



2020-2021

# UAE Phonics

## Student Book




**Grade**  
**02**  
Student Book

CS Scanned with CamScanner



# Phonics Review

## Activity 1

Listen and circle the correct sounds.

1. j y g

2. t v f

3. p b d

4. e i o

5. m n w

6. f s z

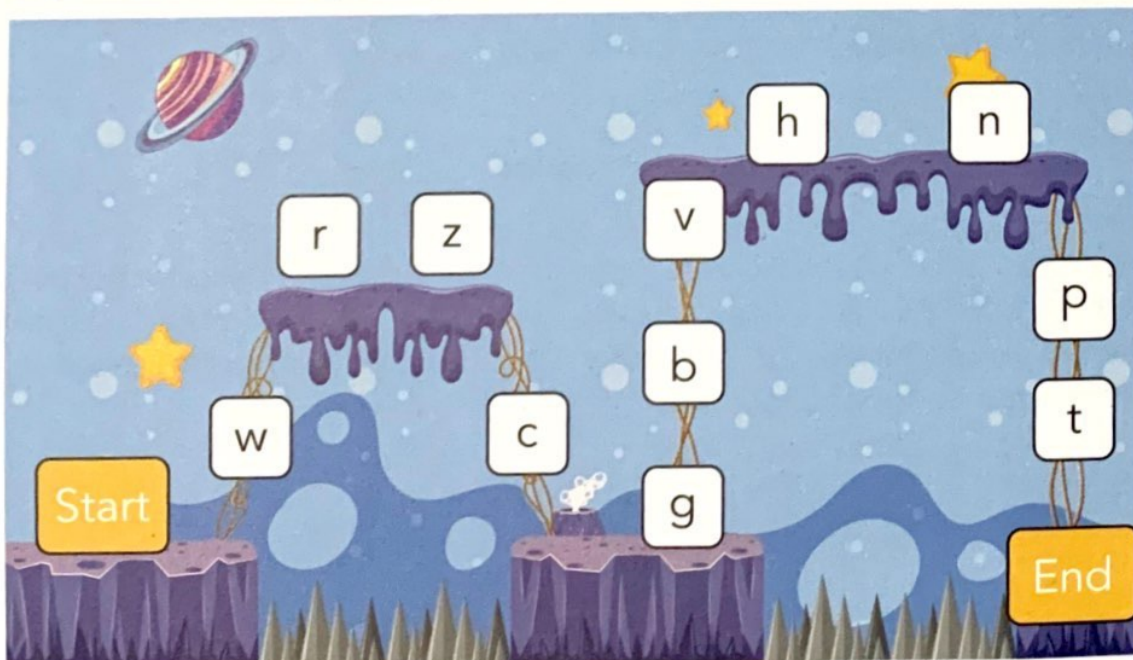
## Activity 2

Write the beginning letters for each word.



## Activity 3

Say each sound to get from the start to the end.



# Phonics Review

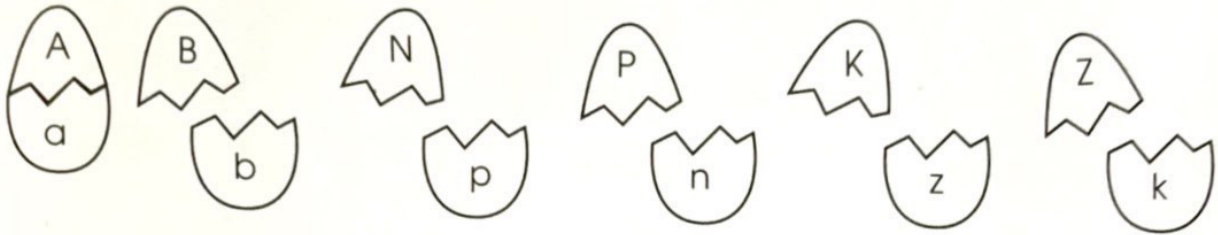
## Activity 4

Listen to the sounds and words. Write the missing letters.

- |         |         |         |         |
|---------|---------|---------|---------|
| 1. an__ | 2. s__n | 3. t__p | 4. __et |
| 5. pe__ | 6. m__n | 7. cu__ | 8. fo__ |

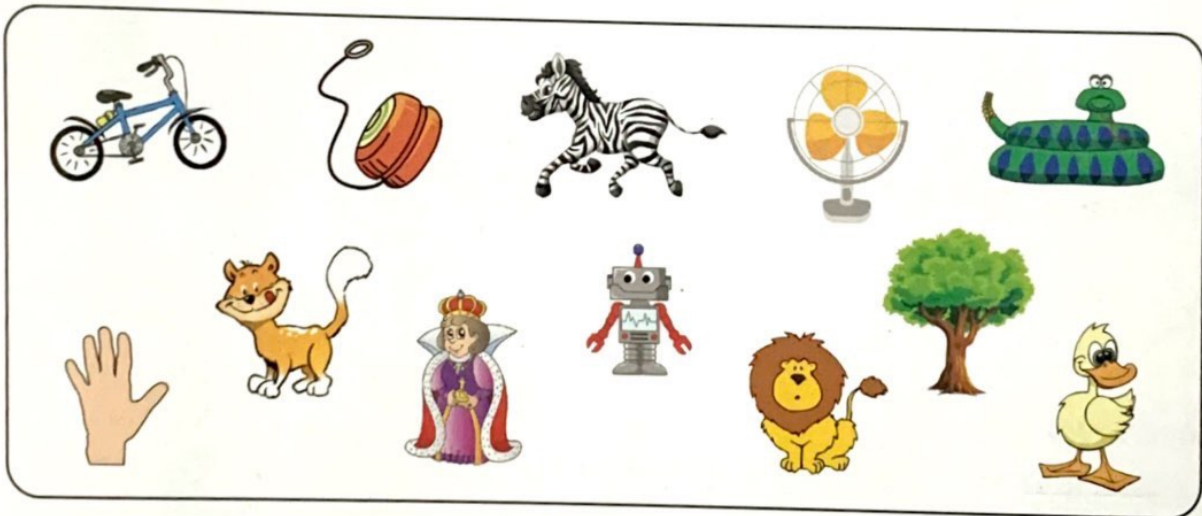
## Activity 5

Match the big and small letters. Then, put them in the correct order (a-z).



## Activity 6

Point to the pictures. Ask and answer questions about them.



What's that?

What sound does it begin with?







It's a snake.

S!

# Greetings

## Activity 1

Listen and repeat.

		
Hello	Goodbye	Good morning
		
Good afternoon	Good evening	Good night

## Activity 2

Match the pictures to the words.



## Activity 3

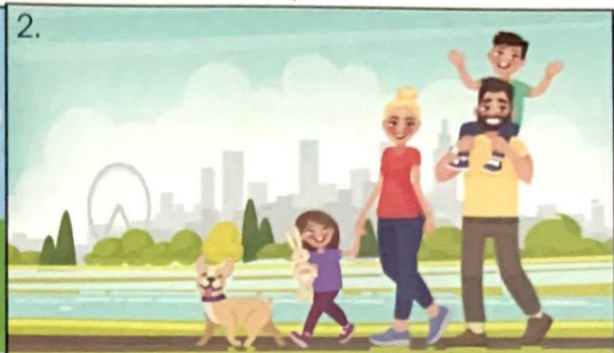
Look at the pictures. What do you think they are saying? Practise with a partner.



## Let's Read

### Activity 1 ✂️

Paste the sentences under the matching pictures.



### Activity 2 HFW

Read the sentences. How many times can you find **me** and **you**?





' me \_\_\_\_\_ you \_\_\_\_\_

# Let's Write

## Activity 1

Write the phrases under the pictures.

Hello                      Good morning                      Good afternoon  
Good evening                      Good night                      Goodbye

		
_____	_____	_____
		
_____	_____	_____

## Activity 2

Use phrases to make sentences.

go to school                      eat lunch                      eat dinner                      go to bed

1. Good morning. It's time to \_\_\_\_\_
2. Good afternoon. It's time to \_\_\_\_\_
3. Good evening. It's \_\_\_\_\_
4. \_\_\_\_\_

## Activity 3

Check your writing. Tick (✓) the boxes.

I used capital letters.

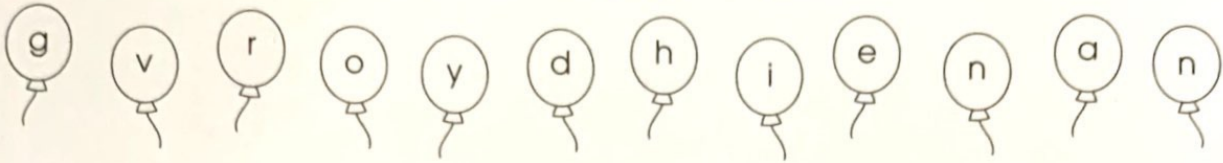
I used spaces.

I used a full stop.

## Review

### Activity 1




Choose letters from the balloons to complete the words.



- H\_\_llo
- Goodb\_\_e
- Good mo\_\_ni\_\_g
- Goo\_\_ \_\_fternoon
- G\_\_od e\_\_en\_\_ng
- Good \_\_ig\_\_t

### Activity 2

Listen and circle the ending sounds.

1.  u m n	2.  j y g	3.  x k s
4.  m e j	5.  r n u	6.  n p i

### Activity 3

Unscramble the words.

1. u o y \_\_\_\_\_

2. e m \_\_\_\_\_

### Activity 4

Practise saying the sounds with a partner. Colour the sounds that you know.

a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	

# Phonics Review

## Activity 1

Listen and put the sounds in the correct order (1 - 5).

ch

sh

ph

ng

wh

## Activity 2

Match the pictures to the sounds.

1.

ch

2.

wh

3.

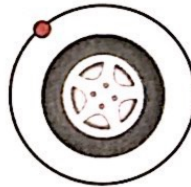
sh

4.

ng

5.

ph



Unit Two

## Activity 3

Paste the pictures into the correct boxes.

ch

sh

ph

wh






ng



## Phonics Review

### Activity 4

Complete the words.

1. 	2. 	3. 	4. 	5. 
___ ite	dol___ in	swi___	___ op	___ eese

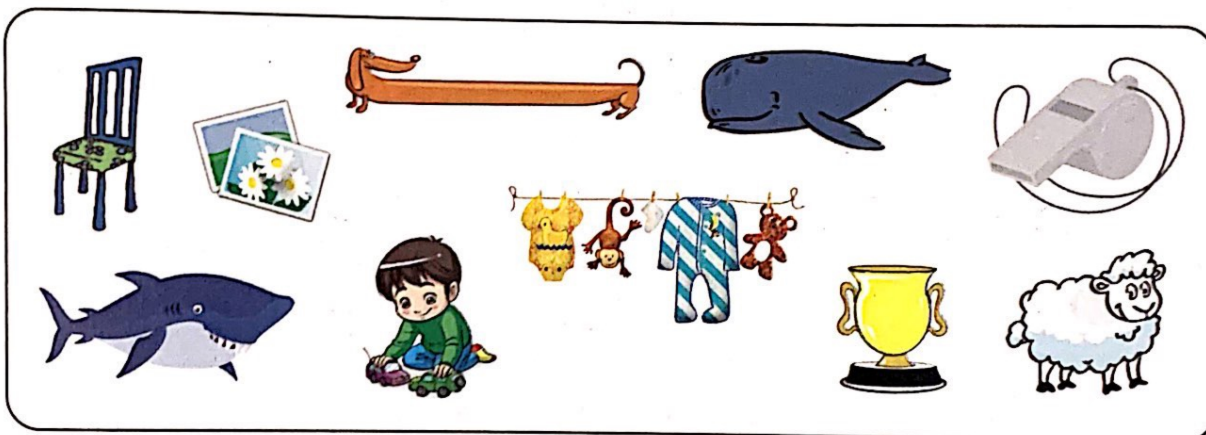
### Activity 5

Write the sounds that you hear.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

### Activity 6

Point to the pictures. Ask and answer questions about them.



Where's the shark?



What's the sound?



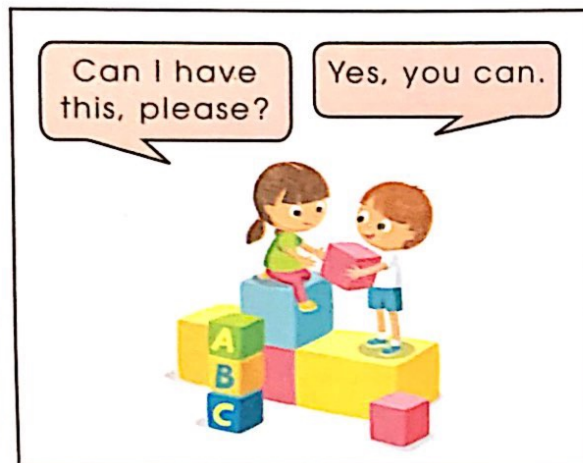
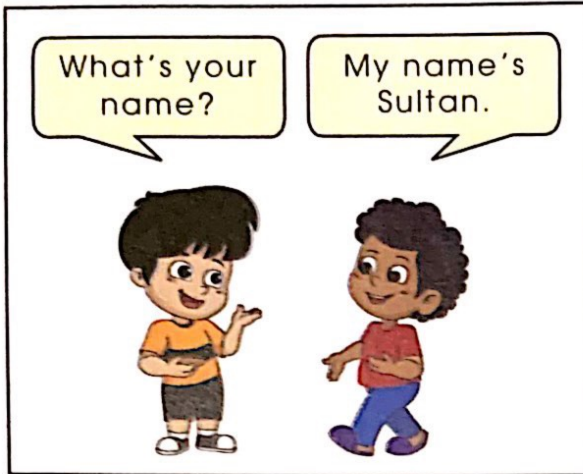
There it is!

sh!

## Questions

### Activity 1

Listen and repeat.



### Activity 2

Practice asking and answering the questions with a partner.

### Activity 3

Write the missing words.

thanks      Yes      name      you      name's      please

1. Can I have it, \_\_\_\_\_?
2. How are \_\_\_\_\_?
3. My \_\_\_\_\_ Sultan.
4. I'm happy, \_\_\_\_\_!
5. \_\_\_\_\_, you can.
6. What's your \_\_\_\_\_?

## Let's Read

### Activity 1

Look at the picture. What can you see? Where are they?



### Activity 2

Read the text and circle the words.

me	you
he	she

Khaled: Hello, Ahmed!  
 Ahmed: Good morning, Khaled. How are you?  
 Khaled: I'm fine, thanks. How are you?  
 Ahmed: I'm sleepy, but I'm happy to see you.  
 Khaled: Me too. I'm happy to see Abdullah too.  
 Ahmed: Where is he?  
 Khaled: He's over there with Miss Fatima.  
 Ahmed: She's my teacher this year.  
 Khaled: It's time to go to English class. Goodbye!

### Activity 3

Read the text again. Circle True (✓) or False (x).

- |  |      |       |
|--|------|-------|
| 1. The boys are Ahmed and Khaled.          | True | False |
| 2. They meet in the evening.               | True | False |
| 3. Ahmed feels sad.                        | True | False |
| 4. Miss Fatima is Ahmed's teacher.         | True | False |
| 5. It's time for Khaled to go to the shop. | True | False |

### Activity 4

Read the text with your partner.

Hello,  
Ahmed!



Good morning,  
Khaled. How  
are you?

## Let's Write

- We use **a** for words that start with **consonants** → a robot.
- We use **an** for words that begin with **vowels** → an igloo.

### Activity 1

List some things that you can see in the picture. Use **a** or **an** in your list.



---

---

---

---

---

---

---

### Activity 2

Tell your partner what you can see in the picture.



### Activity 3

Write sentences about what you can see in the picture. Don't forget to use **a** or **an**.

1. I can see \_\_\_\_\_
2. I can \_\_\_\_\_
3. I \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Activity 4

Check your writing. Tick (✓) the boxes.

I used capital letters.

I used spaces.

I used a full stop.

## Review

### Activity 1

Write the missing words.

1. Hello, my \_\_\_\_\_ Maryam.
2. Can I play with you, \_\_\_\_\_?
3. Good afternoon, Haza. How are \_\_\_\_\_?
4. What's your \_\_\_\_\_?
5. I'm fine, \_\_\_\_\_. How are you?

### Activity 2






Look at the pictures. Write the words in the correct places.



ch	sh	wh	ph	ng
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

### Activity 3

Circle **a** or **an** for each of the words.

				
a    an	a    an	a    an	a    an	a    an

### Activity 4

Practise asking and answering these questions with your friends.

What's your name?

Can I have \_\_\_\_\_, please?

How are you?

# Alphabetical Order

## Activity 1

Write the missing letters.

a	b	___	d	___	f	___	h	i
___	k	l	___	n	___	p	___	r
s	___	u	___	w	___	___	z	

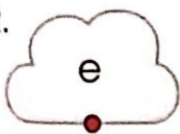
## Activity 2

Match each letter with the letters that come next.

1.



2.



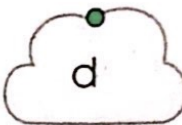
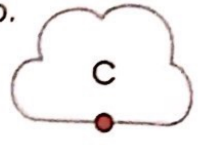
3.



4.



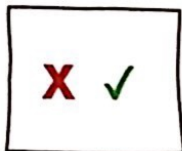
5.



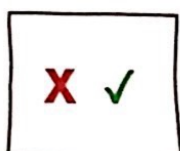
## Activity 3

Listen to the letters. Are they in alphabetical order? Circle (✓) or (x).

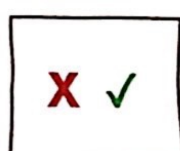
1.



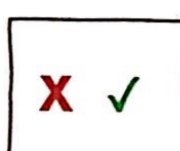
2.



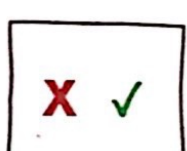
3.



4.



5.



## Activity 4

Write the missing capital letters.

A	___	C	___	E	___	G	H	___
J	___	___	M	___	O	___	Q	___
___	T	___	V	___	X	Y	___	

## Activity 5

Write the letters that come before each letter. Use capital letters.

1.



2.



3.



4.



5.



# Alphabetical Order

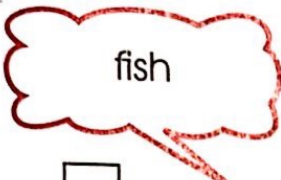
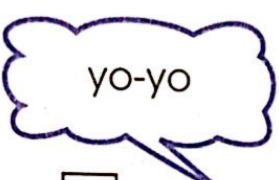
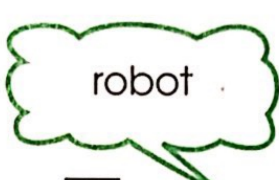
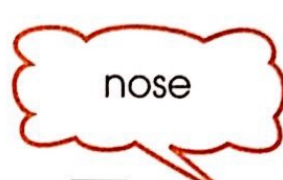
## Activity 6

Listen to the words. Are they in alphabetical order? Circle Yes or No.

1. Yes No	2. Yes No	3. Yes No	4. Yes No	5. Yes No
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## Activity 7

Put the words in alphabetical order (1- 4).

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

## Activity 8

Write the words in alphabetical order.

1. <table border="1" style="width: 100%;"> <tr> <td>window</td> <td>desk</td> </tr> <tr> <td>apple</td> <td>heart</td> </tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </table>	window	desk	apple	heart	_____	_____	_____	_____	_____	_____	2. <table border="1" style="width: 100%;"> <tr> <td>zebra</td> <td>umbrella</td> </tr> <tr> <td>kite</td> <td>egg</td> </tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </table>	zebra	umbrella	kite	egg	_____	_____	_____	_____	_____	_____	3. <table border="1" style="width: 100%;"> <tr> <td>snake</td> <td>igloo</td> </tr> <tr> <td>bat</td> <td>gift</td> </tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </table>	snake	igloo	bat	gift	_____	_____	_____	_____	_____	_____
window	desk																															
apple	heart																															
_____	_____																															
_____	_____																															
_____	_____																															
zebra	umbrella																															
kite	egg																															
_____	_____																															
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_____	_____																															
snake	igloo																															
bat	gift																															
_____	_____																															
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_____	_____																															

## Activity 9


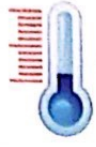




Work with a partner. Say words in alphabetical order.

# Weather







## Activity 1

Listen and repeat.

		
hot	cold	sunny
		
cloudy	rainy	windy

## Activity 2

Listen and circle the correct pictures.

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

## Activity 3

Look at the pictures and write the correct words.

1. It's \_\_\_\_\_
2. It's \_\_\_\_\_
3. It's \_\_\_\_\_
4. It's \_\_\_\_\_
5. It's \_\_\_\_\_
6. It's \_\_\_\_\_



## Activity 4

Work with a partner. Choose cards and take it in turns to act out the weather.



## Let's Read

### Activity 1

Read the poem. Find and underline the words.



### Activity 2

Look at the picture. What can you see? Talk about the picture with a partner..



I try to sleep on a stormy night.  
Crashing and banging! Flashes of light!

I look out the window and lie in bed.  
I close my eyes and hide my head.

I think about Mum, I think about Dad.  
Soon, the storm isn't so bad!

I go to sleep, I feel big and strong.  
When I wake up, the storm has gone!

### Activity 3

Listen to the poem. Then, choose and write a title.

1. A Sunny Morning

2. A Stormy Night

3. A Rainy Day

### Activity 4

Read the poem with actions.









# Let's Write

## Activity 1

Write the words.







rainy      windy      hot      sunny      cold      cloudy

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

## Activity 2






Write the correct words.

happy      sad      angry      excited      scared      sleepy

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

## Activity 3

Complete the sentences about how the weather makes you feel.

1. 	It's stormy. I feel _____.
2. 	It's _____, I feel _____.
3. 	_____, I feel _____.
4. 	_____
5. 	_____

## Review

### Activity 1

Work with a partner. Take it in turns to say the letters of the alphabet.



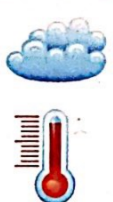
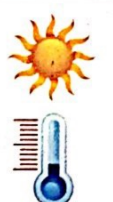




### Activity 2

Are the words in alphabetical order? Circle Yes or No.

- |                                  |     |    |
|----------------------------------|-----|----|
| 1. camel, moon, x-ray, pizza     | Yes | No |
| 2. bat, jug, snake, igloo        | Yes | No |
| 3. lemon, tree, violin, question | Yes | No |
| 4. elephant, hat, wall, yellow   | Yes | No |
| 5. queen, pink, sea, zoo         | Yes | No |







### Activity 3

Listen and circle the correct pictures.

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

### Activity 4




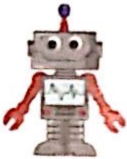
Match the pictures to the sentences.

1. 	2. 	3. 	4. 	5. 	6. 
It's hot.	It's windy.	It's sunny.	It's cloudy.	It's rainy.	It's cold.

# Syllables


## Activity 1


Listen to the words. Clap the syllables.


1.  white	2.  le - mon	3.  el - e - phant	4.  ro - bot
---	--	---	--

## Activity 2

Read the syllables. Say the words.

1.   
cat - er - pil - lar


2.   
butt - er - fly


3.   
ant


## Activity 3

Circle how many syllables are in each word.

1.   
1   2   3

2.   
1   2   3

3.   
1   2   3

4.   
1   2   3

## Activity 4

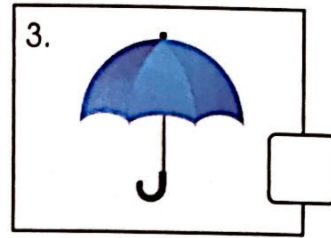
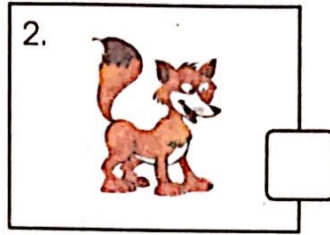
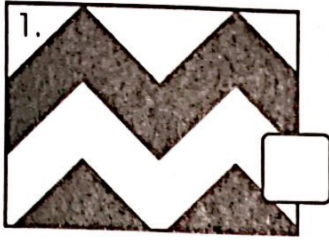
Paste the pictures into the correct place.

1 syllable	2 syllables	3 syllables

# Syllables

## Activity 5

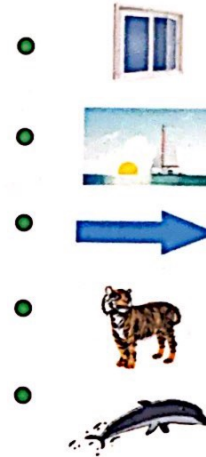
Say the words. Write how many syllables are in each word.



## Activity 6

Match the syllables to make words. Then, match the words to the pictures.

- |           |          |
|-----------|----------|
| 1. ar ●   | ● ing ●  |
| 2. dol ●  | ● ger ●  |
| 3. ti ●   | ● phin ● |
| 4. morn ● | ● dow ●  |
| 5. win ●  | ● row ●  |



## Activity 7

Say the words and write the syllables.

gorilla		

octopus		

camel	

## Activity 8

Work with a partner. Think of words you know to complete the table.

1 syllable	2 syllables	3 syllables

# Let's Read

## Activity 1

Look at the picture. What can you see? What's the weather like?



### A Day at the Beach

Hello, my name is Rashid. It's Saturday today. It's going to be hot and sunny! Let's go to the beach. Lots of my friends are there.

My friends play in the sand and swim in the sea. They sit in the sun and eat cold ice-cream. Maryam and Saeed throw and catch a big ball.

I drink orange juice and sit under an umbrella. We have fun at the beach. What do you do at the beach?

How many shells can you find?

## Activity 2 **HFW**

Can you find the words in the text.

we

be

they

are

## Activity 3 17





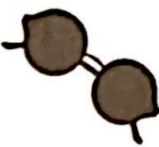
Read the story again. Then, circle True (✓) or False (x).

- |                                       |      |       |
|---------------------------------------|------|-------|
| 1. Rashid is going to the mall.       | True | False |
| 2. At the beach, it's cold and windy. | True | False |
| 3. They eat cold ice-cream.           | True | False |
| 4. Rashid's friends kick the ball.    | True | False |
| 5. Rashid sits under a tree.          | True | False |

## Let's Read

### Activity 4

Look at the pictures. Do you take these things to the beach? Tick (✓) or (x).

				
swim ring	bucket	flip flops	towel	sunglasses
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Activity 5

Unscramble the words.

- loewt \_\_\_\_\_
- tcbuke \_\_\_\_\_
- sanussgels \_\_\_\_\_
- nsiirgmw \_\_\_\_\_
- oppilffsl \_\_\_\_\_

### Activity 6

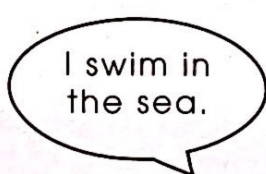
Listen and fill in the blanks.

friends	sunny	ball	orange	swim
---------	-------	------	--------	------

- It's a hot and \_\_\_\_\_ day.
- His \_\_\_\_\_ are at the beach.
- Rashid's friends \_\_\_\_\_ in the sea.
- Maryam and Saeed play with a \_\_\_\_\_.
- Rashid drinks \_\_\_\_\_ juice.

### Activity 7

Talk to a partner about what you do at the beach.



## Let's Write

### Activity 1

What do you need when it's sunny? Choose two things to make a word web.

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

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

 **sunny**


I need \_\_\_\_\_ and \_\_\_\_\_ when it's sunny.

### Activity 2

What do you need when it's rainy? Make a word web and write a sentence.

\_\_\_\_\_

\_\_\_\_\_

 \_\_\_\_\_


I need \_\_\_\_\_

### Activity 3

What do you need when it's cold? Make a word web and write a sentence.

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

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

 **cold**

\_\_\_\_\_



## Review

### Activity 1

Look at the pictures and say the words. How many syllables do the words have?

1  dolphin	2  iguana	3.  igloo	4.  hat
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### Activity 2





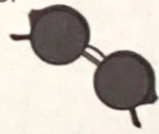
Listen and write the words.

We                      They                      be                      are

1. Where are your friends? \_\_\_\_\_ are at the beach.
2. Please \_\_\_\_\_ careful, it's hot outside!
3. It's sunny. \_\_\_\_\_ can play at the park.
4. There \_\_\_\_\_ a lot of shells on the sand.

### Activity 3

Match the pictures to the words.

1. 	2. 	3. 	4. 	5. 
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
towel	flip flops	sunglasses	bucket	swim ring

### Activity 4

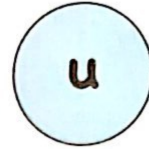
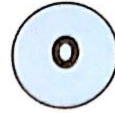
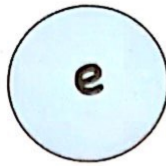
Find the words from Activity 3 in the word search.

s	f	e	a	l	o	g	l	e	w
r	o	c	b	u	c	k	e	t	s
t	w	s	w	i	m	r	i	n	g
b	e	p	i	c	o	n	d	e	l
f	l	i	p	f	l	o	p	s	n
s	u	n	g	l	a	s	s	e	s

# Short Vowels









## Activity 1

Listen and repeat. Then, point and practise with a partner.



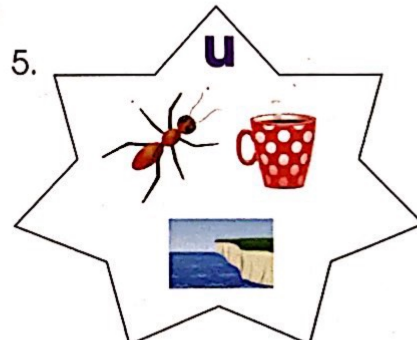
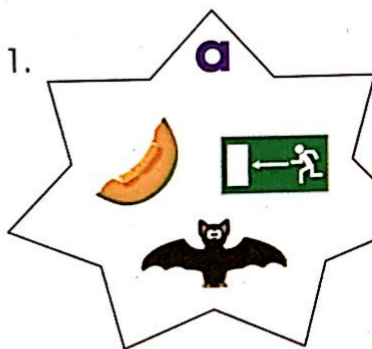
## Activity 2

Write the short vowels to complete the words.

1.  s__n	2.  c__t	3.  k__d	4.  l__g
5.  w__b	6.  j__t	7.  p__t	8.  v__n

## Activity 3

Say the words. Circle the pictures that have the short vowel sounds.



## Short Vowels

### Activity 4

Listen to the words and circle the correct short vowel sounds.

1.	a	e	i	o	u
2.	a	e	i	o	u
3.	a	e	i	o	u
4.	a	e	i	o	u
5.	a	e	i	o	u

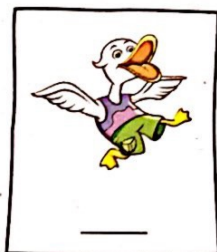
### Activity 5

Underline the words with short vowel sounds.

1. The duck runs to win the cup.
2. Clap your hands for the fat rat!
3. The red hen has six eggs.
4. The orange fox has a box.
5. This big fish uses little fins to swim.

### Activity 6

Match the pictures to the sentences in Activity 5 (1-5).



### Activity 7

Work with partner. Complete the table with words from Activity 5.

a	e	i	o	u
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

# My Morning







## Activity 1

Listen and repeat.

		
wake up	have a shower	brush my teeth
		
get dressed	eat breakfast	go to school

## Activity 2

Match the pictures to the sentences.

1. 	2. 	3. 	4. 	5. 	6. 
I get dressed.	I have a shower.	I go to school.	I wake up.	I brush my teeth.	I eat breakfast.

## Activity 3

Complete the sentences.

have	up	get	go	my	eat
------	----	-----	----	----	-----

- I wake \_\_\_\_\_.
- I brush \_\_\_\_\_ teeth.
- I \_\_\_\_\_ breakfast.
- I \_\_\_\_\_ dressed.
- I \_\_\_\_\_ a shower.
- I \_\_\_\_\_ to school.

## Activity 4

Work with a partner. Act out the phrases for your partner.



Get dressed.

## Let's Read

### Activity 1

Read the story. Then, put the pictures in the correct order (1-5).

#### My Morning

Every morning, I wake up at 7am.

I get up and I have a shower. I like hot showers.  
my shower, I get dressed.

I brush my teeth slowly. Do you brush your teeth too?

Then, I eat breakfast. I eat it all!

Then, I get ready for school. I put my books in my bag.

At 8am, I go to school.

I like school because I can see my friends!







### Activity 2

Find and underline **my** and **your** in the text.

### Activity 3

Read the text. Then, tick (✓) the things he does.

1. reads a book		<input type="checkbox"/>	2. brushes his teeth		<input type="checkbox"/>
3. wakes up		<input type="checkbox"/>	4. goes to sleep		<input type="checkbox"/>

### Activity 4

Read the text and circle the correct answers.

- |                                |                   |                |
|--------------------------------|-------------------|----------------|
| 1. At 7am, he _____.           | wakes up          | goes to school |
| 2. Then, he gets up and _____. | brushes his teeth | has a shower   |
| 3. After his shower, he _____. | wakes up          | gets dressed   |
| 4. He _____ slowly.            | brushes his teeth | has a shower   |
| 5. At 8am, he _____.           | eats breakfast    | goes to school |

## Let's Write

### Activity 1

Match the words to make phrases.

- |            |             |
|------------|-------------|
| 1. eat ●   | ● a shower  |
| 2. wake ●  | ● to school |
| 3. brush ● | ● breakfast |
| 4. go ●    | ● dressed   |
| 5. get ●   | ● up        |
| 6. have ●  | ● my teeth  |

### Activity 2

Unscramble the sentences.

1. eat / I / breakfast
2. shower / have / a / I
3. I / up / wake
4. dressed / get / I
5. go / I / school / to
6. my / brush / I / teeth

---

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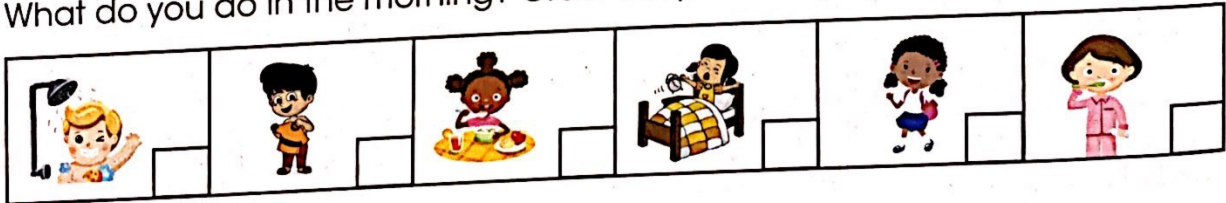
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### Activity 3

What do you do in the morning? Order the pictures (1-6).



### Activity 4






Write the phrases in the order that you do them in the morning.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Review

### Activity 1

Circle the correct short vowel sounds.

1.  a    i e    u o    u	2.  i    u o    a e    a	3.  e    i a    o u    o	4.  o    e u    i a    i	5.  e    a i    o u    o
--	--	--	---	--

### Activity 2 **HFW**

Unscramble the words. Say the words.

1. oyru → \_\_\_\_\_

2. ym → \_\_\_\_\_

### Activity 3 **HFW**

Find the words.

t	h	e	y	p	j
n	m	y	o	u	r
y	y	q	j	v	f
o	l	a	r	e	k
u	g	f	u	n	h
w	s	h	e	x	e

they	<input type="checkbox"/>
my	<input type="checkbox"/>
she	<input type="checkbox"/>
he	<input type="checkbox"/>
your	<input type="checkbox"/>
are	<input type="checkbox"/>
you	<input type="checkbox"/>

### Activity 4

Listen to Maitha and put the things she does in order (1-6).

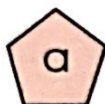
She eats her breakfast. <input type="checkbox"/>	She goes to school. <input type="checkbox"/>	She has a shower. <input type="checkbox"/>	She gets dressed. <input type="checkbox"/>	She brushes her teeth. <input type="checkbox"/>	She wakes up. <input type="checkbox"/>
---	---	---	---	--	---

## Magic e

- Vowels (a, e, i, o, u) make short and long sounds.
- **Magic e** tells the vowel to make the long sound.
- **Magic e** makes no sound.

### Activity 1

Listen and repeat. Point to the vowels as you listen.



### Activity 2

Listen to the words. Point to the words as you listen.

cap cape

rip ripe

hop hope

tub tube

### Activity 3

Work with a partner. Use **Magic e** to make new words.

1. mad

2. plan

3. mop

4. pin

5. cub

### Activity 4

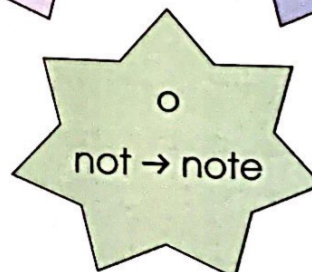
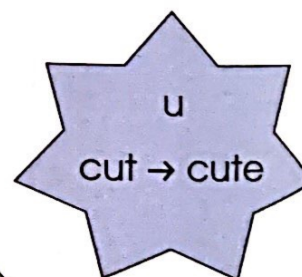
Listen and sing the **Magic e** song.

The a in tap says a,  
The a in tap says a,  
But if we add a **Magic e**,  
The a in tape says a.

The i in kit says i,  
The i in kit says i,  
But if we add a **Magic e**,  
The i in kite says i.

### Activity 5

Sing the **Magic e** song with these words and sounds.



### Activity 6

Listen and write **Magic e** if the words have a long vowel sound.

1. man\_\_\_

2. bit\_\_\_

3. rob\_\_\_

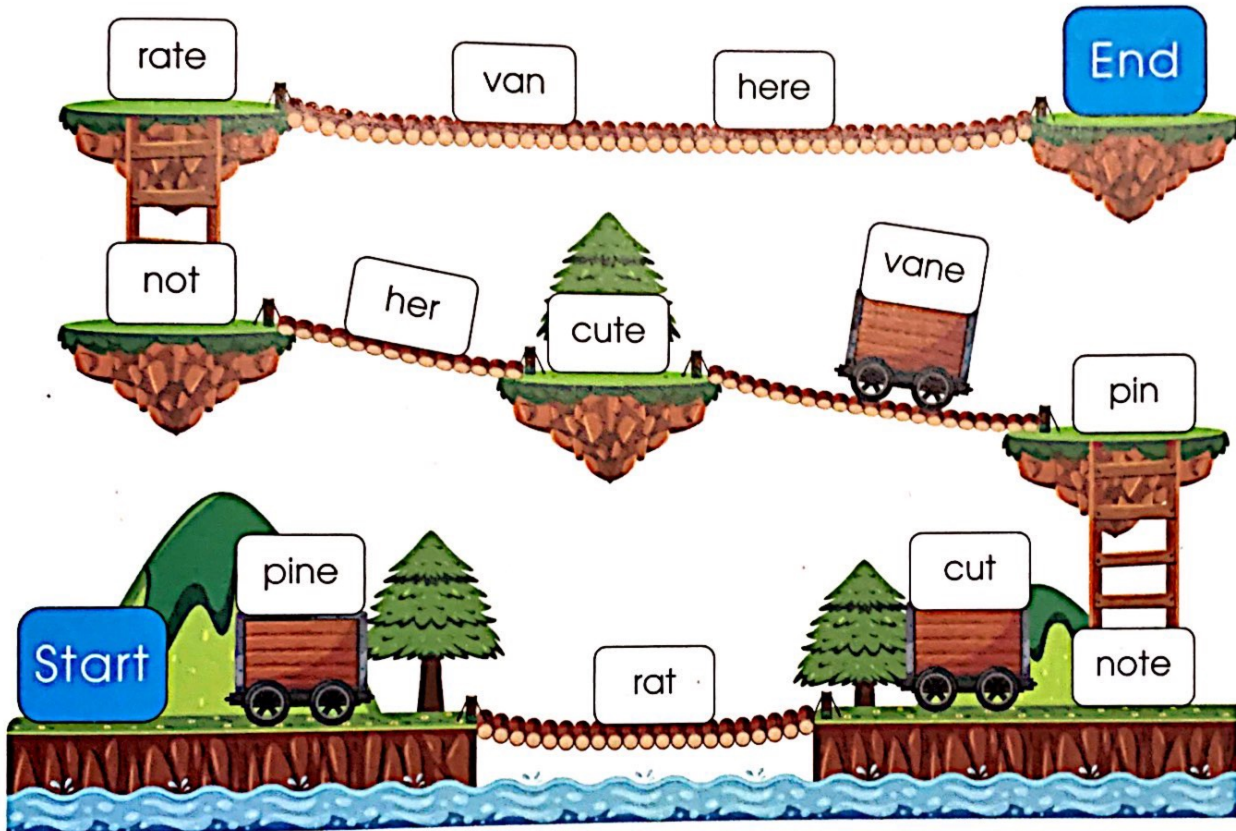
4. tub\_\_\_



## Magic e

### Activity 7









Work with a partner. Say all the words to get from the start to the end.



Unit Six









### Activity 8

Write **Magic e** in the correct places.

1. 	2. 	3. 	4. 
van__	bik__	hat__	run__
5. 	6. 	7. 	8. 
gat__	kit__	can__	nin__

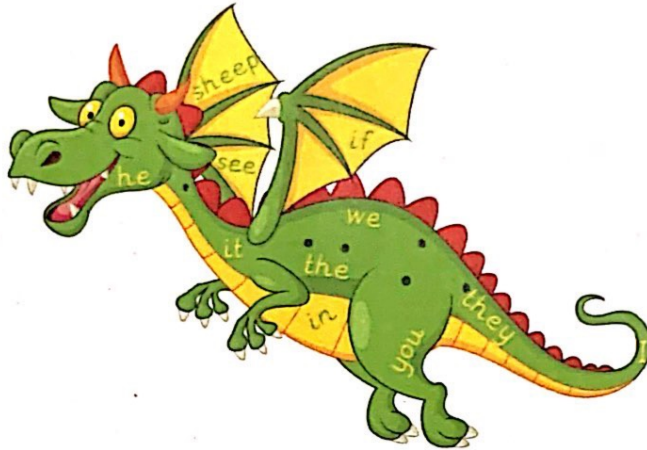
# Pronouns

- We can use pronouns instead of names.
- Ali** can run. → **He** can run.

I	you	he	she	It	we	you	they
							


## Activity 1

Find the pronouns.



## Activity 2

Circle the correct pronouns.

1. 	2. 	3. 	4. 
we    it	it    she	they    I	she    he

## Activity 3

Write the correct pronouns.

- Sara → \_\_\_\_\_
- Adam and Ali → \_\_\_\_\_
- Bader → \_\_\_\_\_
- The lion → \_\_\_\_\_
- The frog and the fish → \_\_\_\_\_
- Zainab → \_\_\_\_\_

## Activity 4 ✂️

Cut out the cards. Match the pictures to the words.



we

he

it

## Let's Read

### Activity 1

Read the story. Write numbers (1-6) to show what Hamdan and Alla do in the morning.

#### Things We Do in the Morning

This is Hamdan.

He wakes up at 6am. He eats breakfast.  
He brushes his teeth and he has a shower.  
Then, he gets dressed for school.  
He goes to school at 7am. He likes school.

This is Alia.

She wakes up at 7am. She has a shower.  
She brushes her teeth and she gets dressed.  
Then, she eats breakfast. She eats eggs for breakfast.  
She goes to school at 8am. She likes school!



wakes up

brushes his teeth

goes to school

gets dressed

has a shower

eats breakfast



wakes up

brushes his teeth

goes to school

gets dressed

has a shower

eats breakfast

### Activity 2

Find and underline **for** and **all** in the text.

### Activity 3

Read the story and answer the questions.

1. Who is the story about? \_\_\_\_\_ and \_\_\_\_\_
2. What is the title of the story? \_\_\_\_\_
3. What is the story about? \_\_\_\_\_

### Activity 4

Tell your partner what you do in the morning.

brush teeth

wake up

eat breakfast

get dressed

have a shower

go to school

## Let's Write

### Activity 1

Write about four things that you do in the morning. Draw pictures.

brush teeth

eat breakfast

have a shower

wake up

get dressed

go to school

1.

2.

3.

4.

## Review

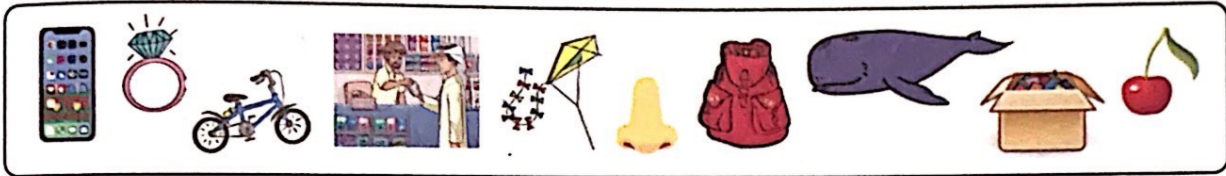
### Activity 1 30

Listen and circle the correct words.

1. man                      mane
2. her                        here
3. fin                        fine
4. rob                        robe
5. cut                        cute

### Activity 2

Circle the pictures that have **Magic e**.



### Activity 3

Unscramble the words. Say the words.

1. ofr → \_\_\_\_\_

2. lal → \_\_\_\_\_

### Activity 4

Write the words in the correct circles.

he	Ali	it	Sara and Meera	we
I	you	Saif	they	Aisha

**Pronouns**

**Names**







## Phonics Focus - Long a Vowel Sound

- Look at the letters. Say the long **a** sound.

### Activity 1







Listen and repeat.



a_e	ai	ay
 cake	 paint	 crayon
 page	 train	 play

### Activity 2

Circle the correct letters.

1. 	2. 	3. 	4. 	5. 	6. 
ay	ai	ai	a_e	ay	a_e
ay	ai	ai	a_e	ay	a_e

### Activity 3

Fill in the missing letters.

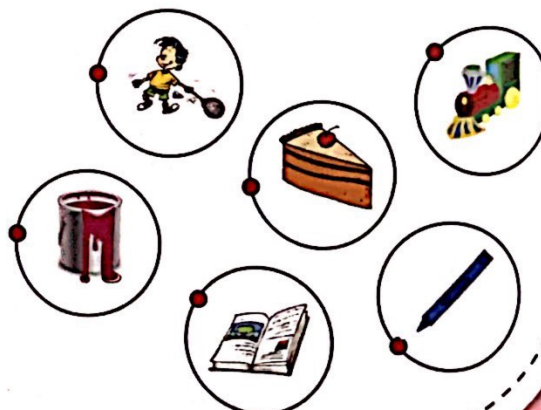
1. p__nt	2. c__on	3. p_g__	4. c_k__	5. tr__n	6. pl__
----------	----------	----------	----------	----------	---------

### Activity 4

Write the words in alphabetical order (a-z). Then, match the words and pictures.

play	page	cake	paint	crayon	train
------	------	------	-------	--------	-------

- \_\_\_\_\_ ●
- \_\_\_\_\_ ●
- \_\_\_\_\_ ●
- \_\_\_\_\_ ●
- \_\_\_\_\_ ●
- \_\_\_\_\_ ●



## Phonics Focus - Long a Vowel Sound

### Activity 5

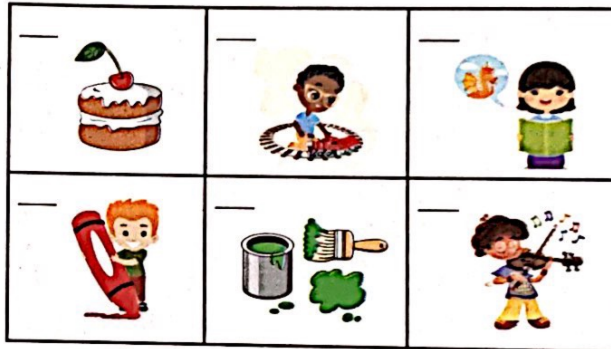
Listen and circle the correct words.

1.	page	paint	train
2.	play	cake	paint
3.	crayon	train	page
4.	train	page	cake
5.	paint	crayon	play
6.	cake	play	crayon

### Activity 6

Match the pictures to the sentences (1-6).

1. My little brother has a toy train.
2. I have some green paint.
3. The cake has a red cherry on it.
4. There's a dragon on this page.
5. The boy has a big red crayon.
6. My friend can play the violin.



### Activity 7







Paste the pictures into the correct place.

Long a Sound	Short a Sound

# Action Verbs







## Activity 1 33

Listen and repeat. Do actions for each word.

		
climb	jump	swim
		
hang	throw	walk

## Activity 2

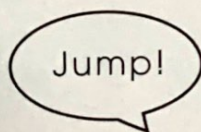
Unscramble the words. Then, match the words to the pictures.

1. wmis	_____	
2. otrhw	_____	
3. bcmlil	_____	
4. nagh	_____	
5. jmup	_____	
6. lwka	_____	



## Activity 3

Work with a partner. Say the words and do the actions.





## Let's Read

### Activity 1

34

Read the story and underline the action verbs.

#### At the Park

Ali likes the park. He goes on Saturday morning. He's excited to see all his friends.

At the park, he hangs and swings from the rings. Ahmed walks around and eats his ice-cream. Rashid and Rafea jump up and down.

Layla sits and waits for her friends to play. Zayed climbs on the wheel. He's not scared. They have fun at the park!



### Activity 2

HFW

Find and circle **his** and **her** in the story.

### Activity 3

Read the story again and fill in the blanks.

1. Ali goes to the park on Saturday \_\_\_\_\_.
2. Ali \_\_\_\_\_ and swings from the rings.
3. Ahmed \_\_\_\_\_ around and eats an ice cream.
4. Rashid and Rafea \_\_\_\_\_ up and down.
5. Zayed \_\_\_\_\_ on the wheel.

### Activity 4

Match the names to the pictures.

1. Ali ●
2. Ahmed ●
3. Rashid ●
4. Rafea ●
5. Layla ●
6. Zayed ●



## Let's Write

### Activity 1 ✂ 8

Paste the pictures in the correct boxes. Then, write the missing action verbs.

1.          Shama _____ to the shop.	2.          Saif _____ into the water.	3.          Mohammed _____ a ball.
4.          Amna _____ in the pool.	5.          A bat _____ from the tree.	6.          Mazen _____ up the wall.

### Activity 2

Unscramble the sentences.

1. frog / The / into / the water. / jumps

\_\_\_\_\_

2. leaf / The / the tree. / hangs from

\_\_\_\_\_

3. the shop. / boy / The / walks to

\_\_\_\_\_

4. climbs up / cat / the tree. / The

\_\_\_\_\_

5. swims in / shark / The / the sea.

\_\_\_\_\_

6. a ball. / throws / girl / The

\_\_\_\_\_

## Review

### Activity 1

Draw lines to the pictures with the long a sound.



### Activity 2

Circle the words with the long a sound.

1. Can you look at page ten?
2. Zainab likes to play with her brother.
3. The black train goes to the park every day.
4. We eat pizza and cake on Friday.
5. Amna draws with her crayon on the page.

### Activity 3 HFW

Write **his** and **her** under the correct pictures.



### Activity 4

Write the correct action verbs.









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

## Phonics Focus - Long e Vowel Sound

- Look at the letters. Say the long **e** sound.

### Activity 1

Listen and repeat.

ea	ee	ey	y
			
beach	bee	monkey	puppy
			
dream	knee	trolley	family









### Activity 2

Circle the words with the long e sound. Underline the words with the short e sound.

elbow   knee   bee   zebra   beach   dream   family  
 trolley   shell   monkey   egg   ten   puppy   exit









### Activity 3

Listen and circle the correct pictures.

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

### Activity 4

Write the words.

1. 	2. 	3. 	4. 
_____	_____	_____	_____
5. 	6. 	7. 	8. 
_____	_____	_____	_____

## Phonics Focus - Long e Vowel Sound

### Activity 5

Find the phonics words.

p	b	w	e	k	p	f	h
u	i	m	a	n	o	a	m
p	c	d	r	e	a	m	o
p	r	f	t	e	n	i	n
y	o	j	v	d	u	l	k
t	r	o	l	l	e	y	e
s	b	e	a	c	h	b	y

Which word is missing?

\_\_\_\_\_

### Activity 6

Match the sentences and pictures.

1. Can you see two monkeys on the beach?
2. There is a puppy with a trolley in the shop!
3. Three bees are at the jar of honey.
4. The boy sleeps and dreams about cake.



### Activity 7

Write how many times you can find the long e sound in Activity 6. \_\_\_\_\_

### Activity 8





Write some words with long and short e sounds.

Long e Sound	Short e Sound
_____	_____
_____	_____
_____	_____
_____	_____

# Can / Can't







## Activity 1

Read the sentences to a partner.

The boy <b>can</b> jump.	The elephant <b>can't</b> hop.
 	 

## Activity 2

Look at the table. Then, read the sentences and circle True (✓) or False (x).

						
<b>Layla</b>	X	✓	✓	✓	✓	X
<b>Butti</b>	✓	✓	X	X	✓	X

- |                               |      |       |
|-------------------------------|------|-------|
| 1. Layla can jump.            | True | False |
| 2. Butti can't climb.         | True | False |
| 3. Layla can't swim.          | True | False |
| 4. Butti can walk.            | True | False |
| 5. Layla and Butti can jump.  | True | False |
| 6. Layla and Butti can throw. | True | False |

## Activity 3

Use the table to fill in the blanks.

1. Layla _____ climb.	2. Butti _____ jump.
3. They _____ walk.	4. They _____ throw.

## Activity 4

Choose a card. Ask and answer questions using **can** or **can't** with your group.

Can you jump?



I can't jump.



I can jump.

## Let's Read

### Activity 1

Read the text. Talk about the what you can do.

#### What Can They Do?

Omar can paint. He can paint a green tree.  
Children sit on the grass. They can listen to an English story.

Zainab plays in the sand with her dad.  
She can make a house.

Can you see the children with the ball?  
Look! They can run and throw the ball.  
Khalifa can jump and catch the ball.

The puppy can't throw the ball.  
What can you do?



### Activity 2

How many times do you see **can**? \_\_\_\_\_

### Activity 3

Read the text again. Every time you see **can** change it to **can't**. Now tell the story to your partner.

### Activity 4

Find and circle **see** and **look** in the text.

### Activity 5

Circle the missing words.

- |   |     |       |
|---|-----|-------|
| 1. Omar _____ paint a green tree.                 | can | can't |
| 2. The children _____ listen to an English story. | can | can't |
| 3. Zainab _____ make a house in the sand.         | can | can't |
| 4. The children _____ throw the ball.             | can | can't |
| 5. The puppy _____ throw the ball.                | can | can't |

### Activity 6

Talk about activities you can and can't do at the park with a partner.

I can't swim.



I can ride my bike.

## Let's Write

### Activity 1

Ask three friends what they can do. Put a tick (✓) or cross (x) under each action.

Names	swim	climb	run	throw	swing
_____					
_____					
_____					

Can you swim?



Yes, I can.



No, I can't.

### Activity 2

Write sentences about two of your friends using **can** or **can't**.

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

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

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

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

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

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

### Activity 3

Write sentences about what you **can** and **can't** do.

1. I can \_\_\_\_\_

2. I can't \_\_\_\_\_

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

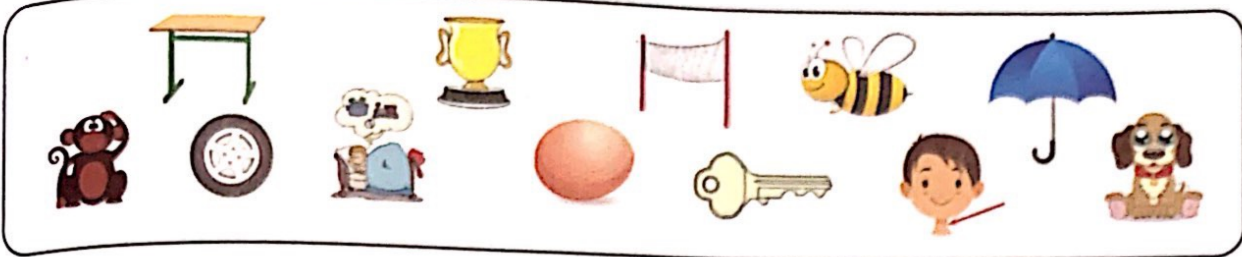
4. \_\_\_\_\_



## Review

### Activity 1

Circle the words with the long e sound.



### Activity 2

Circle the correct answers.

- |           |              |               |
|-----------|--------------|---------------|
| 1. queen  | long e sound | short e sound |
| 2. yellow | long e sound | short e sound |
| 3. cherry | long e sound | short e sound |
| 4. beach  | long e sound | short e sound |
| 5. vet    | long e sound | short e sound |
| 6. sheep  | long e sound | short e sound |

### Activity 3

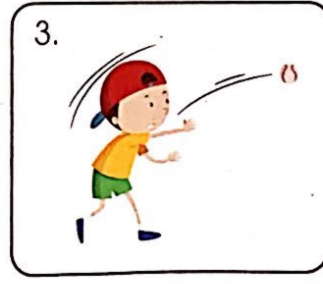
Listen and write the missing words.

his	look	her	see
-----	------	-----	-----

- \_\_\_\_\_ at the family and their shopping trolley.
- Can you \_\_\_\_\_ they have cheese and coffee?
- The queen lets \_\_\_\_\_ monkey sleep in the tree.
- The king brings \_\_\_\_\_ three sheep for a walk on the beach.

### Activity 4

Describe the pictures to a partner.









## Phonics Focus - Long o Vowel Sound

- Look at the letters. Say the long o sound.







### Activity 1

Listen and repeat.

o_e	oa	ow
		
bone	road	pillow
		
rope	soap	bowl

### Activity 2

Circle the correct letters.

1. 	2. 	3. 	4. 	5. 	6. 
oa o_e	ow oa	ow o_e	oa ow	ow o_e	o_e oa

### Activity 3

Colour words with long o sounds **red**. Colour words with short o sounds **blue**.

1. soap pot	2. clock rope
3. frog bowl	4. pillow mop
5. dog bone	6. road olive

### Activity 4

Work with with a partner. Say more words with the long o and short o sounds.

long....shop...



phone.... throw...

**Activity 5**  40

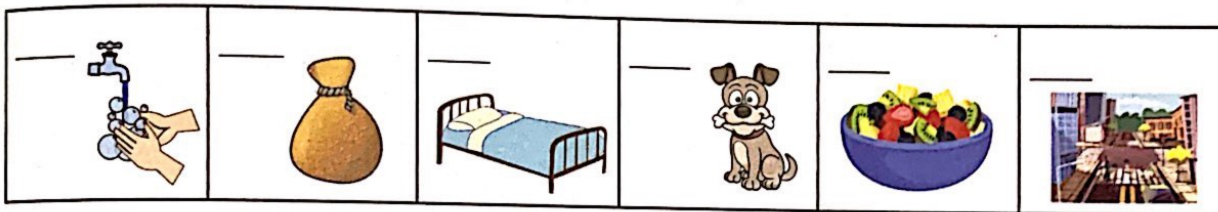
Listen and write the missing words.

bone      road      pillow      rope      soap      bowl

1. He can use a \_\_\_\_\_ to tie the bag.
2. There is a \_\_\_\_\_ on my bed.
3. My sister has a \_\_\_\_\_ of fruit every day.
4. Wash your hands with \_\_\_\_\_ before you eat.
5. The puppy has a \_\_\_\_\_ in its mouth.
6. We cross the \_\_\_\_\_ with our teacher.

**Activity 6**

Match the pictures to the sentences from Activity 5.



**Activity 7**

Read the story. Tick (✓) the phonics words you can find.

I see a cat on the road.  
 The cat is our new pet.  
 We wash the cat with soap.  
 We play with the cat.  
 We give it a bone and a pillow.



- bone \_\_\_\_\_
- rope \_\_\_\_\_
- road \_\_\_\_\_
- soap \_\_\_\_\_
- pillow \_\_\_\_\_
- bowl \_\_\_\_\_

**Activity 8** 









Retell the story to a partner. Practise making the long o sound.



# Animals

## Activity 1

Listen and repeat.

			
<b>tiger</b>	<b>hippo</b>	<b>monkey</b>	<b>snake</b>
			
<b>bear</b>	<b>giraffe</b>	<b>penguin</b>	<b>crocodile</b>

## Activity 2

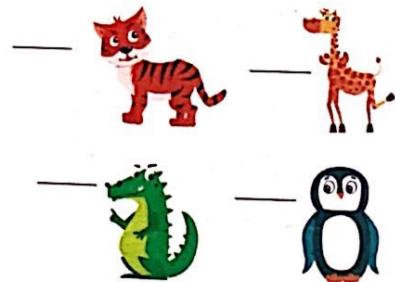
Unscramble the words. Which word is missing?

1. e a k n s	2. e o c r d l i c o	3. f e i a r g f	4. r i e t g
_____	_____	_____	_____
5. n o y e m k	6. a e b r	7. i p o p h	8.
_____	_____	_____	_____

## Activity 3

Read the sentences. Match the sentences to the pictures (1-4).

- This animal's name begins with **g**.
- This animal's name has **5 letters**.
- This animal's name ends with **n**.
- This animal's name has **9 letters**.



## Activity 4

Listen and write the missing words.

- Look at the \_\_\_\_\_. It can swim.
- I can see a \_\_\_\_\_ in the grass. I'm scared!
- There's a big \_\_\_\_\_ under the tree.
- Can you jump up and down like a \_\_\_\_\_?

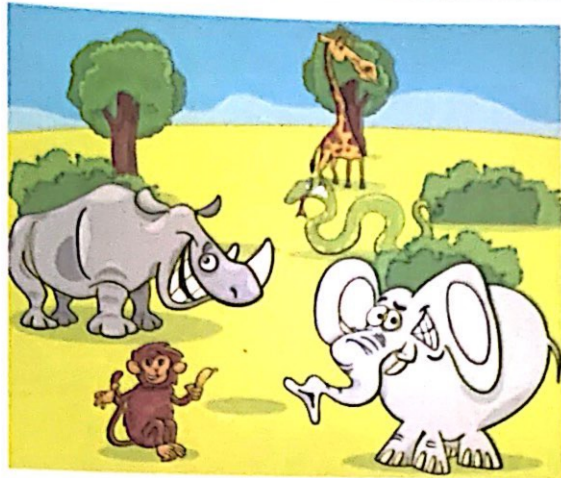
## Let's Read

### Activity 1

Read the story. Then, find the animals in the picture.

#### My Picture

This is my favourite picture.  
It's a picture of animals at the zoo.  
Look at the picture with me!  
There are a lot of different animals  
at the zoo. Can you see them?  
This is an elephant. It has big ears.  
This is a monkey. It likes to eat bananas.  
That is a snake. It's long and green.  
That is a giraffe. It's very tall!



### Activity 2

Find and underline **this**, **that**, **with** and **them** in the story.

### Activity 3

Read the sentences and circle the correct answers.

- |   |      |       |
|---|------|-------|
| 1. It's a picture of animals in the zoo.  | True | False |
| 2. The elephant has big ears.             | True | False |
| 3. There are two giraffes in the picture. | True | False |
| 4. The monkey likes to eat apples.        | True | False |
| 5. The snake is long and green.           | True | False |

### Activity 4

Write the missing words.

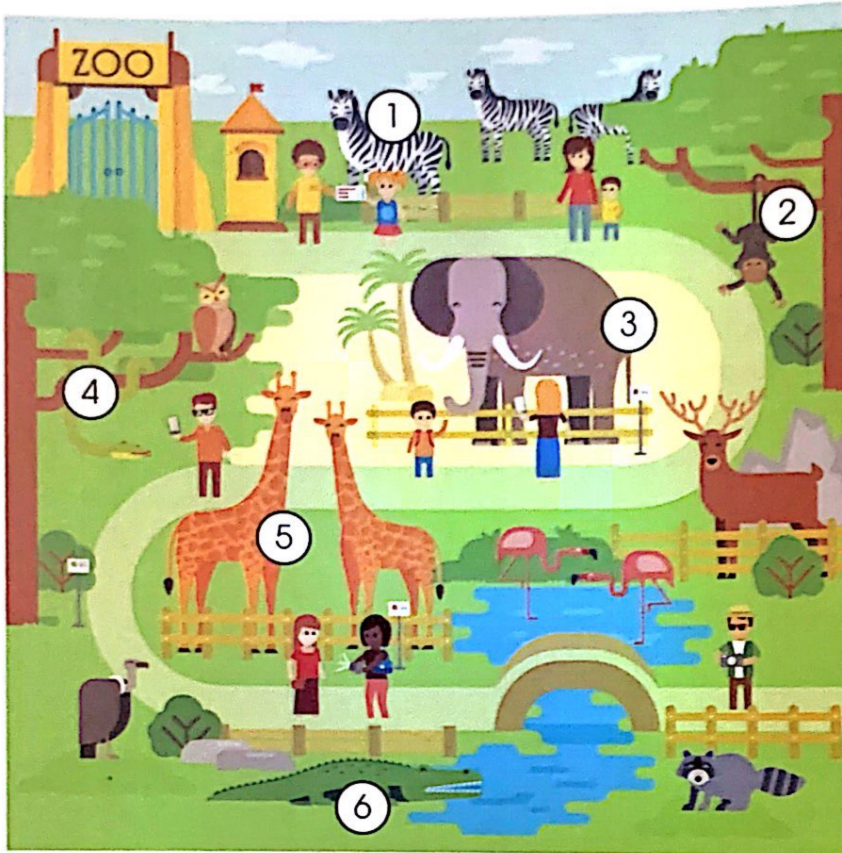
snake      giraffe      animals      monkey      elephant

1. There are a lot of \_\_\_\_\_ at the zoo.
2. The \_\_\_\_\_ has big ears.
3. The \_\_\_\_\_ is long and green.
4. The \_\_\_\_\_ likes to eat bananas.
5. The \_\_\_\_\_ is very tall.

## Let's Write

### Activity 1

Look at the picture. What can you see?



### Activity 2

Write the names of the animals.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Activity 3

Unscramble the sentences.

1. at / zebras. / the / Look

2. a monkey / is / in the / There / tree.

3. an / elephant. / is / That

4. long / snake / The / green. / and / is

5. see / giraffes. / can / I / two

### Activity 4

Write a sentence about the crocodile.

# Review

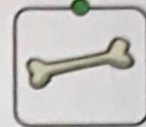
## Activity 1

Match the letters to the pictures.

o\_e

oa

ow



## Activity 2

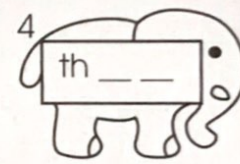
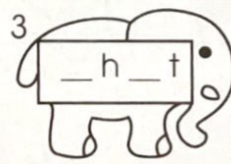
Write the words from Activity 1 in the correct boxes.

o_e	oa	ow
_____	_____	_____
_____	_____	_____

## Activity 3 HFW

Write the missing letters.

m e t t s a w t



## Activity 4

Find the words. Tick (✓) the words when you find them.

a	g	i	r	a	f	f	e	r	m
m	e	r	h	c	b	g	t	b	a
o	s	t	i	g	e	r	l	o	w
n	i	l	p	o	a	k	g	d	e
k	r	t	p	s	r	e	p	y	g
e	c	r	o	c	o	d	i	l	e
y	n	s	n	a	k	e	u	s	t
n	p	e	n	g	u	i	n	e	r









tiger	<input type="checkbox"/>
hippo	<input type="checkbox"/>
monkey	<input type="checkbox"/>
snake	<input type="checkbox"/>
bear	<input type="checkbox"/>
giraffe	<input type="checkbox"/>
penguin	<input type="checkbox"/>
crocodile	<input type="checkbox"/>

## Phonics Focus - Long i Vowel Sound

Look at the letters. Say the long **i** sound.

















### Activity 1

Listen and repeat.

i_e	igh	y	ie
			
slide	night	sky	tie
			
smile	light	cry	fries

### Activity 2









Listen and circle the correct pictures.

1. 	2. 	3. 	4. 	5. 	6. 	7. 	8. 
							

### Activity 3

Write the words in alphabetical order (a-z). Then, match the words to the pictures.

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





_____ 	_____ 
_____ 	_____ 
_____ 	_____ 
_____ 	_____ 



## Phonics Focus - Long i Vowel Sound

### Activity 4

Look at the pictures and complete the sentences.

-  Eight birds fly in the \_\_\_\_\_.
-  Do you want \_\_\_\_\_ and a hamburger?
-  At \_\_\_\_\_, I can see the moon and the stars.
-  The crocodile has big teeth and a big \_\_\_\_\_.

### Activity 5

Point to the words and practise saying them with a partner.



### Activity 6

Complete the table with the words from Activity 5.

Long i Sound .	Short i Sound

## Let's Read

### Activity 1

Look at the picture. Describe the animal to a partner.

This is a hippo. Hippos live in Africa.  
Hippos are very big and strong. They are grey.  
They have long, sharp teeth.  
The weather is hot in Africa. Hippos swim  
in the water to keep cool.  
Hippos are very good at swimming.  
In the evening, hippos get out of the  
water to eat grass. Hippos eat a lot of grass!  
Hippos can live for 40 years.  
A baby hippo is called a calf.  
Did you see a hippo at the zoo?



### Fun Fact

Hippos have  
very big mouths.  
They can open  
their mouths  
1 metre wide!



### Activity 2

Read about the hippo.

Then, tell your friends what you remember.

### Activity 3

Circle the correct answers.

- |  |      |       |
|--|------|-------|
| 1. Hippos are big and strong.                  | True | False |
| 2. They have small teeth.                      | True | False |
| 3. They swim in the water to keep cool.        | True | False |
| 4. Hippos get out of the water in the morning. | True | False |
| 5. Hippos can live for 20 years.               | True | False |

### Activity 4

Complete the sentences.

grey      grass      Africa      calf      swimming

1. Hippos come from \_\_\_\_\_.
2. Hippos are \_\_\_\_\_.
3. Hippos are very good at \_\_\_\_\_.
4. Hippos eat \_\_\_\_\_.
5. A baby hippo is called a \_\_\_\_\_.

## Let's Write

### Activity 1

Complete the sentences about the animals.

**Name:** gorilla

**Size:** big

**Colour:** black

**Food:** fruit

**Fact:** sits under the trees



This is a gorilla.

It's big and black.

It eats fruit.

Gorillas sit under trees.

**Name:** frog

**Size:** small

**Colour:** green

**Food:** insects

**Fact:** jumps very high



This is a \_\_\_\_\_.

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

It eats \_\_\_\_\_.

Frogs \_\_\_\_\_.

**Name:** giraffe

**Size:** tall

**Colour:** orange

**Food:** leaves

**Fact:** runs very fast



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### Activity 2

What's your favourite animal? What does it look like? Draw and write about your favourite animal.

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

**Size:** \_\_\_\_\_

**Colour:** \_\_\_\_\_

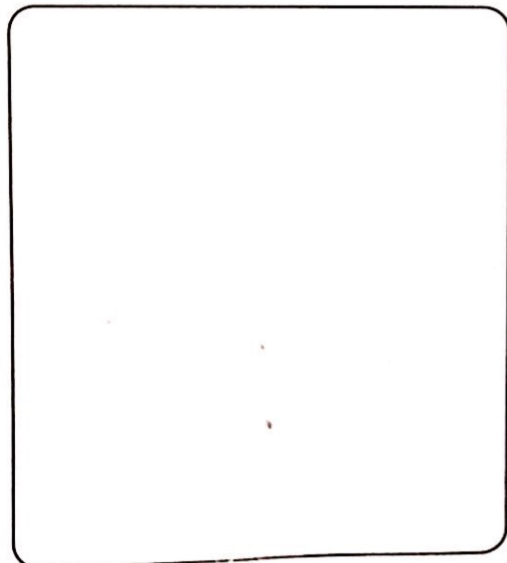
**Food:** \_\_\_\_\_

**Fact:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_













\_\_\_\_\_



## Review

### Activity 1

Circle the correct pictures.

i_e	igh	y	ie
  	  	  	  

### Activity 2

Unscramble the words.

- ite \_\_\_\_\_
- gilht \_\_\_\_\_
- eirsf \_\_\_\_\_
- hingt \_\_\_\_\_

- silem \_\_\_\_\_
- dsllie \_\_\_\_\_
- yks \_\_\_\_\_
- cyr \_\_\_\_\_

### Activity 3

Listen and write the correct words.

this	that	with	them
------	------	------	------

- Look at \_\_\_\_\_ snake! It's in the tree.
- \_\_\_\_\_ is my favourite animal.
- There are tigers in the trees. Can you see \_\_\_\_\_?
- The crocodile \_\_\_\_\_ big teeth swims in the water.

### Activity 4

Look at the pictures. Tell your partner about these animals.









## Phonics Focus - Long u Vowel Sound

- Look at the letters. Say the long **u** sound.

### Activity 1

Listen and repeat.

u_e	ew	ue
		
flute	screw	glue
		
ruler	jewel	true

### Activity 2













Complete the words. Then, find the words in the word search.

- fl \_ t \_
- r \_ l \_ r
- scr \_ \_
- j \_ \_ el
- gl \_ \_
- tr \_ \_

b	a	u	i	d	k	j	s
j	f	l	u	t	e	e	c
t	u	e	m	r	s	w	t
e	l	g	l	u	e	e	l
l	s	c	r	e	w	l	e
p	o	d	r	u	l	e	r

### Activity 3

Listen to the sentences and circle the correct pictures.

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

### Activity 4

Work with a partner. Tick (✓) the words you can say.

- flute  
  ruler  
  screw  
  jewel  
  glue  
  true

## Phonics Focus - Long u Vowel Sound

### Activity 5

Listen and circle the correct words.

1. There is a (jewel / screw) in the crown.
2. She fixes it with a (screw / flute).
3. Is the answer (true / glue) or false?
4. My little sister plays the (flute / ruler).
5. The pot of (glue / jewel) is on my desk.
6. I use a (ruler / true) and pencil.

### Activity 6

Circle the words with the long u sound. Underline the words with the short u sound.

jump      umbrella      glue      screw      true      duck      nuts  
mum      jewel      ruler      buzz      flute

### Activity 7

Say the words. Then, circle if the words have a long or short u sound.

1. hut	long <b>u</b>	short <b>u</b>
2. cute	long <b>u</b>	short <b>u</b>
3. chew	long <b>u</b>	short <b>u</b>
4. thumb	long <b>u</b>	short <b>u</b>
5. clue	long <b>u</b>	short <b>u</b>

### Activity 8

Work with a partner. Say words that have the long u and the short u sounds.

jug...run...



glue...new...

## Let's Read

### Activity 1

Look at the pictures and read the sentences. What do you think the story is about?



This is Fox. He is very clever.



This is Crow. She loves to sing.

### Activity 2

Read the story. How do you think Crow feels at the end of the story?

#### The Fox and the Crow

It's a sunny morning. Fox walks in the forest. He sees Crow. He's hungry.

Crow eats cheese. It's her favourite food. Fox likes cheese too. He talks to Crow.

"Can you sing for me? You're good at singing."

"I love to sing!" says Crow. "Kwaaaaaaa!" Crow sings and the cheese falls down. Then, fox catches it with his mouth.

Now, Fox is very happy.

"Thank you," says Fox. "I love cheese!"

**forest** a big piece of land with lots of trees

### Activity 3

Put the pictures in order (1-4).



### Activity 4 **HFW**

Tick (✓) the words you can find in the story.

then

now

too

down

### Activity 5

Talk about the story. What did you learn?

## Let's Read

### Activity 6

Remember the story **The Fox and the Crow**.  
Write the title and the name of the characters in the story planner.



**Title:** name of the story

**Characters:** who is in the story

### Story Planner

**Title:**

**Characters:**

### Activity 7

Complete the story planner with words from box.

sings

eats

likes

is

catches

sees

#### What happens:

1. Fox \_\_\_\_\_ Crow. She's in a tree.
2. Crow \_\_\_\_\_ cheese.
3. Fox \_\_\_\_\_ cheese too.
4. Crow \_\_\_\_\_ for Fox.
5. She drops the cheese. Fox \_\_\_\_\_ it.
6. Fox \_\_\_\_\_ very happy.



## Let's Write

### Activity 1

Work with a partner. Look at the pictures and talk about what you can see.



### Activity 2

Circle words to make your own sentences.

1. It's a (sunny / windy) day. The Bear family walk to the (shop / park).
2. The girl is (tired / hungry). She goes into the Bear's house.
3. The girl eats (one bowl / three bowls) of the Bear's food.
4. (Father Bear / Mother Bear) is (angry / scared). There is no food!
5. The girl (cries / runs). Baby Bear says (goodbye / good night).

### Activity 3

Write a title for your story.

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### Activity 4

Write the story in your own words.

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### Activity 5

Tell your story to a partner.

My title is called The Angry Bears.



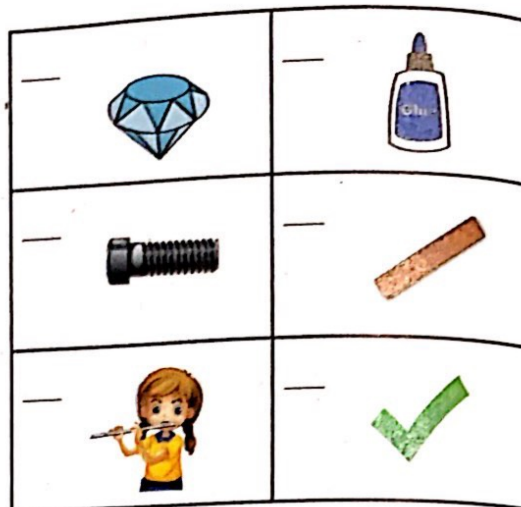
Tell me your story.

# Review

## Activity 1

Write the words in alphabetical order (a-z).  
Match the words and pictures.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## Activity 2

Circle the correct answers.

- |   |               |                |
|---|---------------|----------------|
| 1. My friend has <u>blue</u> eyes.                    | long <b>u</b> | short <b>u</b> |
| 2. Abdullah watches the <u>news</u> every night.      | long <b>u</b> | short <b>u</b> |
| 3. There is a <u>jug</u> of water on the table.       | long <b>u</b> | short <b>u</b> |
| 4. It's hot and sunny in <u>June</u> .                | long <b>u</b> | short <b>u</b> |
| 5. I play football with my brother. it's <u>fun</u> ! | long <b>u</b> | short <b>u</b> |

## Activity 3

Unscramble the words.

- |                |                  |
|----------------|------------------|
| 1. o o t _____ | 2. h e n t _____ |
| 2. w n o _____ | 4. w o n d _____ |

## Activity 4

Talk about the pictures with a partner.



The fox is hungry.








He wants the cheese!

# Phonics Review

## Activity 1

Write the correct words.

1. 	2. 	3. 	4. 	5. 
_____	_____	_____	_____	_____

## Activity 2

Write the words from Activity 1 in alphabetical order (a-z).

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 4. \_\_\_\_\_ 5. \_\_\_\_\_

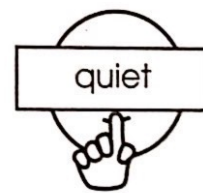
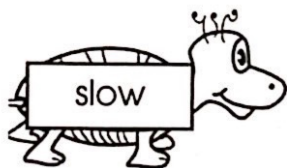
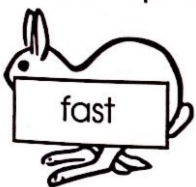
## Activity 3

Listen and write the correct words.

- The happy \_\_\_\_\_ has a black hat.
- There are ten wet \_\_\_\_\_ in a red net.
- Six big kids drink \_\_\_\_\_ and sing.
- There's a \_\_\_\_\_ on top of the rock. Tick, tock, tick tock!
- The bug jumps up and runs \_\_\_\_\_ the cup.







## Activity 4

Work with a partner. Practise reading the sentences in different ways.



## Activity 5

Circle the correct words.

1. 	2. 	3. 	4. 	5. 	6. 
cake page	rope bone	paint train	road soap	crayon play	pillow bowl

## Phonics Review

### Activity 6

Listen and tick (✓) the correct words.

1. <input type="radio"/> beach	<input type="radio"/> dream	<input type="radio"/> teach
2. <input type="radio"/> key	<input type="radio"/> monkey	<input type="radio"/> trolley
3. <input type="radio"/> puppy	<input type="radio"/> family	<input type="radio"/> happy
4. <input type="radio"/> bee	<input type="radio"/> see	<input type="radio"/> knee

### Activity 7

Unscramble the long u phonics words.

- |          |       |          |       |
|----------|-------|----------|-------|
| 1. rleu  | _____ | 2. eurt  | _____ |
| 3. tfuel | _____ | 4. weelj | _____ |
| 5. ulge  | _____ | 6. csrwe | _____ |

### Activity 8

Work with a partner. Make sentences using the words in the box.

slide	sky	smile	cry	night	tie	light	fries
-------	-----	-------	-----	-------	-----	-------	-------

There is a jet  
in the sky.



My dad has  
a blue tie.

### Activity 9

Read the words. Circle if they have a long or short vowel sound.

1. egg	long	short	2. say	long	short
3. duck	long	short	4. beach	long	short
5. tiger	long	short	6. phone	long	short
7. pot	long	short	8. flute	long	short
9. kid	long	short	10. bag	long	short

# HFW Review

## Activity 1

Find the words in the word search.

a	k	n	o	w	i	m	s
t	o	o	k	i	d	a	t
h	b	m	w	t	a	t	h
e	e	h	t	h	e	m	a
n	d	w	h	a	t	i	t
a	h	n	i	f	k	s	i
c	o	p	s	w	r	e	e
e	g	a	e	m	t	e	o

- this
- that
- with
- them
- then
- now
- see
- too

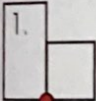
## Activity 2

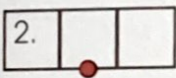
Listen and write the words.

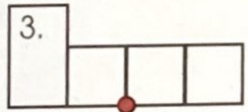
- Is this \_\_\_\_\_ bag? It's under the desk.
- \_\_\_\_\_ mum is a vet. She helps pets.
- This is my friend, \_\_\_\_\_ name is Ammar.
- Sheikha likes the zoo. \_\_\_\_\_ favourite animal is the giraffe.

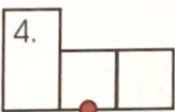
## Activity 3

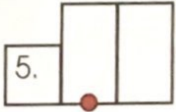
Match the words to the word shapes.

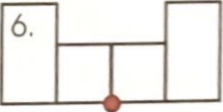
1. 







2. 

3. 

4. 

5. 

6. 

- |  |   |  |   |  |   |
|--|---|--|---|--|---|
|  down |  all |  look |  are |  be |  for |
|--|---|--|---|--|---|

## Activity 4

Choose two words and write sentences.

- |    |     |    |     |    |      |
|----|-----|----|-----|----|------|
| me | you | he | she | we | they |
|----|-----|----|-----|----|------|







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

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

# Vocabulary Review

## Activity 1

Write the correct greetings under the pictures.

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

## Activity 2

Work with a partner. Talk about the things you need in different weather.



hot



cold



sunny



cloudy



rainy



windy

It's cold. I need a jacket.



It's rainy. I need an umbrella.

## Activity 3

Circle the phrases that match the pictures.

1. 	2. 	3. 	4. 	5. 	6. 
have a shower wake up	get dressed brush my teeth	go to school have a shower	get dressed eat breakfast	eat breakfast wake up	go to school brush my teeth

## Activity 4

Listen to the sentences and order the pictures (1-5).











# Vocabulary

## Activity 5

Unscramble the action verbs.

1. howtr	2. pmuj	3. klaw	4. bcmil	5. imsw	6. nagh
_____	_____	_____	_____	_____	_____









## Activity 6

Match the action verbs from Activity 5 to the pictures (1-6).



## Activity 7

Write the names of the animals.

1. 	2. 	3. 	4. 
_____	_____	_____	_____
5. 	6. 	7. 	8. 
_____	_____	_____	_____

## Activity 8

Listen and write the correct words.

- The \_\_\_\_\_ can hang from its tail.
- The \_\_\_\_\_ can swim very fast.
- The \_\_\_\_\_ can jump on the rocks.
- The \_\_\_\_\_ can walk under the water.
- The \_\_\_\_\_ can climb high in the trees.

## Activity 9

Work with a partner. Pick a card and do the actions for your partner.

## Phonics Words Checklist

Tick the words you can read (✓).

Long a sound	cake		paint		crayon	
	page		train		play	
Long e sound	beach		dream		bee	
	knee		monkey		trolley	
	puppy		family			
Long o sound	bone		rope		road	
	soap		pillow		bowl	
Long i sound	slide		smile		night	
	light		sky		cry	
	tie		fries			
Long u sound	flute		ruler		screw	
	jewel		glue		true	

## High Frequency Words Checklist

Tick the High Frequency Words you can read (✓).

me		you		he		she	
we		they		be		are	
my		your		for		all	
his		her		see		look	
this		that		with		them	
then		now		down		too	



## Phonics Words Checklist

Tick the words you can read (✓).

Long a sound	cake		paint		crayon	
	page		train		play	
Long e sound	beach		dream		bee	
	knee		monkey		trolley	
	puppy		family			
Long o sound	bone		rope		road	
	soap		pillow		bowl	
Long i sound	slide		smile		night	
	light		sky		cry	
	tie		fries			
Long u sound	flute		ruler		screw	
	jewel		glue		true	

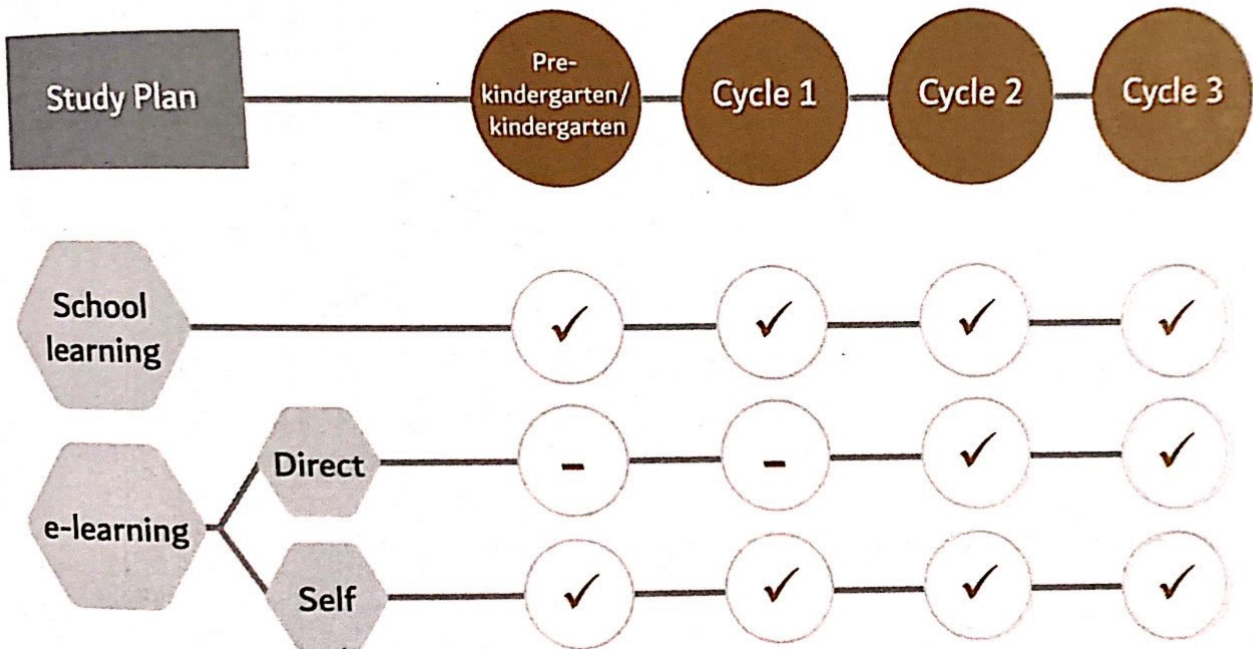
## High Frequency Words Checklist

Tick the High Frequency Words you can read (✓).

me		you		he		she	
we		they		be		are	
my		your		for		all	
his		her		see		look	
this		that		with		them	
then		now		down		too	

## Hybrid education in the Emirati school

Within the strategic dimension of the development plans in the Ministry of Education, and its endeavor to diversify education channels and overcome all the challenges that may prevent it, and to ensure continuity in all circumstances, the Ministry has implemented a hybrid education plan for all students at all levels of education.



Channels for obtaining a textbook:



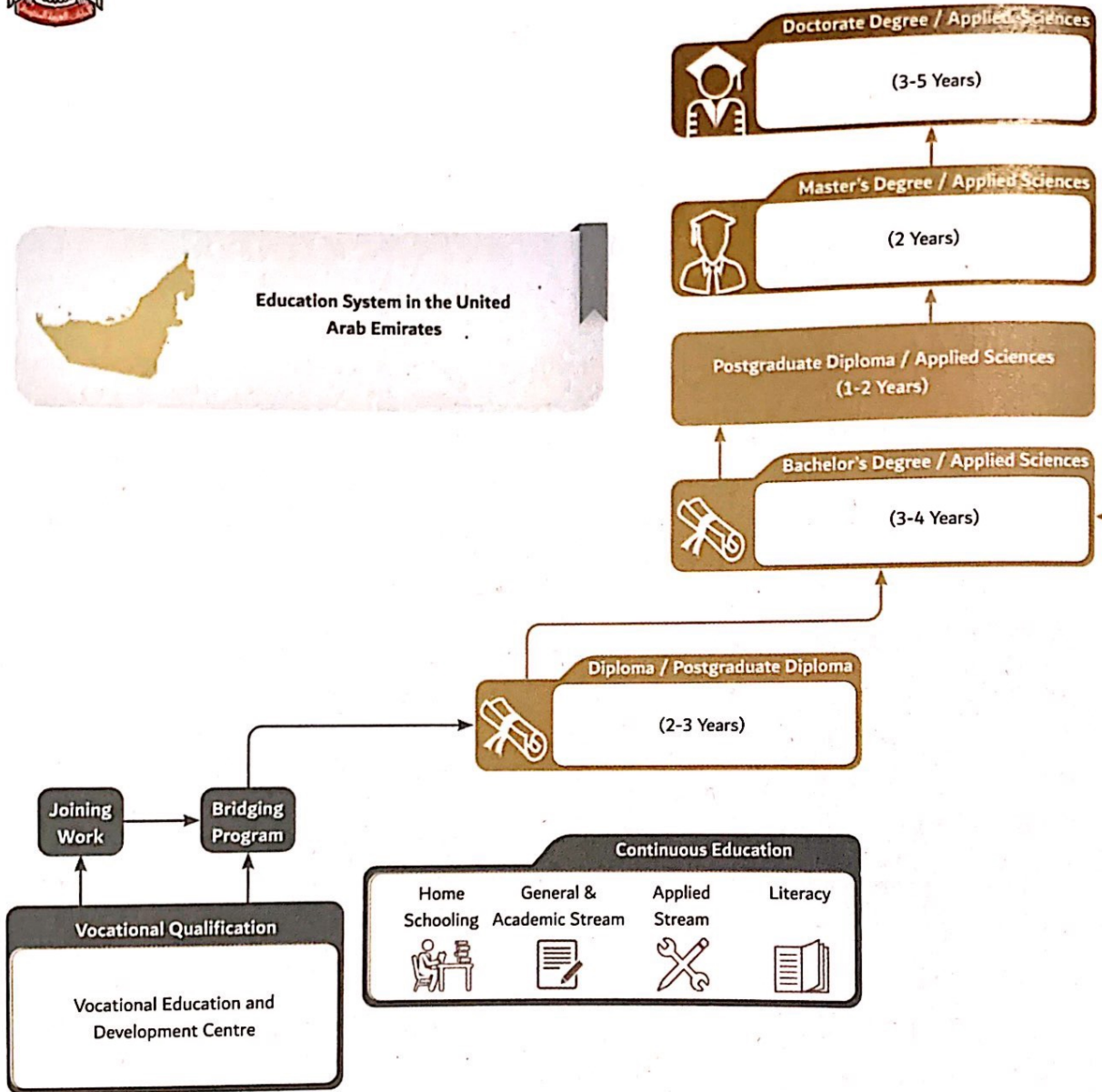
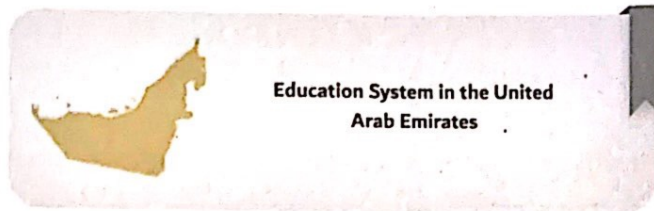
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Smart Learning Program

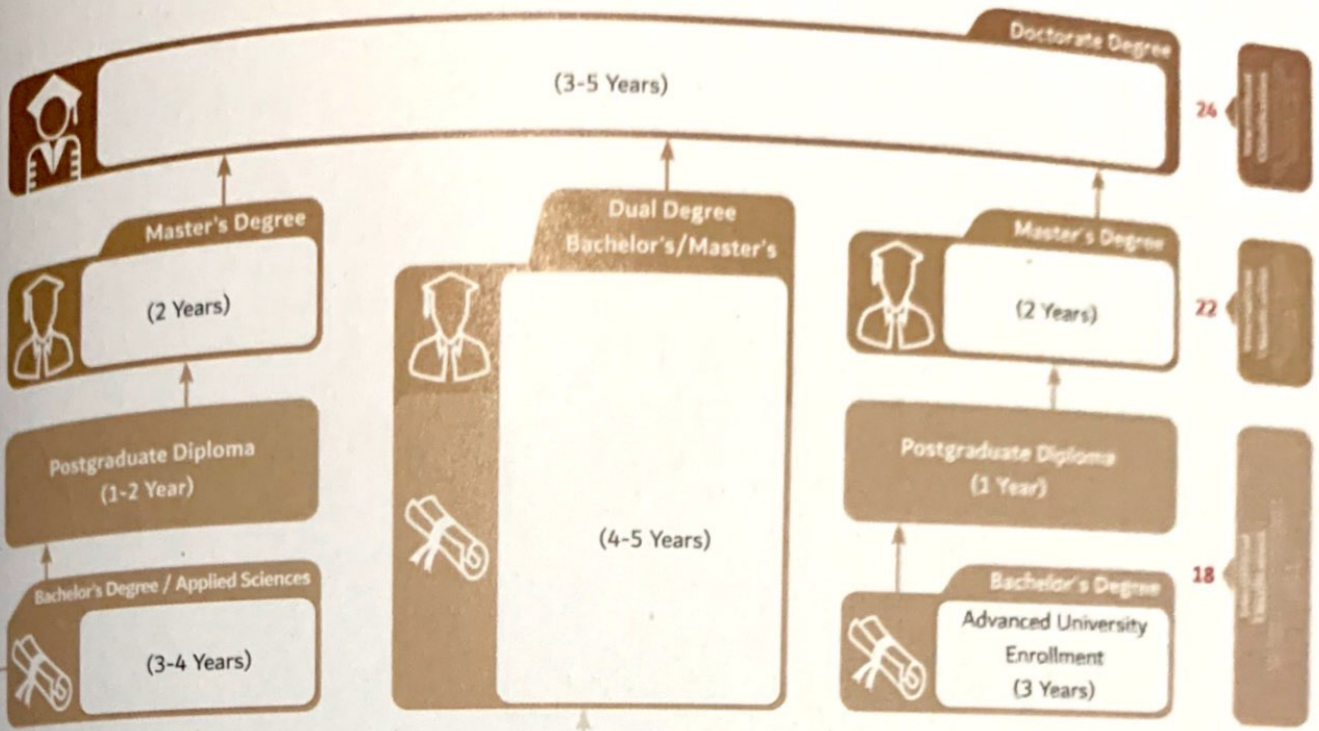
Electronic units





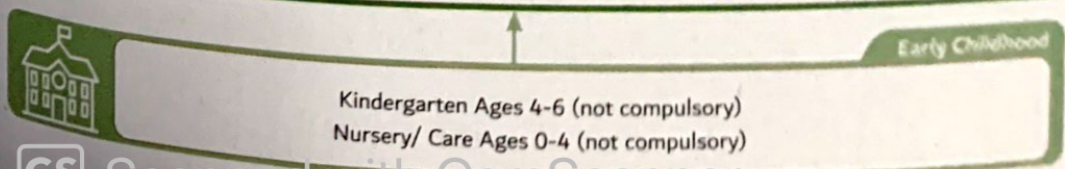
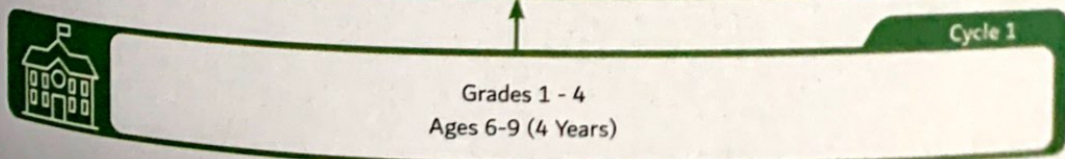
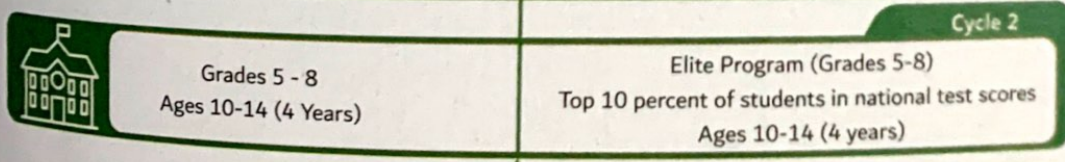
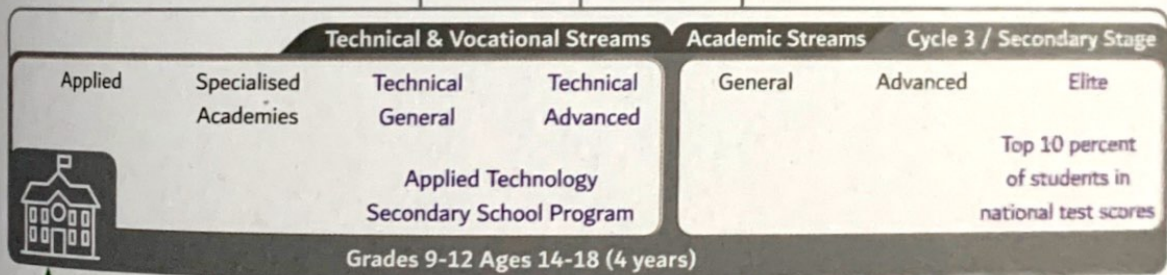
UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION





The Ministry coordinates with national higher education institutions to admit students in various majors in line with the needs of the labour market and future human development plans. Higher Education institutions also determine the number of students that can be admitted according to their capabilities, mission and goals. They also set the conditions for students' admission to various programmes according to the stream they graduated from, the levels of their performance in the secondary stage, and their results from the Emirates Standard Assessment Test.

Integration and coordination between General and Higher Education systems allow for the approval and calculation of school study courses within university studies according to the school stream and university specialisation, which reduces the duration of university studies.





# UAE Phonics

## Student Book

UAE  
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2



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