

Student's Book

ENGLISH

Preparatory Schools - Year Three - Term **1**

تهدي وزارة التربية والتعليم والتعليم الفني
هذا الكتاب بكل الحب إلى الطلاب والمعلمين والأسرة
في جمهورية مصر العربية



Student's Book

ENGLISH

Preparatory Schools - Year Three - Term 1

Name : _____

Class : _____

School : _____

جميع الحقوق محفوظة لوزارة التربية والتعليم والتعليم الفني

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Contents



Unit 1 Personal Identity 13

Unit 2 Communication with Family and Friends 27

Unit 3 Artificial Intelligence 41

Review 1 55

Unit 4 Screen Time 59

Unit 5 Design Thinking 72

Unit 6 Why Do We Like Stories? 85

Review 2 100

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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 and Technical Education presents the Preparatory 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 Preparatory Stage 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:

- Age-appropriate **vocabulary**, **grammar**, and **functions** taught in context.
- Focused development of **listening**, **speaking**, **reading**, and **writing** skills.
- Scaffolded writing tasks that progress from guided to independent writing.
- Meaningful vocabulary reinforcement using **visuals** and **themes**.
- Activities designed to develop **higher-order thinking**, not just memorization.

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. These textbooks embody our commitment to excellence in English language education, ensuring that every student has the opportunity to succeed academically and personally.

Join Us in Shaping the Future:

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

Best Regards,

The Ministry of Education and Technical Education

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Scope and Sequence

Term 1					
Unit	**Vocabulary**	**Language**	**Integrated Skills**	**Life Skills**	**Core Values**
1. Personal Identity	identity, personality, values, background, beliefs, character, confidence, weakness, curious, strength, self-respect	Present Perfect Active and Passive Forms Difference between "since" and "for"	**Reading**: Informational texts on personal identity **Writing**: Descriptive paragraph about how values shape identity **Listening**: Interview on respecting personal identity **Speaking:** Talk about personal qualities and values	Self-awareness Confidence Making Change	Respect Strength
2. Communication with Family and Friends	communication, connection, siblings misunderstood, respectful, supportive, bond, resolve, distant, awkward, distractions, frustrated, gesture	Third Conditional	**Reading:** Informational texts and fictional texts about effective and respectful communication with others. **Writing:** Opinion paragraph on communication experiences or views. **Listening:** Audio texts and dialog about communication with family and friends. **Speaking:** Role-play conversations, pair and group discussions about communication challenges and solutions.	Effective Communication Problem solving	Respect Responsibility

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3. Artificial Intelligence	advanced limits - feedback AI, machine learning, robot, smart, innovation, future, customized instantly	Future Simple Passive	**Reading:** Informational text on the difference between AI and robots; fictional text about a robot teacher. **Writing:** An e-mail about the future use of AI **Listening:** Conversation and audio track about the future of AI. **Speaking:** Express opinions and expectations about AI's impact and capabilities.	Digital literacy Problem solving Innovation	Determination Teamwork
4. Screen Time	Screen time, entertainment, expert, balance, physical, smart, focused, modern, distraction	modal verbs (must, should, can't) Connectors	**Reading:** Informational texts about using screen time responsibly **Writing:** Blog post on how to improve screen time habits **Listening:** Audio text about smart habits for Egypt's smart future **Speaking:** Talking about screen time	Decision-making Health awareness	Integrity Accountability

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5. Design Thinking	problem, solution, prototype, test, feedback, brainstorm, challenge, creativity	Sequence connectors Imperatives	**Reading:** Informational text about the Innovation process **Writing:** Review explaining the steps in a design process **Listening:** Design sprint blog audio **Speaking:** Present a solution idea	Creativity Collaboration	Initiative Empathy
6. Why Do We Like Stories?	Moral, points of view, empathy, conflicts, critically, spark, aware, various, ambition	Reported Speech	**Reading:** Story elements identification **Writing:** Story **Listening:** Conversation/ oral debate **Speaking:** Talk about power of story telling	**Critical Thinking** **Creativity** **Communication**	Empathy Respect

Lesson COMPONENTS

Reading

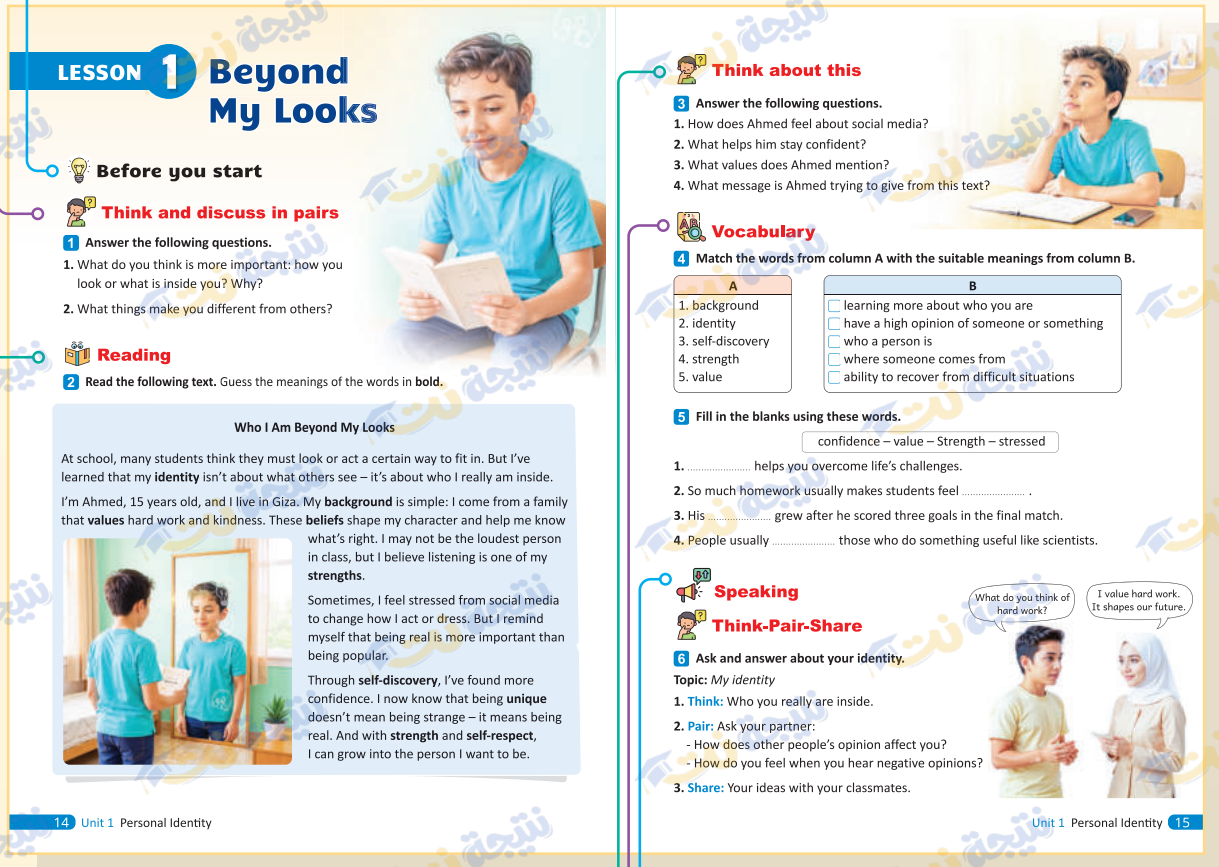
Stimulating topics that capture students' interest

Think and discuss in pairs

Students have the chance to think before reading, express their opinions and check their understanding of the reading text

Before you start

This helps to draw student's attention before the main reading.



LESSON 1 **Beyond My Looks**

Before you start

Think and discuss in pairs

1 Answer the following questions.

1. What do you think is more important: how you look or what is inside you? Why?
2. What things make you different from others?

Reading

2 Read the following text. Guess the meanings of the words in **bold.**

Who I Am Beyond My Looks

At school, many students think they must look or act a certain way to fit in. But I've learned that my **identity** isn't about what others see – it's about who I really am inside.

I'm Ahmed, 15 years old, and I live in Giza. My **background** is simple: I come from a family that **values** hard work and kindness. These **beliefs** shape my character and help me know what's right. I may not be the loudest person in class, but I believe listening is one of my **strengths**.

Sometimes, I feel stressed from social media to change how I act or dress. But I remind myself that being real is more important than being popular.

Through **self-discovery**, I've found more confidence. I now know that being **unique** doesn't mean being strange – it means being real. And with **strength** and **self-respect**, I can grow into the person I want to be.

14 Unit 1 Personal Identity

Think about this

3 Answer the following questions.

1. How does Ahmed feel about social media?
2. What helps him stay confident?
3. What values does Ahmed mention?
4. What message is Ahmed trying to give from this text?

Vocabulary

4 Match the words from column A with the suitable meanings from column B.

A	B
1. background	☐ learning more about who you are
2. identity	☐ have a high opinion of someone or something
3. self-discovery	☐ who a person is
4. strength	☐ where someone comes from
5. value	☐ ability to recover from difficult situations

5 Fill in the blanks using these words.

confidence – value – Strength – stressed

1. ..... helps you overcome life's challenges.
2. So much homework usually makes students feel ..... .
3. His ..... grew after he scored three goals in the final match.
4. People usually ..... those who do something useful like scientists.

Speaking

Think-Pair-Share

6 Ask and answer about your identity.

Topic: *My identity*

1. **Think:** Who you really are inside.
2. **Pair:** Ask your partner:
   - How does other people's opinion affect you?
   - How do you feel when you hear negative opinions?
3. **Share:** Your ideas with your classmates.

Unit 1 Personal Identity 15

Think about this

Students have the chance to think after reading, express their opinions and check their understanding of the reading text

Vocabulary

This helps students to learn key words context through engaging sentences and illustrations.

Speaking

This points to each lesson's topic that students can use during their presentation

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Listening

Students listen to the listening texts and answer the questions

Language in use

Turn grammar rules into real communication skills



LESSON 2 **Self-Discovery**

Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Do you think experiences help shape characters ? Why?
2. What should you do when someone gives you his /her opinion?

Listening

2 **Listen to the audio. Then, in pairs, guess the meanings of the words in the box below.**

support – growth – individuality – confidence

3 **Listen again and answer the following questions.**

1. What challenges do you think Leila faced?

Speaking

Think–Pair–Share

5 **Ask and answer questions about your personality.**

Topic: *My personality*

1. **Think:** What qualities and values make you a good person?
2. **Pair:** Ask your partner:
   - What three words describe your personality best? Why?
3. **Share:** Volunteer and tell the class something your partner told you.

Language in use

6 **Choose the correct form.**

1. I (studied / have studied) English since I was six.
2. The lesson (has explained / has been explained).
3. The visitors have (just left / just been left).
4. The museum (has visited / has been visited)

Tip

Present Perfect Tense
Active & Passive

- **Active**
  - We use **have** / **has** + **the past participle (p.p.)** to:
  - talk about actions or experiences that happened at an unspecified time in the past.
  - talk about actions that started in the past and continue up till now.
  - talk about recently completed actions.

  Ex.: – I **have already done** my homework.
  – She **has finished** her work.
- **Passive**
  - We use **have / has** + **been** + **the past participle** for passive form.

  Ex.: – The homework **has been done**.
  – The Pyramids **have been visited**.

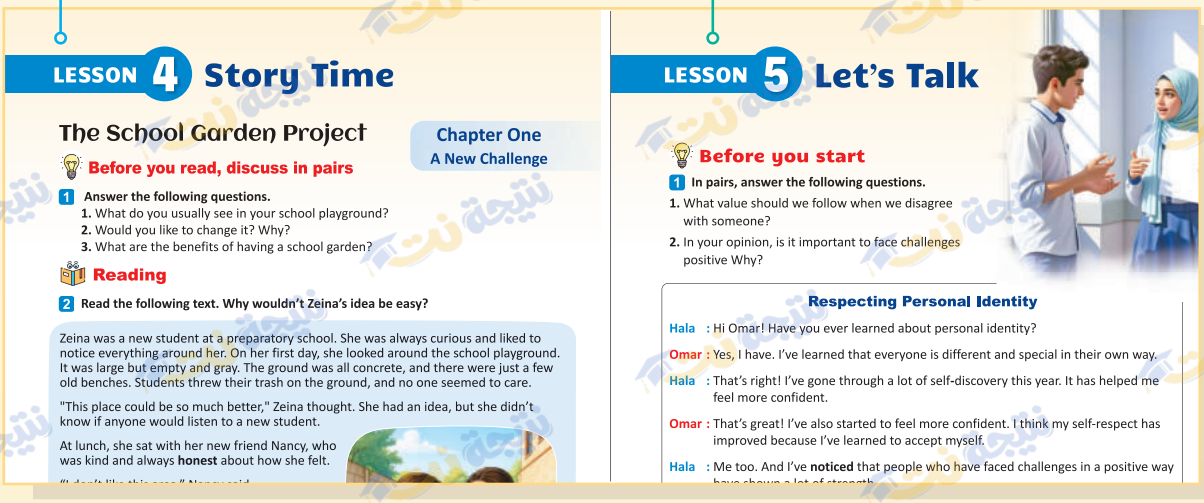
Tip

Story Time

The story is level appropriate and related to interesting, relevant curriculum-based topics. Along with attractive illustrations capture the students' attention and familiarize them.

Let's Talk

English for Daily life



LESSON 4 **Story Time**

The School Garden Project

Chapter One
A New Challenge

Before you read, discuss in pairs

1 **Answer the following questions.**

1. What do you usually see in your school playground?
2. Would you like to change it? Why?
3. What are the benefits of having a school garden?

Reading

2 **Read the following text. Why wouldn't Zeina's idea be easy?**

Zeina was a new student at a preparatory school. She was always curious and liked to notice everything around her. On her first day, she looked around the school playground. It was large but empty and gray. The ground was all concrete, and there were just a few old benches. Students threw their trash on the ground, and no one seemed to care.

"This place could be so much better," Zeina thought. She had an idea, but she didn't know if anyone would listen to a new student.

At lunch, she sat with her new friend Nancy, who was kind and always **honest** about how she felt.

LESSON 5 **Let's Talk**

Before you start

1 **In pairs, answer the following questions.**

1. What value should we follow when we disagree with someone?
2. In your opinion, is it important to face challenges positive Why?

Respecting Personal Identity

Hala : Hi Omar! Have you ever learned about personal identity?

Omar : Yes, I have. I've learned that everyone is different and special in their own way.

Hala : That's right! I've gone through a lot of self-discovery this year. It has helped me feel more confident.

Omar : That's great! I've also started to feel more confident. I think my self-respect has improved because I've learned to accept myself.

Hala : Me too. And I've **noticed** that people who have faced challenges in a positive way

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Role-Play

Time to shine with your class mates - perform and learn together!

3. Can you give an example of how someone showed respect for your identity?
4. How can schools help students build self-respect and feel more accepted?

Role-Play

3 Work with a partner. Read the short conversation below. Then, switch roles and try creating your own using the bold words or words you have learned in the unit.

Real-Talk-Tip
Using Conversational Language
When you're talking with friends, use **friendly phrases** like:
"That's cool!"
"I can see that."
"I'm super happy for you!"

Student A : Hi! You look happy today.
Student B : Yes! I've learned something new about myself.
Student A : That's cool! What did you learn?
Student B : I've learned that I know how to be different and strong.
Student A : That's great. You've shown a lot of **strength**.
Student B : Thank you! I feel more **confident** now.
Student A : I can see that. You always have good **self-respect**.
Student B : And I always try to act with **honesty**.
Student A : That's really important. I'm super happy for you!

4 **Read and complete the dialog between Mariam and Salma.**

Mariam : Hi Salma! You look really happy today.
Salma : Hi! Yes, I had a great talk with my teacher yesterday.
Mariam : Oh wow! What did you talk about?
Salma : ..... .

Before your write

Ready, set, write.
Let's prepare step by step!

LESSON 6 This Is Me



Descriptive Paragraph

Before You Write, Let's Get Ready

Target language

- Using the Present Perfect Active to describe actions and experiences that shape personal identity: "I have helped many people."
- Using the Present Perfect Passive to describe actions received by the subject: "I have been trusted by my friends."
- Using linking words (and, because, so, also) to connect ideas.

Target vocabulary

Try to include at least 6 of these words in your descriptive paragraph:

background - popular - self-discovery - unique - value - confident - strong - honesty - honest

Writing

(Descriptive Paragraph Example)

What I Stand For

Topic Sentence
I stand for kindness, honesty, and responsibility, and these values have shaped my personal identity.
Explanation
I believe that showing respect and being caring have helped me build trust with others. These actions have also shown that I value fairness in my daily choices.
Evidence / Example
For example, I have helped my classmates with their work, and I have shared my notes with friends who have been absent. I have been trusted by my teachers

Tip
Descriptive Paragraph
A descriptive paragraph has :
Topic Sentence :
Write a clear sentence about what you are describing.
Explanation :
Give more details about the topic to help the reader understand.
Evidence / Example :
Use adjectives and the senses to describe and give examples.
Ending Sentence :

Assessment Corner

A quick in-class assessment to help you grow each week.



Assessment Corner



A. Vocabulary

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

1. A journalist needs to be ..... to look for new news.
   a. indifferent **b.** kind
   c. curious **d.** lazy
2. Sama's ..... helps her overcome different situations.
   a. weakness **b.** curiosity **c.** strength **d.** popularity
3. Being a talented programmer, Rodina soon became ..... in the world of digital technology.
   a. self-respect **b.** unpopular **c.** unknown **d.** popular

B. Language

2 **Use the correct form of the verb in the present perfect tense.**

1. They ..... (**just finish**) the science project.
2. We ..... (**live**) in this city since 2017.
3. ..... you ever ..... (**ride**) a horse?
4. Ahmed ..... (**not see**) that movie yet.
5. ..... she ..... (**start**) her new job yet?
6. The task ..... (**carry**) out already.

C. Writing

My self-Reflection

Look back, learn and move forward-it's time to reflect!



Self-Reflection

Listening
- ☐ I can answer questions related to personal identity in a listening text.

Speaking
- ☐ I can talk about what makes me unique.
- ☐ I can discuss how to respect personal identity.

Reading
- ☐ I can find specific details in texts related to personal identity.
- ☐ I can use new words related to personal identity.

Writing
- ☐ I can write a descriptive paragraph about how core values shape identity.

Vocabulary
- ☐ I can use the target vocabulary accurately when speaking and writing.

Language
- ☐ I can use the active and passive forms of present perfect tense.

Life Skills & Values



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Start Smart



1 **Complete the following dialog:**
Laila asks Hany about his weekend activities.

Laila : Hi Hany, how was your weekend?

Hany : (1) .....

Laila : What did you do on Saturday?

Hany : (2) .....

Laila : (3) .....?

Hany : I played football with my friends in the park.

Laila : Did you win the match?

Hany : (4) .....

Laila : (5) .....?

Hany : Yes, we had pizza and cola after the game.

2 **Read the following text, then answer the questions.**

The Sahara Desert is the largest hot desert in the world. It covers most of North Africa and is about 9 million square kilometers. The weather there is very hot during the day and cold at night. There is little rain, so not many plants can grow. However, some people live in the desert. **They** are called Bedouins. They move from place to place with their animals, especially camels. Camels can **survive** in the desert because they can go for days without water. Tourists sometimes visit the Sahara to see the beautiful sand dunes and experience desert life.

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

1. The Sahara Desert is located in ..... Africa.

a. South **b.** North **c.** East **d.** West

2. The underlined word "**survive**" means ".....".

a. die **b.** live **c.** visit **d.** leave

3. What helps camels survive in the desert?

a. They drink a lot of water **b.** They eat many plants

c. They can go for days without water **d.** They sleep all day

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B. Answer the following questions.

4. What is the main idea of the passage?

5. Why do tourists visit the Sahara Desert?

6. Who does the underlined word "**They**" refer to?

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

1. My sister wants to be a ..... when she grows up.

a. doctor **b.** job **c.** work **d.** career

2. I always enjoy ..... to music in my free time.

a. listen **b.** listening **c.** listens **d.** listened

3. ..... you help me with my homework?

a. Have **b.** Are **c.** Can **d.** Does

4. There are many ..... in the zoo.

a. animal **b.** animals **c.** an animal **d.** the animals

5. The book is ..... the table and the chair.

a. between **b.** in **c.** on **d.** under

6. I haven't finished my project ..... .

a. already **b.** yet **c.** just **d.** since

7. The opposite of "happy" is "....." .

a. sad **b.** funny **c.** tired **d.** busy

8. We should ..... our teeth twice a day.

a. brush **b.** point **c.** hurt **d.** ask

9. Where ..... you live?

a. do **b.** does **c.** are **d.** is

10. My brother is very good at ..... football.

a. play **b.** plays **c.** playing **d.** played

4 Complete the sentences with the correct form of the word(s) in brackets.

1. She ..... (not/visit) her grandparents last weekend.

2. If it ..... (be) sunny tomorrow, we will go to the beach.

3. He ..... (study) for his exam every evening.

4. I have ..... (just finish) my homework.

5 Write a paragraph of NINETY (90) words on.

"Your school"

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UNIT 1

Personal Identity



Learning Outcomes

Reading

- Identify specific details in texts related to personal identity
- Use vocabulary related to personal identity

Listening

- An interview with a teen discussing her personal journeys and influences

Speaking

- Talk about what makes you different
- Discuss how to respect personal identity

Language

- Use active and passive forms of the present perfect tense

Writing

- Write a descriptive paragraph about how values shape identity

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LESSON 1 Beyond My Looks



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What do you think is more important: how you look or what is inside you? Why?

2. What things make you different from others?

Reading

2 **Read the following text.** Guess the meanings of the words in **bold.**

Who I Am Beyond My Looks

At school, many students think they must look or act a certain way to fit in. But I've learned that my **identity** isn't about what others see – it's about who I really am inside.

I'm Ahmed, 15 years old, and I live in Giza. My **background** is simple: I come from a family that **values** hard work and kindness. These **beliefs** shape my character and help me know what's right. I may not be the loudest person in class, but I believe listening is one of my **strengths**.



Sometimes, I feel stressed from social media to change how I act or dress. But I remind myself that being real is more important than being popular.

Through **self-discovery**, I've found more confidence. I now know that being **unique** doesn't mean being strange – it means being real. And with **strength** and **self-respect**, I can grow into the person I want to be.

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Think about this

3 **Answer the following questions.**

1. How does Ahmed feel about social media?

2. What helps him stay confident?

3. What values does Ahmed mention?

4. What message is Ahmed trying to give from this text?

Vocabulary

4 **Match the words from column A with the suitable meanings from column B.**

A	B
1. background	☐ learning more about who you are
2. identity	☐ have a high opinion of someone or something
3. self-discovery	☐ who a person is
4. value	☐ where someone comes from

5 **Fill in the blanks using these words.**

confidence – value – Strength – stressed

1. ..... helps you overcome life's challenges.

2. So much homework usually makes students feel ..... .

3. His ..... grew after he scored three goals in the final match.

4. People usually ..... those who do something useful like scientists.

Speaking

Think-Pair-Share

6 **Ask and answer about your identity.**

Topic: *My identity*

1. **Think:** Who you really are inside.

2. **Pair:** Ask your partner:

- How does other people's opinion affect you?
- How do you feel when you hear negative opinions?

3. **Share:** Your ideas with your classmates.



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LESSON 2 Self-Discovery



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Do you think experiences help shape characters ? Why?

2. What should you do when someone gives you his /her opinion?

Listening

2 **Listen to the audio. Then, in pairs, guess the meanings of the words in the box below.**

support – growth – individuality – confidence

3 **Listen again and answer the following questions.**

1. What challenges do you think Leila faced?

2. According to Leila, what does identity mean?

4 **Listen to the audio again. Then, choose the correct answer from a, b, c or d.**

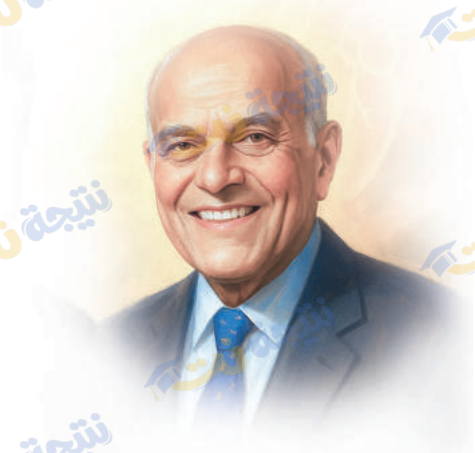
1. Leila's main message is "……".

a. Be like others to succeed
b. Identity never changes
c. Individuality and growth are important
d. Science fairs are for everyone

2. …… helped Leila gain confidence.

a. Winning a sports competition
b. Reading books
c. Support from her teachers
d. Changing her school

5 **Listen to the text about Dr. Magdi Yacoub. Then, answer the following questions.**



1. What did Dr. Magdi Yacoub enjoy reading about when he was young?

2. What was his true purpose in life?

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Speaking

Think–Pair–Share

5 **Ask and answer questions about your personality.**

Topic: *My personality*

1. **Think:** What qualities and values make you a good person?
2. **Pair:** Ask your partner:
   - What three words describe your personality best? Why?
3. **Share:** Volunteer and tell the class something your partner told you.

Tip

Present Perfect Tense
Active & Passive

- **Active**
  - → We use **have** / **has** + **the past participle (p.p.)** to:
  - → talk about actions or experiences that happened at an unspecified time in the past.
  - → talk about actions that started in the past and continue up till now.
  - → talk about recently completed actions.

Ex.: – I **have already done** my homework.
– She **has finished** her work.

- **Passive**
  - → We use **have / has** + **been** + **the past participle** for passive form.

Ex.: – The homework **has been done.**
– The Pyramids **have been visited.**

Language in use

6 **Choose the correct form.**

1. I (studied / have studied) English since I was six.
2. The lesson (has explained / has been explained).
3. The visitors have (just left / just been left).
4. The museum (has visited / has been visited) by many tourists.
5. They (have never been / were never) to Alexandria.

Tip

Since + point of time
– I've spoken English **since 1992.**

For + period of time
– I've spoken English for **20 years.**

7 **Use the correct form of the present perfect.**

1. My sister ..... (break) her phone again!
2. I ..... (not see) that movie yet.
3. We ..... (read) three chapters already.
4. ..... (Has) you ever ..... (eat) falafel?
5. She ..... (study) English since she was a child.
6. Have you ..... (never be) to Aswan?
7. The window has ..... (broken).

8 **Find the mistakes in the following sentences and correct them.**

1. The movie have been watched.
2. He has never saw snow.
3. Lunch hasn't cooked yet.
4. We has gone to the market.
5. She have just finished her work.
6. She has supported by her friends.

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LESSON 3 The Mirror Moment



Before you start

1 **Answer the following questions.**

1. What does the word "identity" mean to you?
2. Do you think it's more important to fit in or stand out? Why?
3. What makes someone real or fake?

Reading

2 **Read the following text. What does Leila think about Nour's portraits?**

The Mirror Moment

On the first day of Grade 9, Nour stood in front of the mirror, **adjusting** her blazer for the fifth time. Her curls didn't sit right, and her glasses felt too big. "Why can't I just fit in?" she thought.

At school, Nour stayed quiet, blending into the background. Unlike the **confident**, outgoing students around her, she kept to herself, finding comfort only in her sketchbook. She loved drawing faces—not perfect ones, but real ones. She saw beauty where others didn't.



Then one day, Ms. Hanan introduced a project: "Create your Identity Map. Show us who you are – your dreams, **values**, and challenges."

Nour panicked. "Who am I?"

That night, going through her old sketches, something clicked. She began drawing again - this time, herself. The following week, while others shared colorful posters, Nour stood before the class with a board of hand-drawn portraits. At the center: her own face, glasses and curls included. Around it, she wrote: **Strong**. Creative. **Curious**.

When she finished, the class clapped. Even Leila, the girl in the front row, gave her a thumbs-up.

After class, Ms. Hanan said, "You didn't just share who you are – you showed us that being different is your **strength**." And Nour believed her.

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3 Read the text again. Then do the following tasks.

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

1. Nour stood in front of the mirror because she was trying to ..... .
   - **a.** draw her face
   - **b.** talk to herself
   - **c.** practice for a play
   - **d.** have a look at herself

2. Nour loved drawing ..... .
   - **a.** perfect faces
   - **b.** real faces
   - **c.** animals
   - **d.** flowers

3. When Ms. Hanan introduced the project, Nour felt ..... .
   - **a.** angry
   - **b.** happy but ashamed
   - **c.** confused
   - **d.** proud of herself

b In pairs, answer the following questions.

1. What does Nour like to do in her free time?
2. What assignment did Ms. Hanan give the class?
3. What does Leila think of Nour's portrait?
4. Have you ever felt unsure about your identity or talents? What helped you?



Vocabulary

4 Match the words from column A with the suitable meanings from column B.

A	B
1. curious	☐ interested in discovering new things
2. values	☐ feeling sure about your abilities, qualities or decisions
3. adjusting	☐ the beliefs and principles that guide how we live
4. confident	☐ changing something a little to make it better

5 Complete the following sentences with words in the box.

strong – adjust – curious

1. The child was ..... about how the toys work.
2. After failing the exam, she stayed ..... and studied harder.
3. New students should ..... to their new school quickly.

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LESSON 4 Story Time

The School Garden Project

Chapter One
A New Challenge

Before you read, discuss in pairs

1 **Answer the following questions.**

1. What do you usually see in your school playground?
2. Would you like to change it? Why?
3. What are the benefits of having a school garden?

Reading

2 **Read the following text. Why wouldn't Zeina's idea be easy?**

Zeina was a new student at a preparatory school. She was always curious and liked to notice everything around her. On her first day, she looked around the school playground. It was large but empty and gray. The ground was all concrete, and there were just a few old benches. Students threw their trash on the ground, and no one seemed to care.

"This place could be so much better," Zeina thought. She had an idea, but she didn't know if anyone would listen to a new student.



At lunch, she sat with her new friend Nancy, who was kind and always **honest** about how she felt.

"I don't like this area," Nancy said.
"It's a little **depressing**."

"What if we changed it?" Zeina asked.
"What if we planted a garden?"

Nancy looked surprised.

"A garden? Do you know how to grow plants?"

"Not really," Zeina said, showing **honesty**.
"But I want to learn. We could learn together."

The idea stayed in Zeina's mind all day. She imagined students eating lunch among flowers, plants, and maybe even vegetables. She imagined students being **proud** of the place.

She knew the idea wasn't easy. It would need time, hard work, help, and even money maybe. But something inside her said it was **worth it**.

Maybe, just maybe, this garden could be more than just a place. It could be a way to bring the school together.

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Read together again. Then, in pairs, do the following tasks

3 **Read and match the words to their meaning.**

A	B
1. worth	☐ always telling the truth
2. proud	☐ good enough to deserve the time, effort, or money
3. depressing	☐ something that makes you feel sad
4. honest	☐ feeling good about success

4 **Answer the following questions.**

1. Why did Zeina feel sad when she saw the playground?
2. What idea did Zeina have?
3. Why wasn't Zeina sure anyone would listen to her?
4. What did Nancy think of the garden idea?
5. How did Zeina show honesty?
6. What are some small actions students can take to improve their school environment?

5 **Read and put (T) True or (F) False.**

1. Zeina felt that the school playground was full of life. ◯
2. Zeina wanted to plant a garden although she didn't know much about planting. ◯
3. Nancy was a dishonest person. ◯
4. Zeina believed that the garden could bring the school community together. ◯

6 **Critical thinking.**

Answer the following questions.

1. Why do you think Zeina wanted to improve the playground?
2. How can small ideas, like planting a garden, lead to bigger changes in a community?

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LESSON 5 Let's Talk



Before you start

1 **In pairs, answer the following questions.**

1. What value should we follow when we disagree with someone?
2. In your opinion, is it important to face challenges positively? Why?

Respecting Personal Identity

Hala : Hi Omar! Have you ever learned about personal identity?

Omar : Yes, I have. I've learned that everyone is different and special in their own way.

Hala : That's right! I've gone through a lot of self-discovery this year. It has helped me feel more confident.

Omar : That's great! I've also started to feel more confident. I think my self-respect has improved because I've learned to accept myself.

Hala : Me too. And I've **noticed** that people who have faced challenges in a positive way have shown a lot of strength.

Omar : Yes, and many students have been helped by teachers who support them. A lot of good changes have been made in our school.

Hala : I agree. I've also seen how important it is to act with **honesty**. When someone has stayed true to who they are, people respect them.

Omar : That's true. Respecting personal identity means understanding that we all have different experiences.

Hala : Exactly! When people feel accepted, their confidence grows. That's why it's important to always be kind and **supportive**.

2 **In pairs, ask and answer questions, then switch roles.**

1. What have Hala and Omar learned about personal identity?
2. Which words in the conversation show the importance of being yourself?

Conversation Tip

Use positive body language - like eye contact and nodding - to show respect and interest when someone is sharing something personal.
This helps the other person feel heard, seen and valued.

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3. Can you give an example of how someone showed respect for your identity?
4. How can schools help students build self-respect and feel more accepted?



Role-Play

3 Work with a partner. Read the short conversation below. Then, switch roles and try creating your own using the bold words or words you have learned in the unit.

Real -Talk Tip

Using Conversational Language

When you're talking with friends, use **friendly phrases** like:
"That's cool!"
"I can see that."
"I'm super happy for you!"

Student A : Hi! You look happy today.

Student B : Yes! I've learned something new about myself.

Student A : That's cool! What did you learn?

Student B : I've learned that I know how to be different and strong.

Student A : That's great. You've shown a lot of **strength**.

Student B : Thank you! I feel more **confident** now.

Student A : I can see that. You always have good **self-respect**.

Student B : And I always try to act with **honesty**.

Student A : That's really important. I'm super happy for you!

4 **Read and complete the dialog between Mariam and Salma.**

Mariam : Hi Salma! You look really happy today.

Salma : Hi! Yes, I had a great talk with my teacher yesterday.

Mariam : Oh wow! What did you talk about?

Salma : ..... .

Mariam : Personal identity! That sounds interesting. ..... ?

Salma : I learned that it's okay to be different. Everyone is different in their own way.

Mariam : True. ..... .

Salma : Exactly! Being yourself is more important than trying to copy others.

Mariam : ..... ?

Salma : Yes. She said I should focus on my strengths and accept my weaknesses.

Mariam : That's good advice. I think I need to work on my self-respect too.

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LESSON 6 This Is Me



Descriptive Paragraph

Before You Write, Let´s Get Ready

Target language

- Using the Present Perfect Active to describe actions and experiences that shape personal identity: "I have helped many people."
- Using the Present Perfect Passive to describe actions received by the subject: "I have been trusted by my friends."
- Using linking words (and, because, so, also) to connect ideas.

Target vocabulary

Try to include at least 6 of these words in your descriptive paragraph:

background - popular - self-discovery - unique - value - confident - strong - honesty - honest

Writing

(Descriptive Paragraph Example)

What I Stand For

Topic Sentence

I stand for kindness, honesty, and responsibility, and these values have shaped my personal identity.

Explanation

I believe that showing respect and being caring have helped me build trust with others. These actions have also shown that I value fairness in my daily choices.

Evidence / Example

For example, I have helped my classmates with their work, and I have shared my notes with friends who have been absent. I have been trusted by my teachers because I have always completed my tasks honestly. Many experiences have taught me that being brave and kind can make a difference in people's lives.

Ending Sentence

These actions and choices have been important in my life, and they have shown that kindness and honesty are strong parts of my identity.

Tip

Descriptive Paragraph

A descriptive paragraph has :

Topic Sentence :
Write a clear sentence about what you are describing.

Explanation :
Give more details about the topic to help the reader understand.

Evidence / Example :
Use adjectives and the senses to describe and give examples.

Ending Sentence :
Finish with a sentence that refers back to your topic or shows your feelings.

Your Task

Think about the values that are important to you. What do you stand for?
Write a paragraph of (110) words explaining what you believe in, how you have shown these values in your actions, and why they are important for your identity.

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Assessment Corner



A. Vocabulary

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

1. A journalist needs to be ..... to look for new news.

a. indifferent **b.** kind

c. curious **d.** lazy

2. Sama's ..... helps her overcome different situations.

a. weakness **b.** curiosity **c.** strength **d.** popularity

3. Being a talented programmer, Rodina soon became ..... in the world of digital technology.

a. self-respect **b.** unpopular **c.** unknown **d.** popular

B. Language

2 **Use the correct form of the verb in the present perfect tense.**

1. They ..... (**just finish**) the science project.

2. We ..... (**live**) in this city since 2017.

3. ..... you ever ..... (**ride**) a horse?

4. Ahmed ..... (**not see**) that movie yet.

5. ..... she ..... (**start**) her new job yet?

6. The task ..... (**carry**) out already.

C. Writing

3 **Write a descriptive paragraph of (110) words about the values you stand for.**

.....

.....

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Self-Reflection

Listening

- [ ] I can answer questions related to personal identity in a listening text.

Speaking

- [ ] I can talk about what makes me unique.
- [ ] I can discuss how to respect personal identity.

Reading

- [ ] I can find specific details in texts related to personal identity.
- [ ] I can use new words related to personal identity.

Writing

- [ ] I can write a descriptive paragraph about how core values shape identity.

Vocabulary

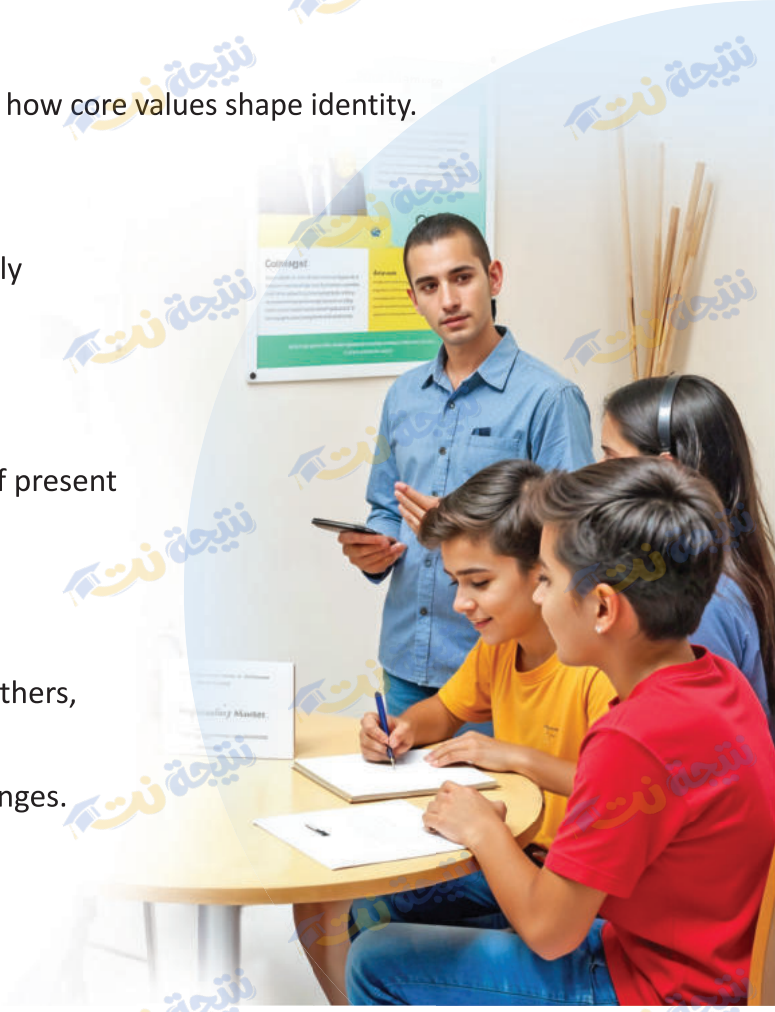
- [ ] I can use the target vocabulary accurately when speaking and writing.

Language

- [ ] I can use the active and passive forms of present perfect tense.

Life Skills & Values

- [ ] I can show self-awareness, respect for others, and show strength.
- [ ] I can think of ways to make positive changes.



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UNIT 2

Communication with Family and Friends



Learning Outcomes

Reading

- Identify main ideas and specific details in texts about communication
- Recognize meanings of new words related to communication from the context

Listening

- Recognize key ideas about communication in dialogs
- Identify examples of respectful communication in conversations

Speaking

- Express opinions about communication with family and friends
- Discuss ways to solve problems using communication

Writing

- Write an opinion paragraph about a communication experience
- Use target vocabulary in writing about communication

Language

- Identify and form third conditional sentences

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LESSON 1 Stay Connected



Before you read

Think and discuss in pairs

1 **Answer the following questions.**

1. How do you usually communicate with your family and friends?

2. Which is better: a social media chat or face-to-face talk? Why ?

Reading

2 **Read the following text. How can we create stronger relationships?**

Good **communication** is the key to strong relationships. Whether it's with your parents, **siblings**, or friends, the way you talk and listen affects your **connection** with others. Communication isn't only about words — it includes your tone of voice, facial expressions, and body language. Even a simple smile or a text message can show someone you care.

In today's fast world, many young people find it hard to make time for meaningful conversations. Social media and texting make it easy to stay in touch, but sometimes messages are **misunderstood**. Miscommunication can lead to conflict or distance between people.



Having open and **respectful** conversations helps to solve problems and build trust. If you're feeling stressed or upset, talking to a friend or a family member can help. It's important to listen carefully and try to understand the other person's point of view. Being honest and **supportive** also helps to strengthen the **bond** between people.

Sometimes, conflicts happen even in close relationships. The best way to **resolve** them is through calm, honest discussion. When people feel heard and respected, they are more likely to forgive and move forward. Communication is not just about speaking – it's about listening and caring, too.

To sum up, strong communication creates stronger relationships. Taking time to connect with others through kind words, active listening, and thoughtful messages helps you feel closer and more supported in your daily life.

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Think about this

3 **Answer the following questions.**

1. Do you think good communication can solve problems? How?
2. What does strong communication create?
3. What is the main idea of the passage?
4. What can cause conflict between people?
5. According to the passage, what is a good way to solve problems in relationships?

Vocabulary

4 **In pairs, complete the sentences with the words from the box.**

communicate – Misunderstanding – bond – supportive – resolve – siblings – respectful

1. ..... is failure to understand correctly.
2. A ..... is a strong connection between people.
3. I have three ..... : two brothers and a sister.
4. Showing care and regard for others means you are ..... .
5. To be ..... means giving help or encouragement.
6. To ..... means to share thoughts, feelings, or ideas.
7. To..... is to find a solution to a problem or conflict.

Speaking

Think–Pair–Share

5 **Ask and answer about "Staying Connected".**

- **Topic :** Staying Connected

1. **Think:** What affects your communication?
2. **Pair:** Ask your partner:
   - Why is it important to listen to others during a conversation?
   - What can you do when you feel misunderstood?
3. **Share:** Tell your class one thing your partner told you.



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LESSON 2 Communication, Challenges and Solutions



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Have you ever had a misunderstanding with someone? How did you solve it?
2. Why do some people prefer texting over talking about their feelings?

Listening

2 **Listen to the audio. Then, guess the meaning of these words, and use them in sentences of your own.**

misunderstanding – face-to-face – calm

3 **Listen again and choose the correct answer.**

1. What caused the misunderstanding with Mariam's friend?
   - **a.** They had different opinions.
   - **b.** They didn't talk face-to-face.
   - **c.** They forgot to turn in a project.
   - **d.** They were both late.
2. What helps communication in Mariam's opinion?
   - **a.** Speaking loudly
   - **b.** Arguing to win
   - **c.** Listening, being honest, and staying calm
   - **d.** Avoiding serious topics

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

1. Mariam prefers texting when she has serious problems with friends. ☐
2. She talks to her parents mostly during dinner or car rides. ☐
3. Mariam believes listening is not as important as talking. ☐
4. Mariam says respect is important in communication. ☐

Speaking

Think-Pair-Shair

5 **Ask and answer about "Solving Problems".**

- **Topic :** *Solving Problems*

1. **Think:** Are you good at solving problems?
2. **Pair:** Ask your partner:
   - What problem did you face?
   - How did you solve it?
   - What did you learn?
3. **Share:** Tell your classmates about your discussion.

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Language in Use

6 **Read and correct the mistake in each sentence.**

1. If I have studied hard, I'd have passed the exam.

.....

2. If she had left early, she would have catch the train.

.....

3. If we had brought the map, we won't have gotten lost.

.....

7 **Complete the sentences with the correct form.**

1. If I had brought my umbrella, I ..... (not/get) wet.

2. If Ahmed ..... (study) more, he would have passed the exam.

3. If we had left earlier, we ..... (catch) the bus.

4. If it had rained, we ..... (not / go) out.

8 **Complete the sentences.**

1. If I had woken up earlier, I ..... .

2. If we had studied together, we ..... .

3. If she had listened to her parents, she ..... .

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

1. If he had driven carefully, he ..... the accident.

a. would avoid **b.** would have avoided **c.** had avoided **d.** will avoid

2. If we had gone to the museum, we ..... the new exhibition.

a. would see **b.** saw **c.** would have seen **d.** see

3. If she ..... the instructions, she wouldn't have done it incorrectly.

a. had read **b.** hadn't done **c.** reads **d.** read

Tip

The Third Conditional

The Third Conditional is used to talk about unreal situations in the past.

form :

- **If** + past perfect (had + past participle) + would have + past participle

➡ It shows an **imaginary situation** and a different result that could have happened — but didn't.

If they **had scored** one more goal, they **wouldn't have lost** the match.

➡ We use it to **express regret**, missed chances

If I **had gone**, I **would have met** her.

➡ **To express excuses**

- If **he had told** me, I **would have helped**.

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LESSON 3 The Silent Dinner



Before you start

1 Answer the following questions.

1. Have you ever reconnected with someone after a disagreement? What helped?
2. Do you talk to your family every day? Why or why not?

Reading

2 Read the following text. What can families do to stay connected?

Omar sat at the dinner table, pushing his food around with a fork. His parents were sitting across from him, quietly eating. The room was filled with **silence**—that strange, heavy kind of silence that made everything feel **awkward**.

It wasn't always like this. A year ago, Omar and his parents used to laugh together at dinner. But lately, things had changed. Due to school stress, phone **distractions**, and arguments over small things, communication had almost disappeared. Everyone seemed **frustrated**, but no one said why.

That night, Omar decided to try something different. Instead of eating quietly, he spoke.

"I miss how we used to talk," he said, looking at his plate. "I feel like we've all been strangers lately."

His words surprised his parents. His mother put down her fork. "You're right," she said softly. "We all have been too busy or tired to talk."

His father nodded his head. "Let's fix that."



It wasn't a long conversation, no big speeches, just a few honest words and a **meaningful gesture**. At that moment, the silence broke. It was the start of something better.

That small act of communication helped them **reconnect**—not through shouting or long messages, but by simply choosing to speak and listen. And from that night on, their dinners slowly became filled with laughter again.

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3 **Read again. Then, in pairs, do the following tasks.**

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

1. What is the best title of the passage?

a. Food traditions
b. Family discipline
c. Reconnecting
d. School stress

2. Why did Omar and his parents become distant?

a. They were spending too much money.
b. They moved to a new house.
c. They were busy and distracted.
d. They didn't enjoy meals anymore.

3. What helped Omar's family start talking again?

a. A big family meeting
b. An honest and simple sentence
c. A written letter
d. A holiday trip

ⓑ Answer the following questions.

4. How did the silence at dinner feel to Omar?

5. What was Omar's small act of communication?

6. What lesson do you think this story teaches us about communication?



Vocabulary

4 **Write the correct word in front of its definition.**

distraction – frustrated – gesture – meaningful – reconnect – silence

1. A movement or action that shows emotion. (.....)

2. Feeling annoyed or upset. (.....)

3. Having a purpose or deep importance. (.....)

4. The absence of sound. (.....)

5. To build a relationship again after distance. (.....)

6. Something that stops you from paying attention. (.....)

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LESSON 4 Story Time

The School Garden Project

Chapter Two
Taking Initiative and Building a Team

Before you read, discuss in pairs

1 **Answer the following questions.**

1. Have you ever tried to speak in front of others to share an idea?

2. How do you feel when people don't support your idea at first?

Reading

2 **Read the following text. Why is teamwork important in a school project?**

Zeina decided to take responsibility for her idea. She **researched** school gardens online and wrote a simple **proposal**. She explained both the good and the difficult sides.

The next week, she showed **courage** by speaking at the student council meeting. Her hands were shaking, but she believed in her plan.



"I want to create a garden behind our school," she said. "It would be a beautiful place to eat lunch, and we could grow vegetables for the cafeteria. But I need help."

Some students laughed.

"You're just a new student," one said. "Why should we listen to you?"

Zeina felt hurt, but she ignored the comment.

"This is my school too. Everyone **deserves** a nice place to learn and enjoy breaks."

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Ms. Hoda, the biology teacher, liked Zeina's **determination**. She helped Zeina speak to different students.

Zeina soon found that many students had special **talents**: Nancy was good with tools, Noha loved painting, Amal was strong, and Sarah was very organized.

Zeina helped everyone feel confident about their talents. The garden was no longer just her idea—it became their **shared** project.



Read together again. Then, in pairs, do the following tasks

3 **Read and write the correct word from the box.**

research – courage – talent – proposal – determination – shared – deserves

1. A plan or suggestion for others to consider is a .....

2. Looking for information about something means to .....

3. Not giving up until achieving something means .....

4. The ability to do something different or when you are not afraid means .....

5. Given or used by more than one person means .....

6. To be worthy of something because of what you did means .....

7. A natural ability to do something well means .....

4 **Read and put (T) True or (F) False.**

1. Zeina wrote a simple proposal about her idea. ◯

2. Zeina explained the good and difficult sides of her proposal. ◯

3. Zeina showed weakness when she spoke at the student council meeting. ◯

4. Ms. Hoda liked Zeina's determination. ◯

5 **Answer the following questions.**

1. How did Zeina prepare to share her idea?

2. What happened at the student council meeting?

3. How did Zeina react when students laughed at her?

4. What role did Ms. Hoda play?

5. What skills did the other students bring to the project?

6 **Critical thinking.**

– Answer the following questions.

1. What do you think made Zeina brave when she spoke?

2. Do you think Zeina's idea will succeed? Why/Why not?

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LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

- Have you ever had a misunderstanding with a friend or family member? What could have helped you solve the problem more easily?

1 **Now, read the conversation in pairs. What do we need most to keep good relations ?**

Proper Communication Skills

Mona : Hi Naglaa, you seemed sad yesterday. Everything okay?

Naglaa : Yes, I'm all right now. Just had a little misunderstanding with my cousin, Noha, last weekend.

Mona : Oh, that's tough. Did you solve the problem ?

Naglaa : We did. Honestly, if we had communicated better, we wouldn't have argued at all.

Mona : I totally agree. If I had been more honest with my sister last week, we wouldn't have ended up upset with each other either. Right?

Naglaa : It's like one small thing turns into a big deal. But we talked yesterday, and it helped us solve everything.

Mona : That's good to hear. Once people talk openly, it's easier to rebuild the bond, you know?

Naglaa : For sure. I feel like we've finally reconnected. It just took a real conversation.

Mona : So true. It's amazing how much better things go when we just say what we're feeling.

Naglaa : Absolutely. Communication makes such a big difference.

2 **In pairs, ask and answer questions, then switch roles.**

1. What caused the misunderstanding between Naglaa and her cousin?
2. What could Naglaa and Mona have done differently to avoid their misunderstanding situations?
3. Why is being honest important in communication?
4. Have you ever had to fix a problem with someone close to you? How did you do that ?

Conversation Tip:

Listen first, then talk.
When you have a problem, listen carefully before you answer. This shows you care and can stop the problem from getting bigger. People will talk more when they feel you listen.

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Role-Play

3 **In pairs, read and find out what the following phrases mean and match them.**

A	B
1. That's cool!	☐ yes, I agree
2. I totally get that	☐ that's nice
3. For sure	☐ don't you agree?
4. Honestly	☐ no doubt
5. Right?	☐ to be real
6. Absolutely	☐ I completely understand

4 Work with a partner. Use the chatty phrases below to practice a conversation about fixing a misunderstanding and staying close with family or friends. Try to use the words in **bold** from the text below, too.

That's cool! – I totally get that. – For sure. – Honestly... – Right? – Absolutely.

- **Read and identify the following model.**

Role A: Hey, I've been thinking about our fight. **Honestly**, if we had communicated better, it wouldn't have happened.

Role B: **I totally get that**. Sometimes things just get mixed up. It's important to be honest with each other.

Role A: **For sure**! I really want to resolve this and keep our bond strong.

Role B: **That's cool!** I want that too. Let's work on it together.

Role A: **Great!** I'm glad we can reconnect after all this.

Role B: **So true.** Talking helps a lot, right?

Role A: **Right!** Thanks for listening.

Real-Talk-Tip

Using Conversational Language

Use simple, friendly phrases to make your speech sound natural and easy. Here are some common chatty phrases and what they mean:

That's cool ⟶ That's nice

For sure ⟶ no doubt

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LESSON 6 Staying Close



Before You Write: Let´s Get Ready

Target language

- If she had eaten her breakfast, she wouldn't have been hungry.

Target vocabulary

Try to include at least 6 of these words in your opinion paragraph.

communication – connection – face-to-face – calm
misunderstand – honest – distant – supportive – resolve –
courage – meaningful – determination

Writing

Staying close to others needs good communication and a strong connection. If we had talked face to face, we could have avoided any misunderstanding because we would have been honest about our feelings. Sometimes people become distant, but if we had been more supportive, we could have resolved problems. It also takes courage to say sorry or to share true feelings. If we had stayed close to family and friends, life would have been more meaningful and happier.

Helpful Hints

Learning - from - Experience Paragraph

- **Introduction (opening sentence):**
  ⇨ Start with the experience or topic you're giving your opinion on.
- **Briefly explain what happened.**
- **Personal feelings and thoughts:**
  ⇨ Share how you felt during the experience.
- **Lesson learned:**
  ⇨ Explain what you learned or how the experience changed you.
- **Closing sentence:**
  ⇨ End with a sentence that shows why this experience is important.

Your task

- Write an opinion paragraph of about (110) words about the importance of communication.

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Assessment Corner



A. Vocabulary

1 **Match the words in column A with the suitable meanings in column B.**

A	B
1. awkward	☐ a sign or action that shows feeling or intent
2. gesture	☐ feeling upset due to difficulty
3. reconnect	☐ feeling uncomfortable or strange
4. frustrated	☐ to build a relationship again
5. meaningful	☐ full of importance or feeling

B. Language

2 **Fill in the blanks using the correct form of the Third Conditional verbs in brackets.**

1. If I ..... (do) my homework, the teacher ..... (not be) angry.

2. If she ..... (know) about the test, she ..... (study) harder.

3. They ..... (win) the game if they ..... (practice) more.

4. If we ..... (bring) a map, we ..... (not get) lost.

3 **Read and complete with the Third Conditional.**

1. If you had missed the school bus last week, you ..... .

2. If he had gone to the party, he ..... .

3. If I had studied harder, I ..... .

4. If she had forgotten her homework, her teachers ..... .

5. If it had rained during our school trip, ...

C. Writing

4 **Write a paragraph of (110) words about communication.**

.....

.....

.....

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Self-Reflection

☑ Reading

- ☐ I can find the main idea and details in texts about communication.
- ☐ I can understand the meanings of new words related to communication from the context.

☑ Listening

- ☐ I can identify key ideas about communication in conversations.
- ☐ I can find examples of respectful communication when listening.

☑ Speaking

- ☐ I can express my opinions about communication with family and friends.
- ☐ I can discuss ways to solve problems using communication.

☑ Writing

- ☐ I can write a paragraph about a communication experience using the Third Conditional.
- ☐ I can use target vocabulary when writing about communication.

☑ Life Skills & Values

- ☐ I can take initiative by sharing my ideas and helping in group work.
- ☐ I can work respectfully with others and value everyone's ideas in a team.



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UNIT 3

Artificial Intelligence



Learning Outcomes

Reading

- Identify the main idea of a text about Artificial Intelligence
- Identify specific details of a text about Artificial Intelligence
- Recognize meaning of words from the context

Writing

- Write about the benefits of AI in the future
- Write an email about the future use of AI
- Use vocabulary related to Artificial Intelligence in meaningful contexts

Listening

- Identify the main idea and specific details in audio texts related to AI

Speaking

- Express expectations for the future use of AI in the future
- Share opinions on AI's impact on jobs, education, and daily life

Language

- Use the future simple active / passive voice to describe future actions

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LESSON 1 Artificial Intelligence



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What is Artificial Intelligence?

2. Would you like a robot to help you with homework? Why / why not?

Reading

2 **Read the following text about Artificial Intelligence.**

Many people think robots and **Artificial Intelligence** (AI) are the same, but they are different. A **robot** is a machine that can move and do **tasks**. Some robots are very simple, like a machine in a factory that puts bottles in a box. Other robots are more **advanced**, like robot dogs that can walk, run, and even play with people.

AI is the "brain" that can go inside a robot. AI allows the robot to make decisions, learn from actions, and change its **behavior**. For example, a robot vacuum cleaner with AI can learn the shape of your room and clean it better each time. Without AI, the robot can only follow basic orders.



Some robots with AI are used in hospitals. They can bring medicine to patients or help during surgery. In schools, robots can help students learn new languages or solve math problems.

Still, robots and AI have **limits**. They can't truly understand **emotions**, and they often need **humans** to help or program them. Also, making smart robots can be very expensive.

As technology improves, we will see more robots in our daily lives. But it's important to know: not all AI is in robots, and not all robots are smart.

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Think about this

3 **Answer the following questions.**

1. What is the difference between a robot and AI?
2. Give two examples of robots that use AI.
3. What are two limits of robots and AI?

Vocabulary

4 **Read the text again, then in pairs write the words in bold from the text in front of their definitions.**

1. Feelings like happiness, sadness, anger, or fear (.....)
2. The way someone or something acts or responds (.....)
3. Very modern, developed, or complex; not basic (.....)
4. The point where something stops or cannot go further (.....)
5. Jobs or actions that need to be done (.....)
6. People; men, women, and children (.....)

Speaking

Think–Pair–Share

5 **With a partner, ask and answer the following questions.**

Topic : New Technology.

1. **Think :** Do you think robots can help doctors in surgery?

Pair : Ask your partner:

1. Do you think robots can do all human work?
2. Do you think AI and robots can make our life better? Why or why not?
3. Do you expect AI will control everything in the future?

Share : Discuss your ideas with your classmates.



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LESSON 2 AI Technology



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What are some good things and bad things about using AI?

2. Will you ever use AI to help you write a story? Why?

Listening

2 **Listen to a conversation between Adham and Lina and match words to their synonyms.**

A	B
1. innovation	☐ create or produce
2. compose	☐ producing or using unusual ideas
3. creative	☐ invention and improvement

3 **Listen again and put True [T] or False [F].**

1. Lina read about how to make an advertisement. ☐

2. AI can actually create pictures, songs, and even stories. ☐

3. AI is just a tool, not a replacement. ☐

4 **Listen to an audio about the future of technology and answer the following.**

1. What is one benefit of AI mentioned in the article?

a. It gets tired quickly. **b.** It replaces students at school.

c. It reduces human errors. **d.** It works only at night.

2. Where is AI used today?

a. In schools only. **b.** In games only.

c. In many fields like medicine, transportation and education.

d. In factories only.

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Speaking

Think–Pair–Share

5 Ask and answer about "AI Technology".

Topic: AI Technology

1. **Think:** What fields can you use AI in?
2. **Pair:** Ask your partner.
   - What do you know about Artificial Intelligence (AI)?
   - How do you think AI helps in education?
   - Do you think AI will become smarter than humans one day?
3. **Share:** Tell the class one thing your partner has told you.

Language in Use

6 **Complete the sentences with the correct form of the words between brackets.**

1. The exam papers will ..... (check) by the teacher.
2. Our essays will ..... (return) next week.
3. We will ..... (used) driverless cars.
4. The homework ..... (will correct).
5. Father ..... (fix) his car tomorrow.

Tip

The Future Simple Passive

- The future simple passive is used to describe actions that will be done in the future.

➡ We will finish this project next Friday. **(Active)**

➡ This project **will be finished** next Friday. **(Passive)**

7 **Use the following to form sentences in the future simple passive.**

1. problem / will / solved / the engineer

.....

2. all students / invite / to / the event

.....

3. room / be cleaned / my sister

.....

4. lunch / serve / at 1 p.m

.....

8 **Find and correct the mistakes in the following.**

1. The test will corrected by the teacher.

.....

2. The letter will be send next week.

.....

3. The report will be preparing by the manager.

.....

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LESSON 3 A Robot Teacher



Before you start

1 Answer the following questions.

1. How do you use technology at school?
2. Have you ever used an AI app, or a learning website to help you study?

Reading

2 Read the following text and guess the meanings of the words in bold.

One rainy morning, Sara walked into her classroom and saw something **surprising**. Her teacher wasn't there. Instead, a **shiny** robot stood at the front of the room.

"Good morning, students," it said. "I am a robot teacher. I will be your AI teacher this week."

The students were **confused**. The robot teacher explained, "I will help each of you learn in a special way. At the end of the week, your lessons will be **customized** just for you."

The robot teacher knew what each student needed. It gave Sara extra grammar practice. Nader was given fun math games. All homework was checked **instantly**, and no one had to wait long for **feedback**.



"You will be taught so much by Friday," the robot teacher said.

But after a few days, Sara missed her real teacher. The robot teacher was helpful, but it didn't smile or **notice** when students felt tired or sad.

By the time their human teacher returned, everyone had improved. But they had also learned something important: technology can help, but it cannot replace the care and **connection** of a real teacher.

In the future, AI will be used in many classrooms—but it will not replace real teachers completely.

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a **Read again and choose the correct answer.**

1. Sara saw something ..... in the classroom.
a. ordinary **b.** surprising **c.** dangerous **d.** normal

2. Sara and her classmates ..... their real teacher.
a. missed **b.** lost **c.** hated **d.** congratulated

3. We understand from the story that AI can't ..... humans.
a. benefit **b.** help **c.** replace **d.** wait

b **Answer the following questions.**

4. Why were the students confused?

.....

5. What is the difference between technology and humans?

.....

6. Why do you think robots can't replace humans?

.....

7. In your opinion, who is smarter: humans or AI? Why?

.....

Vocabulary

3 **Match the words in column A to their meanings in column B.**

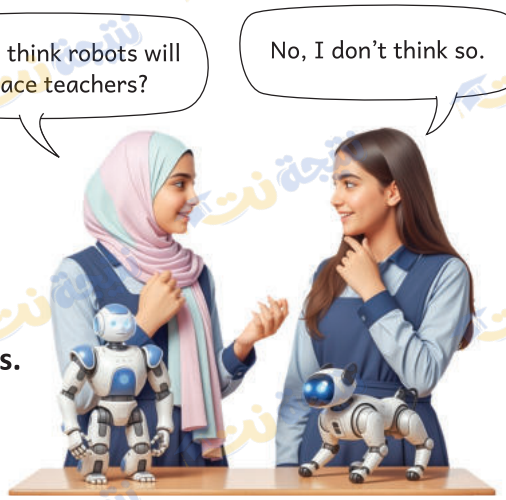
A	B
1. customize	☐ to see or become aware of something
2. connection	☐ feeling unsure or puzzled
3. instantly	☐ without any delay
4. confused	☐ a link between people, things or ideas
5. notice	☐ to change something to make it the way you want

Speaking

Think–Pair–Share

4 Do you think AI will change jobs in the future? Why or why not?

- **Discuss in pairs, then share each other's opinions.**



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LESSON 4 Story Time

The School Garden Project

Chapter Three
Facing Problems with Determination

Before you read, discuss in pairs

1 **Answer the following questions.**

1. What problems do you think a school garden project might face?
2. How do you feel when your plans don't work out?

Reading

2 **Read the following text. Could the team solve the problem they faced?**

The project started, but it wasn't easy. First, they needed money to buy seeds, tools, and soil. Zeina showed **initiative** by asking local community for **donations**. She was always **honest** about how the money would be used.

Then, it rained for two weeks, and some of their first plants died. Amal was upset.

"This is too hard," she said. "Maybe we should just **quit**."

Zeina felt **disappointed**, too. But instead of giving up, she showed determination.



"I understand you're frustrated," she said kindly. "But we're doing something good for the school. We can't stop now."

The team worked together to solve the problems. They decided to change their plan. They researched which plants grow best in their **climate** and how to protect them from too much rain.

They also built a better watering system and learned how to care for different kinds of plants.

Slowly, the garden started to look better again. The team felt proud because they had solved the problems together.

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Read together again. Then, in pairs, do the following tasks

3 **Match the words in column A with their meanings in column B.**

A	B
1. initiative	☐ money or gifts given to help a project
2. donations	☐ taking action without waiting for others
3. quit	☐ to stop doing something because it's too hard
4. climate	☐ feeling sad when something doesn't work out
5. disappointed	☐ the usual weather in a place

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

1. When the project ran into trouble, Zeina showed ..... .
a. donation **b.** climate **c.** initiative **d.** sadness

2. Some members wanted to ..... , but Zeina encouraged them to go on.
a. quit **b.** compose **c.** create **d.** innovate

3. The students considered which plants suit their ..... best.
a. behavior **b.** emotion **c.** limit **d.** climate

5 **Answer the following questions.**

1. What problem did the team face first?
2. How did Zeina try to get money for the project?
3. What happened after it rained for two weeks?
4. What was Amal's reaction? What was Zeina's?
5. How did the team solve the plant problem?

6 **Critical thinking.**

– Answer the following questions.

1. How can failure help you learn something new?
2. If you were in Zeina's place, would you do the same thing? Why?
3. What do you think helped Zeina stay motivated when things were hard?

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LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

- How do you imagine AI will help people in the future?

1 **Read the following conversation.**
What do Eman and Ali agree about?

Talking About AI

Eman : Hi Ali, have you heard about how AI is becoming really advanced these days?

Ali : Yes! I think robots with AI will be able to do many new things in the future. They will be customized to help people in different ways.

Eman : That's so exciting! But do you think AI will ever understand emotions like humans do?

Ali : Hmm, I'm not sure. I heard that AI has limits, and understanding feelings is one of them. But maybe in the future, AI will be improved to recognize emotions better.

Eman : Wow, the future sounds amazing. With all this innovation, I believe many jobs will be changed by AI.

Ali : True. AI will be used in schools, hospitals, and even at home to make life easier.

Eman : I hope people will always remember to use AI carefully and not to forget its limits.

Ali : Definitely! Even though AI is powerful, it will be controlled by humans to keep everyone safe.

Eman : I can't wait to see what kind of robots will be created next!

Ali : Me too! The future with AI will be interesting for sure.

2 **In pairs, ask and answer questions, then switch roles.**

1. How will AI be used in the future, according to Ali and Eman?
2. How do they feel about AI being able to understand emotions?
3. What does "AI will be customized" mean?
4. Can you think of other places or jobs where AI will be used? Name them.

Conversation Tip:

Ask open - ended questions to keep the conversation going.
Instead of just "**yes**" or "**no**" answers, try questions that begin with how, why, or what. **For example**:
"**How** do you think AI will help us in the future?"
"**Why** is it important to understand emotions?"
These questions help people share more ideas and make conversations more interesting.

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Role-Play

3 Work with a partner. Take turns reading the lines below. Fill in the blanks with the correct future simple form of the verbs in brackets.

Real-Talk-Tip

Fluency

➡ Focus on flow and ease of communication.

Accuracy

➡ Focus on using correct grammar, vocabulary and sentence structure.

AI and the Future

Student A : Have you thought about how AI ..... (**change**) our lives in the future?

Student B : Yes! I think smart robots ..... (**customize**) to help in homes and schools.

Student A : That's cool! AI ..... (**be**) more advanced soon and do many jobs.

Student B : Do you think AI ..... (**learn**) to understand feelings like people?

Student A : I don't know. AI still has some limits, but because of new ideas, it ..... (**improve**) a lot.

Student B : Yes. Also, AI ..... (**control**) by people to keep us safe and helpful.

Student A : I think people and technology ..... (**grow**) closer with AI.

Student B : Me too! AI ..... (**create**) many new chances for everyone.



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LESSON 6 Smart Robots



Before You Write, Let's Get Ready

Target Language

- In the future robots **will be used** in many fields of life.
- Schoolwork **will be checked** by teacher robots.

Target Vocabulary

Try to include at least 6 of these words in your paragraph.

Artificial Intelligence – robots – care– check – programs – instant – surgeries – assist – creativity – humans – technology

Helpful Hints

- Start your email with: Hi [friend's name].
- Say why you are writing.
- Use short and simple sentences.
- Finish your email with a closing sentence/phrase like: Write back soon! or Talk to you later!

Writing

- **Read and complete using the Passive Future form.**

New Message

To : Sandy cc : bcc :

From : Nader

Subject : The Future use of AI

Hi Sandy,
How are you?
I'm pleased to write this email to you. I've discovered some interesting facts about the use of Artificial Intelligence (**AI**) in the future. In the future, many things will be done by AI: Cars will ..... (**drive**) by computers. Deliveries will be made by drones. New medicines will ..... (**discover**) by AI, and information will ..... (**protect**) by special programs. Some people are worried. As they think mistakes will be made if humans are not involved. Rules will ..... (**create**) ,so AI is used safely.
I think AI will be used to help us, but it must be controlled by humans' creativity.
What do you think?
Best wishes,
Yours,
Nader

Send Now

Your task

- ***Write an email to your friend of about (110) words about the benefits of AI in the future.***

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Assessment Corner



A. Vocabulary

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

1. The word ..... means the point where something stops or cannot go further.

a. advanced **b.** limits **c.** tasks **d.** feelings

2. Robots can't truly understand .....

a. emotions **b.** orders **c.** technology **d.** music

3. AI can ..... music and write poetry.

a. do **b.** feel **c.** imagine **d.** compose

B. Language

2 **Read and complete the sentences with the correct form of the words between brackets.**

1. Driverless cars will ..... **(use)** everywhere.

2. Nader will ..... **(traveled)** to London next week.

3. Robots will ..... **(being)** developed to do important tasks.

4. How do you think new technology will be ..... **(improve)**?

C. Writing

3 **Write a paragraph of about (110) words about AI benefits.**

.....

.....

.....

.....

.....

.....

.....

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Self-Reflection

Listening

- ☐ I can find the main idea of a conversation and an audio text about AI.
- ☐ I can find specific details about AI in a conversation and an audio texts.

Speaking

- ☐ I can express expectations of what AI can do in the future.
- ☐ I can share my opinion about AI's impact on future jobs, education, and daily life.

Reading

- ☐ I can find the main idea of a reading text about AI.
- ☐ I can find specific details in a reading text about AI.
- ☐ I can understand the meaning of new words related to AI from the context.

Writing

- ☐ I can write a descriptive paragraph about the benefits of AI in the future.
- ☐ I can use the future simple tense to describe future actions.



Vocabulary

- ☐ I can use vocabulary accurately when speaking and writing.

Language

- ☐ I can use the future simple passive voice to talk and write about artificial intelligence.

Life Skills & Values

- ☐ I can show determination to face problems.
- ☐ I can identify problems and suggest solutions.
- ☐ I can work with friends to solve problems.

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Review 1

Lesson 1

1 **Complete the following dialog.**

Sarah and her cousin Ahmed are discussing a school project about artificial intelligence and personal development.

Sarah : Hi Ahmed, how's your science project going?

Ahmed : **(1)** ..... .

Sarah : That's great! What exactly are you working on?

Ahmed : **(2)** ..... .

Sarah : **(3)** ..... ?

Ahmed : I've been researching how AI can help students learn better.

Sarah : That sounds really good. Do you think people will understand AI easily?

Ahmed : **(4)** ..... .

Sarah : **(5)** ..... ?

Ahmed : I hope to present it at the national science fair next month.

2 **Match the words with their correct meanings.**

A	B
1. determination	☐ made to suit a particular person's needs
2. misunderstood	☐ strong decision to achieve something
3. customized	☐ not correctly interpreted

3 **Complete the sentences with the correct form of the word(s) in brackets.**

1. The teacher has already ..... (notice) the improvement in your work.

2. If students ..... (be) more respectful, classroom management would have been easier.

3. Many teenagers feel ..... (stress) during exam periods.

4. The school has ..... (initiative) several programs to support struggling students.

5. Students who show ..... (honest) are usually trusted more by their teachers.

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4 **Read and complete the text with words from the following list.**

different – confidence – determination – confused – customize

Modern education requires students to develop strong personal **(1)** ..... .
Many successful learners show great **(2)** ..... when facing challenges. When teachers **(3)** ..... students' learning experience, they achieve better results. However, some students still feel **(4)** ..... about new technologies. Each student has **(5)** ..... talents that should be developed.

Lesson 2

1 **Listen to the following text, then answer the questions.**

a. Choose the correct answer.

1. What's special about Egypt's new capital?

a. Underground pyramids **b.** Smart technology
c. Oil fields **d.** Old castles

2. What energy is Egypt developing?

a. Only oil **b.** Solar power
c. Nuclear only **d.** Oil and gas

3. One of the challenges in the text is ..... .

a. no history **b.** overpopulation
c. empty cities **d.** young people

b. Answer the following questions.

4. Why is Egypt investing in solar power?

5. How are young Egyptians shaping the future?

2 **Read the following text, then answer the questions.**

In today's rapidly changing world, innovation plays an important role in education. Schools around the world are using advanced technologies to improve learning experiences. Artificial intelligence has gained popularity in classrooms, helping teachers customize lessons for individual students. This technology can identify students' strengths and weaknesses, providing personalized support.

Many teachers believe that AI tools can support students' confidence and reduce stress. When students receive immediate feedback, they feel more motivated to continue learning. However, some parents worry that technology might replace human connection in education.

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

1. What is the main idea of the passage?

a. Artificial intelligence will replace teachers completely.

b. Technology in education has both benefits and downsides.

c. Students should stop using old learning methods.

d. Parents are happy with all educational changes.

2. According to the passage, what can AI help teachers do?

a. Replace teachers.

b. Customize lessons for individual students.

c. Solve all educational problems.

d. Make students feel stressed.

b. Answer the following questions.

3. How might parents feel about technology in education? Why?

4. Summarize how schools are helping students develop strength.

5. What do you think will happen to traditional classrooms in the next ten years?

3 Rewrite the sentences with the correct verb form.

1. If she had studied harder, she ..... (pass) the exam.

2. The new library ..... (build) next year.

3. Many books about artificial intelligence have ..... (write).

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

1. She has always been ..... about new technology. She always wants to learn more.

a. frustrated **b.** curious **c.** disappointed **d.** confusing

2. If he ..... his limits, he wouldn't have got injured.

a. knew **b.** had known **c.** knows **d.** has known

3. The message ..... to everyone next week.

a. will send **b.** will be sent **c.** has sent **d.** sent

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4. His ..... helped him overcome many difficulties.

a. distraction **b.** strength **c.** emotion **d.** donation

5. The ..... of this new app is that it can adapt to each user's needs.

a. background **b.** distraction **c.** strength **d.** curiosity

6. If I ..... more time, I would have finished the project earlier.

a. have **b.** had had **c.** will have **d.** would have

7. She felt ..... when she couldn't understand the advanced mathematics.

a. curious **b.** confused **c.** creative **d.** confident

8. The prefix "dis-" in "disappointed" means "....." .

a. again **b.** not **c.** very **d.** together

9. The students showed great ..... when they continued working despite difficulties.

a. honesty **b.** determination **c.** curiosity **d.** courage

The Story

5

A. Answer the following questions.

1. Why is it important to respect all opinions in a team?

2. How did Zeina try to get money for the project?

B. Choose the correct answer from a, b, c, or d.

1. Zeina felt ..... when students laughed at her.

a. happy **b.** tired **c.** hurt **d.** ignored

2. The team could build a better watering .....

a. system **b.** fence **c.** garden **d.** tools

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UNIT 4

Screen Time

Learning Outcomes

Reading
- Identify main ideas and details in texts about screen time
- Recognize the benefits and drawbacks of screen time

Listening
- Understand main ideas in conversations about managing screen time
- Identify examples of healthy screen habits in spoken texts

Speaking
- Express opinions about screen time and its impact on daily life
- Share personal strategies for managing screen time effectively

Writing
- Write a blog post about your screen time habits and goals
- Use target vocabulary related to screen time in context

Language
- Identify and use modal verbs for obligation, permission, and prohibition
- Apply connectors accurately in speaking and writing
- Use present simple and future forms accurately when discussing screen time habits and goals



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LESSON 1 Screen Time



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. How many hours do you spend on screens every day?
2. Do you think it is good to spend much time on screens? Why / Why not?

Reading

2 **Read the following text. Is all screen time the same? Why?**

Screen time means the total time a person spends looking at screens. These screens can include phones, computers, tablets, or TVs. Today, almost everyone uses screens for many activities. Students use laptops for homework, teenagers **scroll** through social media, and families watch movies on the weekend.

But not all screen time is the same. Some of it is **useful**, like doing schoolwork or learning a new skill online. Other screen time, such as watching videos or playing games for hours, may not be helpful. **Experts** say young people should not spend more than two hours a day on **entertainment** screen time. It's important to **balance** screen use with **physical** activity, face-to-face time with friends, and rest. Spending too much time on screens can also affect your health physically and **mentally**. It causes tired eyes, headaches, and trouble sleeping.



Moreover, it can also make it harder to focus and may make you stressed. So, to avoid these **side effects**, you should take short breaks during meals, before bedtime, and while doing your homework. you should also do other activities away from screens.

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Think about this

3 **Answer the following questions.**

1. What is the main idea of the text?

.....

2. Why is it important to limit screen time?

.....

3. Can you imagine a day without screens? What would you do instead?

.....

Vocabulary

4 **Read the text again, then in pairs, write the correct word in bold in front of its definition.**

1. Related to the body. (.....)

2. Fun activities like games or watching TV. (.....)

3. A person who knows a lot about something. (.....)

4. To keep things equal or in the right amount. (.....)

5. Helpful for learning or work. (.....)

6. The time spent looking at a screen. (.....)

Speaking

Think–Pair–Share

5 **With a partner, ask and answer the following questions:**

Topic: Managing screen time

1. **Think:** What is screen time?

2. **Pair:** - How much entertainment screen time do experts recommend for teens?

- What are some healthy activities to balance screen use?

3. **Share:** Your answers with your class.



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LESSON 2 Egypt's Smart Future



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Are there smart cities in Egypt?

2. Is using technology for learning important?

Listening

2 **Listen to the audio " Smart Habits for Egypt's Smart Future" and match the words to their definitions.**

A
1. smart
2. focused
3. modern
4. distraction

B
☐ not easily distracted
☐ something that takes attention away
☐ uses technology
☐ something new and advanced

3 **Listen again to the audio and complete the sentences.**

1. Egypt is working on smart ..... like the Monorail.

2. Too much ..... time makes you lose energy and focus.

3. By building strong ....., we get ready to build a better country.

4. Young people are the ..... of Egypt.

Speaking

Think–Pair–Share

4 **In pairs, ask and answer the following questions:**

Topic: Egypt's smart future

1. **Think:** What great projects are achieved in Egypt now?

2. **Pair:** - Is Egypt building new modern roads?

- Why do you think building new modern roads is important?

3. **Share:** Your answer with your class.

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Language in Use

5 **Read and complete the sentences using modal verbs.**

1. You ..... make noise in the library.
2. You ..... cross the road when the light is red.
3. You ..... use a strong password.
4. She ..... use her laptop at school.
5. We ..... help elderly people.

6 **Write sentences using modal verbs in the correct form.**

1. users / read / the privacy / policy
2. you / post photos / without / asking
3. students / quiet / in the class
4. you / go / before / 5:00 p.m.

7 **Read and complete the following sentences with a suitable connector**

1. ..... it was raining, we went outside.
2. ..... it is useful, it sometimes has lots of disadvantages.
3. ....., technology helps us. On the other hand, it causes distractions.

8 **Write meaningful sentences using the following words.**

1. he / tired / Even though / finished / his homework.

.....

2. I / like / pizza / while / My brother / pasta.

.....

Tip (1)

Using Modals "must / can / can't / should"

- We use "must" for obligation.
  ⇨ You must follow safety rules.
- We use "can" / "can't" for permission.
  ⇨ You can change your settings.
- We use "mustn't" for prohibition.
  ⇨ You mustn't lie about your identity online.
- We use "should" / "shouldn't" for advice
  ⇨ You should limit your screen time.

Tip (2)

Connectors:

- We use "While / Although / Even though" for contrast.
  ⇨ Although he is rich, he isn't happy.
- We use On one hand / On the other hand for balance
  ⇨ On one hand, studying online is easy. On the other hand, it can be hard to focus at home.



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LESSON 3 Balancing Screen Time



Before you start

1 Answer the following questions

1. How many hours do you spend online every day?

2. What activities do you usually do on screen?

Reading

2 Read the text and guess the meanings of the words in bold.

Last weekend, I checked my screen time report.
I was **shocked**—I used my phone for almost **six hours** each day! I didn't **realize** how often I picked it up. I want to make a change.

This week, I made a new plan. I will only use my phone for one hour after school. I will turn off social media **notifications** and keep my phone away when I study. Before bedtime, I will read a book or write in my journal. I also plan to spend more time outside and meet my friends in person.

I hope this plan helps me sleep better, feel less **stressed**, and have more time for fun activities. I know it won't be easy, but I want to feel more **in control** of my time. Little by little, I believe I can improve.

ⓐ Read again

- **Then, do the following tasks in pairs:**
- **Choose the correct answer from a, b, c or d.**

1. Last weekend, the writer was surprised because he/she ..... .

a. lost their phone while they were at school **b.** watched a movie for six hours
c. used their phone for six hours a day **d.** had no internet connection

2. To focus better while studying, the writer decided to ..... .

a. listen to music before bedtime **b.** keep their phone nearby
c. turn off social media notifications **d.** text friends during breaks

3. In the evening, the writer plans to ..... .

a. play games online **b.** read a book **c.** call friends **d.** watch TV

4. The underlined word **stressed** is the opposite of "....." .

a. worried **b.** relaxed **c.** angry **d.** nervous

ⓑ In pairs or groups. Discuss the following questions.

5. Why does the writer want to change their phone habits?

6. If you were the writer, what habits would you hope to improve?

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LESSON 4 Story Time

The School Garden Project

Chapter Four
Growing Success

Before you read, discuss in pairs

1 Answer the following questions.

1. What does success mean to you?
2. How can we learn from our mistakes?

Reading

2 Read the following text. How would you behave, if you were a leader?

After three months of hard work, the garden finally looked amazing. Students started eating lunch outside, surrounded by fresh tomatoes, lettuce, and colorful flowers. The cafeteria began using some of the garden vegetables, which made everyone feel proud.

Zeina learned something new about being a **leader**. It didn't mean she always had the answers. It meant being responsible for both the successes and the mistakes. When some plants didn't grow well, Zeina didn't **blame** anyone. Instead, she worked with the team to find solutions.



The students also learned about **global responsibility**. They used **eco-friendly methods:** no harmful chemicals, only **natural fertilizers**. This also helped the soil and reduced trash.

Students from other classes started visiting the garden. Some asked how they could help. Others just wanted to enjoy the beautiful garden.

The garden had changed the school—and it had changed the students. They were no longer just classmates. They were a team with a shared purpose.

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Read together again. Then, in pairs do the following tasks

3 **Match the words from column A with their suitable meanings from column B.**

A	B
1. leader	☐ to say that someone is responsible for a mistake
2. eco-friendly	☐ a person who guides or is in charge of a group
3. global responsibility	☐ not harmful to nature
4. blame	☐ caring for the Earth and future generations
5. natural fertilizers	☐ materials used to help plants grow

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

1. The students used ..... methods, only natural fertilize.
a. chemical **b.** eco-friendly **c.** harmful **d.** hard

2. The students were no longer just classmates, they were .....
a. teachers **b.** a team **c.** a game **d.** a tourist

3. Zeina learned something new about being a .....
a. gardener **b.** visitor **c.** leader **d.** student

4. Leadership means being ..... for both successes and mistakes.
a. runner **b.** responsible **c.** athlete **d.** sports person

5 **Answer the following questions.**

1. What positive changes happened in the garden after three months?

2. What did Zeina learn about being a leader?

3. How did the students help the environment?

4. How did the garden affect students who weren't on the team?

5. Why did they use eco-friendly methods?

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

1. The Egyptians are ..... of their glorious past.
a. natural **b.** proud **c.** eco-friendly **d.** fertile

2. Using solar energy is ..... .
a. friendly **b.** unfriendly **c.** eco-friendly **d.** a & b

3. Sama faces problems and ..... solutions.
a. finds **b.** solves **c.** resolves **d.** takes

7 **Critical thinking.**

Answer the following questions.

1. Can a small project like a garden really help the world? How?

2. Why is it important to accept mistakes when you're leading group?

3. Why do you think Zeina didn't blame anyone when the plants didn't grow well?

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LESSON 5 Let's Talk



Before you read this conversation, ask a classmate.

- Do you think screen time affects your daily activities?

1 **Read the following dialog in pairs. How can we achieve balance between screen time and other activities**

Talking About Screen Time

Mother : I think you should try to find a good balance between screen time for entertainment and other activities.

Son : But mom, screens help me stay focused when I study.

Mother : I see, but experts say screens can also be a big distraction if you're not careful.

Son : So, how can I make my screen time more useful?

Mother : You could set specific times for studying and breaks. Also, you must avoid using screens during meals or before bedtime.

Son : I understand. I should also turn off notifications because they might distract me.

Mother : Exactly! And remember, you need to balance your screen time with outdoor activities and reading.

Son : I see. If I follow this, I will feel better and get more done.

Mother : Yes, and you will also enjoy your entertainment time more without feeling tired or distracted.

2 **In pairs, ask and answer questions, then switch roles.**

1. How does the son feel about using screens for studying?
2. What problems can screens cause, according to the mother?
3. What are some ways to make screen time more useful?

Conversation Tip

Use connectors to make your ideas clear and connected.
Words like "but," "so," "also," and "because" help you explain your thoughts better and make conversations easier to follow. For example:
"I like screens **because** they help me learn."
"Screens can be fun, **but** they can also be distracting."

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Role-Play

3 Take turns being Nader and Gamal. Try to include modal verbs and connectors to make the conversation smooth and polite.

Nader : Hey Gamal, you should try to find a good balance with your screen time. Do you know that too much screen can be a big distraction?

Gamal : But Nader, my games help me stay focused when I'm learning!

Nader : That's true, but sometimes screens might not be very useful if you don't manage them well.

Gamal : So, what could I do to use my screen time better?

Nader : You could set a timer for game time and study time. Also, you must avoid screens before bedtime to get good sleep.

Gamal : Okay! I guess I should turn off those annoying notifications because they may distract me.

Nader : Exactly! If you find the right balance, you'll have more fun and still get your work done.

Real Talk Tip

Make your advice sound friendly by using modal verbs.

Using words like "should, could, must" helps you suggest ideas politely and kindly.

For example:

"You should take breaks from the screen."

4 **Fill in the gaps with the correct preposition.**

on – away – off – up

1. Turn the lights ..... when you don't need them.

2. I bought a good jacket. I picked it ..... from a famous website.

3. Joury keeps her phone ..... when she is studying.

5 **Use a suitable connector in each of the following gaps.**

and – so – because – but

1. My mobile distracts me, ... I can't control my time on it.

2. My eyes started to hurt, ... I have to spend less time on screens.

3. You are always tired ..... you don't get enough sleep.

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LESSON 6 Small Change



Before You Write: Let's Get Ready

Target language

- You should try harder to achieve your goals.
- You must focus on your dream to be successful.
- You can use technological tools wisely.

Target vocabulary

Try to include at least 6 of these words in your blog post.

screen time – develop – smart – waste – scrolling – reduce – plan – change – control – useful

Hints

To write a blog post:

- **Start with a title that gets people interested.**
- **Give details about the topic.**
- **Use images related to the topic.**
- **End with a call to action.**

Writing

Read and complete the following blog post.

goal – online – citizen – connected – Egyptian

HOME | ABOUT | DOWNLOAD

I recently learned about the Grand (1) ..... Museum, and it made me think about how important our history is. I spend a lot of time (2) ....., but I rarely use it to learn about Egypt's culture. I want to change that. My new (3) ..... is to reduce my screen time and use some of it to explore Egyptian history and museums like this one. Learning about our past can help me feel more (4) ..... to my country. If young people know their history, they can help protect it. This habit can prepare me to be a better (5) ..... of Egypt. Make history part of your life-read, visit, and share it.

Your task

- Write a blog post of about 110 words on: "How can you improve your screen time habits?"

HOME | ABOUT | DOWNLOAD

.....

.....

.....

.....

.....

.....

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Assessment Corner



A. Vocabulary

1 **Match the words in column A with the suitable meanings from column B.**

A	B
1. balance	☐ something that takes attention away
2. modern	☐ advanced
3. distraction	☐ helpful
4. smart	☐ using or doing wisely
5. useful	☐ to keep things in the right amount

2 **Fill in the blanks with the correct word.**

focused – screen – future – healthy

1. Too much ..... time can affect sleep and mood.

2. Staying ..... during class helps us learn more.

3. Good habits make our minds and bodies .....

4. Young people are the ..... of Egypt.

B. Language

3 **Read and circle the correct word of the words between brackets.**

1. A: Excuse me. I want to use your eraser.

B: Of course, you ..... (can – can't) use it.

2. Students ..... (must – mustn't) come to school on time.

3. You shouldn't ..... (make – making) noise.

C. Writing

4 **Write a paragraph of about (110) words about "Screen Time Habits".**

.....

.....

.....

.....

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Self-Reflection

Reading

- [ ] I can find the main ideas and details in texts about screen time.
- [ ] I can explain why screen time can be helpful or harmful.

Listening

- [ ] I can understand conversations about managing screen time.
- [ ] I can find examples of good screen habits when I listen.

Speaking

- [ ] I can share my opinions about screen time and how it affects me.
- [ ] I can talk about ways to manage screen time in my daily life.

Writing

- [ ] I can write a blog post about my screen time habits and goals.
- [ ] I can use new words from this unit when writing about screen time.

Language

- [ ] I can use modals like "must, "can," and "must not" correctly when I speak and write.
- [ ] I can use connectors like ’although" and "while" in speaking and writing.



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UNIT 5

Design Thinking



Learning Outcomes

Reading

- Identify main ideas and details in texts about the innovation process.
- Understand and explain the steps of design thinking in a reading passage.

Listening

- Understand the main ideas and details in a design sprint blog.
- Identify examples of problem-solving steps in spoken texts.

Speaking

- Express ideas clearly when presenting a design solution.
- Use design thinking vocabulary when discussing solutions and prototypes.

Writing

- Write a review explaining the steps in a design process.
- Use target vocabulary related to design thinking in context.

Language

- Use sequence adverbs (first, then, next, finally) to show order in speaking and writing.
- Use imperatives accurately to give instructions during design tasks

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LESSON 1 Think Like a Designer



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What do you think a "designer" mainly does?

2. Can you name some everyday objects that are well-designed?

Reading

2 **Read this text and underline the designer skills mentioned in the passage.**

"Think Like a Designer"

Designers are everyday **problem-solvers**. They create things that are useful, easy to understand, and fun to use. Whether it's a building, a phone app, or a daily **schedule**, a designer asks important questions like: "Who will use it?" "What do they need?" "How can I make it better?"



Great designers don't just draw pictures or make **stylish** objects, they explore ideas from different **points of view** and test simple models called **prototypes**. **Creativity**, listening, and curiosity are important skills in design. Designers think about the function of things and how people interact with them.

For example, designing a school backpack is not just about style. It's about comfort, weight, space, and safety. In the same way, a designer for life might help people organize their time or solve their problems.

Design thinking means caring about people and imagining better **solutions**. Anyone can be a designer – all you need is a creative mind and a need to improve the world around you.

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Think about this

3 **Answer the following questions.**

1. What can designers create?
2. What is a "prototype"?
3. How can designers explore ideas?
4. Besides style, what is important when designing a backpack?

Vocabulary

4 **Read again and write the correct word in front of its definition.**

1. Attractive in a fashionable way (.....)
2. Ability to make new ideas (.....)
3. A way of looking at something (.....)
4. A simple model of a design (.....)
5. A list of planned activities (.....)
6. A way to solve a problem (.....)

5 **Complete the following sentences with words from the box.**

stylish – comfort – relationship – schedule

1. I value a strong ..... with my family.
2. We need to check the train ..... before we leave.
3. The old chair offered surprising .....
4. Her new outfit was very ..... and comfortable.

Speaking

Think-Pair-Share

6 **Ask an answer about "Think like a designer"**

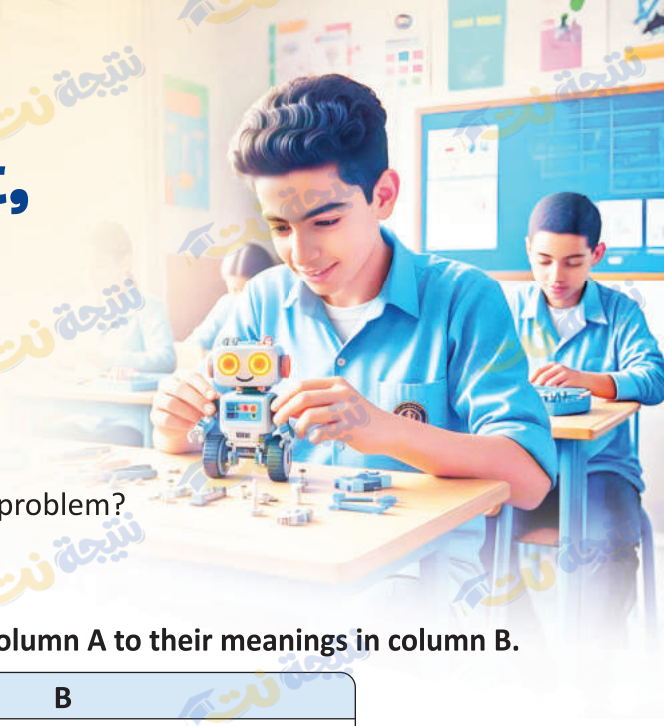
Topic: *Think like a Designer*

1. **Think:** What does it mean to think like a designer?
2. **Pair:** - Why did you choose these words?
   - How can thinking like a designer help people?
3. **Share:** Your opinions with your class.



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LESSON 2 Dream It, Build It



Before you start

1 **Answer the following questions.**

1. What do you think a **"design sprint"** is?

2. How long do you think it takes to solve a design problem?

Listening

2 **Listen to Sara's blog. Then match the words in column A to their meanings in column B.**

A	B
1. practical	☐ brainstorming or coming up with ideas
2. sprint	☐ very unusual
3. crazy	☐ effective or suitable
4. ideation	☐ a process of solving complex problems

3 **Listen again. Then, do the following tasks.**

ⓐ Answer the following questions.

1. What was the main problem?

2. Which solution did students prefer?

3. What was the crazy idea mentioned in the text?

ⓑ Put (T) True or (F) False:

1. Students brainstormed over 50 ideas. ☐

2. They didn't test the idea. ☐

3. Solving a real problem is impossible in design thinking. ☐

Speaking

Think-Pair-Share

5 **Ask and answer about "Design Sprint."**

Topic: "Design Sprint" to solve problems

1. **Think:** Have you ever worked on a project when you had to solve a problem quickly?

2. **Pair:** Ask your partner:

- Do you prefer working in a team or individually when solving problems?
- What do you think is the hardest part of a Design Sprint?

3. **Share:** Your ideas with the class.

Tip (1)

- **Sequence Adverbs**

⇨ Sequence Adverbs help us organize the steps in a process.

⇨ **First,** / **Firstly,** ⟶ To begin with

⇨ **Next**, **Then**, **After that**, ⟶ following this

⇨ **Finally** / **Lastly**, **In conclusion** ⟶ To end

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Language in use

6 **Put these design thinking steps in order using sequence adverbs.**

1. First, identify the problem by talking to users.
2. ..... brainstorm many different solutions.
3. ..... define the problem clearly.
4. ..... build a simple prototype to test.
5. ..... test the prototype with real users.

7 **Choose the correct answer from a, b, c or d.**

1. ..... open the window. It's very cold outside.
   a. Do **b.** Don't
   c. Isn't **d.** Haven't
2. Never ..... smoking. It's harmful.
   a. tries **b.** try
   c. trying **d.** tried
3. Don't ..... afraid of cats. They're cute.
   a. being **b.** been
   c. is **d.** be

Tip (2)

What are imperatives?

Imperatives are commands we give to others.

- **Positive Imperatives:**
  They tell someone to do something.
- **Example:**
  Brainstorm as many ideas as possible.
- **Negative Imperatives:**
  They tell someone **Not** to do something.
- **Example:**
  Don't judge ideas during brainstorming.
- We use "**Never**" instead of "**Don't**" to mean a powerful form of prohibition:
- **Example:**
- **Never** waste your time.

8 **Find the mistakes in the following and correct them.**

1. Then, brainstorm the ideas. Next, test the phototypes.
   .....
2. Please, to modify your phototypes.
   .....
3. Didn't explore ideas from only one person or point of view.
   .....
4. In end, hard work leads to true success.
   .....
5. Eman, listens carefully to what I say.
   .....
6. Dessert is bad for me. Please, ever offer me any.
   .....

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LESSON 3 See through Their Eyes



Before you read, discuss in pairs

1 **Answer the following questions.**

1. Have you ever tried to understand how someone else feels?

2. What can help a new student feel welcomed?

Reading

2 **Read the following text. What's the main idea of the text?**

See through Their Eyes

Omar loved designing things. One day, his teacher gave the class a challenge: "How can we make life easier for new students at school?" Omar had a few ideas, but his teacher stopped him. "First, see through their eyes," she said. "You need to understand how they feel." So Omar spent a day with a new student named Karim. He watched Karim closely. Karim didn't talk much. He looked confused and nervous. He didn't know where to sit or what to do during the break. Omar felt sorry. He remembered how hard it was when he was new.

Later, Omar and his group wrote down everything they noticed. Then they brainstormed ideas. They created a "Welcome **Buddy**" plan, a school map for new students, and a break-time corner for newcomers.
When they tested the idea, the new students smiled and felt more relaxed. Omar learned something important: **Good design starts with real people—and real feelings.**

ⓐ Read again and choose the correct answer from a, b, c or d.

1. What was Omar's challenge?
a. To make the break time longer
b. To help new students feel welcome
c. To draw a school map
d. To ask new students questions

2. What did Omar do first?
a. He started designing solutions.
b. He spent time with a new student.
c. He asked the teacher.
c. He started talking to his friends.

3. How did Karim feel?
a. Excited
b. Confident
c. Nervous and confused
d. Angry and curious

4. What did Omar learn at the end?
a. Design is hard for some people.
b. People don't want help.
c. Good design starts with real people.
d. We can't design solutions.

ⓑ Read again and answer the following questions.

5. What did Omar do to understand Karim better?

6. What could you do to help a new student during the break?

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LESSON 4 Story Time

The School Garden Project

Chapter Five
The Impact of Growth

Before you read, discuss in pairs

1 **Answer the following questions.**

1. What kind of growth do you think this chapter talks about—plants, people, or both?

2. What kind of **impact** can a school garden project have on a school or a person?

Reading

2 **Read the following text. How was the garden project at the end?**

At the end of the school year, Zeina looked around the garden and smiled. It started with just an idea. Now it was a real space—full of green plants, colors, and life. But the biggest change wasn't in the garden. It was in the students.

Students were now more careful with the school. They threw less trash on the ground and showed more respect for the environment. Nancy discovered a love for growing food and wanted to study **agriculture**. Noha's signs and drawings made the garden beautiful and inspired others to add art around the school.



Amal, who had almost **quit**, became one of the most **dedicated** gardeners. She even came early to water the plants.

Zeina realized something important: being honest with others—and with yourself—helps people **trust** you. She had always talked about her limits and didn't pretend to be perfect. That made her a better leader.

The garden project had changed the way people treated their school and each other. It had helped students grow—not just as learners, but as people.

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Read together again. Then, in pairs do the following tasks

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

1. Farmers work in the field of ..... to grow food.
   a. agriculture **b.** industry **c.** trade **d.** design
2. After a long day's work, he decided to ..... the job and find another one.
   a. join **b.** quit **c.** enjoy **d.** build
3. She is ..... to her studies and does her homework on time.
   a. lazy **b.** late **c.** angry **d.** dedicated
4. I ..... my friends. I always ask them for advice.
   a. teach **b.** trust **c.** copy **d.** blame

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

1. Zeina smiled because the garden was full of green plants and colors. ☐
2. The biggest change happened only in the garden. ☐
3. Students became more respectful to the environment. ☐
4. Amal wasn't interested in the garden project. ☐
5. The garden project helped students grow not just as learners, but as people. ☐

5 Answer the following questions.

1. What changes happened at the school because of the garden?
2. How did the project affect Nancy and Amal?
3. What did Zeina realize about honesty and leadership?
4. How did Zeina's limits help her become a better leader?

Life Skill

Self-Awareness

Zeina understood her strengths and weaknesses and used them wisely.

- Think: What is one weakness you have, and one area where you could improve?

6 Critical thinking.

Answer the following questions.

1. Why was this chapter called "The Impact of Growth"?
2. Why do you think people respect the honest?
3. Mention two things you think teamwork can teach students.

Value

Personal Growth Through Honesty

Being honest with others helped Zeina connect with her team.

- "She had always been honest about her feelings and limits, which helped others trust her."

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LESSON 5 Let's Talk



Before you read this conversation, ask a classmate.

- Have you ever solved a problem by trying different ideas and making changes? How did you do it?

1 **In pairs, read the following dialog.**

Learning About Design Thinking

Amir : Hi Magdy, do you know what design thinking is?

Magdy : Not really. What is it?

Amir : It's a way to solve problems by doing some steps. First, you must understand the users and what they need. This part might take some time, but it's important.

Magdy : Okay, what comes next?

Amir : Next, think of many ideas. Be creative and don't worry about being **perfect**.

Magdy : Got it. Then?

Amir : Then, you should make a simple model or drawing called a prototype.

Magdy : Is it okay if it's not perfect?

Amir : Yes! Design thinking is a **process** where you improve your prototype many times.

Magdy : That **makes sense**. What happens after making the prototype?

Amir : Finally, test it and ask people what they think. Then, fix it and make it better. Keep it **practical** and useful.

Magdy : Thanks! So, first understand, then brainstorm, next make a prototype, and keep improving it.

Amir : Exactly! If you do this, you might make something really great.

2 **In pairs, ask and answer questions, then switch roles.**

1. What is the first step in the design thinking process?
2. Summarize the main steps of design thinking in the conversation.
3. Why do you think being practical is important when designing something?

Conversation Tip

Ask questions to keep the conversation clear and active. When you're learning something new, like design thinking, it's helpful to ask questions like "What's next?" or "Is it okay if...?" This shows you're interested and helps you understand better. It also keeps the talk flowing naturally.

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Role-Play

3 Work with a partner. Read the short conversation below, then switch roles.

Layla : Do you know what **design thinking** is?

Omar : A little bit. It's about solving problems, right?

Layla : Yes! First, you need to **understand** the people who will use your idea.

Omar : Okay, and then?

Layla : Then you **brainstorm**, which means coming up with many creative ideas.

Omar : Sounds fun!

Layla : After that, build a simple **prototype** and test it.

Omar : And if it doesn't work?

Layla : That's okay. The process can be improved, so you try again till it gets better.

Omar : Got it! Keep it **practical** and useful.

Real Talk Tip

Repeat key words to show you're listening and learning. When someone teaches you something new, repeating important words like "prototype" in your reply helps you understand and remember. It also shows interest and keeps the conversation flowing naturally.

Example:

A: "We start by building a prototype."

B: "Oh, so the prototype is like a test model, right?"

Vocabulary

4 **Match the words from column A with their meanings from column B.**

A	B
1. come up with	☐ a series of steps or actions taken to achieve something.
2. make sense	☐ logically correct; easy to understand
3. perfect	☐ to invent or think of an idea or plan
4. process	☐ as good as possible; ideal

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LESSON 6 Try, Learn, and Improve

Before You Write: Let's Get Ready

Target language

- First, I tried to solve the problem, but it was difficult.
- Next, I asked my friend for help.
- Finally, I improved my skills and felt more confident.

Target vocabulary

- Try to include at least 6 of these words in your review.

challenges – define – prototype – solution – brainstorm – practical – buddy – sprint – closely – crazy – confused.

Tip

Writing about a problem - solving process

⇨ Start with the problem:
explain what issues your group wants to solve.

⇨ State your idea or solution:
use phrases like ` "Our idea is to ....." / "We decided ....."

⇨ Explain how you will test the idea:
We will test by .....

⇨ telling the feedback

⇨ Describing how you will improve it:

➢ If students like it, we will .....

➢ If they don't like it, we can change ....."

Writing

- **Read and complete with sequence adverbs.**

Helping Students Remember Homework

(1) ..... , our group wants to solve the problem of students forgetting their homework. Our idea is to make a colorful homework reminder chart that students can keep in their desks.

(2) ..... , we will test it by giving the chart to a group of students and ask them to use it for one week. (3) ..... , we will ask for feedback from the students and teachers. If students like it, we will print more charts.

(4) ..... , if they don't, we can change the design or add space for parents' notes.

Your task

- **Write a review of about (110) words describing your group's design project.**

.....

.....

.....

.....

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Assessment Corner



A. Vocabulary

1 **Read and complete using words from the box:**

define - practical - view

1. In my point of ....., Egypt is the best.

2. Ali's solutions were ..... . He could solve the problem.

3. To ..... means to clearly state the problem you want to solve.

B. Language

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

1. ..... hesitate. Trust your abilities.

a. Aren't **b.** Doesn't **c.** Isn't **d.** Don't

2. ..... your time and effort.

a. Saving **b.** To save **c.** Saves **d.** Save

3. My grandpa ..... aged 82.

a. die **b.** dies **c.** dying **d.** died

C. Writing

3 **Write a paragraph of about (110) words about using the design thinking process to solve a problem. Using sequence adverbs.**

.....

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Self-Reflection

Reading

- [ ] I can find the main ideas and details in texts about design thinking.
- [ ] I can explain the steps of design thinking after reading a text.

Listening

- [ ] I can understand the main ideas in a design sprint blog.
- [ ] I can find examples of problem-solving steps when I listen.

Speaking

- [ ] I can share my solution ideas clearly using design thinking words.
- [ ] I can explain my ideas confidently in class.

Writing

- [ ] I can write a paragraph explaining the steps in a design or solution.
- [ ] I can use design thinking words when I write.

Life Skills and Core Values

- [ ] I can use creativity to find new ideas and solutions.
- [ ] I can work well with others to solve problems together.
- [ ] I can take initiative by sharing my ideas with my team.



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UNIT 6

Why Do We Like Stories?



Learning Outcomes

Reading
- Identify main ideas and details in informational and fictional texts about stories
- Understand the elements of a story (setting, conflict, climax, solution)
- Recognize the purpose of stories in shaping thinking and values

Listening
- Understand main ideas and details in conversations about stories
- Identify how stories can help in real-life situations through listening tasks

Speaking
- Retell stories using sequence words clearly
- Share opinions on the value of stories and what students have learned from them
- Present a personal story clearly and confidently

Writing
- Write a short narrative story using correct sequence words and tenses
- Use target vocabulary related to stories in writing
- Plan and structure stories with a clear beginning, middle, and end

Language
- Use reported speech to retell what others have said
- Apply the present simple and past simple accurately in storytelling
- Use sequence words to structure oral and written narratives

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LESSON 1 The Power of Stories



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Is reading stories just for fun?
Why or Why not?

2. Describe a situation when a story helped you see a problem in a new way.

Reading

2 **Read the following text. How are stories help our imagination?**

Stories shape our Thinking

Reading stories can greatly improve the way we think and understand the world around us. Through stories, we enter the minds of different characters, face their challenges, and see how they respond to difficult situations. This allows us to explore **various** types of problems—**emotional**, social, or even **moral**—without having to go through them ourselves.

Stories also introduce us to different **points of view**, cultures, and lifestyles. As we read, we begin to develop **empathy** and learn that problems can have more than one solution.



Seeing how characters solve **conflicts** or make decisions helps us think about our own lives and think **critically** about our choices.

Moreover, stories **spark** our imagination and make learning more enjoyable. We often remember lessons better when they are part of a story. That's why many of us love reading stories—they entertain us, teach us important life skills, and help us grow **mentally** and emotionally. In the end, reading stories is not just fun; it's also a powerful way to become wiser and more **aware** of the world.

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Think about this

3 **Answer the following questions.**

1. What is the benefit of reading stories?
2. How do stories increase our awareness?
3. Why do many people enjoy reading stories?
4. In your opinion, what is the most valuable lesson a person can learn from reading stories?
5. How does reading stories help people become more understanding of others?

Vocabulary

4 **Fill in the blanks with words from the word box.**

various – Moral – empathy – aware – spark – critically

1. Knowing or noticing something means being .....
2. In a careful and thoughtful way; not just accepting things as they are .....
3. To start or cause something to happen is to .....
4. ..... is related to what is right or wrong in behavior.
5. The ability to understand and share someone else's feelings is defined as .....
6. Different kinds or types; many and not the same means .....

Speaking

Think–Pair–Share

5 **Ask and answer about "The importance of Reading Stories"**

- **Topic :** The importance of Reading Stories.

1. **Think :** Is reading stories useful?
2. **Pair :** Ask your partner:
   - Why is reading stories important?
   - How is reading stories important in learning, developing imagination and personality?
3. **Share :** Your ideas with the class.



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LESSON 2 The Story That Helped Me



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Do you remember a story you read? What was it about?

2. What moral have you learned from it?

Listening

2 **Listen to a conversation between Ali and Omar, then check the meaning of the following words and phrases with a partner.**

honestly – unfair – stuck – debate – recommendations

3 **Listen again. Then, do the following tasks.**

(a) **Put (T) True or (F) False.**

1. Ali felt confident during the class debate from the beginning. ◯

2. Ali got angry when someone disagreed with him. ◯

3. The story Ali read affected how he reacted. ◯

4. The story was about a man who shouted to win arguments. ◯

5. Omar was interested in reading after the conversation. ◯

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

1. What helped Ali stay calm during the debate?

a. His teacher's advice. **b.** A story he read.

c. His friend's support. **d.** He practiced the speech at home.

2. What lesson did Ali learn from the story?

a. To ignore others. **b.** To avoid speaking.

c. To shout louder in arguments. **d.** To stay calm and respectful.

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Language in use

5 **Read and correct the verb in brackets.**

1. Omar said that you ..... (look) really calm during the class debate today.
2. Ali told Omar that, during the debate, someone strongly disagreed with ..... (me).
3. Omar said he ..... (guess) he ..... (need) to read more.

6 **Read the following and change into reported speech.**

1. Sara said, "I will visit my grandmother tomorrow".

   .....
2. "I played football yesterday", said Omar.

   .....
3. My friend said, "We are going to the park today".

   .....
4. Malak said, "I can help you with your project."

   .....

Tip

Reported statements

When we report what someone said without quoting their exact words, we use reported speech.

⇨ **Pronouns change depending on who is speaking and to whom:**

- **Nour** said that **she** was happy.

⇨ **We change present sentences into past:**

- "I play tennis" → He said that he played tennis.

⇨ **We change time expressions:**

- today → that day
- Yesterday → the day before, the previous day
- tomorrow → the following day, the day after.
- now → then
- here → there

• **For example**:

o Direct speech: She said, "I love reading stories."

o Reported speech: She **said** that she **loved** reading stories.

7 **Find the mistake and correct it.**

1. Ayman said Rodayna she could go shopping.
2. Dr. Salwa said I lived in Sohag two years before.
3. The students said they will go on a journey to Dahab in Sinai.
4. Hana said that she is studying science then.

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

1. Sama ..... Rody helped her understand the lessons.

   a. said **b.** told **c.** says **d.** asks
2. Abdulrahman said his father would buy a bike for ..... .

   a. he **b.** his **c.** him **d.** himself
3. "..... can help you, mom", said Ahmed.

   a. I **b.** me **c.** my **d.** myself

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LESSON 3 Elements of A Story



Before you read

1 **Answer the following questions.**

1. Which kind of story do you like ?

2. Which kind of story talks about challenges ?

Reading

2 **Read this story. How was the crow after he started to sing? Why?**

The Clever Fox

Once upon a time in a far away forest, there was a clever fox who lived in the forest. One day, he saw a crow with a piece of cheese in her beak. The fox wanted the cheese very much.



He smiled and said, “Good morning, beautiful bird!” The crow looked down and listened.

Tip (1)

Types of stories

Fiction : stories made up with imaginary characters.

Non-fiction : True stories based on real events and characters.

Folk stories : Traditional stories with lessons.

Adventure stories : Exciting journeys by brave characters.

Comic stories : Funny stories full of humor.

Historical stories : Based on real events from the past.

Fables : Short tales that teach a moral often with talking animals.

“Your voice must be as sweet as your looks,” the fox continued, "Can you sing a song to help me feel happy?" The crow was happy and sang a song. As soon as she opened her beak, the cheese fell down. The fox quickly caught it and ran away.



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3 **Read the story again. Then, in pairs write the sentence from the story that shows each of the following.**

1. setting: .....

2. characters: .....

3. conflict: .....

4. solution: .....

Tip (2)

Story Elements :

1. Setting:
Where and when the story happens.
2. Characters:
People or animals in a story.
3. Conflict:
The problem in the story.
4. Solution:
How the problem ends.



Speaking



Think-Pair-Share

4 **In groups, choose a well-known story (e.g., Jack and the Beanstalk, Cinderella ...). Read it together. Then, take turns retelling the story using 'sequence words' like.**

- First,... - Next,... - Then,... - After that,... - Finally,...

5 **In small groups, create a simple story map using this graphic organizer.**

Beginning	Middle	End

Add details like:

• Who? • Where? • What happened? • How did it end?

- Take turns and tell the story your group made up to the class. Write down your story.

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LESSON 4 Story Time

The School Garden Project

Chapter Six
Looking Forward

Before you read, discuss in pairs

1 **Answer the following questions.**

1. What makes someone a good leader at school?
2. Do you think students can make big changes in their communities? Why or why not?
3. What change would you like to see in your school next year?

Reading

2 **Read the following text. When can small ideas lead to big changes?**

The next year, Zeina was chosen president of the student council. She learned a lot from the garden project, especially about being a real leader. It didn't mean doing everything alone. It meant **helping** others and being **honest** when things were hard.

Now, her **ambition** was bigger than just a garden. She wanted to help students believe they could change their school—and maybe the world.



"Everyone has something **special** to offer," she told new students. "When we work together with respect and **determination**, we can solve any problem."

The garden continued to grow. Students added more plants, painted benches, and created quiet spaces for reading. It became a **symbol** of what students could do together.

Zeina had learned that growth doesn't happen only in plants. It also happens in people—especially when they show **courage** to try something new and **strength** when things go wrong.

She knew she still had more to learn. But she also knew something very important:

Small ideas can lead to big changes—when people believe in them.

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Read together again. Then, in pairs do the following tasks

3 **Match the words in A with their meanings in B.**

A	B
1. ambition	☐ a strong desire to achieve something big
2. special	☐ bravery to do something new or scary
3. symbol	☐ valuable in a different way
4. courage	☐ a sign of something

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

1. Zeina wanted to help students believe they could change their school. ☐

2. The students added swings and toys to the garden. ☐

3. Zeina learned that growth happens only in plants not in people. ☐

4. Zeina was chosen student council president the next year. ☐

5 **Answer the following questions.**

1. What new role did Zeina take on at school?

2. How did Zeina describe “real” leadership?

3. What was Zeina’s new goal for the school?

4. How did the garden continue to grow?

5. What happens when a leader helps others feel strong and valuable?

6 **Critical thinking.**

– Answer the following questions.

1. Why do you think Zein’s leadership helped other students?

2. What does the garden symbolize in the story, and how can that idea apply to real life?

3. Do you think small ideas really can lead to big changes?

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LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

- What makes a story interesting to you: characters, setting, message, or something else?
- Can stories teach us something important? Give an example.

1 Read the conversation in Pairs. What makes reading stories so powerful?

The Power of Stories

Sarah : I have asked my teacher why we enjoy stories so much.

Amal : What did she say?

Sarah : She says that stories help us see the world from various points of view.

Amal : That's true. I read that stories often teach a moral or a life lesson.

Sarah : Yes! My older brother has told me that every good story has conflicts and a clear solution.

Amal : My friend says that reading stories helps people think more critically about choices and actions.

Sarah : I agree. One of our classmates has mentioned that stories let us understand someone else's point of view, even if we've never lived like they have.



Amal : Exactly. Our teacher reminds us that even fun or fictional stories can carry deep messages.

Sarah : She also explains that stories are powerful because they stay with us and help us grow.

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2 **In pairs, ask and answer questions, then switch roles.**

1. What did Sarah's teacher say about why we enjoy stories?
2. In your opinion, how can stories help us understand different points of view?
3. Do you think that conflicts and solutions are important in a story? Why or why not?

Conversation Tip:

When discussing stories or ideas, try sharing personal experiences or examples. It helps make the conversation more exciting.

Pass the Microphone Game

3 **How to play:**

- The teacher asks a question related to the story of "The Clever Fox".

Example : Retell the story using two other animals.

- Every student takes a turn to answer.
- The student passes the turn to another student, who answers the same question orally.

Real Talk Tip

When someone shares a story, listen carefully to understand their points of view. That's how real connections are made.



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LESSON 6 My Own Story



Before You Write, Let´s Get Ready

Target language

- Omar said it was an interesting story.
- Ali told Omar that stories could teach him more than he expected.



Target vocabulary

Try to include at least 6 of these words in your writing.

point of view – conflict – critically – aware – various – respond – calm

Writing

- Read and complete the following story with words from the box.

bridge – bone – greedy – mouth – barked – stream

The Dog and his Shadow

One sunny afternoon, a hungry dog was lucky to find a tasty (1) ..... . He proudly carried it in his (2) ....., tail wagging as he was walking across a wooden (3) ..... over a sparkling (4) ..... . As he was walking, he looked down into the water and saw another dog in the water carrying a bone in its mouth. The bone seemed bigger. Being (5) ....., he wanted the other bone. He (6) ..... to frighten the other dog. The bone fell into the stream. The dog was sad when he discovered that it was himself not another dog or bone.

Tip

Writing a Story

- ⇨ **Choose an interesting title.**
- ⇨ **Plan your story** →
  - **Beginning** → Introduce the setting and characters.
  - **Middle** → Show the problem or exciting events.
  - **Ending** → Solve the problem and give a clear ending.
- ⇨ **Use clear and simple language.**
- ⇨ **Use sequence words** → First, then, after that, finally to show order
- ⇨ **Add a lesson or message** → Good stories often teach something.
- ⇨ **Check your writing** → Check spelling, grammar, and if the events make sense.

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Your task

• **Write your story of about (110 words). Make sure you follow the story writing tips.**

You can use :

- Once upon a time, there was .....

- One day, something strange happened .....

- Finally, everything changed .....

.....

.....

.....

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.....

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.....

.....

.....



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Assessment Corner



A. Vocabulary

1 **Fill in the sentences with the correct word from the box.**

conflicts – sparked – aware – responded

1. The story ..... his interest in studying history.
2. I called Salma, but she ..... nervously.
3. Young people should be ..... of how technology is important.
4. My dad advised me to avoid ..... with my classmates.

B. Language

2 **Complete the sentences with the correct past simple verb form.**

1. Once upon a time, there ..... (be) a brave knight.
2. Every night, he ..... (check) the castle walls.
3. One day, he ..... (see) a dragon flying over the hills.

C. Speaking

3 **Read and complete the dialog between Omar and Laila about the benefits of reading stories.**

Omar : Hi Laila! Do you like reading stories?

Laila : Yes, I love it! Stories are fun and they have many benefits.

Omar : (1) ..... .

Laila : First, they teach us important morals in life, like honesty and courage.

Omar : (2) ..... . And we can read stories about various places and people, right?

Laila : Exactly! We also learn how characters deal with conflict and difficult situations. Can you tell me a benefit for reading stories?

Omar : (3) ..... .

Laila : Yes, and they show us how to solve problems in smart ways.

Omar : So reading stories can help us develop our mind and become better people.

Laila : (4) ..... !

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Self-Reflection

Reading

- [ ] I can find the main ideas and details in the stories I read.
- [ ] I can understand the parts of a story, like the setting and conflict.
- [ ] I can explain how stories can help us think and learn.

Listening

- [ ] I can understand the main ideas in conversations about stories.
- [ ] I can find examples of how stories help in real life when I listen.

Speaking

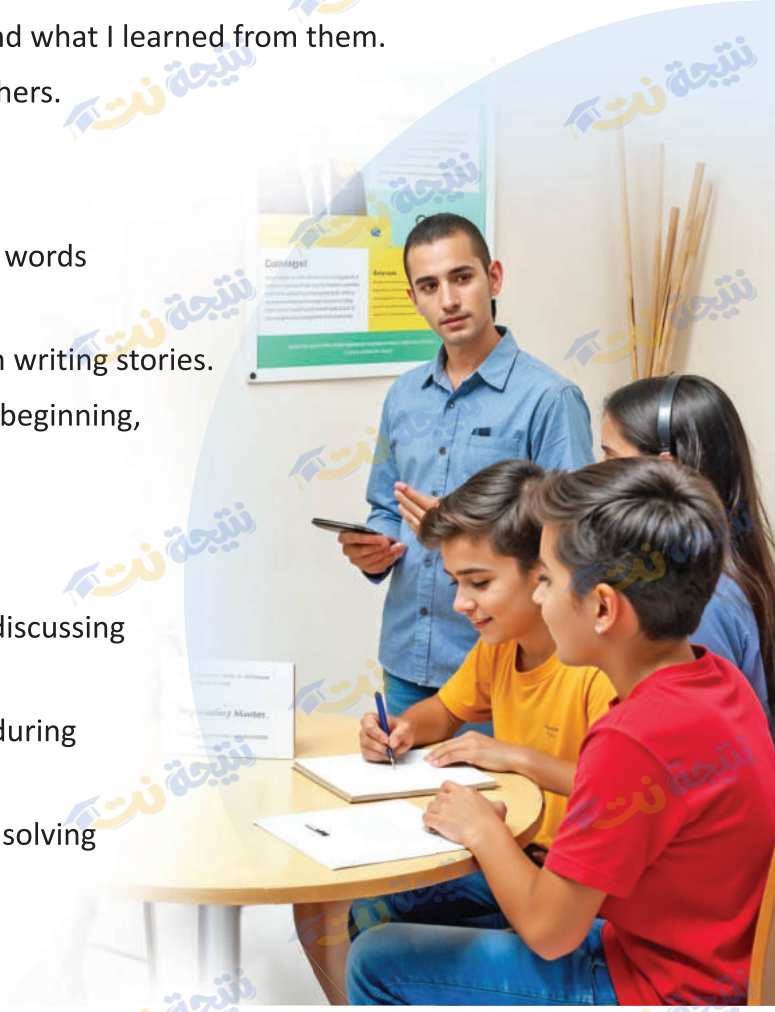
- [ ] I can retell a story using sequence words.
- [ ] I can share my opinions about stories and what I learned from them.
- [ ] I can present my own story clearly to others.

Writing

- [ ] I can write a short story using sequence words and correct tenses.
- [ ] I can use new words from the unit when writing stories.
- [ ] I can plan and write a story with a clear beginning, middle, and end.

Life Skills and Core Values

- [ ] I can show empathy and respect when discussing stories with others.
- [ ] I can work with others and share ideas during storytelling activities.
- [ ] I can use stories to help me think about solving problems and making good choices.



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Review 2

Lesson 1

1 **Listen and choose the correct answer from a, b, c or d.**

1. Sarah spends ..... on her phone daily.

a. 4 minutes **b.** 6 hours **c.** 60 minutes **d.** 10 hours

2. What does Sarah's teacher suggest?

a. Using her phone only for one hour **b.** Stopping using technology

c. Setting limits and balance activities **d.** Playing more games

3. What activities does Sarah plan to do?

a. Only watch movies **b.** Join the library and play basketball

c. Buy new games till feeling tired **d.** Sleep more and eat less

2 **Finish the following dialog.**

Two friends, Sandy and Basma, are discussing their school's new technology project.

Sandy : Hi Basma, I heard you're working on a technology project with your group.

Basma : **(1)** ..... .

Sandy : That sounds interesting! What exactly are you creating?

Basma : We're designing eco-friendly fertilizers for modern agriculture.

Sandy : Wow, that's really practical! But I noticed you're always on your phone. Isn't that a distraction?

Basma : **(2)** ..... . I've set a schedule.

Sandy : A schedule? **(3)** ..... ?

Basma : Yes, it's important because it would help me stay more focused.

3 **Read the following text, then answer the questions.**

Today's teenagers are growing up in a world controlled by screens and digital technology. While this modern technology offers many benefits, it also presents significant challenges. Students spend hours scrolling through social media, often losing focus on their studies and physical activities.

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Experts warn that too much screen time can negatively impact mental health and sleep routines. Many teenagers spend so much time on their phones or computers that they forget to take part in real-life activities around them. This can cause health problems and lower their school results.

However, technology also provides opportunities for learning and creativity. Students can access huge amounts of information instantly, collaborate with students around the world, and develop valuable digital skills. The key is learning to control technology rather than letting it control you.

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

1. What is the main idea of the passage?
- **a.** Technology should be banned in schools completely.
- **b.** Digital technology has both positive and negative effects on teenagers.
- **c.** Parents should control all their children's online activities.
- **d.** Students should only use old learning methods.

2. According to the passage, what do experts warn about too much screen time?
- **a.** It improves mental health and sleep routines.
- **b.** It can negatively impact mental health and sleep routines.
- **c.** It has no effect on students' academic performance.
- **d.** It helps students focus better on their studies.

b. Answer the following questions.

3. What opportunities does technology provide for students according to the passage?

4. How might teenagers feel when they spend too much time on screens? Why?

5. What do you think will happen if students don't learn to control their technology use?

Lesson 2

1 Listen to the audio, then put (T) True or (F) False.

1. Ahmed wants to improve his study habits. (.....)

2. Ahmed plans to study math for three hours daily. (.....)

3. Ahmed believes good planning increases his stress. (.....)

4. Ahmed writes down his tasks and checks them off. (.....)

5. Ahmed feels proud and confident about his progress. (.....)

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

1. Students who show great ..... can overcome difficult challenges.

a. dishonesty **b.** determination **c.** irresponsibility **d.** greed

2. The opposite of "fair" is "....."

a. confident **b.** unfair **c.** honest **d.** practical

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3. The suffix "-ful" in "helpful" means "……".

a. without **b.** full of **c.** not **d.** together

4. Many …… believe that technology can improve education.

a. experts **b.** projects **c.** notifications **d.** perspectives

5. You …… turn off your phone during exams.

a. must **b.** can **c.** shouldn't **d.** mustn't

The Story

3

A. Answer the following questions.

1. What happens when a leader makes people feel confident and important?

2. What did Zeina understand about being honest as a leader?

B. Choose the correct answer from a, b, c or d.

1. Nancy enjoyed …….

a. writing stories **b.** drawing maps **c.** growing food **d.** painting walls

2. Being …… helped Zeina become a good leader.

a. strong **b.** perfect **c.** strict **d.** honest

4 **Write from ONE HUNDRED (100) to ONE HUNDRED and TEN (110) words on the following.**

"A Short Story: The Day I Learned to Balance Technology and Life"

……

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Audioscripts



Start Smart

Unit 1

Lesson 2 page 16 Exercise 2

"Self-discovery"

Host: Today, we're speaking with Leila, a 15-year-old student from Alexandria. Leila has been on a journey of self-discovery – learning what identity means to her. Welcome, Leila!

Leila: Hi! I'm happy to share.

Host: So, how would you describe your identity?

Leila: Well, I think identity is not just your name or where you're from – it's your **personality**, **values**, and your dreams. I come from a big Egyptian family that values traditions, but I also love reading, solving problems, and volunteering. That's part of who I am.

Host: Have your beliefs changed over time?

Leila: Yes. When I was younger, I thought being quiet was a **weakness**. But now I see it as a **strength** – I'm a good listener and I think before I speak. That helps me build **confidence**.

Host: What influenced your growth the most?

Leila: Honestly, my teachers. One encouraged me to enter a science fair, and that made me believe in my ideas. I realized my voice matters.

Host: What does being real mean to you?

Leila: It means showing who I really am, even if I'm different. I've learned that **individuality** is something to celebrate.

Host: Any advice for other teens about exploring who they are?

Leila: Be patient with yourself. Identity isn't fixed – it grows and your differences are your **power**.

Host: Thank you, Leila. That was inspiring.

Lesson 2 page 16 Exercise 5

Dr. Magdi Yacoub was born in Egypt in 1935. When he was young, he enjoyed reading about science and medicine. When his father's sister died from heart

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disease, Magdi felt very sad. He began to wonder how doctors could save people with heart problems.

This question stayed in his mind for years. He decided to study medicine and learn everything about the heart.

His search for answers led him to become a heart surgeon. By following his curiosity, Magdi discovered his true purpose: to save lives.

His story shows that sometimes our goal comes from a question or a problem we want to solve.



Unit 2

Lesson 2 page 30 Exercise 2

Audio Script:

Host : Hi everyone! Today, we're joined by Mariam, a 15-year-old student who's here to talk about communication with family and friends. Welcome, Mariam!

Mariam : Hi! Thanks for having me.

Host : So let's start with your family. How do you usually communicate with your parents?

Mariam : We mostly talk at dinner or in the car. I try to be honest with them, even when it's hard. I think that helps us become closer. I've learned that listening is just as important as talking.

Host : Great point. And what about your friends?

Mariam : We text a lot, but when something's serious, I always prefer to talk face-to-face. Last year, I had a misunderstanding with a friend over a group project. We kept messaging, and it got worse. But when we finally talked in person, it was easier to understand each other and solve the problem.

Host : Sounds like you've learned some great lessons.

Mariam : Yeah, I think communication is really about respect, whether with family or friends. Listening, being honest, and staying calm really help.

Host : Thank you, Mariam! That's great advice for all of us.



Unit 3

Lesson 2 page 44 Exercise 2

Lina : Hey Adham, I read something interesting today. It said that AI can make art and music. Isn't that something only humans can do?

Adham: Yeah, a lot of people think that. But with all the new **innovation** in technology, AI can actually create pictures, songs, and even stories!

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Lina : Really? How does that work?

Adham: Well, there are AI programs. For example, you type something like "a cat flying in space," and it makes a picture! It uses a special **algorithm** to turn words into images.

Lina : Wow! That sounds fun. Can it make music too?

Adham: Yes! Some AI can compose music or even write **poems**. Some writers use AI to get ideas or write the first draft of a story.

Lina : But can AI really be *creative*? Doesn't it just copy things?

Adham: Good question. AI learns by studying thousands of human-made songs, books, and art. Then it finds patterns and makes something new. It's like a **virtual** artist.

Lina : Can AI feel emotions like a human artist?

Adham: No. AI is just a tool, not a replacement. But it's an exciting way to help humans be even more creative.

Exercise 4

The future of technology

Artificial Intelligence is transforming our world, offering incredible benefits across many fields. Today, AI powers healthcare, such as diagnosing diseases; education, such as personalized learning; and business, such as automating tasks. It enhances transportation with self-driving cars and improves customer service. It also reduces human errors.

In the future, AI could solve global challenges like climate change and energy efficiency. AI will continue making life smarter and more efficient.

Review 1

Egypt – Where the Past Meets the Future

Egypt is a country where the past meets the future. While it is famous for the pyramids, it is now making new wonders. It's changing quickly with the help of modern technology.

Impressive new projects are creating a bright future for its people. One example is the New Administrative Capital, a modern city the uses smart technology.

Egypt is also investing in solar power to produce clean energy. However, challenges such as overpopulation and pollution remain.

The country is developing rapidly with projects like high-speed electric trains and large solar farms.

Tourism plays an important role, as millions visit temples and Red Sea resorts, supporting the economy.

Young Egyptians are shaping the future through technology and social media businesses, making Egypt a land of both history and innovation.



Unit 4

Lesson 2 page 62 Exercise 2

Hey friends, welcome back! Today we're talking about **smart cities and smart habits.** Egypt is moving forward with amazing projects—like the **New**

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Administrative Capital, the Monorail, and the Green River. These are built with **cutting-edge** technology and big ideas. But big projects need **smart citizens** – people who are focused, healthy, and use technology wisely.

If we spend too much time scrolling or gaming, we lose energy and focus. That's why managing screen time is so important. Young people like us are the future engineers, **designers**, and leaders of Egypt. By building strong habits now – like turning off **distractions** and using technology for learning – we get ready to build a better country.



Unit 5

Lesson 2 page 75 Exercise 2

"Hi, everyone! I'm Sarah, and I just finished an amazing design sprint. A design sprint is when a team solves a big problem in just five days. It sounds impossible, right? But it works!

On Sunday, we defined our problem and our challenge was: How might we help students eat healthier lunches at school? We interviewed 20 students and found that healthy food takes too long to get.

Monday was ideation day. We brainstormed over 50 ideas! Some were crazy, like a robot chef, but others were practical, like a healthy food express line.

On Tuesday and Wednesday, we built prototypes. We created a simple app design and a new cafeteria layout. Nothing fancy, just enough to test our ideas.

Finally, on Thursday, we tested with real students. They loved the express line idea but weren't interested in the app. Now we know what to build next!

The best part about design thinking was when we solved a real problem in just five days by putting students first."



Unit 6

Lesson 2 page 88 Exercise 2

Omar : Hey Ali, you looked really calm during the class debate today. I thought you'd be nervous about speaking up.

Ali : Honestly, I was nervous at first. But I remembered a story I read last month that helped me.

Omar : Really? What was it?

Ali : It was *a narrative story where* the main character stayed calm and respectful even when people were being unfair. That stuck with me.

Omar : So how did that help you today?

Ali : Well, during the debate, someone strongly disagreed with me. Normally, I might get upset. But I took a deep breath and responded calmly.

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Omar : That's smart. So reading that story actually helped you in real life.

Ali : Exactly. It taught me that staying respectful and calm can make your argument stronger. Stories can really teach you more than you expect.

Omar : I guess I need to read more! Do you have any recommendations?

Review 2

Lesson 1 page 100 Exercise 1

Sarah spends six hours daily on her phone watching videos and playing games. Her grades have dropped, and she feels tired often. Her teacher suggests setting limits and balancing screen time with reading and sports. Sarah decides to use her phone only for one hour on weekdays and two hours on weekends. She plans to join the school library and play basketball after school.

Lesson 2 page 101 Exercise 1

Ahmed wants to improve his study habits. He thinks carefully about his goals and creates a weekly schedule. He plans to study math for two hours, read English books for one hour, and exercise for thirty minutes daily. Ahmed believes good planning helps him stay focused and reduces stress. He writes down his tasks and checks them when completed. This method makes him feel proud and confident about his progress.

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Glossary

Word	Definition
Adjusting	Changing something a little to make it better
Advanced	Very modern, developed, or complex
Adventure stories	Exciting journeys taken by brave characters
Agriculture	The field of growing food and farming
AI (Artificial Intelligence)	The "brain" inside a machine that allows it to make decisions and learn
Ambition	A strong desire to achieve something big
Aware	Knowing or noticing something
Awkward	Feeling uncomfortable or strange
Background	Where someone comes from
Balance	To keep things equal or in the right amount
Behavior	The way someone or something acts or responds
Beliefs	Ideas and principles that shape character and help one know what is right
Blame	To say that someone is responsible for a mistake
Bond	A strong connection between people
Brainstorm	To come up with and share many different ideas as a group
Buddy	A partner assigned to help someone feel welcome (e.g., "Welcome Buddy")
Calm	Relaxed and not angry or upset
Character	The set of qualities and traits that make a person who they are
Climate	The usual weather in a place
Come up with	To invent or think of an idea or plan
Comic stories	Funny stories full of humor
Communicate	To share thoughts, feelings, or ideas
Compose	To create or produce, such as music or poetry
Confidence	Feeling sure about your abilities, qualities, or decisions
Conflict	The problem in a story
Confused	Feeling unsure or puzzled
Connection	A strong link or bond between people, things, or ideas
Courage	Bravery to do something new, difficult, or scary
Crazy	Very unusual

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Creativity	Producing or using unusual and original ideas; the ability to make new ideas
Critically	Thinking in a careful and thoughtful way rather than just accepting things
Customize	To change something to make it the way you want or suit a specific person
Debate	A formal discussion with differing opinions
Dedicated	Very committed to a task or cause
Depressing	Something that makes you feel sad
Deserve	To be worthy of something because of what you did
Design thinking	A process used to solve problems by understanding users and testing ideas
Determination	A strong decision to achieve something; not giving up until achieving a goal
Disappointed	Feeling sad when something doesn't work out
Distraction	Something that takes attention away or stops you from paying attention
Donations	Money or gifts given to help a project
Eco-friendly	Not harmful to nature
Emotions	Internal feelings like happiness, sadness, anger, or fear
Empathy	The ability to understand and share the feelings of another person
Entertainment	Fun activities like games or watching TV
Expert	A person who knows a lot about a specific subject
Fables	Short tales that teach a moral, often featuring talking animals
Face-to-face	Talking to someone directly in person rather than through technology
Fiction	Stories made up with imaginary characters
Focused	Not easily distracted; paying close attention to one thing
Folk stories	Traditional stories that often contain lessons
Frustrated	Feeling annoyed or upset due to difficulty
Gesture	A movement or action that shows emotion or intent
Global responsibility	Caring for the Earth and future generations
Growth	The process of developing or maturing personally or through experience
Historical stories	Stories based on real events from the past
Honestly	Always telling the truth; acting in a truthful and sincere way
Humans	People; men, women, and children
Ideation	The process of brainstorming or coming up with ideas

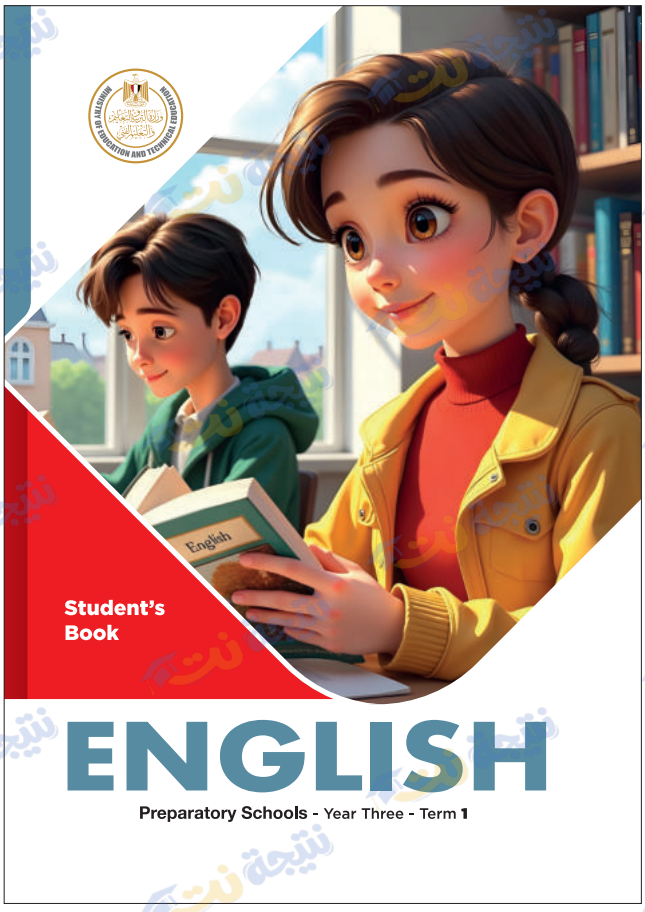
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Identity	Who a person is, encompassing background, values, and personality
In control	Being able to manage your time and choices (specifically technology use)
Individuality	The quality that makes a person different from others
Innovation	The process of invention and improvement
Initiative	Taking action without waiting for others
Instantly	Without any delay
Leader	A person who guides or is in charge of a group
Limits	The point where something stops or cannot go further
Make sense	Logically correct and easy to understand
Meaningful	Important or valuable
Mentally	Related to the mind
Misunderstanding	A failure to understand correctly; not correctly interpreted
Modern	Something new and advanced
Moral	A lesson related to what is right or wrong in behavior
Natural fertilizers	Materials used to help plants grow that come from nature
Non-fiction	True stories based on real events and real characters
Notice	To see or become aware of something
Notifications	Alerts or messages from social media or digital apps
Perfect	As good as possible; ideal
Physical	Related to the body
Point of view	A specific way of looking at or thinking about something
Practical	Effective, suitable, or useful in real situations
Problem solvers	People who create useful things to solve issues
Process	A series of steps or actions taken to achieve a result
Proposal	A plan or suggestion for others to consider
Prototype	A simple model or drawing of a design used for testing
Proud	Feeling good about success
Quit	To stop doing something because it's too hard
Realize	To become aware of something or understand a situation
Recommendations	Suggestions that something is good or suitable
Reconnect	To build a relationship again after distance or disagreement
Research	Looking for information about something
Resolve	To find a solution to a problem or conflict

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Respectful	Showing care and regard for others
Robot	A machine that can move and perform tasks
Schedule	A list of planned activities and their times
Screen time	The total time a person spends looking at screens
Scroll	To move through social media or digital content
Self-discovery	Learning more about who you are
Self-respect	Learning to accept oneself and having a high opinion of who you are
Shared	Given or used by more than one person
Shiny	Reflecting light; bright
Shocked	Feeling very surprised or upset
Siblings	Brothers and sisters
Side effects	Unexpected and usually unpleasant results
Silence	The absence of sound
Smart	Using technology wisely or being advanced
Solution	A way to solve a problem
Spark	To start or cause something to happen
Special	Valuable in a different way
Sprint	A fast process used to solve complex problems in a short time
Strength	Positive personal quality; ability to recover from difficulty
Stressed	Feeling worried or nervous
Stuck	Not able to continue reading, answering questions, etc. because something is too difficult
Stylish	Attractive in a fashionable way
Supportive	Giving help or encouragement to others
Symbol	A sign of something else
Talents	A natural ability to do something well
Tasks	Jobs or actions that need to be done
Unfair	Not treating people in an equal way
Unique	Being the only one of its kind; different from others
Useful	Helpful for learning or completing work
Values	The beliefs and principles that guide how we live
Various	Many different kinds or types
Weakness	Lack of strength or energy
Worth	Good enough to deserve the time, effort, or money

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رقم الإيداع: 9663 / 2026

الترقيم الدولي: 978-633-8475-29-1

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