



# English



2025/2026

Term 2

Primary

2



'' تهدي وزارة التربية والتعليم الفني هذا الكتاب ، بكل الحب إلى  
الأطفال والأسر في جمهورية مصر العربية . ''

**"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION  
DEDICATES THIS BOOK, WITH LOVE, TO THE CHILDREN AND  
FAMILIES OF THE ARAB REPUBLIC OF EGYPT."**

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**Ministry of Education and Technical Education  
New Administrative Capital  
Cairo, Egypt**

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

**Class :** \_\_\_\_\_

**School :** \_\_\_\_\_

# THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

## Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the Primary 2 Framework for Egyptian Learners. This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

### Our Vision for English Language Education

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Primary 2 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

### Key Features of the Textbook

\* **Culturally Relevant Stories:** Each unit features engaging fables inspired by Middle Eastern folklore, designed to resonate with students' cultural backgrounds while imparting valuable moral lessons.

\* **Structured Learning Activities:** The textbook is organized into weekly sessions, each focusing on different aspects of language acquisition:

**Listening and Speaking:** Interactive storytelling, discussions, and role-playing activities enhance listening comprehension and oral communication skills.

**Reading and Phonics:** Phonics exercises and reading activities develop students' ability to decode and comprehend written English.

**Writing and Vocabulary:** Targeted writing exercises and vocabulary-building activities encourage students to express themselves clearly and expand their word knowledge.

**Cultural Integration:** Lessons are intertwined with cultural insights, promoting an appreciation for both the English language and Egyptian traditions.

\* **Visual and Interactive Elements:** Bright illustrations and interactive components such as coloring pages, matching games, and puzzles make learning enjoyable and reinforce key concepts.

\* **Assessment and Feedback:** Regular assessments, including quizzes, retelling exercises, and vocabulary matching, provide educators with tools to monitor students' progress and tailor instruction to meet individual needs.

### Commitment to Excellence

The Ministry of Education and Technical Education is dedicated to providing high-quality educational resources that meet the evolving needs of our students. This textbook embodies our commitment to excellence in English language education, ensuring that every child has the opportunity to succeed academically and personally.

### Join Us in Shaping the Future

As we embark on this educational journey, we invite educators, parents, and students to collaborate in fostering a love for the English language and a deep appreciation for our cultural heritage. Together, we can build a brighter future where our young learners thrive in a global society while staying rooted in their rich Egyptian identity.

Best Regards,

The Ministry of Education and Technical Education.

# Scope and Sequence

Unit	Vocabulary	Language in Use	Phonics Skills	Life Skill (s) and Value (s)
Unit 1: Our Environment	flower, park, grass, tree, river, plant, bench, pick, throw, beautiful, bee, buzzing, nice, clean, rubbish, bin, grow	Affirmative and negative forms of "There is"	Long Vowels: /eɪ/ and /aɪ/ game, gate, cake, line, kite, five	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Decision making</li> <li>• Problem solving</li> <li>• Teamwork</li> </ul>
Unit 2: At the Store	stationery shop, pencil case, pens, bag, scissors, ruler, books, coloring pencils, T-shirt, skirt, shoes, jacket, pants, store, shopping, shelf, try on, great choice	Affirmative and negative forms of "There are"	Long Vowels: /u:/ and /oʊ/ nose, cube, tube, rope, stone	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Responsibility</li> <li>• Decision making</li> </ul>
Unit 3: Sports	football, basketball, tennis, volleyball, swimming, running, racket, net, kick, hit, goal, court, hit into, hit over, run around	- Counting from 20-50 - Plural with 's'	Final Blends -mp, -ft, and -lt: belt, salt, lamp, jump, gift, left	<ul style="list-style-type: none"> <li>• Health awareness</li> <li>• Teamwork</li> <li>• Respect for others</li> <li>• Fairness</li> </ul>
Unit 4: Transportation	car, taxi, bicycle, plane, motorcycle, walk, drive, ride, library, club, post office, city, sounds so fun, Nile River, amusement park, rides, awesome, mall, circus, funny, clowns, excited, cool, supermarket, letters, street	nouns: dad - car - bicycle - plane	Phonics Review: Long vowels and final blends	<ul style="list-style-type: none"> <li>• Safety awareness when using transportation</li> <li>• Respect for others</li> <li>• Enjoying family time during activities</li> </ul>
Unit 5: The Pyramids	The Pyramids, Sphinx, desert, school bus, camel, guide, tourists, juice, take pictures, camera, trip, huge, ride, statue, head, lion, body	Present Simple - Action words: My friend rides the camel - I take pictures - Counting from 50-100 - Counting by 10s	Final Blends - nd and sk: hand, sand, wind, desk, mask, flask	<ul style="list-style-type: none"> <li>• Historical awareness pride</li> </ul>
Unit 6: A Day with My Family	park, bus, sky, weather, grass, flowers, tree, football, pack	-	-	<ul style="list-style-type: none"> <li>• Family bonding</li> <li>• Happiness</li> <li>• Teamwork</li> <li>• The importance of spending time together</li> </ul>



# Our Environment



# Learning Outcomes

## Speaking

- Name items you can see in a park.
- Answer questions with "There is/ There isn't."
- Recognize long vowel words in short sentences.
- Clearly pronounce long vowel words in short sentences.
- Discuss how to protect the environment using the target vocabulary.

## Listening

- Respond to questions with "there is/ there isn't" in a listening text.
- Identify long vowel words when listened to.
- Follow classroom instructions about recycling and protecting the environment in a listening activity.
- Answer comprehension questions after listening to a short dialog.

# Reading

- Read simple sentences with "There is/ There isn't"
- Recognize words with long vowels in short sentences.
- Read words with long vowels in short sentences.
- Answer basic comprehension questions about protecting the environment.
- Match words to pictures of things at the park.

## Writing

- Write short sentences using "There is/There isn't" for given pictures.
- Write target words with long a and i.
- Write simple sentences about ways to protect the environment using target vocabulary.

# Lesson



## At the Park



### Vocabulary



#### 1 Listen and repeat



flower



park



grass



tree



river



plant



bench



pick



#### 2 Listen and read

Omar and Sara go to the **park**.

They see green **grass** and a big **tree**.

There are red **flowers** and small **plants**.

They walk near the **river**. There is a **bench**.

Omar sits on the bench.

Sara says, "Let's not **pick** the flowers."

Omar says, "Okay! The park is beautiful."





### 3 Read and act out in pairs

Omar : There are red flowers.

Sara : Let's not pick the flowers.

Omar : The park is beautiful.

### 4 Match the word to the picture



park



flower



grass



tree



river



bench



plant



pick

# Lesson 1



## 5 Circle the correct word

1. The tree is (big / small).
2. The flowers are (blue / red).
3. Omar sits on a (bench / river).
4. The grass is (green / yellow).
5. Sara walks near the (river / car).

## 6 Fill in the blanks using the words from the box

grass – river – tree – bench – flower

1. There is green \_\_\_\_\_.
2. Sara sees a \_\_\_\_\_.
3. Omar sits on a \_\_\_\_\_.
4. They walk near the \_\_\_\_\_.
5. There is a big \_\_\_\_\_.

## 7 Write the following words

park

flower

grass

tree

river

bench

plant

pick

8

**Look and complete using the correct word**

tree park grass flower pick bench plant river



p .....



f .....



g .....



t .....



r .....



b .....



p .....

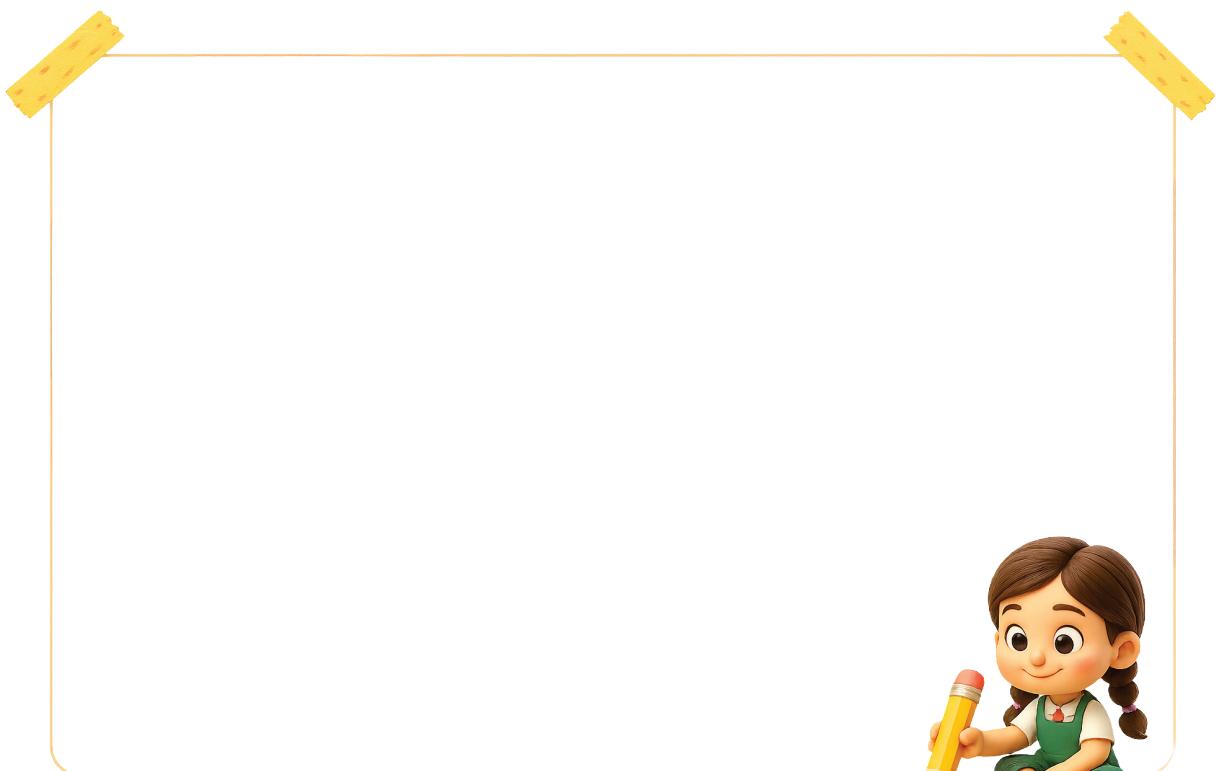


p .....

9

**Draw and label**

Draw your favorite thing in the park. Write the word under your drawing.



# Lesson



## Long Vowel Sounds

### Long a - Long i



**Phonics Focus: game, cake, gate, line, kite, five**



### 1 Listen and repeat



game



cake



gate



line



kite



five



### 2 Write the missing letters to complete each word

1. g \_ m \_
2. f \_ v \_
3. l \_ n \_
4. c \_ k \_
5. g \_ t \_
6. k \_ t \_



### 3 Rearrange the letters to form a word

1. mgea → **game**
2. evif → .....
3. ecak → .....
4. etik → .....

## 4 Match the word to the picture



## 5 Think and write

1. g _ _ _	2. c _ _ _
3. g _ _ _	4. l _ _ _
5. k _ _ _	6. f _ _ _

## 6 Song!

Let's Play a Game  
 Clap your hands, sing out loud,  
 Let's play a game by the garden gate,  
 We eat a sweet cake, it tastes so great!  
 We draw a long line and fly a bright kite,  
 We count up to five—what a fun sight!



## 7 Write the following words

game

cake

gate

line

kite

five

# Lesson 2



## 8 Read and sort the following words

game – kite – five – gate – line – cake

Long a	Long i
game	kite
—	—
—	—

## 9 Choose the correct answer

1. I play a (game / cake).
2. The (cake / line) is tasty.
3. We can count up to (gate / five).
4. I can fly a (line / kite).
5. I draw a straight (game / line).
6. The man opens the (gate / cake).

# Lesson

# 3



## A Walk in the Park

### Language in Use



#### Singular Nouns with *There is / There isn't*

• We use **There is** when we talk about **one thing**.

✓ There is a cat. ✓ There is a pyramid.

• We use **There isn't** when we want to say that **one thing is not there**.

✗ There isn't a cat. ✗ There isn't a pyramid.

We use **Is there ...?** to ask questions.

Is there a flower? Yes, there is.

Is there a river? No, there isn't.

There is a flower. There isn't a river.



### Read and practice

**Ali:** Let's go to the park!

**Laila:** Yes! I want to sit on a bench.

**Ali:** Oh, there isn't a bench here.

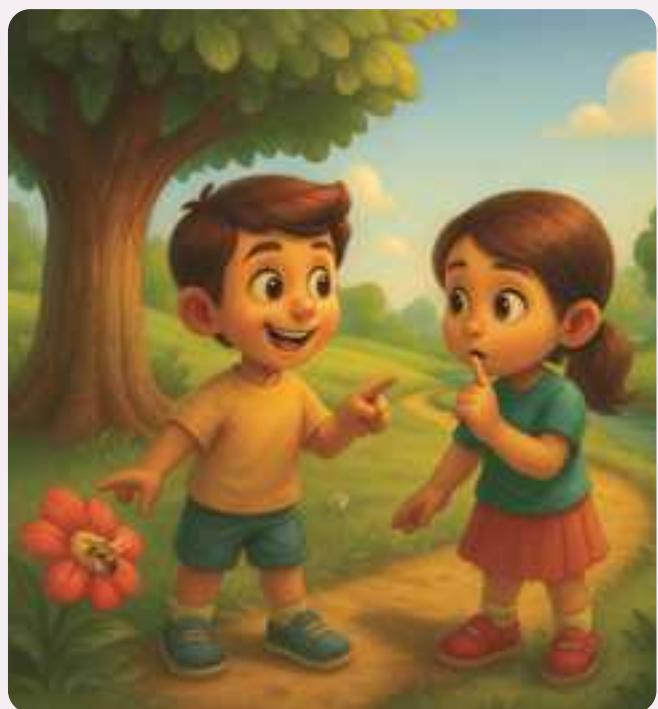
**Laila:** Let's walk by the river.

**Ali:** Look! There is a tree.

**Laila:** Shhh! There is a bee on the flower.

**Ali:** The bee is busy buzzing.

**Laila:** Yes, bees make honey!



# Lesson 3



## 2 Complete the dialog

Fill in the blanks with "There is/There isn't".

Ali: Look! \_\_\_\_\_ a flower.

Laila: Yes, but \_\_\_\_\_ a bench.

Ali: Oh! \_\_\_\_\_ a bee on the flower.



## 3 Look at the pictures and complete the sentences

1. \_\_\_\_\_ a flower.



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



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



4. \_\_\_\_\_ a tree.



## 4 Label the picture and write the word from the box

flower tree river bench grass bee



5

**Look at the picture and complete the sentences**

Choose the word from the box.

bee    river    flower    bench

1. There is a f\_\_\_\_\_.
2. There is a r\_\_\_\_\_.
3. There isn't a b\_\_\_\_\_.
4. There isn't a b\_\_\_\_\_.



6

**Reorder the words to form a sentence**

1. is / tree / There / a

2. a / tube / isn't / There

3. a / kite / isn't / There

4. There / a / line / is

7

**Look and complete the sentences with There is / There isn't**

1. \_\_\_\_\_ a river.
2. \_\_\_\_\_ a dog.
3. \_\_\_\_\_ a bench.
4. \_\_\_\_\_ a cake.



# Lesson 3



## 8 Look at the picture and complete the sentences

1. There is a tree.
2. There is \_\_\_\_\_
3. There isn't \_\_\_\_\_



## 9 Look at the picture and correct

1. There isn't a bench. → \_\_\_\_\_
2. There isn't a flower. → \_\_\_\_\_
3. There is a bee. → \_\_\_\_\_
4. There isn't a tree. → \_\_\_\_\_



## 10 Write 2 sentences about a park you visit using "There is/ There isn't"

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# Lesson

# 4



# Keep it Clean



## Vocabulary

### 1

### Listen, repeat, and practice

The park is very nice. We must keep it clean. Do not throw rubbish on the grass. Put it in the bin. If you see rubbish, pick it up. Do not pick flowers. Let them grow for everyone.



### Match the question to the correct answer

1. What must you keep clean?
2. Where should you put rubbish?
3. What shouldn't you throw on the grass?
4. What must you not pick in the park?

In the bin

The park

Rubbish

Flowers

### 2

### Write Yes or No

1. Is the park nice? \_\_\_\_\_
2. Should you throw rubbish on the grass? \_\_\_\_\_
3. Should you pick flowers? \_\_\_\_\_



### 3

### Choose the correct answer

1. Where should you put rubbish?
  - a. On the grass
  - b. In the bin
  - c. Under the tree
2. What should you pick?
  - a. Flowers
  - b. Rubbish
  - c. Sticks

# Lesson 4



## 4 Fill in the blanks with the words from the box

bin – flowers – park – rubbish – clean

1. The \_\_\_\_\_ is very nice.
2. We must keep it \_\_\_\_\_.
3. Put the rubbish in the \_\_\_\_\_.
4. Do not pick the \_\_\_\_\_.

## 5 Rearrange the words to form a sentence

1. pick / not / the / Do / flowers.

---

2. is / park / nice. / The

---

3. up / the rubbish. / Pick

---

## 6 Match

You must not pick the	bin.
You must put the rubbish in the	flowers.
You must keep the _____ clean.	pick it up.
When you see rubbish,	park

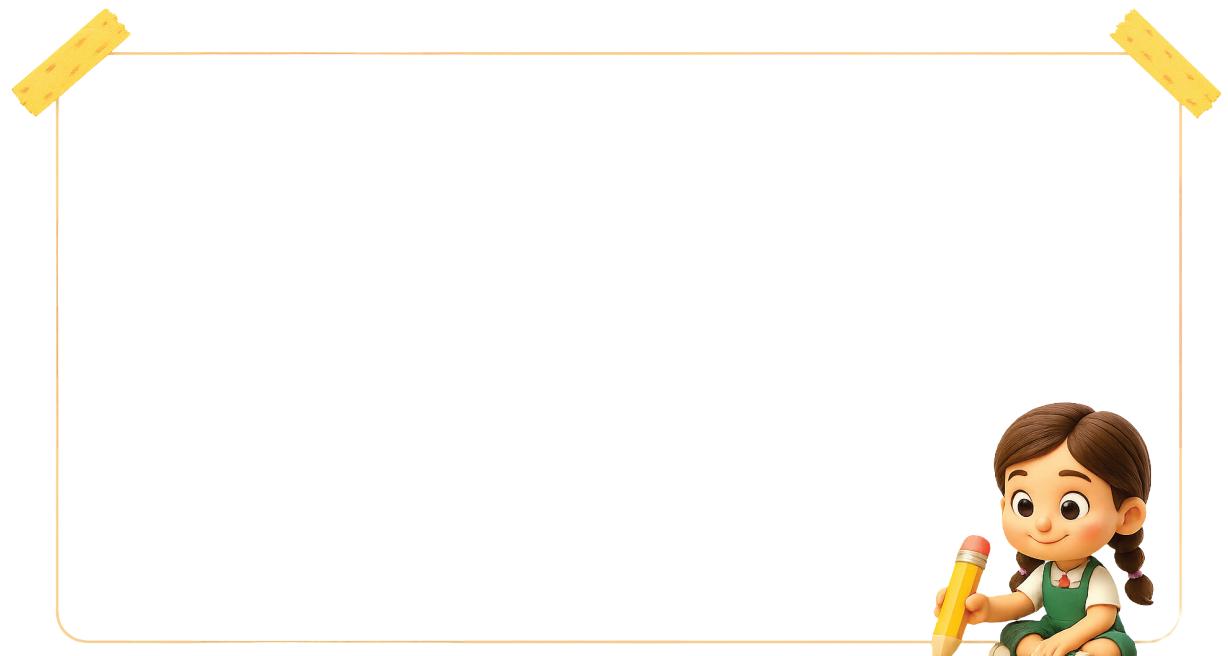
## 7 Circle the odd one out

1. park – flowers – grass – milk
2. flower – tree – bottle – grass
3. park – flowers – pen – tree
4. grass – plant – flower – rubbish
5. park – rubbish – juice – bin

## 8 Write YES or NO

1. Can you pick flowers? \_\_\_\_\_
2. Should you put rubbish in the bin? \_\_\_\_\_
3. Should you throw rubbish on the grass? \_\_\_\_\_
4. Should you keep the park clean? \_\_\_\_\_

## 9 Draw and write a sentence about how to keep the park clean.





## Self-Assessment

What I Learned	Always	Sometimes	Not yet
I can use words at the park.			
I can use "There is / There isn't"			
I can respond to questions with "Yes, there is / No, there isn't."			
I can pronounce words with long a and long i.			
I can write long vowel words when listened to.			



# At the Store



## Learning Outcomes

### Speaking

- Name items at the stationery shop.
- Ask and answer simple questions about items in a store using "There are/ There aren't."
- Ask and answer using "There are/ There aren't."
- Pronounce long vowels correctly in short sentences.

### Reading

- Match "There are /There aren't" to corresponding pictures.
- Recognize words with long vowels in short sentences.
- Read words with long vowels in short sentences.
- Answer basic comprehension questions about a trip to the store.

### Listening

- Respond correctly to statements and questions using "There are/ There aren't".
- Recognize long vowel sounds in spoken words.
- Answer short comprehension questions based on a short dialog at the store.

### Writing

- Write short sentences using "There are/There aren't" for given pictures.
- Write words with long vowels.
- Write short sentences about a trip to the store.

# Lesson



## My School Supplies



### Vocabulary



#### 1 Listen and repeat



stationery shop



pencil case



pens



ruler



bag



books



scissors



coloring pencils



#### 2 Listen and read

**Shop owner:** Hello! How can I help you?

**Sara:** Are there any **pencil cases**, please?

**Shop owner:** Here you are. Do you need any **pens**?

**Sara:** Yes, I need two pens and a **ruler**.

**Ali:** I want a **bag** and some **books**.

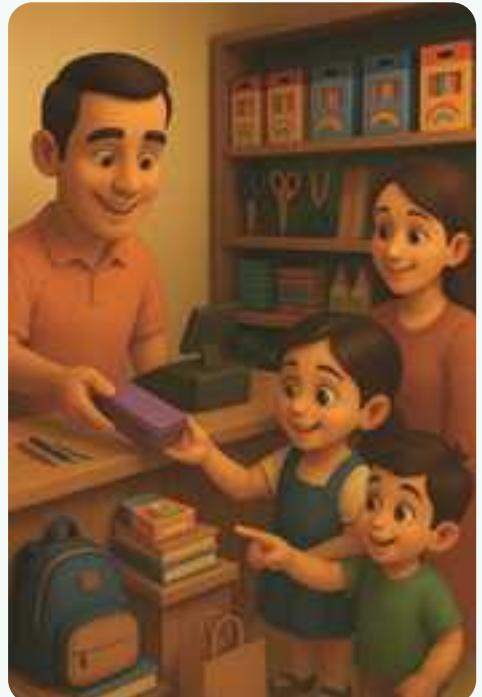
**Shop owner:** Okay. Do you want **scissors** or **coloring pencils**?

**Sara:** Yes, a box of coloring pencils, please.

**Shop owner:** Here you are. That will be seventy pounds.

**Sara & Ali:** Thank you! Goodbye!

**Shop owner:** Goodbye!



### 3 Read and act out in pairs

**Ali:** I need a pencil case, please.

**Shop Owner:** Here you are. Do you need any pens?

**Ali:** I want a bag and some books.

### 4 Match the word to the picture



books



coloring pencils



stationery shop



pencil case



ruler



scissors



pens



bag

# Lesson 1



## 5 Reorder the letters to form a word



1 **b** **g/a/b**



2 **r** **r/r/l/e/u**



3 **p** **e/s/n/p**



4 **b** **k/o/o/b/s**

5



**s** **s/r/s/c/i/o/s/s**

6



**s** **a/s/y/i/t/e/n/t/o/r h/p/o/s**

7



**p** **p/i/e/l/n/c s/a/c/e**

**c** **o/o/l/r/n/g/i/c e/n/l/p/i/c/s**

8



## 6 Read and check (✓) or (✗)

- Ali buys a bag. ( )
- Sara buys a pyramid. ( )
- The shop owner sells school supplies. ( )
- Sara buys a ruler. ( )
- They paid seventy pounds. ( )

## 7 Write the following words

bag

pens

ruler

books

scissors

pencil case

stationery shop

coloring pencils

## 8 Circle the odd one out

1. bag – pencil case – river – books
2. ruler – scissors – pen – flower
3. pencil – book – trash can – bag
4. pencil case – bag – park – books
5. coloring pencils – ruler – bench – eraser

## 9 Choose the correct word

1. I keep my pens in a (pencil case / book).
2. Ali wants to buy (scissors / honey) for the art session.
3. Sara needs a (bench / ruler) to draw lines.
4. The shop sells (trees / books).
5. I color with (coloring pencils / bottles).

## 10 Look, read, and write

stationery shop

bag

pens

ruler

coloring pencils

scissors

books

pencil case



# Lesson

# 2



## Long Vowel Sounds

Long u - Long o



**Phonics Focus: nose, cube, tube, rope, stone**

1

**Listen and repeat**



nose



rope



stone



tube



cube

2

**Write the missing letters to complete each word**

1. nose
2. c \_ b \_
3. t \_ b \_
4. r \_ p \_
5. st \_ n \_

3

**Rearrange the letters to form a word**

1. peor → .....



2. tsnoe → .....



3. sone → .....



4. ubte → .....



## 4 Match the word to the picture



•



•



•



•



•

1 stone

2 tube

3 cube

4 nose

5 rope

## 5 Think and write

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



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



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



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



5. t \_\_\_\_\_



## 6 Circle the word that does NOT have a long vowel sound

1. kite – five – pen
2. rope – stone – fig
3. gate – rope – dog
4. kite – big – stone
5. five – sun – gate

## 7 Choose the correct answer

1. I have one (desert / nose).
2. There is a (lion / tube) on the table.
3. The girl jumps with a (gate / rope).
4. The baby plays with a (sun / cube).
5. I see a big (stone / rope) on the road.

# Lesson 2



## 8 Complete the sentence using words from the box

stone - nose - cube - June - rope

1. My birthday is in \_\_\_\_\_.
2. There is a \_\_\_\_\_ on the table.
3. The boy climbs with a \_\_\_\_\_.
4. I found a big \_\_\_\_\_ on the road.
5. I smell a flower with my \_\_\_\_\_.

## 9 Song!

Here is a stone,  
Here is a rope,  
Touch your nose,  
Smile with hope!  
Here is a cube,  
Here is a tube,  
It is June,  
Let's sing a tune! ♫♪



## 10 Write the following words

nose

cube

tube

stone

rope

# Lesson 3



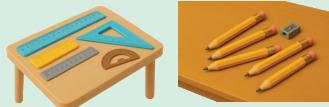
## The Stationery Shop



### Language in Use

"There are/There aren't" with plural nouns

- **There are** → to talk about **two or more things (plural)**.  
✓ There are rulers on the table.  
✓ There are pencils on the desk.
- **There aren't** → to say that two or more things are not there.  
✗ There aren't any pencils in my pencil case.  
✗ There aren't any books on the shelf.



**Remember:** Add -s for plurals.



### 1 Listen and read

There is a big stationery shop near my school. **There are** books on the shelf. **There are** blue and red pens in a box. **There aren't** any pencil cases on the table. I like going to the shop to buy school supplies.



# Lesson 3



## 2 Choose the correct answer

1. There \_\_\_\_ (are/aren't) blue and red pens in a box.
2. There \_\_\_\_ (are/aren't) pencil cases on the table.
3. There \_\_\_\_ (are/aren't) any books on the shelf.
4. There \_\_\_\_ (are/is) a big stationery shop near my school.

## 3 Complete the sentences using (are/aren't)



1. There \_\_\_\_\_ balls on the floor.

2. There \_\_\_\_\_ rulers on the desk.

3. There \_\_\_\_\_ any ropes on the grass.



4. There \_\_\_\_\_ books on the table.

5. There \_\_\_\_\_ any scissors in my pencil case.

6. There \_\_\_\_\_ any pencils on the desk.

## 4 Read and fill in the blanks

1. There \_\_\_\_ books on the shelf.
2. There is a big stationery \_\_\_\_ near my school.
3. There \_\_\_\_ blue and red pens in a box.
4. There \_\_\_\_ any pencil cases on the table.

## 5 Match the picture to the sentence

1. There are coloring pencils in the pencil case. •



2. There aren't any books on the table. •



3. There are five rulers on the desk. •



4. There aren't any bags on the shelf. •



## 6 Rearrange the words to form a sentence

1. books / There / shelf / the / on / are

→ There are books on the shelf .

2. aren't / pencil cases / There / desk / the / on / any

→ \_\_\_\_\_ .

3. bags / the / four / There / are / in / shop

→ \_\_\_\_\_ .

4. There / pens / table / are / the / on

→ \_\_\_\_\_ .

5. aren't / rulers / There / the / on / any / floor

→ \_\_\_\_\_ .

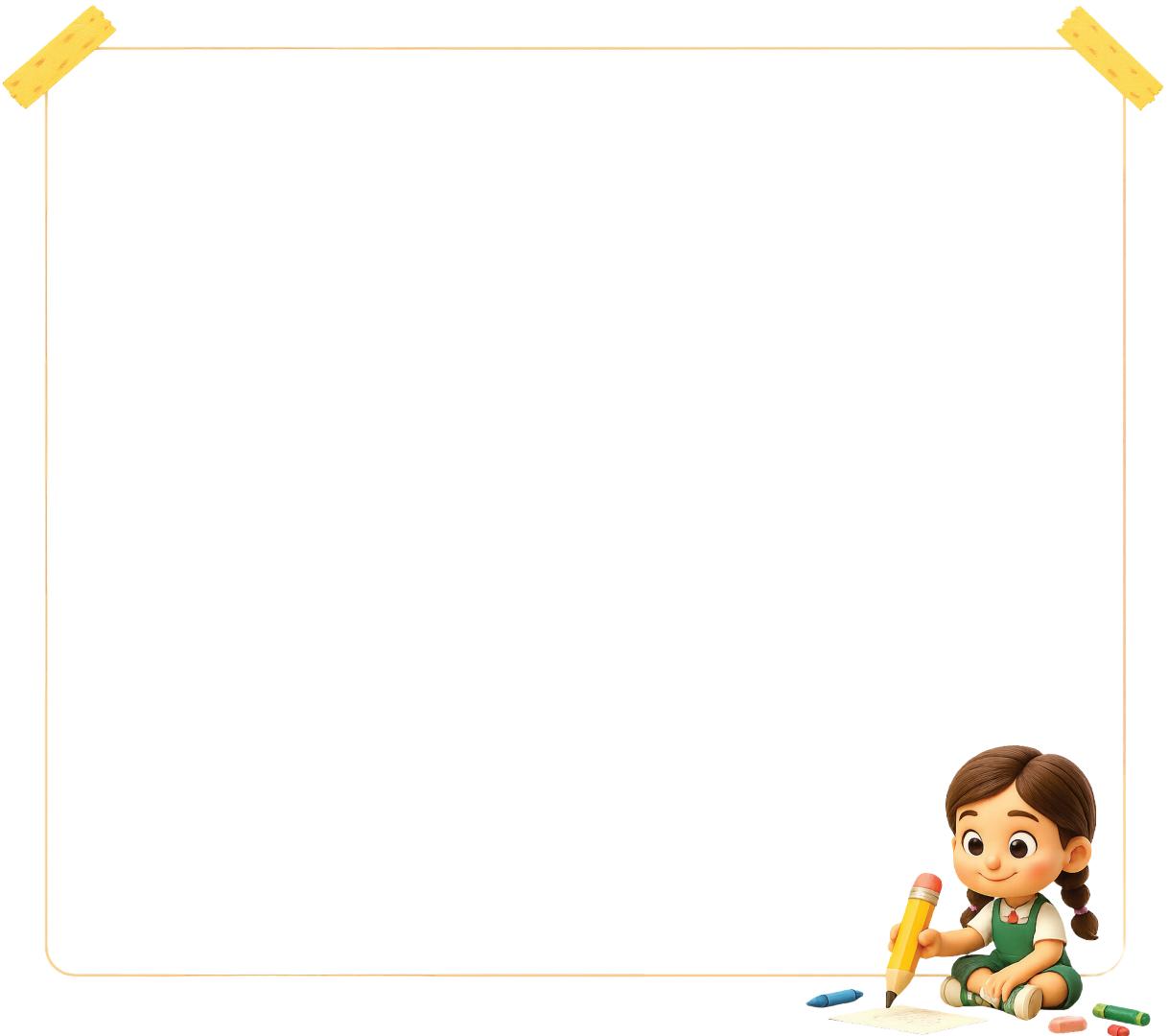
# Lesson 3



7

**Draw your stationery items and write 2 sentences using  
"There are/There aren't"**

pencil cases - books - rulers - pencils - coloring pencils - scissors - bags



# Lesson

# 4



# Shopping



## Vocabulary

### 1

### Listen and repeat



pants



jacket



T-shirt



skirt



shoes

### 2

### Listen and read

**Mother:** Let's go to the **store**.

**Child:** Okay! I like **shopping** with you.

**Mother:** Look! Here's a blue **T-shirt** and a pink **skirt**.

**Child:** Oh, nice! And there are black **shoes** on the **shelf**.

**Mother:** Do you want to **try** something **on**?

**Child:** Yes, I'll try this **jacket** and these **pants**.

**Mother:** Great choice! Let's buy the T-shirt and the shoes.

**Child:** Yay! This is a fun trip.



# Lesson 4



## 3

### Choose the correct answer from a, b, or c

1. The T-shirt is \_\_\_\_\_  
a. pink  
b. blue  
c. brown



2. What color is the skirt?  
a. pink  
b. blue  
c. brown



3. What does the child try on?  
a. A T-shirt and shoes  
b. A jacket and pants  
c. A skirt and shoes



4. What do they buy?  
a. The T-shirt and shoes  
b. The jacket and pants  
c. The skirt and bag



## 4

### Read again and fill in the blanks

1. Mother says, "Let's go to the \_\_\_\_\_."  
2. The child says, "Yes, I'll try this \_\_\_\_\_ and these pants."  
3. Mother says, "Let's buy the \_\_\_\_\_ and the shoes."

## 5

### Complete the sentences using words from the box

skirt - jacket - shoes - pants - T-shirt

1. There are black \_\_\_\_\_ on the shelf.  
2. The child tries a \_\_\_\_\_ and \_\_\_\_\_.  
3. There is a blue \_\_\_\_\_ in the store.  
4. The girl sees a pink \_\_\_\_\_.

## 6

### Circle the odd one out

1. T-shirt – shoes – pants – pencil  
2. skirt – jacket – ruler – pants  
3. store – shelf – park – classroom  
4. black – blue – yellow – ruler

7

**Draw 4 clothing items in the box and write the name on the line**

8

**Label the picture and write the word from the box**

pants - jacket - skirt - T-shirt - shoes






Write two sentences of what you see in the picture by using "There is" or "There are".

---



---



## Self-Assessment

What I Learned	Always 	Sometimes 	Not yet 
I can name things in a stationery shop.			
I can ask and answer using "There are / There aren't."			
I can read words with long vowels.			
I can match sentences with "There are/There aren't" to pictures.			
I can write sentences with "There are/There aren't."			
I can write long vowel words (rope, nose, stone, cube, tube).			



## Unit 3

# Sports



## Learning Outcomes

### Speaking

- Name sport activities.
- Ask and answer simple questions about sport and activities at the club.
- Recognize the regular plural using -s.
- Use "There is/ There are" to describe objects and people in sports settings.
- Use the regular plural with -s to describe people and objects in sports settings.
- Pronounce plural nouns ending with 's' clearly in short sentences.
- Sound out final blends -mp, -ft, -lt accurately in words such as jump, gift, belt.
- Count numbers from 20 to 50 correctly.

### Reading

- Recognize regular plural nouns with -s to describe people and objects in sport setting.
- Use sports vocabulary in context.
- Recognize sports vocabulary in context.
- Match words to corresponding pictures of sport activities.
- Blend words with finals -mp, -ft, -lt.
- Read numbers from 20 to 50.

### Listening

- Identify regular plural nouns with -s in a listening text.
- Distinguish final blend sounds -mp, -ft, and -lt in spoken words.
- Recognize numbers from 20–50 in both sequential and random order.

### Writing

- Add 's' to nouns to form plurals.
- Use regular plural words with -s about sports vocabulary.
- Write words with final blends -mp, -ft, -lt.
- Write numbers from 20 to 50 in figures.

# Lesson



## Sports I Play



### Vocabulary



#### 1 Listen and repeat



tennis



football



volleyball



running



net



swimming



racket



basketball



#### 2 Listen and read

**Hana** : Hi, Habiba! What are you doing at the club today?

**Habiba**: Hi, Hana! I'm playing **football** with my friends.

**Hana** : That's fun! I'm going to play **basketball**.

**Habiba**: Cool! Do you also like **tennis**?

**Hana** : Yes! I have my **racket**. Let's play after the basketball game.

**Habiba**: Great! Look, there's a **volleyball** game. The ball is over the **net**!

**Hana** : Wow! After tennis, let's go **swimming**.

**Habiba**: Good idea! Then we can go **running** around the court.





### 3 Read and act out

**Hana** : Hi, Ali! What are you doing at the club today?

**Habiba**: I'm playing football with my friends.

**Hana** : That's fun! I'm going to play basketball.

### 3 Match the word to the picture



swimming



volleyball



net



racket



football



basketball



running



tennis

# Lesson 1



## 4 Reorder to form a word

1. t a l s b k l e b a  b .....



2. n i s t e n  t .....



3. l v a l o l l e y b  v .....



4. k r a t e c  r .....



5. t n e  n .....



## 5 Read again and check (✓) or (✗)

1. I need a racket for football. ( )
2. We play basketball with a ball. ( )
3. You can swim in the pool. ( )
4. The players kick the ball in tennis. ( )
5. I run around the court. ( )

## 6 Circle the odd one out

1. tennis – football – swimming – pen
2. racket – ball – net – book
3. swimming – reading – running – jumping
4. volleyball – football – basketball – honey
5. net – racket – shoes – basketball

7

**Complete the sentences using the words from the box**

net

racket

swimming

tennis

1. I use a \_\_\_\_\_ to play tennis.
2. The ball goes over the \_\_\_\_\_ in volleyball.
3. I play \_\_\_\_\_ with my racket.
4. We go \_\_\_\_\_ in the pool.

8

**Write the following words**

running

basketball

volleyball

net

racket

swimming

tennis

football

9

**Look, read, and write using the word box**

swimming

running

football

basketball

volleyball

net

racket

tennis



# Lesson

# 2



## Final Blends -mp, -ft, and -lt



**Phonics Focus: belt, salt, lamp, jump, gift, left**



### 1 Listen and read



belt



salt



lamp



jump



gift



left



### 2 Write the missing blend to complete each word

1. be\_\_ 2. sa\_\_ 3. gi\_\_ 4. le\_\_ 5. ju\_\_ 6. la\_\_



### 3 Rearrange the letters to form a word

le b t →



f l e t →



t a s l →



p m u j →



p l a m →



t g i f →



## 4 Match the word to the picture



lamp



gift



belt



left

salt



jump



## 5 Choose the correct answer

1. I wear a (belt / ball).
2. The (lamp / left) gives light.
3. He can (jump / salt).
4. This food needs more (gift / salt).

# Lesson 2



## 6 Match the word to the sentence

1. belt	I can do this with my legs.
2. lamp	I put this on my food.
3. salt	I get this on my birthday.
4. gift	I wear it.
5. jump	It gives light.

## 7 Write the following words

belt

salt

lamp

jump

gift

left



9 Trace and complete the numbers

20		22		24	
26		28		30	
32		34		36	
38		40		42	
44		46		48	
50					

# Lesson 2



## 10 Complete the missing numbers

a

25		27		29		31		33	
----	--	----	--	----	--	----	--	----	--

b

31			34	35			38		40
----	--	--	----	----	--	--	----	--	----

c

19	20		22			25		27	
----	----	--	----	--	--	----	--	----	--

d

	31			34			37		
--	----	--	--	----	--	--	----	--	--

## 11 Write the numbers

41

42

43

44

45

46

47

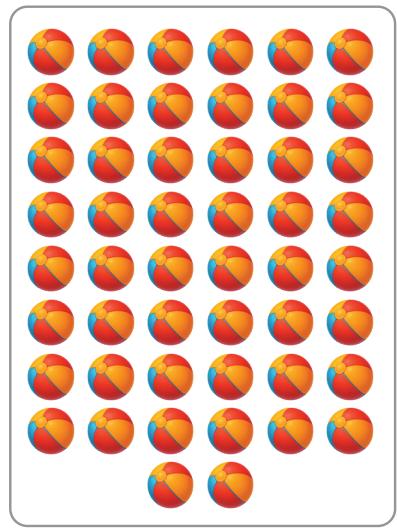
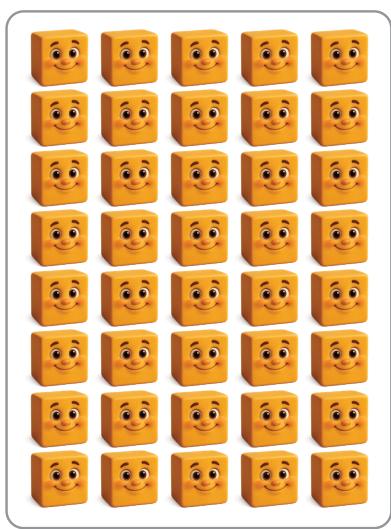
48

49

50

## 12 Look, count, and complete

1. There are \_\_\_\_ squares. 2. There are \_\_\_\_ stars. 3. There are \_\_\_\_ balls.



# Lesson



# Let's Play Together

We usually make a plural by adding "s" to the end of the word.

## Tip!

### Pronunciation Tip: Plural /s/ and /z/

When a word ends with sounds like p, t, k, f, the plural ends with /s/.

**Example:** cap → caps, cat → cats, book → books.

When a word ends with sounds like b, d, g, l, m, n, r, the plural ends with /z/.

**Example:** bag → bags, pen → pens, car → cars.



## Circle the correct answer

1. There are 35 (book / books) on the shelf.
2. There is 1 (racket / rackets) on the table.
3. There are 22 (player / players) on the court.
4. There are 45 (student / students) in the class.
5. There are 7 (pencil / pencils) in the box.



## Change into plural nouns

**Example:** 1 girl → 7 girls

1. 1 tennis racket → 2 tennis \_\_\_\_\_.
2. 1 net → 5 \_\_\_\_\_.
3. 1 court → 19 \_\_\_\_\_.
4. 1 ball → 30 \_\_\_\_\_.

# Lesson 3



## 3 Match the singular word with its plural

Singular	Plural
ball	players
player	balls
net	courts
racket	nets
court	rackets

## 4 Reorder the letters to form a word

1. sllab → b \_\_\_\_\_



2. srpalye → p \_\_\_\_\_



3. rtuoc → c \_\_\_\_\_



4. sktcera → r \_\_\_\_\_



## 5 Make it singular

1. players → .....
2. sports → .....
3. nets → .....
4. rackets → .....
5. girls → .....
6. boys → .....
7. courts → .....
8. balls → .....

## 6 Choose the correct word from the box

player/players      racket/rackets      ball/balls      court/courts



There are 10 \_\_\_\_\_.



There is 1 \_\_\_\_\_ in the net.



There are 2 tennis \_\_\_\_\_.



There are 3 basketball \_\_\_\_\_.

# Lesson 3



7

## Change the sentence to plural and write it on the line

1. There is a ball. → There are balls.
2. There is a tennis racket. → .....
3. There is a basketball player. → .....
4. There is a volleyball net. → .....
5. There is a swimming pool. → .....

8

## Draw and write

Draw 5 balls in a  and  
write a sentence using "There are".

.....

Draw 8  and write  
a sentence using "There are".

.....

# Lesson



# At the club

## 1 Listen, read, and practice

My friends and I go to the club to play sports. It's so much fun!

We play football. We kick the ball into the goal. We play basketball. We hit the ball into the net. My friends play volleyball. They hit the ball over the net. We also play tennis with rackets. And we love to run around the courts.



## 2 Answer the following questions

1. What sports do they play?

F \_\_\_\_\_, b \_\_\_\_\_, t \_\_\_\_\_, and v \_\_\_\_\_.

2. What do they use to play tennis?

R \_\_\_\_\_.

3. Where do the friends go to play sports?

C \_\_\_\_\_

4. What do they do around the courts?

R \_\_\_\_\_

## 3 Read again and fill in the blanks

1. They \_\_\_\_\_ the ball \_\_\_\_\_ the net.

2. They love running \_\_\_\_\_ the courts.

3. They \_\_\_\_\_ the ball \_\_\_\_\_ the goal.

4. We play \_\_\_\_\_ with rackets.



# Lesson 4



## 4 Read the action and write the sport name

Action	Sport
We hit the ball over the net.	.....
We kick the ball into the goal.	.....
We throw the ball into the basket.	.....
We hit the ball with a racket.	.....
We run around the court.	.....

## 5 Word Search

### Find the words hidden in the puzzle

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

## 6 Rearrange to form a sentence

1. the ball / the / into / net. / hit / We
2. the ball / over / hit / net. / They / the
3. friends. / the / with / club / go / I / to / my
4. running / enjoy / the / courts. / around / We
5. rackets. / with / play / tennis / We



## 7 Read and write

1. Complete the sentence with the sports you like to play.  
• I like \_\_\_\_\_
2. Complete the sentence with the sports your friend likes to play.  
• My friend likes \_\_\_\_\_



## 8 Draw your favorite sport in the box





## Self-Assessment

What I Learned	Always 	Sometimes 	Not yet 
I can name sports.			
I can pronounce plural nouns with -s.			
I can pronounce blends like mp, ft, lt			
I can count from 20 to 50 correctly.			
I can recognize plural nouns.			
I can recognize blends (mf, ft, lt).			
I can match sports words to pictures.			
I can write short sentences with plural nouns.			
I can write words with the blends (mp, ft, lt).			
I can write numbers from 20-50 correctly.			



## Vocabulary

### 1 Match the words to their pictures



bench



volleyball



tennis



stationery shop



scissors



park



river



pick



basketball

coloring pencils



**2 Write the correct word under each picture**

basketball

pens

park

river

racket

scissors

net

stationery shop

volleyball

pencil case

coloring pencils

flower



## 3 Write the missing letters

1. g\_t\_



2. l\_n\_



3. f\_v\_



4. c\_k\_



5. be\_ \_



6. g\_m\_



7. sa\_ \_



8. t\_b\_



9. st\_n\_



10. r\_p\_



11. gi\_ \_



12. le\_ \_



13. n\_s\_



14. la\_ \_



15. ju\_ \_



16. k\_t\_



## 4 Rearrange the letters to form a word

lebt →



flet →



tasl →



peor →



vefi →



gaet →



tseno →



sone →



buet →



ekac →



mgea →



plam →



## 5 Write using "Yes, there is." or "No, there isn't."

1. Is there a flower? Yes, \_\_\_\_\_

2. Is there a bench? No, \_\_\_\_\_

## 6 Circle the correct answer

1. There \_\_\_\_ (are / is) blue and red pens in a box.
2. There \_\_\_\_ (are / is) a pencil case on the table.
3. There \_\_\_\_ (are / is) books on the shelf.
4. There \_\_\_\_ (are / is) a big stationery shop near my school.

## 7 Fill in the blanks using "is" or "are"

1. There \_\_\_\_ books on the shelf.
2. There \_\_\_\_ blue and red pens in a box.
3. There \_\_\_\_ a pencil case on the table.

## 8 Circle the correct answer

1. There are 5 (book / books) on the shelf.
2. There is 1 (racket / rackets) on the table.
3. There are 15 (player / players) in the court.
4. There are 5 (court / courts) in the club.

## 9 Change into plural

1. player → \_\_\_\_\_
2. sport → \_\_\_\_\_
3. net → \_\_\_\_\_
4. racket → \_\_\_\_\_

## 10 Change the sentence to plural

1. There is a tennis racket. → \_\_\_\_\_
2. There is a basketball player. → \_\_\_\_\_

## 11 Write the missing numbers

a	25					29						34
---	----	--	--	--	--	----	--	--	--	--	--	----

b	19											27
---	----	--	--	--	--	--	--	--	--	--	--	----



# Transportation



## Learning Outcomes

### Speaking

- Name common city transportation nouns.
- Ask and answer simple questions about city transportation nouns.
- Sound out nouns (person, place, thing) from familiar contexts.
- Recognize long vowels and final blends -lt, -mp, -ft.
- Pronounce words with long vowels and final blends -lt, -mp, -ft.

### Reading

- Read and recognize transportation nouns in short sentences.
- Identify nouns (person/place/thing) in familiar contexts.
- Match written words to pictures of transportation.
- Read words with different final blends and long vowels.

### Listening

- Identify nouns in short sentences when listened to.
- Listen and identify transportation and place words in the city.
- Differentiate between final blends and long vowels in a listening text.

### Writing

- Write two simple sentences about city experiences.
- Write short sentences about the city using transportation and places: *Drive to the supermarket, Walk to school.*
- Spell and write words with different long vowels and final blends.

# Lesson



## Means of Transportation



### Vocabulary



#### 1 Listen and repeat



plane



taxi



bicycle



car



motorcycle



ride



walk



drive



#### 2 Listen and read

Omar lives in the city. He goes to school by **bus**. On Friday, he **rides** his **bicycle** in the park. Sometimes, his family takes a **taxi** to the supermarket. In summer, they go on holiday by **plane**. Omar and his sister walk to the library to read books every Saturday. His father **drives** his **car** to work, and his uncle rides a **motorcycle** to visit them on weekends.



## 3 Choose the correct answer

## 4 Read and act out in pairs

**Omar** : Hi, I live in the city. I go to school by bus.

**Sister** : Every Saturday, we walk together to the library to read books.

**Father:** I drive my car to work every day.

**Uncle** : On weekends, I ride my motorcycle to visit you!

**Mother:** Sometimes, we take a taxi to the supermarket.

**Omar** : In summer, we all go on holiday by plane.

## 5 Read and check (✓) or (✗)

1. Omar rides a car to school. ( )
2. His uncle rides a motorcycle on weekends. ( )
3. They go on holiday by plane. ( )
4. Omar walks to school every day. ( )
5. His family takes a taxi to the library. ( )

# Lesson 1



## 6 Complete the sentences using words from the box

plane – motorcycle – car – taxi – bicycle

1. Omar rides his \_\_\_\_\_ in the park.
2. His father goes to work by \_\_\_\_\_.
3. They go on holiday by \_\_\_\_\_.
4. Sometimes, his family takes a \_\_\_\_\_ to the supermarket.
5. Every weekend, Omar's uncle visits them on his \_\_\_\_\_.

## 7 Match the word to the picture



drive



motorcycle



plane



bicycle

## 8 Reorder to form a word

cybicle



ider



nealp



klaw



driev



rycomtocle



## 9 Write the following words

drive

ride

bicycle

plane

walk

motorcycle

## 10 Write the correct word under each picture

car

taxi

bicycle

plane

walk

ride

drive

motorcycle



# Lesson 1



11

**Draw two means of transportation from the below words  
and write two sentences under each**

car - plane - motorcycle - bus - taxi

---

---

---

---

# Lesson 2 Phonics



## 1 Listen and repeat

Long a / eɪ/		Long i /aɪ/		Long o /oʊ/		Long u /u:/	
game		kite		nose		cube	
gate		five		rope		tube	
cake				stone			

Final blends -lt		Final blends -mp		Final blends -ft	
belt		lamp		left	
salt		jump		gift	

# Lesson 2



## 2 Write the missing letter to complete each word

1. g\_me → \_\_\_\_\_
2. k\_te → \_\_\_\_\_
3. n\_se → \_\_\_\_\_
4. sa\_t → \_\_\_\_\_
5. f\_ve → \_\_\_\_\_

## 3 Match the word to the picture

1. game
2. kite
3. cake
4. rope
5. lamp
6. jump

## 4 Listen and circle the words with the long a

1. rain
2. kite
3. day
4. nose
5. tube
6. gate

## 5 Listen and circle the words with the long i

1. ride
2. cake
3. like
4. rope
5. nine

## 6 Listen and circle the words with the long o

1. go	2. home	3. bone
4. cake	5. kite	

## 7 Listen and sort the words in the box according to their long vowels

game – kite – cake – nose – rope – cube – tube –  
gate – five – stone – nine – bone

Long a	Long i	Long u	Long o

 **8 Listen and sort the words in the box according to their final blends**

lamp – belt – jump – gift – camp – soft

<b>-lt</b>	<b>-mp</b>	<b>-ft</b>

## 9 Listen and circle the odd sound out

1. **game** – gate – cake – kite
2. **rope** – stone – cube – nose
3. **belt** – salt – lamp – melt
4. **soft** – gift – left – jump

# Lesson



## Life in the City

### Language in Use: Nouns



Noun

person

place

thing



### Examples:

Ali ( person)

garden ( Place)

cap ( Thing)



### 1 Read and practice

Hello! My name is **Karim**. I live in a big city. I go to the **supermarket** with my family, and we buy healthy **food**. I visit the **library** and read nice **books**. I play in the **park** with my friends. I go to the **club** to swim and eat **ice cream**. At the **post office**, I send letters with my dad. I ride my bike in the street near my house. I really love my city!



### 2 Circle the noun from the following words

1. Circle the **person**: Karim – swim – park
2. Circle the **place**: library – run – jump
3. Circle the **thing**: bike – friend – play

### 3 Underline the noun from the following words

1. run – book – jump
2. dad – swim – go
3. café – eat – run

### 4 Read again and choose the correct answer

1. Where does Karim buy healthy food? (The club – The supermarket)
2. What does Karim do with his friends in the park? (He plays with his friends. – He eats pizza.)
3. What does Karim eat at the club? (Ice cream – Pizza)
4. Who goes with Karim to the post office? (Dad – Mom)

### 5 Underline the noun (person - place - thing)

1. Ali plays football in the park.
2. The teacher is reading a book.
3. We go to the market on Friday.
4. Sara has a red bag.
5. The cat sleeps under the tree.

### 6 Sort the words

Omar – school – ball – teacher – zoo – pen – shop – sister

person	place	thing

# Lesson 3



7

## Read the noun: Is it a person, a place, or a thing?

1. Karim  \_\_\_\_\_
2. garden  \_\_\_\_\_
3. bike  \_\_\_\_\_
4. dad  \_\_\_\_\_
5. hospital  \_\_\_\_\_
6. chair  \_\_\_\_\_

8

## Choose and write the correct word

1. My \_\_\_\_\_ plays with me in the park. (friend / runs)
2. I go to the \_\_\_\_\_ with my family. (eats / supermarket)
3. She reads a \_\_\_\_\_ in the library. (jump / book)
4. The \_\_\_\_\_ is very big. (city / quickly)
5. My \_\_\_\_\_ sends letters with me. (slowly / dad)
6. He eats an \_\_\_\_\_. (ice cream / swim)
7. I sit on the \_\_\_\_\_ near the club. (walk / bench)
8. We go to the \_\_\_\_\_ to swim. (club / jump)

9

## Choose the correct word answer from a,b,or c

### 1. Which word is a person?

- a. Karim
- b. café
- c. book

### 2. Which word is a place?

- a. pen
- b. friend
- c. post office

## 3. Which word is a thing?

- a. letter
- b. park
- c. dad

## 10 Read and check (✓) or (✗)

- 1. Swim is a noun. ( )
- 2. Library is a noun. ( )
- 3. Bike is a noun. ( )

## 11 Circle the odd one out

- 1. book – swim – supermarket
- 2. café – bike – jump
- 3. park – run – city
- 4. dad – friend – play

## 12 Complete the sentence with a noun from the box

supermarket – library – club – café – post office

- 1. I read books in the \_\_\_\_\_.
- 2. My dad and I send letters at the \_\_\_\_\_.
- 3. We buy food at the \_\_\_\_\_.
- 4. I swim at the \_\_\_\_\_.
- 5. I eat ice cream at the \_\_\_\_\_.

## 13 Write one sentence for each noun

- 1. city ➔ \_\_\_\_\_.
- 2. library ➔ \_\_\_\_\_.
- 3. park ➔ \_\_\_\_\_.
- 4. bike ➔ \_\_\_\_\_.
- 5. ice cream ➔ \_\_\_\_\_.

# Lesson



## Fun City Trip



### Vocabulary



#### 1 Listen and repeat



Nile River



amusement park



rides



shopping mall



circus



clowns



#### 2 Read the dialog and act it out

**Sarah** : Hey, Hana! Do you want to come with me to the city?

**Hana** : Yes! Can we see the **Nile River**?

**Sarah** : Sure! Then we can go to the **amusement park** and go on **rides**.

**Hana** : Great! Can we go to the **shopping mall**?

**Sarah** : Yes! And we can also visit the **circus**.

**Hana** : Wow! I love the funny **clowns** and animals!

**3** Answer the following questions:

1. What do Sarah and Hana see in the city?
2. Where do they play and go on rides?
3. Who do they see at the circus?

**4** Choose the correct answer

1. What river do Sarah and Hana see in the city?
  - a. The Amazon
  - b. The Nile
  - c. The Thames
2. Where do they go after visiting the river?
  - a. Shopping mall
  - b. Circus
  - c. Amusement park
3. Where do they see the clowns?
  - a. Shopping mall
  - b. Circus
  - c. Amusement park
4. Who loves the funny clowns and animals?
  - a. Both Hana and Sarah
  - b. Sarah
  - c. Hana

# Lesson 4



## 5 Write the correct answer

1. They see the \_\_\_\_\_ in the city. (sea / Nile)
2. They ride the games at the \_\_\_\_\_. (amusement park/school)
3. They shop at the \_\_\_\_\_. (shopping mall/post office)

## 6 Read and check (✓) or (✗)

1. Sarah tells Hana to go with her to the city. ( )
2. At the amusement park, they play games and go on rides. ( )
3. In the shopping mall, they look at the funny clowns. ( )
4. Sarah and Hana do not want to see animals at the circus. ( )

## 7 Rearrange the words to form a correct sentence

1. see / Nile / River. / the / I / can  
.....
2. amusement / park. / go / to / I / the  
.....
3. shopping / mall. / They / the / go/ to  
.....

## 8 Noun Hunt

Write the nouns you see in the dialog

## 9 Match the person to the action

Person	Action
Sarah and Hana	go to the circus
Clowns	play at the amusement park
Children	make people laugh

## 10 Reorder to form a sentence

1. Nile / the / see / They

.....

2. amusement / go / They / park / to / the

.....

3. circus / go / We / the / to

.....

## 11 Answer the questions about the fun in your city using the dialog as a guide

1. What place do you like to visit in the city?

.....

2. Do you like to go shopping or to the amusement park? Why?

.....

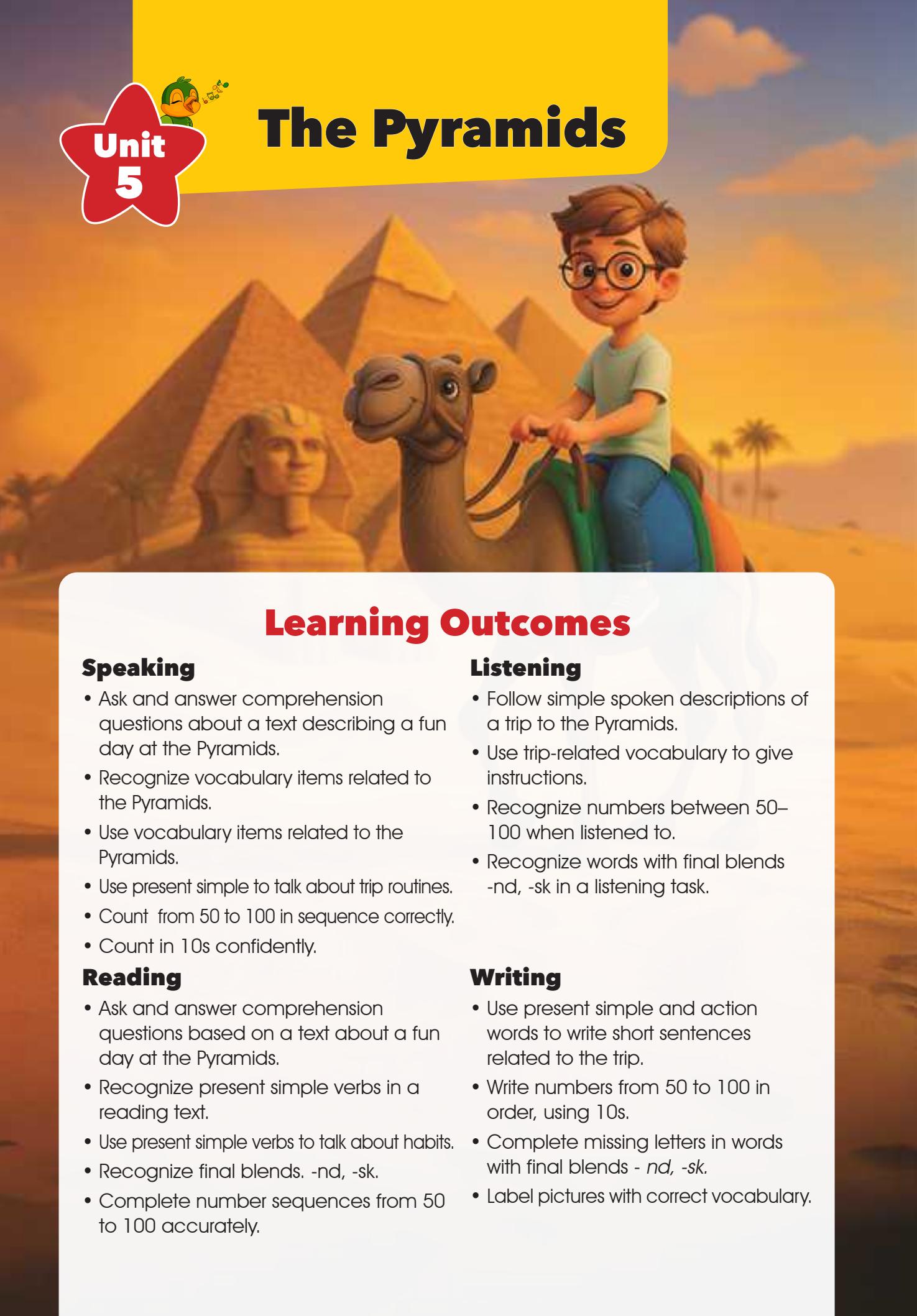


## Self-Assessment

What I Learned	Always	Sometimes	Not yet
I can name and use transportation words.			
I can read and answer questions about a short passage .			
I can match words to the correct pictures (transportation or city places).			
I can use long vowels and final blends correctly in words.			
I can underline and sort nouns into person, place, and thing.			
I can write simple sentences using the new vocabulary.			
I can talk about what I do in the city or when I travel.			



# The Pyramids



## Learning Outcomes

### Speaking

- Ask and answer comprehension questions about a text describing a fun day at the Pyramids.
- Recognize vocabulary items related to the Pyramids.
- Use vocabulary items related to the Pyramids.
- Use present simple to talk about trip routines.
- Count from 50 to 100 in sequence correctly.
- Count in 10s confidently.

### Reading

- Ask and answer comprehension questions based on a text about a fun day at the Pyramids.
- Recognize present simple verbs in a reading text.
- Use present simple verbs to talk about habits.
- Recognize final blends. -nd, -sk.
- Complete number sequences from 50 to 100 accurately.

### Listening

- Follow simple spoken descriptions of a trip to the Pyramids.
- Use trip-related vocabulary to give instructions.
- Recognize numbers between 50–100 when listened to.
- Recognize words with final blends -nd, -sk in a listening task.

### Writing

- Use present simple and action words to write short sentences related to the trip.
- Write numbers from 50 to 100 in order, using 10s.
- Complete missing letters in words with final blends -nd, -sk.
- Label pictures with correct vocabulary.

# Lesson



## A fun day at the Pyramids



### Vocabulary



#### 1 Listen and repeat



The Pyramids



Sphinx



camel



guide



tourists



desert



school bus



camera



#### 2 Listen and read

My friends and I go on a fun trip to the **Pyramids**! We take the school bus to get there. When we arrive, a nice **guide** shows us the huge **Pyramids** and the **Sphinx**. We walk in the **desert**. We see many tourists, looking at everything! They ride **camels**. I ride a horse. I use my **camera** to take lots of pictures. It is a fun day!



## 3 Role-play

### Read and act out in pairs

**Boy** : We go to the Pyramids on the school bus.

**Guide :** Look! These are the big Pyramids and the Sphinx.

**Tourist :** I ride a camel. It is fun!

**Friend :** I ride a horse and take pictures with my camera.

**Boy** : We walk in the desert and see many tourists. It is a fun day!

## 4 Choose the correct answer

1. How do the friends go to the Pyramids?  
a) By car b) By school bus
2. Who shows the Pyramids and the Sphinx?  
a) A nice guide b) The teacher
3. What animal does the boy ride?  
a) A camel b) A horse
4. What animal do the tourists ride?  
a) camels b) horses

## 5 Match the word to the picture



## Sphinx



tourists



## guide



desert

## The Pyramids

# Lesson 1



## 6 Reorder to form a word

1. l h s c o o b s u → s \_\_\_\_\_ b \_\_\_\_\_



2. x p h S i n → s \_\_\_\_\_



3. r t s t o u i s → t \_\_\_\_\_



4. d g i u e → g \_\_\_\_\_



5. l a m c e → c \_\_\_\_\_



6. s r e d e t → d \_\_\_\_\_



7. r a m c e a → c \_\_\_\_\_



8. y d P r a m s i → P \_\_\_\_\_



## 7 Write the following words

school bus

Sphinx

tourists

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

camel

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

camera

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

guide

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

desert

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

The Pyramids

## 8 Write the correct word under the picture

school bus

Sphinx

tourists

camel

camera

guide

desert

The Pyramids



## 9 Word search

Find the words hidden in the puzzle

camel – guide - tourists - bus - Pyramids

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

# Lesson 1



## 10 Circle the correct word.

1. camel / camera / guide



2. Pyramids / desert / sphinx



3. school bus / camel / guide



4. Sphinx / camera / tourists



## 11 Complete the sentences using words from the box.

tourists- camel - camera - guide

1. My family takes pictures with a \_\_\_\_\_.

2. The \_\_\_\_\_ shows us the Pyramids.

3. Many \_\_\_\_\_ walk in the desert.

4. My friend rides a \_\_\_\_\_.

## 12 Draw a picture of one of the below words and write two sentences about it.

Sphinx - camera - pyramid

# Lesson

# 2



## Final Blends: -nd , -sk



**Phonics Focus: hand, sand, wind, desk, mask, and flask**

### 1 Listen and read



hand



wind



sand



desk



mask



flask

### 2 Write the missing letters to complete each word

1. ha_ _	4. de_ _
2. sa_ _	5. ma_ _
3. wi_ _	6. fla_ _

### 3 Write and draw a hand in the box

# Lesson 2



## 4 Rearrange the letters to form a word

n a h d → \_\_\_\_\_



n s a d → \_\_\_\_\_



s e d k → \_\_\_\_\_



s a k m → \_\_\_\_\_



## 5 Match the word to the picture



wind

sand

mask

hand

desk

## 6 Think and write

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



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



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



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



5. h \_\_\_\_\_



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



## 7 Read and copy the words

desk \_\_\_\_\_

flask \_\_\_\_\_

wind \_\_\_\_\_

hand \_\_\_\_\_

mask \_\_\_\_\_

sand \_\_\_\_\_

## 8 Sort the words

flask – hand – sand – desk – wind – mask

Ends with /nd/	Ends with /sk/

## 9 Match the word to its ending sound

sa \_ \_

de \_ \_

wi \_ \_

ma \_ \_

fla \_ \_

ha \_ \_



## 10 Put the following words in sentences

(desk) \_\_\_\_\_ The book is on the desk. \_\_\_\_\_

(hand) \_\_\_\_\_

(sand) \_\_\_\_\_

# Lesson

# 3

## What Do you Do at the Pyramids?



### Language in Use

#### Present simple

- We use present simple to talk about habits.

#### Example:

- I **take** pictures.
- My friend **rides** the camel.
- He **eats** lunch.
- She **drinks** her juice.

For **he**, **she**, or **it**, we add **-s** to the verb:

- He **plays**.
- She **runs**.



### 1 Read and practice

I **go** to the Pyramids with my family every month. The guide **tells** us stories about the Pyramids. My brother **plays** with a ball, and the tourist **rides** a camel. My family **walks**, **talks**, and **eats** together. We **enjoy** the day.



### 2 Circle the verb

1. I **go** to the Pyramids with my family every month.
2. The guide **tells** us stories about the Pyramids.
3. My brother **plays** with a ball.
4. My sister **rides** a camel.
5. My family **walks**, **talks**, and **eats** together.

### 3 Choose the correct verb

1. I \_\_\_\_\_ (play / eat) football in the park.
2. She \_\_\_\_\_ (sleeps / runs) every morning.
3. They \_\_\_\_\_ (write / swim) in their books.
4. My friend \_\_\_\_\_ (walks / drinks) orange juice.
5. Dogs \_\_\_\_\_ (run / write) in the park.

### 4 Correct the mistakes

1. The boy eat his food.



2. The tourist take pictures.



3. The girls runs fast.



### 5 Rearrange the words to form correct sentences

1. play / I / football.

2. juice. / drinks / She

3. ride / They / camels.

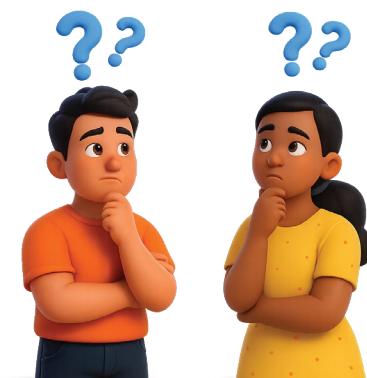
4. runs / The / cat / fast.

# Lesson 3



## 7 Think and write

1. I \_\_\_\_\_ pictures with my camera.
2. He \_\_\_\_\_ the camel.
3. She \_\_\_\_\_ her juice.



## 8 Choose the correct answer

1. She \_\_\_\_\_ a book. (read / reads)
2. We \_\_\_\_\_ in the park. (play / plays)
3. He \_\_\_\_\_ fast. (run / runs)
4. I \_\_\_\_\_ water. (drink / drinks)
5. The cat \_\_\_\_\_ on the chair. (sleep / sleeps)

## 9 Match column A to column B

(A)	(B)
I	eats a sandwich.
She	play with a ball together.
We	drink juice.

## 10 Write two sentences about what your friend does every day Use He/She

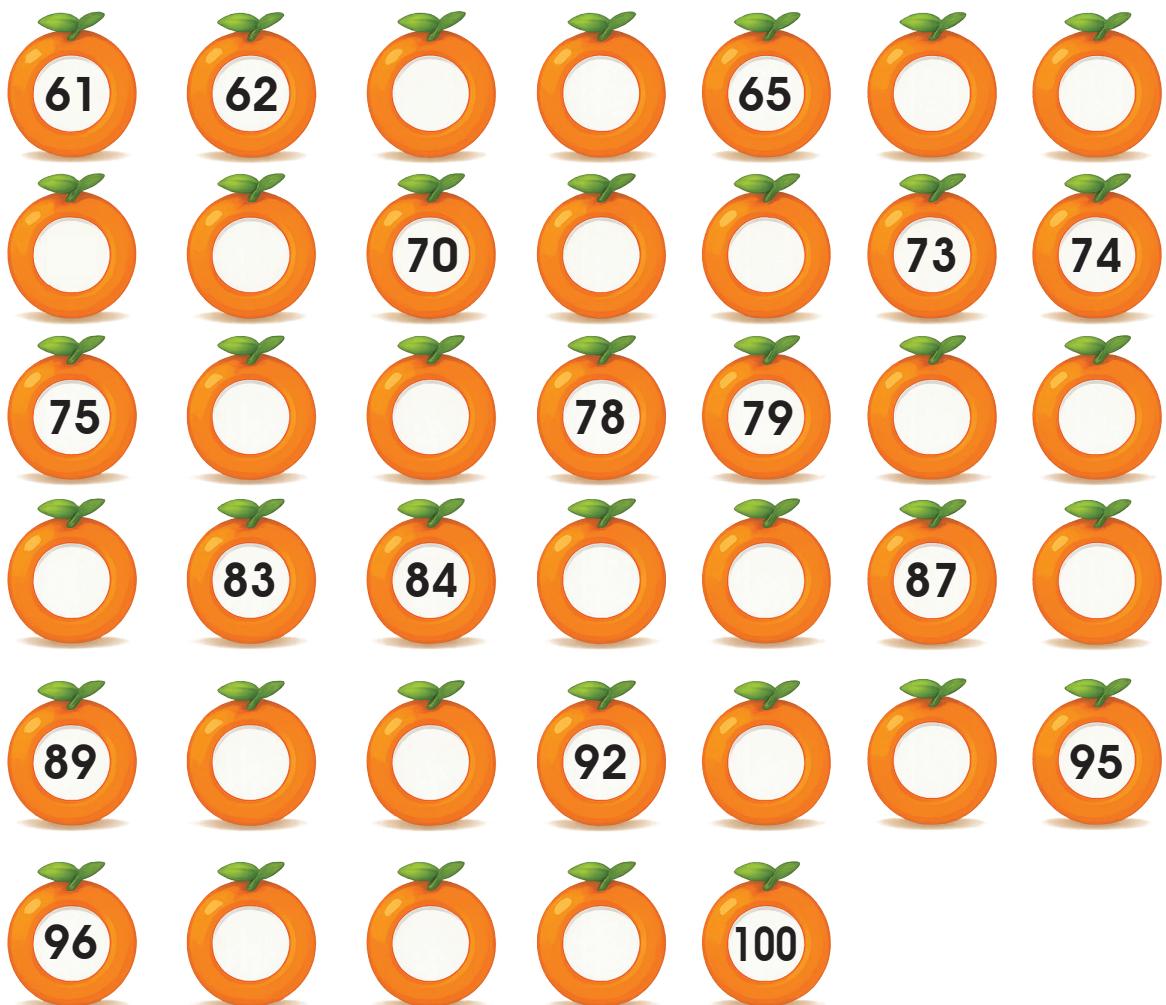
1. He/She \_\_\_\_\_.
2. \_\_\_\_\_.

## Let's count!

## 1 Listen and repeat

50	51	52	53	54	55	56	57	58	59	
60	61	62	63	64	65	66	67	68	69	
70	71	72	73	74	75	76	77	78	79	
80	81	82	83	84	85	86	87	88	89	
90	91	92	93	94	95	96	97	98	99	100

## 2 Fill in the blanks



# Lesson 3



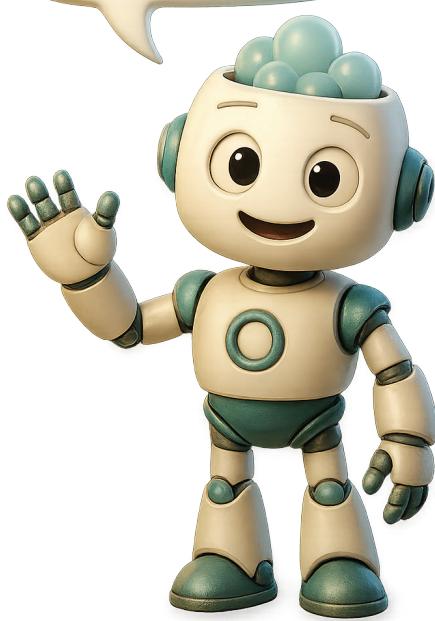
## 3 Listen and repeat in 10s

10	20	30	40
50	60	70	80
90	100		

## 4 Count in 10s

Help the rocket find the star.

Count in 10s. fill in the missing numbers.





## The Sphinx

**1 Listen and read**

The Sphinx is a very old and big statue in Egypt. It has the body of a lion and the head of a man. It is next to the Pyramids in Giza. Many people go to see the Sphinx every year. It is very tall and strong. The Sphinx tells us about old Egypt.

**2 Choose the correct answer**

1. What is the Sphinx?

- a. A tree
- b. A statue

2. What body parts does the Sphinx have?

- a. Body of a lion and the head of a man
- b. Body of a horse and head of a man

3. Where is the Sphinx?

- a. In Cairo
- b. Near the Pyramids in Giza

4. What does the Sphinx tell us about?

- a. Old Egypt
- b. The tourists in Egypt

# Lesson 4



## 3 Read and check (✓) or (✗)

1. The Sphinx is a new statue in Egypt. ( )
2. The Sphinx is near the pyramids in Giza. ( )
3. Many people see the Sphinx every year. ( )
4. The Sphinx shows us the history of Egypt. ( )

## 4 Choose the correct answer

1. The Sphinx is a very \_\_\_\_\_ (old / new) statue in Egypt.
2. Many people go to see the Sphinx every \_\_\_\_\_ (day / year).
3. The Sphinx is tall and \_\_\_\_\_ (weak / strong).

## 5 Rearrange the words to form a correct sentence

1. very / is / old / The Sphinx / statue. / a
2. lion. / has / of / the body / The Sphinx / a
3. Pyramids. / The Sphinx / near / is / the
4. go / to see / every year / People / the Sphinx.

## 6 Read the passage again and fill in the missing words

1. The Sphinx is very \_\_\_\_\_ and \_\_\_\_\_.
2. It has the body of a \_\_\_\_\_ and the head of a \_\_\_\_\_.
3. The Sphinx is near the \_\_\_\_\_ in Giza.

**Match the question to the correct answer**

1. What is the Sphinx?	• Near the Pyramids in Giza.
2. Where is the Sphinx?	• About old Egypt.
3. What does the Sphinx tell us?	• A statue with a lion's body and a man's head.

**Match the word to the sentence**

1. Lion	<b>A big statue with a lion's body and a man's head.</b>
2. Man	<b>The head of the statue.</b>
3. Pyramids	<b>The body of the statue.</b>
4. Sphinx	<b>Near the Sphinx.</b>

**Complete the sentences using words from the box**

lion – Pyramids – statue – Egypt – old

1. The Sphinx is a big \_\_\_\_\_.
2. It has the body of a \_\_\_\_\_.
3. The Sphinx is near the \_\_\_\_\_.
4. Many people go to see it in \_\_\_\_\_.
5. The Sphinx is very \_\_\_\_\_.



## Self-Assessment

What I Learned	Always	Sometimes	Not yet
I can name and use trip words like pyramid, camel, tourist, and guide.			
I can ask and answer questions about a trip.			
I can use present simple sentences about a trip (I ride a camel, I take pictures).			
I can count from 50–100 and by 10s confidently.			
I can listen and understand trip descriptions.			
I can read short sentences about a trip and match words with pictures.			
I can notice verbs and sounds with nd, sk in reading and listening.			
I can write short sentences, spell words, and write numbers 50–100.			
I can read and listen to words ending in -nd and -sk.			



# A Day with My Family



## Learning Outcomes

### Speaking

- Retell the sequence of events using target vocabulary.
- Discuss key elements of the story (characters, setting, events).
- Ask and answer simple questions about characters and events.

### Reading

- Understand and define new vocabulary words in context.
- Identify the main characters, setting, and key events in the story.
- Answer comprehension questions about the story.
- Identify supporting details from the text.
- Recall the sequence of events in the story.

### Listening

- Recognize and recall the sequence of events in the story.
- Identify and discuss important details while listening.
- Respond to oral comprehension questions about characters and events.

### Writing

- Complete sentences using vocabulary from the story.
- Write sentences about the story using target vocabulary words.
- Express personal ideas in writing by connecting the story to real-life experiences.

# Story



## Vocabulary



### 1 Listen and repeat



park



bus



sky



weather



grass

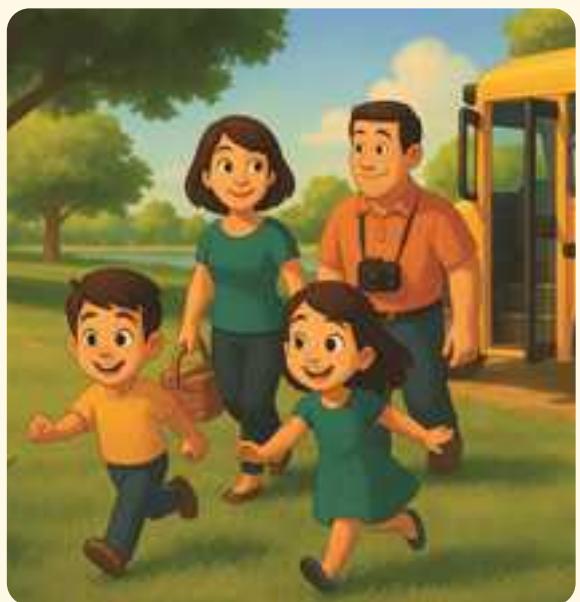


pack

### A Day with My Family

Every Friday, Nour and her family spend the day together. They all wake up early in the morning. Nour's mother packs sandwiches, fruit, and juice. Nour's father says, "Let's go to the park today!" Everyone is happy.

They get on the bus and ride together. At the park, the sky is blue, and the weather is warm. Nour and her brother run on the grass. They play football with their father. Their mother reads them a story while they sit under a tree.



**Characters:** Who are the people in the story?



**Setting:** Where is the story taking place?

After lunch, Nour counts the flowers in the garden. "One, two, three..." she says. Her brother helps her. Later, they all walk around the park and take pictures. Nour says, "I love being with my family. It is more fun than playing alone."



# Story



On the way home, Nour's father asks, "Do you enjoy the day?" Nour smiles and says, "Yes, it is the best day because we are all together." Her mother adds, "Family time makes us happy and strong."



**Moral:** The importance of spending time with family.

## 2 Match the word to the picture



park



sky



grass



bus



weather



pack

## 3 Reorder the letters to form a word

1. rpak → \_\_\_\_\_

2. sub → \_\_\_\_\_

3. yks → \_\_\_\_\_

4. rweaeth → \_\_\_\_\_

5. sgras → \_\_\_\_\_

6. kcpa → \_\_\_\_\_

# Story



## 4 Write the word under the picture from the box

bus – pack – weather – sky – grass – park



## 5 Choose the correct answer

1. What day did Nour and her family spend together?

- a) Monday
- b) Friday
- c) Sunday
- d) Saturday

**2. What did Nour's mother pack?**

- a) Pizza and cake
- b) Sandwiches, fruit, and juice
- c) Rice and chicken
- d) Biscuits and milk

**3. Where did Nour's father want to go?**

- a) To the zoo
- b) To the park
- c) To the beach
- d) To the city

**4. How did they go to the park?**

- a) By car
- b) By taxi
- c) By bus
- d) On foot

**5. What was the weather like at the park?**

- a) Rainy and cold
- b) Hot and windy
- c) Blue sky and warm weather
- d) Cloudy and stormy

**6. What game did Nour and her brother play with their father?**

- a) Basketball
- b) Volleyball
- c) Football
- d) Tennis

# Story



## 7. What did Nour's mother do under the tree?

- a) Took pictures
- b) Read them a story
- c) Slept
- d) Counted flowers

## 8. What is the moral of the story?

- a) Eating food makes us happy
- b) Family time makes us happy and strong
- c) Playing football is fun
- d) Taking pictures is important



## 6 Read and check (✓) or (✗)

- 1. Nour and her family went to the park on Friday. ( )
- 2. Nour's mother packed sandwiches, fruit, and juice. ( )
- 3. Nour and her brother played basketball with their father. ( )
- 4. Nour's mother read them a story under a tree. ( )
- 5. At the end, Nour said family time makes them happy and strong. ( )



## 7 Match the words in Column A with the correct answers in Column B

(A)	(B)
Nour's mother	ran on the grass and played football.
Nour and her brother	was blue at the park.
The sky	counts the flowers in the garden.
Nour	packed sandwiches, fruit, and juice.

8

**Fill in the blanks with words from the story**

sky – bus – weather – pack – park – grass

1. Nour's family gets on the \_\_\_\_\_ to go together.
2. At the \_\_\_\_\_, they play football and take pictures.
3. The \_\_\_\_\_ is blue and clear.
4. The \_\_\_\_\_ is warm and nice today.
5. Nour and her brother ran on the green \_\_\_\_\_.
6. Nour's mother helps \_\_\_\_\_ sandwiches, fruit, and juice.

9

**Put the sentences in the correct order by writing the number in the box**

1. Their mother reads them a story under a tree.
2. They get on the bus and ride together.
3. Nour and her brother run on the grass and play football.
4. Nour counts the flowers in the garden.
5. Nour's mother packs sandwiches, fruit, and juice.

10

**Read the story and find the words that answer the questions**

1. What does Nour's mother pack in the morning? (Find the food word in the story)
2. What sport does Nour play with her father? (Find the game in the story)

# Story



## **11 Answer the following questions**

1. How does Nour's family go to the park?  
.....
2. What does Nour and her brother play with their father?  
.....
3. What does Nour's mother do while they sit under a tree?  
.....
4. What does Nour's mother say about family time at the end of the story?  
.....

## **12 What is the moral of the story? Circle the correct picture**



## **13 Write 3 sentences about Nour's day at the park**

1. ....
2. ....
3. ....

## **14 What do you like to do with your family? Draw your answer in the box.**



## Self-Assessment

What I Learned	Always	Sometimes	Not yet
I can identify supporting details from the story.			
I can recall the sequence of events.			
I can discuss the moral of the story.			
I can ask and answer simple questions about characters and events.			
I can recognize new vocabulary in the story.			
I can identify the main characters, setting, and key events.			
I can answer comprehension questions about the story.			
I can use vocabulary from the story in sentences.			
I can write sentences about the story.			

# Review



## Phonics Skills



**1 Write the missing letters to complete each word**

1. n \_ s \_  \_\_\_\_\_



2. g \_ m \_  \_\_\_\_\_



3. k \_ t \_  \_\_\_\_\_



4. c \_ b \_  \_\_\_\_\_



5. ha \_ \_  \_\_\_\_\_



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



7. wi \_ \_  \_\_\_\_\_



8. de \_ \_  \_\_\_\_\_



9. ma \_ \_  \_\_\_\_\_



10. fla \_ \_  \_\_\_\_\_



## 2 Rearrange the letters to form a word



## 3 Count by 10s to fill in the box

a	50		70		
b	60				100

## 4 Fill in the blanks

1. 55, \_\_\_\_, \_\_\_\_, 58, \_\_\_\_, \_\_\_\_
2. \_\_\_\_, 71, \_\_\_\_, \_\_\_\_, 74, \_\_\_\_
3. 95, \_\_\_\_, \_\_\_\_, \_\_\_\_, 99, \_\_\_\_

## Language in Use

### 1 Circle the verb

1. I play football in the park.
2. She drinks milk every morning.
3. We read books in the library.
4. My cat sleeps on the couch.
5. They ride the bus to school.
6. He eats pizza for lunch.

# Review



## Choose the correct answer

1. I \_\_\_\_\_ (eat / play) football in the park.
2. She \_\_\_\_\_ (runs / drinks) from the flask every morning.
3. They \_\_\_\_\_ (swim / write) in their books.
4. My friend \_\_\_\_\_ (drinks / walks) orange juice.
5. Dogs \_\_\_\_\_ (run / write) in the park.

## Circle the noun

1. sits – mother – talks
2. friend – goes – eats
3. visits – looks – school

## Sort the nouns (guide - school - tourist - kite - nose - park)

Person	Place	Thing

## Sort the nouns and verbs in the table

ride – drive – park – desk – mask – walk – mother – run

Nouns	Verbs

# Glossary



## Glossary of Words and Phrases

Word	Definition
Amusement Park	a place with games and rides.
Bag	something used to carry things.
Basketball	a game where players try to throw a ball into a high net.
Beautiful	very pretty to see.
Bench	a long seat, often found in a park.
Bicycle	a two-wheeled vehicle that you ride.
Bin	a container for trash or rubbish.
Body	the main part of a person, animal, or statue.
Books	pages put together with stories or information.
Buzzing	the low sound a bee makes.
Car	a vehicle with four wheels that people ride in.
Circus	a show with clowns, animals, and acrobats.
City	a large place where many people live and work.
Clowns	funny people who make others laugh, often in a circus.
Clean	free from dirt or rubbish.
Club	a place to swim, play, or eat with friends.
Coloring pencils	pencils used for coloring pictures.
Cool	something nice or fun.
Court	a place to play games like tennis or basketball.
Cube	a solid shape with six equal square sides.
Desk	a table used for study or work.
Drive	to control and move a car.
Excited	very happy and looking forward to something.
Five	the number that comes after four.
Flask	a bottle used to carry water or drinks.
Flower	the pretty part of a plant.
Football	a game played by kicking a ball into a goal.
Friend	a person you like and spend time with.
Funny	something that makes you laugh.

# Glossary



Word	Definition
Goal	the place where players score in a game.
Grass	green plants that cover the ground.
Great choice	words used to say you picked something good.
Grow	to become bigger or taller.
Head	the top part of a person, animal, or statue.
Healthy food	food that is good for your body.
Hit into	to send a ball inside a space, like a court.
Hit over	to send a ball over something, like a net.
Horse	a large animal that people can ride.
Huge	very, very big.
Ice cream	a sweet, frozen dessert.
Jacket	a short coat you wear to keep warm.
Kite	a toy you fly in the air on a string.
Letters	words written on paper to send to someone.
Library	a place with many books to read or borrow.
Lion	a large wild animal, part of the cat family.
Mall	a big shopping center with many stores.
Mask	something you wear to cover your face.
Motorcycle	a two-wheeled vehicle with an engine.
Nice	something pleasant and good.
Nile River	a very long river in Egypt.
Nose	the part of the face used to smell.
Pants	clothing that covers the legs.
Park	a place with grass, trees, and benches.
Photo	a picture taken with a camera.
Plane	a vehicle that flies in the sky.
Plant	a living thing that grows in soil.
Post office	a place where you send and receive letters.
Racket	a tool with a handle and net for hitting a ball.
Ride	to sit on and be carried by a bike, horse, bus, or car.
Rides	machines or games you play on at a fun park.

## Glossary

Word	Definition
River	a large, flowing stream of water.
Rope	a long, strong cord.
Rubbish	things that are thrown away.
Run around	to move quickly in different directions.
Salt	a white substance used to make food taste better.
School	a place where children go to learn.
Shelf	a flat surface to hold things.
Shoes	things you wear on your feet.
Shopping	the act of buying things from a store.
Skirt	clothing worn around the waist.
Sky	what you see above, with sun, clouds, or stars.
Statue	a figure of a person or animal made of stone or metal.
Stone	a hard piece of rock.
Store	a place where you buy things.
Street	a road in a city or town.
Strong	having much power.
Student	a person who goes to school.
Supermarket	a big store where people buy food.
Swimming	moving in water.
Taxi	a car that carries people for money.
Tennis	a game played with rackets and a ball.
Throw	to make something fly from your hand.
Tree	a tall plant with a trunk, branches, and leaves.
Trip	going on a journey for fun.
Try on	to put on clothes to see if they fit.
Tube	a long, round object.
T-shirt	a short-sleeved shirt.
Volleyball	a game where players hit a ball over a net.
Walk	to move with your feet.
Weather	how the air is outside (sunny, rainy, windy).



# English

## Primary 2 - Term 2

Academic Year: 2025/2026

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### Editorial Note

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Their contributions spanned multiple phases of the project, including consultation, content development, and quality enhancement.

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سالم التلميذ



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