

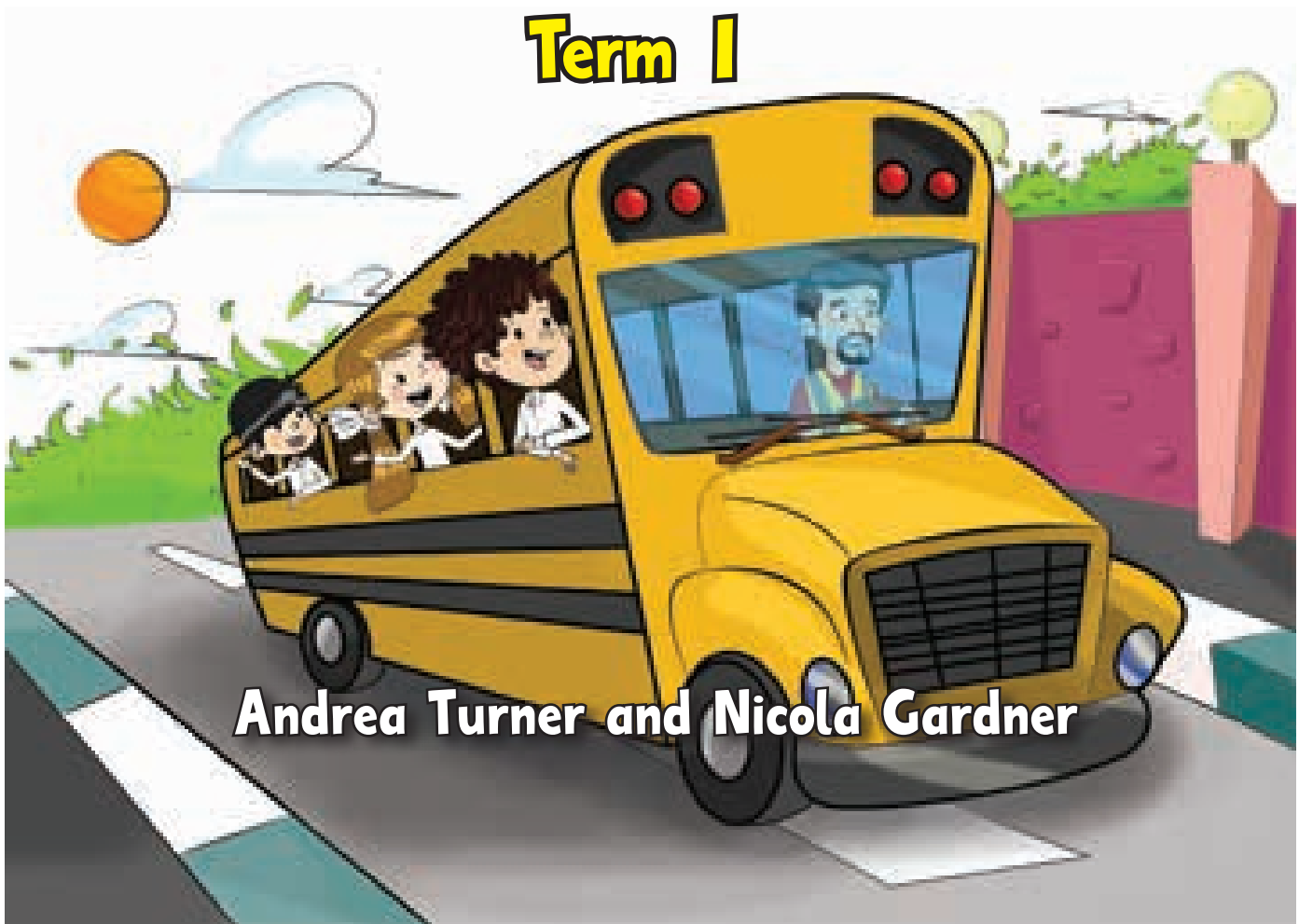


Connect

Primary 2

Student's Book

Term 1



Andrea Turner and Nicola Gardner

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki

Minister of Education and Technical Education



Remember the characters

1



Miss Mona

2



Hany

3



Hana

4



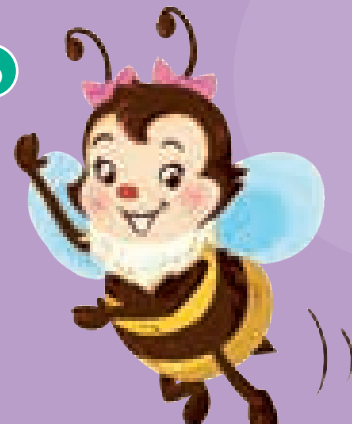
Youssef

5



Amira

6



Busy Bee



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Scope and Sequence

Who am I?

Unit	Vocabulary	Language	Phonics
1 Meet my family	parents, cousin, grandma, grandpa, grandparents, child/children, friends; Good morning, Good afternoon, Good evening, Good night	<i>This is my mother.</i> <i>These are my parents.</i> <i>I (help my family) in the afternoon.</i> <i>I clean the house.</i>	ch: children, chicken, chips, beach i: children, chicken, chips
2 My body	arm, face, foot/feet, head, leg, tooth/teeth, beak; boy, girl; smell, touch, see, hear, taste	<i>I'm a boy. I'm a girl.</i> <i>Who am I? I'm an engineer.</i> <i>You're a boy.</i> <i>I have a (face).</i> <i>I have two (ears).</i> <i>I can smell with my nose.</i> <i>He can't run.</i>	th: three, mouth, bathroom, throw, thirteen, tooth ee: three, thirteen, green, teeth, bee
3 Off to school	boots, dress, glasses, hat, clothes, coat, shirt, watch; gray, brown; sit down, stand up, draw, write, listen	<i>It's my dress. It's your hat. It's yellow.</i> <i>They're my socks.</i> <i>They're your shoes.</i> <i>How many (boots) are there?</i> <i>There are (twelve).</i> <i>We (sit down).</i>	sh: fish, sharpener, shark, trash, shop, sheep, T-shirt, shirt ar: shark, sharpener, car
Review 1	Revision of units 1- 3		

Who am I?

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Self-management: New friends Empathy: I help my family	Appreciation of science and scientists: Parts of the day Love of family and friends: New friends I love my family	Community participation: New friends!	Science: Parts of the day Math: Using bar charts
Critical thinking: Observation: How we grow Creativity: Project: Handprint bird Respect for diversity: My amazing body	Respect: Respecting people who are different Curiosity: How we grow	Non-discrimination issues	Science: My amazing body; Life stages Math: Counting body parts
Self-management : Follow classroom instructions	Respect for different jobs	Citizenship: Awareness of rights and duties in the classroom	Social Science: Jobs in a school; Clothes for school Math: three- dimensional shapes
Self-management Problem solving			

Scope and Sequence

The world around me

Unit	Vocabulary	Language	Phonics
4 Time to play sports	karate, basketball, football, swimming, tennis; team; kick, hit, throw; racket, ball; twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred	<p><i>Can you (play football)?</i> <i>Yes, I can.</i> <i>No, I can't.</i></p> <p><i>Hala can play tennis. She can't play basketball.</i></p> <p><i>It's your turn.</i></p> <p><i>Thank you.</i></p> <p><i>I'm healthy.</i></p> <p><i>I swim.</i></p>	<p>gr: gray, grandma, green, grandpa</p> <p>bl: black, blue</p>
5 My day	get up, eat, drink, play, go home; clock; Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune	<p><i>What time is it?</i> <i>It's (three) o'clock.</i> <i>It's four thirty.</i></p> <p><i>I get up at (eight thirty).</i></p> <p><i>Hany gets up at seven.</i></p>	<p>pl: play, please, plane, planet</p> <p>cl: clock, classroom, cloudy, clay</p>
6 Healthy lunches	bread, burger, chicken, fries, fruit, grapes, ice-cream, juice, water; hungry, thirsty; good to eat, not good to eat	<p><i>Would you like some (water)?</i> <i>Yes, please. No, thank you.</i></p> <p><i>I'd like some (juice).</i></p> <p><i>What's your favorite food?</i> <i>It's bread.</i></p> <p><i>Does he like (oranges)?</i> <i>Yes, he does</i> <i>No, he doesn't</i></p> <p><i>Do you like (grapes)?</i> <i>Yes, I do.</i> <i>No, I don't.</i></p>	<p>fr: fries, fruit, friends, frog</p> <p>dr: drink, draw, dress, drum</p>
Review 2	Revision of units 4-6		
Fiction reader		The Gingerbread Man	

The world around me

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Decision-making: Exercise is healthy Collaboration: A team game; A poster about teamwork Communication: Self-expression; non-verbal communication	Respect for others	Preventative health: Exercise is healthy	Math: Making a survey; Learn to count with Busy Bee! Science: Exercise is healthy
Self-management: Recognizing the importance of good time keeping; Talking about your day	Respect for rules	Citizenship: Awareness of rights and duties	Science: The planets in the solar system
Critical thinking: Observation: Hard and soft material Collaboration: Making a healthy lunch	Curiosity	Preventative health: Healthy and unhealthy food	Geography: Places in town Science: Hard and soft materials
Communication Self management			
Communication Problem solving Creativity			

Let's remember

Listening



1 Listen and match

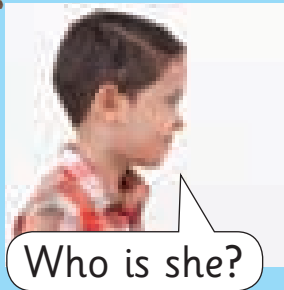


2 Ask and answer

1



2



Who is she?



She's Busy Bee.

Amira

3



4



Busy Bee

Hana

Hany

5



6



Miss Mona

Youssef

Reading and writing



1 Read and trace

1

I can see two black dogs.

2

These are green apples.

3

This is a blue car.

4

The big camel is yellow.

5

The red pencil is
under the blue table.

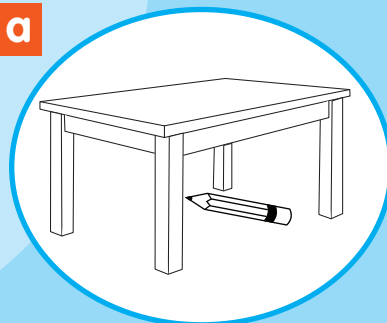
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They're orange socks.

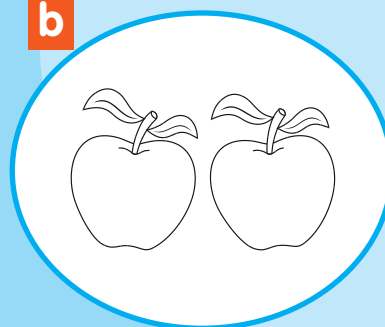


2 Match and color

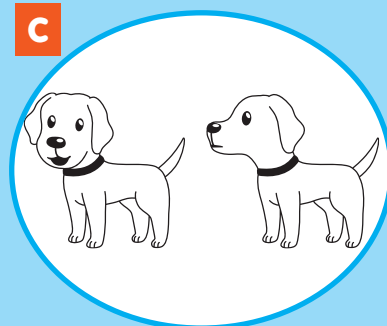
a



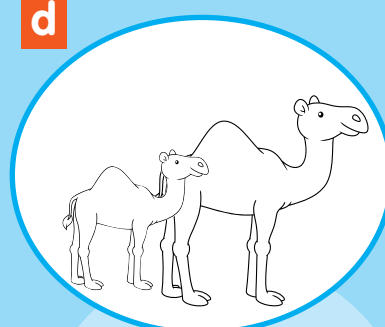
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c



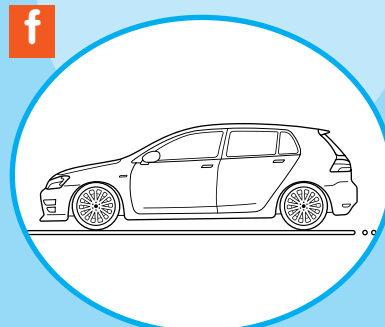
d



e



f





1 Look, count, and complete



2 Say



I can see six bicycles.

bicycles

6

oranges

apples

balls

elephants

trees



1 Look, read, and complete

ear eye hair mouth nose

1 This is my eye.

2 This is my ____ .

3 This is my ____ .

4 This is my ____ .

5 This is my ____ .



pants shoes shirt

1 These are my black ____ .

2 This is my green ____ .

3 These are my ____ .



Theme 1:



Who am I ?



Unit 1

Meet my family



1 Look and listen



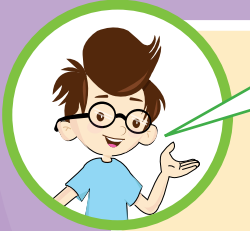
2 Read and role-play



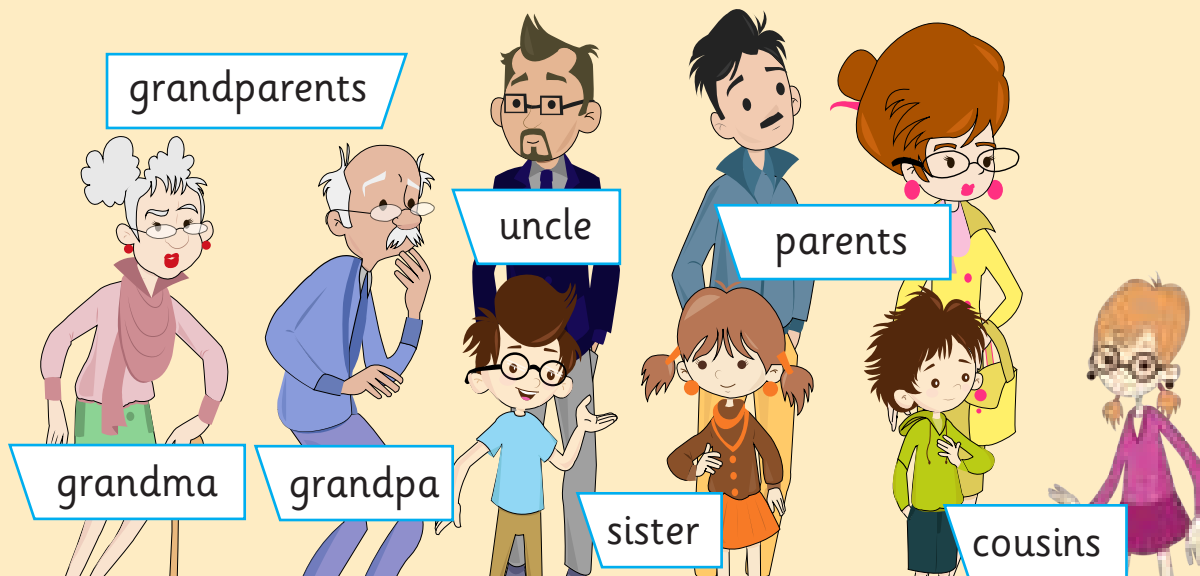
Listening and reading

Unit 1

1 Listen and read



Let me introduce my family. These are my grandparents. This is my uncle. His name is Amr. He wears glasses. Look at my parents. My father is a teacher and my mother is a nurse. My sister Amina is five. My cousin Mona is eight and my cousin Mazen is six.



2 Read and match



This is my cousin Mona. She's eight.



My sister Amina is wearing an orange skirt and a brown jacket.

This is my uncle. He wears glasses.



These are my parents.

Language: This is my ... These are my ...

Vocabulary: family, grandparents, grandma, grandpa, parents, sister, cousins, uncle

Greetings



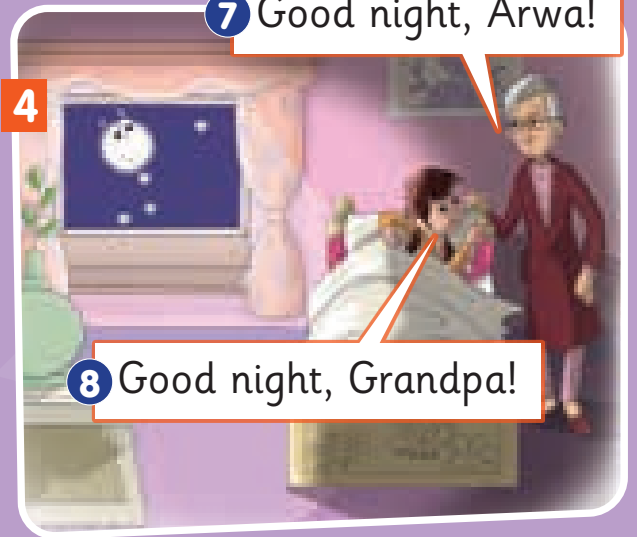
1 Read and say



3 Good afternoon, Arwa!



7 Good night, Arwa!



2 Listen, read, and sing



I say **good morning** to my mom,
and she says good morning to me.

I say **good afternoon** to my grandpa,
and he says good afternoon to me.

I say **good evening** to my grandma,
and she says good evening to me.

I say **good night** to my dad,
and he says good night to me.

Connect with Science

Parts of the day

Unit 1



1 Look, listen, and number



The sun comes up in the **morning**.



The moon is in the sky at **night**.



The sun is in the sky in the **afternoon**.



The sun goes down in the **evening**.



2 Point and say

Connect with Science: Parts of the day

Story

New friends



1 Look, listen, and read



2 Role-play

Hany and Hana have new **neighbors**.

1 Good morning! I'm Rana.

2 I'm Ramy. These are my parents. This is my **sister**.

3 I'm Hana. This is my brother, Hany.

Hany and Hana want to play with Ramy and Rana.

2

4 Come and play this afternoon.

5 I can't. I have to help my **parents**.

6 We can **help**.

Hany helps Ramy.

3

7 Finished!

8 Thank you. Let's play!

The families are now friends.

4

9 Good evening!

10 Good evening!

10

These are my new friends, Hany and Hana.

11 These are my new friends, Ramy and Rana!



ch i

Learn sounds with Busy Bee!



1 Listen and repeat



2 Look and circle **ch**

1



children

2



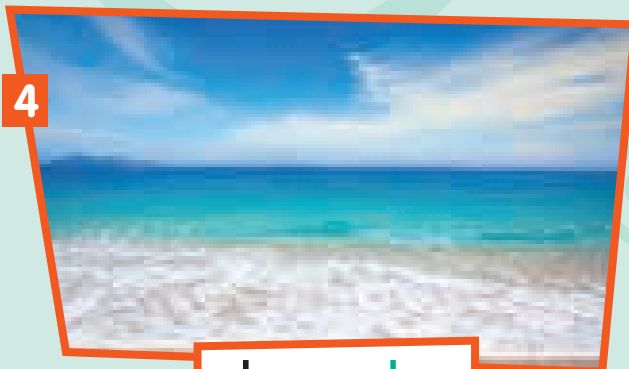
chicken

3



chips

4



beach



3 Listen and circle **i**



chips

chicken

children

Phonics: the **ch** and **i** sounds



ch i

Unit 1

Learn to write with Busy Bee!



1 Look and write

chips

children

beach

chicken

1



children

2



4



3



3 Read and sort



4 Sing



one syllable

two syllables



abcdefghijklmnopqrstuvwxyz

Life skills

I help my family



1 Listen and read



1

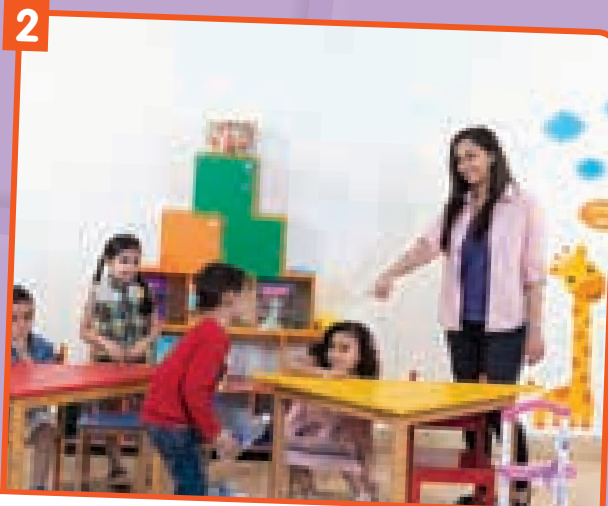


I help my **family** in the morning. I **make my bed**.



2 Role-play

2



I help my teacher at school. I **tidy** the classroom.

3



I help my family in the afternoon. I **clean** the house.

4



I help my family in the evening. I **wash** the dishes.



3 Read and complete

I help my family

.....

Life skills: Empathy

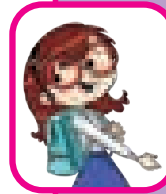
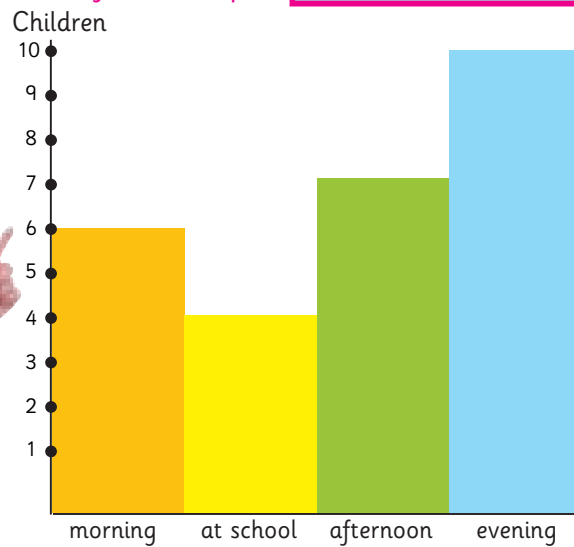


1 Look, count, and say

Six children help in the morning.



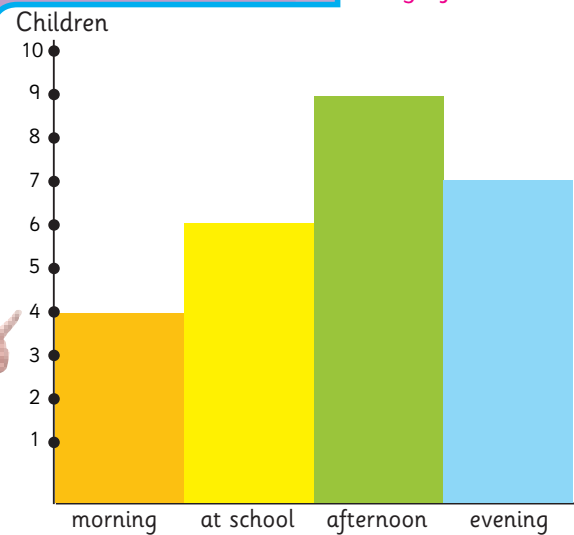
Hana's friends help ...



Four children help in the morning.



Hany's friends help ...



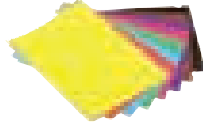
2 Read and complete the sentences from the bar graphs

- 1 ...10...friends help in the morning.
- 2 friends help in the evening.
- 3 16 friends help in the
- 4 10 friends help at

Project: My family photo album



1 Read and do. Work in groups



1 Cut a big heart. Decorate your heart.



2 Draw, then stick your family photos.



3 Write the names of your family.



1 Show and tell



Language: *This is my family photo album.*

Self Assessment



Read and color the stars that describe your effort

Vocabulary 	I can read family words and greetings with the help of my teacher. ★	I can read all family words and greetings on my own. ★ ★	I can read and write about family and greetings. ★ ★ ★
Phonics 	I can read words with <i>ch</i> and <i>i</i> letter sounds with the help of my teacher. ★	I can read the words with <i>ch</i> and <i>i</i> letter sounds on my own. ★ ★	I can write words with the <i>ch</i> and <i>i</i> letter sounds on my own. ★ ★ ★
Life skills 	I sometimes help my family. ★	I help my family when they need me. ★ ★	I always help my family. ★ ★ ★
Science /Math 	I can read bar graphs with the help of my teacher. ★	I can read bar graphs on my own. ★ ★	I can use bar graphs to give information. ★ ★ ★
Project 	I worked alone to make the photo album. ★	I worked with my group to make the photo album. ★ ★	We helped each other to make a photo album. ★ ★ ★

Play time



1 Look, read, and match

1

Good morning!

2

Good evening!

3

Good afternoon!

4

Good night!

1



.....



.....



.....



.....



1 Look and write

This is my

These are my

1



..... These are my parents.

2



..... cousin.

3



..... grandpa.

4



..... cousins.

5



..... friend.

6



..... grandparents.



Unit 2 My body



1 Look, listen, and find



2 Read and role-play

1 Look! It's a bird. It has two legs, two feet, and a **beak**.

2 The monkey has a face, teeth, and big ears.



beak

head

leg

feet

head

face

teeth

arm

leg

3 I have two legs and two feet, too!
I don't have a **beak**.

4 I have a face and teeth, too!

Listening and speaking

Unit 2

I have a head



1 Listen, point, and say



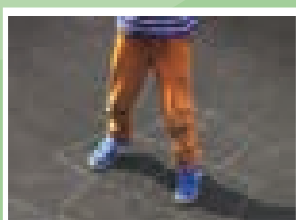
head



face



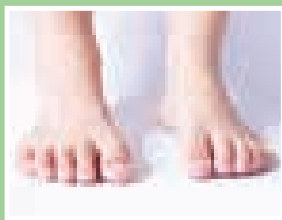
arm



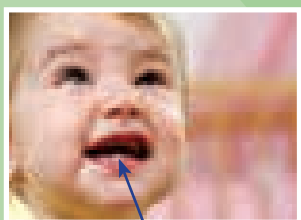
legs



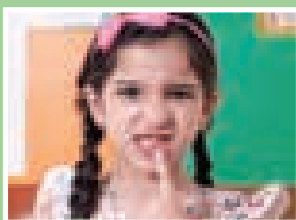
foot



feet



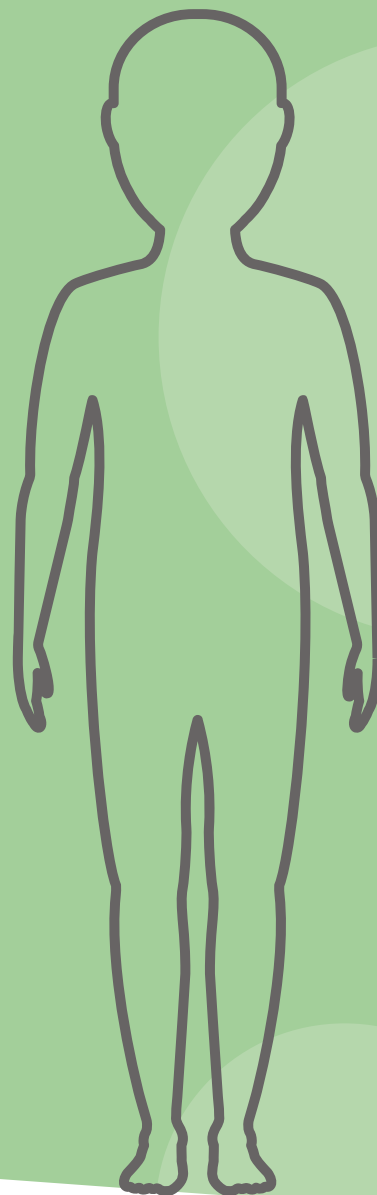
tooth



teeth



2 Draw and complete



- 1 This is me. I have two,, and
- 2 I have one and one
- 3 I have many



3 Sing



Language: I have a head. I have teeth. I don't have a beak.

Vocabulary: beak, head, face, arm, leg, foot, feet, tooth, teeth

Who am I?



1 Listen and read



I'm Aya. I'm a girl.
Today, I'm a doctor.



Hello. I'm Sherif. I'm a boy.
Today, I'm an engineer.



2 Listen and read



3 Complete and say

School Costume Party

Good morning. I'm Hany. Today we have a costume party at school.
I'm a **king**. Hana is a **doctor**. Amira is **Busy Bee**. Youssef is a **police officer**. Who would you like to be?

1



Hany is a

.....

2



Hana is a

.....

3



Amira

.....

4



Youssef

.....

Reading and writing

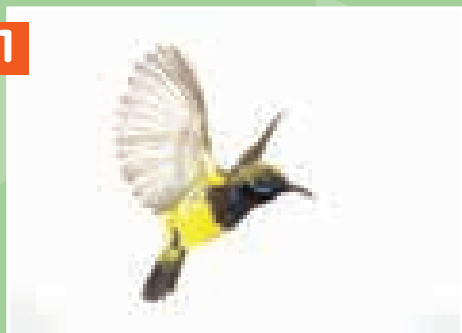
Unit 2



1 Read and write

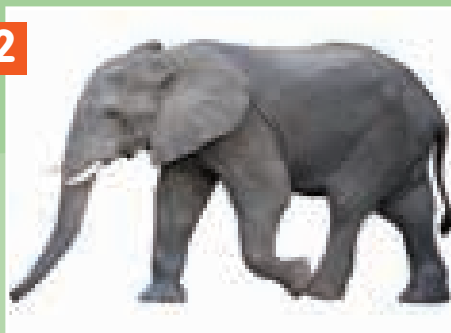
an elephant a bird a monkey a cat

1



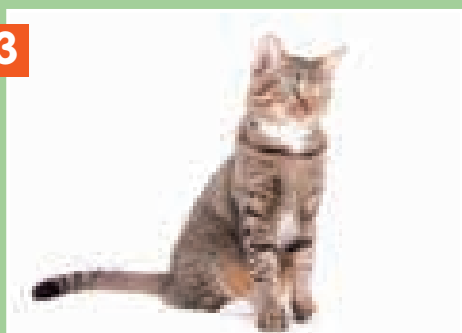
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2



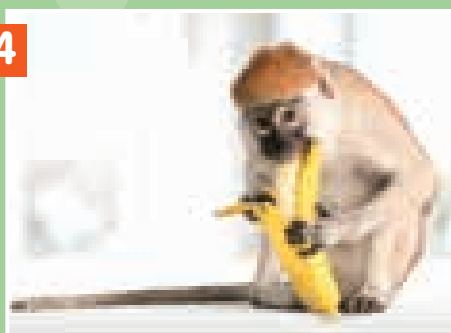
.....

3



.....

4



.....



2 Listen, read, and answer



1 I have a big head and big ears. I have four feet.
Who am I?



.....

2 I have two legs. I have no arms. I have a **beak**.
Who am I?



.....

3 I have two legs and two arms.
I eat bananas. Who am I?



.....

4 I have four legs. I have **fur**.
Who am I?



.....

Connect with Science

My amazing body



1 Look, listen, and complete



2 Point and say

hear kick run ~~see~~ speak throw

1



I cansee..... with my eyes.

2



I can with my ears.

3



I can with my legs.

4



I can with my feet.

5



I can with my arms.

6



I can with my mouth.



1 Listen and read



1



This is my friend Ziad. He can't see. He can read with his hands.

2



This is my cousin Mariam. She can't hear. We can speak with our hands.

3



This is my brother Aser. He can't run. We can play.



2 Read and match

- | | |
|----------------|---|
| 1 Ziad can't | <input type="checkbox"/> a play |
| 2 Ziad can | <input type="checkbox"/> b hear |
| 3 Mariam can't | <input checked="" type="checkbox"/> c see |
| 4 Aser can | <input type="checkbox"/> d read |

Life skills:
Respecting diversity



th ee

Learn sounds with Busy Bee!

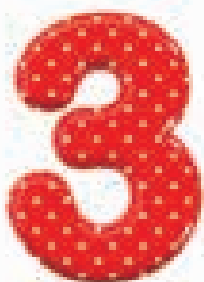


1 Look, listen, and complete



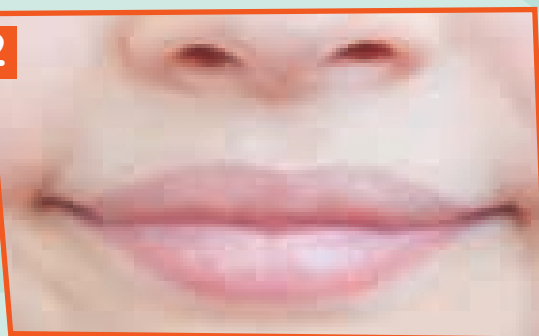
2 Repeat

1



t hree

2



mou _ _

3



ba _ _ room

4



_ _ row



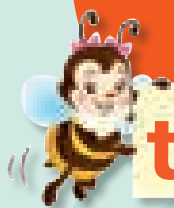
3 Look, listen, and complete with ee



thirt _ _ n



gr _ _ n



th ee

Unit 2

Learn to write with Busy Bee!



1 Look and complete. Then say



1

te _ e _ th



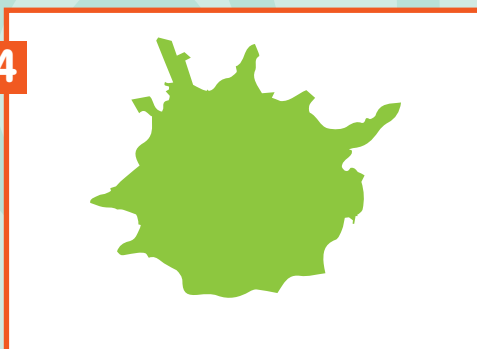
2

_ _ r e e



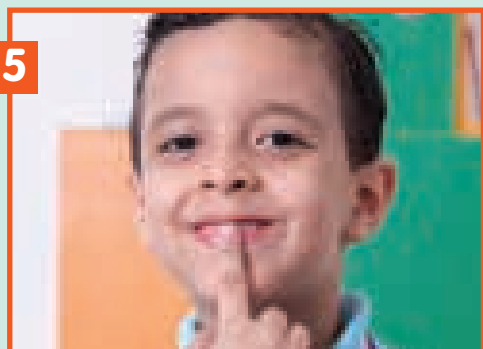
3

m o u _ _



4

g r _ _ n



5

t o o _ _



6

b _ _



abcdefghijklmnopqrstuvwxyz

Connect with Science

How we grow

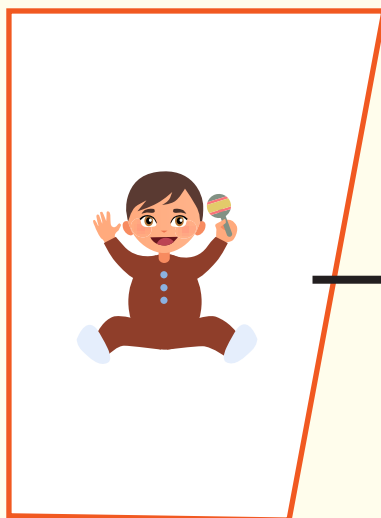


1 Listen, read, and say

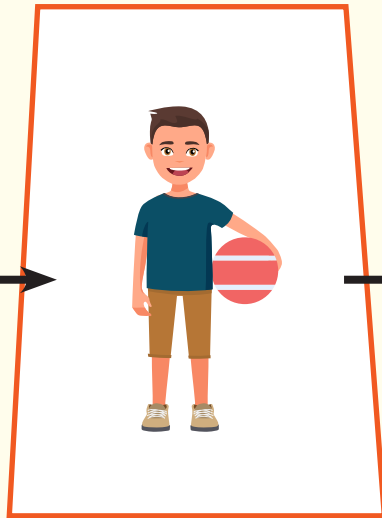


A person

This is how we grow. A person starts as a **baby**. The baby grows into a **child**. The child grows into an **adult**.



a baby



a child



an adult

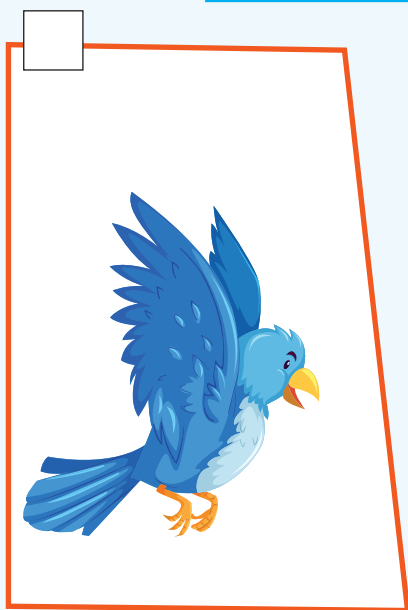


2 Look, listen, and number in order

A bird



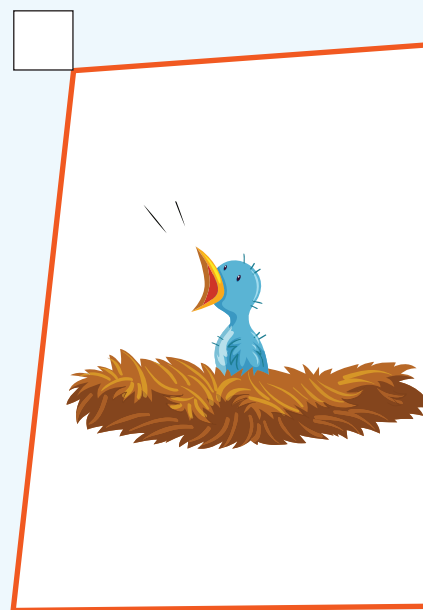
3 Now say



an adult bird



an egg

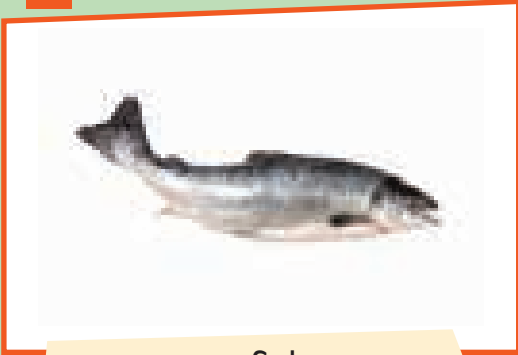


a baby bird



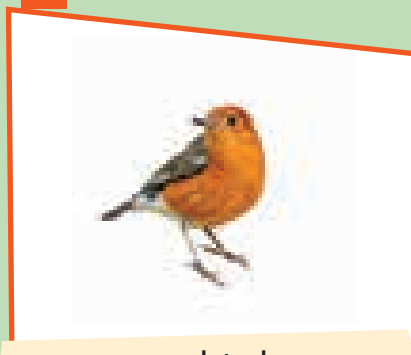
1 Count the legs and say

1



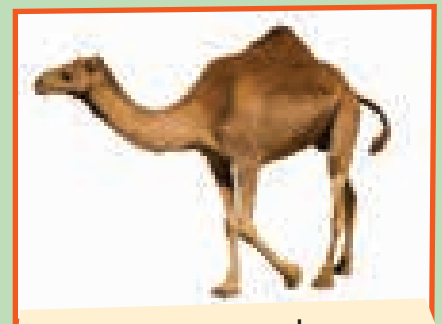
a fish

2



a bird

3



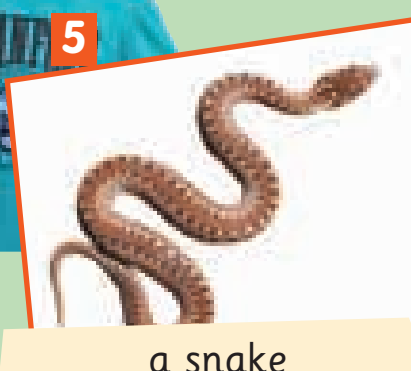
a camel

4



an ant

5



a snake

6



a bee

A fish has no legs.



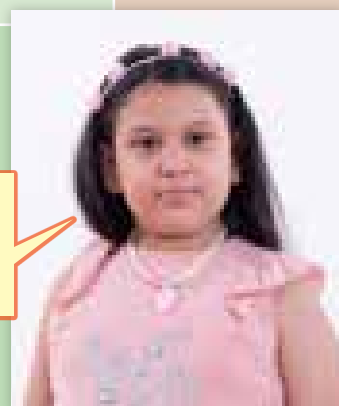
2 Complete the table

0 legs	2 legs	4 legs	6 legs
a fish			

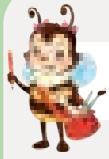


3 Read and complete

A has no legs. A /An has six legs. A has two legs. I have, too!



Project: A handprint bird



1 Look, read, and make. Work in groups



1



Paint your hand.

2



Make a handprint.

3



Draw a beak, an eye,
2 legs and 2 feet.

4



Decorate.



1 Show and tell



Language: This is my bird. It is red and green. It has two legs and a beak.

Self Assessment



Read and color the stars that describe your effort

Vocabulary 	I can read most body words and words describing the senses on my own. ☆	I can read all body words and words describing the senses on my own. ☆ ☆	I can read and write body words and words describing the senses. ☆ ☆ ☆
Phonics 	I can read words with <i>th</i> and <i>ee</i> with the help of my teacher. ☆	I can read words with <i>th</i> and <i>ee</i> on my own. ☆ ☆	I can write the <i>th</i> and <i>ee</i> to complete different tasks. ☆ ☆ ☆
Life skills 	I play with friends who are different. ☆	I work with friends who are different. ☆ ☆	I help friends who are different. ☆ ☆ ☆
Science /Math 	I can read about how people and birds grow with the help of my teacher. I can count body parts of some birds and animals with the help of my teacher. ☆	I can read about how people and birds grow on my own. I can count body parts of animals and birds on my own. ☆ ☆	I can say how people and animals grow. I can say the number of body parts of different animals and birds. ☆ ☆ ☆
Project 	I worked alone to make a handprint bird. ☆	I worked with my group to make a handprint bird. ☆ ☆	We helped each other to make a handprint bird. ☆ ☆ ☆

Play time



1 Look and write

arm

face

feet

foot

head

leg

1 arm

2

3

4

5

6



2 Point and say

I have two arms.



Play time

Unit 2



1 Look and complete the drawing



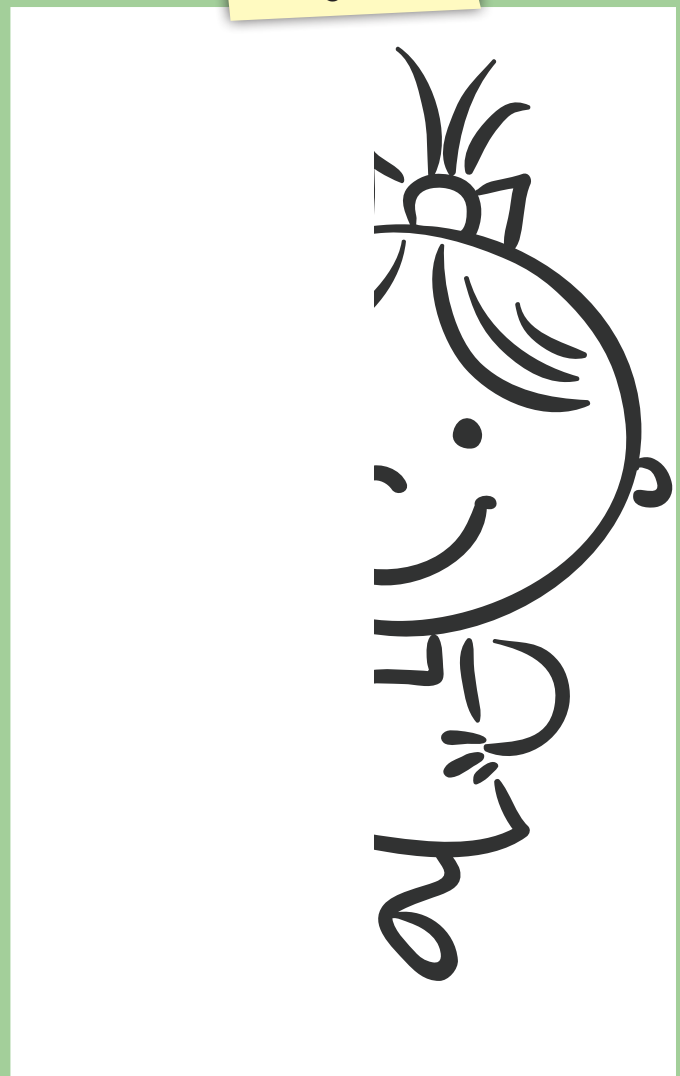
2 Color and write

boy



I'm a _____ .

girl



I'm a _____ .

Teacher assessment



Unit 3 Off to school



1 Look, listen, and read



2 Role-play

1 They're your **glasses**, Hana.

2 It's your **hat**, Amira.

It's my **watch**.

3 Thank you,
Miss Mona.

coats

4 They're my black **boots**.



Listening

Unit 3



1 Listen, point, and say



boots



dress



glasses



hat



coat



shirt



watch



clothes



2 Listen, read, and number

1

It's my watch. It's brown.
I like my watch!

2

They are my glasses.
I wear them when I read.

3

Look! It's my hat.
It's yellow. I like to wear my
hat in the summer.

4

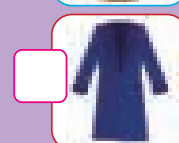
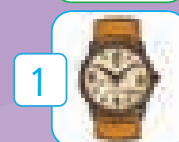
Look at your boots.
They're red.

5

Your coat is blue.
You wear it in the winter.

6

My shirt is green
and black. I like it.



3 Sing



Language: It's my hat. They're your boots.

Vocabulary: boots, dress, glasses, hat, coat, shirt, watch, clothes

Connect with Math

How many?

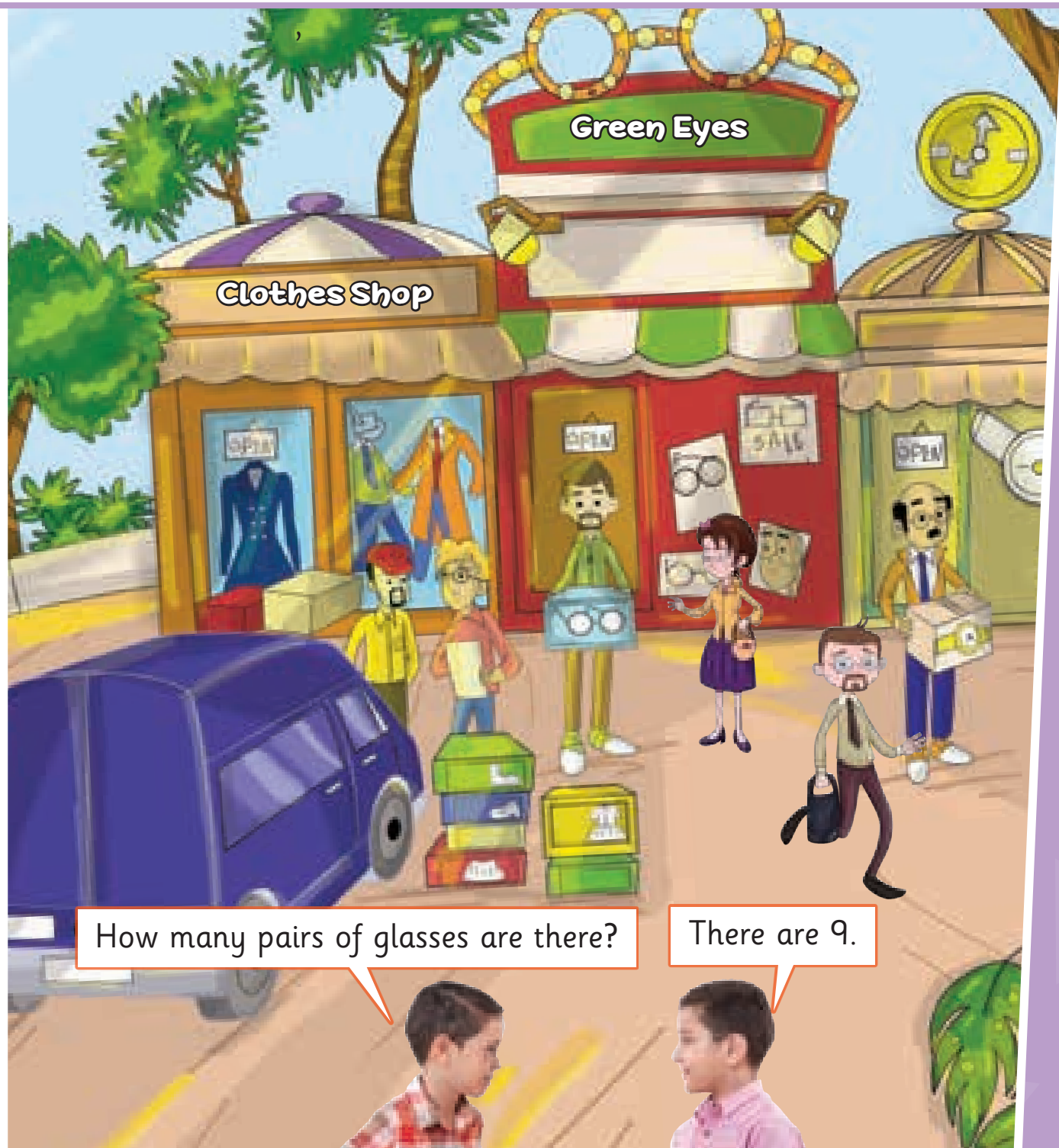


1 Look and count. Then write



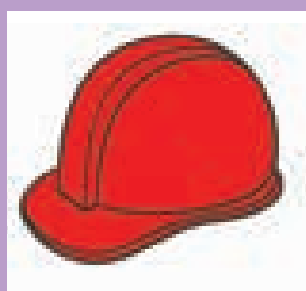
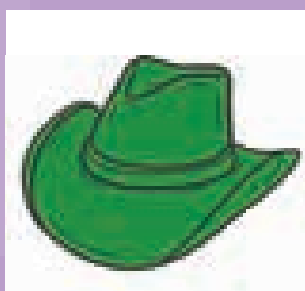
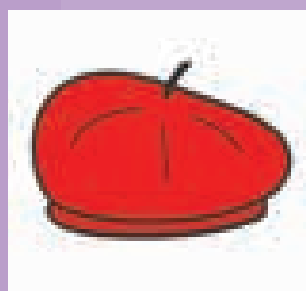
2 Ask and answer

pairs of glasses coats pairs of boots dresses watches





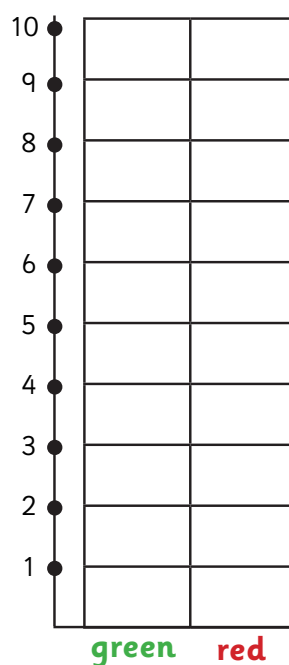
1 Look and complete the bar graph. Then say



2 Ask and answer

How many green hats are there?

There are four green hats.



Reading

In the classroom



1 Look, listen, and read



This is my school in Suez. We go to school early. We sit down to start our lessons. We listen to our teacher, Mrs. Hadeer. It's time for our art class. I draw two trees and a flower.

We stand up to say goodbye to our teacher. We go home at 2.30 pm. At six o'clock, I do my homework.



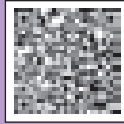
2 Write about yourself

This is my school in I start school at I listen to my teacher. I like to draw in my art class. At, I go home.

This is me.



1 Listen, read, and number



Sit down, please.

Draw a picture of yourself.



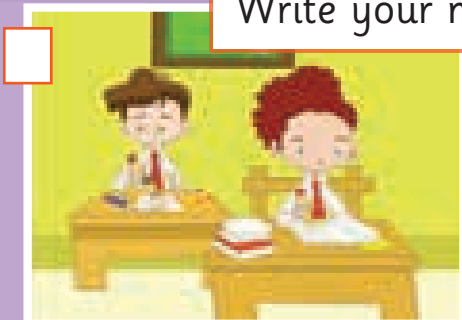
Listen to the CD.



Stand up, please.



Write your name.



2 Role-play with a partner



3 Write in the correct order

1

.....

2

.....

3

.....

4

.....

5

.....

Self-management: Follow classroom instructions



sh ar

Learn sounds with Busy Bee!



1 Write **sh**



2 Listen and repeat



1



fish

2



.....arpener

3



.....ark

4



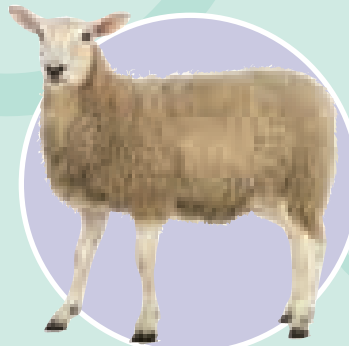
tra.....

5



.....op

6



.....eep



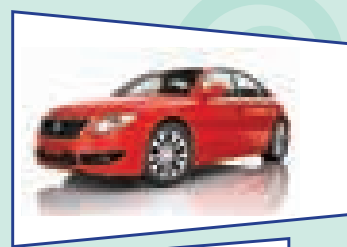
3 Read and circle **ar**. Then say



sh**ar**k



sh**ar**pener



car

Phonics: the sh
and ar sounds



sh ar

Unit 3

Learn to write with Busy Bee!



1 Look and write. Then say

fish ~~sharpener~~ shirt car shark T-shirt

1



.....sharpener.....

2



.....

3



.....

4



.....

5



.....

6



.....



2 Read and sort

one syllable	two syllables	three syllables
fish		



abcdefghijklmnopqrstuvwxyz

Connect with Social Studies

Jobs



We all help at school.



1 Look, listen, and complete

nurse

gardener

~~carpenter~~

cleaner



1



A carpenter makes tables and chairs for school.

2



A makes me healthy for school.

3



A looks after the school garden.

4



A cleans the school.



2 Trace and complete

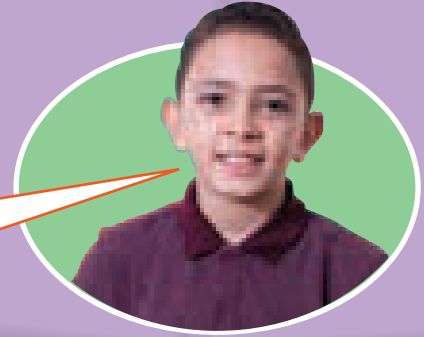
My favorite person is because



1 Listen, read, and match



A carpenter is very clever. He can make wood into many different shapes. Can you match the shapes with their names?



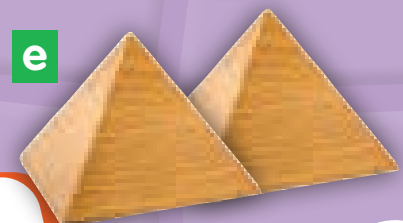
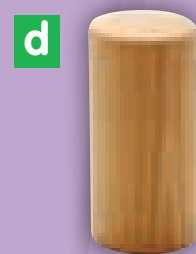
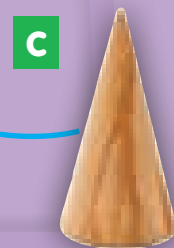
1 This is a **cone**.

2 This is a **cube**. We can play with it!

3 These are **spheres**. They look like planets.

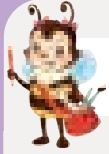
4 These are **pyramids**.

5 This is called a **cylinder**.

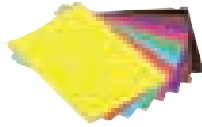


Vocabulary: cone, cube, sphere, pyramid, cylinder

Project: My favorite clothes



1 Read and make. Work in groups



1



Draw your favorite clothes.

2



Color them.

3



Label your clothes.

4



Put up your picture.

Show and tell

Unit 3



1 Show and tell



Language: *This is my favorite dress. It's red and black.*

Self Assessment



Read and color the stars that describe your effort

Vocabulary 	I can read about clothes and jobs with the help of my teacher. ★	I can read about clothes and jobs. ★ ★	I can read and write about clothes and jobs. ★ ★ ★
Phonics sh ar	I can read words with sh and ar letter sounds with the help of my teacher. ★	I can read the words with sh and ar letter sounds on my own. ★ ★	I can read other words with the sh and ar letter sounds on my own. ★ ★ ★
Life skills / Values 	I sometimes follow classroom instructions. I like people who help at school. ★	I follow classroom instructions. I respect people who help at school. ★ ★	I respect classroom instructions. I respect people who help at school, and I try to help them. ★ ★ ★
Science /Math 	I can count some items in a picture. I can read words that describe 3D shapes with the help of my teacher. ★	I can count all items in a picture. I can read words that describe 3D shapes on my own. ★ ★	I can ask and answer on the number of items in a picture. I can use 3D shapes to describe different objects. ★ ★ ★
Project 	I had problems working with friends to make my favorite clothes display. ★	I worked with my group to make a favorite clothes display. ★ ★	We helped each other to make a favorite clothes display. ★ ★ ★

Play time



1 Read and match



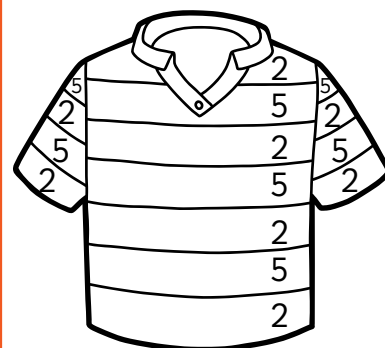
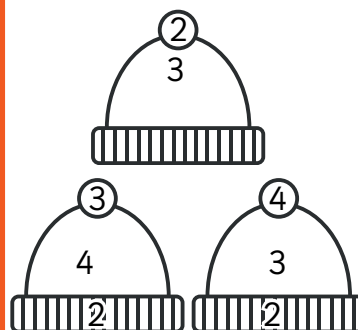
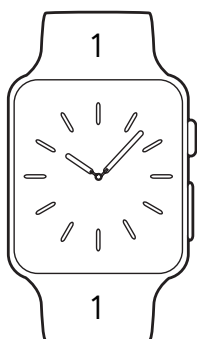
It's your watch.
They're my boots.



They're my hats.
It's your T-shirt.



2 Look and color by number



1 brown

2 green

3 red

4 gray

5 blue



1 Look, read, and write

draw

listen

paint

sit down

~~stand up~~

write

1



I stand up .

2



I a picture.

3



I my homework.

4



I a picture.

5



I

6



I to my teacher.

Teacher assessment



Review I

Listening and speaking



1 Listen and say



2 Ask and answer

What's number 1?

They're my parents.



Review 1

Reading



1 Read and match



a I have a brown coat. 4

b There are six girls.

c I'm a boy.

d It has four legs.

e These are my cousins.

f These are my boots.

Review I

Writing



1 Read and complete

Morning

In the morning,

I



Afternoon

In the afternoon,

I

.....



Night

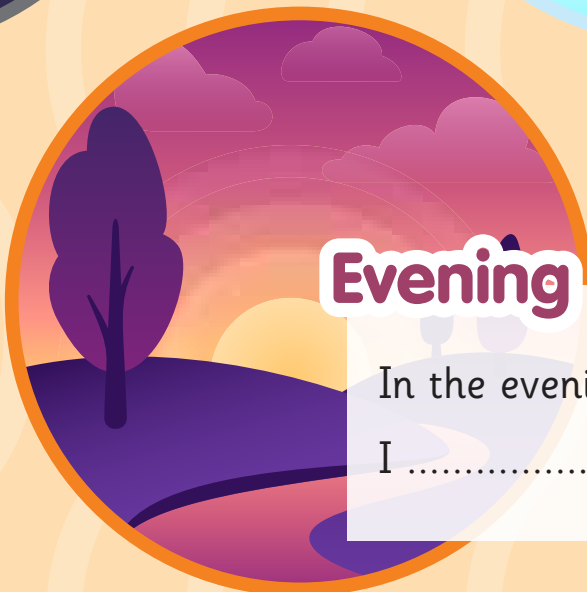
At night, I

.....

.....



My Day



Evening

In the evening,

I

Review 1

Phonics



1 Say the sounds

i ar ee ch sh th



2 Listen and complete



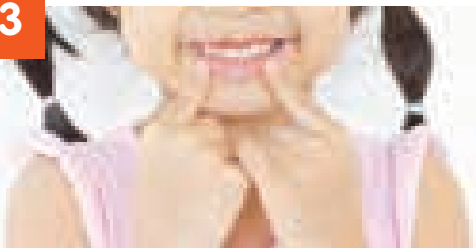
There are __ree __ildren
on a bea__.

2



A c__penter makes a __air.

3



Tou__ your mou__.

4



The ch_ldren have thr__ __ickens.



3 Circle and say

1



ar i ee

2

13

ch sh th

3



ch sh th

Revision of sounds from Units 1-3

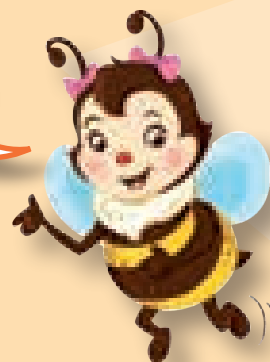
Review I

Self Assessment



1 Tick what you can say

Now I can ...



1 name family members.

☐

2 name body parts.

☐

3 name clothes.

☐

4 say these sounds.

☐

ch

i

ee

sh

th

ar



1 Look and color



Theme 2:



The world around me



Unit 4 Time to play sports



1 Look, listen, and read



It's break time. The children are in the playground.



1 Can you **kick** the ball?

2 No, I can't.
It's hard.

3 We can help you.
We are one **team**.

4 Can you **throw** the ball?



5 Yes, I can. I love **basketball**. It's fun!

Language: Can you ...? Yes, I can./No, I can't.

Listening



1 Look and match

1



2



3



4



5



6



2 Listen and check



tennis

football

karate

swimming

basketball

team



3 Listen and complete



4 Read to your partner

tennis run hit swimming



I'm Sara. I'm seven years old. I like
I can fast. I can
the ball. My brother's name is Seif. He likes
..... . He doesn't like tennis.



Vocabulary: football, basketball, karate, swimming, tennis, team

At the Sports Club



1 Listen, read, and guess the names



At the Sports Club

At the sports club,
We have lots of fun!
We play, we jump,
We skip, we run!

I play **football**.
I am number fifteen.
I wear a white shirt,
And my shorts are green.

I play **tennis**.
I have a **racket** to **hit**.
I hit the ball hard.
I like to stay fit!

I play **basketball**.
Can you guess my name?
I **throw** the ball in the basket,
And my team wins the game!

1



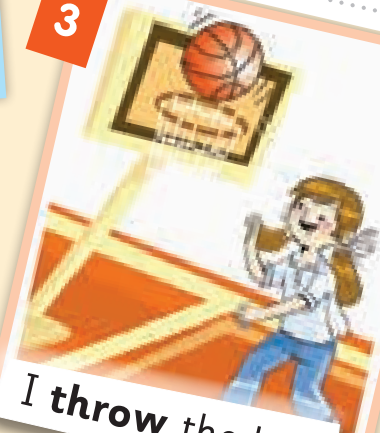
I **kick** the ball.

2



I **hit** the ball with
my **racket**.

3



I **throw** the ball.



2 Listen and check

- 1 Who throws the ball?
- 2 Who kicks the ball?
- 3 What does Hana hit the ball with?
- 4 Who plays basketball?



3 Circle the correct answer

- | | |
|----------|------------|
| Hana | Amira |
| Hany | Hana |
| her hand | her racket |
| Hana | Amira |



4 Sing



Vocabulary: kick, hit, throw, racket, ball

Language: This is my racket.

I (kick / hit / throw) the ball.

Make a survey

Which game can you play?



1 Make a class survey. Ask and answer



Can you play tennis?

Yes, I can.

Name	football	tennis	karate	basketball
Dina	X	✓		



2 Use the table to write sentences

- 1 Dina can
- 2
- 3

Language: Dina (can / can't) play football.

Reading



1 Listen and read. Then circle the correct answer



1



My name is Yasser. I can play football. I play in a team. I kick the ball. I run fast. It's fun!

2



My name is Jana. I can play basketball. I play in a team. I throw the ball. I put it in a basket. I run fast, too. It's fun!

- | | | |
|---------------------------------------|-----------|------------|
| 1 What does Jana play? | football | basketball |
| 2 Who plays football? | Yasser | Jana |
| 3 Why do Yasser and Jana play sports? | It's fun! | It's bad! |



2 Complete about yourself

I can play

This is me.

I can't

I play alone/in a team.

Communication: good listening; self-expression;
non-verbal communication

Connect with Math

Unit 4

Learn to count with Busy Bee!



1 Listen, read, and trace



ten



twenty



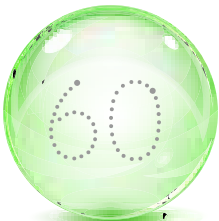
thirty



forty



fifty



sixty



seventy



eighty



ninety



one hundred



2 Complete, then say

1 $10 + 10 = \dots 20 \dots$

2 $50 - 40 = \dots 10 \dots$

3 $20 - 10 = \dots$

4 $60 + 10 = \dots$

5 $30 + 20 = \dots$

6 $90 - 10 = \dots$

Ten plus ten is twenty.

Fifty minus forty is ten.

Connect with Math: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

Connect with Science

Exercise is healthy



1 Healthy things are good for your body.
Check (✓) the healthy things

1


☐

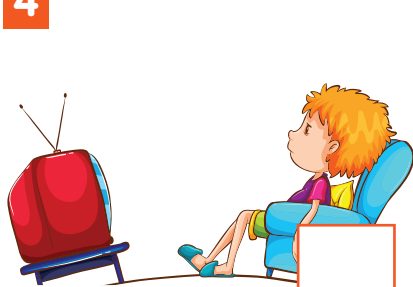
2


☒

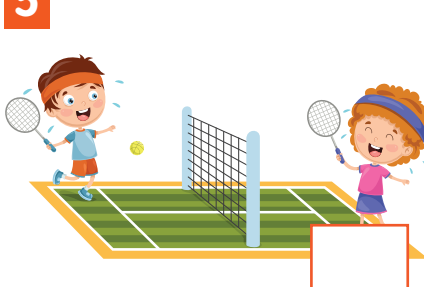
3


☐

4


☐

5


☐

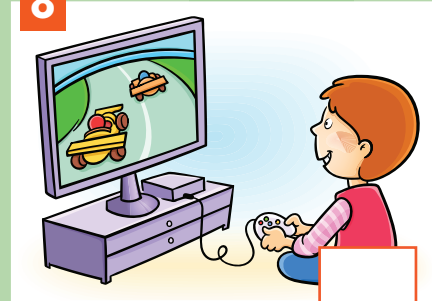
6


☐

7


☐

8


☐

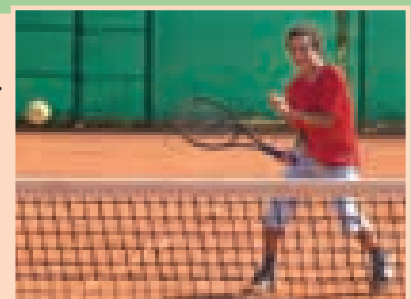

2 Listen and complete



3 Read to your partner

~~healthy~~ runs plays drinks eats

Hatem is healthy. He fast.
He tennis. He
water. He doesn't watch too much TV.
He healthy food.



Unit 4



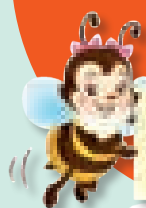
1 Play the game with your friends

Start		1 Touch your nose.	2 Say 'hello!'	3 Can you play tennis?
4 Touch your mouth.	5 What is $8 + 5$?	6 Draw a dog.	7 Touch your pencil.	8 Say 'fish'.
9 What color are your shoes?	10 What is your dad's name?	11 Can you play football?	12 Stand up!	13 Say 'beach'.
14 What is $6 + 9$?	15 Touch your leg.	16 Say '20'.	17 Draw a cat.	18 Can you jump?
19 What is $7 + 4$?	20 Say 'goodbye'.	End		



It's your turn.

Thank you.

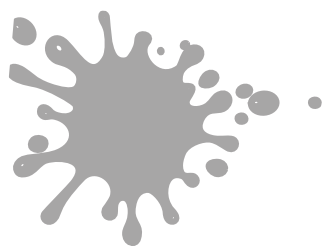


gr bl

Learn sounds with Busy Bee!



1 Listen and repeat



gray



black



2 Look and circle gr and bl



green



grandma



grandpa



blue

Phonics: the gr
and bl sounds



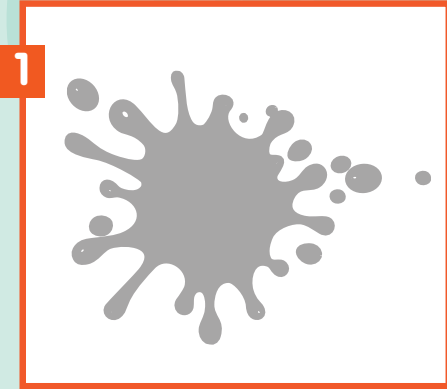
gr bl

Unit 4

Learn to write with Busy Bee!



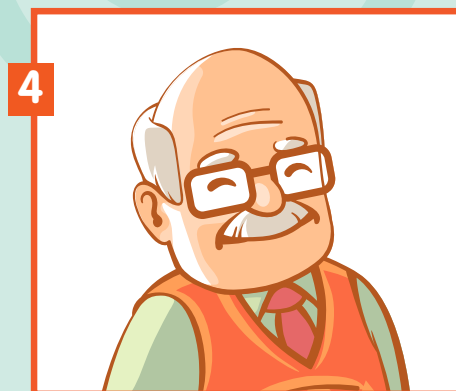
1 Look, write, and say



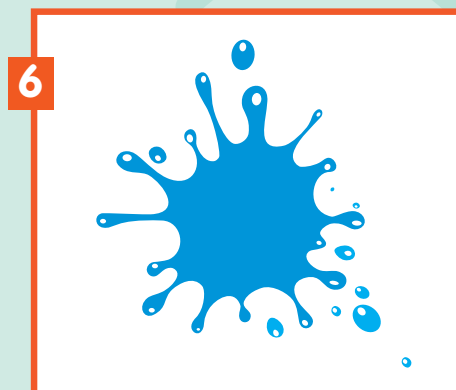
gray













abcdefghijklmnopqrstuvwxyz

Project : My sports poster



1 Read and do. Work in groups



1

Draw or cut and paste pictures of your favorite sport.

2

Color it.

3

Write the name of your favorite sport.



2 Now say

My favorite sport is basketball.



Preventative health: The importance of sports
Language: *My favorite sport is (basketball).*

Show and tell



1 Choose your favorite sport and wear the clothes. Now say



I can play tennis. It's my favorite sport.



Self Assessment



Read and color the stars that describe your effort

Vocabulary 	I can read most sports words and sports verbs. ★	I can read all sports words and sports verbs. ★★	I can read and write all words related to sports. ★★★
Phonics 	I can read words with <i>gr</i> and <i>bl</i> letter sounds with the help of my teacher. ★	I can read the words with <i>gr</i> and <i>bl</i> letter sounds on my own. ★★	I can read and write words with the <i>gr</i> and <i>bl</i> letter sounds. ★★★
Life skills 	I exercise when I have time. ★	I sometimes exercise. ★★	I always exercise to keep fit. ★★★
Science/Math 	I can read most numbers and numerals from 10 - 100. ★	I can read and write numbers and numerals from 10-100. ★★	I can use numbers and numerals from 10 -100 to add and subtract. ★★★
Project 	I worked alone to make a poster about sports. ★	I worked with my group to make a poster about sports. ★★	I helped my group to make a poster about sports and present it. ★★★

Play time



1 Trace and color





1 Find the words



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

Teacher assessment



Unit 5 My day



1 Look, listen, and read



1 We have breakfast at **7 o'clock**.

2 We drink tea with milk.



3 We play with friends at **ten thirty**.
It's break time.



4 Yes, it's great.



5 We go home at **two thirty**.



6 We enjoyed our school day!



Reading and writing

Unit 5



1 Read and circle the correct word

1



It's six thirty. I eat / drink bread.



2 Point and say

2



It's seven o'clock. I eat / drink tea with milk.

3



It's three o'clock / three thirty. I enjoyed my school day.

4



It's nine o'clock / nine thirty. It's time to go to bed.



3 Listen and complete



It's 6:30 in the morning. It's time for I eat and drink At o'clock I go to school. We stand in line at I go at two o'clock. I my school day!



4 Sing



Vocabulary: eat, drink, play, table, clock, enjoyed, tea, milk

Language: It's (six thirty).

Daily routines



1 Look, listen, and complete



1



Hana gets up at

2



She goes to school at

3



She goes home at

4



She eats lunch at

5



She says good night to her grandfather at

6



She goes to sleep at



2 Point and say what Hana does

Hana gets up at 6.30.



What time is it?



1 Look, read, and say

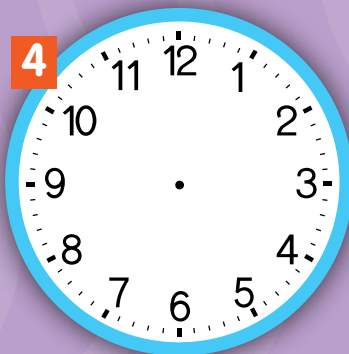
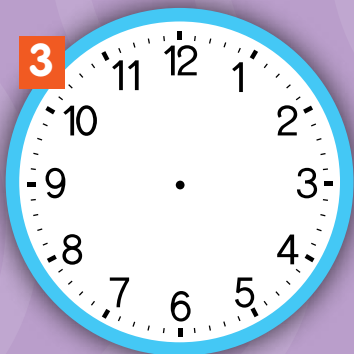
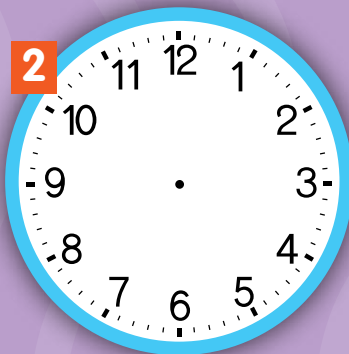
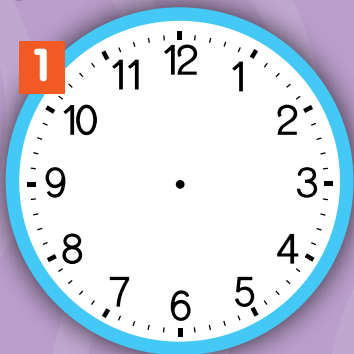
It's 7 o'clock am.



It's 7 o'clock pm.



2 Listen and draw the times



3 Now write

1 It's

2 It's

3 It's

4 It's

Language: What time is it? It's six o'clock. It's five thirty am.

Story

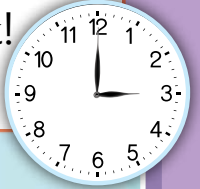
Talking about your day



1 Look, listen, and read



Hany and I will play tennis today at 3 o'clock!
I need to go home at 4 o'clock.



1



Hany is late.

Hello, Youssef! Let's play tennis!



2

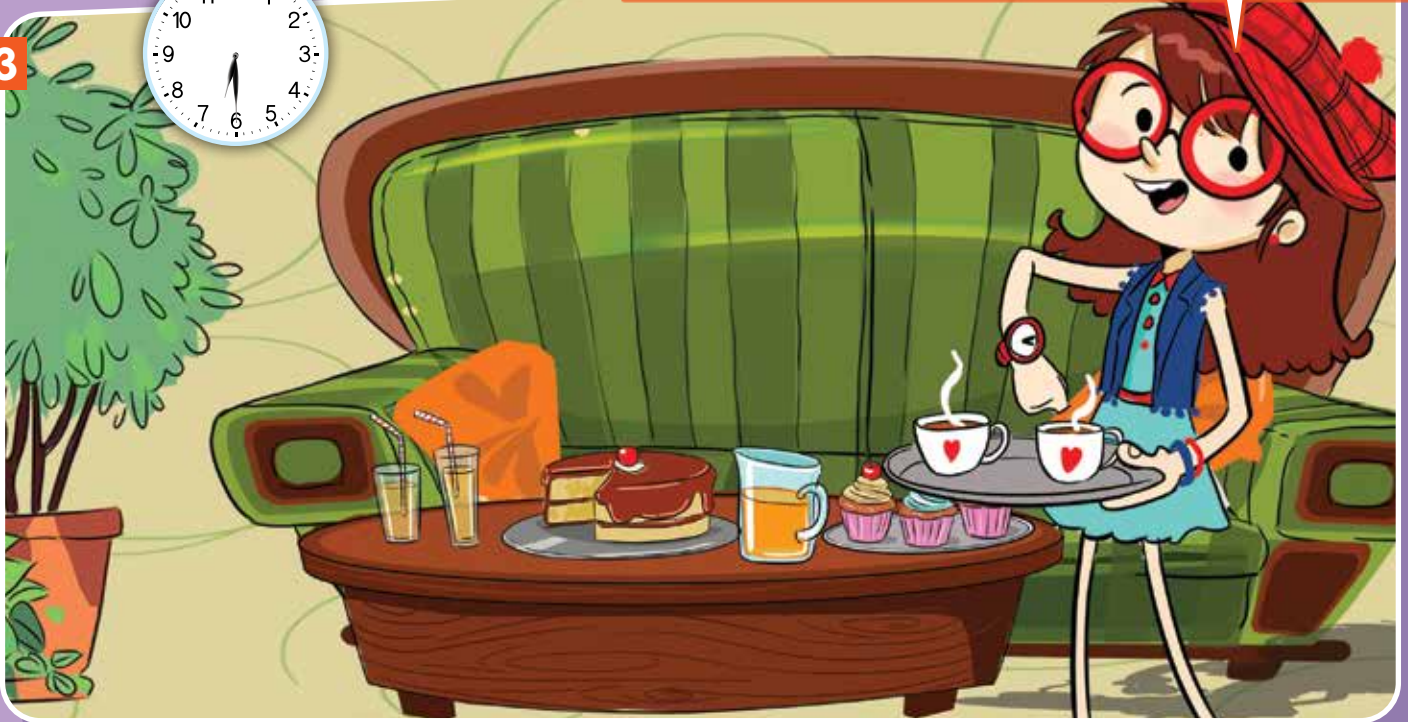


Is Youssef happy? Why or why not?



Amira and I will watch a movie at 6.30.

3



It's six thirty.

4

Hello Hana! Let's watch the movie!



Is Hana happy? Why or why not?



2 Now circle the correct answer

- 1 What time does Hany arrive?
at 3 after 3
- 2 What time does Amira arrive?
at 6.30 after 6.30
- 3 Who is on time?
Amira Hany

Self-management: Recognizing the importance of good time keeping



3 Role-play



Learn sounds with Busy Bee!



1 Look, listen, and repeat



play



clay



2 Look, listen, and write **pl** or **cl**



1 _____ ease



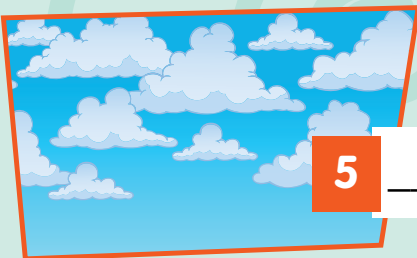
2 _____ ane



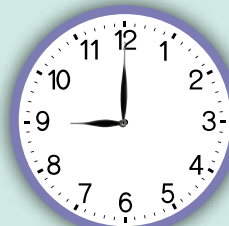
3 _____ anet



4 _____ assroom



5 _____ oudy



6 _____ ock

Phonics: the *pl*
and *cl* sounds



pl cl

Unit 5

Learn to write with Busy Bee!



1 Look, read, and trace the sentences

1



I play with clay.

2



Can I play with
your plane, please?

3



There is a clock in
the classroom.



abcdefghijklmnopqrstuvwxyz

Writing



1 Listen and number, then write the time



2 Complete using these words

goes to school
plays with friends

eats lunch
goes home

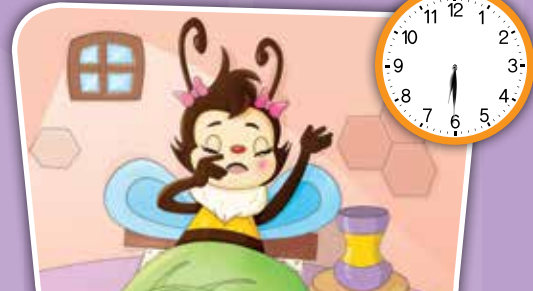
~~gets up~~
watches television

a



She at

b



1 Busy Bee **gets up** at **six thirty**.

c



Busy Bee at

d



She at

e



Busy Bee at

f



She at



3 Listen again and check



Connect with Science:

The solar system

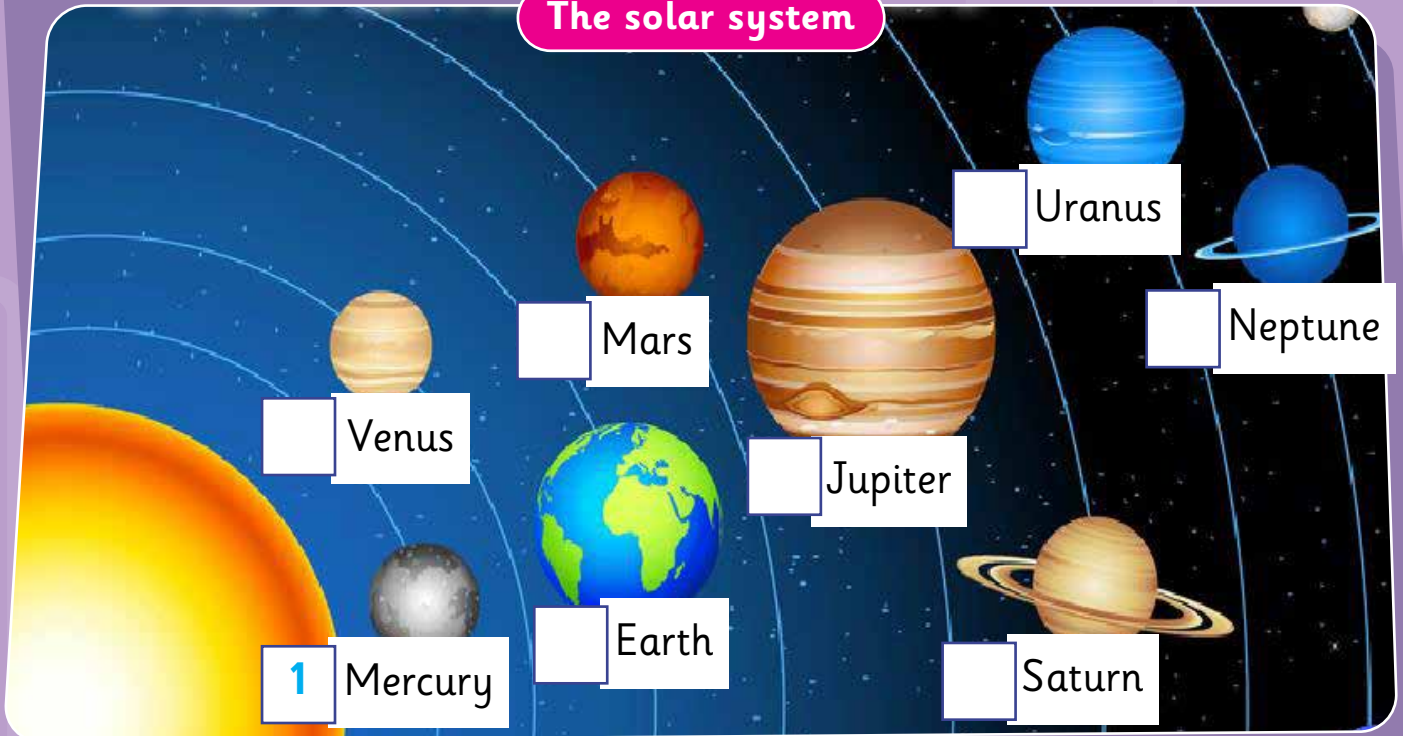
Unit 5



1 Listen and number in the correct order



The solar system



2 Listen and read



There are eight planets in our solar system. Jupiter is the biggest planet. Mercury is the smallest. Mars is red. Earth is blue and green. Venus is near to the sun. Neptune is far.



3 Read and match

1 Mercury

2 Mars

3 Neptune

4 Jupiter

5 Earth

a the smallest planet

b the biggest planet

c red

d far from the sun

e blue and green

Connect with Science:
The solar system

Project: A planet hanger



1 Work in groups. Make and color



Draw, color, and cut out pictures of planets.
Hang your planets on a coat hanger.

Show and tell



1 Show and tell



2 Point and say



Language: *These are the planets...*

Self Assessment



Read and color the stars that describe your effort

Vocabulary 	I can read about daily activities with the help of my teacher. ☆	I can read about daily activities on my own. ☆ ☆	I can read, talk and write about my daily activities. ☆ ☆ ☆
Phonics 	I can read words with <i>pl</i> and <i>cl</i> letter sounds with help. ☆	I can read the words with <i>pl</i> and <i>cl</i> letter sounds on my own. ☆ ☆	I can read and write words with the <i>pl</i> and <i>cl</i> letter sounds on my own. ☆ ☆ ☆
Life skills 	I have problems keeping time. ☆	I sometimes keep time. ☆ ☆	I always keep time. ☆ ☆ ☆
Science /Math 	I can identify most planets with the help of my teacher. I use the clock to tell time with help. ☆	I can identify and read about planets clearly. I use the clock to tell time. ☆ ☆	I can read and write about planets clearly. I can use the clock to talk about daily activities. ☆ ☆ ☆
Project 	I worked alone to make a planet hanger. Some of my presentation was clear. ☆	I worked with my group to make a planet hanger. Most of my presentation was clear. ☆ ☆	We helped each other to make a planet hanger. My presentation was clear. ☆ ☆ ☆



1 Look, read, and trace the sentences



It's four o'clock.



It's seven thirty.



It's nine o'clock.

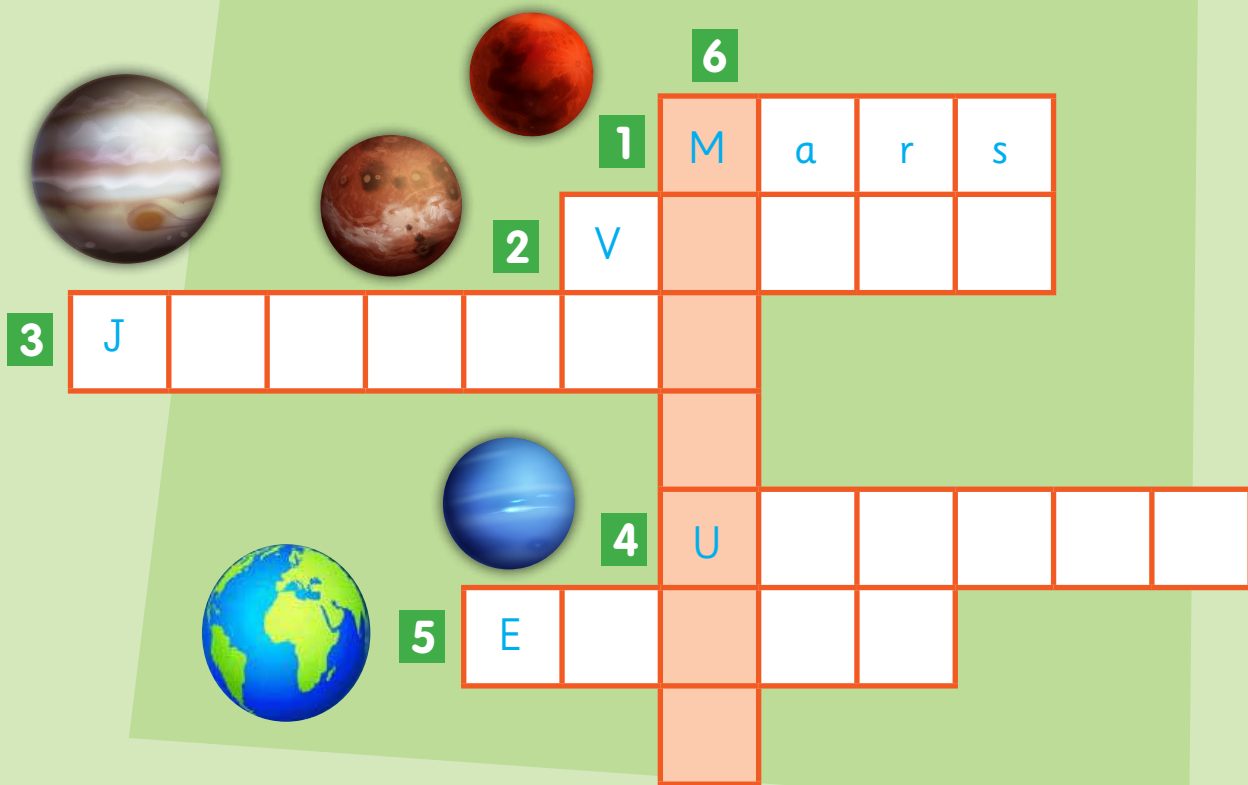


It's five thirty.



1 Complete the crossword of the planets

~~Mars~~ Venus Earth Mercury Uranus Jupiter



2 Find, then write the planet in the shaded column in the crossword

.....



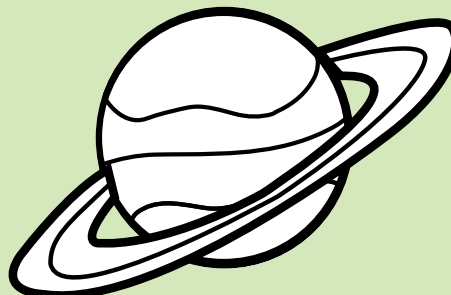
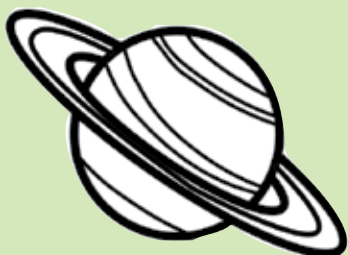
3 Which two planets are missing? Color them

1

.....

2

.....



Unit 6 Healthy lunches



1 Look, listen, and read



1 Grandpa, would you like **some tea**?

3 Would you like **an egg**?

4 Yes, please.

5 Hana, would you like **some chicken**?

6 Yes, please, that looks yummy!

2 No, thank you. I'd like **some juice**.

Vocabulary: egg, tea, chicken, juice

Language: Would you like some ... ? Yes, please. No, thank you.

Listening



1 Listen, point, and say



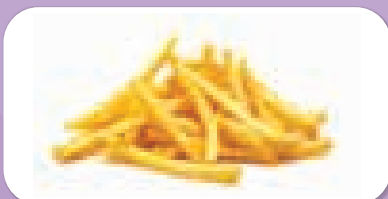
milk



burger



chicken



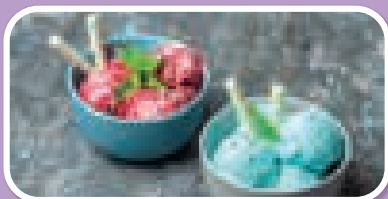
fries



fruit



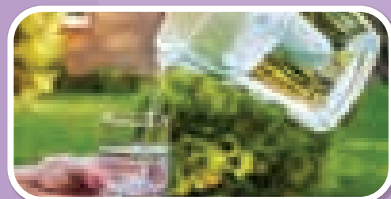
grapes



ice-cream



juice



water



2 Sort and write

Food	Drinks
.....
.....
.....
.....
.....
.....

My favorite food is



3 Sing



Vocabulary: a burger, fries, ice-cream, milk, fruit, grapes, water, juice, chicken

Usage



1 Ask, answer, and complete about your class

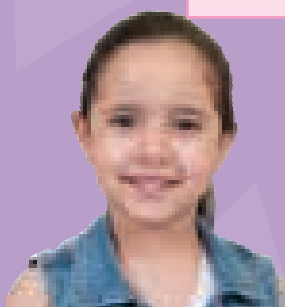


2 Look and say

Name	bread	burgers	chicken	fries	ice-cream
Asser					



3 Read and match

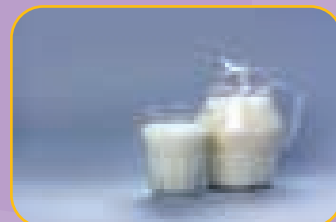
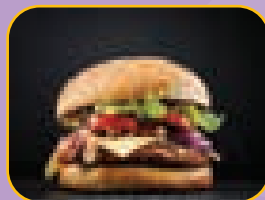


I'm hungry.



I'm thirsty.

Asser likes bread. He doesn't like burgers.



Language: *He / She likes
I'm hungry. I'm thirsty.*

Healthy and unhealthy food



1 Look and read

Healthy food



It's good to eat healthy food. Healthy food, like fruit and vegetables, helps our bodies and our teeth. Unhealthy food is not good for our bodies. It does not help our bodies grow.

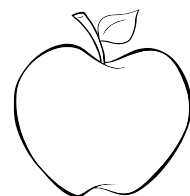
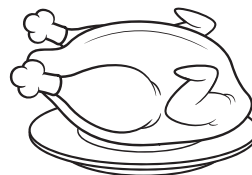
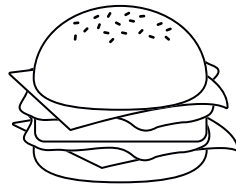
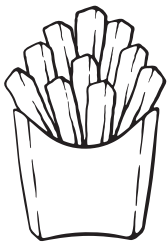
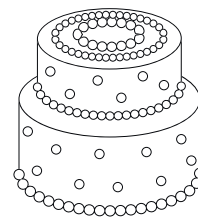
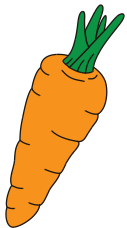


2 Circle the correct answer

- 1 If something is healthy, it is **good** / **bad** for you.
- 2 Healthy food **helps** / **doesn't help** our bodies.



3 Color the healthy food



4 Read and complete for yourself

I like It's healthy. I don't like It's

Story



1 Listen and repeat



Let's make a healthy lunch for Mom and Dad!

1



Great idea!

Dad, would you like some fish?

2



That looks yummy! Thank you!

Mom, would you like some yogurt?

3



No, thanks. But can I have some salad? That looks good.



2 Role-play the scene



3 Which foods are healthy and which are unhealthy? Look and say



1 Listen and read. Draw a circle around the title



A new supermarket in Zagazig

There is a new supermarket in town. It opened yesterday morning. It is very big. It is near Zagazig Primary School. It sells healthy food. Many people went **there** yesterday. They bought meat, chicken, bread, eggs, grapes, juice, and many other things.



2 Read and put a (✓) or (X)

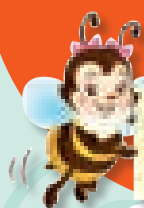
- | | |
|------------------------------------|-------|
| a The new supermarket is in Aswan. | () |
| b It is near a primary school. | () |
| c It opened yesterday afternoon. | () |



3 Read and circle

- 'There' in line 6 means: the **supermarket** / school.
- What is the opposite of big? (**small** / sad).
- The supermarket **sells** / **doesn't sell** healthy food.

Connect with Social Studies:
Places in town



fr dr

Learn sounds with Busy Bee!



1 Look, listen, and repeat



fries



fruit



friends



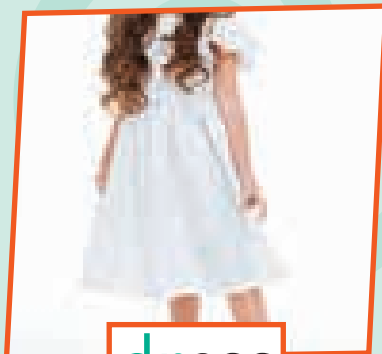
frog



drink



draw



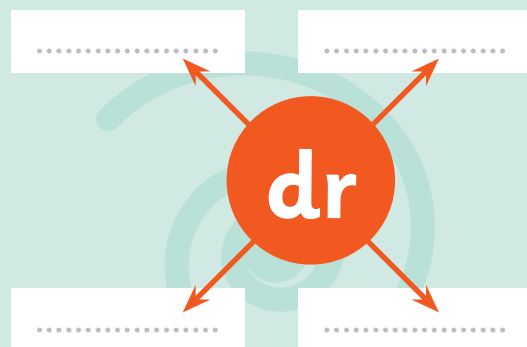
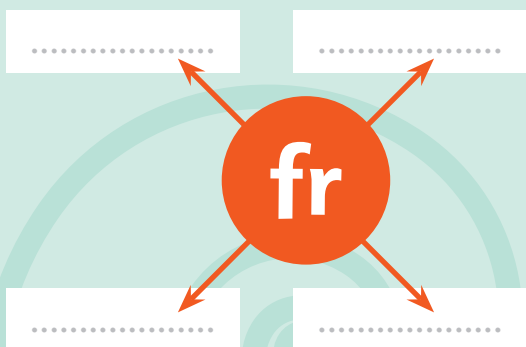
dress



drum



2 Look and write the words





fr dr

Unit 6

Learn to write with Busy Bee!



1 Listen, read, and complete



Burgers and are unhealthy.



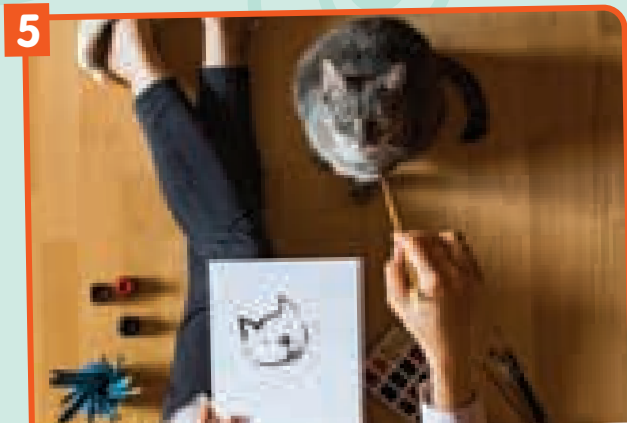
The is green.



My is pretty.



The is yummy.



I my cat.



I water when I'm thirsty.



abcdefghijklmnopqrstuvwxyz

Connect with Science: hard and soft materials



1 Look and read



2 Is it hard or soft? Touch and say

A teddy bear is soft.

A tennis ball is hard.

Cotton is soft.



a car

a cucumber

a book



3 Read and circle



1 It's hard / soft.



2 It's hard / soft.



3 It's hard / soft.



4 It's hard / soft.

Hard and soft



1 Look and sort

~~car~~
date

~~teddy bear~~
cotton

book
ice-cream

cucumber
cake

hard

car



soft

teddy bear



2 Point and say

Project: A healthy food plate



1 Make a healthy food plate. Work in groups



Draw or cut and stick pictures of healthy food on a paper plate.
Write your name on the plate.



1 Show and tell



Language: This is my healthy plate.

Self Assessment



Read and color the stars that describe your effort

Vocabulary 	I can read about foods and drinks with the teacher's help. ☆	I can read about foods and drinks on my own. ☆ ☆	I can talk and write about foods and drinks. ☆ ☆ ☆
Phonics 	I can read words with <i>fr</i> and <i>dr</i> letter sounds with the help of my teacher. ☆	I can read the words with <i>fr</i> and <i>dr</i> letter sounds on my own. ☆ ☆	I can read and write words with the <i>fr</i> and <i>dr</i> letter sounds. ☆ ☆ ☆
Life skills 	I sometimes eat healthy food and drinks. ☆	I always eat healthy food and drinks. ☆ ☆	I always eat healthy food and drinks and ask my friends to eat healthy food and drinks. ☆ ☆ ☆
Science /Math 	I can identify hard and soft material objects with the help of my teacher. ☆	I can identify hard and soft material objects on my own. ☆ ☆	I can sort different objects into soft and hard material groups. ☆ ☆ ☆
Project 	I worked alone to make a healthy food plate. I had some problems presenting my healthy food plate. ☆	I worked with my group to make a healthy food plate. I talked about my healthy food plate. ☆ ☆	We helped each other to make a healthy food plate. I talked about my healthy food plate clearly. ☆ ☆ ☆

Play time



1 Complete the food and drink words



1 f _ r _ i _ es



2 g _ ap _ _



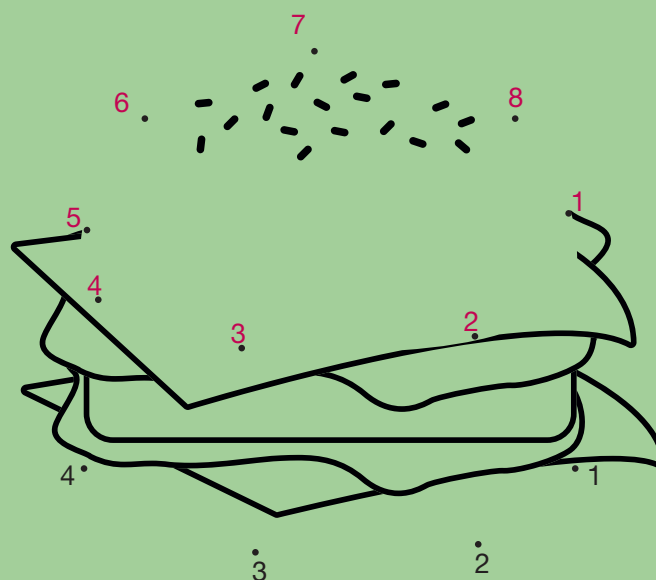
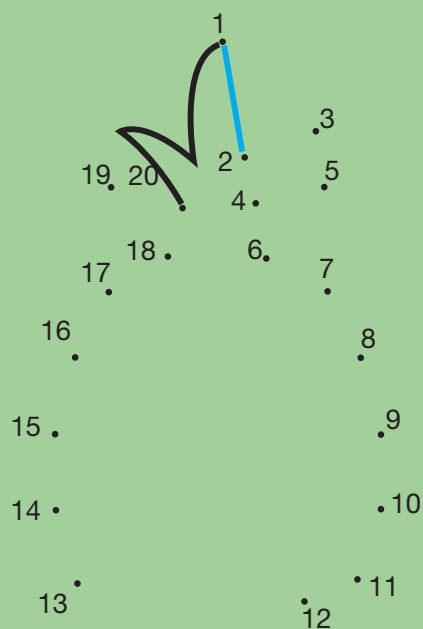
3 c _ i _ _ en



4 _ a _ _ r

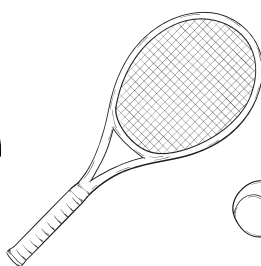
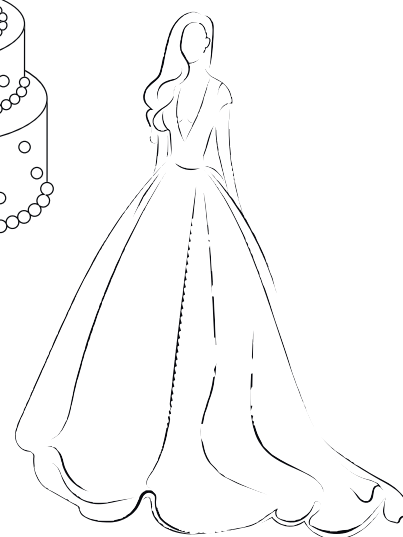
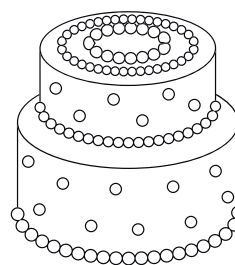
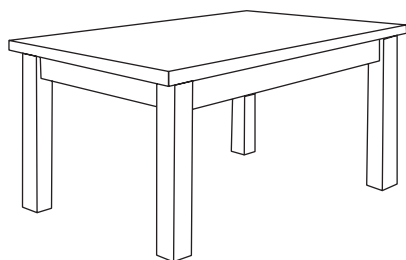
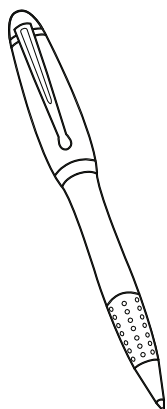
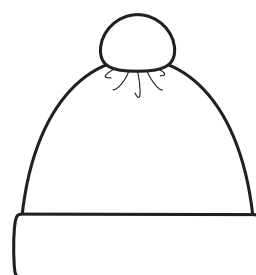
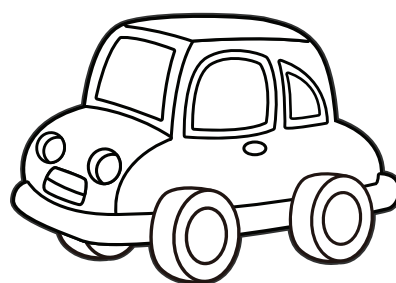
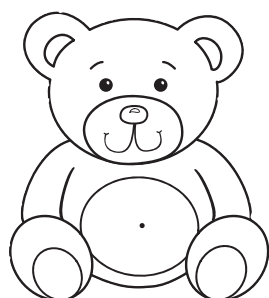
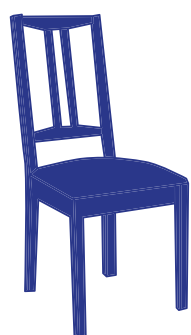


2 Join the dots to make the food. Then color the healthy food





1 Color the hard objects blue. Color the soft objects red



2 Write the numbers



Teacher assessment



Review 2



1 Read and write

swimming

basketball

football

karate

tennis

1



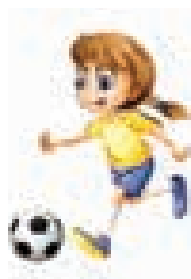
.....



.....



.....



.....



.....

2

eat lunch

get up

go to school

drink

go to sleep



.....



.....



.....



.....



.....

3

ice-cream

chicken

juice

grapes

bread

burger

fries



.....



.....



.....



.....



.....



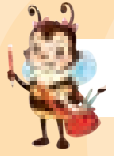
.....



.....

Revision of vocabulary from Units 4–6

Review 2



1 Complete and say

① $10 + 20 = \underline{30}$

② $30 + 50 = \underline{\hspace{2cm}}$

③ $20 - 10 = \underline{\hspace{2cm}}$

④ $80 - 40 = \underline{\hspace{2cm}}$

⑤ $40 - 10 = \underline{\hspace{2cm}}$

⑥ $70 + 20 = \underline{\hspace{2cm}}$



2 Look, trace, and write



ten



Revision of math from Units 4-6

Review 2



1 Listen, read, and complete



2 Color

Uranus Mercury Saturn
Mars Jupiter Neptune Venus



1



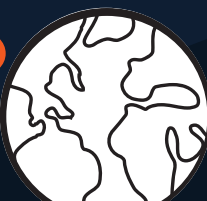
.....

2



.....

3



.....

4



.....

5



.....

6



.....

7



.....

8



.....



3 Point and say

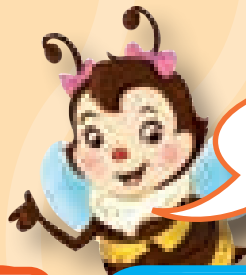
Revision of Science from Units 4-6

Self Assessment

Review 2



1 Tick what you can say



Now I can ...

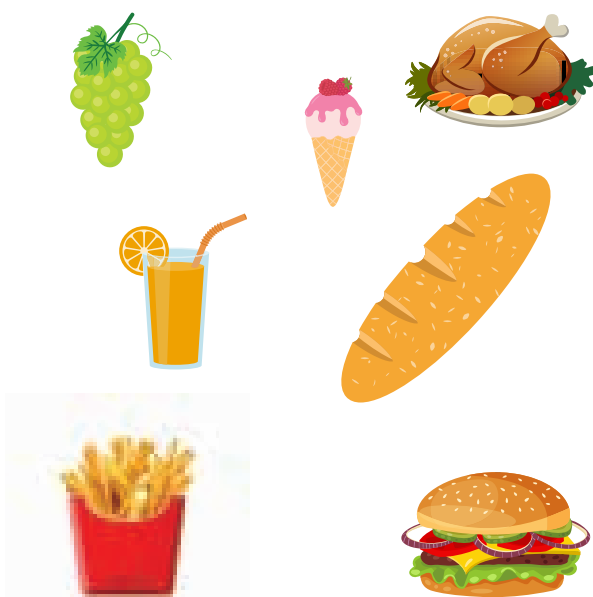
talk about sports



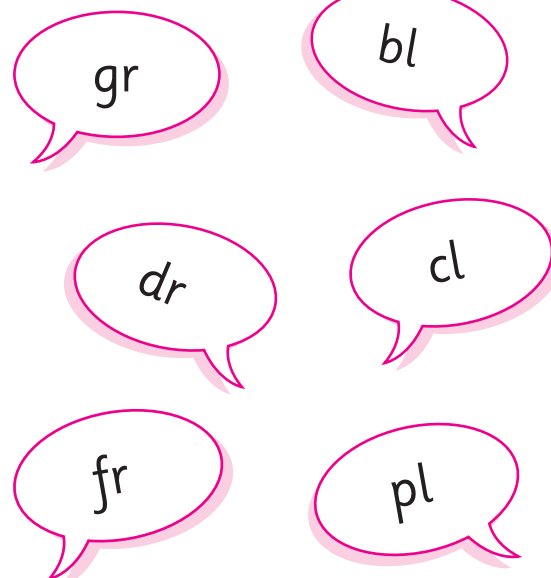
talk about my day



talk about food



say these sounds



CONNECT READING ADVENTURES

The Gingerbread Man



RETOLD BY NICOLA GARDNER
ILLUSTRATED BY NATHALIE ORTEGA

Picture Dictionary



gingerbread man



oven



river



Grandpa and Grandma sit in their house.



It's 11.30. They are hungry.
Grandma makes a **gingerbread man**.

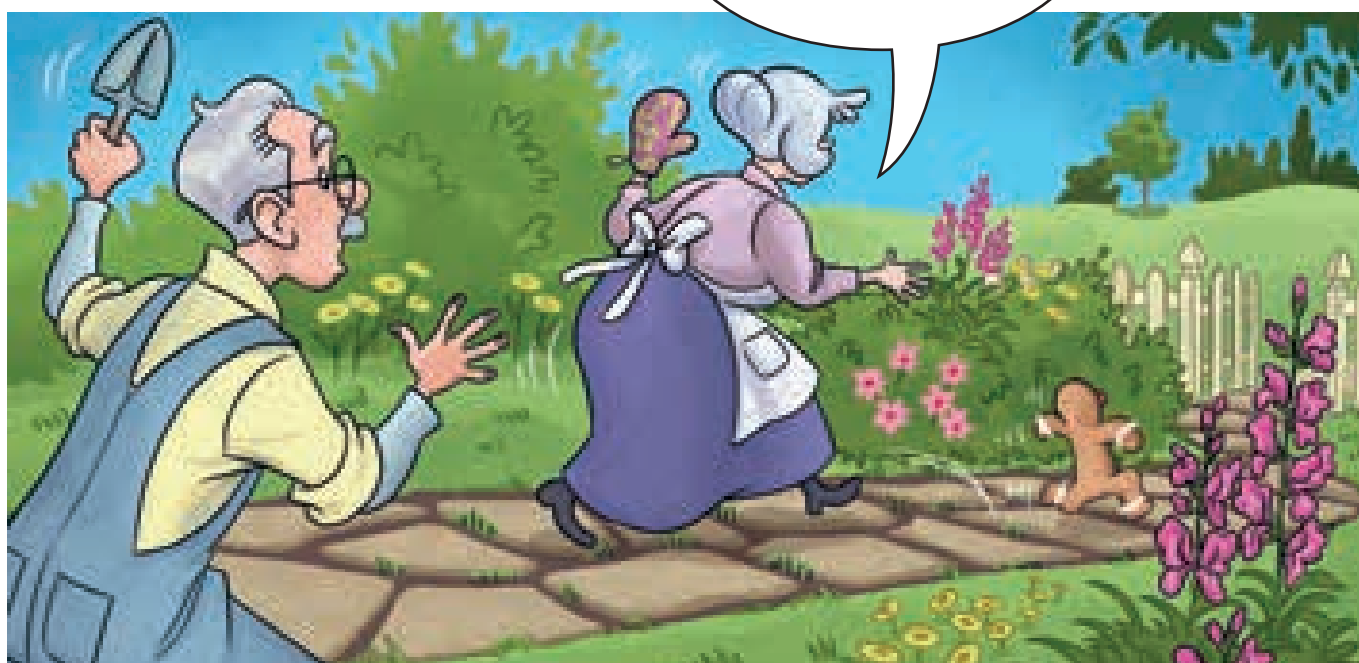


She opens the **oven**. The gingerbread man jumps out.



The **gingerbread man** runs into the garden.

Stop! Stop!



Grandpa jumps up. He runs into the garden.



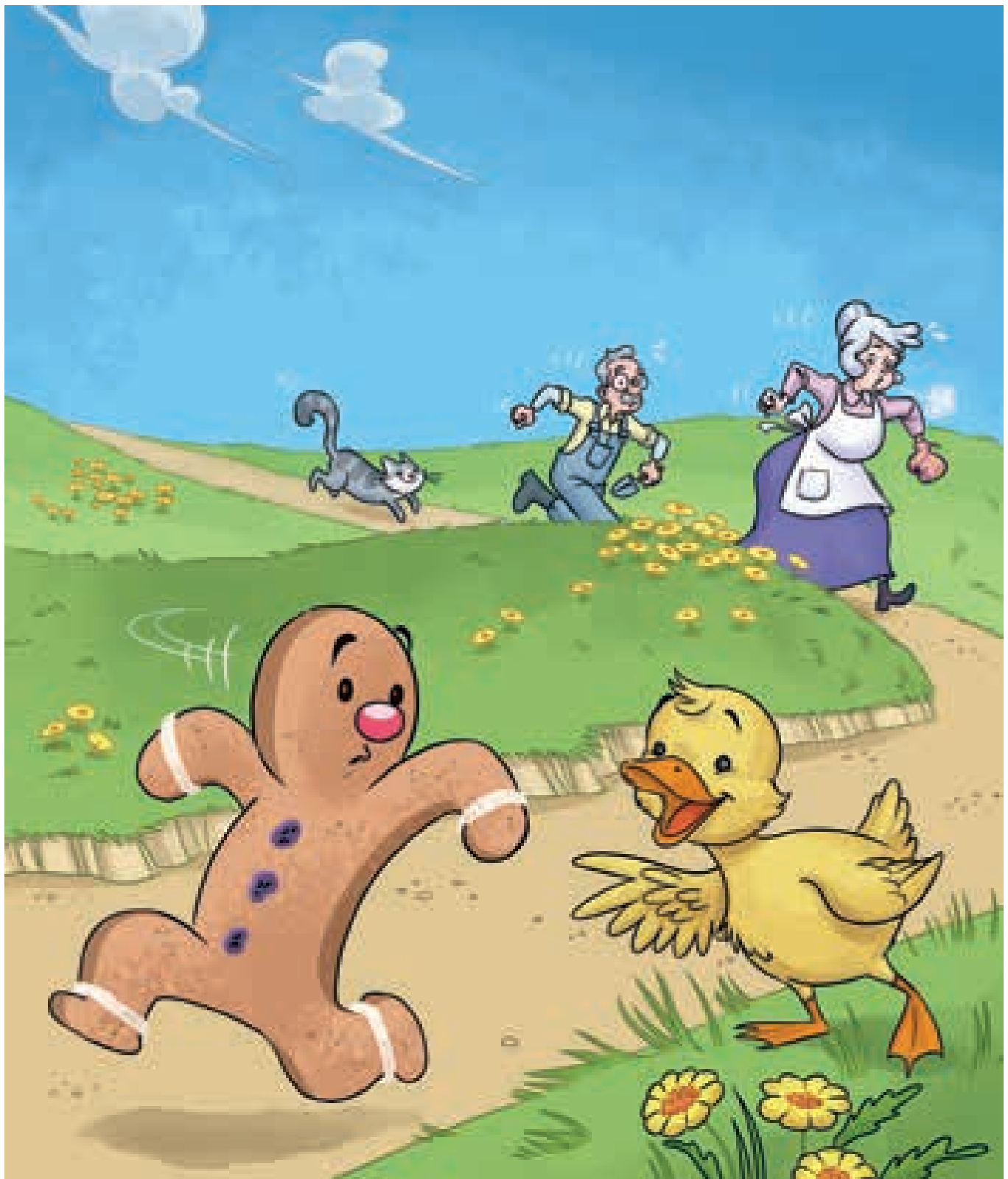
Run, run, as fast as you can!
You can't **catch** me, I'm the
gingerbread man.



Yummy! Can I eat you? You look good to eat.



Run, run, as fast as you can!
You can't **catch** me, I'm the
gingerbread man.



Yummy! Can I eat you? You look good to eat.



Run, run, as fast as you can! You can't catch me, I'm the **gingerbread man**.



The gingerbread man comes to a river.

I can help you.
Climb on my nose.



The sun is high. The **river** is quiet. The fox is hungry.



The fox opens his mouth.



I've got you! Let's go home.



Grandma, Grandpa, and the
gingerbread man are happy.



Events in the story



1 Look, find, and circle the people and animals

gingerbreadman grandpa grandma duckling fox cat

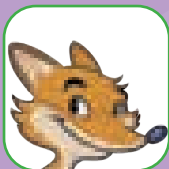


2 Who says what? Read and match

1 The gingerbread man



2 fox



3 Grandma



4 cat



a

Yummy! Can I eat you?

b

You can't catch me.

c

Climb on my nose.

d

Let's go home.



3 Read and complete

opens eat hungry garden

- 1** Grandma and Grandpa are
- 2** The gingerbread man runs into the
- 3** The fox its mouth to eat the gingerbread man.
- 4** The cat wants to the gingerbread man.

Story

The Gingerbread Man



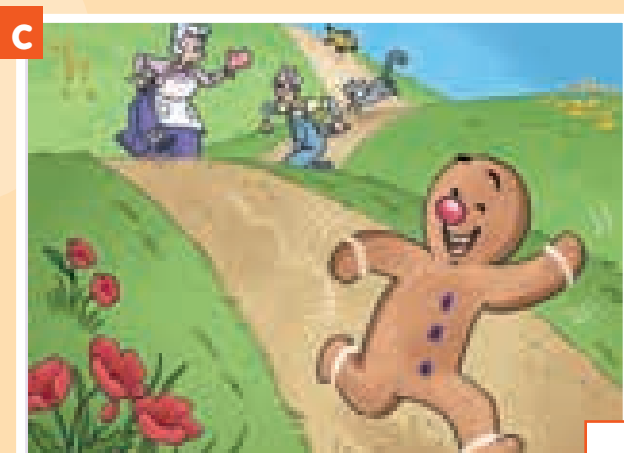
1 Read and put the pictures in the correct order



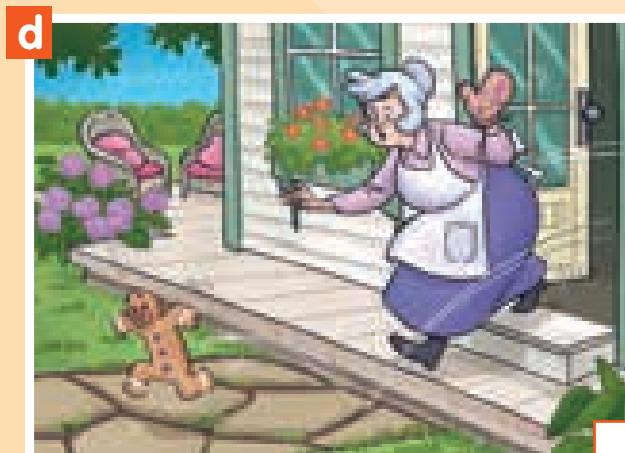
Grandma, Grandpa, and the gingerbread man are happy.



It's 11.30. They are hungry. Grandma makes a gingerbread man.



Run, run, as fast as you can! You can't catch me, I'm the gingerbread man.



The gingerbread man runs into the garden.

The Gingerbread Man

Story



1 Read and put a (✓) or (✗)

- 1** The gingerbread man jumps out of the oven. ()
- 2** The duckling eats the gingerbread man. ()
- 3** Grandma and Grandpa eat the gingerbread man. ()



2 Read and trace

Grandma, Grandpa, and the gingerbread man are happy.



3 Draw and complete

I liked



I didn't like



Egyptian International Publishing Company – Longman



10a Hussein Wassef Street
Messaha Square
Dokki
Giza
Arab Republic of Egypt

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York Press Ltd.
322 Old Brompton Road
London SW5 9JH
England

Pearson Education Limited

Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world
This impression 2022

First Published 2019
ISBN 978-977-16-1533-0
Deposit 14451/2019
Printed by

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Commissioned photography: Emad Allam

Acknowledgements