



# English



3

Primary

2025/2026

Term 2



''تهدي وزارة التربية والتعليم 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 3 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 3 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 student 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	Life Skill(s) and Value(s)
Unit 1: Safety	safety, dangerous, emergency, rules, careful, hurt, safe, street, cross, helmet, signs, stranger, policeman, seat belt, ambulance, first aid, scared, quickly, nodded	<ul style="list-style-type: none"> <li>Imperatives (Stop! Don't touch!)</li> <li>Modals for Rules (must, mustn't)</li> </ul>	<ul style="list-style-type: none"> <li>Consonant Blends: "sl", "st", "gr", "tr" (slip, stop, grab, trap)</li> </ul>	<ul style="list-style-type: none"> <li>Safety Awareness</li> <li>Decision-Making</li> <li>Confidence</li> </ul>
Unit 2: Food and Health	energy, vegetables, protein, vitamins, healthy, unhealthy, cheese, rice, nuts, bread, sweets, soda, fries, cookies, lollipops, exercise, stay, rest, medicine, yogurt, soup, honey, breakfast, lunch, meal, dinner, snack, menu	<ul style="list-style-type: none"> <li>Reflexive Pronouns</li> <li>Countable/ Uncountable Nouns (an apple/some water)</li> </ul>	<ul style="list-style-type: none"> <li>ea, ee → /e:/ (eat, cheese)</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Healthy Choices</li> <li>Hygiene Awareness</li> </ul>
Unit 3: Heroes Around Us	hero, brave, strong, kind, smart, medal, difficult, courage, trouble, put on, helmet, uniform, alarm, building, ladder, spray, helpful, rescue, job, right away, grateful, support, inspire, leader, honest, respect, event, athlete	<ul style="list-style-type: none"> <li>Adverbs of Sequence (first, then)</li> </ul> <p>Example: "First, he saw the fire. Then, he called for help."</p>	<p>The role of "magic e" in changing the vowel sounds</p> <p>hop (short vowel /a/) vs hope (long vowel /oo/)</p> <p>mad (short a /a/) vs. made (long a /e/)</p> <p>kit (short i /i/) vs. kite (long i /ai/)</p>	<ul style="list-style-type: none"> <li>Communication</li> <li>Creativity and Imagination</li> </ul>
Unit 4: Living with Technology	technology, computer, tablet, phone, robot, TV, device, search, camera, apps, games, emails, programs, screen, button, keyboard, password, privacy, virus, harm, account, future, drone, smart home	<ul style="list-style-type: none"> <li>Coordinating Conjunctions: and, or, but</li> <li>Simple Future</li> </ul>	<p>R-controlled Vowels (ar, er, or)</p> <p>/a:r/ → star, park</p> <p>/o:r/ → computer, teacher</p> <p>/ɔ:r/ → fork, corn</p>	<ul style="list-style-type: none"> <li>Curiosity</li> <li>Digital Literacy</li> <li>Online Safety</li> </ul>
Unit 5: Animals & Habitats	habitat, forest, wild, ocean, desert, sandy, shady, survive, wandered out, salty, fur, feathers, hoof, paw, claw, push away, furry, bushy, cozy, shelter, crawl, nature, protect	<ul style="list-style-type: none"> <li>Adjectives describing animals and their habitats</li> <li>Modals for Abilities "Can / Can't"</li> </ul>	<ul style="list-style-type: none"> <li>Diphthong Comparison: "oo" , "ow"</li> <li>Long oo = /u:/ (zoo, food)</li> <li>Short oo = /o/ (foot, wood)</li> <li>Short ow = /aʊ/ (cow, owl)</li> <li>Long ow = /oʊ/ (snow, grow)</li> </ul>	<ul style="list-style-type: none"> <li>Respect for Nature</li> <li>Observation</li> <li>Scientific Curiosity</li> </ul>
Unit 6: Story The Honest Choice	honest, backpack, nervous, whisper, copy, cheating, truth, break, choice, shook her head	-	-	<ul style="list-style-type: none"> <li>Honesty</li> <li>Integrity</li> </ul>

# Unit 1

# Safety



## Learning Outcomes

### Speaking

- Use key vocabulary when speaking about safety.
- Use imperative sentences to give simple safety instructions.
- Use modals (must /mustn't) to give simple safety instructions.
- Participate in role-plays or dialogs related to safety in different settings.
- State simple safety rules and describe related situations using the target vocabulary.

### Reading

- Recognize key safety vocabulary in short reading texts.
- Identify imperative commands.
- Identify modals (must, mustn't) in written instructions and stories.
- Answer basic comprehension questions on short safety-related stories.

### Listening

- Recognize instructions and commands in short spoken text about safety.
- Answer basic simple questions about safety-related stories.
- Recognize target consonant blends and key vocabulary in a listening text.

### Writing

- Write simple imperative sentences using (must /mustn't) to give safety rules.
- Write short paragraphs about personal safety experiences.
- Use exclamation points correctly in writing.

# Lesson



## Safety at Home



### Vocabulary



#### 1 Listen and repeat



dangerous



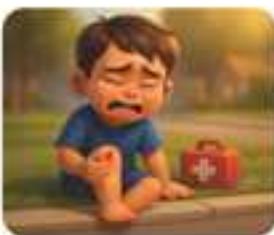
rules



emergency



careful



hurt



safe



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

**Mother** : Ali, we have rules at home to keep us **safe**.

**Ali** : Yes, Mom. If I follow the **rules**, I will not get **hurt**.

**Mother** : That's right! Always be **careful** when you play.

**Ali** : I put my toys in the box so no one falls.

**Mother** : Very good. That keeps the house safe for everyone.

**Ali** : Yes, Mom. Not following rules can be **dangerous**!

**Mother** : And in an **emergency**, you must stay calm and call me.



### 3 Match the word to the picture

dangerous



rules



emergency



hurt



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

dangerous – hurt – emergency – rules – careful – safe

1. We follow the \_\_\_\_\_ to keep everyone safe at home.
2. Leaving toys on the floor is \_\_\_\_\_.
3. If you are not \_\_\_\_\_, you might get \_\_\_\_\_.
4. My parents teach me how to stay \_\_\_\_\_ at school and at home.
5. In an \_\_\_\_\_, you should stay calm and ask for help.

# Lesson 1



## Language in Use



### Imperatives

Imperatives are short instructions used to tell someone **what to do or not to do**.

#### Use

We use imperatives to give safety rules or warnings.

#### Form

Use the **base form** of the verb for positive instructions.

Add **don't** before the base form of the verb for negative commands.

#### Examples:

##### Positive Instructions

Stop!



Be careful!

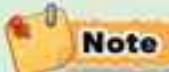


##### Negative Instructions

Don't touch!



Don't run!



#### Note

- The **exclamation point (!)** at the end because they are strong instructions.



### Speaking

#### What would you say in these situations?

1. You see your friend crossing the street when the light is red.
2. You see your friend leaving toys on the floor.



#### Rewrite these sentences using a negative command

1. Run inside the house! → \_\_\_\_\_
2. Eat fast food every day! → \_\_\_\_\_
3. Jump on the chair! → \_\_\_\_\_



## Reading and Writing

### Safety at Home

Ali was reading a book in his room. When he finished, he left the book on the floor. His mother said, "Don't leave the book here. Someone may fall!" Ali listened to his mother and put the book back on the shelf. He followed the rules and was careful at home.



**Moral:** Always follow safety rules at home to keep everyone safe.



Moral is the lesson learned from a story.



### Read and answer the questions

1. What did Ali do?

\_\_\_\_\_

2. Who told Ali not to leave the book on the floor?

\_\_\_\_\_

3. What is the moral of the text?

\_\_\_\_\_



### Draw and write

Draw a situation when you were in danger and write two sentences using imperatives to stay safe.

\_\_\_\_\_

# Lesson

# 2

# Safety in the Street



## Vocabulary



### Listen and repeat



street



cross



stop



wait



walk



helmet



signs



stranger



### Read the dialog and act it out

**Mona:** What should I do before I cross the **street**?

**Dad:** You should always look both ways before you cross the street.

**Mona:** Do I need to wear something when I ride my bike?

**Dad:** Yes! Always wear a **helmet** to protect your head.

**Mona:** How do I know where to **walk** safely?

**Dad:** Follow the **signs**.

**Mona:** What if someone I don't know talks to me?

**Dad:** Don't talk to **strangers**. Always stay safe!





## Phonics Focus: Consonant Blends /sl/ /st/ /gr/ /tr/

A consonant blend is when two or more consonants are joined together, and you can still hear each sound.

Blend	Example Words	How it sounds
/sl/	slide, slow, slip, sleep	Say /s/ + /l/ quickly: "sl"
/st/	star, stop, step, stone, stand	Say /s/ + /t/ quickly: "st"
/gr/	green, grow, grass, grab	Say /g/ + /r/ quickly: "gr"
/tr/	tree, train, trip, truck, trap	Say /t/ + /r/ quickly: "tr"



### 3 Listen and circle the words with /sl/ /st/ /gr/ /tr/ blends

slip step grab train stop run trap walk



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

slip – grab – steps – stop – trap

1. Be carefull! You might \_\_\_\_\_ on the ice.
2. Watch your \_\_\_\_\_ when you go down the stairs.
3. If something falls, try to \_\_\_\_\_ it carefully.
4. When the light turns red, you must \_\_\_\_\_.
5. Watch out! That net is a \_\_\_\_\_.

### Role-play: Imperatives



### 5 Practice saying these rules with a friend

1. Student A: Stop! Don't run on the street.  
Student B: Wait for the green light.
2. Student A: Be carefull! Don't touch the knife.  
Student B: Wear your helmet when you ride your bike.



# Lesson 2



## Reading and Writing

### Crossing the Street Safely

Sama stood at the corner of the street. She saw the big red stop sign. Her father said: "**Stop! Wait for the green light before you cross.**"

Sama looked left and right. She saw cars waiting. She waited carefully and did not walk on the street. When the green light turned on, her father said, "**Now, it is safe. You can cross the street.**"

Sama walked slowly and looked both ways. She crossed the street safely.

Her father smiled and said, "Well done, Sama! **You followed the safety rules.**"



**Moral:** Always follow safety rules – waiting and watching keep you safe!



### 6 Write (T) for true and (F) for false

1. Sama crossed the street when the light was red. ( )
2. Sama looked both ways before crossing. ( )
3. Sama ran across the street. ( )
4. Sama's father told her to wait. ( )



### 7 Answer the following questions

1. What did Sama see? \_\_\_\_\_
2. What did Sama wait for? \_\_\_\_\_
3. What did Sama do before crossing? \_\_\_\_\_
4. What is the moral of the text? \_\_\_\_\_



### 8 Writing

Write 2 sentences with imperatives using the words: stop and wait.

# Lesson

# 3

# Staying Safe Everywhere



## Vocabulary

### 1 Look at the pictures and read



The **policeman** keeps us safe.



Wear the **seat belt** in the car.



The **ambulance** takes sick people to the hospital.



**First aid** helps injured people.

### 2 Match the action to the correct person/object

#### Action

1. Takes sick people to the hospital
2. Keeps us safe
3. Protects us in the car
4. Helps the injured

#### Person/Object

- **seat belt**
- **ambulance**
- **policeman**
- **first aid**

# Lesson 3



## Language in Use

### Modals for Rules

We use "must" and "mustn't" to talk about rules. They tell us what we must do and what we cannot do.

**Form:** "must"/"mustn't" + base form

**How to use them:**

Use "must" to say something is very important or necessary.

**Examples:**

You **must** call for help in an emergency.

You **must** wear a helmet when riding a bike.

You **must** follow the rules to stay safe.

Use "mustn't" to say something is not allowed.

**Examples:**

You **mustn't** talk to strangers.

You **mustn't** run in the street.

You **mustn't** leave anything on the floor.



### 3 Choose the correct word

1. You (must / mustn't) brush your teeth every day.
2. You (must / mustn't) eat too much candy.
3. You (must / mustn't) do your homework.
4. You (must / mustn't) leave your toys on the floor.
5. You (must / mustn't) wash your hands before eating.



### 4 Complete the sentences with **must** or **mustn't**

1. You \_\_\_\_\_ be kind to your friends.
2. You \_\_\_\_\_ run across the road.
3. You \_\_\_\_\_ drink water every day to stay healthy.
4. You \_\_\_\_\_ touch hot things.
5. You \_\_\_\_\_ listen to your teacher.

**Fill in the blanks using must/mustn't**

1. You            call 122 if there is an emergency.
2. You            touch a hot cup.
3. You            wait for the green light before crossing.
4. You            wear your seat belt in a car.
5. You            shout in the library.

**Read the Story: Help is Here!**

Lina was in the kitchen when she saw some smoke near the stove.

She felt a little scared but remembered the safety rule:

**"You must call an adult if something doesn't seem right."**

Lina quickly called her mother from the other room and said,

**"Mom, there's smoke in the kitchen!"**

Her mother came right away and turned off the stove.

She checked everything and made sure it was safe.

Lina stayed calm and didn't go near the stove.

Her mother smiled and said,

**"Good job, Lina! You did the right thing."**



**Moral:** Stay calm in an emergency, and ask for help when needed.

**Read and answer**

1. Where was Lina when she saw smoke?
2. What did Lina do when she saw the smoke?
3. Who did Lina call for help?
4. What did Lina's mother do?

# Lesson 3



## ★ Write (T) for True or (F) for False

1. Lina called her friend. \_\_\_\_\_
2. The fire was in the living room. \_\_\_\_\_
3. Lina's mother came to help. \_\_\_\_\_
4. Lina stayed calm and safe. \_\_\_\_\_

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

help – safe – smoke – mom

1. Lina saw some \_\_\_\_\_ in the kitchen.
2. Lina called her \_\_\_\_\_ right away.
3. She asked for \_\_\_\_\_.
4. Lina stayed \_\_\_\_\_.

## ★ Speaking

## ★ Pair work: Take turns asking and answering the questions

**Student A:** What should you do if there is an emergency?

**Student B:** I should call for help and stay safe.

**Student A:** Who can you call for help?

**Student B:** I can call my parents or the emergency number 122.

## ★ Writing

Write 2 sentences using "must/mustn't" to express safety rules.

# Lesson



## My Safety Guide

### Read the story: Let's Stay Safe

Tia and Sally are friends. One day, they went outside to play. Before they left the house, Tia said,

"Remember, safety comes first. You must wear your helmet when you ride your bike."

Sally **nodded** and said, "Yes, and you mustn't talk to strangers. If there is an emergency, you must call for help." As they walked to the park, Sally saw a stop sign. She said, "Stop! Wait for the green light before you cross the street."

Tia looked both ways and said, "Be carefull! Don't run near the street."

Tia smiled. "This is our safety guide. We must always follow these rules to stay safe."



### 1 Write (T) for true or (F) for false

1. Tia said, "You must wear your helmet." \_\_\_\_\_
2. Sally talked to strangers. \_\_\_\_\_
3. Sally said, "Stop! Wait for the green light." \_\_\_\_\_
4. Tia ran near the street. \_\_\_\_\_

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

mustn't – must – emergency – stop – follow – helmet

1. You \_\_\_\_\_ wear a \_\_\_\_\_ when riding a bike.
2. You \_\_\_\_\_ talk to strangers.
3. Sally said, " \_\_\_\_\_ and wait for the green light."
4. If there is an \_\_\_\_\_, you must call for help.
5. To stay safe, you must \_\_\_\_\_ the rules.

# Lesson 4



## Reorder the words to make a sentence

1. wear / must / helmet / You / a

2. call / help / must / for / You

3. mustn't / run / You / near / street / the

4. wait / must / light / for / You / green / the

5. mustn't / talk / to / strangers / You



## Complete the sentences with words from the text

1. You must \_\_\_\_\_ for the green light before you cross.

2. Don't \_\_\_\_\_ to strangers.

3. You must wear a \_\_\_\_\_ when you ride a bike.

4. You mustn't \_\_\_\_\_ near the street.

5. You must \_\_\_\_\_ for help in an emergency.



## Write 3-4 sentences about "How you stay safe" using words from the story.



## Language in Use

### Punctuation: Exclamation point (!)

#### When do we use exclamation points?

- After instructions that are very important.
- To show strong feelings like surprise, excitement, or warning.

#### Example:

- Stop!



- Don't run!



- Be careful!

- Watch out!



- That's amazing!



#### 6 Add exclamation points where needed

1. It is sunny today	2. I like ice cream
3. She has a book	4. Hurry up
5. That's delicious	6. This is my pencil



#### 7 Design your own safety guide!

Based on what you learned, design your own "Safety Guide Poster" to help your friends stay safe at home, in the street, and in emergencies.

##### What to include

- At least **5 safety rules** using **must** and **mustn't**.
- Draw important safety equipment (like helmets or phones).
- Write a short sentence for each rule (e.g., "You must wear a helmet.").
- **Show your poster to your classmates and talk about your safety rules!**

# Lesson 4



## Safety Guide Poster



## Self-Assessment

What I learned	Always	Sometimes	Not yet
I can use safety vocabulary in sentences and conversations.			
I can use imperatives to give instructions.			
I can use modals for rules (must, mustn't) correctly.			
I can pronounce consonant blends (sl, st, gr, tr).			
I can follow instructions and understand safety rules.			

## Unit 2

# Food and Health



## Learning Outcomes

### Speaking

- Use common basic vocabulary related to food and health.
- Answer simple questions about food preferences and healthy habits in oral discussion.
- Use new vocabulary to describe healthy/unhealthy foods in oral context.
- Use reflexive pronouns in spoken sentences accurately.

### Reading

- Recognize basic vocabulary related to food, health, and hygiene.
- Answer simple comprehension questions about food, health, and hygiene.
- Identify healthy and unhealthy foods in short written texts.

### Listening

- Show understanding of short stories and conversations about food, health, and hygiene when listened to.
- Recognize vocabulary words related to food, health, and hygiene in listening activities.
- Follow simple instructions related to healthy habits.

### Writing

- Write short, correct sentences with food, health, and hygiene vocabulary.
- Write short paragraphs describing meals, healthy habits, and personal preferences.
- Use reflexive pronouns correctly in writing.

# Lesson 1



## Food for Energy



### Vocabulary



### Look and read



Food gives us energy.



Meat gives us protein.



Too much sugar is bad for your body.



I eat fruits every day.



Water keeps us healthy.



We must eat vegetables.



### Read and answer the following questions

Food gives us energy to play, learn, and grow. Different foods give us different kinds of energy. **Meat** gives our body protein to make us strong. **Fruits** and **vegetables** give us vitamins to keep us healthy. They also help us fight sickness. **Sugar** gives us quick energy, but too much sugar is not good for our health. **Water** is very important because it helps our body work well. When we eat the right **food** and drink enough water, we have good energy every day.

1. What does food give us?
2. What helps us fight sickness?
3. When is sugar unhealthy?
4. How does protein help us?
5. How do we have good energy every day?

### 3 Write (T) for true or (F) for false

1. Water helps our body work well.
2. Too much sugar is good for your body.
3. Vegetables give us protein.
4. Fruits give us vitamins.
5. Food gives us energy.

### Language in Use



#### Reflexive Pronouns

We use "reflexive pronouns" when **the subject and the object are the same person** - "For example, when you do something **yourself**."

Pronoun	Reflexive Pronoun	Example
I	myself	I can make a sandwich by myself.
You	yourself/yourselves	You can wash yourself. Take care of yourselves, girls.
He	himself	He dresses himself.
She	herself	She looks at herself in the mirror.
It	itself	The cat cleans itself.
We	ourselves	We built the tent ourselves.
They	themselves	The kids made salad themselves.

### 4 Match the subject to the correct reflexive pronoun

- 1 I
- 2 She
- 3 They
- 4 You
- 5 It
- 6 He

- herself
- themselves
- itself
- myself
- himself
- yourself

# Lesson 1



## Choose the correct reflexive pronoun

1. I made this cake all by \_\_\_\_\_. (himself – myself)
2. She taught \_\_\_\_\_ to play the guitar. (himself – herself)
3. We enjoyed \_\_\_\_\_ at the party. (themselves – ourselves)
4. You should take care of \_\_\_\_\_. (yourself – itself)
5. The children can dress \_\_\_\_\_. (themselves – ourselves)

## Read the following text

Seleem wakes up early. He washes **himself** and smiles, "I am hungry," he says. Seleem eats fruit and vegetables for breakfast. He drinks water to stay hydrated. Later, Seleem plays football with his friends. He runs fast and feels strong. At lunch, he eats meat and rice. Seleem says to **himself**, "I have so much energy!" His sister Leila wakes up and dresses **herself**. She tells **herself** to eat slowly. She enjoys bread and cheese with a glass of milk. Their friend Omar makes a salad for **himself**.



**Moral:** Eat healthy food and drink water to have energy for the day.



## Answer the following questions

1. What does Seleem eat for breakfast?
2. What game does Seleem play?
3. What food does Leila enjoy in the morning?
4. Who makes a salad for himself?



**Draw your favorite food and write two sentences about it.**



.....



.....

# Lesson

# 2

## Healthy and Unhealthy Food



### Vocabulary



#### Listen and repeat

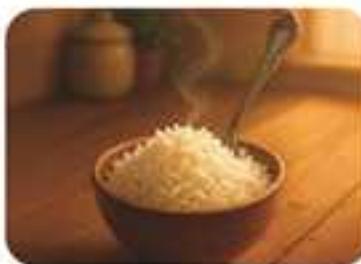
### Healthy Food



Milk is good for our bones.



Cheese is rich in calcium.



Rice gives us energy.



Nuts are a good source of fats.



Eggs are full of protein.



Bread is rich in carbohydrates.



Chicken is tasty and healthy.



Fish helps our brains grow.

## 2 Listen and repeat

### Unhealthy Food



**Sweets** are bad for our teeth.



**Soda** has too much sugar.



**Chips** are salty snacks.



**Fries** are cooked in oil.



**Cookies** are not healthy snacks.



**Cake** is not good for your body.



**Pizza** has too much fat and salt.



**Lollipops** are just sugar.

## 3 Circle the odd one out

Look at each group of words. Circle the word that does not belong.

1. milk – eggs – **candy** – nuts
2. pizza – meat – fish – chicken
3. soda – cookies – cake – fish
4. chips – candy – nuts – soda
5. chicken – fish – lollipops – eggs

## Lesson 2

### 4 Read the dialog and act it out

**Maya** : Good morning, Salma! What do you usually eat for breakfast?

**Salma** : I usually eat eggs and drink a glass of milk. They give me energy. What about you?

**Maya** : Hmm... I like cake and soda.

**Salma** : Really? Cake and soda in the morning?

**Maya** : Yes, but I know they aren't very healthy.

**Salma** : You're right. Eggs and milk are healthy, but cake and soda are not good for you.

**Maya** : True. So, what do you eat for lunch?

**Salma** : I often eat chicken and nuts. They help me stay strong.

**Maya** : That sounds good! I usually eat pizza and fries.

**Salma** : Pizza and fries are tasty, but not healthy every day.

**Maya** : Yeah, maybe I'll try chicken and nuts instead.





## Answer the following questions

1. What does Salma usually eat and drink for breakfast?
2. Who usually eats pizza and fries?
3. What food does Salma eat for lunch to stay strong?
4. What does Maya decide to do after talking with Salma?



### Phonics Focus: "ea" and "ee"

Both "ea" and "ee" make the long /i:/ sound, like in **see**.

#### 1. "ea"

- Usually in the middle of the word.
- **Examples:** eat , meat , beans 

#### 2. "ee"

- Can usually be in the middle or at the end.
- **Examples:** cheese , green , sweet , tree 



## Listen and circle

1. eat / it
2. cheese / chess
3. sweet / sweat

# Lesson 2



**★ Draw and label one healthy food and one unhealthy food from the text.**

**Healthy Food**

**Unhealthy Food**

**★ Writing: Write 3-4 sentences about healthy and unhealthy foods.**

Handwriting practice lines for writing sentences about healthy and unhealthy foods.

# Lesson

# 3

# Staying Healthy



## Vocabulary



### Listen and repeat



I **exercise** to keep my body healthy.



I **wash** my hands before I eat.



I **clean** my room every day.



I **stay** in bed when I am sick.



I **rest** to keep my body healthy.



I **take medicine** when I am sick.

# Lesson 3

## 2 Read the following text

### Maya Learns to Take Care of Herself

Maya likes to play every day, but she often forgets to wash her hands and eat healthy food. One day, she felt sick.

Her friend Salma said, "You must take care of yourself. Wash your hands, eat healthy food, rest, and exercise."

Maya listened to Salma. She washed herself carefully, ate eggs and fruit, drank water, and rested when she felt tired. She also exercised a little every day.

After a few days, Maya felt much better. She said, "I learned that I must take care of myself to stay healthy."



**Moral:** Taking care of yourself helps you stay healthy and happy.



## 3 Answer the following questions

1. Who gave Maya advice?
2. Name three healthy habits Maya followed.
3. How did Maya feel after taking care of herself?
4. What is the moral of the text?

## 4 Complete the sentences with the correct word

exercise / wash / clean / sick / rest / medicine

1. I \_\_\_\_\_ my hands before I eat.
2. I \_\_\_\_\_ every morning to stay strong.
3. I stay in bed when I am \_\_\_\_\_.
4. I \_\_\_\_\_ my room every day.
5. I need to \_\_\_\_\_ when I feel tired.
6. I take \_\_\_\_\_ when I am sick.

**Write (T) for true or (F) for false**

1. Exercise makes your body weak. \_\_\_\_\_
2. Washing your hands keeps you healthy. \_\_\_\_\_
3. Rest is not good for your body. \_\_\_\_\_
4. Medicine helps you when you are sick. \_\_\_\_\_
5. Cleaning your room is good for you. \_\_\_\_\_

**Rewrite each sentence with the correct reflexive pronoun**

1. I wash **herself** every morning.
2. She exercises by **yourself**.
3. We make healthy snacks by **himself**.
4. The cat cleans **themselves** every day.
5. He answers the questions **ourselves**.

**Writing**

Write 3 sentences about "How you take care of yourself" using reflexive pronouns.

# Lesson

# 4

# Our Healthy Plan



## Vocabulary



### Listen and repeat



I eat **yogurt** with honey.



We drink some **soup** when we're hungry.



I put a little **honey** in my yogurt.



I eat **breakfast** at 7 a.m.



**Lunch** is my favorite **meal**.



I eat **dinner** with my family.



I eat a healthy **snack** in the afternoon.



I made a healthy **menu** for today.

**2 Read again. Then complete using words from the box**

breakfast – soup – lunch – dinner – menu – family

1. I eat \_\_\_\_\_ with my \_\_\_\_\_.
2. I drink some \_\_\_\_\_ when I'm hungry.
3. I eat \_\_\_\_\_ at 7 a.m.
4. \_\_\_\_\_ is my favorite meal.
5. I made a healthy \_\_\_\_\_ for today.

**3 Choose the correct answer from a, b, or c**

1. I put a little honey \_\_\_\_\_.
  - a) in my yogurt
  - b) in the soup
  - c) in my tea
2. I eat dinner \_\_\_\_\_.
  - a) with my family
  - b) in the afternoon
  - c) at 7 a.m.
3. I eat a healthy \_\_\_\_\_ in the afternoon.
  - a) snack
  - b) dinner
  - c) breakfast

# Lesson 4



## Language in Use



### Countable and Uncountable Nouns

#### 1. Countable Nouns

We can count them (one, two, three...).

Use **a / an** for one item: an apple, a carrot.

Use **numbers** for more: two eggs, three sandwiches.

**Examples:** tomato, carrot, sandwich, potato.

#### 2. Uncountable Nouns

We cannot count them individually.

Use **some** for a part of it: some rice, some water.

**Examples:** milk, rice, pasta, soup, honey, water.



#### 4 Write C for **countable** and U for **uncountable** next to each word

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

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

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

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

5. water \_\_\_\_\_

6. cheese \_\_\_\_\_



#### 5 Complete with "a, an or some"

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

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

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

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



## Reading and Writing

### 6 Read the following text

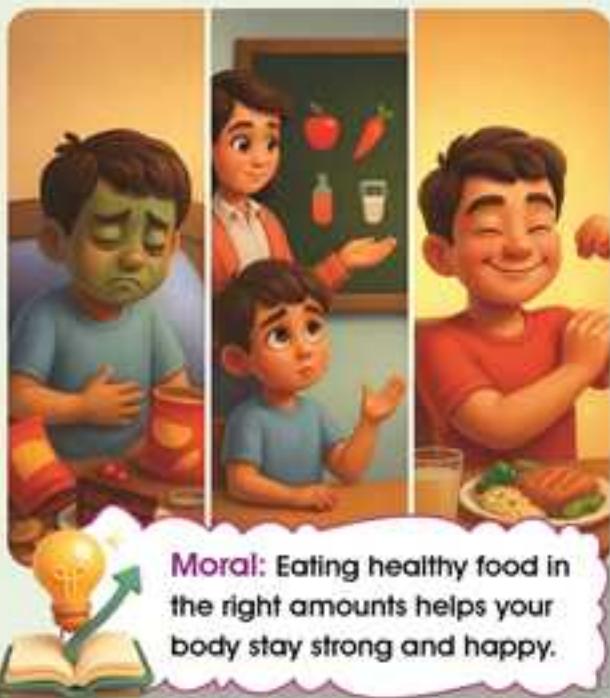
#### Omar's Healthy Menu

Omar loved eating snacks like **chips**, **cake**, and **soda**. He did not eat many fruits or vegetables. One day, he felt tired and had a **stomachache**.

His teacher told him, "Omar, you need to eat healthy foods like fruits, vegetable, and meat."

Omar followed the advice. For breakfast, he ate an apple and

drank some milk. For lunch, he had some rice and some salad. For a snack, he had **yogurt**. He felt strong and happy again.



**Moral:** Eating healthy food in the right amounts helps your body stay strong and happy.



### 7 Answer the following questions

1. What snacks did Omar like to eat before? \_\_\_\_\_
2. How did Omar feel when he ate unhealthy food? \_\_\_\_\_
3. Who gave Omar advice about healthy eating? \_\_\_\_\_
4. How does eating healthy food help our bodies? \_\_\_\_\_

### 8 Write (T) for true or (F) for false

1. Omar ate a lot of chips and soda. \_\_\_\_\_
2. Omar felt happy and strong after eating healthy. \_\_\_\_\_
3. Omar had a little yogurt for a snack. \_\_\_\_\_
4. Eating unhealthy food is good for your body. \_\_\_\_\_

# Lesson 4



## 9 Writing Task

### Project – A Healthy Day Menu

Design a "Healthy Day Menu" for breakfast, lunch, and snacks.

#### Steps

1. **Plan** your meals. Choose at least:

- 2 healthy items for breakfast
- 2 healthy items for lunch
- 1 healthy snack

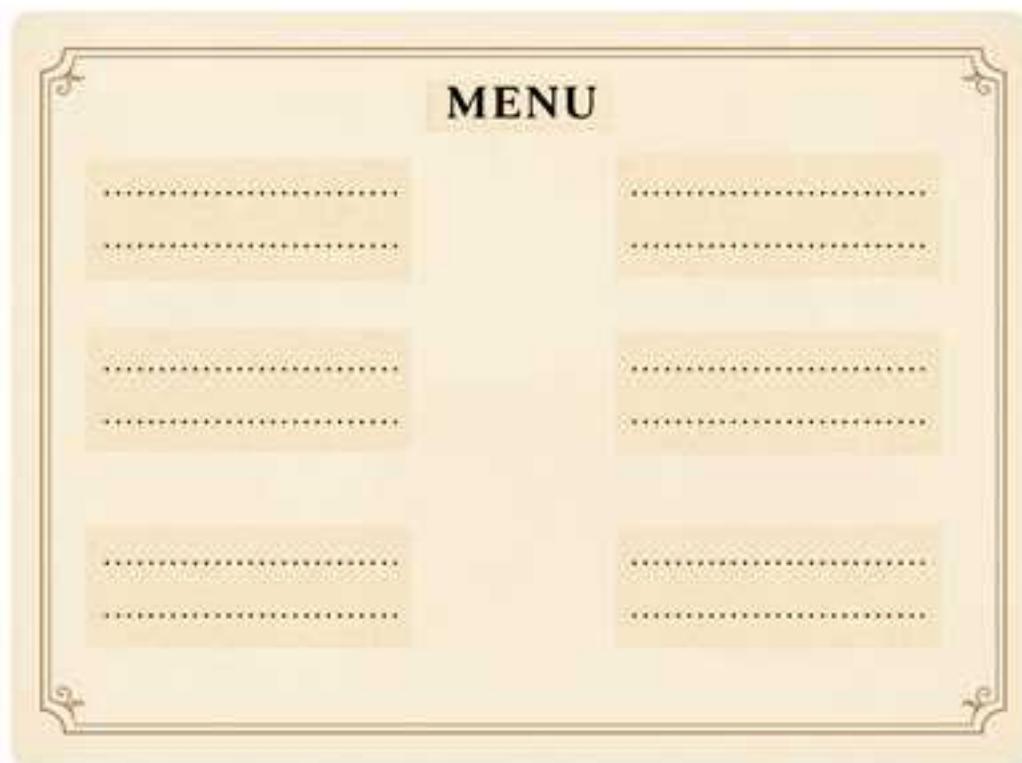
2. **Draw** pictures of each food item.

3. **Label** the foods in English.

4. **Write** one sentence for each meal. Example:

- "For breakfast, I eat eggs and drink milk."

5. **Share** your menu with the class. Explain why your menu is healthy.





## Self-Assessment

What I learned	Always	Sometimes	Not yet
I can read and understand words about food, health, and hygiene.	★★★	★★	★
I can use new words to talk about healthy and unhealthy food.			
I can use reflexive pronouns like "myself" in sentences.			
I can understand short texts about healthy habits.			
I can talk about my healthy habits clearly.			
I can write 3 or more sentences about a healthy plan.			

## Unit 3

# Heroes Around Us



## Learning Outcomes

### Speaking

- Use target vocabulary to talk about heroes in our life.
- Use adverbs of sequence to describe a hero's actions in order.
- Give a short presentation about a chosen hero.

### Listening

- Identify the gist of a short listening text about heroes.
- Listen to a list and pick out the helpful actions.
- Carry out instructions for pair and group activities.
- Recognize the silent e in a short listening text correctly.

### Reading

- Recognize target vocabulary about heroes in short texts.
- Answer comprehension questions about Egyptian and everyday heroes based on a short reading text.
- Recognize the correct order of story events.

### Writing

- Use vocabulary to describe a hero's actions.
- Use first, ... then, ... to describe a sequence of events.
- Plan a short presentation on a chosen Egyptian hero.

# Lesson

# 1



# My Hero



## Vocabulary



### Look and read

A hero	someone who does something special, good, or brave	
brave	shows courage in hard times	
strong	can do difficult things easily	
kind	being nice and caring about others	
smart	solves problems well	

# Lesson 1



## 2 Read the dialog and act it out

**Karim:** Look at that swimmer! He is so **strong**.

**Omar:** Yes, he makes swimming look easy, even when it's difficult.

**Karim:** Do you think he is a **hero**?

**Omar:** Yes, I do. Last week he helped a girl who couldn't swim in the pool.

**Karim:** That is very **brave**.

**Omar:** He is! He teaches children how to swim safely and uses **kind** words to encourage them.

**Karim:** Yes, being **kind** means you show care to others.

**Omar:** He is **smart** as well.

**Karim:** Why **smart**?

**Omar:** Because he solves problems well. If someone is in trouble, he knows what to do.

**Karim:** Wow, **strong**, **brave**, **kind**, and **smart**.

**Omar:** Yes, that's why everyone calls him a true **hero**!

## 3

### Write the number of the word next to its meaning

1. strong

being nice and caring about others

2. brave

solves problems well

3. kind

can do difficult things easily

4. smart

someone who does something special

5. hero

shows courage in hard times

**4 Fill in the blanks using words from the box**

hero – brave – kind – smart

1. The swimmer says \_\_\_\_\_ words to make the children happy.
2. He was \_\_\_\_\_. He could save the girl.
3. He is \_\_\_\_\_. He solves problems well.
4. He is brave, smart, and kind. He is a true \_\_\_\_\_.

**5 Write (T) for true or (F) for false**

1. The swimmer is weak. (F)
2. Omar says the swimmer shows courage. ( )
3. Karim thinks the swimmer is kind. ( )
4. The swimmer helped a girl in the pool. ( )
5. Omar says the swimmer is lazy. ( )

**Language in Use****Adverbs of Sequence****Use "first" and "then" to show order**

- **First** – what happens at the beginning
- **Then** – what happens next

**Examples:**

- **First**, Omar trained hard.
- **Then**, he climbed mountains.

**First****Then**

# Lesson 1

## 6 Reorder the sentences

1. saw the fire / he / first → First, he saw the fire.  
called for help / he / then → Then, he called for help.
2. helped the old man / she / first →  
gave him water / she / then →
3. noticed the problem / the teacher / first →  
he / told the principal / then →
4. put on the uniform / the student / first →  
went to school / he / then →

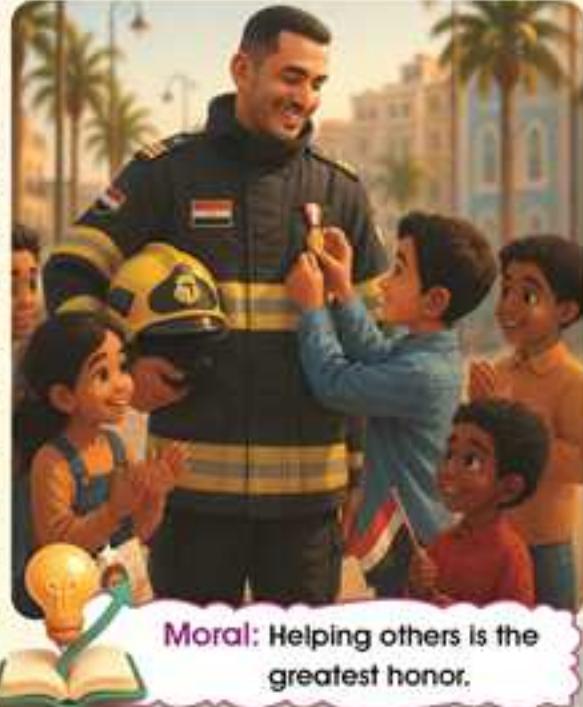
## 7 Write your own

Describe what your hero does using the model above.

First, ..... Then .....

## The Brave Firefighter

Khaled is a brave firefighter. Every morning, he puts on his helmet and uniform. One afternoon, the fire alarm rang loudly. Khaled jumped into the fire truck and drove quickly through the streets. There was a fire in a building and smoke filled the sky. When he arrived, the fire was big, but Khaled stayed calm. **First**, he climbed the ladder. **Then**, he sprayed water, and saved a little boy from the smoke. The family of the boy felt happy, and said "Thank you!" Khaled smiled proudly. "I like to help others."



**Moral:** Helping others is the greatest honor.

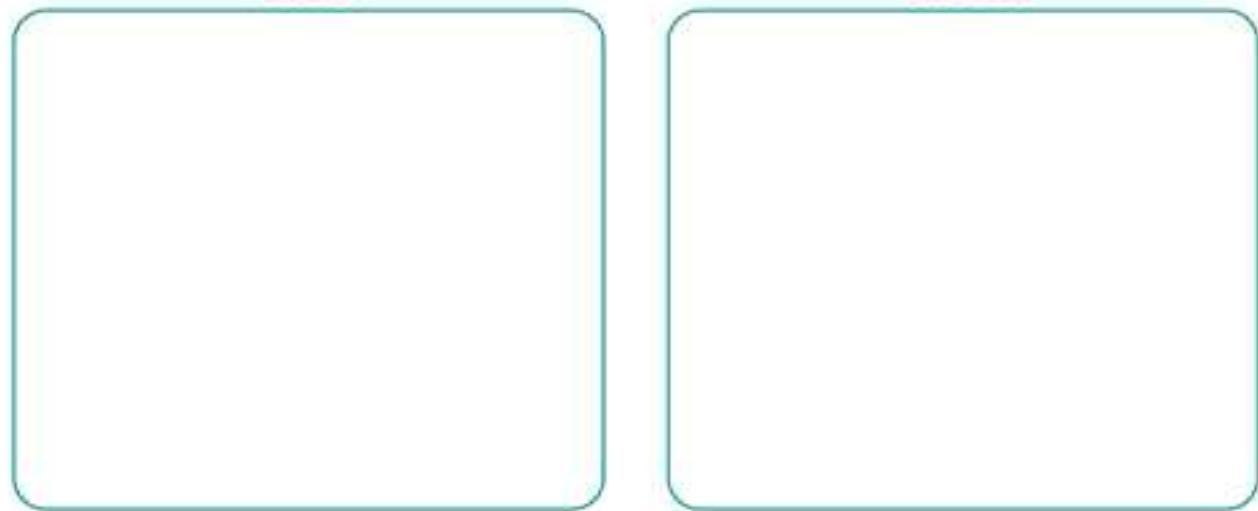
**8 Answer the following questions**

## 9 Draw a picture of your hero doing two good actions

Label each action with first and then.

## First

Then



**10 Write 2 sentences about someone you think is a hero**

- Use first and then.
- Include at least two vocabulary words: brave, smart, kind, strong, hero.

# Lesson

# 2

## Heroes in Our Daily Life



### Vocabulary



#### Look and read



The boy is **helpful**.



Firefighters **rescue** people.



The police officers wear a **uniform**.



My mom **teaches** math.



#### Read the dialog and act it out

**Doctor:** Hello there! I'm Doctor Ali. My job is to help people feel better.

**Student:** Wow! How do you do that?

**Doctor:** I wear a special **uniform**, which shows I'm a doctor. I check patients and give them the help they need.

**Student:** Do you really **rescue** lives?

**Doctor:** Yes! I help people who are very sick or hurt.

**Student:** Do you work with others?

**Doctor:** Sometimes I work with a team to make sure patients get the best care. We all have different **jobs**.

**Student:** That's amazing! You're very **helpful**!

**Doctor:** Thank you! Helping others and keeping them healthy is very important.

**3 Choose the correct answer**

1. The doctor's job is to \_\_\_\_\_  
 a. play football  
 b. help people feel better  
 c. teach students
2. The doctor wears a \_\_\_\_\_  
 a. hat  
 b. uniform  
 c. helmet
3. The student thinks the doctor is \_\_\_\_\_  
 a. helpful  
 b. funny  
 c. shy
4. The doctor works with a \_\_\_\_\_  
 a. pilot  
 b. teacher  
 c. team

**4 Fill in the blanks using words from the box**

rescue – uniform – teaches – helpful

1. The firefighter will \_\_\_\_\_ the people from the fire.
2. The nurse is very \_\_\_\_\_.
3. The police officer wears a \_\_\_\_\_.
4. My dad \_\_\_\_\_ science.

**5 Choose the correct word**

1. A doctor's (**rescue** / **job**) is to help sick people.
2. The pilot wears a (**uniform** / **helmet**) when flying a plane.
3. The firefighter (**rescues** / **wears**) a girl from the fire.
4. My sister is (**helpful** / **brave**) because she helps her friends.

# Lesson 2



## Phonics Focus: Magic e

Some words have a magic 'e' at the end. It doesn't make a sound, but it makes the vowel before it to say its name.

**Examples:**

mad → made

kit → kite

hop → hope



### Circle the words with the magic e

mad - kite - sad - hope - kit



### Unscramble the following letters to form words

1. mane → n \_\_\_

2. evarb → b \_\_\_\_\_

3. evsa → s \_\_\_

4. eakm → m \_\_\_

5. leas → s \_\_\_

### Officer Asmaa - The Helpful Policewoman

Officer Asmaa is a policewoman in Cairo. One sunny morning, she was walking on her way to work when she saw a little child crying in the street. First, she stopped right away and spoke to him kindly, asking what was wrong. The child was lost and could not find his parents. Officer Asmaa held his hand, and told him not to be afraid. Then, she carefully searched the street until she found his parents. They were very happy. Officer Asmaa is a **brave** policewoman who protects people and works hard to keep the city safe. We are grateful for her and all police officers who keep us safe every day.



**Moral:** We should always be kind and help others in need.

**8 Answer the following questions**

1. What is Asmaa's job? \_\_\_\_\_
2. What happened to the child? \_\_\_\_\_
3. What did officer Asmaa tell the child? \_\_\_\_\_
4. How did the parents feel? \_\_\_\_\_
5. What do police officers do for us? \_\_\_\_\_

**9 Fill in the blanks using words from the box**

hand - lost - safe - policewoman - afraid

1. Officer Asmaa is a \_\_\_\_\_ in Cairo.
2. The child was \_\_\_\_\_ and could not find his parents.
3. She held his \_\_\_\_\_ and told him not to be \_\_\_\_\_.
4. Police officers work hard to keep the city \_\_\_\_\_.

**10 Draw and label**

Draw your heroes. Write two sentences about their job and what they are like.

**Sentence starters**

- This is a \_\_\_\_\_.
- He/She is \_\_\_\_\_ and \_\_\_\_\_.

**Examples:**

- This is a firefighter.
- He is brave and helpful.

**11 Writing**

Who helps you in your neighborhood? What is their job?

# Lesson

# 3

## Hero Stories



### Vocabulary



### Look and read



My friend **supports** me when I'm sad.



Mo Salah **inspires** me to play football.



A good **leader** helps his team.



He shows **courage** in the talent show.



Mourad is **honest** and never lies.

**Match the word to the meaning**

1. support	<input type="checkbox"/>	a person who shows others what to do
2. inspire	<input type="checkbox"/>	to help someone
3. leader	<input type="checkbox"/>	always telling the truth
4. courage	<input type="checkbox"/>	to make someone want to do something good
5. honest	<input type="checkbox"/>	being brave when something is hard or scary

**Fill in the blanks using words from the box**

support – inspires – leader – courage – honest

1. My friends \_\_\_\_\_ me when I need help.
2. The captain is the \_\_\_\_\_ of the team.
3. My teacher \_\_\_\_\_ me to try new things.
4. He is \_\_\_\_\_ and never lies.
5. She showed \_\_\_\_\_ when she spoke in front of the class.

**Choose the correct answer**

1. A person who tells the truth is (honest / leader).
2. When you help someone, you (courage / support) them.
3. To try something hard without fear is (courage / inspire).

# Lesson 3



## 5 Pair work

Tell your friend one sentence about someone who inspires you.

## 6 Read the dialog and act it out

**Lina:** I read a story about a girl who helped her **village** during a **flood**.

**Hala:** Really? What did she do?

**Lina:** First, she told the people about the **flood**. Then, she helped them move to a safe place.

**Hala:** That's amazing. She was a great leader and showed courage.

**Lina:** Yes! She inspired everyone and gave support to those who needed it.

**Hala:** I want to be like her someday.

## 7 Fill in the blanks with First or Then

1. \_\_\_\_\_, the girl warned the people.

\_\_\_\_\_, she helped them move to a safe place.

2. \_\_\_\_\_, she carried food to the families.

\_\_\_\_\_, she stayed to make sure everyone was okay.

3. \_\_\_\_\_, she told the children a story to keep them calm.

\_\_\_\_\_, she gave them warm blankets.

4. \_\_\_\_\_, she cleaned the shelter.

\_\_\_\_\_, she went to check on the sick people.

5. \_\_\_\_\_, she thanked everyone for working together.

\_\_\_\_\_, she went home to rest.

### 8 Circle the helpful actions

help people – eat cake – build hospitals – play games – give food –  
help friends with homework – run in the park – give clothes

### A HELPING HERO

Heba helped many people during hard times in Egypt. She always cared about others and wanted to make their lives better. First, she gave food and clothes to poor families so they could live happily. Then, she helped build hospitals to support sick people in need. Heba is also very honest and brave. She is not afraid to do what is right. Many Egyptians look up to her because she shows them how to be kind and strong. Her good heart and courage inspire everyone.



**Moral:** Helping others can change lives and inspire kindness.

### 9 Answer the following questions

1. Who did Heba help?
2. What did Heba give to poor families?
3. What did Heba help build?
4. How can you describe Heba?
5. What does Heba show Egyptians by her actions?

## Lesson 3



### 10 Choose the correct word

1. Heba helped many people during (happy / hard) times in Egypt.
2. She always (cared / played) about others.
3. She gave food and (toys / clothes) to poor families.
4. Heba helped build (hospitals / schools) for sick people in need.
5. Heba is not afraid to do what is (wrong / right).

 **Fill in the blanks using words from the box**

hospitals – brave – clothes – honest

1. Heba is \_\_\_\_\_ and \_\_\_\_\_.
2. She helped build \_\_\_\_\_ for people in need.
3. She gave food and \_\_\_\_\_ to poor families.

## Discuss

## 12 What does it mean to be honest and brave?

## Writing

**13** Write 3 sentences about someone who helps people. Use words from the lesson.



# Lesson

# 4

## Celebrating Our Heroes



### Vocabulary



#### Look and read



An **athlete** runs fast in the race.



We should **respect** our parents.



The school **event** is on Thursday.



The boy won a **gold medal** in sports.

### THE GOLD MEDAL

Feryal Ashraf is a **famous** Egyptian **athlete**.

She worked hard every day to get ready for a big event.

She **trained**, practiced, and never gave up.

At last, she won a gold **medal** for Egypt.

Her school made a party to celebrate her.

Everyone **clapped** and smiled for her.

Feryal said, "This medal is for everyone who helped me."



**Moral:** Hard work brings success.

# Lesson 4



## 2 Answer the following questions

1. Who is Feryal Ashraf?
2. What did she do every day to get ready?
3. What did she win for Egypt?
4. How did the school celebrate her?

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

athlete - respect - event - medal

1. We have a school \_\_\_\_\_ every month.
2. The girl received a gold \_\_\_\_\_.
3. We should always \_\_\_\_\_ our heroes.
4. The \_\_\_\_\_ trained every day.

## 4 Write (T) for true or (F) for false

1. A medal is something you can eat. ( )
2. We respect someone when we are polite to them. ( )
3. An event is something boring that happens every day. ( )
4. Hard work brings success. ( )

## 5 Choose the correct word

1. Karma is an (athlete / medal). She trains very hard.
2. The (water / event) will start at 10 a.m.
3. He won a (medal / shoe) in the race.
4. We (respect / sleep) our teachers and classmates.

**6 Reorder the words to form a sentence**

1. medal / gold / won / a / Ahmed
2. athlete / trains / The / every day
3. respect / our / parents / We / should
4. Monday / is / event / The / on

**7 Punctuate the following sentences**

1. we respect our teacher
2. the event is on Monday
3. our heroes work hard to help people
4. when is the school event

**8 Plan a presentation about celebrating an Egyptian hero.**

1. Choose a hero
2. Draw a picture of the hero.
3. Write 3–4 short sentences about the hero using unit vocabulary
4. Use *First... Then ...* to show what the hero did.

# Lesson 4



## Self-Assessment

What I learned	Always	Sometimes	Not yet
I can recognize words about heroes in a spoken text.	3 stars	2 stars	1 star
I can answer questions about a short story.			
I can talk about a hero using first, then.			
I can use words like brave, strong, kind, and smart in sentences.			
I can write sentences about a hero.			
I can plan a presentation about a hero.			



## Let's Review Units 1, 2, and 3



### 1 Complete the sentences using: rescue, seat belt, vitamins, child

1. You must wear a \_\_\_\_\_ in the car to stay safe.
2. Vegetables give us energy and \_\_\_\_\_.
3. A firefighter climbs a ladder to \_\_\_\_\_ people.
4. The policeman helped the \_\_\_\_\_ who was lost.



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

1. In an \_\_\_\_\_, call for help right away.  
a. emergency    b. street    c. menu
2. Yogurt, soup, and honey are \_\_\_\_\_ foods.  
a. unhealthy    b. healthy    c. dangerous
3. A firefighter wears a \_\_\_\_\_ to protect him.  
a. ladder    b. helmet    c. lollipop
4. Heroes are people who are \_\_\_\_\_.  
a. brave    b. snack    c. seat belt



### 3 Read each group of sentences and choose the correct one

1. a. Cross the street quickly!  
b. You must cross the street carefully.  
c. You mustn't wear a seat belt.
2. a. I brush myself every day.  
b. I wash myself every day.  
c. I wash herself every day.
3. a. First, the hero saw the smoke. Then, he put out the fire.  
b. The hero put out the fire first, then he saw the smoke.  
c. First, the hero was scared. Then, he ran away.
4. a. Meat and cheese are healthy foods.  
b. Meat and soda are vegetables.  
c. Fries and soup are sweets.

# Review



## 4 Fill in the missing letters to form a word

1. st \_ p (safety word)
2. m \_ a l (food time)
3. h \_ r o (brave person)
4. gr \_ b (take quickly)

## 5 Choose the correct answer

1. You (mustn't / must) wear a helmet when you ride a bike.
2. I made (myself / herself) breakfast today.
3. First, the alarm rang. (Then / But), the firefighter came.
4. Vegetables give us (soda / energy) and vitamins.

## 6 Circle the odd one out

1. cheese – rice – phone – nuts
2. soup – computer – honey – meat
3. policeman – bread – soda – fries
4. healthy – vitamins – energy – tablet

## 7 Rearrange the letters to form a word

1. rhtu → h \_\_\_ (in pain)
2. emleht → h \_\_\_ (protects your head)
3. tetrse → s \_\_\_ (where we drive cars)
4. rstnegar → s \_\_\_ (someone you don't know)

## 8 Punctuate the sentences using capital letters, period, question mark, and exclamation point

1. stop don't run near the street
2. is this an emergency
3. the ambulance is coming
4. we must respect parents and teachers

## 9 Write a sentence about one of the following

(How to stay safe, Eat healthy, A hero you know)

## Unit 4

# Living with Technology



## Learning Outcomes

### Speaking

- Use key vocabulary to name and describe different types of technology.
- Take part in short dialogs about technology, expressing likes, dislikes, and safety rules.
- Ask and answer simple questions about technology use at home, school, and in the future.
- Use "and, or, but" to connect spoken ideas in conversations.
- Present short oral descriptions of technology devices or inventions using visual prompts.

### Reading

- Recognize basic technology-related vocabulary in short reading texts.
- Follow short texts describing technology and its uses.
- Recognize conjunctions "and, or, but" in written context.
- Identify supporting details in short reading texts about technology.
- Identify and list online safety tips and instructions in a reading text.

### Listening

- Recognize key words and phrases about technology in short spoken texts.
- Carry out simple instructions related to technology use and online safety.
- Identify supporting details in a short listening text and stories about technology.
- Recognize R-controlled vowels (ar, er, or) in spoken words.

### Writing

- Use vocabulary related to technology to write short correct sentences.
- Use "and, or, but" correctly to join simple ideas in writing.
- Write guided sentences about technology use in daily life.
- Punctuate sentences using 'commas', with "and, or, but."
- Write a short paragraph describing technology now and in the future.

# Lesson



## What is Technology?



### Vocabulary



### Listen and repeat



computer



tablet



phone



robot



TV



### Read the dialog and act it out

Ali : I have a **computer** and a **tablet**. I use the **computer** for schoolwork.

I have a computer and a tablet.

Omar : I have a **phone**, but I don't have a **computer** at home.

I like robots. They are smart and fun.

Ali : Do you like **robots** or **computers**?

Omar : I like **robots**. They are smart and fun.

Ali : **Robots** can help people, but they can't think like humans.

Omar : Maybe one day they will!



### 3 Match the word to the picture

computer



phone



tablet



robot



TV



### 4 Read again and fill in the blanks using words from the box

TV – computer – phone – tablet – robot

1. I use my \_\_\_\_\_ to talk to friends.
2. I watch my favorite cartoons on the \_\_\_\_\_.
3. I use my \_\_\_\_\_ to send emails and play games.
4. The \_\_\_\_\_ can clean the floor by itself.
5. I read an e-book on my \_\_\_\_\_.

### 5 Speaking

Say which one you use most: computer, phone, tablet, robot, or TV.

**Example:** I use my phone the most. I watch videos and play games.

# Lesson 1



## Language in Use

and – but – or

**and**



expresses

addition

Example:

I have one  
sister **and**  
one brother.

**but**



shows

contrast

Example:

I like tennis  
but I don't like  
basketball.

**or**



gives a

choice

Example:

Do you  
want milk  
or juice?



I have a tablet,  
a robot, **and** a  
computer.



The TV was  
off **but** now it  
works.



Do you need  
**a tablet or**  
computer?



### Fill in the blanks using "and, or, but"

1. I have a phone    a robot.
2. I like tablets    I don't like computers.
3. Do you like computers    TVs?
4. Mona can read books    she can use the tablet.

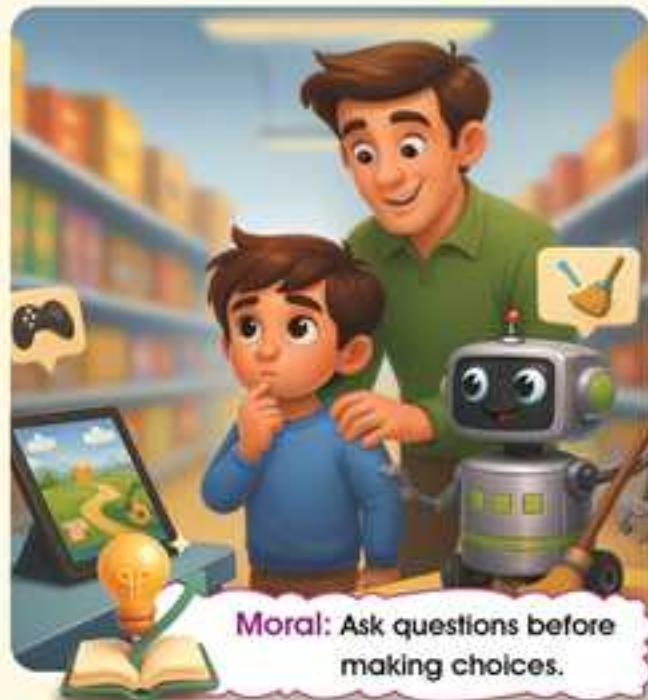


### Read and circle and, or, but

1. I have a tablet and a computer.
2. The TV was off but now it works.
3. Can she use the phone or the computer?

## Samy's Smart Start

Samy loves technology. He wants some devices such as a robot **and** a tablet, **but** he can only choose one for his birthday. Samy visits the shop with his dad. The tablet is good for games **and** reading. The robot can clean his room, answer questions, **and** remind him to do his homework. Samy thinks hard. "I like games, **but** I need help with my homework," he says. Samy chooses the robot. At home, the robot says, "Hello, Samy. Let's start your homework, or we will be late."



**Moral:** Ask questions before making choices.

### 8 Answer the following questions

1. What two things does Samy want for his birthday?
2. Who goes with Samy to the shop?
3. What can the tablet do?
4. Name two things the robot can do.
5. Which gift does Samy choose?

### 9 Write 3 sentences about the smart technology you have or want to have using "and, or, but".

I have a phone **and** a tablet.

# Lesson

# 2



## Technology in Our Daily Life



### Vocabulary



### Look and read



I **search** for information on the internet.



My **camera** takes clear photos.



I use **apps** to learn English.



We play **games** after school.



I send **emails** every day.



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

1. I use the \_\_\_\_\_ to take a picture.  
a) internet      b) camera      c) games
2. I play \_\_\_\_\_ on my phone.  
a) games      b) email      c) apps
3. I send a message by \_\_\_\_\_.  
a) email      b) games      c) camera
4. I download new \_\_\_\_\_ on my tablet.  
a) camera      b) games      c) internet

### 3 Write T for True or F for False

1. The camera is for playing games. \_\_\_\_\_
2. You use the internet to find information. \_\_\_\_\_
3. Apps are small programs for phones or tablets. \_\_\_\_\_
4. Games are only for computers, not phones. \_\_\_\_\_
5. Email is a way to send messages online. \_\_\_\_\_



### Phonics Focus: Sounds er - ar - or

- er like in teacher.
- ar like in car.
- or like in corn.

**Say the words slowly, listen to the sound, and repeat:**

**er** – computer, teacher, player, letter

**ar** – car, star, park, guitar, farmer

**or** – corn, horn, fork, short, storm



### 4 Fill in the missing letters (use er, ar, or)

1. teach\_\_
2. f\_\_mer
3. h\_\_n
4. st\_\_m
5. lett\_\_

# Lesson 2



## Word sort game

### 5 Sort the words into the correct column

computer	farm	corn	letter
star	short	teacher	car
storm	guitar		



### The Busy Player

Omar plays games every day. He plays in the morning **and** in the evening. One day, he forgets to eat lunch. His sister says, "You must take a break." The next day, Omar plays games **but** also goes outside to play football. He feels happier and healthier.



**Moral:** Use technology in a balanced way.

**Choose the correct answer (a, b, or c)**

1. What does Omar play every day?
  - a) Football
  - b) Games
  - c) Music
2. When does Omar play games?
  - a) In the morning and evening
  - b) At night only
  - c) After school only
3. What does Omar forget to do one day?
  - a) Do homework
  - b) Eat lunch
  - c) Call his friend

**Write T for True and F for False**

1. Omar plays games only in the morning. \_\_\_\_\_
2. Omar's sister tells him to take a break. \_\_\_\_\_
3. Omar plays football the next day. \_\_\_\_\_

**Draw and write: My Favorite App**

1. Think of your favorite app (game, camera, music, or other).
2. Draw the app icon in the box.
3. Write 3 sentences about how you use technology every day.

# Lesson

# 3

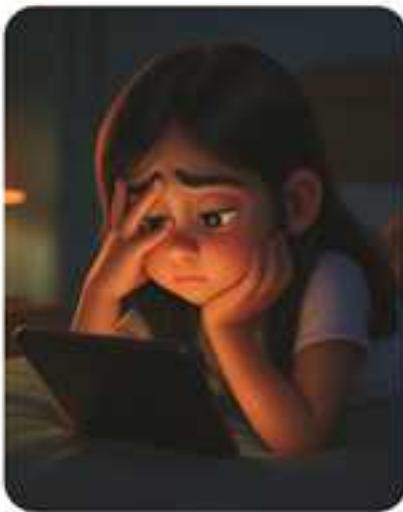
## Using Technology Safely



### Vocabulary



### Look and read



Don't look at the screen for too long.



Press the power button to turn on a device.



I type with the keyboard.



My password is secret.



A virus can harm your computer.

**2 Choose the correct answer from a, b, or c**

1. Press the power \_\_\_\_\_ to turn on a device.  
a) virus      b) button      c) keyboard
2. A \_\_\_\_\_ protects online accounts.  
a) password      b) virus      c) screen
3. A \_\_\_\_\_ can harm your computer.  
a) screen      b) virus      c) keyboard
4. I use a \_\_\_\_\_ for typing.  
a) button      b) keyboard      c) screen
5. It is not good to look at the \_\_\_\_\_ for a long time.  
a) button      b) screen      c) keyboard

**3 Read the dialog and act it out**

**Amina** : Wow! My new computer looks great. The screen is so big!

**Marwa** : Yes! And you have a new keyboard too.

**Amina** : I need to make a strong password so no one can get into my account.

**Marwa** : That's good idea. A good password has numbers and letters.

**Amina** : You're right. I will do that.



**Marwa** : And remember not to share your password with strangers.

**Amina** : Thank you, Marwa. Let's play a game on it.

**4 Match the word to the meaning**

1. keyboard	a. shows pictures, videos, and texts
2. screen	b. harmful program that can damage your computer
3. virus	c. small part you press to make something work
4. password	d. letters and numbers you type to unlock something
5. button	e. lets you type letters and numbers

# Lesson 3



## Will & Will not

### Form – Will/will not + the base verb

**Will** – use it to say something you will do in the future.

**Examples:** I will play games after school.

**Won't** – use it to say something you will not do in the future.

**Examples:** I won't share my password.



When writing will not, we often use the short form **won't** in speaking and writing.



### Fill in the blanks with "will" or "won't"

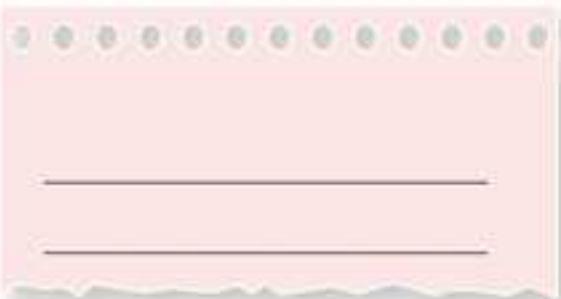
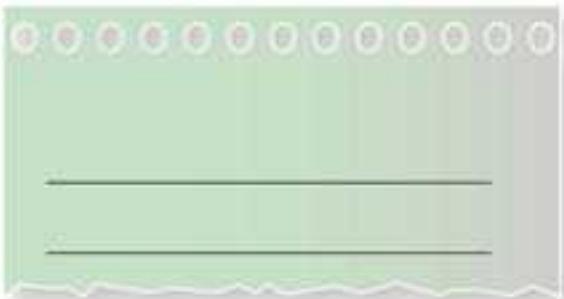
1. We \_\_\_\_\_ (use) the keyboard to write an email.
2. She \_\_\_\_\_ (not / share) her password with anyone.
3. They \_\_\_\_\_ (not / forget) to make a strong password.
4. We \_\_\_\_\_ (make) a new account for my game to play together.



### Draw & write

Draw two pictures

- One thing you will do tomorrow.
- One thing you won't do tomorrow.
- Write one sentence under each picture.



## The Secret Password

Laila's friend asks for her password. She says, "No, that's private." Her friend laughs and says it's not important. The next day, her friend's computer gets a virus from a game. Laila helps her fix it and shows how to make a strong password. Her friend says, "I will never share my password again."



**Moral:** Keep your information private.



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

1. What did Laila's friend ask for?  
a) Her email address    b) Her password    c) Her phone number
2. How did the friend's computer get a virus?  
a) From a game    b) From an email    c) From a password
3. What did Laila teach her friend?  
a) How to play a game  
b) How to make a strong password  
c) How to write an email



### Write (T) for True and (F) for False

1. Laila gave her password to her friend. ( )
2. The virus came from a game. ( )
3. Laila helped her friend fix the problem. ( )
4. Laila will share her password again. ( )

# Lesson 3



9

## Fill in the blanks using words from the box

password – virus – private – strong

1. Laila's password is \_\_\_\_\_.
2. Her friend's computer got a \_\_\_\_\_.
3. Laila's friend asks for her \_\_\_\_\_.
4. Laila showed her how to make a \_\_\_\_\_ password.



10

## Writing

Write 3 sentences about what you will or won't do to stay safe online.

# Lesson

# 4

## Technology in the Future

### 1 Look and read



A **drone** can take photos from the sky.

My **smart home** turns on the lights.



A **robot** can help clean my room.

I learn a lot of things from the **internet**.

# Lesson 4

## 2 Read the dialog and act it out

**Hassan:** Hi, Ahmed! What are you doing?



**Ahmed:** I'm watching a video about drones.

**Hassan:** Amazing! What does it do?



**Ahmed:** It flies and takes photos from the sky.

**Hassan:** That's so cool!

**Ahmed:** I like to have a toy drone one day.

**Hassan:** My dream is to have a smart home one day.

**Ahmed:** Me too! The lights, TV, and doors can work with just your voice.

## 3 Choose the correct answer

1. The drone can (fly and take photos / cook food).
2. Ahmed would like to have a (toy drone / smart home).
3. Hassan's dream is to have a (toy drone / smart home).
4. In a smart home, things can work with (your hands / your voice).

## 4 Write (T) for True or (F) for False

1. A robot helps me clean my house.
2. The internet doesn't help me do homework.
3. A smart home can use technology to save energy.
4. A drone is a computer in your house.

## 5

**Fill in the blanks using words from the box**

internet – drone – robot – smart home

1. I flew my toy \_\_\_\_\_ in the park.
2. My cousin plays games on the \_\_\_\_\_.
3. The \_\_\_\_\_ turns the lights on when it gets dark.
4. A \_\_\_\_\_ can talk and understand people.

## 6

**Speaking: Pair work****Choose one of the words: robot, drone, smart home****Tell your friend**

- what it does
- why you like it
- how you will use it in the future (use "will" and "won't")



## 7

**Put the words in the correct order**

1. play / will / I / tomorrow / football
2. my / I / won't / share / password
3. help / I / will / you / homework / with / the
4. play / won't / games / I / night / at

# Lesson 4

## 8 Punctuate the following sentences

1. I will send you an email
3. omnya won't click the button
4. my friend will call me tomorrow

### The Drone Delivery

In 2050, Karim orders lunch on his smartphone. A drone flies to his window and drops the food. The smart home warms the food for him. Later, Karim visits his grandmother. She has no drone, **but** she has warm bread and a big smile. Karim eats lunch with her and says, "Technology is fast, **but** family is the best."



**Moral:** Technology is fast, but family is the best.

## 9 Writing

Write 4 sentences about what technology will be like in the future, using "will / won't".



## Self-Assessment

What I learned	Always	Sometimes	Not yet
I can read and understand new technology related words.	★★★	★★	★
I can understand short safety tips about using technology.			
I can use technology related words to write sentences.			
I can use and, or, but, to join my ideas.			
I can write a short paragraph about technology in my life.			
I can describe different types of technology.			
I can talk about what I like and don't like about technology.			
I can ask and answer simple questions about technology.			
I can understand keywords about technology in short talks or dialogs.			
I can follow short instructions about using technology safely.			
I can hear and recognize the letter sounds (ar, er, or) in words related to the unit.			



## Unit 5

# Animals and Habitats



## Learning Outcomes

### Speaking

- Name habitats and animal body parts clearly.
- Use adjectives to describe animals and their homes in short sentences.
- Discuss what different animals "can/can't" do.
- Pronounce the patterns of "oo" and "ow" in short words accurately.

### Listening

- Recognize key words about animals and their habitats in short spoken texts.
- Recognize supporting details about animals and their habitats in short spoken texts.
- Respond to oral instructions for sorting animals.
- Distinguish between the patterns of "oo" and "ow" when listened to.

### Reading

- Identify key vocabulary about habitats, animals, and their features.
- Recognize specific information about where animals live and what they can do.

### Writing

- Label pictures of animals and habitats with correct vocabulary.
- Use "can / can't" to write about animals abilities.
- Describe animals and their habitats, using appropriate adjectives.
- Write sentences about protecting nature, animals, and their homes.

# Lesson

# 1

# Discovering Habitats



## Vocabulary



### Listen and repeat



habitat



ocean



wild



desert



forest



### Read the dialog and act it out

**Teacher:** Good morning! Today, we will talk about animals and their homes. What is a home for an animal?



**Mourad:** Is it where animals live?

**Teacher:** Yes! A **habitat** is where animals live.

**Karma:** Can you give us an example?

**Teacher:** A **forest** has tall trees. Many animals live there.

**Mourad:** What does "**wild**" mean?

**Teacher:** "**Wild**" means animals that live in nature and not owned by people.

**Mourad:** What about the **ocean**?

**Teacher:** The **ocean** is big and salty.

**Karma:** Lizards live in the **desert**.

**Teacher:** Yes! Let's **discover** more about animals and their homes.

# Lesson 1



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

1. A/An \_\_\_\_\_ is a big area of salty water.  
a. forest      b. ocean      c. desert
2. Where do lizards live? They live in the \_\_\_\_\_.  
a. desert      b. car      c. school
3. A/An \_\_\_\_\_ is a place with many trees.  
a. desert      b. ocean      c. forest
4. A/An \_\_\_\_\_ is where animals live.  
a. wild      b. habitat      c. lizard

## 4 Read the text and answer the questions

The world is full of amazing places where animals live. Each animal has a special home, called a habitat, that helps it survive. A hot, sandy place with little water is a desert. A cool, shady place with lots of trees is a forest. The big, blue ocean is a home for fish and dolphins.



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

1. What is a hot, sandy place with little water called?  
a. an ocean      b. a forest      c. a desert
2. What is a habitat?  
a. a type of tree      b. a big, blue place  
c. a special home for an animal
3. Each animal has a special home that helps it \_\_\_\_\_.  
a. survive      b. discover      c. talk



## Phonics Focus: The /u:/ and /ʊ/ Sounds

The letters 'oo' can be tricky because they can sound different. Sometimes they are long, like in 'moon', and sometimes short, like in 'book'. This guide will help you remember!

The long oo, like in moon, **zoo**, **pool**, and **food**.

The short oo, like in **book**, **foot**, **look**, and **cook**.



## Listen to your teacher and fill in the missing letters

foot, wood, hook, book

1. f \_ \_ t   2. w \_ \_ d   3. h \_ \_ k   4. b \_ \_ k



### Language in Use

#### Adjectives

Adjectives are words that describe nouns (people, places, or things).

We use them to describe animals and their homes.

A hot desert	A deep ocean
The word " <b>hot</b> " describes the desert	The word " <b>deep</b> " describes the ocean
A wild Kangaroo	A tall forest
The word " <b>wild</b> " describes the kangaroo	The word " <b>tall</b> " describes the forest



## Complete the sentences with the correct adjective

1. The desert is \_\_\_\_\_. (hot / tall)
2. The ocean is \_\_\_\_\_. (deep / wild)
3. The lion is \_\_\_\_\_. (hot / wild)
4. The trees in the forest are \_\_\_\_\_. (tall / deep)

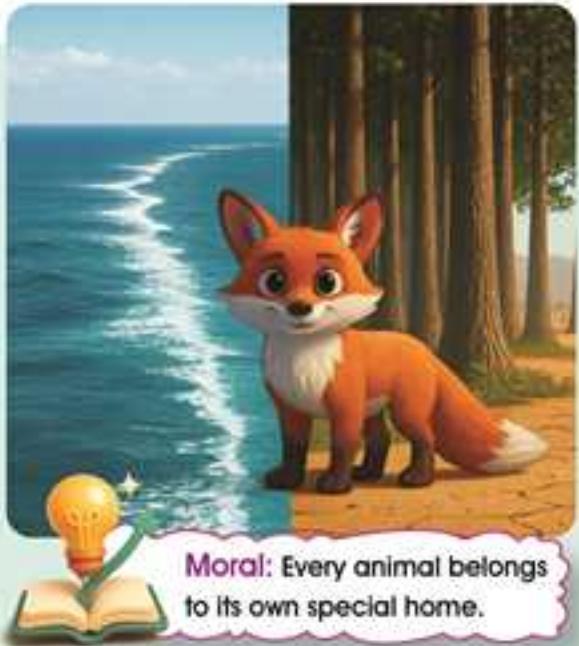
# Lesson 1



## Reading and Writing

### The Curious Fox

Foxy the fox loved to explore. One day, he wandered out of his forest habitat. He saw a huge, blue ocean. The salty water was so different from the fresh water in his forest. He saw a dry, sandy desert with no trees. Foxy realized that his own forest, with its cool shade and tall trees, was the perfect place for him. He learned that every animal has a special home that is just right.



**Moral:** Every animal belongs to its own special home.



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

1. Where did Foxy the fox live?  
a. In the desert      b. In the forest      c. By the ocean
2. What did Foxy see that was very different from his forest?  
a. A river      b. A desert      c. A huge, blue ocean
3. The forest has \_\_\_\_\_ shade.  
a. cool      b. hot      c. salty
4. Foxy learned that every animal has a special \_\_\_\_\_.  
a. tree      b. ocean      c. home



**8 Draw a picture of a forest habitat. Write 3 sentences next to your drawing describing the forest and the animal you chose.**

# Lesson

# 2



# Describing Animals



## Vocabulary

### 1 Listen and repeat



fur



feathers



hoof



nest



paw



claws



tail



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

1. Birds have \_\_\_\_\_ to help them fly.  
a. claws      b. fur      c. feathers
2. A horse walks on a \_\_\_\_\_.  
a. paw      b. hoof      c. nest
3. A bird's home is a \_\_\_\_\_.  
a. cave      b. nest      c. tail



### 3 Read and complete the text with the words in the box

fur, feathers, nest, paw

A bird has \_\_\_\_\_ and lives in a \_\_\_\_\_. A cat has \_\_\_\_\_ and walks with its \_\_\_\_\_.

# Lesson 2



## 4 Read the text and answer the questions

Animals have different body parts that help them live. A **furry** bear has big **paws** and **sharp claws**. A bird has soft **feathers** and a long tail. The bird builds its nest high in a tree. A horse has **hooves** on its feet and a tail to **push away** flies. Their body parts help them stay safe in their habitats.



### 1. What helps animals live?

- a. Their colors
- b. Their body parts
- c. Their food

### 2. What does a bear have on its feet?

- a. paws
- b. feathers
- c. hooves

### 3. Where does a bird build its nest?

- a. on the ground
- b. in a cave
- c. high in a tree

### 4. What does a horse use its tail for?

- a. To eat food
- b. To push away flies
- c. To climb trees



Adjectives tell us more about nouns

A **furry** bear

The word "**furry**" describes the bear.

**Sharp** claws

The word "**sharp**" describes the bird's/animal's claws.

**Strong** legs

The word "**strong**" describes the animal's legs.

**Fluffy** feathers

The word "**fluffy**" describes the bird's feathers.

## 5 Pair work: Guess the animal!



It has sharp claws and strong legs. It lives in the jungle.



Is it a tiger?

### Your turn

#### 1. Work in pairs

- Choose one animal in your mind.
- Pick two adjectives from the box.
- Decide where it lives.

furry - fluffy - sharp - long - tall - soft - small - slow - strong - deep - hot - wild

#### 2. Make your sentences and play the game



### Reading and Writing

#### The Squirrel's Home

Squeaky the squirrel was very busy. He had a **furry** coat and a long, **bushy** tail. He used his sharp claws to climb up the tall tree. High in the **branches**, he had a **cozy** nest of leaves. He **gathered** nuts to keep his family safe. He was so happy with his home.



# Lesson 2



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

1. What does Squeaky the squirrel use his sharp claws for?  
a. To eat nuts      b. To climb up the tall tree  
c. To make his nest
2. What is Squeaky's nest made of?  
a. Sticks      b. Leaves      c. Mud
3. How does Squeaky feel about his home?  
a. Sad      b. Happy      c. Afraid



## My Animal Fact Card



**Picture:**

[Draw your animal]



### Remember:

- ✓ Use adjectives from the lesson.
- ✓ Start sentences with a capital letter and end with a period.



**Name of animal:** \_\_\_\_\_

**Adjectives:**

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

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

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

**Habitat:**

**Write your sentences:**

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

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

**Example:**

The panda is furry and cute.



It lives in the forest.



# Lesson

# 3



## What Can Animals Do?



### Vocabulary



### Listen and repeat



shelter



survive



crawl



fly



swim



### Read the dialog and act it out

**Noha:** Wow! Look at the bear. Where does it live?

**Maya:** The bear lives in a cave.

**Noha:** Oh, so the cave is its home?

**Maya:** Yes! That's called a **shelter**.

**Noha:** Shelter? What's that?

**Maya:** A shelter is a safe place where animals stay. It keeps them warm and dry.

**Noha:** I see! Why do animals need shelter?

**Maya:** To **survive**!

**Noha:** Survive?

**Maya:** That means to stay alive. Animals need food, water, and shelter to survive.



# Lesson 3



## 3 Read and complete the text with the words in the box

crawl, fly, survive, shelter, swim

A turtle can    in the water. A bird can    in the air. A snake can    on the ground. These abilities help animals    in their habitats.



## Phonics Focus: The long and short **ow**

The letters **ow** can be tricky because they can sound different.

Sometimes they are long, like in **snow**, and sometimes short, like in **cow**. This guide will help you remember!

**Long ow:** like in **snow**, **grow**, and **window**.

**Short ow:** like in **cow**, **now**, and **owl**.



## 4 Listen and circle the odd one out

1. snow – grow – cow
2. brown – how – slow
3. now – owl – window
4. throw – know – now



## 5 Sort the words by the sound of "ow"

|| || || || || || ||  
snow, grow,  
window, throw,  
cow, owl, now

Long <b>ow</b> : /ou/	Short <b>ow</b> : /əʊ/

## Language in Use



## Can &amp; Cannot (can't)

We use "can" to talk about abilities.

Example: A bird **can** fly.



We use **cannot (can't)** to talk about things you are not able to do.

Example: A fish **cannot (can't)** fly.



## Note

When writing **cannot**, we often use the short form **can't** in writing and speaking.



## Pair Work: Can or Can't?

## Instructions

1. Work with your partner.
2. Choose an animal from the pictures (don't tell your partner).
3. Say two things it can do and two things it can't do.
4. Your partner will guess the animal.



## Put the words in the correct order to form a sentence

1. food / to / survive / need / Animals

2. bird / fly / can / The / sky / in / the

3. ground / A / crawl / snake / can / the / on



## Punctuate the following sentences

1. the fish can swim

2. can a turtle crawl

# Lesson 3



## Reading and Writing

### The Helpful Owl

A little owl was worried. The storm was coming, and its nest was in a **shaky** tree. An old owl told him, "You can fly, little one. You can find a better shelter." The little owl **flew away**. He found a big cave and stayed safe inside. His ability to fly saved him.



**Moral:** Use your abilities to stay safe and help others.



### Read and answer the questions

Write (T) for True or (F) for False

1. The little owl can not fly. ( )
2. The little owl found a big cave. ( )
3. The storm never came. ( )
4. The little owl's wings helped him stay safe. ( )



### 10 Write 3-4 sentences using can/can't about a time you helped someone

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# Lesson

# 4

# Protecting Nature



## Vocabulary



### 1 Listen and repeat



Nature



Protect



### 2 Read and complete the dialog with the words in the box

nature, survive, keep something safe

**Noha:** We should be kind to \_\_\_\_\_.

**Maya:** Yes! And we should help animals \_\_\_\_\_.

**Noha:** Do you know what the word "protecting" means?

**Maya:** Yes! It means to \_\_\_\_\_.



### 3 Read the text and answer the questions

We all **share** the Earth with animals. It is our job to **respect** them and their homes. We must not throw trash in the forest or the ocean. We can help by cleaning up and making sure animals have a safe place to live. When we protect nature, we help animals **survive**.



#### 1. Who do we share the Earth with?

- a. cars
- b. books
- c. animals

# Lesson 1



## 2. How can we help animals?

- a. by throwing trash
- b. by cleaning up
- c. by making noise

## 3. When we protect nature, we help animals \_\_\_\_\_.

- a. shake
- b. survive
- c. respect



## Speaking: Describe using "Adjectives" and "Can/Can't"

Look at the pictures below, use adjectives and can/can't to describe what they can or can't do.



## Reading and Writing

### The Helping Hands

Lily and Bahaa went to the forest. They saw an old bird's nest on the ground. A little bird was crying. "Oh no, its home is broken," said Lily. Bahaa carefully put the nest back in a tree. They cleaned up the trash. They made the forest a cleaner place. The little bird was happy again.



**Moral:** We can all help to protect nature and its animals.



**Write 4 sentences to your friends, telling them why they should help protect animals and their homes.**



### Self-Assessment

What I learned	Always	Sometimes	Not yet
I can define what a habitat is	★★★	★★	★
I can describe animals body parts			
I can talk about how animals move and where they live			
I can use adjectives to describe animals and habitats			
I can say what animals can or can't do			
I can say long and short 'oo' and 'ow' words			
I know how to protect nature			



## Unit 6

# The Honest Choice



## Learning Outcomes

### Speaking

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

### Reading

- Understand and define new vocabulary words in context.
- Identify the main characters, setting, and key events in a story.
- Answer comprehension questions about the story.

### Listening

- Identify supporting details from a story read aloud.
- Recall story events in the correct order after listening.
- Identify the character who speaks in a story dialog read aloud.

### Writing

- Complete sentences using vocabulary from the story.
- Write a paragraph about the story using target vocabulary words.

## The Honest Choice



### Vocabulary

Word	Meaning	Picture
backpack	a bag for carrying books	
nervous	worried, not relaxed	
whisper	to speak very quietly	
copy	to write the same thing	
cheating	doing something dishonest	

# Story



Word	Meaning	Picture
truth	saying what is real and true	
break	a stop for a short rest	
choice	a decision you make	

## Story map

### Characters

**Lina**

a student,  
8 years old

**Miss Salma**

the teacher

**Nour**

Lina's  
classmate,  
8 years old



### Setting

- The school

## The Honest Choice

Lina and Nour were both in grade 3. One sunny morning, Lina looked at her backpack and gasped.

"Oh no! I forgot to finish my math homework!" she thought. Her heart beat fast. She felt nervous.

Miss Salma, the teacher, walked around the classroom. "Good morning, children! Please take out your math notebooks. I will collect them now," she said.



# Story



Lina tried to finish her homework quickly, but she could not do it. Nour leaned toward her and whispered, "Don't worry, Lina. You can copy my homework. It is easy."

Lina shook her head. "No, Nour. That is not right. I should tell the truth. Cheating is wrong."

When Miss Salma came to Lina's desk, Lina took a deep breath. "I'm sorry, Miss Salma. I forgot to do my homework."

Miss Salma smiled gently. "Thank you for telling the truth, Lina. You can finish your homework today and bring it tomorrow."



At break, Nour asked, "Weren't you scared to tell the truth?"

Lina nodded. "Yes, I was a little scared. But it feels better than copying someone else's work."

Nour smiled. "I will try to be honest too, even when it is hard."

From that day, Lina always tried to finish her homework on time. She also remembered that being honest is very important, even if it is not easy.



**Moral:** Honesty is always the best choice, even when it is difficult.



# Story



## Answer these questions in short sentences

1. Who are the main characters in the story?

.....

2. Where did the story take place?

.....

3. What did Nour want Lina to do?

.....

4. What lesson did Lina learn?

.....



## Who said this?

- a. "Don't worry, you can copy my homework."
- b. "I forgot to do my homework."
- c. "Thank you for telling the truth."



## Pair work: Ask and answer

Work with a partner to answer these questions.

- Did Lina finish her homework?
- What did Nour offer Lina?
- Was Lina honest?

**4 Read and complete the sentences with a word from the box**

copy – truth – homework – scared

1. Lina forgot to do her .....
2. Nour told Lina, "You can ..... my work."
3. Lina said, "I should tell the ....."
4. Lina was a little ..... to be honest.

**5 Find and circle the words from the box in the grid below.**

Words: homework, backpack, truth, honest, copy, scared, break

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

# Story



## 6 Write T for True and F for False.

1. Lina copied Nour's homework. ( )
2. Nour told the truth even it was difficult. ( )
3. Miss Salma was angry with Lina. ( )
4. Lina felt better after telling the truth. ( )

## 7 Read and put the events in order

Read the events and number them from 1 to 4 to show the correct order from the story.

- ( ) Lina forgot her homework.
- ( ) Miss Salma thanked Lina for her honesty.
- ( ) Nour told Lina to copy.
- ( ) Lina told the truth.

## 8 Write sentences using the given words

1. break →
2. truth →
3. honest →
4. copy →

## 9 Write 3-4 Sentences

Think about honesty. Write three sentences about what it means to you.



## 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 identify who is speaking in a story.			
I can retell the sequence of events using learned words.			
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 complete sentences about the story.			



## Let's Review Units 4,5, and 6



### 1 Match words to their meanings

1. Password	a. flying machine
2. Drone	b. something secret to enter an account
3. Fur	c. telling the truth
4. Honest	d. soft hair covering animals



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

1. To protect your \_\_\_\_\_, don't share your password.  
a) account      b) shelter      c) feather
2. The desert is usually \_\_\_\_\_.  
a) sandy      b) fury      c) shady
3. \_\_\_\_\_ helps me do my homework.  
a) Screen      b) Mouse      c) Robot
4. At the break, the girl didn't \_\_\_\_\_ the homework.  
a) copy      b) whisper      c) survive



### 3 Circle the odd one out

1. computer – tablet – phone – paw
2. camera – feathers – fur – claw
3. lies – truth – virus – honest
4. zoo – kangaroo – cow – moon

**4 Read each group and choose the correct one**

1. a) I will play games and I will do my homework.  
b) I will play games, I will do my homework and.  
c) I will play games but finish my homework and.
2. a) A kangaroo can jump very high.  
b) A kangaroo can't hop.  
c) A kangaroo can swim in the sky.
3. a) The boy was honest but he was nervous.  
b) The boy was honest he was nervous but.  
c) The boy was honest or he was nervous.
4. a) Fish live in the forest.  
b) Fish live in the ocean.  
c) Fish live on the tree.

**5 Fill in the blanks with words you learned**

1. I will use my \_\_\_\_\_ to send emails.
2. Birds build nests with \_\_\_\_\_.
3. She told me the \_\_\_\_\_ instead of lying.
4. A camel can \_\_\_\_\_ in the desert.



## 6 Rearrange the letters to form a real word

1. n c r e e s → s \_\_\_ (computer part)
2. r d o n e → d \_\_\_ (flying device)
3. o h o f → h \_\_\_ (animal foot)
4. u t t r h → t \_\_\_ (opposite of lie)



## 7 Fill in the blanks with Can or Can't

1. A fish \_\_\_ live in the forest.
2. A camel \_\_\_ walk in the desert.
3. A robot \_\_\_ play football.
4. Squirrels \_\_\_ fly.



## 8 Punctuate using a capital letter, period, or exclamation point

1. the phone is on the table
2. don't share your password
3. be careful
4. karma is a smart girl



## 9 Writing Task

Choose one of the following topics and write sentences about it

- How to stay safe online
- My favorite animal and its habitat
- Why honesty is important

# Glossary



## Glossary of Words and Phrases

Word	Definition
Account	A way to keep track of money or information.
Alarm	A loud sound that warns you of danger.
Ambulance	A special vehicle that takes sick or hurt people to the hospital.
Amazing	Something very wonderful or surprising.
Apps	Small programs on a tablet or phone.
Attack	To try to hurt someone or something.
Beautiful	Very pretty or nice to look at.
Bread	Food made from flour, water, and yeast, baked into loaves.
Brush	To clean or tidy something by rubbing.
Button	A small round thing you press to turn something on or off.
Cake	A sweet dessert made with flour, eggs, and sugar.
Camera	A device that takes pictures or videos.
Caring	Showing kindness and concern for others.
Cheese	A yummy food made from milk.
Chicken	A farm bird that gives eggs and meat.
Chips	Thin slices of potato fried until crispy.
Cookies	Sweet baked treats, often round and crunchy.
Courage	The bravery to do something hard or scary.
Cross	To go from one side to another, or to pass over something.
Dangerous	Something that can hurt you.
Difficult	Hard to do.
Dinner	The main meal in the evening.
Device	A gadget or tool that does a special job, like a tablet or phone.
Dog	A furry animal kept as a pet or for work.
Emergency	A serious situation where you need help fast.
Energy	The power to do things, like play or run.
Exercise	Moving your body to stay healthy.
Fruits	Sweet foods from plants, like apples and bananas.
First Aid	Help given to someone who is hurt before a doctor arrives.
Furry	Covered with soft hair or fur.
Feathers	The soft covering on a bird.
Fish	A creature that lives in water and has fins and scales.

# Glossary



Word	Definition
Fly	To move through the air using wings.
Food	Things we eat to stay alive.
Forest	A large area with many trees.
Fries	Sliced potatoes that are fried until crispy.
Gathered	To come together or collect things.
Games	Fun activities or competitions to play.
Garden	A place where flowers, vegetables, or fruits grow.
Help	To give assistance.
Helmet	A hard hat worn to protect your head.
Honey	Sweet, sticky food made by bees.
Honest	Telling the truth.
Hospital	A place where sick or injured people go for help.
Hurt	To feel pain or be injured.
Ice	Frozen water.
Inspire	To make someone want to do something good.
Job	Work someone does to earn money.
Kind	Being nice and caring about others.
Knife	A tool with a sharp edge used for cutting.
Lollipop	A sweet, round candy on a stick.
Lunch	A meal eaten in the middle of the day.
Medal	A metal token given as a prize or award.
Medicine	A substance that helps you feel better when you're sick.
Menu	A list of foods you can order at a restaurant.
Nod	To move your head up and down to show yes or agreement.
Nervous	Feeling worried or scared.
Nut	A hard-shelled seed that comes from trees.
Ocean	A large body of salt water.
Paw	The foot of an animal like a dog or cat.
Pizza	A round bread with sauce, cheese, and toppings.
Police	People whose job is to keep everyone safe.
Protect	To keep someone or something from getting hurt.
Put on	To wear or put clothing or accessories.
Quickly	Fast or in a short time.

Word	Definition
Rain	Water falling from the sky.
Respect	To show kindness and care about someone or something.
Rules	The directions or laws to follow.
Salty	Tasting like salt.
Safe	Not in danger; protected.
Safety	The condition of being safe from harm.
Soda	A sweet, fizzy drink.
Signs	Symbols or pictures that give information.
Shaky	Moving back and forth.
Shirt	A piece of clothing worn on the upper body.
Shelter	A place that protects from weather or danger.
Shout	To yell loudly.
Stranger	Someone you don't know.
Strong	Very powerful or able to do hard things.
Survive	To stay alive through difficult times.
Support	To help or back someone up.
Sweets	Delicious treats like candy or cake.
Table	A piece of furniture with a flat top you eat or work on.
Tail	The part that sticks out from the back of an animal.
Trouble	Problems or difficulties.
TV	A device that shows shows, movies, or news.
Unhealthy	Not good for your body.
Visit	To go see someone or go to a place.
Wash	To clean with water and soap.
Whisper	To talk very quietly.
Wise	Knowing a lot and making good decisions.
Wandered out	To walk around without a plan.
Waves	Movements of the water or hands to say hello.
Worried	Feeling anxious or scared about something.
Yogurt	A healthy, creamy food made from fermented milk.
Young	Not old; in the early part of life.

**Reference:** Webster Dictionary for kids



# English

## Primary 3 - Term 2

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Developed and produced with the participation of  
the Content Department Team  
at Selah El Telmeez Publishing and Printing Company.

**Reviewed by:**

Prof. Zeinab El-Naggar

Prof. Attia El-Sayed

Prof. Nagwa Younis

Dr. Mai Kamal

Ms. Amira Awaad

**The Central Administration for Curriculum Development:**

Ms. Eman Mahmoud Youssef

Dr. Amira Fawzy Ahmed

Ms. Nashwa Abdel Aziz El feky

Dr. Shaimaa Salah El Din Afify

**General Supervision**

**Dr. Akram Hassan Mohammed**

*Assistant to the Minister for Curriculum Development*

*Supervisor of the Central Administration for Curriculum Development*

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