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Presidency of Al-Azhar Institutes

A-LEVEL

ENGLISH

for

Al-Azhar Treetops

Primary Five
Term 1

Student's Book

First Draft Edition

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Presidency of Al-Azhar Institutes wishes to thank the Development Committee

Dr. Attia Es-Sayed A. Abdul-Aal

Professor of TEFL, Faculty of
Education, Al-Azhar University

Dr. Ismael I. Elsherbiny

English Consultant,
Al-Azhar Institutes Sector

Dr. Wafaa Ahmed Mahmoud

Teacher of English,
Al-Azhar Institutes Sector

Dr. Nadia Mohamed Sarhan

Teacher of English,
Al-Azhar Institutes Sector

Mr. Ramadan Mamdouh A. Salama

Demonstrator of TEFL, Faculty of
Education Al-Azhar University

Mrs. Asmaa Abdel Wahab Hafez

Teacher of English,
Al-Azhar Institutes Sector

Presidency of Al-Azhar Institutes wishes to thank the Reviewing Committee

Dr. Attia Es-Sayed A. Abdul-Aal

Professor of TEFL, Faculty of
Education, Al-Azhar University

Dr. Asmaa Abdulmoneim Mustafa

Professor of TEFL, Faculty of
Education, Mansoura University

Dr. Zeinab Ali En-Najjar

Professor of TEFL, Faculty of
Education, Ain Shams University

Presidency of Al-Azhar Institutes wishes to thank the Graphic Design Team

Eng. Mostafa Galal Abd-Elgaber

Graphics Designer, Education Development
Center Al-AZhar International Students

Eng. Amin Ahmed Zakaria

Official of designing and Graphic,
Senior Scholars Authority

Al-Azhar Printing House

*Abdullah Muhammed Street, Ahmad Said Street, Abasia, Cairo,
Arab Republic of Egypt
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H. H. Professor
Ahmed M. Al-Tayeb
Grand Imam of Al-Azhar



H. H. Professor
Muhammad Abdur-Rahmān Ad-Duwini
Al-Azhar Grand Imam's Deputy



H. H. Sheikh
Ayman Mohammed Abdelghany
Head of Al-Azhar Institutes Sector

Scope and Sequence

Unit	Educational Objectives	Grammar	Functions
(1) Now and Then	<p>Listening</p> <ul style="list-style-type: none"> • Listen to short talks • Listen to dialogues • Listen to short stories to recognize silent sounds <p>Speaking</p> <ul style="list-style-type: none"> • Explore the evolution of transportation • Speak about historical and contemporary air travel • Discuss the differences between schools today and in the past • Compare old and modern phones • Persuasively communicate and convince someone to take a particular action • Discuss different ideas about TV • Talk about different types of shopping • Ask and answer questions about shopping <p>Reading</p> <ul style="list-style-type: none"> • Read dialogues • Read a text about the history of telephones • Read a text about the Egyptian TV • Read a text about shopping <p>Writing</p> <ul style="list-style-type: none"> • Summarize lengthy reading texts • Report the results of a survey about TV • Write about shopping/ online shopping experience 	<ul style="list-style-type: none"> • Prepositions: by, in and on • Present perfect tense: affirmative, negative and interrogative • Reflexive pronouns • Use of " 's" for is, has and possession 	<ul style="list-style-type: none"> • Convincing someone to do something
(2) Future Jobs	<p>Listening</p> <ul style="list-style-type: none"> • Listen to a text about future jobs • Listen to a poem • Listen to a NASA scientist <p>Speaking</p> <ul style="list-style-type: none"> • Run a conversation about future jobs • Hold an interview about the Supercomputer, Fujaku • Ask and answer questions <p>Reading</p> <ul style="list-style-type: none"> • Read a dialogue about future jobs • Read a text about astronomy • Read a text about NASA • Read an interview about supercomputers • Read a dialogue about AI • Read a myth <p>Writing</p> <ul style="list-style-type: none"> • Write a paragraph about future jobs • Write a poem • Write a paragraph about how to join NASA • Write an alternative end to a science fiction story • Write a science fiction story • Write a myth 	<ul style="list-style-type: none"> • Future simple tense • Subject-verb agreement • Spelling patterns for pluralisation, e.g. -s, -es, -y/-ies, -f/-ves • Apostrophe for possession and shortened forms 	<ul style="list-style-type: none"> • Using the Future simple to ask and answer questions about future jobs • Expressing opinions about AI, agreeing or disagreeing

Vocabulary	Activities	
<p><i>trip, flight, voyage, airline, airplane, app, comfortable, transportation, travel, destination, adventure, memories, school subjects, Arabic, maths, science, religion, music, art, social studies, ICT, foreign languages, English, French, physical education (PE), calculator, laptop, mobile, projects, assessment, questionnaires, mobile phone, dial, television, production, festivals, occasion, transmitting, channel, broadcast, celebration, anniversary, revolution, Egypt's slogan, the National Anthem, patriotic songs, launched, Nilesat satellite, entertainment, exchange, corner shops, stores, malls, packages, mail, delivered, sales representatives, companies, products, online</i></p>	<ul style="list-style-type: none"> • Speaking focus • Read and answer • Complete with the correct preposition • Read and complete the notes • Talk together • Make a summary • Internet search • Look at the pictures and discuss the following questions • Read and complete the table • Role play • Read and match • Listen and answer 	<ul style="list-style-type: none"> • Read and underline • Put the verbs in the present perfect tense • Listen and write: Old phone or Mobile phone • Work in pairs • Read and summarize • Read and rearrange the events • Form questions for the following answers • Find someone who... • Do a class survey • Report the survey results • Ask and answer • Read and write
<p><i>future, message, social media influencer, photogenic, communication skills, plans, flexibility, risks, entrepreneur, programmer, data analyst, software, hardware, respondents, mathematical aptitude, problem-solving skills, teamwork, self-development, management, programming, astronomy, astronomer, astronaut, earth, atmosphere, planets, sparkling stars, telescopes, scientific instruments, remote galaxies, tiny particles, observers, patterns, constellations, myths, illusion, dimmer, spaceship, universe, gravity, force, orbit, float, electromagnetic radiation, emit, spectrum, ultraviolet, infrared, microwaves, flight, spacecraft, agency, aeronautics research, technical expertise, leadership skills, citizenship, bachelor degree, accredited institution, candidates, calculations, healthy longevity, disaster, mitigation, environmental, protection, supplies, power consumption, computational, supercomputers, applications, artificial intelligence</i></p>	<ul style="list-style-type: none"> • Listen, read and answer • Ask and answer • Read and answer • Listen, match and write • Song Time • Draw and write • Read, match and complete • Listen and repeat • Listen and circle the sounds /kw/, /aʊ /and /ɔɪ/ • Look and write sentences • Listen and complete • Read and rearrange • Draw and write • Work in pairs 	<ul style="list-style-type: none"> • Listen, read and order • Story Time • Think and write • Read and tick (✓) or (X) • Read and match • Game Time

Scope and Sequence

Unit	Educational Objectives	Grammar	Functions
(3) Famous Characters	<p>Listening</p> <ul style="list-style-type: none"> • Listen to a dialogue with Dr. Magdy Yacoub for details • Listen to a dialogue about differently abled athletes for details • Listen to a dialogue about role models for details <p>Speaking</p> <ul style="list-style-type: none"> • Run a conversation about famous Egyptian scientists • Ask and answer questions about famous Egyptian scientists • Run a conversation about famous Egyptian sports champions • Ask and answer questions about famous Egyptian sports champions • Run a conversation about differently abled athletes • Ask and answer questions about famous Egyptian sports champions • Discuss questions about having role models • Ask and answer questions about having a role model • Discuss the qualities of good characters <p>Reading</p> <ul style="list-style-type: none"> • Read a text about famous Egyptian scientists for specific information • Read a text about Egyptian sports champions for specific information • Read a text about Mohammed Salah for main ideas • Read a text about differently abled athletes for specific information • Read about developing a good character for specific information <p>Writing</p> <ul style="list-style-type: none"> • Write a paragraph about a favorite Egyptian scientist • Write a paragraph about a favorite Egyptian sports champion • Write a paragraph about a differently abled champion • Write a paragraph about my role model using the internet • Write a paragraph about your role model 	<ul style="list-style-type: none"> • The comparative and superlative forms of short and long adjectives • Different forms of adjectives • Changing the verb into a gerund • The use of prepositions • The prefixes un, dis, re, and pre 	<ul style="list-style-type: none"> • When was he/ she born? • What is he /she famous for? • Which sport does he/she do? • What makes her/ him more special than others? • Why is she/he really special? What is your role model? • Why is she/ he your role model?
(4) Global Festivals and Events	<p>Listening</p> <ul style="list-style-type: none"> • A dialogue between a teacher and pupils about World Cup competitions • A dialogue between experts about COP 27 • Listen to silent /g/ i.e. Sign, soft and hard /g/ i.e. green , giraffe • Silent /h/ i.e. white, hour • Explore homophones in meaningful contexts <p>Speaking</p> <ul style="list-style-type: none"> • Ask and Answer about global festivals • Join a conversation with guest speakers about Cop 27 • Pronounce words and sentences with silent /g/ i.e sign / soft and hard g i.e. green / giraffe , silent/ h/ i.e. white, hour ,and use homophones in meaningful contexts <p>Reading</p> <ul style="list-style-type: none"> • A TV report about Festivals around the world • A poem about the earth • A short story about a boy who reclaimed the whole land of his village <p>Writing</p> <ul style="list-style-type: none"> • Write a paragraph about attending festivals • Write a short summary of The Land of Kind People • Write a paragraph about a girl who lost her camera at Cairo International Stadium and met a famous footballer there • Write a paragraph about a discussion among family members to report what each one of them said about their favorite activities 	<ul style="list-style-type: none"> • Possessive adjectives and pronouns • Direct and indirect (reported speech) 	<ul style="list-style-type: none"> • Figurative language (simile-symbolism-idioms-personification) • Presentation skills (giving speeches)

Vocabulary	Activities	
<p><i>prominent, remarkable, popularity, pioneering, transplantation, charitable, underprivileged, humanitarian, molecules, super-duper, particles, dedicated to, access for, celebrated for, prominent, spanned decades, people in need, decide to, advice for professional, champion, competition, competitive, athlete, break a record, incredible, hometown, dedication, teammates</i></p> <p><i>differently abled,, documentary, accomplishments, law and constitution, obstacles, portion blind, architect, inspire, progress, accomplish, honest</i></p> <p><i>depend on, found in, respect for, sign of, kind to, share with</i></p> <p><i>handsome, handkerchief, bridge, sandwich, Wednesday</i></p>	<ul style="list-style-type: none"> • In groups, discuss the following questions • Read and answer • Read and act • Listen, read and answer • Read, match, then write • Search and write • Complete the sentences using the appropriate form of the adjective • Read and match • Fill in gaps with they're, their or there • Change the following verbs into gerunds • Listen again and circle the correct word • Complete the table with words from the box • Read and match the word with its antonym • Read and complete using the appropriate preposition • Listen and repeat words with silent d • Add the appropriate suffix to the word in brackets to complete • Add the appropriate prefix to the words below 	
<p><i>celebrate- festivals- Youth Forum- competition- fireworks – dress code- penalty kicks- catastrophic floods- outline - perfect -location - plans – stadiums- transports – accommodation – soccer- fans- host country –include- expectations – traditional – respect- penalty kicks fossil fuels- generating – electricity -cutting down forests release greenhouse gases –gradually Floods- Tide- canoe/ canoed- shrink/ shrank- precious- eroding- trap- dig/ dug – weapons- worried- battle- attack - mercy- fertilizers- bare- stranded</i></p>	<ul style="list-style-type: none"> • Listen, read and show • Read and tick the correct sentences • Listen and repeat • Circle the correct answer • Discuss the following questions • Summarize the story of The Land of Kind People • Listen, read and circle the words with silent /h/ sound • Search and write • Read the poem and underline the lines that refer to EX. 7 (Simile and Personification) 	<ul style="list-style-type: none"> • Use the comma in the following sentences appropriately • Listen, read and choose • Read and answer • Put the following sentences in their correct order • Fill in the gaps, then read aloud • Look, read and repeat • Listen, point and repeat • Read and match • Choose the correct answer • Look, read and write

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Unit 1

Now and Then

Grammar

- Prepositions: by, in and on
- Present perfect tense: affirmative, negative and interrogative
- Reflexive pronouns
- Use of "s' for is, has and possession

Phonics

- Silent /w/ and silent /u/

Language functions

- Convince someone to do something

Critical thinking

- Some people think that travelling by ship is safer than airplane flights. Do you agree or disagree? Why?
- Do you think people can live without phones nowadays? Why? Why not?

Study skills

- Note taking
- Making a summary



Lesson (1)

Faraway is Minutes Away

ILOs: By the end of this lesson, pupils should be able to:

- explore the evolution of transportation: Contrasting past and present modes.
- engage in reading dialogues for specific information.
- apply varied prepositions accurately in the context of transportation.
- enhance note-taking skills by completing notes from provided reading material.
- analyze the contrasts between historical and contemporary air travel.
- concisely summarize lengthy reading texts.
- conduct internet search to uncover the rich history of bicycles.



EX.1 Think and Discuss

I can explore the evolution of transportation: Contrasting past and present modes.

In groups, discuss the following questions:



- 1 Which of these do you consider as modes of transportation?
- 2 How do you think people used to travel in the past?
- 3 In today's world, how do people get from place to place? Discuss the modern ways of travel.
- 4 Ships are vital for transportation, but there's also an animal known as 'the ship of the desert'. Can you guess which animal is it?
- 5 Which of these modes of transportation do you think are capable of venturing into space? Let your imagination run wild!
- 6 Share your recent travel experiences! When was the last time you went on a journey, and how did you get there?
- 7 Can anyone here recite the 'Travelling Du'aa'?

EX.2 Read and Answer

I can engage in reading dialogues for specific information.

- Who hasn't been to Saudi Arabia before?

Ehab: Good morning, Mom and Dad!

Father and Mother: Good morning, dear Ehab.



UNIT 1

Father: Are you excited about your upcoming 'Umrah' journey?

Ehab: Absolutely! I can hardly wait to lay my eyes on the majestic 'Ka'bah' for the first time!

Mother: You're in for a remarkable experience, my son. Remember when we went on our pilgrimage trip, Mansour?

Father: Of course, I do. It was an unforgettable journey. I still vividly recall the challenges of travelling to Suez and then crossing the sea to reach Saudi Arabia. You were seasick for a significant part of the voyage, dear.

Mother: Yes, that voyage had its memorable moments. But nowadays, travel has become much more comfortable, especially with plane flights.

Ehab: You're right, Mom. The plane swiftly takes us from Cairo to Jeddah in minutes, and the journey is quite comfortable.

Father: We should thank God for all His blessings. Many years ago, people embarked on their pilgrimage riding camels in what they called 'caravans.' By the way, don't forget to recite the 'Travelling Du'aa' once you're on the plane.

Ehab: I won't, Dad. Thank you for the reminder. I need to head out now to purchase two tickets for myself and my wife. Can I take your car?

Father: Of course, Ehab. Here are the keys. Safe travel, and may your journey be filled with blessings and inspiration!

EX. 3 Read again and Answer

- Read the dialogue in Ex. 2 again and answer the following questions:

1 Ehab is excited about

a) going on an Umrah journey

b) going to Cairo

c) meeting new people

d) taking a long drive

2 How does Ehab describe his upcoming trip?

a) Stressful and tiring

b) Too hard

c) A wonderful feeling of peace and tranquility

d) Too expensive

Lesson (1)

- 3 According to Ehab's father, how did people use to travel for pilgrimage in the past?
 - a) By plane
 - b) In caravans on camels
 - c) On cruise ships
 - d) On bicycles
- 4 What is the significance of the 'Travelling Du'aa' mentioned in the dialogue?
 - a) A special prayer for safe travels
 - b) A traditional dance performed during travel
 - c) A type of transportation
 - d) A popular travel destination
- 5 Where does Ehab plan to go after the conversation in the dialogue?
 - a) To buy tickets for his upcoming trip
 - b) To the beach for a swim
 - c) To watch a movie with his friends
 - d) To a restaurant for lunch

EX. 4 Complete with the Correct Preposition (by - in - on)

I can apply varied prepositions accurately in the context of transportation.

- 1 Ehab will travel by plane to Saudi Arabia.
- 2 I never go to school foot.
- 3 Mona goes to work a taxi.
- 4 My school is on the other side of the river, so I go ferry.
- 5 We must help old people when they want to go a bus.
- 6 We prefer to go to Alexandriatrain.
- 7 We go to the club my father's car.

TOP TIP

Means of Transport Prepositions (by – on – in)

Examples: I go to school **by** car/ bus/ taxi/ ferry.

We go to work **on** a bus/ ship/ plane.

My father goes to work **in** his car/ a taxi.

REMEMBER.

on foot/ on a camel/ donkey

EX. 5 Read and Complete the Notes

I can enhance note-taking skills by completing notes from provided reading material

- Read this text about 'How Travel Has Changed Over the Past Decades' and complete the notes below.

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TOP TIP

Note Making

- When reading a text, write down the main idea and key details in **your own words** using **short phrases** or bullet points.
- Use symbols or abbreviations to save time.
- Review your notes **after reading** to make sure you captured the most important information.

Can you imagine a world where you can't just book a flight from your smartphone? It wasn't that long ago that .

This was the reality for travelers. Lets' try to remember how journeys used to be and discover what has changed in recent decades!

This example is done for you.

Past	Present
Booking travel was not possible from smartphones.	Booking travel from smartphones is common.
Travelers had to book travel through other means.	Travel has changed a lot in recent decades.
Travel used to be different than it is now.	The text suggests taking a moment to reflect on these changes.
<i>Main idea: The way we book travel has changed a lot in recent decades.</i>	

Now do the same with the following texts:

Airlines have revolutionized travel.



Less than thirty years ago, transportation was mostly done by cars, buses, trains, and even boats. while there were some flights, but they were really expensive. Taking a flight was a luxury.

Lesson (1)

Nowadays, Airplane flights are the most common means of travel for millions of people and allow us to save time by reaching the faraway destinations all over the world in a few hours or even minutes.

The internet has made planning as easy as a quick Google search.



Years ago, trip planning required travel agencies and browsing an endless amount of books. Today we can find everything we need for a trip from our own home comfortably. We can **book a hotel** and leave for the destination the next day!

Social media and smartphones have changed how we share memories.



Years ago, if you wanted to communicate with friends and family while traveling you would have to use phone cards and postcards. Moreover sharing photos could only be done once you were already home. Meanwhile, travel has changed in a way where almost everyone has a smartphone and can easily text or call someone to check in and share their adventures.

Travel photos are now instantly gratifying.



Surely, you have heard of cameras that used film and you were unable to see the photos until you developed them at the end of your trip. This created a fun and emotional

UNIT 1

experience to come back home and finally see these ever-lasting trip memories. The introduction of digital cameras and smartphones made it. So you could quickly snap hundreds of photos a day, review as you go, and easily share them with friends and family throughout your trip.

Apps have made traveling easier than ever.



Less than forty years ago, if you wanted to know what the weather would be for your trip, you had to study up on the weather patterns for that time of the year and hope it wasn't an unprecedented cool front at your dream beach destination. If your flight was delayed or canceled, you wouldn't know until you were already at the airport. Then once you arrived, you relied on maps and hotel managers to know how to get around the new destination.



Today, with apps such as sostravel, travel is easier than ever. Now you can receive alerts of flight delays, airport information, and get also local weather conditions before you even leave home. Once you land, this app can give you all the information for your destination on how to reach it, transportation, and currency exchange rates.

Even though the current circumstances are holding us back from traveling for now, we can still journey through time and reflect on how technology has changed the travel world. Thanks to low costs and the vast number of airlines, traveling has become accessible for everyone and with fewer time constraints.

CRITICAL THINKING

Some people think that travelling by ship is safer than airplane flights. Do you agree or disagree? Why?



My Notes		
	Past	Present
Airplane flights	Very expensive and for few people	Cheap and the most common
The internet
Social media and smartphones	was through phone cards and postcard	- Communication with others. - Sharing photos after coming home
Travel photos
Apps	There were no apps to book the tickets.

EX. 6 Talk Together

I can analyze the contrasts between historical and contemporary air travel.

- In pairs, compare between air travel in the past and now using the notes you completed in Ex. 5.



Airplane flights were very expensive in the past and few people could travel by planes.

Now, airplane flights are cheap and the most common means of travel and many people travel by plane in no time.



EX. 7 Make a Summary

I can concisely summarize lengthy reading texts.

- Read the text in Ex. 5 again and summarize each paragraph in one sentence.

REMEMBER

To summarize a text means to write the main points and the most important ideas in this text. Skip the unnecessary information.

- 'The Airlines have revolutionized travel' has been done for you as an example.

Luxury transportation has become a common and time-saving way to travel for millions of people worldwide.

- The internet has made planning as easy as a quick Google search.

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- Social media and smartphones have changed how we share memories.

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- Travel photos are now instantly gratifying.

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- Apps have made traveling easier than ever.

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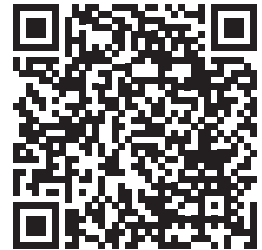
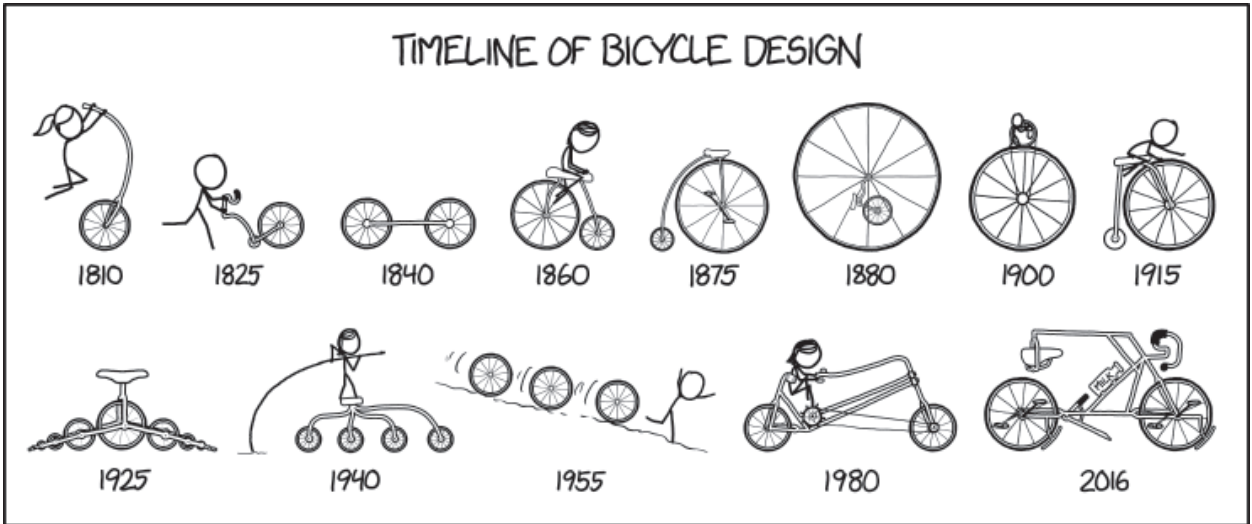
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EX. 8 Internet Search

I can conduct internet search to uncover the rich history of bicycles.

Many people, especially children, like riding bikes/ cycling. Search the internet for the history of bikes, summarize what you have found, and write it. You may use the following timeline to guide you.



Lesson (2)

Time Travelling Through School

ILOs: By the end of this lesson, pupils should be able to:

- discuss the differences between schools today and in the past.
- identify the main idea of a dialogue through reading.
- fill in a table with specific information about schools.
- compare schools today with schools in the past.
- match school abbreviations with their complete forms.
- listen to short talks to extract specific information.
- recognize verbs in the present perfect tense.
- use verbs in the present perfect tense accurately.



EX. 1 Think and Discuss

I can discuss the differences between schools today and in the past.

- Look at the pictures and discuss the following questions:



1 What are the educational levels in Egypt?

Example: Nursery

2 Do you think schools and classrooms of today are the same as in the past?

3 Do you think your grandfather or parents have studied the same subjects you study today? Mention the different subjects you study today.

4 Have you ever thought how students in the past learned and completed their homework without the use of technology?

5 In your opinion, is education today simpler or more challenging than it was in the past?

EX. 2 Read and Choose the Correct Answer

I can identify the main idea of a dialogue through reading.

Grandpa: I see you're working hard on your studies, Omar. Well done!

Omar: Yes, Grandpa. I'm studying ICT.

Grandpa: What does ICT stand for? .

Omar: It stands for 'Information and Communication Technology'. I've been learning this subject for two years.

UNIT 1

Grandpa: I remember when I was at school, we had subjects like Arabic, math, science, religion, music, and art.

Omar: School is quite different now, and it's a bit challenging. We still study the subjects you mentioned, but we also have social studies, ICT, and foreign languages like English and French. We also have PE, which stands for physical education.

Grandpa: Wow! It sounds like you have a lot on your plate. Back in my day, we had more free time for hobbies and playing.

Omar: Yes, time has changed. Did you have any tools to help you with your studies, like a calculator, a laptop, and a mobile phone?

Grandpa: No, we had to do all our homework by ourselves. When I was in preparatory school, I would spend hours searching for information in the school library. Also, I used to walk for an hour and a half to get to school and back. Nowadays, you and your sister take the bus, or sometimes your dad drives you to school.

Omar: Oh, that sounds quite challenging. I can easily find information on the internet and finish my homework in a few minutes.

Grandpa: Hmm, so you're saying you spend a lot of time on your mobile phone searching for information!

Omar: Well, sometimes I do, but I also play games and chat with my kepals.

Grandpa: Alright then. Anyway, I'll be eagerly waiting for your exam results. Tests show who's been studying and who's been playing all the time.

Omar: Of course, Grandpa. But we have other ways of assessment too, like projects, self-assessment, and portfolios.

REMEMBER

A keypal is a friend with whom one regularly exchanges emails or text messages for fun.

1 The primary focus of the dialogue between Grandpa and Omar is

- a) comparing their favorite hobbies
- b) discussing their daily routines
- ☒ c) contrasting education and technology across generations
- d) sharing stories about their school friends

- 2 What does Omar highlight as one of the significant differences in his education compared to his grandpa's?
- The types of sports they played
 - The subjects they studied
 - The number of friends they had
 - The distance they had to walk to school
- 3 What does the dialogue primarily illustrate regarding education?
- The importance of studying foreign languages
 - The role of technology in modern learning
 - The benefits of traditional teaching methods
 - The impact of hobbies on academic success

EX. 3 Read the Dialogue again and Complete the Table

I can fill in a table with specific information about schools.

Item	Grandpa's School	Omar's School
1 - Subjects	Arabic, maths, science, religion, music, and art	Arabic, maths, science, religion, music, art, social studies, ICT, foreign languages, and PE
2 - Helpful Tools
3 - Going to School
4 - Homework
5 - Ways of Assessment

UNIT 1

EX. 4 Act

I can compare schools today with schools in the past.



EX. 5 Read and Match

- I can match school abbreviations with their complete forms.

(A)

- 1- ESL
- 2- IT
- 3- EFL
- 4- ICT
- 5- Prim
- 6- Lab
- 7- PE
- 8- KG

(B)

- (a) Information Technology
- (b) Laboratory
- (c) Kindergarten
- (d) Physical Education
- (e) English as a foreign language
- (f) English as a second language
- (g) Information and Communication Technology
- (h) Primary

EX. 6 Listen and Answer

- I can listen to short talks to extract specific information.

- Listen to three persons, at different ages, talking about their schools and answer the following questions. The three persons are: a grandfather, a father and a grandson.

1 Who has the most subjects at school?

Omar has the most subjects at school.

2 How did grandpa go to school?

.....

3 Who has the least homework?

.....

4 Who do you think school was not easy for him? Why?

.....

5 Which subjects does Omar study that his father did not study? (Choose more than one.)

☐ Arabic ☐ Science ☐ PE ☐ Maths

☐ Social studies ☐ English ☐ ICT

6 Omar goes to school

a) on foot

b) by bike

c) by bus

d) by bus or car

UNIT 1

EX.7 Read and Underline

- I can recognize verbs in the present perfect tense.

<i>Study these Verbs</i>		
Present	Past	Past Participle
play	played	played
study	studied	studied
chase	chased	chased
skip	skipped	skipped
go	went	gone
eat	ate	eaten
do	did	done
drink	drank	drunk
cut	cut	cut
have	had	had
get	got	got/gotten
am/ is/ are	was/ were	been

TOP TIP

Present Perfect Tense

Use the present perfect tense to express recently completed actions or actions in the past that have connection to the present.

Form: has ('s)/ have ('ve) +(Past Participle (P.P.))

*Past Participle is the third conjugation of the verb.

I/ We/ They/ You have played football.

He/ she/ It has drunk the milk.

- Read the following sentences and underline the verb in the present perfect tense:

- 1 Mum has cooked a delicious meal.
- 2 We 've watched an exciting game.
- 3 He 's been to London.
- 4 Mons has painted a nice picture.
- 5 I've got a terrible headache since yesterday.
- 6 They have done their homework.
- 7 The boys have played football for hours.
- 8 The girl's lost her toy.
- 9 You have completed the form correctly.
- 10 She's cut her finger, so she is crying loudly.

EX. 8 Put the Verbs in the Present Perfect Tense

I can use verbs in the present perfect tense accurately.

- 1 The boy has dropped (drop) the glasses on the floor.
- 2 My sisters have gone (go) shopping.
- 3 You(do) your homework in a wrong way.
- 4 We (score) two goals so far.
- 5 I (eat) three sandwiches.
- 6 Mum (buy) everything for the party.
- 7 The cat (drink) the milk.

Lesson (3)

Grandma's Phone

ILOs: By the end of this lesson, pupils should be able to:

- talk about and discuss old and modern phones.
- listen to a dialogue and make predictions about what will happen next.
- listen to a dialogue to gather specific information.
- persuasively communicate and convince someone to take a particular action.
- change present perfect verbs from affirmative into negative.
- recognize words containing a silent /w/ sound.
- read a text about the history of telephones and extract specific information from it.
- summarize a lengthy reading text into one single paragraph.



EX. 1 Think and Discuss

I can talk about and discuss old and modern phones.

- In groups, look at the pictures and discuss the following questions:



1 Do you have a telephone at home?

If yes, do you always use it?

2 What about your grandparents and parents?

Do they like to use it?

3 Do you have your own mobile? If yes, what type is it?

If no, do your parents allow you to use theirs?

4 What do you use a mobile phone for?

5 What do you say when you answer a phone call?

6 Do you think phones, in general, are important nowadays or we can do without them?



EX. 2 Listen and Answer

- I can listen to a dialogue and make predictions about what will happen next.

- Listen to the following dialogue between a grandmother and her grandson, Omar, about her old phone. Omar is trying to convince her to use a mobile phone, but she insists on using her old phone.

TOP TIP

Making Predictions

Before listening to an extract or dialogue, try making predictions about what you think will happen. This helps you focus and actively engage with the content. You'll be surprised how much it improves your understanding and makes learning more fun!

UNIT 1

Expect answers to the following questions:

- 1 What do you think Omar will say to convince his grandma to try the mobile phone?
- 2 Will Grandma agree to give the mobile phone a try, or will she stick to her old phone?
- 3 Do you think Grandma will have difficulty using the mobile phone for the first time?
- 4 How might Grandma react when she realizes how convenient the mobile phone is for staying connected with loved ones?
- 5 why do you think Grandma is attached to her old phone?

Grandma: Hey, Omar, can you do me a favor and grab the phone? I need to call your aunt.

Omar: Why don't you use the mobile phone, Grandma?

Grandma: Oh no, dear. I'd rather stick with my trusty old phone. I guess you could say I'm an old-fashioned lady!

Omar: Grandma, I didn't mean it that way. I meant that mobile phones are easier to use and you can take them anywhere.

Grandma: Well, I can use my old phone anywhere in the house, too. The cord is pretty long. You know, they say old is gold, and I've got lots of memories with this phone.

Omar: Memories? That's interesting! The old phone can't store memories like a mobile phone, can it?.

Grandma: Oh, dear, I'm not talking about photos or videos. I mean memories of your grandpa. When we were newly weds, he used to travel a lot for work, but he used to call every day. And I'd talked to my mom for hours on this phone. She lived in Mansoura, and I moved to Cairo after I got married.

Omar: Ah, I get it now! That's why Mom loves those long phone chats with aunt.

Grandma: Like mother, like son. So, would you be a sweetheart and dial the number for me?

Omar: Come on, Grandma. I know you have a soft spot for your old phone, but how about giving my new mobile phone a chance, just once? I have my aunt's mobile number.

Grandma: Well, I've never used one before...

Omar: Then today's the day to give it a try. What do you say, Grandma?

Grandpa: Oh! Have I ever said no to anything for you, dear?

EX. 3 Listen and Write: Old phone or Mobile phone

- I can listen attentively to a dialogue to gather specific information.

- 1 It has different shapes. Old phone and mobile phone
- 2 It can keep photos, texts and videos.
- 3 It has a long wire.
- 4 You can take it with you anywhere.
- 5 You can make a video call using it.
- 6 It can show the number of the caller.
- 7 It is small and you can put it in your pocket or handbag.

EX. 4 Work in Pairs to Make your Own Dialogue

- I can persuasively communicate and convince someone to take a particular action.

Look at the each pair of pictures. Take turns one to choose the first picture and the other to try to convince him/ her to choose the second one.

TOP TIP

To convince someone do something, you can use some phrases like:
Come on, I hope, Why don't you....., just try, etc.

UNIT 1



I will travel to France on a ship.

Why don't you travel by plane?

I'm afraid of flying and I don't want to be in space for a long time.

Come on. It's just a matter of few hours and you reach your destination. Besides, flights are safer and more comfortable now.

Ok. I'll think about that.



EX. 5 Change the Verb in the Present Perfect Tense from Affirmative into Negative

-I can change present perfect verbs from affirmative into negative .

1 I've been to Cairo many times.

I have not/ haven't been to Cairo many times.

2 She has helped her Mum with the housework.

She has not/ hasn't helped her Mum with the housework.

3 Aly has caught lots of fish.

.....

4 We have cleaned our rooms.

.....

5 A thief has stolen my bag.

.....

6 The cat has chased a big rat.

.....

7 My grandparents have travelled to Mecca.

.....

TOP TIP

Use 'has/ have not' 'hasn't/ haven't' to change the present perfect from affirmative into negative.
I have not/ haven't done my homework.
She has not/ hasn't cooked lunch.

REMEMBER

You can use never instead of 'not' to give the negative meaning.
I have never been to Mecca.

EX. 6 Listen and Underline

- I can recognize words containing a silent /w/ sound.

Listen to this short story and underline the words with silent /w/.

One day, the big wrestler got up of bed and decided to write a message of apology to a friend. He wanted to apologize for the wrong action he did yesterday.

The wrestler wrote the message and told his friend that he would come in the evening to shake hands with him. Fearfully, his friend read the message but he did not answer.

He looked at his broken wrist and decided to leave home immediately.

TOP TIP

Many words in English have silent letters.

When a word starts with wr, the /w/ is silent, e.g. write, wrestler.

REMEMBER

There are other words that have silent /w/ such as two and who.

- Can you think of other words that have silent /w/?

- Two, playwright,

EX. 7 Read and Answer

I can read a text about the history of telephones and extract specific information from it.

- Read the following text about the evolution of telephones and answer the following questions.

Telephones have been around for a long time, with millions of them in use all over the world today. Alexander Graham Bell invented the telephone in 1876, which allowed people to have spoken conversations even if they were not physically near each other. The first telephones were powered by their own batteries, but this limited the distance where voices could be carried. In the 1890s, telephone networks began using outside power sources to transmit electrical impulses over long distances through a "landline system" using phones that could not be moved from where they were installed.

When telephones were first introduced, users had to speak to an operator to connect to another phone. However, rotary phones with dials were introduced in the 1920s, which let users enter number combinations to contact other users. In the 1960s and 1970s, dials were replaced by touch-tone keypads that remain standard today.

In the 1980s, batteries started being used in phones again, enabling users to move further away from the phone during a conversation. Mobile phones powered completely by batteries appeared in the mid-1980s, bypassing landline systems altogether and transmitting conversations through satellite-based systems. The earliest mobile phones were large and expensive, but they became smaller and cheaper by the mid-1990s and were called cellular or cell phones.

Today's phones can take pictures, connect us to the Internet, and even enable us to see one another as we talk. Technology continues to advance at a rapid pace, making it impossible to predict how we will be communicating in the next 10 years.

1 Who invented the telephone?

- a) Thomas Edison
- ☒ b) Alexander Graham Bell
- c) Nikola Tesla
- d) Guglielmo Marconi

CRITICAL THINKING

Do you think people can live without phones nowadays? Why? Why not?

2 What was the problem with the first telephones that were powered by batteries?

- a) They were too heavy to carry around.
- b) They could not transmit electrical impulses over long distances.
- c) They were too expensive for most people to afford.
- d) They required a separate battery for each phone.

3 When did rotary phones with dials become common?

- a) In the 1870
- b) In the 1920s
- c) In the 1960s
- d) In the 1980s

UNIT 1

- 4 What replaced dials on phones in the 1960s and 1970s?
- a) Touch-tone keypads
 - b) Voice recognition software
 - c) Digital displays
 - d) Handwritten letters
- 5 What was the advantage of using batteries in handsets in the 1980s?
- a) It enabled users to move further away from the phone during a conversation.
 - b) It made phones cheaper to produce.
 - c) It improved the sound quality of phone calls.
 - d) It enabled phones to connect to the Internet.

EX. 8 Read the Text in Ex. 7 Again and Summarize it

- I can summarize a lengthy reading text into one single paragraph.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Lesson (4)

Do you Still Watch TV?

ILOs: By the end of this lesson, pupils should be able to:

- discuss different ideas about TV.
- read a text about the Egyptian TV for specific information.
- rearrange the events chronologically (from old to new).
- form 'Yes/No' questions in the present perfect tense correctly.
- recognize words with silent /u/.
- do a class survey about TV.
- report the results of a survey about TV.



UNIT 1

EX. 1 Think and Discuss

- I can discuss different ideas about TV.

- In pairs, discuss the following questions:



- 1 Do you have a TV at home? If, yes, how long have you got it?
- 2 What kind of TV do your grandparents and parents have: Black and white, colorful, or flat-screen?
- 3 Who watches TV the most at your home?
- 4 What TV shows or programs do you enjoy watching the most?
- 5 What do you think people used to do for fun before TVs were invented?
- 6 Some people believe that TV is a significant invention, while others disagree. Which side do you agree with and why?
- 7 Do you think the inventors of the radio and TV were creative? Why or why not?

EX. 2 Read and Answer

- I can read a text about the Egyptian TV for specific information.

- Read this text about the Egyptian TV, then answer the following questions.

Have you got any idea about the history of TV in Egypt? Let's read this text and find out some information.

Egypt was one of the first countries to adopt the idea of television. It was when the French Radio and Television Industry conducted the first experiment in television production in Egypt in 1951, when it filmed the festivals held



on the occasion of the marriage of King Farouk and Queen Nariman; and the company showed it on a local evening, after it placed the receivers in some clubs in Cairo.

After 3 years, specifically in 1954, Salah Salem, Minister of National Guidance, proposed to President Gamal Abdel Nasser the establishment of a new radio house and television station on Mokattam Mountain. Then, Egypt took the decision to start broadcasting Egyptian television in 1956, but due to the political circumstances at that time, the decision to start broadcasting was delayed until 1959. However, The establishment of the Radio and Television Center “Maspero” was completed in 1960, which is one of the oldest television institutions in the world.

Egyptian television began transmitting it with one channel, and its experimental broadcast began at seven o'clock in the evening on July 1960 ,21, coinciding with the celebration of the eighth anniversary of the July Revolution, so that the first thing Egyptians watched on television was Egypt's slogan “Eagle”, and broadcasting began with the National Anthem at that time.

After that, Sheikh Muhammad Siddiq Al-Minshawi recited some verses of the Holy Qur'an. Radio broadcaster Salah Zaki was the first TV presenter to appear on the screen to announce the birth of Arab TV from Cairo. After that, the television broadcast the speech of President Gamal Abdel Nasser in front of the National Assembly on the occasion of the celebrations of the revolution, followed by the radio broadcast of a group of patriotic songs.

The first pilot broadcast of Egyptian TV lasted for 6 hours, and was limited to one channel only. The broadcast stopped the next day, so that the Egyptian television was officially opened on Saturday, July 1960 ,23. On the same day the following year, broadcast time was extended to 13 hours per day. And the second TV channel began to be broadcast, to be a window on foreign cultures.

Egypt launched its new Nilesat satellite on April 1998 ,28. Nilesat is a successful project that is playing a major role in Arab broadcasting in general and Egyptian broadcasting in particular, as a free platform providing satellite households with a variety of choices. After the Jan 25 revolution, many private channels were launched, such as Cairo Broadcasting Corporation – CBC. Most of those networks include specialised TV channels for news, drama, sports, and cooking.



UNIT 1

Noawadys, almost all Egyptians (98.8 %) have television sets in their homes. They watch TV to get the news or for entertainment.

- 1 Why did the French Radio and Television Industry conduct the first experiment in television production in Egypt?

To film the festivals held on the occasion of the marriage of King Farouk and Queen Nariman

- 2 Who was behind the idea of the establishment of a new radio house and television station? When?

- 3 Why was the decision to start broadcasting Egyptian television delayed?

- 4 What was the first thing Egyptians watched on television in 1960? Why?

- 5 The first pilot broadcast of Egyptian TV lasted for hours.

a- six

b- sixteen

c- sixty

d- seven

- 6 Today, about percent of Egyptians have TVs at home.

a- eight

b- one hundred

c- ninety

d- eighty-nine

EX. 3 Read and Rearrange the Events

- I can rearrange the events chronologically (from old to new).

- (1) The first Egyptian television production
- () The Egyptian people watch Egypt's slogan "Eagle" on television.
- () The Egyptian television was officially opened.
- () Egypt launched its new Nilesat satellite.
- () Many private channels were launched.
- () The idea of the establishment of a new radio house and television station on Mokattam Mountain
- () The establishment of the Radio and Television Center "Maspero"
- () Radio broadcaster Salah Zaki appears on the screen to announce the birth of Arab TV from Cairo.
- () Most Egyptians owned TVs at home.

EX. 4 Form Questions for these Answers

- I can form 'Yes/No' questions in the present perfect tense correctly.

1 Have you finished your homework?

- Yes, I have finished my homework.

2 Has Mum finished lunch?

- No, Mum hasn't finished lunch.

3?

- No, we haven't been to London.

4?

- Yes, he has travelled by plane.

5?

- Yes, my sister has done the laundry.

6?

- No, the teacher hasn't punished me.

TOP TIP

To form 'Yes/ No' questions in the present perfect tense:

Has/ Have + subject + p.p.

-Have you done your homework?

Yes, I have./ No, I haven't.

-Has she gone shopping?

Yes, she has./ No, she hasn't.

EX. 5 Find Someone who.....

- In groups, do a class survey to find who has done the following things.

- You need to ask them for some extra information.

Find someone who.....		
Question	Name	Extra information
1 - been to a foreign country		Which country?
2 - tried strange food		
3 - been on a ship / a plane		
4 - done an internet search		
5 - cooked a meal for family		
6 - watched a nice movie on TV		

-Report the survey results orally to the class.

UNIT 1

EX. 6 Listen and Underline

- I can recognize words with silent /u/.

- Listen to this short story and underline the words with silent /u/.

Uncle Khaled works as a guard for a rich man who owns a big mansion. One day, after the rich man and his guests left, Uncle Khaled heard noise coming from the mansion.

He listened carefully and could figure out that it sounds like someone was playing the guitar. Uncle Khaled was surprised, but he could not guess who was there.

He thought and said, "Someone has entered the mansion in disguise." So, he took a torch to guide him in the darkness and opened the door quietly. To his surprise, he saw a huge cat playing the guitar! The cat looked at Uncle Khaled and laughed loudly, then it disappeared. Uncle Khaled dropped the torch and ran away. He has never been to this mansion since then.

- If you are courageous, can you think of other words that have silent /u/ ?

-Colleague, build,

TOP TIP

Many words in English have silent letters.

Many words that start with /gu/ the /u / is silent e.g.; guide, guess and dialogue.

REMEMBER

There are other words that have silent /u/ such as build and laugh.

EX. 7 Do a Class Survey

- I can do a class survey about TV.

- In groups, do this class survey about TV.

A Class Survey about TV			
No.	Question	Answer	Remarks
1	Have you got a TV at home?		Write how many pupils have TVs.
2	What kind of TV have you got?		Write the different types of TVs and the number of the people owning each type.

A Class Survey about TV			
No.	Question	Answer	Remarks
3	How often do you watch TV?		
4	What do you like watching?		Write if someone prefers watching series and movies on their mobiles instead of TV.
5	Do you think TV is important in our life or it is a waste of time?		

EX. 8 Write a Paragraph

- I can report the results of a survey about TV.

- Report the answers you have got from your class survey about TV in one paragraph.

[illegible]

Lesson (5)

Shopping with a Click!

ILOs: By the end of this lesson, pupils should be able to:

- talk about different types of shopping.
- read a text about shopping for specific information.
- use reflexive pronouns correctly.
- listen to short talks about shopping for specific information.
- ask and answer questions about shopping.
- identify ('s) as an abbreviation.
- write about their shopping/ online shopping experience.



EX.1 Think and Discuss

I can talk about different types of shopping.



1



2



3

- ❶ What do you think people in picture 1 are doing?
- ❷ Where do you think the people in picture 2 are? What are they doing?
- ❸ Have you ever been to a shop or a supermarket like the one in picture 3? What have you bought?
- ❹ Do you know the name of the place in picture 4? Why do you think some people go shopping there?
- ❺ Online Shopping is a trend nowadays. Have you or any one of your family ever bought something online?
- ❻ Do you think online shopping is better than shopping from markets or shops?



4



5

EX.2 Read and Answer

-I can read a text about shopping for specific information.

- Read the following text about shopping and answer the questions.

Shopping has changed over the past few years. In the past, people used to exchange things; give others what they have and take what they need from them instead. After that, people started buying and selling at markets, where there were many people and many things to buy. Later, people shopped in small family-owned shops. Some shops were selling things that shop owners bought from people who produced them (producers).

UNIT 1

For example, butchers sold meat that they bought from farmers who had livestock, and florists sold flowers that others cultivated on their farms. Other shops made things that they sold. For example, bakeries sold bread that they baked, and tailor shops sold clothes that they sew. Corner shops were more common at villages and cities, as well, and people liked them because they were nearby.

In the 19th century, big department stores became popular. They sold many items in one large building, from clothes and shoes to kitchen equipment and furniture. In the 20th century, small family-owned shops were slowly replaced by big stores and shopping malls. Instead of buying groceries at a neighborhood corner store, people started shopping in big grocery stores that are still popular today. Or, instead of going to a local tailor shop to get their dresses, skirts or pants, customers went to shopping malls where they could buy ready-made clothes.

Today, Many people often buy things on the Internet; which is called online shopping. Sometimes people do not need to go to a store at all because what they need reaches their homes in packages by mail. Other goods are delivered by some sales representatives who work for the companies that sell their products online. Some people, especially youth find the shopping online experience amazing. They say that it is easy; they just shop with a click. Also, they can get what they want without being tired. Others do not like online shopping, they say that they prefer going shopping themselves as they enjoy this a lot. Now, What's your opinion? Do you like online shopping? Or do you prefer going to shops or stores?



- 1 How did people use to shop in the past?

People used to exchange things; give others what they have and take what they need from them instead.

- 2 Where did family-owned shops get their products from?

.....

- 3 Why did people like buying from corner shops?

.....

4 If you want to buy a dress or a pair of jeans, where would you like to buy it from?

.....

5 If you didn't try online shopping before, would you like to try it? Why?

.....

6 The place that sells many items in one large building is called a

a - shop

b - market

c - supermarket

d - department store

7 If you buy an electric device online, it will arrive as a/ an to your home.

a- email

b- bag

c- package

d-packet

EX. 3

Read and Complete

-I can use reflexive pronouns correctly.

TOP TIP

Reflexive pronouns

Reflexive pronouns are words used to refer back to a person or thing, e.g., myself, yourself, himself, herself, themselves.

-Use reflexive pronouns when the subject and the object of a verb are the same.

- Use reflexive pronouns to emphasise that someone does it personally, not anybody else.

- She did the homework herself.

- I looked at myself in the mirror.

* Use by + reflexive pronoun to mean alone.

He usually goes on vacations by himself.

UNIT 1

- Read the following sentences and complete them with the correct reflexive pronoun.

The following table can help you.

Subject pronoun	I	He	She	It	You (sin.)	You (pl.)	We	They
Reflexive pronoun	myself	himself	herself	itself	yourself	yourselves	ourselves	themselves

- 1 My brother and I fixed the bike ourselves.
- 2 Mona have done her homework herself.
- 3 He has painted three pictures by.....
- 4 My grandparents sometimes plant the garden
- 5 The cat always cleans.....
- 6 Pupils should do their homework
- 7 I cook food by
- 8 Be quite, children. Behave
- 9 You cannot do it by, Adel . You need help.
- 10 My father drives us to school

EX. 4 Listen and Tick (✓)

- I can identify ('s) as an abbreviation for: is, has, Possessive.

- Listen to three people talking about their shopping experiences, then tick (✓) the correct choice in the columns.

Who	Mrs. Aliaa	Dina	Hisham
Question			
1 - Who enjoys online shopping?	✓		✓
2 - Who goes shopping a lot?			
3 - Who likes shopping from home than going to shops?			

Question \ Who	Mrs. Aliaa	Dina	Hisham
4 - Who is not interested in online shopping?			
5 - Who has bought something for the Kitchen?			
6 - Who likes the last thing he/ she has bought?			
6 - Who has bought something for a good price?			

EX. 5 Ask and Answer

- I can ask and answer questions about shopping.

- In pairs, ask and answer question about the information in the table in Ex. 4.



EX. 6 Read and Write

I can identify ('s) as an abbreviation for: is, has, Possessive

- Read the following, then write what ('s) is an abbreviation for:

- 1 He's at school today. (is)
- 2 She's got a terrible headache. (has)
- 3 This is Mona's bag. (possessive)
- 4 He's bought a nice T-shirt online. ()
- 5 She's lost her bag in the department store. ()
- 6 The man's glasses were broken in the fight at the market. ()
- 7 It's not my guilt. I have received the wrong package. ()
- 8 Mum's choices are the best. She always gets me beautiful dresses. ()

TOP TIP

('s) could be an abbreviation for: is, has, or possessive.

EX. 7 Write about your Shopping/ Online Shopping Experience

- I can write about my shopping/ online shopping experience.

-Write about your shopping experience, whether it is online or from shops. Mention when it was, what you bought and how you felt about the shopping experience.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Mini-Project

- In groups, write a topic about how school uniform has changed over the years.
- Ask grandparents and parents about their school uniform and compare it with yours now.
- Add some pictures to your topic to show the differences.

Unit 2

Future Jobs

Grammar

- Future simple tense
- Subject-verb agreement
- Spelling patterns for pluralisation, e.g., -s, -es, -y/-ies, -f/-ves
- Apostrophe for possession and shortened forms

Phonics

- Word-final unstressed vowels, e.g., the unstressed er, ar, or, ir, ur and re
- Silent /b/ and silent /c/

Language functions

- Using the future simple to ask and answer questions about future jobs
- Expressing opinions about AI, agreeing or disagreeing

Critical thinking

- Do you think future jobs will require learning new skills? Like what?
- Do you think some of today's jobs will disappear in the future? Why?

Study skills

- Communication Skills
- Research Skills



Lesson (1)

A Message to the Future

ILOs: By the end of this lesson, pupils should be able to:

- read a dialogue about future jobs for the main idea.
- recognize verbs in the future simple tense within sentences.
- use the future simple tense appropriately.
- listen to a text about future jobs for specific information.
- run a conversation about future jobs.
- identify the spelling of word-final unstressed vowels, e.g., the unstressed er, ar, or, ir, ur and re.
- write a paragraph about future jobs using the internet.



EX. / Listen, Read and Answer

- I can read a dialogue about future jobs for the main idea.

Why do you think the teacher chooses this new activity for his class?

Mr. Adel: Good morning. Today, you are going to try a nice activity.

Class: Really! What is it?

Mr. Adel: It's called "A Message to the Future".

Class: A Message to the Future! What a strange idea!

Mr. Adel: It's not strange and I'm sure you will enjoy it.

Donia: To whom will we write the message? And what will it be about?

Mr. Adel: To yourself. You will write the future job you wish to do when you finish school. I'll put your messages in the school closet and write "To be opened after fifteen years". I want you to come back to your school and check what you've written and if you really achieved it. I hope I will be present then.

Heba: Wow! What an amazing idea! Shall we write the job only?

Mr. Adel: No. You have to write your reasons for choosing this job and the skills you need to acquire to have this job.

Aly: I want to be a social media influencer. Mum always says to me, "Your face is photogenic, Aly."

Mr. Adel: LOL! I'm sure your mum is right. But you need many skills besides being "Photogenic".

Aly: I know. I will focus on choosing a good content that interests people.

Mr. Adel: Good. Now let's start. You have 15 minutes to finish your messages.

REMEMBER

Use an exclamation mark (!) to show surprise, e.g.,
Wow! What an amazing idea!

CRITICAL THINKING

-Do you think future jobs will require learning new skills? Like what?

EX. 2 Read these Sentences and Underline the Verbs in the Future

- I can recognize verbs in the future simple tense within sentences.

- 1 I will be ten years old next month.
- 2 Dad will travel to London tomorrow.
- 3 Shall I come to your house tomorrow?
- 4 There will be more new jobs in the future.
- 5 I won't come to school tomorrow.
- 6 What will you do next week?
- 7 She'll graduate from university in 2025.

TOP TIP

The **future simple tense** is used to express things that will happen in the future. It consists of will or shall+ infinitive. Use will with all pronouns, but shall with "I" and "We" only.

Examples:

- I will travel tomorrow.
- I'll be an astronaut when I grow up.
- Shall we meet tomorrow?
- I won't be a surgeon because I'm afraid of blood.

You can use the future simple tense with words like tomorrow, next, in the future, in + a year (in 2030).

EX. 3 Put the Verbs between Brackets into the Future Simple Tense

- I can use the future simple tense appropriately.

- 1 I will be (be) a software developer when I grow up.
- 2 Dad (not travel) tomorrow because mum is in hospital.
- 3 we..... (go) on a trip next week?
- 4 How..... you..... (feel) if you win a prize?
- 5 Some of today's jobs (disappear) in the future.
- 6 I (work) in a big company after my graduation.

EX. 4 Look and Discuss

- What do you think the jobs of these people are?



EX. 5 Listen and Complete the Table

- I can listen to a text about future jobs for specific information.

<i>Future Job</i>	<i>Necessary Skills</i>
An Entrepreneur	<ul style="list-style-type: none"> -Good communication skills - plan-oriented - Flexibility -Taking risks -Ability to sell anything -Ability to learn from mistakes

<i>Future Job</i>	<i>Necessary Skills</i>
An Influencer	<ul style="list-style-type: none"> -Being -Believing in his/ her and abilities -Having to contact companies -Having top-notch
A data analyst	<ul style="list-style-type: none"> -Making accurate -Being good at and breaking down complex -Being efficient at -Having a good amount of
A Software developer	<ul style="list-style-type: none"> - Having mathematical -Having skills, teamwork skills and skills -Paying attention to -Being good at time and

EX. 6 Make your own conversations

- I can run a conversation about future jobs.

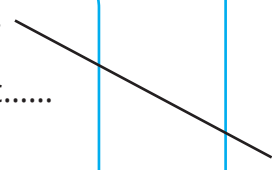


UNIT 2

EX. 7 Listen and Match

- I can identify the spelling of word-final unstressed vowels, e.g., the unstressed er, ar, or, ir, ur and re.

(A)	(b)
1- Doct.....	(a)....er
2- Influen.....	(b)....ar
3- Softwa.....	(c)....or
4- Flo.....	(d)....ir
5- Souven.....	(e)....ur
6- Caterpill.....	(f)....re
7- Treasu....	(g)....ur
8- Dinsa.....	(h)....re



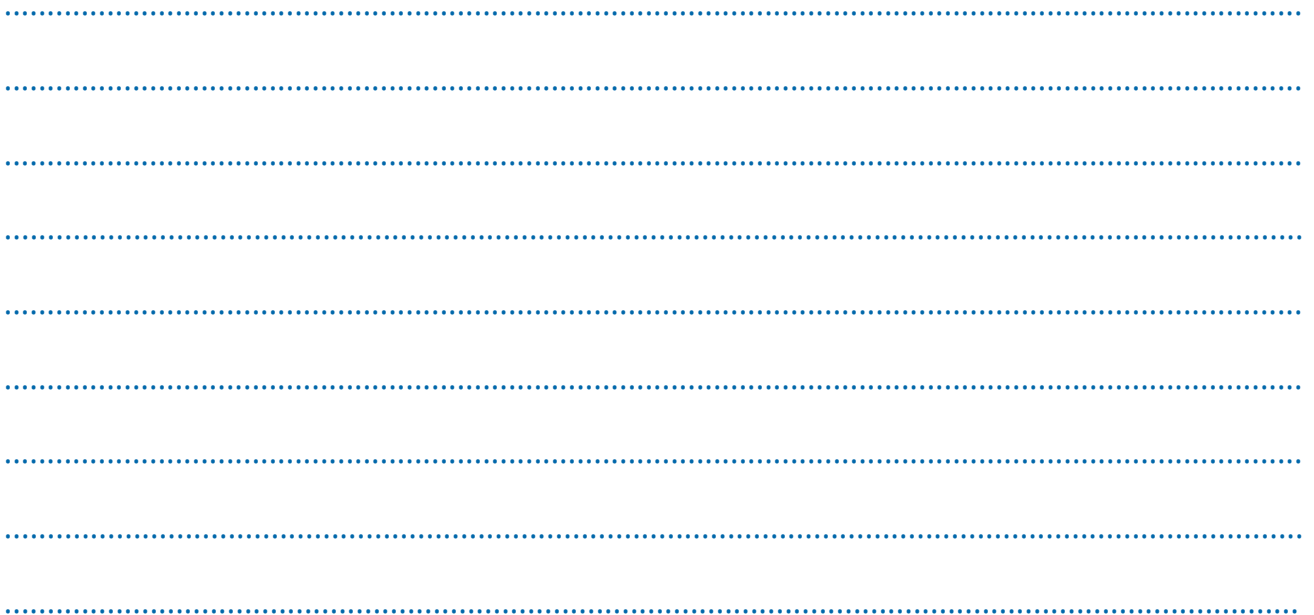
TOP TIP

The word- ending syllables 'er, ar, or, ir, ur and re' are unstressed. They are pronounced as a schwa sound /ə/ , e.g., farmer, doctor, entrepreneur, software developer.

EX.8 Write a Paragraph

- I can write a paragraph about future jobs using the Internet.

- Search the internet to find more information about other future jobs.
- Choose one of these jobs and write a paragraph about it. Don't forget to write the essential skills for this job.
- You can add a photo of a famous character who does this job.



Lesson (2)

Do you Want to be an Astronaut?

ILOs: By the end of this lesson, pupils should be able to:

- read a text about astronomy for specific information.
- complete a table about a famous astronaut after listening to a podcast.
- recognize the plural forms of nouns.
- change singular nouns into plural.
- recognize the silent /c/ in words using a riddle
- identify words with silent /c/ within sentences.
- write their own poem about silent /c/ sound.



EX.1 Think and Discuss

- 1-What can you see in the sky at night?
- 2-What is a telescope used for?
- 3-Do you think scientists already know everything about space?

EX.2 Read and Tick (✓) or (X). Correct the False ones

I can read a text about astronomy for specific information.

Astronomy is the study of everything found in the universe beyond Earth's atmosphere; including the objects people can see with their naked eyes, like the sun, the moon, some planets, and the sparkling stars. It also includes objects we can see with the help of telescopes or other scientific instruments such as remote galaxies and tiny particles.

There are always some big ideas about astronomy that people and scientists always argue about. Read the following paragraphs to know some of these ideas.

1.The different patterns seen at the sky at night

Early observers looking at the night sky noticed patterns in the stars. These patterns, which we call constellations, might appear to change place, but they don't change shape. People around the world gave them names (like Leo the lion) and invented stories and myths about them.

These observers also noticed some bright objects in the sky that seem to wander around among the stars. The ancient Greek philosophers called these objects "planets," which is Greek for "wanderers." The planets are our near neighbors, and they move around the sun, just as the Earth does.



UNIT 2

2. The tiny objects in the sky, are they really small?

To the people looking with their naked eyes, the stars look like tiny points of light . But stars are not tiny—they're huge. Stars are burning balls of gas, like the sun. They just appear small because they are so far away. The nearest star to our solar system is 4 light years away, which is 20 trillion miles. The stars may all look the same distance away, as if they were pasted on the wall of a giant dome.



But that's an illusion too. Some stars are tens of thousands of light years far away from the Earth than others.

3. Everything in space is in a continuous movement.

People think they are sitting still, but they are actually flying through space in an incredible speed. However, they do not feel this movement because the Earth is carrying them like a spaceship. The Earth is always spinning and orbiting around the sun, moving even faster; 67,000 miles per hour. Even the sun itself is moving around the center of our galaxy, carrying everything in the solar system with it, at a rate of 490,000 miles per hour. Moreover, our galaxy, the Milky Way, is moving too—at a rate of 872,405 miles per hour. That means everything in the universe is continuously moving.



4. Gravity holds everything together.

If the Earth is moving so fast, why do not people fly off? In fact, this is due to gravity. Gravity is the force of attraction between all objects in the universe. An object's gravity depends on its mass—its total amount of matter.

The more massive the object is, the stronger the gravitational force is, and the closer two objects are, the



stronger the gravitational pull between them is. Gravity is what keeps people's feet on the ground, and what keeps earth and other planets orbiting around the sun instead of floating away in space.

In fact, space is and will always be a mysterious puzzle full of many wonders that need to be explored by scientists. There are some things that can be detected with the naked eyes and other tools, like galaxies, stars, and planets. But still there are things in the universe that we cannot detect, no matter what instruments scientists use. Scientists, including astronomers, really work hard trying to find out more. That's why scientists who study space do important work and this work will continue in the future, and who knows, you may be one of those scientists in the near future!



REMEMBER

Astrology is the study of the movements and positions of the sun, moon, planets, and stars with the belief that they affect the character and lives of people -Astrology is not a science, but astronomy is.

- 1 Astrology is the study of everything found in the universe beyond the Earth's atmosphere. (X)

Astronomy is the study of everything found in the universe beyond Earth's atmosphere.

- 2 It was the Ancient Egyptians philosophers who called the objects that are found among the stars in the sky as planets. ()

.....

- 3 Stars are tiny objects in the sky. ()

.....

- 4 On earth, gravity holds people from floating away into space. ()

.....

- 5 The more massive the object is, the weaker the gravitational force is. ()

.....

EX. 3 Listen and Complete the Table

-I can complete a table about a famous astronaut after listening to a podcast.

- Before listening:

Look at the pictures and discuss in pairs.



1 What do you think the job of this person is?

2 Where do you think he used to work?

-Now, listen and check your answers, then complete the table.

Famous character	Nationality	Job	Why is he so famous in history?	When did he go on this historic flight?	How long did his flight take?	Where are his remains buried?
Yuri Gagarin

- After listening :

1 Do you admire this famous character? Why?

2 Do an internet search and find some information about his personal life.

Did you know?

The first astronaut to go into space was the Russian Yuri Gagarin, but the first astronaut to walk on the moon was the American Neil Armstrong.

EX. 4 Read and Complete the Table

- I can recognize the plural forms of nouns.

I'm plural 'S'. I'm here to clear the mess. With me, **things** mean two or more. Oh! I'm a real bliss. Watch me in a group of **boys** with their **cats** playing chess.

If you need more than one dish, add 'e' before me and do the same with 'bus'. **Dishes**, **buses**, **boxes** and **watches** are printed on the dress.

My work isn't done yet. With words end with 'y' that comes after a consonant. Take care of the **flies** and watch what happens when you give **babies** a kiss.

Finally, be careful with a knife and also with a wife 😊. You must use "ves. **Knives** and **wives** are sometimes dangerous.

TOP TIP

Rules for adding plural 's'

Add s:



for most nouns

Cats

Add es :



for nouns end in
sh, ch, s, ss, x, z

dishes

Ad ies:



for most nouns that
end in a consonant+y

flies

add ves:



for nouns that end
in f or fe

knives

- Put the words in **red** under the correct column.

s	es	ies	ves
things	dishes	flies	knives

UNIT 2

EX. 5 Change the Nouns between Brackets from Singular into Plural

- I can change singular nouns into plural.

- 1 People are afraid of dogs (dog) and wolves (wolf).
- 2 My father has two.....(brother) and three (sister).
- 3 Be careful when you use (knife).
- 4 I bought three colourful (dress).
- 5 I think every home will have (robot) in the future.
- 6 Children like to hide their (toy) in (box).
- 7 You should clean the street to keep (insect) and (fly) away.

REMEMBER

Plural 's' is pronounced as:

- 1 - /s/ as in cats and hats
- 2 - /z/ as in dogs and wolves
- 3 - /ɪz/ as in watches and buses

EX. 6 Listen and Solve the Riddle

I can recognize the silent /c/ in words using a riddle.

You can hear my voice in the cinema
But, I'm silent, though clear, in this scene.
Don't look for me in the crown of a prince
Because I in the beautiful crescent
remain.

I'm not in mathematics or Arabic
Study science to find what I mean.
Remember, you can't hold the scissors
You're young and need a muscle train.
I'm almost done, but if you're confused
Please, read this scenario again
You can't find me even in clever or clean
But, in some words, my voice is not plain.

REMEMBER

Silent letter /c/ 

Silent /c/ is found in many words like scene, science and crescent.

The secret sound in this poem is

EX. 7 Listen and Circle

- I can identify words with silent /c/ within sentences.

- Listen and circle the words with silent /c/.

- 1 You need to **acquire** many skills to be a content creator.
- 2 This actor won't act the scene well.
- 3 It's not a good scenario. It needs a lot of modifications.
- 4 Children should not use the scissors. They're dangerous.
- 5 Be careful when you descend the ladder.
- 6 She was fascinated by people's clothes in the festival.

EX. 8 Write your Own Poem

- I can write my own poem about silent /c/ sound.

- Now, write your own poem about silent /c/ sound.
- Check your poem with your peer.

TOP TIP

To write a poem, you need to choose a topic to write about, determine the format, choose words and rhythm, write the poem and finally edit it.

Lesson (3)

A Job at NASA

ILOs: By the end of this lesson, pupils should be able to:

- read a text about NASA for specific information.
- listen to a NASA scientist for specific information.
- identify words with the same letter strings, e.g., ear, ough and eigh.
- match words with the same letter string and same pronunciation.
- recognize subject-verb agreement in written sentences correctly.
- apply subject-verb agreement in written sentences correctly.
- write a paragraph about how to join NASA using the internet.



EX.1 Think and Discuss



In groups, look at these pictures and discuss the following questions:

- 1 Do you know what employees at NASA do?
- 2 Do you think that only astronauts and scientists can work at NASA?
- 3 What other jobs do you think people working at NASA can do?
- 4 What do you think the essential skills needed if someone wants to work at NASA?

EX.2 Read and Answer

- I can read a text about NASA for specific information.

Have you ever watched or listened to reports about NASA? Have you ever heard from some of the people working there? Do you wonder what Does NASA stand for? Do you dream to find a job there in the near future? Well, here is some information about this American agency that may help you know more about it.

NASA stands for the National Aeronautics and Space Administration which is located at NASA Headquarters in Washington, DC. It is an independent agency of the U.S. federal government responsible for the civil space program, aeronautics research, and space research.

NASA was established in 1958 and has since led most American space exploration, including Project Mercury, Project Gemini, the 1972–1968 Apollo Moon landing missions, the Skylab space station, and the Space Shuttle. NASA supports the International Space Station and its science is focused on better understanding the Earth and the solar system. Scientists and astronauts working at NASA always try to increase human knowledge through new scientific discoveries and extend human presence to the Moon and other

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planets like Mars for sustainable long-term exploration. They dream to find life on other planets and establish an alternative place for humans to live on.

Some people think that only scientists and astronauts can work at NASA, but this is not true. NASA needs workers who have a wide variety of knowledge and skills. It isn't just astronauts and scientists. NASA has engineers, mathematicians, accountants, writers, IT specialists, project managers, public relations managers, and more.

NASA considers having a strong EQ and great teamwork abilities just as essential as technical expertise and so-called leadership skills. Moreover, there are some basic requirements for those who want to apply to work there such as U.S. citizenship; a bachelor's degree from an accredited institution in a science, technology, engineering, or math (STEM) field; and at least three years of related experience. So, if you wish to work at NASA one day, the most important thing to do is to study what you like and work hard to achieve your goals.

To hear from some of the people working at NASA, scan this link:



REMEMBER

EQ is short for emotional intelligence/ emotional quotient and it means the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict.

1 What does NASA stand for?

NASA stands for the National Aeronautics and Space Administration.

2 Where is NASA found?

.....

3 What is NASA responsible for?

.....

4 Only scientists and astronauts can work at NASA. Is this right? Why?

.....

5 Mention some of the requirements needed to start work at NASA.

.....

6 NASA wants people to do all the following except for

a) being positive

b) working hard

c) communicating effectively

d) being unable to work under pressure

7 Do you think NASA only has jobs for leaders? Support your answer with reasons.

.....

.....

EX. 3

Listen and Tick (✓) or (x)

- I can listen to a NASA scientist for specific information.

Before you listen, look at these pictures and discuss them in groups:



Now, listen to Faith Troy, a scientist at NASA Ames Research Center, and tick (✓) or (x), then correct the false ones.

1 The Earth is a hot planet. (x).

The Earth is a cool planet.

2 Troy invented a solid camera ()

.....

3 Troy aimed at imaging life below ocean surface. ()

.....



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4 There is a computer inside the fluid camera. ()

.....

5 Troy aims at exploring other worlds and planets. ()

.....

6 The data coming off this camera is 550 gigabytes per second. ()

.....

EX. 4 Listen and Underline , then Tick

- I can identify words with the same letter strings, e.g., ear, ough and eigh.

- Underline the words with the same letter string, even the ones with different pronunciations.

-Tick (✓) if they have the same pronunciation or (X) if they don't.

1 Although there is enough space, I couldn't sit comfortably. (X)

2 Eight men are overweight. (✓)

3 I can hear your heart beats, dear. ()

4 She will gain good reputation in her early years of work. ()

5 It's clear that there was an earthquake near this village. ()

6 All the loaves of bread disappeared. I swear I can hear the sound of a cat here. ()

7 Don't treat me in such a rough and tough manner. ()

8 Head, ear and beard are body parts. ()

9 We should plough the land after this long drought. ()

10 Eighteen pupils are the right weight and could reach a height of ten meters
in the race. ()

EX. 5 Read again and Complete the Table

- I can match words with the same letter string and same pronunciation.

- Read the sentences in Ex. 3 again and complete the table

eigh	ough	ear
eight- overweight	rough- tough	hear- dear

EX. 6 Underline the Subject and Verb in these Sentences

- I can recognize subject-verb agreement in written sentences correctly.

- 1 He always works hard.
- 2 Aly and Omar are clever pupils.
- 3 They do their homework every day.
- 4 The kid has two eggs and drinks a glass of milk for breakfast.
- 5 The student, as well as his teachers, is excited.
- 6 Success isn't difficult to achieve.
- 7 This family owns a villa.
- 8 The family always have lunch together.
- 9 There is no water in my bottle.
- 10 The boy or the girls are responsible for the accident.
- 11 The girls or the boy is responsible for the accident.

TOP TIP

In standard English, it's necessary to use subject-verb agreement.

Examples:

- She reads a story every Friday.
- They go to the club twice a week.
- Remember that some words can indicate both a singular or a plural noun, depending on its meaning.

Examples: This team never wins on his own pitch.

- The team are doing their best to win this match.

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EX.7 Read and Choose the Correct Verb

- I can apply subject-verb agreement in written sentences correctly.

- 1 There (is/ are) some milk in the glass.
- 2 The boy and girl (is/ are) playing together.
- 3 The committee (agrees/agree) on my promotion.
- 4 The committee (works/work) hard for the welfare of their company.
- 5 The pupils, as well as their teacher, (does/do) their best in this school.
- 6 Heba and her sister (cleans/clean) the house every Friday.
- 7 Dina(cooks/cook) food and (washes/wash) the dishes.
- 8 Ahmed and his sisters(has/have) a problem with maths.
- 9 Ahmed or his sisters (has/have a problem) with maths.
- 10 Happiness (is/are) a matter of choice.
- 11 There (is/are) some apples on the table.
- 12 There(is/are) some money in my pocket.
- 13 Failure(isn't/aren't) the end, but a sign to try again.

EX.8 Internet Search

- I can write a paragraph about how to join NASA using the Internet.

- Search the internet to find information about how to join NASA.
- Find all the requirements to work there.
- List what you find in points.



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Lesson (4)

Computers in the Future

ILOs: By the end of this lesson, pupils should be able to:

- read an interview about supercomputers to infer the mood of the interviewees.
- read an interview about a supercomputer for details.
- hold an interview about the Supercomputer, Fugaku.
- recognize the silent /b/ within a poem.
- come up with words with silent /b/ using a dictionary.
- answer questions expressing opinions based on a science fiction story.
- write an alternative end to a science fiction story.
- write a science fiction story using the Internet.



EX.1 Listen, Read and Answer

- I can read an interview about supercomputers to infer the mood of the interviewees.

-Listen, then read this part of an interview with two key persons, Mr. Matsuoka and Mr. Shinjo, who led the development of the Japanese Supercomputer Fugaku.

-In your opinion, how do the interviewees feel about their supercomputer?
.....

Interviewer: What can Fugaku do that conventional supercomputers cannot?

Mr. Matsuoka: Fugaku is about 50 to 100 times faster than the K computer. This level of computing power will bring about a quantitative shift. Let's look at the COVID-19 pandemic as an example. Suppose we want to identify the most effective drug from more than 2,000 candidates. With the K computer, it would take about a year to perform the necessary calculations, but Fugaku can do it in only three days.

The development of the Fugaku was underpinned by nine key scientific and public challenges in areas such as realization of healthy longevity in society, disaster mitigation, environmental protection and energy supplies.



Interviewer: What obstacles or difficulties did you encounter in the development of Fugaku?

Mr. Shinjo: The most difficult challenge was to boost performance without increasing power consumption too much. The development process was constrained by the 30 MW capacity of the Center for Computational Science at RIKEN.



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To this end, a minimum performance target of 15 GFLOPS/watt was defined at the outset. At that time, the most power efficient supercomputers in the world were delivering power performance of 3 - 2 GFLOPS/watt, so 15 GFLOPS/watt was seen as impossible.

Moreover, it was very difficult to deliver the required power performance across a range of applications. We overcame this challenge by adopting new implementation technologies and introducing high-efficiency cooling systems, as well as the improvement semiconductor performance.

REMEMBER

If you want to read the whole interview, scan this:



REMEMBER

Mw is short for Megawatt.
GFLOPS stands for Giga (billion) Floating Point Operations Per Second.

EX.2

Read again and Answer

- I can read an interview about supercomputers for details.

1 What is the interview about?

It is about the Japanese Supercomputer Fugaku.

2 What nationality do you think the two experts are?

.....

3 Fugaku got its name for Mount Fuji in Japan, why do you think they named it so?

.....

4 Fugaku can help in times of pandemics. Give an example.

.....

5 Why was a performance of 15 GFLOPS/watt seen as impossible?

.....

- 6 Creative people always find creative solutions. Find an example from the interview.

.....

- 7 Do you think supercomputers can help us in the future? In what way?

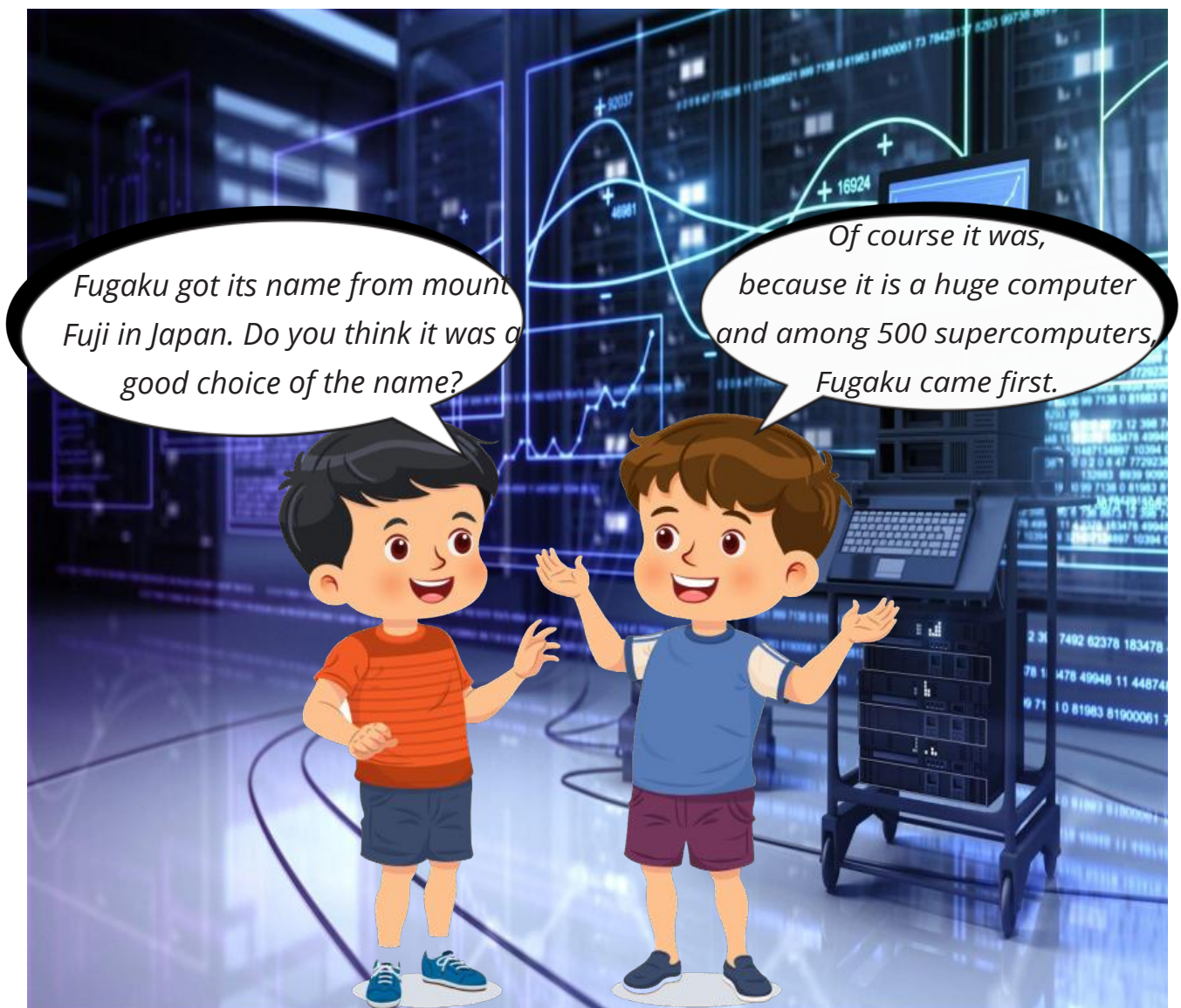
.....

EX. 3 Discuss and Act

- I can hold an interview about the Supercomputer, Fugaku.

- **Work in pairs, one to be the interviewer, the other to be Mr. Matsuoka or Mr. Shinjo.**

- **Ask them two or three more questions about the Supercomputer Fugaku.**



UNIT 2

EX. 4 Listen and Circle

- I can recognize the silent /b/ within a poem.

Listen to this poem and circle the words with silent /b/.

I'm silent although I'm there
No doubt, you can see me
But the sound is not clear.
You can see me in a band, blue
bag and bear
However, in climb, thumb and comb
My voice, no way you can hear.
The bees have me and buzz everywhere
But, when they see a tomb, they never
dare
Now, look at me and please don't stare
and don't drop me from limbs
Or it won't make sense anymore

REMEMBER

Silent /b/

Most silent /b/ comes after m, e.g., climb, thumb, comb, even when you create other words like climber.

But, the /b/ is pronounced in words that have mb, but ends with le, e.g., rumble.

EX. 5 Find more words with silent /b/

- I can come up with words with silent /b/ using a dictionary.

You can check a printed or an online dictionary.

- womb,
.....

EX. 6 Read and Answer

- I can answer questions expressing opinions based on a science fiction story.

"An Amazing Dream"



Once upon a time, there was a little girl whose name is "Demy". She lived happily with her parents and baby brother, Eyad. Demy's father, Basim, was a computer Engineer who works in a big computer company. Demy's mother, an employee in the same company, was on a maternity leave because she has just given her new baby, Eyad.

Demy loves working with computers, and she is as fast as lightening using it. She hopes to be a computer programmer when she grows up. Demy aspires to work at NASA. One day, Demy's father came home happily saying, "I have a big surprise for you all. My company will send me on a mission to Japan to learn about their experience in building supercomputers." Demy was so excited to hear this news.

The family travelled to Japan safely. Demy was bored to stay at the hotel most of the time. Then, one day, she opened the TV and found that there is a program showing an interview with the lead developers of the Supercomputer "Fugaku". Demy's eyes sparkled like diamonds and she, excitedly, watched till the program came to an end and went to bed.

TOP TIP

A science fiction story is a genre of literature that is imaginative and based mainly around science. It depends on scientific facts and principles to support its setting, place and time; characters; theme, what the story is about and plot, what happens in the story.

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While she was sleeping, Demy had an amazing dream. Demy dreamt that she was on a **spaceship**. She wandered around it till she found a room. She tried some numbers to open the door till she finally managed to open it. Demy found herself inside a huge room which has a supercomputer like "Fugaku". Demy said, "Wow! No doubt this must be one of the supercomputers, like 'Fugako with its 15,000 CPUs' that I saw in yesterday's program. It is as huge as a ship!" She kept looking at it in **surprise and admiration** saying, "How giant this computer is. Surely, six years wasn't too much to build it." Demy asked herself, "Can I touch it?" But, demy was afraid to touch anything in order not to do anything wrong to the computer.

REMEMBER

Writers use, in poems or stories, **similes to make comparisons of one person or thing with another by saying that the first is like the second, as in "She sang like an angel."** They use **as, like, such as** to make similies.

Suddenly, Demy saw a chair in the room. She grapped the chair and climbed on it to have a good look at the computer. Demy closed her eyes and imagined that she is using this supercomputer, she is surprised with the amount of information it can store, and how fast it is, it is even **faster than lightening**. Just then, Demy lost her balance and fell on the floor. While Demy was falling, her fingers touched the supercomputer and, immediately, the warning alarm and all the lights went on. Demy could hear movement outside the room and she was so scared. Security came quickly to find Demy on the floor. To her surprise, they were aliens who asked her, "Who are you?" Demy was afraid and couldn't open her mouth to speak. The aliens rushed to catch Demy.

Just when the aliens were trying to catch Demy, she opened her eyes and found herself on her bed. Demy said, "Thanks God, it was just a dream, but, one day, it will become true and I will have the right to do what I want." Demy smiled and fell asleep again.

❶ Why do you think Demy had this dream?

Because she loves computers and watched a program in which people were talking about computers before going to bed.

❷ Do you think this story could happen in real life?

3 If the aliens could catch Demy, do you think they would hurt her?

.....

4 If Demy told her parents about her dream, what do you think they would tell her?

.....

5 What advice can you give Demy to make her dream come true?

.....

6 Find three similes in the story. *Demy's eyes sparkled like diamonds,*

.....

EX. 6 Read again and Write

- I can write an alternative end to a science fiction story.

Read the science fiction story again and write another ending to Demy's dream.

.....

.....

.....

.....

.....

.....

Ex. 7 Search and Write

- I can write a science fiction story using the Internet.

In groups, search the internet about science topics and write your own science fiction story.

-Before you start writing, read the following tips first:

The Five Elements Of Science-fiction Story Writing

A science fiction story contains the usual elements of a story.

1. Setting

Setting is the context in which a story occurs and includes the time, place, and social environment. Science-fiction settings can include space, bottom of oceans, new galaxies or futuristic times.

2. Character

A character is a person in a story - either a human, a fantasy character, mythical character or even an animal. A science fiction story often includes aliens, time travellers and heroic adventurers.

3. Plot

The plot is the main event in a story. The plot of science fiction usually centres around technological discoveries, time travel and alien invasions.

4. Theme

Theme is the main idea a writer explores in a story. Many of science fictions' most common themes include space travel, time travel or imaginary places.

5. Structure

A structure is the basic events of a story and how its plot unfolds. Science-fiction stories are usually full of action, adventure and plot twists that make up the structure.

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Lesson (5)

AI is the Future

ILOs: By the end of this lesson, pupils should be able to:

- read a dialogue about AI for the main idea.
- ask and answer questions about AI expressing opinions.
- recognize the different uses of the apostrophe (') in writing.
- apply information about the different uses of the apostrophe in writing.
- read a myth for the main ideas.
- read a myth to answer different types of questions.
- write their own myth using the Internet.



UNIT 2

EX. 1

Think and Discuss



Look at these pictures and discuss the questions in pairs:

- ❶ Who do you think the most intelligent creature on earth is?
- ❷ Do you think computers or robots are more intelligent than humans? Why?
- ❸ Technology is a double-edged weapon. Do you agree? Why?
- ❹ Can robots replace all the jobs that humans do? Why?

EX. 2

Read and Answer

- I can read a dialogue about AI for the main idea.



Ayman: What are you reading about, Dad?

Dad: It's a book about AI?

Ayman: AI? What does this mean?

Dad: AI stands for Artificial Intelligence. It will change the future of work and I want to be ready.

Ayman: Ready for what? Can you explain this topic a little bit to me?

Dad: Of course, dear. Let me explain it simply to you. For example, in English writing, what will you do if you have a difficult written assignment?

Ayman: I will search the internet to find ideas and information about it. I can also search for a written model about this topic.

Dad: Good. AI provides tools like Chat-GPT that can be used to create written content and visual outputs that in previous years required skilled workers who have years of training in art or writing.

Ayman: Really! That's amazing. Can I try it?

Dad: Sure. But you mustn't depend completely on it, as you said before, take it as a guide to show you some models.

Ayman: I understand, Dad. Is AI used in education only?

Dad: No. It is used in all fields, business, economics, education, healthetc. I am just giving you an example to understand how useful and important it is and will be in the future.

Ayman: Can AI make robots that replace us, Dad?

Dad: Not exactly. Don't forget that Man invented all the technology. But, if we are not careful to develop ourselves and understand what AI is and use it wisely, many people will face difficulties finding jobs in the future; as some jobs will disappear, and other future jobs will prevail.

CRITICAL THINKING

Do you think some of today's jobs will disappear in the future? Why?

EX. 3 Discuss and Act

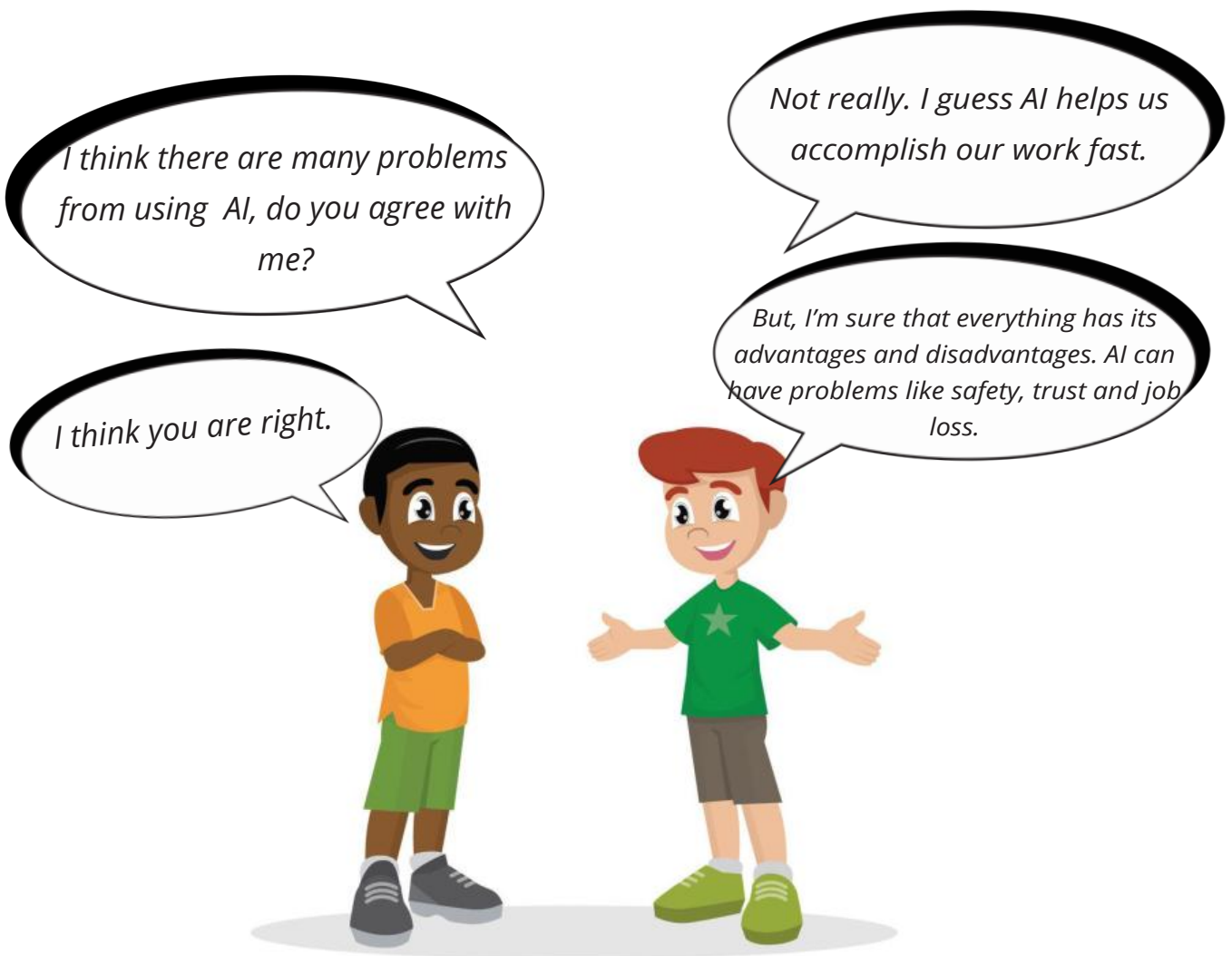
- I can ask and answer questions about AI expressing opinions.

Work in pairs, one to be Ayman, and one to be his dad.

Ask more questions about AI and answer them.

-Try to persuade one another with your own point of view.

-Use the ideas given to you.



EX. 4 Read and Perform

- I can recognize the different uses of the apostrophe (') in writing.

- Read the following sentences, then underline the apostrophes and write what they indicate between the brackets.

TOP TIP

In English writing, use the apostrophe (') to:

- 1 - Show possession, e.g., Mona's book is blue./ The boys' school is closed today./ This shop sells men's clothes./ Heba's and Dina's bikes are in the yard./ Heba and Dina's father is in Paris./ This is Anas'/ Anas's bag.
- 2 - Contraction/ shorted forms, e.g., I'm a pupil./ It's a nice car./ I'll help you./ It isn't my mistake./ Let's go to the beach./ What's your name?

REMEMBER

Don't use the shortened form at the beginning of a question, only the complete form, e.g., Will you help me with my homework?

- 1 She'll travel to London next month. (Contraction)
- 2 My sister's dream is to become a famous engineer. (Possession)
- 3 Let's have lunch at the club today. (.....)
- 4 This is a women's clothes store. (.....)
- 5 The girls' dresses are the same color. (.....)
- 6 Mum isn't at work today. She is ill. (.....)
- 7 You're a clever young boy. (.....)
- 8 Adam and Ayman's mother will give them presents. (.....)
- 9 I will borrow Enas' camera tomorrow. (.....)

EX. 5 Read and Answer

- I can apply information about the different uses of the apostrophe in writing.

A) Write the contractions/ shortened forms instead of complete forms if found.

- 1 Is it a cat? No Contraction
.....
- 2 What is your favourite subject? What's your favourite subject?
.....

UNIT 2

- 3 I can not go to the park with you now.
- 4 Shall we play football after school tomorrow?
- 5 It will be hot and sunny for the whole week.
- 6 Let us do our homework now or mum will be angry.
- 7 Mona does not like dairy products.
- 8 I am going on a school trip next Thursday.

B) Read these sentences and add (' / 's) where necessary.

- 1 I have Amal's book. I found it under my desk.
- 2 It is the girls mother who gave them dessert.
- 3 Someone took Mr. Anees mobile phone by mistake.
- 4 I know when is Dina and Toqa birthday.
- 5 I know my brother and sister birthdays.
- 6 This shop sells children toys.
- 7 Vanilla ice cream is my mum favorite flavor.

EX. 6 Read and Answer

- I can read a myth for the main ideas.

-Read this myth, then answer the following questions.

The Clever Brave Dwarf

Many years ago, in the ancient 'Dwarfs' Land', there was a young dwarf called "Tut". Tut was known throughout the land for his cleverness and bravery. He lived a peaceful life, helping his people, as he used to make them useful tools to use in farming. Tut was also a joyful dwarf who used to spread joy and happiness wherever he went. However, his life took a dark turn when a giant robot appeared in his homeland. This robot **threatened** the safety and happiness of the people of Dwarfs' Land and it seemed as if he wanted to control all the dwarfs and to make them his slaves.

The giant robot called himself 'Roby' and built himself a strong fort to live in on the top of a mountain. He used to talk to himself saying, "I'm the cleverest robot on earth. I'm even cleverer than humans ha ha ha!" Every night, Roby used to attack the dwarfs and **kidnap** one of them.

TOP TIP

A myth is an idea or story that many people believe, but it is not a fact or even true.

Tut decided to save the land and restore peace, but he needed to find **the magical screwdriver** that he heard about from his parents.

Tut set out on a journey to find this magical screwdriver that could help him defeat the giant robot. Along the way, Tut **encountered many dangers and challenges** and he had to cross a river full of dangerous crocodiles, but he never gave up.

Finally, after many long days of searching for the magical screwdriver in the jungle, Tut could find it. Just when Tut was trying to catch the screwdriver, it spoke to him saying, "Hello, Tut. I've been waiting for you for long." Tut was surprised to hear the screwdriver talk, but he smiled and took it and returned to his **homevillage**. Tut explained his plan to destroy the robot to his people and begged for their help. All the dwarfs were afraid at first, but moved by Tut's **determination and bravery**, the dwarfs agreed to help.

With the aid of the dwarfs, Tut set out to defeat the robot. He climbed the mountain at night and threw a rope to the other dwarfs to be able to climb the mountain, too. Tut told the dwarfs to call for the robot who opened the gate of the castle and started to attack them. It was a fierce battle, but Tut suddenly appeared and jumped on Roby. Roby said, "Little dwarf, how dare you to fight me!" Tut immediately used the screwdriver to open his head, and suddenly the giant robot started to collapse and break into pieces.

The people of the Dwarfs' Land jumped out of joy, and called Tut 'the Savior' because he saved the land from slavery. That's why he earned the respect and admiration of all who knew him; even the people started to tell stories about him to their children for years and years.

UNIT 2

Tut became a symbol of hope and courage. The people of Dwarfs' Land would never forget him or the magical screwdriver that he had found. To this day, their story is told as a reminder that even in the time of distress, there is always hope.

A) What are the main ideas of the above myth?

1 Unity is strength.

2

3

TOP TIP

Personification is the "representation of a thing or abstraction as a person or by the human form."

B) Find three sentences that represent personification.

1 The giant robot, *I'm the cleverest robot on earth. I'm even cleverer than humans ha ha ha!*

2

3

EX. 7 Read and Answer

- I can read a myth to answer different types of questions.

Read the myth again and answer the following questions:

1 What is the setting (place and time) of the myth?

The ancient land of 'Dwarfs' Land', many years ago

2 Can you think of some of the tools that Tut made to help in farming?

.....

3 Where did the giant robot live?

.....

4 Who does the underline pronoun 'them' refer to?

.....

5 Find two synonyms in the myth that give the opposite of fear.

.....

6 If you were Tut, would you save the dwarfs? Why?

.....

EX. 8 Write your Own Myth

- I can write my own myth using the Internet.

- Think of an idea or a topic and write your own myth.
- You can use the steps mentioned in the 'Top Tip' to guide you.
- You can use the myth in Ex. 5 as a template for you, but add your own ideas.

TOP TIP

Writing a myth consists of Two parts:

- 1 - Brainstorm ideas: Decide what the topic of your myth is, think about including a moral lesson, make your ideas more fantastic, choose a hero, add some challenges or obstacles and some magical ideas or items.
- 2 - Writing the myth: use simple and clear language, use some figure of speech, introduce the setting and main character, add a reason for the character to do the main event, add more events, finish your myth and finally read your myth carefully and edit it before publishing.

This image shows a full page of white paper with horizontal blue dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Mini-Project

My school / institute Future Jobs Magazine

- Do a school/ institute survey among all grades.
- Ask pupils what future jobs they would like to do when they finish school.
- Give the pupils some options to choose from, e.g. AI jobs, Computer programming, Content Creators such as social media influencers, fashion influencers,etc
- Decide on the most chosen jobs, at least five jobs.
- Divide your class into groups of five.
- Each group is responsible for a job; they should gather all the information about this job such as the most prominent figures doing this job and the essential skills needed for this job.
- Gather pictures for the chosen figures.
- Ask pupils who choose the job to bring a photo of them to be stuck under their chosen job.
- Try to have interviews with the jobs' prominent figures asking them to give advice for the pupils who want to be like them in the future.
- After each group to gather everything related to their jobs, create your school/ institute magazine with the help of your teachers.
- Make copies of the magazine and distribute them among the pupils.
- Make a big poster to celebrate the publishing of your magazine.
- Take some collective pictures and publish the event on your school/ institute website and Facebook page.



Unit 3

Famous Characters

Grammar

- The comparative and superlative forms of short and long adjectives
- Different forms of adjectives
- Changing the verb into a gerund
- The use of prepositions
- The suffixes un, dis, re, and pre

Phonics

- The homophones “they’re, their or there”.
- Identify silent /d/ in words.

Language functions

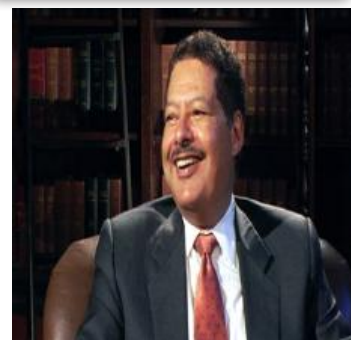
- Asking for information

Critical thinking

- Do you think that we should have some ambitions in our life? Why? Why not?
- Should we have specific characteristics to achieve our goal? If so, what are the most important characteristics to be successful in your life?

Study skills

- Discipline
- Self- Management



Lesson (1)

Famous Egyptian Scientists

ILOs: By the end of this lesson, pupils should be able to:

- talk about famous Egyptian scientists.
- read about famous Egyptian scientists for specific information.
- identify new vocabulary using definitions or synonyms.
- use newly learnt vocabulary in context appropriately.
- ask and answer questions about famous Egyptian scientists.
- listen to a dialogue with Dr. Magdy Yacoub for details.
- use newly learnt phrasal verbs and useful expressions in context.
- write a paragraph about my favourite Egyptian scientist using the internet.



EX.1 Think and Discuss

- I can talk about famous Egyptian scientists.



- 1 Do you know any of these Egyptian scientists? Do you know others?
- 2 Can you mention what they are famous for?
- 3 Which Egyptian scientist do you look up to? Why?

EX.2 Read and Choose

- I can read about famous Egyptian scientists for specific information.

The Egyptian surgeon, **Magdy Yacoub**, is a **prominent** figure in the field of heart surgery. Born in 1935, Yacoub's **remarkable** career has spanned decades and gained him international recognition and **popularity**. He is particularly celebrated for his **pioneering** work in heart **transplantation** and complex cardiac surgeries.

Yacoub's contributions extend beyond the operating room. He established Magdi Yacoub Heart Foundation, a **charitable** organization dedicated to providing cardiac care and surgery to **underprivileged** patients in Egypt and beyond. His efforts have saved countless lives and improved healthcare access for those in need.

Magdy Yacoub's legacy as a skilled surgeon and compassionate **humanitarian** has left a life-lasting mark on the world of medicine, making him a symbol of hope and inspiration.

Ahmad Zewail was a brilliant Egyptian scientist. He was born in 1946 and did amazing things in the world of chemistry. In 1999, he won the Nobel Prize for Chemistry. This was because he helped scientists see how really tiny things, like atoms and **molecules**, behave and change. It was like using a **super-duper** microscope to watch these tiny things dance!

He also worked at a special place called Caltech university, where lots of smart people go to learn about science. Ahmad Zewail inspired many kids like you to love science and explore the world of tiny **particles**. His discoveries still help scientists today!

UNIT 3

1 ... is the prominent figure in the field of heart surgery mentioned in the text.

- a) Ahmad Zewail
- b) Magdy Yacoub
- c) Caltech University
- d) Nobel Prize

2 In what year was Magdy Yacoub born?

- a) 1935
- b) 1946
- c) 1999
- d) 2000

3 What is Magdy Yacoub particularly celebrated for?

- a) His work in chemistry
- b) Pioneering work in heart transplantation and complex cardiac surgeries
- c) Winning the Nobel Prize
- d) Establishing a charitable organization

4 What is the name of the charitable organization founded by Magdy Yacoub?

- a) Nobel Foundation
- b) Caltech University
- c) Magdi Yacoub Heart Foundation
- d) Chemistry Society

1 How did Ahmad Zewail contribute to the field of science?

- a) By winning a Grammy Award
- b) By helping scientists understand tiny particles like atoms and molecules
- c) By becoming a famous musician
- d) By discovering a new planet

5 Where did Ahmad Zewail work, inspiring many kids to love science?

- a) A regular school
- b) A local library
- c) Caltech University
- d) Magdi Yacoub Heart Foundation

EX. 3 Read and Match

- identify new vocabulary using definitions or synonyms

- | | |
|-----------------------|--|
| 1 (b) prominent | a. Doing something new or leading the way in a particular field. |
| 2 () remarkable | b. Well-known and easily noticed |
| 3 () popularity | c. Very special or amazing |
| 4 () pioneering | d. Tiny bits or pieces of something, like dust or grains of sand. |
| 5 () transplantation | e. People who don't have as many advantages or resources as others. |
| 6 () charitable | f. When many people like or admire something or someone. |
| 7 () underprivileged | g. When people or organizations give help or support to those in need, often through donations |
| 8 () humanitarian | h. An informal way to say something is really great or fantastic. |
| 9 () molecules | i. Tiny particles that make up everything around us, like water or air |
| 10 () super-duper | j. Someone who cares about helping others and making the world a better place. |
| 11 () particles | k. Moving an organ or tissue from one person's body to another person's body to replace a damaged or a missing part. |

EX. 4 Read and Complete

- I can use newly learnt vocabulary in context appropriately.

transplantation	underprivileged	pioneering	prominent
humanitarian	popularity	charitable	super-duper

- 1 The **prominent** scientists made important discoveries in the field of physics.
- 2 Theof the new video game grew rapidly due to its exciting features.
- 3 Marie Curie was a scientist who conducted critical research in radioactivity.
- 4 The success of the kidney relied on finding a suitable donor.

UNIT 3

- 5 Many people donate to organizations during the holiday season.
- 6 The school organized a program to help students with school supplies.
- 7 The worker dedicated her life to helping those in crisis zones.
- 8 Dr. Magdy Yacoub is celebrated for his work in heart transplantation and complex cardiac surgeries.

EX. 5

Read and Act

- I can ask and answer questions about famous Egyptian scientists.



When was
Dr. Magdy Yacoub born?

He was born in
.....

He is famous for
.....

What is he famous for?

What are the necessary
skills for this job?

EX. 6 Listen, Read and Complete

- I can listen to a dialogue with Dr. Magdy Yacoub for details.

Mona: Hello, Dr. Magdy Yacoub! We're thrilled to have you with us today. Could you share with us what inspired you to become a heart surgeon?

Dr. Magdy Yacoub: Hello, Mona! It's wonderful to be here. Well, when I was your age, I had a strong desire to make people feel better when they were unwell. I was truly fascinated by the human heart and its incredible role in our bodies. I wanted to learn how to mend it when it wasn't working properly.



Mona: That's incredible! We've also heard about the special organization you founded. Could you tell us more about it?

Dr. Magdy Yacoub: Of course! I established the Magdi Yacoub Heart Foundation to assist individuals who may not have the means to afford heart surgeries. Our goal is to ensure that everyone, regardless of their circumstances, has the opportunity to enjoy a healthy heart.

Mona: That's so generous of you! Do you have any advice for young students like us who aspire to become doctors one day?

Dr. Magdy Yacoub: Certainly! If you dream of becoming a doctor, remember to dedicate yourself to your studies, especially in subjects like science. But, more importantly, always carry kindness and compassion in your hearts. Being a doctor is not just about fixing bodies; it's about making people feel better and happier.

Mona: Thank you very much, Dr. Yacoub, for sharing your inspiring words with us today!

Dr. Magdy Yacoub: You're very welcome, Mona. And always keep in mind, with hard work and a compassionate heart, you can achieve anything!

UNIT 3

- 1 Dr. Yacoub decided to become a heart surgeon because he wanted to help people feel better when they were
- 2 Dr. Yacoub started the Magdi Yacoub Heart Foundation to help people who can't afford surgeries.
- 3 According to Dr. Yacoub, being a doctor is not just about fixing bodies but also about helping people feel and
- 4 According to Dr. Yacoub, kids who want to become doctors like him should study hard in school, especially
- 1 According to Dr. Yacoub, you can achieve with hard work and a big heart.

EX.7 Read and Match

- I can use newly learnt phrasal verbs and useful expressions in context.

Match the phrasal verbs appropriately and use each one in a sentence of your own.

- | | |
|---------------------|------------|
| 1 dedicated (b) | a. figure |
| 2 access () | b. to |
| 3 is celebrated () | c. in need |
| 4 prominent () | d. to |
| 5 spanned () | e. for |
| 6 those/ people () | f. for |
| 7 decide () | g. for |
| 8 advice () | h. decades |

- 1 - The charitable organization is dedicated to providing clean water to communities in need around the world. (This example is done for you).
- 2 -
- 3 -
- 4 -
- 5 -
- 6 -
- 7 -

EX. 8 Search and Write

- I can write a paragraph about my favourite Egyptian scientist using the internet.

You can write about:

- His/Her name, date of birth, place of birth, education, main contributions, prizes, death and why he/she is your favourite scientist.

.....

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Lesson (2)

Sports Champions

ILOs: By the end of this lesson, pupils should be able to:

- talk about famous Egyptian sports champions.
- read about Egyptian sports champions for specific information.
- ask and answer questions about famous Egyptian sports champions.
- identify new vocabulary using definitions.
- use newly learnt vocabulary in context appropriately.
- read a text about Mohammed Salah for main ideas.
- recognize the comparative and superlative forms of short and long adjectives in a text.
- use the appropriate form of adjectives in a written modality.
- write a paragraph about my favourite Egyptian sports champion using the internet.



EX.1 Think and Discuss

- I can talk about famous Egyptian sports champions.



- 4 Do you know any of these Egyptian sports champions? Do you know others?
- 5 Can you mention what sport they do?
- 6 Which Egyptian sports champion do you look up to? Why?

EX.2 Read and Answer

- I can read about Egyptian sports champions for specific information.

Nour El Sherbini is an Egyptian **professional** squash player. She is a seven-time world **champion** and became the youngest woman to win the Women's World Championship.

Hana Goda became the youngest table tennis player to win an international **competition** in Africa. She is the first person to hold the number one rank in the International Table Tennis Federation ranking of girls under 19 years old in girls' singles. She was only 14 years old when she achieved that.

Feryal Abdelaziz is an Egyptian karate player and the first female Egyptian to have won a gold medal at the Olympic Games. She won the gold medal in the woman's 68 kg event at the 2022 Mediterranean Games held in Iran.

Farida Osman is an Egyptian **competitive** swimmer specialized in butterfly and freestyle events. She is the fastest female swimmer in Egypt and Africa. She is also the youngest Egyptian and Arab **athlete** ever to win the event and **break the world record**.

- 1 Who is the youngest woman to win the Women's World Championship in squash?
 - a) Nour El Sherbini
 - b) Hana Goda
 - c) Feryal Abdelaziz
 - d) Farida Osman

UNIT 3

- 2 What was Hana Goda's age when she became the youngest table tennis player to hold the number one rank in the International Table Tennis Federation ranking?
- a) 12 years old b) 13 years old
c) 14 years old d) 15 years old
- 3 In which sport is Farida Osman specialized?
- a) Squash b) Table tennis
c) Karate d) Swimming
- 4 Who is the fastest female swimmer in Egypt and Africa?
- a) Nour El Sherbini b) Hana Goda
c) Feryal Abdelaziz d) Farida Osman
- 5 Which athlete is the youngest Egyptian and Arab athlete ever to win the event and break the world record?
- a) Nour El Sherbini b) Hana Goda
c) Feryal Abdelaziz d) Farida Osman
- 6 How many times has Nour El Sherbini won the World Squash Championship?
- a) Five times b) Six times
c) Four times d) Seven times

EX. 3 Read and Act

- I can ask and answer questions about famous Egyptian sports champions.

In pairs, act as shown in the following example.

Which sport does Nour El Sherbini do?

She plays squash.

What makes her more special than others ?

She is the youngest woman to win the Women's World Championship.



EX. 4 Read and Match

- I can identify new vocabulary using definitions.

- | | |
|----------------------|---|
| 1 (d) professional | a. A contest or event where people or teams compete against each other to determine a winner |
| 2 () champion | b. Achieving a result or performance that is better than any previous one in a particular activity or event |
| 3 () competition | c. A person who participates in sports or physical activities, often at a skilled or professional level |
| 4 () competitive | d. Someone who is skilled and trained in a particular job or activity and often earns a living from it |
| 5 () athlete | e. When someone is eager to win and tries hard to do better than others in a competition or activity |
| 6 () break a record | f. A person who has won a competition or contest and is recognized as the best in their field or sport |

EX. 5 Read and Complete

- I can use newly learnt vocabulary in context appropriately.

competition	break the record	champion
competitive	professional	athlete

- 1 As a **professional** chef, Maria worked in a renowned restaurant in Paris.
- 2 After years of hard work and dedication, he became theof the national chess competition.
- 3 The spellingwas fierce, with students participating from all over the state.
- 4 Sarah was a swimmer, always striving to improve her lap times in the pool.
- 5 John was a talented....., excelling in both soccer and track field.
- 6 During the track meet, Lisa managed to for the fastest -100meter sprint in her school's history.

UNIT 3

EX. 6 Read and Choose

- I can read a text about Mohammed Salah for main ideas.

Mohamed Salah, also known as Mo Salah, has had an incredible journey in the world of football. Starting from his hometown in Egypt, he dreamed of becoming a famous footballer. As a young boy, he practiced tirelessly, making him even better than many of his friends. Soon, he joined a local team and became a better player than most of his teammates. His skills and dedication took him to Europe, where he played for different clubs. In the English Premier League, he became one of the fastest and most successful forwards, scoring more goals than many other players. Today, he's considered one of the best footballers in the world, with fans world wide cheering for him. Mo Salah's journey is truly remarkable!



- 1 What did Mo Salah dream of becoming when he was young?
 - a) A famous chef
 - b) A successful footballer
 - c) A talented musician
 - d) A skilled doctor
- 2 How was Mo Salah compared to his friends in terms of football skills?
 - a) He was less skilled than his friends.
 - b) He was equally skilled as his friends.
 - c) He was better than most of his friends.
 - d) He didn't have any friends who played football.
- 3 In which league did Mo Salah become one of the fastest and most successful forwards?
 - a) Italian Serie A
 - b) Spanish La Liga
 - c) English Premier League
 - d) German Bundesliga

- 4 What is Mo Salah considered today in the world of football?
- a) A retired player
 - b) A famous chef
 - c) One of the best footballers in the world
 - d) A talented musician
- 5 Where did Mo Salah's journey in football begin?
- a) Europe
 - b) Egypt
 - c) A local restaurant
 - d) In a famous football academy

EX. 7 Read again, then Answer

I can recognize the comparative and superlative forms of short and long adjectives in a text.

Read the text about Mo Salah again and list the phrases that contain the comparative and superlative forms of short and long adjectives.

- 1
- 2
- 3
- 4

TOP TIP

- When using short adjectives like «fast», add «-er» to compare two things (e.g., «His car is faster than mine»).
- Use «the» before the adjective to show the superlative (e.g., «This is the fastest car»).
- For long adjectives (like «interesting»), use «more» before the adjective to compare (e.g., «Action movies are more interesting than comedy ones»).
- Use «the most» for the superlative (e.g., «This is the most interesting book I've ever read»).

Exceptions

good- better – the best
 bad – worse – the worst
 far – further / father - the farthest/ furthest

EX. 8

Complete the Sentences Using the Appropriate Form of the Adjective between Brackets

- I can use the appropriate form of adjectives in a written modality.

- 1 The **fastest** (fast) runner in the race won the gold medal.
- 2 This puzzle is **more difficult** (difficult) than the one we did yesterday.
- 3 Elephants are (large) animals on land.
- 4 Of all the planets in our solar system, Venus is known to have the (hot) surface.
- 5 Amy's artwork is always (creative) than mine.
- 6 Antarctica is one of the (cold) places on Earth.
- 7 I think summer is the (enjoyable) season because I love warm weather.
- 8 The (intelligent) student in the class always gets top grades.
- 9 Snails are among the (slow) creatures in the animal kingdom.
- 10 This roller coaster is (scary) than the one we rode last year.

Ex. 9 Search and Write

- I can write a paragraph about my favourite Egyptian sports champion using the internet.

You can write about:

- His/Her name, date of birth, place of birth, the sport he/she does, prizes, and why he/she is your favourite sports champion.

This image shows a full page of white paper with horizontal blue dashed lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings present.

Lesson (3)

Differently Abled

ILOs: By the end of this lesson, pupils should be able to:

- talk about differently abled athletes.
- listen to a dialogue about differently abled athletes for details.
- ask and answer questions about famous Egyptian sports champions.
- read a text about differently abled athletes for specific information.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in a context appropriately.
- differentiate between the homophones “they’re, their or there”.
- change the verb with different endings into a gerund correctly.
- write a paragraph about my favourite differently abled champion using the internet.



EX.1

Think and Discuss

- I can talk about differently abled athletes.



- 7 Do you know any of these differently abled athletes? Do you know others?
- 8 Can you mention what sport they do?
- 9 Which differently abled athlete inspired you most? Why?

EX.2

Listen, Read and Answer

- I can listen to a dialogue about differently abled athletes for details.

Ahmed: Did you catch the program about some incredible athletes yesterday?

Mazen: Yeah, it was fantastic! These athletes are truly remarkable.

Omar: Who did they feature on the program?

Ahmed: Well, there's Fatma Omar, a powerlifting athlete who's incredibly strong.

Omar: Wow, I've heard of her. She's amazing!

Mazen: And then there's Islam Abo Ali, a swimmer who doesn't let anything hold him back. He's an inspiration.

Ahmed: Absolutely. Also, there's Omar Hegazi, who's a big fan of Islam. They both excel in swimming. All the athletes who were part of the program were so happy with the ceremony that they wanted to invite other talented athletes to join.

Ahmed: I actually know a gymnast who would be perfect for the program.

Mazen: That's great! I have a friend who's a talented football player. I'll ask him if he wants to join too.

UNIT 3

1. Who is Fatma Omar?
 - a) A gymnast
 - b) A powerlifting athlete
 - c) A football player
 - d) A swimmer
2. What sport does Islam Abo Ali excel in?
 - a) Gymnastics
 - b) Powerlifting
 - c) Swimming
 - d) Football
3. Who is a big fan of Islam Abo Ali in the dialogue?
 - a) Mazen
 - b) Ahmed
 - c) Omar Hegazi
 - d) Fatma Omar
4. What do the athletes from the program want to do after the ceremony?
 - a) Start a new competition
 - b)) Invite other potential athletes to join the program
 - c) Take a break from sports
 - d) Travel to other countries for training
5. What does Mazen offer to do for the program?
 - a) Become a gymnast
 - b) Ask his friend to join as a football player
 - c) Organize a sports event
 - d) Watch more TV programs about athletes

Ex. 3

Read and Act

- I can ask and answer questions about famous Egyptian sports champions.

Which sport does Fatma Omar do?



She does powerlifting.



Why is she really special?

She is special because she never gave up despite of her disability. She's differently abled.



EX. 4

Read and Answer

- I can read a text about differently abled athletes for specific information.



Differently Abled

President El-Sisi attended the 4th celebration of the “Differently Abled.” A documentary was played on the success of the heroes of special abilities and the efforts of **their** families. The athletes of “Differently Abled” reviewed **their accomplishments** in the sports of swimming, basketball, and karate. **They’re** able to challenge the **obstacles** in **their** life. President Sisi commented on the documentary highlighting the care and great attention the parents pay to **their** children. The president assured that the **law and the constitution** protect the differently abled future. He added that Egypt implemented 50 projects and programs for the participation of 250,000 youth with special abilities. The president pointed out that the differently abled are offered a **portion** of jobs in the government offices and also in the private sector. He also ordered the minister of higher education to solve the problems of disabled youth.

President Abdel Fattah Al-Sisi honored a number of **outstanding** youth during the closing session of the 7th Youth Conference held in the New Administrative Capital including Mariam, Naira Essam and Karim El-Mosallamy. Mariam learned many sports and finally decided to try horseback riding. She was determined to compete in this sport. She participated in the Special Olympics and won the gold medal. The Daily News of Egypt interviewed Mariam and two of her colleagues, Naira Essam and Karim El-Mosallamy. Their families continuous support helped those athletes to achieve **their** goals. Naira’s mother said, “Naira has the ability to deal with any horse.” Naira also participated in the Special Olympics in the UAE and won the gold medal.

UNIT 3

The man who won third place in the competition, interviewed by the Daily News Egypt, was Karim El-Mosallamy. He is a 32-year-old horseback rider. He also plays handball and table tennis. He trains at Happy World Association and the Armed Forces Club. He participated in the Special Olympics in 2019 and won gold and bronze medals.

There will be a brighter future for those youth.

1 What is the main idea of the text?

.....

2 Mention the three players in the text.

.....

3 What do you think about the Differently Abled?

.....

4 What help is the government giving to the Differently Abled?

.....

5 What are the parents' responses to their children's disabilities?

.....

6 Summarize the text in five sentences.

1.

2.

3.

4.

5.

EX. 5 Read and Match

- I can recognize new vocabulary using definitions.

Words	Definition
a) Differently Abled	1) Achievements or successes that a person has completed or attained
b) A documentary	2) Challenges or barriers that hinder progress or success in a particular task or goal
c) Accomplishments	3) A part or share of something, often referring to a specific amount or piece of food
d) The law and the constitution	4) A film or video presentation that provides factual information or a real-life account of events, often used for educational or informative purposes
e) The obstacles	5) A term used to describe individuals with disabilities, emphasizing their unique abilities and talents
f) A portion	6) A set of rules and principles that govern a country or an organization, ensuring order and justice

EX. 6 Read and Complete

- I can use newly learnt vocabulary in a context appropriately.

portion	law and constitution	documentary
accomplishments	differently abled	obstacles

- 1 The **differently abled** students in our class excel in various subjects, showcasing their unique talents.
- 2 We watched an informativeabout wildlife conservation, learning about the efforts to protect endangered species.
- 3 Her academic including earning top grades and winning awards, were celebrated at the school ceremony.
- 4 The of our country protect the rights and freedoms of its citizens.

UNIT 3

- 5 Despite facing many..... she kept going on achieving her dream of becoming a successful entrepreneur.
- 6 He served himself a generous of pasta for dinner.

EX. 7 Fill in Gaps with (They're-their or there)

- I can differentiate between the homophones "they're, their or there".

- 1 There are a lot of families at the celebration.
- 2 will be a brighter future for those with special abilities.
- 3 The children should respect families.
- 4 able to achieve dreams.
- 5 are a lot of athletes in the competition.
- 6 President El-Sisi was very responsive to needs.
- 7 very happy with President El-Sisi's support.
- 8 happiness with the ceremony was very visible.
- 9 achievements in sports impressed everyone.
- 10 are a lot of prizes given at the competition.

TOP TIP

A homophone is a word that is pronounced the same as another word but differs in meaning. Examples: They're, their and there

EX. 8 Change the Following Verbs into Gerunds

- I can change verb with different endings into a gerund correctly.

highlight / swim / play / take / write / read / speak / drive / talk / outstand
/ design / put / make / run / sleep / hike / hop / use / sit / run

Add (ing)	Drop the E, then add (ing)	Double the final consonant, then add (ing)
highlighting		

TOP TIP

In most cases, simply add «-ing» to the base form of the verb. However, be aware of these common spelling rules:

- If the verb ends in «e,» drop the «e» before adding «-ing» (e.g., «write» → «writing»).
- If the verb ends in a single vowel followed by a single consonant (CVC pattern, double the final consonant before adding «-ing» (e.g., «run» → «running»).
- For verbs ending in «ie,» change the «ie» to «y» before adding «-ing» (e.g., «die» → «dying»).

EX. 9 Search and Write

- I can write a paragraph about my favourite differently abled champion using the internet.

You can write about:

- His/Her name, date of birth, place of birth, his disability, the sport he/she does, prizes, and why he/she is your favourite sports champion.

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Lesson (4)

My Role Model

ILOs: By the end of this lesson, pupils should be able to:

- discuss questions about having role models.
- listen to a dialogue about role models for details.
- ask and answer questions about having a role model.
- recognize new vocabulary using definitions or synonyms.
- use newly learnt vocabulary in a context.
- differentiate between synonyms and antonyms when used in a context.
- write a paragraph about my role model using the internet.



EX.1 Think and Discuss

- I can discuss questions about having role models.

- 1 Who is the person you look up to (your role model)? Is he a famous person, a family member, a teacher, or someone else? Why?
- 2 What qualities or characteristics do you appreciate in a role model?
- 3 How has your role model inspired you or influenced your life?
- 4 What achievements or actions of your role model do you find most impressive?
- 5 Do you have more than one role model? If yes, who are they, and what do you admire about each of them?

EX.2 Listen and Answer

- I can listen to a dialogue about role models for details.

Teacher: Today we have some unique characters. I'd like to ask you a question before starting our lesson. Who are your role models?

Ahmed: My father is my role model. I am proud of him. He is very active and helpful.

Teacher: What does your father do?

Ahmed: He is a skillful artist and makes beautiful objects.

Mazen: My role model is Dr. Hassan Fathy. He was famous for being the architect of the poor. He inspired millions of people.

Mona: My role model is Taha Hussein. He was a great Egyptian writer. He was blind from early childhood. However, he didn't allow his disability to hold him back. He became one of the best well-known writers worldwide.

Mai: My role model is President Nasser. He led the Egyptians to make our country really independent from the British colonial power. He still lives in the minds of the Egyptians.

Teacher: You are all very thoughtful. Now let's discuss the general idea of a role model.

UNIT 3

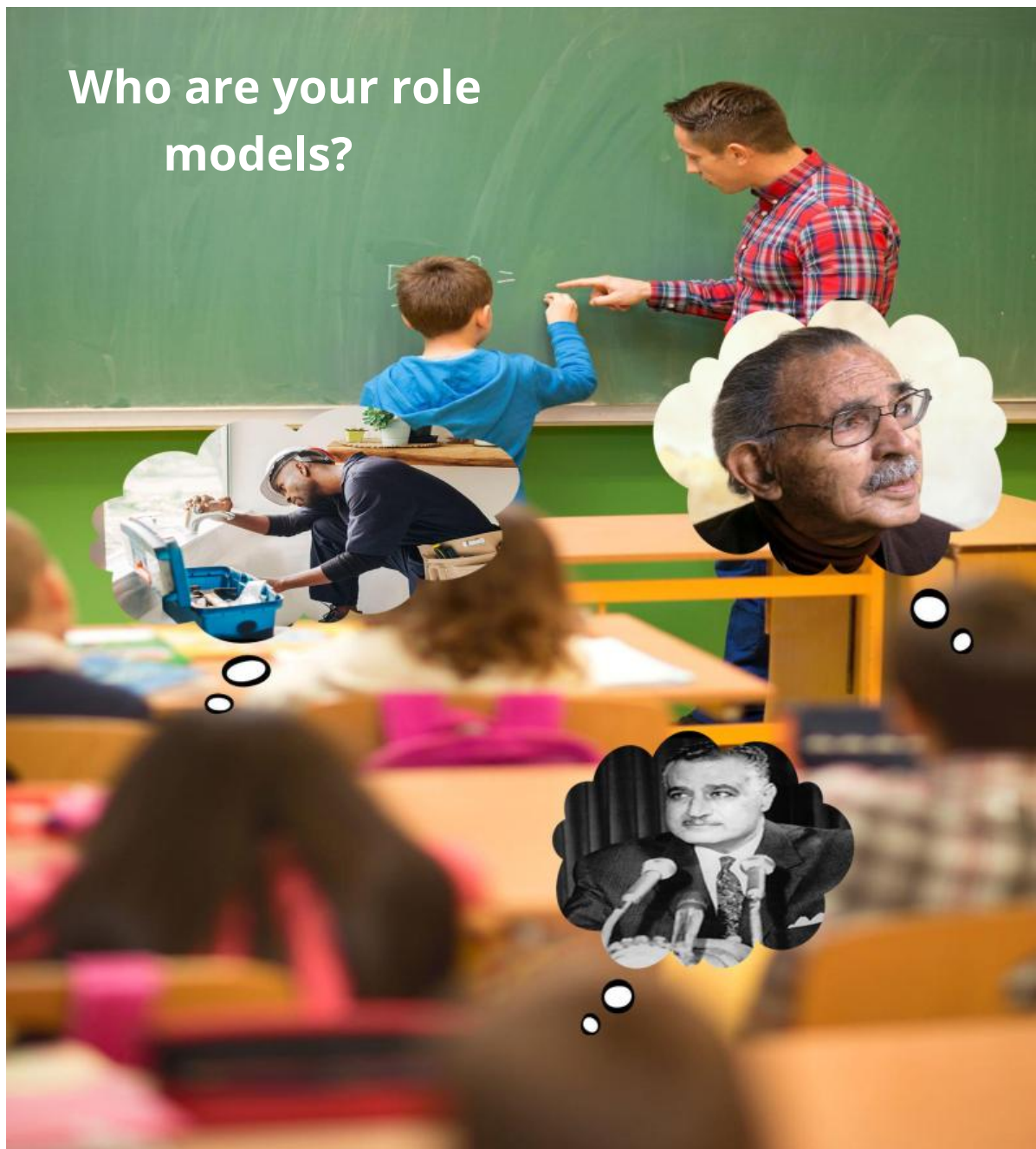
What are the main qualities of a role model?

Ahmed: I think all role models should be characterized by honesty, love, justice, and helpfulness.

Mona: I think that they can accomplish things that others cannot do.

Mazen: Also, they provide inspiration to others to be better people.

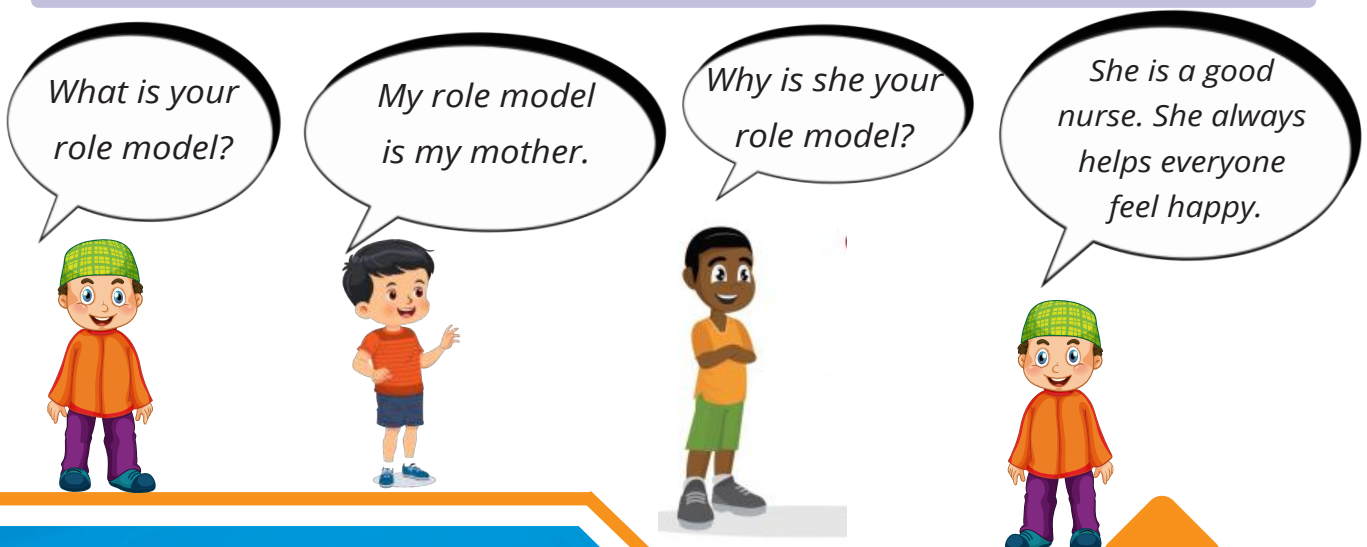
Teacher: Brilliant! May all of you become role models for others as you progress in life.



- 1 Who is Ahmed's role model?
- a) Dr. Hassan Fathy b) Taha Hussein
- c) President Nasser d) His father
- 2 What does Ahmed's father do?
- a) He is a doctor. b) He is an artist.
- c) He is a writer. d) He is a teacher.
- 3 Who is Mona's role model?
- a) Dr. Hassan Fathy b) Taha Hussein
- c) President Nasser d) His father
- 4 What is Taha Hussein known for?
- a) Being a famous architect b) Being a blind writer
- c) Leading Egypt to independence d) Creating beautiful objects
- 5 What qualities do Ahmed and Mona mention as important for role models?
- a)) Honesty, love, justice, and helpfulness
- b) Accomplishing difficult tasks
- c) Providing inspiration to others
- d) All of the above

EX. 3 Read and Act

- I can ask and answer questions about having a role model.



UNIT 3

EX. 4 Read and Match

- I can recognize new vocabulary using definitions or synonyms.

<i>The word</i>	<i>The definition</i>
a) The blind	1. achieve
b) architect	2. someone who tells the truth
c) inspire	3 . people who can't see.
d) progress	4. someone who is able to design different buildings
e) accomplish	5. develop
f) honest	6. encourage

EX. 5 Read and Complete

- I can use newly learnt vocabulary in a context.

accomplish	progress	inspire
architect	blind	honesty

- 1 Taha Hussein, despite being **blind** from early childhood, became a renowned writer.
- 2 Dr. Hassan Fathy was famous for being an who designed buildings for the less fortunate.
- 3 Role models like Taha Hussein can millions of people with their achievements.
- 4 As you in life, you may become a role model for others.
- 5 Role models often things that others find challenging.
- 6 She is admired for her kindness and her

EX. 6 Choose the Correct Adjective

- I can differentiate between synonyms and antonyms when used in a context.

Read the dialogue in Ex. 2 again and choose the correct adjective.

- 1 Ahmed's father is a/an active / weak artist.
- 2 Ahmed's father makes ugly / beautiful objects.
- 3 Dr. Hassan Fathy was a famous architect for the poor/ the rich.
- 4 The Egyptian people made our country independent / dependent from the British colonial power.
- 5 Taha Hussein was a/an well-known / unknown writer.
- 6 All the pupils' ideas are thoughtful / thoughtless.

EX. 7 Complete the Table

(hard / famous / pretty/ needy/ strong / free)

The word	The synonym
well- known	famous
self- independent	
beautiful	
difficult	
brave	
poor	

UNIT 3

EX. 8 Read and Match the Word with its Antonym

a) beautiful	1. weak
b) strong	2. easy
c) poor	3. ugly
d) hard	4. new
e) warm	5. rich
f) old	6. cold

EX. 9 Search and Write

- I can write a paragraph about my favourite role model using the Internet.

You can write about:

- His/Her name, date of birth, place of birth and his/her accomplishments.

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Lesson (5)

How to Develop a Good Character

ILOs: By the end of this lesson, pupils should be able to:

- write about the qualities of good and bad characters.
- read about developing a good character for specific information.
- match prepositions with their appropriate phrasal verb.
- use the appropriate preposition in a given context.
- identify silent /d/ in words.
- use words with silent /d/ in sentences.
- use suffixes appropriately to change the meaning of words.
- use prefixes appropriately to change the meaning of words.
- write a paragraph about the role model they want to be using the internet.



UNIT 3

EX.1 Think and Complete the Table

- I can write about the qualities of good and bad characters.

The qualities of a good character	The qualities of a bad character



EX.2 Read and Answer

- I can read about developing a good character for specific information.

Developing a Good Character

A Good character requires certain qualities. Having a good character is beyond being **beautiful** or handsome. A Good character largely **depends on** the parents. The way they bring up their children determines their children's character. Such qualities as honesty, modesty, and **politeness** are always **found in** those with a good character. In fact, there is more, for example, to have good study habits at school, and being helpful to others. **Respectfulness** towards adults and teachers is very **important for** the child. A person with a good character will always respect and be **kind to** their husband or wife. They will love their children and want the best for them. In the community, they will **volunteer for** tasks that are **necessary to be accomplished in** the **neighborhood**. If you want to be **successful**, **interact** with others. Finally, if you want to find happiness, all these qualities lead to a happy life.

- 1 What are some qualities associated with a good character mentioned in the text?
 - a) Beauty and handsomeness
 - b) Modesty and politeness
 - c) Wealth and fame
 - d) Intelligence and athleticism
- 2 According to the text, who largely determines a child's character?
 - a) Friends
 - b) Teachers
 - c) Parents
 - d) Siblings
- 3 What is emphasized as important in the text for a child's character?
 - a) Being rich
 - b) Being popular
 - c) Respectfulness towards adults and teachers
 - d) Being the best in sports
- 4 What does the text suggest a person with a good character will do in the community?
 - a) Avoid interacting with neighbors
 - b) Ignore community tasks
 - c) Volunteer for necessary tasks in the neighborhood
 - d) Complain about community issues
- 5 What is the connection between having a good character and finding happiness according to the text?
 - a) Having a good character leads to unhappiness.
 - b) Good character has no impact on happiness.
 - c) Good character lead to a happy life.
 - d) Happiness is only achieved through wealth.

UNIT 3

EX. 3 Read and Match

- I can match prepositions with their appropriate phrasal verb.

Match each preposition with the appropriate verb to form a phrasal verb.

Verbs	Prepositions
a) depend	1) for
b) found	2) of
c) important	3) to
d) volunteer	4) on
e) kind	5) with
f) share	6) in

EX. 4 Read and Complete Using the Appropriate Preposition

- I can use the appropriate preposition in a given context.

- 1 You can't depend on your parents all the time.
- 2 It's important to you to be a good character.
- 3 You should be kind old people.
- 4 It's necessary for you study hard.
- 5 Volunteer the tasks in your community.
- 6 The students respect the teacher his honesty.
- 7 Modesty and honesty are found a good character.
- 8 The students accomplish their tasks ten minutes.
- 9 Respect for the government is a sign a good character.
- 10 I share my room my sister.

EX. 5 Listen and Repeat, then Complete

- I can identify silent /d/ in words.

I can say words with silent /d/.

handsome

handkerchief

sandwich

Wednesday

Now, search the internet for more words with silent /d/.

badge		

EX. 6 Choose the Suitable Word from Ex.3 and Complete these Sentences

- I can use words with silent d in sentences.

- 1 I think you are a very handsome man.
- 2 He is so hungry. He wants to eat a
- 3 Next we are going to Alexandria.
- 4 The waiter gave her a to dry her wet hands.

EX. 7 Add the Appropriate Suffix (ful - ness) to the Word in Brackets

- I can use suffixes appropriately to change the meaning of words.

You can use your dictionary.

- 1 The student was very successful in his studies. (success)
- 2 It was a sunset. (beauty)
- 3 The child was very to his parents. (respect)
- 4 The carpenter is very (skill)
- 5 is always a goal of young people. (happy)
- 6 I was happy with the child's (polite)
- 7 toward teachers is important for students. (Respectful)

UNIT 3

TOP TIP

Suffixes are added to the end of words, often changing the word's part of speech (e.g., «happy» to «happiness»)

1 - ful (adjective): The room was colorful with balloons.

2 - ness (noun): Money can't buy happiness.

To get adjectives from nouns

success- successful

To get nouns from adjectives

happy - happiness

EX. 8 Add the Appropriate Prefix (dis, in, im, un) to the Word between Brackets

- I can use prefixes appropriately to change the meaning of words.

You can use your dictionary

- 1 He and his sister **disagree** about the movie. (agree)
- 2 Nadia was a verystudent. (dependent)
- 3 It is to fly without an airplane. (possible)
- 4 His bad words made me very (happy)
- 5 The student was veryto the teacher. (polite)
- 6 Many people..... what was said by the speaker. (like)
- 7 Some people have theto understand advanced mathematics. (ability)

TOP TIP

Prefixes are added to the beginning and can alter the word's meaning (e.g., «unhappy»)

1.un- (not): The movie was uninteresting to me.

2.dis- (opposite or not): She disagreed with his viewpoint.

3.in- (opposite): He lost his mind. He is insane.

4.im- (opposite): He is rude. He is impolite.

EX. 9 Search and Write

- I can write a paragraph about the role model I want to be using the internet.

You can write about:

- your nickname as a role model and how you will be a role model for others.

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Mini-Project

Work in groups. Think about your favorite character from the ones below. Write a short story about his or her life and stick a photo of the character.



Stick a photo

Unit 4

Global Festivals and Events



Grammar

- Possessive adjectives and pronouns
- Direct and indirect (reported) speech

Phonics

- Silent /g/ i.e. sign / soft and hard /g/ i.e. green / giraffe
- Silent h i.e. white, hour
- Homophones: sea/ see - meet/meat

Language functions

- Figurative language (simile- symbolism- idioms- personification)
- Presentation skills (giving speeches)

Critical thinking

- Why participating in global events is important?
- What do you learn from organizing global events in Egypt?

Study skills

Persuasion and Global citizenship



Lesson (1)

Don't Miss the Chance

ILOs: By the end of this lesson, pupils should be able to:

- discuss questions about festivals around the world.
- read about festivals for details.
- recognize new vocabulary using definitions.
- classify newly learnt vocabulary according to the parts of speech.
- use newly learnt vocabulary in context.
- gather more information about festivals using the internet.
- recognize different homophones.
- demonstrate correct usage and spelling of different homophones.
- write a paragraph about a worldwide festival using the internet.



EX. 1 Think and Discuss

- I can discuss questions about festivals around the world.

- 1 Can you name some festivals you know?
- 2 What are some common elements of festivals, such as decorations, food, or music?
- 3 Can you name festivals celebrated in different parts of the world or by different cultures?
- 4 What are your favorite festivals, and why do you like them?



EX. 2 Read and Choose the Correct answer

- I can read about festivals for details.

Dear ladies and gentlemen, welcome to our Indian Holley festival. It is a spring festival that is also known as the festival of colours. It is an ancient celebration in which people **gather** to sing and dance at night before Holley. The next morning starts with a **carnival** of colours. People play and chase each other with dry colored powder. **There** are some people who play with colored water guns and others who fight with **their** colored water filled balloons.



UNIT 4

Welcome to the Harbin Festival. It is the largest ice and snow festival. It is celebrated **annually** on January 5th and continues till the end of February. Although it started by only the Chinese, it is now an internationally celebrated festival and competition. It **attracts** tourists from all over the world. The festival takes place in Harbin, China. The average temperature during winter in Harbin is °1.8F. People build **incredible** things and buildings over 20 feet in height and decorate them with lights and lasers.



Now, it is time to celebrate the Sky **Lanterns** in Thailand. **Releasing** lanterns is more than just a pretty floating of lights in the sky. It is believed that releasing lanterns symbolizes getting rid of evil and diseases and making a clean start. Lanterns are decorated with people's hopes and prayers of happiness. In this festival, people display their cultural shows and fireworks. You won't want to miss during the second **lunar** month of the year.



1 The festival that has a competition of building things from ice and snow is the

- a) Sky Lanterns
- b) Holley
- c) Harbin

2 The most common feature in all festivals is

- a) celebrating by singing, playing and watching shows.
- b) fighting and showing anger.
- c) eating a lot of food and buying clothes.

- 3 In the Holley Festival, people celebrate the coming of spring by
- a) playing with fruits
 - b) playing with colors
 - c) playing with mud
- 4 People decorate the lanterns and let their wishes..... .
- a) fly in the sky
 - b) hide in a forest
 - c) swim in the sea
- 5 The speakers in the above text
- a) warn people from festivals
 - b) invite people to have fun in festivals
 - c) tell the problems of festivals

EX. 3 Read and Match

- I can recognize new vocabulary using definitions.

1	Attract	()	a	To set free or make something available for others to use or see
2	Incredible	()	b	Portable light source with a protective casing, often used outdoors
3	Lunar	(1)	c	To draw something or someone closer or to gain their interest
4	Release	()	d	A lively and festive event or celebration with games, rides, and entertainment
5	lantern	()	e	Extremely amazing or unbelievable
6	Annually	()	f	To bring things or people together in one place
7	Gather	()	g	Related to the moon
8	Carnival	()	h	Happening once a year

UNIT 4

EX. 4 Read and Classify

- I can classify newly learnt vocabulary according to the parts of speech.

attract – incredible – lunar – release – lantern – annually – gather – carnival – temperature – display – laser – decorate – evil – disease – get rid of – fireworks – cultural – shows – tourists – prayers – average – balloons – water guns

Plural nouns	Singular nouns	Verbs	Adjectives	Adverbs
shows	festival	decorate	ancient	annually

EX. 5 Read and Fill in the Gaps

- I can use newly learnt vocabulary in context.

gather - attract - release - lunar - annually - incredible- carnival - lanterns

- 1 The magician's performance was so incredible that it managed to **attract** a large audience.
- 2 The story of the explorer's journey to the hidden island was simply; it was hard to believe it was true.
- 3 The module of the spacecraft successfully landed on the moon's surface.
- 4 The author decided to their new book next month.
- 5 During the festival, colorful lit up the night sky.
- 6 Our family goes on a vacation to the beach every summer.
- 7 Let's all the ingredients we need for the recipe before we start cooking.
- 8 The town's annual features rides, games, and a parade.

EX. 6 Search the Internet and Complete the Following Text

- I can gather more information about festivals using the internet.

San Fermin Festival

Over a million of people visit ..Pamplona.. to participate in San Fermin Festival. They are very brave to join the Running of the Hundreds of people are injured and fall but most of their injuries aren't serious.



La Tomatina

Thousands of people travel to to attend this festival in the last week of every year. Usually, the fight lasts for about one hour, after which the town square is covered with Fire trucks then go down the streets and participants often use hoses to wash their bodies from tomatoes. Then, the town becomes very clean. Over 100 tons of over-ripe tomatoes are squashed and flung all over this festival.



EX. 7 Read and Repeat

- I can recognize different homophones.

Son- sun
For - four
Sea - see

Meat- meet
Right - write
Flour - flower

TOP TIP

Homophones

Words that **sound** the same, but they have **different** meanings



flower - flour



knight - night

UNIT 4

EX. 8 Find Other Homophones

- I can find new homophones in a reading text.

- Read the text in Ex. 6 again and find out other homophones from the text.

....., their -,

EX. 9 Fill in the Gaps with the Correct Words

- I can demonstrate correct usage and spelling of different homophones.

- 1 Do you if they are here today? (know – no)
- 2 I want tomy homework this evening. (right –write)
- 3 Close oneand look at the board. (l - eye)
- 4 I will be next Friday. (ate- eight)

EX. 10 Search and Write Your Own Paragraph about Festivals

- I can write a paragraph about a worldwide festival using the internet.

TOP TIP

- 1.Start your paragraph with a topic sentence.
- 2.Support your topic with details.
- 3.Write a concluding sentence.
- 4.Make your spelling and grammar correct.

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Lesson (2)

The Amazing World Cup

ILOs: By the end of this lesson, pupils should be able to:

- discuss questions related to the World Cup.
- read a dialogue about the World Cup for specific information.
- figure out the definitions of new vocabulary using digital tools.
- use newly learnt vocabulary in context.
- talk about the World Cup.
- recognize possessive pronouns and adjectives.
- use possessive pronouns and adjectives appropriately in context.
- recognize the silent /g/ sound in words.
- use silent, soft, and hard /g/ sound in context.

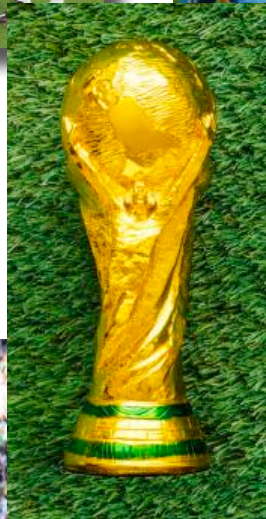


UNIT 4

EX. / Think and Discuss

- I can discuss questions related to the World Cup.

- 1 Have you heard of the World Cup before? What do you know about it?
- 2 Where and when was the last World Cup held? Who won it?
- 3 How often is the World Cup held, and why is it such a big event?
- 4 Do you have a favorite World Cup team? If so, which one and why?
- 5 Who are some famous football players who have participated in the World Cup?



EX. 2 Listen, Read and Answer

- I can read a dialogue about the World Cup for specific information.

Ms. Sanaa: Good morning, everyone! Who knows about the **World Cup**? Today, you get to be the experts and share what you know.

Hala: Hi, Ms. Sanaa! The very first World Cup happened way back in 1930, in a country called Uruguay, and there were 13 teams playing.

Ms. Sanaa: That's interesting, Hala. Now, Haneen, can you tell us about the latest World Cup?

Haneen: Sure, Ms. Sanaa! The FIFA World Cup in 2022 took place in Qatar, from November 20th to December 18th, and there were 32 countries competing.

Ms. Sanaa: Excellent! Omar, can you explain how they decide which country gets to **host** the World Cup?

Omar: Of course, Ms. Sanaa! **Countries** that want to host the World Cup have to apply first. They need to explain why they'd be a great choice and share their plans for things like stadiums, transportation, and places for fans to stay. They also have to meet certain **requirements**.

Ms. Sanaa: Very informative, Omar. Now, let's hear from Mai. Was there a dress code in Qatar for the World Cup?

Mai: Well, Ms. Sanaa, in Qatar, people usually wear **traditional** clothing that's **modest**. But if you're from a different country, you don't have to dress the same way. People in Qatar **respect** and **embrace** different cultures.

Ms. Sanaa: Thank you, Mai. And lastly, Malek, how long are the World Cup games?

Malek: The World Cup matches are just like other games in the tournament. They have two halves, each lasting 45 minutes, with some extra time added if needed. If the game is still tied after that, they have two -15minute **overtime** periods. And if it's still tied, they go to **penalty kicks** to decide the winner.

Ms. Sanaa: Well-done, everyone! You've given us a great overview of the World Cup.

UNIT 4

- 1** Where was the first-ever World Cup held?
- a) Qatar
 - b) Uruguay
 - c) United States
 - d) Russia
- 2** When did the FIFA World Cup 2022 take place in Qatar?
- a) June 20th - July 18th
 - b) November 20th - December 18th
 - c) September 1th - October 1th
 - d) May 15th - June 15th
- 3** How are host countries chosen for the World Cup?
- a) By a lottery
 - b) By the number of soccer fans
 - c) By submitting applications and meeting specific requirements
 - d) By a vote from soccer players
- 4** What is the typical dress code for Qatari men and women during the World Cup?
- a) Western-style clothing
 - b) Traditional and modest clothing
 - c) There's no dress code
 - d) Formal suits and dresses
- 5** How is a tiebreaker determined in World Cup matches if the game remains tied after extra time?
- a) Another -45minute half is added.
 - b) The team with the most goals wins.
 - c) Penalty kicks are taken.
 - d) The game is replayed.

EX. 3 Search and Complete the Following Table

- I can figure out the definitions of new vocabulary using digital tools.

host countries	Countries chosen to organize and hold the World Cup
requirements	The criteria or conditions that must be met to be selected as a host country
traditional	
modest	
respect	
overtime	
penalty kicks	
application	
embrace	

EX. 4 Read and Fill in the Gaps Using Word(s) from the Box

- I can use newly learnt vocabulary in context.

**host countries- modest - overtime - World Cup - penalty kicks - accept
- embracing - requirements - respect - application**

- 1 If a soccer match is tied after regular time, it goes into **overtime** .
- 2 In some cultures, wearing clothing is a way to show respect.
- 3 Many countries diversity and welcome people from various backgrounds.
- 4 The is one of the most-watched sporting events worldwide.
- 5 It's important to and appreciate different traditions.
- 6 are taken to determine the winner if the match is still tied after extra time.
- 7 You need to submit an to be considered for the position.

UNIT 4

- 8 Understanding and different cultures can lead to greater acceptance and harmony.
- 9 are selected based on their ability to meet specific criteria.
- 10 To become a host country, you must meet certain

EX. 5 Discuss in Groups

- I can talk about the World Cup.

- 1 From Malek's talk, how are football matches conducted?
- 2 What values do we learn from football matches in our life?
- 3 Why did the speaker ask about the term, "dress code"? Is it an important issue in big events? Why?



EX. 6 Read and Notice the Possession

- I can recognize possessive pronouns and adjectives.

- This is **my** book. It is not **your** book. (Sounds repetitive)
- This book is **mine**, not **yours**. (Sounds more natural)

Possessive Pronouns and Adjectives

A possessive Pronoun replaces a possessive adjective + noun to avoid repeating information that is already clear.

ENGLISH GRAMMAR

Possessive Pronouns

Woodward's ENGLISH

A Possessive Pronoun replaces a **possessive adjective + noun** to avoid repeating information that is already clear.

- This book is **my** book, not **your** book. (Sounds repetitive)

↓ ↓

- This book is **mine**, not **yours**. (Sounds more natural)

POSSESSIVE ADJECTIVE		POSSEIVE PRONOUN	
MY	My shirt is green.	MINE	The shirt is mine.
YOUR	Your book is new.	YOURS	The book is yours.
HIS	His pillow is soft.	HIS	The pillow is his
HER	Her dog is small.	HERS	The dog is hers.
ITS	Its bone is old.	-----*	-----
OUR	Our bird is noisy.	OURS	The birrd is ours.
YOUR	Your house is big.	YOURS	The house is yours.
THEIR	Their car is slow.	THEIRS	The car is theirs.

EX.7 Circle the Correct Answer

- I can use possessive pronouns and adjectives appropriately in context.

- 1 - Is this cup? (your – yours)
- 2 -new car is next to ours. (Their- Theirs)
- 3 - She cookedfood. (ours- our)
- 4 - They threwbag from the window. (my- mine)
- 5 -He lostphone. (his- her)
- 6 - These flowers are (my- mine)
- 7 - She gave himsuitcase. (hers- her)

EX.8 Look, Listen and Repeat

- I can recognize the silent /g/ sound in words.

Campaign	Sign	Design	Reign	Resign
High	Assign	Foreigners	Light	Knight

TOP TIP

There are several cases where a /g/ before an /n/ or /h/ is silent.

EX. 9 Write the correct word under each picture



Foreigners



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NOTE

- When the g letter is followed by the letters i, e and y, it is pronounced like /j/.
- When it is followed by any other letter it is hard g

HARD & SOFT G

When g is followed by e, i, or y, it usually makes the /j/ sound as in **cage**. If g is followed by any other letter, it makes the hard sound /g/ as in **glasses**.

SOFT G

g+e, i, or y may say /j/



ge
gi
gy > /j/

HARD G



g+any other letter says /g/

EX. 10 Fill in the Gaps, then Read Aloud

- I can identify silent, soft, and hard /g/ sound in context.

(gym- high- girl- light- sign- long - dangerous- dog- garden- glasses- forgot- gardener- good- night)

Gameela was a nice **girl**. She played sports at the One day, she went to the She her She didn't see a that meant to be careful from animals. She saw a She jumped and sat on a tall tree. She cried loudly for a time. At she saw some It was the He helped her and she thanked him and waved bye.

Lesson (3)

The World Youth Forum 2017

ILOs: By the end of this lesson, pupils should be able to:

- discuss questions about the the World Youth Forum.
- read a text about the World Youth Forum for details.
- recognize new vocabulary using definitions.
- talk about the the World Youth Forum.
- change sentences from direct into indirect speech.
- write a short narrative story using reported speech
- recognize words with silent /h/ sound.
- use words with silent /h/ in context.



UNIT 4

EX. 1 Think and Discuss

- I can discuss questions about the the World Youth Forum.

- 1 When and where was this forum?
- 2 How many nations participated in this forum?
- 3 Do you want to attend such events? Why?



EX. 2 Listen, Read and Tick

- I can read a text about the World Youth Forum for details.

From 4 - 10 November 2017, Egypt held the World **Youth** Forum in Sharm El Sheikh. More than 3,000 young people from 113 countries, with a total of 222 speakers from 64 countries with expertises in various fields, gathered in many meetings for more than 70 hours of work. What did the organizers say about it? Let's see!

"Under the three main tracks: Peace, Development and Creativity, the forum program included five pillars. The meetings discussed global issues and topics that concerned different youth groups around the world. Some issues were very important like terrorism, irregular migration, exploring new cultures and preparing future leaders. In addition, the forum modeled the **UN** Security Council." said Laila Saeed.

"The participants had the chance to discuss various topics that are important for both Arab and African youth. They aimed to foster the Arab and African cooperation. The Arab and African Youth held various sessions, workshops, and roundtables, which bridged the gap between our young promising leaders and top policy and decision makers." Said Ali Sabry.

You can join the forum in the next years. The World Youth Forum presents you a free platform to join and brings youth from around the world together with decision makers and officials to create a change in the world we live in today.

The forum will be a chance to explore the rich culture of Egypt, its heritage and history. The Egyptian culture has a lot to offer for both locals and visitors who are looking for enriching experiences. Whether you are interested in its ancient history, food, or any other adventures, Egypt, and its people are sure to fascinate you.

True

False

- 1 The forum discussed only local issues.
- 2 All the participants were African and Arabs.
- 3 The writer invited us to participate in this form next year
- 4 This text is an essay. It isn't a paragraph.
- 5 This text is persuasive, not literal.

✓

EX. 3 Read again and Find the Words that Give the Following Meaning

- I can recognize new vocabulary using definitions.

- 1 Those people between the ages of 15 and 35.

Youth

- 2 Public meetings for open discussions.

- 3 People who are responsible for making decisions.

- 4 An abbreviation that refers to the United Nations.

- 5 An application or a website that serves as a base to present services and communicate people.

UNIT 4

EX. 4 Discuss and Answer

- I can talk about the the World Youth Forum.

- 1 Who was concerned to attend this forum?
- 2 What were the issues of the forum?
- 3 Why did the writer invite young people to participate in the next forums?
- 4 If you are going to participate in the next forum, what issues do you want to discuss?
Who do you expect to meet there?

TOP TIP

Identify the difference between direct and reported speech

Reported speech is when you tell somebody what you or another person said before.

NOTE

Reported speech is also referred to as indirect speech

EXAMPLE Direct	Indirect
Present simple He said, "I am happy."	Past simple He said he was happy.
Present continuous She said: "I'm visiting Paris next weekend."	Past continuous She said that she was visiting Paris the following weekend.
Questions in present simple He asked Betty: "Do you like cheese?"	He wanted to know (asked) if Betty liked cheese.
Past Simple He said: "I visited New York last year."	Past Perfect He said that he had visited New York the previous year.

- Note that you might have to change the form of the present tense verb (3rd person singular).
- Tenses are not relevant for requests – simply use to / not to + verb (infinitive without to).

Example: She said, "Sit down".

»»»»»»»»

She asked me to sit down.

EX. 5 Change the Following Sentence into Indirect Speech

- I can change sentences from direct into indirect speech.

- 1 Shady said to me: "When are you returning?"
Shady asked me about when I was returning.
- 2 "What is the time?" the stranger asked Aisha.
.....
- 3 The teacher said to Rana: "Why are you quiet?"
.....
- 4 My brother told me: "You are right."
.....
- 5 "Bring the witness" Said the judge.
.....
- 6 The librarian said to us, "Return the books within a week."
.....
- 7 "It is so hot out there", Says Maryam.
.....
- 8 "Don't wait for me tomorrow", Said Ola.
.....

EX. 6 Write a Short Narrative Story Using Reported Speech

- I can write a short narrative story using reported speech

You are at the beach with your family. Everyone wants to do something different from the others. The bus driver told your father that you have only one hour left. Write what each one of them said and tell your father.

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UNIT 4

EX. 7 Listen, Read and Circle

- I can recognize words with silent /h/ sound.

One day, at the end of a school day, there was a white ghost. It could hear an echo of laughing. It looked here and there and found that the children were playing happily. It looked sad. The children thought that it needed some honest friends. They played with it for an hour, and then they went back to their homes.

TOP TIP

Silent Letter H

- Ache
- Architect
- Archeologist
- Chemical/ Chemist
- Character
- Chrome
- Honest
- Hour
- Honor
- While / whether
- Whale
- Orchestra
- Mechanic
- Tech / Technology
- Stomach
- School
- Echo
- White
- What / which /
- Where / why
- When
- Wheel



EX. 8 Write the Correct Word under Each Picture



Wheel

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EX. 9 Fill in the Gaps

- I can use words with silent /h/ in context.

(echo- white- whale- school- wheel- architect- chemist- archeologist- mechanic)

One day, Ramy went on a **school** trip. He heard an coming from the sea. There was a little crying over there. It was stuck in a broken He asked Ramy to help him. Ramy asked Hamza to fix it. "I am a, I studied science. I can't fix it." Said Hamza. He hurried to Nabil. "I am an, I studied geology. I can't fix it." said Nabil. He ran to Ziyad to fix it. "I am an, I design buildings. I can't fix it." said Ziyad. He went to Sameera to fix it. "I am a, let's fix it." said Sameera. They all helped her and released the from the They were happy.

Lesson (4)

COP 27, Way to Go

ILOs: By the end of this lesson, pupils should be able to:

- discuss questions related to COP 27 and the climate change.
- read a dialogue about COP 27 for specific information.
- recognize new vocabulary using definitions.
- use newly learnt vocabulary in context appropriately.
- recognize the use of the comma in writing.
- use the comma to separate clauses within sentences and clarify meaning in complex sentences.
- figure out figurative techniques (Simile and Personification) in a poem related to climate.
- analyze the elements in a poem and how a poet expresses his own point of view.
- write a paragraph about climate change using the internet.



EX.1 Think and Discuss

- I can discuss questions related to COP 27 and the climate change.

- 1 Have you heard of COP 27 before? What do you know about it?
- 1 Can you name some environmental issues or challenges related to climate change?
- 1 How can climate change affect our daily lives, communities, and the planet?
- 1 Are there any solutions or actions that individuals, schools, or communities can take to combat climate change?
- 1 What role do young people, like you, play in addressing climate change issues?



EX.2 Read and Answer

- I can read a dialogue about COP 27 for specific information.



The 27th Conference of the Parties to the United Nations Framework on Climate Change

Hello everybody, this is Salma and today I'm talking to you about one of the most important issues in the world. So, firstly, let me welcome our guests for today's show Dr. Fareed and Dr. Zainab.



Salma: Hi, Dr. Zainab! Can you please tell us when and where COP 27 took place?

Dr. Zainab: Sure, Salma! COP 27 was held in Sharm el-Sheikh, Egypt. **Leaders** from all over the world gathered there to talk about how to **tackle climate change** and **global warming**.

Salma: That sounds important! Now, Dr. Fareed, can you explain why this **conference** happened?

Dr. Fareed: Absolutely, Salma. In 2022, Pakistan faced a terrible flood that affected many people. It caused a lot of damage, **displaced** millions, and sadly, even took lives.

Salma: Oh, that's really sad. Dr. Zainab, were there any positive things that came out of this conference?

Dr. Zainab: Yes, there were lots of positive things, Salma. Pakistan asked the world for help in dealing with the flood's **aftermath** and called for climate justice. Many countries, like Germany, Denmark, Belgium, and others, offered **financial** support to make up the **damage** and losses caused by climate change.

Salma: That's good to hear. Now, Dr. Fareed, can you tell us what causes climate change?

Dr. Fareed: Sure, Salma. Climate change is mainly caused by human activities like burning fossil fuels, driving cars, generating electricity, and cutting down forests. These activities release **greenhouse gases** into the air, which gradually warm the Earth and lead to severe climate changes.

Salma: Wow, that's incredible. Dr. Zainab, can you tell us how global warming affects our planet?

Dr. Zainab: Global warming, which is the rise in temperatures, has many effects. It impacts things like human health, food supply, and our ecosystems. We can see these effects in events like heatwaves, rising sea levels, threats to wildlife and their habitats, wildfires, droughts, and even changes in the ocean.

Salma: Thank you, Dr. Zainab and Dr. Fareed, for sharing this important information with us. And to all our listeners out there, we'll be back soon with another topic. Goodbye!

- 1 Where was COP 27 held?
 - a) Pakistan
 - b) Egypt
 - c) Germany
 - d) Denmark
- 2 What event in Pakistan in 2022 was related to climate change, as mentioned in the dialogue?
 - a) A severe drought
 - b) A flood
 - c) A volcanic eruption
 - d) A tsunami
- 3 What positive outcome was mentioned regarding the conference in the dialogue?
 - a) Germany offered financial support to Pakistan
 - b) Egypt hosted the conference
 - c) COP 27 discussed climate change
 - d) Pakistan caused the flood
- 4 What are the primary human activities responsible for climate change, according to Dr. Fareed?
 - a) Planting trees and using renewable energy
 - b) Burning fossil fuels and cutting down forests
 - c) Reducing waste and recycling
 - d) Eating less meat and driving electric cars

UNIT 4

5 What are some impacts of global warming mentioned in the dialogue?

- a) Increased snowfall and reduced heatwaves
- b) Rising sea levels and ocean pollution
- c) Fewer wildfires and more rainfall
- d) Threats to habitats and heatwaves

EX. 3 Read and Match

- I can recognize new vocabulary using definitions.

1	climate change	()	a	The period following a significant event, often characterized by the consequences or results of that event
2	greenhouse gases	(1)	b	Long-term changes in weather patterns and average temperatures on Earth, often resulting from human activities
3	global warming	()	c	Related to money or finances
4	conference	()	d	To take on and try to solve a problem or challenge.
5	displaced	()	e	Gases like carbon dioxide that trap heat in the Earth's atmosphere, contributing to global warming
6	damage	()	f	People who guide or direct a group or organization
7	aftermath	()	g	The gradual increase in Earth's average temperature, primarily caused by the release of greenhouse gases into the atmosphere
8	leaders	()	h	Forced to leave one's home or usual place, often due to conflict or disaster
9	financial	()	i	Harm or injury to something that makes it less functional or valuable
10	Tackle	()	j	A meeting or gathering where people discuss and exchange ideas on a specific topic

EX. 4 Fill in the Gaps

- I can use newly learnt vocabulary in context appropriately.

aftermath	tackle	leaders	global warming	damage
displaced	greenhouse gases	climate change	financial	conference

- 1 What do scientists study to understand long-term changes in weather, known as **climate change**?
- 2 When world leaders want to talk about important things like, they often meet at a special event called a
- 3 Some gases, like carbon dioxide, can make our planet hotter. These are called
- 4 When there's a big storm or earthquake, it can cause a lot of to homes and buildings.
- 5 After a big event like a storm or earthquake, the time when we clean up and fix things is called the
- 6 When you have a tricky problem to solve, you need to it like a puzzle or a riddle.
- 7 Sometimes, when people have to leave their homes because of a disaster, they're called
- 8 If you're talking about money and how to use it wisely, you're talking about stuff.
- 9 The people who make important decisions and guide a group or a country are called

UNIT 4

EX. 5 Read and Underline the Commas

- I can recognize the use of the comma in writing.

- 1 When I was little, I couldn't catch a butterfly.
- 2 He walked down the street, and then he turned to the corner.
- 3 We bought apples, grapes, bananas and oranges.
- 4 Mary said, "I don't like that movie."
- 5 He was born on December 1890 ,12.
- 6 She lives at 708 Spring Street, Washington.
- 7 100,000
- 8 Yes, I met them yesterday.
- 9 John, I think you're wrong.

TOP TIP

Using Commas

1. To separate clauses in a sentence
2. To separate items in a series
3. To set off direct quotations
4. for dates, address and numbers
5. after Yes and No
6. Indicate direct address when speaking to someone

EX. 6 Use the Comma in the Following Sentences Appropriately

- I can use the comma to separate clauses within sentences and clarify meaning in complex sentences.

- 1 Mohamed, you should visit your grandmother this weekend.
- 2 Are you attending my party, Judy?
- 3 Asmaa ate four pancakes, two chicken strips and a bowl of rice.
- 4 If you ever need a ride, just let me know.
- 5 He said "I'm not going to lose my game today."
- 6 I wanted to buy some balloons, a cake and some ice cream for the party.
- 7 Yes, I love to go to the beach with my family.
- 8 Mrs. Salwa, did you say you ate pizza for dinner yesterday?
- 9 The winner of the contest will receive 1000000\$.
- 10 Although the sky was cloudy, no rain was in the forest.

EX.7 Read the Poem and Underline the Lines that Refer to (Simile and Personification)

-I can figure out figurative techniques (Simile and Personification) in a poem related to climate.

The Earth is Ours

The earth is ours to enjoy
 For every girl and boy
 But we must be aware
 All its beauty, we must share
 With all the children yet to come
 Who need to play, swim and run
 Our earth is just only one
 It gives us soil, air and sun
 Who can ever stop to see
 as lovely beauty as this tree
A tree that looks at God all day
 It lifts her leafy arms to pray
 Poems are made by creatures like me
 But only God can create a tree
 You can save water and plant a tree
 Make a better home for you and me



REMEMBER

Simile

comparison using like or as

Personification

Personification: giving human characteristics to nonhuman things

EX.8 Read again, then Answer

- I can analyze the elements in a poem and how a poet expresses his own point of view.

- 1 How did you feel after reading this poem? Did you like it?
- 2 What are the main ideas in this poem?
- 3 What do you think of the poet's character? Which one of these traits does he/ she have? Why?

(Angry, excited, pious, humble, funny, frightened)

EX. 9 Search and Write a paragraph about the Climate Change

- I can write a paragraph about climate change using the internet.

[illegible]

Lesson (5)

The Land of Kind People

ILOs: By the end of this lesson, pupils should be able to:

- discuss questions related to the environment and a fiction.
- read a story for specific information.
- recognize new vocabulary using definitions.
- sort out newly learnt vocabulary according to the parts of speech.
- use newly learnt vocabulary in context.
- retell a story guided by questions.
- put the story events in order.
- come up with their own end of a story.



UNIT 4

EX. 1 Think and discuss

- I can discuss questions related to the environment and a fiction.

- 1 Mention some benefits of protecting the environment.
- 2 Look at the pictures and guess what the boy is going to do?
- 3 Do you have enough determination to achieve what you want? How?

EX. 2 Listen, Read and Choose

- I can read a story for specific information.

Fifty years ago, there was a little boy who lived in a small village in India. The village was near the sea. There were almost no plants in the village. The only food was fish and people have to travel everyday around the neighbor countries to buy other kinds of food.

The boy dreamed to plant many trees around his small house. The trees meant shade, food and shelter for many creatures. The boy's precious land was shrinking and eroding after the floods and heavy rains that swallowed everything each winter and leaving only bare land. The boy witnessed animals stranded on the sands. Their habitats were completely destroyed. He feared if those animals withered, many people would find nothing to live on too.



The boy decided to plant the land whatever it cost him to do. He shared his fears with the people in their village. They said that the only way to save the animals is to build them secured homes that keep them away from heavy rains, floods and tides. They gifted him a little sum of money, some seeds they thought there is no need to keep them anymore.

The boy canoed alone in the sea. He bought some fertilizers, more seeds and brought a lot of mud (as much as he could carry). He wished if he could cover all the land with trees. The land was too barren for animals and the shores were too sandy for leafy trees to grow but he tried and tried.



Next winter, it rained heavily as usual. But this time, the villagers were waiting for the rain. They build a watering system help them plant their seeds. And one morning, they noticed some buds with very small green leaves starting to say hello. The boy was proud of his work and the villagers felt over the moon. Day after day, many plants and trees started to grow and cover the whole land. More animals came to live in village and gave birth to new babies.

One day, the village was attacked by a group of hunters. The villagers worried about their animals. They grabbed their weapons quickly, hid among the trees, dug holes and set traps. The hunters fell in the traps and begged their mercy to let them go away and never come back. The kind people agreed after they won the battle. They took all the hunters' weapons, boats, food and nets.



Now, thanks to the brave boy and the kind people, the poor village became the wealthiest place in its region and the people lived happily.



UNIT 4

- 1 The boy dreamed to
a) plant as many trees as he could
b) feed as many animals as he could
c) buy new clothes
- 2 The villagers
a) took the money from the boy
b) didn't trust his words
c) believed the boy and helped him
- 3 The hunters
a) took the food and animals and went away
b) fell in the traps and asked for help
c) were very strong and kind
- 4 the boy was smart because
a) he collected money and bought fertilizers and seeds
b) made a watering system to grow the plants
c) both A and B
- 5 This story is one of the type.
a) historical
b) science fiction
c) adventure

EX. 3 Read and Tick True or False

- | | True | False |
|--|------|-------|
| 1 The boy had his dreams come true at the end. | ✓ | |
| 2 Many animals died from drought. | | |
| 3 There was a river on the other side of the country. | | |
| 4 The villagers were strong and courageous to fight the hunters. | | |

EX. 4 Make your own Dictionary, Share and Show

- I can recognize new vocabulary using definitions.

Word	No	Meaning
1 - Tide	()	A device or mechanism designed to capture or ensnare something, often used for catching animals or preventing escape.
2 - Canoe	()	Something that is valuable, cherished, or greatly loved.
3 - Precious	(1)	The rising and falling of the sea level caused by the gravitational pull of the moon and the sun.
4 - Battle	()	Substances or materials added to soil or plants to provide essential nutrients that promote plant growth.
5 - Fertilizers	()	A narrow, lightweight boat that is typically paddled with a single-bladed paddle.
6 - Trap	()	A fight or conflict between opposing forces, often involving armed combat.

EX. 5 Read and Sort

- I can sort out newly learnt vocabulary according to the part of speech.

floods - tide- canoe/ canoed- shrink/ shrank- precious- eroding- trap- dig/ dug - weapons- worried- battle- attack - mercy - happily - fertilizers- bare- stranded- dreamed - heavily - wished- wealthy - quickly

Nouns	Verbs	Adverbs	Adjectives
floods	tide	heavily	precious

UNIT 4

EX.6 Discuss, Analyze and Answer

- I can retell a story guided by questions.

- 1 What was the main problem of this story?
- 2 What did the boy and the villagers do?
- 3 What did the writer mean by "over the moon"?
- 4 Why do you think the writer described the boy as brave and the people as kind?
- 5 What kind of work was the boy proud of as mentioned above?
- 6 Why did the people worry about their animals?
- 7 What are the morals of this story?
- 8 If you were one of the hunters, how would you finish the story?

EX.7 Put the following events in the correct order

- I can put the story events in order.

- | | |
|---|-----|
| a- The hunters came to the village. | () |
| b- The seeds grew and the land was covered with plants. | () |
| c- There was a little boy who lived in a village by the sea. | (1) |
| d- The boy decided to plant the whole land. | () |
| e- The land was shrinking and the winter left nothing to live on. | () |
| f- The villagers protected their land and defeated the hunters. | () |
| g- The villagers granted the boy a sum of money to buy seeds. | () |
| h- The plants grew and more animals came to live in the village. | () |

EX. 8 Summarize the Story

- I can come up with my own end of a story.

- Summarize the story but with a different ending. Don't forget to write your comment after the new end.

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Mini-Project

Build Your Own Story

Pick one of these cards, build your own story and write it.

Historical Story

- o Pick a historical character.
- o Identify the period (the historical time).
- o Keep a List of Interesting Historical Details.
- o Focus on character development.

Science fiction Story

- o Remember: science fiction is about ideas.
- o Create an interesting world and scientific context.
- o Make sure the rules of your world are consistent.

Problem solving

- o Create a Problem that can't be solved in a Predictable Way.
- o Give your characters clear goals.
- o Conflict comes from different people, different groups and different forces.

Adventure story

- o A hero: The main character of an action-adventure story.
- o A quest: This quest will make the plot with a series of events that create the storyline.
- o An unfamiliar environment.
- o An element of risk

Listening texts

Unit 1

Lesson (2)

Ex. 6 Listen and Answer

- Hello, I'm grandpa Ibrahim. I'm a retired teacher. When I was a young pupil, I went to school on foot with my brother. We had to walk for more than thirty minutes to reach school. Fortunately, we didn't have many subjects; only Arabic, maths and religion. We used to do lots of written homework. However, we had much time to play and have fun, especially playing football after school.

- Hello, I'm Mr. Amgad. I'm a businessman. When I was at school, I used to go to school on my bike. I studied Arabic, maths, religion, English, science, art and music, and maths was my favorite subject. We used to have a lot of homework and I used to go to the school library twice a week. I didn't have much free time, unless on holidays. I used to play football matches with my friends on Friday only.

- Hello, my name's Omar. I'm a pupil at grade five. I go to school by bus with my two sisters and sometimes dad drives us to school in his car. We have a lot of subjects: Arabic, maths, religion, English, art, music, PE, ICT, science and social studies. We don't do much written homework, but we do search a lot. The internet helps us do most of our homework now. We have much fun at school, especially during the fun days and competitions. I want to be an astronaut when I grow up.

Lesson (5)

Ex. 4 Listen and Complete

1- Hello! I'm Mrs. Aliaa. I'm a housewife. I very interested in shopping, different types of shopping; shopping from stores, markets, malls, even online shopping. I almost go shopping every week. My family say I'm addicted to shopping and I spend much money. But, in fact I buy necessary things for myself and my family. The last time I have bought something was online. There was a good discount and I bought a mixer for a good price.

2- I'm Dina, a university student. I'm not interested in online shopping because I like to go to different shops and see everything I want clearly. I sometimes buy from malls, but only when there is a sale, so the prices are not too much for me. The last thing I have bought was a dress for my sister's wedding, but it cost me a lot!

3- Hi! I'm Hisham. I'm a secondary stage student. I'm too much interested in new technology, that's why I follow a lot of sites to get information about the products offers and sales. I like online shopping a lot. For me, it's better than getting out and go to shops for hours. I can really shop with a click. I choose the thing I want to but, search about all the information concerning this product, then order it. The last thing I have bought online was a digital camera, and really it was my dream camera.

Unit 2

Lesson (1)

Ex. 5 Listen and Complete the Table

Today's world is changing rapidly, and tomorrow will be more changing and more digital, but what does that mean for your education and career? This means that there will be future jobs that require new skills.

For example, the society is more entrepreneurial than ever before, due to the internet and technological advancements. Thus, the everyday person now has a better opportunity to start their own career or business and be an entrepreneur. However, this job needs some skills such as good communication skills with everyone, a focus on plans, flexibility to deal with the market, taking risks, ability to sell anything and everything to others and above all the ability to learn from mistakes.

Other jobs will be related to content creating, such as social media influencers who need a variety of soft skills and some personal traits. For example, they need to be confident and believe in their talents and abilities. They should have courage to contact companies to sell themselves and their services. Influencers also need top-notch communication skills to explain their work to employers and interact with their followers. Having a "thick skin" is important because not all the followers will be pleased with what influencers say or write, or agree with their opinions about a product, service, or video.

Data analysts are going to become the new leaders in the field of business development. A data analyst has the ability to analyse huge amounts of information for the benefit of their employers. Data analysts should be able to make accurate predictions and inform business leaders to make the right decisions. They need to

be good at numbers and breaking down complex information into real-life decisions. They must be efficient at data management and have a good amount of machine learning.

Based on surveys, many respondents said that software developers will be the most important tech job in the future. To be a good software developer, you need to have mathematical aptitude, have problem-solving skills, teamwork skills and self-development skills, pay attention to details, and be good at time management and programming.

Lesson (2)

EX. 2 Listen and Complete the Table

Have you ever heard or read about a famous Russian astronaut, cosmonaut as Russians used to call their astronauts, called 'Yuri Gagarin'? Do you know that he was the first person to travel into space on the 12th of April, 1961? Yuri Gagarin made history when he went on this dangerous trip to space. Gagarin travelled to the outer space in the Russian spacecraft Vostok 3Ka. He is so famous in the history of astronomy because he was the first man to orbit the Earth and his flight took 108 minutes. The spacecraft carried supplies enough for 10 days in case the engines failed and Gagarin was required to wait for the orbit to naturally decay. But these supplies were unnecessary because Gagarin re-entered the earth's atmosphere, without losing consciousness although he experienced forces up to eight times the pull of gravity during his descent. Gagarin was 27 years old when he went on this historic trip, but he managed to show other astronauts how to break the frontier of the atmosphere. Gagarin became a cultural hero in his country. Even today, more than six decades after the historic flight, Gagarin is widely celebrated in Russian space museums, with many artifacts and statues displayed in his honor. No surprise that his remains are buried at the Kremlin in Moscow, and part of his spacecraft is on display at the RKK Energiya museum. If you want to be an astronaut, you need to know much information about this famous character in astronomy.

Lesson (3)

Ex. 2 Listen and Tick (✓) or (x)

the earth is the coolest planet we know. I mean we're going around in the universe looking for other worlds that have liquid water and have oceans that have life. Yet, on our own doorstep we have an ocean teeming with life and we do not have the technologies that are able to explore it yet. My name is Faith Troy and I'm a scientist at NASA Ames Research Center. Esto supported me with the grant to develop two cameras called fluid cams and the use of technology I invented called fluid penzing to image through the ocean surface so if you imagine looking at the ocean from a satellite or a UAV like an airplane we're just standing above the water. It's very hard to make out what's going on beneath the surface due to ocean waves and so my technology uses specific hardware and software to remove that ocean surface, so you can image things at the centimeter scale, 10 meters deep. This is the Esto funded fluid cam. The fluid cam so on board it has fluid penzing which enables us to look through the ocean surface and there's a very high-performance camera in there and flying computer essentially with 16 cores of processing power about a terabyte of memory and the data coming off this camera is 550 megabytes per second which the current perspective could fill up a laptop in roughly 200 seconds or so. So, it's a lot of data but this is I think what will enable us to look and map out all the coastal erosion systems in the world. But, one of the impacts I hope my work has is it's able to translate into looking at other worlds and you want to study other worlds through the lens of understanding our own planet. I don't think if we figure out the basic systems that on our planet, we're capable of exploring other worlds just yet.