

TEACHER'S GUIDE  
**2**

**WE CAN!**

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ELT

## **We Can! Teacher's Guide 2** **1<sup>st</sup> Edition**

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# **WE CAN!** Introduction

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

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

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

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

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

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

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

## Feature 1. Easy to Evaluate

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

**Solution:** 192 Goals 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 64 achievable and easy-to-understand goals per grade (Grades 4–6), totaling 192 goals for the entire course. Each lesson has two goals: the odd numbered goals are based on what was learned in the book and the even numbered goals are a real-world expansion of the odd numbered goals. They provide students with the excitement of using "real-world" English. The goals can also be found in the Workbook.

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

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

## Feature 2. A Spiral Curriculum

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

**Solution:** A Spiral Curriculum that constantly reviews learned language.

What is a spiral curriculum? A spiral curriculum

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

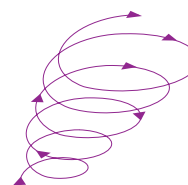
Many courses teach vocabulary in separate "bubbles". Students quickly forget the language they have learned when they move to the next topic or unit. They also never learn how to combine what they have learned in order to communicate.

How vocabulary is usually taught.



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

How language is taught in *We Can!*



## Feature 3. Use English for Real Communication

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

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

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

or exchange thoughts with their classmates in English.

These sections in the Student Book are as follows:

**Student Books 1 & 2** – Fun Time!

**Student Books 3 & 4** – Fun Time!

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

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

#### Feature 4. Rhythm and Pronunciation

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

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

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

#### Feature 5. The Balanced Use of Phonics

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

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

Phonics is an ideal way for EFL students to learn the sounds of the English language, as many of the common sounds do not exist in the student's mother tongue. In *We Can!*, phonics is introduced gradually and moves towards the goal of getting students to read and write on their own. Students who can do this are independent learners and do

not need to repeat constantly after the teacher. Moreover, mastering the skills of reading and writing helps promote a firm foundation for all of the skills in English.

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

#### Feature 6. Expansion of Discourse

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

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

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

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

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

# Educational Principles Based on Children’s Growth

Age Group	Characteristics
<p>Early Childhood (From about 2 or 3 to 6 years of age)</p>	<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>
<p>Lower Elementary (About 6 to 8 years of age)</p>	<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>
<p>Middle Elementary (About 8 to 10 years of age)</p>	<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>
<p>Upper Elementary (About 10 to 12 years of age)</p>	<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.

# Scope and Sequence

	Listening
<b>Unit 1</b>  <b>Toys and Things</b>	Recognize and differentiate between specific English sounds/letters, long/ short vowels, diphthongs/digraphs Compare and contrast sounds that may cause difficulties for Arabic speakers Recognize the spoken form of familiar words included in short monologues or dialogues consisting of two exchanges Recognize intonation patterns of statements and questions Understand questions about personal information and things, e.g. toys, clothes, colors, shapes, etc. Understand and respond to recordings on familiar topics Understand and follow instructions
<b>Unit 2</b>  <b>Food</b>	Recognize, compare and contrast English sounds/letters, long/ short vowels, diphthongs/digraphs Recognize the spoken form of familiar words included in monologues or dialogues Recognize intonation patterns of statements and questions Understand questions about personal information, likes and dislikes, possessions and food
<b>Unit 3</b>  <b>Animals</b>	Recognize, compare and contrast English sounds/letters, long/ short vowels, diphthongs/digraphs Recognize the spoken form of familiar words included in monologues, dialogues or conversations Distinguish between questions and statements Understand questions about personal information, likes and dislikes, possessions, food, animals and other familiar topics
<b>Unit 4</b>  <b>Days and Weather</b>	Distinguish between similar and contrasting sounds/letters, long/ short vowels, diphthongs/digraphs Recognize the spoken form of familiar words, phrases, sentences and utterances, including formulaic language, e.g. thanking Distinguish between questions and statements Understand questions about personal information, likes and dislikes, possessions, food, animals, weather and days of the week



Speaking	Reading	Writing
<p>Utter the sounds of the English alphabet</p> <p>Ask short questions about familiar topics</p> <p>Respond to simple questions giving basic personal information and things</p> <p>Produce short phrases/ sentences about people and things. Talk about toys, clothes and school objects.</p> <p>Reproduce to and repeat recordings at word, sentence level and chants</p> <p>Count up to 10</p> <p>Give instructions.</p> <p>Communicate in talks and games</p>	<p>Recognize the letters of the English Alphabet (lower and upper cases)</p> <p>Recognize familiar words in print</p> <p>Follow a short .simple, illustrated/ contextualized text while listening to the audio recording</p> <p>Read aloud simple words and phrases</p>	<p>Write short simple words</p> <p>Copy letters, numbers, and phrases noticing capitalization, spacing and spelling</p> <p>Complete words and phrases</p> <p>Form capital and lower case letters correctly</p>
<p>Utter the sounds of the English alphabet</p> <p>Ask and respond to questions about familiar topics, personal information, possessions, likes and dislikes, food, colors etc.</p> <p>Produce short phrases/ sentences about people and things</p> <p>Talk about food, likes and dislikes using singular and plural nouns</p> <p>Repeat recordings at word, phrase, sentence and chant level with good pronunciation</p> <p>Count from 1 to 10 and back</p> <p>Produce simple phrases/ sentences about people and things.</p> <p>Communicate in talks and games</p>	<p>Recognize the letters of the English Alphabet (lower and upper cases)</p> <p>Recognize familiar words in print</p> <p>Follow a short .simple, illustrated/ contextualized text while listening to the audio recording</p> <p>Read aloud simple words, phrases and sentences</p>	<p>Complete words and phrases</p> <p>Copy letters, numbers, and phrases noticing, spelling, capitalization and spacing</p> <p>Form capital and lower case letters correctly</p>
<p>Say words, phrases and sentences with good pronunciation.</p> <p>Ask and respond to questions about familiar topics, personal information, possessions, likes and dislikes, food , colors, animals and some places, etc.</p> <p>Talk about people and things. Talk about food, likes and dislikes using singular and plural nouns</p> <p>Say chants with good rhythm and pronunciation.</p> <p>Count from 1 to 20 and back</p> <p>Count from 20 to 30 and back</p> <p>Communicate in talks and games</p>	<p>Become familiar with the direction of English writing</p> <p>Recognize the letters of the English Alphabet (lower and upper cases)</p> <p>Recognize a few short simple words in print</p> <p>Follow a short simple text while listening to the audio recording</p>	<p>Become familiar with the direction of English writing</p> <p>Write the letters of the English alphabet (lower and upper cases)</p>
<p>Say words, phrases and sentences with clear, good pronunciation</p> <p>Ask and respond to questions about familiar topics, personal information, possessions, likes and dislikes, food , colors, animals, places, weather and days</p> <p>Talk about people and things</p> <p>Learn and say chants with good rhythm and pronunciation</p> <p>Count from 10 to 100 in tens</p> <p>Communicate in talks and games</p>	<p>Recognize all the letters of the English Alphabet (lower and upper cases)</p> <p>Recognize and read familiar and simple new words in print</p> <p>Follow a simple, illustrated/ contextualized text while listening to the audio recording</p> <p>Read aloud familiar words, phrases and sentences and substitute items (as in chants)</p>	<p>Complete missing letters or words at word, phrase or sentence level</p> <p>Copy letters, numbers, and phrases following standard conventions, e.g. capitalization, spacing</p> <p>Form and use capital and lower case letters correctly and confidently</p> <p>Spell familiar words correctly</p>

# Word list

- again (p12)  
album (p70)  
Animals (p18)  
apricot (p14)  
around (p4)  
back (p15)  
bananas (p15)  
bat (p73)  
bed (p72)  
a bicycle (p6)  
big (p73)  
bin (p74)  
a bird (p22)  
bug (p75)  
carrots (p15)  
a cat (p22)  
a cell phone (p6)  
chant (p5)  
cherries (p15)  
a chicken (p22)  
cloudy (p30)  
a coloring book (p6)  
computer games (p6)  
a cookie jar (p12)  
cookies (p12)  
count (p19)  
cup (p76)  
cut (p76)  
Days (p26)  
dig (p73)  
a dollhouse (p6)  
dot (p76)  
Eat with your right hand.  
(p13)  
eighteen (p21)  
eighty (p33)  
eleven (p21)  
fan (p71)  
a farm (p22)  
a farmer (p20)  
fifteen (p21)  
fifty (p33)  
fin (p74)  
Food (p10)  
a football (p 6)  
forty (p 33)  
fourteen (p21)  
a fox (p32)  
Friday (p26)  
frog (p75)  
have (p2)  
hiding (p31)  
his name (p20)  
honey (p79)  
a horse (p20)  
horses (p19)  
hot (p76)  
How about you? (p26)  
How many (p2)  
ice cream (p79)  
iguana (p84)  
jam (p79)  
jug (p71)  
kabsa (p11)  
koala (p84)  
like (p10)  
a lion (p8)  
log (p72)  
macaroni (p10)  
marbles (p3)  
Monday (p26)  
more (p7)  
a mouse (p22)  
mug (p75)  
nineteen (p21)  
ninety (p33)  
nut (p76)  
one hundred (p33)  
onions (p11)  
an orange (p14)  
ostrich (p85)  
out (p4)  
pan (p74)  
a parrot (p16)  
a pet (p18)  
play (p5)  
potatoes (p15)  
puppet (p6)  
a puzzle (p6)  
rainy (p30)  
rice (p14)  
ring (p71)  
a robot (p6)  
salad (p11)  
a sandwich (p14)  
Saturday (p26)  
seventeen (p21)  
seventy (p33)  
a sheep (p22)  
shirt (p6)  
a shoe (p4)  
show (p4)  
showing (p31)  
sixteen (p21)  
sixty (p33)  
skirt (p6)  
snowy (p30)  
socks (p71)  
soup (p11)  
stamp (p20)  
Start your day with a smile.  
(p31)  
stickers (p6)  
Sunday (p26)  
sunny (p30)  
That's right! (p3)  
Things (p2)  
thirteen (p21)  
thirty (p25)  
Thursday (p26)  
today (p30)  
took (p12)  
touch (p4)  
Toys (p2)  
a toy truck (p6)  
Treat animals kindly. (p23)  
trousers (p6)  
T-shirt (p6)  
tub (p72)  
Tuesday (p26)  
turn around (p4)  
a turtle (p18)  
twelve (p21)  
twenty (p21)  
washing (p31)  
Weather (p26)  
Wednesday (p26)  
Week (p28)  
What day do you like?  
(p27)  
What's the weather like  
today? (p30)  
Who me? (p13)  
win (p74)  
windy (p30)  
yak (p85)  
You're out! (p5)

# Syllabus

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

Unit and Topic	Words	Phonics
1 Toys and Things	robot, bicycle, computer game, dollhouse, stickers, puzzle, coloring book, puppet, toy truck, football cell phone, T-shirt, shirt, shoes, skirt, trousers Numbers 1 to 10 (revision)	Sounds: K, L, M, N Writing kiwi, lion, monkey, nest
2 Food!	pizza, macaroni, salad, sandwich, chicken, fish, soup, kabsa, rice, onion, apple, orange, banana, apricot, carrots, cherries, cookie/ies, potatoes	Sounds: O, P, Q, R Writing octopus, parrot, quilt, rabbit
3 Animals	pet, fish, turtle, cat, rabbit, horse, lion, zebra, bear, cat, chicken, bear, cow, duck, sheep, mouse, parrot Numbers 11 to 20 and 20 to 30.	Sounds: S, T, U, V Writing sun, tiger, umbrella, vase
4 Days and Weather	Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday sunny, cloudy, snowy, rainy, windy, (showing, hiding, washing) Numbers 10 to 100 in tens. E.g., ten, twenty, thirty ...etc.	Sounds: W, F, Y, Z Writing wolf, fox, yard, zebra

# About the Teacher's Guide

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

## General Structure

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

## Unit Breakdown

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

The five sections in each unit serve the following purposes:

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

because they are uniform in size, easy to read and easy to write. Students listen and point to the letters, learn to make the sounds for initial letters and short vowels, color in the letters, and later practice writing them. There are also short listening exercises in which the students write the initial sound/letter of a word.

- ★ **Extension Activities:** There is one Extension Activity provided for each core lesson, and two Extension Activities for each Phonics lesson.

To correspond with Student Book 1, this Teacher's Guide features a Sharing Time lesson for students to show what they have learned to their parents on class observation days.

## Key Features

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

### Materials Box

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



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

- ★ **S** Small / **B** 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:** 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 Book Audio CD Script
- ★ Flashcard and Poster List

## Series Components

- ★ Student Books & Student Audio CD Program
- ★ Teacher's Guides
- ★ Class Audio CD Program
- ★ Flashcards
- ★ Poster Pack

# Unit 1 Toys and Things

## Lesson 1 • Talk Time

### Materials

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

### Getting Started

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

### 1 Listen and say. Audio script page 61

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

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

## Unit 1 Toys and Things

### Talk Time



### 2 Practice the talks in pairs.

### 3 Act out the talks in pairs.



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

### 2 Practice the talks in pairs.

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

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

### 3 Act out the talks in pairs.

Have all the students choose a shelf in the picture or a number of the same toy. Tell them they can have the same toy up to 10 times.

**FunTime!**

**4 Number Guessing Game** CD1 03  
How many marbles do I have?

**I Can ...**

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

GOAL 01  
GOAL 02

3 **Unit 1**

how many marbles you have in your hand. When the student guesses correctly say, "That's right! I have \_\_\_\_\_."

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

e.g. 6 bears. Then have them act out the talks in pairs.

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

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

## FunTime!

### 4 Number Guessing Game CD1 03 Audio script page 61

Have the students look at the picture of the game on page 3. Listen to the CD track and try to figure out how to play the game. Show the students all ten marbles. Count them together. Then take the marbles and secretly put a few in your hand. Listen to the CD again. Then, hold out your hand and ask, "How many marbles do I have?" Have the students guess

## Goal Check

### Goal 01

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

- S** The teacher checks the box on page 3 for this goal once they have accomplished it.
- B** The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

### Goal 02

- S** Play the Number Guessing Game with the marbles. The teacher checks the box on page 3 for this goal once each student has accomplished it.
- B** Divide the class into groups of four. Play the Number Guessing Game with the marbles within each group. Once the group has finished a round of the game, have them check their own books.

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

# Lesson 2

## Rhythms and Sounds

**Materials**

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

### Getting Started


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

**1 Chant and do.**  Audio script page 61


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


Play the track and have the students listen to the chant. Then, have them listen again and watch you as you make the robot bear

**Rhythms and Sounds**

**1 Chant and do.**  **Robot Bear**

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



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

4

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

**2 Listen, point and pronounce.**  Audio script page 61

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



**FunTime!**

**3 Pass the Robot Bear Game**  Audio script page 61

Chant and play.



**I Can ...**

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

**Advice Time**

Keep your room clean.



5 **Unit 1**

## FunTime!

### 3 Pass the Robot Bear Game Audio script page 61

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

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

## Goal Check

### Goal 03

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

**S** The teacher checks the box on page 5 for this goal once they have accomplished it.

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

### Goal 04

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

**S** The teacher checks the box on page 5 for this goal once they have accomplished it.

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

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

## Lesson 3 • Words

### Materials

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

### Getting Started

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

#### 1 Listen and point. Audio script page 61

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

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

### Words

#### 1 Listen and point. CD1 07



#### 2 Listen and say. CD1 08

#### 3 Listen and find. CD1 09

6

#### 2 Listen and say. Audio script page 61

Listen to the CD track and have the students point to the toys and say them along with the CD. For added fun, have the children put one of their fingers over the first toy and then put another finger over the next toy. By the end of the chant, all ten of their fingers should be covering ten toys or things.

#### 3 Listen and find. Audio script page 62

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

## Fun Time!

#### 4 One Robot, Two Robots... Audio script page 62

Chant the *Ten Little Camels* chant from We Can 1 to review the numbers. Then have the students look at page 7 and guess how to play

**Fun Time!**

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

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

One robot, two robots,  
 three robots, four.

Five robots, six robots,  
 seven robots, more!

**I Can ...**

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

GOAL 05  
GOAL 06

7 Unit 1

the game. Play the CD track and have the students listen. Say, "Let's play the game!"

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

over their heads and say, "Yeah!" after completing the chant.

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

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

## Goal Check

### Goal 05

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

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

### Goal 06

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

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

# Lesson 4 • Phonics

**Materials**


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

## Getting Started


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

**1 Listen and say.**  Audio script page 62


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


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

**2 Trace and copy.**

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

**Phonics**

**1 Listen and say.**  CD 11



K I W I



L I O N



M O N K E Y



N E S T

**2 Trace and copy.**

K K K K K

L L L L L

M M M M M

N N N N N

8

Demonstrate on the board how to write the capital letter “K”. Be sure to use the same stroke order that is shown in the book on page 8. Have the students “write” the letter in the air together with their finger. Then, ask them to write “K”. While they write, occasionally say, “K says /k/, /k/ kiwi”, just like the CD 1 track 11, so they can be thinking about the letter name and sound as they write. Once everyone is finished writing the letter “K” at least six times, repeat the same process for all of the capital letters on the page.

**3 Listen and write.**  Audio script page 62

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



3 Listen and write.

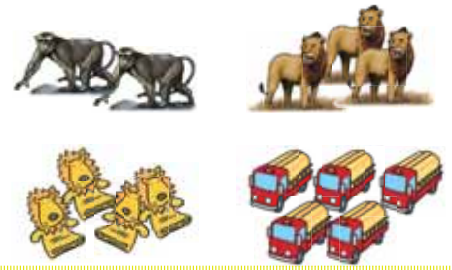


- 1. \_\_\_ IWI  2. \_\_\_ ION 
- 3. \_\_\_ ONKEY  4. \_\_\_ EST 

### FunTime!



4 Listen, count and chant.



#### I Can ...

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



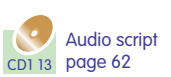
the CD track. If you glance at the students' books and feel the students need you to pause the track again (either to figure out the correct answer together or to give them extra time to write), please do so.

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

## FunTime!



4 Listen, count and chant.



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

## Goal Check

### Goal 07

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

### Goal 08

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

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

## Extension Activities

### Lesson 1 • Talk Time

#### Materials:

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

#### Find what and how many.

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

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

## Lesson 2 • Rhythms and Sounds

#### Materials:

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

### Robot Bear Commands Game

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

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

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

## Lesson 3 • Words

### Materials:

- ★ Toys and Things poster and Alphabet poster

### Toys, Things and Letters

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

## Lesson 4 • Phonics

### Materials:

- ★ The Alphabet A–Z flashcards

### Four Corners Race

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

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

### Materials:

- ★ The Alphabet flashcards – K–N

### Back Writing Pairs

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

# Unit 2 Food

## Lesson 1 • Talk Time



### Materials



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

### Getting Started

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

### 1 Listen and say.

Audio script  
CD1 14 page 62

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

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

## Unit 2 Food

### Talk Time

#### 1 Listen and say.



#### 2 Practice the talks in pairs.

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



### 2 Practice the talks in pairs.

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

### 3 Act out the talks in pairs.

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

## FunTime!

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

Audio script  
CD1 15 page 62

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



**FunTime!**

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

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

I like macaroni.

I like pizza.

I like salad.

I like onions.

I like kabsa.

I like soup.

**I Can ...**

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

GOAL 09

GOAL 10

11 Unit 2

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

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

Try this one more time with the CD, except this time, pause the CD after each "I like (food)." sentence is said. All of the students holding up the smiley face should stand up and say, "I like (food)." Then, they should sit down and all of the students holding up the frowny face should say, "I don't like (food)."

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

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

## Goal Check

### Goal 09 ✓

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

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

### Goal 10 ✓

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

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

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

## Lesson 2

# Rhythms and Sounds

### Materials

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

### Getting Started

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

### 1 Listen and chant.



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

### Rhythms and Sounds

#### 1 Listen and chant.

### Cookie Jar Chant

Who took the cookies from the cookie jar?

Safroot took the cookies from the cookie jar.

Who me?

Yes, you!

Not me!

Then who took the cookies

from the cookie jar?



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



12

### 2 Listen again and clap the rhythm.

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

## FunTime!

### 3 Cookie Jar Game



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

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

**FunTime!**

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

Number two took the cookies from the cookie jar.

Who me?

**I Can ...**

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

**Advice Time**

Eat with your right hand.

13 Unit 2

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

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

the track/audio script. Play the game until the person hiding the cookie is discovered and says, "Yes, me!" Have the rest of the students answer: "Yes, he took the cookie from the cookie jar.", or "Yes, she took the cookie from the cookie jar."

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

## Goal Check

### Goal 11

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

### Goal 12

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

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

# Lesson 3 • Words

**Materials**

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

## Getting Started

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


### 1 Listen, point, and say. Audio script page 63










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


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







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

**Words**

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

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

**2 Listen and practice.** 

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

14

### 2 Listen and practice. Audio script page 63

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

## FunTime!

### 3 Number Race Audio script page 63

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

**Fun Time!**

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

Grammar Toolbox	
Countable	Uncountable
sandwiches	soup
apples	rice

**I Can ...**

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

GOAL 13

GOAL 14

15 Unit 2

food vocabulary from one to ten and back together, while pointing to the pictures in their book. Once that student has finished, they should sit down and the next student will count. Continue until all of the students are sitting down.

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

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

## Goal Check

### Goal 13

- S** Each student should point to and say five kinds of food individually. Check the box in the student's book once he/she has accomplished the goal.
- B** Put the students in groups of five, and have each student point to one kind of food and say what it is. Then, the group can say those five kinds of food just mentioned as a group. Once they have accomplished the goal, have them check the box in their books.

### Goal 14

- S** Each student should count from one to ten and back individually. Check the box in the student's book once he/she has accomplished the goal.
- B** Put the students in groups of four, and have them point to and count from one to ten and back as a group. Once they have accomplished the goal, have them check the box in their books.

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

# Lesson 4 • Phonics

**Materials**

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

## Getting Started

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

**1 Listen and say.** CD1 21 Audio script page 63

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

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

**2 Trace and copy.**

Demonstrate on the board how to write the capital letter “O”. Be sure to use the same stroke order that is shown in the book. Have the students “write” the letter in the air together with their finger. Then, ask them to write “O”. While they write, occasionally say, “O says /o/,”

**Phonics**

**1 Listen and say.** CD1 21



OCTOPUS



PARROT



QUILT



RABBIT

**2 Trace and copy.**

O O O O O

P P P P P

Q O O O O

R R R R R

16



“/o/ octopus”, just like the CD 1 track 21, so they can be thinking about the letter name and sound as they write. Once everyone is finished writing the letter “O” at least six times, repeat the same process for all of the capital letters on the page.



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

**3 Listen and write.** CD1 22 Audio script page 63

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

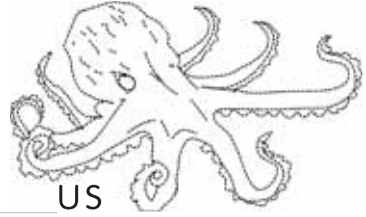
**3 Listen and write.** O P Q R

1. \_\_\_CTOPUS  2. \_\_\_ARROT 

3. \_\_\_UILT  4. \_\_\_ABBIT 

**FunTime!**

**4 Draw, count and write.**



CT \_\_\_ US  
A \_\_\_ T

**I Can ...**

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

GOAL 15  
GOAL 16

17 Unit 2

playing the CD track. If you glance at the students' books and feel the students need you to pause the track again (either to figure out the correct answer together or to give them extra time to write), please do so.

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

## FunTime!

### 4 Draw, count and write.

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

Tell the students to look at the second incomplete word and to try and find which word it is. Give them a couple of minutes to find and complete the word in pairs. Remind them to write capitals. Then ask them to write the word in lower case letters.

## Goal Check

### Goal 15

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

### Goal 16

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

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

## Extension Activities

### Lesson 1 • Talk Time

#### Materials:

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

### What Does the Teacher Like? Game

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

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

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



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

## Lesson 2 • Rhythms and Sounds

#### Materials:

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

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

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

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

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

Have the student who guessed the card you were holding come to the front and tell the students, "Close your eyes," and then choose a Toys and Things card. Have them turn it over and hold it over their chest to hide the card. Then they should say, "I like "uhn". The students should say, "Hint, please!" Then, the student holding the card will say the names of the shapes in the toy/thing. The students raise their hands and guess the name of the toy they are holding. When another student guesses correctly, the students should reveal the flashcard they are holding and say, "That's



right. I like (toy/thing in plural).” Now, the new student comes to the front of the class and the game continues. Continue the game until all of the students have had a turn to come to the front or until all of the cards have been used up.

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

## Lesson 3 • Words

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

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

## Lesson 4 • Phonics

### **Materials:**

- ★ The Alphabet A–R cards

### *Marching Phonics Game*

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

Choose a new student to say, “Stop!” Once again say, “March! March!” and have the students march around the table or around the outside of the flashcard circle. When the student says, “Stop!”, everyone slaps their hand on a flashcard. They pick up their flashcard and take turns saying the letter name and letter sound. Then they put the flashcard back

where they found it. Then choose another student to say, “Stop!” Continue until all of the students have had a turn or until the students become dizzy! You can also ask the students to say a word that begins with each letter that they slap their hand on.

### **Materials:**

- ★ The Alphabet O–R cards

### *Find the Card Game*

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

# Unit 3 Animals

## Lesson 1 • Talk Time

### Materials

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

### Getting Started

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

### 1 Listen and say.

Audio script  
CD1 23 page 63

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

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

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

### 2 Act out the talks in pairs.

Have the students stand up and find a partner. They must decide who is Safroot and who is Safroota. Have them practice the talks once with the CD, then ask them to do it again

## Unit 3 Animals

### Talk Time

#### 1 Listen and say.



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

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



18

without the CD. Circulate around the room to make sure all of the students are speaking English. Then, have them switch parts and practice again.

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

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

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

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

**FunTime!**

**4 Number Race** CD1 24

Count fast from 11 to 20.

11 

12 

13 

14 

15 

16 

17 

18 

19 

20 

**I Can ...**

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

19 **Unit 3**

## FunTime!

**4 Number Race** CD1 24 Audio script page 64

Have the students look at page 19. Play the CD track and have the students listen and point in their books. Repeat the numbers. Then tell the students that you will say a number, e.g. 11 and they have to say "horses" as quickly as they can. Demonstrate with a student and then have students demonstrate for the rest of the class. Divide the class into two teams. Say the number and wait for a team to say the word for the matching animals. Then switch from number to animals, e.g. say the word for the animals and have the students say the number, e.g. you say "birds", the students say "eighteen".

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

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

## Goal Check

**Goal 17** ✓

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

**S** The teacher checks the box on page 19 for this goal once they have accomplished it.

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

**Goal 18** ✓

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

**S** The teacher checks the box on page 19 for this goal once they have accomplished it.

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

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

## Lesson 2

# Rhythms and Sounds

### Materials

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

### Getting Started

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

### 1 Listen and chant. Audio script page 64

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

### Rhythms and Sounds

#### 1 Listen and chant.

## PACO

There **was** a **farmer** who had a horse.

And **PACO** was his **name-oh!**

**P-A-C-O, P-A-C-O, P-A-C-O**

And **PACO** was his **name-oh!**



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

#### 3 Write PACO.

P A C O

20

### 2 Listen again and stamp the rhythm.

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

### 3 Write PACO.

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

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

## FunTime!

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

**I Can ...**

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

GOAL 19

GOAL 20

21 **Unit 3**

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

### Goal Check

**Goal 19** ✓

**S** Have the students chant the *PACO* chant individually using good rhythm. Check the box in their books after they have chanted it.

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

**Goal 20** ✓

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

## FunTime!

**4** **Guessing Game. How many animals?** Audio script page 64

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

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

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

# Lesson 3 • Words

**Materials**

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

## Getting Started

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

### 1 Listen and point. Audio script page 64

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

### 2 Listen, point, and say. Audio script page 64

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

**Words**

**1 Listen and point.**

 1. duck	 2. cat	 3. bird
 4. fish	 5. mouse	 6. cow
 7. horse	 8. sheep	 9. chicken

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

**3 Listen and make the sounds.**

 1. <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">Tweet, tweet</span>	 2. <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">Moo, moo</span>
 3. <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">Neigh, neigh</span>	 4. <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">Baa, baaa</span>
 5. <span style="border: 1px solid gray; border-radius: 10px; padding: 2px;">Cluck, cluck</span>	

22

### Optional activity: Play tic-tac-toe.

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

### 3 Listen and make the sounds. Audio script page 64

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

## FunTime!

4

### Old MacDonald

Chant and make the sounds.

Old MacDonald had a farm

Ee-ii-ee-ii-oh

And on that farm he had some cows

Ee-ii-ee-ii-oh

With a MOO MOO here

And a MOO MOO there

Here a MOO

There a MOO

Everywhere a MOO MOO

Old MacDonald had a farm

Ee-ii-ee-ii-oh



### I Can ...

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

GOAL 21

GOAL 22

### Advice Time

Treat animals kindly.



23

Unit 3



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

## FunTime!

4

### Old MacDonald



Audio script  
page 64

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

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

## Goal Check

### Goal 21

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

### Goal 22

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

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

# Lesson 4 • Phonics


**Materials**

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

## Getting Started


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


**1 Listen and say.**  Audio script page 65

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


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

**Phonics**


**1 Listen and say.**  CD1 31




SUN



TIGER



UMBRELLA



VASE

**2 Trace and copy.**

S S S S S

T T T T T

U U U U U

V V V V V

24

**2 Trace and copy.**



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


**3 Listen and write.**  Audio script page 65

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



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

1. \_\_\_ UN  2. \_\_\_ IGER 

3. \_\_\_ MBRELLA  4. \_\_\_ ASE 

**FunTime!**

**4 Listen, count and write.**

20	21	22
2.....	2.....	2.....
2.....	2.....	2.....
2.....	30	

**I Can ...**

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

GOAL 23

GOAL 24

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Continue playing the CD track. If you glance at the students' books and feel the students need you to pause the track again (either to figure out the correct answer together or to give them extra time to write), please do so.

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

## FunTime!

**4 Listen, count and write.**  Audio script page 65

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

Play the CD and have the students listen and repeat. Play the CD again and have students count and write the numbers between 20

and 30. Hand out small pieces of paper to the students and ask them to write different numbers up to 30. Divide the students into groups. Put all the slips in a bag and have a student from each group pick a number and read it as quickly as possible.

## Goal Check

### Goal 23

**S** Have each student point to and say all sounds of the letters S, T, U and V. Check the box in the student's book once he/she has accomplished the goal.

**B** Put the students in groups of four and have them stand up and point to and say all the sounds of the letters S, T, U and V. Once they have accomplished the goal, have them check the box in their books.

### Goal 24

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

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

# Extension Activities

## Lesson 1 • Talk Time

### Materials:

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

### Puppet Pet Guessing Game

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

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

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

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

## Lesson 2 • Rhythms and Sounds

### Materials:

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

### PACO Advanced version

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

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

## Lesson 3 • Words

### Materials:

- ★ Animal flashcards

### Around the Table

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

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

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

## Lesson 4 • Phonics



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

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

### The extension phonics activities already learned are:

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

# Unit 4 Days and Weather

## Lesson 1 • Talk Time

### Materials

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

### Getting Started

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

### 1 Listen and say.



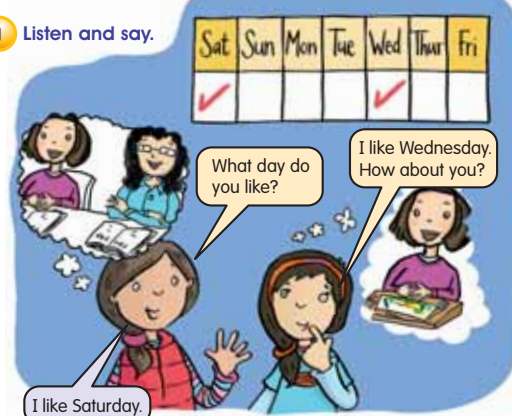
Take out a calendar and show the students. See if any of the students know the days of the week. Have the students look at the picture on page 26. Ask a student to point to your calendar to show you which days are off school.

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

## Unit 4 Days and Weather

### Talk Time

#### 1 Listen and say.



#### 2 Practice the talk in pairs.

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



26

### 2 Practice the talk in pairs.

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

### 3 Act out the talk in pairs.

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

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

## FunTime!

### 4 Hot Potato Game

Say the sentence and pass the potato.



#### I Can ...

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

27 Unit 4

Then, ask a student to point to another day on the calendar. Tell the students what the day is. Start another round of the game, but substitute the new day of the week with Friday. Continue with all of the days of the week.

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

## Goal Check

### Goal 25 ✓

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

**S** The teacher checks the box on page 27 for this goal once they have accomplished it.

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

### Goal 26 ✓

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

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

## FunTime!

### 4 Hot Potato Game



Audio script  
page 65

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

## Lesson 2

# Rhythms and Sounds

### Materials

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

### Getting Started

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

### 1 Listen and chant. Audio script page 65

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

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

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

### Rhythms and Sounds

- 1** Listen and chant.  CDI 36

### Days of the Week

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

- 2** Listen, point, and pronounce.  CDI 37



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### 2 Listen, point, and pronounce. Audio script page 65

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

**FunTime!**

**3 Chant and Do**  **CDI 38**  
**Make the letter shapes.**



**I Can ...**

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

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chant the chant a few times slowly while you do the motions. Then, play the CD and have the whole class do the motions and chant the chant.

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

### Goal Check

#### Goal 27

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


#### Goal 28

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

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

## FunTime!

### 3 Chant and Do **CDI 38** Audio script page 65

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

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

# Lesson 3 • Words

**Materials**

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

## Getting Started

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

### 1 Listen and point. CD1 39 Audio script page 65

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

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

**Words**

**1 Listen and point.** CD1 39

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

1. sunny	3. rainy
2. cloudy	
4. snowy	5. windy

30

### 2 Listen, point, and pronounce. CD1 40 Audio script page 66

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



★ ★  
★ FunTime!

3 Chant and do.  
CD1 41

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



**I Can ...**

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

**Advice Time**  
Start your day with a smile.



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Continue playing until all of the students have had a turn or until all of the suns have been chosen.

### Goal Check

#### Goal 29

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

#### Goal 30

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

## FunTime!

### 3 Weather Chant Audio script page 66

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

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

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

# Lesson 4 • Phonics


## Materials

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

## Getting Started

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

### 1 Listen and say. Audio script page 66

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

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

### 2 Trace and copy.

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

## Phonics

### 1 Listen and say.



WOLF



FOX



YARD



ZEBRA

### 2 Trace and copy.

W W W W W

X X X X X

Y Y Y Y Y

Z Z Z Z Z

32



same process for all of the capital letters on the page.



### 3 Listen and write. Audio script page 66

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

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

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

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

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

**FunTime!**

**4 Listen, write and chant.**

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

60 70 80 90 100

**I Can ...**

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

GOAL 31

GOAL 32

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the class to read and say.

### Goal Check

#### Goal 31

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

#### Goal 32

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

Continue with the rest of the answers.

## FunTime!

**4 Listen, write and chant.**  Audio script page 66

Have the students look at the dotted lines in the box. Have them count the lines over each number. Then ask them to count the lines over 1 \_\_, 2 \_\_ and 3 \_\_. Play the CD and have the students listen and complete the first three numbers, i.e. 10, 20, 30. Play the rest of the CD and have the students chant along as they point to the numbers in their book.

Play the CD again and have the students listen and repeat as they form the numbers in the air. Put students in small groups and have them chant without the CD. Occasionally play the CD track to help students who might have difficulty pronouncing the numbers. Put the students into 7 or more small groups or pairs and have each pair or group count from 20 to 30, 30 to 40 etc. Have each student write one or more numbers on a sheet of paper. Ask volunteers to hold up the piece of paper or write the numbers on the board for the rest of

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

## Extension Activities

### Lesson 1 • Talk Time

#### Materials:

- ★ Calendar poster
- ★ Optional – a timer

### Days of the Week Report

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

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

## Lesson 2 • Rhythms and Sounds

#### Materials:

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

### Four Corners “I like” Relay

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

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

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


## Lesson 3 • Words

### Materials:

- ★ Weather flashcards
- ★ Calendar poster
- ★ A calendar

### Weather, and Months Matching Activity

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

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

## Lesson 4 • Phonics



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

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

### The extension phonics activities already learned are:

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

# Unit 1 Alphabet Jingle: Toys and Things

## Unit 1 Alphabet Jingle: Toys and Things

- 1 Listen and say.
- 2 Point and say.
- 3 Say the key words.



Activity 1: Say the alphabet jingle.

70

71

## Teaching Notes

### Unit 1 Alphabet Jingle: Toys and Things

#### 1 Listen and say. CD 02

First, ask students where the word starting with "A" is. Have them point to each letter saying "A, B, C, D...". Ask them to focus on four words: pen, pin, pot, and bus. Tell them four short vowels (e, i, o, and u) are in the middle of these words. Then, students listen to the CD and say the jingle.

#### 2 Point and say. CD 03

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

#### 3 Say the key words. CD 04

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

**Activity 1** Ask a student to begin the jingle saying "A /a/a/ album." Then, the person sitting next to the first student continues, saying "B /b/b/ ball." Keep the same pace and rhythm. If they can't keep it up, start again with "A". Tell the students that this is a teamwork game. They can practice several times before you begin the game and can help each other.

# Worksheets 1-4

### Worksheet 1: Vowels (1)

Date: / /

Listen, circle, and write.

1. p b c g t d	a e i o u	p b c g t d	cat
2. p b c g t d	a e i o u	p b c g t d	bed
3. p b c g t d	a e i o u	p b c g t d	bag
4. p b c g t d	a e i o u	p b c g t d	cut
5. p b c g t d	a e i o u	p b c g t d	tub

Score: / 5

Write the missing letter. Match the word with the picture.

1. l \_ o \_ g (c)    2. c \_ a \_ t (e)    3. t \_ u \_ b (d)

4. b \_ a \_ g (a)    5. b \_ e \_ d (b)

Score: / 5

72 I Can! / / / / / / / / / /

### Worksheet 2: Vowels (2)

Date: / /

Listen, circle, and write.

1. p b c g t d	a e i o u	p b c g t d	big
2. p b c g t d	a e i o u	p b c g t d	top
3. p b c g t d	a e i o u	p b c g t d	bat
4. p b c g t d	a e i o u	p b c g t d	pet
5. p b c g t d	a e i o u	p b c g t d	dot

Score: / 5

Write the missing letter. Match the word with the picture.

1. t \_ o \_ p (c)    2. b \_ a \_ t (b)    3. b \_ i \_ g (d)

4. p \_ e \_ t (e)    5. d \_ i \_ g (a)

Score: / 5

73 I Can! / / / / / / / / / /

**1 Listen, circle, and write.** CD 05 CD 06  
 Students listen to the CD and circle each letter that is said. Then they write the word on the line.

**2 Write the missing letter. Match the word with the picture.**  
 All words except "log" (page 72) and "dig" (page 73) are already written in Exercise 1. Students can refer to these exercises for the words if they need any help.

### Worksheet 3: Vowels (3) an en in

Date: / /

Listen and say.

a+n=an	p+an=pan	v+an=van	m+an=man	C+an=can
e+n=en	p+en=pen	m+en=men	t+en=ten	h+en=hen
i+n=in	p+in=pin	b+in=bin	f+in=fin	w+in=win

Listen, circle, and match.

1. pan pen    2. pin pan    3. ten fin    4. man men

Score: / 8

74 I Can! / / / / / / / / / /

**2 Listen, circle, and match.** CD 09  
 Students have to listen very carefully to distinguish the short vowels in the middle (page 74) and the beginning consonants (page 75). Play the CD and repeat it as many times as is necessary for students to distinguish the sounds.

### Worksheet 4: Vowels (4) ag og ug

Date: / /

Listen and say.

a+g=ag	b+ag=bag	t+ag=tag	r+ag=rug
o+g=og	fr+og=frog	j+og=jog	l+og=log
u+g=ug	b+ug=bug	r+ug=rug	m+ug=mug

Listen and match.

Score: / 9

75 I Can! / / / / / / / / / /

**2 Listen, and match.** CD 10  
 Play the CD. The students draw a line matching the word and the picture. Play again if there are difficulties and pause to give students time to read and draw the line.

# Worksheets 5-6

### Worksheet 5: Vowels (5) at et it of ut

Date: \_\_\_/\_\_\_/\_\_\_

1 Listen and say.

a + f = af	c + at = cat	h + at = hat	b + at = bat
e + f = ef	n + et = net	p + et = pet	w + et = wet
i + f = if	k + it = kit	h + it = hit	s + it = sit
o + f = of	d + ot = dot	h + ot = hot	p + ot = pot
u + f = uf	c + ut = cut	h + ut = hut	n + ut = nut

2 Listen, circle, and match.

1. hat hit

2. hot hat

3. cat cut

Score /6

### Worksheet 6: Vowels (6)

Date: \_\_\_/\_\_\_/\_\_\_

1 Listen, check, and write.

1.  b ig big

2.  p en pen

3.  c ut cut

4.  m an man Score /8

2 Read, write, and check.

1. map map

2. bug bug

3. dig dig

4. hat hat

Score /4

## 1 Listen and say. cb3 11

Play the CD. Have students point to each picture as they say the words.

## 2 Listen, circle, and match. cb3 12

Students have to listen very carefully to distinguish the short vowels in the middle. Play the CD and repeat it as many times as is necessary for students to distinguish the sounds.

## 1 Listen, check, and write. cb3 13

Play the CD and have the students listen carefully to the beginning consonants. They check the correct picture first before writing the missing letter and word.

## 2 Read, write, and check.

Students do the opposite of the previous exercise and read the word, write it, and check the corresponding picture.

## I D E A S

For some students, distinguishing the short vowels, especially /a/ and /e/, and /e/ and /i/, is very hard. Using rhyming words can help a lot with this.

**Change One Letter Chant:** Write the chant as follows on the board and have one student say the word and pass it to the next. Write the word on the board that the student says and invite other students to chant along.

Change one letter. (clap) Change one letter. (clap) Change one letter (clap) and what do you get? pen pen p-e-n pen  
Change one letter. (clap) Change one letter. (clap) Change one letter (clap) and what do you get? ten ten t-e-n ten

**Clap or Cross?** Write two words on the board and put ○ and × underneath them. For example, “pen” and “pin”. Then say one of the words. Students listen and clap once if they hear “pen”

(○) and stamp or clap twice for “pin” (×). Ask students to close their eyes and do the same listening activity. Students can take turns to be the teacher and say one of the words and let others clap once or twice. Other pairs you can use for this activity are: man/men, pat/pet, ten/tin.

**Three-letter Word Chains:** Give out pieces of paper or have students open their notebooks. Tell them that you will say ten three-letter words and they have to spell them, but each time you will change just one letter.

- |        |         |
|--------|---------|
| 1. pet | 6. big  |
| 2. pot | 7. beg  |
| 3. dot | 8. bed  |
| 4. hot | 9. bet  |
| 5. hat | 10. pet |

As they get used to the game, students can make their own three-letter word chains.



# Unit 2 Alphabet Jingle: Food

## Unit 2 Alphabet Jingle: Food

- 1 Listen and say.
- 2 Point and say.
- 3 Say the key words.



78



79

A is for apple. B is for banana.  
 Activity 1: Say the jingle together.  
 Activity 2: Close the book. Follow the lead of the teacher or your partner.

## Teaching Notes

### Unit 2 Alphabet Jingle: Food

#### 1 Listen and say.

First, talk about the food in the chart. Ask students questions as you point to the food, such as "What's this?" If they don't know, use the opportunity to give them each alphabet sound as a cue. They might know some words such as "banana" or "doughnut", so ask if they know how to pronounce them correctly in English. You don't need to teach them here, but suggest they listen carefully to the CD.

Follow the same procedure for listening as in Unit 1 Alphabet Jingle: Toys and Things

#### 2 Point and say.

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

#### 3 Say the key words.

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

**Activity 1** Just as the teacher does on the CD, say the alphabet and let students chant the rest. The teacher on the CD says A! /a/a/ \_\_\_\_\_, but in this activity, students should say the sound parts as well (with their books opened in front of them).

**Activity 2** Make pairs and demonstrate the dialog. S1: K? S2: /k/k/ kiwi. S1: Right! Pairs then take turns with their books closed. You can also lead the students.

# Worksheets 7-10

### Worksheet 7: First and Last Sounds (1)

Date: / /

**1 Copy and write.**

p p p p      b b b b







**2 Listen, circle, and write.**

- (p b t **①** c g) og log
- (p **②** t d c g) ig big
- (p **③** t d c g) ag bag
- (p b t d c **④**) um gum
- (p b t d **⑤**) up cup
- ⑥** t d c g) et pet

Score: / 6

**3 Match and write.**

log    cup    bag    pet







- log  
- pet 
- bag  
- cup 

Score: / 4

### Worksheet 8: First and Last Sounds (2)

Date: / /

**1 Listen and write the first letter.**

- p 
- b 
- t 
- d 
- c 
- a 

Score: / 6


**2 Listen, circle, and write.**

- di (p b t d c **①**) dig
- ca (p b **②** t d c g) cat
- tu (p **③** t d c g) tub
- be (p b t **④**) bed
- ca (**⑤** p b t d c g) cap
- to (**⑥** p b t d c g) top

Score: / 6

**3 Read and match.**

cat    gum    bag    bed    pin



Score: / 5

## 1 Copy and write.

The letters "p" and "b" are mirror images of each other and are often confused. Have students copy and write the letters, noting the differences.

## 2 Listen, circle, and write. CB3 17 CB3 19

Have students listen to the CD and circle the beginning (page 80) or the ending (page 81) letters. Then, they have to write three-letter words.

## 3 Match and write. / Read and match. CB3 18

Students must read the words and recognize the meanings so as to match them with the pictures.







## 1 Listen and write the first letter. CB3 18

Play the CD and instruct the students to write the first letter.

### Worksheet 9: First and Last Sounds (3)

Date: / /

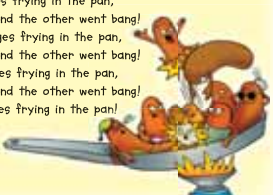
**1 Listen and write.**

- p an 
- s ix 
- t ed 
- t op 
- b ox 
- s un 

Score: / 6

**2 Listen and say together.**

Ten fat sausages frying in the pan,  
One went pop and the other went bang!  
Eight fat sausages frying in the pan,  
One went pop and the other went bang!  
Six fat sausages frying in the pan,  
One went pop and the other went bang!  
Four fat sausages frying in the pan,  
One went pop and the other went bang!  
Two fat sausages frying in the pan,  
One went pop and the other went bang!  
No more sausages frying in the pan!

















Score: / 6

### Worksheet 10: First and Last Sounds (5)

Date: / /

**1 Write and read.**

- l et 
- e lephant 
- l ion 
- z ebra 
- m elon 
- d uck 
- k iwi 
- t omato 
- v ase 
- p anda 
- b anana 
- c arrot 
- f ish 
- r abbit 

Score: / 14

## 1 Listen and write. CB3 20

Play the CD and instruct the students to write the beginning or ending sound.

## 2 Listen and say together. CB3 21

Talk about the picture on page 82. Then, play the CD. Students follow each line of the chant with their index finger as they listen. Then they chant along with the CD.

## 1 Write and read.

Have students look at the pictures and write the missing letter(s).

# Unit 3 Alphabet Jingle: Animals

### Unit 3 Alphabet Jingle: Animals

CB3 22 1 Listen and say.  
CB3 23 2 Point and say.  
CB3 24 3 Say the key words.

CB3 25 Activity 1: Listen to the sound and say the name.  
CB3 25 Activity 2: Practice in pairs. Match the sound and the animal name. Take turns. Repeat five times.  
CB3 26 Activity 3: Answer the animal riddles.

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

## Teaching Notes

### Unit 3 Alphabet Jingle: Animals

#### 1 Listen and say. CB3 22

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

Follow the same procedure for the listening as for Unit 1.

#### 2 Point and say. CB3 23

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

#### 3 Say the key words. CB3 24

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

CB3 25 **Activity 1** Have students listen to the teacher on the CD and say the names of the animals.

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

CB3 26 **Activity 3** Have students listen carefully to the riddles to identify the animal from the hints and prepare their answer. Play the track as many times as you need to. Then ask students to answer the riddles. (Answers: zebra, elephant)



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

# Worksheets 11-14

**Worksheet 11: p and b (1)** Date: / /

● Copy and write.

p p p p      b b b b

---

● Listen and draw a line to the correct letter.

Score / 7

● Listen and write the first letter.

1.       2.   

3.       4.   

Score / 4

86 1 Cont. / / / / / / / /

**Worksheet 12: t and d (1)** Date: / /

● Copy and write.

t t t t      d d d d

---

● Listen and draw a line to the correct letter.

Score / 8

● Listen and write the first letter.

1.       2.   

3.       4.   

Score / 4

87 1 Cont. / / / / / / / /

**Worksheet 13: t and d (2)** Date: / /

● Listen and write the first letter.

1.    ub    2.    all

3.    en    4.    uck

5.    op    6.    esk

Score / 6

● Listen and chant. Touch each T t as you chant.

I'm a little teapot, short and stout,  
Here is my handle, here is my spout.  
When I get all steamed up, hear me shout,  
Tip me over and pour me out!

88 1 Cont. / / / / / / / /

**Worksheet 14: c and g (1)** Date: / /

● Copy and write.

c c c c      g g g g

---

● Listen and draw a line to the correct letter.

Score / 8

● Listen and write the first letter.

1.       2.   

3.       4.   

Score / 4

89 1 Cont. / / / / / / / /

**1 Copy and write.**  
Have students trace both letters a couple of times first, then write them by themselves three or four times. Encourage them to write neatly, keeping to the grid.

**2 Listen and draw a line to the correct letter.** CDs 27   CDs 29   CDs 33  
Play the CD. The first line (p, pen) is done as an example for students to trace. Then they move clockwise, focusing on the beginning sound of each word. Check their answers when they finish and tell them to write their score.

**3 1 Listen and write the first letter.** CDs 28   CDs 30   CDs 31   CDs 34  
Have students listen to the CD. Some may recognize the pictures but don't let them write before they listen.

**2 Listen and chant.** CDs 32  
Have students look at the pictures for the chant and listen to the teacher's chanting first. Then they point to each letter (Tt for page) as they listen to the children's chanting. Play the chant again and encourage them to chant along.

## I D E A S

Students love to chant and they enjoy chanting chants and following the text with their eyes. They need not read and understand all the text at this stage, but this is a good way to encourage eye movement from left to right, then going down to the next line. For many children, the writing system of their mother tongue will be different from English, so this simple following the text of chants will give them a good foundation for their early literacy. As well as the pointing activity in the Workbook, here are some more ideas for working with chants:

**Stand Up and Sit Down:** Have students chant along with the CD. When they hear the /t/ sounds (in *the little teapot chant*) they must stand up and sit down quickly. There will be a lot of up and down movement which students will enjoy.

**Touch Your Head and Clap Your Hands:** This is the same principle as the first activity but with different

actions: touching their head or clapping their hands.

Again in Unit 2, as in Unit 1, it is strongly recommended to repeat the opening double-page spread Animal Jingle before doing the worksheet for each lesson. As the chant is based on animal names, students might like to find more animal names starting with the different letters. Elicit more animal names from the students. Here are some other animal names, including bugs, they might come up with:

ant beetle buffalo caterpillar cat deer  
donkey dragonfly eagle frog goat giraffe  
hen kangaroo leopard mouse orangutan  
rhino pony turtle

As an extension activity, you could have students make an Animal Alphabet poster. They could draw the animals or cut pictures from magazines.

# Unit 4 Weather Jingle: Days and Weather

## Unit 4 Weather Jingle: Days and Weather

1 Listen point and chant. Touch each and as you chant.



Hello sun, don't go away.  
Welcome again every day.  
We go outside and smile and play.  
Welcome again every day.

Rain, rain, go away.  
Come again some other day.  
We want to go outside and play.  
Come again some other day.



Come, come, sunny sky.  
Go away, rainy sky.  
We want to go outside and play.  
Rain, rain, go away.



Hello sun, don't go away.  
Welcome again every day.  
We go outside to sit and play.  
Welcome again every day.

90

I Can!

## Worksheet 15: Three-letter Words (1)

Date: / /

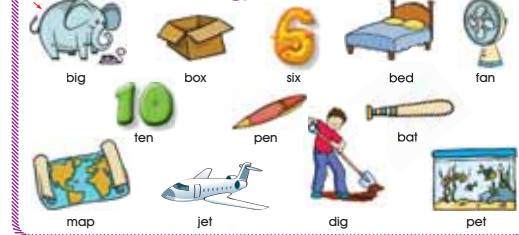
1 Choose and write nine words from the Word Bank.  
2 Listen and circle the words you hear.

Look! I have all nine words.



Answers will vary.		

### WORD BANK



Score: / 9

3 Listen and write.

1. ten      2. six      3. fan  
4. bed      5. map      6. bat

Score: / 6

I Can!

91

## Teaching Notes

### Unit 4 Weather Jingle: Days and Weather

#### 1 Listen, point and chant. CD 35

Have the students listen to the CD and look at the pictures. Mime actions as they listen and have them mime along. Play the CD again and have the students listen and chant. Ask them to touch C and G as they chant.

**Activity 1** Put students into 4 groups. Have each group chant one verse. Then swap.

**Activity 2** Put students in pairs. Have each pair mime a line from the chant. The rest of the class have to guess which line it is and chant.

**Activity 3** Number the lines of the chant from 1 to 16. Have the children number them as well. Assign a number to each student or pair at random. Have each student or pair chant in turn with no pauses between students or pairs. Give them time to rehearse and let them chant more than once.

Please see instructions for Worksheet 15 on page 53.

# Worksheets 15–17

**Worksheet 16: Three-letter Words (2)** Date: / /

1. Choose and write nine words from the Word Bank.

2. Listen and circle the words you hear. Look! I have all nine words.

Answers will vary.		

**WORD BANK**



Score: / 9

3. Listen and write.

1. hit      2. hat      3. fox


4. man      5. hot      6. can

Score: / 6

92      I Can!

**Worksheet 17: Three-letter Words (3)** Date: / /

Circle and write.

1.  pet pot <b>pet</b> <u>pet</u>
2.  <b>gum</b> gam gom <u>gum</u>
3.  <b>bed</b> bad bet <u>bed</u>
4.  mad net <b>mat</b> <u>mat</u>
5.  <b>ten</b> tin ton <u>ten</u>
6.  cap <b>cup</b> cop <u>cup</u>
7.  <b>jet</b> jot jut <u>jet</u>
8.  map <b>mop</b> pop <u>map</u>

Score: / 8

93      I Can!

**1 Choose and write nine words from the Word Bank.**

Students make their own card by choosing nine words from the word bank and writing them in the table.

**2 Listen and circle the words you hear.**

Play the CD. Students circle the words they hear in their table in 1. Students try to circle as many words as possible, preferably all the words they have written. They need to count how many circled words they have after all the words have been called. Students compete with the number of words they circled, which is also their score.

**3 Listen and write.** CDs 37   CDs 39

Play the CD and invite students to write the word they hear.

**1 Circle and write.**

Students look at the pictures, circle the corresponding word, and write it.

**1 Listen and say.** CDs 40

Play the CD and have the students repeat after the teacher.

## 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, pen, slip of paper, a bean. The student that covers all his/her words first is the first winner, if they can also say the words.

- Distribute flashcards to students at random. Say a word or have students hold up the right flashcard and repeat the word.
  - Distribute flashcards to students and have them mime or demonstrate for the rest of the class to guess the word.
  - At the end of each lesson, have a different student pick a card at random, name what is illustrated and use the word as the password for the next lesson, especially if the students come into class after a break.
  - Flashcards can also be used in combination with other resources, for example, posters or objects.
- Overall, remember not to say the word as you show the card unless you are presenting or cannot elicit it from the students.
- Flashcards help us illustrate meaning and increase opportunities for students to speak. It is very disappointing for students to know a word or sentence, to want to say it and not be given the chance to do so.

## Teaching Tips • Posters

Posters can also be used to present and/or practice language as mentioned in the lesson notes.

- Put posters up on the walls of your classroom for the students to see and be exposed to on a more permanent basis. This way you will be able to use them for quick activities when you want to change pace or get the children to move and play games.
- Posters are a great support when you want to get the children's attention while presenting or explaining. For example, after you demonstrate classroom language



and have students listen and do, get them to listen as you point to the poster before you ask them to open their books and look at the corresponding pages.

- **Classroom Language poster:** cover the bubbles with paper and have students point and say what the teacher says. Organize in groups if you want to play a game.
- **Color poster:** Have students choose a color and keep it to themselves. Then ask them to pair with a student that they think has chosen the same color. Have each pair say the color or colors in chorus. If they agree, they win. If they differ, they have to try again. You can also organize such activities in groups to encourage students to compete in teams rather than individually.
- **Family poster:** Have small groups stand near the poster. Ask the rest of the students to name a family member. The students near the poster point to the right picture. If they make more than one mistake they sit down and another group takes their place.
- **Alphabet poster:** Organize the class into groups. Point to a letter. The group that says a word beginning with the letter gets a point. Mark group points on the board. You can do a similar activity by saying a word and having groups point to the letter or hold up a piece of paper or card with the right letter on it.
- When students become more confident with reading and can recognize initial letters and/or words, distribute word cards and have them hold up the right word every time you point to a letter.
- Use the alphabet poster to help students chant the alphabet chant or say the letters backwards.
- **Toys and Things poster:** Let students look at the poster for a minute and then cover objects with paper. Have students work in pairs trying to remember what was there. Number the papers and write the words that students suggest. Then uncover and compare. The group with the highest number of correct answers wins.
- **Food poster:** Give the students 2 minutes to look at the poster and try to record what they

see in their minds. Then fold half of the poster and put it up with only one half showing. Students try to draw and/or say what they remember seeing in the hidden part.

- **Animal poster:** Put the students in groups or pairs and ask them to order the animals according to size, from big to small. Compare lists. You can do similar activities by asking learners to group animals according to color, food, habitat, shape and more.
- **Calendar poster:** Show students the poster and ask them to find the months that begin with certain letters, e.g. Find the months that begin with A. Answer: April, August  
You can ask students to find months according to final letters as well, e.g. find the months that end in 'y'.

## Teaching Tips • Advice time

This is a feature that each teacher might choose to exploit differently. Here are a couple of standard suggestions:

- Tell the students what the advice is about, for example, parents, and elicit what they think they should do, e.g. listen to parents, respect parents etc. Then read the advice to them and get them to repeat it. You may wish to ask them to copy and/or illustrate the advice.
- Have different groups copy and illustrate items of advice and stick them on a large sheet of paper or cardboard to create an advice poster. Help students add a few more ideas if you wish.

# Flashcard and Poster List

## Toys and Things

1. dollhouse
2. puzzle
3. stickers
4. puppet
5. toy truck
6. bicycle
7. robot
8. computer game
9. teddy bear
10. cell phone
11. T-shirt
12. shirt
13. trousers
14. skirt
15. shoes

## Food

16. apple
17. orange
18. banana
19. onion
20. meat
21. chicken
22. fish
23. pizza
24. sandwich
25. rice
26. soup
27. salad

## Animals

28. cat
29. turtle
30. fish
31. bird
32. mouse
33. horse
34. cow
35. sheep

## Weather

36. sunny
37. cloudy
38. rainy
39. snowy
40. windy

## Posters

- Toys and Things
- Animals
- Food
- Calendar

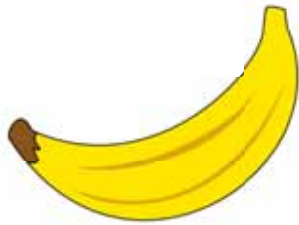
### The Alphabet A-Z & a-z Flashcards from We Can 1

Please note that all the flashcards and posters from We Can 1 can be used to revise language and organize activities in We Can 2

# Picture Dictionary



apricot p14



banana p15



bed p72



bicylce p6



bird p22



bug p75



carrot p15



cat p22



cell phone p6



cherries p15



chicken p22



cloudy p30



computer game  
p6



cup p76



frog p75



fan p71



horse p20



koala p84



lion p8



macaroni p10



mouse p22



mug p75



nut p76



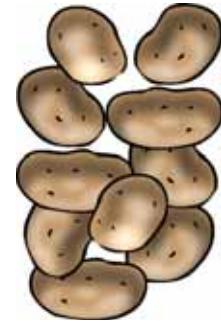
onion p11



orange p14



parrot p16



potatoes p15



puppet p6



puzzle p6



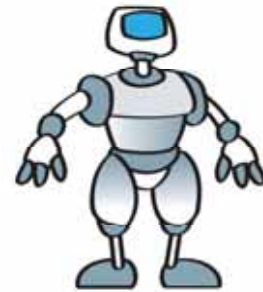
rainy p30



rice p14



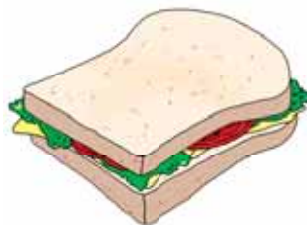
ring p71



robot p6



salad p11



sandwich p14



shirt p6



shoes p5



sheep p20



skirt p6



socks p71



soup p11



stickers p6



sunny p30



toy truck p6



trousers p6



T-shirt p6



turtle p18



windy p30

# Class CD Audio Script

## CD1 02

### Unit 1. Toys and Things

#### Talk Time

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

**Teacher:** How many do you have?  
I have two.

**Teacher:** How many do you have?  
I have one.

**Teacher:** How many do you have?  
I have two.

**Teacher:** How many do you have?  
I have one.

**Safroota:** How many do you have?

**Girl:** I have two.

**Girl:** How many do you have?

**Safroota:** I have one.

## CD1 03

### Fun Time!

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

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

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

**Boy 2:** Two!

**Boy 3:** Seven!

**Boy 4:** Five!

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

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

**Boy 1:** Four!

**Boy 2:** One!

**Boy 3:** Six!

**Boy 4:** Eight!

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

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

## CD1 04

### Rhythms and Sounds

#### Exercise 1. Chant and do.

##### Robot Bear

**Teacher/Boys:**

Robot bear, robot bear, turn around.

Robot bear, robot bear, touch the ground.

Robot bear, robot bear, show your shoe.

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

## CD1 05

### Exercise 2.

#### Listen, point and pronounce.

**Teacher/Boys:**

1. Turn around, Turn around, Turn around

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

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

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

## CD1 06

### Fun Time!

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

##### Chant and play.

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

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

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

## CD1 07

### Words

#### Exercise 1.

##### Listen and point.

**Teacher/Boys:**

1. a bicycle, a bicycle, a bicycle
2. computer games, computer games, computer games
3. a dollhouse, a dollhouse, a dollhouse
4. a football, a football, a football
5. a shirt, a shirt, a shirt
6. a skirt, a skirt, a skirt
7. a coloring book, a coloring book, a coloring book
8. stickers, stickers, stickers
9. a T-shirt, a T-shirt, a T-shirt
10. trousers, trousers, trousers
11. a puppet, a puppet, a puppet
12. a cell phone, a cell phone, a cell phone
13. a toy truck, a toy truck, a toy truck
14. a puzzle, a puzzle, a puzzle

## CD1 08

### Exercise 2.

##### Listen and say.

**Teacher/Boys:**

1. a bicycle, a bicycle, a bicycle
2. computer games, computer games, computer games
3. a dollhouse, a dollhouse, a dollhouse
4. a football, a football, a football
5. a shirt, a shirt, a shirt
6. a skirt, a skirt, a skirt
7. a coloring book, a coloring book, a coloring book
8. stickers, stickers, stickers
9. a T-shirt, a T-shirt, a T-shirt
10. trousers, trousers, trousers
11. a puppet, a puppet, a puppet
12. a cell phone, a cell phone, a cell phone
13. a toy truck, a toy truck, a toy truck
14. a puzzle, a puzzle, a puzzle

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

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

**CD1 10****Fun Time!****Exercise 4. One Robot, Two Robots...****Chant and put your hand on top.****Teacher:** Are you ready? Let's start!**Boy 1:** One robot**Boy 2:** two robots**Boy 3:** three robots**Boy 4:** four**Boy 1:** Five robots**Boy 2:** six robots**Boy 3:** seven robots**Boy 4:** more!**Boy 2:** One robot**Boy 3:** two robots**Boy 4:** three robots**Boy 1:** four**Boy 2:** Five robots**Boy 3:** six robots**Boy 4:** seven robots**Boy 1:** more!**Teacher:** Okay! Good! Let's play for real.**CD1 11****Phonics****Exercise 1. Listen and say.****Teacher:** K says /k/, /k/, kiwi

L says /l/, /l/, lion

M says /m/, /m/, monkey

N says /n/, /n/, nest

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

**Teacher:** Look at number 2. /l/, /l/, /l/, /l/, lion  
 Look at number 4. /n/, /n/, /n/, /n/, nest  
 Look at number 1. /k/, /k/, /k/, /k/, kiwi  
 Look at number 3. /m/, /m/, /m/, /m/, monkey  
 /k/, /k/, /k/, /k/, kiwi  
 /l/, /l/, /l/, /l/, lion

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

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

**CD1 13****Exercise 4.****Listen, count and chant.****Teacher/ Boys:**

One, two,

Two monkeys,

Two, three,

Three lions,

Three, four,

Four puppets,

Four, five,

Five toy trucks!

One, two,

Two monkeys,

Three lions,

Four puppets,

FIVE TOY TRUCKS!

**CD1 14****Unit 2. Food!****Talk Time****Exercise 1. Listen and say.****Teacher:** Do you like pizza?

Yes, I like pizza!

**Teacher:** Do you like macaroni?

No, I don't like macaroni.

**Safroota:** Do you like pizza?**Safroot:** Yes, I like pizza!**Safroot:** Do you like macaroni?**Safroota:** No, I don't like macaroni!**CD1 15****Fun Time!****Exercise 4. Listen. Shout "I like "uhn"!" or "I don't like "uhn" !"****Teacher:** Are you ready? Let's start!**Teacher:** I like macaroni.**Boy 1:** I like macaroni.**Boy 2:** I don't like macaroni.**Teacher:** I like macaroni.

I like salad.

I like kabsa.

I don't like pizza.

I like onions.

I like soup.

**Teacher:** Okay! Good! Now you do it!**CD1 16****Rhythms and Sounds****Exercise 1. Listen and chant. Cookie Jar Chant**

**Teacher:** Who took the cookies from the cookie jar?  
 Safroot took the cookies from the cookie jar.  
 Who me?  
 Yes, you!



Not me!  
Then who took the cookies from the cookie jar?

**Teacher:** Now leave out cookies!

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

### CD1 17

#### Fun Time!

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

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

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

**Boy 1:** Number two took the cookies from the cookie jar.

**Boy 2:** Who me?

**All:** Yes, you!

**Boy 2:** Not me!

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

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

**Boy 1:** Number six took the cookies from the cookie jar.

**Boy 6:** Who me?

**All:** Yes, you!

**Boy 6:** Not me!

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

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

**Boy 2:** Number five took the cookies from the cookie jar.

**Boy 5:** Who me?

**All:** Yes, you!

**Boy 5:** Yes, me!

**All:** Aaaaah!

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

### CD1 18

#### Words

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

**Teacher/Boys:** 1. apple, apple, apple  
2. pizza, pizza, pizza  
3. salad, salad, salad  
4. soup, soup, soup  
5. orange, orange, orange  
6. rice, rice, rice  
7. sandwich, sandwich, sandwich  
8. apricot, apricot, apricot  
9. kabsa, kabsa, kabsa

*And now can you point to the...*

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

### CD1 19

#### Exercise 2.

#### Listen and practice.

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

### CD1 20

#### Fun Time!

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

*Are you ready? Let's start!*

one, two, three, four, five, six, seven, eight, nine, ten,  
ten, nine, eight, seven, six, five, four, three, two, one  
one orange, two apples, three pizzas,  
four sandwiches, five carrots, six onions, seven bananas,  
eight cherries, nine cookies, ten potatoes,  
ten potatoes, nine cookies, eight cherries, seven bananas,  
six onions, five carrots, four sandwiches, three pizzas,  
two apples, one orange

*Okay! Good! We're finished.*

### CD1 21

#### Phonics

#### Exercise 1.

#### Listen and say.

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

### CD1 22

#### Exercise 3.

#### Listen and write.

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

### CD1 23

#### Unit 3. Animals

#### Talk Time

#### Exercise 1. Listen and say.

**Teacher:** Do you have a pet?  
Yes, I do. I have a turtle.

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

**Safroota:** Do you have a pet?

**Safroot:** Yes, I do. I have a turtle.

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

### CD1 24

#### Fun Time!

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

**Like this ...**

*Are you ready? Let's start!*

Eleven, twelve, thirteen, fourteen, fifteen, sixteen,  
seventeen, eighteen, nineteen, twenty.

Eleven horses, twelve rabbits, thirteen zebras,

Fourteen lions, fifteen bears, sixteen cats,

Seventeen birds, eighteen chickens, nineteen turtles,

Twenty eggs.

*Okay! Good! We're finished.*

### CD1 25

#### Rhythms and Sounds

**Exercise 1. Listen and chant.**

**Paco**

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

### CD1 26

**Narrator: Fun Time!**

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

**Listen and match.**

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

**Teacher:** Okay! Good! We're finished.

### CD1 27

**Narrator: Words**

**Exercise 1. Listen and point.**

**Teacher/Boys:**

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

### CD1 28

**Exercise 2.**

**Listen, point and say.**

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

### CD1 29

**Exercise 3**

**Listen and make the sounds.**

**Teacher:**

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

### CD1 30

**Fun Time!**

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

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

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

### CD1 31

#### Phonics

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

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

### CD1 32

#### Exercise 3.

##### Listen and write.

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

### CD1 33

#### Fun Time!

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

**Teacher/ boys:** Twenty, twenty  
twenty-one, twenty-one,  
twenty-two, twenty-two,  
twenty-three, twenty-three,  
twenty-four, twenty-four,  
twenty-five, twenty-five,  
twenty-six, twenty-six,  
twenty-seven, twenty-seven,  
twenty-eight, twenty-eight,  
twenty-nine, twenty-nine,  
thirty, thirty.

**Teacher:** Good. Now you count!

### CD1 34

#### Unit 4. Days and Weather

##### Talk Time

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

**Teacher:** What day do you like?  
I like Wednesday. How about you?

**Teacher:** I like Saturday.

**Teacher:** What day do you like?

I like Wednesday. How about you?

**Teacher:** I like Saturday.

**Girl 1:** What day do you like?

**Girl 2:** I like Wednesday. How about you?

**Girl 1:** I like Saturday.

### CD1 35

#### Fun Time!

##### Exercise 3. Hot Potato Game. Say the sentence and pass the potato.

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

**Girl 1:** What day do you like?

**Girl 2:** I like Tuesday. How about you?

**Girl 3:** I like Monday. How about you?

**Girl 4:** I like Thursday. How about you?

**Girl 5:** I like Wednesday. How about you?

**Girl 6:** I like Sunday. How about you?

**Girl 7:** I like Saturday. How about you?

**Girl 1:** I like Friday. How about you?

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

### CD1 36

#### Narrator: Rhythms and Sounds

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

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

### CD1 37

#### Narrator: Exercise 2.

##### Listen, point and pronounce.

**Teacher:** /s/, /s/, /s/, /s/, Saturday

**Girls:** Saturday, SATURDAY!

**Teacher:** /s/, /s/, /s/, /s/, Sunday

**Girls:** Sunday, SUNDAY!

**Teacher:** /m/, /m/, /m/, /m/, Monday

**Girls:** Monday, MONDAY!

**Teacher:** /t/, /t/, /t/, /t/, Tuesday

**Girls:** Tuesday, TUESDAY!

**Teacher:** /w/, /w/, /w/, /w/, Wednesday

**Girls:** Wednesday, WEDNESDAY!

**Teacher:** /th/, /th/, /th/, /th/, Thursday

**Girls:** Thursday, THURSDAY!

**Teacher:** /f/, /f/, /f/, /f/, Friday

**Girls:** Friday, FRIDAY!

### CD1 38

#### Narrator: Fun Time!

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

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

### CD1 39

#### Words

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

**Teacher:** What's the weather like today?

**Teacher/Boys:**

1. It's sunny today. It's sunny today. It's sunny today.

2. It's cloudy today. It's cloudy today. It's cloudy today.

3. It's rainy today. It's rainy today. It's rainy today.

4. It's snowy today. It's snowy today. It's snowy today.

5. It's windy today. It's windy today. It's windy today.

## CD1 40

**Narrator: Exercise 2.**

**Listen, point and pronounce.**

**Teacher/Boys:**

1. sunny, sunny, sunny
2. cloudy, cloudy, cloudy
3. rainy, rainy, rainy
4. snowy, snowy, snowy
5. windy, windy, windy

## CD1 41

**Fun Time!**

**Exercise 3. Chant and do.**

**Weather Chant**

**Boys:**

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

## CD1 42

**Phonics**

**Exercise 1. Listen and say.**

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

## CD1 43

**Exercise 3.**

**Listen and write.**

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

## CD1 44

**Fun Time!**

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

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

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

# Workbook CD Audio Script

## CD2 02

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

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

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

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

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

## CD2 03

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

**Exercise 1. Listen and practice.**

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

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

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

### CD2 04

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

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

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

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

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

### CD2 05

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

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

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

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

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

### CD2 06

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

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

**Teacher:** Can you find the toys?

**Boy 1:** dollhouse  
**Boy 2:** puppet  
**Boy 1:** puzzle  
**Boy 1:** robot  
**Boy 2:** stickers  
**Boy 2:** toy trucks  
**Boy 1:** bicycle  
**Boy 1:** footballs  
**Boy 2:** coloring book  
**Boy 2:** computer games

Great! You did it!

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

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

### CD2 07

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

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

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

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

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

### CD2 08

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

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

**Teacher:** K says k, k, kiwi.  
L says l, l, lion.  
M says m, m, monkey.  
N says n, n, nest.  
**Girl:** k, k, kiwi!

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

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

### CD2 09

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

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

**Girl 1:** A, B, C, D, E, F, G, H, I, J, K, L, M, N  
**Girl 2:** one, two, three, four, five, six, seven, eight, nine, ten.

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

You've finished Goal 08!

Remember to practice! Write the letters by yourself three times this week! Well done! Bye!

### CD2 10

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

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

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

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

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

### CD2 11

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

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

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

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

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

### CD2 12

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

#### Exercise 1. Listen and chant.

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

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

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

### CD2 13

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

#### Exercise 1. Listen and practice.

**Boy 1:** Who took the cookies from the cookie jar?  
**Teacher:** Can you say "Who took the cookies from the cookie jar?" three times really fast? Ready? Go!  
**Boy 2:** Who took the cookies from the cookie jar? Who took the cookies from the cookie jar? Who took the cookies from the cookie jar?  
**Teacher:** That was fast. Good. Okay. Now it's your turn. Ready? Go! . . .  
**Boy 3:** No cookies!

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

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

### CD2 14

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

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

**Teacher:** Can you find the foods?  
**Boy 1:** kabsa, soup, pizza, orange, apple  
**Boy 2:** apricot, sandwich, carrot, salad, rice

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

You've finished Goal 13!  
Well done! Now do Goal 14.

### CD2 15

Are you ready for Goal 14? Good. Let's start. I can count from one to ten and back.

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

**Boy** 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

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

You've finished Goal 14!  
Well done! Remember to practice!  
Count from one to ten and back by yourself every day this week!  
Bye!

### CD2 16

Hi! How are you? Are you ready for Goal 15? Good. Let's start. I can make the sounds of the letters O, P, Q, and R.

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

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

**Girl:** rrrrrrabbii!

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

You've finished Goal 15!  
Well done! Now do Goal 16.

### CD2 17

Are you ready for Goal 16? Good. Let's start. I can write the letters A to R.

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

**Boy:** A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R

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

You've finished Goal 16!  
Well done! Remember to practice!  
Write the letters A to R by yourself three times this week! Bye!

### CD2 18

Hi! How are you? Are you ready for Goal 17? Good. Let's start. I can act out the talks about pets with a partner.

#### Exercise 1. Listen and practice.

**Boy 1:** Do you have a pet?  
**Boy 2:** Yes, I do. I have a turtle.  
**Boy 1:** Do you have a pet?  
**Boy 2:** No, I don't.  
**Cat:** Do you have a pet?

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

You've finished Goal 17!  
Well done! Now do Goal 18.

### CD2 19

Are you ready for Goal 18? Good. Let's start. I can count from 11 to 20.

#### Exercise 1. Listen and practice.

**Teacher/ boys:** Eleven, twelve, thirteen, fourteen.  
Fifteen, sixteen, seventeen, eighteen, nineteen,  
Twenty.  
Again. Eleven, twelve, thirteen, fourteen.  
Fifteen, sixteen, seventeen, eighteen, nineteen,  
Twenty.

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

You've finished Goal 18!  
Well done! Remember to practice!  
When you go to school, ask two friends if they have a pet! Bye!

### CD2 20

Hi! How are you? Are you ready for Goal 19? Good. Let's start. I can chant the PACO CHANT by myself using good rhythm.

#### Exercise 1. Listen and chant.

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

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

You've finished Goal 19!  
Well done! Now do Goal 20.

### CD2 21

Are you ready for Goal 20? Good. Let's start. I can count from 11 to 20 and back.

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

**Teacher/boys:** eleven, twelve, thirteen,  
fourteen, fifteen, sixteen, seventeen,  
eighteen, nineteen, twenty. Twenty,  
nineteen, eighteen,

seventeen, sixteen, fifteen, fourteen,  
thirteen, twelve, eleven.

Great! You did it! Now trace  
the light gray numbers. Then point and count.

You've finished Goal 20!  
Well done! Remember to practice!  
Count from 11 to 20 and back  
five times this week! Bye!

### CD2 22

Hi! How are you? Are you  
ready for Goal 21? Good. Let's start.  
I can say the names of three animals.

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

**Boy 1:** fish, mouse, cat

**Boy 2:** sheep, chicken, horse

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

You've finished Goal 21!  
Well done! Now do Goal 22.

### CD2 23

Are you ready for Goal 22?  
Good. Let's start. I can make the  
sounds of three animals.

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

**Teacher:** Let's practice the animal  
sounds. What does a cow say? Moo!  
Moo! What does a horse say? Neigh!  
Neigh! What does a bird say? Tweet!  
Tweet! What does a sheep say? Baa!  
Baa! What does a hen say? Cluck!  
Cluck!

**Cow:** MOOOOO!

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

You've finished Goal 22!  
Well done! Remember to practice!  
Practice making the sounds of three  
animals by yourself! Bye!

### CD2 24

Hi! How are you? Are you  
ready for Goal 23? Good. Let's start.  
I can make the sounds of the letters  
S, T, U, and V.

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

**Teacher:** S says s, s, sun. T says t, t, tiger.

U says u, u, umbrella. V says v, v, vase.

**Boy:** s, s, s, t, t, t!

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

You've finished Goal 23!  
Well done! Now do Goal 24.

### CD2 25

Are you ready for Goal 24?  
Good. Let's start. I can count from 20 to 30 and back.

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

**Teacher and girls:** twenty, twenty-one, twenty-two,  
twenty-three, twenty-four, twenty-five, twenty-six,  
twenty-seven, twenty-eight, twenty-nine, thirty.  
Thirty, twenty-nine, twenty-eight, twenty-seven,  
twenty-six, twenty-five, twenty-four, twenty-three,  
twenty-two, twenty-one, twenty.

Great! You did it! Now trace  
the light gray numbers and chant.  
Then do exercise 2. Trace and write.

You've finished Goal 24! Well  
done! Remember to practice! Count from  
20 to 30 and back by yourself three  
times this week! Bye!

### CD2 26

Hi! How are you? Are you  
ready for Goal 25? Good. Let's start.  
I can act out the "What day do you  
like?" talk with a partner.

#### Exercise 1. Listen and practice.

**Girl 1:** What day do you like?

**Girl 2:** I like Friday. How about you?

**Girl 1:** I like Saturday.

**Girl 3:** I like Thursday!

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

You've finished Goal 25!  
Well done! Now do Goal 26.

### CD2 27

Are you ready for Goal 26?  
Good. Let's start. I can say what day  
of the week I like.

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

**Girl 1:** I like Saturday and Sunday.

**Girl 2:** I like Monday and Tuesday.

Great! You did it! Now trace



the light gray words. Then do exercise 2. Trace and write.  
You've finished Goal 26!  
Well done! Remember to practice!  
When you go to school, tell three friends what day of the week you like! Bye!

### CD2 28

Hi! How are you? Are you ready for Goal 27? Good. Let's start. I can chant the Days of the Week chant by myself.

#### Exercise 1. Listen and chant.

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

Great! You did it! Now trace the light gray words. Then do exercise 2. Trace and write.  
You've finished Goal 27!  
Well done! Now do Goal 28.

### CD2 29

Are you ready for Goal 28? Good. Let's start. I can say the days of the week from Saturday to Friday with good pronunciation.

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

**Teacher:** Can you find the days?  
**Girl:** Tuesday, Saturday, Monday, Thursday, Friday, Sunday, Wednesday.

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

You've finished Goal 28!  
Well done! Remember to practice!  
Say the days of the week from Sunday to Saturday with good pronunciation three times this week!  
Bye!

### CD2 30

Hi! How are you? Are you ready for Goal 29? Good. Let's start. I can say three sentences about weather.

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

**Boy 1:** It's rainy today.  
**Boy 2:** It's windy today.  
**Boy 1:** It's sunny today.

**Boy 2:** It's rainy today!

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

You've finished Goal 29!  
Well done! Now do Goal 30.

### CD2 31

Are you ready for Goal 30? Good. Let's start. I can say what the weather is like today.

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

When you hear the ... sound say what the real weather is like today.

**Boy 1:** It's sunny today.  
**Boy 2:** It's sunny and windy today.

It's ... today.

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

You've finished Goal 30!  
Well done! Remember to practice!  
Say what the weather is like three days this week! Bye!

### CD2 32

Hi! How are you? Are you ready for Goal 31? Good. Let's start. I can make the sounds of the letters W, X, Y, and Z.

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

**Teacher:** W says w, w, wolf. X says x, x, fox. Y says y, y, yard. Z says z, z, zebra.  
**Wolf:** W, w, w, w, w, w, wwwwwwooo

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

You've finished Goal 31!  
Well done! Now do Goal 32.

### CD2 33

Are you ready for Goal 32? Good. Let's start. I can count from 10 to 100 in tens.

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

**Teacher:** ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.

Great! You did it! Now trace the light gray numbers and count the eggs.

You've finished Goal 32! Well done! Remember to practice! Count from 10 to 100 in tens three times this week!

That's the end of the book. You've worked very hard. Now you can do 33 more things in English. Congratulations! See you next year with We Can 3! Bye!

# Phonics Book CD Audio Script

## CD3 02

**Unit 1, Alphabet Jingle: Toys and Things, Pages 70 and 71, Exercise 1. Listen and say.**

**Teacher:** Let's listen and say.

A! /a/a/album. B! /b/b/ball. C! /c/c/comics. D! /d/d/desk. E! /e/e/pen. F! /f/f/fan. G! /g/g/gum. H! /h/h/hat. I! /i/i/pin. J! /j/j/jug. K! /k/k/kiwi. L! /l/l/lollipop. M! /m/m/magnet. N! /n/n/notebook. O! /o/o/pot. P! /p/p/pencil. Q! /q/q/quilt. R! /r/r/ring. S! /s/s/socks. T! /t/t/towel. U! /u/u/bus. V! /v/v/vase. W! /w/w/window. X! /x/x/box. Y! /y/y/yo-yo. Z! /z/z/zebra.

## CD3 03

**Unit 1, Pages 70 and 71, Exercise 2. Point and say.**

**Teacher:** A! /a/a/album. B! /b/b/ball. C! /c/c/comics. D! /d/d/desk. E! /e/e/pen F! /f/f/fan. G! /g/g/gum. H! /h/h/hat. I! /i/i/pin. J! /j/j/jug. K! /k/k/kiwi. L! /l/l/lollipop. M! /m/m/magnet. N! /n/n/notebook. O! /o/o/pot. P! /p/p/pencil. Q! /q/q/quilt. R! /r/r/ring. S! /s/s/socks. T! /t/t/towel. U! /u/u/bus. V! /v/v/vase. W! /w/w/window. X! /x/x/box. Y! /y/y/yo-yo. Z! /z/z/zebra.

## CD3 04

**Unit 1, Pages 70 and 71, Exercise 3. Say the key words.**

**Teacher:** A! /a/a/ B! /b/b/ C! /c/c/ D! /d/d/ E! /e/e/ F! /f/f/ G! /g/g/ H! /h/h/ I! /i/i/ J! /j/j/ K! /k/k/ L! /l/l/ M! /m/m/ N! /n/n/ O! /o/o/ P! /p/p/ Q! /q/q/ R! /r/r/ S! /s/s/ T! /t/t/ U! /u/u/ V! /v/v/ W! /w/w/ X! /x/x/ Y! /y/y/ Z! /z/z/

## CD3 05

**Unit 1, Worksheet 1, Page 72, Exercise 1. Listen, circle, and write.**

**Teacher:** Listen carefully.

1. cat /c/c/ /a/a/ /t/t/ cat 2. bed /b/b/ /e/e/ /d/d/ bed 3.

bag /b/b/ /a/a/ /g/g/ bag 4. cut /c/c/ /u/u/ /t/t/ cut 5. tub /t/t/ /u/u/ /b/b/ tub

## CD3 06

**Narrator: Unit 1, Worksheet 2, Page 73, Exercise 1. Listen, circle, and write.**

**Teacher:** Listen carefully.

1. big /b/b/ /i/i/ /g/g/ big 2. top /t/t/ /o/o/ /p/p/ top 3. bat /b/b/ /a/a/ /t/t/ bat 4. pet /p/p/ /e/e/ /t/t/ pet 5. dot /d/d/ /o/o/ /t/t/ dot

## CD3 07

**Unit 1, Worksheet 3, Page 74, Exercise 1. Listen and say.**

**Teacher:** I'm going to say the sounds and the words. Then you repeat after me. OK? Let's begin.

/an/an/ pan. /an/an/ van. /an/an/ man. /an/an/ can. /en/en/ pen. /en/en/ men. /en/en/ ten. /en/en/ hen. /in/in/ pin. /in/in/ bin. /in/in/ fin. /in/in/ win.

## CD3 08

**Unit 1, Worksheet 3, Page 74, Exercise 2. Listen, circle, and match.**

**Teacher:** Please listen carefully. Then circle the correct word and draw a line to the matching picture. Are you ready? Let's begin!

1. pen, pen 2. pan, pan 3. ten, ten 4. man, man

## CD3 09

**Unit 1, Worksheet 4, Page 75, Exercise 1. Listen and say.**

**Teacher:** I'm going to say the sounds and the words. Then you repeat after me. OK? Let's begin.

/ag/ag/ bag. /ag/ag/ tag. /ag/ag/ rag. /og/og/ frog. /og/og/ jog. /og/og/ log. /ug/ug/ bug. /ug/ug/ rug. /ug/ug/ mug

## CD3 10

**Unit 1, Worksheet 4, Page 75, Exercise 2. Listen and match.**

**Teacher:** Please listen carefully. Then draw a line to the matching picture. Are you ready? Let's begin!

1. bag, bag 2. tag, tag 3. log, log 4. mug, mug 5. rug, rug 6. bug, bug 7. jog, jog 8. rag, rag 9. frog, frog

## CD3 11

**Unit 1, Worksheet 5, Page 76, Exercise 1. Listen and say.**

**Teacher:** I'm going to say the sounds and the words. Then you repeat after me. OK? Let's begin.

/at/at/ cat. /at/at/ hat. /at/at/ bat. /et/et/ net. /et/et/ pet.

/et/et/ wet. /it/it/ kit. /it/it/ hit. /it/it/ sit. /ot/ot/ dot. /ot/ot/ hot. /ot/ot/ pot. /ut/ut/ cut. /ut/ut/ hut. /ut/ut/ nut.

### CD3 12

Unit 1, Worksheet 5, Page 76, Exercise 2.

Listen, circle, and match.

**Teacher:** Please listen carefully. Then circle the correct word and draw a line to the matching picture. Are you ready? Let's begin!

hat, hat 2. hot, hot 3. cut, cut

### CD3 13

Unit 1, Worksheet 6, Page 77, Exercise 1.

Listen, check, and write.

**Teacher:** Please listen. Check the word I say and write the middle letter. Then write the word. Are you ready?

1. big, big 2. pen, pen 3. cut, cut 4. man, man

### CD3 14

Unit 2, Alphabet Jingle: Food, Pages 78 and 79. Listen and say.

**Teacher:** Let's listen and say.

A! /a/a/apple. B! /b/b/banana. C! /c/c/carrot. D! /d/d/doughnut. E! /e/e/egg. F! /f/f/fish. G! /g/g/gum. H! /h/h/honey. I! /i/i/ice cream. J! /j/j/jam. K! /k/k/kiwi. L! /l/l/lemon. M! /m/m/melon. N! /n/n/nuts. O! /o/o/orange. P! /p/p/pineapple. Q! /q/q/quince. R! /r/r/rice. S! /s/s/salad. T! /t/t/tomato. U! /u/u/bun. V! /v/v/vegetables. W! /w/w/watermelon. X! /x/x/lunch box. Y! /y/y/yogurt. Z! /z/z/zucchini.

### CD3 15

Unit 2, Pages 78 and 79, Exercise 2. Point and say.

**Teacher:** A! /a/a/apple. B! /b/b/banana. C! /c/c/carrot. D! /d/d/doughnut. E! /e/e/egg. F! /f/f/fish. G! /g/g/gum. H! /h/h/honey. I! /i/i/ice cream. J! /j/j/jam. K! /k/k/kiwi. L! /l/l/lemon. M! /m/m/melon. N! /n/n/nuts. O! /o/o/orange. P! /p/p/pineapple. Q! /q/q/quince. R! /r/r/rice. S! /s/s/salad. T! /t/t/tomato. U! /u/u/bun. V! /v/v/vegetables. W! /w/w/watermelon. X! /x/x/lunch box. Y! /y/y/yogurt. Z! /z/z/zucchini.

### CD3 16

Unit 2, Pages 78 and 79, Exercise 3. Say the key words.

**Teacher:** A! /a/a/ B! /b/b/ C! /c/c/ D! /d/d/ E! /e/e/ F! /f/f/ G! /g/g/ H! /h/h/ I! /i/i/ J! /j/j/ K! /k/k/ L! /l/l/ M! /m/m/ N! /n/n/ O! /o/o/ P! /p/p/ Q! /q/q/ R! /r/r/ S! /s/s/ T! /t/t/ U! /u/u/ V! /v/v/ W! /w/w/ X! /x/x/ Y! /y/y/ Z! /z/z/

### CD3 17

Unit 2, Worksheet 7, Page 80, Exercise 2.

Listen, circle, and write.

**Teacher:** Let's begin!

1. log, log /l/l/log 2. big, big /b/b/big 3. bag, bag /b/b/ bag 4. gum, gum /g/g/gum 5. cup, cup /c/c/cup 6. pet, pet /p/p/pet

### CD3 18

Unit 2, Worksheet 8, Page 81, Exercise 1. Listen and write the first letter.

**Teacher:** Are you ready?

1. pineapple, pineapple 2. banana, banana 3. tomato, tomato 4. doughnut, doughnut 5. carrot, carrot 6. gum, gum

### CD3 19

Unit 2, Worksheet 8, Page 81, Exercise 2. Listen, circle, and write.

**Teacher:** Let's begin.

1. dig, dig 2. cat, cat 3. tub, tub 4. bed, bed 5. cap, cap 6. top, top

### CD3 20

Unit 2, Worksheet 9, Page 82, Exercise 1. Listen and write.

**Teacher:** Let's begin.

1. pan, pan 2. six, six 3. red, red 4. top, top 5. box, box 6. sun, sun

### CD3 21

Unit 2, Worksheet 9, Page 82, Exercise 2. Listen and say together.

**Teacher:** First listen and say together. Are you ready?

Ten fat sausages frying in the pan. One went pop and the other went bang.  
Eight fat sausages frying in the pan. One went pop and the other went bang.  
Six fat sausages frying in the pan. One went pop and the other went bang.  
Four fat sausages frying in the pan. One went pop and the other went bang.  
Two fat sausages frying in the pan. One went pop and the other went bang.  
No more sausages frying in the pan.  
Teacher and children: (Repeat chant)

### CD3 22

Unit 3, Alphabet Jingle: Animals, Pages 84 and 85, Exercise 1. Listen and say.

**Teacher:** Let's listen and say.

A! /a/a/alligator. B! /b/b/bear. C! /c/c/cow. D! /d/d/duck. E! /e/e/elephant. F! /f/f/fish. G! /g/g/gorilla. H! /h/h/horse. I! /i/i/iguana. J! /j/j/jaguar. K! /k/k/koala. L! /l/l/lion. M! /m/m/monkey. N! /n/n/newt. O! /o/o/ostrich. P! /p/p/panda. Q! /q/q/quail. R! /r/r/rabbit. S! /s/s/seal. T! /t/t/tiger. U! /u/u/duck. V! /v/v/vulture. W! /w/w/wolf. X! /x/x/fox. Y! /y/y/yak. Z! /z/z/zebra.

### CD3 23

**Unit 3, Pages 84 and 85, Exercise 2. Point and say.**

*Teacher:* A! /a/a/alligator. B! /b/b/bear. C! /c/c/cow. D! /d/d/duck. E! /e/e/elephant. F! /f/f/fish. G! /g/g/gorilla. H! /h/h/horse. I! /i/i/iguana. J! /j/j/jaguar. K! /k/k/koala. L! /l/l/lion. M! /m/m/monkey. N! /n/n/newt. O! /o/o/ostrich. P! /p/p/panda. Q! /q/q/quail. R! /r/r/rabbit. S! /s/s/seal. T! /t/t/tiger. U! /u/u/duck. V! /v/v/vulture. W! /w/w/wolf. X! /x/x/fox. Y! /y/y/yak. Z! /z/z/zebra.

### CD3 24

**Unit 3, Pages 84 and 85, Exercise 3. Say the key words.**

*Teacher:* A! /a/a/ B! /b/b/ C! /c/c/ D! /d/d/ E! /e/e/ F! /f/f/ G! /g/g/ H! /h/h/ I! /i/i/ J! /j/j/ K! /k/k/ L! /l/l/ M! /m/m/ N! /n/n/ O! /o/o/ P! /p/p/ Q! /q/q/ R! /r/r/ S! /s/s/ T! /t/t/ U! /u/u/ V! /v/v/ W! /w/w/ X! /x/x/ Y! /y/y/ Z! /z/z/

### CD3 25

**Unit 3, Page 85, Activity 1. Listen to the sound and say the name.**

*Teacher:* Now I'm going to ask you some questions. You answer. Are you ready?

What animal name starts with p? /p/p/? That's right! The answer is panda! OK. Are you ready for the next one? What animal name starts with g? /g/g/? Yes. It's a gorilla. What animal name starts with t? /t/t/ It's a tiger. What animal name starts with b? /b/b/ It's a bear.

### CD3 26

**Unit 3, Page 85, Activity 3. Listen to the animal riddles.**

*Teacher:* Now I'm going to give you three hints. You tell me what animal it is. Are you ready?

Riddle 1. Hint 1: I am black and white. Hint 2: I eat grass. Hint 3: I can run very fast. What am I?  
Riddle 2. Hint 1: I am big. Hint 2: I am heavy, too. Hint 3: I have big ears and a long trunk. What am I?

### CD3 27

**Unit 3, Worksheet 11, Page 86, Exercise 2. Listen and draw a line to the correct letter.**

*Teacher:* Let's begin.

1. pen /p/p/pen
2. pot /p/p/pot
3. bed /b/b/bed
4. pear /p/p/pear
5. bag /b/b/bag
6. banana /b/b/banana
7. bus /b/b/bus

### CD3 28

**Unit 3, Worksheet 11, Page 86, Exercise 3. Listen and write the first letter.**

*Teacher:* Are you ready? Let's begin.

1. bat, bat
2. pencil, pencil
3. pineapple, pineapple
4. boy, boy

### CD3 29

**Unit 3, Worksheet 12, Page 87, Exercise 2. Listen and draw a line to the correct letter.**

*Teacher:* Let's begin.

1. table /t/t/table
2. tiger /t/t/tiger
3. duck /d/d/duck
4. teapot /t/t/teapot
5. doughnut /d/d/doughnut
6. teacher /t/t/teacher
7. tub /t/t/tub
8. doctor /d/d/doctor

### CD3 30

**Unit 3, Worksheet 12, Page 87, Exercise 3. Listen and write the first letter.**

*Teacher:* Are you ready? Let's begin.

1. dinosaur, dinosaur
2. ten, ten
3. tie, tie
4. duck, duck

### CD3 31

**Unit 3, Worksheet 13, Page 88, Exercise 1. Listen and write the first letter.**

*Teacher:* Are you ready? Let's begin.

1. tub, tub
2. tall, tall
3. ten, ten
4. duck, duck
5. top, top
6. desk, desk

### CD3 32

**Unit 3, Worksheet 13, Page 88, Exercise 2. Listen and chant. Touch each "T" as you chant.**

*Teacher:* First listen and then chant along. Are you ready?

I'm a little teapot, short and stout. Here is my handle, here is my spout. When I get all steamed up, hear me shout. Tip me over and pour me out.

Girls : I'm a little teapot, short and stout. Here is my handle, here is my spout. When I get all steamed up, hear me shout. Tip me over and pour me out.

### CD3 33

**Unit 3, Worksheet 14, Page 89, Exercise 2. Listen and draw a line to the correct letter.**

*Teacher:* Let's begin.

1. cat /c/c/cat 2. gorilla /g/g/gorilla 3. carrot /c/c/carrot  
4. gum /g/g/gum 5. game /g/g/game  
6. goat /g/g/goat 7. candle /c/c/candle 8. cake /c/c/  
cake

**CD3 34**

**Unit 3, Worksheet 14, Page 89, Exercise 3.**  
**Listen and write the first letter.**

*Teacher:* Are you ready? Let's begin.

1. cow, cow 2. cookies, cookies 3. girl, girl  
4. game, game

**CD3 35**

**Unit 4, Weather Jingle: Days and Weather, Page 90,**  
**Exercise 2.**  
**Listen, point and chant. Touch each "C" and "G" as**  
**you chant.**

*Teacher:* First listen and then chant along. Are you  
ready?

Hello sun, don't go away;  
Welcome again every day.  
We go outside and smile and play.  
Welcome again every day.

Rain, rain, go away.  
Come again some other day.  
We want to go outside and play.  
Come again some other day.

Come, come, sunny sky.  
Go away, rainy sky.  
We want to go outside and play.  
Rain, rain, go away.

Hello sun, don't go away.  
Welcome again every day.  
We go outside to sit and play.  
Welcome again every day.

Boys: (Repeat chant)

**CD3 36**

**Unit 4, Worksheet 15, Page 91, Exercise 2.**  
**Listen and circle the words you hear.**

*Teacher:* Are you ready to play? Have you written nine  
words? I'm going to say the words and you  
circle the ones you have written. OK? Let's start!

1. fan, fan 2. big, big 3. box, box 4. pen, pen 5. jet, jet  
6. pet, pet 7. map, map 8. dig, dig 9. bat, bat  
That's all! Does anyone have all the words? How many  
words did you get? Who has the most words?

**CD3 37**

**Unit 4, Worksheet 15, Page 91, Exercise 3.**  
**Listen and write.**

*Teacher:* Are you ready?

1. ten, ten 2. six, six 3. fan, fan 4. bed, bed 5. map,  
map 6. bat, bat

**CD3 38**

**Unit 4, Worksheet 16, Page 92, Exercise 2.**  
**Listen and circle the words you hear.**

*Teacher:* Are you ready to play? Have you written nine  
words? I'm going to say the words and you  
circle the ones you have written. OK? Let's start!

1. mop, mop 2. can, can 3. bug, bug 4. mug, mug 5.  
red, red 6. wet, wet 7. log, log 8. fox, fox 9. hat, hat  
That's all! Does anyone have all the words? How  
many words did you get? Who has the most words?

**CD3 39**

**Unit 4, Worksheet 16, Page 92, Exercise**  
**3. Listen and write.**

*Teacher:* Let's begin!

1. hit, hit 2. hat, hat 3. fox, fox 4. man, man 5. hot, hot  
6. can, can

**CD3 40**

**Unit 4, Worksheet 17, Page 93, Exercise 2.**  
**Listen and say.**

*Teacher:* Listen and say after me.

1. pet, pet 2. gum, gum 3. bed, bed 4. mat, mat 5.  
ten, ten 6. cup, cup 7. jet, jet 8. mop, mop

# Learning Goals for WE CAN 1 and WE CAN 2 - Grade 4

## WE CAN 1

### UNIT 1

- Goal 1** - I can say "Hello", "What's your name?", and "My name's..."
- Goal 2** - I can say "Hello" when I come to class.
- Goal 3** - I can chant the *Hello Chant* or the *Goodbye Chant*.
- Goal 4** - I can ask "How are you?" when I come to class.
- Goal 5** - I can say the names of five colors.
- Goal 6** - I can find three colors in the classroom.
- Goal 7** - I can chant the *Alphabet Chant*.
- Goal 8** - I can make my name card.

### UNIT 2

- Goal 9** - I can listen to the teacher and do the body actions.
- Goal 10** - I can say "Close your eyes" or "Open your eyes" to a partner.
- Goal 11** - I can chant the *Head, Shoulders, Knees and Toes* chant.
- Goal 12** - I can tell a friend to touch two body parts.
- Goal 13** - I can do three classroom actions
- Goal 14** - I can give two classroom instructions to a friend.
- Goal 15** - I can point to and say all the small letters from a to z.
- Goal 16** - I can point to and say the alphabet from z to a.

### UNIT 3

- Goal 17** - I can act out one of the talks about introducing my brother or sister.
- Goal 18** - I can introduce one friend to another friend.
- Goal 19** - I can shout "No more monkeys jumping on the bed!"
- Goal 20** - I can do the hand actions for the *Five Little Monkeys* chant.
- Goal 21** - I can play the *Five Finger Game*.
- Goal 22** - I can show a family drawing and say who they are.
- Goal 23** - I can make the sound of the letters *A, B, C, D, and E*.
- Goal 24** - I can write the letters *A to E* on my hand or on a friend's back.

### UNIT 4

- Goal 25** - I can say my age.
- Goal 26** - I can ask someone, "How old are you?" and get the answer.
- Goal 27** - I can chant the *Ten Little Camels* chant.
- Goal 28** - I can play the *Clap and Guess the Number Game*.
- Goal 29** - I can say the names of three shapes.
- Goal 30** - I can find three shapes outside of home.
- Goal 31** - I can make the sounds of the letters *F, G, H, I and J*.
- Goal 32** - I can write the letters *A to J* at home.

# WE CAN 2

## UNIT 1

- Goal 1** - I can act out the talks about *how many* with a partner.
- Goal 2** - I can play the Number Guessing Game with a friend.
- Goal 3** - I can chant the *Robot Bear* chant with actions.
- Goal 4** - I can tell a friend to do two of the *Robot Bear's* actions.
- Goal 5** - I can listen, point, and say the names of five toys.
- Goal 6** - I can say the names of some clothes.
- Goal 7** - I can make the sounds of the letters *K, L, M, and N*.
- Goal 8** - I can count from 1 to 10.

## UNIT 2

- Goal 9** - I can act out the talks about food with a partner.
- Goal 10** - I can say two foods that I like.
- Goal 11** - I can chant the Cookie Jar Chant using good rhythm.
- Goal 12** - I can say "Who took the cookies from the cookie jar?" three times really fast.
- Goal 13** - I can point to and say five kinds of food.
- Goal 14** - I can count from one to ten and back.
- Goal 15** - I can make the sounds of the letters *O, P, Q, and R*.
- Goal 16** - I can count and write the letters *A to R*.

## UNIT 3

- Goal 17** - I can act out the talks about pets with a partner.
- Goal 18** - I can count from 11 to 20.
- Goal 19** - I can chant the PACO chant by myself using good rhythm.
- Goal 20** - I can count from 11 to 30.
- Goal 21** - I can say the names of three animals.
- Goal 22** - I can make the sounds of two animals.
- Goal 23** - I can make the sounds of the letters *S, T, U, and V*.
- Goal 24** - I can count from 20 to 30 and back..

## UNIT 4

- Goal 25** - I can act out the "What days do you like?" talk with a partner.
- Goal 26** - I can say what day of the week I like.
- Goal 27** - I can chant the Days of the Week chant by myself.
- Goal 28** - I can say the days of the week from Saturday to Friday with good pronunciation.
- Goal 29** - I can say three sentences about weather.
- Goal 30** - I can say what the weather is like today.
- Goal 31** - I can make the sounds of the letters *W, X, Y, and Z*.
- Goal 32** - I can write the letters *A to Z*.

**Book: We Can 1 & 2**  
**Level: Fourth Elementary School**



**Publisher: McGraw Hill Education**  
**Edition: Kingdom of Saudi Arabia**

الحد الأدنى	By the end of grade four and with within the assigned structure and vocabulary students will be able to	الفصل الدراسي الأول		الفصل الدراسي الثاني		الرمز
		الفترة الأولى	الفترة الثانية	الفترة الثالثة	الفترة الرابعة	
X	Recognize and produce the sounds of the English alphabet.	√	√	√	√	١/٧/٤
X	Recognize short and only some long vowels: {long /a/ as in "cake", long /e/ as in "sea", long /o/ as in "nose", and long /i/ as "kite"}. *	√	√	√	√	٢/٧/٤
X	Recognize and differentiate between some English letters (b & p), (f & v).		√	√	√	٣/٧/٤
	Recognize and produce only some English digraphs such as, (th, sh, ch).		√	√	√	٤/٧/٤
X	Recognize and match sounds to letters.	√	√	√	√	٥/٧/٤
X	Participate verbally and non-verbally in short simple activities: greeting, giving and receiving commands and instructions.	√	√			٦/٧/٤
X	Recognize intonation patterns of statements and questions.	√	√	√	√	٧/٧/٤
X	Ask and respond to simple assigned sentences in present tense form with the verb (like) using first and second person singular and in affirmative, negative and interrogative statements and (Yes/No questions).	√	√	√	√	٨/٧/٤
X	Ask and respond to basic questions about personal information using verb to be (am, is, are),(have got) and wh. questions (what, where, who, how).	√	√		√	٩/٧/٤
X	Recognize and use indefinite articles (a, an) using (this and that).		√	√	√	١٠/٧/٤
X	Recognize and apply regular plural formation using (these and those).	√	√	√		١١/٧/٤
X	Recognize and apply subjective pronouns correctly (I, You, He, She, It, We, They).	√	√	√	√	١٢/٧/٤
	Recognize prepositions of place (in, on)		√	√		١٣/٧/٤
	Talk about feelings in simple and short sentences.	√	√	√		١٤/٧/٤
X	Identify main colours ( red, blue, green, black, white, yellow, brown)	√		√	√	١٥/٧/٤
X	Identify and talk about classroom objects which are assigned in the book.	√		√	√	١٦/٧/٤
	Identify and talk about family members and possession using two possessive adjectives: (my, your)	√	√	√		١٧/٧/٤
	Identify and talk about food, animals, clothes.		√	√	√	١٨/٧/٤
	Talk about likes and dislikes.			√	√	١٩/٧/٤
	Be willing to listen to short digital and recorded materials.	√	√	√	√	٢٠/٧/٤
X	Utter simple words and numbers (cardinal numbers 1-19).	√	√	√	√	٢١/٧/٤
	Read and count numbers in tens (10-100).				√	٢٢/٧/٤
X	Read aloud simple words and sentences.	√	√	√	√	٢٣/٧/٤
X	Read and match words to photos/drawings.		√	√	√	٢٤/٧/٤
X	Read and comprehend simple short sentences.	√	√	√	√	٢٥/٧/٤
X	Spell some simple sight words correctly.		√	√		٢٦/٧/٤
	Be willing to read simple short illustrated stories.	√	√	√	√	٢٧/٧/٤
X	Recognize and apply the directionality in writing English (e.g. left/right, top/bottom).	√	√			٢٨/٧/٤
X	Use lined paper correctly with headline, midline, and baseline.	√	√	√	√	٢٩/٧/٤
X	Copy words, numbers and simple short sentences.	√	√	√	√	٣٠/٧/٤
X	Write upper/lower case letters correctly.	√	√	√	√	٣١/٧/٤
X	Use appropriate spacing between words and sentences.	√	√	√	√	٣٢/٧/٤
	Write guided short answers to written questions.		√	√	√	٣٣/٧/٤
X	Do controlled writing such as supplying missing letters and words.	√	√	√	√	٣٤/٧/٤
X	Recognize and apply the punctuation and capitalization assigned for this grade: (capitalizing the beginning of names, sentences, questions and the use full stop and question mark).		√	√	√	٣٥/٧/٤