





2025/2026

Term 1

Primary

3



" تهدي وزارة التربية والتعليم والتعليم الفني هذا الكتاب، بكل الحب إلى الأطفال والأسرفي 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

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Name	•
Class	1
School	:

## A MESSAGE FROM THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

#### **Welcome to Your English Learning Journey!**

Dear Students, Educators, and Stakeholders,

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

## 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	<ul> <li>Present simple (verb to be: I am, you/we/they are, he/she/it is)</li> <li>Present simple (daily routines: get up, go, study)</li> </ul>	• 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)	<ul> <li>Digraph "ph": /f/ phone, elephant, graph</li> <li>Letter "x" = /gz/ exam, exit, example</li> </ul>	<ul> <li>Appreciation of Family Roles</li> <li>Cultural Awareness</li> <li>Gratitude &amp; Recognition</li> <li>Understanding Work Roles</li> </ul>
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	-	• Three-consonant clusters: "spr", "spl", "scr" spring, splash, screen	Goal Setting & Perseverance     Celebrating Success     Supporting Others     Confidence Building



## **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.

#### Reading

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

#### 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.

#### Writing

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

# Lesson 🥳 **Greetings and Introductions**





#### 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.





## 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.



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

- Good morning!.
- When you check on someone
- How are you?
- When you meet someone new
- Nice to meet you.
- When you say goodbye
- See you later!.
- When you meet in the morning





#### **Meeting a New Friend**



#### 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 int	formation.
----------------------------	--------------	------------

- I am years old.
- I am in Primary \_\_\_\_\_.
- Nice to meet you!

2.	<b>Draw</b>	a	pict	ure	of	yoursel	lf	and	a	friend
----	-------------	---	------	-----	----	---------	----	-----	---	--------

	7
	d

3. Practice with a friend. Take turns.



## 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 ar	e you Adam?		
Student B: I am _	, thanl	k you.	
Student A: How old	d are you?		
Student B: I am 8	old.		
Student A: Nice to	yoyo	u.	
Student B: See you	u!		
Student A:	!		

## Complete the sentences using your own words



- a. My name is \_\_\_\_\_.
- b. I'm \_\_\_\_\_ years old.
- c. I'm from \_\_\_\_\_.





#### Listen to the dialog and choose the correct response









# Lesson 2





**Listening and Speaking** 



#### 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?



#### 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!



#### 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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	Ā	

#### Choose the correct phrase to complete each sentence

1. When the teacher talks, you s	hould
(1	isten carefully – stand up – write fast)
2. If you want to answer,	
(rui	n – 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 bathro	om, say,?
(can I draw – may I	go to the bathroom – is it break time)

# 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.			







#### Listen and say

what	wnen	wnere	whale	wheel	white	



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

<b>a</b> _	at	<b>b</b> en	C	ere
d	ale	e eel	f	ite

### Reorder the letters to make a word

a	thwa	b	nhwe	C	ewhre
d	lhwae	е	elhwe	f	ewhit



#### Fill in the blanks with the correct words

	whale	white	where	what	why
1	_ do you l	live?			
2. I saw	a big	in the o	cean.		
3. My sł	nirt is	•			
4	is your n	ame?			
5. The to	eacher asl	ked, "	_ are you lo	ate?"	



# Lesson Describing People





#### 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**



#### 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.











## Praw and write about yourself

Draw a picture of y	ourself. 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		



## Fill in the blanks with the words below

polite kind funny frier	ndly shy
1. My sister is very She shares	her toys.
2. My friend is He always says "pled	ase" and "thank you".
3. My teacher is, she always has a sn	nile on her face.
4. The clown is He makes us to	augh.
5. He is and doesn't like to talk	much.
Choose the word that best completes t	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)





## 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
Read and complete the text with words from the box
tall curly hair friendly
his is my new friend Laila. She is very She always smiles and
nelps others. She has and big brown eyes. She is also very
She can reach the top shelf easily.
E Let's practice and play!

Find and circle the words in the crossword puzzle below

Remember: straight lines only!

K	1	N	D	W	H	Α	P	P	Y	Words to Find:
Ε	Q	W	M	S	Υ	T	S	S	R	happy
L	F	U	N	N	Υ	J	Н	A	A	kind
S	A	D	В	K	L	I	N	D	D	funny
Н	В	R	V	1	S	Н	Y	P	С	sad
N	L	P	0	P	Q	N	В	A	T	shy



## 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
1	am	I <b>am</b> happy.
You	are	You <b>are</b> my friend.
Не	is	He <b>is</b> a student.
She	is	She <b>is</b> kind.
l†	is	It <b>is</b> a cat.
We	are	We <b>are</b> ready.
They	are	They <b>are</b> in class.

#### **Asking Questions**

We use questions to learn about our friends.

#### **Examples**

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



#### **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!



#### 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.





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

1. Ias	tudent.
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.

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•	
$\sim$	,

#### 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?	





#### 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.





- b. pretty
- c. kind



- a. tell jokes
- b. help
- c. play



#### 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

# Lesson **Daily Routines**





#### 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



#### Match the words to the pictures



sleep





play

read



go to school

wake up

write

eat



watch TV









## Look, read, and say

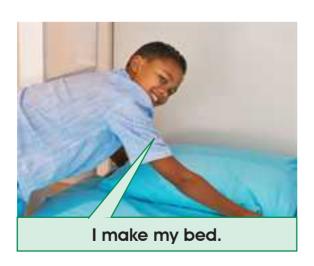




I go to school at 8 a.m.













## Look, read, and order

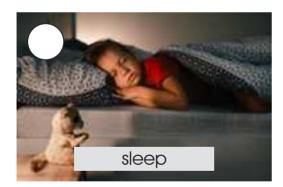
### **Daily Routines**

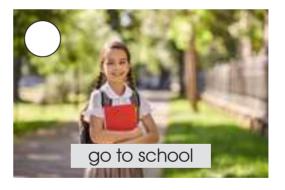






















## Read about a student's daily routine. Then, answer the questions below



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?	

## 4

#### Write 3-4 sentences using the words below

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

_						





#### **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	l <b>play</b> football.
You	play	You <b>play</b> with your friends.
Не	plays	He <b>plays</b> in the park.
She	plays	She <b>plays</b> the piano.
l†	plays	It <b>plays</b> in the garden.
We	play	We <b>play</b> a game together.
They	play	They <b>play</b> 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**.





#### 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.





#### Fill in the blanks with the words below

my breakfast go to school

do my homework

wake up

Ali: What time do y	ou ?
, , , , , , , , , , , , , , , , , , , ,	

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

Ali: What do you do after school?

Lina: I , and go to sleep.



#### 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.





#### **Listening and Speaking**



#### 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.

## 42



#### 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**



#### 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?



2. What does she do	after breakfast?_	
3. Is she tall or short?		

4. Does she have long brown hair?\_\_\_\_\_

5	2	7

#### 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.			



## **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.

#### 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.

#### Listening

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

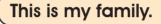
#### Writing

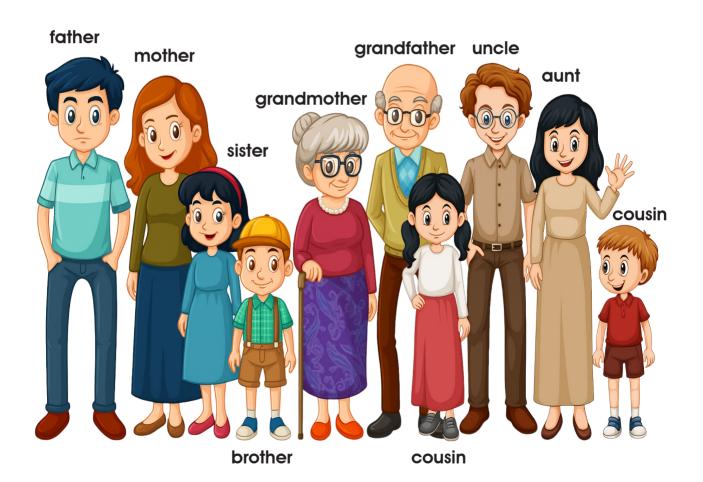
- Label family members, celebrations, and jobs.
- Write simple sentences about family using possessive pronouns.















### Match each word with its correct picture

grandmother

sister

father

mother

grandfather





## Write the correct word

sister

father

grandmother












#### **Possessive Pronouns**

#### my/ her /his



My mother is a teacher.



My bag is heavy.



Her cat is friendly.



His brother is a student.



His T-shirt is blue.



Her baby sister is cute.



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.





		/Idiik5			
		his		her	my
a.	This is	_ bag.	I take it t	to school.	
b.	That is Adam		book	is blue.	
C.	Sara loves dr	awing		pictures c	ıre nice.
d.	Dina has a c	at	cat	is cute.	
e.	This is Laila		dress is	pink.	
P	Reorder th	e word	s to fo	rm sente	nces
a.	name - Ahm	ed - His -	- is		
b.	is – sister – kir	nd – My			
C.	uncle – is – N	1y - a - p	oolice o	fficer	
d.	car - His - blc	nck - is			
е.	cousin – tall -	- is – Her			
•	Fill in the l	blanks			
	fo	ather - g	randfat	her - cous	in - mother
a.	My	i	s old.		
b.	My	a	nd		_ cook dinne
C.	I love to play	with my		'	

# Lesson Family Traditions and Celebrations





## Discuss your favorite celebration with your teacher



Eid Al-Fitr



Sham El-Nessim



Mother's Day



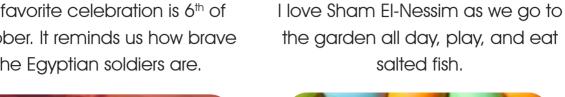
6<sup>th</sup> of October





#### Listen and discuss

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









#### **Draw your favorite celebration**

	A	
7	4	7

#### Look at the pictures and write the celebrations



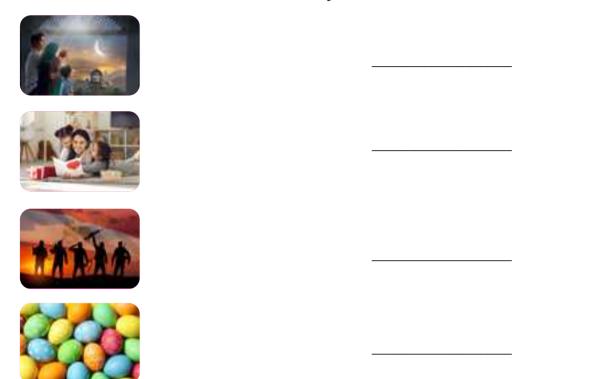






## Write the correct answer

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



	6	
7	Ţ	
9	6	7

#### Write 3-4 sentences about your favorite celebration





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



#### Listen and say

exam	exit	example	exercise	examine	exist



#### Fill in the missing letter

1.e am	2. e ample	3. e it	4. e ercise
<del>-</del>	<u> </u>	_	_

#### Reorder the letters to form a word

1.xeam	2. x i e t	



#### Let's play and learn!

	00000000
8	Riddles
	humani

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

What am I? -----"

"I ask you questions, big and small.

You have to answer them all!

What am I? -----"

#### 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.

# Lesson 3

## **My Family Helps Me Grow**





#### 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.





# 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 wit	h 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.





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



# Listen and say

4. gra

graph alphabet phone photo elephant



## Listen and fill in the missing letters

Use the "ph" sound to complete the words:

5. al abet



## Reorder the letters to form a word

1.ophne 2.hgapr 3.hpoot

4.ahelptne 5.phhalebt

## Let's Play and Learn!



"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?

# Lesson Jobs in My Family









farmer

doctor

teacher







pilot





# **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.



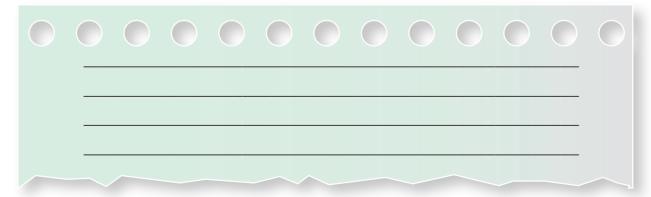
My uncle **bakes delicious bread**. He is a baker.



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



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



Present what you have written to your classmates.







# Look, read, and match



doctor

teacher

baker

farmer

pilot







# Listen, write, and say

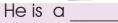






She is a











# Complete the sentences

a.	My mother is a	
b.	My father is a	
C.	My uncle is a	
d.	My aunt is a	

5	6	7

# Reorder the words to form sentences

I. 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.			



# **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.

## 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.

## Listening

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

#### Writing

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

# Lesson Places Around Me





# **t** Listen, repeat, and practice















# Look, listen, and number the picture

















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?





# **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!





#### 

_	Read the text again, and answer the following question
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





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

II: bell, pull, tell

ss: grass, less, miss

zz: buzz, fuzz, jazz,



# Circle the double consonants

- **a**. buzz **b**. grass **c**. off
- **d**.well

# Listen and fill in the missing letters

- **a**. bu \_ \_ \_ **b**. te \_ \_ \_ **c**. mi \_ \_ \_ **d**. be \_ \_ \_



# Sort and write

buzz less tell

fuzz

class

well

SS





# Listen, repeat, and practice



**Cairo Tower** 



**Alexandria Library** 



The Pyramids of Giza



# 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.





# **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!.





# 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?





# 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



# Fill in the missing letters

- **a.** du \_ \_ **b**. so \_ \_ **c**. ba \_ \_ **d**. ne \_ \_ **e**. tru \_ \_
- 5

# Rearrange the letters to make a word

- **a**.uckd **b**.kosc **c**.bkac **d**.knec **e**.tkcur



# Circle the words that have the /k/ sound

- a. rain duck pen
- **b**. dog broke stick
- c. man sing pack
- d. line log lock





• 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?

# Add a "period" or "question mark" to the sentences below a. Do you like going to the amusement park

	,	0	O			•	
b.	We went to	o the	superi	market y	esterdo	אנ	_
C.	Where is th	ne ne	arest h	nospital _			
d.	I saw the F	yran,	nids wit	h my fai	mily		

e. Did you visit the Cairo Tower last year

# e. Dia you visit the Callo lower last year \_\_\_

# 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





# **Prepositions of Place**

They are words that tell you where something is found.



on the box



under the box



behind the box



between the boxes



in front of the box



in the box



# Samy and the Toy Car



# 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.



# Lesson 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 are sandwiches and chips. They drank juice and water. Everyone had a good day!





# Read and answer the questions

1. Where did the clas	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?

_/		
5	9	
_	-	ſ



## **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.

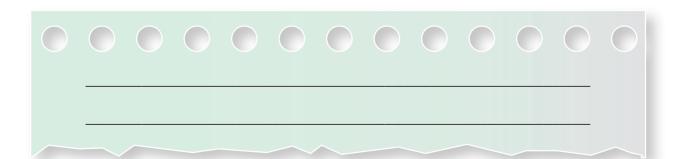
Base Verb	Past Tense
jump	jumped
climb	climbed
walk	walked
play	played

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.







# 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.





# 00

# 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.			

# Let's Review Units 1, 2, and 3

5	1	7
- 1		

## **Complete the following sentences**

- 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.

# 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

# 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.





# **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.



# Rearrange the letters to form a word

1- <b>o</b> pne	2-i† <b>e</b> x	
•		

3-ocsk\_\_\_\_\_ 4-le**b**l\_\_\_\_\_

5-it**w**he\_\_\_\_\_6-har**g**p\_\_\_\_\_

7-uz**b**z \_\_\_\_\_ 8-ehe**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

# Fill in the blanks

duck - e	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.

# 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.

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

_						
_						



# Let's practice sentences

a. Write a ser	ntence using	the present tense	
b. Write a sen	ntence using	the past tense.	
c. Write a sen	ntence using	an adjective.	
Choose th	e correct v	vord	
a. You can't f	ind your bag		sad)
	_		
		iend.	
		thank you."	
e. Your ice cr			
	word to tl	he action	
Action			Word
You help	your little br	other tie his shoes.	a. Kind
You retry	<sup>,</sup> after makin	g a mistake.	b. Clean
You shar	e your penc	ils with a classmate.	c. Try again
You lister	n quietly whe	en someone is talking.	d. Polite
You clea	an your table	e after lunch.	e. Helpful
13 Complete	the senter	nces	
(happy	- rock - stud	ck - helped - found)	
a. Salma saw	/ her hat nec	ar a	
b. Aziz	Ahmed	d in the garden.	
		nder the couch.	
		under the couch.	
e. Salma was	3	when she found her hat.	





# **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.

#### Reading

 Understand simple sentences expressing emotions.

# Listening

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

#### Writing

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



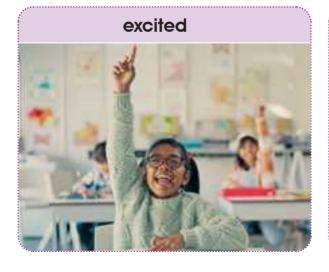


# Listen, repeat, and practice

# **Our Emotions**





















Ask and answer in pairs



How do you feel when you play with your friends?





## 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.			

Linking words make the story clear and easy to follow.

First, Then,
After that, Finally





#### **Past Simple Tense**

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

• Irregular verbs are special words! They **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



## 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	D
•	
	,

#### Describe how the two boys felt





# 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?
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





"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



### 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. a
----------------------------

### Rearrange the letters to make a word

a.tac	b.ycr
c.scktu	d.ikclde

# Lesson 2 A Helping Hand





### **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.







### 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.



WE USE:

Then: to talk about what

happens next. **But:** to talk about something different.

And: to add more or join.



### 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



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

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

Example: face - nice



### Fill in the missing letter

a. ity

b. ace

c. ice

d. encil



### Rearrange the letters to make a word

a.yti	C				
-------	---	--	--	--	--

b.efac \_\_\_\_\_

C.	Сİ	e r	1		

d.licnep



### 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/





### 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.



### **Read and answer**

- a. What did Sara feel when she fell?
- b. How did Sara feel after her friend helped her?





### Ask and answer in pairs

I was excited when I went to the zoo.



I felt scared when I watched a scary movie.

# Lesson 3 A Big Win



### 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.



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

\_\_\_\_\_



### Write one sentence to express your feelings

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





### 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.



### **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.



### Fill in the missing linking word

(when - but - after)

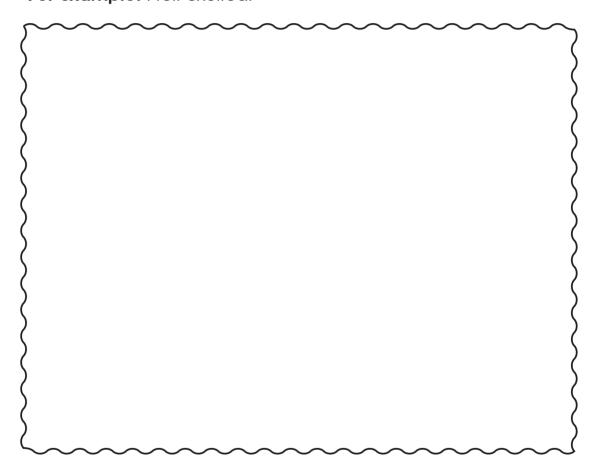
	a. Omar was nervous the match started.
	b he scored a goal, he felt proud.
	c. He was worried, he didn't stop.
E	Write each sentence with correct capital letters and punctuation
	a. omar was nervous before his first football match
	b. when the match started, he was worried about making mistakes
	c. he scored a goal and felt proud
	d. he was happy when his team won the game





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.



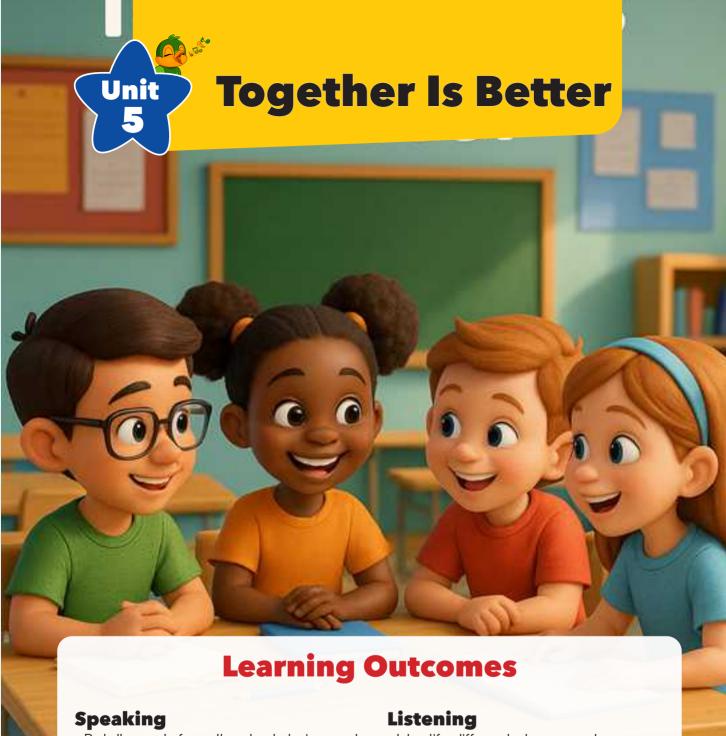
Now write a sentence using the past tense.

**Example:** I felt happy when I saw my friend.



### 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.			



- 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.

- •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.

# Lesson Teamwork & Chores





### Listen, repeat, and say









# Lesson 1









### 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.





# **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!"





### **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!"



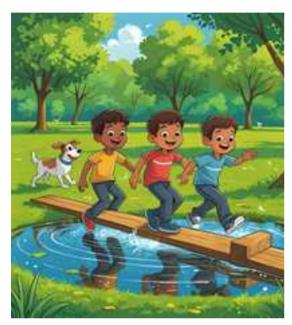
### Write a sentence about helping at home

Example: I wash the dishes.

\_\_\_\_\_\_

# Lesson 2 mwork at School





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



### Listen and fill in the missing letter

1. um

2. do

3. ood

4. reen

5. b i

### Rearrange the letters to make a word

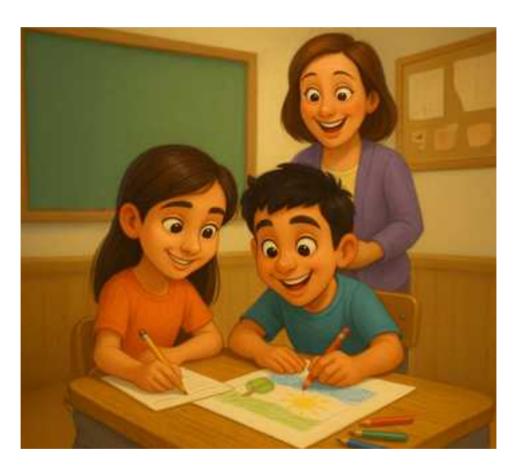
- 1. mgu \_\_\_\_\_ 2. gdo \_\_\_\_ 3. ogod \_\_\_\_
- 4. gneer \_\_\_\_\_ 5. gib \_\_\_\_





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!"





### **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.

# 4

### **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.





### Write a sentence using an action verb

**Example:** I help my mother with chores at home.



# Write one sentence about how Salma and Youssef worked together

**Example:** Salma and Youssef worked together and shared ideas.

My sentence:	
Rewrite each sentence with correct	Tip
capital letters and punctuation  a. salma and youssef had a project at school	We use <b>capital letters</b> at the beginning of the
b. at first they didn't agree	sentence. We use <b>periods</b> at the end of the sentence, <b>or</b>
c. then they started to share ideas	<b>question marks</b> at the end of the questions.
d. salma wrote and youssef drew	We put a <b>comma (,)</b> after <b>(Then - First - Finally)</b>
e. they showed care and worked well together	

# Lesson 3 Teamwork in Sports



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.





## 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?	
Rewrite each sentence with the correct capital l	letters
ounctuation  a. omar and his friends played football at school	
b. they all wanted to score	_
c. everyone cheered when karim scored	_
Put the sentences in the correct order	_
They started to pass the ball and help each other.	
<ul><li>They started to pass the ball and help each other.</li><li>Omar passed to Karim, and Karim scored.</li></ul>	







### Phonics Focus: : Soft "g" = /d3/ sound

"g" usually makes a soft sound /d3/ when it is followed by (e,i, or y)

Examples: giraffe, Egypt, page, huge



### Listen and fill in the missing letter

- 1. iraffe 2.E ypt 3.pa e 4.hu e



### Rearrange the letters to make a word

- 1.ffagire 2.tpyeg
- 3. g e p a \_\_\_\_\_ 4. g e u h \_\_\_\_\_

### 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

# Lesson 1 Help My Community!





Ahmed and Mariam donate clothes to people.



Laila plants a tree near her house.





### 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.



### 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:\_\_\_\_\_







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.



• plant: to put a flower or tree in the ground

• donate: to give things to help people





# 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?	_
P	ut the sentences in the correct order	_
	Hady and Salma want to help their neighborho	od.
	They donate clothes and toys to children.	
_	They are proud to help.	
	They plant trees near the school.	
	First, they clean the street.	
	ewrite each sentence with the correct capit unctuation	al letters an
1.	hady and salma want to help their neighborhood	b
2.	first they clean the street	
3.	they plant trees near the school	
4.	finally everyone is happy	
5.	they are proud to help	





### 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.			



### **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.

### Reading

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

### Listening

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

### Writing

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

# Lesson My Goal, My Dream





### Listen, repeat, and say



















## 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.





## 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.





### **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



### Write one sentence using the present continuous

**Example:** I am trying to be a better student.

My se	ntenc	e:					_
							_

# Lesson 2 A Day To Remember

# 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.



### Circle the correct punctuation mark

- a. Where is Laila playing . ?
- b. She runs in the garden . ?





# Rewrite each sentence with the correct punctuation and

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-
Listen and repeat the following words
spring, spray, splash, split, screen, scratch, string, street
Write the correct three-letter cluster to complete the word
(spr, spl, str, scr)
1ing 2ash 3eet 4een
Rearrange the letters to make a word
1. g s n i r p
2. srteet
3. h s a l p s
4. erscen





## 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	
ス	

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

\_\_\_\_\_





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

**Example:** Mona is practicing every day.

Му	sente	nce: _					_
				 <u> </u>			



### Write one sentence about something you are practicing

My	sente	nce: _					_
				<u> </u>			

## 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.

# Lesson 3 I Did It!



# 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.





## Read the story again and answer

or?	_
er he passed?	_
ate with?	_
chieving a goal and share it	— with the
. Then, I	
	er he passed? site with?

# Lesson Helping Others Succeed





### 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.

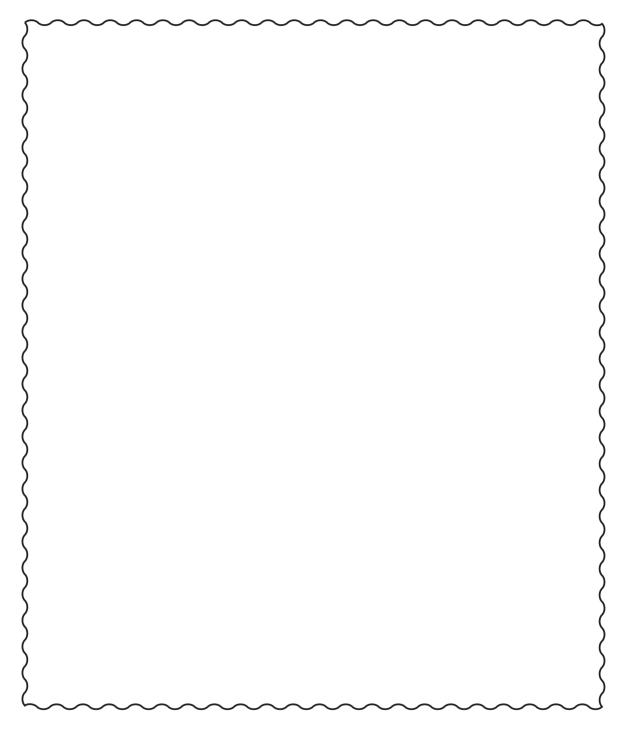


Exam	nple: Yara practiced every day.	
My s∈	entence:	
Wı	rite the action verbs in the story	
	ewrite the sentences in capital letters and pu	nctuation
b. the	ey ran every day at the school field	
c. he	er friend smiled on race day	
d. she	e felt happy and celebrated	





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



I practiced \_\_\_\_\_ and felt proud.



## 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.			



## Let's Review Units 4, 5, and 6



## Match the words to their meanings

solution nervous proud goal

celebrate team plan excited

Letter	Meaning	Word
а	To feel happy about what you did	
b	A group working together	
С	Something you want to achieve	
d	Feeling afraid or worried	
е	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	



#### Place each word into the correct column.

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

Hard "c"	Soft "c"

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

Hard "g"	Soft " <b>g</b> "

### 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



## 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





## Choose the correct feeling word for each sentence

#### (happy - scared - shy - tired - excited)

a. Amir was	after playing all da	У.		
b. Yara felt	when she fell in front	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.		
Choose the correct	t verb in the present con	tinuous		
Choose the correct	r verb in the present con	tilluous		
a. Omar and Ziad	a bridge across :	the stream.		
a. <b>are building</b>	b. <b>built</b>	c. <b>builds</b>		
a. <b>are building</b> b. Mai the		c. <b>builds</b>		
	e dog gently.	c. builds		
b. Mai the	e dog gently. b. <b>is touching</b>			
b. Mai the a. <b>touches</b> c. Amir his	e dog gently. b. <b>is touching</b>			
b. Mai the a. <b>touches</b> c. Amir his	b. is touching s speech. b. is practicing	c. <b>touched</b>		



## 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.



- d. After she touched the dog, she smiled.
- e. First, he made a plan.



## 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

## 2

### 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.



## **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

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	





## Primary 3 - Term 1

Academic Year: 2025/2026

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