

Term 2

STUDENT'S BOOK  
2

WE CAN!

Yoko Matsuka and Glenn McDougall

Mc  
Graw  
Hill



وزارة التعليم  
Ministry of Education  
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## We Can! Student's Book 2

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# Syllabus

Unit and Topic	Talk Time	Rhythms and Listening
1 Beautiful Nature	Look! It's a (snake, plastic bag). It's (short / long, beautiful / ugly). Look at the beautiful ...	Chant: <i>I Love the Mountains</i> I love the (mountains, rolling hills, flowers, daffodils, campfire when all the stars are out).
2 Friends, Actions, Things	Good morning (Ali). Where's (Jake)? He can't (come). He's (helping his brother). This is my (friend Omar). Nice to meet you (Omar)! Nice to meet you, too! Ready? Let's (go to the new computer store!) Chant: "Good morning!" Chant Good morning/ afternoon/ evening! Goodnight!	Chant: <i>We're playing, we're cycling</i> (Our friends) are (laughing, jumping, cycling) as happy as can be! (His friend) is (walking, talking, not cycling) Are you/ they (playing, cycling)? We're not (playing), they're not (cycling).
3 Wild Animals	Look! It's (a baby monkey, an elephant). Monkeys are cute. Elephants are big. Where's the (lion, snake)? It's over there. / It's here.	Chant: <i>Animal Chant</i> I will catch a (monkey, elephant, tiger, snake, bear) by the (toes, tail, nose). Sounds: monkey, elephant, tiger, snake, bear
4 From Here to There	Excuse me. Where's the train station? Walk straight and turn left. How do you go to school? I walk. How about you? I go by school bus.	Chant: <i>When You See a Red Light</i> red, yellow, green, stop, wait, go





Words in Action	Phonics	Phonics Practice
It's (long / short, big / small, quiet / noisy, weak / strong).	Consonants – C and G <i>C and G Jingles</i> cat, cake, cap goat, gorilla, girl Consonant clusters – gr and cr, gl and cl class, crab, glass, grass sn and sh snake, shake, snow, show /z/, /s/, /ɪz/ mountains, flowers, hills, cats, ducks, snakes, faces, dresses, noses	Words with a_e, i_e Long Vowels
They're (sweet, sour, hot, cold, salty, tasty). That's right! Do you want one?	Plural endings /z/, /s/, /ɪz/ She has (sandwiches) and (orange juice). She has (orange juice) but she doesn't have (apples). Whose (hat) is that? Maybe, It's (Noura)'s	
Elephants (are big, have trunks). Zebras (are black and white, have stripes). Crocodiles (are scary, have big teeth). Chimpanzees (are smart, have long arms). Snakes (are long, have no arms or legs). Hippos (are fat, have big mouths).	Long/short vowels o and o_e, u and u_e, oo, ea octopus, fox, rose, rope cup, bus, duck, cube, huge, uniform book, foot, cook, food, boot, moon head, bread, feather, peach, meat, bread Final s hippos, crocodiles, snakes, elephants, dresses, faces	Words with -s ending Words with bl, pl Consonant Blends
Watch out! It's a / an (truck, bus, train, motorbike, car, bicycle, taxi, police car, ambulance). taxi stand, hospital, school, train station, airport, space station, moon	Consonant clusters/blends st, sl, bl, cl, fl, gl, pl station, step, stop, sleep, slip, black, blue, class, clock, plant, plate, glass, glue, flag, fly Consonant digraphs sh, ch ship, sheep, chip, cheese	Words with short and long oo Words with gr, gl and cr, cl Words with fl, fr and dr, tr



# Unit 1 Beautiful Nature

## Talk Time

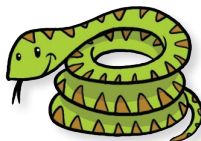
1 Listen and point.



2 Practice and act out the talks in pairs.

## Sounds and Letters

3 Listen, point, and say. Then write **sn** or **sh**.



\_\_\_ ake



\_\_\_ ake



\_\_\_ ow



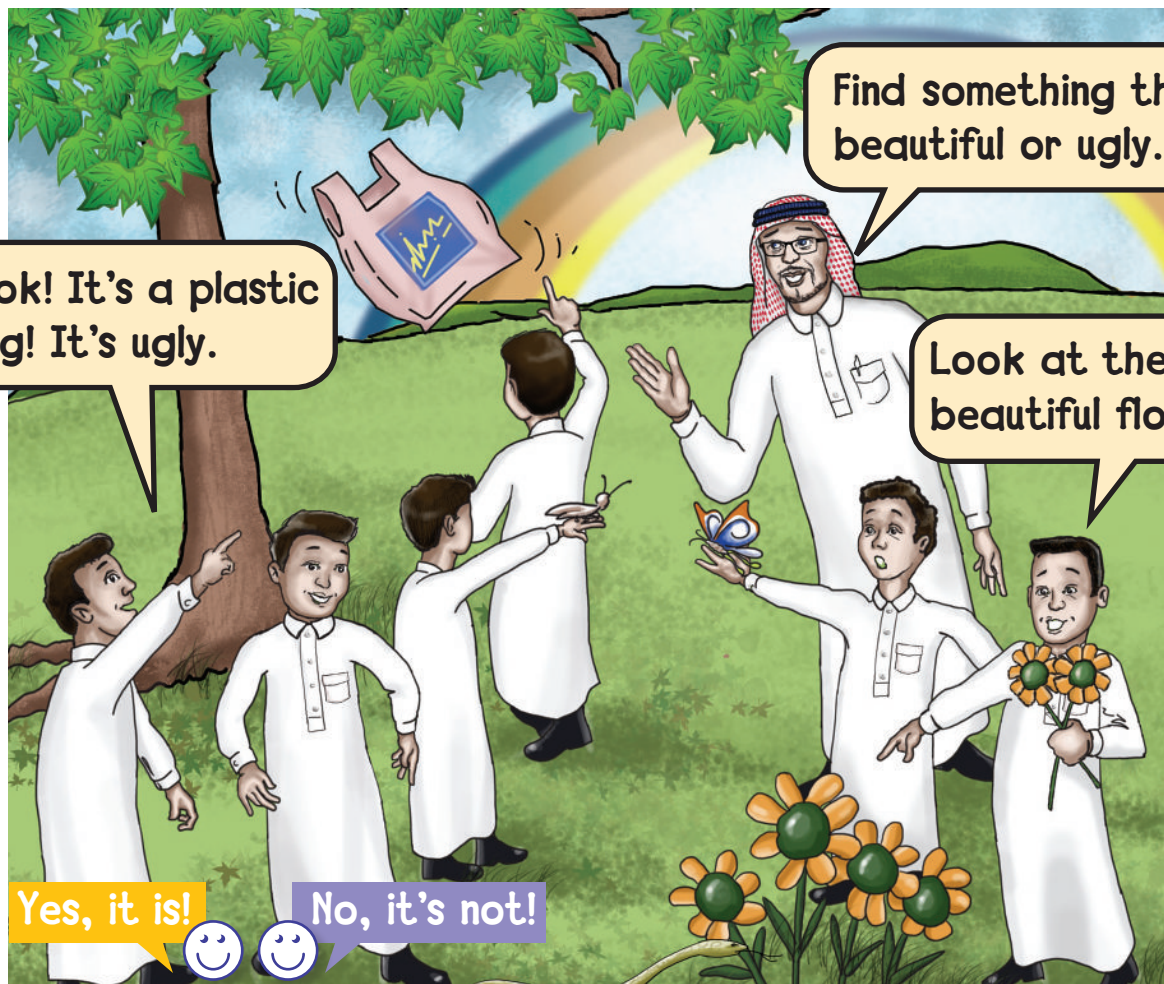
\_\_\_ ow

Show me the snake!

# Fun Time!

## 4 Find Something Beautiful!

Look around and find a beautiful or an ugly object.



### I Can ...

- act out one of the talks about nature.
- find something beautiful or ugly and say "Look! It's a ...! It's beautiful (or ugly)."





# Rhythms and Listening

1 Chant and march.



## I Love the Mountains

I love the mountains, I love the rolling hills,  
I love the flowers, I love the daffodils,  
I love the campfire when all the stars are out.  
I sit and look, I look and smile,  
I'm happy to be under this sky.



## Sounds and Letters

2 Listen, say, and number. Then read.



1 /z/



mountains

2 /s/



cats

3 /Iz/



faces

ducks

2

flowers

hills

dresses

snakes

noses



# Fun Time!

## 3 Months and Seasons Chant



Listen and match. Then chant and do.

1



Back to school, it's fall.  
September, October,  
November.

Getting cooler, winter's  
here.  
December, January,  
February.

Flowers are out, it's  
spring.

March, April, May.

Yummy, summer's here.  
June, July, August,

And back again.

3



2



Ha-ha!



This is fun!



4



### I Can ...

- chant the *I Love the Mountains* chant.
- name seasons and months.



# Words in Action

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



1. long



2. short



3. big



4. small



5. quiet



6. noisy



7. weak



8. strong

**2** Shout the opposites in two groups.

**3** Practice the actions in pairs.

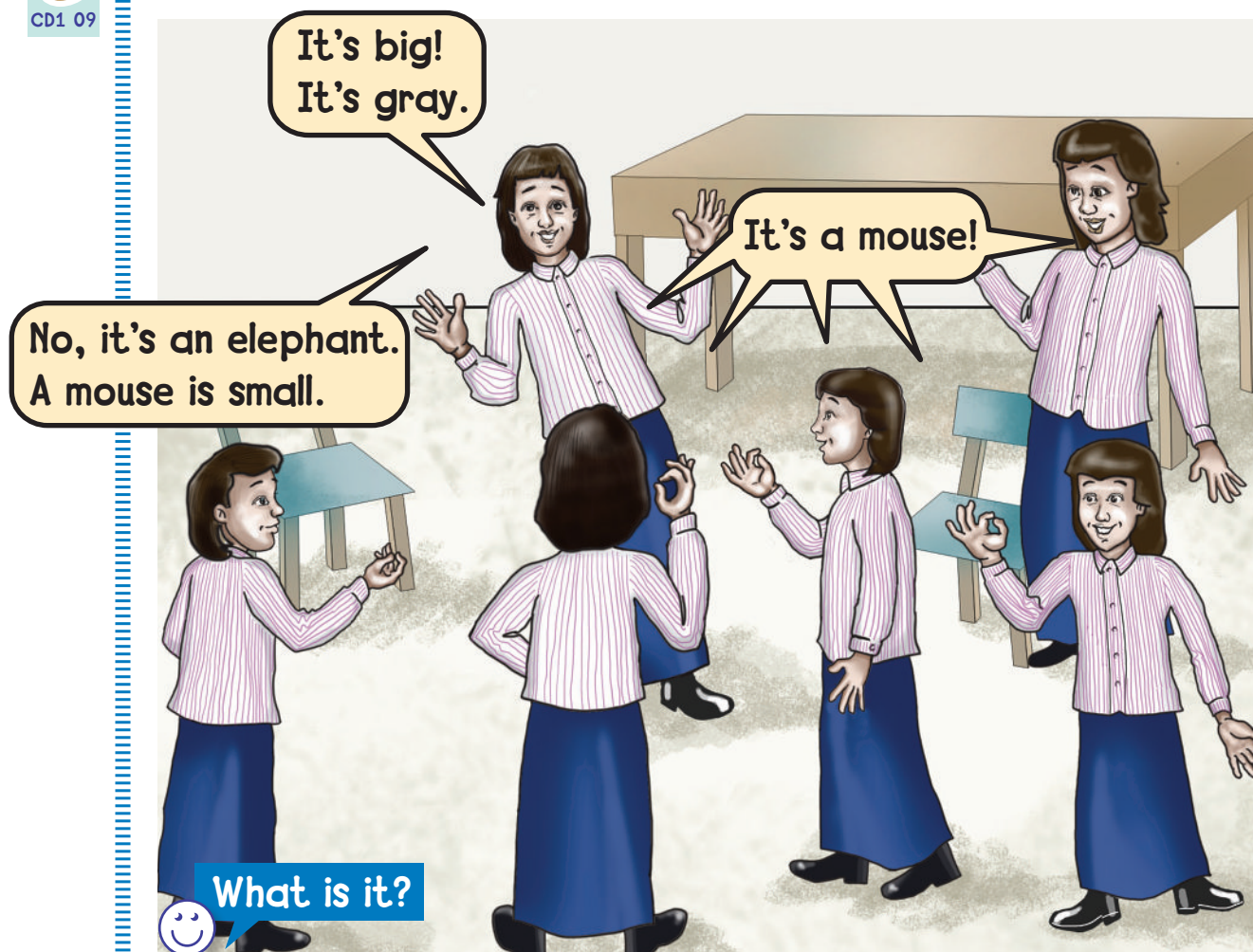


# Fun Time!

4

Guess what it is.

Do the opposite action.



**I Can ...**

- act out one pair of opposites.
- describe and guess what or who.



GOAL 29



GOAL 30



## Phonics

1 Listen, read, and say.



### C and G Jingles

**C** says c, c, cat.  
says c, c, cake.  
says c, c, cap.



**G** says g, g, goat.  
says g, g, gorilla.  
says g, g, girl.



## Sounds and Letters

2 Listen, point, and say. Write **gr**, **cr**, **gl**, or **cl**.



\_\_\_ ass



\_\_\_ ab



\_\_\_ ass



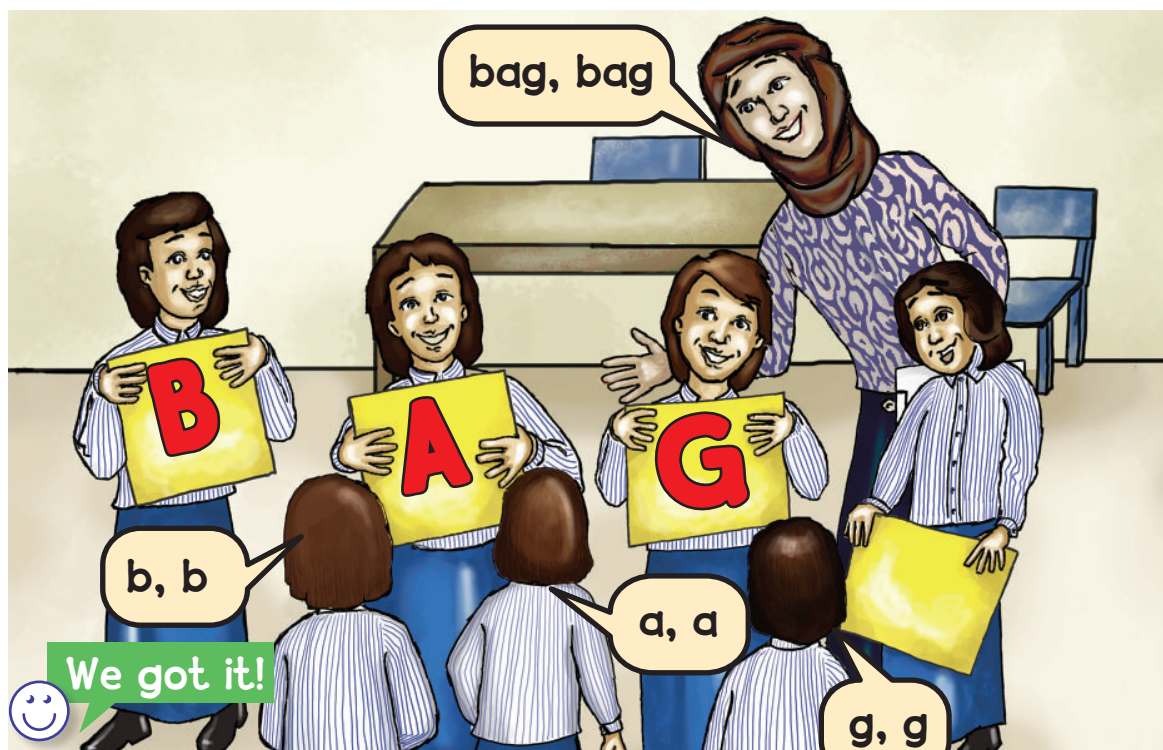
\_\_\_ ass



# Fun Time!

## 3 Word Making Game

Listen to the teacher and hold up the letters.



### I Can ...

- tell if the words start with c or g.
- say two words that begin with c and two words that begin with g.



## Advice Time



Nature is your home; look after it.

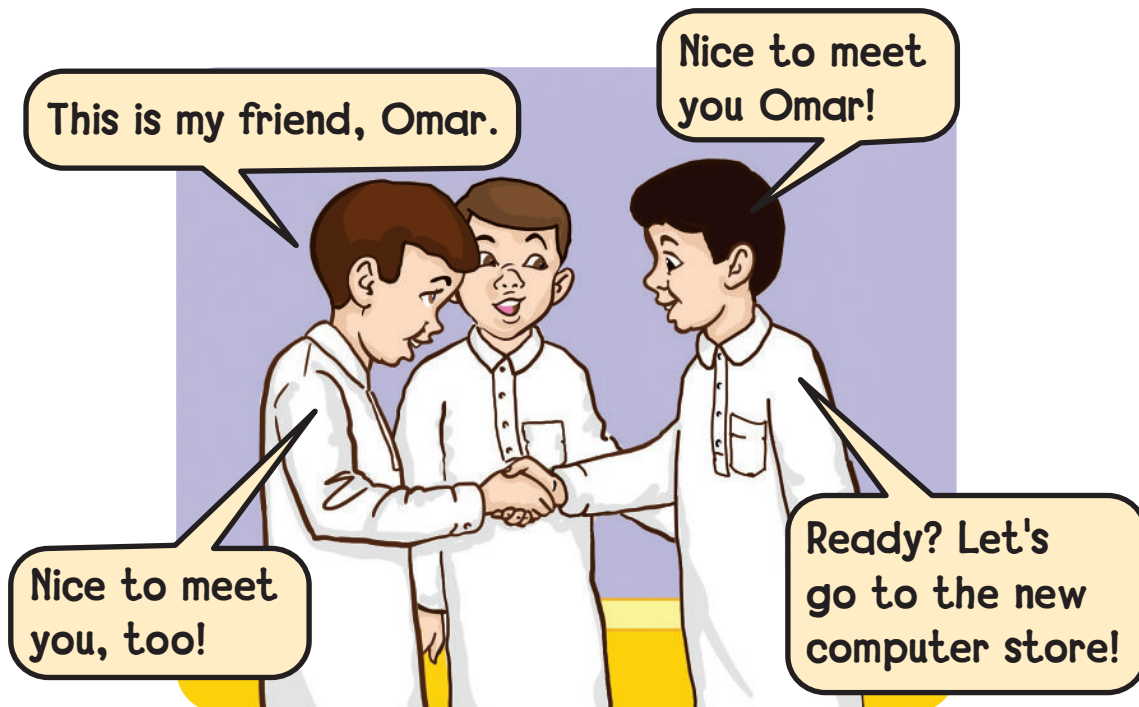


# Unit 2 Friends, Actions, Things

## Talk Time



### 1 Listen and say.



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

# Fun Time!

## 3 "Good morning!" Chant

Listen and chant.



It's morning. **Good morning! Good morning to you!**

How are you? How are you?

**It's so nice to see you.**



It's afternoon. **Good afternoon!**

**Good afternoon to you!**



Here's homework, more homework for you!

It's evening. **Good evening! Good evening to you!**

It's playtime and bath time and bedtime for you!

Goodnight! **Goodnight! Goodnight to you!**



## 4 Write.



1. \_\_\_\_\_ !  
Let's go to school!



3. \_\_\_\_\_ !  
Let's watch TV!



2. \_\_\_\_\_ !  
Let's have lunch!



4. \_\_\_\_\_ !  
Let's go to bed!

## I Can ...

- introduce someone, say "This is my friend ... ." and "Let's ...!"
- chant, tell the time of day and use greetings correctly.





# Rhythms and Listening

1 Listen and chant.



**We're playing, we're cycling**

**Our friends are here and laughing**

**They're jumping; they're cycling**

**As happy as can be!**



**There's Omar, he's walking**

**His friend, Ali, is talking**

**He's laughing; he's not cycling**

**As happy as can be!**



**Are you playing? Are they cycling?**

**We're not playing; they're not cycling**

**We're talking; we're walking**

**As happy as can be!**



2 Change the words and chant.

## Advice Time



Help a friend in need.



# Fun Time!

3

Choose a place. Ask and answer.



## Grammar Toolbox

He's / She's playing

We're / You're / They're playing

He's not/ She's not cycling

We're not/ You're not/ They're not playing

Where is he?

Is he sitting?

Is he playing?

Is he watching TV?

He's at home.

Yes, he is.

No, he isn't.

Yes, he is. Now it's my turn!



1. Pete



2. Jim and Ken



3. Joe



4. Sabah



5. Noura

at school

at home

in his room

in her room

in the classroom

## I Can ...

- talk about what "I'm, he/she's, we/you/they're" doing or not doing.
- ask and answer Yes / No questions about what people are doing.



## Words in Action

1 Point and chant. Write.



Lemons are sour

Apples are sweet!



Lemons are sour,



Cherries are sweet!



They're not sour.

My soup is hot!



Ice-cream is cold,



Rice is hot,



It's not cold.

Chips are salty,



And they're tasty!

Let's eat!

2 Change the words and chant.





# Fun Time!

## 3 The 3 Questions Game Ask and answer.



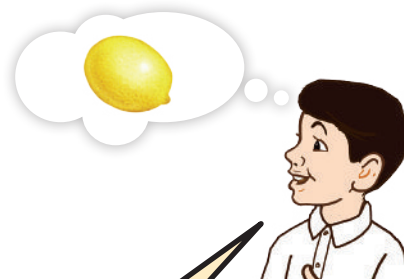
Is it cold or hot?

What color is it?

Is it sweet or sour?

I know! It's a lemon!

No, thanks. I don't like lemons. I like oranges.



It's cold. It's a fruit.

It's yellow.

It's sour.

That's right! Do you want one?

## 4 Play with a friend. Ask 3 questions. Use some of the words in the box.

sweet sour salty tasty hot cold  
fresh round small big



## I Can ...







- talk about food using the words “hot, cold, sour, sweet, salty, tasty”
- ask questions with “or”, “want”, and say what I like and what I don't like.



## Phonics

### 1 Listen and check. Say.

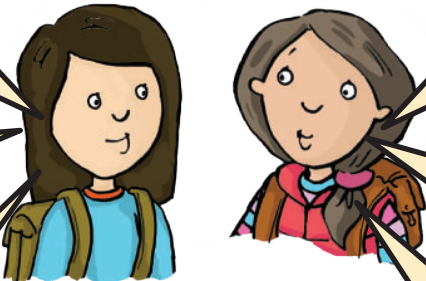


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|--|---|---|---|
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| 2.  | /s/ <input type="checkbox"/> /z/ <input type="checkbox"/> /iz/ <input type="checkbox"/> | 5.  | /s/ <input type="checkbox"/> /z/ <input type="checkbox"/> /iz/ <input type="checkbox"/> |
| 3.  | /s/ <input type="checkbox"/> /z/ <input type="checkbox"/> /iz/ <input type="checkbox"/> | 6.  | /s/ <input type="checkbox"/> /z/ <input type="checkbox"/> /iz/ <input type="checkbox"/> |

## What's in your bag?

### 2 Listen, point, and say.



Do you have apples?		No, I don't.
Do you have sandwiches?		Yes, I do.
Do you have orange juice?		Yes, I do.

She has sandwiches **and** orange juice.

She has orange juice **but** she doesn't have apples.

### 3 Ask your friend. Check YES or NO.

Food	YES	NO	School things	YES	NO
apples			books		
sandwiches			notebooks		
orange juice			a poster		
carrots			pens		

Say and write. Use *and* or *but*.

# Fun Time!

Whose ... is that?

4 Listen, point, and say.

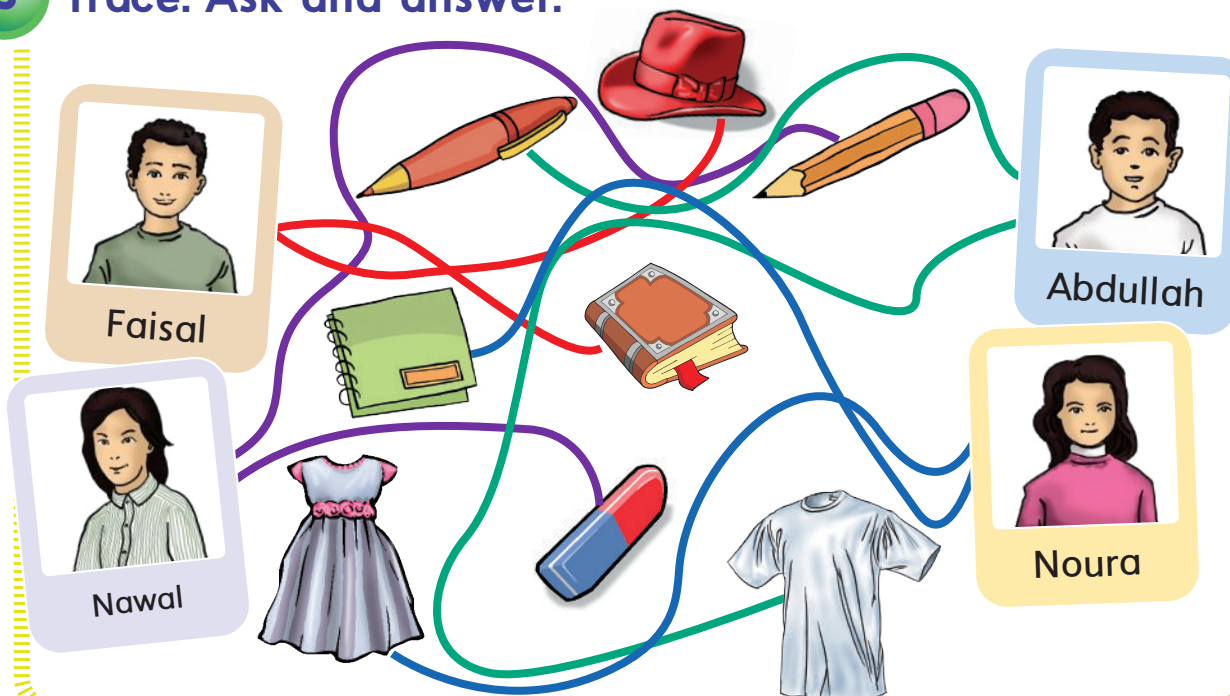


Whose hat is that?

Let's ask her!

Maybe it's Noura's.

5 Trace. Ask and answer.



**I Can ...**

- make the sounds for -s, ask and answer with "have", and use "and" or "but".
- ask and say whose something is using (name)'s.



# Unit 3 Wild Animals

## Talk Time

### 1 Listen and point.



### 2 Practice the talks in pairs.

### 3 Act out the talks in pairs.





# Fun Time!

## 4 Find the Animal



Listen to the teacher and look for the animal.  
Say the letter.



### I Can ...

- act out the talks about wild animals.
- tell friends the names of six wild animals using the animal chart.



# Rhythms and Listening

## 1 Chant and mime.



### Animal Chant

I will catch a monkey, by the toes, by the toes.

I will catch a monkey, by the toes!

... a monkey, by the toes!

... an elephant, by the trunk!

... an elephant, by the trunk!

... a tiger, by the tail!

... a tiger, by the tail!

... a snake, by the head!

... a snake, by the head!

... a bear, by the nose!

... a bear, by the nose!



## Sounds and Letters

## 2 Listen, say, and match.



o

octopus

fox



o\_e

rose

rope



# Fun Time!

## 3 What Animal Is This? Game

Listen and guess.



### I Can ...

- chant the *Animal* chant.
- play the What Animal Is This? Game with a partner.



## Advice Time



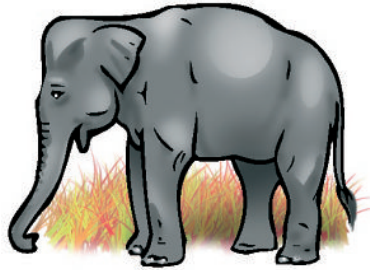
The early bird catches the worm.





## Words in Action

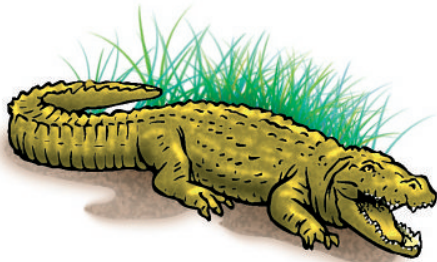
1 Listen, point, and say.



1. Elephants ...  
are big.  
have trunks.



2. Zebras ...  
are black and white.  
have stripes.



3. Crocodiles ...  
are scary.  
have big teeth.



4. Chimpanzees ...  
are smart.  
have long arms.



5. Snakes ...  
are long.  
have no arms or legs.



6. Hippos ...  
are fat.  
have big mouths.

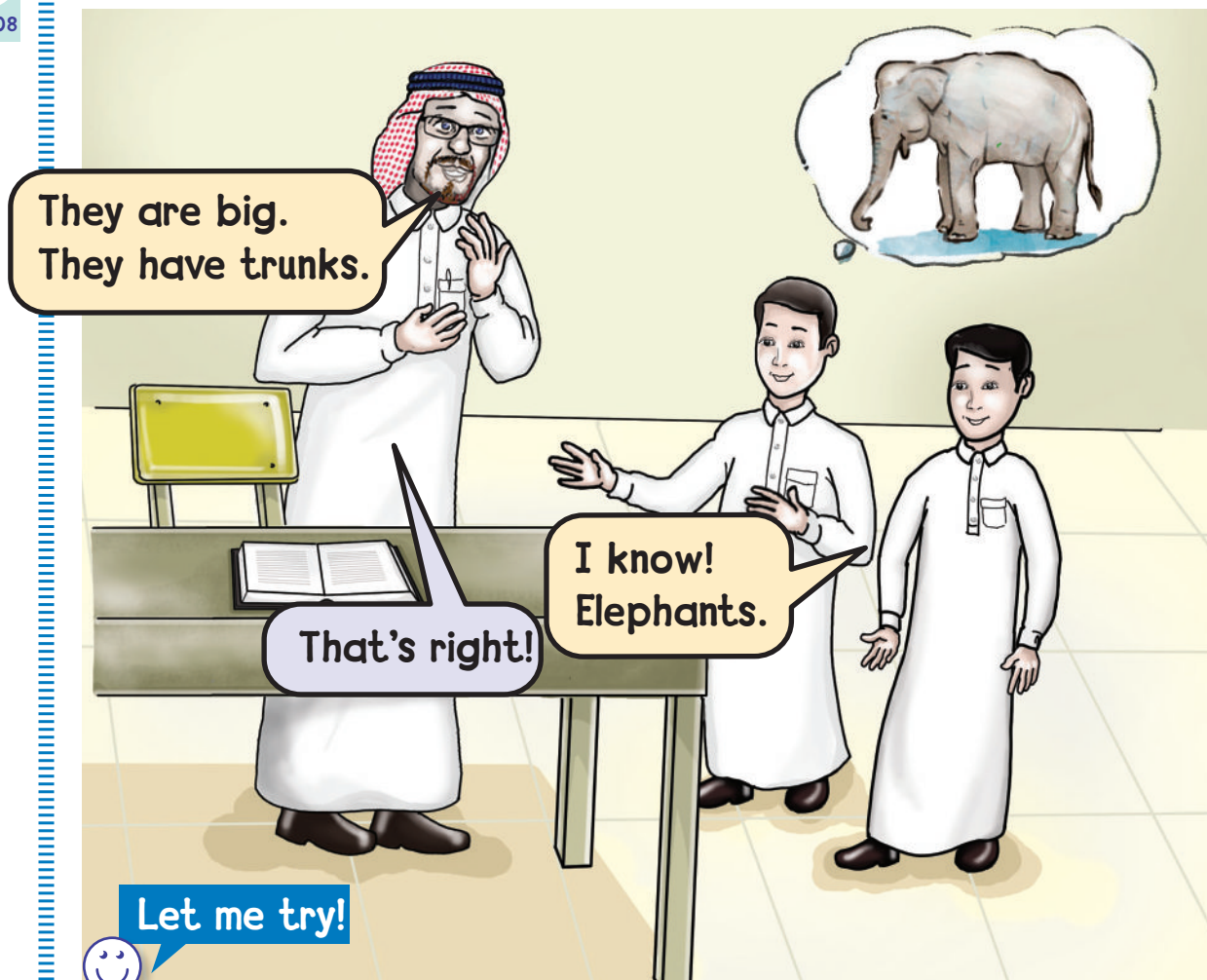
2 Practice the sentences in pairs.

One partner says the animal name. The other says one thing about it. Then switch.

# Fun Time!

## 3 Animal Two Hints Game

Listen to two hints and say the animal's name.



### I Can ...

- say something about three wild animals.
- play the Animal Two Hints Game.



# Phonics

## Sounds and Letters

**1** Listen, point, and say. Then read and number 1 or 2.



1 /e/  head	2 /i/  read
--	---



☐ feather   ☐ peach   ☐ meat   ☒ bread

**2** Listen, point, and say. Then match with **u** or **u\_e**.



U says ... u, u, tub  and U says ... u, u, tube .



cup



cube



uniform

**u**

**u\_e**

bus



duck



huge



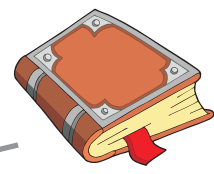
**3** Listen, say, and match.



food

book

boot






foot

moon

cook

#### 4 Read and number. Then listen and check.



1 /z/  arms	2 /s/  trunks	3 /iz/  noses
---	---	---

 1 hippos	 <input type="checkbox"/> crocodiles	 <input type="checkbox"/> snakes
 <input type="checkbox"/> elephants	 <input type="checkbox"/> dresses	 <input type="checkbox"/> faces


### ★ ★ Fun Time!

#### 5 Phonics Race




Say and mime words in pairs.  
Use these letters.  
o o\_u ea u  
u\_e oo

o\_e says rose ...



o says hot ...



#### I Can ...

- listen, point, and match pictures, words, and letters.
- say, read, and write the sounds for ea, peach and ea, head; u, duck; u\_e, cube; oo, book; and oo, boot by myself.





# Unit 4 From Here to There

## Talk Time

### 1 Listen and point.



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

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



station step stop  
Walk straight two \_\_\_eps  
and \_\_\_op!



# Fun Time!

## 4 Which Way Are You Looking?

Close your eyes and try to follow.



We can't see!



## I Can ...

- act out the talks about directions and going places with a partner.
- give directions to a partner, saying "Turn left.", "Turn right.", and "Walk straight."

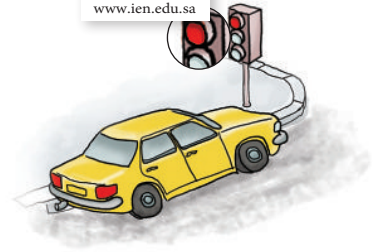


# Rhythms and Listening

1 Chant and do the actions.



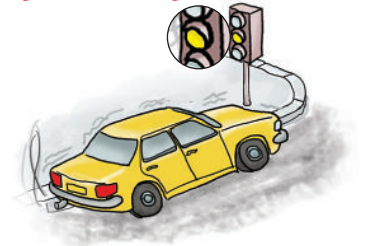
## When You See a Red Light



When you see a red light, red light, red light.

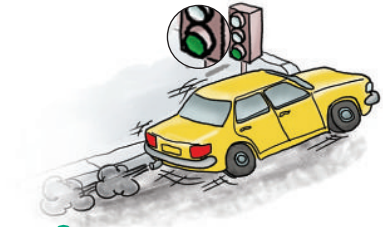
When you see a red light, stop, stop, stop.

When you see a yellow light,  
yellow light, yellow light.



When you see a yellow light, wait, wait, wait.

When you see a green light,  
green light, green light.



When you see a green light, go, go, go.

## Sounds and Letters

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



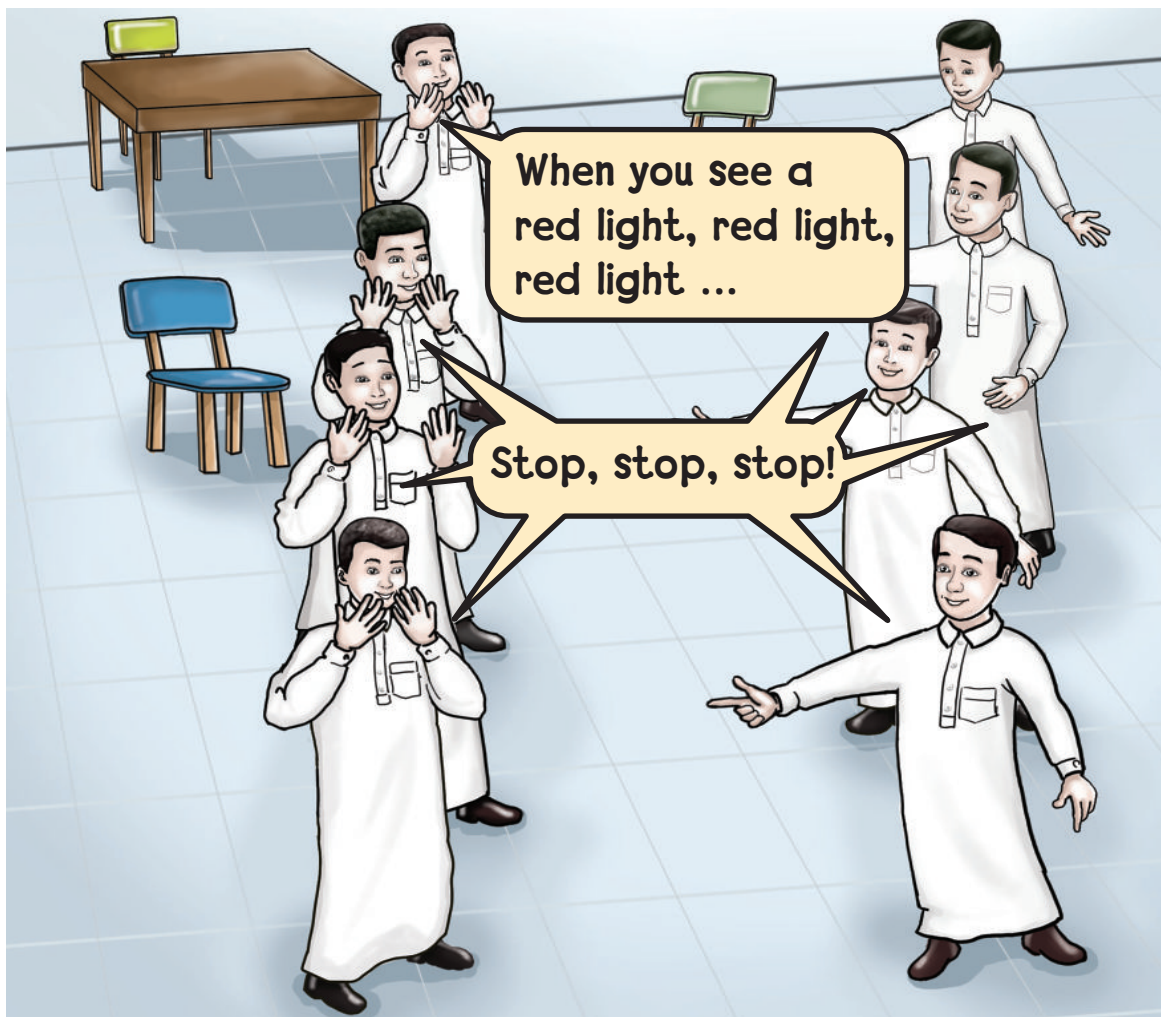




# Fun Time!

## 3 Traffic Signal Game

Listen to the leader and say what to do.



### I Can ...

- chant the *When You See a Red Light* chant.
- say if a traffic signal says “Stop!”, “Wait!”, or “Go!”.



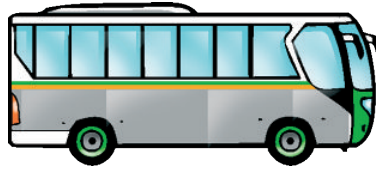
# Words in Action

1 Listen, point, and say.

Watch out! It's a / an ...



1. truck



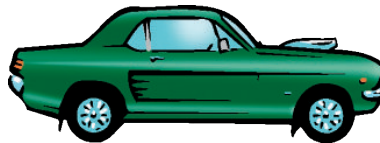
2. bus



3. train



4. motorbike



5. car



6. bicycle



7. taxi



8. police car



9. ambulance

2 Practice the words in pairs. Then race your partner.



# Fun Time!

## 3 Take a Trip!



Listen and trace with your finger from each place to the next to complete your trip. Where do you end up?

Where are you now?



Take a bus.



## I Can ...

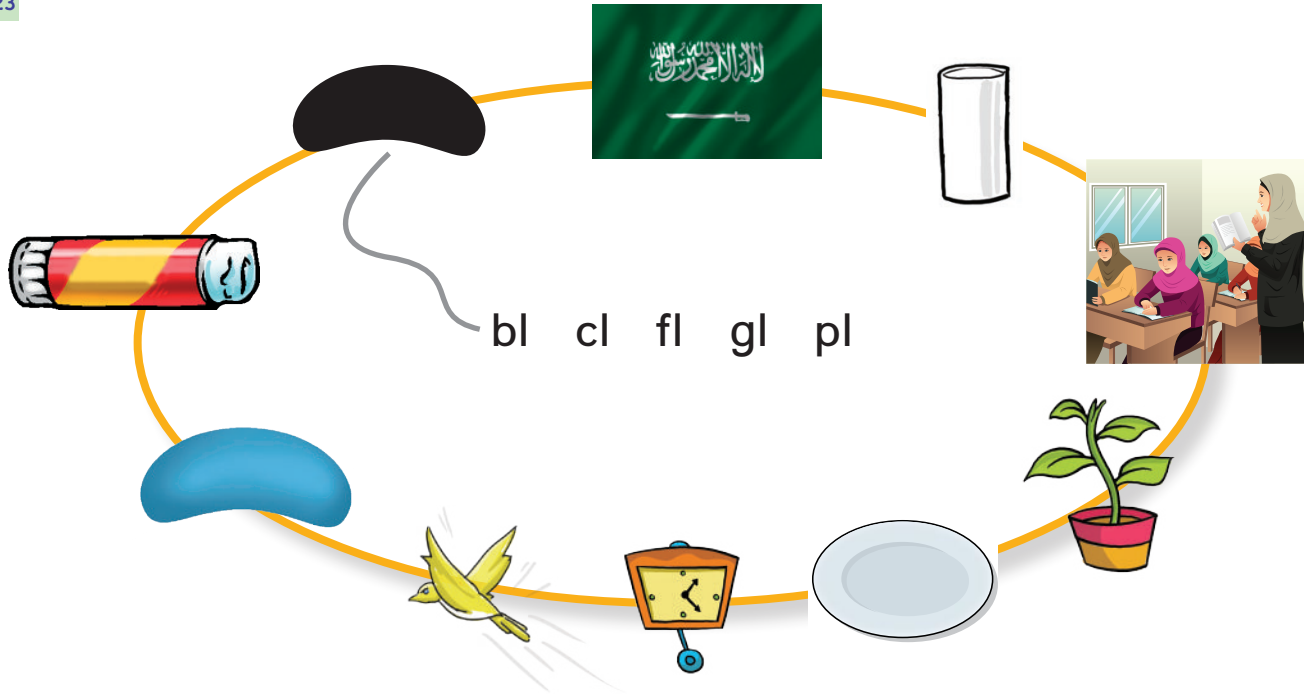
- say the names of three vehicles.
- tell someone two sentences like "Take a bus." or "Take a taxi."



# Phonics

## Sounds and Letters

- 1 Listen, say, and match. Then write the missing letters.



1. \_\_\_\_ack      2. \_\_\_\_ass      3. \_\_\_\_ag      4. \_\_\_\_ant  
5. \_\_\_\_ock      6. \_\_\_\_ue      7. \_\_\_\_y      8. \_\_\_\_ate

## Advice Time



Ask and you'll never be lost.





# Fun Time!

## 2 Picture Puzzle



Write five words from the photos.

1. b \_\_\_\_\_ 2. b \_\_\_\_\_ 3. p \_\_\_\_\_  
4. c \_\_\_\_\_ 5. b \_\_\_\_\_



1



1



1



## I Can ...

- listen, point, and match pictures, words, and letters.
- say, read, and write the sounds for bl, black; cl, clock; fl, flag; gl, glass; pl, plant.



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

1 Listen, point, and say.

CD3 02



tap



tape



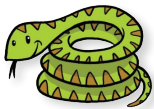





Tim



time

2 Look at the picture and circle the right word. Then listen and check.

CD3 03

1.       snak      snake      sack      shake      ✓
2.       Kate      cake      cate      kake
3.       hate      take      hat      het
4.       tap      tape      pat      pate
5.       site      cite      sit      tis
6.       nil      Nile      Lyn      line

# Words with -s ending



1 Listen, point, and say.



carrot / carrots




pizza / pizzas



orange / oranges





2 Look at the picture, write the word, and check ✓ the sound. Then listen and check your answers.


1.  /s/ ☐ /z/ ☒ /ɪz/ ☐  
 \_\_\_\_\_  
 apples


5.  /s/ ☐ /z/ ☐ /ɪz/ ☐  
 \_\_\_\_\_

2.  /s/ ☐ /z/ ☐ /ɪz/ ☐  
 \_\_\_\_\_

6.  /s/ ☐ /z/ ☐ /ɪz/ ☐  
 \_\_\_\_\_

3.  /s/ ☐ /z/ ☐ /ɪz/ ☐  
 \_\_\_\_\_

7.  /s/ ☐ /z/ ☐ /ɪz/ ☐  
 \_\_\_\_\_

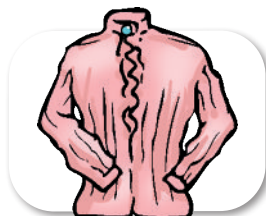
4.  /s/ ☐ /z/ ☐ /ɪz/ ☐  
 \_\_\_\_\_

8.  /s/ ☐ /z/ ☐ /ɪz/ ☐  
 \_\_\_\_\_

# Words with bl, pl Consonant Blends

CD3 06

1 Listen, point, and say. Write *bl* or *pl*.



**bl**

\_\_\_\_ouse



**pl**

\_\_\_\_ane

CD3 07

2 Look at the pictures and match with *bl* or *pl*.  
Listen, check, and write.



2.



3.



**bl**

**pl**

6.



5.



4.



1  \_pl\_ ate

\_\_\_\_ack

\_\_\_\_ay

\_\_\_\_ane

\_\_\_\_ue

\_\_\_\_ouse

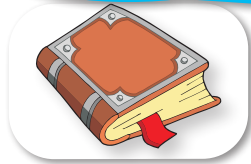


# Words with short and long oo



1 Listen, point, and say.

short oo



book



foot

long oo



zoo



moon



2 Read and circle L for Long or S for Short. Then listen, check, and say.

1.



cook

L / S

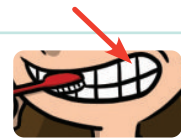
6.



foot

L / S

11.



tooth

L / S

2.



balloon

L / S

7.



food

L / S

12.



kangaroo

L / S

3.



school

L / S

8.



cartoon

L / S

13.



books

L / S

4.



football

L / S

9.



boots

L / S

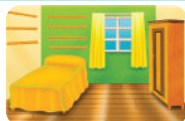
14.



pool

L / S

5.



room

L / S

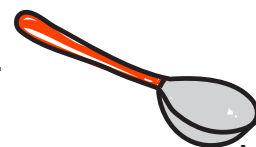
10.



shampoo

L / S

15.



spoon

L / S

# Words with gr, gl and cr, cl

cd3 10

1 Listen, point, and say.



grass



glass



crab

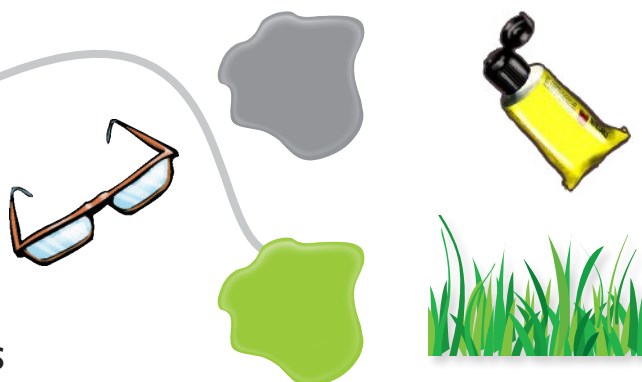


class

cd3 11

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

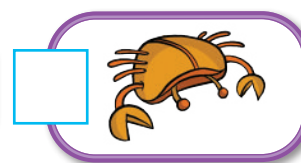
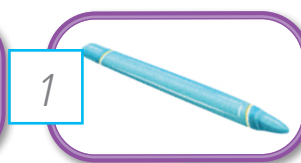
1. gr ☒ gl ☐ \_gr\_ een
2. gr ☐ gl ☐ \_ \_ \_ ass
3. gr ☐ gl ☐ \_ \_ \_ ue
4. gr ☐ gl ☐ \_ \_ \_ ay
5. gr ☐ gl ☐ \_ \_ \_ asses



cd3 12

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

- |                  |        |       |       |
|------------------|--------|-------|-------|
| 1. <u>crayon</u> | crane  | rayon | clay  |
| 2. club          | crab   | crib  | clot  |
| 3. crowd         | coward | clod  | cloud |
| 4. crush         | class  | lash  | rush  |



# Words with fl, fr and dr, tr

CD3 13

1 Listen, point, and say.



flag



fruit



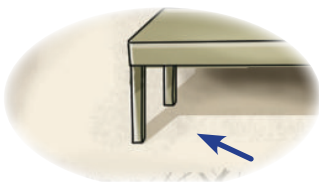
dress



tree

CD3 14

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



1. fl ☐ fr ☒

fr og

2. fl ☐ fr ☐

ower

3. fl ☐ fr ☐

ashlight

4. fl ☐ fr ☐

iends

5. fl ☐ fr ☐

oor

6. dr ☐ tr ☐

eam

7. dr ☐ tr ☐

ink

8. dr ☐ tr ☐

uck

9. dr ☐ tr ☐

unk

10. dr ☐ tr ☐

ain



# Picture Dictionary



airport p31



ambulance p30



big p6



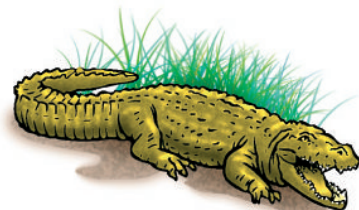
bus p24



chimpanzee p22



crab p8



crocodile p22



fall p5



giraffe p19



go p28



gorilla p8

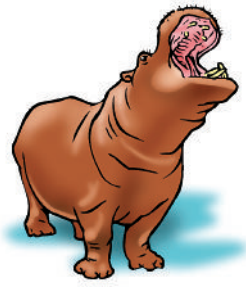


grass p8





green light p28



hippo p22



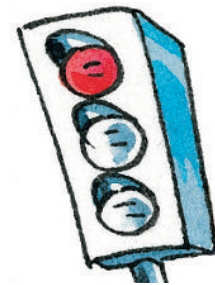
hospital p31



kangaroo p19



koala p19



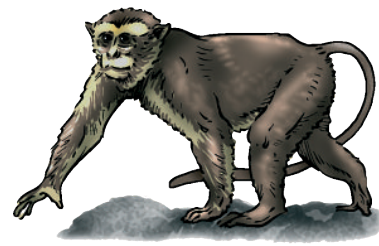
light p28



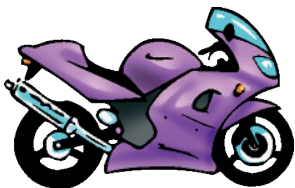
lion p19



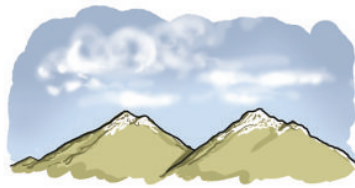
long p6



monkey p20



motorbike p30



mountains p4



noisy p6





ostrich p19



police car p30



quiet p6



rhino p19



rose p20



school p31



shake p2



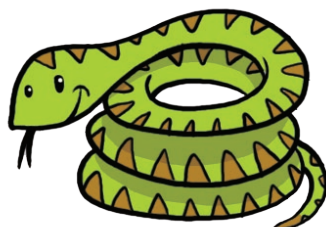
short p6



show p2



small p6



snake p2



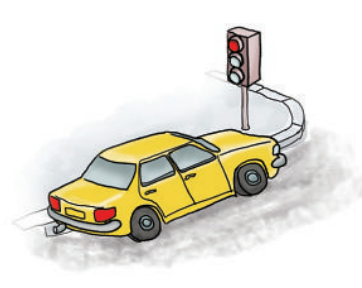
snow p2



space station  
p31



spring p5



stop p28



strong p6



summer p5



tail p20



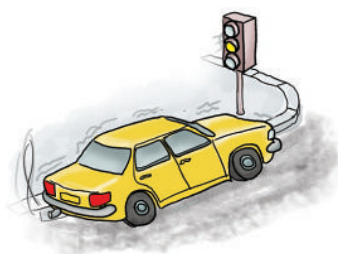
taxi p30



train p30



truck p30



wait p28



weak p6



winter p5

### CD 1 Audio Track List

Track	Unit	Student Book Section
2	1	Exercise 1. Listen and point
3	1	Exercise 3. Listen, point, and say
4	1	Exercise 4. Find Something Beautiful!
5	1	Exercise 1. Chant and march
6	1	Exercise 2. Listen, say, and number
7	1	Exercise 3. Months and Seasons Chant
8	1	Exercise 1. Listen, point, and say
9	1	Exercise 4. Guess what it is
10	1	Exercise 1. Listen, read, and say
11	1	Exercise 2. Listen, point, and say
12	1	Exercise 3. Word Making Game
13	2	Exercise 1 Listen and say
14	2	Exercise 3 Good morning! Chant
15	2	Exercise 1 Listen and chant
16	2	Exercise 3 Guess the Action Game
17	2	Exercise 1 Point and chant
18	2	Exercise 3 The 3 Questions Game
19	2	Exercise 1 Listen and check
20	2	Exercise 2 Listen and check
21	2	Exercise 4 Whose is that?

### CD 2 Audio Track List

Track	Unit	Student Book Section
2	3	Exercise 1. Listen and point
3	3	Exercise 4. Find the Animal
4	3	Exercise 1. Chant and mime
5	3	Exercise 2. Listen, say, and match
6	3	Exercise 3. What Animal Is This?
7	3	Exercise 1. Listen, point, and say
8	3	Exercise 3. Animal Two Hints Game
9	3	Exercise 1. Listen, point, and say
10	3	Exercise 2. Listen, point, and say
11	3	Exercise 3. Listen, say, and match
12	3	Exercise 4. Read and number
13	3	Exercise 5. Phonics Race
14	4	Exercise 1. Listen and point
15	4	Exercise 3. Listen, point, and say
16	4	Exercise 4. Which Way Are You Looking?
17	4	Exercise 1. Chant and do the actions
18	4	Exercise 2. Listen, say, and number
19	4	Exercise 3. Traffic Signal Game
20	4	Exercise 1. Listen, point, and say
21	4	Exercise 2. Practice the words in pairs
22	4	Exercise 3. Take a Trip!
23	4	Exercise 1. Listen, say, and match
24	4	Exercise 2. Picture Puzzle



### CD 3 Audio Track List

Track	Unit	Phonics Practice
2	1	Exercise 1 Listen, point, and say
3	1	Exercise 2 Look at the picture
4	3	Exercise 1. Listen, point, and say
5	3	Exercise 2. Look at the picture, write
6	3	Exercise 1. Listen, point, and say
7	3	Exercise 2. Look at the pictures and match
8	4	Exercise 1. Listen, point, and say
9	4	Exercise 2. Read and circle
10	4	Exercise 1. Listen, point, and say
11	4	Exercise 2. Listen to the sound, check
12	4	Exercise 3. Listen and circle
13	4	Exercise 1. Listen, point, and say
14	4	Exercise 2. Listen to the sound, check

### CD 4 Audio Track List

Track	Unit	Workbook Section
2	1	Exercise 1. Listen, point and practice
3	1	Exercise 1. Listen, point, and practice
4	1	Exercise 1. Listen and chant
5	1	Exercise 1. Listen and chant
6	1	Exercise 1. Listen, point, and practice
7	1	Exercise 1. Listen, point, and practice
8	1	Exercise 1. Listen and practice
9	1	Exercise 1. Listen, point, and practice
10	2	Exercise 1 Listen and practice
11	2	Exercise 1 Listen and chant
12	2	Exercise 1 Listen and chant
13	2	Exercise 1 Listen and practice
14	2	Exercise 1 Listen and chant
15	2	Exercise 1 Listen and practice
16	2	Exercise 1 Listen and check
17	2	Exercise 1 Listen and practice

### CD 5 Audio Track List

Track	Unit	Workbook Section
2	3	Exercise 1. Listen, point, and practice
3	3	Exercise 1. Listen, point, and practice
4	3	Exercise 1. Listen, chant, and mime
5	3	Exercise 1. Listen and say what animal it is
6	3	Exercise 1. Listen, point, and practice
7	3	Exercise 1. Listen to two hints and guess
8	3	Exercise 1. Listen, point, and match
9	3	Exercise 1. Listen and write the missing letters
10	4	Exercise 1. Listen, point, and practice
11	4	Exercise 1. Listen, point, and practice
12	4	Exercise 1. Listen and chant
13	4	Exercise 1. Listen, point, and practice
14	4	Exercise 1. Listen and practice
15	4	Exercise 1. Listen and match
16	4	Exercise 1. Listen, point, and match
17	4	Exercise 1. Listen and write the words

# Word List

Airport p 31	Green light p 28	Sky p 4
Ambulance p 30	Hat p 17, 34	Slip p 28
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Bicycle p 30	Hippo p 19, 22, 25	Smart p 22
Big p 6, 7, 15	Hospital p 31	Smile p 4
Bread p 24	Hot p 14, 15	Snake p 2, 4, 18, 20, 22, 25, 34
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Campfire p 4	Koala p 19	Sour p 14, 15
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Cloud p 38	Meat p 24	Strong p 6
Cold p 14, 15	Monkey p 18, 20	Summer p 5
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Crab p 8	Motorbike p 30	Tail p 20
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Fall p 5	Police car p 30	This p 4, 10, 11, 21
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Flag p 32, 33, 39	Red light p 28, 29	Train p 26, 30
Flower p 3, 4, 5	Rhino p 19	Train station p 26, 31
Fox p 20	Rocket p 31	Truck p 30
Giraffe p 19	Rolling hills p 4	Trunk p 20, 22, 23, 25
Glass p 8	Rope p 20	Ugly p 2, 3
Go p 26, 28	Rose p 20, 25	Watching TV p 13
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Good evening! p 11	School p 26, 31, 37	Winter p 5
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Goodnight! p 11	Ship p 28	Zebra p 19, 22
Gorilla p 8	Short p 2, 6	
Grass p 8	Show p 2	
Gray p 7		



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

Listening and Speaking

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



Term

2



WORKBOOK  
2

WE CAN!

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Ministry of Education  
2024 - 1446



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## We Can! Student's Book 2

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Ministry of Education  
2024 - 1446

# Unit 1 Beautiful Nature

## Goal 25 CD4 02 Beautiful Nature: Talk Time

I can act out one of the talks about nature.

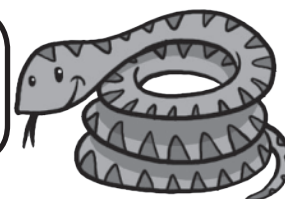
I listened to CD4 02 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



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

A Look! It's a snake!



B It's short!

A No, it's long!



A Look! It's a plastic bag!



B It's beautiful!



A No, it's ugly!





## Goal 26 CD4 03 Beautiful Nature: Talk Time

I can find something beautiful or ugly and say "Look! It's a ...!  
It's beautiful (or ugly)."

I listened to CD4 03 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



- 1 Listen, point, and practice.
- 2 Point and say by yourself. Trace.

Look! It's a ...!



plastic bag



hat



flower



monster

It's beautiful.

It's ugly.

- 3 Draw something beautiful and something ugly. Trace.

beautiful

ugly

It's beautiful.

It's ugly.





## Goal 27 CD4 04 Beautiful Nature: Rhythms and Listening

I can chant the *I Love the Mountains* chant.

I listened to CD4 04 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



### 1 Listen and chant. Trace.

I love the mountains,  
I love the rolling hills,  
I love the flowers,  
I love the daffodils,

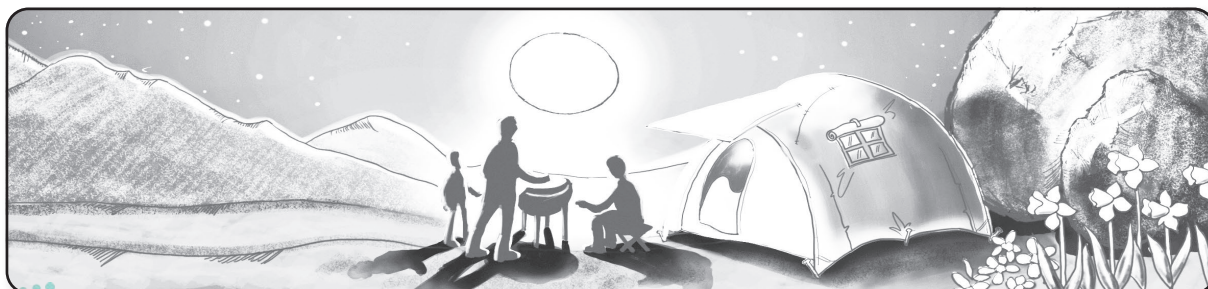
**I love the campfire when**

**all the stars are out.**

I sit and look, I look and smile,

**I'm happy to be under this sky.**

### 2 Color the picture.





## Goal 28

CD4 05

## Beautiful Nature: Rhythms and Listening

I can name seasons and months.

I listened to CD4 05 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



### 1 Listen and chant. Write the words.

fall winter spring summer September March

Back to school, it's \_\_\_\_\_.  
\_\_\_\_\_, October, November.

Getting cooler, \_\_\_\_\_'s here.  
December, January, February.

Flowers are out, it's \_\_\_\_\_.  
\_\_\_\_\_, April, May.

Yummy, \_\_\_\_\_'s here.  
June, July, August,

And back again.

### 2 Find and circle four words.



## Goal 29 CD4 06 Beautiful Nature: Words in Action

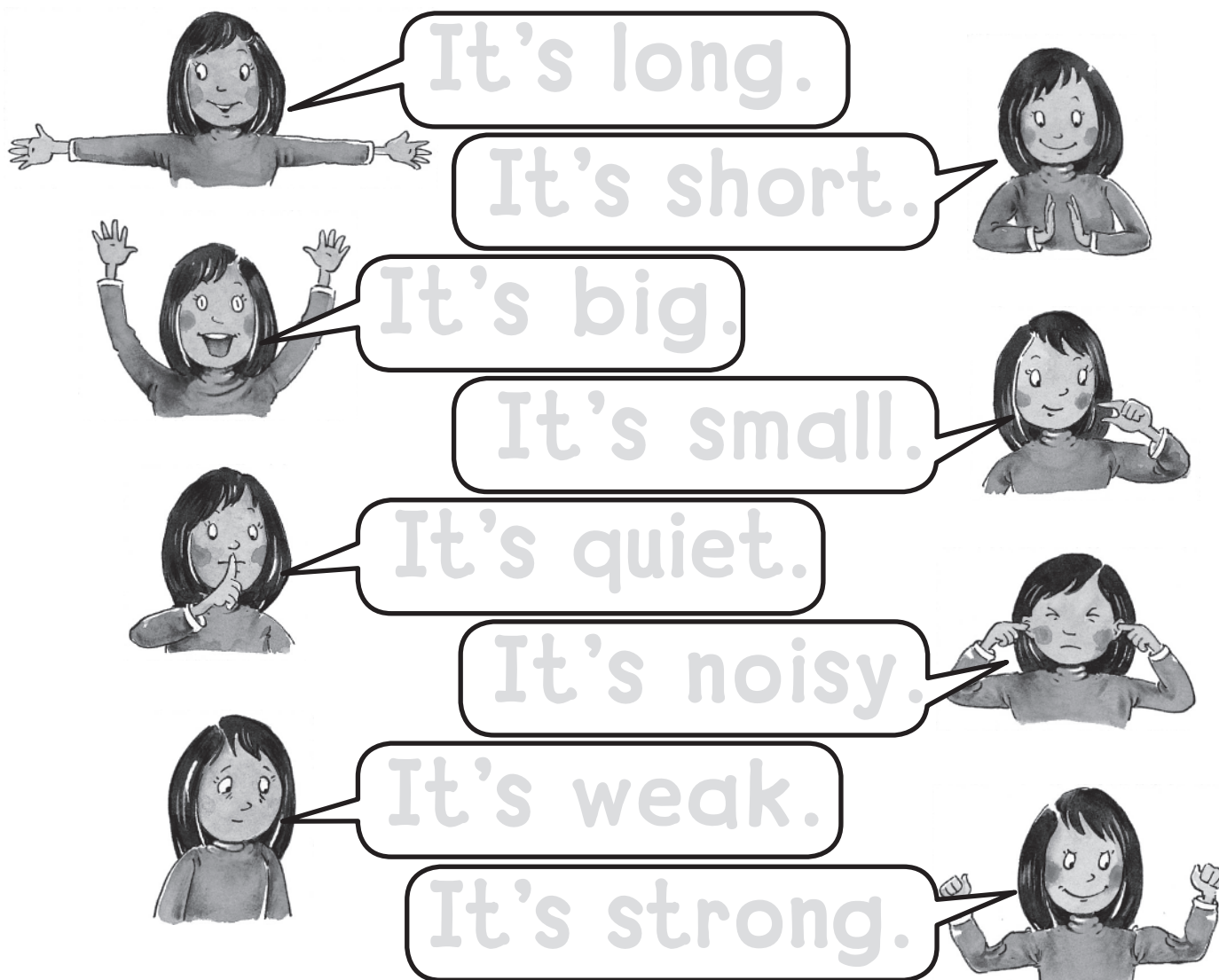
I can act out one pair of opposites.

I listened to CD4 06 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



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



### 2 Write the opposites.

1. It's long. \_\_\_\_\_

2. It's big. \_\_\_\_\_

## Goal 30 CD4 07 Beautiful Nature: Words in Action

I can describe and guess what or who.

I listened to CD4 07 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



### 1 Listen, point, and practice.



### 2 Listen, read, and match.





## Goal 31 CD4 08 Beautiful Nature: Phonics

I can tell if the words start with c or g.

I listened to CD4 08 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



1 Listen and practice.

2 Listen and circle c or g.



c or g



c or g



c or g



c or g



c or g



c or g

3 Write the missing letters c or g. Trace and copy.

1. \_\_\_ at

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_ irl

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_ ap

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_ oat

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_ orilla

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_ ake

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Goal 32 CD4 09 Beautiful Nature: Phonics

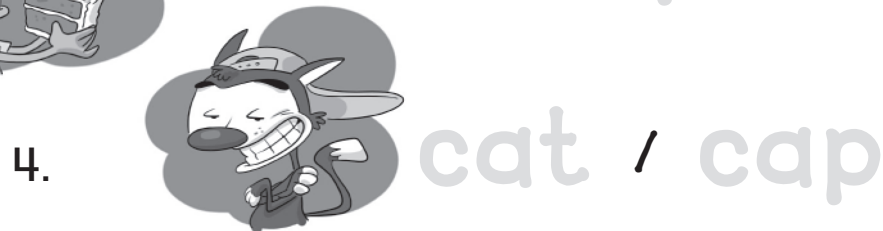
I can say two words that begin with c and two words that begin with g.

I listened to CD4 09 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



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



### 2 Make the sounds.

c c c c g g g g c c c g g g c c g g c g



# Unit 2 Friends, Actions, Things



## Goal 33 CD4 10 Friends, Actions, Things: Talk Time

I can introduce someone, say "This is my friend ... ," and "Let's .... !"

I listened to CD4 10 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



### 1 Listen and practice.



Hello, Hashim.

Good morning Ali.  
Where's Jake?



He can't come. He's  
helping his brother.



This is my friend, Omar.

Nice to meet you Omar.

Nice to meet you too.

Ready? Let's go to the  
new computer store!





## Goal 34 CD4 11 Friends, Actions, Things: Talk Time

I can chant, tell the time of day and use greetings correctly.

I listened to CD4 11 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



### 1 Listen and chant. Trace and write.

It's **morning**. Good morning! Good morning to you!

How are you? How \_\_\_\_\_?

It's **so nice to see you**.



It's **afternoon**. Good afternoon! Good afternoon to you!

Here's homework, more \_\_\_\_\_ for you!

It's **evening**. Good evening! Good evening to you!



It's playtime and bath time and bedtime for you! Goodnight! Goodnight! \_\_\_\_\_ to you!

### 2 Match and write.

eat lunch      go to school      watch TV

It's morning.

1. Let's \_\_\_\_\_.



It's afternoon.

2. Let's \_\_\_\_\_.



It's evening.

3. Let's \_\_\_\_\_.





## Goal 35 CD4 12 Friends, Actions, Things: Rhythms and Listening



I can talk about what "I'm, he/she's, we/you/they're" doing or not doing.

I listened to CD4 12 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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

1 Listen and chant. Trace.  
We're playing, we're cycling

Our friends are here and laughing

They're jumping; they're cycling

As happy as can be!



There's Omar, he's walking

His friend, Ali, is talking

He's laughing; he's not cycling

As happy as can be!



Are you playing? Are they cycling?

We're not playing;  
they're not cycling

We're talking; we're walking

As happy as can be!



2 Look at the picture and write.



sitting They're sitting.

pointing

writing

cycling

They're not writing.



## Goal 36 CD4 13 Friends, Actions, Things: Rhythms and Listening


I can ask and answer Yes / No questions about what people are doing

I listened to CD4 13 ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



### 1 Listen and practice. Trace.



Where is he?

He's at home.

Is he sitting?

Yes, he is.

Is he playing?

No, he isn't.


Is he watching TV?

Yes, he is. Now it's my turn!

### 2 Ask and answer. Write.

reading

1. Is he reading?  
No, he isn't.



standing

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



running

2. \_\_\_\_\_ ?  
\_\_\_\_\_



watching TV

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



## Goal 37 CD4 14 Friends, Actions, Things: Words in Action

I can talk about food using the words “ hot, cold, sour, sweet, salty, tasty”

I listened to CD4 14 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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

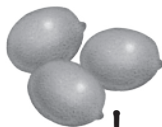


### 1 Listen and chant. Trace and write.

Apples are sweet!



Lemons are sour,



Cherries are \_\_\_\_\_!

They're not \_\_\_\_\_.



My soup is hot!



Ice-cream is cold,

Rice is \_\_\_\_\_,

It's not \_\_\_\_\_.



Chips are salty,  
And they're tasty!

Let's eat!

### 2 Write about food. Use these words.

tasty      sweet      sour      salty      hot      cold

1. Lemons are \_\_\_\_\_.
2. Sandwiches are \_\_\_\_\_.
3. Cookies \_\_\_\_\_.
4. Kabsa is \_\_\_\_\_.



## Goal 38 CD4 15 Friends, Actions, Things: Words in Action

I can ask questions with “or”, “want”, and say what I like and what I don’t like.

I listened to CD4 15 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



### 1 Listen and practice. Trace.



Is it cold or hot?

What color is it?

Is it sweet  
or sour?

I know! It's a lemon!

No, thanks. I don't like lemons.  
I like oranges.



It's cold.  
It's a fruit.

It's yellow.

It's sour.

That's right! Do  
you want one?

### 2 Answer the questions about your favorite food.

1. Is it cold or hot? \_\_\_\_\_
2. Is it salty or sweet? \_\_\_\_\_
3. Is it sour? \_\_\_\_\_
4. What color is it? \_\_\_\_\_
5. Is it tasty? \_\_\_\_\_

Write your favorite food: \_\_\_\_\_







## Goal 39 CD4 16 Friends, Actions, Things: Phonics

I can make the sounds for -s, ask and answer with “have” and use “and” or “but”.

I listened to CD4 16 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



### 1 Listen and check ✓. Then write.



1.

/s/ /z/ /iz/  
☐ ☐ ☐

apples



4.

/s/ /z/ /iz/  
☐ ☐ ☐



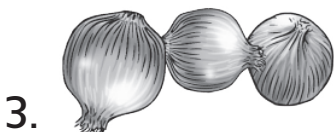
2.

/s/ /z/ /iz/  
☐ ☐ ☐



5.

/s/ /z/ /iz/  
☐ ☐ ☐



3.

/s/ /z/ /iz/  
☐ ☐ ☐



6.

/s/ /z/ /iz/  
☐ ☐ ☐

### 2 Write answers.

- Do you have a pen? Yes, I do. / No, I don't.
- Do you have cookies? \_\_\_\_\_
- Do you have a computer? \_\_\_\_\_
- Do you have notebooks? \_\_\_\_\_





## Goal 40 CD4 17 Friends, Actions, Things: Phonics

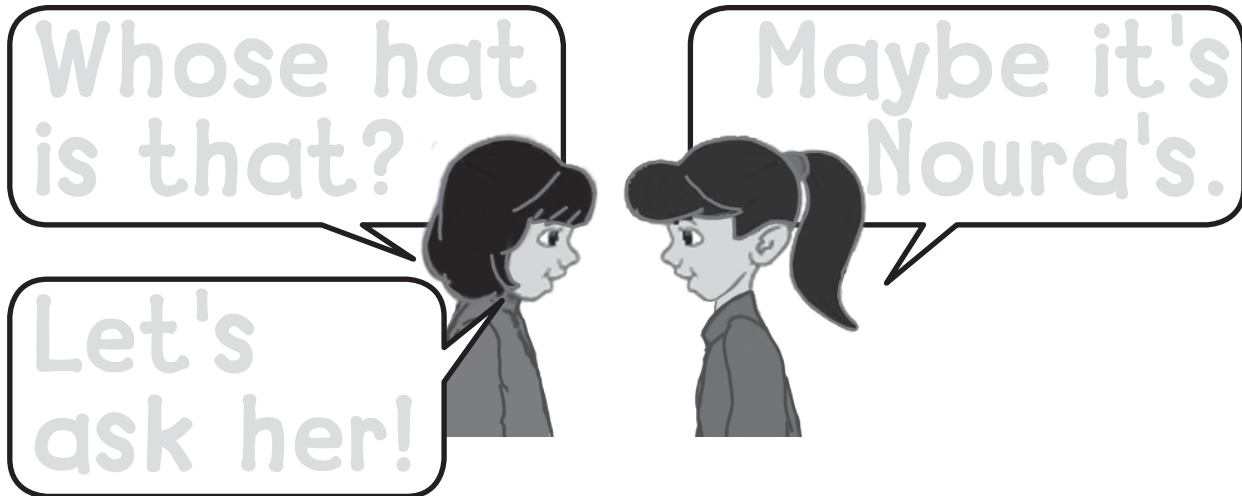


I can ask and say whose something is using (name)'s.

I listened to CD4 17 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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

### 1 Listen and practice. Trace.



### 2 Ask and answer. Write.

blouse cap dress T-shirt skirt sweater



- |                         |               |
|-------------------------|---------------|
| 1. Whose skirt is this? | It's Noura's. |
| 2. _____                | _____         |
| 3. _____                | _____         |
| 4. _____                | _____         |
| 5. _____                | _____         |
| 6. _____                | _____         |



# Unit 3 Wild Animals

## Goal 41 CD5 02 Wild Animals: Talk Time

I can act out the talks about wild animals.

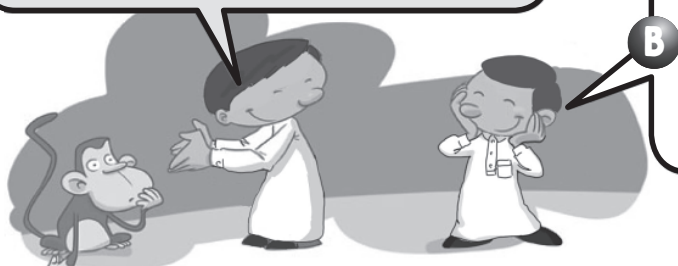
I listened to CD5 02 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



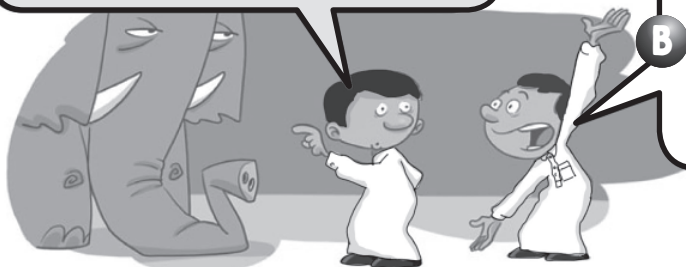
### 1 Listen, point, and practice. Trace.

**A** Look! It's a baby monkey.



Monkeys  
are cute!

**A** Look! It's an elephant.



Elephants  
are big!

### 2 Draw a monkey and an elephant. Give them names that you like and write them.

monkey

Name: \_\_\_\_\_

elephant

Name: \_\_\_\_\_



## Goal 42

CD5 03

## Wild Animals: Talk Time

I can tell friends the names of six wild animals using the animal chart.

I listened to CD5 03 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



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



1. giraffe



2. zebra



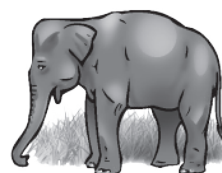
3. ostrich



4. lion



5. hyena



6. elephant



7. chimpanzee



8. hippo



9. rhinoceros



10. snake



11. kangaroo



12. koala



13. iguana



14. polar bear



15. tiger

### 2 Point to and say six animals that you like.





## Goal 43

CD5 04

## Wild Animals: Rhythms and Listening

I can chant the *Animal* chant.

I listened to CD5 04 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



1

Listen, chant, and mime. Trace.



**I will catch a monkey,**

**By the toes, by the toes.**

**I will catch a monkey, by the toes!**

... a monkey by the toes!



**I will catch an elephant, by the trunk!**

... an elephant by the trunk!



**...a tiger, by the tail!**

... a tiger by the tail!



**...a snake, by the head!**

... a snake by the head!



**...a bear, by the nose!**

... a bear by the nose!





## Goal 44 CD5 05 Wild Animals: Rhythms and Listening

I can play the What Animal Is This? Game with a partner.

I listened to CD5 05 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



1 Listen and say what animal it is.

2 Trace and copy.



1. It's an elephant.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



2. It's a monkey.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3. It's a tiger.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Draw lines and match.



1. tiger

2. snake

3. elephant



## Goal 45 CD5 06 Wild Animals: Words in Action

I can say something about three wild animals.

I listened to CD5 06 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



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



Elephants are big.



Zebras have stripes.



Snakes have no arms or legs.

Snakes are long.



Hippos have big mouths.

Chimpanzees are smart.



### 2 Finish the sentences.

1. Elephants are \_\_\_\_\_.

2. Zebras have \_\_\_\_\_.

3. Hippos have \_\_\_\_\_.

4. Snakes are \_\_\_\_\_.



## Goal 46



## Wild Animals: Words in Action

I can play the Animal Two Hints Game.

I listened to CD5 07 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



1 Listen to two hints and guess what the animals are.

2 Write the animal names.

1.		+		=	
2.		+		=	
3.		+		=	
4.		+		=	
5.		+		=	

### Hint Words

hippo

crocodile

chimpanzee

elephant

zebra





## Goal 47 CD5 08 Wild Animals: Phonics



I can listen, point, and match pictures, words, and letters.

I listened to CD5 08 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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

### 1 Listen, point, and match. Copy.

1. bread



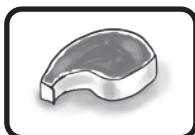
\_\_\_\_\_

2. bus



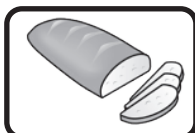
\_\_\_\_\_

3. cup



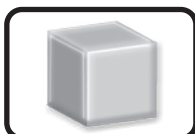
\_\_\_\_\_

4. cube



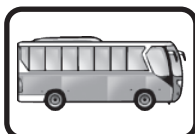
\_\_\_\_\_

5. peach



\_\_\_\_\_

6. feather



\_\_\_\_\_

7. meat



\_\_\_\_\_

### 2 Read and draw.

boot



book





## Goal 48 CD5 09 Wild Animals: Phonics



I can say, read, and write the sounds for ea, peach and ea, head; u, duck; u\_e, cube; oo, book and oo, boot by myself.

I listened to CD5 09 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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

### 1 Listen and write the missing letters.



r\_\_s\_\_



m\_\_ \_\_n



f\_\_x



b\_\_s



b\_\_ \_\_k



c\_\_b\_\_

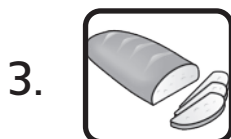
### 2 Find the words in your book and copy them.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Unit 4 From Here to There



## Goal 49 CD5 10 From Here to There: Talk Time



I can act out the talks about directions and going places with a partner.

I listened to CD5 10 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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

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

**A** Excuse me. Where's the train station?

**B** Walk straight and turn left.

**A** Thanks.

**A** How do you go to school?

**B** I walk. How about you?

**A** I go by school bus.





## Goal 50

CD5 11

## From Here to There: Talk Time



I can give directions to a partner, saying “Turn left.”, “Turn right.”, and “Walk straight.”

I listened to CD5 11 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

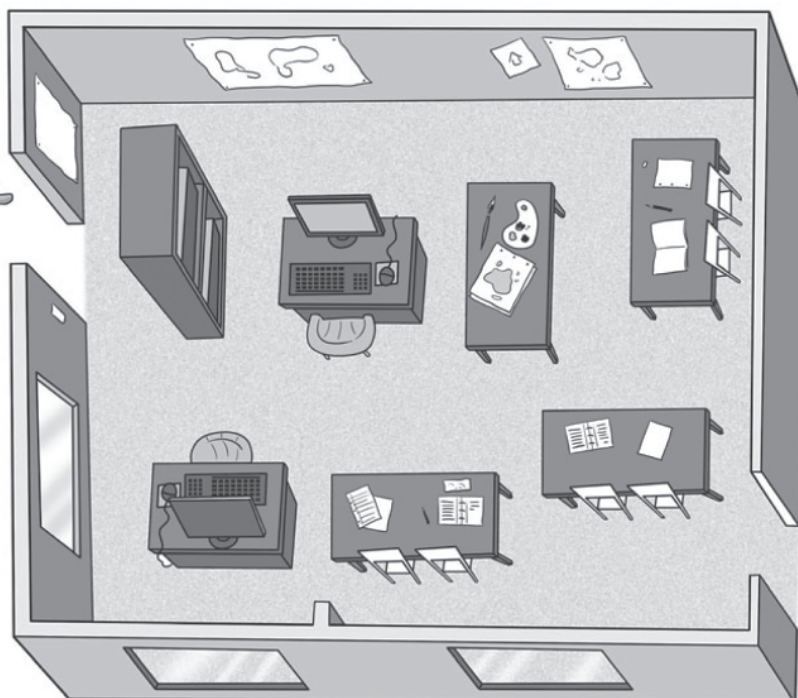
Name \_\_\_\_\_ Class \_\_\_\_\_

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

Turn left. ↶ Turn left. ↶  
Walk straight three steps. ↑ Turn right. ↷

### 2 Listen to the directions and go to the exit.

Entrance



Exit





## Goal 51 CD5 12 From Here to There: Rhythms and Listening

I can chant the *When You See a Red Light* chant.

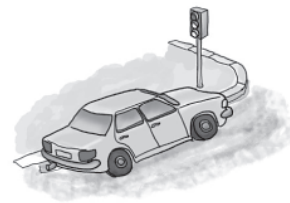
I listened to CD5 12 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



### 1 Listen and chant. Trace.

**When you see a red light,  
red light, red light.**



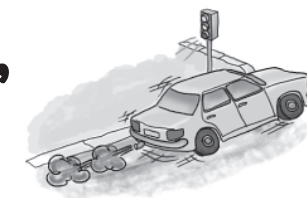
When you see a red  
light, stop, stop, stop.

**When you see a yellow light,  
yellow light, yellow light.**



When you see a yellow  
light, wait, wait, wait.

**When you see a green light,  
green light, green light.**



When you see a green  
light, go, go, go.

### 2 Color.

green

yellow

red

wait

stop

go





## Goal 52 CD5 13 From Here to There: Rhythms and Listening

I can say if a traffic signal says “Stop!”, “Wait!”, or “Go!”.

I listened to CD5 13 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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

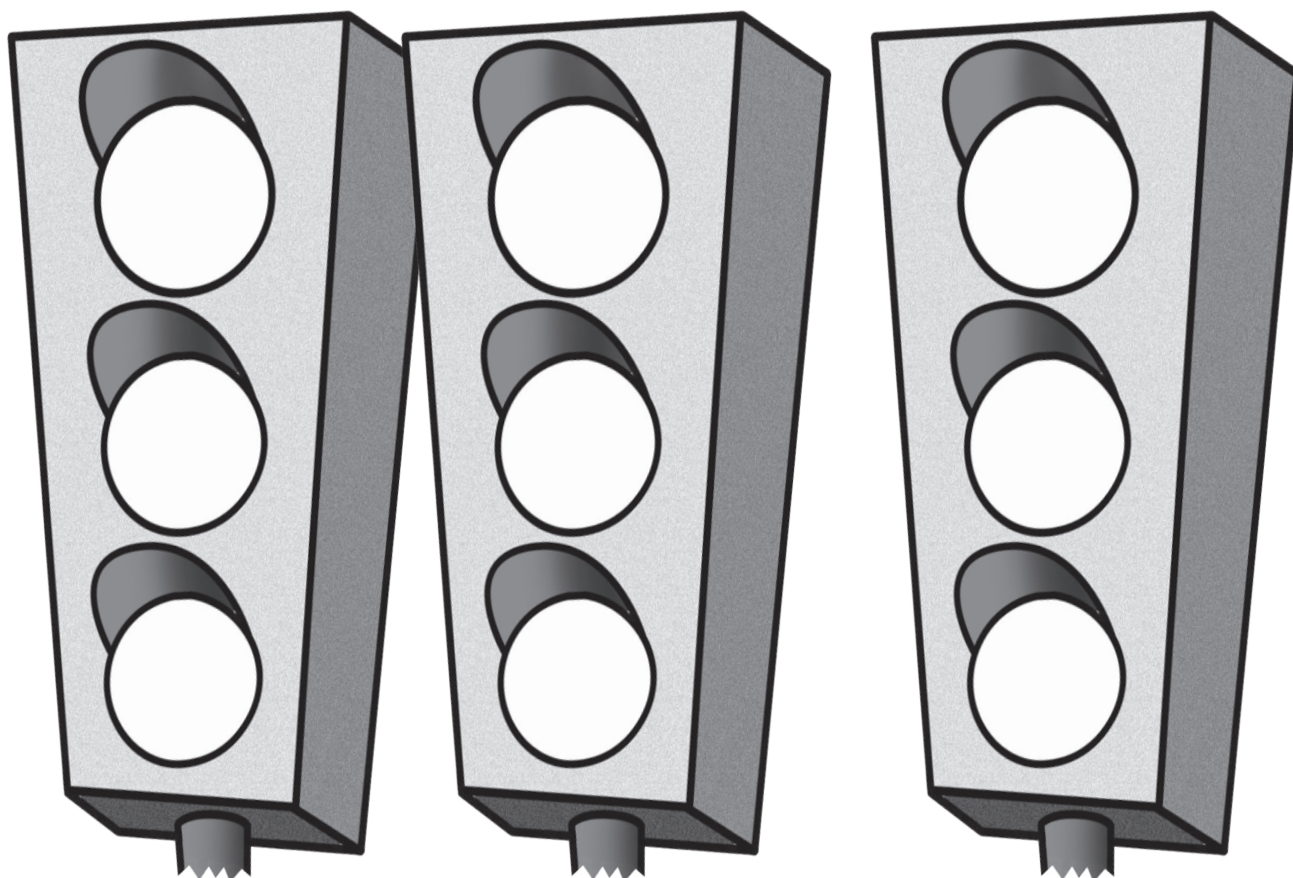


**1** Listen, point, and practice. Trace and color.

red

yellow

green



**2** Trace and copy.

Stop!

Wait!

Go!

\_\_\_\_\_ !      \_\_\_\_\_ !      \_\_\_\_\_ !

\_\_\_\_\_



## Goal 53 CD5 14 From Here to There: Words in Action

I can say the names of three vehicles.

I listened to CD5 14 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



### 1 Listen and practice. Copy.

1. truck



2. bus



3. train



4. car



5. bicycle



6. taxi



### 2 Read and answer. Say and write.

1. What's number 3? It's a \_\_\_\_\_.

2. What's number 6? It's a \_\_\_\_\_.

3. What's number 4? It's a \_\_\_\_\_.



## Goal 54 CD5 15 From Here to There: Words in Action

I can tell someone two sentences like "Take a bus." or "Take a taxi."

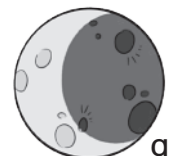
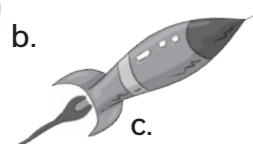
I listened to CD5 15 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



### 1 Listen and match the sentences and the pictures.

1. Take a bus and go to the school.
2. Take a taxi and go to the train station.
3. Take an airplane and go to the space station.
4. Take a rocket and go to the moon.
5. Take a bicycle and go to the hospital.



### 2 Trace.

I go to school by bus.

I go to school by bicycle.

I walk to school.



## Goal 55 CD5 16 From Here to There: Phonics



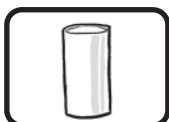
I can listen, point, and match pictures, words, and letters.

I listened to CD5 16 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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

### 1 Listen, point, and match. Then copy.

1. black



\_\_\_\_\_

2. flag



\_\_\_\_\_

3. glass



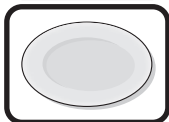
\_\_\_\_\_

4. class



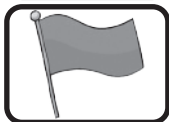
\_\_\_\_\_

5. plant



\_\_\_\_\_

6. plate



\_\_\_\_\_

7. clock



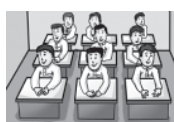
\_\_\_\_\_

8. fly



\_\_\_\_\_

### 2 Say and match.



cl

gl

fl

pl





## Goal 56 CD5 17 From Here to There: Phonics

I can say, read, and write the sounds for bl, black; cl, clock; fl, flag; gl, glass; pl, plant.

I listened to CD5 17 ☒ ☒ ☒ ☒ ☒ ☒ ☒ days this week.

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



### 1 Listen and write the words.



1. It's a \_\_\_\_\_ .



2. It's a \_\_\_\_\_ .



3. It's a \_\_\_\_\_ .

### 2 Write the missing letters.

bl      gl      fl      cl      pl



1. \_\_\_\_\_ ack



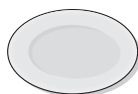
2. \_\_\_\_\_ ue



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



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



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



6. \_\_\_\_\_ y