
English
Primary
6
Term 1

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

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

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

Name : .....

Class : .....

School : .....

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Scope and Sequence

Category	Vocabulary	Language	Life Skills
Unit 1: Amazing places in Egypt	buy souvenirs, make furniture, play music, walk to a small museum, visit ancient sites, take photos, coral reefs, snorkel, landscape, marine life	Present Simple	Time Management Manage Household Tasks
Unit 2: Our Nature	natural fertilizer, weeds, hibiscus, basil, pull out, water, care for, and grow, flavor, relax, habitat, environment, survive, shore, lay, guide, rare	Present Continuous Tense	Critical Thinking Adaptability
Unit 3: Community Builders	paramedic, architect, water engineer, mechanic, tailor, delivery worker, street cleaner, and traffic officer, community, research, vehicle, emergency, brave, control, creature, unpleasant, refreshed, bright, embarrassed	Modal Verbs can- can't – able to	Teamwork Empathy
Unit 4: Resources Around Us	material, survive, ancient, decorate, wrapped , modern, solar panels, pollute, careful , harm, waste, climate, protect, papyrus, bricks, gold, granite, clay, colored stones, amulet, temple, linen, habitats, beak, beach	Modal Verbs should / shouldn't must / mustn't	Research Problem Solving
Unit 5: Made in Egypt	passport, luggage, souvenir, brochure, travel plan, exhibition, guided tour, information desk , pack, board, mummy, entrance, active displays, cable car, wisdom, unite, strength, bundle , argued, sustainable	Past Simple Tense	Organization Team work
Unit 6: Water Savers	drip, overflow, puddles, leak, hallway, hose, tap, pipe		Imagination Self-reflection

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Scope and Sequence

Skills	Values	Integrated Learning Activities
Reading: Find key information in cultural, personal, and factual texts Answer comprehension questions to show understanding of reading texts **Writing:** Write sentences using the present simple correctly Write an informal email describing a typical day at school **Listening:** Describe traditions and the life in Egypt Identify activities in different parts in Egypt Describe school routines and favorite activities **Speaking:** Talk about visiting a traditional place in Egypt Identify and accurately pronounce the phoneme /ɔr/	Cooperation Citizenship	A poster about daily life in different governorates
Reading: informational text about plants, weather in Egypt **Writing:** write a narrative story. **Listening:** Listening to conversations about plants and weather . **Speaking:** Recognize and pronounce the /e/ and /ɪ/ sounds. Describe the weather, animals and their habitats.	Environmental Awareness Respect for nature	A fact card about an Egyptian animal or plant
Reading: fictional story about the importance of helping others, biography about a famous Egyptian hero, informational text about the community. **Writing:** biography about a famous Egyptian person, identifying problems and proposing solutions or the community. **Listening:** conversations about different jobs and helping the community, identifying two and three syllable words. **Speaking:** talking about jobs and their importance in the community.	Civic Duty Responsibility	A poster about solving a community problem in Egypt
Reading: informational text about energy use and conservation, and materials and resources, article about important environmental projects in Egypt. **Writing:** writing a story about a visit to a touristic place. **Listening:** dialog about Egyptian materials and how they are used. Short and long vowels (oo) words. **Speaking:** talk about materials used in Egypt, and research steps.	Environmental awareness	Create a fact file about a place in Egypt
Reading: informational text about Egypt's modern and historical projects, story about teamwork. **Writing:** writing opinion paragraphs, and story elements. **Listening:** informational text about important places and new projects in Egypt. Identifying sounds /d/ /t/ /ɪd/ of past tense verbs. **Speaking:** Recognize and pronounce the /d/, /t/, and /ɪd/ sounds. Talk about important places and new projects in Egypt, express opinion about modern cities and clean energy.	Pride in heritage Exploration	A display board about an object in the Grand Egyptian Museum
Reading: Identify the main characters, setting, and key events in a short story Retell the sequence of events using their own words Understand the main idea and theme (e.g., environmental responsibility, teamwork) **Writing:** Make a poster or write a paragraph using story details and personal ideas **Listening & Speaking:** Participate in pair or group discussions about the story and its moral Ask and answer simple questions about characters and events **Values:** Being a good citizen, working together and taking care of resources	Being a good citizen, working together	Create a story about the water savers.

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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 6 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 6 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook

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

Commitment to Excellence

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

Join Us in Shaping the Future

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

Best Regards,
The Ministry of Education and Technical Education.

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Unit 1 Amazing places in Egypt

Learning Outcomes

Listening

- Describe traditions and the life in Egypt
- Identify activities in different parts in Egypt
- Describe school routines and favorite activities

Speaking

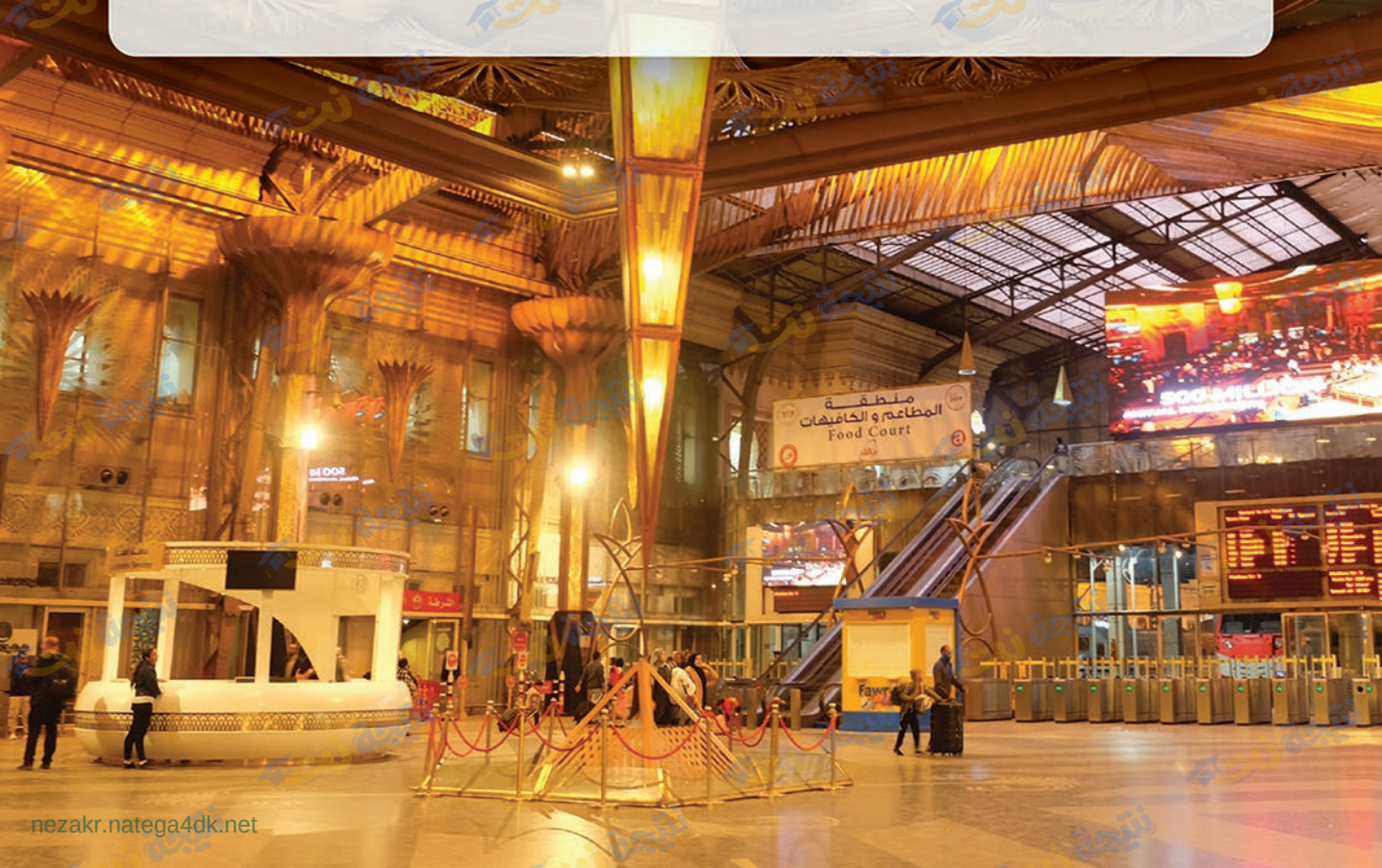
- Talk about visiting a traditional place in Egypt
- Talk about a day at school and your favorite activities
- Identify and accurately pronounce the phoneme /er/

Reading

- Find key information in cultural, personal, and factual texts
- Answer comprehension questions to show understanding of reading texts

Writing

- Write sentences using the present simple correctly
- Write an informal email describing a typical day at school
- Create a poster about your governorate



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Lesson 1

A day in Egypt

1 Read and answer

What can people do in one day in Egypt?

2 Listen, look and repeat



buy souvenirs



make furniture



play music



walk to a small museum



visit ancient sites



take photos

3 Read and complete from the box

visit - make - buy

1. We _____ souvenirs from Khan El Khalili.
2. Tourists come to Egypt to _____ the ancient sites.
3. Carpenters _____ furniture in Damietta.

4 Listen and answer the following questions

1. What do they buy from the market?

.....

2. Where did Maged stand to take a photo?

.....

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3. What do they see in the small museum?

.....

5 Listen again and choose the correct answer

1. In the evening, they visit the .....

a. market b. museum
c. ancient sites d. school

2. Maged's sister chooses a colorful .....

a. skirt b. souvenir
c. coin d. necklace

3. Maged's family learn many new things about the Egyptian .....

a. history b. science
c. museum d. art

6 Listen again and write (T) True or (F) False

	True	False
1. It's a great day in Aswan.	☐	☐
2. The small museum has old coins.	☐	☐
3. The smell of the bread is amazing.	☐	☐
4. The ancient sites are small and busy.	☐	☐

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Lesson 2

Ras Mohamed National Park

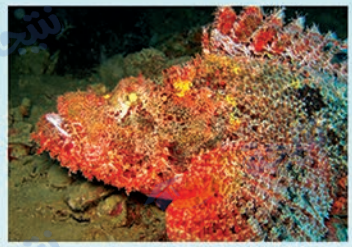


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Lesson 2

The Beauty of Ras Mohamed

1 Look and read



coral reefs



snorkel



landscape

2 Read the text. What do you know about Ras Mohamed?



Ras Mohamed is a famous national park in the south of Sinai, Egypt. It is known for its beautiful **coral reefs**, colorful fish, and clear blue sea. People from all over the world visit Ras Mohamed to swim, **snorkel**, and dive.



The nature in Ras Mohamed National Park is amazing. The park is home to many kinds of animals and plants. You can see sea turtles, dolphins, and many types of birds. There are also mountains and **mangrove trees** near the beach.

Ras Mohamed is a **protected area**. This means that people must take care of the land, sea, and animals. It is important to follow the rules to keep the park **clean and safe**.

In the park, visitors learn about nature, **marine life**, and how to protect the environment. They also learn about the culture of the local Bedouins who live nearby.

Ras Mohamed is a great place for anyone who loves the sea, animals, and peaceful **landscapes**.



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3 Read and write T (True) or F (False)

1. Ras Mohamed is in the north of Sinai. ( )
2. You can't see any mountains in Ras Mohamed National Park. ( )
3. Visitors can snorkel and dive in the blue sea in Ras Mohamed. ( )
4. Ras Mohamed is a dangerous area. ( )
5. The nature in Ras Mohamed is amazing. ( )

4 Read and complete using words from the box

landscapes - coral reefs - culture - protected - clean and safe

1. Ras Mohamed is a ..... area, so people must care for it.
2. It's important to keep the park ..... .
3. People enjoy the quiet and beautiful ..... in Ras Mohamed National Park.
4. Ras Mohamed is full of animals, plants, and colorful ..... under its sea.
5. Visitors can learn about the ..... of the local people.

5 Answer the following questions

1. Where is Ras Mohamed National Park?
.....
2. What can visitors do at Ras Mohamed?
.....
3. Who are the people living near Ras Mohamed?
.....
4. What kinds of marine animals can you see at Ras Mohamed National Park ?
.....

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Language in Use

The Present Simple Tense

We use the present simple tense to talk about habits and routines.

- People from all over the world **visit** Ras Mohamed every year.
- He **is** always interested in peaceful landscapes.
- Does Ayman **enjoy** diving in the sea ?



1 Circle the correct verb in each sentence

1. The park (have / has) many kinds of animals and plants.
2. She always (take / takes) photos of nature.
3. Bedouins (lives / live) near Ras Mohamed.
4. The Red Sea (contains / contain) many colorful fish.
5. Tourists (go / going) diving and swimming in Ras Mohamed.

2 Read and write the correct form of the word(s) in brackets

1. My uncle ..... (**travel**) to a different country every year.
2. ..... (**Does**) Basil and Nader go to work by car?
3. She ..... (**don't**) study in the afternoon.
4. How ..... (**do**) Omar get ready for the exam?

3 Put the words in the correct order to make sentences

1. visit - **People** - Ras Mohamed - year - every.
   .....
2. is - famous - a - **Ras Mohamed** - Park - National.
   .....
3. is - **The sea** - full - fish - of - colorful.
   .....
4. always - is - happy - **She** - active - and.
   .....
5. protect - help - the park - nature - **Does** ?
   .....



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Lesson 3

Around Egypt

1 Read and answer the questions

1. Do you live in a village or a city?
2. What do people there do every day?

2 Match the words to their definitions

1. accompany	☐	a.	to color cloth or wool using a special liquid
2. looms	☐	b.	a tool made of rope or string used to catch fish
3. fishing net	☐	c.	to go somewhere with another person
4. dye	☐	d.	machines for making cloth or carpets

3 Listen to the conversation and answer

Who lives in each village?



Bashandi in the New Valley | Ezbet el Borg in Damietta | Qutur in Gharbia | Shakhlouba in Kafr El Sheikh

4 Read and complete using the words in the box

spins | fishermen | harvest | fishing nets

1. In Amina's village, people are ..... .
2. In Omar's village, people fish using small ..... .
3. Farmers in Salma's village ..... the crops.
4. Hassan's family ..... wool and weaves it on looms.

5 Work with a partner. Ask and answer

1. Which village do you think is the most interesting? Why?
2. What job would you like to do in one of these villages?

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Pronunciation

Lesson 3

1 **Listen, look, and complete to make the /er/ sound**



b - - -



st - - -



squ - - -



sc - - - d



w - - -



- - - port

2 **Listen and circle the word that ends with /er/ sound**

1. ladder / hare / hammer
2. there / here / near
3. purse / nurse / pear

3 **Read, underline, and write only the words that have the /er/ sound**

1. Where did your aunt go last week?
2. I had a nightmare last night that scared me.

/er/

Where - .....



To say the /er/ sound, open your mouth slightly, say "eh," then add the /r/ sound. It's one sound, like in "wear" or "stare".

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Lesson 4

A Day in My School

1 Look and put your daily school routine in order


take out books


salute the flag


pack schoolbag


play in the playground

2 Read Fady's email to his friend Mark about his typical day at school

When does Fady leave school?

New Message

To : mark@gmail.com

From : fady@gmail.com

Subject : Daily School Life in Egypt

Hi Mark,
How are you? I hope you're doing well. I want to tell you about a **typical** day at my school here in Egypt.

My day starts early. I wake up around 6:30 a.m., get dressed, and have a quick breakfast–usually bread, cheese, and fruit.

The School day begins at 7:30. We start it by standing in line, **saluting** the flag, and singing the **national anthem**. Then we go to our classrooms and begin our lessons. Our first subject is usually Arabic.

Next, we have subjects like math, English, and science. Some topics are a bit **tricky**, but I try my best. At around 10:15, we have a short break. I usually eat a sandwich, play with my friends, chat and laugh.

Later, we have more lessons like social studies, religion, or computer. I enjoy learning how to use the computer in class. However, my favorite subject is P.E.

The school day ends at 1:30 p.m. I usually feel a bit tired, but I'm happy after a good day. I go home, eat lunch, rest a little, and then do my homework.

That's what a school day looks like for me. What about you?

Bye for now,
Fady

Send

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

1. In the morning, students sing the national ..... .
   a. song **b.** poem **c.** anthem **d.** line
2. Fady's first subject is usually ..... .
   a. English **b.** Arabic **c.** math **d.** science
3. At 10:15, students have a short ..... .
   a. lesson **b.** class **c.** walk **d.** break
4. Fady usually feels a bit ..... after school.
   a. relaxed **b.** tired **c.** quiet **d.** worried

4 Match the informal words and expressions to their formal meaning

Hi	1	typical	2	chat	3	try my best	4

normal	a	work hard	b	Hello	c	talk	d



Tip!

You can send an informal email to a friend or someone you know very well. Make sure you use the present simple tense to talk about your routine or typical day.

5 Read Fady's email again. Check (✓) to what he includes in his informal email

- ☐ the receiver's email address
- ☐ the sender's email address
- ☐ an informal greeting
- ☐ the main body with details
- ☐ use contractions like (I'm)
- ☐ closing in a friendly tone
- ☐ sender's signature
- ☐ the email's sending date.
- ☐ the subject of the email
- ☐ the home address of the receiver
- ☐ formal words and expressions
- ☐ Using 1st person pronouns (I, my, etc.)
- ☐ ending the email without a question
- ☐ the address of the sender

6 Write an informal email to your friend Sam in England to describe your day at school of about 70 words

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Lesson 5



Think and Create

Making a Poster About Daily Life in a Governorate

1 Look and read the poster about Beni Suef

Explore the Daily Life in Beni Suef

1



People wake up early, clean the house and prepare breakfast.

2



Many people work on farms. They grow cotton, beans, and vegetables.

3



Some people work in factories. They make cement and clothes.

4



At noon, families eat lunch together. They eat rice, bread, and vegetables.

2 Look and read the poster again. Put the parts of the poster in order.

☐ detailed description ☐ main header ☐ pictures/drawings

3 Design a poster about famous activities in your governorate.

Rate your poster

Clear and attractive title

Detailed sentences

Expressive pictures or drawings



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Quick Review

1 Look and complete



buy _____



make _____



play _____



walk _____



visit _____



take _____

2 Complete the sentences with the Present Simple of these verbs

visit do not like play go read cook

1. What time ..... you usually ..... to bed on school nights?
2. We ..... the library every Friday to borrow books.
3. My sister ..... volleyball with her school team.
4. Ahmed ..... vegetables, but he eats fruit.
5. Their grandmother always ..... dinner for the whole family.
6. Do they ..... the newspaper every morning?

3 Write about the daily life of people in your village – city

Remember to include these points:

- Name of the place
- Places in the village/city
- A tradition or something special
- Daily routine
- People's jobs or activities
- Your opinion or feeling

.....

.....

.....

Self-Assessment Go To p. 98

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Unit 2

Our Nature



Learning Outcomes

Listening

- Listen to short texts to identify the main idea
- Identify the specific details in a listening text

Speaking

- Talk about how to grow a plant step by step
- Describe the weather in different places
- Identify and accurately pronounce the phonemes /e/ and /ɪ/

Reading

- Answer comprehension questions about plants, weather, and animal habitats in Egypt
- Identify main ideas in a text
- Identify supporting details

Writing

- Write sentences using the present continuous tense
- Write a short story about an experience or trip

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Lesson 1

Caring for Plants

1 Think and answer

How do plants help people and the environment?

2 Listen, look, and repeat



natural fertilizer



weeds



hibiscus



basil

3 Listen again and complete

pull out water plant



.....



.....



.....

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4 Listen to the dialog between Laila and her grandpa talking about the plants in his garden

5 Listen again and answer the questions

1. What kind of herbs does Grandpa grow in his garden?

.....

2. Where does Laila's dad like to drink mint tea?

.....

3. Why does Grandpa take care of his plants every day?

.....

4. How does Grandpa care for the plants in his garden?

.....



Tip!

Listen carefully for main ideas and important details to understand the text and answer questions correctly.

6 Read and choose

1. I **pull/check** out the weeds from the garden every morning.
2. We help my grandpa **care/grow** for the plants in his garden.
3. Every morning, I **check/take** for insects on the plants.

7 Read and complete using the words in the box

oil **grow** **herbs** **water**

1. Since ancient times, people used olives to make ..... .
2. My brother and I have a plant. We ..... it every day.
3. In Egypt, people use ..... like basil in cooking.
4. Farmers ..... fruits like guavas and figs.

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8 Read the example and work with your partner to describe the pictures



In Picture (1), he's pulling out weeds. Pulling out weeds is important because they can be harmful to the plants.







9 Choose the correct answer from a, b, c or d

1. What does Laila say about her grandpa's garden?

a) It looks small. b) It smells bad. c) It looks incredible. d) It needs water.

2. What do plants need to grow well, according to Grandpa?

a) Shade and wind b) Water, sunlight, and care

c) Rain and insects d) Soil and flowers

3. What kind of herbs does Grandpa grow?

a) Thyme, mint, and sage b) Parsley, mint, and basil

c) Lavender, ginger, and mint d) Basil, rose, and thyme

4. What does Laila's dad drink in the evening?

a) Jasmine tea b) Guava juice c) Mint tea d) Hibiscus juice

5. What is hibiscus used for in the family?

a) As decoration only b) To make a tasty drink

c) To feed animals d) As a fertilizer

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Lesson 2

How's the Weather in Your City?

1 Answer the following question

How do we check the weather every day?

2 Read the text. What is the weather like in Egypt today?

New message

To: John@yahoo.com
From: youssef@gmail.com
Subject: Weather in Egypt



Hi John,

How are you? I want to tell you about the **weather** in Egypt today. It is very different from one place to another.

In Alexandria, it's **windy** and **rainy**. The sky is full of dark clouds and the waves are high. People are staying indoors because it's cold and the streets are **wet**. Some shops are closing early.

In Cairo, the weather is **warm** and **sunny**. People are walking in the streets. Children are playing in the parks. Some students are doing their homework **outdoors**. I can see birds flying in the clear sky.

In Aswan, it is hot. The sun is very strong, and the sky is clear. Farmers water their plants early in the morning. People drink lots of water, wear hats and sunglasses, and sit in the **shade** to **protect** themselves from the sun.

Now, Egyptians are checking the weather to help people take care of their homes and plants.

What is the weather like in your city? Write back soon.

Your friend,

Youssef



Send

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3 Read and put (T) True or (F) False

1. The weather is rainy and windy in Cairo. ( )
2. It's cold and the sky is dark in Aswan. ( )
3. The streets are wet in Alexandria. ( )

4 Choose the correct answer from a, b, c or d

1. When it's hot, people drink water and rest in the ..... .
   a. shade **b.** street **c.** heat **d.** dust
2. The streets are ..... because it is raining heavily.
   a. dry **b.** wet **c.** dusty **d.** hot
3. We wear hats to ..... ourselves from the sun.
   a. heat **b.** clean **c.** grow **d.** protect
4. Some people like to check the ..... before they go outdoors to know if it's hot or cold.
   a. shops **b.** beach **c.** plants **d.** weather

5 Read, think, and answer

1. What is the weather like in Alexandria according to the text?
2. Why are some students doing their homework outdoors?
3. Why do farmers water plants early in the morning?

6 Discuss in groups



Why is it important for people in different cities to check the weather every day? Use examples from the text.

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Language in Use

Present Continuous

- We use the present continuous to talk about:

1. Actions happening now.

Example:

Ahmed is playing football now.
We are visiting grandma.

2. To make the negative form, we use: subject + (am / is / are) + not + verb -ing

Example:

They are not playing in the garden.





3. To make the question form, we use: (am/is/are) + subject + verb -ing?/Wh- word+ am/is/are + subject +v -ing ?

Example:

Are you watching TV now? - Yes, I am.
What is he doing now? - He is eating lunch.

1 Read and write the sentences using the correct form of the word(s) in brackets

1. Maged ..... (play) tennis in the club now.
2. ..... you ..... (eat) your lunch at the moment?
3. I ..... (not wear) my jacket. It's hot.
4. My friend and I ..... (visit) London now.

2 Change the following into question form

1. Malik is watching a football match now.

.....

2. She is playing with her dog in the park at the moment.

.....

3. Yes, we're playing tennis at the club with our friends.

.....

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Lesson 3

The Wonderful Nile River



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Lesson 3

The Wonderful Nile River

1 Look and read



kingfisher



crocodile



tilapia

2 Read the text. What do you know about the Nile River?

The Nile is the longest river in the world. It is about 6,650 kilometers long. The Nile **flows** through Egypt from south to north. It goes through the desert and brings life to the country.

Many animals live in and near the Nile. Big fish like Nile perch and **tilapia** swim in the water. **Crocodiles** live in the river too. They are dangerous animals. Many birds come to the river to drink and find food. You can see **kingfishers**, herons, and ducks near the Nile.

The Nile is very important for Egyptian people. In the past, the river **flooded** and brought good soil. Farmers used this soil to grow food like wheat and vegetables. The Nile provides people and animals with water to drink. People also use the river to travel in boats.



The Ancient Egyptians thought the Nile was special. They built temples near the river. Today, many people still depend on the Nile for their jobs and food.

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1 Read again, then put (T) True or (F) False

1. The Nile is the longest river in the world. ( )
2. The Nile flows from north to east. ( )
3. Crocodiles live in the Nile. ( )
4. The Nile never flooded in the past. ( )
5. Ancient Egyptians built temples near the river. ( )

2 Answer the following questions

1. How long is the Nile River?
.....
2. Name two fish that live in the Nile.
.....
3. Why is the Nile important for farmers?
.....
4. Which bird can you see near the Nile?
.....

3 Fill in the blanks with the words in the box

temples Crocodiles flooded Nile food

1. The ..... is very important for our lives.
2. ..... live in the Nile and they are very dangerous.
3. Farmers grow ..... like wheat and vegetables.
4. The river ..... every year and brought good soil.
5. In the past, Ancient Egyptians built ..... near the river.

4 Work in groups.

Write 5 sentences about the Nile River

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

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Pronunciation

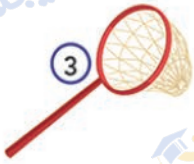


Pronounce the /e/ sound by opening your mouth slightly and keeping your tongue low-mid and front. This vowel sound is heard in words like "ten" /ten/, "hen" /hen/, and "bed" /bed/.

1 Listen, look, and match







/e/ /ɪ/









2 Listen and circle the words that has the /ɪ/ sound

1. window / shelf / clever
2. red / bed / milk
3. fence / village / desk

Pronounce the short "ɪ" sound
Keep your tongue high but slightly lower than for /ɪ/, with relaxed lips and jaw. The tongue tip rests just behind the bottom front teeth like in the words (sit, bit, in)



3 Read the sentences and write the correct sound of the word in bold

1. Sea turtles **swim** in the warm Red Sea. .....
2. The ibis eats small animals like **insects** and fish. .....
3. Grandpa grows herbs like **mint** and parsley. .....
4. Hibiscus flowers grow near the **fence**. .....

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Lesson 4

Unforgettable Trip to Wadi El Rayan

1 Think and answer

Have you ever been on a school trip? What did you do?

Last Thursday, our school organized a trip to Wadi El Rayan National Park in Fayoum. Our class teacher, Miss Salma, and science teacher, Mr. Ahmed, came with us. We left school early and rode the bus for two hours.

On the way, we saw green farms, **sand dunes**, and camels walking in the distance. When we arrived, a kind **guide** named Mr. Tarek showed us the lakes, the waterfalls, and the palm trees. He explained that Wadi El Rayan is not only beautiful, but it also protects **rare** animals and plants.

After lunch, we took another short trip into the desert–to a place called Wadi El-Hitan, or Valley of the Whales. This place was covered by sea. Scientists found the **skeletons** of ancient whales there. We saw real whale bones in the sand and even a **fossil** museum!

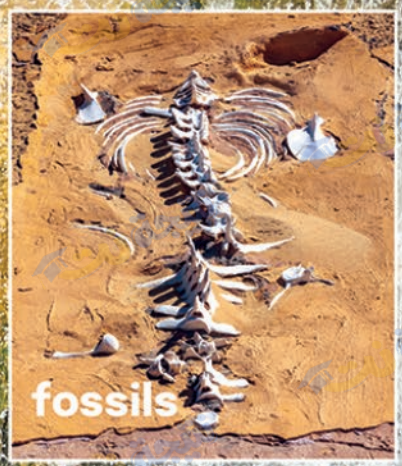
I wanted to take a picture of the skeletons with my camera when I realized that it wasn't with me. I looked everywhere with no luck. Thankfully, Mr. Ahmed found it **tucked** under a wooden bench outside the **exhibit** just before we left that area.

That trip was full of nature, **history**, and fun with friends.

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Lesson 4

waterfall







Wadi El-Hitan





Tip!

Skimming a text means reading quickly to get the main idea. Focus on the most important parts to understand what the text is mostly about.

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2 Read and answer

1. Where did the students go on their school trip?

.....

2. What animals did the students see near the lake?

.....





Tip!

Here are some steps for writing a story:

- Tell when and where the story takes place.
- Say who is in the story (people, animals, etc.).
- Write what happens using (first, next, and finally)
- Include a problem and a solution.
- Use past simple tense.
- Add interesting details.
- Finish with an ending.

3 Write a story of (40-50) words about visiting a new place

Writing Checklist: Visiting a New Place

- ☐ Say **who** is in the story
- ☐ Tell **when** and **where** the story takes place
- ☐ **Find information** about the place to include in your writing
- ☐ Use a **friendly style** when writing
- ☐ **Add interesting details** to make your story exciting
- ☐ **Finish with an ending** that wraps up your story

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Lesson 5 Think and Create

My Egyptian Wildlife Snapshot

Choose **one animal or plant** from Egypt and make a small fact card about it.

Steps:



1. Choose **one animal** (like a camel, Nile crocodile).



2. **Find or draw a picture:**
You can **draw** the animal or plant, **print a photo**, or **cut** out one from a magazine.



3. **Write 3 easy facts:**
Where does it live? (Desert, sea, river, etc.)
What's the **weather** like there? (Hot, dry, sunny, etc.)
What's **one special thing** about it? (What does it eat ? Is it dangerous or not ?)



4. **Make your card and color it.**



5. **Share with the class.**

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Quick Review

1 Look and write



.....



.....



.....



.....



.....



.....

2 Look, choose, and complete using the words in the box

waterfalls ancient celebrate trip history

Last Thursday, our class went on a school (1)..... to Wadi El Rayan in Fayoum. We saw lakes, (2)....., and desert animal. Later, we visited Wadi El-Hitan, the Valley of the Whales, and saw (3)..... whale skeletons in the sand. I was surprised to know that whales once lived there! The trip was full of learning and fun, and (4)..... .



3 Read, think, and answer

1. Why is the Nile important for Egypt?

.....

2. Name two kinds of birds you can see near the Nile.

.....

3. What does a good story have?

.....

Self-Assessment Go To p. 98 ☹ 😐 🙂

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Unit 3 Community Builders

Learning Outcomes

Listening

- Identify features of different jobs needed in the community.
- Follow conversations about helping the community.
- Recognize two and three syllable words with long sounds.

Speaking

- Describe jobs that help build a community.
- Talk about ability and permission using can/can't/able to.

Reading

- Identify key vocabulary in reading texts.
- Identify the moral and characters of a fictional story.
- Recognize elements and specific details in a biography.

Writing

- Write a biography of a famous Egyptian person.
- Create a poster identifying and solving a community problem.



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Lesson 1

Jobs that Help the Community

1 Think and answer

What jobs do you think communities will need in the future?

2 Listen, look, and repeat



paramedic



architect



water resources engineer



mechanic



tailor



delivery person



street cleaner



traffic officer

3 Read, think, and match

1. community
2. research
3. vehicles
4. emergency
5. brave
6. control

a. to look for information to learn more about something
b. not afraid to do difficult or scary things
c. things that people use to travel, like cars, buses, and bikes
d. a group of people who live or work together in the same place
e. make something happen or stop
f. a sudden situation that needs quick help

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4 Listen to the conversation

Omar, Youssef, and Salma are talking about different jobs in their community.

5 Listen again and answer the questions

1. Why do all the students think these jobs are important?
   .....
2. Who is doing research about jobs that help the community?
   .....
3. Why does Youssef want to be a mechanic?
   .....
4. How do paramedics help people?
   .....

6 Choose the correct answer

1. What is Omar doing at the beginning of the conversation?
   a) Writing a story
   b) Reading a book
   c) Doing research about jobs that help the community
   d) Watching a movie
2. What kind of job does Youssef want to do?
   a) Doctor
   b) Engineer
   c) Mechanic
   d) Teacher
3. Why does Youssef want to be a mechanic?
   a) He likes helping people in emergencies
   b) He wants to work in an office
   c) He enjoys fixing things
   d) He likes wearing uniforms
4. What job does Omar want to do?
   a) Traffic officer
   b) Water resources engineer
   c) Tailor
   d) Delivery person
5. What do water resources engineers do?
   a) Fix cars
   b) Make clothes
   c) Provide clean water
   d) Control traffic
6. What job does Salma say she wants to do?
   a) Paramedic
   b) Mechanic
   c) Police officer
   d) Carpenter
7. Why is the job of a paramedic important?
   a) They clean the streets
   b) They help people in emergencies
   c) They fix clothes
   d) They drive buses

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7 Look and complete



1. a.....



2. p.....



3. t.....



4. m.....

8 Read and choose

1. A **street cleaner/delivery person** brings food, or packages to places.
2. Water resources **doctors / engineers** make sure people get clean water.
3. Mechanics fix **vehicles / computers**.
4. The traffic officer helps people **make / cross** the road.

9 Read and complete using the words in the box

cleaners	**research**	**emergency**	**important**	**tailor**

1. The ..... fixed my old dress.
2. Adam is doing ..... for school.
3. Yesterday, I saw a paramedic helping people in an ..... .
4. Street ..... help keep the city beautiful.
5. Every job is ..... and matters.

10 Discuss with your classmates

1. What other jobs do you think are important?
2. What do you do to help your community?



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Lesson 2

Let's Help our Community

1 **Look at the picture, then answer the questions.**



1. What problem do you see in this picture?
2. What can you do to solve this problem?

2 **Listen to the conversation then choose the correct answer**

1. The traffic near the school is ..... and dangerous.
   (a) calm (b) great (c) noisy (d) helpful
2. Let's ask our teacher to let us make ..... to hang around the park.
   (a) posters (b) movies (c) food (d) books
3. When we all ....., things get better.
   (a) play (b) help (c) dance (d) jump
4. I think we should make signs that say "Drive .....!"
   (a) fast (b) hard (c) great (d) slowly
5. We should walk or ..... bikes.
   (a) ride (b) fly (c) drive (d) hang

3 **Think and discuss. Work with your classmate to find solutions for these problems**

1. What can we do to stop wasting water?
2. What does Hady suggest students could do instead of using cars?
3. What other problems do you see around you? What can you do to help solve them?



Language in Use

Using can/ can't/ able to

- We use "**can/can't**" followed by "the infinitive form of the verb" to talk about ability in the present.

Example: I **can** bring some garbage bags.

We **can't** cross the road safely in the morning.



- We use verb to be (am/is/are) + able to + (infinitive form of the verb) to show ability in the present.



Examples: She is **able to** speak with the traffic officer.

My sister is **able to** ride a bike.

4 Put the words in the correct order to make sentences

1. play/ I / outside / can / football.
   .....
2. speak / well / She's / English / able to / very/.
   .....
3. clean / room / Can / the / today / they /?
   .....
4. able to / They / sing / are / beautifully /.
   .....

5 Write the correct form of the word(s) in brackets

1. She ..... (not can) walk to school.
2. I am ..... (able) run fast.
3. ..... (Can't) they do the research? - Yes, they can.

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Lesson 3

The Proud Rose

1 Look at the picture. Then answer.



1. What can you see in the picture?
2. How do you feel about it?

2 Read, look, and number

1. **Thorns** are the sharp points that grow on the stem or branch of a plant to protect it.
2. **Petals** are the soft, colorful parts of a flower that surround its center.
3. To **peck** is to hit or pick up something with a beak, like a bird does.
4. **Unpleasant** is when something is not nice and makes you feel unhappy or uncomfortable.









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

1. The cactus grows in the ..... .
   (a) desert (b) sky (c) tree (d) water

2. The thorns are very ..... I can't touch them.
   (a) soft (b) nice (c) sharp (d) great





Tip!

Every story has a moral. A **moral** is the lesson or message we learn from a story. It usually teaches us the difference between right and wrong, and helps us think about how we should act in real life.

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4 Read and answer

Have you ever helped someone in need? What did you do?

The Proud Rose

Once upon a time, in a dry desert far away, there lived a beautiful rose. She had soft red petals that sparkled in the sunlight and gave off a sweet, lovely smell. Every **creature** in the desert admired her beauty, and the rose knew it. She was very proud of how she looked and believed she was the most special plant in the desert.

Growing next to the rose was an old, rough cactus. He was covered in long, sharp thorns and didn't have any flowers or **bright** colors. The rose didn't like the cactus at all. She looked at him every day and thought he was **unpleasant** to look at. "Why do you have so many thorns?" she would ask. "You're so rough and unpleasant to look at." Even though the cactus never said anything mean back, the rose kept making fun of him.

Seasons passed, and one year, the summer was much hotter than usual. The sun **shone**, and the desert grew even drier. All the small plants began to dry up. Soon, the beautiful rose started to lose her color. Her petals became dry and **weak**. She was very thirsty, but there was no water anywhere. One day, the rose saw a small bird fly down and gently **peck** at the cactus. The bird drank some water from inside the cactus and flew away, happy and **refreshed**.

The rose was surprised. She didn't know the cactus had water inside. Feeling **embarrassed**, the rose spoke to the cactus. "I'm sorry for the way I treated you," she said. "I didn't know you were so strong and helpful. Could you please give me some water?" The kind cactus smiled and shared his water with the rose.

Slowly, the rose came back to life. From that day on, she never judged anyone by how they looked again.



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5 Read, think, and answer

1. What happened to the rose in the summer?
2. How did the rose feel about how the cactus looked?
3. What did the cactus do for the rose when she asked for help?
4. What did the bird do to get water?

6 Read and write (T) True or (F) False

1. The kind cactus shared his stored water with the rose. ( )
2. At the beginning, the rose liked the cactus. ( )
3. The rose didn't say sorry to the cactus. ( )
4. The bird drank some water from inside the rose. ( )
5. The cactus and the rose became friends. ( )

7 Read and complete the summary using the words in the box

said sorry - soft - rose - cactus - water - dry - proud

In a (1) _____ desert, there lived a (2) _____ with (3) _____ red petals. She was very (4) _____ and often made fun of the rough (5) _____ covered in sharp thorns. During a very hot summer, the desert became even drier, and the rose became weak and thirsty. One day, she saw a bird drink (6) _____ from inside the cactus. Feeling sorry, she (7) _____, and the kind cactus shared his water with her, and they became good friends.

8 Discuss in groups

1. What is the moral of the story?
2. If you were the cactus, what would you have done? Why?

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Pronunciation

Lesson 3

1 Listen and clap your hands for each syllable in the following words.



tailor



mechanic



vehicle



architect



traffic



officer

2 From exercise 1, sort and write.

two syllables	three syllables
.....	.....
.....	.....

3 Read the sentences. Write if the stress is on the first syllable or the second syllable of the bold words

1. The **tailor** made a beautiful dress. → _____
2. A **mechanic** fixed our family car yesterday. → _____
3. The **architect** designed a new school building. → _____
4. A traffic **officer** helped the children cross the street safely. → _____
5. The **vehicle** was parked near the library. → _____



Tip!

Stress in Words **Stress is the part of the word we say louder and stronger**

In one-syllable words, the whole word is stressed.
NURSE
In two-syllable words, stress is usually on the first syllable.
tailor → TAI-lor
In some three-syllable words, stress is on the second syllable.
mechanic → me-CHAN-ic

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Lesson 4

A Biography of an Egyptian Hero

1 Think and answer

Who's your favorite famous Egyptian person?

Dr. Mostafa El Sayed: Science With a Golden Touch



Dr. Mostafa El-Sayed is a **brilliant** Egyptian scientist! He was born in Egypt in 1933 and had a great love for learning from a young age. He studied at Ain Shams University in Cairo before going to the United States to continue his scientific research.

Dr. El-Sayed became a **global expert** in chemistry and **nanoscience**. Nanoscience is the study of very tiny things - much smaller than a human hair. One of his most important discoveries is called El-Sayed's Rule, a scientific idea that was named after him.

One of his biggest achievements is his work with tiny gold particles. He found out how these "gold **nanoparticles**" can be used to help doctors detect and treat some types of **cancer**.

Because of his important discoveries, Dr. El-Sayed has received many major **awards**, including the U.S. National Medal of Science. He's a true hero of science and a source of pride for Egypt!



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2 Read and answer

1. Where was Mostafa El-Sayed born?

.....

2. What did Dr. El-Sayed become an expert in?

.....

3. How could El-Sayed help doctors detect and treat some types of cancer?

.....

4. Why do you think Egypt is proud of Dr. El-Sayed?

.....





Tip!

Here are some tips for writing a biography.

1. **Start** with key facts
2. **Tell** about their early life
3. **Say** what they did
4. **Use** the correct time order
5. **Add** fun facts
6. **Use** clear and simple language
7. **End** with their impact

3 Read the text about Dr. Mostafa El-Sayed again. Then, write these sentences in the correct order, from 1 to 4

A. He became an expert in chemistry and nanoscience. ☐

B. Mostafa El-Sayed is a brilliant Egyptian scientist! ☐

C. He found out tiny gold particles can help doctors fight cancer. ☐

D. He studied in Egypt and then in the United States. ☐

4 Write a biography about (60-70) words about your favorite famous Egyptian person



Lesson 5



Think and Create

Let's Solve a Community Problem!

1 Look and read

Food Waste In Egypt

Causes

- People make more food than they eat.
- Restaurants throw away leftover food.
- No easy way to donate extra food.
- People don't think about wasting food

Effects

- Good food is thrown away.
- Many poor people don't get food.
- Wasting food wastes money and water.
- More garbage, which causes more pollution.

Solutions

- Plan meals
- Shop smart
- Support food banks
- Feed animals leftovers
- Store food properly

2 Work in groups. Identify a problem in your community and suggest some creative solutions

Answer these questions to help you:

1. What are the causes?
2. What are the effects?
3. What are the solutions?

Rate your work: We used a main heading and sub-headings.
We added pictures and details.

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Quick Review

1 Look and write



.....



.....



.....



.....



.....



.....



.....



.....

2 Read and complete the sentences using can, can't, or able to

1. ..... a delivery person ride motorcycles?
2. My brother is ..... fix my computer.
3. Ali ..... run fast. He hurt his leg.
4. She is ..... answer all the questions of the test.
5. My little brother ..... write yet, but he's learning.
6. Laila and Hana are ..... finish their homework before dinner.
7. ..... you speak French? Yes, I can.
8. I ..... go to the park today. I have a lot of work to do.

3 Read and answer the following questions

Mostafa El-Sayed is a famous Egyptian scientist born in 1933 who became an expert in chemistry and nanoscience. After studying in Cairo, he continued his research in the United States. He is known for "El-Sayed's Rule" and his work with gold nanoparticles to help detect and treat cancer. His discoveries have earned him many important awards, and he is a great source of pride for Egypt.

1. Where was Mostafa El-Sayed born and where did he continue his research?

   .....

2. What scientific field is Dr. El-Sayed an expert in?

   .....

3. How were gold nanoparticles used in his research?

   .....

Self-Assessment Go To p. 99

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Review 1

1 Match and write

a. tailor

b. paramedic

c. architect

d. mechanic

e. traffic officer

f. teacher













1. Helps people cross the road safely. _____

2. Makes clothes. _____

3. Designs buildings. _____

4. Fixes cars. _____

5. Helps sick or injured people. _____

6. Works in a classroom. _____

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2 Write the correct word

vehicle - community - uniform - emergency - bin - recycling

1. Always throw rubbish in the _____.
2. A _____ is a group of people who live together.
3. Doctors and paramedics wear a _____.
4. We put bottles and paper in the _____ box.
5. We call 123 in case of _____.
6. A bus is a kind of _____.

3 Circle the correct word

1. Do you usually (go - goes) out with your friends?
2. The children (are playing - play) in the park today.
3. We (am not listening - are not listening) to the radio at the moment.
4. He (isn't riding - aren't riding) his bicycle this afternoon.
5. Ali (visit - visits) his grand parents every Saturday.
6. (Am - Is) the cat sleeping on the couch?

4 Complete each sentence using can, can't, or able to.

1. A fish _____ walk, but it _____ swim.
2. She ---------- swim, so she wears a life jacket in the pool.
3. We have a new car, so now we are _____ visit our family more often.
4. Are you _____ lift this box? It's very heavy!
5. My little brother _____ tie his shoes yet, but he's learning.
6. They have practiced a lot, so they _____ play the song perfectly now.

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5 Read and answer



"Ali always helps his friends at school. He picks up rubbish in the playground and puts it in the bin. He tells his friends to recycle paper and bottles. Ali thinks everyone should keep the school clean."

1. What does Ali do in the playground? _____

2. What does he tell his friends? _____

3. Do you think Ali is helpful? Why? _____

6 Story Elements



One sunny morning, in a cozy house next to a big, green park, a small kitten named Whiskers was playing. He loved to chase butterflies. Suddenly, a big, noisy dog ran by, and Whiskers got scared! He ran away quickly, right into the middle of the big park. Now, Whiskers was all alone and didn't know how to find his way back home. He started to meow sadly.

1. Who are the characters in this story?

_____

2. What is the setting of this story? (Where and when does it happen?)

_____

3. What is one important event that happens in the story?

_____

4. What is the problem in this story?

_____

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7 Make a poster

Instructions: Design a poster to tell people how to keep their community clean.

8 Reflection question

Write two sentences about how you help your family or community.

1. _____

2. _____

9 Match the Problem to its Solution!

Read each problem in Column A. Then, find the best solution for it in Column B.

Problems	Solutions
____ There is a lot of trash and plastic on the streets.	**a.** Organize a "Meet Your Neighbors" day with games and food.
____ Many children don't have a safe place to play outside.	**b.** Start a community cleanup day and put more trash bins.
____ People don't know their neighbors very well.	**c.** Ask the city to fix the equipment and clean the park regularly.
____ The local park has broken swings and dirty benches.	**d.** Build a new community center or a safe playground.

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Unit 4 Resources Around Us



Learning Outcomes

Listening
- Identify key facts in short texts about materials and energy
- Follow conversations about real life topics
- Identify specific information using context clues and key vocabulary
- Identify long and short /ʊ/ and /u:/

Speaking
- Talk about materials used in Egypt
- Share ideas with a partner about how to save energy
- Express opinions and give advice using modal verbs

Reading
- Differentiate between natural and man-made resources in an informational text
- Identify facts, details, and main ideas in a short passage
- Answer WH-questions and complete tasks based on reading

Writing
- Write a fact file
- Use modal verbs correctly (must, mustn't, should, shouldn't) in writing
- Plan and organize a research using clear steps

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Lesson 1

Egypt: Past and Present

1 Think and answer

Do you think ancient materials are still useful today? Why or why not?

2 Listen, look, and repeat



granite



colored stones



gold



clay



papyrus



bricks



temple



amulet

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3 Read, think, and match

1. material	a. very old; from a long time ago
2. survive	b. from recent times; not old
3. ancient	c. something used to make things
4. decorate	d. covered something by putting material or cloth around it
5. wrapped	e. to make something look nice or beautiful
6. modern	f. to continue to exist for a long time

4 Listen to the conversation and answer the questions

1. What materials did the Ancient Egyptians use?

.....

2. Where did Nour see a picture of a papyrus scroll?

.....

3. Why did the Ancient Egyptians use linen in hot weather?

.....

5 Choose the correct answer

4. What is Omar working on?
   a) A science project b) A math test
   c) A history project d) A reading assignment
5. Which material did the Ancient Egyptians use for writing?
   a) Linen b) Papyrus c) Clay d) Stone
6. What is papyrus described as?
   a) A kind of cloth b) A golden ornament
   c) A writing material that lasts long d) A type of stone
7. What material is still used today in buildings?
   a) Clay b) Linen c) Stone d) Papyrus
8. What did Ancient Egyptians carve statues from?
   a) Clay b) Granite c) Gold d) Wood
9. What is linen made from?
   a) Cotton b) Wool c) Flax d) Papyrus

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6 Read and choose

1. **Decorate/Ancient** means to make something look nice or beautiful.
2. To **wrap/survive** is to continue to exist for a long time.
3. **Material/Modern** is something used to make things.

7 Read and complete using the words in the box

linen stones temples papyrus granite

1. Ancient Egyptians used ..... to wrap mummies.
2. We use colored ..... to make beautiful jewelry.
3. Ancient Egyptians carved huge statues from ..... .
4. In Egypt, we have many ..... that we can visit.
5. The Ancient Egyptians used ..... to write on.

8 Work with your partner. Read the example. Describe the pictures



In Picture (1), it is clay. It is a soft material which contains tiny particles of grain. Ancient Egyptians used it to make pots.

1 

2 

3 

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Lesson 2

Let's Use Energy Wisely!

1 Before you read, answer the following question



Why is it important to save energy at home, school, and in the streets?

2 Read the text. What are some ways we can save electricity at home?

Energy is something we all need every day–to light our homes, cook, watch TV, and charge our phones. In Egypt, we use electricity, gas, and **solar power**. But energy is not endless, so we must use it wisely. Some energy comes from nature, like the sun and wind, which are clean and don't **pollute**. Egypt has lots of sunshine, so using more **solar panels** saves money and helps the planet.



Other energy types, like oil and gas, can **harm** the Earth. We should save energy by turning off lights and devices when not in use, closing the fridge door quickly, and using the right size pot for cooking. Cars and buses use fuel which pollutes the air. Walking or biking short distances also saves energy and keeps us healthy.

Wasting energy causes **climate** change, which affects animals and their homes. Small daily actions can make a big difference. Together, we can **protect** our country and planet–we should all be Energy Heroes!



3 Read the words in bold and write

1. To make something dirty or unsafe, especially the air, water, or land (.....)
2. Caring for something so you don't make mistakes or cause harm (.....)
3. The usual weather in a place over a long time (.....)

4 Choose the correct answer from a, b, c or d

1. We use ..... to get energy from the sun.
   a) wind turbines b) greenhouses c) fridges d) solar panels
2. Gases from cars and buses can ..... the air.
   a) pollute b) clean c) charge d) protect
3. Don't ..... water when you brush your teeth.
   a) use b) harm c) waste d) close
4. We must ..... the Earth from pollution.
   a) forget b) protect c) use d) leave

5 Read, think, and answer

1. What types of energy do people use in Egypt?
2. Why should we turn off lights and fans when we don't need them?
3. How can walking or riding a bike help save energy?

6 Work in groups. Discuss and role-play



What would you say to a friend who doesn't turn off the lights or TV? How can you help them save energy?

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Language in Use

Modal Verbs: Must / Mustn't / Should / Shouldn't

1. Must:

We use **must** followed by the **infinitive** form of the verb to say something is very important or a rule.

Example:

You must turn off the lights to save energy.

2. Mustn't:

We use **must** + **not** + followed by the **infinitive** form of the verb to say something is not allowed.

Example:

You **mustn't** throw rubbish on the ground.



3. Should:

We use **should** + followed by the **infinitive** form of the verb to give advice or a good idea.

Example:

You **should** walk to school if it's close.



4. Shouldn't:

We use **should** + **not** + followed by the **infinitive** form of the verb to say something is not a good idea.

Example:

You **shouldn't** waste water when washing your hands.

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1 Complete the following sentences with (must/mustn't)

1. You ..... cross the street when the light is red.
2. We ..... wear a uniform at school.
3. You ..... touch electrical wires.
4. You ..... listen to the teacher carefully.

2 Write two sentences using "must" and two sentences using "mustn't" about your classroom.

Example: We must keep our classroom clean.

.....

.....

.....

.....

3 Read the situation and write advice using should or shouldn't.

1. Your friend is feeling sad.

→ You .....

2. Your brother leaves the lights on all night.

→ He .....

3. Your friend has a lot of homework.

→ She .....

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Lesson 3

Gifts from under the Ground

1 Look and read.



gold



iron



rock

2 Read the text. What things come from under the ground?

Egypt has many valuable things under the ground. We call these things **minerals**. They are very important for our country.

Egypt has a lot of oil, **rocks**, and metals. We find oil deep under the ground, especially in the Western Desert and Sinai. **Oil** is a black liquid. Egypt sells oil to other countries. This brings money to Egypt. Egypt also has a lot of **natural gas** that we can use for cooking, heating, and making electricity for lights and TVs.

Gold is a beautiful, yellow, shiny metal. Long ago, Ancient Egyptians used gold to make beautiful **jewelry** for kings and queens. Today, Egypt still finds gold in the Eastern Desert. Also, Egypt has **iron** in the Eastern Desert. Iron is a strong metal. We use iron to make steel. We use it to build big buildings and cars.

The soil in Egypt contains different kinds of minerals which help plants grow big and strong.

These **natural resources** help Egypt grow and develop. By using these minerals wisely, Egypt can build a strong future for everyone.



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3 Read and write T (True) or F (False).

1. Oil is found in the air. ( )
2. Egypt sells oil to other countries. ( )
3. Natural gas helps heat food. ( )
4. The Ancient Egyptians made jewelry from natural gas. ( )
5. Natural resources helps plants grow better. ( )
6. Steel is used for cars and buildings. ( )

4 Answer the following questions.

1. What do we call the valuable things under the ground in Egypt?
---
2. Where do we find oil in Egypt?
---
3. How is the soil in Egypt?
---
4. Why are natural resources important for Egypt?

Vocabulary Focus:

5 Match the mineral with what it is used for.

1. Oil	**a.** making jewelry
2. Natural gas	**b.** making steel for buildings
3. Gold	**c.** cooking and heating homes
4. Iron	**e.** making cars go

Talk About It!

6 Work in pairs, ask and answer the questions.

1. Which mineral from the text do you think is the most important for daily life? Why?
2. Imagine you are an Ancient Egyptian. What would you do with gold?

Write About It!

7 Choose one mineral from the text. Write 3-4 sentences about it: what it is, where it comes from, and what people use it for

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Pronunciation

1 /u:/ — Long "oo" sound (in spoon, moon, school, ...)

How to pronounce /u:/

2 /ʊ/ — Short "oo" sound (in wood, book, look, good)

How to pronounce /ʊ/:



3 Listen and sort.

spoon - moon - good - foot - book - look

Long /u:/	Short oo /ʊ/
.....	.....
.....	.....
.....	.....

4 Listen , look and write.


.....


.....


.....


.....


.....


.....

5 Listen and circle the word that has the /ʊ/ sound.

1. zoo / good / boot
2. wood / group / moon
3. moon / tooth / foot

6 Listen and circle the word that has the /u:/ sound.

1. foot / food / good
2. good/ spoon / look
3. hook / school / book

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Lesson 4

Man-Made Resources

1 Think and answer

- What do you think man-made resources are?



Hi! I'm Omar, and I'm doing a research project about man-made resources for my English class. I started by reading a book and searching the internet with my dad. I wrote facts in my notebook and printed pictures to help explain.

Man-made resources are things people create using natural materials. For example, plastic is made from oil and used for bottles, toys, and school supplies. Glass is made from sand and used in windows, mirrors, and cups. One interesting resource I learned about is bricks, made by mixing clay and water, then dried or baked. They are used to build houses, schools, and walls.

Paper is made from trees and processed in factories for writing and reading. People also recycle paper to make notebooks and newspapers.

To complete my project, I drew pictures of each resource and shared helpful tips, such as recycling plastic, reusing paper, and using cloth bags instead of plastic ones. Doing research was an important part of my work because it helped me understand new ideas, find accurate information, and learn more about the world around me.





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2 Read and answer

1. What project did Omar work on?
2. Where did Omar find information for his research?
3. Which man-made material did Omar include in his project?
4. Why is research important?
5. Which piece of information from the text is new to you?





Tip!

Here are some tips for doing research:

- Choose your topic.
- Ask simple questions, What is it? Where does it come from? etc.
- Use different sources like: school book, search safe websites, or ask an adult.
- Write short notes in your own words.
- Organize your ideas.
- Add pictures or drawings.
- Check spelling, grammar, and punctuation mistakes.

3 Read each item on the checklist carefully. Then, tick (√) the box next to the step that should be included in your research.

· Copy notes from internet.	☐	· Use only one resource.	☐
· Ask simple questions.	☐	· Check spelling mistakes.	☐
· Write long notes.	☐	· Add pictures or drawings.	☐
· Write in your own words.	☐	· Use unfriendly style.	☐
· Organize your ideas.	☐	· Choose your topic.	☐

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Lesson 5

Think and Create

1 Look and read then make a fact file

The High Dam

What is the High Dam?

The High Dam is a **huge** wall that crosses the Nile River in Aswan, Egypt. It holds a large lake called Lake Nasser. The dam stops the river from **flooding** and keeps water for people to use during the year.

Why did Egyptians build it?

They built the High Dam to solve problems with flooding and drought. They also wanted to give people clean electricity and help farmers grow more **crops** with regular water.

When did Egyptians build it?

Egyptians built the High Dam in Aswan between **1960** and **1970**. It was officially completed and opened in **1970**. It took around ten years to build. Now, it helps Egypt with water and electricity every day.



"How does The High Dam help people?"

The High Dam helps people in many ways. Farmers use the water for **irrigation**, to grow vegetables, fruits, and grains all year. The dam also sends **electricity** to houses, schools, hospitals, and factories across Egypt. It protects cities from dangerous floods, and it makes sure people have water even when the river is low.

2 Work with your partner

Make a fact file and follow steps:

1. Ask and answer questions.
2. Find key facts.
3. Write short sentences.
4. Add a title and sub-headings.
5. Include pictures.
6. Check spelling and grammar.

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Quick Review

1 Look and write



.....



.....



.....



.....



.....



.....

2 Read and complete the sentences using (must, mustn't, should, or shouldn't)

1. You ..... turn off the lights when you leave the room.
2. We ..... waste water when brushing our teeth.
3. People ..... recycle plastic bottles to protect the environment.
4. You ..... throw rubbish in the street.
5. Students ..... study for their exams.
6. We ..... be quiet in the library.
7. You ..... eat too much junk food.
8. We ..... help keep our school clean.

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Unit 5

Made in Egypt

Learning Outcomes

Speaking

- Talk about important places and projects in Egypt.
- Express opinions about modern cities and clean energy.
- Describe visits to museums or tourist places in Egypt.

Listening

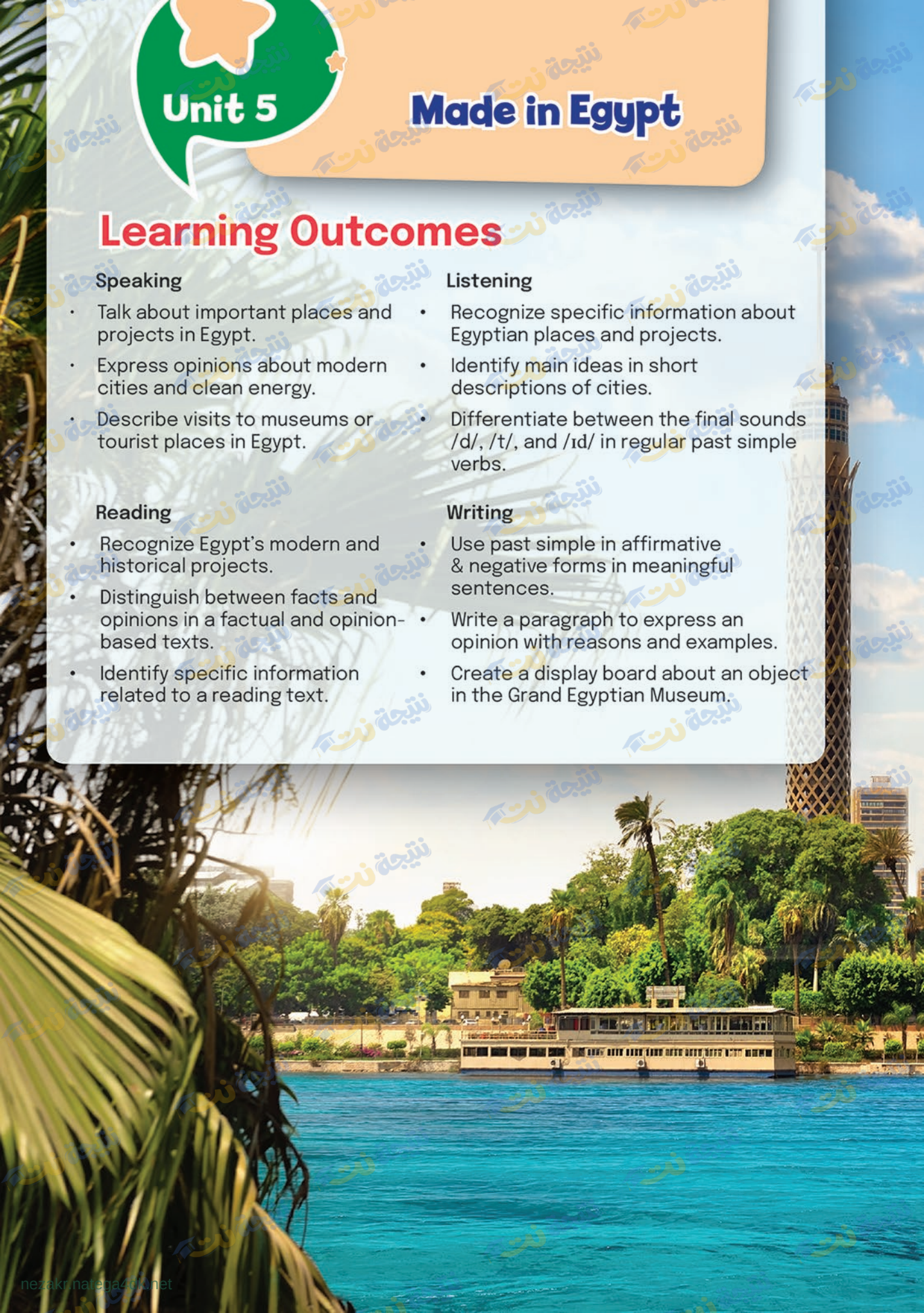
- Recognize specific information about Egyptian places and projects.
- Identify main ideas in short descriptions of cities.
- Differentiate between the final sounds /d/, /t/, and /ɪd/ in regular past simple verbs.

Reading

- Recognize Egypt's modern and historical projects.
- Distinguish between facts and opinions in a factual and opinion-based texts.
- Identify specific information related to a reading text.

Writing

- Use past simple in affirmative & negative forms in meaningful sentences.
- Write a paragraph to express an opinion with reasons and examples.
- Create a display board about an object in the Grand Egyptian Museum.



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Lesson 1

A Trip Through Time

1 Look at the picture. Think and answer

Where do you think Tutankhamun's mask is located?



2 Listen, look, and repeat



passport



luggage



souvenir



brochure



exhibition



travel plan



information desk



guided tour

3 Look and complete the sentences with these travel verbs



fly



pack



book



board

1. Hello! I'd like to ..... a hotel room, please.
2. They will ..... to Aswan next year.
3. Do you have the ticket to ..... the plane?
4. Let's ..... our clothes in these suitcases.

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4 Listen and answer the following question

Why is the location of the Grand Egyptian Museum special?



5 Listen again and answer the questions

1. Why do tourists visit Egypt?

.....

2. How long did it take to finish the museum?

.....

3. What can visitors see inside the museum?

.....

4. Where can visitors ask for help?

.....

6 Read and check (✓) the correct sentence

1. **a** You must have a passport to enter a museum. ( )
   b You must have a passport to enter a different country. ( )
2. **a** A brochure tells you about the museum. ( )
   b A brochure is something you eat on a trip. ( )
3. **a** An exhibition shows old and special items. ( )
   b An exhibition is a place where people sleep. ( )

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1 Lesson

7 Look and complete the words



p.....



b.....



g..... t.....

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

1. I bought a small pyramid as a ..... from the gift shop.
   a. painting **b.** color **c.** souvenir **d.** sport
2. We saw a mummy in the new ..... at the museum.
   a. class **b.** exhibition **c.** playground **d.** hospital
3. Our teacher gave us a ..... with times and places for the trip.
   a. travel plan **b.** test paper **c.** storybook **d.** math sheet
4. I went to the ..... when I didn't know where to go.
   a. toy shop **b.** information desk **c.** swimming pool **d.** bedroom

9 Work with your partner. Read the example, then role-play



I really want to visit the Grand Egyptian Museum to see the Solar Boat.

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Lesson 2

A Dream Comes True

1 Look at the picture, then label

1. sea
2. beach
3. cable car
4. mountain



2 Read the text and answer the following question

How does Al Galala City prove to be a wonder?

Al Galala: Egypt's City Above The Clouds

Al Galala City is a modern city in Egypt, built on the Al Galala **Plateau** near Ain Sokhna. It was part of a national plan devised in 2015 to reduce crowding in older cities. Today, it is one of Egypt's leading **smart cities** with clean air and sea views.

The city has **luxury** hotels, beaches, a water park, and a famous cable car that offers great views from the mountain to the sea. Al Galala is also a center for education and science. Galala University welcomes students from Egypt and abroad to study medicine, engineering, and more.

In the past, the area was empty, but now it is full of life. People work in hotels, teach, or run businesses. More families are moving in to enjoy its **peaceful** environment.

The government plans to build more homes, parks, and transportation links. Al Galala is a great example of Egypt's **vision** for smart, **sustainable** cities.

3 **Read the text again. In which paragraph can you find this information?**

1. What students study at Galala University — Paragraph (.....)
2. When the city was built — Paragraph (.....)
3. How the place looked in the past — Paragraph (.....)
4. Government's plan — Paragraph (.....)

4 **Read and write T (True) or F (False)**

1. Al Galala City is located on the Mediterranean Sea. ( )
2. The cable car is one of the main attractions in Al Galala City. ( )
3. Al Galala Plateau was an empty place in the past. ( )
4. Only Egyptians are allowed to study in Galala University. ( )

5 **Read and complete the text with the words in the box**



sustainable - moving - overcrowded - center

Al Galala is a new city near the Red Sea. It helps people move away from big and (1) -------- cities. There are comfortable hotels and clean beaches for visitors. From the (2)---------- , people can see a great view of the sea and mountains. The city is also a center for education and learning. Many families are (3) ---------- to Al Galala to enjoy a better life. It is part of Egypt's plan to build (4) ---------cities for the future.

6 **Read, think, and answer**

1. When did the Egyptian government start building Al Galala City?
.....
2. Name two fun things visitors can do in Al Galala City.
.....
3. How was Al Galala Plateau different in the past compared to now?
.....

7 **Read and complete about yourself. Then, share with a partner.**

I want to visit Al Galala because it is a special place in Egypt. Here are three reasons why I want to go:

1. .....
2. .....
3. .....

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Language in Use

Past Simple



- We use the past simple for:

a. actions that started and finished in the past.
Example: She baked a delicious cake yesterday.

b. actions that happened one after another in the past.
Example: We entered the museum, took photos, and bought souvenirs.

c. habits in the past.
Example: They played outside after school every day.

Affirmative	Negative
• Use (subject) + (past form of the verb). **Examples:** He visited his uncle last Friday.	• Use (subject) + did not (didn't) + infinitive form of the verb. **Example:** Noha didn't clean the house last night.



♦ For regular verbs, add -ed, -d, or -ied to the main verb.
Examples: play → played smile → smiled cry → cried

♦ Irregular verbs have special past forms. They change in different ways.
Examples: go → went eat → ate buy → bought

♦ The past forms of **verb to be** are **was/were** in the affirmative form or **wasn't/weren't** in the negative form.
Examples: In the past, Al Galala Plateau was empty. There were no homes or roads.

♦ We use **was/were** in the question. We don't use "**did**" with verb to be.
Example: Was Maher at home yesterday? - No, he wasn't. He was outside.

Question

• Did+ subj+ main verb?
Example: Did you travel last summer? - Yes, I did.
Where did he go yesterday? - He went to the club.

8 **Read and write the correct form of the word (s) in brackets**

1. He ..... (clean) his new shoes last morning.
2. The teacher ..... (not be) at the library yesterday.
3. They ..... (have) dinner an hour ago.
4. ..... (Do) you enjoy the trip last week?
5. Did you ..... (finished) the report yesterday?

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Lesson 3

The Bundle of Sticks

1 **Look at the bundle of sticks. Answer with your partner**



Is it easy to break a bundle of sticks alone or with someone else? Why?

2 **Read the words in bold. Match them to their meanings**

1. argue	**a.** being strong
2. bundle	**b.** to come together
3. strength	**c.** gave reasons for or against something
4. wisdom	**d.** a group of things tied together
5. unite	**e.** using your knowledge to make good decisions

3 **Read these definitions. Then choose and write the correct story element**

beginning - middle - end - moral - characters - setting

1. The place and time of a story. .....
2. This is where the problem or main event happens. .....
3. The people or animals in a story. .....
4. This is where a story ends. .....
5. The lesson we learn from a story. .....
6. This is where a story starts. .....





Tip!

When you read a story, try to feel what the character feels. Think: Do I feel the same in this part?

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4 Listen and answer the following question

Why does the old man use the bundle?

5 Circle the correct word

1. The father was a **farmer / fisherman / fighter**.
2. The old man was very **happy / worried / excited** about his sons.
3. The bundle of sticks was **easy / hard / soft** to break.
4. The moral of the story is to **work together / fight / work alone**.

6 Put the story events in the correct order. Write numbers (1–5)

- ☐ The sons could not break the bundle of sticks.
- ☐ The old man showed his sons a bundle of sticks.
- ☐ The father gave them single sticks, and they broke them easily.
- ☐ The sons understood the lesson and started working together.
- ☐ The father asked his sons to stop fighting and work together.

7 Think and answer

1. Where did the old man live?
2. What kind of things did the three sons argue about?
3. Do you think the father was wise? Why?

8 Sort and write

- The old man (father) and his three sons.
- The sons learned the lesson and worked together.
- The father gave his three sons a bundle of sticks to teach them unity.
- A small village near the Nile, a long time ago.
- The sons always argued and didn't work together.

Beginning	Middle	End
.....	.....	.....
.....	.....	.....

Characters	Setting
.....	.....
.....	.....

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Pronunciation

1 **Write each word in the correct column**

1. cooked
2. visited
3. loved
4. washed
5. painted
6. played
7. jumped
8. needed
9. watched

TIP!

When we say past tense verbs ending in -ed, we can hear three different sounds:

/t/ sound: after words that end with p, k, f, s, ch, sh (voiceless sounds).

Example: liked, watched, kissed.

/d/ sound: after words that end with vowels or voiced sounds (like b, g, v, l, m, n, r, z). Example: played, cleaned, called.

/ɪd/ sound: after words ending with t or d.

Example: wanted, needed.

/t/	/d/	/ɪd/
.....	.....	.....
.....	.....	.....
.....	.....	.....

2 **Choose the correct sound for each verb. Write** t, d, **or** ɪd

1. cleaned → _____	**2.** started → _____	**3.** helped → _____
4. called → _____	**5.** wanted → _____	**6.** kissed → _____

3 **Read the short paragraph. Find all the past tense verbs ending in -ed. Write them in the correct column**

Yesterday, I visited my friend and we played games. We watched a funny movie and laughed a lot. After that, we cooked dinner and cleaned the kitchen. We wanted to make a cake but we were too tired.

/t/	/d/	/ɪd/

4 **Match each verb to the correct sound. Then say each word aloud.**

1. called
2. watched
3. played
4. needed
5. painted
6. washed

/d/ /t/ /ɪd/

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Lesson 4

Egypt Goes Green

1 Do you agree or disagree?

	Agree	Disagree
1 We can get energy from the sun.	☐	☐
2 Clean energy destroys the planet.	☐	☐
3 People in villages can't work with modern technology.	☐	☐

2 Read Mariam's article. What's her opinion about Benban?

EcoNews Egypt

Posted on: April 12 Category: Energy & Environment

Why I Think Benban Is Important

By: Mariam Mahmoud

Egypt is a sunny country, making it **ideal** for solar energy. One important project is Benban Solar Park near Aswan, one of the world's largest solar stations. Built between 2018 and 2019, it has over 6 million panels and provides electricity to homes, schools, hospitals, and factories.

Benban uses clean, sustainable energy, reducing pollution and keeping the air safe. It also creates thousands of jobs for engineers, builders, and people from nearby villages, helping them support their families.

The project is important because it saves money by using sunlight instead of expensive fuel, protects the environment, and brings jobs to Upper Egypt. Although some workers need training, it helps them learn new skills and improves local communities.

Benban Solar Park is a smart and valuable project for Egypt. It benefits people, protects nature, and supports development. It's a proud step toward a cleaner, better future.



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3 **Read and circle the correct answer between brackets**

1. Solar energy comes from the (wind - water - sun).
2. Benban Solar Park is located near (Aswan - Luxor -Cairo).
3. The park has over (3 - 6 - 9) million solar panels.
4. The project created thousands of (machines - robots - jobs).
5. The writer feels (bored - proud - tired) of the project.



Tip!

When you write about what you think or how you feel about something–this is called opinion writing. It's a way to share your ideas and say what you believe.



4 **Read the sentences. Write F (Fact) or O (Opinion)**

1. The park opened in November 2019. .....
2. I think Benban Solar Park is a very important and smart project for Egypt. .....
3. Benban Solar Park helps reduce pollution. .....
4. I believe Benban Solar Park is a great idea for Egypt and the world. .....

5 **Read Mariam's article again. Choose and number the features of opinion writing**

1. I think Benban Solar Park is a very important and smart project for Egypt.
2. It helps us save money by using sunlight..., It protects the environment...
3. It generates electricity for places, such as homes, schools, hospitals, and factories.
4. smart, important, great, cleaner, proud
5. First..., Second..., Third..., As a result..., In conclusion...
6. I feel proud of this project. I hope other countries follow Egypt's example.

☐ squence words ☐ strong adjectives ☐ opinion starter

☐ supporting reasons ☐ use of examples

☐ writer's voice using 1st person pronouns

6 **Write a paragraph of about (60-70) words including facts/some opinions about an industrial city of your choice**

Don't forget to express your opinion and your feelings using adjectives.

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Lesson 5



Think and Create

A Display Board about an Object in the Grand Egyptian Museum

1 Look and read about the display board of Lotus Chalice

Lotus Chalice





This chalice is made of alabaster. It looks like a white lotus flower with two handles. It was found in King Tutankhamun's tomb. Now, it is in the Grand Egyptian Museum. It was used in special ceremonies like funeral rituals. It is a symbol of eternal life and beauty. People believed it helped the king live forever in the afterlife.

2 Read then number the steps to make a display board

- ☐ Add a picture. Choose a clear photo or drawing of the object.
- ☐ Write a short paragraph. Use simple sentences to give information. Write about: - what the object is / - what it looks like / - where it was found / - where it is now / - what it was used for / - what it means
- ☐ Write the title. Write the name of the object at the top. Example: Lotus Chalice

3 Make another display board about another Ancient Egyptian object. Check if you have these in your display board

Write a title ☐ A good picture/drawing ☐ An informative paragraph ☐

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Quick Review

1 Choose the correct answer from a, b, c or d

1. We saw a special _____ at the museum.
   a) street b) exhibition c) playground d) hospital
2. People use a _____ to remember their trips.
   a) recipe b) souvenir c) magazine d) bicycle
3. I _____ a travel brochure to learn about Al Galala City.
   a) wrote b) cooked c) read d) watched

2 Match the sentences to express opinions

1. I think Al Galala City is amazing	**a)** great places to learn about history.
2. In my opinion, museums are	**b)** a new city like Al Galala.
3. I believe we should visit	**c)** because it has clean beaches and smart services.

3 Complete the paragraph with the Past Simple form of the verbs between brackets

Last weekend, Omar and his friend (1) ..... (are) at the new science museum. They (2) ..... (watch) a show about space. Omar (3) ..... (not understand) some parts of it. His friend (4) ..... (explain) everything to him. They (5) ..... (take) photos of the rockets and stars. At the end, the guide (6) ..... (ask) Omar if he (7) ..... (enjoy) the show. Omar (8) ..... (smile) and said, "Yes, it was amazing!"

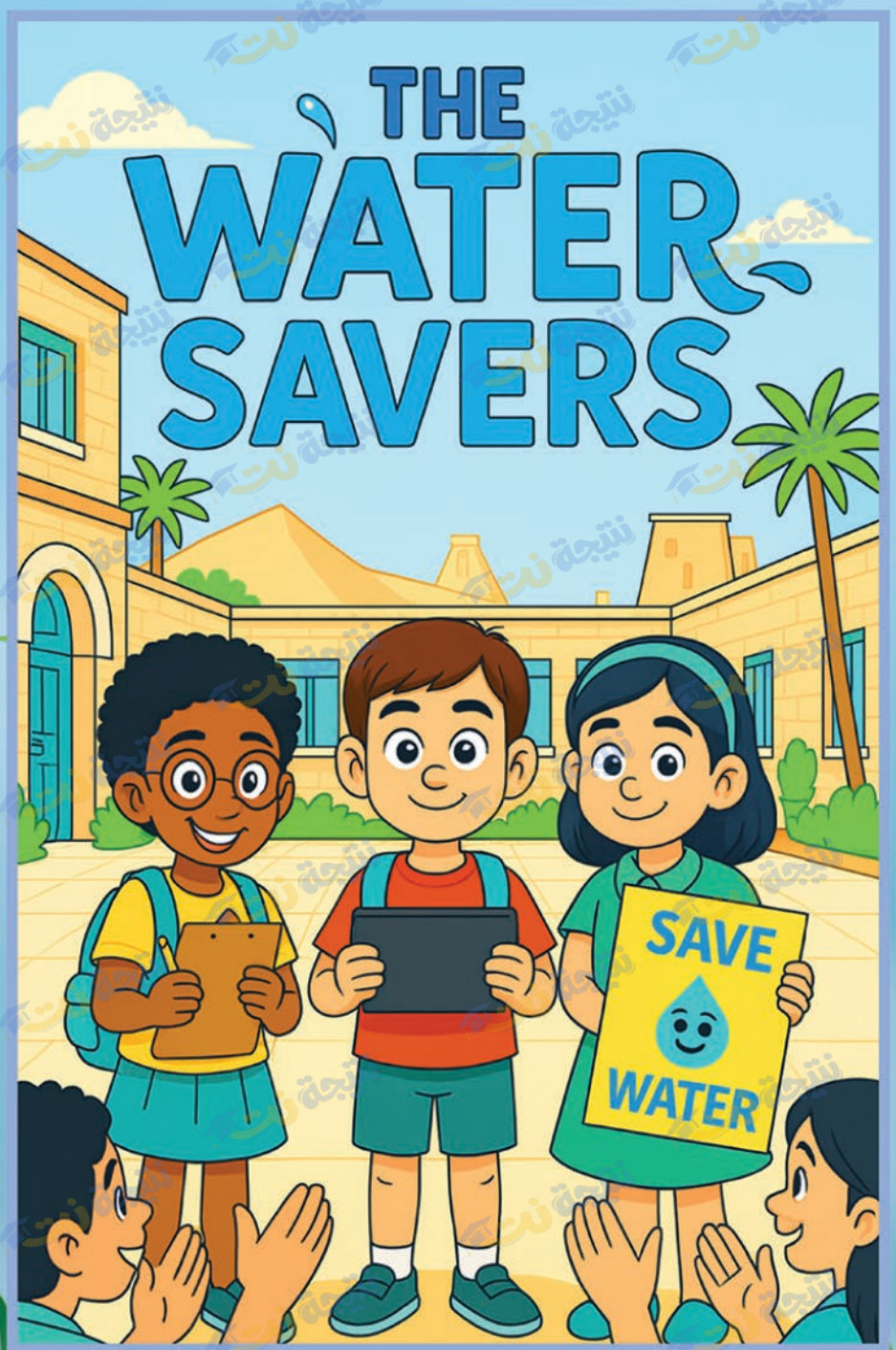
4 This is another ending to the story "The bundle of sticks". Complete with your ideas

The sons looked at the sticks. One of them smiled and said, "Let's use the sticks to build something together!" ....
.....
.....

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THE
WATER
SAVERS
SAVE
WATER

Unit 6

The Water Savers



Listening & Speaking

- Participate in pair or group discussions about the story and its moral
- Ask and answer simple questions about characters and events
- Role-play short conversations
- Present ideas clearly with confidence during speaking activities.

Values

- Being a good citizen, working together and taking care of resources

Reading

- Identify the main characters, setting, and key events in a short story
- Retell the sequence of events using their own words
- Understand the main idea and theme (e.g., environmental responsibility, teamwork)

Writing

- Make a poster or write a paragraph using story details and personal ideas
- Organize ideas in a logical sequence (beginning, middle, end)

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Vocabulary



drip



overflow



puddle



leak



hallway



hose



tap



pipe



drop

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Definitions

dripping	falling in small drops (like water from a tap)
precious	very valuable; something we must protect
resources	natural things that we use, like water, air, or energy
snap (her fingers)	to make a quick sound with your fingers – a sign of having an idea
curious	wanting to know or learn more
leaky	letting water (or air) escape through a hole or crack
overflow	to go over the edge (e.g., when a sink is too full)
puddles	small pools of water on the ground
cheerful	happy, positive, bright and friendly
fix	to repair something broken
spread	to move to more people or places (like news or ideas)
mini-challenges	small, fun competitions to see who can do something best

The characters of the story


Noor


Ahmed


Farida


Mr. Youssef

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In a bright and busy school, three friends–Noor, Ahmed, and Farida–were always looking for ways to help. One sunny morning, they noticed something that made them stop. A tap in the school bathroom kept dripping, even when no one used it. In the garden, water overflowed from a broken pipe and formed little puddles near the **walkway**.

"We waste too much water," Noor said, shaking her head. She watched the drops fall one after another, knowing they were too precious to waste.

Ahmed said. "We need to take better care of our resources," he agreed. We can't afford to be careless."

Farida, always full of ideas, snapped her fingers. "Let's do something about it! We can be *Water Savers*! We can show everyone that small actions matter."

They went to their teacher's office and explained their plan. "We want to do a project to help our school use water wisely," Noor explained. Their teacher smiled brightly. "That's a wonderful idea. Go for it–and let me know how I can help."



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The next day, the three friends got to work. They started by walking around the school with a notebook, a camera, and curious eyes. Noor wrote down everything she noticed: leaky taps, students leaving water running while washing their hands, and hoses left on too long in the garden.

Ahmed used his tablet to take photos of the problems so they could show them later in their presentations. Farida, the artist, brought out her colored markers and made bright, cheerful posters. One read:
"Turn off the tap while brushing!"
Another said: **"Every drop counts. Fix leaks fast!"**



They also spoke to the school cleaner, Mr. Youssef, who was surprised but pleased to see the students taking action. "I'd love your help," he said as they watched him fix a leaking sink. He explained how a small drip could waste liters of water each day.
The kids listened carefully and learned a lot. But not everyone understood their role. One afternoon, a classmate said to them unkindly near the hallway. "Why do you care about water so much? It's just a few drops."

Noor looked him in the eye. "Because water is life," she said firmly. "We *all* need it, and we *all* need to protect it."

Her friends stood beside her, proud and quiet. They didn't let the **bullying** stop them. They believed in what they were doing.

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Soon, their message began to spread. The school hung their posters in bathrooms, classrooms, and near garden taps. Teachers took a few minutes each day to talk about how to save water. Some classes even had mini-challenges to see who could save the most!

One morning, the head teacher gave the children, Noor, Ahmed, and Farida certificates of achievement for their hard work. From that day on, everyone at the school became a Water Saver.



1 Read and write who said this?

1. "We waste too much water." (.....)
2. "We need to take better care of our resources." (.....)
3. "Let's do something about it! We can be Water Savers!" (.....)
4. "That's a wonderful idea. Go for it - and let me know how I can help." (.....)
5. "I'd love your help." (.....)

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2 Match the words in column (A) with their meanings in column (B).

A	B
1. dripping	a. things we use to live (e.g. water)
2. resources	b. having holes or cracks
3. leaky	c. flowing in small drops

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

1. Noor, Ahmed, and Farida were worried about the water because they ..... .
   - **a.** wanted to play in the puddles
   - **b.** wanted to save water
   - **c.** disliked the school garden
   - **d.** wanted to skip class
2. Farida used ..... to make posters.
   - **a.** tablets
   - **b.** colored markers
   - **c.** notebooks
   - **d.** cameras
3. "Every drop counts!" means "..... ".
   - **a.** Water is only for drinking
   - **b.** Even small amounts of water matter
   - **c.** Rain is coming soon
   - **d.** Drops are fun to count
4. Mr. Youssef supported the students because ..... too.
   - **a.** he wanted a break
   - **b.** he cared about saving water
   - **c.** the teacher asked him
   - **d.** he liked their posters

4 Read and write (T) True or (F) False:

	True	False
1. Farida's posters had messages like "Every drop counts."	☐	☐
2. The teacher did not support the students' plan.	☐	☐
3. The school skipped the students' posters and didn't use them.	☐	☐
4. Mr. Youssef helped the students fix a leaking sink.	☐	☐
5. Noor said, "Water is life" when a classmate bullied her.	☐	☐
6. Some classes had mini-challenges to save water.	☐	☐

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5 Read and put the events in order:

1. ◯ The teacher was excited about the project.
2. ◯ The friends see water leaking in the bathroom.
3. ◯ The students make posters and take photos.
4. ◯ A classmate bullies the Water Savers group.
5. ◯ Noor, Ahmed and Farida talk to Mr. Youssef, the cleaner.
6. ◯ The school starts water-saving challenges.

6 Complete the summary of the story with these words:

teamwork **precious** **spread** **document** **wasted**

In a school near Luxor, three friends–Noor, Ahmed, and Farida–notice water being (1) _____ from leaky taps and broken pipes. Concerned about saving this (2) _____ resource, they start a project called "Water Savers." They make posters with helpful messages about the problem, and learn from the school cleaner how small leaks waste a lot of water. Despite some bullying, they go on. Their efforts (3) _____, helping students and teachers to save water through daily actions and fun challenges. The story shows how (4) _____ and small actions can make a big difference.

7 In groups, answer the following questions:

1. Why is saving water important?
2. How can small actions make a big difference?
3. Can one person really make a difference? Why / why not?
4. What are three things you can do at home to save water?

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8 Write (3-4 sentences) to answer this question: "What would you do to save water at your school?"

9 Poster Design:

Make your own "Save Water" poster with a slogan and illustration. Present it to the class.

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Review 2

1 Match the word to its picture



.....

souvenir

pyramid

cable car

statue

travel plan

museum



.....



.....



.....



.....



.....

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2 Choose the correct word

1. We **should / mustn't** throw rubbish on the beach.
2. You **must / shouldn't** drink plenty of water when you hike.
3. We **must / should** protect historical places.
4. You **mustn't / should** touch statues in the museum.

3 Write the correct past simple form

1. We ..... (visit) Al Galala City last year.
2. She ..... (see) the beautiful gardens.
3. My friend ..... (not go) to the museum.
4. I ..... (enjoy) the trip a lot.

4 Complete with the following words

Ancient **wrapped** **decorate** **mountains**

1. The ..... Egyptians built pyramids thousands of years ago.
2. My little sister ..... her gift in shiny paper.
3. Let's ..... the classroom with balloons for the party!
4. We went hiking in the ..... during our trip.

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5 Read and answer

Noor, Ahmed, and Farida went to their teacher's office and explained their plan. "We want to do a project to help our school use water wisely," Noor explained. Their teacher smiled brightly. "That's a wonderful idea. Go for it–and let me know how I can help."

1. What was the children idea about?

.....

2. How can the teacher help?

.....

3. Did the children achieve their project?

.....

6 Write sentences

Instructions: Write two sentences using past simple about something nice you did last weekend.

1. .....

2. .....

7 Express your opinion

Write about a place in Egypt you visited or want to visit. Use adjectives and past simple.

"I want to visit ..... because ....."

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8 Project activity

Design a mini travel brochure about an Egyptian city. Draw a picture and write at least three sentences.

9 Read the story again and write what reflects these story elements in your notebook.

beginning middle end moral characters setting

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Self-Assessment

Unit 1: Amazing Places in Egypt

I can	I need help	I'm not sure	I got it
Talk about my daily routine at home.			
Listen and understand conversations about daily life in Egypt.			
Read and understand texts about everyday life.			
Describe life in an Egyptian village.			
Describe my school day and favorite activities.			
Recognize and say the /ər/ sound in words correctly.			
Write sentences using the present simple.			
Write an email about a typical school day.			
Create a poster about daily life in my community.			

Unit 2: Our Nature

I can	I need help	I'm not sure	I got it
Name natural and man-made resources.			
Describe the weather in different places.			
Talk about how to grow a plant.			
Talk about animals and habitats in Egypt.			
Read texts about plants, weather, and animal habitats.			
Design a fact card about an Egyptian animal or a plant.			
Recognize words with /e/ and /ɪ/ sounds.			
Identify main ideas and details in a reading text.			
Write sentences using present continuous.			
Write a story about an experience or trip.			

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Unit 3: Community Builders

I can	I need help ☹	I'm not sure 😐	I got it 🙂
Describe jobs that help my community.			
Describe jobs that help my community.			
Read and understand texts about helping the community.			
Understand conversations about community jobs and helping.			
Talk or write about how to solve problems in my community.			
Read a short biography about a famous Egyptian person.			
Write a short biography about a famous person.			
Talk about permission using can and can't.			
Read a story and find the characters and the moral lesson.			
Recognize two-and three- syllable words with long sounds.			

Unit 4: Resources Around Us

I can	I need help ☹	I'm not sure 😐	I got it 🙂
Talk about materials used in Egypt (past and present).			
Find key facts in short texts about materials and energy.			
Share ideas about saving energy.			
Add prefixes and suffixes to words, and recognize the difference in pronunciation.			
Find specific information using clues and key words.			
Understand texts about natural and man-made resources.			
Find facts, details, and main ideas in a passage.			
Write a fact file about a material or resource.			
Use modal verbs correctly in my speaking and writing.			

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Self-Assessment

Unit 5: Made in Egypt

I can	I need help ☹	I'm not sure 😐	I got it ☺
Talk about important places and new projects in Egypt.			
Understand information about Egyptian places and projects in a listening text.			
Read and understand texts about Egypt's modern and historical projects.			
Express my opinion about modern cities and clean energy.			
Describe a visit to a museum or a touristic place.			
Differentiate between /t/, /ɪd/, and /d/ sounds in past simple verbs.			
Answer comprehension questions and find story elements.			
Write a paragraph to give my opinion and give reasons.			
Create a display board or project about something I learned at the museum.			

Unit 6: The Water Savers

I can	I need help ☹	I'm not sure 😐	I got it ☺
Talk about the main characters and events in The Water Savers.			
Retell parts of the story using my own words.			
Find the main ideas and details in the story.			
Understand and explain the order of events and character actions.			
Recognize and use new words and expressions from the story.			
Identify the plot and moral of the story.			
Describe the setting, characters, theme, and events clearly.			
Answer questions and put story events in the correct order.			
Write my own opinion or reflection about the story.			

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Audio Script

Unit 1: Lesson 1 Exercise 4 (P.8)

A Day in Egypt

It is a great day in Cairo. Maged visits Khan El Khalili with his family. It is very exciting!

In the old streets, they can do many activities.

First, they buy souvenirs from the market. There are many beautiful things like bags, lamps, and bracelets. His sister chooses a colorful necklace.

Then, they walk through the old streets and watch people baking bread. The smell is amazing! They also see shops where workers make furniture by hand. It is interesting to watch them work.

They take more photos in the old streets. There are many beautiful doors and buildings with Arabic designs. Maged stands near a big wooden gate and smiles for the camera. Then, they walk to a small museum. It has old coins, clothes, and tools from the past. They learn many new things about Egyptian history.

They also see some children playing with small drums in the street. They laugh and enjoy the music. Maged's brother joins them for a few minutes. It is fun to play and enjoy the sounds of Old Cairo.

In the evening, they visit ancient sites near the area. They are big and beautiful!

They take many photos of them.

It is a fun day. He loves spending time in Egypt and learning about its culture.

Unit 1: Lesson 3 Exercise 3 (P.14)

Mr. Nader: As part of our 'Know Egypt' project, we'll listen to four voice recordings from four students. They'll describe life, work, and daily **responsibilities** in their villages.

Amina: Hello! I'm Amina from Ezbet El Borg in Damietta. People here are fishermen. I **accompany** my father to catch fish early in the morning. Some villagers work in fish factories or **repair** boats. We eat fish almost every day and enjoy the cool sea breeze.

Omar: My name is Omar. I live in Shakhlouba in Kafr El Sheikh near Lake Manzala. People fish using small wooden boats. I help my uncle clean the **fishing nets**. Some women also help catch fish. In the evening, we sit together and drink hot tea outside.

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Salma: Hi! I'm Salma from Qutur in Gharbia. My family grows fruits and vegetables. We water the plants, **harvest** the crops, and feed our animals. On Fridays, we go to the market to sell food. Life is quiet, but we are always busy.

Hassan: Hi! I'm Hassan from Bashandy, a village in the Dakhla Oasis in the Western Desert. People in my village make carpets, rugs, and crafts. My family **spins** wool and weaves it on **looms**. I help my mother **dye** the wool with natural colors. Some visitors come to buy rugs from the village shops.

Mr. Nader: Thank you! These villages show how people in Egypt live, work, and support their families every day. Great job!

Unit 2: Lesson 1 Exercise 4 (P.22)

Laila: Grandpa, your garden looks incredible! How do you keep it so green and healthy?

Grandpa: Thank you, Laila. I take care of it every day. Plants need water, sunlight, and care to grow well.

Laila: What kinds of plants do you have here?

Grandpa: I grow herbs like basil, mint, and parsley. We use them in many Egyptian dishes. Some add flavor, and others are good for health.

Laila: Oh, Dad drinks mint tea every evening on the balcony. It helps him relax.

Grandpa: Yes, it tastes good. I also grow hibiscus and jasmine. They smell lovely, and we use hibiscus to make a tasty drink.

Laila: Mom makes hibiscus tea all the time! And jasmine smells amazing at night.

Grandpa: I have guava and fig trees, too. Their fruit is sweet and healthy. Over there are the olive trees.

Laila: Wow! Do Egyptians really grow olives?

Grandpa: Yes. Olives take time to grow, but they are full of oil. People grew olive trees in Egypt many years ago–and they still do.

Laila: That's cool! How do you care for all these plants?

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Grandpa: I water them early in the morning, pull out weeds, and check for insects. Sometimes I use natural fertilizer.

Laila: It sounds like hard work.

Unit 3: Lesson 1 Exercise 4 (P.38)

Omar: Hi, Youssef! Hi, Salma!

Youssef: Hey, Omar! What are you doing?

Omar: I'm doing research about jobs that help our community.

Salma: That sounds fun! Can we help?

Omar: Sure! I want to make a list of jobs and how they help the community.

Youssef: Great idea. I want to be a mechanic.

Salma: Why a mechanic?

Youssef: Because mechanics fix vehicles, and I like fixing things.

Omar: That's cool! I want to be a water resources engineer.

Salma: What do water resources engineers do?

Omar: They make sure we get clean water in our homes and schools.

Youssef: That's a very important job!

Salma: I want to be a paramedic. They help people in emergencies.

Omar: That's a brave job. You'll help save lives.

Youssef: I also like the job of a traffic officer.

Salma: Me too. They help people cross the road and control cars.

Omar: What about a street cleaner?

Salma: They clean the streets and help keep the city beautiful.

Unit 3 lesson 2 Exercise 2 (P.40)

Mariam: Look at all the garbage near the park. It looks terrible.

Hadi: I know. People throw garbage everywhere. That's not okay.

Nour: We need to do something. It's bad for the environment.

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Mariam: You're right. We can clean it this weekend.

Hadi: Yes, I can bring some garbage bags.

Nour: I can ask my teacher to let us make posters to hang around the park.

Mariam: That's a great idea! I'll write, "Please use the bin."

Hadi: Can we ask other students to join us?

Nour: Yes, we can. I'm sure our classmates will be able to help too.

Mariam: But there's another problem – traffic near the school.

Hadi: It's very noisy and dangerous.

Nour: We can't cross the road safely in the morning.

Mariam: Maybe we can ask our principal to help.

Hadi: Can she talk to someone about it?

Nour: Yes! She may be able to speak with the traffic officer.

Nour: I think we should make signs that say "Drive Slowly!"

Mariam: Can we give the signs to parents and drivers?

Hadi: Yes, we can, and we should also walk or ride bikes when we can.

Nour: That's better for our health, too.

Mariam: My little brother can't ride a bike yet, but he walks.

Hadi: My sister is young, but she's able to ride with me.

Nour: When we all help, things get better

Unit 4: Lesson 1 Exercise 2 (P.56)

Nour: Hey Omar! Are you working on the history project?

Omar: Yes! I'm reading about materials the ancient Egyptians used. It's so cool. They used stone, clay, papyrus, linen, wood, and even gold!

Nour: That's amazing! I saw a picture of a papyrus scroll in a museum. It's unbelievable how long that material could survive.

Omar: I know! And some materials are still used today. Stone is used in modern buildings–just like they used it for pyramids and temples.

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Nour: And statues! I love how they carved huge statues from granite. We still use stone today for sculptures and buildings.

Omar: And linen! It's made from flax. Ancient Egyptians wore it every day–and even wrapped mummies in it.

Nour: My grandma has a linen dress. It's soft, cool, and simple.

Omar: Clay is another interesting one. They made pots, jars, bricks–and small statues and amulets too!

Nour: Amulets? You mean, like small objects people believed could protect them?

Omar: Exactly! Some were shaped like animals. They used gold and small colorful stones to make jewelry.

Nour: These materials are natural, strong, and useful. That's why they lasted thousands of years. Ancient Egyptian culture is really fascinating.

Unit 5: lesson 1 Exercise 4 (P.71)

The Grand Egyptian Museum

Egypt is one of the oldest countries in the world. It has pyramids, ancient temples, strong pharaohs, and amazing stories from history. Each year, tourists from many countries come to explore the wonders of this **unusual** land. In Egypt, history lives in every corner.

One of the newest and most exciting places to visit is the Grand Egyptian Museum (GEM). Work on the museum took almost 20 years to finish. It stands near the Pyramids in Giza, the museum was built in this **spot** so visitors can enjoy both ancient and modern Egypt in one trip.

Visitors can see statues, golden jewelry, tools, real **mummies**, and even the Solar Boat that belonged to King Khufu. The objects are shown in a special way that tells the story of Egypt from the beginning to the end of the time of the pharaohs.

At the **entrance**, there is an information desk where visitors can ask questions or get help. The museum also uses modern technology, like smart screens and **amazing shows**, to help people learn in a fun way.

The Grand Egyptian Museum is not just a building; It is a place where Egypt's story

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Unit 5 Lesson 3 Exercise 4 (P.73)

A long time ago, in a small village along the Nile River, there lived an old man with his three sons. The old man was a farmer who worked hard growing crops on his land. The farm was big and gave them plenty of food, but the three sons were always fighting. They argued about who would water the crops, feed the animals, and who worked the hardest.

This made their father very worried.

As the old man grew weaker, he became more worried about his sons. "My sons," he said, "you should stop fighting and work together. If you all unite, you will be strong". The three sons did not listen to their father.

One day, the father called his sons and showed them a bundle of sticks tied together. He asked each son to break the bundle. Each one tried hard, but they failed.

Then, the father untied the bundle and gave them single sticks. The sons broke them easily.

"You see," said the father, "these sticks are just like you. Together, you are strong. But alone, you can be broken easily." The father went on saying, "Unity gives strength." From that day on, the sons understood their father's wisdom. They stopped fighting and worked together.

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Glossary

Category	Word	Definition
Display Board	title	The name of a book, story, or display.
Display Board	label	Words used to name or describe items in a picture or diagram.
Display Board	paragraph	A group of sentences that share a topic.
Display Board	character	A person or animal in a story.
Display Board	setting	The time and place where a story happens.
Display Board	main idea	What a paragraph or story is mostly about.
Display Board	details	Information that supports the main idea.
Display Board	neat	Clean and orderly.
Display Board	organized	Arranged in a clear and tidy way.
Environmental Responsibility	climate	The usual weather in a place.
Environmental Responsibility	pollution	Dirty or harmful things in the air, water, or land.
Environmental Responsibility	waste	Things that are not needed and are thrown away.
Environmental Responsibility	recycle	To use things again instead of throwing them away.
Environmental Responsibility	reuse	To use something more than once.
Environmental Responsibility	reduce	To use less of something.
Environmental Responsibility	protect	To keep something safe from harm.
Environmental Responsibility	conserve	To save or use something carefully.
Environmental Responsibility	natural resources	Things found in nature like water, trees, and sunlight.
Environmental Responsibility	global warming	The Earth getting hotter because of pollution.

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Glossary

Geography and Culture	continent	A large area of land like Africa or Asia.
Geography and Culture	desert	A dry area with very little rain.
Geography and Culture	valley	A low area of land between hills or mountains.
Geography and Culture	river	A large stream of water that flows across land.
Geography and Culture	ocean	A very large body of salt water.
Geography and Culture	mountain	A high area of land that rises above the land around it.
Geography and Culture	island	Land that is surrounded by water.
Geography and Culture	map	A drawing that shows the features of an area.
Geography and Culture	landmark	A famous or important place or object.
Geography and Culture	capital city	The main city where the government is.
Health and Wellness	fit	Being strong and healthy.
Health and Wellness	mental health	Your emotional and psychological well-being.
Health and Wellness	stressed	Feeling worried or anxious.
Health and Wellness	lungs	The organs in your chest that help you breathe.
Health and Wellness	muscles	The parts of your body that help you move.
Health and Wellness	healthy habit	A good activity that keeps your body and mind well.
Health and Wellness	hydrated	Having enough water in your body.
Health and Wellness	balanced diet	Eating a variety of foods to stay healthy.
Health and Wellness	sleep	Resting to refresh your body and mind.
Health and Wellness	exercise	Physical activity to stay strong and fit.
Made in Egypt	produce	To make or grow something.
Made in Egypt	industry	A type of business that makes things in factories.
Made in Egypt	factory	A place where products are made.

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Made in Egypt	natural resource	Something found in nature that is useful to people.
Made in Egypt	man-made product	An item created by people using natural resources.
Made in Egypt	manufacture	To make something using machines in a factory.
Made in Egypt	cotton	A soft, white fiber grown in fields and used to make clothes.
Suffixes	farmer	A person who grows crops or raises animals.
Suffixes	helper	A person who gives help.
Suffixes	cleaner	A person who cleans places or things.
Suffixes	baker	A person who bakes bread or cakes.
Suffixes	builder	A person who builds homes or buildings.
Values and Citizenship	citizen	A person who belongs to a country.
Values and Citizenship	responsibility	Something you should do.
Values and Citizenship	rights	Things you are allowed to do or have.
Values and Citizenship	respect	Being polite and kind to others.
Values and Citizenship	honesty	Always telling the truth.
Values and Citizenship	kindness	Being nice and caring.
Values and Citizenship	fairness	Treating everyone in a just way.
Values and Citizenship	cooperate	To work together with others.
Values and Citizenship	community	A group of people living in the same area.
Values and Citizenship	volunteer	To help others without being paid.
Writing	opinion writing	A kind of writing where the writer shares what they think and why.
Writing	fact	Something that is true and can be proven.
Writing	opinion	What someone believes or feels about something.
Writing	reason	A cause or explanation for something.

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Glossary

Writing	sentence starter	A word or phrase that helps begin a sentence.
Writing	first	Used to begin a list or sequence.
Writing	also	A word that adds information.
Writing	finally	Used to end a list or sequence.
Writing Type	Term	Definition
Personal Narrative	personal narrative	A story about a real event or experience from the writer's own life.
Personal Narrative	first person	A point of view where the writer uses "I" to tell the story.
Personal Narrative	reflection	The writer's thoughts and feelings about the experience.
Descriptive Narrative	descriptive writing	Writing that uses sensory details to describe a person, place, or thing.
Descriptive Narrative	imagery	Words that appeal to the senses to create vivid pictures.
Descriptive Narrative	setting	The time and place in which a story takes place.
Fictional Narrative	fictional narrative	A made-up story with characters, setting, and plot.
Fictional Narrative	character	A person, animal, or being in a story.
Fictional Narrative	plot	The sequence of events in a story.
Fictional Narrative	climax	The most exciting or important moment in the story.
Fictional Narrative	resolution	How the main problem in the story is solved.
Biography	biography	A true story about someone's life, written by another person.
Biography	timeline	A sequence of events listed in chronological order.
Biography	factual details	True information used to support a biography.
Informational Narrative	informational text	Writing that provides real facts in a story-like or explanatory format.

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Informational Narrative	purpose	The reason the writer is sharing the information.
Informational Narrative	topic sentence	The sentence that tells what a paragraph is about.
Object Perspective	personification	Giving human qualities to objects or animals.
Object Perspective	point of view	The perspective from which a story is told (first, third, or imaginative).
Object Perspective	imaginative voice	A creative tone used when pretending an object or animal can speak.
Problem-Solution	cause	The reason something happens in a story.
Problem-Solution	effect	The result of a cause or event.
Problem-Solution	solution	How the problem in a story or situation is solved.
Problem-Solution	sequence	The order in which events or steps happen.

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MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
وزارة التربية والتعليم والتعليم الفني

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Editorial Note

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IN PARTICIPATION WITH

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If you see someone in need of help, offer them a helping hand—kindness can change the world.

We are all different, and that's what makes us special. Respect the differences among your classmates.





Don't forget that words like "Thank you," "Please," and "Sorry" are kind words that bring joy to you and others.

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