



English



2025/2026

Term 2

Primary

1



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

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

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

Name :

Class :

School :

A MESSAGE FROM THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the *Primary 1 Framework for Egyptian Learners*. This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Primary 1 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook

- **Structured Learning Activities:** The textbook is organized into weekly sessions, each focusing on different aspects of language acquisition:
 - Listening and Speaking:** Interactive storytelling, discussions, and role-playing activities enhance listening comprehension and oral communication skills.
 - Reading and Phonics:** Phonics exercises and reading activities develop students' ability to decode and comprehend written English.
 - Writing and Vocabulary:** Targeted writing exercises and vocabulary-building activities encourage students to express themselves clearly and expand their word knowledge.
 - Cultural Integration:** Lessons are intertwined with cultural insights, promoting an appreciation for both the English language and Egyptian traditions.
- **Visual and Interactive Elements:** Bright illustrations and interactive components such as coloring pages, matching games, and puzzles make learning enjoyable and reinforce key concepts.
- **Assessment and Feedback:** Regular assessments, including quizzes, retelling exercises, and vocabulary matching, provide educators with tools to monitor student progress and tailor instruction to meet individual needs.

Commitment to Excellence

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

Join Us in Shaping the Future

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

Best Regards,

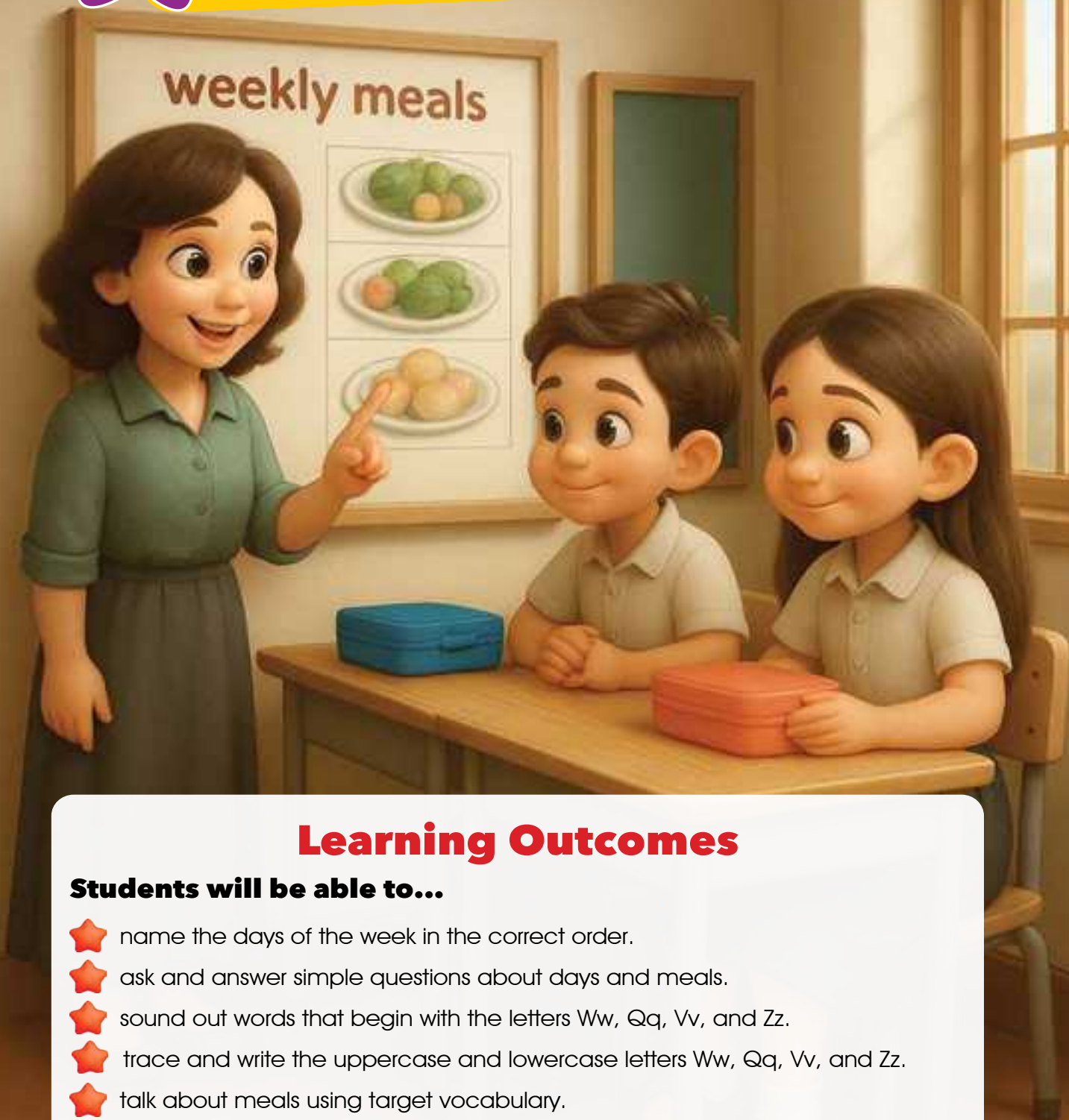
The Ministry of Education and Technical Education.

Scope and Sequence

Unit	Vocabulary	Language in Use	Phonics	Life Skills and Values
Unit 1: My Week	Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, before, after, breakfast, lunch, dinner, eat, drink, bread, rice, sandwich, chicken, soup, juice	What day is it today? What day comes after Friday? How many days are there in a week? What do you eat for breakfast? I eat bread and eggs. I drink milk every day.	Letter sound /w/: watch - water - window - wall – wind Letter sound /q/: question – quack – quiet – queen Letter sound /v/: van - vase – violin – vegetable – vest Letter sound /z/: zebra – zoo – zero – zigzag – zipper	• Time awareness • Self confidence • Communication
Unit 2: Feelings	happy, sad, angry, scared, tired, surprised Personal pronouns: I, he, she, it, we, they, you	I am happy. He is sad. She is angry. We are scared. How do you feel? I feel tired. How many..... are there? There are 12 I see 15 I have 13	Letter sound /y/: yellow - yogurt – yo-yo – yes – yawn Letter sound /x/: x-ray – box – six - mix Consonant Blends: (s-) blends; sk, sn, st, sw (skip, snail, strong, swing)	• Emotional awareness • Empathy • Numeracy • Communication
Unit 3 Neighborhood	hospital, school, shop, street, car, bus, truck, building, park, jump, throw, catch, run, zoo, animals, beach, swim, dig	This is a school. Where do you go when you're sick? I go to the hospital. What do you see? I see a truck. I can jump. I see animals in the zoo.	Short vowel sounds: /ʌ/ nut - hut - cut - bun - run - sun - hug - mug - jug Consonant Blends: (l) blends; cl, bl, fl, sl, clock – black – flag – slide	• Environmental awareness • Collaboration • Communication • Affiliation
Unit 4 Seasons	January, February, March, April, May, June, July, August, September, October, November, December, spring, summer, fall, winter, warm, hot, sunny, cold, windy, rainy, cloudy	When is your birthday? My birthday is in.... What month comes after April? What's the weather like in summer? It's sunny. Is it cold in winter? Yes, it is.	Short vowel sounds: /æ/ mat - hat - cap - map - pan - man Short vowel sounds: /e/ pet - jet - wet - pen - hen - ten	• Time awareness • Planning • Comparing & contrasting • Communication • Sound discrimination
Unit 5 Story Two Friends and One Apple	sunny, park, play, fun, big, red, apple, happy, sad, face, hand, smile	-	-	• Sharing and giving • Expressing feelings • Empathy • Collaboration



My Week



Learning Outcomes

Students will be able to...

- ★ name the days of the week in the correct order.
- ★ ask and answer simple questions about days and meals.
- ★ sound out words that begin with the letters Ww, Qq, Vv, and Zz.
- ★ trace and write the uppercase and lowercase letters Ww, Qq, Vv, and Zz.
- ★ talk about meals using target vocabulary.
- ★ recognize sight words.

Lesson

1



Days of the week



Group Work Activity

1

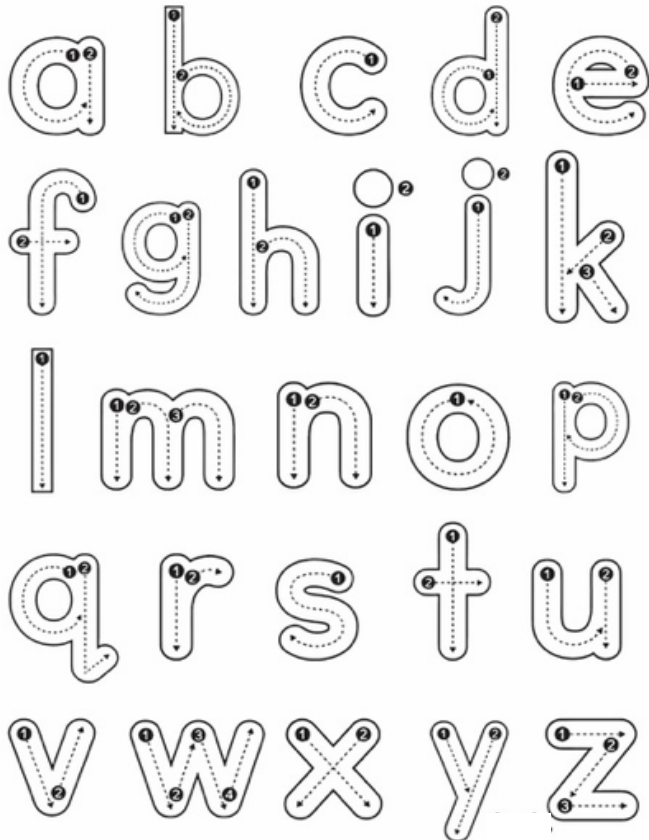
What can you see in the picture and how can you keep the park clean?



One Group Activity

2

Trace

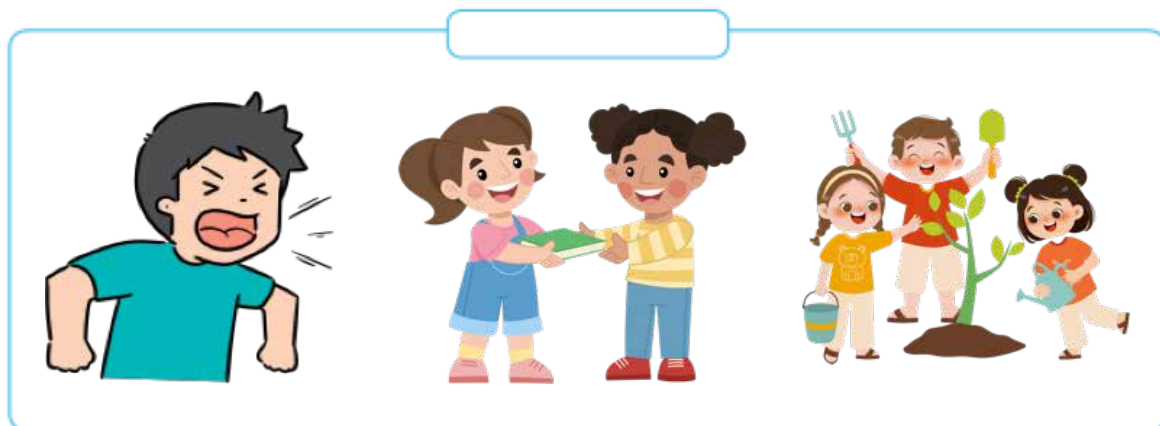




One Group Activity



3 Circle the good action



4 Listen and repeat



After

Before



Lesson 1



Listen to your teacher, then circle the day

- What day comes after **Tuesday**?

Wednesday

Thursday

Friday

- What day comes after **Friday**?

Thursday

Friday

Saturday

- What day comes after **Sunday**?

Monday

Thursday

Wednesday



Listen to your teacher, then circle the day

- What day comes before **Thursday**?

Monday

Tuesday

Wednesday

- What day comes before **Saturday**?

Sunday

Friday

Thursday

sight words: is - it - after - before

**Speaking: Discuss with a friend what you do on each day**

Saturday – Sunday – Monday – Tuesday – Wednesday –
Thursday – Friday – after – before – today

What do
you do on
Friday?



I go to the
park on
Friday.

**Closing Activity**

Draw your favorite park and write when you go there.

Lesson

2



Phonics



Group Work Activity



1 Write 3 words beginning with the letter (Ww)

.....



One Group Activity



2 Trace the beginning letter of each day

Saturday

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

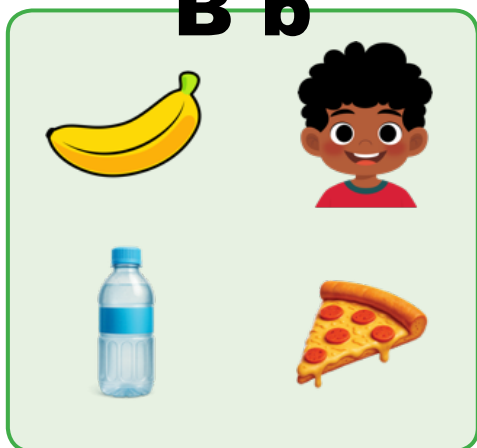


One Group Activity

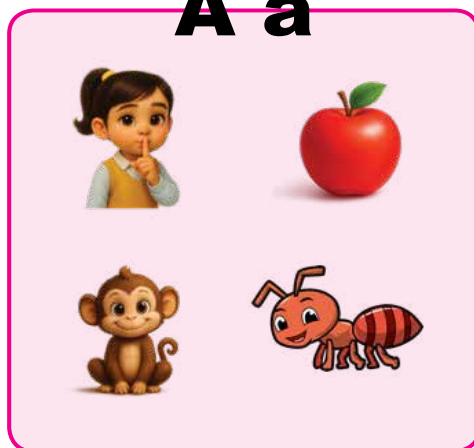


Circle the pictures that start with the given letter

B b



A a



 Listen and repeat

W w



watch



water



window



wall



wind

Lesson 2

 **Listen and repeat**

Q q



quiet



quack



queen



question

 **Trace then write letter (Qq) in its uppercase and lowercase forms**



Trace then write letter (Ww) in its uppercase and lowercase forms

W

w

6 Look, say, then check (✓) the matching letter



Ww	
Qq	
Tt	



Qq	
Uu	
Pp	



Oo	
Qq	
Cc	



Qq	
Mm	
Rr	

Lesson 2



7 Write the beginning letter in the word



— uiet



— uack



— ueen



— uestion



Closing Activity

8 Sing

Song!

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



Lesson

3



Meals of the Day



Group Work Activity



1 Reorder the following words to make sentences

1- must - You - home. - your - clean

.....

2- is - There - flower . - a

.....

3- I - ice cream. - eat

.....



One Group Activity



2 Circle the pictures that start with the given letter

W w



Q q



Lesson 3



One Group Activity



Match the picture with the correct beginning letter



Q q



W w



Listen to the following dialog

Teacher: Good morning, class! What **do you** have **for** breakfast on Friday?

Ali : I **eat** bread **and** eggs on Friday. I drink milk every day.

Sara : I **eat a** sandwich **and** drink juice.

Teacher: Great! What **do you eat for** lunch?

Omar : I **eat** rice **and** chicken.

Mona : I **eat** soup **and** bread.

Teacher: Nice! What about dinner?

Sara : I **eat a** sandwich.



Sight words: do - you - for - I - eat - and - a



Listen and repeat



breakfast



lunch



dinner



eat



drink



bread



chicken



rice



sandwich



soup



juice

Lesson 3



5 look at the picture, then match



lunch



breakfast

6 Draw what you eat for each meal



breakfast



lunch



dinner



**Closing Activity**

Practice with your friends

**Write 2 sentences about a park you visit using “There is/
There isn’t”**

Lesson

4



Phonics



Group Work Activity



Read and complete

(must – clean – follow)

The park is very nice. We must keep itYou.....
throw rubbish in the bin. You must.....the rules in the park.



One Group Activity



Look then check (✓) or (✗)



drink

☐

breakfast

☐

bread

☐

juice

☐

chicken

☐

soup

☐



One Group Activity

3 Speaking: Discuss with a friend what you eat for each meal

breakfast – lunch – dinner – eat – drink – sandwich – chicken – rice – eggs – apple – juice – milk – tomato – pizza – banana – soup – bread



4 Listen and repeat

V v



van



vase



vegetables



vest



violin

Lesson 4



Listen and repeat

Z z



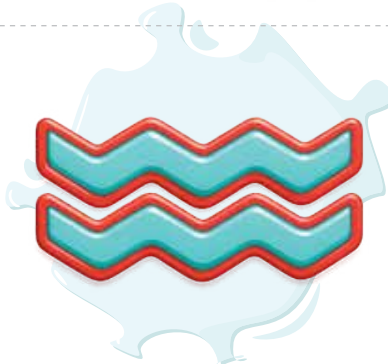
zebra



zoo



zipper



zigzag



zero

5

Trace then write letter (Zz) in its uppercase and lowercase forms

Z

z

Trace then write letter (Vv) in its uppercase and lowercase forms

V

v

6

Look, say, then check (x) under the picture that doesn't begin with letter (Vv)


☐

☐

☐

☐

☐

☐

Lesson 4

7 Look, say, then check (✓) the box of the correct beginning letter



Ww	
Vv	
Tt	



Vv	
Ee	
Bb	



Uu	
Ll	
Vv	



Cc	
Vv	
Rr	



Closing Activity

8 Reorder the following words to make sentences

1- should – put – Where – rubbish? - you

2- call – help. – must – for – You

3- clean. – must – We – the park- keep



Feelings



Learning Outcomes

Students will be able to...

- ★ recognize feelings vocabulary when heard in short sentences.
- ★ use personal pronouns in short accurate sentences to describe feelings.
- ★ sound out words that begin with the letters Yy and Xx.
- ★ recognize numbers 11 to 20 and their values.
- ★ trace and write the uppercase and lowercase letters Yy and Xx.
- ★ identify consonant blends with letter (l) in familiar words.
- ★ pronounce consonant blends with letter (l) in familiar words.
- ★ recognize sight words.

Lesson

1



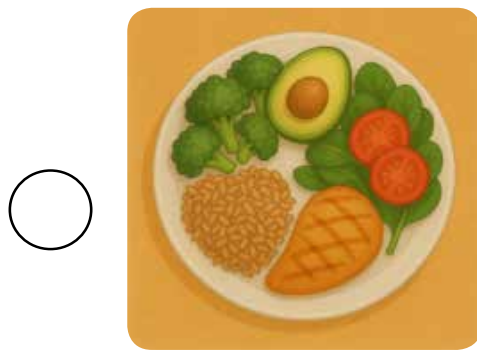
How do you feel?



Group Work Activity

1

Draw 😊 or 😞



One Group Activity

2

Check (✓) if the letter matches the picture or (✗) if it doesn't



Zz



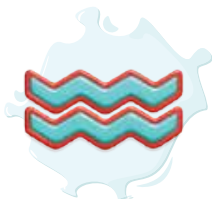
Jj



Vv



Zz



Hh



Vv



One Group Activity



Look at the picture, then write the beginning letter







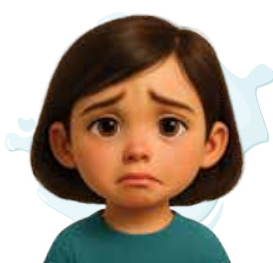




Listen, repeat, and act out



happy



sad



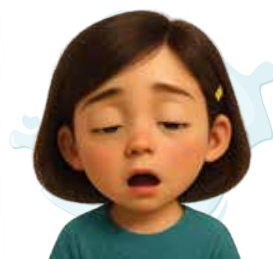
angry



scared



surprised



tired

Lesson 1

 **Listen to the following dialog**

Teacher: Hello, everyone! How **do you** feel today?

Ali : I **am** happy. I **have** a new ball!

Sara : I **am** sad. **My** kite flew away.

Omar : **She is** angry. (points at Mona)

Mona : **He is** tired. **He** ran a lot.

Ali : **We are** surprised! **We** saw **a** giraffe!



Teacher: **And** what's wrong **with** them?

Sara : **They are** scared **of the** gecko. **It is** very big!



Sight words: I - a - do - you - am - my - have - she - is - he - we - are - they - of - and - it - the

5

Look at the picture, listen, then put (✓) to the matching word



happy

scared



angry

surpised



sad

tired

Draw how you feel.



Now, say I am... ..

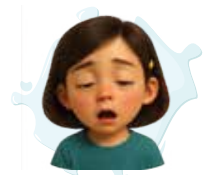
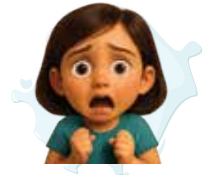
6 **Listen, look at the picture, then match**

He is angry.

She is tired.

He is happy.

She is scared.



Closing Activity

7 **Circle the odd one out**

1- fruit – vegetables – meat – van

2- happy - angry – eat - sad

3- flower – pens – books - rulers

Lesson

2

Phonics



Group Work Activity



1 Sort the following

1- slow- cake - zebra

2- game - slide -zoo

3- van - sleep - gate

sl	a-e	z



One Group Activity



2 Look and write





One Group Activity



Match the word with the picture



sad



happy



angry



scared



tired



surprised



Listen and repeat

Y y



yellow



yo-yo



yawn



yes



yogurt

Lesson 2



Listen, and repeat

Xx



x-ray



box



six



mix



Trace then write letter (Xx) in its uppercase and lowercase forms





Trace then write letter (Yy) in its uppercase and lowercase forms





6 Match the pictures that start with letter (Yy)



7 Look at the picture, then write the correct beginning letter









Lesson 2

8 Look at the pictures, then circle the one that has the sound of letter (x)

X x



X x



X x



6



Closing Activity

9 Sort the following words

x- ray - green - tree - nose - stone - yarn - yellow - box

ee	o-e	y	x

Lesson

3



Numbers from 11 to 20



Group Work Activity

1

Look and count



One Group Activity

2

Look at the pictures, then put (✓) for the ones that have the sound Xx



Xx

☐

Xx

☐

Xx

☐

Xx

☐

Lesson 3



One Group Activity



3 Look at the picture, then put (✓) to the correct letter



Yy

Xx



Yy

Xx



Yy

Xx



Yy

Xx

Personal Pronouns

Words We Use Instead of Names



Listen, point, and repeat

I

When you talk about yourself.



it

When you talk about an animal or a thing.



he

When you talk about a boy or a man.



we

When you talk about yourself and others together.



she

When you talk about a girl or a woman.



they

When you talk about more than one person, animal, or thing.



you

When you talk to one person or to a group.





5 Speaking: Discuss feelings with a friend using personal pronouns

I – he – she – it – we – they – you – happy – sad – angry
tired – scared – surprised



6 Look at the picture, and choose the correct word

1. How does he feel?

He feels (sad-happy).



2. How does she feel?

She feels (angry-surprised).



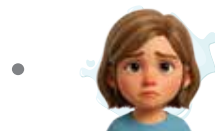
3. How do they feel?

They feel (happy-tired).



4. How do you feel?

I feel (sad-scared).





Numbers from 11 to 20

7 Look, count, and trace

	11	11	11	11	11
	12	12	12	12	12
	13	13	13	13	13
	14	14	14	14	14
	15	15	15	15	15
	16	16	16	16	16
	17	17	17	17	17
	18	18	18	18	18
	19	19	19	19	19
	20	20	20	20	20



Pair work

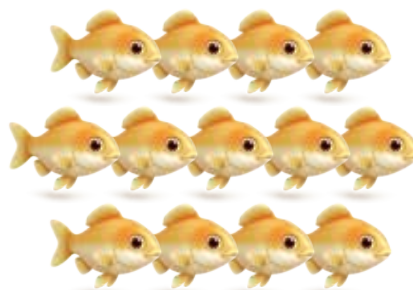


practice with friends



Lesson 3

9 Count, then write the number



Closing Activity

10 Draw 3 school items, and write 2 sentences using "There is\ There are"

4



Phonics



Group Work Activity



1 Reorder the following words to make sentences

1- are - There - on - books - table. - the

2- two - eggs. - I - eat

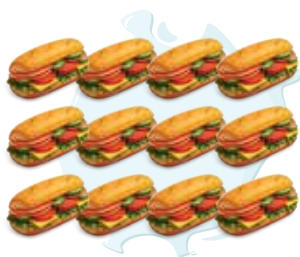
3- books – are – there? – How – many



One Group Activity

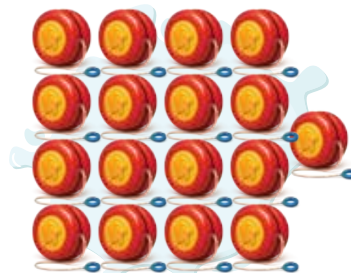


2 Count, then choose the correct number



12

19



11

17



One Group Activity



3 Read and write.

Z

Z

Y

y

X

X

Lesson 4



Consonant Blends

Blend with letter (s-)



Listen to each sound, blend, and repeat

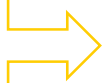
sk



skip



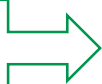
sn



snail



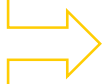
st



strong



sw



swing



5 Blend, read and repeat

This is a _____ (swing - train).



This is a _____ (snail - clock).



The boy is _____ (grass - strong).



Look! I can _____ (skip - drive).



Lesson 4

6

Look at the picture, and check (✓) the correct consonant blends



sn

gl



dr

sk



sw

cr



fl

st

7

Handwriting practice sheet for the letter 'v'. The sheet is divided into six vertical columns. The first column is for uppercase 'V', the second for lowercase 'v', the third for uppercase 'Q', the fourth for lowercase 'q', the fifth for uppercase 'V', and the sixth for lowercase 'v'. Each column has a dashed outline and a dashed line for tracing. The letters 'V', 'v', 'Q', and 'q' are written in the top of each column respectively.



Closing Activity

8

- 1- i like shopping with my mom
- 2- hurry up
- 3- the boy is strong



Neighborhood



Learning Outcomes

Students will be able to..

- ★ name familiar places.
- ★ ask and answer simple questions about places.
- ★ recognize common action words.
- ★ recognize the short vowel sounds /ŭ/ in familiar words.
- ★ recognize word families.
- ★ identify rhyming words.
- ★ read CVC words with short vowel sound /ʌ/.
- ★ identify consonant blends with letter (l) in familiar words.
- ★ pronounce consonant blends with letter (l) in familiar words.
- ★ recognize sight words.

Lesson

1



Around My Town



Group Work Activity



Look and say



One Group Activity



Circle the healthy choices



One Group Activity



Draw your favorite meal



Lesson 1

4 Listen and repeat



hospital



school



shop



building



street



car



truck



bus

 Listen to the following dialog

Sara: Let's walk around town, Ali!

Ali : Okay! Look, this **is** a school.

Sara: And where **do you go** when **you** feel sick?

Ali : **I go to the** hospital.

Sara: What **do you see on the** street?

Ali : **I see a** truck, **a** bus, **and a** car.

Sara: Wow! **And** what's that big building over there?

Ali : That's **a** shop. We can buy things there.



Sight words: is - a - do - you - go - you - I - to - see - on - the - and

5

Circle the correct picture

hospital



shop



street



bus



Lesson 1



Match the word to the correct picture



hospital



shop



street



bus



truck

school



Closing Activity



Write 3 sentences using the guiding words

(play- teacher-football-school-club)

.....

.....

.....

Lesson

2



Phonics



Group Work Activity



1 Listen and circle

1. snail - skip - strong
2. green -sweet - tree
3. nose - rope - stone



One Group Activity



2 Check (✓) if the word matches the picture, and (✗) if it doesn't



snail

☐

strong

☐

swing

☐

Lesson 2



One Group Activity



Check (✓) if the word matches the picture, and (✗) if it doesn't



hospital



street



school



truck



bus



building



Short vowel: /ʌ/

Fun with Words that Rhyme!



Listen, read and repeat

"-ug" family

h u g



j u g



m u g



"-un" family

b u n



r u n



s u n



"-ut" family

h u t



n u t



c u t




Match the rhyming words:

bun 

hut 

nut 

mug 

jug 

sun 

Lesson 2



Look at the picture, then choose the correct word



jug
mug
hug



bun
sun
run



bun
sun
run



cut
nut
hut



Closing Activity



Draw and label

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

Sentence starters

- This is a _____.
- He/She is _____ and _____.

Examples:

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



Lesson

3



Places I Visit



Group Work Activity

1

Look and check (✓) or (x)



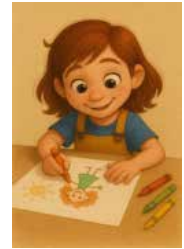
read (---)



play (---)



swim (---)



draw (----)



One Group Activity

2

Look and write

• What can you see ?



One Group Activity

3

Look and write







Lesson 3

4



Listen and repeat

Park



jump
I can jump.



throw
I can throw the ball.



catch
I can catch the ball.

Zoo



I see animals in the zoo.



animals

Beach



dig



swim



run

5

Look and circle the word that matches the picture



I can (swim - jump).



I can (throw - dig).



I can (swim - catch).



I can (run - throw).

6

Check (✓) if the word matches the picture, and (✗) if it doesn't



catch



beach



run



zoo

Lesson 3

7

Look, then write the number next to the correct picture



1

park



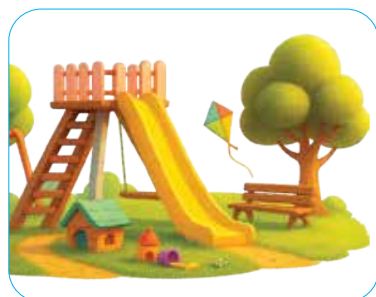
2

run



3

animals



4

beach

**Closing Activity****Draw and write**

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

.....

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

.....

Lesson

4

Phonics



Group Work Activity

1

Ask and answer
What is your favorite sport?

.....



One Group Activity



2

Match the words that start with the same blends

snail



strong



star



swing



swim



snake



One Group Activity

3

Look and match



animals

dig



Consonant Blends

Blend with letter (l)!

4



Listen to each sound, blend, and repeat

cl



clock



bl



black



fl



flag



sl



slide





More Blend Words!



Think of more words with the same blends

Can you think of more words that start with the same blends: cl, bl, fl, and, sl.



cl

cl



bl

bl



fl

fl



sl

sl



6 Look, say, and match the picture with the correct consonant blends



cl



bl



fl



sl



Closing Activity

7 Sort the following words.

(sleep - black - slide - strong - stop - blue)

sl	bl	st

Review **1**



1 Circle the pictures that start with each given letter

Y y



Z z



Q q



W w



V v



2 Match each picture with the correct consonant blends



sn

sk



sp

st

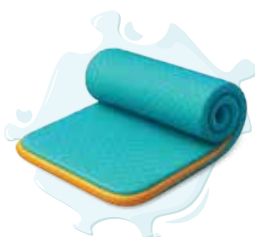


sw

sm

3

Match the picture with the correct word



mat

hat



pet

pen



pan

map



jet

ten



man

cap



hen

wet

4

Write the missing letter in each word



t _ n



h _ t



m _ p



w _ t

5

Look at the picture, then check (✓) the correct blending letters



bl	
sk	



sl	
fr	



sw	
fl	



fl	
cl	



sl	
sn	



bl	
st	

6

Look at the picture, then choose the correct consonant blends



fl

sn

st



sw

bl

fl



fl

sw

sl



st

sl

sk



cl

sn

bl



sn

cl

bl



Learning Outcomes

Students will be able to...

- ★ recognize months, seasons, and weather in listening texts.
- ★ name the months in order.
- ★ differentiate short vowel sounds /æ/ and /ɛ/ in familiar words.
- ★ identify rhyming words.
- ★ identify word families.
- ★ read CVC words with short vowel sounds /æ/ and /ɛ/.
- ★ recognize sight words.

Lesson

1



Months of the Year



Group Work Activity



1 Look and write

.....
.....



One Group Activity



2 Read and answer

- How many days are there in a week?



One Group Activity



3 Guess the missing day

1. Wednesday - - Friday
2. Saturday - - Monday
3. Monday - - Wednesday



4 **Listen and repeat****5** **Dialog**

How many months are there in a year?

There are 12 months in a year.



Lesson 1



Pair work

6



Listen, and practice with a friend

When
is **your**
birthday?



My birthday
is **in** July.

What month
comes **after**
April?



May comes
after April.

What month
comes **before**
September?



August.



Sight words: my - is - in - your

7 Circle the correct month

- What month comes **before**:

- What month comes **before**:



Closing Activity

8 Reorder the following words to make sentences

- have - I - a tablet - a computer. - and
- camel - I - ride - a
- trip - a fun - go - to - Pyramids - I - on - the
- you - like - Do - or - T.Vs - computers?

Lesson

2



Phonics



Group Work Activity



1 Listen and circle

1. belt – salt – left
2. kite – bike – ride
3. jump – lamp – gift



One Group Activity



2 Circle the odd sound out

1. tube – bun – hug
2. run – jug – cube
3. mug – cake – hut



One Group Activity



3 Look at the pictures and write using words from the box

hug – run – cut

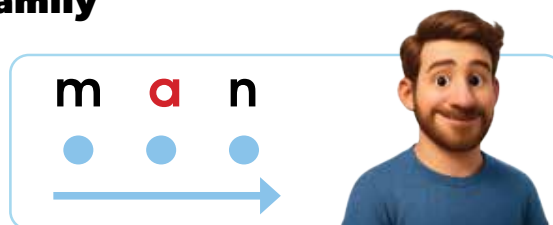
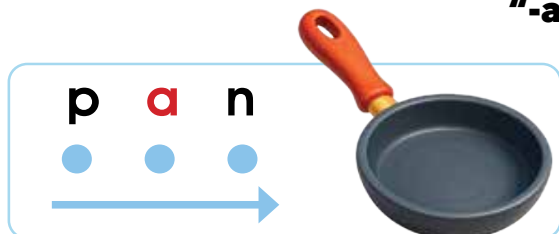


Short vowel: /æ/

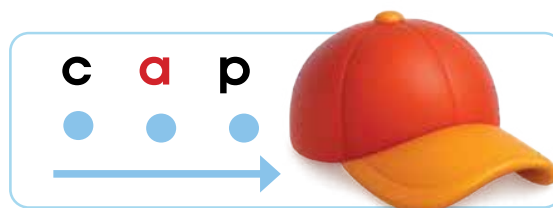
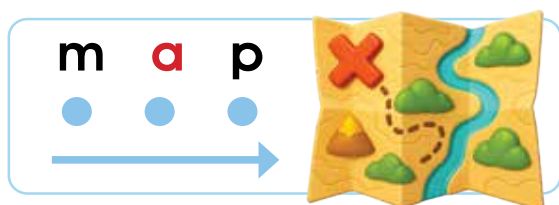
Fun with Words that Rhyme!

4  Listen and repeat

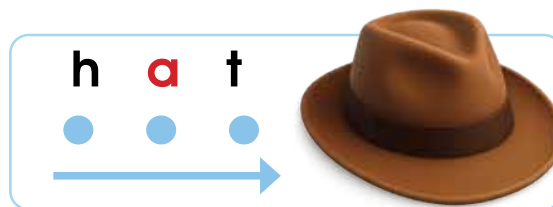
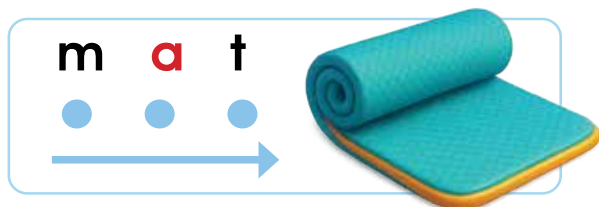
"-an" family



"-ap" family



"-at" family



Lesson 2



5

Read the word, then match with the picture

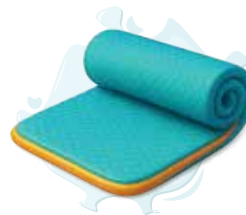
map



cap



hat



man



pan



mat



6 Look at the picture, then choose the correct word



cap pan



mat hat



mat map



cap man



map pan



map hat

Lesson 2



Circle the two rhyming words in each group

Group 1:

hat

cap

man

mat

Group 2:

mat

map

cap

man

Group 3:

man

cat

pan

map



Closing Activity



Put the following words in sentences

(desk) _____ The book is on the desk.

(hand) _____

(sand) _____



Sight words: a - and - on - my - the - put - an

Lesson

3

Four Seasons



Group Work Activity



Listen and read

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



Read and check (✓) or (X)

1. Omar goes to school by car. (--)
2. His uncle rides a motorcycle on weekends. (--)
3. Omar and his sister walk to the library every Saturday. (--)

Lesson 3



One Group Activity



Work with your classmate

- What is your favorite month?



One Group Activity



Look at the picture, then rearrange the letters to form the word



x b o

--	--	--



n u b

--	--	--



i m x

--	--	--

4



Listen and repeat



spring



summer



fall



winter



warm



hot



sunny



cold



windy



rainy



cloudy



Read the following dialog

Teacher : What season **is it** now?

Ali : It's **spring**.

Sara : Spring is warm **and** sunny. There are lots of flowers.

Teacher : Nice! And what comes after spring?

Omar : Summer comes after spring.

Teacher : What's **the** weather like **in** summer?

Omar : It's hot and sunny. **We can go** swimming!

Mona : And after summer comes fall.

Omar : Fall is windy, rainy, **and** sometimes cloudy.

Teacher : What about weather in winter?

Ali : In winter it's cold, cloudy, and sometimes rainy.

Teacher : Which season **do you** like best?

Sara : **I** like summer best because I can go **to** the beach.



Sight words: is - it - and - the - in - I - we - can - go - do - you - to

5

**Listen, then write the number next to the correct picture**

1

winter



2

summer



3

spring



4

fall



Lesson 3

6 Look at the picture, then choose the word



sunny windy



rainy cloudy



rainy cloudy



windy sunny

7   Listen, then circle the correct picture

hot



cloudy



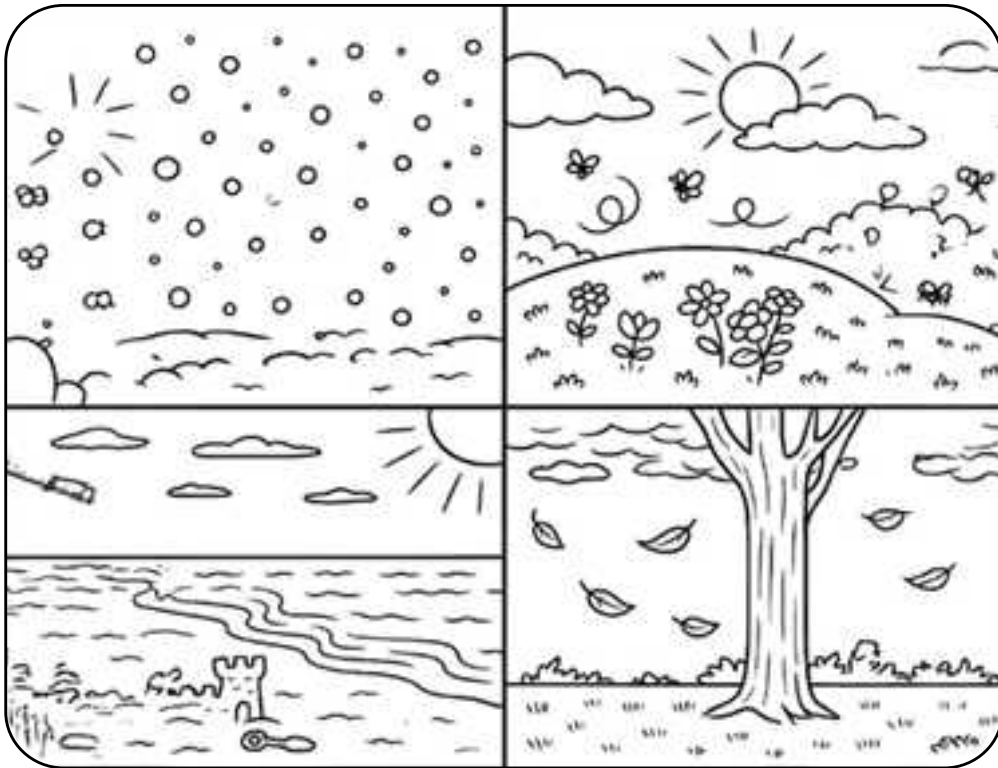
rainy



cold



8 Color your favorite season of the year



Closing Activity

9 Draw & write

Draw two pictures:

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

Lesson

4



Phonics

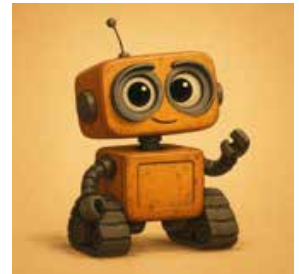


Group Work Activity



1 Look, read, and match

1. The Sphinx is a very old.



2. A robot can help clean my room.



3. My password is secret.



4. I ride a camel.





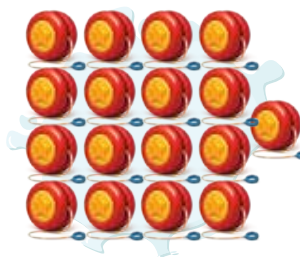
One Group Activity

2

Count, then choose the correct number



12 19



11 17



One Group Activity

3

Writing Practice

W

w

Q

q

V

v

Handwriting practice lines for uppercase letter W.

Handwriting practice lines for lowercase letter w.

Handwriting practice lines for uppercase letter Q.

Handwriting practice lines for lowercase letter q.

Handwriting practice lines for uppercase letter V.

Handwriting practice lines for lowercase letter v.

Lesson 4



Short vowel: /ɛ/

Fun with Words that Rhyme!



Listen, read and repeat

"-et" family

p e t



j e t



w e t



"-en" family

p e n



h e n



t e n



5 Look at the picture. Then write the missing letters



p		n
---	--	---



w	e	
---	---	--



	e	t
--	---	---



h		
---	--	--



	e	
--	---	--



		t
--	--	---

Lesson 4

Color the rhyming words

10



Closing Activity

Punctuate the following sentences.

1. omnya will click the button
- 2.the Sphinx is near the Pyramids



Learning Outcomes

Students will be able to...

- ★ Identify story elements.
- ★ answer comprehension questions about story elements.
- ★ discuss the feelings of characters at different points of the story.
- ★ discuss the lessons of the story.
- ★ recognize sight words.



Two Friends and One Apple



One sunny morning, Omar **and** Sara went **to the** park.
They were running, playing, **and** having fun!



Sara found **a** big, shiny red apple.
She held **it** happily **in her** hands.



Omar saw Sara holding **the** apple. **He** felt **a** little sad
because **he** didn't **have** one.

sight words: a - it - he - have - and - to - the - her



Sara noticed Omar's sad face. She wanted to make him happy. So, she took the apple and carefully split it into two pieces.



Sara gave one half of the apple to Omar and kept one half for herself. Omar said "Thank you, Sara". His smile came back, and they both enjoyed the apple together. They learned that sharing makes everyone happy!



Moral: It's always kind to share with others.



Sight words: he - to - so - the - and - it - of - for - you - they

Story



Listen and circle the correct answer

Who are the characters in the story?

Sara and Ali

Sara and Omar

Where does the story happen?

in the park

at home

What does Sara find?

A banana

An apple

How does Omar feel when he sees the apple?

happy

sad

What does Sara decide to do?

eat the apple

share the apple

How do the friends feel at the end?

happy

sad



Speaking: Discuss with your teacher

Characters: What are the names of the characters in the story?

Place: Where did the story take place?

Problem: What was the problem in the story?

Solution: How did Sara and Omar solve the problem?

Moral: What lesson did you learn?



Match each picture with the correct word



sad

Sara

apple

Omar

happy



Role Play: Act out the story with a friend

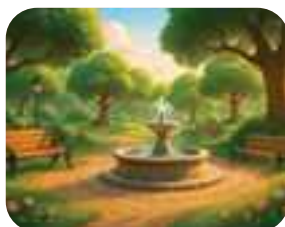


Review **2**



1

Circle the odd one out



2

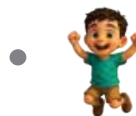
Match the word with the picture

• jump •

• throw •

• run •

• swim •



Review **2**



3



Listen, then circle the correct picture

cloudy



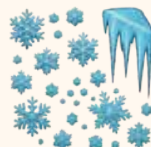
rainy



windy



sunny



4

Look at the picture and check (✓) the correct word



soup

☐

juice

☐

sandwich

☐


dinner

☐

lunch

☐

breakfast

☐


rice

☐

chicken

☐

bread

☐


eat

☐

soup

☐

drink

☐



English

Primary 1 - Term 2

Academic Year: 2025/2026

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**Developed and produced with the participation of
the Content Department Team**

at Selah El Telmeez Publishing and Printing Company.

Reviewed by:

Prof. Zeinab El-Naggar

Prof. Attia El-Sayed

Prof. Nagwa Younis

Dr. Mai Kamal

Ms. Amira Awaad

The Central Administration for Curriculum Development:

Ms. Eman Mahmoud Youssef

Dr. Amira Fawzy Ahmed

Ms. Nashwa Abdel Aziz Elfeky

Dr. Ghada Elsayed Mohammed

Adapted for Community Schools by

Ms. Mervat Israel Mahmoud

Dr. Amira Fawzy Ahmed

Reviewed by:

Ms. Eman Mahmoud Youssef

Ms. Mai Ibrahim Zaher

Modified by

Ms. Hoda Sayed Ahmed

General Supervision

Dr. Gabriel Anwer Hemieda

Head of the Central Administration for Curriculum Development



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