



KG2

Connect

Term 2

Student's Book



Claire Medwell
with Wendy Cherry and Emma Wilkinson



Contents

How the world works _____



Unit 5 My party **2**



Unit 6 My farm **18**

Communication _____



Unit 7 My family's jobs **32**



Unit 8 My summer games **44**

Review 2 **56**

Foreword

The MOETE launched Egypt's reform vision for the development of education, and the process of developing curricula comes at the heart of this vision. The implementation of this vision was heralded in 2018, starting with the kindergarten stage in its first and second grades, with the aim of continuing until the end of the secondary stage.

This vision endeavored to make major transformations in the teaching and learning processes, where there is a transition from acquiring knowledge to producing it, and from learning skills to employing them both in specific learning situations and in the general life of the learner outside the classroom. Our curricula also integrate values that contribute to the establishment of our society—values which pose as a protective fort for our homeland. Egypt's reform vision for curriculum development also aims to take into account the specifications of pre-university education graduates, as well as the challenges Egypt faces locally, regionally, and globally. The developed curricula are intended to foster a citizen who is capable of engaging in civilized conversations and positive dialogues with the other, in addition to acquiring digital citizenship skills.

In this regard, the MOETE extends its gratitude and appreciation to the Central Administration of Curriculum Development. It also extends its thanks and gratitude to Longman Egypt and York Press for their active participation in the preparation of this book. Gratefulness also goes to all the Ministry's experts who contributed to the enrichment of this work.

This transformation of Egypt's educational system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the educational 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. The new educational system is only a part in a bigger national effort to propel Egypt to the ranks of developed countries, and to ensure a great future for all of its citizens.

Reviewed by

The General Administration for Planning and Formulating Curriculum

Words from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future. For this reason, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level, at a time when the world is witnessing successive industrial revolutions.

This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally-- curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Doctor Reda Hegazy

Minister of Education and Technical Education

Scope and sequence

Theme	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	English in the classroom (CLIL)
How the world works	5 My party	cake, ice-cream, pizza, salad, water, yogurt; numbers (1–10) pizza, salad, water	Can I have some (cake), please? Yes, here you are.	/j/ yogurt, yo-yo, yellow /w/ water, white, wash	Respect for diversity Participation: Making a cake	Tolerance: Foods around the world	Loyalty: Tolerance and respect	Math: 9+1=10 6-10
	6 My farm	cat, cow, duck, horse, rabbit, sheep	There's a (cow).	/n/ nut, nine, nose, nest /z/ zoo, zebra Combine syllables to form words	Problem solving: Feeding an animal	Empathy: Caring for animals	Environmental responsibility	Science: Baby animals What animals eat Project: A model of a barn
Communication	7 My family's jobs	dentist, doctor, firefighter, police officer, teacher, vet	This is my (mommy). She's/He's a (vet).	/v/ vet, violin, van /ks/ six, x-ray Identifying middle letters Recognizing silent letters	Communication Self-management: Set goals		Social responsibility: People who help us	
	8 My summer games	bike, kite, scooter, slide, swing, trampoline	I've got a (bike). Have you got a (kite)? Yes/No. Sort words into their basic categories	The alphabet Combine syllables to form words	Self-management: Being safe Respecting safety rules Creativity: Finding creative solutions to a problem	Independence	Preventative health: Rules to stay safe	Math: 10–20 Social Studies: Safety signs
Review 2		Revision of vocabulary	Revision of language	Revision of sounds				

My party



1 Look, listen, and point



2 Sing



cake



ice-cream



pizza



yogurt



water



salad



1 Look, complete the pattern, and say

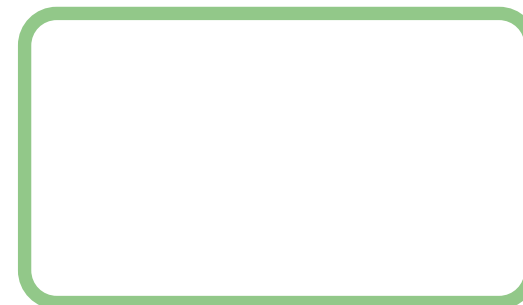
1



2



3



Vocabulary: cake, ice-cream, pizza, salad, water, yogurt

Our birthday party

Story **Unit 5**



1 Listen, read, and point



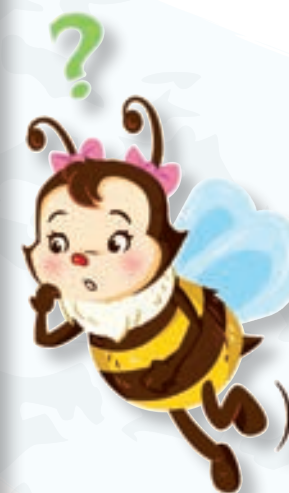
Video



Story: Our birthday party Can I have some (cake), please? Yes, here you are.



5



Think!



What is the problem?

6



10 candles!



We like to give!

Story: Our birthday party *Can I have some (cake), please? Yes, here you are.*

Can I have some cake, please?

Listening and speaking **Unit 5**



1 Listen and point



2 Look and say



Language: Can I have some (cake), please? Yes, here you are.



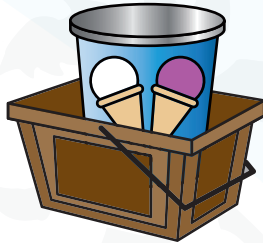
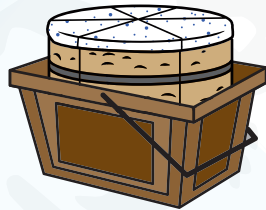
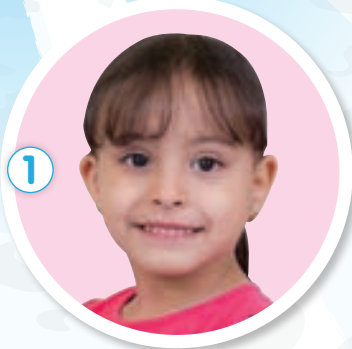
1 Listen and choose



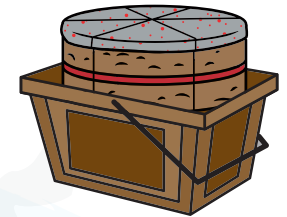
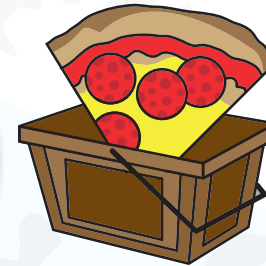
2 Listen and repeat



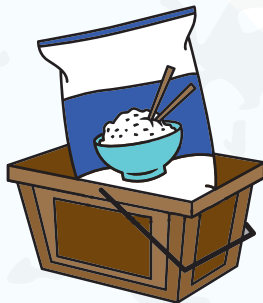
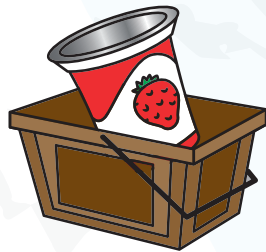
1



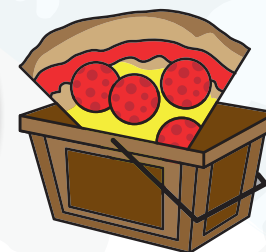
2



3



4



3 Cut and stick

Language: *Can I have some (cake), please? Yes, here you are.*



y w

Learn sounds with Busy Bee!

Phonics Unit 5



1 Listen and repeat



yogurt



2 Look and circle y and w



yo-yo



yellow



Water



Wash



White



abcdefghijklmnopqrstuvwxyz w x y z



Phonics: the y and w sounds



y w

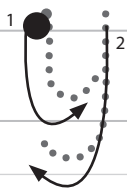
Learn to write with Busy Bee!

Writing Unit 5

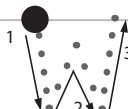
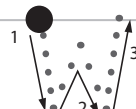
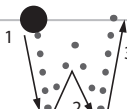


1 Trace and copy

y



W



2 Look and say. Write y or w







abcdefghijklmnopqrstuvwxyz w x y z

Writing: the y and w sounds

Let's learn about words!

Listening and speaking **Unit 5**



1 Listen and circle the last letter

1



b

t

2



a

g

3



t

w

4



d

m

5



a

n

6



h

t



2 Listen again and say





1 Trace, copy, and write

1



pizza

2



salad

3



water

Phonics and writing: sounding out words

Counting 6-10



1 Look and follow

6

7

8

9

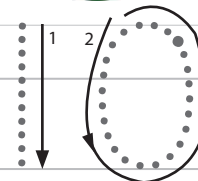
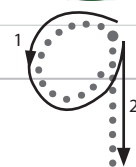
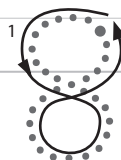
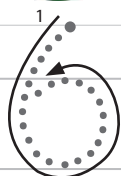
10



English in the classroom: Math: Counting 6-10



1 Count and trace



2 Count and write



7







A decorated cake

Project **Unit 5**



1 Decorate a cake



2 Look and say



Project: A decorated cake *This is my cake. It's (blue).*

Show and tell



1 Show and tell



Language: Can I have some (cake), please? Yes, here you are.

Unit review **Unit 5**



2 Look and color

Vocabulary



Life skills



Phonics

y w

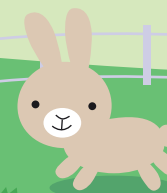
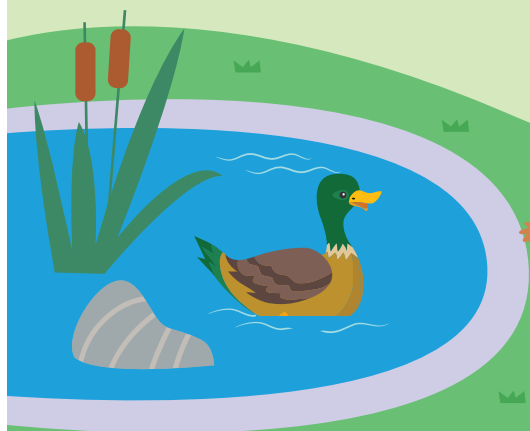


Project





1 Listen, read, and point



2 Sing



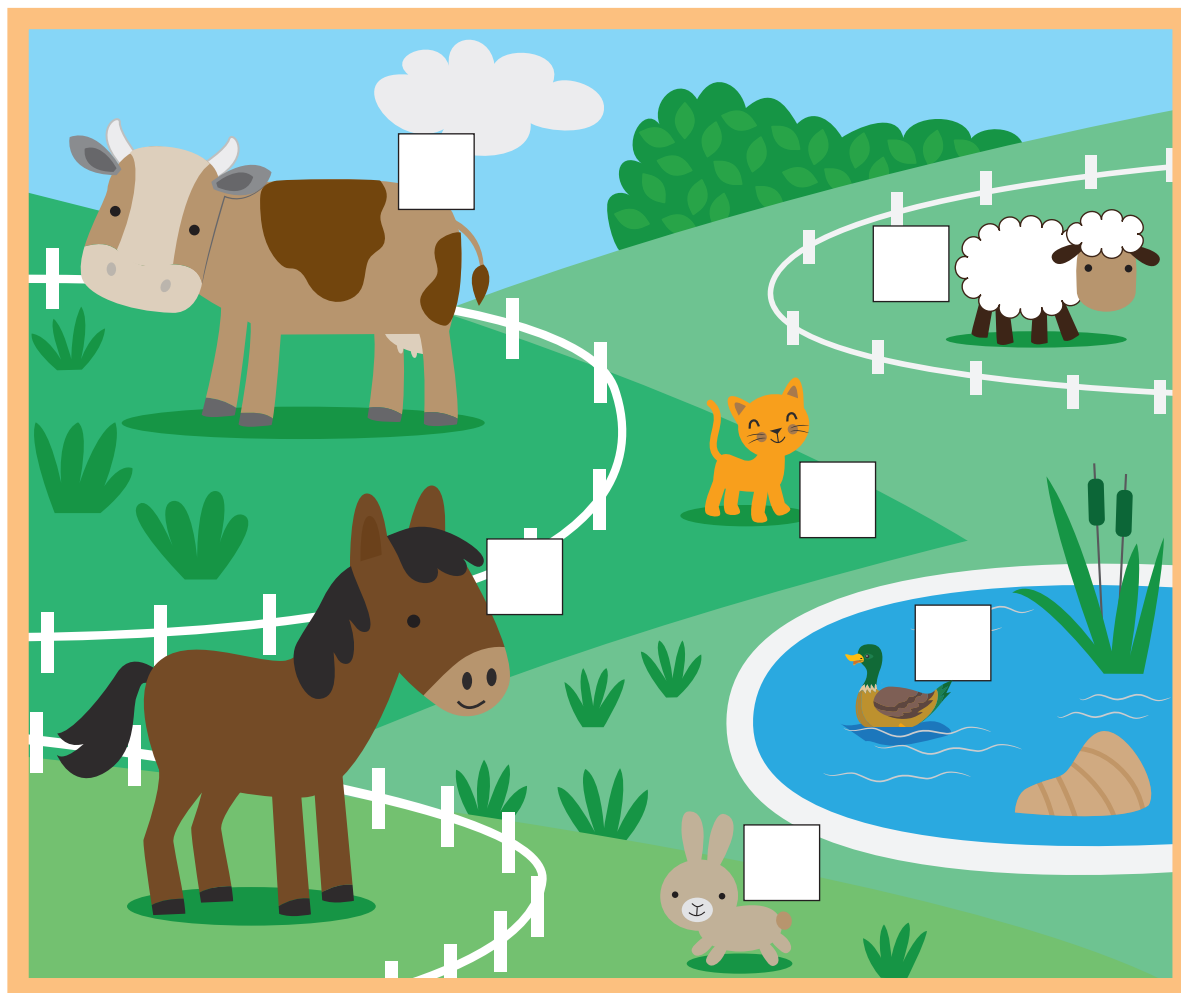
Vocabulary: cat, cow, duck, horse, rabbit, sheep



1 Listen and number



2 Point and say



Vocabulary: cat, cow, duck, horse, rabbit, sheep



It's lunchtime at the farm



Story Unit 6



1 Listen, point, and read



Video

Think!



What is the problem?



There's a cow.



There's a sheep.



There's a horse.

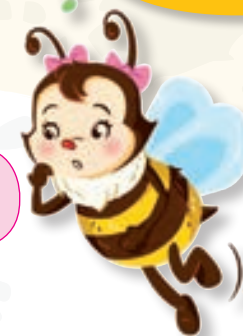


Story: It's lunchtime at the farm. There's a (cow).

Think!



What is the problem?



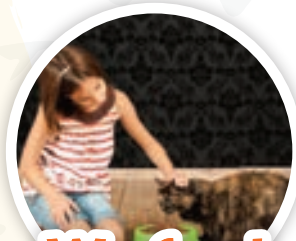
Where are my apples?



Rabbits like apples.



We like apples, too.



We feed
animals!

Let's care for animals!

Values **Unit 6**



1 Look and say



Video



horse



rabbit



cat



2 Sing



I care for animals!

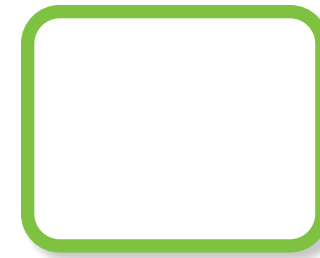
Values: Caring for animals

Let's care for animals

Science **Unit 6**



1 Draw what each animal needs



English in the classroom: Science

There's a horse

Listening and speaking **Unit 6**



1 Listen, find, and circle



2 Look and say



Language: *There's a (horse).*

Baby animals

Science **Unit 6**



1 Follow and match



English in the classroom: Science: Baby animals



n z

Learn sounds with Busy Bee!

Phonics **Unit 6**



1 Listen, read, and repeat



2 Look and circle **n** and **z**



nut



nose



nest



zoo



zebra



abcdefghijklmnopqrstuvwxyz



Phonics: the **n** and **z** sounds



n z

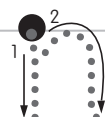
Learn to write with Busy Bee!

Writing Unit 6

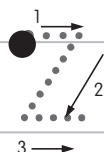


1 Trace and copy

n



z



2 Look and say. Write n or z



abcdefghijklmnopqrstuvwxyz



1 Listen and match



1 syllable

2 syllables



2 Listen again and say





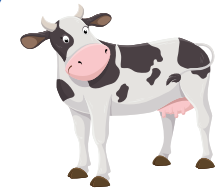
1 Read and join

1



There's

a



COW.

2



There's

a



horse.

3



There's

a



duck.

4



There's

a



cat.

A model of animals in a barn

Project

Unit
6



1 Make a model of animals in a barn



2 Look and say



Project: A model of animals in a barn. *There's a (cow).*

Show and tell



1 Show and tell



Language: *It's a (sheep).*

Unit review ^{Unit}6



2 Look and color

Vocabulary



Values



Phonics

n

z



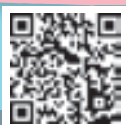
Project



My family's jobs



1 Listen, point, and read



2 Sing



dentist



doctor



firefighter



police officer



teacher



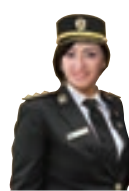
vet



1 Look and say



2 Look and follow



Vocabulary: dentist, doctor, firefighter, police officer, teacher, vet



Our families visit our school



Story **Unit 7**



1 Listen, point, and read



Video

She's a doctor.

1



He's a police officer.

2

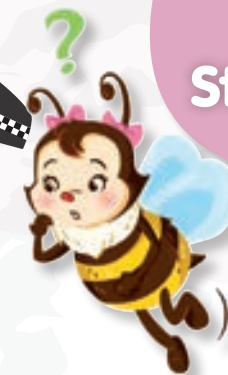


She's a dentist.

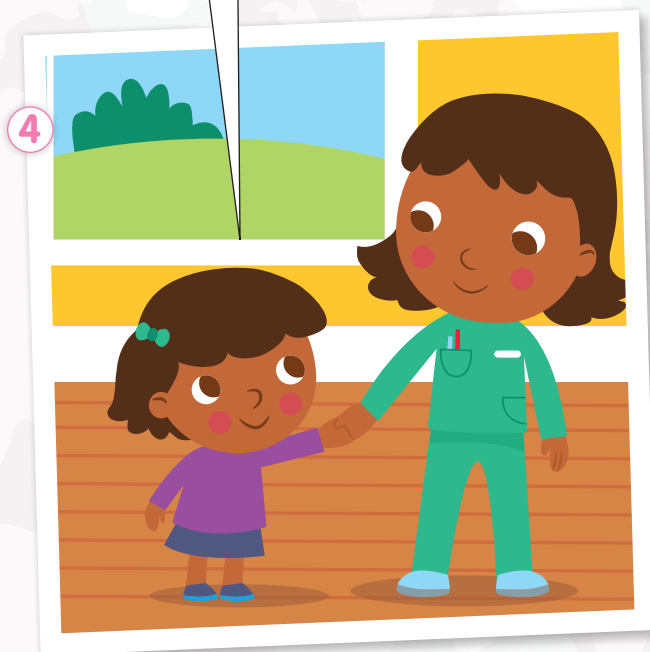
3



Story: Our families visit our school. This is my (mommy). She's/He's a (vet).



She's a **vet**.



He's a **teacher**.



He's a **firefighter**.



Think!



What is the problem?



Firefighters are heroes!

She's a firefighter!

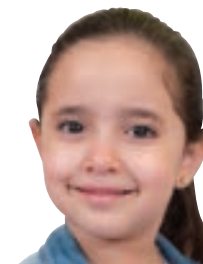
Listening and speaking **Unit 7**



1 Listen and point



2 Look and say



Language: She's a (firefighter). Your turn!



1 Listen and circle



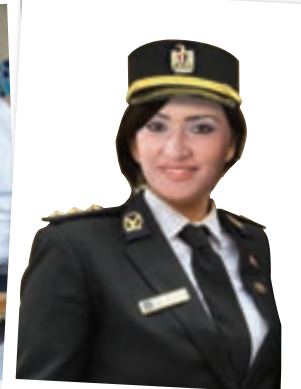
1



2



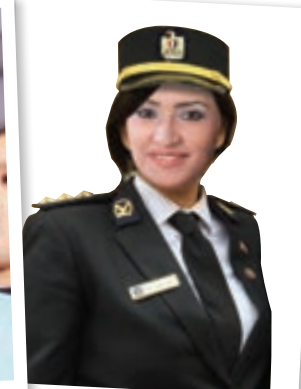
3



4



5



6



Language: (He's/She's) a (dentist).

**V****X**

Learn sounds with Busy Bee!

Phonics

Unit
7**1** Listen and repeat**2** Look and circle **v** and **x**

vet



six



x-ray



van



violin

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

Phonics: the v and x sounds



V X

Learn to write with Busy Bee!

Writing Unit 7



1 Trace and copy

Tracing practice lines for uppercase V and X. Each letter is shown in solid black, followed by a dotted version with numbered arrows indicating stroke order, and then four dotted versions for copying.

V

X



2 Look and say. Write v or x



Blank lines for writing practice.



abcdefghijklmnopqrstuvwxyzvwxyz

Let's learn about words!

Listening

Unit
7



1 Listen and circle the middle letter



1

a e o



2

a e o



3

a e o



4

a e o



2 Look and circle **g**. Then listen and put a ✓ if you can hear **g**



1



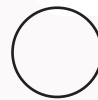
egg



2



eight



3



yogurt

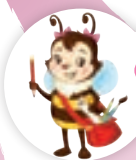


4



traffic
lights





1 Look, join, and trace

1



He's a firefighter.

He's a firefighter.

2



He's a teacher.

He's a teacher.

3



She's a vet.

She's a vet.

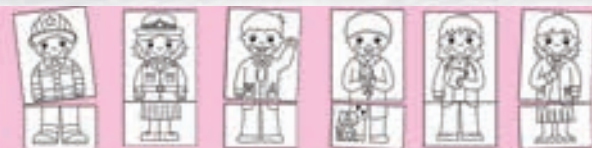
A matching game

Project

Unit
7



1 Make and play a matching game



2 Look and say



Project: A matching game *He's a (doctor).*

Show and tell



1 Show and tell



Language: He/She is a (vet).

Unit review **Unit 7**



2 Look and color

Vocabulary



Values



Phonics

V

X



6



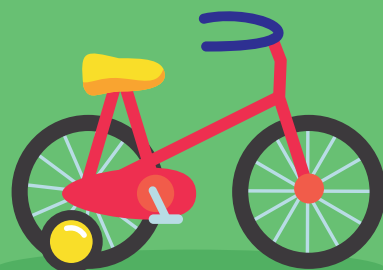
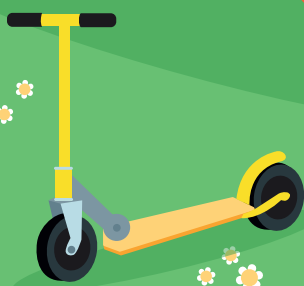
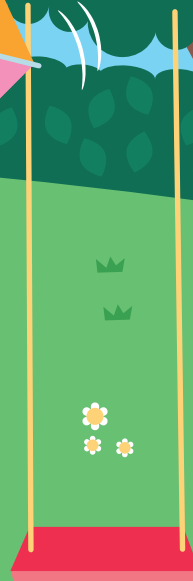
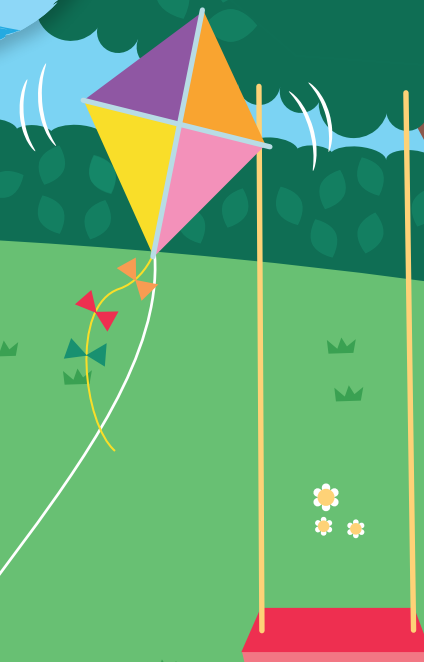
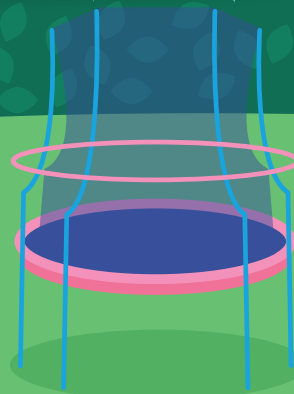
Project



My summer games



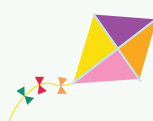
1 Listen, read, and point



2 Sing



bike



kite



scooter



slide



swing



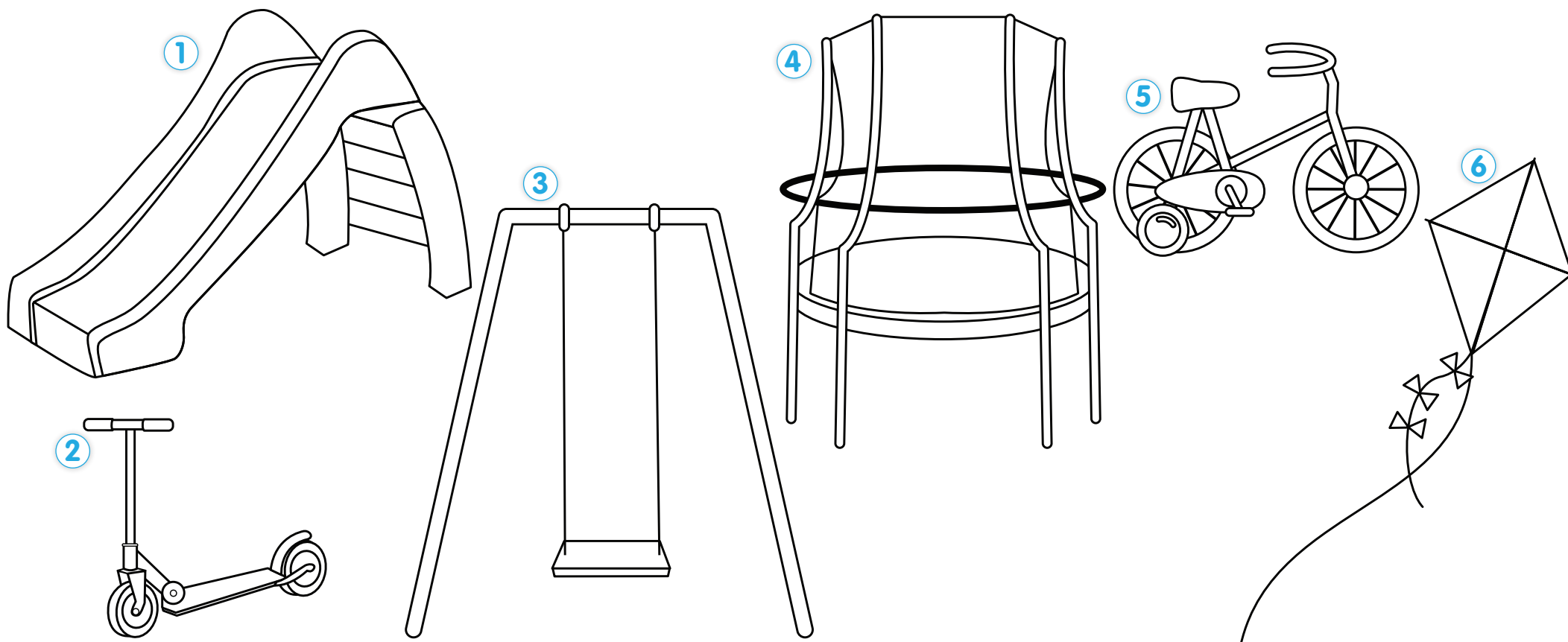
trampoline



1 Look and say



2 Listen and color



Vocabulary: bike, kite, scooter, slide, swing, trampoline

Let's fly a kite!

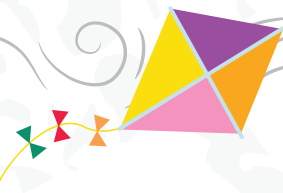
Story Unit 8



1 Listen, point, and read



Video



Look! I've got a slide.



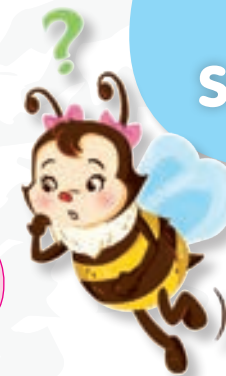
Look! I've got a swing.



Look! I've got a bike.



Story: Let's fly a kite! I've got a (bike). Have you got a (kite)? Yes/No.



Think!



What is the problem?

Look! I've got a **trampoline**.

4



5

Let's fly the **kite**!



6

Thank you, Busy Bee!



We help each other!

Let's be safe!

Life skills **Unit 8**



1 Look and say



bike



scooter



trampoline



We are safe!



2 Sing

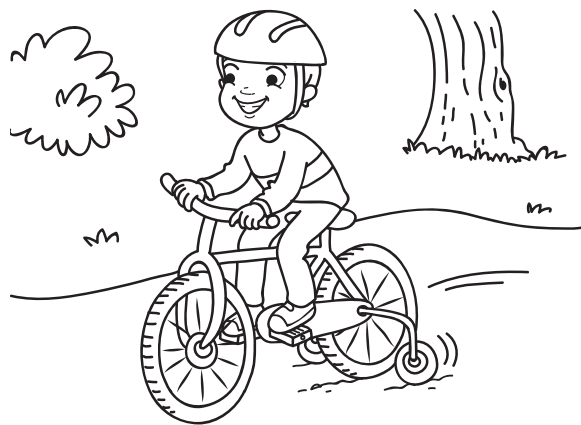
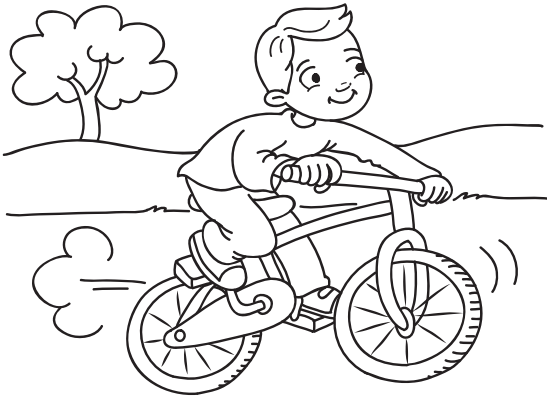


Video



1 Look, choose, and circle

1



2 Color

2



3





Learn sounds with Busy Bee!

Phonics **Unit 8**



1 Play the game



2 Look and sing



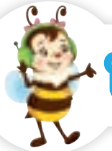
abcdefghijklmnopqrstuvwxyz



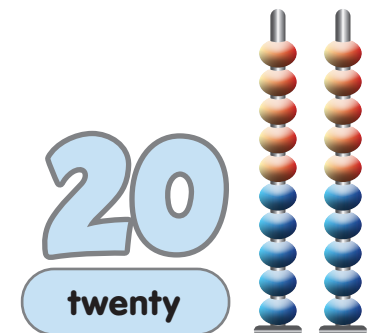
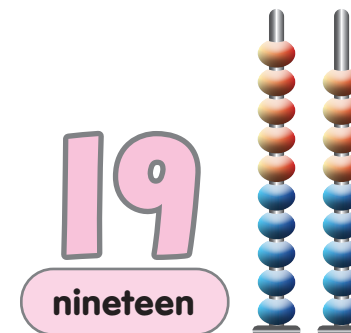
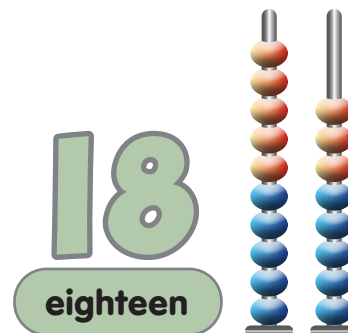
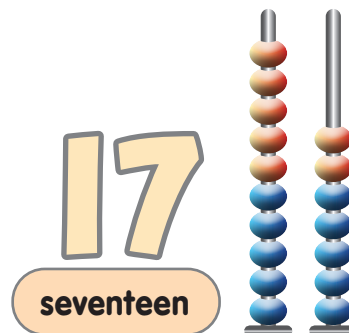
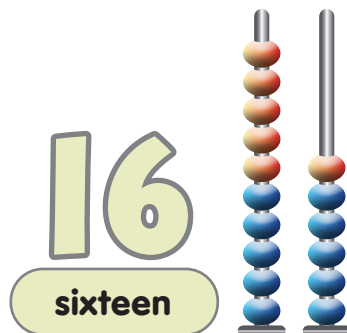
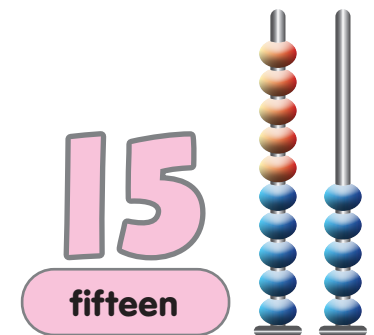
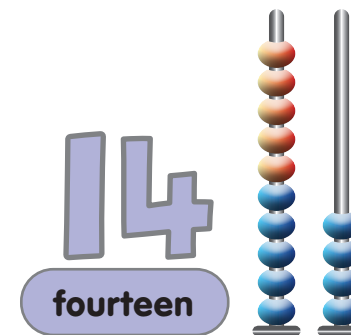
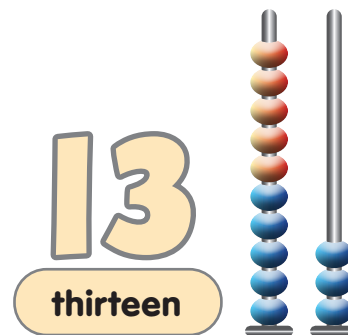
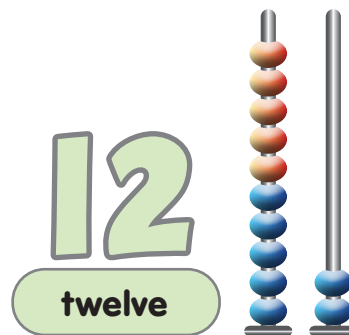
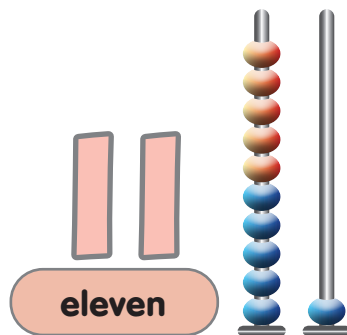
Phonics: the alphabet sounds

Learn numbers with Busy Bee!

Math **Unit 8**



1 Listen and count



2 Sing

English in the classroom: Math: Counting 11-20

Let's learn about words!

Listening
and speaking

Unit
8



1 Listen and match



1



bike

2



scooter

3



swing

4



trampoline

1 syllable

2 syllables

3 syllables



2 Listen again and say





1 Look, trace, and write

1



bike

2



kite

3



swing

Let's stay safe!



1 Listen and say



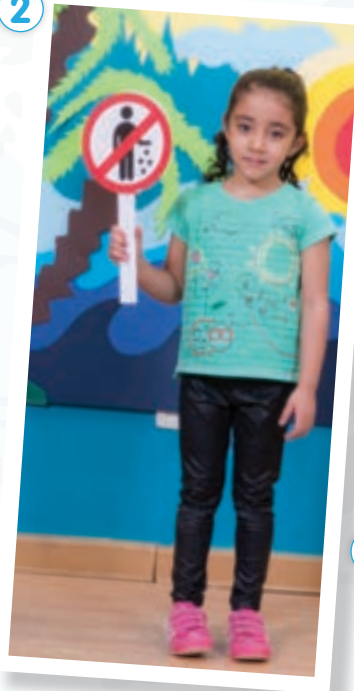
1



Throw trash here.

Don't throw trash.

2



Walk!

3



5



Go!

4



Stop!

Show and tell



1 Show and tell



Language: (Stop, walk, ... etc.)

Unit review **Unit 8**



2 Look and color

Vocabulary



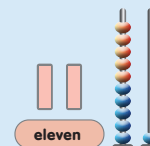
Life skills



Phonics



Math



Social
Studies



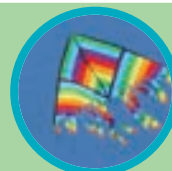


Review 2

Vocabulary



1 Listen and point



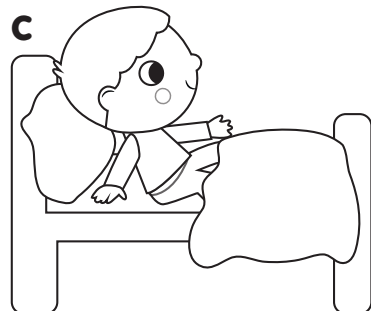
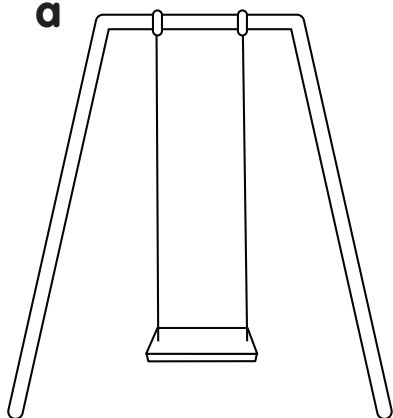
2 Color the star





1 Look and match

a

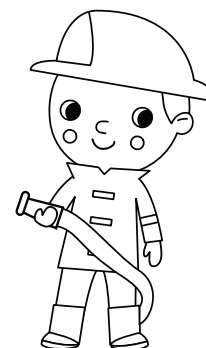


2 Color and say

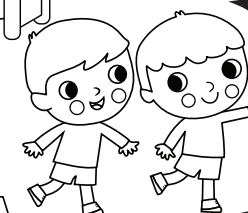
2



1



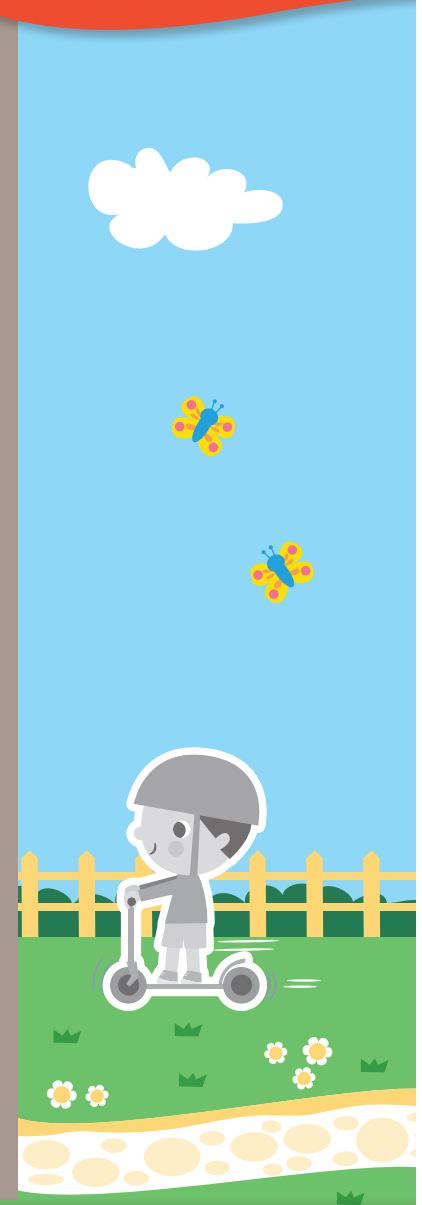
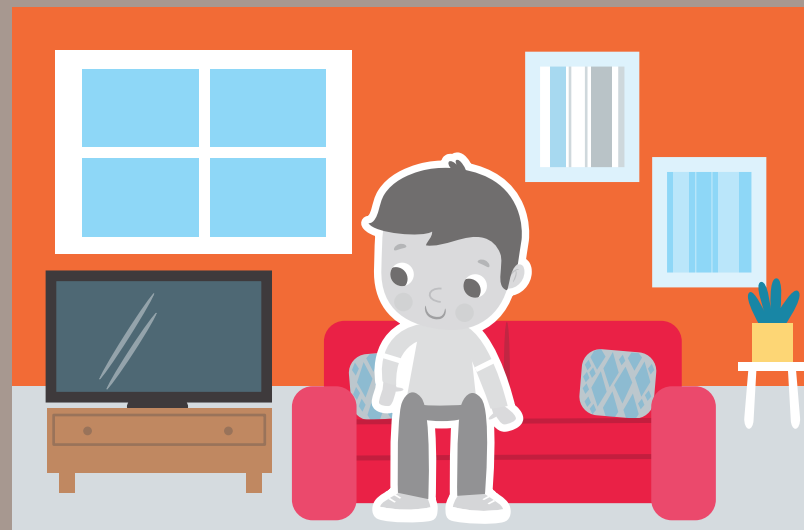
3



Revision of vocabulary



1 Listen and color



Language: This is the (bedroom). Where is (Dina)? She is in the (kitchen).



1 Trace



2 Listen and number









Revision of language



1 Play the game





1 Listen and point



2 Color and say



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



1 Cut, color, and stick



2 Play the game



Revision of language and vocabulary from units 5–8



1 Listen and point



1



2



4



3



2 Act

Revision of language and vocabulary

Egyptian International Publishing Company – Longman



9 Rashdan Street
Messaha Square
Dokki
Giza
Arab Republic of Egypt

Copyright © 2018 held jointly by special agreement between the Egyptian Ministry of Education and Technical Education and the Egyptian International Publishing Company - Longman



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

First Published 2018
This impression 2023
ISBN 978-977-16-1518-7

Deposit 22530/2018

Printed by

The rights of Claire Medwell, Wendy Cherry and Emma Wilkinson to be identified as authors of this Work have been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright holders.

Acknowledgements

Photographs sourced by York Press and pictureresearch.co.uk

The Publishers are grateful to all those who have given permission to reproduce copyright material.

Alamy/ Myrleen Pearson for p36, p38 and p63 making bed; Getty Images/ KidStock for p39 laying table; iStockphoto/ shapechange for p12 walk / monkeybusinessimages for p16 running; Shutterstock/ Michael Dechev for p2 jumper / shipfactory for p2 elephant / Eric Isselee for p2 monkey / Anastasiia Skorobogatova for p2 strawberry / Iurii Kachkovskyi for p2 orange / Nanisimova for p4 jacket / Phovoir for p4 cap / Nattika for p4 egg / Tim UR for p4 apple / MicroOne and Nerthuz for p4 book / Koltsov for p5 boy washing face / Melissa King for p10 jump / worker for p10 run / Sergei Kolesnikov for p10, p14, p46, p56, p57 and p71 kicking boy / Volodymyr Tverdokhlib for p10 centre left / Monkey Business Images for p10 centre / A_Lesik for p10 centre right / Rob Hainer for p12 climb / Africa Studio for p12 run, p12 skip, p52 centre, p58 get up and p58 eat lunch / glenda for p12 kick / Artem Kutsenko for p14, p33, p46 and p69 apple / Gelpi for p16 running girl / Svetlana Maslova for p16 ball 1 / Dakalova Iuliia for p16 ball 2 / Bildagentur Zoonar GmbH for p16 ball 3 / jocic for p16 ball 4 / marinomarinini for p16 ball 5 / Stepan Bormotov for p16 ball 6 / Hurst Photo for p16 ball 7 / Ivonne Wierink for p16 ball 8 / Littlekidmoment for p22 boy / Tatiana Popova for p24 and p32 guitar / Boiko Y for p24 piano / Billion Photos for p24 drum / Arvind Balaraman for p27 boy 1 / Jeka for p27 girl 2 / Samuel Borges Photography for p27 boy 3 and p54 boy left / Sashkin for p27 drum / Vereshchagin Dmitry for p27, p28, p31 and p46 guitar / kak2s for p28, p31, p32 and p46 piano / Jirka Bursik for p38 bathroom / Halfpoint for p38 cleaning teeth / Duplass for p39 making sandwich / somsak nitimongkolchai for p39 tying shoe / Serhiy Kobayakov for p50 girl / ladybirdstudio for p52 get up / Noam Armonn for p52 eat breakfast / Blaj Gabriel for p52 go to school / Dragon Images for p52 centre left and p61 go to school / Olesia Bilkei for p52 centre right / ESB Professional for p54 boy right / Grin Maria for p56, p57, p61 queen / Anna Grigorjeva for p58 go to bed / AlinaMD for p58 and p59 morning / azarinelli for p58 and p59 noon / Andrey Uraev for p59 sunset

Commissioned photography by Graham Alder at MM Studios, Oxford, UK

Picture credits

The Publishers would like to thank the following for their kind permission to reproduce their photographs:

Commissioned photography by Graham Alder at MM Studios, Oxford, UK

Illustrators: Ilias Arahovitis (Beehive Illustration), Henrique Brum (Beehive Illustration), Fhiona Galloway (Beehive Illustration), Gary Joynes (Beehive Illustration), Adam Linley (Beehive Illustration), John Lund (Beehive Illustration), Faye Robson (Beehive Illustration)

Every effort has been made to trace the copyright holders and we apologize in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

CACD Team for Revision and Modifications:

Dr Amira Fawzy Ahmed Youssef

Dr Shaimaa Salah El Din Afify

Dr Ghada Alsayed Mohammed

Mrs Dahlia Ahmed El-Hefnawy

Mrs Eman Mahmoud Youssef

Supervised by Dr Akram Hassan, Head of the Central Administration of Curriculum Development