

TEACHER'S GUIDE  
2

WE CAN!

## **We Can! Teacher's Guide 2**

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# Contents

Introduction	iv
About the Teacher's Guide	2
<b>Student Book</b>	<b>4</b>
<b>Unit 1</b>	<b>Toys and Things 4</b>
<b>Unit 2</b>	<b>Food 14</b>
<b>Unit 3</b>	<b>Animals 24</b>
<b>Unit 4</b>	<b>Days and Weather 34</b>
<b>More!</b>	<b>44</b>
Class Audio Script	55
Workbook Audio Script	60
More! Audio Script	66
Teaching Tips	73
Flashcard and Poster List	75
Picture Dictionary	76
Word List	80
Audio Track List	81
Grade 4 Objectives	83





# **WE CAN!** Introduction

To succeed in English in an EFL environment, there are three indispensable elements: a good curriculum, a good teacher, and good teaching material.

A good curriculum takes in the overall structure of the course including goals, pedagogy, methodology, assessment, the syllabus, and day-to-day lesson plans. To make progress, it is vital to move forward systematically, continuously, and spirally, all the time respecting the development of the child.

Good teachers can be teachers in English-language schools, private schools, public schools, or at home. Being a good teacher has nothing to do with age or nationality. We believe that if you can speak English and teach and guide children, you can be a good teacher. This course has been designed not only with intermediate and experienced teachers in mind, but also takes into account the needs of first-time teachers. *We Can!* is as teacher-friendly as we could make it, as our wish is that teachers grow alongside their students as they work through the series.

Lastly, what makes good material greatly depends on what the goal or philosophy is. This course is based on the belief that good material for children is child-centered. Children have a totally different energy from that of adults and when children's imagination is captured, they can use this energy to enjoy and learn, unconstrained by limits.

*We Can!* presents material systematically, continuously, and spirally, with each part able to stand on its own, but also integrating seamlessly into the whole; and the series development closely matches the development of the child. Of course, these elements are fluid and are influenced by many factors, such as the environment, the dynamics in a group, and the ability of the children. But we hope that children and teachers using this course will gain a lot in fun, enjoyment, and education, and will blossom and grow together.

**Yoko Matsuka**  
**Glenn McDougall**

# Six Unique Features of **WE CAN!**

## Feature 1. Easy to Evaluate

**Problem:** Parents and even students themselves tend to wonder if they are making any progress in learning English.

**Solution:** Two goals per lesson make progress easy to see!

It is difficult for EFL students and their parents, living in a non-English speaking country, to see their progress. EFL teachers are often asked by parents (who sometimes cannot speak English themselves or have very limited knowledge of EFL), "How much has my child learned this year?" If students and parents don't feel as if they are making progress, it is easy to lose motivation to study English.

*We Can!* has solved this problem with achievable and easy-to-understand goals. Each lesson has two goals: the odd numbered goals are based on what was learned in the book and the even numbered goals are a real-world expansion of the odd numbered goals. They provide students with the excitement of using "real-world" English. The goals can also be found in the Workbook.

Students try their best to achieve these goals by completing clearly defined tasks. Then the goal box is checked in the Student Book once the goal has been accomplished. Teachers can easily explain to parents what the students can do by showing them the accomplished goals. Students can feel satisfied that they are making progress with their English in every single class.

As the title suggests, *We Can!* has a classroom and real-world goal for each lesson. When it comes to making progress with English, teachers, students, and their parents can confidently say, "We Can!"

## Feature 2. A Spiral Curriculum

**Problem:** Students forget what they have learned or can't use learned language to communicate.

**Solution:** A spiral curriculum that constantly reviews learned language.

What is a spiral curriculum? A spiral curriculum is one that is constantly reviewing and bringing in previously learned vocabulary. Students must reuse and review

learned language often in order for it to become part of their long-term memory. Students also need to learn the skills necessary for producing meaningful written and spoken language. Furthermore, it is useless for students to learn large amounts of vocabulary if they can't use it to communicate ideas.

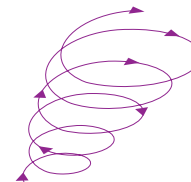
Many courses teach vocabulary in separate "bubbles". Students quickly forget the language they have learned when they move to the next topic or unit. They also never learn how to combine what they have learned in order to communicate.

**How vocabulary is usually taught.**



*We Can!* has a spiral curriculum, so past language is constantly reviewed and previously learned language is put together in a meaningful context. Class lessons and suggestions for the use of posters, flashcards, and Extension Activities in the Teacher's Guide give teachers and students the support they need in order to clearly express themselves in English.

**How language is taught in *We Can!***



## Feature 3. Use English for Real Communication

**Problem:** Students don't use English in their daily lives.

**Solution:** Creating situations in the classroom where students can use English for real purposes.

A big obstacle for EFL students is that they don't have situations in their daily lives where they need to use English. Therefore, it is very important to create situations in the classroom where students can use English in a practical way. In most lessons in Student Books 1 to 6, there is a section for students to have fun, complete challenging tasks, or exchange thoughts with their classmates in English.

These sections in the Student Book are as follows:

**Student Books 1 & 2** – Fun Time!

**Student Books 3 & 4** – Fun Time!

**Student Books 5 & 6** – Challenge Time!

Only through using English can the student's level progress. When students have the opportunity to practice using English for a real purpose in the safe environment of the classroom, they will be more willing and able to use it in the real world!

## Feature 4. Rhythm and Pronunciation

**Problem:** Students from different backgrounds have a difficult time understanding each other because of rhythm, pronunciation, and intonation differences.

**Solution:** Students can master rhythm and pronunciation skills through the use of chants, movement, drama performance, and role-plays.

To be a successful communicator, it is not enough to know vocabulary words or grammar rules. Rhythm is also an important aspect and one that children enjoy learning and quickly master. (Rhythm goes hand-in-hand with intonation, stress, clarity of speech, volume, and tempo. All are important to make yourself understood in a foreign language.) Rhythm is emphasized throughout this course, taking advantage of the facts that children have an excellent ear for new words, don't mind repetition, and learn well through movement. The English in this course is set at a natural speed.

## Feature 5. The Balanced Use of Phonics

**Problem:** Students have a hard time with reading and writing. They have difficulty learning sounds and using good pronunciation.

**Solution:** Students use phonics to unite sounds with letters.

Phonics is an ideal way for EFL students to learn the sounds of the English language, as many of the common sounds do not exist in the student's mother tongue. In *We Can!*, phonics is introduced gradually and moves towards the goal of getting students to read and write on their own. Students who can do this are independent learners and do not need to repeat constantly after the teacher. Moreover, mastering the skills of reading and writing helps promote a firm

foundation for all of the skills in English.

Learning phonics also helps promote good pronunciation in EFL. Students can see how to correctly pronounce the sounds of English and actively learn how those sounds are put together to spell English words. Good pronunciation is necessary when you are trying to make yourself understood in a foreign language.

## Feature 6. Expansion of Discourse

**Problem:** Students can't express themselves beyond the sentence level.

**Solution:** *We Can!* provides training for students to express themselves with, and understand, longer material structured with a beginning, body, and ending.

It is frustrating for teachers, parents, and the students themselves to find out that the children cannot express themselves beyond the sentence level, after several years of studying English. Students have studied basic grammar rules. They have learned enough vocabulary. What is missing?

The answer is training in the development of discourse. By discourse, we mean the organization of language above and beyond the level of the sentence. When the children listen to or read chants, dialogs, cartoons, and stories, they need to be helped to realize that there is a flow of thought that they need to follow. When they give a short talk, interview people, write a short e-mail, essays, or journals, or give presentations, they should know how to structure them using a beginning, body, and ending.

*We Can!* achieves this discourse training by means of many carefully designed, fun, experience-based activities, and interaction among students and teachers, because that is the only way the children can really learn.

# Educational Principles Based on Children's Growth

Age Group	Characteristics
Early Childhood (From about 2 or 3 to 6 years of age)	<ul style="list-style-type: none"> <li>• Can absorb new language like “sponges”</li> <li>• Can take in information without knowing the meaning</li> <li>• Can “output” information without worrying about making mistakes</li> <li>• Can use language instinctively</li> <li>• Can understand more than what they can say</li> <li>• Don't mind repetition if it is enjoyable</li> </ul>
Lower Elementary (About 6 to 8 years of age)	<ul style="list-style-type: none"> <li>• Can easily forget what was learned in the Early Childhood stage if not reviewed</li> <li>• Start to understand meaning</li> <li>• Can follow a rhythm</li> <li>• Pronunciation improves</li> <li>• Begin using words with intent</li> <li>• Can effectively absorb new words in frequently used “chunks” of language</li> </ul>
Middle Elementary (About 8 to 10 years of age)	<ul style="list-style-type: none"> <li>• Full of energy</li> <li>• Active physically and mentally</li> <li>• More competitive</li> <li>• Relationships with peers becomes more important</li> <li>• Learning how to cooperate with others</li> </ul>
Upper Elementary (About 10 to 12 years of age)	<ul style="list-style-type: none"> <li>• Entering the pre-teen years</li> <li>• More self-conscious</li> <li>• Critical thinking is developing</li> <li>• Feel the need to understand the meaning of things</li> <li>• Teacher needs to balance students' skills and motivation</li> <li>• Attitude in class is very important</li> </ul>

## Course Goals for All Ages:

- Confidence can be gained by standing in front of others and presenting what they know.
- Assessment is based on what they can do, hear, and say in front of others in English.
- Being able to communicate in English with others can enrich their lives in this era of globalization.



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

# Syllabus

Unit and Topic	Talk Time	Rhythms and Sounds
1 Toys and Things	How many do you have? I have (one). How many do I have? That's right.	Chant: <i>Robot Bear</i> Turn around. Touch the ground. Show your shoe. You're out, too.
2 Food	Do you like (pizza)? Yes, I like (pizza). No, I don't like (macaroni).	Chant: <i>Cookie Jar</i>
3 Animals	Do you have a pet? Yes, I do./ No, I don't. I have a (turtle/fish).	Chant: <i>PACO</i>
4 Days and Weather	What day do you like? I like (Wednesday). How about you?	Chant: <i>Days of the Week</i>



Words	Phonics	More!
robot, bicycle, computer game, dollhouse, stickers, puzzle, coloring book, puppet, toy truck, football cell phone, T-shirt, shirt, shoes, skirt, trousers Numbers 1 to 10 (revision)	Sounds: K, L, M, N Writing kiwi, lion, monkey, nest	Listening, Tracing, and Writing Worksheet 1: a b c d e Worksheet 2: f g h i j Worksheet 3: k l m n o Worksheet 4: p q r s t Worksheet 5: u v w x y z Worksheet 6: a to z
pizza, macaroni, salad, sandwich, chicken, fish, soup, kabsa, rice, onion, apple, orange, banana, apricot, carrots, cherries, cookie/ies, potatoes	Sounds: O, P, Q, R Writing octopus, parrot, quilt, rabbit	Food, Feelings, and Things Alphabet Jingle Words with b, p What's this? / that? It's a / an ... Are you happy? Is Ken happy?
pet, fish, turtle, cat, rabbit, horse, lion, zebra, bear, cat, chicken, bear, cow, duck, sheep, mouse, parrot Numbers 11 to 20 and 20 to 30.	Sounds: S, T, U, V Writing sun, tiger, umbrella, vase	Animals, Words, and Story Time Alphabet Jingle Words with sh, s Words with ch, sh Words with a_e, i_e – Long Vowels and Clever _e Story Time 1
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday sunny, cloudy, snowy, rainy, windy, (showing, hiding, washing) Numbers 10 to 100 in tens. E.g., ten, twenty, thirty ...etc.	Sounds: W, F, Y, Z Writing wolf, fox, yard, zebra	Words, Sentences, and Story Time Words with voiced and voiceless th Words with th, t, and th, d Words with v, f Words with o_e and u_e – Long Vowels and Clever _e Are these your sandals? – These/Those Story Time 2

# About the Teacher's Guide

This Teacher's Guide has been written to help you create more effective lesson plans and to give you the tools you need to teach successful classes. This quick overview will help you get the most out of the Teacher's Guide.

## General Structure

- ★ Comprehensive lesson plans – including ideas on how to best set up activities and make efficient use of class time
- ★ Two pages per lesson – including reduced Student Book pages for the teacher's easy reference

## Unit Breakdown

Each unit in the Teacher's Guide has five sections: Talk Time, Rhythms and Sounds, Words, Phonics, and More!. The first four sections comprise the core lessons. A Fun Time! activity is included in each core lesson to create an enjoyable situation in which the students can naturally use the language they have learned. The accompanying Fun Time! tracks on the Class Audio CD provide a model of the activity and the language to be taught. To complete each lesson, there are two Goals at the end for students to accomplish.

The five sections in each unit serve the following purposes:

- ★ **Talk Time:** Students learn new language and practice it with the CD. Then, they practice it with a partner in pairs or groups, and they act out the talk with actions in front of the class.
- ★ **Rhythms and Sounds:** Students learn a chant to help them learn the rhythm of the English language. After this, good pronunciation is practiced. Students will also learn to substitute different vocabulary words to create new versions of the chant.
- ★ **Words:** New vocabulary words are introduced as chunks of language, so students can learn natural English expressions in the appropriate context. Many fun activities using these new chunks of language are included.
- ★ **Phonics:** Learning phonics is an important part of this course. In Student Book 1, students will learn the upper case alphabet letters first because they are uniform in size, easy to read and easy to write. Students listen and point to the letters, learn to make the sounds for initial letters and short vowels, color in the letters, and later practice writing them.

There are also short listening exercises in which the students write the initial sound/letter of a word.

- ★ **More!:** Familiar and new language items are introduced and practiced, or extended through different activities. Literacy skills are further reinforced through carefully designed phonics and reading/writing activities. There is clear signposting in both the Student's and the Teacher's Book, indicating when to deal with these activities. Note that More! activities are not optional, as they focus on required syllabus items and specific grade objectives.

## Key Features

- ★ **Classroom English:** This is introduced on the facing page 3. During each class time, the corresponding Classroom English poster may be used in order for all classroom commands to be provided in English.

### Materials Box

- ★ Teachers can easily see what they need for each lesson at a glance.



**Light bulb tips:** These tips are provided to help the class run more smoothly and help ward off potential obstacles that may occur in lessons.

- ★ Small / Big / Quiet Class

**Options:** Not all classes are the same and this Teacher's Guide has been written with this important point in mind. Advice is provided on how to adjust activities for small-sized classes, big-sized classes, and quiet classes in which the teacher must keep the noise level down.

- ✓ **Goal Check Advice:** Goals are an integral part of this course. The achievement of set goals can provide students with a strong motivation to keep learning English. Advice is provided to teachers on how to handle the Goals efficiently at the end of each lesson.

- ★ **Optional Activities:** These are provided to give the teacher different variations of an activity to keep students interested and challenged.
- ★ **Extension Activities (Optional):** Creative and fun Extension Activities are included for each lesson. They are an effective way to use the language learned in each lesson in a different context.
- ★ **Non-verbal Communication:** Students are given the chance to practice important non-verbal communication skills, such as shaking hands or using gestures, often used in English-speaking countries.

## Additional Features

- ★ Lesson Planner
- ★ Class Audio CD Script
- ★ Workbook Audio CD Script
- ★ More! Audio CD Script
- ★ Flashcard and Poster List

## Series Components

- ★ Student Book
- ★ Teacher's Guide
- ★ Class Audio CD Program
- ★ Flashcards
- ★ Poster Pack
- ★ Test bank
- ★ Online learning Center
- ★ IWB Software & Student e-book

# Unit 1 Toys and Things

## Lesson 1 • Talk Time

### Materials

- ★ Ten marbles
- ★ A bowl or box to hide things in
- ★ My Body flashcards – head, shoulder, mouth, arm, leg, hand, nose, ear, eyes, elbow, neck, foot, back, chest, hair
- ★ Toys and Things poster
- ★ Classroom English poster
- ★ Optional – various real toys shown on Toys and Things poster

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant the *Ten Little Camels* chant from We Can 1 with gestures to review numbers.
- Chant the *Head, Shoulders, Knees, and Toes* chant from We Can 1 to review body parts.

### 1 Listen and say. Audio script page 55

Have the students look at the picture of the girl and Safroota in front of the shelves with the toys. Together, count how many toys the girl has and how many Safroota has. Then listen to the CD track and point to each character as they speak. Play the CD again and have the students say the talk along with the CD.

**Optional activity:** Take a few real toys (i.e. toy trucks, stickers, puppets) and give them out to a few volunteers. Review the names of the toys by referring to the Toys and Things poster. Then ask those volunteers, "How many do you have?"

## Unit 1 Toys and Things

### Talk Time

#### 1 Listen and say.



#### 2 Practice the talks in pairs.

#### 3 Act out the talks in pairs.



2



While the focus of the lesson is not the names of the toys, either gradually review (if the students have learned We Can! from the Starter Book) or introduce this vocabulary during this lesson (if they are learning the toy vocabulary for the first time).

#### 2 Practice the talks in pairs.

Have one student take the part of the girl and then the other take the part of Safroota. Practice the conversation while looking at the picture on page 2.

Review the body parts using the My Body flashcards from We Can 1. Have each student choose a partner. Give each pair a My Body flashcard. Then ask your partner, while holding the body card, "How many do you have?"

#### 3 Act out the talks in pairs.

Have all the students choose a shelf in the picture or a number of the same toy. Tell them they can have the same toy up to 10 times, e.g. 6 bears. Then have them act out the talks in pairs.

**Fun Time!**

**4 Number Guessing Game** CD1 03

How many marbles do I have?

Two!

Seven!

Five!

That's right! I have five.

**I Can ...**

- act out the talks about *how many* with a partner.
- play the Number Guessing Game with a friend.

GOAL 01

GOAL 02

3 **Unit 1**

Invite that student to come up and put some marbles in his/her hand. Have them ask the other students, "How many marbles do I have?" When another student guesses correctly, the student holding the marbles will say, "That's right! I have \_\_\_\_\_." The student who guessed the correct number will now come and put the marbles in his/her hand. Repeat this activity until all of the students have had a chance to put marbles in their hands.

### Goal Check

#### Goal 01

Have all of the students find a partner. Act out the talks. Use the poster or the cards, if they need props to act out the talk.

**S** The teacher checks the box on page 3 for this goal once they have accomplished it.

**B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

#### Goal 02

**S** Play the Number Guessing Game with the marbles. The teacher checks the box on page 3 for this goal once each student has accomplished it.

**B** Divide the class into groups of four. Play the Number Guessing Game with the marbles within each group. Once the group has finished a round of the game, have them check their own books.

Have students look in their schoolbags and count how many books, pencils, crayons, etc. they have. Use their school things to act out the talks.

Have all the students find a partner. Ask them to mingle and act out the talks. Move from pair to pair and monitor. Help when necessary. Invite volunteers to act out for the rest of the class.

## Fun Time!

### 4 Number Guessing Game CD1 03 Audio script page 55

Have the students look at the picture of the game on page 3. Listen to the CD track and try to figure out how to play the game. Show the students all ten marbles. Count them together. Then take the marbles and secretly put a few in your hand. Listen to the CD again. Then, hold out your hand and ask, "How many marbles do I have?" Have the students guess how many marbles you have in your hand. When the student guesses correctly, say, "That's right! I have \_\_\_\_\_."

Chant the *Good-bye Chant* from We Can 1 to end the class.

# Lesson 2

## Rhythms and Sounds

**Materials**

- ★ Toy flashcards
- ★ Some real toys or objects
- ★ Classroom English poster
- ★ A robot bear (drawn or copied and cut out)
- ★ A box or bag

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Act out the talks on Student Book page 2 with a student using real toys, things or flashcards, and classroom objects, e.g. book, notebook, pencil. Invite volunteers to try.

**1 Chant and do.**  Audio script  
Cb1 04 page 55

Hold up the page with the robot bear, point to him, and ask, "What's this?" If no one knows, tell them it is a robot bear. Ask them to find and point to the robot bear on page 4 in their books. Point to the first robot bear and say, "Turn around." Hand the robot bear to a student and ask them to make the robot bear turn around. Ask two other students to do the same. Do the same thing for the other three actions: touch the ground, show your shoe, and you're out, too.

Play the track and have the students listen to the chant. Then, have them listen again and watch you as you make the robot bear do each action. Then, have them listen once again and point to each robot bear on page 4 as the action is chanted. Finally, have everyone stand up and slowly recite the chant while they do the actions. Repeat again and bring the chant to a normal speed. Finally, play

### Rhythms and Sounds

**1 Chant and do.** 

#### Robot Bear

Robot bear, robot bear, turn around.

Robot bear, robot bear, touch the ground.

Robot bear, robot bear, show your shoe.

Robot bear, robot bear, you're out, too.



**2 Listen, point, and pronounce.** 

4

the track again and have everyone chant and do the actions together. Emphasize the highlighted words in the chant.

**2 Listen, point, and pronounce.**  Audio script  
Cb1 05 page 55

Play the CD track. Have the students listen, and then play it again and have them pronounce it along with the CD while pointing to each robot bear on page 4 as the action is chanted. Make sure the students finish the words, especially the "d" sound in "around" and "ground".

**Fun Time!**

**3 Pass the Robot Bear Game**  **CD1 06**  
Chant and play.



**I Can ...**

- chant the *Robot Bear* chant with actions. 
- tell a friend to do two of the Robot Bear's actions. 

**Advice Time**

Keep your room clean. 

Now go to More! pages 70, 71 5 Unit 1

## Fun Time!

### 3 Pass the Robot Bear Game Audio script page 55

Look at the game on page 5. Listen to the CD track and see if the students can figure out how to play the game. Say, "Let's play the game!"

Have the students stand in a circle. Play the CD and pass the robot bear from one student to the next while reciting the chant. The student who is holding the robot bear when "You're out, too!" is chanted is out and has to leave the circle and sit down. Play the track again each time so the children can practice reciting the chant along with the CD. Continue until only one student is left.

## Goal Check

### Goal 03

Have all of the students stand up. Chant the *Robot Bear* chant and see if the students can do the actions on their own without following the teacher. Repeat until they can do all of the chant's actions.

- S** The teacher checks the box on page 5 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

### Goal 04

Have the students find a partner. One student says two of the actions from the Robot Bear chant, and uses their partner's name, rather than saying, "Robot Bear". The other student does the actions. Once the pair has finished, have them switch parts and do it again.

- S** The teacher checks the box on page 5 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Please do **Worksheet 1: a b c d e** and **Worksheet 2: f g h i j**, pages 70, 71, from More! Unit 1. See Teaching Notes on page 44, *We Can!2 Teacher's Book*.

## Lesson 3 • Words

### Materials

- ★ Toys and Things poster
- ★ Toys and Things flashcards – puppet, puzzle, coloring book, dollhouse, robot, football, stickers, computer game, cell phone, toy truck, T-shirt, trousers, shirt, skirt, shoes, bicycle
- ★ A robot bear (cut out)
- ★ A bag (for the flashcard activity)
- ★ Classroom English poster

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *Robot Bear* chant while doing the actions.

#### 1 Listen and point. Audio script page 55

Look at the vocabulary on the Toys and Things poster. See if the students can tell you any of the toys on the poster. Quickly go over the vocabulary on the poster.

Look at the playroom on Student Book page 6. Have a student come up and choose a toy flashcard from the bag. Have them hold up the flashcard and say the word together. Then, find that toy on page 6. Repeat with other students until all of the flashcards have been pulled out of the bag and found on the page. Listen to the CD track and have the students point to the toys as they hear them. If the students seem unsure about the vocabulary, pause the CD after each toy is said and then check to make sure the students are pointing to the correct toy.

#### 2 Listen and say. Audio script page 55

Listen to the CD track and have the students point to the toys and say them along with the CD. For added fun, have the children put one of their

### Words

#### 1 Listen and point.



#### 2 Listen and say.

#### 3 Listen and find.

6

fingers over the first toy and then put another finger over the next toy. By the end of the chant, all ten of their fingers should be covering ten toys or things.

#### 3 Listen and find. Audio script page 56

Listen to the CD track and have the students find each toy or thing and point to it. Look around at the students' books to make sure they are pointing to the correct toy or thing. Listen again and point to the toys on the poster as the students point to the ones in their books.

## Fun Time!

#### 4 One Robot, Two Robots... Audio script page 56

Chant the *Ten Little Camels* chant from We Can 1 to review the numbers. Then have the students look at page 7 and guess how to play the game. Play the CD track and have the students listen. Say, "Let's play the game!"



**Fun Time!**

**Grammar Toolbox**  
one robot → two robots,  
three robots, four robots ...

**4 One Robot, Two Robots ...**  
Chant and put your hand on top.

One robot, two robots,  
three robots, four.

Five robots, six robots,  
seven robots, more!

**I Can ...**

- listen, point, and say the names of five toys.
- say the names of some clothes.

Now go to More! pages 72, 73

7 Unit 1

- Bring four students to the front of the class. Have the first student put his/her hand on the table and say, "One robot." Have the second student put a hand on top of the first student's hand and say, "Two robots." Have the third student put a hand on top of the second student's hand and say, "Three robots." Have the fourth student put a hand on top of the third student's hand and say, "Four."
- Then, go back to the first student and have him/her put his/her free hand on top of the fourth student's hand and say, "Five robots." Have the second student put his/her free hand on top of the first student's hand and say, "Six robots." Have the third student put his/her free hand on top of the second student's hand and say, "Seven robots." Finally, have the fourth student put his/her free hand on top of the third student's hand and say, "More."
- A nice touch at the end of the game is to have the four students put their hands over their heads and say, "Yeah!" after completing the chant.
- Have the students make groups of four and recite the chant with the actions.

- If you have a group of less than four students, have the next student pull their hand from the bottom of the pile and place it on the top while they recite their part of the chant.

After the students have recited the chant, have the students look at the Grammar Toolbox on the top of page 7. Point out that you say, "One robot", but when there is more than one robot, you put an "s" at the end. Practice the *One Robot, Two Robots* chant slowly, exaggerating the "s" sound at the end. Then, recite the chant together at a normal speed.

## Goal Check

### Goal 05

Have the students listen to CD 1 track 7 and point to at least five toys.

- S** The teacher checks the box on page 7 for this goal once they have accomplished it. (Another small class option is for the other students to take turns saying the names of the toys while one student points to the five toys.)
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

### Goal 06

Have the students pick up their books and make a line in front of the Toys and Things poster or in front of the Toys and Things flashcards. After they say the names of three clothing items and point to those items on the flashcards, check their books. If they can't say the names of three clothing items, tell them to go to the end of the line and listen to the other students' answers carefully and then try again.

Please do **Worksheet 3: k l m n o** and **Worksheet 4: p q r s t**, pages 72, 73, from More! Unit 1. See Teaching Notes on page 44, We Can!2 Teacher's Book.

# Lesson 4 • Phonics

## Materials


- ★ Classroom English poster
- ★ The Alphabet poster
- ★ The Alphabet A–Z flashcards – K, L, M, and N
- ★ Colored pencils or crayons

## Getting Started


- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *Rainbow Chant* from We Can 1 page 8.

### 1 Listen and say. Audio script page 56

Play the CD and let the students listen and point to the pictures and words as the words are said. After they listen, slowly go over the letter names and how to say the sounds. Play the CD again and have the children point to the pictures and words as they say the letter names, sounds, and picture words.

 Teach the students that the sound for “M” is made by putting your lips together, while the sound for “N” is made with your mouth open and your tongue behind your top teeth.

### 2 Trace and copy.

 Remember that we want our students to be thinking about the letter names and sounds while they write, rather than just mindlessly copying the letters.

Demonstrate on the board how to write the capital letter “K”. Be sure to use the same stroke order that is shown in the book on page 8. Have the students

## Phonics

### 1 Listen and say. CD 11



K I W I



L I O N



M O N K E Y



N E S T

### 2 Trace and copy.



8

“write” the letter in the air together with their finger. Then, ask them to write “K”. While they write, occasionally say, “K says /k/, /k/ kiwi”, just like the CD 1 track 11, so they can be thinking about the letter name and sound as they write. Once everyone is finished writing the letter “K” at least six times, repeat the same process for all of the capital letters on the page.

### 3 Listen and write. Audio script page 56

Play the CD track. Pause the CD after the word “lion” is said. Tell the students to write the letter for /l/, /l/ lion. Take a look at the students’ books to make sure they wrote down the correct answer. If many students didn’t get the correct answer, have one student who got it right come up to the board and write the capital letter “L”. Then have the other students write the correct answer in their books. Continue playing the CD track. If you glance at the students’ books and feel the students need you to pause the track again (either to figure out the correct answer together or to give them extra time to write), please do so.



3 Listen and write.

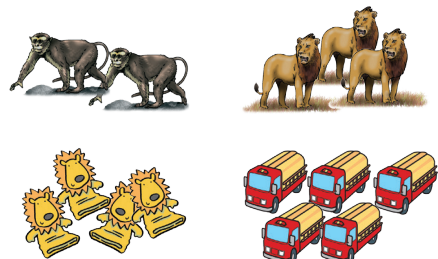
K L M N

- 1. \_\_\_ IWI 
- 2. \_\_\_ ION 
- 3. \_\_\_ ONKEY 
- 4. \_\_\_ EST 

### Fun Time!



4 Listen, count, and chant.



#### I Can ...

- make the sounds of the letters K, L, M, and N
- count from 1 to 10.



Now go to More! pages 74, 75

9 Unit 1

After the students have written down the answers, check them as a class. Put the K, L, M, and N cards on the board in a random order. Hold up your book, point to the first one, and say the sound and picture word. Ask a volunteer to choose the correct alphabet card. Continue with the rest of the answers.

## Fun Time!



4 Listen, count, and chant.

Audio script  
CD1 13 page 56

Say the numbers at random, e.g. four, three, five, two, and have the students count, point, and say what they are. When you say, "three", the students should say "lions". Then play the CD and have the students listen and point. Play the CD again and have the students listen and chant.

## Goal Check

Goal 07

- S** Have each student point to and say all sounds of the letters from K to N. Check the box in the student's book once he/she has accomplished the goal.
- B** Put the students in groups of four and have them stand up, point to, and say all the sounds of the letters from K to N. Once they have accomplished the goal, have them check the box in their books. Have all of the students write the letters A to N on a piece of paper. Once they have completed the goal, they should raise their hands and have the teacher check their work. Let them correct any mistakes they have made. Once all of the letters are correct, check this goal box.

Goal 08

Say the numbers from 1 to 10 at random and have the students write them. Then have them say the numbers in the order they wrote them. Once they have accomplished the goal, have them check the goal box in their books.

Please do **Worksheet 5: u v w x y z** and **Worksheet 6: a to z**, pages 74, 75, from More! Unit 1. See Teaching Notes on page 45, We Can!2 Teacher's Book.

## Extension Activities

### Lesson 1 • Talk Time

#### Materials:

- ★ Classroom objects, things
- ★ Toys and Things flashcards
- ★ Toys and Things poster

#### Find what and how many.

Review all of the toys using the Toys and Things poster. Then review how to say the plural form of the vocabulary words by pointing to numbers 1–10 on the board and holding up a flashcard or an object or using the poster.

Have the students take a flashcard each and hide it. Tell them to write a number from 1 to 10 in their notebooks and keep it hidden. Then they work with a partner to try and find out what the hidden toy is and what the number is. Let them ask and answer as many times as they wish to try and find out and then swap roles. Say, "Stop." and have the students check their toys or objects and numbers. You can also play this game in groups. If a pair has finished asking each other, they can raise their hands and pick out new toys or objects to practice with.

## Lesson 2 • Rhythms and Sounds

#### Materials:

- ★ My Body flashcards – knee and head
- ★ Magnets
- ★ Slips of paper with numbers in a bag

### Robot Bear Commands Game

Chant the *Robot Bear* chant (with actions) once to prepare students for the activity. Then write the following on the board (including the numbers):

1. turn around
2. touch the ground
3. show your shoe
4. you're out, too
5. touch your knee (use magnets or tape to put the knee card up next to this)
6. touch your head (use magnets or tape to put the head card up next to this)

Divide the class into four teams. Ask each team to choose a name. If they can't decide on a name, suggest a vocabulary word in English that they have learned. Write the team names on the board. Have a member of the first team pick a number from the bag. Have them command the second team to do the action corresponding to the number they picked. After the second team does the action, write the number the first team picked next to their team's name to keep track of what numbers the team has picked, fold the paper, and put it back in the bag. Then have the second team pick a number from the bag and command the third team. The object of the game is to pick all six numbers and command the other team to do the actions. If a team picks a number more than once, the other teams say, "Too bad!" and that team does not have to do the action. The team that picks all six numbers first is the winner.

## Lesson 3 • Words

### Materials:

- ★ Toys and Things poster and Alphabet poster

### Toys, Things, and Letters

Divide the class into teams. Ask a student from the first team to point to a toy or an object on the poster. The students of the second team have to name the toy/object and point to the letter that it begins with. Then ask a student from the second team to point to a toy or object and have the rest of the teams say the name of the toy/object and point to the letter it begins with. Make sure all the teams take turns pointing and guessing. Continue until all of the students have had a chance to play.

## Lesson 4 • Phonics

### Materials:

- ★ The Alphabet A–Z flashcards

### Four Corners Race

Place the K, L, M, and N cards in the four corners of the classroom. Call out the sound of one of the letters and the vocabulary word that goes with it (i.e. sound of k, /k/, Kiwi) and have the students run to the corner that letter is in. Continue with all of the letters. Then, have the students say one of the sounds and the vocabulary word that goes with it.

For extra practice and review, replace the cards with other alphabet cards they have already learned.

### Materials:

- ★ The Alphabet flashcards – K–N

### Back Writing Pairs

Review the K, L, M, and N cards with the students, if necessary. Have the students stand up and choose a partner. One student sits quietly and watches. The other student writes one of the letters on the desk with a finger. The student guesses what letter the other student wrote, either by saying the sound or letter name. If the student can't remember the sound or letter name, they can point to the correct card. If you see a student pointing to the cards, gently say the letter name or sound and have the student repeat it.

# Unit 2 Food

## Lesson 1 • Talk Time



### Materials



- ★ Classroom English poster
- ★ Food Poster
- ★ Scrap paper

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Do the How Old Are You? activity from We Can 1, Student Book, page 7.

#### 1 Listen and say.



Have the students look at the picture on page 10. Say, "Look at Safroota and Safroot." Point to the food in the picture and ask, "What's this?" See if the students can tell you the names of any of the food items.

Play the CD track and have the students listen. See if they could hear what foods Safroot and Safroota were talking about. If they couldn't, tell them Safroot and Safroota were talking about macaroni and pizza. See if the students can find the pizza and the macaroni in the picture. Point to Safroota and say, "Do you like pizza?" Point to Safroot and say, "Yes, I like pizza." while making a thumbs up gesture and rub your stomach. Point to Safroot and say, "Do you like macaroni?" Point to Safroota and say while shaking your head with a disgusted look on your face, "No, I don't like macaroni." while making a thumbs down gesture and wrinkle your nose and frown. Listen to the CD again and say the sentences along with the CD.

## Unit 2 Food

### Talk Time

#### 1 Listen and say.



#### 2 Practice the talks in pairs.

#### 3 Act out the talks in pairs.



#### 2 Practice the talks in pairs.

Have the students stand up and find a partner. They must decide who is Safroot and who is Safroota. Have them practice the talks. Circulate around the room to make sure all of the students are speaking English. Then, have them switch parts and practice again.

#### 3 Act out the talks in pairs.

Bring each pair to the front of the class and have them act out the talks in front of the class. Applaud each group for a job well done.

**Fun Time!**

**Grammar Toolbox**  
don't = do not

4 Listen. Shout **I like!** or **I don't like!**

I like macaroni.

I like pizza.

I like salad.

I like onions.

I like kabsa.

I like soup.

**I Can ...**

- act out the talks about food with a partner.
- say two foods that I like.

Now go to More! pages 76, 77

11 Unit 2

## Fun Time!

4 Listen. Shout "I like!" or "I don't like!"

Audio script  
page 56

Have the students look at the pictures of the food on Student Book page 11. See if the students can say the names of any of the foods. (They should be able to at least tell you "pizza" and "macaroni".)

Play the CD track. After the teacher on the CD says, "I like (food item).", the students should shout, "I like (food item)!" if they like the food or "I don't like (food item)!" if they don't like the food.

Have the students take out a piece of scrap paper and draw a smiley face on one piece and a frowny face on another. This time when they listen to the CD track, they have to say "I like (food item)!" or "I don't like (food item)!" and hold up their smiley or frowny face.

Try this one more time with the CD, except this time, pause the CD after each "I like (food)." sentence is said. All of the students holding up the smiley face should stand up and say, "I like (food)." Then,

they should sit down and all of the students holding up the frowny face should say, "I don't like (food)."

**In many English-speaking countries, it is considered normal to have food you dislike (usually vegetables!). In some other countries, children are proud to announce that they do not dislike any kinds of food. If a student insists they don't dislike any kinds of food, teach them to say, "I like everything."**

**Grammar Toolbox:** Have the students hold up two fingers. Point to one finger and say, "do" and point to the next finger and say, "not". Then, bring both fingers together and say, "don't". Practice this a few times together.

## Goal Check

### Goal 09

Have the students find a partner and act out the talks about food.

- S** The teacher checks the box on page 11 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

### Goal 10

Have the students hold up their smiley face paper and say two, "I like (food)." sentences about food they like.

- S** The teacher checks the box on page 11 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Please do the **Alphabet Jingle**, pages 76, 77, from More! Unit 2. See Teaching Notes on page 46, We Can!2 Teacher's Book.

# Lesson 2

## Rhythms and Sounds

**Materials**

- ★ Classroom English poster
- ★ Ten marbles
- ★ Scrap paper
- ★ Scissors
- ★ Stick-on labels
- ★ Optional – Colors poster, a timer


### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Play the Number Guessing Game from Student Book page 3 with ten marbles.
- Refer to the Classroom English poster to give any directions in English at the beginning of class.

**1 Listen and chant.**  Audio script page 56

Have the children open their books to page 12. Point to Safroot and ask, "Who's this?" Have them tell you it is Safroot. Mime taking a cookie from a cookie jar and say, "Safroot is taking..." Try to elicit that Safroot is taking a cookie. Say, "Yes, Safroot is taking a cookie from the cookie jar. Oh no!" while showing an expression of mock surprise. Play the CD track and listen to the chant. Play the CD again and have the students chant along. Emphasize the highlighted words in the chant. The second time the *Cookie Jar Chant* is chanted, the word "cookie" from "cookie jar" is eliminated, so chant that word loudly the first time!

**Rhythms and Sounds**

**1 Listen and chant.** 

**Cookie Jar Chant**

Who took the **cookies** from the **cookie jar**?


**Safroot** took the **cookies** from the **cookie jar**.


Who **me**?


Yes, **you!**

Not **me!**

Then **who** took the **cookies** from the **cookie jar**?



**2 Listen again and clap the rhythm.** 



12

**2 Listen again and clap the rhythm.**

Listen to the CD again and have the students clap out the rhythm. The students can chant along while they clap if they choose to do so, but the main point of this activity is to get a feel for the rhythm of the language.

## Fun Time!

**3 Cookie Jar Game**  Audio script page 57

Have the students look at the picture of the game on page 13. Play the CD track and have the students listen. Say, "Let's clap and chant."

Divide the class into groups of six. Give them six stick-on labels and have them write a number from 1–6 on each label. Each student should stick this label onto their shirt. (If you have a small class, the whole class can be a group and you can make labels for as many students that are in your class.)

Then give each group a piece of scrap paper and a pair of scissors. Ask, "What shape is a cookie?" Elicit



**Fun Time!**

**3** **Cookie Jar Game**  
Clap and chant.

Number two took the cookies from the cookie jar.

Who me?

**I Can ...**

- chant the *Cookie Jar Chant* using good rhythm. **GOAL 11**
- say "Who took the cookies from the cookie jar?" three times really fast. **GOAL 12**

**Advice Time**

Eat with your right hand.

Now go to More! pages 78, 79

13 Unit 2

"circle" and point to the circle on the Shapes and Sizes poster. Ask, "What color is a cookie?" (Cookies can be many different colors, so this is a good time for the students to use their imagination and think about different cookies they have eaten.) Pointing to the scrap paper and scissors, tell the students, "Take out your colored pencils or crayons and make a cookie." Set a timer for five minutes or play the *Cookie Jar Chant* over and over until five minutes have passed.

Once the groups have made their cookie, choose one group to demonstrate the game. Tell everyone in that group, "Close your eyes." Silently give the cookie to someone in that group and have that student put it in their pocket. Tell the students, "Open your eyes." Play the CD once again and have the groups listen. Have the students count off by saying, "Number (number on their label)." from one to six. Then, tell one of the more outgoing students in the group to start by saying, "Number two took the cookies from the cookie jar." like on the track/ audio script. Play the game until the person hiding the cookie is discovered and says, "Yes, me!" Have

the rest of the students answer, "Yes, he took the cookie from the cookie jar.", or "Yes, she took the cookie from the cookie jar."

Now that everyone understands how to play the game, have each group close their eyes, silently give the cookie to someone in the group, tell them to open their eyes and start the game. Circulate around the room and hide the cookies for other groups once the person hiding the cookie is discovered.

## Goal Check

Goal 11

**S** Have the students chant the *Cookie Jar Chant* individually. Check the box in their books after they have chanted it.

**B** Have the students chant the *Cookie Jar Chant* in the groups they played the Cookie Jar Game in. After they have successfully chanted it, have them check the goal box in their books.

Goal 12

Have the students stand in a line, holding their books. Each student should say, "Who took the cookies from the cookie jar?" three times really fast. If they can't say this, they can go to the end of the line, listen to the other students, and try again when they get to the front of the line. Check the box in their books after they have successfully said the question three times.

Please do **Words with b, p and What's this? / that? It's a /an**, pages 78, 79, from More! Unit 2. See Teaching Notes on page 47, We Can!2 Teacher's Book.

# Lesson 3 • Words

Materials

- ★ Classroom English poster
- ★ Food poster
- ★ Food flashcards

## Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Review numbers 1–10 by counting on your fingers. Play the Clap and Guess the Number Game from We Can 1 Student Book page 31.

**1 Listen, point, and say.** Audio script CD1 18 page 57

Have the students open their books to page 14. See if the students can tell you the names of the food on the page. Ask them to turn to page 10 of Safroot and Safroota in the food court and see if any of the foods are on both pages. Listen to the CD track and have the students listen as they point to the food on the page, and then listen and try to find the correct picture. Pause the CD after they have to find the apricot to make sure everyone has found the picture of the apricot and understands what they are supposed to do. Play the CD again and have the students point to the food as they say the words along with the CD.

Take the Food flashcards for the food vocabulary on page 14 and place them around the room in random order. Point to the apple in the book and say, "apple" as you look around the room with your hand to your forehead as if you are searching for the apple. Have the students point to the apple card. Continue with the rest of the cards.

Play the CD again and have the students point to the cards as they say the words along with the CD.

Words

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

 1. apple	 2. pizza	 3. salad
 4. soup	 5. orange	 6. rice
 7. sandwich	 8. apricot	 9. kabsa

**2 Listen and practice.**

1.	2.
3.	4.
5.	6.

14

**2 Listen and practice.** Audio script CD1 19 page 57

Have the students listen to the CD track as they point to the food in their books. Then, have them practice the pronunciation of each word along with the CD. Play the CD again and have students repeat in groups and individually. Point to the apple in activity 1 and elicit "apple" from the students. Point to the apples in activity 2 and ask "How many apples?" to elicit "three apples". Do the same with more words.

## Fun Time!

**3 Number Race** Audio script CD1 20 page 57

Have the students look at page 15. Ask which foods are the same as the ones on page 14. Teach the new words, "cherries", "carrots", and "potatoes". Listen to the CD track and have the students point to the numbers and food along with the CD. Play the CD again and have the students say the numbers and food vocabulary along with the CD.

## Fun Time!

**Grammar Toolbox**  

Countable	Uncountable
sandwiches	soup
apples	rice

**3 Number Race**  
CE1 20  
 Count fast from 1 to 10 and back.

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

**I Can ...**

- point to and say five kinds of food.
- count from one to ten and back.

GOAL 13

GOAL 14

Now go to More! page 80
15 Unit 2

that student has finished, they should sit down and the next student will count. Continue until all of the students are sitting down.

**Grammar Toolbox:** Point out to the students that some nouns are countable (i.e. sandwiches or apples) and some are uncountable (i.e. soup or rice). If you want to demonstrate the reasons why some nouns/food words are uncountable, use real things, for example, cookies or apples that you can count and some rice that you would need hours to count every grain or a jar of soup that you cannot really count at all.

### Goal Check

**Goal 13**

**S** Each student should point to and say five kinds of food individually. Check the box in the student's book once he/she has accomplished the goal.

**B** Put the students in groups of five, and have each student point to one kind of food and say what it is. Then, the group can say those five kinds of food just mentioned as a group. Once they have accomplished the goal, have them check the box in their books.

**Goal 14**

**S** Each student should count from one to ten and back individually. Check the box in the student's book once he/she has accomplished the goal.

**B** Put the students in groups of four, and have them point to and count from one to ten and back as a group. Once they have accomplished the goal, have them check the box in their books.

Please do **Are you happy?**, page 80, from More! Unit 2. See Teaching Notes on page 48, We Can!2 Teacher's Book.

- B** Have the students make groups of six to eight students. Tell them, "Make a circle." They should be standing up and holding their books. Each group will count fast from one to ten and back together, while pointing to the number in their books. When the whole group has finished, they should sit down. Recognize the group that finished first. Now have each group stand back up and say the numbers and food vocabulary from one to ten and back together, while pointing to the pictures in their books. When the whole group has finished, they should sit down. Recognize the group that finished first.
- S** Have the students stand up. Tell them, "Make a circle." They should be holding their books. Start with one student and have that student count to ten and back while pointing in their book. Once that student has finished, they should sit down and the next student will count. Continue until all of the students are sitting down. Now have everyone stand back up and have one student say the numbers and food vocabulary from one to ten and back together, while pointing to the pictures in their book. Once

# Lesson 4 • Phonics


**Materials**

- ★ Classroom English poster
- ★ The Alphabet A–Z flashcards
- ★ Optional – The Alphabet poster, a timer

## Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Have the students turn to page 8 in their books and review the letter names, letter sounds, and picture words for the letters K, L, M, and N. Play the Four Corners Race from the Unit 1 Extension Activities to practice those letters.

**1 Listen and say.**  Audio script page 57


 **Even native speakers of English should take time before class to review the sounds of the letters on the CD!**


Play the CD track and let the students listen and point to the pictures and words as the words are said. After they listen, slowly go over the letter names and how to say the sounds. Play the CD again and have the children point to the pictures and words as they say the letter names, sounds, and picture words.

**2 Trace and copy.**


Demonstrate on the board how to write the capital letter “O”. Be sure to use the same stroke order that is shown in the book. Have the students “write” the letter in the air together with their finger. Then, ask them to write “O”. While they write, occasionally say, “O says /o/, /o/ octopus”, just like the CD 1 track 21, so they can be thinking about the letter name and sound as they write. Once everyone is finished

**Phonics**


**1 Listen and say.**  CD 21




OCTOPUS



PARROT



QUILT



RABBIT

**2 Trace and copy.**

O O O O O


P P P P P

Q O O O O

R R R R R

16



writing the letter “O” at least six times, repeat the same process for all of the capital letters on the page.



 **A fun way to get the students to remember how to pronounce the sound for “O” is to show them that the shape of the letter and the shape of your mouth when you pronounce “O” is the same.**

**3 Listen and write.**  Audio script page 57

Play the CD track. Pause the CD after the word “rabbit” is said. Tell the students to write the letter for /r/, /r/, rabbit. Take a look at the students’ books to make sure they wrote down the correct answer. If many students didn’t get the correct answer, have one student who got it right, come up to the board and write the capital letter “R”. Then have the other students write the correct answer in their books. Continue playing the CD track. If you glance at the students’ books and feel the students need you to pause the track again (either to figure out the correct answer together or to give them extra time to write), please do so.

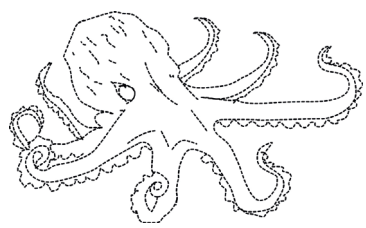
**3 Listen and write.** O P Q R

1. CTOPUS  2. ARROT 

3. UILT  4. ABBIT 

**Fun Time!**

**4 Draw, count, and write.**



CT US

**I Can ...**

- make the sounds of the letters O, P, Q, and R.
- write the letters A to R.

GOAL 15

GOAL 16

Now go to More! page 81

17 Unit 2

After the students have written down the answers, check the answers as a class. Put the O, P, Q, and R cards on the board in a random order. Hold up your book, point to the first one, and say the sound and picture word. Ask a volunteer to choose the correct alphabet card. Continue with the rest of the answers.

## Fun Time!

### 4 Draw, count, and write.

Have the students look at the outline in the Fun Time! box. Ask them to name it, i.e. octopus, and count its legs (tentacles). Then have them draw a continuous line over the interrupted line and color it. Put students in pairs and have them complete the word in the box.

Remind them to write capitals. Then ask them to write the word in lower case letters.

## Goal Check

### Goal 15

- S** Have each student point to and say all sounds of the letters from O to R. Check the box in the student's book once he/she has accomplished the goal.
- B** Put the students in groups of four and have them stand up and point to and say all the sounds of the letters from O to R. Once they have accomplished the goal, have them check the box in their books.

### Goal 16

Have each student come up and show you they can write the letters A to R. Check the box in the student's book once he/she has accomplished the goal. If they cannot write all of the letters during the class time, have them finish at home and then check the box once they have brought their completed assignment to the next class.

Please do **Is Ken happy?**, page 81, from More! Unit 2. See Teaching Notes on page 48, We Can!2 Teacher's Book.

## Extension Activities

### Lesson 1 • Talk Time

#### Materials:

- ★ One piece of paper with a Smiley Face drawn on it and another piece of paper with a Frowny Face drawn on it
- ★ Reusable adhesive or tape
- ★ One Smiley Face cut out and taped to a straw
- ★ One Frowny Face cut out and taped to a straw
- ★ Food poster
- ★ Food flashcards

### What Does the Teacher Like? Game

Attach the Smiley Face paper to the wall on one side of the classroom and a Frowny Face to the wall on the other side of the classroom.

Stand at the front of the room with the Smiley and Frowny faces cut out and taped to a straw and the Food flashcards. Hold up a Food flashcard and say the name of the food on the card. If the students like the food, they should stand under the Smiley Face and say, "I like (food)!" If the students don't like the food, they should stand under the Frowny Face and say, "I don't like (food)!" Continue until all of the food flashcards have been used up.

If you wish to extend the game, have the students call out a different food.



**If the name of the food is not in English, but is easy to translate into English, teach the name in English, e.g. rice. However, if the name of the food is difficult to translate into English (i.e. "kabsa" for rice with pieces of meat), keep it in the original language.**

## Lesson 2 • Rhythms and Sounds

#### Materials:

- ★ Shapes flashcards
- ★ Toys and Things poster
- ★ Toys and Things flashcards (only the toys from Student Book page 2)

### Combination Game 2: Toys and Shapes Guessing Game

Combination Games are periodic extension activities that aim to combine many past lessons.

Tell the students, "Close your eyes." and then choose a Toys and Things card. Turn it over and hold it over your chest to hide the card. Then say, "I like 'uhn'" and motion to the Toys and Things poster. Ask the students to say, "Hint, please!" Say the names of the shapes in the toy. (If the toy is a bicycle say, "circle". If it is a cell phone, say "rectangle".) The students raise their hands and guess the name of the toy or thing you are holding. When a student guesses correctly, reveal the flashcard you are holding and say, "That's right. I like (toy/thing in plural form)."

Review the vocabulary for shapes. Then review the vocabulary for the toys by putting them in the sentence, "I like. . ." Remember that the toys will have to be put in the plural form in these sentences, for example, "I like bicycles."

Have the student who guessed the card you were holding come to the front and tell the students, "Close your eyes," and then choose a Toys and Things card. Have them turn it over and hold it over their chest to hide the card. Then they should say, "I like 'uhn.'" The students should say, "Hint, please!" Then, the student holding the card will say the names of the shapes in the toy/thing. The students raise their hands and guess the name of the toy they are holding. When another student guesses correctly, the students should reveal the flashcard they are holding and say, "That's right. I like (toy/thing in plural)." Now, the new student comes to the front of the class and the game continues. Continue the game until all of the students have had a turn to come to the front or until all of the cards have been

used up.

Note: Use all of the cards for every round of this game. Students can choose a card that has already been chosen.

## Lesson 3 • Words

### I like.../I don't like... Activity

Have the students come to the front of the class in groups of four and mime two things they like and two things they don't like. The things they mime can be toys, objects, or food. The rest of the students have to guess. They have three guesses for each item. The team that wins can lead all the games in class for the week!

## Lesson 4 • Phonics

### Materials:

- ★ The Alphabet A–R cards

### Marching Phonics Game

Put the cards around the edge of the table or on the floor in a circle. Have the students stand around the outside of the cards. Say, "March! March!" and have the students march around the table or around the outside of the flashcard circle. Then say, "Stop!" and everyone slaps their hand on a flashcard. They pick up their flashcard and take turns saying the letter name and letter sound. Then they put the flashcard back where they found it.

Choose a new student to say, "Stop!" Once again say, "March! March!" and have the students march around the table or around the outside of the flashcard circle. When the student says, "Stop!", everyone slaps their hand on a flashcard. They pick up their flashcard and take turns saying the letter name and letter sound. Then they put the flashcard back where they found it. Then choose another student to say, "Stop!" Continue until all of the students have had a turn or until the students become dizzy! You can also ask the students to say a word that begins with each letter that they slap their hand on.

### Materials:

- ★ The Alphabet O–R cards

### Find the Card Game

Review the letter names and letter sounds of the letters O–R. Line up the O–R flashcards in alphabetical order at the front of the classroom. Choose four students. Point to the first student and say, "O says o, o, octopus." Point to the second student and say, "P says p, p, parrot." Point to the third student and say, "Q says q, q, quilt." Point to the fourth student and say, "R says r, r, rabbit." Then say, "Ready, GO!" and the students have to go and get the correct card. When they bring the card back to you, they must say the letter name, letter sound, and picture word. Praise the students for a job well done and have them sit down while you put the flashcards back in the front of the classroom in alphabetical order. Then choose four more students and repeat. Continue until all of the students have had a chance to participate.

# Unit 3 Animals

## Lesson 1 • Talk Time

### Materials

- ★ Classroom English poster
- ★ Scrap paper
- ★ Animals poster
- ★ Animals flashcards

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *Cookie Jar Chant* from Student Book page 12.

### 1 Listen and say. Audio script page 57

If you have a pet and feel comfortable doing so, bring in a picture of your pet to show the students. Tell them, "I have a \_\_\_\_\_. His/Her name is \_\_\_\_\_."

Have the students look at the picture on page 18. Say, "Look at Safroota and Safroot." Point to the animals in the picture and ask, "What's this?" See if the students can tell you the names of any of the animals.

Play the CD track and have the students listen. See if they could hear what pet Safroot has. If they couldn't, tell them Safroot has a turtle and have everyone point to the turtle in the pet shop. Listen to the CD again and say the sentences along with the CD.

### 2 Act out the talks in pairs.

Have the students stand up and find a partner. They must decide who is Safroot and who is Safroota. Have them practice the talks once with the CD, and then ask them to do it again without the CD.

## Unit 3 Animals

### Talk Time

#### 1 Listen and say.



#### 2 Act out the talks in pairs.

#### 3 Ask two people if they have a pet.



18

Circulate around the room to make sure all of the students are speaking English. Then, have them switch parts and practice again.

### 3 Ask two people if they have a pet.

Give all of the students a piece of scrap paper. Tell them to draw a picture of their pet or write the word "NO" on the paper if they don't have a pet. (Write the word "NO" on the board for their reference.) Set a timer for five minutes or watch the clock and occasionally play the talk on the CD track.

Have two students come to the front of the room with their pieces of scrap paper. Make sure one student has drawn a picture of a pet and one student has drawn the word, "NO". Ask them, "Do you have a pet?" One student will answer, "Yes, I have a \_\_\_\_\_." and the other student will answer, "No, I don't."

Tell everyone to stand up and hold their piece of paper. Then, ask two students, "Do you have a pet?" After they ask two students, they should sit down.



**Fun Time!**

**4 Number Race**  CD1 24

Count fast from 11 to 20.

**11** 

**12** 

**13** 

**14** 

**15** 

**16** 

**17** 

**18** 

**19** 

**20** 

**I Can ...**

- act out the talks about pets with a partner. GOAL 17
- I can count from 11 to 20. GOAL 18

19 Unit 3

## Fun Time!

**4 Number Race**  Audio script CD1 24 page 58

Have the students look at page 19. Play the CD track and have the students listen and point in their books. Repeat the numbers. Then tell the students that you will say a number, e.g. "eleven", and they have to say "horses" as quickly as they can. Demonstrate with a student and then have students demonstrate for the rest of the class. Divide the class into two teams. Say the number and wait for a team to say the word for the matching animals. Then switch from number to animals, e.g. say the word for the animals and have the students say the number, e.g. you say "birds", the students say "eighteen".

Have the students play in pairs. Then divide them into groups and have them play again. Circulate around the room and help when necessary.

Ask them to use pen and paper. Say the word for the animals. Then the students have to write the number, e.g. you say "rabbits", and the students write 12. Do this quickly with the whole class.

## Goal Check

**Goal 17**

Have the students find a partner and act out the talks about pets.

- S** The teacher checks the box on page 19 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

**Goal 18**

Have the students ask each other and answer, e.g. "How many zebras?", "Thirteen".

- S** The teacher checks the box on page 19 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Chant the *Good-bye Chant* to end the class.

# Lesson 2

## Rhythms and Sounds

**Materials**

- ★ Classroom English poster
- ★ Animals poster
- ★ Animals flashcards
- ★ The Alphabet A–Z cards

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Have the students go to page 15 in their books and do the Number Race.

**1 Listen and chant.**  Audio script page 58


Ask three children, "What's your name?" Have the children open up their books to page 20 and point to the farmer. Say, "This is a farmer. This is a horse. The horse's name is PACO." Pass out the P, A, C, and O cards at random to different students. Ask those students to put the cards up at the front of the class to spell "PACO". Show the students the letters in PACO's name and spell out the word together, using the same rhythm as the chant. Play the CD track and listen to the chant. Play the CD again and have the students chant along as they point to the P-A-C-O letters. Emphasize the highlighted/stressed words in the chant.

**Rhythms and Sounds**

**1 Listen and chant.**

**PACO**

There was a farmer who had a horse,  
And PACO was his name-oh!  
P-A-C-O, P-A-C-O, P-A-C-O,  
And PACO was his name-oh!



**2 Listen again and stamp the rhythm.**

**3 Write PACO.**

P A C O \_\_\_\_\_

20

**2 Listen again and stamp the rhythm.**

Listen to the CD again and have the students stamp out the rhythm. The students can chant along while they stamp if they choose to do so, but the main point of this activity is to get a feel for the rhythm of the language.

**3 Write PACO.**

Have the students look at their books or at the flashcards at the front of the room and write the name PACO in capital letters. Point out that the first letter in the word "PACO" makes the /p/ sound.

After the students have written the word, play the chant and have everyone chant as they point to the letters they have just written.

## Fun Time!

**Guessing Game. How many animals?**  
Listen and match.

**I Can ...**

- chant the *PACO* chant by myself using good rhythm.
- count from 11 to 20 and back.

GOAL 19  
 GOAL 20

Now go to More! pages 82, 83 21 Unit 3

Divide the class into small groups and play the CD a few times while they practice chanting and stamping. Then each group will take turns coming to the front and performing the chant while stamping. Applaud each group for a job well done.

Instead of having the class stamp their feet during this game, have them clap their hands or tap their hands on the desk.

### Goal Check

Goal 19

- S** Have the students chant the *PACO* chant individually using good rhythm. Check the box in their books after they have chanted it.
- B** Have the students chant the *PACO* chant using good rhythm in groups of four. After they have successfully chanted it, have them check the goal box in their books.

Goal 20

Have the students point and say each number with the right animals in their book. Check the box after they have successfully completed this goal.

Chant the *Good-bye Chant* to end the class.

Please do the **Alphabet Jingle**, pages 82, 83, from More! Unit 3. See Teaching Notes on page 49, *We Can!2 Teacher's Book*.

## Fun Time!

**Guessing Game.** Audio script page 58  
**How many animals?**

Have the students look at the picture of the game on page 21. Have them look at the numbers and animals in the box and try to match them. Give them 2 or 3 minutes to do this. Play the CD and have students listen and check their answers or match. Tell the students to draw lines connecting number and animals. Play the CD again and have the students listen and check their answers, and then listen and repeat. Put the students in pairs and ask them to practice by saying a number and animals, e.g. "eleven rabbits". Get the other student in the pair to say True or False after they check the numbers and pictures in the box. Have individual students tell the class. Check answers.

# Lesson 3 • Words

## Materials

- ★ Classroom English poster
- ★ Animals and Insects poster
- ★ Animals and Insects flashcards
- ★ Scrap paper
- ★ A robot bear

## Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Play Pass the Robot Bear Game from Student Book page 5.


### 1 Listen and point. Audio script page 58


Have the students open their books to page 22. See if the students can tell you the names of any of the animals on the page. Ask them to turn to page 18 of Safroot and Safroota in the pet shop and see if any of the animals are on both pages. Listen to the CD track and have the students listen as they point to the animals on page 22.


### 2 Listen, point, and say. Audio script page 58


Play the CD track and have the students listen and find the animals, and then say the names of the animals along with the CD. Pause the CD after the word "cow" to make sure everyone is pointing to the cow and knows what to do. Watch the students carefully to check if they can find the animals while listening to the CD. If they seem to be having trouble, review the animals on the page with the Animals flashcards and then try the exercise again.


## Words


**1 Listen and point.** 


  
1. duck


  
2. cat


  
3. bird


  
4. fish


  
5. mouse


  
6. cow


  
7. horse


  
8. sheep


  
9. chicken


**2 Listen, point, and say.** 


**3 Listen and make the sounds.** 

  
1. Tweet, tweet

  
2. Moo, moo

  
3. Neigh, neigh

  
4. Baaa, baaa

  
5. Cluck, cluck

22

**Optional activity:** Play tic-tac-toe. Demonstrate on the board how to play the game tic-tac-toe. Have each student find a partner and tear up ten small pieces of paper. They should write an "X" on five pieces of the paper and "O" on five pieces of the paper. One student takes the "X" papers and the other takes the "O" papers. Then, using the nine animals in 1 Listen and point, students play tic-tac-toe with their partner. When students put down an "X" or an "O", they should say the name of the animal. Circulate around the room and make sure everyone knows how to play.

### 3 Listen and make the sounds. Audio script page 58

Play the CD track and have the students listen to the sounds. Pause after each sound and ask, "What is it?" Have them tell you the name of the animal. Go over each animal and sound and practice them. Decide as a class on a good gesture for each animal (i.e. flap your arms for a bird, make horns on the top of your head with your index fingers for a cow, etc.). Practice again with the CD and make the gesture and the sound.

## Fun Time!



### 4 Old MacDonald

Chant and make the sounds.

**Old MacDonald had a farm**

**Ee-ii-ee-ii-oh**

And **on that farm he had some cows**

**Ee-ii-ee-ii-oh**

With a **MOO MOO here**

And a **MOO MOO there**

**Here a MOO**

**There a MOO**

**Everywhere a MOO MOO**

**Old MacDonald had a farm**

**Ee-ii-ee-ii-oh**



### I Can ...

- say the names of three animals.
- make the sounds of three animals.

GOAL 21

GOAL 22

### Advice Time

Treat animals kindly.



Now go to More! pages 84, 85

23

Unit 3



**Exaggerate the sounds and gestures and keep the tone of the activity light so even shy students will want to join in the fun!**

## Fun Time!



### 4 Old MacDonald

Audio script  
CD1 30 page 58

Have the students look at page 22. Listen to the chant on the CD track and have the students point to the animals in their book that they hear. (They will hear cows, horses, and sheep.) Say, "Let's chant the chant." Have all of the students stand up and play the CD. Chant the chant, make the animals' sounds in the chant, and do the gestures for each animal together. Practice the chant with the CD a few times.

Put the turtle, cat, mouse, bird, and chicken cards around the room. Ask a student to choose a card. As a class, practice the name of the animal, the sound it makes, and the gesture for that animal. (For turtle, cat, and mouse, you will need to make new gestures.) Now, chant a verse of the chant with the new animals.

## Goal Check

### Goal 21

Have all the students hold their books and stand in a line. When they come up to the front of the line, they should tell you the names of three animals. If they can't, they should go to the back of the line and listen to the other students tell you the names of the animals. Check the box once they have completed this goal.

### Goal 22

Have all the students hold their books and stand in a line. When they come up to the front of the line, they should make the sounds of three animals. If they can't, they should go to the back of the line and listen to the other students make the sounds of three animals. Check the box once they have completed this goal.

Please do **Words with sh, s, and Words with ch, sh**, pages 84, 85, from More! Unit 3. See Teaching Notes on page 50, We Can! 2 Teacher's Book.

# Lesson 4 • Phonics

**Materials**


- ★ Classroom English poster
- ★ The Alphabet A–Z cards
- ★ Optional – The Alphabet poster a mirror

## Getting Started


- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Have the students turn to page 52 in their books and review the letter names, letter sounds, and picture words of the letters O, P, Q, R. Play the “What’s On My Head?” game from the We Can 1 Unit 4 Extension Activities to practice those letters.

**Phonics**


1 Listen and say.




SUN



TIGER



UMBRELLA



VASE

2 Trace and copy.

S S S S S


T T T T T

U U U U U

V V V V V

24

1 Listen and say.  Audio script page 59

 Even native speakers of English should take time before class to review the sounds of the letters on the CD! Pay careful attention to the way the vowels are pronounced. To help students pronounce the sound for “V”, have them take their index finger and push their top lip up. Then, show them how to slide their bottom lip under their top teeth to make the /v/ sound. If they have trouble, have them look at themselves in the mirror as they pronounce the sound.

Play the CD track and let the students listen and point to the pictures and words as the words are said. After they listen, slowly go over the letter names and how to say the sounds. Play the CD again and have the children point to the pictures and words as they say the letter names, sounds, and picture words.


2 Trace and copy.


Demonstrate on the board how to write the capital letter “S”. Be sure to use the same stroke order that is shown in the book. Have the students “write” the letter in the air together with their finger. Then, ask them to write “S”. While they write, occasionally say, “S says /s/, /s/, sun”, just like the CD1 31, so they can be thinking about the letter name and sound as they write. Once everyone is finished writing the letter “S” at least six times, repeat the same process for all of the capital letters on the page.

3 Listen and write.  Audio script page 59

Play the CD track. Pause the CD after the word “vase” is said. Tell the students to write the letter for /v/, /v/, vase. Take a look at the students’ books to make sure they wrote down the correct answer. If many students didn’t get the correct answer, have one student who got it right, come up to the board and write the capital letter “V”. Then have the other students write the correct answer in their books. Continue playing the CD track. If you glance at the students’ books and feel the students need you

**3 Listen and write.** **S T U V**

1. **UN**  2. **IGER** 

3. **MBRELLA**  4. **ASE** 

**Fun Time!**

**4 Listen, count, and write.**

20	21	22
2	2	2
2	2	2
2	30	

**I Can ...**

- make the sounds of the letters S, T, U, and V.
- I can count from 20 to 30 and back.

Now go to More! pages 86, 87

25 Unit 3

to write different numbers up to 30. Divide the students into groups. Put all the slips in a bag and have a student from each group pick a number and read it as quickly as possible.

### Goal Check

Goal 23

- S** Have each student point to and say all sounds of the letters S, T, U, and V. Check the box in the student's book once he/she has accomplished the goal.
- B** Put the students in groups of four and have them stand up and point to and say all the sounds of the letters S, T, U, and V. Once they have accomplished the goal, have them check the box in their books.

Goal 24

Have each student come up and show you they can count from 20 to 30 and back. Check the box in the student's book once they have accomplished the goal. If they can't finish this goal during class time, have them complete the assignment at home and then check the assignment and goal box at the beginning of the next class.

Please do **Words with a\_e, i\_e** and **Story Time 1**, pages 86, 87, from More! Unit 3. See Teaching Notes on page 51, We Can!2 Teacher's Book.

to pause the track again (either to figure out the correct answer together or to give them extra time to write), please do so.

After the students have written down the answers, check the answers as a class. Put the S, T, U, and V cards on the board in a random order. Hold up your book, point to the first one, and say the sound and picture word. Ask a volunteer to choose the correct alphabet card. Continue with the rest of the answers.

## Fun Time!

**4 Listen, count, and write.**  Audio script page 59

Have the students look at the numbers in the box. Encourage them to count up to 20 as quickly as they can. Then call on students to count up to 29 and say "thirty" as you point to number 30 on the board.

Play the CD and have the students listen and repeat. Play the CD again and have students count and write the numbers between 20 and 30. Hand out small pieces of paper to the students and ask them

# Extension Activities

## Lesson 1 • Talk Time

### Materials:

- ★ A puppet
- ★ Animals poster
- ★ Animals flashcards – horse, cat, turtle, fish, bird, mouse, and beetle

### Puppet Pet Guessing Game

Review the animals learnt on the Animals poster. Take a puppet and choose one of the flashcards in secret. Ask the puppet, “Do you have a pet?” Have the puppet answer, “Yes, I do.” Then ask the puppet, “Do you have a (pet name)?” a few times. Have the puppet answer “No, I don’t.” until you guess the correct answer. Once you guess the correct answer, the puppet answers, “Yes, I do. I have a (pet).”

Now that you have demonstrated how to play the game, invite a volunteer to take the puppet and choose a card in secret. The whole class asks together, “Do you have a pet?” The student holding the puppet answers, “Yes, I do.” Then different students raise their hands and ask the student holding the puppet, “Do you have a (pet name)?” Once a student has guessed the correct pet, they come to the front and hold the puppet.

Continue until all of the students have had a chance or until all of the pet cards have been chosen at least once.

Note: Use all flashcards for every round of the game.

## Lesson 2 • Rhythms and Sounds

### Materials:

- ★ Animals poster
- ★ Animals flashcards – cat, turtle, fish, bird, and mouse

### PACO Advanced version

Place the Animals flashcards at the front of the classroom. Invite a student to come to the front and choose a flashcard. Have the students tell you the name of the animal on the flashcard. Have that student hold the card. Chant the PACO chant, but substitute the word “horse” with the newly chosen animal. When you chant the name of the animal on the card, the student should hold up the card. Continue with different students and chant the PACO chant over and over until all of the animal cards have been chosen.

Note: The names of these newly-introduced animals is also PACO.



## Lesson 3 • Words

### Materials:

- ★ Animal flashcards

### Around the Table

Place the flashcards face down under a sheet of paper or a book. Have a student pick up a card and show it to the rest of the class.

1. Have the students tell you the name of the animal (i.e. cow).
2. Write a number on the board, e.g. 10 and have the students say the plural form of the animal (i.e. cows).
3. Ask, "How many (animals on card) do I have?"

Put the card on the bottom of the pile and have the student on the far left hand side of the table come around and follow these three steps with the next card on the top of the pile. Continue until all of the students have had a chance to participate.

## Lesson 4 • Phonics



At this point in the student book, we have learned how to play eight different phonics games. Remember that children enjoy playing the same games over and over again, and that playing favorite games repeatedly is an efficient use of class time since no time will be spent demonstrating how to play the game.

During your lesson planning time, think back to which extension phonics activities the class enjoyed the most. All of these games were designed to be used with any of the phonics learned in Student Books 1 and 2.

### The extension phonics activities already learned are:

Phonics Guessing Game  
Find My Group Game  
Phonics Flashcard Counting  
What's On My Head? Game  
Four Corners Race  
Back Writing Pairs  
Marching Phonics Game  
Find the Card Game

# Unit 4 Days and Weather

## Lesson 1 • Talk Time

### Materials

- ★ Classroom English poster
- ★ Food flashcards
- ★ A calendar
- ★ A plastic toy potato or a real potato, bean bag or a brown piece of paper crumpled up into a ball

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Practice saying "I like (food)." and "I don't like (food)." (from Unit 2) with the Food flashcards.

### 1 Listen and say.

Audio script  
CD1 34 page 59

Take out a calendar and show the students. See if any of the students know the days of the week. Have the students look at the picture on page 26. Ask a student to point to your calendar to show you which days are off school.

Say, "Look at the children." Play the CD track and have the students listen. See if they could hear what day each child/girl likes. If they couldn't, tell them that the girl in blue said, "I like Wednesday." and the one in red said, "I like Saturday."

## Unit 4 Days and Weather

### Talk Time

#### 1 Listen and say.



Sun	Mon	Tue	Wed	Thur	Fri	Sat
			✓			✓



#### 2 Practice the talk in pairs.

#### 3 Act out the talk in pairs.



26

### 2 Practice the talk in pairs.

Have the students stand up and find a partner. Have them practice the talks once with the CD, and then ask them to do it again without the CD. Circulate around the room to make sure all of the students are speaking English. Then, have them switch parts and practice again.

### 3 Act out the talk in pairs.

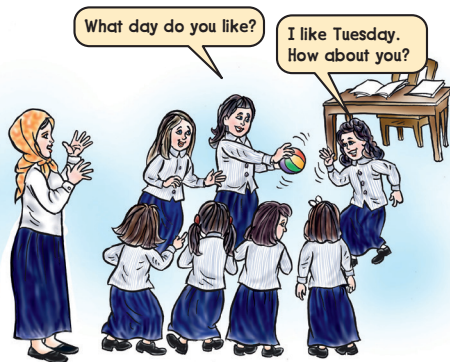
Have each pair come to the front of the class and act out the talk. Applaud each group for a job well done.

Note: If students wish to say which day of the week they really like, let them point to the calendar and tell them what day it is. At this point, we are gently introducing the days of the week and can't expect them to know all of them.

## Fun Time!

### 4 Hot Potato Game

Say the sentence and pass the potato.



#### I Can ...

- act out the "What day do you like?" talk with a partner.
- say what day of the week I like.



Now go to More! pages 88, 89

27

Unit 4

## Fun Time!

### 4 Hot Potato Game

Audio script  
CD1 35 page 59

Have the students look at page 27 while they listen to the CD. Tell the students, "Stand up and make a circle." and show them your "potato". (Your "potato" is a plastic toy potato, a plastic ball, bean bag, or a brown piece of paper crumpled up into a ball.) Pretend that the potato is very hot, switching it quickly from hand to hand and saying, "Hot! Hot potato!" Say, "What day do you like?" and throw the "hot potato" to an outgoing student. Help that student say, "I like Wednesday. How about you?" Then motion to that student to pass the "hot potato" to the student next to them. The student who catches the "hot potato" should answer, "I like Wednesday. How about you?" and pass the "hot potato" to the student next to him/her. Continue passing the "hot potato" and saying the sentence until the "hot potato" goes around the circle.

Then, ask a student to point to another day on the calendar. Tell the students what the day is. Start

another round of the game, but substitute the new day of the week with Friday. Continue with all of the days of the week.

Once the students have practiced the days of the week, play the CD again and have them listen to the way the students on the CD talk about what day they really like. Then, try playing the game that way.

## Goal Check

### Goal 25

Have the students find a partner and act out the "What day do you like?" talk.

- S** The teacher checks the box on page 27 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

### Goal 26

Have all the students hold up their books and stand in a line. When they come up to the front of the line, they should tell you the day of the week they like, using the sentence, "I like (day of the week)." (If they can't say the sentence, ask them to point to the day of the week on the calendar and tell them the day's name. Then they should go to the end of the line and try again when they get to the front of the line.) Check the box once they have completed this goal.

Please do **Words with voiced and voiceless th, and Words with th, t, and th, d,** pages 88, 89, from More! Unit 4. See Teaching Notes on page 52, We Can!2 Teacher's Book.

# Lesson 2

## Rhythms and Sounds

**Materials**

- ★ Classroom English poster
- ★ A calendar
- ★ Shapes flashcards

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Have the students play the Finger Shapes game from We Can 1.

**1 Listen and chant.**  Audio script page 59

Play the CD track and listen to the chant. Play the CD again and have the students chant along. Emphasize the highlighted/stressed words in the chant.

Distribute the days of the week to seven students at random. They should write their day on a sheet of paper or a card and put themselves in order by looking at their books. Then play the CD again and when they hear their day, they should hold up the card/paper. Do this again and have the students chant along.

- B** Have the seven students holding the cards give the card to another student after they have chanted the chant. Let the new group put themselves in order and hold up the cards when they chant the chant. Continue until all of the students have had a chance to hold one of the days of the week cards.

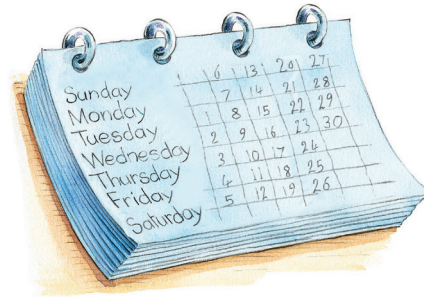
### Rhythms and Sounds

**1 Listen and chant.**  CD1 36

#### Days of the Week

Sunday, Monday, Tuesday,  
Wednesday, Thursday,  
Thursday,  
Friday, Saturday,  
Sunday comes again.

**2 Listen, point, and pronounce.**  CD1 37



28

**2 Listen, point, and pronounce.**  Audio script page 59

Listen to the CD track and have the students point to the different days as they are pronounced. Point out the initial letters of each day and review those phonemes. Then, play the CD again and have the students pronounce the days of the week along with the CD.

**Fun Time!**

**Chant and Do**  
Make the letter shapes.

**I Can ...**

- chant the *Days of the Week* chant by myself.  GOAL 27
- say the days of the week from Sunday to Saturday with good pronunciation.  GOAL 28

Now go to More! pages 90, 91

29 Unit 4

Then, play the CD and have the whole class do the motions and chant the chant.

Divide the class into small groups and play the CD a few times while they practice chanting and doing the motions. Then each group will take turns coming to the front and performing the chant. Applaud each group for a job well done.

### Goal Check

Goal 27

Have the students stand up by their desks. Ask, "Can you chant the *Days of the Week* chant? Raise your hand." When you call on a student, he/she will chant the chant and do the motions. Once the students have chanted the chant, check the box in their books.

Goal 28

Have the students hold their books and stand in a line. Hold a calendar while the students point to the days of the week from Sunday to Saturday and say the words with good pronunciation. If they have pronunciation problems or can't say all of the days, they should go to the end of the line, listen to the other students, and try again when their turn comes up again. Once students have completed this goal, check the box in their books.

### Fun Time!

**Chant and Do** Audio script  
CD1 38 page 59



While the first letter of the word "Thursday" is "T", the initial sound of Thursday is "Th".

Have the students look at the picture of the boy making the letter shapes on page 29. Play the CD track and have the students listen. Write the initial letter for each day of the week on the board (write "Th" for Thursday, instead of "T") and point out that the boy is making the initial letters with his body. (For "Thursday", he is showing how to pronounce the "th" sound by biting his tongue and then pulling his tongue in while simultaneously making a backward motion with his hands.) Now, have the students stand up and show them how to do the motion for each day of the week. Encourage them to imitate you and follow along as you say each day of the week. Say, "Let's chant!" First, chant the chant a few times slowly while you do the motions.

Please do **Words with v, f, and Words with o\_e and u\_e**, pages 90, 91, from More! Unit 4. See Teaching Notes on page 53, We Can!2 Teacher's Book.

# Lesson 3 • Words

**Materials**

- ★ Classroom English poster
- ★ Optional – a weather forecast of the world from the newspaper or the Internet, a map of the world

## Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Play the Number Race from Student Book page 19.

**1 Listen and point.** Audio script page 59

Have the students open their books to page 30. Listen to the CD and have the students point to the weather scenes on the page. When the CD has finished, point outside and ask, "What's the weather like today?" Ask them to point to their books and answer. Play the CD again and have them point. Encourage them to say the words along with the CD.

**Optional activity:** Bring in today's weather forecast for your city from the newspaper or from the Internet news. Ask, "What's the weather like in (your city listed in weather forecast) today?"

**Words**

**1 Listen and point.** CD1 39

1. It's sunny today.

2. It's cloudy today.

4. It's snowy today.

3. It's rainy today.

5. It's windy today.

**2 Listen, point, and pronounce.** CD1 40

1.

3.

2.

4.

5.

30

**2 Listen, point, and pronounce.** Audio script page 60

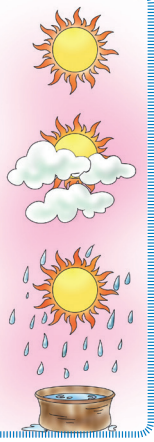
Play the CD and have the students listen, point, and pronounce the weather words along with the CD. Pay careful attention to the /r/ sound in "rainy" and the /w/ sound in "windy".

## Fun Time!

3 Chant and do.

### Weather Chant

It's **sunny** today.  
 It's **sunny** today.  
 The **sun** is **showing** its face.  
 It's **sunny** today.  
 It's **sunny** today.  
 The **sun** is **showing** its face.  
 It's **cloudy** today.  
 The **sun** is **hiding** its face.  
 It's **rainy** today.  
 The **sun** is **washing** its face.



**I Can ...**

- say three sentences about weather.
- say what the weather is like today.

GOAL 29 ✓  
GOAL 30 ✓

### Advice Time

Start your day with a smile.



Now go to More! page 92

31 Unit 4

## Goal Check

Goal 29 ✓

Have all the students hold their books and stand in a line. When they come up to the front of the line, they should say three sentences ("It's (weather) today.") about the weather while pointing to the pictures on page 30. If they can't, they should go to the back of the line, listen to the other students tell you the sentences, and then try again. Check the box once they have completed this goal.

Goal 30 ✓

Have all the students hold their books and stand in a line. When they come up to the front of the line, ask them, "What's the weather like today?" They should answer, "It's (weather) today." If they can't, they should go to the back of the line, listen to the other students answer the question, and then try again. Check the box once they have completed this goal.

Please do **Are these your sandals?-These/ Those**, page 92, from More! Unit 4.  
 See Teaching Notes on page 54, We Can!2 Teacher's Book.

## Fun Time!

3 Weather Chant Audio script page 60

Have the students look at page 31. Listen to the chant on the CD and have the students watch you as you point to the different suns in their book. Say, "Let's chant the chant." Chant along with the CD and show your face, hide your face, and wash your face as the students watch and listen. Have all of the students stand up and play the CD. Chant the chant and do the actions. Practice the chant with the CD a few times.

Ask a student volunteer to come to the front and secretly choose one of the suns on page 31 by pointing to it. Then ask the students to guess which sun the student chose by saying, "It's sunny today," "It's cloudy today," or "It's rainy today." Students raise their hands and guess. When the student guesses correctly, chant that verse of the chant as a class and then invite the student who guessed correctly to come to the front and choose a sun. Continue playing until all of the students have had a turn or until all of the suns have been chosen.

## Lesson 4 • Phonics


### Materials

- ★ Classroom English poster
- ★ The Alphabet A–Z flashcards
- ★ Optional – The Alphabet poster (Starter level), a timer

### Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Chant the *Head, Shoulders, Knees, and Toes* chant from We Can 1, Unit 2, page 14.

### 1 Listen and say. Audio script page 60

 **Even native speakers of English should take time before class to review the sounds of the letters on the CD!**

Play the CD track and let the students listen and point to the pictures and words as the words are said. After they listen, slowly go over the letter names and how to say the sounds. Play the CD again and have the children point to the pictures and words as they say the letter names, sounds, and picture words.

### 2 Trace and copy.

Demonstrate on the board how to write the capital letter “W”. Be sure to use the same stroke order that is shown in the book. Have the students “write” the letter in the air together with their finger. Then, ask them to write “W”. While they write, occasionally say, “W says /w/, /w/, wolf”, just like the CD1 track 42, so they can be thinking about the letter name and sound as they write. Once everyone is finished writing the letter “W” at least six times, repeat the same process for all of the capital letters on the page.

### Phonics

#### 1 Listen and say. CD1 42



WOLF



FOX



YARD



ZEBRA

#### 2 Trace and copy.

W W W W W

X X X X X

Y Y Y Y Y

Z Z Z Z Z

32



#### 3 Listen and write. Audio script page 60



Play the CD track. Pause the CD after the word “yard” is said. Tell the students to write the letter for /y/, /y/, “yard” for number 3. Take a look at the students’ books to make sure they wrote down the correct answer. If many students didn’t get the correct answer, have one student who wrote the correct answer come up to the board and write the capital letter “Y”. Then have the other students write the correct answer in their books. Continue playing the CD track. If you glance at the students’ books and feel the students need you to pause the track again (either to figure out the correct answer together or to give them extra time to write), please do so.

After the students have written down the answers, check the answers as a class. Put the W, X, Y, and Z cards on the board in a random order. Hold up your book, point to the first one, and say the sound and picture word. Ask a volunteer to choose the correct alphabet card. Continue with the rest of the answers.



**3 Listen and write.** W X Y Z

1. \_\_\_ OLF  2. FO \_\_\_ 

3. \_\_\_ ARD  4. \_\_\_ EBRA 

**Fun Time!**

**4 Listen, write, and chant.**

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 40 50

60 70 80 90 100

**I Can ...**

- ~~identify~~ identify the sounds and write the letters W, X, Y, and Z.
- count from 10 to 100 in tens.

Now go to More! page 93 33 Unit 4

### Goal Check

**Goal 31**

**S** Have each student point to and say all sounds of the letters W, X, Y, and Z. Check the box in the student's book once he/she has accomplished the goal.


**B** Put the students in groups of four and have them stand up, point to, and say all the sounds of the letters W, X, Y, and Z. Once they have accomplished the goal, have them check the box in their books.

**Goal 32**

Have each student write the numbers from 10 to 100, in tens in their notebooks. Once they have finished, have them come up and show you they can count from 10 to 100 in tens. Check the box in the student's book once he/she has accomplished the goal.

Please do **Story Time 2** page 93, from **More! Unit 4**. See **Teaching Notes** on page 54, **We Can!2 Teacher's Book**.

## Fun Time!

**4 Listen, write, and chant.**  Audio script page 60

Have the students look at the dotted lines in the box. Have them count the lines over each number. Then ask them to count the lines over 1 \_\_, 2 \_\_, and 3 \_\_. Play the CD and have the students listen and complete the first three numbers, i.e. 10, 20, 30. Play the rest of the CD and have the students chant along as they point to the numbers in their book. Play the CD again and have the students listen and repeat as they form the numbers in the air. Put students in small groups and have them chant without the CD. Occasionally play the CD track to help students who might have difficulty pronouncing the numbers. Put the students into 7 or more small groups or pairs and have each pair or group count from 20 to 30, 30 to 40, etc. Have each student write one or more numbers on a sheet of paper. Ask volunteers to hold up the piece of paper or write the numbers on the board for the rest of the class to read and say.

## Extension Activities

### Lesson 1 • Talk Time

#### Materials:

- ★ A calendar
- ★ Optional – a timer

### Days of the Week Report

Write the seven days of the week at random on the board or use your own calendar. Have the students put them in order in pairs. Ask volunteers to report. Then, review the days of the week as a class.

Quickly review “I like (day of the week)” and “I don’t like (day of the week).” Have the students write the days or design a calendar page. Show they must write an “O” if they like the day and an “X” if they don’t like the day. Set a timer for 5 minutes or watch the clock. After all of the students are finished, they must come to the front of the class individually, show their sheet, and tell the class what they think about the different days of the week. As the students will not know all of the days of the week well at this point, be ready to give help with the vocabulary when necessary.

## Lesson 2 • Rhythms and Sounds

#### Materials:

- ★ Toys and Things flashcards
- ★ Food flashcards
- ★ Animals flashcards

### Four Corners “I like” Relay

Place each set of cards in a different corner of the room. First, demonstrate the game by going to the first corner, choosing a card, showing it to the class, and saying, “I like (thing on card),” and then setting the card down. Go to the next corner and repeat the process. Do the same with the third and fourth corners.

Have the students make a line. Send the first student to the first corner of the room. They must choose a card, show it to the class, and say, “I like (thing on card),” just like the teacher did. Then the first student goes to the second corner and the second student goes to the first corner. They choose cards and take turns saying, “I like...” The students keep this pattern up, shifting to the next corner and sitting down at their seats when they have gone to all the corners.

- Ⓢ When the students say, “I like (thing on card),” the other students can make a comment like, “Me, too.” or “I don’t like (thing on card).”

## Lesson 3 • Words

### Materials:

- ★ Weather flashcards
- ★ A calendar

### Weather, and Months Matching Activity

Write the names of the months in jumbled order on the board. Have the students say the months with you and number the 12 months in order. Hand out the weather cards to five different students. Point to a month and decide as a class what the weather is like on that month. Have the students listen and repeat, e.g. "It's cold in January." OR "It's not cold in January." depending on the climate of their country.



When talking about the weather for each season or month, talk about how the weather actually is in the students' country for each season or month.

## Lesson 4 • Phonics



At this point in the student book, we have learned how to play eight different phonics games. Remember that children enjoy playing the same games over and over again, and that playing favorite games repeatedly is an efficient use of class time since no time will be spent demonstrating how to play the game.

During your lesson planning time, think back to which extension phonics activities the class enjoyed the most. All of these games were designed to be used with any of the phonics learned in Student Books 1 and 2.

### The extension phonics activities already learned are:

Phonics Guessing Game  
Find My Group Game  
Phonics Flashcard Counting  
What's On My Head? Game  
Four Corners Race  
Back Writing Pairs  
Marching Phonics Game  
Find the Card Game

# Unit 1 Listening, Tracing, and Writing

**Unit 1 Listening, Tracing, and Writing**  
Worksheet 1: a b c d e

1. Listen, trace the first letter, and write it on the line.

1. a b c d e      2. a b c d e  
     a                      d  
     \_\_\_\_\_              \_\_\_\_\_

3. a b c d e      4. a b c d e  
     e                      b  
     \_\_\_\_\_              \_\_\_\_\_

5. a b c d e      6. a b c d e  
     c                      b  
     \_\_\_\_\_              \_\_\_\_\_

2. Listen and write the first letter.

1. d      2. a      3. e  
     \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

4. b      5. c      6. a  
     \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

apple    bear    cow    duck    egg

70

**Worksheet 2: f g h i j** More!

1. Listen, trace the first letter, and write it on the line.

1. f g h i j      2. f g h i j  
     i                      j  
     \_\_\_\_\_              \_\_\_\_\_

3. f g h i j      4. f g h i j  
     g                      f  
     \_\_\_\_\_              \_\_\_\_\_

5. f g h i j      6. f g h i j  
     h                      j  
     \_\_\_\_\_              \_\_\_\_\_

2. Listen and write the first letter.

1. j      2. f      3. h  
     \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

4. g      5. i      6. f  
     \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

fish    goat    hat    ink    jet

71

**Worksheet 3: k l m n o**

1. Listen, trace the first letter, and write it on the line.

1. k l m n o      2. k l m n o  
     k                      o  
     \_\_\_\_\_              \_\_\_\_\_

3. k l m n o      4. k l m n o  
     m                      n  
     \_\_\_\_\_              \_\_\_\_\_

5. k l m n o      6. k l m n o  
     l                      o  
     \_\_\_\_\_              \_\_\_\_\_

2. Listen and write the first letter.

1. o      2. m      3. k  
     \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

4. l      5. n      6. m  
     \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

kiwi    lion    monkey    nest    octopus

72

**Worksheet 4: p q r s t** More!

1. Listen, trace the first letter, and write it on the line.

1. p q r s t      2. p q r s t  
     t                      p  
     \_\_\_\_\_              \_\_\_\_\_

3. p q r s t      4. p q r s t  
     s                      q  
     \_\_\_\_\_              \_\_\_\_\_

5. p q r s t      6. p q r s t  
     r                      t  
     \_\_\_\_\_              \_\_\_\_\_

2. Listen and write the first letter.

1. p      2. t      3. r  
     \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

4. s      5. q      6. p  
     \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

pen    quilt    rabbit    sun    tiger

73

## Teaching Notes

### Unit 1 Listening, Tracing, and Writing

#### Worksheet 1: a b c d e

**Note:** As the worksheets have the same format and contain the same activity types, the teaching notes below apply to the activities in all four worksheets.

#### 1 Listen, trace the first letter, and write it on the line.

Have students listen to each key word and especially to its first sound. Tell them that they can look at the key-word illustrations at the bottom of the page to help them choose a letter. Then, they trace the correct

letter inside its outline and copy the letter, writing it on the four-line writing grid.

#### 2 Listen and write the first letter.

Play the CD. Have students write the first letter of each key word as they listen. This exercise is meant to be a penmanship activity as well as reinforcement of their phonemic awareness. Praise students and help them to build their confidence. Circulate and check their answers. Motivate them with maximum encouragement and don't try to teach the sounds as rules or to test them as they work.

### Worksheet 5: u v w x y z

1 Listen, trace the letter, and write it on the line.

- |                       |                       |
|-----------------------|-----------------------|
| 1. u v w x y <b>z</b> | 2. u <b>v</b> w x y z |
| <u>z</u>              | <u>v</u>              |
| 3. u v <b>w</b> x y z | 4. <b>u</b> v w x y z |
| <u>w</u>              | <u>u</u>              |
| 5. u v w x y <b>z</b> | 6. u v w <b>x</b> y z |
| <u>y</u>              | <u>x</u>              |

2 Listen and write the letter.

- |             |             |             |
|-------------|-------------|-------------|
| 1. <u>w</u> | 2. <u>z</u> | 3. <u>u</u> |
| 4. <u>y</u> | 5. <u>v</u> | 6. <u>x</u> |



74

More!

### Worksheet 6: a to z

1 Listen, trace the first letter, and write it on the line.

- |                       |                     |
|-----------------------|---------------------|
| 1. a b c <b>d</b> e   | 2. f g h i <b>j</b> |
| <u>d</u>              | <u>j</u>            |
| 3. k l <b>m</b> n o   | 4. p q r <b>s</b> t |
| <u>m</u>              | <u>s</u>            |
| 5. u <b>v</b> w x y z |                     |
| <u>v</u>              |                     |

2 Listen and write the first letter.

- |             |             |             |             |              |
|-------------|-------------|-------------|-------------|--------------|
| 1. <u>p</u> | 2. <u>o</u> | 3. <u>a</u> | 4. <u>v</u> | 5. <u>c</u>  |
| 6. <u>h</u> | 7. <u>f</u> | 8. <u>k</u> | 9. <u>z</u> | 10. <u>e</u> |

75

## Teaching Notes

### 1 Listen, trace the first letter, and write it on the line.

Have students listen to each key word and especially to its first sound. Tell them that they can look at the key-word illustrations at the bottom of the page to help them choose a letter. Then, they trace the correct letter inside its outline and copy the letter, writing it on the four-line writing grid.

### 2 Listen and write the first letter.

Play the CD. Have students write the first letter of each key word as they listen. This exercise is meant to be a penmanship activity as well as reinforcement of their phonemic awareness. Praise students and help them to build their confidence. Circulate and check their answers. Motivate them with maximum encouragement and don't try to teach the sounds as rules or to test them as they work.

# Unit 2 Food, Feelings, and Things

## Unit 2 Food, Feelings, and Things Alphabet Jingle

CD 14 1 Listen and say.  
CD 15 2 Point and say.  
CD 16 3 Say the key words.

## More!

A is for apple.      B is for banana.

Activity 1: Say the jingle together.  
 Activity 2: Close the book. Follow the lead of the teacher or your partner.

76
77

## Teaching Notes

### Unit 2 Food, Feelings, and Things

#### Alphabet Jingle

##### 1 Listen and say.

Have students look at the food items in the chart and ask, "What's this?" as you point to specific food items. Encourage them to name items they know. Give them the sound of the first letter to help them. Point to more food items, say the word, and have students repeat. Ask students to listen to the CD carefully and say the sounds and words.

##### 2 Point and say.

Play the CD. Ask the students to point to each picture of the key words and chant along.

##### 3 Say the key words.

Play the CD and have students say the key-word for each sound. Ask them to point to each picture as they say it.

**Activity 1:** Say the jingle with the students. You can say each letter and have students say the corresponding sound and word.

**Activity 2:** Make pairs and demonstrate the dialog. S1: K? S2: /k/k/ kiwi. S1: Right! Pairs then take turns with their books closed. You can lead each exchange if necessary by showing a letter card or saying the letter/sound.

## Words with b, p

1 Listen, point, and say.



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

1. b  p  b ag
2. b  p  p uzzle
3. b  p  b ed
4. b  p  p uppet
5. b  p  b all

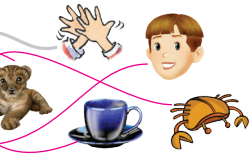


3 Listen, point, and say.



4 Listen to the sound, check ✓, and write. Then draw a line to the right picture.

1. b  p  cla\_p
2. b  p  cu\_b
3. b  p  cra\_b
4. b  p  cu\_p
5. b  p  Ro\_b



78

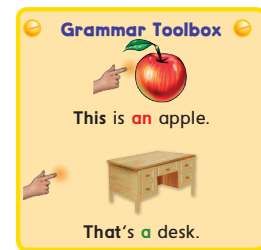
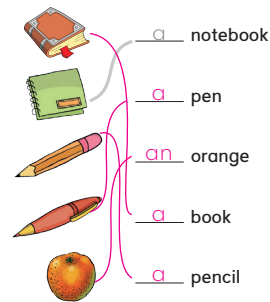
## What's this? / that? It's a / an ...

More!

1 Listen, point, and say. Then practice the talk in pairs.



2 Match. Draw a line from a picture to a word and write a or an.



79

## Teaching Notes

### Words with b, p

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

Have students listen to the CD and repeat as they point to the pictures and letters. Play the CD again and have them repeat once more, if necessary.

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

Point to the example and ask students to listen to the CD. Play the CD and pause for students to read the example. Ask them to listen carefully and check *b* or *p*. Play the CD again and have students check their answers and write in each blank. They should then read each word and draw a line to the right picture. Circulate to make sure students can complete the activity. Help when necessary.

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

Have students listen to the CD and repeat as they point to the pictures and letters. Play the CD again and have them repeat a second time. Point to the words and explain that they should pay attention to the final sound of each word.

#### 4 Listen to the sound, check ✓, and write. Then draw a line to the right picture.

Point to the example and invite volunteers to read the checked letter/ sound and word. Play the CD and have students check and write in each blank. They should then read each word and draw a line to the right picture.

### What's this? / that? It's a / an ...

#### 1 Listen, point, and say. Then practice the talk in pairs.

Ask students to look at the pictures and name what they see. Then hold up a pencil or other object, "What's this?" and invite volunteers to answer. Repeat the answer and write *a (object)* on the board. Circle or use a different color for *this* and the article *a*. Point to an object that begins with a vowel on a desk, ask "What's that?" Elicit or provide the answer using *an*. Follow the same steps as before. Have students listen to the CD, point, and repeat. Play the CD again and have them repeat once more. Pause from time to time if necessary. Invite pairs of students to demonstrate the talks in class. Then ask students to practice in pairs as you circulate and monitor.

#### 2 Match. Draw a line from a picture to a word and write a or an.

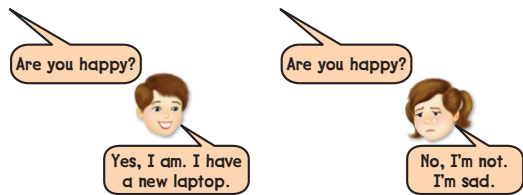
Point to the Grammar Toolbox and have students look at the pictures carefully as they read/repeat each example. Then point to the example in the activity and give students time to read it. Ask students to look at the pictures and answer orally in class. Then give them time to answer in their books or assign as homework.

**Optional activity:** Use pictures of objects, for example, classroom objects, food, toys, etc. Divide the class into two groups and play an article and word race. Hold up each picture and have students name the object using *a* or *an* as fast as they can. The group with the most answers wins.

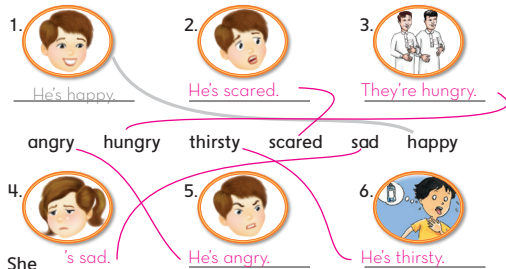
47

## Are you happy?

1 Listen, point, and say. Then practice in pairs.



2 Listen and match. Then write. Use *He, She, or They*.



3 Answer the questions. Use *I, we, he, or she*.

- Are you and your friend hungry? Yes, we are. OR No, we aren't.
- Is your friend thirsty? Yes, he/she is. OR No, he/she isn't.
- Are you happy? Yes, I am. OR No, I'm not.

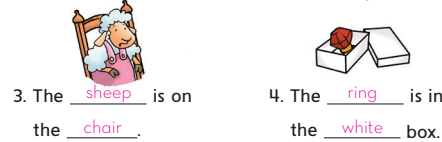
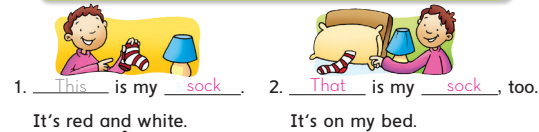
80

## More!

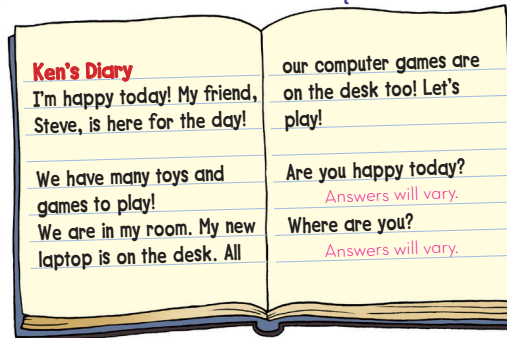
## Is Ken happy?

1 Look, read, and complete. Then listen.

chair ring sock white That sock This sheep



2 Read and listen. Then answer the questions.



81

## Teaching Notes

### Are you happy?

#### 1 Listen, point, and say. Then practice in pairs.

Use mime to demonstrate *happy* and *sad*. Have students listen to the CD and repeat as they point to the pictures and speech bubbles. Play the CD again and have them repeat a second time. Pause if necessary to allow time for choral and individual repetition. Have students practice in pairs. Encourage them to change the reason for their answer. Circulate and help. Then call on pairs to demonstrate in class.

#### 2 Listen and match. Then write. Use *He, She, or They*.

Point to the pictures and introduce the words for different feelings. Have students repeat. Then say the number or point to different pictures at random and encourage students to say the correct word, for example, you say, "3" and a student says, "hungry". Point to the example for item 1 and have students listen and match picture and word. Pause if necessary to give students time to draw lines. Call on students to report answers in class. Then give them time to write the answers as you circulate or assign as homework.

#### 3 Answer the questions. Use *I, we, he, or she*.

Point to individual students, you and a student, etc. to demonstrate and prompt different pronouns. Then have students form pairs, ask and answer the questions orally in class. Give them time to write their answers or assign as homework

48

### Is Ken happy?

#### 1 Look, read, and complete. Then listen.

Have students look at the pictures, name as many things as they can, and read the words in the box. Point to the example in 1 and ask students to fill in the second blank orally in class. Ask students to read and complete the rest of the sentences. Encourage them to help each other. Circulate and help when necessary. Advise students to cross out each word they use in the box. Play the CD and have students listen and check their answers. Call on students to read their answers in class.

#### 2 Read and listen. Then answer the questions.

Have students listen to the CD and read along. Play the CD again, pause, and invite volunteers to read in class. Encourage students to read and mime what they read. Then point to the answers at the end of the text and demonstrate asking and answering them with different students in class. Ask students to write their answers in class or assign as homework.



# Unit 3 Animals, Words, and Story Time

## Unit 3 Animals, Words, and Story Time

### Alphabet Jingle

CD 26 1 Listen and say.  
CD 27 2 Point and say.  
CD 28 3 Say the key words.

## More!

CD 29 Activity 1: Listen to the sound and say the name.  
 Activity 2: Practice in pairs. Match the sound and the animal name. Take turns. Repeat five times.

What animal name starts with p? It's a panda!

## Teaching Notes

### Unit 3 Animals, Words, and Story Time

#### Alphabet Jingle

##### 1 Listen and say.

Talk about the animals students see on the pages. Ask students how many animals they know. Point out the more unusual animals such as the iguana, newt, yak, and quail. Before you play the CD, have students find the alphabet letters so that they know the path to follow. Point out also that “u” is not the initial sound but the middle short vowel sound as in *duck* and “x” is the end sound as in *fox*. Play the CD and have students listen and chant along.

**Note:** Tell students that **yaks** are long-haired animals that look like cows and live in the Himalayan region, in Central Asia.

##### 2 Point and say.

Play the CD. Tell the students to point to each picture of the key words and chant along. Ask students to listen again and draw a line to mark the path/route that they need to follow in the “zoo”.

##### 3 Say the key words.

Play the CD and have students say the key-word part only. They should point to each picture as they say the key word.

**Activity 1:** Have students listen to the teacher on the CD and say the names of the animals.

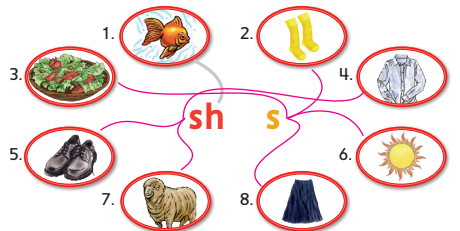
**Activity 2:** Make pairs. S1 says, “What animal name starts with \_\_\_?” and S2 says the name of the animal. If the sentence is too hard for students to say, they can simply say: S1: “K?” S2: “Koala.” S1: “Okay!”

## Words with sh, s

1 Listen, point, and say.



2 Listen to the sound and draw a line to the correct letter. Then unscramble the letters and write the words.



- |                   |                   |                   |                   |
|-------------------|-------------------|-------------------|-------------------|
| 1. sfih<br>fish   | 2. ksosc<br>socks | 3. dasla<br>salad | 4. tirsh<br>shirt |
| 5. esohs<br>shoes | 6. uns<br>sun     | 7. ephes<br>sheep | 8. ktsir<br>skirt |

84

## More!

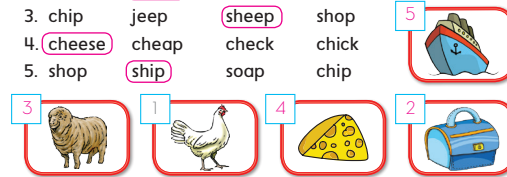
## Words with ch, sh

1 Listen, point, and say.



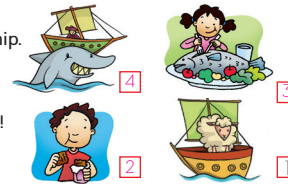
2 Listen and circle the word. Then match with a picture.

- |            |          |        |        |
|------------|----------|--------|--------|
| 1. chicken | children | chosen | shaken |
| 2. lamp    | lunch    | ranch  | launch |
| 3. chip    | jeep     | sheep  | shop   |
| 4. cheese  | cheap    | check  | chick  |
| 5. shop    | ship     | soap   | chip   |



3 Read and match. Then listen and check.

- A sheep is on the ship.
- I like chocolate.
- I like fish for lunch.
- A ship is on the fish!



85

# Teaching Notes

## Words with sh, s

### 1 Listen, point, and say.

Have students listen to the CD, point to pictures and sounds, and repeat. Play again and have them repeat a second time if necessary. Point to the pictures or use flashcards and have individual students say the words.

### 2 Listen to the sound and draw a line to the correct letter. Then unscramble the letters and write the words.

Point to the example and write *fish* on the board. Say the word and have students repeat. Point to picture 2, *socks* and follow the same steps as before.

Have students look at the pictures and say the words. Then play the CD and let students match picture and sound/letter/s. Ask pairs to check each other's answers. Call on individual students to report in class and/or write the answer on the board, for example, 4 *sh*. Next ask students to unscramble the letters and write the words. Encourage them to help each other. Move around the classroom and help students/pairs who are having difficulty.

**Optional Activity:** Spell each word for students to check their writing, and then call on students to spell a word as the rest of the class listen, write, and point to the correct picture.

50

## Words with ch, sh

### 1 Listen, point, and say.

Have students listen to the CD, point to pictures and sounds, and repeat. Play again and have them repeat a second time if necessary. Point to the pictures or use flashcards and have individual students say the words.

### 2 Listen and circle the word. Then match with a picture.

Ask students to look at the pictures and name what they see. Then point to the example and read. Give the students time to look at the words. Tell them that they don't need to know all the words, only choose the correct word for each item. Have students listen to the CD and circle. Play the CD again, if necessary, and let students complete and/or check their answers. Then ask them to match each circled word with a picture. Encourage them to work in pairs and help each other. Circulate and help students who are having difficulty. Check answers in class.

### 3 Read and match. Then listen and check.

Have students look at the pictures and describe them as best they can. Help them use on correctly. Read the sentences with the students or ask them to read and number the pictures in pairs. Then play the CD for students to listen and check their answers. Repeat if necessary. Call on individual students to read in class and report answers.

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

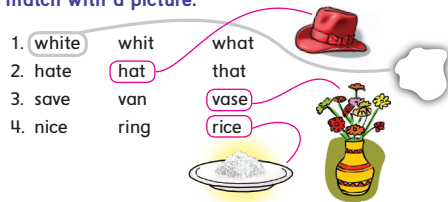
1 Listen, point, and say. Then write a or a\_e.



2 Listen, point, and say. Then write i or i\_e.



3 Listen to the sound and circle the right word. Then match with a picture.

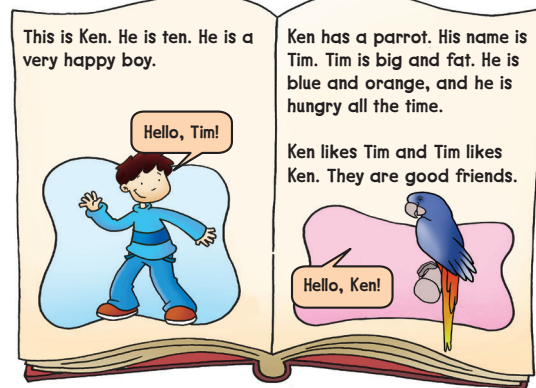


86

More!

## Story Time 1

1 Listen and read along. Then read and answer the questions.



2 Answer the questions.

- How old is Ken? He's ten.
- Are Ken and Tim friends? Yes, they are. (They are good friends.)

3 Write the questions again. Begin with a CAPITAL letter and end with a question mark (?). Then answer.

- what's your name  
What's your name? My name's/name is (student's name).
- how old are you  
How old are you? I'm / I am (student's age, e.g. nine, ten).

87

## Teaching Notes

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

#### 1 Listen, point, and say. Then write a or a\_e.

Have students listen to the CD, point to pictures and sounds, and repeat. Play again and have them repeat a second time if necessary. Point to the pictures or use flashcards and have individual students say the words. Then ask students to write the missing letters. Check in class.

#### 2 Listen, point, and say. Then write i or i\_e.

Have students listen to the CD, point to pictures and sounds, and repeat. Play again and have them repeat a second time if necessary. Then ask students to write the missing letters. Check in class. Invite a student to write on the board.

#### 3 Listen to the sound and circle the right word. Then match with a picture.

Ask students to look at the pictures and name what they see. Then point to the example and let students read and trace the line from the word to the picture. Give the students time to look at the words. Then have them listen to the CD and circle. Play the CD again, if necessary and let students complete and/or check their answers, and match each circled word with a picture. Encourage them to work in pairs and help each other. Circulate and help students who are having difficulty. Check answers in class.

## Story Time 1

#### 1 Listen and read along. Then read and answer the questions.

Point to the boy and the parrot in the pictures and ask students a few simple questions, such as, "Is the boy happy?", "What's his name?" Have students listen to the CD and follow in their books. Play the CD again and ask students to listen and read along. If necessary, read with the students before you have them read on their own and answer the questions in 2.

#### 2 Answer the questions.

Have students answer the questions orally, in pairs and then report in class. Encourage them to say where they found the answer in the text. Give them time to write the answers as you circulate and help when necessary.

#### 3 Write the questions again. Begin with a CAPITAL letter and end with a question mark (?). Then answer.

Point to the questions in Activity 2 and have students notice that each question begins with a capital and ends with a question mark. Write the question on the board. Have students read the questions in their book and rewrite them using capitals and question marks. Circulate and check or help. Invite volunteers to write answers on the board. Have the rest of the class check. Then ask students to write complete answers to the questions in class or assign as homework.

51

# Unit 4 Words, Sentences, and Story Time

## Unit 4 Words, Sentences, and Story Time Words with voiced and voiceless th

1 Listen, point, and say.



2 Listen and circle VS for Voiced or VL for Voiceless. Then listen, read, and say.

1.  think VS / <input checked="" type="radio"/> VL	5.  that <input checked="" type="radio"/> VS / VL
2.  math VS / <input checked="" type="radio"/> VL	6.  these <input checked="" type="radio"/> VS / VL
3.  they <input checked="" type="radio"/> VS / VL	7.  bath VS / <input checked="" type="radio"/> VL
4.  thirteen VS / <input checked="" type="radio"/> VL	8.  mouth VS / <input checked="" type="radio"/> VL

3 Look at the picture, find the words, and write the sentence. Begin with a CAPITAL letter and end with a full stop (.).

- these are watches  
These are watches.
- the boys are happy  
The boys are happy.



88

More!

## Words with th, t, and th, d

1 Listen, point, and say.



2 Look at the pictures and write th, t, or d. Then listen, check, and say.

1.  sa_ d_	5.  mou_ th_
2.  _ th_ ree	6.  ma_ th_
3.  ba_ t_	7.  Ma_ t_
4.  _ t_ ree	8.  _ th_ ey

3 Circle the words and write the sentence. Begin with a CAPITAL letter and end with a full stop (.).

- Mat is happy.  
Mat is happy.
- He likes math.  
He likes math.



29  
=17

89

## Teaching Notes

### Unit 4 Words, Sentences, and Story Time

#### Words with voiced and voiceless th

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

Point to the pictures, say the words, and explain that the larger speaker (louder noise) indicates voiced th and the smaller one unvoiced th. Have students listen to the CD, point to pictures and sounds, and repeat. Play again and have them repeat a second time if necessary. Point to the pictures or use flashcards and have individual students say the words.

##### 2 Listen and circle VS for Voiced and VL for Voiceless. Then listen, read, and say.

Point to the example and say the word. Have students repeat and say if it is voiced or voiceless. Have students listen to the CD and circle VS or VL as they listen. Pause if necessary to give them time to circle after each word. Play the CD a second time and have students repeat. Invite students to write the words and answers on the board as the rest of the students check.

##### 3 Look at the picture, find the words, and write the sentence. Begin with a CAPITAL letter and end with a full stop (.).

Write a sentence from your book on the board. Highlight/Point to the spaces between words, the capital letter at the beginning, and the full stop at the end of the sentence. Have students look at the pictures and say what they see. Then point to the example and ask them to use lines to separate the rest of the words in the sentence. Tell them there are two more words in sentence 1. Encourage students to work in pairs and

52

help each other. Move around the classroom and help students/pairs who are having difficulty. Invite students to write both sentences on the board and have the rest of the class check their answers.

#### Words with th, t, and th, d

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

Point to the pictures, say the words, and have students repeat. Have students listen to the CD, point to pictures and sounds, and repeat. Play again and have them repeat a second time if necessary. Point to the pictures or use flashcards and have individual students say the words.

##### 2 Look at the pictures and write th, t, or d. Then listen, read, and say.

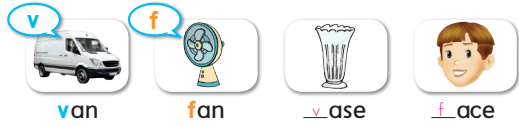
Point to the example and say the word. Have students form pairs and complete the rest of the words. Tell them to look at the pictures and say the word to each other before they write. Have students listen to the CD, check their answers, and say the words. Invite students to write the words on the board as the rest of the students check.

##### 3 Circle the words and write the sentence. Begin with a CAPITAL letter and end with a full stop (.).

Point to the example and ask students to look at the picture of Mat and circle the rest of the words. Encourage students to work in pairs and help each other. Follow the same steps with item 2. Move around the classroom and help students/pairs who are having difficulty. Invite students to write both sentences on the board and have the rest of the class check their answers.

## Words with v, f

1 Listen, point, and say. Then write v or f.



2 Listen and circle the word. Then match with a picture.

1. five	fine	fire	file	3	
2. fax	fox	four	fat	6	
3. vat	ran	man	van	1	
4. wish	fish	fin	fine	4	
5. football	footbath	basketball	volleyball	5	
6. face	raise	vase	save		

3 Find and write the words.

five van fox farm food frog vase seven  
fish eleven face football

1. five	2. van	3. fox	4. farm
5. food	6. frog	7. vase	8. seven
9. fish	10. eleven	11. face	12. football

90

## More!

## Words with o\_e and u\_e Long Vowels and Clever\_e

1 Listen, point, and say.



2 Listen to the sound and circle the right word. Then match with a picture.

1. rope	pore	nope	
2. role	rose	rise	
3. tube	tub	but	
4. cut	cute	tut	
5. nose	soon	pose	
6. cub	tube	cube	

3 Find and write the words.

rose plate five cut cube like top rice rope tube nose pin

1. rose	2. plate	3. five	4. cut
5. cube	6. like	7. top	8. rice
9. rope	10. tube	11. nose	12. pin

91

## Teaching Notes

### Words with v, f

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

Point to the pictures, say the words, and have students repeat. Have students listen to the CD, point to pictures and sounds, and repeat. Play again and have them repeat a second time if necessary. Point to the pictures or use flashcards and have individual students say the words.

#### 2 Listen and circle the word. Then match with a picture.

Ask students to look at the pictures and name what they see. Then point to the example and let students read and trace the line from the word to the picture. Give the students time to look at the words. Then have them listen to the CD and circle. Play the CD again, if necessary, and let students complete and/or check their answers. Give them time to match each circled word with a picture. Encourage students to work in pairs and help each other. Circulate and help students who are having difficulty. Check answers in class.

#### 3 Find and write the words.

Point to the example in the word snake, and the word *five* in 1. Ask students to find and circle the next two words (*van*, *fox*) to make sure they understand what they have to do. Point out that spaces between words make reading easier. Have students form pairs and circle the rest of the words. Call on pairs to say the words in class as the rest of the students check. Ask students to write the words in class or assign as homework.

### Words with o\_e and u\_e Long Vowels and Clever\_e

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

Point to the pictures, say the words, and have students repeat. Have students listen to the CD, point to pictures and sounds, and repeat. Play again and have them repeat a second time if necessary. Point to the pictures or use flashcards and have individual students say the words.

#### 2 Listen to the sound and circle the right word. Then match with a picture.

Ask students to look at the pictures and name what they see. Then point to the example and let students read and trace the line from the word to the picture. Give the students time to look at the words. Then have them listen to the CD and circle. Play the CD again, if necessary, and let students complete and/or check their answers. Give them time to match each circled word with a picture. Encourage students to work in pairs and help each other. Circulate and help students who are having difficulty. Check answers in class.

#### 3 Find and write the words.

Point to the example in the word snake, and the word *rose* in 1. Ask students to find and circle the next two words (*plate*, *five*) and check in class. Have students form pairs and circle the rest of the words. Call on pairs to say the words in class as the rest of the students check. Ask students to write the words in class or assign as homework.

## Are these your sandals? – These/Those

1 Listen, point, and say. Then practice the talk in pairs.



2 Match clothes and colors. Write sentences with *These/Those*.

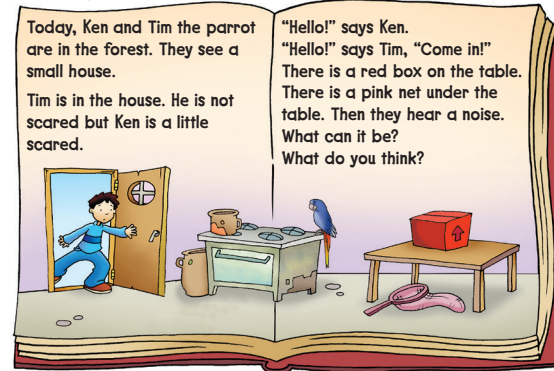
	white	1. <u>These T-shirts are white.</u>
	red	2. <u>These shoes are red.</u>
	green	3. <u>Those caps are green.</u>
	blue	4. <u>These skirts are blue.</u>
	brown	5. <u>Those glasses are brown.</u>
	blue	6. <u>Those trousers are blue.</u>

92

## More!

## Story Time 2

1 Listen and read along. Then look at the picture, read, and point.



2 Listen and write a ? (question mark) or a (.) full stop. Then read and match questions and answers.

1. Is Tim in the house  ?
2. The red box is on the table  .
3. Where is the pink net  ?
4. Yes, he is  .
5. Where is the red box  ?
6. The pink net is under the table  .

93

## Teaching Notes

### Are these your sandals? – These/Those

1 Listen, point, and say. Then practice the talk in pairs.

Stand close to a student's desk, point to a few pencils or other school objects on it, and ask him/her, "Are these your pencils?", help the student answer, "Yes, they are." or "No, they're not." Ask a few more students, pointing to/almost touching objects on their desks. Now move away from the desk and ask again using *those*. Follow the same steps as with *these*. Have students listen to the CD, point, and say. Play again and have them repeat a second time if necessary. Point to the pictures in the book and make sure all the students understand the concept of *these/those*, i.e. they can use *these* with objects that are close up and *those* with objects that are at a distance.

2 Match clothes and colors. Write sentences with *These/Those*.

Ask students to look at the pictures and name what they see. Point to the example, and let students read and trace the line from the color blue to the picture. Give students time to match color and picture. Then ask them to look at the pictures, notice the distance between the hand and the objects, and write sentences. You can have students write two sentences in class as you circulate and check, and assign the rest of the writing as homework.

54

### Story Time 2

1 Listen and read along. Then look at the picture, read, and point.

Have students look at the picture and name as many things as they can. Ask questions Ken, for example, "Is Tim on the table?", "Is the red box under the table?", "What's under the table?" Have students listen to the CD and follow in their books. Use a photo or picture to introduce the word *forest*. Play the CD again and ask students to listen and read along. If necessary, read with the students and encourage them to imagine the scene and guess who or what is making the noise!

2 Listen and write a ? (question mark) or a (.) full stop. Then read and match questions and answers.

Read the last part of the text with the students using the right intonation for sentences and questions or play the last part of the CD for Activity 1. Point out the difference in intonation and ask students to listen carefully and identify questions and statements/sentences. Point to the example and have students write a question mark or a full stop in each red box. Play the CD a second time if the students are having difficulty and ask them to repeat each question or statement imitating the intonation pattern on the CD. Check answers in class. Next have students read each question in Activity 2 and match it with the correct answer/statement. Tell them to read the story in order to find or confirm their answers. Circulate and help when required. Call on students to report in class.

# Class CD Audio Script

## CD1 02

### Unit 1. Toys and Things

#### Talk Time

##### Exercise 1. Listen and say.

*Teacher:* How many do you have?

I have two.

*Teacher:* How many do you have?

I have one.

*Teacher:* How many do you have?

I have two.

*Teacher:* How many do you have?

I have one.

*Safroota:* How many do you have?

*Girl:* I have two.

*Girl:* How many do you have?

*Safroota:* I have one.

## CD1 03

### Fun Time!

#### Exercise 4. Number Guessing Game. How many marbles do I have?

*Teacher:* Are you ready? Let's start!

*Boy 1:* How many marbles do I have?

*Boy 2:* Two!

*Boy 3:* Seven!

*Boy 4:* Five!

*Boy 1:* That's right! I have five.

*Boy 2:* How many marbles do I have?

*Boy 1:* Four!

*Boy 2:* One!

*Boy 3:* Six!

*Boy 4:* Eight!

*Boy 2:* That's right! I have eight.

*Teacher:* Okay! Good! Let's play for real.

## CD1 04

### Rhythms and Sounds

#### Exercise 1. Chant and do.

##### Robot Bear

*Teacher/Boys:*

Robot bear, robot bear, turn around.

Robot bear, robot bear, touch the ground.

Robot bear, robot bear, show your shoe.

Robot bear, robot bear, you're out too!

## CD1 05

### Exercise 2.

#### Listen, point, and pronounce.

*Teacher/Boys:*

1. Turn around, Turn around, Turn around

2. Touch the ground, Touch the ground, Touch the ground

3. Show your shoe, Show your shoe, Show your shoe

4. You're out too, You're out too, You're out too

## CD1 06

### Fun Time!

#### Exercise 3. Pass The Robot Bear Game.

##### Chant and play.

*Teacher:* Are you ready? Let's start!

*Teacher:* Robot bear, robot bear, turn around.

Robot bear, robot bear, touch the ground.

Robot bear, robot bear, show your shoe.

Robot bear, robot bear, you're out too!

*Teacher:* Okay! Good! Let's play for real.

## CD1 07

### Words

#### Exercise 1.

##### Listen and point.

*Teacher/Boys:*

1. a bicycle, a bicycle, a bicycle

2. computer games, computer games, computer games

3. a dollhouse, a dollhouse, a dollhouse

4. a football, a football, a football

5. a shirt, a shirt, a shirt

6. a skirt, a skirt, a skirt

7. a coloring book, a coloring book, a coloring book

8. stickers, stickers, stickers

9. a T-shirt, a T-shirt, a T-shirt

10. trousers, trousers, trousers

11. a puppet, a puppet, a puppet

12. a cell phone, a cell phone, a cell phone

13. a toy truck, a toy truck, a toy truck

14. a puzzle, a puzzle, a puzzle

## CD1 08

### Exercise 2.

##### Listen and say.

*Teacher/Boys:*

1. a bicycle, a bicycle, a bicycle

2. computer games, computer games, computer games

3. a dollhouse, a dollhouse, a dollhouse

4. a football, a football, a football

5. a shirt, a shirt, a shirt

6. a skirt, a skirt, a skirt

7. a coloring book, a coloring book, a coloring book

8. stickers, stickers, stickers

9. a T-shirt, a T-shirt, a T-shirt

10. trousers, trousers, trousers

11. a puppet, a puppet, a puppet

12. a cell phone, a cell phone, a cell phone

13. a toy truck, a toy truck, a toy truck

14. a puzzle, a puzzle, a puzzle

**CD1 09****Exercise 3.****Listen and find. Can you find ...**

Teacher: a T-shirt  
 a puppet  
 a bicycle  
 a puzzle  
 stickers  
 trousers  
 computer games  
 a dollhouse  
 a football  
 a toy truck  
 a skirt  
 a coloring book  
 a cell phone  
 a shirt

**CD1 10****Fun Time!****Exercise 4. One Robot, Two Robots ...****Chant and put your hand on top.**

Teacher: Are you ready? Let's start!

Boy 1: One robot,

Boy 2: two robots,

Boy 3: three robots,

Boy 4: four.

Boy 1: Five robots,

Boy 2: six robots,

Boy 3: seven robots,

Boy 4: more!

Boy 2: One robot,

Boy 3: two robots,

Boy 4: three robots,

Boy 1: four.

Boy 2: Five robots,

Boy 3: six robots,

Boy 4: seven robots,

Boy 1: more!

Teacher: Okay! Good! Let's play for real.

**CD1 11****Phonics****Exercise 1. Listen and say.**

Teacher: K says /k/, /k/, kiwi.

L says /l/, /l/, lion.

M says /m/, /m/, monkey.

N says /n/, /n/, nest.

**CD1 12****Exercise 3.****Listen and write.**

Teacher: Look at number 2. /l/, /l/, /l/, /l/, lion

Look at number 4. /n/, /n/, /n/, /n/, nest

Look at number 1. /k/, /k/, /k/, /k/, kiwi

Look at number 3. /m/, /m/, /m/, /m/, monkey

/k/, /k/, /k/, /k/, kiwi

/l/, /l/, /l/, /l/, lion

/m/, /m/, /m/, /m/, monkey

/n/, /n/, /n/, /n/, nest

**CD1 13****Exercise 4.****Listen, count, and chant.**

Teacher/ Boys:

One, two,

Two monkeys,

Two, three,

Three lions,

Three, four,

Four puppets,

Four, five,

Five toy trucks!

One, two,

Two monkeys,

Three lions,

Four puppets,

FIVE TOY TRUCKS!

**CD1 14****Unit 2. Food****Talk Time****Exercise 1. Listen and say.**

Teacher: Do you like pizza?

Yes, I like pizza!

Teacher: Do you like macaroni?

No, I don't like macaroni.

Safroota: Do you like pizza?

Safroot: Yes, I like pizza!

Safroot: Do you like macaroni?

Safroota: No, I don't like macaroni!

**CD1 15****Fun Time!****Exercise 4. Listen. Shout "I like "uhn"!" or "I don't like "uhn"!"**

Teacher: Are you ready? Let's start!

Teacher: I like macaroni.

Boy 1: I like macaroni.

Boy 2: I don't like macaroni.

Teacher: I like macaroni.

I like salad.

I like kabsa.

I don't like pizza.

I like onions.

I like soup.

Teacher: Okay! Good! Now you do it!

**CD1 16****Rhythms and Sounds****Exercise 1. Listen and chant. Cookie Jar Chant**

Teacher: Who took the cookies from the cookie jar?

Safroot took the cookies from the cookie jar.

Who me?

Yes, you!



Not me!  
Then who took the cookies from the cookie jar?  
*Teacher:* Now leave out *cookies!*

*Boys:* Who took the “uhn” from the “uhn” jar?  
Safroot took the “uhn” from the “uhn” jar.  
Who me?  
Yes, you!  
Not me!  
Then who took the “uhn” from the “uhn” jar?

### CD1 17

#### Fun Time!

#### Exercise 3. Cookie Jar Game. Clap and chant.

*Teacher:* Are you ready? Let's start!  
*All:* Who took the cookies from the cookie jar?  
*Boy 1:* Number two took the cookies from the cookie jar.  
*Boy 2:* Who me?  
*All:* Yes, you!  
*Boy 2:* Not me!  
*All:* Then who took the cookies from the cookie jar?  
*All:* Who took the cookies from the cookie jar?  
*Boy 1:* Number six took the cookies from the cookie jar.  
*Boy 6:* Who me?  
*All:* Yes, you!  
*Boy 6:* Not me!  
*All:* Then who took the cookies from the cookie jar?  
*All:* Who took the cookies from the cookie jar?  
*Boy 2:* Number five took the cookies from the cookie jar.  
*Boy 5:* Who me?  
*All:* Yes, you!  
*Boy 5:* Yes, me!  
*All:* Aaaaah!  
*Teacher:* Okay! Good! Let's play for real.

### CD1 18

#### Words

#### Exercise 1. Listen, point, and say.

*Teacher/Boys:* 1. apple, apple, apple  
2. pizza, pizza, pizza  
3. salad, salad, salad  
4. soup, soup, soup  
5. orange, orange, orange  
6. rice, rice, rice  
7. sandwich, sandwich, sandwich  
8. apricot, apricot, apricot  
9. kabsa, kabsa, kabsa  
And now can you point to the...

*Teacher:* soup  
apple  
kabsa  
apricot  
sandwich  
pizza  
rice  
orange  
salad

### CD1 19

#### Exercise 2.

#### Listen and practice.

*Teacher/Boys:* 1. apple, apple, apple  
2. pizza, pizza, pizza  
3. salad, salad, salad  
4. soup, soup, soup  
5. sandwich, sandwich, sandwich  
6. apricot, apricot, apricot

### CD1 20

#### Fun Time!

#### Exercise 3. Number Race. Count fast from 1 to 10 and back. Like this...

Are you ready? Let's start!  
one, two, three, four, five, six, seven, eight, nine, ten,  
ten, nine, eight, seven, six, five, four, three, two, one  
one orange, two apples, three pizzas,  
four sandwiches, five carrots, six onions, seven bananas,  
eight cherries, nine cookies, ten potatoes,  
ten potatoes, nine cookies, eight cherries, seven bananas,  
six onions, five carrots, four sandwiches, three pizzas,  
two apples, one orange  
Okay! Good! We're finished.

### CD1 21

#### Phonics

#### Exercise 1.

#### Listen and say.

*Teacher:* O says /o/, /o/, octopus.  
P says /p/, /p/, parrot.  
Q says /k/, /k/, quilt.  
R says /r/, /r/, rabbit.

### CD1 22

#### Exercise 3.

#### Listen and write.

*Teacher:* Look at number 4. /r/, /r/, /r/, /r/, rabbit  
Look at number 3. /k/, /k/, /k/, /k/, quilt  
Look at number 2. /p/, /p/, /p/, /p/, parrot  
Look at number 1. /o/, /o/, /o/, /o/, octopus  
/o/, /o/, /o/, /o/, octopus  
/p/, /p/, /p/, /p/, parrot  
/k/, /k/, /k/, /k/, quilt  
/r/, /r/, /r/, /r/, rabbit

### CD1 23

#### Unit 3. Animals

#### Talk Time

#### Exercise 1. Listen and say.

*Teacher:* Do you have a pet?  
Yes, I do. I have a turtle.  
*Teacher:* Do you have a pet?  
No, I don't.  
*Safroota:* Do you have a pet?  
*Safroot:* Yes, I do. I have a turtle.

*Safroot:* Do you have a pet?  
*Safroota:* No, I don't.

### CD1 24

#### Fun Time!

**Exercise 4. Number Race. Count fast from 11 to 20.**

**Like this ...**

Are you ready? Let's start!  
Eleven, twelve, thirteen, fourteen, fifteen, sixteen,  
seventeen, eighteen, nineteen, twenty.  
Eleven horses, twelve rabbits, thirteen zebras,  
Fourteen lions, fifteen bears, sixteen cats,  
Seventeen birds, eighteen chickens, nineteen turtles,  
Twenty eggs.  
Okay! Good! We're finished.

### CD1 25

#### Rhythms and Sounds

**Exercise 1. Listen and chant.**

**PACO**

*Teacher/Boys:* There was a farmer who had a horse  
And PACO was his name-oh!  
P-A-C-O, P-A-C-O, P-A-C-O,  
And PACO was his name-oh!

### CD1 26

#### Fun Time!

**Exercise 4. Guessing Game. How many animals?**

**Listen and match.**

*Teacher:* Are you ready? Let's start!  
Eleven. Eleven horses.  
Twelve. Twelve rabbits.  
Thirteen. Thirteen zebras.  
Fourteen. Fourteen lions.  
Fifteen. Fifteen bears.  
Sixteen. Sixteen cats.  
Seventeen. Seventeen birds.  
Eighteen. Eighteen chickens.  
Nineteen. Nineteen turtles.  
Twenty. Twenty eggs.  
*Teacher:* Okay! Good! We're finished.

### CD1 27

#### Words

**Exercise 1. Listen and point.**

*Teacher/Boys:* 1. duck, duck, duck  
2. cat, cat, cat  
3. bird, bird, bird  
4. fish, fish, fish  
5. mouse, mouse, mouse  
6. cow, cow, cow  
7. horse, horse, horse  
8. sheep, sheep, sheep  
9. chicken, chicken, chicken

### CD1 28

#### Exercise 2.

**Listen, point, and say.**

*Teacher/Boys:* cow, cow, cow  
mouse, mouse, mouse  
fish, fish, fish  
cat, cat, cat  
duck, duck, duck  
sheep, sheep, sheep  
chicken, chicken, chicken  
horse, horse, horse  
bird, bird, bird

### CD1 29

#### Exercise 3

**Listen and make the sounds.**

*Teacher:* 1. tweet, tweet  
2. moo, moo  
3. neigh, neigh  
4. baaa, baaa  
5. cluck, cluck

### CD1 30

#### Fun Time!

**Exercise 4. Old MacDonald  
Chant and make the sounds.**

*Boys:* Old MacDonald had a farm  
Ee-ii-ee-ii-oh  
And on that farm he had some cows  
Ee-ii-ee-ii-oh  
With a MOO MOO here  
And a MOO MOO there  
Here a MOO  
There a MOO  
Everywhere a MOO MOO  
Old MacDonald had a farm.  
Ee-ii-ee-ii-oh  
Now with horses!  
Old MacDonald had a farm  
Ee-ii-ee-ii-oh  
And on that farm he had some horses  
Ee-ii-ee-ii-oh  
With a NEIGH NEIGH here  
And a NEIGH NEIGH there  
Here a NEIGH  
There a NEIGH  
Everywhere a NEIGH NEIGH  
Old MacDonald had a farm.  
Ee-ii-ee-ii-oh  
Now with sheep!  
Old MacDonald had a farm  
Ee-ii-ee-ii-oh  
And on that farm he had some sheep  
Ee-ii-ee-ii-oh  
With a BAA BAA here  
And a BAA BAA there  
Here a BAA  
There a BAA  
Everywhere a BAA BAA

Old MacDonald had a farm.  
Ee-ii-ee-ii-oh

### CD1 31

#### Phonics

##### Exercise 1. Listen and say.

Teacher: S says /s/, /s/, sun.  
T says /t/, /t/, tiger.  
U says /u/, /u/, umbrella.  
V says /v/, /v/, vase.

### CD1 32

#### Exercise 3.

##### Listen and write.

Teacher: Look at number 4. /v/, /v/, /v/, /v/, vase  
Look at number 2. /t/, /t/, /t/, /t/, tiger  
Look at number 3. /u/, /u/, /u/, /u/, umbrella  
Look at number 1. /s/, /s/, /s/, /s/, sun  
/s/, /s/, /s/, /s/, sun  
/t/, /t/, /t/, /t/, tiger  
/u/, /u/, /u/, /u/, umbrella  
/v/, /v/, /v/, /v/, vase

### CD1 33

#### Fun Time!

##### Exercise 4. Listen, count, and write.

Teacher/Boys: Twenty, twenty  
twenty-one, twenty-one,  
twenty-two, twenty-two,  
twenty-three, twenty-three,  
twenty-four, twenty-four,  
twenty-five, twenty-five,  
twenty-six, twenty-six,  
twenty-seven, twenty-seven,  
twenty-eight, twenty-eight,  
twenty-nine, twenty-nine,  
thirty, thirty.  
Teacher: Good. Now you count!

### CD1 34

#### Unit 4. Days and Weather

#### Talk Time

##### Exercise 1. Listen and say.

Teacher: What day do you like?  
I like Wednesday. How about you?  
Teacher: I like Saturday.  
Teacher: What day do you like?  
I like Wednesday. How about you?  
Teacher: I like Saturday.  
Girl 1: What day do you like?  
Girl 2: I like Wednesday. How about you?  
Girl 1: I like Saturday.

### CD1 35

#### Fun Time!

##### Exercise 4. Hot Potato Game. Say the sentence and pass the potato.

Teacher: Are you ready? Let's start!  
Girl 1: What day do you like?  
Girl 2: I like Tuesday. How about you?  
Girl 3: I like Monday. How about you?  
Girl 4: I like Thursday. How about you?  
Girl 5: I like Wednesday. How about you?  
Girl 6: I like Sunday. How about you?  
Girl 7: I like Saturday. How about you?  
Girl 1: I like Friday. How about you?  
Teacher: Okay! Good! Let's play for real.

### CD1 36

#### Rhythms and Sounds

##### Exercise 1. Listen and chant. Days of the Week

Teacher/Girls: Sunday, Monday, Tuesday,  
Wednesday, Thursday,  
Thursday, Friday, Saturday, Sunday comes again.

### CD1 37

#### Exercise 2.

##### Listen, point, and pronounce.

Teacher: /s/, /s/, /s/, /s/, Sunday  
Girls: Sunday, SUNDAY!  
Teacher: /m/, /m/, /m/, /m/, Monday  
Girls: Monday, MONDAY!  
Teacher: /t/, /t/, /t/, /t/, Tuesday  
Girls: Tuesday, TUESDAY!  
Teacher: /w/, /w/, /w/, /w/, Wednesday  
Girls: Wednesday, WEDNESDAY!  
Teacher: /th/, /th/, /th/, /th/, Thursday  
Girls: Thursday, THURSDAY!  
Teacher: /f/, /f/, /f/, /f/, Friday  
Girls: Friday, FRIDAY!  
Teacher: /s/, /s/, /s/, /s/, Saturday  
Girls: Saturday, SATURDAY!

### CD1 38

#### Narrator: Fun Time!

##### Exercise 3. Chant and do. Make the letter shapes. Days of the Week

Teacher/Boys: Sunday, Monday, Tuesday,  
Wednesday, Thursday,  
Thursday, Friday, Saturday, Sunday comes again.

### CD1 39

#### Words

##### Exercise 1. Listen and point.

Teacher: What's the weather like today?  
Teacher/Boys:  
1. It's sunny today. It's sunny today. It's sunny today.  
2. It's cloudy today. It's cloudy today. It's cloudy today.  
3. It's rainy today. It's rainy today. It's rainy today.  
4. It's snowy today. It's snowy today. It's snowy today.  
5. It's windy today. It's windy today. It's windy today.

### CD1 40

#### Exercise 2.

##### Listen, point, and pronounce.

Teacher/Boys: 1. sunny, sunny, sunny  
2. cloudy, cloudy, cloudy  
3. rainy, rainy, rainy  
4. snowy, snowy, snowy  
5. windy, windy, windy

### CD1 41

#### Fun Time!

##### Exercise 3. Chant and do.

##### Weather Chant

Boys: It's sunny today.  
It's sunny today.  
The sun is showing its face.  
It's sunny today.  
It's sunny today.  
The sun is showing its face.  
It's cloudy today.  
It's cloudy today.  
The sun is hiding its face.  
It's cloudy today.  
It's cloudy today.  
The sun is hiding its face.  
It's rainy today.  
It's rainy today.  
The sun is washing its face.  
It's rainy today.  
It's rainy today.  
The sun is washing its face.

### CD1 42

#### Phonics

##### Exercise 1. Listen and say.

Teacher: W says /w/, /w/, WOLF.  
X says /x/, /x/, FOX.  
Y says /y/, /y/, YARD.  
Z says /z/, /z/, ZEBRA.

### CD1 43

#### Exercise 3.

##### Listen and write.

Teacher: Look at number 3. /y/, y/, /y/, /y/, YARD  
Look at number 2. /x/, x/, /x/, /x/, FOX  
Look at number 1. /w/, /w/, /w/, /w/, WOLF  
Look at number 4. /z/, z/, /z/, /z/, ZEBRA  
/w/, /w/, /w/, /w/, WOLF  
/x/, x/, /x/, /x/, FOX  
/y/, y/, /y/, /y/, YARD  
/z/, z/, /z/, /z/, ZEBRA

### CD1 44

#### Fun Time!

##### Exercise 3. Listen, write, and chant.

Teacher/Boys: Ten, ten, ten,  
Twenty, twenty, twenty,

Thirty, thirty, thirty,  
Forty, forty, forty,  
Fifty, fifty, fifty,  
Sixty, sixty, sixty,  
Seventy, seventy, seventy,  
Eighty, eighty, eighty,  
Ninety, ninety, ninety,  
ONE HUNDRED

## Workbook CD Audio Script

### CD2 02

Hi! How are you? Are you ready for Goal 01? Good. Let's start.  
I can act out the talks about how many with a partner.

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

Boy 1: How many do you have?  
Boy 2: I have one.  
Boy 2: How many do you have?  
Boy 1: I have two.

Great! You did it!  
Now trace the light gray words.  
Then do Exercise 2. Trace and write.

You've finished Goal 01!  
Well done! Now do Goal 02.

### CD2 03

Are you ready for Goal 02?  
Good. Let's start. I can play the  
Number Guessing Game with a  
friend.

##### Exercise 1. Listen and practice.

Boy 1: How many marbles do I have?  
Boy 2: Seven!  
Boy 1: No! Three!  
Boy 2: How many marbles do I have?  
Boy 1: Five!  
Boy 2: That's right! I have five.

Great! You did it! Now  
trace the light gray words. Then  
do Exercise 2. Trace and write.

You've finished Goal 02!  
Well done! Remember to practice!  
When you see a friend, play the  
Number Guessing Game! Bye!

### CD2 04

Hi! How are you? Are you ready for Goal 03? Good. Let's start. I can chant the *Robot Bear* chant with actions.

#### Exercise 1. Listen, chant, and do.

*Boys:* Robot bear, robot bear, turn around. Robot bear, robot bear, touch the ground. Robot bear, robot bear, show your shoe. Robot bear, robot bear, you're out, too!

Great! You did it!  
Now trace the light gray words.  
Then do Exercise 2. Trace and write.

You've finished Goal 03! Well done! Now do Goal 04.

### CD2 05

Are you ready for Goal 04? Good. Let's start. I can tell a friend to do two of the *Robot Bear's* actions.

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

*Boy 1:* Turn around! Touch the ground!  
*Boy 2:* Show your shoe! You're out!

Great! You did it!  
Now trace the light gray words.  
Then do Exercise 2. Trace and write.

You've finished Goal 04!  
Well done! Remember to practice!  
When you see a friend, tell them to do two of the *Robot Bear's* actions!  
Bye!

### CD2 06

Hi! How are you? Are you ready for Goal 05? Good. Let's start. I can listen, point, and say the names of five toys.

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

*Teacher:* Can you find the toys?

*Boy 1:* dollhouse

*Boy 2:* puppet

*Boy 1:* puzzle

*Boy 1:* robot

*Boy 2:* stickers

*Boy 2:* toy trucks

*Boy 1:* bicycle

*Boy 1:* footballs

*Boy 2:* coloring book

*Boy 2:* computer games

Great! You did it!

Now trace the light gray words.  
Then do Exercise 2. Trace and write.

You've finished Goal 05!  
Well done! Now do Goal 06!

### CD2 07

Are you ready for Goal 06? Good. Let's start. I can say the names of some clothes.

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

*Boy 1:* a shirt, a skirt, a T-shirt, trousers, and cell phones  
*Boy 2:* a shirt, a skirt, a T-shirt, trousers, and cell phones

Great! You did it!  
Now trace the light gray words.  
Then do Exercise 2. Trace and write.

You've finished Goal 06! Well done! Remember to practice! Say the names of some clothes by yourself three times this week! Bye!

### CD2 08

Hi! How are you? Are you ready for Goal 07? Good. Let's start. I can make the sounds of the letters K, L, M, and N.

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

*Teacher:* K says k, k, kiwi.

L says l, l, lion.

M says m, m, monkey.

N says n, n, nest.

*Girl:* K, k, kiwi!

Great! You did it!  
Now trace the light gray words.  
Then do Exercise 2. Trace and write.

You've finished Goal 07!  
Well done! Now do Goal 08.

### CD2 09

Are you ready for Goal 08? Good. Let's start. I can count from 1 to 10 and write the letters A to N.

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

*Girl 1:* A, B, C, D, E, F, G, H, I, J, K, L, M, N

*Girl 2:* One, two, three, four, five, six, seven, eight, nine, ten.

Great! You did it! Now trace the light gray letters and then copy.  
Then do Exercise 2. Trace and write.

You've finished Goal 08! Remember to practice! Write the letters by yourself three times this week! Well done! Bye!

### CD2 10

Hi! How are you? Are you ready for Goal 09? Good. Let's start.  
I can act out the talks about food with a partner.

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

Boy 1: Do you like pizza?  
Boy 2: Yes, I like pizza.  
Boy 2: Do you like macaroni?  
Boy 1: No, I don't like macaroni.

Great! You did it! Now  
trace the light gray words. Then  
do Exercise 2. Trace and write.

You've finished Goal 09!  
Well done! Now do Goal 10.

### CD2 11

Are you ready for Goal 10?  
Good. Let's start.  
I can say two foods that I like.

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

Girl 1: I like pizza and kabsa.  
Girl 2: I like macaroni and sandwiches.

Great! You did it! Now  
trace the light gray words. Then do  
Exercise 2. Trace and write.

You've finished Goal 10!  
Well done! Remember to practice!  
Tell a friend two foods that you like  
when you go to school! Bye!

### CD2 12

Hi! How are you? Are you  
ready for Goal 11? Good. Let's start.  
I can chant the *Cookie Jar Chant*  
using good rhythm.

#### Exercise 1. Listen and chant.

Teacher: Who took the cookies from  
the cookie jar? Safroot took the cookies  
from the cookie jar. Who me? Yes,  
you! Not me! Then who took the  
cookies from the cookie jar?

Great! You did it! Now trace the light gray words. Then  
do Exercise 2. Trace and write.

You've finished Goal 11!  
Well done! Now do Goal 12.

### CD2 13

Are you ready for Goal 12?  
Good. Let's start. I can say "Who  
took the cookies from the cookie  
jar?" three times really fast.

#### Exercise 1. Listen and practice.

Boy 1: Who took the cookies from the  
cookie jar?

Teacher: Can you say "Who took the  
cookies from the cookie jar?" three  
times really fast? Ready? Go!

Boy 2: Who took the cookies from the  
cookie jar? Who took the cookies  
from the cookie jar? Who took the  
cookies from the cookie jar?

Teacher: That was fast. Good. Okay.  
Now it's your turn. Ready? Go! . . .

Boy 3: No cookies!

Great! You did it! Now  
trace the light gray words. Then  
do Exercise 2. Trace and write.

You've finished Goal 12! Well done! Remember to practice!  
Practice saying "Who took the cookies from the cookie jar?"  
three times really fast by yourself! Bye!

### CD2 14

Hi! How are you? Are you  
ready for Goal 13? Good. Let's start.  
I can point to and say five kinds of food.

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

Teacher: Can you find the foods?

Boy 1: kabsa, soup, pizza,  
orange, apple

Boy 2: apricot, sandwich, carrot, salad, rice

Great! You did it! Now trace  
the light gray words. Then  
do Exercise 2. Trace and write.

You've finished Goal 13!  
Well done! Now do Goal 14.

### CD2 15

Are you ready for Goal 14?  
Good. Let's start. I can count from  
one to ten and back.

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

Boy 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 10, 9, 8,  
7, 6, 5, 4, 3, 2, 1

Great! You did it! Now trace  
the light gray numbers. Then do  
Exercise 2. Trace and write.

You've finished Goal 14!  
Well done! Remember to practice!  
Count from one to ten and back  
by yourself every day this week!  
Bye!

### CD2 16

Hi! How are you? Are you ready for Goal 15? Good. Let's start. I can make the sounds of the letters O, P, Q, and R.

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

*Teacher:* O says o, o, octopus. P says p, p, parrot. Q says k, k, quilt.  
R says r, r, rabbit.  
*Girl:* Rrrrrrabbit!

Great! You did it! Now trace the light gray words. Then do Exercise 2. Trace and write.

You've finished Goal 15!  
Well done! Now do Goal 16.

### CD2 17

Are you ready for Goal 16? Good. Let's start. I can write the letters A to R.

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

*Boy:* A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R

Great! You did it! Now trace the light gray letters and then copy. Then do Exercise 2. Trace and write.

You've finished Goal 16!  
Well done! Remember to practice!  
Write the letters A to R by yourself three times this week! Bye!

### CD2 18

Hi! How are you? Are you ready for Goal 17? Good. Let's start. I can act out the talks about pets with a partner.

#### Exercise 1. Listen and practice.

*Boy 1:* Do you have a pet?  
*Boy 2:* Yes, I do. I have a turtle.  
Do you have a pet?  
*Boy 1:* No, I don't.  
*Cat:* Do you have a pet?  
Great! You did it!  
Now trace the light gray words.  
Then do Exercise 2. Trace and write.

You've finished Goal 17!  
Well done! Now do Goal 18.

### CD2 19

Are you ready for Goal 18? Good. Let's start. I can count from 11 to 20.

#### Exercise 1. Listen and practice.

*Teacher/Boys:* Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, Twenty.  
Again. Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, Twenty.

Great! You did it! Now trace the light gray numbers. Then do Exercise 2. Trace and write.

You've finished Goal 18!  
Well done! Remember to practice!  
When you go to school, ask two friends if they have a pet! Bye!

### CD2 20

Hi! How are you? Are you ready for Goal 19? Good. Let's start. I can chant the *PACO* chant by myself using good rhythm.

#### Exercise 1. Listen and chant.

*Boys:* There was a farmer who had a horse, And PACO was his name-oh!  
P-A-C-O, P-A-C-O, P-A-C-O,  
And PACO was his name-oh!

Great! You did it! Now trace the light gray words. Then do Exercise 2. Trace and write.

You've finished Goal 19!  
Well done! Now do Goal 20.

### CD2 21

Are you ready for Goal 20? Good. Let's start. I can count from 11 to 20 and back.

#### Exercise 1. Listen, point, and count.

*Teacher/Boys:* Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, Twenty, nineteen, eighteen, seventeen, sixteen, fifteen, fourteen, thirteen, twelve, eleven.

Great! You did it! Now trace the light gray numbers. Then point and count.

You've finished Goal 20!  
Well done! Remember to practice!  
Count from 11 to 20 and back  
five times this week! Bye!

### CD2 22

Hi! How are you? Are you  
ready for Goal 21? Good. Let's start.  
I can say the names of three animals.

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

Boy 1: fish, mouse, cat  
Boy 2: sheep, chicken, horse

Great! You did it! Now  
trace the light gray words. Then  
do Exercise 2. Trace and write.

You've finished Goal 21!  
Well done! Now do Goal 22.

### CD2 23

Are you ready for Goal 22?  
Good. Let's start. I can make the  
sounds of three animals.

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

Teacher: Let's practice the animal  
sounds. What does a cow say? Moo!  
Moo! What does a horse say? Neigh!  
Neigh! What does a bird say? Tweet!  
Tweet! What does a sheep say? Baa!  
Baa! What does a hen say? Cluck!  
Cluck!  
Cow: MOOOOO!

Great! You did it! Now trace  
the light gray words. Then  
do Exercise 2. Trace and write.

You've finished Goal 22!  
Well done! Remember to practice!  
Practice making the sounds of three  
animals by yourself! Bye!

### CD2 24

Hi! How are you? Are you  
ready for Goal 23? Good. Let's start.  
I can make the sounds of the letters  
S, T, U, and V.

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

Teacher: S says s, s, sun. T says t, t, tiger.  
U says u, u, umbrella. V says v, v, vase.  
Boy: s, s, s, t, t, t!

Great! You did it! Now  
trace the light gray words. Then  
do Exercise 2. Trace and write.

You've finished Goal 23!  
Well done! Now do Goal 24.

### CD2 25

Are you ready for Goal 24?  
Good. Let's start. I can count from 20 to 30 and back.

#### Exercise 1. Listen, point, and chant.

Teacher and girls: Twenty, twenty-one, twenty-two,  
twenty-three, twenty-four, twenty-five, twenty-six,  
twenty-seven, twenty-eight, twenty-nine, thirty.  
Thirty, twenty-nine, twenty-eight, twenty-seven,  
twenty-six, twenty-five, twenty-four, twenty-three,  
twenty-two, twenty-one, twenty.

Great! You did it! Now trace  
the light gray numbers and chant.  
Then do Exercise 2. Trace and write.

You've finished Goal 24! Well  
done! Remember to practice! Count from  
20 to 30 and back by yourself three  
times this week! Bye!

### CD2 26

Hi! How are you? Are you  
ready for Goal 25? Good. Let's start.  
I can act out the "What day do you  
like?" talk with a partner.

#### Exercise 1. Listen and practice.

Girl 1: What day do you like?  
Girl 2: I like Friday. How about you?  
Girl 1: I like Saturday.  
Girl 3: I like Thursday!

Great! You did it! Now  
trace the light gray words. Then  
do Exercise 2. Trace and write.  
You've finished Goal 25!  
Well done! Now do Goal 26.

### CD2 27

Are you ready for Goal 26?  
Good. Let's start. I can say what day  
of the week I like.

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

Girl 1: I like Saturday and Sunday.  
Girl 2: I like Monday and Tuesday.

Great! You did it! Now trace the light gray words. Then do  
Exercise 2. Trace and write.  
You've finished Goal 26! Well done! Remember to practice!  
When you go to school, tell three friends what day of the week  
you like! Bye!



### CD2 28

Hi! How are you? Are you ready for Goal 27? Good. Let's start. I can chant the *Days of the Week* chant by myself.

#### Exercise 1. Listen and chant.

*Girls:* Sunday, Monday, Tuesday, Wednesday, Thursday, Thursday Friday, Saturday, Sunday comes again.

Great! You did it! Now trace the light gray words. Then do Exercise 2. Trace and write. You've finished Goal 27! Well done! Now do Goal 28.

### CD2 29

Are you ready for Goal 28? Good. Let's start. I can say the days of the week from Sunday to Saturday with good pronunciation.

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

*Teacher:* Can you find the days?  
*Girl:* Tuesday, Saturday, Monday, Thursday, Friday, Sunday, Wednesday.

Great! You did it! Now trace the light gray words. Then do Exercise 2. Trace and write.

You've finished Goal 28! Well done! Remember to practice! Say the days of the week from Sunday to Saturday with good pronunciation three times this week! Bye!

### CD2 30

Hi! How are you? Are you ready for Goal 29? Good. Let's start. I can say three sentences about weather.

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

*Boy 1:* It's rainy today.  
*Boy 2:* It's windy today.  
*Boy 1:* It's sunny today.  
*Boy 2:* It's rainy today!

Great! You did it! Now trace the light gray words. Then do Exercise 2. Trace and write.

You've finished Goal 29! Well done! Now do Goal 30.

### CD2 31

Are you ready for Goal 30? Good. Let's start. I can say what the weather is like today.

#### Exercise 1. Listen, practice, and say.

When you hear the ... sound, say what the real weather is like today.

*Boy1:* It's sunny today.  
*Boy2:* It's sunny and windy today.

It's ... today.

Great! You did it! Now trace the light gray words and write the weather today. Then do Exercise 2. Trace and write.

You've finished Goal 30! Well done! Remember to practice! Say what the weather is like three days this week! Bye!

### CD2 32

Hi! How are you? Are you ready for Goal 31? Good. Let's start. I can make the sounds of the letters W, X, Y, and Z.

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

*Teacher:* W says w, w, wolf. X says x, x, fox. Y says y, y, yard. Z says z, z, zebra.  
*Wolf:* W, w, w, w, w, w, wwwwwwwool!

Great! You did it! Now trace the light gray words. Then do Exercise 2. Trace and write.

You've finished Goal 31! Well done! Now do Goal 32.

### CD2 33

Are you ready for Goal 32? Good. Let's start. I can count from 10 to 100 in tens.

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

*Teacher:* ten, twenty, thirty, forty, fifty, sixty, Seventy, eighty, ninety, one hundred.  
Great! You did it! Now trace the light gray numbers and count the eggs.

You've finished Goal 32! Well done! Remember to practice! Count from 10 to 100 in tens three times this week!

That's the end of the book.  
You've worked very hard. Now you can do 33 more things in English.  
Congratulations! See you next year with We Can 3! Bye!

# More! Audio Script

## CD3 02

### Unit 1, Worksheet 1, Exercise 1.

Listen, trace the first letter, and write it on the line.

Teacher: Let's begin.

1. /a/a/ apple, /a/a/ apple
2. /d/d/ duck, /d/d/ duck
3. /e/e/ egg, /e/e/ egg
4. /b/b/ bear, /b/b/ bear
5. /c/c/ cow, /c/c/ cow
6. /b/b/ bear, /b/b/ bear

## CD3 03

### Unit 1, Worksheet 1, Exercise 2.

Listen and write the first letter.

Teacher: This time, write the first letter of the word you hear. Are you ready? Listen carefully.

1. duck /d/d/
2. apple /a/a/
3. egg /e/e/
4. bear /b/b/
5. cow /c/c/
6. apple /a/a/

## CD3 04

### Unit 1, Worksheet 2, Exercise 1.

Listen, trace the first letter, and write it on the line.

Teacher: Let's begin.

1. /i/i/ ink, /i/i/ ink
2. /j/j/ jet, /j/j/ jet
3. /g/g/ goat, /g/g/ goat
4. /f/f/ fish, /f/f/ fish
5. /h/h/ hat, /h/h/ hat
6. /j/j/ jet, /j/j/ jet

## CD3 05

### Unit 1, Worksheet 2, Exercise 2.

Listen and write the first letter.

Teacher: This time, write the first letter of the word you hear. Are you ready? Listen carefully.

1. jet /j/j/
2. fish /f/f/
3. hat /h/h/
4. goat /g/g/
5. ink /i/i/
6. fish /f/f/

## CD3 06

### Unit 1, Worksheet 3, Exercise 1.

Listen, trace the first letter, and write it on the line.

Teacher: Let's begin.

1. /k/k/ kiwi, /k/k/ kiwi
2. /o/o/ octopus, /o/o/ octopus
3. /m/m/ monkey, /m/m/ monkey
4. /n/n/ nest, /n/n/ nest
5. /l/l/ lion, /l/l/ lion
6. /o/o/ octopus, /o/o/ octopus

## CD3 07

### Unit 1, Worksheet 3, Exercise 2.

Listen and write the first letter.

Teacher: This time, write the first letter of the word you hear. Are you ready? Listen carefully.

1. octopus /o/o/
2. monkey /m/m/
3. kiwi /k/k/
4. lion /l/l/
5. nest /n/n/
6. monkey /m/m/

## CD3 08

### Unit 1, Worksheet 4, Exercise 1.

Listen, trace the first letter, and write it on the line.

Teacher: Let's begin.

1. /t/t/ tiger, /t/t/ tiger
2. /p/p/ pen, /p/p/ pen
3. /s/s/ sun, /s/s/ sun
4. /q/q/ quilt, /q/q/ quilt
5. /r/r/ rabbit, /r/r/ rabbit
6. /t/t/ tiger, /t/t/ tiger

## CD3 09

### Unit 1, Worksheet 4, Exercise 2.

Listen and write the first letter.

Teacher: This time, write the first letter of the word you hear. Are you ready? Listen carefully.

1. pen /p/p/
2. tiger /t/t/
3. rabbit /r/r/
4. sun /s/s/
5. quilt /q/q/
6. pen /p/p/

## CD3 10

### Unit 1, Worksheet 5, Exercise 1.

Listen, trace the letter, and write it on the line.

Teacher: Let's begin.

1. /z/z/ zebra, /z/z/ zebra
2. /v/v/ vase, /v/v/ vase
3. /w/w/ wolf, /w/w/ wolf
4. /u/u/ umbrella, /u/u/ umbrella
5. /y/y/ yard, /y/y/ yard
6. /x/x/ fox, /x/x/ fox

## CD3 11

### Unit 1, Worksheet 5, Exercise 2.

Listen and write the letter.

Teacher: This time, write the letter of the word you hear. Are you ready? Listen carefully.

1. wolf /w/w/
2. zebra /z/z/
3. umbrella /u/u/
4. yard /y/y/
5. vase /v/v/
6. fox /x/x/

## CD3 12

### Unit 1, Worksheet 6, Exercise 1. Listen, trace the first letter, and write it on the line.

Teacher: Let's begin.

1. /d/d/ duck, /d/d/ duck
2. /j/j/ jet, /j/j/ jet
3. /m/m/ monkey, /m/m/ monkey
4. /s/s/ sun, /s/s/ sun
5. /v/v/ vase, /v/v/ vase

## CD3 13

### Unit 1, Worksheet 6, Exercise 2. Listen and write the first letter.

Teacher: This time, write the first letter of the word you hear. Are you ready? Listen carefully.

1. pen, pen
2. octopus, octopus
3. apple, apple
4. vase, vase
5. cow, cow
6. hat, hat
7. fish, fish
8. kiwi, kiwi
9. zebra, zebra
10. egg, egg

## CD3 14

### Unit 2, Alphabet Jingle: Food. Exercise 1. Listen and say.

Teacher: Let's listen and say.

- A! /a/a/ apple. B! /b/b/ banana. C! /c/c/ carrot. D! /d/d/ doughnut. E! /e/e/ egg. F! /f/f/ fish. G! /g/g/ gum. H! /h/h/ honey. I! /i/i/ ice cream. J! /j/j/ jam. K! /k/k/ kiwi. L! /l/l/ lemon. M! /m/m/ melon. N! /n/n/ nuts. O! /o/o/ orange. P! /p/p/ pineapple. Q! /q/q/ quince. R! /r/r/ rice. S! /s/s/ salad. T! /t/t/ tomato. U! /u/u/ bun. V! /v/v/ vegetables. W! /w/w/

watermelon. X! /x/x/lunch box. Y! /y/y/yogurt. Z! /z/z/zucchini.

### CD3 15

#### Unit 2, Exercise 2. Point and say.

Teacher: A! /a/a/apple. B! /b/b/banana. C! /c/c/carrot. D! /d/d/doughnut. E! /e/e/egg. F! /f/f/fish. G! /g/g/gum. H! /h/h/honey. I! /i/i/ice cream. J! /j/j/jam. K! /k/k/kiwi. L! /l/l/lemon. M! /m/m/melon. N! /n/n/nuts. O! /o/o/orange. P! /p/p/pineapple. Q! /q/q/quince. R! /r/r/rice. S! /s/s/salad. T! /t/t/tomato. U! /u/u/bun. V! /v/v/vegetables. W! /w/w/watermelon. X! /x/x/lunch box. Y! /y/y/yogurt. Z! /z/z/zucchini.

### CD3 16

#### Unit 2, Exercise 3. Say the key words.

Teacher: A! /a/a/ B! /b/b/ C! /c/c/ D! /d/d/ E! /e/e/ F! /f/f/ G! /g/g/ H! /h/h/ I! /i/i/ J! /j/j/ K! /k/k/ L! /l/l/ M! /m/m/ N! /n/n/ O! /o/o/ P! /p/p/ Q! /q/q/ R! /r/r/ S! /s/s/ T! /t/t/ U! /u/u/ V! /v/v/ W! /w/w/ X! /x/x/ Y! /y/y/ Z! /z/z/

### CD3 17

#### Unit 2, Exercise 1. Listen, point, and say.

Teacher: b says /b/, /b/, /b/, /b/, bear.

Teacher: p says /p/, /p/, /p/, /p/, pear.

Teacher: Now you make the sounds and say the words. /b/, /b/, /b/, /b/, bear. /p/, /p/, /p/, /p/, pear.

Teacher: Let's say them again. /b/, /b/, bear. /p/, /p/, pear. Well done!

### CD3 18

#### Unit 2, Exercise 2. Listen to the sound, check ✓, and write. Then draw a line to the right picture.

Number one.  
Teacher: /b/, /b/, bag.

Number two.  
Teacher: /p/, /p/, puzzle.

Number three.  
Teacher: /b/, /b/, bed.

Number four.  
Teacher: /p/, /p/, puppet.

Number five.  
Teacher: /b/, /b/, ball.  
Well done! Now draw a line to the right picture.

### CD3 19

#### Unit 2, Exercise 3. Listen, point, and say.

Teacher: b says /b/, /b/, /b/, /b/, tub.

Teacher: p says /p/, /p/, /p/, /p/, top.

Teacher: Now you make the sounds and say the words. /b/, /b/, /b/, /b/, tub. /p/, /p/, /p/, /p/, top.

Teacher: Let's say them again. /b/, /b/, tub. /p/, /p/, top. Well done!

### CD3 20

#### Unit 2, Exercise 4. Listen to the sound, check ✓, and write. Then draw a line to the right picture.

Number one.  
Teacher: /p/, /p/, clap.

Number two.  
Teacher: /b/, /b/, cub.

Number three.  
Teacher: /b/, /b/, crab.

Number four.  
Teacher: /p/, /p/, cup.

Number five.  
Teacher: /b/, /b/, Rob.  
Well done! Now draw a line to the right picture.

### CD3 21

#### Unit 2, Exercise 1. Listen, point, and say. Then practice the talk in pairs.

Number one.  
Young child: What's this?  
Older child/Sister: It's a pencil.

Number two.  
Girl 1: What's that?  
Girl 2: It's a notebook.

Teacher: Now listen again and repeat.  
Young child: What's this?  
Older child/Sister: It's a pencil.  
Girl 1: What's that?  
Girl 2: It's a notebook.  
Teacher: Well done! Now practice the talk in pairs.

### CD3 22

#### Unit 2, Exercise 1. Listen, point, and say. Then practice in pairs.

Number one.

Teacher: Are you happy?  
Boy: Yes, I am. I have a new laptop.

Number two.  
Teacher: Are you happy?  
Girl: No, I'm not. I'm sad.

Teacher: Well done! Now listen again and repeat.  
Then practice in pairs.

**CD3 23**  
**Unit 2, Exercise 1. Listen and match. Then write. Use He, She, or They.**

Number one.  
Teacher: He's happy.

Number two.  
Teacher: He's scared.

Number three.  
Teacher: They're hungry.

Number four.  
Teacher: She's sad.

Number five.  
Teacher: He's angry.

Number six.  
Teacher: He's thirsty.

**CD3 24**  
**Unit 2, Exercise 1. Look, read, and complete. Then listen.**

Teacher: Look at the pictures and complete the sentences first. Then listen to check your answers.

1. This is my sock. This is my sock.  
It's red and white.
2. That is my sock, too. That is my sock, too.  
It's on my bed.
3. The sheep is on the chair. The sheep is on the chair.
4. The ring is in the white box. The ring is in the white box.

**CD3 25**  
**Unit 2, Exercise 2. Read and listen. Ken's Diary.**

Ken/Boy: I'm happy today! My friend, Steve, is here for the day!  
We have many toys and games to play!  
We are in my room. My new laptop is on the desk. All our computer games are on the desk too! Let's play!  
Are you happy today?  
Where are you?  
Teacher: Now listen and read again.  
Then answer the questions.

**CD3 26**  
**Unit 3, Alphabet Jingle: Animals**  
**Exercise 1. Listen and say.**

Teacher: Let's listen and say. A! /a/a/alligator. B! /b/b/bear.  
C! /c/c/cow. D! /d/d/ duck. E! /e/e/elephant. F! /f/f/fish.  
G! /g/g/gorilla. H! /h/h/ horse. I! /i/i/iguana. J! /j/j/jaguar.

K! /k/k/koala. L! /l/l/lion. M! /m/m/monkey. N! /n/n/newt.  
O! /o/o/ostrich. P! /p/p/ panda. Q! /q/q/quail. R! /r/r/rabbit.  
S! /s/s/seal. T! /t/t/tiger. U! /u/u/duck. V! /v/v/vulture.  
W! /w/w/wolf. X! /x/x/fox. Y! /y/y/yak. Z! /z/z/zebra.

**CD3 27**  
**Unit 3, Exercise 2. Point and say.**

Teacher: A! /a/a/alligator. B! /b/b/bear. C! /c/c/cow. D!  
/d/d/duck. E! /e/e/elephant. F! /f/f/fish. G! /g/g/gorilla. H!  
/h/h/horse. I! /i/i/iguana. J! /j/j/jaguar. K! /k/k/koala. L! /l/l/  
lion. M! /m/m/monkey. N! /n/n/newt. O! /o/o/ostrich. P!  
/p/p/panda. Q! /q/q/quail. R! /r/r/rabbit. S! /s/s/seal. T! /t/t/  
tiger. U! /u/u/duck. V! /v/v/vulture. W! /w/w/wolf. X! /x/x/fox.  
Y! /y/y/yak. Z! /z/z/zebra.

**CD3 28**  
**Unit 3, Exercise 3. Say the key words.**

Teacher: A! /a/a/ B! /b/b/ C! /c/c/ D! /d/d/ E! /e/e/ F! /f/f/  
G! /g/g/ H! /h/h/ I! /i/i/ J! /j/j/ K! /k/k/ L! /l/l/ M! /m/m/ N! /n/n/  
O! /o/o/ P! /p/p/ Q! /q/q/ R! /r/r/ S! /s/s/ T! /t/t/ U! /u/u/ V!  
/v/v/ W! /w/w/ X! /x/x/ Y! /y/y/ Z! /z/z/

**CD3 29**  
**Unit 3, Activity 1. Listen to the sound and say the name.**

Teacher: Now I'm going to ask you some questions.  
You answer. Are you ready?  
What animal name starts with p? /p/p/? That's right!  
The answer is panda! OK. Are you ready for the next one?  
What animal name starts with g? /g/g/? Yes. It's a gorilla.  
What animal name starts with t? /t/t/ It's a tiger.  
What animal name starts with b? /b/b/ It's a bear.  
Teacher: Now you do it. Ask and answer in pairs.

**CD3 30**  
**Unit 3, Words with sh, s.**  
**Exercise 1. Listen, point, and say.**

Teacher: sh says /sh/, /sh/,  
/sh/, /sh/, shop.  
/sh/, /sh/, ship.

Teacher: Now you make the sounds and say the words.  
sh says /sh/, /sh/,  
/sh/, /sh/, /sh/, /sh/, shop.  
/sh/, /sh/, /sh/, /sh/, ship.

Teacher: sh says /sh/, /sh/,  
/sh/, /sh/, fish.  
s says /s/, /s/,  
/s/, /s/, sit.

Teacher: Now you make the sounds and say the words.  
sh says /sh/, /sh/,  
/sh/, /sh/, /sh/, /sh/, fish.  
s says /s/, /s/,  
/s/, /s/, /s/, /s/, sit.

Teacher: Let's say them all again.  
/sh/, /sh/, shop.

/sh/, /sh/, ship.  
/sh/, /sh/, fish.  
/s/, /s/, sit.  
Well done!

**CD3 31**

**Unit 3, Exercise 2. Listen to the sound and draw a line to the correct letter.**

**Then unscramble the letters and write the words.**

Number one.  
Teacher: /s/, /s/, fish.

Number two.  
Teacher: /s/, /s/, socks.

Number three.  
Teacher: /s/, /s/, salad.

Number four.  
Teacher: /sh/, /sh/, shirt.

Number five.  
Teacher: /sh/, /sh/, shoes.

Number six.  
Teacher: /s/, /s/, sun.

Number seven.  
Teacher: /sh/, /sh/, sheep.

Number eight.  
Teacher: /s/, /s/, skirt.

Well done! Now write the words and check with a friend.

**CD3 32**

**Unit 3, Words with ch, sh.**

**Exercise 1. Listen, point, and say.**

Teacher: ch says /ch/, /ch/,  
/ch/, /ch/, chicken.

Teacher: ch says /ch/, /ch/,  
/ch/, /ch/, lunch.

Teacher: sh says /sh/, /sh/,  
/sh/, /sh/, sheep.

Teacher: Now you make the sounds and say the words.  
ch says /ch/, /ch/.

/ch/, /ch/, /ch/, /ch/, chicken.

/ch/, /ch/, /ch/, /ch/, lunch.

/sh/, /sh/, /sh/, /sh/, sheep.

Teacher: Let's say them all again.

/ch/, /ch/, chicken.

/ch/, /ch/, lunch.

/sh/, /sh/, sheep.

Well done!

**CD3 33**

**Unit 3, Exercise 2. Listen and circle the word.**

**Then match with a picture.**

Number one.  
Teacher: chicken, chicken

Number two.  
Teacher: lunch, lunch

Number three.  
Teacher: sheep, sheep

Number four.  
Teacher: cheese, cheese

Number five.  
Teacher: ship, ship

Well done!  
Now match each word with a picture.  
Then check with a friend.

**CD3 34**

**Unit 3, Exercise 3. Read and match. Then listen and check.**

Teacher: Are you ready? Let's check.

Number one.  
Teacher: A sheep is on the ship.

Number two.  
Teacher: I like chocolate.

Number three.  
Teacher: I like fish for lunch.

Number four.  
Teacher: A ship is on the fish.

**CD3 35**

**Unit 3, Exercise 1. Listen, point, and say. Then write a or a\_e.**

Teacher: a says /a/, /a/,

/a/, /a/, tap,

/a/, /a/, cap.

Teacher: Now you make the sounds and say the words.

Teacher: a says /a/, /a/,

/a/, /a/, /a/, /a/, tap,

/a/, /a/, /a/, /a/, cap.

Teacher: /a/ and /e/ says /a/,

/a/, /a/, tape,

/a/, /a/, cake.

Teacher: Now you make the sounds and say the words.

Teacher: /a/ and /e/ says /a/,

/a/, /a/, /a/, /a/, tape,

/a/, /a/, /a/, /a/, cake.

Teacher: Let's say them all again.

/a/, /a/, tap,

/a/, /a/, cap.  
/a/ and /e/, /a/, /a/, tape,  
/a/, /a/, cake.  
Well done!

### CD3 36

**Unit 3, Exercise 2. Listen, point, and say. Then write i or i\_e.**

Teacher: i says /i/, /i/,  
/i/, /i/, pin,  
/i/, /i/, Jim.

Teacher: Now you make the sounds and say the words.

Teacher: i says i/, /i/,  
/i/, /i/, /i/, /i/, pin,  
/i/, /i/, /i/, /i/, Jim.

Teacher: /i/ and /e/ says /i/,  
/i/, /i/, pine,  
/i/, /i/, nine.

Teacher: Now you make the sounds and say the words.

Teacher: /i/ and /e/ says /i/,  
/i/, /i/, /i/, /i/, pine,  
/i/, /i/, /i/, /i/, nine.

Teacher: Let's say them all again.

/i/, /i/, pin,  
/i/, /i/, Jim.  
/i/ and /e/, /i/, /i/, pine,  
/i/, /i/, nine.  
Well done!

### CD3 37

**Unit 3, Exercise 3. Listen to the sound and circle the right word.**

**Then match with a picture.**

Number one.

Teacher: white, white

Number two.

Teacher: hat, hat

Number three.

Teacher: vase, vase

Number four.

Teacher: rice, rice

Well done! Now match with a picture.

### CD3 38

**Unit 3, Story Time 1. Exercise 1.**

**Listen and read along. Then read and answer the questions.**

Teacher: This is Ken. He is ten. He is a very happy boy.  
Ken has a parrot. His name is Tim.  
Tim is big and fat. He is blue and orange, and he is hungry  
all the time.  
Ken likes Tim and Tim likes Ken. They are good friends.  
Boy: Hello, Tim!  
Tim: Hello, Ken!

### CD3 39

**Unit 4, Words with voiced and voiceless th.**

**Exercise 1. Listen, point, and say.**

Teacher: th says /th/, /th/,  
/th/, /th/, this.

Teacher: th says /th/, /th/,  
/th/, /th/, three,  
/th/, /th/, mouth.

Teacher: Now you make the sounds and say the words.

th says /th/, /th/,  
/th/, /th/, /th/, /th/, this.

th says /th/, /th/,  
/th/, /th/, /th/, /th/, three,  
and /th/, /th/, /th/, /th/, mouth.

Teacher: Let's say them again.

/th/, /th/, this.  
/th/, /th/, three.  
/th/, /th/, mouth.  
Well done!

### CD3 40

**Unit 4, Exercise 3. Listen and circle VS for Voiced or VL for Voiceless.**

**Then listen, read, and say.**

Number one.

Teacher: think, think  
Did you circle VL for voiceless?

Number two.

Teacher: math, math  
Did you circle VL for voiceless?

Number three.

Teacher: they, they  
Did you circle VS for voiced?

Number four.

Teacher: thirteen, thirteen  
Did you circle VL for voiceless?

Number five.

Teacher: that, that  
Did you circle VS for voiced?

Number six.

Teacher: these, these  
Did you circle VS for voiced?

Number seven.

Teacher: bath, bath  
Did you circle VL for voiceless?

Number eight.

Teacher: mouth, mouth  
Did you circle VL for voiceless?

Well done! Now say the words again.

Practice with a friend.

**CD3 41**

**Unit 4, Exercise 1. Listen, point, and say.**

*Teacher:* th says /th/, /th/,  
/th/, /th/, bath.  
t says /t/, /t/,  
/t/, /t/, bat.

*Teacher:* th says /th/, /th/,  
/th/, /th/, they.  
d says /d/, /d/,  
/d/, /d/, day.

*Teacher:* Now you make the sounds and say the words.  
th says th/, /th/,  
/th/, /th/, /th/, /th/, bath,  
and t says /t/, /t/,  
/t/, /t/, /t/, /t/, bat.

th says th/, /th/,  
/th/, /th/, /th/, /th/, they,  
and d says /d/, /d/,  
/d/, /d/, /d/, /d/, day.

*Teacher:* Let's say them all again.  
/th/, /th/, bath.  
/th/, /th/, they.  
/d/, /d/, day.  
Well done!

**CD3 42**

**Unit 4, Exercise 2. Look at the pictures and write th, t, or d. Then listen, check, and say.**

Number one.  
*Teacher:* sad, sad  
Did you write d?

Number two.  
*Teacher:* three, three  
Did you write th?

Number three.  
*Teacher:* bat, bat  
Did you write t?

Number four.  
*Teacher:* tree, tree  
Did you write t?

Number five.  
*Teacher:* mouth, mouth  
Did you write th?

*Narrator:* Number six.  
*Teacher:* math, math  
Did you write th?

Number seven.  
*Teacher:* Mat, Mat

Did you write t?

Number eight.  
*Teacher:* they, they  
Did you write th?

Well done! Now you say the words.

**CD3 43**

**Unit 4, Exercise 1. Listen, point, and say. Then write v or f.**

*Teacher:* v says /v/, /v/,  
/v/, /v/, van,  
/v/, /v/, vase.

*Teacher:* f says /f/, /f/,  
/f/, /f/, fan,  
/f/, /f/, face.

*Teacher:* Now you make the sounds and say the words.  
v says /v/, /v/,  
/v/, /v/, /v/, /v/, van,  
/v/, /v/, /v/, /v/, vase.  
f says /f/, /f/,  
/f/, /f/, /f/, /f/, fan,  
/f/, /f/, /f/, /f/, face.

*Teacher:* Let's say them all again.  
/v/, /v/, van.  
/v/, /v/, vase.  
/f/, /f/, fan.  
/f/, /f/, face.  
Well done! Now write v or f.

**CD3 44**

**Unit 4, Exercise 2. Listen and circle the word. Then match with a picture.**

Number one.  
*Teacher:* five, five

Number two.  
*Teacher:* fox, fox

Number three.  
*Teacher:* van, van

Number four.  
*Teacher:* fish, fish

Number five.  
*Teacher:* football, football

Number six.  
*Teacher:* vase, vase  
Well done!  
Now match each word with a picture.

**CD3 45**

**Unit 4, Exercise 1. Listen, point, and say.**

*Teacher:* o says /o/, /o /,

/o/, /o/, top.  
/o/ and /e/ says /o/,  
/o/, /o/, rope.  
Teacher: u says /u/, /u/,  
/u/, /u/, cub.  
/u/ and /e/ says /u/,  
/u/, /u/, cube.

Teacher: Now you make the sounds and say the words.  
o says /o/, /o/,  
/o/, /o/, /o/, /o/, top.  
/o/ and /e/ says /o/,  
/o/, /o/, /o/, /o/, rope.  
Teacher: u says /u/, /u/,  
/u/, /u/, /u/, /u/, cub.  
/u/ and /e/ says /u/,  
/u/, /u/, /u/, /u/, cube.

Teacher: Let's say them all again.  
/o/, /o/, top.  
/o/, /o/, rope.  
/u/, /u/, cub.  
/u/, /u/, cube.  
Well done! Now match with a picture.

**CD3 46**  
**Unit 4, Exercise 2. Listen to the sound and circle the right word.**  
**Then match with a picture.**

Number one.  
Teacher: rope, rope

Number two.  
Teacher: rose, rose

Number three.  
Teacher: tube, tube

Number four.  
Teacher: cut, cut

Number five.  
Teacher: nose, nose

Number six.  
Teacher: cube, cube

Well done! Now match with a picture.

**CD3 47**  
**Unit 4, Exercise 1. Listen, point, and say.**  
**Then practice the talk in pairs.**

Teacher: Are these your sandals?  
Boy: No, they're not. My sandals are blue.

Teacher: Are those your shoes?  
Boy: Yes, they are. They're my new shoes.

Teacher: Now listen again and repeat.  
Then practice in pairs.

**CD3 48**  
**Unit 4, Story Time 2. Exercise 1.**  
**Listen and read along. Then look at the picture, read, and point.**

Teacher: Today, Ken and Tim the parrot are in the forest. They see a small house.

Tim is in the house. He is not scared but Ken is a little scared.  
"Hello!" says Ken.  
"Hello!" says Tim, "Come in!"  
There is a red box on the table. There is a pink net under the table. Then they hear a noise.  
What can it be?  
What do you think?

Well done! Now guess the answer.  
Write it on a piece of paper.

**CD3 49**  
**Unit 4, Exercise 2. Listen and write a ? (question mark) or a (.) full stop. Then read and match questions and answers.**

Teacher: Are you ready? Listen carefully.

1. Is Tim in the house?
2. The red box is on the table.
3. Where is the pink net?
4. Yes, he is.
5. Where is the red box?
6. The pink net is under the table.

Teacher: Well done! Now listen again and check.  
Then compare with your friend.



## Teaching Tips • Flashcards

Flashcards can be used to present, elicit, prompt, and practice language. They make language, along with other visuals and/or objects, more memorable and activities more fun and more learner-centered.

- When presenting a word for the first time, for example, “blue” hold up the flashcard, say “blue” and have the class repeat. Do the same with “red”. Then hold up the blue card and elicit “blue” from a student or group and ask more students to repeat; do the same with “red”, etc. Follow the same procedure with the rest of the color cards. As you add more colors have the class, groups, pairs and individual students say the word for each color and point to an object of the same color, if possible.
- Put the picture flashcards on the board with tape or adhesive putty that can come off easily. Say a word and have students point to the right picture/flashcard. Then invite students to “play teacher”.
- Later in the course, when children can recognize words, write a number of words on the board. Leave enough space between them. Distribute flashcards to individual students and have them come up and stick them next to or above the right words, e.g. the flashcard for “arm” over the word arm.
- Stack the flashcards and hold them face down for students to pick one. Ask them to make the sound for the first letter of the word that is illustrated, for the rest of the class/groups to guess the word. If they say the wrong word, the card holder keeps the flashcard and picks another one. The student with most cards wins. If the card holder makes the wrong sound, he/she has to return the flashcard and put it at the bottom of the stack.
- Use flashcards for words or letters that have been taught, in every lesson to recycle and help students remember. Organize the students into groups and manage such activities as games.
- Use flashcards to play Word Finder. Make word cards for the students with 6 to 8 words. Make sure some of the words overlap. Hold up a picture flashcard, and have students who can find the word in their cards cover it with an object, e.g. an eraser, a pen, a slip of paper, a bean. The student that covers all his/her words first is the first winner, if they can also say the words.

- Distribute flashcards to students at random. Say a word or have students hold up the right flashcard and repeat the word.
- Distribute flashcards to students and have them mime or demonstrate for the rest of the class to guess the word.
- At the end of each lesson, have a different student pick a card at random, name what is illustrated and use the word as the password for the next lesson, especially if the students come into class after a break.
- Flashcards can also be used in combination with other resources, for example, posters or objects. Overall, remember not to say the word as you show the card unless you are presenting or cannot elicit it from the students.
- Flashcards help us illustrate meaning and increase opportunities for students to speak. It is very disappointing for students to know a word or sentence, to want to say it and not be given the chance to do so.

## Teaching Tips • Posters

Posters can also be used to present and/or practice language as mentioned in the lesson notes.

- Put posters up on the walls of your classroom for the students to see and be exposed to on a more permanent basis. This way you will be able to use them for quick activities when you want to change pace or get the children to move and play games.
- Posters are a great support when you want to get the children’s attention while presenting or explaining. For example, after you demonstrate classroom language and have students listen and do, get them to listen as you point to the poster before you ask them to open their books and look at the corresponding pages.
- **Classroom Language poster:** Cover the bubbles with paper and have students point and say what the teacher says. Organize in groups if you want to play a game.
- **Color poster:** Have students choose a color and keep it to themselves. Then ask them to pair with a student that they think has chosen the same color. Have each pair say the color or colors in chorus. If they agree, they win. If they differ, they have to try again. You can also organize such

activities in groups to encourage students to compete in teams rather than individually.

- **Family poster:** Have small groups stand near the poster. Ask the rest of the students to name a family member. The students near the poster point to the right picture. If they make more than one mistake, they sit down and another group takes their place.
- **Alphabet poster:** Organize the class into groups. Point to a letter. The group that says a word beginning with the letter gets a point. Mark group points on the board. You can do a similar activity by saying a word and having groups point to the letter or hold up a piece of paper or card with the right letter on it.
- When students become more confident with reading and can recognize initial letters and/or words, distribute word cards and have them hold up the right word every time you point to a letter.
- Use the alphabet poster to help students chant the alphabet chant or say the letters backwards.
- **Toys and Things poster:** Let students look at the poster for a minute and then cover objects with paper. Have students work in pairs trying to remember what was there. Number the papers and write the words that students suggest. Then uncover and compare. The group with the highest number of correct answers wins.
- **Food poster:** Give the students 2 minutes to look at the poster and try to record what they see in their minds. Then fold half of the poster and put it up with only one half showing. Students try to draw and/or say what they remember seeing in the hidden part.
- **Animal poster:** Put the students in groups or pairs and ask them to order the animals according to size, from big to small. Compare lists. You can do similar activities by asking learners to group animals according to color, food, habitat, shape, and more.
- **Shapes and Sizes poster:** Show students the poster and ask them to find as many examples of each shape as they can. Then, you cover the shape and size words and have students come up to the front of the class in pairs or small groups, point, and say the word for each shape and/or size.

## Teaching Tips • Advice time

This is a feature that each teacher might choose to exploit differently. Here are a couple of standard suggestions:

- Tell the students what the advice is about, for example, parents, and elicit what they think they should do, e.g. listen to parents, respect parents, etc. Then read the advice to them and get them to repeat it. You may wish to ask them to copy and/or illustrate the advice.
- Have different groups copy and illustrate items of advice and stick them on a large sheet of paper or cardboard to create an advice poster. Help students add a few more ideas if you wish.

# Flashcard and Poster List

## Toys and Things

1. dollhouse
2. puzzle
3. stickers
4. puppet
5. toy truck
6. bicycle
7. robot
8. computer game
9. teddy bear
10. cell phone
11. T-shirt
12. shirt
13. trousers
14. skirt
15. shoes

## Food

16. apple
17. orange
18. banana
19. onion
20. meat
21. chicken
22. fish
23. pizza
24. sandwich
25. rice
26. soup
27. salad

## Animals

28. cat
29. turtle
30. fish
31. bird
32. mouse
33. horse
34. cow
35. sheep

## Weather

36. sunny
37. cloudy
38. rainy
39. snowy
40. windy

## Posters

- Toys and Things
- Animals
- Food
- Shapes and Sizes

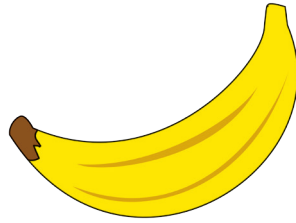
### The Alphabet A-Z & a-z Flashcards from We Can 1

Please note that all the flashcards and posters from We Can 1 can be used to revise language and organize activities in We Can 2.

# Picture Dictionary



apricot p14



banana p15



bicycle p6



bird p22



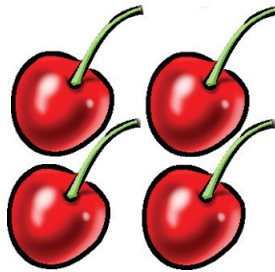
carrot p15



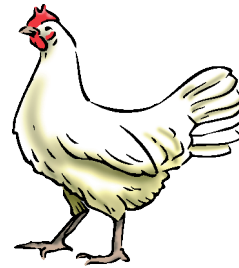
cat p22



cell phone p6



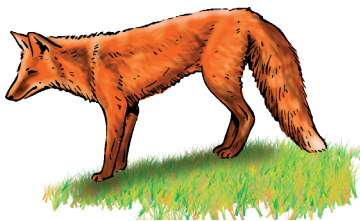
cherries p15



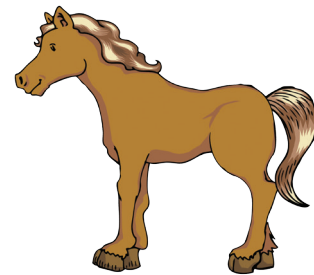
chicken p22



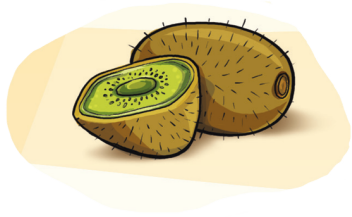
computer game  
p6



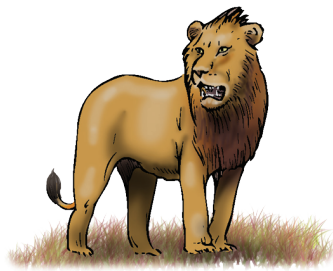
fox p33



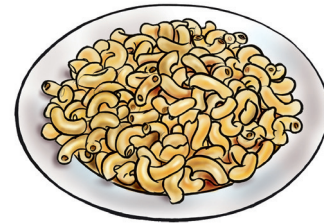
horse p20



kiwi p9



lion p8



macaroni p10



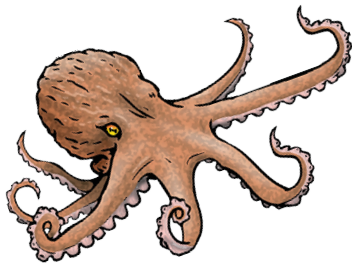
marbles p3



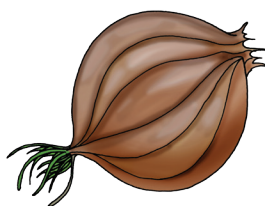
mouse p22



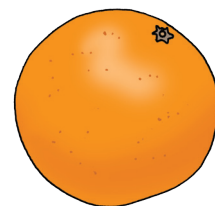
nest p9



octopus p17



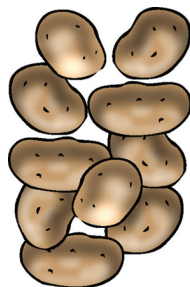
onion p11



orange p14



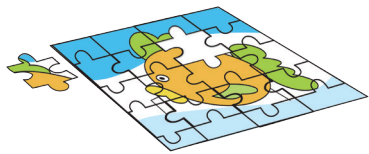
parrot p16



potatoes p15



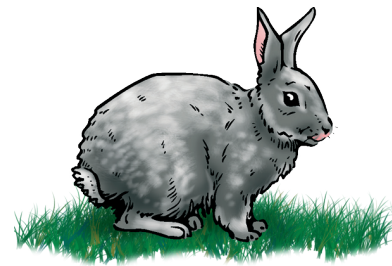
puppet p6



puzzle p6



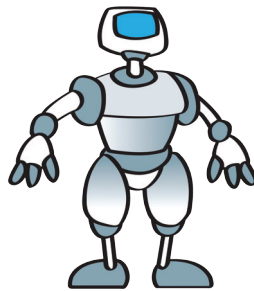
quilt p17



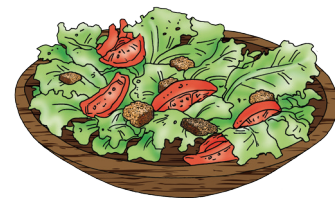
rabbit p17



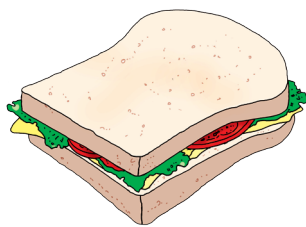
rice p14



robot p6



salad p11



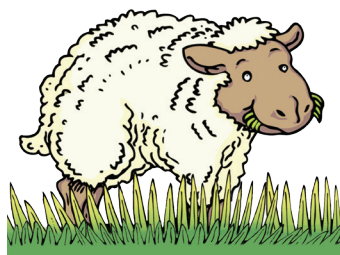
sandwich p14



shirt p6



shoes p4



sheep p22



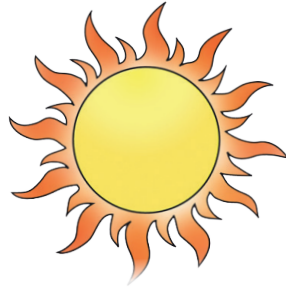
skirt p6



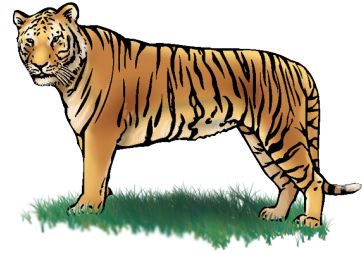
soup p11



stickers p6



sun p25



tiger p25



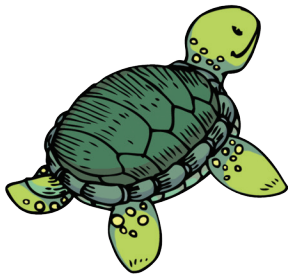
toy truck p6



trousers p6



T-shirt p6



turtle p18



umbrella p25



vase p25



wolf p33



yard p33



zebra p33

# Word List

again (p12)  
Animals (p18)  
apricot (p14)  
back (p15)  
bananas (p15)  
bicycle (p6)  
bird (p22)  
carrots (p15)  
cat (p22)  
cell phone (p6)  
chant (p5)  
cherries (p15)  
chicken (p22)  
cloudy (p30)  
coloring book (p6)  
computer games (p6)  
cookie jar (p12)  
cookies (p12)  
count (p9)  
Days (p26)  
dollhouse (p6)  
Eat with your right hand. (p13)  
eighteen (p21)  
eighty (p33)  
eleven (p21)  
farm (p23)  
farmer (p20)  
fifteen (p21)  
fifty (p33)  
Food (p10)  
football (p6)  
forty (p33)  
fourteen (p21)  
fox (p32)  
Friday (p26)  
have (p2)  
hiding (p31)  
his name (p20)  
horse (p20)  
How about you? (p26)  
How many (p2)  
kabsa (p11)  
kiwi (p8)  
like (p10)  
lion (p8)  
macaroni (p10)  
marbles (p3)  
Monday (p26)  
monkey (p8)  
more (p7)  
mouse (p22)  
nineteen (p21)  
ninety (p33)  
one hundred (p33)  
onions (p11)  
orange (p14)  
out (p4)  
parrot (p16)  
pet (p18)  
play (p5)  
potatoes (p15)  
puppet (p6)  
puzzle (p6)  
rainy (p30)  
rice (p14)  
robot (p6)  
salad (p11)  
sandwich (p14)  
Saturday (p26)  
seventeen (p21)  
seventy (p33)  
sheep (p22)  
shirt (p6)  
shoe (p4)  
show (p4)  
showing (p31)  
sixteen (p21)  
sixty (p33)  
skirt (p6)  
snowy (p30)  
soup (p11)  
stamp (p20)  
Start your day with a smile. (p31)  
stickers (p6)  
Sunday (p26)  
sunny (p30)  
That's right! (p3)  
Things (p2)  
thirteen (p21)  
thirty (p25)  
Thursday (p26)  
today (p30)  
took (p12)  
touch (p4)  
Toys (p2)  
toy truck (p6)  
Treat animals kindly. (p23)  
trousers (p6)  
T-shirt (p6)  
Tuesday (p26)  
turn around (p4)  
turtle (p18)  
twelve (p21)  
twenty (p21)  
washing (p31)  
Weather (p26)  
Wednesday (p26)  
Week (p28)  
What day do you like? (p27)  
What's the weather like today? (p30)  
Who me? (p13)  
windy (p30)  
You're out! (p5)



## CD 1 Audio Track List

Track	Unit	Student Book Section
2	1	Exercise 1. Listen and say
3	1	Exercise 4. Number Guessing Game
4	1	Exercise 1. Chant and do
5	1	Exercise 2. Listen, point, and pronounce
6	1	Exercise 3. Pass The Robot Bear Game
7	1	Exercise 1. Listen and point
8	1	Exercise 2. Listen and say
9	1	Exercise 3. Listen and find
10	1	Exercise 4. One Robot, Two Robots...
11	1	Exercise 1. Listen and say
12	1	Exercise 3. Listen and write
13	1	Exercise 4. Listen, count, and chant
14	2	Exercise 1. Listen and say
15	2	Exercise 4. Listen
16	2	Exercise 1. Listen and chant
17	2	Exercise 3. Cookie Jar Game
18	2	Exercise 1. Listen, point, and say
19	2	Exercise 2. Listen and practice
20	2	Exercise 3. Number Race
21	2	Exercise 1. Listen and say
22	2	Exercise 3. Listen and write
23	3	Exercise 1. Listen and say

Track	Unit	Student Book Section
24	3	Exercise 4. Number Race
25	3	Exercise 1. Listen and chant
26	3	Exercise 4. Guessing Game
27	3	Exercise 1. Listen and point
28	3	Exercise 2. Listen, point, and say
29	3	Exercise 3. Listen and make the sounds
30	3	Exercise 4. Old MacDonald
31	3	Exercise 1. Listen and say
32	3	Exercise 3. Listen and write
33	3	Exercise 4. Listen, count, and write
34	4	Exercise 1. Listen and say
35	4	Exercise 4. Hot Potato Game
36	4	Exercise 1. Listen and chant
37	4	Exercise 2. Listen, point, and pronounce
38	4	Exercise 3. Chant and do
39	4	Exercise 1. Listen and point
40	4	Exercise 2. Listen, point, and pronounce
41	4	Exercise 3. Chant and do
42	4	Exercise 1. Listen and say
43	4	Exercise 3. Listen and write
44	4	Exercise 3. Listen, write, and chant

## CD 2 Audio Track List

Track	Unit	Workbook Section
2	1	Exercise 1. Listen, point, and practice
3	1	Exercise 1. Listen and practice
4	1	Exercise 1. Listen, chant, and do
5	1	Exercise 1. Listen, point, and practice
6	1	Exercise 1. Listen, point, and practice
7	1	Exercise 1. Listen, point, and practice
8	1	Exercise 1. Listen, point, and practice
9	1	Exercise 1. Listen, point, and practice
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 practice
14	2	Exercise 1. Listen, point, and practice
15	2	Exercise 1. Listen, point, and practice
16	2	Exercise 1. Listen, point, and practice
17	2	Exercise 1. Listen, point, and practice

Track	Unit	Workbook Section
18	3	Exercise 1. Listen and practice
19	3	Exercise 1. Listen and practice
20	3	Exercise 1. Listen and chant
21	3	Exercise 1. Listen, point, and count
22	3	Exercise 1. Listen, point, and practice
23	3	Exercise 1. Listen, point, and practice
24	3	Exercise 1. Listen, point, and practice
25	3	Exercise 1. Listen, point, and chant
26	4	Exercise 1. Listen and practice
27	4	Exercise 1. Listen, point, and practice
28	4	Exercise 1. Listen and chant
29	4	Exercise 1. Listen, point, and practice
30	4	Exercise 1. Listen, point, and practice
31	4	Exercise 1. Listen, practice, and say
32	4	Exercise 1. Listen, point, and practice
33	4	Exercise 1. Listen, point, and practice

## CD 3 Audio Track List

Track	Unit	More! Section
2	1	Exercise 1. Listen, trace, and write
3	1	Exercise 2. Listen and write
4	1	Exercise 1. Listen, trace, and write
5	1	Exercise 2. Listen and write
6	1	Exercise 1. Listen, trace, and write
7	1	Exercise 2. Listen and write
8	1	Exercise 1. Listen, trace, and write
9	1	Exercise 2. Listen and write
10	1	Exercise 1. Listen, trace, and write
11	1	Exercise 2. Listen and write
12	1	Exercise 1. Listen, trace, and write
13	1	Exercise 2. Listen and write
14	2	Exercise 1. Listen and say
15	2	Exercise 2. Point and say
16	2	Exercise 3. Say the key words
17	2	Exercise 1. Listen, point, and say
18	2	Exercise 2. Listen, check, and write
19	2	Exercise 3. Listen, point, and say
20	2	Exercise 4. Listen, check, and write
21	2	Exercise 1. Listen, point, and say
22	2	Exercise 1. Listen, point, and say
23	2	Exercise 2. Listen and match
24	2	Exercise 1. Look, read ,and complete
25	2	Exercise 2. Read and listen

Track	Unit	More! Section
26	3	Exercise 1. Listen and say
27	3	Exercise 2. Point and say
28	3	Exercise 3. Say the key words
29	3	Exercise 1. Listen and say
30	3	Exercise 1. Listen, point, and say
31	3	Exercise 2. Listen and draw
32	3	Exercise 1. Listen, point, and say
33	3	Exercise 2. Listen and circle
34	3	Exercise 3. Read and match
35	3	Exercise 1. Listen, point, and say
36	3	Exercise 2. Listen, point, and say
37	3	Exercise 3. Listen and circle
38	3	Exercise 1. Listen and read
39	4	Exercise 1. Listen, point, and say
40	4	Exercise 2. Listen and circle
41	4	Exercise 1. Listen, point, and say
42	4	Exercise 2. Look and write
43	4	Exercise 1. Listen, point, and say
44	4	Exercise 2. Listen and circle
45	4	Exercise 1. Listen, point, and say
46	4	Exercise 2. Listen and circle
47	4	Exercise 1. Listen, point, and say
48	4	Exercise 1. Listen and read
49	4	Exercise 2. Listen and write

# Grade 4 Objectives We Can 1 and 2

By the end of grade four and within the assigned structure and vocabulary, students will be able to:		Semester 1 page number	Semester 2 page number
1	Recognize and produce the sounds of the English alphabet.	10, 18, 19, 26, 27, 34, 35, 46, 47, 54, 55, 62, 63, 70, 71, 74, 75, 82, 83, 84, 85, 86	8, 9, 16, 17, 24, 25, 32, 33, 43, 50, 51, 58, 66, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83
2	Recognize short and only some long vowels: long /a/ as in "cake", long /e/ as in "sea", long /o/ as in "nose", and long /i/ as in "kite".	82, 83, 85	86, 91
3	Recognize and differentiate between some English letters (b&p), (f&v).		78, 90
4	Recognize and produce only some English digraphs, such as <i>th</i> , <i>sh</i> , and <i>ch</i> .		84, 85, 88, 89
5	Recognize and match sounds to letters.	26, 27, 34, 35, 74, 75, 82, 83, 84, 85, 86, 87	84, 85, 86, 88, 89, 90, 91
6	Participate verbally and non-verbally in short simple activities: greeting, giving and receiving commands and instructions.	2, 3, 4, 5, 6, 7, 9, 12, 13, 15, 16, 17, (introductions) 20, 21, 40, 41, 42, 43, 48, 49, 51, 52, 53	4, 5, 38, 39

## Grade 4 Objectives We Can 1 and 2

7	Recognize intonation patterns of statements and questions.	Through listening and repetition with attention to stress and intonation throughout the course, e.g. 4, 5, 6, 7, 8, 28, 29, 33, 40, 43, 64, 65, 67	93 (task) listening and repetition/recognition and response/answer
8	Ask and respond to simple assigned sentences in present tense form with the verb <i>like</i> using first and second person singular in affirmative, negative, interrogative statements, and <i>Yes/No</i> questions.		10, 11, 26, 27, 60, 61
9	Ask and respond to basic questions about personal information using verb <i>to be</i> ( <i>am, is, are</i> ), <i>have got</i> , and <i>wh</i> questions ( <i>what, where, who, how</i> ).	4, 5, 6, 7, 8, 9, 27, 28, 29, 33, 40, 41, 42, 43, 47, 64, 65, 67	2, 3, 12, 18, 26, 27( <i>what/like</i> ), 30, 31, 36, 37, 46, 47, 52
10	Recognize and use indefinite articles ( <i>a, an</i> ) using <i>this</i> and <i>that</i> .	8 ( <i>What's this color?</i> ), 20, 27, 33, 45, 69	79
11	Recognize and apply regular plural formation using <i>these</i> and <i>those</i> .	12, 13, 14, 15, 22, 23, 30, 50, 51, 58, 59, 66, 67	(plurals) 2, 3, 4, 5, 6, 7, 9, 14, 15, 19, 21, 55, 92 ( <i>these/those</i> )
12	Recognize and apply subjective pronouns ( <i>I, you, he, she, it, we, you, they</i> ) correctly.	6 ( <i>you, I</i> ), 7, 64, 65, 69, 92, 93	2, 3, 5, 18, 23, 26, 27, 30, 31, 36, 37, 52, 64, 65
13	Recognize prepositions of place ( <i>in, on</i> ).	22, 23, 58, 59	4, 5, 12, 13, 23, 38, 46, 47, 81, 93

## Grade 4 Objectives We Can 1 and 2

14	Talk about feelings in simple and short sentences.	6, 7	80
15	Identify main colours (red, blue, green, black, white, yellow, brown).	8, 9, 44, 45	
16	Identify and talk about classroom objects which are assigned in the book.	2, 3, 47	
17	Identify and talk about family members and possession using two possessive adjectives: <i>my</i> and <i>your</i> .	( <i>my, your</i> ) 4, 5, 12, 13, 15, 16 ( <i>your seat</i> ), 40, 47, ( <i>my/your</i> and family members) 20, 21, 22, 24, 25, 56, 57, 60, 61	
18	Identify and talk about food, animals, and clothes.	26, 27, 34, 35, 58, 59, 62, 66, 70	2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 18, 19, 20, 21, 22, 23, 41, 48, 54, 55, 56, 57, 76, 77, 92
19	Talk about likes and dislikes.		10, 11, 26, 27, 44, 45, 60, 61
20	Be willing to listen to short digital and recorded materials.	throughout <b>We Can 1</b>	throughout <b>We Can 2</b>
21	Utter simple words and numbers (cardinal numbers 1–19).	4, 8, 14, 17, 22, 23, 25, 26, 30, 31, 32, 34, 41, 42, 43, 61, 62, 64, 65, 66, 67, 68, 70, 74, 75, 82, 83, 84, 85, 87, 96	6, 8, 14, 15, 16, 19, 21, 22, 24, 25, 28, 29, 30, 32, 36, 37, 40, 41, 42, 48, 49, 50, 53, 55, 56, 58, 59, 62, 63, 66, 67, 76, 77, 78, 82, 83, 84, 85, 86, 88, 89, 90, 91
22	Read and count numbers in tens (10–100).		25 (10–30), 33 (10–100), 67

## Grade 4 Objectives We Can 1 and 2

23	Read aloud simple words and sentences.	throughout <b>We Can 1</b>	throughout <b>We Can 2</b>
24	Read and match words to photos/drawings.	74, 75, 82, 83, 84, 85, 86, 87	78, 79, 80, 81, 84, 85, 86, 89, 90, 91, 92, 93
25	Read and comprehend simple short sentences.	Throughout <b>We Can 1</b> , presentation and practice material is clearly set out on the page for students to read before practicing.	Throughout <b>We Can 2</b> , presentation and practice material is clearly set out on the page for students to read before practicing.
26	Spell some simple sight words correctly.	Words in Grammar Toolboxes, e.g. <i>I'm, this, what, is, it, what's, the, to my, too</i>	Words in Grammar Toolboxes and frequently used words, e.g. <i>No, yes, you, I, he, she, don't, do not</i>
27	Be willing to read simple short illustrated stories.	Illustrated presentations/ conversations/ activities, chants : e.g. 2, 3, 4, 6, 7, 12, 13, 14, 16, 20, 21, 22, 26, 30, 52, 57, 65, 66	Illustrated presentations/ conversations/ activities, chants : e.g. 2, 3, 4, 10, 12, 18, 20, 26, 27, 31, 62, 60, 65, Ken's Diary: 81, Story Time: 87, 93
28	Recognize and apply the directionality in writing English (e.g. left/right, top/bottom).	38, 39, 76, 77, 78, 79, 80	Tracing and Handwriting Worksheets: 70–75
29	Use lined paper correctly with headline, midline, and baseline.	40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 87, 88, 89, 90, 91	70, 71, 72, 73, 74, 75

## Grade 4 Objectives We Can 1 and 2

30	Copy words, numbers, and simple short sentences.	26, 34, 71, 88, 89, 90, 91, 92, 93 (homework/classwork: copy sentences and/or words of each lesson)	8, 16, 24, 32, 43, 51, 80, 81, 90, 91 (homework/classwork: copy sentences and/or words of each lesson)
31	Write upper/lower case letters correctly.	26, 27, 34, 35, 76, 77, 78, 79, 80, 84, 85, 86, 87, 88, 89, 90, 91 Tracing and writing: 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70	8, 9, 16, 17, 24, 25, 32, 33, 42, 43, 50, 51, 58, 70, 71, 72, 73, 74, 75 Tracing and writing: 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67
32	Use appropriate spacing between words and sentences.	Copying/ Tracing and writing (as above)	Copying/ Tracing and writing: 81, 87, 88, 89, 90, 91, 92
33	Write guided short answers to written questions.	65, 81, 92, 93	65, 80, 81, 87, 92
34	Do controlled writing such as supplying missing letters and words.	27, 35, 47, 65, 76, 77, 78, 79, 80, 81, 85, 86, 87, 92, 93	9, 17, 25, 33, 65, 78, 79, 80, 81, 84, 86
35	Recognize and apply the punctuation and capitalization assigned for this grade: capitalizing the beginning of names, sentences, questions and the use of full stop and question mark.	Copying/ Tracing and writing: 40–70	Copying/ Tracing and writing: 36–67 and 87, 88, 89

الحد الأدنى	By the end of grade four students will be able to:	الفصل الدراسي الأول		الفصل الدراسي الثاني		الرمز
		الفترة الأولى	الفترة الثانية	الفترة الثالثة	الفترة الرابعة	
X	Recognize and produce the sounds of the English alphabet.	√	√	√	√	1/7/4
X	Recognize short and only some long vowels: {long /a/ as in "cake", long /e/ as in "sea", long /o/ as in "nose", and long /i/ as "kite"}.	√	√	√	√	2/7/4
X	Recognize and differentiate between some English letters (b & p), (f & v).			√	√	3/7/4
	Recognize and produce only some English digraphs such as, (th, sh, ch).			√	√	4/7/4
X	Recognize and match sounds to letters.	√	√	√	√	5/7/4
X	Participate verbally and non-verbally in short simple activities: greeting, giving and receiving commands and instructions.	√	√			6/7/4
X	Recognize intonation patterns of statements and questions.	√	√	√	√	7/7/4
X	Ask and respond to simple assigned sentences in present tense form with the verb (like) using first and second person singular and in affirmative, negative and interrogative statements and (Yes/No questions).			√	√	8/7/4
X	Ask and respond to basic questions about personal information using verb to be (am, is, are),(have got) and wh. questions (what, where, who, how).	√	√	√	√	9/7/4
X	Recognize and use indefinite articles (a, an) using (this and that).	√	√	√		10/7/4
X	Recognize and apply regular plural formation using (these and those).	√	√	√		11/7/4
X	Recognize and apply subjective pronouns correctly (I, You, He, She, It, We, They).	√	√	√	√	12/7/4
	Recognize prepositions of place (in, on)		√	√		13/7/4
	Talk about feelings in simple and short sentences.			√	√	14/7/4
X	Identify main colours ( red, blue, green, black, white, yellow. brown)	√	√			15/7/4
X	Identify and talk about classroom objects which are assigned in the book.	√		√		16/7/4
	Identify and talk about family members and possession using two possessive adjectives: (my, your)		√	√		17/7/4
	Identify and talk about food, animals, clothes.			√	√	18/7/4
	Talk about likes and dislikes.			√	√	19/7/4
	Be willing to listen to short digital and recoded materials.	√	√	√	√	20/7/4
X	Utter simple words and numbers (cardinal numbers 1-19).	√	√	√	√	21/7/4
	Read and count numbers in tens (10-100).				√	22/7/4
X	Read aloud simple words and sentences.	√	√	√	√	23/7/4
X	Read and match words to photos/drawings.		√	√	√	24/7/4
X	Read and comprehend simple short sentences.	√	√	√	√	25/7/4
X	Spell some simple sight words correctly.			√	√	26/7/4
	Be willing to read simple short illustrated stories.			√	√	27/7/4
X	Recognize and apply the directionality in writing English (e.g. left/right, top/bottom).	√	√			28/7/4
X	Use lined paper correctly with headline, midline, and baseline.	√	√	√	√	29/7/4
X	Copy words, numbers and simple short sentences.	√	√	√	√	30/7/4
X	Write upper/lower case letters correctly.	√	√	√	√	31/7/4
X	Use appropriate spacing between words and sentences.			√	√	32/7/4
	Write guided short answers to written questions.			√	√	33/7/4
X	Do controlled writing such as supplying missing letters and words.	√	√	√	√	34/7/4
X	Recognize and apply the punctuation and capitalization assigned for this grade: (capitalizing the beginning of names, sentences, questions and the use of full stop and question mark).		√	√	√	35/7/4