
Disney
FROZEN
FEVER
LIVEWORKSHEETS

English



Primary 3

2025/2026

Term 1

LIVEWORKSHEETS



"تهدي وزارة التربية والتعليم والتعليم الفني هذا الكتاب ، بكل الحب إلى الأطفال والأسر في جمهورية مصر العربية."

"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION DEDICATES THIS BOOK, WITH LOVE, TO THE CHILDREN AND FAMILIES OF THE ARAB REPUBLIC OF EGYPT."

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Ministry of Education and Technical Education
New Administrative Capital
Cairo, Egypt

Name : .....

Class : .....

School : .....

LIVEWORKSHEETS

A MESSAGE FROM THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the *Primary 3 Framework for Egyptian Learners*. This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education

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

Key Features of the Textbook

- **Structured Learning Activities:** The textbook is organized into weekly sessions, each focusing on different aspects of language acquisition:
    - **Listening and Speaking:** Interactive storytelling, discussions, and role-playing activities enhance listening comprehension and oral communication skills.
    - **Reading and Phonics:** Phonics exercises and reading activities develop students' ability to decode and comprehend written English.
    - **Writing and Vocabulary:** Targeted writing exercises and vocabulary-building activities encourage students to express themselves clearly and expand their word knowledge.
    - **Cultural Integration:** Lessons are intertwined with cultural insights, promoting an appreciation for both the English language and Egyptian traditions.
- **Visual and Interactive Elements:** Bright illustrations and interactive components such as coloring pages, matching games, and puzzles make learning enjoyable and reinforce key concepts.
- **Assessment and Feedback:** Regular assessments, including quizzes, retelling exercises, and vocabulary matching, provide educators with tools to monitor student progress and tailor instruction to meet individual needs.

Commitment to Excellence

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

Join Us in Shaping the Future

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

Best Regards,

The Ministry of Education and Technical Education.

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Scope and Sequence

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

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Unit 1

Let's Learn Together!



Learning Outcomes

Speaking

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

Listening

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

Reading

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

Writing

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

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Lesson 1

Greetings and Introductions

Vocabulary

1 Listen, repeat, and practice

Greetings

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



Introducing Yourself

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

2 Practice with your friend

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

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

1. ☐ Good morning!.
2. ☐ How are you?
3. ☐ Nice to meet you.
4. ☐ See you later!.

A When you check on someone
B When you meet someone new
C When you say goodbye
D When you meet in the morning

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Meeting a New Friend

4 Listen, repeat, and act with a friend

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



5 Fill in, draw, and act with a friend

1. Fill in the blanks with your own information.

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

2. Draw a picture of yourself and a friend.

3. Practice with a friend. Take turns.

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Lesson 1

6 Use the words below to complete the dialog

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

Student A: _____, my _____ is Mariam.

Student B: Good _____, my name is Adam.

Student A: How are you Adam?

Student B: I am _____, thank you.

Student A: How old are you?

Student B: I am 8 _____ old.

Student A: Nice to _____ you.

Student B: See you _____!

Student A: _____!

7 Complete the sentences using your own words



a. My name is _____.

b. I'm _____ years old.

c. I'm from _____.

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8 Listen to the dialog and choose the correct response

Hello, Sami. How are you?

A



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

Good morning, Rana!

B



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

Nice to meet you, Nada!

C



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

See you later!

D



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

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Lesson 2 Classroom Rules

Listening and Speaking

1 Listen, repeat, and practice

Classroom Phrases

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



2 Let's act it out!

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

Example

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

Then switch roles!

3 Match the pictures to the correct classroom rule







Be kind.

Listen carefully.

Sit down.

Raise your hand.

Keep your classroom clean.

Don't shout.







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3 Choose the correct phrase to complete each sentence

1. When the teacher talks, you should_____.

(listen carefully – stand up – write fast)

2. If you want to answer,_____.

(run – raise your hand – close your book)

3. The teacher says, _____ on page 5.

(open your book – stand up – eat)

4. When class starts, we_____.

(sit down – shout – leave)

5. If you need to use the bathroom, say,_____?

(can I draw – may I go to the bathroom – is it break time)

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

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

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Lesson 2



Phonics Focus: Digraph "wh"

1 Listen and say

what when where whale wheel white

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

a __at b __en c __ere

d __ale e __eel f __ite

3 Reorder the letters to make a word

a thwa _____

b nhwe _____

c ewhre _____

d lhwae _____

e elhwe _____

f ewhit _____

4 Fill in the blanks with the correct words

whale white where what why

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

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Lesson 3 Describing People

Vocabulary

1 Listen, repeat, and practice

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

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






Listening and Speaking

2 Listen, repeat, and practice





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

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Lesson 3



3 Draw and write about yourself

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

Examples

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

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

4 Fill in the blanks with the words below

polite kind funny friendly shy

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

5 Choose the word that best completes the sentence

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

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