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English Language  
Elementary Stage  
Fifth Elementary Grade  
First Semester

اللغة الإنجليزية  
المرحلة الابتدائية  
الصف الخامس الابتدائي  
الفصل الدراسي الأول

# WE CAN!

KSA Edition

3

كتاب الطالب و التمارين  
**STUDENT'S BOOK  
AND  
WORKBOOK**



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Graw  
Hill  
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STUDENT'S BOOK  
3

**WE CAN!**



## **We Can! Student's Book 3**

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# Introduction: Classroom English

**1** Listen and point.



1

Good morning.  
Welcome to class.

Let's play a game.

Good idea!

2

Watch me.

3

Make pairs.

4

Let's start!

5

Okay! Stop!







# Unit 1 Feelings

## Talk Time

### 1 Listen and point.

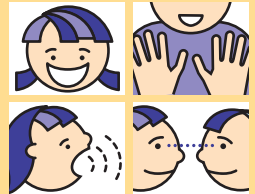


### 2 Practice the talks in pairs.

### 3 Act out the talks in pairs.



#### Remember the Big Four



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

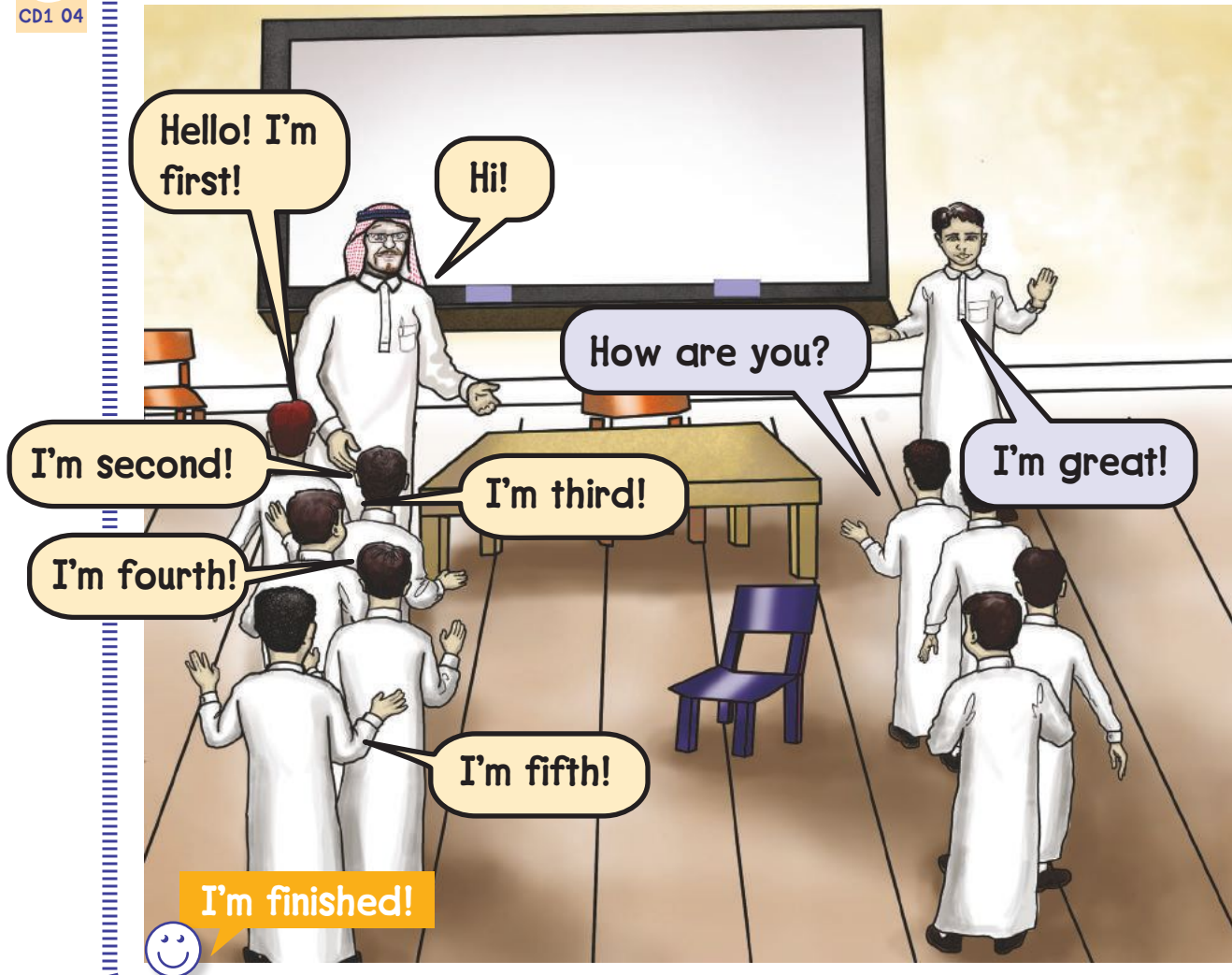
# Fun Time!

## 4 Greeting Line

Talk to the teacher and leader.



CD1 04



### I Can ...

- greet my teacher and ask "How are you?"
- say "I'm first, second, third ..."





# Rhythms and Listening

1 Chant and do.



## If You're Happy and You Know It

If you're **happy** and you **know** it,

Clap your **hands**. (  ,  )

If you're **happy** and you **know** it,

Clap your **hands**. (  ,  )

If you're **happy** and you **know** it,

Then your **face** will surely **show** it,

If you're **happy** and you **know** it,

Clap your **hands**. (  ,  )



## Sounds and Letters

2 Listen, say, and match.



cap

clap



lock

clock





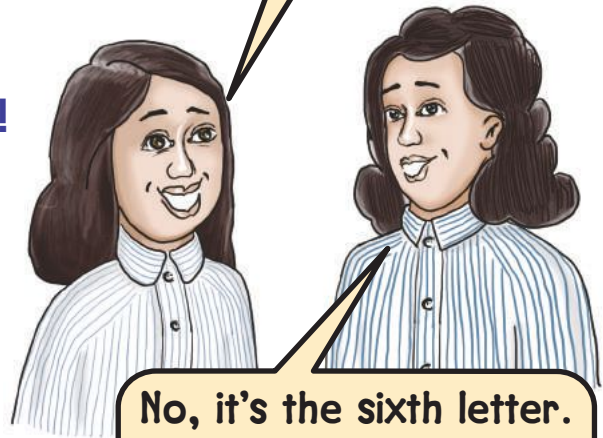
# Fun Time!

## 3 Confusion Game

Try and trick your partner!



F is the seventh letter of the alphabet.



No, it's the sixth letter. G is the seventh letter.

1 first	.....
2 second	.....
3 third	.....
4 fourth	.....
5 fifth	.....

6 sixth	.....
7 seventh	.....
8 eighth	.....
9 ninth	.....
10 tenth	.....

This is fun!



Ha-ha!



### I Can ...

- chant the *If You're Happy and You Know It* chant with a partner.
- play the Confusion Game with a partner and say "sixth, seventh, eighth, ..."







# Words in Action

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



1.



I'm hungry.

2.



I'm thirsty.

3.



I'm hot.

4.



I'm cold.

5.



I'm sleepy.

6.



I'm scared.

**2** Listen and do.

**3** Practice and do in pairs.



What's the matter?



I'm hungry.

# Fun Time!

## 4 Same as the Leader Game

Do the same action as the leader.



### I Can ...

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






# Phonics

## 1 Listen, point, and say.




A says ... a, a,  and A says ... a, a,   
 apple apron

**a**




cap




tap

**a\_e**









cape



tape

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









<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

## 3 Listen, say, and match.



I says ... i, i, ink and I says ... i, i, iron

ink				Tim
iron				pine
pin				time

# Fun Time!

## 4 Phonics Game

Mime and say in pairs.



I says ...

I, i, pine.



### I Can ...

- listen and point to the right pictures and words.
- say, read, and write the sounds for a, apple; a, cape; i, pin; i, pine by myself.



## Advice Time

Love your friend as you love yourself.







# Unit 2 Things We Wear

## Talk Time

1 Listen and point.



2 Practice and act out the talks in pairs.

## Sounds and Letters

3 Listen, point, and number. Then say.



whose     1 who     what     white

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



# Fun Time!

**Grammar Toolbox**  
It's my hat. → It's mine.  
It's not my hat. → It's not mine.

## 4 Whose ... is This?

Ask your classmates about people's belongings.



### I Can ...

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





# Rhythms and Listening

1 Chant and clap the rhythm.



Who is Wearing Green?

Green, green, green, green.

Who is wearing green today?

Green, green, green, green.

Who is wearing green?

I am wearing green today.

Look at me,

And you will see,

That I am wearing green today.



# Sounds and Letters

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



green grass

The \_\_\_ ass is \_\_\_ een. It's \_\_\_ eat!







# Fun Time!

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

## 3 Clothes Color Basket



Ask about the colors your classmates are wearing.



### I Can ...

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







# Words in Action

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



Boys

I'm wearing ...



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

Girls

I'm wearing ...



6. a hat
7. a blouse
8. a sweater
9. a skirt
10. shoes

**2** Practice saying the chants.

Boys chant the boys' clothes. Girls chant the girls' clothes.

# Fun Time!

3 Touch the screen.

Listen and touch the right picture! Use two hands.



What?



Once more, please!



I can't remember.



## I Can ...

- say the names of five things that you can wear.
- name two things I am wearing, saying "I'm wearing ... and ... today."

GOAL 13

GOAL 14



# Phonics

1 Listen, read, and say.



## P and B Jingles

**P** says p, p, parrot.  
 says p, p, pen.  
 says p, p, panda.



**B** says b, b, bear.  
 says b, b, banana.  
 says b, b, bed.



## Sounds and Letters

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



plane

blue



plate

black

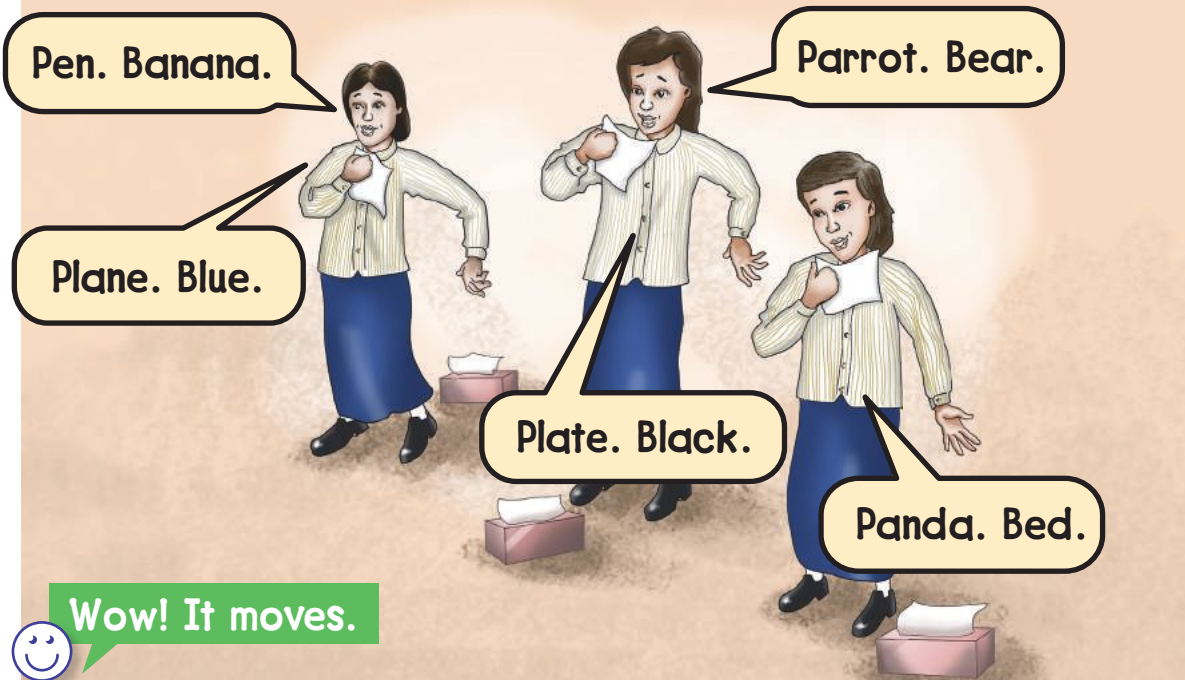


The \_\_\_ate is \_\_\_ue.

# Fun Time!

## 3 Does It Move?

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



## I Can ...

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



## Advice Time

Dress neatly.



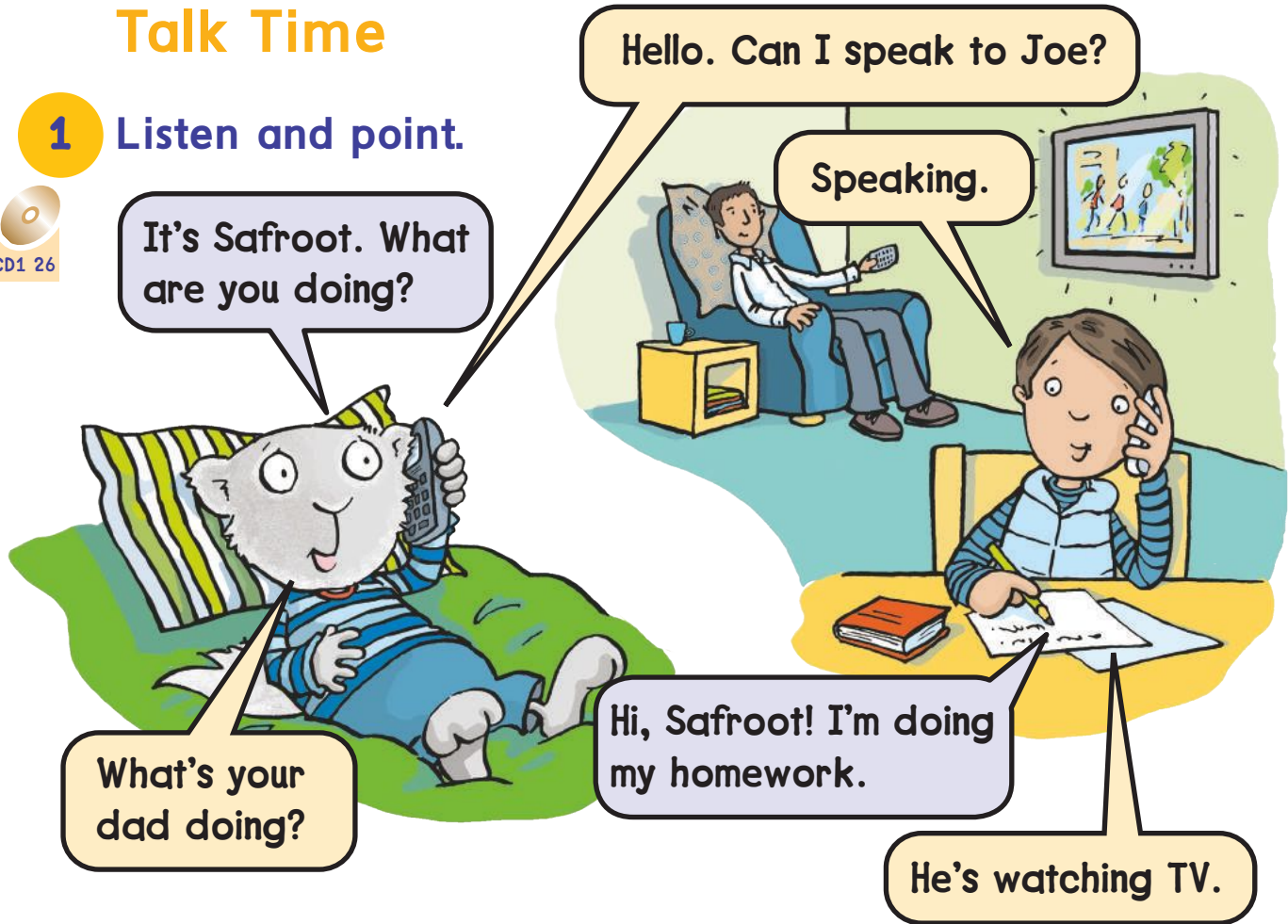




# Unit 3 Things We Do

## Talk Time

1 Listen and point.



2 Practice and act out the talks in pairs.

## Sounds and Letters

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



phone      photo      phonics      elephant

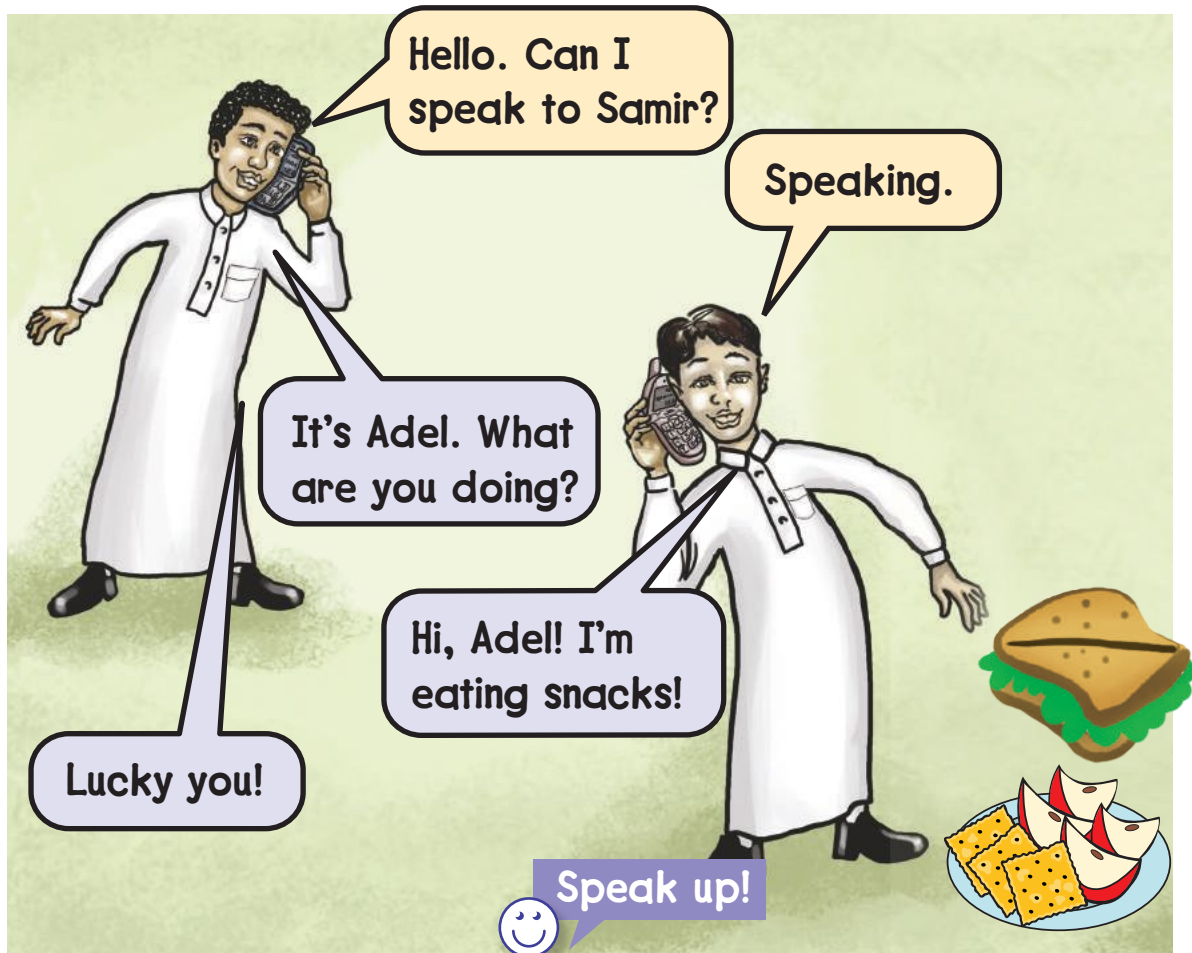
I like the ele \_\_\_ ant \_\_\_ oto.

# Fun Time!

## 4 Telephone Conversation



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



### I Can ...

- act out the telephone talks with a partner.
- have a telephone conversation in English.





# Rhythms and Listening

1 Listen and chant.



## What Are You Doing?

What are you doing?

I'm doing karate, doing karate,  
doing karate.



What are you doing?

I'm doing karate,  
and how about you?

What are you doing?

I'm playing football, playing football,  
playing football.



What are you doing?

I'm playing football,  
and how about you?

2 Chant again and do.

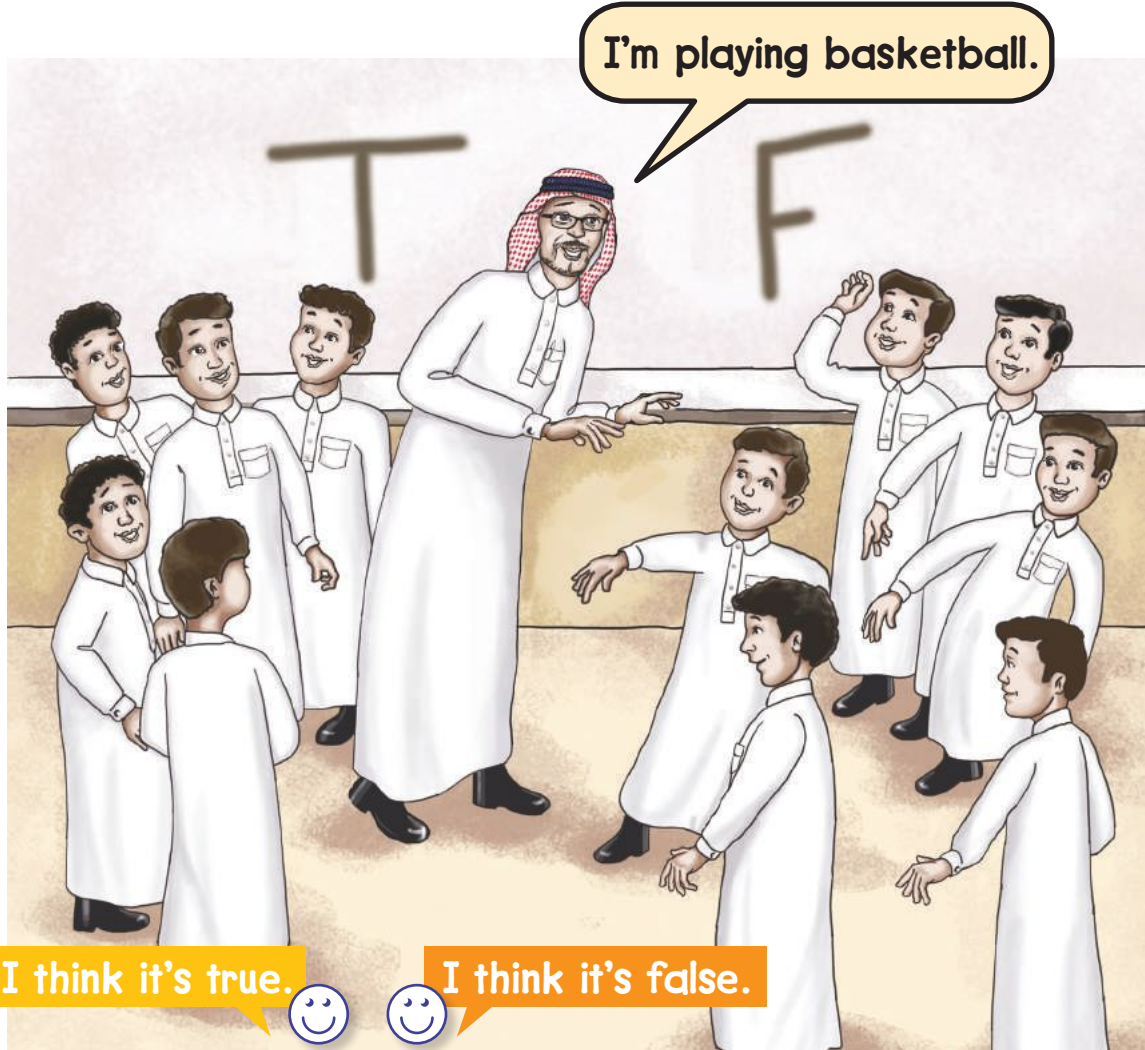


# Fun Time!

## 3 True or False Action Game



Run to the T or F when your teacher does the action.



### I Can ...

- chant the *What Are You Doing?* chant.
- play the True or False Action Game with a friend.







# Words in Action

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

I'm ...

He's ...



1. doing my homework



2. watching TV



3. eating snacks



4. doing karate



5. playing football



6. playing computer games

# Sounds and Letters

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



gring

ring

rink



wink

giwn

wing



speak

speaking

peaking



## Grammar Toolbox

I'm playing football. → sports with a ball

I'm doing karate. → sports without a ball

# Fun Time!

## 3 Card Snap Game

When your teacher says the sentence, hit the card.



## I Can ...

- play the Card Snap Game with friends.
- say two things when asked "What are you doing?"





# Phonics

1 Listen, read, and say.



## T and D Jingles

**T** says t, t, tiger.  
 says t, t, tomato.  
 says t, t, telephone.

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



## Sounds and Letters

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



\_\_\_ ee

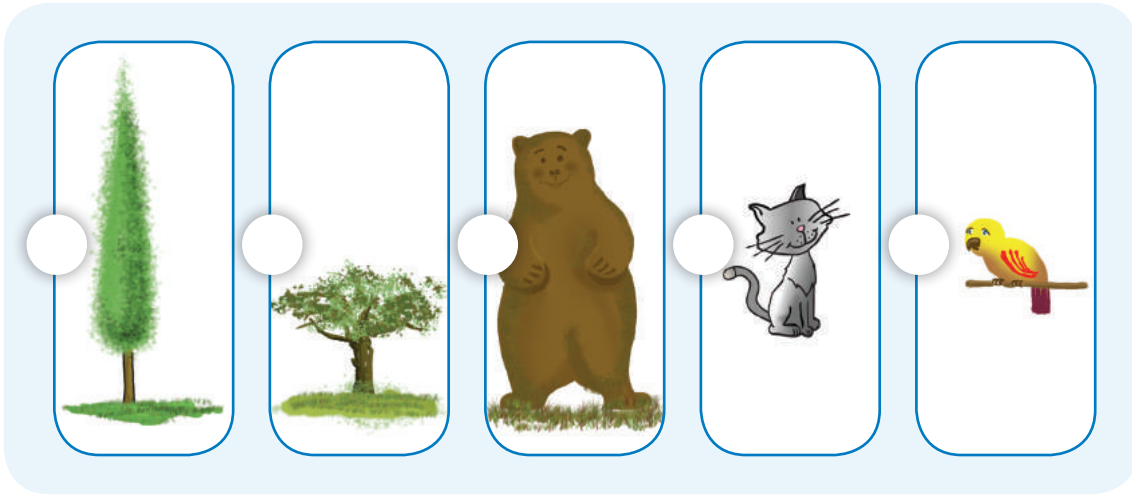
\_\_\_ uck

\_\_\_ ess

\_\_\_ ink

# Fun Time!

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



Where is it?



Here it is. I found it!



## I Can ...

- tell if the words start with t or d.
- say two words that begin with t or d, and describe things.

GOAL 23

GOAL 24

## Advice Time

Do what's right.







# Unit 4 Beautiful Nature

## Talk Time

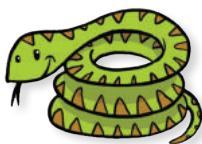
1 Listen and point.



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



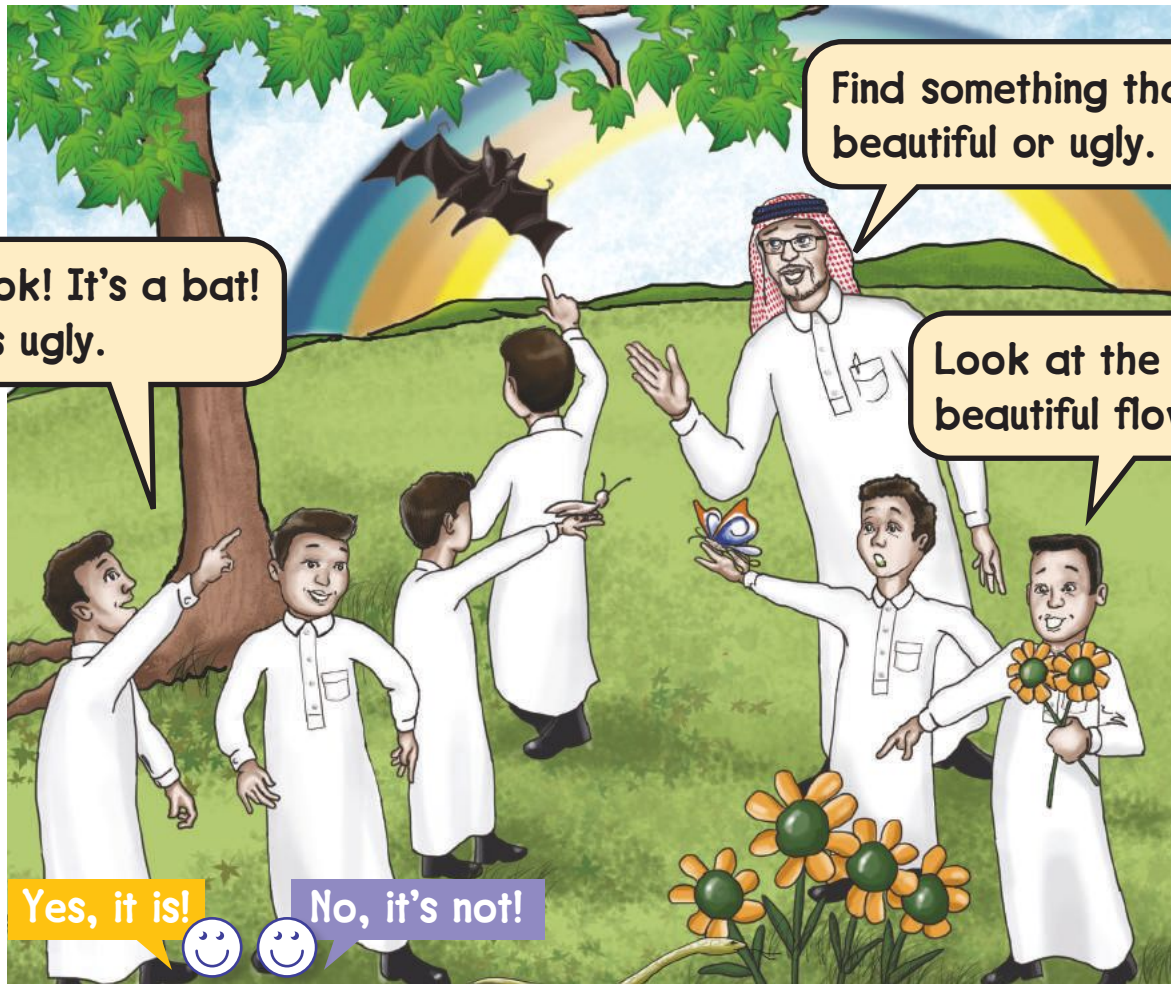
\_\_\_ ow

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

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. **3**  
September, October,  
November.

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



Flowers are out, it's  
spring.  
March, April, May.

2



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

And back again.

4



Ha-ha!



This is fun!



### 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

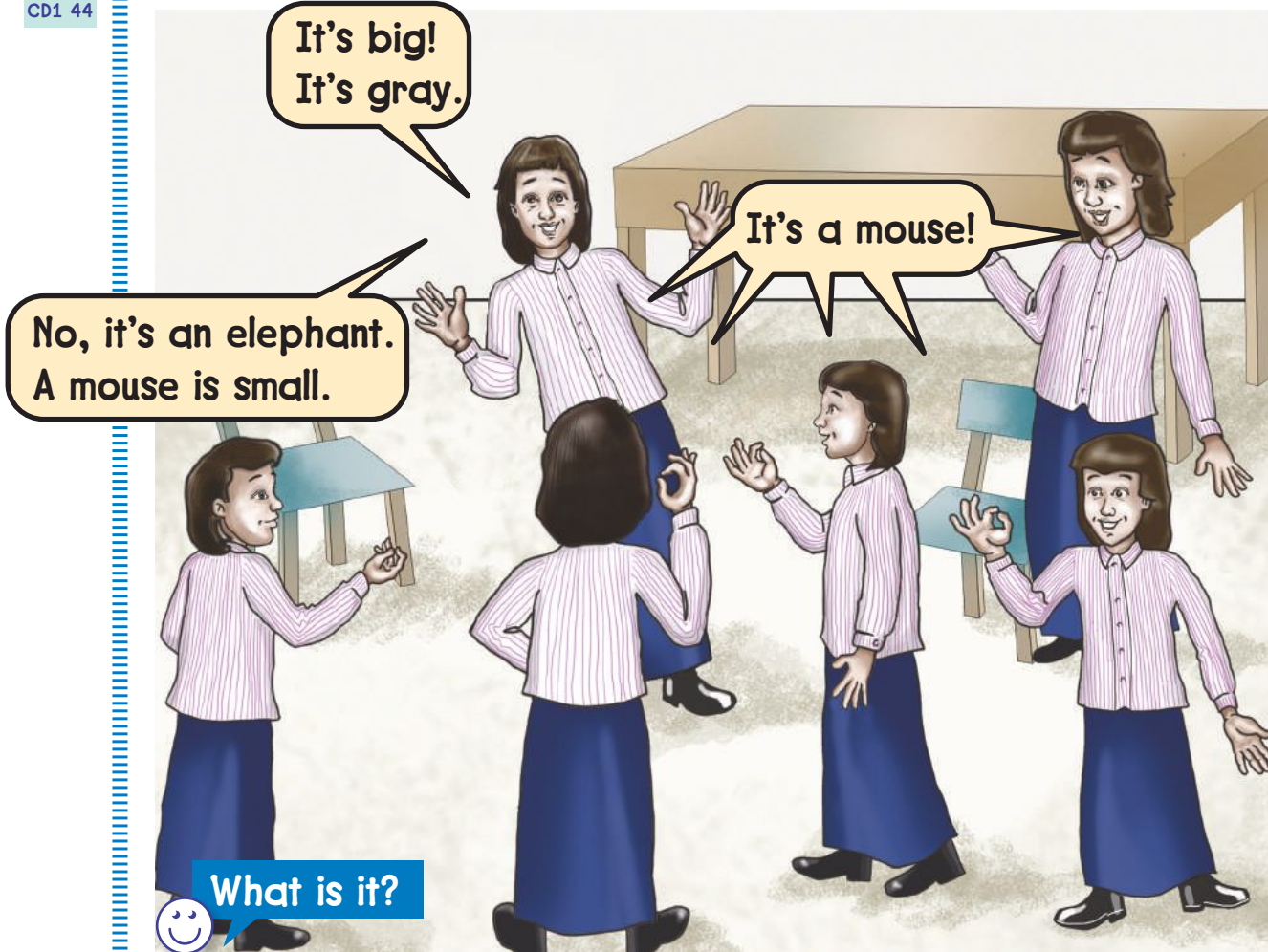
**2** Shout the opposites in two groups.

**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.





# 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.

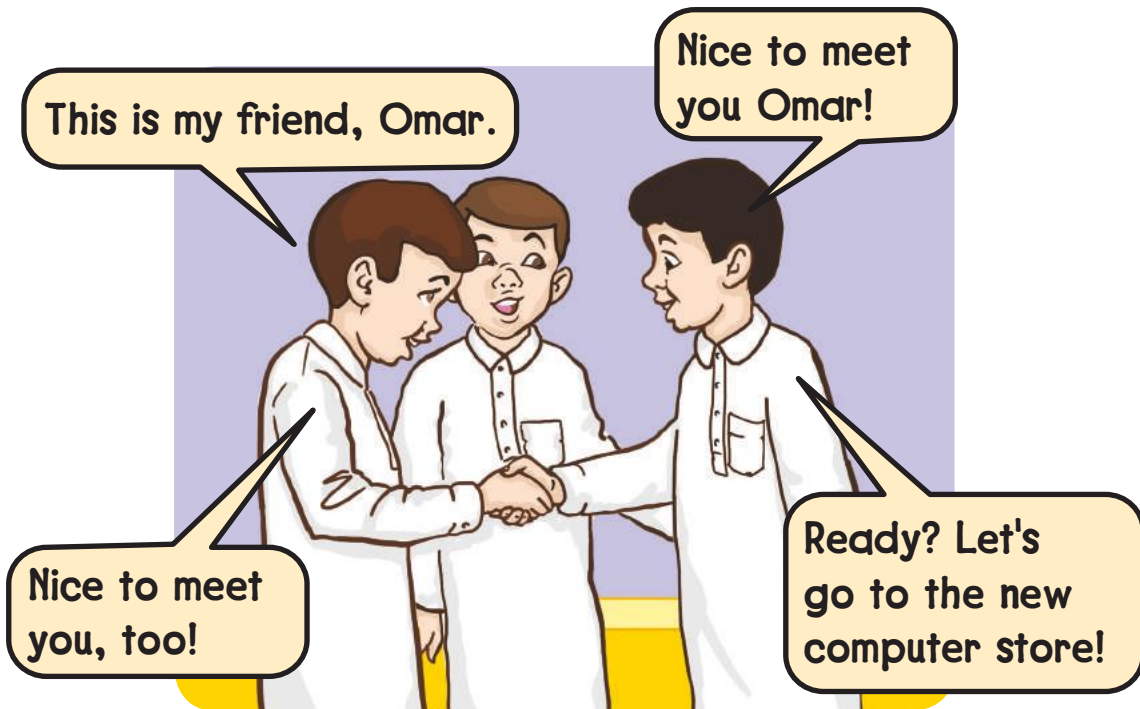




# Unit 5 Friends, Actions, Things

## 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? _____	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! _____



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.



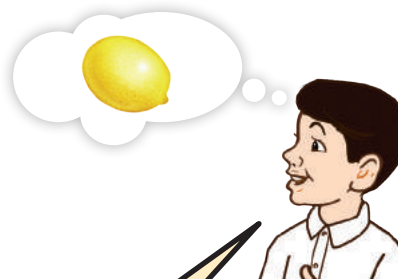
Is it cold or hot?

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.





- |    |   |                          |                          |                          |  |    |  |                          |                          |                          |  |
|----|---|--------------------------|--------------------------|--------------------------|--|----|--|--------------------------|--------------------------|--------------------------|--|
| 1. |  | /s/                      | /z/                      | /ɪz/                     |  | 4. |  | /s/                      | /z/                      | /ɪz/                     |  |
|    |   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |    |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| 2. |  | /s/                      | /z/                      | /ɪz/                     |  | 5. |  | /s/                      | /z/                      | /ɪz/                     |  |
|    |   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |    |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| 3. |  | /s/                      | /z/                      | /ɪz/                     |  | 6. |  | /s/                      | /z/                      | /ɪz/                     |  |
|    |   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |    |  | <input type="checkbox"/> | <input type="checkbox"/> | <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.

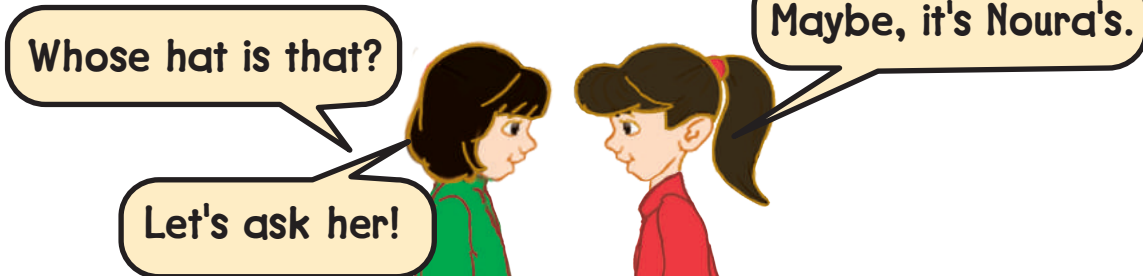
Food	YES	NO	School things	YES	NO
apples			books		
sandwiches			notebooks		
orange juice			a poster		
carrots			pens		

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

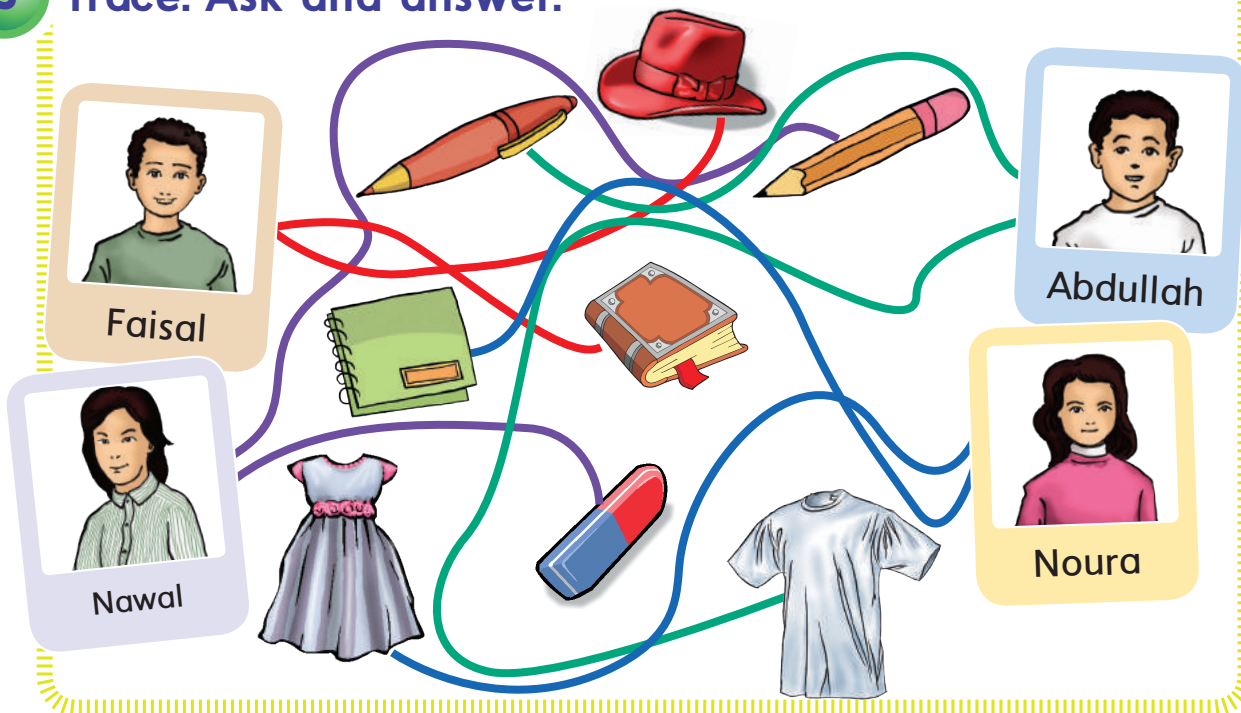
# Fun Time!

Whose ... is that?

4 Listen, point, and say.



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



# Phonics Jingle



CD2 42

① Listen and chant.



CD2 43

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

**A** says ... **a, a, apple.**

**Aa**

apple



**Bb**

bear



**Cc**

cow



**Dd**

duck



**Ee**

egg



**Ff**

fish



**Gg**

goat



**Hh**

hat



**Ii**

ink



**Jj**

jet



**Kk**

kiwi



**Ll**

lion



**Mm**

monkey



**Nn**

nest



**Oo**

octopus



**Pp**

parrot



**Qq**

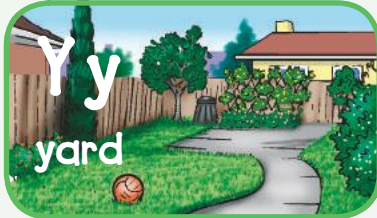
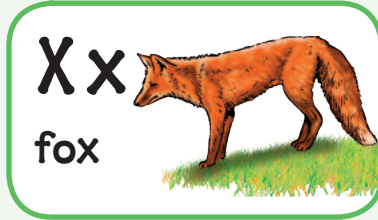
quilt



**Rr**

rabbit





### 3 Unscramble the letters and write the words.

rbea

b \_ \_ \_

dkcu

d \_ \_ \_

otag

g \_ \_ \_

iwki

k \_ \_ \_

ykemno

m \_ \_ \_ \_

rtapro

p \_ \_ \_ \_

itrbab

r \_ \_ \_ \_

greti

t \_ \_ \_

lubrleam

u \_ \_ \_ \_

bazre

z \_ \_ \_



# Handwriting Practice: Phonics Key Words

① Read and say.

② Trace and copy.



apple apple apple



bear



cow



duck



egg



fish



goat



hat



ink



jet



kiwi



lion



monkey



nest



octopus



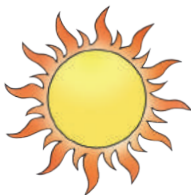
parrot



quilt



rabbit



sun



tiger



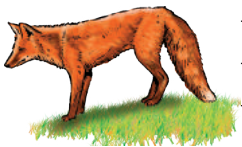
umbrella



vase



wolf



fox



yard



zebra





# Words with a e i o u

CD2 44

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

1. art

2. \_\_\_range

3. \_\_\_lephant

4. \_\_\_nk



18



5. \_\_\_mbrella

6. \_\_\_pricot

7. \_\_\_nder

8. \_\_\_ighteen

CD2 45

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



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



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

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



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

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

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

11

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

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



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

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

We call them sounds and letters!



Words with a\_e, i\_e  
Long Vowels and Clever \_e

1 Listen, point, and say.

CD2 46



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

CD2 47

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

# Picture Dictionary



big p32



blouse p16



a cap p16



clap p6



cold p8



crab p34



doing karate p24



doing my  
homework p24



a dress p17



eating snacks  
p24



fall p31



glasses p17



gorilla p34



grass p34



hot p8



hungry p8



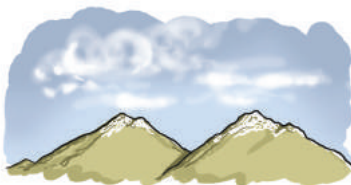
an iron p10



lock p6



long p32



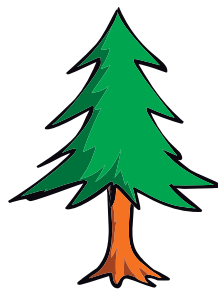
mountains p30



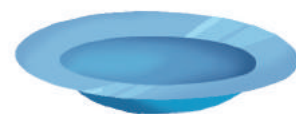
noisy p32



a photo p20



a pine p10



a plate p18





playing computer  
games p24



playing football  
p24



quiet p32



sandals p17



scared p8



shake p28



a shirt p17



short p32



show p28



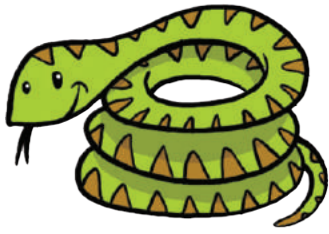
a skirt p16



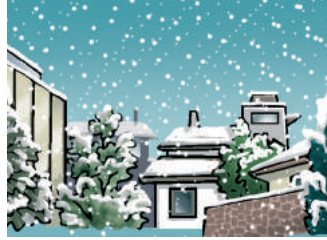
sleepy p8



small p32



a snake p28



snow p28



speaking p20



spring p31



strong p32



summer p31



a tap p10



a tape p10



thirsty p8



watching TV p24



weak p32



winter p31

## CD 1 Audio Track List

Track	Unit	Student Book Section
2	Intro	Exercise 1. Listen and point
3	1	Exercise 1. Listen and point
4	1	Exercise 4. Greeting Line
5	1	Exercise 1. Chant and do
6	1	Exercise 2. Listen, say, and match
7	1	Exercise 3. Confusion Game
8	1	Exercise 1. Listen, point, and say
9	1	Exercise 3. Practice and do in pairs
10	1	Exercise 4. Same as the Leader Game
11	1	Exercise 1. Listen, point, and say
12	1	Exercise 2. Listen and number
13	1	Exercise 3. Listen, say, and match
14	1	Exercise 4. Phonics Game
15	2	Exercise 1. Listen and point
16	2	Exercise 3. Listen, point, and number
17	2	Exercise 4. Whose ... is This?
18	2	Exercise 1. Chant and clap the rhythm
19	2	Exercise 2. Listen, point, and say
20	2	Exercise 3. Clothes Color Basket
21	2	Exercise 1. Listen, point, and chant
22	2	Exercise 3. Touch the screen
23	2	Exercise 1. Listen, read, and say
24	2	Exercise 2. Listen, say, and match
25	2	Exercise 3. Does It Move?
26	3	Exercise 1. Listen and point
27	3	Exercise 3. Listen, say, and match
28	3	Exercise 4. Telephone Conversation

Track	Unit	Student Book Section
29	3	Exercise 1. Listen and chant
30	3	Exercise 3. True or False Action Game
31	3	Exercise 1. Listen, point, and say
32	3	Exercise 2. Listen, point, and say
33	3	Exercise 3. Card Snap Game
34	3	Exercise 1. Listen, read, and say
35	3	Exercise 2. Listen, number, and say
36	3	Exercise 3. Listen and touch the right picture
37	4	Exercise 1. Listen and point
38	4	Exercise 3. Listen, point, and say
39	4	Exercise 4. Find Something Beautiful!
40	4	Exercise 1. Chant and march
41	4	Exercise 2. Listen, say, and number
42	4	Exercise 3. Months and Seasons Chant
43	4	Exercise 1. Listen, point, and say
44	4	Exercise 4. Guess what it is
45	4	Exercise 1. Listen, read, and say
46	4	Exercise 2. Listen, point, and say
47	4	Exercise 3. Word Making Game
48	5	Exercise 1 Listen and say
49	5	Exercise 3 Good morning! Chant
50	5	Exercise 1 Listen and chant
51	5	Exercise 3 Guess the Action Game
52	5	Exercise 1 Point and chant
53	5	Exercise 3 The 3 Questions Game
54	5	Exercise 1 Listen and check
55	5	Exercise 2 Listen and check
56	5	Exercise 4 Whose is that?

## CD 2 Audio Track List

Track	Unit	Workbook Section
2	1	Exercise 1. Listen, point, and practice
3	1	Exercise 1. Listen, point, and practice
4	1	Exercise 1. Listen, say, and do
5	1	Exercise 1. Listen and touch
6	1	Exercise 1. Listen, point, and practice
7	1	Exercise 1. Listen, point, and practice
8	1	Exercise 1. Listen, point at the pictures
9	1	Exercise 1. Listen, number the pictures
10	2	Exercise 1. Listen, point, and practice
11	2	Exercise 1. Listen, point, and practice
12	2	Exercise 1. Listen and chant
13	2	Exercise 1. Listen and color
14	2	Exercise 1. Listen, point, and practice
15	2	Exercise 1. Listen, point, and practice
16	2	Exercise 1. Listen and practice
17	2	Exercise 1. Listen, point, and practice
18	3	Exercise 1 Listen, point, and practice
19	3	Exercise 1. Listen, point, and practice
20	3	Exercise 1. Listen and chant
21	3	Exercise 1. Listen, point, and practice
22	3	Exercise 1. Listen, point, and practice
23	3	Exercise 1. Listen, point, and practice

Track	Unit	Workbook Section
24	3	Exercise 1. Listen and practice
25	3	Exercise 1. Listen, point, and practice
26	4	Exercise 1. Listen, point and practice
27	4	Exercise 1. Listen, point, and practice
28	4	Exercise 1. Listen and chant
29	4	Exercise 1. Listen and chant
30	4	Exercise 1. Listen, point, and practice
31	4	Exercise 1. Listen, point, and practice
32	4	Exercise 1. Listen and practice
33	4	Exercise 1. Listen, point, and practice
34	5	Exercise 1 Listen and practice
35	5	Exercise 1 Listen and chant
36	5	Exercise 1 Listen and chant
37	5	Exercise 1 Listen and practice
38	5	Exercise 1 Listen and chant
39	5	Exercise 1 Listen and practice
40	5	Exercise 1 Listen and check
41	5	Exercise 1 Listen and practice
42	Phonics Practice	Exercise 1 Listen and chant
43	Phonics Practice	Exercise 2 Listen and point
44	Phonics Practice	Exercise 1 Listen and write
45	Phonics Practice	Exercise 2 Listen, point, and say
46	Phonics Practice	Exercise 1 Listen, point, and say
47	Phonics Practice	Exercise 2 Look at the picture



# Word List

apron	10	gorilla	34	second	5
bag	35	grass	34	seventh	7
bat	28	gray	33	shake	28
beautiful	28	green	14	shirt	17
big	32	hands	6	shoes	16
blouse	16	hat	16	short	32
blue	15	hills	30	show	28
brown	14	hot	8	sixth	7
the campfire	30	hungry	8	skirt	16
cap	16	ink	10	the sky	30
cape	10	iron	10	sleepy	8
cats	30	jacket	16	small	32
clap	6	jeans	16	snake	28
clock	6	jumping	38	snow	28
chest	6	laughing	38	sour	40
cold	8	Let's do it again.	2	speaking	20
crab	34	Let's play a game.	2	spring	31
cycling	38	lock	6	stars	30
daffodils	30	long	32	strong	32
doing karate	24	Make pairs.	2	summer	31
doing my homework	24	mountains	30	sunglasses	16
dress	17	ninth	7	sweater	16
drink	26	noisy	32	sweet	40
eating snacks	24	One more time.	2	tasty	40
eighth	7	orange	14	tap	10
fall	31	phone	20	tape	10
fifth	5	photo	20	tenth	7
fingers	6	pin	10	third	5
first	5	pine	10	thirsty	8
flower	29	plate	18	T-shirt	16
foot	6	playing computer games	24	tree	26
fourth	5	playing football	24	ugly	28
glass	34	Please listen to me.	2	watching TV	24
glasses	17	quiet	32	Watch me.	2
Good afternoon!	37	ring	24	weak	32
Good evening!	37	rolling hills	30	wearing	14
Good idea!	2	salty	40	What's the matter?	8
Good job!	2	sandals	17	wing	24
Good morning!	37	scared	8	winter	31
Goodnight!	37			You were great!	2

الحد الأدنى	By the end of grade five students will be able to:	الفترة Session				الرمز Code
		الأولى 1 <sup>st</sup>	الثانية 2 <sup>nd</sup>	الثالثة 3 <sup>rd</sup>	الرابعة 4 <sup>th</sup>	
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”).	√		√		1/7/5
x	Recognise and differentiate between the endings of plural nouns (/s/ as in “cats”, /z/ as in “birds”, /iz/ as in “dresses”).		√	√		2/7/5
x	Recognise and produce some English digraphs (ch, sh, ph, wh).	√	√	√		3/7/5
x	Recognise and produce some consonant blends (pl, cl).	√		√		4/7/5
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”).	√	√	√	√	5/7/5
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”).		√	√	√	6/7/5
x	Ask questions using <i>What, Who, Where</i> .	√	√	√	√	7/7/5
	Identify irregular plural nouns.	√		√	√	8/7/5
	Use the intensifier <i>very</i> .		√	√	√	9/7/5
x	Introduce people to each other, e.g. <i>This is Abdullah</i> .	√				10/7/5
x	Identify and talk about people using the verb <i>to be</i> .	√	√	√	√	11/7/5
x	Identify and talk about toys, games and classroom objects.	√	√	√	√	12/7/5
x	Identify and talk about rooms/items in a house.				√	13/7/5
x	Describe location using prepositions of place ( <i>in, on, under, next to, between</i> ).		√	√	√	14/7/5
x	Describe physical appearance.		√	√		15/7/5
x	Express possession using the verb <i>to have</i> and <i>my/your/his/her/our</i> .	√	√		√	16/7/5
	Describe animals using possessive adjectives ( <i>its, their</i> ).		√	√	√	17/7/5
x	Talk about ability ( <i>can/can't</i> ).				√	18/7/5
	Ask about number using <i>How many ...?</i>				√	19/7/5
	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> .				√	20/7/5
x	Talk about the weather.		√		√	21/7/5
x	Talk about likes and dislikes.	√	√		√	22/7/5
	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> ).		√			23/7/5
x	Make suggestions using <i>Let's</i> .	√	√			24/7/5
x	Ask about and tell the time ( <i>o'clock</i> only).				√	25/7/5
	Identify and talk about the days of the week, months and seasons.		√		√	26/7/5
x	Ask and respond to simple sentences about everyday activities in the Present Simple tense using the first and second person singular.	√		√	√	27/7/5
x	Greet someone politely at different times of the day, e.g. <i>Good morning/afternoon/evening</i> . Say <i>Goodbye/Good night</i> .	√	√			28/7/5
x	Identify and talk about different times of the day (morning, afternoon, evening, night).		√	√	√	29/7/5
x	Identify prepositions of time ( <i>in, on, at</i> ).			√	√	30/7/5
	Ask about activities happening at the moment of speaking using the Present Progressive (Affirmative, Negative, Interrogative and short answers).	√	√	√		31/7/5
x	Identify occupations and talk about what someone does using the Present Simple (Affirmative, Negative, Interrogative and short answers).				√	32/7/5
	Ask and answer about possession using the Possessive Case and <i>whose</i> .	√	√			33/7/5
	Identify and talk about clothes.	√			√	34/7/5
x	Follow a short simple text while listening to the audio recording.	√	√	√	√	35/7/5

Listening and Speaking

الحد الأدنى	By the end of grade five students will be able to:	Session الفترة				الرمز Code		
		الأولى 1 <sup>st</sup>	الثانية 2 <sup>nd</sup>	الثالثة 3 <sup>rd</sup>	الرابعة 4 <sup>th</sup>			
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

WORKBOOK  
3

**WE CAN!**





# Contents

<b>Workbook</b>		
<b>Unit 1</b>	<b>Feelings</b>	<b>63</b>
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<b>Unit 5</b>	<b>Friends, Actions, Things</b>	<b>95</b>



# Goal 1 CD2 02 Feelings: Talk Time

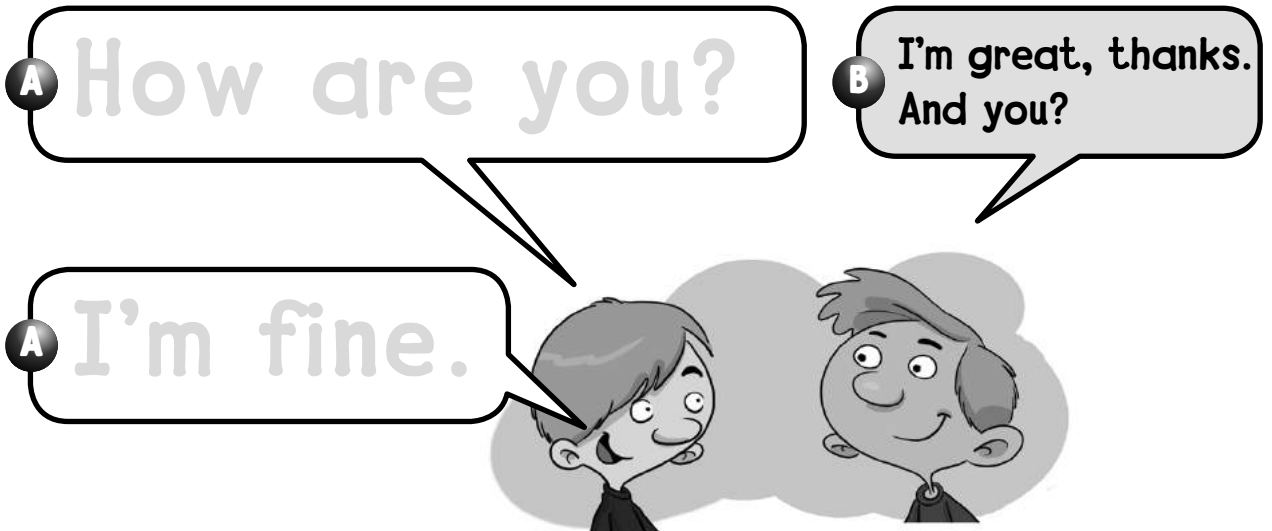
I can greet my teacher and ask "How are you?"

I listened to CD2 02        days this week.

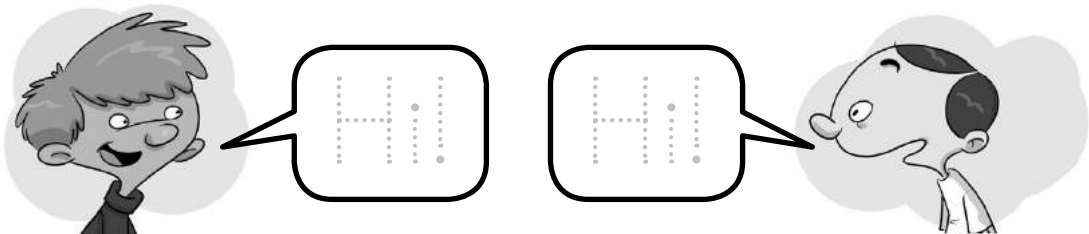
Name \_\_\_\_\_ Class \_\_\_\_\_



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



## 2 Join the dots. Read.





## Goal 2 CD2 03 Feelings: Talk Time



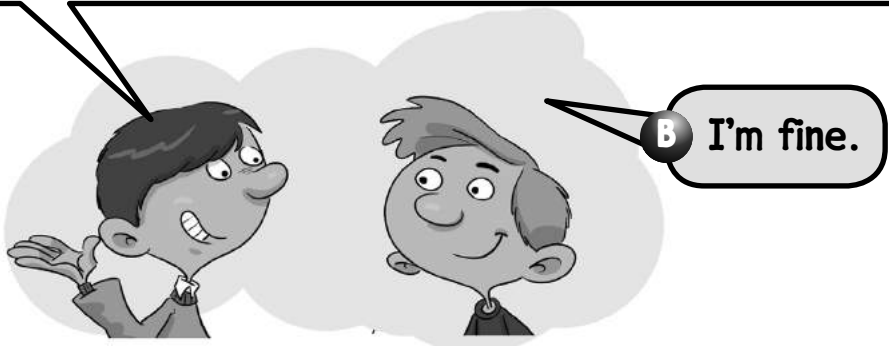
I can say "I'm first, second, third ..."

I listened to CD2 03        days this week.

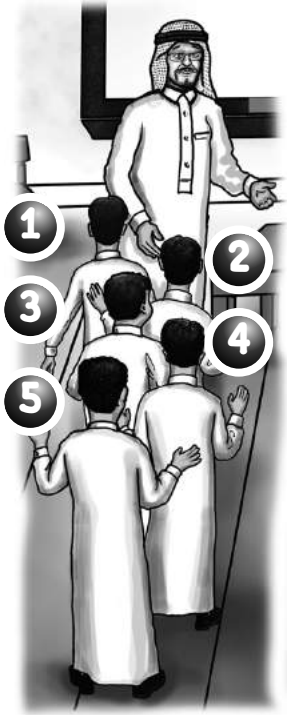
Name \_\_\_\_\_ Class \_\_\_\_\_

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

**A** Hi, \_\_\_\_\_! How \_\_\_\_\_?



### 2 Match and write.



- second       fifth       first
- fourth       third

1. I'm **first** \_\_\_\_\_.
2. I'm \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.



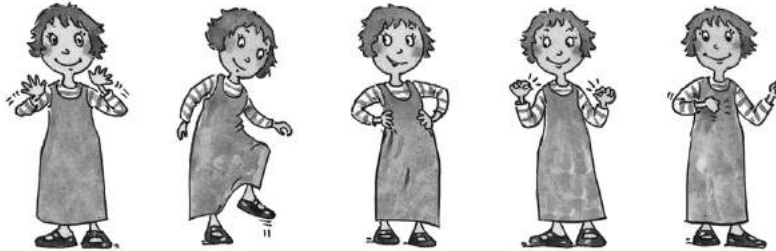
### Goal 3 CD2 04 Feelings: Rhythms and Listening

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

I listened to CD2 04        days this week.

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

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



#### 2 Listen, chant, and do. Trace.

If you're happy  
and you know it,  
Clap your hands.



If you're **happy** and you **know** it,

Clap your hands. (👏, 👏)

If you're **happy** and you **know** it,

Then your **face** will surely **show** it.

If you're **happy** and you **know** it,

Clap your hands. (👏, 👏)







# Goal 4 CD2 05 Feelings: Rhythms and Listening

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

I listened to CD2 05         days this week.

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

## 1 Listen and touch.



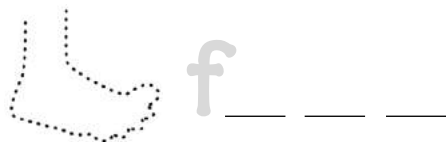
## 2 Listen and match. Write.

d a f i c j h g b e

1. e is the \_\_\_\_\_ letter of the alphabet.
2. h is the \_\_\_\_\_.
3. i \_\_\_\_\_.

first	_____	sixth	_____
second	_____	seventh	_____
third	_____	eighth	_____
fourth	_____	ninth	_____
fifth	_____	tenth	_____

## 3 Join the dots. Write.





# Goal 5 CD2 06 Feelings: Words in Action



I can act out three feelings.

I listened to CD2 06        days this week.

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

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

Trace.

I'm hungry.



I'm thirsty.



I'm hot.



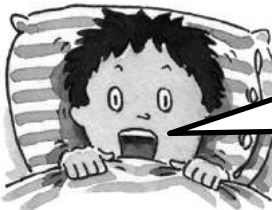
I'm cold.



I'm sleepy.

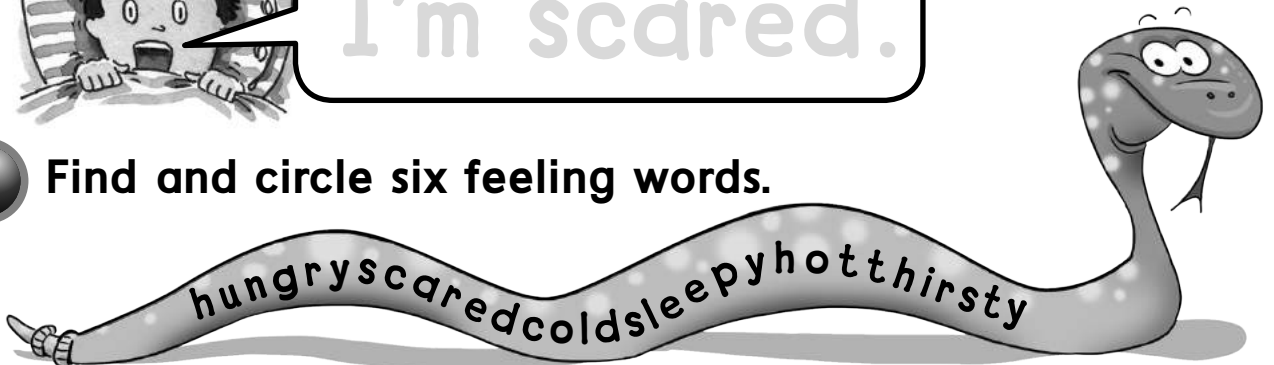


I'm scared.



## 2 Find and circle six feeling words.

hungryscaredcoldsleepyhotthirsty





# Goal 6 CD2 07 Feelings: Words in Action

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

I listened to CD2 07        days this week.

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



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

**A** What's the matter?



## 2 Unscramble the words.

1. l o c d = \_\_\_\_\_

2. r n h g u y = \_\_\_\_\_

3. y e e l p s = \_\_\_\_\_

4. o t h = \_\_\_\_\_

# Goal 7 CD2 08 Feelings: Phonics










I can listen and point at the right pictures and words.

I listened to CD2 08        days this week.

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



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

apple 	cap 	tap 	hat 	
cat 	apron 	cape 	tape 	
cake 	vase 	face 	ink 	
pin 	Tim 	iron 	pine 	time 

## 2 Write the missing letters and read.

c__p	c__t	__ron	__ppl__
c__p__	c__k__	p__n	__pr__n
t__p	v__s__	p__n__	
t__p__	f__c__	T__m	
h__t	__nk	t__m__	



# Goal 8 CD2 09 Feelings: Phonics





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


I listened to CD2 09        days this week.

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


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


  
\_\_\_ \_\_\_ le

  
c \_\_\_


  
t \_\_\_ e


  
\_\_\_ ce

  
\_\_\_ a \_\_\_

  
\_\_\_ \_\_\_ n


  
\_\_\_ k \_\_\_


  
\_\_\_ p

  
\_\_\_ r \_\_\_

  
t \_\_\_

  
v \_\_\_

  
\_\_\_ m \_\_\_

  
p \_\_\_

## 2 Write the missing letters.





# Goal 9 CD2 10 Things We Wear: Talk Time

I can ask "Whose ... is this?"

I listened to CD2 10        days this week.

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



- 1 Listen, point, and practice.
- 2 Read and write the missing letters.

1. Whose   a    is this? It's mine.

2. Whose   e    is this? It's not mine.

3. Whose   a    is this? It's mine.

4. Whose   u    is this? It's not mine.

- 3 Draw lines and match.



mouse



squirrel



boy



candy



cheese



acorn



# Goal 10 CD2 11 Things We Wear: Talk Time



I can meet someone and say "I like your ..."

I listened to CD2 11         days this week.

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

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

**A** I like your hat.

**B** Thank you.

**A** I like your T-shirt.

**B** Thank you.

**A** I like your jacket.

**B** Thank you.

## 2 Listen and point.

It's my hat.

It's not mine.



# Goal 11 CD2 12 Things We Wear: Rhythms and Listening



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

I listened to CD2 12        days this week.

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

## 1 Listen and chant. Trace.

**Green, green, green, green.**

Who is wearing  
green today?

**Green, green, green, green.**

**Who is wearing green?**

I am wearing  
green today.

**Look at me,**

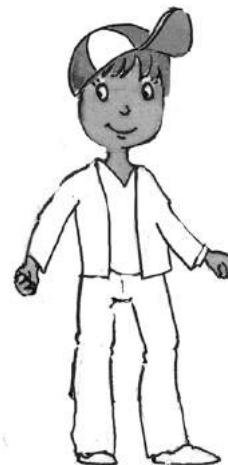
**And you will see,**

**That I am wearing green today.**



## 2 Read and color his clothes.

He is wearing a yellow T-shirt,  
blue pants, and a brown jacket.  
His cap is red.





## Goal 12 CD2 13 Things We Wear: Rhythms and Listening

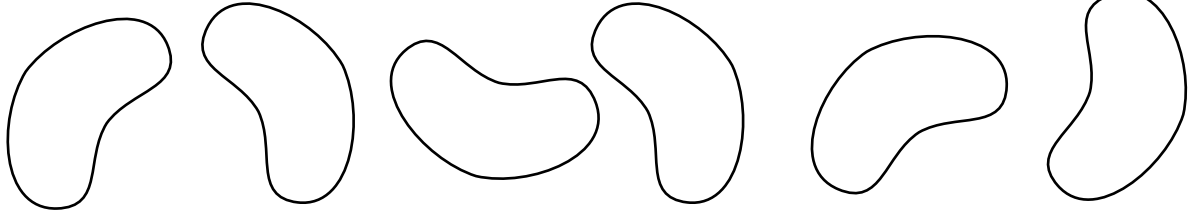


I can say three colors that I'm wearing today.

I listened to CD2 13        days this week.

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

### 1 Listen and color.



purple

red

pink

white

black

blue

### 2 Listen and write the color.

1. I'm wearing \_\_\_\_\_ today.
2. I'm wearing \_\_\_\_\_ today.
3. I'm wearing \_\_\_\_\_ today.
4. I'm wearing \_\_\_\_\_ today.
5. I'm wearing \_\_\_\_\_ today.
6. I'm wearing \_\_\_\_\_ today.

### 3 Write two things you are wearing today.

I'm wearing \_\_\_\_\_

and \_\_\_\_\_ today.



## Goal 13 CD2 14 Things We Wear: Words in Action

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

I listened to CD2 14        days this week.

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



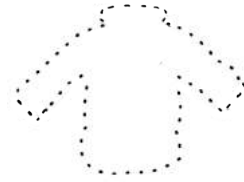
1 Listen, point, and practice.

I'm wearing ...

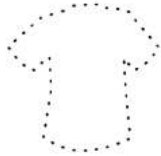
2 Join the dots, color, and trace.



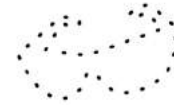
a cap



2. a sweater



a T-shirt



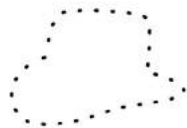
4. sunglasses



a jacket



6. jeans



a hat



8. a skirt



a blouse



10. shoes





# Goal 14 CD2 15 Things We Wear: Words in Action



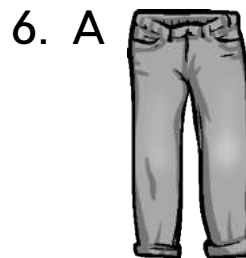
I can name two things I am wearing, saying "I'm wearing ... and ... today."

I listened to CD2 15        days this week.

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

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

**2** Listen and circle A or B.



**3** Write two things your friend is wearing today.

My friend is wearing \_\_\_\_\_  
and \_\_\_\_\_ today.



# Goal 15 CD2 16 Things We Wear: Phonics



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

I listened to CD2 16        days this week.

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

**1** Listen and practice.

**2** Listen and circle p or b.



p or b

p or b

p or b

p or b

p or b

p or b

**3** Write the missing letters. Trace.

			4/1		e	d	5
3		e	a	r			e
			n				n
	2		a	n	d	a	
			n				
	6		a	r	r	o	t



# Goal 16 CD2 17 Things We Wear: Phonics

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

I listened to CD2 17        days this week.

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

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

1. panda / pizza



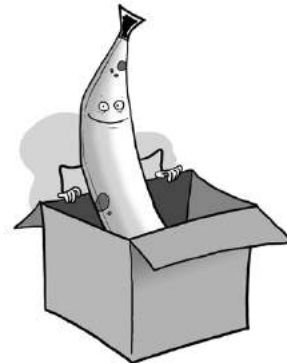
2. bear / banana

3. bear / bed



4. panda / pen

5. banana / box



## 2 Make the sounds.

p p p p b b b b p p p b b b p p b b p b



**Goal 17** CD2 18 **Things We Do: Talk Time**

I can act out the telephone talks with a partner.

I listened to CD2 18        days this week.

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



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

**A** Hello. Can I speak to Joe?



**B** Speaking.



**A** What are you doing?

**B** I'm doing my homework.

**A** What's your dad doing?

**B** He's watching TV.





# Goal 18 CD2 19 Things We Do: Talk Time



I can have a telephone conversation in English.

I listened to CD2 19         days this week.

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

- 1 Listen, point, and practice. Say your name.
- 2 Speak English with your family or friends.

**A** Hello. Can I speak to \_\_\_\_\_?

**B** Speaking.

**A** What are you doing?

**B** I'm watching TV.

**A** Good-bye.

**B** Bye.







**Goal 19** CD2 20 **Things We Do: Rhythms and Listening**



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

I listened to CD2 20        days this week.

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

**1** Listen and chant. Trace.

What are you doing?  
I'm doing karate,

doing karate, doing karate.

What are you doing?

I'm doing karate, and how about you?



What are you doing?  
I'm playing football,

playing football, playing football.

What are you doing?

I'm playing football, and how about you?



**2** Match the words.

doing

playing

watching

homework

karate

TV

football



# Goal 20 CD2 21 Things We Do: Rhythms and Listening



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

I listened to CD2 21        days this week.

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

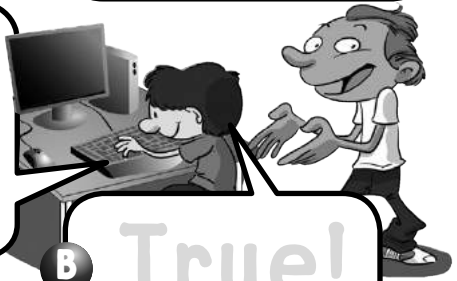
## 1 Listen, point, and practice. Trace.

**A** I'm playing football.



**B** False!

**A** I'm playing computer games.



**B** True!

## 2 Listen and circle T (True) or F (False).

I'm playing football.

1. T F



I'm playing computer games.

2. T F



I'm doing karate.

3. T F



I'm doing karate.

4. T F





# Goal 21 CD2 22 Things We Do: Words in Action

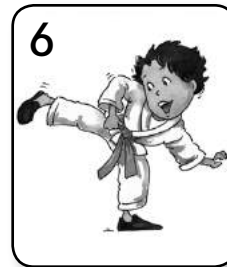
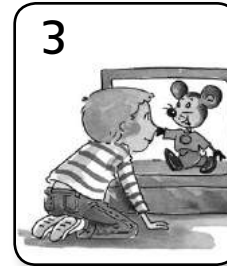
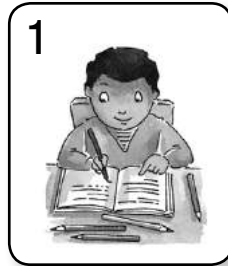
I can play the Card Snap Game with friends.

I listened to CD2 22        days this week.

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



## 1 Listen, point, and practice.



## 2 Listen and play. Touch the cards as quickly as you can.

1  
I'm doing my homework.

2  
I'm playing football.

3  
I'm watching TV.

4  
I'm eating snacks.

5  
I'm playing computer games.

6  
I'm doing karate.



# Goal 22 CD2 23 Things We Do: Words in Action



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

I listened to CD2 23         days this week.

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

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

What are you doing?

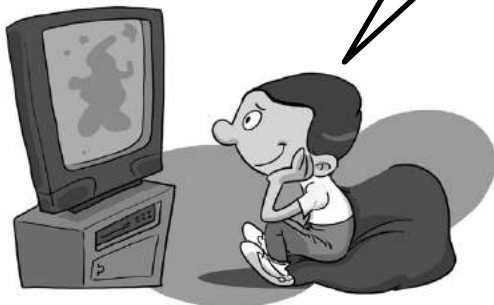


I'm eating snacks.

I'm playing football.



I'm watching TV.



I'm doing nothing!





# Goal 23 CD2 24 Things We Do: Phonics



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

I listened to CD2 24        days this week.

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

## 1 Listen and practice.

## 2 Listen and circle t or d.



t or d



t or d



t or d



t or d



t or d



t or d

## 3 Write the missing letters t or d. Trace. Copy.

1. \_\_\_ iger

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

2. \_\_\_ oll

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

3. \_\_\_ oor

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

4. \_\_\_ elephone

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

5. \_\_\_ omato

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

6. \_\_\_ uck

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





# Goal 24 CD2 25 Things We Do: Phonics



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

I listened to CD2 25        days this week.

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

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


1.  tiger / tomato


2.  door / doll


3.  tomato / telephone

4.  doll / duck

## 2 Write the missing letters.

A. It's t \_ \_ \_ . 

B. It's \_ \_ \_ o r \_ \_ . 

C. It's f \_ \_ \_ . 

D. It's \_ \_ \_ \_ l l . 



# Goal 25 CD2 26 Beautiful Nature: Talk Time

I can act out one of the talks about nature.

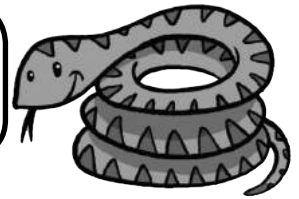
I listened to CD2 26        days this week.

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 bat!

**B** It's beautiful!



**A** No, it's ugly!



# Goal 26 CD2 27 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 CD2 27         days this week.

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

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

Look! It's a ...!



bat



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** CD2 28 **Beautiful Nature: Rhythms and Listening**

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

I listened to CD2 28        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 CD2 29 Beautiful Nature: Rhythms and Listening

I can name seasons and months.

I listened to CD2 29        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 CD2 30 Beautiful Nature: Words in Action



I can act out one pair of opposites.

I listened to CD2 30        days this week.

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

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

It's long.

It's short.

It's big.

It's small.

It's quiet.

It's noisy.

It's weak.

It's strong.

## 2 Write the opposites.

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

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





# Goal 30 CD2 31 Beautiful Nature: Words in Action

I can describe and guess what or who.

I listened to CD2 31        days this week.

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



## 1 Listen, point, and practice.



## 2 Listen, read, and match.

**A** It's small and gray.

**B** It's big and strong.



**C** It's small and noisy.

**D** It's small and quiet.



# Goal 31 CD2 32 Beautiful Nature: Phonics



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

I listened to CD2 32        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 CD2 33 Beautiful Nature: Phonics

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

I listened to CD2 33        days this week.

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

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



1.

cat / cake



2.

gorilla / goat



3.

cake / cap



4.

cat / cap



5.

girl / goat

## 2 Make the sounds.

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



### Goal 33 CD2 34 Friends, Actions, Things: Talk Time

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

I listened to CD2 34        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 CD2 35 Friends, Actions, Things: Talk Time

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

I listened to CD2 35        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** CD2 36 **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 CD2 36         days this week.

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

**1**

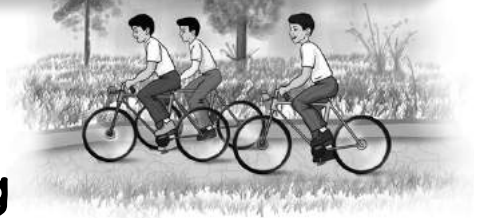
**Listen and chant. Trace.**

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

**Our friends are here and laughing**

**They're jumping, they're cycling**

**As happy as can be!**

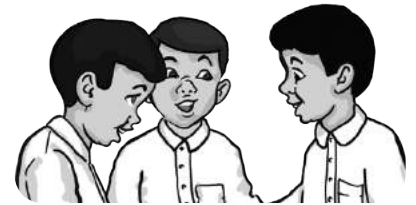


**There's Omar, he's walking**

**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** CD2 37 **Friends, Actions, Things: Rhythms and Listening**



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

I listened to CD2 37         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 CD2 38 Friends, Actions, Things: Words in Action

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

I listened to CD2 38        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

- Lemons are \_\_\_\_\_.
- Sandwiches are \_\_\_\_\_.
- Cookies \_\_\_\_\_.
- Kabsa is \_\_\_\_\_.



# Goal 38 CD2 39 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 CD2 39         days this week.

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



## 1 Listen and practice. Trace.



Is it cold or hot?

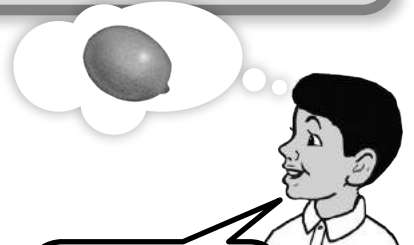
What color is it?

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 CD2 40 Friends, Actions, Things: Phonics



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

I listened to CD2 40        days this week.

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

## 1 Listen and check ✓. Then write.



/s/ /z/ /ɪz/

apples



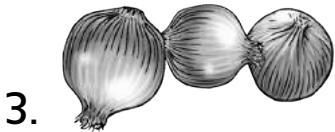
/s/ /z/ /ɪz/



/s/ /z/ /ɪz/



/s/ /z/ /ɪz/



/s/ /z/ /ɪz/



/s/ /z/ /ɪz/

## 2 Write answers.

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



# Goal 40 CD2 41 Friends, Actions, Things: Phonics

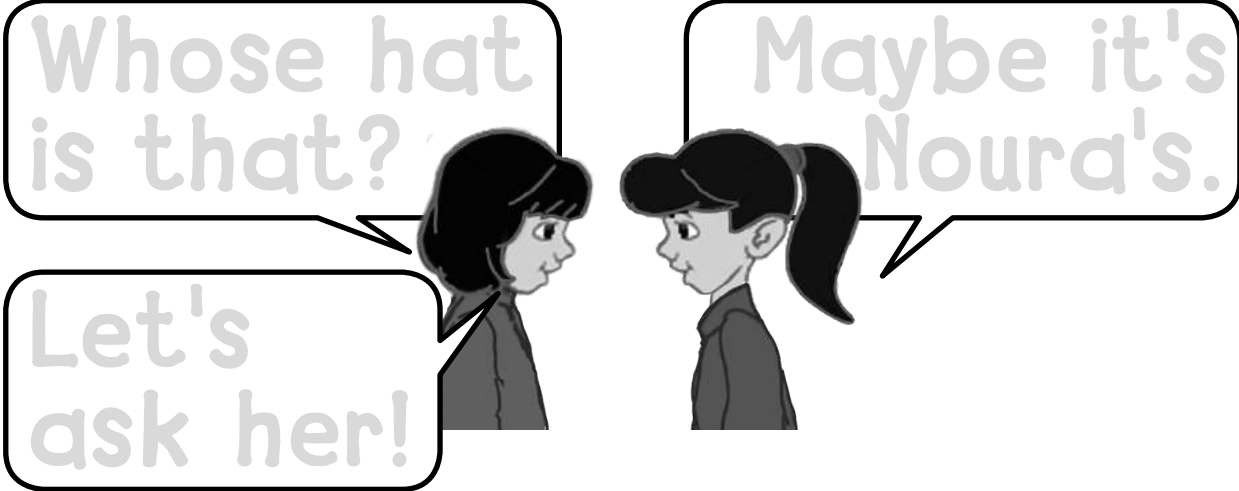
I can ask and say whose something is using (name)'s.

I listened to CD2 41        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. \_\_\_\_\_





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3

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