



English



2025/2026

Term 2

Primary

2



"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 2 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 2 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 students' 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 Skills	Life Skill (s) and Value (s)
Unit 1: Our Environment	flower, park, grass, tree, river, plant, bench, pick, throw, beautiful, bee, buzzing, nice, clean, rubbish, bin, grow	Affirmative and negative forms of "There is"	Long Vowels: /eɪ/ and /aɪ/game, gate, cake, line, kite, five	• Responsibility • Decision making • Problem solving • Teamwork
Unit 2: At the Store	stationery shop, pencil case, pens, bag, scissors, ruler, books, coloring pencils, T-shirt, skirt, shoes, jacket, pants, store, shopping, shelf, try on, great choice	Affirmative and negative forms of "There are"	Long Vowels: /u:/ and /oʊ / nose, cube, tube, rope, stone	• Communication • Responsibility • Decision making
Unit 3: Sports	football, basketball, tennis, volleyball, swimming, running, racket, net, kick, hit, goal, court, hit into, hit over, run around	- Counting from 20-50 - Plural with 's'	Final Blends -mp, -ft, and -lt: belt, salt, lamp, jump, gift, left	• Health awareness • Teamwork • Respect for others • Fairness
Unit 4: The Pyramids	The Pyramids, Sphinx, desert, school bus, camel, guide, tourists, juice, take pictures, camera, trip, huge, ride, statue, head, lion, body	Present Simple - Action words: My friend rides the camel - I take pictures - Counting from 50-100 - Counting by 10s	Final Blends - nd and sk: hand, sand, wind, desk, mask, flask	• Historical awareness - pride
Unit 5: A Day with My Family	park, bus, sky, weather, grass, flowers, tree, football, pack	-	-	• Family bonding • Happiness • Teamwork • The importance of spending time together



Our Environment



Learning Outcomes

Speaking

- Name items you can see in a park.
- Answer questions with "There is/ There isn't."
- Recognize long vowel words in short sentences.
- Clearly pronounce long vowel words in short sentences.
- Discuss how to protect the environment using the target vocabulary.

Reading

- Read simple sentences with "There is/ There isn't"
- Recognize words with long vowels in short sentences.
- Read words with long vowels in short sentences.
- Answer basic comprehension questions about protecting the environment.
- Match words to pictures of things at the park.

Listening

- Respond to questions with "there is/ there isn't" in a listening text.
- Identify long vowel words when listened to.
- Follow classroom instructions about recycling and protecting the environment in a listening activity.
- Answer comprehension questions after listening to a short dialog.

Writing

- Write short sentences using "There is/ There isn't" for given pictures.
- Write target words with long a and i.
- Write simple sentences about ways to protect the environment using target vocabulary.

Lesson



At the Park



Group Work Activity



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



Vocabulary



Listen and repeat



flower



park



grass



tree



river



plant



bench



pick

3 Listen and read

Omar and Sara go to the **park**.
 They see green **grass** and a big **tree**.
 There are red **flowers** and small **plants**.
 They walk near the **river**. There is a **bench**.
 Omar sits on the bench.
 Sara says, "Let's not **pick** the flowers."
 Omar says, "Okay! The park is beautiful."



4 Match the word to the picture



park



flower



grass



tree



river



bench



plant



pick

Lesson 1

5 Circle the correct word

1. The tree is (big / small).
2. The flowers are (blue / red).
3. Omar sits on a (bench / river).
4. The grass is (green / yellow).
5. Sara walks near the (river / car).

6 Fill in the blanks using the words from the box

grass – river – tree – bench – flower

1. There is green _____.
2. Sara sees a _____.
3. Omar sits on a _____.
4. They walk near the _____.
5. There is a big _____.

7 Look and complete using the correct word

tree park grass flower pick bench plant river



p



f



g



t



r



b



p



p

**Closing Activity**

8 Draw your favorite park and write when you go there

Lesson



Long Vowel Sounds Long a - Long i



Group Work Activity



Write 3 words beginning with the letter
(Ww)



Phonics Focus: game, cake, gate, line, kite, five



Listen and repeat



game



cake



gate



line



kite



five



Write the missing letters to complete each word

1. g _ m _
2. f _ v _
3. l _ n _
4. c _ k _
5. g _ t _
6. k _ t _

4

Rearrange the letters to form a word

1. mgea → game

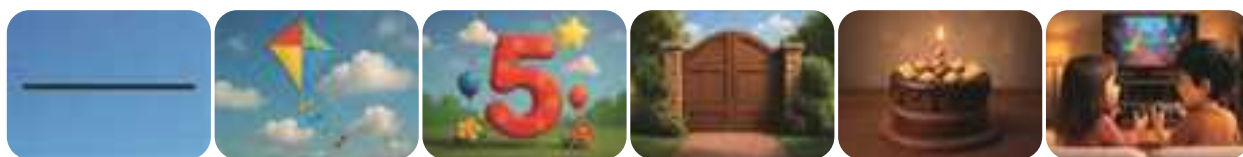
2. evif →

3. ecak →

4. etik →

5

Match the word to the picture



game

cake

gate

line

kite

five

6

Think and write

1. g _ _ _

2. c _ _ _

3. g _ _ _

4. l _ _ _

5. k _ _ _

6. f _ _ _

7

Read and sort the following words

game – kite – five – gate – line – cake

Long a	Long i
game	kite
_____	_____
_____	_____

Lesson 2



8

Choose the correct answer

1. I play a (game / cake).
2. The (cake / line) is tasty.
3. We can count up to (gate / five).
4. I can fly a (line / kite).
5. I draw a straight (game / line).
6. The man opens the (gate / cake).



Closing Activity

9

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



A Walk in the Park



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 – an

.....



Language in Use

Singular Nouns with *There is / There isn't*

- We use **There is** when we talk about **one thing**.
✓ There is a cat. ✓ There is a pyramid.
- We use **There isn't** when we want to say that **one thing is not there**.

✗ There isn't a cat. ✗ There isn't a pyramid.

We use *Is there ...?* to ask questions.

Is there a flower? Yes, there is.

Is there a river? No, there isn't.

There is a flower. There isn't a river.

Lesson 3

2 Read and practice

Ali: Let's go to the park!

Laila: Yes! I want to sit on a bench.

Ali: Oh, there isn't a bench here.

Laila: Let's walk by the river.

Ali: Look! There is a tree.

Laila: Shhh! There is a bee on the flower.

Ali: The bee is busy buzzing.

Laila: Yes, bees make honey!



3 Complete the dialog

Fill in the blanks with "There is/There isn't".

Ali: Look! _____ a flower.

Laila: Yes, but _____ a bench.

Ali: Oh! _____ a bee on the flower.



4 Look at the pictures and complete the sentences

1. _____ a flower.



2. _____ a bench.



3. _____ a river.



4. _____ a tree.





5 Label the picture and write the word from the box

flower tree river bench grass bee



6 Reorder the words to form a sentence

1. is / tree / There / a

_____.

2. a / tube / isn't / There

_____.

3. a / kite / isn't / There

_____.

4. There / a / line / is

_____.

Lesson 3

7 Look and complete the sentences with There is / There isn't

1. _____ a river.
2. _____ a dog.
3. _____ a bench.
4. _____ a cake.



8 Look at the picture and correct

1. There isn't a bench. → _____
2. There isn't a flower. → _____
3. There is a bee. → _____
4. There isn't a tree. → _____



Closing Activity

9 Practice with your friends

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

Lesson

4



Keep it Clean



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.



Vocabulary

2

Listen, repeat, and practice

The park is very nice. We must keep it clean. Do not throw rubbish on the grass. Put it in the bin. If you see rubbish, pick it up. Do not pick flowers. Let them grow for everyone.



Match the question to the correct answer

1. What must you keep clean?
2. Where should you put rubbish?
3. What shouldn't you throw on the grass?
4. What must you not pick in the park?

In the bin

The park

Rubbish

Flowers

3

Write Yes or No

1. Is the park nice? _____
2. Should you throw rubbish on the grass? _____
3. Should you pick flowers? _____



Lesson



Choose the correct answer

1. Where should you put rubbish?
 - a. On the grass
 - b. In the bin
 - c. Under the tree
2. What should you pick?
 - a. Flowers
 - b. Rubbish
 - c. Sticks



Fill in the blanks with the words from the box

bin – flowers – park – rubbish – clean

1. The _____ is very nice.
2. We must keep it _____.
3. Put the rubbish in the _____.
4. Do not pick the _____.



Rearrange the words to form a sentence

1. pick / not / the / Do / flowers.

2. is / park / nice. / The

3. up / the rubbish. / Pick

7 Match

You must not pick the	bin.
You must put the rubbish in the	flowers.
You must keep the _____ clean.	pick it up.
When you see rubbish,	park

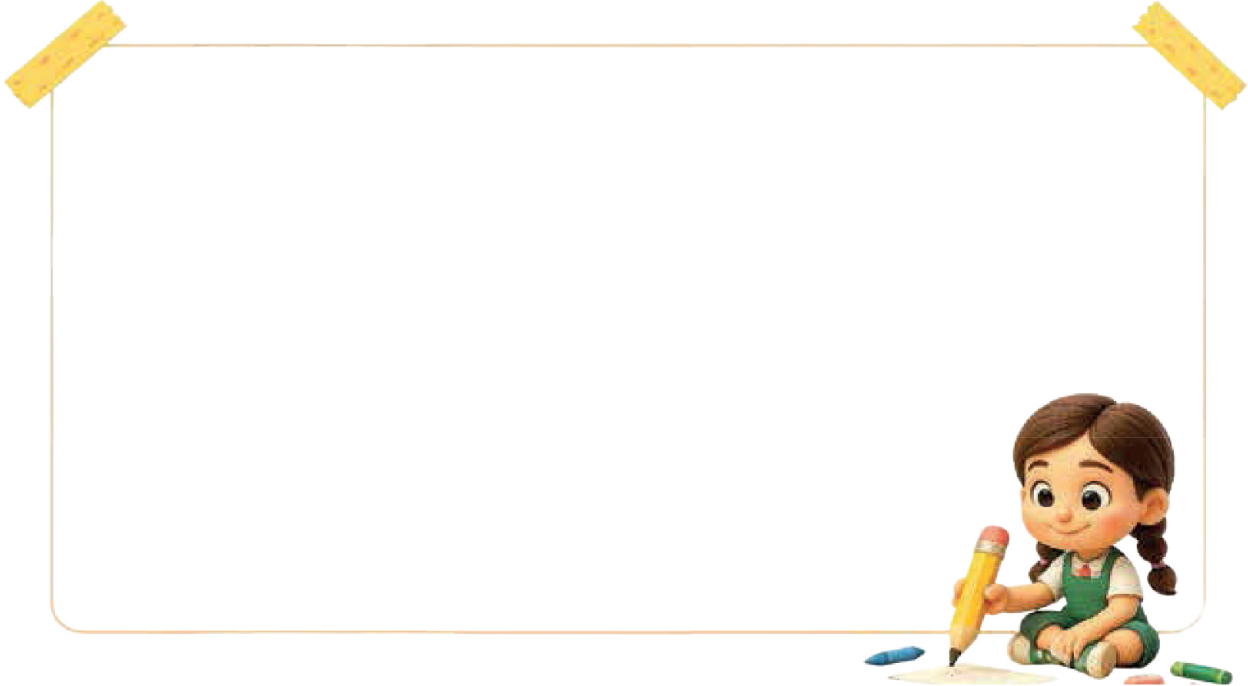
8 Circle the odd one out

1. park – flowers – grass – milk
2. flower – tree – bottle – grass
3. park– flowers – pen– tree
4. grass – plant– flower – rubbish
5. park – rubbish – juice – bin

Lesson 4



9 Draw and write a sentence about how to keep the park clean



Closing Activity



10 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



At the Store



Learning Outcomes

Speaking

- Name items at the stationery shop.
- Ask and answer simple questions about items in a store using "There are/ There aren't".
- Ask and answer using "There are/ There aren't".
- Pronounce long vowels correctly in short sentences.

Reading

- Match "There are /There aren't" to corresponding pictures.
- Recognize words with long vowels in short sentences.
- Read words with long vowels in short sentences.
- Answer basic comprehension questions about a trip to the store.

Listening

- Respond correctly to statements and questions using "There are/ There aren't".
- Recognize long vowel sounds in spoken words.
- Answer short comprehension questions based on a short dialog at the store.

Writing

- Write short sentences using "There are/There aren't" for given pictures.
- Write words with long vowels.
- Write short sentences about a trip to the store.

Lesson

1



My School Supplies



Group Work Activity



Draw (😊) or (😞)



Vocabulary



Listen and repeat



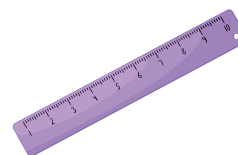
stationery shop



pencil case



pens



ruler



bag



books



scissors



coloring pencils

3

Listen and read

Shop owner: Hello! How can I help you?

Sara: Are there any **pencil cases**, please?

Shop owner: Here you are. Do you need any **pens**?

Sara: Yes, I need two pens and a **ruler**.

Ali: I want a **bag** and some **books**.

Shop owner: Okay. Do you want **scissors** or **coloring pencils**?

Sara: Yes, a box of coloring pencils, please.

Shop owner: Here you are. That will be seventy pounds.

Sara & Ali: Thank you! Goodbye!

Shop owner: Goodbye!



Lesson 1



4 Match the word to the picture



books

coloring pencils



stationery shop

pencil case



ruler

scissors



pens

bag



5 Reorder the letters to form a word

1



g/a/b

b

2



r/r/l/e/u

r

3



e/s/n/p

p

4



k/o/o/b/s

b

5



s/r/s/c/i/o/s/s

s

6



a/s/y/i/t/e/n/t/o/r h/p/o/s

s

s

7



p/i/e/l/n/c s/a/c/e

p

c

8



o/o/l/r/n/g/i/c e/n/l/p/i/c/s

c

p

6 Circle the odd one out

1. bag – pencil case – river – books
2. ruler – scissors – pen – flower
3. pencil – book – trash can – bag
4. pencil case – bag – park – books
5. coloring pencils – ruler – bench – eraser

Lesson 1

Choose the correct word

1. I keep my pens in a (pencil case / book).
2. Ali wants to buy (scissors / honey) for the art session.
3. Sara needs a (bench / ruler) to draw lines.
4. The shop sells (trees / books).
5. I color with (coloring pencils / bottles).

Look, read, and write

stationery shop
coloring pencils

bag
scissors

pens
books

ruler
pencil case

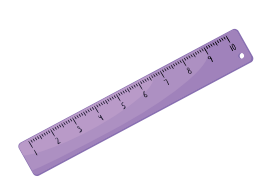


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.....

.....



Closing Activity

Circle the odd one out

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

Lesson



Long Vowel Sounds

Long u - Long o



Group Work Activity

1 Sort the following

1- slow- cake - zebra

2- game - slide -zoo

3- van - sleep - gate

sl	a-e	z



Phonics Focus: nose, cube, tube, rope, stone

2 Listen and repeat



nose



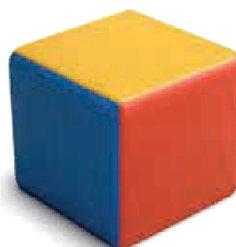
rope



stone



tube



cube

Lesson 2

3 Write the missing letters to complete each word

1. nose
2. c _ b _
3. t _ b _
4. r _ p _
5. st _ n _

4 Rearrange the letters to form a word

1. peor →



2. tsnoe →



3. sone →



4. ubte →



5 Match the word to the picture



•



•



•



•



•

1 stone

2 tube

3 cube

4 nose

5 rope

6 Think and write

1. n _ _ _



2. c _ _ _



3. r _ _ _



4. s _ _ _ _



5. t _ _ _



7 Circle the word that does NOT have a long vowel sound

1. kite – five – pen
2. rope – stone – fig
3. gate – rope – dog
4. kite – big – stone
5. five – sun – gate

8 Choose the correct answer

1. I have one (desert / nose).
2. There is a (lion / tube) on the table.
3. The girl jumps with a (gate / rope).
4. The baby plays with a (sun / cube).
5. I see a big (stone / rope) on the road.

9 Complete the sentence using words from the box

stone - nose - cube - June - rope

1. My birthday is in _____.
2. There is a _____ on the table.
3. The boy climbs with a _____.
4. I found a big _____ on the road.
5. I smell a flower with my _____.



Closing Activity

10 Sort the following words

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

ee	o-e	y	x

Lesson

3



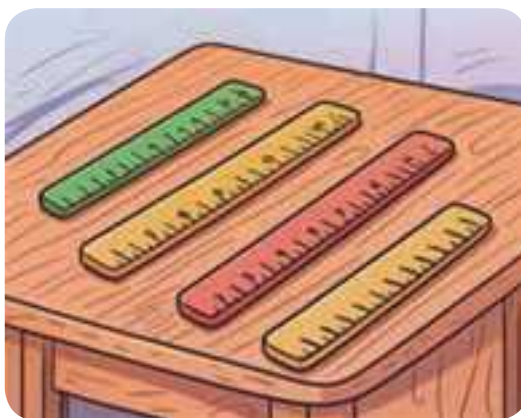
The Stationery Shop



Group Work Activity

1

Look and count



Language in Use

"There are/There aren't" with plural nouns

- **There are** → to talk about **two or more things (plural)**.

- ✓ There are rulers on the table.
- ✓ There are pencils on the desk.



- **There aren't** → to say that two or more things are not there.

- ✗ There aren't any pencils in my pencil case.
- ✗ There aren't any books on the shelf.



Remember: Add -s for plurals.

2 Listen and read

There is a big stationery shop near my school. **There are** books on the shelf. **There are** blue and red pens in a box. **There aren't** any pencil cases on the table. I like going to the shop to buy school supplies.



3 Choose the correct answer

1. There ____ (are/aren't) blue and red pens in a box.
2. There ____ (are/aren't) pencil cases on the table.
3. There ____ (are/aren't) any books on the shelf.
4. There ____ (are/is) a big stationery shop near my school.

4 Complete the sentences using (are/aren't)



1. There _____
balls on the floor.



2. There _____
rulers on the desk.



3. There _____
any ropes on the
grass.

Lesson 3



4. There _____
books on the
table.



5. There _____
any scissors in my
pencil case.



6. There _____
any pencils on
the desk.

5 Read and fill in the blanks

1. There _____ books on the shelf.
2. There is a big stationery _____ near my school.
3. There _____ blue and red pens in a box.
4. There _____ any pencil cases on the table.

6 Match the picture to the sentence

1. There are coloring pencils in the pencil case. •
2. There aren't any books on the table. •
3. There are five rulers on the desk. •
4. There aren't any bags on the shelf. •





Rearrange the words to form a sentence

1. books / There / shelf / the / on / are

→ There are books on the shelf.

2. aren't / pencil cases / There / desk / the / on / any

→ _____.

3. bags / the / four / There / are / in / shop

→ _____.

4. There / pens / table / are / the / on

→ _____.

5. aren't / rulers / There / the / on / any / floor

→ _____.



Closing Activity



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

Lesson

4



Shopping



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



Vocabulary



2 Listen and repeat



pants



jacket



T-shirt



skirt



shoes



3 Listen and read

Mother: Let's go to the **store**.

Child: Okay! I like **shopping** with you.

Mother: Look! Here's a blue **T-shirt** and a pink **skirt**.

Child: Oh, nice! And there are black **shoes** on the **shelf**.

Mother: Do you want to **try** something **on**?

Child: Yes, I'll try this **jacket** and these **pants**.

Mother: Great choice! Let's buy the T-shirt and the shoes.

Child: Yay! This is a fun trip.



4

Choose the correct answer from a, b, or c

1. The T-shirt is _____

- a. pink
- b. blue
- c. brown



2. What color is the skirt?

- a. pink
- b. blue
- c. brown



3. What does the child try on?

- a. A T-shirt and shoes
- b. A jacket and pants
- c. A skirt and shoes



4. What do they buy?

- a. The T-shirt and shoes
- b. The jacket and pants
- c. The skirt and bag



5

Read again and fill in the blanks

1. Mother says, "Let's go to the _____."
2. The child says, "Yes, I'll try this _____ and these pants."
3. Mother says, "Let's buy the _____ and the shoes."

6

Complete the sentences using words from the box

skirt - jacket - shoes - pants - T-shirt

1. There are black _____ on the shelf.
2. The child tries a _____ and _____.
3. There is a blue _____ in the store.
4. The girl sees a pink _____.

7

Circle the odd one out

1. T-shirt – shoes – pants – pencil
2. skirt – jacket – ruler – pants
3. store – shelf – park – classroom
4. black – blue – yellow – ruler

Lesson 4



8 Label the picture and write the word from the box

pants - jacket - skirt - T-shirt - shoes



Write two sentences of what you see in the picture by using "There is" or "There are".



Closing Activity

9 Punctuate the following sentences

1- i like shopping with my mom

2- hurry up

3- the boy is strong



Sports



Learning Outcomes

Speaking

- Name sport activities.
- Ask and answer simple questions about sport and activities at the club.
- Recognize the regular plural using -s.
- Use "There is/ There are" to describe objects and people in sports settings.
- Use the regular plural with -s to describe people and objects in sports settings.
- Pronounce plural nouns ending with 's' clearly in short sentences.
- Sound out final blends -mp, -ft, -lt accurately in words such as jump, gift, belt.
- Count numbers from 20 to 50 correctly.

Reading

- Recognize regular plural nouns with -s to describe people and objects in sport setting.
- Use sports vocabulary in context.
- Recognize sports vocabulary in context.
- Match words to corresponding pictures of sport activities.
- Blend words with finals -mp, -ft, -lt.
- Read numbers from 20 to 50.

Listening

- Identify regular plural nouns with -s in a listening text.
- Distinguish final blend sounds -mp, -ft, and -lt in spoken words.
- Recognize numbers from 20–50 in both sequential and random order.

Writing

- Add 's' to nouns to form plurals.
- Use regular plural words with -s about sports vocabulary.
- Write words with final blends -mp, -ft, -lt.
- Write numbers from 20 to 50 in figures.

Lesson

1



Sports I Play



Group Work Activity



1 Look and say



Vocabulary



2 Listen and repeat



tennis



football



volleyball



running



net



swimming



racket



basketball

3 Listen and read

Hana : Hi, Habiba! What are you doing at the club today?

Habiba: Hi, Hana! I'm playing **football** with my friends.

Hana : That's fun! I'm going to play **basketball**.

Habiba: Cool! Do you also like **tennis**?

Hana : Yes! I have my **racket**. Let's play after the basketball game.

Habiba: Great! Look, there's a **volleyball** game. The ball is over the **net**!

Hana : Wow! After tennis, let's go **swimming**.

Habiba: Good idea! Then we can go **running** around the court.



Pair work

4 Read and act out

Hana : Hi, Ali! What are you doing at the club today?

Habiba: I'm playing football with my friends.

Hana : That's fun! I'm going to play basketball.

Lesson 1



5

Match the word to the picture



swimming



volleyball



net



racket



football



basketball



running



tennis

6

Reorder to form a word

1. t a l s b k l e b a → b

2. n i s t e n → t

3. l v a l o l l e y b → v

4. k r a t e c → r

5. t n e → n



7

Read again and check (✓) or (X)

1. I need a racket for football. ()
2. We play basketball with a ball. ()
3. You can swim in the pool. ()
4. The players kick the ball in tennis. ()
5. I run around the court. ()

8

Circle the odd one out

1. tennis – football – swimming – pen
2. racket – ball – net – book
3. swimming – reading – running – jumping
4. volleyball – football – basketball – honey
5. net – racket – shoes – basketball



Complete the sentences using the words from the box

net racket swimming tennis

1. I use a _____ to play tennis.
2. The ball goes over the _____ in volleyball.
3. I play _____ with my racket.
4. We go _____ in the pool.



Look, read, and write using the word box

swimming running football basketball
volleyball net racket tennis



Closing Activity



Write 3 sentences using the guiding words (play- teacher-football-school-club)

.....

.....

.....

Lesson

2



Final Blends -mp, -ft, and -lt



Group Work Activity



Listen and circle

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



Phonics Focus: belt, salt, lamp, jump, gift, left



Listen and read



belt



salt



lamp



jump



gift



left

Lesson 2

3 Write the missing blend to complete each word

1. be__ 2. sa__ 3. gi__ 4. le__ 5. ju__ 6. la__

4 Rearrange the letters to form a word

l e b t →



f l e t →



t a s l →



p m u j →



p l a m →



t g i f →



5 Match the word to the picture



•

lamp

•



gift



•

belt

•



left

salt



•

jump

•



6

Choose the correct answer

1. I wear a (belt / ball).
2. The (lamp /left) gives light.
3. He can (jump / salt).
4. This food needs more (gift / salt).

7

Match the word to the sentence

1. belt	I can do this with my legs.
2. lamp	I put this on my food.
3. salt	I get this on my birthday.
4. gift	I wear it.
5. jump	It gives light.

Lesson 2

Trace and complete the numbers

20		22		24	
26		28		30	
32		34		36	
38		40		42	
44		46		48	
50					



Closing Activity



Draw and label

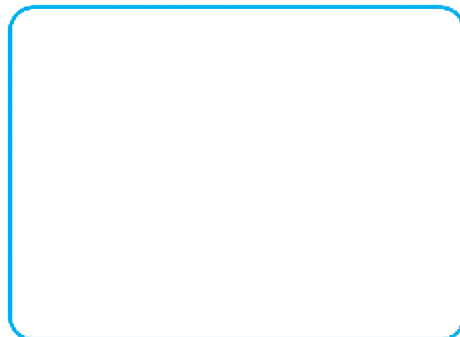
Draw your heroes. Write two sentences about their job and what they are like.

Sentence starters

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

Examples:

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



.....

.....

Lesson

3



Let's Play Together



Group Work Activity

1

Look and check (✓) or (x)



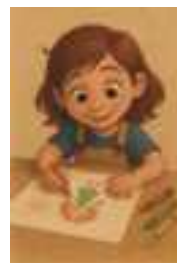
read (---)



play (---)



swim (---)



draw (----)

We usually make a plural by adding "s" to the end of the word.

Tip!

Pronunciation Tip: Plural /s/ and /z/

When a word ends with sounds like p, t, k, f, the plural ends with /s/.

Example: cap → cap**s**, cat → cat**s**, book → book**s**.

When a word ends with sounds like b, d, g, l, m, n, r, the plural ends with /z/.

Example: bag → bag**s**, pen → pen**s**, car → car**s**.

Lesson 2

2 Circle the correct answer

1. There are 35 (book / books) on the shelf.
2. There is 1 (racket / rackets) on the table.
3. There are 22 (player / players) on the court.
4. There are 45 (student / students) in the class.
5. There are 7 (pencil / pencils) in the box.

3 Change into plural nouns

Example: 1 girl → 7 girls

1. 1 tennis racket → 2 tennis _____.
2. 1 net → 5 _____.
3. 1 court → 19 _____.
4. 1 ball → 30 _____.

4 Match the singular word with its plural

Singular	Plural
ball	players
player	balls
net	courts
racket	nets
court	rackets

5 Reorder the letters to form a word

1. slab → b_____



2. srpalye → p_____



3. rtuoc → c_____



4. sktcera → r_____



6 Make it singular

1. players →

2. sports →

3. nets →

4. rackets →

5. girls →

6. boys →

7. courts →

8. balls →

Lesson 2

7 Choose the correct word from the box

player/players racket/rackets ball/balls court/courts



There are 10 _____.



There is 1 _____ in the net.



There are 2 tennis _____.



There are 3 basketball _____.

8 Change the sentence to plural and write it on the line

1. There is a ball. → There are balls.
2. There is a tennis racket. →
3. There is a basketball player. →
4. There is a volleyball net. →
5. There is a swimming pool. →

**Closing Activity****9****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



At the club



Group Work Activity

1

Ask and answer

What is your favorite sport?

.....



2

Listen, read, and practice

My friends and I go to the club to play sports. It's so much fun!

We play football. We kick the ball into the goal. We play basketball. We hit the ball into the net. My friends play volleyball. They hit the ball over the net. We also play tennis with rackets. And we love to run around the courts.



3

Answer the following questions

1. What sports do they play?

F _____, b _____, t _____, and v _____.

2. What do they use to play tennis?

R _____.

3. Where do the friends go to play sports?

C _____

4. What do they do around the courts?

R _____

4 Read again and fill in the blanks

1. They ____ the ball ____ the net.
2. They love running ____ the courts.
3. They ____ the ball ____ the goal.
4. We play ____ with rackets.



5 Read the action and write the sport name

Action	Sport
We hit the ball over the net.	
We kick the ball into the goal.	
We throw the ball into the basket.	
We hit the ball with a racket.	
We run around the court.	

Lesson 4



6

Word Search

Find the words hidden in the puzzle

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

7

Rearrange to form a sentence

1. the ball / the / into / net. / hit / We
2. the ball / over / hit / net. / They / the
3. friends. / the / with / club / go / I / to / my
4. running / enjoy / the / courts. / around / We
5. rackets. / with / play / tennis / We



8 Read and write

1. Complete the sentence with the sports you like to play.

• I like _____

2. Complete the sentence with the sports your friend likes to play.

• My friend likes _____

**9 Draw your favorite sport in the box**A large, empty rectangular box with a light blue border, intended for a child to draw their favorite sport.



Closing Activity

10 Sort the following words.

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

sl	bl	st



Vocabulary

1 Match the words to their pictures



bench



volleyball



tennis



stationery shop



scissors



park



river



pick



basketball



coloring pencils

2 Write the correct word under each picture

basketball

pens

park

river

racket

scissors

net

stationery shop

volleyball

pencil case

coloring pencils

flower





3 Write the missing letters

1. g_t_



2. l_n_



3. f_v_



4. c_k_



5. be__



6. g_m_



7. sa__



8. t_b_



9. st_n_



10. r_p_



11. gi__



12. le__



13. n_s_



14. la__



15. ju__



16. k_t_



4 Rearrange the letters to form a word

lebt →



flet →



tasl →



peor →



vefi →



gaet →



tseo →



sone →



buet →



ekac →



mgea →



plam →



5 Write using "Yes, there is." or "No, there isn't."

1. Is there a flower? Yes, _____

2. Is there a bench? No, _____

6 Circle the correct answer

1. There ____ (are / is) blue and red pens in a box.
2. There ____ (are / is) a pencil case on the table.
3. There ____ (are / is) books on the shelf.
4. There ____ (are / is) a big stationery shop near my school.

7 Fill in the blanks using "is" or "are"

1. There ____ books on the shelf.
2. There ____ blue and red pens in a box.
3. There ____ a pencil case on the table.

8 Circle the correct answer

1. There are 5 (book / books) on the shelf.
2. There is 1 (racket / rackets) on the table.
3. There are 15 (player / players) in the court.
4. There are 5 (court / courts) in the club.

9 Change into plural

1. player → _____
2. sport → _____
3. net → _____
4. racket → _____

10 Change the sentence to plural

1. There is a tennis racket. → _____
2. There is a basketball player. → _____

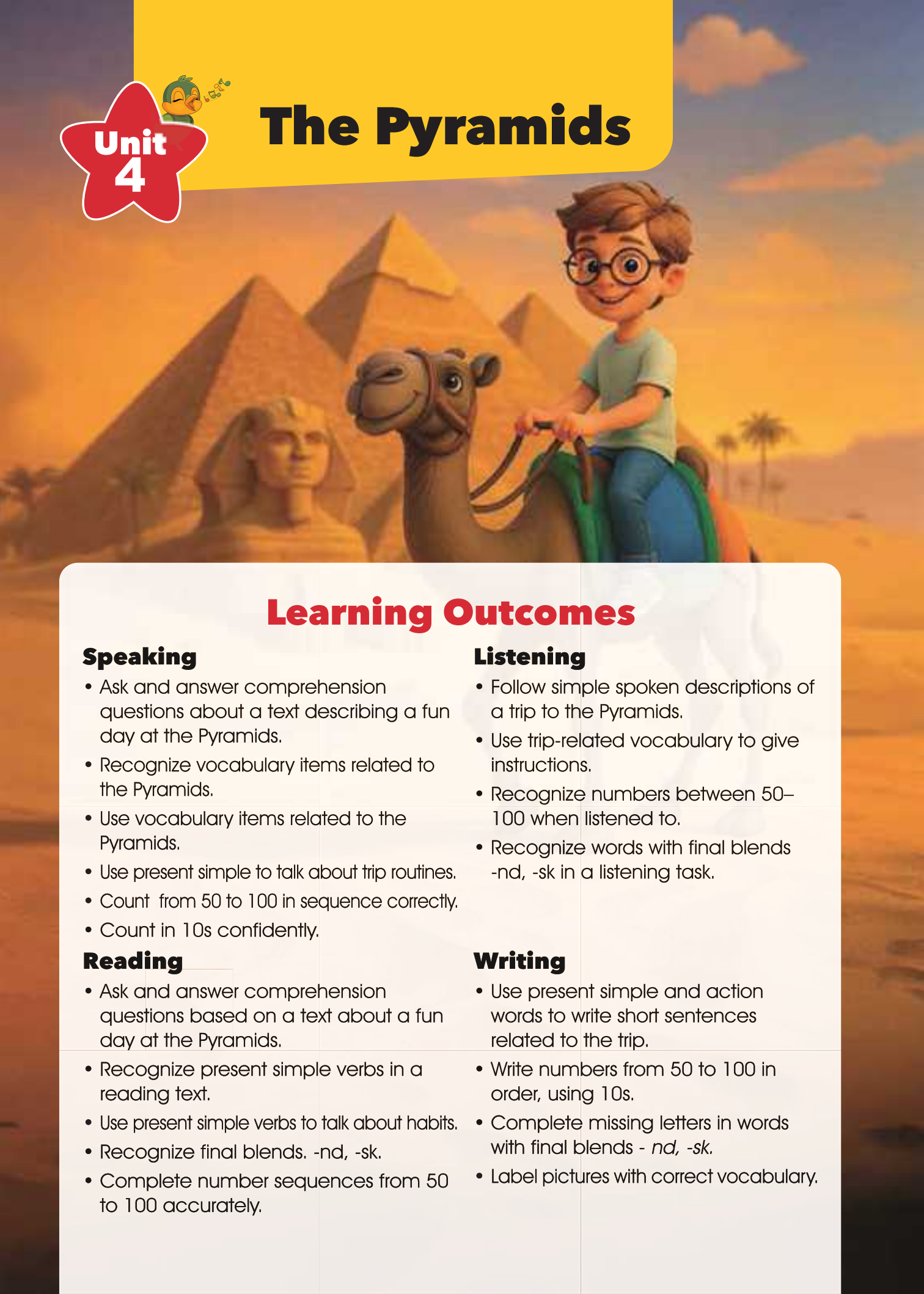
11 Write the missing numbers

a	25				29					34
---	----	--	--	--	----	--	--	--	--	----

b	19								27	
---	----	--	--	--	--	--	--	--	----	--



The Pyramids



Learning Outcomes

Speaking

- Ask and answer comprehension questions about a text describing a fun day at the Pyramids.
- Recognize vocabulary items related to the Pyramids.
- Use vocabulary items related to the Pyramids.
- Use present simple to talk about trip routines.
- Count from 50 to 100 in sequence correctly.
- Count in 10s confidently.

Reading

- Ask and answer comprehension questions based on a text about a fun day at the Pyramids.
- Recognize present simple verbs in a reading text.
- Use present simple verbs to talk about habits.
- Recognize final blends. -nd, -sk.
- Complete number sequences from 50 to 100 accurately.

Listening

- Follow simple spoken descriptions of a trip to the Pyramids.
- Use trip-related vocabulary to give instructions.
- Recognize numbers between 50–100 when listened to.
- Recognize words with final blends -nd, -sk in a listening task.

Writing

- Use present simple and action words to write short sentences related to the trip.
- Write numbers from 50 to 100 in order, using 10s.
- Complete missing letters in words with final blends - nd, -sk.
- Label pictures with correct vocabulary.

Lesson

1



A fun day at the Pyramids



Group Work Activity



1 Look and write

.....
.....



Vocabulary



2 Listen and repeat



The Pyramids



Sphinx



camel



guide



tourists



desert



school bus



camera

3

Listen and read

My friends and I go on a fun trip to the **Pyramids**! We take the school bus to get there. When we arrive, a nice **guide** shows us the huge **Pyramids** and the **Sphinx**. We walk in the **desert**. We see many tourists, looking at everything! They ride **camels**. I ride a horse. I use my **camera** to take lots of pictures. It is a fun day!



4

Choose the correct answer

1. How do the friends go to the Pyramids?
 - a) By car
 - b) By school bus
2. Who shows the Pyramids and the Sphinx?
 - a) A nice guide
 - b) The teacher
3. What animal does the boy ride?
 - a) A camel
 - b) A horse
4. What animal do the tourists ride?
 - a) camels
 - b) horses

5

Match the word to the picture



Sphinx

tourists

guide

desert

The Pyramids



Lesson 1

Reorder to form a word

1. l h s c o o b s u → s _____ b _____

2. x p h S i n → s _____

3. r t s t o u i s → t _____

4. d g i u e → g _____

5. l a m c e → c _____

6. s r e d e t → d _____

7. r a m c e a → c _____

8. y d P r a m s i → P _____





Write the correct word under the picture

school bus

Sphinx

tourists

camel

camera

guide

desert

The Pyramids



.....



.....



.....



.....



.....



.....



.....



.....



Circle the correct word

1. camel / camera / guide

2. Pyramids / desert / sphinx

3. school bus / camel / guide

4. Sphinx / camera / tourists



Lesson



Complete the sentences using words from the box.

tourists- camel - camera - guide

1. My family takes pictures with a _____.
2. The _____ shows us the Pyramids.
3. Many _____ walk in the desert.
4. My friend rides a _____.



Draw a picture of one of the below words and write two sentences about it

Sphinx - camera - pyramid



Closing Activity



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



Final Blends: -nd , -sk



Group Work Activity



1 Listen and circle

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



Phonics Focus: hand, sand, wind, desk, mask, and flask



2 Listen and read



hand



wind



sand



desk



mask



flask



3 Write the missing letters to complete each word

1. ha_ _
2. sa_ _
3. wi_ _
4. de_ _
5. ma_ _
6. fla_ _

Lesson 2

4 Rearrange the letters to form a word

n a h d → _____



n s a d → _____



s e d k → _____



s a k m → _____



5 Match the word to the picture



wind

sand

mask

hand

desk

6 Think and write

1. w _ _ _
2. s _ _ _
3. m _ _ _
4. d _ _ _
5. h _ _ _
6. f _ _ _



7 Read and copy the words

desk _____

flask _____

wind _____

hand _____

mask _____

sand _____

8 Sort the words

flask – hand – sand – desk – wind – mask

Ends with /nd/	Ends with /sk/

9 Match the word to its ending sound

sa _ _

de _ _

wi _ _

ma _ _

fla _ _

ha _ _

Ends with
/nd/

Ends with
/sk/

Lesson 2



Closing Activity

10

Put the following words in sentences

(desk) _____ The book is on the desk.

(hand) _____

(sand) _____

Lesson

3



What Do you Do at the Pyramids?



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 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



Language in Use

Present simple

- We use present simple to talk about habits.

Example:

- I **take** pictures.
- My friend **rides** the camel.
- He **eats** lunch.
- She **drinks** her juice.

For *he, she, or it*, we add **-s** to the verb:

- He **plays**.
- She **runs**.



2 Read and practice

I **go** to the Pyramids with my family every month. The guide **tells** us stories about the Pyramids. My brother **plays** with a ball, and the tourist **rides** a camel. My family **walks, talks, and eats** together. We **enjoy** the day.



3 Circle the verb

1. I go to the Pyramids with my family every month.
2. The guide tells us stories about the Pyramids.
3. My brother plays with a ball.
4. My sister rides a camel.
5. My family walks, talks, and eats together.

4

Choose the correct verb

1. I _____ (play / eat) football in the park.
2. She _____ (sleeps / runs) every morning.
3. They _____ (write / swim) in their books.
4. My friend _____ (walks / drinks) orange juice.
5. Dogs _____ (run / write) in the park.

5

Correct the mistakes

1. The boy eat his food.

.....



2. The tourist take pictures.

.....



3. The girls runs fast.

.....



6

Rearrange the words to form correct sentences

1. play / I / football.

.....

2. juice. / drinks / She

.....

3. ride / They / camels.

.....

4. runs / The / cat / fast.

.....

Lesson 3



7 Think and write

1. I _____ pictures with my camera.
2. He _____ the camel.
3. She _____ her juice.



8 Choose the correct answer

1. She _____ a book. (read / reads)
2. We _____ in the park. (play / plays)
3. He _____ fast. (run / runs)
4. I _____ water. (drink / drinks)
5. The cat _____ on the chair. (sleep / sleeps)

9 Match column A to column B

(A)	(B)
I	eats a sandwich.
She	play with a ball together.
We	drink juice.

10 Write two sentences about what your friend does every day Use He/She

1. He/She _____.
2. _____.

Let's count!

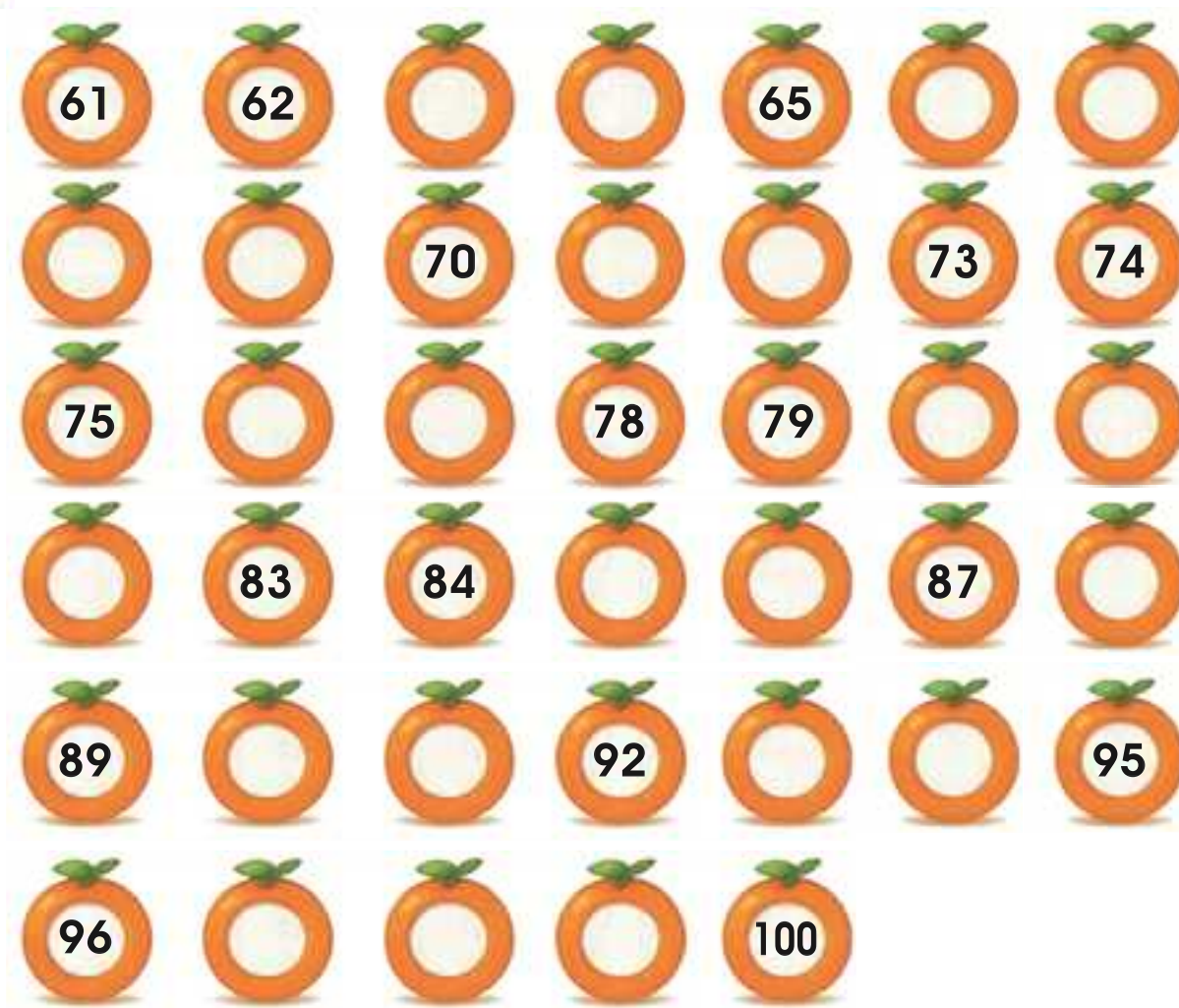


11 Listen and repeat

50	51	52	53	54	55	56	57	58	59	
60	61	62	63	64	65	66	67	68	69	
70	71	72	73	74	75	76	77	78	79	
80	81	82	83	84	85	86	87	88	89	
90	91	92	93	94	95	96	97	98	99	100



12 Fill in the blanks



Lesson 3



Closing Activity

13 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

The Sphinx



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.



Lesson 4



2

Listen and read

The Sphinx is a very old and big statue in Egypt. It has the body of a lion and the head of a man. It is next to the Pyramids in Giza. Many people go to see the Sphinx every year. It is very tall and strong. The Sphinx tells us about old Egypt.



3

Choose the correct answer

1. What is the Sphinx?

- a. A tree
- b. A statue

2. What body parts does the Sphinx have?

- a. Body of a lion and the head of a man
- b. Body of a horse and head of a man

3. Where is the Sphinx?

- a. In Cairo
- b. Near the Pyramids in Giza

4. What does the Sphinx tell us about?

- a. Old Egypt
- b. The tourists in Egypt

4

Read and check (✓) or (X)

1. The Sphinx is a new statue in Egypt. ()
2. The Sphinx is near the pyramids in Giza. ()
3. Many people see the Sphinx every year. ()
4. The Sphinx shows us the history of Egypt. ()

5

Choose the correct answer

1. The Sphinx is a very _____ (old / new) statue in Egypt.
2. Many people go to see the Sphinx every _____ (day / year).
3. The Sphinx is tall and _____ (weak / strong).

6

Rearrange the words to form a correct sentence

1. very / is / old / The Sphinx / statue. / a
.....
2. lion. / has / of / the body / The Sphinx / a
.....
3. Pyramids. / The Sphinx / near / is / the
.....
4. go / to see / every year / People / the Sphinx.
.....

7

Read the passage again and fill in the missing words

1. The Sphinx is very _____ and _____.
2. It has the body of a _____ and the head of a _____.
3. The Sphinx is near the _____ in Giza.

Lesson **4**



8 Match the question to the correct answer

- | | |
|----------------------------------|---|
| 1. What is the Sphinx? | • Near the Pyramids in Giza. |
| 2. Where is the Sphinx? | • About old Egypt. |
| 3. What does the Sphinx tell us? | • A statue with a lion's body and a man's head. |



9 Match the word to the sentence

1. Lion	A big statue with a lion's body and a man's head.
2. Man	The head of the statue.
3. Pyramids	The body of the statue.
4. Sphinx	Near the Sphinx.



10 Complete the sentences using words from the box

lion – Pyramids – statue – Egypt – old

1. The Sphinx is a big _____.
2. It has the body of a _____.
3. The Sphinx is near the _____.
4. Many people go to see it in _____.
5. The Sphinx is very _____.

**Closing Activity**

11 Punctuate the following sentences.

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



A Day with My Family



Learning Outcomes

Speaking

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

Reading

- Understand and define new vocabulary words in context.
- Identify the main characters, setting, and key events in the story.
- Answer comprehension questions about the story.
- Identify supporting details from the text.
- Recall the sequence of events in the story.

Listening

- Recognize and recall the sequence of events in the story.
- Identify and discuss important details while listening.
- Respond to oral comprehension questions about characters and events.

Writing

- Complete sentences using vocabulary from the story.
- Write sentences about the story using target vocabulary words.
- Express personal ideas in writing by connecting the story to real-life experiences.



Vocabulary



Listen and repeat



park



bus



sky



weather



grass



pack

A Day with My Family

Every Friday, Nour and her family spend the day together. They all wake up early in the morning. Nour's mother packs sandwiches, fruit, and juice. Nour's father says, "Let's go to the park today!" Everyone is happy.

They get on the bus and ride together. At the park, the sky is blue, and the weather is warm. Nour and her brother run on the grass. They play football with their father. Their mother reads them a story while they sit under a tree.





Characters: Who are the people in the story?

.....

.....

Setting: Where is the story taking place?

.....

.....

After lunch, Nour counts the flowers in the garden. "One, two, three..." she says. Her brother helps her. Later, they all walk around the park and take pictures. Nour says, "I love being with my family. It is more fun than playing alone."





What is more fun than playing alone?

On the way home, Nour's father asks, "Do you enjoy the day?" Nour smiles and says, "Yes, it is the best day because we are all together." Her mother adds, "Family time makes us happy and strong."



Moral: The importance of spending time with family.

Match the word to the picture



park

bus



sky

weather



grass

pack



Reorder the letters to form a word

1. rpak → _____

2. sub → _____

3. yks → _____

4. rweaeth → _____

5. sgras → _____

6. kcpa → _____

4 Write the word under the picture from the box

bus – pack – weather – sky – grass – park



5 Choose the correct answer

1. What day did Nour and her family spend together?

- a) Monday
- b) Friday
- c) Sunday
- d) Saturday



2. What did Nour's mother pack?

- a) Pizza and cake
- b) Sandwiches, fruit, and juice
- c) Rice and chicken
- d) Biscuits and milk

3. Where did Nour's father want to go?

- a) To the zoo
- b) To the park
- c) To the beach
- d) To the city

4. How did they go to the park?

- a) By car
- b) By taxi
- c) By bus
- d) On foot

5. What was the weather like at the park?

- a) Rainy and cold
- b) Hot and windy
- c) Blue sky and warm weather
- d) Cloudy and stormy

6. What game did Nour and her brother play with their father?

- a) Basketball
- b) Volleyball
- c) Football
- d) Tennis

7. What did Nour's mother do under the tree?

- a) Took pictures
- b) Read them a story
- c) Slept
- d) Counted flowers

8. What is the moral of the story?

- a) Eating food makes us happy
- b) Family time makes us happy and strong
- c) Playing football is fun
- d) Taking pictures is important



6 Read and check (✓) or (✗)

- 1. Nour and her family went to the park on Friday. ()
- 2. Nour's mother packed sandwiches, fruit, and juice. ()
- 3. Nour and her brother played basketball with their father. ()
- 4. Nour's mother read them a story under a tree. ()
- 5. At the end, Nour said family time makes them happy and strong. ()



7 Match the words in Column A with the correct answers in Column B

(A)	(B)
Nour's mother	ran on the grass and played football.
Nour and her brother	was blue at the park.
The sky	counts the flowers in the garden.
Nour	packed sandwiches, fruit, and juice.

8 Fill in the blanks with words from the story

sky – bus – weather – pack – park – grass

1. Nour's family gets on the _____ to go together.
2. At the _____, they play football and take pictures.
3. The _____ is blue and clear.
4. The _____ is warm and nice today.
5. Nour and her brother ran on the green _____.
6. Nour's mother helps _____ sandwiches, fruit, and juice.

9 Put the sentences in the correct order by writing the number in the box

1. Their mother reads them a story under a tree.
2. They get on the bus and ride together.
3. Nour and her brother run on the grass and play football.
4. Nour counts the flowers in the garden.
5. Nour's mother packs sandwiches, fruit, and juice.

10 Read the story and find the words that answer the questions

1. What does Nour's mother pack in the morning? (Find the food word in the story)

.....

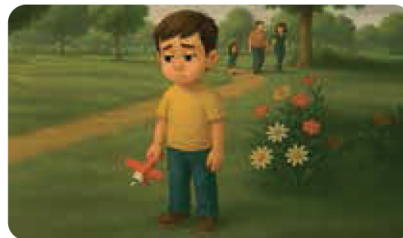
2. What sport does Nour play with her father? (Find the game in the story)

.....

11 Answer the following questions

1. How does Nour's family go to the park?
.....
2. What does Nour and her brother play with their father?
.....
3. What does Nour's mother do while they sit under a tree?
.....
4. What does Nour's mother say about family time at the end of the story?
.....

12 What is the moral of the story? Circle the correct picture



13 Write 3 sentences about Nour's day at the park

1.
2.
3.

14 What do you like to do with your family? Draw your answer in the box



Phonics Skills



Write the missing letters to complete each word

1. n _ s _ → _____



2. g _ m _ → _____



3. k _ t _ → _____



4. c _ b _ → _____



5. ha _ _ → _____



6. sa _ _ → _____



7. wi _ _ → _____



8. de _ _ → _____



9. ma _ _ → _____



10. fla _ _ → _____



2 Rearrange the letters to form a word

osen →



ameg →



iket →



ubec →



nahd →



nasd →



sedk →



sakm →



3 Count by 10s to fill in the box

a	50		70		
---	----	--	----	--	--

b	60				100
---	----	--	--	--	-----

4 Fill in the blanks

1. 55, _____, _____, 58, _____, _____

2. _____, 71, _____, _____, 74, _____

3. 95, _____, _____, _____, 99, _____

Language in Use

1 Circle the verb

1. I play football in the park.
2. She drinks milk every morning.
3. We read books in the library.
4. My cat sleeps on the couch.
5. They ride the bus to school.
6. He eats pizza for lunch.



Choose the correct answer

1. I _____ (eat / play) football in the park.
2. She _____ (runs / drinks) from the flask every morning.
3. They _____ (swim / write) in their books.
4. My friend _____ (drinks / walks) orange juice.
5. Dogs _____ (run / write) in the park.



English

Primary 2 - Term 2

Academic Year: 2025/2026

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طبع الغلاف	٤ لون
ورق المتن	٧٠ جم ابيض
ورق الغلاف	١٨٠ كوشيه
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