



English



2025/2026

Term 1

Primary

2



"تهدى وزارة التربية 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 : _____

A MESSAGE FROM THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the *Primary 2 Framework for Egyptian Learners*. This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Primary 2 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook

- **Structured Learning Activities:** The textbook is organized into weekly sessions, each focusing on different aspects of language acquisition:

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

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

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

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

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

Commitment to Excellence

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

Join Us in Shaping the Future

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

Best Regards,

The Ministry of Education and Technical Education.

Scope and Sequence

Unit	Vocabulary	Language in Use	Phonetics Skills	Life Skill(s) and Value(s)
Unit 1: Let's Get Started!	hello, goodbye, teacher, chair, desk, eraser, book, ruler, bag, window, door, board, pencil case	Hello, I'm Ali. What's your name? This is a chair. That is a desk. My name is...	Short /æ/: cat, hat, cap Short /e/: pen, ten, red Short /ɪ/: zip, big, pin	Self-introduction Respect for teachers Show respect by following classroom routines.
Unit 2: Colors, Shapes, and Numbers	red, blue, green, yellow, circle, square, triangle, 1-20 and numbers in 10s	This is a red circle. What color is this? How many pencils do you have?	Short /a/: dog, box, fox Short /ʌ/: sun, cup, bun Long /eɪ/: cake, lake, snake	Numerical literacy Taking turns and sharing
Unit 3: Classroom Actions & Routines	write, draw, read, color, clean, play, sit, stand, raise, open, close, sing	I read a book. What do you do? I draw. Stand up. Open your book.	Initial Consonant Sound: sit, clap, draw	Following instructions Responsibility
Unit 4: Everyday Life	mother, father, sister, brother, grandmother, grandfather	Who's this? This is my sister. This is your brother.	Long /oʊ/: nose, rose Long /u/: glue, cube Digraph /θ/: thin, thumb, teeth, thick, thunder, math	Family appreciation Kindness
Unit 5: My Home	table, chair, bed, door, window, lamp, cup, plate, cook, clean, help, watch, eat, play, sleep, brush, read, sit	The lamp is on the table. I help my mother clean.	Digraph /ʃ/: ship, shop, fish Digraph /ð/: mother, father, that	Responsibility at home Helping others
Unit 6: Rooms at Home	kitchen, living room, bedroom, bathroom, dining room, garden, hall, balcony	There is a kitchen in my house. There is a bed in my room.	Digraph /tʃ/: chair, chin, lunch	Respecting space Hygiene



Let's Get Started

Unit
1



Learning Outcomes

Speaking

- Use basic greetings and respond appropriately
- Name at least 5–7 classroom objects correctly when shown pictures or real items
- Ask and answer simple questions about classroom objects
- Recognize and repeat phonics sounds for short vowels “a”, “e”, “i” in familiar words

Listening

- Respond to simple greetings when spoken by the teacher or in short audio recordings
- Identify vocabulary related to classroom objects
- Follow simple classroom instructions during listening activities

Reading

- Recognize and read common greeting words
- Match written words to pictures of classroom objects
- Recognize simple sentences describing classroom objects

Writing

- Write the names of classroom objects next to pictures
- Complete simple sentences using classroom vocabulary
- Reorder words to make correct sentences

Lesson

1



Classroom Greetings



Vocabulary

1

Listen, repeat, and practice Greetings

Hello, I'm Ali.

What's your name?

Good morning, Ms. Amira.

May I sit down?

Goodbye



Listening and Speaking



Practice with your friend

Student A: "Hello, what is your name?"

Student B: "My name is _____."



Switch roles and repeat.

2

Choose the correct answer from a, b, or c



- a** Goodbye
- b** Hello
- c** desk



- a** desk
- b** chair
- c** teacher



- a** Hello
- b** chair
- c** desk

3 Look, read, and write

Hello

teacher

chair

desk

student



c _____

s _____

t _____

d _____

H _____

4 Read and complete

teacher

chair

goodbye

Hello. My name is Ahmed.

- I sit on a **c**_____ at school.
- My **t**_____ is kind. She helps me learn.
- At the end of the day, I say **g**_____.

5 Complete the text with the words in the box

1. I sit on a _____.

2. This is my _____.
She teaches me.

- a** desk
- b** chair
- c** ruler



- a** friend
- b** teacher
- c** pencil

Lesson

2



Around the Classroom



Reading and Writing

desk - board - chair - window - door
- pen - book - notebook - bag

Let's Play: Write, Pick, and Stick!

Write classroom object words on small papers. Put them in a box, then pick a paper, read the word, and stick it on the correct classroom object!

Example: This is a chair.



Phonics Focus: Short "a" sound



Listen and repeat



cat



hat



fan



man



map



cap



Trace the words

hat cat cap map man fan

hat

cat

cap

map

man

fan

3 Read and match



cat



hat



cap



map



man



fan

4 Read and circle the correct word



cat / cut



hot / hat



fin / fan



cap / cop



man / men



mop / map

Lesson 2



5 Reorder the words to form a sentence

1. is / This / a / desk.



2. teacher. / a / is / He



3. is / student./ a / He



4. is / chair. / a / This



6 Reorder the letters to make a word



riach



esk



chetaer



oIHIe

BYE

y g o b e o d

Lesson

3



Our Classroom Objects



Vocabulary

1 Listen, repeat, and practice



board



pencil case



window



eraser



door



bag



ruler

2 Work in pairs to ask and answer questions

What is this?

This is an eraser.

1. What is this?

This is a _____.

2. What is this?

This is a _____.

3. What is this?

This is a _____.



Lesson 3



3 Choose and write the correct answer



- a That is a bag.
- b That is a window.
- c That is a door.



- a That is a board.
- b That is a pencil.
- c That is a door.



- a This is a board.
- b This is a ruler.
- c This is an eraser.



- a This is a bag.
- b This is a door.
- c This is a pencil case.

4 Reorder the words to form a sentence

a / is / This / board.

This is a board.

1. bag. / is / **This** / a

2. **This** / a / pencil. / is

3. book. / is / **This** / a



Listening and Speaking



Where is the...?

Student A: "Where is the door?"

Student B: "It's over there."

Switch roles and repeat

5

Reorder the letters to make a wordn/d/i/w/w/o
windowr/e/l/u/r
_____s/d/e/k
_____a/r/i/c/h
_____**Phonics Focus: Short "a" and "i" sounds**

6

Listen and repeat

pen



ten



hen



zip



fig



bin

7

Listen and fill

1. p_n 2. t_n

3. h_n 4. z_p

5. f_g 6. b_n

Lesson

4



Let's Write Together!

1

Trace the words

pen ten hen zip bin fig

pen ten hen
zip bin fig

2

Reorder the letters to make a word

n e p

e t n

n h e

p z i

n b i

g i f



Reading and Writing

Write two simple sentences about classroom items

Examples: This is my pencil case.

This is my bag.

Three horizontal lines for writing practice.



Draw and label 4 objects you see in your classroom

Lesson 4



Self-Assessment

What I Learned	Stars	Stars	Stars
I can use new classroom words.			
I can say "Hello" and "Goodbye".			
I can write a sentence about my classroom.			
I can talk about myself.			
I can draw classroom objects.			



Colors, Shapes, and Numbers



Learning Outcomes

Speaking

- Name and describe colors, numbers, and shapes using simple sentences
- Ask and answer questions about colors, numbers, and shapes
- Recognize and repeat phonics sounds for short "o", short "u", and long "a"

Listening

- Identify color, number, and shape names when heard in simple instructions or descriptions
- Respond to simple questions appropriately
- Identify numbers from 1 to 10 and count by tens

Reading

- Differentiate between singular and plural nouns
- Match written words to corresponding colored shapes

Writing

- Write color, number, and shape words accurately
- Reorder words to form correct sentences
- Develop basic spelling skills by reordering letters to make words
- Label drawings using accurate color and shape words

Lesson

1



Colors and Shapes



Vocabulary

1 Listen, repeat, and practice

What is this?

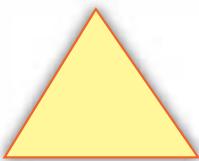
This is a red circle



circle



square



triangle



blue

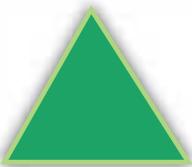


orange



green

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



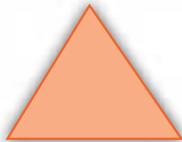
- a This is a blue square.
- b This is a green square.
- c This is a blue triangle.

- a I see a blue triangle.
- b I see a green triangle.
- c I see a red triangle.

- a The red square is on the desk.
- b The green square is on the desk.
- c The red circle is on the desk.

3**Read and complete**

blue - triangle - green



This is an orange _____.

This is a _____ square.

This is a _____ circle.

Say and Write

What color is this? It is blue.

What color is this? It is red.

What color is this? It is _____.

circle

green

square

blue

This is a red triangle.

1. This is a _____.



2. This is a _____.

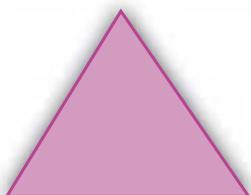
**4****Choose the correct answer (a, b, or c)**

1. What color is this?



- a** red **b** green **c** blue

2. What shape is this?



- a** a circle **b** a triangle **c** a square

Lesson 1



5

Reorder the words to form a sentence

1. circle. / red / is / a / This

2. This / square. / a / blue / is

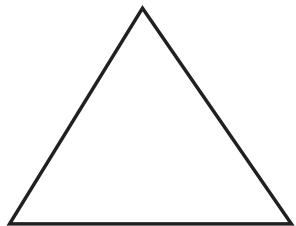
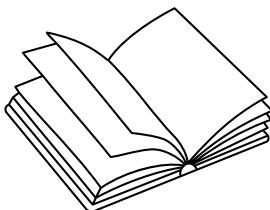
3. is / What / this ?



Listening and Speaking

6

Color and say



Color the ball red.

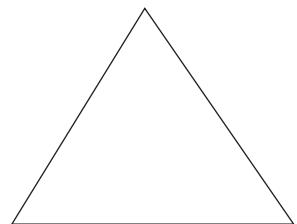
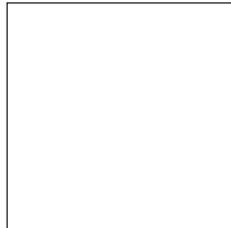
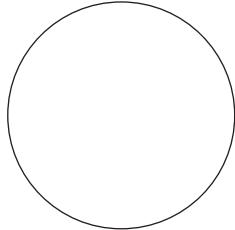
Color the book blue.

Color the triangle yellow.

7

Color the shapes and complete the sentences

blue green orange



This is a/an ____ circle.

This is a/an ____ square.

This is a/an ____ triangle.

Lesson

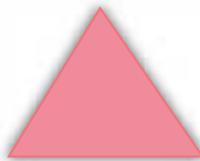


Shapes and Colors Around Us



1 Reorder the letters to make a word

1. e u l b _____.
2. g a n t r e i _____.
3. e r n e g _____.
4. n o a e g r _____.
5. i c r e l c _____.
6. s r e u a q _____.



Phonics Focus: Short "o" and "u" sounds



2 Listen and repeat



dog



box



fox



sun



cup



bun



3 Listen and fill

1. d _ _
2. b _ _
3. f _ _
4. s _ _
5. c _ _
6. b _ _

Lesson 2



4 Trace the words

dog

box

fox

sun

cup

bun

5 Fill using (o) or (u)

1. d _ g
2. b _ x
3. f _ x
4. s _ n
5. c _ p
6. b _ n

6 Rearrange the letters to make a word



g d o _____



x o b _____



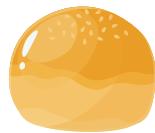
x f o _____



n u s _____



p u c _____



n u b _____

7

Label the pictures from the word box

dog sun cup



8

Draw, color, and write

For example :

This is a blue ball.

Lesson

3



Numbers and Counting



Vocabulary

1 Listen, repeat, and practice

How many pencils do you have?

I have _____ pencils.



1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

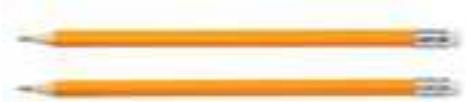
10

ten

2 Listen, match and write

1. I have _____ ruler.

2. There is _____ bag.



3. I have _____ pencils.

4. I have _____ notebooks.



Listening and Speaking

3

Practice Classroom Phrases

How many desks are there ?

I see four desks.

There are ten students.

Let's count the books.



How many...?

Student A: How many pens do you have?

Student B: I have five pens.

Switch roles and repeat

4

Count the red balloons then circle the right number.



six

ten

five

three

four

5

Match the word to the correct number

1

2

3

4

5

6

7

8

9

10

seven

four

nine

two

one

Lesson 3



Language in Use



Singular and Plural

"I have **one** book."

"I have **two** chairs."

"I have **three** chairs."

Singular → One

Example: 1 pencil

Plural → More than one (**add -s**)

Example: 2 pencils, 3 books, 5 pens

We say "book" for one and "books" for more than one.

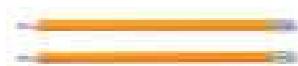


Reading and Writing

6

Look and write

How many bags are there? There are **three bags**.



How many pencils are there?

There are _____ pencils.



How many books are there?

There are _____ books.

7

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



How many rulers?

- a Three rulers
- b Eight rulers
- c Two rulers



How many chairs?

- a Four chairs
- b Six chairs
- c Ten chairs

Lesson

4



Let's Count Together

1

Read and complete

one



two



three

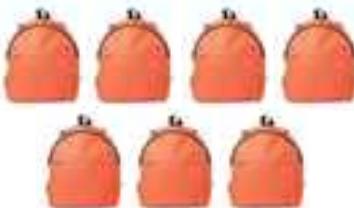


There is one board

1. There are _____ chairs.
2. There are _____ pens.

2

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



- a Seven bags
- b Three bags
- c Nine bags



- a One window
- b Ten windows
- c Four windows

3

Reorder the words to form a sentence

1. pens / How / many / there? / are

2. books. / eight / are / There

4

Reorder to make a word



o / t / w



n / e / n / i

Lesson 4



Phonics Focus: Long "a" sound

5 Listen and repeat



cake



lake



gate



cave



snake



grapes

6 Match the word to the picture



cake



lake



cafe

grapes



7 Circle the long a

1. cake / cat

2. gate / get

3. cab / cave

4. snake / snack

5. grapes / grip

6. name / nap

8 Trace the words

cake

lake

gate

snake

cave

grapes

9 Listen, read, and say

10 20 30 40 50

60 70 80 90 100

10 Look at the number line below and fill in the missing numbers

10 _ 30 _ 50 _ 70 _ 90 _

11 Circle the numbers counting by 10s

10 15 20 25 30

35 40 45 50 55

60 65 70 75 80

85 90 95 100 105

Lesson 4

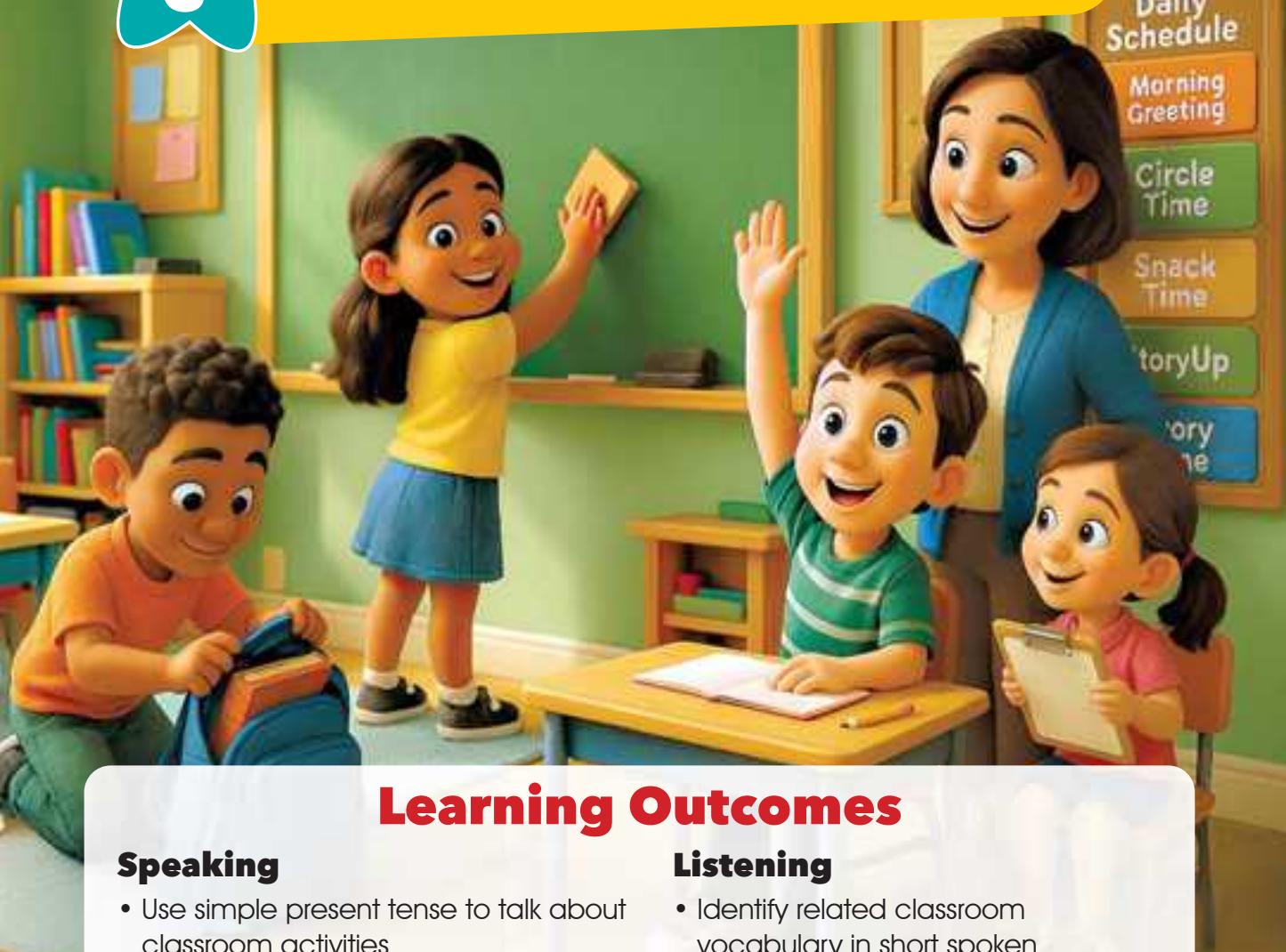


Self-Assessment

What I Learned	Stars	Stars	Stars
I can say color and shape words.			
I can talk about things using colors and shapes.			
I can draw a picture using shapes.			
I can write sentences about my picture.			
I can count and write numbers from 1-10.			
I can count by 10s to 100.			



Classroom Actions & Routines



Learning Outcomes

Speaking

- Use simple present tense to talk about classroom activities
- Ask and answer basic questions about classroom routines
- Use action verbs correctly in short pair or group dialog
- Recognize and repeat initial consonant sounds in classroom action words

Reading

- Recognize classroom action words
- Read simple sentences describing routines
- Recognize short classroom instructions in written form

Listening

- Identify related classroom vocabulary in short spoken sentences
- Follow simple classroom instructions given by the teacher

Writing

- Label pictures showing classroom actions and routines
- Write simple descriptive sentences about their own classroom routines
- Reorder words to form correct instructions or statements

Lesson

1



Classroom Actions



Vocabulary

1

Listen, repeat, and practice



read



write



clean



draw



sit



stand



play



color

2 Complete using the correct word from the box

sit stand read write draw clean play

1. I _____ on the chair.
2. I _____ a book.
3. I _____ a picture.
4. I _____ my desk.
5. I _____ in my notebook.
6. I _____ up.
7. I _____ with my friends.

3 Match each word to the correct picture



sing



open door



raise hand



close window

Lesson 1



4 Put the words in the right order to form a sentence

1. sit / on / I / chair. / the

.....

2. my / with / I / play / friends.

.....

3. draw / I / picture. / a

.....

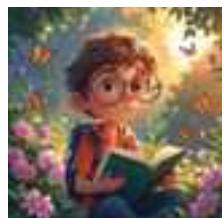
4. my / I / read / book.

.....

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

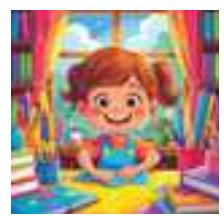
1. The boy is _____.

- a) reading
- b) running
- c) sitting



2. The girl is _____.

- a) cleaning
- b) standing
- c) reading



3. The children are _____.

- a) playing
- b) writing
- c) cleaning



Lesson

2



Let's Talk about Class Routines



Vocabulary

1

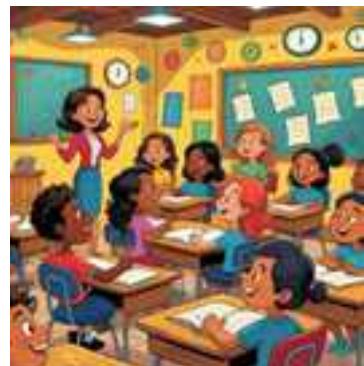
Listen, repeat, and practice



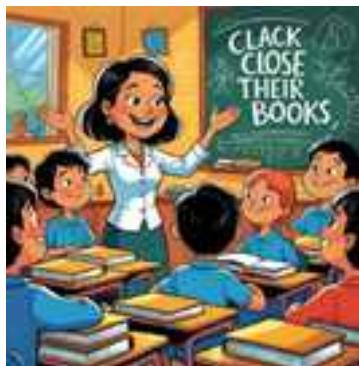
stand up



sit down



open your book



close your book



raise your hand



write your name



draw a circle



clap

Lesson 2



Listening and Speaking

2 In pairs, ask and answer

- A. What do you do in the classroom?
- B. I read. / I write. / I play. / I draw.

3 Reorder the words to form a sentence

1. Stand / please. / up,

.....

2. Open / book. / your

.....

3. down, / Sit / please.

.....

4. hand. / your / Raise

.....

4 Trace the words

clap down stand

write close draw

5 Circle the correct word

1. (Stand up / Sit down) when the teacher enters the classroom.
2. (Draw / Write) your name on the board.
3. (Open / Close) your book after reading.
4. (Raise / Sit) your hand to speak.
5. (Play / Clean) with your friends.

6 Listen and match



sit down



draw a circle



raise your hand



open your book

Phonics Focus: Initial Consonant Sounds

Tip!

- Listen carefully to the first sound of each word.
- Say it out loud and feel how your mouth moves — this will help you find matching sounds easily!

Lesson 2



7 Find and Circle

Circle the word that starts with the same first sound as the action word.

Example

Action word: sit

- sun
- read
- clean

A. Action word: read

- teacher
- window
- ruler

B. Action word: clap

- window
- classmate
- sandwich

C. Action word: clean

- classroom
- rainbow
- scissors

D. Action word: dog

- door
- sun
- crayons



Listening and Speaking

8 Let's match the first sound

1. Say an action word (e.g., read, sit, clean, draw).
2. Ask your peer to say new words starting with the same sound.
3. Take turns.

Lesson



All About Our Classroom



Reading and Writing



Listen, repeat, and practice

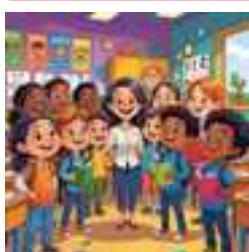


Hello! In class, I sit on my chair.
I read my book. I write in my
notebook. I draw a picture. I play
with my friends. I clean my desk.



Use the words below to label the pictures

write, read, draw, color, clean, play, sit, stand, raise, open, close, sing

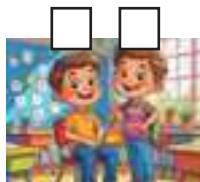


Lesson 3



3 Match the sentences with the correct pictures

- a) I read my book.
- b) I draw a picture.
- c) I play with my friends.
- d) I clean my desk.
- e) I write in my notebook.
- f) I sit on my chair.
- g) I stand up.



4 Circle the correct word

- a) I _____ my book.
- a) read b) play
- b) I _____ my desk.
- a) clean b) draw
- c) I _____ on my chair.
- a) sit b) draw
- d) I _____ in my notebook.
- a) clean b) write
- e) I _____ with my friends.
- a) play b) write

5 Read and choose the correct word

- a) I _____ a story.
- a) read b) play
- b) I _____ a picture.
- a) clean b) draw
- c) I _____ my name.
- a) write b) play

6 Put the words in the correct order

- a) I / book. / read / my
.....
- b) my / write / I / name.
.....
- c) with / play / I / friends. / my
.....

Lesson



Writing About Our Class



Reading and Writing

1 Trace the words

stand sit read
write play draw
clean sing stand

2 Complete the sentences using the words below

play read draw write clean

- a) I _____ my book.
- b) I _____ a picture.
- c) I _____ with my friends.
- d) I _____ in my notebook.
- e) I _____ my desk.

3 Reorder the words to form a sentence

- a) in / write / I / notebook. / my

.....

- b) my / play / friends. / with / I

.....

Lesson **4**



c) draw / picture. / I / a

.....

d) my / I / clean / desk.

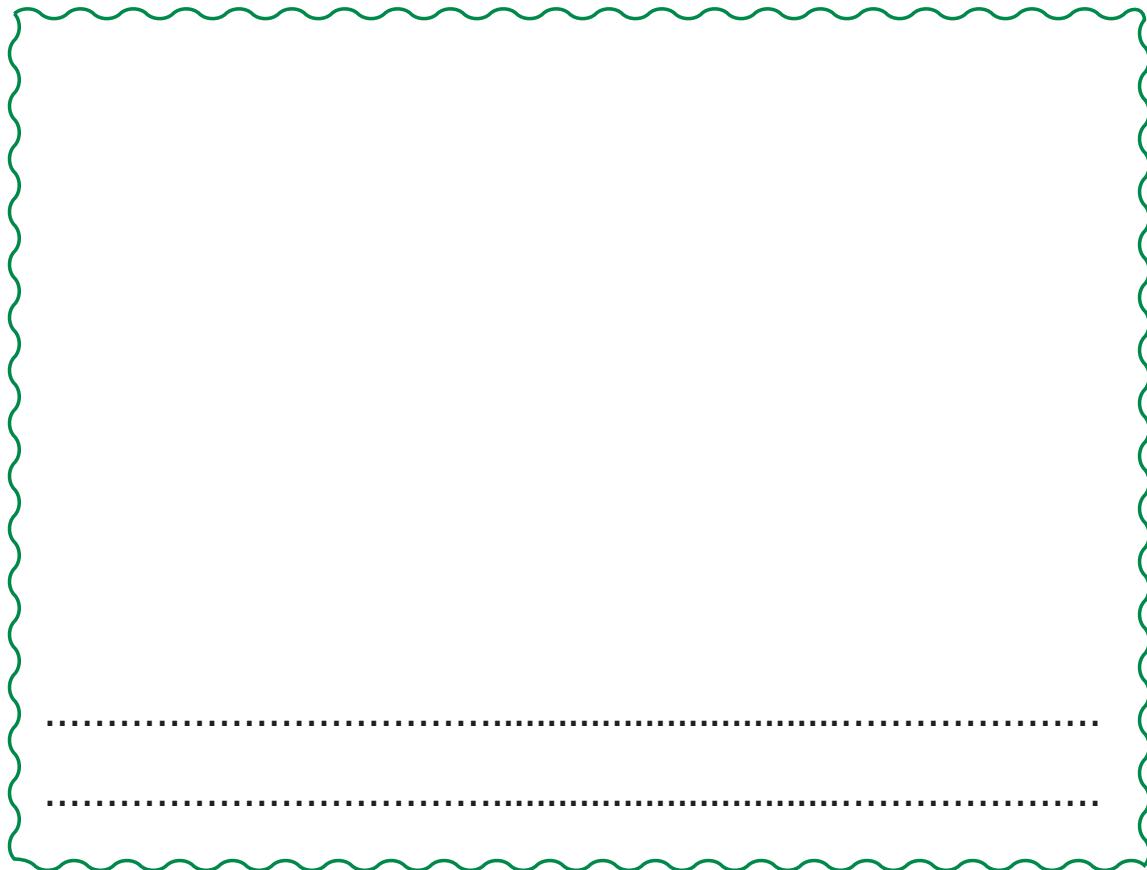
.....



**Draw a picture of yourself doing something in class.
Write 2 sentences below it.**

Example:

- I write in my notebook.
- I sit on my chair.
- I read my book.
- I draw a picture.





Self-Assessment

What I Learned	Stars	Stars	Stars
I can write about what I do in my classroom.			
I can say and write action words.			
I can read classroom instructions and routines.			
I can understand and follow instructions.			
I can hear and find the first sound in words.			

Review



Let's Review Units 1, 2, and 3

Listen, repeat, and practice

Greetings

Hello, Goodbye
What's your name?



Classroom objects

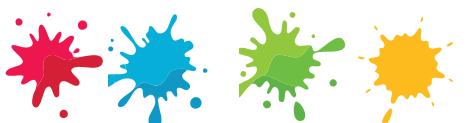


chair desk book eraser bag



ruler door window board

Colors



red, blue, green, yellow

Shapes



circle



square



triangle

Numbers

1 one

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight

9 nine

10 ten

Language in use: a full sentence.

"This is a red book." "I have three pencils."

Question and answer practice

"How many chairs are there?" "There are four chairs."

Classroom phrases

"What is this?" "I have a ruler." "I see a blue square."

1 Find the big yellow pencil.



2 Complete the sentences

one

big

three

1. This is a _____ desk.
2. I have _____ eraser.
3. There are _____ triangles on the board.

3 Reorder the letters to make a word

1. t c a _____

2. n e p _____

3. d b e _____

4. x o b _____

5. n u s _____

6. o d g _____

Review



4 Trace the words

red blue green yellow ruler bag
door window board

red blue green

red blue green

yellow ruler bag

yellow ruler bag

door window board

door window board

5 Fill in the blanks using the words below

[read, draw, play, clean, write]

- a) I _____ in my notebook.
- b) I _____ a picture.
- c) I _____ my desk.
- d) I _____ a book.
- e) I _____ with my friends.

6 Reorder the words to form a sentence

- a) read / I / book. / my _____
- b) up / Stand / ! _____
- c) my / I / clean / desk. _____

7 Draw and color objects and shapes.

Write two sentences to describe your drawings.

Review



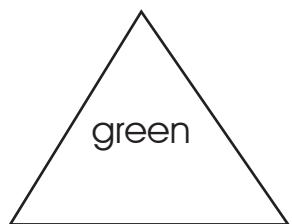
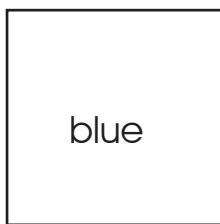
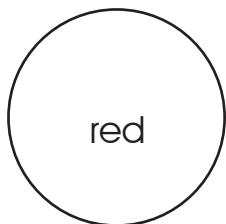
8 Match the words to the pictures



- ruler
- book
- chair
- desk
- bag
- eraser



9 Color the shapes



Practice the name of each shape.
Say: This is a blue square.

10 Write 3 sentences from what you learned

I see four red books.

The chair is blue.

This is a big triangle.



Everyday Life



Learning Outcomes

Speaking

- Use simple present tense sentences to describe family members and routines
- Use possessive adjectives correctly in speech
- Recognize and repeat phonics sounds for words with the "th" letter sound
- Recognize and repeat phonics sounds in long "o" and "u"

Reading

- Recognize family vocabulary words
- Read simple sentences describing family routines

Listening

- Understand when someone introduces family members
- Follow simple descriptions about daily activities

Writing

- Label family members in diagrams
- Write family words and simple routine sentences accurately
- Write short descriptive sentences about family members

Lesson

1



My Family



Vocabulary

1

Listen, repeat, and practice

This is my father / dad.

father

This is my mother / mom.

sister

This is my sister.

mother

This is my brother.

grandfather

This is my grandmother.

grandmother

This is my grandfather.

brother



2

Look, listen, and repeat

Who is she?

This is my mother.

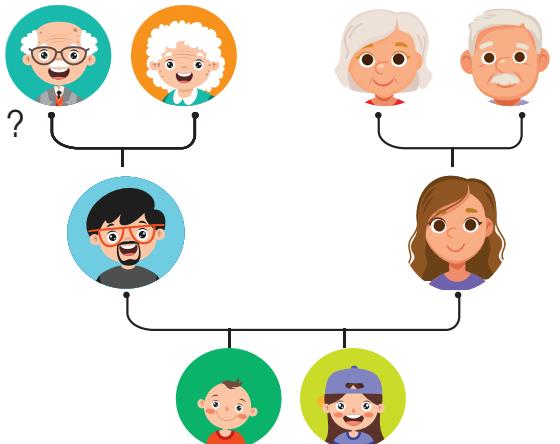




Listening and Speaking

Family Tree Game: Who is he/she ?

This is my father. He is tall.



Practice

Take turns describing your own family members using "This is my..." and simple descriptions.

Switch roles and repeat



Language in Use

This is **my** sister.

We use "**my**" when something belongs to the person who is speaking.

Example: This is my brother.

This is **your** bag.

We use "**your**" to show that something belongs to the person you are talking to. (one or more than one)

Example: This is your toy. These are your toys.

When something belongs to someone, we add ('s) to their name to show that it is theirs.

Example: Ahmed has a car. It's Ahmed's car.

Q: Who's this?

A: This is my father. / This is your mother.

Lesson 1



1 Listen, repeat then write



This is my mom. This is my _____. This is your _____. This is your _____.



Listening and Speaking

2 Ask and Answer



Who is this?



Who is this?



Who is this?



Reading and Writing

3 Label pictures of family members with the correct words



Lesson

2



All About Home

1

Read and match

- a This is my sister.
- b This is my brother.
- c This is my grandmother.



- a This is your mother.
- b This is your sister.
- c This is a pencil case.

2

Read and complete

sister

bed

grandfather

This is my mother.

1. This is my _____.



2. This is your _____.



3

Choose the correct answer from a, b, or c



- a This is your grandmother.
- b This is your brother.
- c This is your table.



- a This is your sister.
- b This is your bed.
- c This is your grandmother.

4

Reorder the words to form a sentence

1. is / my / father. / This

2. father. / This / your / is

Lesson 2



5 Reorder to make a word



1. h / m / r / e / o / t



2. s / r / e / t / s / i

6 Write two sentences about your family

This is my grandmother. She is kind.

7 Trace the words

mother

father

sister

brother grandmother

grandfather



Phonics Focus: Long "o" and "u" sounds

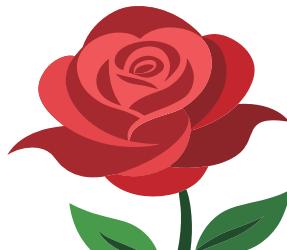
1 Listen and repeat



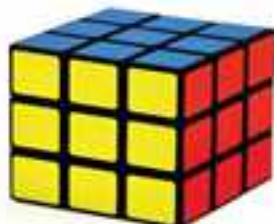
nose



glue

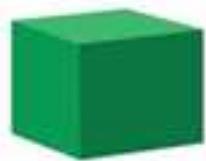


rose



cube

2 Match the word to the picture



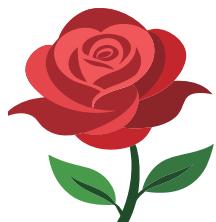
rose



nose



cube



glue

3 Listen and circle the correct word

1. red / rose
2. nose / net
3. cub / cube
4. glue / game

4 Write the missing letter to complete each word then write

1. r_se _____
2. n_se _____
3. c_be _____
4. g_ue _____

Lesson 2



5

Rearrange the letters to make a word

1.

sero



2. sone



3.

becu

4.

gelu



6

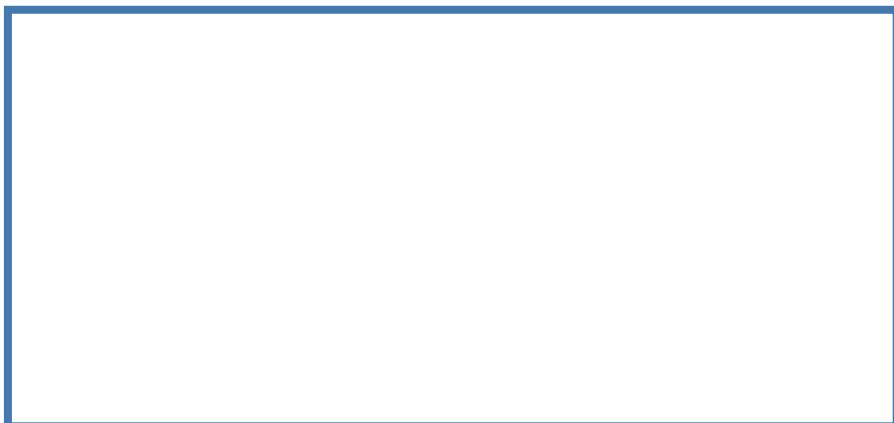
Trace the following words

rose nose cube glue

rose nose cube glue

7

Draw and label a family tree (grandfather - grandmother - father - mother - brother - sister)



Lesson

3



My life at Home



Vocabulary

1

Listen, repeat, and practice



wake up



eat



play



sleep



brush



read



wash



walk

What do you do in the morning?

I **play** after school.

I **brush** my teeth at night.



Lesson 3



Language in Use



The Present Simple

I **wake** up at 7:00 am.

He **eats** breakfast.

Time Expressions:

In the morning / At night / After school

2

Write each sentence under the correct picture

I brush my teeth at night.

I wake up at seven.

I play after school.

He eats breakfast.



3

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

- a** I brush my hair.
- b** I brush my teeth.
- c** I wash the car.



- a** She sleeps early.
- b** She eats lunch.
- c** She plays after school.



- a** He plays after school.
- b** He sleeps after school.
- c** He brushes after school.

4

Read and complete

read

eat

brush

My name is Sara. I wake up at seven. Then, I

_____ breakfast in the morning.

I _____ my teeth and _____ a book.

5

Choose the correct answer from a, b, or c

- a** I walk to school.
- b** I brush my teeth.
- c** I play in the morning.



- a** She eats breakfast.
- b** She sleeps again.
- c** She plays at night.



- a** He reads a story.
- b** He washes his face.
- c** He eats a sandwich.

Lesson

4



Me and My Family



Listening and Speaking

Complete the Sentence Game

Your teacher begins: "I wake up."

Add a sentence: "I wake up, and I eat breakfast."

Keep the chain going!

1

Reorder the words to make correct sentences

1. up / wake / I / seven. / at

2. school. / after / play / They

2

Reorder the letters to make a word

1. _s_u_h_b_r _____

2. _l_e_e_p_s _____

3. _k_l_a_w _____

3

Draw and write

Draw 1 daily activity. Write one sentence under your drawing.

Example:

"I play after school."



Phonics Focus: Digraph "th" sound

1 Listen and repeat



thin



thick



thumb



thunder



math



teeth

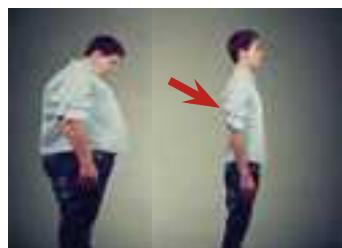
2 Match the word to the picture



thin



thick



thumb



thunder



math

teeth

Lesson 4



3 Listen and circle the correct word

1. Tin / Thin
2. Math / Mat

3. Thumb / lamp
4. Thunder / under

5. feet / Teeth
6. tick / Thick

4 Rearrange the letters to make a word

1. h m t a _____

2. t h e e t _____

3. b h u m t _____

5 Fill in the missing letters then write

1. m a _ h _____

2. _ e e _ h _____

3. _ h _ m b _____

6 Trace the words

teeth math thumb



Self-Assessment

What I Learned	Stars	Stars	Stars
I can say what I do in the morning.			
I can say what I do at night.			
I can ask and answer questions using full sentences.			
I can say family words in English.			



My Home



Learning Outcomes

Speaking

- Use simple sentences to describe rooms and furniture
- Use "there is" and "there are" correctly to describe items at home
- Answer and ask questions about location
- Recognize and repeat phonics sounds for "sh" and "th" words clearly in context

Listening

- Recognize household items and their locations
- Follow simple questions and answers about home
- Recognize prepositions of place in context

Reading

- Recognize vocabulary for home items and rooms
- Match sentences or words to pictures of household items and rooms
- Identify information about home arrangements in simple sentences

Writing

- Label pictures of rooms and objects
- Reorder words or sentences describing home items
- Write short descriptive sentences about their favorite room or items in their house

Lesson



Inside My Home



Vocabulary

1 Listen, repeat, and practice



table



chair



bed



door



window



lamp



cup



plate

Look around your classroom and talk with your friend

Where is the window?

The ball is under the table.

I see a pencil on the table.

Lesson 1



Language in Use



Prepositions of Place

Where is it?

The lamp is **on** the table.

The cup is **next to** the plate.

The ball is **under** the table.

The bed is **in** the bedroom.

2 Look and write a sentence

Describe the pictures using Prepositions



The table is **in** the dining room.

The _____.



The _____.

The _____.

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



- a** The chair is under the table.
- b** The chair is on the table.
- c** The chair is next to the table.

- a** The bed is in the bathroom.
- b** The bed is in the bedroom.
- c** The bed is in the hall.

4 Read and complete

next to

on

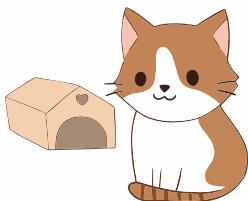
under



1. There is a ball _____ the table.



2. I see a bird _____ the tree.



3. The cat is _____ the house.

Lesson 1



5 Read and complete



- a There is a table and two chairs.
- b There is a table and a bed.
- c There is a sofa and a chair.



- a I eat in the bathroom.
- b I eat in the dining room.
- c I eat in the bedroom.



Listening and Speaking

Take turns describing objects in a room.

Student A: Where is the lamp?

Student B: It is on the table.

6 Look and answer

Where is the bed?

It is in the bedroom.



Where is the table?

_____.

Where is the chair?

_____.

Where are the flowers?

_____.

Lesson

2



What's in My Home



Reading and Writing

table
window

chair
lamp

bed
desk

1 What's in the room? Label it!



2 Reorder the words to make a sentence

1. in / is / the / bed / bedroom. / The

_____.

2. are / garden. / There / flowers / in / the

_____.

Lesson 2



3 Reorder the letters to make a word



o/b/h/a/t/m/r/o



h/e/k/c/n/i/t

4 Trace the words

table

chair

bed

living room

window

lamp

cup

plate

kitchen

bathroom

bedroom

door

Lesson



My Favorite Room

1 Write two sentences about your home

lamp

desk

chair

bed

table

window

desk

in

lamp

on

next to

bedroom

There is a table in my room. The lamp is on the table.

2 Trace the words

table chair bed door window
lamp cup plate

table

chair

bed

table

chair

bed

door

window

lamp

door

window

lamp

cup

plate

desk

cup

plate

desk

Lesson 3



3 Write 1 sentence about your favorite room. Then, draw it.

lamp

desk

chair

bed

table

window

desk

in

lamp

on

next to

bedroom



Phonics Focus: "th" sound

4 Repeat after your teacher



mother



father



brother



this



that



5 Connect the word to the picture



mother

father

brother

this

that



6 Listen then circle the correct word

- | | |
|--------------------|-----------------|
| 1. cat / mother | 2. father / fig |
| 3. brother / board | 4. chair / this |
| 5. that / hat | 6. the / man |

7 Draw and label 3 things you use every day at home (e.g., window, cup, table)

Lesson

4



Actions At Home



Vocabulary



1 Listen, repeat, and practice



cook



clean



eat



sleep



watch



read



wash



sit



help



2 Pair up and ask each other questions

What do you do at home?

I clean my room.

My father watches TV.

I help my mother cook.



Language in Use

Action Words in the Present Time

"My family **cooks** dinner."

"I **read** a book at night."

"I help my family **wash** the dishes."

Who + Action verbs:

"Who **washes** the dishes?"

"Who **helps** you at home?"

"Who **reads** in the living room?"

3

Write the correct sentence under each picture

My mother cooks dinner.

I help my family wash dishes.

I read a book at night.



Listening and Speaking

4

Listen and describe

My mother **cooks**.

I **help** my father **clean** the car.

Lesson 4



5

Use the words below to complete the sentences.

family

clean

help

watches

cook

1. My _____ cooks dinner.
2. I _____ my father clean.
3. My sister _____ TV.
4. I _____ my room.

6

Listen and complete

My name is Laila. I sit with my family in the living room. My mom and dad _____ TV and I _____ a book. At 9 o'clock, we _____.



Practice

Student A: Who helps at home?

Student B: My brother washes the dishes.

Switch roles and repeat.



Reading and Writing

7

Fill in the blanks with the correct action word

1. I _____ my clothes.
2. I _____ my mom in the kitchen.
3. I _____ a book.
4. I _____ my room.
5. I _____ TV with my family.

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

1. Who helps your family cook?

- a** I clean the room.
- b** I help my mom cook.
- c** I watch TV.

2. Who washes the dishes?

- a** My brother helps me.
- b** My brother washes the dishes.
- c** My brother sleeps early.

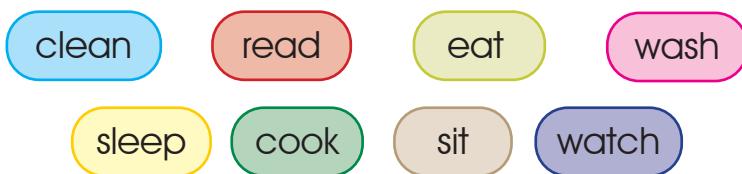
3. Who eats snacks in the kitchen?

- a** The cat sleeps in the kitchen.
- b** My family eats snacks in the kitchen.
- c** We cook dinner in the kitchen.

9 Reorder the letters to make a word

1. o_k_c_o _____
2. h_p_l_e _____
3. h_t_a_w_c _____

10 Write 1 sentence about what you and your family do at home



I eat lunch at the table.

My sister reads books.

I help my mother clean the house.

Lesson 4



11 Trace the words

cook

clean

eat

sleep

watch

read

wash

sit

help

12 Write 1 sentence about your favorite room. Then, draw it

clean

read

eat

wash

sleep

cook

sit

watch



Phonics Focus: Digraph "sh" sound

1 Listen and repeat.



sheep



ship



shop



fish



dish



brush

2 Match the word to the picture



dish



brush



fish



ship



shop



sheep

Lesson 1



3 Fill in the missing letter

1. _ hip _____
2. _ hop _____
3. fi _ h _____
4. s _ eep _____
5. bru _ h _____

4 Rearrange the Letters to make a word

1. pihs _____
2. osp h _____
3. hsfi _____
3. hids _____

5 Trace the words

ship

shop

fish

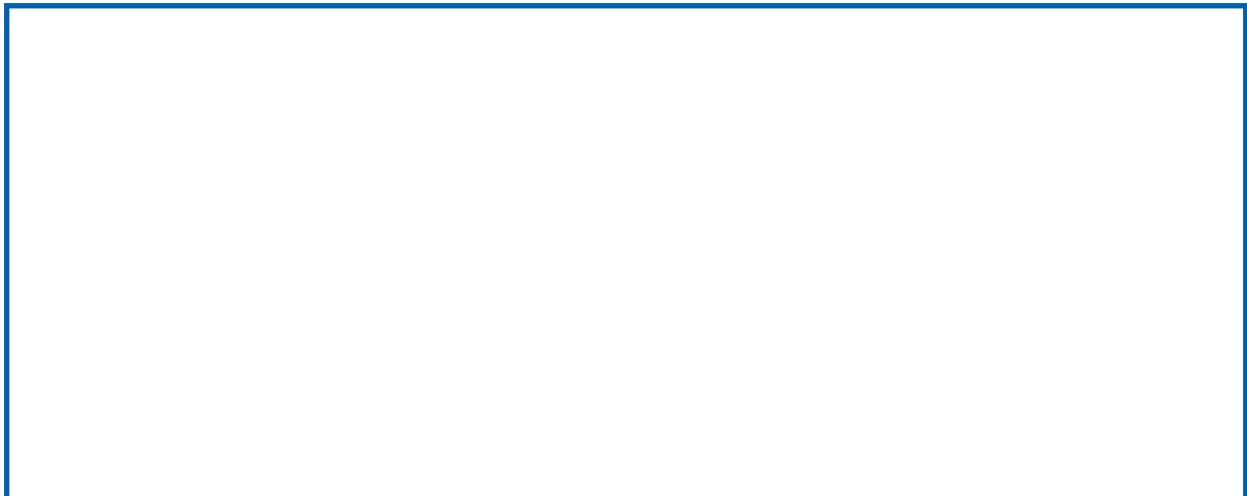
ship

shop

fish



Draw and write about one activity you and your family do at home



Self-Assessment

What I Learned	Stars	Stars	Stars
I can say the names of things in my house in English.			
I can draw a room and label things in it.			
I can say sentences like "There is a lamp." and "There are two chairs."			



Rooms at Home



Learning Outcomes

Speaking

- Use simple sentences to describe rooms and their functions
- Answer and ask simple questions about room
- Recognize and repeat phonics sound: "ch" words

Reading

- Recognize vocabulary for rooms and home-related words
- Read simple sentences describing objects and activities in each room

Listening

- Identify related vocabulary when someone talks about different rooms and what they do there
- Follow simple questions about location

Writing

- Write words for rooms and furniture correctly
- Reorder sentences describing rooms and their contents
- Write short descriptive sentences about favorite rooms

Lesson



My Home



Vocabulary



Listen, repeat, and practice



kitchen



living room



bedroom



bathroom



dining room



garden



hall



balcony

Lesson 1



2 Look and number

bathroom

living room

kitchen

bedroom



3 Look and number

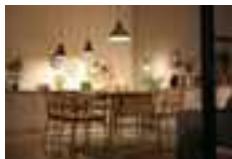


1. dining room

2. bathroom

3. living room

4. garden

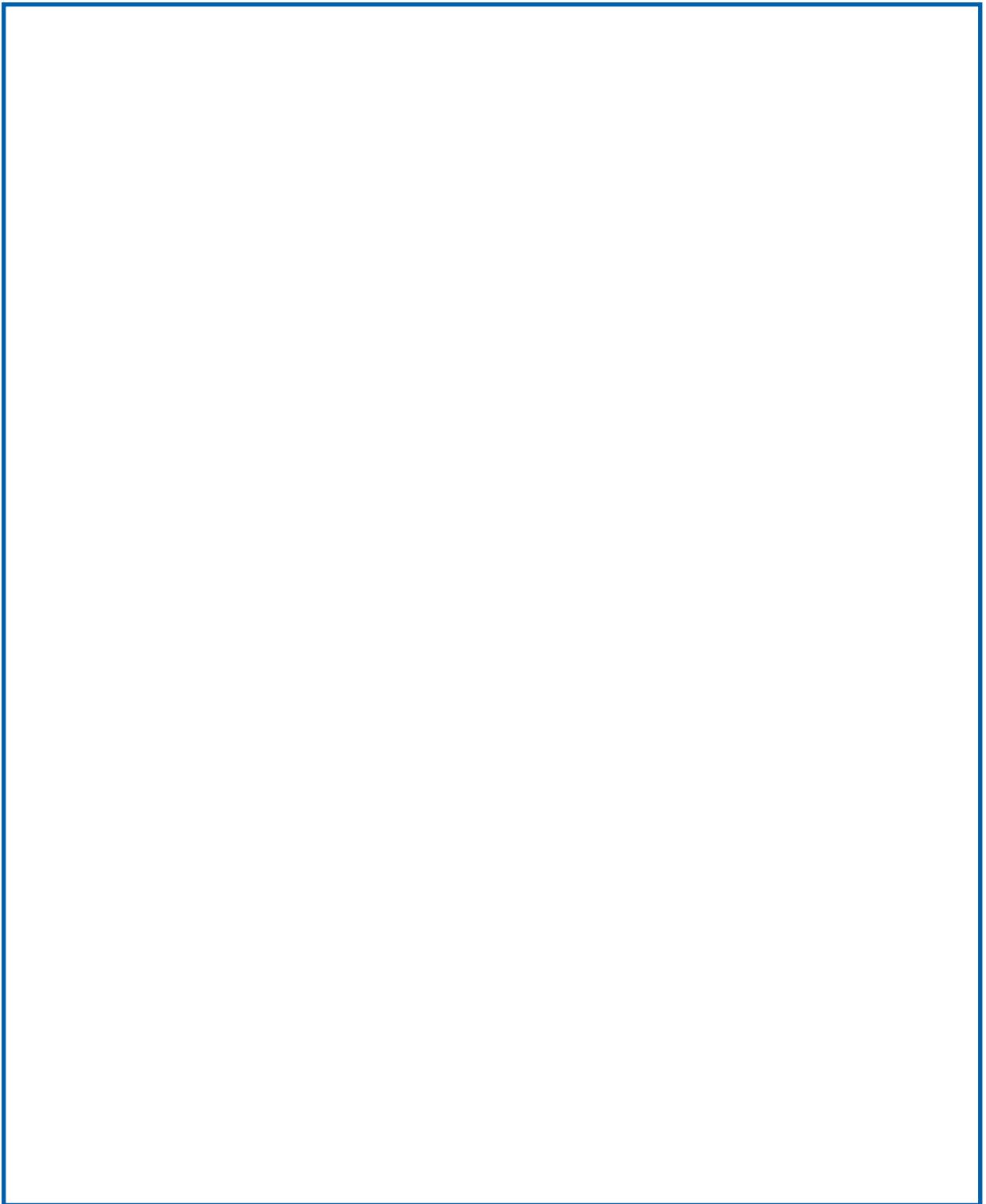


5. kitchen

6. hall

7. balcony

8. bedroom

4 Draw your own home and label the rooms

Lesson

2



Let's Talk About Our Home!



Listening and Speaking

1 Listen, repeat, and number

- a. I sleep in my bedroom at night.
- b. We cook dinner in the kitchen.
- c. I brush my teeth in the bathroom.
- d. We watch TV in the living room.

2 Listen and match





Ask and answer questions in pairs

Where do you eat? I eat in the kitchen.

Where do you watch TV? I watch TV in the living room.

Where is the table? It is in the dining room.

Where is the bed? It is next to the window.

What is in your house? There is a bathroom.

Guessing Game



Listen to your teacher giving clues



Practice

Student 1: There are a table and chairs. We eat here.

Student 2: The dining room!

Student 1: There is a bed. We sleep there.

Student 2: _____!

Student 1: There is a shower.

Student 2: _____!

Student 1: There is a chair. We watch TV there.

Student 2: _____!

Student 1: There are flowers and trees.

Student 2: _____!

Student 1: There is a fridge. We cook food there.

Student 2: _____!

Switch roles and repeat.

Lesson



Where Things Are in My House!



Reading and Writing



Language in Use

There is / There are

There is a kitchen in my house.



There are **three** bedrooms.



Where is it? (in, on, next to)

The table is **in** the dining room.

The bed is **next to** the window.



Read and Complete

kitchen

bedrooms

on

in

next to

1. There is a _____ in my home.
2. There are two _____ in my home.
3. The flowers are _____ the garden.
4. The TV is _____ the table.
5. The bed is _____ the window.



Choose the correct answer

- a. There (is - are) a bed in the bedroom.
- b. There (is - are) chairs in the kitchen.
- c. There (is - are) a TV in the livingroom.
- d. There (is - are) dishes in the kitchen.



Phonics Focus: Digraph "ch" sound

3 Listen and repeat



cheese



chicken



chin



lunch



beach

4 Match the word to the picture



cheese



chicken



chin



lunch



beach

Lesson



I Can Read and Write About My Home!

1 Trace the words

kitchen

living room

bedroom

bathroom

dining room

garden

hall

balcony

2 Look and write



3 Look, read, and write

wash my face - cups - kitchen - living room - table - dinning room - eat - bathroom



a. I in the



b. There is a in the



c. There are in the



d. We in the

Lesson 4



4 Write one sentence about a room in your house

Examples

The kitchen is big.

The living room has a TV.



Self-Assessment

What I Learned	Stars	Stars	Stars
I can name rooms in my house.			
I can draw and label a house.			
I can say what I do in each room.			

Let's Review Units 4, 5, and 6



Daily routine



Rooms in the house



Grammar focus: there is / there are

"There is a bed in the bedroom." "There are four chairs at the table."

Daily routine

"I wake up at 7 o'clock." "My father cooks in the kitchen."

Classroom phrases

"Where do you eat?" "Who washes the dishes?"

"There is a lamp on the table."

Review



Listening and Speaking



1 "Describe and Guess" Game:

The teacher describes a room, an object, or a family member.

Example: This is where you sleep. → The bedroom!



Practice

Students describe their home or family to a partner in full sentences.

"My sister is kind. We play in the garden."

Switch roles and repeat.



Reading and Writing



2 Match the Room or Family Member.

1. This is where we cook.
2. This is where we sleep.
3. This is where we eat.
4. This is my mother.
5. This is my brother.
6. This is my grandmother.



3 Choose the correct answer

1. Who's this?



- a** This is my grandmother.
- b** This is my sister.
- c** This is my mother.
- d** This is my father.

2. Where is the bed?



- a** It's in the bedroom.
- b** It's in the bathroom.
- c** It's in the livingroom
- d** It is in the kitchen.

3. What do you do at night?



- a** I wash the dishes.
- b** I brush my teeth.
- c** I eat lunch.
- d** I go to school.

4. What does your dad do in the evening?



- a** He plays football.
- b** He cooks dinner.
- c** He reads a book.
- d** He watches TV.

Review



5. What is in the dining room?



- a** A bed and lamp.
- b** A table and chairs.
- c** A shower and sink.
- d** A desk and books.

6. What do you do after school?



- a** I sleep in class.
- b** I help my mom brush her hair.
- c** I play after school.
- d** I wash the car.

4 Choose the correct answer



- a** My mom eats dinner.
- b** My mom cooks dinner.
- c** My mom sleeps in the kitchen.

- a** I brush my hair.
- b** I brush my teeth.
- c** I wash the car.

- a** He plays football.
- b** He sleeps.
- c** He eats lunch.



- a** I eat in the kitchen.
- b** I sleep in the kitchen.
- c** I wash the car in the kitchen.

- a** I cook dinner.
- b** I read a book.
- c** I play football.

**Reorder the letters to make a word**

1. h/t/**b**/a/o/o/m/r _____
2. p/l/**h**/e _____
3. **s**/r/t/e/s/i _____
4. k/o/o/**c** _____
5. n/h/e/**k**/c/i/t _____
6. o/o/**r**/m _____
7. h/s/**b**/r/u _____
8. l/a/**p**/y _____
9. e/p/**s**/e/l _____

**Use the words to complete sentences****Example:**

Word: mother

This is my mother.

1. **bed**

This is my _____.

2. **kitchen**

I eat in the _____.

3. **book**

I read a _____.

4. **TV**

My father watches _____.

5. **room**

I clean my _____.

Review



7 Reorder the letters to make a word

1



r/e/o/s

2



e/o/s/n

3



b/u/c/e

4



e/g/u/l

5



n/u/s

6



h/t/s/i

7



h/a/t/t

8



t/h/e/t/e

9



h/m/a/t

10



m/h/b/u/t

11



h/i/a/c/r

12



t/f/h/a/r/e

13



u / b / e / l

14



h / s / i / p

15



h / s / p / o

16



f / s / i / h

17



s / c / e / h / e / e

18



h / i / c / n / e / c / k

19



h / c / l / u / n

20



b / h / e / c / a

21



h / i / n / c

Review



8

Fill in the missing letter to complete the word

thumb

that

fish

beach

math

rose

shop

nose

chicken

ship

cube

chin

lunch

this

glue

teeth

the

cheese

1. _ o s e _____.

2. c u _ e _____.

3. n _ s e _____.

4. g _ u e _____.

5. t _ e _____.

6. _ h i s _____.

7. tha _ _____.

8. t _ e th _____.

9. ma _ h _____.

10. th _ m b _____.

9

Write 2 sentences describing your home and family

Kitchen Living room Bedroom Bathroom
Dining room Garden Hall Balcony

kitchen living room

kitchen living room

bedroom bathroom

bedroom bathroom

dining room garden

dining room garden

hall balcony

hall balcony

Glossary



Glossary of Words and Phrases

Category	Word	Definition
Action Verbs	write	To form letters or words on a surface.
Action Verbs	draw	To make pictures using a pen, pencil, or crayon.
Action Verbs	read	To look at and understand written words.
Action Verbs	color	To fill in pictures or areas with color.
Action Verbs	clean	To remove dirt or mess.
Action Verbs	play	To take part in games or fun activities.
Action Verbs	sit	To rest with your bottom on a surface.
Action Verbs	stand	To be on your feet.
Action Verbs	raise	To lift something up.
Action Verbs	open	To move something so that it is not closed.
Action Verbs	close	To shut something.
Action Verbs	sing	To make music with your voice.
Action Verbs	student	A person who is learning in school.
Action Verbs	sharpener	A tool used to make pencils sharp.
Action Verbs	read	To look at and understand written words.
Action Verbs	play	To do something for fun or enjoyment.
Classroom Language	classmate	A student who is in the same class as you.
Classroom Language	marker	A pen with a thick tip used for writing or coloring.
Classroom Language	chalk	A stick used for writing on a blackboard.
Classroom Language	teacher	A person who helps students learn in school.
Classroom Language	chair	A piece of furniture for sitting.
Classroom Language	desk	A table used for writing or working.
Classroom Language	eraser	A tool used to remove pencil marks.
Classroom Language	book	A set of written or printed pages bound together.
Classroom Language	ruler	A tool used to measure or draw straight lines.
Classroom Language	bag	A container used to carry school supplies.
Classroom Language	window	An opening in the wall to let in light or air.
Classroom Language	door	A hinged panel used to open or close a room.
Classroom Language	board	A flat surface for writing or drawing in class.
Classroom Language	pencil case	A small container to hold pens and pencils.
Classroom Language	classroom	A room where students learn.
Classroom Language	school	A place where children go to learn.
Classroom Language	pencil	A tool used to write or draw.
Classroom Language	stand up	To rise to your feet.
Classroom Language	sit down	To take a seat.
Glassroom Language	please	A polite word used to ask for something.
Glassroom Language	thank you	A polite phrase to show appreciation.
Glassroom Language	good morning	A greeting used in the morning.
Glassroom Language	goodbye	A word used when leaving or parting.
Daily Routines	doctor	A person trained to help people stay healthy.
Daily Routines	toothbrush	A small brush used to clean teeth.
Daily Routines	soap	A substance used for cleaning.
Daily Routines	tissue	A soft paper used to wipe your nose.
Daily Routines	healthy	Being well and not sick.
Daily Routines	clean	Free from dirt or germs.
Daily Routines	nurse	A person trained to care for sick or injured people.
Daily Routines	hospital	A place where people go when they are sick.
Daily Routines	germs	Tiny organisms that can cause disease.
Daily Routines	water	A clear liquid we drink to stay alive.
Daily Routines	vegetables	Healthy foods that grow in the ground.
Daily Routines	fruit	A sweet part of a plant that we can eat.
Daily Routines	wake up	To stop sleeping and become awake.

Glossary

Category	Word	Definition
Daily Routines	sleep	To rest your body and mind by closing your eyes.
Daily Routines	brush	To clean using a brush.
Daily Routines	walk	To move by putting one foot in front of the other.
Daily Routines	wash	To clean using water.
My Hormie	kitchen	A room where food is prepared and cooked.
My Horrus	bedroom	A room where someone sleeps.
My Hame	bathroom	A room where people take care of hygiene.
My Home	living room	A room for relaxing or spending time with family.
My Home	sofa	A comfortable seat for several people.
My Home	lamp	A device that gives light.
My Home	mirror	A surface that shows your reflection.
My Home	sink	A bowl with a faucet for washing hands or dishes.
My Home	house	A building where people live.
My Home	table	A piece of furniture with a flat top and legs.
My Home	cup	A small container used to drink liquids.
My Home	spoon	A utensil used for eating or serving food.
My Home	refrigerator	A machine that keeps food cold.
People and Relationships	mother	A female parent.
People and Relationships	father	A male parent.
People and Relationships	sister	A female sibling.
People and Relationships	brother	A male sibling.
People and Relationships	grandmother	The mother of one, Äös parent.
People and Relationships	grandfather	The father of one. Äös parent.
People and Relationships	uncle	The brother of your mother or father.
People and Relationships	aunt	The sister of your mother or father.
People and Relationships	cousin	The child of your uncle or aunt.
People and Relationships	family	A group of people related to each other.
People and Relationships	parents	A mother and a father.
People and Relationships	baby	A very young child.
People and Relationships	child	A young boy or girl.
People and Relationships	children	More than one child.
Phonics and Descriptive Vocabulary	red	A bright color like an apple or a rose.
Phonics and Descriptive Vocabulary	blue	The color of the sky or ocean.
Phonics and Descriptive Vocabulary	green	A color like grass or leaves.
Phonics and Descriptive Vocabulary	yellow	A bright color like the sun.
Phonics and Descriptive Vocabulary	circle	A round shape with no corners.
Phonics and Descriptive Vocabulary	square	A shape with four equal sides.
Phonics and Descriptive Vocabulary	triangle	A shape with three straight sides and three angles.
Phonics and Descriptive Vocabulary	color	What we see when light hits an object.
Phonics and Descriptive Vocabulary	shape	The form or outline of something.
Phonics and Descriptive Vocabulary	number	A symbol that represents a quantity.
Phonics and Descriptive Vocabulary	rectangle	A shape with four sides and four right angles.
Phonics and Descriptive Vocabulary	oval	A round shape like an egg.
Phonics and Descriptive Vocabulary	rose	A type of flower with a pleasant smell.
Phonics and Descriptive Vocabulary	glue	A sticky substance used to join things.
Phonics and Descriptive Vocabulary	cube	A solid shape with six equal square faces.
Phonics and Descriptive Vocabulary	nose	The part of your face used for smelling and breathing.
Phonics and Descriptive Vocabulary	thick	Having a large distance between opposite sides.
Phonics and Descriptive Vocabulary	thin	Having a small distance between opposite sides.
Phonics and Descriptive Vocabulary	thumb	The short, thick first finger on your hand.
Phonics and Descriptive Vocabulary	thunder	The loud sound during a storm after lightning.
Phonics and Descriptive Vocabulary	math	The study of numbers, shapes, and patterns.
Phonics and Descriptive Vocabulary	teeth	The hard white parts in the mouth used for biting and chewing.
Phonics and Descriptive Vocabulary	sofa	A comfortable seat for two or more people.



English

Primary 2 - Term 1

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