

Term 1

STUDENT'S BOOK  
2

WE CAN!

Yoko Matsuka and Glenn McDougall



وزارة التعليم  
Ministry of Education  
2022 - 1444

Mc  
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## We Can! Student's Book 2

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Ministry of Education

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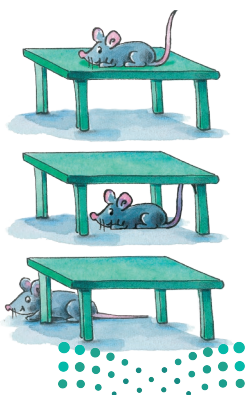


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# Syllabus

Unit and Topic	Talk Time	Rhythms and Listening
Introduction	Good morning. Welcome to class. Let's play a game. Good idea! Watch me. Make pairs. Okay. Let's start! Yeah! Okay! Stop! Are you ready? Let's do it again. One more time. Please listen to me. Wow! Good job! Let's finish. You were great! Good-bye.	
1 Feelings	Hello. Hi. It's nice to meet you. It's nice to meet you, too. How are you? I'm great, thanks. And you? I'm fine.	Chant: <i>If You're Happy and You Know It</i> Clap your hands. Stamp your foot. Nod your head. Snap your fingers. Thump your chest.
2 Things We Wear	Wow! I like your (hat). Thank you. Whose (hat) is this? It's not mine. It's mine. Thank you. You're welcome.	Chant: <i>Who is Wearing Green?</i> I am wearing green today. Look at me. I am. I'm not. Color review
3 Things We Do	Hello. Can I speak to (Joe)? Speaking. What are you doing? I'm (watching TV). And you? I'm (eating snacks).	Chant: <i>What Are You Doing?</i> I'm doing karate. I'm playing football.



Words in Action	Phonics	Phonics Practice
What's the matter? I'm (hungry, thirsty, hot, cold, sleepy, scared).	Consonants-C and Cl, L and Cl cap, clap, lock, clock Long/short vowels a and a_e, i and i_e cap, cape, tap, tape, pin, pine, ink, Tim, time, iron	Phonics Jingle
I'm wearing (a T-shirt, a jacket, a cap, jeans, a skirt, sunglasses, a sweater, a blouse, a hat, shoes).	Consonants – P and B <i>P and B Jingles</i> parrot, pen, panda bear, banana, bed Consonant clusters – pl and bl plane, plate, blue, black -gr, grass, green, great -who, whose, who and what, white	Handwriting Practice: Phonics Key Words
What are you doing? I'm (watching TV, eating snacks, doing karate / my homework, playing football / computer games).	Consonants – T and D <i>T and D Jingles</i> tiger, tomato, telephone door, doll, duck -ph, phone, photo, phonics, elephant -ing, ring, wing, speaking, doing, watching, eating, playing tr and dr, tree, truck, dress, drink	Words with a e i o u



# Introduction: Classroom English

1 Listen and point.



1

Good morning.  
Welcome to class.

Let's play a game.

Good idea!

2

Watch me.

3

Make pairs.

4

Let's start!

5

Okay! Stop!





# Unit 1 Feelings

## Talk Time

1 Listen and point.

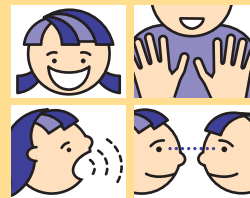


2 Practice the talks in pairs.

3 Act out the talks in pairs.



### Remember the Big Four



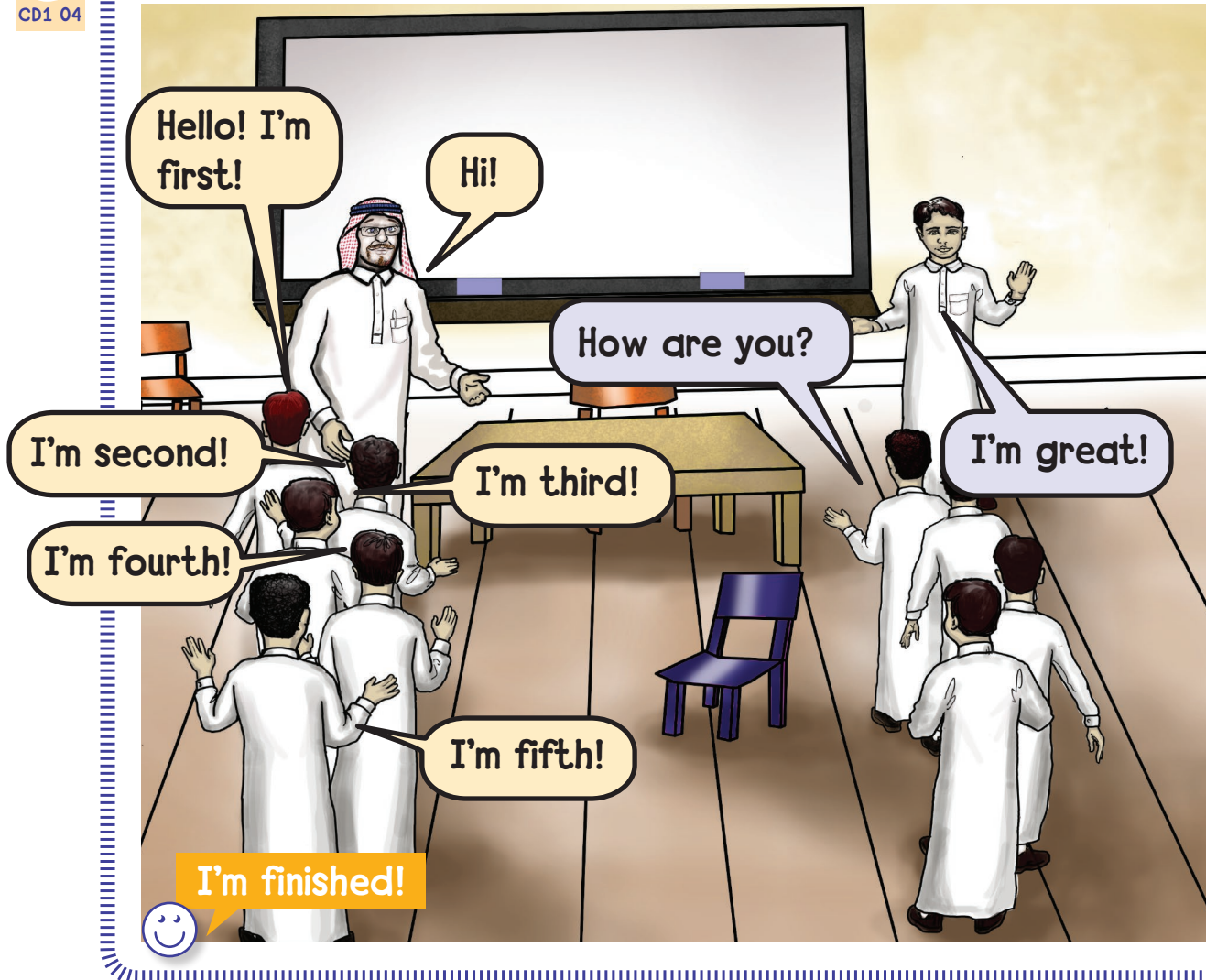
1. Use lots of facial expressions, like big smiles.
2. Use your body to make gestures.
3. Talk with a strong voice.
4. Keep eye contact when you speak to someone.



# Fun Time!

## 4 Greeting Line

Talk to the teacher and leader.



### I Can ...

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



# Rhythms and Listening

1 Chant and do.



## If You're Happy and You Know It

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

Clap your **hands**. (👏, 👏)

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

Clap your **hands**. (👏, 👏)

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

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

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

Clap your **hands**. (👏, 👏)



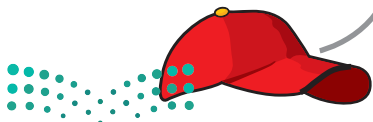
## Sounds and Letters

2 Listen, say, and match.



cap

clap



lock

clock



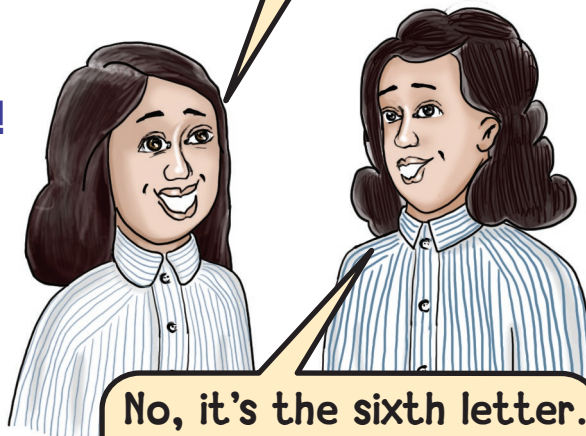
# Fun Time!

## 3 Confusion Game

Try and trick your partner!



F is the seventh letter of the alphabet.



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

1 first .....

2 second .....

3 third .....

4 fourth .....

5 fifth .....

6 sixth .....

7 seventh .....

8 eighth .....

9 ninth .....

10 tenth .....

This is fun!



Ha-ha!



### I Can ...

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





# Words in Action

1 Listen, point, and say.



1.



I'm hungry.

What's the matter?

2.



I'm thirsty.

3.



I'm hot.

4.



I'm cold.

5.



I'm sleepy.

6.



I'm scared.

2 Listen and do.

3 Practice and do in pairs.



What's the matter?



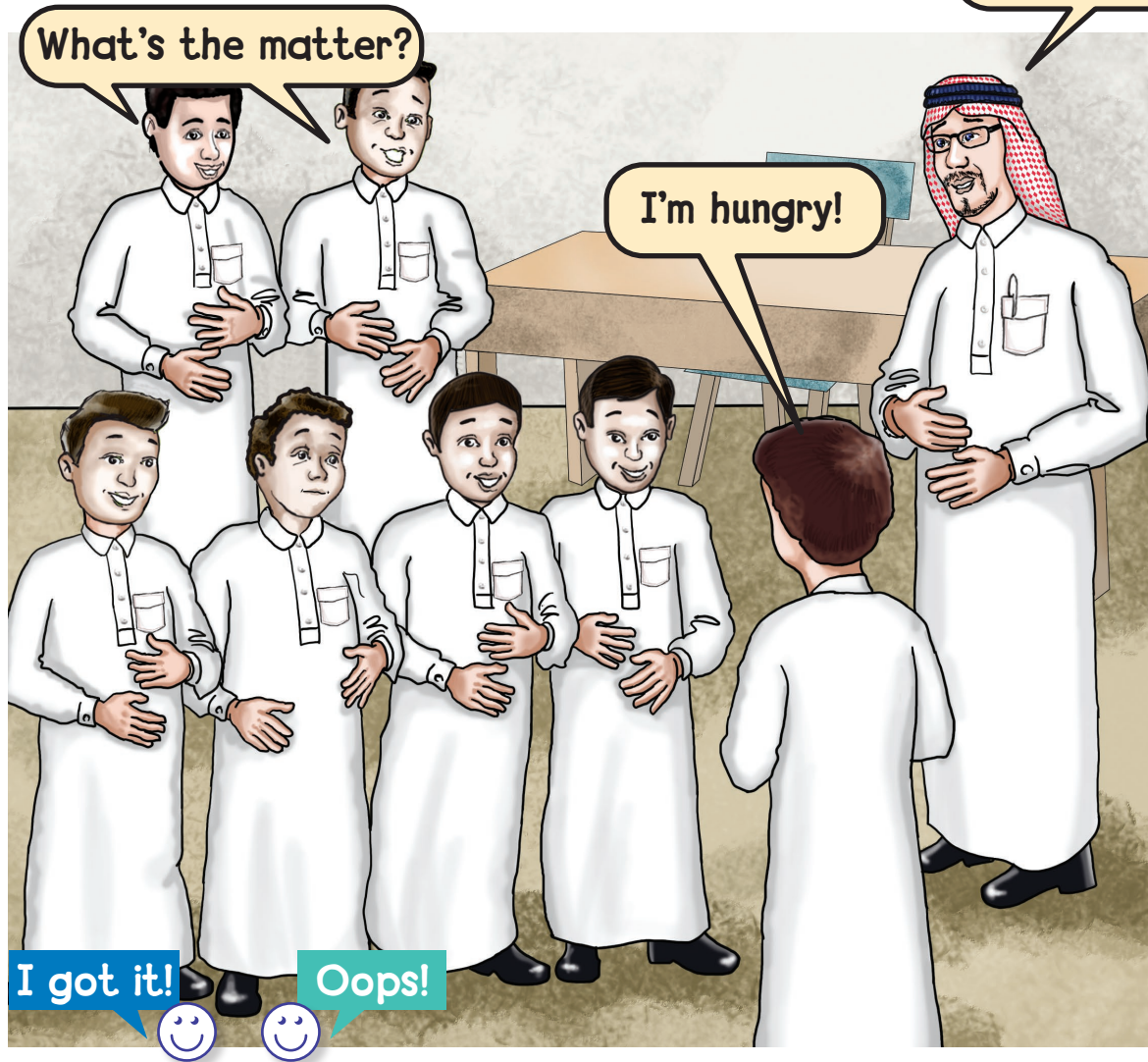
I'm hungry.

# Fun Time!

## 4 Same as the Leader Game

Do the same action as the leader.

CD1 10



### I Can ...

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



# Phonics

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



A says ... a, a,



and A says ... a, a,



**a**

cap

tap

**a\_e**

cape

tape

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



<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

**3** Listen, say, and match.



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

ink				Tim
iron				pine
pin				time

# Fun Time!

## 4 Phonics Game

Mime and say in pairs.



### I Can ...

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



## Advice Time

A kind word is a form of charity.

- Prophet Muhammad (peace be upon him)





# Unit 2 Things We Wear

## Talk Time

1 Listen and point.



CD1 15



2 Practice and act out the talks in pairs.

## Sounds and Letters

3 Listen, point, and number. Then say.



CD1 16

whose     1 who     what     white

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





# Fun Time!

**Grammar Toolbox**  
It's my hat. → It's mine.  
It's not my hat. → It's not mine.

## 4 Whose ... is This?

CD1 17

Ask your classmates about people's belongings.



### I Can ...

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

GOAL 09

GOAL 10



## Rhythms and Listening

1 Chant and clap the rhythm.



### Who is Wearing Green?

Green, green, green, green.

Who is wearing green today?

Green, green, green, green.

Who is wearing green?

I am wearing green today.

Look at me,

And you will see,

That I am wearing green today.



## Sounds and Letters

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



green grass

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



# Fun Time!

**Grammar Toolbox**  
Who's = Who is

## 3 Clothes Color Basket

Ask about the colors your classmates are wearing.



## I Can ...

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





# Words in Action

**1** Listen, point, and chant.



Boys

I'm wearing ...



Girls

I'm wearing ...



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

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

**2** Practice saying the chants.

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

# Fun Time!

3 Touch the screen.

Listen and touch the right picture! Use two hands.



What?



Once more, please!



I can't remember.



## I Can ...

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





# Phonics

1 Listen, read, and say.



## P and B Jingles

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



says p, p, pen.



says p, p, panda.



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



says b, b, banana.



says b, b, bed.



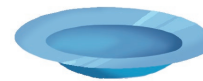
## Sounds and Letters

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



plane

blue



plate

black

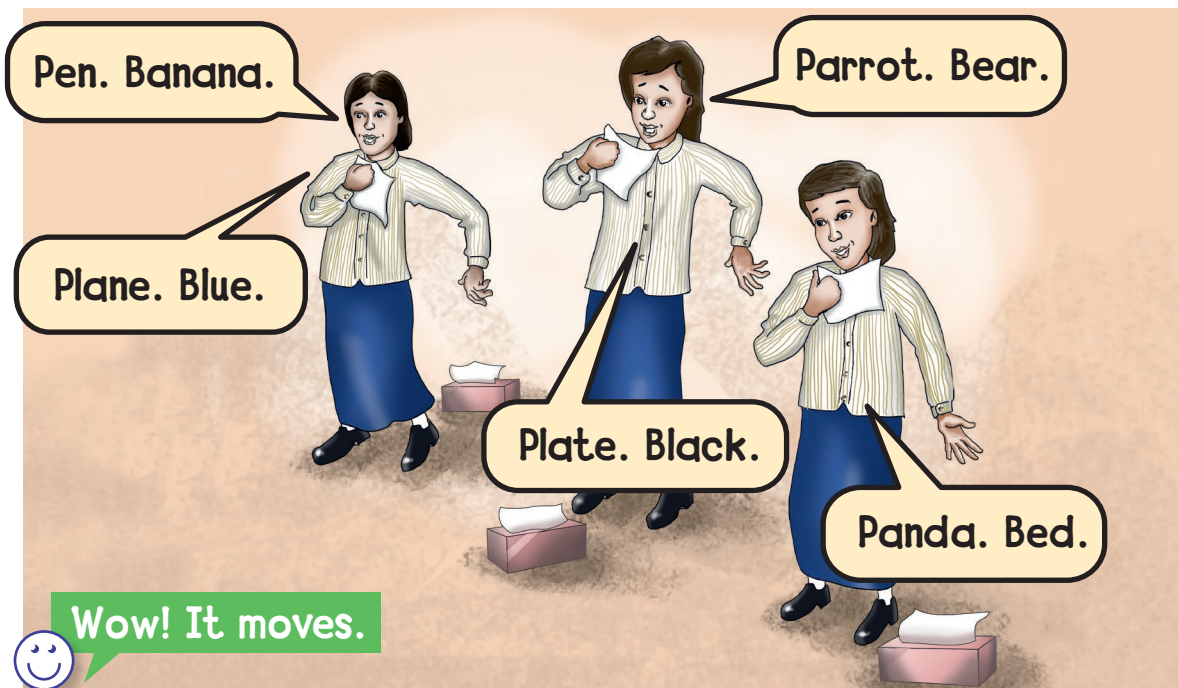


The  ate is  ue.

# Fun Time!

## 3 Does It Move?

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



### I Can ...

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



## Advice Time

Dress neatly.

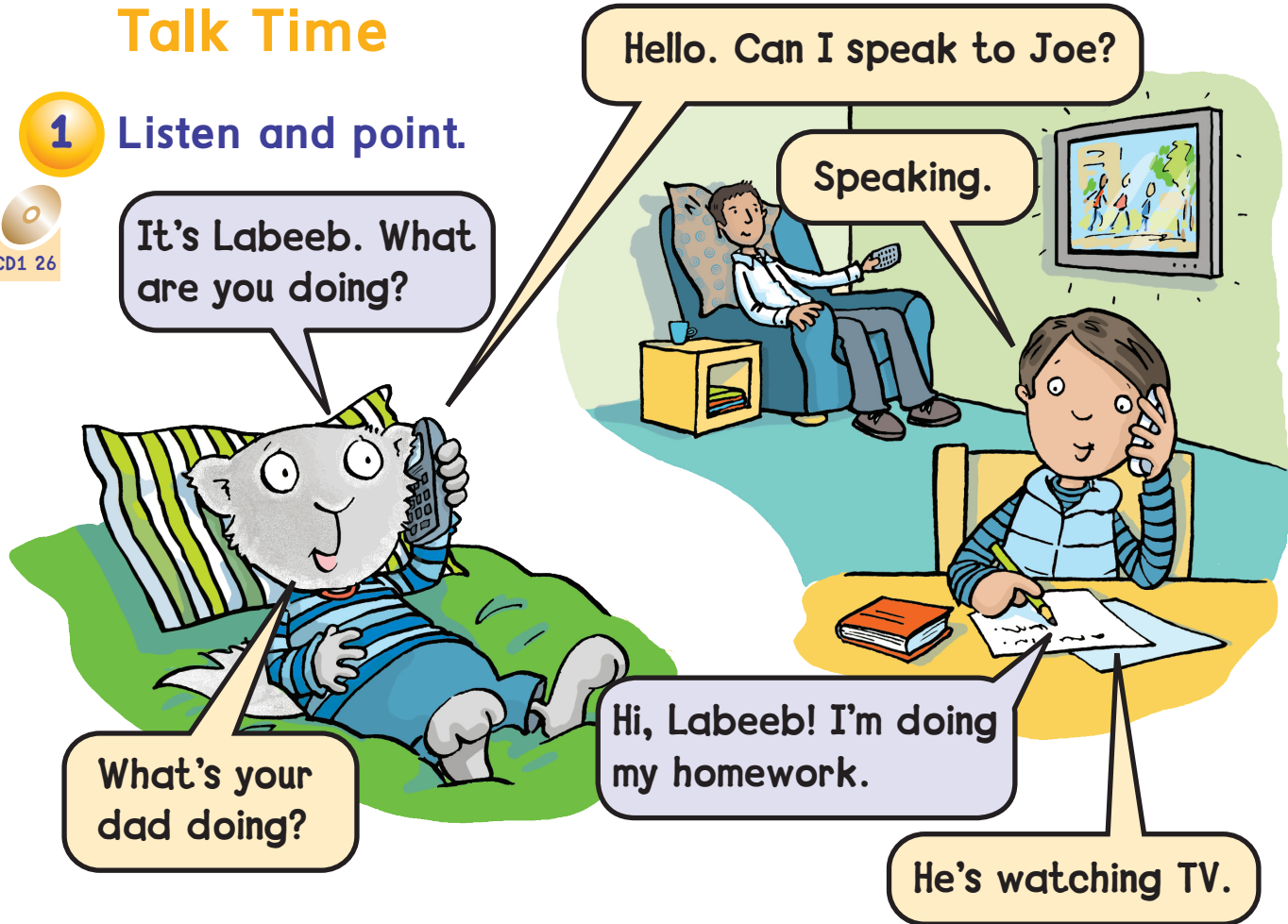




# Unit 3 Things We Do

## Talk Time

1 Listen and point.



2 Practice and act out the talks in pairs.

## Sounds and Letters

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



phone      photo      phonics      elephant

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

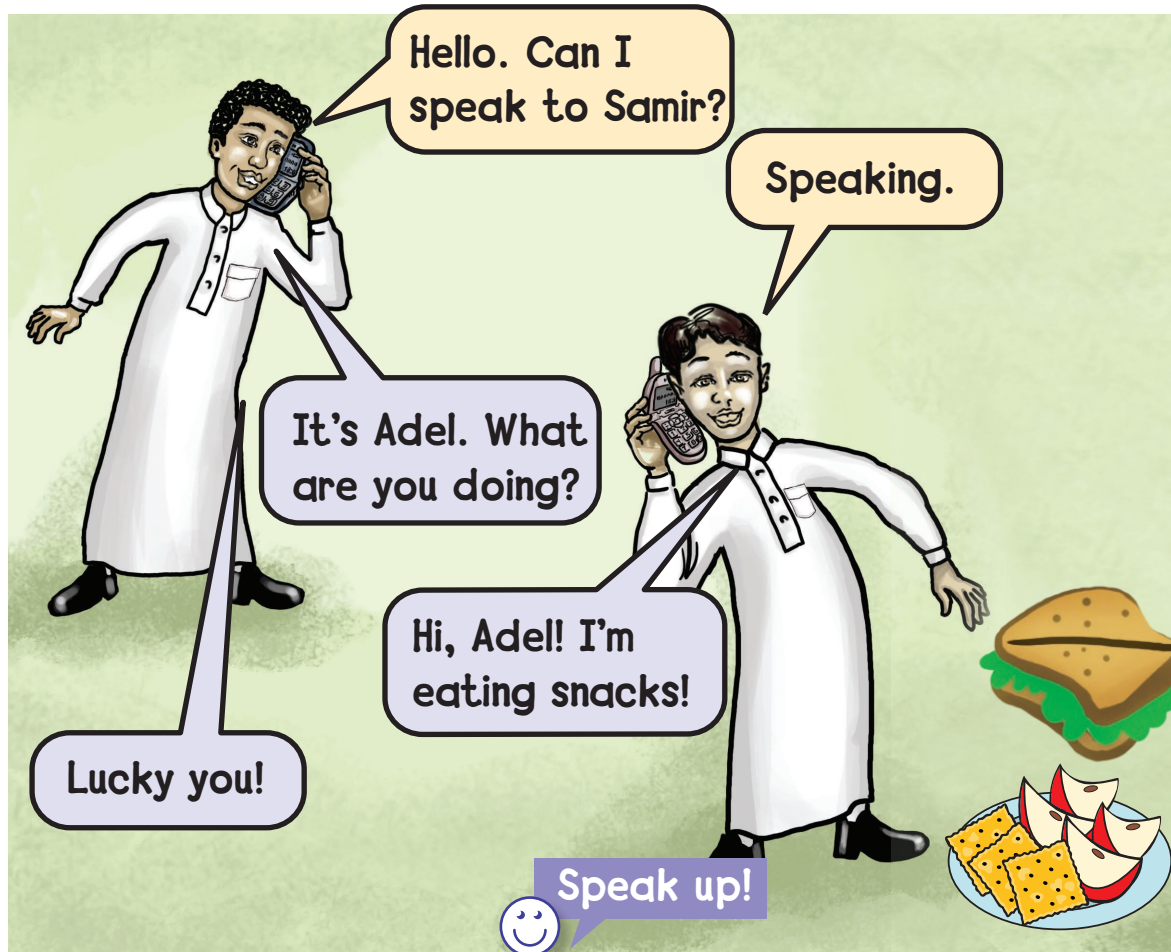


# Fun Time!

## 4 Telephone Conversation



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



### I Can ...

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





# Rhythms and Listening

1 Listen and chant.



## What Are You Doing?

What are you doing?

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



What are you doing?

I'm doing karate,  
and how about you?

What are you doing?

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



What are you doing?

I'm playing football,  
and how about you?

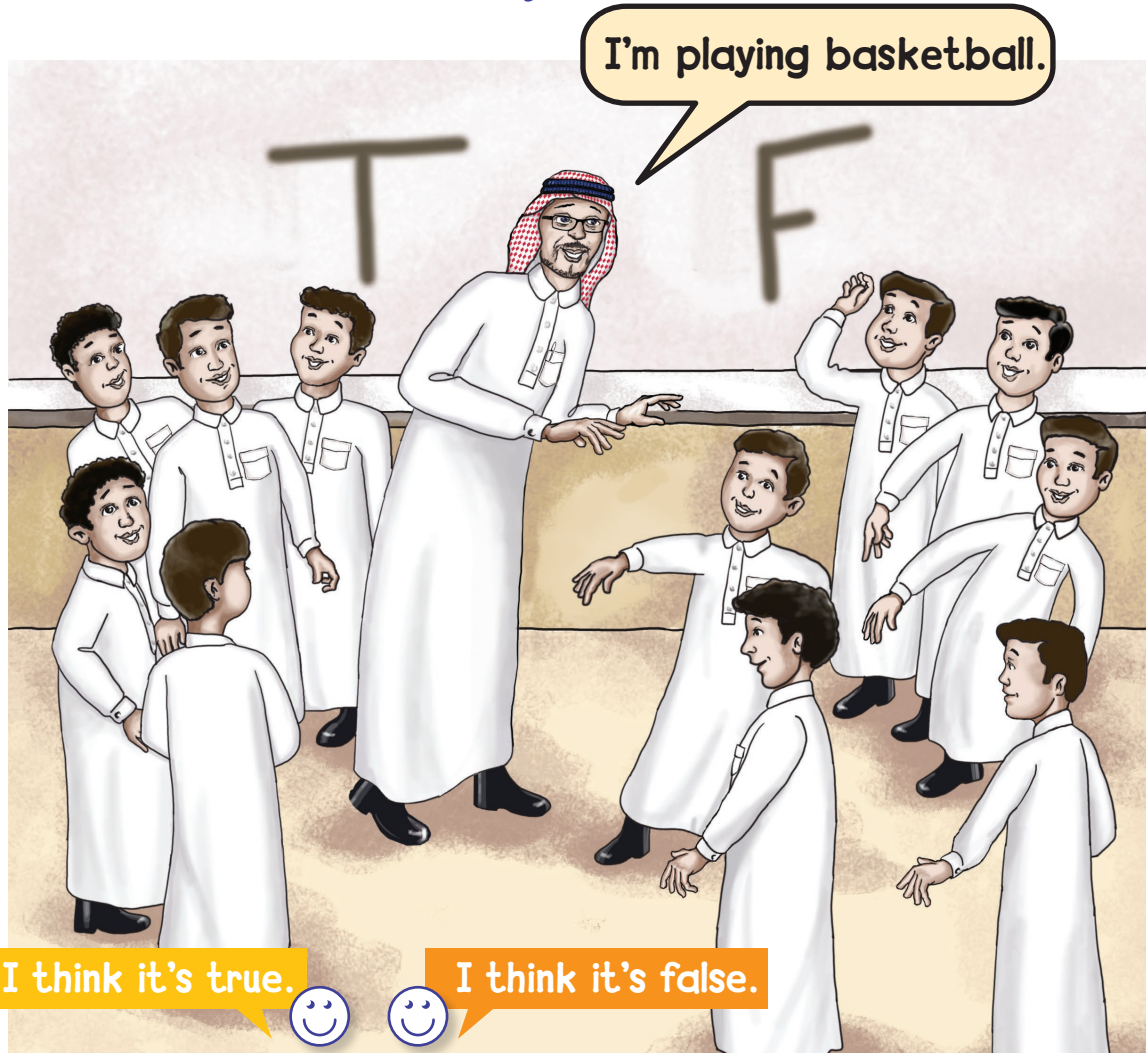
2 Chant again and do.

# Fun Time!

## 3 True or False Action Game

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

CD1 30



### I Can ...

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





# Words in Action

1 Listen, point, and say.



1. doing my homework



2. watching TV



3. eating snacks



4. doing karate



5. playing football



6. playing computer games

## Sounds and Letters

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



gring

ring

rink



wink

giwn

wing



speak

speaking

peaking





## Grammar Toolbox



I'm playing football. → sports with a ball

I'm doing karate. → sports without a ball



# Fun Time!

3

## Card Snap Game

When your teacher says the sentence, hit the card.



## I Can ...

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





# Phonics

1 Listen, read, and say.



## T and D Jingles

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



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



## Sounds and Letters

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



\_\_\_ ee

\_\_\_ uck

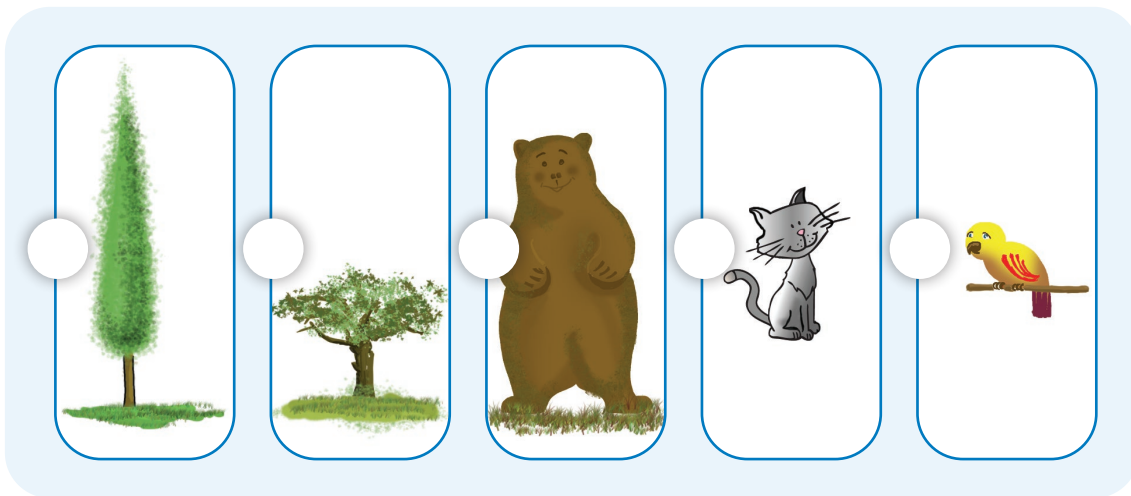
\_\_\_ ess

\_\_\_ ink

# Fun Time!

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

CD1 36



Where is it?



Here it is. I found it!



## I Can ...

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



## Advice Time

Do what's right.



# Phonics Jingle



1 Listen and chant.



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

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

**Aa**

apple



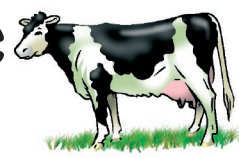
**Bb**

bear



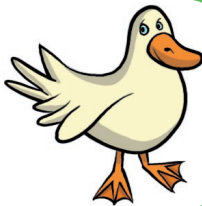
**Cc**

cow



**Dd**

duck



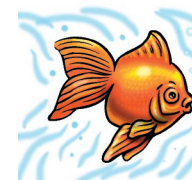
**Ee**

egg



**Ff**

fish



**Gg**

goat



**Hh**

hat



**Ii**

ink



**Jj**

jet



**Kk**

kiwi



**Ll**

lion



**Mm**

monkey



**Nn**

nest



**Oo**

octopus



**Pp**

parrot



**Qq**

quilt

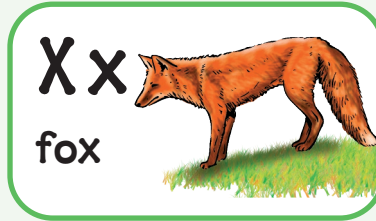


**Rr**

rabbit







3 Unscramble the letters and write the words.

rbea

b \_ \_ \_

dkcu

d \_ \_ \_

otag

g \_ \_ \_

iwki

k \_ \_ \_

ykemno

m \_ \_ \_ \_ \_

rtapro

p \_ \_ \_ \_ \_

itrbab

r \_ \_ \_ \_ \_

greti

t \_ \_ \_ \_ \_

lubrleam

u \_ \_ \_ \_ \_ \_ \_

bazre

z \_ \_ \_ \_ \_



# Handwriting Practice: Phonics Key Words

① Read and say.

② Trace and copy.



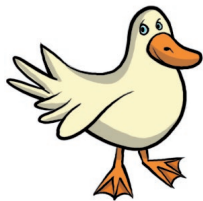
apple apple apple



bear



cow



duck



egg



fish



goat



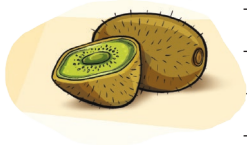
hat



ink



jet



kiwi



lion



monkey



nest



octopus



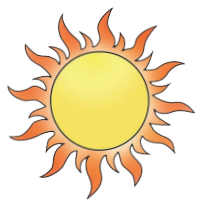
parrot



quilt



rabbit



sun



tiger



umbrella



vase



wolf



fox



yard



zebra



## Words with a e i o u

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

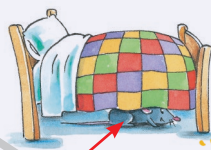
CD2 04

1. art

2. \_\_\_range

3. \_\_\_lephant

4. \_\_\_nk



18



5. \_\_\_mbrella

6. \_\_\_pricot

7. \_\_\_nder

8. \_\_\_ighteen

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

CD2 05

We call it 'a', but say **apple**.We call it 'a', so we say **apron**.We call it 'e', but we say **elephant**.We call it 'e', so we say **eleven**.We call it 'i', but we say **ink**.We call it 'i', so we say **ice cream**.

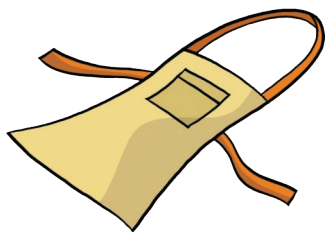
11

We call it 'o', but we say **orange**.We call it 'o', so we say **open**.We call it 'u', but we say **umbrella**.We call it 'u', so we say **uniform**.

We call them sounds and letters!



# Picture Dictionary



apron p10



bear p18



blouse p16



cap p6



clap p6



clock p6



cold p8



doing karate p22



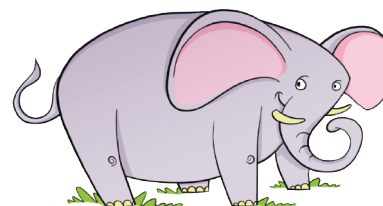
doing my homework p20



dress p17

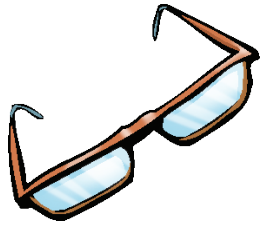


eating snacks p21



elephant p20





glasses p17



hot p8



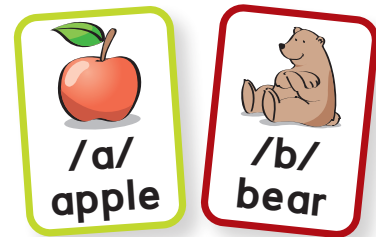
hungry p8



iron p10



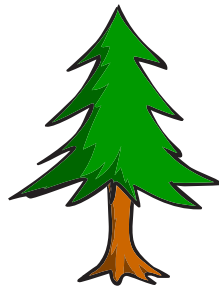
lock p6



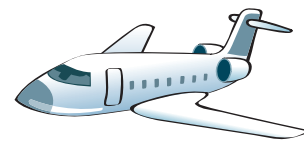
phonics p20



photo p20



pine p10



plane p18

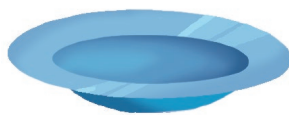


plate p18



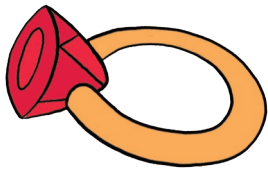
playing computer games p24



playing football p24







ring p24



sandals p17



scared p8



shirt p17



shoes p17



skirt p16



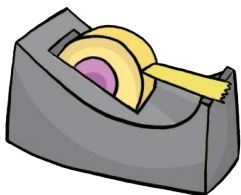
sleepy p8



speaking p20



tap p10



tape p10



thirsty p8



watching TV p24



## CD 1 Audio Track List

Track	Unit	Student Book Section
2	Intro	Exercise 1. Listen and point
3	1	Exercise 1. Listen and point
4	1	Exercise 4. Greeting Line
5	1	Exercise 1. Chant and do
6	1	Exercise 2. Listen, say, and match
7	1	Exercise 3. Confusion Game
8	1	Exercise 1. Listen, point, and say
9	1	Exercise 3. Practice and do in pairs
10	1	Exercise 4. Same as the Leader Game
11	1	Exercise 1. Listen, point, and say
12	1	Exercise 2. Listen and number
13	1	Exercise 3. Listen, say, and match
14	1	Exercise 4. Phonics Game
15	2	Exercise 1. Listen and point
16	2	Exercise 3. Listen, point, and number
17	2	Exercise 4. Whose ... is This?
18	2	Exercise 1. Chant and clap the rhythm
19	2	Exercise 2. Listen, point, and say
20	2	Exercise 3. Clothes Color Basket
21	2	Exercise 1. Listen, point, and chant
22	2	Exercise 3. Touch the screen
23	2	Exercise 1. Listen, read, and say
24	2	Exercise 2. Listen, say, and match
25	2	Exercise 3. Does It Move?
26	3	Exercise 1. Listen and point
27	3	Exercise 3. Listen, say, and match
28	3	Exercise 4. Telephone Conversation
29	3	Exercise 1. Listen and chant
30	3	Exercise 3. True or False Action Game
31	3	Exercise 1. Listen, point, and say
32	3	Exercise 2. Listen, point, and say
33	3	Exercise 3. Card Snap Game
34	3	Exercise 1. Listen, read, and say
35	3	Exercise 2. Listen, number, and say
36	3	Exercise 3. Listen and touch the right picture



## CD 2 Audio Track List

Track	Unit	Phonics Practice
2	1	Exercise 1 Listen and chant
3	1	Exercise 2 Listen and point
4	3	Exercise 1 Listen and write
5	3	Exercise 2 Listen, point, and say

## CD 3 Audio Track List

Track	Unit	Workbook Section
2	1	Exercise 1. Listen, point, and practice
3	1	Exercise 1. Listen, point, and practice
4	1	Exercise 1. Listen, say, and do
5	1	Exercise 1. Listen and touch
6	1	Exercise 1. Listen, point, and practice
7	1	Exercise 1. Listen, point, and practice
8	1	Exercise 1. Listen, point at the pictures
9	1	Exercise 1. Listen, number the pictures
10	2	Exercise 1. Listen, point, and practice
11	2	Exercise 1. Listen, point, and practice
12	2	Exercise 1. Listen and chant
13	2	Exercise 1. Listen and color
14	2	Exercise 1. Listen, point, and practice
15	2	Exercise 1. Listen, point, and practice
16	2	Exercise 1. Listen and practice
17	2	Exercise 1. Listen, point, and practice
18	3	Exercise 1 Listen, point, and practice
19	3	Exercise 1. Listen, point, and practice
20	3	Exercise 1. Listen and chant
21	3	Exercise 1. Listen, point, and practice
22	3	Exercise 1. Listen, point, and practice
23	3	Exercise 1. Listen, point, and practice
24	3	Exercise 1. Listen and practice
25	3	Exercise 1. Listen, point, and practice



# Word List

- Apron p 10, 34  
Blouse p 16  
Blue p 15, 18, 19  
Cap p 6, 10, 16  
Cape p 10, 11  
Clap p 6, 14  
Clock p 6  
Cold p 8  
Doing karate p 22, 24, 25  
Doing my homework p 20, 24  
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Drink p 26  
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Good job! p 3  
Good morning! p 2  
Grass p 14  
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Iron p 10  
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Strong p 4  
Sunglasses p 16  
Sweater p 16  
Tap p 10  
Tape p 10  
Tenth p 7  
Third p 5, 7  
Thirsty p 8  
Tiger p 26  
T-shirt p 16  
Tree p 26  
Watching TV p 20, 24  
Watch me. p 2  
Weak p 3  
Wearing p 12, 14, 15, 16, 17  
What's the matter? p 8, 9  
Wing p 24



الحد الأدنى	الرمز	By the end of the year students will be able to:
x	1/7/5	Recognise short and long vowels: (long a as in "dates", long I as in "rice", long o as in "rose", long e as in "teacher", short e as in "bread", long oo as in "food", short oo as in "book", long u as in "computer", short u as in "duck").
x	2/7/5	Recognise and differentiate between the endings of plural nouns (/s/ as in "cats", /z/ as in "birds", /iz/ as in "dresses").
x	3/7/5	Recognise and produce some English digraphs (ch, sh, ph, wh).
x	4/7/5	Recognise and produce some consonant blends (pl, cl).
x	5/7/5	Recognise and produce some English consonant blends (cr as in "crisps", gr as in "green", fr as in "friend", pr as in "prince", pl as in "plant", gl as in "glass", fl as in "fly", sl as in "sleep").
x	6/7/5	Recognise and produce some English consonant blends (br as in "brown", dr as in "dress", tr as in "tree", st as in "star", sp as in "spoon", sn as in "snake", sm as in "small", sw as in "swim").
x	7/7/5	Ask questions using <i>What, Who, Where</i> .
	8/7/5	Identify irregular plural nouns.
	9/7/5	Use the intensifier <i>very</i> .
x	10/7/5	Introduce people to each other, e.g. <i>This is Abdullah</i> .
x	11/7/5	Identify and talk about people using the verb <i>to be</i> .
x	12/7/5	Identify and talk about toys, games and classroom objects.
x	13/7/5	Identify and talk about rooms/items in a house.
x	14/7/5	Describe location using prepositions of place ( <i>in, on, under, next to, between</i> ).
x	15/7/5	Describe physical appearance.
x	16/7/5	Express possession using the verb <i>to have</i> and <i>my/your/his/her/our</i> .
	17/7/5	Describe animals using possessive adjectives ( <i>its, their</i> ).
x	18/7/5	Talk about ability ( <i>can/can't</i> ).
	19/7/5	Ask about number using <i>How many ...?</i>
	20/7/5	Identify and talk about places in a town and their location using <i>there is, there are</i> and <i>next to, opposite, between</i> .
x	21/7/5	Talk about the weather.
x	22/7/5	Talk about likes and dislikes.
	23/7/5	Talk about food using <i>want</i> and describe different kinds of food and drink using adjectives (e.g. <i>hot/cold/sweet/sour/salty</i> ).
x	24/7/5	Make suggestions using <i>Let's</i> .
x	25/7/5	Ask about and tell the time ( <i>o'clock</i> only).
	26/7/5	Identify and talk about the days of the week, months and seasons.
x	27/7/5	Ask and respond to simple sentences about everyday activities in the Present Simple tense using the first and second person singular.
x	28/7/5	Greet someone politely at different times of the day, e.g. <i>Good morning/afternoon/evening. Say Goodbye/Good night</i> .
x	29/7/5	Identify and talk about different times of the day (morning, afternoon, evening, night).
x	30/7/5	Identify prepositions of time ( <i>in, on, at</i> ).
	31/7/5	Ask about activities happening at the moment of speaking using the Present Progressive (Affirmative, Negative, Interrogative and short answers).
x	32/7/5	Identify occupations and talk about what someone does using the Present Simple (Affirmative, Negative, Interrogative and short answers).
	33/7/5	Ask and answer about possession using the Possessive Case and <i>whose</i> .
	34/7/5	Identify and talk about clothes.
x	35/7/5	Follow a short simple text while listening to the audio recording.

Listening and Speaking



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



Term 1

WORKBOOK  
2

WE CAN!



وزارة التعليم  
Ministry of Education  
2022 - 1444

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## We Can! Student's Book 2

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2022 - 1444



# Unit 1 Feelings



## Goal 1 CD3 02 Feelings: Talk Time

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

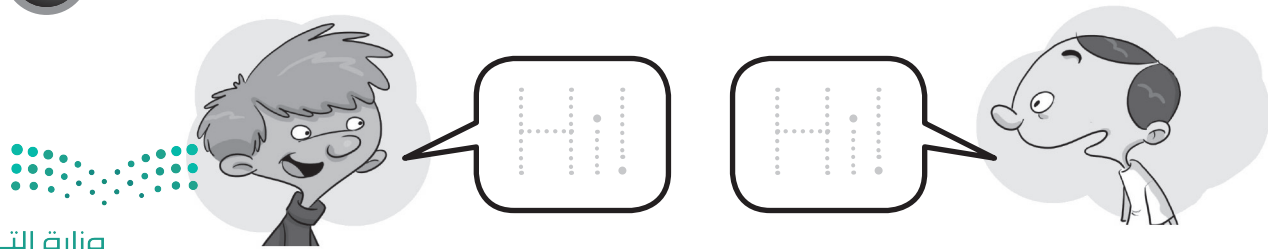
I listened to CD3 02        days this week.

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

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



### 2 Join the dots. Read.





## Goal 2 CD3 03 Feelings: Talk Time

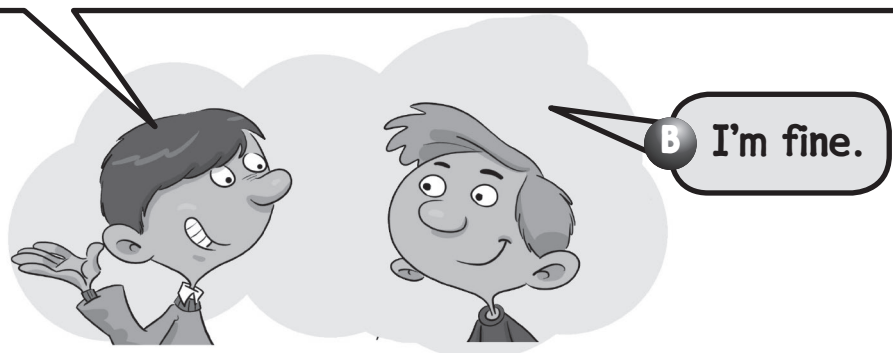
I can say "I'm first, second, third ..."

I listened to CD3 03         days this week.

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

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

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



### 2 Match and write.



second  fifth  first

fourth  third

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

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

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

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

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

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

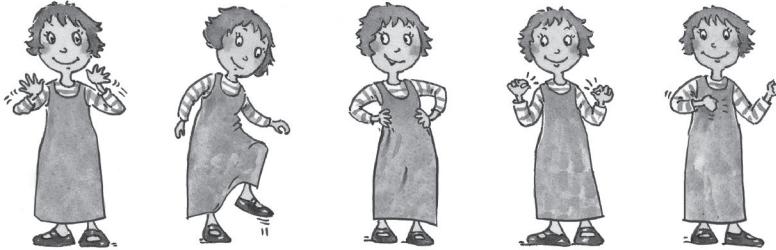
I can chant the *If You're Happy and You Know It* chant with a partner.

I listened to CD3 04        days this week.

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



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



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

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



If you're happy and you know it,

Clap your hands. (👏, 👏)

If you're happy and you know it,

Then your face will surely show it.

If you're happy and you know it,

Clap your hands. (👏, 👏)





## Goal 4 CD3 05 Feelings: Rhythms and Listening

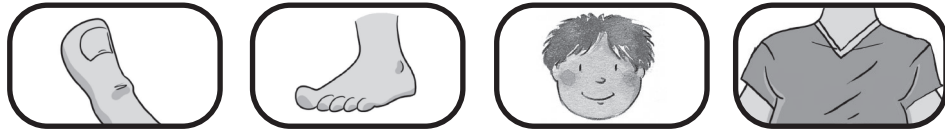
I can play the Confusion Game with a partner and say "sixth, seventh, eighth, ..."

I listened to CD3 05        days this week.

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



### 1 Listen and touch.



### 2 Listen and match. Write.

d a f i c j h g b e

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

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

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

first	_____	sixth	_____
second	_____	seventh	_____
third	_____	eighth	_____
fourth	_____	ninth	_____
fifth	_____	tenth	_____

### 3 Join the dots. Write.



f \_\_\_\_\_



h \_\_\_\_\_

## Goal 5 CD3 06 Feelings: Words in Action

I can act out three feelings.

I listened to CD3 06        days this week.

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



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

Trace.

I'm hungry.



I'm thirsty.



I'm hot.



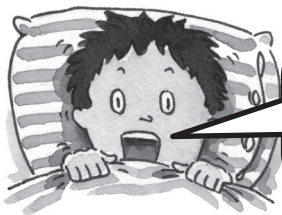
I'm cold.



I'm sleepy.



I'm scared.



2 Find and circle six feeling words.



hungryscaredcoldsleepyhotthirsty



# Goal 6 CD3 07 Feelings: Words in Action

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

I listened to CD3 07         days this week.

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

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

**A** What's the matter?



## 2 Unscramble the words.

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

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

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

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

## Goal 7 CD3 08 Feelings: Phonics

















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

I listened to CD3 08        days this week.

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



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

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

### 2 Write the missing letters and read.

c\_\_p      c\_\_t      \_\_ron      \_\_ppl\_\_

c\_\_p\_\_      c\_\_k\_\_      p\_\_n      \_\_pr\_\_n

t\_\_p      v\_\_s\_\_      p\_\_n\_\_

t\_\_p\_\_      f\_\_c\_\_      T\_\_m

h\_\_t      \_\_nk      t\_\_m\_\_





# Goal 8 CD3 09 Feelings: Phonics



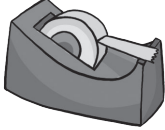










I can say, read, and write the sounds for a, apple; a, cape; i, pin; i, pine by myself.

I listened to CD3 09       days this week.

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



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

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

## 2 Write the missing letters.





# Unit 2 Things We Wear

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

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

I listened to CD3 10        days this week.

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



1 Listen, point, and practice.

2 Read and write the missing letters.

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

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

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

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

3 Draw lines and match.



mouse



squirrel



boy



candy



cheese



acorn



# Goal 10 CD3 11 Things We Wear: Talk Time



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

I listened to CD3 11         days this week.

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

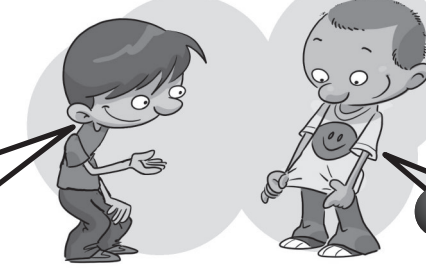
## 1 Listen, point, and practice. Trace.

**A** I like your hat.



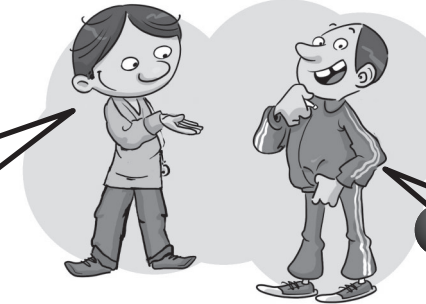
**B** Thank you.

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



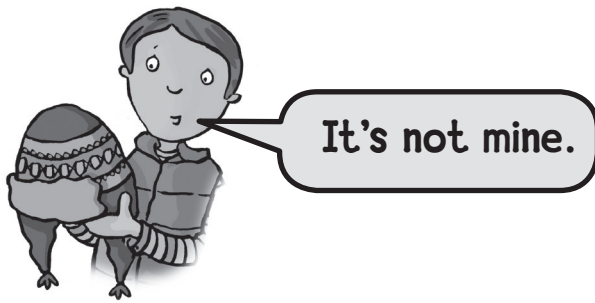
**B** Thank you.

**A** I like your jacket.



**B** Thank you.

## 2 Listen and point.





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

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

I listened to CD3 12         days this week.

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



### 1 Listen and chant. Trace.

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

Who is wearing  
green today?

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

**Who is wearing green?**

I am wearing  
green today.

**Look at me,**

**And you will see,**

**That I am wearing green today.**



### 2 Read and color his clothes.

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



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

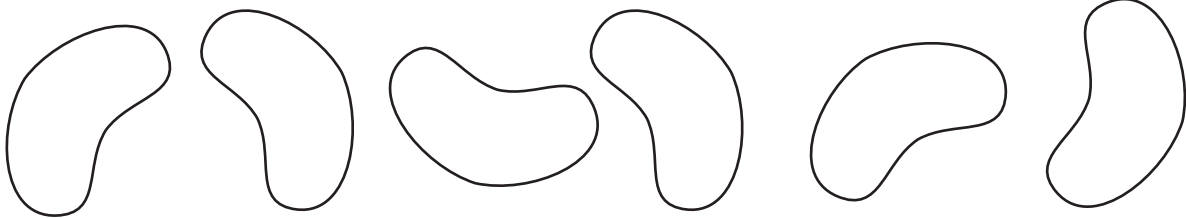
I can say three colors that I'm wearing today.

I listened to CD3 13        days this week.

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



### 1 Listen and color.



purple

red

pink

white

black

blue

### 2 Listen and write the color.

1. I'm wearing \_\_\_\_\_ today.

2. I'm wearing \_\_\_\_\_ today.

3. I'm wearing \_\_\_\_\_ today.

4. I'm wearing \_\_\_\_\_ today.

5. I'm wearing \_\_\_\_\_ today.

6. I'm wearing \_\_\_\_\_ today.

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

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

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

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

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

I listened to CD3 14         days this week.

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



1 Listen, point, and practice.

I'm wearing ...

2 Join the dots, color, and trace.



a cap



2. a sweater



a T-shirt



4. sunglasses



a jacket



6. jeans



a hat



8. a skirt



a blouse



10. shoes





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

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

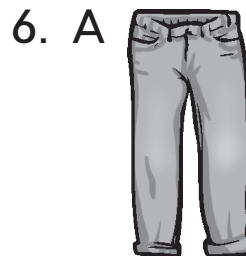
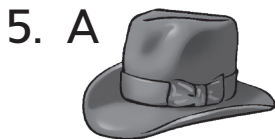
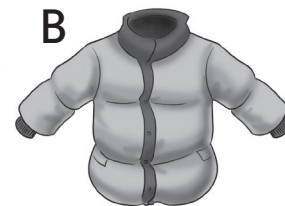
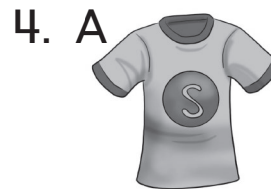
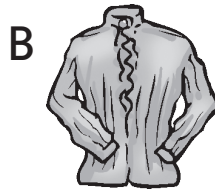
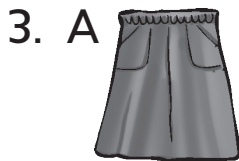
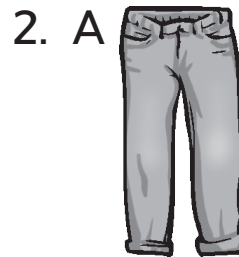
I listened to CD3 15        days this week.

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



1 Listen, point, and practice.

2 Listen and circle A or B.



3 Write two things your friend is wearing today.

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

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



## Goal 15 CD3 16 Things We Wear: Phonics

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

I listened to CD3 16         days this week.

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



1 Listen and practice.

2 Listen and circle p or b.



p or b

p or b

p or b

p or b

p or b

p or b

3 Write the missing letters. Trace.

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



# Goal 16 CD3 17 Things We Wear: Phonics

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

I listened to CD3 17        days this week.

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



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

1. panda / pizza



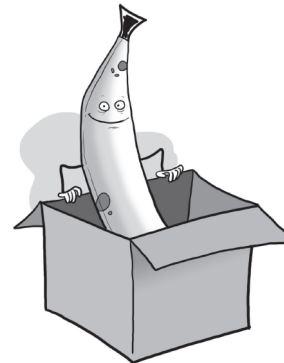
2. bear / banana

3. bear / bed



4. panda / pen

5. banana / box



## 2 Make the sounds.

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



# Unit 3 Things We Do

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

I can act out the telephone talks with a partner.

I listened to CD3 18        days this week.

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



1 Listen, point, and practice. Trace.

A Hello. Can I speak to Joe?



B Speaking.



A What are you doing?

B I'm doing my homework.

A What's your dad doing?

B He's watching TV.





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



I can have a telephone conversation in English.

I listened to CD3 19         days this week.

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

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

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

**B** Speaking.

**A** What are you doing?

**B** I'm watching TV.

**A** Good-bye.

**B** Bye.



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

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

I listened to CD3 20        days this week.

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



1 Listen and chant. Trace.

What are you doing?

I'm doing karate,

doing karate, doing karate.

What are you doing?

I'm doing karate, and how about you?



What are you doing?

I'm playing football,

playing football, playing football.

What are you doing?

I'm playing football, and how about you?



2 Match the words.

doing

playing

watching

homework

karate

TV

football





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

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

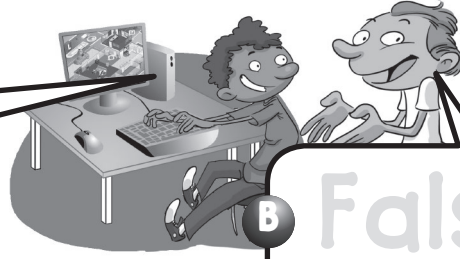
I listened to CD3 21        days this week.

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



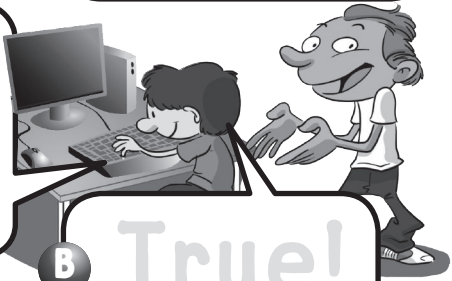
1 Listen, point, and practice. Trace.

A I'm playing football.



B False!

A I'm playing computer games.



B True!

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

I'm playing football.

1. T F



I'm playing computer games.

2. T F



I'm doing karate.



3. T F

I'm doing karate.



4. T F

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

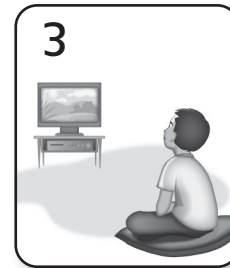
I can play the Card Snap Game with friends.

I listened to CD3 22         days this week.

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



### 1 Listen, point, and practice.



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

1  
I'm doing my homework.

2  
I'm playing football.

3  
I'm watching TV.

4  
I'm eating snacks.

5  
I'm playing computer games.

6  
I'm doing karate.



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



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

I listened to CD3 23         days this week.

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

1 Listen, point, and practice. Trace.

What are you doing?

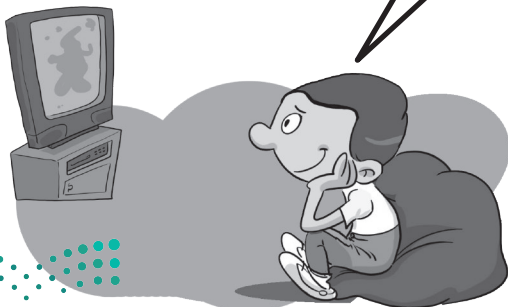


I'm eating snacks.

I'm playing football.



I'm watching TV.



I'm doing nothing!



# Goal 23 CD3 24 Things We Do: Phonics

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

I listened to CD3 24        days this week.

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



1 Listen and practice.

2 Listen and circle t or d.



t or d



t or d



t or d



t or d



t or d



t or d

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

1. \_\_\_ iger

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

2. \_\_\_ oll

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

3. \_\_\_ oor

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

4. \_\_\_ elephone

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

5. \_\_\_ omato

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

6. \_\_\_ uck

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





# Goal 24 CD3 25 Things We Do: Phonics

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

I listened to CD3 25        days this week.

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

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



1.

tiger / tomato



2.

door / doll



3.

tomato / telephone



4.

doll / duck

## 2 Write the missing letters.

A. It's t \_ \_ \_ .



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



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



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

