



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!

Yoko Matsuka and Glenn McDougall



## 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!

2





6

Are you ready?

7

Let's do it again.  
One more time.

8

Please listen  
to me.

9

Wow! Good job!  
Let's finish.

10

You were great!

Good-bye.





# Unit 1 Feelings

## Talk Time

1 Listen and point.

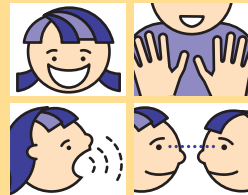


2 Practice the talks in pairs.

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.



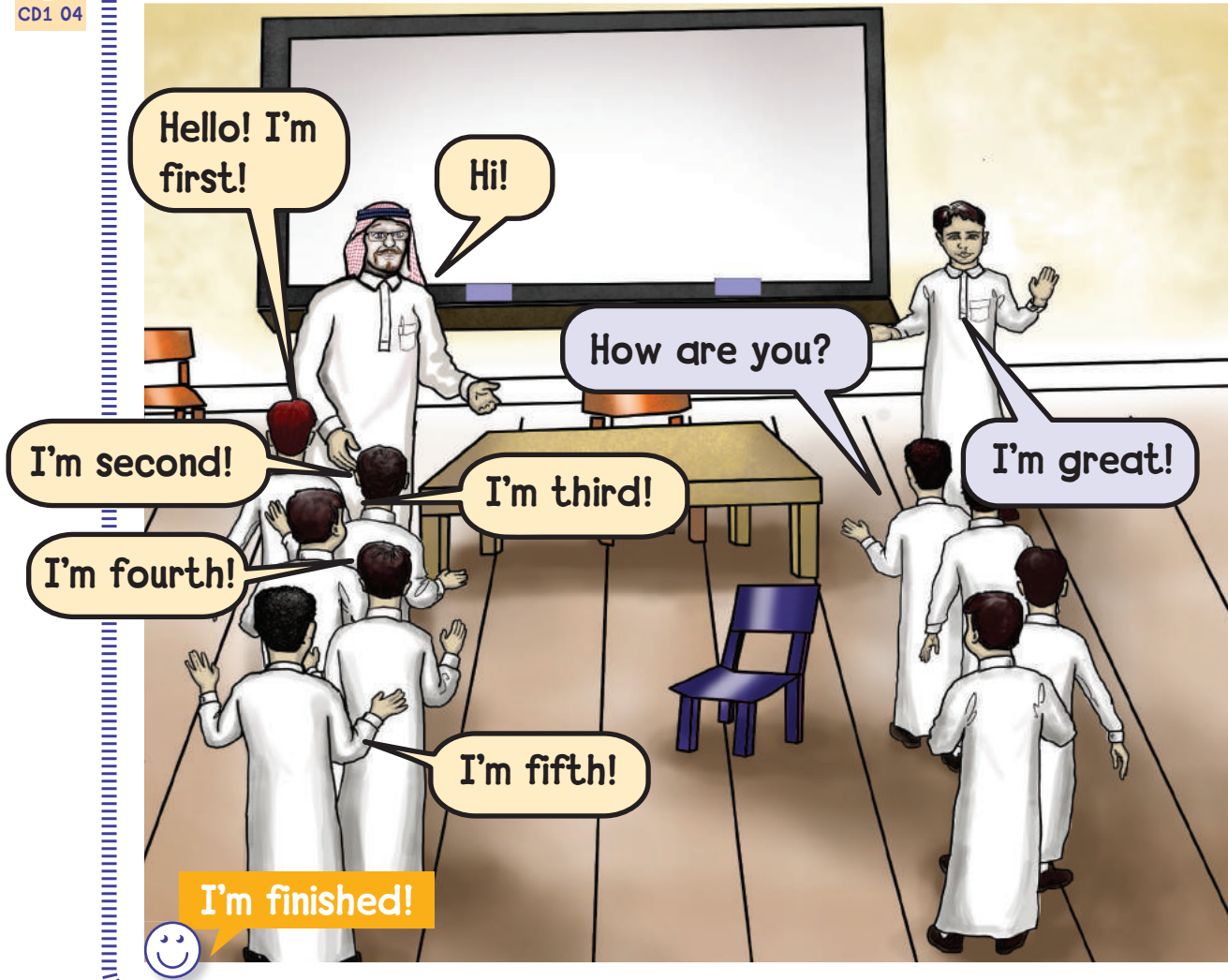


# Fun Time!

## 4 Greeting Line



Talk to the teacher and leader.



### 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

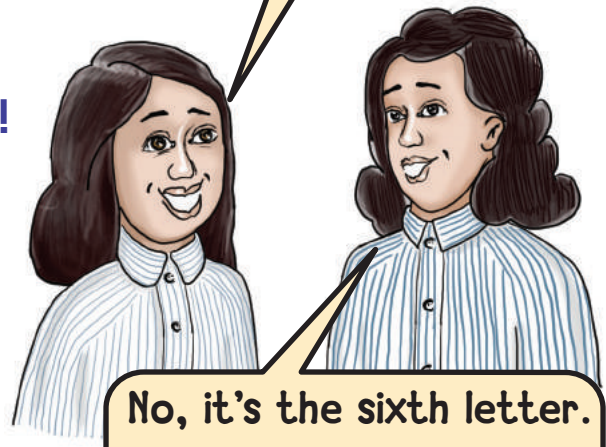


Try and trick your partner!



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

F is the seventh letter of the alphabet.



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

- 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.



I'm hungry.



I'm thirsty.



I'm hot.



I'm cold.



I'm sleepy.



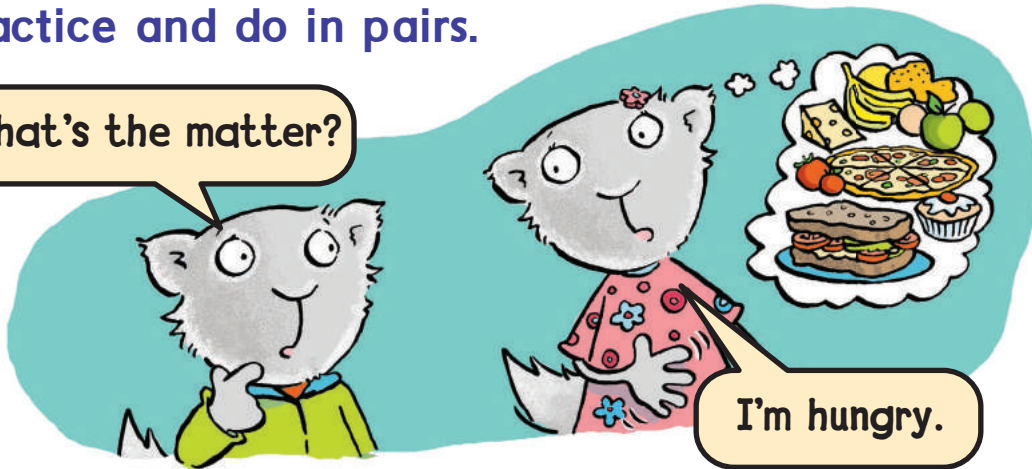
I'm scared.

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,




apple

and A says ... a, a,




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



iron



pin



Tim

pine

time



# Fun Time!

## 4 Phonics Game



Mime and say in pairs.



### 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

A kind word is a form of charity.  
- Prophet Muhammad (peace be upon him)



Now go to pages 44, 45



# Unit 2 Things We Wear

## Talk Time

1 Listen and point.



CD1 15



2 Practice and act out the talks in pairs.

## Sounds and Letters

3 Listen, point, and number. Then say.



CD1 16

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!



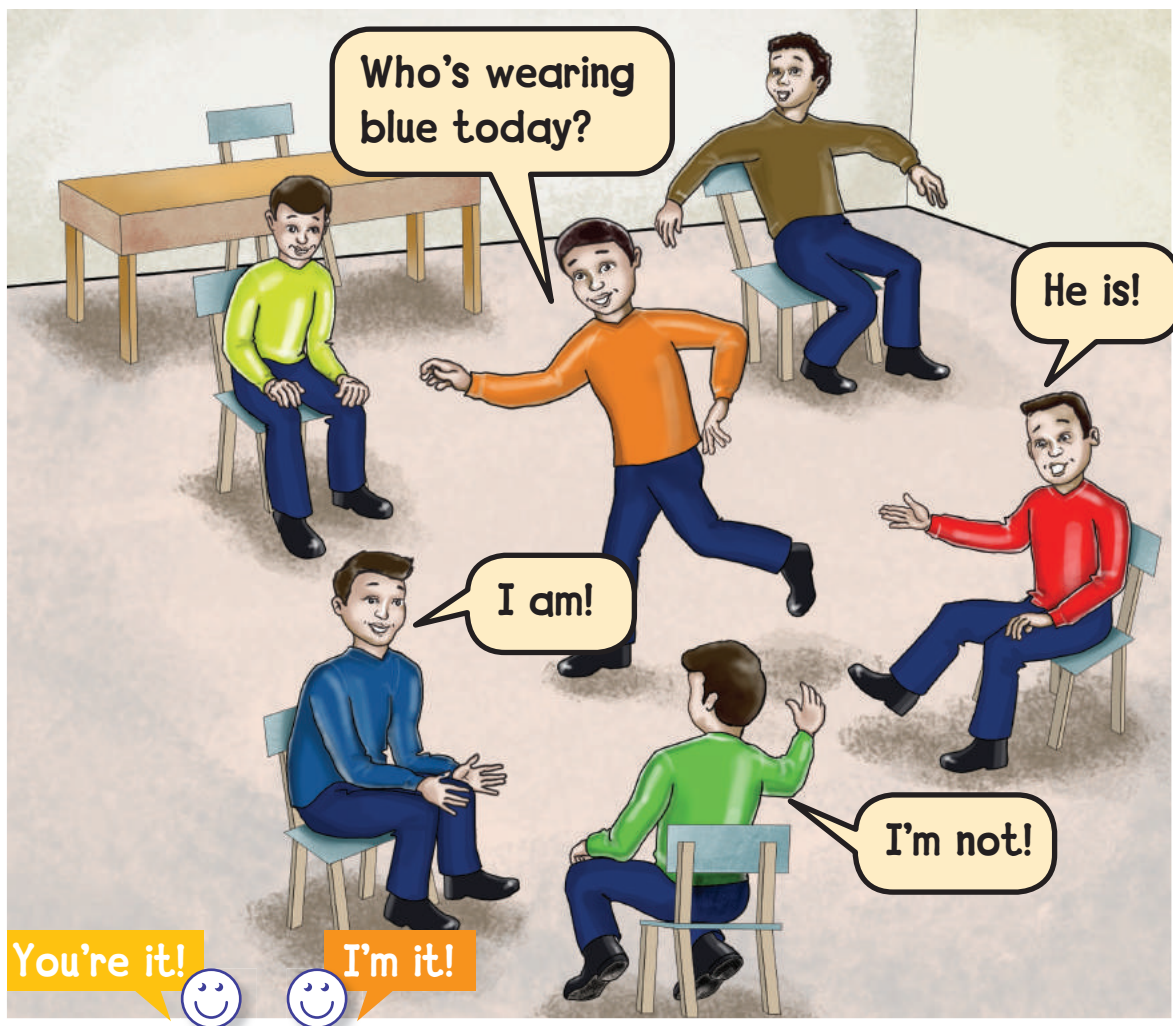
# Fun Time!

## 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.



Now go to pages 46, 47



## Words in Action

1 Listen, point, and chant.



Boys I'm wearing ...



Girls I'm wearing ...



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

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."





## 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



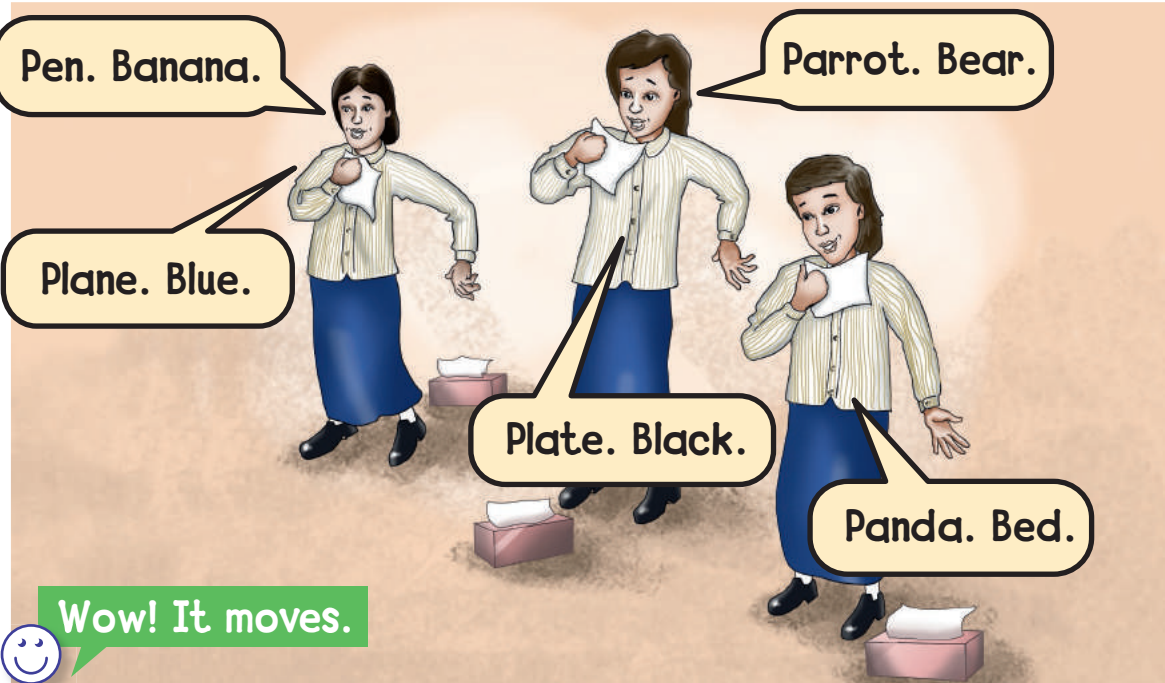
The \_\_\_ate is \_\_\_ue.

# 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.



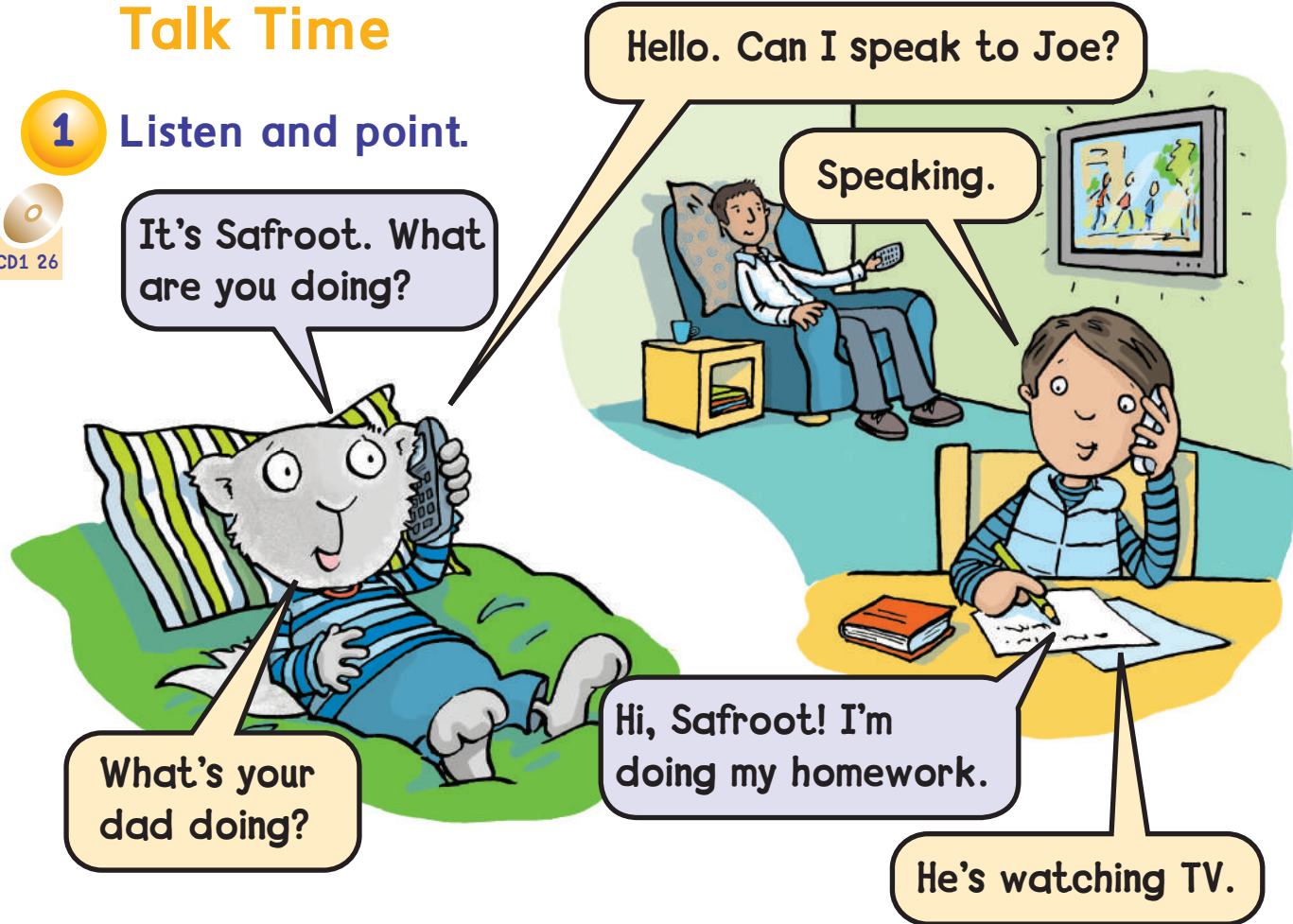
Now go to pages 48, 49



# 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.

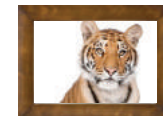
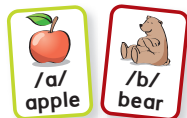


phone

photo

phonics

elephant



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



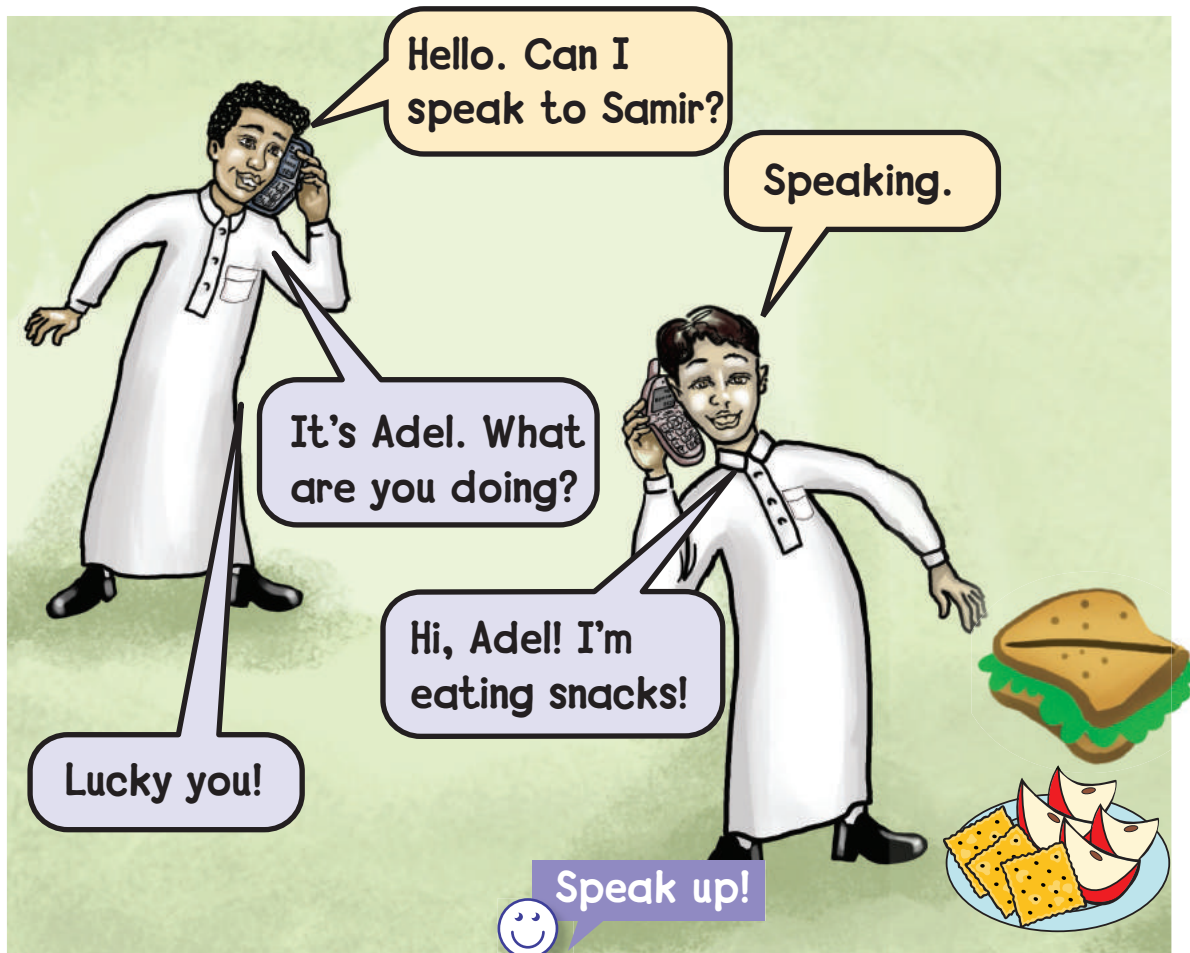


# Fun Time!

## 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?



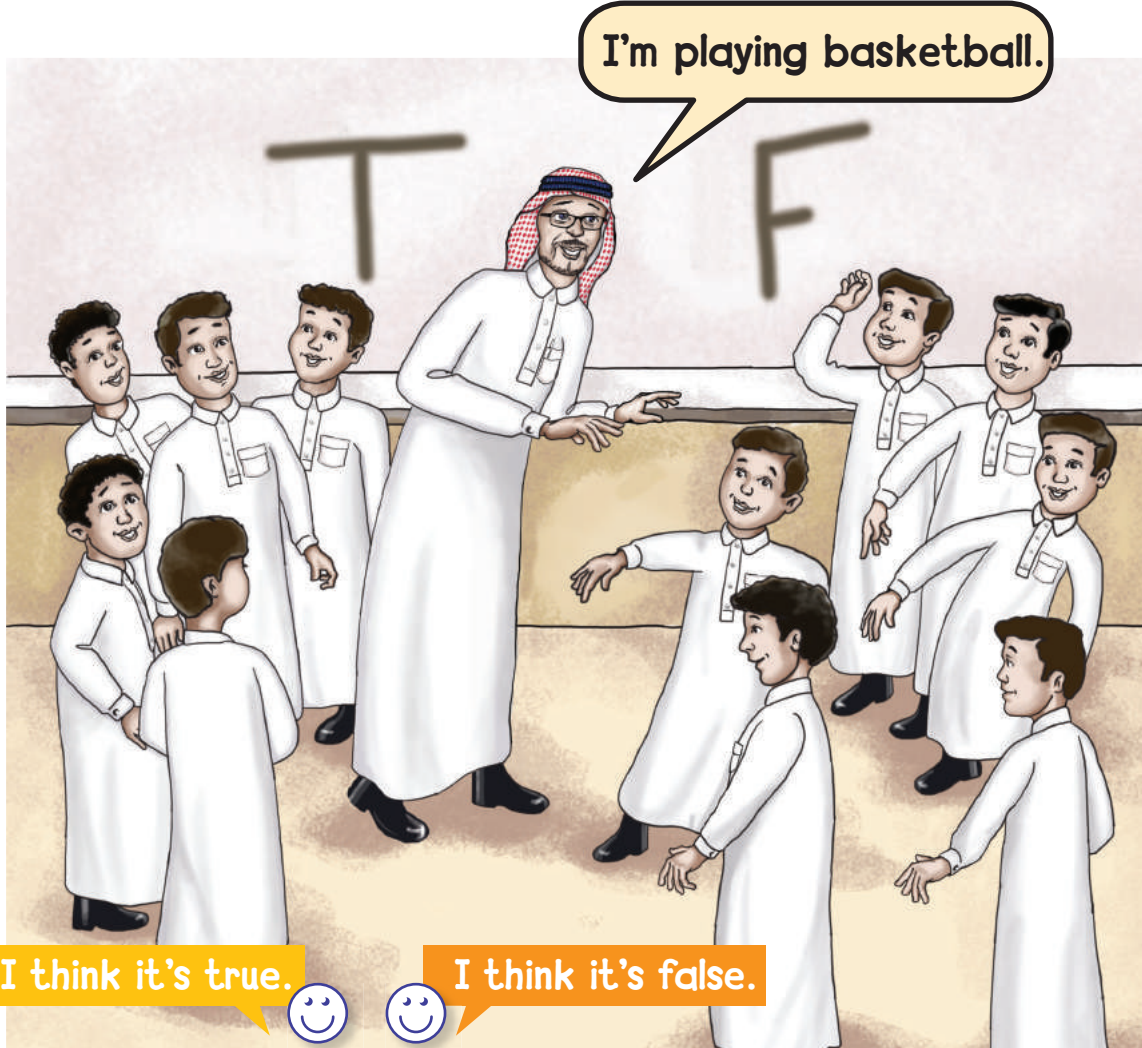
2 Chant again and do.

# 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.



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

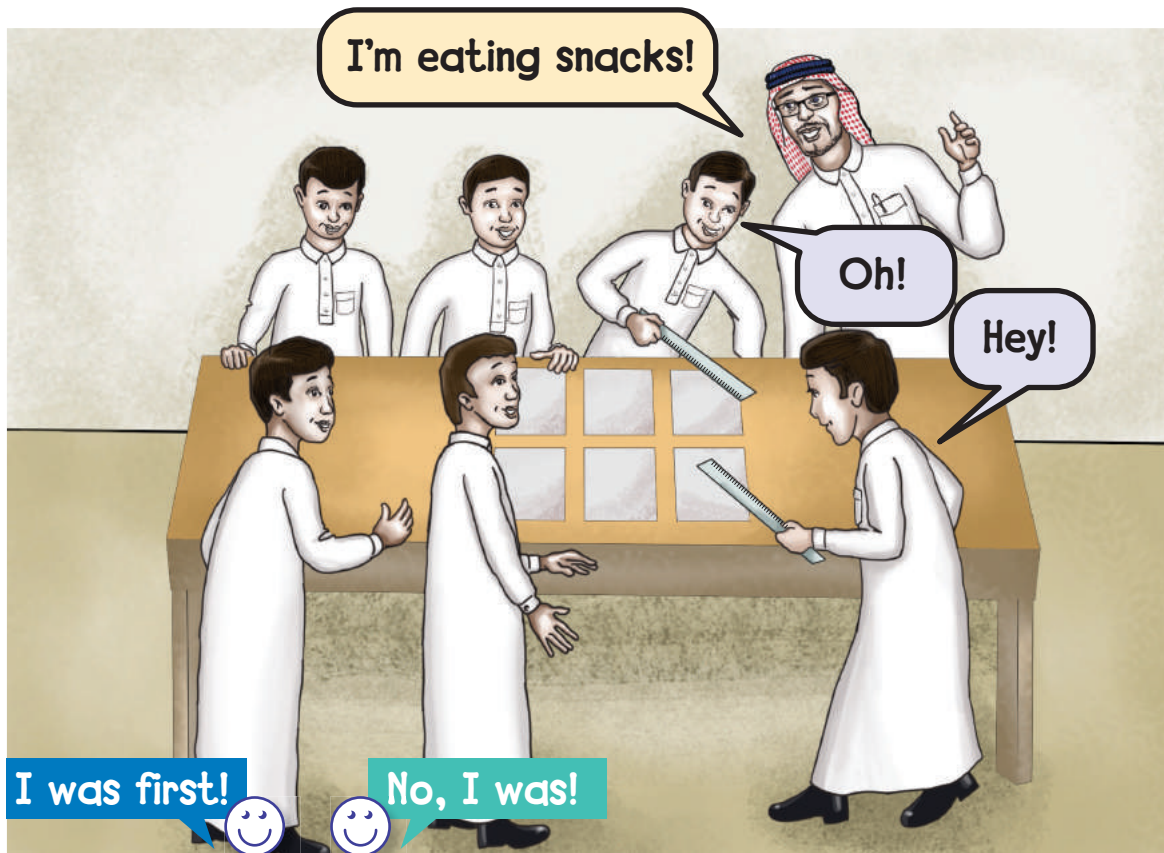


# Fun Time!

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

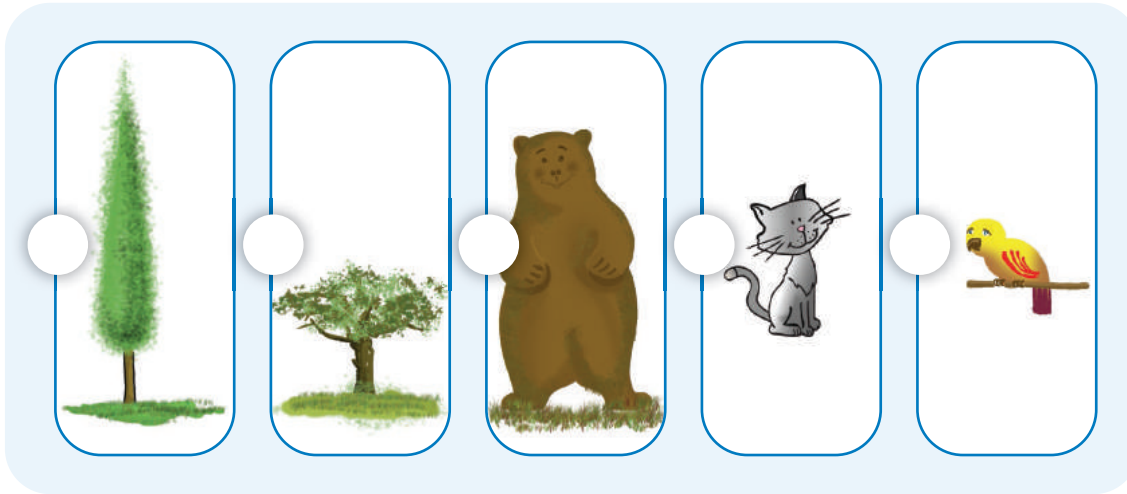
\_\_\_ uck

\_\_\_ 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.



## Advice Time

Do what's right.



Now go to page 50



# 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!



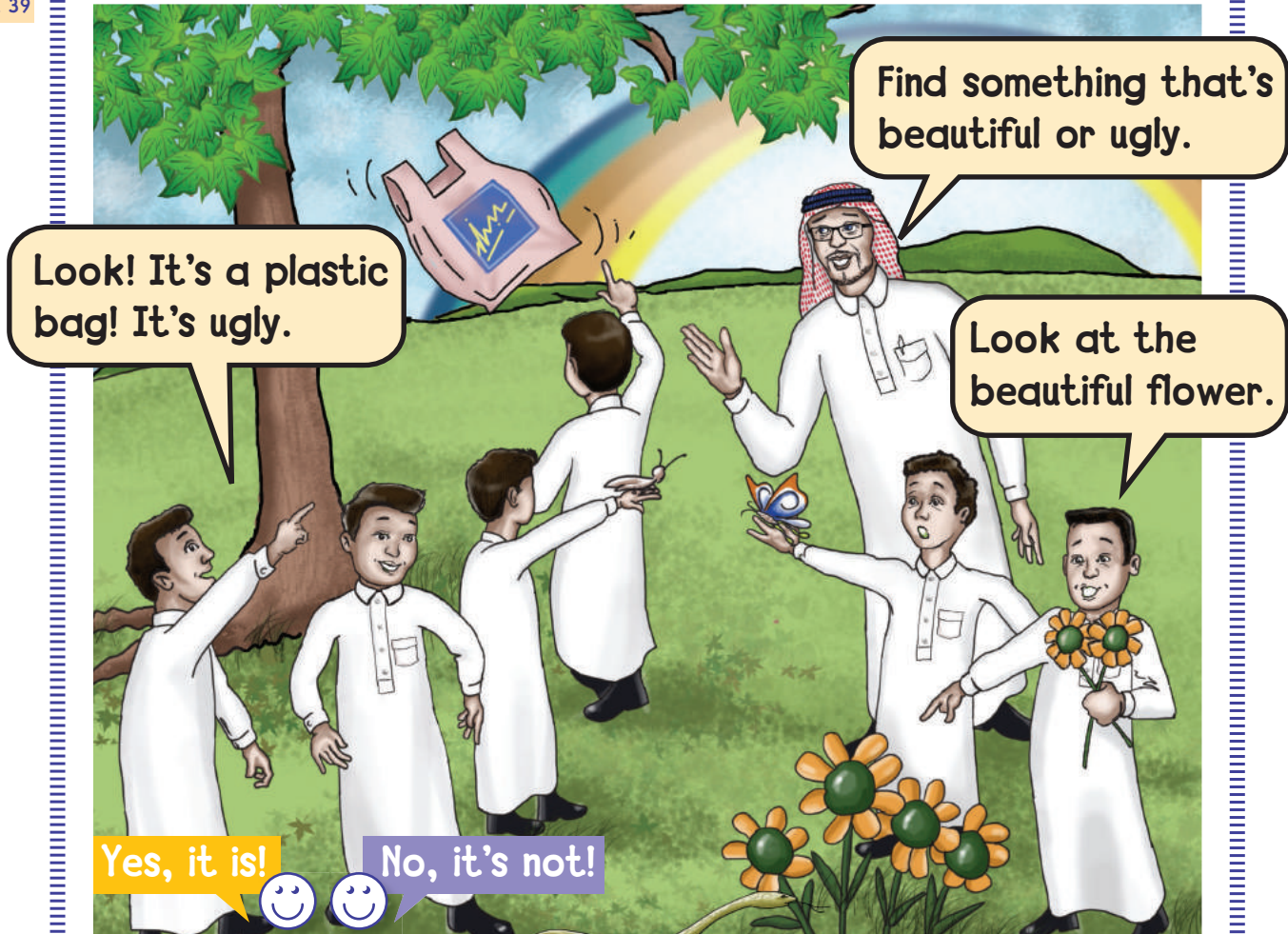


# Fun Time!

## 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.

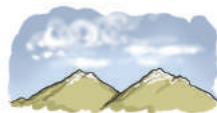


## Sounds and Letters

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.



2

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

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.

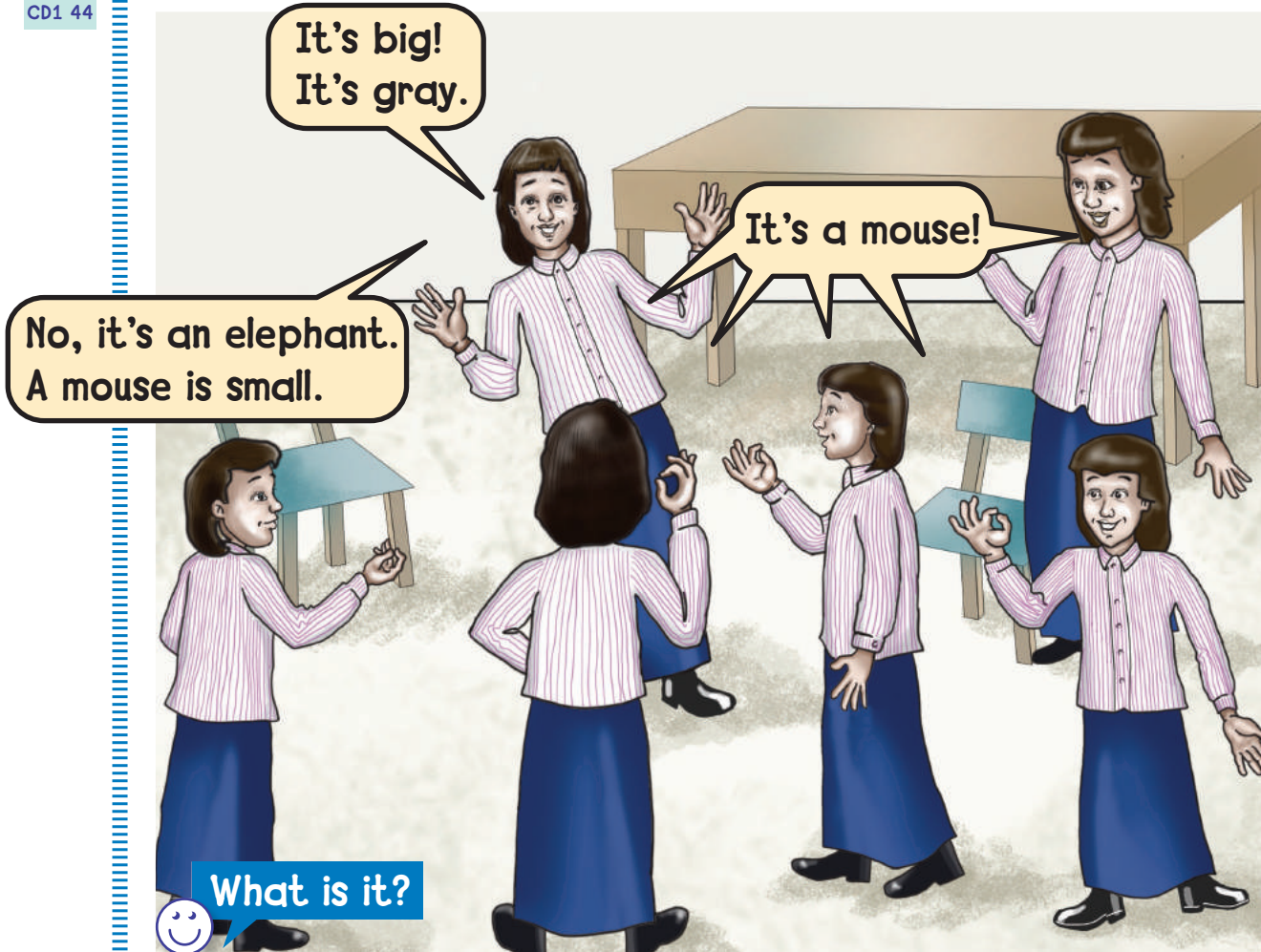
3 Practice the actions in pairs.



# 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.



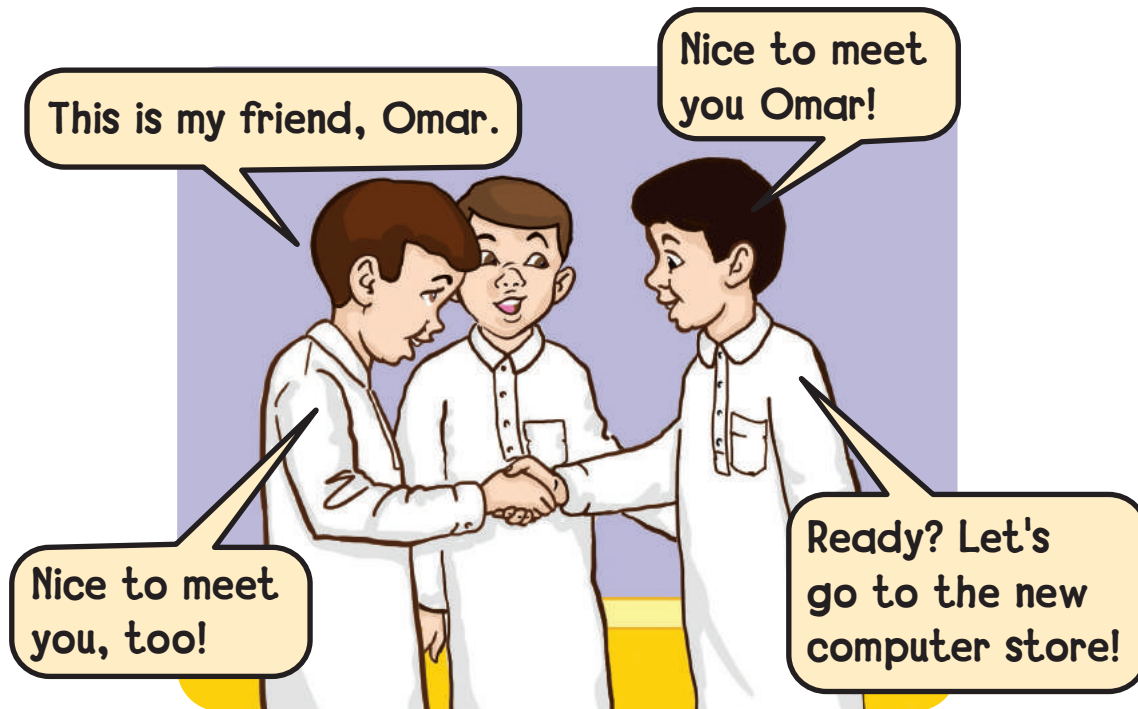
Now go to page 51



# 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!**

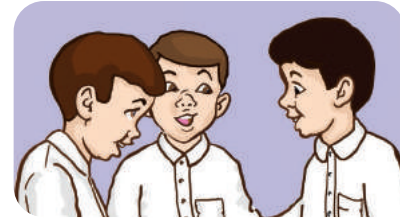


**There's Omar, he's walking**

**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.

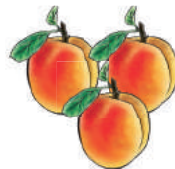
Chips are salty,



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/                     |  |
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|    |  | <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.

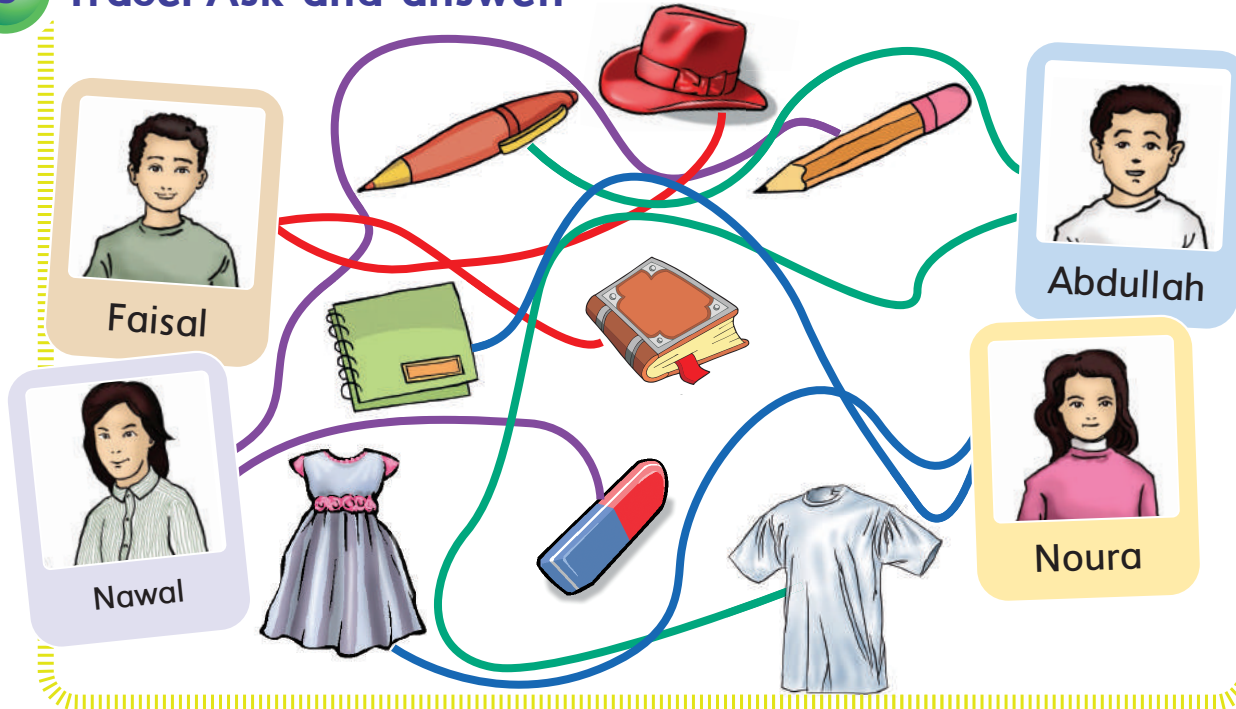


Whose hat is that?

Let's ask her!

Maybe, it's Noura's.

5 Trace. Ask and answer.



## I Can ...

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



# 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



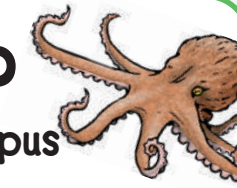
**Nn**

nest



**Oo**

octopus



**Pp**

parrot



**Qq**

quilt

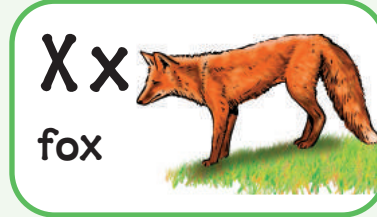
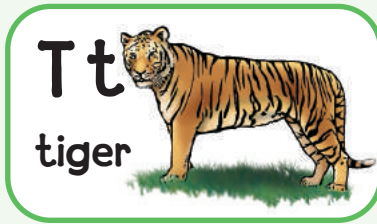
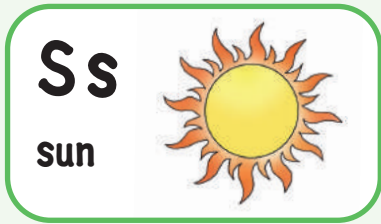


**Rr**

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



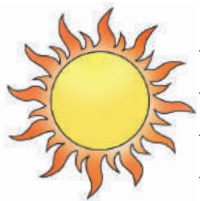
parrot



quilt



rabbit



sun



tiger





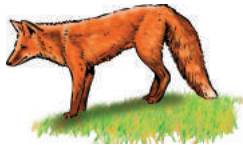
umbrella



vase



wolf



fox



yard



zebra



# Words with a e i o u

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

CD2 44

18

1. art
2. \_\_\_range
3. \_\_\_lephant
4. \_\_\_nk

5. \_\_\_mbrella
6. \_\_\_pricot
7. \_\_\_nder
8. \_\_\_ighteen

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

CD2 45

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**.

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!

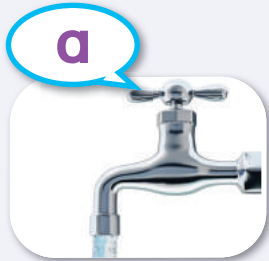
11



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

1 Listen, point, and say.

CD2 46



tap



tape



Tim



time

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

CD2 47

1.		snak	<u>snake</u>	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

رابطہ المدرس الرقیمی



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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



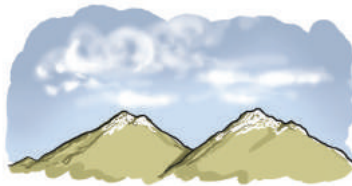
an iron p10



lock p6



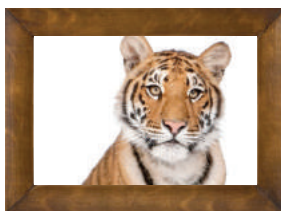
long p32



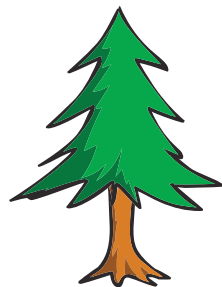
mountains p30



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



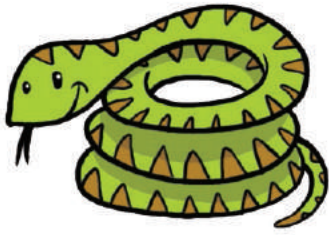
a skirt p16



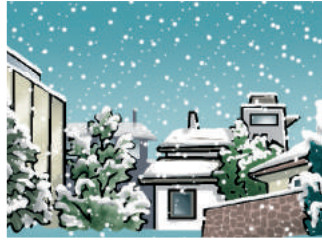
sleepy p8



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	Track	Unit	Student Book Section
2	Intro	Exercise 1. Listen and point	29	3	Exercise 1. Listen and chant
3	1	Exercise 1. Listen and point	30	3	Exercise 3. True or False Action Game
4	1	Exercise 4. Greeting Line	31	3	Exercise 1. Listen, point, and say
5	1	Exercise 1. Chant and do	32	3	Exercise 2. Listen, point, and say
6	1	Exercise 2. Listen, say, and match	33	3	Exercise 3. Card Snap Game
7	1	Exercise 3. Confusion Game	34	3	Exercise 1. Listen, read, and say
8	1	Exercise 1. Listen, point, and say	35	3	Exercise 2. Listen, number, and say
9	1	Exercise 3. Practice and do in pairs	36	3	Exercise 3. Listen and touch the right picture
10	1	Exercise 4. Same as the Leader Game	37	4	Exercise 1. Listen and point
11	1	Exercise 1. Listen, point, and say	38	4	Exercise 3. Listen, point, and say
12	1	Exercise 2. Listen and number	39	4	Exercise 4. Find Something Beautiful!
13	1	Exercise 3. Listen, say, and match	40	4	Exercise 1. Chant and march
14	1	Exercise 4. Phonics Game	41	4	Exercise 2. Listen, say, and number
15	2	Exercise 1. Listen and point	42	4	Exercise 3. Months and Seasons Chant
16	2	Exercise 3. Listen, point, and number	43	4	Exercise 1. Listen, point, and say
17	2	Exercise 4. Whose ... is This?	44	4	Exercise 4. Guess what it is
18	2	Exercise 1. Chant and clap the rhythm	45	4	Exercise 1. Listen, read, and say
19	2	Exercise 2. Listen, point, and say	46	4	Exercise 2. Listen, point, and say
20	2	Exercise 3. Clothes Color Basket	47	4	Exercise 3. Word Making Game
21	2	Exercise 1. Listen, point, and chant	48	5	Exercise 1 Listen and say
22	2	Exercise 3. Touch the screen	49	5	Exercise 3 Good morning! Chant
23	2	Exercise 1. Listen, read, and say	50	5	Exercise 1 Listen and chant
24	2	Exercise 2. Listen, say, and match	51	5	Exercise 3 Guess the Action Game
25	2	Exercise 3. Does It Move?	52	5	Exercise 1 Point and chant
26	3	Exercise 1. Listen and point	53	5	Exercise 3 The 3 Questions Game
27	3	Exercise 3. Listen, say, and match	54	5	Exercise 1 Listen and check
28	3	Exercise 4. Telephone Conversation	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	gray	33	seventh	7
beautiful	28	green	14	shake	28
big	32	hands	6	shirt	17
blouse	16	hat	16	shoes	16
blue	15	hills	30	short	32
brown	14	hot	8	show	28
the campfire	30	hungry	8	sixth	7
cap	16	ink	10	skirt	16
cape	10	iron	10	the sky	30
cats	30	jacket	16	sleepy	8
clap	6	jeans	16	small	32
clock	6	jumping	38	snake	28
chest	6	laughing	38	snow	28
cold	8	Let's do it again.	2	sour	40
crab	34	Let's play a game.	2	speaking	20
cycling	38	lock	6	spring	31
daffodils	30	long	32	stars	30
doing karate	24	Make pairs.	2	strong	32
doing my homework	24	mountains	30	summer	31
dress	17	ninth	7	sunglasses	16
drink	26	noisy	32	sweater	16
eating snacks	24	One more time.	2	sweet	40
eighth	7	orange	14	tasty	40
fall	31	phone	20	tap	10
fifth	5	photo	20	tape	10
fingers	6	pin	10	tenth	7
first	5	pine	10	third	5
flower	29	plastic	28	thirsty	8
foot	6	plate	18	T-shirt	16
fourth	5	playing computer games	24	tree	26
glass	34	playing football	24	ugly	28
glasses	17	Please listen to me.	2	watching TV	24
Good afternoon!	37	quiet	32	Watch me.	2
Good evening!	37	ring	24	weak	32
Good idea!	2	rolling hills	30	wearing	14
Good job!	2	salty	40	What's the matter?	8
Good morning!	37	sandals	17	wing	24
Goodnight!	37	scared	8	winter	31
gorilla	34	second	5	You were great!	2
grass	34				



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 only</i> ).				√	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. Say 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

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	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



WORKBOOK  
3

WE CAN!

Mc  
Graw  
Hill





# Contents

Workbook		
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# 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.

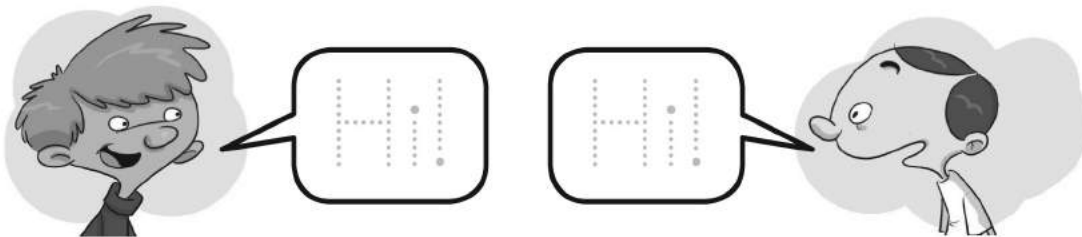
Name \_\_\_\_\_ Class \_\_\_\_\_



## 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 ..."

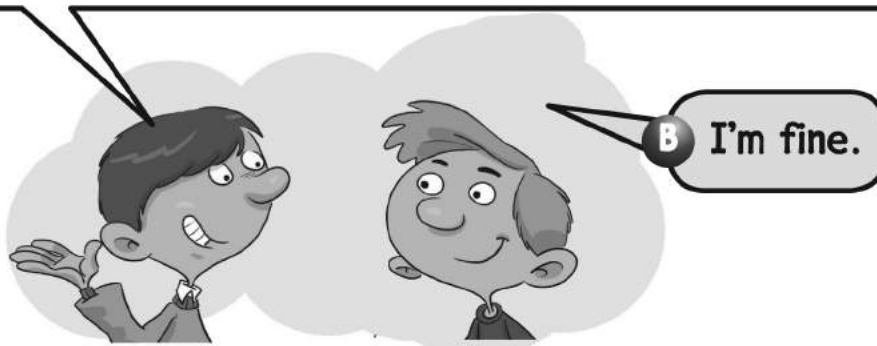
I listened to CD2 03        days this week.

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

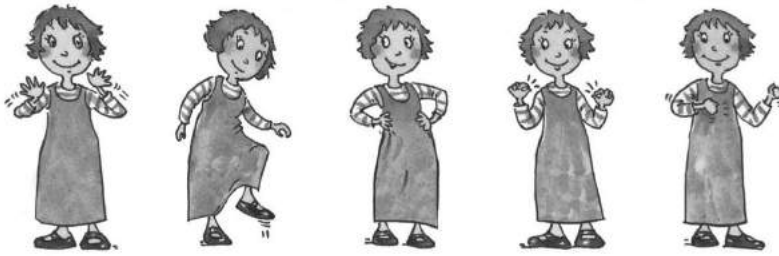


I can chant the *If You're Happy and You Know It* chant with a partner.

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

- e is the \_\_\_\_\_ letter of the alphabet.
- h is the \_\_\_\_\_.
- 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.





## 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

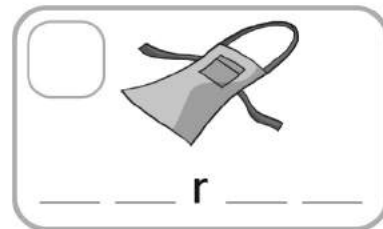
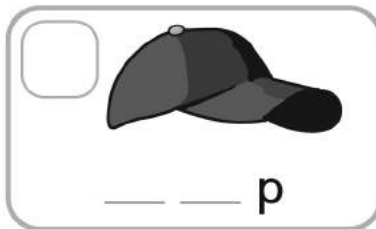
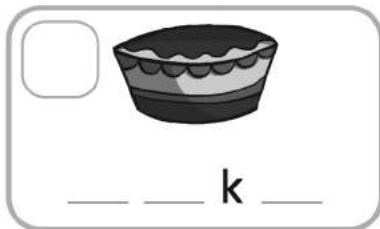
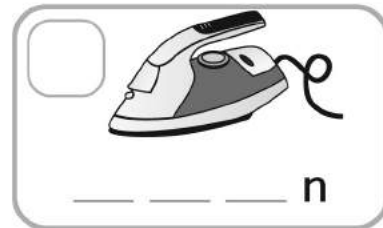
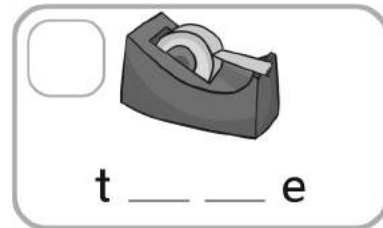
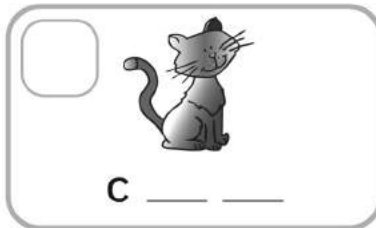
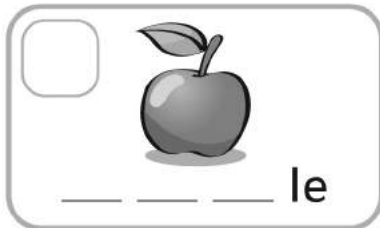


I can say, read, and write the sounds for a, apple; a, cape; i, pin; i, pine by myself.

I listened to CD2 09        days this week.

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

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



### 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



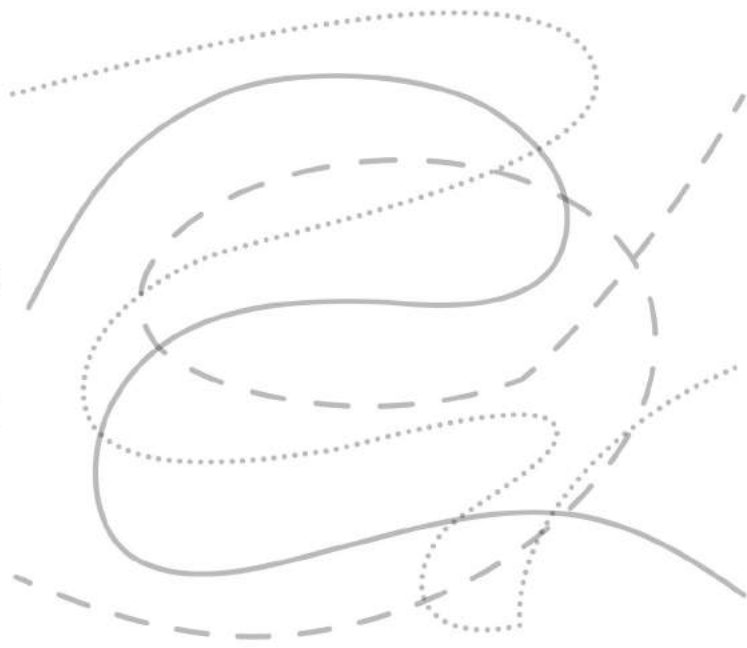
candy



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?



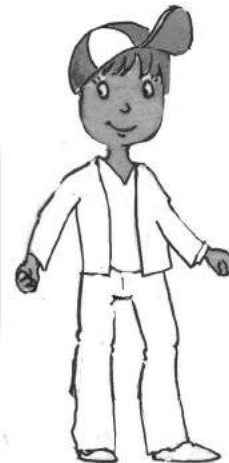
**Green, green, green, green.**  
Who is wearing green?  
I am wearing  
green today.



**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

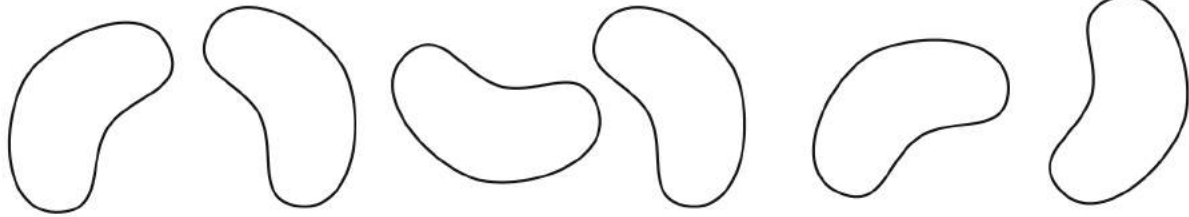
I can say three colors that I'm wearing today.

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 \_\_\_\_\_



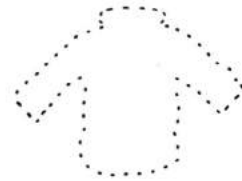
1 Listen, point, and practice.

I'm wearing ...

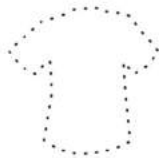
2 Join the dots, color, and trace.



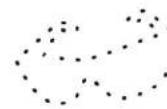
a cap



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."

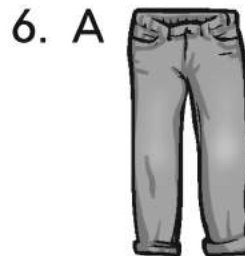
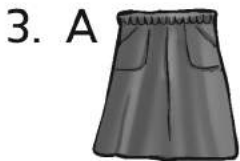


I listened to CD2 15        days this week.

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



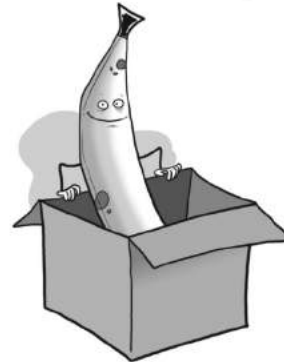
2. bear / banana

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



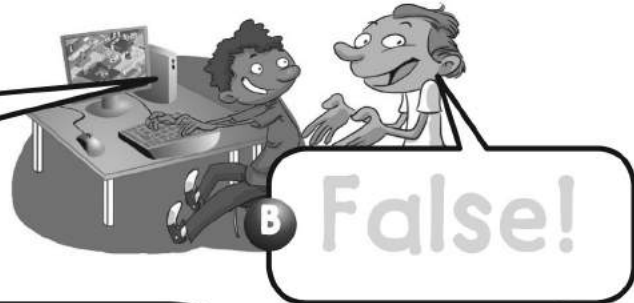
I can play the True or False Action Game with a friend.

I listened to CD2 21        days this week.

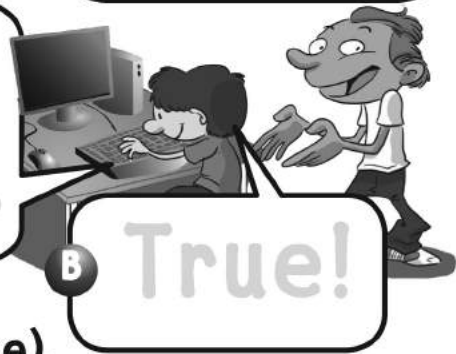
Name \_\_\_\_\_ Class \_\_\_\_\_

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

**A** I'm playing football.



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



### 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

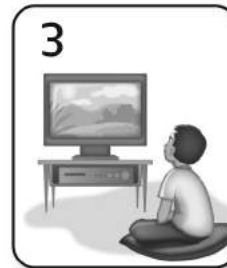
I can play the Card Snap Game with friends.

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

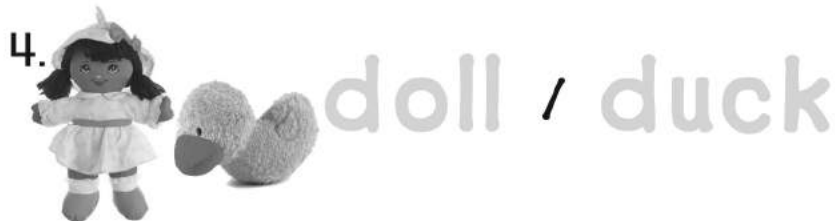


I can say two words that begin with t or d and describe things.

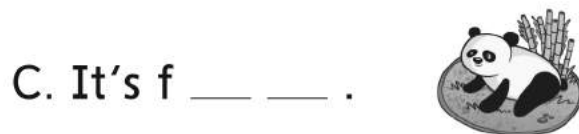
I listened to CD2 25        days this week.

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

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



### 2 Write the missing letters.





# Goal 25 CD2 26 Beautiful Nature: Talk Time

I can act out one of the talks about nature.

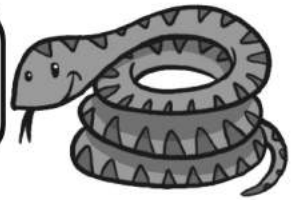
I listened to CD2 26        days this week.

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 plastic bag!

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 ...!



plastic bag



hat



flower



monster

It’s beautiful.

It’s ugly.

- 3 Draw something beautiful and something ugly. Trace.

beautiful

ugly

It’s beautiful.

It’s ugly.



**Goal 27** 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.

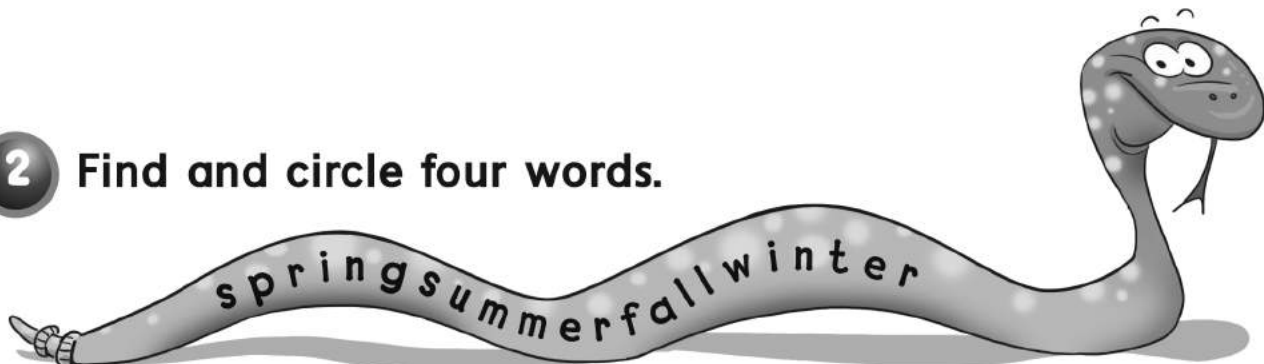
Getting cooler, \_\_\_\_\_'s here.  
December, January, February.

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.



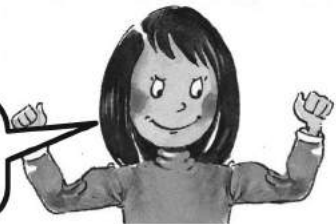
It's quiet.



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

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





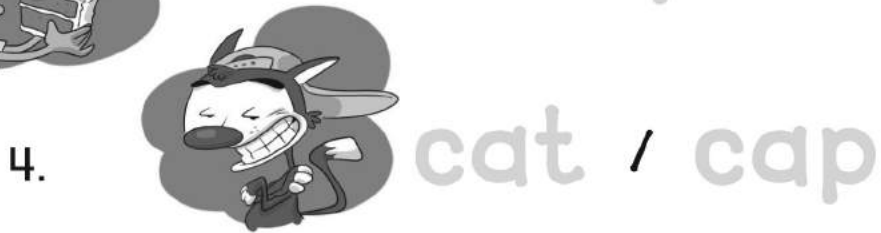
### Goal 32 CD2 33 Beautiful Nature: Phonics

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.



#### 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.

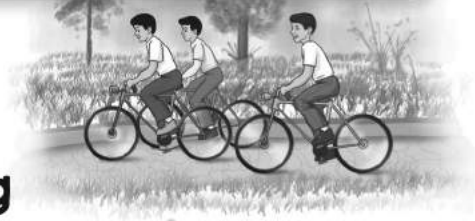
I listened to CD2 36  days this week.

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 They're not writing.

cycling \_\_\_\_\_





**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

1. Lemons are \_\_\_\_\_.

2. Sandwiches are \_\_\_\_\_.

3. Cookies \_\_\_\_\_.

4. 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.

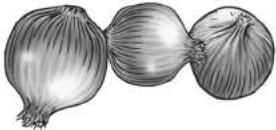

Name \_\_\_\_\_ Class \_\_\_\_\_



#### 1 Listen and check ✓. Then write.

1.  /s/ /z/ /ɪz/    4.  /s/ /z/ /ɪz/     
 \_\_\_\_\_  
 apples

2.  /s/ /z/ /ɪz/    5.  /s/ /z/ /ɪz/     
 \_\_\_\_\_

3.  /s/ /z/ /ɪz/    6.  /s/ /z/ /ɪz/     
 \_\_\_\_\_

#### 2 Write answers.

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





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

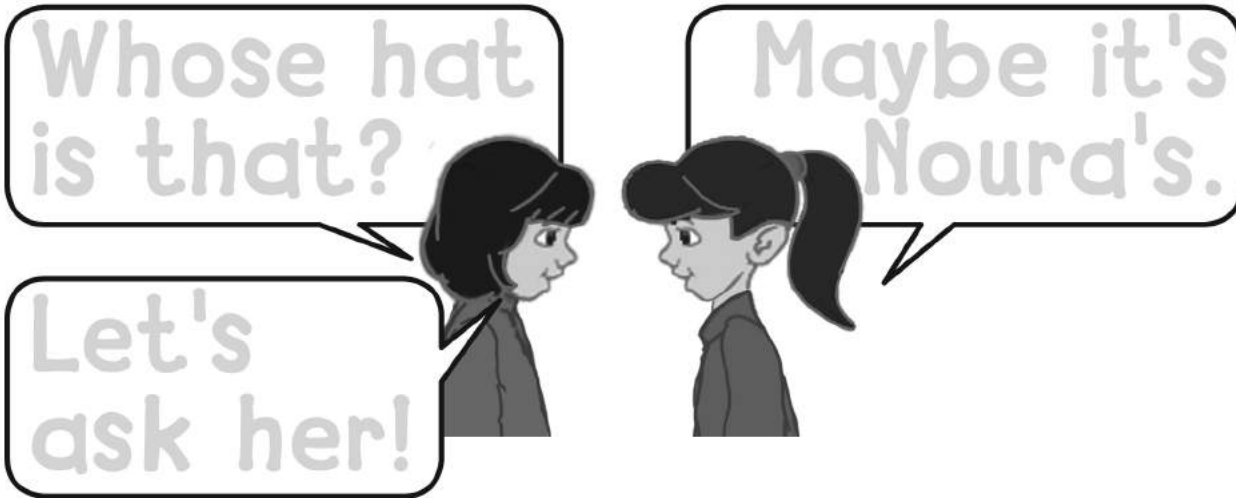
I can ask and say whose something is using (name)'s.

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



- Whose skirt is this? It's Noura's.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





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3

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