

Term 1

TEACHER'S GUIDE  
2

WE CAN!



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Ministry of Education  
2022 - 1444

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## We Can! Term 1 Teacher's Guide 2

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Ministry of Education

2022 - 1444



# Contents



<b>Introduction</b>	iv
<b>About the Teacher's Guide</b>	x
<b>Introduction: Classroom English</b>	3
<b>Unit 1 Feelings</b>	4
<b>Unit 2 Things We Wear</b>	14
<b>Unit 3 Things We Do</b>	24
<b>Phonics Practice</b>	34
<b>Teaching Tips</b>	37
<b>Picture Dictionary</b>	39
<b>Flashcard and Poster List</b>	42
<b>Word List</b>	44
<b>Audio Script</b>	45
<b>Audio Track Lists</b>	56
<b>Objectives</b>	58



# **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**



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Ministry of Education

2022 - 1444

iv

# 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.

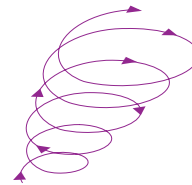
Many courses teach vocabulary in separate “bubbles”. Students quickly forget the language they have learned when they move to the next topic or unit. They also never learn how to combine what they have learned in order to communicate.

**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!***

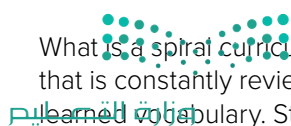


## Feature 3. Use English for Real Communication

**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 all Student Books, 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 Book 1** – Fun Time!

**Student Book 2** – Fun Time!

**Student Book 3** – 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 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.



# 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



# 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

### We Can! 1

Each unit in the Teacher's Guide has four main sections: Talk Time, Rhythms and Sounds, Words, Phonics, and an Optional Phonics Practice section. The 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 core sections in each unit and the Optional Phonics Practice 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.

- ★ **Optional Phonics Practice:** Additional phonics activities for further practice and revision of a number of phonics areas.

### We Can! 2

Each unit in the Teacher's Guide has four main sections: Talk Time, Rhythms and Listening, Words in Action, Phonics/Sounds and Letters, and an Optional Phonics Practice session. The 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 core sections in each unit and the Optional Phonics Practice 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 in Action:** 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/Sounds and Letters:** Students listen and point to the letters, make the sounds for consonants and vowels, and later practice writing them. There are also short listening exercises in which the students write the missing letter/s of a word. In addition to the phonics component of this course, long and short vowels as well as consonant clusters and plural noun endings are focused on to ensure that students develop the ability to hear and distinguish between sounds before they can read and write them correctly.
- ★ **Optional Phonics Practice:** Additional phonics activities for further practice and revision of a number of phonics areas.

### We Can! 3

Each unit in the Teacher's Guide has four main sections: Finding Out time, Grammar in Action, Rhythms and Reading, Phonics, and an Optional Phonics Practice Section. A Challenge Time! activity is included in each of the first four lessons to create an enjoyable situation in which the students can naturally use the language they have learned. To complete each lesson, there are two Goals at the end for students to accomplish.

The sections in each unit develop the students' spoken and written language skills and serve the following purposes:

- ★ **Finding Out 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.
- ★ **Grammar in Action:** Grammar points for the new language are introduced and students have the chance to practice and then use them in meaningful communicative activities.
- ★ **Rhythms and Reading:** Students learn a new chant and practice reading the words to it with good rhythm. They can then copy the chant and/or create their own version by substituting words and using new pictures, before presenting it to the class. Students also learn to read different types of text and complete a variety of tasks.
- ★ **Phonics:** In Student Book 3, students will review familiar sounds such as long vowels, and then focus on words with polite vowels, vowel digraphs, murmuring sounds, consonant clusters, silent letters, ending sounds and revise areas that are more challenging.
- ★ **Optional Phonics Practice:** Additional phonics activities for further practice and revision of a number of phonics areas.

### Key Features

- ★ **Classroom English:** This is introduced in We Can 1 and 2. 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
- ★ Phonics Practice CD Script
- ★ Flashcard and Poster List

### Series Components

- ★ Student Book
- ★ Teacher's Guide
- ★ Class Audio CD Program
- ★ Flashcards
- ★ Poster Pack
- ★ Learning Center
- ★ IWB Software & ActiveBook





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# Introduction:

## Sample Lesson for Student Book 2 pages 2 & 3

### Introduction: Classroom English

#### 1 Listen and point.



2



3

### Materials

- ★ Classroom English poster

#### 1 Listen and point.



Audio script  
page 45

Put up the Classroom English poster on the board. Have the students open We Can! 2, Term 1 to pages 2 and 3. Then tell the students to watch and listen as you point to the pictures and say the commands on the Classroom English poster. Play CD 1 track 2 and repeat the commands.

Play the CD track again and have the students listen as they watch you point to the poster. Play the CD once again and now have the students point to the pictures on pages 2 and 3 and repeat along with you and the CD.



Try your best to conduct the entire class in English. This includes the classroom commands on Student Book 2, Term 1, pages 2 and 3. If you consistently make commands using the same wording and vocabulary, while referring to the Classroom English poster, the students will quickly and naturally learn them.

# Unit 1 Feelings

## Lesson 1 • Talk Time

### Materials

- ★ Classroom English poster
- ★ A puppet or picture on the board
- ★ My Family and Other People poster (We Can 1)

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Play CD track 5 from We Can 1, Term 1 Class CD1 and chant the *Hello Chant* as a class.

**Forging a positive relationship with the class is essential and a great way to do this is through learning everyone's name. If the children know the names of their classmates, they will feel more comfortable while doing pairwork or group activities.**

- Put your hand to your forehead and pretend to search for a student while calling out his/her name. When the student looks up or raises his/her hand, smile, wave and say, "Hi!" Encourage the child to say, "Hi!" back. Continue until all of the children's names have been called out.
- Once the teacher has finished calling out the students' names and finding the students, have the students try. Whisper a classmate's name in the student's ear and have that student call out and search for that student. When they have found the student, have them say, "Hi!" to each other.
- Refer to the Classroom English poster whenever necessary and use the same phrases during the class. With consistent use, the children will begin to understand these classroom instructions in English so that all of the classes can be conducted in English.

## Unit 1 Feelings

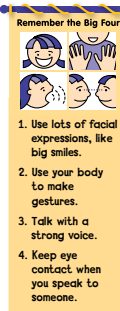
### Talk Time

#### 1 Listen and point.



#### 2 Practice the talks in pairs.

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



#### 1 Listen and point. Audio script page 45

Have the children open their books to page 4. Play the CD, hold up your book, and point to the characters as they speak. Play the CD again and have the children point to the characters as they listen. Then, use a puppet or a picture of one of the characters or a drawing on the board, and act out the talk with the puppet or picture (be sure to wave at each other when you say, "Hi!" or "Hello!"). Play the CD again and practice saying the expressions along with the CD. Demonstrate with the talks with individual students.

#### 2 Practice the talk in pairs.

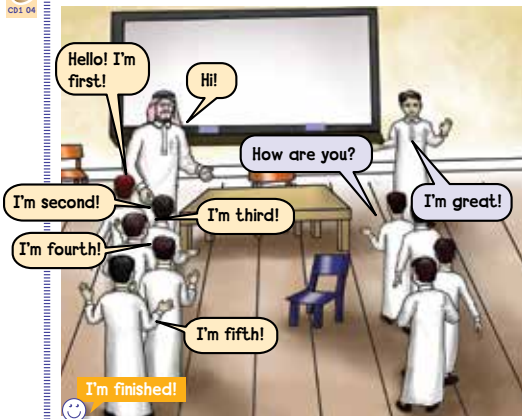
Have the students stand up and find a partner. Have them practice the talks once with the CD, then ask them to do it again without the CD. (Make sure they wave to each other at the beginning of the conversation.) Circulate around the room to make sure all of the students are speaking English.



## 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 ..."



5

Unit 1

page 5), five of the students will form a line in front of the teacher and another four (or more) in front of the leader. The first student in each line will say a greeting ("Hello!", "How are you?", "I'm first.", "Nice to meet you." or "Good morning.") to the teacher or the leader, and the teacher or leader will respond. Then, those students will return to their seat and the next students will greet the teacher or leader, stating their turn in the game, e.g. "I'm second.", "I'm third." etc. After the demonstration has finished, say, "Let's play for real," and have the students stand up and make two equal lines in front of the teacher and leader. Have students get in line, in groups of five, and identify their turn, i.e. if they are first, second, etc. up to fifth. Then, play the game. After the game is over, have the students say, "I'm finished!"

Choose a student leader and have him/her decide who is going to be first, second, third, etc. by pointing to a student or using his/her name and saying: "You're first.", "You're second." etc. Play another round of the game. Continue until more students have had the chance to lead.



**Remember the Big Four – Teach your students to practice these four important points when they speak English: smile, use appropriate gestures, speak in a loud voice, and maintain good eye contact.**

### 3 Act out the talks in pairs.

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

## Fun Time!

### 4 Greeting Line



Have the students look at the picture of the game on page 5. Play the CD track and have the students listen. Play the CD again and have the students say the phrases along with the CD.

Choose an outgoing student to be the leader and four other students to demonstrate the game in front of the class. The teacher and the leader will stand in the front of the class (as shown in the picture on

## Goal Check

### Goal 01

Have the students hold their books and stand in a line. They will greet you one by one, using one of the four greetings used in the Fun Time! activity. Once they have finished greeting you, check the box in their books.

### Goal 02

Hand out slips of paper with numbers from 1 to 5 to each group of five students. Have each student unfold the paper, and use the number on it to get in line and say which position he/she is in, e.g. first, second, etc. The first team to do this correctly wins and leads the game.

Chant the *Good-bye Chant* (from We Can 1, Term 1 Class CD1 track 7) to end the class.

## Lesson 2

# Rhythms and Listening

### Materials

- ★ Classroom English poster
- ★ My Body flashcards (We Can 1)

### Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Play CD track 5 from the We Can 1, Term 1 Class CD1 and chant the *Hello Chant* as a class.
- Chant the *Head, Shoulders, Knees, and Toes* chant (We Can 1, Term 1 Class CD1 track 16) with actions to review the body parts.
- Refer to the Classroom English poster to give any directions in English at the beginning of class.

### 1 Chant and do. Audio script page 45

Have the children open their books to page 6. Point to the girl and ask, "What's she doing?" Don't worry about eliciting an answer; we just want the students to notice the picture and wonder what she is doing.

Play the CD and chant the chant while doing the motions. Play the CD again and encourage the children to do the motions along with you. Emphasize the highlighted words in the chant. Play the chant again and encourage the students to chant along as you do the motions. (Note: In this version of the chant, the motion is "Stamp your foot," rather than, "Stamp your feet.")

Have the children form five groups; one for each motion/verse of the chant. Play the CD again and let the children rehearse. Ask them to chant quietly in their groups this time.



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2022 - 1444

### 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



### Sounds and Letters

#### 2 Listen, say, and match. Audio script page 46

Tell the students to look at the pictures and the words on page 6, activity 2. Have them name the objects. Elicit answers from more outgoing students and have the rest of the class repeat. Play the CD and have the students listen and match words and pictures in their books. Circulate and monitor. Play the CD again, and have students listen and repeat.

Divide the class into two groups. Tell the students that you are going to mime an object or action, and groups will take turns saying the word for it. For example, mime **clock** by making the ticking sound of the clock and have one of the groups say the word.



**Fun Time!**

**3 Confusion Game**  
Try and trick your partner!

CD1 07

E J C H D  
B I A F G

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, ..."

GOAL 03  
GOAL 04

7 Unit 1

and point to the letter and the right number 8. Prompt the student to say, "No, it's the eighth letter." Then prompt the student to give an example with a letter, using the wrong number/order, "D is the fifth letter of the alphabet" pointing to D on the board. Laugh and say, "No, it's the fourth letter. This is fun!" Once the demonstration is complete, say, "Okay! Good! Let's play for real."

Have the students play the game in pairs. Keep the Alphabet Poster or the letters and numbers on the board. Encourage the students to say, "This is fun!" after they have completed a few rounds of the game. Have the students find a new partner and play the game again.

## Goal Check

Goal 03 ☒

- S** Have the students pair up and chant the *If You're Happy and You Know It* chant. Check the box in their books after each pair has chanted it.
- B** Have the students form groups of four and chant the *If You're Happy and You Know It* chant. After they have successfully chanted it, have them check the goal box in their books.

Goal 04 ☒

- S** Have the students take turns standing up and playing the Confusion Game with a partner. Check the box in their books after they have played it.
- B** Have the students play the Confusion Game with a partner. Circulate around the room and check the box in their books.

## Fun Time!

**3 Confusion Game**  Audio script page 46

Put up the first 10 Alphabet flashcards from We Can 1 in jumbled order, or write the letters in jumbled order on the board. Have the students put them in order. Number the letters from 1 to 10.

Have students open their books to page 7. Ask them to listen to you and point to the numbers in their book as they repeat after you. Say, "A is the first letter of the alphabet." Students point and repeat. Do the same with the rest of the letters up to j, the tenth letter of the alphabet. Play the CD track and have students listen.

Choose an outgoing student to come to the front of the classroom and demonstrate the game. Say, "B is the second letter of the alphabet," to the student and point to that letter on the board. Prompt the student to say, "Yes, it's the second letter." Have the student point to another letter and say, "C is the third letter of the alphabet." Say, "Yes, it's the third letter."

Next, say, "H is the seventh letter of the alphabet,"

وزارة التعليم

Ministry of Education

2022 - 1444

## Lesson 3 • Words in Action

### Materials

- ★ 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!** song of your choice that the students have previously learned.
- Introduce the feelings, “I’m hungry/thirsty/hot/cold/sleepy/scared.” through mime.

### 1 Listen, point, and say. Audio script page 46

Have the students open their books to page 8. Listen to the CD and have the students just listen as they point to each feeling on the page. Play the CD again and have the students point to the feelings as they say the words along with the CD.

### 2 Listen and do.

Have the students listen to the CD and watch you do the actions for each feeling. Then, have the students stand up, play the CD again, and do the actions together for each feeling.

**Optional activity:** Have individual students come to the front of the class, take a slip of paper with a number from 1 to 6, and mime a feeling. The rest of the class have to guess the feeling and say, for example: “You’re sleepy.”

### Words in Action

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

1.



I'm hungry.

2.



I'm thirsty.

3.



I'm hot.

4.



I'm cold.

5.



I'm sleepy.

6.



I'm scared.

#### 2 Listen and do.

#### 3 Practice and do in pairs.

What's the matter?



I'm hungry.

8

### 3 Practice and do in pairs. Audio script page 46

Point to Labeeba and ask the students, “What’s the matter?” Try to elicit that Labeeba is hungry. Play the CD. Have the students stand up and find a partner. Tell the students to raise their hand if they are playing Labeeb's part and then to raise their hand if they are playing Labeeba's part. Circulate around the room to make sure everyone is speaking English and to assist students who need help. Then say, “Switch!” and have them switch roles.



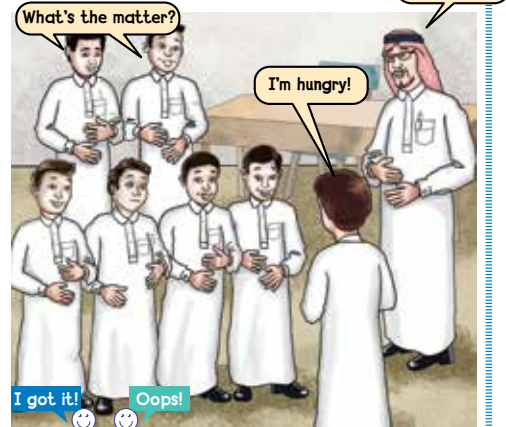


## Fun Time!



### 4 Same as the Leader Game

Do the same action as the leader.



### I Can ...

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



9

Unit 1

## Fun Time!



### 4 Same as the Leader Game



Audio script  
page 46

(Note: The students will be following the actions of a student leader, not the teacher.)

Have the students look at page 9, point out the leader in the picture, and guess how to play the game. Play the CD track and have the students listen. Students should stand up. Choose a student leader to stand facing the students. The students ask, "What's the matter?" The leader says, "I'm (feeling)," and does the action for that feeling. The students repeat after the leader and do the same action. Have the students ask the leader one more time, and then say, "He's (feeling)" or "She's (feeling)". Repeat until everyone has had a chance to be the leader.



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Ministry of Education

2022 - 1444

## Goal Check

### Goal 05 ☒

**S** Have each student stand up individually and act out three feelings. Check the box in the student's book once he/she has accomplished the goal.

**B** Have all the students stand up. Choose a student at random and ask him/her to act out three feelings. Once he/she has accomplished the goal, have him/her sit down and check the box in their books. Continue until all of the students have sat down and checked the box in their book.

### Goal 06 ☒

**S** Have the students take turns standing in front of the class with a partner and asking, "What's the matter?" Check the box once they have accomplished the goal.

**B** The students find a partner and take turns asking each other, "What's the matter?" The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

# Lesson 4 • Phonics

## Materials

- ★ The Alphabet A and I flashcards
- ★ The Alphabet a and i flashcards (We Can 1)

## 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.
- Hold up the A flashcard and have students say words that begin with A, e.g. apple, arm. Accept more words that the students know as long as they begin with A.

### 1 Listen, point, and say.

Audio script  
CD1 11 page 46

Play the CD and have the students listen and point to the words and pictures as they listen. Play the CD again and have them listen and say. Have the students practice pointing to the words and the pictures and saying them to each other. Circulate and help when necessary.

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

Audio script  
CD1 12 page 46

Write 'a' under 1 and 'a\_e' under 2 on the board. Say “cap” and point to 1. Repeat the word and prompt the students to say “one”. Say “cape” and point to 2. Repeat the word and prompt the students to say “two” as you point to 2 on the board. Say “tap” and have students say if it's 1 or 2. Do the same with “tape”.

Have students look at the pictures in activity 2 and name the objects. Elicit *hat, cat, apple, cake, vase, face*. Have students repeat and ask them to try and say if each word is 1 or 2. Play the CD and have students listen and write 1 or 2. Play the CD again and have students check their answers and say the words.

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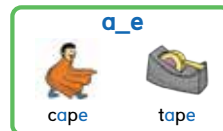
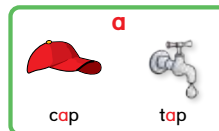
2022 - 1444

10

## Phonics

### 1 Listen, point, and say.

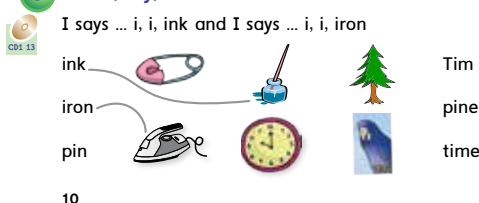
A says ... a, a,  and A says ... a, a, 



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



### 3 Listen, say, and match.



**Optional:** Have the students say the words and write them in their notebooks as best they can. Invite more confident students to write the words on the board and check.

### 3 Listen, say, and match.

Audio script  
CD1 13 page 46

Hold up the I flashcard and have students say words that begin with I, e.g. ink, iron. Accept more words that the students know as long as they begin with I. Play the CD and have the students listen and say the words as they point to the pictures. Play the CD again and have them match words and pictures. Ask the students to compare their answers. Circulate and help when necessary.

**Optional:** Write 'ink' and 'iron' on the board in two separate columns. Ask the students to tell you more words with 'i' at the beginning or in the middle of the word, and which column each word should go in. Pretend that you are confused and start writing a word in the wrong column, e.g. 'time' in column 1. Encourage the students to tell you where to write it.

## 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.

GOAL 07  
 GOAL 08

#### Advice Time

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

Now go to pages 28, 29

11 Unit 1

## Fun Time!

### 4 Phonics Game Audio script page 47

Have the students look at the picture in the Fun Time! box. Play the CD track. Say, "Are you ready? Let's start!"

Have all of the students choose a partner. Ask the students, "Are you ready? Go!" One of the students should choose one of the letters and sounds and say, "A says ..." His/her partner should respond by saying a word with the correct sound. For the first time, try a slow practice run. For the second time, say, "Let's play for real!" and do it at a natural speed. Students who can successfully do this say, "I did it!" when they are finished. Have some of the pairs demonstrate in class.



## Goal Check

### Goal 07

**S** Have each student listen to the CD and point to the words and pictures on page 10. Check the box in the student's book once he/she has accomplished the goal.

**B** Have the students listen to the CD and point to the words and pictures on page 10. Once they have accomplished the goal, have them check the box in their books.

### Goal 08

Have the students hold their books and make a line in front of you. When they get to the front of the line, they should say the sounds and read by themselves. Once they have completed this goal, check the box in their books and have them sit down. This may be a challenging goal for some students, so feel free to prompt them or help them out if they need it.

### OPTIONAL

**Phonics Jingle**, pages 28, 29  
 from Phonics Practice. See Teaching Notes  
 on page 34, We Can!2, Term 1  
 Teacher's Book.

# Extension Activities

## Lesson 1 • Talk Time


### Materials:

- ★ Small squares of paper or cards with the numbers 1–10 written (one number per square)
- ★ Optional – puppets or drawing

### Find Your Partner

Before class, write the numbers from 1–10 on the cards. There must be two cards for each number. Hand the cards to the students secretly. Tell them that they have to find their partner and join the line. The students stand up and call out their turn, using the number on their card until they find the student with the same number. For example, the student that has a paper with the number 2 on it, says, “Second. I’m second.” The rest of the students listen. The student with the same number answers, “I’m second too.” Once they find their partner, they should take their place in line and start practicing the talk on page 4. When the pairs are all in line, take the cards with the numbers and have a student pick a card, read the number, and say, “The tenth pair.” The pair with the number 10 stand in the front of the class and act out the talk. As each pair finishes, they should return the cards to you. After collecting the cards from the students, redistribute them in secret and play the game again.

You can also do this activity with colors or letters of the alphabet. Just be sure to have two of each color or letter and enough for all students.

-  If you have six or fewer students, secretly assign each student a number between 1 and 6, either by whispering it to them or by handing them a piece of paper with the number written on it. (If you have less than six students, assign the leftover numbers to yourself and/or to a puppet or picture of a person.) The two students with those numbers have to stand up and act out the talks in front of the class. Play the part of the puppet or picture with bigger numbers, or assign more than one number to more outgoing

students. Play until all the students have had a chance to come to the front and act out the talks.

## Lesson 2 • Rhythms and Listening

### Advanced The Teacher Says

The object of the game is to follow what “The Teacher” says to do. You must only do the action when it is prefaced with, “The Teacher says...” If just the action is said and the student does the action, that student is out of the game and must sit down. When playing this game, “Teacher” always does the actions to try and trick the players into doing what he/she says, even when they aren’t supposed to.

Review the following commands:

Close your eyes.  
Open your eyes.  
Raise your hands.  
Clap your hands.  
Stand up.  
Sit down.

Then, review the actions on page 6. Play The Teacher Says using the above commands and actions until only one student is left standing. That student comes to the front and becomes “the Teacher”. Play the game again.



## Lesson 3 • Words in Action

### Materials:

- ★ Paper (A4 size)
- ★ A timer

### My Feelings

Review the vocabulary on the Feelings, Aches, and Pains poster. Then have students look on page 8 in their books and review the six feelings with actions as a class.

Give the students a sheet of paper each. Tell them to make six equal-sized boxes to fill up the sheet. Number each box from 1 to 6. Get the students to write/copy the six feelings on page 8 under their boxes in this order:

Box 1: I'm hungry.

Box 2: I'm thirsty.

Box 3: I'm hot.

Box 4: I'm cold.

Box 5: I'm sleepy.

Box 6: I'm scared.

Students draw six pictures of themselves with these feelings on their sheet. If students seem unsure as to how to draw a facial expression for a feeling, draw some examples on the board. Set a timer for 15-20 minutes.

After they are finished, the students stand in front of the class (or a small group) and share what they drew. The class should ask, "What's the matter?" and the student should reply, "I'm (feeling)." while pointing to that picture on their sheet.

## Lesson 4 • Phonics

### Sound and Letter Race

Divide your class into groups (two or more depending on class size). Write 'a' and 'cap' under it, on the board. Then write 'a\_e' and prompt the students to give you an example, e.g. cape. Do the same with 'i' and 'ink', and then 'i' and 'i\_e'. Prompt the students to give an example, e.g. time. Draw lines to separate the four sounds and form columns.

Give each group a few minutes to think of words for each sound. Then invite them to say the words. If they make a mistake, they miss their turn and the next group plays. If they stop for too long between words, they miss their turn. The group that produces the most words for each sound wins.

### Option: Writing race

Have each group write words for each sound. Give them 5–7 minutes. Then have students write the words on the board. Have the class count and decide on the winning group.

### Materials:

- ★ The Alphabet A–Z flashcards

### Letter and Word Race

Put up the following alphabet flashcards or write the letters on the board:

a, c, e, f, h, i, m, n, o, p, r, t, v

Tell the students that they can use each letter as many times as they like to form words that have the two different 'a' and 'i' sounds that you have been working on. Remind them of the role of 'e' at the end of the word. Elicit one or two words as examples, e.g. cap, face.

Have the students work in pairs or small groups to form up to 10 words. Have them write the words on a piece of paper. Set a time limit between 5 to 10 minutes. Stop them when the time is up, collect the papers, and hand them to different groups to check and correct. Choose the paper with the longest list of words and the least mistakes with the class and post it on the wall. The winning group will be the Letter and Word leaders in your next lesson.

# Unit 2 Things We Wear

## Lesson 1 • Talk Time

### Materials

- ★ Real objects – a hat, a coat, a blouse etc.
- ★ Things We Wear 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 do the Same as the Leader activity on page 9.

### 1 Listen and point. Audio script page 47

Have the children open their books to page 12. Point to Labeeba and the girls. Play the CD and have the children point to the characters as the talk is played. Play the CD again and practice saying the expressions along with the CD.

### 2 Practice and act out the talks 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. If possible, have the students use a real hat to practice the conversation. Circulate around the room to make sure all of the students are speaking English.

**Optional activity:** Put the Things We Wear flashcards and/or real clothing items around the room (use the singular nouns only). One student in each pair should stand up and get one of the cards. Practice the talk again, but talk about the item of clothing on the flashcard. If the students don't know what item of clothing it is, they should ask you by saying, “What's this?”

## Unit 2 Things We Wear

### Talk Time

#### 1 Listen and point.



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

### Sounds and Letters

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

☐ whose ☒ 1 who ☐ what ☐ white

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

12



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

### Sounds and Letters

#### 3 Listen, point, and number. Audio script page 47 Then say.

Have the students look at the words next to the boxes. Write the words, 'whose—who' and 'what—white' on the board. Read the words with the students as you point to them.

Have the students look at the picture of the girl and ask them to talk about what color clothes she's wearing. Play the CD and have students listen, point to, and number the words in the order that they hear them. Point to 1 before 'who' as an example. Play the CD again and have the students check their answers and repeat. Have all the students repeat the question and answer. Then ask them to practice in pairs.

Remind them that in English the same letters might have different sounds in different words.





## Fun Time!

4

### Whose ... is This?

Ask your classmates about people's belongings.

CD1 17



Hey!



Oh!

### I Can ...

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



GOAL 09



GOAL 10

13

Unit 2

**Grammar Toolbox**

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

Thank you." walk to the front of the class, take the object from you, and sit down. Continue picking up objects and asking "Whose (object) is this?" until every item has been claimed by its owner.



**If the students bring an object that you would use the plural form for, such as sunglasses, make sure to ask, "Whose (objects) are these?"**

When you play a second round of the game, encourage the students to say, "Hey, you took my (object)," if it is a vocabulary word they know.

## Goal Check

Goal 09 ☒

Play the Fun Time! game once again. Ask the students to bring up an object and put it on a table in front of the classroom. Then, one student should pick up one of the objects (not their own) and ask, "Whose (object) is this?" The owner should say, "It's mine. Thank you." walk up to the front of the class, and claim his/her object. The student who asked the question should sit down and check the goal box. The student who answered the question now picks up an object and asks, "Whose (object) is this?" Continue until all of the students have successfully completed the goal.

Goal 10 ☒

Have each student find a partner and act out the talk between Labeeba and the girl at the top of page 12. They can talk about kinds of clothing other than hats.



Each pair should stand at the front of the room and act out the talk.



Circulate around the room and have each pair act out the talk.

## Fun Time!

4

### Whose ... Is This?



Audio script  
page 47

Have the students look at the picture of the game on page 13. Play the CD track and have the students listen. Play the CD again and have the students say the phrases along with the CD.

Have all of the students take an object of their own (a hat, a book, a pencil, a ruler, etc.) and hold it up. Do the same to demonstrate. When everyone is holding up their object, hug your object to your chest and say, "Mine." so they can get the idea that the word "mine" has to do with possession of their own things. Then, have the students point to their neighbor's object and say, "It's not mine." as they shake their head. Practice this a few times and then point out the Grammar Toolbox on the top of page 13. Say the sentences in the box.

Have all of the students put the object on their desk and close their eyes. Walk around the room and take a few things from a few of the students' desks and put them on a table at the front of the classroom.

Ask the students to open their eyes.

Say, "Let's play for real!" Pick up one of the objects and ask, "Whose (object) is this?" The student it belongs to should stand up and answer, "It's mine."

## Lesson 2

# Rhythms and Listening

### Materials

- ★ Colors flashcards
- ★ Colors poster
- ★ Things We Wear 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.
- Play the Fun Time! Color Race (We Can 1, Term 1, page 9) to review colors. Stand in front of the room and say "Touch something...brown." Find something brown in the room and touch it. Then ask the students to stand up. Say, "Touch something...(color)." and have the students find something of that color to touch. Continue until most of the colors on the color poster have been called out, but be sure to include 'orange' and 'green'. If the game becomes too noisy, whisper the name of the color and then motion for the students to tiptoe to the object of that color.

### 1 Chant and clap the rhythm.



Have the children open their books to page 14. Ask, "Who's wearing green?" The students should point to their books and show you that the boy is wearing green. Ask the same question for the colors orange, brown, purple, and yellow.

Play the CD and chant while the students clap the rhythm. Play the CD again and encourage the children to chant along with you while they clap. Emphasize the highlighted words in the chant.



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Ministry of Education

2022 - 1444

16

### 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!

14



Instead of having the children clap their hands to the chant, have them "clap" their two index fingers.

**Optional activity:** Set out the color cards except for green, orange, and brown. Have a student choose a card. Do the chant again without the CD and include this new color.

### Sounds and Letters

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



Have the students look at the picture of the boy and talk about what he's wearing and where he's sitting. Point to the grass and say, "Green grass". Play the CD and have the students listen, point, and say. Play the CD again and have the students read and write the missing letters. Say the sentence and ask the students to repeat. Let them practice in pairs. Have some students stand up and say the sentence paying attention to pronunciation and intonation.

## Fun Time!

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

**3 Clothes Color Basket**  
Ask about the colors your classmates are wearing.

**I Can ...**

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

GOAL 11 ☒

GOAL 12 ☒

Now go to pages 30, 31

15 Unit 2

left standing is now “It” and has to ask the question. Encourage the students to say, “You’re it!” or “I’m it!” when the new student becomes “It”.

- S** When playing this game in a very small class, it would be best for the teacher to ask the questions about who is wearing which color until the students get used to playing. In this class situation, it is fun to call out a color that no one is wearing and then laugh together when you realize that no one is wearing it.

### Goal Check

#### Goal 11 ☒

- S** Have the students stand up and chant the *Who is Wearing Green?* chant individually. Check the box in their books after they have chanted it.
- B** Have the students form groups of four and take turns standing up in front of the group and chant *Who is Wearing Green?* After they have successfully chanted it, have them check the goal box in their books.

#### Goal 12 ☒

Have the students take turns standing up and saying, “I am wearing (3 colors of clothing that they are wearing).” They should point to the colors as they say the sentence. Check the box in their books after they have successfully said this.

### OPTIONAL

**Handwriting Practice: Phonics Key Words,** pages 30, 31 from Phonics Practice. See Teaching Notes on page 35, We Can!2, Term 1 Teacher’s Book.

## Fun Time!

### 3 Clothes Color Basket Audio script page 48

Have the students look at the picture of the game on page 15. Play the CD track and have the students listen.

Point out the Grammar Toolbox and have all students hold up two fingers on one hand. Point to one finger and then the other as you say, “Who” and “is”. Then, put the two fingers together and say, “Who’s”. Practice this a few times together.

Ask the students to help you push the desks or tables to the side of the room and put the chairs in a circle. There should be one more student than chair. The students sit down and one student volunteer should stand in the middle. Prompt the student volunteer to say, “Who’s wearing (color) today?” Then, prompt students who are wearing that color to stand up and switch seats. (Students may not go to the seat right next to them.) The student volunteer also runs and finds a seat. Make sure one more student says, “He is.” or “She is.” The student who is

## Lesson 3 • Words in Action

### Materials

- ★ Real objects – clothing items
- ★ Things We Wear 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 *Who is Wearing Green?* chant.

### 1 Listen, point, and chant. Audio script page 48

Have the students open their books to page 16. Listen to the CD and have the students just listen to the chant as they look at the pictures of Labeeb and Labeeba on the page.

Set out the Things We Wear flashcards and/or clothing items at the front of the room. Invite two volunteers to look at the picture of Labeeb and pick up the flashcards of the clothing Labeeb is wearing. Show the students these cards and/or clothing items and teach them the words as they point to the picture on page 16.

Next, invite two girl volunteers to look at the picture of Labeeba and pick up the flashcards of the clothing Labeeba is wearing. Show the students these cards and/or clothing items and teach them the words as they point to the picture on page 16.

Play the CD again and have the students point to the clothing as they chant along with the CD.

### Words in Action

#### 1 Listen, point, and chant.



Boys I'm wearing ...



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

Girls I'm wearing ...



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.

16

### 2 Practice saying the chants.

Ask the students to stand up in two groups. One of the groups is Labeeb and the other group is Labeeba. Play the CD again and have each group of students chant their part.

After the students can say the chant well, have the groups switch parts. Have individual students or pairs stand up and say what Labeeb or Labeeba is wearing. Ask them to change the order of the words they use and to “make a mistake” by mixing up the clothes. The rest of the class have to listen, spot the mistake, and correct it.



**Fun Time!**

3 Touch the screen.  
Listen and touch the right picture! Use two hands.

CD1 22

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."

GOAL 13  
GOAL 14

17 Unit 2

Have him/her shuffle the cards and say, "I'm wearing..." and call out the names of the clothing as he/she flips through the flashcards while the students touch the pictures on their screens. Every time a student calls out the name of a clothing item that is not on the screen, the first student who spots it and says, "No, that's wrong. Once more please!" gains a point. If a student has three points, having spotted three pieces of clothing that are not on the screen, he/she becomes the leader who calls out the names of the clothing.

## Goal Check

### Goal 13 ☒

- S** Have each student stand up individually and say the names of five things you can wear. Check the box in the student's book once he/she has accomplished the goal.
- B** Have all the students stand up. Choose a student at random and ask them to say the names of five things you can wear. Once he/she has accomplished the goal, have him/her sit down and check the box in his/her book. Continue until all of the students have sat down and checked the box in their book.

### Goal 14 ☒

Students stand up one at a time and name two things they are wearing by saying, "I'm wearing... and... today." Check the box once they have accomplished the goal.

## Fun Time!

3 Touch the screen. Audio script page 48

**Listen and touch the right picture! Use two hands.**

Review the vocabulary for the eight items of clothing on page 17 using flashcards and/or real clothing items.

In this activity, the children will listen to the CD track and touch the right pictures with two hands.

Ask the students, "Are you ready?" and play the CD script. Watch the students carefully to make sure everyone is touching the right pictures on their screens. If they seem to fall behind or don't know the vocabulary well enough, pause the CD and read the audio script while they try again. Play the CD again and have the students touch the pictures on their screens once again.

Invite a student to the front and hand him/her the clothing flashcards you used earlier in the lesson.



## Lesson 4 • Phonics

### Materials

- ★ Flashcards for clothing – blouse, pajamas, boots
- ★ Flashcards for classroom objects, animals and colors – pen, bear, parrot, panda, banana, bed, plane, blue, black
- ★ Tissues
- ★ Optional – The Alphabet poster (We Can 1)

### 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 *Phonics* on pages 10 and play the Phonics Game on page 11.

### 1 Listen, read, and say. Audio script page 48

Play the CD and have the students listen to the *P and B Jingles* as they look at the letters and pictures on page 18. Point to the different pictures in the chant and have the students say the words, emphasizing the /p/ and /b/ sounds at the beginning of the word. Play the CD again and have them chant along with the CD as they point to the words and pictures.

### Sounds and Letters

### 2 Listen, say, and match. Audio script page 48 Then write the missing letters.

Have the students look at the pictures and words in 2. Play the CD and have students listen and say the words. Play the CD again and have students match words and pictures. Invite students to say the words in class. Have students think of other words that begin with pl or bl in pairs. Ask pairs to report in class.

وزارة التعليم

Ministry of Education

2022 - 1444

20

### 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.

18



### What are voiced and unvoiced letters?

When teaching phonics, have the students become aware of the voiced and unvoiced sounds to promote phonemic awareness. When voiced sounds are said, students can feel the vibrations when they put their hand to their throat on their voice box. When unvoiced sounds are said, students cannot feel the vibrations. Another way to tell the difference is for the students to say the sounds with their hands over their ears.

Have the students put their hands to their throats and say the sounds of the letters. Have them tell you which one is the voiced letter (the answer is “B”) and ask them to circle that letter with a green pencil or marker.

Next, have them put their hands to their throats again, say the sounds, and tell you which is the unvoiced letter (the answer is “P”). Then ask them to circle that letter with a yellow pencil or marker or a different color.

**Fun Time!**

**3 Does It Move?**  
Hold a tissue in front of your mouth and say the words.

Pen. Banana. Parrot. Bear.  
Plane. Blue. Plate. Black. Panda. Bed.

Wow! It moves.

**I Can ...**

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

**Advice Time**  
Dress neatly.

Now go to pages 32, 33

19 Unit 2

## Fun Time!

### 3 Does It Move? Audio script page 49



**The point of this exercise is to create phonemic awareness between the voiced and unvoiced letters.**

Hold a tissue to your mouth and say /b/, /b/. Point out that the tissue doesn't move. Now say /p/, /p/ and point out that the tissue moves. Say the words on page 18 that begin with the /b/sound and show how the tissue doesn't move. Now, say the words on page 18 that begin with the /p/ sound and show how the tissue moves.

Have the students look at the picture in the Fun Time! box. Play the CD track. Say, "Are you ready? Now you try!"

Pass around the tissue box and have each student take a tissue. Play the CD track and say the words together as a class while you hold the tissue in front of your mouth. Observe how the tissue moves or

doesn't move. Then, let the students say the words on their own.

Use the flashcards to elicit more words that begin with 'p' or 'b' (or 'pl'/'bl') from the students. Have them repeat the words holding the tissue and say if they are voiced or unvoiced.

## Goal Check

### Goal 15

Put the "p" card on one side of the room and the "b" card on the other side. Have each student stand up individually, in pairs or groups of four. Call out the vocabulary words from page 18. The student should point to the correct letter and say the letter's name. Check the box in the student's book once he/she has accomplished the goal.

### Goal 16

- S** Have each student stand up individually. Hold up the "p" card and have the student tell you two words that begin with "p". Do the same with the "b" card. Check the box in the student's book once he/she has accomplished the goal. Remind the students that they can use words that begin with pl or bl as well.
- B** Place the "p" and "b" cards at the front of the classroom. Have the students make a single file line in front of you. When they get to the front of the line, they should point to the "p" card and tell you two words that begin with "p". Have them do the same with the "b" card. Once they have successfully accomplished the goal, have them return to their seat and check the box in their books.

## OPTIONAL

**Handwriting Practice: Phonics Key Words,** pages 32, 33 from Phonics Practice. See Teaching Notes on page 35, We Can!2, Term 1 Teacher's Book.

## Extension Activities

### Lesson 1 • Talk Time

#### Materials:

- ★ Paper (A4 size)
- ★ A stapler

### Rainbow Hats

- S** Before class, take an A4-sized piece of paper, place it down horizontally and draw a rainbow on the front. Then, take the two top corners, bend them backwards until they meet, and staple them together in the back. Use this rainbow hat to play the following game:

(Note: This game is very similar to the “Hot Potato” game.)

Have the students stand up and make a circle. Play the *Rainbow Chant* from We Can 1, Term 1 CD1 10 and have them pass the hat around the circle. Pause the CD. The student holding the hat has to put it on and act out the conversation from page 12 (between Labeeba and the girl) with the student on their left. (They should use their own names.) Then, the student who put the hat on is “out” and he/she has to sit down. Continue playing the chant while the students pass around the hat. Continue the game until there are only two students left.

- B** Give each student an A4-sized piece of paper, have them hold it down horizontally, and draw a rainbow on the front. Then, have them take the two top corners, bend them backwards until they meet, and staple them together in the back. Play the *Rainbow Chant* as they make their hats.

Ask two students to come to the front of the class. One student will put on their hat. Have the students practice the talk between Labeeba and the girl on page 12 (except you will use the students’ real names). Applaud them for a job well done. Continue until each student has had a chance to come to the front of the class and wear his/her hat.



## Lesson 2 • Rhythms and Listening

#### Materials:

- ★ Colors flashcards
- ★ Things We Wear flashcards

### Color and Clothing Chain

Take a color flashcard and find a student wearing something with that color. Hand the student the flashcard and ask him/her to stand up. The student must say, “I’m wearing (color on card).” and point to the item of clothing with that color on it. Then, that student takes another color card and finds a student wearing that color. Continue this color chain until all of the color flashcards have been used. (If nobody is wearing that color, say, “Nobody’s wearing (color on card).” and let the student pick a new card.)

Now, start a clothing chain with the Things We Wear flashcards. Remember that students will need to say, “I’m wearing a (clothing shown on card)” for the hat, shirt, dress, coat, scarf, T-shirt, jacket, cap, blouse, sweater, and skirt flashcards. Continue this color chain until all of the color flashcards have been used. (If it’s not possible to practice colors with clothing items in class, adapt the activity and use classroom objects, e.g. pens, pencils, erasers, rulers, etc.)

### Lesson 3 • Words in Action

#### Materials:

- ★ A timer
- ★ Optional – Seasons and Weather flashcards and poster

### About My Day

Before starting this activity, chant the *Days of the Week* chant from Unit 2 of We Can 1, Term 3 (CD1 track 15) to review the days of the week and write them on the board. Then use the Seasons and Weather cards or poster to review the weather. Help the students draw a weekly or monthly calendar with two small and one big box for each day. Ask, “What day is it today?” Elicit the day of the week and have the students write the name



of the day of the week on the first blank of the sheet. Students can look at the board to check their spelling.

Then tell students that they will fill out the blank calendar with the current month and the number of days in the month. Write the month and the number of days (i.e., 1–30) on the board as an example. Students can copy it on their sheet.

Next, ask, “What’s the weather like today?” Elicit how the weather is and have the students write it on the sheet in the second blank. Students then draw today’s weather picture in the box. They can look at the poster or flashcard to check their spelling. (Alternatively, you can write the answer on the board for the students to copy.)

Finally, tell the students they have to write down three things that they are wearing today on the sheet. Students can look at their books on page 16 to check their spelling. Make sure students use commas and write the word “and” before the last item of clothing. Then, students draw a picture of what they are wearing in the big box on the sheet. Set a timer for 10–15 minutes.

Once the timer has gone off, have the students come to the front of the classroom to share their sheet with the class or find a partner to share it with. You can ask the students to complete a whole week and then post their calendars on the wall.

## Lesson 4 • Phonics

### Materials:

- ★ The Alphabet a–z flashcards

## Letter Guessing Game

Hand out alphabet cards in random order to students. If your class is small, each student will get more than one card. Have the students think of a word that begins with the letter they see on the card and write it, leaving out the letter. For example, if they have 'c', they can write \_\_\_ ake for 'cake', or \_\_\_ at for 'cat'. If a student writes a different letter, for example 'm' instead of 'c', 'mat' instead of 'cat', the answer is incorrect because the word exists. So have

the students think of words that do not have too many options.

Have the students work in groups and prepare a list with all their incomplete words. Then have them exchange lists and try to write the missing letters. After they finish, check the answers in class or ask students to hand back the completed list to the group that made it so they can check and compare with their original words.

### Materials:

- ★ A4 sheets of paper

## Writing Practice

(Note: As students using the **We Can!** workbooks will have already received plenty of practice writing the lower case alphabet, this exercise is intended for students who are not using the workbooks or who simply need extra letter writing practice.)

Divide your class into two groups. Tell students that they can only use capital letters to copy. Have group 1 copy a talk from page 12 and group 2 copy a talk from page 4. Circulate and help when needed. When the groups are ready, have them exchange papers. This time, ask them to rewrite the talk, changing the letters from capital to lower case. Remind them to use capitals when they begin a sentence or when they write names. When both groups are ready, ask them to check their talks in the book and make corrections.

# Unit 3 Things We Do

## Lesson 1 • Talk Time

### Materials

- ★ More Action Words poster
- ★ More Action Words flashcards
- ★ My Family and Other People poster (We Can 1)
- ★ Optional – two old cell phones

### 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.
- Use the My Family and Other People poster to review the names of family members.

#### 1 Listen and point.



Have the children open their books to page 20. Point to Joe and Labeeb and say, “They are talking on the telephone. What’s Joe doing?” The students probably won’t know the answer, so play the CD and have them listen carefully. See if they can tell you what Joe is doing. Say, “Yes, Joe is doing his homework.”

Now ask, “Where’s Dad?” Once they have pointed to Dad, ask, “What’s Joe’s Dad doing?” The students probably won’t know the answer to that question, either, so play the CD again and have them listen carefully. See if they can tell you what Joe’s Dad is doing. Say, “Yes, Joe’s Dad is watching TV.”

Play the CD again and point to the characters as you practice saying the expressions along with the CD.

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

Have the students stand up, find a partner, and practice the talks once with the CD. Then ask them to do it again without the CD. When they practice the talks, ask them to put their hand to their ear

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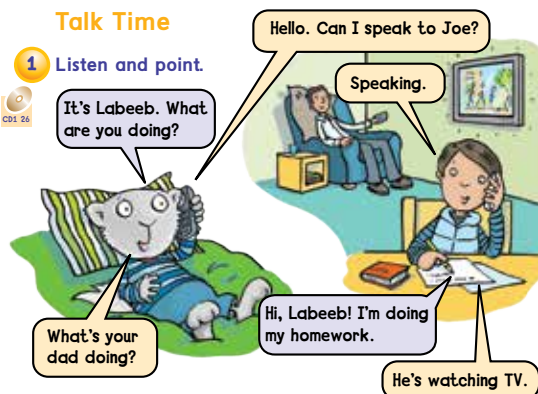
2022 - 1444

24

## 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.



20

as if they were talking on the telephone. Circulate around the room to make sure all of the students are speaking English.

Next, ask them to stand back to back with their partner and practice the talks again.

Bring each pair to the front of the class and have them act out the talk in front of the class. The pairs should stand back to back and act as if they were talking on the telephone. (Optional: Give each student an old cell phone to use as a prop.) Applaud each group for a job well done.

#### 3 Listen, say, and match.



#### Then write the missing letters.

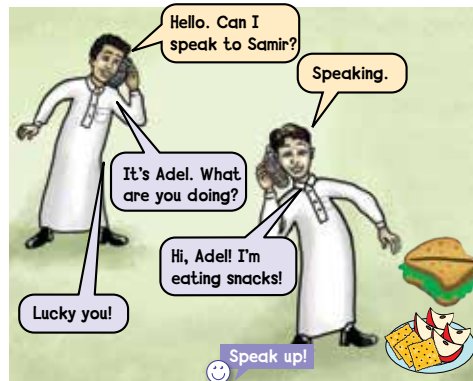
Have the students look at the pictures and the words. Play the CD and have them listen and say. Then play the CD again and have them match pictures and words. Have them work in pairs. Give them time to write the missing letters in the sentence. Ask students to check in pairs and repeat the sentence.

## 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.



21

Unit 3

Next, write the phrase, “play computer games” on the board. Say, “I’m playing computer games.” Invite a pair to the front of the class and practice the talk again but say, “I’m playing computer games.” instead of “I’m eating snacks.” Practice this talk once as a class and then have the pairs practice it together.

## Goal Check

### Goal 17 ☒

Ask each pair to come up to you and practice the talk from page 21.

- S** Check the box in their books once they have completed this goal.
- B** When they have finished, have them sit down and check the box in their books.

### Goal 18 ☒

Ask each pair to come up to you and have a telephone conversation in English.

- S** Check the box in their books once they have completed this goal.
- B** When they have finished, have them sit down and check the box in their books.

## Fun Time!

### 4 Telephone Conversation



Audio script  
page 49

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

Have the students look at the picture of the conversation on page 21. Have the students find a partner. Give each pair two old cell phones or have them use their own. Make sure they are turned off and are only used as props in class.

Say, “Let’s talk for real!” Play the CD track and have the students listen. Play the CD again and have the students say the phrases along with the CD while holding the cell phones to their ears. Have the students practice the talk a few times.



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Ministry of Education

2022 - 1444

## Lesson 2

# Rhythms and Listening

### Materials

- ★ Colors poster
- ★ Things We Wear 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 *Who is Wearing Green?* chant to warm up the class.

### 1 Listen and chant.



Have the children open their books to page 22. Say, "Playing football." The students should point to their books and show you which boy is playing football. Say, "Doing karate." The student should point to their books and show you which boy is doing karate.

Play the CD and have the students listen to the chant while pointing to the correct picture. Play the CD again and encourage the children to chant along with the CD. Emphasize the highlighted words in the chant.



**Pronounce karate like "ka-RA-tee" (with a long "e" sound), rather than using the Japanese "ka-ra-te" pronunciation.**

### 2 Chant again and do.



Have the students stand up. Say, "Let's do karate." Students pretend they are doing karate. Say, "Let's

### 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.

22

play football." Students pretend they are playing football. Say, "Let's chant and do the actions!"

Play the CD and chant along while you pretend to do karate and play football.

Make a new version of the chant. Substitute "doing karate" and "playing football" with:

- eating snacks
- doing my homework
- watching TV
- playing computer games

Act out the above activities as a class while you chant a new version of *What Are You Doing?*



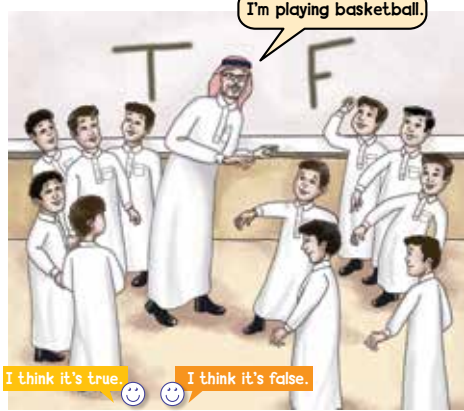
## Fun Time!

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.



GOAL 19



GOAL 20

23

Unit 3

Guide to the actions:

First, play basketball. Next, do your homework.

Then, do karate.

Ask the students to stand up. Review the words, "True" (while pointing to the "T") and "False" (while pointing to the "F"). Then say, "Are you ready? Let's play!" Just like the CD, act out one of the following actions and say what you are doing or falsely say you are doing one of the actions listed in Exercise 2. Chant again and do.

The children run to the "T" if they think you are doing the same action you said or the "F" if they think you are doing a different action to what you said. While they run, encourage them to say, "I think it's true/false."

## Goal Check

### Goal 19 ☒

**S** Have the students stand up and chant the *What Are You Doing?* chant. Check the box in their books after they have chanted it.

**B** Have the students form groups of four and take turns standing up in front of the group and chanting the *What Are You Doing?* chant. After they have successfully chanted it, have them check the goal box in their books.

### Goal 20 ☒

Have the students make a line. Stand in front of the "T" and "F" on the board and play one round of the True or False Action Game, except this time, only the first student in line will run to the "T" or "F". Next, that first student will take the teacher's role and the second student will run to the "T" or "F". Continue down the line, playing the game. Once a student has played the teacher's role, he/she should return to his/her seat and check the box in the book.

## Fun Time!

3

### True or False Action Game



Audio script  
page 49



Before playing this game, be aware that students are probably not familiar with the words "True" or "False". Teach them first.

Have the students look at the picture of the game on page 23. Point to the "T" and ask, "What's this?" Elicit that it is a "T". As you draw a "T" on the board, say, "Yes, it is a "T". "T" means "true" and "true" means "yes" or "correct" as you nod your head.

Next, point to the "F" in the book and ask, "What's this?" Elicit that it is an "F". As you draw an "F" on the board, say, "Yes, it is an "F". "F" means "false" or "incorrect" and "false" means "no" as you shake your head.

Play the CD track and have the students listen. As they listen to the CD, do the actions the teacher would be doing.

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Ministry of Education

2022 - 1444



## Lesson 3 • Words in Action

### Materials

- ★ More Action Words flashcards
- ★ More Action Words posters
- ★ Sports and Activities flashcards
- ★ Optional – plastic rulers

### 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 *What Are You Doing?* chant.

### 1 Listen, point, and say. Audio script page 49

Have the students open their books to page 24. Listen to the CD and have the students point to the pictures. Play the CD again and have the students point to the pictures as they say the action words along with the CD.

**Optional activity 1:** Divide the class into groups of six. In a small class, the whole class can play as one group. Students take turns choosing a folded piece of paper with a number (from 1 to 6) and saying the action (I'm...) that corresponds to the number they chose.

**Optional activity 2:** In groups as before, students pick a number and say the action (I'm ...) that corresponds to the number they picked but mime the same or a different action at the same time. If they mime the same action as the one they say, another student can say “Right, you're (action).” If they mime a different action to the one they say, a student has to say, “Wrong, you're (action that is being mimed).”

### 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



24

### 2 Listen, point, and say. Audio script page 50

#### The read and circle.

Ask the students to look at the pictures in 2 and say what they are. Explain to them that when words end in -ing, the last letter, 'g' is silent because it is combined with 'n'. Say some of the action verbs and have the students listen and repeat. Have the students compare 'ink' and 'ing'. Ask them which one they can hear more clearly 'k' or 'g'?

Play the CD and have students listen, point to the picture, and say. Play the CD again and ask them to read and circle the correct word for each picture. Check answers in class.



## Fun Time!

**Grammar Toolbox**

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

**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?"

25 **Unit 3**

## Fun Time!

### 3 Card Snap Game Audio script page 50

Have the students look at the picture on page 25. Play the CD and have the students listen. Say, "Are you ready? Let's play!"

Lay the More Action Words and Sports and Activities flashcards that correspond to the vocabulary on page 24 face up on the table. Give two students a plastic ruler each. Say, "I'm (one of the actions on the cards)." The students must hit the correct card with their ruler. The student who hits the correct card first wins the first round of the game. (If you do not have plastic rulers, use pencils or have the students slap their right hand on the correct card.) After two or three rounds, the students pass the rulers to the next students and return to their seats. Continue the game until all of the students have had a chance to play.



**Optional activity 1:** Replace some of the flashcards with the words written on cards or pieces of paper and play the Snap Game again. If your students are confident readers you can turn the flashcards over to the side with the words and instead of snapping the right card, ask the students to turn the card over to the side with the picture.

**Grammar Toolbox:** Briefly explain that for sports with a ball, you use the verb "playing", while for sports without a ball you use the verb "doing".

## Goal Check

### Goal 21

Play the Card Snap game again. Once the students have successfully played the game, have them sit down and check the box in their books. Continue until all of the students have sat down and checked the box in their book.

### Goal 22

Have all of the students make a line while holding their books. Ask the first student in line "What are you doing?" The student must answer, "I'm (action and action)." and then ask the next student in line, "What are you doing?" Check the box once they have accomplished the goal and have them return to their seat. If they cannot answer the question, they should go to the end of the line, listen to the other students, and try again when it is their turn.

## Lesson 4 • Phonics

### Materials

- ★ The Alphabet A–Z flashcards
- ★ The Alphabet a–z flashcards
- ★ Tissues
- ★ Optional – The Alphabet poster (We Can 1)

### 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 the More Action Words and Sports and Activities with mime and flashcards.

### 1 Listen, read, and say. Audio script page 50

Play the CD and have the students listen to the *T and D Jingles* as they look at the letters and pictures on page 26. Point to the different pictures in the chant and have the students say the words, emphasizing the /t/ and /d/ sounds at the beginning of each word. Play the CD again and have them chant along with the CD as they point to the words and pictures.

Have the students put their hands to their throats and say the sounds of the letters. Have them tell you which one is the voiced and which one is the unvoiced letter. (The answer is “D” is the voiced and “T” is the unvoiced letter.) Let them circle each letter with a colored pen.

Put the “t” card on one side of the room and the “d” card on the other. Randomly call out one of the words on page 26. Have the students point to the correct card with one hand and the correct picture in the book with the other. Continue until you have called out all of the words.

Hand over the role of the teacher to the students and let them practice more. Let them add more

وزارة التعليم

Ministry of Education

2022 - 1444

### 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

26

words they know and have the rest of the students point to “t” or “d” after they hear each word.

### Sounds and Letters

#### 2 Listen, number, and say. Audio script page 50 Then write tr or dr in the blanks.

Play the CD and have the students listen, say the words along with the CD, and number the pictures/ words in the order they hear them. Play the CD again and have the students listen and write 'tr' or 'dr' in the blanks. Ask students to read the words aloud.



**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.

Now go to page 34

27 Unit 3

## Fun Time!

- 3 Listen and touch the right picture. Play with a partner.
- CD1 36 Audio script page 50

Have the students turn to page 27. Pick up the book, hold your hand to your forehead as if you were searching for something, and look at the page with a puzzled look on your face. Ask, "Where's a small bird?" Have the students find where it is on the page and point to it. Ask, "Can you find a fat bear?" Have students point to the bear in their books. Pretend you cannot see where it is. Ask "Where is it?" and help one of your more outgoing students to say "Here it is! I found it." Say, "Very good! Are you ready? Let's play."

Play the CD and have the students find and touch a small bird, a tall tree, a fat bear, a short tree, and a thin cat. Have them number each picture in the order that they hear the words. Play the CD again, pause, and let them repeat questions and answers.

Have all the students find a partner. Just like the CD, ask the class, "Can you find (a thin cat)?" Then, one partner should ask, "Where is it?" and the other

should say, "Here it is. I found it!" Continue with the rest of the pictures on the page.

## Goal Check

Goal 23 ✓

- S** Put the "t" card on one side of the room and the "d" card on the other side. Have each student stand up individually. Call out the vocabulary words from page 26. The student should point to the correct letter and say the letter's name. Check the box in the student's book once he/she has accomplished the goal.
- B** Put the "t" card on one side of the room and the "d" card on the other side. Have the students stand up in groups of four. Follow the same guidelines as above.

Goal 24 ✓

- S** Have each student stand up individually. Hold up the "t" card and have the student tell you two words that begin with "t". Do the same with the "d" card. Next ask each student to describe an object/animal in their book or an object in class. Check the box in the student's book once he/she has accomplished the goal.
- B** Place the "t" and "d" cards at the front of the classroom. Have the students make a single file line in front of you. When they get to the front of the line, they should point to the "t" card and tell you two words that begin with "t". Have them do the same with the "d" card. Then they have to describe an object or animal in their book. They can choose any picture they like. Once they have successfully accomplished the goal, have them return to their seat and check the box in their books.

## OPTIONAL

Words with a e i o u, page 34 from Phonics Practice. See Teaching Notes on page 36, We Can!2, Term 1 Teacher's Book.

# Extension Activities

## Lesson 1 • Talk Time

### Materials:

- ★ More Action Words flashcards
- ★ Food flashcards (We Can 1)

## What Are You Doing? Combination Game

(Note: Combination Games are periodic extension activities that aim to combine many past lessons.) First, review the vocabulary needed to play this game. Put the following flashcards face down on the table:

- Food flashcards (all)
- More Action Words flashcards:
  - eat a snack
  - play computer games
  - watch TV
  - play football
  - do my homework

Play a quick review game. Have students take turns turning over the cards and then saying as a class what is on the card. Once the review game is over, combine all the More Action Words and Food cards and put them at the front of the class.

Students stand up and form a semi-circle on the other side of the classroom. The first student standing on the right hand side of the semi-circle stands up, walks to the front, and takes a card. The other students ask, “What are you doing?”

If the student picked up a More Action Words flashcard, he/she says, “I’m...ing.”

If the student picked up a Food card, he/she says, “I’m eating (food on card).”

The student hands the card to the teacher and goes to the left-hand side of the semi-circle as a new student comes from the right-hand side and the game continues.

## Lesson 2 • Rhythms and Listening

### Materials:

- ★ More Action Words poster
- ★ My Body flashcards (We Can 1)

## The Teacher Says

The object of the game is to follow what “the Teacher” says to do. You must only do the action when it is prefaced with, “The Teacher says...” If just the action is said and the student does the action, that student is out of the game and must sit down. When playing this game, “the Teacher” always does the actions to try and trick the players into doing what he says, even when they aren’t supposed to.

Suggested actions for “Teacher” to say during the game:

touch your (body part)  
open your eyes  
close your eyes  
stand up  
sit down  
watch TV  
clap your hands  
raise your hands  
do karate  
play football  
eat snacks



## Lesson 3 • Words in Action

### Materials:

- ★ Sports and Activities poster
- ★ Sports poster

### Robot Game

Put up the More Action Words and the Sports and Activities posters on the board. Review the actions, sports, and activities shown on the posters.

Ask the students to stand up. Say, “We are robots!” Start walking around the room like a stiff-legged, old-fashioned robot and encourage the students to follow you and do the same. Then, call out an action, a sport, or an activity and start doing the action like an old-fashioned robot. Encourage the students to follow you and do the same. Continue with the other actions.

Once the students are used to the game, have them take turns calling out an action, a sport, or an activity and acting like robots.

## Lesson 4 • Phonics

### Materials:

- ★ The Alphabet a–z flashcards
- ★ 4 blank cards or sheets of paper

### Four Corners Race

Place the p, b, t and d cards in the four corners of the classroom. Add cards with pl near p, bl near b, tr near t and dr near d. Call out the sound of one of the letters and one of the vocabulary words (from pages 18 and 26) that goes with it (i.e. /t/, tiger!) 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 a vocabulary word that goes with it.

### Materials:

- ★ Alphabet flashcards

### Alphabet and Word Race

(Note: This exercise is intended for students who are familiar with spelling and ready to write words without help.)

Hand out the alphabet cards at random and have each student find and say a word that begins with the letter that he/she is holding. Have the students follow the order of the letters in the alphabet as they call out each word. When all the students have called out a word, start again. Students that can think of a second word, say it, and stay in the game. Students who are not able to say one more word get out of the game. Repeat until there is only one student left.

Have students choose two words in pairs and write them correctly on the board. Ask the rest of the students to check the spelling by looking up the words in their books. If there is a mistake, the student who spots it first corrects it and writes his/her words on the board. Continue until all the students have had a chance to write on the board.



## Phonics Jingle









1 Listen and chant.

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

A says ... a, a, apple.

<b>Aa</b> apple 	<b>Bb</b> bear 	<b>Cc</b> cow 
<b>Dd</b> duck 	<b>Ee</b> egg 	<b>Ff</b> fish 
<b>Gg</b> goat 	<b>Hh</b> hat 	<b>Ii</b> ink 
<b>Jj</b> jet 	<b>Kk</b> kiwi 	<b>Ll</b> lion 
<b>Mm</b> monkey 	<b>Nn</b> nest 	<b>Oo</b> octopus 
<b>Pp</b> parrot 	<b>Qq</b> quilt 	<b>Rr</b> rabbit 

28

<b>Ss</b> sun 	<b>Tt</b> tiger 	<b>Uu</b> umbrella 
<b>Vv</b> vase 	<b>Ww</b> wolf 	<b>Xx</b> fox 
<b>Yy</b> yard 	<b>Zz</b> zebra 	

3 Unscramble the letters and write the words.

rbea	b <u>e</u> <u>a</u> <u>r</u>
dkcu	d <u>u</u> <u>c</u> <u>k</u>
otag	g <u>o</u> <u>a</u> <u>t</u>
iwki	k <u>i</u> <u>w</u> <u>i</u>
ykemno	m <u>o</u> <u>n</u> <u>k</u> <u>e</u> <u>y</u>
rtapro	p <u>a</u> <u>r</u> <u>r</u> <u>o</u> <u>t</u>
itrbab	r <u>a</u> <u>b</u> <u>b</u> <u>i</u> <u>t</u>
greti	t <u>i</u> <u>g</u> <u>e</u> <u>r</u>
lubrleam	u <u>m</u> <u>b</u> <u>r</u> <u>e</u> <u>l</u> <u>i</u> <u>a</u>
bazre	z <u>e</u> <u>b</u> <u>r</u> <u>a</u>

29

## Teaching Notes

## Phonics Jingle

## 1 Listen and chant.

Play the CD and have the students listen to the *Phonics Jingle* as they look at the letters and pictures on pages 28 and 29. Play the CD again and have them chant along.

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

Play the CD and have the students point to the letters and then the pictures as they listen.

## 3 Unscramble the letters and write the words.

Have all of the students choose a partner. Ask them to look at the scrambled letters in 3 and write the word. Point out that the first letter has already been written. Invite pairs to come to the board and write some of the words. Circulate and make sure that the students are completing the words correctly. Encourage them to help each other. When all the words have been written and checked, have pairs of students find two more words to scramble and write on the board. When all the pairs have written their scrambled letters on the board, give the students time to unscramble and write the words. Encourage students to check and correct each other.



### Handwriting Practice: Phonics Key Words

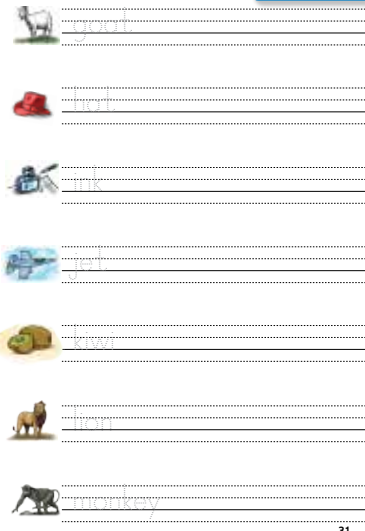
1 Read and say.

2 Trace and copy.



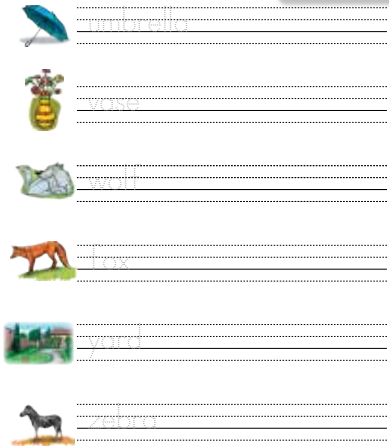
30

### Phonics Practice

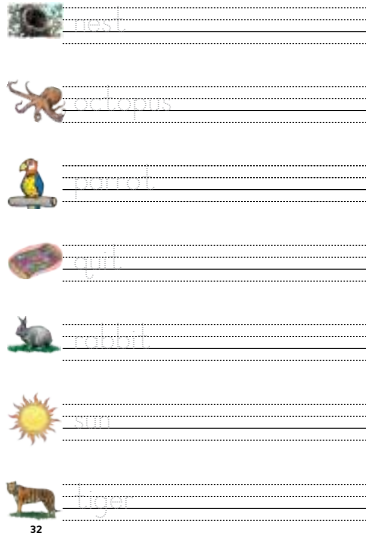


31

### Phonics Practice



33



32

## Teaching Notes

### 1 Read and say.

Have the students say the key words on their own as they point to each one. You can lead them saying, "A says /a/a/" or simply "A/a/a/." Go through the alphabet from A to Z. Students are familiar with the alphabet jingle words because they have used them before.

### 2 Trace and copy.

Have students trace the word and copy it on the same line three or four times. (This will depend on the length of the word.) Alternatively, they could do the tracing in class and the rest as homework. Ask students to write as neatly as possible. One way to encourage this is to check their writing and mark the words they write well with stars or flowers. This will help them understand visually how the words should be written.



## Words with a e i o u

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

1. art 2. orange 3. elephant 4. ink 5. umbrella 6. apricot 7. under 8. eighteen

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

We call it 'a', but say **apple**.  
 We call it 'a', so we say **apron**.  
 We call it 'e', but we say **elephant**.  
 We call it 'e', so we say **eleven**.  
 We call it 'i', but we say **ink**.  
 We call it 'i', so we say **ice cream**.  
 We call it 'o', but we say **orange**.  
 We call it 'o', so we say **open**.  
 We call it 'u', but we say **umbrella**.  
 We call it 'u', so we say **uniform**.  
 We call them sounds and letters!

34

## Teaching Notes

## a e i o u Phonics

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

Have students listen to the CD, point to the pictures, and repeat. Have them write the letter as they listen again. Point to the example and ask them to match words and pictures. Encourage them to work in pairs. Have pairs compare answers or call on individual students to report in class.

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

Have students look at the pictures and name as many of the items as they can. Then have them listen to the CD, point, and repeat. Play the CD again and ask students to listen and match words and pictures. Call on individual students or pairs to stand up, hold up their books, and point to the pictures as they say/read two lines for a letter, for example, point to the apple and apron and read the first two lines. Play the CD again, if necessary, and have students practice in pairs or groups.





## 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, or 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.
- **More Action Words poster:** Have students choose an action and keep it to themselves. Then ask them to pair with a student that they think has chosen the same action. Have the pair mime the action they have chosen simultaneously. If they mime the same action, they win. If they differ, they have to try again.

- **Sports and Activities:** Have the students study the poster for 2 or 3 minutes to try and memorize the photos and words. Invite a group of students to come to the front of the class and stand with their back to the poster/facing the class. Have them mime and say the words of the activities and sports on the poster. The rest of the students listen and decide if the group managed to remember all the actions and sports that are on the poster.
- **Beautiful Nature poster:** Show the students only half of the poster and have them work in pairs to try and think of the rest of the things that are included. Ask each pair to present a list of things they expect to see on the poster. Write the students' ideas on the board. Then unfold the poster and have the class compare with their answers.
- 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.
- **The Zoo poster:** Let students look at the poster for 1 minute and turn it over. Have students work in pairs or groups trying to remember the animals they saw and writing a list on a piece of paper. Turn the poster over and let students look at the picture and check their lists. The group/pair that has remembered and listed most of the animals is

the winner.

**Option:** Cover the words on the poster with paper. Have students come to the board and write the names of the animals. Uncover and invite students to compare and correct words if necessary.

- **Transport 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.
- **My House poster:** Put the students in pairs or small groups and ask them to imagine that they are hiding somewhere in the house. Have them think about what they can see from their hiding place and tell the class. The rest of the students have to say where they are hiding.  
**Option:** Ask pairs or groups to write sentences about what there is/are in a room. Tell them to include some wrong objects or wrong position of objects in two of their sentences. Have the rest of the students read or listen and say if each sentence is True or False.
- **Stationery poster:** Elicit stationery words from the students and write them on the board. Put up the poster and give students 2 minutes to spot the things that are listed on the board. Give them a minute to find and name the things that are not listed.  
**Option:** Have students make pairs or groups and choose one of the children on the poster. Ask them to describe the child and say what he is doing in class. The rest of the students have to try and say which child it is.

## 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.

# Picture Dictionary



apron p10



bear p18



blouse p16



cap p6



clap p6



clock p6



cold p8



doing karate p22



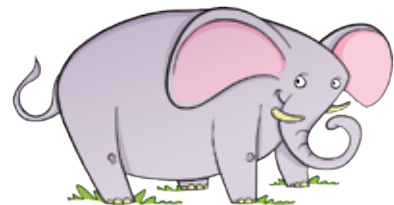
doing my  
homework p20



dress p17



eating snacks p21



elephant p20



glasses p17



hot p8



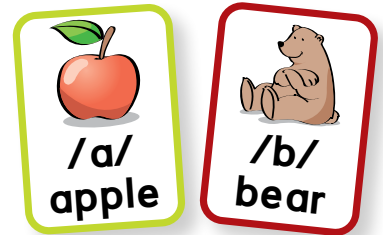
hungry p8



iron p10



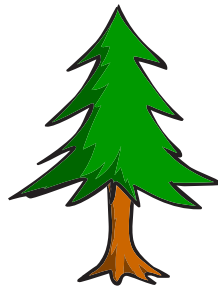
lock p6



phonics p20



photo p20



pine p10



plane p18



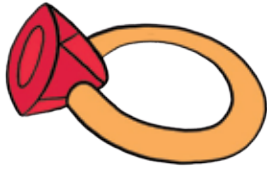
plate p18



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



# Flashcard and Poster List

## Things We Wear

1. hat
2. coat
3. scarf
4. jacket
5. cap
6. blouse
7. sweater
8. socks
9. pajamas
10. gloves
11. sunglasses
12. boots
13. jeans
14. glasses

## More Action Words

15. do my homework
16. eat snacks
17. play computer games
18. open your eyes
19. close your eyes

## Sports and Activities

20. football
21. baseball
22. tennis
23. ping pong
24. basketball
25. karate

## Opposites

26. long / short
27. beautiful / ugly
28. big / small
29. quiet / noisy
30. weak / strong
31. tall / short
32. fast / slow
33. good / bad
34. new / old
35. hot / cold
36. fat / thin
37. light / dark
38. hard / soft
39. open / closed
40. here / there





# Flashcard and Poster List

## Zoo Animals

41. bear
42. tiger
43. monkey
44. snake
45. lion
46. giraffe
47. crocodile
48. elephant
49. zebra
50. chimpanzee
51. hippo
52. ostrich
53. rhinoceros
54. kangaroo
55. koala
56. polar bear
57. eagle
58. rabbit
59. goose
60. goat
61. pony

## My Room

62. clock
63. mirror
64. bed
65. desk
66. chair
67. lamp
68. bookshelf
69. books
70. clothes

## Position Words

71. up
72. down
73. on
74. under
75. in
76. above
77. below
78. between
79. next to
80. behind

## Posters

More Action Words  
Sports and Activities  
Beautiful Nature  
Classroom English  
The Zoo  
Transport  
My House  
Stationery



# 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

Dress p 17, 19

Drink p 26

Eating snacks p 21, 24, 25

Eighth p 7

Fifth p 5, 7

First p 5, 7, 25

Fourth p 5, 7

Glasses p 17

Good idea! p 2

Good job! p 3

Good morning! p 2

Grass p 14

Green p 14, 15

Hands p 6, 17

Hat p 12, 13, 16

Hungry p 8, 9

Ink p 10, 28, 31, 34

Iron p 10

Jacket p 16

Jeans p 16

Let's do it again. p 3

Let's play a game. p 2

Lock p 6

Make pairs. p 2

Ninth p 7

One more time. p 3



Orange p 14, 34

Phone p 20

Photo p 20

Pin p 10, 11

Pine p 10, 11

Plate p 18, 19

Playing computer games p 24

Playing football p 22, 24, 25

Please listen to me. p 3

Ring p 24

Sandals p 17

Scared p 8

Second p 5, 7

Seventh p 7

Shake p 28

Shirt p 17

Shoes p 16

Show p 6

Sixth p 7

Skirt p 16

Sleepy p 8

Speaking p 20, 21, 24

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

# Class CD Audio Script

## STUDENT BOOK

### CD1 02

*Narrator:* **Introduction: Classroom English**  
**Exercise 1. Listen and point.**

1. *Teacher:* Good morning. Welcome to class.  
*Teacher:* Let's play a game.  
*Boys:* Good idea!
2. *Teacher:* Watch me.
3. *Teacher:* Make pairs.
4. *Teacher:* Let's start!
5. *Teacher:* Okay! Stop!
6. *Teacher:* Are you ready?
7. *Teacher:* Let's do it again. One more time.
8. *Teacher:* Please listen to me.
9. *Teacher:* Wow! Good job! Let's finish.
10. *Teacher:* You were great!  
*Teacher and students:* Good-bye!

### CD1 03

*Narrator:* **Unit 1. Feelings**  
**Talk Time**  
**Exercise 1. Listen and point.**

*Teacher:* Hello!  
Hi. It's nice to meet you.  
It's nice to meet you, too.

*Teacher:* Hi. How are you?  
I'm great, thanks. And you?  
I'm fine.

*Girl:* Hello!  
*Labeeba:* Hi. It's nice to meet you.  
*Girl:* It's nice to meet you, too.

*Labeeb:* Hi. How are you?  
*Boy:* I'm great, thanks. And you?  
*Labeeb:* I'm fine.

### CD1 04

*Narrator:* **Fun Time!**  
**Exercise 4. Greeting Line**  
**Talk to the teacher and leader.**

*Teacher:* Are you ready? Let's start!  
*Boy 1:* Hello! I'm first!  
*Teacher:* Hi!  
*Boy 2:* How are you?  
*Boy 3:* I'm great!  
*Boy 4:* I'm second!  
*Boy 5:* I'm third!  
*Boy 6:* I'm fourth!  
*Boy 7:* I'm fifth!

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

وزارة التعليم

Ministry of Education

2022 - 1444

### CD1 05

*Narrator:* **Rhythms and Listening**  
**Exercise 1. Chant and do.**  
**If You're Happy and You Know It**

*Teacher:* Clap your hands.  
*Teacher:*  
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.

*Teacher:* Stamp your foot.  
*Several Kids:*  
If you're happy and you know it,  
Stamp your foot.  
If you're happy and you know it,  
Stamp your foot.  
If you're happy and you know it,  
Then your face will surely show it.  
If you're happy and you know it,  
Stamp your foot.

*Teacher:* Nod your head.  
*Several Kids:*  
If you're happy and you know it,  
Nod your head.  
If you're happy and you know it,  
Nod your head.  
If you're happy and you know it,  
Then your face will surely show it.  
If you're happy and you know it,  
Nod your head.

*Teacher:* Snap your fingers.  
*Several Kids:*  
If you're happy and you know it,  
Snap your fingers.  
If you're happy and you know it,  
Snap your fingers.  
If you're happy and you know it,  
Then your face will surely show it.  
If you're happy and you know it,  
Snap your fingers.

*Teacher:* Thump your chest.  
*Several Kids:*  
If you're happy and you know it,  
Thump your chest.  
If you're happy and you know it,  
Thump your chest.  
If you're happy and you know it,

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

## CD1 06

*Narrator:* **Sounds and Letters**

**Exercise 2. Listen, say, and match.**

*Teacher:* Are you ready? Let's practice first.  
C says, c, c, cap; c, c, cap.  
Cl says, cl, cl, clap; cl, cl, clap.  
L says, l, l, lock; l, l, lock.  
Cl says, cl, cl, clock; cl, cl, clock.  
cap, cap; clap, clap; lock, lock; clock, clock.  
cap, cap; clap, clap; lock, lock; clock, clock.

## CD1 07

*Narrator:* **Fun Time!**

**Exercise 3. Confusion Game**  
**Try and trick your partner!**

*Teacher:* Are you ready? Let's practice first.  
*Teacher:* F is the seventh letter of the alphabet.  
*Teacher:* No, it's the sixth letter.  
G is the seventh letter.  
*Teacher:* Now you do it.  
*Girl 1:* F is the seventh letter of the alphabet.  
*Girl 2:* No, it's the sixth letter.  
G is the seventh letter.  
*Teacher:* Okay! Good! Let's play for real.

## CD1 08

*Narrator:* **Words in Action**

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

1.  
*Teacher:* What's the matter?  
*Boy:* I'm hungry.  
2.  
*Teacher:* What's the matter?  
*Boy:* I'm thirsty.  
3.  
*Teacher:* What's the matter?  
*Boy:* I'm hot.  
4.  
*Teacher:* What's the matter?  
*Boy:* I'm cold.  
5.  
*Teacher:* What's the matter?  
*Boy:* I'm sleepy.  
6.  
*Teacher:* What's the matter?  
*Boy:* I'm scared.

## CD1 09

*Narrator:* **Exercise 3. Practice and do in pairs.**

*Labeeb:* What's the matter?  
*Labeeba:* I'm hungry.  
*Labeeb:* What's the matter?

Ministry of Education

2022 - 1444

*Labeeb:* I'm sleepy.  
*Labeeb:* What's the matter?  
*Labeeba:* I'm cold.  
*Labeeba:* What's the matter?  
*Labeeb:* I'm hot.

## CD1 10

*Narrator:* **Fun Time!**

**Exercise 4. Same as the Leader Game**  
**Do the same action as the leader.**

*Teacher:* Are you ready? Let's start!  
  
*Boys:* What's the matter?  
*Leader/Boy 1:* I'm hungry!  
*Boys:* I'm hungry!  
*Teacher:* He's hungry.  
*Boys:* What's the matter?  
*Leader:* Brrrr! I'm cold!  
*Boys:* Brrrr! I'm cold!  
*One boy:* Oops! He's cold.  
*Boys:* I got it!  
*Teacher:* Okay! Good! Let's play for real.

## CD1 11

*Narrator:* **Phonics**

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

*Teacher:* A says a, a, apple and A says  
a, a, apron.  
*Boy1:* A says a, a, apple ...  
*Boy 2:* ... and A says a, a, apron.  
*Teacher:* Apron, apron.  
*Boys:* Apron, apron.  
*Teacher:* A, a, cap; a, a, tap.  
*Boys:* A, a, cap; a, a, tap.  
*Teacher:* A, a, cape; a, a, tape.  
*Boys:* A, a, cape; a, a, tape.

## CD1 12

*Narrator:* **Phonics**

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

*Teacher:* Are you ready? Apple, apple; face, face;  
cat, cat; cake, cake; vase, vase; hat, hat.  
*Boy 1:* Apple, apple; 1.  
*Boy 2:* Face, face ...  
*Boy 3:* Cat, cat ...  
*Boy 2:* Cake, cake ...  
*Boy 1:* Vase, vase ...  
*Boy 3:* Hat, hat ...

## CD1 13

*Narrator:* **Phonics**

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

*Teacher:* I says i, i, ink and I saysi, i, iron.  
*Boy 1:* I says i, i, ink ...  
*Boy 2:* ...and I says i, i, iron.

Teacher: Iron, iron.  
 Boys: Iron, iron.  
 Teacher: I says i, i, pin; pin.  
 Boys: I says i, i, pin; pin.  
 Teacher: Tim, Tim.  
 Boys: Tim, Tim.  
 Teacher: I says i, i, pine; pine.  
 Boys: I says i, i, pine; pine.  
 Teacher: Time, time.  
 Boys: Time, time.  
 Teacher: Tim, time.  
 Boy 1: Tim, time.  
 Teacher: Pin, pine.  
 Boy 2: Pin, pine.

### CD1 14

Narrator: **Fun Time!**  
**Exercise 4. Phonics Game**  
**Mime and say in pairs.**

Teacher: Are you ready? Let's start.  
 Boy 1: I says...  
 Boy 2: /i/, /i/, pine  
 Boy 1: A says...  
 Boy 2: /a/, /a/, apron  
 Boy 1: A says...  
 Boy 2: /a/, /a/, tap  
 Boy 2: I did it!  
 Teacher: Okay. Good! Let's play for real.

### CD1 15

Narrator: **Unit 2. Things We Wear**  
**Talk Time**  
**Exercise 1. Listen and point.**

Teacher: Hi, Labeeba.  
 Hi.  
 Wow! I like your hat!  
 Thank you!  
 Whose hat is this?  
 It's not mine.  
 It's mine. Thank you.  
 You're welcome.

Girl 1: Hi, Labeeba.  
 Girl 2/Labeeba: Hi.  
 Girl 2: Wow! I like your hat!  
 Girl 1: Thank you!  
 Girl 1: Whose hat is this?  
 Girl 2/Labeeba: It's not mine.  
 Girl 3: It's mine. Thank you.  
 Girl 1: You're welcome.

### CD1 16

Narrator: **Sounds and Letters**  
**Exercise 3. Listen, point, and number. Then say.**

Teacher: Are you ready? Listen and number first.  
 1 who, who  
 2 whose, whose  
 3 what, what

4 white, white  
 who, who; whose, whose; what, what; white, white

Teacher: Listen, read, and say.  
 Who's wearing white? Who's wearing white?  
 Children: The girl's wearing white.

### CD1 17

Narrator: **Fun Time!**  
**Exercise 4. Whose ... Is This?**  
**Ask your classmates about people's belongings.**

Teacher: Are you ready? Let's start!  
 Teacher: Whose hat is this?  
 Girl 1: It's mine. Thank you.  
 Teacher: Whose bag is this?  
 Girl 2: It's mine. Thank you.  
 Teacher: Whose eraser is this?  
 Girl 3: It's mine. Thank you.  
 Teacher: Whose book is this?  
 Girl 2: It's not mine!  
 Girl 3: It's mine. Thank you.  
 Teacher: Okay! Good! Let's play for real.

### CD1 18

Narrator: **Rhythms and Listening**  
**Exercise 1. Chant and clap the rhythm.**  
**Who is Wearing Green?**

Teacher: 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.

Boys: Orange, orange, orange, orange.  
 Who is wearing orange today?  
 Orange, orange, orange, orange.  
 Who is wearing orange?

I am wearing orange today.  
 Look at me,  
 And you will see,  
 That I am wearing orange today.

Boys: Brown, brown, brown, brown.  
 Who is wearing brown today?  
 Brown, brown, brown, brown.  
 Who is wearing brown?

I am wearing brown today.  
 Look at me,  
 And you will see,  
 That I am wearing brown today.

## CD1 19

*Narrator:* **Sounds and Letters**

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

*Teacher:* Green, green; grass, grass.

*Students:* Green, green; grass, grass.

*Teacher:* Green grass; green grass.

*Students:* Green grass, green grass.

*Boy 1:* The grass is green. It's great!

The grass is green. It's great!

*Boy 2:* The grass is green. It's great!

The grass is green. It's great!

## CD1 20

*Narrator:* **Fun Time!**

**Exercise 3. Clothes Color Basket**

**Ask about the colors your classmates are wearing.**

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

*Boy 1:* Who's wearing blue today?

*Boy 1:* I am!

*Boy 2:* I'm not!

*Boy 3:* He is!

*Boy 1:* You're it.

*Boy 1:* Okay.

*Boy 1:* Who's wearing red today?

*Boy 3:* I am!

*Boy 2:* I'm not!

*Boy 3:* I'm it.

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

## CD1 21

*Narrator:* **Words in Action**

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

*Labeeb:* Hey boys, let's chant.

*Boys:* I'm wearing a cap,  
sunglasses,  
a T-shirt,  
a jacket,  
and jeans.

*Labeeba:* Hey girls, let's chant.

*Girls:* I'm wearing a hat,  
a blouse,  
a sweater,  
a skirt,  
and shoes.

*Labeeb:* Boys, let's chant again.

*Boys:* I'm wearing a cap,  
sunglasses,  
a T-shirt,  
a jacket,  
and jeans.

*Labeeba:* Girls, let's chant again.

*Girls:* I'm wearing a hat,  
a blouse,  
a sweater,

وزارة التعليم  
Ministry of Education

2022 - 1444

a skirt,  
and shoes.

## CD1 22

*Narrator:* **Fun Time!**

**Exercise 3. Touch the screen.**

**Listen and touch the right picture! Use two hands.**

*Teacher:* Let's practice first.

*Boy:* I'm wearing a shirt

*Girl:* I'm wearing a dress

*Girl:* a blouse

*Boy:* a cap

*Girl:* shoes

*Boy:* sandals

*Boy:* pants

*Girl:* glasses

*Teacher:* Let's do it faster.

*Boy 1:* I'm wearing ...

a shirt, pants, a cap

*Girl 1:* I'm wearing ...

glasses, a dress, shoes

*Boy 2:* What?

*Boy 3:* Once more please!

*Boy 1:* I'm wearing ...

a shirt, pants, a cap

*Girl 1:* I'm wearing ...

glasses, a dress, shoes

*Boy 3:* I can't remember.

## CD1 23

*Narrator:* **Phonics**

**Exercise 1. Listen, read, and say. P and B Jingles.**

*Teacher:* P says /p/, /p/, parrot.

P says /p/, /p/, pen.

P says /p/, /p/, panda.

B says /b/, /b/, bear.

B says /b/, /b/, banana.

B says /b/, /b/, bed.

*Girls:* P says /p/, /p/, parrot.

P says /p/, /p/, pen.

P says /p/, /p/, panda.

B says /b/, /b/, bear.

B says /b/, /b/, banana.

B says /b/, /b/, bed.

## CD1 24

*Narrator:* **Sounds and Letters**

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

*Teacher:* Are you ready? Let's practice first.

P says, p, p, pen; p, p, pen.

*Girls:* P says, p, p, pen; p, p, pen.

*Teacher:* Pl says, pl, pl, plane; pl, pl, plane.

*Girls:* Pl says, pl, pl, plane; pl, pl, plane.

*Teacher:* Pl says, pl, pl, plate; pl, pl, plate.

*Girls:* Pl says, pl, pl, plate; pl, pl, plate.



Teacher: B says, b, b, bed; b, b, bed  
 Girls: B says, b, b, bed; b, b, bed  
 Teacher: Bl says, bl, bl, blue; bl, bl, blue.  
 Girls: Bl says, bl, bl, blue; bl, bl, blue.  
 Teacher: Bl says, bl, bl, black; bl, bl, black.  
 Girls: Bl says, bl, bl, black; bl, bl, black.  
 Teacher: plane, plane; plate, plate;  
 blue, blue; black, black.

Teacher: Now listen and write the letters.  
 The plate is blue; the plate is blue.

### CD1 25

Narrator: **Fun Time!**

#### Exercise 3. Does It Move?

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

Teacher: Pen. See, it moves.  
 Banana. It doesn't move much. Now you try.  
 Girl: Pen. Wow! It moves! Banana.  
 Girl 1: Parrot. Bear.  
 Girl 2: Panda. Bed.  
 Girl: Plane. Blue  
 Girl 1: Plate. Black.

### CD1 26

Narrator: **Unit 3. Things We Do**

**Talk Time**

#### Exercise 1. Listen and point.

Teacher: Hello. Can I speak to Joe?  
 Speaking.  
 It's Labeeb. What are you doing?  
 Hi Labeeb! I'm doing my homework.  
 What's your dad doing?  
 He's watching TV.  
 Labeeb/Boy1: Hello. Can I speak to Joe?  
 Boy 2: Speaking.  
 Boy 1: It's Labeeb. What are you doing?  
 Boy 2: Hi Labeeb! I'm doing my homework.  
 Boy 1: What's your dad doing?  
 Boy 2: He's watching TV.

### CD1 27

Narrator: **Sounds and Letters**

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

Teacher: Ph says ph, ph, phone, phone; photo, photo;  
 phonics, phonics; elephant, elephant.  
 Teacher: Phone, photo.  
 Boys: Phone, photo.  
 Teacher: Phonics, elephant.  
 Boys: Phonics, elephant.  
 Boy 1: Phone.  
 Boy 2: Photo.  
 Boy 3: Phonics.  
 Boys: Elephant.



وزارة التعليم

Ministry of Education

2022 - 1444

### CD1 28

Narrator: **Fun Time!**

#### Exercise 4. Telephone conversation. Act out a telephone conversation. Call a friend and ask what he or she is doing. Like this...

Boy 1: Hello. Can I speak to Samir?  
 Boy 2: Speaking.  
 Boy 1: It's Adel. What are you doing?  
 Boy 2: Speak up.  
 Boy 1: What are you doing?  
 Boy 2: Hi, Adel! I'm eating snacks!  
 Boy 1: Lucky you!

Boy 2: Hello. Can I speak to Adel?  
 Boy 1: Speaking.  
 Boy 2: It's Samir. What are you doing?  
 Boy 1: Hi, Samir! I'm eating ice cream!  
 Boy 1: Lucky you!

### CD1 29

Narrator: **Rhythms and Listening**

#### Exercise 1. Listen and chant.

##### What Are You Doing?

Teacher/Boys: 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?

### CD1 30

Narrator: **Fun Time!**

#### Exercise 3. True or False Action Game. Run to the T or F when your teacher does the action.

Teacher: Are you ready? Let's start!  
 Teacher: I'm playing basketball.  
 Boy 1: I think it's true!  
 Teacher: The correct answer is...True! I'm playing basketball.  
 Teacher: I'm doing my homework.  
 Boy 1: I think it's true.  
 Boy 2: I think it's false!

Teacher: The correct answer is...True! I'm doing my homework.  
 Teacher: I'm eating snacks.  
 Teacher: The correct answer is...False! I'm doing karate.  
 Teacher: Okay! Good! Let's play for real.

### CD1 31

Narrator: **Words in Action**

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

1.  
 Teacher: I'm doing my homework.

Student: I'm doing my homework.  
 Teacher: He's doing his homework.  
 2.  
 Teacher: I'm watching TV.  
 Student: I'm watching TV.  
 Teacher: He's watching TV.  
 3.  
 Teacher: I'm eating snacks.  
 Student: I'm eating snacks.  
 Teacher: He's eating snacks.  
 4.  
 Teacher: I'm doing karate.  
 Student: I'm doing karate.  
 Teacher: He's doing karate.  
 5.  
 Teacher: I'm playing football.  
 Student: I'm playing football.  
 Teacher: He's playing football.  
 6.  
 Teacher: I'm playing computer games.  
 Student: I'm playing computer games.  
 Teacher: He's playing computer games

### CD1 32

Narrator: **Sounds and Letters**

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

Teacher: Listen and point. Ring, ring;  
 wing, wing; speaking, speaking.  
 Teacher: Now listen, point, and say.  
 Speaking, speaking; wing, wing;  
 ring, ring.  
 Boys: Speaking, speaking; wing, wing;  
 ring, ring.  
 Teacher: Now read and circle.  
 Boy 1: Ring, ring.  
 Boy 2: Wing, wing.  
 Boy 3: Speaking, speaking.

### CD1 33

Narrator: **Fun Time!**

**Exercise 3. Card Snap Game**

**When your teacher says the sentence, hit the card.**

Teacher: Are you ready? Let's start!  
 Teacher: I'm eating snacks!  
 Boy 1: Oh!  
 Boy 2: Hey!  
 Teacher: I'm playing computer games!  
 Teacher: I'm doing my homework!  
 Teacher: I'm watching TV!  
 Teacher: I'm playing football!  
 Boy 3: I was first!  
 Boy 4: No, I was!  
 Teacher: Okay! Good! Let's play for real.



وزارة التعليم

Ministry of Education

2022 - 1444

### CD1 34

Narrator: **Phonics**

**Exercise 1. Listen, read, and say. T and D Jingles**

Teacher/Girls: T says /t/, /t/, tiger.  
 T says /t/, /t/, tomato.  
 T says /t/, /t/, telephone.  
 D says /d/, /d/, door.  
 D says /d/, /d/, doll.  
 D says /d/, /d/, duck.

### CD1 35

Narrator: **Sounds and Letters**

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

Teacher: Are you ready? Let's practice first.  
 Tr says, tr, tr, tree; tr, tr, tree.  
 Girls: Tr says, tr, tr, tree; tr, tr, tree.  
 Teacher: Tr says, tr, tr, truck; tr, tr, truck.  
 Girls: Tr says, tr, tr, truck; tr, tr, truck.  
 Teacher: Dr says, dr, dr, dress; dr, dr, dress.  
 Girls: Dr says, dr, dr, dress; dr, dr, dress.  
 Teacher: Dr says, dr, dr, drink; dr, dr, drink.  
 Girls: Dr says, dr, dr, drink; dr, dr, drink.  
 Teacher: Tree, tree; truck, truck.  
 Girl 1: Tree, tree; truck, truck.  
 Teacher: Dress, dress; drink, drink.  
 Girl 2: Dress, dress; drink, drink.

### CD1 36

Narrator: **Fun Time!**

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

Teacher: Can you find a small bird?  
 Girl 1: Where is it?  
 Girl 2: Here it is. I found it!  
 Teacher: Can you find a tall tree?  
 Girl 3: Here it is. I found it!  
 Teacher: Can you find a fat bear?  
 Girl 4: Where is it?  
 Girl 5: Here it is. I found it!  
 Teacher: Can you find a short tree?  
 Girl: Here it is. I found it.  
 Teacher: Can you find a thin cat?  
 Girl 3: Where is it?  
 Girl 6: Here it is. I found it!  
 Teacher: Okay! Good! Now you play in pairs!

## WORKBOOK Audio Script

### CD3 02

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

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

Boy 1: Hello!  
 Boy 2: Hello!  
 Boy 3: How are you?  
 Boy 1: I'm great thanks. And you?  
 Labeeb: I'm fine.

Narrator: Great! You did it!  
Now trace the words.  
Then do 2. Join the dots, then read.  
Narrator: You've finished! Well done!

### CD3 03

Narrator: **I can say "I'm first, second, third ..."**

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

Boy 1: Hi, Samir! How are you?

Boy 2: I'm fine.

Narrator: Now trace the words.

Then do 2. Match and write.

Narrator:

I'm first.

I'm second.

I'm third.

I'm fourth.

I'm fifth.

You've finished! Well done!

### CD3 04

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

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

Clap your hands.

Stamp your foot.

Nod your head.

Snap your fingers.

Thump your chest.

Narrator: Now do 2. Listen, chant, and do.

Teacher: (Clap your hands) 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.

Narrator: Now trace the words.

Narrator: You've finished! Well done!

### CD3 05

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

#### 1. Listen and touch.

Teacher: Can you find the body parts?

Foot, head, finger, chest, finger, chest, head,

Foot, head, finger, chest, finger, head.

Narrator: Great you did it! Now do 2. Listen and match; then write.

Teacher:

1. E is the fifth letter of the alphabet.

2. H is the eighth letter of the alphabet.

3. I is the ninth letter of the alphabet.

Narrator: Now trace the words. Then do 3.

Join the dots; then write.

Narrator: You've finished! Well done!

### CD3 06

Narrator: **I can act out three feelings.**

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

Boy: I'm hungry.

Boy: I'm thirsty.

Boy: I'm hot.

Boy: I'm cold.

Boy: I'm sleepy.

Boy: I'm scared.

Narrator: Now trace the words. Then do 2.

Find and circle six feeling words.

Narrator: You've finished! Well done!

### CD3 07

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

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

Boy 1: What's the matter?

Boy 2: I'm cold.

Boy 1: What's the matter?

Boy 3: I'm sleepy.

Boy 1: What's the matter?

Boy 2: I'm hot.

Boy 1: What's the matter?

Boy 4: I'm hungry.

Boy 2: What's the matter?

Boy 3: I'm scared.

Narrator: Now trace the words. Then do 2.

Unscramble the words.

Narrator: You've finished! Well done!

### CD3 08

Narrator: **I can listen and point at the right pictures and words.**

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

Teacher: A says a, a, apple; a, a, cap;

a, a, tap; a, a, hat. a, a, cat;

A says a, a, apron; a, a, cape;

a, a, tape; a, a, cake; a, a, vase;

a, a, face;

I says i, i, ink, i, i, pin; i, i, Tim;

I says i, i, iron;

i, i, pine; i, i, time.

Narrator: Now say the words.

Then do 2. Write the missing letters and read.

Narrator: You've finished! Well done!

### CD3 09

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

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

Teacher: 1 apple, apple; 2 apron, apron;

3 cat, cat; 4 cap, cap; 5 tap, tap; 6 cape, cape;

7 tape, tape; 8 cake, cake; 9 face, face; 10 vase, vase;

11 iron, iron; 12 pine, pine; 13 time, time;

Narrator: Now say the words.

Then do 2. Write the missing letters.

Narrator: You've finished! Well done!

### CD3 10

*Narrator:* I can ask “Whose ... is this?”

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

*Boy 1:* Whose hat is this?

*Boy 2:* It's mine.

*Boy 3:* Whose pen is this?

*Boy 4:* It's not mine.

*Boy 5:* Whose bag is this?

*Boy 6:* It's mine.

*Boy 1:* Whose cup is this?

*Boy 3:* It's not mine.

*Narrator:* Now do 2. Read and write the missing letters.

Then do 3. Draw lines and match.

*Narrator:* You've finished! Well done!

### CD3 11

*Narrator:* I can meet someone and say “I like your ...”

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

*Boy 1:* I like your hat.

*Boy 3 1:* Thank you.

*Boy 2:* I like your T-shirt.

*Boy 4:* Thank you.

*Boy 2:* I like your jacket.

*Boy 3:* Thank you.

*Narrator:* Now trace the words. Then do 2. Listen and point.

*Boy 1:* It's my hat.

*Boy 2:* It's not mine.

*Narrator:* You've finished! Well done!

### CD3 12

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

#### 1. Listen and chant.

*Teacher:* 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.

*Narrator:* Now trace the words. Then do 2. Read and color his clothes.

*Narrator:* You've finished! Well done!

### CD3 13

*Narrator:* I can say three colors that I'm wearing today.

#### 1. Listen and color.

*Teacher:* Purple, purple; red, red; pink, pink; white, white; black, black; blue, blue.

*Narrator:* Now do 2. Listen and write the color.

*Narrator:* 1.

*Boy:* Blue. I'm wearing blue today.

*Narrator:* 2.

*Boy 1:* Red. I'm wearing red today.

*Narrator:* 3.

*Boy 2:* White. I'm wearing white today.

*Narrator:* 4.

*Boy 3:* I'm wearing pink today.

*Narrator:* 5.

وزارة التعليم

Ministry of Education

2022 - 1444

52

*Boy 4:* Black. I'm wearing black today.

*Narrator:* 6.

*Boy 5:* Purple. I'm wearing purple today.

*Narrator:* Now do 3. Write two things you are wearing today.

*Narrator:* You've finished! Well done!

### CD3 14

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

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

*Boy:* I'm wearing a cap.

*Boy 1:* I'm wearing a sweater.

*Boy 2:* I'm wearing a T-shirt.

*Boy 3:* I'm wearing sunglasses.

*Boy 4:* I'm wearing a jacket.

*Boy 5:* I'm wearing jeans.

*Girl:* I'm wearing a hat.

*Girl 1:* I'm wearing a skirt.

*Girl 2:* I'm wearing a blouse.

*Girl 3:* I'm wearing shoes.

*Narrator:* Now do 2. Join the dots, color, and trace.

*Narrator:* You've finished! Well done!

### CD3 15

*Narrator:* I can name two things I am wearing, saying “I'm wearing ... and ... today.”

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

*Boy:* I'm wearing a hat and sunglasses today.

*Boy:* I'm wearing jeans and shoes today.

*Girl:* I'm wearing a skirt and a blouse today.

*Boy:* I'm wearing a T-shirt and a jacket today.

*Boy:* I'm wearing a hat and a sweater today.

*Boy:* I'm wearing jeans and a hat today.

*Narrator:* Now do 2. Listen and circle A or B.

*Narrator:* 1.

*Boy:* sunglasses

*Narrator:* 2.

*Boy:* jeans

*Narrator:* 3

*Girl:* skirt

*Narrator:* 4.

*Boy:* jacket

*Narrator:* 5.

*Boy:* a sweater

*Narrator:* 6

*Boy:* a hat

*Narrator:* Now do 3. Write two things your friend is wearing today.

*Narrator:* You've finished! Well done!

### CD3 16

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

#### 1. Listen and practice.

*Teacher:* P says p, p, parrot. P says p, p, pen.

P says p, p, panda. B says b, b, bear. B says

b, b, banana. B says b, b, bed.

*Narrator:* Now do 2.

Listen and circle p or b.

Teacher: Bed, bed; panda, panda; bear, bear; banana, banana; pen, pen; parrot, parrot.

Narrator: Now write the missing letters. Then trace.

Narrator: You've finished. Well done!

### CD3 17

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

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

Teacher: Panda, pizza; bear, banana; bear, bed; panda, pen; banana, box.

Narrator: Now do 2. Make the sounds.

Narrator: You've finished! Well done!

### CD3 18

Narrator: I can act out the telephone talks with a partner.

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

Labeeb: Hello. Can I speak to Joe?

Joe: Speaking.

Labeeb: What are you doing?

Joe: I'm doing my homework.

Labeeb: What's your dad doing?

Joe: He's watching TV.

Narrator: Now trace the words.

Narrator: You've finished! Well done!

### CD3 19

Narrator: I can have a telephone conversation in English.

#### 1. Listen, point, and practice. Say your name.

Boy 1: Hello. Can I speak to ...?

Boy 2: Speaking.

Boy 1: What are you doing?

Boy 2: I'm watching TV.

Boy 1: Good-bye.

Boy 2: Bye.

Narrator: Now do 2. Make a cup-and-string phone.

Speak English with your family or friends.

Narrator: You've finished! Well done!

### CD3 20

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

#### 1. Listen and chant.

Children: 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?

Narrator: Now trace the words. Then do 2.

Match the words:

Narrator: You've finished! Well done!

### CD3 21

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

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

Boy 1: I'm playing football.

Boy 2: False!

Boy 3: I'm playing computer games.

Boy 2: True!

Narrator: Then do 2. Listen and circle T (True) or F (False).

Narrator: 1

Boy 1: I'm playing football.

Narrator: 2

Boy 2: I'm playing computer games.

Narrator: 3

Boy 3: I'm doing karate.

Narrator: 4

Boy 4: I'm doing karate.

Narrator: Now trace the words in 1.

Narrator: You've finished! Well done!

### CD3 22

Narrator: I can play the Card Snap Game with friends.

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

Narrator: 1

Boy 1: I'm doing my homework.

Narrator: 2

Boy 2: I'm playing football.

Narrator: 3

Boy 3: I'm watching TV.

Narrator: 4

Boy 2: I'm eating snacks.

Narrator: 5

Boy 1: I'm playing computer games.

Narrator: 6

Boy 2: I'm doing karate.

Narrator: Now do 2. Listen and play. Touch the cards as quickly as you can.

Teacher: I'm doing karate. I'm doing my homework.

I'm playing computer games. I'm playing football.

I'm watching TV. I'm eating snacks.

Teacher: I'm playing computer games. I'm doing my

homework. I'm doing karate. I'm playing football. I'm

watching TV. I'm eating snacks.

Narrator: You've finished! Well done!

### CD3 23

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

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

Teacher: What are you doing?

Boy 1: I'm eating snacks.

Boy 2: I'm playing football.

Boy 3: I'm watching TV.

Boy 4: I'm doing nothing!

Narrator: Now trace the words.

Narrator: You've finished! Well done!

## CD3 24

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

### 1. Listen and practice.

*Children:* T says t, t, tiger. T says t, t, tomato.

T says t, t, telephone.

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

*Narrator:* Now do 2. Listen and circle t or d.

*Teacher:* Tiger, tiger; door, door; tomato, tomato;

doll, doll; telephone, telephone; duck, duck.

*Narrator:* Now do 3. Write the missing letters t or d. Then trace and copy.

*Narrator:* You've finished! Well done!

## CD3 25

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

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

*Teacher:* Tiger, tomato; door, doll; tomato, telephone; doll, duck.

*Narrator:* Now do 2. Write the missing letters.

*Narrator:* You've finished! Well done!

## Phonics Practice Audio Script

### CD2 02

#### Phonics Jingle

#### Exercise 1. Listen and chant.

*Teacher:*

A says... /a/, /a/, apple.

B says... /b/, /b/, bear.

C says... /c/, /c/, cow.

D says... /d/, /d/, duck.

E says... /e/, /e/, egg.

F says... /f/, /f/, fish.

G says... /g/, /g/, goat.

H says... /h/, /h/, hat.

I says... /i/, /i/, ink.

J says... /j/, /j/, jet.

K says... /k/, /k/, kiwi.

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

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

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

O says... /o/, /o/, octopus.

P says... /p/, /p/, parrot.

Q says... /k/, /k/, quilt.

R says... /r/, /r/, rabbit.

S says... /s/, /s/, sun.

T says... /t/, /t/, tiger.

U says... /u/, /u/, umbrella.

V says... /v/, /v/, vase.

W says... /w/, /w/, wolf.

X says... /x/, /x/, fox.

Y says... /y/, /y/, yard.

Z says... /z/, /z/, zebra.

وزارة التعليم

Ministry of Education

2022 - 1444

## CD2 03

#### Phonics Jingle

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

*Teacher:*

A says... /a/, /a/, apple.

B says... /b/, /b/, bear.

C says... /c/, /c/, cow.

D says... /d/, /d/, duck.

E says... /e/, /e/, egg.

F says... /f/, /f/, fish.

G says... /g/, /g/, goat.

H says... /h/, /h/, hat.

I says... /i/, /i/, ink.

J says... /j/, /j/, jet.

K says... /k/, /k/, kiwi.

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

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

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

O says... /o/, /o/, octopus.

P says... /p/, /p/, parrot.

Q says... /k/, /k/, quilt.

R says... /r/, /r/, rabbit.

S says... /s/, /s/, sun.

T says... /t/, /t/, tiger.

U says... /u/, /u/, umbrella.

V says... /v/, /v/, vase.

W says... /w/, /w/, wolf.

X says... /x/, /x/, fox.

Y says... /y/, /y/, yard.

Z says... /z/, /z/, zebra.

## CD2 04

#### Words with a e i o u

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

Number 1.

*Teacher:* /a/, /a/, art.

Number 2.

*Teacher:* /o/, /o/, orange.

Number 3.

*Teacher:* /e/, /e/, elephant.

Number 4.

*Teacher:* /i/, /i/, ink.

Number 5.

*Teacher:* /u/, /u/, umbrella.

Number 6.

*Teacher:* /a/, /a/, apricot.

Number 7.

*Teacher:* /u/, /u/, under.

Number 8.

*Teacher:* /e/, /e/, eighteen.

Well done! Now match with the pictures.



## CD2 05

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

*Teacher:* First listen and point.

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

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

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

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

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

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

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

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

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

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

We call them sounds and letters!

*Teacher:* Now listen, point, and say.

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

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

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

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

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

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

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

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

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

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

We call them sounds and letters!

Well done! Now draw a line to the right picture.



## 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



# Objectives We Can 2

By the end of the year and within the assigned structure and vocabulary students will be able to:		Term 1 page number	Term 2 page number	Term 3 page number
1	Recognize short and long vowels (a, /eɪ/ as in "dates", i, /aɪ/ as in "rice", o, /əʊ/ as in "rose", ea, /i:/ as in "teacher", ea, /e/ as in "bread", o, /u:/ as in "food", oo, /ʊ/ as in "book", u, /ju:/ as in "computer", u, /ʌ/ as in "duck").	10, 11	20, (o_e), 25 (ea, u_e, u, oo)	24
2	Recognize and differentiate between the endings of plural nouns (/s/ as in "cats", /z/ as in "birds", /ɪz/ as in "dresses").		16, 25	14, 15
3	Recognize and produce some English digraphs (ch, /tʃ/ as in "chair", sh, /ʃ/ as in "sheep", ph, /f/ as in "photo", wh, /w/ as in "white").	12 (wh), 20 (ph)	2 (sh), 28 (sh, ch)	
4	Recognize and produce some consonant blends (pl, /pl/ as in "plane", cl, /kl/ as in "clap").	6 (c / cl), 18 (p / b), 19	32, 33 (bl, pl, cl)	23 (bl)
5	Recognize and produce some English consonant blends (cr, /kr/ as in "crisps", gr, /gr/ as in "green", fr, /fr/ as in "friend", pr, /pr/ as in "prince", bl, /bl/ as in "black", gl, /gl/ as in "glass", fl, /fl/ as in "fly", sl, /sl/ as in "sleep").	14 (gr)	8 (cr, gr, cl, gl), 14 (sl), 28, 32, 33 (cl, fl, gl, pl, bl)	4 (pr / fr)
6	Recognize and produce some English consonant blends (br, /br/ as in "brown", dr, /dr/ as in "dress", tr, /tr/ as in "tree", st, /st/ as in "star", sp, /sp/ as in "spoon", sn, /sn/ as in "snake", sm, /sm/ as in "small", sw, /sw/ as in "swim").	26 (tr / dr)	2 (sn), 26 (st)	12 (sm / sn), 16 (sp / sw), 24 (sh / sl)
7	Ask questions using <i>What, Who, Where</i> .	8, 9, 12, 14, 15, 20, 21, 22	13, 15, 16, 17, 18, 19, 20, 26, 31	4, 5, 14, 18, 22, 24
8	Identify irregular plural nouns.			24
9	Use the intensifier <i>very</i> .			21
10	Introduce people to each other, e.g. <i>This is Abdul-lah</i> .		10	
11	Identify and talk about people using the verb <i>to be</i> .	4, 5, 6, 8, 9, 21	4, 10, 12, 13, 31	4, 5, 11, 22, 23
12	Identify and talk about toys, games, and classroom objects.	7, 10, 18, 23, 25, 26, 27	7, 9, 17, 23, 29	7, 12, 13, 14, 15
13	Identify and talk about rooms/items in a house.	6, 10, 18, 20, 26	8	2, 3, 4, 5, 6

# Objectives We Can 2

14	Describe location using prepositions of place ( <i>in, on, under, next to, between</i> ).			4, 5, 6, 7, 8, 16, 22, 23, 24
15	Describe physical appearance.	27	2, 3, 6, 7, 18, 22, 23	16, 23
16	Express possession using the verb <i>to have</i> and <i>my/your/his/her/our</i> .	6, 12, 13, 20	10, 12, 13, 14, 16	2, 13, 18, 20, 21
17	Describe animals using possessive adjectives ( <i>its, their</i> ).			20
18	Talk about ability ( <i>can/can't</i> ).	Goal Statements	27 Goal Statements	20, 21 Goal Statements
19	Ask about number using <i>How many ...?</i>			10
20	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> .			10, 21, 24 (there is/are), 25 (places)
21	Talk about the weather.		5	21
22	Talk about likes and dislikes.	4, 12	4, 15, 20	
23	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> ).		14, 15, 16	
24	Make suggestions using <i>Let's</i> .	2, 3	10, 11, 14, 17	10
25	Ask about and tell the time ( <i>o'clock</i> only).			18, 19
26	Identify and talk about the days of the week, months, and seasons.		5	19
27	Ask and respond to simple sentences about everyday activities in the Present Simple tense using the first and second person singular.		16 (have), 26, 28, 29	10, 18, 19
28	Greet someone politely at different times of the day, e.g. <i>Good morning/afternoon/evening</i> . Say <i>Goodbye/Goodnight</i> .	2	10, 11	2 (welcome someone to your home)
29	Identify and talk about different times of the day (morning, afternoon, evening, night).		11	18, 19
30	Identify prepositions of time ( <i>in, on, at</i> ).			18, 19
31	Ask about activities happening at the moment of speaking using the Present Progressive (affirmative, negative, interrogative, and short answers).	14, 15, 20, 21, 22, 23, 24, 25	10, 12, 13	23 (affirmative)
32	Identify occupations and talk about what someone does using the Present Simple (affirmative, negative, interrogative, and short answers).			22
33	Ask and answer about possession using the Possessive Case and <i>whose</i> .	12, 13	17	
34	Identify and talk about clothes.	12, 13, 14, 15, 16, 17 (clothing items),	17	23



# Objectives We Can 2

35	Follow a short simple text while listening to the audio recording.	Throughout <b>We Can 2</b> e.g. 2, 3, 4, 6, 7, 12, 14, 16, 18, 20, 22, 26	Throughout <b>We Can 2</b> e.g. 2, 4, 5, 7, 8, 11, 12, 14, 18, 20, 23, 26, 27, 28 5	Throughout <b>We Can 2</b> e.g. 2, 6, 8, 10, 12, 14, 16, 18, 20, 21, 23
36	Read and count cardinal numbers to 100.			10, 17
37	Read and count ordinal numbers from 1 <sup>st</sup> to 10 <sup>th</sup> .	5 (1st–5th), 7 (1st–10th)		
38	Read and comprehend simple sentences.	Throughout <b>We Can 2</b> e.g. 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 18, 19, 20, 21, 22, 23, 25, 28, 29, 30, 31, 33, 3, 7, 13, 19, 23	Throughout <b>We Can 2</b> e.g. 18, 19, 21, 22, 26, 27, 28, 29, 31	Throughout <b>We Can 2</b> e.g. 6, 8, 10, 11, 13, 14, 15, 16, 23, 25
39	Read simple short illustrated stories.	incl. illustrated presentations/ conversations/activities, chants: e.g. 2, 3, 4, 8, 12, 13, 14, 16, 20, 21, 22, 26	incl. illustrated presentations/ conversations/ activities, chants: e.g. 2, 3, 4, 5, 7, 10, 11, 12, 18, 20, 21, 23, 26, 28	incl. illustrated presentations/ conversations/ activities, chants: e.g. 2, 4, 8, 10, 16, 18, 20, 23, 25
40	Spell accurately a small number of high frequency words.	Words used for letters/ alphabet and phonics/ Sounds and Letters, e.g. apple, bear, cow, cat, duck, desk, bed, cap, and name, can, what, who, where, whose, white, this, that, these, those, is, are, three-letter words, e.g. fox, box, cap, cup, tub, and classroom items, e.g. book, pen, pencil, paper.	Words used for letters/ alphabet and phonics/ Sounds and Letters, e.g. rose, peach, meat, cube, moon, cook; topic related words, e.g. hippos, snakes, truck, bus, car, bicycle; sight words, e.g. it, he, she; contractions, e.g. What's; three-letter words, e.g. fox, box, cap, cup, tub; classroom items, e.g. book, pen, pencil, paper.	Words used for letters/ alphabet and phonics/ Sounds and Letters, e.g. smile, small, sleep, read, bread, next to, near and topic related words, e.g. office, chair, bed, fridge, doctor, cook, teacher
41	Write short simple words/phrases to complete a paragraph.		14	21, 29 (phonics practice)
42	Write short simple sentences to convey basic personal information.	Throughout various WB pages	10, Throughout various WB pages	Throughout various WB pages
43	Apply basic rules of punctuation (e.g. use capital letters, full stops, commas, question marks) and practice handwriting.	Handwriting -Copying/ Tracing and writing: 30–33 Punctuation rules-throughout the SB.	14, and throughout the SB.	Throughout the SB.
44	Write short answers to written questions.	Throughout various WB pages	Throughout various WB pages	Throughout various WB pages
45	Use the definite and indefinite article ( <i>a/an, the</i> ).	7, 8, 14, 16, 18, 20	2, 3, 7, 15, 18, 19, 20, 26, 28, 30, 31	2, 3, 4, 5, 6, 8, 14, 16, 22, 23
46	Refer to people and things using demonstratives ( <i>this/that/these/those</i> ).	12, 13	21	2, 3, 14, 15
47	Link ideas with commas and <i>and</i> .	6, 14, 22	4, 5, 8, 16, 28, 29	12, 20, 23, 24, 25
48	Link ideas with <i>or</i> .		3, 15	



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		By the end of the year students will be able to:	الرمز
x	Reading	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	Writing	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

