

Term 1

STUDENT'S BOOK  
1

WE CAN!

Yoko Matsuka and Glenn McDougall



وزارة التعليم  
Ministry of Education  
2023 - 1445



## We Can! Student's Book 1

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### Series consultant: Mayumi Tabuchi

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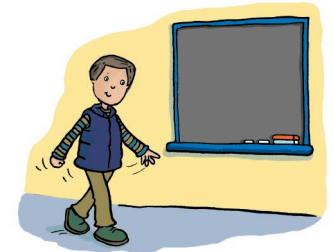
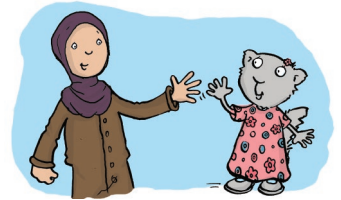
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# Syllabus

| Unit and Topic | Talk Time   | Rhythms and Sounds  |
|----------------|---|---|
| Introduction   | Welcome. Put your bags away. Take out your pencils. Take out your books. Please take a seat. Please open the window. Okay. Thank you. You're welcome. |   |
| 1 My Friends   | Hello. Hi. What's your name? My name's Labeeb.  | Chant: <i>Hello</i><br>Hello. How are you?<br>I'm fine, thank you. And you?<br>Chant: <i>Good-bye</i><br>Good-bye. See you again. |
| 2 My Body      | Close your eyes. Open your eyes. Raise your hands. Clap your hands. Okay.   | Chant: <i>Head, Shoulders, Knees, and Toes</i><br>Eyes, ears, mouth, nose   |
| 3 My Family    | This is my brother, Jack. Nice to meet you. Nice to meet you, too. This is my sister/friend ...   | Chant: <i>Five Little Monkeys</i><br>Mom, Dad, Grandma, Grandpa   |



| Words  | Phonics  | Phonics Practice   |
|--|--|--|
|  |  |  |
| <p>What's this color?<br/>           Red, orange, yellow, green,<br/>           blue, purple, pink, white,<br/>           black, brown</p>                             | <p>Alphabet A to Z: Big letters</p>  | <p>Alphabet Jingle<br/>           Aa to Zz</p>             |
| <p>Please ... Stand up. Come<br/>           to the front.<br/>           Make a line. Make a circle.<br/>           Go back to your seat. Sit<br/>           down.</p> | <p>Alphabet a to z: Small<br/>           letters. Short, tall, and tail<br/>           letters</p>   | <p>Letters: Tracing and Writing<br/>           1, 2</p>    |
| <p>Grandpa, Grandma, Dad,<br/>           Mom, brother, sister</p>  | <p>Sounds: A, B, C, D, E<br/>           apple, bear, cow, duck, egg<br/>           Write: A to E</p> | <p>Letters: Tracing and Writing<br/>           3, 4, 5</p> |



# Introduction

1 Listen and point.



2. Put your bags away.



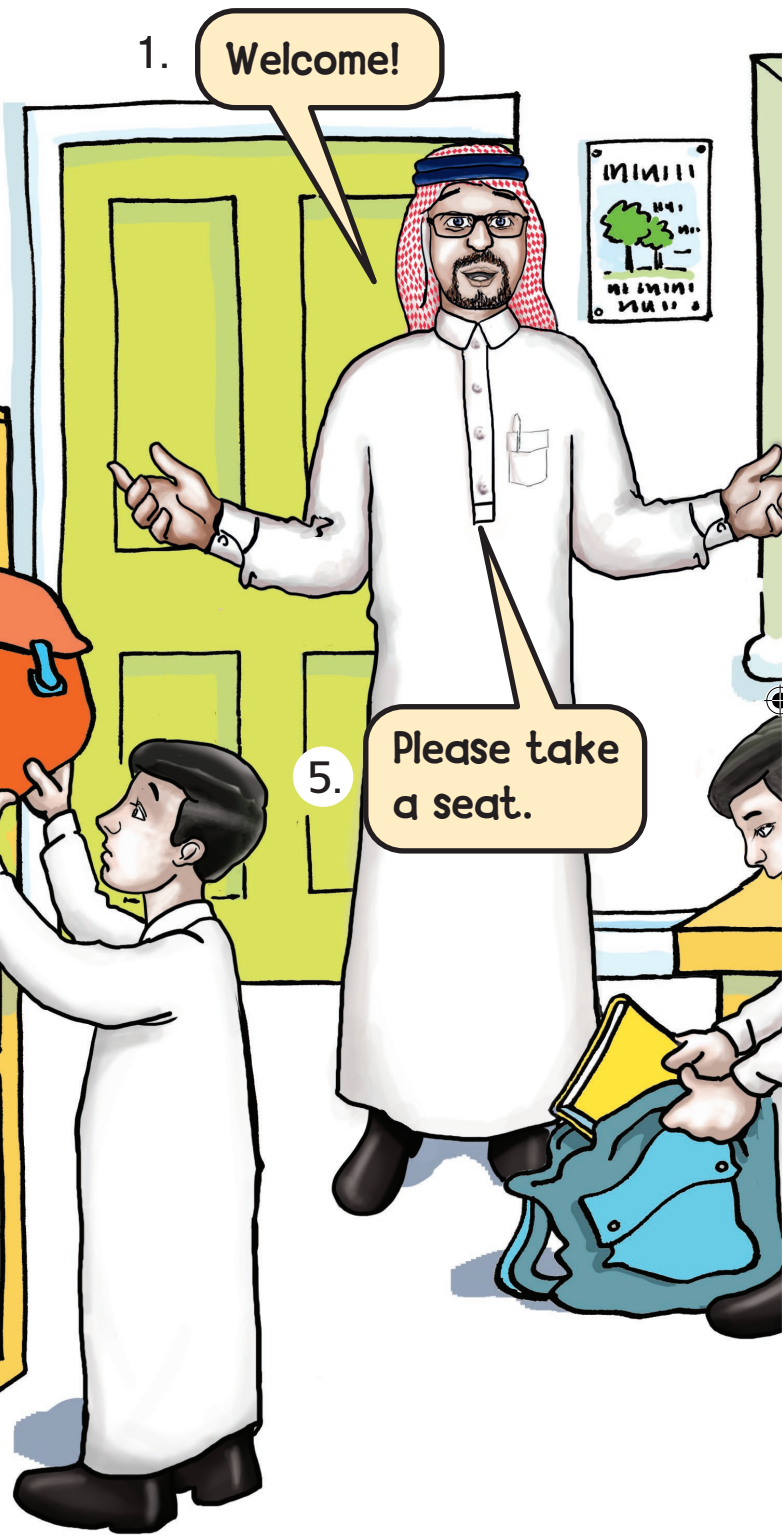
3. Take out your pencils.



4. Take out your books.



1. Welcome!



5. Please take a seat.



6. Please open the window.



7. Okay.

8.

Thank you.

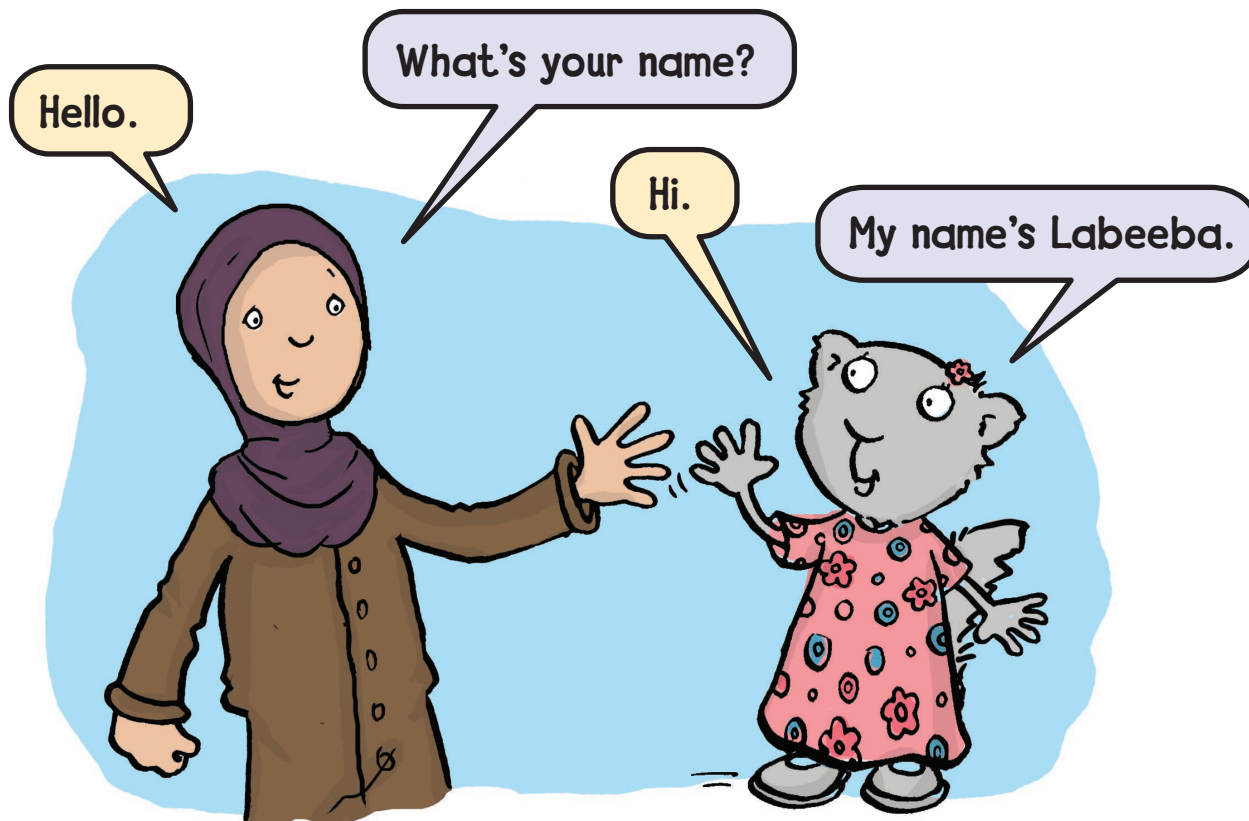
9. You're welcome.



# Unit 1 My Friends

## Talk Time

### 1 Listen and do.



### 2 Practice the talks in pairs.

### 3 Practice with actions.



What's your name?



# Fun Time!

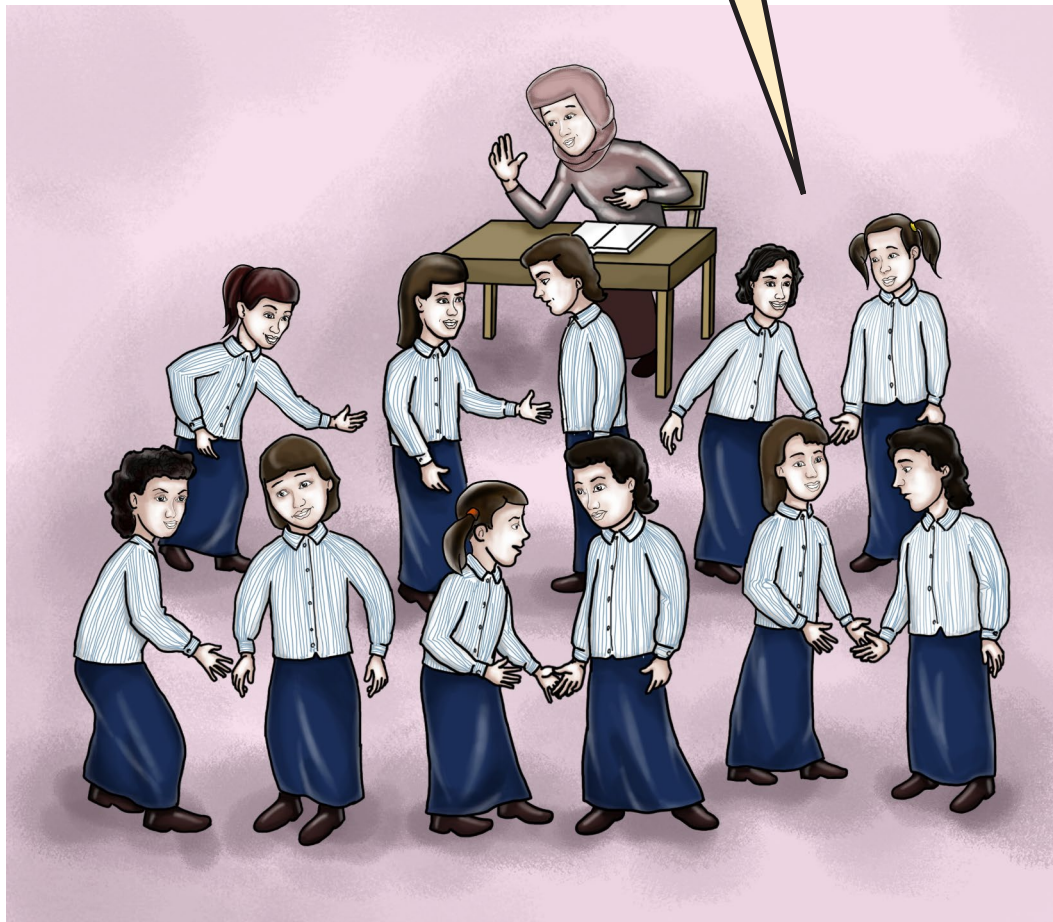
**Grammar Toolbox**  
My name's = My name is

## 4 Greeting Game

Quickly greet five people.



Hello.  
What's your name?



### I Can ...

- say "Hello", "What's your name?", and "My name's ...".
- say "Hello" when I come to class.





# Rhythms and Sounds

1 Listen and chant.



## Hello Chant

Hello, hello, hello.  
How are you?



I'm fine. I'm fine.  
I'm fine, thank you. And you?

2 Listen and pronounce.



1.

I'm

2.

fine

3.

thank you

3 Listen and chant.



## Good-bye Chant

Good-bye, good-bye.  
Oh, see you again.



Good-bye, good-bye.  
Good-bye to you.



# Fun Time!

## Grammar Toolbox

I'm = I am

### 4 Greeting Relay

Pass the greeting down the line.



### I Can ...

- chant the *Hello Chant* or the *Good-bye Chant*.

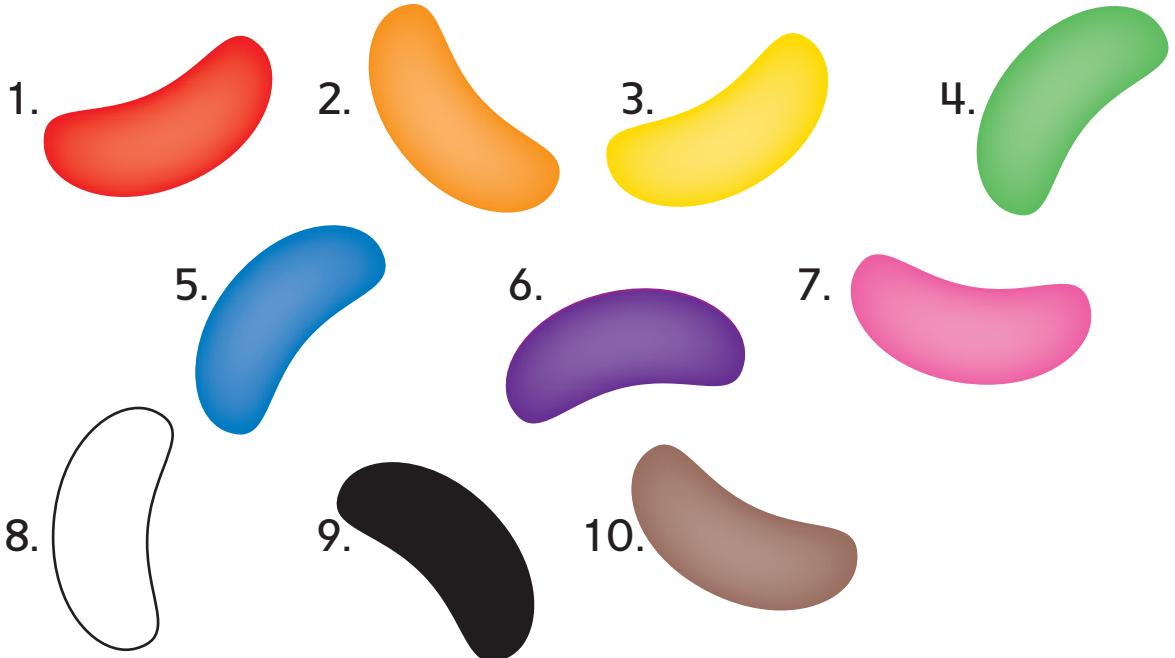


ask "How are you?" when I come to class.

# Words

## 1 Chant and point.

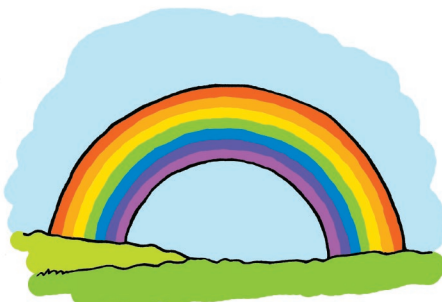
What's this color?



## 2 Listen and chant.



# Rainbow Chant



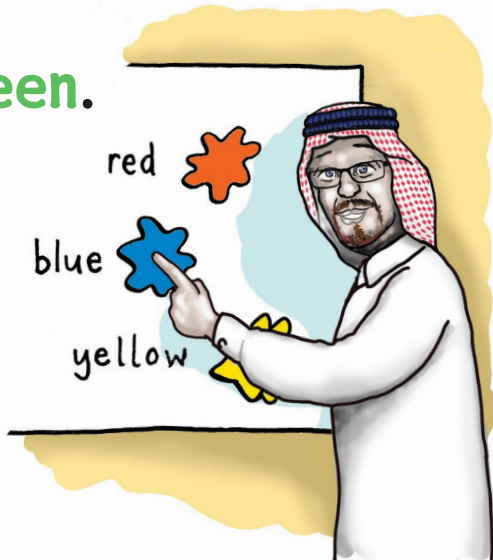
Red and yellow and pink and blue,

Purple and orange and green.

I can see a rainbow,

See a rainbow,

See a rainbow now.





# Fun Time!

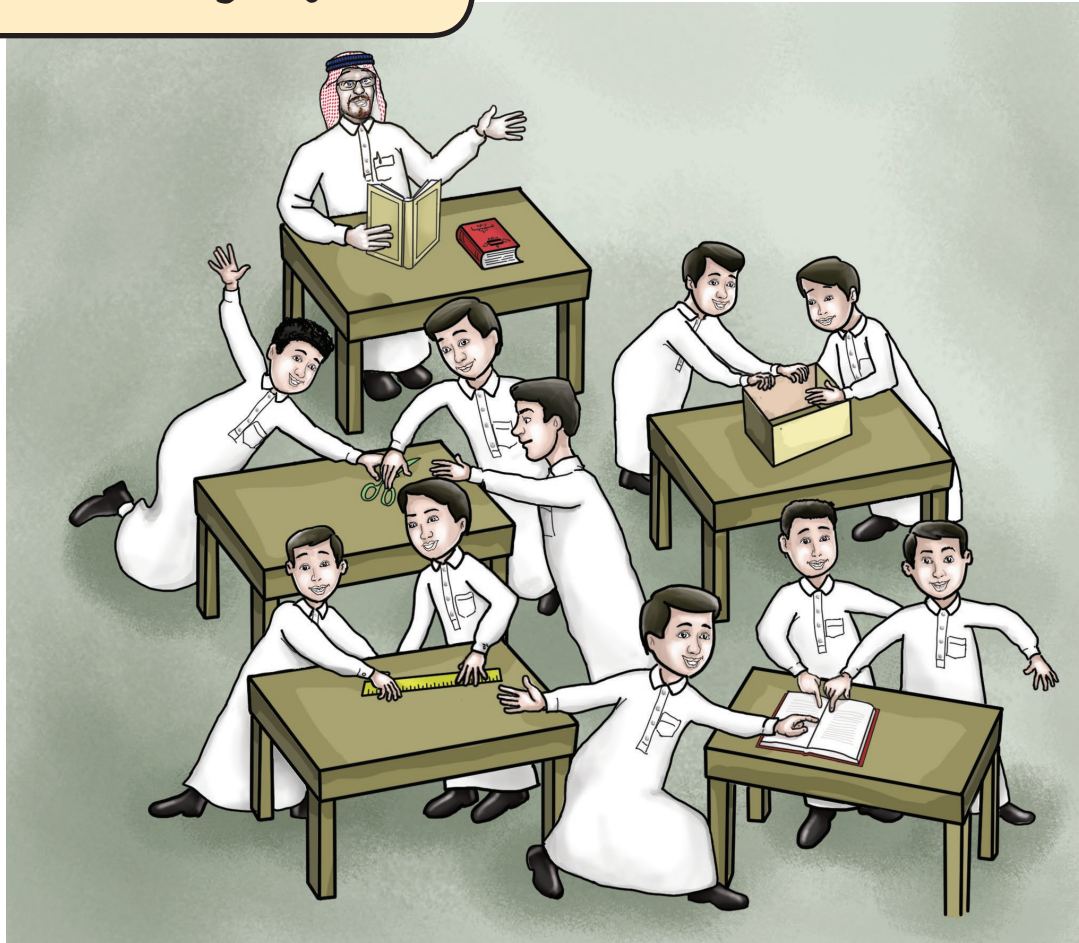
**Grammar Toolbox**  
what's = what is

## 3 Color Race



Listen and touch as fast as you can!

Touch something ... yellow.



### I Can ...

- say the names of five colors.
- find three colors in the classroom.





# Phonics

1 Chant and point.



## Alphabet Chant

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

2 Color the letters.

# Fun Time!

3 Make a name card.



Write your name, draw some pictures, and show your card.

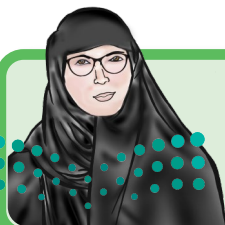


## I Can ...

- chant the *Alphabet Chant*.
- make my name card.



## Advice Time



Help your friends.



# Unit 2 My Body

## Talk Time

### 1 Listen, shout, and do.



### 2 Practice and do in pairs.

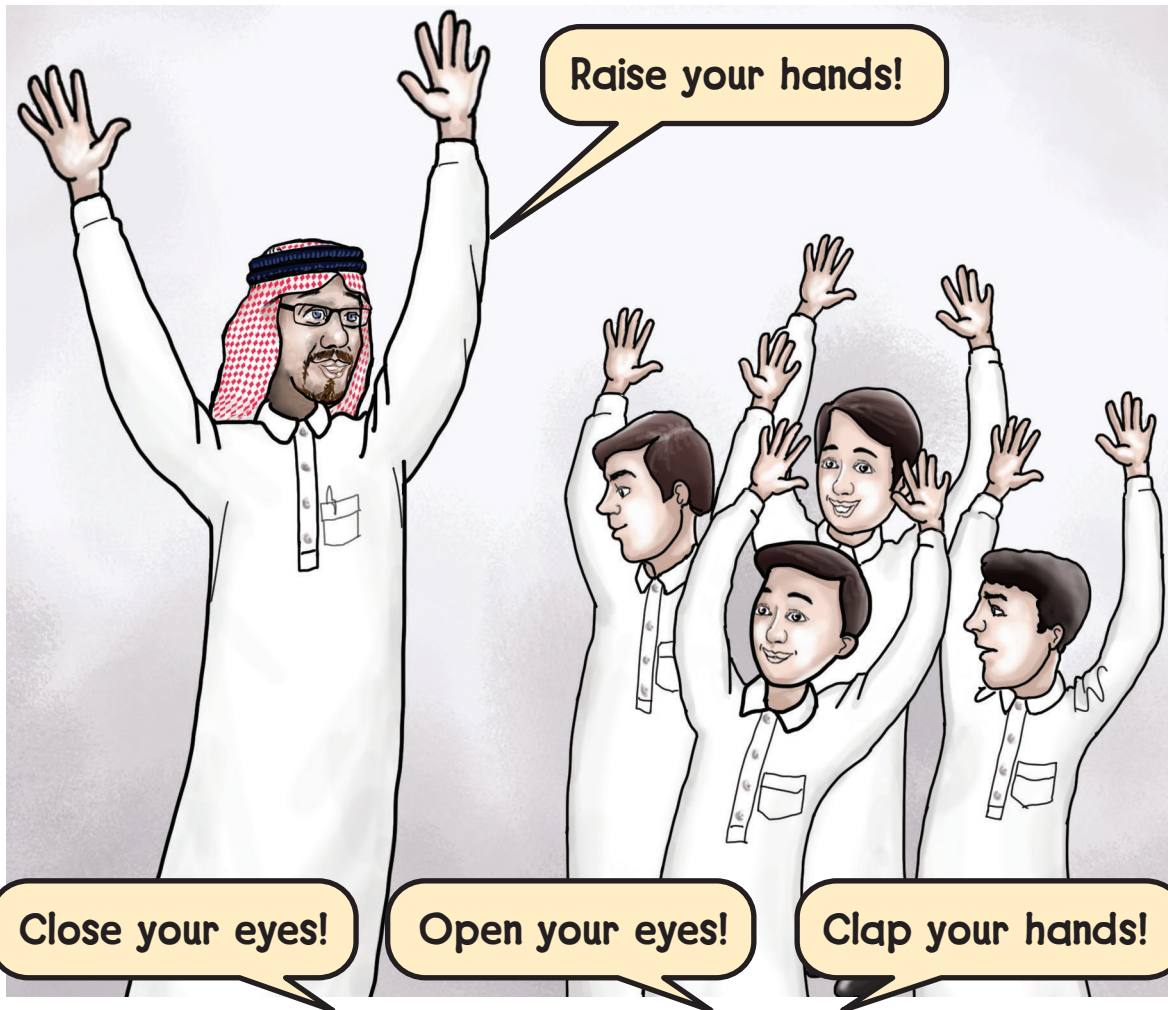




# Fun Time!

## 3 Do It Quickly!

Listen and try to keep up.



### I Can ...

- listen to the teacher and do the body actions.
- say "Close your eyes." or "Open your eyes." to a partner.





# Rhythms and Sounds

1 Chant and point.



**Head, Shoulders, Knees, and Toes**

**Head, shoulders, knees, and toes.**

**Knees and toes.**

**Head, shoulders, knees, and toes.**

**Knees and toes.**

**Eyes and ears and mouth and nose.**

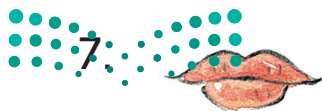
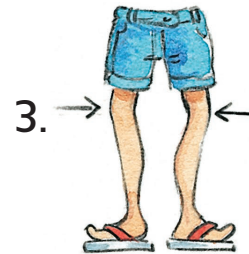
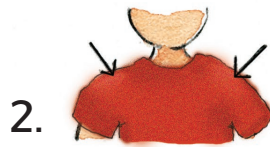
**Knees and toes.**

**Head, shoulders, knees, and toes.**

**Knees and toes.**



2 Listen, point, and pronounce.



# Fun Time!

## 3 The Teacher Says

Touch what your teacher says.



The teacher says, "Touch your nose!"



### Grammar Toolbox

**One**  
head  
mouth  
nose

**More than One**  
shoulders  
eyes  
ears

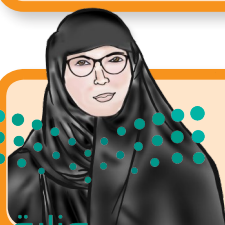
### I Can ...

- chant the *Head, Shoulders, Knees, and Toes* chant.
- tell a friend to touch two body parts.



## Advice Time

Wash your hands.





# Words

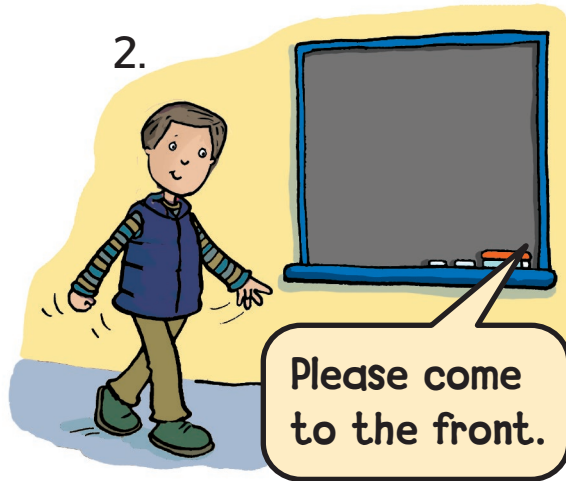
## 1 Listen and point.



1. Please stand up.



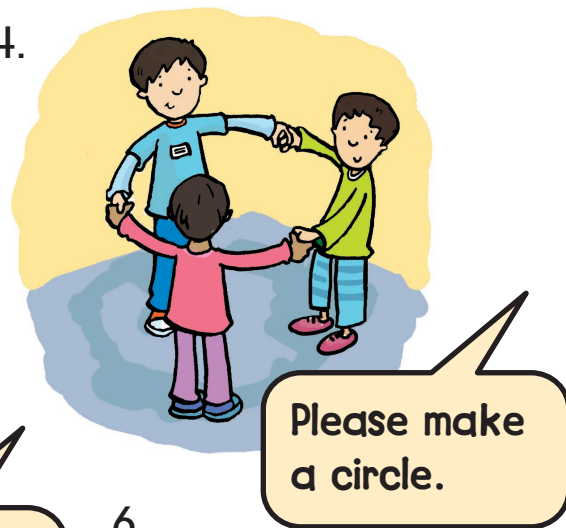
2. Please come to the front.



3. Please make a line.



4. Please make a circle.



5. Please go back to your seat.



6. Please sit down.



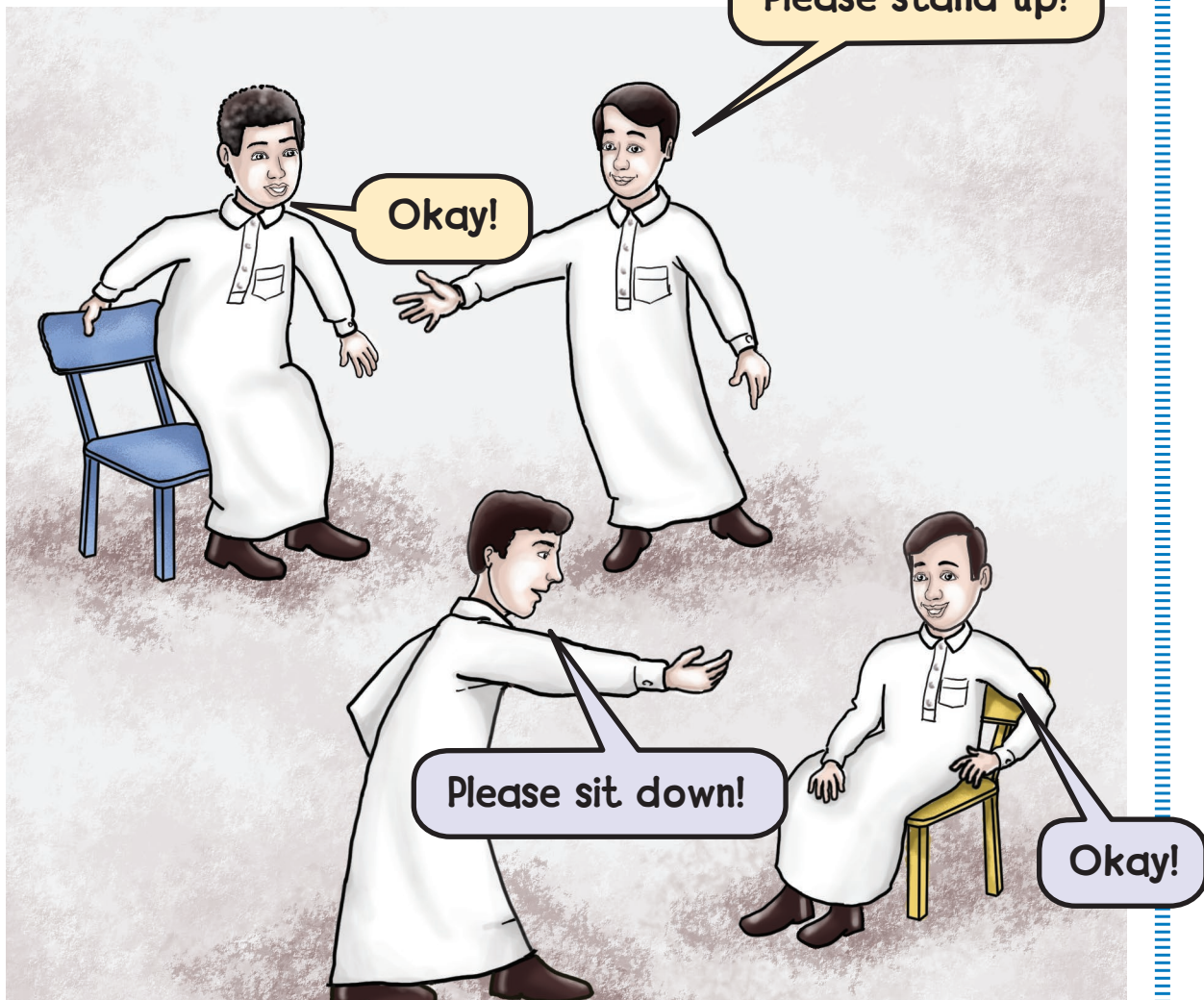
## Listen again, say, and do.



# Fun Time!

## 3 Be the Teacher

Give instructions to your partner.



### I Can ...

- do three classroom actions.
- give two classroom instructions to a friend.





## Phonics

1 Chant and point at the big letters.



### Alphabet Chant

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr

Ss Tt Uu Vv

Ww Xx Yy Zz

2 Chant again and point at the small letters.

# Fun Time!

## 3 Short, Tall, and Tail Letters

Listen and do.



Short letters

a c e i m n o

r s u v w x z

Tall letters

b d f h k l t

Tail letters

g j p q y



**I Can ...**

- point to and say all the small letters from a to z.
- point to and say the alphabet from z to a.

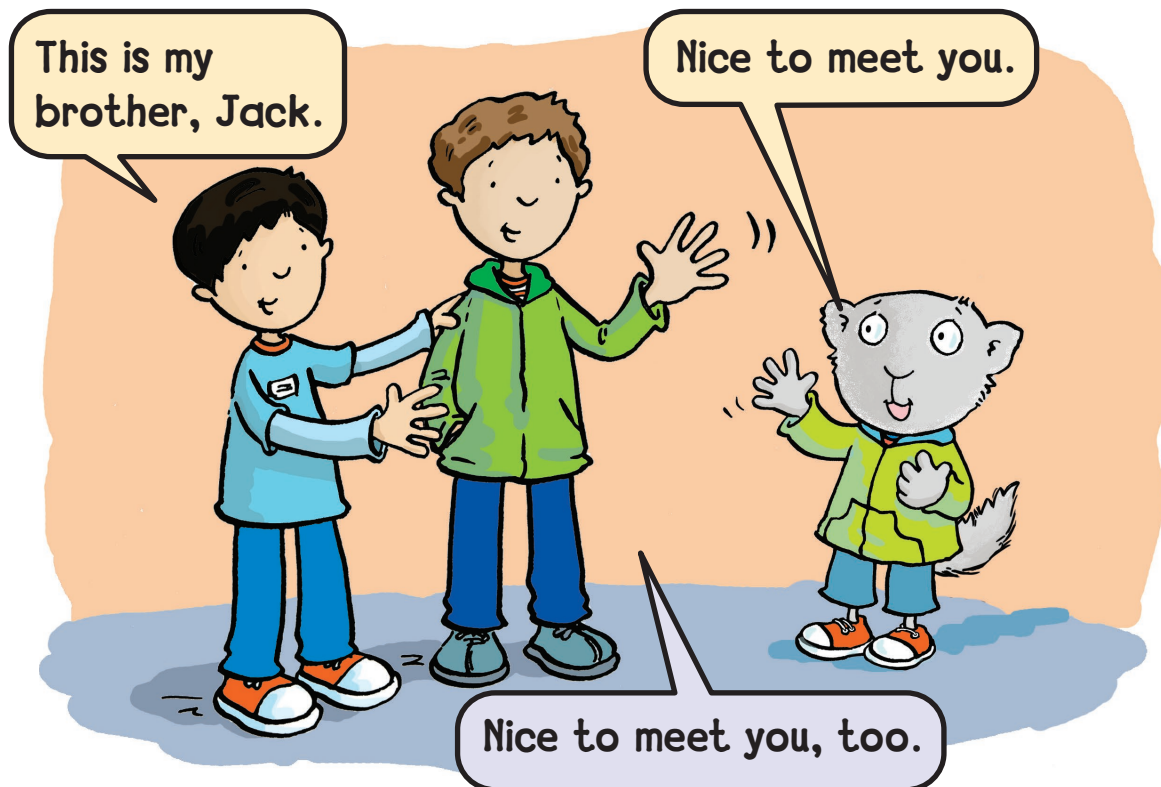




# Unit 3 My Family

## Talk Time

1 Listen and say.



2 Practice the talk in threes.

3 Act out the talk in threes.

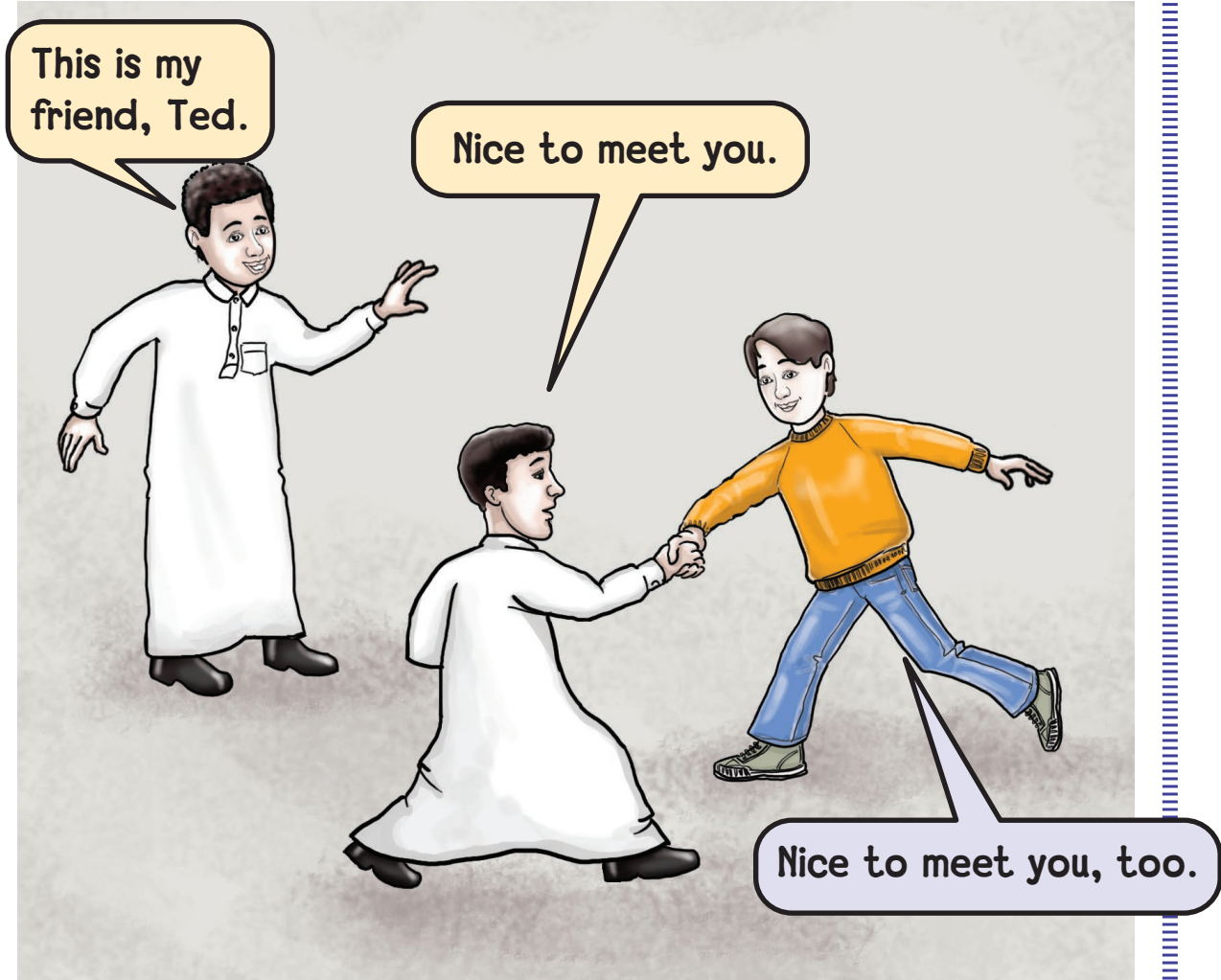




# Fun Time!

## 4 Let's Shake Hands

Make threes. Introduce each other.



### I Can ...

- act out one of the talks about introducing my brother or sister.
- Introduce one friend to another friend.

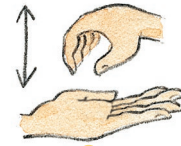


# Rhythms and Sounds

1 Chant and do.



## Five Little Monkeys



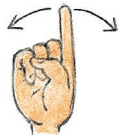
Five little monkeys jumping on the bed.



One fell off and bumped his head. Ouch!



Mom called the doctor and the doctor said,



No more monkeys jumping on the bed!

2 Chant and change the names.



Mom



Dad



Grandma

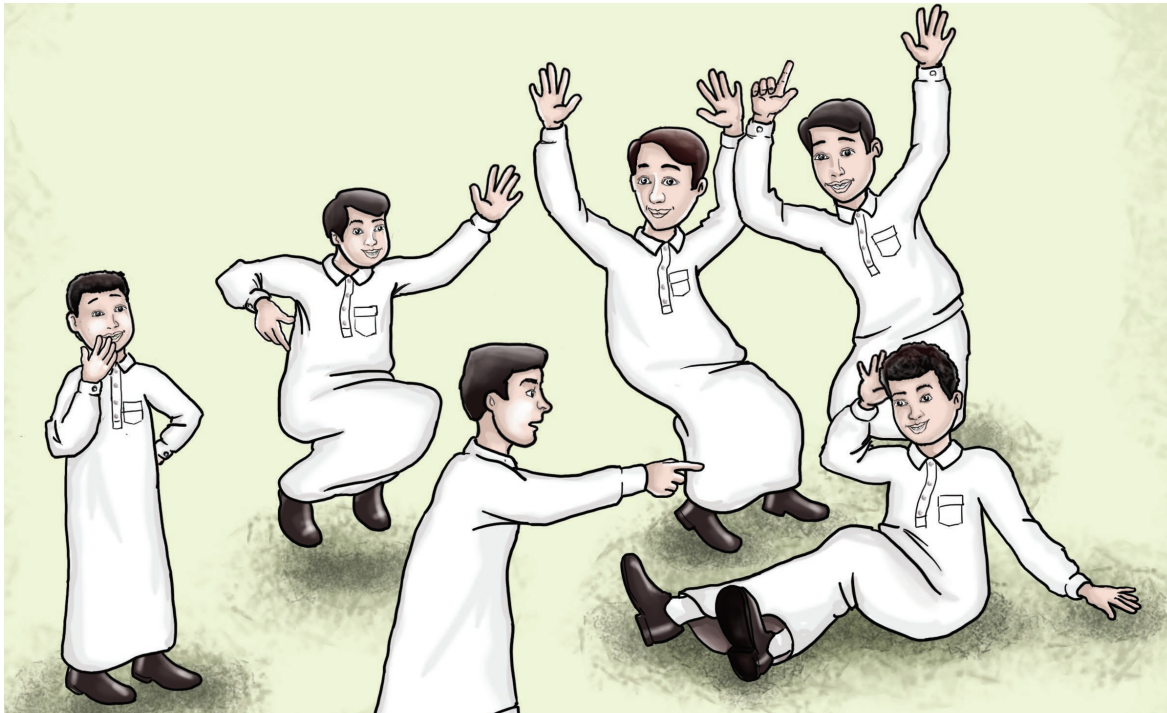


Grandpa

# Fun Time!

## 3 Five Little Monkeys Game

Act out the chant.



### I Can ...

- shout “No more monkeys jumping on the bed!”
- do the hand actions for the *Five Little Monkeys* chant.



## Advice Time

Obey your parents.





# Words

1 Listen, point, and say.



1. Grandpa



2. Grandma



3. Dad



4. Mom



5. brother

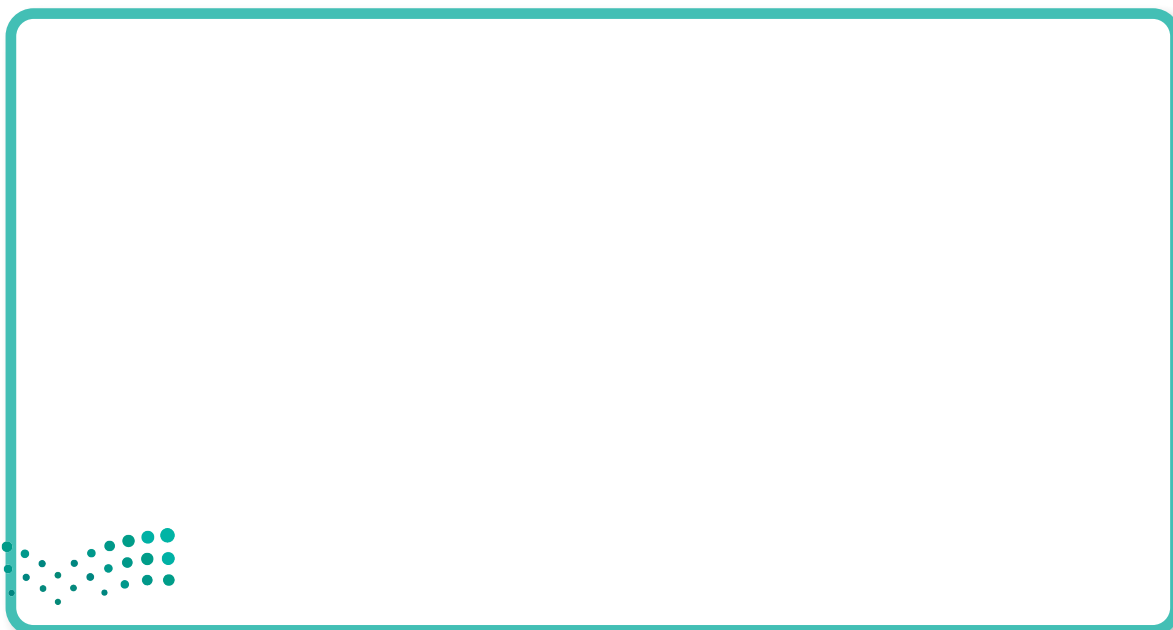


6. brother



7. sister

2 Draw a family.



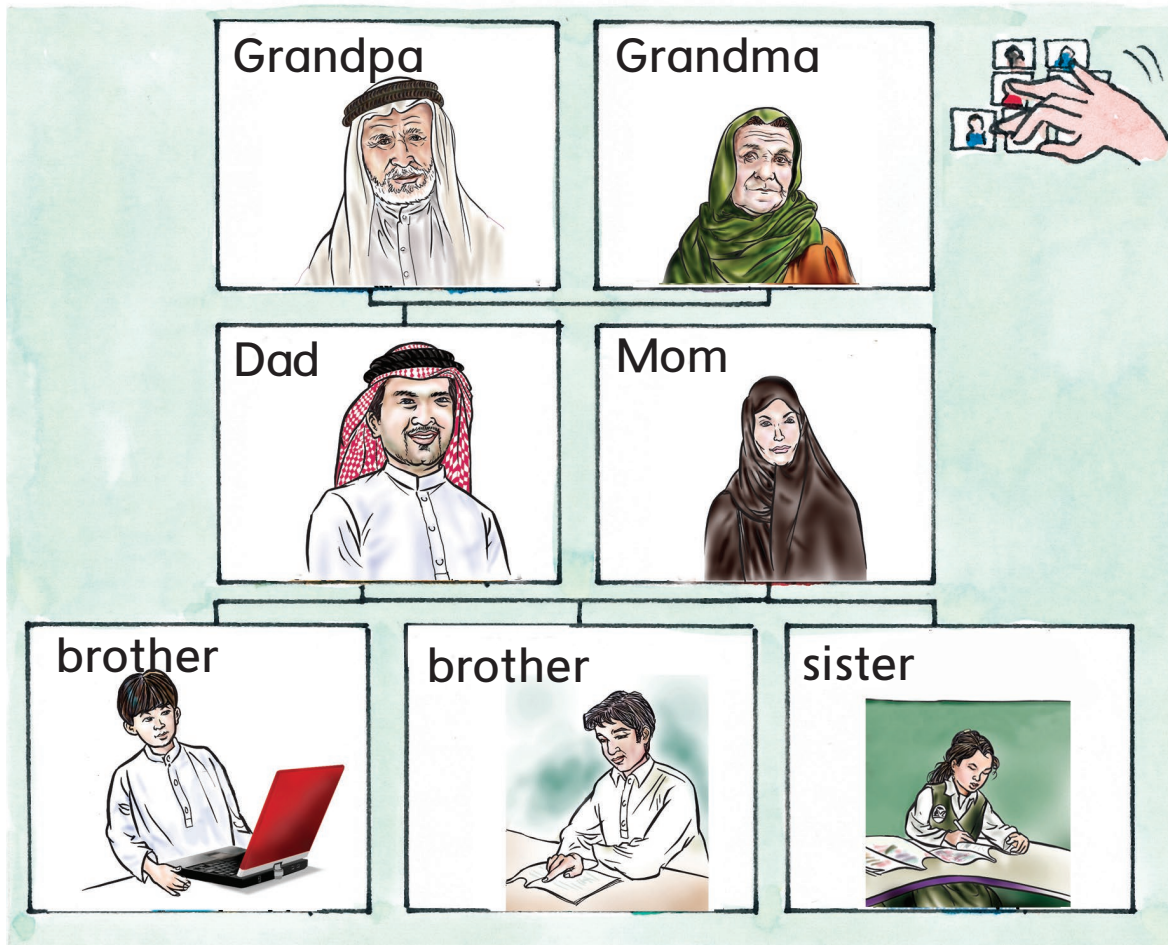


# Fun Time!

## 3 Five Finger Game



Put down your fingers one by one.  
Don't move them!



### I Can ...

- play the Five Finger Game.
- show a family drawing and say who they are.





# Phonics

1 Listen and say.



APPLE



BEAR



COW



DUCK



EGG

2 Trace and copy.



3 Listen and write.

A B C D E



1. \_\_\_ P P L E



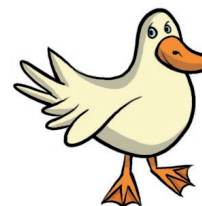
2. \_\_\_ E A R



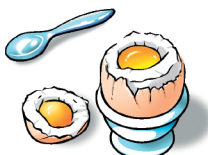
3. \_\_\_ O W



4. \_\_\_ U C K



5. \_\_\_ G G



# Fun Time!

4 Guess the Letter



Write in the air and ask your partner.

What's this letter?



It's an E!  
It's a C!



## I Can ...

- make the sound of the letters A, B, C, D, and E.
- write the letters A to E in the air.



# Alphabet Jingle

CD3 02

1 Listen and say.

CD3 03

2 Point and say.

CD3 04

3 Say the key words.

apple



A a

bear



B b

goat



G g

hat



H h

ink



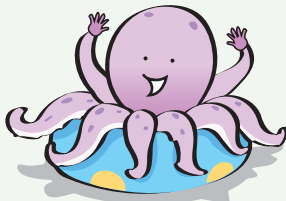
I i

jet



J j

octopus



O o

pen



P p

quilt



Q q

rabbit



R r

wolf



W w

fox



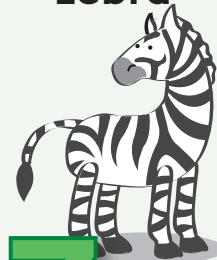
X x

yard



Y y

zebra



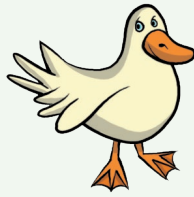
Z z

cow



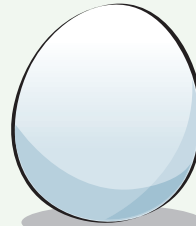
C c

duck



D d

egg



E e

fish



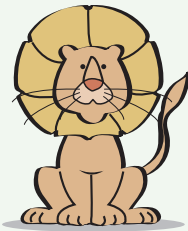
F f

kiwi



K k

lion



L l

monkey



M m

nest



N n

sun



S s

tiger



T t

umbrella



U u

vase



V v



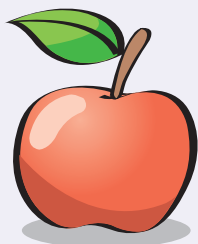
Activity 1: Listen and touch the words. Use all ten fingers!

Activity 2: Cover five words. Listen and play Word-finder.



# Letters: Tracing and Writing

1 Trace and write.



\_\_\_ pple



\_\_\_ PPLE



\_\_\_ ear



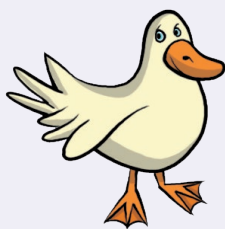
\_\_\_ EAR



\_\_\_ ow



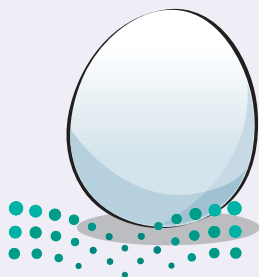
\_\_\_ OW



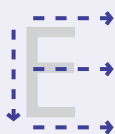
\_\_\_ uck



\_\_\_ UCK



\_\_\_ gg



\_\_\_ GG

## 2 Trace and write.

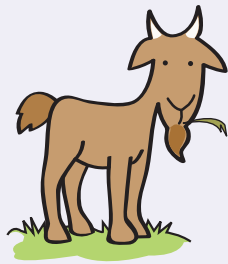


f

\_\_\_ ish

F

\_\_\_ ISH



g

\_\_\_ oat

G

\_\_\_ OAT

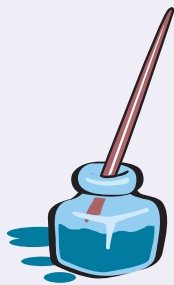


h

\_\_\_ at

H

\_\_\_ AT



i

\_\_\_ nk

I

\_\_\_ NK



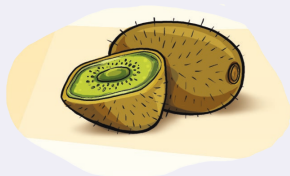
j

\_\_\_ et

J

\_\_\_ ET

3 Trace and write.

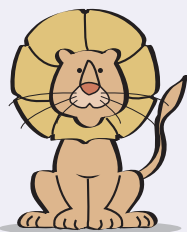


k

\_\_\_ iwi

K

\_\_\_ IWI



l

\_\_\_ ion

L

\_\_\_ ION



m

\_\_\_ onkey

M

\_\_\_ ONKEY

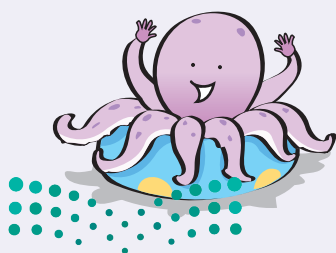


n

\_\_\_ est

N

\_\_\_ EST



o

\_\_\_ ctopus

O

\_\_\_ CTOPUS



## 4 Trace and write.



\_\_\_ en



\_\_\_ EN



\_\_\_ uilt



\_\_\_ UILT



\_\_\_ abbit



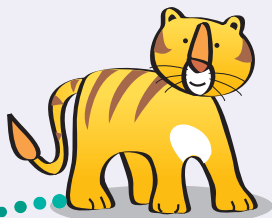
\_\_\_ ABBIT



\_\_\_ un



\_\_\_ UN



\_\_\_ iger



\_\_\_ IGER

5 Trace and write.



\_\_\_ mbrella



\_\_\_ MBRELLA



\_\_\_ ase



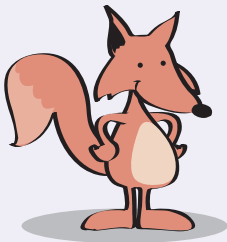
\_\_\_ ASE



\_\_\_ olf



\_\_\_ OLF



fo\_\_\_



FO\_\_\_



\_\_\_ ard



\_\_\_ ARD



\_\_\_ ebra



\_\_\_ EBRA

# Word List

- Again** p 6  
**Apple** p 26, 27  
**Bags** p 2  
**Bear** p 26, 27  
**Bed** p 22, 23  
**Blue** p 8  
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**Brother** p 20, 21, 24, 25  
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**Clap** p 12, 13  
**Close** p 12, 13  
**Color** p 8, 9  
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**Knees** p 14, 15  
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**Monkeys** p 22, 23  
**Mouth** p 14, 15  
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**Pencils** p 2  
**Pink** p 8  
**Please go back to your seat.**  
p 16  
**Please open the window.** p 3  
**Please take a seat.** p 2  
**Purple** p 8  
**Put your bags away.** p 2  
**Rainbow** p 8  
**Raise your hands!** p 12, 13  
**Red** p 8  
**See you again.** p 6  
**Shoulders** p 14, 15  
**Sister** p 20, 21, 24, 25  
**Sit down.** p 16, 17  
**Stand up.** p 16, 17  
**Take out your books.** p 2  
**Take out your pencils.** p 2  
**Thank you.** p 3, 6, 7  
**This is my brother.** p 20  
**Three** p 9, 17  
**Toes** p 14, 15  
**Two** p 15, 17  
**Welcome!** p 2  
**White** p 8  
**Window** p 3  
**Yellow** p 8, 9



# Picture Dictionary



apple p26



bear p26



bed p22



black p8



blue p8



brother p24



brown p8



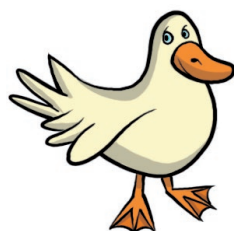
clap p12



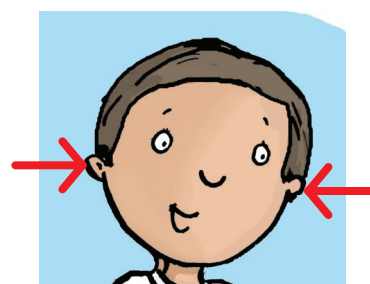
cow p26



Dad p24



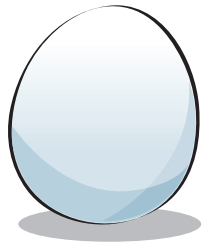
duck p26



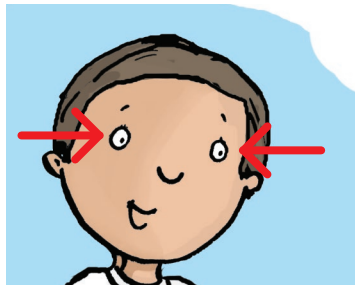
ears p14



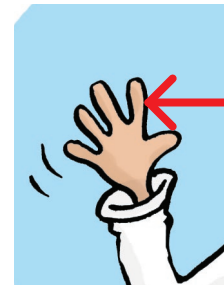




egg p26



eyes p14



finger p25



Grandma p24



Grandpa p24



green p8



hand p12



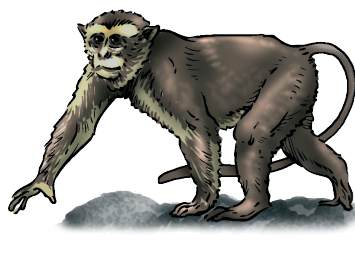
head p14



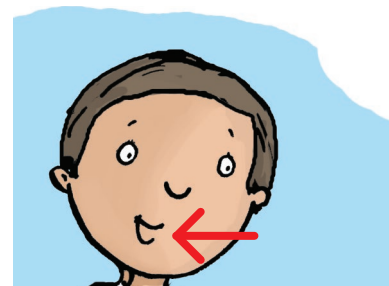
knee p14



Mom p24

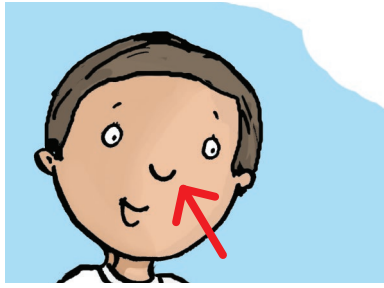


monkey p22



mouth p14

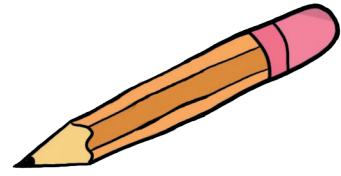




nose p14



orange p8



pencil p2



pink p8



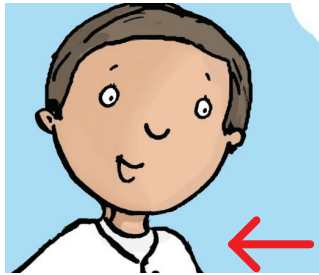
purple p8



rainbow p8



red p8



shoulder p14



sister p20



toe p14



white p8



yellow p8



## CD 1 Audio Track List

| Track | Unit  | Student Book Section                           |
|-------|-------|--|
| 2     | Intro | Exercise 1. Listen and point                   |
| 3     | 1     | Exercise 1. Listen and do                      |
| 4     | 1     | Exercise 4. Greeting Game                      |
| 5     | 1     | Exercise 1. Listen and chant                   |
| 6     | 1     | Exercise 2. Listen and pronounce               |
| 7     | 1     | Exercise 3. Listen and chant                   |
| 8     | 1     | Exercise 4. Greeting Relay                     |
| 9     | 1     | Exercise 1. Chant and point                    |
| 10    | 1     | Exercise 2. Listen and chant                   |
| 11    | 1     | Exercise 3. Color Race                         |
| 12    | 1     | Exercise 1. Chant and point                    |
| 13    | 1     | Exercise 3. Make a name card                   |
| 14    | 2     | Exercise 1. Listen, shout, and do              |
| 15    | 2     | Exercise 3. Do It Quickly!                     |
| 16    | 2     | Exercise 1. Chant and point                    |
| 17    | 2     | Exercise 2. Listen, point, and pronounce       |
| 18    | 2     | Exercise 3. The Teacher Says                   |
| 19    | 2     | Exercise 1. Listen and point                   |
| 20    | 2     | Exercise 3. Be the Teacher                     |
| 21    | 2     | Exercise 1. Chant and point at the big letters |
| 22    | 2     | Exercise 3. Short, Tall, and Tail Letters      |
| 23    | 3     | Exercise 1. Listen and say                     |
| 24    | 3     | Exercise 4. Let's Shake Hands                  |
| 25    | 3     | Exercise 1. Chant and do                       |
| 26    | 3     | Exercise 2. Chant and change the names         |
| 27    | 3     | Exercise 3. Five Little Monkeys Game           |
| 28    | 3     | Exercise 1. Listen, point, and say             |
| 29    | 3     | Exercise 3. Five Finger Game                   |
| 30    | 3     | Exercise 1. Listen and say                     |
| 31    | 3     | Exercise 3. Listen and write                   |
| 32    | 3     | Exercise 4. Guess the Letter                   |

## CD 2 Audio Track List

| Track | Unit | Workbook Section                        |
|-------|------|---|
| 2     | 1    | Exercise 1. Listen and practice         |
| 3     | 1    | Exercise 1. Listen and practice         |
| 4     | 1    | Exercise 1. Listen and chant            |
| 5     | 1    | Exercise 1. Listen and practice         |
| 6     | 1    | Exercise 1. Listen, point, and practice |
| 7     | 1    | Exercise 1. Listen, point, and practice |
| 8     | 1    | Exercise 1. Listen and chant            |
| 9     | 1    | Exercise 1. Listen and practice         |
| 10    | 2    | Exercise 1. Listen, practice, and do    |
| 11    | 2    | Exercise 1. Listen and practice         |
| 12    | 2    | Exercise 1. Listen and chant            |
| 13    | 2    | Exercise 1. Listen and practice         |
| 14    | 2    | Exercise 1. Listen and practice         |
| 15    | 2    | Exercise 1. Listen and practice         |
| 16    | 2    | Exercise 1. Listen, point, and practice |
| 17    | 2    | Exercise 1. Listen, point, and practice |
| 18    | 3    | Exercise 1. Listen and practice         |
| 19    | 3    | Exercise 1. Listen and practice         |
| 20    | 3    | Exercise 1. Listen and practice         |
| 21    | 3    | Exercise 1. Listen, chant, and do       |
| 22    | 3    | Exercise 1. Listen and play             |
| 23    | 3    | Exercise 1. Listen and practice         |
| 24    | 3    | Exercise 1. Listen, point, and practice |
| 25    | 3    | Exercise 1. Listen and write            |

## CD 3 Audio Track List

| Track | Unit | Phonics Practice Section              |
|-------|------|---------------------------------------|
| 02    | 1    | Exercise 1 Listen and say             |
| 03    | 1    | Exercise 2 Point and say              |
| 04    | 1    | Exercise 3 Say the key words          |
| 05    | 1    | Exercise 1 Listen and touch the words |
| 06    | 1    | Exercise 2 Cover five words           |

| الحد الأدنى | الرمز  | By the end of the year students will be able to:   |
|-------------|--------|--|
| X           | 1/7/4  | Recognize and produce the sounds of the English alphabet.  |
| X           | 2/7/4  | Recognize short and only some long vowels: {long /a/ as in "cake", long /e/ as in "sea", long /o/ as in "nose", and long /i/ as "kite"}.   |
| X           | 3/7/4  | Recognize and differentiate between some English letters (b & p), (f & v).   |
|             | 4/7/4  | Recognize and produce only some English digraphs such as, (th, sh, ch).  |
| X           | 5/7/4  | Recognize and match sounds to letters.   |
| X           | 6/7/4  | Participate verbally and non-verbally in short simple activities: greeting, giving and receiving commands and instructions.  |
| X           | 7/7/4  | Recognize intonation patterns of statements and questions.   |
| X           | 8/7/4  | Ask and respond to simple assigned sentences in present tense form with the verb (like) using first and second person singular and in affirmative, negative and interrogative statements and (Yes/No questions). |
| X           | 9/7/4  | Ask and respond to basic questions about personal information using verb to be (am, is, are),(have got) and wh. questions (what, where, who, how).   |
| X           | 10/7/4 | Recognize and use indefinite articles (a, an) using (this and that).   |
| X           | 11/7/4 | Recognize and apply regular plural formation using (these and those).  |
| X           | 12/7/4 | Recognize and apply subjective pronouns correctly (I, You, He, She, It, We, They).   |
|             | 13/7/4 | Recognize prepositions of place (in, on)   |
|             | 14/7/4 | Talk about feelings in simple and short sentences.   |
| X           | 15/7/4 | Identify main colours ( red, blue, green, black, white, yellow. brown)   |
| X           | 16/7/4 | Identify and talk about classroom objects which are assigned in the book.  |
|             | 17/7/4 | Identify and talk about family members and possession using two possessive adjectives: (my, your)  |
|             | 18/7/4 | Identify and talk about food, animals, clothes.  |
|             | 19/7/4 | Talk about likes and dislikes.   |
|             | 20/7/4 | Be willing to listen to short digital and recoded materials.   |
| X           | 21/7/4 | Utter simple words and numbers (cardinal numbers 1-19).  |
|             | 22/7/4 | Read and count numbers in tens (10-100).   |
| X           | 23/7/4 | Read aloud simple words and sentences.   |
| X           | 24/7/4 | Read and match words to photos/drawings.   |
| X           | 25/7/4 | Read and comprehend simple short sentences.  |
| X           | 26/7/4 | Spell some simple sight words correctly.   |
|             | 27/7/4 | Be willing to read simple short illustrated stories.   |
| X           | 28/7/4 | Recognize and apply the directionality in writing English (e.g. left/right, top/bottom).   |
| X           | 29/7/4 | Use lined paper correctly with headline, midline, and baseline.  |
| X           | 30/7/4 | Copy words, numbers and simple short sentences.  |
| X           | 31/7/4 | Write upper/lower case letters correctly.  |
| X           | 32/7/4 | Use appropriate spacing between words and sentences.   |
| X           | 33/7/4 | Write guided short answers to written questions.   |
| X           | 34/7/4 | Do controlled writing such as supplying missing letters and words.   |
| X           | 35/7/4 | Recognize and apply the punctuation and capitalization assigned for this grade: (capitalizing the beginning of names, sentences, questions and the use of full stop and question mark).                          |



Term 1

WORKBOOK  
1

WE CAN!



وزارة التعليم  
Ministry of Education  
2023 - 1445

Mc  
Graw  
Hill



# Contents

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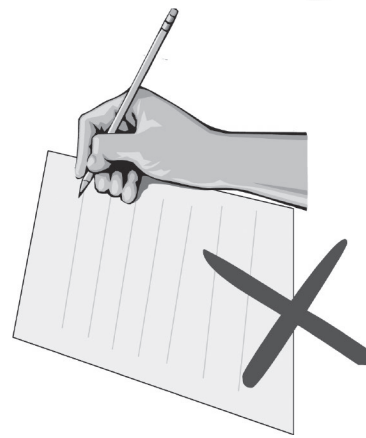
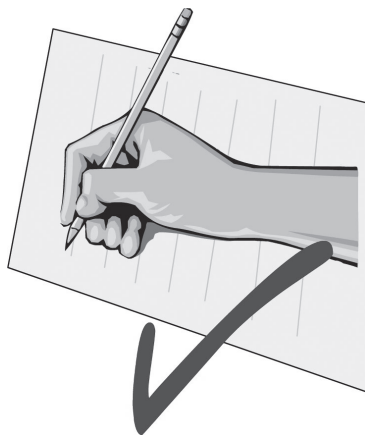
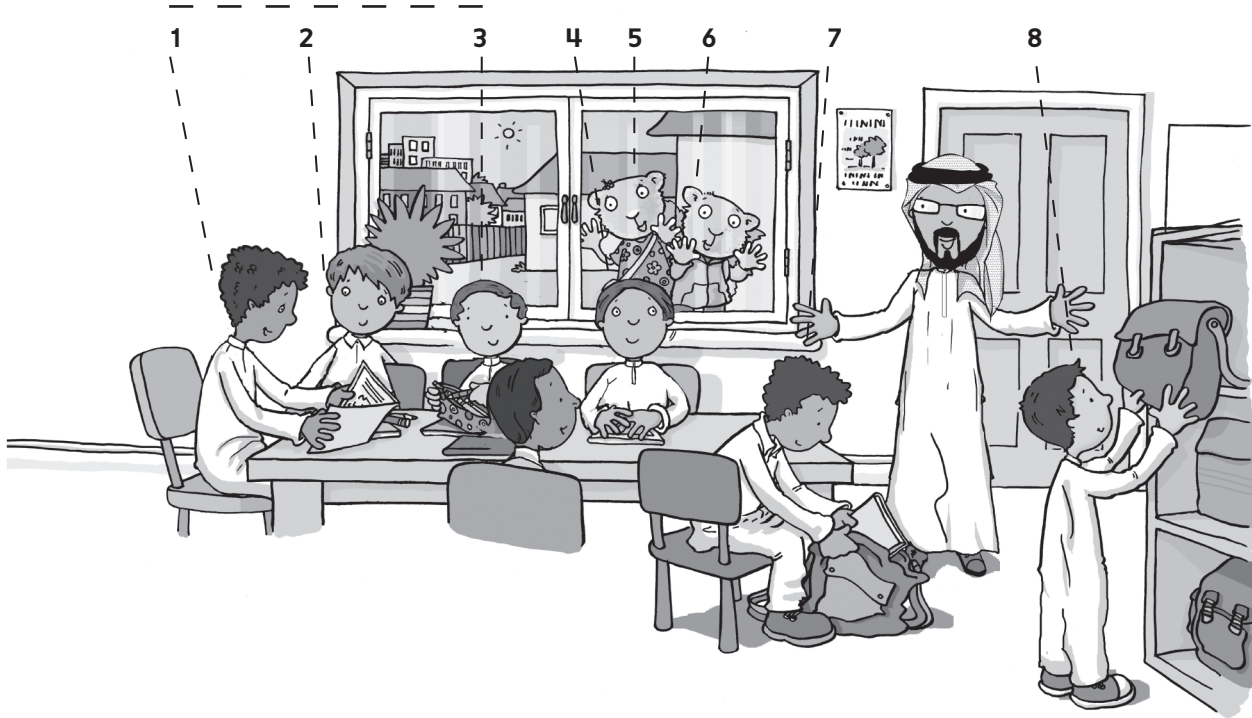
وزارة التعليم

Ministry of Education

2023 - 1445

# Introduction

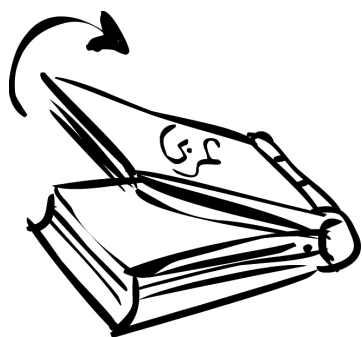
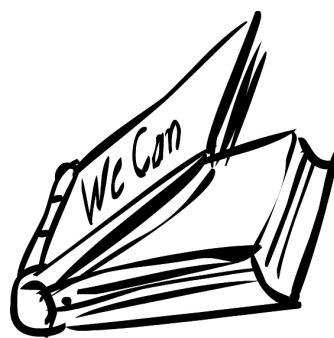
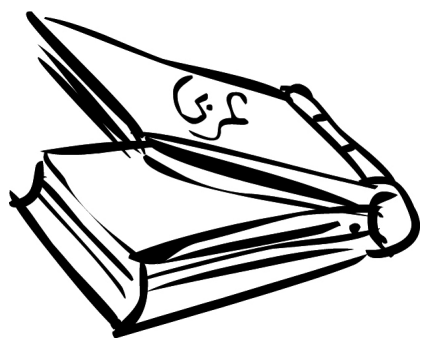
## This way →



**1** Circle.

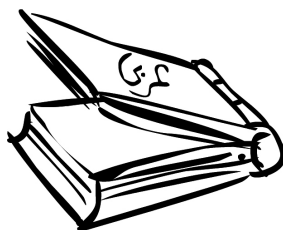


2 Open your book.



3 Match.

**We Can!**





# Unit 1 My Friends



## Goal 01 CD2 02 My Friends: Talk Time

I can say "Hello", "What's your name?", and "My name's ...".

I listened to CD2 02  days this week.

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

### 1 Listen and practice. Trace.

Hello.

Hi.

What's your name?

My name's Tom.

### 2 Trace and write.





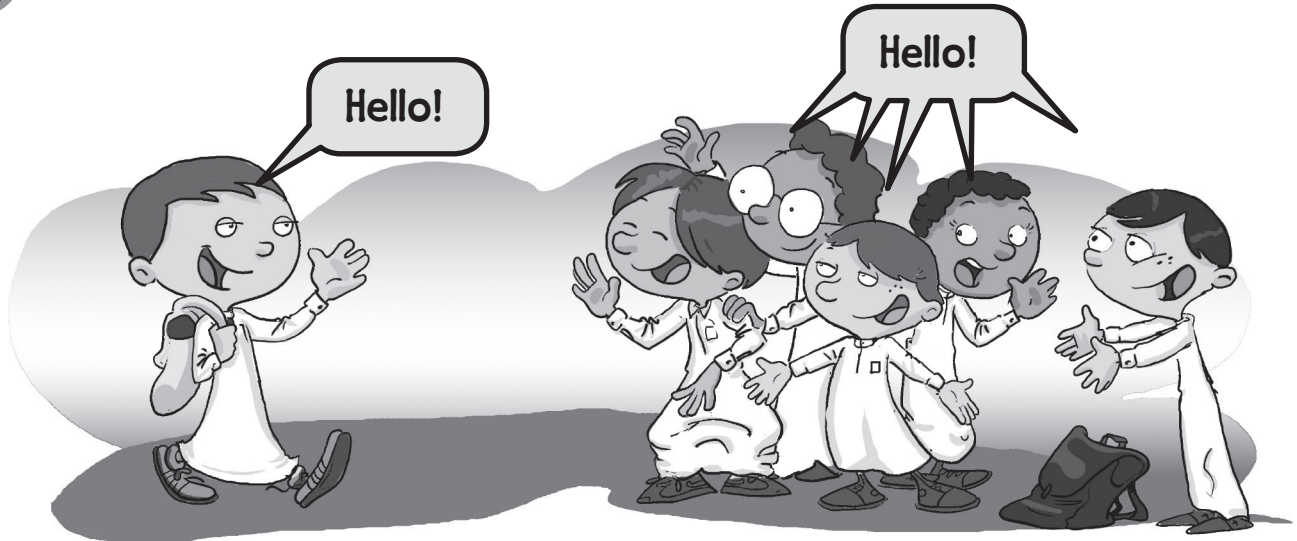
# Goal 02 CD2 03 My Friends: Talk Time

I can say "Hello" when I come to class.

I listened to CD2 03        days this week.

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

## 1 Listen and practice. Trace.



## 2 Trace and write.



**Goal 03** CD2 04 **My Friends: Rhythms and Sounds**

I can chant the *Hello Chant* or the *Good-bye Chant*.

I listened to CD2 04        days this week.

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

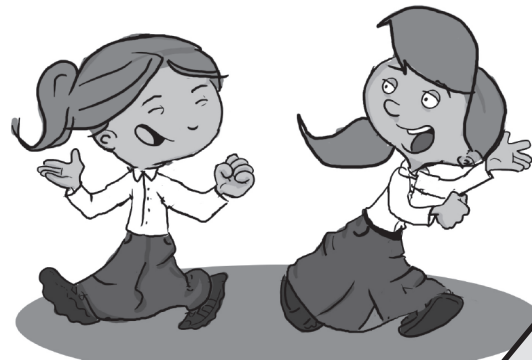


**1** Listen and chant. Trace.

Hello, hello, hello.  
How are you?

I'm fine, I'm fine, I'm fine, thank you. And you?

Good-bye, good-bye, good-bye to you.



Good-bye, good-bye. Oh, see you again.

**2** Trace and write.





# Goal 04 CD2 05 My Friends: Rhythms and Sounds

I can ask "How are you?" when I come to class.

I listened to CD2 05        days this week.

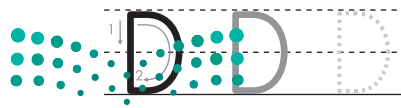
Name \_\_\_\_\_ Class \_\_\_\_\_

## 1 Listen and practice. Trace.

Hello! How are you?



## 2 Trace and write.







# Goal 05 CD2 06 My Friends: Words

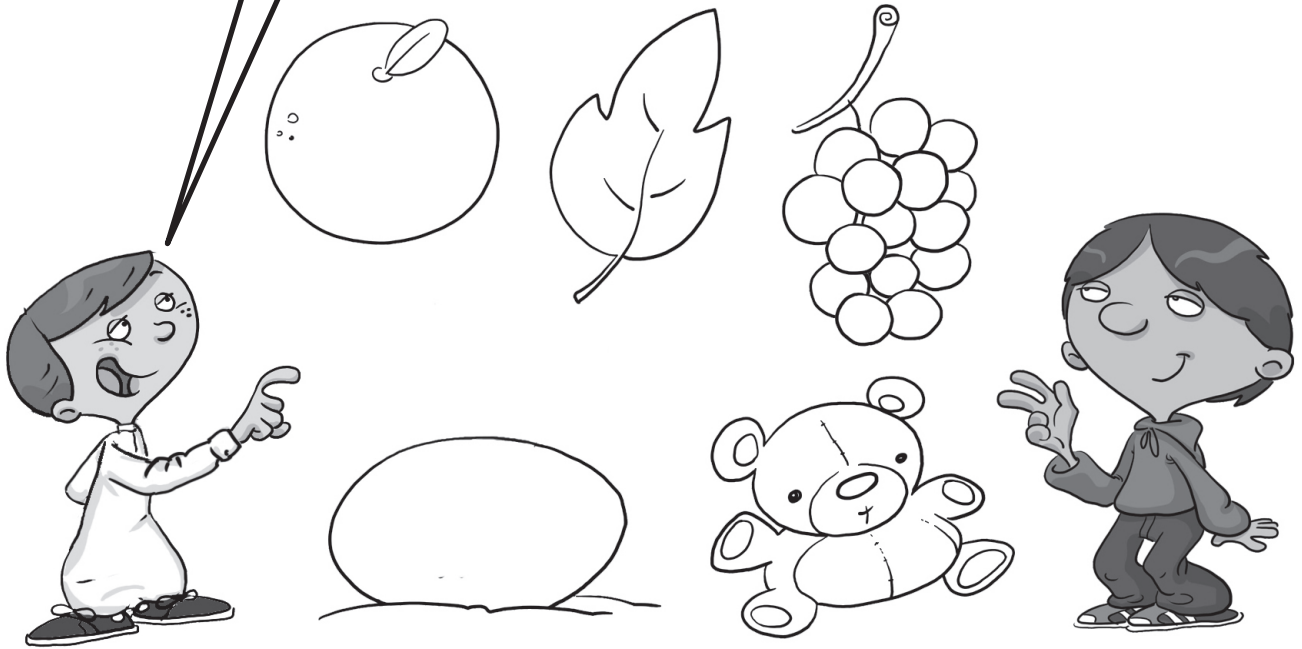
I can say the names of five colors.

I listened to CD2 06        days this week.

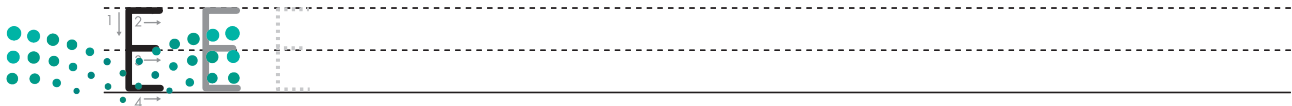
Name \_\_\_\_\_ Class \_\_\_\_\_

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

orange, green, purple,  
white, brown



**2** Trace and write.





# Goal 06 CD2 07 My Friends: Words

I can find three colors in the classroom.

I listened to CD2 07        days this week.

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

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

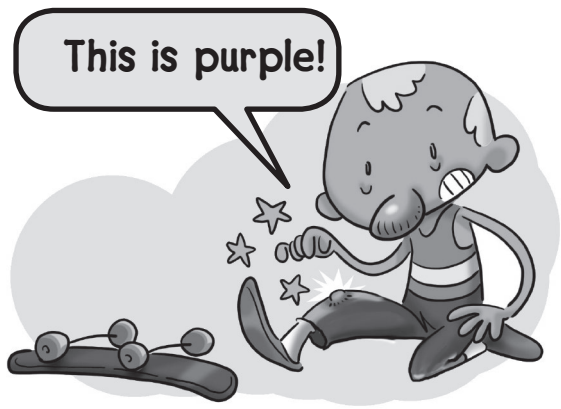
This is pink.



This is black.



This is purple.



**2** Trace and write.

Tracing practice lines with dotted letters 'F' and 'f' for tracing.

**Goal 07** CD2 08 **My Friends: Phonics**

I can chant the *Alphabet Chant*.

I listened to CD2 08        days this week.

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



**1** Listen and chant. Trace.

Aa Bb Cc Dd  
Ee Ff Gg Hh Ii  
Jj Kk Ll Mm Nn  
Oo Pp Qq Rr  
Ss Tt Uu Vv  
Ww Xx Yy Zz



**2** Trace and write.





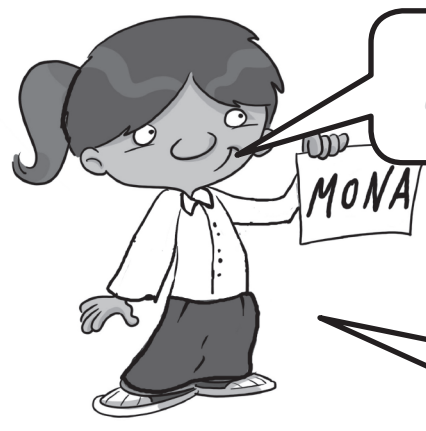
# Goal 08 CD2 09 My Friends: Phonics

I can make my name card.

I listened to CD2 09        days this week.

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

## 1 Listen and practice. Say your name. Trace.



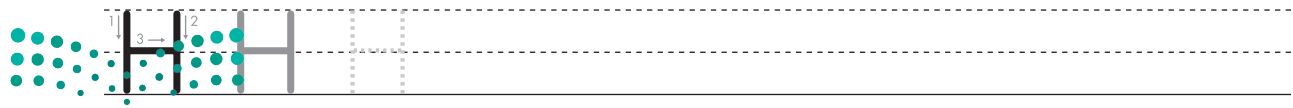
My name's Mona.

This is my name card.

Write your name.



## 2 Trace and write.





# Unit 2 My Body



## Goal 09 CD2 10 My Body: Talk Time

I can listen to the teacher and do the body actions.

I listened to CD2 10        days this week.

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

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



Close your eyes.

Open your eyes.



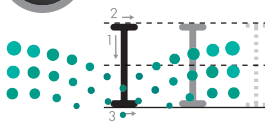
Raise your hands.

Clap your hands.



Raise your hands.

### 2 Trace and write.





## Goal 10 CD2 11 My Body: Talk Time



I can say "Close your eyes." or "Open your eyes." to a partner.

I listened to CD2 11        days this week.

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

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

Close your eyes.

Okay.



Open your eyes.

Okay.



Raise your hands.

Okay.

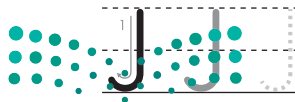


Clap your hands.

Okay.



### 2 Trace and write.





## Goal 11 CD2 12 My Body: Rhythms and Sounds

I can chant the *Head, Shoulders, Knees, and Toes* chant.

I listened to CD2 12        days this week.

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



1 Listen and chant. Trace.

Head, shoulders,  
knees, and toes.

Knees and toes.

Head, shoulders, knees, and toes.

Knees and toes.

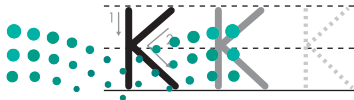
Eyes and ears and mouth and nose.

Head, shoulders, knees, and toes.

Knees and toes.



2 Trace and write.





# Goal 12 CD2 13 My Body: Rhythms and Sounds

I can tell a friend to touch two body parts.

I listened to CD2 13        days this week.

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

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

Touch your head.

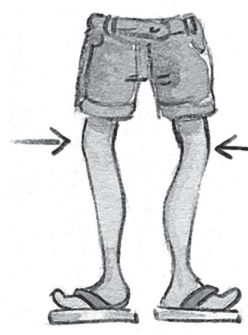


Touch your nose.



Touch your mouth.

Touch your shoulders.



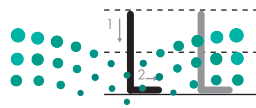
Touch your knees.

Touch your head.

Touch your toes.



## 2 Trace and write.





# Goal 13 CD2 14 My Body: Words

I can do three classroom actions.

I listened to CD2 14        days this week.

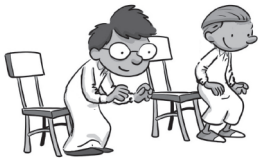
Name \_\_\_\_\_ Class \_\_\_\_\_

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

Please stand up.

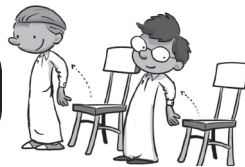


Please make a line.



Please sit down.

Please stand up.



Please make a circle.



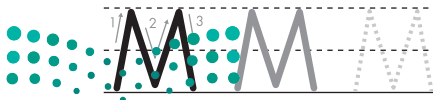
Please make a circle.



Please sit down.



## 2 Trace and write.







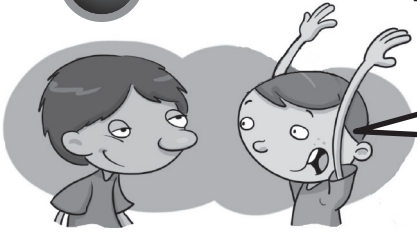
# Goal 14 CD2 15 My Body: Words

I can give two classroom instructions to a friend.

I listened to CD2 15        days this week.

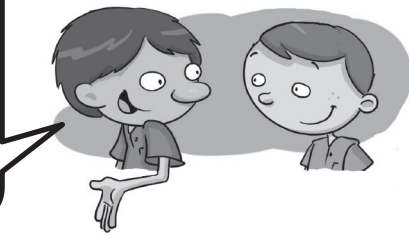
Name \_\_\_\_\_ Class \_\_\_\_\_

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

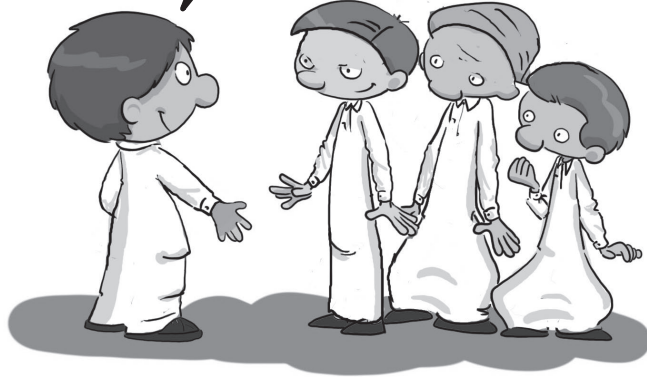


Please stand up.

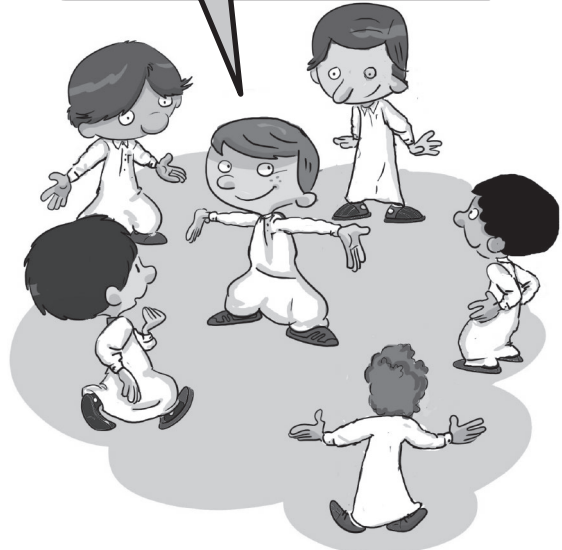
Please come to the front.



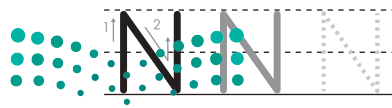
Please make a line.



Please make a circle.



## 2 Trace and write.





## Goal 15 CD2 16 My Body: Phonics



I can point to and say all the small letters from a to z.

I listened to CD2 16        days this week.

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

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

a b c d e

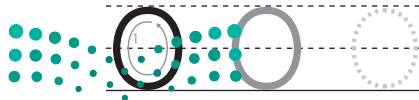
f g h i j k

l m n o p

q r s t u

v w x y z

### 2 Trace and write.





# Goal 16 CD2 17 My Body: Phonics



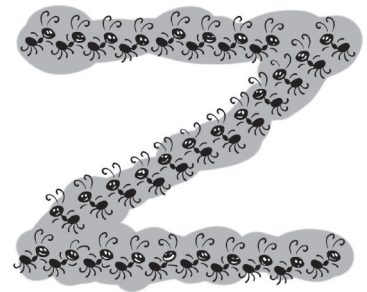
I can point to and say the alphabet from z to a.

I listened to CD2 17        days this week.

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

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

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



## 2 Trace and write.

P P P

# Unit 3 My Family



## Goal 17 CD2 18 My Family: Talk Time

I can act out one of the talks about introducing my brother or sister.

I listened to CD2 18  days this week.

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

### 1 Listen and practice. Trace.

This is my brother, Badr.



This is my sister, Asma.



### 2 Trace and write.





# Goal 18 CD2 19 My Family: Talk Time

I can introduce one friend to another friend.

I listened to CD2 19         days this week.

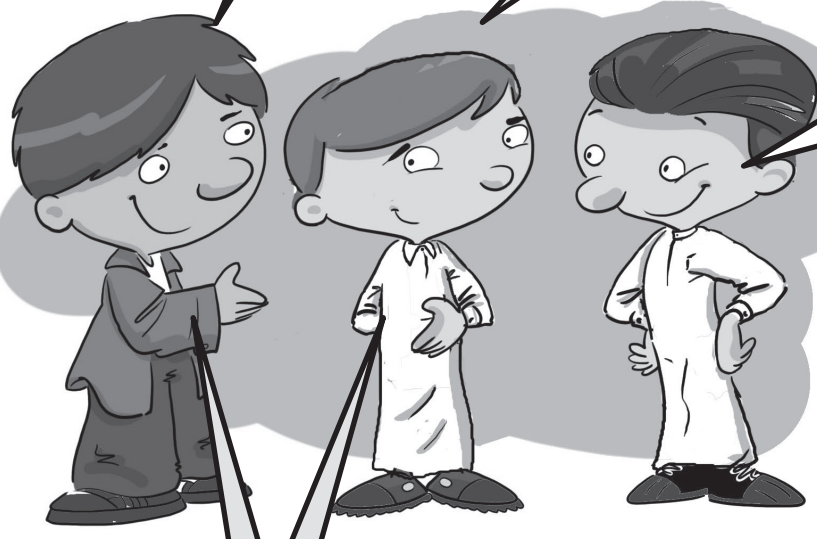
Name \_\_\_\_\_ Class \_\_\_\_\_

## 1 Listen and practice. Trace.

This is my friend, Saeed.

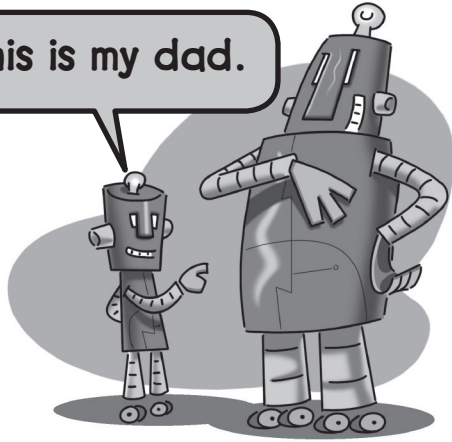
This is my friend, Tom.

Nice to meet you.



Nice to meet you, too.

This is my dad.



## 2 Trace and write.

R R R





## Goal 19 CD2 20 My Family: Rhythms and Sounds

I can shout "No more monkeys jumping on the bed!"

I listened to CD2 20         days this week.

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

### 1 Listen and practice. Trace.

No more monkeys  
jumping on the bed!



### 2 Trace and write.

S S S



## Goal 20 CD2 21 My Family: Rhythms and Sounds



I can do the hand actions for the *Five Little Monkeys* chant.

I listened to CD2 21        days this week.

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

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



Five little monkeys  
jumping on the bed.



One fell off



And bumped his head. Ouch!



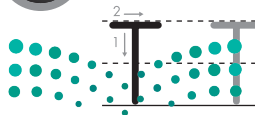
Mom called the doctor

And the doctor said,



No more monkeys jumping on the bed!

### 2 Trace and write.



# Goal 21 CD2 22 My Family: Words

I can play the Five Finger Game.

I listened to CD2 22        days this week.

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



## 1 Listen and play.

Grandpa

Grandma

Dad

Mom

brother

brother

sister

## 2 Trace and write.

U U U



## Goal 22 CD2 23 My Family: Words



I can show a family drawing and say who they are.

I listened to CD2 23        days this week.

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

**1** Listen and practice. Draw your family and say who they are.

This is my Mom.  
This is my Dad.  
This is my brother.

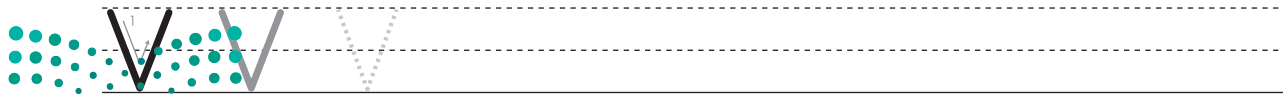
This is my sister.  
This is my Grandpa.  
This is my Grandma.

This is the Mom.

This is the Dad.



**2** Trace and write.



## Goal 23 CD2 24 My Family: Phonics

I can make the sound of the letters A, B, C, D, and E.

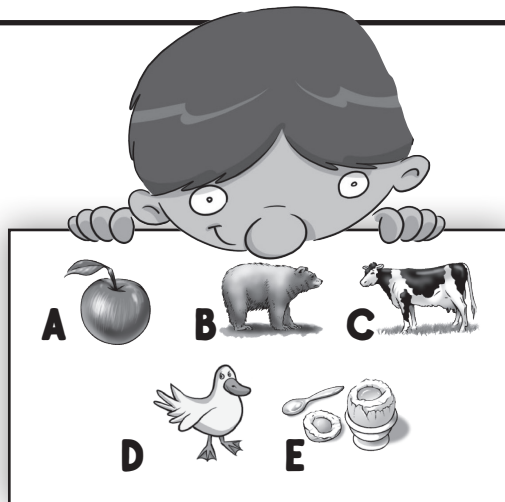
I listened to CD2 24        days this week.

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



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

A says a, a, apple.  
B says b, b, bear.  
C says c, c, cow.  
D says d, d, duck.  
E says e, e, egg.



A says a, a, apple.



### 2 Trace and write.







# Goal 24 CD2 25 My Family: Phonics



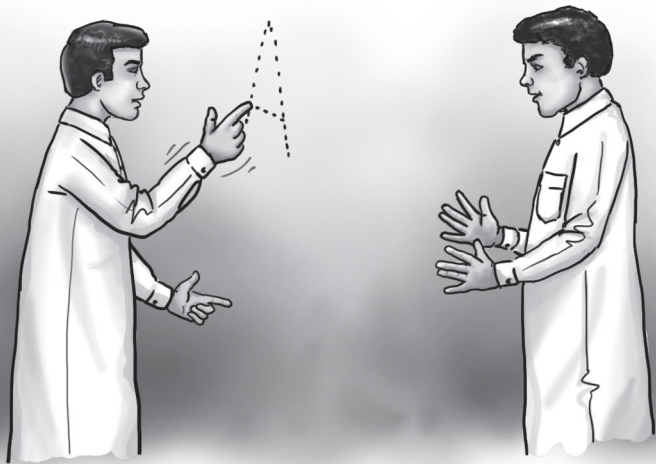
I can write the letters A to E in the air.

I listened to CD2 25  days this week.

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

## 1 Listen and practice. Trace.

X G Y K M  
 B P Q L C  
 A  
 R  
 H  
 F U  
 D J V E T  
 W O I S



## 2 Trace and write.

