English



Primary 3

Term 1

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''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 : .....

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A MESSAGE FROM THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the *Primary 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

- **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.

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Scope and Sequence

Unit	Vocabulary	Language in Use	Phonetics Skills	Life Skill(s) and Value(s)
Unit 1: Let's Learn Together!	good morning, how are you?, see you later, nice to meet you, goodbye, hello, I'm fine, thank you	• Present simple (verb to be: I am, you/we/they are, he/she/it is) • Present simple (daily routines: get up, go, study)	• Digraph "wh": /w/ what, whale, white	• Self-awareness & Identity • Social Etiquette • Following Rules & Respect • Routine Management • Empathy & Kindness
Unit 2: My Family and I	father, mother, brother, sister, grandmother, grandfather, aunt, cousin, uncle, teacher, doctor, baker, farmer, pilot	• Possessive pronouns (my/his/her)	• Digraph "ph": /f/ phone, elephant, graph • Letter "x" = /gz/ exam, exit, example	• Appreciation of Family Roles • Cultural Awareness • Gratitude & Recognition • Understanding Work Roles
Unit 3: New Adventures	house, museum, supermarket, park, library, train station	• Capitalization & punctuation (., ?) • Prepositions of place (in/on/under/next to/between/behind/in front of) • Past-tense regular verbs (walked, played, jumped, kicked, pushed, clapped, cleaned, called)	• Double-consonant endings: "zz", "ss", "ll" buzz, miss, bell, tell • Digraph "ck": /k/ duck, neck, truck	• Spatial Awareness & Directional Thinking • Observation & Safety • Responsibility & Independence • Community Awareness
Unit 4: Let's Tell Stories!	happy, scared, shy, sad, excited, angry, tired, bored	• Past simple narrative ("He went…," "They saw…")	• Hard "c": /k/ cat, cook, car • Soft "c": /s/ city, face	• Emotional Intelligence • Creativity & Expression • Problem Solving
Unit 5: Together Is Better	chores, tidy up, share, care, win, cheer, plant, donate	• Action verbs for cooperation (help, plan, share, fix, agree)	• Hard "g": /g/ gum, go, dog • Soft "g": /dʒ/giraffe, Egypt, page	• Teamwork • Helping at Home & School. • Volunteerism • Planning & Agreement
Unit 6: Dare to Dream	goal, try step, plan, practice celebrate, success, achieve	• Present Continous Tense	• Three-consonant clusters: "spr", "spl", "scr" spring, splash, screen	• Goal Setting & Perseverance • Celebrating Success • Supporting Others • Confidence Building

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Unit 1

Let's Learn Together!



Learning Outcomes

Speaking

- Use common greetings in everyday conversations.
- Use simple phrases for everyday classroom use.
- Describe daily routines using simple sentences and time expressions.
- Use simple sentences to describe oneself and others.
- Pronounce the digraph 'wh' in common English words correctly.

Listening

- Respond appropriately to common greetings in a variety of classroom contexts.
- Follow basic classroom instructions during teacher-led activities.
- Identify simple descriptive sentences about people in short listening texts.
- Recognize the digraph 'wh' and related words during structured listening tasks.

Reading

- Read simple sentences and short dialogs about greetings, describing others, and daily routines.
- Interpret phrases related to basic classroom rules.

Writing

- Write full sentences describing others and daily routines using the present simple tense.

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Lesson 1 Greetings and Introductions

Vocabulary

1 Listen, repeat, and practice

Greetings

Hello!
Good morning!
How are you?
I am fine, thank you.
Nice to meet you.
See you later!
Goodbye!



Introducing Yourself

My name is...
I am...
I am from Egypt.
I am .... years old.
I am in Primary 3.

2 Practice with your friend

Student A: "Good morning, what is your name?"
Student B: "My name is _____. Nice to meet you!"
Switch roles and repeat.

3 Write the correct letter (A-D) in the box next to each phrase

1. ☐	Good morning!	A	When you check on someone
2. ☐	How are you?	B	When you meet someone new
3. ☐	Nice to meet you.	C	When you say goodbye
4. ☐	See you later!	D	When you meet in the morning

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Meeting a New Friend

4 Listen, repeat, and act with a friend

Sara: Hello!
Lina: Good morning!
Sara: How are you?
Lina: I am fine, thank you. How are you?
Sara: I'm fine too, thank you. What's your name?
Lina: My name is Lina. What's your name?
Sara: My name is Sara.
Lina: How old are you?
Sara: I am 8 years old! I am in Primary 3.
Lina: Nice to meet you, Sara!
Sara: Nice to meet you too, Lina!
Lina: See you later!
Sara: Goodbye!



5 Fill in, draw, and act with a friend

1. Fill in the blanks with your own information.

- Hello! My name is _____.
- I am _____ years old.
- I am in Primary _____.
- Nice to meet you!

2. Draw a picture of yourself and a friend.

3. Practice with a friend. Take turns.

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6 Use the words below to complete the dialog

Hello | later | fine | name | meet | Goodbye | morning | years

Student A: _____, my _____ is Mariam.

Student B: Good _____, my name is Adam.

Student A: How are you Adam?

Student B: I am _____, thank you.

Student A: How old are you?

Student B: I am 8 _____ old.

Student A: Nice to _____ you.

Student B: See you _____!

Student A: _____!

7 Complete the sentences using your own words



a. My name is _____.

b. I'm _____ years old.

c. I'm from _____.

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8 Listen to the dialog and choose the correct response

Hello, Sami. How are you?



A

1. See you later!
2. How are you?
3. I'm fine, thank you.

Good morning, Rana!



B

1. Good night!
2. Good morning!
3. How do you do?

Nice to meet you, Nada!



C

1. Good night!
2. Nice to meet you, too.
3. I'm fine, thank you.

See you later!



D

1. Goodbye!
2. Good morning!
3. I'm fine, thank you.

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Lesson 2 Classroom Rules

Listening and Speaking

1 Listen, repeat, and practice

Classroom Phrases

Raise your hand.
Listen carefully.
Sit down.
Be kind.
Keep your classroom clean.
Don't shout.
May I go to the bathroom?



2 Let's act it out!

Work in pairs. One student shows a classroom action (e.g., shouting, cleaning the desk), the other says the rule.

Example

- **Student A:** shout loudly.
- **Student B:** "Don't shout!"
- **Student A:** run in class.
- **Student B:** "Sit down!"

Then switch roles!

3 Match the pictures to the correct classroom rule







Be kind.

Listen carefully.

Sit down.

Raise your hand.

Keep your classroom clean.

Don't shout.







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3 Choose the correct phrase to complete each sentence

1. When the teacher talks, you should _____.
(listen carefully – stand up – write fast)

2. If you want to answer, _____.
(run – raise your hand – close your book)

3. The teacher says, _____ on page 5.
(open your book – stand up – eat)

4. When class starts, we _____.
(sit down – shout – leave)

5. If you need to use the bathroom, say, _____?
(can I draw – may I go to the bathroom – is it break time)

4 Read each classroom rule. Think about your behavior in class. Then, check (✓) the word that shows how well you follow each rule.

What I do	Not yet	Sometimes	Always
I raise my hand to speak.			
I listen carefully when the teacher speaks.			
I am kind to my classmates.			
I keep my classroom clean.			
I don't shout in class.			

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Lesson 2

Phonics Focus: Digraph "wh"

1 Listen and say

what when where whale wheel white

2 Listen and write the missing letters, then say the words

a __at b __en c __ere

d __ale e __eel f __ite

3 Reorder the letters to make a word

a thwa _____

b nhwe _____

c ewhre _____

d lhwae _____

e elhwe _____

f ewhit _____

4 Fill in the blanks with the correct words

whale white where what why

1. _____ do you live?
2. I saw a big _____ in the ocean.
3. My shirt is _____.
4. _____ is your name?
5. The teacher asked, "_____ are you late?"

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Lesson 3 Describing People

Vocabulary

1 Listen, repeat, and practice

Describing looks: tall – short – curly hair – straight hair – long hair – short hair – brown eyes

Describing personality: funny – shy – friendly – helpful – polite






Listening and Speaking

2 Listen, repeat, and practice





- I am funny. I make my friends laugh.
- He is friendly. He says hello to everyone.
- She is helpful when someone needs help.
- My teacher is tall. She can reach the top shelf.
- She has long hair. It looks nice.
- I have brown eyes and curly hair.

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Lesson 3



3 Draw and write about yourself

Draw a picture of yourself. Then, complete the sentences using the examples below.

Examples

- I am funny.
- I have curly hair.
- I am tall.

My name is _____ . I am _____ and _____. I have _____.

4 Fill in the blanks with the words below

polite kind funny friendly shy

1. My sister is very _____. She shares her toys.
2. My friend is_____. He always says "please" and "thank you".
3. My teacher is _____, she always has a smile on her face.
4. The clown is _____. He makes us laugh.
5. He is _____ and doesn't like to talk much.

5 Choose the word that best completes the sentence

1. My friend helps me. She is _____. (kind - funny - friend)
2. He makes me laugh. He is _____. (funny – angry – quiet)
3. You can reach the top shelf. You are _____. (tall - kind - friendly)
4. She doesn't talk a lot. She is _____. (shy - funny - tall)
5. My teacher smiles. She is _____. (happy – angry – short)

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6 Choose the suitable word to complete the sentences

kind curly meet helpful tall

a. I have _____ hair.

b. My sister is _____. She is not short.

c. He helps everyone. He is_____.

d. My mother is very _____.

7 Read and complete the text with words from the box

tall curly hair friendly

This is my new friend Laila. She is very _____. She always smiles and helps others. She has _____ and big brown eyes. She is also very _____. She can reach the top shelf easily.

8 Let's practice and play!

Find and circle the words in the crossword puzzle below

Remember: straight lines only!

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

Words to Find:

happy

kind

funny

sad

shy

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Lesson 3

Language in Use

Present Simple Tense for Descriptions

We use the present tense to talk about who we are and what people are like.

Verb «To Be»

Subject	Present Tense	Example
I	am	I **am** happy.
You	are	You **are** my friend.
He	is	He **is** a student.
She	is	She **is** kind.
It	is	It **is** a cat.
We	are	We **are** ready.
They	are	They **are** in class.

Asking Questions

We use questions to learn about our friends.

Examples

- What is your name?
- How are you today?

1 Practice with your friend

A: What is your name? **B:** My name is Sara.
A: How are you today? **B:** I am fine, thank you!

2 Circle the correct word to complete the sentence

1. He **(am – is – are)** my brother.
2. I **(is – are – am)** eight years old.
3. We **(am – is – are)** in the classroom.
4. She **(are – am – is)** my mom.
5. You **(is – are – am)** very kind.

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3 Fill in the blanks with "am", "is", or "are"

1. I _____ a student.
2. She _____ my sister.
3. They _____ my friends.
4. He _____ in the kitchen.

4 Describe yourself and a friend using the examples below

1. Describe yourself using adjectives:
   "I am tall and friendly."
   "I have curly hair and I am funny."
2. Describe your friend:
   "My friend is short and has long hair."

Share your description with the class.



Reading for Understanding

This is my friend Mona. She is very friendly, kind, and funny. She always tells jokes and helps her friends. Mona has long black hair and brown eyes. Everyone likes to play with her.

5 Read and answer the questions

1. What color is Mona's hair? _____
2. What kind of person is Mona? _____
3. Who likes to play with Mona? _____
4. What does Mona always do? _____

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6 Choose the correct answer



1. Mona has
   a. short brown hair and blue eyes.
   b. long black hair and brown eyes.
   c. curly red hair and green eyes.

2. People like Mona because she is_____.
   a. tall
   b. pretty
   c. kind

3. It is good to _____your friends when in need.
   a. tell jokes
   b. help
   c. play

7 Reorder the words to make correct sentences

1. Egyptian. – I – am _____
2. my – are – You – friend. _____
3. brown – eyes. – have – They _____
4. is – He – Egypt. – from _____
5. brown – have – hair. – I _____

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Lesson 4 Daily Routines

Vocabulary

1 Listen, repeat, and say

wake up	brush my teeth	get dressed	make my bed
brush my hair	have breakfast	go to school	do my homework

2 Match the words to the pictures










sleep

play

read

go to school

wake up

write

eat

watch TV

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Lesson 4

3 Look, read, and say



I brush my teeth.



I go to school at 8 a.m.



I do my homework.



I have breakfast.



I make my bed.



I wake up at 7 a.m.

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4 Look, read, and order

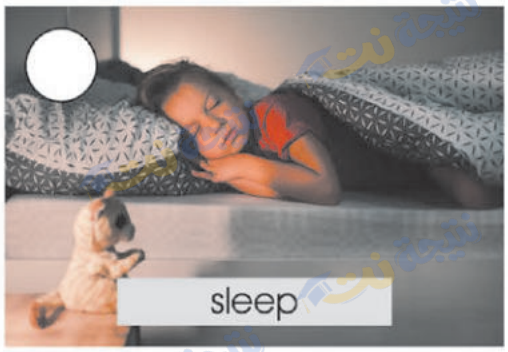
Daily Routines

















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Lesson 4



Reading and Writing

1 **Read about a student's daily routine. Then, answer the questions below**



Hello, I am Amir. Every day, I wake up at 6 a.m. I brush my teeth and get dressed. After I have breakfast, I go to school. I learn and play with my friends. After school, I go home and do my homework.

a. What time does Amir wake up? _____

b. What does Amir do after breakfast? _____

c. Where does Amir go after school? _____

2 **Write 3-4 sentences using the words below**

every day – wake up – eat breakfast – study – play

_____

_____

_____

_____

_____

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Language Focus

Present Simple Tense for Routines

Examples

- I wake up at 7 a.m.
- He goes to school at 8 a.m.
- We brush our teeth in the morning.
- She does her homework every day.
- I make my bed when I wake up.

Subject	Present Tense	Example
I	play	I **play** football.
You	play	You **play** with your friends.
He	plays	He **plays** in the park.
She	plays	She **plays** the piano.
It	plays	It **plays** in the garden.
We	play	We **play** a game together.
They	play	They **play** after school.

- Add **"-s"** to the verb when using **he**, **she**, or **it**.
- If the verb **ends** in **ch**, **sh**, **x**, **ss**, or **o**, add **–es** with **he** / **she** / **it**.
- If a verb **ends** in a **consonant + y**, change the **y** to **i** and add **–es** with **he** / **she** / **it**.
- If the verb **ends** in a **vowel + y**, add **-s.** with **he** / **she** / **it**.

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Lesson 4

7 Read and complete with the words below

bed | brush | school | wake | homework

a. I _____ up in the morning.

b. I go to _____ every day.

c. I _____ my teeth when I wake up.

b. I do my _____ after school.

e. I make my _____ to keep it tidy.



8 Fill in the blanks with the words below

my breakfast | go to school | do my homework | wake up

Ali: What time do you _____?

Lina: At 6:30 a.m. Then, I eat _____ and _____.

Ali: What do you do after school?

Lina: I _____, and go to sleep.

9 Circle the correct form of the verb

a. He (play - plays) football.

b. I (brush - brushes) my teeth.

c. They (go - goes) to school every day.

b. She (wake - wakes) up at 7 a.m.

e. We (study- studies) hard at school.

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Listening and Speaking

1 Read and circle the correct word

a. I **wake** / **wakes** up at 7 a.m.

b. Mariam **brush** / **brushes** her teeth every morning.

c. Hany and I **go** / **goes** to school by bus.

b. Judy **eat** / **eats** breakfast at 8 o'clock.

e. They **watch** / **watches** TV in the evening.

2 Ask and answer



a. What time do you wake up?

I wake up at 7 a.m.

b. What do you eat for breakfast?

_____

c. What do you do after school?

_____



Reading and Writing

1 Read, ask, and answer

My name is Sara. I eat breakfast and then I go to school. I am tall and I have long brown hair.

1. What's her name? _____

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2. What does she do after breakfast? _____
3. Is she tall or short? _____
4. Does she have long brown hair? _____

2 Write your daily routine (4-5 sentences) using the present simple

_____
_____
_____
_____

Self-Assessment

What I Learned	Not yet	Sometimes	Always
I can greet others using different expressions.			
I can understand and follow classroom rules.			
I can describe my own and others' looks and personality politely.			
I can talk about my daily routine.			
I can use the present simple tense to talk about routines.			

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Unit 2

My Family and I



Learning Outcomes

Speaking

- Introduce family members and their jobs using possessive pronouns.
- Discuss celebrations and family traditions.
- Use simple sentences to describe how family helps one to grow.
- Pronounce the /f/ and /gz/ sounds in common English words correctly.

Listening

- Identify family members.
- Recognize celebrations and traditions.
- Recognize and identify different jobs.
- Recognize the /f/ and /gz/ sounds in common English words.

Reading

- Read simple sentences about family members and their jobs.
- Read descriptive sentences about celebrations and traditions.
- Read sentences describing how family helps one to grow.

Writing

- Label family members, celebrations, and jobs.
- Write simple sentences about family using possessive pronouns.

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Lesson 1 Meet My Family

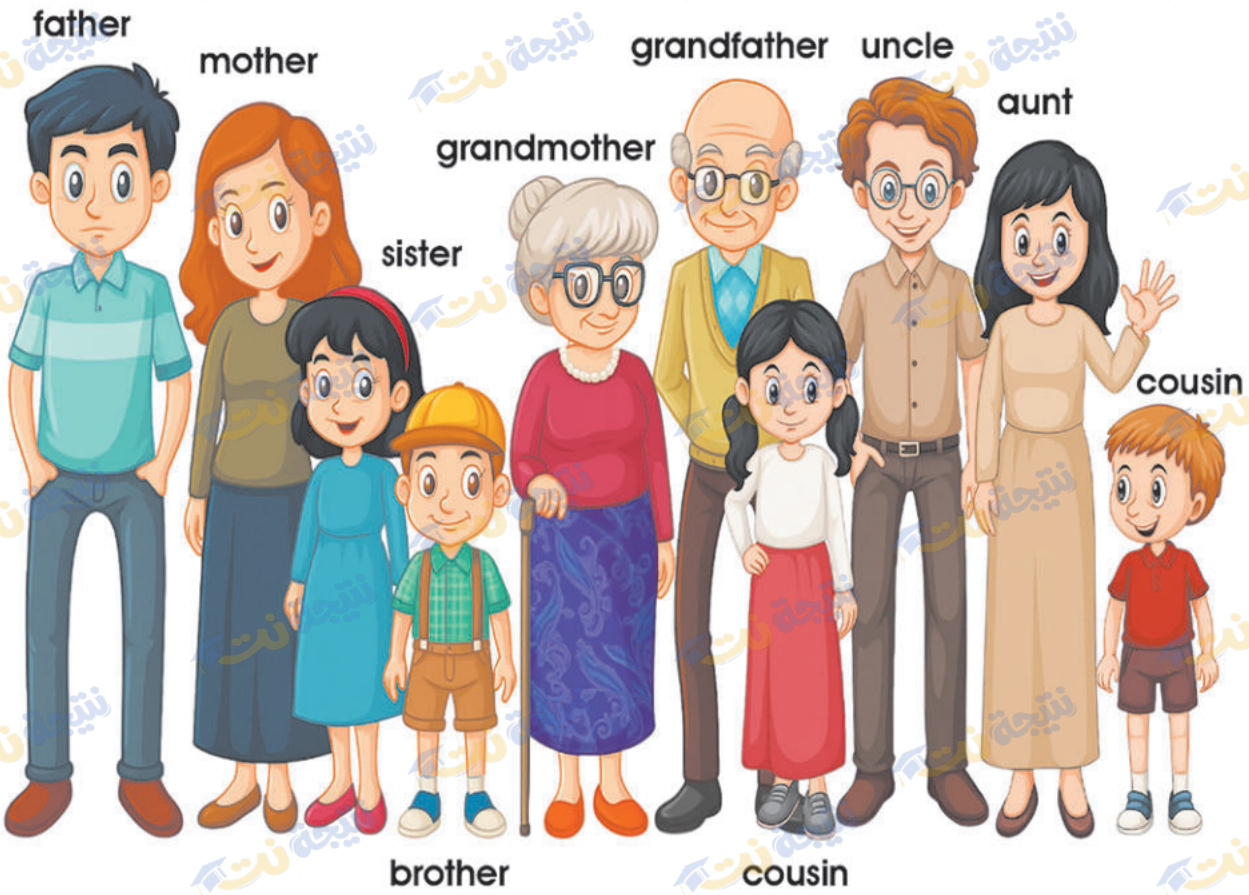
Vocabulary

1 Listen, repeat, and practice

Family Members



This is my family.



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2 Match each word with its correct picture

grandmother sister father mother grandfather



3 Write the correct word

sister father grandmother



_____



_____



_____

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Lesson 1

Language in Use

Possessive Pronouns

my/ her /his



My mother is a teacher.



His brother is a student.



My bag is heavy.



His T-shirt is blue.



Her cat is friendly.



Her baby sister is cute.

4 Fill in the blanks

My His Her

a. Amira has a kite. _____ kite is flying high.

b. I have a balloon. _____ balloon is yellow.

c. Nader has a book. _____ book is new.

d. I have a pet. _____ pet is a rabbit.

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5 Fill in the blanks

his her my

a. This is _____ bag. I take it to school.

b. That is Adam. _____ book is blue.

c. Sara loves drawing. _____ pictures are nice.

d. Dina has a cat. _____ cat is cute.

e. This is Laila. _____ dress is pink.

6 Reorder the words to form sentences

a. name - Ahmed - His - is

_____.

b. is – sister – kind – My

_____.

c. uncle – is – My – a – police officer

_____.

d. car - His - black - is

_____.

e. cousin – tall – is – Her

_____.

7 Fill in the blanks

father - grandfather - cousin - mother

a. My _____ is old.

b. My _____ and _____ cook dinner.

c. I love to play with my _____.

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Lesson 2

Family Traditions and Celebrations

Vocabulary

1 Discuss your favorite celebration with your teacher



Eid Al-Fitr



Sham El-Nessim



Mother's Day



6th of October

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2 Listen and discuss

My favorite celebration is 6th of October. It reminds us how brave the Egyptian soldiers are.



I love Sham El-Nessim as we go to the garden all day, play, and eat salted fish.



3 Draw your favorite celebration

4 Look at the pictures and write the celebrations



_____

_____



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5 Write the correct answer

Sham El-Nessim - Mother's Day - Eid Al-Fitr - 6th of October



_____



_____



_____



_____

6 Write 3-4 sentences about your favorite celebration

_____

_____

_____

_____

_____

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Phonics Focus: Letter "x" = /gz/ sound

1 Listen and say

exam exit example examine exist

2 Fill in the missing letter

1. e _ a m 2. e_ample 3. e _ i t

3 Reorder the letters to form a word

1. x e a m _____ 2. x i e t _____

4 Let's play and learn!



Riddles

I start with E and have an X, I'm where you leave - take a guess!

What am I? ----------"

"I ask you questions, big and small.

You have to answer them all!

What am I? ----------"

5 Read the sentences and circle the words with the sound /gz/

1. I have an exam today.
2. I see the exit sign.
3. She ran to the exit.
4. The exam was easy.

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Lesson 3 My Family Helps Me Grow

Vocabulary

1 Talk about how your family helps you grow



My father **takes** me to school.



My mother **cooks** us food every day.



My brother **helps** me do my homework.



My grandmother **reads** me a story.

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2 Read and answer the following questions



Hello I'm Nour. I love my family. My father and mother take me to school. They also cook me lunch. My brother plays with me. I love my family. They help me grow.

a. Nour's _____ plays with her.

b. Nour's _____ and _____ take her to school.

c. Nour loves her _____ .

3 Write 3-4 sentences about how your family helps you

_____

_____

_____

_____

_____

Present what you have written to your classmates.

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Lesson 3

Phonics Focus: Digraph "ph" : /f/ Sound

1 Listen and say

phone photo elephant graph alphabet

2 Listen and fill in the missing letters

Use the "**ph**" sound to complete the words:

1. _ one 2. _ oto 3. ele _ ant

4. gra _ 5. al _ abet

3 Reorder the letters to form a word

1. o p h n e _____ 2. h g a p r _____ 3. h p o o t _____

4. a h e l p t n e _____ 5. p h h a l e b t _____

4 Let's Play and Learn!

Riddles

"You press a button, I make a sound,
A memory saved, forever found.
What am I? _____"

"I help you call your friend today,
Even if they're far away.
What am I? _____"

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Lesson 4 Jobs in My Family

Vocabulary



farmer



doctor



teacher



baker



pilot

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Lesson 4

1 Discuss your family's jobs with your friends



My aunt works as a doctor.

She **helps patients.**



My father is a teacher.

He **works at a school.**



My uncle **bakes delicious bread.** He is a baker.



My mother is a pilot. She **travels around the world.**

2 Write 3-4 sentences about what you want to be when you grow up

Present what you have written to your classmates.

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3 Look, read, and match







doctor

teacher

baker

farmer

pilot





4 Listen, write, and say



I am a _____



She is a _____



He is a _____



He is a _____



I am a _____

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Lesson 4

5 Complete the sentences

a. My mother is a _____ .

b. My father is a _____ .

c. My uncle is a _____ .

d. My aunt is a _____ .

6 Reorder the words to form sentences

1. cousin - My - a - doctor - is _____ .
2. grandfather - His - farmer - is - a _____ .
3. She - teacher - is - a _____ .
4. wants - He - be - a - to - doctor _____ .



Self-Assessment

What I Learned	Not yet ★	Sometimes ★★	Always ★★★
I can name different family members.			
I can describe how we celebrate special days.			
I can talk about how my family supports me.			
I can name different jobs.			
I can use possessive pronouns correctly in sentences.			

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Unit 3

New Adventures



Learning Outcomes

Speaking

- Name and describe places and landmarks.
- Describe places of items using prepositions of place.
- Pronounce correctly double consonant endings.
- Pronounce the digraph 'ck' in common English words correctly.

Listening

- Identify places and landmarks in Egypt.
- Recognize prepositions of place.
- Recognize double consonant endings.

Reading

- Read short paragraphs about local places and landmarks.
- Read short paragraphs that includes past tense and prepositions.
- Read words with double consonant endings and /k/ sound.

Writing

- Label places and landmarks.
- Write simple sentences using the past tense and correct punctuation.

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Lesson 1

Places Around Me

Vocabulary

1 Listen, repeat, and practice









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2 Look, listen, and number the picture













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3 Look, read, and write

house park supermarket library train station museum













1. Where do you buy food? supermarket
2. Where do you read books? _____
3. Where do you play with friends? _____
4. Where do you live? _____

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Reading and Writing

Youssef's Busy Day



Youssef left his **house** early in the morning. First, he went to the **library** to read a book. Then, he and his mom went shopping at the **supermarket**. They passed the **train station** and saw a big train. After lunch, they visited the **museum**. In the afternoon, they played at the **park**. What a fun and busy day!

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1 Read the text again, and answer the following questions

1. Where did Youssef go first?

   a) park

   b) library

   c) museum

2. Who did Youssef go to the supermarket with?

   a) his teacher

   b) his friend

   c) his mom

3. What did Youssef see at the train station?

   a) a bus

   b) a train

   c) a boat

4. Where did Youssef go after lunch?

   a) museum

   b) park

   c) supermarket

5. Was Youssef's day busy or boring?

_____

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Phonics Focus: Double Consonant Endings

If a short word has a short vowel sound, and it ends with **(F, L, S, or Z)**, we often write two of those letters (double consonants).

Examples:

ff: cuff, off, staff

ll: bell, pull, tell

ss: grass, less, miss

zz: buzz, fuzz, jazz,

1 Circle the double consonants

a. b u z z b. g r a s s c. o f f d. w e l l

2 Listen and fill in the missing letters

a. bu _ _ b. te _ _ c. mi _ _ d. be _ _

3 Sort and write

buzz less tell fuzz class well

zz _____ _____ ss _____ _____ ll _____ _____

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Lesson 2 Egypt's Landmarks

Listening and Speaking

1 Listen, repeat, and practice



Cairo Tower



Alexandria Library



The Pyramids of Giza

2 Reorder and write the words to make sentences

1. the / visited / We / Pyramids of Giza.

_____.

2. books / read / Alexandria / at / Library. / the / I

_____.

3. Cairo / visited / the / They / Tower / yesterday.

_____.

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Reading and Writing

Laila's Holiday Adventure



Laila visited the **Cairo Tower** with her family. They took pictures and saw the whole city. Next, they explored the great **Pyramids of Giza**. Laila loved the camels! Then, they traveled to Alexandria. At the **Alexandria Library**, she read fun books. It was the best holiday she ever had!.

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3 Read again and answer the following questions

1. Where did Laila go first?
   a. Alexandria Library
   b. The Pyramids
   c. Cairo Tower
2. Who did Laila go with?
   a. her teacher
   b. her friends
   c. her family
3. What did Laila see at the Pyramids?
   a. horses
   b. camels
   c. cars
4. What did she do at the Alexandria Library?
   a. wrote a story
   b. drew pictures
   c. read books
5. How did Laila feel about her holiday?

_____

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Phonics Focus: Digraph "ck"=/k/ Sound

"ck" refers to a spelling rule for the /k/ sound, especially at the end of words.

The letters "ck" together make one /k/ sound (like in "cat" or "kite").

/ck/ sounds like **k**

Examples:

duck sock back neck truck

4 Fill in the missing letters

a. du _ _ **b.** so _ _ **c.** ba _ _ **d.** ne _ _ **e.** tru _ _

5 Rearrange the letters to make a word

a. u c k d **b.** k o s c **c.** b k a c **d.** k n e c **e.** t k c u r

_____ _____ _____ _____ _____

6 Circle the words that have the /k/ sound

a. rain – duck – pen

b. dog – broke – stick

c. man – sing – pack

d. line – log – lock

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Lesson 2



Punctuation Tips

- We use **capital letters** at the beginning of the sentence.

Example: The Pyramids of Giza were built a long time ago in Egypt.

- We use **periods** at the end of sentences, and **question marks** at the end of questions.

Examples: - The Nile River is the longest river in the world**.**

- When was the Grand Egyptian Museum built**?**

7 **Add a "period" or "question mark" to the sentences below**

a. Do you like going to the amusement park ___

b. We went to the supermarket yesterday ___

c. Where is the nearest hospital ___

d. I saw the Pyramids with my family ___

e. Did you visit the Cairo Tower last year ___

8 **Rewrite the sentences using the correct punctuation**

a. we went to the amusement park

_____

b. my house is next to the hospital

_____

c. cairo tower is very tall

_____

d. is the shopping mall open today

_____

e. we walked to the supermarket after school

_____

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Lesson 3 Map It Out

Language in Use

Prepositions of Place

They are words that tell you where something is found.

A



on the box

B



under the box

C



behind the box

D



between the boxes

E



in front of the box

F



in the box

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Samy and the Toy Car

1 **Read then circle the prepositions of place in the story**



One day, Samy was playing in his room when his toy car rolled under the couch. He looked for it behind the curtain and in front of the TV, but it was gone. Then, he **checked** between the two chairs. Samy found the car but it was **stuck**. His sister came to help. She used a **stick** to pull it out from under the couch. Samy was so happy! He put the toy car on the table and smiled.

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2 **Draw a picture of a ball under a table and another picture of a ball on the table**

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Lesson 4

A School Trip to the Zoo



Last Monday, Grade Three students went on a trip to the zoo. They went by bus. At the zoo, they saw lions, monkeys, and elephants. The ticket was 20 pounds. For lunch, they ate sandwiches and chips. They drank juice and water. Everyone had a good day!

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1 Read and answer the questions

1. Where did the class go?
   - a. The park
   - b. The zoo
   - c. The museum

2. How did they go to the zoo?
   - a. By car
   - b. By train
   - c. By bus

3. What animals did they see?
   - a. Cats and dogs
   - b. Lions, monkeys, and elephants
   - c. Fish and birds

4. How much was the ticket?
   - a. 10 pounds
   - b. 20 pounds
   - c. 50 pounds

5. What did they eat and drink?

_____

_____

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Language in Use

Past Simple Tense

We use the past tense to talk about something that happened.

- For most verbs, we just add **-ed** to the end of the verb.

Examples: play → played walk → walked

- For verbs ending in **-e,** we add **-d.**

Examples: live → lived prepare → prepared

Listen and repeat.

Base Verb	Past Tense
jump	jumped
climb	climbed
walk	walked
play	played

Base Verb	Past Tense
smile	smiled
close	closed
dance	danced
like	liked

2 Write one sentence using a past tense action

Example: I helped my friend.

_____

_____

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3 Read and choose the correct verb in the past simple tense

a. We **(cleaned - clean)** our hands before eating.



b. I **(walk - walked)** to school yesterday.



c. I **(play - played)** with my friend after school.



d. My grandma **(bakes - baked)** a cake.



e. My cousin **(lived - lives)** in Aswan two years ago.



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Self-Assessment

What I Learned	Not yet ★	Sometimes ★★	Always ★★★
I can name different local places.			
I can name and describe different landmarks.			
I can use prepositions (in, on, under) to describe where things are.			
I can talk about places I visited using the past tense.			
I can write sentences using correct punctuation.			

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Let's Review Units 1, 2, and 3

1 Complete the following sentences

(Goodbye - cousin - farmer - museum - pilot)

a. I like to play with my _____ . He can run fast.

b. We went on a school trip to the _____ .

c. A _____ flies the airplane.

d. _____, see you tomorrow!

e. The _____ grows vegetables.

2 Circle the odd one

a. Hello - Goodbye - Sister - Good morning

b. Mother - Brother - Uncle - Hospital

c. Pilot - House - Teacher - Baker

d. Thank you - Park - Supermarket - Library

3 Complete the sentences

(walked - is - eats - my - are - her - played - drives)

a. He _____ a pilot.

b. They _____ to the garden yesterday.

c. He _____ lunch at 1 o'clock every day.

d. I brush _____ teeth every morning.

e. The girl is playing with _____ doll.

f. You _____ a good friend.

g. Yesterday, we _____ football after school.

h. My father _____ the car.

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4 Choose the correct sentence

1. a. My name is Salma.
   b. Name my is Salma.
2. a. Is supermarket house near my.
   b. The supermarket is near my house.
3. a. She kind is.
   b. She is kind.
4. a. I cousin with my play.
   b. I play with my cousin.

5 Rearrange the letters to form a word

1- **o** p n e _____
2- i t **e** x _____
3- o c **s** k _____
4- l e **b** l _____
5- i t **w** h e _____
6- h a r **g** p _____
7- u z **b** z _____
8- e h e **w** l _____

6 Fill in the missing letters

(wh - ph - x - ss - ck)

1- ___ oto
2- ___ ale
3- e ___ am
4- tru ___
5- al ___abet
6- mi ___

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7 Fill in the blanks

(duck - elephant - What - exam)

a. _____ is your name?

b. The _____ lives in a pond.

c. I have an _____ tomorrow at school.

d. We can see the _____ at the zoo.

8 Circle the correct preposition

1. The book is (on - in) the table.
2. The cat is (between - under) the chair.
3. The ball is (in - between) the box.
4. The bag is (next to - between) the desk.

9 Write 3-4 sentences about a landmark you visited in Egypt

_____

_____

_____

_____

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Review

10 Let's practice sentences

a. Write a sentence using the present tense

_____

b. Write a sentence using the past tense.

_____

c. Write a sentence using an adjective.

_____

11 Choose the correct word

(worried - polite - helpful - happy - sad)

a. You can't find your bag. _____

b. You laugh and smile. _____

c. You carry books for a friend. _____

d. You say "please" and "thank you." _____

e. Your ice cream falls. _____

12 Match the word to the action

Action	Word
◯ You help your little brother tie his shoes.	a. Kind
◯ You retry after making a mistake.	b. Clean
◯ You share your pencils with a classmate.	c. Try again
◯ You listen quietly when someone is talking.	d. Polite
◯ You clean your table after lunch.	e. Helpful

13 Complete the sentences

(happy - rock - stuck - helped - found)

a. Salma saw her hat near a _____.

b. Aziz _____ Ahmed in the garden.

c. Ali _____ a stick under the couch.

d. The toy car was _____ under the couch.

e. Salma was _____ when she found her hat.

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Unit 4

Let's Tell Stories!



Learning Outcomes

Speaking

- Express emotions and respond to questions using complete sentences.
- Retell key events from short stories in correct sequence.
- Pronounce hard and soft "c" sounds correctly.

Listening

- Identify different emotions in listening tasks.
- Recall events from the short stories

Reading

- Understand simple sentences expressing emotions.

Writing

- Write simple sentences expressing emotions.
- Write simple sentences using the past tense and correct punctuation.

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Lesson 1 How We Feel

Vocabulary

1 Listen, repeat, and practice

Our Emotions

happy



sad



excited



angry



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shy



tired



bored



scared



2 Ask and answer in pairs



How do you feel when you play with your friends?

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3 Read the story and find linking words

Adam and Omar in the Garden



Adam and Omar were playing in the garden when they heard a cat cry. Then, they quickly followed the sound, and soon they saw the cat stuck in a fence. Because the hole was small, Adam held the fence while Omar carefully pulled the cat out. Finally, the cat jumped free and licked their hands. Since they worked as a team, they saved the cat. They felt happy and proud.

Write the linking words you found:

a. _____

b. _____

Tip

Linking words make the story clear and easy to follow.

First, Then, After that, Finally

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Language in Use

Past Simple Tense

We use the past tense to talk about something that happened.

- Irregular verbs are special words! we **DO NOT add -ed** to make the past tense. Their past tense form is different.

Examples: go → went eat → ate

She went to the park.

Listen and repeat.

Base Verb	Past Tense
is	was
are	were
do	did

Base Verb	Past Tense
see	saw
come	came
have	had

4 Circle the correct verb in the past

1. Adam and Omar **(are - were)** playing in the park.
2. They **(saw - see)** a cat in trouble.
3. The cat **(jumped - jump)** free.
4. Omar **(pull - pulled)** the cat out.
5. Both boys **(felt - feel)** proud.

5 Describe how the two boys felt

They were _____ and _____.

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Lesson 1



1 Read the story again and answer the questions

a. Where did Adam and Omar go?

_____

_____

b. What was the problem?

_____

_____

c. How did they solve it?

_____

_____

2 Add a period or question mark to the sentences below

a. Do you like going to the amusement park ___

b. We went to the supermarket yesterday ___

c. Where is the nearest hospital ___

d. I saw the Pyramids with my family ___

e. Did you visit the Cairo Tower last year ___

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Phonics Focus: : Hard "c"= /k/ sound

"c" makes a hard /k/ sound when it is followed by **(a,o or u) or at the end of a word as "ck".**

Examples: cat, came, cold, carry

3 Read and circle words with /k/ sound

Adam and Omar were playing in the park when they heard a cat cry. Then, they quickly followed the sound, and soon they saw the cat stuck in a fence. Because the hole was small, Adam held the fence while Omar carefully pulled the cat out. Finally, the cat jumped free and licked their hands. Since they worked as a team, they saved the cat, they felt happy and proud.

4 Listen and fill in the missing letters

a. _ at b. _ ry c. li_ked d. _ arefully

5 Rearrange the letters to make a word

a. t a c _____ b. y c r _____

c. s c k t u _____ d. i k c l d e _____

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Lesson 2 A Helping Hand

Reading and Writing

1 Read the following story



One sunny day, Sara went to the park because she was bored. She drew a picture with her pencil. She was happy and smiled at her friend. Then she fell and hurt her knee. Sara felt sad and scared. Her friend helped her stand up. Sara said, "Thank you", and smiled again. Now she was tired, but she felt better.

Past Simple Tense

Sara **went** to the park.

She **drew** a picture.

She **fell** and hurt her knee.

Her friend **helped** her.

Remember

go	→	**went**
draw	→	**drew**
fall	→	**fell**
help	→	**helped**

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2 Circle the past tense verb

a. Sara **(go – went)** to the park.

b. She **(draw – drew)** a picture.

c. She **(fall – fell)** and hurt her knee.

d. Her friend **(help – helped)** her.

3 Circle the correct word to complete the sentence

a. Sara **(cried – smiled)** at her friend's nice face.

b. She **(felt – feel)** sad when she fell.

c. She **(feel – felt)** better after her friend helped her.

4 Complete using: then, but, and

a. Sara played on the swings. _____ she fell.

b. She was hurt, _____ her friend helped her.

c. Her friend helped, _____ Sara felt better.



Note

WE USE:
Then: to talk about what happens next.
But: to talk about something different.
And: to add more or join.

5 Rewrite each sentence with capital letters and a period

a. one sunny day, sara went to the city park

_____

b. she drew a picture with her pencil

_____

c. she smiled at her friend's nice face

_____

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Phonics Focus: : Soft "c" = /s/ sound

"c" makes the soft /s/ sound when followed by **(e,i, or y)**

Example: face - nice

1 Fill in the missing letter

a. _ i t y

b. _ a c e

c. _ i c e

d. _ e n c i l

2 Rearrange the letters to make a word

a. y t i c _____

b. e f a c _____

c. c i e n _____

d. l i c n e p _____

3 Look at the list of words below, and:

a. Circle the words where "c" makes the /s/ sound.

b. Underline the words where "c" makes the /k/ sound.

c. Then, sort the words into the correct box.

Word List: cat – city – ice – cold – pencil – coat – nice – face – cup – cent

Soft "c" Sound /s/	Hard "c" Sound /k/

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4 Listen and read the following short story to the class

One sunny day, Sara went to the park with her friend. She played on the swings. Then, she fell and hurt her knee. Her friend helped her. Sara smiled.

5 Read and answer

a. What did Sara feel when she fell?

_____

b. How did Sara feel after her friend helped her?

_____

6 Ask and answer in pairs



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Lesson 3 A Big Win

1 Read and underline the emotions in the story



Omar was **nervous** before his first football match. When the match started, he was worried about making mistakes. But after he scored a goal, Omar felt proud of himself. He was happy when his **team** won the game.

2 Read again and write the past tense verbs in the story

_____

_____

3 Write one sentence to express your feelings

Example: "I felt happy when I received a gift"

_____

_____

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4 Choose the corret verb in the past simple tense

a. Omar (is – was) nervous before the match.

b. He (start – started) playing.

c. He (score – scored) a goal.

d. He (feel – felt) proud.

e. His team (win – won) the game.

5 Choose the correct word

a. Omar was (nervous – happy) before the match.

b. He was (worried – excited) about making mistakes.

c. He (felt – feel) proud after scoring a goal.

d. He was (sad – happy) when his team won.

6 Fill in the missing linking word

(when - but - after)

a. Omar was nervous _____ the match started.

b. _____ he scored a goal, he felt proud.

c. He was worried, _____ he didn't stop.

7 Write each sentence with correct capital letters and punctuation

a. omar was nervous before his first football match

_____

b. when the match started, he was worried about making mistakes

_____

c. he scored a goal and felt proud

_____

d. he was happy when his team won the game

_____

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My Feelings

Draw a small picture of yourself feeling happy, sad, scared, angry, or tired then write a sentence about your feelings.

For example: I felt excited.

Now write a sentence using the past tense.

Example: I felt happy when I saw my friend.

_____

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Self-Assessment

What I Learned	Not yet ★	Sometimes ★★	Always ★★★
I can name and describe different emotions.			
I can describe how I feel and how others feel.			
I can describe past events using past simple tense.			
I can read short stories.			

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Unit 5

Together Is Better



Learning Outcomes

Speaking

- Retell events from the short stories and dialogs.
- Pronounce words with hard and soft "g" sounds correctly.

Reading

- Read short stories and dialogs that include teamwork expressions, action verbs, and words with hard and soft "g" sounds.

Listening

- Identify different chores and teamwork actions.
- Recognize different action verbs.

Writing

- Write simple sentences about teamwork and how to help.
- Write simple sentences using action verbs and correct punctuation.

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Lesson 1 Teamwork & Chores

Vocabulary

1 Listen, repeat, and say

1



clean

2



tidy up the bed

3



share

4



care

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5



win

6



cheer

7



plant

8



donate

2 Read and number the sentences

8	Ahmed donates clothes.
	The boys win the football match.
	Lina hugs her friend because she cares.
	The boys cheer for Omar in his football match.
	Sara shares food with her sister.
	You should tidy up your bed.

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Listening and Speaking

Having Fun



Mona and Karim are at home. Their mother asks them to do some chores. First, they tidy up the living room. Then, they clean the table and the floor. Mona and Karim work together and share the chores. They are happy to help. Finally, the house looks clean. Their mother smiles and says, "Good job, team!"

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Lesson 1



1 Choose the correct answer

1. **Who are the two children in the story?**
   a. Ali and Sara
   b. Mona and Karim
   c. Omar and Leila

2. **What does their mother ask them to do?**
   a. Go shopping
   b. Watch TV
   c. Do some chores

3. **What do they tidy up first?**
   a. The kitchen
   b. The bedroom
   c. The living room

4. **How do Mona and Karim do the chores?**
   a. They take turns.
   b. They work together.
   c. They do nothing.

5. **What does their mother say at the end?**
   a. "Try again!"
   b. "Good job, team!"
   c. "It's still messy!"

2 Write a sentence about helping at home

Example: I wash the dishes.

_____

_____

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Lesson 2 Teamwork at School

Listening and Speaking



Omar, Youssef, and Ziad went to the park. There were **green** plants everywhere. They saw a **big** puddle. It was too big to jump over. Omar found a piece of wood. Youssef and Ziad helped him make a **good** bridge. They crossed over the bridge and played. A **dog** came by and wagged its tail. They were happy.

Phonics Focus: : Hard "g" = /g/ sound

"g" has a **hard sound** when followed by: **(a,o, or u)** or at the **end of a word.**

Example: game - dog

1 Listen and fill in the missing letter

1. _ u m
2. d o _
3. _ o o d
4. _ r e e n
5. b i _

2 Rearrange the letters to make a word

1. m g u _____
2. g d o _____
3. o g o d _____
4. g n e e r _____
5. g i b _____

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Lesson 2

Reading and Writing

1 **Read and underline the problem and solution in the story**

We Share, We Care



Salma and Youssef had a project at school. At first, they couldn't agree on what to do. Then, they started to share ideas. Salma wrote, and Youssef drew. When Salma felt tired, Youssef helped her. They showed care and worked well together. Finally, they finished the project. Their teacher was happy and said, "Good job!"

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Language in Use

Action Verbs

Action verbs are words that show what someone does. They tell us about an action.

Example:

- Salma **helps** Youssef with the project.
- They **solve** the problem together.
- Youssef **finds** a good idea.
- They **work** as a team.
- They **plan** their project first.
- Salma **fixes** the poster.
- They **agree** on what to do.

2 Choose the correct verb from the brackets

1. The students **(answer – help)** the questions together.
2. Omar **(helps – fixes)** his friend with homework.
3. They **(fix – plan)** the broken chair in class.
4. We **(plan – find)** the trip before the school holiday.
5. Mariam **(finds – agrees)** abook in the library.

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3 Write a sentence using an action verb

Example: I help my mother with chores at home.

_____

4 Write one sentence about how Salma and Youssef worked together

Example: Salma and Youssef worked together and shared ideas.

My sentence: _____

_____

5 Rewrite each sentence with correct capital letters and punctuation

a. salma and youssef had a project at school

_____

b. at first they didn't agree

_____

c. then they started to share ideas

_____

d. salma wrote and youssef drew

_____

e. they showed care and worked well together

_____



Tip

We use **capital letters** at the beginning of the sentence.
We use **periods** at the end of the sentence, **or question marks** at the end of the questions.
We put a **comma (,)** after **(Then - First - Finally)**

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Lesson 3 Teamwork in Sports

1 Read the story and circle the action verbs

We win together!



Omar and his friends played football at school. At first, they all wanted to score. Then, their coach said, "Work as a team!" They started to pass the ball and help each other. Omar passed to Karim, and Karim scored. Everyone cheered. They didn't win alone — they won together. Teamwork made the game fun and fair.

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2 Answer the questions

a. Who played football at school?

_____

b. What did the coach tell the team to do?

_____

c. Who scored the goal?

_____

d. How did the team feel after the goal?

_____

3 Rewrite each sentence with the correct capital letters and punctuation

a. omar and his friends played football at school

_____

b. they all wanted to score

_____

c. everyone cheered when karim scored

_____

4 Put the sentences in the correct order

___ They started to pass the ball and help each other.

___ Omar passed to Karim, and Karim scored.

___ Omar and his friends played football at school.

___ Their coach said, "Work as a team!"

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Phonics Focus: : Soft "g" = /dʒ/ sound

"g" usually makes a soft sound /dʒ/ when it is followed by **(e,i, or y)**

Examples: giraffe, Egypt, page, huge

1 Listen and fill in the missing letter

1. _ i r a f f e 2. E _ y p t 3. p a _ e 4. h u _ e

2 Rearrange the letters to make a word

1. f f a g i r e _____ 2. t p y e g _____

3. g e p a _____ 4. g e u h _____

3 Choose the correct word that has the soft "g" sound

1. game - giraffe - goat

2. garden - Egypt - good

3. page - gate - pen

4. hug - huge - house

5. make - magic - map

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Lesson 4

I Help My Community!

Listening and Speaking



Ahmed and Mariam **donate** clothes to people.



Laila **plants** a tree near her house.

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1 Read the dialog in pairs

Sara: Hello, Omar. What are you doing?

Omar: I am helping clean the park.

Sara: That is great! Can I help, too?

Omar: Yes! Let's work together.

Sara: We can plant flowers.

Omar: And we can donate books to the school library.

2 Complete the following dialog, and practice with a friend

Student A: Hello! Who do you help at school?

Student B: I help my friends at school.

Student A: What does she do to help her community?

Student B: She donates old books to the library.

Student A: What do you do in the garden?

Student B: We _____ in the garden.

Student A: What do they do _____?

Student B: They clean the classroom every day.

Students A: What do you do to help your community?

Students B: _____

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Lesson 4

Reading and Writing

1 **Read the story and circle the action verbs**

We Help Our Neighborhood!



Hady and Salma want to help their neighborhood. They work as a team. First, they clean the street. Then, they plant trees near the school. After that, they donate clothes and toys to children. Everyone is happy. Their teacher says, "Well done!" Teamwork makes the community better. Hady and Salma smile. They are proud to help.

Vocabulary

- **plant:** to put a flower or tree in the ground
- **donate:** to give things to help people

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2 Answer the questions

1. Who are the two children in the story?

_____

2. What do Hady and Salma clean?

_____

3. What do they plant?

_____

4. What do they donate?

_____

3 Put the sentences in the correct order

___ Hady and Salma want to help their neighborhood.

___ They donate clothes and toys to children.

___ They are proud to help.

___ They plant trees near the school.

___ First, they clean the street.

4 Rewrite each sentence with the correct capital letters and punctuation

1. hady and salma want to help their neighborhood

_____

2. first they clean the street

_____

3. they plant trees near the school

_____

4. finally everyone is happy

_____

5. they are proud to help

_____

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5 **Draw a picture of yourself and a friend as a team helping out in the community, and write a sentence about it**

Example: We clean the streets.

Self-Assessment

How I Feel	Not yet	Sometimes	Always
I can work well with others and share ideas.			
I can do simple chores at home or school.			
I can give my time to help my community.			
I can help others by being kind.			
I can use action verbs (e.g., help, plan, fix) in sentences.			

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Unit 6

Dare to Dream



Learning Outcomes

Speaking

- Talk about goals, dreams, and how to achieve them.
- Retell events from short stories.
- Pronounce words with three consonant clusters correctly.

Listening

- Identify vocabulary related to goal setting.
- Recall events from the short stories.

Reading

- Read short stories that include goal setting expressions.
- Recognize sentences in the present continuous tense, and words with three consonant clusters.

Writing

- Write simple sentences about goals and success.
- Write simple sentences using the present continuous tense and correct punctuation.

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Lesson 1 My Goal, My Dream

Vocabulary

1 Listen, repeat, and say

1



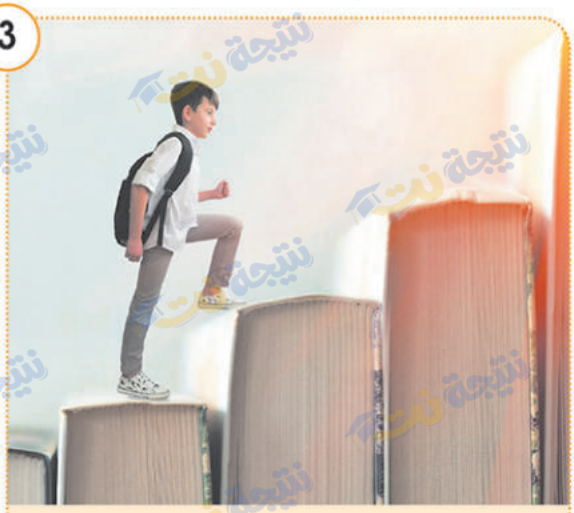
goal

2



try

3



step

4



plan

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5



practice

6



celebrate

7



success

8



reach

2 Read and number

5	Samer practices football.
	Laila has a plan for the future.
	Karim has a goal to be a doctor.
	Mariam celebrates passing the exam.
	You should take a step to be a better student.
	Nour tries hard to be a great swimmer.

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1 Read the story

Samer's Goal



Samer is trying to get better at football. He is training every day. He is **kicking** the ball and splashing in the mud. Now, he is playing a match with his friends. He is scoring a **goal** and is feeling very proud.

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Language in Use

Present Continuous Tense

We use the present continuous tense to talk about actions happening now or around now.

- Samer is scoring a goal.
- He is making a plan to practice every day.
- The boys are celebrating.

Listen and repeat the verbs in Present Continuous tense

Verb to Be	verb +ing
am	practicing
is	trying
are	celebrating

2 Write one sentence using the present continuous

Example: I am trying to be a better student.

My sentence: _____

_____

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Lesson 2 A Day To Remember

1 Read the story



It is spring, and Laila is playing outside. She is **spraying** water and laughing as it makes a big **splash**. She runs in the garden, playing with her toy car. The car **spins** fast and bumps into a rock, but it doesn't **split**—just **bounces** back! Laila smiles, sits down, and watches a funny cartoon on the screen.

2 Circle the correct punctuation mark

a. Where is Laila playing . ?

b. She runs in the garden . ?

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3 Rewrite each sentence with the correct punctuation and capital letters

a. she is spraying water every where

_____

b. the car spins fast

_____



Phonics Focus: Three-Consonant Clusters

Sound Pattern: Words that begin with three consonants

Example: spr-, spl-, str-, scr-

4 Listen and repeat the following words

spring, **spr**ay, **spl**ash, **spl**it, **scr**een, **scr**atch, **str**ing, **str**eet

5 Write the correct three-letter cluster to complete the word

(spr, spl, str, scr)

1. ___ing 2. ___ash 3. ___eet 4. ___een

6 Rearrange the letters to make a word

1. g s n i r p _____
2. s r t e e t _____
3. h s a l p s _____
4. e r s c e n _____

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Lesson 2

Reading and Writing

1 Read the story



Mona is learning how to ride her red bike. She is practicing every day in the garden after school. First, she is holding the bike and walking with it. Then, she is pushing her feet on the pedals. Now, she is riding around the garden path. She is feeling proud. Mona is showing that practice brings success.

2 Circle verbs in the present continuous, and write Mona's goal

_____

_____

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3 Write one sentence about what Mona is doing to reach her goal

Example: Mona is practicing every day.

My sentence: _____

4 Write one sentence about something you are practicing

My sentence: _____

5 Put the sentences in the correct order

a. ___ She is pushing her feet on the pedals.

b. ___ Mona is riding around the garden path.

c. ___ Mona is learning how to ride her red bike.

d. ___ She is practicing every day in the garden after school.

e. ___ She is holding the bike and walking with it.

f. ___ She is feeling proud.

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Lesson 3 I Did It!

Reading and Writing

1 Read the story



Tamer studied hard every day for his math exam. On the exam day, he felt nervous. Then, he answered all the questions. Later, the teacher told him that he got full marks. Tamer felt very proud and happy. He celebrated with his family at home. They clapped, smiled, and said, "Well done!" It was a great day.

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2 Read the story again and answer

a. What did Tamer study for?

_____

_____

b. How did Tamer feel after he passed?

_____

_____

c. Who did Tamer celebrate with?

_____

_____

3 Write a story about achieving a goal and share it with the class

Use this story frame:

First, I wanted to _____. Then, I _____.

After that, I _____. Finally, I felt _____.

_____

_____

_____

_____

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Lesson 4 Helping Others Succeed

Reading and Writing

1 Read the story



Yara is a fast runner. She practices every day at the school field. One day, her friend needed help getting ready for a **race**. Yara showed her how to run and **practice**. They ran together every day. On race day, her friend ran well and smiled. Yara felt happy. They both celebrated their **success** with big cheers.

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2 Write one sentence about what Yara did to reach her goal

Example: Yara practiced every day.

My sentence: _____

3 Write the action verbs in the story

_____

_____

4 Rewrite the sentences in capital letters and punctuation

a. yara is a fast runner

_____

b. they ran every day at the school field

_____

c. her friend smiled on race day

_____

d. she felt happy and celebrated

_____

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5 **Draw a picture of yourself practicing. Then, complete the sentence.**

I practiced _____ and felt proud.

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Self-Assessment

What I Learned	Not yet	Sometimes	Always
I can set a goal to achieve.			
I can talk about the steps I'm taking to achieve my goal.			
I can describe how I celebrate my success and how I feel about it.			
I can help and cheer for others to achieve their goals.			
I can use the present continuous tense in sentences.			

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Let's Review Units 4, 5, and 6

1 Match the words to their meanings

solution nervous proud goal

celebrate team plan excited

Letter	Meaning	Word
a	To feel happy about what you did	
b	A group working together	
c	Something you want to achieve	
d	Feeling afraid or worried	
e	An answer to a problem	
f	A way to get something done	
g	To show happiness for something good	
h	To feel very happy and full of energy	

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2 Sound sort

Place each word into the correct column.

cat, pencil, cake, screen, come, city, rice, face, scratch, cook, car

giraffe,page, spring, good, dog,Egypt, gum, go, huge,

Hard "c"	Soft "c"

Hard "g"	Soft "g"

3 Fill in the missing letters

(good - giraffe - screen - city - cake - split)

a. c__e b. __ty c. g__d

d. __raffe e. s__een f. __lit

4 Rearrange the letters to form words from the phonics review

(cake - screen - splash - city - face - street)

a. srttee_____ b. erscen_____

c. ceak_____ d. cafe _____

e. tiyc _____ f. plsahs_____

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5 Choose the correct feeling word for each sentence

(happy - scared - shy - tired - excited)

a. Amir was_____after playing all day.

b. Yara felt_____when she fell in front of every one.

c. Mai was _____ of the dog at first.

d. Samer was_____to go on the trip.

e. Tamer felt _____ after he passed the exam.

6 Choose the correct verb in the present continuous

a. Omar and Ziad _____ a bridge across the stream.

a.**are building** b. **built** c. **builds**

b. Mai _____ the dog gently.

a. **touches** b. **is touching** c. **touched**

c. Amir _____ his speech.

a. **practiced** b. **is practicing** c. **practice**

d. Samer _____ football now.

a. **plays** b. **is playing** c. **play**

7 Underline the linking word that shows the order or reason in the sentence

a. Then, he took a deep breath and started reading.

b. She felt strong because she practiced.

c. He practiced every day, so he got better.

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d. After she touched the dog, she smiled.

e. First, he made a plan.

8 Fix the sentences (capitalization - periods - question marks)

a. Kareem studied for his exam

_____

b. what did Basel do every day

_____

c. he felt proud after the speech

_____

9 Choose the correct verb in the past simple or present continuous

1. Yesterday, Salma **(plays – played – playing)** with her doll.
2. Now, she **(is eating – ate – eats)** her lunch.
3. Last week, we **(visit – visited – visiting)** the zoo.
4. Look! The boys **(run – ran – are running)** in the garden.
5. Hani **(is reading – read – reads)** a book right now.
6. Yesterday, I **(watch – watched – watching)** a cartoon.
7. Look! The cat **(is jumping – jumped – jumps)** on the chair.
8. Last night, my dad **(cook – cooked – cooking)** dinner.

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Glossary of Words and Phrases

Category	word	Definition
Action Words	play	To do fun activities
Action Words	read	To look at and understand words in a book
Action Words	eat	To put food in the mouth and swallow it
Action Words	sleep	To rest the body by closing eyes and being inactive
Action Words	write	To form letters or words on a surface
Action Words	help	To do something for someone else
Action Words	fix	To repair or make something work
Action Words	share	To give part of something to someone else
Action Words	clean	To remove dirt from something
Action Words	donate	To give something to help others
Action Words	plan	To think about and arrange something ahead of time
Action Words	agree	To have the same opinion
Action Words	pass	To move something to another person
Action Words	score	To get a point or goal in a game
Action Words	win	To be the best or come first in something
Action Words	cheer	To shout in happiness or support
Action Words	plant	To put a seed or plant into the ground
Action Words	draw	To make a picture using a pen or pencil
Action Words	smile	To show happiness with your mouth
Action Words	climb	To go up something using feet and hands
Action Words	jump	To push yourself into the air using your legs
Action Words	carry	To hold and move something
Action Words	shout	To speak very loudly
Classroom Words	Raise your hand	To lift your hand to ask or answer a question
Classroom Words	Sit down	To take a seat
Classroom Words	Listen carefully	To pay attention with your ears
Classroom Words	Keep your classroom clean	To make sure the classroom is tidy
Classroom Words	Don't shout	To avoid speaking loudly
Classroom Words	Open your book	To start reading or looking in a book
Classroom Words	May I go to the bathroom?	Asking for permission to leave for the toilet
Classroom Words	class	A group of students learning together
Classroom Words	school	A place where children go to learn
Classroom Words	teacher	A person who helps students learn
Classroom Words	student	A person who is learning in a school
Phonics	what	A question word, begins with the sound /wh/
Phonics	phone	A device used to call someone
Phonics	exam	A test
Phonics	buzz	A sound made by bees
Phonics	duck	A water bird that quacks

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Category	word	Definition
Phonics	cat	A small domestic animal
Phonics	city	A large town
Phonics	go	To move or travel to a place
Phonics	giraffe	A tall African animal with a long neck
Prepositions	on	On top of something
Prepositions	in	Inside something
Prepositions	under	Beneath something
Prepositions	next to	Beside
Prepositions	between	In the middle of two things
Prepositions	behind	At the back of something
Prepositions	in front of	Before or ahead of something
Daily Routines	wake up	To stop sleeping
Daily Routines	brush my teeth	To clean teeth using a brush
Daily Routines	get dressed	To put on clothes
Daily Routines	make my bed	To arrange the sheets and blanket on a bed
Daily Routines	go to school	To travel to school to learn
Daily Routines	have breakfast	To eat the morning meal
Daily Routines	do my homework	To complete schoolwork at home
Greetings	Hello	A way to greet someone
Greetings	Good morning	A greeting in the morning
Greetings	How are you?	A question to ask how someone feels
Greetings	I am fine	To say you feel good
Greetings	Thank you	Words to show you are thankful
Greetings	Nice to meet you	A polite thing to say when meeting someone new
Greetings	Goodbye	A polite way to say farewell
Greetings	See you later	A way to say you will meet again soon
Describing People	Tall	A person who is high in height
Describing People	Short	A person who is not tall
Describing People	Curly hair	Hair that has curls
Describing People	Straight hair	Hair that is not curly
Describing People	Long hair	Hair that is not short
Describing People	Short hair	Hair that is not long
Describing People	Kind	Someone who is nice and caring
Describing People	Funny	Someone who makes you laugh
Describing People	Friendly	Someone who likes to talk and smile
Describing People	Shy	Someone who is quiet and doesn't talk a lot
Family Members	Aunt	Your mom's or dad's sister
Family Members	Uncle	Your mom's or dad's brother
Family Members	Cousin	A child of your aunt or uncle

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