

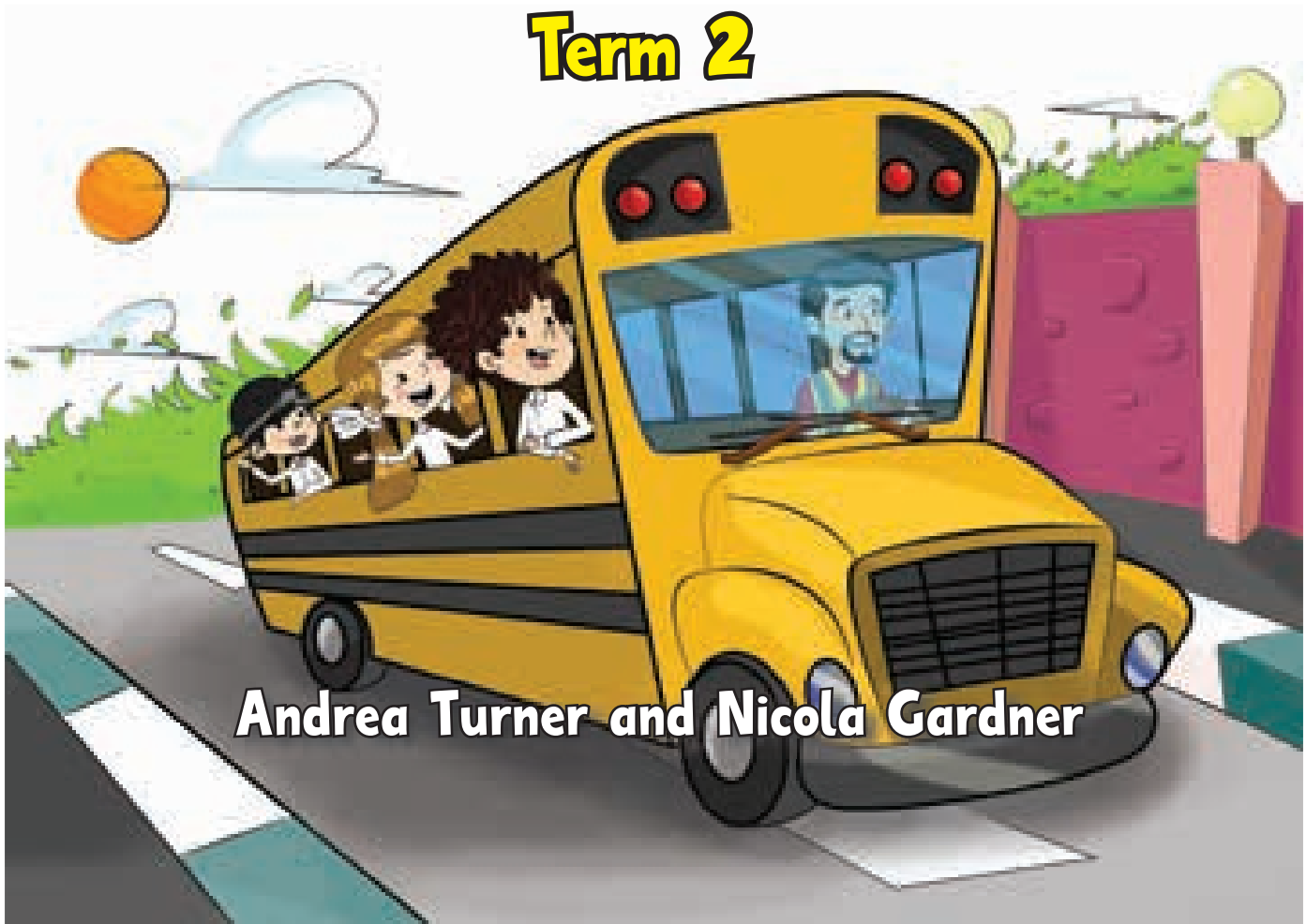


Connect

Primary 2

Student's Book

Term 2



Andrea Turner and Nicola Gardner

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

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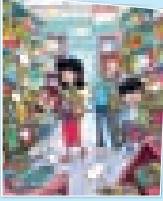

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Scope and Sequence

Theme 3: How the world works

Unit	Unit 7 Into the countryside 	Unit 8 A trip to the store 	Unit 9 On the farm 	Review 3
Vocabulary	<i>flower, park, tree, grass, plant, river, beautiful, rainbow, bench; wave, high, low; pick, protect, environment, throw, trash, recycle, trash can</i>	<i>coins, bills, pounds, money, numbers 1-100; stationery shop, toys, school items, pencil case, pen; sell, buy; nut, apple, orange, banana, lemon, fig; useful, currency, sweets, house, eat, flag, people; metal, paper, plastic, glass</i>	<i>farm, animal, cow, donkey, duck, fish, goat, horse, sheep, bird, cat, hen; food, water, shelter, space, need</i>	Revision of units 7- 9
Language	<i>Is there a park? Yes, there is. No, there isn't.</i>	<i>Are there any (red pens)? Yes, there are. No, there aren't.</i>	<i>There is a (cow). There are (twelve goats).</i>	
Phonics	ar: park, farm, star, arm, car, garden, art, jar or: sport, horse, corn, shorts, story, morning, forty	oi: coin, oil, soil, point oy: boy, toys	o-e: home, rose, nose, stone oa: goat, boat, goal, coat ow: yellow, rainbow, arrow, snow	
Life skills	Collaboration: An Earth collage Critical thinking: Observation: Differentiation between reality and imagination: Connect with Art	Communication: Shopping role-plays Problem-solving: Provision of resources at the market/ fruit stall Collaboration: Make a money box Critical thinking: Defining relationships between different objects using money	Collaboration: Make a farm Critical thinking: Observation: Caring for animals	Communication Self-management
Values	Independence: Self-responsibility: A walk in the park	Curiosity: Money	Cooperation: Our farm Curiosity: Connect with Science: Caring for animals; products from animals	
Issues and challenges	Environmental responsibility: Protecting the environment		Environmental responsibility: Protecting animal rights	
Integrated cross-curriculum topics	Art: Water in art	Social Studies: Money Science: Materials	Math: simple sums with animals Social studies: products from animals	

Theme 4: Communication

Unit	Unit 10 It's home time 	Unit 11 Go straight on 	Unit 12 The Water Pump 	Review 4
Vocabulary	<i>apartment, house; armchair, TV, picture, bed, computer, cupboard, couch, wardrobe; bedroom, kitchen, living room; oasis; triangle, circle, square, rectangle; igloo</i>	ride, cycle, walk, drive; taxi, plane; left, right, straight, turn, next to; street, city, village, country, town, world; park, library, school, store, museum, beach	Communication Problem-solving Creativity	Revision of units 10-12
Language	<i>I have an armchair and a cupboard in my living room.</i>	<i>He rides a bicycle. She drives a car. Turn right. Turn left. It's next to the park.</i>		
Phonics	ai: tail, train ay: play, say a-e: cake, plate, face, grapes	igh: night, firefighter, right		
Life skills	Collaboration: A 3D house Respect for diversity: Houses or apartments	Collaboration: Our town Critical thinking: Observation: Where is it?		Communication Self-management
Values	Compassion: Helping others	Independence: Navigating around the local area Love of home: My world		
Issues and challenges	Loyalty and belonging: Homes in Egypt			
Integrated cross-curriculum topics	Social Studies: Siwa	Geography: Places in the local area; Using a map		

Unit 7

Into the countryside

LESSON 1



1 Look, listen, and read

1 Where are you, Grandmother?

2 I'm in the park. It's **beautiful**.
There's a **rainbow** in the sky.

3 Is there a **bench** in the park?

4 Yes, there is. I'm on
the bench now.

5 Is there a river?

6 No, there isn't.



Listening and speaking

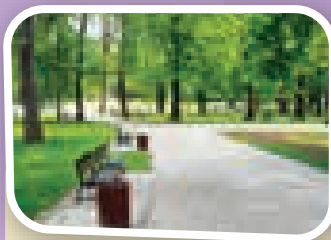
Unit 7



1 Listen, point, and say



flower



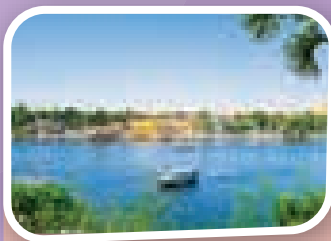
park



grass



tree



river



plant

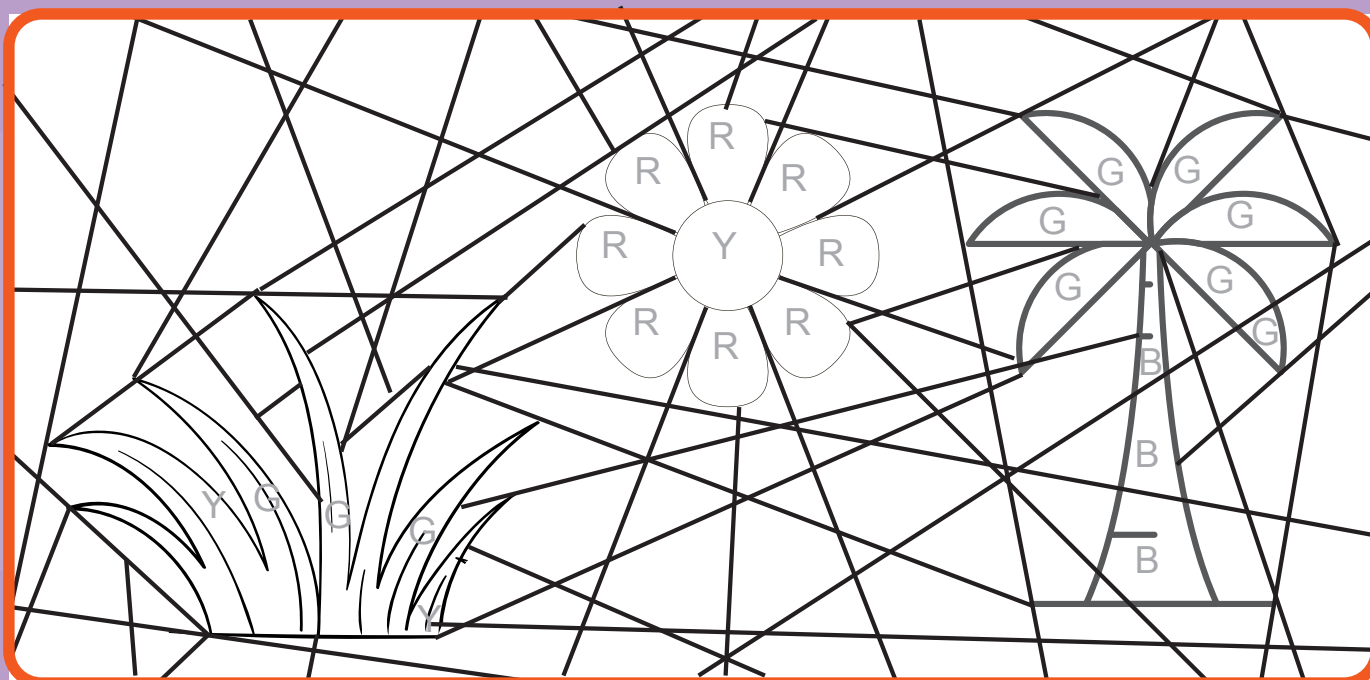


2 Color

G = green, **R** = red,
B = brown, **Y** = yellow



3 Listen and answer using
Yes, there is. or *No, there isn't.*



Language: *Is there a flower? Yes, there is. /No, there isn't.*
Vocabulary: *beautiful, rainbow, bench*

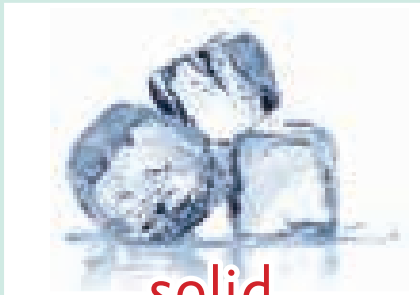
LESSON 2

Connect with Science States of water



1 Look and read

Water has three states.



solid



liquid



gas

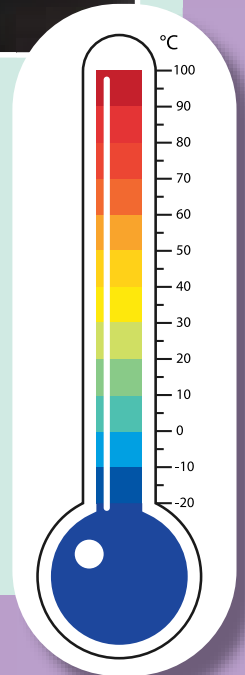
Very hot water is **steam**. Steam is a gas.



Water is a liquid.



Very cold water is **ice**. Ice is solid.



2 Write

gas liquid solid



1 This water is _____.



2 This water is _____.



3 This water is _____.

Connect with Science: The three states of water

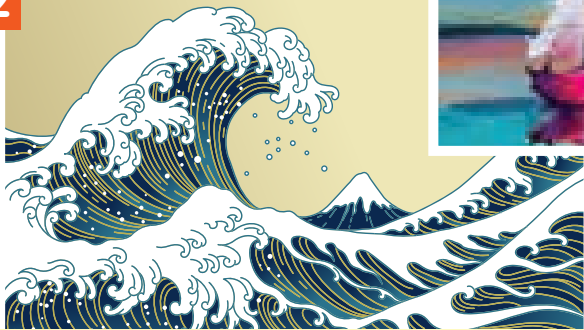


1 Look and say

I like this picture. It is pink, blue, and yellow. I can see boats. I can see the sea.

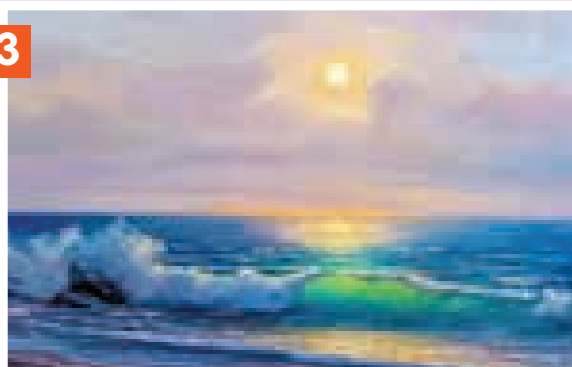


2



Wow! It's a picture of the sea. The **waves** are **high**.

3



Look at the sunset. The **waves** are **low**. The sun is going down. The sky is blue, pink, and yellow. I like this picture, too.



2 Look, read, and answer

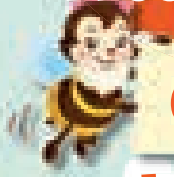
1 What is a wave?

- a a kind of boat
- b water that moves
- c water that doesn't move

2 What can you see in all the pictures?

- a boats
- b waves
- c the sea

LESSON 3



ar or

Learn sounds with Busy Bee!



1 Listen and repeat



2 Look and circle ar and or

or

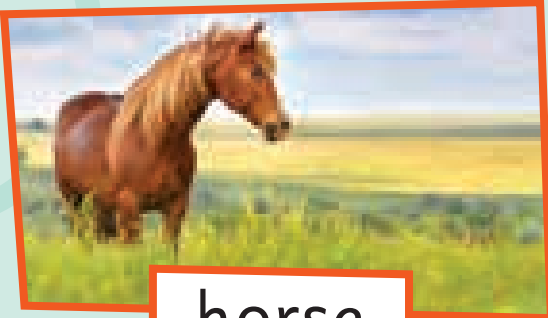


corn

ar



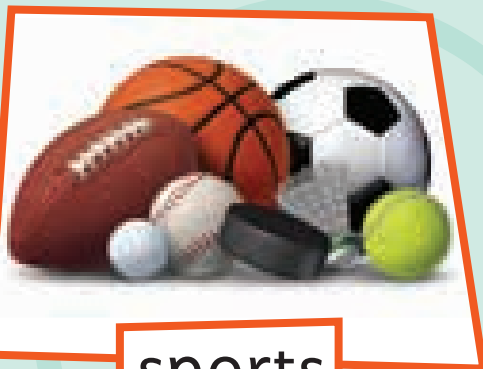
star



horse



park

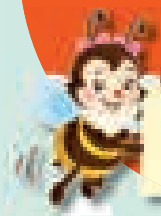


sports



art

Phonics: the or and ar sounds



ar or

Unit 7

Learn to write with Busy Bee!



1 Look, read, and order

1 This / park / a / beautiful / is.

This is a beautiful park.



2 is / a / There / farm / on / the / horse.



3 I / sport / play / the / in / park.



4 There / flowers / are / in / garden / the.



2 Listen and circle the odd sound out

1 park car trash arm

2 forty shorts horse flower

3 parent garden farm jar



abcdefghijklmnopqrstuvwxyz

LESSON 4

Story

A walk in the park



1 Listen and read



2 Role-play

Hany and Hana are in the park with their parents.

1



1 Look at the beautiful flowers.

2 Is there a river?

3 Yes, there is.

Hana likes the flowers.

2



1 I want a flower.

2 No, Hana. Don't pick the flowers.

3 We must protect our environment.

Issues: Environmental responsibility

Hany has finished his drink.

3



1 Finished!

2 No, Hany. Don't **throw** your **trash** in the river.

3 We can **recycle** it at home.

4



1 Look at the trash on the grass.

2 Let's put the trash in the **trash can**.

3 This is a beautiful park. Let's keep it beautiful!

Remember to protect our environment!

Story

Think!



1 Read and choose, then check with your partner

1 I am in the park. I have some trash.
What should I do?

- a I put it in the trash can.
- b I throw it on the grass.
- c I put it in a recycling bin.



2 If I like a flower in the park, I can

- a smell it.
- b take a picture of it.
- c pick it.



2 Listen and complete

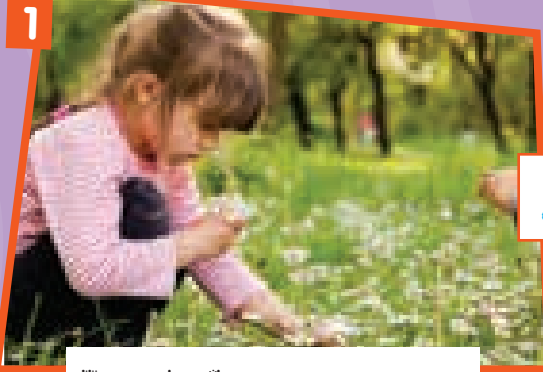
a Hany and Hana went to the park with their
_____. _____ liked the flowers. She wanted
to _____ the flowers. Mom said _____.

b Hany wanted to throw _____ in the _____.
Dad said they can _____ it at home. Remember
to _____ our environment!



1 Look and put a ✓ or ✗

1



I pick flowers.
I don't pick flowers.



2 Read and trace the good behavior

2



I put trash in the trash can.
I don't put trash in the trash can.

3



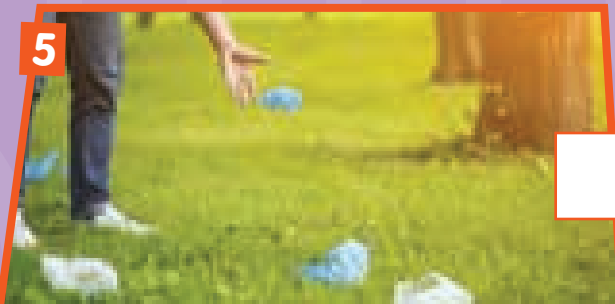
I throw trash in the river.
I don't throw trash in the river.

4



I recycle.
I don't recycle.

5



I throw trash on the grass.
I don't throw trash on the grass.

6



I plant trees.
I don't plant trees.

LESSON 5

Project: An Earth collage



1 Read and make



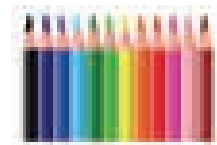
scissors



glue

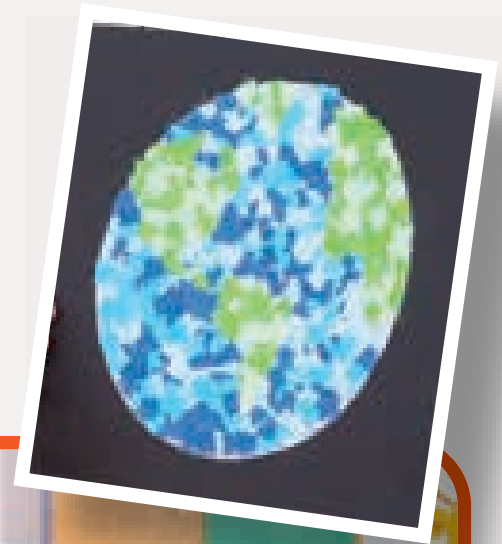


colored paper



colored pencils

- 1 Find some old colored paper.
- 2 Tear the paper into small pieces.
- 3 Make a picture of the Earth.
- 4 Stick the paper onto the page.





1 Show and tell



Language: This is my Earth collage.
It's blue and green.

Self-Assessment



Read and color the stars that describe your effort

Reading 	I can read a text on the natural world with help. ☆	I can read a text on the natural world on my own. ☆ ☆	I can read and answer questions on a text on the natural world. ☆ ☆ ☆
Phonics 	I can read key words with ar or or sounds with help. ☆	I can read key words with ar or or sounds alone. ☆ ☆	I can put words into groups of ar or or sounds. ☆ ☆ ☆
Writing 	I can write words on my own. ☆	I can write answers to yes/no questions. ☆ ☆	I can reorder words to form sentences. ☆ ☆ ☆
Issues and speaking 	I can say why the environment is important to us. ☆	I can say ways to protect the environment. ☆ ☆	I can say other ways to protect the environment. ☆ ☆ ☆
Science 	I can say the three states of water with help. ☆	I can say the three states of water. ☆ ☆	I can say the state of water and other given objects. ☆ ☆ ☆
Project 	I have problems when I work with my group to make an Earth collage. ☆	I work with my group to make an Earth collage. ☆ ☆	We help each other to make an Earth collage. ☆ ☆ ☆

Unit 8

LESSON 1

A trip to the store



1 Look, listen, and read

Hany and Hana are at the stationery shop with their parents.



What is a stationery shop? A shop that sells toys / school items.

Reading and writing



1 Look and number



- 3 pens
- bags
- scissors
- books
- calculators
- notebooks
- paint brushes
- colored pencils
- pencils
- paints
- colored paper
- rulers



2 Look, read, and complete

- 1 Are there any red pens?
- 2 Are there any orange rulers?
- 3 Are there any blue notebooks?

Language: *Are there any red pens?*

Yes, there are. / No, there aren't.

Vocabulary: *Stationery shop, ruler, pen, bag, notebook, calculator, book, paint, scissors, paint brush, colored pencils, colored paper, pencil*

Connect with Math: Numbers 10-100



1 Listen and read



2 Listen and point



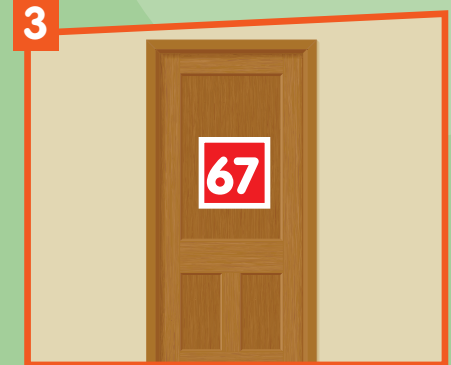
3 Listen, point, and say



It's bus number 43.



I'm number 20 in my team.



I live in number 67.



It's 52 pounds.



The car is number 84 in the race.



My grandpa is 75 years old.

Reading



1 Read, count, and write

How many are there in
your classroom?

1 Are there any chairs? How many are there?



2 Are there any children? How many are there?



3 Are there any bags? How many are there?



4 Are there any books? How many are there?



2 Point and say



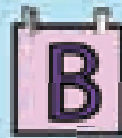
There are 33 chairs in my classroom.

Life skills



1 Look and read

How much are the skirt and shoes, please?



I want a T-shirt and a jacket, too, please.

Clothes store

	LE 35
	LE 18
	LE 43
	LE 29
	LE 81



2 Role-play

That's 72 pounds, please.



That's 99 pounds, please.



3 Read and complete

1 How much are the shoes and pants, please?

That's **78 pounds**, please.

2 How much are the T-shirt and skirt, please?

That's, please.

3 How much are the pants and skirt, please?

That's, please.



Life skills: Using money

Connect with Social Studies

Money



1 Listen and read

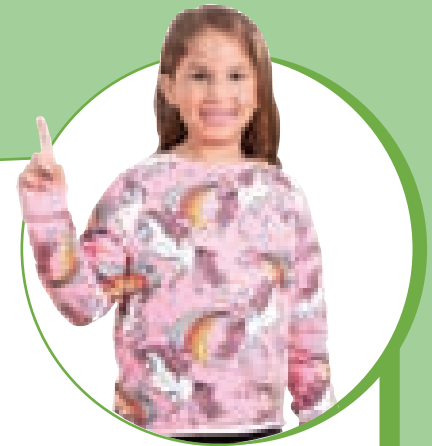


We use money to buy things. Money is very **useful** in our world. In Egypt, people use money to buy things they need, like food, clothes, and houses. We can also use it to buy things we want, like sweets and toys. In Egypt, the pound is our money or **currency**.



2 Read and choose the correct answer

- 1 Money is **useful** / **not useful**.
- 2 Things we need are **sweets** / **houses**.
- 3 We use money to **buy** / **eat** things.
- 4 The pound is the **currency** / **people** of Egypt.



3 Read and write

What do you want to buy with your money?

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

LESSON 3

oi oy

Learn sounds with Busy Bee!

1 Look and circle **oi** and **oy**

2 Listen and repeat

1



coin

2



oil

3



boy

4



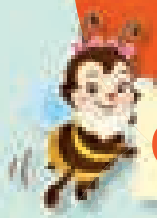
soil

5



toys

Phonics: the **oi** and **oy** sounds



oi oy

Learn to write with Busy Bee!



1 Look and trace. Then say



Point at the oil.



The boy has a toy.



Is there a coin in the soil?



2 Listen and match



oy

oi



abcdefghijklmnopqrstuvwxyz

LESSON 4

Connect with Science Materials



1 Listen and read



A coin is made of metal.



A bill is made of paper.



2 Look and write

metal

paper

1



A notebook is made of paper.

2



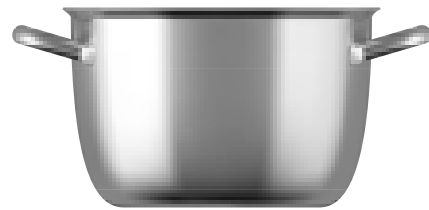
.....

3



.....

4



.....



1 Look and write

plastic

paper

metal

glass

1



A bag is made of plastic.

2



.....

3



.....

4



.....



2 Point and say



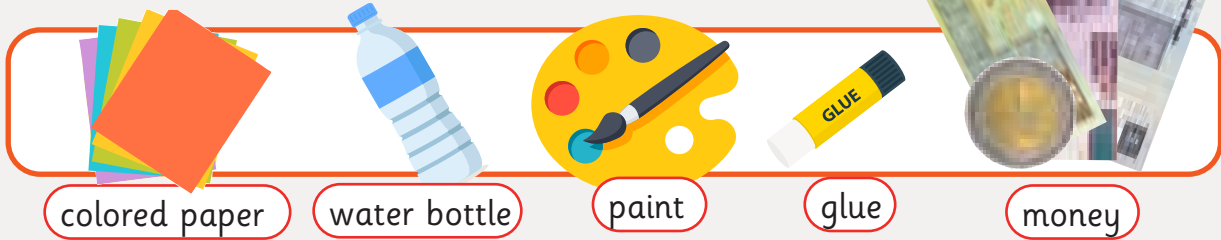
Number 1 is a toy. It's made of plastic and metal.

LESSON 5

Project: Make a money box or bottle



1 Read and do



colored paper

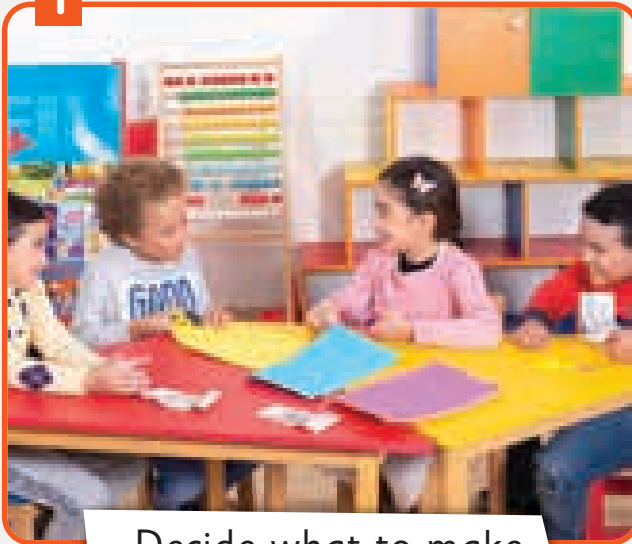
water bottle

paint

glue

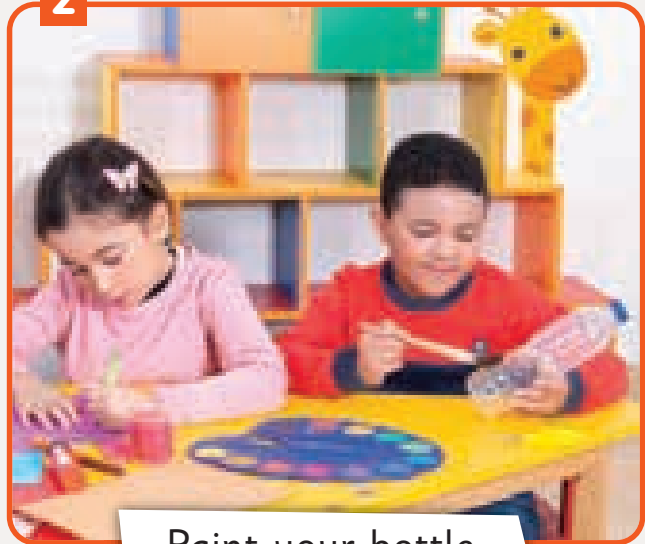
money

1



Decide what to make.

2



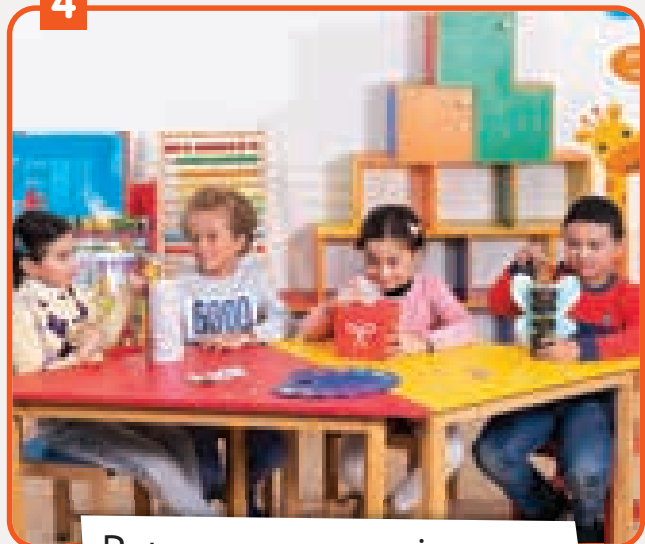
Paint your bottle.

3



Decorate the bottle.

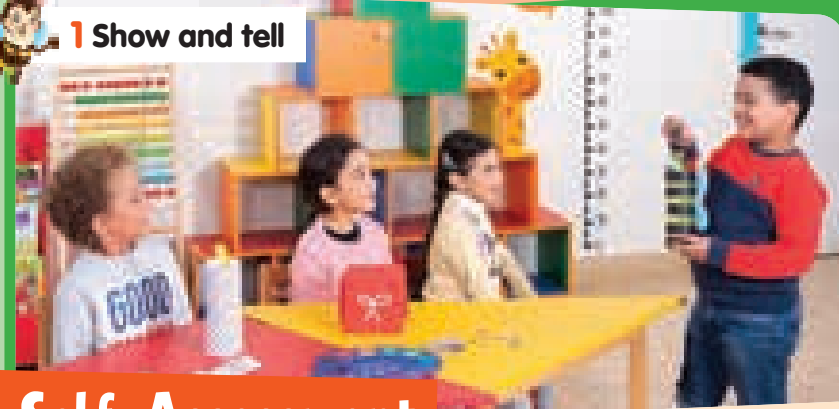
4



Put some money in your money box.



1 Show and tell



Language: This is my money bottle.

Self-Assessment



Read and color the stars that describe your effort

Reading 	I can read a text on the stores. ☆	I can read and answer questions on a text on the stores. ☆ ☆	I can read and guess the meaning of new words in a text on the stores. ☆ ☆ ☆
Phonics 	I can read key words with <i>oi</i> or <i>oy</i> sounds with help. ☆	I can read words with <i>oi</i> and <i>oy</i> letter sounds on my own. ☆ ☆	I can complete sentences with words having <i>oi</i> or <i>oy</i> sounds. ☆ ☆ ☆
Speaking 	I can answer questions on 'Are there..?'. ☆	I can ask and answer questions on classroom items using 'Are there..?'. ☆ ☆	I can talk about the number of classroom items using 'There are'. ☆ ☆ ☆
Writing 	I can write material words. ☆	I can complete a text using number words. ☆ ☆	I can write simple sentences on what things are made of. ☆ ☆ ☆
Math 	I can say the numbers 1-100 correctly. ☆	I can write the numbers 1-100 in words. ☆ ☆	I can use the numbers - 1-100 to describe things inside and outside classroom. ☆ ☆ ☆
Science 	I can say the names of some of the materials given in the unit. ☆	I can say the names of the materials given in the unit. ☆ ☆	I can say what different classroom objects are made of. ☆ ☆ ☆
Life skills 	I can do simple sums with money with help. ☆	I can do simple sums with money. ☆ ☆	I can ask and answer about the price of given things. ☆ ☆ ☆
Project 	I have problems when I work with my group to make the money box or bottle. ☆	I work with my group to make a money box or bottle. ☆ ☆	We help each other to make a money box or bottle. ☆ ☆ ☆

Unit 9

LESSON 1

On the farm

1 Look, listen, and read



1 This is a farm with animals.

2 There is a hen and a donkey. Look! The hen is on the donkey.

3 There are fish and ducks in the water.

4 There is a cow and a sheep. They eat grass.

5 There is a horse and a goat. The horse is very big!

2 Read and match

1 What is on the donkey?

2 Where are the animals?

3 What is in the water?

a At the farm.

b Ducks and fish.

c A hen.

Listening and writing

Unit 9



1 Listen, point, and say



2 Read and number

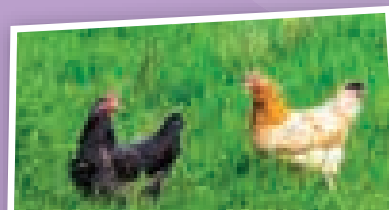
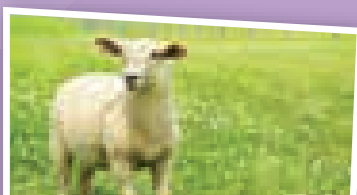
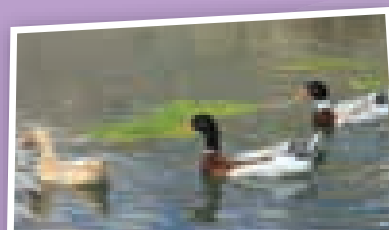
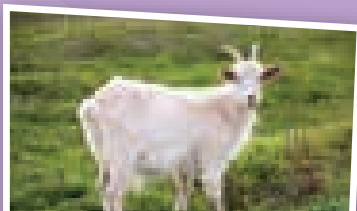


1 There is a cow on the farm.

2 There are cows on the farm.



3 Look and write sentences



Language: *There is a cow. There are cows.*

LESSON 2

Connect with Math



1 Listen and write the number

A 100 animals



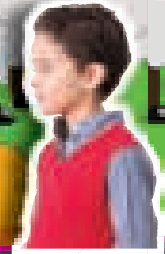
How many cows are there?



B 100 animals



There are 25 cows.



2 Ask and answer



3 Listen again and complete

There are many animals on the farm. There are 25cows..... and 30 There are 45 and 14 There are 18 and 42 There are 26

Remember



Reading and speaking

Unit 9

1 Look, count, and complete

2 Ask and answer



3 horses

hens

cows

goats

birds

fish

cats

sheep

1 Are there any donkeys?

Yes, there are.

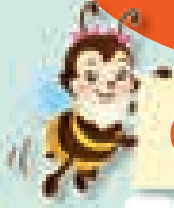
2 Are there any fish?

3 Are there any goats?

No, there aren't.

4 Are there any sheep?

LESSON 3



oa ow o-e

Learn sounds with Busy Bee!



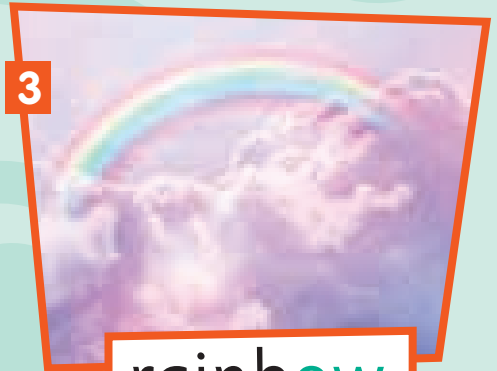
1 Listen and repeat



goal



boat



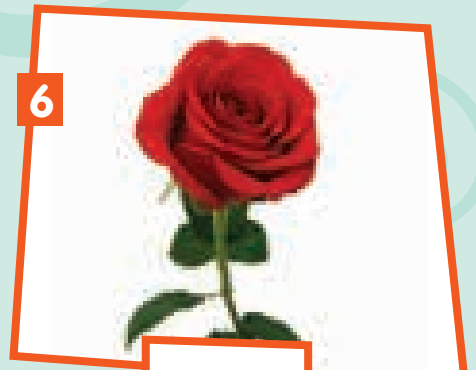
rainbow



arrow



home



rose



2 Look, read, and say

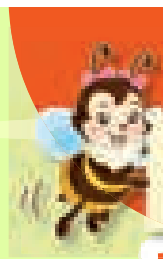
There are yellow arrows on my boat.



Phonics: the oa, ow, and o-e sounds



abcdefghijklmnopqrstuvwxyz



oa ow o-e

Unit 9

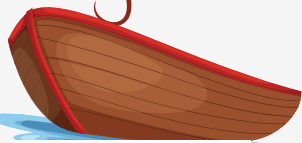
Learn to write with Busy Bee!



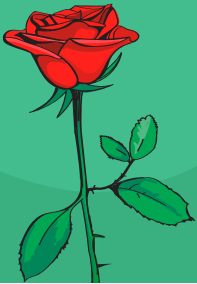
1 Look and match



2 Write



1 boat



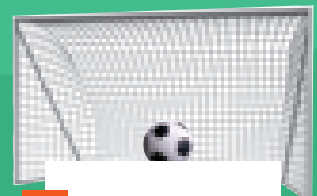
2



3



4



5



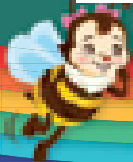
6



7



8



abcdefghijklmnopqrstuvwxyz

LESSON 4

Values

Caring for animals



1 Listen and read



Animals need food.



Animals need water.



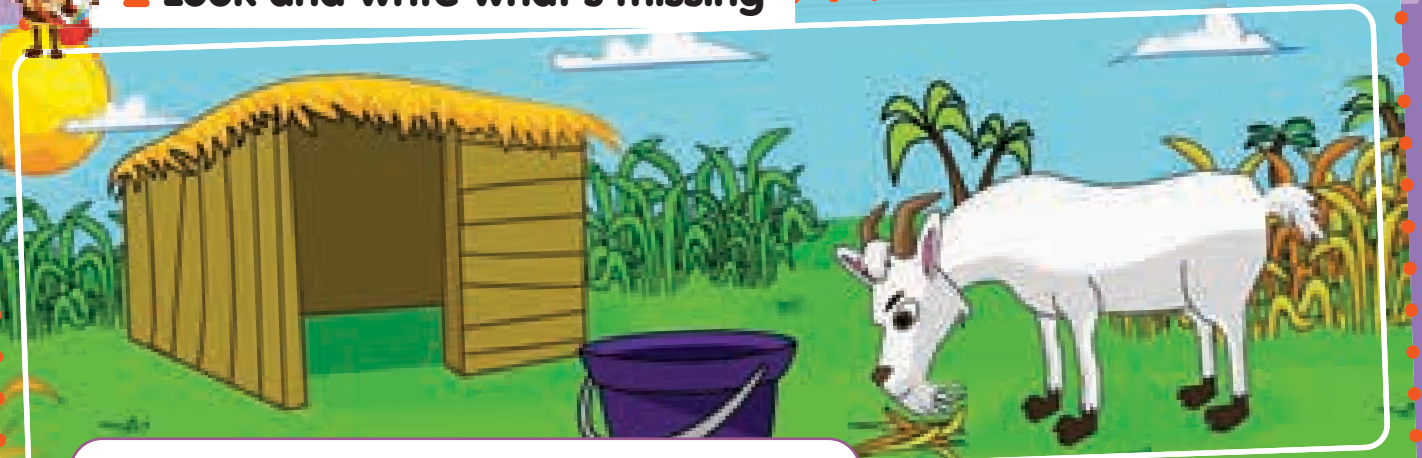
Animals need shelter.



Animals need space.



2 Look and write what's missing



This animal needs



This animal needs

Values: Caring for animals

Connect with science: Farm animals give us products



1 Read and write



milk



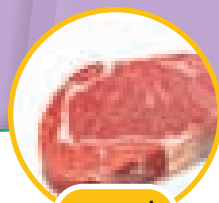
eggs



wool



meat



meat

- 1 A cow gives usmilk and meat.....
- 2 A hen gives us
- 3 A sheep gives us
- 4 A duck gives us
- 5 A goat gives us



2 Now listen and check your answers



3 Draw and complete

A gives us



abcdefghijklmnopqrstuvwxyz

LESSON 5

Project: A model of a farm



1 Read and make



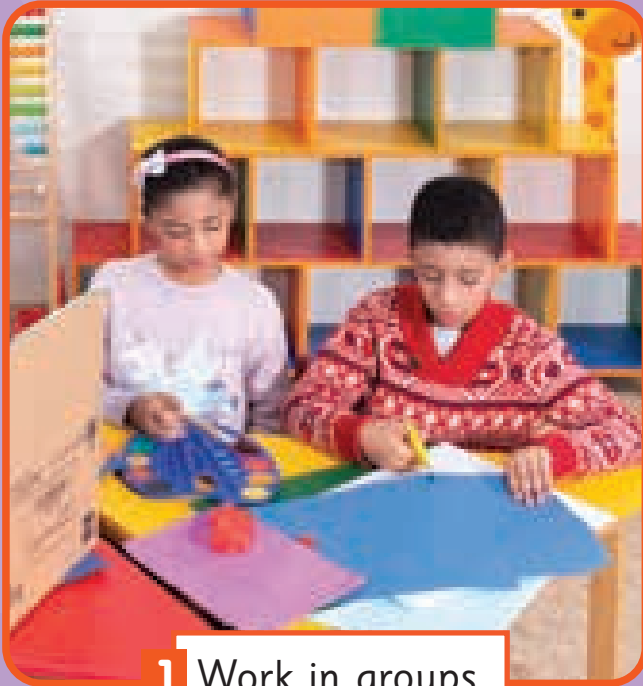
clay



cardboard box



paint



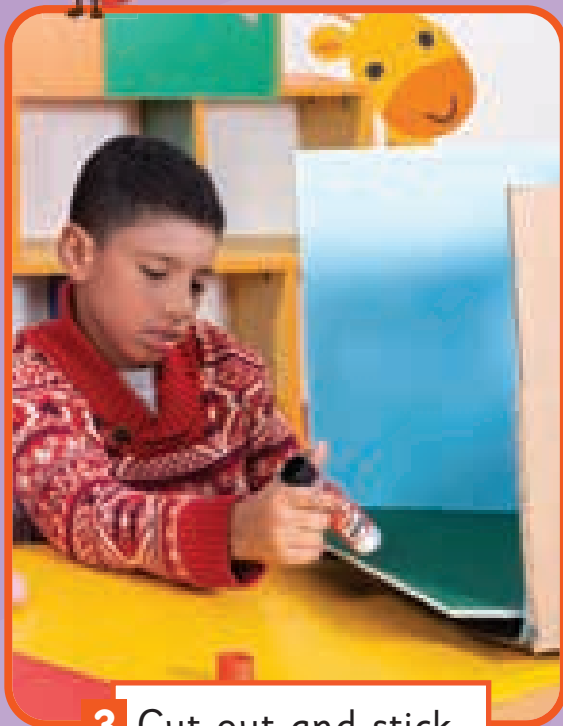
1 Work in groups.



2 Make your animals.



2 Show and tell



3 Cut out and stick.













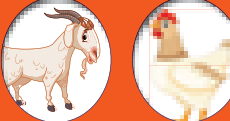

















4 Show and tell.

Self-Assessment



Read and color the stars that describe your effort

Reading 	I can read a text on the farm with help. 	I can read and answer questions on a text on the farm. 	I can read a text and choose the correct picture that describes it. 
Phonics  oa ow o-e	I can read key words with <i>oa</i> , <i>ow</i> , and <i>o-e</i> sounds. 	I can write key words with <i>oa</i> , <i>ow</i> , and <i>o-e</i> sounds. 	I can put words into groups of <i>oa</i> , <i>ow</i> , and <i>o-e</i> sounds. 
Speaking 	I can repeat a text with 'there is/there are'. 	I can complete a text with 'there is/there are'. 	I can describe a picture using 'there is/there are'. 
Writing 	I can complete sentences about animals. 	I can complete sentences on what animals need and what animals give us. 	I can write sentences on what animals need and what animals give us. 
Science and values 	I can say what animals need and what animals give us. 	I can say what happens to animals when they don't have their food, shelter, etc. 	I can say what happens when animals don't give us food and materials. 
Math 	I can count the animals in a picture. 	I can complete a text using what I see in a picture. 	I can read and say what is missing in the picture. 
Project 	I work with my group to design a model of a farm. 	I work with my group to design and improve the model of the farm. 	We help each other to design and improve the model of the farm. 

Review 3

LESSON 1



1 Listen and say



2 Ask and answer



63



100

79



95



81



47



What's this?

It's a fish.



Review 3



1 Look, read, and answer



1 Is there a farm? Yes, there is......

2 Are there any goats?

3 Are there any donkeys?

4 Is there a park?

5 Is there a river?

6 Are there any plants?



Revision of vocabulary and language from units 7-9

Review 3

LESSON 2



1 Listen and write

ar	or	oi/oy	oa/ow/o-e
ar	_or_ _	_oi_	_oa_
_ _ar	_or_ _	_oy	_ _ow
ar_	_ _or_	oi_	_o_e



1 Count and write the numbers in words

4 Shopping list



LE 3



LE 65



LE 5



LE 8



LE 43



LE 25

1 How much are eleven pens?
That's thirty-three pounds

2 I want a book and a T-shirt, please.
 That's pounds.

4 I want eight water bottles, please.
 That's pounds.

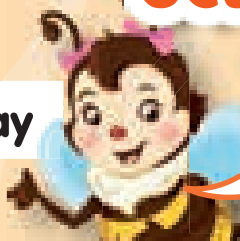
5 How much are a car and a trash can?
 That's pounds.

Review 3

Self-Assessment



1 Check (✓) what you can say



Now I can ...

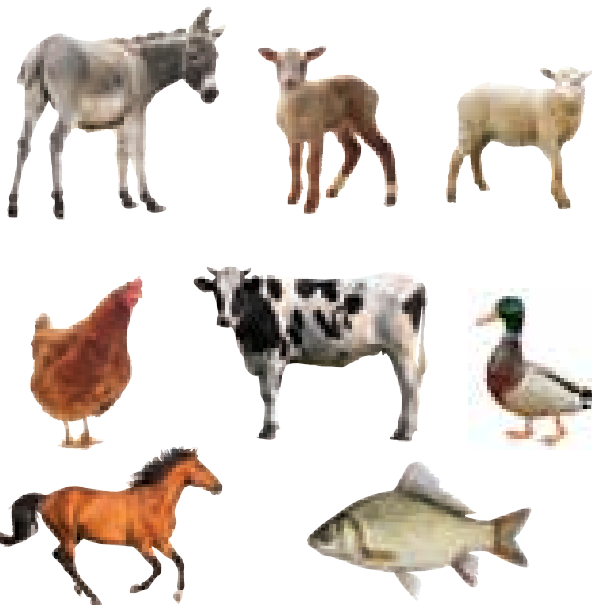
say numbers.

11 22 33 44

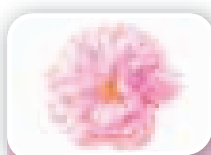
55 66 77 88

99 100

name farm animals.



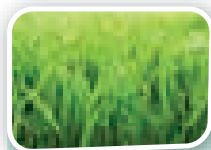
name nature words.



flower



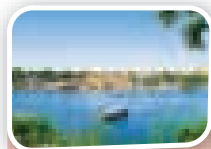
park



grass



tree



river



plant

say these sounds.

ar

or

ow

oy

o-e

oi

oa

Unit 10 It's home time

LESSON 1

1 Look, listen, and read

This is Hana's house.



1 This is my house. I have an **armchair**, a **couch**, and a **TV** in my living room. My bedroom is small. The kitchen is big. I like my house.

2 It's a very nice house!

This is Amira's house.



1 This is my bedroom. I have a bed, a computer, and a **wardrobe**. There are some toys and books in my bedroom.

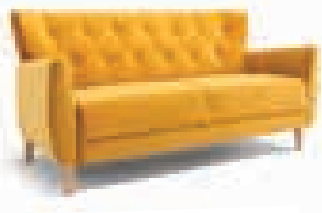
2 It's great!

Listening and reading



1 Listen and read

1



couch

2



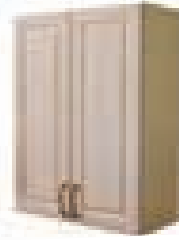
armchair

3



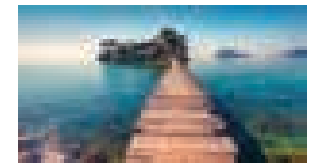
TV

4



cupboard

5



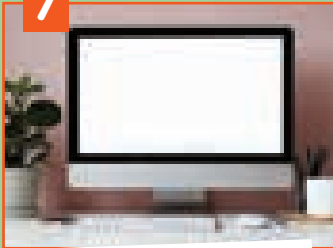
picture

6



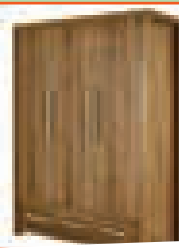
bed

7



computer

8

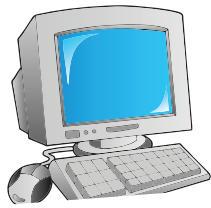


wardrobe



2 Listen and say the number. Then trace

1



computer

2



armchair

3



wardrobe

4



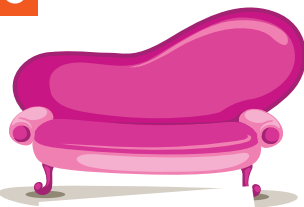
TV

5



bed

6



couch

7



picture

8



cupboard

Vocabulary: *armchair, couch, TV, wardrobe*

LESSON 2

Language



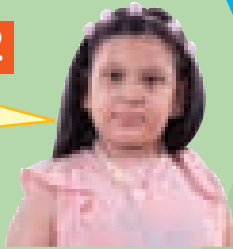
1 Read and match

1



I **have** a wardrobe in my bedroom.

2



I **have** a cupboard in my kitchen.

3



I **have** a computer in my living room.

4



I **have** a picture in my bedroom.

5

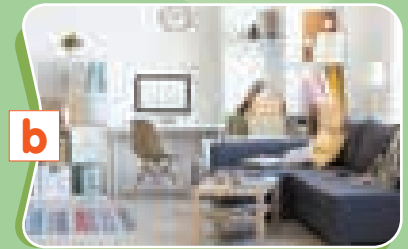
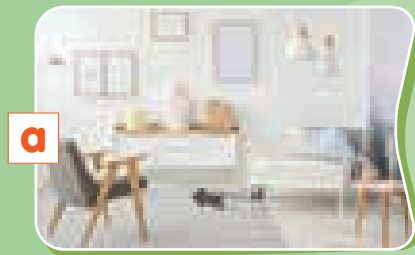


I **have** an armchair in my bedroom.

6



I **have** a couch in my living room.



2 Say what you have at home

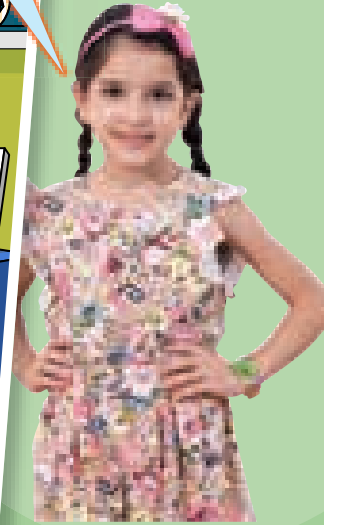
I have an armchair, a computer, and a bed in my bedroom.

Listening and writing

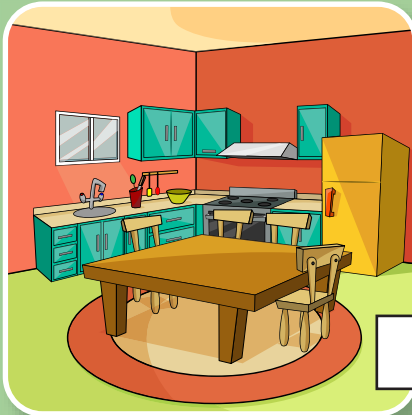
Unit 10

1 Listen and read

In my bedroom, I have a picture, a computer, a bed, and a wardrobe.



2 Listen and number



3 Draw your bedroom, then complete

In my bedroom, I have _____, _____, and _____.
I like/don't like my _____.

LESSON 3

Connect with social studies

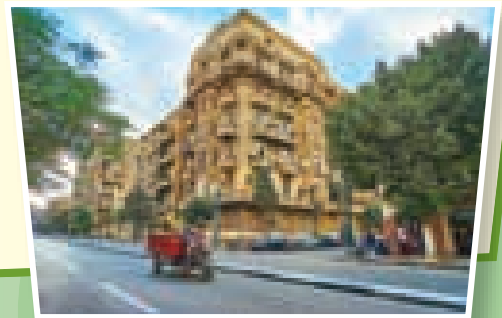


1 Listen and read

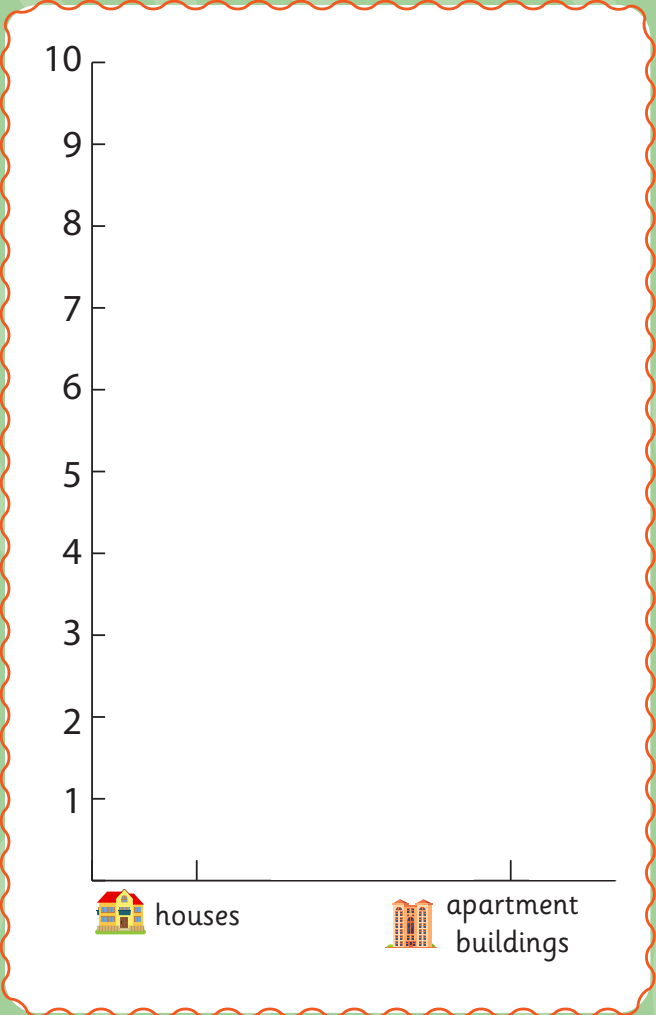


1 Some people around the world live in houses. Usually one family lives in a house. Some houses have gardens.

2 Other people live in apartments in big cities. Apartment buildings are big. Many families live in the building.

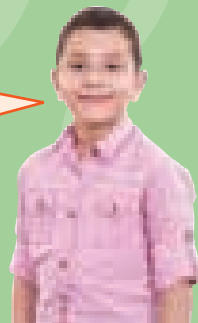


2 Look and complete the graph



3 Talk about your graph

There are





1 Listen and read



Siwa is an **oasis** in the Western Desert of Egypt. An oasis is a green area of land in the desert. It has fresh water and green plants. Houses in Siwa are of different shapes. This is a house from Siwa.



2 Look at the picture and answer the questions

- 1 What shapes can you see? _____.
- 2 What colors can you see? _____.
- 3 What is the shape of your house / apartment building? _____.

LESSON 4

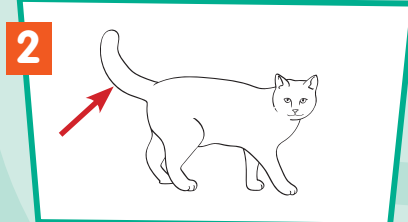
ai ay a-e

Learn sounds with Busy Bee!

1 Listen and repeat



2 Look and color the pictures with ay



3 Look, read, and complete

1 Nour wants to eat _____.



2 I have one _____ and one nose.



3 The cat has a long _____.



Phonics: the ai, ay, and a-e sounds

abcdefghijklmnopqrstuvwxyz



ai aya-e

Learn to write with Busy Bee!



1 Look, trace, and say

1



I have a toy train.

2



I like grapes.

3



This is my cat's tail.

4



I play with my friends.

LESSON 5

Project: : My 3D house



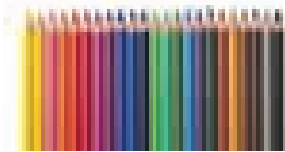
1 Look, choose, and make



cardboard box



scissors



coloring pencils



pens

1



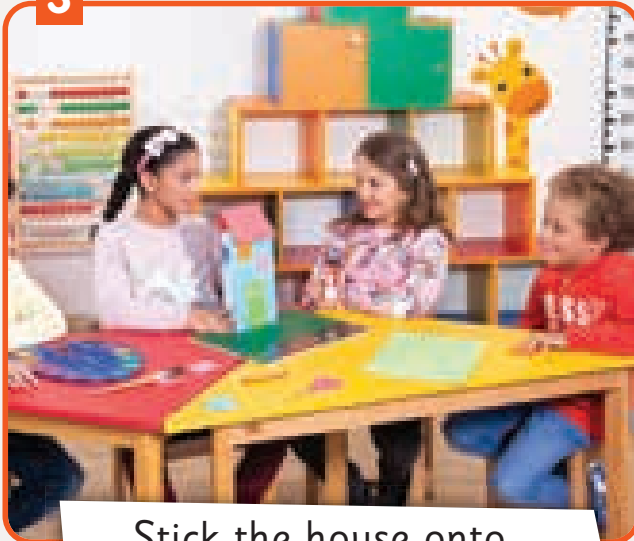
Cut out windows, a door, and a roof.

2



Stick the roof on the top of the house. Stick the windows and the door.

3



Stick the house onto cardboard.

4



Decorate the house and the garden.



1 Show and tell



Language: *This is my 3D house. There are 2 windows ...*

Self-Assessment



Read and color the stars that describe your effort

Reading 	I can read a text on houses with help. ★	I can read a text to complete a paragraph on shapes. ★★	I can read a text and draw what I read. ★★★
Phonics  ai ay a-e	I can read key words with <i>ai, ay, and a-e</i> sounds. ★	I trace sentences with words with <i>ai, ay, and a-e</i> sounds. ★★	I can complete sentences with words with <i>ai, ay, and a-e</i> sounds. ★★★
Speaking 	I can say what I have in my bedroom. ★	I can describe my house using 'I have ...'. ★★	I can say what I like/don't like in my house. ★★★
Writing 	I can write items in my house. ★	I can complete a graph on houses and apartments. ★★	I can write sentences on my house. ★★★
Life skills  	I love my house. ★	I know that other people love their houses too. ★★	I know that my house is good and the houses of others are good too. ★★★
Project 	I have problems when I work with my group to make our 3D house. ★	I work with my group to make our 3D house. ★★	We help each other to make our 3D house. ★★★

Unit 11

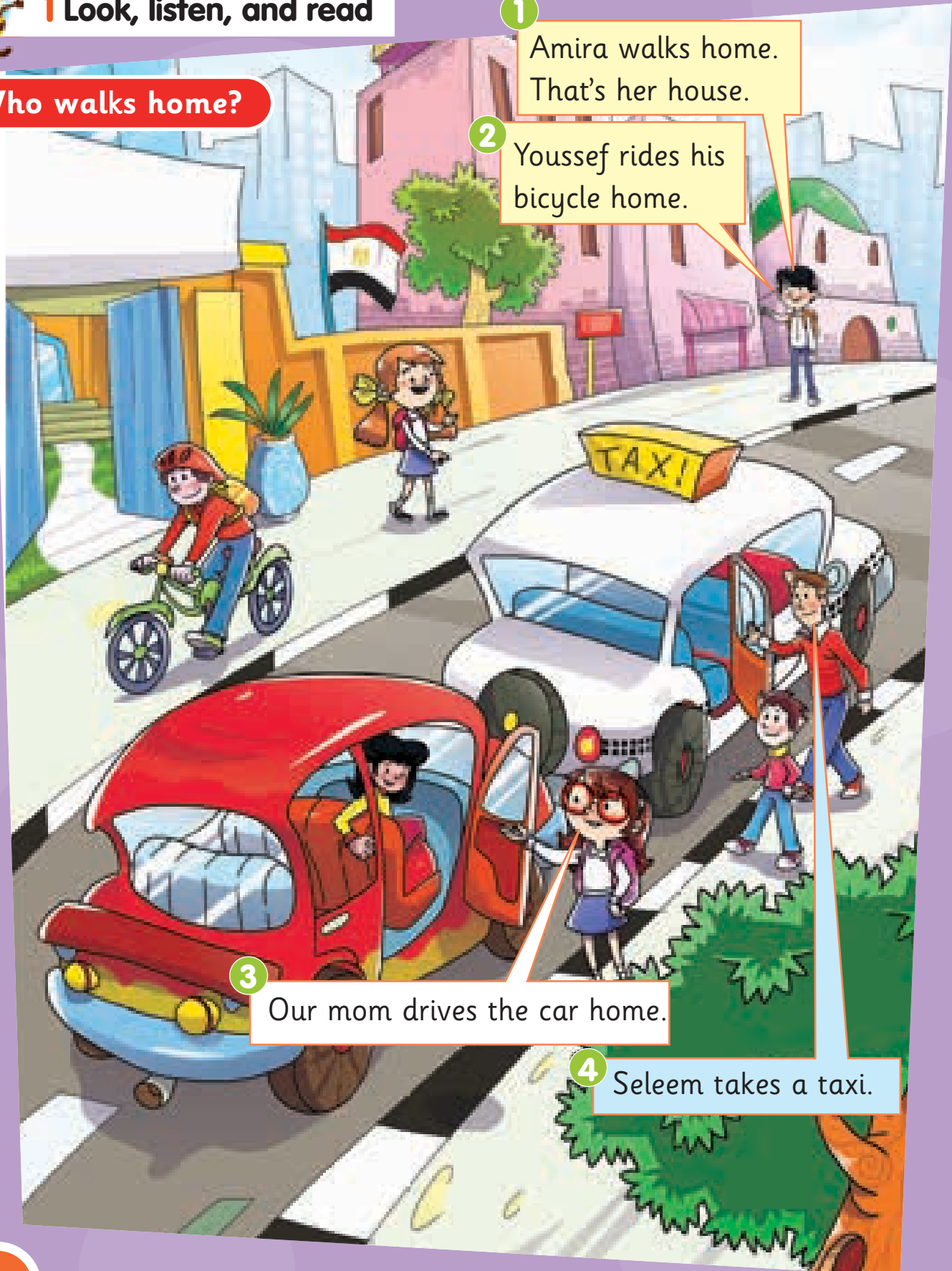
LESSON 1

Go straight on



1 Look, listen, and read

Who walks home?



1 Amira walks home.
That's her house.

2 Youssef rides his
bicycle home.

3 Our mom drives the car home.

4 Seleem takes a taxi.

Listening



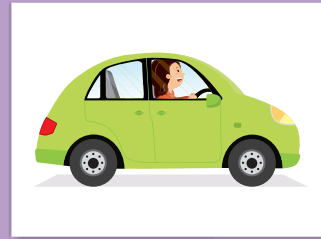
1 Listen, point, and say



ride a bike



walk



drive



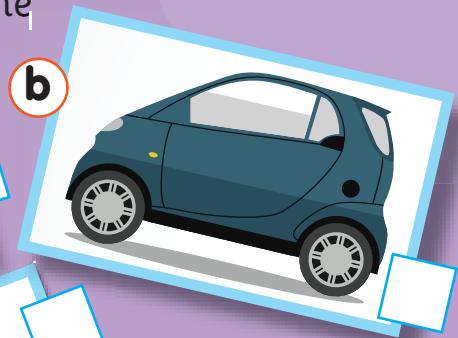
taxi



plane



2 Listen and number



Nabil rides a bike to school.



3 Say

Vocabulary: ride, walk, drive, taxi, plane

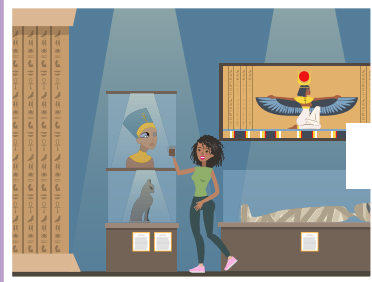
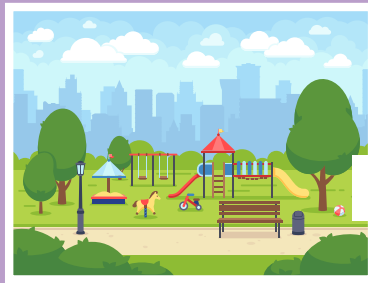
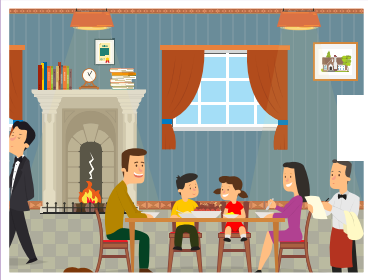
LESSON 2

Connect with Geography

Which place?



1 Listen and number



2 Listen and write the number of syllables

- 1 park 2 library 3 school 4 store
5 museum 6 restaurant 7 beach



3 Read, write, and say

Where can you buy things?

At a store.

- 1 Where can you read books? At a _____.
- 2 Where can you eat food? At a _____.
- 3 Where can you buy things? _____.
- 4 Where can you swim? _____.

Listening and writing



1 Listen, read, and number the places

My town is small and beautiful. There's a **1 beach**. In front of the beach there's a **2 restaurant** with yummy food.

Behind the restaurant there's a **3 museum** and a **4 library**.

I live on Ismail Mohamed Street. My **5 school** is on my street and next to the school there's a **6 park**. In the park there are trees and flowers. Behind the park there's a **7 store** where we buy all our food.



2 Look and complete

- library
- museum
- ~~park~~
- restaurant
- school
- ~~store~~
- store
- library



- 1 There's a store next to the park.
- 2 There's a _____ behind the _____.
- 3 There's a _____ next to _____.
- 4 There's a _____ in front of the _____.

LESSON 3

Story

Where do you live, in a city or a village?



1 Look and answer

1 Where are the children?
a In front of a store.
b Next to a library.

city



village



2 Listen and read

Hany and Hana meet Amira.



3 Role-play



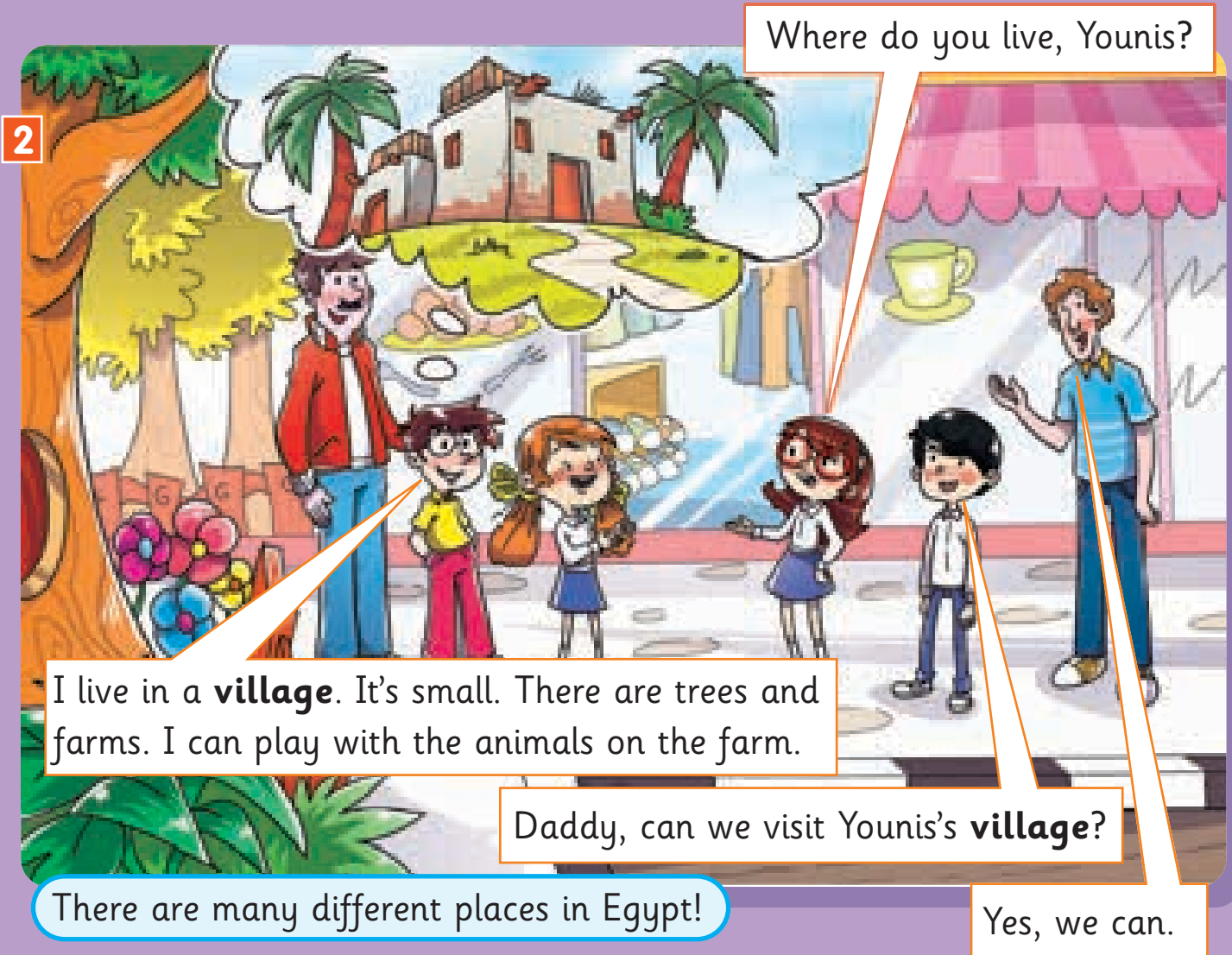
1

Hello, Hana. Hello, Hany. This is my cousin, Younis. He is visiting us.

Hello.

Hello, Younis. I'm Hany. This is Hana. Welcome to Cairo! Do you like our city?

Yes, I do. The city has stores, restaurants, and parks. There are a lot of people.



2

Where do you live, Younis?

I live in a **village**. It's small. There are trees and farms. I can play with the animals on the farm.

Daddy, can we visit Younis's **village**?

There are many different places in Egypt!

Yes, we can.



4 Read and match

- | | |
|------------------------------------|--|
| 1 Younis lives | a there are trees and farms. |
| 2 Younis can play with | b in a village. |
| 3 In a village, | c it has stores, restaurants, and parks. |
| 4 Younis likes the city because... | d animals on the farm. |

LESSON 4

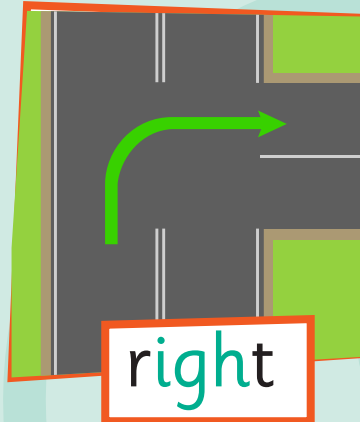


igh

Learn sounds with Busy Bee!



1 Listen and read. Then say



2 Listen and underline the *igh* letters

1 firefighter

2 night

3 eight

4 traffic lights

5 right



3 Match to form the name of each picture

1 fire

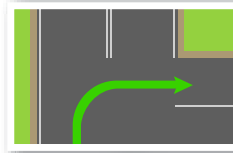
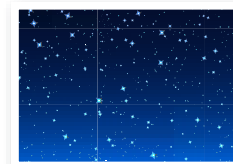
a ght

2 r

b ight

3 ni

c fighter



Phonics: the *igh* sound

igh

Learn to write with Busy Bee!



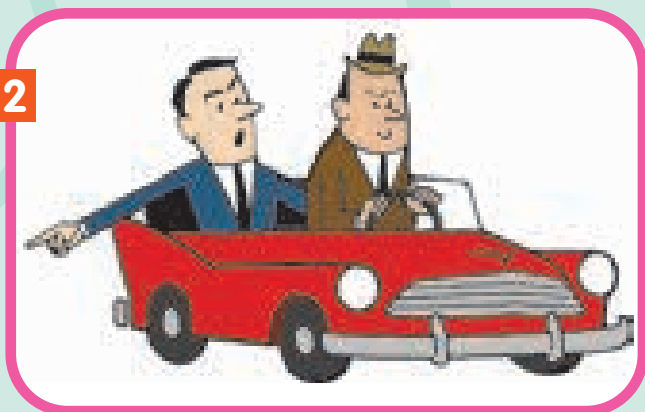
1 Look and trace



The firefighter helps us.



The night is black.



Go right.



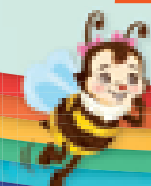
2 Order to make sentences

1 has / eight / Sara / toys. _____.

2 sleep / We / at / night. _____.

3 store / The / is / the / right / on. _____.

4 father / My / is / firefighter / a. _____.



abcdefghijklmnopqrstuvwxyz

Directions

Where is it?

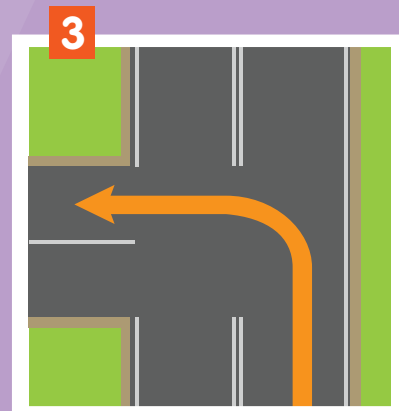
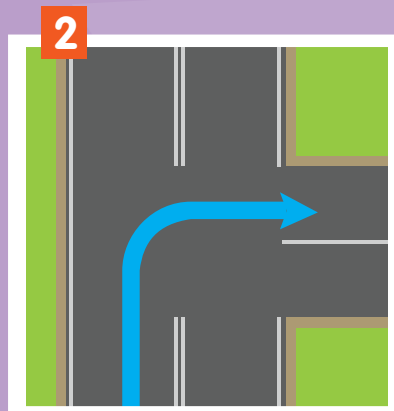
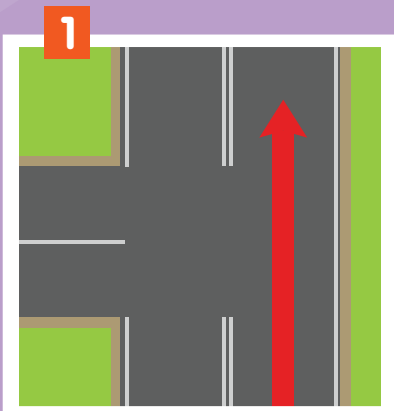


1 Look and write

a Turn left.

b Go straight.

c Turn right.





2 Listen and follow

From Waleed's house to his school





1 Listen and read. Say what buildings A, B, and C are



1 Zein: Waleed, where is Sherif's house?
Waleed: Go out of my house, turn left, then right, and go straight, past the park on the left, then Sherif's house is on your right.
Zein: Thank you!

2 Ziad: Waleed, where is the museum?
Waleed: Go out of my house, turn right and go straight. Then turn left and go past the store on your right. Go straight past the school. Cross the street. The museum is on the left.
Ziad: Thank you!

3 Lina: Waleed, where is the restaurant?
Waleed: It's very easy. Go out of my house, turn left, then right. Go straight, past the park on the left, then past Sherif's house, and it's on your right.
Lina: Thank you!



2 Write the words

A: _____ B: _____ C: _____

LESSON 5

Project: A 3D model of our town



1 Read and make



scissors



glue



cardboard paper



tissue box



colored paper

1



Choose your building.

2



Make your building.

3



Write the name of your street. Put up your building in the town.



1 Show and tell




Language: *This is my house. It's next to the museum.*

Self-Assessment



Read and color the stars that describe your effort

Reading 	I can read texts on places and directions. ★	I can read texts on places and directions and complete with details from the texts. ★ ★	I can read texts on places and directions and find places on a city map. ★ ★ ★
Phonics  igh	I can read the key words with the <i>igh</i> sound. ★	I can trace sentences with words with the <i>igh</i> sound. ★ ★	I can write sentences with words with the <i>igh</i> sound. ★ ★ ★
Speaking and Geography 	I can say places and key direction words. ★	I can say how to get to a place on a city map; a museum, park, school, etc. ★ ★	I can say how to get to my house. ★ ★ ★
Writing 	I can write words about places and directions. ★	I can write answers to questions on places and directions. ★ ★	I can write how to get to my school. ★ ★ ★
Project 	I work with my group to make a model of our town. ★	I work with my group to make a model of our town and say ideas to modify the model. ★ ★	We help each other to make and modify a model of our town. ★ ★ ★

Unit 12
LESSON 1

The Water Pump

CONNECT READING ADVENTURES

The Water Pump



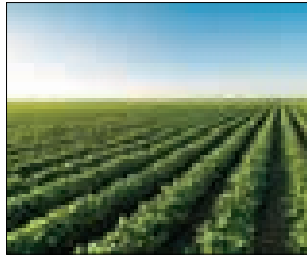
By **ABDEL-TAWAB YOUSSEF**
Translated by **LOUBNA YOUSSEF**
Illustrated by **HUDA ELMURSHIDY**

Picture Dictionary

Unit 12



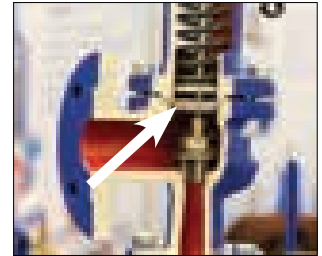
break



crops



fix



heart of the pump



flow



neighbor



plumber



pour



pot



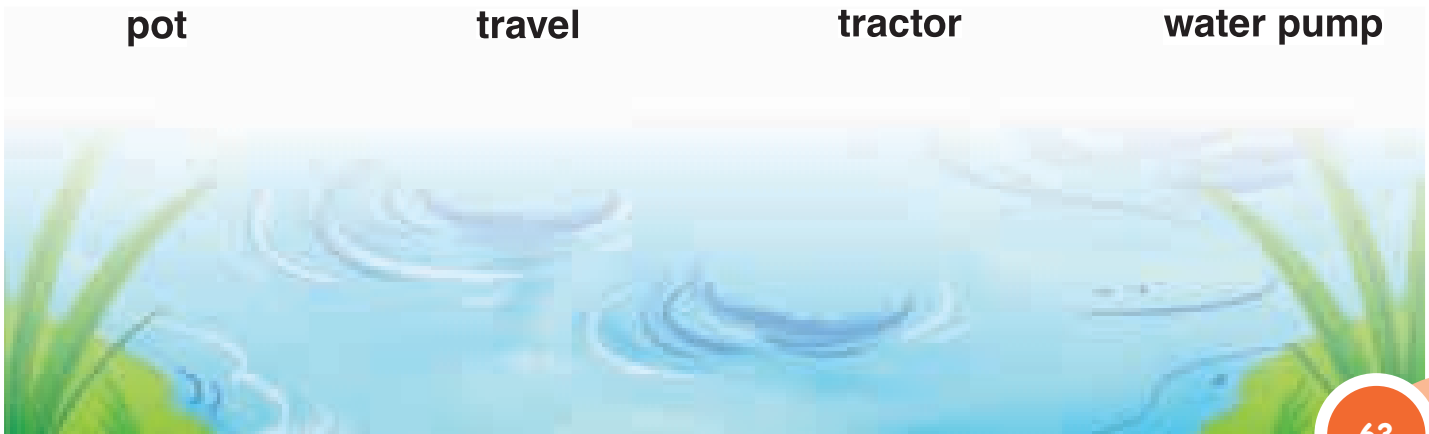
travel



tractor



water pump



Before reading



Look and say where Amm Abdel-Azim lives
a in a city b in a village



Amm Abdel-Azim is a kind farmer. He loves his tractor and his field. He cares for his crops and loves them very much.

At home, he does not have to worry about water because he has a big water pump.

The water of Amm Abdel-Azim's pump makes the best tea.



The people in the village send their children with large pots to get water from Amm Abdel-Azim's water pump. Amm Abdel-Azim allows everyone to use it.



When little children can't pull the hand of the water pump up and down, Amm Abdel-Azim helps them. He always says, "This water pump belongs to the whole village."

When the water pump breaks, Amm Abdel-Azim quickly fixes it. He is always happy to do this.



Before he travels, Amm Abdel-Azim tells his neighbor, “Never stop people from getting water. You must fix the pump when it breaks.”



The neighbor does not listen. Amm Abdel-Azim comes back after a week. The water pump does not work. He asks his neighbor, “Why doesn’t the water pump work?”

“We can’t fix it”, says his neighbor.



Amm Abdel-Azim is very angry. He starts to fix the heart of the water pump, but he can't. He asks a plumber to help him. The plumber says, "We must pull the pump out and dig it in again."



Amm Abdel-Azim and the plumber work hard. They fix the heart of the water pump. Many children with empty pots watch. A little boy wants to start the water pump. Amm Abdel-Azim says he can. The little boy shouts, “Come on, pump! Pour and pump!” Pure and clean water flows out of the water pump.



Amm Abdel-Azim walks away, saying, “The heart of the pump is clean. A clean heart gives clean water.”

Until today, the water pump is pure and gives water to everyone in the village. It makes the best tea!

Story

LESSON 2

The Water Pump



1 Look, read, and guess the meaning of the underlined words

- 1 Pure water comes out of the pump.
a dirty b clean
- 2 Amm Abdel-Azim fixes the heart of the pump.
a inside b outside
- 3 Amm Abdel-Azim allows people to use his water.
a agrees b doesn't agree



2 Read and match

1 When the water pump breaks,

2 When Amm Abdel-Azim can't fix the pump,

3 When the heart of the pump is clean,

a it gives clean water.

b Amm Abdel-Azim fixes it.

c he asks the plumber to help him.

The Water Pump

Unit 12



3 Look, read, and complete



1
Amm Abdel-Azim is a He lives in a
.....



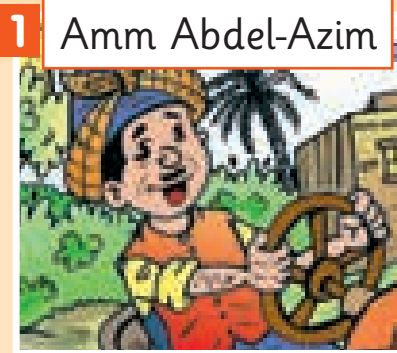
2
Everyone in the village gets
from the water pump.



3
One day, the water pump
Amm Abdel-Azim it.
Everyone is happy.



4 Look, read, and say why you like/don't like these characters



.....
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Review 4

LESSON 1

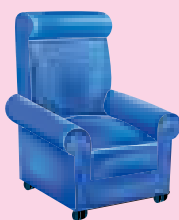
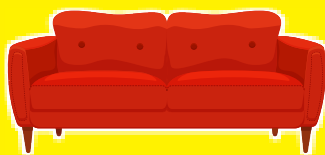
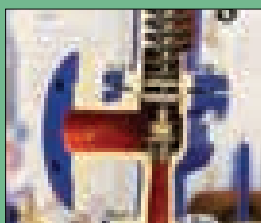
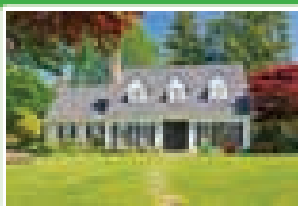
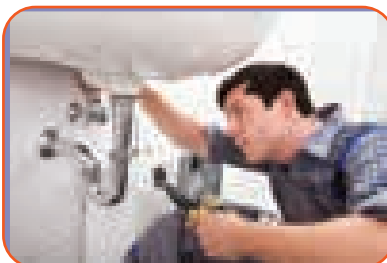


1 Listen and point

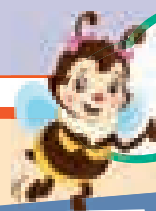


2 Play and say

Start



Finish



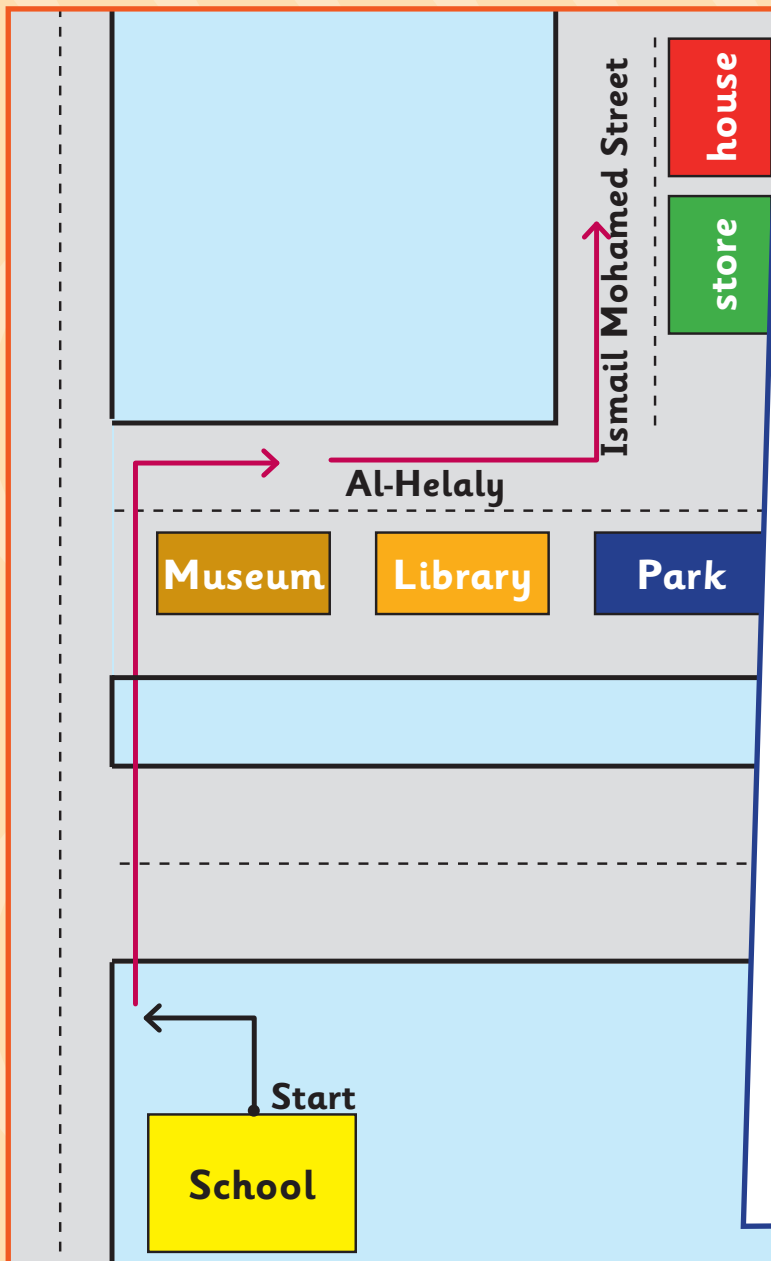
Reading

Review 4



1 Look and complete with the words in the box

right park house
turn straight ~~school~~



My 1 school is near my house. I walk home. I come out of school and 2 _____ left, then I go 3 _____ and take the second 4 _____ onto Al-Helaly Street.

I walk along Al-Helaly Street, past the museum, the library, and the 5 _____. I turn left onto Ismail Mohamed Street. I go past the store. Then I come to my 6 _____.



2 Listen and check

Phonics

LESSON 2



1 Listen and write

ai ay a-e igh

c a k e	n _ _ _ t
s _ _	firef _ _ _ ter
tr _ _ n	r _ _ _ t



2 Look and write. Then say



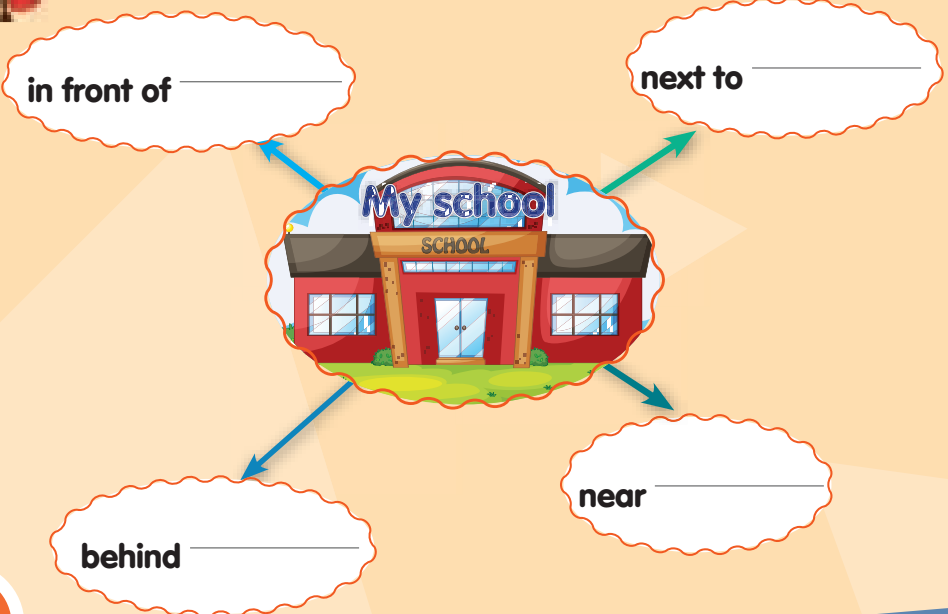
I can see a _ _ _ _
and _ _ _ _ _ on a plate.



The _ _ _ _ _
helps the _ _ _ _ _.



3 Read, draw, and complete



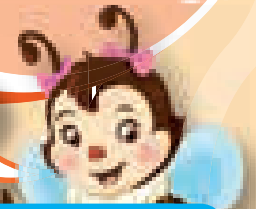
Self-Assessment

Review 4



1 Check (✓) what you can say

Now I can ...




name furniture.



say directions on a map



say different ways to travel.



say these sounds.

ai igh ay a-e

