

LEVEL UP
ENGLISH

LEARN. INSPIRE.
ACHIEVE.
ENGLISH OPENS DOORS.



Mr. Mohamed Said

English



2025/2026

Term 2

Primary

3

Mr. Mohamed Said
Level Up English

تطبيق



مذكرات جاهزة للطباعة

لتحميل الملفات التعليمية مجاناً للمعلم والطالب

مذكرات وملازم / مراجعات وملخصات / امتحانات / كتب الوزارة /
أدلة المعلم / دفاتر التحضير / سجلات مدرسية / أوراق تأسيس

امسح الكود بموبايلك علشان تقدر تثبت التطبيق

وتقدر ف أي وقت تحمّل ال نفسك فيه ببلاش

هيغنيك عن البحث والجروبات والقنوات الكثيرة



تطبيق الموبايل لتحميل الملفات

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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 :

Mr. Mohamed Said
Level Up English

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.

Mr. Mohamed Said

Our Vision for English Language Education

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

Key Features of the Textbook

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

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

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

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

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

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

Commitment to Excellence

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

Join Us in Shaping the Future


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

Best Regards,

The Ministry of Education and Technical Education

Mr. Mohamed Said
Level Up English

Scope and Sequence

Unit	Vocabulary	Language in Use	Phonics	Life Skill (s) and Value (s)
 Unit 1: Safety	safety, dangerous, emergency, rules, careful, hurt, safe, street, cross, helmet, signs, stranger, policeman, seat belt, ambulance, first aid, scared, quickly, nodded	<ul style="list-style-type: none"> Imperatives (Stop! Don't touch!) Modals for Rules (must, mustn't) 	<ul style="list-style-type: none"> Consonant Blends: "sl", "st", "gr", "tr" (slip, stop, grab, trap) 	<ul style="list-style-type: none"> Safety Awareness Decision-Making Confidence
Unit 2: Food and Health	energy, vegetables, protein, vitamins, healthy, unhealthy, cheese, rice, nuts, bread, sweets, soda, fries, cookies, lollipops, exercise, stay, rest, medicine, yogurt, soup, honey, breakfast, lunch, meal, dinner, snack, menu	<ul style="list-style-type: none"> Reflexive Pronouns Countable/ Uncountable Nouns (an apple/some water) 	<ul style="list-style-type: none"> ea, ee → /i:/ (meat, cheese) 	<ul style="list-style-type: none"> Responsibility Healthy Choices Hygiene Awareness
Unit 3: Heroes Around Us	hero, brave, strong, kind, smart, medal, difficult, courage, trouble, put on, helmet, uniform, alarm, building, ladder, spray, helpful, rescue, job, right away, grateful, support, inspire, leader, honest, respect, event, athlete	<ul style="list-style-type: none"> Adverbs of Sequence (first, then) Example: "First, he saw the fire. Then, he called for help."	The role of "magic e" in changing the vowel sounds hop (short vowel /ʌ/) vs hope (long vowel /oʊ/) mad (short a /æ/) vs. made (long a /eɪ/) kit (short i /ɪ/) vs. kite (long i /aɪ/)	<ul style="list-style-type: none"> Communication Creativity and Imagination
Unit 4: Living with Technology	technology, computer, tablet, phone, robot, TV, device, search, camera, apps, games, emails, programs, screen, button, keyboard, password, privacy, virus, harm, account, future, drone, smart home	<ul style="list-style-type: none"> Coordinating Conjunctions: and, or, but Simple Future 	R-controlled Vowels (ar, er, or) /ɑ:r/ → star, park /ɜ:r/ → computer, teacher /ɔ:r/ → fork, corn	<ul style="list-style-type: none"> Curiosity Digital Literacy Online Safety
Unit 5: Animals & Habitats	habitat, forest, wild, ocean, desert, sandy, shady, survive, wandered out, salty, fur, feathers, hoof, paw, claw, push away, furry, bushy, cozy, shelter, crawl, nature, protect	<ul style="list-style-type: none"> Adjectives describing animals and their habitats Modals for Abilities "Can / Can't" 	<ul style="list-style-type: none"> Diphthong Comparison: "oo", "ow" Long oo = /u:/ (zoo, food) Short oo = /ʊ/ (foot, wood) Short ow = /aʊ/ (cow, owl) Long ow = /oʊ/ (snow, grow) 	<ul style="list-style-type: none"> Respect for Nature Observation Scientific Curiosity
Unit 6: Story The Honest Choice	honest, backpack, nervous, whisper, copy, cheating, truth, break, choice, shook her head	-	-	<ul style="list-style-type: none"> Honesty Integrity

Safety

Mr. Mohamed Said



Learning Outcomes

Speaking

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

Reading

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

Listening

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

Writing

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



Safety at Home



Vocabulary

1 Listen and repeat



dangerous



rules



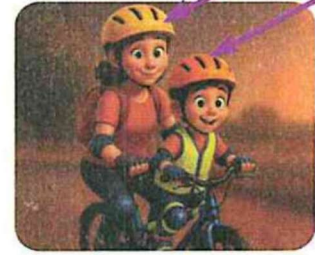
emergency



careful



hurt



safe

2 Read the dialog and act it out

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

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

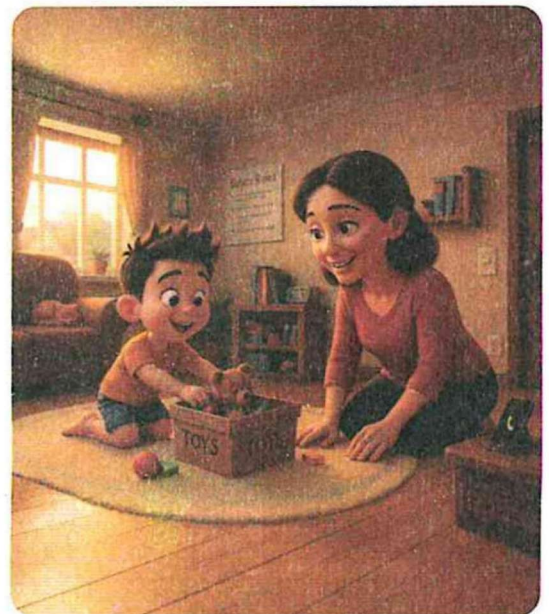
Mother: That's right! Always be **careful** when you play.

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

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

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

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



3 Match the word to the picture



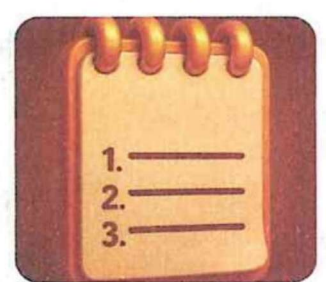
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dangerous

rules

emergency

hurt



4 Fill in the blanks using words from the box

rules – dangerous – hurt – emergency – rules – careful – safe

rules
dangerous
careful – hurt
safe
emergency

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



Language in Use

Imperatives

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

Use

We use imperatives to give safety rules or warnings.

Form

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

Examples:

Positive Instructions

Stop!



Be careful!



Negative Instructions

Don't touch!



Don't run!



Note

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

5 Speaking

What would you say in these situations? **Don't cross the street!**
Don't leave toys on the floor!

1. You see your friend crossing the street when the light is red.
2. You see your friend leaving toys on the floor.

6 Rewrite these sentences using a negative command

1. Run inside the house! → **Don't run inside the house!**
2. Eat fast food every day! → **Don't eat fast food every day!**
3. Jump on the chair! → **Don't jump on the chair!**

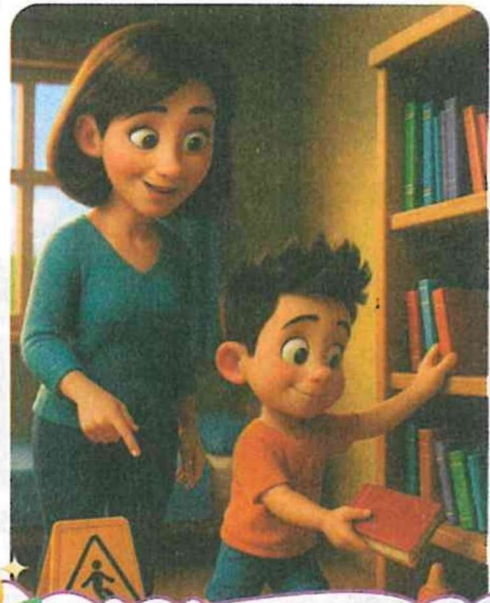


Reading and Writing

Safety at Home

Mr. Mohamed Said

Ali was reading a book in his room. When he finished, he left the book on the floor. His mother said, “**Don’t leave the book here. Someone may fall!**” Ali listened to his mother and put the book back on the shelf. He followed the rules and was careful at home.



Moral: Always follow safety rules at home to keep everyone safe.



Moral is the lesson learned from a story.

7 Read and answer the questions

1. What did Ali do?

He left the book on the floor.

2. Who told Ali not to leave the book on the floor?

His mother told him not to leave the book on the floor.

3. What is the moral of the text?

Always follow safety rules at home to keep everyone safe.

8 Draw and write

Draw a situation when you were in danger and write two sentences using imperatives to stay safe.

Don’t play with fire!

Be careful at home



Safety in the Street



Vocabulary

1 Listen and repeat



street



cross



stop



wait



walk



helmet



signs



stranger

2 Read the dialog and act it out

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

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

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

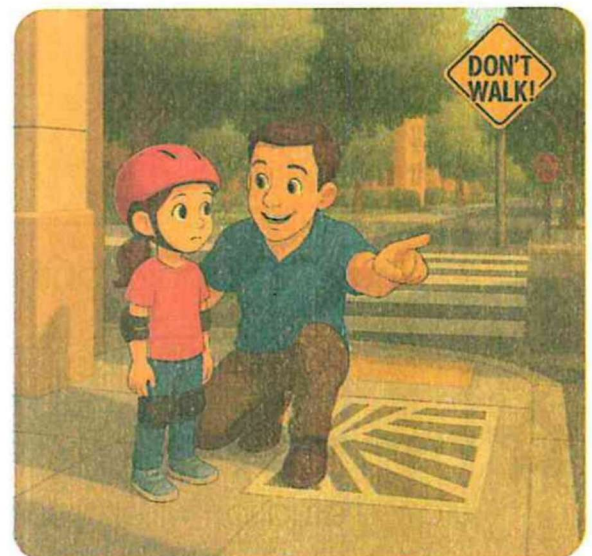
Dad: Yes! Always wear a **helmet** to protect your head.

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

Dad: Follow the **signs**.

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

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



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

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

Mr. Mohamed Said

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

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

slip step grab train stop run trap walk

4 Fill in the blanks using words from the box

slip – grab – steps – stop – trap

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

slip
steps
grab
stop
trap

Role-play: Imperatives

5 Practice saying these rules with a friend

1. **Student A:** Stop! Don't run on the street.
Student B: Wait for the green light.
2. **Student A:** Be careful! Don't touch the knife.
Student B: Wear your helmet when you ride your bike.





Reading and Writing

Crossing the Street Safely

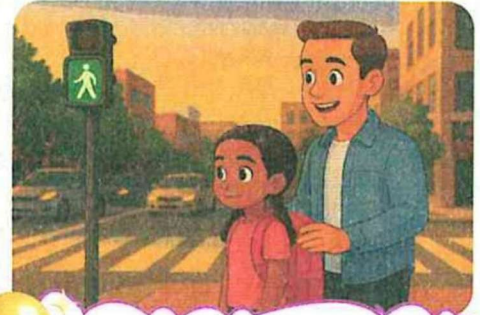
Mr. Mohamed Said Sama stood at the corner of the street. She saw

the big red stop sign. Her father said: **“Stop! Wait for the green light before you cross.”**

Sama looked left and right. She saw cars waiting. She waited carefully and did not walk on the street. When the green light turned on, her father said, **“Now, it is safe. You can cross the street.”**

Sama walked slowly and looked both ways. She crossed the street safely.

Her father smiled and said, “Well done, Sama! **You followed the safety rules.**”



Moral: Always follow safety rules – waiting and watching keep you safe!

6 Write (T) for true and (F) for false

- | | |
|--|-----|
| 1. Sama crossed the street when the light was red. | (T) |
| 2. Sama looked both ways before crossing. | (F) |
| 3. Sama ran across the street. | () |
| 4. Sama’s father told her to wait. | (T) |

7 Answer the following questions

- | | |
|--|--|
| 1. What did Sama see? _____ | She saw the big red stop sign. |
| 2. What did Sama wait for? _____ | She waited for the green light. |
| 3. What did Sama do before crossing? _____ | She looked left and right. |
| 4. What is the moral of the text? _____ | Always follow safety rules. |

8 Writing

Write 2 sentences with imperatives using the words: stop and wait.

.....
Stop at the red light!
.....

.....
Wait for the green light!
.....

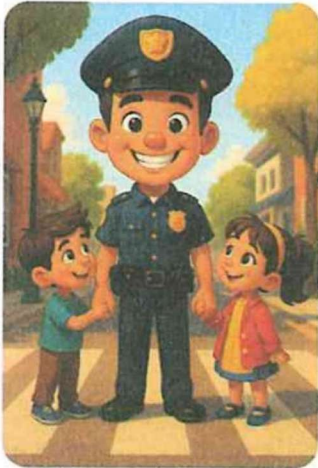
Staying Safe Everywhere



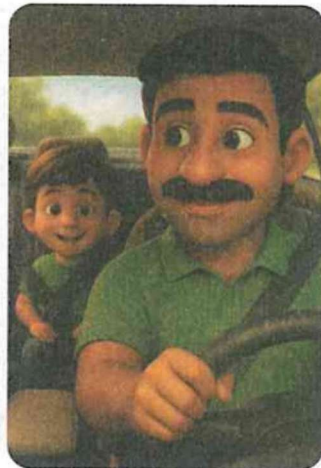
Vocabulary

Mr. Mohamed Said

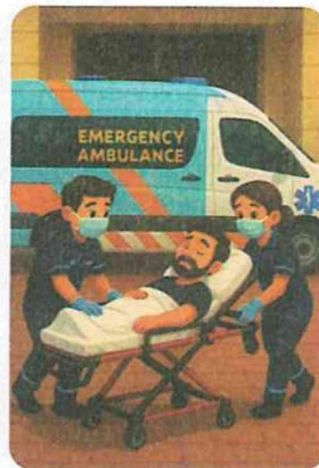
1 Look at the pictures and read



The **policeman** keeps us safe.



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



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



First aid helps injured people.

2 Match the action to the correct person/object

Action

Person/Object

1. Takes sick people to the hospital

seat belt

2. Keeps us safe

ambulance

3. Protects us in the car

policeman

4. Helps the injured

first aid



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Language in Use

Modals for Rules

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

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

How to use them:

<p>Use "must" to say something is very important or necessary.</p> <p>Examples:</p> <p>You must call for help in an emergency.</p> <p>You must wear a helmet when riding a bike.</p> <p>You must follow the rules to stay safe.</p>	<p>Use "mustn't" to say something is not allowed.</p> <p>Examples:</p> <p>You mustn't talk to strangers.</p> <p>You mustn't run in the street.</p> <p>You mustn't leave anything on the floor.</p>
---	--

3 Choose the correct word

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

must
mustn't
must
mustn't
must

4 Complete the sentences with must or mustn't

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

must
mustn't
must
mustn't
must

5 Fill in the blanks using must/mustn't

- Mr. Mohamed Said
1. You _____ call 122 if there is an emergency.
 2. You _____ touch a hot cup.
 3. You _____ wait for the green light before crossing.
 4. You _____ wear your seat belt in a car.
 5. You _____ shout in the library.

must
mustn't
must
mustn't

Read the Story: Help is Here!

Lina was in the kitchen when she saw some smoke near the stove. She felt a little scared but remembered the safety rule:

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

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

“Mom, there's smoke in the kitchen!”

Her mother came right away and turned off the stove.

She checked everything and made sure it was safe.

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

Her mother smiled and said,

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



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

6 Read and answer

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

She was in the kitchen.
She called an adult and stayed calm.
She called her mother.
She came right away and turned off the stove



Mr. Mohamed Said

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

1. Lina called her friend. _____ **F**
2. The fire was in the living room. _____ **F**
3. Lina's mother came to help. _____ **T**
4. Lina stayed calm and safe. _____ **T**

8 Fill in the blanks using words from the box

help – safe – smoke – mom

1. Lina saw some _____ in the kitchen.
2. Lina called her _____ right away.
3. She asked for _____.
4. Lina stayed _____.

smoke
mom
help
safe



Speaking

9 Pair work: Take turns asking and answering the questions

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

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

Student A: Who can you call for help?

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

10 Writing

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

You must call for help in an emergency.

You mustn't touch hot things.

My Safety Guide

Read the story: Let's Stay Safe



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

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

Sally **nodded** and said, "Yes, and you mustn't

talk to strangers. If there is an emergency, you must call for help."

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

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

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



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

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

T
F
T
F

2 Fill in the blanks using words from the box

mustn't – must – emergency – stop – follow – helmet

1. You _____ wear a _____ when riding a bike.
2. You _____ talk to strangers.
3. Sally said, "_____ and wait for the green light."
4. If there is an _____, you must call for help.
5. To stay safe, you must _____ the rules.

helmet
mustn't
stop
emergency
follow



3 Reorder the words to make a sentence



1. wear / must / helmet / You / a

You must wear a helmet.

2. call / help / must / for / You

You must call for help.

3. mustn't / run / You / near / street / the

You mustn't run near the street.

4. wait / must / light / for / You / green / the

You must wait for the green light.

5. mustn't / talk / to / strangers / You

You mustn't talk to strangers.

4 Complete the sentences with words from the text

1. You must for the green light before you cross.

2. Don't to strangers.

3. You must wear a when you ride a bike.

4. You mustn't near the street.

5. You must for help in an emergency.

wait
talk
helmet
run
call

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

I must wear my helmet when I ride my bike.

I must wait for the green light before crossing the street.

I mustn't talk to strangers.

I must call for help in an emergency.



Language in Use

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Punctuation: Exclamation point (!)

When do we use exclamation points?

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

Example:

• Stop!



• Don't run!



• Be careful!

• Watch out!

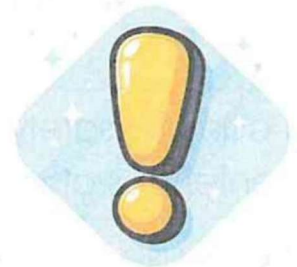


• That's amazing!



6 Add exclamation points where needed

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



7 Design your own safety guide!

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

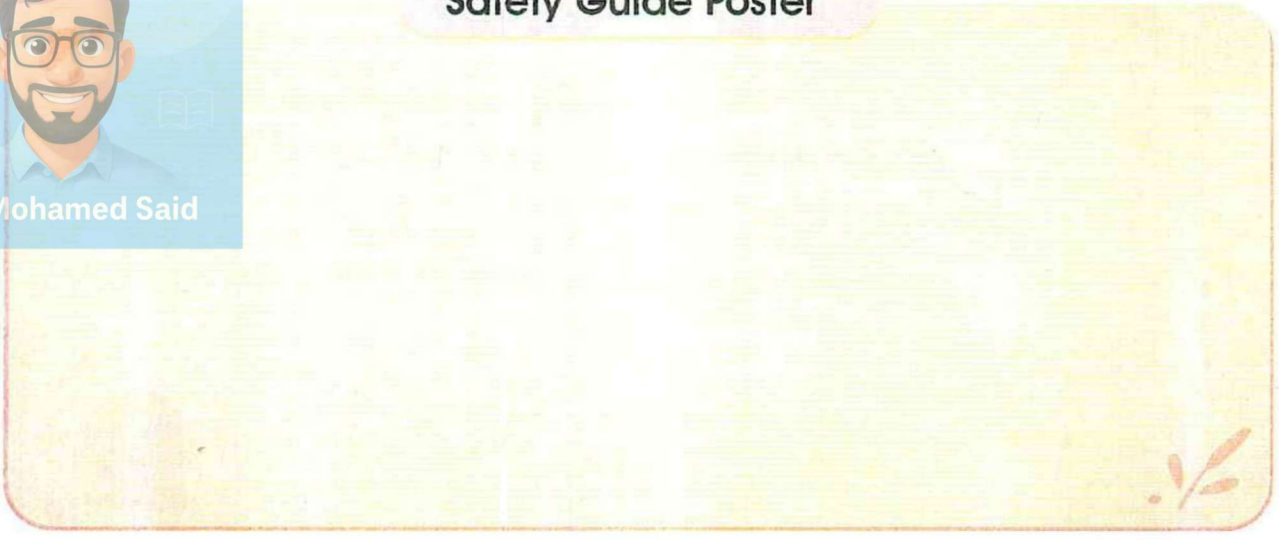
What to include

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






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Safety Guide Poster



Self-Assessment

What I learned	Always 	Sometimes 	Not yet 
I can use safety vocabulary in sentences and conversations.			
I can use imperatives to give instructions.			
I can use modals for rules (must, mustn't) correctly.			
I can pronounce consonant blends (sl, st, gr, tr).			
I can follow instructions and understand safety rules.			



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Food and Health



Learning Outcomes

Speaking

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

Reading

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

Listening

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

Writing

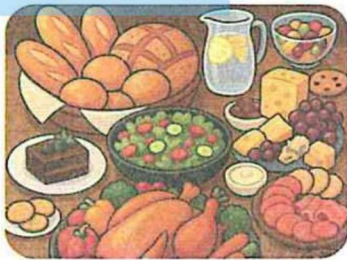
- Write short, correct sentences with food, health, and hygiene vocabulary.
- Write short paragraphs describing meals, healthy habits, and personal preferences.
- Use reflexive pronouns correctly in writing.



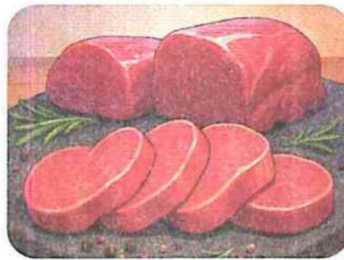
Food for Energy



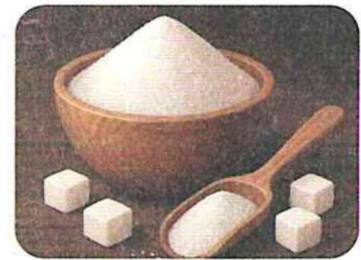
1 Look and read Mr. Mohamed Said



Food gives us energy.



Meat gives us protein.



Too much sugar is bad for your body.



I eat fruits every day.



Water keeps us healthy.



We must eat vegetables.

2 Read and answer the following questions

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

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

Food gives us energy to play, learn, and grow.
Fruits and vegetables help us fight sickness.
Sugar is unhealthy when we eat too much of it.
Protein helps our body to be strong.
We have good energy every day by eating the right food and drinking enough water.



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

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

T
F
F
T
T



Language in Use

Reflexive Pronouns

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

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

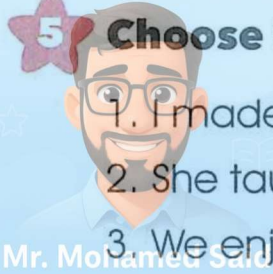
4 Match the subject to the correct reflexive pronoun

1 I	herself
2 She	themselves
3 They	itself
4 You	myself
5 It	himself
6 He	yourself



myself
herself
ourselves
yourself
themselves

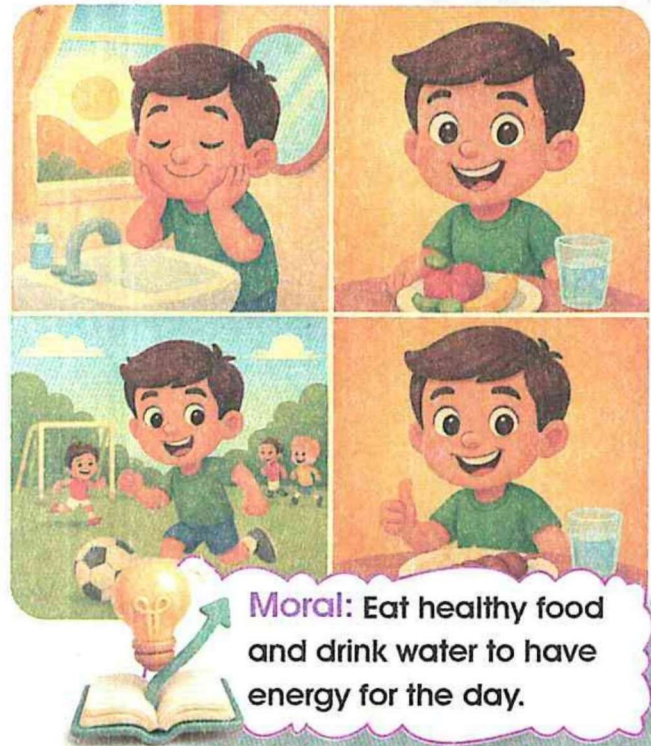
5 Choose the correct reflexive pronoun



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

Read the following text

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



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

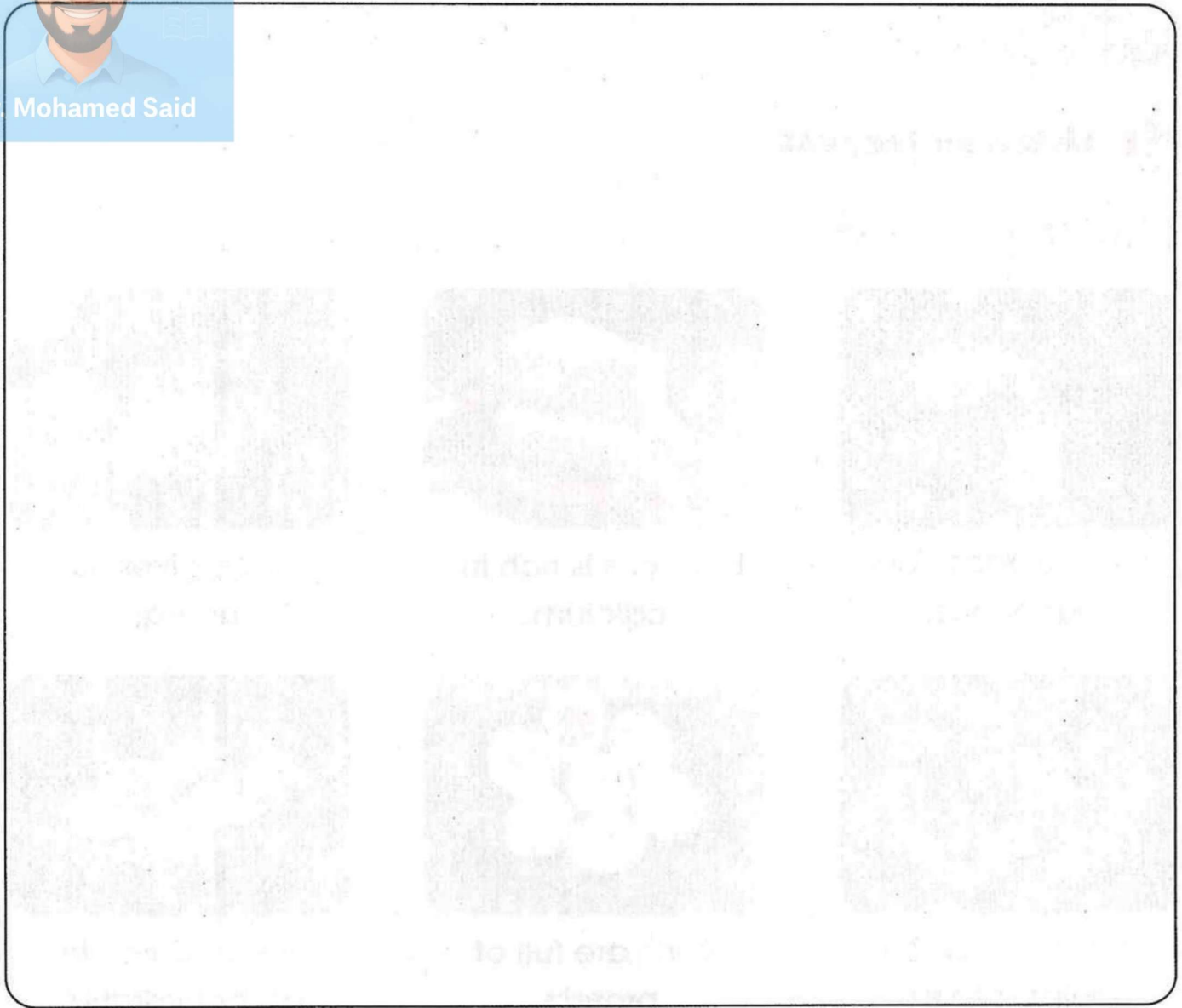
6 Answer the following questions

1. What does Seleem eat for breakfast? **Seleem eats fruit and vegetables for breakfast.**
2. What game does Seleem play? **Seleem plays football.**
3. What food does Leila enjoy in the morning? **Leila enjoys bread and cheese in the morning.**
4. Who makes a salad for himself? **Omar makes a salad for himself.**

7 Draw your favorite food and write two sentences about it.



Mr. Mohamed Said



- I like pizza.
- I eat it with cheese and vegetables.



Healthy and Unhealthy Food



Vocabulary

Mr. Mohamed Said

1 Listen and repeat

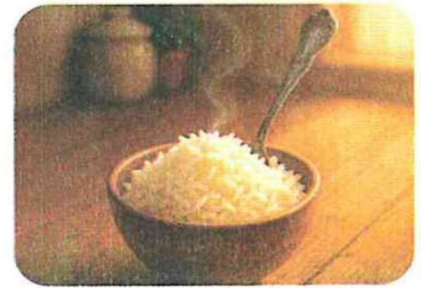
Healthy Food



Milk is good for our bones.



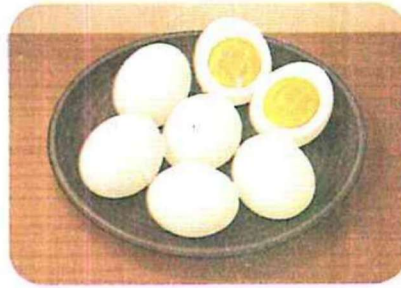
Cheese is rich in calcium.



Rice gives us energy.



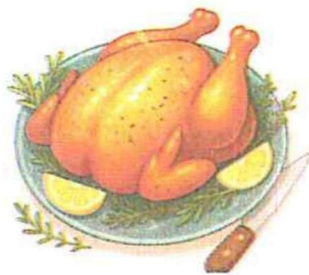
Nuts are a good source of fats.



Eggs are full of protein.



Bread is rich in carbohydrates.



Chicken is tasty and healthy.

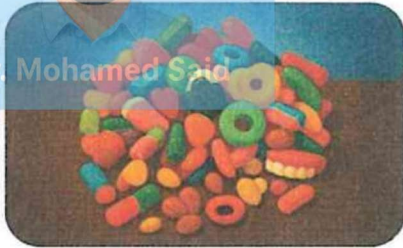


Fish helps our brains grow.

2 Listen and repeat

Unhealthy Food

Mr. Mohamed Said



Sweets are bad for our teeth.



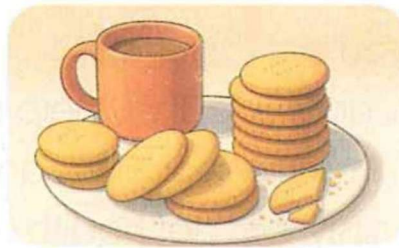
Soda has too much sugar.



Chips are salty snacks.



Fries are cooked in oil.



Cookies are not healthy snacks.



Cake is not good for your body.



Pizza has too much fat and salt.



Lollipops are just sugar.

3 Circle the odd one out

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

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

Candy
pizza
fish
nuts
loll



4 Read the dialog and act it out

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

Salma : I usually eat eggs and drink a glass of milk. They give me

Mr. Mohamed energy. What about you?

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

Salma : Really? Cake and soda in the morning?

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

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

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

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

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

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

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





5 Answer the following questions

1. What does Salma usually eat and drink for breakfast?
Salma usually eats eggs and drinks a glass of milk for breakfast.
2. Who usually eats pizza and fries?
Maya usually eats pizza and fries.
3. What food does Salma eat for lunch to stay strong?
Salma eats chicken and nuts for lunch to stay strong.
4. What does Maya decide to do after talking with Salma?
Maya decides to try chicken and nuts instead of pizza and fries.



Phonics Focus: "ea" and "ee"

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

1. "ea"

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

2. "ee"

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



6 Listen and circle

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



Mr. Mohamed Said

7 Draw and label one healthy food and one unhealthy food from the text.

Healthy Food

Unhealthy Food

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

I eat apples and carrots.

They are healthy.

Cake and soda are not healthy.

Healthy food makes me strong.



Staying Healthy



Vocabulary

Mr. Mohamed Said

1 Listen and repeat



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



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



I **clean** my room every day.



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



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



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



2 Read the following text

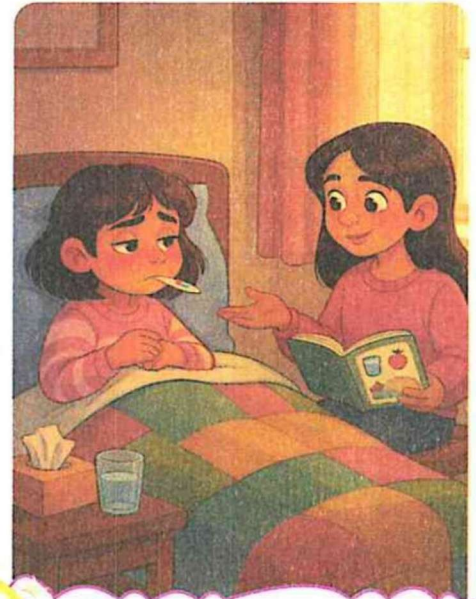
Maya Learns to Take Care of Herself

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

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

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

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



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

3 Answer the following questions

1. Who gave Maya advice?
2. Name three healthy habits Maya followed.
3. How did Maya feel after taking care of herself?
4. What is the moral of the text?

Salma gave Maya advice.
Maya washed her hands, ate healthy food, and exercised.
Maya felt much better.
Taking care of yourself helps you stay healthy and happy.

4 Complete the sentences with the correct word

exercise / wash / clean / sick / rest / medicine

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

wash
exercise
sick
clean
rest
medicine

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

- Mr. Mohamed
1. Exercise makes your body weak. _____ **F**
 2. Washing your hands keeps you healthy. _____ **T**
 3. Rest is not good for your body. _____ **F**
 4. Medicine helps you when you are sick. _____ **T**
 5. Cleaning your room is good for you. _____ **T**

6 Rewrite each sentence with the correct reflexive pronoun

1. I wash herself every morning.

I wash myself every morning.

2. She exercises by yourself.

She exercises by herself.

3. We make healthy snacks by himself.

We make healthy snacks by ourselves.

4. The cat cleans themselves every day.

The cat cleans itself every day.

5. He answers the questions ourselves.

He answers the questions himself.

7 Writing

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

I wash myself every day.

I eat healthy food by myself.

I take care of myself when I am sick.

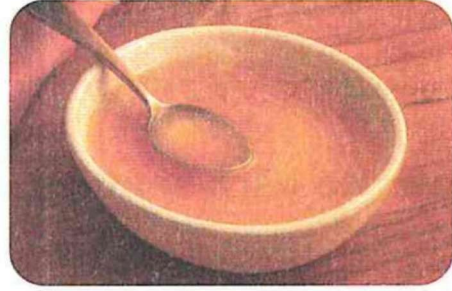
Our Healthy Plan



1 Listen and repeat



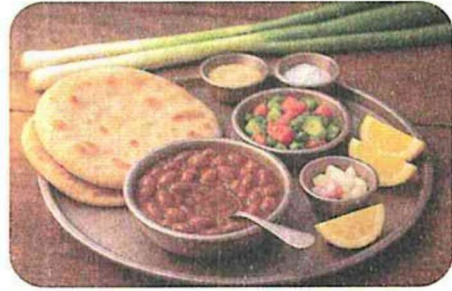
I eat **yogurt** with honey.



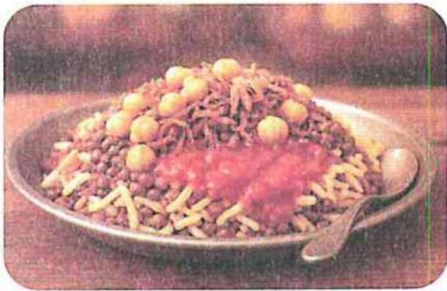
We drink some **soup** when we're hungry.



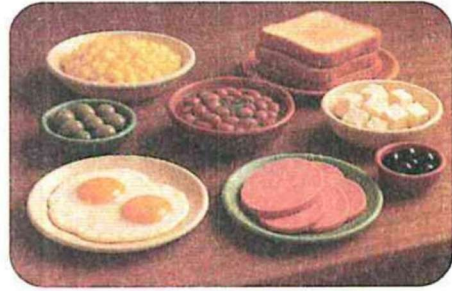
I put a little **honey** in my yogurt.



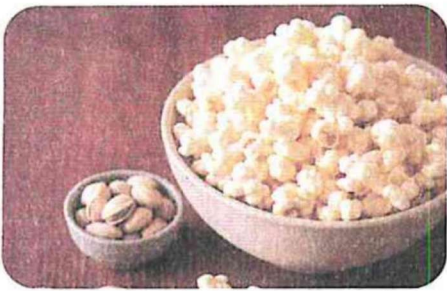
I eat **breakfast** at 7 a.m.



Lunch is my favorite **meal**.



I eat **dinner** with my family.



I eat a healthy **snack** in the afternoon.



menu

Meals and Prices

Grilled Marinated Chicken	\$16.00
Fish and Chips	\$12.00
Salad	\$15.00
Fruit Salad	\$11.00

Beverages

Soft Drinks	\$3.00
Iced Tea	\$3.00
Freshly Squeezed Lemonade	\$5.00
Fruit Juice	\$3.00
Coffee	\$1.00
Hot Tea	\$3.00



I made a healthy **menu** for today.



Mr. Mohamed Said

2 Read again. Then complete using words from the box

breakfast – soup – Lunch – dinner – menu – family

1. I eat _____ with my _____.

2. I drink some _____ when I'm hungry.

3. I eat _____ at 7 a.m.

4. _____ is my favorite meal.

5. I made a healthy _____ for today.

family
soup
breakfast
Lunch
menu



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

1. I put a little honey _____.

a) in my yogurt

b) in the soup

c) in my tea

2. I eat dinner _____.

a) with my family

b) in the afternoon

c) at 7 a.m.

3. I eat a healthy _____ in the afternoon.

a) snack

b) dinner

c) breakfast

in my yogurt
with my family
snack



Language in Use

Countable and Uncountable Nouns

Mr. Mohamed Said

1. Countable Nouns

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

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

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

Examples: tomato, carrot, sandwich, potato.

2. Uncountable Nouns

We cannot count them individually.

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

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

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

1. tomato _____ **C**
2. rice _____ **U**
3. sandwich _____ **C**
4. honey _____ **U**
5. water _____ **U**
6. cheese _____ **U**

5 Complete with "a, an or some"

1. ___ **some** water
2. ___ **some** rice
3. ___ **a** ___ carrot
4. ___ **an** ___ egg



Reading and Writing

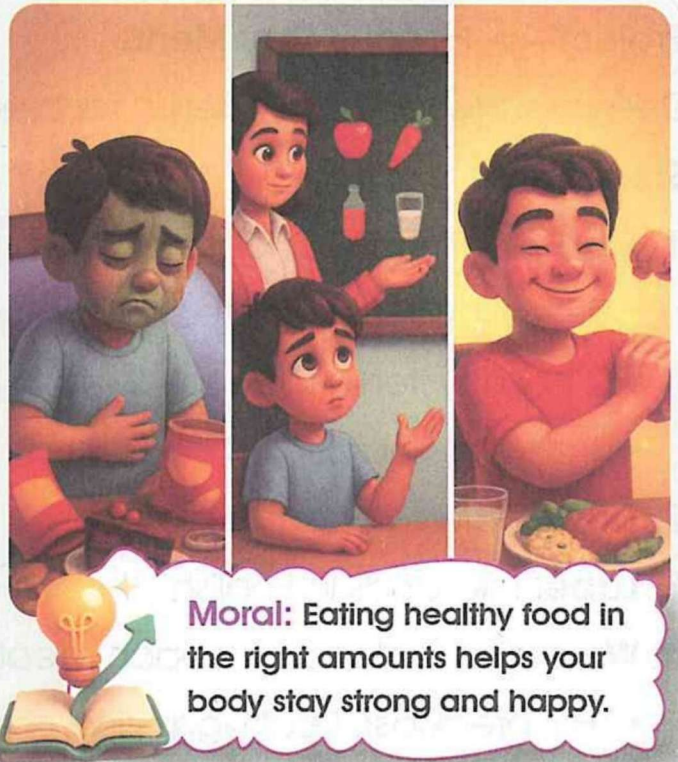
Read the following text

Mr. Mohamed Said Omar's Healthy Menu

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

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

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



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

7 Answer the following questions

1. What snacks did Omar like to eat before? **Chips, cake, and soda**
2. How did Omar feel when he ate unhealthy food? **He felt tired and had a stomachache**
3. Who gave Omar advice about healthy eating? **His teacher**
4. How does eating healthy food help our bodies? **It helps our bodies stay strong and happy**

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

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



9 Writing Task

Project – A Healthy Day Menu

Design a "Healthy Day Menu" for breakfast, lunch, and snacks.

Mr. Mohamed Said
Steps

1. **Plan** your meals. Choose at least:
 - 2 healthy items for breakfast
 - 2 healthy items for lunch
 - 1 healthy snack
2. **Draw** pictures of each food item.
3. **Label** the foods in English.
4. **Write** one sentence for each meal. Example:
 - "For breakfast, I eat eggs and drink milk."
5. **Share** your menu with the class. Explain why your menu is healthy.



MENU

Breakfast

Avocado

Cheese Croissant

Sentence: "For breakfast, I eat avocado and a cheese croissant."

Lunch

Steak

Spaghetti

Sentence: "For lunch, I eat steak and spaghetti."

Snack

Fruit Salad

Yogurt

Sentence: "For a snack, I eat fruit salad and yogurt."

Drinks

Orange juice

Tea




Sentence: "I drink orange juice and tea."

This menu is healthy because it includes fruits, vegetables, protein, and dairy for energy and growth.



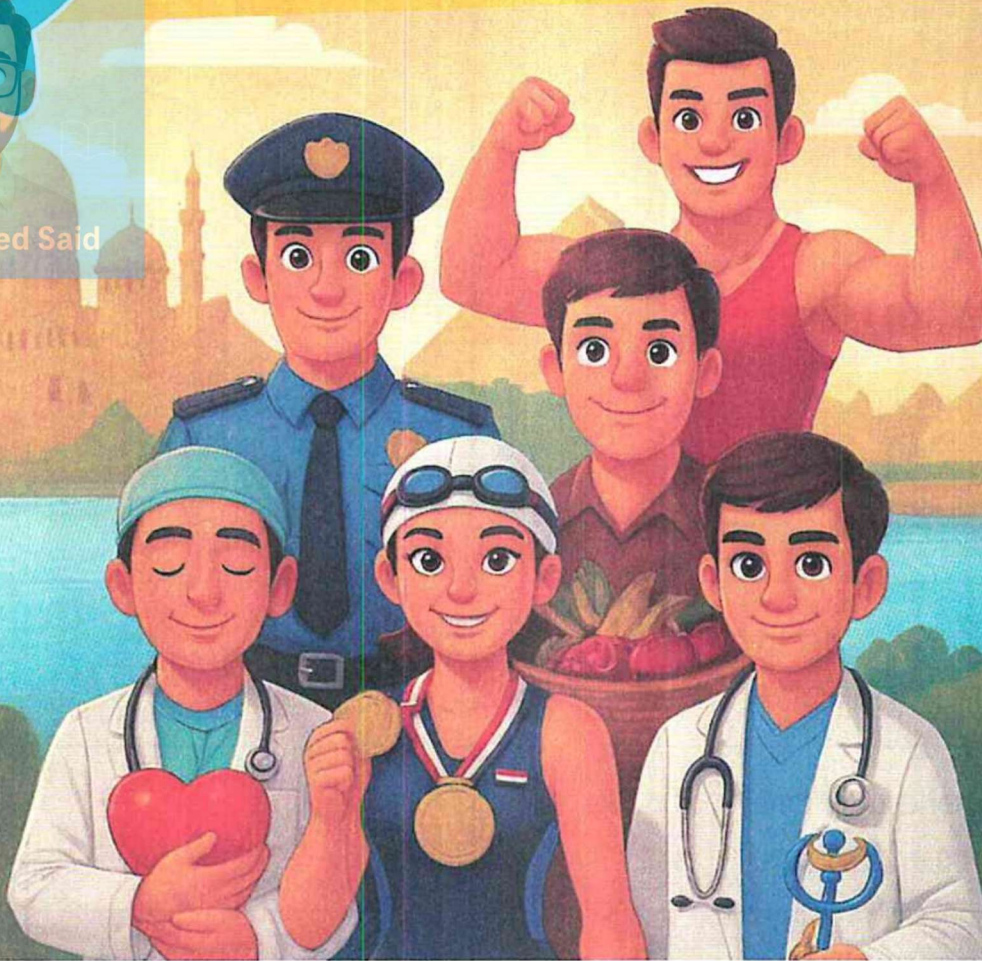
Self-Assessment

Mr. Mohamed Said

What I learned	Always 	Sometimes 	Not yet 
I can read and understand words about food, health, and hygiene.			
I can use new words to talk about healthy and unhealthy food.			
I can use reflexive pronouns like "myself" in sentences.			
I can understand short texts about healthy habits.			
I can talk about my healthy habits clearly.			
I can write 3 or more sentences about a healthy plan.			



Heroes Around Us



Learning Outcomes

Speaking

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

Reading

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

Listening

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

Writing

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








My Hero



Vocabulary

1 Look and read

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



2 Read the dialog and act it out



Mr. Mohamed Said

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

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

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

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

Karim: That is very **brave**.

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

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

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

Karim: Why **smart**?

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

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

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

3 Write the number of the word next to its meaning

1. strong

3

being nice and caring about others

2. brave

4

solves problems well

3. kind

1

can do difficult things easily

4. smart

5

someone who does something special

5. hero

2

shows courage in hard times



Mr. Mohamed Said

4 Fill in the blanks using words from the box

hero – brave – kind – smart

kind
brave
smart
hero

1. The swimmer says _____ words to make the children happy.
2. He was _____. He could save the girl.
3. He is _____. He solves problems well.
4. He is brave, smart, and kind. He is a true _____.

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

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



Language in Use

Adverbs of Sequence

Use "first" and "then" to show order

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

Examples:

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

First



Then



6 Reorder the sentences

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

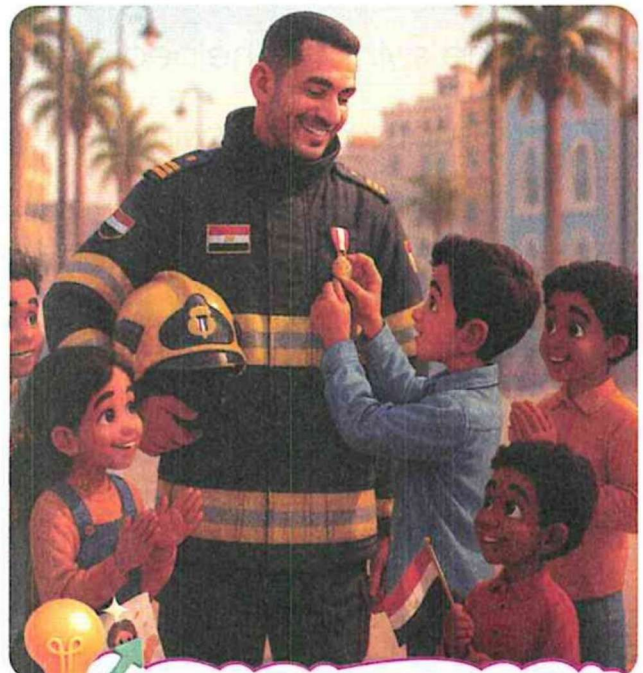
7 Write your own

Describe what your hero does using the model above.

First, Ahmed ran to the playground Then he helped his friend who fell and hurt his knee.

The Brave Firefighter

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



Moral: Helping others is the greatest honor.



Heroes in Our Daily Life



1 Look and read
Mr. Mohamed Said



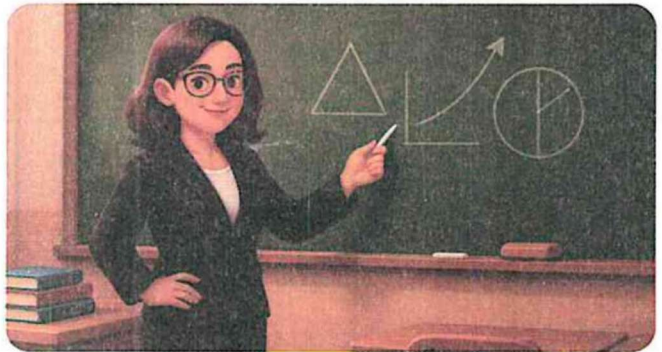
The boy is **helpful**.



Firefighters **rescue** people.



The police officers wear a **uniform**.



My mom **teaches** math.

2 Read the dialog and act it out

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

Student: Wow! How do you do that?

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

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

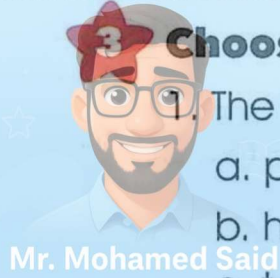
Doctor: Yes! I help people who are very sick or hurt.

Student: Do you work with others?

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

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

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



3 Choose the correct answer

1. The doctor's job is to _____

- a. play football
- b. help people feel better
- c. teach students

2. The doctor wears a _____

- a. hat
- b. uniform
- c. helmet

help people feel better
uniform
helpful
team

3. The student thinks the doctor is _____

- a. helpful
- b. funny
- c. shy

4. The doctor works with a _____

- a. pilot
- b. teacher
- c. team

4 Fill in the blanks using words from the box

rescue – uniform – teaches – helpful

1. The firefighter will _____ the people from the fire.

2. The nurse is very _____.

3. The police officer wears a _____.

4. My dad _____ science.

rescue
helpful
uniform
teaches

5 Choose the correct word

1. A doctor's (**rescue** / **job**) is to help sick people.

2. The pilot wears a (**uniform** / **helmet**) when flying a plane.

3. The firefighter (**rescues** / **wears**) a girl from the fire.

4. My sister is (**helpful** / **brave**) because she helps her friends.

job
uniform
rescues
helpful



Phonics Focus: Magic e

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

- Examples:** Said
 mad → made
 kit → kite
 hop → hope

6 Circle the words with the magic e

mad - kite - sad - hope - kit

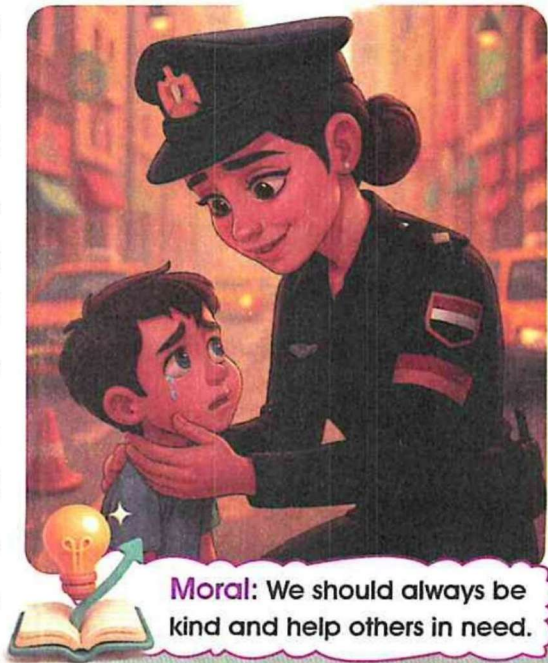
7 Unscramble the following letters to form words

- | | |
|-------------------|----------------------|
| 1. mane → n _ _ _ | 2. evarb → b _ _ _ _ |
| 3. evsa → s _ _ _ | 4. eakm → m _ _ _ |
| 5. leas → s _ _ _ | |

name
brave
save
make
sale

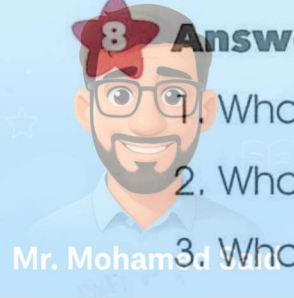
Officer Asmaa - The Helpful Policewoman

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



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

LEARN. INSPIRE.
ACHIEVE.
ENGLISH OPENS DOORS.



8 Answer the following questions

1. What is Asmaa's job? Policewoman
2. What happened to the child? He was lost and crying in the street.
3. What did officer Asmaa tell the child? She told him not to be afraid.
4. How did the parents feel? They felt very happy.
5. What do police officers do for us? They protect people and keep the city safe.

9 Fill in the blanks using words from the box

hand - lost - safe - policewoman - afraid

policewoman
lost
hand, afraid
safe

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

10 Draw and label

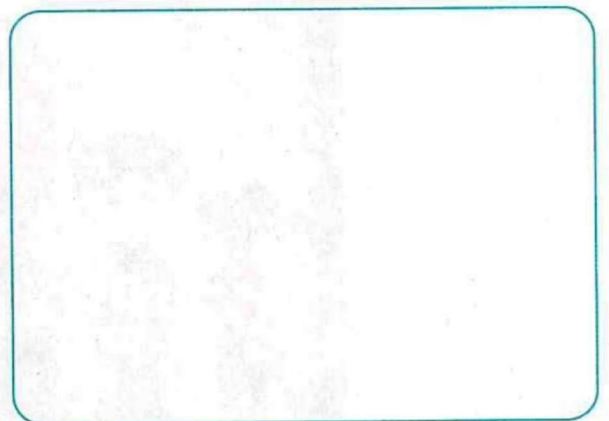
Draw your heroes. Write two sentences about their job and what they are like.

Sentence starters

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

Examples:

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



.....
.....

11 Writing

Who helps you in your neighborhood? What is their job?

My neighbor is a teacher. She helps children learn and is kind.

Hero Stories

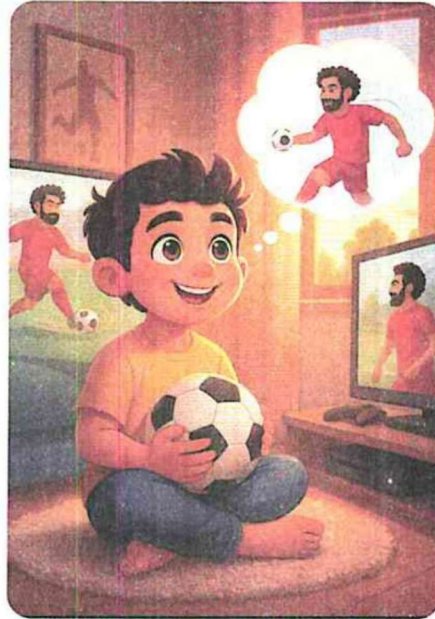


1 Look and read

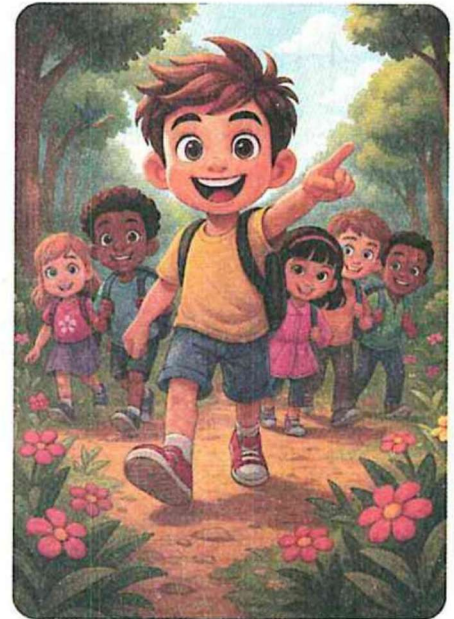
Mr. Mohamed Said



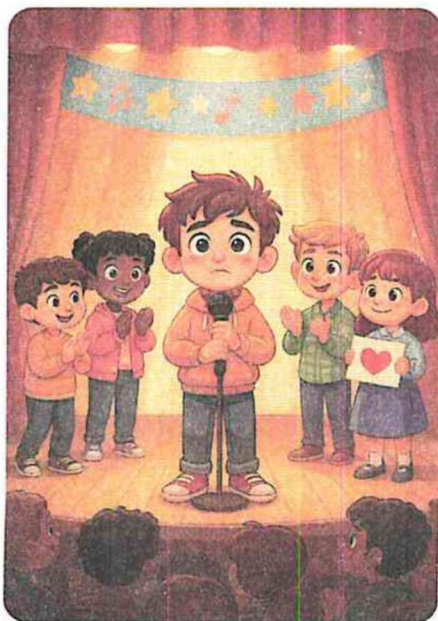
My friend **supports** me when I'm sad.



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



A good **leader** helps his team.



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



Mourad is **honest** and never lies.



2 Match the word to the meaning

1. support

a person who shows others what to do

2. inspire

to help someone

3. leader

always telling the truth

4. courage

to make someone want to do something good

5. honest

being brave when something is hard or scary

3 Fill in the blanks using words from the box

support – inspires – leader – courage – honest

1. My friends _____ me when I need help.

2. The captain is the _____ of the team.

3. My teacher _____ me to try new things.

4. He is _____ and never lies.

5. She showed _____ when she spoke in front of the class.

support
leader
inspires
honest
courage

4 Choose the correct answer

1. A person who tells the truth is (honest / leader).

2. When you help someone, you (courage / support) them.

3. To try something hard without fear is (courage / inspire).



5 Pair work



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Tell your friend one sentence about someone who inspires you.

6 Read the dialog and act it out

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

Hala: Really? What did she do?

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

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

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

Hala: I want to be like her someday.

7 Fill in the blanks with First or Then

1. _____, the girl warned the people.

_____, she helped them move to a safe place.

2. _____, she carried food to the families.

_____, she stayed to make sure everyone was okay.

3. _____, she told the children a story to keep them calm.

_____, she gave them warm blankets.

4. _____, she cleaned the shelter.

_____, she went to check on the sick people.

5. _____, she thanked everyone for working together.

_____, she went home to rest.

First, Then

First, Then

First, Then

First, Then

First, Then



Circle the helpful actions

help people – eat cake – build hospitals – play games – give food – help friends with homework – run in the park – give clothes

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A HELPING HERO

Heba helped many people during hard times in Egypt. She always cared about others and wanted to make their lives better. First, she gave food and clothes to poor families so they could live happily. Then, she helped build hospitals to support sick people in need. Heba is also very honest and brave. She is not afraid to do what is right. Many Egyptians look up to her because she shows them how to be kind and strong. Her good heart and courage inspire everyone.



Moral: Helping others can change lives and inspire kindness.

9 Answer the following questions

1. Who did Heba help?

Many people in Egypt

2. What did Heba give to poor families?

Food and clothes

3. What did Heba help build?

Hospitals

4. How can you describe Heba?

Honest and brave

5. What does Heba show Egyptians by her actions?

How to be kind and strong



Mr. Mohamed Said

10 Choose the correct word

1. Heba helped many people during (happy / hard) times in Egypt.
2. She always (cared / played) about others.
3. She gave food and (toys / clothes) to poor families.
4. Heba helped build (hospitals / schools) for sick people in need.
5. Heba is not afraid to do what is (wrong / right).

hard
cared
clothes
hospitals
right

11 Fill in the blanks using words from the box

hospitals – brave – clothes – honest

1. Heba is _____ and _____.
2. She helped build _____ for people in need.
3. She gave food and _____ to poor families.

honest, brave
hospitals
clothes

Discuss

12 What does it mean to be honest and brave?

Writing

13 Write 3 sentences about someone who helps people. Use words from the lesson.

My friend helps people in our neighborhood.
She gives food and clothes to those in need.
She is honest and brave.

.....
.....
.....
.....





Celebrating Our Heroes



Vocabulary

1 Look and read

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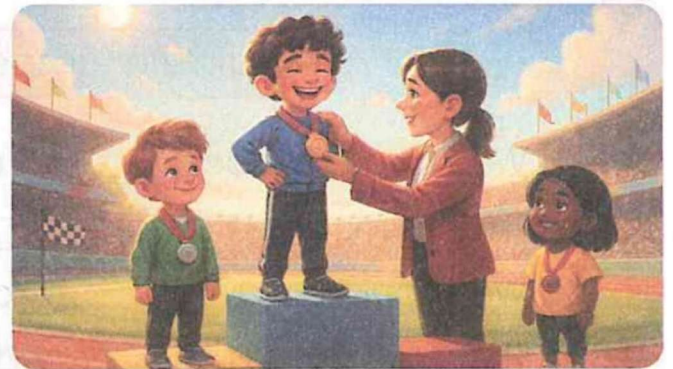
An **athlete** runs fast in the race.



We should **respect** our parents.



The school **event** is on Thursday.



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

THE GOLD MEDAL

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

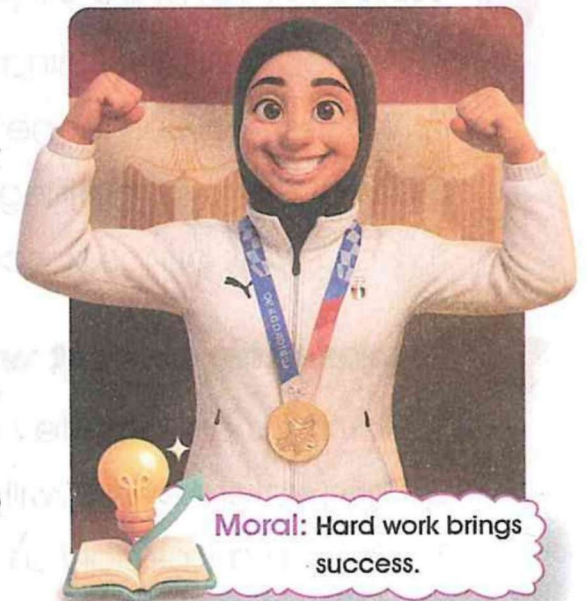
She **trained**, practiced, and never gave up.

At last, she won a gold **medal** for Egypt.

Her school made a party to celebrate her.

Everyone **clapped** and smiled for her.

Feryal said, "This medal is for everyone who helped me."



Moral: Hard work brings success.



Mr. Mohamed Said

2 Answer the following questions

1. Who is Feryal Ashraf?

Feryal Ashraf is a famous Egyptian athlete.

2. What did she do every day to get ready?

She trained and practiced every day.

3. What did she win for Egypt?

She won a gold medal for Egypt.

4. How did the school celebrate her?

The school made a party to celebrate her.

3 Fill in the blanks using words from the box

athlete - respect - event - medal

1. We have a school _____ every month.

2. The girl received a gold _____.

3. We should always _____ our heroes.

4. The _____ trained every day.

event
medal
respect
athlete

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

1. A medal is something you can eat.

2. We respect someone when we are polite to them.

3. An event is something boring that happens every day.

4. Hard work brings success.

F
(T)
(F)
(T)

5 Choose the correct word

1. Karma is an (athlete / medal). She trains very hard.

2. The (water / event) will start at 10 a.m.

3. He won a (medal / shoe) in the race.

4. We (respect / sleep) our teachers and classmates.

athlete
event
medal
respect



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6 Reorder the words to form a sentence

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

Ahmed won a gold medal.
The athlete trains every day.
We should respect our parents.
The event is on Monday.

7 Punctuate the following sentences

1. we respect our teacher
.....
We respect our teacher.
2. the event is on Monday
.....
The event is on Monday.
3. our heroes work hard to help people
.....
Our heroes work hard to help people.
4. when is the school event
.....
When is the school event?

8 Plan a presentation about celebrating an Egyptian hero.

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




First, Feryal Ashraf trained every day to prepare for her big race.
Then, she competed and won a gold medal for Egypt.
She is a brave and hardworking athlete.
Everyone at her school celebrated her success.

.....
.....



Self-Assessment

Mr. Mohamed Said

What I learned	Always 	Sometimes 	Not yet 
I can recognize words about heroes in a spoken text.			
I can answer questions about a short story.			
I can talk about a hero using first, then.			
I can use words like brave, strong, kind, and smart in sentences.			
I can write sentences about a hero.			
I can plan a presentation about a hero.			



Mr. Mohamed Said

Let's Review Units 1, 2, and 3

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

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

seat belt
vitamins
rescue
child



Choose the correct answer from a, b, or c

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

emergency
healthy
helmet
brave

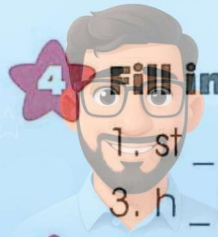


Read each group of sentences and choose the correct one

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

**You must cross the street carefully.
I wash myself every day.**

**First, the hero saw the smoke. Then, he put out the fire.
Meat and cheese are healthy foods.**



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stop
meal
hero
grab

4 Fill in the missing letters to form a word

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

5 Choose the correct answer

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

6 Circle the odd one out

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

phone
computer
policeman
tablet

7 Rearrange the letters to form a word

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

hurt
helmet
street
stranger

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

- 1. stop don't run near the street **Stop! Don't run near the street.**
- 2. is this an emergency **Is this an emergency?**
- 3. the ambulance is coming **The ambulance is coming.**
- 4. we must respect parents and teachers **We must respect parents and teachers.**

9 Write a sentence about one of the following

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

I wear my seat belt and look both ways to stay safe.

Living with Technology

Mr. Mohamed Said



Learning Outcomes

Speaking

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

Reading

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

Listening

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

Writing

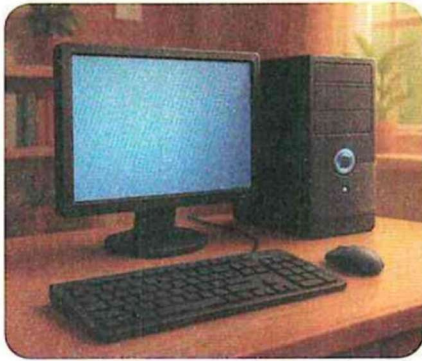
- Use vocabulary related to technology to write short correct sentences.
- Use "and, or, but" correctly to join simple ideas in writing.
- Write guided sentences about technology use in daily life.
- Punctuate sentences using 'commas', with "and, or, but."
- Write a short paragraph describing technology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



What is Technology?



1 Listen and repeat



computer



tablet



phone



robot



TV

2 Read the dialog and act it out

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

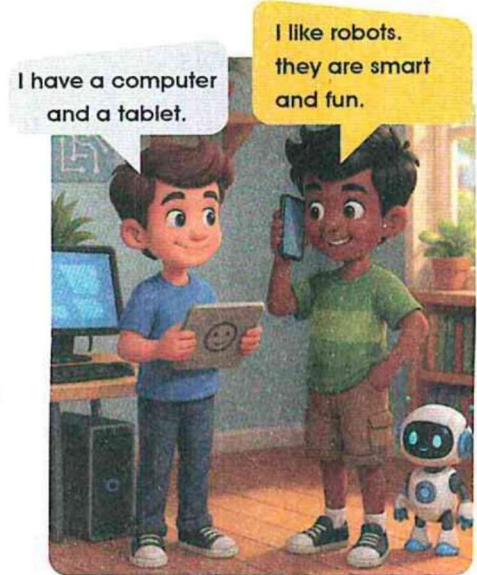
Omar : I have a **phone**, but I don't have a **computer** at home.

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

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

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

Omar : Maybe one day they will!



LEARN. INSPIRE.
ACHIEVE.
ENGLISH OPENS DOORS.

3 Match the word to the picture



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computer

phone

tablet

robot

TV



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

TV – computer – phone – tablet – robot

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

phone
TV
computer
robot
tablet

5 Speaking

Say which one you use most: computer, phone, tablet, robot, or TV.
Example: I use my phone the most. I watch videos and play games.



Language in Use

and – but – or

Mr. Mohamed **and**



expresses
addition

Example:

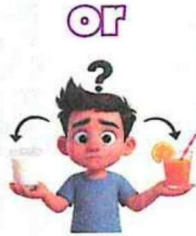
I have one
sister **and**
one brother.



shows
contrast

Example:

I like tennis
but I don't like
basketball.



gives a
choice

Example:

Do you
want milk
or juice?

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

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

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

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

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

and
but
or
and

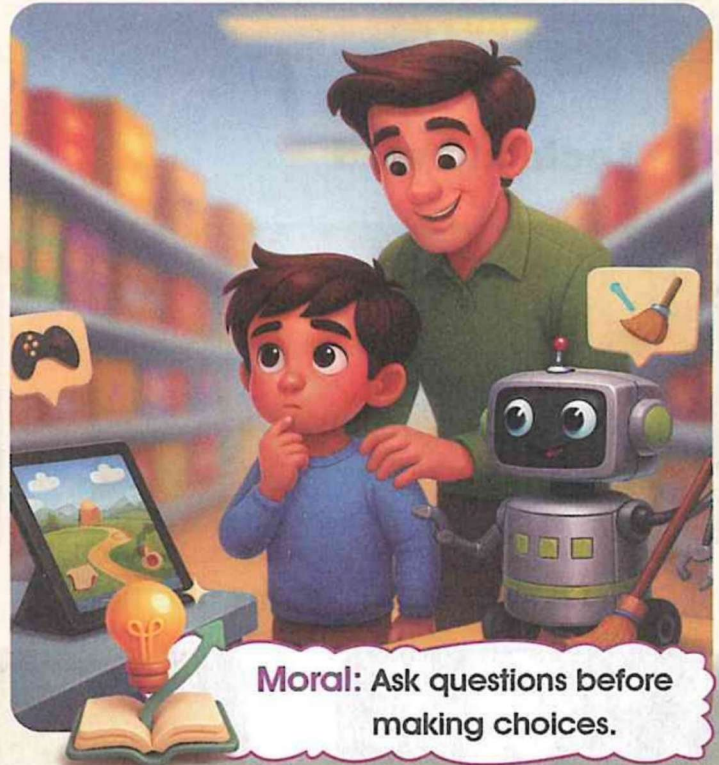
7 Read and circle and, or, but

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

Samy's Smart Start



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



Moral: Ask questions before making choices.

8 Answer the following questions

1. What two things does Samy want for his birthday?
A robot and a tablet
2. Who goes with Samy to the shop?
His dad
3. What can the tablet do?
It is good for games and reading
4. Name two things the robot can do.
Clean his room and remind him to do his homework
5. Which gift does Samy choose?
The robot

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

I have a phone and a tablet.

I want a robot, but I also like a tablet.

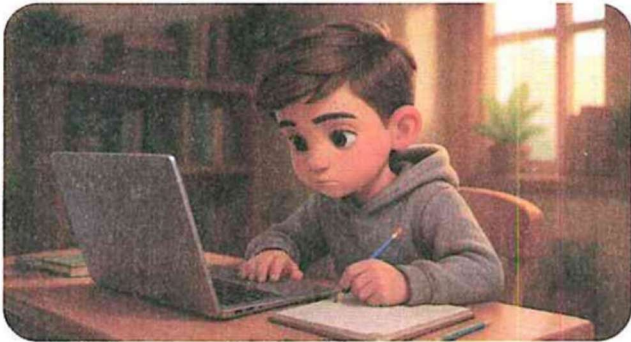
I can use my tablet for reading or playing games.



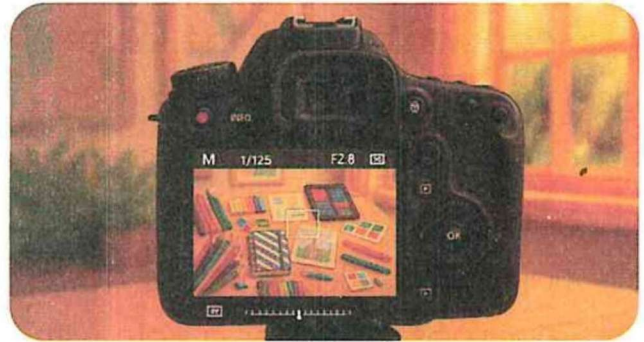
Technology in Our Daily Life



Mr. Mohamed Said
Look and read



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



My **camera** takes clear photos.



I use **apps** to learn English.



We play **games** after school.

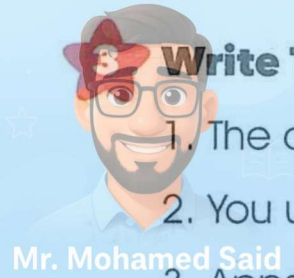


I send **emails** every day.

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

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

camera
games
email
games



Write T for True or F for False

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

F
T
T
F
T



Phonics Focus: Sounds er - ar - or

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

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

er – computer, teacher, player, letter

ar – car, star, park, guitar, farmer

or – corn, horn, fork, short, storm



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

1. teach__
2. f__mer
3. h__n
4. st__m
5. lett__

teacher
farmer
horn
storm
letter



Word sort game

5 Sort the words into the correct column

Mr. Mohamed Said

computer
star
storm

farm
short
guitar

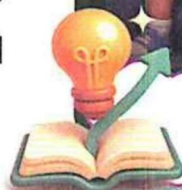
corn
teacher

letter
car

ar	er	or
farm	letter.	corn
star	teacher	storm
car.	computer.	
guitar		

The Busy Player

Omar plays games every day. He plays in the morning **and** in the evening. One day, he forgets to eat lunch. His sister says, "You must take a break." The next day, Omar plays games **but** also goes outside to play football. He feels happier and healthier.



Moral: Use technology in a balanced way.



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

1. What does Omar play every day?

- a) Football
- b) Games
- c) Music

2. When does Omar play games?

- a) In the morning and evening
- b) At night only
- c) After school only

3. What does Omar forget to do one day?

- a) Do homework
- b) Eat lunch
- c) Call his friend

Games
In the morning and evening
Eat lunch

7 Write T for True and F for False

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

F

T

T

8 Draw and write: My Favorite App

- 1. Think of your favorite app (game, camera, music, or other).
- 2. Draw the app icon in the box.
- 3. Write 3 sentences about how you use technology every day.



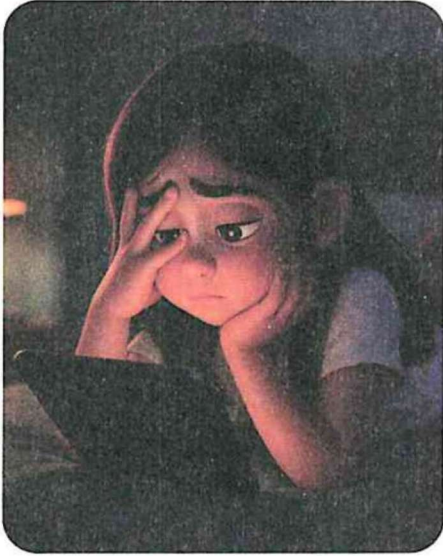
I like the Camera app.
I use it to take photos every day.
I also share pictures with my friends.



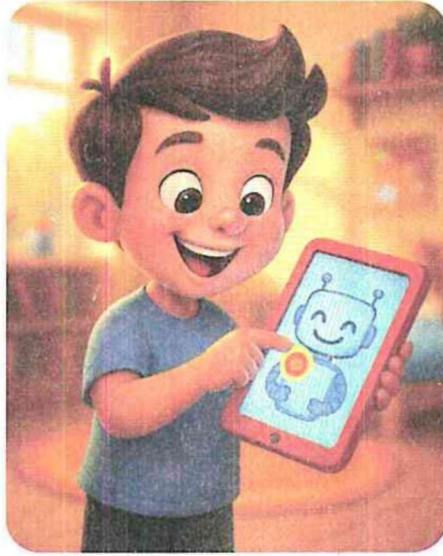
Using Technology Safely



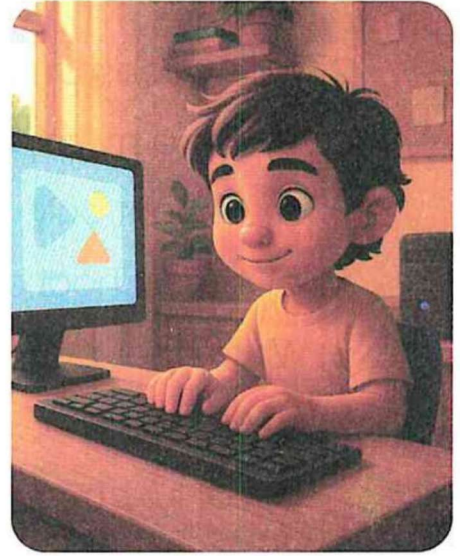
Mr. Mohamed Said
1 Look and read



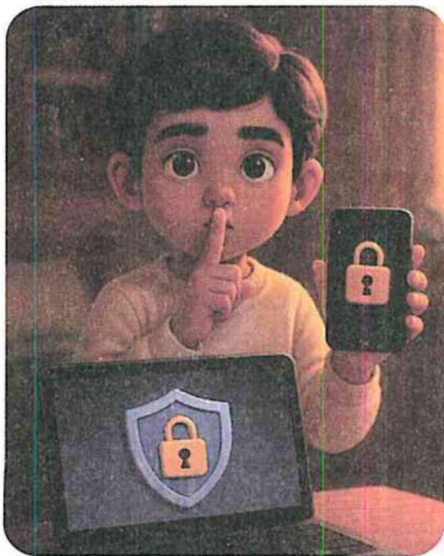
Don't look at the screen for too long.



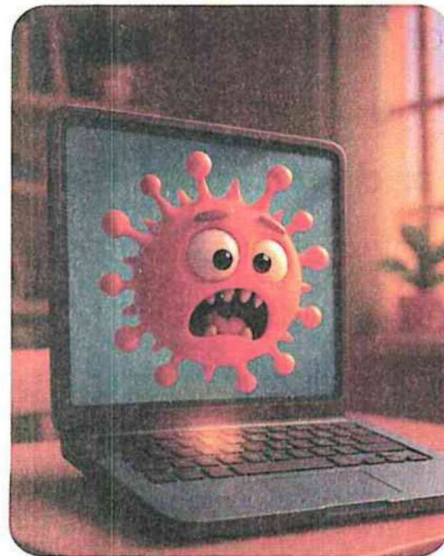
Press the power button to turn on a device.



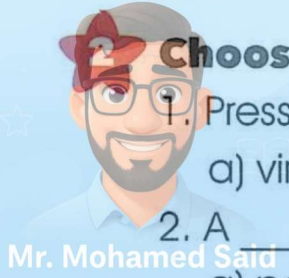
I type with the keyboard.



My password is secret.



A virus can harm your computer.



Choose the correct answer from a, b, or c

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

button
password
virus
keyboard
screen

3 Read the dialog and act it out

Amina : Wow! My new computer looks great. The **screen** is so big!

Marwa: Yes! And you have a new **keyboard** too.

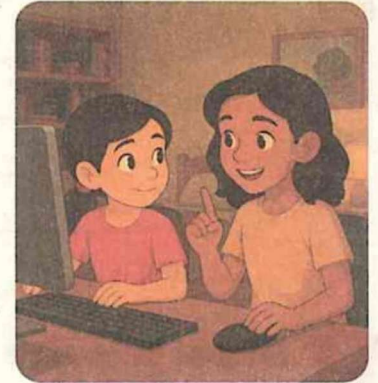
Amina : I need to make a strong **password** so no one can get into my **account**.

Marwa: That's good idea. A good password has numbers and letters.

Amina : You're right. I will do that.

Marwa: And remember not to share your password with strangers.

Amina : Thank you, Marwa. Let's play a game on it.



4 Match the word to the meaning

- | | | |
|-------------|------------------|---|
| 1. keyboard | _____ | a. shows pictures, videos, and texts |
| 2. screen | _____ | b. harmful program that can damage your computer |
| 3. virus | _____ | c. small part you press to make something work |
| 4. password | _____ | d. letters and numbers you type to unlock something |
| 5. button | _____ | e. lets you type letters and numbers |



Language in Use

Will & Will not

Form – Will/will not + the base verb

Mr. Mohamed

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

Examples: *I will play games after school.*

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

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



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



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

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

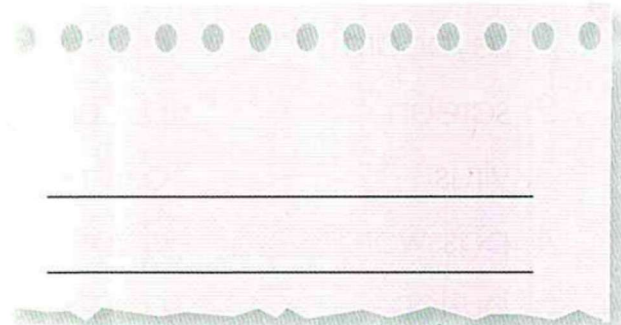
6 Draw & write

Draw two pictures

Will: I will play football tomorrow.

Won't: I won't eat junk food tomorrow.

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

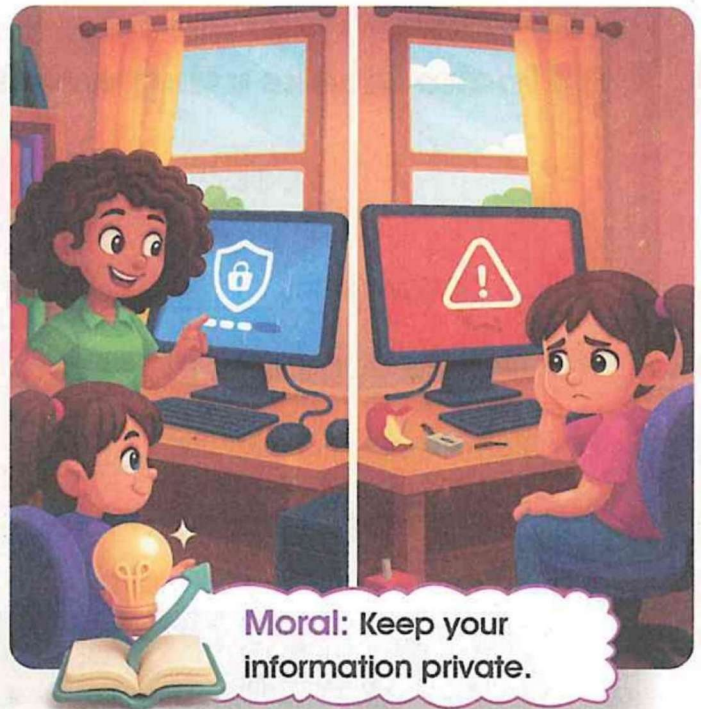


The Secret Password



Mr. Mohamed Said

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



Moral: Keep your information private.

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

1. What did Laila's friend ask for?

- a) Her email address b) Her password c) Her phone number

2. How did the friend's computer get a virus?

- a) From a game b) From an email c) From a password

3. What did Laila teach her friend?

- a) How to play a game
b) How to make a strong password
c) How to write an email

Her password
From a game
How to make a strong password

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

- Laila gave her password to her friend.
- The virus came from a game.
- Laila helped her friend fix the problem.
- Laila will share her password again.

F ()
T ()
T ()
F ()



Mr. Mohamed Said

9 Fill in the blanks using words from the box

password – virus – private – strong

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

private
virus
password
strong



10 Writing

Write 3 sentences about what you will or won't do to stay safe online.

- I will keep my password private.**
- I won't share my personal information online.**
- I will ask an adult before downloading games or apps.**

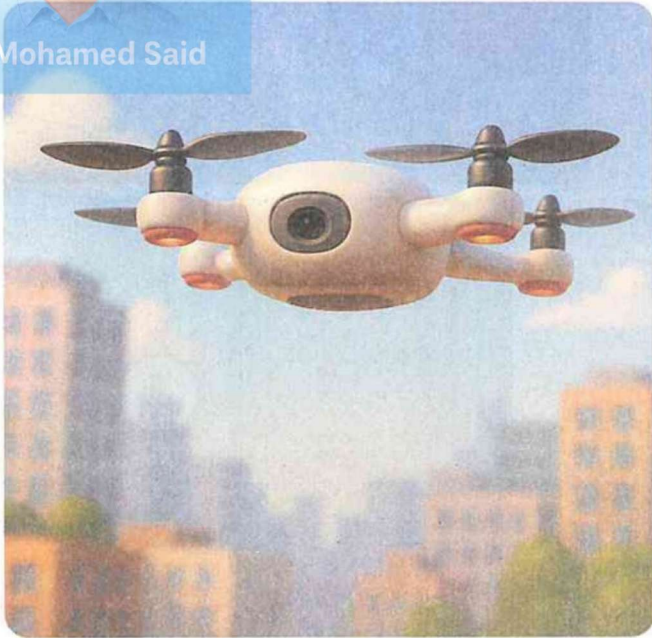


Technology in the Future

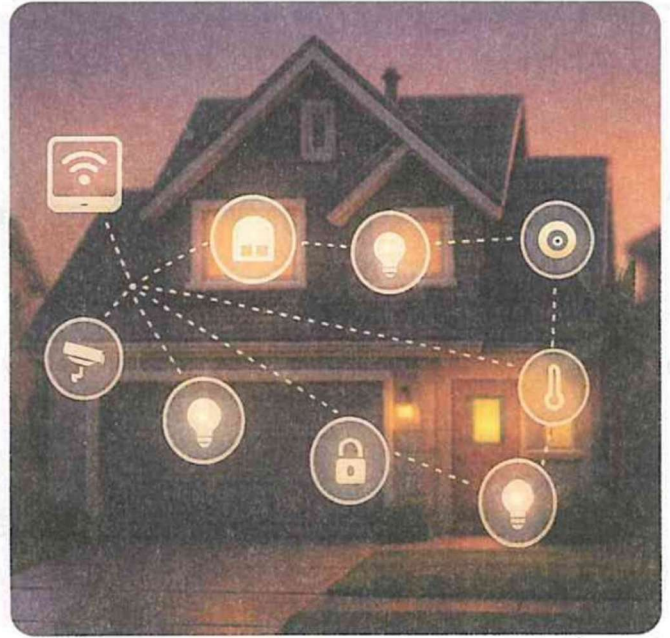


Look and read

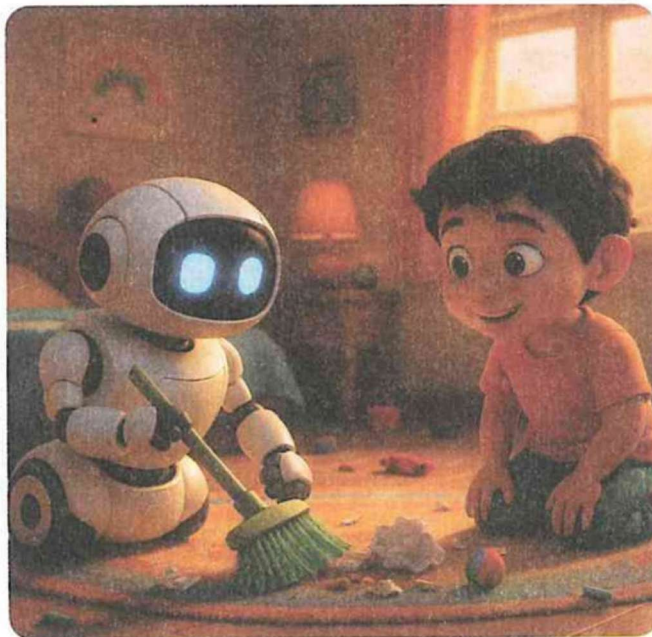
Mr. Mohamed Said



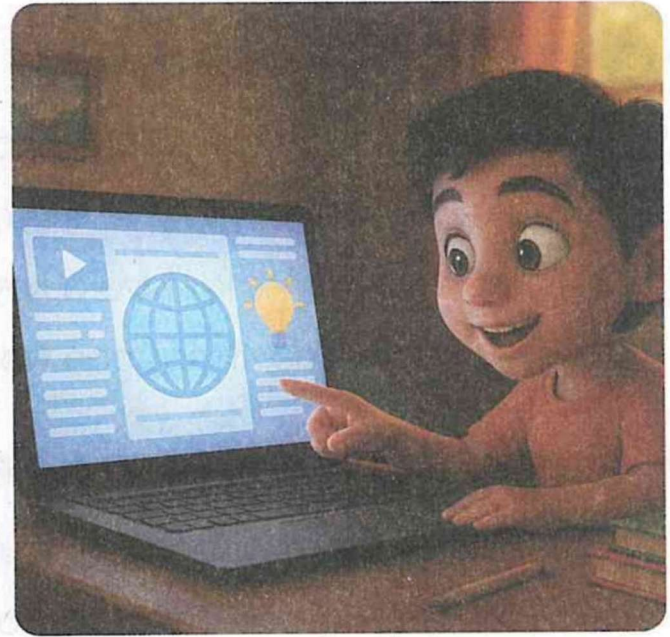
A **drone** can take photos from the sky.



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



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



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



2 Read the dialog and act it out



Hassan : Hi, Ahmed! What are you doing?

Ahmed : I'm watching a video about drones.

Hassan : Amazing! What does it do?

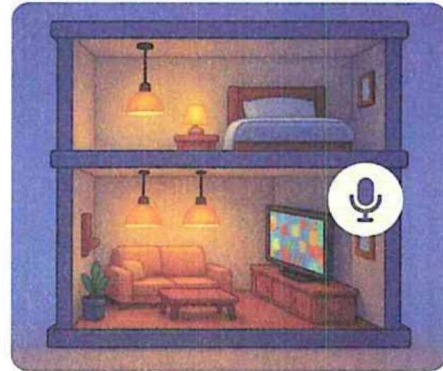
Ahmed : It flies and takes photos from the sky.

Hassan : That's so cool!

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

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

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



3 Choose the correct answer

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

fly and take photos
toy drone
smart home
your voice

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

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

— T
— F
— T
— F



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5 Fill in the blanks using words from the box

internet – drone – robot – smart home

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

drone
internet
smart home
robot

6 Speaking: Pair work

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

Tell your friend

- what it does
- why you like it
- how you will use it in the future (use "will" and "won't")



7 Put the words in the correct order

- play / will / I / tomorrow / football

I will play football tomorrow.

- my / I / won't / share / password

I won't share my password.

- help / I / will / you / homework / with / the

I will help you with the homework.

- play / won't / games / I / night / at

I won't play games at night.



Mr. Mohamed Said

8 Punctuate the following sentences

1. I will send you an email

I will send you an email.

3. omnya won't click the button

Omnya won't click the button.

4. my friend will call me tomorrow

My friend will call me tomorrow.

The Drone Delivery

In 2050, Karim orders lunch on his smartphone. A drone flies to his window and drops the food. The smart home warms the food for him. Later, Karim visits his grandmother. She has no drone, **but** she has warm bread and a big smile. Karim eats lunch with her and says, "Technology is fast, **but** family is the best."



Moral: Technology is fast, but family is the best.

9 Writing

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

Robots will help us clean our houses.

Cars will drive themselves.

We won't need to wait in long lines.

Phones will be able to translate any language instantly.

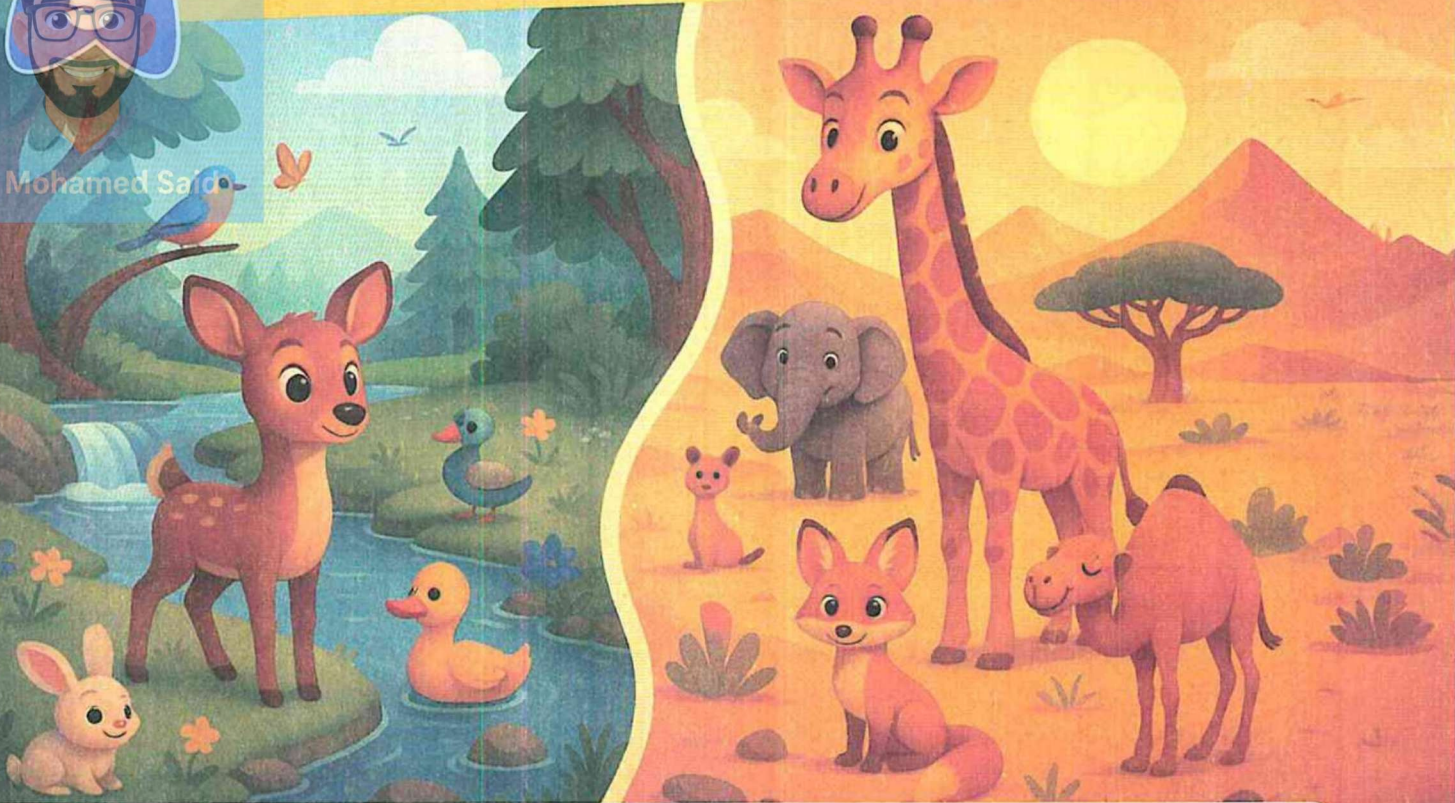


Self-Assessment

Mr. Mohamed Said

What I learned	Always 	Sometimes 	Not yet
I can read and understand new technology related words.			
I can understand short safety tips about using technology.			
I can use technology related words to write sentences.			
I can use and, or, but, to join my ideas.			
I can write a short paragraph about technology in my life.			
I can describe different types of technology.			
I can talk about what I like and don't like about technology.			
I can ask and answer simple questions about technology.			
I can understand keywords about technology in short talks or dialogs.			
I can follow short instructions about using technology safely.			
I can hear and recognize the letter sounds (ar, er, or) in words related to the unit.			

Animals and Habitats



Learning Outcomes

Speaking

- Name habitats and animal body parts clearly.
- Use adjectives to describe animals and their homes in short sentences.
- Discuss what different animals "can/can't" do.
- Pronounce the patterns of "oo" and "ow" in short words accurately.

Reading

- Identify key vocabulary about habitats, animals, and their features.
- Recognize specific information about where animals live and what they can do.

Listening

- Recognize key words about animals and their habitats in short spoken texts.
- Recognize supporting details about animals and their habitats in short spoken texts.
- Respond to oral instructions for sorting animals.
- Distinguish between the patterns of "oo" and "ow" when listened to.

Writing

- Label pictures of animals and habitats with correct vocabulary.
- Use "can / can't" to write about animals abilities.
- Describe animals and their habitats, using appropriate adjectives.
- Write sentences about protecting nature, animals, and their homes.



Discovering Habitats



1 Listen and repeat

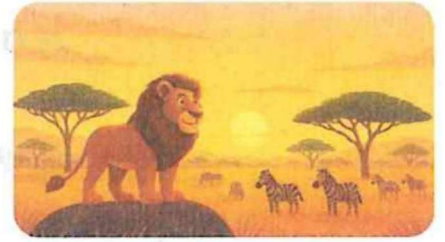
Mr. Mohamed Said



habitat



ocean



wild



desert



forest

2 Read the dialog and act it out

Teacher: Good morning! Today, we will talk about animals and their homes. What is a home for an animal?

Mourad: Is it where animals live?

Teacher: Yes! A **habitat** is where animals live.

Karma: Can you give us an example?

Teacher: A **forest** has tall trees. Many animals live there.

Mourad: What does "wild" mean?

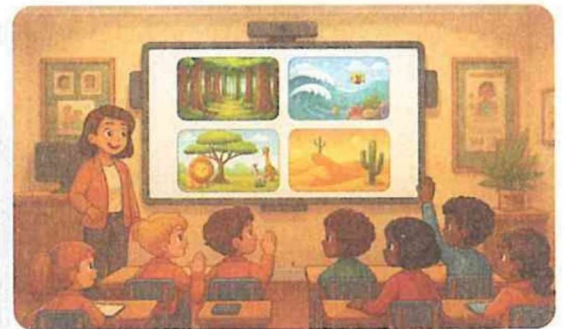
Teacher: "Wild" means animals that live in nature and not owned by people.

Mourad: What about the **ocean**?

Teacher: The **ocean** is big and salty.

Karma: Lizards live in the **desert**.

Teacher: Yes! Let's **discover** more about animals and their homes.





Mr. Mohamed Said

Phonics Focus: The /u:/ and /ʊ/ Sounds

The letters `oo` can be tricky because they can sound different. Sometimes they are long, like in 'moon', and sometimes short, like in 'book'. This guide will help you remember!

The long oo, like in moon, zoo, pool, and food.

The short oo, like in book, foot, look, and cook.



Listen to your teacher and fill in the missing letters

foot, wood, hook, book

1. f _ _ t 2. w _ _ d 3. h _ _ k 4. b _ _ k

foot
wood
hook
book



Language in Use

Adjectives

Adjectives are words that describe nouns (people, places, or things). We use them to describe animals and their homes.

<p>A hot desert</p> <p>The word "hot" describes the desert</p>	<p>A deep ocean</p> <p>The word "deep" describes the ocean</p>
<p>A wild Kangaroo</p> <p>The word "wild" describes the kangaroo</p>	<p>A tall forest</p> <p>The word "tall" describes the forest</p>



Complete the sentences with the correct adjective

- The desert is _____. (hot / tall)
- The ocean is _____. (deep / wild)
- The lion is _____. (hot / wild)
- The trees in the forest are _____. (tall / deep)

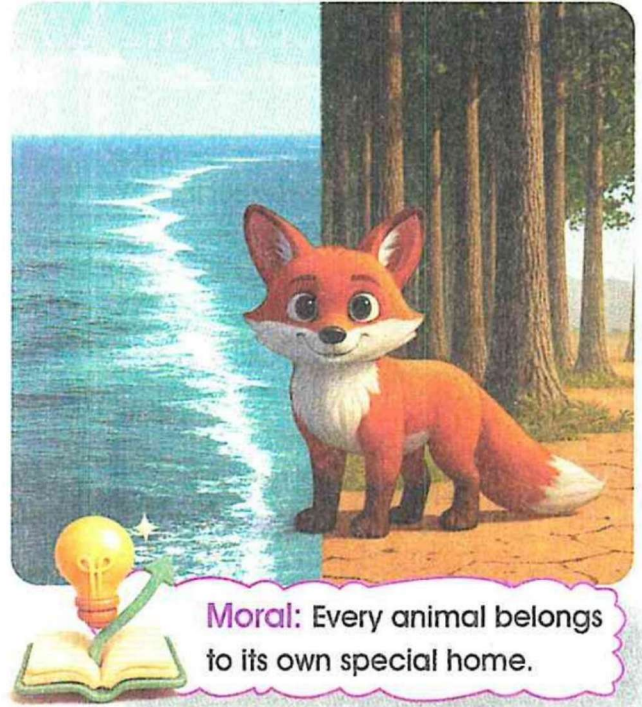
hot
deep
wild
tall



Reading and Writing

The Curious Fox

Mr. Mohamed Said
Foxy the fox loved to explore. One day, he wandered out of his forest habitat. He saw a huge, blue ocean. The salty water was so different from the fresh water in his forest. He saw a dry, sandy desert with no trees. Foxy realized that his own forest, with its cool shade and tall trees, was the perfect place for him. He learned that every animal has a special home that is just right.



Moral: Every animal belongs to its own special home.

in the forest
A huge, blue ocean
cool
home

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

1. Where did Foxy the fox live?
 - a. In the desert
 - b. In the forest
 - c. By the ocean
2. What did Foxy see that was very different from his forest?
 - a. A river
 - b. A desert
 - c. A huge, blue ocean
3. The forest has _____ shade.
 - a. cool
 - b. hot
 - c. salty
4. Foxy learned that every animal has a special _____.
 - a. tree
 - b. ocean
 - c. home

8 Draw a picture of a forest habitat. Write 3 sentences next to your drawing describing the forest and the animal you chose.

The forest has tall trees and green leaves.

A fox lives in the forest.

The forest is cool and shady, perfect for animals.





Describing Animals



Vocabulary

1 Listen and repeat



fur



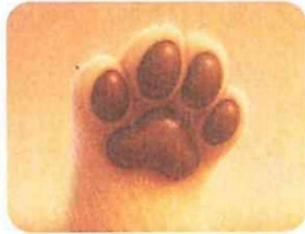
feathers



hoof



nest



paw



claws



tail

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

- Birds have _____ to help them fly.
a. claws b. fur c. feathers
- A horse walks on a _____.
a. paw b. hoof c. nest
- A bird's home is a _____.
a. cave b. nest c. tail

feathers
hoof
nest

3 Read and complete the text with the words in the box

fur, feathers, nest, paw

A bird has _____ and lives in a _____. A cat has _____ and walks with its _____.

feathers nest. fur. paw



4 Read the text and answer the questions



Animals have different body parts that help them live. A **furry** bear has big **paws** and **sharp claws**. A bird has soft **feathers** and a long tail. The bird builds its nest high in a tree. A horse has **hooves** on its feet and a tail to **push away** flies. Their body parts help them stay safe in their habitats.



1. What helps animals live?

- a. Their colors
- b. Their body parts
- c. Their food

2. What does a bear have on its feet?

- a. paws
- b. feathers
- c. hooves

Their body parts

paws
high in a tree

3. Where does a bird build its nest?

- a. on the ground
- b. in a cave
- c. high in a tree

To push away flies

4. What does a horse use its tail for?

- a. To eat food
- b. To push away flies
- c. To climb trees



Adjectives tell us more about nouns

<p>A furry bear The word "furry" describes the bear.</p>	<p>Sharp claws The word "sharp" describes the bird's/animal's claws.</p>
<p>Strong legs The word "strong" describes the animal's legs.</p>	<p>Fluffy feathers The word "fluffy" describes the bird's feathers.</p>

5 Pair work: Guess the animal!



It has sharp
claws and
strong legs.
It lives in the
jungle.

Is it a
tiger?



★ Your turn

1. Work in pairs

- Choose one animal in your mind.
- Pick two adjectives from the box.
- Decide where it lives.

furry - fluffy - sharp -
long - tall - soft - small
- slow - strong - deep -
hot - wild

2. Make your sentences and play the game



Reading and Writing

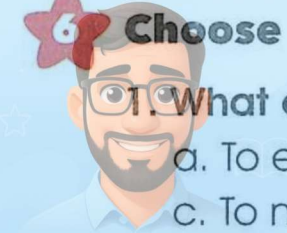
The Squirrel's Home

Squeaky the squirrel was very busy. He had a furry coat and a long, **bushy** tail. He used his sharp claws to climb up the tall tree. High in the **branches**, he had a **cozy** nest of leaves. He **gathered** nuts to keep his family safe. He was so happy with his home.





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



Mr. Mohamed Said

1. What does Squeaky the squirrel use his sharp claws for?

- a. To eat nuts
- b. To climb up the tall tree
- c. To make his nest

To climb up the tall tree
Leaves
Happy

2. What is Squeaky's nest made of?

- a. Sticks
- b. Leaves
- c. Mud

3. How does Squeaky feel about his home?

- a. Sad
- b. Happy
- c. Afraid

7 My Animal Fact Card



Remember:

- ✓ Use adjectives from the lesson.
- ✓ Start sentences with a capital letter and end with a period.



Picture:

[Draw your animal]

Name of animal: **fox**

Adjectives:

- 1. **furry,**
- 2. **small,**
- 3. **quick**

Habitat: **forest**

Write your sentences:

- 1. **The fox is furry and quick.**
- 2. **It lives in the forest.**

Example:

The panda is furry and cute.



It lives in the forest.





What Can Animals Do?

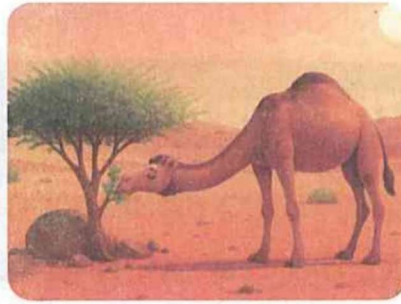


Vocabulary

Mr. Mohamed Said Listen and repeat



shelter



survive



crawl



fly



swim

2 Read the dialog and act it out

Noha: Wow! Look at the bear. Where does it live?

Maya: The bear lives in a cave.

Noha: Oh, so the cave is its home?

Maya: Yes! That's called a **shelter**.

Noha: Shelter? What's that?

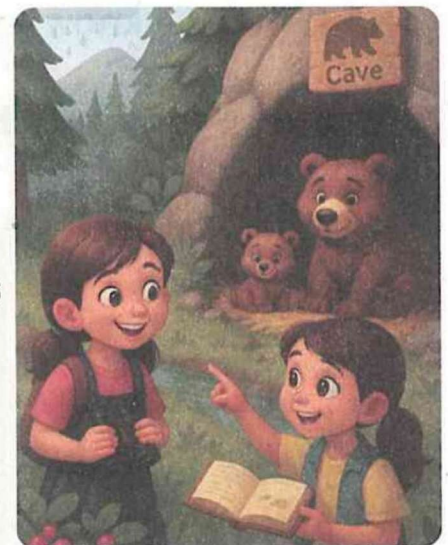
Maya: A shelter is a safe place where animals stay. It keeps them warm and dry.

Noha: I see! Why do animals need shelter?

Maya: To **survive**!

Noha: Survive?

Maya: That means to stay alive. Animals need food, water, and shelter to survive.





Mr. Mohamed Said

3 Read and complete the text with the words in the box

crawl, fly, survive, shelter, swim

A turtle can __ in the water. A bird can __ in the air. A snake can __ on the ground. These abilities help animals __ in their habitats.

swim, fly, crawl, survive, shelter



Phonics Focus: The long and short ow

The letters **ow** can be tricky because they can sound different. Sometimes they are long, like in snow, and sometimes short, like in cow. This guide will help you remember!

Long ow: like in **snow**, **grow**, and **window**.

Short ow: like in **cow**, **now**, and **owl**.



4 Listen and circle the odd one out

1. snow – grow – cow
2. brown – how – slow
3. now – owl – window
4. throw – know – now



5 Sort the words by the sound of "ow"

|| || || || || || || ||

snow, grow,
window, throw,
cow, owl, now

Long ow: /ou/	Short ow: /au/



Mr. Mohamed Said

Language in Use

Can & Cannot (can't)

We use "can" to talk about abilities.

Example: A bird **can** fly.



We use **cannot (can't)** to talk about things you are not able to do.

Example: A fish **cannot (can't)** fly.



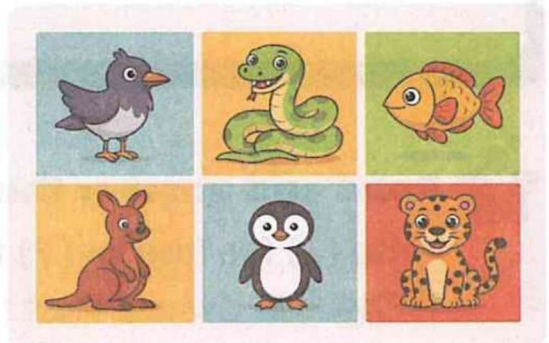
Note

When writing **cannot**, we often use the short form **can't** in writing and speaking.

6 Pair Work: Can or Can't?

Instructions

1. Work with your partner.
2. Choose an animal from the pictures (don't tell your partner).
3. Say two things it can do and two things it can't do.
4. Your partner will guess the animal.



7 Put the words in the correct order to form a sentence

1. food / to / survive / need / Animals
..... **Animals need food to survive.**
2. bird / fly / can / The / sky / in / the
..... **The bird can fly in the sky.**
3. ground / A / crawl / snake / can / the / on
..... **A snake can crawl on the ground.**

8 Punctuate the following sentences

1. the fish can swim
..... **The fish can swim.**
2. can a turtle crawl
..... **Can a turtle crawl?**

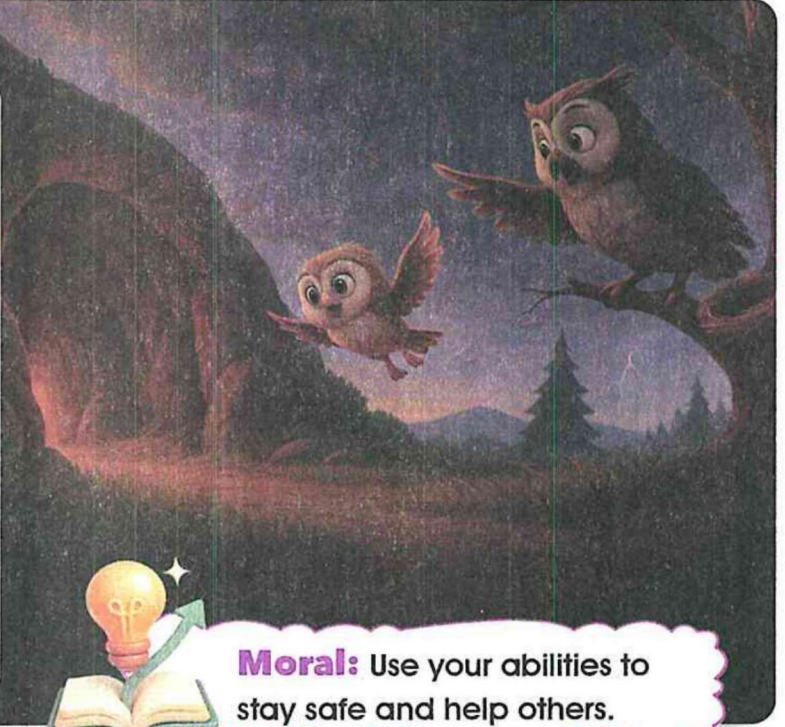


Reading and Writing

The Helpful Owl

Mr. Mohamed Said

A little owl was worried. The storm was coming, and its nest was in a **shaky** tree. An old owl told him, "You can fly, little one. You can find a better shelter." The little owl **flew away**. He found a big cave and stayed safe inside. His ability to fly saved him.



Moral: Use your abilities to stay safe and help others.

9 Read and answer the questions

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

1. The little owl can not fly.
2. The little owl found a big cave.
3. The storm never came.
4. The little owl's wings helped him stay safe.

F	()
T	()
F	()
T	()

10 Write 3-4 sentences using can/can't about a time you helped someone

I can help my sister with her homework.
 I can't reach the top shelf, so I asked my dad.
 I can carry the groceries for my mom.
 I can't drive a car yet, but I can guide my little brother.



Protecting Nature



Vocabulary

1

Listen and repeat

Mr. Mohamed Said



Nature



Protect

2

Read and complete the dialog with the words in the box

nature, survive, keep something safe

Noha: We should be kind to _____.

Maya: Yes! And we should help animals _____ **nature,**

Noha: Do you know what the word "protecting" means? **survive,**
keep something safe

Maya: Yes! It means to _____.

3

Read the text and answer the questions

We all **share** the Earth with animals. It is our job to **respect** them and their homes. We must not throw trash in the forest or the ocean. We can help by cleaning up and making sure animals have a safe place to live. When we protect nature, we help animals survive.



1. Who do we share the Earth with? **animals**

a. cars

b. books

c. animals



2. How can we help animals?

- a. by throwing trash
- b. by cleaning up
- c. by making noise

3. When we protect nature, we help animals

- a. shake
- b. survive
- c. respect

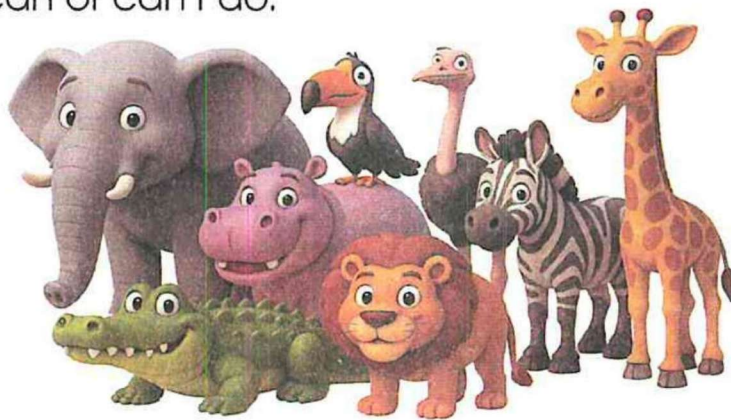
**by cleaning up
survive**

Mr. Moham



Speaking: Describe using "Adjectives" and "Can/Can't"

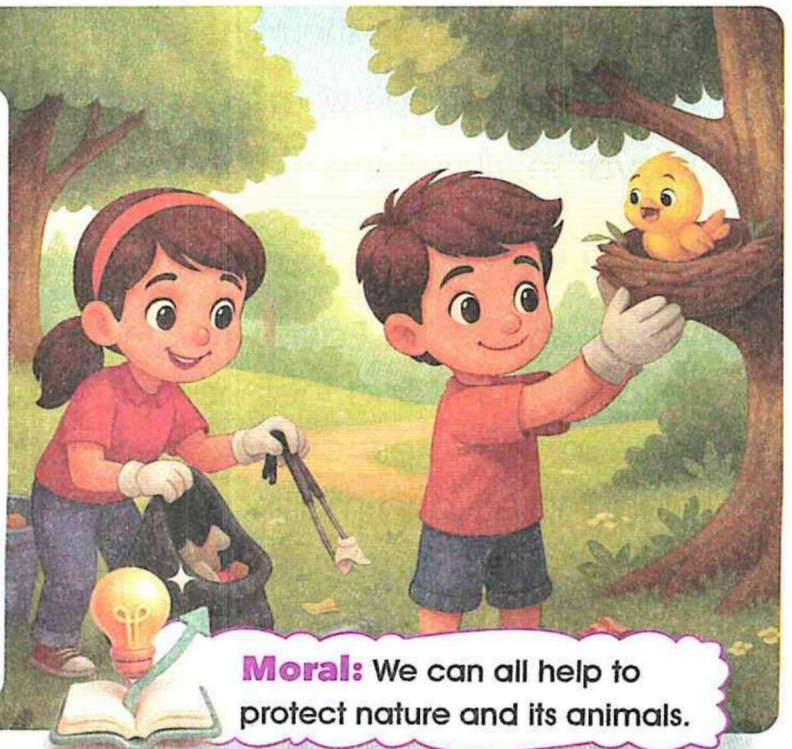
Look at the pictures below, use adjectives and can/can't to describe what they can or can't do.



Reading and Writing

The Helping Hands

Lily and Bahaa went to the forest. They saw an old bird's nest on the ground. A little bird was crying. "Oh no, its home is broken," said Lily. Bahaa carefully put the nest back in a tree. They cleaned up the trash. They made the forest a cleaner place. The little bird was happy again.



Moral: We can all help to protect nature and its animals.

5 Write 4 sentences to your friends, telling them why they should help protect animals and their homes.



-
We should help protect animals so they have a safe home.
-
Helping animals keeps nature clean and healthy.
-
Protecting forests and oceans helps animals survive.
-
We can all make a difference by caring for animals and their habitats



Self-Assessment

What I learned	Always 	Sometimes 	Not yet 
I can define what a habitat is			
I can describe animals body parts			
I can talk about how animals move and where they live			
I can use adjectives to describe animals and habitats			
I can say what animals can or can't do			
I can say long and short 'oo' and 'ow' words			
I know how to protect nature			



Mr. Mohamed Said

The Honest Choice



Learning Outcomes

Speaking

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

Reading

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

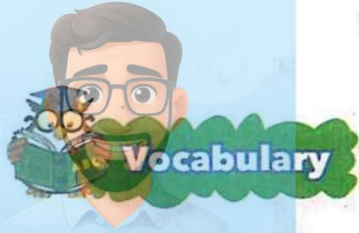
Listening

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




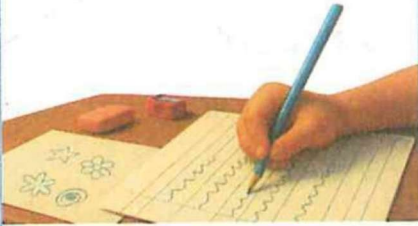

Writing

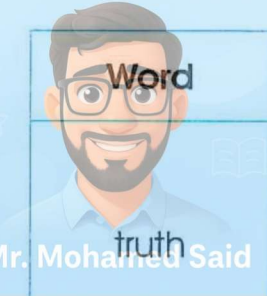
- Complete sentences using vocabulary from the story.
- Write a paragraph about the story using target vocabulary words.

The Honest Choice



Mr. Mohamed Said

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



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

Story map

Characters

Lina

a student,
8 years old

Miss Salma

the teacher

Nour

Lina's
classmate,
8 years old



Setting

- The school

The Honest Choice

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

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

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





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

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

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

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



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

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

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

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



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





Mr. Mohamed Said

1 Answer these questions in short sentences

1. Who are the main characters in the story?

Lina and Nour

2. Where did the story take place?

In the classroom

3. What did Nour want Lina to do?

Copy her homework

4. What lesson did Lina learn?

Honesty is important; always tell the truth

2 Who said this?

- a. "Don't worry, you can copy my homework."
- b. "I forgot to do my homework."
- c. "Thank you for telling the truth."

Nour

Lina

Miss Salma

3 Pair work: Ask and answer

Work with a partner to answer these questions.

- Did Lina finish her homework?
- What did Nour offer Lina? **Lina finished her homework later.**
- Was Lina honest? **Nour offered Lina to copy her homework.**
Yes, Lina was honest.



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4 Read and complete the sentences with a word from the box

copy – truth – homework – scared

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

homework
copy
truth
scared

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

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

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



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6 Write T for True and F for False.

- 1. Lina copied Nour's homework. (F)
- 2. Nour told the truth even it was difficult. (F)
- 3. Miss Salma was angry with Lina. (F)
- 4. Lina felt better after telling the truth. (T)

7 Read and put the events in order

Read the events and number them from 1 to 4 to show the correct order from the story.

- 1 () Lina forgot her homework.
- 4 () Miss Salma thanked Lina for her honesty.
- 2) Nour told Lina to copy.
- 3) Lina told the truth.

8 Write sentences using the given words

- 1. break → **I play with my friends during break.**
- 2. truth → **Always tell the truth, even when it is hard.**
- 3. honest → **Being honest makes you feel proud.**
- 4. copy → **I will not copy someone else's work.**

9 Write 3-4 Sentences

Think about honesty. Write three sentences about what it means to you.

Honesty means telling the truth.
It is important even when it is difficult.
Being honest helps people trust you.



Self-Assessment

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What I learned	Always 	Sometimes 	Not yet 
I can identify supporting details from the story.			
I can recall the sequence of events.			
I can identify who is speaking in a story.			
I can retell the sequence of events using learned words.			
I can discuss the moral of the story.			
I can ask and answer simple questions about characters and events.			
I can recognize new vocabulary in the story.			
I can identify the main characters, setting, and key events.			
I can answer comprehension questions about the story.			
I can use vocabulary from the story in sentences.			
I can write complete sentences about the story.			



Let's Review Units 4,5,and 6

1 Match words to their meanings

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

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

1. To protect your _____, don't share your password.

a) account

b) shelter

c) feather

2. The desert is usually _____.

a) sandy

b) furry

c) shady

3. _____ helps me do my homework.

a) Screen

b) Mouse

c) Robot

4. At the break, the girl didn't _____ the homework.

a) copy

b) whisper

c) survive

3 Circle the odd one out

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

paw

camera

virus

ZOO



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6 Rearrange the letters to form a real word

1. n c r e e s → s ____ (computer part)

screen

2. r d o n e → d ____ (flying device)

drone

3. o h o f → h ____ (animal foot)

hoof

4. u t t r h → t ____ (opposite of lie)

truth

7 Fill in the blanks with Can or Can't

1. A fish ____ live in the forest.

can't

2. A camel ____ walk in the desert.

can

3. A robot ____ play football.

can't

4. Squirrels ____ fly.

can't

8 Punctuate using a capital letter, period, or exclamation point

1. the phone is on the table

The phone is on the table.

2. don't share your password

Don't share your password!

3. be careful

Be careful!

4. karma is a smart girl

Karma is a smart girl.

9 Writing Task

Choose one of the following topics and write sentences about it

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

Honesty means telling the truth.....

Being honest helps people trust you.

It is important even when it is difficult.



Mr. Mohamed Said

Glossary of Words and Phrases

Word	Definition
Account	A way to keep track of money or information.
Alarm	A loud sound that warns you of danger.
Ambulance	A special vehicle that takes sick or hurt people to the hospital.
Amazing	Something very wonderful or surprising.
Apps	Small programs on a tablet or phone.
Attack	To try to hurt someone or something.
Beautiful	Very pretty or nice to look at.
Bread	Food made from flour, water, and yeast, baked into loaves.
Brush	To clean or tidy something by rubbing.
Button	A small round thing you press to turn something on or off.
Cake	A sweet dessert made with flour, eggs, and sugar.
Camera	A device that takes pictures or videos.
Caring	Showing kindness and concern for others.
Cheese	A yummy food made from milk.
Chicken	A farm bird that gives eggs and meat.
Chips	Thin slices of potato fried until crispy.
Cookies	Sweet baked treats, often round and crunchy.
Courage	The bravery to do something hard or scary.
Cross	To go from one side to another, or to pass over something.
Dangerous	Something that can hurt you.
Difficult	Hard to do.
Dinner	The main meal in the evening.
Device	A gadget or tool that does a special job, like a tablet or phone.
Dog	A furry animal kept as a pet or for work.
Emergency	A serious situation where you need help fast.
Energy	The power to do things, like play or run.
Exercise	Moving your body to stay healthy.
Fruits	Sweet foods from plants, like apples and bananas.
First Aid	Help given to someone who is hurt before a doctor arrives.
Furry	Covered with soft hair or fur.
Feathers	The soft covering on a bird.
Fish	A creature that lives in water and has fins and scales.



Word	Definition
Fly	To move through the air using wings.
Food	Things we eat to stay alive.
Forest	A large area with many trees.
Fries	Sliced potatoes that are fried until crispy.
Gathered	To come together or collect things.
Games	Fun activities or competitions to play.
Garden	A place where flowers, vegetables, or fruits grow.
Help	To give assistance.
Helmet	A hard hat worn to protect your head.
Honey	Sweet, sticky food made by bees.
Honest	Telling the truth.
Hospital	A place where sick or injured people go for help.
Hurt	To feel pain or be injured.
Ice	Frozen water.
Inspire	To make someone want to do something good.
Job	Work someone does to earn money.
Kind	Being nice and caring about others.
Knife	A tool with a sharp edge used for cutting.
Lollipop	A sweet, round candy on a stick.
Lunch	A meal eaten in the middle of the day.
Medal	A metal token given as a prize or award.
Medicine	A substance that helps you feel better when you're sick.
Menu	A list of foods you can order at a restaurant.
Nod	To move your head up and down to show yes or agreement.
Nervous	Feeling worried or scared.
Nut	A hard-shelled seed that comes from trees.
Ocean	A large body of salt water.
Paw	The foot of an animal like a dog or cat.
Pizza	A round bread with sauce, cheese, and toppings.
Police	People whose job is to keep everyone safe.
Protect	To keep someone or something from getting hurt.
Put on	To wear or put clothing or accessories.
Quickly	Fast or in a short time.

Word	Definition
Rain	Water falling from the sky.
Respect	To show kindness and care about someone or something.
Rules	The directions or laws to follow.
Mr. Mohamed Said Salty	Tasting like salt.
Safe	Not in danger; protected.
Safety	The condition of being safe from harm.
Soda	A sweet, fizzy drink.
Signs	Symbols or pictures that give information.
Shaky	Moving back and forth.
Shirt	A piece of clothing worn on the upper body.
Shelter	A place that protects from weather or danger.
Shout	To yell loudly.
Stranger	Someone you don't know.
Strong	Very powerful or able to do hard things.
Survive	To stay alive through difficult times.
Support	To help or back someone up.
Sweets	Delicious treats like candy or cake.
Table	A piece of furniture with a flat top you eat or work on.
Tail	The part that sticks out from the back of an animal.
Trouble	Problems or difficulties.
TV	A device that shows shows, movies, or news.
Unhealthy	Not good for your body.
Visit	To go see someone or go to a place.
Wash	To clean with water and soap.
Whisper	To talk very quietly.
Wise	Knowing a lot and making good decisions.
Wandered out	To walk around without a plan.
Waves	Movements of the water or hands to say hello.
Worried	Feeling anxious or scared about something.
Yogurt	A healthy, creamy food made from fermented milk.
Young	Not old; in the early part of life.

Reference: Webster Dictionary for kids

English

Primary 3 - Term 2

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Mr. Mohamed Said
Level Up English



تطبيق



مذكرات جاهزة للطباعة

لتحميل الملفات التعليمية مجاناً للمعلم والطالب

مذكرات وملازم / مراجعات وملخصات / امتحانات / كتب الوزارة /
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وتقدر ف أي وقت تحمّل ال نفسك فيه ببلاش

هيغنيك عن البحث والجروبات والقنوات الكثيرة



تطبيق الموبايل لتحميل الملفات