

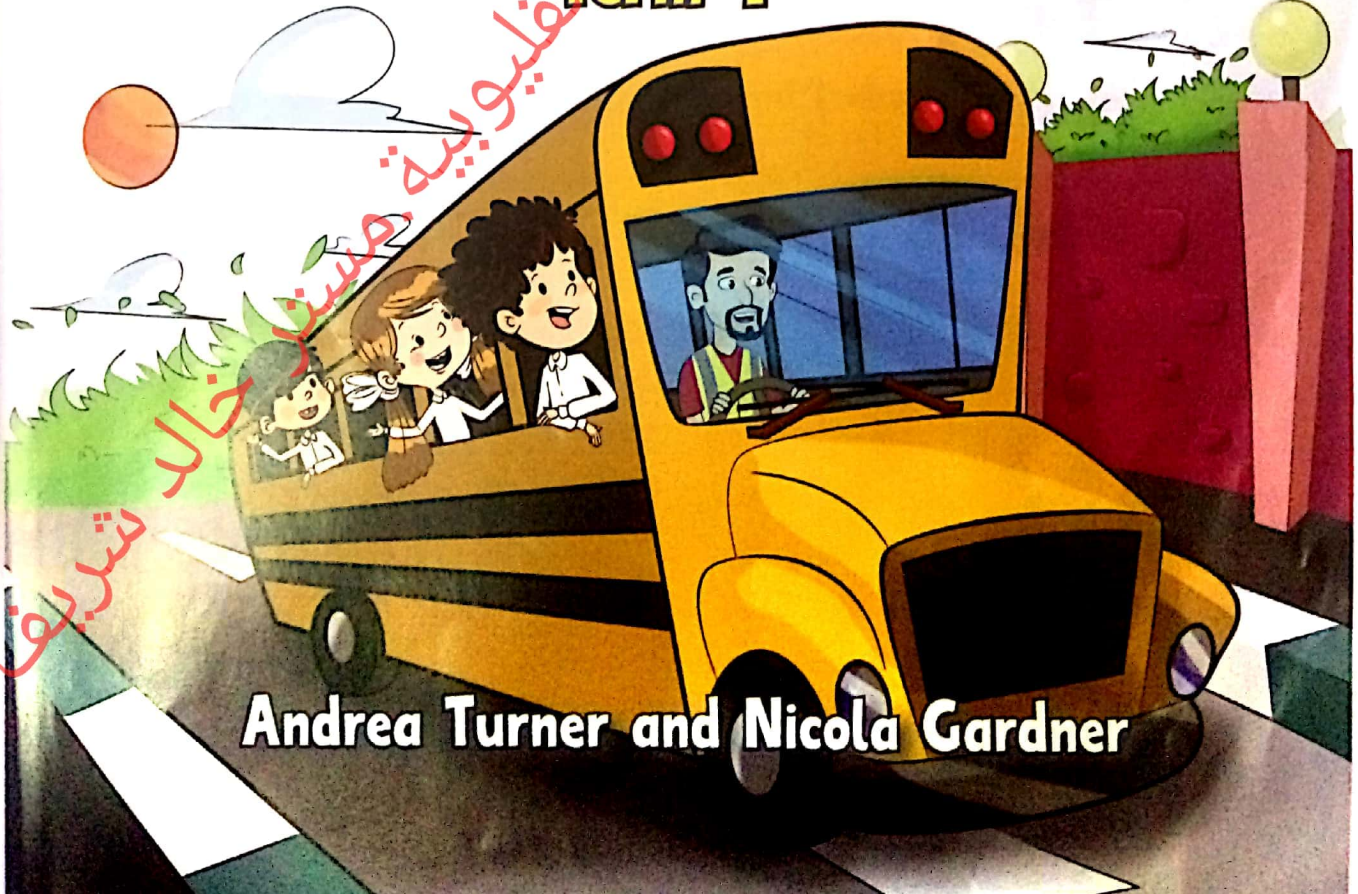


# Connect

Primary 2

Student's Book

Term 1



Andrea Turner and Nicola Gardner



# Remember the characters

1



Miss Mona

2



Hany

3



Hana

4



Youssef

5



Amira

6



Busy Bee

رابطة معلمي اللغة الانجليزية بمحافظة القليوبية



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رابطه معلمي اللغة الانجليزية بمحافضة القليوبية



الانجليزية بمحاضرة القايو  
 اللغة  
 رانطة معللي

1 Meet my family

parents, cousin, grandma, grandpa, grandparents, child/children, friends; Good morning, Good afternoon, Good evening, Good night

This is my mother.

These are my parents.

I (help my family) in the afternoon.

I clean the house.

ch: children, chicken, chips, beach

i: children, chicken, chips

2 My body

arm, face, foot/feet, head, leg, tooth/teeth, beak; boy, girl; smell, touch, see, hear, taste

I'm a boy. I'm a girl.

Who am I? I'm an engineer.

You're a boy.

I have a (face).

I have two (ears).

I can smell with my nose.

He can't run.

th: three, mouth, bathroom, throw thirteen

ee: three, thirteen, green, teeth, bee

3 Off to school

boots, dress, glasses, hat, clothes, coat, shirt, watch; gray, brown; sit down, stand up, draw, write, listen

It's my dress. It's your hat. It's yellow.

They're my socks.

They're your shoes.

How many (boots) are there?

There are (twelve).

We (sit down).

sh: fish, sharpener, sharp, trash, shop, sheep, T-shirt

ar: shark, sharpener, car



## Who am I?

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
<b>Greetings and self-management:</b> New friends  <b>Empathy:</b> I help my family	<b>Appreciation of science and scientists:</b> Parts of the day  <b>Love of family and friends:</b> New friends  I love my family	<b>Community participation:</b> New friends!	<b>Science:</b> Parts of the day  <b>Math:</b> Using bar charts
<b>Critical thinking: Observation:</b> Defining relationships between different objects; birds and humans	<b>Respecting diversity</b>	<b>Non-discrimination issues</b>	<b>Science:</b> My amazing body; Life stages  <b>Math:</b> Counting body parts
<b>Creativity: Project:</b> Hand print bird  <b>Self-management:</b> Follow classroom instructions	<b>Respect for different jobs</b>	<b>Citizenship:</b> Awareness of rights and duties in the classroom	<b>Social Science:</b> Jobs in a school; Clothes for school  <b>Math:</b> three- dimensional shapes

Self-management  
Problem solving





# Scope and Sequence

## The world around me

Unit	Vocabulary	Language	Phonics
4 Time to play sports	baseball, basketball, football, swimming, tennis; team; kick, hit, throw; racket, ball; twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred	<p><i>Can you (play football)?</i>  <i>Yes, I can.</i>  <i>No, I can't.</i></p> <p><i>Hala can play tennis. She can't play basketball.</i></p> <p><i>It's your turn.</i></p> <p><i>Thank you.</i></p> <p><i>I'm healthy.</i></p> <p><i>I swim.</i></p>	<p>gr: gray, grandma, green, grandpa</p> <p>bl: black, blue</p>
5 My day	get up, eat, drink, play, go home; clock; Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune	<p><i>What time is it?</i>  <i>It's (three) o'clock.</i>  <i>It's four thirty.</i>  <i>I get up at (eight thirty).</i>  <i>Hany gets up at seven.</i></p>	<p>pl: play, please, plane, planet</p> <p>cl: clock, classroom, cloudy, clay</p>
Healthy lunches	bread, burger, chicken, fries, fruit, grapes, ice-cream, juice, water; hungry, thirsty; good to eat, not good to eat	<p><i>Would you like some (water)?</i>  <i>Yes, please. No, thank you.</i></p> <p><i>I'd like some (juice).</i></p> <p><i>What's your favorite food?</i>  <i>It's bread.</i></p> <p><i>Does he like orange?</i>  <i>Yes, he does</i>  <i>No, he doesn't</i></p> <p><i>Do you like (grapes)?</i>  <i>Yes, I do.</i>  <i>No, I don't.</i></p>	<p>fr: fries, fruit, friends, frog</p> <p>dr: drink, draw, dress, drum</p>
Review 2	Revision of units 4-6		
Fiction reader	The Gingerbread Man		



## The world around me

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
<b>Decision-making:</b> Exercise is healthy  <b>Collaboration and cooperation:</b> A team game; A poster about teamwork	<b>Respect for others</b>	<b>Preventative health:</b> Exercise is healthy	<b>Math:</b> Learn to count with Busy Bee!  <b>Science:</b> Exercise is healthy
<b>Self-management:</b> Talking about your day	<b>Respect for rules</b>	<b>Citizenship:</b> Awareness of rights and duties	<b>Science:</b> The planets in the solar system
<b>Critical thinking:</b> Observation: Hard and soft material  <b>Collaboration:</b> Making a healthy lunch	<b>Curiosity</b>	<b>Preventative health:</b> Healthy and unhealthy food	<b>Geography:</b> Places in town  <b>Science:</b> Hard and soft materials

Communication  
Self management

Communication  
Problem solving  
Creativity



# Let's remember

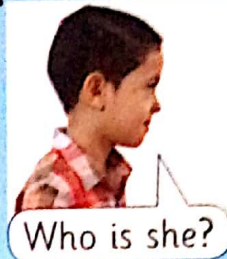
## Listening



1 Listen and match



2 Ask and answer



Busy Bee

Hana



Hany

Miss Mona

Youssef



# Reading and writing



## 1 Read and trace



## 2 Match and color

1

I can see two black **dogs**.

2

These are green **apples**.

3

This is a blue **car**.

4

The big camel is **yellow**.

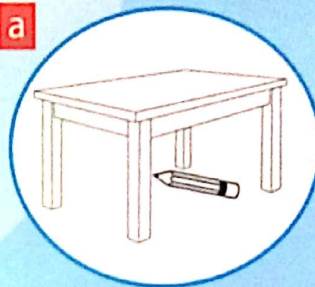
5

The red **pencil** is  
under the blue **table**.

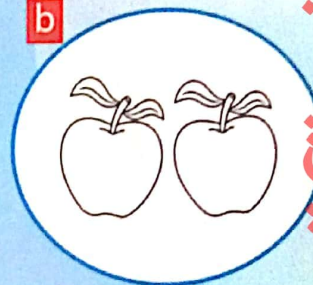
6

They're orange **socks**.

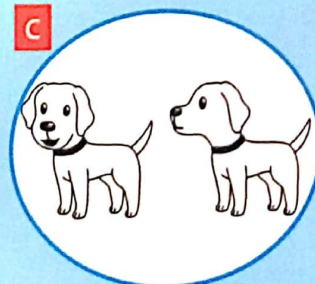
a



b



c



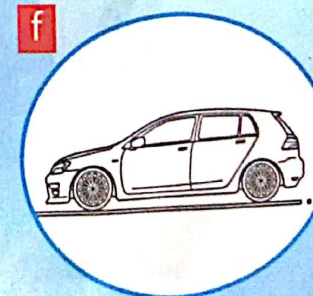
d



e



f



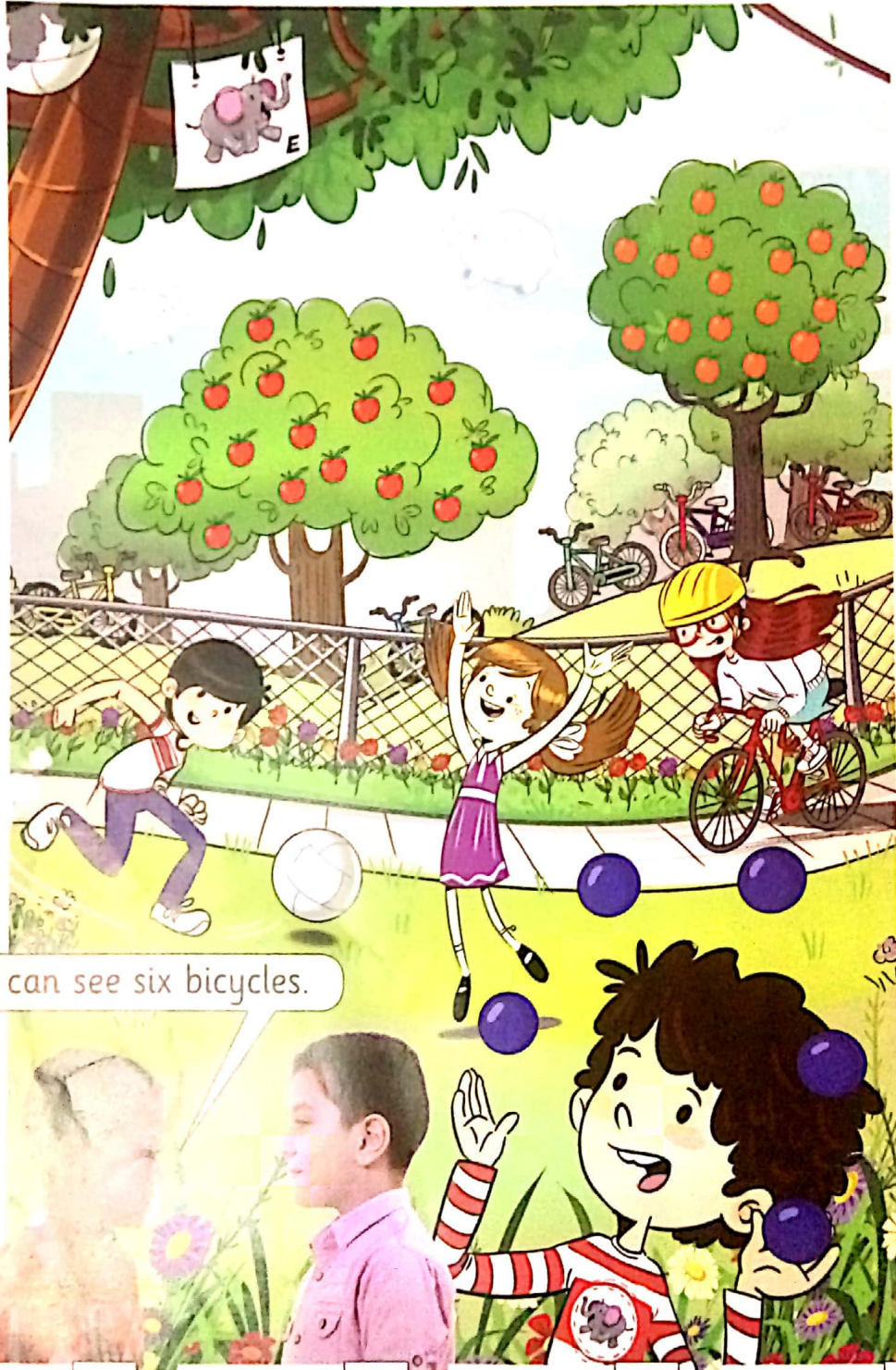




1 Look, count and complete



2 Say



I can see six bicycles.

bicycles

6

orange

apple

ball

elephant

tree





1 Look, read and complete

ear eye hair mouth nose

1 This is my eye.

2 This is my \_\_\_\_.

3 This is my \_\_\_\_.

4 This is my \_\_\_\_.

5 This is my \_\_\_\_.

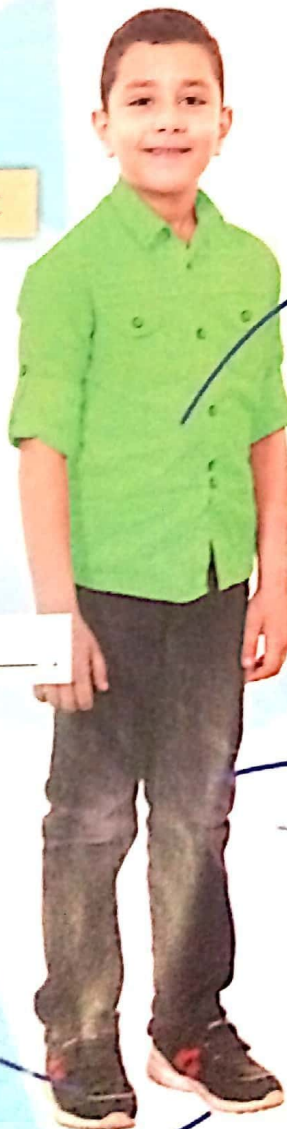


pants shoes shirt

1 These are my black \_\_\_\_.

2 This is my green \_\_\_\_.

3 These are my \_\_\_\_.





# Unit I

# Meet my family

1 Look and listen

2 Read and role-play

Good evening!

Good evening!

This is my **grandpa**.

This is my **cousin**.  
He is five years old.

These are my friends.

These are my **parents**.



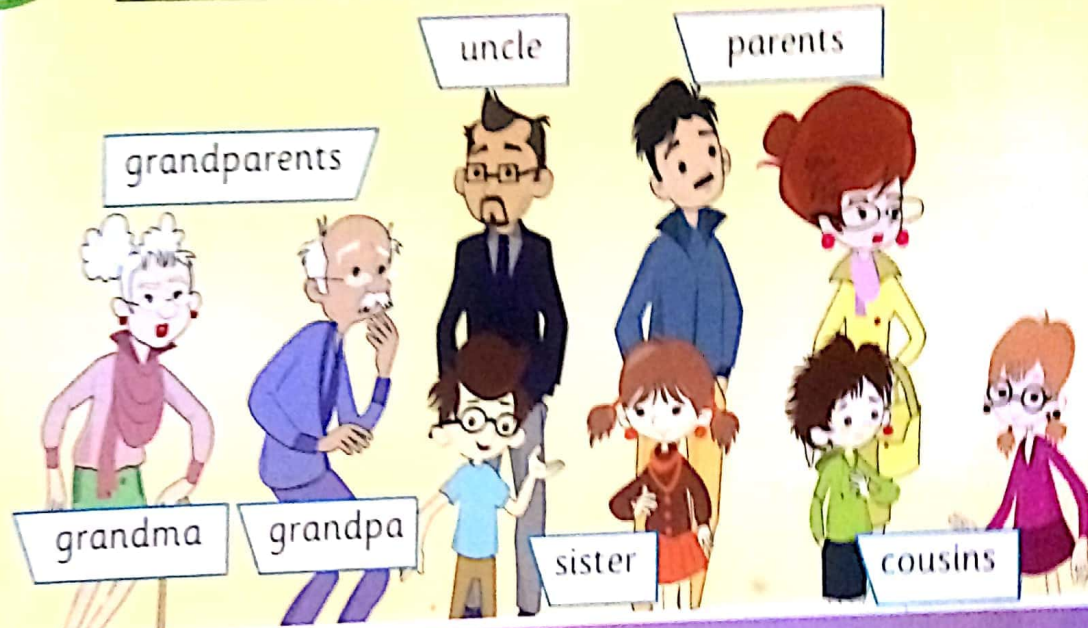
# Listening and reading

## Unit 1

الانجليزية بمحافظة القليوبية  
اللغة  
رابطة معلمي

### 1 Listen and read

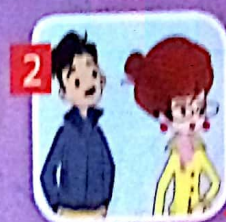
Let me introduce my family. These are my grandparents. This is my uncle. His name is Amr. He wears glasses. Look at my parents. My father is a teacher and my mother is a nurse. My cousin Mona is eight and my cousin Mazen is six.



### 2 Read and match

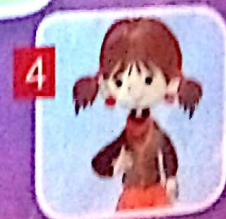


This is my cousin Mona. She's eight.



This is my uncle. He wears glasses.

My sister Amina is wearing an orange skirt and a brown jacket.



These are my parents.



**Language:** This is my ... These are my ...

**Vocabulary:** grandparents, grandma, grandpa, parents, sister, cousins



# Greetings

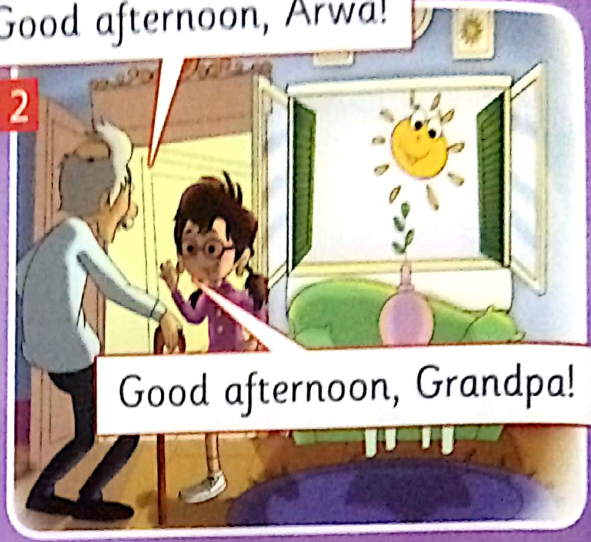


## 1 Read and say



Good afternoon, Arwa!

2



Good evening, Grandma!

Good evening, Arwa!



Good night, Arwa!

Good night, Grandpa!



## 2 Listen, read and sing

I say **good morning** to my mom,  
and she says good morning to me.

I say **good afternoon** to my grandpa  
and he says good afternoon to me.

I say **good evening** to my grandma,  
and she says good evening to me.

I say **good night** to my dad,  
and he says good night to me.



# Connect with Science

## Unit 1

### Parts of the day



1 Look, listen and number



The sun comes up in the **morning**.



The moon is in the sky at **night**.



The sun is in the sky in the **afternoon**.



The sun goes down in the **evening**.



2 Point and say

Connect with Science: Parts of the day

الانجليزية بمحافظة القليوبية  
اللغة  
رابطة معلمي



# Story

## New friends



1 Look, listen and read



2 Role-play

Hany and Hana have new neighbors.

Good morning! I'm Rana.

I'm Ramy. These are my parents. This is my sister.

I'm Hana. This is my brother, Hany.

Hany and Hana want to play with Ramy and Rana.

Come and play this afternoon.

I can't. I have to help my parents.

We can help.







ch i

# Learn sounds with Busy Bee!



1 Listen and repeat



children



2 Look and circle ch



chicken



chips



beach

3 Listen and circle i

chips

chicken

children

Phonics: the ch and i sounds

abcdefghijklmnopqrstuvwxyz



ch i

Learn to write with Busy Bee!

1 Look and write

chips

children

1



.....children.....

3



.....

3 Read and sort

2 Say

beach

chicken

2



.....

4



.....

4 Sing

one syllable

two syllables

.....

.....

.....

.....

abcdefghijklmnopqrstuvwxyz

رابطه معلمي اللغة الانجليزية بمحافضة القابلية



# Life skills

## I help my family



1 Listen and read

1



I help my **family** in the morning. I **make** my **bed**.

3



I help my family in the afternoon. I **clean** the house.



2 Read and complete

Life skills: Empathy

10

TPR



2 Role-play

2



I help my teacher at school. I **tidy** the classroom.

4



I help my family in the evening. I **wash** the dishes.

I help my family .....



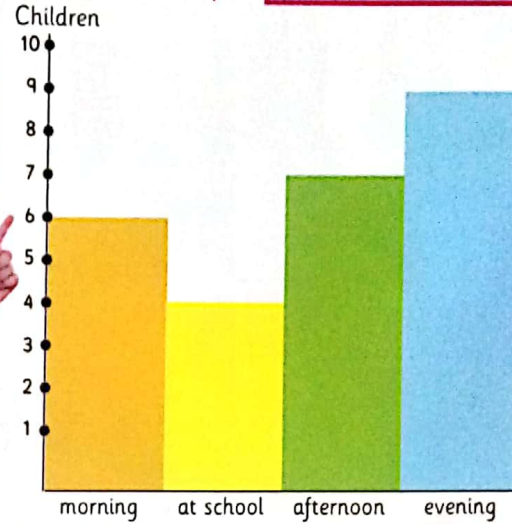


## 1 Look, count and say

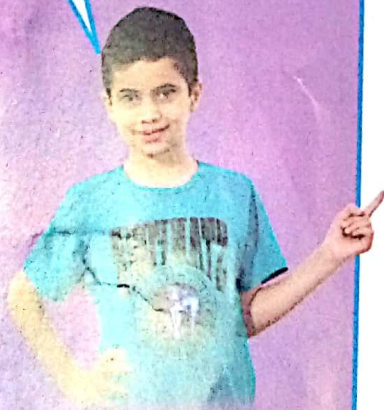
Six children help in the morning.



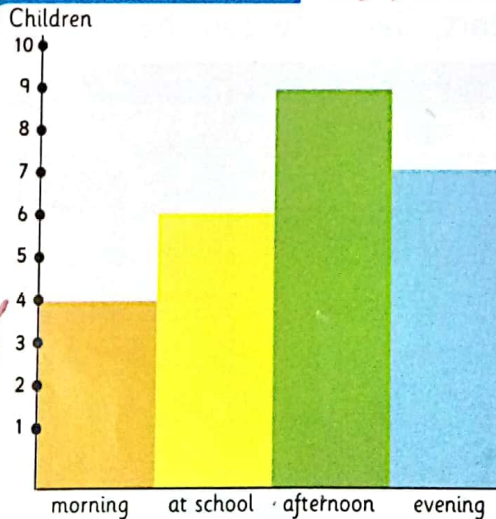
Hana's friends help ...



Four children help in the morning.



Hany's friends help ...



## 2 Read and complete the sentences

- 1 ...10...friends help in the morning.
- 2 ..... friends help in the evening.
- 3 16 friends help in the .....
- 4 10 friends help at .....



# Project: My family photo album



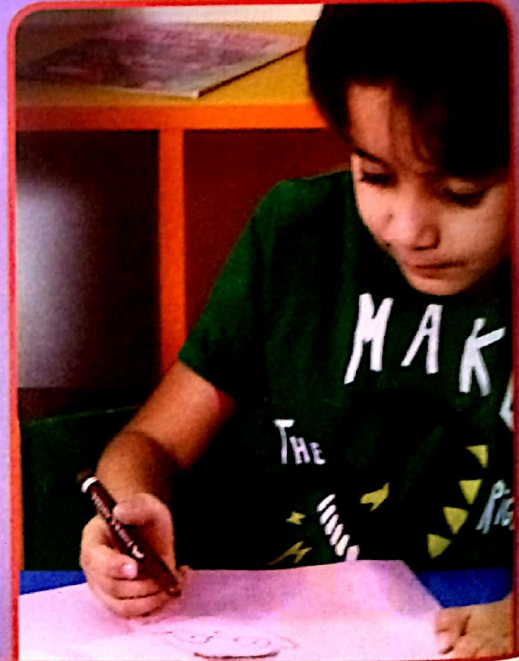
1 Read and do. Work in groups



1 Cut a big heart. Decorate your heart.



2 Stick your family photos.



3 Write the names of your family.



## Show and tell



### 1 Show and tell



Language: This is my family photo album.

## Self Assessment



Read and color the stars that describe your effort.

<b>Vocabulary</b> 	I can read on family and greetings with the help of my teacher. ★	I can read all family words and greetings on my own. ★ ★	I can read and write about family and greetings. ★ ★ ★
<b>Phonics</b> 	I can read words with ch and i letter sounds with the help of my teacher. ★	I can read the words with ch and i letter sounds on my own. ★ ★	I can write words with the ch and i letter sounds on my own. ★ ★ ★
<b>Life skills</b> 	I rarely help my family. ★	I sometimes help my family. ★ ★	I help my family when they need me. ★ ★ ★
<b>Science / Math</b> 	I can read bar graphs with the help of my teacher. ★	I can read bar graphs on my own. ★ ★	I can use bar graphs to give information. ★ ★ ★
<b>Project</b> 	I worked alone to make the photo album. ★	I worked with my group to make the photo album. ★ ★	We helped each other to make a photo album. ★ ★ ★



# Play time



1 Look, read and match



2 Now write

1

Good morning!

2

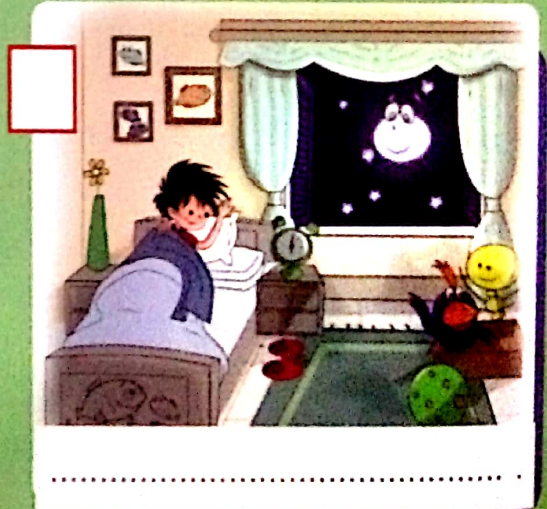
Good evening!

3

Good afternoon!

4

Good night!







## 1 Look and write

This is my

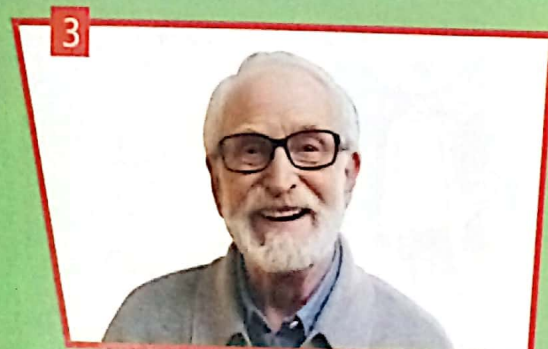
These are my



..... These are my ..... parents.



..... cousin.



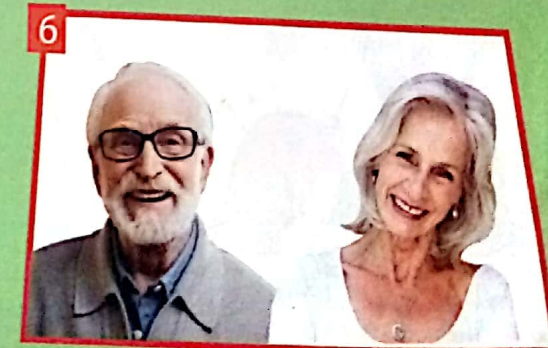
..... grandpa.



..... cousins.



..... friend.



..... grandparents.



# Unit 2 My body

اللغة الانجليزية بمحافضة القليو

1 Look, listen and find

Look! It's a bird. It has two legs, two feet and a **beak**.

The monkey has a face, teeth and big ears.



beak

head

leg

feet

head

face

teeth

arm

leg

I have two legs and two feet, too!  
I don't have a **beak**.

I have a face and teeth, too!



# Listening and speaking

## Unit 2

### I have a head



1 Listen, point and say



head



face



arm



legs



foot



feet



tooth

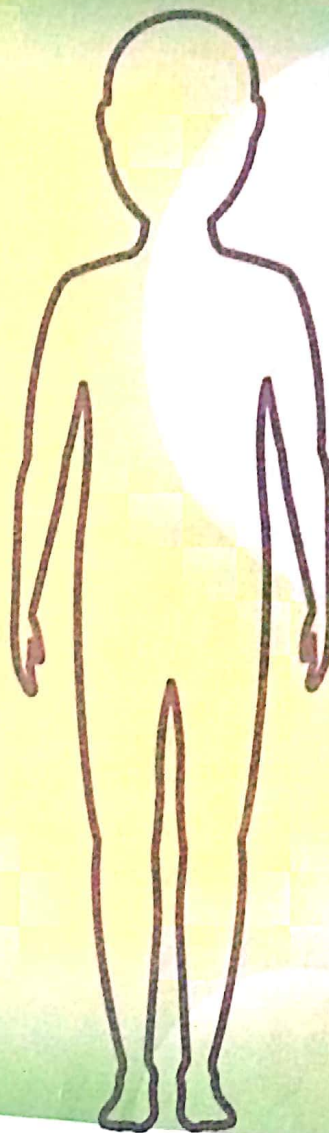


teeth

3 Sing



2 Draw and complete



- 1 This is me. I have two ..... , and .....
- 2 I have one .....
- 3 I have many .....

Language: I have a head. I have teeth. I don't have a beak.

Vocabulary: head, face, arm, leg, foot, feet, tooth, teeth



# Who am I?



## 1 Listen and read

I'm Aya. I'm a girl.  
Today, I'm a doctor.



Hello. I'm Sherif. I'm a boy.  
Today, I'm an engineer.



## 2 Listen and read



## 3 Complete and say

### School Costume Party

Good morning. I'm Hany. Today we have a costume party at school.  
I'm a **king**. Hana is a **doctor**. Amira is **Busy Bee**. Youssef is a **police officer**. Who would you like to be?



Hany is a .....



Hana is a .....



Amira .....



Youssef .....





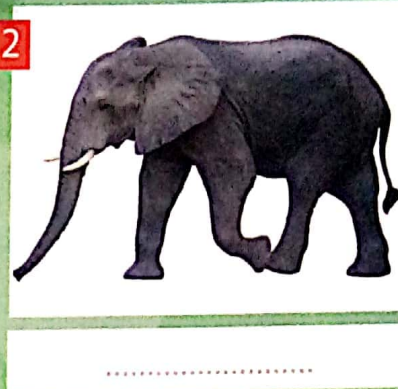
## 1 Read and write

a bird   an elephant   a cat   a monkey

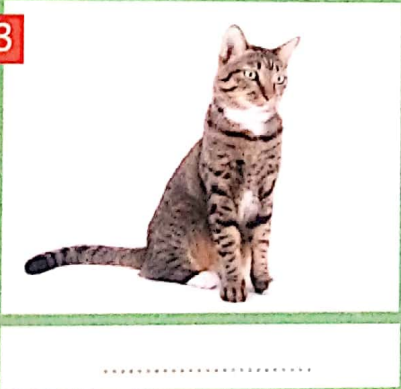
1



2



3



4



## 2 Listen, read and answer

1 I have a big head and big ears. I have four feet.  
Who am I?



.....

2 I have two legs. I have no arms. I have a **beak**.  
Who am I?



.....

3 I have two legs and two arms.  
I eat bananas. Who am I?



.....

4 I have four legs. I have **fur**.  
Who am I?



.....





## 1 Read and write

a bird   an elephant   a cat   a monkey

1



.....

2



.....

3



.....

4



.....



## 2 Listen, read and answer

1 I have a big head and big ears. I have four feet.  
Who am I?



.....

2 I have two legs. I have no arms. I have a **beak**.  
Who am I?



.....

3 I have two legs and two arms.  
I eat bananas. Who am I?



.....

4 I have four legs. I have **fur**.  
Who am I?



.....



# Connect with Science

## My amazing body



1 Look, listen and complete



2 Point and say

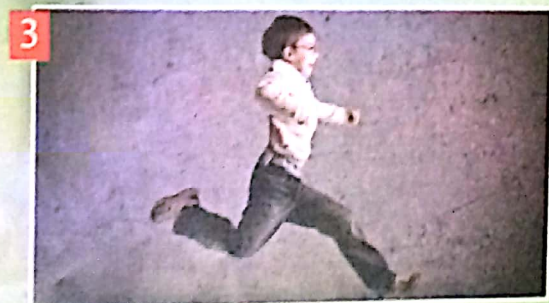
hear kick run ~~see~~ speak throw



I can see with my eyes.



I can ..... with my ears.



I can ..... with my legs.



I can ..... with my feet.



I can ..... with my arms.



I can ..... with my mouth.





### 1 Listen and read

1



This is my friend Ziad. He can't see. He can read with his hands.

2



This is my cousin Mariam. She can't hear. We can speak with our hands.

3



This is my brother Aser. He can't run. We can play.



### 2 Read and match

- 1 Ziad can't
- 2 Ziad can
- 3 Mariam can't
- 4 Aser can

- ☐ a play
- ☐ b hear
- ☒ c see
- ☐ d read

**Values / Life skills:**  
Respecting diversity



# Learn sounds with Busy Bee!



1 Look, listen and complete



t \_ hree



ba \_ \_ room



2 Repeat



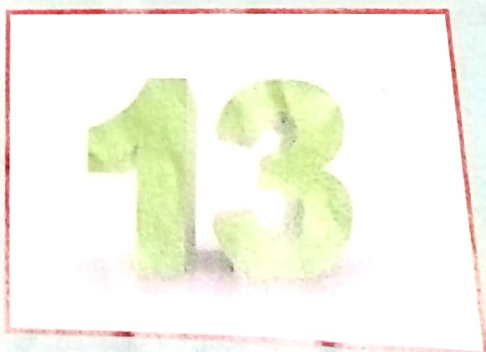
mou \_ \_



\_ \_ row



3 Look, listen and complete with ee



thirt \_ \_ n



gr \_ \_ n



abcdefghijklmnopqrstuvwxyz

Phonics: the th  
and ee sounds





th ee

## Unit 2

Learn to write with Busy Bee!



1 Look and complete. Then say



te \_ e th



\_ \_ r e e



m o u \_ \_



g r \_ \_ n



t o o \_ \_



b \_ \_





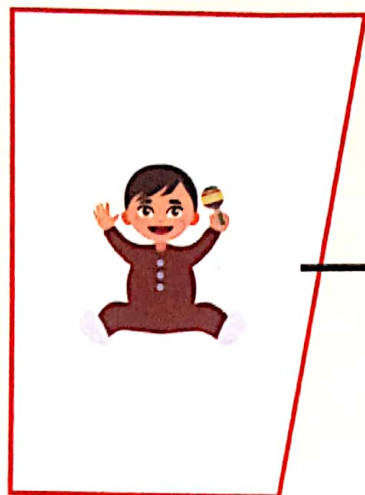
# Connect with Science



1 Listen, read and say

A person

This is how we grow. A person starts as a **baby**. The baby grows into a **child**. The child grows into an **adult**.



a baby



a child



an adult



2 Look, listen and number in order

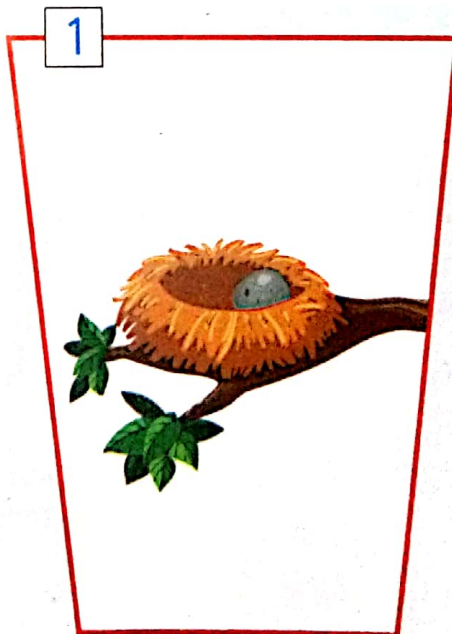
A bird



3 Now say



an adult bird



an egg



a baby bird





**1 Count the legs and say**

1



a fish

2



a bird

3



a camel

4



an ant

5



a snake

6



a bee

A fish has no legs.



**2 Complete the table**

0 legs	2 legs	4 legs	6 legs
a fish	.....	.....	.....



**3 Read and complete**

A ..... has no legs. A ..... has six legs. A ..... has two legs. I have ....., too!

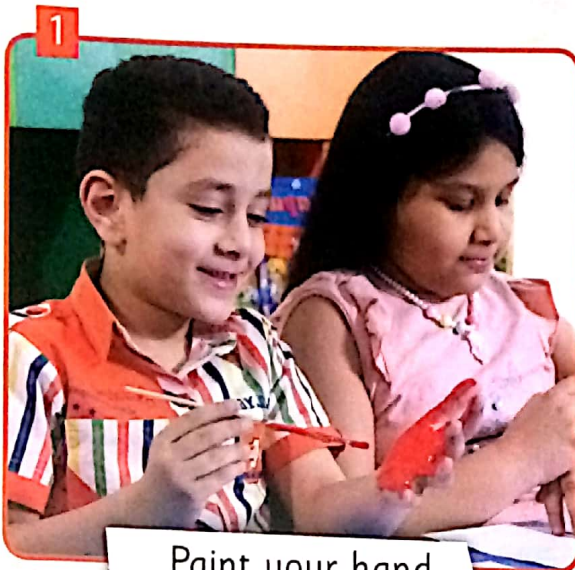
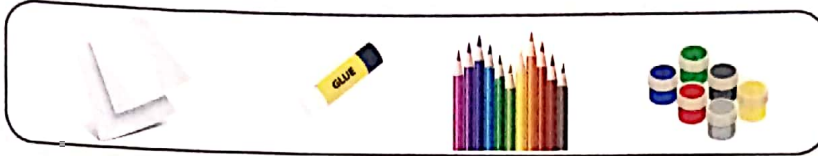




# Project: A handprint bird



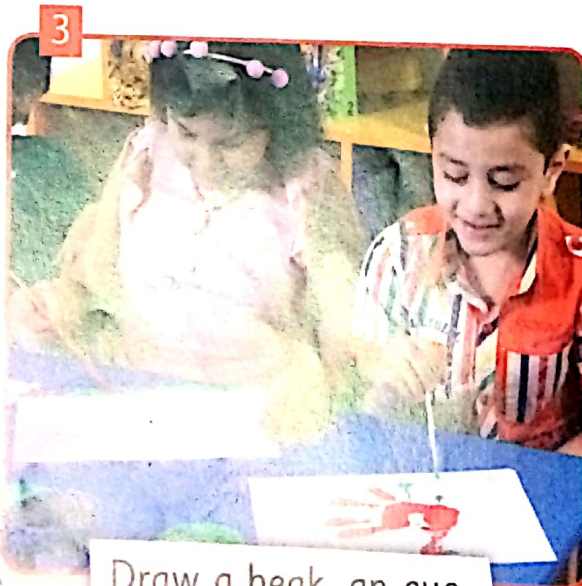
1 Look, read and make. Work in groups



Paint your hand.



Make a handprint.



Draw a beak, an eye,  
2 legs and 2 feet.



Decorate.





## 1 Show and tell



**Language:** This is my bird. It is red. It has two legs and a beak.

## Self Assessment



### Read and color the stars that describe your effort

#### Vocabulary



I can read most body words and words describing the senses.



I can read all body words and words describing the senses.



I can read and write body words and words describing the senses.



#### Phonics



I can read words with *th* and *ee* letter sounds with the help of my teacher.



I can read the words with *th* and *ee* letter sounds on my own.



I can use the *th* and *ee* letter sounds to complete different tasks.



#### Life skills



I stay away from friends who are different.



I respect friends who are different.



I help friends who are different.



#### Science /Math



I can read about how people and birds grow with the help of my teacher.



I can count body parts of some birds and animals with the help of my teacher.

I can read about how people and birds grow. I can count body parts of animals and birds.



I can describe how people and animals grow. I can compare the number of body parts of different animals and birds.



#### Project



I worked alone to make a handprint bird.



I worked with my group to make a handprint bird.



We helped each other to make a handprint bird.





# Play time



1 Look and write

arm

face

feet

foot

head

leg

1

arm

2

3

4

5

6



2 Point and say

I have two arms.







1 Look and complete the drawing



2 Color and write

I'm a boy.

I'm a girl.



Teacher assessment





# Unit 3 Off to school

1 Look, listen and read

2 Role-play

They're your **glasses**, Hana.

It's your **hat**, Amira.

It's my **watch**.  
Thank you,  
Ms. Mona.

They're my black **boots**.

coats

رابطه معلمي اللغة الانجليزية بمحافظة القليوبية



### 1 Listen, point and say



boots



dress



glasses



hat



coat



shirt



watch



clothes



### 2 Listen, read and number

1

It's my watch. It's brown.  
I like my watch!

2

There are my glasses.  
I wear them when I read.

3

Look! It's my hat.  
It's yellow. I like to wear my  
hat in the summer.

4

Look at your boots.  
They're red.

5

Your coat is blue.  
You wear it in the winter.

6

My shirt is green  
and black. I like it.



### 3 Sing

**Language:** It's my hat. They're your boots.

**Vocabulary:** boots, dress, glasses, hat, coat, shirt, watch, clothes



# Connect with Math

## How many?

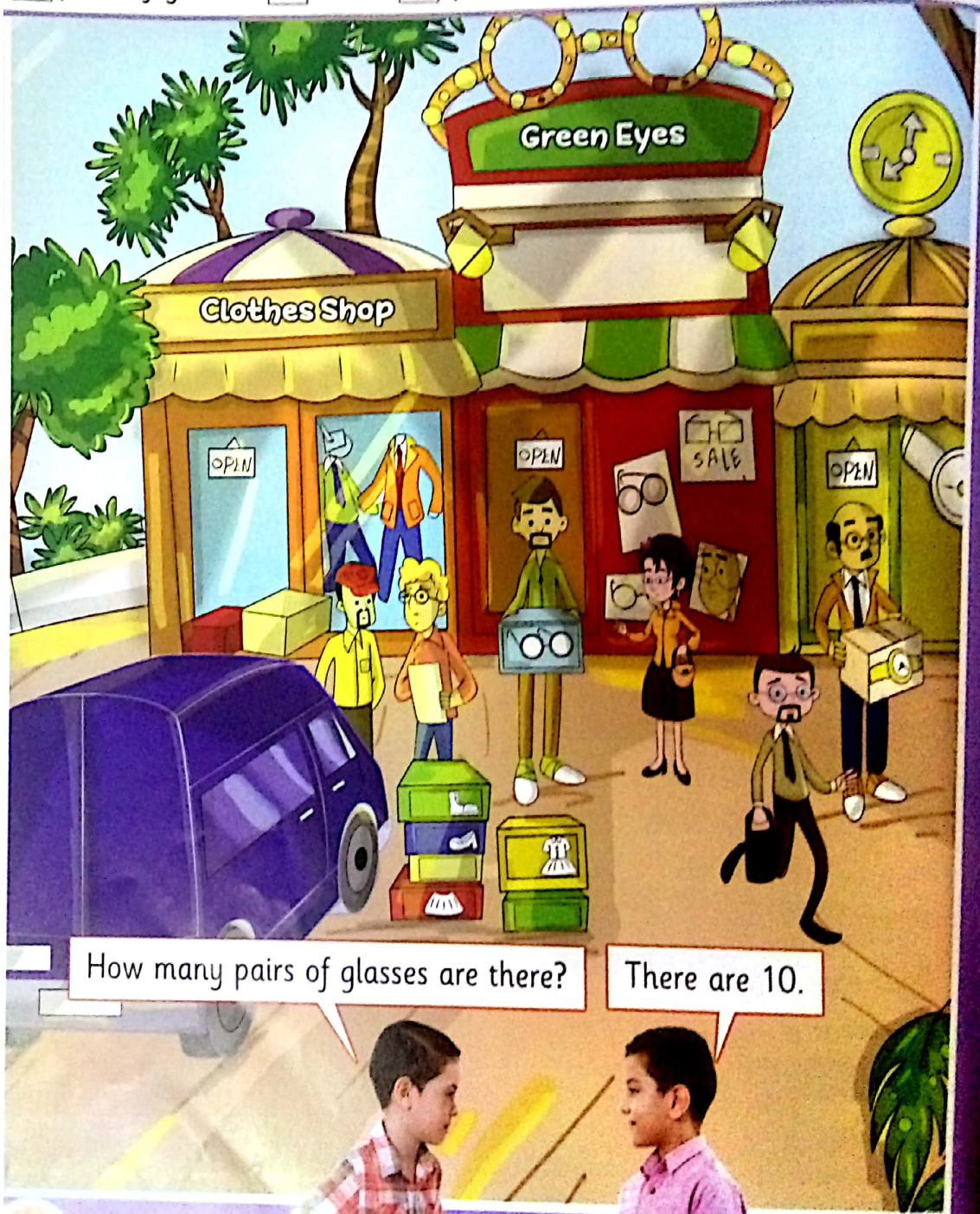


1 Look and count. Then write



2 Ask and answer

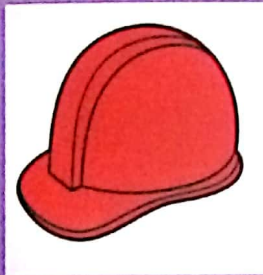
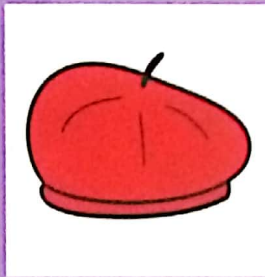
10 pairs of glasses  coats  pairs of boots  dresses  watches







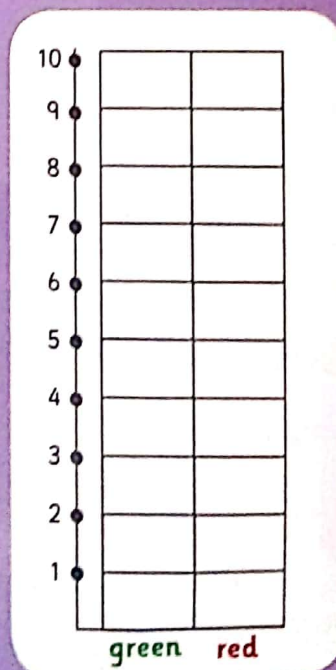
1 Look and complete the bar graph. Then say



2 Ask and answer

How many green hats are there?

There are four green hats.





# Reading In the classroom



## 1 Look, listen and read

This is my school in Suez. We go to school early. We sit down to start our lessons. We listen to our teacher, Mrs. Hadeer. It's time for our art class. I draw two trees and a flower. We stand up to say goodbye to our teacher. We go home at 2.30 pm. At six o'clock, I do my homework.



## 2 Write about yourself

This is my school in ..... I start school at ..... I ..... to my teacher. I like to draw ..... in my art class. At ....., I go home.

This is me.





الانجليزية مع القايضة



## 1 Listen, read and number



Sit down, please.

Draw a picture of yourself.



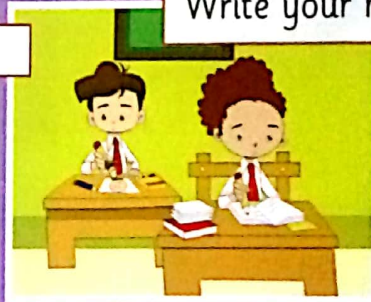
Listen to the CD.



Stand up, please.



Write your name.



## 2 Role-play with a partner



## 3 Write in the correct order

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

**Self-management:** Follow classroom instructions





# Learn sounds with Busy Bee!



1 Write sh



2 Listen and repeat

1



fish

2



.....arpener

3



.....ark

4



tra.....

5



.....op

6



.....eep



3 Read and circle ar. Then say



shark



sharpener



car

Phonics: the sh  
and ar sounds



abcdefghijklmnopqrstuvwxyz





sh ar

# Unit 3

Learn to write with Busy Bee!



1 Look and write. Then say

fish   sharpener   shirt   car   shark   T-shirt



.....  
sharpener



.....



.....



.....



.....



.....



3 Read and sort

one syllable	two syllables	three syllables
fish		

رابطه معلمي اللغة الانجليزية بمحافضة القليوبية

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



# Connect with Social Studies

## Jobs



We all help at school.



1 Look, listen and complete

nurse

gardener

~~carpenter~~

cleaner



A carpenter makes tables and chairs for school.



A ..... makes me healthy for school.



A ..... looks after the school garden.



A ..... cleans the school.



2 Trace and complete

My favorite person is ..... because .....





1 Listen, read and match

A carpenter is very clever. He can make wood into many different shapes. Can you match the shapes with their names?



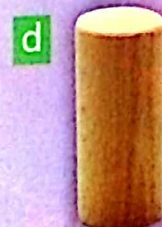
1 This is a **cone**.

2 This is a **cube**. We can play with it!

3 These are **spheres**. They look like planets.

4 These are **pyramids**.

5 This is called a **cylinder**.



**Vocabulary:** cone, cube, sphere, pyramid, cylinder

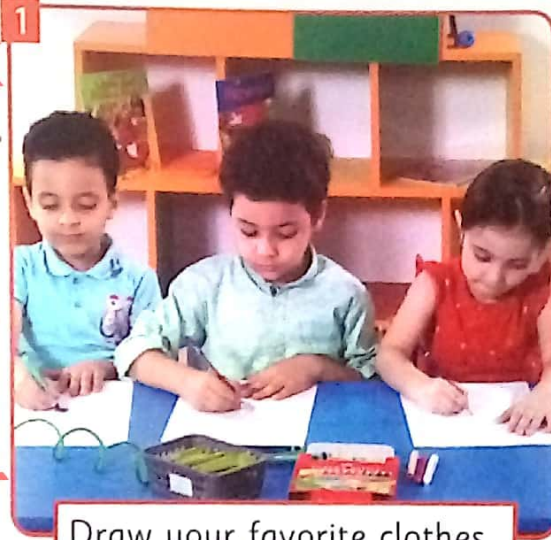


## Project

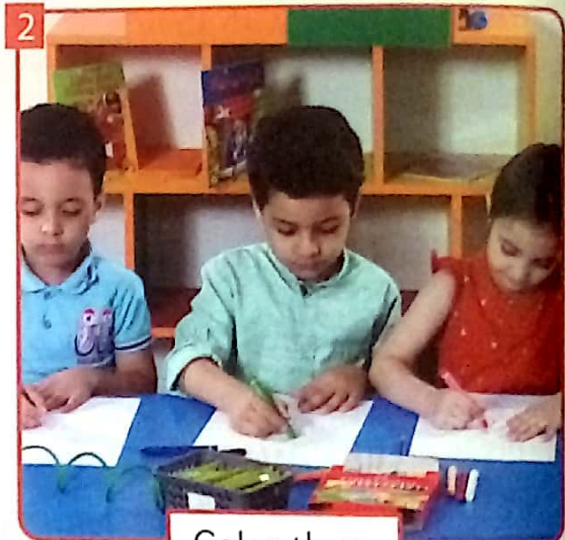
### My favorite clothes



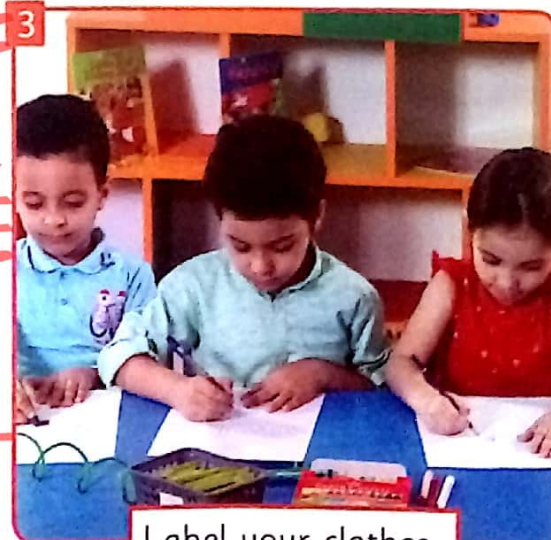
1 Read and make.  
Work in groups



Draw your favorite clothes.



Color them.



Label your clothes.



Put up your picture.

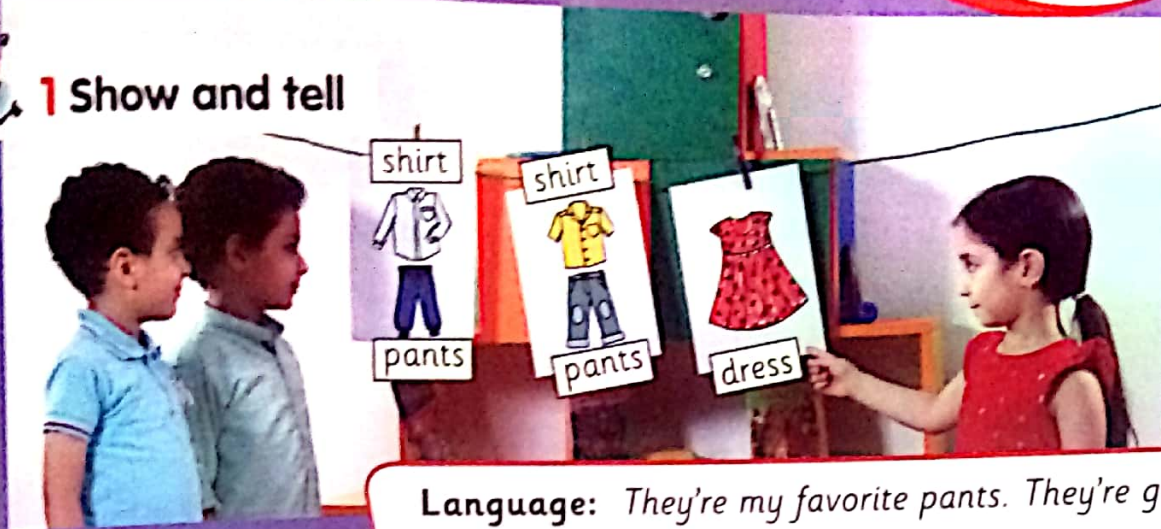


# Show and tell

## Unit 3



### 1 Show and tell



**Language:** *They're my favorite pants. They're gray.*

## Self Assessment



Read and color the stars that describe your effort

#### Vocabulary



I can read on clothes and jobs with the help of my teacher.



I can read on clothes and jobs.



I can read and write on clothes and jobs.



#### Phonics



sh ar

I can read words with sh and ar letter sounds with the help of my teacher.



I can read the words with sh and ar letter sounds on my own.



I can read other words with the sh and ar letter sounds on my own.



#### Life skills / Values



I rarely help at school.  
I can follow classroom instructions with the help of my teacher.



I follow classroom instructions.  
I respect all jobs at school.



I help my friends follow classroom instructions.  
I respect all jobs and help at school.



#### Science / Math



I can count some items in a picture.  
I can read words that describe different geometric shapes with help.



I can count all items in a picture.  
I can read words that describe different geometric shapes on my own.



I can ask and answer on the number of items in a picture.  
I can use geometric shapes to describe different objects.



#### Project



I had problems working with friends to make my favorite clothes display.



I worked with my group to make a favorite clothes display.



We helped each other to make a favorite clothes display.





# Play time



## 1 Read and match



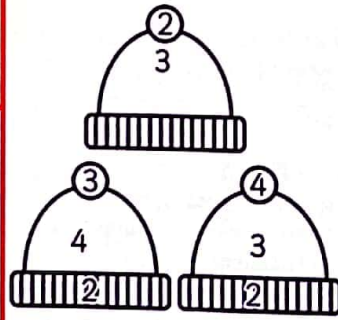
It's your watch.  
They're my boots.



They're my hats.  
It's your T-shirt.



## 2 Look and color by number



1 brown

2 green

3 red

4 gray

5 blue





1 Look, read and write

draw

listen

paint

sit down

~~stand up~~

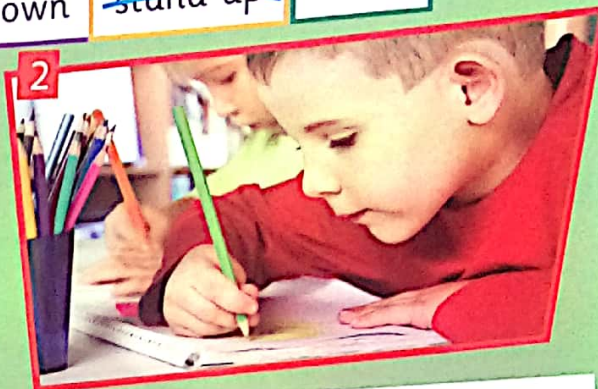
write

1



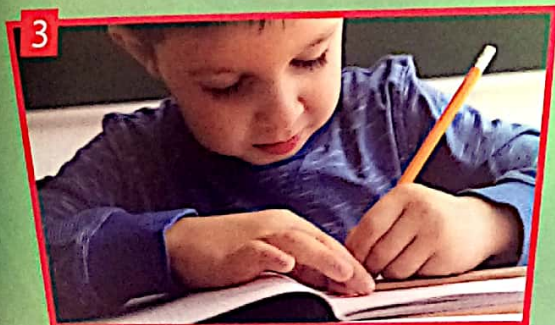
I stand up .

2



I ..... a picture.

3



I ..... my homework.

4



I ..... a picture.

5



I .....

6



I ..... to my teacher.

Teacher assessment





# Review I

## Listening and speaking



1 Listen and say



2 Ask and answer



15 numbered hexagonal cards arranged in a honeycomb pattern, each containing an illustration of a person, object, or action:

- 1. A man and a woman standing together.
- 2. A hand reaching out.
- 3. A striped dress.
- 4. A group of five children sitting on the ground.
- 5. A pair of red-rimmed glasses.
- 6. A blue ink splat.
- 7. A smiling young boy's face.
- 8. An elderly man with glasses wearing a red and orange diamond-patterned vest.
- 9. A gold-toned wristwatch.
- 10. A pair of feet standing on a surface.
- 11. A red ink splat.
- 12. A dark blue jacket.
- 13. An elderly woman with glasses wearing a purple cardigan.
- 14. A person's legs wearing brown trousers and blue sneakers.
- 15. A straw hat with a black band.



### Reading



#### 1 Read and match

1



2



3



4



5



6



a

I have a brown coat. 4

b

There are six girls.

c

I'm a boy.

d

It has four legs.

e

These are my cousins.

f

These are my boots.

Revision of vocabulary and language from Units 1-3



# Review I

## Writing



1 Read and complete

### Morning

In the morning,

I .....

### Afternoon

In the afternoon,

I .....

.....

### Night

At night, I

.....

.....

### My Day

### Evening

In the evening,

I .....



## Phonics



### 1 Say the sounds

i ar ee ch sh th



### 2 Listen and complete



There are \_\_ ree\_\_ildren  
on a bea\_\_.

2



A c\_\_penter makes a \_\_air.



Tou\_\_ your mou\_\_.

4



The ch\_ldren have thr\_\_ \_\_ickens.



### 3 Circle and say



ar i ee

2

13

ch sh th

3



ch sh th

Revision of sounds from Units 1-3



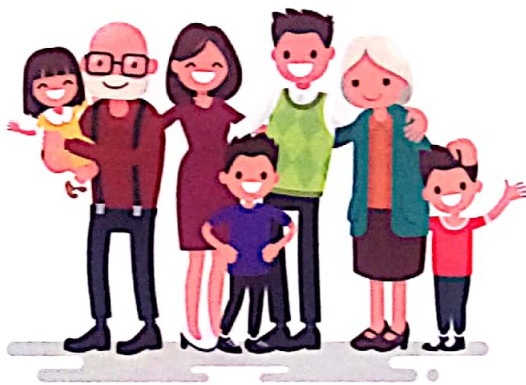
# Review I

## Self Assessment

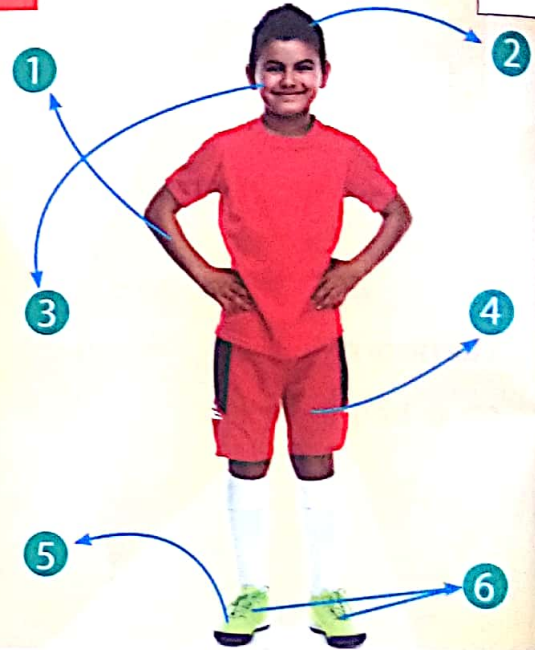
Now I can ...



1 name family members. ☐



2 name body parts. ☐



3 name clothes. ☐



4 say these sounds. ☐

ch

i

ee

sh

th

ar



## Theme 2:



## The world around me







1 Look, listen and read

It's break time. The children are in the playground.



We can help you.  
We are one **team**.

Can you **kick** the ball?

No, I can't.  
It's hard.

Can you **throw** the ball?

Yes, I can. I love  
**basketball**. It's fun!

**Language:** Can you ...? Yes, I can/No, I can't.



# Listening

## Unit 4

رابطة معلمي

اللغة الانجليزية

بمحافظة القليوبية

الرياضة

1 Look and match

2 Listen and check



tennis

football

karate

swimming

basketball

team

3 Listen and complete

4 Read to your partner

tennis run hit swimming

I'm Sara. I'm seven years old. I like .....  
I can ..... fast. I can .....  
the ball. My brother's name is Seif. He likes  
..... He doesn't like tennis.



**Vocabulary:** football, basketball, karate, swimming, tennis, team



# At the Sports Club



1 Listen, read and guess the name

## At the Sports Club

At the sports club,  
We have lots of fun!  
We play, we jump,  
We skip, we run!

I play **football**.  
I am number fifteen.  
I wear a white shirt  
And my shorts are green.

I play **tennis**.  
I have a racket to **hit**.  
I hit the ball hard.  
I like to stay fit!

I play **basketball**.  
Can you guess my name?  
I **throw** the ball in the basket,  
And my team wins the game!

Hany

1



I **kick** the ball.

Hana

2



I **hit** the ball with  
my racket.

3



I **throw** the ball.



2 Circle the correct answer

1 Who throws the ball?

Hana

Amira

2 Who kicks the ball?

Hany

Hana

3 What does Hana hit the ball with?

her hand

her racket

4 Who plays basketball?

Hana

Amira



3 Sing

**Vocabulary:** kick, hit, throw, racket, ball

**Language:** This is my racket.

I (kick / hit / throw) the ball.



# Make a survey

## Unit 4

Which game can you play?



1 Make a class survey. Ask and answer

Can you play tennis?

Yes, I can.

Name	football	tennis	karate	basketball
Dina	X	✓		



2 Use the table to write sentences

1 Dina can .....

2 .....

3 .....

رابطة معلمي

اللغة الانجليزية بمحافظة القليوبية



# Reading



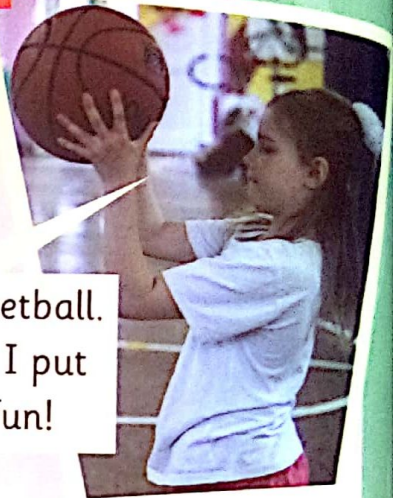
**1** Listen and read. Then circle the correct answer

1



My name is Yasser. I can play football. I play in a team. I kick the ball. I run fast. It's fun!

2



My name is Jana. I can play basketball. I play in a team. I throw the ball. I put it in a basket. I run fast, too. It's fun!

- |                                       |           |            |
|---------------------------------------|-----------|------------|
| 1 What does Jana play?                | football  | basketball |
| 2 Who plays football?                 | Yasser    | Jana       |
| 3 Why do Yasser and Jana play sports? | It's fun! | It's bad!  |



**2** Complete about yourself

I can play .....

**This is me.**

I can't .....

I play alone/in a team.

**Communication:** good listening; self-expression;  
non-verbal communication

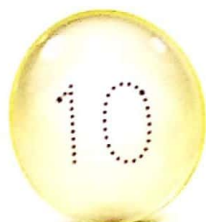


# Connect with Math

Learn to count with Busy Bee!

## Unit 4

1 Listen, read and trace



ten



twenty



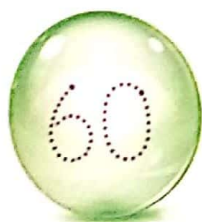
thirty



forty



fifty



sixty



seventy



eighty



ninety



one hundred



2 Complete, then say

1  $10 + 10 = 20$

2  $50 - 40 =$

3  $20 - 10 =$

4  $60 + 10 =$

5  $30 + 20 =$

6  $90 - 10 =$

Ten plus ten is twenty.

Fifty minus forty is ten.

**Connect with Math:** ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred



# Connect with Science

## Exercise is healthy



**1** Healthy things are good for your body.  
Check (✓) the healthy things

1



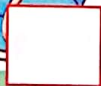
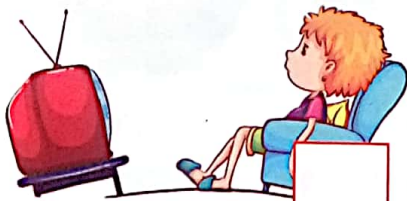
2



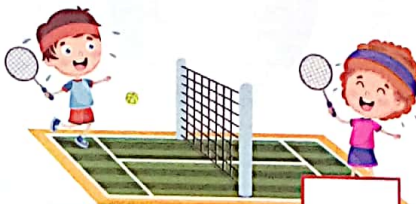
3



4



5



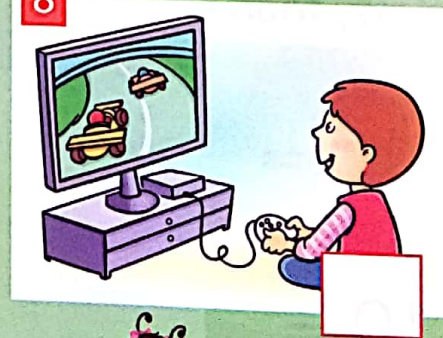
6



7



8



**2** Listen and complete

healthy runs plays drinks eats

Hatem is ..... . He .....  
he ..... tennis. He .....  
water. He doesn't watch too much TV.  
He ..... healthy food.



**3** Read to your partner





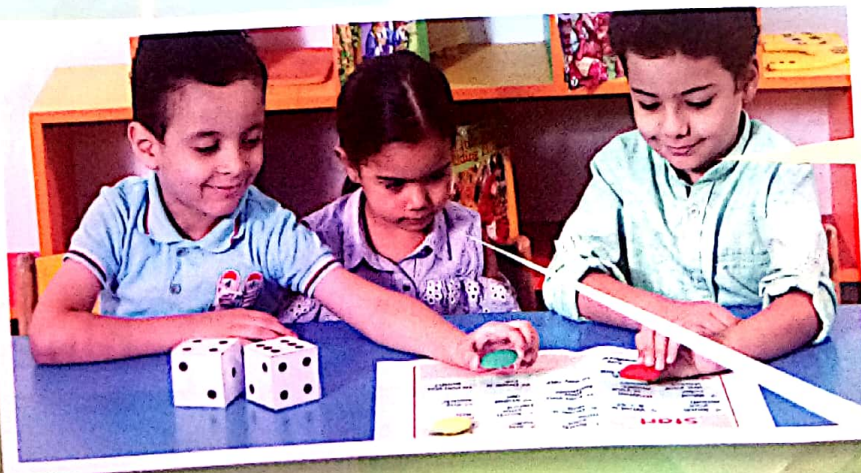


1 Play the game with your friends

## Start

- 1 Touch your nose.
- 2 Say 'hello!'
- 3 Can you play tennis?
- 4 Touch your mouth.
- 5 What is  $8 + 5$ ?
- 6 Draw a dog.
- 7 Touch your pencil.
- 8 Say 'fish'.
- 9 What color are your shoes?
- 10 What is your dad's name?
- 11 Can you play football?
- 12 Stand up!
- 13 Say 'beach'.
- 14 What is  $6 + 9$ ?
- 15 Touch your leg.
- 16 Say '20'.
- 17 Draw a cat.
- 18 Can you jump?
- 19 What is  $7 + 4$ ?
- 20 Say 'goodbye'.

## End



It's your turn.

Thank you.





gr bl

## Learn sounds with Busy Bee!



1 Listen and repeat



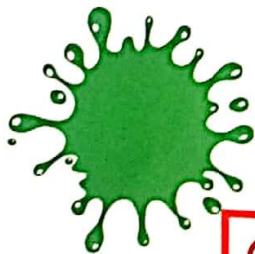
gray



black



2 Look and circle gr and bl

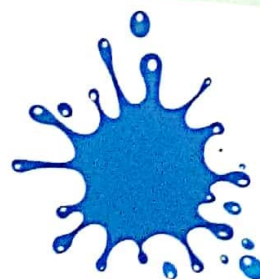


green

grandma



grandpa



blue



Phonics: the gr  
and bl sounds

abcdefghijklmnopqrstuvwxyz





gr bl

Unit 4

Learn to write with Busy Bee!



1 Look, write and say

1

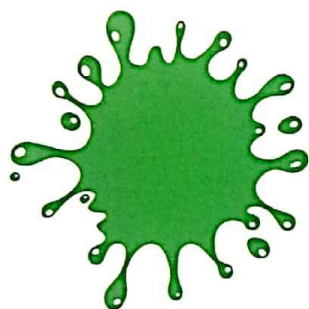


gray

2



3



4



5



6



رابطة معلمي اللغة الانجليزية بمحافظة ال



abcdefghijklmnopqrstuvwxyz



# Project : My sports poster



**1** Read and do. Work in groups.

**1**

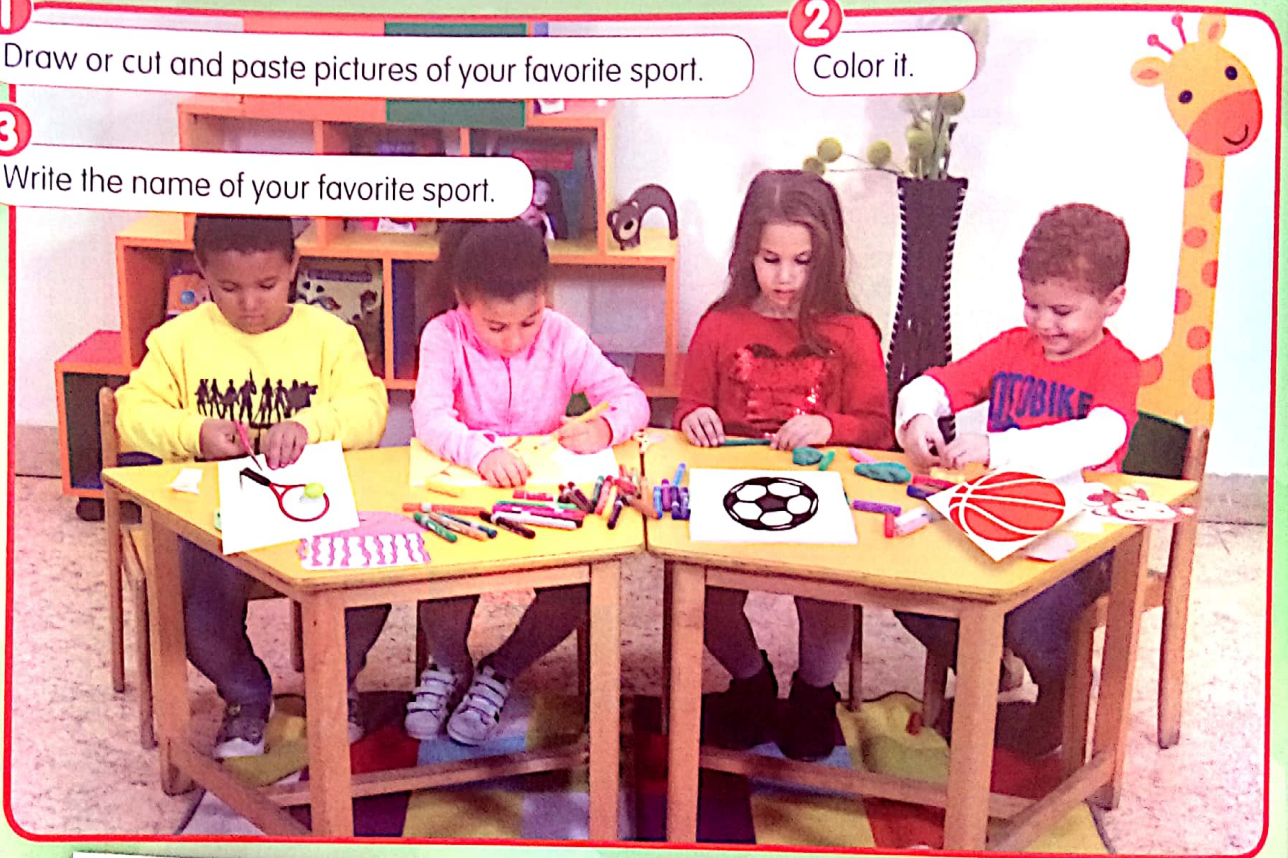
Draw or cut and paste pictures of your favorite sport.

**2**

Color it.

**3**

Write the name of your favorite sport.



**2** Now say

*My favorite sport is (basketball).*



**Preventative health:** The importance of sports  
**Language:** *My favorite sport is (basketball).*



# Project : My sports poster



1 Read and do. Work in groups.

1

Draw or cut and paste pictures of your favorite sport.

3

Write the name of your favorite sport.

2

Color it.



2 Now say

My favorite sport is (basketball).



**Preventative health:** The importance of sports  
**Language:** My favorite sport is (basketball).



# Show and tell

## Unit 4



1 Choose your favorite sport and wear the clothes. Now say



I can play tennis. It's my favorite sport.



## Self Assessment



Read and color the stars that describe your effort

### Vocabulary



I can read most sports words and sports verbs.



I can read all sports words and sports verbs.



I can read and write all words related to sports.



### Phonics



I can read words with *gr* and *bl* letter sounds with the help of my teacher.



I can read the words with *gr* and *bl* letter sounds on my own.



I can read and write words with the *gr* and *bl* letter sounds.



### Life skills



I exercise when I have time.



I sometimes exercise.



I always exercise to keep fit.



### Science/Math



I can read most numbers and numerals from 10 - 100.



I can read and write numbers and numerals.



I can use numbers and numerals from 10-100 to add and subtract.



### Project



I worked alone to make a poster about sports.



I worked with my group to make a poster about sports.



I helped my group to make a poster about sports and present it.





# Play time

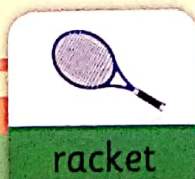
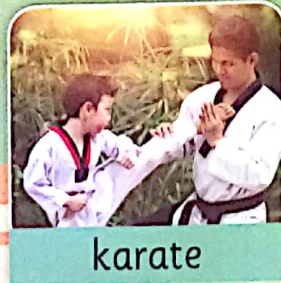


1 Trace and color





1 Find the words



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

Teacher assessment





# Unit 5 My day



1 Look, listen and read

We have breakfast at **7 o'clock**.

We drink tea with milk.



We play with friends at **ten thirty**.  
It's break time.



We go home at **two thirty**.



We enjoyed our school day!



# Reading and writing

## Unit 5

1 Read and circle the correct word

2 Point and say



It's six thirty. I eat / drink bread.



It's seven o'clock. I eat / drink tea with milk.



It's three o'clock / three thirty. I enjoyed my school day.



It's nine o'clock / nine thirty. It's time to go to bed.

3 Listen and complete

It's 6:30 in the morning. It's time for ..... I eat ..... and drink ..... At ..... o'clock I go to school. We stand in line at ..... I go ..... at two o'clock. I ..... my school day!

4 Sing

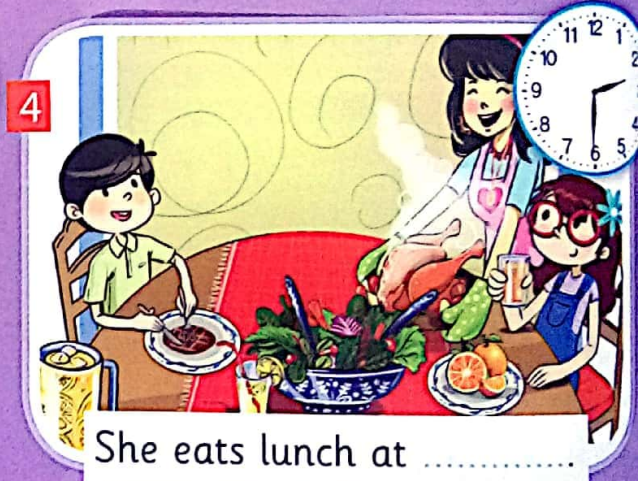
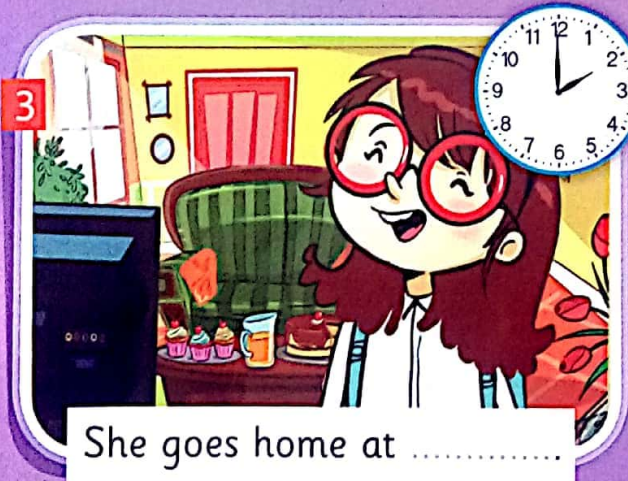
Vocabulary: eat, drink, play, table, clock, enjoyed, tea, milk  
Language: It's (six thirty).



# Daily routines



**1 Look, listen and complete**



**2 Point and say what Hana does**

Hana gets up at 6.30.

**Language:** go to bed / get up / eat lunch / sleep / says good night / go home. Hana gets up at 6.30.



## What time is it?



1 Look, read and say

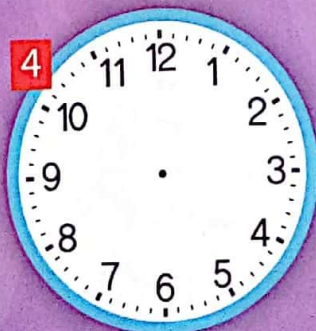
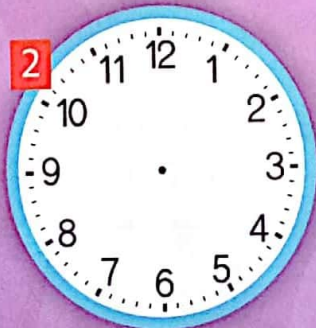
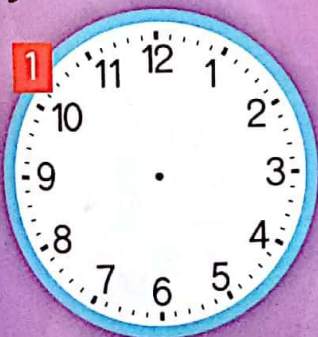
It's 7 o'clock am.



It's 7 o'clock pm.



2 Listen and draw the times



3 Now write

1 It's .....

2 It's .....

3 It's .....

4 It's .....

Language: What time is it? It's six o'clock. It's five thirty am.



# Story

## Talking about your day



1 Look, listen and read

Hany and I play tennis today at 3 o'clock!  
I need to go home at 4 o'clock.



Hany is late.

Hello, Youssef! Let's play tennis!



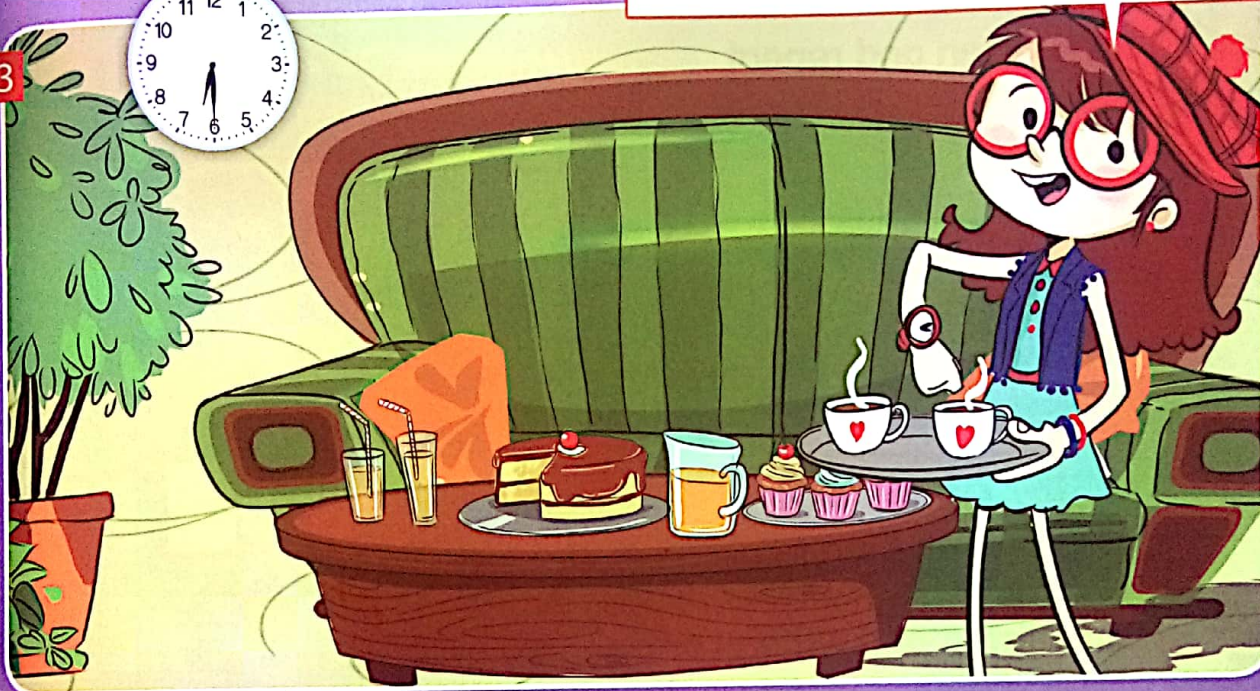
Is Youssef happy? Why or why not?





Amira and I watch a movie at 6.30.

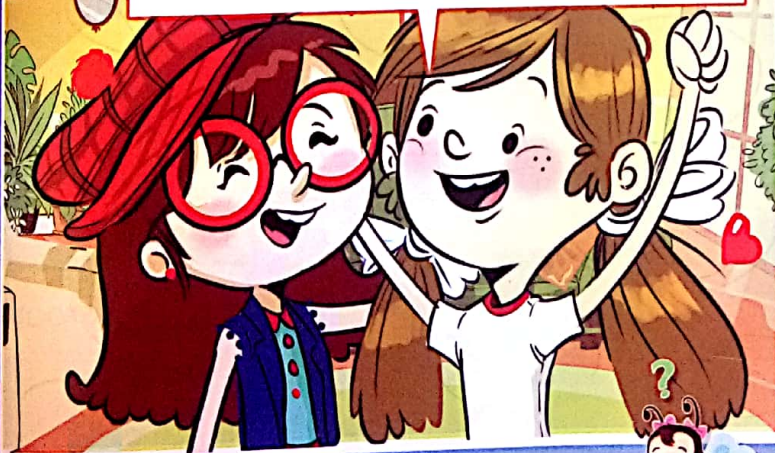
3



It's six thirty.

4

Hello Hana! Let's watch the movie!



Is Hana happy? Why or why not?



**2 Now circle the correct answer**

1 What time does Hany arrive?  
at 3                      after 3

2 What time does Amira arrive?  
at 6.30                      after 6.30

3 Who is on time?  
Amira                      Hany

*Life skill*

**Self-management:** Recognizing the importance of good time keeping



**3 Role-play**



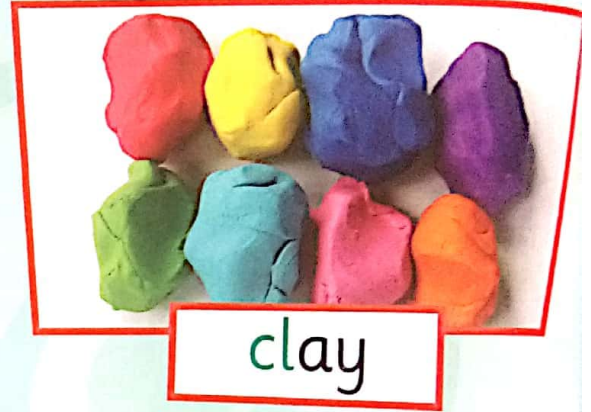


pl cl

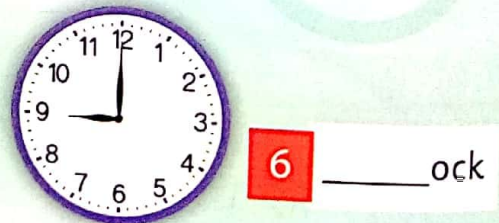
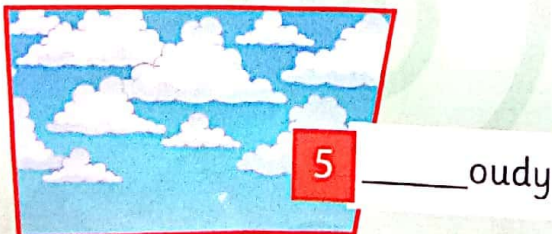
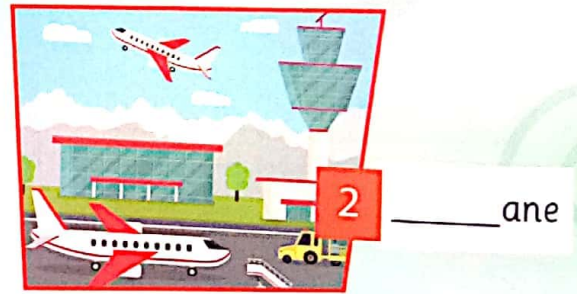
# Learn sounds with Busy Bee!



1 Look, listen and repeat



2 Look, listen and write pl or cl







pl cl

## Unit 5

### Learn to write with Busy Bee!



1 Look, read and trace the sentences

1



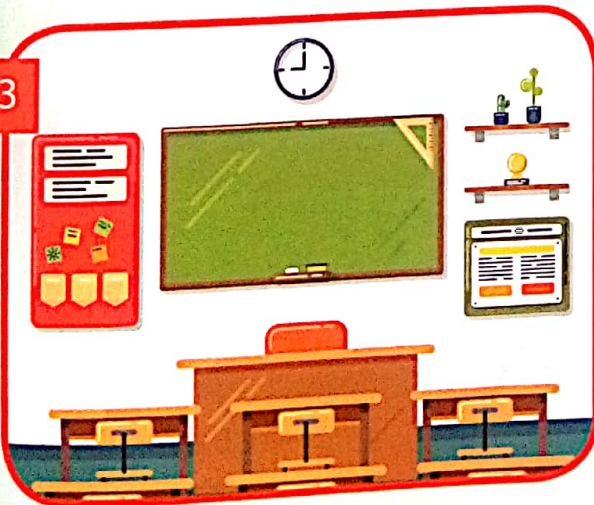
I play with clay.

2



Can I play with  
your plane, please?

3



There is a clock in  
the classroom.



abcdefghijklmnopqrstuvwxyz



# Writing

1 Listen and number

2 Write using these words

goes to school

eats lunch

~~gets up~~

plays with friends

goes home

watches television



She ..... at .....



1 Busy Bee gets up at six thirty.



Busy Bee ..... at .....



She ..... at .....



Busy Bee ..... at .....



She ..... at .....

3 Listen and check

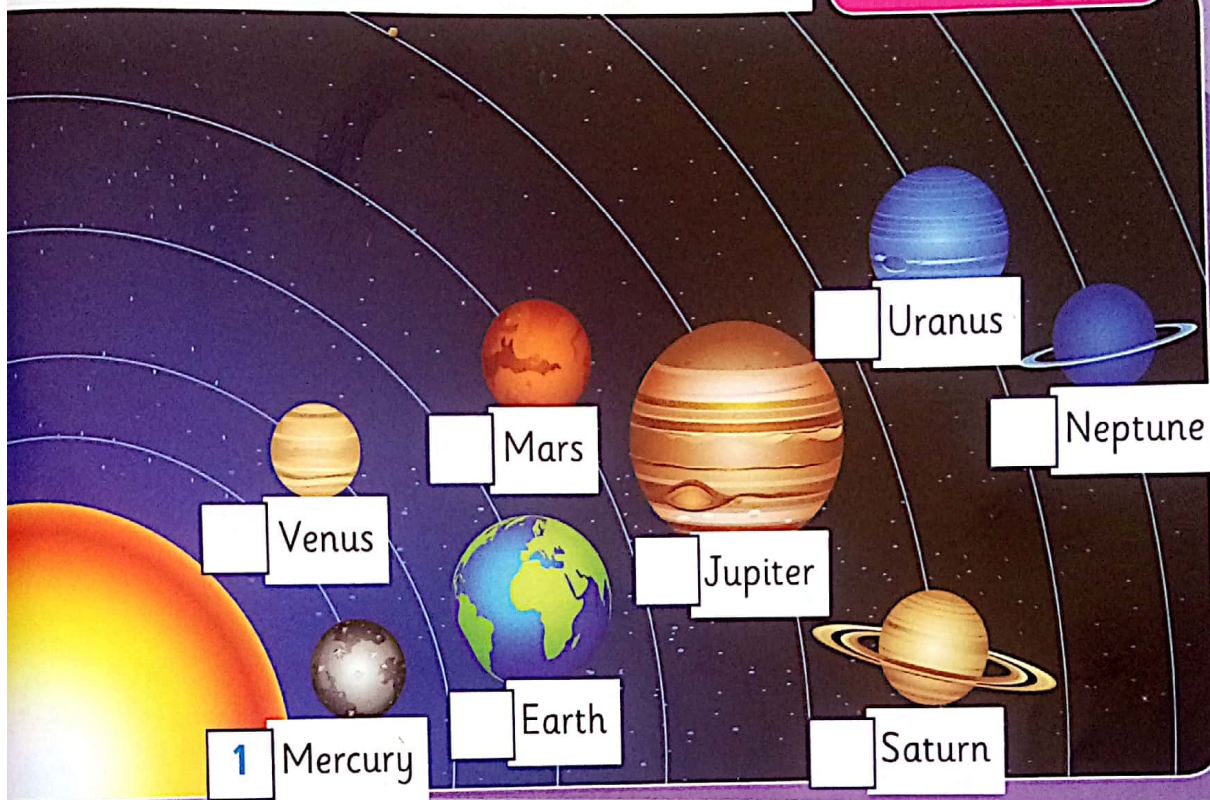


# Connect with Science: The solar system

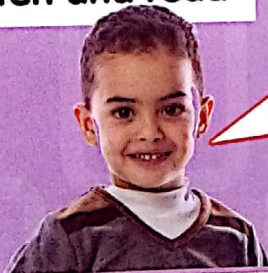
## Unit 5

1 Listen and number in the correct order

The solar system



2 Listen and read



There are eight planets in our solar system. Jupiter is the biggest planet. Venus is the smallest. Mars is red. Earth is blue and green. Mercury is near to the sun. Neptune is far.

3 Read and match

1 Mercury

2 Mars

3 Venus

4 Jupiter

5 Earth

a the smallest plant

b the biggest planet

c red

d near the sun

e blue and green

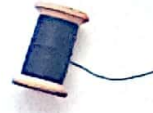
Connect with Science:  
The solar system



# Project: A planet hanger



1 Work in groups. Make and color



Draw, color and cut out pictures of planets.  
Hang your planets on a coat hanger.



## Show and tell



### 1 Show and tell



### 2 Point and say



**Language:** This is my planet hanger...

## Self Assessment



Read and color the stars that describe your effort

#### Vocabulary



I can read about daily activities with the help of my teacher.



I can read about daily activities on my own.



I can read, talk and write about my daily activities.



#### Phonics



I can read words with *pl* and *cl* letter sounds with help.



I can read the words with *pl* and *cl* letter sounds on my own.



I can read and write words with the *pl* and *cl* letter sounds on my own.



#### Life skills



I have problems keeping time.



I sometimes keep time.



I always keep time.



#### Science /Math



I can identify most planets with the help of my teacher.  
I use the clock to tell time with help.



I can identify and read about planets clearly.  
I use the clock to tell time.



I can read and write about planets clearly.  
I can use the analog clock to talk about daily activities.



#### Project



I worked alone to make a planet hanger.  
Some of my presentation was clear.



I worked with my group to make a planet hanger.  
Most of my presentation was clear.



We helped each other to make a planet hanger.  
My presentation was clear.





## Play time



1 Look, read and trace the sentences

1



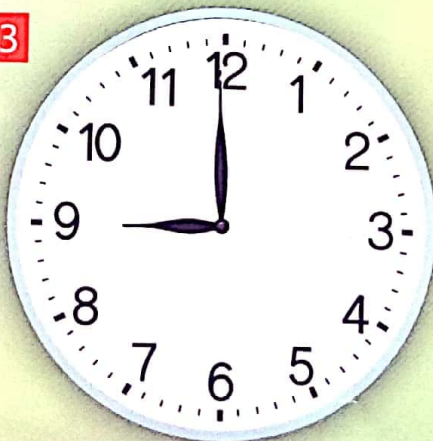
It's four o'clock.

2



It's seven thirty.

3



It's nine o'clock.

4



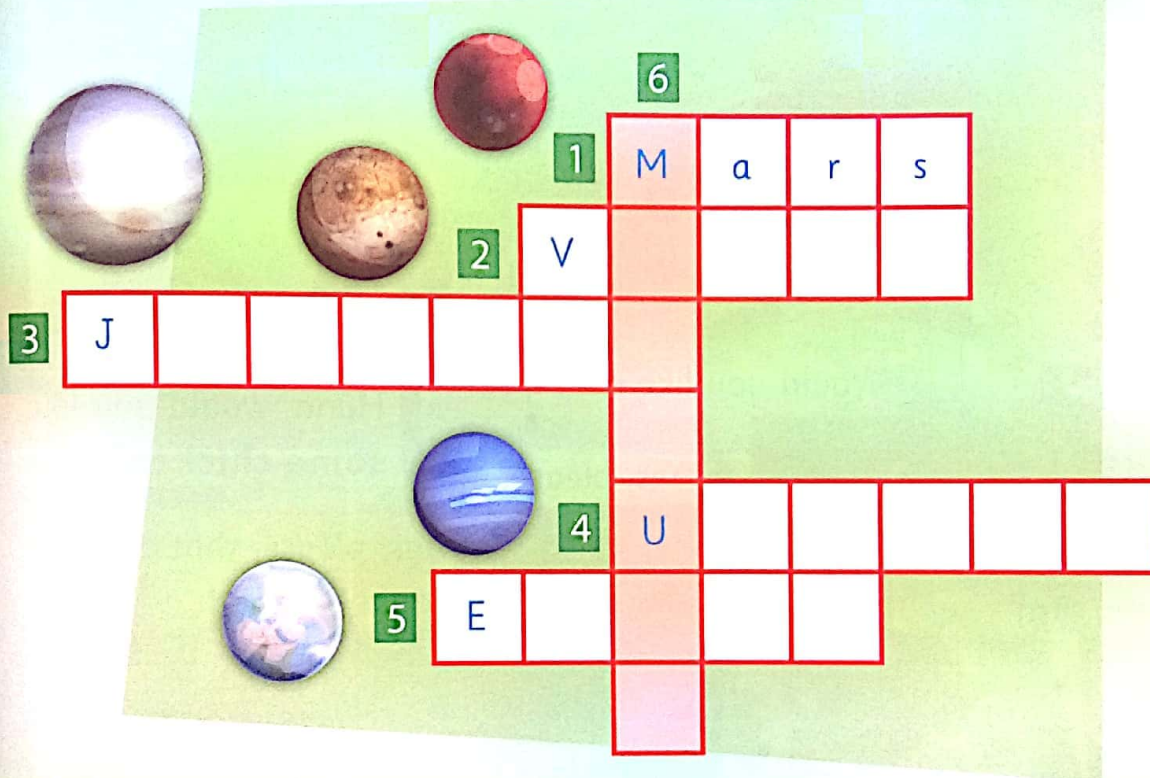
It's five thirty.





## 1 Complete the crossword of the planets

~~Mars~~ Venus Earth Mercury Uranus Jupiter



## 2 Find, then write the planet in the shaded column in the crossword

.....



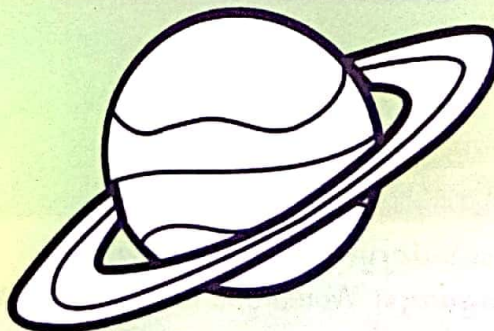
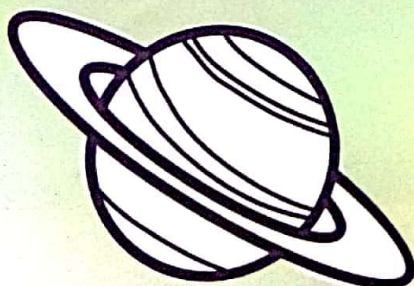
## 3 Which two planets are missing? Color them

1

.....

2

.....



رابطه معلمي اللغة الانجليزية بمحافظة القليوبية



# Unit 6

# Healthy lunches



1 Look, listen and read



**Vocabulary:** egg, tea, chicken, juice

**Language:** Would you like some ... ? Yes, please. No, thank you.



## Listening



1 Listen, point and say



milk



a burger



chicken



fries



fruit



grapes



ice-cream



juice



water



2 Sort and write

Food	Drinks
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

My favorite food is .....



3 Sing

**Vocabulary:** burger, fries, ice-cream, milk, fruit, grapes, water, juice, chicken



# Usage



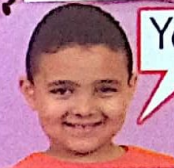
## 1 Ask, answer and complete



Tamer, do you like bread?



## 2 Look and say



Yes, I do.

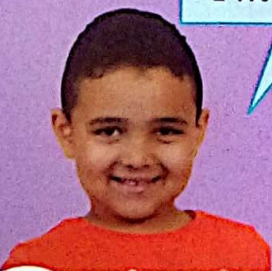
Name	bread	burger	chicken	fries	ice-cream
Tamer	✓	x	✓		



## 3 Read and match



I'm hungry.



I'm thirsty.

Tamer likes bread. He doesn't like burgers.



Language: He / She likes ....  
I'm hungry. I'm thirsty.

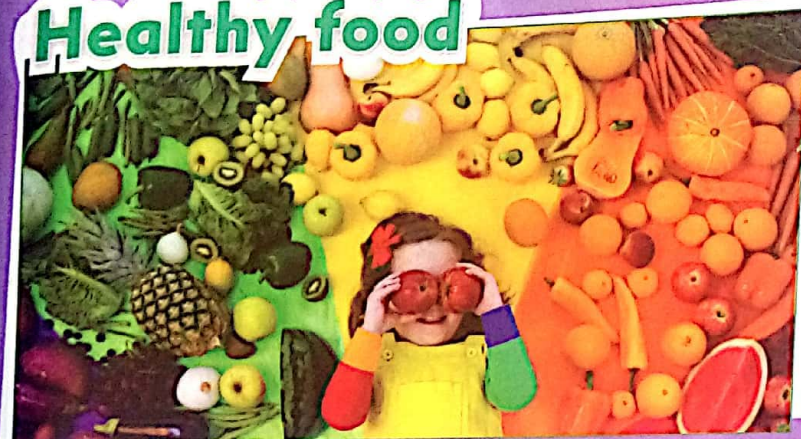


## Healthy and unhealthy food



## 1 Look and read

## Healthy food



It's good to eat healthy food. Healthy food like fruit and vegetables help our bodies and our teeth. Unhealthy food is not good for our bodies. It does not help our bodies grow.

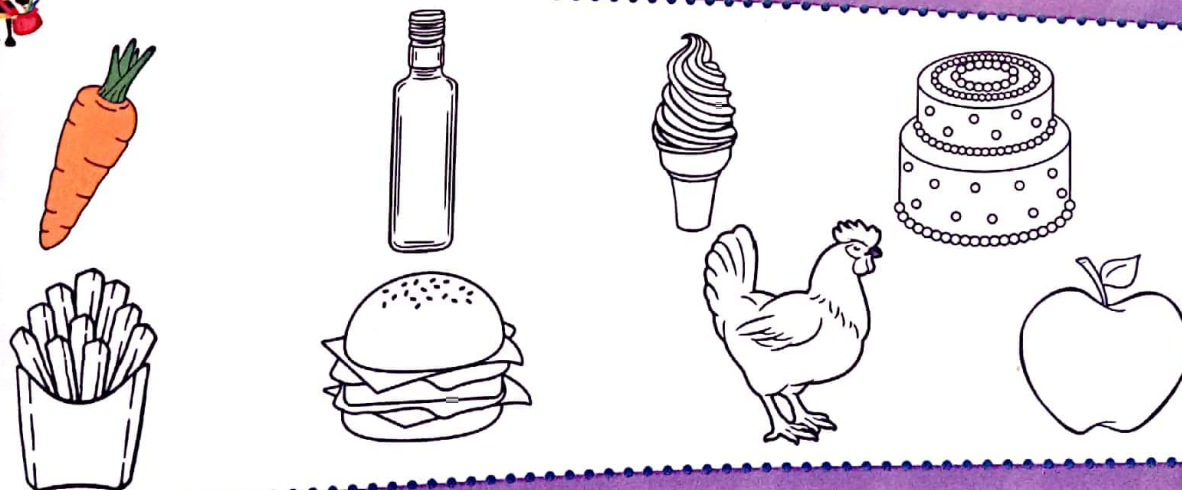


## 2 Circle the correct answer

- 1 If something is healthy, it is **good** / bad for you.
- 2 Healthy food **helps** / doesn't help our bodies.



## 3 Color the healthy food



## 4 Read and complete

like ..... It's healthy. I don't like ..... It's .....

Issues: Preventative health



# Story



**1 Listen and repeat**

Let's make a healthy lunch for Mom and Dad!



Great idea!

Dad, would you like some fish?



That looks yummy! Thank you!

Mom, would you like some yogurt?



No, thanks. But can I have some salad? That looks good.



**2 Role-play the scene**



**3 Which foods are healthy and which are unhealthy? Look and say**





### 1 Listen and read

## A new supermarket in Zagazig



There is a new supermarket in town. It opened yesterday morning. It is very big. It is near Zagazig Primary School. It sells healthy food. Many people went **there** yesterday. They bought meat, chicken, bread, eggs, grapes, juice and many other things.



### 2 Read and put a (✓) or (X)

- a The new supermarket is in Aswan. ( )
- b It is near a primary school. ( )
- c It opened yesterday afternoon. ( )



### 3 Read and circle

- a 'There' in line 6 means: the **supermarket** / school.
- b What is the opposite of big? (**small** / sad).
- c The supermarket **sells** / **doesn't sell** healthy food.

Connect with Social Studies:  
Places in town





fr dr

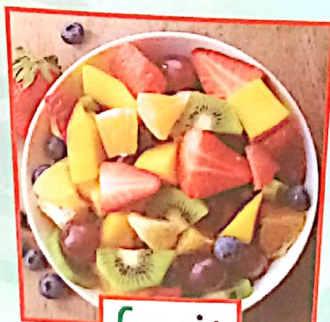
# Learn sounds with Busy Bee!



1 Look, listen and repeat



fries



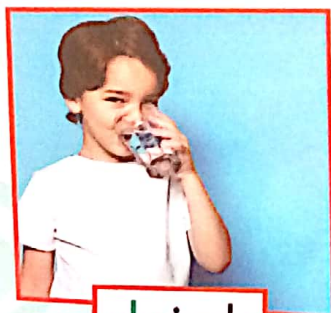
fruit



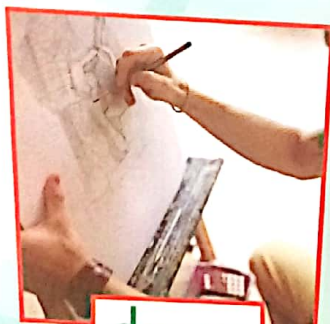
friends



frog



drink



draw



dress



drum



2 Look and write the words

fr

dr

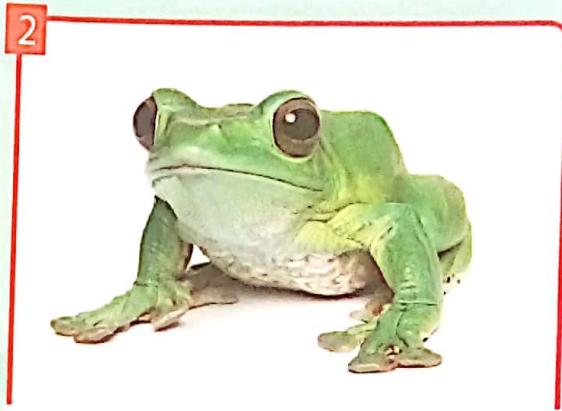


# Learn to write with Busy Bee!

1 Listen, read and complete



Burgers and ..... are unhealthy.



The ..... is green.



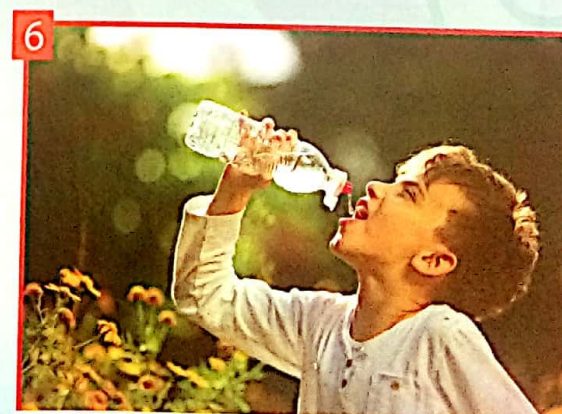
My ..... is pretty.



The ..... is yummy.



I ..... my cat.



I ..... water when I'm thirsty.

abcdefghijklmnopqrstuvwxyz



# Connect with Science: hard and soft materials



**1 Look and read**

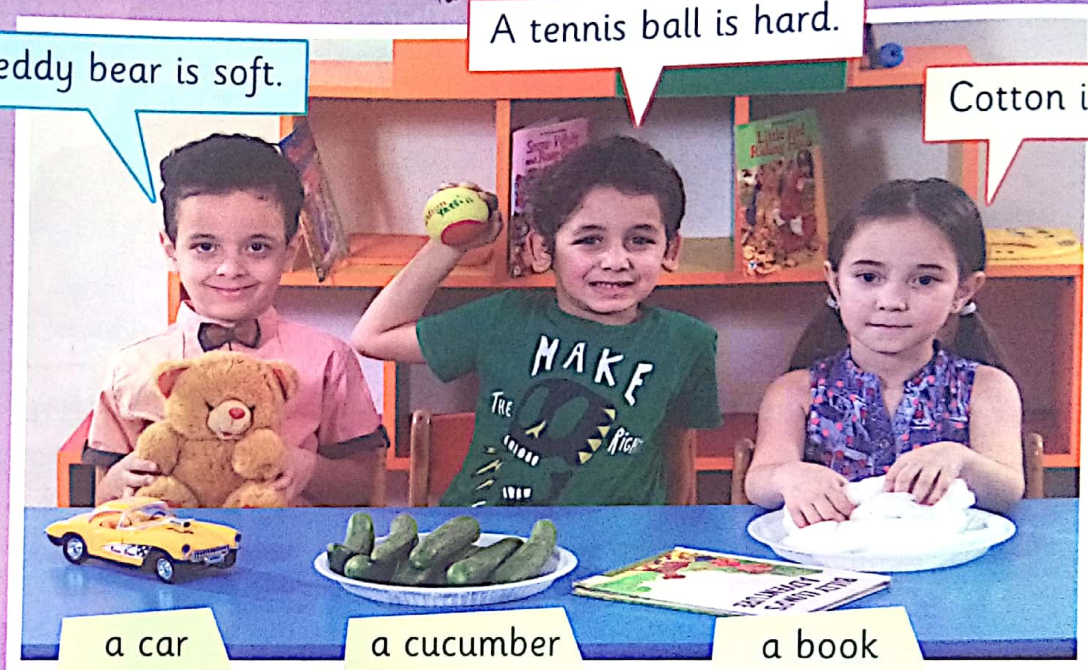
A teddy bear is soft.



**2 Is it hard or soft? Touch and say**

A tennis ball is hard.

Cotton is soft.



a car

a cucumber

a book



**3 Read and circle**



1 It's hard / soft.



2 It's hard / soft.



3 It's hard / soft.



4 It's hard / soft.



## Hard and soft



1 Look and sort

~~car~~  
date

~~teddy bear~~  
cotton

 book  
ice-cream

 cucumber  
cake

hard



car

soft

teddy bear



اللغة الانجليزية بمحاضرة القليوبية



2 Point and say



# Project



1 Make a healthy food plate. Work in groups



Draw or cut and stick pictures of healthy food on a paper plate. Write your name on the plate.





## 1 Show and tell



**Language:** This is my healthy plate.

## Self Assessment



## Read and color the stars that describe your effort

### Vocabulary



I can read about foods and drinks with the teacher's help.



I can read about foods and drinks on my own.



I can talk and write about foods and drinks and likes and dislikes.



### Phonics



I can read words with *fr* and *dr* letter sounds with the help of my teacher.



I can read the words with *fr* and *dr* letter sounds on my own.



I can read and write words with the *fr* and *dr* letter sounds.



### Life skills



I rarely eat healthy food and drinks.



I sometimes eat healthy food and drinks.



I always eat healthy food and drinks.



### Science /Math



I can identify hard and soft material objects with the help of my teacher.



I can identify hard and soft material objects on my own.



I can sort different objects into soft and hard material groups.



### Project



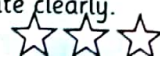
I worked alone to make a healthy food plate. I had some problems to present my healthy food plate.



I worked with my group to make a healthy food plate. I talked about my healthy food plate.



We helped each other to make healthy food plate. I talked about my healthy food plate clearly.





# Play time



1 Complete the food and drink words



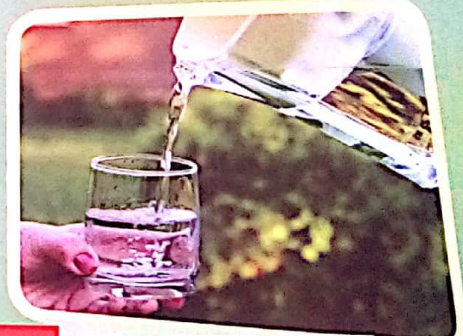
1 f \_ r \_ i \_ es



2 g \_ ap \_ \_



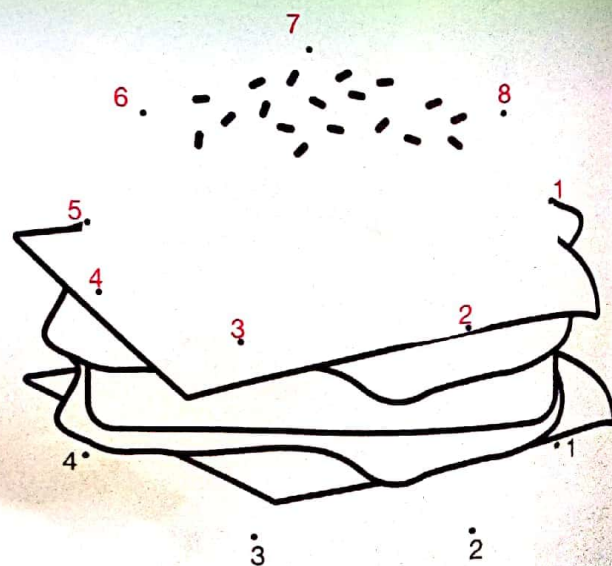
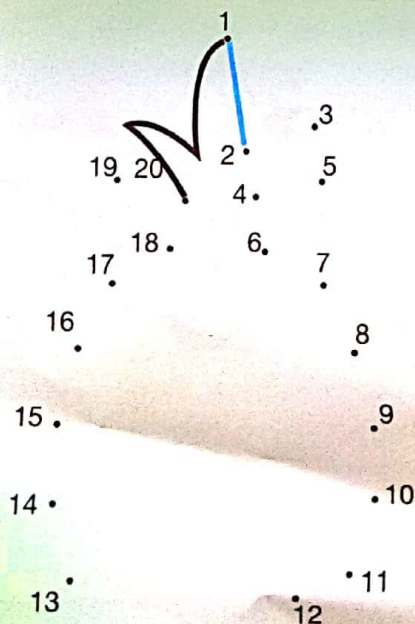
3 c \_ i \_ \_ en



4 \_ a \_ \_ r



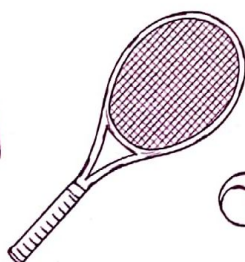
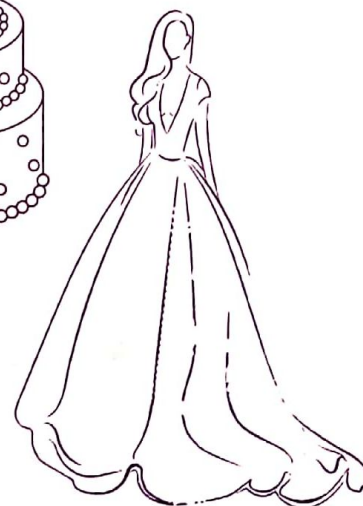
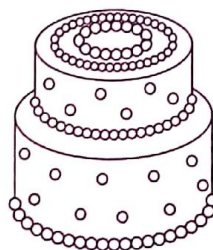
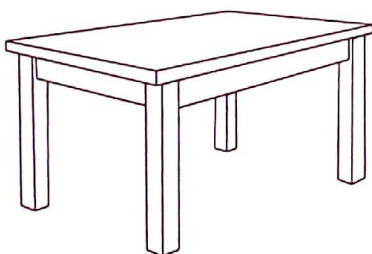
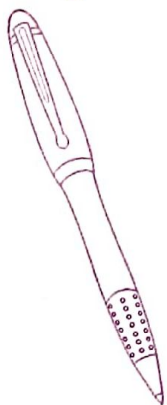
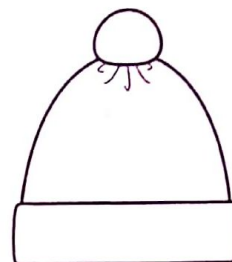
2 Join the dots to make the food. Then color the healthy food







**1** Color the hard objects blue. Color the soft objects red



**2** Write the numbers





# Review 2



## 1 Read and write

swimming

basketball

football

karate

tennis



eat lunch

get up

go to school

drink

go to sleep



ice-cream

chicken

juice

grapes

bread

burger

fries



Revision of vocabulary from Units 4-6



## Review 2



1 Complete and say

①  $10 + 20 = \underline{\hspace{2cm}}$

②  $30 + 50 = \underline{\hspace{2cm}}$

③  $20 - 10 = \underline{\hspace{2cm}}$

④  $80 - 40 = \underline{\hspace{2cm}}$

⑤  $40 - 10 = \underline{\hspace{2cm}}$

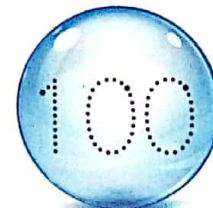
⑥  $70 + 20 = \underline{\hspace{2cm}}$



2 Look, trace and write



ten



Revision of math from Units 4-6



# Review 2



1 Listen, read and complete



2 Color

Uranus Mercury Saturn Earth  
Mars Jupiter Neptune Venus

1



.....

2



.....

3



.....

4



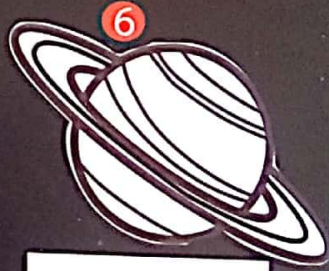
.....

5



.....

6



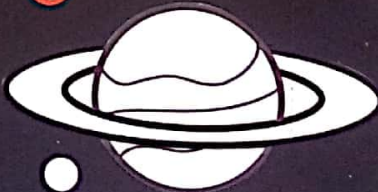
.....

7



.....

8



.....



3 Point and say

Revision of Science from Units 4-6



# Self Assessment

# Review 2

Now I can ...



## talk about sports



## talk about my day



## talk about food



## say these sounds

gr

bl

dr

cl

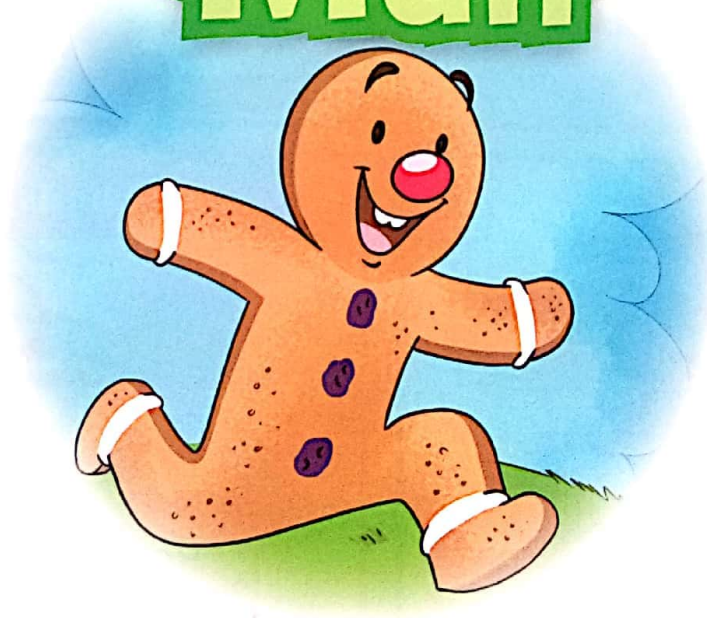
fr

pl



CONNECT READING ADVENTURES

# The Gingerbread Man



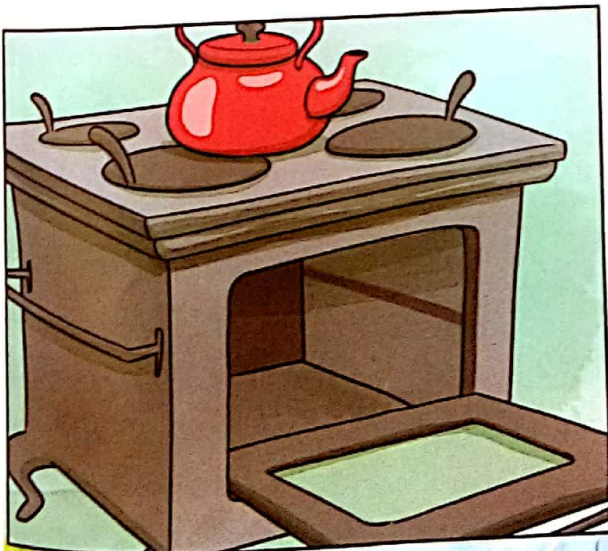
RETOLD BY NICOLA GARDNER  
ILLUSTRATED BY NATHALIE ORTEGA



# Picture Dictionary



gingerbread man



oven



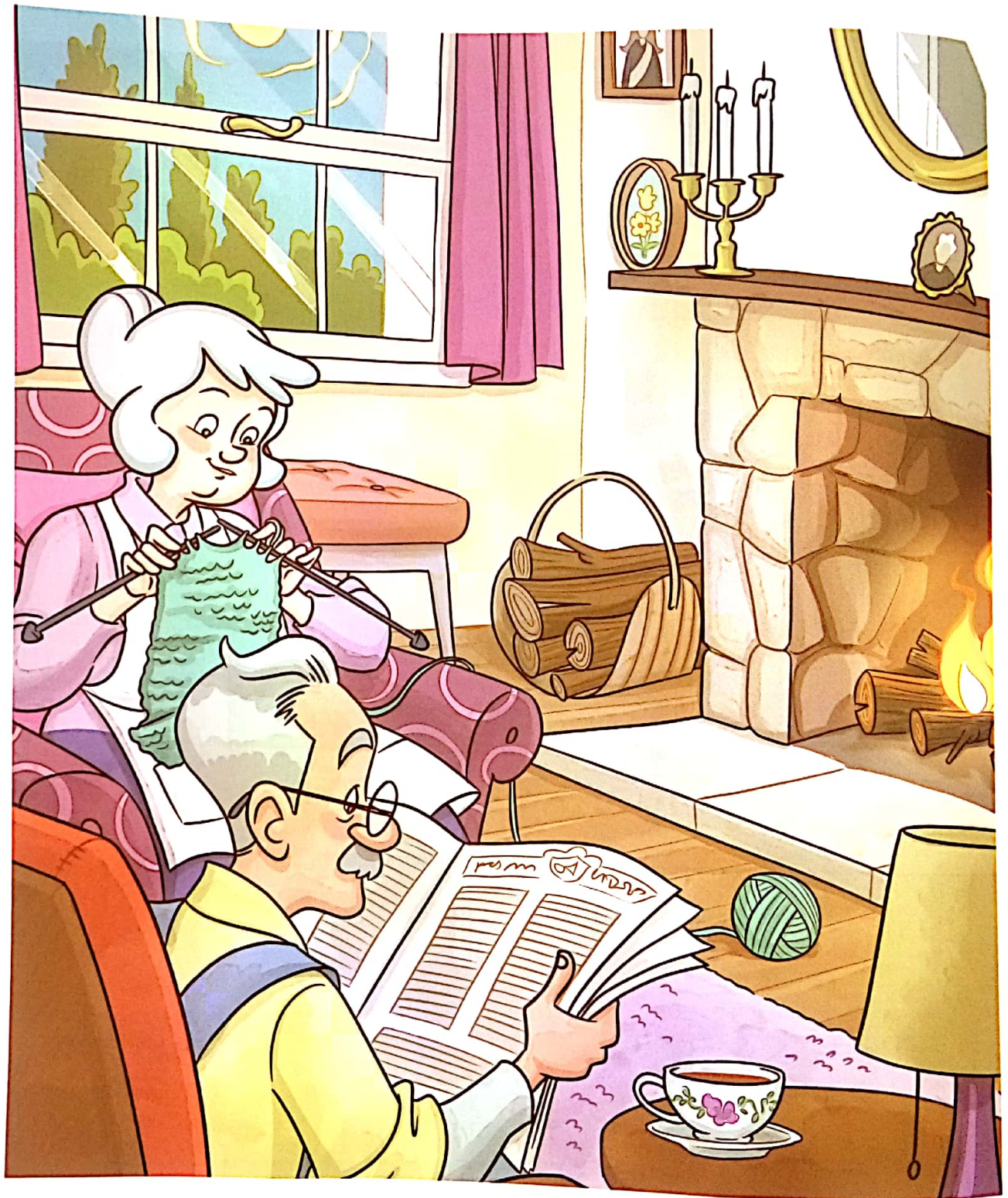
river

رابطه معلمي

اللغة الانجليزية

بمحات القبول



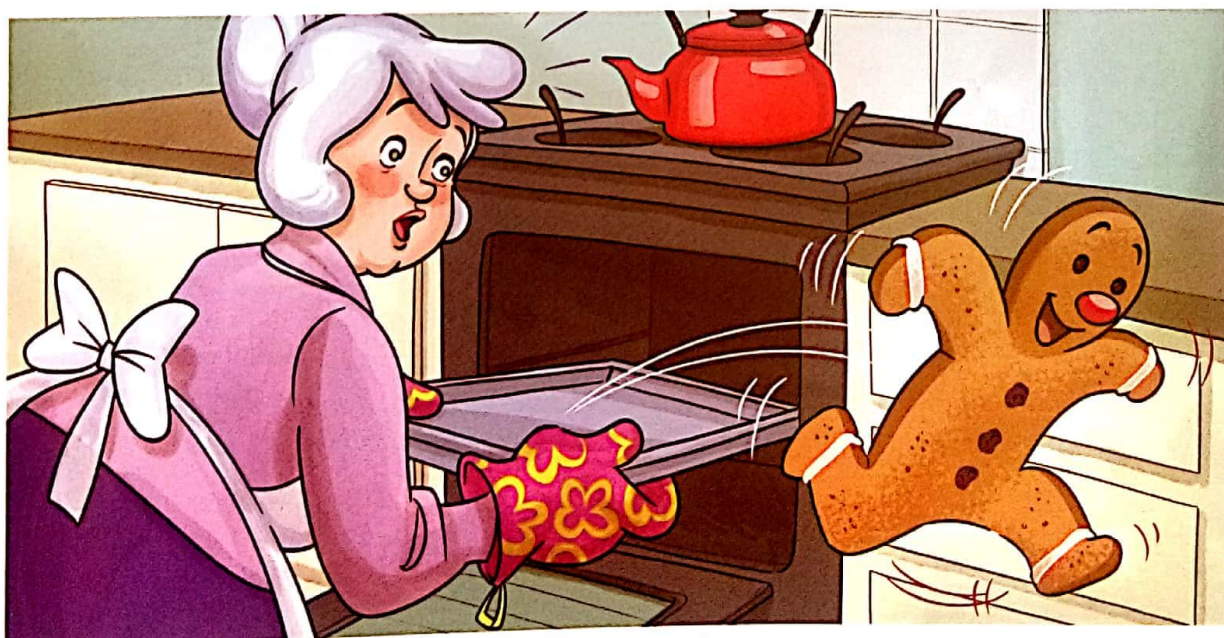


Grandpa and Grandma sit in their house.



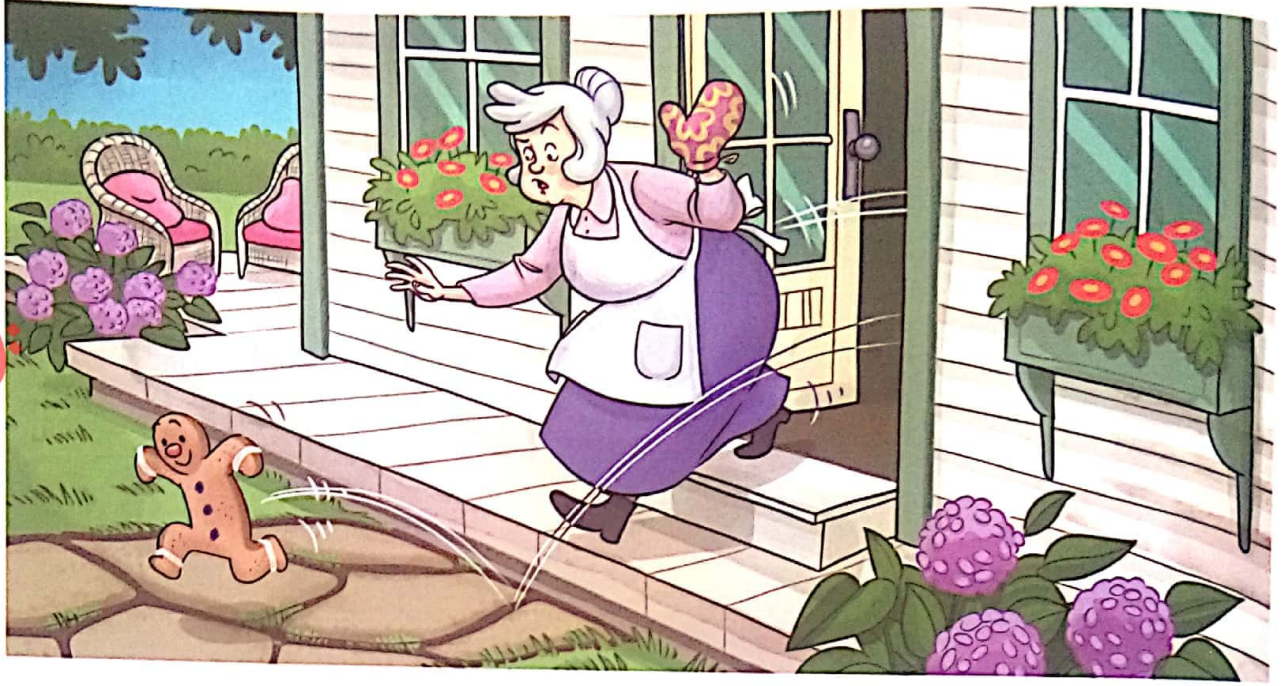


It's 11. 30. They are hungry.  
Grandma makes a gingerbread man.



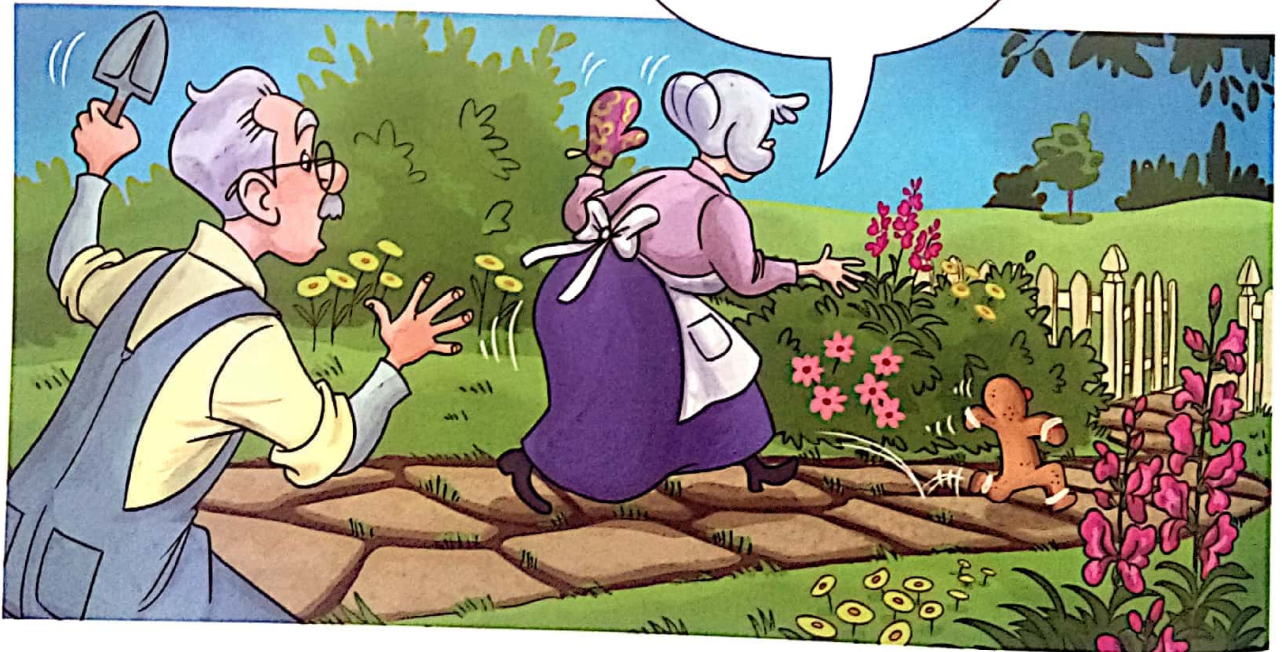
She opens the oven. The gingerbread man jumps out.





The gingerbread man runs into the garden.

Stop! Stop!



Grandpa jumps up. He runs into the garden.





Run, run, as fast as you can!  
You can't **catch** me, I'm the  
**gingerbread man.**





Yummy! Can I eat you? You look good to eat.





Run, run, as fast as you can!  
You can't catch me, I'm the  
gingerbread man.





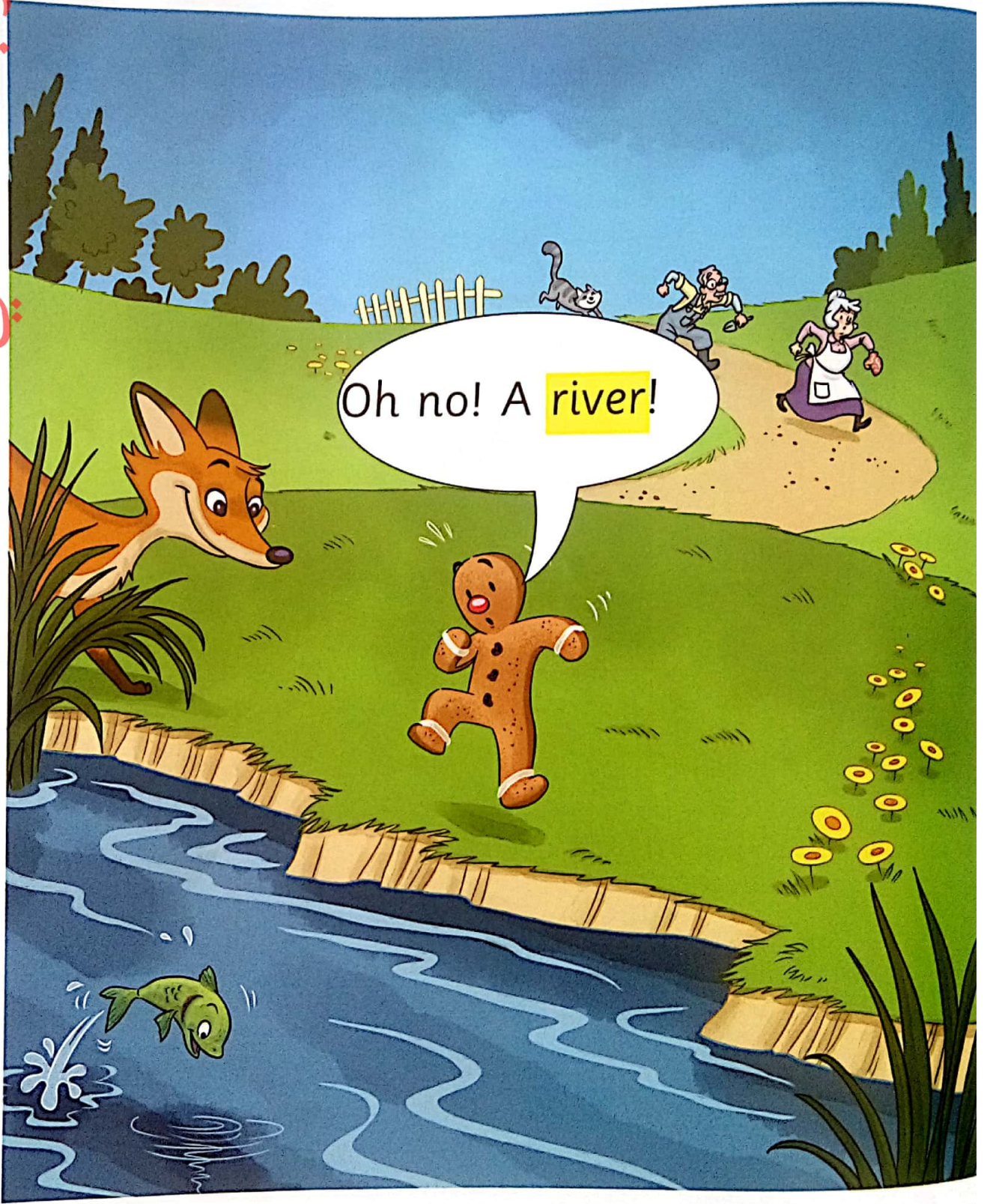
Yummy! Can I eat you? You look good to eat.





Run, run, as fast as you can! You can't catch me, I'm the gingerbread man.





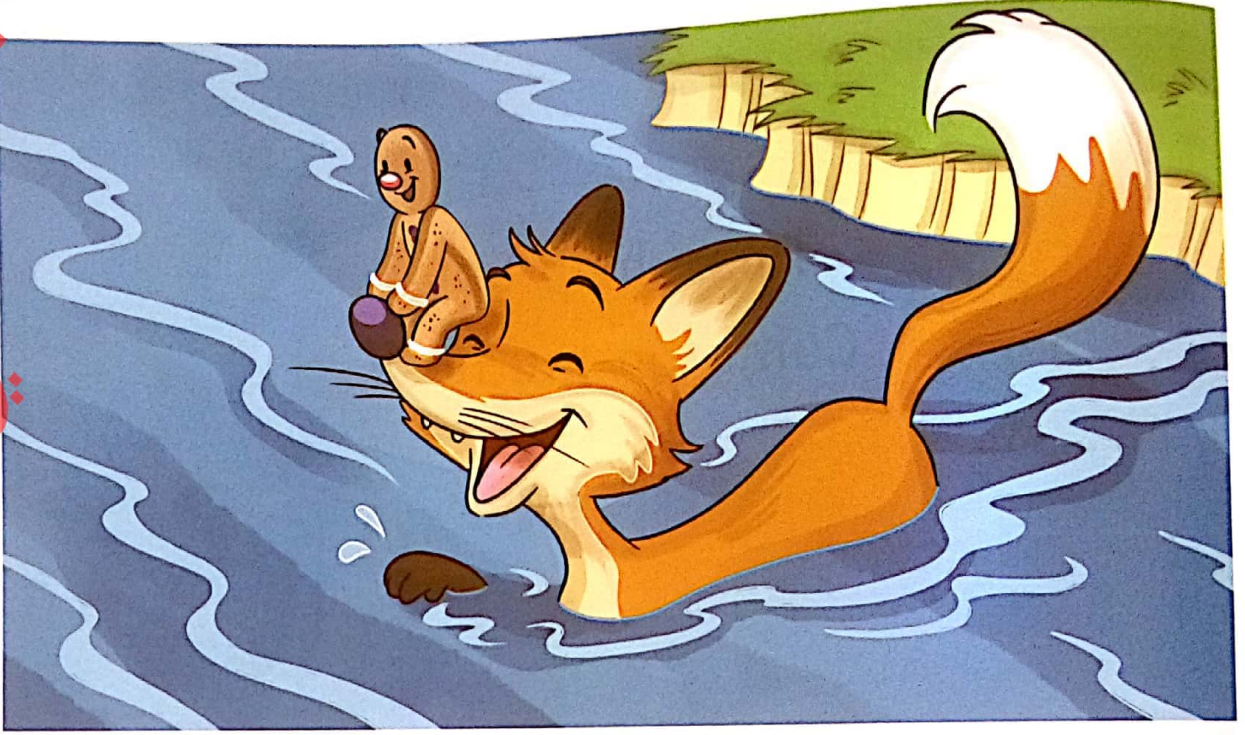
The gingerbread man comes to a river.



I can help you.  
Climb on my nose.







The sun is high. The river is quiet. The fox is hungry.



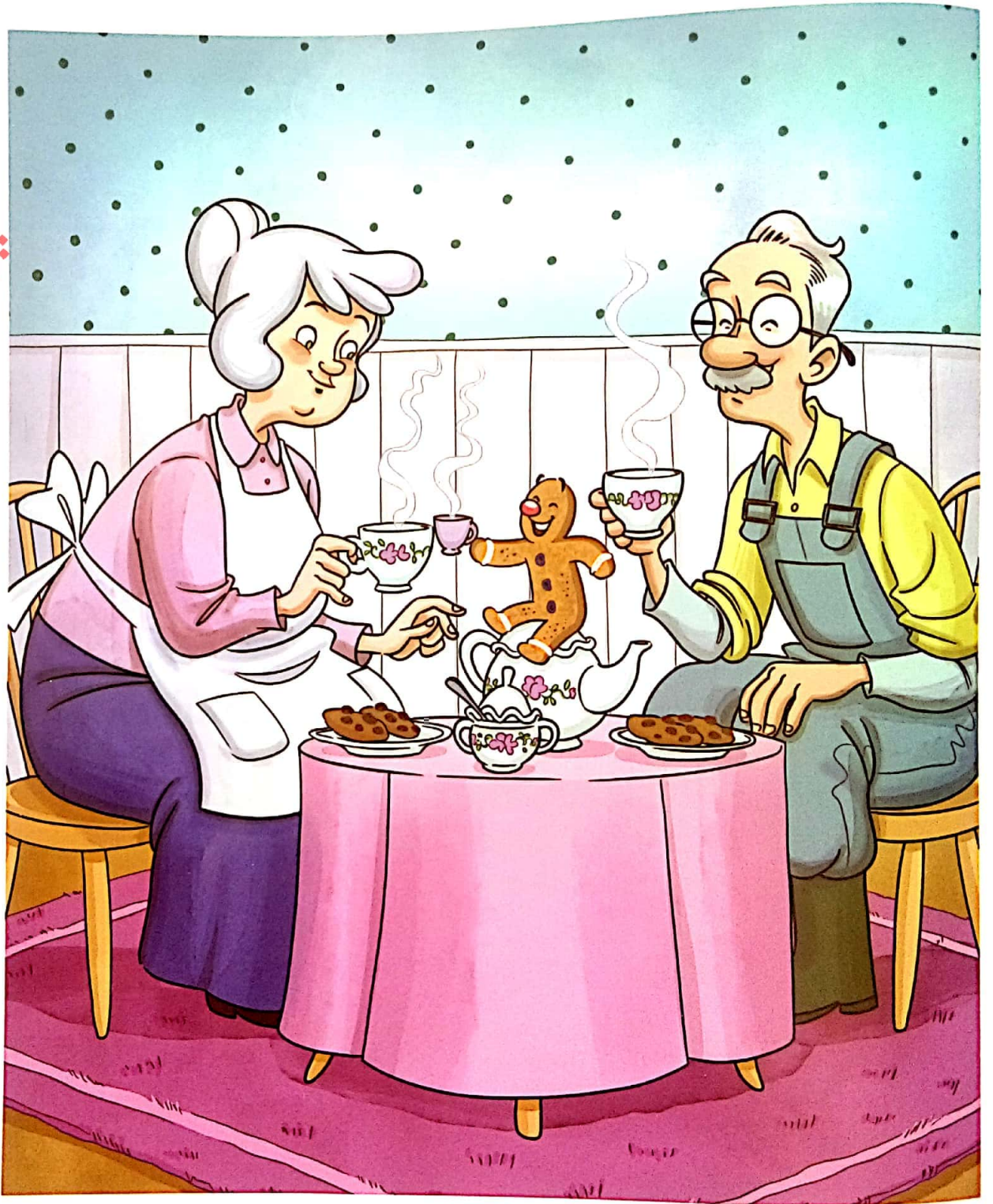
The fox opens his mouth.





I've got you! Let's go home.





Grandma, Grandpa and the  
gingerbread man are happy.



# Events in the story



1 Look, find and circle the people and animals

gingerbreadman grandpa grandma duckling fox cat



2 Who says what? Read and match

1 The gingerbread man



2 fox



3 Grandma



4 cat



a

Yummy! Can I eat you?

b

You can't catch me.

c

Climb on my nose.

d

Let's go home.



3 Read and complete

opens eat hungry garden

- 1 Grandma and Grandpa are .....
- 2 The gingerbread man runs into the .....
- 3 The fox ..... its mouth to eat the gingerbread man.
- 4 The cat wants to ..... the gingerbread man.



# Story

## The Gingerbread Man



1 Read and put the pictures in the correct order

a



Grandma, Grandpa and the gingerbread man are happy.

b



It's 11.30. They are hungry. Grandma makes a gingerbread man.

c



Run, run, as fast as you can! You can't catch me, I'm the gingerbread man.

d



The gingerbread man runs into the garden.



# The Gingerbread Man

## Story



1 Read and put a (✓) or (✗)

- 1 The gingerbread man jumps out of the oven. ( )
- 2 The duckling eats the gingerbread man. ( )
- 3 Grandma and Grandpa eat the gingerbread man. ( )



2 Read and trace

Grandma, Grandpa and the gingerbread man are happy.



3 Draw and complete

I liked .....



I didn't like .....

