English



Primary 5

Term 1

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

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

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

Name : .....

Class : .....

School : .....

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TERM 1 SCOPE AND SEQUENCE

Unit	Vocabulary	Language in Use	Skills	Life Skill(s)	Core Value(s)	Integrated Learning Activities
1. Food, Nature, and Culture	crocodile, hunt, water weeds, insects, trunk, crown, care for, selfish, shade, branch, recipe, flyer	Adverbs of frequency	**Reading:** · Texts about Nile River life, Egyptian food, and desert animals. **Writing:** · Paragraph using sequence words. · Descriptive sentences about foods and animals. **Listening:** · Dialogs and stories about river life and food culture. · Consonant cluster **Speaking:** · Describe food and animals. · Practice expressing likes and dislikes using adverbs of frequency.	Following instructions Describing details Expressing ideas clearly	Appreciation of culture Respect for nature	A restaurant flyer
2. My Healthy Body	fit, mental health, stressed, lungs, muscels, organ, blood, vessels, fist , oxygen, nutrients	Indefinite Articles (a, an) Quantifiers (some, any)	**Reading:** · Informational texts about the body, healthy habits, and the heart and blood system. **Writing:** · Reflections on personal health. · Non-fiction texts **Listening:** · Dialogs and texts about health routines and medical professionals. · One syllable words **Speaking:** · Talk about daily routines and healthy habits. · Express personal health goals and challenges.	Healthy lifestyle choices Self-awareness	Responsibility Respect for self and others	A poster about healthy habits

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Unit	Vocabulary	Language in Use	Skills	Life Skill(s)	Core Value(s)	Integrated Learning Activities
3. When Nature Changes	storm, flood, drought, wildfire, heatwave, safely, peaceful, leaped, pond, well, flies	The past simple tense in affirmative, negative, and interrogative forms, including the use of Wh-questions.	**Reading:** · Stories and non-fiction texts on extreme weather events and their effects. **Writing:** · Descriptions of past events using past simple tense. · A fiction story. **Listening:** · Conversations and stories about natural disasters and global warming. · Vowel digraph **Speaking:** · Share personal experiences with weather events. · Ask and answer questions using past simple tense.	Problem solving Coping with change Safety awareness	Responsible management of resources Empathy	A collage about nature
4. My Community	restaurant, coffee shop, bakery, supermarket, club, theme park, field, cottage, community center, barn, main square	Correct use of prepositions of time (in, on, at) to indicate specific time frames.	**Reading:** · Informational texts on community places, old vs. new cities, and Egyptian neighborhoods. **Writing:** · A narrative text in the first person. **Listening:** · Texts about various community locations and city life. · Trigraph **Speaking:** · Describe your neighborhood. · Compare places using prepositions of time and descriptive language.	Research skills Communication Observation	Sense of belonging Respect for community	A research report

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Unit	Vocabulary	Language in Use	Skills	Life Skill(s)	Core Value(s)	Integrated Learning Activities
5. Our World, Our Resources	sunlight, water, soil, fossil fuel, minerals, wind, natural resources, cotton, electricity, fertile, cargo, digger, give up, cheerfully, path, thick, load	Formation and usage of comparative adjectives.	**Reading:** · Informational texts about Egypt's natural resources and their uses. **Writing:** · Object-perspective narratives **Listening:** · Stories and factual texts about the environment and resource use. · Prefixes **Speaking:** · Talk about resource use and conservation. · Express comparisons using comparative adjectives.	· Environmental responsibility · Analytical thinking · Decision making	· Responsible management of resources · Appreciation of resources	A poster about resources
6. The Talking Earth	canoe, Earth, Everglades, swamp, Naitonal Park, alligator, owl, shell, scientist, splash	Use of expressive sentence structures and tense reflection (present vs. past) to articulate personal insights and narrative interpretation.	**Reading:** · Literary narrative exploring nature and environmental identity. **Writing:** · Creative reflections on personal and environmental themes. **Listening:** · Narrative listening for details and thematic understanding. **Speaking:** · Express emotions and personal reflections. · Discuss themes of nature, identity, and connection.	Reflection Emotional expression Creative thinking	Identity Connection with nature	-----

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A MESSAGE FROM
THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the *Primary 5 Framework for Egyptian Learners.* This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education:

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Primary 5 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook

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

Commitment to Excellence:

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

Join Us in Shaping the Future:

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

Best Regards,

The Ministry of Education and Technical Education

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Unit 1

Food, Nature, and Culture



Learning Outcomes

Speaking

- Ask and answer questions about the Nile River and the hot desert
- Use new vocabulary related to life in the Nile River and the hot desert
- Recognize and repeat consonant clusters in common words

Listening

- Identify new vocabulary related to life in the Nile River
- Answer comprehension questions based on a listening text about life in the Nile River

Reading

- Discuss the moral of a short story
- Identify the sequence of events and the end in a story
- Reorder the steps of an Egyptian food recipe

Writing

- Complete sentences using the adverbs of frequency
- Write a recipe using sequence words
- Make a flyer about your favorite restaurant

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Lesson 1

Life Along The Nile

1 Read and answer the question.

What kinds of animals and plants live in the Nile River?

2 Listen, look, and repeat.



water weeds



The Nile River



insects



hunt



crocodile

3 Read and complete the text with the words in the box.

Crocodiles - Nile - hunt - insects - water weeds

There are many rivers around the world. The (1) _____ is one of the longest rivers in the world. It is home to many different animals. (2) _____ are strong and dangerous. They (3) _____ large animals in or near the water. Small fish in the river eat (4) _____ . Birds eat (5) _____ , small fish, and plants near the river.

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Where Life Flows

4 Listen and read.

Ahmed and Laila are talking about life in the Nile River.

Ahmed : Look at the small fish in the **Nile River!** They are so colorful.

Laila : Yes! Do you know that **small fish** eat plants in the water? These are called water weeds.

Ahmed : That's interesting! What about **birds**–what do they eat?



Laila : Birds eat small fish, **insects,** and even **plants** near the river.

Ahmed : Wow! What about **big fish**?

Laila : They eat smaller fish, insects, and tiny creatures in the water.

Ahmed : And **crocodiles**–what do they eat?

Laila : They eat fish, birds, and sometimes **larger animals** that come near the water.

Ahmed : Huge crocodiles are scary! Do any animals hunt them?

Laila : Not really–they are the **kings of the Nile**!

Ahmed : It's amazing how all animals in the river find food to **survive**.

Laila : Each animal plays an important **role**–that's why we must **protect** the river.

5 Listen again and answer.

1. What do small fish look like?

.....

2. What do crocodiles eat?

.....

3. Which animals eat both plants and insects in the river?

.....

4. Why do we need to protect the Nile River?

.....

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6 Match the words to the pictures.





1 crocodile

2 The Nile River

3 hunt

4 water weeds





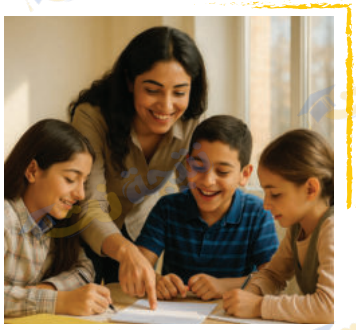
7 Read and write T (True) or F (False).

1. Crocodiles are hunted by many animals. ( )
2. The Nile River is not important for both animals and people. ( )
3. Small fish in the Nile River eat water weeds. ( )
4. Crocodiles are the kings of the Nile River. ( )
5. Big fish in the Nile River eat big animals. ( )



8 Discuss with your classmates.

1. If you were a small fish, what would be the hardest thing of living in the Nile?
2. Name things that live in the Nile.
3. What can you do to help keep the Nile clean and safe?



Think

What would happen if people harmed the Nile River? How would that affect animals and humans?

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Lesson 2

Food in the Hot Desert

1 Read and check (✔).

What animals do you think live in the desert?



a. Lions, elephants, and giraffes ☐

b. Camels, snakes, and foxes ☐

c. Fish, crocodiles, and turtles ☐

Animals in the Desert

The desert is hot and dry, but many animals live there. Snakes often eat small animals like rats or lizards. Camels live in the desert, too. They eat plants to stay strong. Lizards eat insects, which give them energy. Some animals hide under rocks to stay cool during the day. Others, like owls, come out at night when it is cooler. Each animal has an important role in the desert. They help nature stay in balance.

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

1. Snakes often eat small animals, like ..... or lizards.
   a. rats **b.** hippos **c.** camels **d.** lions
2. Camels eat ..... .
   a. plants **b.** insects **c.** birds **d.** lizards
3. Insects give lizards ..... .
   a. water **b.** energy **c.** food **d.** home
4. Each animal in the desert has an ..... role to play.
   a. simple **b.** easy **c.** important **d.** hard

3 Discuss with your classmates.

What other animals can live in the desert?



Think

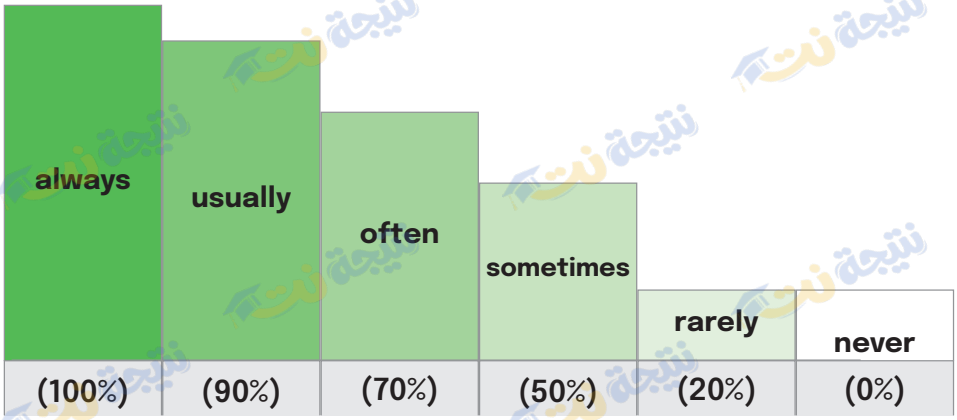
How can humans live in the desert?

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Language in use

Adverbs of Frequency

We use **adverbs of frequency** to talk about **how often** something happens.



The **adverbs** come before the **main verb** like (**eat, play, go**) and after the **verb "to be"** like (**am, is, are**).

Examples:

Snakes **never** eat plants.

Lizards are **sometimes** dangerous.

4 Put the words in the correct order to form sentences.

1. animals / Desert / food. / rarely / find /

.....

2. always / Camels / store / bodies. / their / water / in /

.....

5 Look and complete with the correct adverb of frequency.

1



90%

Camels ..... eat grass.

2



70%

Snakes ..... eat small animals like rats or lizards.

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Lesson 3

Story Time
The Giving Tree

1 Look at the picture and answer.



How do you think trees help people?



2 Look at the words in bold. Match the words to their meanings.

1 **crown**	**a.** the main, thick part of a tree supporting its branches and leaves
2 **care for**	**b.** caring for oneself only
3 **shade**	**c.** a part that grows out from a tree's trunk, where leaves grow
4 **trunk**	**d.** a dark shadow created when sunlight is blocked by something
5 **branch**	**e.** to show interest and concern for something
6 **selfish**	**f.** a special hat worn by kings or queens

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

1. The queen wore a shiny gold ..... at the ceremony.
   a. shade **b.** crown **c.** branch **d.** sail
2. We sat under the tree to rest in the ..... on a hot day.
   a. crown **b.** sail **c.** shade **d.** branch
3. Omar was so ..... He didn't want to give his toys to anyone.
   a. careful **b.** selfish **c.** old **d.** cold
4. A bird built a nest on a high ..... of the tree.
   a. crown **b.** shade **c.** sail **d.** branch

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4 Listen and read.



Once upon a time, there was a boy named Tom who loved a big, strong apple tree in his garden. Tom used the tree for everything. He made **crowns** from its leaves and ate its delicious apples. He rested in its **shade** and climbed its **trunk** with his friends. But Tom never thought about the tree's feelings or needs. He rarely gave it food or water.

Tom traveled to another place. Years passed and Tom came back home.

The tree looked sad. Its leaves **bent**, and its **branches** were weak. When Tom saw the tree, he realized that he had been **selfish**.

Tom started to **care for** the tree, watering it, and protecting it from the sun. Slowly, the tree began to become better.

Tom learned that taking care of something meant giving back, and he and the tree became the best of friends.

Think How can we care for those who help us?

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

1. The apple tree gave the boy everything. ( )
2. The boy gave the tree water and food everyday. ( )
3. When Tom came back, the tree was strong and healthy. ( )



6 Work in pairs. Read the story again and check (✔) the correct answer.

What is the moral of the story?

a. We should appreciate those who care for us. ☐

b. We should ignore people who help us. ☐

7 Complete the summary using the words in the box.

selfish - strong - apples - weak

Tom had a healthy apple tree. The tree gave Tom (1) ..... and Tom played on it. Tom traveled away and when he came back, the tree was (2) ..... . Tom knew that he was (3) ..... . So he decided to take care of the tree. The tree grew (4) ..... again.

8 Read and think.

Problem
The boy took more from the tree than he gave.

Solution
He helped the tree grow again.

Result
The tree became healthy. The boy learned to care for it like it cared for him.

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Pronunciation

1 Read and learn.

A **consonant cluster** is a sequence of two or more consonant sounds without vowels, such as **str-** in strong or **bl-** in black. They can appear at the beginning, middle, or end of words.

Examples: tree, branches, crocodiles , spring

2 Listen, look, and circle the correct word.



pant - plant



tuck - truck



drink - ink



black - back



bee - tree



crops - cups

3 Choose a cluster from the box below and fill in the blanks.

bl - cr - pl - tr - dr

__ink __ack __uck __ant __ops

4 Read the text and circle the consonant clusters.

Ahmed climbed the trunk and rested near the branches. He saw a small crocodile beside the stream, and big fish swam past swiftly. Laila smiled and drank from the spring, then watched birds perch near the bank.

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Lesson 4

Writing
Let's Make a Recipe!

1 Think and answer.



Do you like Koshari?



2 Read the text.

My Favorite Egyptian Food

Ingredients

Main Ingredients:
- 2 cups white rice
- 1 cup brown lentils
- 2 cups small pasta
- 1½ cups cooked chickpeas

Crispy onions:
- 3 large sliced onions
- 1 cup vegetable oil for frying

Sauces:
- Red sauce
- Spicy tomato sauce
- Dakka sauce

Koshari is a tasty Egyptian meal with many simple ingredients in one bowl. **First**, you need to cook rice in a pot with water. In another pot, prepare small pasta. **Then**, boil **lentils** in water. For the red sauce, fry some chopped garlic in oil, add tomato sauce, vinegar, and some spices.

You also need to make crispy onions. **First**, cut them into thin slices. **Next**, fry them in oil until they turn brown and crunchy. **After that**, put the rice in a bowl and add the pasta and lentils on top. **Then**, add some chickpeas.

Finally, pour the red sauce all over it, and put the crispy onions on top. There are two more sauces you can add for more **flavor**. One is a spicy tomato sauce, and the other is *Dakka* which is made with garlic and vinegar. This mix of foods makes Koshari very yummy. Koshari is a traditional Egyptian food.

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Tip!

When writing a recipe, organize the steps using *sequence* words like:

First, ... Then, ... After that, ..., Next,... Finally,....

3 **Let's practice sequence words using the Koshari recipe. Number the steps, then add the correct sequence word.**

a. ..... , make crispy onions: cut them into thin pieces and fry them. ☐

b. ..... , pour the red sauce all over it, and put the crispy onions on top. ☐

c. ..... , cook rice in a pot and pasta in another pot. Then boil lentils. 1

d. ..... , add spicy sauce at the end. ☐

e. ..... , put the rice in a bowl and add the pasta and lentils on top. ☐

f. ..... , fry some chopped garlic in oil and add tomato sauce. ☐

4 **Write a short paragraph explaining how to make your favorite food.**

It can be something simple like a sandwich, salad, or difficult like Basbousa.

Instructions

1. **Choose your favorite food.**
2. **Think about how it's made.**
   What happens first? What comes next?
3. **Use sequencing words to organize your steps.**
4. **Write (30-40) words showing the steps.**
5. **Add a title: "How to Make (Your food name)"**
6. **Glue or draw a picture of your favorite food.**



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First, ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

My Favorite Food

	Yes	No
I chose one favorite food.	☐	☐
I gave my writing a clear title.	☐	☐
I used sequencing words.	☐	☐
I wrote clear and complete sentences.	☐	☐
I checked my spelling.	☐	☐

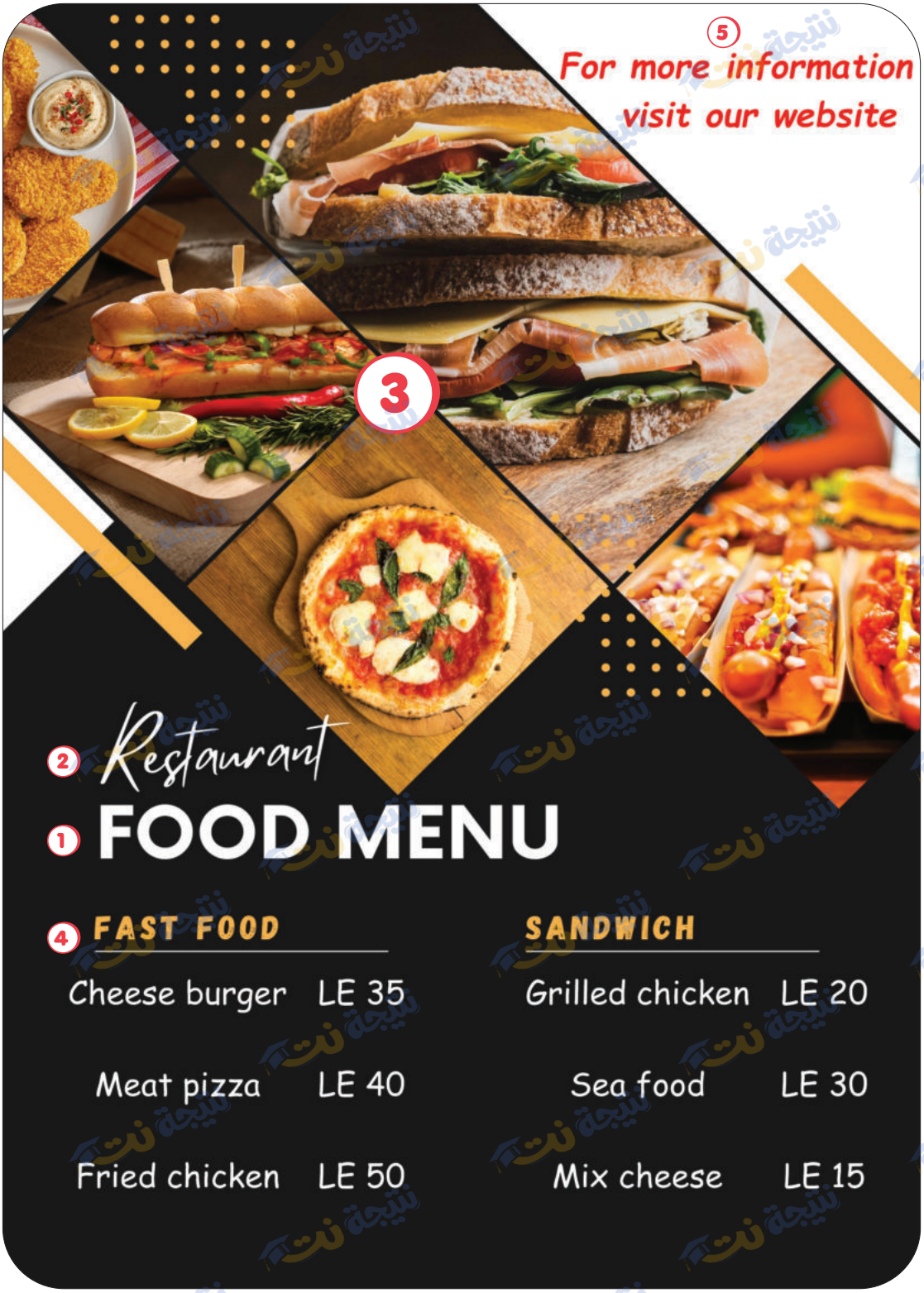
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Lesson 5

Think and Create

A Flyer

1 Look at the restaurant flyer below.



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Let's Make a Flyer!

2 When you make a flyer, make sure to …

Tip!

Remember…

① A **main heading** is the big title.

② A **sub-heading** is the smaller title.

③ An **image** is a photo or drawing.

④ A **menu** attracts customers.

⑤ A **call to action** is an invitation.

3 Make your flyer on the next page and then ask a classmate for their feedback. *Did they like it?*

1 star = poor
2 stars = fair
3 stars = good
4 stars = very good
5 stars = excellent

☆☆☆☆☆

.....

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My Restaurant Flyer!

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Quick Review

1 Complete the sentences.

1. The ..... is important to people and animals.



2. Small fish eat ..... .



3. Lizards eat ..... to get energy.



4. ..... are dangerous and scary.



5. Crocodiles ..... birds and large animals.



2 Write a paragraph of (30-40) words about your favorite Egyptian dish.

.....

.....

.....

.....

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Self - Assessment

Now I can ...

Identify vocabulary about life in the Nile River.







I got it ☐ I'm not sure ☐ I need help ☐

Say these sounds:

pl	plant	tr	truck - tree	dr	drink
bl	black	cr	crops		

I got it ☐ I'm not sure ☐ I need help ☐

Use adverbs of frequency to talk about how often something happens.

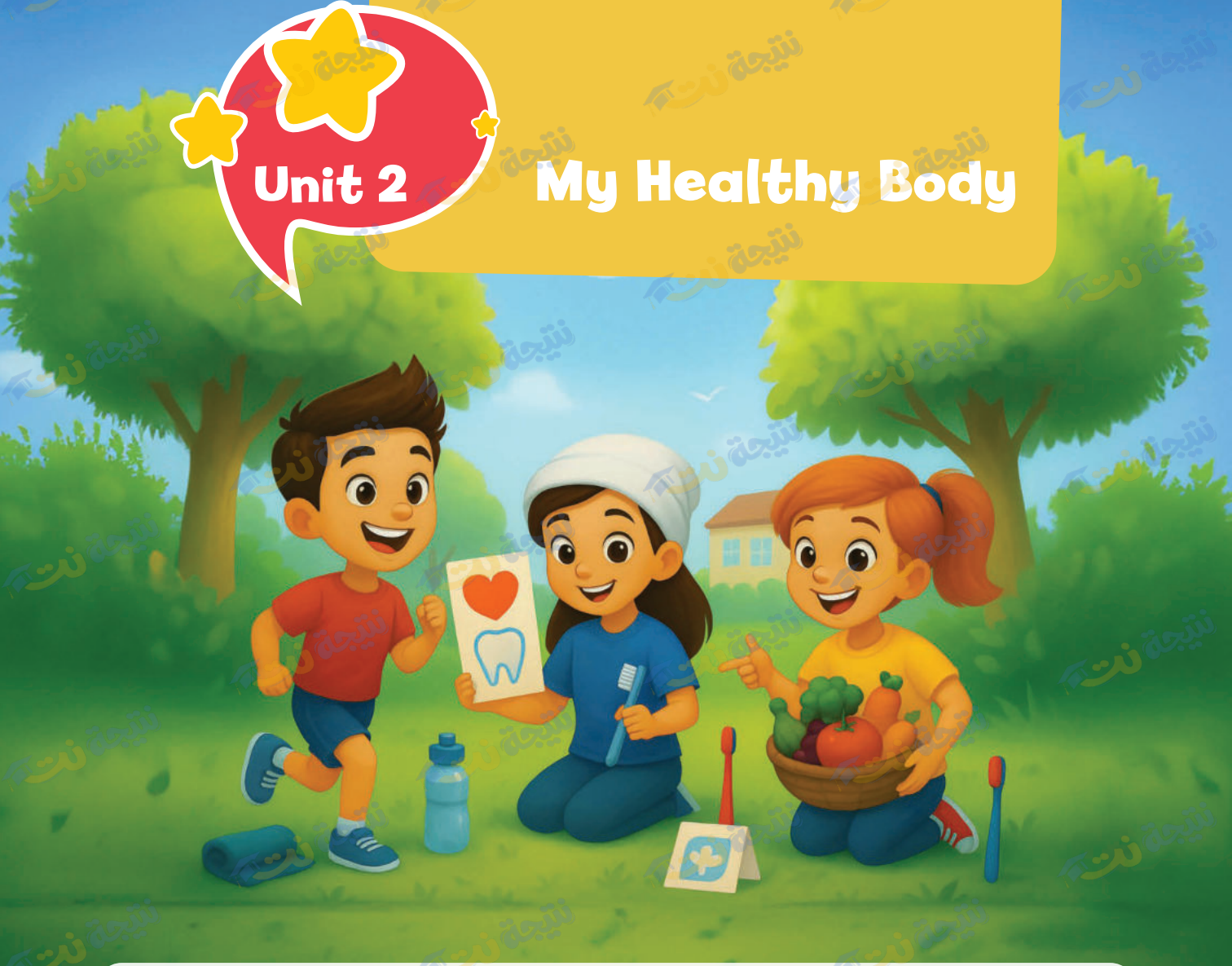
- Examples:
  - Snakes **never** eat plants.
  - Lizards are **sometimes** dangerous.

I got it ☐ I'm not sure ☐ I need help ☐

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Unit 2

My Healthy Body



Learning Outcomes

Speaking

- Ask and answer questions about healthy habits
- Talk about personal healthy habits
- Recognize and repeat one-syllable words

Listening

- Identify and understand vocabulary related to the health
- Listen to a dialog and answer comprehension questions

Reading

- Answer questions related to a text on healthy habits
- Discuss healthy habits based on the reading text

Writing

- Distinguish between countable and uncountable nouns, and apply the correct determiners in context
- Write sentences on how to stay healthy
- Write a paragraph about a healthcare giver

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Lesson 1

Sports for Better Health

1 Read and answer.

How do you take care of your health?

2 Listen and read.

"Fit, Fast, and Feeling Good"

Mazen: Mom, why is it important to play **sports**?

Mom: Well, sports help us stay healthy and make our bodies stronger.



Mazen: Oh! So if I play **football**, will I be stronger?

Mom: Yes, it makes your **heart** strong and helps your **muscles** grow. It also **increases energy**.

Mazen: What about **swimming**?

Mom: Swimming is very good, too! It makes your **lungs** strong. In fact, it helps your whole body.

Mazen: Good, but sometimes I get **tired** when I play sports.

Mom: That's normal. Try eating some fruit before you exercise to give you more energy.

Mazen: Alright. Sports make us **fit** too, right?

Mom: Exactly! **Exercise** helps you lose weight and makes your bones stronger.

Mazen: What about our **mental health**? Can sports help us with that?

Mom: Absolutely! **Exercising regularly** helps you **sleep better** and **reduces stress**.

Mazen: That's great! I think I will play sports more regularly.

Mom: How about going for a walk together?

Mazen: Now? Sure! I want to be healthy.

Think

How does playing sports help our body and mind?

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3 Listen again and answer.

1. How does **football** make you stronger?

.....

2. What should you do if you feel **tired** while playing sports?

.....

3. Why is **exercising regularly** important?

.....

4. How does **swimming** help the body?

.....

4 Match the words to their definitions.

1 **fit**	a. how you feel and think
2 **mental health**	b. the parts of your body that help you move
3 **stressed**	c. the organs in your chest that help you breathe
4 **lungs**	d. feeling unhappy or tired
5 **muscles**	e. being healthy and strong because you exercise

5 Read and discuss with your partner.

1. What sport do you want to play to make yourself stronger?

2. Why is it important for you to stay healthy?



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Lesson 2

My Habits: Then and Now

1 Read and check (✔).

What is the best way to stay healthy?



a. Eating chips and burgers. ☐

b. Watching TV all day. ☐

c. Doing some sports. ☐

2 Read the text.

Adam's Journey to a Healthier Life



Hello! I'm Adam, and I'd like to share how my **habits** have changed. In the **past,** I **woke up late** on weekends and **didn't exercise** much. **Now, I wake up early** and **exercise** every morning–it makes me feel strong and happy.

I used to watch TV all day, but **now I play football** with friends every Saturday. Before, I loved chips, burgers, and sweets. **Now, I eat more fruits and vegetables,** which give me important **vitamins.**

My favorite snacks are apples, bananas, and carrots. And I drink **water** instead of **soda.**

My family's habits changed too–we grill or bake food instead of frying like we used to do in the **past, and we eat dinner early,** followed by a walk. These changes give me more energy and help me feel better. Have you changed your habits too?

Think

What happens when we replace our unhealthy habits with healthy ones?

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

1. Adam exercised a lot in the past. ( )
2. Adam eats more fruits and vegetables now. ( )
3. In the past, Adam woke up early on weekends. ( )
4. Adam's family now eats dinner early and goes for a walk. ( )



4 Read and complete the sentences with the words in the box.

vitamins - football - bodies - soda

1. Adam plays ..... with his friends every Saturday.
2. Adam drinks a lot of water instead of ..... .
3. Fruits and vegetables give us important ..... .
4. Healthy habits are important for our ..... and minds.

5 Read, think, and answer.

1. What does Adam do every morning?
2. What is Adam's favorite snack?
3. How did Adam's family cook their food in the past?
4. What do you think about Adam's new health habits?



6 Think and discuss.



Work with your classmate.
Do you think it's easy to change your habits? Why or why not?



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Language in use

Using a/an/some/any

We use **(a)** before *singular countable nouns* starting with a consonant sound.

Example: I eat **a** banana every day.

We use **(an)** before *singular countable nouns* starting with a vowel sound.

Example: She eats **an** egg in the morning.

We use **(some)** with *plural countable nouns* or *uncountable nouns* in affirmative sentences.

Examples: I have **some** apples. She drank **some** water.

We use **(any)** with *plural countable nouns* or *uncountable nouns* in negative sentences and questions.

Examples: There aren't **any** apples left. Do you have **any** water?

7 Read and correct the mistake.

1. I have **an** watermelon. (a)
2. There is **any** milk in the fridge. ( )
3. She ate **a** apple yesterday. ( )
4. I don't have **some** food at home. ( )

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

1. Is there ..... orange juice left in the fridge?
   a. a **b.** an **c.** any **d.** some
2. She bought ..... bottle of water.
   a. a **b.** an **c.** some **d.** any
3. Omar will buy ..... apples for the picnic.
   a. a **b.** some **c.** any **d.** an

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Lesson 3

Heart and Blood

1 Look at the picture and answer the questions.



1. What do you see in the picture?
2. When does the heart beat faster?



2 Read the text.

Our Body's Super Pump!

We have an amazing body. The **heart** is one of the most important **organs** of our body. It is about the size of your **fist**. The heart's job is to **pump blood** to all parts of the body.

Blood carries **oxygen** and **nutrients** to every cell. It also takes away waste like **carbon dioxide**. The heart pumps blood through **blood vessels**, which are like small tubes.

The heart is a strong **muscle** that keeps us alive. Too much **stress** can **hurt** your heart, so it's important to keep it healthy. You can take care of your heart by eating good food, sleeping well, and drinking a lot of water.

Also, **exercise** helps your heart pump better and keeps you from getting sick. If you follow these tips, your heart will stay strong. It may be small, but it is very powerful!

Think

How do food, water, sleep, and exercise help our hearts?

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3 Match the words to their definitions.

1 organ	a. tubes that carry blood through the body
2 blood vessels	b. substances that give us energy and help our bodies grow.
3 fist	c. a body part that does a job
4 oxygen	d. a gas that we breathe
5 nutrients	e. a hand when it is tightly closed

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

1. The heart is about the size of your fist. ( )
2. Blood carries waste products like carbon dioxide. ( )
3. Water is bad for the heart. ( )
4. Blood vessels are like large tubes. ( )



5 Read, think, and answer.

1. What does the heart pump into the body?
2. Where is the heart located in our bodies?
3. How can we keep our heart healthy?



6 Work in groups. Explain.

How do good habits protect our hearts?

Share your ideas with the class.

.....

.....

.....

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Pronunciation

1 Read and learn.

- A syllable is a word part with one vowel sound. It can have one or more vowel letters but only one vowel sound.
- Words like *bread* (5 letters) and *pot* (3 letters) look different but both have one syllable because they only have one vowel sound.

Examples: arm, jump, feed, bread

Tip!

Clap It Out!

One clap for each vowel sound.

BA - NA - NA

Clap Clap Clap

Three claps!

2 Circle the word that has one syllable.

1.	basket	pencil	apple	run
2.	tree	finger	banana	rabbit
3.	fish	mother	elephant	lesson
4.	jump	eraser	happy	jacket
5.	hungry	hat	yellow	sofa

3 Listen and put the sounds in order. Then, write the word.



f - l - ea

leaf



d - ee - f



t - o - p



f - l - g - a

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Lesson 4

Writing
Life Savers in Action

1 Think and answer.

Who are the people in our community that help us take care of our health? How do they help us?

2 Read and review your answers.

Healthcare Heroes

Healthcare workers–like doctors, nurses, pharmacists, and paramedics are real-life heroes who spend their lives helping others. They work day and night to keep people healthy and treat illnesses. **Doctors** use their knowledge and skills to check patients, **diagnose** diseases, and provide treatments. Nurses often work **around the clock** to give support and care for patients.



Pharmacists play a very important role, too. They make sure patients receive the correct medicine and give advice on how to use it safely. **Paramedics** respond quickly in emergencies. They give help on the spot and take patients safely to hospitals.

Healthcare workers also help us live healthier lives as they encourage us to eat healthy meals, stay active, play sports, and stop harmful habits. These heroes work long hours with kindness. We should thank them by caring for our health and showing them respect. Healthcare workers are really our everyday heroes!

Think

How do different healthcare heroes work together to protect us?

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

1. To work **around the clock** means ..... .
   - **a.** to work in a room with a clock
   - **b.** to work for long hours without much rest
   - **c.** to work while watching a clock
   - **d.** all workers must wear a watch

2. To give help **on the spot** means ..... .
   - **a.** to help immediately
   - **b.** to help after a long time
   - **c.** to help only if asked
   - **d.** to help with advice on medicine

3. To **diagnose** means ..... .
   - **a.** to treat patients
   - **b.** to identify the cause of a problem or illness
   - **c.** to identify the emergency
   - **d.** to transport patients

4 Think and answer. How do you take care of your family when they are sick?

1. Who are the healthcare workers mentioned as everyday heroes?

.....

2. What do doctors do to help patients stay healthy?

.....

3. When do paramedics provide urgent help to patients?

.....

4. Why should we thank healthcare workers, according to the text?

.....



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Tip!

When you write a non-fiction text, ask yourself:

Is the information true?
Did I make anything up?
Is my source reliable?

Non-Fiction writing should include:

An introductory sentence, like *"My neighbor, Selim, is a doctor at our local hospital."*

Details that are all true, like *"He wears a white coat and carries a stethoscope around his neck."*

Adjectives, like *"white", "big", "kind".*

A closing sentence, like *"The work is tiring, but he's proud to be a doctor."*

5 **Choose a healthcare person and write about him/her.**

1. Where do they work?
2. How do they help us?
3. Is their work hard? Why?
4. How can we thank them?

6 **Write your text on the following page. Then, exchange it with a classmate and ask for their feedback. *Did they like it?***

1 star = poor
2 stars = fair
3 stars = good
4 stars = very good
5 stars = excellent

☆☆☆☆☆

.....

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Title: .....

Introduction: Which healthcare worker did you choose?

Body: Write about why their role is important.

Conclusion: Write a closing statement about how we can thank them.

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Lesson 5

Think and Create
A Poster

1 Create a poster about six healthy habits

Stay Healthy!

1

Wash your hands before and after eating

2

Eat fruits and vegetables regularly

3

Drink enough water daily

4

Exercise regularly

5

Sleep early and get enough rest

6

Brush your teeth daily with toothpaste

Tip!

The Elements of a Good Poster are...

1. A clear Title (to grab the attention)
2. Organized Steps (to explain)
3. Photos or drawings (to illustrate)

2 Now, work in groups to make your own poster about: Healthy Habits

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Quick Review

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

1. To be fit means to be healthy and ..... .
   - **a.** tired
   - **b.** active
   - **c.** smart
   - **d.** nervous

2. ..... are the parts of your body that help you move.
   - **a.** Heart
   - **b.** Ears
   - **c.** Skin
   - **d.** Muscles

3. Lungs are the organs in your chest that help you ..... .
   - **a.** think
   - **b.** move
   - **c.** breathe
   - **d.** eat

4. Mental health is how ..... .
   - **a.** you feel and think
   - **b.** well your body moves
   - **c.** strong your muscles are
   - **d.** how clear your vision is

5. Stressed is when you feel unhappy or ..... .
   - **a.** happy
   - **b.** pleased
   - **c.** relaxed
   - **d.** tired

2 Read and complete with a/an/some/any.

1. I want to buy ..... grapes.
2. There isn't ..... cheese in the fridge.
3. I bought ..... green notebook.
4. They played with ..... orange ball.

3 Write three habits that keep your heart healthy and strong.

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

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Self - Assessment

Now I can ...



Identify words about health.

fit - mental health - stressed - lungs - muscles

I got it ☐ I'm not sure ☐ I need help ☐



Say one-syllable words.

arm - jump - meet - bread - leaf - feed - pot - flag

I got it ☐ I'm not sure ☐ I need help ☐



Use a-an/some-any.

- Examples:
  - She eats an egg in the morning.
  - Do you have any water?

I got it ☐ I'm not sure ☐ I need help ☐

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Unit 3

When Nature Changes



Learning Outcomes

Speaking

- Describe different weather conditions
- Talk about past events using the past simple tense
- Recognize and repeat vowel digraph in common words

Listening

- Answer questions based on conversations about environmental changes
- Identify vocabulary related to weather in a listening text

Reading

- Answer comprehension questions on extreme weather conditions
- Identify elements (characters and moral) in a fictional story

Writing

- Complete sentences using the past simple tense correctly
- Write a fiction story

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Lesson 1

Weather Wonders and Warnings!

1 Look at the picture and answer.



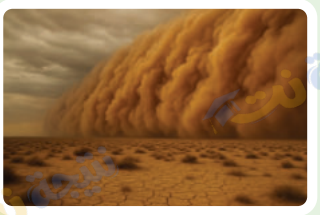
Is it safe to go outside in this weather? Why?



2 Listen, look, and repeat.



thunderstorm



sandstorm



flood



drought



wildfire



heat wave

3 Read, think, and match.

1 A wildfire ...	a. children are afraid of the lightning.
2 In a thunderstorm, ...	b. is when there's too much water covering dry land.
3 A sandstorm ...	c. is a severe wind that carries sand and dust through the air making it hard to breathe.
4 A flood ...	d. burns through forests and homes.
5 In a heat wave, ...	e. happens when there is no rain for a long time.
6 A drought ...	f. the temperature is dangerously high for days.

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When Nature Strikes!

4 Listen and read.

Mazen and Dina are talking about extreme weather.

Mazen : Dina, did you hear about the **flood** in our city last week? It was terrible.

Dina : Yes, Mazen! I saw it on the news. The water covered the streets, and many cars got **stuck**. It looked scary.

Mazen : Yes, my uncle's house was **damaged**. The water flooded his living room, and he had to stay with us for a few days.

Dina : That's so sad. I hope he's okay now. Floods are terrible. And now there's a **drought** – **no rain** in China for months! Farmers can't grow crops because there's no water.

Mazen : Yes, droughts are awful! The land gets so dry that animals can't find water. And I heard that a **wildfire** is spreading in the forest in the U.S.A.

Dina : Oh no! Is it close to the mountains?

Mazen : Yes, and it **spreads** quickly because it's dry there, and the winds are so strong. Sadly, many trees **burned** down, and animals lost their homes.

Dina : What a pity! Let's learn more about how we can stay safe and help our planet.



5 Answer the following questions about the text.

1. What happened in Mazen and Dina's city last week?

.....

2. How did the flood affect Mazen's uncle?

.....

3. Why can't farmers grow food in the US?

.....

4. What can Mazen and Dina do to help the planet?

.....

Think

How do weather changes affect people, animals, and places we know?

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6 Complete the word that describes the picture.



1. s.....



2. f.....



3. d.....

7 Read and circle the correct word.

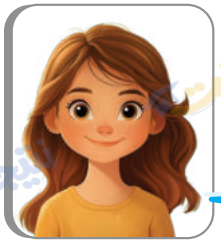
1. A lot of trees burned down in a **wildfire/drought.**
2. During a **heat wave/flood,** the weather is very hot.
3. A **thunderstorm/drought** can prevent farmers from growing food.

8 Complete the sentences using the words in the box.

damaged – spread – planet – news – stuck

1. I was ..... in my car during the flood. I couldn't move.
2. The wildfire ..... quickly in the forest.
3. I heard on the ..... that there was a bad storm in the village.
4. Medhat's house was ..... after the storm hit it.
5. To save our ....., we must keep it clean.

9 Work with your partner. Read the example and describe the pictures.



In Picture (1), there is a heat wave. The man is feeling very hot.

1



2



3



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Lesson 2

Extreme Weather in Ancient Egypt

1 Look and answer.



Do you think the weather was different in Ancient Egypt?



2 Read the text.

The Weather in Ancient Egypt

Ancient Egypt had **weather** that made farming possible, even in the desert. The Nile River gave water and rich soil, which helped crops grow. But sometimes, the weather also brought problems like floods, droughts, and sandstorms.



Floods: The Nile River **flooded** every year. The water brought **rich soil** to the land, which helped crops grow. But sometimes, the floods were too strong and **damaged** farms. **To stop this,** the Ancient Egyptians built canals and **basins** to control the water and spread it over their fields.

Droughts: **Droughts** happened when there was **not enough rain**. The Nile's water became low, and the **land became dry**. Crops could not grow. **To solve this**, the Ancient Egyptians made irrigation systems to bring water to their fields.

Sandstorms: **Sandstorms**, called *Khamsin*, brought **strong, hot winds with sand**. It was **hard to see and breathe**. People stayed inside to stay safe. **They built their homes with thick mud bricks** to protect themselves from the wind and sand.

The Ancient Egyptians didn't have modern machines, but they found **smart** ways to survive. **They worked hard,** used simple tools, and protected themselves from heat, sand, and floods.

Think

How does weather affect the way people live, both in the past and now?

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

1. The floods brought water and ..... to the land.
   a. sand **b.** rich soil **c.** rocks **d.** heat
2. Droughts made the Nile's water ..... .
   a. soil **b.** spread **c.** high **d.** low
3. The ..... protected the Ancient Egyptians from sandstorms.
   a. mud bricks **b.** wood **c.** pyramids **d.** metal
4. The Ancient Egyptians found smart ways to ..... .
   a. damage **b.** breathe **c.** grow **d.** survive

4 Read, think, and answer.

1. What did the Ancient Egyptians use to bring water to their crops during droughts?
2. What did the Ancient Egyptians do to stop the flood damage?
3. Describe the weather in Ancient Egypt.



5 Work in pairs. Discuss and role-play.



When there is a heat wave, I have cool drinks. What do you do?

I stay in the shade and wear a hat! I, also, splash water on my face to cool down. What do you do during a thunderstorm?



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Language in use

Past Simple

We use the past simple to talk about finished actions or events in the past.

Example: In Ancient Egypt, the Nile River **flooded** every year.

We use "didn't" + the infinitive form of the verb to make negative sentences in the past simple.

Example: The Ancient Egyptians **didn't have** modern tools to help them.

But with verb "to be", we put "not" *after* "was/were".

Example: Droughts happened when there **was not** enough rain.

We use "Did ...?" or "Wh-word + did ...?" +the infinitive form of the verb to make the question form.

Example: **What did** the Ancient Egyptians **do** when the river flooded?

But with verb "to be", we use "Was/Were ...?" or "Wh-word + was/were ...?".

Example: **Were** there sandstorms in the past?

6 Read and write the correct form of the word(s) between brackets.

1. They ..... **(visit)** the zoo last weekend.
2. I ..... **(am)** so excited about my trip two days ago.
3. ..... **(Do)** the teacher give us homework last Monday?
4. Why didn't you ..... **(went)** to school yesterday?

7 Re-write the following sentences in the negative form.

1. Malik watched TV early last night. .....
2. She saw a nice animal yesterday. .....
3. They were at the club a week ago. .....

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Lesson 3

Story Time
The Two Frogs

1 Look at the pictures and answer.



How do changes in weather affect our daily lives?



2 Read, look, and number.

1. A pond is an area of water, usually smaller than a lake.
2. A well is a deep hole dug in the ground to find water.
3. Flies are small insects with two thin, small wings.

a



b



c



3 Match the words to their meanings.

1 safely	a. to jump high and far in one big movement
2 leap	b. protected from danger

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4 Listen and read.



Once upon a time, in a small and quiet village, there were **two frogs who were best friends.** They lived together in a small pond near the edge of the village. The pond was their home, and they loved it very much. Every day, they had fun catching flies, swimming in the cool water, and resting under the warm sun.

One summer, **the weather became extremely hot.** The sun was strong, and the pond started to dry up. The frogs got worried. They knew they couldn't stay in the pond any longer because there wasn't enough water for them. They decided to leave the pond and look for a new home where they could live **safely**.

The two frogs **leaped** through fields and grass, looking for another pond. **After a long time, they saw a deep well.** One of the frogs said, "This well looks like a great place for us to live! The water is cool, and it's very deep. We can swim here all day."

The other frog thought for a moment and said, "The water is nice now, but what if it dries up one day? If that happens, we will get stuck at the bottom of the well, and we won't be able to get out."

The first frog thought about what his friend said, then agreed. **They decided not to live in the well.** Instead, they kept leaping and searching for a safe home.

Think

How can thinking before making a choice help us stay safe?

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

1. The two frogs lived together in a pond. ( )
2. The two frogs had a lot of fun catching fish. ( )
3. There was enough water in the pond in the summer. ( )
4. The two frogs decided to live in the well. ( )
5. The story tells us to think before we make a decision. ( )



6 Complete the summary with the words in the box.

deep - well - home

Once, there were two frogs who couldn't live in a pond any longer. So, they decided to look for a new (1)..... . After a long time, they saw a (2)..... well. One of the frogs said, "This (3)..... looks like a great place for us to live! But the other frog thought it wasn't safe. So, they searched for a better home.

7 Read, think, and answer.

1. Where was the pond?
2. Where did the two frogs go to find a new home?
3. Why did the two frogs decide not to live in the well?



8 Discuss in groups.



If you were one of the two frogs, what would you do?
Share a time when you thought carefully before making a decision.

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Pronunciation

1 Read and learn.

A **vowel digraph** is when two vowels appear together and make just one sound.

Examples:

leap: in "leap," the 'ea' makes the long 'e' sound.

flood: In "flood," the 'oo' makes a short 'u' sound.

boat: In "boat," the 'oa' makes a long 'o' sound.

2 Listen and circle the words with vowel digraphs.

read cup thumb book hot goat

feet well hear foot frog

3 Circle the vowel diagraph in the following sentences.

1. I like to eat green peas.
2. We read two books last week.
3. The gazelle leaped over the small stream.
4. The heavy flood covered the roads.

4 Fill in the blanks.

meet - boat - weak - floods

1. The ..... sailed across the lake.
2. It's nice to ..... my teacher at the break.
3. The ..... made the plants .....

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Lesson 4

Writing

Once Upon My Imagination

1 Think and answer.

Do you think gentle whispers might change things?

Lily 's flowers get sunshine!

Once upon a time, in a cozy little house, lived a girl named Lily. One sunny morning, Lily looked out her window and saw something strange. Big, fluffy clouds were floating **upside down!** "Oh no!" she cried. "How will my flowers get sunshine if the clouds are upside down?"

Lily thought hard. She remembered her grandma saying that sometimes, a gentle **whisper** could fix things. So, Lily opened her window and whispered, "Please, dear clouds, turn **right side up!**"

Slowly and magically, the clouds began to **flip**. One by one, they turned over, showing their bright, sunny sides. Lily **clapped** her hands with joy. The sun shone brightly, and the flowers smiled.

Lily knew that even big problems could be solved with a little bit of **kindness** and a gentle whisper.

Fiction

Fiction story is a made-up story created from the imagination, not based on real things that happened.

Plot

Beginning	–Meet the characters and setting
Problem	–Something goes wrong
Middle	–The character tries to fix it
Climax	–The most exciting part
Ending	–The problem is solved

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Title: .....

Beginning: (Introducing Ziad and the setting)

One day, a boy named Ziad found something strange near his house.....

.....

.....

Problem: (Describe the problem or challenge)

But then, something unexpected happened that changed everything.....

.....

.....

Middle: (Write what Ziad tried to do)

Ziad tried different ways to fix it, but nothing seemed to work at first.....

.....

.....

Climax: (Make up something exciting) *What happened????*

Just when it seemed impossible, something big happened. .....

.....

.....

Ending: (What did Ziad learn in the end?)

In the end, Ziad learned that.....

.....

.....

Think

Imagine an impossible thing like a red cat with purple wings.
Where would this cat go?

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Think and Create

A Collage

1 Read below to make your own collage.

First

Find and cut out photos of many different weather conditions.

Then

Glue them together. (the pictures are allowed to overlap)

Collage



2 Now, make your own *collage* about "Nature's Different Moods".

Ask a Friend

1. What do you think of my collage?

2. Which picture or part do you like the most? Why?

3. What is one thing you would add or change?



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Quick Review

1 Look and write.

1 

2 

3 

4 

5 

6 

2 Complete the text using the past tense of the verbs in the box.

go - enjoy - are - celebrate - is - have

Last November, I had a lot of things to do. On Tuesday, November 2nd, I ..... dinner at Grandpa's house. The food ..... delicious. On Saturday, November 6th, I ..... to a nice concert. Two days later, I ..... myself at Mariam's party. Yesterday, my family and I ..... my birthday. We ..... so happy.



3 Read and answer.

One summer, the weather became very hot. The frogs got **worried** because the pond was dry. They decided to look for a new home to live in safely.

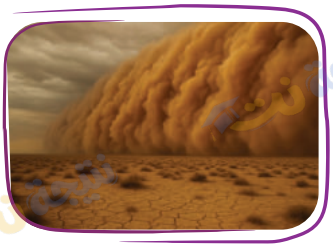
1. Where and when does the story happen?
2. What does the word **"worried"** mean?
3. What did the frogs decide to do because the pond was dry?

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Self - Assessment

Now I can ...

Identify vocabulary about extreme weather.





I got it ☐ I'm not sure ☐ I need help ☐

Say these sounds.

A **vowel digraph** is when two vowels appear together and make just one sound.

leaped **flood** **boat**

I got it ☐ I'm not sure ☐ I need help ☐

Talk about how to write fiction.

Fiction story is making up a story that is **not real**.

I got it ☐ I'm not sure ☐ I need help ☐

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Review 1

1 Read and sort the words below into their categories.

storm - crocodile - lungs - heat wave - muscles - water weeds

My Body	Extreme Weather	The Nile River
.....	.....	.....
.....	.....	.....

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

1. The ..... systems brought water to crops in Ancient Egypt.
   a. mud brick **b.** sandstorm **c.** irrigation **d.** wind
2. Exercising and sleeping enough are good for our ..... .
   a. mental health **b.** snack **c.** medicine **d.** knowledge
3. Some animals, like crocodiles, ... to get food.
   a. play **b.** keep **c.** sail **d.** hunt
4. I saw a deep ..... that was full of water last week.
   a. tool **b.** well **c.** frog **d.** sun

3 Listen and fill in the missing letters.

1. 
   - - uck
2. 
   - -ag
3. 
   br - - d
4. 
   - - ant

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4 Read and write the correct form of the word(s) between brackets.

1. Adel eats ..... (a) apple every day.
2. I don't go to the club. I ..... (always) go there.
3. My sister didn't ..... (went) to the bakery shop yesterday.
4. Hala ..... (never) plays tennis. She likes playing it.
5. I didn't buy ..... (some) toys today.
6. ..... (Was) you at school last week?

5 Re-write the sentences using the instructions between brackets.

1. He doesn't watch TV at night. (use "never")

.....

2. I drank some milk yesterday. (change to a negative statement)

.....

3. Yes, there was a new city built in Egypt last year. (change to a question)

.....

4. He never sleeps early. (use "always")

.....

5. Bananas are not good for my health. (change to a positive statement)

.....

6 Read the text and answer the questions.

Extreme weather is very different from the usual weather we see every day. It can be much stronger and more dangerous. Examples of extreme weather include heavy storms, hot heat waves, strong sandstorms, big floods, and long droughts. These weather events can damage houses, roads, and farms. People and animals may suffer when extreme weather happens. That's why it's important to learn about these events and how to stay safe during them. They can happen anywhere in the world.

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

1. Extreme weather can ..... homes and farms.

a. help **b.** damage **c.** live **d.** stay

2. The underlined word "**droughts**" means a long time without ..... .

a. food **b.** home **c.** rain **d.** air

B. Answer the following questions:

3. What is extreme weather?

.....

4. List two types of extreme weather mentioned in the text.

.....

5. Summarize the text in one sentence.

.....

7 Write a fiction story of about (30-40) words about an impossible thing.

I imagine .....

.....

.....

.....

.....

.....

.....

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Self - Assessment

Now I can ...

Identify vocabulary about life in the Nile River.



I got it ☐ I'm not sure ☐ I need help ☐

Identify vocabulary about health.

fit - mental health - stressed - lungs - muscles

I got it ☐ I'm not sure ☐ I need help ☐

Identify vocabulary about extreme weather.



I got it ☐ I'm not sure ☐ I need help ☐

Say these sounds:

pl plant tr truck - tree dr drink bl black cr crops

I got it ☐ I'm not sure ☐ I need help ☐

Say one-syllable words.

arm - jump - meet - bread - leaf - feed - pot - flag

I got it ☐ I'm not sure ☐ I need help ☐

Say these sounds:

leaped flood boat

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Unit 4 My Community



Learning Outcomes

Speaking

- Identify different places in the community
- Ask and answer questions about favorite places
- Identify trigraph sounds in spoken words

Listening

- Identify specific places by listening to descriptive passages.
- Identify vocabulary related to places in the community

Reading

- Demonstrate understanding of texts about village life and new city developments
- Demonstrate understanding of word problems

Writing

- Write a first person narrative describing a place or experience using clear structure, personal voice, and descriptive language
- Use prepositions of time in context

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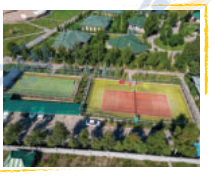
Lesson 1

Places in Our Community

1 Look, read, and check (✔) the correct picture.

Where do we play sports?





2 Listen, look, and repeat.



restaurant



coffee shop



bakery



supermarket



club



theme park

3 Read and complete the sentences using the words in the box.

bakery - restaurant - club - coffee shop - theme park - supermarket

1. At the ..... , you can go on rides.
2. If you want to buy groceries, go to the ..... .
3. The ..... is a fun place to play sports.
4. I go to the ..... to eat dinner.
5. You can buy bread and cakes at the ..... .
6. People relax and drink coffee at the ..... .

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Let's Go Out!

4 Listen and read.

Tamer and Adel talk about places in their neighborhood.

Tamer: Where do you like to go in your **neighborhood?**

Adel: I like going to the **club** to play sports, video games, and hang out with my friends. What about you?

Tamer: I usually go to the **supermarket** with my family. We have fun picking out groceries together.



Adel: That sounds nice! Where do you go when you're hungry?

Tamer: We often go to **restaurants** for dinner. My family likes to try different places every weekend.

Adel: That's cool! Personally, I like going to the **coffee shop** for coffee and cake. It's so relaxing.

Tamer: Listen, I want to get some fresh bread from the **bakery** near the park. Do you want to come with me?

Adel: Oh yes! I always buy a few loaves when I'm near there. Their bread is the best.

Tamer: Let's go this afternoon.

Adel: Great idea!

5 Listen again and answer.

1. **What does Adel do at the club with his friends?**

.....

2. **Where does Tamer usually go for dinner?**

.....

3. **What does Adel like to have at the coffee shop?**

.....

4. **When do Tamer and Adel plan to visit the bakery together?**

.....

Think

How do the places we visit help us connect with others?

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6 Listen, read, and sort the following.


restaurant


theme park


club


coffee shop

Places for Food and Drink	Places for Play
.....	.....
.....	.....

7 Read and circle the correct choice.

1. I go to the coffee shop/theme park for coffee and cake.
2. The waiter brought us a healthy meal at the supermarket/restaurant.
3. I love the smell of fresh bread when I pass by the bakery/club.

8 Complete the sentences using the correct word.

1. I train at the c ..... every weekend.
2. The t ..... p ..... has many rides.
3. My mom shops at the s ..... .

9 In pairs, discuss where you like to go.



What is your favorite place to visit in your community, and why?

I like going to the club because I can play sports there and have fun.



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Lesson 2

Egyptian Villages

1 Listen and write the word you hear under its picture.

~~field~~ - cottage - community center - barn - main square

1 

field

2 

3 

4 

5 

2 Read the text.

Life in My Village

I live in a small **village** with green **fields**, tall trees, and quiet hills. The people are friendly, and the village is full of life.



My family and I live in a cozy **cottage** near the **community center**. Every morning, I hear birds singing and see farmers working in the fields. The air is fresh, and everything feels calm.

The **main square** is the busiest place. On Saturdays, people meet there to shop at the market.

Farmers keep animals like cows, sheep, and chickens in the **barns**. I visit my uncle's barn to help feed the animals. The community center is a fun place. I meet my friends and play games there every Thursday.

At night, the village is quiet. I walk near the fields and look at the stars.

I love my village. It is a happy place to live.

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3 Answer the following questions.

1. What is the busiest part of the village?

.....

2. What is the village like at night?

.....

3. Name two animals that you can find in village barns.

.....



4. Do you think village life is better than city life? Why or why not?

.....

5. What activities would you enjoy doing in this village?

.....

4 Complete the text using the words in the box.

square - meeting - animals - cottages

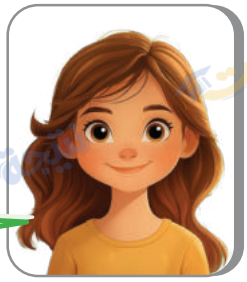
Life in a village is peaceful and simple. People live in cozy (1) ..... surrounded by green fields and fresh air. There is a market in the main (2) ..... where people buy and sell fresh fruit and vegetables. Farmers keep their (3) ..... in barns. Children have fun at the community center.

5 Work in pairs. Discuss and role-play.



Which place do you like most in the village? Why?

I like the barn because I enjoy spending time with the animals.



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Language in use

Prepositions of Time

We use "at" with *clock times*, *mealtimes*, and some *time phrases*.

Examples:

- I get up **at** **6 a.m.** every day.
- The coffee shop is very busy **at** **lunchtime**.
- **At** **night**, the village is calm and quiet.

We use "in" with parts of the day, months, seasons, and years.

Examples:

- I liked visiting my uncle **in** the **afternoons**.
- The weather is hot **in** **summer**.
- I moved to Alexandria **in** **2020**.
- **In** **December**, the weather is cold.

We use "on" with *days* and *dates*.

Examples:

- **On** **Saturdays**, everyone gathers in the community center.
- My birthday is **on** **June 8th**.

6 Write the correct prepositions of time.

1. I was born ..... March.
2. Let's meet ..... 3 p.m.
3. The party is ..... Friday.
4. I like to relax ..... the evening.

7 Read and circle the correct prepositions of time.

I really like Fridays. **In/On** Fridays, I have breakfast with my family **in/at** the morning. Then, I meet my friends at the club **in/at** lunchtime. We usually play football **at/on** 5 p.m. I see them more **in/on** summer. I go to the beach **at/in** July and celebrate my birthday **on/in** August 14th.

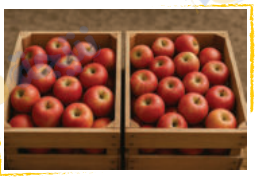
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Lesson 3

Multiply It with Words!

1 Think and solve.

A farmer has 4 boxes of apples. If each box has 32 apples, then how many apples does the farmer have in total?



First, we need to understand the question.
- How many apples? - How many boxes?

Then, we put the double-digit on the top, and the single-digit on the bottom.

Finally, we multiply!

Step 1: Multiply the ones with 4.

So, 2 ones x 4 ones = 8 ones

	tens	ones
	3	2
x		4
	1 2	8

Step 2: Multiply the tens with 4.

So, 3 tens x 4 ones = 12 tens

Problem: 32 x 4 = ?
Solution: = 128
Answer: = 128 apples

2 It's easy! Now, try. Solve the following math problem.

A farmer has 3 baskets. Each basket contains 22 oranges. How many oranges does the farmer have in total?

	...	2
x		3
	6	...

Problem: x = ?
Solution: =
Answer: =

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Pronunciation

1 Read and learn.

A trigraph is a group of three letters that represents a single sound.

The trigraph "dge" sounds like "j".

Example: "bridge" is pronounced "brij"

The trigraph "tch" sounds like "ch"

Example: "match" is pronounced "mach"

The trigraph "igh" sounds like "i"

Example: "right" is pronounced "rite"

2 Listen, look, and fill in the missing trigraph.

igh - dge - tch

1 

bri - - -

2 

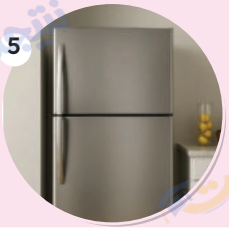
ma - - -

3 

r - - - t

4 

fl - - - t

5 

fri - - -

6 

wa - - -

3 Listen and circle the word that has the trigraph you hear.

1. flight - near - witch
2. bright - pure - fridge
3. chair - fair - watch

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Lesson 4

Writing
The New Administrative Capital

1 Think and answer.

Why do you think Egypt is building new cities?

Egypt's New City



Egypt builds new cities almost everywhere. My family and I live in the New Administrative Capital, 45 km east of Cairo. It's a new city that helps **reduce crowding** in Cairo. The city is designed to be very **smart**. Modern technology is used to manage roads, water, energy, and almost everything.

The city has green areas everywhere. It has also **government** offices and important buildings. The city where I live has the tallest building in Africa, the **Iconic Tower**, and a new airport!

The Iconic Tower is 385 meters high and has 80 floors. It is made of strong glass and **steel**. From the top, I can see the whole city!

People here can find great jobs and have a peaceful life. It is my favorite city in Egypt.

2 Read, think, and answer.

1. Where is the New Administrative Capital located?
2. How does it help Egypt?
3. What is modern technology used for?
4. How tall is the Iconic Tower?

Think

What makes a place feel like home?

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3 Complete using the words in bold on the previous page.

1. The city is very ..... It uses technology everywhere.
2. Builders often use strong ..... to build towers.
3. We try to ..... crowding to keep us safe, healthy, and comfortable.

Tip!

Writing a Narrative Text in the First Person

1. **First Person** :Use "I", "me", "my"
2. **Setting** : Where is your story happening?
3. **Goal Setting** : What do you want to do?
4. **Description** : Use the 5 senses and other adjectives.
5. **Ending** : How does the story finish?

The word "narrative" comes from *"narration"* or *"telling a story"*. But, don't forget that a good story is one that readers can see in their minds (imagine). Good writers use a lot of description to do this.

4 On the next page, write a narrative text about a city/village that you like.

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Title: .....

Introduction: Write and describe your city/village.

.....

.....

.....

.....

.....

Paragraph 1: Write about why it's so great.

.....

.....

.....

.....

.....

Paragraph 2: Add other details and descriptions.

.....

.....

.....

.....

.....

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Conclusion: Write about why it's your favorite place in Egypt.

.....

.....

.....

.....

.....

-End-

Let's Draw!

Show us the city/village you chose to write about.



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Lesson 5

Think and Create

Research

Learn!

Why Do We Research Anything?

That's easy! We research to learn something new–something we didn't know before.

Steps

Look at the model, below.

Here are four easy steps to get you started.	Example
1. Pick a topic.	1. The Pyramids.
2. Ask a question (?)	2. When were they built?
3. Look for information.	3. Built between 2600 and 2500 BC, in Giza. Khofu, Khafre, Menkaure.
4. Organize what you find.	4. List the information in complete sentences.

1 Now, it's your turn. Research: The Platypus.

My Research

Topic : The Platypus

Ask a question : .....

Look for information : .....

.....

.....

Organize what you find: *(What new thing did you learn?)* .....

.....

.....

.....

.....

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Quick Review

1 Read and match.

1 We can relax and drink coffee at a ...	a. bakery.
2 We can buy groceries at a ...	b. theme park.
3 We can eat dinner at a ...	c. supermarket.
4 We can go on rides at a ...	d. coffee shop.
5 We can buy bread and cakes at a ...	e. restaurant.

2 Read and correct the prepositions of time.

1. I travel to Aswan on February.

.....

2. My dad watches TV on night.

.....

3. We go to the club in Fridays.

.....

4. Salma was born at 2012.

.....

5. My sister's birthday is in May 17th.

.....

6. The restaurant closes on 10 p.m.

.....

3 Read, think, and answer.

1. Where do farmers grow food?

.....

2. What do you like about the village/city where you live?

.....



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Self - Assessment

Now I can ...

Identify vocabulary about places in my community.








I got it ☐ I'm not sure ☐ I need help ☐

Say these trigraphs.

igh right - flight dge bridge - fridge tch match - watch

I got it ☐ I'm not sure ☐ I need help ☐

Use prepositions of time.

Examples:

- I wake up **at** 6 a.m. every day.
- The weather is hot **in** summer.
- My birthday is **on** June 18th.

I got it ☐ I'm not sure ☐ I need help ☐

Write a narrative text.

I got it ☐ I'm not sure ☐ I need help ☐

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Unit 5

Our World, Our Resources



Learning Outcomes

Speaking

- Ask and answer questions about natural resources in Egypt
- Discuss the importance of natural resources
- Identify the stressed syllable in words with prefixes

Listening

- Listen to a dialog and answer comprehension questions
- Identify vocabulary related to natural resources

Reading

- Demonstrate understanding by answering comprehension questions on a text about natural resources
- Identify and understand vocabulary related to natural resources

Writing

- Complete sentences using comparative adjectives
- Write a descriptive paragraph about natural resources and ways to conserve them

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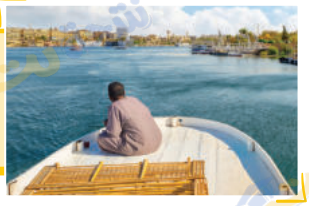
Lesson 1

The Gifts of Nature

1 Look at the picture and answer.



Which natural resource can you see?
Why is it important?



2 Listen, look, and repeat.





sunlight



fossil fuel



water



soil



minerals



wind

3 Match the words to their definitions.

1 natural resources	**a.** a soft, white plant that is used to make fabric
2 fertile	**b.** the energy used to power homes and machines
3 minerals	**c.** crystals and metals, like gold and copper
4 electricity	**d.** a land with rich soil to grow food
5 cotton	**e.** things from nature that help us live

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Treasures of Egypt

4 Listen and read.

Mr. Hani and his students are discussing natural resources.

Mr. Hani : Good morning, class! Today, we will talk about **natural resources**. Do you know what natural resources are?

Ali : Yes! They are things **we find in nature**, like **water** and **trees**.

Mr. Hani : Very good! Natural resources help us in our daily lives. Can you name a natural resource we can find in Egypt?

Mona : The **Nile River**! It provides water for drinking and farming.

Mr. Hani : Excellent! The Nile is the most important water resource in Egypt. What other treasures does Egypt have?

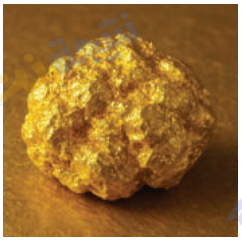
Ali : We have **oil** and **natural gas**. My uncle works for an oil company.

Mr. Hani : That's right! Oil and natural gas are used to make **fuel** and **electricity**. What about farming?

Mona : We grow **cotton**, **wheat**, and many kinds of **fruit**.

Mr. Hani : Well done! The **fertile** land along the Nile and in the Delta region helps us grow food.

Ali : I read that Egypt has **minerals**, too, like **gold**!



Mr. Hani : That's right! Egypt's deserts contain gold, **iron**, and other minerals, as well.

Mona : They're used to make jewelry, make buildings, and help our country grow.

Mr. Hani : Well done, class.

5 Listen again and answer the questions.

1. What are natural resources?

.....

2. Where can we find gold in Egypt?

.....

3. What do we grow in Egypt?

.....

Think

Why must we use natural resources wisely?

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6 Look and write using the words in the box.

sunlight – fossil fuel – minerals – soil

1 
.....

2 
.....

3 
.....

4 
.....

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

1. The Nile River is the most important ..... resource in Egypt.
   a. wind **b.** water **c.** sand **d.** oil
2. Egypt's land along the Nile is ....., so we can grow food.
   a. fertile **b.** poor **c.** dry **d.** wise
3. Natural resources like minerals help our country ..... .
   a. sleep **b.** play **c.** write **d.** grow
4. Egypt's deserts contain many ....., such as gold and iron.
   a. companies **b.** crops **c.** minerals **d.** secrets

8 Read the text again. Who said these sentences?

Mr. Hani - Ali - Mona

1. Minerals are used to make jewelry and make new buildings .....
2. The Nile is the most important water resource in Egypt .....
3. Natural resources are things found in nature .....

9 Draw and discuss.

Draw a picture of one natural resource in Egypt.

a. How is it used?

.....

b. Why is it important?

.....



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Lesson 2

Metals and Minerals in Our World

1 Look and answer.

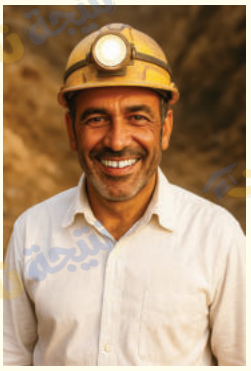


Have you ever seen a real crystal or mineral?



2 Read the text.

Hidden Treasures



Under the earth, we find precious **mineral resources** like **gold**, **diamond**, **copper**, and **iron**. These are used every day to make important things.

Gold is soft, shiny, and easy to shape. People use it for **coins** and **jewelry**. I love gold rings!

Diamond is a **rare mineral**–even **more valuable** than gold!

Copper is a **strong metal** which we use for **electrical wires**, **pipes**, and **tools**. It's cheaper than gold. Egypt gets most of its copper and gold from the Eastern Desert.

Iron is super strong. It helps **make cars**, **ships**, **airplanes**, and **bridges**. It's found in many places in Egypt.

To get minerals, **miners** dig deep into the ground. But minerals are **non-renewable**–they take **millions of years to form**! So we must use them wisely and never waste them.

Think

What minerals or metals would you like to work with?

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3 Answer with T (True) or F (False).

1. We find metals and minerals underground. ( )
2. Iron is weak and breaks easily. ( )
3. Jewelry is made of gold. ( )
4. Minerals take a few months to develop. ( )



4 Read and complete the text using the words in the box.

Copper - mineral resources - non-renewable

Minerals are precious materials that we find underground. Gold, diamond, copper, and iron are all (1) ..... . Each one is special. Gold is soft and shiny, perfect for jewelry. (2) ..... is great for wires. Iron is strong and used to make cars and ships. Metals and minerals are (3) ....., so we must use them wisely.

5 Read, think, and answer.

1. **Why does real jewelry cost so much money?**
2. **What do we use to make electrical wires?**
3. **How do we get mineral resources?**



6 Work in pairs. Discuss and role-play.



How can we save non-renewable resources?

We can switch off unused lights, fans, and chargers to save energy.



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Language in use

Comparative Adjectives

Comparative adjectives are used to compare two people, things, animals, etc.

1. **With *short* adjectives (1 syllable), *add -er + "than".***
   Example: Gold is cheap**er than** diamond.
2. **Adjectives ending in *-y*, *change -y* to *-i* and *add -er + "than".***
   Example: Amira is **happier** than Mohamed.
3. **With most *long* adjectives (2+ syllables), *use "more"* or *"less"* before the adjective and *"than"* after.**
   Example: Diamond is **more valuable than gold**.

Some adjectives have *irregular* comparative forms.

Adjective	*Comparative*
good	better *than*
bad	worse *than*
little	less *than*
many/much	more *than*

Example: This test is **better** *than* the last one.

7 Read and write the correct form of the word(s) between brackets.

1. The orange tree is ..... **(tall)** than the apple tree.
2. Copper is ..... **(valuable)** than diamond.
3. Books are ..... **(good)** than movies.

8 Make sentences using the correct comparative form of the adjectives between brackets.

Example: Ali - Omar **(tall)**
Ali is taller than Omar.

1. winter - summer **(cold)**
.....
2. your new tablet - your old tablet **(good)**
.....
3. copper - gold **(useful)**
.....

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Story Time
"Just Watch!"—a Story by the Little Digger

1 Listen and read.

Everyone admired the big ship. It was huge, and proud as it sailed across the ocean. I was just a little **digger** on the shore–not big, not popular–but always ready to help.



One morning, I watched the big ship come close to shore to **load** some **cargo**. But then, something went wrong. It got too close and got stuck in the **thick**, heavy mud.

The ship tried and tried to move, but it couldn't. Other big machines rushed to help, but none of them could pull it out. Then I saw everyone starting to **give up**. "I can help!" I said.

The big machines stared at me and laughed. "You? You're so small!" But I didn't let that bother me. I smiled and said, "Just watch!"

I got to work right away, digging carefully around the ship and clearing the mud. It took a long time, but I didn't stop. Finally, the **path** was clear, and the big ship floated free!

The ship looked at me, amazed. "Thank you, little digger! I didn't think someone so small could help me." I smiled again and said, "Size doesn't matter. What matters is using your strength to help others."

Think What makes someone *really* strong?

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2 Match the words in bold to their definitions.

1 **cargo**	**a.** to stop trying
2 **digger**	**b.** something that is not thin
3 **give up**	**c.** a route or way for traveling
4 **path**	**d.** goods which are carried by a large ship
5 **thick**	**e.** to put things onto ships
6 **load**	**f.** a machine or tool used for digging

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

1. The digger was bigger than the ship. ( )
2. The big ship did not get stuck in the mud. ( )
3. Other big machines pulled the ship out of the mud. ( )
4. The little digger helped the big ship. ( )
5. The big ship was grateful and thanked the little digger. ( )
6. The little digger said that size matters. ( )



4 Answer the following questions.

1. Why did the big ship get stuck?
2. Who tried to help the big ship but failed?
3. Why did the big machines laugh when the little digger offered to help?
4. Why did the big ship and the little digger become best friends?
5. What do we learn from the story?



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Pronunciation

1 Read and learn.

A **prefix** is a group of letters that is added **before a word** to change its meaning.

- The prefix **"dis-"** means **"not"**.
- The prefix **"bi-"** means **"two"**.
- The prefix **"mis-"** means **"wrongly"**.
- If the base word has one syllable, the *stress* is on the base word.
- If the base word has two syllables, the stress is often on the prefix.

2 Listen, repeat, and underline the stressed syllable in the words in bold.

1 nesessary

I always **misspell** the word "necessary".

2



I often **misplace** my glasses.

3



I rode my **bicycle** to the park yesterday.

4



He **dislikes** playing football.

3 Complete the sentences using the words in Exercise 2.

1. My old ..... was red.
2. I ..... my book. Now, I can't find it.
3. She ..... traveling by plane. she is scared of heights.
4. Check your homework so you don't ..... any words.

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Lesson 4

Writing
Who Am I?

1 Think about the following question.

If you were water, what would you say?

2 Read and review your answers.

I Am Water



I am water. You might see me in a glass, a river, a cloud, or a **tear**. I can be quiet and still, or wild and crashing. I sleep in lakes and dance in the rain.

People drink me when they're thirsty, **bathe** in me when they're dirty and cry me when they're hurt. Plants need me, animals search for me, and without me–life would stop.

Sometimes, I help. I clean. I cool. I grow things.

Sometimes, I **destroy**. I flood. I freeze. I fall too hard.

But I never stop moving. I am always part of something greater–clouds, oceans, even **sweat**.

I am water. I have no shape, but I can shape the world.

Think

What percentage of our bodies is made up of water?

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Learn!

Writing Object-Perspective Narratives

1. **First Person** :Use "I", "me", "my" with number 2.
2. **Non-living thing** : What are you? *(Water? Copper? Oil?)*
3. **Description** : Use the 5 senses and other adjectives.
4. **Ending** : Why are you important?

This type of writing where non-human things like objects, animals, or natural resources *"speak"* improves your creativity, and improves your *descriptive writing* skills.

Example: **I Am Gold**

I sleep deep under the earth, hidden and quiet. People search for me, dream about me, and admire me. I sit in the crowns of kings and the rings of queens. I am soft and beautiful. I am treasured because I am valuable. I am gold.

3 **Choose another natural resource. Write your own Object-Perspective Narrative about it, write (40-60) words.**

Title: .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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Lesson 5

Think and Create
A Poster

Art Time!

Gold is a valuable resource. What do *you* consider valuable in your life?

Family? Friends? Pets? Teachers?

Create a poster titled "My Gold" and draw/glue pictures of the people and things that are valuable to *you*.

1 Make a Poster: "My Gold"

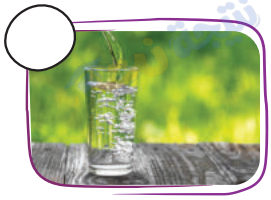
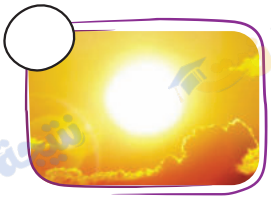
"My Gold"

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Quick Review

1 Read, look, and number.

1 minerals
2 wind
3 sunlight
4 fossil fuel
5 water
6 soil





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

1. This test is ..... than the last one.
   a. well **b.** better **c.** more good **d.** good

2. She has ..... books than her brother.
   a. many **b.** more **c.** much **d.** most

3. The movie was ..... than I expected.
   a. more exciting **b.** excited **c.** exciting **d.** most exciting

4. He is ..... at math than his sister.
   a. worse **b.** bad **c.** more bad **d.** the worst

3 Write three ways to keep our natural resources safe.

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

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Self - Assessment

Now I can ...

Identify vocabulary about natural resources.



I got it ☐ I'm not sure ☐ I need help ☐

Say these prefixes:

The prefix "dis-"	→	dislike
The prefix "bi-"	→	bicycle
The prefix "mis-"	→	mistake

I got it ☐ I'm not sure ☐ I need help ☐

Compare two people, things, or animals.

Examples:

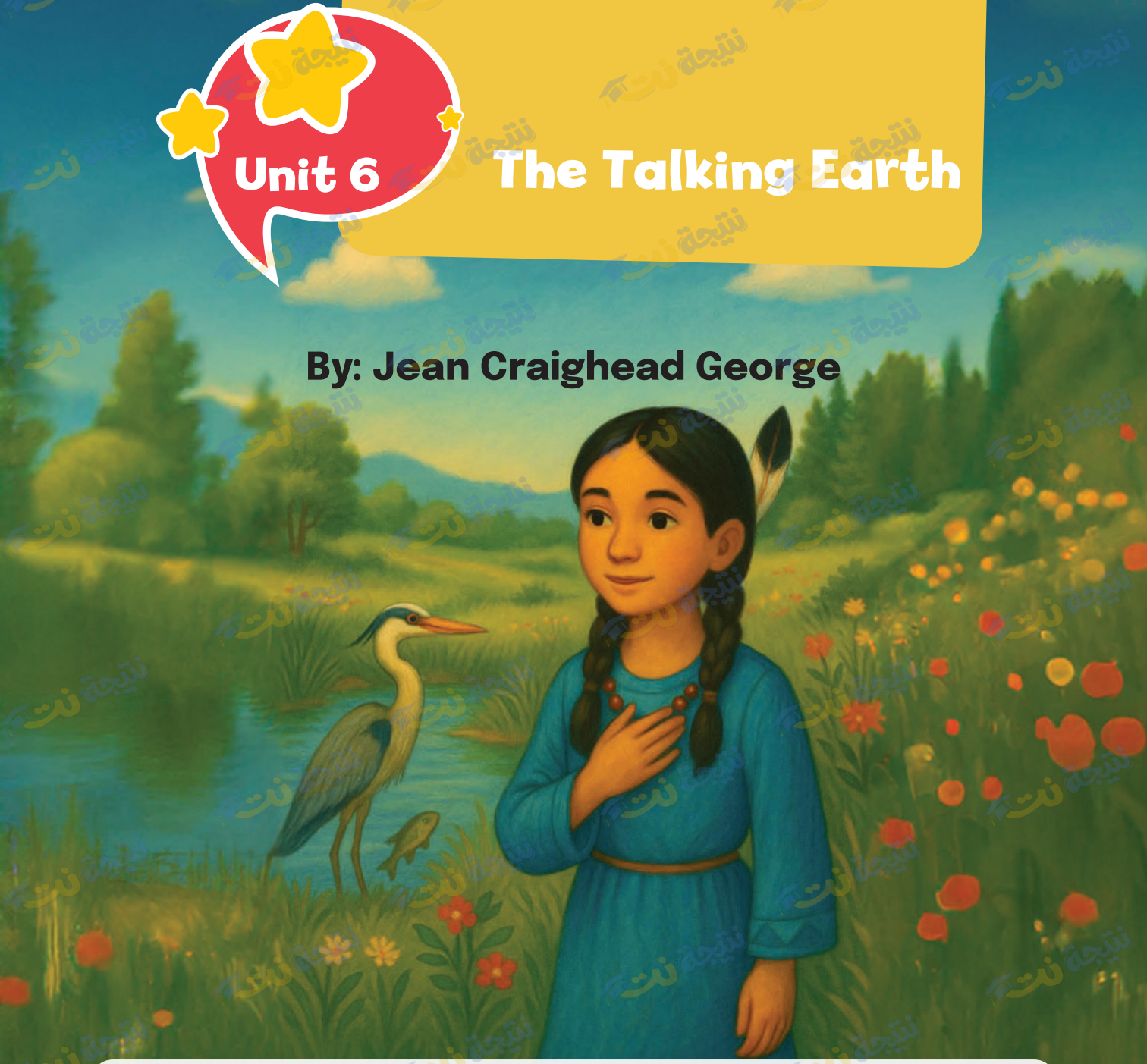
- Gold is **cheaper than** diamond.
- Diamond is **more valuable** than gold.
- This test is **worse than** the last one.

I got it ☐ I'm not sure ☐ I need help ☐

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Unit 6 The Talking Earth

By: Jean Craighead George



Learning Outcomes

Speaking

- Ask and answer questions about the story

Writing

- Rewrite the story from the heroine's perspective, demonstrating comprehension, and creative narrative skills

Reading

- Answer comprehension questions about the story
- Analyze the elements of the story
- Answer critical thinking questions about the story

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Story Vocabulary



canoe



The Earth



Everglades



alligator



owl



National Park



shell



scientist



swamp



splash

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Definitions

native	the first person who lived in a place
tribe	a group of people who live together and share the same language, culture, and history
elders	older people who are wise and respected
shelter	a safe place that protects someone from bad weather or danger
survive	to stay alive, especially in dangerous situations
attack	to try to hurt someone
struggle	to have a hard time doing something
wisdom	using what you know to make good choices
disappointed	feeling sad because something didn't happen as expected
hoot	the sound an owl makes
the wild	a place in nature where animals and plants live freely
pack	put things together to carry or take with you
swamp	wet, muddy area of land that has a lot of water, trees, and plants

Characters

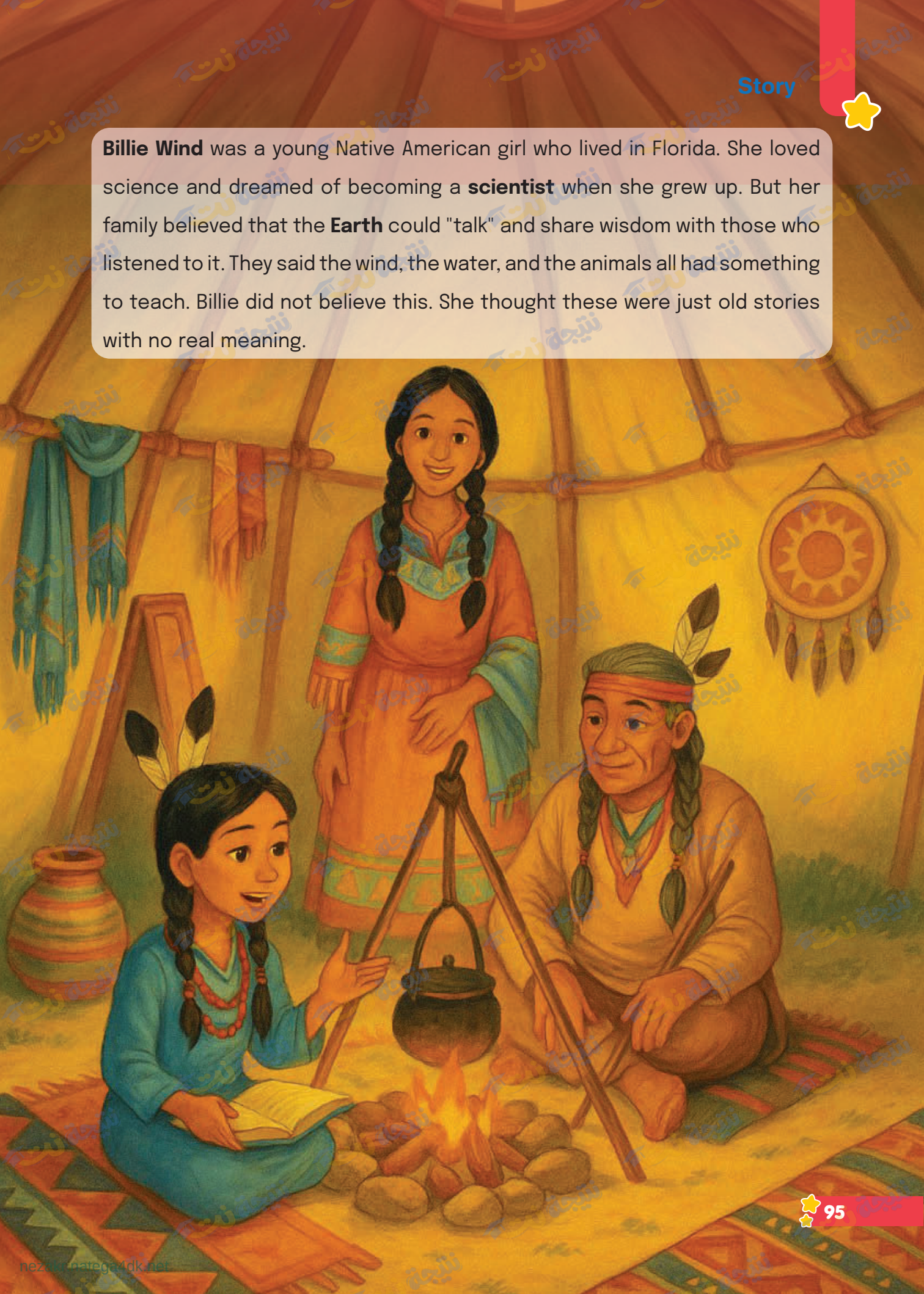

Billie Wind


Billie's family


The elders

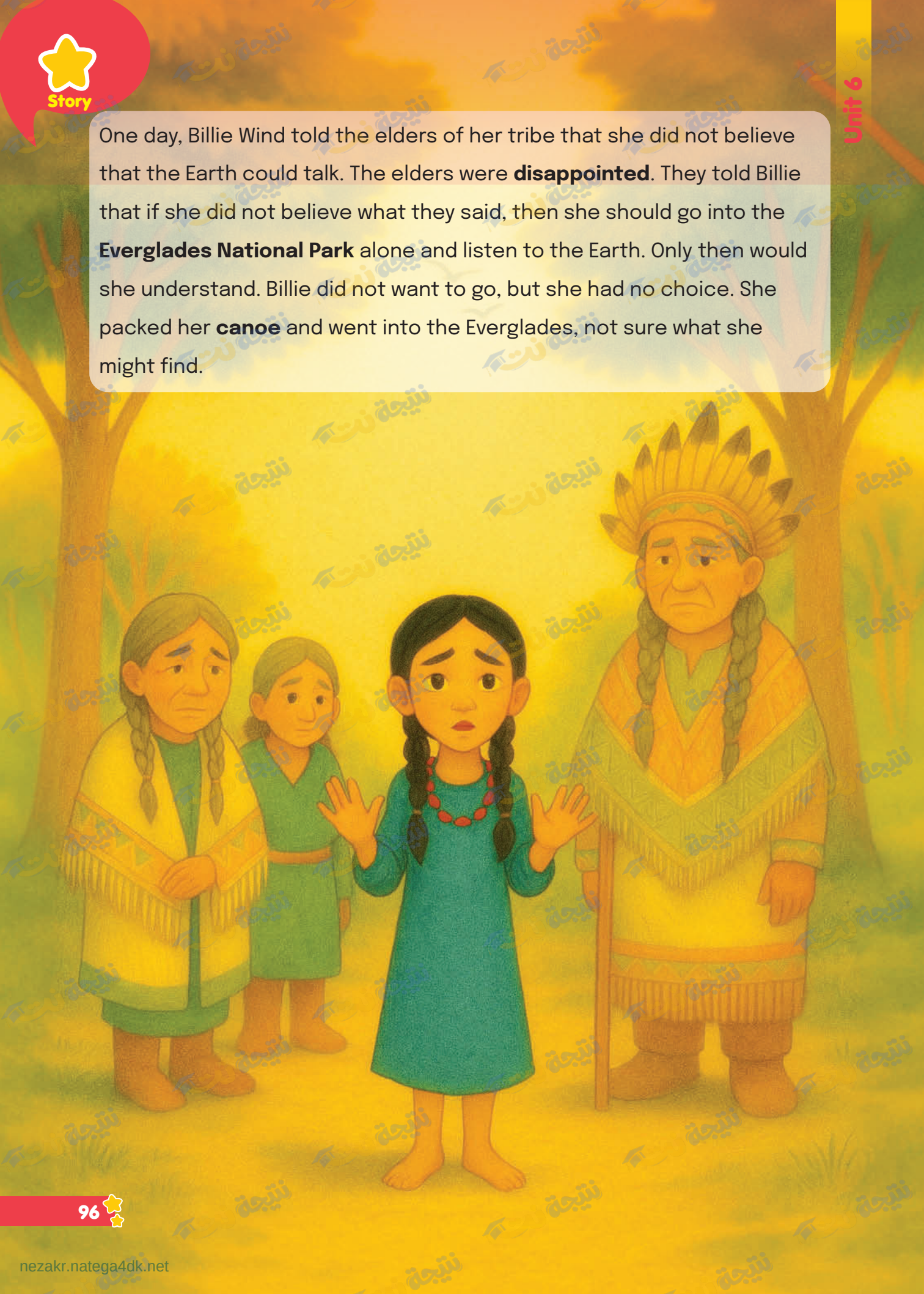
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Billie Wind was a young Native American girl who lived in Florida. She loved science and dreamed of becoming a **scientist** when she grew up. But her family believed that the **Earth** could "talk" and share wisdom with those who listened to it. They said the wind, the water, and the animals all had something to teach. Billie did not believe this. She thought these were just old stories with no real meaning.



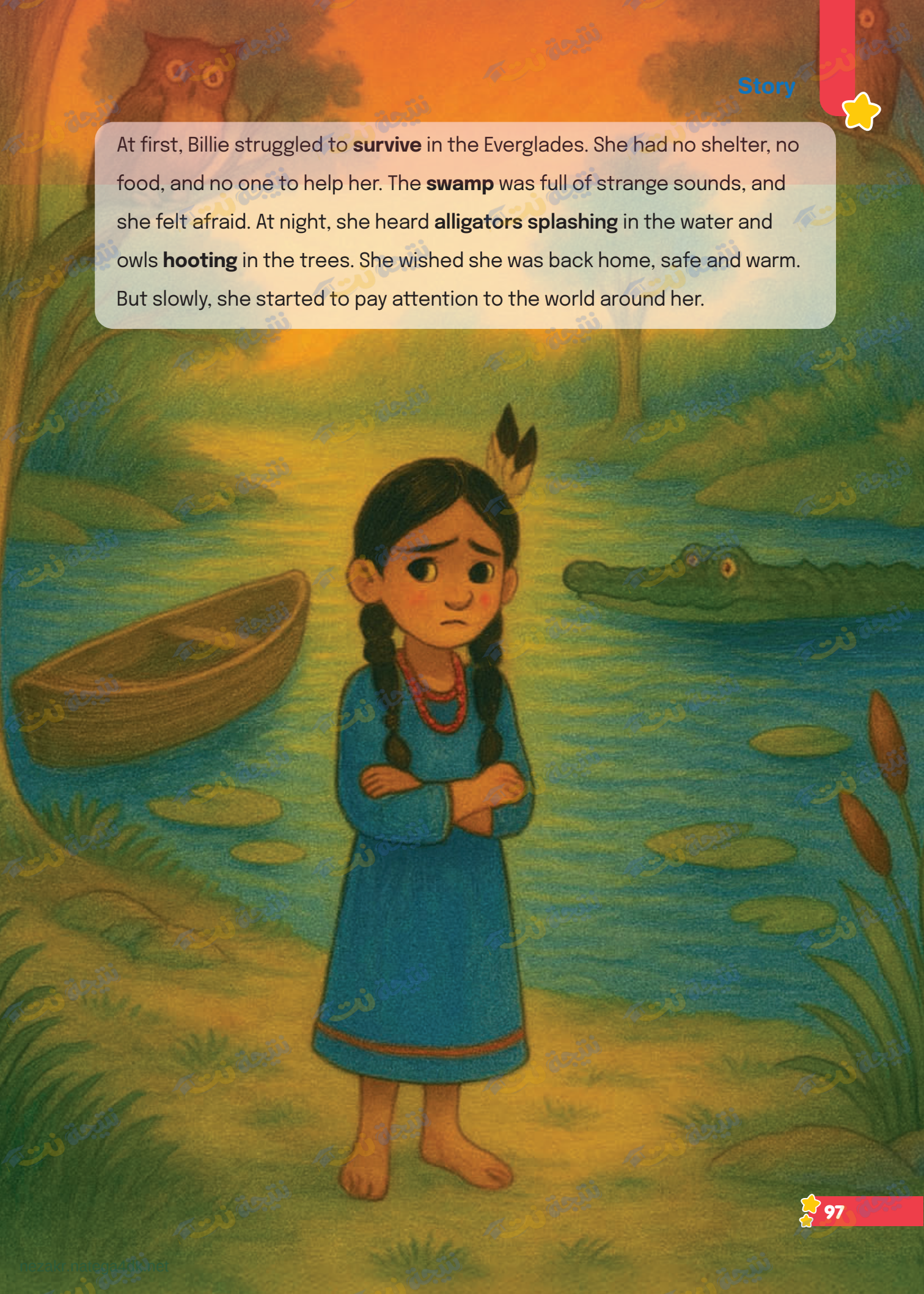
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One day, Billie Wind told the elders of her tribe that she did not believe that the Earth could talk. The elders were **disappointed**. They told Billie that if she did not believe what they said, then she should go into the **Everglades National Park** alone and listen to the Earth. Only then would she understand. Billie did not want to go, but she had no choice. She packed her **canoe** and went into the Everglades, not sure what she might find.



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At first, Billie struggled to **survive** in the Everglades. She had no shelter, no food, and no one to help her. The **swamp** was full of strange sounds, and she felt afraid. At night, she heard **alligators splashing** in the water and owls **hooting** in the trees. She wished she was back home, safe and warm. But slowly, she started to pay attention to the world around her.

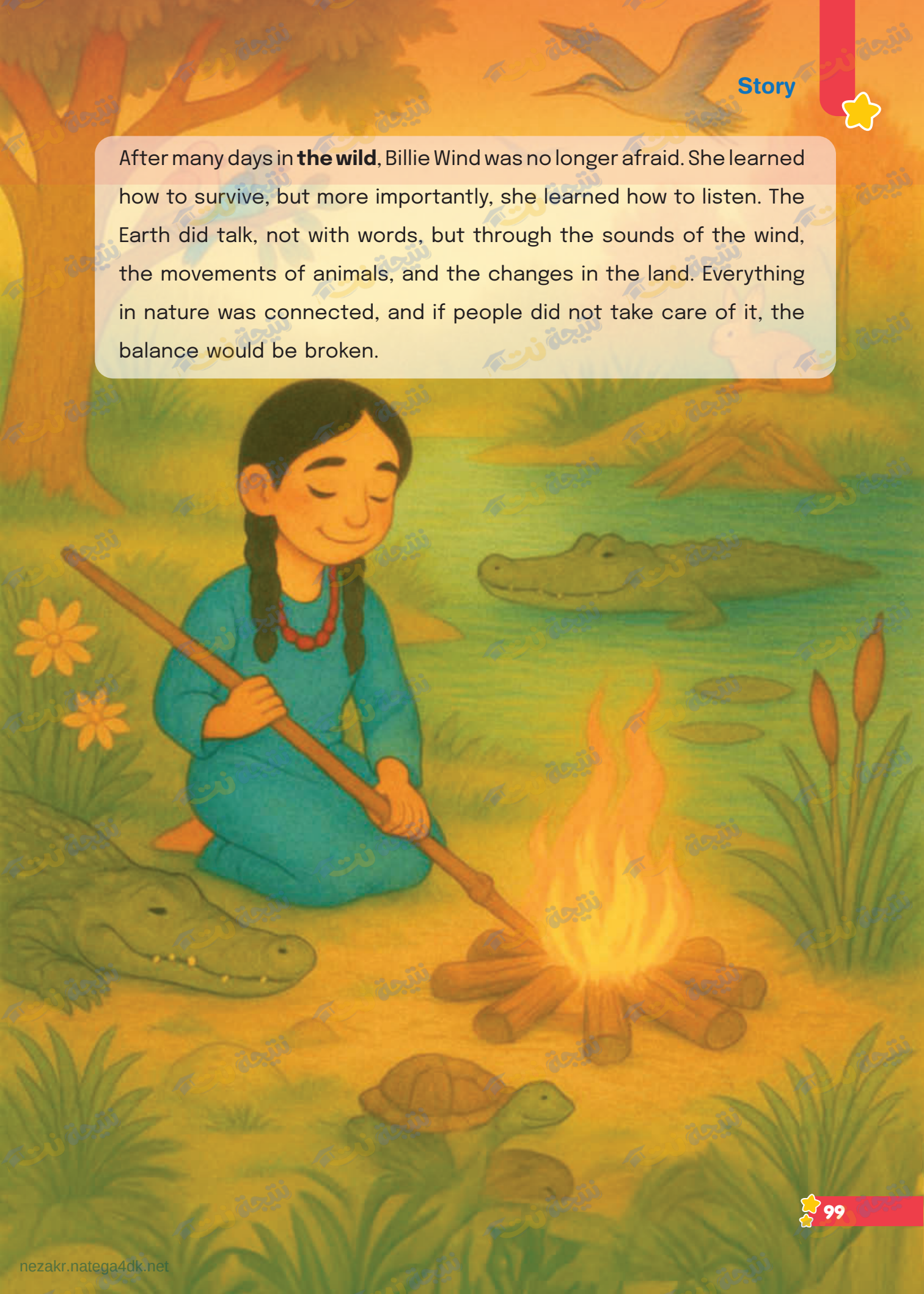


She watched the animals closely and saw how they **survived**. The **alligators** waited patiently for their food instead of wasting energy. The **turtles** hid in their **shells** when danger was near. The birds warned each other when an animal came to **attack**. Billie realized that nature had its own way of teaching. She learned how to catch fish, make a fire, and find shelter, just like the animals did.



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After many days in **the wild**, Billie Wind was no longer afraid. She learned how to survive, but more importantly, she learned how to listen. The Earth did talk, not with words, but through the sounds of the wind, the movements of animals, and the changes in the land. Everything in nature was connected, and if people did not take care of it, the balance would be broken.



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Story

Characters

1 Look, read, and match.


1


2


3

(a) Billie's family (b) The elders (c) Billie Wind

2 Read the descriptions. Then, write the correct character.

1. They believed that the Earth could talk and share wisdom.

.....

2. She learned how to catch fish, make a fire, and find shelter.

.....

3. They told Billie to go into the Everglades National Park alone and listen to the Earth.

.....

3 Crack the code to find the hidden message.

Have Fun!

CODE BREAKER!

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Hidden Message: 9 16 18 15 13 9 19 5 20 15 11 5 5 16 13 25 19 3 8 15 15 12 3 12 5 1 14

.....

Think

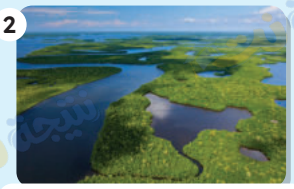
What do you think would happen if Billie didn't go to the Everglades?

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Vocabulary

4 Look and write.

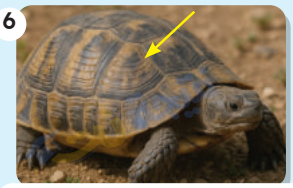
1 
.....

2 
.....

3 
.....

4 
.....

5 
.....

6 
.....

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

1. Billie loved science and dreamed of becoming a ..... when she grew up.
   a. driver **b.** scientist **c.** firefighter **d.** police officer
2. Billie saw some ..... hooting in the trees.
   a. turtles **b.** dogs **c.** alligators **d.** owls
3. The turtles hid in their ..... when danger was near.
   a. seas **b.** lakes **c.** shells **d.** plants
4. Billie had no shelter in the Everglades, so she struggled to ..... .
   a. survive **b.** pack **c.** teach **d.** attack

6 Read and complete the text using the words in the box.

hooting - swamp - shells

Billie packed her canoe to go into the Everglades. The (1) ..... was full of strange sounds. At night, she heard alligators splashing in the water and owls (2) ..... in the trees. The turtles hid in their (3) ..... when danger was near. The birds warned each other when an animal came to attack. Billie realized that nature had its own way of teaching.

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Events

7 Read and put the events in order.

- Billie felt afraid when she first stayed alone in the Everglades.
- Billie went to the Everglades to listen to the Earth, as the elders told her.
- Billie learned how to survive by watching the animals and learned how to catch fish and make fire.
- ~~Billie told the elders that she didn't believe that the Earth could talk.~~
- Billie started to listen to the world around her and pay attention to nature.
- Billie realized that the Earth talks through nature, like the wind and animals, not with words.

1. Billie told the elders that she didn't believe that the Earth could talk.
2. .....
3. .....
4. .....
5. .....
6. .....

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

1. Billie Wind was a young Egyptian girl. ( )
2. Billie dreamed of becoming a scientist. ( )
3. At first, Billie didn't believe that the Earth could talk. ( )
4. Billie heard hippos splashing in the water at night. ( )
5. Turtles hid in their shells when danger was near. ( )
6. Billie didn't learn anything at the end of her journey. ( )
7. Everything in nature was connected. ( )
8. Billie went to the desert to listen to the Earth. ( )



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9 Read and number the pictures.

1. Billie saw alligators, turtles, and birds and learned how they survive.
2. Billie's family believed that the wind, the water, and the animals all had something to teach.
3. The swamp was full of strange sounds, and Billie wished she was back home.
4. Billie learned how to catch fish and make a fire.






10 Answer questions about the story.

1. Where did Billie Wind live?

.....

2. How did Billie feel when she was alone in the Everglades?

.....

3. What lesson did Billie learn from nature?

.....

4. Why did the elders send Billie into the Everglades?

.....

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11 Read and complete the summary with the words in the box.

catch - elders - Earth - Everglades - alligators

Billie Wind was a young Native American girl who loved science. She did not believe that the Earth could "talk" like the (1)..... said. To prove her wrong, they sent her to the (2)..... alone. At first, Billie struggled, but she learned from the animals. She heard (3)..... splashing in the water. In the end, Billie realized that the (4)..... did talk in a different way. She learned how to (5)..... fish and make fire like the animals.

12 Read and number.

1 Beginning

a Billie went into the Everglades alone. At first, she was scared, but then she watched the animals and learned how they survive.

2 Middle

b Billie understood that nature could talk through the wind, animals, and nature.

3 End

c Billie didn't believe that the Earth could talk. She thought it was just an old story, but her family believed it was true.

13 Imagine that you are Billie. Write about your journey in the Everglades.

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Quick Review

1 Find and circle the words.


1


2


3


4


5


6

g	s	c	i	e	n	t	i	s	t
s	v	m	c	l	s	h	e	l	l
a	l	l	i	g	a	t	o	r	g
o	x	e	l	d	e	r	s	r	n
w	s	p	l	a	s	h	v	s	e
l	z	l	l	e	t	r	a	s	h

2 Complete the sequence from the box.

nature had its own way of teaching – respect the land – the Earth could talk

1. Billie didn't believe that ..... .
2. She went into the Everglades and realized that ..... .
3. She promised to teach others to ..... .

3 What should people do to help nature? Check (√) the right action.

- People should take care of everything in nature. ( )
- People should harm nature. ( )
- People should be scientists. ( )

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Review 2

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

1. Gold and copper are valuable ..... .
   a. foods **b.** animals **c.** resources **d.** plants
2. Children like to play sports at the ..... .
   a. bakery **b.** club **c.** restaurant **d.** supermarket
3. Farmers plant food in the ..... .
   a. main square **b.** barn **c.** cottage **d.** field
4. ..... fuel is used to generate electricity.
   a. wind **b.** solar **c.** fossil **d.** water

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

1. The book is ..... **(much)** interesting than the movie.
2. Adam eats bread ..... **(in)** dinnertime.
3. The yellow dress is ..... **(good)** than the blue one.
4. I always go to the park ..... **(on)** the afternoons.

3 Look and write using the word between brackets.

1



He went to the club ..... **(March 17th)**

2



..... **(more than)**

4 Look and answer the questions.

1. Which pencil case is more colorful?
   .....
2. Which is smaller, the black bag or the red bag?
   .....
3. Which bag is more expensive?
   .....
4. Which pencil case is cheaper?
   .....



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5 Read the text and answer the questions.

Mineral resources like gold, iron, and copper are found under the earth. People use these minerals to make things we need every day, such as buildings and cars. Some minerals, like diamonds, are shiny and used to make jewelry.Others, like copper, help electricity flow. These resources are very important, but they take a long time to form, so we must use them wisely. Recycling and preserving nature help protect our mineral resources for the future!

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

1. Diamonds are shiny and used in .....
   a. electricity **b.** pencils **c.** jewelry **d.** buildings
2. The underlined pronoun "**them**" refers to .....
   a. mineral resources **b.** buildings
   c. cars **d.** devices

B. Answer the following questions:

1. What does the text mainly talk about?
   .....
2. How do people use mineral resources in daily life?
   .....
3. Why should we use mineral resources wisely?
   .....

6 Write a paragraph of (40-60) words about places in your neighborhood.

.....

.....

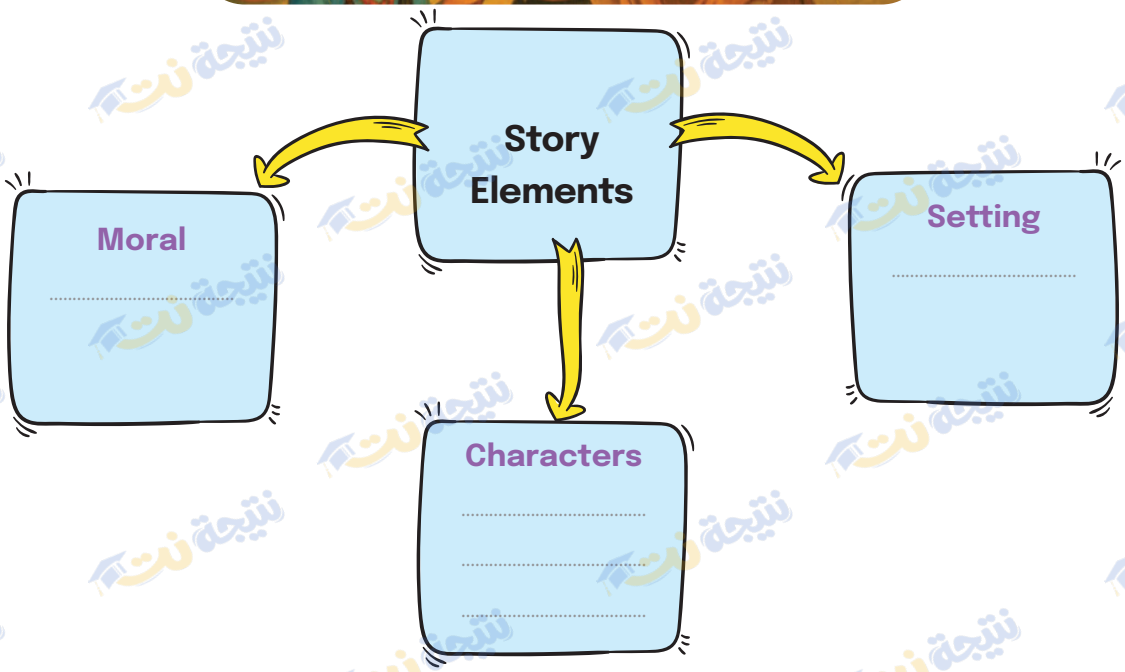
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7 Look and complete the mind map.





8 Write a new ending for the story.

Billie didn't go to the Everglades.

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Glossary of Words and Phrases

Category	Word	Definition
Nature	Trunk	The main, thick part of a tree
	Branch	A part that grows from a tree's trunk where leaves grow
	Shade	A dark shadow created when sunlight is blocked
	Crown	A special hat worn by kings or queens
	Leaf	A flat, green part of a plant or tree
	Pond	A body of water, usually smaller than a lake
	Well	A deep hole dug in the ground to find water
	Flies	Small insects with thin wings
	Leaped	Jumped high and far in one movement
	Peaceful	Calm and quiet
	Safely	Protected from danger
Health	Fit	Being healthy and strong through exercise
	Muscles	The part in your body that helps you move
	Lungs	Organs in your chest that help you breathe
	Stressed	Feeling unhappy or tired
	Mental health	How you feel and think
	Heart	Organ that pumps blood in the body
	Blood vessels	Tubes that carry blood
Food and Culture	Koshari	A tasty Egyptian meal made with rice, pasta, lentils, and sauces
	Recipe	A set of steps for preparing food
	Ingredients	The items used to make a dish
	Onions	A vegetable often used in cooking, especially for crispy topping in Koshari
	Pasta	A type of food made from flour and water, usually shaped into noodles
	Lentils	Small legumes used in many Egyptian dishes
	Chickpeas	A round, beige legume used in Koshari and other meals
	Basbousa	A traditional Middle Eastern dessert made from semolina and syrup

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Community	Restaurant	A place where people go to eat food
	Supermarket	A large store where people buy groceries
	Club	A place where people play sports and socialize
	Bakery	A place where bread, cakes, and pastries are made
	Coffee shop	A place to relax and drink coffee
	Theme park	A place with rides and games for fun
	Village	A small community or group of houses
Natural Resources	Minerals	Natural substances found in the earth
	Cotton	A soft fiber used to make cloth
	Fossil fuel	Fuels like coal and oil formed from ancient remains
	Soil	The top layer of earth in which plants grow
	Electricity	Power used to run machines and lights
	Sunlight	Light from the sun, important for life
	Wind	Moving air that can be used for energy
Weather	Sandstorm	A severe wind that carries sand through the air
	Thunderstorm	A storm with lightning and thunder
	Flood	A large amount of water covering dry land
	Drought	A long time without rain
	Wildfire	A fire that spreads quickly in forests
	Heat wave	A period of extremely hot weather
	Khamsin	A hot, dry, and dusty wind in Egypt
Project Types	Flyer	A short printed paper used to give information or advertise something
	Menu	A list of food and drinks you can choose from at a restaurant or coffee shop
	Poster	A large printed paper used to display information visually
	Collage	A piece of art made by sticking pictures together

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Literature	Story	A narrative with characters, setting, and events
	Moral	The lesson or message in a story
	Characters	The people or animals in a story
	Setting	The time and place where a story happens
	Plot	The sequence of events in a story
	Climax	The most exciting part of the story
	Ending	How the story finishes
	Narrative	A type of writing that tells a story
General	Important	Something that matters a lot
	Role	The part someone or something plays in a situation
	Help	To make something easier or better
	Protect	To keep something safe from harm
Writing Types	Paragraph	A group of sentences about one idea
	First-Person Narrative	Writing from the "I" perspective (e.g., Ali's story about his health habits)
	Object-Perspective Narrative	Writing from the point of view of a non-living thing (e.g., mining materials)
	Fiction Story	Imaginative writing with characters, setting, plot, climax, and ending
	Non-Fiction Text	Real information about people, jobs, or places (e.g., healthcare workers)
	Descriptive Paragraph	Describing people, places, or ideas using adjectives and details
	Research Notes	Brief facts gathered for writing about a city or topic
	Story Summary	Retelling the story in brief with beginning, middle, and end

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Editorial Note

This work was made through the contributions of a diverse team of professionals with various academic and institutional backgrounds (including, but not limited to, university professors, teachers, subject matter experts, and specialized international organizations). Their contributions spanned multiple phases of the project, including consultation, content development, and quality enhancement.

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سلاح التلميذ



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الإدارة المركزية لتطوير المناهج
CACD
Central Administration Of Curriculum Development

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

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





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

Eat fruits and vegetables daily. They strengthen your body and help prevent illnesses.





Exercise every day to keep your bones and muscles healthy.

سلاح التلميذ

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