clock.

### 4 What time is it?

Listen and number.



\_\_\_ seven



\_\_\_ three



1 nine



\_\_\_ twelve



\_\_\_ eleven

### 5 Check school days in Saudi Arabia.

✓						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### 6 Ask and answer in pairs.

What time do you get up on Saturday?

I get up at 7 o'clock!



From Sunday to Thursday	YOU	YOUR FRIEND
1. What time / get up?		7 o'clock
2. What time / go to school?		
3. Where / eat lunch?		
5. What time / come home?		
6. What / do in the evening?		

## I Can ...

- ask my friend questions about his / her day and get an answer.
- tell the time, ask, and talk about everyday activities.



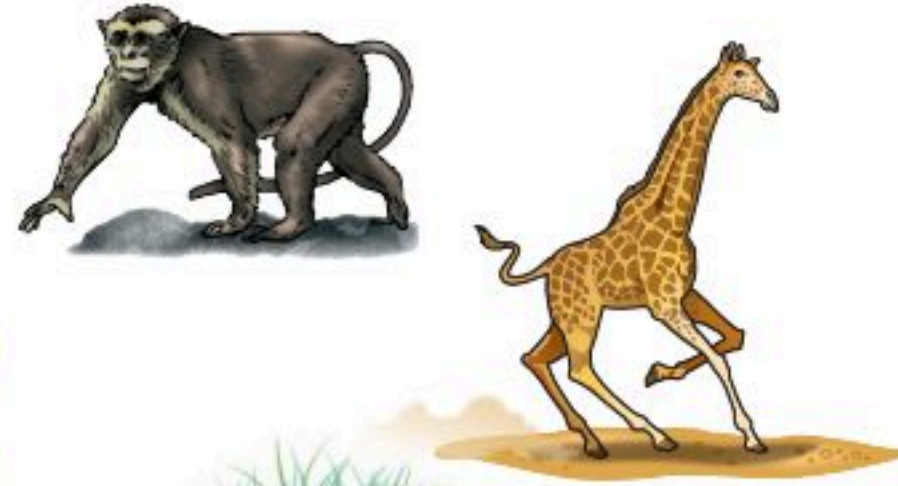
# Rhythms and Listening

Listen, chant and match.



**Which animal is it?**

Its jaws are huge.  
They crush and chew.  
It can walk and swim  
It can hunt for food!



Their skin is green,  
Their eyes pop out.  
They can jump and dive,  
They are loud and fun.



**2** Listen, point, and circle YES or NO. Practice in pairs.



- |                       |   |
|-----------------------|---|
| Can ostriches run?    | <input checked="" type="radio"/> YES / NO |
| Can they fly?         | YES / NO                                  |
| Can kangaroos fly?    | YES / NO                                  |
| Can they jump?        | YES / NO                                  |
| Can polar bears swim? | YES / NO                                  |
| Can they speak?       | YES / NO                                  |

Ostriches can run but they can't fly!

Kangaroos \_\_\_\_\_ but \_\_\_\_\_

Polar bears \_\_\_\_\_ but \_\_\_\_\_

## Advice Time



Birds of a feather flock together.



# Fun Time!

3 Listen and chant. Write the words.

sunny cloudy rainy snowy



It's \_\_\_\_\_ and hot.

Sit in the shade and talk.



It's \_\_\_\_\_ and gray.

There's no sun today!



It's \_\_\_\_\_ and wet.

We're not there yet!



It's \_\_\_\_\_ and cold.

Don't catch a cold!



It's cloudy and cool,

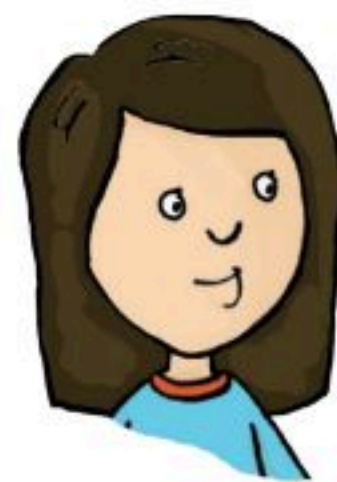
Get out of the pool!



4 Talk about the weather in your town.



summer autumn  
winter spring



It's sunny and very hot in summer!

## I Can

- chant, ask, and talk about animals using "can" or "can't".
- talk about the weather.





# Words in Action

**1** Listen and practice. Match words and pictures.



astronaut architect pilot cook  
computer technician doctor teacher  
farmer firefighter businessman

**2** Ask and answer. Guess.



Does he work in an office?  
Yes, he does.

Is he an architect?  
No, he isn't.

Is he a technician?  
No, he isn't.

I give up! What does he do?  
He's a businessman.

## Grammar Toolbox

What does he / she do? He / She's a teacher.  
Does he / she work in an office?  
Yes, he / she does. / No, he / she doesn't.  
He/ She works / doesn't work at the airport.



# Fun Time!

She has long, brown hair

3 Listen and match. Practice in pairs and write.



1. He has short, brown hair and brown eyes. He's wearing a thobe and speaking with his friend.

2. long, brown hair, brown eyes, a red jacket, sitting
3. black hair, brown eyes, a green jacket, a white T-shirt, a blue skirt, pink shoes
4. short, blond hair, blue eyes, a blue T-shirt

4 Guess who! Describe someone in your class.



She has long, brown hair and brown eyes. She's tall. She's standing near the door. What's her name?



I know! It's Rana!

## I Can

- ask and talk about jobs / what someone does.
- talk about someone's appearance using "have", "has".



# Phonics

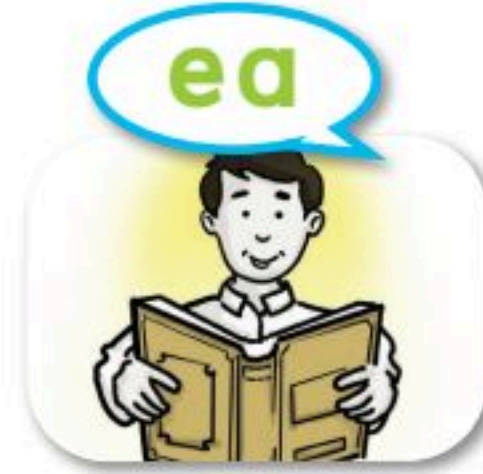
1 Listen, point and say. Write *ea* or *ee*.



sleep



sh \_ \_ p



read



m \_ \_ t



head



br \_ \_ d

2 Listen, point, and say.



Look at this picture. There is a man, a woman and a child. It's a small family.



In this picture, there are three men, three women, and five children.

What's that?



It's a tooth.



What are those?

They're teeth.

3 Ask and answer in pairs. Use *that* or *those*.



# Fun Time!

## Places in Town

4 Listen, find and write. Practice in pairs.



There's a restaurant on the corner **next to** the bookstore. There's a train station **opposite** the supermarket. There's a gym **between** the supermarket and the bus station. There's a post office **between** the museum and the school. There's a park **near** the supermarket.



## Things in the House

5 Listen, read, and circle T or F.



1. There's a table between the sofa and the armchair.
2. There's a rug behind the bed.
3. There's a table opposite the fridge and the stove.

T F  
T F  
T F



6 Practice in pairs. Make your own sentences.

### I Can ...

- make the sounds for ee and ea, use irregular plurals and "that" / "those".
- talk about places in town and things in the house using "there is", "there are".



# Words with -s ending

CD3 02 **1** Listen, point, and say.



carrot / carrots




pizza / pizzas




orange / oranges

CD3 03 **2** Look at the picture, write the word, and check ✓ the sound. Then listen and check your answers.

1.  /s/  /z/  /ɪz/   
 \_\_\_\_\_  
 apples

5.  /s/  /z/  /ɪz/   
 \_\_\_\_\_

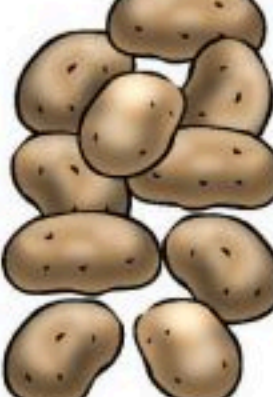
2.  /s/  /z/  /ɪz/   
 \_\_\_\_\_

6.  /s/  /z/  /ɪz/   
 \_\_\_\_\_

3.  /s/  /z/  /ɪz/   
 \_\_\_\_\_

7.  /s/  /z/  /ɪz/   
 \_\_\_\_\_

4.  /s/  /z/  /ɪz/   
 \_\_\_\_\_

8.  /s/  /z/  /ɪz/   
 \_\_\_\_\_

# Words with bl, pl Consonant Blends

CD3 04

1 Listen, point, and say. Write *bl* or *pl*.



**bl**

\_\_\_\_ouse



**pl**

\_\_\_\_ane

CD3 05

2 Look at the pictures and match with *bl* or *pl*.  
Listen, check, and write.



2.



3.



**bl**

**pl**



5.



4.



\_plate

\_\_\_\_ack

\_\_\_\_ay

\_\_\_\_ane

\_\_\_\_ue

\_\_\_\_ouse



# Words with short and long oo

CD3 06 **1** Listen, point, and say.

short oo



book



foot

long oo



zoo



moon

CD3 07 **2** Read and circle *L* for Long or *S* for Short. Then listen, check, and say.

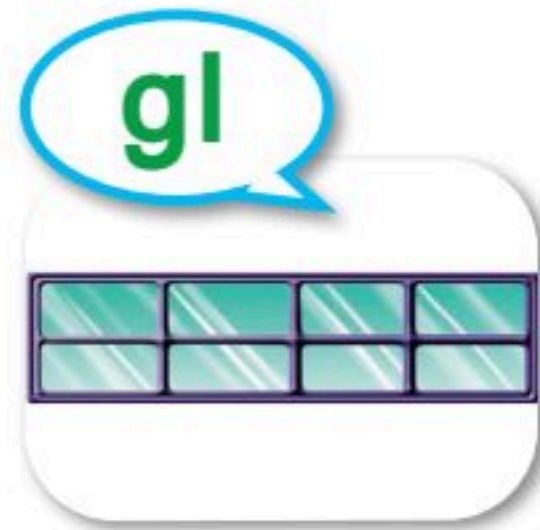
1.  cook L / S	6.  foot L / S	11.  tooth L / S
2.  balloon L / S	7.  food L / S	12.  kangaroo L / S
3.  school L / S	8.  cartoon L / S	13.  books L / S
4.  football L / S	9.  boots L / S	14.  pool L / S
5.  room L / S	10.  shampoo L / S	15.  spoon L / S

# Words with gr, gl and cr, cl

CD3 08 **1 Listen, point, and say.**



grass



glass



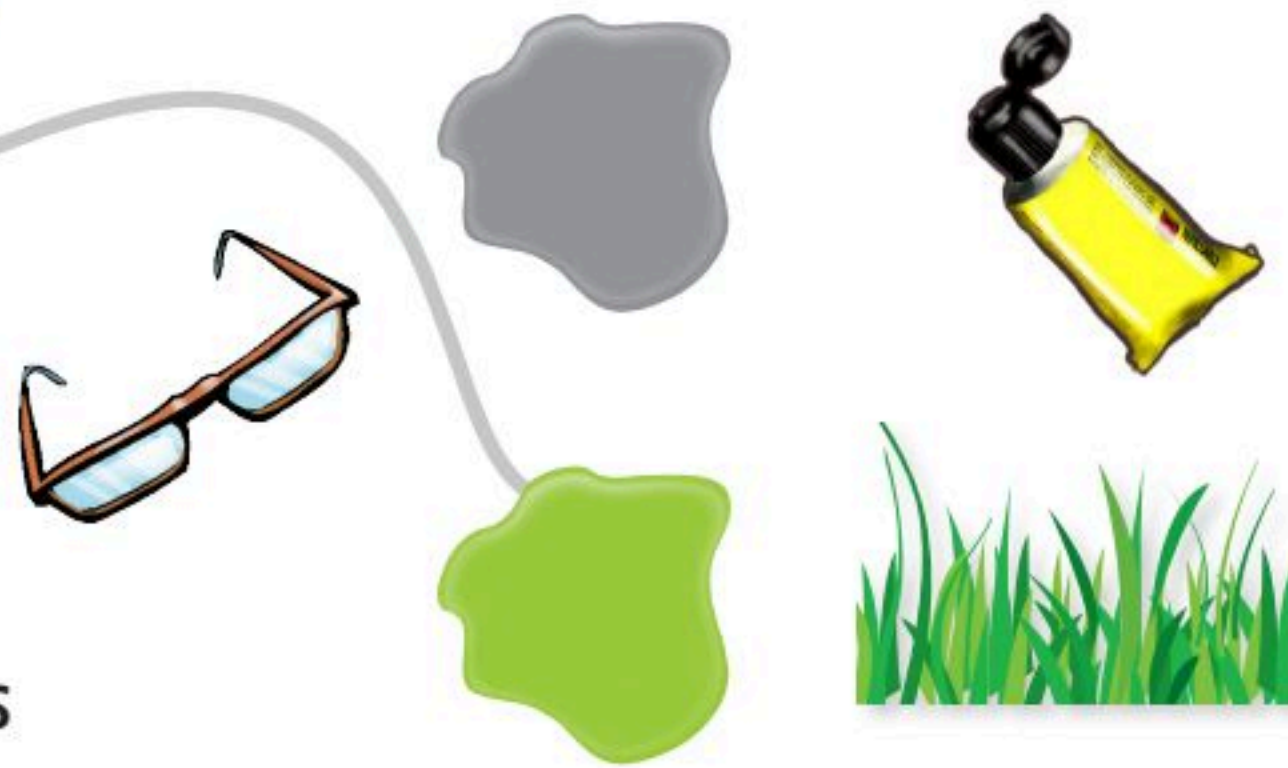
crab



class

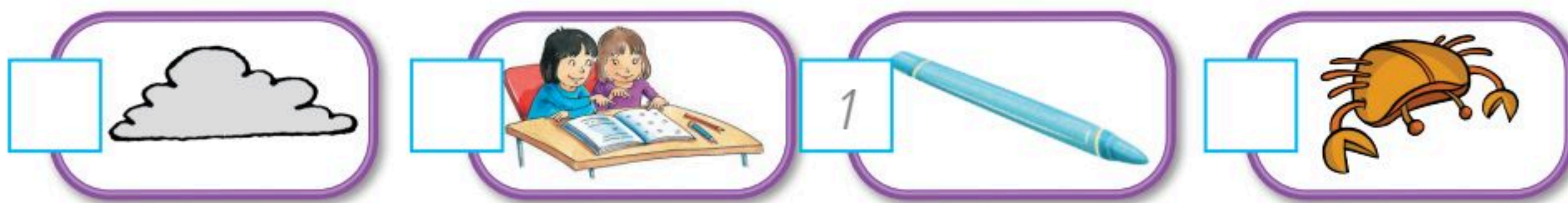
CD3 09 **2 Listen to the sound, check ✓, and write. Then draw a line to the right picture.**

1. gr  gl  gr een
2. gr  gl  \_\_\_ ass
3. gr  gl  \_\_\_ ue
4. gr  gl  \_\_\_ ay
5. gr  gl  \_\_\_ asses



CD3 10 **3 Listen and circle the word. Then match with a picture.**

- |                  |        |       |       |
|------------------|--------|-------|-------|
| 1. <u>crayon</u> | crane  | rayon | clay  |
| 2. club          | crab   | crib  | clot  |
| 3. crowd         | coward | clod  | cloud |
| 4. crush         | class  | lash  | rush  |



# Words with fl, fr and dr, tr

CD3 11 **1 Listen, point, and say.**



fl

flag



fr

fruit



dr

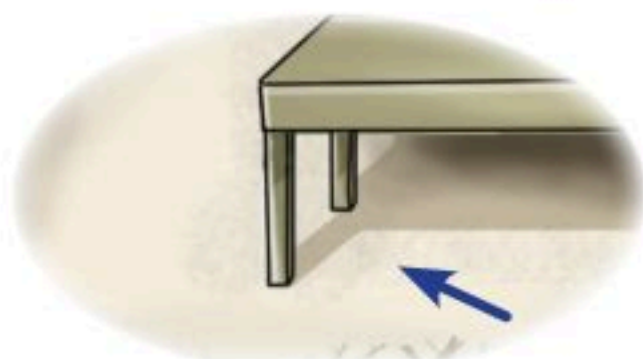
dress



tr

tree

CD3 12 **2 Listen to the sound, check ✓, and write. Then draw a line to the right picture.**



1. fl  fr

fr og

2. fl  fr

ower

3. fl  fr

ashlight

4. fl  fr

iends

5. fl  fr

oor

6. dr  tr

eam

7. dr  tr

ink

8. dr  tr

uck

9. dr  tr

unk

10. dr  tr

ain



## Words with br, pr

CD3 13

1 Listen, point, and say. Write *br* or *pr*.



**br**

\_\_\_\_idge











**pr**

\_\_\_\_ize

CD3 14

2 Look at the pictures and write *br* or *pr*. Then listen and check.

1.		<u>br</u> ead ✓
2.		____ince
3.		____idge
4.		____own

5.		____esent
6.		____acelet
7.		____ice
8.		____ize

3 Tongue Twister. Read and say this as fast as you can.

My brother prepares prawn sandwiches with brown bread and eats them on the bridge.



# Words with wh, w, h, and ph

CD3 15 **1 Listen, point, and say.**









				
walk	whale	hose	whose	phone

CD3 16 **2 Listen and circle the silent letter.**

	silent w/h		silent w/h		silent w/h			
1. where	w	h	3. who	w	h	5. whales	w	h
2. what	w	h	4. whose	w	h	6. white	w	h

CD3 17 **3 Listen, circle, and write.**

shop ship whale cherry phone whistle photo white

1. 	ph <u>wh</u> whale	5. 	wh ph
2. 	ph sh	6. 	sh wh
3. 	ch wh	7. 	ch sh
4. 	wh ph	8. 	ch ph

# Words with sm, sn and st, sl

CD3 18 **1** Listen, point, and say.



smile



snail



stop



slot

CD3 19 **2** Listen and circle *sm*, *sn*, *st*, or *sl*. Then write and match with the right picture.

1. sm **sn** st sl sn orkel

snorkel




2. sm sn st sl \_\_\_\_\_ ot

\_\_\_\_\_




3. sm sn st sl fir \_\_\_\_\_

\_\_\_\_\_


 1

4. sm sn st sl \_\_\_\_\_ eep

\_\_\_\_\_




5. sm sn st sl \_\_\_\_\_ ile

\_\_\_\_\_




6. sm sn st sl \_\_\_\_\_ icker

\_\_\_\_\_




CD3 20 **3** Listen, point, and say. Then say and mime.

Swim and snorkel,

Watch the fish.

Starfish, shellfish

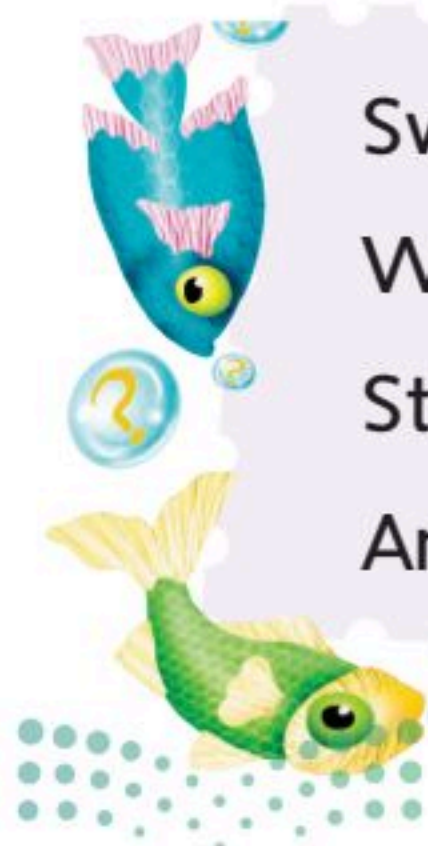
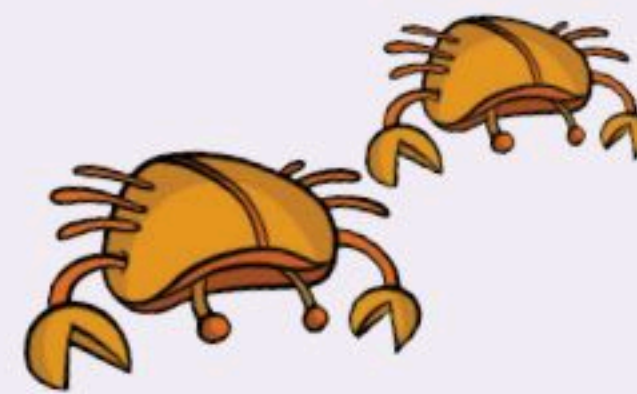
Any fish you wish!

An eel, a shellfish,

I stop and touch

And try to catch

a small red crab! **Snap! Snap! Ouch!**



# Words with bl, br, fl, fr, cl, cr, dr

## 1 Write the words and read.

flag green fresh black swan clock  
frog fruit crayon brown



1. a brown crayon



2. a \_\_\_\_\_



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



4. The \_\_\_\_\_ is on  
the \_\_\_\_\_.



5. The \_\_\_\_\_  
is in the basket.



## 2 Listen, complete, and chant.

The wheels \_\_\_\_\_ the  
\_\_\_\_\_  
\_\_\_\_\_ round and round,  
round and round,  
round and \_\_\_\_\_.  
The \_\_\_\_\_ on the bus  
go \_\_\_\_\_ and round,  
all the way to town.

The driver on the bus  
says, "Move \_\_\_\_\_ back!"  
"Move on back!"  
"Move on back!"  
The \_\_\_\_\_ on the bus  
says, "Move on back!"  
all the \_\_\_\_\_ town.



# Long vowel sounds

CD3 22

1 Read and circle the words that don't belong. Then listen, check, and write them in the correct cloud.

1

Long **o** sound

go show no tomato shoe snow two

so



Long **u** sound

2

glue blue you toe to so who too

shoe

3

Long **i** sound

pie bye dry taxi kind line field rain



Long **e** sound

4

8

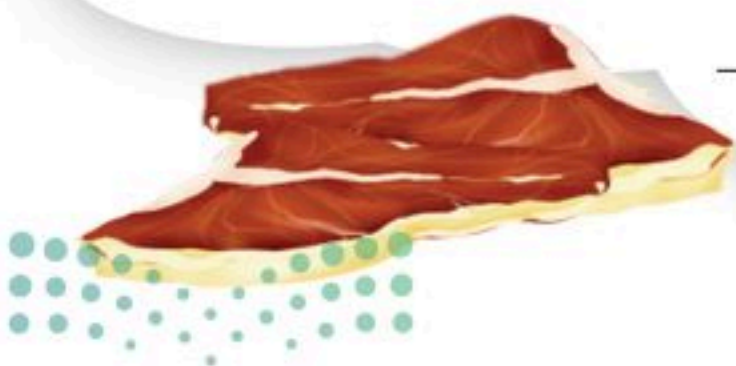
spaghetti ski piece me eight donkey sky space

taxi

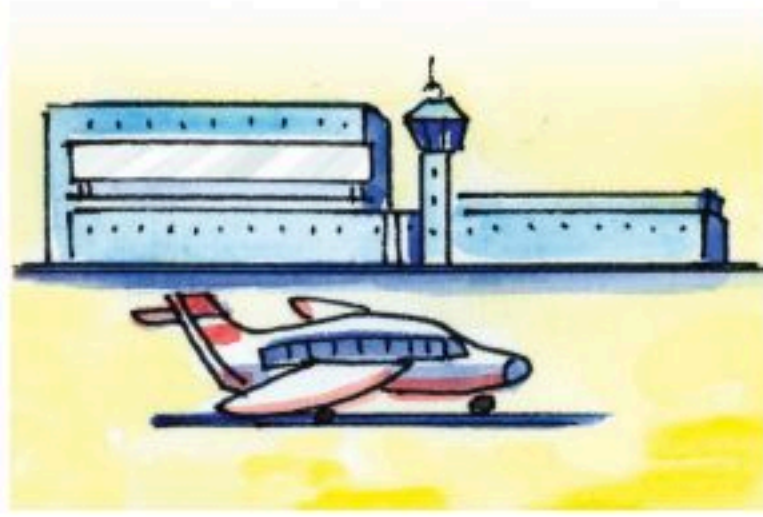
5

Long **a** sound

able tie shake apron break neighbor ceiling steak weight



# Picture Dictionary



airport p15



ambulance p14



bathroom p19



bear p4



bedroom p19



behind p22



bread p40



bus p14



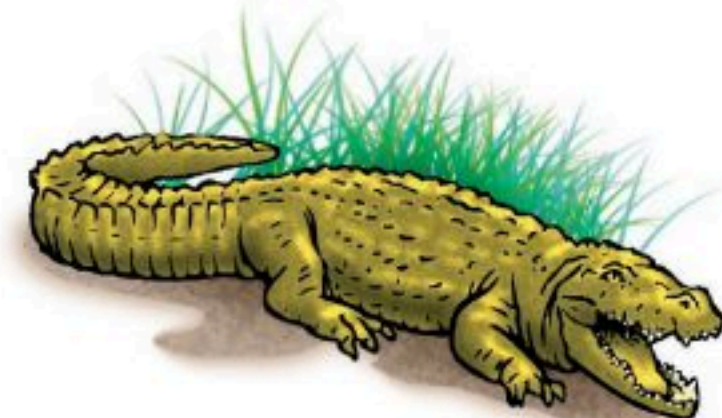
candy p26



chimpanzee p6



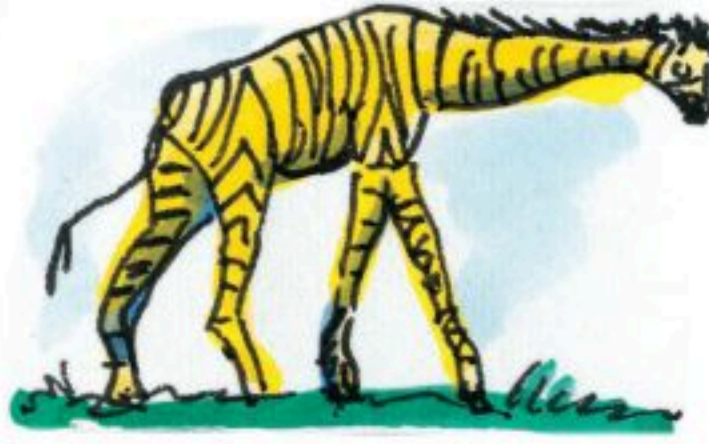
comic book p30



crocodile p6



dining room p19



giraffe p3



glue p28



go p12



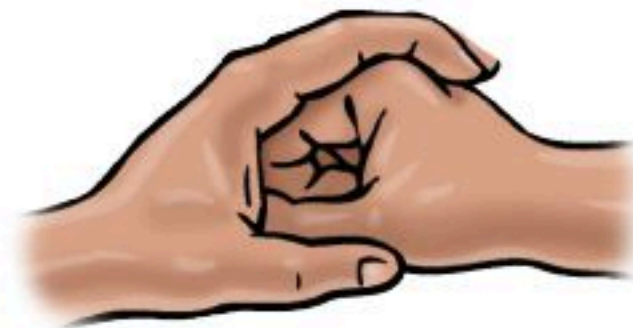
green light p12



hippo p6



hospital p15



in p22



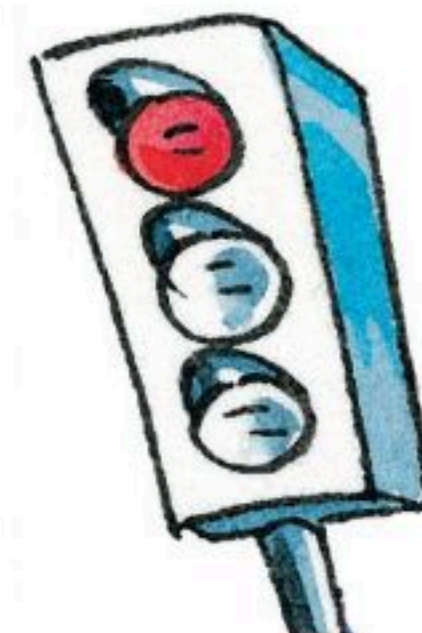
kangaroo p3



kitchen p19



koala p3



light p12





lion p3



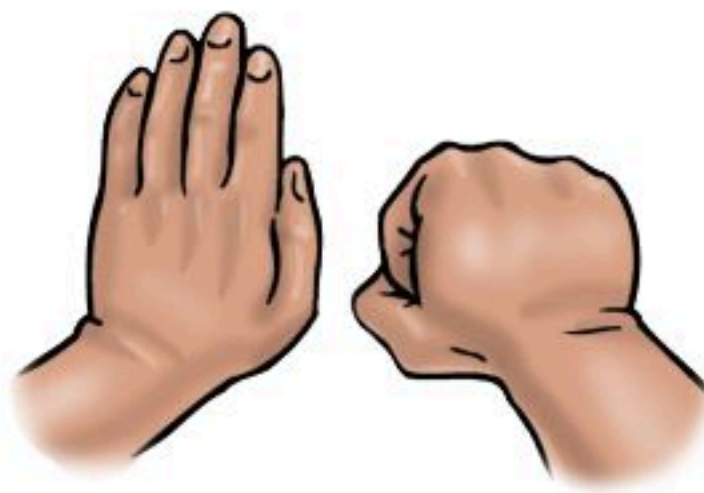
meat p40



monkey p4



motorbike p14



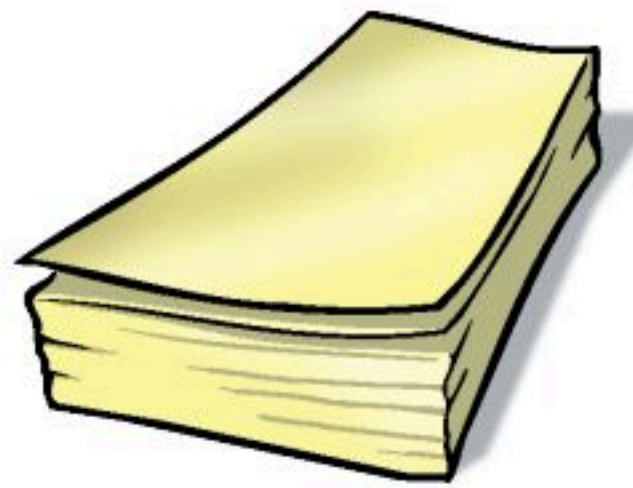
next to p22



on p22



ostrich p3



paper p28



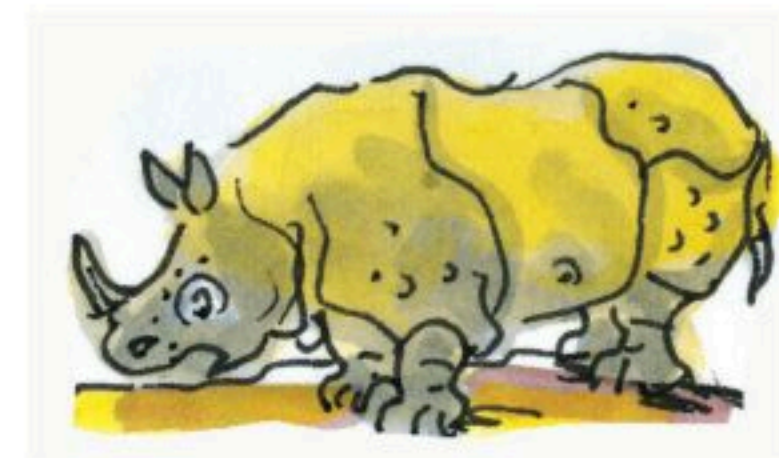
pencils p28



pens p28



police car p14



rhino p3



rose p4



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scissors p28



sheep p40



sleep p40



space station p15



stop p12



table p22



tail p4



taxi p14



train p14



truck p14





under p22



wait p12



wallet p30



watch p30



## CD 1 Audio Track List

Track	Unit	Student Book Section
2	1	Exercise 1. Listen and point
3	1	Exercise 4. Find the Animal
4	1	Exercise 1. Chant and mime
5	1	Exercise 2. Listen, say, and match
6	1	Exercise 3. What Animal Is This?
7	1	Exercise 1. Listen, point, and say
8	1	Exercise 3. Animal Two Hints Game
9	1	Exercise 1. Listen, point, and say
10	1	Exercise 2. Listen, point, and say
11	1	Exercise 3. Listen, say, and match
12	1	Exercise 4. Read and number
13	1	Exercise 5. Phonics Race
14	2	Exercise 1. Listen and point
15	2	Exercise 3. Listen, point, and say
16	2	Exercise 4. Which Way Are You Looking?
17	2	Exercise 1. Chant and do the actions
18	2	Exercise 2. Listen, say, and number
19	2	Exercise 3. Traffic Signal Game
20	2	Exercise 1. Listen, point, and say
21	2	Exercise 2. Practice the words in pairs
22	2	Exercise 3. Take a Trip!
23	2	Exercise 1. Listen, say, and match
24	2	Exercise 2. Picture Puzzle
25	3	Exercise 1. Listen and point
26	3	Exercise 4. An Old House
27	3	Exercise 1. Chant and point
28	3	Exercise 2. Listen, say, and match
29	3	Exercise 3. Where? Relay
30	3	Exercise 1. Listen, point, and say

Track	Unit	Student Book Section
31	3	Exercise 3. Listen, say, and match
32	3	Exercise 3. Two Hands Game
33	3	Exercise 1. Read and color
34	3	Exercise 2. Listen and spell
35	3	Exercise 3. Speed-reading
36	4	Exercise 1. Listen and point
37	4	Exercise 4. Word Hunt
38	4	Exercise 1. Chant and point
39	4	Exercise 2. Listen, say, and match
40	4	Exercise 3. Borrowing Things Relay
41	4	Exercise 1. Listen, point, and say
42	4	Exercise 3. Pointing Race
43	4	Exercise 1. Listen, say, and number
44	4	Exercise 2. Read and color
45	4	Exercise 3. Find the numbers and draw lines
46	5	Exercise 1. Listen and say
47	5	Exercise 4. Listen and number
48	5	Exercise 6. Ask and answer in pairs
49	5	Exercise 1. Listen, chant and match
50	5	Exercise 2. Listen, point, and circle
51	5	Exercise 3. Listen and chant
52	5	Exercise 4. Talk about the weather
53	5	Exercise 1. Listen and practice
54	5	Exercise 2. Ask and answer
55	5	Exercise 3. Listen and match
56	5	Exercise 4. Guess who
57	5	Exercise 1. Listen, point, and say
58	5	Exercise 2. Listen, point, and say
59	5	Exercise 4. Listen, find, and write
60	5	Exercise 5. Listen, read, and circle

## CD 2 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, chant, and mime
5	1	Exercise 1. Listen and say what animal it is
6	1	Exercise 1. Listen, point, and practice
7	1	Exercise 1. Listen to two hints and guess
8	1	Exercise 1. Listen, point, and match
9	1	Exercise 1. Listen and write the missing letters
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, point, and practice
14	2	Exercise 1. Listen and practice
15	2	Exercise 1. Listen and match
16	2	Exercise 1. Listen, point, and match
17	2	Exercise 1. Listen and write the words
18	3	Exercise 1. Listen, point, and practice
19	3	Exercise 1. Listen and write
20	3	Exercise 1. Listen and chant
21	3	Exercise 1. Listen and practice

Track	Unit	Workbook Section
22	3	Exercise 1. Listen and practice
23	3	Exercise 1. Listen and play
24	3	Exercise 1. Listen and spell
25	3	Exercise 1. Listen and read
26	4	Exercise 1. Listen, point, and practice
27	4	Exercise 1. Listen, point, and practice
28	4	Exercise 1. Listen, chant, and point
29	4	Exercise 1. Listen and practice
30	4	Exercise 1. Listen, point, and practice
31	4	Exercise 1. Listen, point, and practice
32	4	Exercise 1. Listen and read
33	4	Exercise 1. Listen and connect the numbers
34	5	Exercise 1. Listen, point, and practice
35	5	Exercise 1. Listen, point, and say.
36	5	Exercise 1. Listen, point, and chant
37	5	Exercise 1. Listen, point, and chant
38	5	Exercise 1. Listen and practice
39	5	Exercise 1. Listen, read, and number
40	5	Exercise 1. Listen and say
41	5	Exercise 1. Listen and point

## CD 3 Audio Track List

Track	Unit	Phonics Practice
02	1	Exercise 1. Listen, point, and say
03	1	Exercise 2. Look at the picture, write
04	1	Exercise 1. Listen, point, and say
05	1	Exercise 2. Look at the pictures and match
06	2	Exercise 1. Listen, point, and say
07	2	Exercise 2. Read and circle
08	2	Exercise 1. Listen, point, and say
09	2	Exercise 2. Listen to the sound, check
10	2	Exercise 3. Listen and circle
11	2	Exercise 1. Listen, point, and say
12	2	Exercise 2. Listen to the sound, check

Track	Unit	Phonics Practice
13	3	Exercise 1. Listen, point, and say
14	3	Exercise 2. Look at the pictures and write
15	3	Exercise 1. Listen, point, and say
16	3	Exercise 2. Listen and circle
17	3	Exercise 3. Listen, circle, and write
18	3	Exercise 1. Listen, point, and say
19	3	Exercise 2. Listen and circle
20	3	Exercise 3. Listen, point, and say
21	4	Exercise 1. Listen, complete, and chant
22	4	Exercise 1. Read and circle

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- Airport** p 15, 38  
**Ambulance** p 14  
**Architect** p 38  
**Astronaut** p 38  
**Bathroom** p 19, 21  
**Bedroom** p 19  
**Behind** p 22, 23, 41  
**Bicycle** p 14  
**Bread** p 8, 27, 47  
**Bus** p 8, 10, 14, 15, 41, 50  
**Candy** p 26, 27, 28  
**Car** p 14  
**Chew** p 36  
**Chimpanzees** p 6  
**Chip** p 12  
**Cloud** p 22, 37, 45  
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**Cook** p 8, 38, 44  
**Crocodile** p 6, 9  
**Crush** p 36, 45  
**Cube** p 8, 9  
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**Dive** p 36  
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**Eighty** p 33  
**Excuse me.** p 10  
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**Green light** p 12  
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**Hippo** p 3, 6, 9  
**Hospital** p 15  
**Hurry up!** p 21  
**I'll show you around.** p 18  
**In** p 22, 23, 24  
**Kangaroo** p 3, 36, 44  
**Kitchen** p 19  
**Koala** p 3  
**Legs** p 6  
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**Meat** p 8  
**Monkey** p 2, 4  
**Moon** p 8  
**Motorbike** p 14  
**Mouths** p 6  
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**Watch** p 30  
**Yard** p 20  
**Yellow light** p 12  
**Zebra** p 3, 6



الحد الأدنى	الرمز	By the end of the year students will be able to:
x	1/7/5	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	2/7/5	Recognise and differentiate between the endings of plural nouns (/s/ as in "cats", /z/ as in "birds", /iz/ as in "dresses").
x	3/7/5	Recognise and produce some English digraphs (ch, sh, ph, wh).
x	4/7/5	Recognise and produce some consonant blends (pl, cl).
x	5/7/5	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	6/7/5	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	7/7/5	Ask questions using <i>What, Who, Where</i> .
	8/7/5	Identify irregular plural nouns.
	9/7/5	Use the intensifier <i>very</i> .
x	10/7/5	Introduce people to each other, e.g. <i>This is Abdullah</i> .
x	11/7/5	Identify and talk about people using the verb <i>to be</i> .
x	12/7/5	Identify and talk about toys, games and classroom objects.
x	13/7/5	Identify and talk about rooms/items in a house.
x	14/7/5	Describe location using prepositions of place ( <i>in, on, under, next to, between</i> ).
x	15/7/5	Describe physical appearance.
x	16/7/5	Express possession using the verb <i>to have</i> and <i>my/your/his/her/our</i> .
	17/7/5	Describe animals using possessive adjectives ( <i>its, their</i> ).
x	18/7/5	Talk about ability ( <i>can/can't</i> ).
	19/7/5	Ask about number using <i>How many ...?</i>
	20/7/5	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	21/7/5	Talk about the weather.
x	22/7/5	Talk about likes and dislikes.
	23/7/5	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	24/7/5	Make suggestions using <i>Let's</i> .
x	25/7/5	Ask about and tell the time ( <i>o'clock</i> only).
	26/7/5	Identify and talk about the days of the week, months and seasons.
x	27/7/5	Ask and respond to simple sentences about everyday activities in the Present Simple tense using the first and second person singular.
x	28/7/5	Greet someone politely at different times of the day, e.g. <i>Good morning/afternoon/evening</i> . Say <i>Goodbye/Good night</i> .
x	29/7/5	Identify and talk about different times of the day (morning, afternoon, evening, night).
x	30/7/5	Identify prepositions of time ( <i>in, on, at</i> ).
	31/7/5	Ask about activities happening at the moment of speaking using the Present Progressive (Affirmative, Negative, Interrogative and short answers).
x	32/7/5	Identify occupations and talk about what someone does using the Present Simple (Affirmative, Negative, Interrogative and short answers).
	33/7/5	Ask and answer about possession using the Possessive Case and <i>whose</i> .
	34/7/5	Identify and talk about clothes.
x	35/7/5	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!



وزارة التعليم  
Ministry of Education  
2025 - 1447





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## We Can! Student's Book 2

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وزارة التعليم

Ministry of Education

2025 - 1447

# Unit 1 Wild Animals



## Goal 41 CD2 02 Wild Animals: Talk Time

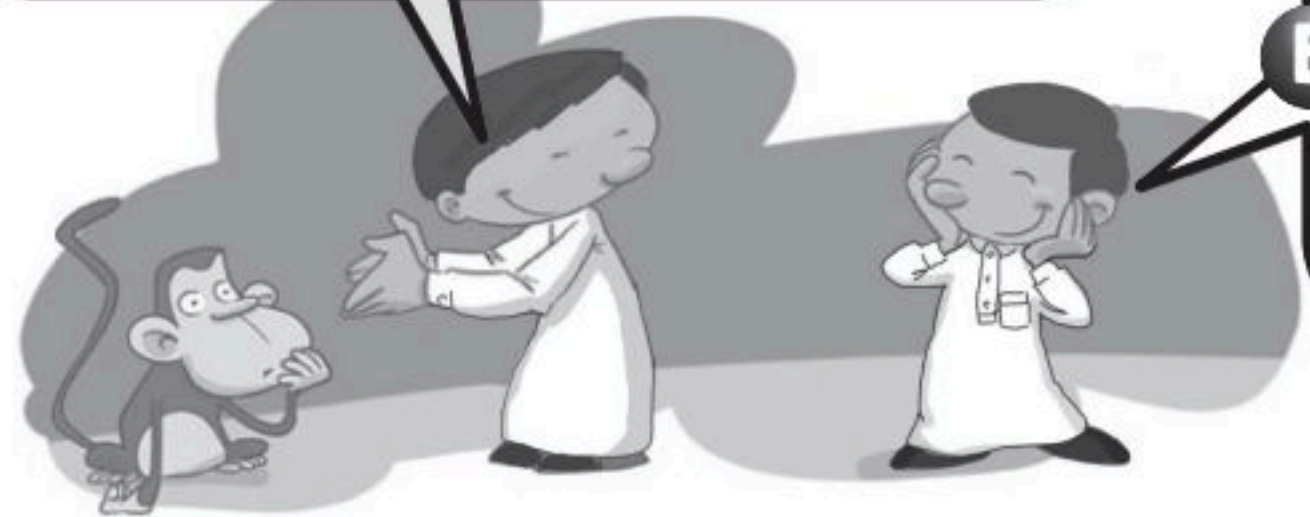
I can act out the talks about wild animals.

I listened to CD2 02        days this week.

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

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

**A** Look! It's a baby monkey.



Monkeys  
are cute!

**A** Look! It's an elephant.



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 CD2 03 Wild Animals: Talk Time

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

I listened to CD2 03        days this week.

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



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



1. giraffe



2. zebra



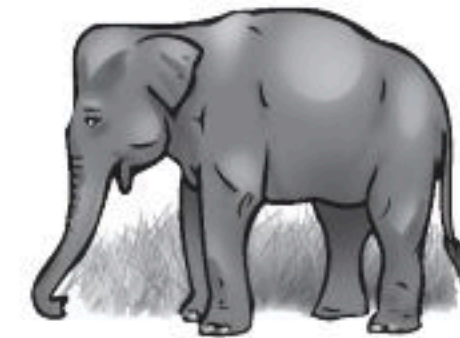
3. ostrich



4. lion



5. hyena



6. elephant



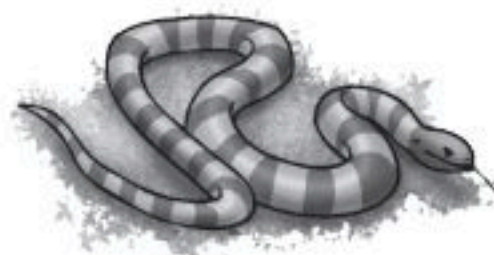
7. chimpanzee



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 CD2 04 Wild Animals: Rhythms and Listening

I can chant the *Animal* chant.

I listened to CD2 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 CD2 05 Wild Animals: Rhythms and Listening



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

I listened to CD2 05        days this week.

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

1 Listen and say what animal it is.

2 Trace and copy.



1. It's an elephant.

Handwriting practice lines for the first sentence.



2. It's a monkey.

Handwriting practice lines for the second sentence.



3. It's a tiger.

Handwriting practice lines for the third sentence.

3 Draw lines and match.



1. tiger

2. snake

3. elephant

**Goal 45** CD2 06 **Wild Animals: Words in Action**

I can say something about three wild animals.

I listened to CD2 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 CD2 07 Wild Animals: Words in Action



I can play the Animal Two Hints Game.

I listened to CD2 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 CD2 08 Wild Animals: Phonics



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

I listened to CD2 08        days this week.

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

## 1 Listen, point, and match. Copy.

1. bread



\_\_\_\_\_

2. bus



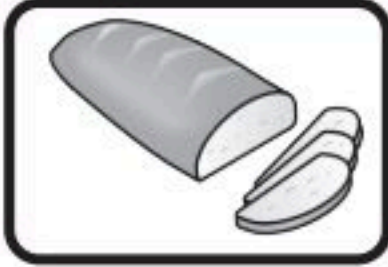
\_\_\_\_\_

3. cup



\_\_\_\_\_

4. cube



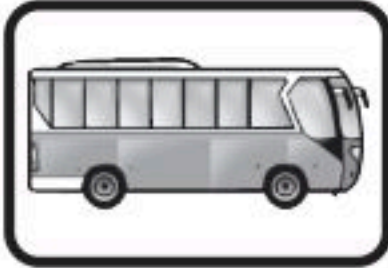
\_\_\_\_\_

5. peach



\_\_\_\_\_

6. feather



\_\_\_\_\_

7. meat



\_\_\_\_\_

## 2 Read and draw.

boot



book





# Goal 48 CD2 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 CD2 09        days this week.

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

## 1 Listen and write the missing letters.



r\_\_s\_\_



m\_\_ \_\_n



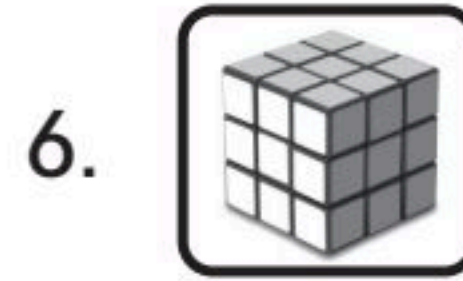
f\_\_x



b\_\_s



b\_\_ \_\_k



c\_\_b\_\_

## 2 Find the words in your book and copy them.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



# Unit 2 From Here to There

## Goal 49 CD2 10 From Here to There: Talk Time

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

I listened to CD2 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 CD2 11 From Here to There: Talk Time



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

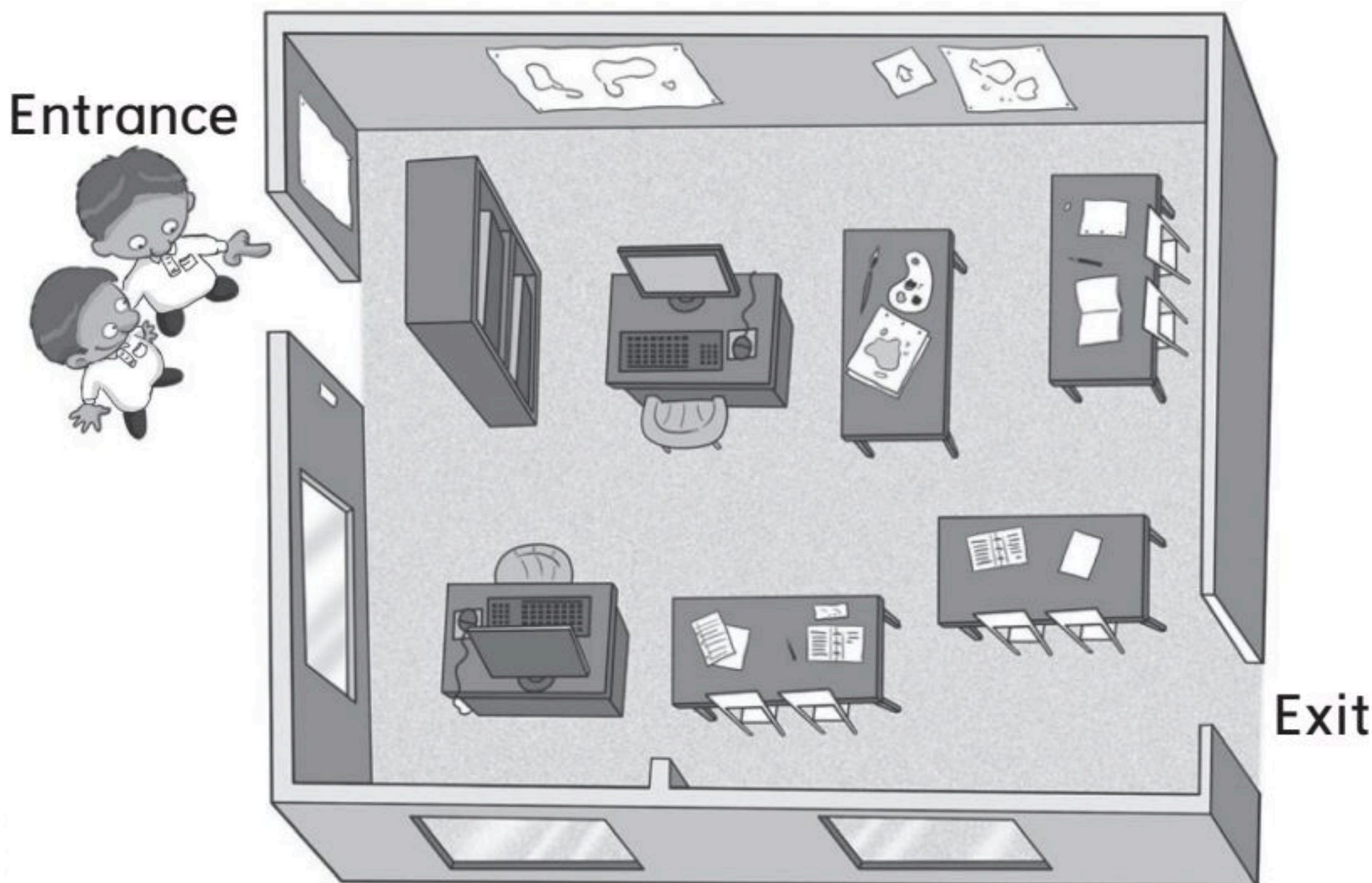
I listened to CD2 11        days this week.

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 CD2 12 From Here to There: Rhythms and Listening

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

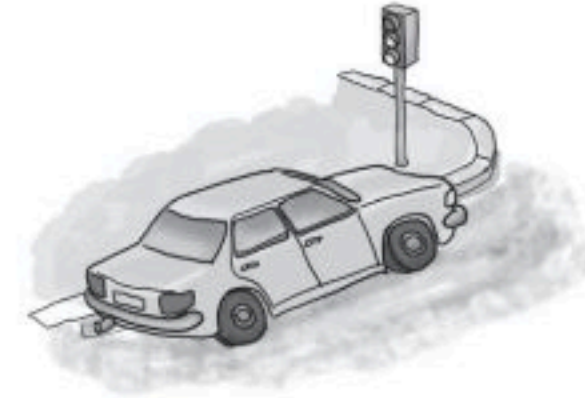
I listened to CD2 12        days this week.

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



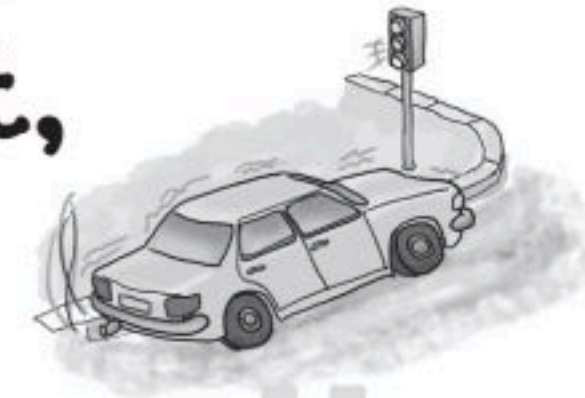
1 Listen and chant. Trace.

**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 CD2 13 From Here to There: Rhythms and Listening

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

I listened to CD2 13        days this week.

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

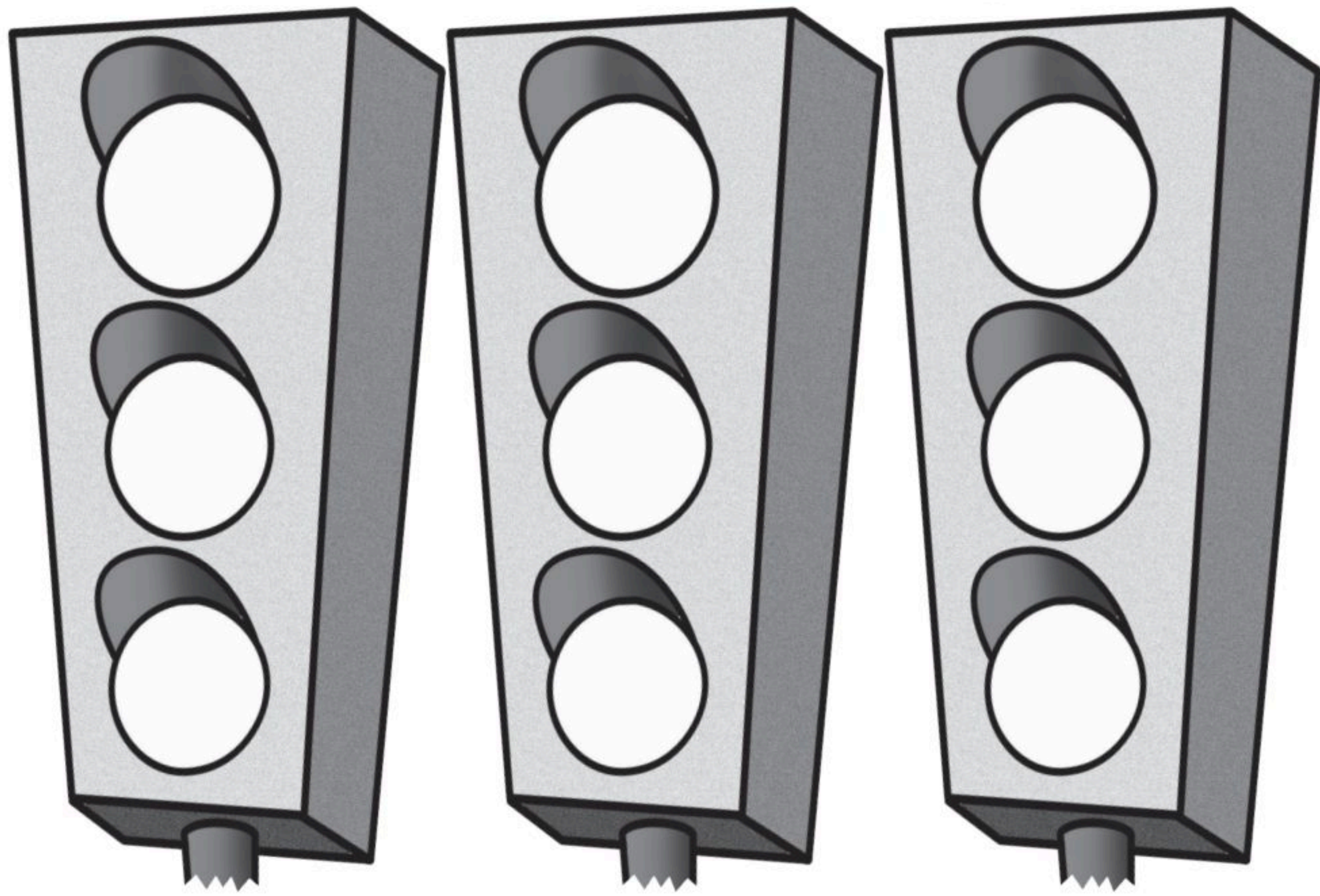


**1** Listen, point, and practice. Trace and color.

red

yellow

green



**2** Trace and copy.

Stop!

Wait!

Go!

Tracing lines with dashed midlines and solid top/bottom lines, each ending in an exclamation point.



# Goal 53 CD2 14 From Here to There: Words in Action

I can say the names of three vehicles.

I listened to CD2 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 CD2 15 From Here to There: Words in Action

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

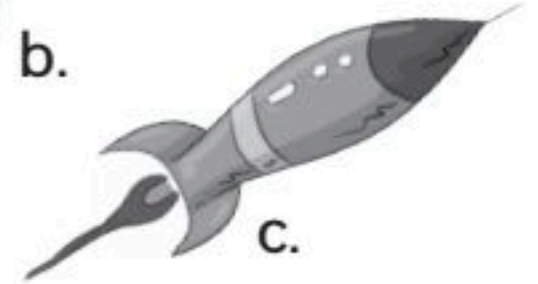
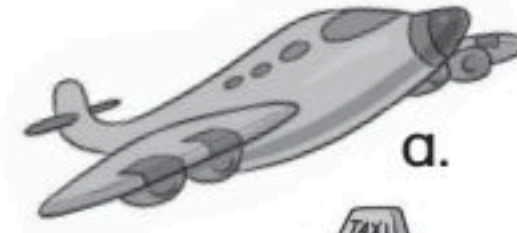
I listened to CD2 15        days this week.

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 CD2 16 From Here to There: Phonics

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

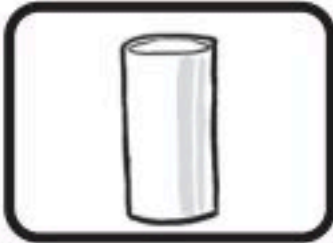
I listened to CD2 16        days this week.

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



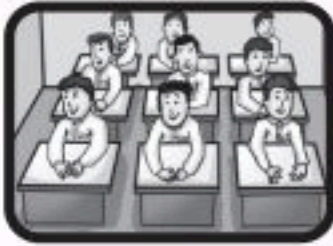
## 1 Listen, point, and match. Then copy.

1. black



\_\_\_\_\_

2. flag



\_\_\_\_\_

3. glass



\_\_\_\_\_

4. class



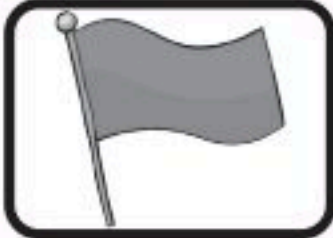
\_\_\_\_\_

5. plant



\_\_\_\_\_

6. plate



\_\_\_\_\_

7. clock



\_\_\_\_\_

8. fly



\_\_\_\_\_

## 2 Say and match.



cl

gl

fl

pl





## Goal 56 CD2 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 CD2 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



# Unit 3 My House



## Goal 57 CD2 18 My House: Talk Time

I can act out the talks about showing around the house with a partner.

I listened to CD2 18        days this week.

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

### 1 Listen, point, and practice.

**A** Hello.

**B** Welcome to our house. Would you like to come in?

**B** I'll show you around.

**A** Yes, please.

**A** Thanks.

**B** This is the living room.

### 2 Write the words.

1.  This is our \_\_\_\_\_ .

2.  This is our \_\_\_\_\_ .

3.  This is our \_\_\_\_\_ .

4.  This is our \_\_\_\_\_ .

### Hint Words

living room

bathroom

kitchen

bedroom



# Goal 58 CD2 19 My House: Talk Time



I can show someone around my house.

I listened to CD2 19        days this week.

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

## 1 Listen and write.



1. \_\_\_\_\_ door



2. \_\_\_\_\_ room



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



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

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

6. \_\_\_\_\_

7. \_\_\_\_\_ door



### Hint Words

front door    kitchen    dining room    bedroom

bathroom    living room    back door



## Goal 59 CD2 20 My House: Rhythms and Listening

I can chant the *Where's the Boy?* chant.

I listened to CD2 20        days this week.

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



### 1 Listen and chant. Trace.



**Where's Ali?**

In the bathroom.



**Where's Mom?**

In the kitchen.



**Where's Ali?**

In the dining room.



**Where's Ali?**

In the yard.



**Where's the boy?**

In the bedroom.

### 2 Write the missing words.



A \_\_\_\_\_ is under  
the \_\_\_\_\_!





# Goal 60 CD2 21 My House: Rhythms and Listening



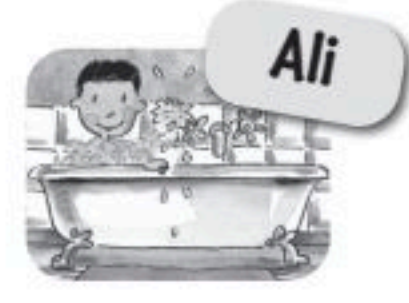
I can ask "Where's ...?" when I want to know where someone is.

I listened to CD2 21        days this week.

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

## 1 Listen and practice. Trace.

Where's Ali?  
He's in the bathroom.



Where's Mom?  
She's in the kitchen.



Where's Ali?  
He's in the dining room.



Where's the boy?  
In the bedroom.



## 2 Write.

1. Where's Mom? \_\_\_\_\_ in the kitchen.

.....  
.....  
.....

2. Where's Ali? \_\_\_\_\_ in the bathroom.

.....  
.....

### Hint Words

He's

She's

**Goal 61** CD2 22 **My House: Words in Action**

I can say the names of three pieces of furniture.

I listened to CD2 22        days this week.

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



**1 Listen and practice.**



**2 Unscramble the words. Write. Draw lines and match.**

1. r a i c h

.....  
 .....  
 \_\_\_\_\_  
 .....

2. b u p c d a o r

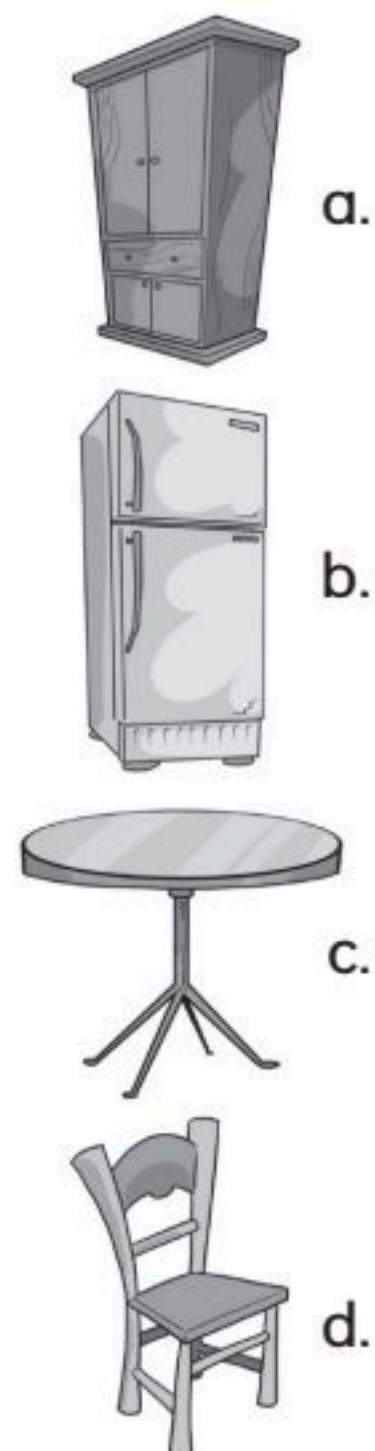
.....  
 .....  
 \_\_\_\_\_  
 .....

3. d i r e g f

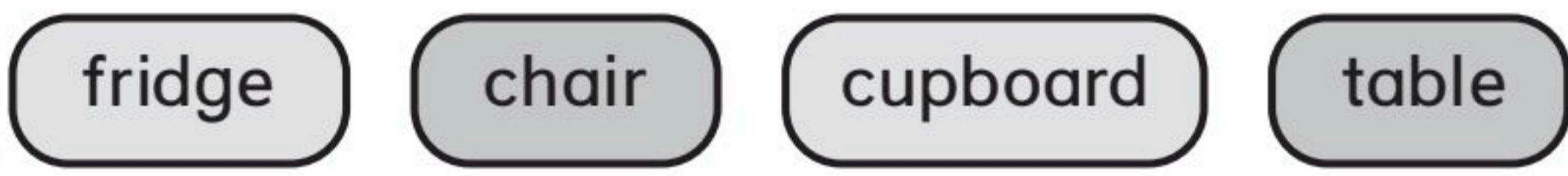
.....  
 .....  
 \_\_\_\_\_  
 .....

4. e a l b t

.....  
 .....  
 \_\_\_\_\_  
 .....



**Hint Words**





# Goal 62 CD2 23 My House: Words in Action

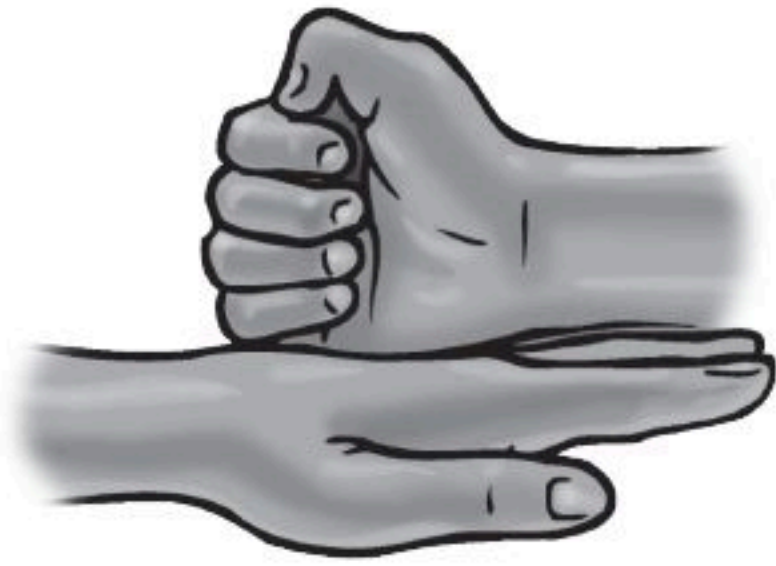


I can play the Two Hands Game.

I listened to CD2 23        days this week.

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

## 1 Listen and play.



on



in



under



next to



behind

## 2 Listen and practice. Trace.



1.

on



2.

in



3.

under



4.

behind



5.

next to



# Goal 63 CD2 24 My House: Phonics

I can say the spelling of two three-letter words.

I listened to CD2 24        days this week.

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



## 1 Listen and spell. Copy.

1. ox **o - x**

.....  
.....  
\_\_\_\_\_

2. box **b - o - x**

.....  
.....  
\_\_\_\_\_

3. fun **f - u - n**

.....  
.....  
\_\_\_\_\_

4. sun **s - u - n**

.....  
.....  
\_\_\_\_\_

5. hot **h - o - t**

.....  
.....  
\_\_\_\_\_

6. not **n - o - t**

.....  
.....  
\_\_\_\_\_

## 2 Write two words in each house.

1. **- o t**

.....  
.....  
\_\_\_\_\_

2. **- u n**

.....  
.....  
\_\_\_\_\_

3. **- o x**

.....  
.....  
\_\_\_\_\_





# Goal 64 CD2 25 My House: Phonics



I can read the three-letter word speed-reading list by myself.

I listened to CD2 25        days this week.

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

## 1 Listen and read.

No.1		No.2	
dot	ox	nut	sun
not	fox	but	fun
hot	box	cut	run

## 2 Draw lines and connect the family words.

hot

cut

ox

nut

dot

but

fox

box

not



# Unit 4 My Things

## Goal 65 CD2 26 My Things: Talk Time

I can act out the talks about candy with a partner.

I listened to CD2 26        days this week.

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



1 Listen, point, and practice. Trace.

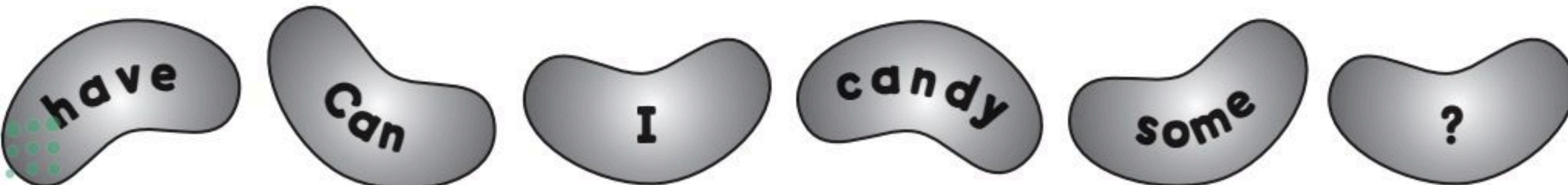
A Can I have some candy?

B Sure. Here you go.



A Thanks.

2 Can you unscramble the words and say the sentence?





# Goal 66 CD2 27 My Things: Talk Time



I can count from one to thirty.

I listened to CD2 27  days this week.

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

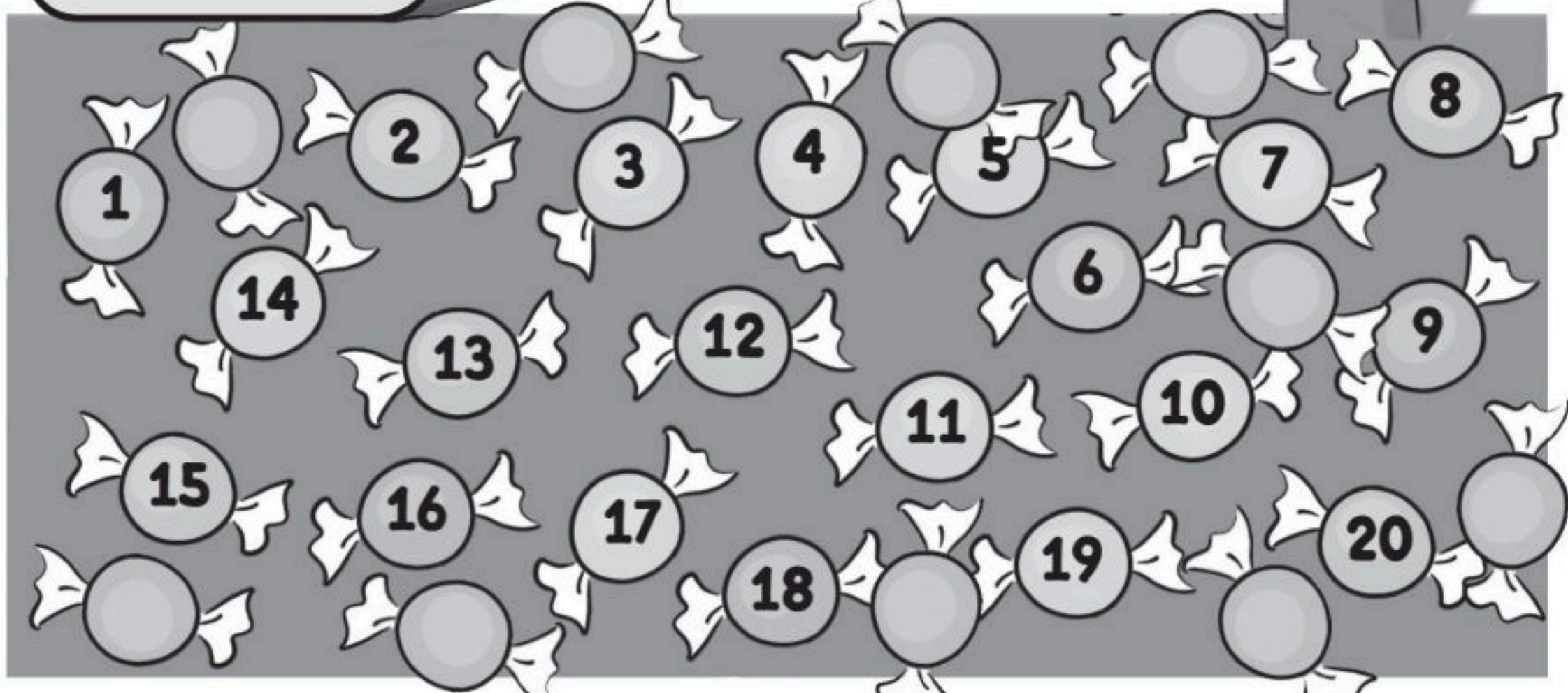
**1** Listen, point, and practice. Then write the missing numbers on the candy.

**B** Let's count them.  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10,  
11, 12, 13, 14, 15, 16, 17,  
18, 19, 20, 21, 22, 23, 24,  
25, 26, 27, 28, 29, 30.

**A** How many are there?



**A** That's a lot.



**2** Say and write 30 to 1.

30 29  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Goal 67 CD2 28 My Things: Rhythms and Listening

I can chant the *Things on My Desk* chant.

I listened to CD2 28        days this week.

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



## 1 Listen, chant, and point.



**Pens and pencils,  
Pens and pencils.**



**Paper and glue,  
Paper and glue.**



**Scissors and erasers,  
Scissors and erasers.**



**Candy for you.  
Candy for you.**



## 2 Chant by yourself and write the missing letters.

e g s p a i c l y



p\_n\_



\_encil\_



p\_p\_r



\_ue



sc\_ssor\_



\_and\_



# Goal 68 CD2 29 My Things: Rhythms and Listening



I can ask to borrow some things in class.

I listened to CD2 29        days this week.

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

**1** Listen and practice.

**2** Write.

1. Can I use your \_\_\_\_\_ ?



2. Can I use your \_\_\_\_\_ ?



3. Can I use your \_\_\_\_\_ ?



4. Can I use your \_\_\_\_\_ ?



5. Can I use your \_\_\_\_\_ ?



### Hint Words

- eraser
- glue
- scissors
- pencil
- pen





# Goal 70 CD2 31 My Things: Words in Action



I can ask "What's this?" or "What are these?"

I listened to CD2 31        days this week.


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

## 1 Listen, point, and practice.

1. **A** What's this?  **B** It's a pencil.

2. **A** What are these?  **B** They're pencils.

3. **A** What's this?  **B** It's a watch.

4. **A** What are these?  **B** They're watches.

## 2 Read and answer. Say and write.

1. What's number 1? It's a \_\_\_\_\_.

2. What's number 2? They're \_\_\_\_\_.

3. What's number 3? It's a \_\_\_\_\_.

4. What's number 4? They're \_\_\_\_\_.



# Goal 71 CD2 32 My Things: Phonics













I can read the story "A Funny Day" by myself.

I listened to CD2 32        days this week.

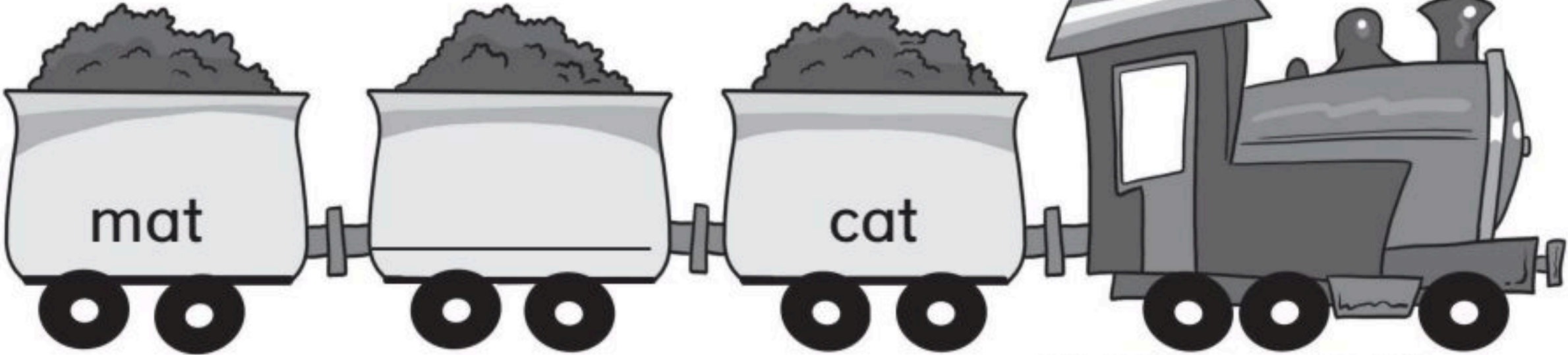
Name \_\_\_\_\_ Class \_\_\_\_\_





## 1 Listen and read.

No.1		No.2	
mat 	box 	hen 	bug 
bat 	fox 	ten 	rug 
cat 	ox 	pen 	mug 

## 2 Write the missing words in the trains.

1. 

2. 

3. 





## Goal 72 CD2 33 My Things: Phonics



I can count from 40 to 100.

I listened to CD2 33        days this week.

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

### 1 Listen and connect the numbers.

55	80	71	50	63
68	49	60	85	72
86	77	89	64	79
70	59	90	88	100

### 2 Listen and circle the correct number.

- |    |    |    |    |    |    |
|----|----|----|----|----|----|
| A. | 35 | 36 | B. | 42 | 52 |
| C. | 63 | 66 | D. | 78 | 98 |
| E. | 64 | 84 | F. | 92 | 82 |



# Unit 5 My Day, Animals, Places



## Goal 73 CD2 34 My Day, Animals, Places: Talk Time

I can ask my friend questions about his / her day and get an answer.

I listened to CD2 34        days this week.

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

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

Tell me about your day!

What time do you eat lunch?

I get up at 6 o'clock.

At 2.00 o'clock. Then I do my homework.

Do you watch TV in the evening?

Yes, I do.

I play with my friends.

What do you do on Saturday?

### 2 Read and answer.

1. Do you walk to school in the morning?

\_\_\_\_\_

2. Do you do your homework in the morning?

\_\_\_\_\_



# Goal 74 CD2 35 My Day, Animals, Places: Talk Time



I can tell the time, ask, and talk about everyday activities.

I listened to CD2 35        days this week.

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

## 1 Listen, point, and say. Then write.



1. I get up at seven o'clock.



2. I go to school at \_\_\_\_\_ o'clock.



3. I eat lunch at \_\_\_\_\_ o'clock.



4. I go to bed at \_\_\_\_\_ o'clock.

## 2 Put the days of the week in the right order. Write.

Thursday      Monday      Sunday      Friday  
Tuesday      Wednesday      Saturday

- 1. Sunday
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_

**Goal 75** CD2 36 **My Day, Animals, Places: Rhythms and Listening**

I can chant, ask, and talk about animals using “can” or “can’t”.

I listened to CD2 36        days this week.

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



**1 Listen, point, and chant. Write the missing words.**

huge    green    walk    swim    jump    dive

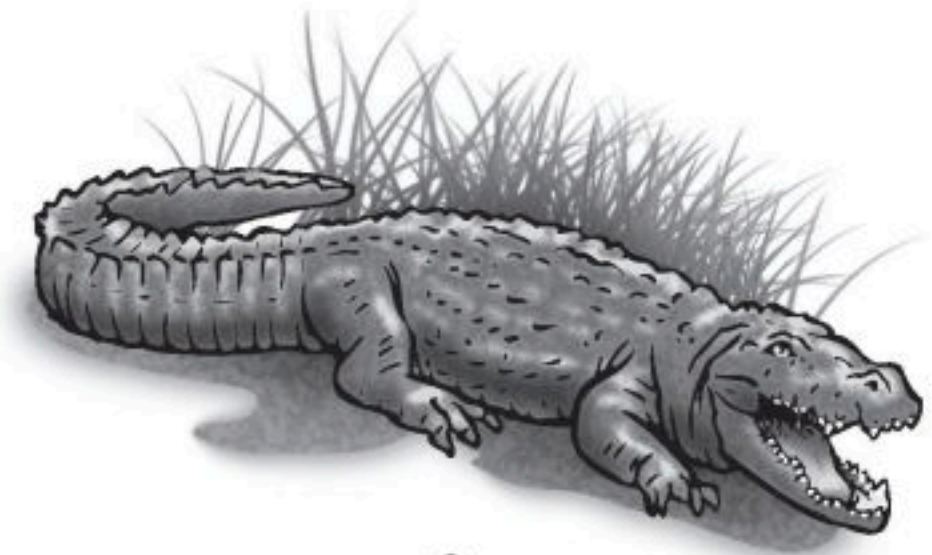
Which animal is it?

Its jaws are \_\_\_\_\_ .

They crush and chew.

It can \_\_\_\_\_ and \_\_\_\_\_ ,

It can hunt for food!



Their skin is \_\_\_\_\_ ,

Their eyes pop out.

They can \_\_\_\_\_ and \_\_\_\_\_ ,

They are loud and fun.



**2 Read and answer. Then write sentences.**

Can elephants swim?



Yes, they can.

Can they fly?

Can snakes bite?



Can they run?

Elephants can \_\_\_\_\_ but they can't \_\_\_\_\_ .

Snakes \_\_\_\_\_ but \_\_\_\_\_ .





# Goal 76 CD2 37 My Day, Animals, Places: Rhythms and Listening

I can talk about the weather.

I listened to CD2 37        days this week.

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



## 1 Listen, point, and chant. Write the missing words.

cloudy    rainy    sunny    snowy    windy



It's sunny and hot,  
Sit in the shade and talk.



It's \_\_\_\_\_ and gray.

There's no sun today!



It's \_\_\_\_\_ and wet.

We're not there yet!



It's \_\_\_\_\_ and cold.

Don't catch a cold!



It's cloudy and cool,

Get out of the pool!



## 2 Write.

A Two animals that live in very cold places:

\_\_\_\_\_

B Two animals that live in very hot places:

\_\_\_\_\_



**Goal 77** CD2 38 **My Day, Animals, Places: Words in Action**

I can ask and talk about jobs / what someone does.

I listened to CD2 38        days this week.

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



**1 Listen and practice. Write.**

astronaut computer technician businessman  
cook doctor firefighter pilot teacher farmer



businessman



**2 Read and answer. Write.**

Does your father work in an office? \_\_\_\_\_

Does he work at the airport? \_\_\_\_\_

What does he do? \_\_\_\_\_





### Goal 78 CD2 39 My Day, Animals, Places: Words in Action

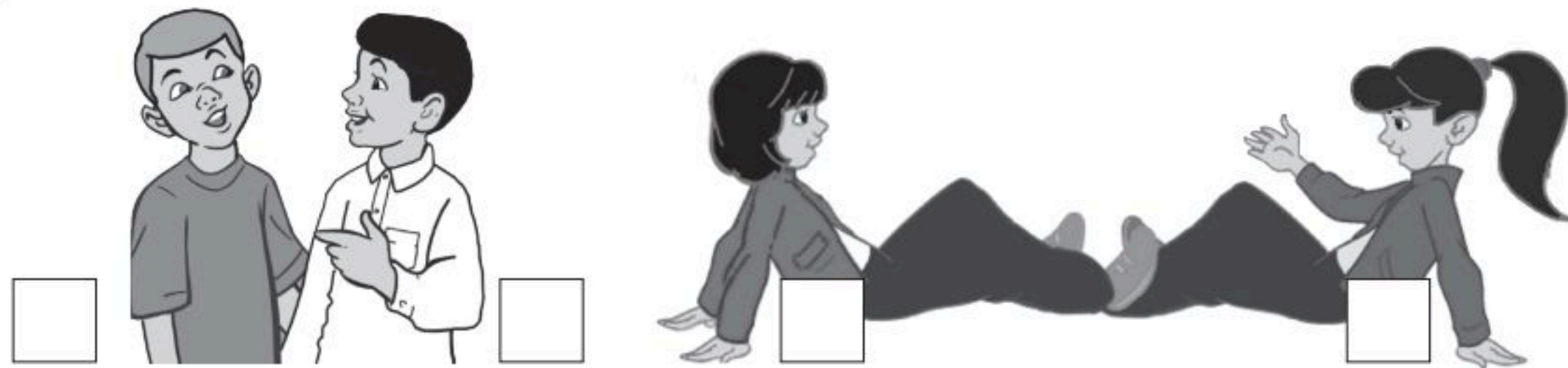


I can talk about someone's appearance using "have", "has".

I listened to CD2 39        days this week.

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

#### 1 Listen, read, and number.



\_\_\_\_\_ He has short, brown hair and brown eyes. He's wearing a thobe and speaking with his friend.

\_\_\_\_\_ He has short, blond hair and blue eyes. He's wearing a blue T-shirt.

\_\_\_\_\_ She has long, brown hair and brown eyes. She's wearing a jacket, a T-shirt and a long skirt.

\_\_\_\_\_ She has short black hair and brown eyes. She's wearing a jacket, a T-shirt, a long skirt, and pink shoes.

#### 2 Read and answer about a friend.

1. What's his/her name? \_\_\_\_\_
2. Is he/she tall or short? \_\_\_\_\_
3. Does he/she have long or short hair? \_\_\_\_\_
4. What's he/she wearing? \_\_\_\_\_
5. What's he/she doing? \_\_\_\_\_



**Goal 79** CD2 40 **My Day, Animals, Places: Phonics**

I can make the sounds for ee and ea, use irregular plurals and “that” / “those”.

I listened to CD2 40        days this week.

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



**1 Listen and say. Write ea or ee.**



1. h\_\_\_\_d    2. sh\_\_\_\_p    3. m\_\_\_\_t    4. br\_\_\_\_d

**2 Write about the pictures. Use there is / there are.**



There \_\_\_\_\_ is a man.

There \_\_\_\_\_

There \_\_\_\_\_



There \_\_\_\_\_

There \_\_\_\_\_

There \_\_\_\_\_

**3 Write.**

feet foot mouse mice teeth tooth



That's a foot.



**Goal 80** CD2 41 **My Day, Animals, Places: Phonics**

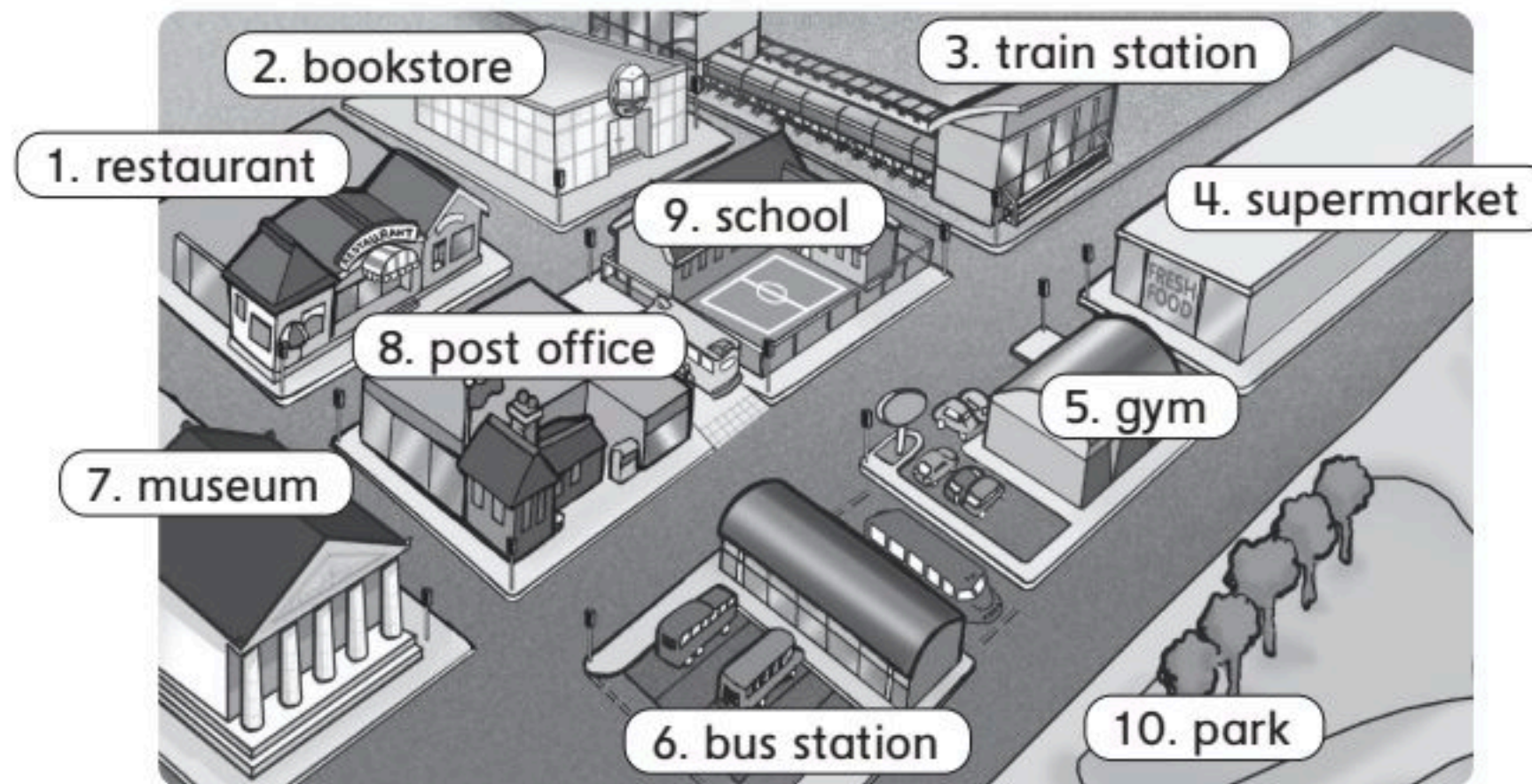


I can talk about places in town and things in the house using “there is”, “there are”.

I listened to CD2 41        days this week.

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

**1 Listen and point. Then circle T or F.**



- |  |                         |                         |
|--|-------------------------|-------------------------|
| 1. There's a bookstore between the restaurant and the train station. | <input type="radio"/> T | <input type="radio"/> F |
| 2. There's a museum near the restaurant.                             | <input type="radio"/> T | <input type="radio"/> F |
| 3. There's a bus station next to the school.                         | <input type="radio"/> T | <input type="radio"/> F |
| 4. There's a supermarket opposite the gym.                           | <input type="radio"/> T | <input type="radio"/> F |
| 5. There's a school between the post office and the train station.   | <input type="radio"/> T | <input type="radio"/> F |

**2 Find photos about places in your country and make a poster. Write:**

- where the place is
- something about the place

Faisaliah Tower

Faisaliah Tower is in Riyadh.

It is very tall.

