

TEACHER'S GUIDE
2

WE CAN!

We Can! Teacher's Guide 2

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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: Two goals per lesson make progress easy to see!

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

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

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

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

Feature 2. A Spiral Curriculum

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

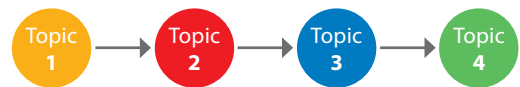
Solution: A spiral curriculum that constantly reviews learned language.

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

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

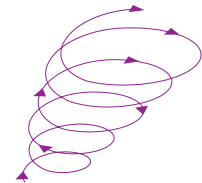
Many courses teach vocabulary in separate "bubbles". Students quickly forget the language they have learned when they move to the next topic or unit. They also never learn how to combine what they have learned in order to communicate.

How vocabulary is usually taught.



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

How language is taught in *We Can!*



Feature 3. Use English for Real Communication

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

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

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

These sections in the Student Book are as follows:

Student Books 1 & 2 – Fun Time!

Student Books 3 & 4 – Fun Time!

Student Books 5 & 6 – Challenge Time!

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

Feature 4. Rhythm and Pronunciation

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

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

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

Feature 5. The Balanced Use of Phonics

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

Solution: Students use phonics to unite sounds with letters.

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

foundation for all of the skills in English.

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

Feature 6. Expansion of Discourse

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

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

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

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

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

Educational Principles Based on Children’s Growth

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

Course Goals for All Ages:

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



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

Syllabus

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

Words	Phonics	Optional Phonics Practice
robot, bicycle, computer game, dollhouse, stickers, puzzle, coloring book, puppet, toy truck, football cell phone, T-shirt, shirt, shoes, skirt, trousers Numbers 1 to 10 (revision)	Sounds: K, L, M, N Writing kiwi, lion, monkey, nest	Listening, Tracing, and Writing Worksheet 1: a b c d e Worksheet 2: f g h i j
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	Worksheet 3: k l m n o Worksheet 4: p q r s t
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	Listening, Tracing, and Writing Worksheet 5: u v w x y z Worksheet 6: a to z Words with b, p
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday sunny, cloudy, snowy, rainy, windy, (showing, hiding, washing) Numbers 10 to 100 in tens. E.g., ten, twenty, thirty ...etc.	Sounds: W, F, Y, Z Writing wolf, fox, yard, zebra	Words with ch, sh Words with a_e, i_e - Long Vowels and Clever _e Words with v, f Words with o_e and u_e - Long Vowels and Clever _e
happy, sad, hungry, thirsty, scared, bored, sleepy, angry skirt, trousers, T-shirt, glasses, cap, shoes computer games, desk, room sock, ring	Sounds: b / p : bear, pear, v / f: van, fan sh / ch: ships, chips, th (voiced and unvoiced): this, three Long and short vowels : a / a_e: tap, tape, i / i_e: pin, pine, o / o_e: top, rope, u / u_e: cub, cube	

About the Teacher's Guide

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

General Structure

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

Unit Breakdown

We Can! 1 & 2

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

The core sections in each unit and the Optional Phonics Practice serve the following purposes:

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

color in the letters, and later practice writing them. There are also short listening exercises in which the students write the initial sound/letter of a word.

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

We Can! 3 & 4

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

- ★ **Talk Time:** Students learn new language and practice it with the CD. Then, they practice it with a partner in pairs or groups, and they act out the talk with actions in front of the class.
- ★ **Rhythms and Sounds:** Students learn a chant to help them learn the rhythm of the English language. After this, good pronunciation is practiced. Students will also learn to substitute different vocabulary words to create new versions of the chant.
- ★ **Words in Action:** New vocabulary words are introduced as chunks of language, so students can learn natural English expressions in the appropriate context. Many fun activities using these new chunks of language are included.
- ★ **Phonics/Sounds and Letters:** Students listen and point to the letters, make the sounds for consonants and vowels, and later practice writing them. There are also short listening exercises in which the students write the missing letter/s of a word. In addition to the phonics component of this course, long and short vowels as well as consonant clusters and plural noun endings are focused on to ensure that students develop the ability to hear and distinguish between sounds before they can read and write them correctly.
- ★ **Optional Phonics Practice:** Additional phonics activities for further practice and revision of a number of phonics areas.

We Can! 5 & 6

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

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

- ★ **Finding Out Time:** Students learn new language and practice it with the CD. Then, they practice it with a partner in pairs or groups, and they act out the talk with actions in front of the class.
- ★ **Grammar in Action:** Grammar points for the new language are introduced and students have the chance to practice and then use them in meaningful communicative activities.
- ★ **Rhythms and Reading:** Students learn a new chant and practice reading the words to it with good rhythm. They can then copy the chant and/or create their own version by substituting words and using new pictures, before presenting it to the class. Students also learn to read different types of text and complete a variety of tasks.
- ★ **Phonics:** In Student Books 5 and 6, students will review familiar sounds such as long vowels and clever _e, and then focus on words with polite vowels, vowel digraphs, murmuring sounds, consonant clusters, silent letters, ending sounds and revise areas that are more challenging..
- ★ **Optional Phonics Practice:** Additional phonics activities for further practice and revision of a number of phonics areas.

Key Features

- ★ **Classroom English:** This was introduced in We Can 1 and 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(Optional):** Creative and fun Extension Activities are included for each lesson. They are an effective way to use the language learned in each lesson in a different context.
- ★ **Non-verbal Communication:** Students are given the chance to practice important non-verbal communication skills, such as shaking hands or using gestures, often used in English-speaking countries.

Additional Features

- ★ Lesson Planner
- ★ Class Audio CD Script
- ★ Workbook Audio CD Script
- ★ Phonics Practice Audio CD Script
- ★ Flashcard and Poster List

Series Components

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

Unit 1 Toys and Things

Lesson 1 • Talk Time

Materials

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

Getting Started

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

1 Listen and say. Audio script page 55

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

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

Unit 1 Toys and Things

Talk Time

1 Listen and say.



2 Practice the talks in pairs.

3 Act out the talks in pairs.



2



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

2 Practice the talks in pairs.

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

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

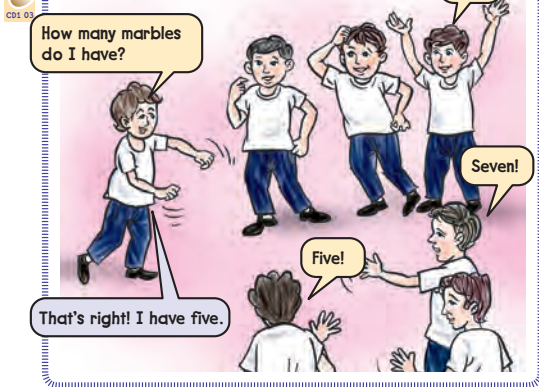
3 Act out the talks in pairs.

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

Fun Time!

4 Number Guessing Game

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.



3

Unit 1

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

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

Fun Time!

4 Number Guessing Game

Audio script
CD1 03 page 55

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

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

Goal Check

Goal 01

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

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

Goal 02

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

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 55

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

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

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

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 55

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

Fun Time!

3 Pass the Robot Bear Game

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

Fun Time!

3 Pass the Robot Bear Game



Audio script
page 55

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

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

Goal Check

Goal 03

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

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

Goal 04

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

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

Lesson 3 • Words

Materials

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

Getting Started

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

1 Listen and point. Audio script page 55

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

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

2 Listen and say. Audio script page 55

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

Words

1 Listen and point.



2 Listen and say.

3 Listen and find.

6

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

3 Listen and find. Audio script page 56

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

Fun Time!

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

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

Fun Time!

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

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

One robot, two robots,
three robots, four.

Five robots, six robots,
seven robots, more!

I Can ...

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

Now go to page 42

Unit 1

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

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

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

Goal Check

Goal 05

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

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

Goal 06

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

OPTIONAL
Worksheet 1: a b c d e, page 42,
from Phonics Practice. See Teaching Notes
on page 75, We Can!2
Teacher's Book.

Lesson 4 • Phonics

Materials


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

Getting Started


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

1 Listen and say. Audio script page 56

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

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

2 Trace and copy.

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

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

Phonics

1 Listen and say.



K I W I



L I O N



M O N K E Y



N E S T

2 Trace and copy.



8

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

3 Listen and write. Audio script page 56

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

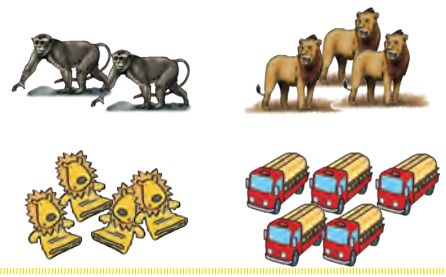
3 Listen and write. **K L M N**



1. IWI  2. ION 
3. ONKEY  4. EST 

★ ★
★ **Fun Time!**

4 Listen, count, and chant.



I Can ...

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

GOAL 07

GOAL 08

Now go to page 43

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

Fun Time!

4 Listen, count, and chant.  Audio script page 56

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

Goal Check

Goal 07

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

Goal 08

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

OPTIONAL
Worksheet 2: f g h i j, page 43,
from Phonics Practice. See Teaching Notes
on page 75, We Can!2
Teacher's Book.

Extension Activities

Lesson 1 • Talk Time

Materials:

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

Find what and how many.

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

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

Lesson 2 • Rhythms and Sounds

Materials:

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

Robot Bear Commands Game

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

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

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

Lesson 3 • Words

Materials:

- ★ Toys and Things poster and Alphabet poster

Toys, Things, and Letters

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

Lesson 4 • Phonics

Materials:

- ★ The Alphabet A–Z flashcards

Four Corners Race

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

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

Materials:

- ★ The Alphabet flashcards – K–N

Back Writing Pairs

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

Unit 2 Food

Lesson 1 • Talk Time

Materials

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

Getting Started

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

1 Listen and say. Audio script CD1 14 page 56

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.



10

2 Practice the talks in pairs.

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

3 Act out the talks in pairs.

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

Fun Time!

Grammar Toolbox
don't = do not

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

CD 15

 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

Fun Time!

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

CD 15 Audio script page 56

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

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

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

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

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

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

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

Goal Check

Goal 09

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

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

Goal 10

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

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

Lesson 2

Rhythms and Sounds

Materials

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

Getting Started

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

1 Listen and chant. Audio script page 56

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

Rhythms and Sounds

1 Listen and chant.



Cookie Jar Chant

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

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

Who **me**?

Yes, **you!**

Not **me!**

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



2 Listen again and clap the rhythm.



12

2 Listen again and clap the rhythm.

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

Fun Time!

3 Cookie Jar Game Audio script page 57

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

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

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

Fun Time!

3 Cookie Jar Game Clap and chant.



Number two took the cookies from the cookie jar.



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

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

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

Goal Check

Goal 11

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

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

Goal 12

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

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

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

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 57

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

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

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

Words

1 Listen, point, and say.



2 Listen and practice.



14

2 Listen and practice. Audio script page 57

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

Fun Time!

3 Number Race Audio script page 57

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

Fun Time!

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.

Now go to page 44

15 Unit 2

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.

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.

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

OPTIONAL
Worksheet 3: k l m n o, page 44,
from Phonics Practice. See Teaching Notes
on page 75, We Can!2
Teacher's Book.

Lesson 4 • Phonics


Materials

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

Getting Started

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

1 Listen and say. Audio script page 57

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

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

2 Trace and copy.

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

Phonics

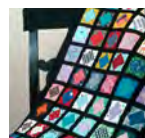
1 Listen and say.



OCTOPUS



PARROT

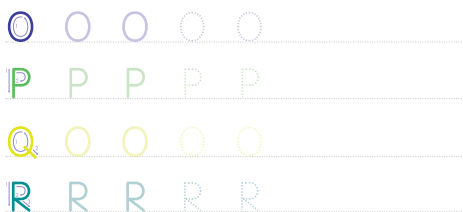


QUILT



RABBIT

2 Trace and copy.



16

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







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

3 Listen and write. Audio script page 57

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


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

1. **CTOPUS**  2. **ARROT** 

3. **UILT**  4. **ABBIT** 

Fun Time!

4 Draw, count, and write.



CT **US**

I Can ...

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

Now go to page 45 17 Unit 2

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

Fun Time!

4 Draw, count, and write.

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

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

Goal Check

Goal 15

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

Goal 16

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

OPTIONAL

Worksheet 4: p q r s t, page 45, from Phonics Practice. See Teaching Notes on page 75, We Can!2 Teacher's Book.

Extension Activities

Lesson 1 • Talk Time

Materials:

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

What Does the Teacher Like? Game

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

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

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



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

Lesson 2 • Rhythms and Sounds

Materials:

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

Combination Game 2: Toys and Shapes Guessing Game

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

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

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

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

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

Lesson 3 • Words

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

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

Lesson 4 • Phonics

Materials:

- ★ The Alphabet A–R cards

Marching Phonics Game

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

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

Materials:

- ★ The Alphabet O–R cards

Find the Card Game

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

Unit 3 Animals

Lesson 1 • Talk Time

Materials

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

Getting Started

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

1 Listen and say. Audio script page 57

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

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

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

2 Act out the talks in pairs.

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

Unit 3 Animals

Talk Time

1 Listen and say.



2 Act out the talks in pairs.

3 Ask two people if they have a pet.



18

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

3 Ask two people if they have a pet.

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

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

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

Fun Time!

4 Number Race



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.
- I can count from 11 to 20.



19 Unit 3

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.

Fun Time!

4 Number Race



Audio script
CD1 24 page 58

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

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

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

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.



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

Rhythms and Sounds

1 Listen and chant.



PACO

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



2 Listen again and stamp the rhythm.

3 Write PACO.

P A C O

20

2 Listen again and stamp the rhythm.

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

3 Write PACO.

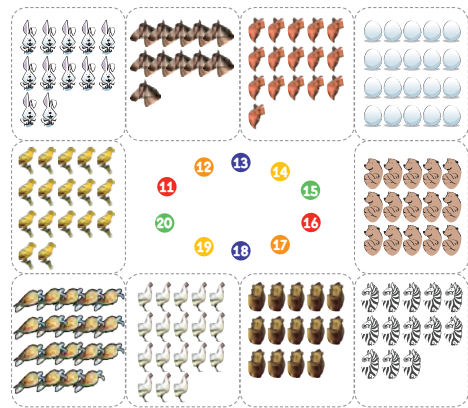
Have the students look at their books or at the flashcards at the front of the room and write the name PACO in capital letters. Point out that the first letter in the word "PACO" makes the /p/ sound.

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

Fun Time!

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

CD1 26



I Can ...

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



Now go to page 46

21

Unit 3

Fun Time!

4 Guessing Game.
How many animals?

CD1 26 Audio script
page 58

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

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

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

Goal Check

Goal 19

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

Goal 20

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

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

OPTIONAL

Worksheet 5: u v w x y z. page 46,
from *Phonics Practice*. See *Teaching Notes*
on page 76, *We Can!2*
Teacher's Book.

Lesson 3 • Words

Materials

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

Getting Started

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

1 Listen and point. Audio script page 58

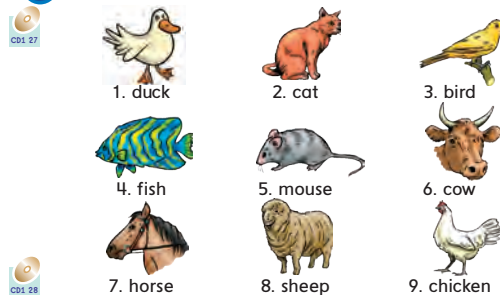
Have the students open their books to page 22. See if the students can tell you the names of any of the animals on the page. Ask them to turn to page 18 of Safroot and Safroota in the pet shop and see if any of the animals are on both pages. Listen to the CD track and have the students listen as they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

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

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

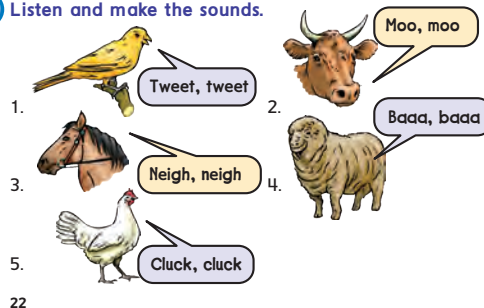
Words

1 Listen and point.



2 Listen, point, and say.

3 Listen and make the sounds.



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

3 Listen and make the sounds. Audio script page 58

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

Fun Time!

4

Old MacDonald

Chant and make the sounds.

CD1 30

Old MacDonald had a farm

Ee-ii-ee-ii-oh

And on that farm he had some cows

Ee-ii-ee-ii-oh

With a MOO MOO here

And a MOO MOO there

Here a MOO

There a MOO

Everywhere a MOO MOO

Old MacDonald had a farm

Ee-ii-ee-ii-oh



I Can ...

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

GOAL 21

GOAL 22

Advice Time

Treat animals kindly.



Now go to page 47

23

Unit 3



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

Fun Time!

4

Old MacDonald



Audio script
CD1 30 page 58

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

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

Goal Check

Goal 21

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

Goal 22

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

OPTIONAL

Worksheet 6: a to z, page 47,
from Phonics Practice. See Teaching Notes
on page 76, We Can! 2
Teacher's Book.

Lesson 4 • Phonics

Materials


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

Getting Started

- The students should say, “Hello! How are you?” to the teacher when they enter the classroom.
- Chant a **We Can!** chant of your choice that the students have previously learned.
- Have the students turn to page 17 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
CD1 31 page 59

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

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

Phonics

1 Listen and say.



SUN



TIGER



UMBRELLA



VASE

2 Trace and copy.



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
CD1 32 page 59

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

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

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

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

Fun Time!

4 Listen, count, and write.

20	21	22
2	2	2
2	2	2
2	30	

I Can ...

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

Now go to page 48 25 Unit 3

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.

OPTIONAL
Words with b, p, page 48,
 from Phonics Practice. See Teaching Notes
 on page 77, We Can!2
 Teacher's Book.

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

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

Fun Time!

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

Have the students look at the numbers in the box. Encourage them to count up to 20 as quickly as they can. Then call on students to count up to 29 and say "thirty" as you point to number 30 on the board. Play the CD and have the students listen and repeat. Play the CD again and have students count and write the numbers between 20 and 30. Hand out small pieces of paper to the students and ask them to write different numbers up to 30. Divide the

Extension Activities

Lesson 1 • Talk Time

Materials:

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

Puppet Pet Guessing Game

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

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

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

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

Lesson 2 • Rhythms and Sounds

Materials:

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

PACO Advanced version

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

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

Lesson 3 • Words

Materials:

- ★ Animal flashcards

Around the Table

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

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

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

Lesson 4 • Phonics



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

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

The extension phonics activities already learned are:

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

Unit 4 Days and Weather

Lesson 1 • Talk Time

Materials

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

Getting Started

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

1 Listen and say. Audio script page 59

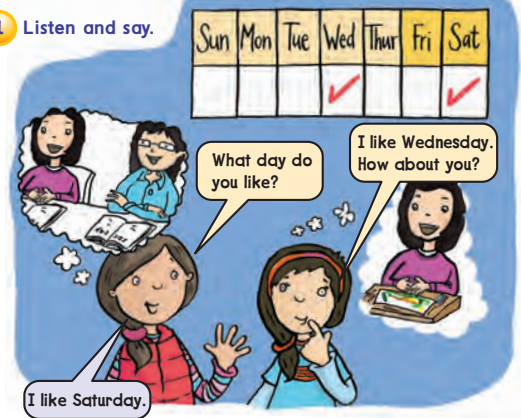
Take out a calendar and show the students. See if any of the students know the days of the week. Have the students look at the picture on page 26. Ask a student to point to your calendar to show you which days are off school.

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

Unit 4 Days and Weather

Talk Time

1 Listen and say.



2 Practice the talk in pairs.

3 Act out the talk in pairs.



26

2 Practice the talk in pairs.

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

3 Act out the talk in pairs.

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

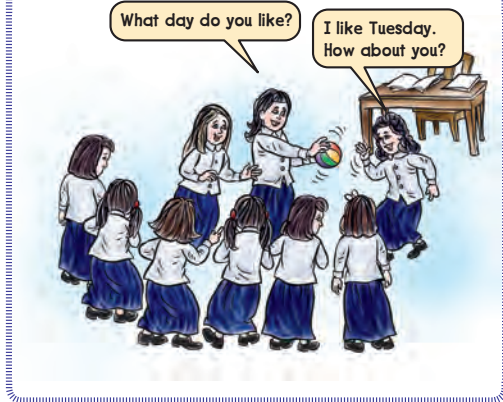
Note: If students wish to say which day of the week they really like, let them point to the calendar and tell them what day it is. At this point, we are gently introducing the days of the week and can't expect them to know all of them.

Fun Time!

4 Hot Potato Game

Say the sentence and pass the potato.

CD1 35



I Can ...

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



Now go to page 49

27

Unit 4

Fun Time!

4 Hot Potato Game

Audio script
CD1 35 page 59

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

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

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

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

Goal Check

Goal 25

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

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

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

Goal 26

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

OPTIONAL

Words with **ch, sh**, page 49,
from Phonics Practice. See Teaching Notes
on page 77, We Can!2
Teacher's Book.

Lesson 2

Rhythms and Sounds

Materials

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

Getting Started

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

1 Listen and chant. Audio script page 59

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

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

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

Rhythms and Sounds

1 Listen and chant. CD1 36

Days of the Week

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

2 Listen, point, and pronounce. CD1 37



28

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

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

Fun Time!

3 Chant and Do
Make the letter shapes.



I Can ...

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



Now go to page 50

29

Unit 4

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

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

Goal Check

Goal 27

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

Goal 28

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

Fun Time!

3 Chant and Do Audio script page 59



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

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

OPTIONAL

Words with a_e, i_e Long Vowels and Clever_e, page 50, from Phonics Practice. See Teaching Notes on page 78, We Can!2 Teacher's Book.

Lesson 3 • Words

Materials

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

Getting Started

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

1 Listen and point. Audio script page 59

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

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

Words

1 Listen and point.



1.

It's sunny today.



2.

It's cloudy today.



4.

It's snowy today.



2 Listen, point, and pronounce.



1.

sunny

3.

rainy

2.

cloudy

4.

snowy

5.

windy

30

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

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

Fun Time!

3 Chant and do.

Weather Chant

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



I Can ...

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



Advice Time

Start your day with a smile.



Now go to page 51

31

Unit 4

Goal Check

Goal 29

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

Goal 30

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

Fun Time!

3 Weather Chant

Audio script
 CD1 41 page 60

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

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

OPTIONAL

Words with **v, f**, page 51,
 from Phonics Practice. See Teaching Notes
 on page 78, We Can!2
 Teacher's Book.

Lesson 4 • Phonics


Materials

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

Getting Started

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

1 Listen and say. Audio script page 60

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

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

2 Trace and copy.

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

Phonics

1 Listen and say.



WOLF



FOX



YARD



ZEBRA

2 Trace and copy.

W W W W W

X X X X X

Y Y Y Y Y

Z Z Z Z Z



32



3 Listen and write. Audio script page 60

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

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

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

1. **OLF**  2. **FO** 

3. **ARD**  4. **EBRA** 

Fun Time!

4 Listen, write, and chant.

1 2 3 40 50

60 70 80 90 100

I Can ...

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

Now go to page 52 33 Unit 4

Goal Check

Goal 31


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

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

Goal 32

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

Fun Time!

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

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

OPTIONAL

Words with o_e and u_e, Long Vowels and Clever_e, page 52, from Phonics Practice. See Teaching Notes on page 79, We Can!2 Teacher's Book.

Extension Activities

Lesson 1 • Talk Time

Materials:

- ★ A calendar
- ★ Optional – a timer

Days of the Week Report

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

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

Lesson 2 • Rhythms and Sounds

Materials:

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

Four Corners “I like” Relay

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

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

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

Lesson 3 • Words

Materials:

- ★ Weather flashcards
- ★ A calendar

Weather, and Months Matching Activity

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



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

Lesson 4 • Phonics



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

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

The extension phonics activities already learned are:

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

Unit 5 Feelings and Things

Lesson 1 • Talk Time

Materials

- ★ Classroom English poster
- ★ Flashcards/pictures
- ★ **Optional:** Realia (a laptop, bottle or glass of water, biscuit or other snack)

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 Days of the Week chant.

1 Listen and say. Audio script page 60

Have students turn to page 34 and look at the first picture with the two boys. Encourage students to name as many things as they can. Point to the boy's face and say, "He's happy." Ask students "Are you happy?", "Is your friend happy?" Then have students look at the pictures of the three boys. Point to the pictures of the hungry boy and the thirsty boy and elicit/ introduce hungry/ thirsty. Say, "He's hungry.", "He's thirsty."

Listen to the CD track and then say the talk along with the CD. Divide the class into two groups and have them say the talk. Change roles and repeat. Have one of your students mime hungry and another one mime thirsty. Ask him/ her, "What's the matter?" and help him/ her answer, "I'm hungry", "I'm thirsty". Repeat with more students. Have students repeat questions and answers.

2 Practice the talk in pairs.

Use a real laptop or a picture. Hand it to a student and ask, "Are you happy?" Have the student point to the laptop or picture and say "Yes, I am. I have a new

Unit 5 Feelings and Things

Talk Time

1 Listen and say.



2 Practice the talks in pairs.

3 Act out the talks in pairs.



34

laptop. Look!" Demonstrate the talk with another student and have the class repeat. Call on students to practice the talk in open pairs across class. Then ask students to practice in closed pairs as you circulate, monitor and help. Follow the same steps with "What's the matter?" "I'm thirsty and my friend is hungry." As you model, mime hungry and thirsty and encourage the students to do so as well, while they practice.

3 Act out the talk in pairs.

- S** Bring each pair/ group to the front of the class and have them act out the talk for the class. Applaud each pair for a job well done.
- B** Divide the class into two groups and have the pairs act out the talks in their groups. Have the pairs act out the talks on opposite sides of the room so they don't interfere with each other.

Fun Time!

4 Who's happy?

Listen and match.

CD1 46

1.	scared	4.
2.	sad	5.
3.	thirsty	6.
	hungry	
	happy	
	angry	

5 Listen again and do.

6 Point, ask, and answer in pairs.

CD1 47

Number 2. Is he hungry?
Yes, he is.

I Can ...

- ask someone "What's the matter?" and get the answer.
- point, ask, and say how someone is feeling.



35

Unit 5

6 Point, ask, and answer in pairs.

Audio script
CD1 47 page 60

Have students listen to the CD. Play the CD again and have them say along the CD. Demonstrate the dialog with one or more students. Then call on pairs to stand up and demonstrate in class.

Goal Check

Goal 33

- S** Have the students find a partner and act out the talks. The teacher checks the box on page 35 for this goal once they have accomplished it.
- B** Put the students in groups and have them act out the talks. The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Goal 34

- S** Have the students mime, point and say how someone is feeling. The teacher checks the box on page 35 for this goal once they have accomplished it.
- B** Have students point to the pictures on page 35 and say how each person is feeling. The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Fun Time!

Who's happy?

4 Listen and match.

Audio script
CD1 46 page 60

Mime and/ or use pictures to elicit familiar words such as happy, thirsty, hungry and introduce sad, angry, scared. Have the students look at the pictures on page 35. Play the CD and have students draw lines/ match picture and word. Play the CD again for students to check. Ask students to check each other's answers as you circulate around the room and monitor. Help students who are having difficulty.

5 Listen again and do.

Play the CD again and have students listen and mime. Pause if necessary to give them more time. Play the CD once more, if necessary.

Lesson 2

Rhythms and Sounds

Materials

- ★ Classroom English poster
- ★ Flashcards/ pictures for hungry, thirsty, happy, sad, angry, scared, bored, sleepy

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 Weather Chant from the Student's Book page 31.

1 Listen and chant.



Play the CD track and listen to the chant. Ask the students to point to the pictures as they listen. Play the CD again and have the students chant along.

Divide the class into two groups. One group chants the questions and the other group chants the answers. Switch parts and chant again. Then ask students to form smaller groups. Give them time to rehearse chanting and miming. Circulate around the room and monitor. Help when necessary. Invite some groups to come to the front and chant. Applaud them for a job well done.


2 Change the words and chant.







Play the CD track and have the students listen and mime. Play the CD again and have students chant along. Give students time to change the words of the chant and rehearse in pairs or small groups. Call on pairs or groups to stand up and chant. Applaud each pair/group for a job well done.

Rhythms and Sounds


1 Listen, point, and chant.





Are you hungry?  **Are you thirsty?** 

Are you happy? Are you sad?  



What's the matter? What's the matter?

 **They're all hungry, they're all sad!**

Who is angry? Who is scared?

 **She is angry and she's scared.** 


Who is sleepy? Who is bored?

 **He is sleepy and he's bored.** 


What's the matter? What's the matter?

We're all happy, we're all well!

2 Change the words and chant.



Advice Time

Be happy with what you have. 

Fun Time!

3 This is Ken!

Listen and circle. Then listen and read along.



This is Ken. He is **ten** / **nine**. He is a very **happy** / **hungry** boy.

Hello, Tim!

This is his parrot. His name is **Tim** / **Tom**. Tim is **big** / **small** and fat. He is blue and orange, and he is **angry** / **hungry** all the time. Ken and Tim are good friends.

Hello, Ken!

4 Answer the questions.

- How old is Ken? _____
- Is Ken happy or sad? _____
- What color is Tim? _____
- Is Tim thirsty? _____



I Can ...

- chant, ask "Are/you/he/she/we/they ...?", and get the answer.
- listen, read, and answer questions correctly.



37

Unit 5

class to listen carefully and agree or disagree with the answer. Encourage students to correct each other.

Goal Check

Goal 35

- S** Have the students chant the *Are You Hungry?* chant in pairs, miming. Check the box in their books after they have chanted it.
- B** Have the students form groups of four and chant the *Are You Hungry?* chant miming. After they have successfully chanted it, have them check the goal box in their books.

Goal 36

- S** Have the students read sections from the text about Ken. Then have them ask and answer the questions in pairs. Check the box in their books after they have accomplished the goal.
- B** Put the students in groups of four. Tell them to read the text and then ask and answer the questions. Have them check the goal box in their books after they have accomplished the goal.

Fun Time!

This is Ken!

3 Listen and circle. Then listen and read along.



Audio script
page 61

Ask students to turn to page 37 in their book and look at the pictures. Have them say what they see in the pictures. Encourage students to use simple, familiar language. Elicit more information through simple questions about colors and feelings. Read the first sentence in the text and point to the example. Play the CD and have students listen, follow in their books and circle the right word. Pause to give them more time if necessary. Play the CD again have students read along and check their answers.

4 Answer the questions.

Read the questions along with the students. Give them a few minutes to help each other find the answers. Call on pairs of students to read each question and answer it. Encourage the rest of the

Lesson 3 • Words

Materials

- ★ Pictures or flashcards of clothes
- ★ Realia

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 Are You Hungry? chant from Student's Book page 36.

1 Listen, point, and practice. Audio script page 61

Place some objects on your desk. Ask the students to place some of their school things on their desks. Walk up to a student's desk, point to the pencils on the desk and say, "These pencils are (color)." Then point to things on your desk from a distance and say, "Those pens are (color)." You may want to use other objects that the children can name in English, for example toys or food. Repeat a few times to make sure that students understand the difference between "these" and "those".

Ask students to open their books on page 38. Play the CD track and have students listen and point to the clothes. Make sure they touch the picture when they hear "these", and point from a distance when they hear "those". Play the CD again and have students listen and practice. Call out the number of an item in activity 1 and have students say the sentence using "these" or "those". Then have students practice in pairs. Circulate around the room and help when necessary.

Optional Activity: Place pictures or photos of clothing items in different places in your classroom. Make sure some are closer to the students and some are at a distance. Say the word, for example, T-shirts, the students have to point and say "Those T-shirts are (color)." Hand over to the students to play teacher and practice.

Words

1 Listen, point, and practice.

These skirts are blue.



Those trousers are blue.



skirts



glasses



trousers



caps



T-shirts



shoes

2 Listen and say.

Are these your shoes?



No, they're not. My shoes are red.

Are those your shoes?

Yes, they are. They're my new shoes.

3 Practice the talk in pairs.

4 Change the words and practice.

38

2 Listen and say. Audio script page 61

Have students look at the picture of the two girls and their shoes. Play the CD track and have students listen and say. Divide the class into two groups and give a role to each group. Play the CD again and have students say the talk along with the CD. Exchange roles and repeat.

3 Practice the talks in pairs.

Ask students to practice in pairs. Circulate and help when necessary. Make sure students exchange roles and repeat the talk. Call on pairs to demonstrate in class.

4 Change the words and practice.

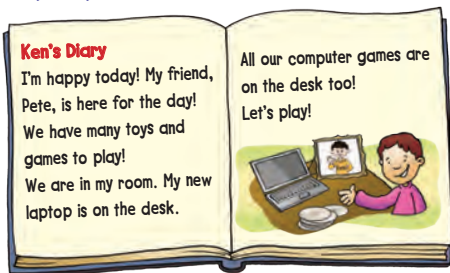
Ask students to change the words. Tell them that they can use anything they like, i.e. pictures or real objects for clothes, school things or toys. Have pairs practice as you circulate around the room and help when necessary.

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

Fun Time!

5 Ken's Diary

Listen, read, and answer.



Is Ken happy?
Where are Ken and Pete?
Where are the computer games?



Grammar Toolbox

My sock is **on** the bed.

The ring is **in** the box.



I Can ...

- talk and ask about clothes using "These" or "Those".
- say where something is using "in" and "on".



B Divide the class into two groups and have the pairs act out the talks in their groups. Have the pairs act out the talks on opposite sides of the room so they don't interfere with each other.

Fun Time!

Grammar Toolbox

Place an object on a desk and say, "The (object) is on the desk." Place it on a chair and say, "Now it's on the chair." Place the same or a different object in a box or a bag and say, "The (object) is in the box." or "The (object) is in the bag." Have students repeat. Then ask students to listen and do. Say, "Your book is on the desk." and have them put their books on their desks. Say, "Your book is in your bag." and have them put their books in their bags. Ask students to look at the Grammar Toolbox on page 39 and read the sentences.

Ken's Diary

5 Listen, read, and answer.



Read the title of the text, Ken's Diary. Explain what a diary is to students. Ask students to look at the

first picture on page 39. Have them talk about the picture and say who they see in it. Encourage students to use simple familiar language. Elicit more information through simple questions about colors and feelings. Play the CD and have students listen and point. Play the CD again and have them read along.

Read the questions with the students. Then have them read the text to each other and answer the questions in pairs. Play the CD as they read, if necessary. Call on a student to read a question and another student to answer it. Have students point to the words that provided the answer. Then have the students write the answers to the questions in their notebooks.

Goal Check

Goal 37

- S** Have the students make sentences with *these* or *those* using the pictures in activity 1 on page 38. Check the box in their books after they have answered.
- B** Have the students form groups of three or six. Give each student a number from 1 to 6, and have them make sentences using activity 1 on page 38. After they have answered correctly, have them check the goal box in their books.

Goal 38

- S** Place objects on the desk and in a box or a bag. Have each student say where an object is, using *in* or *on*. Have them check the goal box in their books after they have answered.
- B** Hold up an object and place it on the desk or in a box. Have students say where it is. Have them check the goal box in their books after they have answered.

Lesson 4 • Phonics

Materials

- ★ Alphabet flashcards or Alphabet Poster
- ★ Pictures or 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 *on* and *in*. Ask students to say where an object is using *on* or *in*.

1 Listen, point, and say. Audio script page 61

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

2 Listen and number. Audio script page 62

Have the students listen to the CD and write the number in the box next to each word. Play the CD again and let them check or complete their answers. Call on students to say the word and the number.

3 Listen, point, and say. Audio script page 62

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

5 Listen and number. Audio script page 63

Have the students listen to the CD and write the number in the box next to each word. Play the CD again and let them check and/or complete their answers. Call on students to say the word and the

Phonics

1 Listen, point, and say.



b



bear

p



pear

v



van

f



fan



sh



ships

ch



chips

th



this

th



three

2 Listen and number.

3 Listen, point, and say.



a



tap

a_e



tape

i



pin

i_e



pine



o



top

o_e



rope

u



cub

u_e



cube

4 Listen and number.

5 Listen and check ✓ LONG or SHORT.



	ship	sheep	sea	sit	speak	week
LONG						
SHORT	✓					

40

number. Then have students practice the sounds and words in activities 1 and 3.

5 Listen and check ✓ LONG or SHORT. Audio script page 63

Use pictures/flashcards for ship, sheep and sea. Show each picture and say the word. Then make the short and long e sound. Say "ship" a few times, have students repeat and write the word on the board. Use a colored marker or pen for the letter *i*. Say "sheep", have students repeat, write the word on the board and circle the letters *ee* in sheep and the letters *ea* in sea. Make the sounds for *i*, *ee*, and *ea* and explain that one is short and the other two are long. Repeat the sounds. Have the students listen to the CD and check the correct row under each word. Play the CD again and let them check and/ or complete their answers. Call on students to say the word and report their answer. Ask the rest of the class to listen and agree or disagree. Remember to call on more students to repeat each answer.

Fun Time!

6 Listen to the sound and check ✓.



- | | | |
|--|--|--|
| 1. b <input type="checkbox"/> p <input type="checkbox"/> | | 5. sh <input type="checkbox"/> ch <input type="checkbox"/> |
| 2. b <input type="checkbox"/> p <input type="checkbox"/> | | 6. sh <input type="checkbox"/> ch <input type="checkbox"/> |
| 3. v <input type="checkbox"/> f <input type="checkbox"/> | | 7. th <input type="checkbox"/> th <input type="checkbox"/> |
| 4. v <input type="checkbox"/> f <input type="checkbox"/> | | 8. th <input type="checkbox"/> th <input type="checkbox"/> |

7 Listen and circle the word. Then match.



- | | | |
|-------------------|--|--|
| 1. tap cap tape | | |
| 2. van vase save | | |
| 3. rice ring nice | | |
| 4. pin pine nine | | |
| 5. cube tub tube | | |
| 6. cut cute cat | | |
| 7. rope rice rose | | |

I Can ...

- recognize and say b/p, f/v, sh, ch, th, and a/a_e, i/i_e, o/o_e, u/u_e
- recognize and match sounds to letters



41 Unit 5

them to match each circled word with a picture. Encourage them to work in pairs and help each other. Circulate and help students who are having difficulty. Check answers in class.

Goal Check

Goal 39 ✓

Hold up Alphabet flashcards for b, p, f, v, sh, ch, th, and have students make each sound. Write words on the board for a/a_e, i/i_e, o/o_e, u/u_e. Point to a word and have students say it. Check the box in their books after they have accomplished the goal.

Goal 40 ✓

Have the students listen to you as you make a sound and say a word, for example, "p says /p/, /p/, pear" and write the letter. Have them check the goal box in their books after they have written the letters.

Fun Time!

6 Listen to the sound and check. Audio script page 63

Have students look at page 41 of their book. Call out the number of each pair of sounds and have the students make the sounds. Encourage them to listen and correct each other. Say the sounds, if necessary, and have students repeat. Play the CD and have students listen and check the correct sound. Play the CD again and let students check and/or complete their answers. Ask them to compare their answers in pairs. Then call on pairs to report in class.

7 Listen and circle the word. Audio script page 63
Then match.

Ask students to look at the pictures and name what they see. Give the students time to look at the words. Tell them that they don't need to know all the words, only listen and choose the word for each sound. Have students listen to the CD and circle. Play the CD again, if necessary and let students complete and/or check their answers. Then ask

Extension Activities

Lesson 1 • Talk Time

Materials:

- ★ Your class

The teacher says, “You’re ...”

Ask students to write the words happy, thirsty, hungry, scared, sad, angry on the board and number them. Mime and have a student ask a classmate about you, “Is the teacher hungry?” The classmate has to answer, “Yes, he/ she is.” or “No, he/ she isn’t.” as quickly as possible. If the student takes too long, someone else takes his/ her turn. Then have students mime and talk in groups.

Tell students you are going to play “The teacher says...” Remind them to mime if the sentence begins with “The teacher says...” and not mime if it doesn’t. Students who mime when they hear “You’re ...” leave the game. Divide the class into groups and begin the game. Hand over to individual students to play teacher. The group with the most students is the winner. You can play rounds with a different student as “teacher” until there is only one student standing, or set a time limit.

Lesson 2 • Rhythms and Sounds

Materials:

- ★ sheets of paper, notebooks

This is my friend ...!

Hand out a text with blanks that children can use to write about their friend, brother or other member of the family and draw. Tell them that they can draw a person, a pet or an object to replace the parrot.

This is my _____.

He/ She is _____.

He is a very _____ boy/ girl.

This is his/ her _____.

His/ Her name is _____.

is _____.

Spot the sentence

Divide the class into groups and number the sentences in the text. Read sentences from the text in jumbled order. Read a sentence, for example, “Tim is big and fat.” Students have to spot and say the number as fast as they can. Give points to the group that answers first. Keep score on the board.

Lesson 3 • Words

Materials:

- ★ Sheets of paper

Picture Dictation

Draw a very simple room with a bed, a desk, and a toy box on the board. Ask students to copy the drawing on their sheet of paper. Tell them to listen carefully and draw what they hear in the right place, in the room. Use *in* and *on*. Tell students that you will be repeating each sentence twice.

Say, "The ball is in the box." pause and let students draw the ball in the toy box. Continue with more sentences, for example, "The hat is on the bed." / "The T-shirts are on the bed." / "The CDs are on the desk." / "The board games are in the box." etc. Use words that the students know and can draw easily.

Spot and complete

Read the first two words of a sentence from Ken's Diary on page 39 of the Student's Book. Say the words three times. Students have to listen, spot the sentence in the text and complete it. For example, you say, "We have", three times. Students spot the sentence and read aloud, "We have many toys and games to play!"

Lesson 4 • Phonics

Choose one of the extension phonics activities that your students enjoyed. Remember that all of these games were designed to be used with any of the phonics lessons in Student's 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

Listen and match

Write the letters that you want to practice on the board and number them.

- 1 b
- 2 p
- 3 v
- 4 f
- 5 sh
- 6 ch
- 7 th

Say a word that begins with one of the letters, for example, "ship". The students have to listen, say "Number 5." and make the sound for sh.

Word List

again (p12)
Animals (p18)
apricot (p14)
back (p15)
bananas (p15)
bicycle (p6)
bird (p22)
carrots (p15)
cat (p22)
cell phone (p6)
chant (p5)
cherries (p15)
chicken (p22)
cloudy (p30)
coloring book (p6)
computer games (p6)
cookie jar (p12)
cookies (p12)
count (p9)
Days (p26)
dollhouse (p6)
Eat with your right hand. (p13)
eighteen (p21)
eighty (p33)
eleven (p21)
farm (p23)
farmer (p20)
fifteen (p21)
fifty (p33)
Food (p10)
football (p6)
forty (p33)
fourteen (p21)
fox (p32)
Friday (p26)
have (p2)
hiding (p31)
his name (p20)
horse (p20)
How about you? (p26)
How many (p2)
kabsa (p11)
kiwi (p8)
like (p10)
lion (p8)
macaroni (p10)
marbles (p3)
Monday (p26)
monkey (p8)
more (p7)
mouse (p22)
nineteen (p21)
ninety (p33)
one hundred (p33)
onions (p11)
orange (p14)
out (p4)
parrot (p16)
pet (p18)
play (p5)
potatoes (p15)
puppet (p6)
puzzle (p6)
rainy (p30)
rice (p14)
robot (p6)
salad (p11)
sandwich (p14)
Saturday (p26)
seventeen (p21)
seventy (p33)
sheep (p22)
shirt (p6)
shoe (p4)
show (p4)
showing (p31)
sixteen (p21)
sixty (p33)
skirt (p6)
snowy (p30)
soup (p11)
stamp (p20)
Start your day with a smile. (p31)
stickers (p6)
Sunday (p26)
sunny (p30)
That's right! (p3)
Things (p2)
thirteen (p21)
thirty (p25)
Thursday (p26)
today (p30)
took (p12)
touch (p4)
Toys (p2)
toy truck (p6)
Treat animals kindly. (p23)
trousers (p6)
T-shirt (p6)
Tuesday (p26)
turn around (p4)
turtle (p18)
twelve (p21)
twenty (p21)
washing (p31)
Weather (p26)
Wednesday (p26)
Week (p28)
What day do you like? (p27)
What's the weather like today? (p30)
Who me? (p13)
windy (p30)
You're out! (p5)

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

CD1 18

Words

Exercise 1. Listen, point, and say.

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

Teacher: soup
apple
kabsa
apricot
sandwich
pizza
rice
orange
salad

CD1 19

Exercise 2.

Listen and practice.

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

CD1 20

Fun Time!

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

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

CD1 21

Phonics

Exercise 1.

Listen and say.

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

CD1 22

Exercise 3.

Listen and write.

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

CD1 23

Unit 3. Animals

Talk Time

Exercise 1. Listen and say.

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

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

CD1 24

Fun Time!

Exercise 4. Number Race. Count fast from 11 to 20.
Like this ...

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

CD1 25

Rhythms and Sounds

Exercise 1. Listen and chant.

PACO

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

CD1 26

Fun Time!

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

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

CD1 27

Words

Exercise 1. Listen and point.

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

CD1 28

Exercise 2.

Listen, point, and say.

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

CD1 29

Exercise 3

Listen and make the sounds.

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

CD1 30

Fun Time!

Exercise 4. Old MacDonald
Chant and make the sounds.

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

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

CD1 31

Phonics

Exercise 1. Listen and say.

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

CD1 32

Exercise 3.

Listen and write.

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

CD1 33

Fun Time!

Exercise 4. Listen, count, and write.

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

CD1 34

Unit 4. Days and Weather

Talk Time

Exercise 1. Listen and say.

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

CD1 35

Fun Time!

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

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

CD1 36

Rhythms and Sounds

Exercise 1. Listen and chant. Days of the Week

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

CD1 37

Exercise 2.

Listen, point, and pronounce.

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

CD1 38

Narrator: Fun Time!

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

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

CD1 39

Words

Exercise 1. Listen and point.

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

CD1 40

Exercise 2.

Listen, point, and pronounce.

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

CD1 41

Fun Time!

Exercise 3. Chant and do.

Weather Chant

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

CD1 42

Phonics

Exercise 1. Listen and say.

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

CD1 43

Exercise 3.

Listen and write.

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

CD1 44

Fun Time!

Exercise 3. Listen, write, and chant.

Teacher/Boys: Ten, ten, ten,
Twenty, twenty, twenty,
Thirty, thirty, thirty,
Forty, forty, forty,
Fifty, fifty, fifty,
Sixty, sixty, sixty,
Seventy, seventy, seventy,
Eighty, eighty, eighty,
Ninety, ninety, ninety,
ONE HUNDRED

CD1 45

Unit 1. Feelings and Things

Talk Time

Exercise 1. Listen and say.

Teacher: Are you happy?
Yes, I am. I have a new laptop.
Look!

Boy 1: Are you happy?

Boy 2: Yes, I am. I have a new laptop.
Look!

Boy 3: What's the matter?

Boy 4: I'm thirsty and my friend is hungry.

CD1 46

Fun Time!

Exercise 4. Who's happy?

Listen and match.

Teacher: Are you ready? Let's start!

One. He's happy

Students: One. He's happy.

Teacher: Two. He's hungry.

Students: Two. He's hungry.

Teacher: Three. He's thirsty.

Students: Three. He's thirsty.

Teacher: Four. She's angry.

Students: Four. She's angry.

Teacher: Five. She's sad.

Students: Five. She's sad.

Teacher: Six. She's scared.

Students: Six. She's scared.

Teacher: Now listen again and do.

CD1 47

Exercise 6. Point, ask, and answer in pairs.

Teacher: Are you ready? Let's start!

Teacher: Number 2. Is he hungry?

Teacher: Yes, he is.

Girl 1: Number 2. Is he hungry?

Girl 2: Yes, he is.

Teacher: Now listen again and practice in pairs.

CD1 48

Rhythms and Sounds

Exercise 1. Listen, point, and chant.

Teacher: Are you hungry?
Are you hungry? Are you thirsty?
Are you happy? Are you sad?
What's the matter? What's the matter?
They're all hungry, they're all sad!
Who is angry? Who is scared?
She is angry and she's scared.
Who is sleepy? Who is bored?
He is sleepy and he's bored.
What's the matter? What's the matter?
We're all happy, we're all well!

Boys: Are you hungry?
Are you hungry? Are you thirsty?
Are you happy? Are you sad?
What's the matter? What's the matter?
They're all hungry, they're all sad!
Who is angry? Who is scared?
She is angry and she's scared.
Who is sleepy? Who is bored?
He is sleepy and he's bored.
What's the matter? What's the matter?
We're all happy, we're all well!

CD1 49

Exercise 2. Change the words and chant.

Boys: Are you scared?
Are you scared? Are you bored?
Are you angry? Are you sad?
What's the matter? What's the matter?
They're all scared, they're all sad!
Who is hungry? Who is thirsty?
She is hungry and she's thirsty.
Who is happy? Who is well?
He is happy and he's well.
What's the matter? What's the matter?
We're all sleepy, we're all bored!

CD1 50

Fun Time!

Exercise 3. This is Ken!

Listen and circle. Then listen and read along.

Teacher: Are you ready? Let's start!

Teacher: This is Ken. He is **ten**. He is a very **happy** boy.

This is his parrot. His name is **Tim**. Tim is **big** and fat. He is blue and orange, and he is **hungry** all the time. Ken and Tim are good friends.

Ken: Hello, Tim!

Tim: Hello, Ken!

CD1 51

Words

Exercise 1. Listen, point, and practice.

Teacher: Are you ready? Let's start!
Teacher: One. These skirts are blue.
Two. Those trousers are blue.
Three. These T-shirts are white.
Four. Those glasses are brown.
Five. Those caps are green.
Six. These shoes are red.

Boy 1: These skirts are blue.

Boy 2: Those trousers are blue.

Boy 1: These T-shirts are white.

Boy 2: Those glasses are brown.

Boy 1: Those caps are green.

Boy 2: These shoes are red.

CD1 52

Words

Exercise 2. Listen and say.

Teacher: Are these your shoes?

Teacher: No, they're not. My shoes are red.

Teacher: Are those your shoes?

Teacher: Yes, they are. They're my new shoes.

Girl 1: Are these your shoes?

Girl 2: No, they're not. My shoes are red.

Girl 1: Are those your shoes?

Girl 2: Yes, they are. They're my new shoes.

CD1 53

Fun Time!

Exercise 5. Ken's Diary

Listen, read, and answer.

Boy: I'm happy today! My friend Pete is here for the day! We have many toys and games to play! We are in my room. My new laptop is on the desk. All our computer games are on the desk too! Let's play!

Teacher: Is Ken happy?

Where are Ken and Pete?

Where are the computer games?

CD1 54

Phonics

Exercise 1. Listen, point, and say.

Teacher: b says /b/, /b/,
/b/, /b/, bear.

Teacher: p says /p/, /p/,
/p/, /p/, pear.

Teacher: Now you make the sounds and say the words.

/b/, /b/, bear.

/p/, /p/, pear.

Teacher: v says /v/, /v/,
/v/, /v/, van.

Teacher: f says /f/, /f/,
/f/, /f/, fan.

Teacher: Now you make the sounds and say the words.
/v/, /v/, van.
/f/, /f/, fan.

Teacher: sh says /sh/, /sh/,
/sh/, /sh/, ships.

Teacher: ch says /ch/, /ch/,
/ch/, /ch/, chips.

Teacher: Now you make the sounds and say the words.
/sh/, /sh/, ships.
/ch/, /ch/, chips.

Teacher: th says /th/, /th/,
/th/, /th/, this.

Teacher: th says /th/, /th/,
/th/, /th/, three.

Teacher: Now you make the sounds and say the words.
/th/, /th/, this.
/th/, /th/, three.

Let's say them again.

/b/, /b/, bear.
/p/, /p/, pear.
/v/, /v/, van.
/f/, /f/, fan.
/sh/, /sh/, ships.
/ch/, /ch/, chips.
/th/, /th/, this.
/th/, /th/, three.

CD1 55

Exercise 2. Listen and number.

Teacher: Now listen and write the number
of the word in the box.

Teacher: Are you ready? Let's start!

Number one
/ch/, /ch/, chips

Number two
/v/, /v/, van

Number three
/th/, /th/, this

Number four
/b/, /b/, bear

Number five
/p/, /p/, pear

Number six
/f/, /f/, fan

Number seven
/th/, th/, three

Number eight
/sh/, sh/, ships

Teacher: Now listen again and check.

CD1 56

Exercise 3. Listen, point, and say.

Teacher: a says /a/, /a/,
/a/, /a/, tap.

Teacher: /a/ and /e/ says /a/
/a/, /a/, tape.

Teacher: Now you make the sounds and say the words.
/a/, /a/, tap.
/a/, /a/, tape.

Teacher: i says /i/, /i/,
/i/, /i/, pin.

Teacher: /i/ and /e/ says /i/,
/i/, /i/, pine.

Teacher: Now you make the sounds and say the words.
/i/, /i/, pin.
/i/, /i/, pine.

Teacher: o says /o/, /o/,
/o/, /o/, top.

Teacher: /o/ and /e/ says /o/,
/o/, /o/, rope.

Teacher: Now you make the sounds and say the words.
/o/, /o/, top.
/o/, /o/, rope.

Teacher: u says /u/, /u/,
/u/, /u/, cub.

Teacher: /u/ and /e/ says /u/,
/u/, /u/, cube.

Teacher: Now you make the sounds and say the words.
/u/, /u/, cub.
/u/, /u/, cube.

Let's say them again.

/a/, /a/, tap.
/a/, /a/, tape.
/i/, /i/, pin.
/i/, /i/, pine.
/o/, /o/, top.
/o/, /o/, rope.
/u/, /u/, cub.
/u/, /u/, cube.

CD1 57

Exercise 4. Listen and number.

Teacher: Now listen and write the number of the word in the box.

Teacher: Are you ready? Let's start!

Number one
/i/, /i/, pine.
Number two
/o/, /o/, top.
Number three
/a/, /a/, tap.
Number four
/o/, /o/, rope.
Number five
/i/, /i/, pin.
Number six
/u/, /u/, cub.
Number seven
/a/, /a/, tape.
Number eight
/u/, /u/, cube.

Now listen again and check.

CD1 58

Exercise 5. Listen and check ✓ LONG or SHORT.

Teacher: Now listen and check long or short sound. Look at the example .

Teacher: i says /i/, /i/,
/i/, /i/, ship.

Teacher: e and e says /e/, /e/,
/e/, /e/, sheep.

Teacher: e and a says /e/, /e/,
/e/, /e/, sea.

Teacher: i and a says /i/, /i/,
/i/, /i/, sit.

Teacher: e and a says /e/, /e/,
/e/, /e/, speak.

Teacher: e and e says /e/, /e/,
/e/, /e/, week.

Teacher: Listen again and check.

Teacher: i and a says /i/, /i/, /i/, /i/, ship.

Students: Short

Teacher: e and e says /e/, /e/, /e/, /e/, sheep.

Students: Long

Teacher: e and a says /e/, /e/, /e/, /e/, sea.

Students: Long

Teacher: i and a says /i/, /i/, /i/, /i/, sit.

Students: Short

Teacher: e and a says /e/, /e/, /e/, /e/, speak.

Students: Long

Teacher: e and e says /e/, /e/, /e/, /e/, week.

Students: Long

Teacher: Well, done!

CD1 59

Exercise 6. Listen to the sound and check ✓.

Teacher: Now listen and check the sound of the first letter.

Number one.

Teacher: /b/, /b/, ball.

Number two.

Teacher: /p/, /p/, puppet.

Number three.

Teacher: /v/, /v/, vase.

Number four.

Teacher: /f/, /f/, face.

Number five.

Teacher: /sh/, /sh/, ship.

Number six.

Teacher: /ch/, /ch/, cheese.

Number seven.

Teacher: /th/, /th/, this.

Number eight.

Teacher: /th/, /th/, three.

CD1 60

Exercise 6. Listen and circle the word. Then match.

Teacher: Now listen and circle the word.

Number one.

Teacher: cap, cap

Number two.

Teacher: vase, vase.

Number three.

Teacher: rice, rice.

Number four.

Teacher: pin, pin.

Number five.

Teacher: tube, tube.

Number six.

Teacher: cut, cut.

Number seven.

Teacher: rose, rose.

Teacher: Well done!

Workbook CD Audio Script

CD2 02

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

Exercise 1. Listen, point, and practice.

Boy 1: How many do you have?

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

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

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

CD2 03

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

Exercise 1. Listen and practice.

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

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

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

CD2 04

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

Exercise 1. Listen, chant, and do.

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

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

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

CD2 05

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

Exercise 1. Listen, point, and practice.

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

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

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

CD2 06

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

Exercise 1. Listen, point, and practice.

Teacher: Can you find the toys?

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

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

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

CD2 07

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

Exercise 1. Listen, point, and practice.

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

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

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

CD2 08

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

Exercise 1. Listen, point, and practice.

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

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

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

CD2 09

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

Exercise 1. Listen, point, and practice.

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

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

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

CD2 10

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

Exercise 1. Listen, point, and practice.

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

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

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

CD2 11

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

Exercise 1. Listen, point, and practice.

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

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

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

CD2 12

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

Exercise 1. Listen and chant.

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

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

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

CD2 13

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

Exercise 1. Listen and practice.

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

Teacher: Can you say "Who took the cookies from the cookie jar?" three times really fast? Ready? Go!
Boy 2: Who took the cookies from the cookie jar? Who took the cookies from the cookie jar? Who took the cookies from the cookie jar?

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

Boy 3: No cookies!

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

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

CD2 14

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

Exercise 1. Listen, point, and practice.

Teacher: Can you find the foods?

Boy 1: kabsa, soup, pizza, orange, apple

Boy 2: apricot, sandwich, carrot, salad, rice

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

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

CD2 15

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

Exercise 1. Listen, point, and practice.

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

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

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

CD2 16

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

Exercise 1. Listen, point, and practice.

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

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

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

CD2 17

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

Exercise 1. Listen, point, and practice.

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

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

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

CD2 18

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

Exercise 1. Listen and practice.

Boy 1: Do you have a pet?

Boy 2: Yes, I do. I have a turtle.

Do you have a pet?

Boy 1: No, I don't.

Cat: Do you have a pet?

Great! You did it!

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

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

CD2 19

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

Exercise 1. Listen and practice.

Teacher/Boys: Eleven, twelve, thirteen, fourteen. Fifteen, sixteen, seventeen, eighteen, nineteen, Twenty.

Again. Eleven, twelve, thirteen, fourteen.

Fifteen, sixteen, seventeen, eighteen, nineteen, Twenty.

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

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

CD2 20

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

Exercise 1. Listen and chant.

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

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

You've finished Goal 19!
Well done! Now do Goal 20.

CD2 21

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

Exercise 1. Listen, point, and count.

Teacher/Boys: Eleven, twelve, thirteen,
fourteen, fifteen, sixteen, seventeen,
eighteen, nineteen, twenty.
Twenty, nineteen, eighteen,
seventeen, sixteen, fifteen, fourteen,
thirteen, twelve, eleven.

Great! You did it! Now trace
the light gray numbers. Then point and count.

You've finished Goal 20!
Well done! Remember to practice!
Count from 11 to 20 and back
five times this week! Bye!

CD2 22

Hi! How are you? Are you
ready for Goal 21? Good. Let's start.
I can say the names of three animals.

Exercise 1. Listen, point, and practice.

Boy 1: fish, mouse, cat
Boy 2: sheep, chicken, horse

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

You've finished Goal 21!
Well done! Now do Goal 22.

CD2 23

Are you ready for Goal 22?
Good. Let's start. I can make the
sounds of three animals.

Exercise 1. Listen, point, and practice.

Teacher: Let's practice the animal

sounds. What does a cow say? Moo!
Moo! What does a horse say? Neigh!
Neigh! What does a bird say? Tweet!
Tweet! What does a sheep say? Baa!
Baa! What does a hen say? Cluck!
Cluck!
Cow: MOOOOO!

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

You've finished Goal 22!
Well done! Remember to practice!
Practice making the sounds of three
animals by yourself! Bye!

CD2 24

Hi! How are you? Are you
ready for Goal 23? Good. Let's start.
I can make the sounds of the letters
S, T, U, and V.

Exercise 1. Listen, point, and practice.

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

Great! You did it! Now
trace the light gray words. Then
do Exercise 2. Trace and write.
You've finished Goal 23!
Well done! Now do Goal 24.

CD2 25

Are you ready for Goal 24?
Good. Let's start. I can count from 20 to 30 and back.

Exercise 1. Listen, point, and chant.

Teacher and girls: Twenty, twenty-one, twenty-two,
twenty-three, twenty-four, twenty-five, twenty-six,
twenty-seven, twenty-eight, twenty-nine, thirty.
Thirty, twenty-nine, twenty-eight, twenty-seven,
twenty-six, twenty-five, twenty-four, twenty-three,
twenty-two, twenty-one, twenty.

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

You've finished Goal 24! Well
done! Remember to practice! Count from
20 to 30 and back by yourself three
times this week! Bye!

CD2 26

Hi! How are you? Are you
ready for Goal 25? Good. Let's start.
I can act out the "What day do you
like?" talk with a partner.

Exercise 1. Listen and practice.

Girl 1: What day do you like?

Girl 2: I like Friday. How about you?

Girl 1: I like Saturday.

Girl 3: I like Thursday!

Great! You did it! Now trace the light gray words. Then do Exercise 2. Trace and write. You've finished Goal 25! Well done! Now do Goal 26.

CD2 27

Are you ready for Goal 26? Good. Let's start. I can say what day of the week I like.

Exercise 1. Listen, point, and practice.

Girl 1: I like Saturday and Sunday.

Girl 2: I like Monday and Tuesday.

Great! You did it! Now trace the light gray words. Then do Exercise 2. Trace and write. You've finished Goal 26! Well done! Remember to practice! When you go to school, tell three friends what day of the week you like! Bye!

CD2 28

Hi! How are you? Are you ready for Goal 27? Good. Let's start. I can chant the *Days of the Week* chant by myself.

Exercise 1. Listen and chant.

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

Great! You did it! Now trace the light gray words. Then do Exercise 2. Trace and write. You've finished Goal 27! Well done! Now do Goal 28.

CD2 29

Are you ready for Goal 28? Good. Let's start. I can say the days of the week from Sunday to Saturday with good pronunciation.

Exercise 1. Listen, point, and practice.

Teacher: Can you find the days?

Girl: Tuesday, Saturday, Monday, Thursday, Friday, Sunday, Wednesday.

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

You've finished Goal 28! Well done! Remember to practice! Say the days of the week from Sunday to Saturday with good pronunciation three times this week! Bye!

CD2 30

Hi! How are you? Are you ready for Goal 29? Good. Let's start. I can say three sentences about weather.

Exercise 1. Listen, point, and practice.

Boy 1: It's rainy today.

Boy 2: It's windy today.

Boy 1: It's sunny today.

Boy 2: It's rainy today!

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

You've finished Goal 29! Well done! Now do Goal 30.

CD2 31

Are you ready for Goal 30? Good. Let's start. I can say what the weather is like today.

Exercise 1. Listen, practice, and say.

When you hear the ... sound, say what the real weather is like today.

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, wwwwwwwooo!

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!

CD2 34

Are you ready for Goal 33? Good. Let's start.
I can ask someone "What's the matter?" and get the answer.

Exercise 1. Listen, point, and practice.

Boy 1: Are you happy?
Boy 2: Yes, I am. I have a new laptop.
Look!

Great! You did it! Now trace the light gray words.
Then do Exercise 2. Write.
You've finished Goal 33! Well done! Now do Goal 34.

CD2 35

Are you ready for Goal 34? Good. Let's start.
I can point, ask, and say how someone is feeling.

Exercise 1. Listen and circle T or F.

Teacher: Number one. He's happy.
Number two. He's hungry.
Number three. He's thirsty.
Number four. She's angry.
Number five. She's sad.
Number six. She's scared.

Great! You did it! Now do Exercise 2.
Write answers about you and your friend.
You've finished Goal 34! Well done! Now do Goal 35.

CD2 36

Are you ready for Goal 35? Good. Let's start.
I can talk, chant, ask "Are/you/he/she/we/they...?", and get the answer.

Exercise 1. Listen and chant. Trace.

Teacher/Boys: Are you hungry?
Are you hungry? Are you thirsty?
Are you happy? Are you sad?
What's the matter? What's the matter?
They're all hungry, they're all sad!
Who is angry? Who is scared?
She is angry and she's scared.
Who is sleepy? Who is bored?
He is sleepy and he's bored.
What's the matter? What's the matter?
We're all happy, we're all well!

Great! You did it! Now trace the light gray words. [pause]
Then do Exercise 2. Circle the word and write the sentence.
[pause]
You've finished Goal 35!
Well done! Now do Goal 36.

CD2 37

Are you ready for Goal 36? Good. Let's start.
I can listen, read, and answer questions correctly.

Exercise 1. Listen and practice. Write.

Teacher: This is Ken. He is **ten**. He is a very **happy** boy.

This is his parrot. His name is **Tim**. Tim is **big** and fat.
He is blue and orange, and he is **hungry** all the time.
Ken and Tim are good friends.

Ken: Hello, Tim!
Tim: Hello, Ken!

Great! You did it! Now write the words.
Then do Exercise 2. Write the questions again and answer.
You've finished Goal 36!
Well done! Now do Goal 37.

CD2 38

Are you ready for Goal 37? Good. Let's start.
I can talk and ask about clothes using "These" or "Those".

Exercise 1. Listen and practice. Color and write *These* or *Those*.

Teacher: One. These skirts are blue.
Two. Those trousers are blue.
Three. These T-shirts are white.
Four. Those glasses are brown.
Five. Those caps are green.
Six. These shoes are red.

Great! You did it! Now color the clothes.
Then do Exercise 2. Find and write the words.

You've finished Goal 37!
Well done! Now do Goal 38.

CD2 39

Are you ready for Goal 38? Good. Let's start.
I can say where something is using "in" and "on".

Exercise 1. Listen and practice. Trace

Teacher: Ken's Diary

Boy: I'm happy today! My friend Pete is here for the day!
We have many toys and games to play!
We are in my room. My new laptop is on the desk. All our computer games are on the desk too!

Great! You did it! Now trace the light gray words.
Then do Exercise 2. Write *in* or *on*.
Next do Exercise 3. Answer the questions.
You've finished Goal 38! Well done! Now do Goal 39.

CD2 40

Are you ready for Goal 39? Good. Let's start.
I can recognize and say b/p, f/v, sh, ch, th, and a/a_e, i/i_e, o/o_e, u/u_e.

Exercise 1. Listen and check. Then write.

Teacher:

Number one
/b/, /b/, /b/, /b/, ball
Number two
/p/, /p/, /p/, /p/, puppet
Number three
/v/, /v/, /v/, /v/, vase.
Number four
/f/, /f/, /f/, /f/, ship.
Number five
/sh/, /sh/, /sh/, /sh/, face.
Number six
/ch/, /ch/, /ch/, /ch/, cheese.
Number seven
/th/, /th/, /th/, /th/, this.
Number eight
/th/, /th/, /th/, th/, three

Great! You did it! Now write the first letter of the word and match with the right picture.
Then do Exercise 2. Say and check LONG or SHORT sound.
You've finished Goal 39! Well done! Now do Goal 40.

CD2 41

Are you ready for Goal 40? Good. Let's start.
I can recognize and match sounds to letters.

Exercise 1. Listen and circle the word. Then match.

Teacher:

Number one
pin, pin.
Number two
vase, vase.

Number three
tube, tube.
Number four
rice, rice.
Number five
cut, cut.
Number six
cap, cap.
Number seven
rose, rose.
Number eight
five, five.
Number nine
cake, cake.
Number ten
top, top.

Great! You did it! Now match each word with the right picture...
Then do Exercise 2. Circle the word and write the sentence. .
You've finished Goal 40! Well done!

Phonics Practice Audio Script

CD3 02

Listening Tracing and Writing Worksheet: a b c d e, Exercise 1.
Listen, trace the first letter, and write it on the line.

Teacher: Let's begin.

1. /a/a/ apple, /a/a/ apple 2. /d/d/ duck, /d/d/ duck
3. /e/e/ egg, /e/e/ egg 4. /b/b/ bear, /b/b/ bear 5. /c/c/ cow, /c/c/ cow 6. /b/b/ bear, /b/b/ bear

CD3 03

Worksheet 1, Exercise 2.
Listen and write the first letter.

Teacher: This time, write the first letter of the word you hear. Are you ready? Listen carefully.

1. duck /d/d/ 2. apple /a/a/ 3. egg /e/e/ 4. bear /b/b/
5. cow /c/c/ 6. apple /a/a/

CD3 04

Worksheet 2, Exercise 1.
Listen, trace the first letter, and write it on the line.

Teacher: Let's begin.

1. /i/i/ ink, /i/i/ ink 2. /j/j/ jet, /j/j/ jet 3. /g/g/ goat, /g/g/
goat 4. /f/f/ fish, /f/f/ fish 5. /h/h/ hat, /h/h/ hat 6. /j/j/ jet,
/j/j/ jet

CD3 05

Worksheet 2, Exercise 2.
Listen and write the first letter.

Teacher: This time, write the first letter of the word you hear. Are you ready? Listen carefully.

1. jet /j/j/ 2. fish /f/f/ 3. hat /h/h/ 4. goat /g/g/ 5. ink /i/i/
6. fish /f/f/

CD3 06

Worksheet 3, Exercise 1.

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

Teacher: Let's begin.

1. /k/k/ kiwi, /k/k/ kiwi
2. /o/o/ octopus, /o/o/ octopus
3. /m/m/ monkey, /m/m/ monkey
4. /n/n/ nest, /n/n/ nest
5. /l/l/ lion, /l/l/ lion
6. /o/o/ octopus, /o/o/ octopus

CD3 07

Worksheet 3, Exercise 2.

Listen and write the first letter.

Teacher: This time, write the first letter of the word you hear. Are you ready? Listen carefully.

1. octopus /o/o/
2. monkey /m/m/
3. kiwi /k/k/
4. lion /l/l/
5. nest /n/n/
6. monkey /m/m/

CD3 08

Worksheet 4, Exercise 1.

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

Teacher: Let's begin.

1. /t/t/ tiger, /t/t/ tiger
2. /p/p/ pen, /p/p/ pen
3. /s/s/ sun, /s/s/ sun
4. /q/q/ quilt, /q/q/ quilt
5. /r/r/ rabbit, /r/r/ rabbit
6. /t/t/ tiger, /t/t/ tiger

CD3 09

Worksheet 4, Exercise 2.

Listen and write the first letter.

Teacher: This time, write the first letter of the word you hear. Are you ready? Listen carefully.

1. pen /p/p/
2. tiger /t/t/
3. rabbit /r/r/
4. sun /s/s/
5. quilt /q/q/
6. pen /p/p/

CD3 10

Worksheet 5, Exercise 1.

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

Teacher: Let's begin.

1. /z/z/ zebra, /z/z/ zebra
2. /v/v/ vase, /v/v/ vase
3. /w/w/ wolf, /w/w/ wolf
4. /u/u/ umbrella, /u/u/ umbrella
5. /y/y/ yard, /y/y/ yard
6. /x/x/ fox, /x/x/ fox

CD3 11

Worksheet 5, Exercise 2.

Listen and write the letter.

Teacher: This time, write the letter of the word you hear. Are you ready? Listen carefully.

1. wolf /w/w/
2. zebra /z/z/
3. umbrella /u/u/
4. yard /y/y/
5. vase /v/v/
6. fox /x/x/

CD3 12

Worksheet 6, Exercise 1. Listen,

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

Teacher: Let's begin.

1. /d/d/ duck, /d/d/ duck
2. /j/j/ jet, /j/j/ jet
3. /m/m/ monkey, /m/m/ monkey
4. /s/s/ sun, /s/s/ sun
5. /v/v/ vase, /v/v/ vase

CD3 13

Worksheet 6, Exercise 2. Listen and write the first letter.

Teacher: This time, write the first letter of the word you hear. Are you ready? Listen carefully.

1. pen, pen
2. octopus, octopus
3. apple, apple
4. vase, vase
5. cow, cow
6. hat, hat
7. fish, fish
8. kiwi, kiwi
9. zebra, zebra
10. egg, egg

CD3 14

Exercise 1. Listen, point, and say.

Teacher: b says /b/, /b/, /b/, /b/, bear.

Teacher: p says /p/, /p/, /p/, /p/, pear.

Teacher: Now you make the sounds and say the words.

/b/, /b/, /b/, /b/, bear.
/p/, /p/, /p/, /p/, pear.

Teacher: Let's say them again.

/b/, /b/, bear.
/p/, /p/, pear.
Well done!

CD3 15

Exercise 2. Listen to the sound, check ✓, and write.

Then draw a line to the right picture.

Number one.

Teacher: /b/, /b/, bag.

Number two.

Teacher: /p/, /p/, puzzle.

Number three.

Teacher: /b/, /b/, bed.

Number four.

Teacher: /p/, /p/, puppet.

Number five.

Teacher: /b/, /b/, ball.

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

CD3 16

Exercise 3. Listen, point, and say.

Teacher: b says /b/, /b/,
/b/, /b/, tub.

Teacher: p says /p/, /p/,
/p/, /p/, top.

Teacher: Now you make the sounds and say the words.
/b/, /b/, /b/, /b/, tub.
/p/, /p/, /p/, /p/, top.

Teacher: Let's say them again.
/b/, /b/, tub.
/p/, /p/, top.
Well done!

CD3 17

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

Number one.
Teacher: /p/, /p/, clap.

Number two.
Teacher: /b/, /b/, cub.

Number three.
Teacher: /b/, /b/, crab.

Number four.
Teacher: /p/, /p/, cup.

Number five.
Teacher: /b/, /b/, Rob.
Well done! Now draw a line to the right picture.

CD3 18

Words with ch, sh.

Exercise 1. Listen, point, and say.

Teacher: ch says /ch/, /ch/,
/ch/, /ch/, chicken.

Teacher: ch says /ch/, /ch/,
/ch/, /ch/, lunch.

Teacher: sh says /sh/, /sh/,
/sh/, /sh/, sheep.

Teacher: Now you make the sounds and say the words.
ch says /ch/, /ch/.
/ch/, /ch/, /ch/, /ch/, chicken.
/ch/, /ch/, /ch/, /ch/, lunch.
/sh/, /sh/, /sh/, /sh/, sheep.

Teacher: Let's say them all again.
/ch/, /ch/, chicken.
/ch/, /ch/, lunch.
/sh/, /sh/, sheep.

Well done!

CD3 19

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

Number one.
Teacher: chicken, chicken

Number two.
Teacher: lunch, lunch

Number three.
Teacher: sheep, sheep

Number four.
Teacher: cheese, cheese

Number five.
Teacher: ship, ship

Well done!
Now match each word with a picture.
Then check with a friend.

CD3 20

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

Teacher: Are you ready? Let's check.

Number one.
Teacher: A sheep is on the ship.

Number two.
Teacher: I like chocolate.

Number three.
Teacher: I like fish for lunch.

Number four.
Teacher: A ship is on the fish.

CD3 21

Exercise 1. Listen, point, and say. Then write a or a_e.

Teacher: a says /a/, /a/,
/a/, /a/, tap,
/a/, /a/, cap.
Teacher: Now you make the sounds and say the words.
Teacher: a says /a/, /a/,
/a/, /a/, /a/, /a/, tap,
/a/, /a/, /a/, /a/, cap.

Teacher: /a/ and /e/ says /a/,
/a/, /a/, tape,
/a/, /a/, cake.

Teacher: Now you make the sounds and say the words.
Teacher: /a/ and /e/ says /a/,
/a/, /a/, /a/, /a/, tape,
/a/, /a/, /a/, /a/, cake.

Teacher: Let's say them all again.

/a/, /a/, tap,
/a/, /a/, cap.
/a/ and /e/, /a/, /a/, tape,
/a/, /a/, cake.
Well done!

CD3 22

Exercise 2. Listen, point, and say. Then write i or i_e.

Teacher: i says /i/, /i/,
/i/, /i/, pin,
/i/, /i/, Jim.

Teacher: Now you make the sounds and say the words.
Teacher: i says i/, /i/,
/i/, /i/, /i/, /i/, pin,
/i/, /i/, /i/, /i/, Jim.

Teacher: /i/ and /e/ says /i/,
/i/, /i/, pine,
/i/, /i/, nine.

Teacher: Now you make the sounds and say the words.
Teacher: /i/ and /e/ says /i/,
/i/, /i/, /i/, /i/, pine,
/i/, /i/, /i/, /i/, nine.

Teacher: Let's say them all again.
/i/, /i/, pin,
/i/, /i/, Jim.
/i/ and /e/, /i/, /i/, pine,
/i/, /i/, nine.
Well done!

CD3 23

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

Number one.
Teacher: white, white

Number two.
Teacher: hat, hat

Number three.
Teacher: vase, vase

Number four.
Teacher: rice, rice

Well done! Now match with a picture.

CD3 24

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

Teacher: v says /v/, /v/,
/v/, /v/, van,
/v/, /v/, vase.

Teacher: f says /f/, /f/,
/f/, /f/, fan,
/f/, /f/, face.

Teacher: Now you make the sounds and say the words.
v says /v/, /v/,
/v/, /v/, /v/, /v/, van,
/v/, /v/, /v/, /v/, vase.
f says /f/, /f/,
/f/, /f/, /f/, /f/, fan,
/f/, /f/, /f/, /f/, face.

Teacher: Let's say them all again.
/v/, /v/, van.
/v/, /v/, vase.
/f/, /f/, fan.
/f/, /f/, face.
Well done! Now write v or f.

CD3 25

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

Number one.
Teacher: five, five

Number two.
Teacher: fox, fox

Number three.
Teacher: van, van

Number four.
Teacher: fish, fish

Number five.
Teacher: football, football

Number six.
Teacher: vase, vase
Well done!
Now match each word with a picture.

CD3 26

Exercise 1. Listen, point, and say.

Teacher: o says /o/, /o/,
/o/, /o/, top.
/o/ and /e/ says /o/,
/o/, /o/, rope.
Teacher: u says /u/, /u/,
/u/, /u/, cub.
/u/ and /e/ says /u/,
/u/, /u/, cube.

Teacher: Now you make the sounds and say the words.
o says /o/, /o/,
/o/, /o/, /o/, /o/, top.
/o/ and /e/ says /o/,
/o/, /o/, /o/, /o/, rope.
Teacher: u says /u/, /u/,
/u/, /u/, /u/, /u/, cub.
/u/ and /e/ says /u/,
/u/, /u/, /u/, /u/, cube.

Teacher: Let's say them all again.

/o/, /o/, top.

/o/, /o/, rope.

/u/, /u/, cub.

/u/, /u/, cube.

Well done! Now match with a picture.

CD3 27

Exercise 2. Listen to the sound and circle the right word.

Then match with a picture.

Number one.

Teacher: rope, rope

Number two.

Teacher: rose, rose

Number three.

Teacher: tube, tube

Number four.

Teacher: cut, cut

Number five.

Teacher: nose, nose

Number six.

Teacher: cube, cube

Well done! Now match with a picture.



Listening, Tracing, and Writing

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

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

1. abcde 2. abcde
 a d
 _____ _____






3. abcde 4. abcde
 e b
 _____ _____

5. abcde 6. abcde
 c b
 _____ _____

2. Listen and write the first letter.

1. d 2. a 3. e
 _____ _____ _____

4. b 5. c 6. a
 _____ _____ _____

apple bear cow duck egg
    

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Phonics Practice Worksheet 2: f g h i j

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

1. fg hij 2. fg hij
 i i
 _____ _____






3. fg hij 4. fg hij
 g f
 _____ _____

5. fg hij 6. fg hij
 h j
 _____ _____

2. Listen and write the first letter.

1. j 2. f 3. h
 _____ _____ _____

4. g 5. i 6. f
 _____ _____ _____

fish goat hat ink jet
    

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Worksheet 3: k l m n o

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

1. klmno 2. klmno
 k o
 _____ _____






3. klmno 4. klmno
 m n
 _____ _____

5. klmno 6. klmno
 l o
 _____ _____

2. Listen and write the first letter.

1. o 2. m 3. k
 _____ _____ _____

4. l 5. n 6. m
 _____ _____ _____

kiwi lion monkey nest octopus
    

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Phonics Practice Worksheet 4: p q r s t

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

1. pqrst 2. pqrst
 t p
 _____ _____






3. pqrst 4. pqrst
 s q
 _____ _____

5. pqrst 6. pqrst
 r t
 _____ _____

2. Listen and write the first letter.

1. p 2. t 3. r
 _____ _____ _____

4. s 5. q 6. p
 _____ _____ _____

pen quilt rabbit sun tiger
    

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Teaching Notes

Listening, Tracing, and Writing

Worksheet 1: a b c d e

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

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

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

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

2 Listen and write the first letter.

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

Worksheet 5: u v w x y z

CD 10 1 Listen, trace the letter, and write it on the line.

1. u v w x y z 2. u v w x y z
 z v
 _____ _____
 _____ _____
3. u v w x y z 4. u v w x y z
 w u
 _____ _____
 _____ _____
5. u v w x y z 6. u v w x y z
 y x
 _____ _____
 _____ _____

CD 11 2 Listen and write the letter.

1. w 2. z 3. u

4. y 5. v 6. x

umbrella



46

vase



wolf



fox



yard



zebra



Worksheet 6: a to z

CD 12 1 Listen, trace the first letter, and write it on the line.

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

CD 13 2 Listen and write the first letter.

1. p 2. o 3. a 4. v 5. c

6. h 7. f 8. k 9. z 10. e

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Teaching Notes

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

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

2 Listen and write the first letter.

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

Words with b, p

1 Listen, point, and say.










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

1. b <input checked="" type="checkbox"/>	p <input type="checkbox"/>	b ag		
2. b <input type="checkbox"/>	p <input checked="" type="checkbox"/>	p uzzle		
3. b <input checked="" type="checkbox"/>	p <input type="checkbox"/>	b ed		
4. b <input type="checkbox"/>	p <input checked="" type="checkbox"/>	p uppet		
5. b <input checked="" type="checkbox"/>	p <input type="checkbox"/>	b all		

3 Listen, point, and say.



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


1. b <input type="checkbox"/>	p <input checked="" type="checkbox"/>	cl a p		
2. b <input checked="" type="checkbox"/>	p <input type="checkbox"/>	cu b		
3. b <input checked="" type="checkbox"/>	p <input type="checkbox"/>	cr a b		
4. b <input type="checkbox"/>	p <input checked="" type="checkbox"/>	cu p		
5. b <input checked="" type="checkbox"/>	p <input type="checkbox"/>	Ro b		





Words with ch, sh

1 Listen, point, and say.











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

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

 3	 1	 4	 2
---	---	---	---

3 Read and match. Then listen and check.

1. A sheep is on the ship.		
2. I like chocolate.		
3. I like fish for lunch.		
4. A ship is on the fish!		

Teaching Notes

Words with b, p

1 Listen, point, and say.

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

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

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

3 Listen, point, and say.

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

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

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

Words with ch, sh

1 Listen, point, and say.

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

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

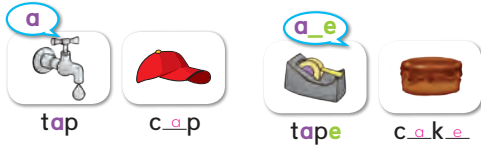
Ask students to look at the pictures and name what they see. Then point to the example and read. Give the students time to look at the words. Tell them that they don't need to know all the words, only choose the correct word for each item. Have students listen to the CD and circle. Play the CD again,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

3 Read and match. Then listen and check.

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

Words with a_e, i_e
Long Vowels and Clever _e





1 Listen, point, and say. Then write *a* or *a_e*.



2 Listen, point, and say. Then write *i* or *i_e*.



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

1. white	whit	what	
2. hate	hat	that	
3. save	van	vase	
4. nice	ring	rice	


Words with v, f

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



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

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

2 	1 5	4 	5 
---	------------	---	---

3 Find and write the words.

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

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

Teaching Notes

Words with a_e, i_e
Long Vowels and Clever _e

1 Listen, point, and say. Then write *a* or *a_e*.

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

2 Listen, point, and say. Then write *i* or *i_e*.

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

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

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

Words with v, f

1 Listen, point, and say.

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

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

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

3 Find and write the words.







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

Words with o_e and u_e Long Vowels and Clever _e

1 Listen, point, and say.



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

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

3 Find and write the words.



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

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Words with o_e and u_e Long Vowels and Clever _e

1 Listen, point, and say.

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

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

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

3 Find and write the words.

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

Teaching Tips • Flashcards

Flashcards can be used to present, elicit, prompt, and practice language. They make language, along with other visuals and/or objects, more memorable and activities more fun and more learner-centered.

- When presenting a word for the first time, for example, “blue” hold up the flashcard, say “blue” and have the class repeat. Do the same with “red”. Then hold up the blue card and elicit “blue” from a student or group and ask more students to repeat; do the same with “red”, etc. Follow the same procedure with the rest of the color cards. As you add more colors have the class, groups, pairs and individual students say the word for each color and point to an object of the same color, if possible.
- Put the picture flashcards on the board with tape or adhesive putty that can come off easily. Say a word and have students point to the right picture/flashcard. Then invite students to “play teacher”.
- Later in the course, when children can recognize words, write a number of words on the board. Leave enough space between them. Distribute flashcards to individual students and have them come up and stick them next to or above the right words, e.g. the flashcard for “arm” over the word arm.
- Stack the flashcards and hold them face down for students to pick one. Ask them to make the sound for the first letter of the word that is illustrated, for the rest of the class/groups to guess the word. If they say the wrong word, the card holder keeps the flashcard and picks another one. The student with most cards wins. If the card holder makes the wrong sound, he/she has to return the flashcard and put it at the bottom of the stack.
- Use flashcards for words or letters that have been taught, in every lesson to recycle and help students remember. Organize the students into groups and manage such activities as games.
- Use flashcards to play Word Finder. Make word cards for the students with 6 to 8 words. Make sure some of the words overlap. Hold up a picture flashcard, and have students who can find the word in their cards cover it with an object, e.g. an eraser, a pen, a slip of paper, a bean. The student that covers all his/her words first is the first winner, if they can also say the words.

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

Teaching Tips • Posters

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

- Put posters up on the walls of your classroom for the students to see and be exposed to on a more permanent basis. This way you will be able to use them for quick activities when you want to change pace or get the children to move and play games.
- Posters are a great support when you want to get the children’s attention while presenting or explaining. For example, after you demonstrate classroom language and have students listen and do, get them to listen as you point to the poster before you ask them to open their books and look at the corresponding pages.
- **Classroom Language poster:** Cover the bubbles with paper and have students point and say what the teacher says. Organize in groups if you want to play a game.
- **Color poster:** Have students choose a color and keep it to themselves. Then ask them to pair with a student that they think has chosen the same color. Have each pair say the color or colors in chorus. If they agree, they win. If they differ, they have to try again. You can also organize such

activities in groups to encourage students to compete in teams rather than individually.

- **Family poster:** Have small groups stand near the poster. Ask the rest of the students to name a family member. The students near the poster point to the right picture. If they make more than one mistake, they sit down and another group takes their place.
- **Alphabet poster:** Organize the class into groups. Point to a letter. The group that says a word beginning with the letter gets a point. Mark group points on the board. You can do a similar activity by saying a word and having groups point to the letter or hold up a piece of paper or card with the right letter on it.
- When students become more confident with reading and can recognize initial letters and/or words, distribute word cards and have them hold up the right word every time you point to a letter.
- Use the alphabet poster to help students chant the alphabet chant or say the letters backwards.
- **Toys and Things poster:** Let students look at the poster for a minute and then cover objects with paper. Have students work in pairs trying to remember what was there. Number the papers and write the words that students suggest. Then uncover and compare. The group with the highest number of correct answers wins.
- **Food poster:** Give the students 2 minutes to look at the poster and try to record what they see in their minds. Then fold half of the poster and put it up with only one half showing. Students try to draw and/or say what they remember seeing in the hidden part.
- **Animal poster:** Put the students in groups or pairs and ask them to order the animals according to size, from big to small. Compare lists. You can do similar activities by asking learners to group animals according to color, food, habitat, shape, and more.
- **Shapes and Sizes poster:** Show students the poster and ask them to find as many examples of each shape as they can. Then, you cover the shape and size words and have students come up to the front of the class in pairs or small groups, point, and say the word for each shape and/or size.

Teaching Tips • Advice time

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

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

Flashcard and Poster List

Toys and Things

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

Food

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

Animals

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

Weather

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

Posters

- Toys and Things
- Animals
- Food
- Shapes and Sizes

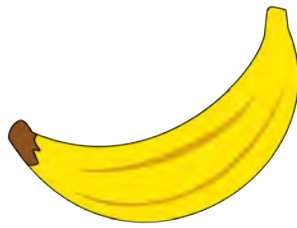
The Alphabet A-Z & a-z Flashcards from We Can 1

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

Picture Dictionary



apricot p14



banana p15



bicycle p6



bird p22



carrot p15



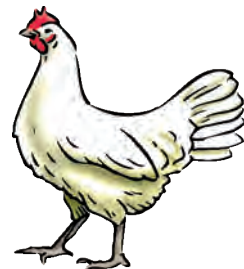
cat p22



cell phone p6



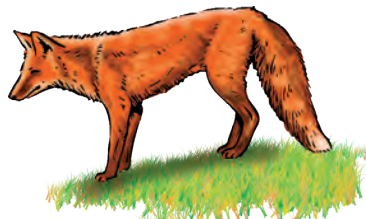
cherries p15



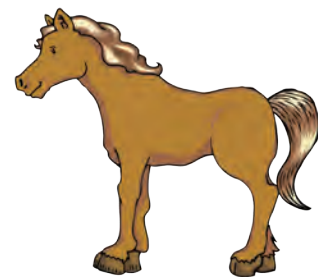
chicken p22



computer game
p6



fox p33



horse p20



kiwi p9



lion p8



macaroni p10



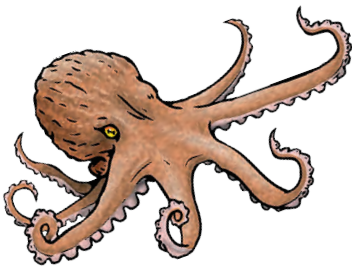
marbles p3



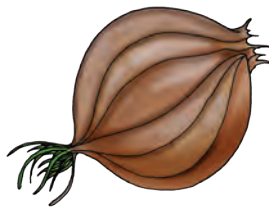
mouse p22



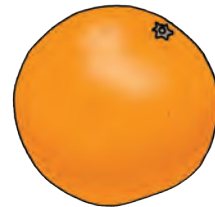
nest p9



octopus p17



onion p11



orange p14



parrot p16



potatoes p15



puppet p6



puzzle p6



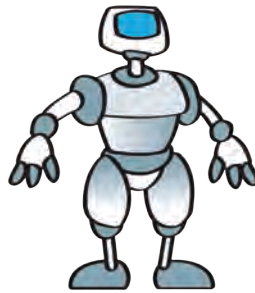
quilt p17



rabbit p17



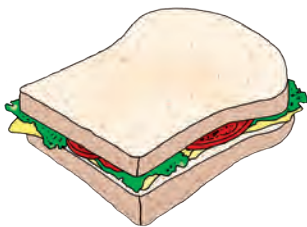
rice p14



robot p6



salad p11



sandwich p14



shirt p6



shoes p4



sheep p22



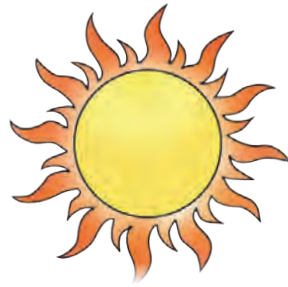
skirt p6



soup p11



stickers p6



sun p25



tiger p25



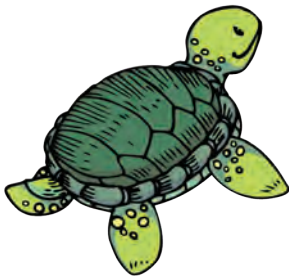
toy truck p6



trousers p6



T-shirt p6



turtle p18



umbrella p25



vase p25



wolf p33



yard p33



zebra p33

CD 1 Audio Track List

Track	Unit	Student Book Section
2	1	Exercise 1. Listen and say
3	1	Exercise 4. Number Guessing Game
4	1	Exercise 1. Chant and do
5	1	Exercise 2. Listen, point, and pronounce
6	1	Exercise 3. Pass The Robot Bear Game
7	1	Exercise 1. Listen and point
8	1	Exercise 2. Listen and say
9	1	Exercise 3. Listen and find
10	1	Exercise 4. One Robot, Two Robots...
11	1	Exercise 1. Listen and say
12	1	Exercise 3. Listen and write
13	1	Exercise 4. Listen, count, and chant
14	2	Exercise 1. Listen and say
15	2	Exercise 4. Listen
16	2	Exercise 1. Listen and chant
17	2	Exercise 3. Cookie Jar Game
18	2	Exercise 1. Listen, point, and say
19	2	Exercise 2. Listen and practice
20	2	Exercise 3. Number Race
21	2	Exercise 1. Listen and say
22	2	Exercise 3. Listen and write
23	3	Exercise 1. Listen and say
24	3	Exercise 4. Number Race
25	3	Exercise 1. Listen and chant
26	3	Exercise 4. Guessing Game
27	3	Exercise 1. Listen and point
28	3	Exercise 2. Listen, point, and say
29	3	Exercise 3. Listen and make the sounds
30	3	Exercise 4. Old MacDonald
31	3	Exercise 1. Listen and say

Track	Unit	Student Book Section
32	3	Exercise 3. Listen and write
33	3	Exercise 4. Listen, count, and write
34	4	Exercise 1. Listen and say
35	4	Exercise 4. Hot Potato Game
36	4	Exercise 1. Listen and chant
37	4	Exercise 2. Listen, point, and pronounce
38	4	Exercise 3. Chant and do
39	4	Exercise 1. Listen and point
40	4	Exercise 2. Listen, point, and pronounce
41	4	Exercise 3. Chant and do
42	4	Exercise 1. Listen and say
43	4	Exercise 3. Listen and write
44	4	Exercise 3. Listen, write, and chant
45	5	Exercise 1. Listen and say
46	5	Exercise 4. Listen and match
47	5	Exercise 6. Point, ask, and answer
48	5	Exercise 1. Listen, point, and chant
49	5	Exercise 2. Change the words and chant
50	5	Exercise 4. Listen and circle
51	5	Exercise 1. Listen, point, and practice
52	5	Exercise 2. Listen and say
53	5	Exercise 3. Listen, read, and answer
54	5	Exercise 1. Listen, point, and say
55	5	Exercise 2. Listen and number
56	5	Exercise 3. Listen, point, and say
57	5	Exercise 4. Listen and number
58	5	Exercise 5. Listen and check
59	5	Exercise 6. Listen to the sound
60	5	Exercise 7. Listen and circle

CD 2 Audio Track List

Track	Unit	Workbook Section
2	1	Exercise 1. Listen, point, and practice
3	1	Exercise 1. Listen and practice
4	1	Exercise 1. Listen, chant, and do
5	1	Exercise 1. Listen, point, and practice
6	1	Exercise 1. Listen, point, and practice
7	1	Exercise 1. Listen, point, and practice
8	1	Exercise 1. Listen, point, and practice
9	1	Exercise 1. Listen, point, and practice
10	2	Exercise 1. Listen, point, and practice
11	2	Exercise 1. Listen, point, and practice
12	2	Exercise 1. Listen and chant
13	2	Exercise 1. Listen and practice
14	2	Exercise 1. Listen, point, and practice
15	2	Exercise 1. Listen, point, and practice
16	2	Exercise 1. Listen, point, and practice
17	2	Exercise 1. Listen, point, and practice
18	3	Exercise 1. Listen and practice
19	3	Exercise 1. Listen and practice
20	3	Exercise 1. Listen and chant
21	3	Exercise 1. Listen, point, and count

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

CD 3 Audio Track List

Track	Unit	Phonics Practice Section
02	1	Exercise 1. Listen, trace the first letter
03	1	Exercise 2. Listen and write
04	1	Exercise 1. Listen, trace the first letter
05	1	Exercise 2. Listen and write
06	2	Exercise 1. Listen, trace the first letter
07	2	Exercise 2. Listen and write
08	2	Exercise 1. Listen, trace the first letter
09	2	Exercise 2. Listen and write
10	3	Exercise 1. Listen, trace the first letter
11	3	Exercise 2. Listen and write
12	3	Exercise 1. Listen, trace the first letter
13	3	Exercise 2. Listen and write
14	3	Exercise 1. Listen, point, and say
15	3	Exercise 2. Listen to the sound, check, and write.

Track	Unit	Phonics Practice Section
16	3	Exercise 3. Listen, point, and say
17	3	Exercise 4. Listen to the sound, check, and write.
18	4	Exercise 1. Listen, point, and say
19	4	Exercise 2. Listen and circle
20	4	Exercise 3. Read and match
21	4	Exercise 1. Listen, point, and say
22	4	Exercise 2. Listen, point, and say
23	4	Exercise 3. Listen to the sound and circle
24	4	Exercise 1. Listen, point, and say
25	4	Exercise 2. Listen and circle
26	4	Exercise 1. Listen, point, and say
27	4	Exercise 2. Listen to the sound and circle

Grade 4 Objectives We Can 1 and 2

By the end of grade four and within the assigned structure and vocabulary students will be able to:		Semester 1 page number	Semester 2 page number
1	Recognize and produce the sounds of the English alphabet.	10, 18, 19, 26, 27, 34, 35, 42, 43	8, 9, 16, 17, 24, 25, 32, 33
2	Recognize short and only some long vowels: long /a/ as in "cake", long /e/ as in "sea", long /o/ as in "nose", and long /i/ as in "kite".	11, 14, 22, 26, 27, 30, 31, 34, 35	40
3	Recognize and differentiate between some English letters (b&p), (f&v).	All phonics lessons	41
4	Recognize and produce only some English digraphs, such as <i>th</i> , <i>sh</i> , and <i>ch</i> .		41
5	Recognize and match sounds to letters.	10, 14, 18, 27, 35, 42	8, 9, 16, 17, 24, 25, 29, 32, 33, 40, 41
6	Participate verbally and non-verbally in short simple activities: greeting, giving and receiving commands and instructions.	2, 3, 4, 5, 6, 7, 9, 12, 13, 15, 16, 17, (introductions) 20, 21, 22, 23, 25, 27, 31, 33, 35, 37, 41, 43	3, 4, 5, 38, 39

Grade 4 Objectives We Can 1 and 2

7	Recognize intonation patterns of statements and questions.	Through listening and repetition with attention to stress and intonation throughout the course, e.g. 4, 5, 6, 7, 8, 28, 29, 33, 36, 38, 39, 40, 41, and WB activities.	Through listening and repetition with attention to stress and intonation throughout the course, e.g. 2, 3, 10, 11, 13, 18, 26, 27, 34, 35, 36, 37, 38, 39.
8	Ask and respond to simple assigned sentences in present tense form with the verb <i>like</i> using first and second person singular in affirmative, negative, interrogative statements, and <i>Yes/No</i> questions.		10, 11, 26, 27
9	Ask and respond to basic questions about personal information using verb <i>to be</i> (<i>am, is, are</i>), <i>have got</i> , and <i>wh</i> questions (<i>what, where, who, how</i>).	4, 5, 6, 7, 8, 9, 27, 28, 29, 33, 36, 37, 39, 41	2, 3, 12, 18, 26, 27, 30, 31, 34, 36, 37, 39
10	Recognize and use indefinite articles (<i>a, an</i>) using <i>this</i> and <i>that</i> .	8 (<i>What's this color?</i>), 27, 33, 36, 37	18, 39, 14, (a, the)
11	Recognize and apply regular plural formation using <i>these</i> and <i>those</i> .	12, 13, 14, 15, 22, 23, 30, 41	(plurals) 2, 3, 4, 5, 6, 7, 9, 14, 15, 19, 21, 38, 39
12	Recognize and apply subjective pronouns (<i>I, you, he, she, it, we, you, they</i>) correctly.	4, 7, 6 (<i>you, I</i>), 20, 27, 28, 29, 33, 36, 38, 39, 40, 7, 20, 27, 28, 29, 33, 36, 38, 39, 40, 8, 31, 38	2, 3, 5, 18, 23, 26, 27, 30, 31, 34, 35, 36, 37, 38, 39

Grade 4 Objectives We Can 1 and 2

13	Recognize prepositions of place (<i>in, on</i>).	22, 23	4, 13, 23, 39, 40
14	Talk about feelings in simple and short sentences.	6, 7	34, 35, 36, 37, 39
15	Identify main colours (red, blue, green, black, white, yellow, brown).	8, 9, 40, 41	37, 38
16	Identify and talk about classroom objects which are assigned in the book.	2, 3, 37, 41	6
17	Identify and talk about family members and possession using two possessive adjectives: <i>my</i> and <i>your</i> .	(<i>my, your</i>) 4, 5, 12, 13, 15, 16 (<i>your seat</i>), 40, 47, (<i>my/your</i> and family members) 20, 21, 22, 24, 25	4, 5, 34, 38, 39
18	Identify and talk about food, animals, and clothes.	26, 27, 30, 34, 35, 37, 40, 41, 42	2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 38
19	Talk about likes and dislikes.		10, 11, 26, 27
20	Be willing to listen to short digital and recorded materials.	throughout We Can 1	throughout We Can 2
21	Utter simple words and numbers (cardinal numbers 1–19).	Throughout We Can 1 , e.g. 4, 8, 14, 17, 22, 23, 25, 26, 30, 31, 32, 34, 37, 39	6, 8, 14, 15, 16, 19, 21, 22, 24, 25, 28, 29, 30, 32

Grade 4 Objectives We Can 1 and 2

22	Read and count numbers in tens (10–100).		25 (10–30), 33 (10–100)
23	Read aloud simple words and sentences.	throughout We Can 1	throughout We Can 2
24	Read and match words to photos/ drawings.	8, 9, 14, 16, 22, 24, 25, 26, 30, 34, 37, 39, 40, 41	4, 6, 9, 14, 15, 21, 22, 37, 38, 40, 41
25	Read and comprehend simple short sentences.	Throughout We Can 1, presentation and practice material is clearly set out on the page for students to read before practicing.	Throughout We Can 2, presentation and practice material is clearly set out on the page for students to read before practicing.
26	Spell some simple sight words correctly.	Words in Grammar Toolboxes, e.g. <i>I'm, this, what, is, it, what's, the, to my, too</i>	Words in Grammar Toolboxes and frequently used words, e.g. <i>No, yes, you, I, he, she, don't, do not</i>
27	Be willing to read simple short illustrated stories.	Illustrated presentations/ conversations/ activities, chants : e.g. 2, 3, 4, 6, 7, 12, 13, 14, 16, 20, 21, 22, 26, 30, 36, 40	Illustrated presentations/ conversations/ activities, chants : e.g. 2, 3, 4, 10, 12, 18, 20, 26, 27, 31, 34, 37, 39
28	Recognize and apply the directionality in writing English (e.g. left/right, top/bottom).	3, 4, and throughout We Can 1 workbook, tracing and writing/ copying tasks.	Throughout We Can 2 workbook.
29	Use lined paper correctly with headline, midline, and baseline.	Throughout We Can 1 workbook, tracing and writing/copying tasks.	Throughout We Can 2 workbook - Trace and write.

Grade 4 Objectives We Can 1 and 2

30	Copy words, numbers, and simple short sentences.	26, 34, 71, (homework/classwork: copy sentences and/or words of each lesson)	8, 16, 24, 32, (homework/classwork: copy sentences and/or words of each lesson)
31	Write upper/lower case letters correctly.	26, 27, 34, 35 Throughout We Can 1 workbook - Trace and write.	8, 9, 16, 17, 24, 25, 32, 33 Throughout We Can 2 workbook - Tracing and writing
32	Use appropriate spacing between words and sentences.	Copying/ Tracing and writing (as above)	Copying/ Tracing and writing (as above) and 37, 39
33	Write guided short answers to written questions.		37, 38
34	Do controlled writing such as supplying missing letters and words.	27, 35, 42	9, 17, 25, 33
35	Recognize and apply the punctuation and capitalization assigned for this grade: capitalizing the beginning of names, sentences, questions and the use of full stop and question mark.	Copying/ Tracing and writing throughout We Can 1 workbook	Copying/ Tracing and writing throughout We Can 2 workbook pages

الحد الأدنى	By the end of grade four students will be able to:	الفصل الدراسي الأول		الفصل الدراسي الثاني		الرمز
		الفترة الأولى	الفترة الثانية	الفترة الثالثة	الفترة الرابعة	
X	Recognize and produce the sounds of the English alphabet.	√	√	√	√	1/7/4
X	Recognize short and only some long vowels: {long /a/ as in "cake", long /e/ as in "sea", long /o/ as in "nose", and long /i/ as "kite"}.	√	√	√	√	2/7/4
X	Recognize and differentiate between some English letters (b & p), (f & v).			√	√	3/7/4
	Recognize and produce only some English digraphs such as, (th, sh, ch).			√	√	4/7/4
X	Recognize and match sounds to letters.	√	√	√	√	5/7/4
X	Participate verbally and non-verbally in short simple activities: greeting, giving and receiving commands and instructions.	√	√	√		6/7/4
X	Recognize intonation patterns of statements and questions.	√	√	√	√	7/7/4
X	Ask and respond to simple assigned sentences in present tense form with the verb (like) using first and second person singular and in affirmative, negative and interrogative statements and (Yes/No questions).			√	√	8/7/4
X	Ask and respond to basic questions about personal information using verb to be (am, is, are),(have got) and wh. questions (what, where, who, how).	√	√	√	√	9/7/4
X	Recognize and use indefinite articles (a, an) using (this and that).	√	√	√		10/7/4
X	Recognize and apply regular plural formation using (these and those).	√	√	√	√	11/7/4
X	Recognize and apply subjective pronouns correctly (I, You, He, She, It, We, They).	√	√	√	√	12/7/4
	Recognize prepositions of place (in, on)		√	√	√	13/7/4
	Talk about feelings in simple and short sentences.				√	14/7/4
X	Identify main colours (red, blue, green, black, white, yellow. brown)	√	√			15/7/4
X	Identify and talk about classroom objects which are assigned in the book.	√	√	√		16/7/4
	Identify and talk about family members and possession using two possessive adjectives: (my, your)		√	√	√	17/7/4
	Identify and talk about food, animals, clothes.			√	√	18/7/4
	Talk about likes and dislikes.			√	√	19/7/4
	Be willing to listen to short digital and recoded materials.	√	√	√	√	20/7/4
X	Utter simple words and numbers (cardinal numbers 1-19).	√	√	√	√	21/7/4
	Read and count numbers in tens (10-100).				√	22/7/4
X	Read aloud simple words and sentences.	√	√	√	√	23/7/4
X	Read and match words to photos/drawings.		√	√	√	24/7/4
X	Read and comprehend simple short sentences.	√	√	√	√	25/7/4
X	Spell some simple sight words correctly.			√	√	26/7/4
	Be willing to read simple short illustrated stories.			√	√	27/7/4
X	Recognize and apply the directionality in writing English (e.g. left/right, top/bottom).	√	√			28/7/4
X	Use lined paper correctly with headline, midline, and baseline.	√	√	√	√	29/7/4
X	Copy words, numbers and simple short sentences.	√	√	√	√	30/7/4
X	Write upper/lower case letters correctly.	√	√	√	√	31/7/4
X	Use appropriate spacing between words and sentences.			√	√	32/7/4
	Write guided short answers to written questions.			√	√	33/7/4
X	Do controlled writing such as supplying missing letters and words.	√	√	√	√	34/7/4
X	Recognize and apply the punctuation and capitalization assigned for this grade: (capitalizing the beginning of names, sentences, questions and the use of full stop and question mark).	√	√	√	√	35/7/4

