



English

for Community Schools



3

2025/2026

Term 2

Primary



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

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

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

Name :

Class :

School :

THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the Primary 3 Framework for Egyptian Learners. This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Primary 3 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook

- * **Culturally Relevant Stories:** Each unit features engaging fables inspired by Middle Eastern folklore, designed to resonate with students' cultural backgrounds while imparting valuable moral lessons.
- * **Structured Learning Activities:** The textbook is organized into weekly sessions, each focusing on different aspects of language acquisition:

Listening and Speaking: Interactive storytelling, discussions, and role-playing activities enhance listening comprehension and oral communication skills.

Reading and Phonics: Phonics exercises and reading activities develop students' ability to decode and comprehend written English.

Writing and Vocabulary: Targeted writing exercises and vocabulary-building activities encourage students to express themselves clearly and expand their word knowledge.

Cultural Integration: Lessons are intertwined with cultural insights, promoting an appreciation for both the English language and Egyptian traditions.

- * **Visual and Interactive Elements:** Bright illustrations and interactive components such as coloring pages, matching games, and puzzles make learning enjoyable and reinforce key concepts.
- * **Assessment and Feedback:** Regular assessments, including quizzes, retelling exercises, and vocabulary matching, provide educators with tools to monitor student progress and tailor instruction to meet individual needs.

Commitment to Excellence

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

Join Us in Shaping the Future

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

Best Regards,

The Ministry of Education and Technical Education

Scope and Sequence

Unit	Vocabulary	Language in Use	Phonics	Life Skill (s) and Value (s)
Unit 1: Safety	safety, dangerous, emergency, rules, careful, hurt, safe, street, cross, helmet, signs, stranger, policeman, seat belt, ambulance, first aid, scared, quickly, nodded	- Imperatives (Stop! Don't touch!) - Modals for Rules (must, mustn't)	Consonant Blends: "sl", "st", "gr", "tr" (slip, stop, grab, trap)	- Safety Awareness - Decision-Making - Confidence
Unit 2: Food and Health	energy, vegetables, protein, vitamins, healthy, unhealthy, cheese, rice, nuts, bread, sweets, soda, fries, cookies, lollipops, exercise, stay, rest, medicine, yogurt, soup, honey, breakfast, lunch, meal, dinner, snack, menu	- Reflexive Pronouns - Countable/ Uncountable Nouns (an apple/some water)	ea, ee → /i:/ (meat, cheese)	- Responsibility - Healthy Choices - Hygiene Awareness
Unit 3: Heroes Around Us	hero, brave, strong, kind, smart, medal, difficult, courage, trouble, put on, helmet, uniform, alarm, building, ladder, spray, helpful, rescue, job, right away, grateful, support, inspire, leader, honest, respect, event, athlete	Adverbs of Sequence (first, then) Example: "First, he saw the fire. Then, he called for help."	The role of "magic e" in changing the vowel sounds hop (short vowel /ɑ/) vs hope (long vowel /oo/) mad (short a /æ/) vs. made (long a /ei/) kit (short i /ɪ/) vs. kite (long i /ai/)	- Communication - Creativity and Imagination
Unit 4: Living with Technology	technology, computer, tablet, phone, robot, TV, device, search, camera, apps, games, emails, programs, screen, button, keyboard, password, privacy, virus, harm, account, future, drone, smart home	- Coordinating Conjunctions: and, or, but - Simple Future	R-controlled Vowels (ar, er, or) /a:r/ → <i>star, park</i> /ə:r/ → <i>computer, teacher</i> /ɔ:r/ → <i>fork, corn</i>	- Curiosity - Digital Literacy - Online Safety
Unit 5 Story The Honest Choice	honest, backpack, nervous, whisper, copy, cheating, truth, break, choice, shook her head	-	-	- Honesty - Integrity



Safety



Learning Outcomes

Speaking

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

Reading

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

Listening

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

Writing

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

Lesson

1



Safety at Home



Group Work Activity

1

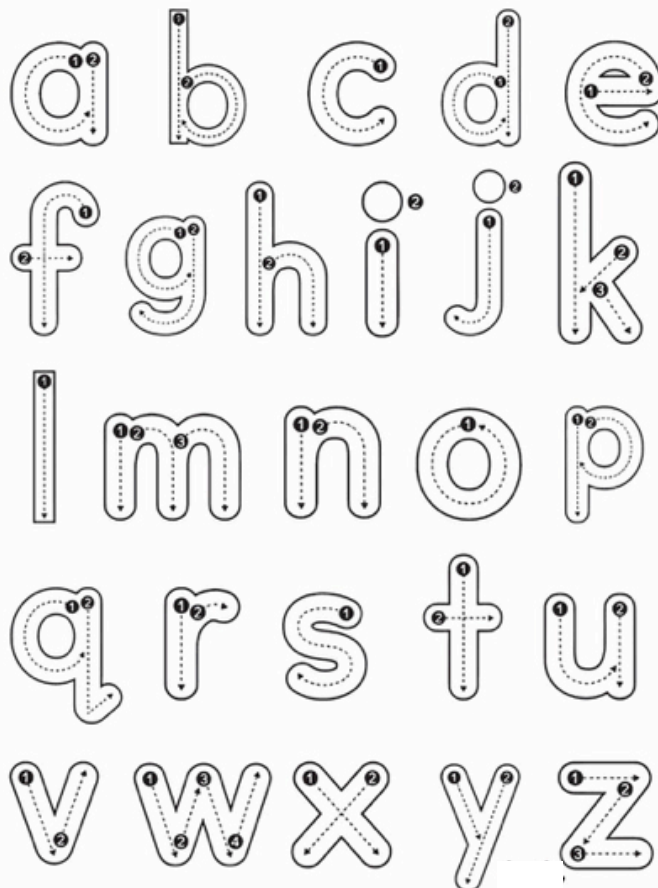
What can you see in the picture and how can you keep the park clean?



One Group Activity

2

Trace





One Group Activity



3 Circle the good action



Vocabulary



4 Listen and repeat



dangerous



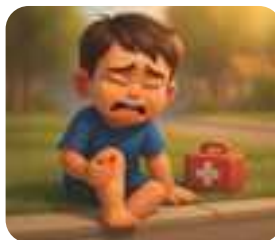
rules



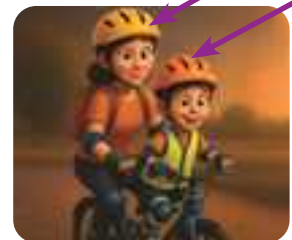
emergency



careful



hurt



safe



5

Read the dialog and act it out

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

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

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

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

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

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

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



6

Fill in the blanks using words from the box

dangerous – hurt – emergency – rules – careful – safe

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



Language in Use

Imperatives

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

Use

We use imperatives to give safety rules or warnings.

Form

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

Examples:

Positive Instructions

Stop!

Be careful!



Negative Instructions

Don't touch!

Don't run!



Note

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



7 Rewrite these sentences using a negative command

1. Run inside the house! → _____

2. Eat fast food every day! → _____

3. Jump on the chair! → _____

Lesson **1**



Closing Activity



Draw your favorite park and write when you go there

Lesson

2



Safety in the Street



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

Lesson 2

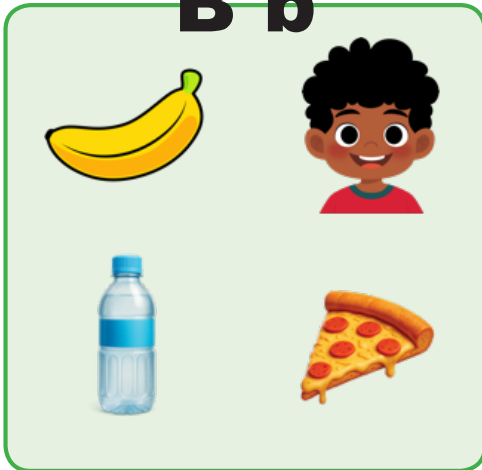


One Group Activity

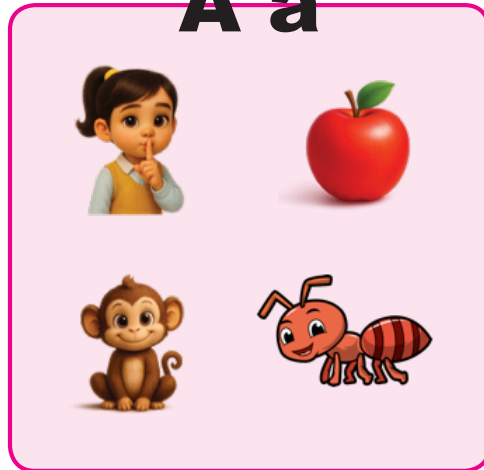


3 Circle the pictures that start with the given letter

B b



A a



Vocabulary



4 Listen and repeat



street



cross



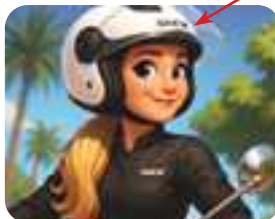
stop



wait



walk



helmet



signs



stranger

5 Read the dialog and act it out

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

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

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

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

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

Dad: Follow the **signs**.

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

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



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

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

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

Lesson 2

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

slip step grab train stop run trap walk

Fill in the blanks using words from the box

slip – grab – steps – stop – trap

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

Role-play: Imperatives

Practice saying these rules with a friend

1. **Student A:** Stop! Don't run on the street.

Student B: Wait for the green light.

2. **Student A:** Be careful! Don't touch the knife.

Student B: Wear your helmet when you ride your bike.



Closing Activity

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



Staying Safe Everywhere



Group Work Activity



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



Circle the pictures that start with the given letter

W w



Q q



Lesson 3



One Group Activity

3

Match the picture with the correct beginning letter



Q q

W w



Vocabulary

4

Look at the pictures and read



The **policeman** keeps us safe.



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



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



First aid helps injured people.

5

Match the action to the correct person/object

Action

Person/Object

1. Takes sick people to the hospital ●

● seat belt

2. Keeps us safe ●

● ambulance

3. Protects us in the car ●

● policeman

4. Helps the injured ●

● first aid



Language in Use

Modals for Rules

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

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

How to use them:

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

Examples:

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

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

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

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

Examples:

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

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

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

Lesson 3



6 Choose the correct word

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

7 Complete the sentences with **must** or **mustn't**

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

Read the Story: Help is Here!

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

She felt a little scared but remembered the safety rule:

“You must call an adult if something doesn't seem right.”

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

“Mom, there's smoke in the kitchen!”

Her mother came right away and turned off the stove.

She checked everything and made sure it was safe.

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

Her mother smiled and said,

“Good job, Lina! You did the right thing.”



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

8

Read and answer

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

**Speaking**
Pair work: Take turns asking and answering the questions
one group activity

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

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

Student A: Who can you call for help?

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

**Writing**

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

**Closing Activity**

11

Practice with your friends

Write 2 sentences about a park you visit using "There is/ There isn't"

Lesson



My Safety Guide



Group Work Activity



1 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



2 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



Read the story: Let's Stay Safe

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

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

Sally **nodded** and said, "Yes, and you mustn't talk to strangers. If there is an emergency, you must call for help."

As they walked to the park, Sally saw a stop sign. She said, "Stop! Wait for the green light before you cross the street."

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

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



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

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

Lesson 4



Complete the sentences with words from the text

1. You must for the green light before you cross.
2. Don't to strangers.
3. You must wear a when you ride a bike.
4. You mustn't near the street.
5. You must for help in an emergency.



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

.....

.....

.....

.....



Language in Use

Punctuation: Exclamation point (!)

When do we use exclamation points?

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

Example:

- Stop!



- Don't run!



- Be careful!

- Watch out!



- That's amazing!



Add exclamation points where needed

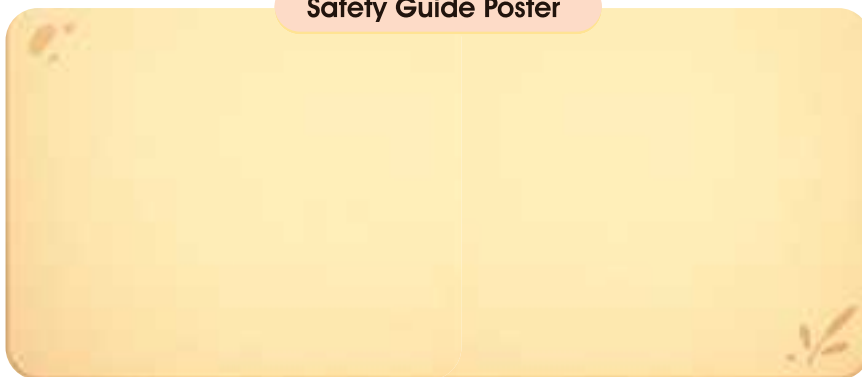
- | | |
|----------------------|----------------------|
| 1. It is sunny today | 2. I like ice cream |
| 3. She has a book | 4. Hurry up |
| 5. That's delicious | 6. This is my pencil |

**7 Design your own safety guide!**

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

What to include

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

Safety Guide Poster**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



Food and Health



Learning Outcomes

Speaking

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

Reading

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

Listening

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

Writing

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

Lesson

1



Food for Energy



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

Lesson 1



One Group Activity



Look at the picture, then write the beginning letter











Vocabulary



Look and read



Food gives us energy.



Meat gives us protein.



Too much **sugar** is bad for your body.



I eat **fruits** every day.



Water keeps us healthy.



We must eat **vegetables**.

5

Read and answer the following questions

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

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

6

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

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

Lesson

1



Language in Use

Reflexive Pronouns

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

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



7 Match the subject to the correct reflexive pronoun

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

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



8 Choose the correct reflexive pronoun

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

Read the following text

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



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

Answer the following questions

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



Closing Activity



9 Circle the odd one out

- 1- fruit – vegetables – meat – chips
- 2- happy - hungry – eat - sad
- 3- flower – pens – books - rulers

Lesson

2



Healthy and Unhealthy Food



Group Work Activity



Sort the following

- 1- slow- cake - Zigzag
- 2- game - slide -zoo
- 3- zebra - sleep - gate

sl	a-e	z



One Group Activity



Look and write



.....



.....



.....



One Group Activity



Match the word with the picture



•

sad

•



•

happy

•



•

angry

scared

•



tired

surprised

Lesson 2



Vocabulary

4

Listen and repeat

Healthy Food



Milk is good for our bones.



Cheese is rich in calcium.



Rice gives us energy.



Nuts are a good source of fats.



Eggs are full of protein.



Bread is rich in carbohydrates.



Chicken is tasty and healthy.



Fish helps our brains grow.

5

Listen and repeat

Unhealthy Food



Sweets are bad
for our teeth.



Soda has too
much sugar.



Chips are salty
snacks.



Fries are cooked
in oil.



Cookies are not
healthy snacks.



Cake is not good
for your body.



Pizza has too much
fat and salt.



Lollipops are just
sugar.

Circle the odd one out

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

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

Lesson 2

6 Read the dialog and act it out

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

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

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

Salma : Really? Cake and soda in the morning?

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

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

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

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

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

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

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



7 Answer the following questions

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



Phonics Focus: "ea" and "ee"

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

1. "ea"

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

2. "ee"

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

8 Listen and circle

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



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

.....

.....

.....

.....



Closing Activity



Sort the following words

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

ee	o-e	y	x

Lesson

4



Our Healthy Plan



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 4



One Group Activity



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



Yy	
Xx	



Yy	
Xx	



Yy	
Xx	



Yy	
Xx	



Vocabulary



Listen and repeat



I eat **yogurt** with honey.



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



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



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



Lunch is my favorite meal.



I eat dinner with my family.



I eat a healthy snack in the afternoon.



I made a healthy menu for today.

5 Read again. Then complete using words from the box

breakfast – soup – Lunch – dinner – menu – family

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



Language in Use

Countable and Uncountable Nouns

1. Countable Nouns

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

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

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

Examples: tomato, carrot, sandwich, potato.

2. Uncountable Nouns

We cannot count them individually.

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

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

Write C for countable and U for uncountable next to each word

1. tomato _____

2. rice _____

3. sandwich _____

4. honey _____

5. water _____

6. cheese _____

Complete with "a, an or some"

1. _____ water

2. _____ rice

3. _____ carrot

4. _____ egg



Reading and Writing

6 Read the following text

Omar's Healthy Menu

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

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

Omar followed the advice. For breakfast, he ate an apple and drank some milk. For lunch, he had some rice and some salad. For a snack, he had **yogurt**. He felt strong and happy again.



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

Answer the following questions

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

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

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

Lesson **4**



Closing Activity



Draw 3 schools items, and write 2 sentences using “There is\
There are”

4



Reorder the following words to make sentences

2- two - eggs. - I - eat

3- books – are – there? – How – many



Count, then choose the correct number



19



17



Read and write.

43

Lesson 4



Vocabulary



4 Listen and repeat



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



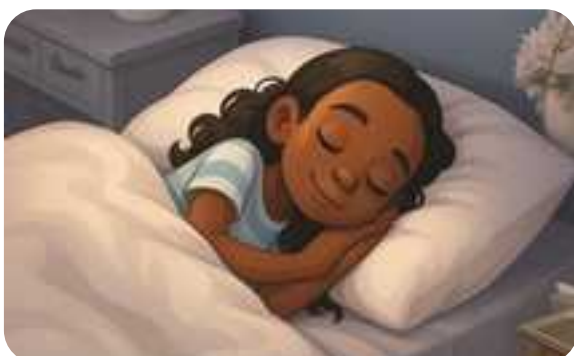
I **wash** my hands before I eat.



I **clean** my room every day.



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



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



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

5

Read the following text**Maya Learns to Take Care of Herself**

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

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

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

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



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

6

Complete the sentences with the correct word

exercise / wash / clean / sick / rest / medicine

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

7

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

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

Lesson



Rewrite each sentence with the correct reflexive pronoun

1. I wash herself every morning.

.....

2. She exercises by yourself.

.....

3. We make healthy snacks by himself.

.....

4. The cat cleans themselves every day.

.....

5. He answers the questions ourselves.

.....



Writing

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

.....

.....

.....



Closing Activity



Punctuate the following sentences

1- i like shopping with my mom

2- hurry up

3- the boy is strong



Heroes Around Us



Learning Outcomes

Speaking

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

Reading

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

Listening

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

Writing

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

Lesson

1



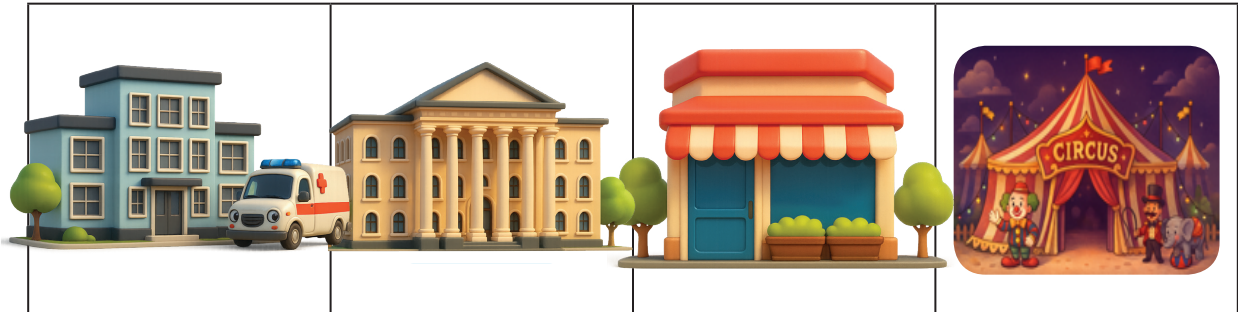
My Hero



Group Work Activity



1 Look and say



One Group Activity



2 Circle the healthy choices



One Group Activity



3 Draw your favorite meal





Vocabulary



Look and read

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

Lesson



5

Read the dialog and act it out

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

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

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

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

Karim: That is very **brave**.

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

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

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

Karim: Why **smart**?

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

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

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

6

Write the number of the word next to its meaning

1. strong

☐

being nice and caring about others

2. brave

☐

solves problems well

3. kind

☐

can do difficult things easily

4. smart

☐

someone who does something special

5. hero

☐

shows courage in hard times

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

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



Language in Use

Adverbs of Sequence

Use “first” and “then” to show order

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

Examples:

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

First



Then

Lesson 1

Reorder the sentences

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



Write your own

Describe what your hero does using the model above.

First, Then

The Brave Firefighter

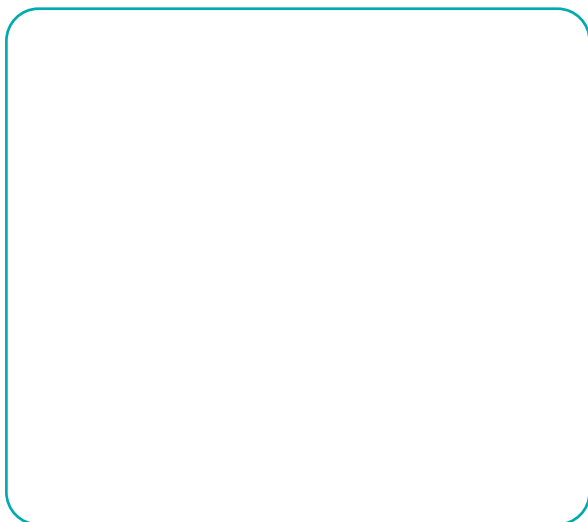
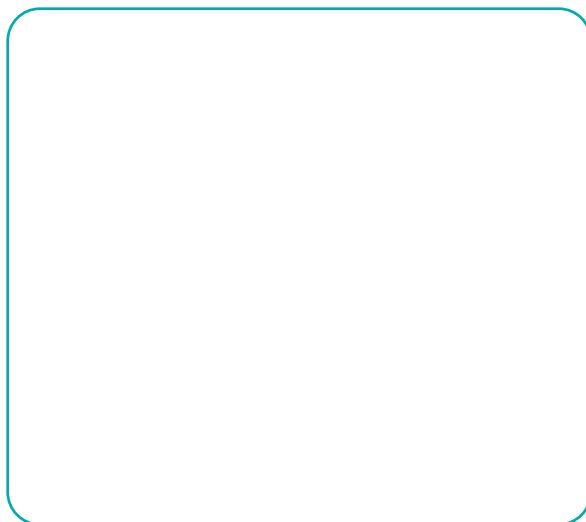
Khaled is a brave firefighter. Every morning, he puts on his helmet and uniform. One afternoon, the fire alarm rang loudly. Khaled jumped into the fire truck and drove quickly through the streets. There was a fire in a building and smoke filled the sky. When he arrived, the fire was big, but Khaled stayed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



Moral: Helping others is the greatest honor.

9 Draw a picture of your hero doing two good actions

Label each action with first and then.

First**Then****Closing Activity****10**

Write 3 sentences using the guiding words

(play - teacher - football - school - club)

.....

.....

.....

Lesson

2



Heroes in Our Daily Life



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

☐



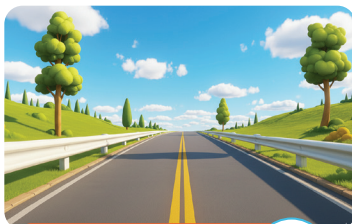
One Group Activity



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



hospital



street



school



truck



bus



building



Vocabulary



4 Look and read



The boy is **helpful**.



Firefighters **rescue** people.



The police officers wear a **uniform**.



My mom **teaches** math.



5

Read the dialog and act it out

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

Student: Wow! How do you do that?

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

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

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

Student: Do you work with others?

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

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

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

Choose the correct answer

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



Phonics Focus: Magic e

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

Examples:

mad → made

kit → kite

hop → hope

6 Circle the words with the magic e

mad - kite - sad - hope - kit

7 Unscramble the following letters to form words

1. mane → n _ _ _

2. evarb → b _ _ _

3. evsa → s _ _ _

4. eakm → m _ _ _

5. leas → s _ _ _

Officer Asmaa - The Helpful Policewoman

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



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

8 Answer the following questions

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

9 Fill in the blanks using words from the box

hand - lost - safe - policewoman - afraid

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



Closing Activity

10 Draw and label

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

Sentence starters

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

Examples:

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



Lesson

3



Hero Stories



Group Work Activity

1

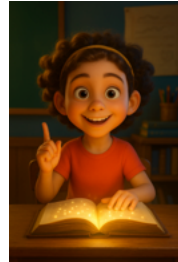
Look and check (✓) or (x)



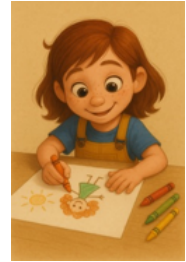
read (---)



play (---)



swim (---)



draw (----)



One Group Activity

2

Look and write

• What can you see ?



One Group Activity

3

Look and write







Lesson 3



Vocabulary

4

Look and read



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



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



A good **leader** helps
his team.



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



Mourad is **honest** and
never lies.

5 Match the word to the meaning

- | | | |
|------------|--------------------------|---|
| 1. support | ☐ | a person who shows others what to do |
| 2. inspire | ☐ | to help someone |
| 3. leader | ☐ | always telling the truth |
| 4. courage | ☐ | to make someone want to do something good |
| 5. honest | ☐ | being brave when something is hard or scary |

6 Fill in the blanks using words from the box

support – inspires – leader – courage – honest

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

7 Choose the correct answer

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

8

Read the dialog and act it out

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

Hala: Really? What did she do?

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

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

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

Hala: I want to be like her someday.

9

Fill in the blanks with First or Then

1. _____, the girl warned the people.
_____, she helped them move to a safe place.
2. _____, she carried food to the families.
_____, she stayed to make sure everyone was okay.
3. _____, she told the children a story to keep them calm.
_____, she gave them warm blankets.
4. _____, she cleaned the shelter.
_____, she went to check on the sick people.
5. _____, she thanked everyone for working together.
_____, she went home to rest.

**Closing Activity****10 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



Celebrating Our Heroes



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





Vocabulary



4 Look and read



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



We should **respect** our parents.



The school **event** is on Thursday.



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

THE GOLD MEDAL

Feryal Ashraf is a **famous** Egyptian **athlete**. She worked hard every day to get ready for a big event.

She **trained**, practiced, and never gave up. At last, she won a gold **medal** for Egypt. Her school made a party to celebrate her. Everyone **clapped** and smiled for her. Feryal said, "This medal is for everyone who helped me."



Moral: Hard work brings success.

5

Fill in the blanks using words from the box

athlete - respect - event - medal

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

6

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

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

7

Choose the correct word

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

8

Reorder the words to form a sentence

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

9

Punctuate the following sentences

1. we respect our teacher

.....

2. the event is on Monday

.....

10 Plan a presentation about celebrating an Egyptian hero.

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

.....

.....

.....

.....

.....



Closing Activity



11 Sort the following words.

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

sl	bl	st



Let's Review Units 1, 2, and 3

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

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

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

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

3 Read each group of sentences and choose the correct one

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

Review



4 Fill in the missing letters to form a word

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

5 Choose the correct answer

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

6 Circle the odd one out

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

7 Rearrange the letters to form a word

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

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

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

9 Write a sentence about one of the following

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

.....



Living with Technology



Learning Outcomes

Speaking

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

Reading

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

Listening

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

Writing

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

Lesson

1



What is Technology?



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



Lesson 1



Vocabulary

4

Listen and repeat



computer



tablet



phone



robot



TV

5

Read the dialog and act it out

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

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

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

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

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

Omar : Maybe one day they will!

I have a computer and a tablet.

I like robots. they are smart and fun.



6 Match the word to the picture

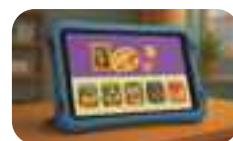
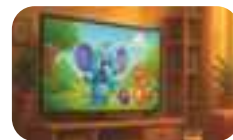
computer

phone

tablet

robot

TV



7 Read again and fill in the blanks using words from the box

TV – computer – phone – tablet – robot

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

Lesson



Language in Use

and – but – or

and



**expresses
addition**

Example:

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

but



**shows
contrast**

Example:

I like tennis
but I don't like
basketball.

or



**gives a
choice**

Example:

Do you
want milk
or juice?

and



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

but



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

or



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

8

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

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

9

Read and circle and, or, but

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

Samy's Smart Start

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



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

I have a phone and a tablet.



Closing Activity

11 Reorder the following words to make sentences

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

Lesson

2



Technology in Our Daily Life



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. mug – bun – hug
2. run – jug – sun
3. mug – cut – hut



One Group Activity



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

hug – run – cut

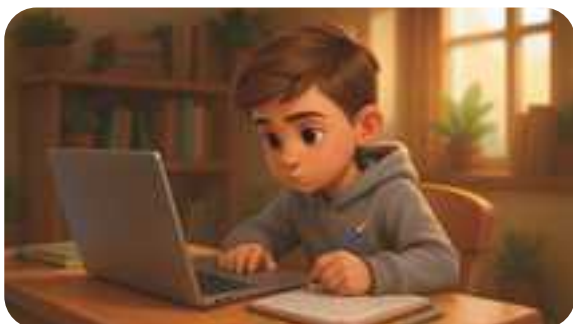




Vocabulary



4 Look and read



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



My **camera** takes clear photos.



I use **apps** to learn English.



We play **games** after school.



I send **emails** every day.

Choose the correct answer from a, b, or c

- I use the _____ to take a picture.
a) internet b) camera c) games
- I play _____ on my phone.
a) games b) email c) apps
- I send a message by _____.
a) email b) games c) camera
- I download new _____ on my tablet.
a) camera b) games c) internet

Lesson



5

Write T for True or F for False

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



Phonics Focus: Sounds er - ar - or

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

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

er – computer, teacher, player, letter

ar – car, star, park, guitar, farmer

or – corn, horn, fork, short, storm



6

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

1. teach___
2. f___mer
3. h___n
4. st___m
5. lett___

7

guitar

The Busy Player

Moral: Use technology in a





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

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



Write T for True and F for False

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



Closing Activity



Put the following words in sentences

(desk) _____ The book is on the desk.

(hand) _____

(sand) _____



Group Work Activity



1 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 rides a car to school. ()
2. His uncle rides a motorcycle on weekends.()
3. Omar walks to school every day.()

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

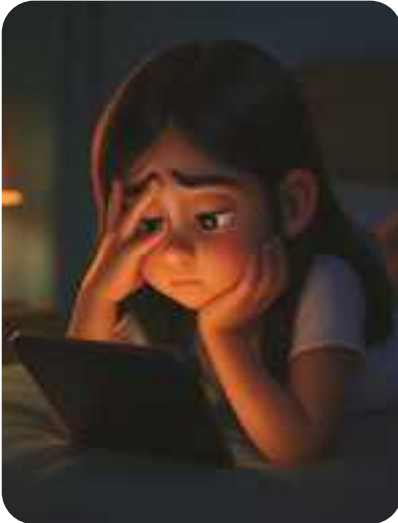
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Vocabulary

4

Look and read



Don't look at the **screen** for too long.



Press the power **button** to turn on a device.



I type with the **keyboard**.



My **password** is secret.



A **virus** can harm your computer.

Lesson



Choose the correct answer from a, b, or c

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



Language in Use

Will & Will not

Form – Will/will not + the base verb

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

Examples: *I will play games after school.*

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

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



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



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

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

The Secret Password

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



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

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

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

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

Lesson 3



9 Fill in the blanks using words from the box

password – virus – private – strong

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



Closing Activity

10 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



Technology in the Future



Group Work Activity



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.



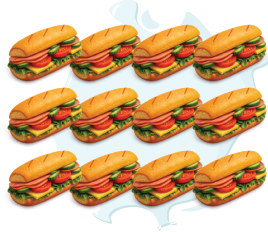
Lesson 4



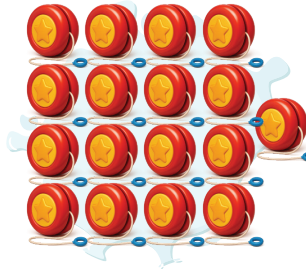
One Group Activity

2

Count, then choose the correct number



12 19



11 17



One Group Activity

3

Writing Practice

W

Handwriting practice lines for uppercase letter W.

w

Handwriting practice lines for lowercase letter w.

Q

Handwriting practice lines for uppercase letter Q.

q

Handwriting practice lines for lowercase letter q.

V

Handwriting practice lines for uppercase letter V.

v

Handwriting practice lines for lowercase letter v.

4 Look and read



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



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



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



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

Lesson 4



5 Read the dialog and act it out

Hassan : Hi, Ahmed! What are you doing?

Ahmed: I'm watching a video about drones.

Hassan : Amazing! What does it do?

Ahmed: It flies and takes photos from the sky.

Hassan : That's so cool!

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

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

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



6 Choose the correct answer

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

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

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



8 Fill in the blanks using words from the box

internet – drone – robot – smart home

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



9 Speaking: Pair work

Choose one of the words: robot, drone, smart home

Tell your friend

- what it does
- why you like it
- how you will use it in the future (use “will” and “won’t”)



10 Put the words in the correct order

1. play / will / I / tomorrow / football

.....

2. my / I / won't / share / password

.....

3. help / I / will / you / homework / with / the

.....

4. play / won't / games / I / night / at

.....

Lesson



Punctuate the following sentences

1. i will send you an email

.....

3. omnya won't click the button

.....

4. my friend will call me tomorrow

.....



Writing

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

.....

.....

.....

.....



Closing Activity



Punctuate the following sentences.

1. omnya will click the button

2.the sphinx is near the pyramids



The Honest Choice



Learning Outcomes

Speaking

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

Reading

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

Listening

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

Writing

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

The Honest Choice



Vocabulary

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

Story



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

Story map

Characters

Lina

a student,
8 years old

Miss Salma

the teacher

Nour

Lina's
classmate,
8 years old



Setting

- The school

The Honest Choice

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

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

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





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

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

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

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



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

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

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

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



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





1 Answer these questions in short sentences

1. Who are the main characters in the story?

.....

2. Where did the story take place?

.....

3. What did Nour want Lina to do?

.....

4. What lesson did Lina learn?

.....

2 Who said this?

a. "Don't worry, you can copy my homework."

b. "I forgot to do my homework."

c. "Thank you for telling the truth."

3 Pair work: Ask and answer

Work with a partner to answer these questions.

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



Read and complete the sentences with a word from the box

copy – truth – homework – scared

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



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

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

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



Review



Let's Review Units 4,5



Match words to their meanings

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



Choose the correct answer from a, b, or c

- To protect your _____, don't share your password.
a) account b) shelter c) feather
- The desert is usually _____.
a) sandy b) furry c) shady
- _____ helps me do my homework.
a) Screen b) Mouse c) Robot
- At the break, the girl didn't _____ the homework.
a) copy b) whisper c) survive



Circle the odd one out

- computer – tablet – phone – paw
- camera – feathers – fur – claw
- lies – truth – virus – honest
- zoo – kangaroo – cow – moon



Read each group and choose the correct one

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



Fill in the blanks with words you learned

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

Review



Rearrange the letters to form a real word

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

Punctuate using a capital letter, period, or exclamation point

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

Writing Task

Choose one of the following topics and write sentences about it

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

.....

.....

.....



English

Primary 3 - Term 2

Academic Year: 2025/2026

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Editorial Note

This work was made through the contributions of a diverse team of professionals with various academic and institutional backgrounds (including, but not limited to, university professors, teachers, subject matter experts, and specialized international organizations).

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$\frac{1}{8} \times 11$ سم	١٠٨ صفحة	٤ لون	٤ لون	٧٠ جرام	١٨٠ جرام	لبوس	٣٠/٣/٢٢/١٠/٣٠/٧١٨



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مطبع القرية الذكية - محافظة الجيزة



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