



# CONNECT

## PRIMARY 4

Student's Book  
Term 2

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Nicola Gardner

## Foreword

The MOETE launched Egypt's reform vision for the development of education, and the process of developing curricula comes at the heart of this vision. The implementation of this vision was heralded in 2018, starting with the kindergarten stage in its first and second grades, with the aim of continuing until the end of the secondary stage.

This vision endeavored to make major transformations in the teaching and learning processes, where there is a transition from acquiring knowledge to producing it, and from learning skills to employing them both in specific learning situations and in the general life of the learner outside the classroom. Our curricula also integrate values that contribute to the establishment of our society—values which pose as a protective fort for our homeland. Egypt's reform vision for curriculum development also aims to take into account the specifications of pre-university education graduates, as well as the challenges Egypt faces locally, regionally, and globally. The developed curricula are intended to foster a citizen who is capable of engaging in civilized conversations and positive dialogues with the other, in addition to acquiring digital citizenship skills.

In this regard, the MOETE extends its gratitude and appreciation to the Central Administration of Curriculum Development. It also extends its thanks and gratitude to Longman Egypt and York Press for their active participation in the preparation of this book. Gratefulness also goes to all the Ministry's experts who contributed to the enrichment of this work.

This transformation of Egypt's educational system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the educational system is part of the President's vision of "rebuilding the Egyptian citizen" and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. The new educational system is only a part in a bigger national effort to propel Egypt to the ranks of developed countries, and to ensure a great future for all of its citizens.

**Reviewed by**

**The General Administration for Planning and Formulating Curriculum**

## Words from the Minister of Education and Technical Education

**Dear students and fellow teachers,**

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future. For this reason, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level, at a time when the world is witnessing successive industrial revolutions.

This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally-- curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

**Professor Doctor Reda Hegazy**

**Minister of Education and Technical Education**

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# SCOPE AND SEQUENCE

## Theme 3 My society

|                                           | Unit 7<br>This is where I live<br> | Unit 8<br>We had fun<br>             | Unit 9<br>What makes us special?<br>                                                               |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b>                         | different environments: <i>building, city, desert, forest, mountain, oasis, river, village</i>                      | different packaging: <i>a carton of, a bar of, a pack of, a bottle of, a slice of, a piece of, a kilo of, a lot of</i> | festivals and party games: <i>play a game, sing, dance, cook, make, give presents, visit friends/family, wear special clothes, give presents, open presents, wrap/unwrap presents</i> |
| <b>Language</b>                           | <i>There were fields and rivers.<br/>We played football on this street.</i>                                         | <i>We swam in the sea.<br/>We saw some old photos.</i>                                                                 | <i>I gave it to her and wished her good luck.<br/>She threw it up in the air.</i>                                                                                                     |
| <b>Reading</b>                            | A short story                                                                                                       | An article about Eid Al-Fitr in Egypt                                                                                  | A text about party games                                                                                                                                                              |
| <b>Writing</b>                            | About your first day at school                                                                                      | About a special day                                                                                                    | An invitation                                                                                                                                                                         |
| <b>Speaking</b>                           |                                                                                                                     | Discussion about what you eat;<br>Discussion about life in Egypt                                                       | Discussion about different festivals around the world<br><i>We heard an unusual sound.</i>                                                                                            |
| <b>Listening</b>                          | A dialog about the Nile                                                                                             | A dialog about what Reem ate                                                                                           | A text about different festivals                                                                                                                                                      |
| <b>Phonics</b>                            | long vowels: /eɪ/ gave, /i:/ see, /aɪ/ my, /ou/ no                                                                  |                                                                                                                        | suffixes: ful- <i>wonderful, helpful, beautiful</i>                                                                                                                                   |
| <b>Life skills</b>                        | <b>Resilience:</b> of nature and the individual                                                                     | <b>Collaborative work:</b> working as a group                                                                          | <b>Celebrate</b> and appreciate national identity                                                                                                                                     |
| <b>Values</b>                             | <b>Love of homeland</b>                                                                                             | <b>Independence and thinking creatively</b>                                                                            | <b>Participation:</b> getting involved, helping out                                                                                                                                   |
| <b>Issues and challenges</b>              | <b>Citizenship</b>                                                                                                  | <b>Citizenship:</b> working together/collaboration                                                                     | <b>Citizenship:</b> celebrating identity                                                                                                                                              |
| <b>Integrated cross-curriculum topics</b> | <b>Math:</b> simplifying fractions                                                                                  | <b>Social studies:</b> customs, traditions, common celebrations                                                        | <b>Social studies:</b> customs and traditions around the world and in Egypt                                                                                                           |

## Theme 4 I'm a responsible person

|                                           |                                                                                                                 |                                                                                                                                                   |                                                                                                                                                                                                                              |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | Unit 10<br>I enjoy my life<br> | Unit 11<br>What can we do?<br>                                  | Unit 12<br>Dalia saves the village!<br>                                                                                                   |
| <b>Vocabulary</b>                         | social media: <i>message, chat, password, do research, log in, cell phone</i>                                   | transportation: <i>metro, bus, tram, boat, train, taxi, plane; on foot, by bus</i>                                                                | <i>wheat, crop, irrigation canal, wheat flour, maize, village, social media, main square, blocked, household, plan, awesome, agriculture</i>                                                                                 |
| <b>Language</b>                           | <i>I should only give my phone number to my friends.<br/>I should turn my phone off at night.</i>               | <i>We need safe roads.<br/>You need to look left and right.</i>                                                                                   |                                                                                                                                                                                                                              |
| <b>Reading</b>                            | A dialog about doing research about chameleons                                                                  | A dialog about different ways of getting to school                                                                                                |                                                                                                                                                                                                                              |
| <b>Writing</b>                            | About the pros and cons of computer games                                                                       | A leaflet about reducing air pollution                                                                                                            |                                                                                                                                                                                                                              |
| <b>Speaking</b>                           | Giving advice about online bullying                                                                             | Discussion about road safety                                                                                                                      |                                                                                                                                                                                                                              |
| <b>Listening</b>                          | A dialog about online bullying                                                                                  | A story about being careful on the roads                                                                                                          |                                                                                                                                                                                                                              |
| <b>Phonics</b>                            | prefixes: <i>un- unhealthy</i>                                                                                  | pronunciation of <i>cr</i> and <i>tr</i> words: <i>tram, train, crowd, crosswalk, crash</i>                                                       |                                                                                                                                                                                                                              |
| <b>Life skills</b>                        | <b>Decision-making</b><br><b>Accountability</b>                                                                 | <b>Problem-solving</b>                                                                                                                            | <b>Problem-solving:</b> finding solutions to problems<br><b>Collaborative work:</b> working as a group to find a solution to a community problem<br><b>Decision making:</b> assessing alternatives and making a final choice |
| <b>Values</b>                             | <b>Respect</b><br><b>Honesty</b>                                                                                | <b>Participation</b>                                                                                                                              | <b>Participating:</b> getting involved to find a solution to a problem                                                                                                                                                       |
| <b>Issues and challenges</b>              | <b>Technological awareness:</b> protecting children from online bullying                                        | <b>Environmental responsibility:</b> discussing pollution around the world                                                                        | <b>Environmental responsibility:</b> avoiding pollution and reducing harm to the environment<br><b>Citizenship:</b> community participation                                                                                  |
| <b>Integrated cross-curriculum topics</b> | <b>Social studies:</b> social media                                                                             | <b>Social studies:</b> different types of transportation<br><b>Math:</b> symmetric figures and lines of symmetry<br><b>Science:</b> air pollution |                                                                                                                                                                                                                              |

UNIT  
**7**

Cat Island

**This is  
where  
I live**

## In this unit I will ...

- read about the Nile and why it is so important.
- talk about my neighborhood in the past and now.
- use regular and irregular past simple verb forms.
- practice the long vowel sounds.
- practice simplifying fractions.
- write about a memory.



## Look, discuss, and share

Do you know where this place is?  
Is it near the sea or near the Nile?



## Find out

How many countries does the Nile travel through? What are they?

## Did you know?



Did you know that the World Capital of Cats in Romania has a cat population that is four times larger than the human population?

# LESSON 1

## THE NILE



- 1** Read and answer the questions. What do you know about the Nile?

### Nile Quiz!

- 1** Which one of these sentences is true? Check the correct answer.

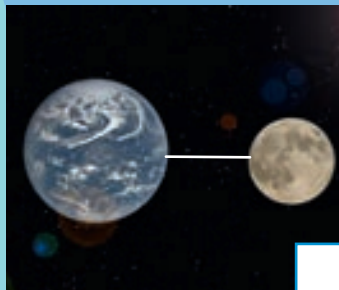
- a** The Nile is the shortest river in the world. ☐
- b** The Nile is the longest river in the world. ☐
- c** The Nile is the widest river in the world. ☐

- 2** The Nile is about 6,670 kilometers long. That's like:

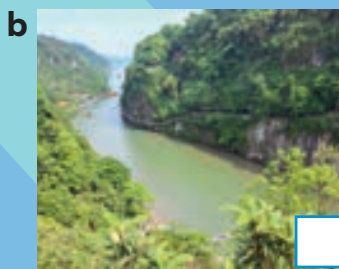
- a** traveling to the center of the earth.

- b** traveling to the moon.

- c** traveling to Australia.



- 3** Which of these rivers is the Nile? How do you know?



- 4** How many branches does the Nile have in Egypt?

**a** 1  
☐

**b** 2  
☐

**c** 3  
☐

Answers: 1b, 2a, 3c, 4b

**2**



Listen to Sara and Dina doing the quiz. Which answer do they get wrong?

3



Listen and say. Then write

building ~~city~~ desert forest mountain  
oasis river village

1



city

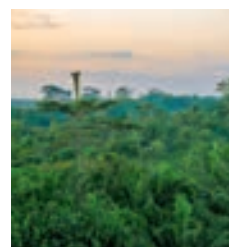
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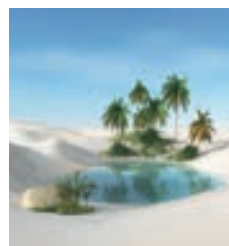
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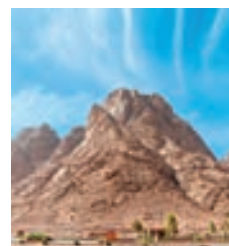
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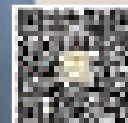


Find out

Can you guess how the Nile got its name? Why was it named the Nile?

Did you know?

The Nile is home for different kinds of fish, birds, and turtles. One of the planet's largest **reptiles**, the Nile crocodile, lives in it. Can you guess how long the Nile crocodile is?

**1 Read and answer. What does Grandpa find?****Grandpa and his box of memories**

"Look, this was my street." Grandpa was very excited. We were in the village where he grew up. It is near the Colossi of Memnon.

"It was very quiet when I lived here," said Grandpa. "Now, there are lots of visitors from all around the world."

"That's where my friend lived. We played football on this street. There were no cars then."

Grandpa looked right and left, and he crossed the road. The road had lots of **trucks** and cars.

"And this," he said "is where I lived." We looked at the space. There was no house. There was only grass and one big tree.

"Hmm, I **wonder**. It was so many years ago...." Grandpa looked at the tree.

Grandpa walked to the tree. He looked at the ground. Then he started **digging**. He **pulled out** an old, metal box. He had a big smile on his face.

"Look!" he said. He was very excited. "We were eight years old when we **buried** this. Let's sit down and look inside the box."

"Yes, please," I said. "I'm very **curious**!"

**2**

**Read and complete the table. In the story, what was different in the past?**

| In the past | Now              |
|-------------|------------------|
| very quiet  | lots of visitors |
|             |                  |
|             |                  |

**3 Answer the questions. Then read again and check**

- 1** Where is Grandpa's village? \_\_\_\_\_
- 2** How did Grandpa feel when he saw his old street? \_\_\_\_\_
- 3** How did he feel when he found the box? How do you know?  
\_\_\_\_\_
- 4** How did Grandpa know where to look for the box? \_\_\_\_\_

**4 Discuss with a partner. What is in Grandpa's box of memories? Think and draw****5 Work with a partner. Imagine you want to bury a box of memories. What do you put inside? Write three sentences**

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**Find out**

Where are the  
Colossi of Memnon?  
How old are they?



6



Look at the story on page 6 again. Find and write the verbs in the past

lived

7



Write the verbs in the correct column. Can you add more verbs to the table?

| Regular past | Irregular past |
|--------------|----------------|
| <u>lived</u> | <u>was</u>     |
| _____        | _____          |
| _____        | _____          |
| _____        | _____          |

8



Write the verbs from Exercise 6 in the base form. Then listen and check

9



Complete these sentences about the story



- Grandpa's village was very quiet. Now, there \_\_\_\_\_ a lot of people.
- There \_\_\_\_\_ no cars in the past. Now, there \_\_\_\_\_ a lot of trucks and cars.
- Grandpa \_\_\_\_\_ eight years old when he buried the box of memories. Now, Grandpa \_\_\_\_\_ very old.

**10**  **Think and answer about yourself**

**1** When did you get up today?

---

**2** What did you do on your way home?

---

**3** What subjects did you study today?

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**4** Did you do your homework? Was it easy?

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**5** What games did you play today?

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**11** Write a paragraph about your day. Write 18-24 words

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**LESSON 3**  
**A SHORT STORY****1****Listen and read. Does the country mouse like the city?****City Mouse and Country Mouse**

The city mouse visited the country mouse in his **hole** in the ground.

The country mouse was **pleased**. He **gave** his friend grass and seeds.

The city mouse said. “Thank you. **You know**, the city is pretty and full of bright lights, why don’t you come and see?”

The country mouse was **delighted** and very **excited**.

The city mouse stopped eating and said, “There’s **no** reason to wait. We can **catch a train** at eight.”

The two friends ran to the train, just as it started to rain.

In the city, the smoke from the cars covered the stars and the noise was incredibly loud. The country mouse was scared. He wasn’t prepared for so many new sounds and smells.

Suddenly, a cat’s voice said, “Hmm, two **mice** and some bread.”

“Run, run, run” said the city mouse. They ran around the corner. The country mouse said, “Thank you my friend, the city is exciting, but it’s time for me to go back to the country and back to where life is good for me.”

**Tip!****1** mouse**2** mice

## 2 Answer the questions. Then read and check

- 1 Where did the country mouse live?  
\_\_\_\_\_
- 2 What food did the country mouse give the city mouse?  
\_\_\_\_\_
- 3 Why did the mice have to run away?  
\_\_\_\_\_
- 4 How do you think the city mouse felt about country life?  
\_\_\_\_\_
- 5 What does the country mouse think of the city mouse's life?  
\_\_\_\_\_

## 3 Discuss with a partner

- 1 Did you like the story? Why or why not?
- 2 What is the **moral** of the story? Look and choose.
  - a The city is better than the country.
  - b The country is better than the city.
  - c Different people like different things.

### Tip!

A moral is the **value** you learn from a story you read or from a situation in life.

## 4 Think and write. What are the three stages of the story?

Beginning: \_\_\_\_\_

Middle: \_\_\_\_\_

End: \_\_\_\_\_

- 5  Find words in the story with the same sound.  
Complete the table

| gave /ei/ | see /i:/ | my /ai/ | no /ou/ |
|-----------|----------|---------|---------|
| wait      |          |         |         |
|           |          |         |         |
|           |          |         |         |

- 6  Listen and check

- 7  Think and write. Can you add more words to the table?

- 8  Make sentences using two or more words with the long vowel sound

1 /ei/ gave

Wait, there's a train at eight!

2 /i:/ see

\_\_\_\_\_

3 /ai/ my

\_\_\_\_\_

4 /ou/ no

\_\_\_\_\_



## CLIL: MATH

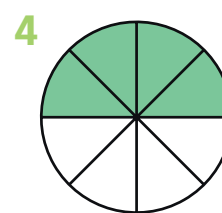
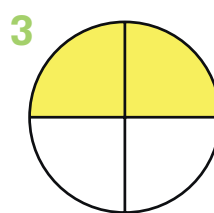
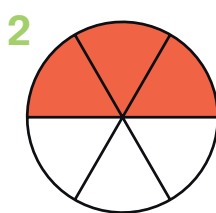
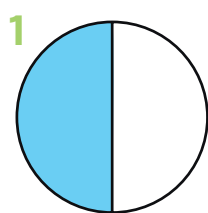
- 9  Label the *numerator* and *denominator*

$$\frac{1}{2}$$

\_\_\_\_\_

\_\_\_\_\_

- 10  Look and match the fractions to the pictures



$$\frac{1}{2} \quad \frac{2}{4} \quad \frac{3}{6} \quad \frac{4}{8}$$

- 11  Read and answer

1  $\frac{2}{4}$  is **bigger than** / **smaller than** / **the same as**  $\frac{4}{8}$ .  
 $\frac{1}{2}$  is **bigger than** / **smaller than** / **the same as**  $\frac{3}{6}$ .

2 Which fraction is a simpler version of  $\frac{10}{40}$ ?

a  $\frac{1}{2}$

b  $\frac{2}{3}$

c  $\frac{1}{4}$

## Tip!

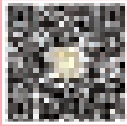
We can make a fraction simpler by dividing a numerator and denominator by the same number.

$$\frac{10}{40}$$

$$10 \div 10 = 1$$

$$40 \div 10 = 4$$

$$\frac{10}{40} = \frac{1}{4}$$



1  Think and say. How old are children when they start school?

2 Read and answer. How did Younis go to school?

### **My first day of school** by Younis

I remember my first day of school.  
I was six years old, and I lived in Aswan.

I was very **nervous**. I liked staying at home with my family. I wanted to play with my toys, I didn't want to go to school.

I **put on** a blue T-shirt, gray pants, and black shoes. I carried my **backpack**. Mom and I walked to school.

At the school **gate**, I wanted to cry. I said goodbye and I walked into the classroom. The teacher asked me to sit next to a boy called Marwan.

The teacher was very kind.  
We studied math and played games; it was fun!

The next day, I wasn't nervous. I was excited. I wanted to see my new friend, Marwan. I wanted to learn math and I wanted to go to school.



 **3 Answer the questions. Read and check**

1 How old was Younis?

\_\_\_\_\_

2 Where did Younis live?

\_\_\_\_\_

3 What did Younis wear?

\_\_\_\_\_

4 What did Younis want to do before his first day?

\_\_\_\_\_

5 What did Younis think about the teacher?

\_\_\_\_\_

6 Who was Marwan?

\_\_\_\_\_

 **4 Do you remember your first day of school?  
Write some notes**

What did you wear? \_\_\_\_\_

How did you feel? \_\_\_\_\_

Describe the teacher. Was he/she kind?

\_\_\_\_\_

Did you like your first day? \_\_\_\_\_

Did you want to go back to school the next day?

\_\_\_\_\_

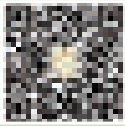
 **5 Use your notes to write  
about your first day  
of school. Write 18-24  
words in your notebook**

I remember my first day of school...

**Writing Tip!**

When we write notes, we use key words. We do not write sentences.

We can use our notes to plan writing.

**1**  **Think and say**

Think about your town / neighborhood. Was it the same when your mom and dad were children? What was different?

**2**  **Look and read. What is different now in Seleem's town?****My town then and now**

We are doing a history project in school about our town. We looked at old photos. We spoke to our older neighbors to find out as much as possible.



Grandma says that her mom and dad drove cars like this. All the cars were gas cars. They were very noisy.



Now we have a car that uses electricity and gas; it's much cleaner and quieter.



Our town had a shopping area, but it was very old. Dad worked in a shoe store on Saturdays.



Today we have a big modern shopping mall, but I don't like shopping! I want to play football.

**3**  **Read and say. Answer the questions**

**1** How did Seleem do research? \_\_\_\_\_

**2** Why does Seleem like modern cars? \_\_\_\_\_

**4**  **Do some research and write about your neighborhood**

How were the buildings different in the past? What are the buildings like today?

# SELF-ASSESSMENT

**1**  **Think and write. Do you remember?**

- 1 How long is the Nile? \_\_\_\_\_
- 2 How many branches does the Nile have?  
\_\_\_\_\_
- 3 Where are the Colossi of Memnon? \_\_\_\_\_

**2**  **Complete the sentences with the correct form of the verb in brackets**

- 1 Last year I \_\_\_\_\_ (visit) my Grandpa's village. It \_\_\_\_\_ (be) a quiet, but beautiful place. There \_\_\_\_\_ (be) lots of trees, but there \_\_\_\_\_ (not be) any trains. Grandpa's parents \_\_\_\_\_ (move) to this village when he \_\_\_\_\_ (be) three. He \_\_\_\_\_ (play) football near his home.

**3**  **Think and write. You have one minute. How many verbs in the past simple can you think of?**

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**4 Think about Unit 7**

Write two things you enjoyed.

\_\_\_\_\_

\_\_\_\_\_

Write two things you learned.

\_\_\_\_\_

\_\_\_\_\_

UNIT  
**8**

**We had  
fun**

## In this unit I will ...

- find out how to use quantifiers.
- practice using past simple irregular verbs.
- discuss and write about festivals.
- read about Egyptian festivals and celebrations.
- talk about special family days.
- practice fractions and decimals.
- write about a special day.



## Look, discuss, and share

How many of the foods can you name?  
When do you eat these foods?  
Which is your favorite?



## Find out

What other foods do people eat to celebrate festivals?

## Did you know?



In Morocco, Algeria, and Tunisia, there is a famous dish called *Couscous*. It is semolina with meat and/or vegetables. It can also be eaten with sugar or as a dessert. Do you want to try *Couscous*?

# LESSON 1

## FOOD AND DRINKS



**1**  **Listen and repeat**



a packet of cookies



a bar of chocolate



a carton of juice



a bottle of water



a slice of cake



a piece of cheese

**2**  **Listen. What happened to Reem?**



**3**  **Listen again and answer**

**1** Where did Reem go? \_\_\_\_\_

**2** Why did she drink a bottle of water?  
\_\_\_\_\_

**3** What do you think 'You look a bit green' means?  
\_\_\_\_\_

**4** Which of these foods did Reem eat?

banana

☐

carrot

☐

cookies

☐

cake

☐

chocolate

☐

lemon

☐

juice

☐

cheese

☐

water

☐

**4 Look and match. Sometimes more than one answer is possible**

a slice of  
a carton of  
a bar of  
a packet of  
a bottle of  
a piece of

water  
cookies  
cheese  
chocolate  
juice  
cake

5



**Look and write**

1



*a bar of soap*

2



3



4



5



6



6



**Think and say. Work with a partner.**  
**Can you find other things you can use with these words?**



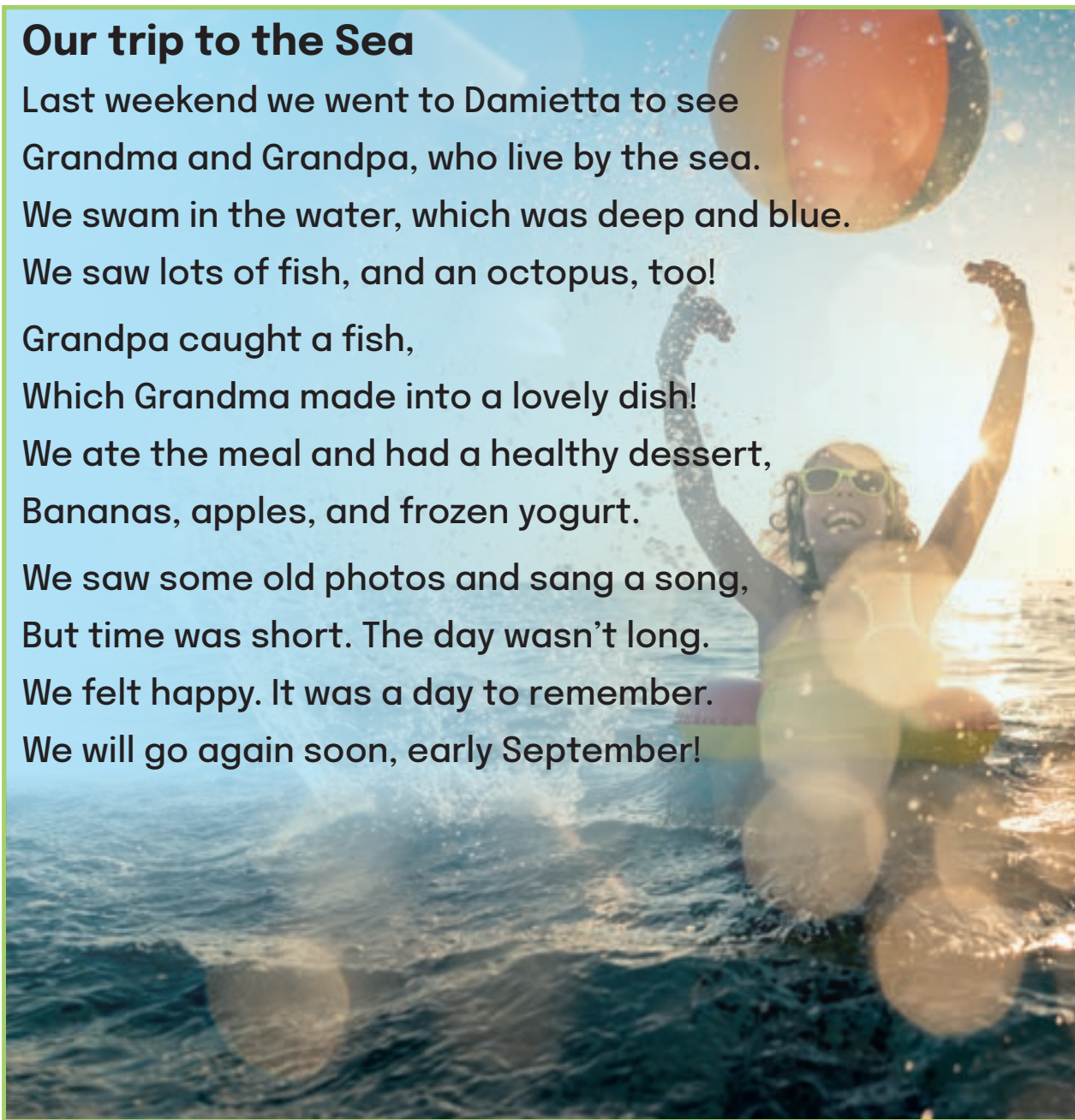
A slice of meat, a bottle of cola ...



- 1  Do you like going to the beach? What do you enjoy most?
- 2 Read and answer. What do you think the children enjoyed most?

### **Our trip to the Sea**

Last weekend we went to Damietta to see  
Grandma and Grandpa, who live by the sea.  
We swam in the water, which was deep and blue.  
We saw lots of fish, and an octopus, too!  
Grandpa caught a fish,  
Which Grandma made into a lovely dish!  
We ate the meal and had a healthy dessert,  
Bananas, apples, and frozen yogurt.  
We saw some old photos and sang a song,  
But time was short. The day wasn't long.  
We felt happy. It was a day to remember.  
We will go again soon, early September!





- 3** Think and write. Correct the sentences. Then read the poem again and check

1 They swam in the river.

They swam in the sea.

2 They saw a jellyfish.

---



---

3 They ate pizza.

---

4 They had ice-cream for dessert.

---

5 Grandpa caught an octopus.

---

6 They saw some old videos.

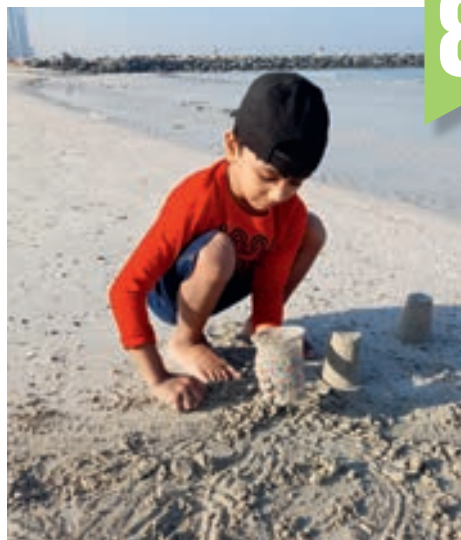
---

7 They felt very sad.

---

8 The day was too long.

---



- 4** What's the past simple form of these verbs? Write. Then check with your partner

|      |     |
|------|-----|
| see  | saw |
| make |     |
| swim |     |
| eat  |     |
| go   |     |

|       |  |
|-------|--|
| sing  |  |
| is    |  |
| have  |  |
| feel  |  |
| catch |  |



5

**Complete the sentences using verbs from Exercise 4. Sometimes more than one option is correct**

- 1 It was raining when I \_\_\_\_\_ to school. I \_\_\_\_\_ wet.
- 2 I \_\_\_\_\_ a great movie last night.
- 3 I \_\_\_\_\_ a cake, but I used salt instead of sugar. It tasted horrible!
- 4 I had my swimming test yesterday, I \_\_\_\_\_ 50 meters!
- 5 I \_\_\_\_\_ very tired last night. I \_\_\_\_\_ to bed at 8 o'clock.
- 6 I \_\_\_\_\_ to the beach last year. It was fun!
- 7 We all \_\_\_\_\_ a song in class today.
- 8 I \_\_\_\_\_ too much candy. I feel sick.



6

**Here are more past forms. Match the present to the past form**

|       |        |        |       |       |
|-------|--------|--------|-------|-------|
| buy   | gave   | forget | wrote | fly   |
| threw | cut    | came   | said  | come  |
| give  | bought | hear   | say   | heard |
| ran   | write  | cut    | run   | flew  |
|       |        |        |       | throw |

*Note: A red line connects 'buy' to 'bought'.*

**7****Work with a partner. Think and say. Make notes**

Think of a day when you had fun.

Where did you go?

---

---

Who were you with?

---

---

What did you do?

---

---

What did you eat?

---

---

What's your favorite memory?

---

---

**8****Use your notes to write a short paragraph about your memory. Write 18-24 words**

---

---

---

---

---

---

---



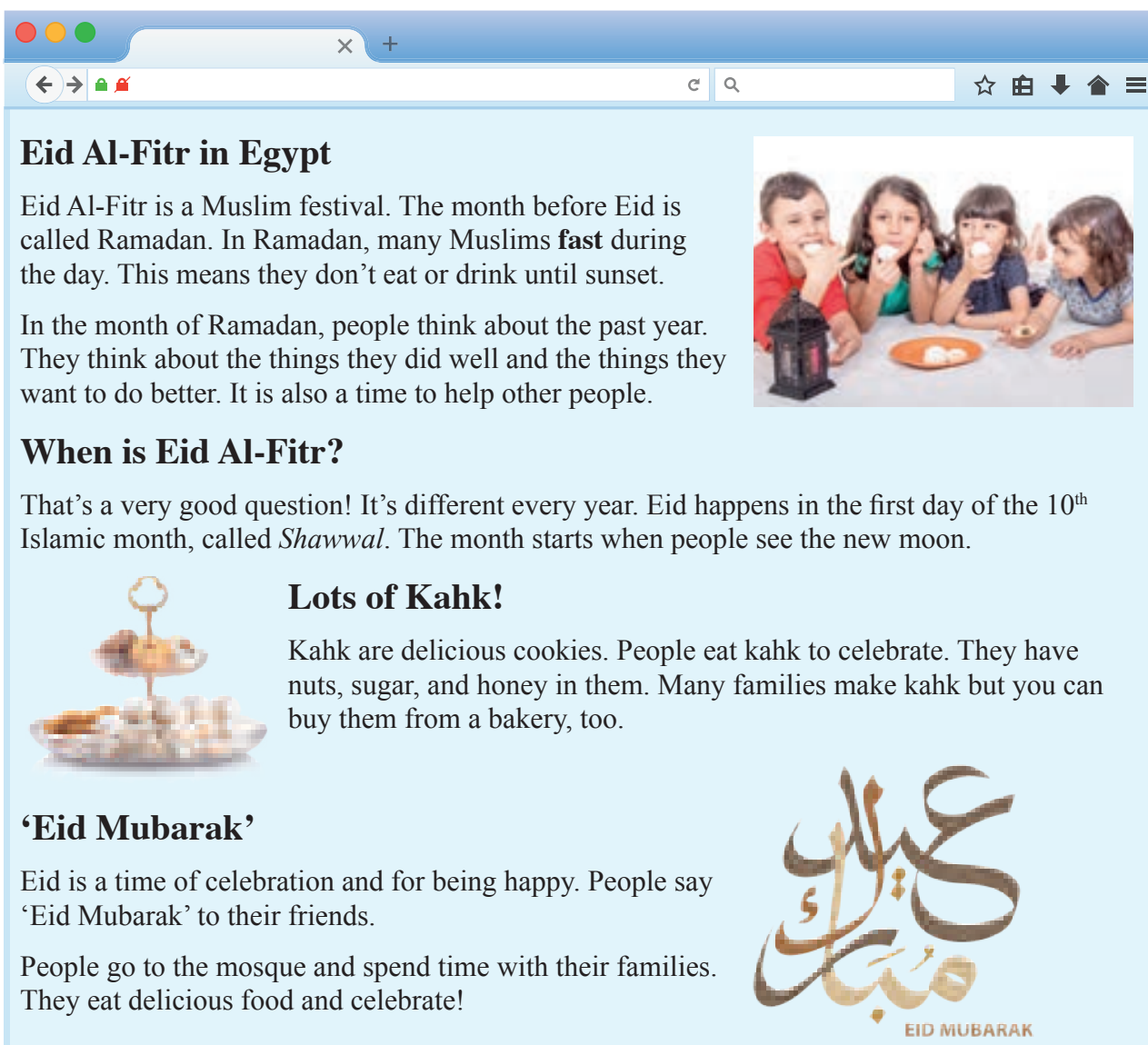
1  Think and say. What festivals do you celebrate?

2  Read. Then answer the questions

This is an article for American children. It teaches them about life in Egypt.

Is there anything you want to change?

Is there any information you want to add?



**Eid Al-Fitr in Egypt**

Eid Al-Fitr is a Muslim festival. The month before Eid is called Ramadan. In Ramadan, many Muslims **fast** during the day. This means they don't eat or drink until sunset.

In the month of Ramadan, people think about the past year. They think about the things they did well and the things they want to do better. It is also a time to help other people.



**When is Eid Al-Fitr?**

That's a very good question! It's different every year. Eid happens in the first day of the 10<sup>th</sup> Islamic month, called *Shawwal*. The month starts when people see the new moon.



**Lots of Kahk!**

Kahk are delicious cookies. People eat kahk to celebrate. They have nuts, sugar, and honey in them. Many families make kahk but you can buy them from a bakery, too.

**'Eid Mubarak'**

Eid is a time of celebration and for being happy. People say 'Eid Mubarak' to their friends.

People go to the mosque and spend time with their families. They eat delicious food and celebrate!



**3****Answer the questions. Then read and check**

- 1 What do people do during Ramadan?  
\_\_\_\_\_
- 2 What is the name of the Islamic month when Eid starts?  
\_\_\_\_\_
- 3 What are kahk?  
\_\_\_\_\_
- 4 What do people say to their friends during Eid?  
\_\_\_\_\_
- 5 How do people celebrate Eid?  
\_\_\_\_\_

**4****Discuss with a partner**

- 1 Do you agree with all the information in the article?
- 2 What special days do you and your family celebrate every year?
- 3 Which is your favorite celebration? Why?
- 4 What do you eat for this celebration?

**Find out**

How do people  
celebrate Eid Al-Fitr  
in other countries?





**Sham El-Nessim is Egypt's oldest festival. It comes the day after Coptic Easter. What do you know about Sham El-Nessim? Research and answer the questions**

**1** When is Sham El-Nessim this year?

---

**2** Who celebrates Sham El-Nessim?

---

**3** What do people eat during this festival?

---

**4** What do people do during the festival?

---

**5** Do you like Sham El-Nessim? Why?

---



**Look and write captions for the photos**



We play in the park.




---




---




---

7



Think and write a short paragraph about Sham El-Nessim. Write 18-24 words

---

---

---

---

8



Think about another festival in your region or country. Complete the table



|                      |  |
|----------------------|--|
| Name of the festival |  |
| When is it?          |  |
| What do people do?   |  |
| What do people eat?  |  |
| What do people wear? |  |
| Why do you like it?  |  |

9



Draw a picture of the festival

**1 Look and say. What can you see in the photo?****2 Read and say. How did the writer feel at the end of the day?****Great-grandma's birthday**

Two years ago, we had a very special party. My **great-grandma** was 90 years old! All my family came together to celebrate. All my cousins, aunts, and uncles came.

We had a huge **picnic** in my aunt's garden. There was lots of food: salad, meat, fish, bread, cakes, cookies, and fruit. I ate a big slice of chocolate cake and I drank a bottle of orange juice. I also ate some salad and fruit.

I played games with my cousins all afternoon. We ran. We threw a ball. We sang "Happy Birthday" to our great-grandma.

It was a very special day because our great-grandma was very happy. She liked seeing the whole family. We all **had fun**.



**3 Read again and answer the questions****1** What was the special day?

---

**2** Who was at the party?

---

**3** What did the writer eat?

---

**4** What did the writer do?

---

**5** Why was it a special day?

---

**4**

**Think about a special day. Complete the table with some notes, then tell your partner about your special day**

|                           | Me |
|---------------------------|----|
| What was the special day? |    |
| Who was there?            |    |
| What did you eat?         |    |
| What did you drink?       |    |
| What did you do?          |    |
| Why was it a special day? |    |

**5**

**Now write your memory of the special day. Draw a picture. Write 18-24 words**

---



---



---



---

**1****Look, read, and say**

What can you see?

When do people use these things?

**2 Read and say. What do people put on Christmas trees?**

In many countries, people **decorate** Christmas trees at Christmas. These trees are always green. The trees **represent** new life. People **decorate** the tree with lights, colored balls, and stars.

**3 Research symbols of your favorite festival**

- 1 Work with a partner or in a small group. Choose a festival to research.
- 2 Find a symbol of the festival. Research the meaning of the symbol.
- 3 Write a short paragraph about the symbol.
- 4 Have a class display.

## SELF-ASSESSMENT

- 1  Do you remember? Label the pictures

1




---



---

2




---



---

3




---



---

4




---



---

- 2  Write the past simple form of these verbs

|       |  |        |  |
|-------|--|--------|--|
| buy   |  | cut    |  |
| throw |  | come   |  |
| give  |  | hear   |  |
| run   |  | forget |  |
| write |  | fly    |  |

- 3  Write 18–24 words about what you did on your last birthday. Use three verbs from the box

eat   drink   go   see   feel

---



---



---

- 4 Think about Unit 8

- 1 Write two things you enjoyed.

---



---

- 2 Write two things you learned.

---



---



UNIT  
**9**

# What makes us special

## In this unit I will ...

- read about party games.
- listen about some unusual festivals around the world.
- practice more irregular past simple verb forms.
- practice the pronunciation of oo and ee words.
- explore how to present information.
- write an invitation.
- work in groups to organize a class celebration.



### Look, discuss, and share

How often do you and your family eat together?

How often do you see your aunts, uncles, and cousins?



### Find out

Ask your mom and dad about celebrations they remember when they were children.



### Did you know?

*Ful medames* is a very old dish. **Archaeologists** found some *ful medames* in one of the Pyramids. It was thousands of years old!

# LESSON 1

## GAMES AROUND THE WORLD



### 1 Look at the pictures. Do you know how to play these games? Read and check

#### Party Games

When we get together with our family and friends to celebrate something like a birthday or a wedding, the children often **play games**. Here are some **traditional** games people play around the world.

##### Pass the parcel

We all love to **give presents**. It's even more fun to **open presents**.

##### How to play:

**Wrap** a small present and cover it in lots and lots... and lots of paper.

The players sit in a circle.

##### Play some music.

Players give the present to the next person as the music plays. When the music stops, the player holding the present takes off one piece of paper. The player who **unwraps** the present keeps it.



##### Musical chairs

Run but be ready to sit!

##### How to play:

Put out some chairs. If you have 6 players, you only need 5 chairs.

##### Play some music.

Players run around the chairs.

When the music stops, everyone sits down. The player without the chair is 'out'.

**Take away** one chair and play again.



#### Hide and seek

This is a very old and popular game. Many players can join in this exciting game. All you need is a wide place to play it.

##### How to play:

One player, called the **seeker**, closes his or her eyes and counts to ten. The other players hide. The seeker tries to find them. The first player the seeker finds becomes the next seeker. The last one left is the winner.



**2 Think and answer. Then read and check**

- 1 Which game only needs people? \_\_\_\_\_
- 2 Which games do you need music to play? \_\_\_\_\_
- 3 In which games do you need to run? \_\_\_\_\_
- 4 Which games do you think are better outside? \_\_\_\_\_
- 5 In which game do you need to cover your eyes? \_\_\_\_\_

**3 Write. Use the picture to help you**

- 1 What are the children doing?  
Write two things.

---

---

---



- 2 Where are the children?

---

---

- 3 Which team do you think will win?

---

---

**4 Think about what you learn when you play together. Check for yourself and then discuss with your partner**

have fun

☐

learn to help others

☐

respect rules

☐

listen to others

☐

# LESSON 2

## FESTIVALS AROUND THE WORLD

1 Read the captions. What do you think is happening in each of the photos?

2  Now listen and number the pictures

Can you see the cheese?



How many kites can you see?



Happy New Year!



Wear some old clothes!



3  Match the festival to the picture

|                |  |                  |  |
|----------------|--|------------------|--|
| Cheese rolling |  | Chinese New Year |  |
| La Tomatina    |  | Kite festival    |  |

#### 4 Read and answer. Which festival are the people talking about?

1 I looked around, everything was red.

La Tomatina

2 What happened to this cheese? It's covered in mud!

3 I looked up and saw birds, dragons, and monsters.

4 It had 502 yuan inside.

5 The way the wind pulled it, it felt alive.

6 She started running and fell. She couldn't stop laughing!

7 I gave it to her and wished her good luck.

#### 5 What do you remember? Listen and check

1 What's inside the red card?

2 Why do people throw tomatoes?

3 Is it easy to fly a kite?

4 Why do people run down a hill?

#### 6 Think and discuss with a partner

Which festival is the most beautiful?

Which festival is the strangest?

Which festival do you want to take part in? Why?

7



Write the past form of the verbs below. Write *R* (regular) or *I* (irregular) in the box. Listen and check

see saw

push

run

fall

win

look

fly

try

give

ask

tell

have

say

throw

celebrate

wear

8



Complete the sentences with a verb from Exercise 7. Which celebration are they talking about?

1 Grandma and Grandpa gave it to me. I'm going to put it in the bank.

Chinese New Year

2 She threw it up in the air. It \_\_\_\_\_ on the floor and made a big, red mess.

3 Mom \_\_\_\_\_ me to take a shower because I was covered in mud.

4 I closed my eyes and \_\_\_\_\_. I \_\_\_\_\_ the race!

5 I pulled on the string. It \_\_\_\_\_ up high into the sky.

9



Imagine you went to one of the celebrations in Exercise 1. Write sentences

We went to \_\_\_\_\_

We saw \_\_\_\_\_

We ate \_\_\_\_\_

We wore \_\_\_\_\_

Now write two more sentences.

---



---



---

How did you feel?

---



---

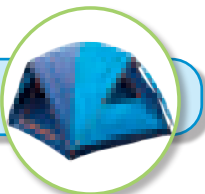
10



Look at the list of very common verbs. What is their past form? Use the clues to help you

~~go~~ be hit put eat read

1 rhymes with



went

2 rhymes with 'because'

\_\_\_\_\_

3 rhymes with 'it'

\_\_\_\_\_

4 rhymes with



\_\_\_\_\_

5 rhymes with

8

\_\_\_\_\_

6 rhymes with



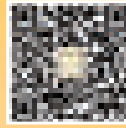
\_\_\_\_\_

What is special about 'hit' and 'put'? \_\_\_\_\_

Why is 'read' confusing? \_\_\_\_\_

# LESSON 3

## CITIZENSHIP



- 1  Discuss with a partner: Why is Egypt special?
- 2 Read. Do you agree with the examples in the text?

### What makes us special?

We often **celebrate** things in our country's history. A country like Egypt is famous for its history and we should continue to celebrate its rich culture. Let's look around us and say why we should be **proud** of our beautiful country.

Here are some ideas:

#### The food

Our food can be described with one word: **wonderful!**

Maybe the most famous is *Ful Medames*, beans cooked very slowly, **served** with lots of olive oil and garlic.

Maybe you want something **sweet**? How about *Basbousa*, a thin, sweet **semolina** cake with syrup.

#### The People

More than half of Egyptians are under the age of 30. This means we are full of energy. We are helpful to each other and we are very friendly to visitors. We are very **hospitable** people.



### Nature

Many people think that Egypt is only a desert. It's true that about 90% of Egypt is desert, but we also have green lands. Near the Nile it is green and beautiful. There are mountains in the south and east. It even snows in the **Sinai region**.



### Culture

We make a lot of movies and many of them are famous. We have **authors** who won important prizes. And of course, we love sports! Anyone who loves **karate** knows the name of one very famous karate player, Ferial Abdelaziz.



3



### Correct the sentences

1 Basbousa is very salty.

---

2 Egypt is full of old people.

---

3 About 90% of Egypt is green land.

---

4 Ferial Abdelaziz is a tennis player.

---

4



### Find words in the text that have the same meaning

1 to feel proud of \_\_\_\_\_

2 part of a country \_\_\_\_\_

3 people who write movies and stories \_\_\_\_\_

- 5** Look at the definition of 'special'. Can you say the meaning of these words: ***hospitable*** and ***serve***?

You can use your dictionary

**Special :** having something different or that nobody else has

- 6** Work with a partner. Check the things you do to celebrate your country

be proud of your culture ☐

participate in national festivals ☐

study your history ☐

help others in your country ☐

- 7** Work with a partner. Can you add to the list?



- 8** Choose one idea and plan it here. Make notes and draw some ideas

What are you celebrating?

What do you need?

How are you celebrating it?



- 9** How can you celebrate the things you chose? Write about 4 sentences

---

---

---

---

---

---

---

---

## LANGUAGE FOCUS

You can make an adjective by adding *-ful* to the end of a verb or noun.

For example, care → careful

pain → painful

*I am very careful when I go online.*

*I hurt my leg. It's very painful.*



### 10 Make these verbs/nouns into adjectives

1 beauty → beautiful      2 help → \_\_\_\_\_

3 wonder → \_\_\_\_\_      4 use → \_\_\_\_\_

5 color → \_\_\_\_\_

### 11 Complete the sentences with the adjectives in Exercise 10. There is more than one correct answer

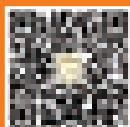
1 Alia's dress is \_\_\_\_\_. We all love it!

2 Learning about Egypt is \_\_\_\_\_. It has an amazing history!

3 Our school's cleaners are very \_\_\_\_\_. They help keep our school clean.

4 Those tools are very \_\_\_\_\_ for fixing our door.

5 That shirt has red, blue and green stripes. It's very \_\_\_\_\_.



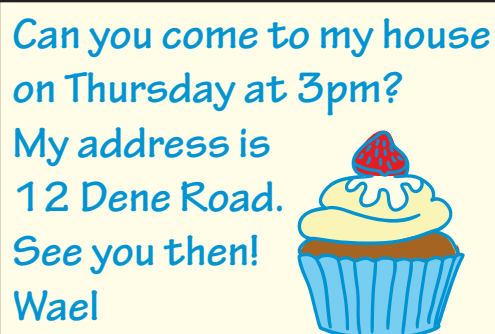
- 1 Imagine your friend invites you to a birthday party. What information do you need to know? Make a list
- 2 Read these invitations. Do they all have the information you need?

1



What information is missing?

2



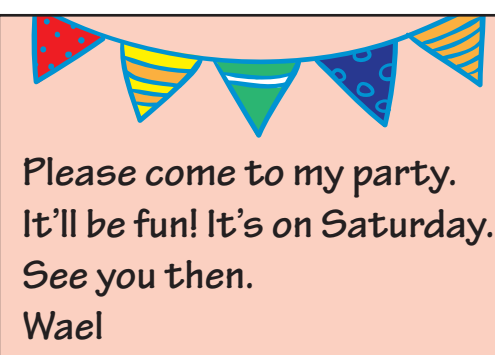
What information is missing?

3



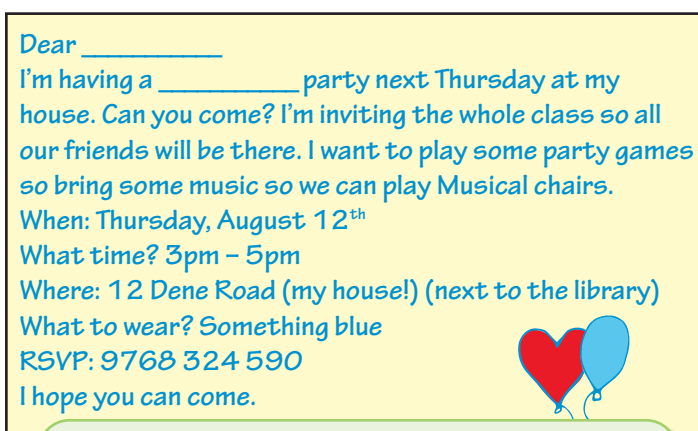
What information is missing?

4



What information is missing?

5



What information is missing?

- 3**  You are going to write an invitation. First answer the questions

**1** Why are you having the party?

---

**2** Where is the party?

---

**3** When is the party?

---

**4** Do you want guests to bring anything?

---

**5** Do you want to know how many people are coming?

---

- 4** Now write and decorate your invitation. Write 18-24 words



## Find out

What does RSVP mean?

What do you think this language is?



## Prepare a class celebration

Agree on a time and a place for the celebration.

### In groups:

What are you celebrating?

What food and drink do you want?

What games do you want to play?

Who is going to prepare the food?

What do you want guests to wear?

Now write your invitation.

### **Our Class' Sports Day**

Where: in the school yard

When: Tuesday, 10 am – 11 am

What to wear: T-shirt and shorts

Please bring: water and lots of cake!

Be ready to: play lots of games, have fun, and eat lots of cake!



# SELF-ASSESSMENT

**1**  **Do you remember? Read and complete**

- 1 A game you need music to play \_\_\_\_\_
- 2 A game you can play outside \_\_\_\_\_
- 3 A game you need to cover your eyes in \_\_\_\_\_

**2**  **Write three sentences about what makes Egypt special**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**3**  **Make sentences with the past simple form of these verbs**

hit   put   go

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**4**  **Do you remember these words that end with 'ful'?**

- 1 Sara's necklace is \_\_\_\_\_.
- 2 Adam is very \_\_\_\_\_. He helped me carry the bags.
- 3 Be \_\_\_\_\_ when you cross the street.

**5**  **Think about Unit 9**

**1** Write two things you enjoyed.   **2** Write two things you learned.

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

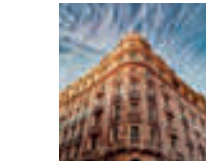
# REVIEW 3

## LESSON 1



### 1 Play a game

- 1 Close your eyes.
- 2 Point to a picture.
- 3 Open your eyes and say the word.



### 2 Now write the words

### 3 Listen and point

**4 Match the pictures to the words. Then complete the sentences**

kahk ☐ d Hide and Seek ☐ Sham El-Nessim ☐ presents ☐  
clothes ☐ colored eggs ☐



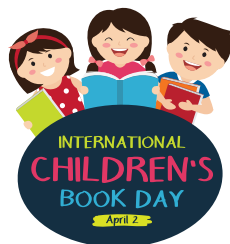
My favorite festival is \_\_\_\_\_. It is in \_\_\_\_\_.  
We eat \_\_\_\_\_. We wear \_\_\_\_\_.  
We go to \_\_\_\_\_. It is so special because \_\_\_\_\_.

**5 How are Class 4B celebrating International Children's Book Day?**

**COME AND CELEBRATE  
INTERNATIONAL CHILDREN'S  
BOOK DAY WITH CLASS 4B.**

**Where? 4B's classroom**

**When? Tuesday at 10 am**



**6 Match the present form to the past form**



|      |      |       |      |         |
|------|------|-------|------|---------|
| is   | have | bring | made | came    |
|      | make |       | told | was     |
| tell |      | come  | had  | gave    |
|      | give |       |      | brought |

# LESSON 2



## 1 Read about Class 4B's party. Then fill in the gaps

had was (x3) brought made came told gave

Last year we had a party for International Children's Book Day. It \_\_\_\_\_ fun. We dressed like our favorite book characters. We all \_\_\_\_\_ in food connected to our favorite books. For example, I \_\_\_\_\_ a cake in the shape of a caterpillar. (When I \_\_\_\_\_ little, my favorite story \_\_\_\_\_ *The Very Hungry Caterpillar*.) A storyteller \_\_\_\_\_ to our classroom and \_\_\_\_\_ us lots of stories and poems. The school even \_\_\_\_\_ everyone a free book!



## 2 Think of a class celebration. Make an invitation

## 3 Look at the pictures. Say the word. Write the words in the correct column

2



3



4



5



1



| gave /ei/ | see /i:/ | my /ai/ | no /eu/ | spoon /u:/ |
|-----------|----------|---------|---------|------------|
| train     |          |         |         |            |

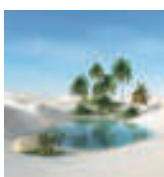
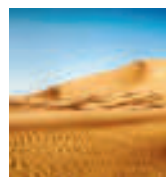
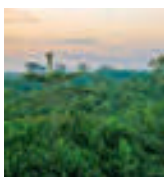
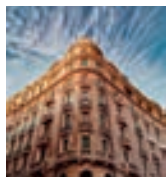
## 4 Complete the sentences. Use words from Exercise 3

- 1 What time does the \_\_\_\_\_ to Tanta leave?
- 2 Look, there's a hole in the wall. I think we have \_\_\_\_\_.
- 3 Look, it's snowing. We can make a \_\_\_\_\_ man.
- 4 Can I have some \_\_\_\_\_ in my sandwich, please?
- 5 Wake up, you don't want to be late for \_\_\_\_\_.

# SELF-ASSESSMENT

Now I can...

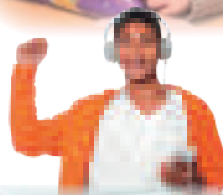
## 1 Name places


☐

## 2 Say different food packages


☐

## 3 Talk about special days in the past


☐

## 4 Say

*long vowel sounds:*  
gave see my know

*adjectives by adding -ful to the end of a verb or noun:*

care ➡ careful

pain ➡ painful

☐

**I enjoy**  
**my life**

## In this unit I will ...

- listen, read, research, and write about social media.
- give advice with *should*.
- learn and say words that start with *un-*.
- read and listen to a short story.
- write about the pros and cons of computer games.
- research and make a leaflet.



## Look, discuss, and share

What is the girl doing? How does she feel?

How do people use this device?



## Find out

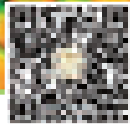
How many people in Egypt have a cell phone?

Share your answers with your partner.



## Did you know?

The first call from a cell phone was made in 1973. We check our cell phones about 150 times a day. Do you think this is healthy?

LESSON 1  
AN INTERESTING RESEARCH

1



Listen and read

**Mom:** What are you doing, Dalia?

**Dalia:** I'm doing my homework about **chameleons**. They're so interesting! I logged into this library website and I created a password to get information.

**Mom:** What does it say?

**Dalia:** Chameleons change color. They are the same color as the place where they are.

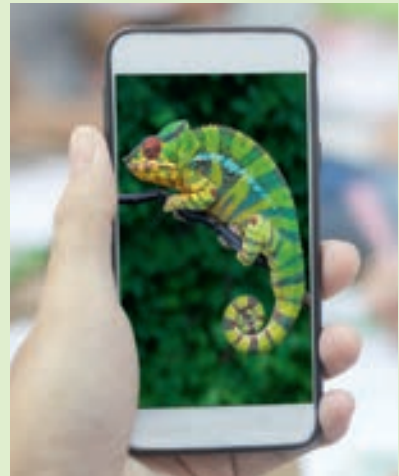
**Mom:** Wow! That's interesting! What else?

**Dalia:** They have amazing eyes and they can see all around. But I need to do more research. I want to message Yara and chat with her. She knows some great websites.

**Mom:** Are you making a **presentation** about chameleons?

**Dalia:** Yes, I'm making a presentation with Yara. I need to look at lots of websites and find some nice pictures.

**Mom:** Remember to be **respectful**. Don't **copy** information. Find ideas and write your own words.



2



Listen again and answer

1 What is Dalia doing? \_\_\_\_\_

2 Who is she talking to? \_\_\_\_\_

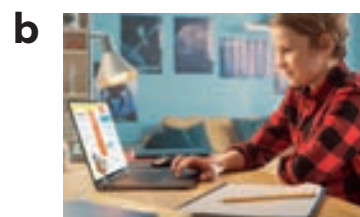
3 What does her mom think Dalia should do?  
\_\_\_\_\_

3  Match the words to the photos.  
Then listen and say

1 message



2 chat



3 password



4 do research



5 log in



4  Complete the text with  
the words in the box.  
Then listen and check

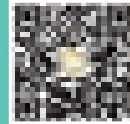
cell phone chat  
message ~~chameleons~~  
found password logged

Last week I had some homework about <sup>1</sup> chameleons.  
I <sup>2</sup> \_\_\_\_\_ into a library website and created a <sup>3</sup> \_\_\_\_\_.  
I <sup>4</sup> \_\_\_\_\_ information.

I worked with my friend, Yara. I sent her a <sup>5</sup> \_\_\_\_\_  
about the information. We had a <sup>6</sup> \_\_\_\_\_ to plan the  
presentation. She did research on her <sup>7</sup> \_\_\_\_\_ because  
she can't use a tablet.

Our teacher, Miss Lamia, loved our presentation! Hooray!

Dalia

LESSON 2  
STAYING SAFE ONLINE

- 1  Read and discuss with a partner. What examples of social media can you think of?

'Social media' is when we use computers and other devices to **share ideas**, thoughts, and information and have fun.

- 2 Read and circle the pros about social media in blue.  
Circle the cons in red

You can have fun.

People you don't know can **contact** you.

You can share photos.



You can talk to friends and family.

You can find information for your homework.

People can **tag** you in photos when you don't want them to.

You can be creative.

People can take your **personal information**.

You can play games.



Some people can **bully** you.

You can learn interesting things.



**Think!**

Which of the cons is scary?  
Why?



I think  
it's scary that  
people can bully  
you online.

### 3 Read and choose *a* or *b*

1



a You should make new friends online. ☐

b You should accept to **be friends** only with people you know. ☐

2



a I should **keep** my password **secret**. ☐

b I should give my password to anyone who asks. ☐

3



a I should tell everyone my birthday and my phone number. ☐

b I should keep my personal information secret. ☐

## LANGUAGE FOCUS

We use *should* and *shouldn't* to say what is or isn't the right thing to do. For example:

*I should only give my phone number to my friends.*

*I should turn my phone off at night.*

*I shouldn't use my phone late at night.*

4



**Work with a partner. Make some more sentences about staying safe online using *should*. Use the words in the box to help you**

strong password   only friends   check with an adult   safe websites

*I should use strong passwords.*

- 5 Look at the boy in the photo. How do you think he feels? What is the problem?



- 6  Magdy is talking to his cousin Wael. Listen to the story. What happened?

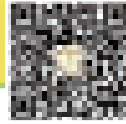
- 7  Listen again. Circle the correct option

- 1 Magdy started a new **school** / **sports center**.
- 2 He had a problem with bullying in **class** / **online**.
- 3 Sherif said Magdy was **stupid** / **ugly**.
- 4 Magdy talked to his **teacher** / **dad**.
- 5 Now Magdy is **happy** / **sad**.

- 8  Give Magdy some advice. Use *should*

You should tell your parents when someone bullies you online.



**1 Read the story. Why is Rania unhappy?****How two neighbors helped each other**

Hadeer met her neighbor, Rania, at the restaurant. Rania was sad.

Hadeer asked, “What’s the matter, my friend?”

Rania answered, “It’s my children, Nancy and Nader. They love playing computer games. They don’t do their homework. They don’t go outside. I don’t know what to do.”

Hadeer said, “Yes, it is a problem. Tarek, my son, is the same. He often plays computer games. That’s really **unhealthy**. Children should stop playing after one hour. They should do other things. They should play with their friends. They should go to the park.”

Rania said, “Yes, I agree.”

Hadeer said, “Let’s find games where they can play with friends. Tarek would love to play more with Nader. Can Nader come to our apartment? They can play together and have fun.”

Rania said, “That’s a lovely idea. And they can go to the park together. Thank you, Hadeer!”



## 2 Read the text again and answer the questions

- 1 Where do Hadeer and Rania meet?  
\_\_\_\_\_
- 2 What advice does Hadeer give her friend? \_\_\_\_\_
- 3 What do they decide to do?  
\_\_\_\_\_

### Tip!

You can add *-un* at the beginning of a word to get the opposite meaning.  
*healthy* → *unhealthy*

## 3 What do you think? Discuss with a partner

- 1 How do you think Rania felt at the end of the story? Why?
- 2 Do you like computer games?
- 3 What do your parents think about computer games?

## 4 Do you like the story? Explain your answer

fun interesting OK boring I don't understand

## 5 Can you give Rania some more advice?

I think you should ...



**1 Read the text and ...**

**1** give one reason why computer games are good.

---

**2** give one reason why computer games are bad.

---

**Pros and cons of computer games****Paragraph 1**

Many people say that computer games are bad for children. Children can spend many hours on their computers and tablets. They look at the screen and they don't go outside or do their homework. Parents say this is not healthy for their children.

**Paragraph 2**

But, on the other hand, there are some reasons why computer games are good for children. In some games, children need to solve problems. Some computer games need teams, so children make friends and play with their family.

**Paragraph 3**

I really like computer games where I go outside. I go with my uncle and my friends. We like these games because you find a prize at the end. In my opinion, we can enjoy games, but we need to have other things in our lives like sports and time with our family.

| Pros | Cons |
|------|------|
|      |      |
|      |      |
|      |      |
|      |      |

**2 Match the paragraphs with the content**

Paragraph 1

Paragraph 2

Paragraph 3

**a** My opinion**b** Good things about computer games**c** Bad things about computer games**3 Look and complete the phrases**

opinion   the other hand   think/say

**1** Many people \_\_\_\_\_**2** But, on \_\_\_\_\_**3** In my \_\_\_\_\_**4 Look and write. Choose one of the topics below. Write 18–24 words**

- The pros and cons of social media
- The pros and cons of watching too much TV

Many people think that \_\_\_\_\_

\_\_\_\_\_ .

They also believe that \_\_\_\_\_

\_\_\_\_\_ .

On the other hand, some people think that \_\_\_\_\_

\_\_\_\_\_ .

They also think that \_\_\_\_\_

\_\_\_\_\_ .

In my opinion \_\_\_\_\_

\_\_\_\_\_ .

# LESSON 5 PROJECT



**1 Look at the leaflet below and complete it with the correct headings from the box**

**What to do**  
**What to do more**  
**Research**

*Find out about bullying online*

*Look for help online*

*Tell people about bullying online*

*Give advice about bullying*

*Make posters or leaflets and put them around the school*

*Talk to teachers and parents*

**STOP ONLINE  
BULLYING NOW!**



**2 Work in groups. Think and write. Complete the table with the sentences and your own ideas**

| Research                                | What to do | What to do more           |
|-----------------------------------------|------------|---------------------------|
| Search for information on the internet. |            | Make a leaflet or poster. |
|                                         |            |                           |
|                                         |            |                           |

*Search for information on the internet.*

*Make a leaflet or poster.*

*Tell students to stay safe online!*

*Find out which websites are safe.*

*Interview teachers.*

*Give a presentation about being safe online.*

**3 Write a leaflet with good advice on how to stay safe online**

## 1 Circle the words from Unit 10 in the wordsearch

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| p | a | s | s | w | o | r | d | w | e | b | s | i | t | e | x |
| h | h | s | o | c | i | a | l | m | e | d | i | a | g | e | p |
| o | c | y | b | e | r | b | u | l | l | y | i | n | g | a | o |
| n | u | t | t | m | e | s | s | a | g | e | w | e | r | r | y |
| c | e | l | l | p | h | o | n | e | c | o | n | t | a | c | t |
| s | c | i | y | c | h | a | t | m | i | l | o | g | g | e | d |
| d | s | t | a | y | s | a | f | e | n | m | n | w | d | o | p |
| d | i | g | i | t | a | l | s | e | c | r | e | t | k | y | z |

## 2 Make sentences with *should* or *shouldn't*

- 1 You \_\_\_\_\_ have a very strong password.
- 2 You \_\_\_\_\_ only speak to people you know online.
- 3 You \_\_\_\_\_ speak to strangers on the internet.
- 4 You \_\_\_\_\_ be an online bully.

## 3 Do you remember? Read and write

- 1 Name one thing that is special about chameleons.  
\_\_\_\_\_

- 2 Name two pros about social media \_\_\_\_\_

## 4 Think about Unit 10

Write two things you enjoyed.      Write two things you learned.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



UNIT  
**11**

The Chiba Urban Monorail

**What can  
we do?**

## In this unit I will ...

- listen, read, research, and write about transportation.
- practice making sentences with *need* and *must*.
- learn about different transportation.
- read and listen to a short story.
- learn about and say words that begin with *tr* and *cr*, and diphthongs *ai*, *oa*, and *ea*.
- write about how to stop air pollution
- research and make a leaflet about road safety.



## Look, discuss, and share

What's this? Where is it?

Would you like to travel on it? Why?



## Find out

Do you have a **monorail** in your country?

Which public transportation do you have in your town or city?



## Did you know?

The Ghan in Australia is the longest passenger train in the world. It is about 774 meters long. The train has up to 44 **passenger carriages**.

# LESSON 1

## TRANSPORTATION



1



What can you see? When do you use these?



2



Match the words to pictures

1 bus

2 car

3 train

4 taxi

5 metro

6 boat

7 ship

8 plane

a



b



c



d



e



f



g



h



3



Classify the means of transportation in the table below

| Land | Air | Water |
|------|-----|-------|
|      |     |       |
|      |     |       |
|      |     |       |

4  Complete the sentences with the words from Exercise 1. Then listen and check

- 1 When I travel by \_\_\_\_\_, I go through the air.
- 2 When I travel by \_\_\_\_\_ and \_\_\_\_\_, I am on the water.
- 3 When I travel by \_\_\_\_\_ and \_\_\_\_\_, I am on the road.
- 4 I travel by \_\_\_\_\_ around the city.
- 5 When I travel to Luxor from Cairo by \_\_\_\_\_, I move on a rail under the vehicle.

5 Which is your favorite transportation? Why?

### LANGUAGE FOCUS

Complete the phrases with *by* or *on*

\_\_\_\_\_ foot

\_\_\_\_\_ car/bus/train/plane

My favorite transportation is a ship. I love traveling on water.



6  Listen. Why is Seleem interviewing people?

7  Listen again and answer the questions

- 1 How many people does Seleem interview? What are their names? \_\_\_\_\_
- 2 Who comes to school by car? \_\_\_\_\_
- 3 Who comes to school on foot? \_\_\_\_\_
- 4 Who likes the bus? Why? \_\_\_\_\_



- 1  Think and discuss. Why is it important to be safe on the roads?
- 2 Look at the photos and say why the children are in danger. Discuss with your partner

1



2



3



4



## LANGUAGE FOCUS

We use *need* when something is important or necessary:  
*We **need** safe roads.*

We use *need to* and the infinitive when something is important to do.

*You **need to** look left and right.*

- 3 Read and match the phrases to the pictures

1 You need a helmet on your bike.

a



2 You need a **seat belt** in your car.

b



3 You need a green light to cross the road.

c



4 You need to look left and right.

d



- 4  Look at the road signs. What do they mean?  
Discuss with your partner

1



There are sometimes  
\_\_\_\_\_ on the road.

2



You can't \_\_\_\_\_  
here.

3



You can go straight and  
\_\_\_\_\_ right.

4



\_\_\_\_\_ here and  
wait for a green light.

5



Complete the sentences about the road signs with  
the words in the box

park turn bike Stop swim safely camels

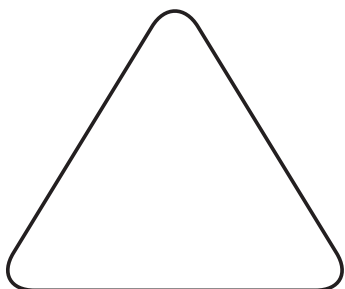
6



Think and draw the signs

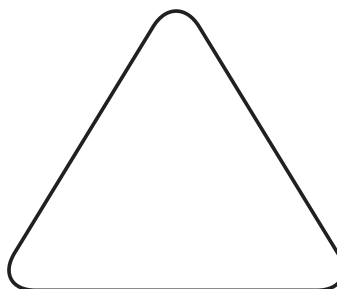
1

A sign to show you can't  
ride your bike here



2

A sign to show that you  
can't park here



## BE CAREFUL ON THE ROADS!

1



Look at the pictures and say. What can you see?



2



Read and listen. Where is Mazen at the end of the story? Why?

Mazen and Dalida are brother and sister. They love their school. Their teachers are very kind.

Hani is a young man. He works in the city and he goes to work by motorbike. Today, he was **in a hurry**.

Mazen and Dalida walk to school together. They cross the road at the **crosswalk**. Today, they walked to the crosswalk and waited for the cars to stop. Then they walked into the road.

Mazen walked to the middle of the crosswalk. Then Hani drove through the crosswalk. He didn't stop because he was going too fast.

Mazen **fell over**. He was very **shocked**. Dalida was scared, but she wanted to help her brother.

Hani stopped to help. Mazen wanted to go to school, but he hurt his leg. Hani called for an **ambulance**.

Mazen is now at the hospital with his mom and sister. Hani is feeling very bad.

**3**  **Work with a partner. Ask and answer**

- 1 Who are Mazen and Dalida?
- 2 Who is Hani?
- 3 What happens at the crosswalk?
- 4 Where is Mazen at the end of the story?

**4**  **Read, think, and answer**

What did Mazen and Dalida do right?

---

What did Hani do wrong?

---

What did Hani do right?

---

**5**  **Think and write. Haniy is feeling very bad at the end of the story. Why?****6**  **Do you like the story? Explain your answer**

fun   interesting   OK   boring   I don't understand

I like the story. I think it's interesting. We learn to be careful on the road.





## LANGUAGE FOCUS

When we take notes, we don't write the complete sentences. We write important words.

Note: *wait for green lights*

Sentence: *You must wait for the green lights before you cross the street.*

### Tip!

We use must and the infinitive for strong advice.

7



**Look and write. Make the notes about road safety into complete sentences**

| Notes                          | Advice                                                           |
|--------------------------------|------------------------------------------------------------------|
| 1 <i>must listen for cars</i>  | <i>We must listen for cars before we cross the road.</i><br><br> |
| 2 <i>cross crosswalk</i>       | <br><br>                                                         |
| 3 <i>don't run-roads</i>       | <br><br>                                                         |
| 4 <i>wear seat belt in car</i> | <br><br>                                                         |
| 5 <i>wear helmet on bike</i>   | <br><br>                                                         |
| 6 <i>follow road signs</i>     | <br><br>                                                         |

## PRONUNCIATION

8



Look, listen, and say

cr

tr

9



Look and match

1 truck

2 crowd

3 crash

4 train

5 crosswalk

a



b



c



d



e



10



Look and write. Then listen and repeat

boat clean coat dream float rain sea snail train

| ai | oa | ea |
|----|----|----|
|    |    |    |
|    |    |    |
|    |    |    |

## AIR POLLUTION

## 1 Look and discuss. Why is this boy wearing a mask?



## 2 Read the text. Why is air pollution dangerous?

Cities have many cars. Cars make air pollution. They put **chemicals** into the air. We can't always see the chemicals, but they are dangerous.

Air pollution is very dangerous for us. When we breathe the polluted air, we cough and feel sick.

Does this happen to you in your city or town? Is the air dirty or clean?



Some cities are trying to stop the air pollution. In London, England, parents do not drive children to school. The children walk or cycle to school. Cars do not go near the school.



In Shenzhen, China, they have electric buses. These buses do not make air pollution.



In Gharbia, Egypt, farmers wanted to have cleaner air. To do that, they stopped burning rice straw. They used the straw to make food for their animals and cover their crops.



In Paris, France, cars can't go into some parts of the city. In these places, you can only walk or take a bus.



In Copenhagen, Denmark, there are more bikes than people and large parts of the city don't allow cars.

These are all good ideas to stop air pollution in cities. Which idea do you like best?

3



### Match the cities with the project

1 Paris

a Stop burning rice straw

2 Shenzhen

b Lots of bikes

3 Copenhagen

c Parts of the city where cars can't go

4 London

d Electric buses

5 Gharbia

e No cars near schools

4



Listen to the expert talking about air pollution. Why is she worried?

**1 Read Youssef's report. Why is he excited?**

Last week I heard Dr Helen Walker talking about air pollution. I liked her ideas and I did some research. I talked to my family about what we can do:

- We can have **energy-saving lightbulbs** in our apartment.
- We can use buses and trains more.
- We can share a car with a friend sometimes.
- We can walk and not always go by car.
- We can have many plants on our balcony.

We decided to change some things as a family. Dad now goes to work with his friend in the same car. Mom takes the bus to work. She doesn't drive. I now go to school by bike. My sister, Noura, walks to her school.

We have more plants in the living room and on the balcony. When our lightbulbs stop working, we can put in energy-saving lightbulbs. I'm excited!

Youssef

**2 Read and match**

Mom



Dad



Noura



Youssef



bike



bus



car-sharing



walking



### 3 Think and discuss

Think about air pollution in your city or village. What can you do to help? Look at the ideas below. What is a good idea for where you live?

Don't burn rice straw.

Increase public transportation.

Have cleaner gas in cars.

Travel on foot or by bike.

Have some car-free roads.

### 4 In your notebook, write a report of 18-24 words about what you can do in your city or village. You can use the report on page 80 as a model

My classmates and I decided to help stop the air pollution where we live. This is what we decided to do:

At home, my family and I decided to do this:

Name: \_\_\_\_\_

### 5 Now read your friend's report. Say what you like. Say what can be improved

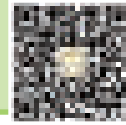
### 6 Try your ideas with your class

You have very good ideas. We can try these things. Next time, you can improve and remember to write capital letters.



# LESSON 5

## ROAD SAFETY LEAFLET



### 1 Look, read the leaflet, and label

main heading    paragraph    photo    sub-heading

1

## ROAD SAFETY



### BE SAFE ON THE ROAD

Use the crosswalks.  
Walk slowly – don't run.

### WATCH THE TRAFFIC

Listen for cars. Don't cross from behind a car.

### READ THE ROAD SIGNS

Read the road signs. They give you important information about the road.

### 2 Think, plan, and choose. Circle the key words you can use to research air pollution

fresh air    burning    planting    cycle    electric buses  
breathing problems

### 3 Now make your leaflet

- Choose some photos
- Write a heading and sub-headings
- Write your paragraphs

### 4 Are you happy with your leaflet? Show your teacher and your friends



### 5 Read your friends' leaflets. Say what you like

# SELF-ASSESSMENT

**1 Match the word halves to make transportation words. Then match the words to the photos**

- |       |       |
|-------|-------|
| 1 me  | a in  |
| 2 bo  | b at  |
| 3 tra | c ip  |
| 4 sh  | d tro |
| 5 tr  | e am  |

a

☐

b

☐

c

☐

d

☐

e

☐


**2**



**Put the words in the box in the correct column**

road signs factories crosswalk seat belts  
helmet chemicals smoke too much traffic

| Road safety | Air pollution |
|-------------|---------------|
|             |               |
|             |               |
|             |               |
|             |               |

**3**



**Think about Unit 11**

Write two things you enjoyed. \_\_\_\_\_

Write two things you learned. \_\_\_\_\_

UNIT  
**12**

**LESSON 1**



# **DALIA SAVES THE VILLAGE!**



**BY NICOLA GARDNER**

# PICTURE DICTIONARY



wheat



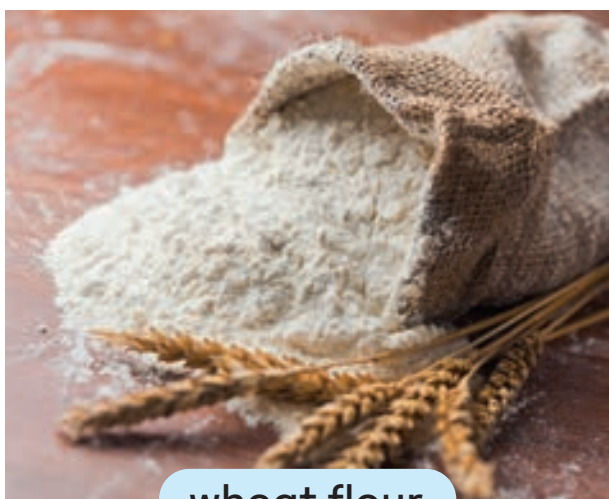
crop



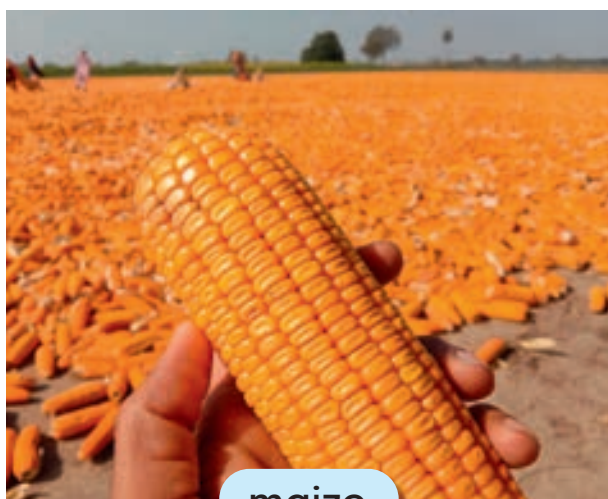
irrigation canal



irrigation



wheat flour



maize

Dalia lives in a **village** in Egypt. One evening she is doing her homework on her computer. She is doing research about crops in Egypt, like wheat, maize, and rice, and it is very interesting. Wheat is an important crop in our country and we use it to make bread. Dalia looks at the pictures of delicious Egyptian bread. Dalia likes *baladi* bread best. Which is your favorite?





Dalia's mom, Gameela, is speaking to Dalia's dad, Waleed, who looks sad. "The crops are not growing well in the village. There is a problem with the water and we have no **irrigation**," says Gameela to Dalia. "We need to help everyone in the village with their crops." Dalia's brother, Tarek, says, "But what can we do?" Dalia says, "It's very simple. Let's call everyone in the village on **social media**. We need to help our village."



Dalia's family gets water from the Nile. But the irrigation canal is not working. She tells everyone in the village about this problem on social media, then meets everyone in the **main square**. A lot of villagers say they can help.

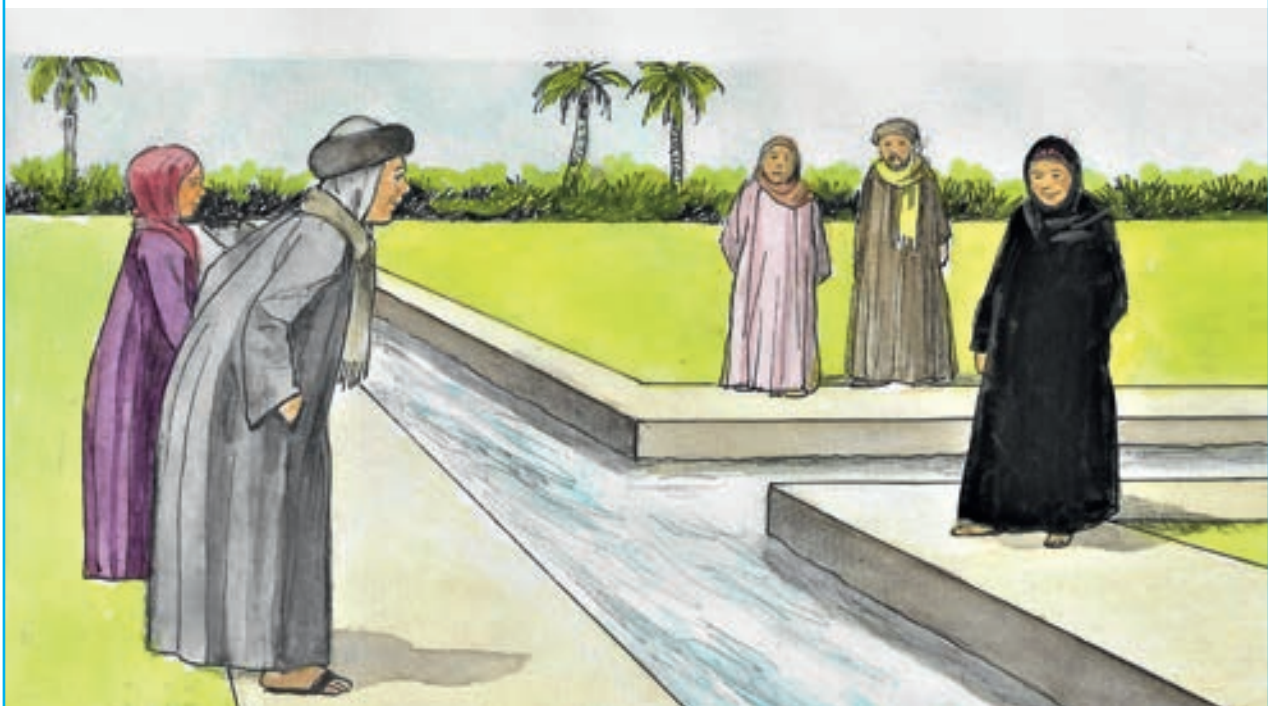


The next day everyone gets together in the center of the village. Some people come on foot, and some by bike. Some people come by boat or by car from another village to help. Everyone is very excited to help with the problem. They meet at Dalia's grandparents' house. Dalia's grandma gives them tea and cookies.





Dalia and her family go to see the problem. The irrigation canal that brings the water is **blocked** with trash – plastic bottles and **household** things. There are also some plants in the water. Tarek says, “We need to start work and clean the water.” The water is not very deep and they start to clear the trash. They fill 20 trash bags with the trash. Now the water isn’t polluted.





The water comes back to the village and the crops grow again. Everyone is very happy. They can grow food on their land and they can sell their fruit and vegetables to buy other things. Their lives become easier. But some of the crops are not very good.

Dalia has a **plan**. She thinks the villagers can produce more food. She says they should try wheat – she tells them about her research. She says wheat grows very well in Egypt and is great for making delicious bread and cakes.

Some villagers like the idea – they start to grow wheat in some of their fields.





From the wheat they can make flour. From the flour they can make delicious Egyptian bread. Grandma can make more of her **awesome** cookies. The villagers make bread and cookies to sell to other villages.



In a few years, everything is better in the village. Dalia walks around the village and sees the changes. She is very proud. When she grows up, she works with **agriculture** to help other people with their crops.

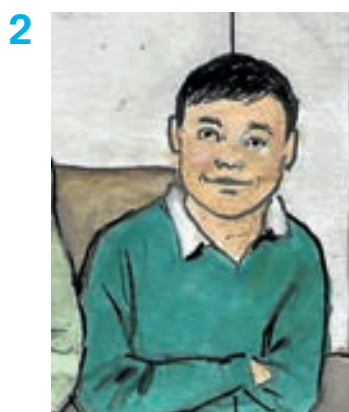
# LESSON 2

## CHARACTERS



### 1 Look and write

Gameela Dalia Grandma Tarek Waleed



### 2 Read and write *T* (true) or *F* (false)

- 1 Dalia is still at school.
- 2 Tarek is Dalia's cousin.
- 3 Waleed is Dalia's dad.
- 4 Dalia's grandma makes delicious cookies.
- 5 Tarek helps the village with a problem.
- 6 Dalia is a helpful girl.

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# VOCABULARY



3 Complete the crossword with the words in the sentences

1 We use \_\_\_\_\_ to make bread.

2 Dalia says the villagers should plant \_\_\_\_\_.

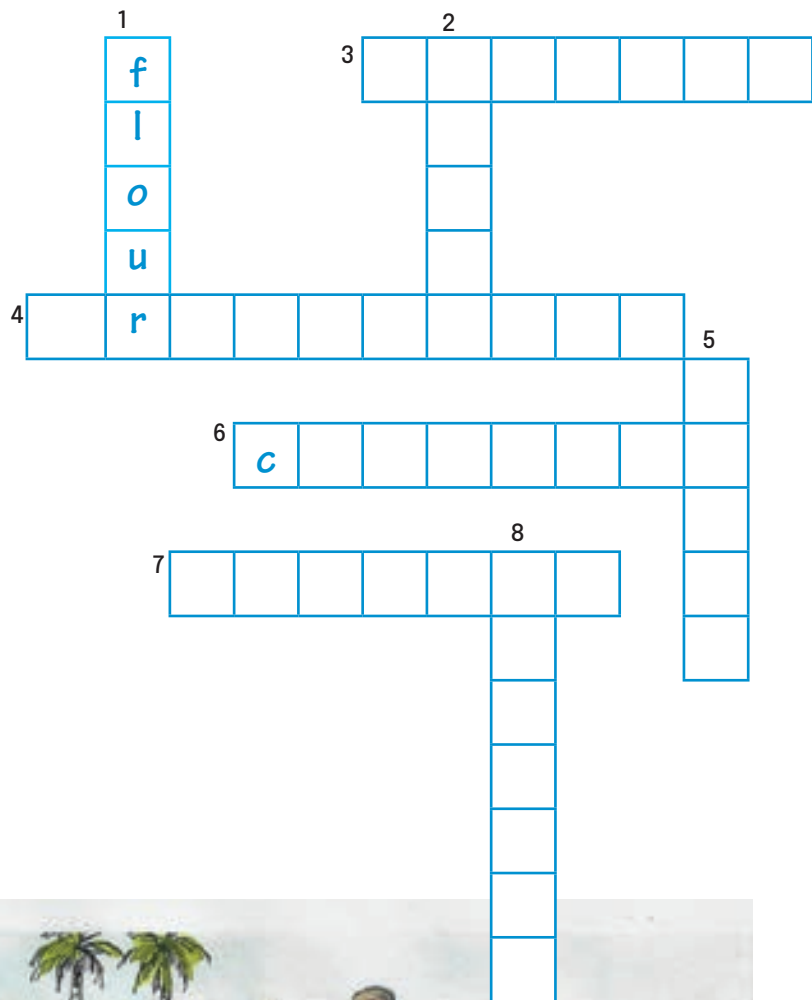
3 Grandma makes \_\_\_\_\_ cookies.

4 The \_\_\_\_\_ canal in Dalia's village was blocked with 5 \_\_\_\_\_.

6 Dalia contacted family and friends on her \_\_\_\_\_.

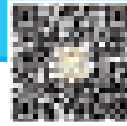
7 Dalia and her family live in a \_\_\_\_\_.

8 \_\_\_\_\_ gives everyone tea and cookies.

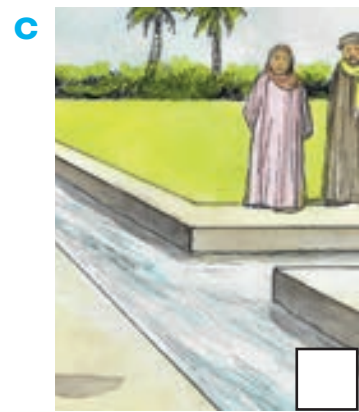
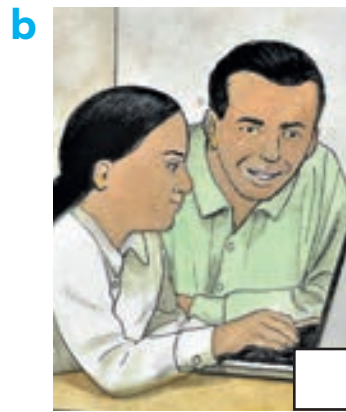


# LESSON 3

## EVENTS IN THE STORY



### 4 Look and put in order



### 5 Read and match

1 Dalia

2 Gameela

3 The villagers

4 Tarek

**a** see Dalia's message on social media.

**b** cleans the canal with the others.

**c** talks about the problem with her husband.

**d** does research on her computer.

6



### Read and complete

trash irrigation canal household plan agriculture awesome

- 1 The \_\_\_\_\_ brings the water to the villages.
- 2 Mom went to the market to buy cups, plates, and other \_\_\_\_\_ things.
- 3 Amir had a great \_\_\_\_\_ for how to make his team win.
- 4 People drop \_\_\_\_\_ into the river and it becomes polluted. The plants and animals die.
- 5 Mom's cake is \_\_\_\_\_! It tastes so good!
- 6 Mr Fawzy likes to study all about plants and crops. He likes \_\_\_\_\_.
- 7 Problems in water can cause \_\_\_\_\_ problems.

7



### Read and answer

- 1 Why is Dalia an important person in the story?  
\_\_\_\_\_  
\_\_\_\_\_
- 2 Who do you think helps Dalia the most? Why?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 Do you know anyone like Dalia? Describe them below.  
\_\_\_\_\_  
\_\_\_\_\_

8



**Dalia had a problem to solve. What was it? How did she solve it? Look and complete**

What was the village's problem?

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What was Dalia's solution?

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---

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What was the process?

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What was the final conclusion? Why was Dalia's homework research important to the process?

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9



**Ask and answer about the story. Use the words in the box**

How What When Where Why

Why is  
Dalia's dad sad at  
the beginning of the  
story?



Because the  
irrigation canal  
is polluted.



10



**Dalia writes an email to her teacher to say why her homework about wheat is important. Read and complete the email**

◀▶
✉ 🗑

Dear Mrs Nawal,

Last week we had a problem in my village. We didn't have enough water because the irrigation canal was blocked.

I talked to \_\_\_\_\_.

I went to \_\_\_\_\_.

We cleaned \_\_\_\_\_.

I talked to the villagers. I said \_\_\_\_\_.

\_\_\_\_\_.

Dalia

# REVIEW 4

## LESSON 1



1



Listen and point

START

1



2



3



4



5



6



7



8



9



10



11



12



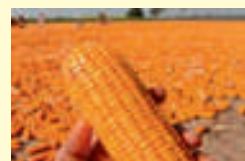
13



14



15



FINISH

2



Look and write

3 Play and say

What's number 12?



It's crops.  
What's number  
15?

#### 4 Complete the text with the words in the box

logged in   choose   ~~tagged~~   mom   should

Last week I wasn't very happy with my friend. My friend 1 tagged me in a photo and it showed on my social media page. When I 2 \_\_\_\_\_, I saw the photo. I was buying a present for my 3 \_\_\_\_\_ for her birthday and it was a surprise! I talked to my other friend and he said, "You 4 \_\_\_\_\_ change your **settings** so you can check photos you are tagged in!" and he showed me how. Now I'm very happy because I can 5 \_\_\_\_\_ which photos appear on my page!



#### 5 How can you keep safe online? Talk about the words in the box. Then talk to your partner

strong password   strangers   be respectful  
online bullying   talk to an adult

How do you keep safe online?



I have a very strong password. What about you?

## LESSON 2



1



**Look and complete the sentences with the words in the box**

animals   crowded   peaceful  
~~boat~~   city   empty

My favorite transportation is by 1 boat. When you are on the water you can see the river 2 \_\_\_\_\_ and plants. It is also very 3 \_\_\_\_\_ because you only hear the water. I like ships too, but I prefer smaller transportation on the water.

Buses are good too, but sometimes they get very 4 \_\_\_\_\_, particularly after school and work, when lots of people go home. It's better when they're 5 \_\_\_\_\_ and you are on the bus with one or two people. You can see a lot of the 6 \_\_\_\_\_ from the bus. But the problem is you stop all the time!

2



**Think of your favorite form of transportation and write**

My favorite transportation is \_\_\_\_\_. I like it because \_\_\_\_\_.

3



**Draw your favorite transportation**

4  Listen and write the words you hear.  
Then match

1 tr

2 cr

3 un

healthy

ash

am

ain

uck

owd

happy



5 Complete the sentences with *should* or *shouldn't*

1 I \_\_\_\_\_ talk to someone online I don't know.

2 I \_\_\_\_\_ have a strong password.

3 I \_\_\_\_\_ tell an adult about a bully who is unkind to me.

4 I \_\_\_\_\_ be respectful online and I \_\_\_\_\_ copy other people's ideas.

6  Look and color the things that are good for the planet. Then say



# SELF-ASSESSMENT

Now I can...

## 1 say social media words



## 2 say transportation words



## 3 say these sounds

*tr*

train, tram

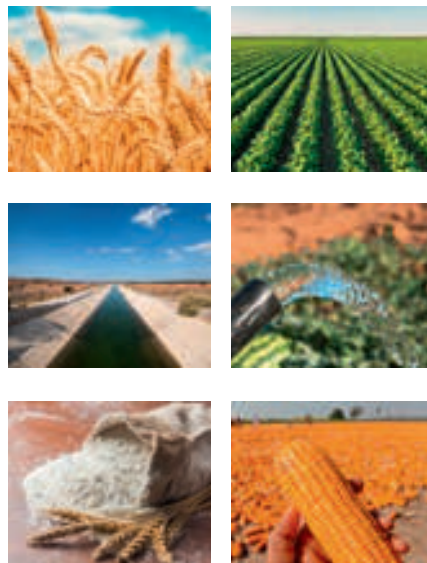
*cr*

crowd, crash

**say words that start with  
*un-***



## 4 say words about stopping water pollution

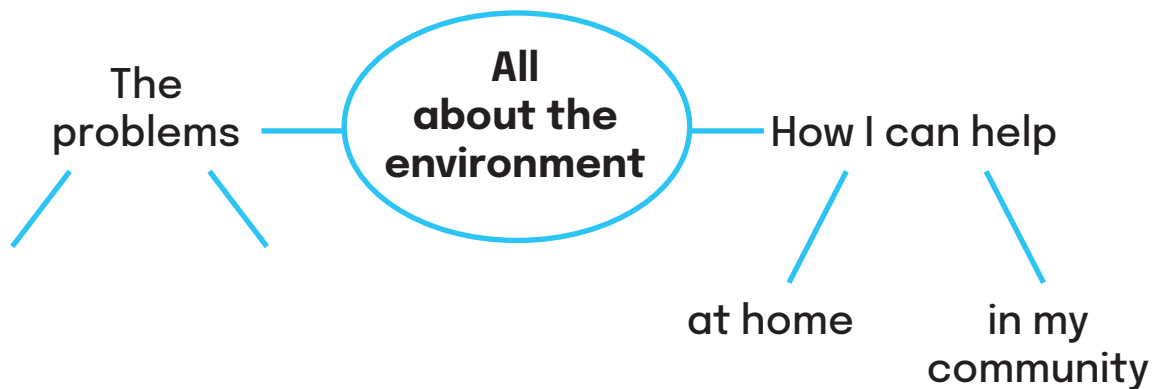


# TERM 2 PROJECT

- 1 Read and think about the project and make a poster. Then prepare a presentation for your class

Think about environmental problems. Then think about how you can help the environment in your own home and in the community. Write a message to your class.

- 2 Think about the environmental problems in your city and country. Think how you can help the environment at home and in your community. Complete the diagram



- 3 Do your research on the internet. Circle the key words below that you can use for your search

clean energy   electric cars   recycling trash   save energy   plant trees   save water   energy-saving lightbulbs

- 4 Work in a group. Take some notes. You could refer to the Egyptian Knowledge Bank <https://www.ekb.eg/> for further information

Some environmental problems: air pollution, ...

How can I help at home: turn off lights, ...

How can I help in the community: ride buses, share cars ...

- 5 Choose your visuals. Circle the photos below that you could use for your presentation. Then find some more. You could also draw some pictures for your presentation**



ride buses    recycle rubbish    energy-saving lightbulbs  
plant trees

- 6 Work in a group.  
Present your ideas**



- 7 Look, write, and complete. Write a message to your class**

Dear class,

I want to help the environment.

At home I want to \_\_\_\_\_  
\_\_\_\_\_.

In the community I want to \_\_\_\_\_  
\_\_\_\_\_.

What do you think?

I hope you like my ideas!

Your name: \_\_\_\_\_.