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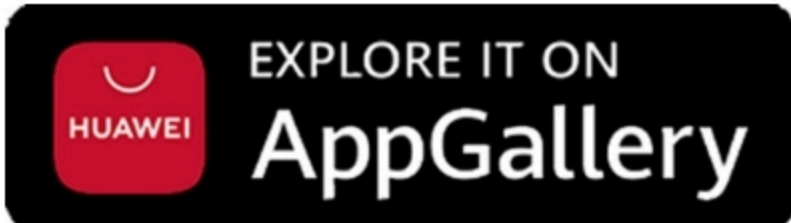
# منهجي

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والطالب من حلول الكتب الدراسية وشرح للدروس  
بأسلوب مبسط لكافة المراحل التعليمية وتوازيع  
المناهج وتحاضير وملخصات ونماذج اختبارات وأوراق  
عمل جاهزة للطباعة والتحميل بشكل مجاني

حمل تطبيق منهجي ليصلك كل جديد



Term 3

STUDENT'S BOOK  
2

WE CAN!

Yoko Matsuka and Glenn McDougall



وزارة التعليم  
Ministry of Education  
2023 - 1445



## We Can! Student's Book 2

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وزارة التعليم

Ministry of Education

2023 - 1445



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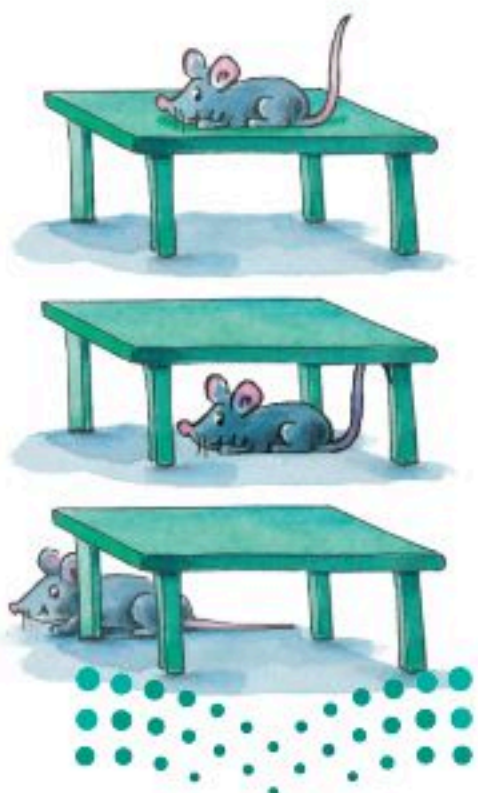
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# Syllabus

Unit and Topic	Talk Time	Rhythms and Listening
1 My House	Hello. Welcome to our house. Would you like to come in? Yes, please. I'll show you around. Thanks. This is the (living room).	Chant: <i>Where's the Boy?</i> Where's (Ali, mother, the boy)? In the (bathroom, kitchen, dining room, yard, bedroom).
2 My Things	Can I have some candy? Sure. Here you go. Great! Thanks. How many are there? Let's count them. Numbers 1–100. That's a lot.	Chant: <i>Things on My Desk</i> pens, pencils, paper, glue, scissors, erasers, candy
3 My Day, Animals, Places	Tell me about your day! I get up at 6 o'clock. What time do you eat lunch? At 2.00 o'clock. Then I do my homework. Do you watch TV in the evening? Yes, I do. What do you do on Saturday? I play with my friends. Sunday, Monday, Wednesday, Thursday, Friday, Saturday.	Chant: <i>Which animal is it?</i> Its (jaws are huge). Their (skin is green). Can (ostriches) run? Yes, they can. Can they fly? No, they can't. (Ostriches) can (run) but (they) can't (fly!) sunny, cloudy, rainy, snowy



Words in Action	Phonics	Phonics Practice
The mouse is (on, in, under, next to, behind) the (chair, cupboard, bed, fridge, table).	Consonant clusters/blends pr, fr, prize, present, fries, frog Diphthongs ou mountain, cloud, mouse, house Short vowels o, u dot, not, hot, ox, fox, box, nut, but, cut, sun, fun, run	Words with br, pr Words with wh, w, h, and ph Words with sm, sn and st, sl
What's this? / What are these? It's a / They're (computer game/s, comic book/s, music player/s, cell phone/s, wallet/s, watch/es).	Consonant clusters/blends sm, sn, sp, sw smile, small, snail, snack, spider, spring, sport, sweater, swing, swan Vowels - a, e, i, o, u fat, cat, sat, mat, hen, pen, in, on, fox, box, bug, rug.	Words with bl, br, fl, fr, cl, cr, dr Long vowel sounds
Does he work in an office? Yes, he does./ No, he doesn't. Is he (an/ architect, astronaut, a/ businessman, computer technician, cook, doctor, farmer, firefighter, pilot, teacher)? Yes, he is./ No, he isn't. He/she has (short brown hair, long hair, brown eyes, short blond hair.) He/She is tall/ short.	Long Vowels ee, ea/ ea sleep, read, head, sheep, meat, bread Irregular plurals man/ men, woman/ women, child/ children, foot/ feet, mouse/ mice next to, opposite, between, near, on	





# Unit 1 My House

## Talk Time

1 Listen and point.



2 Practice the talks in pairs.

3 Act out the talks in pairs.

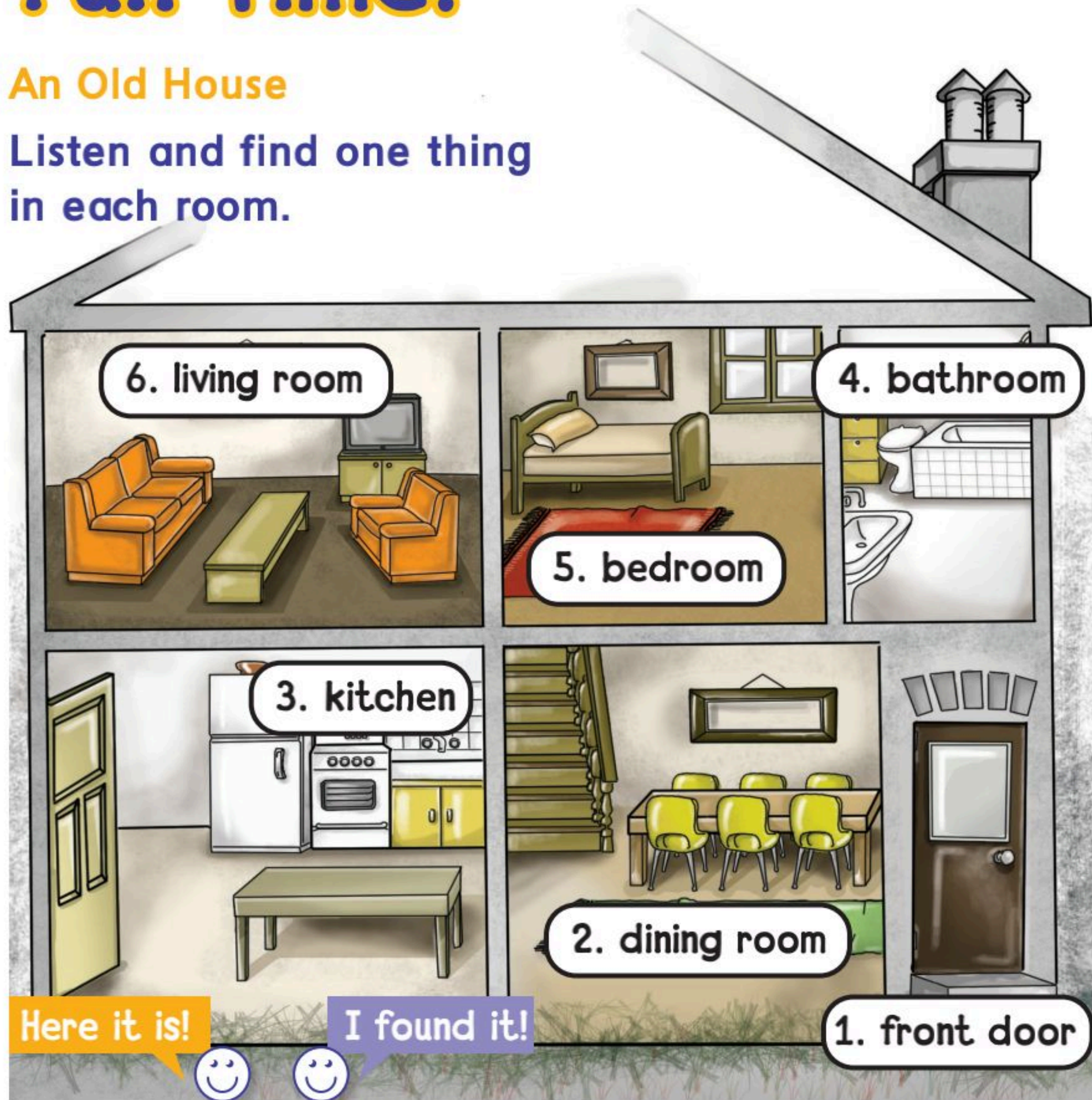


# Fun Time!

## 4 An Old House



Listen and find one thing in each room.



### I Can ...

- act out the talks about showing around the house with a partner.
- show someone around my house.







# Rhythms and Listening

1 Chant and point.

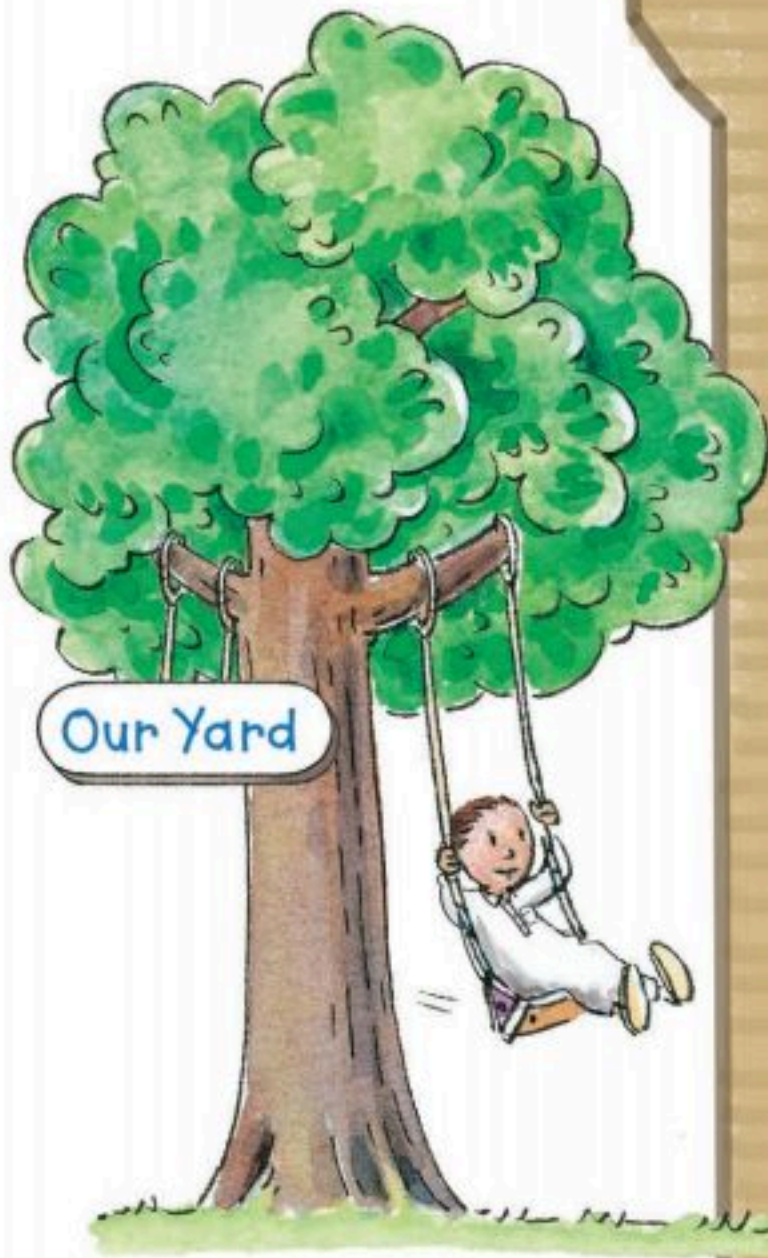
## Where's the Boy?



Where's ...?



In the ...



## Sounds and Letters

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



prize



fries



present



frog

My friend is eating \_\_\_ies.

# Fun Time!

## 3 Where? Relay

Don't forget to repeat "Where?"



### Grammar Toolbox

He is = He's

She is = She's

Where is = Where's

### I Can ...

- chant the *Where's the Boy?* chant.
- ask "Where's ... ?" when I want to know where someone is.



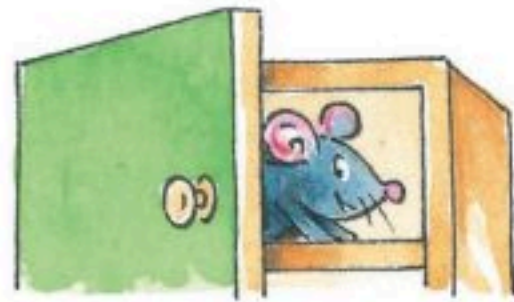
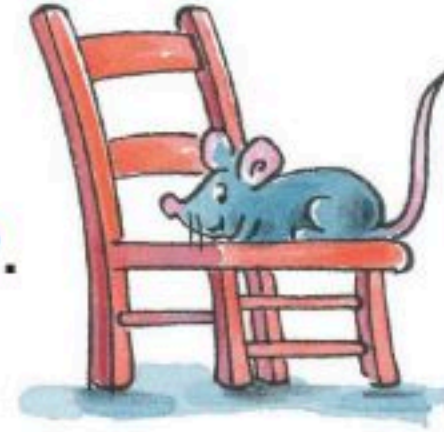


# Words in Action

1 Listen, point, and say.



The **mouse** is **on** the **chair**.



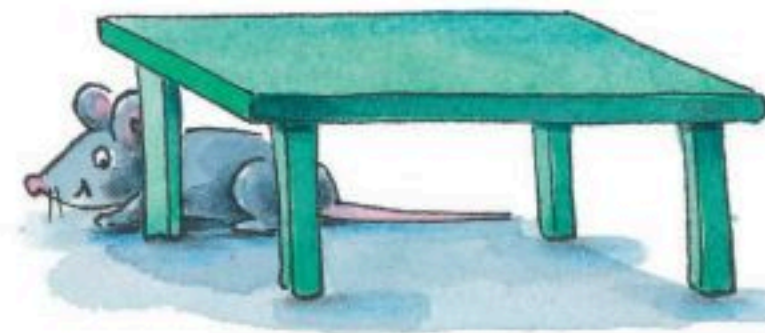
The **mouse** is **in** the **cupboard**.

The **mouse** is **under** the **bed**.



The **mouse** is **next to** the **fridge**.

The **mouse** is **behind** the **table**.

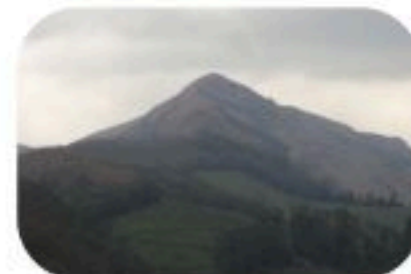


# Sounds and Letters

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



cloud



mouse



house



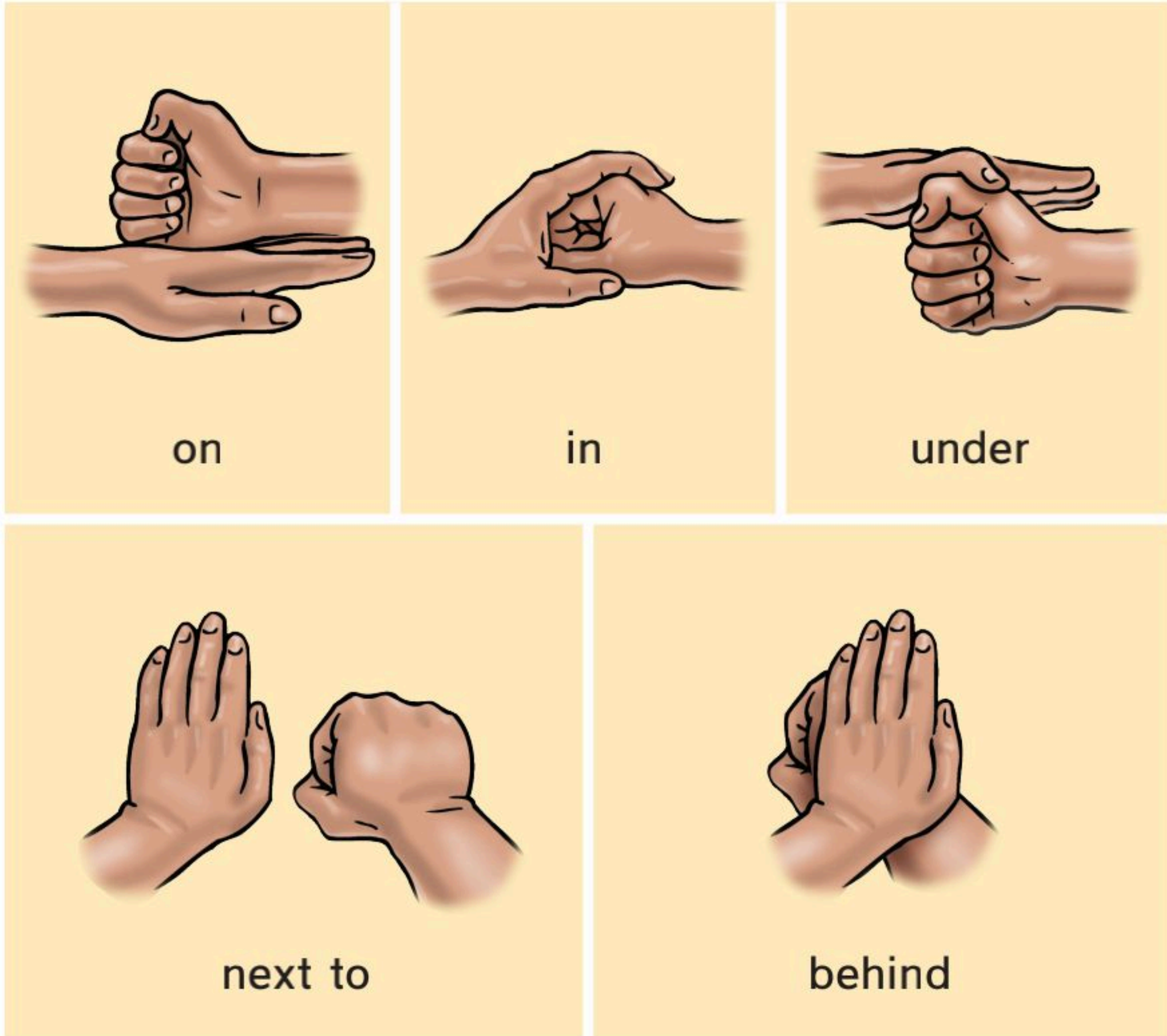
mountain

The **m**\_\_se is in the h\_\_se.

# Fun Time!

## 3 Two Hands Game

Listen and move your hands.



### I Can ...

- say the names of three pieces of furniture.
- play the Two Hands Game.





# Phonics

## 1 Read and color o and u.



**The Ox Story**

An **o**x sat **o**n a **b****o**x. He had  
**f**un in the **s**un. He was **h**ot.  
 He sat **u**nder a tree.  
 Then he was **n**ot **h**ot.

## 2 Listen and spell.



- |                          |              |
|--------------------------|--------------|
| 1. How do you spell ox?  | <b>o-x</b>   |
| 2. How do you spell box? | <b>b-o-x</b> |
| 3. How do you spell fun? | <b>f-u-n</b> |
| 4. How do you spell sun? | <b>s-u-n</b> |
| 5. How do you spell hot? | <b>h-o-t</b> |
| 6. How do you spell not? | <b>n-o-t</b> |

# Fun Time!

## 3 Speed-reading



Make pairs. Read together and clap.

dot  
not  
hot



ox  
fox  
box



nut  
but  
cut



sun  
fun  
run



### I Can ...

- say the spelling of two three-letter words.
- read the three-letter word speed-reading list by myself.



## Advice Time



You can buy a house but not a home.

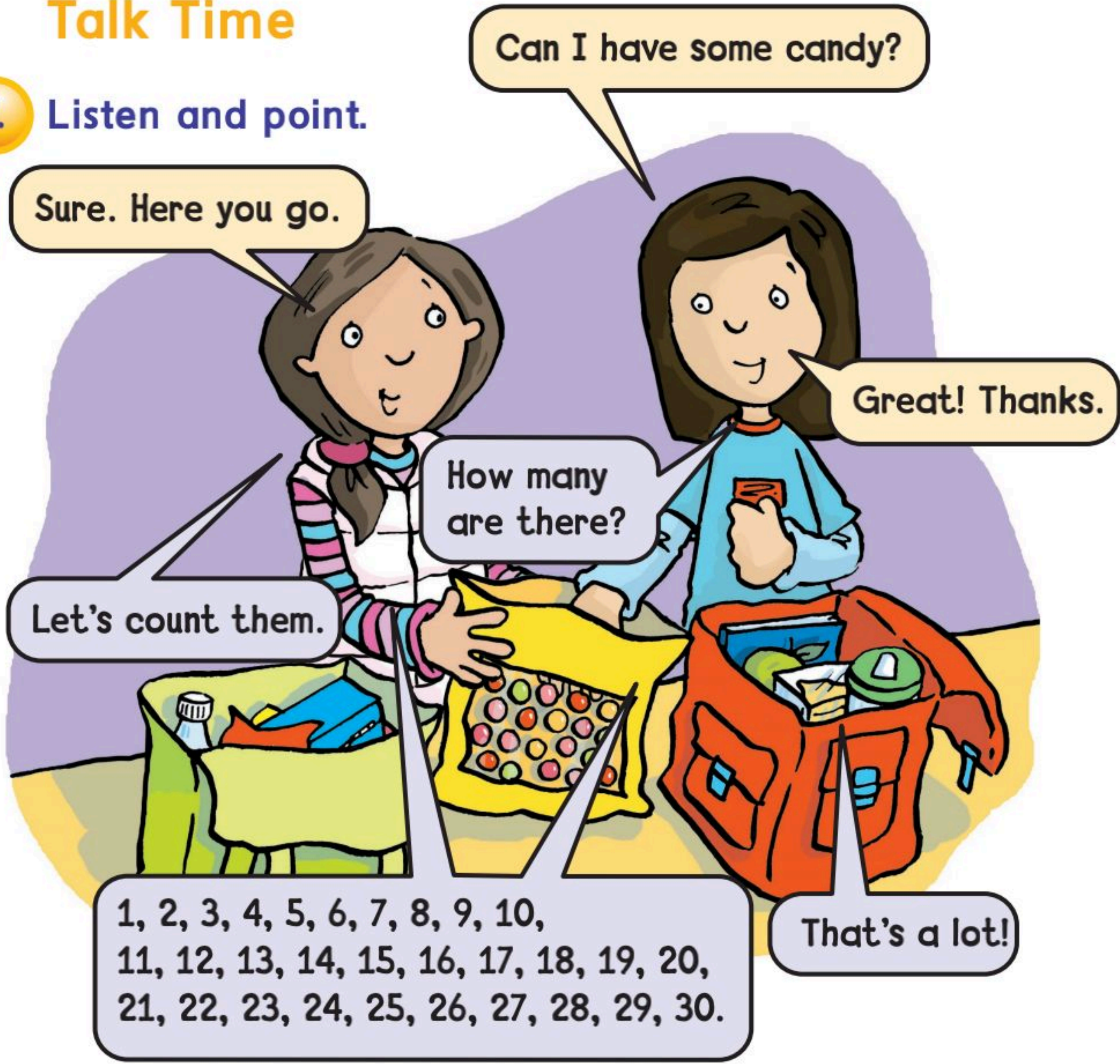




# Unit 2 My Things

## Talk Time

1 Listen and point.



2 Practice the talks in pairs.

3 Act out the talks in pairs.



# Fun Time!

## 4 Word Hunt



When you get a row of letters, shout "Row!"



### I Can ...

- act out the talks about candy with a partner.
- count from one to thirty.



## Advice Time



Don't put all your eggs in one basket.







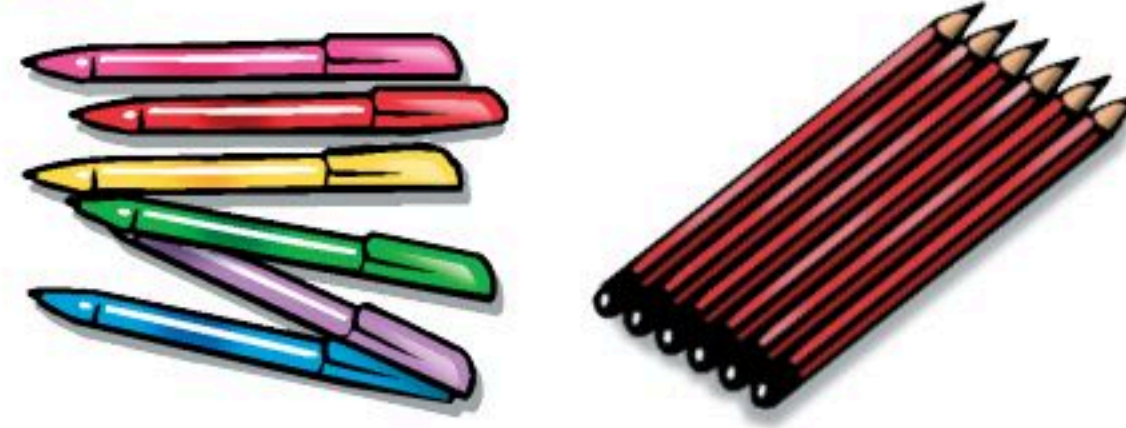
# Rhythms and Listening

1 Chant and point.



## Things on My Desk

Pens and pencils,  
Pens and pencils.



Paper and glue,  
Paper and glue.



Scissors and erasers,  
Scissors and erasers.

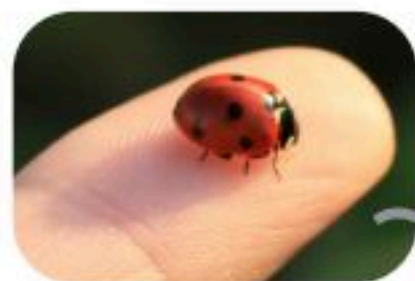


Candy for you,  
Candy for you.

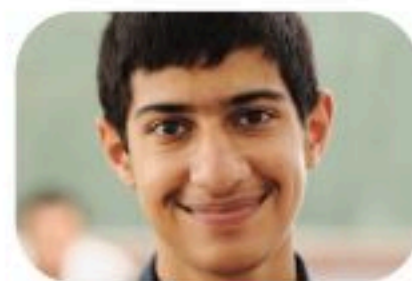


## Sounds and Letters

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



smile



snail



small



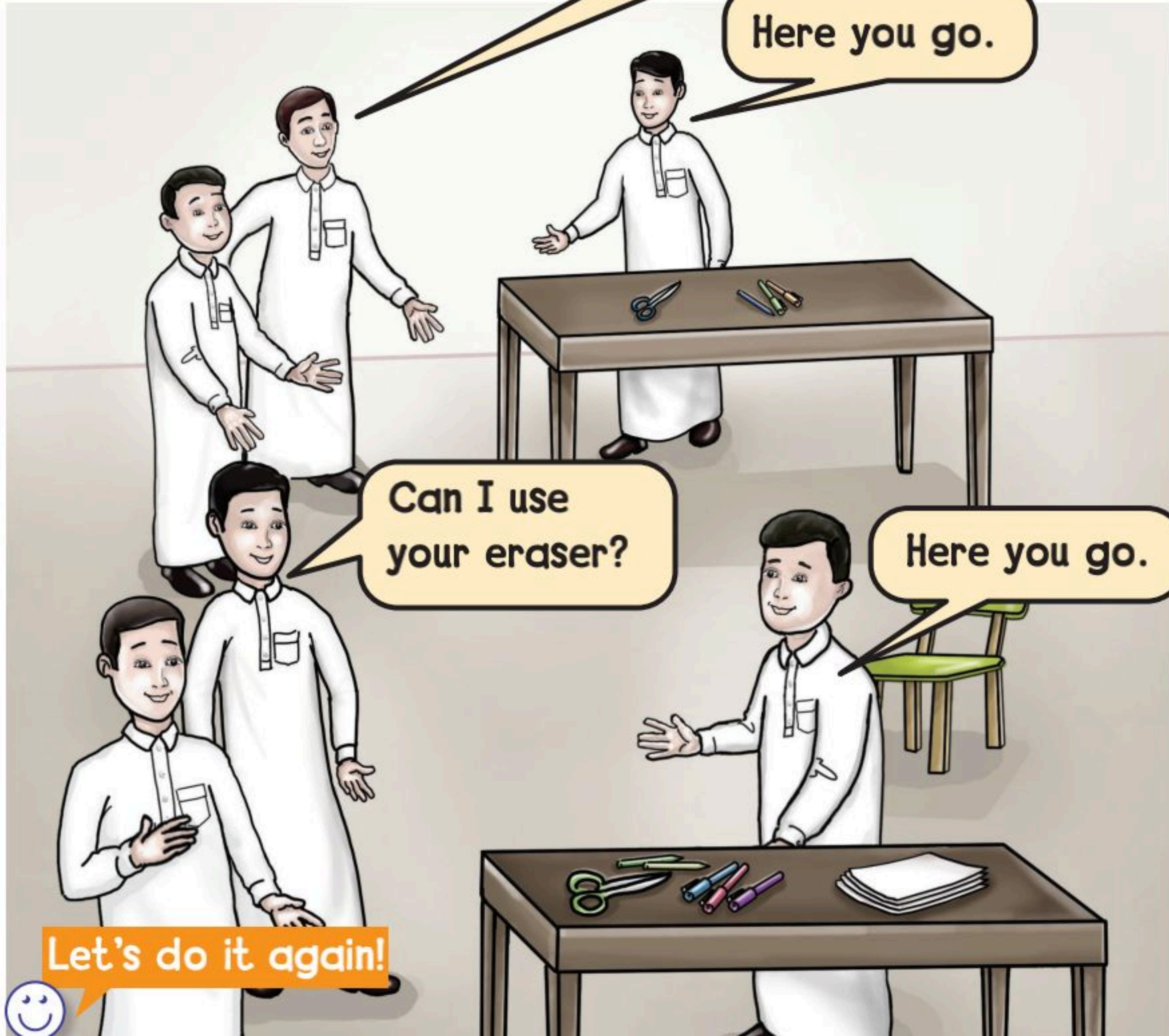
snack

ails are \_\_\_ all and quiet.

# Fun Time!

## 3 Borrowing Things Relay

Ask to borrow things.



### I Can ...

- chant the *Things on My Desk* chant.
- ask to borrow some things in class.





# Words in Action

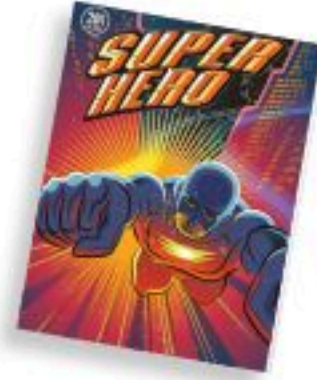
**1** Listen, point, and say.



What's this?  
It's ...

What are these?  
They're ...

1. a comic book



2. comic books



3. an MP3 player



4. MP3 players



5. a wallet



6. wallets



7. a watch



8. watches



**2** Practice the sentences. Play the Copycat Game.

What's this? It's a wallet.

What's this? It's a wallet.

What are these?  
They're wallets.

What are these?  
They're wallets.



# Fun Time!

## Grammar Toolbox

this → it  
these → they

### 3 Pointing Race

Point faster than your partner.



#### Singular



#### Plural



I was first!



### I Can ...

- follow the teacher and play the Copycat Game.
- ask “What’s this?” or “What are these?”






# Phonics

**1** Listen, say, and number 1 or 2. Then write the missing letters.



1 /sp/	2 /sw/
 spider	 sweater



ring     ort    **2** ing     an

**2** Read and color all the vowels, a, e, i, o, and u.



## A Funny Day

A fat cat sat on a mat.



A fat hen sat on a pen.



A fat fox sat in a box.



And a fat bug sat on a rug.



# Fun Time!

3 Find the numbers and draw lines.



Listen, count, and say the missing numbers. Then play with a friend.

A collection of 25 numbered circles in various colors (blue, orange, pink, green, brown) scattered across the page. The numbers are: 40, 81, 70, 66, 73, 68, 50, 56, 90, 43, 60, 48, 82, 78, 55, 62, 80, 76, 57, 98, 47, 100, 79, 44, 84, 62. A speech bubble with a smiley face says "I'm finished!"

## I Can ...

- read the story "A Funny Day" by myself.
- count from 40 to 100.



# Unit 3 My Day, Animals, Places

## Talk Time

رابطہ الدرس الرقمي



www.iem.edu.sa

### 1 Listen and say.



Tell me about your day!

What time do you eat lunch?

Do you watch TV in the evening?

What do you do on Saturday?

I get up at 6 o'clock.

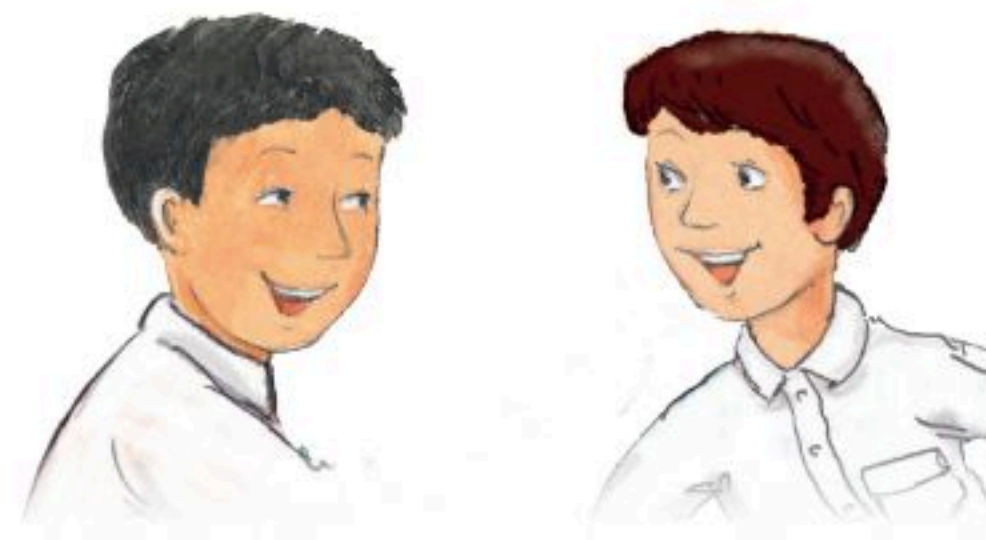
At 2.00 o'clock. Then I do my homework.

Yes, I do.

I play with my friends.

### 2 Practice the talks in pairs.

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



# Fun Time!

## Grammar Toolbox

Do you watch TV in the evening?  
Yes, I **do**. / No, I **don't**.

What time do you get up?  
I get up at six o'clock.

**I/you/we/they** get up at 6 o'clock.

### 4 What time is it?

Listen and number.



\_\_\_ seven



\_\_\_ three



1 nine



\_\_\_ twelve



\_\_\_ eleven

### 5 Check school days in Saudi Arabia.

✓						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### 6 Ask and answer in pairs.

What time do you get up on Saturday?

I get up at 7 o'clock!



From Sunday to Thursday	YOU	YOUR FRIEND
1. What time / get up?		7 o'clock
2. What time / go to school?		
3. Where / eat lunch?		
5. What time / come home?		
6. What / do in the evening?		

## I Can ...

- ask my friend questions about his / her day and get an answer.
- tell the time, ask, and talk about everyday activities.







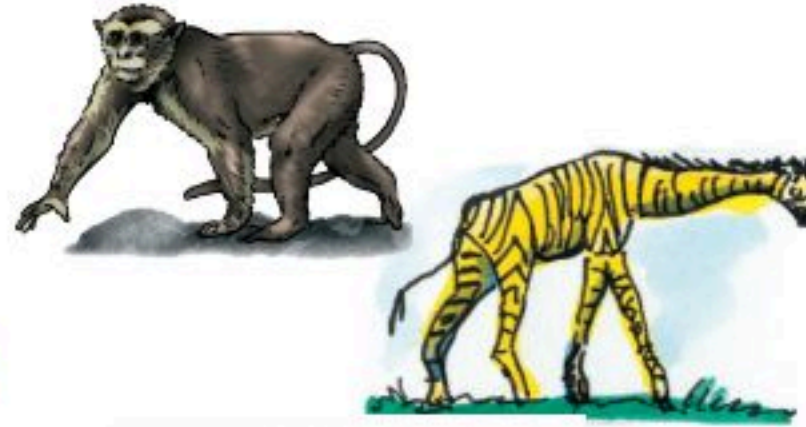
# Rhythms and Listening

**1** Listen, chant and match.



**Which animal is it?**

Its jaws are huge.  
They crush and chew.  
It can walk and swim  
It can hunt for food!



Their skin is green,  
Their eyes pop out.  
They can jump and dive,  
They are loud and fun.

**2** Listen, point, and circle YES or NO. Practice in pairs.



Can ostriches run?  
Can they fly?

**YES** / NO  
YES / NO



Can kangaroos fly?  
Can they jump?

YES / NO  
YES / NO



Can polar bears swim?  
Can they speak?

YES / NO  
YES / NO

Ostriches can run but they can't fly!

Kangaroos \_\_\_\_\_ but \_\_\_\_\_

Polar bears \_\_\_\_\_ but \_\_\_\_\_

## Advice Time



Birds of a feather flock together.



# Fun Time!

3 Listen and chant. Write the words.



sunny cloudy rainy snowy



It's \_\_\_\_\_ and hot.

Sit in the shade and talk.



It's \_\_\_\_\_ and gray.

There's no sun today!



It's \_\_\_\_\_ and wet.

We're not there yet!



It's \_\_\_\_\_ and cold.

Don't catch a cold!



It's cloudy and cool,

Get out of the pool!



4 Talk about the weather in your town.



summer autumn  
winter spring



It's sunny and very hot in summer!

## I Can

- chant, ask, and talk about animals using "can" or "can't".

talk about the weather.





# Words in Action

**1** Listen and practice. Match words and pictures.



astronaut    architect    pilot    cook  
 computer technician    doctor    teacher  
 farmer    firefighter    businessman

**2** Ask and answer. Guess.



Does he work in an office?  
 Yes, he does.

Is he an architect?  
 No, he isn't.

Is he a technician?  
 No, he isn't.

I give up! What does he do?  
 He's a businessman.

**Grammar Toolbox**

What does he / she do? He / She's a teacher.  
 Does he / she work in an office?  
 Yes, he / she does. / No, he / she doesn't.  
 He/ She works / doesn't work at the airport.

# Fun Time!

She has long, brown hair

3 Listen and match. Practice in pairs and write.



1. He has short, brown hair and brown eyes. He's wearing a thobe and speaking with his friend.

2. long, brown hair, brown eyes, a red jacket, sitting
3. black hair, brown eyes, a green jacket, a white T-shirt, a blue skirt, pink shoes
4. short, blond hair, blue eyes, a blue T-shirt

4 Guess who! Describe someone in your class.



She has long, brown hair and brown eyes. She's tall. She's standing near the door. What's her name?



I know! It's Rana!

## I Can

- ask and talk about jobs / what someone does.
- talk about someone's appearance using "have", "has".



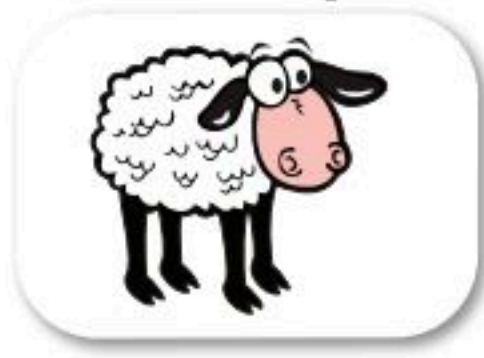


# Phonics

**1** Listen, point and say. Write *ea* or *ee*.



sleep



sh \_ \_ p



read



m \_ \_ t



head



br \_ \_ d

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



Look at this picture. There is a man, a woman and a child. It's a small family.



In this picture, there are three men, three women, and five children.

What's that?



It's a tooth.



What are those?

They're teeth.

**3** Ask and answer in pairs. Use *that* or *those*.



# Fun Time!

## Places in Town

4 Listen, find and write. Practice in pairs.



There's a restaurant on the corner **next to** the bookstore. There's a train station **opposite** the supermarket. There's a gym **between** the supermarket and the bus station. There's a post office **between** the museum and the school. There's a park **near** the supermarket.



## Things in the House

5 Listen, read, and circle T or F.



1. There's a table between the sofa and the armchair.
2. There's a rug behind the bed.
3. There's a table opposite the fridge and the stove.

T F  
T F  
T F



6 Practice in pairs. Make your own sentences.

### I Can ...

- make the sounds for ee and ea, use irregular plurals and "that" / "those".
- talk about places in town and things in the house using "there is", "there are".



# Words with br, pr

CD2 02

1 Listen, point, and say. Write *br* or *pr*.



**br**

\_\_\_\_idge





**pr**

\_\_\_\_ize

CD2 03

2 Look at the pictures and write *br* or *pr*. Then listen and check.

1.		<u>br</u> ead ✓
2.		____ince
3.		____idge
4.		____own

5.		____esent
6.		____acelet
7.		____ice
8.		____ize

3 Tongue Twister. Read and say this as fast as you can.

My brother prepares prawn sandwiches with brown bread and eats them on the bridge.



# Words with wh, w, h, and ph

CD2 04 **1 Listen, point, and say.**



CD2 05 **2 Listen and circle the silent letter.**

	silent w/h		silent w/h		silent w/h			
1.	where	w h	3.	who	w h	5.	whales	w h
2.	what	w h	4.	whose	w h	6.	white	w h

CD2 06 **3 Listen, circle, and write.**

shop ship whale cherry phone whistle photo white

1.		ph <b>wh</b> _____	5.		wh ph _____
2.		ph sh _____	6.		sh wh _____
3.		ch wh _____	7.		ch sh _____
4.		wh ph _____	8.		ch ph _____



# Words with sm, sn and st, sl

CD2 07 **1** Listen, point, and say.



sm

smile



sn

snail



st

stop



sl

slot

CD2 08 **2** Listen and circle *sm*, *sn*, *st*, or *sl*. Then write and match with the right picture.

1. sm **sn** st sl sn orkel

snorkel




2. sm sn st sl \_\_\_\_\_ot

\_\_\_\_\_




3. sm sn st sl fir\_\_\_\_\_

\_\_\_\_\_


 1

4. sm sn st sl \_\_\_\_\_eep

\_\_\_\_\_




5. sm sn st sl \_\_\_\_\_ile

\_\_\_\_\_




6. sm sn st sl \_\_\_\_\_icker

\_\_\_\_\_

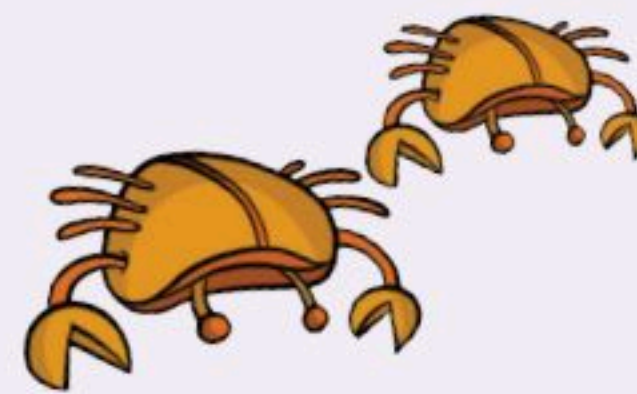



CD2 09 **3** Listen, point, and say. Then say and mime.



Swim and snorkel,  
Watch the fish.  
Starfish, shellfish  
Any fish you wish!

An eel, a shellfish,  
I stop and touch  
And try to catch  
a small red crab!



**Snap! Snap! Ouch!**



# Words with bl, br, fl, fr, cl, cr, dr

## 1 Write the words and read.

flag green fresh black swan clock  
frog fruit crayon brown



1. a brown crayon



2. a \_\_\_\_\_



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



4. The \_\_\_\_\_ is on  
the \_\_\_\_\_.



5. The \_\_\_\_\_  
is in the basket.



## 2 Listen, complete, and chant.

The wheels \_\_\_\_\_ the  
\_\_\_\_\_  
\_\_\_\_\_ round and round,  
round and round,  
round and \_\_\_\_\_.  
The \_\_\_\_\_ on the bus  
go \_\_\_\_\_ and round,  
all the way to town.

The driver on the bus  
says, "Move \_\_\_\_\_ back!"  
"Move on back!"  
"Move on back!"  
The \_\_\_\_\_ on the bus  
says, "Move on back!"  
all the \_\_\_\_\_ town.



# Long vowel sounds

CD2 11

1 Read and circle the words that don't belong. Then listen, check, and write them in the correct cloud.

1

Long **o** sound

go show no tomato shoe snow two

so



Long **u** sound

2

glue blue you toe to so who too

shoe

3

Long **i** sound

pie bye dry taxi kind line field rain



Long **e** sound

4

8

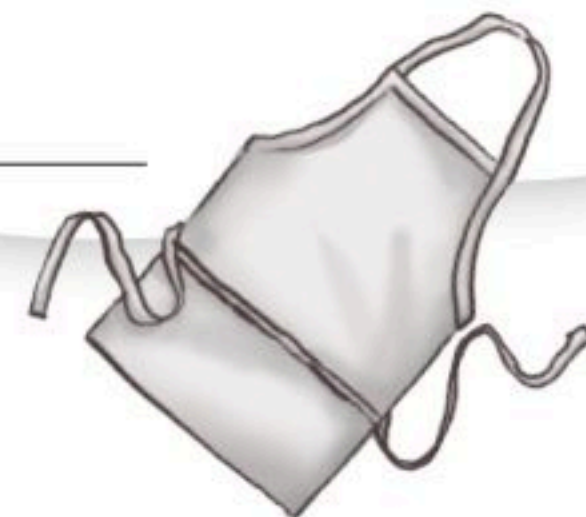
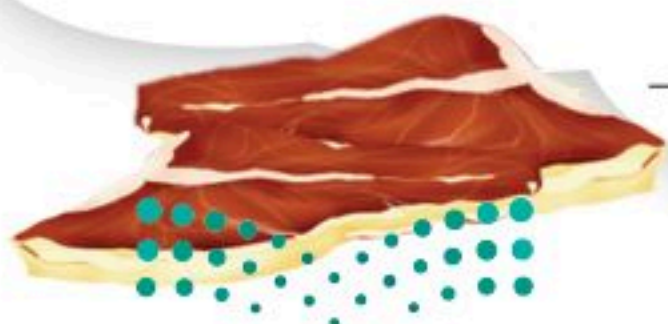
spaghetti ski piece me eight donkey sky space

taxi

5

Long **a** sound

able tie shake apron break neighbor ceiling steak weight



# Picture Dictionary



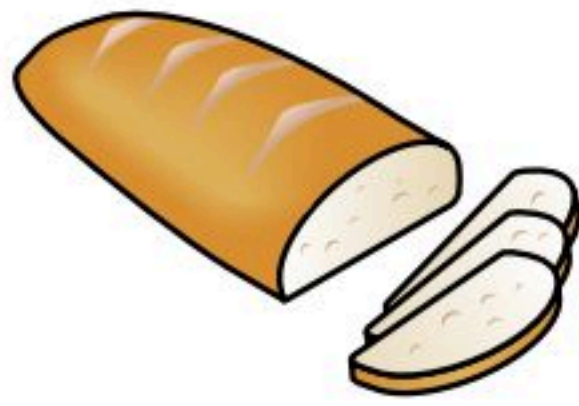
bathroom p3



bedroom p3



behind p6



bread p24



candy p10



comic book p14



dining room p3



glue p12



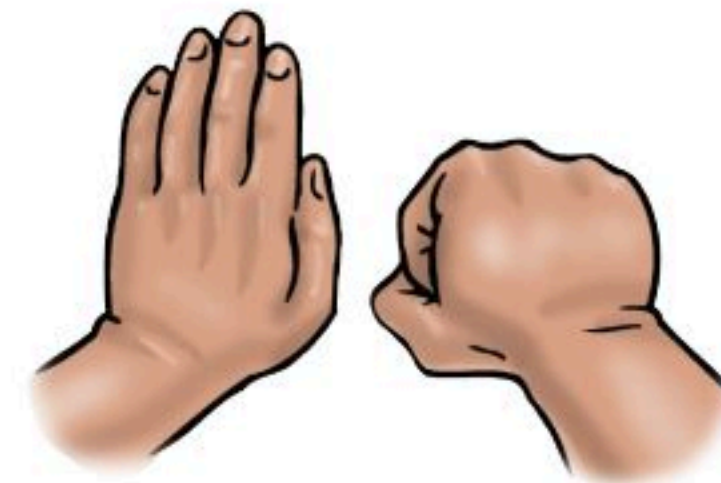
in p6



kitchen p3



meat p24



next to p6





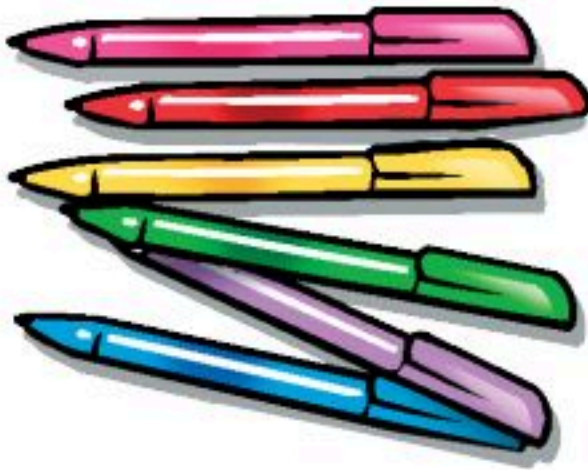
on p6



paper p12



pencils p12



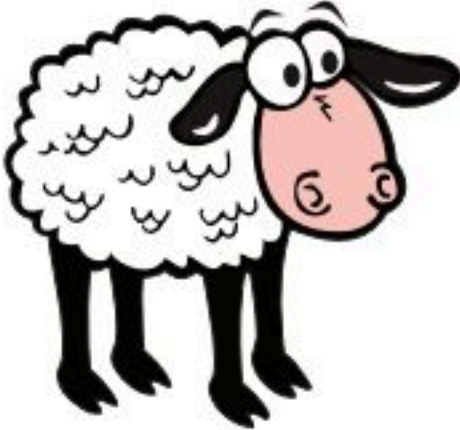
pens p12



read p24



scissors p12



sheep p24



sleep p24



table p6



under p6



wallet p14



watch p14



## CD 1 Audio Track List

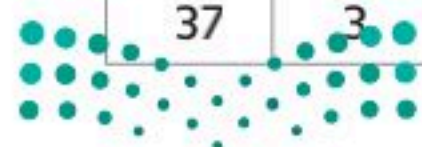
Track	Unit	Student Book Section
02	1	Exercise 1. Listen and point
03	1	Exercise 4. An Old House
04	1	Exercise 1. Chant and point
05	1	Exercise 2. Listen, say, and match
06	1	Exercise 3. Where? Relay
07	1	Exercise 1. Listen, point, and say
08	1	Exercise 3. Listen, say, and match
09	1	Exercise 3. Two Hands Game
10	1	Exercise 1. Read and color
11	1	Exercise 2. Listen and spell
12	1	Exercise 3. Speed-reading
13	2	Exercise 1. Listen and point
14	2	Exercise 4. Word Hunt
15	2	Exercise 1. Chant and point
16	2	Exercise 2. Listen, say, and match
17	2	Exercise 3. Borrowing Things Relay
18	2	Exercise 1. Listen, point, and say
19	2	Exercise 3. Pointing Race
20	2	Exercise 1. Listen, say, and number
21	2	Exercise 2. Read and color
22	2	Exercise 3. Find the numbers and draw lines
23	3	Exercise 1. Listen and say
24	3	Exercise 4. Listen and number
25	3	Exercise 6. Ask and answer in pairs
26	3	Exercise 1. Listen, chant and match
27	3	Exercise 2. Listen, point, and circle
28	3	Exercise 3. Listen and chant
29	3	Exercise 4. Talk about the weather
30	3	Exercise 1. Listen and practice
31	3	Exercise 2. Ask and answer
32	3	Exercise 3. Listen and match
33	3	Exercise 4. Guess who
34	3	Exercise 1. Listen, point, and say
35	3	Exercise 2. Listen, point, and say
36	3	Exercise 4. Listen, find, and write
37	3	Exercise 5. Listen, read, and circle

## CD 2 Audio Track List

Track	Unit	Phonics Practice
02	1	Exercise 1. Listen, point, and say
03	1	Exercise 2. Look at the pictures and write
04	1	Exercise 1. Listen, point, and say
05	1	Exercise 2. Listen and circle
06	1	Exercise 3. Listen, circle, and write
07	1	Exercise 1. Listen, point, and say
08	1	Exercise 2. Listen and circle
09	1	Exercise 3. Listen, point, and say
10	2	Exercise 1. Listen, complete, and chant
11	2	Exercise 1. Read and circle

## CD 3 Audio Track List

Track	Unit	Workbook Section
02	1	Exercise 1. Listen, point, and practice
03	1	Exercise 1. Listen and write
04	1	Exercise 1. Listen and chant
05	1	Exercise 1. Listen and practice
06	1	Exercise 1. Listen and practice
07	1	Exercise 1. Listen and play
08	1	Exercise 1. Listen and spell
09	1	Exercise 1. Listen and read
10	2	Exercise 1. Listen, point, and practice
11	2	Exercise 1. Listen, point, and practice
12	2	Exercise 1. Listen, chant, and point
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 and read
17	2	Exercise 1. Listen and connect the numbers
18	3	Exercise 1. Listen, point, and practice
19	3	Exercise 1. Listen, point, and say.
20	3	Exercise 1. Listen, point, and chant
21	3	Exercise 1. Listen, point, and chant
22	3	Exercise 1. Listen and practice
23	3	Exercise 1. Listen, read, and number
24	3	Exercise 1. Listen and say
25	3	Exercise 1. Listen and point



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Architect p 22

Astronaut p 22

Bathroom p 3, 5

Bedroom p 3

Behind p 6, 7, 25

Bread p 26

Bus p 25, 29

Candy p 10, 11, 12

Chew p 20

Cloud p 6

Comic book p 14

Cook p 22

Crush p 20

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Here you go. p 10, 13

Hurry up! p 5

I'll show you around. p 2

In p 6, 7, 8

Kangaroo p 20



Kitchen p 3

Let's count them. p 10

Living room p 2, 3

MP3 player p 14

Next to p 6, 7, 25

Ninety p 17

On p 6, 7, 9, 12, 13

Ostrich p 20

Paper p 12

Pencils p 12

Pens p 12

Pilot p 22

Play p 18

Polar bear p 20

Present p 4

Prize p 4

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Train station p 25

Twenty p 10

Under p 6, 7, 8

Wallet p 14

Watch p 14

Yard p 4

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





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



Term 3

WORKBOOK

2

WE CAN!



وزارة التعليم  
Ministry of Education  
2023 - 1445

Mc  
Graw  
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## We Can! Student's Book 2

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2023 - 1445

# Unit 1 My House



## Goal 57 CD3 02 My House: Talk Time

I can act out the talks about showing around the house with a partner.

I listened to CD3 02        days this week.

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

### 1 Listen, point, and practice.

**A** Hello.

**B** Welcome to our house. Would you like to come in?





**B** I'll show you around.

**A** Yes, please.

**A** Thanks.

**B** This is the living room.

### 2 Write the words.

1.  This is our \_\_\_\_\_ .
2.  This is our \_\_\_\_\_ .
3.  This is our \_\_\_\_\_ .
4.  This is our \_\_\_\_\_ .

### Hint Words



living room

bathroom

kitchen

bedroom



# Goal 58 CD3 03 My House: Talk Time

I can show someone around my house.

I listened to CD3 03        days this week.

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

## 1 Listen and write.



1. \_\_\_\_\_ door



2. \_\_\_\_\_ room



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

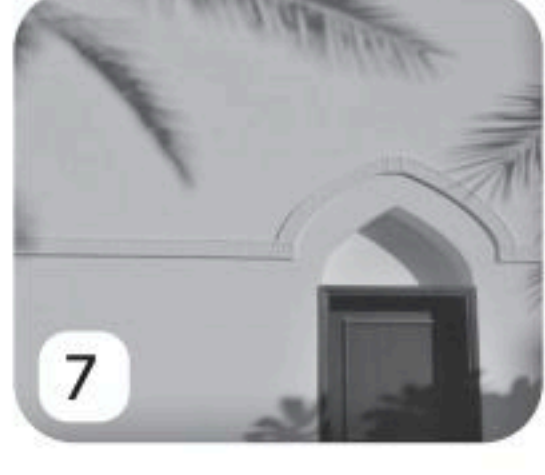


4. \_\_\_\_\_ room

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

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

7. \_\_\_\_\_ door



### Hint Words

- front door
- kitchen
- dining room
- bedroom
- bathroom
- living room
- back door

## Goal 59 CD3 04 My House: Rhythms and Listening

I can chant the *Where's the Boy?* chant.

I listened to CD3 04        days this week.

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



### 1 Listen and chant. Trace.



**Where's Ali?**

In the bathroom.



**Where's Mom?**

In the kitchen.



**Where's Ali?**

In the dining room.



**Where's Ali?**

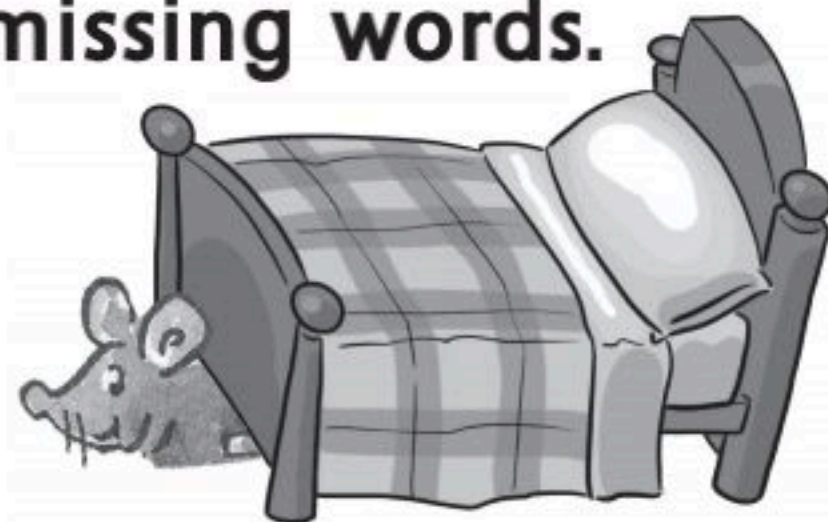
In the yard.



**Where's the boy?**

In the bedroom.

### 2 Write the missing words.



A \_\_\_\_\_ is under  
the \_\_\_\_\_!





# Goal 60 CD3 05 My House: Rhythms and Listening

I can ask "Where's ...?" when I want to know where someone is.

I listened to CD3 05        days this week.

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



## 1 Listen and practice. Trace.

Where's Ali?  
He's in the bathroom.



Where's Mom?  
She's in the kitchen.



Where's Ali?  
He's in the dining room.



Where's the boy?  
In the bedroom.



## 2 Write.

1. Where's Mom? \_\_\_\_\_ in the kitchen.

.....  
.....  
.....  
.....

2. Where's Ali? \_\_\_\_\_ in the bathroom.

.....  
.....

### Hint Words



# Goal 61 CD3 06 My House: Words in Action



I can say the names of three pieces of furniture.

I listened to CD3 06        days this week.

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

## 1 Listen and practice.

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

## 2 Unscramble the words. Write. Draw lines and match.

1. r a i c h	..... ..... _____	 a.
2. b u p c d a o r	..... ..... _____	 b.
3. d i r e g f	..... ..... _____	 c.
4. e a l b t	..... ..... _____	 d.

### Hint Words

fridge   
  chair   
  cupboard   
  table





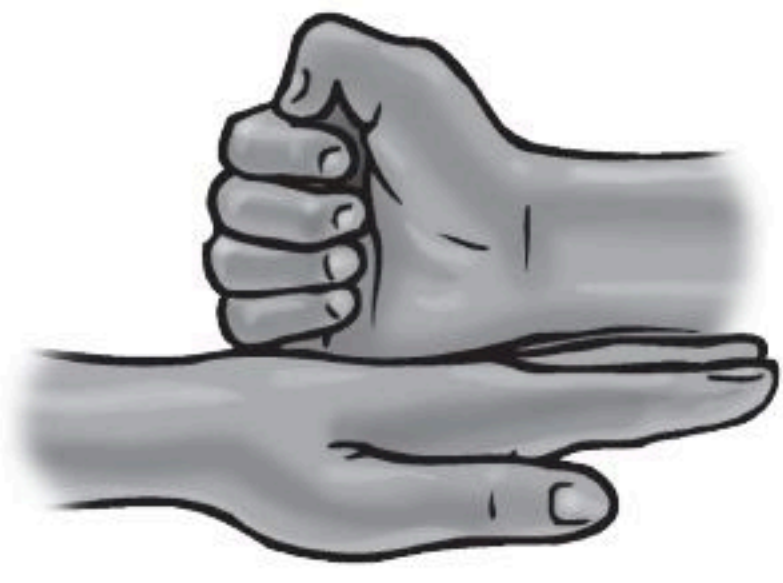
# Goal 62 CD3 07 My House: Words in Action

I can play the Two Hands Game.

I listened to CD3 07        days this week.

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

## 1 Listen and play.



on



in



under



next to



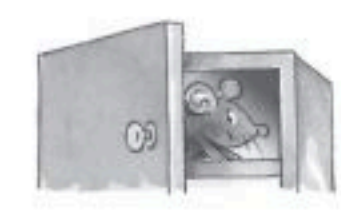
behind

## 2 Listen and practice. Trace.



1.

on



2.

in



3.

under



4.

behind



5.

next to

# Goal 63 CD3 08 My House: Phonics



I can say the spelling of two three-letter words.

I listened to CD3 08        days this week.

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

## 1 Listen and spell. Copy.

1. ox    o - x

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

2. box    b - o - x

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

3. fun    f - u - n

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

4. sun    s - u - n

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

5. hot    h - o - t

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

6. not    n - o - t

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

## 2 Write two words in each house.

1.    - o t

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

2.    - u n

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

3.    - o x

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





# Goal 64 CD3 09 My House: Phonics

I can read the three-letter word speed-reading list by myself.

I listened to CD3 09        days this week.

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

## 1 Listen and read.

No.1		No.2	
dot	ox	nut	sun
not	fox	but	fun
hot	box	cut	run

## 2 Draw lines and connect the family words.

hot

cut

ox

nut

dot

but

fox

box

not

# Unit 2 My Things



## Goal 65 CD3 10 My Things: Talk Time

I can act out the talks about candy with a partner.

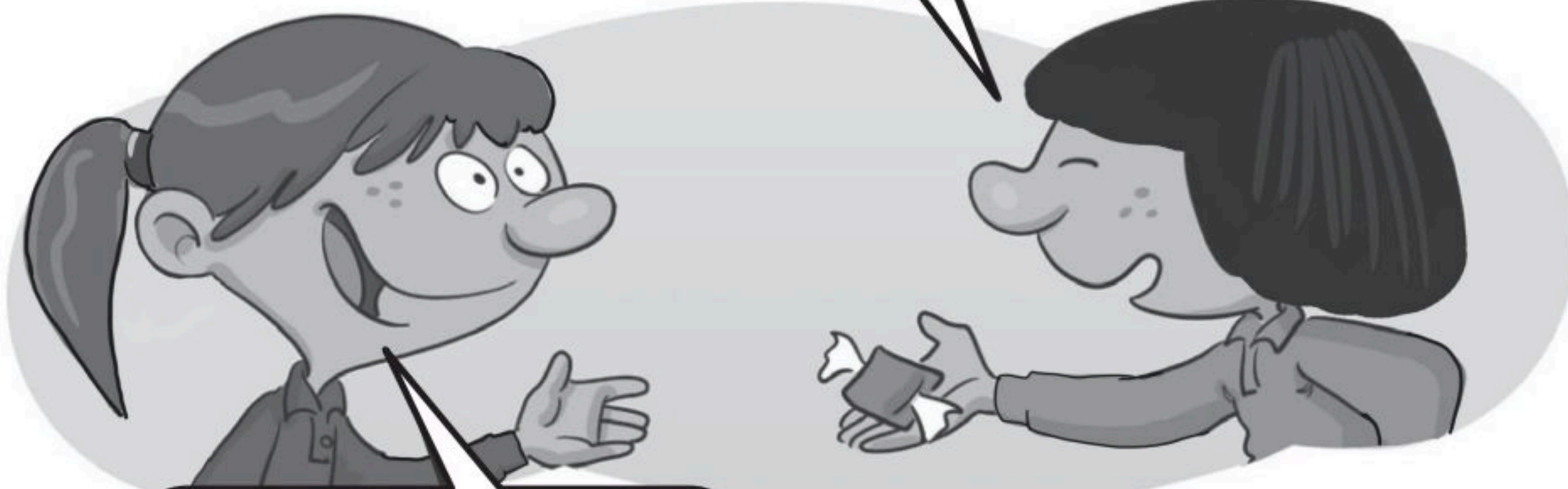
I listened to CD3 10  days this week.

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

1 Listen, point, and practice. Trace.

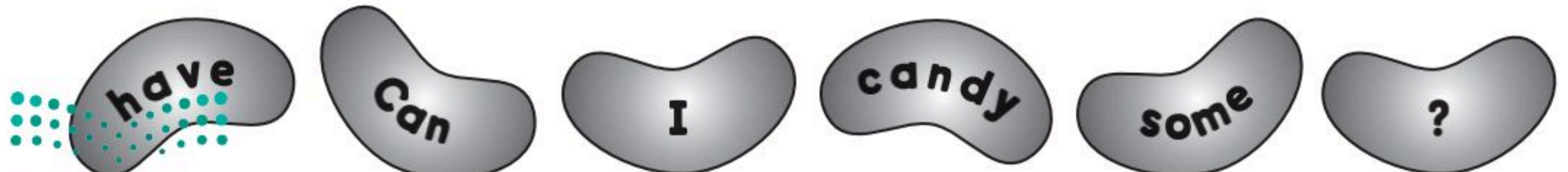
A Can I have some candy?

B Sure. Here you go.



A Thanks.

2 Can you unscramble the words and say the sentence?





# Goal 66 CD3 11 My Things: Talk Time

I can count from one to thirty.

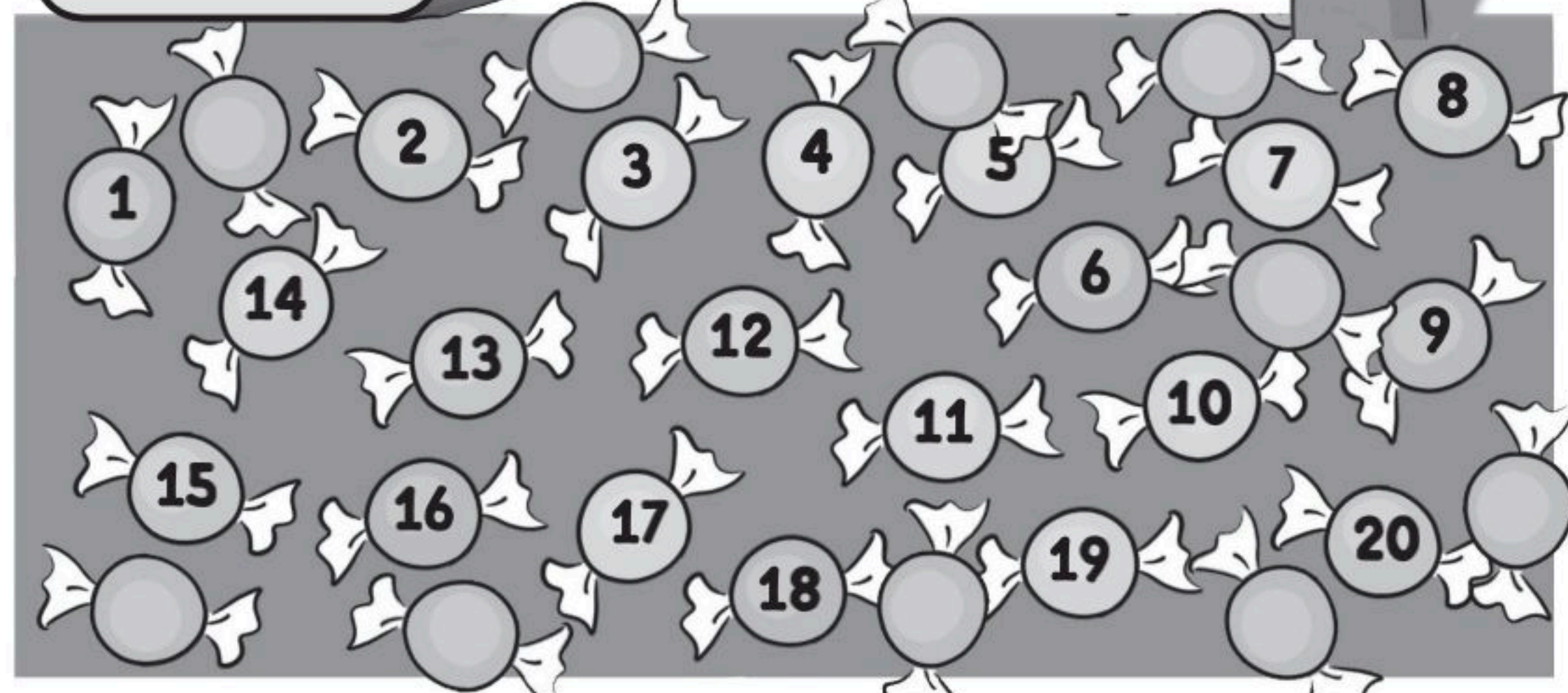
I listened to CD3 11  days this week.

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

**1** Listen, point, and practice. Then write the missing numbers on the candy.

**B** Let's count them.  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10,  
11, 12, 13, 14, 15, 16, 17,  
18, 19, 20, 21, 22, 23, 24,  
25, 26, 27, 28, 29, 30.

**A** How many are there?



**2** Say and write 30 to 1.

30 29



# Goal 67 CD3 12 My Things: Rhythms and Listening

I can chant the *Things on My Desk* chant.

I listened to CD3 12        days this week.

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



## 1 Listen, chant, and point.



**Pens and pencils,  
Pens and pencils.**



**Paper and glue,  
Paper and glue.**



**Scissors and erasers,  
Scissors and erasers.**



**Candy for you.  
Candy for you.**



## 2 Chant by yourself and write the missing letters.

e g s p a i c l y



p \_ n \_



\_encil\_



p\_p\_r



\_ \_ue



sc\_ssor\_



\_and\_





# Goal 68 CD3 13 My Things: Rhythms and Listening

I can ask to borrow some things in class.

I listened to CD3 13  days this week.

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

## 1 Listen and practice.

## 2 Write.

1. Can I use your \_\_\_\_\_ ?



2. Can I use your \_\_\_\_\_ ?



3. Can I use your \_\_\_\_\_ ?



4. Can I use your \_\_\_\_\_ ?



5. Can I use your \_\_\_\_\_ ?



### Hint Words

- eraser
- glue
- scissors
- pencil
- pen



# Goal 69 CD3 14 My Things: Words in Action



I can follow the teacher and play the Copycat Game.

I listened to CD3 14  days this week.

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

## 1 Listen, point, and practice.

1. **A** What's this? **B** It's a wallet.



2. **A** What's this?



**B** It's a cell phone.

3. **A** What's this? **B** It's a comic book.



4. **A** What's this?



**B** It's a watch.

## 2 Read and answer. Say and write.

1. What's this? It's a



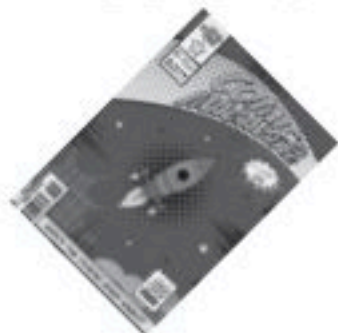
2. What's this? It's a



3. What's this? It's a



4. What's this? It's a



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....













# Goal 70 CD3 15 My Things: Words in Action

I can ask "What's this?" or "What are these?"

I listened to CD3 15        days this week.

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

## 1 Listen, point, and practice.

- 1. **A** What's this?  **B** It's an MP3 player.
- 2. **A** What are these?  **B** They're MP3 players.
- 3. **A** What's this?  **B** It's a pencil.
- 4. **A** What are these?  **B** They're pencils.
- 5. **A** What's this?  **B** It's a watch.
- 6. **A** What are these?  **B** They're watches.

## 2 Read and answer. Say and write.

- 1. What's number 5? It's a \_\_\_\_\_.
- 2. What's number 6? They're \_\_\_\_\_.

# Goal 71 CD3 16 My Things: Phonics















I can read the story "A Funny Day" by myself.

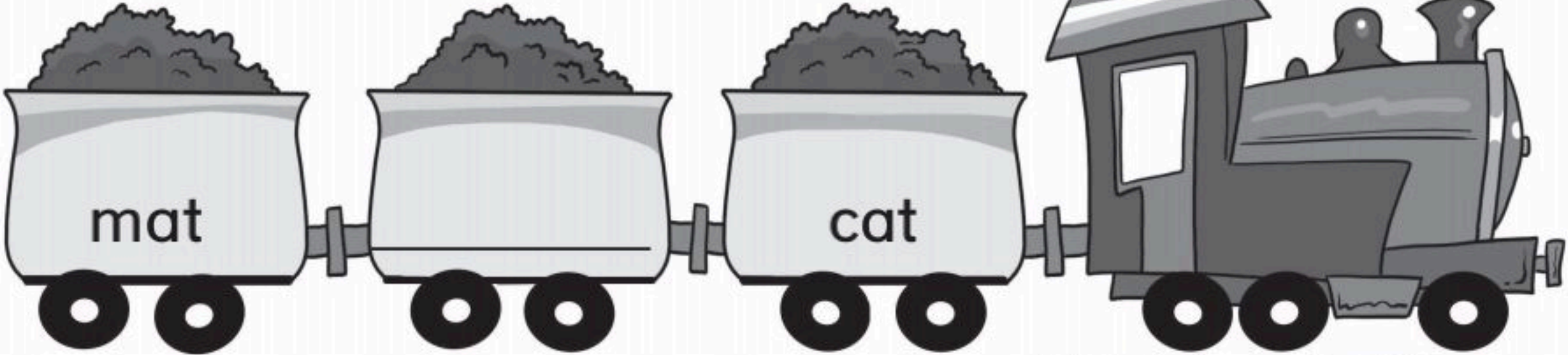
I listened to CD3 16        days this week.

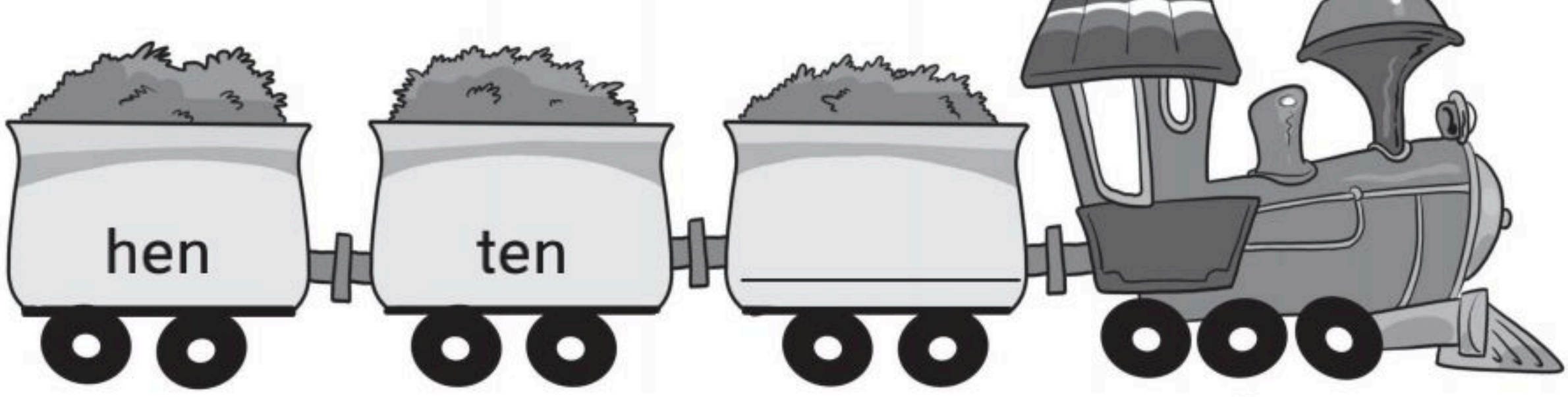
Name \_\_\_\_\_ Class \_\_\_\_\_


## 1 Listen and read.

No.1		No.2	
mat 	box 	hen 	bug 
bat 	fox 	ten 	rug 
cat 	ox 	pen 	mug 

## 2 Write the missing words in the trains.

1. 

2. 

3. 



# Goal 72 CD3 17 My Things: Phonics

I can count from 40 to 100.

I listened to CD3 17  days this week.

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

## 1 Listen and connect the numbers.

55	80	71	50	63
68	49	60	85	72
86	77	89	64	79
70	59	90	88	100

## 2 Listen and circle the correct number.

A.	35	36	B.	42	52
C.	63	66	D.	78	98
E.	64	84	F.	92	82

# Unit 3 My Day, Animals, Places



## Goal 73 CD3 18 My Day, Animals, Places: Talk Time

I can ask my friend questions about his / her day and get an answer.

I listened to CD3 18  days this week.

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

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



### 2 Read and answer.

1. Do you walk to school in the morning?

\_\_\_\_\_

2. Do you do your homework in the morning?

\_\_\_\_\_



# Goal 74 CD3 19 My Day, Animals, Places: Talk Time

I can tell the time, ask, and talk about everyday activities.

I listened to CD3 19  days this week.

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

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



1. I get up at seven o'clock.



2. I go to school at \_\_\_\_\_ o'clock.



3. I eat lunch at \_\_\_\_\_ o'clock.



4. I go to bed at \_\_\_\_\_ o'clock.

## 2 Put the days of the week in the right order. Write.

Thursday      Monday      Sunday      Friday  
Tuesday      Wednesday      Saturday

- Sunday
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**Goal 75** CD3 20 **My Day, Animals, Places: Rhythms and Listening**

I can chant, ask, and talk about animals using “can” or “can’t”.

I listened to CD3 20        days this week.

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



**1** Listen, point, and chant. Write the missing words.

huge green walk swim jump dive

Which animal is it?

Its jaws are \_\_\_\_\_ .

They crush and chew.

It can \_\_\_\_\_ and \_\_\_\_\_ ,

It can hunt for food!



Their skin is \_\_\_\_\_ ,

Their eyes pop out.

They can \_\_\_\_\_ and \_\_\_\_\_ ,

They are loud and fun.



**2** Read and answer. Then write sentences.

Can elephants swim?



Yes, they can.

Can they fly?

Can snakes bite?



Can they run?

Elephants can \_\_\_\_\_ but they can't \_\_\_\_\_ .

Snakes \_\_\_\_\_ but \_\_\_\_\_ .





# Goal 76 CD3 21 My Day, Animals, Places: Rhythms and Listening

I can talk about the weather.

I listened to CD3 21        days this week.

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



## 1 Listen, point, and chant. Write the missing words.

cloudy    rainy    sunny    snowy    windy



It's sunny and hot,  
Sit in the shade and talk.



It's \_\_\_\_\_ and gray.

There's no sun today!



It's \_\_\_\_\_ and wet.

We're not there yet!

It's \_\_\_\_\_ and cold.

Don't catch a cold!



It's cloudy and cool,

Get out of the pool!



## 2 Write.

A Two animals that live in very cold places:

\_\_\_\_\_

B Two animals that live in very hot places:



\_\_\_\_\_

# Goal 77 CD3 22 My Day, Animals, Places: Words in Action

I can ask and talk about jobs / what someone does.

I listened to CD3 22        days this week.

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



## 1 Listen and practice. Write.

astronaut computer technician businessman  
cook doctor firefighter pilot teacher farmer



businessman



## 2 Read and answer. Write.

Does your father work in an office? \_\_\_\_\_

Does he work at the airport? \_\_\_\_\_

What does he do? \_\_\_\_\_





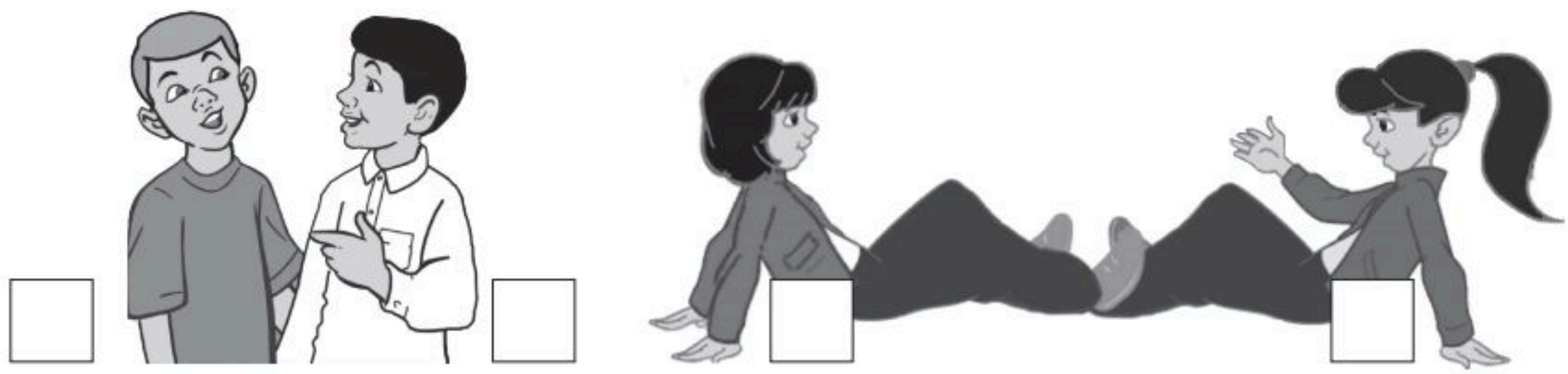
# Goal 78 CD3 23 My Day, Animals, Places: Words in Action

I can talk about someone's appearance using "have", "has".

I listened to CD3 23  days this week.

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

## 1 Listen, read, and number.



- \_\_\_\_\_ He has short, brown hair and brown eyes. He's wearing a thobe and speaking with his friend.
- \_\_\_\_\_ He has short, blond hair and blue eyes. He's wearing a blue T-shirt.
- \_\_\_\_\_ She has long, brown hair and brown eyes. She's wearing a jacket, a T-shirt and a long skirt.
- \_\_\_\_\_ She has short black hair and brown eyes. She's wearing a jacket, a T-shirt, a long skirt, and pink shoes.

## 2 Read and answer about a friend.

1. What's his/her name? \_\_\_\_\_
2. Is he/she tall or short? \_\_\_\_\_
3. Does he/she have long or short hair? \_\_\_\_\_
4. What's he/she wearing? \_\_\_\_\_
5. What's he/she doing? \_\_\_\_\_



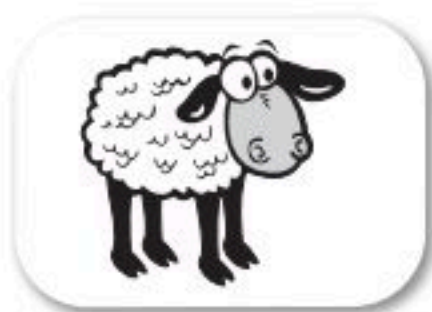
# Goal 79 CD3 24 My Day, Animals, Places: Phonics

I can make the sounds for ee and ea, use irregular plurals and "that" / "those".

I listened to CD3 24        days this week.

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

## 1 Listen and say. Write *ea* or *ee*.



1. h\_\_\_\_d    2. sh\_\_\_\_p    3. m\_\_\_\_t    4. br\_\_\_\_d

## 2 Write about the pictures. Use *there is / there are*.



There \_\_\_\_\_ is a man.

There \_\_\_\_\_

There \_\_\_\_\_



There \_\_\_\_\_

There \_\_\_\_\_

There \_\_\_\_\_

## 3 Write.

feet foot mouse mice teeth tooth



That's a foot.





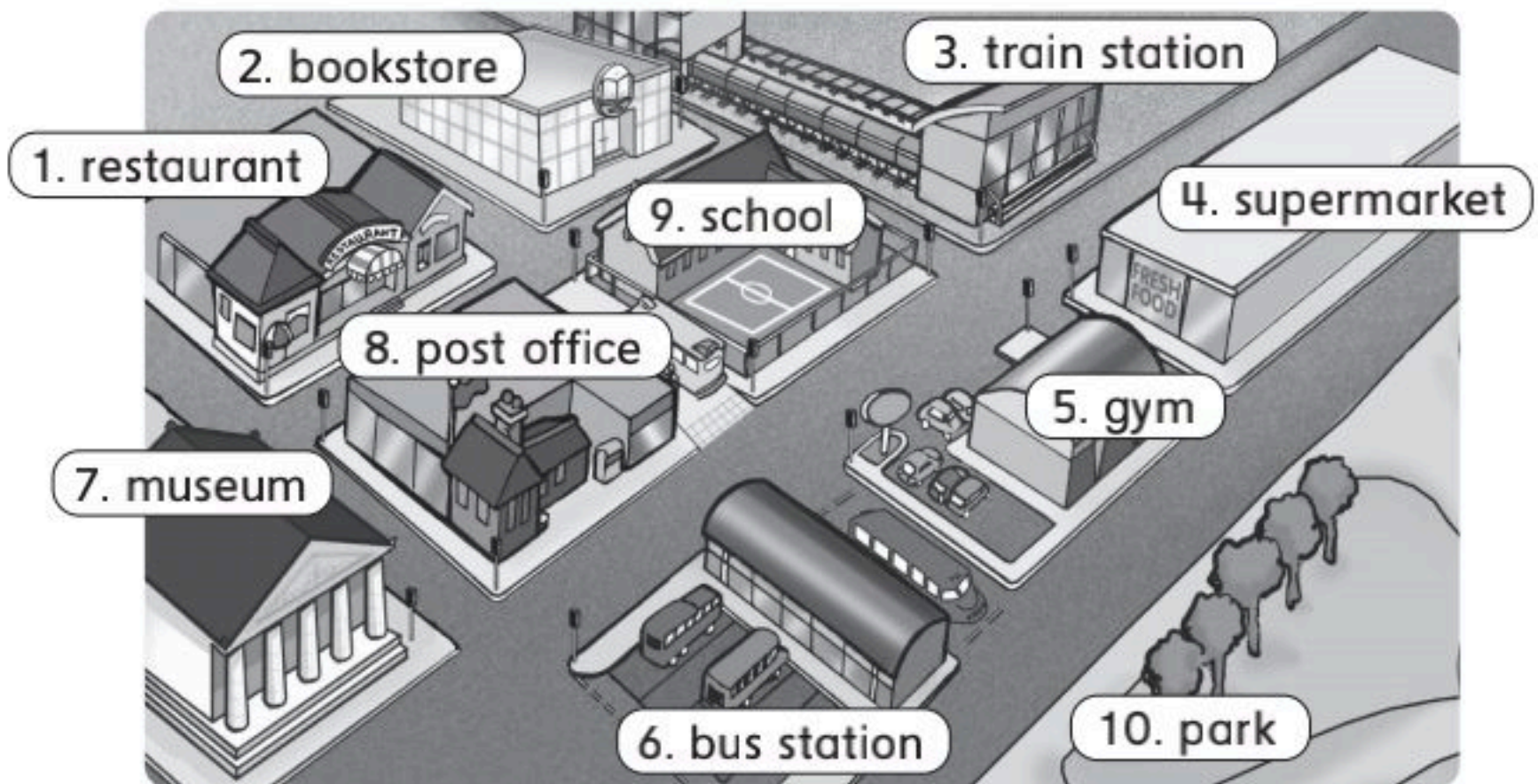
# Goal 80 CD3 25 My Day, Animals, Places: Phonics

I can talk about places in town and things in the house using "there is", "there are".

I listened to CD3 25        days this week.

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

## 1 Listen and point. Then circle T or F.



- 1. There's a bookstore between the restaurant and the train station. (T) F
- 2. There's a museum near the restaurant. T F
- 3. There's a bus station next to the school. T F
- 4. There's a supermarket opposite the gym. T F
- 5. There's a school between the post office and the train station. T F

## 2 Find photos about places in your country and make a poster. Write:

- where the place is
- something about the place

Faisaliah Tower

Faisaliah Tower is in Riyadh.

It is very tall.

