



Al-Azhar Al-Sharif
Presidency of Al-Azhar Institutes

A-LEVEL

ENGLISH

for Al-Azhar Treetops

Primary Four

Teacher Guide

First Draft Edition

2025 - 2026



غير مصرح بتداول الكتاب خارج معاهد الأزهر الشريف

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A-level English for Al-Azhar Treetops -Grade 4

Preface

In the Name of Allah, the Most Beneficent, the Most Merciful.

A Commitment to Educational Excellence

Esteemed Educators,

It is with profound satisfaction and a distinct sense of purpose that I introduce this meticulously developed Teacher's Guide for the Advanced Level English curriculum, specifically tailored for our distinguished students in **Al-Azhar Treetops Grade-4**. This sophisticated pedagogical framework represents a significant advancement in our enduring commitment to delivering a comprehensive and globally pertinent education, deeply anchored in the venerable traditions and guiding tenets of **Al-Azhar Al-Sharif**.

Beyond Linguistic Competence: Cultivating Holistic Individuals

This curriculum transcends the mere acquisition of linguistic competence; it constitutes a strategically designed instrument for the cultivation of well-rounded individuals who inherently embody the core values, overarching mission, and aspirational vision of **Al-Azhar**. Through the integration of intellectually stimulating content and internationally recognized pedagogical methodologies, harmonized with scholarly references from preeminent institutions such as the Universities of **Oxford and Cambridge, and the Library of Congress**, our objective is to empower our students with robust critical thinking faculties, efficacious communicative proficiencies, and a broad spectrum of intercultural understanding essential for navigating an increasingly interconnected global landscape.

Language as a Catalyst for Understanding and Progress

We firmly posit that language serves as a potent conduit for the dissemination of knowledge, the facilitation of mutual comprehension, and the promotion of constructive societal transformation. This Advanced Level English course provides a rigorous academic platform for our students to engage with diverse intellectual perspectives, grapple with nuanced conceptual frameworks, and articulate their insights with precision and cogency, while concurrently reinforcing their intrinsic Islamic identity and the rich intellectual heritage of **Al-Azhar**.

Empowering Future Ambassadors of Al-Azhar

By embracing such advanced and internationally validated curricula, we unequivocally reaffirm our unwavering dedication to equipping our students with the highest echelons of educational standards, thereby enabling them to serve as articulate and informed emissaries of Al-Azhar enduring message of moderation, intellectual rigor, and compassionate engagement on the international stage. This Teacher's Guide functions as your indispensable compendium in this noble undertaking, offering meticulously curated pedagogical guidance, insightful scholarly resources, and innovative instructional strategies to cultivate a truly enriching and transformative learning trajectory for our students.

A Call to Collaborative Excellence

May the Almighty Allah bestow upon us His divine grace and guidance in this pivotal mission of nurturing future generations who are both intellectually accomplished and morally upright, thereby contributing meaningfully to their respective communities and upholding the esteemed and enduring legacy of **Al-Azhar Al-Sharif**.

With profound respect and unwavering confidence in your professional dedication,

Dr. Ismail Elshirbini

**General Manager of Al-Azhar
Educational and Technical Affairs**

Introduction

This developed curriculum enables Fourth Grade Model Institutes learners to:

- Communicate confidently and effectively.
- Develop critical thinking skills.
- Respond to various information, media, and texts with enjoyment and understanding.
- Build cross-cultural awareness grounded in sound creed, ethics, and universal values.

The course supports whole child development by addressing:

- Language skills (listening, speaking, reading, writing).
- Physical, cognitive, social, and emotional needs through activities that integrate life skills, values, games, stories, and mini-projects.

Students practice using language in realistic social interactions (e.g., family dialogues, meetings). Topics encourage self-awareness, environmental understanding, and responsible citizenship, including digital citizenship.

Aims of the Course

- Develop overall language skills for effective communication in English (oral and written).
- Build knowledge across five language domains.
- Foster 21st-century skills, global citizenship, and presentation skills.
- Encourage inquiry-based learning through mini-projects.
- Support different learning styles (VAK) and life skills integration.

Language Domains

1. Phonics, Spelling & Vocabulary

- Extend knowledge of vowel phonemes, double consonants, silent letters, prefixes, and suffixes.
- Apply phonics, spelling, and grammar rules to decode unfamiliar words.
- Revise inflections (-ing, -ed, -s) and spelling patterns.
- Use alphabetical ordering, check/correct spellings, and apply powerful verbs.

2. Grammar & Punctuation

- Use punctuation for fluency and expression.

- Apply apostrophes for possession, commas within sentences, and a variety of connectives.
- Recognize statements, questions, and commands.
- Use past, present, and future tenses in context.

3. Reading

- Develop fluency in silent and oral reading.
- Explore explicit/implicit meanings, story structures, settings, and characters.
- Retell events, paraphrase, and respond personally to texts.
- Identify non-fiction features and organize ideas into paragraphs.

4. Writing

- Plan and write longer stories with alternative openings/endings.
- Create character profiles and adopt suitable viewpoints.
- Collect/present information from non-fiction texts.
- Write notes, descriptive passages, and organized layouts.

5. Speaking & Listening

- Organize ideas in extended turns.
- Vary vocabulary and details by purpose.
- Listen carefully, respond politely, and contribute relevant comments.
- Adapt volume, pace, and intonation for effective communication.

Basic Principles

1. Integration of Skills: Listening & Reading (receptive) + Speaking & Writing (productive).
2. CALLA Approach: Supports learners with limited English proficiency through academic content.
3. 21st Century Skills: Creativity, collaboration, critical thinking, digital literacy.
4. Global Citizenship: Curiosity, knowledge, and application across subjects.
5. Presentation Skills: Confident, effective communication and global awareness.
6. Mini-Projects: Inquiry-based learning with hands-on tasks.
7. Learning Styles (VAK): Differentiated instruction to meet all learners' needs.
8. Life Skills Integration: Nutrition, health, respect, honesty, responsibility, cooperation.

Course Components

- Student's Book: Two terms, each with 4 units + 2 review units. Each unit has 4 lessons and ends with a mini-project.
- Practice Book: Matching activities for extra grammar and reading practice + 4 model tests.
- Audio CD: Listening, reading texts, and phonics recordings.

Teaching Approach

The methodology of this course focuses on:

1. Student-Centered Learning – learners are encouraged to participate actively.
2. Task-Based Learning – lessons are based on real-life tasks, problem solving, and projects.
3. Integrated Skills – listening, speaking, reading, and writing are connected in every lesson.
4. Values Integration – lessons connect language learning with moral and social values.
5. Active Learning Strategies – pair work, group work, role plays, games, and projects.

Teaching Methodologies

1. Listening

- Create a positive environment with clear expectations.
- Use visual aids and scaffold tasks (pre-, while-, post-listening).

Example Activity: Listen and Answer (students listen to a short story and answer questions).

2. Speaking

- Encourage confidence through role play, rhymes, pair work, and group discussions.
- Scaffold tasks from teacher modeling → pair work → independent speech.

Example Activity: Look and Discuss (students describe pictures in pairs).

3. Reading

- Build phonics, vocabulary, fluency, and comprehension.
- Use groupings to differentiate instruction.

Example Activity: Read and Tick (✓/✗) (focus on forms of the verb 'to be').

4. Writing

- Teach sentence building, punctuation, descriptive/narrative writing.
- Foster creativity with prompts, visuals, and collaborative tasks.

Example Activity: Describe Your Favorite Animal.

5. Grammar

- Teach grammar in context with real-life examples and hands-on practice.

Example Activity: Change the verbs into negative (review present simple).

6. Phonics

- Teach CVC words, blends, digraphs, and diphthongs through multisensory methods.

Example Activity: Listen and Circle the /ju:/ words.

7. Values

- Highlight values through Top Tip for Life.

Example Value: Sharing food with the poor.

8. Mini-Projects

Step-by-step guide:

- Planning: Select age-appropriate themes, set objectives, keep manageable. Teaching Approach

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3. Integrated Skills – listening, speaking, reading, and writing are connected in every lesson.

4. Values Integration – lessons connect language learning with moral and social values.

5. Active Learning Strategies – pair work, group work, role plays, games, and projects.

An Important Note to the Teacher

The Teacher's Guide is a helpful tool for you than can facilitate your mission while delivering the lesson to Students. But, don't forget that you have your own identity. You can adapt or adopt the strategies, techniques and the steps of any activity according to the needs of your students and their level and the available material and resources you have

Table of Contents

Unit 1	You Are What You Eat!	16
Lesson 1	Lunch is Ready	17
Lesson 2	Let's be Healthy	23
Lesson 3	Dairy Products	30
Lesson 4	A Vegan or Non-Vegan?	35
Unit 2	The Life of Animals	43
Lesson 1	Animal World	44
Lesson 2	Do You Want a Tortoise?	52
Lesson 3	Come and See!	60
Lesson 4	Good Friends	67
	Review 1	
Unit 3	Family Meetings	81
Lesson 1	Different Occasions	82
Lesson 2	Volunteer Work	90
Lesson 3	A Graduation Ceremony	97
Lesson 4	Let's Work Together!	104
Unit 4	Stories Can Teach a Lot!	113
Lesson 1	Never Break a Promise!	114
Lesson 2	I Cannot Sleep!	123
Lesson 3	You Cannot Please Everyone!	131
Lesson 4	Keep Your Plans Secret!	139
	Review 2	

Table of Contents

Unit 5	Vacations and Holidays	163
	Lesson 1	Vacations and Holidays Are Happy Days
	Lesson 2	Exploring Exciting Places to Visit
	Lesson 3	Cultural Adventures: Learning about Traditions and Customs
	Lesson 4	Postcard Tales: Writing and Sharing Vacation Stories
Unit 6	Waste Matters	207
	Lesson 1	Waste and the Environment
	Lesson 2	Think Green, Recycle Clean
	Lesson 3	The Power of Green Waste
	Lesson 4	Waste Management
	Review 3	
Unit 7	Social Media	254
	Lesson 1	The Power of Social Media
	Lesson 2	Digital Citizenship
	Lesson 3	Staying Safe Online: Protecting our Privacy
	Lesson 4	Detecting Online Fake News
Unit 8	Manners We Praise	291
	Lesson 1	A Good Behavior and a Bad Behavior
	Lesson 2	Be a Friend, not a Bully
	Lesson 3	Are you a Responsible Person?
	Lesson 4	Honest People
	Review 4	
	Glossary	

Scope and Sequence

Unit	Listening	Speaking	Reading
1. You are What you Eat!	Listen to a Poem to Circle the Sound	Discuss Household Activities Ask and Answer Using Has / Have Ask and Answer about Some Health Problems Talk about Dairy Products Ask and Answer Using Made of Talk about Healthy and Unhealthy Meals	A Dialogue Between a Mother and a Daughter at the Kitchen A Text about a Young Boy and his Family A Dialogue Between a Doctor and a Patient A Text about Dairy Products A Text about People's Food Preferences A Story of a Young Rabbit
2. The Life of Animals	Listen to a Text about Tortoises Listen to a Short Story that Includes Words with the /fr/ Blend	Discuss Some Animals' Characteristics Discuss Some Ideas about Tortoises Discuss Some Ideas about Keeping Fish at an Aquarium Discuss the Idea of Friends and Friendship	A Dialogue Between a Shop Assistant and a Girl An Advertisement of an Aquarium A Short Story about a Flamingo and a Frog A Dialogue Between Three Friends
3. Family Meetings	Listen to Words with /pr/ Blend	Talk about Different Occasions and Family Gatherings Talking about Some Volunteer Work Discuss the Idea of Graduation Discuss Some Problems and their Solutions	A Text about a Wedding A Text about a Visit to an Orphanage A Dialogue Between Two Girls A Text about a Young Girl's Graduation Party A Text about the Traffic and Garbage Problems
4. Stories Can Teach a Lot!	Listen to a Short Story 'Never Lose Hope' Listen to a Story about a Young Rabbit	Talk about Promises Ask and Answer about Feelings Talk about Sleeping and Bed-time Routines Give Advice Talk about How to Please Others Talk about Brave Characters	A Dialogue Between a Boy and his Father The Story of 'The Monkey and the Wolf' The Short Story of 'Goha, His Son and His Donkey'; The Story of 'Little Leila and the Wolf'

Scope and Sequence

Writing	Phonics & Grammar	Values
Write a Character Profile Write a Story Plan	The Sounds /əʊ/ and /ju:/ Present Simple Tense Verb to Be in the Present Adverbs of Frequency	Nutrition, Health and Wellbeing Sustainability Responsibility Respect
Write a Description of a Favorite Animal Write a Paragraph about a Tortoise Complete a Story Plan Write about Daily Routines	The /fl/ and /fr/ Blends Adjectives and Adverbs The First Conditional 'If'	Respect for Animals Responsibility Appreciating Friendship
Write about a Celebration Write about a Volunteer Work Write about a Problem Using the Problem-Solving Strategy	Pronunciation of Final -ed the /pr/ and /pl/ Blends The Future Simple Tense With 'will' The Suffixes un- and im-	Appreciating Volunteer Work Respect and Consideration
Rewrite the Story of 'Little Leila and the Wolf'	Triphthongs /əʊə/ and /aʊə/ Verb to Be in the Past Past Simple Tense the Suffix -ful Form Questions in the Past	Honesty and Integrity Self-Awareness and Self-Acceptance

Scope and Sequence

Unit	Listening	Speaking	Reading
5 Vacations and Holidays	An Email to a Friend A Text about Sharing Vacation Stories	Talk about Holidays Discuss the Importance of Travel and Exploring Other Places Discuss the Idea of Cultural Tourism Talk about Short Stories, Tales and Postcards Ask and Answer about Some Postcards	A Text about Holidays A Text about Places to Go for Vacations A Text about Cultural Tourism A Short Story of a Man Who Went on a Vacation A Text about a Famous Book 'Postcard stories'
6 Waste Matters	Listen to Some Words with /gl/ Blend	Talk about Waste and the Environment Talk about Recycling and Help Clean the Environment Talk about Green Waste and Compost Talk about the Idea of Waste Management	A Dialogue at Class about the Waste Problems A Dialogue at a Class about Recycling A Text about Green Waste A Text about E-Waste
7 Social Media		Talk about Using Social Media in Daily Life Discuss the Idea of Being Good Digital Citizen Talk about How to Be Safe Online Discuss the Idea of True and Fake Information Online Talk about If Some News Is True or False	A Text about Social Media A Text about Some Rules for Being a Good Digital Citizen A Text about Online Safety A Text about How to Spot Fake News Online
8 Manners We Praise	A Short Story 'The Respectful Robot' Listen to Words with the /sc/ Blend Listen to Words with the /sl/ Blend	Discuss the Idea of 'Good Touch' and 'Bad Touch' Talk about Respect and Stopping Bullying Discuss the Idea of Responsibility Discuss the Idea of Honesty	A Short Story "The Old Man and the Little Boy" A Text about Good Morals: Respect A Short Story 'The Lost Wallet and the Responsible Decision' A Short Story about an Honest Girl

Scope and Sequence

Writing	Phonics & Grammar	Values
Write an Email to a Friend Write about a Famous Place Outside Egypt Write an Imaginary Tale Based of a Provided Picture and an Introduction	The /sn/ and /sm/ Blends Adjectives with -ed and -ing Direct and Indirect Objects	Relaxation and Recreation Appreciation and Gratitude Cultural Awareness and Respect Harmony with Nature
Write about the Problem of Waste Complete an Infograph about E-Waste	The /gl/ Blend The Prefix re- Although to Connect Two Sentences Countable and Uncountable Nouns	Reserving the Environment Responsibility and Accountability Community Engagement
Write about Some Good Uses of Social Media Write Some Advice about Digital Citizenship Write Some Tips to Be Safe Online Write Some Tips about How to Detect Fake News Online	Diphthong /aɪ/ Triphthong /aɪə/ Can and Could for Present and Past Ability First Conditional 'If' Should / Shouldn't for Advice	Digital Wellbeing, Respect and Privacy
Write about the Importance of Morals in Daily Life Write a Short-Story Paragraph Write about an Act of Honesty	The /sc/ and /sl/ Blends Statements, Commands and Questions	Self-Awareness Rejecting Bullying and Harassment Responsibility and Accountability Honesty and Integrity

Unit 1

You Are What You Eat!

Grammar

- Present simple tense: affirmative, negative, and interrogative
- Verb to (be) in the present: affirmative, negative and interrogative
- Adverbs of frequency

Phonics

- /æʊ/ and /ju:/ sounds

Language Functions

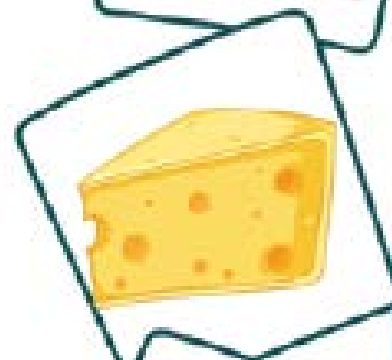
- Asking about prices using 'How much?'
- Asking about health using 'What's wrong with you?'
- Giving advice using 'should / shouldn't' and 'need to'

Critical Thinking

- Is eating healthy food important? Why? Why not?
- Do you think we are responsible for being healthy? Why? Why not?

Study Skills

- Making good choices



Unit 1 You Are What You Eat

Lesson 1 Lunch is ready SB 11-16 PB 7-10

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

- identify the activities they help the family with at home.
- reorder the events in a non-fiction text.
- identify a number of household activities using pictorial clues.
- identify some food and drinks quantifiers.
- ask and answer questions about food and drinks quantifiers.
- read a text about a family day for details.
- use the forms of verb to (be) in the present simple tense.

Vocabulary:

Collocations (rinse fruit and vegetables, peel vegetables, chop vegetables, slice fruit)

Quantifiers (a bowl of ..., a plate of.., a jar of..., a glass of...., a plate of...) natural, responsible, Health is wealth

Language:

Verb 'to be' in the present simple (affirmative, negative and interrogative)

Values: Nutrition and wellbeing

Materials:

Student's Book

Practice Book

Teacher's Guide

Warm up

1. Draw the students' attention to the title of the lesson 'Lunch is ready.' and ask the pupils what do you usually have for lunch?
2. Ask students about if they help at home or not and how can they help?



1. Look and discuss

- Put students into pairs.
- Draw their attention to the pictures.
- Assign them three minutes to think of the questions and answer them.
- Invite pairs of students to come in front of the class to ask and answer the questions orally.
- Celebrate students' progress saying 'Well done!'

Students' own answers

Suggested Answers

1. I help with cleaning the house and cooking the meals.
2. I like tidying my bed because I want my room to look clean and tidy.
3. I don't like washing the dishes because it is boring and tiring.

Unit 1
Lesson 1

1 Look and discuss



1. What activities do you help your family with at home?
2. Which activity do you like the most? Why?
3. Which activity don't you like to do? Why?

2 Read, act, and reorder

Sarah: Mom, I want to help you in the kitchen today. What can I do?
Mom: That's wonderful, Sarah! Can you help me make lunch?
Sarah: Sure, Mom! What can I do first?
Mom: You can start with washing the vegetables. Rinse them under running water.
Sarah: Okay, Mom! What should I do next?
Mom: Peel the carrots and potatoes. Use a vegetable peeler and be careful, please.
Sarah: I'll be careful, Mom. What else can I help with?
Mom: We need to set the table. Can you please get the plates and glasses from the cupboard?
Sarah: Of course, Mom!
Mom: Thank you, dear daughter.



12

2. Read, act, and reorder

1. Set the scene of the reading dialogue, a dialogue about different activities at home.
2. Pre-teach some activities, using Arabic when necessary for better understanding.
3. Ask the pupils to work in pairs.
4. Assign five minutes for each of the pairs to read the dialogue, and the pairs have to reorder the sentences according to the order of these sentences in the dialogue.
5. Check answers with the whole class by asking a representative from the pairs to read the sentences in order.
6. Read the dialogue aloud for the pupils.
7. Ask another representative from the pairs to read the dialogue.

Answers

- a. 2 c.1 e.5
b. 3 d.4

3 Look and read

1. Draw the pupils' attention to the pictures of several activities.
2. Provide the pupils with some materials (fruits, vegetables, peelers, knives).
3. Read the activities aloud.
4. Encourage the pupils to demonstrate the different activities.
5. Begin with simple tasks like rinsing. Gradually move to peeling, chopping, and slicing.
6. Provide learners with tools and materials to try each task.
7. Pair the pupils, assigning one to ask and the other to answer for collaborative practice (e.g., A: 'What do you do?' B: 'I wash the dishes.')."
8. Explain the importance of each task and draw the pupils' attention to the life skills and explain it (e.g., hygiene and cleanliness).



4 listen and read

1. Activate pupils' prior knowledge of countable and uncountable nouns.
2. Write two columns on the board: Countable nouns and uncountable nouns.
3. Provide pupils with examples (e.g., apple, water, bread, chair, sugar) and ask them to place each word in the correct column.
4. Discuss why some nouns are uncountable (cannot be counted individually).
5. Introduce uncountable nouns and clarify that they do not have a plural form (e.g., sugar, water, milk). Emphasize that these nouns represent things that are seen as a whole or a mass.
6. Draw the pupils' attention to the pic-



tures or objects of common uncountable items (e.g., a bowl of soup, a glass of juice).

7.Explain that we cannot say “soups” or “juices,” but we can use quantifiers to specify the quantity.

8.Read the quantifiers aloud.

9. Ask Pupils to work in pair for example, creating their own sentences using quantifiers. For example:

10. “I need two bottles of water for the picnic.”

“We ate three plates of rice.”

5 Now, ask and answer

1. Draw the pupils’ attention to the people holding something (e.g., a man with a bowl of fruit salad).
2. Ask the class: “What does he have?”
3. Model the response: “He has a bowl of fruit salad.”
4. Repeat with a few other pictures to familiarize pupils with the structure.
5. Write the question and answer structure on the board:
Question: “What does he/she have?”
and “What do they have?”
Answer: “He / She has a [quantifier] of [uncountable noun].” They / We / You have a [quantifier] of [uncountable noun]
6. Emphasize the use of quantifiers and uncountable nouns.
7. Elicit answers from pupils (e.g., What does she have? She has a glass of water. What do they have? They have cups of tea.
8. Ask the class to work in pair and take turns asking and answering questions.
Pupil A: What does he have?
Pupils B: He has a glass of water.



Answers

1. What does she have?

She has a glass of water.

She has a carton of juice.

2. What do they have?

They have bottles of water.

They have bowls of rice.

6 Read and tick (✓) or (X)

1. Display the text for pupils and ensure pupils understand the forms of the verb “to be” and present: am, is, are

2. Write the forms of “to be” on the board and give simple examples:

I am a student.

She is a teacher.

They are happy.

3. Ask students to come up with one example for each form.

4. Put these sentences in negative forms: I am not a student. / She isn't a teacher. / They aren't happy. Then put them in interrogative forms: Am I...? / Is he / she / it...? / Are you / we / they...?

5. Draw the pupils' attention to the Top Tip.

6. Read the text aloud to the class.

7. Let the pupils to answer the questions drawing their attention to the life skills.

Unit 1 Lesson 7

6 Read and tick (✓) or (X)

Text: Ramy: My family tries to be healthy. We enjoy having bowls of delicious fruit salad. Mum is a good cook and makes healthy food for us all. Mum says that fruit is good for us because it contains natural sugar. However, it is not completely wrong to have a little white sugar. Mum sometimes makes ice cream and sweets for us. I love these desserts, too. Dad always says, "You cannot eat what you like, but don't eat too much because you are responsible for your own health." I still remember my grandma's amazing saying "Health is wealth." Grandparents are always right, aren't they?

1. Ramy and his family care about their health. (✓)

2. Ramy's mum cooks well. (✓)

3. The family enjoy having bowls of delicious vegetables. (✓)

4. Ramy's mum believes that fruit is good because it contains natural sugar. (✓)

5. According to Ramy's dad, it is responsible to eat as much as you want without considering your health. (X)

Critical Thinking

Do you think we are responsible for being healthy? Why? Why not?

Top Tip

Read the text again and underline an example for each form of verb to be.

Verb to be in the present simple			
affirmative	negative	interrogative	
am + I am	is not + he / she / it	am I...?	
is + she / it	is not + you	is he / she / it...?	
are + you / they	are not + we	are you / they...?	

Answers

1.✓

2.✓

3.×

4.✓

5.×

- Read the text aloud with the pupils. While reading, emphasize the forms of the verb “to be” by stressing them clearly to draw attention.
- Ask students to follow along and underline the forms of “to be” as they hear them.
- I am Ramy.
- My family tries to be healthy.

- Mom is a good cook...
- Fruit is good for us...
- It is not completely wrong...
- You are responsible for your own health.
- Health is wealth.
- Grandparents are always right...
- Discuss the answers your class and ensure all examples are correctly identified.

Practice Book Answer Key

1 Read and match.

1. c
2. e
3. b
4. a
5. d
6. f

2 Choose the correct answer.

1. rinse
2. peels
3. slices
4. makes
5. wash
6. sweeps

3 Look and answer.

1. What does Ahmed have?
1. He has a bowl of ice cream.
2. What do the girls have?
2. They have plates of rice.
3. What does mum have?
3. She has a jar of jam.
4. What do the boys have?
4. They have bottles of water.

4 Read and tick (✓) or (×).

1. (✓)
2. (×)
3. (✓)

4. (×)
5. (✓)
6. (✓)

5 Punctuate the following sentences .

Wafaa likes mangoes, grapes, figs, and kiwis.

Lesson 2 Let's be healthy! SB pages 17-22 PB Pages11-13

ILOs: By the end of this lesson, students will be able to:

- contrast healthy vs. junk food.
- read a dialogue between a patient and a doctor for details.
- give advice using 'should, shouldn't and need to'.
- identify the /əʊ/ sound in a contextual clue.
- associate the /əʊ/ sound with its spelling patterns.
- make a profile for a character in a movie or a story

Vocabulary: stomachache, headache, backache, toothache, junk food, vomiting, unhealthy, advice

Language:

Use should / shouldn't to give advice

You should have healthy food. /
You shouldn't have junk food.

Use 'need to' for advice

A: I feel ill.

B: You should / need to see a doctor.

Phonics:

The long "o" sound and its different spelling patterns



(ow, o-e, oa).

Values: Nutrition, health and wellbeing

Cultural Responsibility: How can we be responsible for being healthy?

Materials:

Student's Book

Practice Book

Teacher's Guide

Warm up

1. Refer students to the title of the lesson, Let's be healthy, and simply elicit or explain the meaning as needed.'
2. Ask students about the nutritional value of different foods and its impact on physical and mental health. Elicit other ideas and make a note of acceptable answers on the board.

1 Look and discuss

1. Draw the students' attention to the children in the pictures.

2. Ask them questions like: "What do you think is happening to these children?" "Why do you think they are feeling this way?"

3. Introduce and explain new vocabulary words: stomachache, headache, backache, and toothache providing examples of how these ailments can affect a person's daily life.

4. Read the questions aloud dividing students into groups to discuss the questions.

5. Assign three minutes for them to discuss the questions encouraging them to include information about the nutritional value of each type of food and the potential health risks associated with consuming too

Unit 1
Lesson 2

1 Read and answer



1. Which is better, healthy or junk food? Why?
2. What illnesses can junk or unhealthy food cause?
3. Have you ever had junk food and felt sick? If yes, what happened?

2 Read and choose the correct answer

Doctor: What's wrong with you?
Patient: I have a terrible stomachache and I am vomiting a lot.
Doctor: How long have you had this stomachache?
Patient: Since this morning.
Doctor: What did you eat last night?
Patient: I ate three burgers, some fried potatoes, a bowl of ice cream and two cans of cola. Then, I went to bed.
Doctor: Oh! You had too much unhealthy food. Do you usually drink enough water?
Patient: Not enough.
Doctor: Okay. Here is my advice. First, you should have your breakfast in the morning. Second, you shouldn't eat too much unhealthy food. Third, you need to drink enough water, at least eight glasses of water daily. Finally, you shouldn't sleep immediately after eating.
Patient: Okay, doctor. I'll follow your advice.



18

much junk food.

6. Elicit some pairs to ask and answer the questions to assess their knowledge of healthy and junk food.

Suggested Answers

1. Healthy food is better because it is safe and makes me strong.

2. It may cause stomachache.

3. Yes. I once ate chips and I vomited a lot.

2 Read and choose the correct answer

1. Show the image to the class and ask them to observe the dialogue between the doctor and the patient.

2. Ask questions like: "What is the patient's problem?" "What did the patient eat the night before?"

3. Introduce and explain new vocabulary words from the dialogue, such as "stomachache," "vomiting," "unhealthy," and "advice" getting students use these words in sentences.

4. Divide students in groups assigning five minutes for the students to read the dialogue silently or aloud.

5. Ask comprehension questions to check their understanding checking the answer with the whole class.

6. Invite one of groups to reflect on their own eating habits and identify ways they can improve their food choices.

7. Draw the students' attention to the Top Tip for Life and elicit it encouraging them to set personal goals

**Unit 1
Lesson 2**

1. The patient's main problem is a...
a. headache **b. stomachache** c. sore throat d. backache

2. The patient has had a stomachache ...
a. since the morning b. since yesterday
c. for a week d. not mentioned

3. Yesterday, the patient ate...
a. salad and grilled chicken b. cereal and yogurt
c. burgers, ice cream, and cola d. fruits and vegetables

4. The patient does not ...
a. eat unhealthy food b. vomit a lot
c. follow the doctor's advice d. drink enough water

5. One piece of advice given by the doctor is to ...
a. sleep immediately after eating
b. avoid drinking water
c. drink at least eight glasses of water daily
d. skip breakfast regularly

Top Tip for Life
You shouldn't skip breakfast. It's the most important meal in the day.

19

for healthier eating.

Answers

1. b
2. b
3. c
4. b
5. c

3 Act in pairs

1. Draw the students' attention to the Top Tip and read it with the students.
2. Show the image to the class and have them observe the dialogue asking questions like: "What is the problem with the girl?" "What advice does the boy give her?"
3. Introduce the modal verbs "should/shouldn't" and "need to" and explain their usage in giving advice.
4. Have students read the dialogue in pairs, taking turns playing the role of each character.
5. Divide the class into small groups and assign each group a common health complaint (e.g., headache, stomachache, and cough).
6. Assign three minutes for each group create a short dialogue where one student expresses the complaint and the other student gives advice using "should/shouldn't" and "need to" in front of the class.
7. Encourage other students to ask questions or offer additional advice.
8. Assess student understanding through their participation in the activities and their use of the target language.



Suggested Answers

A: What's the matter?

B: I have a terrible backache.

A: You shouldn't carry too many things. You need to see the doctor quickly.

4 Read, circle and sort the words with /əʊ/ sound

1. Draw the students' attention to the Top Tip and read it with the students.
2. Read the story aloud as a class, pausing to discuss any difficult words or concepts.
3. Explain the concept of the long "o" sound and its different spelling patterns (ow, o-e, oa).
4. Have students circle the words with the long "o" sound in the story.
5. Provide students with the sorting chart and give them two minutes to sort the circled words into the correct categories.
6. Check the answers with the whole class-assessing student understanding through their participation in the activities and their accuracy in sorting the words.
7. Encourage students find other words with the long "o" sound in books or magazines.

Unit 1
Lesson 2

4 Read, circle, and sort the words with /əʊ/ sound

A Day in Mr. O's Life

I'm Mr. O. I'm always smart, do you **know**? Now, please, follow me where I go. In the morning, I prefer to walk to my office. I have so many things to do; I **answer** phones and check all the posts through. This is **only** what I really know.

In the afternoon, I go home. I pass Mrs. Rose, a fine young lady, and say hello. She's a good neighbor; I really know. She smiles to people when they show. I walk fast, I am not old. "Walking is good", that's what my father once told me and his advice is as precious as gold.

In the evening, I go for a walk near the ocean. I meet my friend Jo. I like him and we start to talk. Jo is my old friend from school. He always has a new joke. We sometimes run and have much fun. Oh, no! I have to go. Goodbye, Jo.

At night, it is cold, I eat a sandwich and make myself a cup of green tea. I read a book, that's what I like most. A book is my friend and the best thing I can hold.

Finally, I rush to my bedroom because it's time to go to bed. Today has ended, but tomorrow, Mr. O will be back.

Top Tip Long o sound
Long o sound /əʊ/ is found in words like no, note, phone, rose, old, and tomorrow.

21

Answer

I'm Mr. O. I'm always smart, do you **know**? Now, please, follow me where I **go**. In the morning, I prefer to walk to my office. I have **so** many things **to do**; I answer **phones** and check all the **posts** through. This is **only** what I really know.

In the afternoon, I **go home**. I pass Mrs. **Rose**, a fine young lady, and say **hello**. She's a good neighbor; which I really **know**. She smiles to people when they show. I walk fast, I am not **old**. "Walking is good", that's what my father once **told** me and his advice is as precious as **gold**.

In the evening, I **go** for a walk near the **ocean**. I meet my friend **Jo**, thin like a feather; even the wind can carry him away. But, anyway, I like him and we start to talk. **Jo** is my **old** friend from school. He always has a new **joke**. We sometimes run and have much fun. **Oh, no!** I have to **go**. Goodbye, **Jo**.

At night, it is **cold**. I eat a sandwich and make myself a cup of green tea. I read a book, that's what I like most. A book is my friend and the best thing I can **hold**.

Finally, I rush to my bedroom because it's time to **go** to bed. Today has ended, but **tomorrow**, Mr. **O** will be back.

O	Ow	o-e
no	know	phone
go	tomorrow	home
so	show	Rose
oh	only	joke

5 Look and Write.

1. Show the image to the class and explain the concept of a character profile.
2. Discuss the different elements that can be included in a character profile, such as name, appearance, personality, likes/dislikes, and background.
3. Use the example character profile for Mr. O to illustrate the different sections.
4. Assign three minutes for students work in pairs to choose a favorite character from a story, movie, or

Unit 1
Lesson 2

no go so

5 Look and write

• Choose one of your favorite characters to describe a story and make a profile for him or her.

• Use a character profile to write a story or a play.

Character Profile

Character name: Mr. O

Appearance: tall, wears a hat

Personality: friendly, likes walking, dislikes running

Character Profile

Character name: Jo

Appearance: thin like a feather

Personality: likes to walk, dislikes to run

28

book.

5. Guide students through the process of filling out the character profile template for their chosen character.
6. Ask questions to help them describe their character's appearance, personality, and interests.
7. Assess student understanding encouraging them present their character profiles to the class.

Students' own answers

Practice Book Answer Key

1 look and answer.

1. What's wrong with Mona?
She has a stomachache.
2. What's wrong with Omar?
He has a headache.
3. What's wrong with Ali?
He has a backache.
4. What's wrong with Hani?
He has a toothache.

2 Read and complete the dialogue.

1. sweets
2. teeth
3. once
4. should
5. shouldn't

Read and circle..

1. stomachache / shouldn't
2. headache / should
3. backache / shouldn't

4. toothache / should

3 Listen and circle the words with /əʊ/ Sound.

1. only / hello
2. so
3. go
4. told / gold
5. old
6. no

4 Read and complete.

1. o (go / cold/ gold)
2. ow (throw / showed)
3. o-e (phone / home)
4. oa (boat/ coat)

5 Punctuate the following sentence.

What's wrong with you, Hana?

Lesson 3 Dairy products SB pages 23-29 PB Pages14-16

ILOs: By the end of this lesson, students will be able to:

- engage in a discussion about the importance of dairy products.
- read a text about dairy products for details.
- identify some dairy products using pictorial clues.
- ask and answer questions about dairy products.
- use commas and exclamation marks in a written context.
- identify the /ju:/ sound in a given context.
- differentiate between /u:/ and /ju:/ sounds.



Vocabulary: airy, yogurt, butter, cheese, cream, condensed milk, digestion, bones, healthy.

Language:

- 'be made from' to talk about how something comes from something else, e.g., cheese is made from milk.
- Punctuation: Commas (,) and exclamation mark (!)

Phonics:

- Differentiating sounds: /ju:/ vs. /u:/

Values:

- Nutrition, health and wellbeing

Materials:

Student's Book

Practice book

Teacher's Guide

Warm up

1. Draw the students' attention to the title of the lesson, Dairy products.
2. Briefly explain what dairy products are and why they are important.
3. Show pictures of milk, cheese, yogurt, etc., and ask students to name them.
4. Discuss the following questions:
 - What is the main ingredient in dairy products?
 - Why are dairy products important for us?
 - Do you consume any dairy products daily?
5. Encourage students to share their personal experiences with dairy products.

1 Look and Discuss

1. Ask students to look at the pictures on page 26.
2. Have students discuss the following questions in pairs:
 - What is the main component of dairy products?
 - Do you think having dairy products is essential? Why?
 - Do you have any dairy products daily?
3. After discussion, elicit answers from the class

Suggested Answers

1. milk
2. Yes, because it makes our body and teeth strong.
3. Yes. I have milk and cheese daily.

2 Read and answer

1. Pre-teach key vocabulary: digestion, condensed milk, buffalo.
2. Assign the text on page 27 for silent reading.
3. Ask comprehension questions to check understanding:
 - What are some examples of dairy products?
 - Why do some people avoid milk?
 - What are the main sources of milk?
 - How does milk benefit us?

Answers

1. b
2. b
3. a
4. c
5. a

Unit 1
Lesson 3

1 Look and discuss

1. What is the main component of dairy products?
2. Do you think having some dairy products is essential in our diet? Why? Why not?
3. Do you have any of these dairy products daily?

2 Read and answer

Dairy products are kinds of food made from milk such as butter, cheese, yogurt, cream, and condensed milk. While some people enjoy drinking fresh milk, others may be allergic and avoid it. Those people need to be careful when having dairy products.

It's interesting to know that cows and buffaloes are the main sources of milk. But did you know that goats, sheep, and camels also provide milk? Milk consists of important things such as water, fat, and proteins. These things help keep our bones strong and teeth healthy. But wait, there's more! Milk and dairy products have many other benefits. They help us have healthy hearts, a healthy blood pressure, good digestion, and even help keep a healthy weight. Isn't that amazing?

Now, you know why dairy products are such an important part of our diet. So, go ahead, enjoy some dairy products, and remember to keep your bones and teeth strong and healthy.

24

3 Look and read, then ask and answer.

Students' own answers

Suggested Answers

What is cheese made from?

It's made from milk.

Do you like cheese?

Yes, I do.

Why?

Because it's good for healthy diet.

Lesson 3

3 Look and read, then ask and answer

milk

yogurt

butter

cheese

cream

dried milk

condensed milk

26

4 Read and put a (,) or an (!).

1. Explain the rules for commas and exclamation marks with examples:

- Use a comma to separate items in a list: I like butter, cheese, yogurt, and milk.
- Use an exclamation mark to show strong emotion: Wow! This yogurt is delicious!

2. Ask students to add punctuation to the provided sentences from page 31.

Answers

1. Wow! The view is absolutely amazing here!

2. Hello, Mom.

3. She comes from Alexandria, Egypt.

4. I like cheese, yogurt, ice cream, and chocolates.

5. How beautiful your dress is!

6. No, I don't like burgers.

7. Second, you add some salt and spices.



5 Listen and circle the words with the /ju:/ sound.

1. Say /ju:/ and ask students to repeat it after you.
2. Tell them that they are going to listen to a rhyme that includes words with this sound and they have to circle all the words.
3. Read the first line, emphasizing the two circled words.
4. Stop and read the two circled words pointing at the action of your mouth.
5. Complete reading the rhyme and students circle the words.
6. Read the rhyme again and ask students to check answers in pairs.
7. Share answers with the whole class.

Answers

1. Useful
2. Few
3. Tuesday
4. Uniform
5. Cute
6. Future
7. Beautiful



Practice Book Answer Key

1 Read and complete.

1. fat
2. blood pressure
3. diet
4. allergic
5. digestion

2 Ask and answer.

1. What is butter made from?
It is made from milk.
2. Do you like cheese? Why/ why not?
Yes, I like it a lot because it's healthy and good for my stomach.
3. What is condensed milk made from?
It is made from milk.
4. Do you like cream? Why/ why not?
No, because it is full of fats.

3 Punctuate the following sentences using a (,) or an (!)

1. No, she is not tired.
2. What a beautiful dress!
3. You look amazing in this outfit!
4. Hello, children.
5. I bought apples, oranges, grapes, and a watermelon.
6. Be careful, Mom! There's a car coming.
7. Wow! He was born in Paris, France.

4 listen and circle the words with /ju:/ Sound

1. you / few
2. cute
3. you/ your/ uniform
4. Europe/ future
5. rescue
6. you/ barbecue

Lesson 4 A vegan or non-vegan? SB pages 23-29 , PB Pages17-19

ILOs: By the end of this lesson, students will be able to:

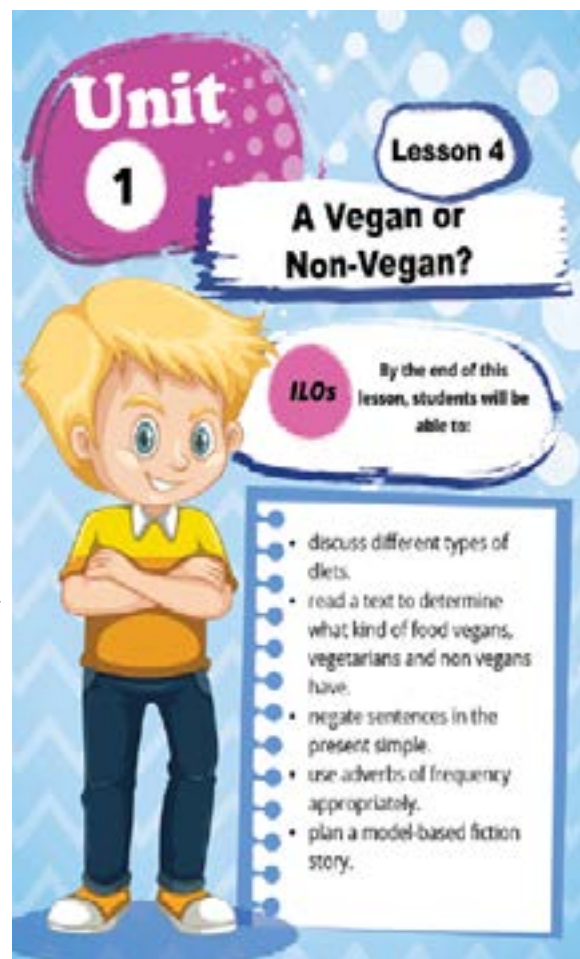
- discuss the different types of diets .
- read a text to determine what kind of food vegans , vegetarians and non-vegans have.
- negate sentences in the present simple.
- use adverbs of frequency appropriately .
- plan a model - based fiction story .

Vocabulary: believe, environment, wider, range, cultural, traditional

Language:

Verb to be in the present simple (negative form)

I don't like tea. / He doesn't play tennis.



Adverbs of Frequency:

I always pray. / She usually washes the dishes.

Values: Nutrition, health and wellbeing ,Sharing

Materials:

Student's Book

Practice Book

Teacher's Guide

Warm up

1. Draw the students' attention to the title of the lesson, A vegan or non-vegan? Simply explain it to them.

Look and discuss

1. Draw the students' attention to the pictures of the two meals.
2. Ask them to name the types of food in each picture.
3. Read the questions aloud for the students.
4. Put students into pairs to discuss the questions.
5. Assign three minutes for them to discuss the questions.
6. Elicit some pairs to ask and answer the questions.

Suggested Answers

1. The meal on the left is healthy, but the meal on the right is not healthy because it has much fast food.
2. Similarities: salad and bread / Differences: fast food has much food cooked in oil which has much fats.
3. No. / Yes, my uncle eats fish, fruits and vegetables but no chicken or meat.

Unit 1 Lesson 4

1 Look and discuss

1. Do you think the meals in the above pictures are healthy? Why? Why not?
2. What are the similarities and differences between the two meals?
3. Do you know anyone who never eats meat? If yes, what does he / she eat?

2 Read and tick (v) or (x) under the correct column

Do you know that people's beliefs can control what they eat? Some people **believe** it is cruel to have meat, so they never eat it. These are vegetarians. Meanwhile, other people eat everything. Let's explore what it means to be vegetarian.

Vegetarians do not eat meat or fish. However, there are another group of people called vegans who choose not to eat any food that comes from animals. That means they do not eat meat, fish, eggs, dairy products or even honey. Both groups, vegetarians and vegans, believe that this way of eating is better for their health, the **environment** and animals.

Non-vegans, on the other hand, eat a **wider range** of food. Their diet includes both plant-based foods and those from animals. Non-vegans have different reasons for their food choices. Some may like the taste of meat and its protein for their health. Eating meat is also a part of their **cultural or traditional** practices. So, whatever the diet you choose, you need to make sure it is healthy.

Top Tip for Life

There are lots of people who never eat meat, not because they are vegetarian or vegan, but because they are poor. So, consider sharing some of what you have with the poor.

31

Read and tick (✓) or (×) under the correct column

1. Set the scene of the reading text, a text about food preferences for some people.
2. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.
3. Put the students into three groups: vegan, non-vegan, and vegetarian.
4. Assign five minutes for the students to read the text, and each group has to complete the assigned column for them with (✓) or (×).
5. Check answers with the whole class by asking a representative from each group to read all the types of food in the column and say true or false.
6. Read the text aloud for the students.
7. Ask another representative from each group to read a paragraph from the text.

**Unit 1
Lesson 4**

Kind of Food	Vegan	Vegetarian	Non-vegan
meat	×	×	✓
fish			
eggs			
dairy products			
chicken			
fruit			
seeds			
nuts			
lentils			
beans			
vegetables			
grains			
honey			

3 Read and change the sentences into negative

Top Tip Present simple tense (negative form)
You can use (don't / don't + infinitive) to make negative sentences in the present simple tense.
Examples: I don't like tea. / She doesn't have any dairy products.
Add "not" to change an affirmative sentence into negative, e.g. I am not a vegan. / He isn't hungry.

1. I eat fish. **don't eat**
2. She is at school today. **isn't**
3. We have milk, cheese and bread for breakfast. _____
4. They are in the dining room. _____
5. He drinks enough water daily. _____
6. Omar has a toothache. _____
7. Mom cooks food every day. _____

32

8. Draw the students' attention to the Top Tip for Life and explain it. Sharing

"There are lots of people who never eat meat, not because they're vegetarians or vegans, but because they are poor. So consider sharing some of what you have with the poor." By highlighting this value, the students think of the poor and try to share some of what they have to help the poor and the needy.

Answer

Kind of Food	Vegan	Vegetarian	Non-veg-an
Meat	×	×	✓
Fish	×	×	✓
Eggs	×	×	✓
dairy products	×	×	✓
Chicken	×	×	✓
Fruit	✓	✓	✓
Seeds	✓	✓	✓
Nuts	✓	✓	✓
lentils	✓	✓	✓
beans	✓	✓	✓
vegetables	✓	✓	✓
grains	✓	✓	✓
honey	×	✓	✓

3 Change the verbs into negative.

1. Quickly review the present simple.
2. Write 'don't and doesn't' on the board.
3. Read the top tip with students.
4. Write two sentences in the affirmative on the board and ask students to change them into negative.
5. Go through the two model answers with the students.
6. Assign students three minutes to complete the task in pairs.
7. Check answers with the whole class.

Answers

1. don't eat
2. isn't
3. don't have
4. aren't
5. doesn't drink
6. doesn't have
7. doesn't cook

4 Complete the sentences with (always often usually sometimes rarely never)

1. Draw the students' attention to the Top Tip.
2. Explain the meaning of adverbs of frequency and why we use them.
3. Tell students to look at the table and orally say the activities that Eman does.
4. Read the model sentence with the students.
5. Assign them three minutes to finish the task in pairs.
6. Check answers as a whole class.

Answers

1. always
2. usually
3. often
4. sometimes
5. rarely
6. never

Unit 1

Lesson 4

4

Complete the sentences with (always - often - usually - sometimes - rarely - never)

1. Eiman always prays.

3. Eiman drinks milk.

5. Eiman sweeps the floor.

2. Eiman walks to school.

4. Eiman washes the dishes.

6. Eiman eats food.

Activity \ Day	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
	✓	✓	✓	✓			
	✓	✓	✓	✓			
	✓	✓	✓	✓			
						✓	✓
						✓	✓
							

Top Tip

Adverbs of frequency

Adverbs of frequency express how often you do something.

always

usually

often

sometimes

rarely

never

Example: I pray every day. → always pray

I don't leave my car. → rarely drive / never

5 read the story and complete the story plan.

1. Set the scene of the reading text, the story of The Rabbit who Once Hated to Eat Carrots.
2. Pre-teach the bold words.
3. Ask students to read the first paragraph and tell you who the characters are.
4. Exchange reading the story with the students.
5. Draw their attention to the table and read the titles of the table for them.
6. Ask two students to read the answers for the first and fourth columns.
7. Give students two minutes to complete the table in pairs.
8. Check answers as a whole class.

Unit 1
Lesson 4

5 Read the story and complete the story plan.

The Rabbit Who Once Hated to Eat Carrots

Once upon a time, there was a family of rabbits. Mummy Rabbit, Daddy Rabbit and Baby Rabbit lived in a small hole. The family lived happily together and used to have carrots and vegetables for breakfast, lunch, and dinner.

On a sunny spring morning, Baby Rabbit got up feeling hungry and asked Mummy Rabbit for food. His mother brought him a plate full of carrots. Suddenly, Baby Rabbit sat angrily. "I always eat carrots. Every day we only have carrots or vegetables. I want something else," Mummy Rabbit was surprised and said, "Carrots and vegetables are good for you. You get a million times that you could eat anything else." Baby Rabbit was angry and left home without having his breakfast. Mummy Rabbit was worried, but Daddy Rabbit said, "Don't worry. He'll be back soon."

Baby Rabbit kept walking on the farm all day, past some trees. They looked so big and tall. "Carrots are just a yuck," Baby Rabbit said. "Yes, thanks. I don't eat fish." Then, he walked away after the ground went up. They greeted him and said, "Carrots are just a yuck." Baby Rabbit said, "Yes, thanks. I don't drink milk."

Baby Rabbit kept walking and walking all day. He was so tired and hungry and thirsty. His stomach felt so full and so hot. There was no place to eat here. Baby Rabbit said, "I'm sorry. When I leave home again and I will not be here, you give me!" Mummy Rabbit was happy to hear that and offered her some carrots to eat. Baby Rabbit ate all of them. At night, he said goodnight to his mom and dad and went to bed.

Top Tip for Life
You should respect your parents.

24

Answer

Theme	Characters	Setting (place and time)	Problem	Solutions
Children who do not want to eat what Mom offers them.	Mommy Rabbit Daddy Rabbit Baby Rabbit	A small farm Sunny spring morning	Baby Rabbit doesn't want to eat carrots and left home.	Baby Rabbit eventually learns the importance of eating healthy food, after wandering away from home. He realizes his mom's advice, returns home, and apologizes to his mom. Finally, he eats carrots again as they are good for him.

9. Now, use the above model to plan your own story, assign it as homework.

A Suggested Answer

Short story "The Lost Puppy"

Theme	Characters	Setting (place and time)	Problem	Solutions
Responsibility and friendship	Moody: a curious and adventure 9-year-old boy Buddy: Moody's playful and energetic puppy	A small neighborhood A sunny afternoon	Buddy wanders off and gets lost in the woods behind Moody's house	Moody, with the help of his neighbors, searches tirelessly for Buddy. They use whistles, call his name, and follow clues like Buddy's paw prints. Eventually, they find Buddy safe, playing with a friendly squirrel. Moody learns the importance of keeping an eye on his pet and the value of community support

Mini-Project

'Let's have Healthy Food' Initiative

1. The aim of the projects is to promote students' collaboration, communication and researching skills; in addition to understanding the importance of nutrition and well-being.
2. All the steps of the project are mentioned in the Student's Book.
3. The teacher divides the students' roles into a leader, data gatherers, two to do the survey, the writer of the report, and the speaker.
4. The teacher lets the students divide the roles among them" a leader, a writer, data collectors and a speaker.
5. The teacher assigns one week for the students to finish their posters.
6. All the posters should be hung on the classroom walls so that the students feel happy with their achievements.
7. Assess the students' projects using a rubric.
8. Give supportive feedback for all the groups, showing the points of strength and points of weakness.



Practice Book Answer Key

1 Read and complete.

1. cultural
2. environment
3. vegetarians
4. traditional
5. wider
6. believe

2 Read and correct.

1. She doesn't like fish.
2. I never eat chocolate.
3. We don't have a car.
4. He doesn't play football on school days.

5. It isn't always hot in May.
6. I don't go to bed late.

3 Read and choose.

1. rarely
2. never
3. sometimes
4. usually
5. often
6. always

4 Plan a story.

Theme	Characters	Setting		Problem	Solution
		Place	Time		
Eating too much sweets is bad for health.	Adham, his dad, his mom, a dentist	vil-lage	long ago	Adham eats too many sweets and gets terrible .toothache	Adham eats too many sweets and gets terrible .toothache

5 Punctuate the following sentence.

Aya and Malak don't eat fish, cheese, and honey.

Unit 2

The Life of Animals

Grammar

- . Adjectives and adverbs
- . The first conditional 'If'
- . Sequencing words

Phonics

- . /fl/ flag, fly
- . /fr/ fry, frame

Language functions

- . Asking for information

Critical thinking

- . How should animals be treated?

Study skills

- . Compassion and helping others



Unit 2 The life of Animals

Lesson 1: Animal world SB pages 38-42 PB Pages 21 22

ILOs: By the end of this lesson, students will be able to:

- hold a discussion to solve some animal riddles using pictorial clues.
- identify the main idea in a dialogue to complete a fact file about a parrot.
- determine the correct adjective or adverb to complete the table.
- focus on the correct form of the adjective and the adverb to choose the correct word.
- describe a favorite animal using guided questions.

Vocabulary: imitate, parakeets, decide, properly, responsibility,

Phrasal verbs: live up to, take care of

Language:

Adverbs tell us how something is done.

- We form many adverbs by adding -ly to an adjective.

Examples: loud / loudly, quick / quickly, slow / slowly

- Some adjectives end with -y, so form the adverb by deleting -y and adding -ily.

Examples: happy / happily, easy / easily

- There are some irregular adverbs, e.g., fast / fast, good / well, bad / worse



Values: Respect for animals and responsibility

How should animals be treated?

Materials:

Student's Book

Practice Book

Teacher's Guide

Warm up;

1. Refer students to the title of the lesson, Animal world. Moreover, simply elicit or explain the meaning as needed.
2. Ask students about the ethical treatment of all animals. Elicit other ideas on the responsibility of humans to care for animals and the environment, and make a note of acceptable answers on the board.

1 Read, guess and match

1. Draw the students' attention to the animals in the pictures.
2. Ask questions like: "What are these?", "Do you know any of these animals?", "What do you think they do?"
3. Introduce and review key vocabulary words from the activity: small, short tail, yellow, legs, water, slowly, plants, shell, colorful, imitate, speech, soft, four legs, friendly, milk, meat, friend, guard, musical sounds.
4. Read the first sentence together as a class: "It is small and has a short tail. It is yellow with no legs and lives in water."
5. Assign three minutes for stu-



dents to point to the picture that matches the description discussing the clues in the sentence that help identify the correct animal (fish).

6. Have students complete the matching activity independently or in pairs circulating around the classroom to provide assistance and check for understanding.

Answers

(5) dog / (4) cat / (3) parrot / (2) turtle / (6) parakeets / (1) fish

2 Read and complete the table

1. Show the image to the class and ask them to observe the dialogue.
2. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.
3. Ask questions like: "Who are the speakers?", "What is the topic of their conversation?", "What is the purpose of the table?"
4. Assign five minutes for the students to read the dialogue silently or aloud.
5. Ask comprehension questions to check their understanding:
 - a. Why does Salma want to buy a pet?
 - b. What are some of the characteristics of the parrot?

Unit 2 Lesson 1

2 Read and complete the table

Shop Assistant: Welcome to our pet shop! How can I help you?

Salma: I want a pet, but I can't **decide** which pet to buy. Can I ask you some questions about one of the pets?

Shop Assistant: Of course!

Salma: I really like the blue bird. What kind of bird is it?

Shop Assistant: Oh, that's a beautiful parrot. We brought it all the way from Australia. It can talk and imitate sounds. Parrots also love to make musical sounds.

Salma: How long do parrots live?

Shop Assistant: They can live up to 50 years.

Salma: Oh! That's a very long time. How can I take care of it properly?

Shop Assistant: Keep it in a warm and safe place. Cover its cage with a blanket at night.

Salma: What do parrots eat?

Shop Assistant: They eat vegetables like carrots. They love fruits like bananas and apples. They also like nuts.

Salma: Wow! Parrots are a big responsibility. I need to think about this.

Shop Assistant: Yes. Any pet is a big **responsibility**.

Critical Thinking How should animals be treated?

Top Tip for Life Pets are a big responsibility. They need a lot of time, care, and money.

40

- c. What are the parrot's dietary needs?
- d. What are the responsibilities of owning a parrot?
6. Direct students to the table and explain that they need to fill in the missing information from the dialogue.
7. Guide students through the process of locating and extracting the relevant information from the text having them discuss their answers with a partner or small group.
8. Draw the students' attention to the Top Tip for Life emphasizing compassion, empathy, and ethical treatment of all animals.

Answers

1. Where is this parrot from?	Australia
2. What color is this parrot?	Blue
3. What can this parrot do?	It can talk and imitate sounds.
4. How long can this parrot live?	.It can live up to 50 years
5. What does this parrot eat?	.It eats vegetables like carrots

3 Complete the table with the correct adjective or adverb.

1. Draw the students' attention to the Top Tip and read it with the students.
2. Review the concept of adjectives (describing words) and adverbs (words that describe verbs) discussing the rules for forming adverbs from adjectives, including the "-ly" ending and exceptions.
3. Divide the class into small groups and assign five minutes for students complete the "Complete the table" section.
4. Guide students in identifying the correct adverb for each adjective.
5. Circulate around the classroom to provide assistance and check for understanding.
6. Assess student understanding through encouraging them to use adjectives and adverbs in their descriptions.

UNIT 4 Lesson 1

1. Where is the parrot from?	Australia
2. What color is the parrot?	
3. What can the parrot do?	
4. How long can the parrot live?	
5. What does the parrot eat?	

3 Complete the table with the correct adjective or adverb

Top Tip

Adverbs

- Adverbs tell us how something is done.
- We form many adverbs by adding -ly to an adjective.
- Examples: loud / loudly, quick / quickly, slow / slowly
- For adjectives ending in -y, delete the y and add -ly.
- Examples: happy / happily, easy / easily
- There are some irregular adverbs, e.g., fast / fast, good / well, bad / worse

Adjective	Adverb
1. quiet	a. quietly
2.	b. carefully
3. heavy	c.

41

Answers

Adjective	Adverb
1. quiet	a. quietly
2. careful	b. carefully
3. heavy	c. heavily
4. hard	d. hard

5. beautiful	e. beautifully
6. proper	f. properly
7. far	g. far

4 Choose the correct word.

1. On the board refer students to the difference between adjectives and adverbs with examples. For instance:

Adjective: The cat is big
(describes the cat)

Adverb: The cat runs fast
(describes how the cat runs)

2. Work through the first sentence together as a class: Turtles walk (slow / slowly).

3. Ask students to identify whether they need an adjective or an adverb to describe how the turtles walk.

4. Discuss why “slowly” is the correct word (it describes how they walk).

5. Repeat this process for the second sentence, and then assign students three minutes to complete the remaining sentences independently or in pairs.

6. Circulate around the classroom to provide assistance and check for understanding asking students to explain their reasoning for choosing the correct word in each sentence.

Answers

1. slowly 2. well 3. beautiful 4. careful 5. properly



5 Describe your favorite animal.

1. Ask the students to name their favorite animal.
2. Choose a familiar animal, such as a dog or a cat, and work through the questions on the student book together as a class.

For example:

What's your favorite animal? My favorite animal is a dog.

What color is it? My dog is brown.

3. Continue through the other questions, using simple language and visuals if needed.
4. Divide the class into small groups and assign students three minutes to answer the questions on their book about their own favorite animal.
5. Circulate around the classroom to provide assistance and check for understanding.
6. Have students share their favorite animal with the class. Encourage them to use the information from their worksheet to describe their animal.

For example: My favorite animal is a lion. It is orange and it lives in Africa. It eats meat. It roars

Students own answer

A Suggested Answer

My favorite is a dolphin. His color is usually gray or blue. He lives in oceans around the world. It eats fish, squid, and shrimp. It lives about 25-60 years. It swims with their powerful tails. It is an amazing marine animal.

Practice Book Answer Key

1 Read and tick (✓) or (×).

1. (✓)
2. (×)
3. (×)
4. (✓)
5. (×)

2 Read and circle the odd one out.

1. parrot
2. cat
3. turtle
4. fish
5. dog
6. parakeets

3 Read and correct the mistakes.

- | | |
|-----------|--------|
| 1. deep | deeply |
| 2. fastly | fast |
| 3. loud | loudly |
| 4. easier | easily |
| 5. hardly | hard |

4 Write a paragraph of five sentences about your favorite pet.

My favorite pet birds are parakeets. My parakeets are from Australia. They are green. They can sing and fly. They can live for 10-15 years. My parakeets eat seeds and fruits.

5 Punctuate the following sentence.

Wow! Parakeets are my favorite pet birds.

ILOs: By the end of this lesson, students will be able to:

- discuss questions about a tortoise.
- complete a fact file about 'tortoises' based on information in a listening text.
- recognize words with /fl/ blend through listening and pronouncing them properly.
- figure out words with /fl/ blend in a word search.
- write a paragraph about the 'tortoise' using the information in the fact file.

Vocabulary: habitat, senses, warm, cold, hard, soft, tiny holes, leafy greens, wild grasses, rings

Phonics: /fl/ blend in words: flute, flag, floor, flashlight, float, flower, fly, flame, flamingo, flask

Values: Scientific inquiry and critical thinking skills while learning about tortoises.

Materials:

Student's Book

Practice Book

Teacher's Guide

Warm up

1. Refer students to the title of the lesson, 'Do you want a tortoise?' Simply elicit or explain the meaning as needed.'
2. Ask students to predict initially the tortoise's habitat



based on its physical characteristics to develop their critical thinking and observation skills through the study of animal behavior and ecosystems.

1 Look and discuss

1. Show the image of the tortoise to the class and ask them to observe it carefully.
2. Ask questions like: "What do you see?", "What does it look like?", "What is the most interesting thing about it?"
3. Divide students in groups assigning five minutes for the students to read the questions silently or aloud.
4. Focus the discussion on the tortoise's shell. Ask questions like:

Why do you think the tortoise has a shell? What might the shell be used for? How does the shell help the tortoise? Encourage students to share their ideas and explanations.

5. Ask students to predict where the tortoise might live based on its appearance and the presence of a shell. Discuss factors like climate, food availability, and predators: Where do tortoises actually live? What do they eat? Do they have any predators?

Students' own answers

Suggested Answers

Unit 2
Lesson 2

1 Look and discuss

1. Look at the picture of a tortoise. Why does it have a shell?
2. Where do you think it lives?



2 Listen and tick (✓) the true information in the fact file

1. Name	☒ tortoise ☐ snake
2. Habitat	☐ warm places ☐ cold places
3. Description of the body	☐ hard shell ☐ soft shell
4. Senses	☐ can feel touch ☐ can't feel touch ☐ big ears ☐ little ears ☐ no ears ☐ can smell ☐ can't smell
5. Diet	☐ vegan ☐ vegetarian ☐ non-vegetarian
6. Age	☐ more than 100 years ☐ more than 500 years

44

1. A shell protects the tortoise's body from scary animals and hot sun.
2. Tortoises like to live in places that are dry and sunny. They often live in deserts, or grasslands, where the ground is sandy and there aren't many trees.

2 Listen and tick (✓) the true information in the fact file.

1. Show the image of the fact file to the class and discuss the different categories: Name, Habitat, and Description of the body, Senses, Diet, and Age. Briefly review each category with the class.
2. Play the audio recording about tortoises to the class. Encourage students to listen carefully and try to remember the information presented.
3. Play the audio recording again, pausing at key points to allow students to identify and discuss the information.
4. Work through the first few categories together as a class.
5. Have students raise their hands to indicate which option they think is correct.
6. Have students listen to the audio recording one more time and complete the fact file independently.
7. Circulate around the classroom to provide assistance and check for understanding. Clarify any misconceptions and review the correct information.

Listening Text

Tortoises are found in many parts of the world. They live in warm places. Tortoises have shells to keep their soft body parts safe. Their shells grow and add a new ring every year. You can tell the age of a tortoise by counting the rings on their shells. Their shells are hard, but tortoises can feel anything that touches them. Tortoises have no ears, but they can hear through two tiny holes on the sides of their heads. They can also smell very well. Tortoises have no teeth, so they are vegetarians. They eat fruit, leafy greens, wild grasses, and certain flowers. This is a very healthy diet. Some tortoises can live more than a hundred years!

Answers

1. Name	tortoise (☒) snake (☐)
2. Habitat	warm places (☒) cold places (☐)
3. Description of the body	hard shell (☒) soft shell (☐)
4. Senses	can feel touch (☒) can't feel touch (☐) big ears (☐) little ears (☐) no ears (☒) can smell (☒) can't smell (☐)
5. Diet	vegan (☐) vegetarian (☒) non-vegetarian (☐)
6. Age	more than 100 years (☒) more than 500 years (☐)

3 Listen and repeat

1. Show the image to the class and point to the letter blend /fl/. Say the blend together as a class: /fl/
2. Ask students if they can think of any words that start with this sound pointing to the first word, "flute," and say it clearly.
3. Have students repeat the word after you repeating this process for each word on the student book.
4. Encourage students to pay attention to the pronunciation of the /fl/ blend.
5. Have students read the words on their books in pairs.
6. Circulate around the classroom to provide assistance and check for pronunciation.



4 Find words with the 'fl' blend in the word search

1. Draw the students' attention to the word search puzzle (as provided).
2. Ask students to recall some words that begin with the "fl" blend (e.g., flute, flag, flash, flower).
3. Explain that they will be looking for these words in a word search puzzle.
4. Point to the first word in the word list (e.g., "flag") and ask students to help you find it in the puzzle. Model how to scan the grid, row-by-row, looking for the letters in the correct order.
5. Once the word is found, have students circle it repeating

this process for one or two more words.

6. Assign five minutes for students to work in small groups to find the remaining words in the puzzle. Circulate around the classroom to provide assistance and check for understanding.

Answers

1. flask
2. flash
3. fly
4. float
5. flag
6. flamingo
7. flow

4 Find words with the 'fl' blend in the word search

F	L	A	S	K	P	Y	U
L	F	L	A	S	H	N	D
O	H	P	S	T	F	L	Y
W	U	F	L	A	K	E	S
I	K	E	I	I	D	A	I
R	R	E	O	I	L	A	G
F	L	A	M	I	N	G	O

5 Write a paragraph about the tortoise using the information in the fact file

46

5 Write a paragraph about the tortoise using the information in the fact file

1. Access to the previously completed "Tortoise Fact File" activity (if applicable).
2. Discuss what information students will need to include in their paragraph (e.g., name, habitat, appearance, diet, age).
3. Model writing a simple sentence about the tortoise using one of the facts.

For example: "The tortoise has a hard shell that protects it."

4. Have students write a paragraph about the tortoise using the information they have learned.
5. If time allows, have students pair up and read each other's paragraphs.

6. Encourage them to provide constructive feedback and suggestions for improvement. Celebrate their efforts and provide positive feedback.

Students' own answers

Suggested Answers

Tortoises are my favorite animals. They live in warm places and have a hard shell. They can feel touch but have no ears. They are vegetarians and can live for more than 100 years.

Practice Book Answer Key

1 Read and complete the dialogue.

Aya: pet

Malak: tortoise

Aya: eat

Malak: grass

2 Read and fill in gaps.

1. Flames
2. flower
3. float
4. flash
5. fly
6. floor

3 Choose the correct answer.

1. c
2. b
3. c
4. a
5. d

4 Listen and complete the missing words.

Tortoises are like walking **houses**! They move **slowly** but steady. Some are **tiny**, like the Egyptian tortoise. Others, like the Indian Star Tortoise, have cool shells with **star** patterns. We can't take them from the wild because they need to be **safe**. Tortoises are **amazing** creatures, and we need to protect them!

5 Punctuate the following.

Tortoises live more than 100 years.

Lesson 3 Come and see SB pages 47-51 PB Pages 25-26

ILOs: By the end of this lesson, students will be able to:

- hold a discussion about favorite ads.
- identify specific information about “fish” in a reading text.
- practice the first conditional ‘if’ to complete sentences with the correct form of the verb.
- identify words with /fr/ blend within a context.
- recognize the blend /fr/ in words using pictorial clues.

Vocabulary: aquarium, beginning, owner, space, heater, filter

Language: Use the first conditional ‘if’ using the present simple and future simple tenses.

If he sleeps early,
he will get up early.

If he sleeps late,
he won’t get up early.

Phonics: /fr/ blend in words: frog, friends, fry, fruits, fries, frame, France, Friday, frown, freezer, fridge, free

Values: Scientific inquiry and critical thinking skills while exploring the topic of fishkeeping.

Materials:

Student’s Book

Practice Book

Teacher’s Guide



Warm up

1. Refer students to the title of the lesson, Come and See. And simply elicit or explain the meaning as needed.
2. Ask students about some of challenges they may face on keeping fish as pets. Have students compare and contrast fishkeeping with other types of pet ownership.

1 Discuss in pairs.

1. Show the image of the aquarium to the class and ask them to observe it carefully.
2. Ask questions like: "What do you see in the picture?", "What are those colorful things swimming around?", "What do you think this is called?"
3. Divide the class into pairs asking the first question: "Look at the aquarium. What do you think it is for?"
4. Give students a few minutes to discuss their ideas with their partner. Then ask the second question: "Do you think keeping a fish at home is easy? Why? Why not?"
5. Facilitate a whole-class discussion, sharing different perspectives on keeping fish as pets. Summarize the key points discussed by the class.

Students own answers

Unit 2 Lesson 3

1 Look and discuss

1. Look at the aquarium. What do you think it is for?
2. Do you think keeping a fish at home is easy? Why? Why not?



2 Read and tick (✓) the correct information for a bowl or an aquarium

Hello, pet lovers. Welcome to our show. Today we are talking about fish. If you are a **beginner** fish owner, a goldfish will be a good choice. A goldfish can live in a large bowl with just water. But, an aquarium is better because there is more **space** for the fish to swim. Also, you can use a water heater with an aquarium. A heater can make the water warm for your fish. But, don't make the water too hot, or you will have a fish for dinner!

All fish need clean water. If your fish is in a bowl, you will need to change the water weekly. If you use an aquarium, you will need a water filter. An aquarium needs a lot of water, so it is difficult to change all the water at one time. Now, you're ready to think about having a fish.



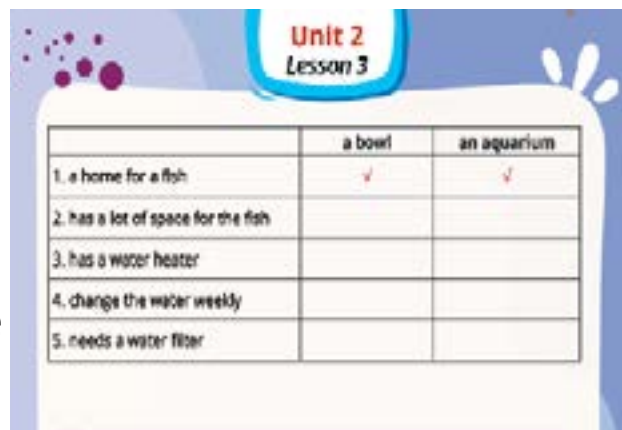
48

Suggested Answers

1. The aquarium is for keeping fish.
2. Yes, it can be easy. But, it requires care, you need to clean the aquarium regularly and make sure the water is the right temperature.

2 Read and tick (✓).

1. Show the image to the class and ask them to observe the reading passage and the questions.
2. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.



	a bowl	an aquarium
1. a home for a fish	✓	✓
2. has a lot of space for the fish		
3. has a water heater		
4. change the water weekly		
5. needs a water filter		

3. Ask questions like: "What is the topic of this reading?", "Who is the passage talking to?", "What are some of the things you think you might learn from this passage?"
4. Assign five minutes to get students read the passage silently.
5. Work through the first question in the "Read and Tick" section together as a class. Read the question and the options aloud.
6. Discuss the information in the passage that supports each option guiding students to select the correct answer and explain their reasoning.
7. Have students complete the remaining questions in the "Read and Tick" section independently.
8. Circulate around the classroom to provide assistance and check for understanding. Clarify any misconceptions and review the information from the passage.

Answers

	a bowl	an aquarium
1. a home for a fish	✓	✓

2. has a lot of space for the fish		✓
3. has a water heater		✓
4. change the water weekly	✓	
5. needs a water filter		✓

3 Read and complete with the correct form of the verb.

1. Draw the students' attention to the Top Tip and read it with the students. Use the example sentences at the top Tip to illustrate the structure and tense usage
2. Explain that the If clause uses the present simple tense, and the then clause uses the future simple tense.
3. Work through the first sentence together as a class: If your fish lives in an aquarium, it will have more space to swim.
4. Explain why lives and will have are the correct verb forms discussing the cause-and-effect relationship: If the fish lives in an aquarium, then it will have more space.
5. Assign five minutes for students to complete the remaining sentences independently.
6. Circulate around the classroom to provide assistance and check for understanding. Then discuss the completed sentences as a class.

3 Read and complete with the correct form of the verb

Top Tip

If I am hungry, I will eat.
 If I am not hungry, I will not eat.
 If I sleep early, I will get up early.
 If he sleeps late, he won't get up early.

1. if your fish lives in an aquarium, it will have more space to swim. (live / have)
 2. if the water is too hot, it will cook the fish. (be / cook)
 3. if the water is too cold, you will need a heater. (be / need)
 4. if the water is clean, you don't need to change it. (be / not need)
 5. if the water is clean, you need a filter. (not be / need)

49

Answers

1. lives / will have
2. is / cooks
3. is / needs
4. is / don't need
5. isn't / need

4 Listen, point and repeat.

1. Show the image to the class and point to the letter blend /fr/. Say the blend together as a class: /fr/
2. Ask students if they can think of any words that start with this sound pointing to the first word, frog, and say it clearly.
3. Have students repeat the word after you repeating this process for each word on the student book.
4. Encourage students to pay attention to the pronunciation of the /fr/ blend.
5. Have students read the words on their books in pairs.
6. Circulate around the classroom to provide assistance and check for pronunciation.



5 Read and underline the words with /fr/ blend.

1. Show the image to the class and review the /fr/ blend. Say the blend together as a class: /fr/
2. Ask students to recall some words that begin with the /fr/ blend (e.g., frog, friend, fries, free).
3. Read the sentence together as a class, emphasizing the pronunciation of each word pointing to the first word with the /fr/ blend (Frank) and underline it.
4. Repeat this process for one or two more words.



5. Assign five minutes for students to work independently to underline all the words with the /fr/ blend in the sentence.
6. Circulate around the classroom to provide assistance and check for understanding discussing any words that students may have missed.

Answers

Frank lives in France. Frank likes French fries. If Frank does not have

French fries, he will frown. Franny is his sister. She likes fresh fruits. They have a friend. He is a frog. His name is Fred. Fred likes to be free.

The friends love to play on Fridays.

Practice Book Answer Key

1 Read and complete the dialogue.

Mahmoud: aquarium

Mahmoud: big

Shop assistant: colorful

Mahmoud: take care

Mahmoud: excited

2 Read and circle the odd one out.

1. fry
2. fig
3. Friday
4. frown
5. flour

3 Match the beginnings and endings to form correct sentences with If.

1. e
2. c
3. a
4. d
5. b

4 Complete the sentences.

1. find / give
2. go / will play
3. eats / will not (won't) need
4. snows / will build
5. studies / will pass

5 Punctuate the following.

If your fish is in a bowl, you will need to change the water weekly.

Lesson 4 Good friends SB pages 52-59 PB Page s27-29

ILOs: By the end of this lesson, students will be able to:

- discuss the importance of having a friend.
- identify specific details in a fictional story to put the events in order.
- summarize a fictional story discussing the setting, characters, plot, and the moral.
- write about 'daily routine' using sequencing words.
- ask and answer questions about routines.

Vocabulary: deal, pond, get dressed, pray

Language: Use Sequencing words: First, next, then, after that, later, and finally to tell the order of events.

Example:

Making a cup of tea: First, put some water in a kettle and boil it. Next, put some sugar and a small packet of tea in a cup. Then, pour the boiling water in the cup. After that, stir your tea. Finally, enjoy your cup of tea.

Values: The importance of cooperation: Good friends help each other.

Materials:

Student's Book

Practice Book

Teacher's Guide



Warm up

1. Refer students to the title of the lesson, Good Friends. And simply elicit or explain the meaning as needed.'
2. Ask students about the importance of having friends reflecting on their own friendships and how they can be a good friend.

1 Look and discuss.

1. Show the image to the class and ask them to observe the Top Tip for Life and the picture of the friends.

2. Ask questions like: "What do you see in the picture?", "How do these friends look?", "What might they be doing together?". Then ask the first question: "Why do you think having friends is important?"

3. Give students a few minutes to think about their answers individually.

4. Facilitate a whole-class discussion, sharing different ideas and explanations. Then ask the second question: "How should friends deal with each other?"

5. Divide the class into pairs and have them discuss their ideas. Encourage them to use phrases like "be kind," "be helpful," "be honest," "be supportive," and "be respectful."

6. Summarize the key qualities and behaviors that make good friends.

Unit 2 Lesson 4

1 Look and discuss

1. Why do you think having friends is important?
2. How should friends deal with each other?

Top Tip for Life
Good friends help each other.

2 Read and put the events in order

Every day, Flora the flamingo goes to the pond to drink water. One day, a man puts a net in the water to catch Flora, but Freddy the frog sees him do this.

When Flora comes to drink, Freddy jumps out of the water. He tells her, "Stop! If you go in the water, Flora, a net will trap you."

Flora stops and looks into the water. After that, she sees the net. She says, "Thank you, Freddy. You are a good friend." Flora flies away.

The next Friday, Flora is drinking at the pond and she sees a big crocodile open its mouth in the water. Later, the crocodile hides its body under the water. Then, Flora sees Freddy. Freddy swims towards the crocodile's mouth. Flora says, "Freddy! If you don't stop, the crocodile will eat you." Freddy stops and jumps out of the water. "Thank you, Flora. You are a good friend, too."

53

Students own answers

Suggested Answers

1. Friendship allow us to share joys and sorrows, creating good memories. Friends are important to support, encourage and advice each other.
2. Friends should respect each other's opinion. They should be supportive, caring, keeping promises and secrets.

2 Read and put the events in order.

1. Show the image to the class and ask them to observe the picture of the flamingo and the frog.
2. Ask questions like: "What do you think this story is about?", "What kind of animals are these?"
3. Assign five minutes to get students read the story silently. Then read the first sentence of the story together as a class: "Every day, Flora Flamingo goes to the pond to drink water."
4. Discuss what happens next in the story based on the reading. Guide students to identify the first event in the sequence and write the corresponding letter (f) in the first blank.
5. Repeat this process for one or two more events, ensuring students understand the order of events.
6. Have students work in groups to sequence the remaining events in the story. Then discuss the correct order of events as a class.

Answers

- a. 2
- b. 3
- c. 6
- d. 5
- e. 4
- f. 1

3 Complete the story plan

1. Show the image of table to the class and discuss the concept of story elements.
2. Review the four key elements:

Setting: Where and when the story takes place.

Characters: The people, animals, or creatures in the story.

Plot: The sequence of events that happen in the story.

Moral: The message or lesson the story teaches.

3. Assign five minutes to get students use the provided story (or a different one if assigned) to complete the story plan independently.
4. Circulate around the classroom to provide assistance and check for understanding.
5. Discuss the completed story plans as a class.
6. Compare and contrast the different elements identified by different students.

Answers

Setting	Pond
Characters	Flora flamingo, Freddy frog, a man, and crocodile

Unit 2
Lesson 4

a. Freddy tells Flora about the net. ()

b. Flora thanks Freddy. ()

c. Freddy thanks Flora. ()

d. Flora tells Freddy about the crocodile. ()

e. A big crocodile hides in the pond. ()

f. A man puts a net in water. (1)

3 Complete the story plan

1. Setting	At the pond, one day
2. Characters	
3. Plot	
4. Moral	

4 Read and write about your daily routine

Top Tip

Sequencing Words
First, next, then, after that, later, and finally are words that tell the order of events.

Example:
Making a cup of tea: First, put some water in a kettle and boil it. Next, put some sugar and a small packet of tea in a cup. Then, pour the boiling water in the cup. After that, stir your tea. Finally, enjoy your cup of tea.

54

Plot	Both Flora and Freddy warn each other from danger
Moral	True friends are always there for each other

4 Read and write about your daily routine.

1. Draw the students' attention to the Top Tip and elicit the sequencing words (first, next, then, after that, later, finally).
2. Ask questions like: "What do you do every day?", "What is the first thing you do in the morning?", "What do you do before you go to school?"
3. Explain that sequencing words help us tell the order of events in our daily routine.
4. Point out the sequencing words used in the sentence and discuss their meaning.
5. Introduce the vocabulary words provided in the box: "wake up," "get dressed," "brush my teeth," "have breakfast," and "pray." Model how to use the first word ("wake up") and a sequencing word ("First") to write a sentence: "First, I wake up."
6. Assign few minutes to have students use the remaining vocabulary words and sequencing words to write sentences describing their own daily routine.
7. Encourage students share their sentences with the class.



Discuss the different routines described by the students.

Answers

First, I wake up. Then, I pray with my parents. Next, I brush my teeth. After that, I get dresses. Finally, I have breakfast with my parents and my sister.

5 Work in pairs. Ask and answer about your routines.

1. Show the image to the class and ask them to observe the picture of the two children talking.
2. Review the example question and answer in the image: "What do you do after you wake up?" - "I pray. Then, I get dressed."
3. Explain that the students will be asking and answering similar questions about their daily routines.
4. Divide the class into pairs. Have students take turns asking and answering questions about their daily routines using the provided example as a guide.
5. Encourage students to use sequencing words in their answers.
6. Have a few pairs share their conversations with the class. Encourage the class to listen attentively and ask questions to their classmates.
7. Circulate around the classroom to provide assistance, monitor conversations, and offer feedback.

Students own answers

A Suggested Answer

What do you do after you wake up?

First, I say good morning to my parents. Then I pray with them. Next, I have my breakfast.

Mini-Project

A Class Survey

1. Explain that they will be conducting a class survey about pets.
2. Review the survey questions on the student book together. Discuss the meaning of each question and how to answer it.
3. Model how to ask one of the questions to a classmate and record the answer in the table.
4. Have students work in pairs or small groups to conduct the survey.
5. Each student should ask four classmates the survey questions and record their answers in the table.
6. Circulate around the classroom to provide assistance and ensure students are asking questions and recording

Mini-Project

A Class Survey

- Do a class survey about pets.
- Ask three classmates these questions about pets and write their answers.

	Question	Answer		
		Name	Name	Name
1.	What is your favorite animal?			
2.	Do you have a pet? If yes, what's its name?			
3.	What is the best animal for a pet?			
4.	Would you like to have a pet?			

56

Practice Book Answer Key

1 Read and complete the dialogue.

Ali: friends

Omar: team

Omar: help

Omar: happy

Omar: play

2 Read and choose.

1. b
2. a
3. d
4. c
5. b

3 Describe events in order using: First, next, then, after that, and finally

1. First, I open the jar of jam. Next, I slice the bread. Then, I spread the chocolate on one slice of bread. After that, put the two slices together. Finally, I enjoy eating the sandwich.

4 Punctuate the following.

First, I pray. Then, I get dressed.

Review 1

Lesson1

SB pages57

ILOS: To revise the vocabulary and language from units 1 and 2.

Vocabulary: words with /fl/ blend

Language:

Verb to be in the present simple tense

Warm up

1. Write the title of the unit, You are What You Eat!, in a big circle on the board.
2. Elicit what students still remember from this unit.



1 Read and complete with the verb to be.

1. Write verb to be on the board.
2. Write am / is / are and elicit some sentences from the students using them.
3. Read the model sentence with students.
4. Assign them three minutes to finish the task in pairs.
5. Check answers orally with the students.

Answers

1. is 2. are 3. is 4. am 5. Are 6. is 7. Is

2 Read and fill in the blanks using words from the box.

1. Say the sound /ju:/ loudly.
2. Elicit a couple of words with this sound.
3. Read the model sentence with students.
4. Assign students two minutes to finish the task individually.

5. Say the answers orally and ask students to check their answers and give themselves a mark out of six.

Answers

1. Jo 2. rose 3. gold 4. posts 5. old 6. go

3 Read and complete with /fl/ words.

1. Write the blend /fl/ on the board.
2. Elicit a couple of sentences with this blend from the students.
3. Assign students two minutes to finish this task.
4. Read the completed paragraph and ask students to check their answers.
5. Ask students to give themselves a mark out of five.

Answers fly/ flea / flew / floated / flakes

4 Read and write.

1. Draw the student's' attention to the written blog.
2. Ask a student to read it.
3. Assign the empty blog for students as home assignment.

Students' own blogs

5 Think and write FOUR facts about dairy products.

1. Read the first fact with students.
2. Ask students to complete this as home assignment.

Answers

1. Dairy products are made from milk.
2. Dairy products include milk, cheese, cream and yoghurt.
3. Dairy products provide the body with calcium and Vitamin D.
4. Dairy products are good for healthy bones and teeth.

Review 1

Lesson 2

SB pages 59

ILOS: To revise the vocabulary and language from units 1 and 2.

Vocabulary:

words with /fr/ blend

Language:

Adjectives and adverbs, Adverbs of frequency, first conditional If

Warm up

1. Write the title of the unit, The Life of Animals, in a big circle on the board.
2. Elicit what students still remember from this unit.



1 Ask and answer in pairs.

1. Quickly review adverbs of frequency using your hand and fingers: five fingers means always, four fingers means often, and so on.
2. Ask students to look at the pictures and ask them about what the girl is doing in each picture.
3. Read the model example with a student.
4. Ask pairs of students to ask and answer about the other pictures.

Answers

1. How often does she pray? She always prays.
2. How often does she walk to school? She usually walks to school.
3. How often does she drink milk? She often drinks milk.
4. How often does she wash the dishes? She sometimes washes the dishes.

2 Correct the underlined words.

1. On the board, write happy, happily, quick, quickly.
2. Ask students: Is happy an adjective or an adverb?
3. Do the same with the other words.
4. Go through the model answer with the students.
5. Assign students three minutes to do the task in pairs.
6. Check answers as a whole class.

Answers

1. Areej played carefully with the dog.
2. We should be quiet at the school library.
3. The mother talked loudly to the bus driver.
4. I can easily answer the questions.
5. This girl has a sad look.
6. Ahmed ran fast to catch the train.



3 Choose the correct answer.

1. Write If on the board and elicit a couple of sentences from the students.
2. Assign students three minutes to complete the task individually.
3. Ask students to exchange their books with the peer next to them.
4. Say the answers orally and ask each student to assess their peer's task, giving them a mark out of five.

Answers

1. will help
2. won't understand
3. come
4. will make
5. will stay

4 Listen and complete this fact file about pandas.

1. Ask students if they like pandas and where they think they live.
2. Tell them they are going to listen to a short text about pandas and they have to complete the fact file.
3. Play the audio or read the text once and ask a pair of students to read question and the answer.
4. Play the audio a second time and tell students to complete the table.
5. Elicit pairs of students to read and answer the questions.

Listening Text

Pandas are black and white bears. They are found in bamboo forests, high up in the mountains of China. Pandas grow to between 1.2 m and 1.5 m, and weigh between 75 kg and 135 kg. They can live up to 30 years old. Baby pandas are born pink and measure about 15cm. They are also born blind and only open their eyes six to eight weeks after birth. Before winter comes, they leave their mountain homes for warmer temperatures, where they continue to eat bamboo!

Answer

1. What color are the pandas?	black and white
2. Where do they live?	in bamboo forests, high up in the mountains of China
3. What do they eat?	in bamboo forests, high up in the mountains of China
4. How heavy are they?	They weigh between 75 kg and 135 kg

Review One

Lesson 2

4 Listen and complete this fact file about pandas

1. What color are the pandas?	Black and white
2. Where do they live?	
3. What do they eat?	
4. How heavy are they?	
5. What are baby pandas like when they are born?	
6. What do pandas do before winter comes?	

5 Read and guess the /r/ word

lives freezer blend frown

1. Something in the kitchen that uses electricity to keep food in a cold temperature. freezer

2. Long, thin pieces of potatoes that are eaten hot. _____

3. To bring your eyebrows together to show your anger or worries. _____

4. A person who you know well and like, but this person is usually not a member of your family. _____

61

5.What are baby pandas like when they are born?	They are born blind and only open their eyes six to .eight weeks after birth
6.What do pandas do before winter comes?	Before winter comes, they leave their mountain homes for warmer temperatures, where they !continue to eat bamboo

5 Read and guess the /fr/ words.

Write the blend /fr/ on the board.

Elicit a word or two with this blend from the students.

Read the model sentence with the students

Ask individual students to guess the correct words.

Answers

5. 1. freezer 2. fries 3. frown 4. friend

Unit 3

Family Meetings

Grammar

- The future simple tense
- The prefixes 'un-' and 'im-'

Phonics

- Pronunciation of 'ed'
- The blend /fr/: fries, frog
- The blend /pr/: plant, play

Critical Thinking

- Do you think we should attend the family different meetings? Why?

Study Skills

- Making good choices



Unit 3 Family Meetings

Lesson 1 Different occasions SB pages 61-66 PB Pages 30-32

ILOs: By the end of this lesson, students will be able to:

- hold a discussion about the most important occasions for them and their family.
- identify specific information in a dialogue.
- recognize the future simple tense within a context.
- use the correct verb form in the future simple tense to complete sentences.
- identify the true sentences in a reading text about a 'wedding occasion'.
- write about a celebration they will attend soon, using some proposed questions.



Vocabulary: occasions, celebrate, gather, decide, invite, suggestions, attend, ceremony, unfortunately

Language: The future simple tense:

Form: Subject + will + infinitive

- Affirmative sentences:

I will go to the party. She will be a doctor soon.

- Negative form:

I will not (won't) go to the party.

They won't travel tomorrow.

- Yes or No questions: Will he go to the party?
- Key words: Tomorrow, next (week, month, year)

Values: Communication and Collaboration

Materials:

Student's Book

Practice Book

Teacher's Guide

Warm up

1. Draw the students' attention to the title of the lesson, Different Occasions. And ask the students how do you usually celebrate occasions?
2. Emphasize the importance of open, honest, and respectful communication within the family.

1 Look and discuss.

1. Draw the students' attention to the pictures of different occasions.
2. Ask them to name the occasions in each picture.
3. Read the questions aloud for the students.
4. Put students into pairs to discuss the questions.
5. Assign three minutes for them to discuss the questions.
6. Elicit some pairs to ask and answer the questions.

Students own answers

Suggested Answers

1. My birthday, Eid al-Fitr, Eid al-Adha
2. On Eid al-Fitr and Eid al-Adha, we attend prayers, share meals with family and friends, and exchange gifts. On my birthday, we have parties with



decorations, cake, and presents.

3. Yes, these occasions provides opportunities for family member to connect, strengthen bonds, and create lasting memories.

2 Read and answer

1. Set the scene of the reading dialogue, a dialogue about a birthday party.
2. Pre-teach some vocabulary when necessary for better understanding.
3. Ask the pupils to work in pairs. Allow students to read silently and underline key points, such as the purpose of the party, location, and tasks assigned.
4. Read each question aloud and guide students in finding the answers in the text
5. Assign five minutes for the students to choose the correct answer according to the dialogue. Then check the answers with the whole class.
6. Read the dialogue aloud for the student. Ask another representative from the pairs to read the dialogue.

Answers

1. c
2. a
3. b
4. c

3 Read the text again and underline the future simple tense.

1. Draw the students' attention to the Top Tip and elicit the concept of the Future Simple Tense.
2. Ask questions like: How do we talk about things that will happen in the future? Can you give an example of a sentence that talks about the future?
3. Explain that the future simple tense is used to express actions or events that will happen in the future highlighting the information in the Top Tip box together.

4. Discuss the structure of the future simple tense (subject + will + verb (inf.)). Analyze the example sentences provided in the box. Identify the subject, the auxiliary verb "will," and the main verb in each sentence.

5. Discuss the key words that signal the use of the future simple tense (e.g., tomorrow, next week, next year).

6. Assign five minutes for students to read again the provided text carefully to identify and underline all sentences written in the Future Simple Tense.

7. Circulate around the classroom to provide assistance and check for understanding clarifying any misconceptions.

Unit 3 Lesson 1

2. The party will be _____

a. at Ahmed's house b. at Mazin's house

c. at Ramy's house d. at a restaurant

3. _____ will help them arrange the party.

a. Ramy's mother b. Ahmed's mother

c. Mazin's mother d. Ramy's sister

4. Ramy will _____

a. plan the party games b. decide on the food menu

c. make a list of invitees. d. arrange the music playlist

3 Read the text again and underline the future simple tense

Top Tip

- Form: Subject + will + infinitive
- Affirmative sentences:
I will go to the party.
She will be a doctor soon.
- Negative form:
I will not (won't) go to the party.
They won't travel tomorrow.
- Yes or No questions: Will he go to the party?
(Key words: Tomorrow, next (week, month, year))

4 Put the verbs in parentheses in the future simple tense

1. I will meet you at 9 o'clock. (meet)

2. _____ Mona _____ chicken for dinner? (cook)

3. Ahmed _____ late for class. I can see him now. (not be)

4. I _____ tomorrow. I have to go to the doctor. (not come)

5. My parents _____ home at 9 : 30 pm. (be)

6. He _____ to Alexandria next summer. (not travel)

65

Answers

Ahmed: I think we are going to have a birthday party for you, Ramy.

Ramy: Really? Thank you. That would be nice.

Mazan: I agree. Let's do it.

Ahmed: We can have the party at my house. My mother will help us.

Mazan: Okay. Let's decide who we will invite.

Ahmed: Ramy, will you make a list of people you want to invite.

Ramy: Okay. I will invite some of your friends, too. Mazan:

What food

will we have?

Ahmed: I will talk to my mother. She will have good suggestions.

Ramy: Should we have games?

Mazan: That's a good idea. And we can also sing some nice birthday songs.

4 .Put the verbs in the future simple tense.

1. Draw the students' attention to the Top Tip again. Review the structure and use of the future simple tense.

2. Write the formula on the board:

Affirmative: Subject + will + base verb

Negative: Subject + will not (won't) + base verb

Question: Will + subject + base verb?

3. Provide examples for each type:

Affirmative: I will call you tomorrow.

Negative: He will not (won't) play football.

Question: Will they visit us next week?

4. Model the First Example: I will meet you at 9 o'clock.

5. Guide students to work on the rest of the sentences in pairs or small groups.

6. Read each sentence aloud as a class checking students' answer and clarifying any misconceptions.

Answers

1. will meet

2. Will / cook

3. won't be

4. won't come

5. will be

6. won't travel

5 Read and tick (✓) the true sentences.

1. Start with a discussion to activate their prior knowledge using these questions: Have you ever attended a wedding or another big celebration? What happens at a wedding? Who usually attends?
2. Write some predictions on the board, e.g., "The bride will wear a beautiful dress," to introduce the future simple tense in context.
3. Read the text aloud or play an audio recording, if available. Model good intonation and pronunciation.
4. Ask students to read the text silently and underline key details (e.g., date, attendees, actions).
5. Discuss the meaning of any unfamiliar words or phrases (e.g., ceremony, bride, groom).
6. Ask students to read the text again and tick (✓) the true sentences.
7. Discuss answers with the class, asking students to justify their choices based on the text.

Unit 3
Lesson 1

5 Read and tick (✓) the true sentences.

My sister's wedding will be next Friday. It will be an exciting and fun celebration. A lot of our family members and friends will attend the ceremony. The bride will look beautiful in her wedding dress and her groom will look attractive in his black suit. All of us will bring some nice presents. Unfortunately, my uncle won't attend the wedding because he is in Paris on business. The ceremony will be exciting and we will be happy.

1. There will be lots of friends. (✓)
2. the bride will wear a nice dress. ()
3. The wedding party will be in Cairo. ()
4. There will be lots of presents. ()
5. The bride's uncle will bring her an expensive present. ()

Critical Thinking Do you think we should attend the family different meetings? Why?

6 Write about a celebration that you will attend soon

The following questions can help you:

1. When will it be?
2. Where will it be?
3. Who will attend?
4. What will you do?

66

Answers

1. (✓)
2. (✓)
3. (×)
4. (✓)
5. (×)

6 Write about a celebration that you will attend soon.

1. Remind students about the celebrations they will attend soon.
2. Give students time to write their texts.
3. Have students share their writing in pairs or with the class.
4. Monitor students' writing, offering help and feedback where necessary. Then ask them to exchange and check their texts with a partner to check vocabulary, grammar and spelling.
5. Students then rewrite their sentences in response to their partner's feedback. Take students' work in for checking.

Students' own answers

Suggested Answer

Next Friday evening I will attend my best friend's birthday party. It will be at my friend's house. My family and friends will attend. I will eat cake, play games, and have fun.

Practice Book Answer Key

1. Read and complete the dialogue.

Mahmoud: special

Mom: celebrate

Mahmoud: cake

Mahmoud: wait

Mom: fast

2. Read and tick (✓) or (×).

1. (✓)

2. (×)

3. (✓)

4. (✓)

5. (×)

3 Complete the sentences with the correct form of the future simple.

1. will visit

2. will not (won't) eat

3. Will you go

4. will help

5. will not (won't) watch

6. Will they travel

4 Write the different kinds of food you eat in these occasions.

Eid Festivals	Parties	Sham El Naseem
Lupine / kahk / Fattah / sweets and chocolate / meat	Pizza / cake / bas-bousa / burgers / sandwiches / chips	Feseekh / colored eggs / herring

5 Punctuate the following.

My sister's wedding will be next Friday.

Lesson 2 Volunteer work SB pages 67-70 PB Pages33-35

ILOs: By the end of this lesson, students will be able to:

- discuss questions about charities.
- identify specific information about a visit to an orphanage in a reading text.
- use the newly learnt vocabulary accurately to complete sentences.
- identify the different pronunciations of the -ed ending of regular past verbs.
- utilize the invitation model to write about a volunteer work they choose.

Vocabulary: orphanage, surprised, volunteers, suggested, teenagers, communities, charity, homeless, blind

Phonics: Sound of (-ed) in regular past verbs

1. The -ed ending of regular past verbs can be pronounced in three different ways: /t/, /d/, or /id/.

Examples: 'loved' /d/, 'cooked' /t/, 'suggested' /id/

Values: Giving back to the community

Materials:

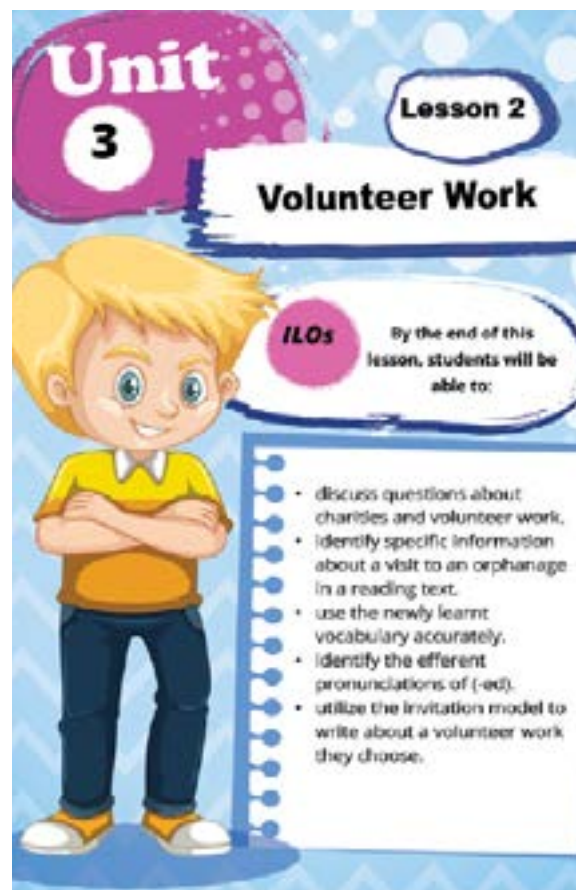
Student's Book

Practice Book

Teacher's Guide

Warm up

1. Refer students to the title of the lesson, Volunteer Work. And simply elicit or explain the meaning as needed.



- Promote a sense of civic responsibility in students, and the importance of volunteering and contributing to society.

1 Look and discuss

- Show the image to the class and discuss the pictures explaining that the image is about supporting children in need.
- Ask the first question: "An orphanage is a place for children who lost their families. How can we support them?"
- Give students a few minutes to think individually and then facilitate a whole-class discussion.
- Encourage students to share their ideas and explain their reasoning. Possible responses could include donating money, volunteering time, donating toys or clothes, providing mentorship, etc.



- Ask the second question: Braille is a special way of writing. Who do you think uses it? Guide students to understand that people with visual impairments use Braille to read and write.
- Ask the third question: What do you think we can do to help children at 57357 Hospital? Encourage students to brainstorm ideas for supporting children with cancer, such as donating toys, organizing fundraisers, sending cards, etc.
- Encourage them to consider ways they can personally contribute to helping others in their community discussing the importance of empathy and social responsibility.

Students' own answers

Suggested Answers

1. We can support orphanage by donating money, toys clothes, and food.
2. I think people who are blind or have low vision.
3. We can donate money to help pay for medical treatments and medications. We can volunteer our time to help the children and their families.

2 Read and answer.

1. Show the image to the class and discuss the picture of the children at the orphanage.
2. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.
3. Ask questions like: What do you see in the picture? What do you think is happening? What might the children be feeling?
4. Divide students in groups assigning five minutes for the students to read the text silently.. Work through the first question in the Read and answer section together as a class. Read the question and the answer choices aloud discussing the information in the story that supports each answer choice.
5. Have students complete the remaining questions independently clarifying any misconceptions and review the information from the story.
6. Draw the students' attention to the Top Tip for Life and elicit it encouraging them to set personal goals for taking action to support children in need.

Answers

1. b
2. c
3. a
4. b
5. c

3 Complete the sentences with the correct words from the box.

1. Draw students' attention to the vocabulary words in the box: surprised, volunteered, orphanage, suggested, teenagers.
2. Have students read the words aloud and discuss their meanings.
3. Explain that they will be using these words to complete some sentences.
4. Work through the first sentence together as a class: I suggested we go to the beach on vacation.
5. Assign three minutes for students complete the remaining sentences independently. Then discuss all sentences as a class.
6. Address any common misconceptions and re-view the correct word choices.

Unit 3
Lesson 2

2. Who suggested visiting the orphanage?
a. Adel's teacher b. Adel's friend c. Adel's mom

3. What did Adel see at the orphanage?
a. children playing
b. children sleeping
c. children eating

4. How did Adel feel about the orphanage?
a. sad b. happy c. angry

5. What did Adel learn from his visit?
a. Orphans are always sad.
b. Only children who have families can be happy.
c. His first idea about orphans was not correct.

3 Complete the sentences with the correct words from the box.

surprised volunteered orphanage suggested teenagers

1. I ~~suggested~~ we go to the beach on vacation.
2. The were happy to see a famous actor at the mall.
3. They to help the animal shelter.
4. The children at the were very happy.
5. The kids were to find a parent at the window.

Top Tip

sound of /t/ in regular past verbs

- The ...ed ending of regular past verbs can be pronounced in three different ways: /t/, /d/, or /ɪd/.

examples: moved /t/ looked /t/ suggested /ɪd/

69

Answers

1. suggested
2. teenagers
3. volunteered
4. orphanage
5. surprised

4 Listen and tick (✓) the correct sound (-ed).

1. Draw the students' attention to the Top Tip and read it together as a class reviewing the concept of regular past tense verbs (verbs formed by adding -ed to the base form).
2. Ask students if they know how the -ed ending can be pronounced.
3. Introduce the three different pronunciations: /t/, /d/, and /id/. Discuss the examples provided: loved /d/, cooked /t/, suggested /id/.
4. Explain the general rules for when each pronunciation is used:
 - . /t/ after voiceless sounds (e.g., /k/, /p/, /s/, /f/, /t/, /ch/)
 - . /d/ after voiced sounds (e.g., /b/, /g/, /v/, /m/, /n/, /l/, /r/)
 - . /id/ after /t/ or /d/
5. Play the audio recording with examples of words ending in -ed. Have students listen carefully and identify the pronunciation of -ed in each word.
6. Assign three minutes for students complete the Listen and tick section independently. Encourage them to listen carefully to each word and select the correct pronunciation.
7. Circulate around the classroom to provide assistance and check for understanding.

Unit 3
Lesson 2

4 Listen and tick (✓) the correct sound of (-ed)

Verb	ed as /t/	ed as /d/	ed as /id/
learned		✓	
discussed			
visited			
opened			
walked			
added			
arranged			

5 Read the following invitation and choose a charity to write about.

Dear Friends,

I want to invite you to join us a few hours every week volunteering at one of the charities listed below.

1. A charity to help homeless children
2. 57887 hospital
3. The orphanage
4. A school for blind children

Alex is speaking about his volunteer work	You turn to speak about your volunteer work
This is Alex speaking for my family. My family spent a few hours last Sunday at an orphanage. We met many of the children and had a four food. Sunday we will return there, and we will do some volunteer work for just a few hours. We may teach the children or help to clean the orphanage. I am sure it will be useful and will give us a good feeling of being able to help. I would like you to join us in this good work.	

70

Answers

Verb	/ed as /t	/ed as /d	/ed as /id
learned		√	
discussed		√	
visited			√
opened		√	
walked	√		
added			√
arranged		√	

5 Read the following invitation and choose a charity to write about.

1. Show the image to the class and ask them to observe the invitation. Discuss the concept of volunteering and its importance in helping others.

2. Assign three minutes for students read the invitation silently.

3. Ask comprehension questions to check their understanding:

- . What are students being invited to do?
- . How often are they expected to volunteer?
- . What are some of the charities listed?
- . What is Adel's family doing to volunteer?

4. Have students choose one of the charities listed in the invitation or suggest their own. Ask them to think about why they chose that particular charity.

5. Have students write a short reflection piece about their chosen volunteer opportunity.

6. Have students share their reflections with the class. Encourage a discussion about the different volunteer opportunities and the positive impact they can have on society.

Students' own answers

Practice Book Answer Key

1 Listen and complete the missing words.

An **orphanage** is a place where children who don't have parents live and are taken care of by other adults. The Children's Cancer **hospital** is known as 75375 in Cairo. It was built for the children who **suffer** from cancer. It one of the largest hospitals in the world. The Braille institute is an organization, which offers many free programs classes and services for **blind** children. Blind children need lots of **help**. A "special needs center" is a place where people with **different** abilities or disabilities get the help and support they need.

2 Read and answer.

1. b
2. a
3. b
4. a
5. b

3 Read again and circle the past regular verb forms, then classify according to -ed sound.

/Verbs end with /t	/Verbs end with /d	/Verbs end with /id
helped	cured	decided
talked	arrived	greeted
thanked	smiled	presented
	received	needed
	promised	visited

4 Write about a volunteer work you would like to do.

I would like to volunteer at my local library! I could help put books back on the shelves, read stories to younger children, help people find the books they are looking for, and keep the library nice and tidy. It is a great way to help my community and learn about books.

Lesson 3 A graduation ceremony SB pages 71-74 PB Pages 36-37

ILOs: By the end of this lesson, students will be able to:

- discuss questions related to graduation.
- identify specific information in a dialogue about a graduation party.
- identify the main ideas in a story to complete the story plan.
- recognize words with /pr/ blend.

Vocabulary: graduation, attend, deserves, honor, impressed, officials, memorize, certificate, grateful

Phonics: /pr/ blend in words: press, pray, prince, pretty, price, present

Values: Respect and Consideration

Materials:

Student's Book

Practice Book

Teacher's Guide

Warm up

1. Refer students to the title of the lesson, A Graduation Ceremony. And simply elicit or explain the meaning as needed.'
2. Help students develop their understanding of the concept of graduation, their communication skills, and their ability to reflect on personal experiences.



1 Think and discuss.

1. Show the image to the class and ask them to observe the pictures.
2. Ask the first question: "Look at the pictures of graduation. What do you think graduation is?"
3. Give students a few minutes to think individually and then facilitate a whole-class discussion. Guide the discussion towards understanding that graduation is a ceremony celebrating the completion of a course of study (e.g., school, university).
4. Ask the second question: "Have you ever attended a graduation party? With whom? Encourage students to share their personal experiences, if any.
5. Facilitate a discussion about the significance of graduation and its importance in people's lives.
6. Ask students to share their hopes and dreams for their own future graduations.

Students' own answers

Suggested Answers

1. Graduation is a special way when students finish school. It's like celebration to show that they have learned a lot and are ready for the next step.

Unit 3
Lesson 3

1 Look and discuss



1. Look at the pictures of graduation. What do you think graduation is?
2. Have you ever attended a graduation party? With whom?

2 Read and answer

Mona: Will you attend Nadia's graduation party?
Maha: Of course, it will be great fun and Nadia **deserves** the honor.
Mai: Yes, I will attend, too.
Mona: How amazing! She came first at school and she memorized the Noble Quran at this young age.
Maha: I think everyone will be **impressed**.
Mai: Yes, Nadia has always impressed me with her intelligence and hard work.
Maha: Who will attend the party?
Mona: All her friends, some of the teachers and school **officials** will attend.
Mai: That will be a great honor for her.

1. What is the occasion of the party?
a. a birthday
b. a wedding
c. a **graduation**
d. a holiday

2. Why does Nadia deserve the honor?
a. She is a good teacher.
b. She is a great singer.
c. She memorized the Noble Quran.
d. She won a competition.

72

2. If yes, I went to a graduation party for my cousin. It was fun! We ate cake, played and danced.

. If no, I haven't been to a graduation party yet. But, I hope to go to one someday.

2 Read and answer

1. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.
2. Ask questions like: "What do you think the children are talking about?", "What kind of party might they be discussing?"
3. Assign three minutes for students read the dialogue silently.
4. Work through the first question in the "Read and Answer" section together as a class. Read the question and the answer choices aloud.
5. Discuss the information in the dialogue that supports each answer choice. Guide students to select the correct answer and explain their reasoning.
6. Have students complete the remaining questions independently. Circulate around the classroom to provide assistance and check for understanding.

Answers

1. c
2. a
3. d
4. c
5. c

3 Read the story and complete the story plan.

1. Show the image to the class and ask them to observe the picture of Nadia holding a certificate.
2. Encourage students to make predictions about the story based on the image.
3. Assign three minutes for students read the story silently.

Then Ask comprehension questions to check their understanding:

- What did Nadia achieve?
- How did her family celebrate her success?
- What did Nadia do with the leftover food from the party?
- Why did Nadia decide to donate the food?
- Guide students in identifying and analyzing the key elements of the story:

- Theme: What is the main message or lesson of the story? (e.g., celebrating success, helping others)
- Setting: Where and when does the story take place?
- Characters: Who are the main characters in the story? (e.g., Nadia, Nadia's family, the guests)
- Moral: What is the moral of the story? (e.g., Sharing is caring; Success should be celebrated with gratitude and generosity)

5. Have students complete the story plan independently. Then discuss the answers as a class.

Answers

1. Theme	Celebrating a success story
2. Setting	School, home
3. Characters	(Nadia, family, friends, teachers (possibly
4. Moral	Hard work, dedication, gratitude, compassion

Unit 3
Lesson 3

3. Who is happy for Nadia?
a. No one b. Mona c. Maha d. Mona and Maha

4. Who will be attending the party?
a. Only Nadia's family b. Only her friends
c. Friends, teachers, and school officials d. Strangers

5. Why will everyone be impressed at the graduation ceremony?
a. Because there will be a lot of food
b. Because Nadia is giving a speech
c. Because Nadia has worked hard and achieved something special
d. Because the party will have games and entertainment

3 Read the story and complete the story plan

Nadia, a fourth grade student, memorized the Noble Qur'an. She was honored at school and got a prize and a certificate. Her family were proud of her and decided to make a big surprise party to celebrate her success. Nadia received a lot of presents from her family and friends.

Nadia was so grateful to all the people who were there. Then she saw lots of sweets and drinks on the tables. At that moment, she thought of the poor. Later, after all the guests left, she talked to her mother about what she wanted to do with the rest of the food. She would **donate** them to a charity nearby. Her mother liked the idea and they both talked to her father who agreed to help.



1. Theme	celebrating a success story
2. Setting	
3. Characters	
4. Moral	

73

4 Listen and match.

1. Show the images to the class and point to the letter blend "pr." Say the blend together as a class: "/pr/" Ask students if they can think of any words that start with this sound.

2. Point to the first word, "press," and say it clearly. Have students repeat the word after you.

3. Ask students to find the corresponding picture for the word "press.". 4. Repeat this process for one or two more words.

5. Provide students with the audio recording of the words. Have students listen carefully to each word and then match it to the correct picture.

6. Discuss the completed matching activity as a class.

Clarify any misconceptions and review the pronunciation of the "pr" blend.



5 -Complete the sentences with words from the list

1. Draw students' attention to the vocabulary words in the box: present, price, pretty, printer, press, pray.

2. Have students read the words aloud and discuss their meanings.

3. Explain that they will be using these words to complete some sentences.

4. Work through the first sentence together as a class: We use the printer to print documents.

5. Assign three minutes for students complete the remaining sentences independently. Then discuss all sentences as a class.

6. Address any common misconceptions and review the correct word choices.

Answers

- | | | |
|------------|------------|----------|
| 1. printer | 2. press | 3. pray |
| 4. pretty | 5. present | 6. price |

Practice Book Answer Key

4 Read and complete the dialogue.

Wafaa: **graduation**

Wafaa: gifts

Yasmin: bracelet

Wafaa: space

Yasmin: planets

2 Find words with the /pr/ blend in the words search.

1. present
2. price
3. pretty
4. press
5. print
6. pray

3 Read and Match.

1. e
2. b
3. a
4. d
5. c

4 Read and Answer.

1. Plot: Kids go on a hike, climb a mountain, and have fun!

2. Setting : place: Mountains, specifically a national park.

Time: a daytime during a school year

3. Characters: 12 members of the outdoor club

4. Moral / theme: The importance of perseverance, teamwork, and enjoying the rewards of effort.

5 Punctuate the following sentences .

Have you ever attended a graduation party?

Lesson 4 Let's work together! SB pages 75-79 - PB Pages 38-40

ILOs: By the end of this lesson, students will be able to:

- hold a discussion about some problems.
- identify the causes and the solutions of some social problems in a reading text.
- use the prefix “un-” to give the opposite of some adjectives.
- recognize words with /pl/ blend, then match.
- focus on words with /pl/ blend to complete a short text.
- utilize the problem-solving strategy based on a model to solve a problem.

Vocabulary: traffic lights sign, safety, garbage, government, aid, immoral, throw

Language: Use the suffixes: un- and im- to give the opposite of some adjectives.

Examples: happy / unhappy - polite / impolite

Phonics: /pl/ blend in words: plant, plum, player, plastic, plate, plane

Values: Time Management and Scheduling

Materials:

Student's Book

Practice Book

Teacher's Guide

Warm up

1. Refer students to the title of the lesson, Let's work to-



gether! And simply elicit or explain the meaning as needed.'

2. Help students develop their observation, communication, and critical thinking skills while learning about important social issues like traffic safety and environmental awareness.

1 Think and discuss.

1. Show the image to the class and ask them to observe the two pictures.

2. Ask the first question: The first picture is for a traffic lights sign. When can people cross the street? Guide students to identify the green light as the signal to cross the street.

3. Discuss traffic safety rules, such as looking both ways before crossing, using crosswalks, and obeying traffic signals.

4. Ask the second question: What do you think the problem in picture two is? How can we solve it? Encourage students to identify the problem as littering.

5. Facilitate a whole-class discussion to brainstorm solutions, such as: putting trash in bin, recycling, organizing community clean-up events, and raising awareness about the importance of keeping the environment clean.

6. Emphasize the importance of following rules and taking care of our environment.

Students' own answers

Unit 3
Lesson 4

1 Look and discuss



1. The first picture is for a traffic lights sign. When can people cross the street?
2. What do you think the problem in picture two is? How can we solve it?

2 Read and complete the table

One day, Adel came home from school and told his mother about two problems in the area around the school. The teacher said that it was unsafe for students to cross the streets near the school. She said more traffic lights are needed for the students' safety. The second problem was about the garbage in the streets around the school. The streets are unclear. The students are unable to walk in the streets. They want to help the government. It is impossible for families to solve the problem without the government aid. Also, it is immoral for people to throw garbage in the streets. The teacher suggested that the students should talk to their families about these problems and find a way to help solve them.

Problem	Cause	Solution
1. Traffic	It is unsafe for students to cross the streets near the school.	
2. Garbage		Families and the government solve this problem together.

76

Suggested Answers

1. People can cross the street when the green light is on.
2. The problem in picture two is littering. We can solve it by throwing trash in the garbage can and keeping our surroundings clean.

2 Read and complete the table.

1. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.
2. Ask a question like: "Do you think there are any problems in your neighborhood?" Discuss the importance of a safe and clean community.
3. Assign three minutes for students read the passage about the community problems.
4. Guide students in completing the table by identifying the problem, its cause, and potential solutions.
5. Discuss the first row together:
 - . Problem: Traffic safety near the school
 - . Cause: Lack of adequate traffic signals
 - . Solution: Families and the government working together to install more traffic lights and implement traffic safety measures.
6. Have students complete the second row about the garbage problem independently.
7. Discuss the completed tables as a class. Compare and contrast different solutions and discuss their feasibility.

Answers

The Problem	Cause	Solution
1. Traffic	It is unsafe for students to cross the streets near the school	More traffic lights are needed for the students' safety

2. Garbage	It is immoral for people to throw garbage in the street	Families and the government solve this problem together
------------	---	---

3 Complete the table with the prefix un - to give the opposite.

1. Draw the students' attention to the Top Tip and discuss the concept of prefixes. Explain that prefixes are added to the beginning of a word to change its meaning.

2. Introduce the prefixes un- and im- and explain that they often create the opposite meaning of the word. Give examples: happy / unhappy, polite / impolite

3. Work through the first row of the table together as a class. Discuss how the prefix un- is added to the word safe to form the opposite, unsafe. Emphasize the change in meaning and how the prefix affects the word.

4. Have students complete the remaining rows of the table independently.

5. Encourage students to read the words aloud to check for pronunciation and the meanings of the new words they formed.

6. Address any common misconceptions and review the use of prefixes un- and im-.

Unit 3 Lesson 4

3 Complete the table with the prefix un- to make the opposite

Top Tip
Use the prefix un- to give the opposite of some adjectives.
Examples: happy / unhappy, friendly / unfriendly

word	opposite
safe	unsafe
friendly	
able	
true	
afraid	

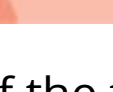
4 Read and match

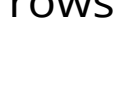
1. plant ()  

2. plum ()  

3. player ()  

4. plastic ()  

5. plate ()  

6. plane ()  

77

Answers

Word	Opposite
safe	unsafe
friendly	unfriendly
able	unable
true	untrue
afraid	unafraid

4 Read and match.

1. Show the images to the class and point to the letter blend /pl/. Say the blend together as a class: /pl/. Ask students if they can think of any words that start with this sound.
2. Point to the first word, plant, and say it clearly. Have students repeat the word after you.
3. Ask students to find the corresponding picture (the child planting a seed).
4. Repeat this process for one or two more words.
5. Have students independently match the remaining words with the correct pictures.
6. Discuss the completed matching activity as a class. Clarify any misconceptions and review the pronunciation of the /pl/ blend.

Answers

1. plant a
2. plum d
3. player b
4. plastic f
5. plate e
6. plane c

5 Read and complete.

1. Draw students' attention to the vocabulary words in the box: place, plastic, pleasant.

2. Have students read the words aloud and discuss their meanings.

3. Explain that they will be using these words to complete the text.

4. Work through the first sentence together as a class: Plastic bags and bottles cause pollution.

5. Assign three minutes for students complete the remaining sentences independently. Then discuss all sentences as a class.

6. Address any common misconceptions and review the correct word choices.

Answers

Plastic bags and bottles cause pollution. Let's join together to put them in bins. With teamwork and care, we can turn our streets into a **pleasant** and clean **place** for everyone to enjoy.

5 Think of a problem and solve it according to the problem solving strategy.

1. Draw the students' attention to the Top Tip and discuss the problem of littering.

2. Work through the first problem-solving step together as a class: Defining the problem.

3. Discuss the problem statement provided and how it clearly identifies the issue.

Unit 3
Lesson 4

5 Read and complete

place	plastic	pleasant
-------	---------	----------

Plastic bags and bottles cause pollution. Let's join together to put them in bins. With teamwork and care, we can turn our streets into a _____ and clean _____ for everyone to enjoy.

6 Think of a problem and solve it according to the problem-solving strategy

Top Tip
To solve a problem, you need to apply a number of steps:
Defining the problem
Selecting the alternatives for a solution
Problem-finding
Identifying the causes of the problem
Implementing a solution

Solving the problem of garbage

1. **Define the problem:** Streets and public places are dirty and there is garbage everywhere.
2. **Causes:** There are not enough bins in the streets.
People throw the garbage in the streets.
3. **Solution options:**
 - a. Teach people about recycling.
 - b. Place more bins in the streets.
 - c. Improve waste collection services.
 - d. Organize community cleanup events.
4. **Implementations:**
 - a. Talk about this problem at schools.
 - b. Add more bins in busy areas.
 - c. Collaborate with the government for better waste collection.
 - d. Have regular clean up activities.

Solving the problem of _____

78

4. Guide students in identifying the causes of the problem (e.g., lack of bins, irresponsible disposal of waste).
5. Discuss the list of potential solutions provided. Encourage students to brainstorm additional solutions and add them to the list.
6. Have students choose a different community problem (e.g., traffic congestion, noise pollution, lack of green spaces) and complete the problem-solving steps independently.

Students' own answers

Mini-Project

A 'Volunteer Work' Poster

1. Divide the class into four groups.
2. Assign each group the task of choosing a type of volunteer work they would like to focus on.
3. Encourage groups to brainstorm and discuss their options.
4. Guide each group in the poster design process:
 5. Brainstorm ideas for the poster's message and visual appeal.
 6. Decide on a theme or color scheme for the poster.
 7. Assign roles within the group (e.g., artist, writer, organizer).
 8. Encourage creativity and collaboration in the design process.
 9. Provide time for groups to create their posters using the available materials.
10. Facilitate a class discussion about the different volunteer work ideas and the importance of community service.



Practice Book Answer Key

1 Read and complete the dialogue.

Mahmoud: **unsafe**

Kareem: illnesses

Mahmoud: immoral

Kareem: government

Mahmoud: aid

2 Read and circle the odd one out.

1. unclean

2. play

3. untrue

4. unsafe

5. plum

3 Find words with the /pl/ blend in the words search.

1. plastic

2. plum

3. plant

4. player

5. plate

6. plane

4 Read and number.

1. b

2. a

3. c

4. d

5. e

6. e

5 Punctuate the following.

How can we solve the problem of traffic lights?

Unit 4

Stories Can Teach a Lot!

Grammar

- Past simple tense : Affirmative, negative and interrogative

Phonics

- /əʊ/ and /ju:/ sounds
- Triphthongs /əʊə/ and /aʊə/

Language Functions

- Ask for and give advice

Critical Thinking

- Do you think stories have benefits other than being fun? Mention some.

Study Skills

- Making good choices



Unit 4 Stories Can Teach a Lot!

Lesson 1 Never break a promise. SB pages 81-87 PB Pages 42-43

ILOs: By the end of this lesson, students will be able to:

- hold a discussion about promises.
- express opinions about others behaviors based on what is mentioned in a reading text.
- ask and answer questions about feelings based on facial expressions.
- recognize the different forms of verb to be in the past: affirmative, negative and interrogative.
- identify specific information to reorder the events in a short story.
- recognize the use of some English expressions and idioms

Vocabulary: promise, behavior, quarrel, trusted, let him down, apology, Congratulations, upset, furious, disappointed, scared, leaping around, grabbed, struggling, pounced, puzzled, tricked, begged

Language: Verb to (be) in the past simple: Affirmative, negative, and interrogative Forms: I / He / She / It was / was not (wasn't)

Was he / she / it...?

You / We / They were ('re) / were not (weren't)

Were you/we / they.....?



Values: Honesty and Integrity

Materials:

Student's Book

Practice Book

Teacher's Guide

Warm up

1. Refer students to the title of the lesson Never break a promise. And simply elicit or explain the meaning as needed.
2. Emphasize the importance of keeping promises and being truthful.

1 Think and discuss.

1. Draw the students' attention to the questions and explain that they will be thinking and discussing an important topic: promises.
2. Ask the first question: What do you think a promise means?
3. Give students a few minutes to think individually and then facilitate a whole-class discussion. Guide the discussion towards understanding that a promise is a commitment to do or not do something.
4. Ask the second question: Do you think breaking a promise is a good or bad behavior? Why?

Unit 4
Lesson 1

1 Think and discuss

1. What does the word promise mean?
2. Do you think breaking a promise is a good or bad behavior? Why?

2 Read and answer

Dad: Ayman, you look unhappy. What's wrong?
Ayman: Yes, Dad. I had a quarrel with my friend Adham today.
Dad: Oh dear! But Adham is your best friend.
Ayman: I know, but today he got angry with me because I promised to help him with the math homework during break, but didn't. So, he couldn't do his math homework, right?
Dad: Yes, and the teacher was not happy with him. He only got two out of ten. Adham felt really sad, and that's why we had a quarrel after school.
Dad: Adham trusted you and you let him down. I guess he was disappointed.
Ayman: He even said that he wouldn't talk to me anymore.
Dad: That's too bad. You see, Ayman, trust is like a mirror. Once it's broken, it's hard to fix it. You should never break a promise.
Ayman: I'm sorry, Dad. I will send Adham a message to apologize to him.

1. Ayman felt upset because...
a. he didn't go to the park
b. he didn't listen to his father
c. he quarreled with his friend
d. he lost his math homework

2. Adham's teacher was ...
a. excited
b. angry
c. happy
d. pleased

3. Ayman should always keep his ...
a. promises
b. homework
c. bag
d. pencils

4. Ayman will write a message of ...
a. appreciation
b. apology
c. thanks
d. friendship

82

6. Ask students to reflect on their own experiences with making and keeping promises. Discuss the importance of keeping promises and the positive impact it has on relationships.

Students' own answer

Suggested Answer

1. A promise is a word you give to someone that shows you care and will do what you say.
2. Breaking a promise is bad because it makes people feel sad and can hurt their feelings. It's important to keep your word and be a good friend.

2 Read and answer.

1. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.
2. Ask a question like: What might be the topic of the dialogue between Ayman and his dad?
3. Assign three minutes for students read the dialogue silently. Then ask comprehension questions to check their understanding: Why was Ayman unhappy? What promise did Ayman break? How did Adham feel about Ayman breaking his promise? What advice did the father give Ayman? How did Ayman feel about breaking his promise?
4. Work through the multiple-choice questions together as a class. Read the question and the answer choices aloud. Discuss the information in the conversation that supports each answer choice.
5. Have students complete the remaining questions independently. Then discuss the answers to the questions as a class.
6. Circulate around the classroom to clarify any misconceptions.

Answers

1. c

2. b
3. a
4. b

3 Work in pairs.

1. Show the image to the class and discuss the picture of the children talking.
2. Ask questions like: What do you think the children are talking about? How does the boy in the picture look? How do you think he is feeling?
3. Introduce the list of emotions: happy, upset, furious, disappointed, and scared. Discuss the meaning of each emotion with the class. You can use facial expressions, body language, and real-life examples to illustrate each emotion.
4. Use the example conversation in the image as a model. Role-play the conversation with a student, emphasizing the emotions being expressed.
5. Divide the class into pairs. Have students take turns expressing different emotions using the provided vocabulary.
6. Circulate around the classroom to provide assistance, monitor conversations, and offer feedback.
7. Have a few pairs share their conversations with the class.

Students' own role



4 Read and underline verb to be in the past (affirmative, negative and interrogative).

1. Draw the students' attention to the Top Tip and elicit the concept of verb to be in the past simple tense.

2. Explain that the verb to be (am / is / are) changes its form in the past tense to different forms (was / were).

3. Analyze the example sentences provided in the Top Tip box. Identify the verb to be in each sentence and underline it.

4. Discuss the use of was and were with different pronouns (I, he, she, it; we, you, and they) in affirmative, negative and interrogative.

5. Discuss the use of "was" with the subject "Mona" in the first sentence as a model, referring students to write affirmative, negative and interrogative between brackets.

6. Assign five minutes to have students complete the remaining sentences independently. Then discuss the completed sentences as a class.

7. Circulate around the classroom to provide assistance, check for understanding clarifying any misconceptions, and review the rules for using was and were in the past simple tense.

Unit 4

Lesson 1

4 Read and underline verb to be in the past (affirmative, negative and interrogative)

**Top
Tip**

Verb to be in the past simple

Affirmative	Negative	Interrogative
I / He / She / It: was	was not- wasn't	Was I / He / She / It...?
You / We / They: were/ie	were not- weren't	Were you/ we / they...?

1. Mona was sick last week, so she did not go to school. (Affirmative)

2. Were you at the beach last week? (Interrogative)

3. No, I was not. I could not go because I had much work to do. ()

4. They did not eat their sandwiches because they were not hungry. ()

5. I drank two bottles of water as the weather was very hot. ()

6. A thief broke into our house while we were on holiday. ()

5 Read and reorder the events



A little monkey lived in a green forest. He loved playing among the tall trees. One day, while the monkey was leaping around, he noticed a huge coconut hanging from a palm tree. He jumped high and grabbed the coconut. The monkey was really happy and felt like he was on top of the world!

84

Answers

1. Mona was sick last week, so she did not go to school.
(Affirmative)
2. Were you at the beach last week? (Interrogative)
3. No, I was not. I could not go because I had much work to do. (Negative)
4. They did not eat their sandwiches because they were not hungry. (Negative)
5. I drank two bottles of water, as the weather was very hot. (Affirmative)
6. A thief broke into our house while we were on holiday. (Affirmative)

5 Read and reorder the events.

1. Show the image to the class and discuss the picture of the monkey and the wolf.
2. Divide the class into small groups assigning five minutes to read the story silently. Then ask comprehension questions to check their understanding "What was the monkey doing when the story begins?" "What did the monkey find?" "What did the monkey hear?" "How did the monkey help the wolf?" "What happened after the monkey helped the wolf?"
3. Guide students in identifying the key events in the story discussing the order in which these events occurred.
4. Have students number the events in the correct sequence on their books.
5. Discuss the moral or lesson of the story. Encourage stu-



dents to share their own thoughts and interpretations of the moral.

Answers

- a. 3
- b. 4
- c. 6
- d. 2
- e. 1
- f. 5

6 Read and match.

1. Draw students' attention the provided table and discuss the concept of idioms and expressions.
2. Explain that idioms are figures of speech with a figurative meaning that is different from the literal meaning of the words.
3. Work through the first row of the table together as a class. Then discuss the idiom What a letdown! and its meaning (feeling disappointed).
4. Guide students to match the idiom with the correct situation (When you feel disappointed). Repeat this process for one or two more idioms.
5. Have students independently match the remaining idioms with their correct meanings or situations.
6. Circulate around the classroom to provide assistance

Unit 4
Lesson 1

Finally, the turtle said to the monkey, "Think before you act and be careful who you trust." The monkey thanked the turtle and hurried back home, wiser than before. But, the wolf was helpless in the pond, learning a valuable lesson about honesty and promises.



- a. The monkey stretched out his hand to help the wolf out. ()
- b. The wolf lied to the monkey and wanted to eat it. ()
- c. The wise turtle saved the monkey's life. ()
- d. The monkey heard a loud shout, "Help! Help!" ()
- e. The monkey could reach and grab the coconut. ()
- f. The wolf jumped into the pond and started to cry for help. ()

6 Read and match

Expression or idiom	When to use it
1. What a let down!	a. When you feel very happy
2. Break a promise	b. When you feel disappointed
3. on top of the world	c. When you think carefully before doing something
4. Look before you leap.	d. When you feel afraid
5. jump out of your skin	e. When you do not do what you say you will do

87

and check for understanding. Discuss the completed matching activity as a class.

Answers

1. b
2. e
3. a
4. c
5. d

Practice Book Answer Key

1 Read and complete.

Mom: quarreling

Dina: project

Dina: homework

Mom: apologize

Dina: promises

2 Choose the correct answer.

1. c

2. b

3. d

4. a

5. b

3 Read and correct.

1. I was not at school last Thursday.

2. Were your brothers at the park yesterday?

3. Why was grandma upset yesterday?

4. Aly was not at home when I phoned him.

5. Mona did not hear me because she was in a hurry.

6. The weather was very hot last week.

4 Read and complete with the suitable expression.

1. Adam broke his promise.

2. She was on top of the world.

3. Adel jumped out of his skin.

4. I was angry and said, "What a letdown!"

5. I should listen to Granny's advice: 'Look before you leap'

5 Punctuate the following.

The monkey heard a loud shout, "Help! Help!"

ILOs: By the end of this lesson, students will be able to:

- engage in a discussion about bedtime routine and sleep.
- identify specific information in a short story.
- give advice to someone who cannot sleep in different ways.
- correctly identify the irregular past forms of the verb.
- use the past simple tense with irregular verbs in affirmative correctly.
- recognize words containing the triphthong /əʊə/.

Vocabulary: entitled, ducklings, hatched, swan, extremely

Collocations: bedtime routine, put in bed, fell asleep, kept praying, went back, take care of



Language: The past simple tense irregular form:

- In the affirmative past simple tense, put the verb in the second conjugation.
- Irregular verbs do not end with ed, but they have different conjugations.

Examples: go-went / eat- ate / run- ran / take-took/say - said/ come- came/ find – found / get- got

Phonics: triphthong /əʊə/ in words such as slower, lower, mower, and grower. It consists of: diphthong /əʊ/ + the schwa /ə/

Values: Resilience and Coping Mechanisms

Materials:

Student's Book

Practice Book

Teacher's Guide

Warm up

1. Refer students to the title of the lesson, 'I cannot sleep!' Simply elicit or explain the meaning as needed.'
2. Help students develop healthy sleep habits; explore strategies for overcoming challenges and managing emotions (like fear and anxiety), and learn about the importance of sleep for overall well-being.

1 Think and discuss

1. Show the image to the class and discuss the picture of the child sleeping.
2. Explain that the task is about bedtime routines and sleep habits.
3. Ask the first question: Do you have a bedtime routine? If yes, what is it?
4. Give students a few minutes to think individually and then facilitate a whole-class discussion. Encourage students to share their bedtime routines, which may include activities like taking a bath, brushing teeth, reading a book, or saying good-night to family members.
5. Discuss the benefits of having a regular bedtime rou-

Unit 4
Lesson 2

1 Think and discuss

1. Do you have a bedtime routine? what is it?
2. What do you do if you cannot sleep at night?



2 Listen and answer



Yesterday, Mona could not sleep. She went to her grandma to help her. Her grandma put her in bed and told her a nice story entitled 'Never Lose Hope' till she fell asleep.

1. What did the duck want?
a. a new friend b. a baby c. a house

2. Where did the duck find the egg?
a. in a nest b. in a barn c. near the lake

89

tine, such as improving sleep quality and promoting better health.

6. Ask the second question: What do you do if you cannot sleep at night? Discuss the importance of creating a relaxing bedtime environment, such as a dark and quiet room.
7. Summarize the key points discussed about bedtime routines and sleep habits. Emphasize the importance of getting enough sleep for physical and mental health.

Students' own answer

Suggested Answers

1. Yes, I have a bedtime routine. I usually brush my teeth, put on my pajamas, read a story, and then go to sleep.
2. If I can't sleep at night, I will listen to calming music, read a book, or deep breathing exercises.

2 Listen and Answer

1. Draw the students' attention to the picture and elicit some information from them.
2. Read the prompt sentences of what the students are going to listen to.
3. Draw the students' attention to the question.
4. Tell students to listen carefully to the short story to answer the questions.
5. Play the audio once and go through the model example.
6. Play the audio a second time for the students to answer the rest of the questions.
7. After listening, go through the questions with the students.

Listening Text

Long ago, there was a big duck who lived on a small farm. The duck did not have any ducklings. But, she wanted some and kept praying for a nice baby. One day, while the duck was walking by the lake, she found an egg. The duck looked around to see whose egg it was, but she did not see anyone. The duck took the egg and went back to the farm. After a long search, the duck decided to keep the egg and take care of it till it hatched. A young swan came out and the duck was so happy. She took great care of the little swan.

One Friday morning, the duck took the little swan to the lake, and suddenly two big swans came to the lake to drink. The swans looked at the little swan in surprise. The mother duck wanted the little swan to understand the life of swans, so she asked them to come to the lake every Friday to visit them. After two weeks, the duck had three eggs and she was extremely happy. The eggs hatched and the duck had three little ducklings. The duck thanked God for giving her four babies and she lived happily taking good care of them.

Answers

1. b
2. c
3. a
4. a

3 In pairs, ask for and give advice

1. Show the image to the class and discuss the concept of sleep hygiene explaining that they will be learning about and practicing giving advice related to sleep.
2. Draw students' attention to the Top Tip list of Advice for Good Sleep as a class.
3. Discuss each piece of advice and its importance for good sleep modeling a simple conversation with a student using the example provided:

Student 1: I cannot sleep at night. What should I do?

Student 2: Only go to bed when you feel sleepy.



4. Emphasize the use of phrases like You should... and It might be helpful to... when giving advice.
5. Divide the class into pairs. Have students take turns asking for and giving advice related to sleep using the provided list and their own ideas.
6. Circulate around the classroom to provide assistance, monitor conversations, and offer feedback.
7. Have a few pairs share their conversations with the class encouraging the class to listen attentively and provide feedback on the advice given.

Students' own role

4 Read and underline the irregular past form of the verb

1. Draw students' attention to the information in the Top Tip box.
2. Ask questions like: How do we talk about things that happened in the past? Can you give an example of a verb in the past tense?
3. Explain that some verbs form the past tense by adding -ed (regular verbs), while others have irregular past tense forms discussing the examples of irregular past tense verbs provided (go-went, eat-ate, run-ran, take-took, say-said, come-came, find-found, get-got).
4. Analyze the first sentence in the Read and underline section: The duck found an egg and took it home. Identify and underline the irregular verbs found and took. Discuss how these verbs form the past tense differently from regular verbs.

Unit 4
Lesson 2

4 Read and underline the irregular past form of the verb

Top Tip

The past simple tense is used to express things that happened in the past. In the affirmative past simple tense, put the verb in the second conjugation. Irregular verbs look not only different but they have different conjugations. Example: go-went I ate I took I had I took

1. The duck found an egg and took it home.
2. The egg hatched and a swan came out.
3. The parents were so happy to see their baby.
4. The duck had her own ducklings to love.
5. The duck took care of the swan.

5 Put the verbs between brackets in the past simple

1. I (have) two sandwiches for breakfast. had
2. Mona (run) fast in the race. _____
3. I (am) happy to send you a message. _____
4. I (go) to school on foot. _____
5. I (say) nice words to my friends. _____

6 Listen and underline words with the trisyllable /ow/

Top Tip

The trisyllable /ow/ consists of the diphthong /ou/ + the schwa /ə/, e.g., slower.

1. The turtle is slower than the rabbit.
2. Lower your hands, please. I'll choose someone to answer.
3. Use the lawn mower to cut the grass.
4. Who is the grower of these beautiful roses?

91

5. Have students complete the remaining sentences independently, identifying and underlining all the irregular past tense verbs. Then discuss the completed sentences as a class.
6. Circulate around the classroom to clarify any misconceptions and review the concept of irregular past tense verbs.

Answers

1. The duck found an egg and took it home.
2. The egg hatched and a swan came out.
3. The parents were so happy to see their baby.
4. The duck had her own ducklings to love.
5. The duck took care of the swan.

5 Put the Verbs between Brackets in the Past Simple

1. Review the information in the “Top Tip” box together.
2. Work through the first sentence together as a class: I (have) two sandwiches for breakfast. Remind students that the past simple tense of have is had.
3. Write the correct past tense verb (had) between brackets.
4. Assign three minutes to have students complete the remaining sentences independently. Encourage them to identify the verb in each sentence and change it to the past simple tense.
5. Circulate around the classroom to provide assistance and check for understanding. Then discuss the completed sentences as a class.
6. Clarify any misconceptions and review the rule for forming the past simple tense of regular verbs.

Answers

1. I (have) two sandwiches for breakfast.
(had)
2. Mona (runs) fast in the race.
(ran)

3. I (am) happy to send you a message.
(was)
4. I (go) to school on foot.
(went)
5. I (say) nice words to my friends.
(said)

6 Listen and underline words with the triphthong /əʊə/

1. Draw students' attention to the information in the Top Tip box.
2. Explain that triphthongs are vowel sounds that consist of three sounds gliding smoothly together. Introduce the triphthong /əʊə/ and its pronunciation.
3. You can demonstrate the pronunciation by saying the word slower" slowly and emphasizing the /əʊə/ sound followed by the schwa /ə/.
4. Analyze the first sentence: The turtle is slower than the rabbit identifying and underline the word slower and emphasize the pronunciation of the triphthong /əʊə/.
5. If using an audio recording, play the sentences to the class getting students listen carefully to each sentence and identify the word containing the triphthong /əʊə/. Ask students to underline the identified word in their books.
6. Circulate around the classroom to provide assistance and check for understanding. Clarify any misconceptions and review the pronunciation and identification of the triphthong /əʊə/.

Answers

1. The turtle is slower than the rabbit.
2. Lower your hands, please. I'll choose someone to answer.
3. Use the lawn mower to cut the grass
4. Who is the grower of these beautiful roses?

Practice Book Answer Key

1 Read and match.

1. b 2. a 3. f 4. g 5. e 6. c 7. d

2 Read and correct.

- | | |
|----------|--------|
| 1. score | scored |
| 2. play | played |
| 3. have | had |
| 4. drink | drank |
| 5. find | found |
| 6. run | ran |

3 Read and complete the correct past form.

1. saw
2. went
3. was
4. took
5. looked
6. lost
7. bought

4 Listen and circle.

1. Noah
2. slower
3. lower
4. mower
5. doer

5 Punctuate the following.

Yesterday, Mona couldn't sleep.

Lesson 3 You cannot please everyone! SB pages 92-98 PB pages 46-47

ILOs: By the end of this lesson, students will be able to:

- effectively engage in a discussion about pleasing others.
- identify specific information in a story.
- use the suffix (-ful) to make adjectives.
- use the past simple tense in the negative form correctly
- recognize words containing triphthong /aʊə/.

Vocabulary: please, wise, surprised, greeted, decided, puzzled, nearby, suggested, fair, nodded, fault, patted

Language: The past simple tense in the negative form:

Use did not (didn't) + infinitive to change past verbs from affirmative into negative.

Examples: ate / did not eat, cooked / did not cook, bought / did not buy

Phonics: Triphthong /aʊə/ in words such as hours, shower, tower, power, sour. It consists of the diphthong /aʊ/ + the schwa /ə/

Values: Self-Awareness and Self-Acceptance

Materials:

Student's Book

Practice Book



Warm up

1. Refer students to the title of the lesson You cannot please everyone! Simply elicit or explain the meaning as needed.'
2. Encourage students to think critically about the concept of pleasing others, develop self-awareness, and make informed decisions about their own values and priorities.

1 Look and discuss

1. Show the image to the class and discuss the first question: "Who should we please?"
2. Facilitate a whole-class discussion, encouraging students to share their perspectives. Guide the discussion towards exploring different viewpoints, such as: Pleasing ourselves first, pleasing our family and loved ones, Pleasing our teachers and authority figures, Pleasing society and conforming to expectations, balancing the needs of others with our own needs.
3. Ask the second question: "What can we do to please them?" Encourage students to brainstorm ways people try to please others (e.g., conforming to social norms, sacrificing personal interests, seeking approval).
4. Discuss the potential consequences of prioritizing pleasing others over personal values, such as: Loss of identity and self-esteem, stress and anxiety due to the pressure



to conform.

5. Summarize the key points discussed about pleasing others and its implications.
6. Emphasize the importance of self-awareness, self-acceptance, and authenticity.

Students' own answers

Suggested Answers

1. Our family, our friends, our community, etc.
2. Be kind, helpful, honest, respectful, and follow rules and laws.

2 Read and tick (✓) or (×)

1. Show the image to the class and discuss the picture of Goha and his son with the donkey. Encourage students to make predictions about the story based on the image.
2. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.
3. Assign five minutes for students to read the story silently. Ask comprehension questions to check their understanding:
 - Who is the main character in the story?
 - What did Goha do with the donkey first?
 - How did the people react to Goha's first decision?
 - What did Goha do next?
 - How did the people react to Goha's second decision?



4. Discuss the concept of pleasing others versus doing what is right or practical asking: Why did Goha change his mind about who rode the donkey? What were the people's reactions based on?

5. Divide students into small groups to read the story again and tick (✓) or (×).

6. Circulate around the classroom to provide assistance and check for understanding. Clarify any misconceptions.

Answers

1. Goha wants to teach his son an important lesson. (✓)
2. Goha let his son ride the donkey first. (×)
3. People were happy to see the son riding and Goha walking. (×)
4. Goha and his son entered the market carrying the donkey. (✓)
5. In life, you can't please all people. (✓)

Unit 4
Lesson 3

Goha then had another idea. He decided that both of them would walk beside the donkey and lead it. As they walked this way, they passed some men who were riding their donkeys. These men were puzzled and asked, "Why are these two people walking when they have a donkey? What's the donkey for, anyway?"



Goha looked at his son and suggested that both of them ride the donkey together. But this plan didn't sit well with everyone. A group of boys nearby commented, "Look at those two! They're both on the donkey. That's not fair to the poor donkey!"



95

Unit 4
Lesson 3

Goha thought and said, "Let's carry the donkey." So, Goha and his son lifted the donkey and continued on their way to the market. Arriving at the market, people started to laugh and said, "Look at those two carrying a donkey! Are they out of their minds?"



Goha looked at his son kindly. "Do you understand now, my son?" he asked. His son nodded with a smile and said, "Yes, father. No matter what we do, someone will always find fault." Goha patted his son's back proudly and said, "Exactly! People have different opinions, and it's difficult to satisfy everyone."

1. Goha wants to teach his son an important lesson. (✓)
2. Goha let his son ride the donkey first. (×)
3. People were happy to see the son riding and Goha walking. (×)
4. Goha and his son entered the market carrying the donkey. (✓)
5. In life, you can't please all people. (✓)

Critical Thinking Do you think stories have benefits other than being fun? Mention some.

96

3 Use the suffix 'ful' to make adjectives

1. Draw the students' attention to the Top Tip and discuss the concept of suffixes. Explain that suffixes are syllables added to the end of a word to change its meaning.

2. Introduce the suffix -ful and explain that it is used to form adjectives that mean full of or characterized by. Give the example provided: wonder + -ful = wonderful.

3. Work through the first row of the table together as a class.

4. Discuss how the suffix -ful is added to the word help to form the adjective helpful. Emphasize the change in meaning and how the suffix affects the word.

5. Have students complete the remaining rows of the table independently.

6. Encourage them to read the words aloud to check for pronunciation and meaning discussing the completed table as a class.

Unit 4 Lesson 3

3 Use the suffix 'ful' to make adjectives

Top Tip Suffixes
A suffix is a syllable at the end of a word. Use the suffix ful to form adjectives, e.g. wonder / wonderful.

1. help / **helpful**
2. care
3. beauty
4. color
5. joy
6. hope

4 Change into negative

Top Tip (Read, example (negative))
Use did not (didn't) + infinitive to change past verbs from affirmative into negative.
Examples: she / did not eat, cooked / did not cook, brought / did not buy

1. The doctor knew the patient's problem.
The doctor did not / didn't know the patient's problem.
2. I played football yesterday.
.....
3. I had lunch with my friends.
.....
4. The father taught his son an important lesson.
.....
5. I went to Alexandria last summer.
.....
6. Mom made a delicious cake for my birthday.
.....

97

Answers

1. help / helpful
2. care / careful
3. beauty / beautiful
4. color / colorful
5. joy / joyful
6. hope / hopeful

4 Change into negative

1. Draw the students' attention to the information in the Top Tip and discuss the concept of affirmative and negative sentences in the past simple tense.
2. Explain that we use did not or didn't with the base form of the verb to make sentences in the past simple tense negative.
3. Analyze the first sentence: The doctor knew the patient's problem. Guide students in changing the sentence to negative: The doctor did not / didn't know the patient's problem.
4. Explain that the auxiliary verb did is introduced before the subject, and the main verb is changed to its base form.
5. Assign few minutes for students complete the remaining sentences independently, changing them into negative sentences. Then discuss the completed sentences as a class.
6. Ask students to explain how they changed the sentences into negative form clarifying any misconceptions and review the rule for forming negative sentences in the past simple tense.

Answers

1. The doctor did not / didn't know the patient's problem.
2. I did not /didn't play football yesterday.
3. I did not / didn't have lunch with my friends.
4. The father did not/ didn't teach his son an important lesson.
5. I did not / didn't go to Alexandria last summer.
6. Mom did not / didn't make a delicious cake for my birthday.

5 Listen and underline words with the triphthong /əʊə/

1. Draw students' attention to the information in the Top Tip box.
2. Explain that triphthongs are vowel sounds that consist of three sounds gliding smoothly together. Introduce the triphthong /əʊə/ and its pronunciation.
3. You can demonstrate the pronunciation by saying the word "flower" slowly and emphasizing the /əʊə/ sound followed by the schwa /ə/.
4. Analyze the first sentence: "I sleep for eight hours every night" identifying and underline the word "hours" and emphasize the pronunciation of the triphthong /əʊə/.
5. If using an audio recording, play the sentences to the class getting students listen carefully to each sentence and identify the word containing the triphthong /əʊə/. Ask students to underline the identified word in their books.
6. Circulate around the classroom to provide assistance and check for understanding. Clarify any misconceptions and review the pronunciation and identification of the triphthong /əʊə/.



Answers

1. I sleep for eight hours every night.
2. I always take a shower in the morning.
3. The Cairo Tower is very high.
4. We don't have the power to please everyone.

5. The milk tastes sour.

Practice Book Answer Key

1 Read and complete the dialogue.

Zeina: cookies / please

Hanaa: same

Hanaa: proud

Hanaa: idea

1 Read and circle the odd one out.

1. helpful
2. shower
3. careful
4. mower
5. hopeful

3 Change into negative.

1. I did not travel with my family to Luxor last winter.
2. We didn't win the game yesterday.
3. My aunt didn't make a delicious cake for us.
4. The boys didn't go to the club on foot.
5. Heba wasn't sick and mom didn't give her medicine.

4 Listen and circle The Words with the triphthong /aʊə /.

1. hour
2. shower
3. flowers
4. Tower
5. cauliflower

5 Punctuate the following.

It's impossible to make everyone happy.

Lesson 4 Keep your plans secret. SB pages 99 - 104 PB pages 48-50

ILOs: By the end of this lesson, students will be able to:

- participate in a discussion to explore factors that motivate individuals to act bravely.
- identify specific information in the fairy tale "Little Leila".
- form questions in the past simple tense in response to given answers.
- identify correct and false information based on information in a short story.
- write a story from another person's point of view.

Vocabulary: the bravest, pudding, woodcutter, screaming, let out, thanked

Language: Question form in the past simple:

Question word +
sub. + verb (inf.)+...?

Examples: What did you have for lunch? / When did you play tennis?

To form a Yes / No question: Did+ sub. +inf.?

Examples: Did he play football yesterday? Yes, he did. / No, he did not.

Values: Critical Thinking and Analysis



Materials:

Student's Book

Practice Book

Teacher's Guide

Warm up

1. Refer students to the title of the lesson, 'Keep your plans secret.' Simply elicit or explain the meaning as needed.'
2. Encourage students to analyze stories, identify themes, and draw connections to their own lives while learning about the concept of bravery and its importance.

1 Look and discuss.

1. Show the image to the class and ask them to observe the pictures. Explain that they will be discussing bravery and identifying brave characters.
2. Ask the first question: Who is the bravest character? Why? Give students a few minutes to think individually and then facilitate a whole-class discussion.
3. Guide the discussion towards understanding that bravery can be shown in different ways, such as facing fears, helping others, or standing up for what is right.
4. Ask the second question: Can you think of other brave characters that you love? You can choose an actor or a real person. Encourage students to brainstorm and share examples of brave characters from stories, mov-



ies, or real life.

5. Discuss the qualities that make these characters brave (e.g., courage, perseverance, selflessness). Summarize the key points discussed about bravery and brave characters.
6. Emphasize the importance of recognizing and appreciating bravery in others.

Students own answers

Suggested Answers

1. I think Aladdin is the most courageous.
2. I think Aladdin is brave because he stands for what is right and never gives up.

2 Read and answer.

1. Show the image to the class and discuss the picture of Little Leila and the wolf. Encourage students to make predictions about the story based on the image.
2. Assign five minutes for students read the story silently. Ask comprehension questions to check their understanding:
 - Where did Leila live?
 - What did Leila take to her grandmother?
 - What did the wolf do when he saw Leila?
 - Why did the wolf ask Leila questions about his eyes, ears, nose, and teeth?
 - What happened to Leila at the end of the story?



1. Work through the first question together as a class.

2. Read the question and the answer aloud.

3. Discuss the information in the story that supports each answer having students complete the remaining questions independently.

4. Circulate around the classroom to provide assistance and check for understanding.

5. Discuss the answers to the questions as a class clarifying any misconceptions and review the information from the story.

Answers

1. Little Red Leila lived in a forest with her mother.

2. She took rice pudding for her grandma.

3. The wolf was faster than Leila because he reached grandma's house first locked Leila's grandma in the bathroom, then put on grandma's clothes and got into her bed.

4. He hit the wolf and the wolf ran away.

5. Leila and her grandma thanked the woodcutter and gave him rice pudding.

Unit 4
Lesson 4

A woodcutter was walking by the house. He heard grandma screaming from the bathroom. Then, he ran into the house. He hit the wolf and the wolf ran away. Finally, the woodcutter let grandma out of the bathroom. Leila and her grandmother thanked the woodcutter and gave him some rice pudding.



1. Where did Little Leila live?
Little Leila lived in a forest with her mother.

2. What did Little Leila take for her grandma?

3. Who was faster: Little Leila or the wolf? How do you know?

4. How did the woodcutter save Little Leila and her grandma?

5. What do you think Little Leila and her grandma say to the woodcutter?

6. Do you think Little Leila will visit her grandma alone next time? Why?

102

3 Form questions for the given answers.

1. Draw the students' attention to the information in the

Top Tip and discuss the concept of question formation.

2. Explain that the word order changes when we form a question. Analyze the first example: "I went to Alexandria last summer."

3. Guide students in forming the Wh-question: Where did you go last summer? Or: When did you go to Alexandria? Explain the word order in the question: question word + auxiliary verb (did) + subject + main verb (base form).

4. Assign three minutes for students complete the remaining questions independently.

5. Circulate around the classroom to provide assistance and check for understanding.

6. Discuss the completed questions as a class clarifying any misconceptions and review the rules for forming questions in the past simple tense.

Unit 4 Lesson 4

3 Form questions for the given answers

Top Tip

- To form a question in the past simple:
Question word + sub. + did + ... ?
Examples: When did you have for lunch? / When did you play tennis?
- To form a Yes / No question:
Did sub. + verb + ... ?
Did he play football yesterday?

1. Where did you go last summer? / When did you go to Alexandria?
I went to Alexandria last summer.

2. Did you have your breakfast?
No, I didn't have my breakfast.

3. _____?
Mom cooked delicious lunch for my friends.

4. _____?
We travelled to Aswan by train.

5. _____?
Yes, I got many presents for my birthday.

6. _____?
Heba bought a nice dress for her sister.

4 Listen and tick (✓) or (✗). Correct the false ones

1. Moly lived with his mom, dad and uncle. (✗)
Moly lived with his mom and dad.

2. Moly's mom used to go to look for food every day. ()

3. Moly found grass on the first day of his search. ()

4. Moly told his mom the truth but she did not believe him. ()

103

Answers

1. Where did you go last summer? / When did you go to Alexandria?
2. Did you have your breakfast?
3. What did mom do for your best friends?

4. How did you travel to Aswan?
5. Did you get many presents for your birthday?
6. What did Heba buy for her sister?

4 Listen and tick (✓) or (×). Correct the false ones.

1. Explain that they will be listening to a short story and then answering questions about it.
2. Play the audio or read the short story aloud to the class clearly and expressively. Ensure students are paying attention and listening carefully.
3. You can read the story once or twice, depending on the students' needs and the complexity of the story.
4. Work through the first statement together as a class. Read the statement aloud: Moly lived with his mom, dad, and uncle.
5. Discuss the information in the story and determine if the statement is true or false. Guide students to correct the false statement: Moly lived with his mom and dad.
6. Assign three minutes to have students independently determine the truth or falsity of the remaining statements. For false statements, have them correct them based on the information from the story.
7. Circulate around the classroom to provide assistance and check for understanding. Then discuss the answers to the true / false statements as a class clarifying any misconceptions and review the information from the story.

Listening Text

Once upon a time, there was a little rabbit, Moly, who lives happily with his parents. Every day, the father used to go out of the house to bring food for his family. But, one day, the father became ill and the mother told Moly to go look for food and come tell her.

Moly ran quickly searching for food. Suddenly, he saw a place full of grass. He ate till he was full, then ran back home to tell his mother. While he was running home, he met some goats who asked him, "Why are you in a hurry,

little rabbit?" He answered, "I found a place full of grass behind the mountains." The rabbit took his mum to the place, but to his surprise, there was no grass at all. Mum was so angry and went home angrily.

The next day, Moly got up early and went to the forest to look for food till he found some carrots near a big palm tree. Moly took a carrot and ran back home. While he was running, he met a group of rabbits who asked him, "Where did you get that carrot from?" Moly said, "There are some big carrots near the big palm tree at the end of the forest."

When Moly arrived home, he show his mum the carrot. His mum was happy and asked him to take her to that place. When they arrived at the palm tree, Moly saw that all the carrots were gone. Again Mum was angry and said, "You lied to me again?!"

In the early morning, Moly's uncle arrived and offered to go with him search for food. After a long search, they found a place full of lettuce. They took some and started to go back home. While they were going home, they passed a group of ducks who asked them, "Where did you find that lettuce?"

Moly was about to tell them when his uncle said "Stop, Moly." Moly asked his uncle why he stopped him from telling them. His uncle told him that they are lazy and want to find food without looking for it. He also told him that he should always keep his plans secret.

Answers

1. (×) Moly lived with his mum and dad.
2. (×) Moly's dad used to go to look for food every day.
3. (√)
4. (√)
5. (×) Moly's uncle offered to help him search for food.
6. (√)

5 Rewrite a Story

1. Ask questions like:
“What does it mean to rewrite a story?”, “How can we change a story while still keeping the same characters?”
2. Explain that they will be imagining themselves as the wolf or Granny and telling the story from their point of view.
3. Read the original story of Little Leila and the Wolf aloud to the class. Discuss the characters’ motivations and actions.
4. Encourage students to brainstorm ideas for their reimagined stories asking questions like:
 - What might the wolf’s thoughts and feelings be throughout the story?
 - What might Granny’s perspective be on the events that unfolded?
 - How could you change the events of the story while still keeping the same characters?
 - What would be different if the story were told from Granny’s point of view?
5. Assign five minutes to have students begin writing their reimagined versions of the story.
6. Circulate around the classroom to provide assistance, answer questions, and offer feedback. Encourage students to use their imaginations.



7. Have students share their rewritten stories with the class (or in small groups). Encourage students to provide constructive feedback to each other discussing the different interpretations and creative approaches taken by students.

A Suggested Answer

The Wolf's Tale

Little Leila lived in a forest. One day, she went to visit her grandma with a basket of pudding. On the way, she met a hungry wolf. The wolf tricked Leila into letting him into grandma's house. He locked grandma in the bathroom and pretended to be her.

When Leila arrived, she didn't notice the difference. The wolf pretended to be sick and asked Leila to feed him the pudding. Leila happily gave him the pudding, and the wolf ate it all up.

Just as the wolf was about to eat Leila, a woodcutter came by. The woodcutter saw through the wolf's disguise. He chased the wolf away and saved Leila and her grandma.

The wolf ran back to the forest, feeling sad and hungry. He learned a valuable lesson that day: it's never right to trick others or hurt them.

Mini-Project

The Best Story

1. Explain that they will be working in groups to create a short story based on a given opening.
2. Divide the class into groups of four.
3. Assign each group the task of creating a short story based on the provided opening.
4. Encourage group members to discuss and brainstorm ideas together.
5. Guide students through the story development process:
6. Discuss and develop the plot, characters, and setting beyond the given opening.
7. Brainstorm possible conflicts and resolutions. Decide on a narrative voice and style.
8. Assign roles within the group (e.g., writer, editor, and illustrator). Encourage students to use descriptive language, dialogue, and creative writing techniques.
9. Provide time for groups to write their stories. Provide feedback and guidance as needed. Encourage them to use their creativity and imagination to bring their stories to life visually.
10. Compile the students' stories and illustrations for publication in the institute magazine. Consider having groups present their stories to the class or to other students in the institute.



Practice Book Answer Key

1 Read and complete the dialogue.

Malak: excited

Hana: tell

Malak: secret / early

Malak: time

2 Read the story of 'Ali Baba and the 40 thieves' and put the story parts in the correct order.

(1) Once upon a time, there was a rich merchant who had two sons; Ali Baba and his older brother, Qassim. After their father's death, the greedy Qassim took all his father's wealth and married a wealthy woman, while Ali Baba worked as a woodcutter and married a poor woman.

(3) Ali Baba and his wife borrowed his sister-in-law's scales to weigh their new wealth. But, Qassim's wife puts some wax in the scales to find out what Ali Baba is using them for. To her shock, she found a gold coin sticking to the scales and told her husband.

(5) The thieves were sure that another person knew their secret. After a long search, they discovered that it was Ali Baba. One of the thieves marked Ali Baba's door with a symbol. But, Morgana, a clever maid at Ali Baba's house, saw the thief and marked all the houses in the neighborhood similarly. When the 40 thieves returned that night, they could not identify the correct house. However, the thieves' leader got an idea.

(7) Again, Morgana discovered the plan, and killed the 39 thieves in their oil jugs by pouring boiling oil on them. When the leader called for his men, he discovered that they were all dead and he escaped.

(4) Qassim went to the cave and entered with the magic words. Unfortunately, he forgot the words to get out, so he was trapped. The thieves found him there and killed him. When his brother did not come back, Ali Baba went to the cave to look for him, and found his brother's body, which he took back to bury.

(6) The leader of the thieves pretended to be an oil merchant in need of Ali Baba's hospitality, bringing with him 40 oil jugs, one filled with oil, the other 39 hiding the other remaining thieves.

(2) One day, Ali Baba was cutting some wood in the forest, when he heard a group of 40 thieves visiting a huge cave, where they hid the stolen treasures. The thieves' leader said "open sesame" and the rock door of the cave opened. After a while, the thieves came out of the cave and the leader said "close sesame". When the thieves are gone, Ali Baba entered the cave himself and took a bag of gold coins and went home quickly.

(8) The next morning, Morgana told Ali Baba about the thieves in the jugs. Ali Baba decided to go to the judge, telling him everything about the thieves and the cave. The judge ordered to catch the thieves' leader and all the treasures were given to the poor. Since then, Ali Baba lived happily and safely.

3 Form questions in the past simple tense.

1. Did you eat meat yesterday?
2. What did you buy for your Mom?
3. Where did you go last Friday?
4. When did you buy your dress?
5. Did Aly score a goal in the match?
6. Who did you meet at the party?
- 7.

4 Write answers for the questions you formed.

1. Yes, I did. / No, I did not.
2. I bought Mum some flowers.
3. I went to the park with my family.
4. I bought it last week.
5. Yes, he did. / No, he did not.
6. I met my best friends.

Review 2

Lesson 1

SB pages 103

ILOs: By the end of this lesson, students will be able to:

- **revise the vocabulary and language of unit 4 and 5**

Vocabulary: words with /pl/ and /pr/ blends

Celebration words, e.g. chocolate, balloon

Language: Verb to be into the past simple

Warm up

1. Write the title of the unit, Different Occasions, in a big circle on the board.
2. Elicit what students still remember from this unit.

1 Look and write the word.

1. Before students open the book, write the blend /pr/ on the board and elicit as many words as students can remember.
2. Ask students to open their books and look at the pictures in Ex.
3. Assign them two minutes to write the words.
4. Elicit some students to come to the board and write the words.

Answers

price press pray press
present



2 Read and tick (✓) or (×).

1. Ask students: What do you think the solution to the garbage problem? Elicit some answers from them.
2. Tell them to work in pairs and assign three minutes to read the dialogue between two friends about the garbage problem and tick (✓) or (×).
3. Check answers with the whole class.
4. If there is time, invite two students to read the dialogue together.
5. If you notice many mistakes with the students' pronunciation, read the dialogue aloud asking them to listen carefully.

Review Two Lesson 1

2 Read and tick (✓) or (×)

Mahmoud: Look at all the garbage in the street, Amgad. It's so terrible to walk in this place.
Mohamed: You're right. What should we do?
Mahmoud: We can talk to our families and friends about the garbage problem.
Mohamed: I agree with you.
Mahmoud: We also should help. What do you think we can do?
Mohamed: We can clean up around our school and plant more trees.
Mahmoud: That's a good idea.

1. The street near Amgad and Ahmed's school is not clean. (✓)
2. Amgad and Ahmed want to talk to their teachers for help. ()
3. Amgad and Ahmed do not want to do anything to solve this problem. ()
4. Amgad suggested planting some trees. ()

3 Rewrite in the past simple tense

1. He is not at school because he is sick.
He was not at school because he was sick.
2. I'm so happy for coming first at the competition.
I was so happy for coming first at the competition.
3. Are there any problems with the car?
There were no problems with the car.
4. She is the best student at science.
She was the best student at science.
5. There are not any eggs to make the cake.
There were not any eggs to make the cake.
6. Mom is angry with me.
Mom was angry with me.
7. Is there any milk in the fridge?
There was no milk in the fridge.

107

Answers

1. (✓) 2. (×) 3. (×) 4. (✓)

3 Change the verb to be into the past simple.

1. In the board write verb to be in a circle.
2. Elicit the conjugation of this verb in the present and in the past tenses from students. Write their answers on the board.
3. Go through the first sentence in Ex. 3 orally.
4. Assign students three minutes to do the task individually, then one minute to check answers with a peer.
5. Check answers with the whole class by inviting pairs of students; one to read the sentence in the present and the other to read it in the past.
6. Praise the students' good work.

Answers

1. He was not at school because he is sick.
2. I was so happy for coming first at the competition.

3. Were there any problems with the car?
4. She was the best student in science.
5. There were not any eggs to make the cake.
6. Mom was angry with me but it is not my mistake.
7. Was there any milk in the fridge?

4 Look and complete the words with pl or pr.

1. Assign students two minutes to do this task individually.
2. Go through the class to check their progress.

Answers

prince plastic
 plate present
 plane pray
 player press



5 Find words related to celebrations in this word search.

1. Assign this task as home assignment.
2. When checking students' answers later, give them supportive feedback by drawing something from the task, e.g., a balloon

Answers

- | | |
|--------------|------------|
| 1. chocolate | 2. pancake |
| 3. sunshine | 4. drinks |
| 5. juice | 6. balloon |
| 7. party | |

ILOs: By the end of this lesson, students will be able to:

- **revise the vocabulary and language of unit 4 and 5**

Vocabulary: words Triphthongs / əʊə/ and /aʊə/

Warm up

1. Write the title of the unit, Stories van Teach a Lot! in a big circle on the board.
2. Elicit what students still remember from this unit.

1 Acting as Goha, respond to the people's comments giving your reason.

1. Remind students of the story of Goha and ask simple questions like: Who rode the donkey first? What did Goha and his son do at the end of the story? What do you learn from this story?
2. Tell them that they are going to imagine that they are Goha and reply to the people's comments.
3. Go through the first comment with the class.
4. Assign students five minutes, to work in groups, and write Goha's replies to the people.
5. Check answers as a whole class, you can ask for more than one reply for each comment.

Suggested Answers

- Goha:** I'm old and my legs hurt me a lot. But, my son is still young and can walk without feeling tired.
- Goha:** My son is very young and he got tired of walking.
- Goha:** We want to walk while talking and give the donkey some rest.

Review Two Lesson 2

1 Acting as Goha, respond to the people's comments giving your reason

a. **The group of people:** Look at that man! He's riding the donkey while his poor son walks.
Goha: I'm old and my legs hurt me a lot. But, my son is still young and can walk without feeling tired.

b. **The old man:** Oh, look at that young boy riding the donkey while his old father walks.
Goha: _____

c. **Some men:** Why are these two people walking when they have a donkey? What's the donkey for, anyway?
Goha: _____

d. **The group of people:** Look at those two carrying a donkey! Are they out of their minds?
Goha: _____

2 Read the words in the box and sort them into the table

cauliflower moves lower tower our slower hour

triphthong /əʊə/	triphthong /aʊə/
moves	cauliflower

110

4 Read Ayman's message of apology to Adham and write a suitable reply accepting his apology.

1. Ask students: What do you do or say when you want to apologize to someone?
2. Read Ayman's message of apology to Adham with the students.
3. Ask students: What do you think of Ayman? Is he a good or a bad friend? Why?
4. Tell students to think as Adham and write a reply accepting Ayman's apology at home.
5. When checking students' work, write a positive comment emphasizing the importance of forgiveness.

A Suggested Answer

Hi Ayman

Thank you for your nice message.

I accept your apology and I forgive you.

You mean a lot to me, too.

Friends for ever

Love,

Adham

5 Put the dialogue of Little Leila in the correct order.

1. Remind students' of Leila' story and elicit some information from them to remind them of the story events.
2. In groups, assign them to read the events and put them in order.
3. Write the order of the events on the board, asking students to give themselves a mark out of 8.
4. If there is time, invite three students to act the scenes.

Answer

- a. (4) **The Wolf**: All the better to eat you with!
- b. (2) **Leila**: I'm going to see my grandmother. She lives in a house behind those trees."
- c. (1) **The Wolf**: Hello! Where are you going?
- d. (7) **Leila**: Thank you, woodcutter. You saved our lives.
- e. (3) **Leila**: Granny, what big teeth you have!
- f. (5) **Leila**: Help! Help!
- g. (6) **The woodcutter**: Stop, bad wolf! Go away!
- h. (8) **The woodcutter**: You're welcome, but next time, Leila, do not talk to strangers.

Review Two
Lesson 2

5 Put the dialogue of Little Leila in the correct order

- a. () **The Wolf**: All the better to eat you with!
- b. () **Leila**: I'm going to see my grandmother. She lives in a house behind those trees."
- c. () **The Wolf**: Hello! Where are you going?
- d. () **Leila**: Thank you, woodcutter. You saved our lives.
- e. () **Leila**: Granny, what big teeth you have!
- f. () **Leila**: Help! Help!
- g. () **The woodcutter**: Stop, bad wolf! Go away!
- h. () **The woodcutter**: You're welcome, but next time, Leila, do not talk to strangers.

112

Model Tests Answer Key

Model Test (1)

1 Read and complete the dialogue.

Sara: make

Mom: Rinse

Mom: peel

Mom: set

2 Read and circle the odd one out.

1. jam
2. meat
3. cue
4. isn't
5. few

3 Choose the correct answer.

1. a
2. c
3. b
4. d
5. b
6. a

4 Read and answer the questions.

1. My favorite healthy foods are like fruits and vegetables.
2. It makes us strong and helps our minds feel happy.
3. Yes, to give our bodies enough rest at night and be able to work in the morning.
4. c
5. b
6. a

5 Write a short paragraph of five sentences about:

“Health is wealth”

Health is like having a treasure box. When you are healthy, you can play, learn new things and have fun. Eating natural and healthy food makes your body fit. You are

responsible for your health. You should choose food that contains proteins, vitamins and minerals to help your body grow well.

6 Punctuate the following.

You should have your breakfast in the morning.

Model Test (2)

1 Read and complete the dialogue.

Zeina: big

Shop assistant: colorful

Zeina: take care

Zeina: excited

2 Read and circle the odd one out.

1. fry
2. fig
3. fish
4. tortoise
5. but

3 Choose the correct answer.

1. a
2. c
3. a
4. b
5. a
6. d

4 Read and answer the questions.

1. They loved to build forts in the woods and go on adventures.
2. Because Hamza didn't want to share.
3. He gave Khalid half of the rock.
4. a
5. b
6. c

5 Write a short paragraph of five sentences about:

“Your favorite pet animal”

Tortoise is my favorite pet animal. It has hard shell. It can feel touch. It has no ears. Tortoise lives more than 100 years.

6 Punctuate the following.

Tortoises live more than 100 years.

Model Test (3)

1 Read and complete the dialogue.

Wafaa: graduation

Wafaa: gifts

Yasmin: bracelet

Wafaa: space

2 Read and circle the odd one out.

1. untrue
2. play
3. celebrate
4. printer
5. will

3 Choose the correct answer.

1. d
2. a
3. b
4. c
5. a
6. d

4 Read and answer the questions.

1. His / Her sister
2. The bride will look beautiful in her wedding dress and her groom will look attractive in his black suit.
3. Because he is in Paris on business.
4. c
5. a
6. d

5 Write a short paragraph of five sentences about:

“Volunteer work”

I was surprised to learn that some kids don't have parents. Mom volunteered to do a volunteer work. So, she suggested a family visit to an orphanage. I saw children playing, laughing, and learn together. Some were babies, while others were teenagers. It was a special day.

6 Punctuate the following.

It is immoral for people to throw garbage in the streets.

Model Test (4)

2 Read and complete the dialogue.

Malak: excited

Hana: tell

Malak: secret

Malak: time

2 Read and circle the odd one out.

1. mower
2. hopeful
3. happy
4. sour
5. are

3 Choose the correct answer.

1. d
2. a
3. c
4. b
5. a
6. d

4 Read and answer the questions.

1. Because we all like different things.
2. No, I can't.
3. It's important to be yourself and enjoy the things you love, even if not everyone else does.
4. a

5. b

6. c

5 Write a short paragraph of five sentences about:

“Tips for good sleep”

There are some good tips help you sleep well. You should go to bed when you feel sleepy. You shouldn't use your mobile phone in bed. You should have a routine for sleeping and never go to bed late. Your bed should be comfortable. You should find ways to relax like having a warm shower, reading a Nobel Quran, and listening to a story.

6 Punctuate the following.

When did you go to Alexandria?

Unit 5

Vacations and Holidays

Grammar

- Adjectives with 'ing' and 'ed'
- Declarative, exclamatory, and imperative sentences
- Direct and indirect objects

Phonics

- Blends /sn/ and /sm/

Language Functions

- Asking and answering using different question words
- Responding to imperatives

Critical Thinking

- There's a saying 'Sharing is caring'. Do you think sharing stories about vacations with family and friends is a good or bad thing? Why?

Study Skills

- Organized writing



Unit 5 Vacations and Holidays

Lesson 1 Vacations and holidays are happy days.

SB pages 113-117 PB pages 52-54

ILOs: By the end of this lesson, students will be able to:

- engage in a class discussion about their own holiday experiences.
- differentiate between various types of holidays celebrated in Egypt and other cultures.
- match new vocabulary with their correct definitions.
- correctly fill in the blanks with the appropriate words in the email based on context clues.
- write a well-structured email to a friend describing their vacation experience.



Vocabulary: holidays, special, relax, routines, celebrate, parades, fireworks,

Colocations: take a break, do things, have fun, spend time, enjoy yourself, days off from,

Values: Relaxation and recreation

Materials:

Student's Book and Practice Book

Teacher's Guide

Visual aid: Use images / videos of holidays for engagement
Audio recording

Warm up

1. Refer students to the title of the lesson, Vacations and Holidays are Happy Days. And simply elicit or explain the meaning as needed.'
2. Prompt the importance of rest and relaxation for physical and mental well-being during vacations and holidays.

1 Think and discuss.

1. Show the first image with the beach and ask: What do you see? Where is this? What do people do here? (Elicit responses like: relax, swim, vacation, and travel).
2. Link the visual to the topic of holidays and explain that the class will discuss holidays presenting the three questions from the student book:

What do you usually do on holidays?

Do you think it is important to take breaks from work or school?

Can name some important holidays celebrated in Egypt?

Assign three minutes to have students think individually, discuss with a partner, and then share with the class.

3. Group activities on the board (e.g., travel, family, relaxation, hobbies).



4. Divide the class into two groups: one for the importance of breaks, the other exploring why someone might not think they're essential (or reasons why they're sometimes difficult to take).
5. Guide discussion to encourage students to list Egyptian holidays and Prompt them to share details about each holiday – what it celebrates, how it's observed, traditions.

Students' own answers

Suggested Answers

1. On holidays, I like to play, have fun, and relax. I might go to the park, visit the zoo, or stay home and read.
2. Yes! Taking breaks helps our brains rest and work better. It's like giving our minds a little vacation.
3. Two important holidays in Egypt are Eid al-Fitr and Sham el-Nessim. Eid al-Fitr celebrates the end of Ramadan, and Sham el-Nessim celebrates the start of spring.

2 Read and tick (✓) the holidays mentioned in the text.

1. Draw the students' attention to the Top Tip for Life emphasizing the difference between holidays and vacations.
2. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.
3. Ask students to name any holidays they know, either from their own culture or others. Write them on the board.
4. Assign three minutes for students read the provided text individually asking them to underline or highlight any words or phrases that give

Unit 5
Lesson 1

On holidays, many businesses and schools close because many people want to spend time with their families and friends. Some holidays are celebrated with parades, fireworks, and special meals and people have days off from work. Holidays can be religious, like Eid al-Fitr, Eid al-Adha and the Christmas, or they can be about important historical events or people. For Muslims, one of our public holidays is Prophet Mohamed's Birthday on the 12th of Rabi' al-awwal. There are many different holidays throughout the year. Some holidays are in the winter, like New Year's Day. Some holidays are in the spring like Labor Day.

Top Tip
for Life

A holiday is a public day that all the nation celebrates.

A vacation is personal time to have fun away from work or school.

1. The Start of the High Year	(/)
2. Labor Day	(/)
3. Sham El-Nessim	(/)
4. New Year's Day	(/)
5. Eid al-Fitr and Eid al-Adha	(/)
6. Christmas	(/)
7. The 6th of October	(/)

116

clues about holidays.

5. Briefly discuss the main idea of the text – holidays as special times for breaks and celebrations. Then guide students to tick (✓) the holidays mentioned in the text.
6. Discuss the categories of the holidays mentioned. Were they religious, historical, or cultural? And the significance of a few of the holidays, if students are aware.

Answers

1. (✓)
2. (✓)
3. (×)
4. (✓)
5. (✓)
6. (✓)
7. (×)

3 Read and match.

1. Ask students to share any words they associate with holidays. Write them on the board.
2. Draw students' attention to the provided table in their books, and then read each vocabulary word aloud, clearly and with appropriate pronunciation.
3. Ask students if they recognize any of the words and if they know their meanings.
4. Assign three minutes for students to individually match each word with its correct defini-



Word	Definition
1. holidays	a. (✓) to rest or take it easy
2. special	b. () regular habits or activities that are done in a particular order
3. relax	c. () unusual
4. routines	d. (1) special times when people take a break from work or school and do fun things
5. celebrate	e. () a group of people marching in a ceremony or celebration
6. parades	f. () to do something special or enjoyable for an important event, occasion, holiday

tion.

5. After individual work, have students discuss their matches with a partner before reviewing as a class.
6. Review the correct matches as a class, ensuring students understand the connection between the word and its definition asking students to use each vocabulary word in a sentence related to holidays.

Answers

1. d
2. c
3. a
4. b
5. f
6. e

4 Listen to Lucy's email to her friend Helen about her vacation, and fill in the missing.

1. Ask students to share what they know about vacations. Where do people go? What activities do they do? In addition, briefly discuss the format of an email (greeting, body, closing).
2. Assign three minutes to play the recording (or read the email) once. Ask students to listen for the general topic and where Lucy is on vacation.
3. Briefly ask: Where is Lucy on vacation? Who is she with? What is she doing?
4. Assign five minutes play the recording again, pausing after each sentence or phrase containing a missing word. Give students time to fill in the blanks. If needed, provide a word bank with the missing words for extra support.
5. After individual work, have students compare answers with a partner.
6. Review the answers as a class, playing the relevant parts of the recording again if needed. Discuss the meaning of

each missing word in the context of the email.

Listening Text

Dear Helen,

We are on vacation in Croatia. We arrived on Monday at ten o'clock in the evening. I was very tired and sad because Sandy, my dog, wasn't with me. We left Sandy with our neighbor Mr. Jackson. Then we drove our car to the airport and took a plane. We are staying at a campsite right next to the beach. There's a picture of it in this email. At night, we sleep in a tent I like it, but mom and dad don't! The weather is good. It is sunny and hot. We go swimming every day. I brought my camera with me, so I can show you some photos when I come back home.

Bye!

Love from Lucy

Answer

Dear Helen,

We are on **vacation** in Croatia. We **arrived** on Monday at ten o'clock in the evening. I was very tired and sad because Sandy, my dog, wasn't with me. We left Sandy with our **neighbor** Mr. Jackson. Then we drove our car to the airport and took a plane. We are staying at a campsite right next to the **beach**. There's a picture of it in this email. At night, we sleep in a **tent** I like it, but mom and dad don't! The weather is good. It is sunny and **hot**. We go swimming every day. I brought my camera with me, so I can show you some photos when I come back home.

Bye!

Love from Lucy

5 Write an email to your friend to tell him /her about how you spend your vacation.

1. Draw the students' attention to the Top Tip and read it with the students.

2. Ask students: When do you usually write emails? Who do you write to? Discuss the purpose of emails and who the audience usually is.

3. Write the email components (Recipient, Greeting, Body, and Closing) on the board.

4. Discuss the purpose of each part:

Recipient: Who the email is for.

Greeting: How to start the email (e.g., Dear [Name]).

Body: The main message, including details about the holiday. For example: Something you want the recipient to do (e.g., Tell me about your vacation!).

Closing: How to end the email (e.g., Best regards, Love,).

5. Write a short example email on the board about a fictional holiday experience.

6. Assign five minutes to have students write their emails, guiding them through the process and answering questions.

7. Have students exchange emails with a partner for peer feedback. Then invite a few students to read their emails aloud (with their permission) discussing common themes or interesting holiday experiences shared in the emails.

Unit 5
Lesson 1

4 Listen to Lucy's email to her friend Helen about her vacation, and fill in the missing words

Dear Helen,

We are on vacation in Croatia. We on Monday at ten o'clock in the evening. I was very tired and sad because Sandy, my dog, wasn't with me. We left Sandy with our Mr. Jackson. Then we drove our car to the airport and took a plane. We are staying at a campsite right next to the There's a picture of it in this email. At night, we sleep in a I like it, but mom and dad don't! The weather is good. It is sunny and We go swimming every day. I brought my camera with me, so I can show you some photos when I come back home.

Bye!

Love from Lucy

5 Write an email to your friend to tell him / her about how you spend your vacation

You can attach some photos in your email.

Top Tip How to write an email	
Recipient list	To:
Greeting	From:
	Subject:
Body	Dear
	I hope you are feeling well.
Call to action	
	I look forward to hearing from you.
Closing	Best regards,
	Your signature

118

Students' own answers

A Suggested Answer

To: rayan @ gmail. Com

From: hamza @ gmail. Com

Subject: My Vacation Fun!

Hi Rayan,

I hope you are feeling well. I had so much fun on my vacation! I went to [Place you went, e.g., the beach, the park]. I [Describe one fun thing you did, e.g., played in the sand, went on a swing]. It was awesome! I'll send you some pictures.

What did you do on your vacation? Tell me all about it!

See you soon,

Hamza

Practice Book Answer Key

1 Read and match.

Holiday (1, 3, 5, 6)

Vacation (2, 4)

2 Read and answer.

1. a 2. c 3. b 4. d

3 Choose the correct answer.

1. b 2. c 3. d 4. a

4 Read and complete this email with words from the box.

Hello Hana,

I'm happy that you're enjoying your vacation in Hurghada. I'm on vacation, too, But in **Alexandria**. My mum decided to visit my **aunt** and spend a week there. I really like the beach here in Alex although it's very **crowded**. I sometimes go with my **cousins** and visit some interesting places in Alex like the Citadel and the **aquarium** where I enjoy seeing different sea **animals**. I want to tell you that the weather is **cool** in Alex and I love it.

Bye!

Love from Zeina

Lesson 2 Exploring exciting places to visit

SB pages 118-123 PB pages 55-57

ILOs: By the end of this lesson, students will be able to:

- discuss the benefits of travel and share their personal experiences.
- read a text about popular travel destinations for specific information.
- correctly complete the sentences with the newly-learned vocabulary.
- differentiate between adjectives ending in '-ing' and '-ed'.
- identify words with the /sn/ blend in a song.
- research and create a poster about a beautiful and exciting place in Egypt.



Vocabulary: proverb, benefits, unfamiliar, teleport, dream-worthy, virtual, backyard, wish list, lifetime

Language:

The difference between adjectives ending in '-ing' and '-ed'
Adjectives ending in '-ing' are used to describe characteristics of a person, something or a situation. Adjectives ending in '-ed' are used

to describe feelings or emotions.

Ex: I didn't sleep last night, so I am so tired.

Working on the computer for hours is very tiring.

Ex: I am excited about this trip.

This trip is exciting.

Phonics: The blend /sn/ is found in words such as snow and sneeze.

Values: Appreciation and Gratitude

Materials:

Student's Book and Practice Book

Teacher's Guide

Visual aids: picture cards with /sn/ words (snail, snake, snow, etc.) and printed images of Egyptian landmarks (optional, for inspiration) or Computer / tablets with internet access (optional, for research)

Warm up

1. Refer students to the title of the lesson, Exploring Exciting Places to Visit. And simply elicit or explain the meaning as needed.
2. Elicit the gratitude for the opportunity to travel and experience new places and cultures.

1 Look and discuss.

1. Show the image and ask: What comes to mind when you see this image? What does it make you think of? (Guide responses towards travel, exploration, new experiences).
2. Connect the visual and brainstorm to the day's topic: exploring the benefits of travel. Present the proverb "Travel has 7 benefits" and explain that the class will discuss what these might be presenting the provided questions in the student book.
3. Assign five minutes to have students think individually, discuss with a partner, then share with



the class.

4. As students share, group benefits on the board under categories like: Personal Growth (e.g., self-discovery, increased confidence)

Cultural Awareness (e.g., understanding different customs, broadening perspectives)

Relaxation and Well-being (e.g., stress reduction, mental rejuvenation)

Education (e.g., learning history, geography, new skills)

Social Connection (e.g., meeting new people, strengthening relationships)

Fun and Recreation (e.g., trying new activities, sightseeing)

Physical Health (e.g., hiking, exploring nature).

5. Invite students to share if they have had a travel experience that made them say “wow” encouraging detailed descriptions: What made it so special? What did you see, hear, smell, or feel? How did it make you feel?

6. Discuss motivations for travel: adventure, curiosity, escape, seeking something different, personal challenge. Link these motivations back to the benefits discussed earlier. For example, People seek adventure because they want personal growth and excitement.

Students own answers

Suggested Answers

1. Traveling can help you learn new things, meet new people, and have fun adventures!
2. I once went to a beach where the sand was so white and the water was so blue, it was like being in a dream!
3. People love exploring new places because it is exciting to discover new things and see how other people live.

2 Read and answer.

1. Show the three images at the top of the page and ask: What do you see in these pictures? Where do you think these places are? What makes them special?

2. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.

3. Explain that the text is about amazing places to visit and that they will be reading to learn about some of them.

4. Assign five minutes to get students read the provided text individually asking them to underline or highlight any words or phrases that give clues about the main idea or answer the questions.

5. Review the questions together having students answer the questions based on their understanding of the text. After individual work, have students discuss their answers with a partner before reviewing as a class.

6. Review the correct answers as a class, ensuring students can point to where the information is located in the text. Discuss why the chosen answer for the main idea is correct and why the other options are not as accurate.

Answers:

1. c
2. b
3. d
4. a
5. b

Unit 5
Lesson 2

There are many amazing places waiting for you. Start making your travel wish list and get ready for the adventure of a lifetime!

1. What is the main idea of the text?

- beaches and islands
- superheroes and their powers
- some amazing places to visit on Earth
- famous cities around the world

2. According to the text, where do people get ideas about their vacation places?

- From their friends and family
- From apps like Instagram
- From movies and magazines
- From television and radio

3. Which of these countries is NOT mentioned in the text?

- Bali
- Congo
- Abu Dhabi
- The United States

4. What does the text say is famous about New Zealand?

- its national parks
- its beaches
- its historical places
- its cities

5. What is the writer suggesting at the end of the text?

- You should go to places that are far away from your home.
- You should go to the places you are most interested in.
- You should only go to places you can reach quickly.
- You should use apps like Instagram.

121

3 Read and complete the sentences with words the box.

1. Draw students' attention to words in the box. Read each word in the word bank aloud, clearly and with appropriate pronunciation.
2. Ask students if they recognize any of the words and if they know their meanings. Briefly discuss the meanings of each word, providing examples or visuals if needed.
3. Complete the first sentence together as a class to demonstrate the process as a model.
4. Assign three minutes to have students individually complete the remaining sentences by selecting the appropriate word from the word bank.
5. After individual work, have students discuss their choices with a partner before reviewing as a class.
6. Review the correct answers as a class, discussing the reasoning behind each choice.

Answers

1. dream-worthy
2. virtual
3. teleport
4. backyard
5. lifetime

Unit 5
Lesson 2

3 Read and complete the sentences with words from the box

teleport dream-worthy virtual backyard lifetime

1. The castle is a **dream-worthy** place for me.
2. reality can be a fun way to explore new places.
3. I wish I could to bed right now.
4. We have a full of adventures just outside of your door.
5. Mahmoud has achieved a lot in his

4 Read and choose the correct adjective

Top Tip

Adjectives ending in '-ing' and '-ed'

- Adjectives ending in '-ing' are used to describe characteristics of a person, something or a situation. Adjectives ending in '-ed' are used to describe feelings or emotions.

Examples:

- I didn't sleep last night, so I am so tired.
- Working on the computer for hours is very tiring.
- I am excited about this trip.
- This trip is exciting.

1. The view of the mountain is amazed / **amazing**.
2. There are lots of (exciting / excited) activities to do.
3. I get (boring / bored) quickly when I am doing difficult homework.
4. My cat looks (terrified / terrifying) when she sees a snake. She hides quickly.
5. I was (surprising / surprised) to see my old grandparents doing sports.

122

4 Read and choose the correct adjective.

1. Draw the students' attention to the Top Tip and read it with the students. Explain that some adjectives end in -ing and others in -ed, but they have different meanings and uses.
2. Clearly explain the key difference: -ing: Used to describe the cause of a feeling or characteristic of something. (e.g., The movie was frightening.) -ed: Used to describe how someone feels as a result of something. (e.g., I was frightened during the movie.) Provide a few clear examples on the board, highlighting the subject being described and why each ending is used. Refer to the examples in the "Top Tip" box.
3. Complete the first sentence together as a class to demonstrate the process as a model.
4. three minutes to have students individually complete the remaining sentences by choosing the correct adjective ending.
5. After individual work, have students discuss their choices with a partner before reviewing as a class.
6. Review the correct answers as a class, discussing the reasoning behind each choice. Encourage students to explain why they chose a specific ending.

Answers

1. amazing
2. exciting
3. bored
4. terrifying
5. surprised

5 Listen and circle the words with the blend /sn/.

1. Draw the students' attention to the Top Tip and read it with the students. Introduce the concept of consonant blends – two letters that make distinct sounds together, but are blended, not separated.
2. Focus on the /sn/ blend. Say /sn/ words aloud (snail, snake, and snow) and emphasize the combined sound. Use picture cards to illustrate the /sn/ words. Have the class repeat the /sn/ words aloud, focusing on the blend.
3. Read the poem aloud with enthusiasm, emphasizing the /sn/ words instructing students to clap every time they hear a word with the /sn/ blend.
4. After students listening, ask: Which words had the /sn/ sound? Let's say them together.
5. Assign three minutes to have students individually circle the words in the poem that contain the /sn/ blend. Then review the answers as a class, having students read aloud the circled words.
6. Ask students to brainstorm other words they know that contain the /sn/ blend. Write them on the board.

Answer

A **snail's** on the **snow**

Doesn't know where to go

A **snail's** on the **snow**

Then, he begins to **sneeze**



Sometimes, can't breathe
And there's nothing to do
A snail's on the snow
Doesn't know where to go
A snail's on the snow
Now he can't sniff
And falls off the cliff
But keeps crawling slow
A snail's on the snow
Doesn't know where to go
A snail's on the snow
Suddenly, he sees a snake
Eating tasty stea
With a smile says hello
A snail's on the snow
Doesn't know where to go
A snail's on the snow

6 Make a poster.

1. Ask students: What are some famous places or things you know about Egypt? Write their responses on the board (e.g., pyramids, Sphinx, Nile River).
2. Have each student or group choose a specific place in Egypt to feature on their poster (e.g., Cairo, Alexandria, Luxor, Aswan, a specific beach resort).
3. Provide access to the internet or other resources for students to research their chosen destination. Guide them to look for information about:
Location (Where is it?)
Transportation (How can you get there?)
Attractions (What can you see?)
Activities (What can you do?)

4. Discuss poster layout and design principles (e.g., title, images, text placement).

5. Assign three minutes to have students sketch a rough draft of their poster, including where they will place images and text. Then assign five minutes to let students create their final posters using the provided space and art supplies. Encourage them to be creative and visually appealing.

Note: Remind students to include the key information they gathered during their research, using concise and persuasive language.

6. Have students display their posters and do a gallery walk, where they can view each other's work. Invite students to briefly present their posters to the class, highlighting the key attractions and activities of their chosen destination.

Students own answers

Suggested Aswers

.The Pyramids of Giza are in Egypt, near the city of Cairo. You can take a plane to Cairo and then a taxi or bus to the pyramids.

.See the amazing pyramids and the Sphinx, a giant statue with a lion's body and a human head.

.Learn about the ancient Egyptians who built the pyramids thousands of years ago.

.Climb to the top of a pyramid (if allowed) and enjoy the amazing view!

.Visit the Egyptian Museum in Cairo to see ancient treasures like mummies and jewelry.



.Come to Egypt and explore the wonders of the wonders of the pyramids of Giza!

Practice Book Answer Key

1 Read and match.

1. Spend a nice time on an island in the sea 2
2. Have fun under the sea 5
3. Explore a national park 1
4. Visit a historical place 4
5. Lie on a beautiful beach 3

2 Choose the correct answer.

- | | | |
|----------------|--------------|-------------|
| 1. interesting | 2. Surprised | 3. Exciting |
| 4. frightening | 5. annoyed | 6. amazing |

3 Read this short story and underline the words with the blend /sn/.

The snowman likes snow, that's why he likes winter a lot. Every winter, he feels happy, however the snake and the snail feel sad and disappear. The snowman feels lonely and he begs his friends to stay with him. The snake always says, "Sorry I cannot sniff well in winter." Similarly, the snail says, "Sorry, I always sneeze and I crawl very slowly." They wish him good luck and tell him that they will come back in summer. But, when summer is here, the snowman will never appear.

4 Write a paragraph of five sentences about an exciting place you enjoyed visiting.

Last summer, I enjoyed my vacation at Hurghada. It's an amazing place to visit. I swam in the sea. I sometimes on the beach under my umbrella. I had lots of fun playing on the beach and swimming in the sea. I really want to go there every summer.

Lesson 3 Cultural adventures: Learning about traditions and customs

SB pages 124-129 PB pages 58-60

ILOs: By the end of this lesson, students will be able to:

- discuss the idea of cultural tourism.
- read a text about cultural tourism for specific information.
- match words to their correct definitions.
- recognize words with the blend /sm/ in a story.
- correctly classify objects into direct or indirect in sentences.
- research a famous place outside Egypt to write about its attractions and why it is worth visiting.



Vocabulary: cultural tourism, traditions, customs, experience, participate, viewpoint, traditions

Language: The classifications of the object into direct and indirect objects: Some verbs have two objects. The direct object receives the action of the verb. The indirect object tells to whom or for whom the action is done.

Example:

Subject	Verb	Indirect Object	Direct Object
I	am writing	Grandpa	a letter.
Grandma	is reading	Shahd	a story.
Mr. Smith	gave	his dog	a bone.

Phonics: The blend /sm/ is found in words such as smell and smile.

Values: Cultural Awareness and Respect

Materials:

Student's Book

Practice Book

Teacher's Guide

Images or videos displaying different cultures, visual aid: picture cards with /sm/ words, realia (items that represent the story) and internet access (computers, tablets, or other devices)

Warm up

1. Refer students to the title of the lesson, Cultural Adventures: Learning about Traditions and Customs. And simply elicit or explain the meaning as needed.
2. Promote respect and appreciation for different cultures and traditions, encouraging a sense of curiosity and a desire to explore the world around us.

1 Think and discuss.

1. Begin by asking: What do we mean by 'culture'? Guide the discussion towards elements like traditions, customs, beliefs, arts, food, clothing, etc.
2. Ask students if they've ever traveled to a place where the culture was significantly different from their own. Briefly discuss their experiences (if any).
3. Introduce the term "cultural tourism." Ask students to guess what it might mean. Guide the discussion towards a definition that includes:
.Traveling to experience different cultures.

Unit 5
Lesson 3

1 Think and discuss

1. What does cultural tourism mean?
2. Have you ever tried cultural tourism?
3. Discuss any traditions or customs from other countries that are different from yours.

2 Read and tick (✓) or (✗)

Are you ready for an amazing adventure? Let's explore different cultures and interesting places around the world! Cultural tourism is all about learning different ways of life. When you travel, you **experience** some forms of local culture, like trying new foods or learning a few words of a different language. But cultural tourism is when you make a special effort to know more about the local culture. It could be by learning a new skill, like cooking or learning to make something special to that culture.

There are so many amazing places to visit for a cultural adventure and new customs! If you are in Japan, you can **participate** in a traditional tea ceremony. In the Japanese tea ceremony, the tea is prepared and served in a special way, almost like a dance.

126

- . Learning about the history, arts, traditions, and life styles of other people.
 - . Respecting and appreciating cultural diversity.
 - . (Optional) Sustainable and responsible travel practices.
4. Introduce the provided questions in the students' book. In addition, assign five minutes to have students think individually, discuss with a partner, then share with the class.
 5. Collaboratively create a concise definition of cultural tourism on the board, incorporating student input encouraging students to share if they've had experiences that could be considered cultural tourism, even if it wasn't intentional (e.g., attending a cultural festival, trying food from another country).
 6. Emphasize that cultural tourism is about learning and understanding, not just sightseeing. Highlight the importance of respectful and open-minded discussion. Remind students that the goal is to understand, not to judge.

Examples: Prompt students with examples like: greetings, dining customs, clothing, holidays, festivals, family structures, etc.

Students own answers

Suggested Answers

1. It's like visiting a new place to learn about how people live there. You might see cool dances, eat yummy food, or visit old castles.
2. Yes, I went to a museum and saw how people lived long ago.
No, Not yet, but I want to!
3. In China, they have lion dances for New Year.
In Mexico, they celebrate the Day of the Dead.

2 Read and tick (✓) or (×). Correct the false ones.

1. Start by asking: What is tourism? Discuss the general concept of traveling for leisure or other purposes.
2. Ask students: What kind of activities might people do when they travel to learn about a different culture? (e.g., trying local food, visiting museums, attending festivals).
3. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book. Explain that the text is about "cultural tourism" and that they will be reading to learn what it means.
4. Assign five minutes to have students read the provided text individually. Ask them to underline or highlight any words or phrases that give clues about the meaning of cultural tourism or answer the true/false statements.
5. Complete the first statement together as a class to demonstrate the process as a model. Then have students individually read each statement and decide if it is true or false based on the text, marking their answers accordingly.
6. For any statement they mark as false, have students write the corrected version underneath. Review the correct answers as a class, discussing the reasoning behind each choice and pointing to the relevant section in the text.

Unit 5
Lesson 3

Traveling is not just about having fun, it's also about learning and growing. When you go on a cultural-learning trip, you can widen your **viewpoint** and understand people from different cultures. You can try new things, learn new languages, and know more about local **traditions**. So get ready to explore our world.

1. Cultural tourism is traveling to different countries for fun and relaxation. (×)
Cultural tourism is all about learning and appreciating different ways of life.

2. You can participate in a traditional tea ceremony in Mexico. ()

3. You can learn to cook new types of food on a cultural tourism trip. ()

4. Taking photos of historical sites is an important part of a cultural tourism trip. ()

5. You can have fun and learn about others' traditions in a cultural tourism trip. ()

3 Read and match

Word	Definition
1. experience	() customs or beliefs that are passed down from generation to generation
2. participate	() The way of looking at or thinking about something
3. traditions	(✓) learn about or get information about something
4. viewpoint	() take part in or share

127

Answers:

1. (×) Cultural tourism is all about learning and appreciating different ways of life.
2. (×) You can participate in a traditional tea ceremony in Japan.
3. (√)
4. (×) While taking photos can be part of a trip, it's not the main or most important part of a cultural trip. The focus is on learning and experiencing the culture.
5. (√)

3 Read and match.

1. Begin by asking students about their own experiences with different cultures or traditions. Write some of the words related to the topic (e.g., culture, custom, belief) on the board and discuss their meanings briefly.
2. Draw students' attention to the provided table in their books, and then read each vocabulary word aloud, clearly and with appropriate pronunciation.
3. Ask students if they recognize any of the words and if they know their meanings.
4. Assign three minutes for students to individually match each word with its correct definition.
5. After individual work, have students discuss their matches with a partner before reviewing as a class.
6. Review the correct matches as a class, ensuring students understand the connection between the word and its definition asking students to use each vocabulary word in a sentence related to holidays.

Answers

1. experience	(3) customs or beliefs that are passed down from generation to generation
2. participate	(4) The way of looking at or thinking about something
3. traditions	(1) learn about or get information about something
4. viewpoint	(2) take part in or share

4 Story time.

1. Draw the students' attention to the Top Tip and read it with the students. Introduce the concept of consonant blends – two letters that make distinct sounds together, but are blended, not separated.
2. Introduce the /sm/ blend by writing "sm" on the board. Pronounce it clearly and ask students to repeat. Explain that it's a combination of the sounds /s/ and /m/.
3. Ask students to brainstorm words that begin with the /sm/ blend. Write them on the board. (e.g., small, smile, smoke, smart)
4. Read the story aloud with expression, emphasizing the /sm/ blend words. Have students listen attentively. Then read the story again as a class, chorally or in groups.
5. Assign five minutes to instruct students to read the story independently and circle all the words that contain the /sm/ blend.
6. Have students compare their circled words with a partner. Go around the class and ask students to read aloud the words they circled. Write the words on the board under the "sm" heading. Pay attention to any students



struggling with the blend.

Answers

Last summer, Mr. **Smith** decided to go on a vacation. He planned to go to the forest at the borders of his city; it is only half an hour walk. He took his two dogs with him; the big one, Rocky, and the **small** one, Roy. The road to the forest was so **smooth** and they walked easily. Finally, they reached the forest and Mr. **Smith** found a suitable place to set his tent. Suddenly, Mr. **Smith** could smell **smoke** and in a few minutes, the place was full of smog. Mr. **Smith** started to cough badly, as if he was a heavy **smoker**. Mr. **Smith** decided to go and find out the reason for the smoke. Mr. **Smith** looked at Roky and said, "Stay here, Rocky and take care of our tent and tools." Mr **Smith** took Roy with him and followed the **smell**. He said, "What a lovely **smell**!" He kept walking and after ten minutes, he found a family camping near the lake and having a barbecue party. The family **smiled** on seeing him and invited him for dinner. Mr. **Smith** accepted their kind invitation happily.

5 Read the sentences and classify the direct or indirect object.

1. Begin by reviewing the concepts of subjects and verbs. Ask students to identify the subject and verb in simple sentences. Explain that verbs can have objects. Ask students if they know what an object is in a sentence. Write a simple sentence on the board like, "The cat chased the mouse." Ask, Who did the cat chase? (The mouse). Explain that the mouse is the object of the verb "chased."

2. Draw the students' attention to the Top Tip and explain the definitions of direct and indirect objects in simple terms.

Unit 5
Lesson 3

5 Read the sentences and classify the direct or indirect objects

Direct and Indirect Objects

- Some verbs have two objects. The direct object receives the action of the verb.
- The indirect object tells to whom or for whom the action is done.

Example:

Subject	Verb	Indirect Object	Direct Object
I	was writing	Reem	a letter
Grandma	is making	Sam	a cake
Mr. Smith	gave	his son	a book

1. Mary is making **her doll** a dress.
2. I am sending Ali an email.
3. Mr. Adham found Alice a chair.
4. Rolula lent me some money.
5. Mom gave Dina some lovely roses.

Indirect Object	Direct Object
her doll	a dress

129

Direct Object: The direct object receives the action of the verb. It answers the question “who?” or “what?”

Indirect Object: The indirect object tells to whom or for whom the action is done. It usually comes before the direct object.

Examples: Use the examples from the Top Tip box and explain them clearly.

“I am writing Grandpa a letter.”

Direct Object: What am I writing? (a letter)

Indirect Object: To whom am I writing? (Grandpa)

3. Work through the first sentence together as a class. Identify the subject, verb, direct object, and indirect object. Fill in the table on the worksheet together.

4. Assign five minutes to have students complete the remaining sentences on the book individually or in pairs. Encourage them to ask questions and discuss their answers with each other.

5. Go through each sentence on the book and ask students to identify the direct and indirect objects. Fill in the table on the board with the correct answers.

6. Address any confusion or incorrect answers. Provide additional examples if needed.

Answers

Indirect Object	Direct Object
her doll	a dress
Aly	an email
Alice	a chair
me	some money
Dina	some lovely roses

6 Search and write.

1. Begin by asking students about their favorite places they have visited (could be within Egypt or outside). What did they like about these places? What made them special?
2. Brainstorm a list of famous places around the world. Write them on the board. Discuss what makes a place "famous." Is it its history, beauty, uniqueness, or something else?
3. Explain that students will be researching a famous place outside of Egypt and writing a short paragraph to encourage others to visit it.
4. Assign five minutes to guide students on how to search for information about their chosen place on the internet. Provide keywords or suggest websites.
5. Encourage students to take notes on key aspects of the place:
 - Name and Location: What is the place called and where is it located?
 - History / Culture: What is the history or culture of this place?
 - Landmarks / Attractions: What are the must-see landmarks or attractions?
 - Activities: What activities can visitors do there?
 - Why Visit? What makes this place special and worth visiting?
6. Instruct students on how to insert the images into their written work. Allow students to share



their work with the class. Encourage students to ask questions and provide feedback to their classmates.

7. Evaluate students' research skills based on the quality of information gathered, clarity, organization, descriptive language, and persuasiveness. Evaluate the selection and use of images.

Students' own answers

A Suggested Answer

The Eiffel Tower

The Eiffel Tower is a tall, famous structure in Paris, France. It's made of metal and looks like a big triangle pointing up to the sky. It's super tall, you can see all of Paris from the top. At night, it sparkles with lights, it's very pretty. It was built a long time ago for a special fair. You can go up to the top in an elevator and see amazing views. If you go to Paris, you HAVE to see the Eiffel Tower! It's a fun and exciting place. You can take cool pictures and learn about France. Maybe one day you can visit!

Practice Book Answer Key

2 Read and complete the dialogue.

1. kind 2. Adventure 3. Why 4. important

2 Read and answer.

1. There are many amazing places in the world to have a cultural experience.
2. To form meaningful relationships with people from different cultures and even learn new skills
3. c
4. b
5. a

4 Read and underline the words with the/sm/blend.

smile

small

smell

smoking

4 Read the following and write: Direct object or Indirect object for the underlined words.

1. Direct Object
2. Indirect object
3. Direct Object
4. Indirect object
5. Direct Object
6. Direct Object

Lesson 4 postcard tales: Writing and sharing vacation stories

SB pages 130-136 , PB pages 61-65.

ILOs: By the end of this lesson, students will be able to:

- engage in a discussion to express their personal preferences for short stories and tales.
- answer different types of questions about 'Jan Carson and her book Postcard Tales'.
- ask and answer questions that demonstrate their curiosity and critical thinking about different postcards.
- match some sentences to the correct pictures, demonstrating their understanding of visual cues.
- identify the main points of a listening text to fill in the blanks with the correct words.
- use a provided postcard as inspiration to create an imaginative story.



Vocabulary: postcard, lucky, thoughts, feelings, collections, quarantine, illness, artwork, grown-ups, professional writers, journal, polished story, publish, reflect

Values: Documenting and Sharing Travel Experiences

Materials:

Student's Book

Practice Book

Teacher's Guide

Visual aids: copies of postcards, fairy tale books (if avail-

able), examples of postcards, a map of Belfast, Northern Ireland and images cut from magazines of diverse art, examples of collections (stamps, coins, etc.) for inspiration, examples of short stories, or online image resources

Audio recording of a text about writing vacation stories.

Warm up

1. Refer students to the title of the lesson, Postcard Tales: Writing and Sharing Vacation Stories. And simply elicit or explain the meaning as needed.
2. Encouraging students to document their travel experiences through postcards, photography, and other creative means.

1 Look and discuss.

1. Draw students' attention to the three images. Ask them what they see. (Fairy tale book, cats with a book, illustration with a sun). Moreover, ask students how they think these images might be related. (They all relate to stories, reading, and imagination).
2. Read the first question aloud: Do you enjoy reading short stories and tales? What are your favorites? Encourage students to share their favorite stories or types of stories. Write down key genres or themes that students mention on the board.

Unit 5
Lesson 4

1 Look and discuss

1. Do you enjoy reading short stories and tales? What are your favorites?
2. Has anyone ever sent you a postcard with some notes written on it? If yes, what was written?
3. How do you think writing stories on postcards and sending them to people can make them happy?

2 Read and answer.

Read this text about a book entitled 'Postcard Stories' and answer the questions:

'Postcard stories' is a book of short stories written by Jan Carson. She wrote these stories on postcards and sent them to lucky people. The stories are about different people and their thoughts and feelings. Some stories start with really interesting first lines. Other stories have really good last lines that make you think.

Jan Carson is a writer from Belfast, Northern Ireland. She wrote another collection of postcard stories called 'Postcard Stories 2'. Jan Carson wrote a story on a postcard every day in 2015 and

132

3. Read the second question: Has anyone ever sent you a postcard with some notes written on it? If yes, what was written? Take a poll to see how many students have received postcards. Discuss the purpose of a postcard. Why do people send them? (To share travel experiences, to connect with others).

4. Read the third question: How do you think writing stories on postcards and sending them to people can make them happy? Encourage all students to participate and share their thoughts without fear of judgment.
5. Actively listen to students' answers and build upon their ideas to deepen the discussion.
6. Use actual postcards or images of postcards to make the concept more concrete for students (if it is available).

Answers

1. Yes, I like reading short stories! My favorites are fairy tales like Cinderella and Goldilocks. I also like funny stories like the ones about [Name a character they like, like "Horrid Henry" or "Diary of a Wimpy Kid"].

(Teacher's Note: The student can name ANY stories they like. The important thing is they understand the question and share their personal preferences.)

(Example 1: If they HAVE received one):

2. Yes! My grandma sent me a postcard from the beach. She wrote, "Having a great time! The weather is sunny. Wish you were here!"

(Example 2: If they HAVEN'T received one):

No, I haven't gotten a postcard yet, but I'd like to get one someday! Maybe from a cool place like Disneyland!

(Teacher's Note: Again, personal experience is key here. If they haven't gotten one, it's okay to imagine what it might be like.)

2. It's a good idea because it's fun to get mail! It's also a cool way to share stories with your friends. Postcards are small, so the stories would have to be short and interesting! It would be like sending a tiny book.

(Teacher's Note: Encourage the student to think about the benefits of sharing stories through postcards. This answer focuses on fun, sharing, and the challenge of writing concisely.)

2 Read and answer

1. Ask students if they have ever heard of writing stories on postcards. Have they ever received a postcard with a message on it? Discuss why someone might choose to write stories on postcards instead of in a traditional message.

2. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.

3. Assign five minutes to have students read the text silently or chorally as a class. Encourage them to pay attention to the details about Jan Carson and her book.

4. Instruct students to highlight or underline key information in the text, such as the book title, the author's name, and the reasons for writing the stories.

5. Read each question aloud, ensuring that all students understand them. Guide students to go back to the text to find the answers to each question. Encourage them to read the relevant sections carefully.

6. Then discuss each question and its answer as a class. Encourage students to explain how they arrived at their answers by referencing the text.

Unit 5
Lesson 4

sent it to a friend. In this book, she shows what Belfast is like by writing little stories about different places there.

Jan Carson started writing postcard stories because she wanted to give someone a story to read while they were in quarantine. She asked her niece and some friends with kids to draw pictures for the stories, and soon lots of kids from different countries were drawing pictures for her stories. Jan Carson says that the kids' **artwork** made her happy during a hard time. She is really thankful for all the kids who drew pictures and all the people who read her stories.

1. What is the title of the book that Jan Carson wrote?

a. Identity card stories b. Visa card stories
c. **Postcard stories** d. Science fiction stories

2. What are the stories in the book about?

a. people's feelings b. people's money
c. people's problems d. people's jobs

3. Who did Jan Carson send the postcards to?

a. poor people b. rich people
c. sick people d. lucky people

4. Who helped in making drawings for the stories?

a. Jan's niece b. the kids of Jan's friends
c. kids from different countries d. all the above

5. What do you think of Jan as a writer?

133

Answers

1. c

2. a

3. c

4.d

.A Suggested Answer

Jan seems like a kind and creative writer. She wanted to make people happy with her stories and she included kids' drawings.

(Teacher's Note: you could also say it's implied she sent them to people who needed them, like those in quarantine. The main idea is that she shared them with others.)

2 Read and match

1. Write the target vocabulary words on the board: illness, quarantine, postcards, collection, fairy tale, escape, and artwork.

2. Use pictures or realia to illustrate the meaning of the words. For example, show a picture of someone in a hospital bed when discussing "illness" or display various postcards when introducing "postcards."

3. Read each sentence aloud, emphasizing the target vocabulary. Have students examine the images carefully. Ask them what they see in each picture and what it

Unit 5
Lesson 4

3 Read and match

1. His illness was severe. So, he was sent to the quarantine.	a	
2. I like buying postcards to remember all the places I have visited.	b	
3. I bought a wonderful collection of flowers at the florists.	c	
4. Beauty and the Beast is my favorite fairy tale.	d	
5. She is a good painter. She shows her artworks to people in the street.	e	
6. The diver was lucky to escape from the shark.	f	

134

might represent.

3. Assign five minutes to instruct students to draw a line connecting each sentence to the image that best matches its meaning.

4. After students have completed the matching individually, have them discuss their answers with a partner. This allows them to clarify their understanding and justify their choices.

5. Review the correct matches as a class. For each match, ask students to explain why they chose that particular image. What clues did they find in the sentence and the picture?

6. Review the definitions of the target vocabulary words, ensuring that all students understand their meanings.

Answers

1. b

2. d

3. c

4. a

5. e

6. f

4 Look at these postcards and ask questions about them.

1. Begin by asking students what they know about postcards. Have they ever received one? Have they ever sent one? What kind of images are typically on postcards?

2. Explain that students will be looking at four postcards and using them as inspiration to create stories. They will practice asking each other questions about the postcards to help develop their story ideas.

3. Use the example provided in the book (What do you think the story behind postcard number 1 is?) as a model. You can even create a second example using a different image to demonstrate the process.

4. Divide students into pairs. Assign each pair a set of the four postcards from the book. Give students a few minutes to individually look at the postcards and think about the images.

5. Instruct each student to come up with at least two questions about each postcard. These questions should be designed to elicit story ideas or details. (e.g., Who is the person in the picture? Where do you think this place is? What is happening in this scene?)

6. Students take turns asking their questions and answering them. Encourage them to build on each other's answers and explore different possibilities.

7. Students will then work together to develop a short story outline based on those postcards and they can create a storyboard of their stories inspired by the postcards.

8. Assess students' ability to collaborate and build upon each other's ideas.

Students' own answers

Suggested Answers

The main question is:

1. A: What do you think the story behind postcard number 1 is?

B: I think it's about... (and then they make up a story)

Postcard 1 (Dragon-like creature):

Example 1: I think it's about a dragon who lost his way and a little girl helps him get back home.

Example 2: It's about a knight who has to fight a scary dragon to save the princess, but the dragon is actually friendly.



Postcard 2 (Person with a crown in a fancy place):

Example 1: This is about a prince who doesn't want to be king and runs away to have an adventure.

Example 2: It's about a queen who is very kind and everyone loves her. She's having a party!

Postcard 3 (Fish jumping out of water):

Example 1: This fish is magical and can talk. He's going to help a boy find treasure under the sea.

Example 2: This is about a fisherman who catches a giant fish, but lets it go because it's so beautiful.

Postcard 4 (Boy with a feather and eagle):

Example 1: This boy is a hero! He's going to fly on the eagle's back and save the world!

Example 2: The eagle is the boy's friend, and they go on adventures together.

5 Listen and Fill in the gaps

1. Discuss vacations and summer activities. Ask students about their favorite vacation memories or what they typically do during their holidays.
2. Before listening, ask students to predict what the audio might be about based on the title and the surrounding text.
3. Play the audio recording once or twice for students to get the general idea and focus on filling in the gaps.
4. Give students time to fill in the gaps based on what they heard. Allow them to discuss with a partner if needed.
5. Play the recording again, pausing after each section where a gap needs to be filled, to allow students to check or complete their answers.
6. Review the answers together as a class. Write the correct words on the board and discuss their meanings in context. Evaluate students' comprehension through their gap-filling accuracy.

7. Introduce the saying “Sharing is caring” and discuss its meaning. Facilitate a class discussion around the critical thinking question: Do you think sharing stories about vacations with family and friends is a good or bad thing? Why? Encourage students to consider both positive and negative aspects of sharing.
8. Emphasize the importance of respecting others’ privacy and feelings when sharing stories.

Listening Text

Writing and sharing vacation stories can be a lot of fun! When we go back to school after the mid-year holiday or summer vacation, our teachers often ask us to write about how we spent our holiday or summer. But writing about our summer adventures can be exciting for grown-ups too! It’s a great way to remember all the fun things we did and turn them into a story worth telling. Even professional writers can use their summer experiences to create interesting stories. To write your own summer vacation story, you can start by answering some questions in your journal. Then, you can use your answers to write a more polished story that you can publish or share with others. But if you don’t feel like sharing, that’s okay too. You can use the questions as a way to reflect on your summer memories before the fall season starts. So grab your pen and let’s make the most of our summer stories!

Answer

Writing and sharing vacation stories can be a lot of fun! When we go back to school after the mid-year **holiday** or summer **vacation**, our teachers often ask us to write about how we spent our holiday or summer. But writing about our summer adventures can be **exciting** for grown-ups too! It’s a great way to remember all the fun things we did and turn them into a story worth telling. Even professional **writers** can use their summer experiences to create interesting stories. To write your own summer vacation story, you can start by answering some **questions** in your journal. Then, you can use your answers to write a more polished story that you can publish or **share** with others. But if you don’t feel like sharing, that’s okay too. You can use the questions as a way to reflect on your summer

memories before the fall season starts. So grab your pen and let's make the most of our summer stories!

6 Write an imaginary tale.

1. Begin by having students closely examine the postcard image. Ask them: What do you see in the picture? What do you notice about the man, the fish, and the setting?

2. Brainstorm a list of words and phrases related to the image on the board.

Encourage students to think about the man's feelings and thoughts. The fish's perspective (if it could talk). The setting and atmosphere. Potential problems or challenges.

3. Read the provided story starter aloud: Once there was a man who loved fishing. One Friday morning, he decided to go fishing alone. He took his fishing rod and eagerly went to the sea. Discuss how this beginning sets the stage for the story.

4. Encourage students to think about what might happen next in the story. Prompts:

What happens when the man reaches the sea?

Does he catch any fish?

What is unusual or unexpected about his fishing trip?

How does the story end?

5. Provide students with enough time to write their stories.

Unit 5
Lesson 4

6 Write an imaginary tale

- Look at this postcard, then write an imaginary tale of your own.
- The beginning of the tale is done for you.



Once there was a man who loved fishing. One Friday morning, he decided to go fishing alone. He took his fishing rod and eagerly went to the sea.

136

Circulate and offer support and guidance as needed.

6. Invite students to share their stories with the class. Encourage them to read their stories aloud with expression. Have students exchange stories with each other and provide feedback.
7. Provide positive feedback on students' stories, highlighting their creativity, descriptive language, and storytelling skills.

Students' own answers

A Suggested Answer

Once there was a man who loved fishing. One Friday morning, he decided to go fishing alone. He took his fishing rod and eagerly went to the sea. The sun was shining, and the water looked sparkly. He put a worm on his hook and cast his line way out. He waited... and waited... and then WHOOSH! Something HUGE grabbed the line! It was so strong, it almost pulled him into the water! He held on tight, reeling and reeling. It took a long time, but finally, he pulled the fish closer. It was the biggest fish he had ever seen! It was as long as his arm and as wide as his tummy! Its scales shimmered like silver, and its eyes were big and round. But then, the fish started to talk! "Please let me go!" it said. "I'm a magic fish!" The man was surprised, but he thought about it. He had caught lots of fish before. Maybe it would be more fun to have a magic talking fish as a friend. So, he carefully took the hook out of the fish's mouth and let it go back into the sea. "Thank you!" the fish said, and then it swam away, leaving a trail of sparkly bubbles. The man didn't catch any more fish that day, but he didn't mind. He knew he had done something special. And who knows, maybe he would see the magic fish again someday!

Mini-Project

A Wonderful Day out of School

- This is a whole class project.
- Announce for a 'Wonderful Day out of school' among the class.
- Make a survey about the places they want to visit.
- Choose the most agreed upon place with your teachers and peers.
- Decide on the day and time of going.
- Let your teacher help you with transportation.
- Make a list of the things that the pupils can take with them on this vacation and another list with the things they are not supposed to take.
- Describe the day after returning, writing all the details.
- Don't forget to add some of the photos taken there.



Practice Book Answer Key

1 Read and match.

1. Snow White postcard is my favourite. 3
2. My summer postcard is amazing. I love Playing among roses and butterflies.5
3. The white wolf postcard is nice. It's about a girl who has a cute nice white wolf. 4
4. The young girl and the witch postcard is quite scary.1
5. I love fishing a lot. But, this postcard is frightening. The fish is really huge. 2

2 Read and answer.

1. A travel journal
2. It might inspire people to their next travel destination.
3. c 4. a 5. d

3 Choose and correct the answer.

1. a 2. c 3. d 4. b

4 Listen and complete the missing words.

Last year, my dad decided to take us on a trip to Bali. The flight was **comfortable** and I felt asleep. But, suddenly I woke up, hearing a loud noise and smelling **smoke**. The Pilot called the **airport** and tried to land peacefully in a thick **forest**. The pilot asked us to leave the plane quickly and hide behind the trees. After a short time, engineers came and fixed the plane. Thanks God, no one was hurt and we went safely to the airport in comfortable buses. However, this **accident** did not stop from having a wonderful trip. We really spent an amazing week in Bali and had lots of **memories**.

5 Punctuate the following.

Have you ever visited London?

Unit 6

Waste Matters

Grammar

- The use of connectives e.g., although
- The use of the future form (**will be able to+ infinitive**) to express ability in the future
- Countable and uncountable nouns

Phonics

- The blend /gl/ and the triphthong /eɪə/

Critical Thinking

- Do you think that it is important for Egypt to cope with the problems of waste matters? Why?

Study Skills

- Searching



Unit 6 Waste Matters

Lesson 1 Waste and the environment

SB pages 138-142 , PB pages 66-67.

ILOs: By the end of this lesson, students will be able to:

- hold a discussion to identify sources of waste and how waste can negatively impact the environment.
- identify the main points discussed in a dialogue about waste and its effects on the environment.
- correctly match the environmental terms to their definitions.
- identify the main environmental problems (air pollution, water pollution, and soil degradation) and their corresponding consequences.
- pronounce words with the /gl/ blend correctly.
- write a coherent paragraph that addresses the topic of waste disposal and its consequences.



Vocabulary: waste, dispose, impact, landfills, greenhouse gases, threat, soil degradation, erosion

Phonics: The /gl/ blend is found in words such as glad and gloomy

Values: Environmental Stewardship

Materials:

Student's Book

Practice Book

Teacher's Guide

Images or videos illustrating the environmental problems discussed
examples of solutions to waste issues

Audio recording

Warm up

1. Refer students to the title of the lesson, The Waste and Environment. And simply elicit or explain the meaning as needed.
2. Emphasize the importance of protecting and preserving the environment for future generations.

1 Look and discuss.

1. Direct students' attention to the two images. Ask them: What do you see in these pictures? Where do you think these places are? (Likely landfills or areas with accumulated waste) What feelings do these images evoke? (Sadness, concern, etc.)
2. Read the first question aloud: Where do you think waste comes from? Encourage students to think about various sources: Homes (food waste, packaging, etc.), Schools, Factories, Farms, and Construction sites.
3. Read the second question: Why is waste bad for the environment? Guide the discussion towards the negative consequences of improper waste disposal:
 - . Pollution of land, water, and air.

Unit 6
Lesson 1

1 Look and discuss



1. Where do you think waste comes from?
2. Why is waste bad for the environment?
3. How can we dispose our waste?

2 Read and answer

Mr. Hamdy: Good afternoon, my dear pupils.

The Pupils: Good afternoon, Mr. Hamdy!

Mr. Hamdy: Today, we're going to talk about the problem of waste and their **impact** on our environment.

Ayman: Well, I think one of the waste problems is air pollution which comes from the burning of **landfills** releasing harmful **greenhouse gases**.

Mr. Hamdy: Excellent, Ayman. This has become a big problem over the last few years.

Mona: The burning of landfills pollutes the air and releases dangerous chemicals which are a **threat** to our health. Many people have trouble breathing because of this, and it's also a problem for birds and other animals.

140

- Harm to animals and ecosystems.
- Health problems for humans.
- Climate change (mention the role of landfills in producing methane).
- Connect to local environmental challenges:
- The strain on resources like the Nile River due to pollution.
- Challenges faced by cities like Cairo with high population density and waste.

Read the third question: How can we dispose of our waste? Encourage students to brainstorm a range of solutions:

Reducing consumption and waste generation.

Reusing items.

Recycling (discuss the process and what materials can be recycled).

Composting organic waste.

Proper waste management systems and landfills.

Government initiatives for waste management.

4. Ask students how they contribute to waste generation in their daily lives. Encourage students to think about small changes they can make to reduce waste and help the environment.
5. Observe students' participation and engagement in the discussion.

Students' own answers

Suggested Answers

1. Waste comes from everywhere! We make waste at home when we eat, play, and throw things away. Schools, stores, and restaurants make trash too. Even outside, trash can be left on the ground.
2. Waste can hurt our planet. It can make the land and water dirty. Animals can get sick if they eat or are tangled

in trash. Some waste smells bad and looks ugly. If we burn trash, it can make the air dirty.

3. We need to be smart about trash! We can recycle things like paper, plastic, and cans. That means they can be made into new things! We can compost food scraps and yard waste to help plants grow. We need to throw away the trash that can't be recycled or composted, but we should try to make less trash in the first place!

2 Read and answer.

1. Begin by asking students to brainstorm environmental problems they are aware of. Write these on the board.
2. Create a KWL chart (Know, Want to know, and Learned) on the board.

In the “Know” section, write what students already know about waste problems.

In the “Want to know” section, write what they hope to learn from the dialogue.

3. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.
4. Assign five minutes to have students read the dialogue silently or chorally as a class. Encourage them to pay attention to the different environmental problems discussed.
5. Instruct students to highlight or underline key information in the dialogue, such as the causes and effects of each type of pollution.
6. Read each question aloud, ensuring that all students

Unit 6
Lesson 1

Ayman: I've also heard about **soil degradation** which is a problem for plants and trees. This leads to **erosion**.

Mr. Hamdy: Soil erosion is a major problem. This affects farmers' crops, and that is bad news for our food supply. Egypt has some of the best soil in the world, so it is important to **keep it**.

Maha: Water pollution is another kind of pollution. It's bad for the sea life and it also causes diseases that kill people.

Aziz: Some human activities are the causes of greenhouse gases and water pollution, but what can we do about this?

Mr. Hamdy: You're having a great discussion. So, let's find some solutions.

1. These environmental problems are discussed in the dialogue except ...

a. soil degradation	b. water pollution
c. air pollution	d. noise pollution

2. According to Ayman, a big cause of air pollution is ...

a. factories	b. burning of landfills
c. deforestation	d. water contamination

3. Burning landfills ...

a. harms water.	d. leads to erosion.
b. has been a problem for a long time.	
c. releases greenhouse gases.	

4. Soil degradation affects ...

a. food supply	b. air quality
c. sea life	d. greenhouse gas emissions

Critical Thinking

Do you think that it is important for Egypt to cope with the problems of waste matters? Why?

141

understand them. Guide students to go back to the dialogue to find the answers to each question. Encourage them to quote the relevant portion of the dialogue.

7. Use the “critical thinking” question to spark a class discussion: Do you think that it is important to deal with the problems of waste matters? Why? Encourage students to share their opinions and justify them with evidence from the dialogue or their own knowledge.

Answers

1. d
2. b
3. c
4. a

3 Read and match.

1. Write the target vocabulary words on the board: impact, landfills, greenhouse gases, threat, soil degradation, erosion.
2. Ask students if they recognize any of the words. Encourage them to share what they already know or any related terms.
3. Assign three minutes for students to individually match each word with its correct definition.
4. After individual work, have students discuss their matches with a partner before reviewing as a class.
5. Review the correct matches as a class, ensuring students understand

Unit 6
Lesson 1

3 Read and match

word	definition
1. impact	(C) a. gases in the earth's atmosphere that trap heat
2. landfills	() b. the decline of soil caused by improper use
3. greenhouse gas	() c. have an effect on
4. threat	() d. the removal of rocks or soil by water or wind
5. soil degradation	() e. a large amount of rubbish in the ground
6. erosion	() f. a danger that something bad might happen

4 Read and write

The problem	The results
1. air pollution	a. greenhouse gases b.
2. water pollution	a. harm sea life b.
3. soil degradation	a. harm crop production b.

142

the connection between the word and its definition asking students to explain why they chose that particular definition. What clues did they find in the definition and the term?

6. Review the definitions of the target vocabulary words, ensuring that all students understand their meanings.

Answers

1. c
2. e
3. a
4. f
5. b
6. d

4 Read and write.

1. Focus on key terms like “air pollution,” “water pollution,” “soil pollution,” “greenhouse gases,” “harm sea life,” “harm crop production,” and any other vocabulary students might find challenging.

2. Ask students what they already know about these terms. Discuss examples of air, water, and soil pollution they may have seen or heard about.

3. Provide simple explanations and examples to illustrate the meaning of the terms. For instance, “Air pollution is when harmful substances are in the air we breathe.”

4. Assign two minutes to have students read the incomplete cause-and-effect statements in their books. Ensure they understand the task: to fill in the missing results.

5. For each problem, brainstorm potential results as a class. Write these on the board. Encourage students to think critically and consider various consequences.

6. Assign five minutes to ask students to individually complete the “results” side of the book by writing short phrases or sentences that logically follow the given problem.

7. Have students compare their answers with a partner and discuss any differences. This allows for peer teaching

and clarification. Review the completed task as a class, discussing the answers students provided

Answers

The problem	The results
air pollution .1	a. greenhouse gases b. respiratory problems
water pollution .2	a. harm sea life b. contaminated drinking water
soil degradation .3	a. harm crop production b. health problems for humans and animals

5 Listen and repeat. Then complete the sentences with the words with the /gl/ blend.

- Begin by reviewing other consonant blends students may have learned previously (e.g., /sn/, /sm/, /pr/, and /pl/). Write examples on the board and have students pronounce them.
- Write "gl" on the board. Pronounce it clearly and ask students to repeat. Explain that it's a combination of the sounds /g/ and /l/.
- Ask students to brainstorm words that begin with the /gl/ blend. Write them on the board. (e.g., glass, glide, globe).
- Play the audio recording of the sentences for the first time. Students should listen carefully and try to fill in as many gaps as pos-

Unit 6 Lesson 1

5 Listen and repeat. Then complete the sentences with the words with the /gl/ blend

glad gloomy glue gloves igloo

- Mona painted a gloomy picture. She is sad.
- The players were _____ because they won the match.
- He is wearing black _____ on his hands.
- They made a small _____ from the snow.
- The students use _____ to stick the photos in the album.

6 Write a paragraph about the problems of waste disposal and their results.

These questions can help you:

- What are the main causes of waste?
- How does waste affect our environment, health and food supply?

143

sible.

5. Play the recording again, pausing if necessary to allow students time to write. Encourage them to focus on the gaps they missed during the first listening.
6. Remind students that they can use the words in the word bank to help them fill in the gaps.

Answers

1. gloomy
2. glad
3. gloves
4. igloo
5. glue

6 Write a paragraph about the problems of waste disposal and their results.

1. Briefly review the main causes of waste (overconsumption, industrial processes, etc.) and the environmental problems associated with waste disposal (pollution, health risks, etc.).

2. Facilitate a class brainstorming session to generate ideas related to the two guiding questions:

What are the main causes of waste?

How does waste affect our environment, health, and food supply?

Write the students' ideas on the board, grouping them into categories (e.g., causes, environmental effects, health effects, effects on food).

3. If you feel students need more support, you can model writing a paragraph on a related topic. This allows you to demonstrate the writing process, including how to use descriptive language and organize ideas logically.
4. Assign few minutes to instruct students to write their paragraphs, using the ideas generated during the brainstorming session. Encourage them to:

Start with a clear topic sentence that introduces the

main idea of the paragraph.

Provide specific details and examples to support their points.

Use descriptive language to make their writing more engaging.

End with a strong concluding sentence that summarizes the main points.

5. Have students exchange paragraphs with a partner for peer review. Students can provide feedback on the clarity of the main idea, the quality of supporting details, and the overall organization of the paragraph.
6. Invite students to share their paragraphs with the class. This provides an opportunity for students to learn from each other and celebrate their writing achievements.

Students' own answers

A Suggested Answer

We make a lot of waste! It comes from our homes, schools, and stores. Sometimes, we throw things away that we don't need anymore, like food scraps, wrappers, and old toys. All this waste can cause big problems. If we don't throw it away properly, it can make our environment dirty. Waste can pollute the land and water, making it unsafe for animals and even people. It can also make us sick and harm the food we grow. We need to be careful about how we handle waste so we can keep our planet healthy.

Practice Book Answer Key

1 Listen and Complete.

Greenhouse gases are causing the Earth to get **warm-er**. This is called global warming. Global warming is changing the weather and causing problems for **plants and animals**. It is important for us to find ways to **reduce** the amount of greenhouse gases we **release** into the air. We can do this by using less fossil fuels and finding cleaner sources of energy, like wind and solar power. If we work together, we can help **protect** the Earth and keep it a **safe** place for everyone.

2 Read and number.

- 2
- 4
- 3
- 1

3 Read and answer.

1. When we don't dispose of waste properly, it can release harmful gases into the air.
2. Recycling can save resources and create jobs.
3. b 4. c 5. b

4 Look and find words with /gl/.

1. glue 2. Gloomy 3. Gloves 4. glad

Lesson 2 Think green, recycle clean

SB pages 143 - 147, PB pages 68*79.

ILOs: By the end of this lesson, students will be able to:

- discuss actions they can take to help keep the planet clean.
- read a text about recycling for specific information.
- use newly-learnt vocabulary in context correctly.
- identify the prefix “re-” and how it changes the meaning of the root word.
- search and write at least four practical ways to recycle paper at home.

Vocabulary: food scrapes, cardboard boxes, recycle, products, conserve, resources, exactly, sustainable

Language: The use of the prefix “re-” that means again or back in words such as replay and redo

Values: Responsibility and Accountability

Materials:

Student’s Book and Practice Book

Teacher’s Guide

Images or videos displaying the recycling process, examples of recyclable and non-recyclable items, recycling bins, a dictionary for looking up root word meanings and internet access (computers, tablets, or other devices)

Warm up

1. Refer students to the title of the lesson, Think Green, Recycle Clean. And simply elicit or explain the meaning as needed.’



2. Highlight the responsibility of individuals and communities to reduce, reuse, and recycle waste.

1 Look and discuss.

1. Direct students' attention to the recycling symbol in the image. Ask them: What do you see in this picture? Where have you seen this symbol before? What do you think it means?
2. Read the first question aloud: What can we do to help keep our planet clean? Encourage students to think about various actions: Reducing waste, re-using items, recycling, conserving water and energy, planting trees, not littering, and keeping the Nile River clean.
3. Read the second question aloud: Which of these items is recyclable: plastic bottles, glass jars, food scraps, and cardboard boxes? Discuss each item and why it is or isn't recyclable:

Plastic bottles: Generally recyclable (depending on the type of plastic).

Glass jars: Recyclable.

Food scraps: Compostable (a form of recycling).

Cardboard boxes: Recyclable.

Discuss what materials are commonly recycled in Egypt and any local recycling programs.

4. Read the third question aloud: Name three ways to reduce waste. Encourage students to brainstorm spe



cific and practical ways to reduce waste:

Bring your own reusable bags to the store.

Avoid buying products with excessive packaging.

Compost food scraps.

Repair items instead of throwing them away.

Buy products made from recycled materials.

5. Discuss local initiatives and potential solutions for waste reduction in Egypt. Encourage students to think about one specific action they can take to reduce waste or promote recycling in their homes or community.

Students' own answers

Suggested Answers

1. We can recycle, reuse things, and not waste so much. We can also help clean up trash in our neighborhoods.
2. Plastic bottles, glass jars, and cardboard boxes can be recycled. Food scraps can be composted (which is a type of recycling!), but not put in the regular recycling bin.
3. a. Use reusable water bottles instead of plastic ones.
b. Bring your own bags to the store instead of using plastic bags.
c. Try to fix things instead of throwing them away.

2 Read and answer.

1. Discuss what students already know about recycling. Ask: What does it mean to recycle something? What are some things that can be recycled? Why is recycling important?
2. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.
3. Assign five minutes to have students read the dialogue silently or chorally as a class. Encourage them to pay attention to the information shared about recycling.

4. Instruct students to highlight or underline key information in the dialogue, such as the definition of recycling, examples of recyclable materials, and the benefits of recycling.
5. Read each question aloud, ensuring that all students understand them. Guide students to go back to the dialogue to find the answers to each question. Encourage them to quote the relevant portion of the dialogue.
6. Discuss each question and its answer as a class. Encourage students to explain how they arrived at their answers by referencing the text. Review any vocabulary words that might have caused confusion while answering the questions.



Answers

1. Recycling is when we turn used things into new ones.
2. We can recycle bottles, cans, paper, cardboard, and even electronics!
3. Plastic bottles can be recycled into furniture (like chairs or tables).
4. Recycling is important because it saves energy, reduces pollution, and helps protect our Earth's resources (like trees and water).

3 Read and complete the sentences with words from the box.

1. Write the target vocabulary words on the board: products, conserve, resources, exactly, sustainable.
2. Ask students if they recognize any of the words. Encourage them to share what they already know or any related terms. Then work through the first sentence as a

model.

3. Assign five minutes for students to individually complete the sentences by choosing the most appropriate word from the word box.
4. After students have completed the sentences individually, have them discuss their answers with a partner. This allows them to clarify their understanding and justify their choices.
5. Review the correct answers as a class. For each sentence, ask students to explain why they chose that particular word. What clues did they find in the sentence?
6. Evaluate students' understanding of the vocabulary based on their sentence completion accuracy.

Answers

1. conserve
2. exactly
3. resources
4. products
5. sustainable

Unit 6
Lesson 2

3 Read and complete the sentences with words from the box

products conserve resources exactly sustainable

1. The government is taking steps to conserve energy.
2. The gloves fit my hands exactly.
3. Lakes, rivers and ponds are water resources.
4. The company offers a wide range of products.
5. Sustainable development is important for protecting our planet.

4 Read these words, break the word into its prefix and root, and write the meaning of the word with the prefix

Top Tip

Prefix (re-)

- A prefix is a word part added at the beginning of a word and changes the meaning of the word.
- When added to the beginning of a word, (re-) means again or back.

For Examples:
The boys rebuilt the block tower.



147

4 Read these words, break the word into its prefix and root, and write the meaning of the word with the prefix.

1. Draw students' attention to the information in the Top Tip box. Explain that a prefix is a group of letters added to the beginning of a word to change its meaning.
2. Explain that "re-" means "again" or "back." Provide simple examples like "replay" (play again) or "return" (turn back).
3. Go through the example provided in the worksheet ("replay"). Show how the word is divided into the prefix "re-" and the root word "play." Explain how the meaning of the root word "play" is changed by adding the prefix "re-" to create "replay" (play again).
4. Read each word in the table aloud (redo, reuse, repaint, and restart). Guide students to identify the prefix "re-" in each word. Help students identify the root word in each word.
5. Assign five minutes to have students to write the meaning of each word based on the meaning of the root word and the prefix "re-". Encourage them to use the pattern from the example.
6. Review the completed table as a class, ensuring that students understand the meaning of each word. Practice pronouncing the words with the prefix "re-" together as a class.

Unit 6
Lesson 2

Word	Prefix	Root word	Meaning
replay	re-	play	play again
redo			
reuse			
repaint			
restart			

5 Search the Internet and write some ideas about how we can recycle paper in our homes

1. Donate old books to libraries.
2. _____
3. _____
4. _____

148

Answers

Word	Prefix	Root word	Meaning
replay	-re	play	play again
redo	-re	do	do again
reuse	-re	use	use again
repaint	-re	paint	paint again
restart	-re	start	start again

5 Search the internet and write some ideas about how we can recycle paper in our homes.

1. Begin by discussing why it's important to recycle paper. Ask students what they already know about recycling paper.
2. Explain that students will research practical ways to recycle paper at home and write down four ideas.
3. Provide a list of reputable websites related to recycling if you want to limit students to pre-approved sources.
4. Guide students on how to effectively search for information online. Encourage them to take notes as they research.
5. Instruct students to write down four practical ideas for recycling paper at home in the provided spaces.
6. Have students share their ideas with the class. Discuss the feasibility and effectiveness of each suggestion.

Students' own answers

Suggested Answers

1. **Donate old books to libraries.**
2. Use scrap paper for drawing or writing. (Instead of throwing it away, kids can use the back of used paper for art or notes.)
3. Make paper crafts. (Lots of fun ideas online for using old paper to make things!)
4. Compost paper that isn't shiny or colored. (Things like newspaper or cardboard can break down and help plants grow!)

Practice Book Answer Key

1 Read and complete the dialogue.

- | | | | |
|-----------------------|---------------------------------|-----------|---------|
| 1. recycling
tects | 2. environment
5.environment | 3. reduce | 4. pro- |
|-----------------------|---------------------------------|-----------|---------|

2 Read and answer.

1. We use it for books, newspapers, and notebooks.
2. Newspapers, magazines, and cardboard
3. c 4. a 5. c

3 Choose the correct answer.

- | | | | |
|------|------|------|------|
| 1. b | 2. d | 3. a | 4. c |
|------|------|------|------|

4 Read and circle the odd one out.

- | | | | |
|------------|-----------|-----------|------------|
| 1. recycle | 2. bottle | 3. fields | 4. reserve |
|------------|-----------|-----------|------------|

5 Punctuate the following:

Let's make our community sustainable.

Lesson 3 The power of green waste SB pages148 - 152, PB pages71-72 .

ILOs: By the end of this lesson, students will be able to:

- engage in a discussion to define green waste in their own words based on their prior knowledge and the picture provided.
- read a text about 'green waste' for specific information.
- correctly match some terms about green waste with their definitions.
- correctly rewrite sentences using "although" to show contrast between two ideas.
- research online resources to find information about green waste to write a well-organized paragraph.

Vocabulary: green waste, compost, ingredients, clip-pings, scraps

Language: The use of "although" to show contrast between two ideas, like but in meaning.

Example: Although recycling is a positive thing to do, it is not always easy.

Values: Innovation and Creativity

Materials:

Student's Book

Practice Book



Teacher's Guide

Real examples of green waste (grass clippings, vegetable scraps, etc.), Images or videos displaying composting, examples of different composting bins

Warm up

1. Refer students to the title of the lesson, From Trash to Treasure: The Power of Green Waste. And simply elicit or explain the meaning as needed.
2. Encourage students to innovative solutions to waste management challenges.

1 Think and discuss.

1. Direct students' attention to the images of the green composting bin and the brown composting bin. Ask them: What do you see in these pictures? What do you think these bins are used for? Have you seen these types of bins before?
2. Read the first question aloud: What do you think green waste is? Encourage students to brainstorm ideas. Guide them towards the understanding that green waste is biodegradable organic matter, like yard waste and food scraps. Write the definition or key characteristics of green waste on the board.
3. Read the second question aloud: Think about the green waste you might have at your house. What are some examples of green waste you could put in a compost bin? Encourage students to think about specific examples:

Yard Waste: Grass clippings, leaves, branches, weeds.



Kitchen Scraps: Vegetable peels, fruit cores, coffee grounds, eggshells.

Agricultural waste (from farms). Date palm leaves or other plant material common in Egyptian gardens.

4. Read the third question aloud: Imagine you are a plant. How would you feel if someone threw green waste on the ground near you? This question encourages empathy and helps students think about the environmental impact of improperly disposed green waste.

5. Guide the discussion towards:

Positive: If composted properly, green waste can enrich the soil and help plants grow.

Negative: If left in a pile, it can decompose anaerobically, producing foul odors and potentially harming the soil or attracting pests.

6. Encourage students to think about how they could start composting at home.

Students' own answers

Suggested Answers

1. Green waste is stuff from plants, like leaves, grass, and food scraps. Things that come from nature and can break down.

2. We might have:

Grass clippings from mowing the lawn

Leaves that fall from trees

Fruit and vegetable peels or cores

Leftover food that isn't meat or dairy (like old bread or fruit)

Coffee grounds

Things from the garden like dead flowers or weeds

(Point to the green bin in the picture) These things go in the green bin!

3. The plant would be happy! The green waste breaks down and becomes like food for the plant. It helps the plant grow big and strong!

2 Read and answer.

1. Direct students' attention to the "Green Waste Recycling" symbol in the image. Ask them: What do you see in this picture? Where have you seen this symbol before? What do you think it means?

2. Discuss what students already know about green waste. Ask: What types of things do we throw away that are organic?

3. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book

4. Assign five minutes to have students read the text silently or chorally as a class. Encourage them to pay attention to the definition of green waste, what it includes, and its benefits.

5. Instruct students to highlight or underline key information in the text, such as the definition of green waste, examples of green waste, and the benefits of composting.

6. Read each question aloud, ensuring that all students understand them. Guide students to go back to the text to find the answers to each question. Encourage them to quote the relevant portion of the text.

7. Discuss each question and its answer as a class. Encour-

Unit 6
Lesson 3

to collect green waste. They use special trucks to take the green waste to a special place where it can be turned into compost. Some places even have special bins for green waste that you can put it out with your regular trash. Green waste is good for the environment. It helps to reduce the amount of trash that goes to landfills. It also helps to make the soil healthier. It is like food for the soil. New plants can use the vitamins from green waste to help them grow.

1. What is green waste made of?
a. **things that can be turned into compost**
b. things that are green
c. things can be recycled
d. things that are made of glass, metal or paper
2. What is compost good for?
a. making food
b. making toys
c. helping plants grow
d. making clothes
3. What is NOT an example of green waste?
a. grass clippings
b. leaves
c. food scraps
d. dried leaves
4. What is one way that green waste helps the environment?
a. it helps to make the soil healthier.
b. it helps to make the air cleaner.
c. it helps to make the water cleaner.
d. it helps to make the sun brighter.
5. What do towns and cities use to take green waste to a special place?
a. regular trash trucks
b. special trucks
c. bicycles
d. donkey carts

151

age students to explain how they arrived at their answers by referencing the text.

Answers

1. a
2. c
3. d
4. a

3 Read and match.

1. Write the target vocabulary words on the board: compost, ingredients, clippings, scraps.

2. Ask students if they recognize any of the words. Encourage them to share what they already know or any related terms.

3. Assign three minutes for students to individually match each word with its correct definition.

4. After individual work, have students discuss their matches with a partner before reviewing as a class.

5. Review the correct matches as a class, ensuring students understand the connection between the word and its definition asking student to explain why they chose that particular definition. What clues did they find in the definition and the term?

6. Review the definitions of the target vocabulary words, ensuring that all students understand their meanings.

Unit 6 Lesson 3

3 Read and match

Word	Meaning
1. compost	() small pieces of something that have been cut off.
2. ingredients	() small pieces of food that are left over.
3. clippings	() a mixture of things that help plants grow.
4. scraps	() things that are used to make something.

4 Rewrite using although

Top Tip Although is a conjunction that is often used to show contrasting ideas, like but is meaning.
Example: Although recycling is a positive thing to do, it is not always easy.

1. Chemicals are bad for the environment. Some farmers use them to grow crops.
Although chemicals are bad for the environment, some farmers use them to grow crops.

2. He was ill. He went to work.

3. They didn't have enough money. They completed their project.

152

Answers:

1. compost	(1) small pieces of something that have been cut off
2. ingredients	(2) small pieces of food that are left over
3. clippings	(1) a mixture of things that help plants grow
4. scraps	(4) things that are used to make something

4 Rewrite using Although.

1. Briefly recap what conjunctions are and their function in joining words, phrases, or clauses.
“But” as a Contrast Conjunction: Start with a familiar contrast conjunction like “but.” Give examples: “I like apples, but I don’t like oranges.”
2. Draw the students’ attention to the Top Tip and introduce “although” as another way to show contrast. Explain that it often emphasizes the surprising or unexpected nature of the second clause.
3. Explain the basic structure: “Although + Clause 1, Clause 2.” Emphasize that the order can be reversed: “Clause 2, although + Clause 1.” Ensure students pronounce “although” correctly.
4. Assign five minutes to have students complete the task individually or in pairs, writing out the full sentences using “although.” Discuss the provided example (about chemicals and farmers) to ensure students understand the contrast being made.
5. Review the rest of the answers together, clarifying any confusion.

Answers

1. Although chemicals are bad for the environment, some farmers use them to grow crops.
2. Although he was ill, he went to work.

3. Although they didn't have enough money, they completed their project.
4. Although the weather is too hot, we can work out.
5. Although it was raining hard, we played outside.

5 Search the internet and write a paragraph about green waste.

1. Begin by discussing what students already know about green waste. Ask: What types of things do we throw away that are organic? What happens to yard waste or food scraps?

2. Explain that students will research green waste using the internet and write a paragraph summarizing their findings.

3. Review the four questions provided in the worksheet to guide their research:

What is green waste?

What are some examples of green waste?

How can we recycle green waste?

In what way is green waste helpful to the environment?

4. Provide a list of reputable websites related to green waste and composting if you want to limit students to pre-approved sources.

5. Guide students on how to effectively search for information online. Encourage them to take notes as they



research, focusing on answering the four guiding questions.

6. Briefly review the basic structure of a paragraph:

Topic Sentence: States the main idea of the paragraph (in this case, it could be a definition of green waste or a general statement about its importance).

Supporting Details: Provide evidence, examples, and explanations related to the main idea (using information gathered from research to answer the guiding questions).

Concluding Sentence: Summarizes the main points and provides a sense of closure.

7. Instruct students to write their paragraphs, using their notes and the information from their research. Invite students to share their paragraphs with the class.

Students' own Answers

A Suggested Answer

Green waste is like leftovers from your yard and kitchen, but instead of throwing it all away, we can use it to help our planet! Think of things like grass clippings after you mow the lawn, fallen leaves, and branches you trim from trees. In the kitchen, apple cores, banana peels, and vegetable scraps are also green waste. We can recycle green waste by composting it. This means piling it up and letting it break down into a rich, dark soil that's great for growing new plants. Compost helps the environment because it keeps food waste out of the trash, and it makes our gardens healthy without using yucky chemicals.

Practice Book Answer Key

1 Read and complete the dialogue.

1. exactly 2. scarps 3. healthy 4. nature

2 Read and circle the odd one out.

1. plastic bags 2. bin 3. compost 4. soil

3 Listen and complete.

Some people have come up with really cool **ideas** to turn **trash** into treasure! They find creative ways to **reuse** things that we normally throw away, like plastic bottles and **cardboard** boxes. These projects are not only fun, but they also help the environment by reducing **waste**. You can also make cool things out of everyday items like **egg cartons** and tissue **boxes**. There are so many fun **projects**. You can make from things we normally throw away.

4 Think and write what you can do to reduce waste.

1. I use the old newspapers and cut out the photos to decorate the walls of the classroom.
2. I can use reusable shopping bags.
3. I can use old clothes to make cleaning rags.
4. I can use old jeans to make a pencil case.

Lesson 4 Waste management

SB pages 153 - 163, PB pages 73-76 .

ILOs: By the end of this lesson, students will be able to:

- discuss waste management and brainstorm ways to recycle items they throw away daily.
- identify actions that contribute to reducing waste.
- read a text about e-waste to answer different questions about its definition, impact, and potential solutions.
- use the newly learned vocabulary in context correctly.
- identify parts of infographic.
- distinguish between countable and uncountable nouns.



Vocabulary: waste management, reusable, avoid, convert, e-waste, melt down, precious, campaigning, substances

Language: The difference between countable and uncountable nouns

Countable nouns are for things we can count using numbers. They have a singular and a plural form.

Uncountable nouns refer to things that cannot be counted as individual units, such as 'water', and 'rice'. These nouns usually do not have a plural form and cannot be used with numbers or indefinite articles like 'a' or 'an'.

Values: Community Engagement

Materials:

Student's Book

Practice Book

Teacher's Guide

Examples of different types of waste, recycling bins, images displaying environmental problems caused by waste (especially in Egypt), and real examples of reusable bags, bottles, food containers, packaging, etc.

Warm up

1. Refer students to the title of the lesson, Waste Management. And simply elicit or explain the meaning as needed.'
2. Promote community involvement in waste reduction and environmental protection efforts.

1 Look and discuss.

1. Direct students' attention to the images and ask them: What do you see in these pictures? Where do you think these places are? (Likely areas where waste is managed or collected)
2. Read the first question aloud: What is waste management? Encourage students to brainstorm ideas. Guide them towards the understanding that waste management encompasses all the processes involved in handling waste, from collection and transpor-



tation to processing and disposal or recycling. Write the definition or key characteristics of waste management on the board.

3. Read the second question aloud: How can waste management help the environment? Guide the discussion towards the positive impacts of effective waste management:

- Reduces pollution of land, water, and air.

- Protects wildlife and ecosystems.

- Conserves natural resources (through recycling).

- Improves public health.

- Creates energy (through waste-to-energy programs).

Connect to local environmental challenges:

How can waste management help keep the Nile River clean?

Can it help protect Egypt's natural resources and tourist destinations?

4. Read the third question aloud: Think about the things you throw away every day. How could you recycle those things? Encourage students to think about specific examples:

- Paper (newspapers, cardboard, etc.), plastic bottles and containers

5. Discuss what materials are commonly recycled in Egypt and any local recycling programs or initiatives. Ask students how they contribute to waste management in their daily lives.

6. Encourage students to think about small changes they can make to improve waste management at home or in their community.

Students' own answers

Suggested Answers

1. Waste management is how we take care of trash. We want to make sure it doesn't make a mess.
2. Taking care of trash helps keep our world clean and healthy for plants, animals, and us!
3. Sometimes food scraps can even help make new soil (composting).

2 Look and tick (✓) what you can do to reduce waste matters.

1. Briefly review the concept of waste reduction and its importance. Ask: Why is it important to reduce waste? What are some things we can do to reduce waste?
2. Explain that students will look at six images depicting different actions and decide which ones are effective for reducing waste. They will then tick the boxes next to the images that represent positive waste reduction practices.
3. Go through each image one by one. Ask students: What do you see in this picture? What is this person doing? Do you think this action helps reduce waste? Why or why not?
4. Encourage students to share their opinions and justify their choices. Guide them towards understanding the benefits of:
 - Using reusable grocery bags.
 - Using a reusable water bottle.
 - Avoiding single-use food and drink containers.
 - Converting old clothing into cleaning rags.
 - Buying foods with little or no packaging.
 - Avoid paper cups.
5. Review the correct ticks as a class, ensuring that students understand why each action is effective in reducing waste.

Answers

All six actions depicted in the images are effective ways to reduce waste and should be ticked (✓).

3 Read and answer.

1. Discuss what students already know about electronic devices and what happens to them when they are old or broken. Ask: What are some electronic devices you use regularly? What do you do with old or broken electronics?
2. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book
3. Explain that e-waste refers to discarded electronic devices and discuss the potential problems associated with it.
4. Assign five minutes to have students read the text silently or chorally as a class. Encourage them to pay attention to the definition of e-waste, what is done with it, and why it is harmful.
5. Instruct students to highlight or underline key information in the text, such as the definition of e-waste, the problems associated with its export, and the harmful effects of certain metals.
6. Read each question aloud, ensuring that all students understand them. Guide students to go back to the text to find the answers to each question. Encourage them to quote the relevant portion of the text.
7. Discuss each question and its answer as a class. Encourage students to explain how they arrived at their answers by referencing the text.



Answers

1. E-waste is old cell phones, computers, laptops and other items.
2. Some of the e-waste is sent to poor countries.
3. Yes, e-waste is harmful.
4. It is harmful to human health and the environment.
5. In the future, electronics could be produced without harmful substances.

4 Complete the sentences with words from the box.

1. Write the target vocabulary words on the board: substances, melt, campaigning, precious.
2. Ask students if they recognize any of the words. Encourage them to share what they already know or any related terms. Then work through the first sentence as a model.
3. Assign five minutes for students to individually complete the sentences by choosing the most appropriate word from the word box.
4. After students have completed the sentences individually, have them discuss their answers with a partner. This allows them to clarify their understanding and justify their choices.
5. Review the correct answers as a class. For each sentence, ask students to explain why they chose that particular word. What clues did they find in the sentence?
6. Evaluate students' understanding of the vocabulary

Unit 6
Lesson 4

4 Complete the sentences with words from the box

melt precious campaigning substances

1. Companies should not use materials that have harmful substances.

2. It is very hot and my ice cream is going to melt.

3. Some workers are campaigning to get more money.

4. Thank you, mom for your precious present.

5 Complete the Infograph

pros

cons

E-waste

The countries which buy e-waste may try to repair or upgrade the products.

Serious problems result from e-waste.

157

based on their sentence completion accuracy.

Answers

1. substances
2. melt
3. campaigning
4. precious

5 Complete the infograph.

1. Briefly review what students have learned about e-waste from the previous activities or readings. Ask: What is e-waste? Where does e-waste come from? What are some of the problems associated with e-waste?
2. Explain that infographics are used to present information visually and concisely. Point out the title (E-waste) and the two categories (pros and cons).
3. Ask students to brainstorm potential “pros” or positive aspects related to e-waste. Guide them towards the idea that some countries might see a benefit in receiving e-waste, even though it is harmful.
4. Discuss the point already written in the “pros” section: The countries which buy e-waste may try to repair or upgrade the products. Encourage students to think of other potential “pros,” such as:
Creation of jobs in repair and recycling industries.
Access to technology or valuable materials (even if temporary).
5. Discuss the point already written in the “cons” section: Serious problems result from e-waste. Ask students to brainstorm specific problems associated with e-waste, such as:
Environmental pollution (soil, water, air).
Health risks due to exposure to toxic materials.
Unsafe working conditions in informal recycling facilities.
6. Guide students to write concise phrases or sentences to summarize these problems in the “cons” section of the

infographic.

Students' own answers

Suggested Answers

Pros:

1. Creation of jobs in repair and recycling industries.
2. Source of valuable materials (metals, etc.).
3. Potential for technological advancement in developing countries.

Cons:

1. Environmental pollution (land, water, air).
2. Health risks due to exposure to toxins.
3. Unsafe working conditions.
4. Ethical concerns about exporting hazardous waste.

6 Read and write c for Countable nouns or U for uncountable.

1. Review the definitions of countable and uncountable nouns. Use the Top Tip box as a starting point.

Countable nouns: Nouns that can be counted and have a singular and plural form (e.g., one book, two books).

Uncountable nouns: Nouns that cannot be counted and typically do not have a plural form (e.g., water, sand). Provide additional examples of each type of noun. Ask students to give their own examples.

2. Address common areas of confusion, such as nouns that can be both countable and uncountable depending on context (e.g., "paper" can be uncountable when referring to the material in general,



but countable in “a piece of paper”).

3. Read each noun in the list aloud, ensuring students understand their meaning. Give students time to consider each noun and decide whether it is countable or uncountable.
4. Instruct students to write “C” for countable nouns and “U” for uncountable nouns next to each word. Have students compare their answers with a partner and discuss any differences.
5. Review the answers as a class, clarifying any misunderstandings. For each noun, ask students to explain why they categorized it as countable or uncountable.
6. Evaluate students’ understanding of countable and uncountable nouns based on the accuracy of their categorization.

Answers

1. U
2. U
3. U
4. C
5. C
6. C
7. C
8. U
9. C
10. C

Mini-Project

A Poster about Recycling Waste

1. Divide the class into four groups.
2. Explain that each group will design a leaflet about recycling waste.
3. Discuss the purpose of a leaflet: to inform and persuade the reader. What information should be included? (e.g., what can be recycled, why recycling is important, how to recycle properly).
4. Within their groups, students brainstorm ideas for their leaflet. What key messages do they want to convey? What visuals would be effective?
5. If resources allow, provide time for students to research recycling information online or using other resources.
6. Discuss the layout of a leaflet (e.g., tri-fold, bi-fold) and what information should go where.
7. Have each group assign roles to its members (e.g., writer, designer, illustrator, presenter).
8. Groups design their leaflets, including text, images, and layout. Encourage creativity and visual appeal.
9. Groups write the text for their leaflets, ensuring it is informative, clear, and persuasive.
10. Each group presents their leaflet to the class, highlighting the key information and messages.



Practice Book Answer Key

1 Listen and number.

4 3 2 1

2 Look and write.

Avoid single-use food and drink containers

Reduce food waste

Use reusable bottles

3 Read and answer.

1. Waste management is about taking care of our waste.

2. Waste management includes collecting, transporting, treating, and getting rid of waste.

3. c 4. b

4 Read and sort.

Uncountable nouns	countable nouns
water	kettle
ice	spoon
bread	pound
jam	toothbrush
cheese	pool
tea	app

Review 3

Lesson 1

pages 160

ILOs: By the end of this lesson, students will be able to:

- **revise the vocabulary and language from units 5 and 6.**

Vocabulary: Words related to vacations and holidays

Language: Although to join two sentences

Warm up

1. Split the board into two sides, and write Vacation on the right and Holiday on the left.
2. Tell students that they are going to be divided into two groups; Group A for vacation and group B for Holiday.
3. Give each group a card with some different events, and assign them two minutes to think of the events related to their group.
4. Assign another minute for them to pick a writer and go to the board and write the events.
5. Give the winners stars or smiley faces; don't forget to greet the efforts of the other group.
6. If the two groups are correct, praise the whole class and tell them "Good work! Clap for yourselves."

1 Look at the pictures and complete the following answers.

1. Look at the pictures and complete the following answers.
2. Draw the students' attention to the pictures and ask them: If you want to spend a vacation, which place of these would you like to go to? Why?
3. Tell students that they have five minutes to work in pairs and answer the questions based on the pictures.
4. Check answers with the class by inviting different pairs to ask and answer the questions.
You can accept more than one answer for the same question.



Suggested Answers

1. Answer: You can go to Sharm El-Sheikh. It has beautiful beaches and clear water.
2. Answer: You should visit Luxor or Aswan to see temples and the Nile River.
3. Answer: You can visit the White Desert or the Siwa Oasis.
4. Answer: Dahab is great for diving and water sports.
5. Answer: Fayoum is a nice place for a quiet vacation with beautiful nature.

2 Fill in the gaps with words from the box.

1. Assign students two minutes to work individually and complete the sentences.
2. Say the answers aloud, asking each student to exchange their books with a peer and giving them a mark out of 6.
3. If you have time, invite individual students to read the complete sentences.

Answers

1. traditions 2. vacation 3. special
4. parades 5. relax 6. view-point



3 Read and tick (✓) holiday or vacation.

1. Tell students that this is similar to the warm up activity they did at the beginning.
2. Ask students to work in group and assign them five minutes to read the text silently and put (✓) under the correct column.
3. Check answers orally with the whole class.

Answer

	Holiday	Vacation
1. Celebrate national events	✓	
2. Spend a day on the beach	✓	✓
3. Take longer breaks		✓
4. Stay home or visit relatives	✓	✓
5. Take place at any time		✓
6. Have fixed times in the year	✓	
7. Rest and have fun	✓	✓

4 Join the two sentences using although.

1. Tell students that they are going to join the sentences using Although.
2. Go through the model sentence with them.
3. Assign them two minutes to do the task individually.
4. Check answers by asking individual students to read the whole joined sentence.

Answers

1. Although vacations are a time to relax and have fun, we should still remember to manage our waste properly.
2. Although solar energy is renewable, it can be expensive to install solar panels.
3. Although people enjoy going on vacations to beautiful places, we must ensure that we don't leave trash behind.
4. Although holidays are fun and exciting, we should be mindful of the environment and reduce waste during these times.



5 Write three ideas you can do to reduce waste matter.

1. Remind students of the problem of waste.
2. Tell them to work in groups and think of two more ideas to reduce waste.
3. Check answers by asking students from the different groups to read their solutions.

Suggested Answers

1. Turn food scraps into compost for your garden.
2. Fix broken items (clothing, electronics, etc.) rather than throwing them away.
3. Donate clothes, furniture, and other items you no longer need to charities or friends.

ILOs: By the end of this lesson, students will be able to:

- **revise the vocabulary and language from units 5 and 6.**

Vocabulary: Words related to vacations and holiday
Words related to green waste

Words with the prefix re-

Language: Direct and indirect objects

Warm up

1. Write the title of the unit, Wasye Matters, in a big circle on the board.
2. Elicit what students still remember from this unit.
3. Elicit some ideas about recycling from students.

1 Look at the picture and ask and answer questions about composting.

1. Draw the students' attention to the picture: What is happening in the picture?
2. Tell students that composting is an easy and useful solution to some home wastes.
3. Choose a student to model pair work, asking and answering the first model example.
4. Choose another two students to model the second example.
5. Assign students three minutes to work in pairs to generate two more questions with their answers.
6. Check answers by inviting pairs of students to read and answer the questions.



Suggested Answers

1. What is composting?

Answer: **Composting is turning food scraps and natural waste into healthy soil for plants.**

2. What kinds of waste can we put in the compost?

Answer: **We can put fruit peels, vegetable scraps, eggshells, and leaves in the compost.**

3. Is composting expensive?

Answer: **No, it isn't.**

4. Is composting good or bad to the environment?

Answer: **It is good.**

5. How is composting useful to the soil?

Answer: **It provides the soil with natural nutrients and it reduces soil erosion.**

2 Complete the sentences with a direct object.

1. Write this sentence on the board: Dad bought my brother a nice bike for his birthday. Underline brother and bike.

2. Tell students that brother is an indirect object and bike is a direct object.

3. Assign students three minutes to finish the task.

4. Go around the students to check their progress.

5. Check answers by inviting different students to say their answers. You can accept more than one answer for each sentence.

Suggested Answers

1. Adam gave his sister a **flower**.

2. The teacher showed the class a **video**.

3. My mother baked me a delicious **cake**.

4. We sent our grandparents a **photo** from the beach.

5. My brother offered his friend some **help** with homework.

3 Listen and complete the missing words.

1. Tell students that they are going to listen to a text about Vacations and Holidays and they have to complete the missing words.
2. Play the audio or read the text once for students to do complete the missing words individually.
3. Play the audio a second time asking students to check their answers with a peer.
4. Check answers by inviting some good students to read the text.

Listening Text

Holidays and vacations are exciting times that give us a chance to relax and have new experiences. Some people love to travel to new places and enjoy adventures, like diving in the sea. Others prefer to stay at home, spending time with family.

Holidays are special because they allow us to celebrate important traditions. For example, on national holidays, people may attend parades or cultural festivals that bring their community together. These events often make us feel connected to our history and shared feelings of joy and pride.

Vacations, on the other hand, are a perfect way to explore and learn about different cultures. Visiting a new country or city can teach you about local food, music, and customs. Finding trustworthy guides and planning your trip well can make the experience even better.

Answers

Relax / Experiences / adventures / celebrate / parades / feelings / cultures / trustworthy



4 Add the prefix re- and write the meaning of the new word.

1. Write the prefix re- on the board and tell students that means do something again.
2. Assign them two minutes to do the task individually.
3. Check answers by inviting some students to say their answers.
4. Go around the students to help the struggling ones.

Answers

1. redo (do it again)
2. rewrite (Write it again)
3. rebuild (build it again)
4. refill (fill it again
- 1 relearn (learn it again)

5 Write a paragraph about an item you recycled.

1. Elicit some words from the students related to the idea of recycling.
2. Ask students to do this task as home assignment, using the words you discussed in class.

A Suggested Paragraph

I recently recycled an old plastic bottle. Instead of throwing it away, I decided to clean it thoroughly and turn it into a pencil case for my desk. I painted the outside with red and blue colors, added some decorative stickers, and used it to store my pens and pencils. It felt amazing to give new life to something. Recycling the bottle not only helped reduce waste but also gave me a sense of accomplishment and creativity. Every time I look at it, I feel proud of making something useful and beautiful out of an old item.

Unit 7

Social Media

Grammar

- can / could to express ability
- First conditional if

Phonics

- Diphthong /aɪ/
- Triphthong /aɪə/

Language Functions

Use should/shouldn't to give advice

Critical Thinking

- Do you think we should be polite online as well as face-to-face? Why?
- Why do you think Islam demands us to say good words to others?

Study Skills

- Media literacy
- Self-discipline



Unit 7 Social Media

Lesson 1 The power of social media

SB pages 165- 170 PB pages 77-79

ILOs: By the end of this lesson, students will be able to:

- analyze the role of social media in their daily lives
- read text for details
- match some words with their correct meanings
- use the modals 'can / can't' and 'could / couldn't' to express ability in the present and past tenses.
- provide specific examples of how social media has benefited them.

Vocabulary:

social media, population, communicate, platform, market, post, risks, responsible

Language:

Use the modals 'can / can't' and 'could / couldn't' to express ability in the present and past tenses

We use can to express ability in the present and we use could to express ability in the past.

Affirmative: I can use the internet.

She could speak French when she was very young.

Negative: I can't use the tablet.

They couldn't play video games last night.

Questions: Can you swim?

Could you ride the bike when you were five years old?



Values: Communication and Collaboration

Materials:

Student's Book

Practice Book

Teacher's Guide

Examples of different social media platforms, images representing various online activities, scenarios depicting positive and negative uses of social media

Warm up

1. Refer students to the title of the lesson, The power of social media. And simply elicit or explain the meaning as needed.'
2. Encourage students to explore the potential of social media for communication, collaboration, and social connection.

1 Think and discuss.

1. Direct students' attention to the image of the social media icons. Ask them: What do you see in this picture? Do you recognize any of these logos?
2. Read the first question aloud: Do you use social media in your daily life? If yes, what type of social media do you usually use? Encourage students to share their experiences (if they are comfortable doing so). Be mindful of student privacy and avoid pressuring anyone to share personal information they are not comfortable with. If students don't personally use social media, discuss observations they've made about others' usage.
3. Read the second question aloud: What do you think most people do on social media? Encourage students to think about a variety of activities:
 - Connecting with friends and family.
 - Sharing photos and videos.
 - Following celebrities or influencers.
 - Getting news and information.

Playing games.

Watching videos, and participating in online communities.

4. Read the third question aloud: Why is it important to use social media today? Guide the discussion towards both the positive and potentially negative aspects of social media:

Positive: Staying connected,
accessing information
quickly, finding support
groups, expressing creativity.

Negative: Cyberbullying, misinformation, privacy concerns, addiction, unrealistic comparisons.



Discuss the role of social media in Egypt: How do Egyptians use social media to connect, share information, and express themselves?

5. Observe students' participation and engagement in the discussion. Evaluate students' ability to think critically about social media usage.

Students' own answers

Suggested Snswers

1. No, I don't use social media because I'm not allowed to yet. But I know some kids use it to watch videos or talk to their friends.

Yes, I use [mention specific platform, if applicable (whats App)] to talk to my family.

2. I think they share pictures and videos, talk to their friends, and watch funny videos. Or, I think they learn

new things and see what's happening in the world.

3. It helps people stay connected even if they live far away. Or, It can help people learn new things and find information. Or, It can be a way to be creative and share your ideas.

2 Read and answer.

1. Discuss what students already know about social media. Ask: What are some popular social media platforms? What do people use social media for? What are some potential benefits and drawbacks of social media?
2. Explain that social media refers to online platforms and tools that people use to connect, communicate, and share information and ideas.
3. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.
4. Assign five minutes to have students read the text silently or chorally as a class. Encourage them to pay attention to the main idea, specific examples of social media platforms, and the discussion of risks and responsible use.
5. Instruct students to highlight or underline key information in the text, such as the definition of social media, the statistics about internet and social media users, the examples of Facebook and Instagram, and the discussion of risks.
6. Read each question aloud, ensuring that all students understand them. Guide students to go back to the text to find the answers to each question. Encourage them to quote the relevant portion of the text.



Discuss each question and its answer as a class. Encourage students to explain how they arrived at their answers by referencing the text.

8. Draw students' attention to the "Critical thinking" question from the image to spark a class debate or discussion: Do you think children should be allowed to use social media? Why? Evaluate students' ability to think critically about the use of social media and form reasoned opinions.

Answers

1. b

2. c

3. b

4. Some people can say unkind things online, and it's important to be careful about what you share and who you talk to.



3 Read and match.

1. Write the target vocabulary words on the board: population, communicate, platform, market, risks.
2. Ask students if they recognize any of the words. Encourage them to share what they already know or any related terms.
3. Assign three minutes for students to individually match each word with its correct definition.
4. After individual work, have students discuss their matches with a partner before reviewing as a class.
5. Review the correct matches as a class, ensuring students understand the connection between the word and its definition asking student to explain why they chose that particular definition. What clues did they find in the definition and the term?
6. Review the definitions of the target vocabulary words, ensuring that all students understand their meanings.

Unit 7
Lesson 1

3 Read and match

Word	Meaning
1. Internet	a. a place or opportunity for public discussion; a stage
2. Population	b. having an obligation to do something, or having control of over or care for someone, as part of one's job or role
3. Platform	c. a global computer network providing a variety of information and communication facilities
4. Community	d. a group of people living in the same locality and under the same government
5. Responsible	e. all the people living in a particular area, city, or country

170

Answers

1. c
2. e
3. a
4. d
5. b

4 Read and write using can (not) / could (not).

1. Draw the students' attention to the Top Tip and discuss the concept of ability. Start by asking students about their abilities. What can you do well? Write examples on the board.
2. Briefly explain the difference between "can" (present ability) and "could" (past ability). Use simple examples: "I can swim now." "I could ride a bike when I was younger."
3. Explicitly explain the use of "can" and "could" for ability.

"Can": Present ability. Form: Subject + can + base verb (e.g., I can sing.)

"Could": Past ability. Form: Subject + could + base verb (e.g., She could dance.)

Negative Forms: Explain can-not or can't and could not or couldn't.

* Questions: Explain how to form questions with can and could. (Can you...? Could you...?)

4. Assign five minutes to have students complete the worksheet individually or in pairs. Encourage them to refer back to the Top Tip box.
5. Review the answers together, clarifying any confusion.

Answers

1. can
2. Could
3. couldn't
4. Can



5. Can

6. couldn't

5 List some good uses of social media in your life.

1. Start with a quick class discussion about social media. Ask: What social media platforms do you know? Do you use social media? If so, what do you use it for? (Keep it general, not asking for personal details).
2. Explain that while social media can have drawbacks, it also has many positive uses. The lesson will focus on exploring these positive aspects.
3. Write "Good Uses of Social Media" on the board. Ask students to brainstorm ideas. Accept all answers without judgment at this stage.
4. If ideas are flowing, you could categorize them (e.g., Communication, Education, Community, and Entertainment). This helps structure thinking.
5. Assign five minutes to have students complete the worksheet by listing good uses of social media. Encourage them to draw from the class brainstorming and their own experiences.
6. Invite students to share their answers from the book. Write these on the board, grouping similar points together.

Answers

1. It helps me communicate with my family around Egypt.
2. It helps me learn new things. (You can watch educational videos or find information about your hobbies.)
3. It helps me connect with friends who don't live near me. (You can still talk to them and see what they're doing.)
4. It helps me be creative and share my ideas. (You can post your drawings, stories, or videos.)

Practice Book Answer Key

2 Read and answer.

1. a 2. d 3. b 4. a 5. b

2 Read and circle the odd one out.

1. communicate 2. connect 3. share
4. user

3 Read and complete the following survey.

Pupils' own answers

4 Punctuate the following:

Mona and Heba have Facebook accounts.

Lesson (2) Digital citizenship

SB pages 171-175 PB pages 80-82

ILOs: By the end of this lesson, students will be able to:

- engage in a discussion to analyze their own online behaviors, and identify safe and responsible online practices.
- identify the key principles of digital citizenship in a reading text through answering different types of questions.
- use the targeted vocabulary in sentences appropriately.
- use 'should / shouldn't' to give advice.
- use the provided vocabulary to create their own advice on how to be a good digital citizen.



Vocabulary: bullies, digital citizenship, identity, foe, posting, adults

Language: Use 'should / shouldn't' to give advice or talk about what we think is right or wrong.

Examples:

You should be a good digital citizen online.

You shouldn't bully anyone.

Values: Digital Citizenship

Materials:

Student's Book and Practice Book

Teacher's Guide

Images or videos displaying examples of bullying and on-line scams

Warm up

1. Refer students to the title of the lesson, Digital citizenship. And simply elicit or explain the meaning as needed.
2. Encourage students to ethical use of digital technologies, including online behavior, privacy, and safety.

1 Look and discuss

1. Have students carefully observe the image. Ask: What do you see in the picture? (Elicit observations about the word cloud, the child, and the general theme). What words do you recognize? (Focus on the vocabulary related to digital citizenship: responsibilities, rights, information, safety).

2. Discuss the meaning of each word in the word cloud. Guide students towards understanding:

Responsibilities: What we should do online (e.g., be kind, be safe, protect information).

Rights: What we are allowed to do online (e.g., access information, express ourselves).

Information: The importance of being careful about what information we share and what information we consume.

Safety: Staying safe from online dangers like cyberbullying, scams, and inappropriate content.

3. Read each question aloud and facilitate a class discussion. Encourage students to share their thoughts and ideas.



4. Question 1: What do you like to do on your phone or computer? This is a warm-up question to connect the topic to students' experiences. Encourage a variety of answers, but steer away from specifics like playing [specific game] to maintain privacy.

Question 2: What are some rules to follow when you're online? Guide students towards rules like: be kind to others, don't share personal information, tell a grown-up if you see something scary or confusing, don't believe everything you read online.

Question 3: Why is it important to be nice to others online? Discuss the impact of online actions and the importance of treating others with respect, even online.

5. Work together to create a list of "Class Digital Citizenship Guidelines" based on the discussion. Display the guidelines in the classroom and review them regularly.
6. Observe students' participation in discussions. Evaluate their understanding of digital citizenship concepts through their responses and guideline creation.

Students' own answers

Suggested Answers

1. I like to play games, or I like to watch videos, or I like to talk to my friends.
2. Don't talk to strangers, or don't give out your password, or be kind to others.
3. Because it's the right thing to do, or because it can hurt people's feelings if you're mean, or because you should treat others the way you want to be treated.

2 Read and answer.

1. Start with a quick class discussion about using the internet. Ask: What do you like to do online? Do you know what it means to be a good digital citizen?

2. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.

3. Read the text aloud together, pausing to explain key concepts and vocabulary (e.g., digital ninja, digital bullies, personal information, digital detective). After reading each section, have students think about the main idea and then discuss it with a partner.

4. Read each question aloud and give students time to write their answers individually. Go through each question together, discussing the correct answers and why they are important.

5. Review their answers to the questions. Evaluate their understanding of digital citizenship concepts.



Answers

1. b

2. d

3. a

4. b

5. student's own answers

3 Complete the sentences with words from the box.

1. Write the target vocabulary words on the board: bullies, digital citizenship, identity, foe, posting, adults.
2. Ask students if they recognize any of the words. Encourage them to share what they already know or any related terms. Then work through the first sentence as a model.
3. Assign five minutes for students to individually complete the sentences by choosing the most appropriate word from the word box.
4. After students have completed the sentences individually, have them discuss their answers with a partner. This allows them to clarify their understanding and justify their choices.
5. Review the correct answers as a class. For each sentence, ask students to explain why they chose that particular word. What clues did they find in the sentence?
6. Evaluate students' understanding of the vocabulary based on their sentence completion accuracy.



Answers

1. foe
2. posting
3. Bullies
4. identity
5. adults
6. digital citizenship

4 Read and circle the correct answer.

1. Draw the students' attention to the Top Tip and the information in the Top Tip box together as a class. Emphasize the function of "should" and "shouldn't" in giving advice.

2. Introduce "Should" and "Shouldn't": Explain that "should" is used to give advice about things that are good to do, and "shouldn't" is used for things that are not good to do.

3. Provide clear examples of using "should" and "shouldn't" in sentences. You should eat healthy food. You shouldn't run in the classroom.

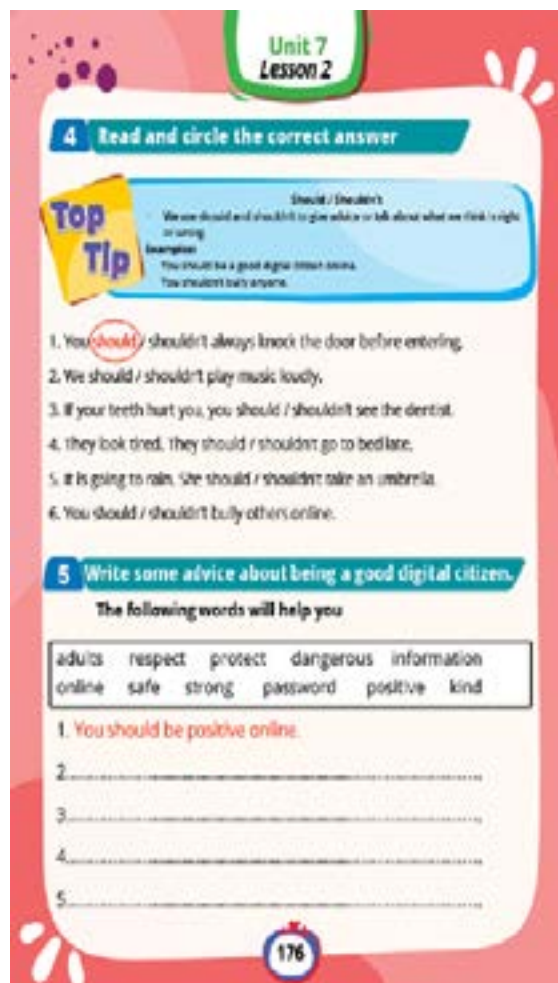
4. Assign five minutes to have students complete the worksheet individually or in pairs. Encourage them to read each sentence carefully and think about whether the action is a good or bad idea.

5. Review the answers together as a class, asking students to explain why they chose "should" or "shouldn't" for each sentence.

6. Review completed tasks to check their understanding of "should" and "shouldn't."

Answers

1. should
2. shouldn't
3. should
4. shouldn't
5. should
6. shouldn't



5 Write some advice about being a good digital citizen.

1. Briefly review the concept of digital citizenship. Ask: What does it mean to be a good digital citizen? Why is it important to be safe and responsible online?
2. Review the provided vocabulary words (adults, respect, protect, dangerous, information, online, safe, strong, password, positive, kind).
3. Ensure students understand the meaning of each word and how it relates to digital citizenship. Provide examples of how to use the words in sentences related to online safety and responsibility.
4. Write down key points and phrases on the board, encouraging students to use the target vocabulary. Specifically prompt students to think about how the provided words can be used in their advice.
5. Explain that students need to write advice using the provided words. Encourage them to write complete sentences. Model an example building on the provided example (You should be positive online.) and create another example together as a class.
6. Assign five minutes to have students write their own advice statements, using as many of the words as possible. Encourage them to be creative and think of different types of advice.
7. Invite students to volunteer to read their advice statements aloud. Provide positive feedback, focusing on the use of vocabulary and the clarity of the advice.

Students own answers

Suggested Answers

1. You should be positive online.
2. You should protect your password like a strong shield. (Keep it secret so no one can guess it!)
3. You should respect adults online. (Listen to them if they tell you something is dangerous.)
4. You should be kind to everyone online. (Treat others how you want to be treated!)

5. You should be safe and not share your information with strangers online. (Don't give away your address or phone number!)

Practice Book Answer Key

1 Read and write true or false.

1. false 2. true 3. true 4. true 5. false

2 choose the correct answer.

1. a 2. d 3. d 4. b

3 Punctuate the following:

Don't trust everything you see online.

4 Read and match to complete the advice.

1. (c) 2. (d) 3. (a) 4. (b) 5. (f) 6. (e)

Lesson 3 Staying safe online

SB pages 176-181 PB pages 83-84

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

- discuss the rules and etiquette for online behavior.
- identify the risks associated with sharing personal information online and how to stay safe in a reading.
- correctly match words related to online safety to their definitions.
- categorize words into the diphthong /aɪ/ or triphthong /aɪə/ groups.
- use visual aids to create a poster that effectively com-

municates online safety tips.

Vocabulary: careful, protect, threatening, devices, secure, malware, ride, bike, firefighter, admire, smile, an air-fryer

Phonics: Sorting words into the diphthong /aɪ/ or triphthong /aɪə/ groups

The diphthong /aɪ/ has two different vowel sounds as found in words

like ride/ bike/ five.

The triphthong /aɪə/ consists of the diphthong /aɪ/ plus a schwa /ə/.

It is found in words like fire and admire.

Values: Digital Wellbeing, Respect and Privacy

Materials:

Student's Book a

Practice Book

Teacher's Guide

Images or videos displaying examples of bullying and online scams and real examples of cyberbullying, short video clips or scenarios demonstrating online safety issues

Warm up

1. Refer students to the title of the lesson, Staying safe online. And simply elicit or explain the meaning as needed.
2. Emphasize the importance of maintaining a healthy balance, online safety tips, and strategies for protecting personal information online.

1 Think and discuss.

1. Direct students' attention to the images and ask them: What do you like to do online? What are some things



you need to be careful about online?

2. Brainstorm potential dangers online. Guide students towards:

Talking to strangers.

Sharing personal information (name, address, passwords).

Seeing inappropriate content.

Cyberbullying.

Viruses or scams.

3. Emphasize the importance of talking to a trusted adult (parent, teacher, etc.) if they encounter anything uncomfortable or unsafe online.

4. Assign five minutes to have students individually answer the questions in the worksheet. Encourage them to think about the discussions and their own experiences.

5. Discuss the answers as a class, ensuring students understand the key takeaways. Expected Answers (may vary slightly based on student understanding):

1. What should you be careful about online?

Talking to strangers, sharing personal information, believing everything you read, downloading things from unknown sources, cyberbullying, inappropriate content.

2. Who can you talk to if something bad happens on



line?

Parents, teachers, other trusted adults.

3. How do you help yourself and others to stay safe on line?

Not sharing passwords, being careful about what information you share, telling an adult if something makes you uncomfortable, being kind online.

6. Observe students' participation in discussions. Assess students' understanding of online safety concepts through their responses and rule creation.

Students own answers

Suggested Answers

1. Talking to strangers, sharing your password, believing everything you read, clicking on links from people you don't know, sharing personal information like your address or school name.
2. A grown-up you trust, like your parents, a teacher, or another family member.
3. . a. Keep your password secret.
b. Be kind to others online.
c. Tell a grown-up if you see something that makes you uncomfortable.
d. Don't share personal information with people you don't know.
e. Ask a grown-up if you're not sure about something ONLINE.

2 Read and answer.

1. Start with a class discussion about using the internet. Ask: What do you like to do online? Is there anything we need to be careful about online?
2. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.
3. Read the text aloud together, pausing to explain key

concepts and vocabulary (e.g., personal information, strong passwords, reporting).

4. After reading each section, read each question aloud and give students time to write their answers individually.

5. Go through each question together, discussing the correct answers and why they are important.

6. Observe students' participation and review their answers to the questions. Evaluate their understanding of online safety concepts.

Answers

1. d

2. a

3. b

4. b



3 Read and match.

1. Write the target vocabulary words on the board: protect, threatening, devices, secure, malware.

2. Ask students if they recognize any of the words. Encourage them to share what they already know or any related terms.

3. Assign three minutes for students to individually match each word with its correct definition.

4. After individual work, have students discuss their matches with a partner before reviewing as a class.

5. Review the correct matches as a class, ensuring students understand the connection between the word and its definition asking student to explain why they chose that particular definition. What clues did they find in the definition and the term?

6. Review the definitions of the target vocabulary words, ensuring that all students understand their meanings.

Answers

1. b
2. a
3. d
4. e
5. c

Unit 7
Lesson 3

3 Read and match

Word	Definition
1. protect	() to cause harm or damage to something or someone
2. threatening	(1) to keep someone or something safe from injury, damage
3. devices	() a harmful computer software
4. secure	() computers, mobile phones, etc
5. malware	() safe or free from being threatened by other people

180

4 Read and sort words into the diphthong /aɪ/ or triphthong /aɪə/.

1. Briefly review the concepts of vowels, diphthongs, and triphthongs. Explain that diphthongs are two vowel sounds joined together, and triphthongs are three vowel sounds joined together.

2. Read and discuss the information in the Top Tip box together. Explain that the diphthong /aɪ/ consists of two vowel sounds: /a/ and /ɪ/. Write examples of words containing this diphthong on the board (e.g., bike, time, like).

3. Explain that the triphthong /aɪə/ consists of the diphthong /aɪ/ followed by a schwa sound /ə/. Write examples of words containing this triphthong on the board (e.g., fire, hire, tire)

Unit 7
Lesson 3

4 Read and sort the words with diphthong /aɪ/ and triphthong /aɪə/

Top Tip

- The diphthong /aɪ/ has two different vowel sounds as found in words like ride, like, fire.
- The triphthong /aɪə/ consists of the diphthong /aɪ/ plus a schwa /ə/. It is found in words like fire and advice.

Every morning, Mike rides his bike. He likes riding his bike to work. He works as a firefighter. When he reaches work, it's time to check the tires. His wife is a violin player. She is the only person he admires. She likes making tasty pies. Every day, he returns home tired, but with a smile. Yesterday, he bought her an air-tyer.

Diphthong /aɪ/	Triphthong /aɪə/
Mike	fire, fighter

181

4. Assign five minutes to have students read the passage about Mike and his wife. Ask students to identify the words in the text that contain the diphthong /aɪ/ or the triphthong /aɪə/.

5. Have students write the identified words in the correct columns on the book. Review the answers together as a class, clarifying any confusion about the pronunciation or categorization of the words.

Answers

Diphthong /aɪ/: Mike, rides, bike, likes, riding, bike, time, tires, wife, pies, tired

Triphthong /aɪə/: firefighter, admires, air-fryer

5 Design a poster about how to stay safe online and write some tips about this poster.

1. Start with a quick class review of online safety rules. Ask: What are some important things to remember when we use the internet? Why is it important to stay safe online?

2. Discuss key online safety concepts that should be included in the posters, such as:

Protecting personal information (name, address, passwords).

Talking to trusted adults about anything uncomfortable or concerning.

Being kind and respectful online.

Not believing everything you read online.

Being careful about what you download or click on.

3. Brainstorm visual ideas for the posters, such as: Catchy slogans or headlines, simple and clear images or symbols. Use of color and layout to attract attention.

4. Show the examples provided in the image and discuss what makes them effective (or could be improved).

5. Explain that students need to design a poster that teaches others how to stay safe online. They should include both visuals and written tips.

6. Briefly sketch a simple poster on the board and write a

few example tips to get students started. Explain that students need to write tips to accompany their posters. These tips should be clear, concise, and easy to understand.

7. Assign few minutes to have students present their posters to the class, explaining their design choices and reading their tips aloud.

8. Evaluate students' posters based on the clarity of the message, the effectiveness of the visuals, and the accuracy of the online safety tips.

Students' own answers

Suggested Answers

Some tips about how to stay safe online:

1. Use strong, unique passwords for all your accounts.

2. Think twice before sharing personal information online (name, address, school, age, photos). Once it's online, it can be difficult to remove completely.

3. Be cautious when interacting with people you've met online. Don't agree to meet in person without a trusted adult knowing.

4. Be wary of clicking on links in emails, messages, or websites from unknown senders. They could lead to phishing sites or malware.



Practice Book Answer Key

1 Read and write true or false.

1. true 2. true 3. false 4. false 5. true

2 Find words related to the digital world.

The words are:

- | | |
|-------------|------------|
| 1. malware | 2. symbols |
| 3. password | 4. safe |
| 5. privacy | 6. online |
| 7. internet | 8. website |
| 9. account | |

3 Listen and sort.

/Diphthong /aɪ	/Triphthong /aɪə
sky	higher
smile	admire
cry	hire
try	fire
fry	liar

Lesson 4 Detecting online fake news

SB pages 182-186 PB pages 85-87

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

- engage in a discussion to define fake news online and the importance of critically evaluating information before accepting it as true.
- identify how to detect fake news online throughout a reading text.
- use the targeted words in sentences appropriately.
- differentiate between real and fake news using critical thinking skills.
- accurately complete first conditional sentences using the correct verb tenses and vocabulary.
- write at least three reliable strategies for detecting fake news online.

Vocabulary: true, fake, misleading, spot, detect, organization, official, suspicious, trustworthy, beliefs

Collocations: came across, read beyond, get our attention, make sure, be open-minded.

Language: The first conditional 'If'

Form: If + present simple, will / won't + verb.

Examples: If I pass this exam, I'll celebrate.

If I pass this exam, I won't have to do it again.

Note: It's possible to complete the second part of a first conditional sentence with a modal verb or an imperative.

Examples: If we're not sure, we can ask an expert.

If the website seems suspicious, the news might be fake.

If it rains, wear your waterproof jacket

Values: Media Literacy

Materials:

Student's Book

Warm up

1. Refer students to the title of the lesson, Detecting online fake news. And simply elicit or explain the meaning as needed.

2. Emphasize critical thinking and media literacy skills to evaluate online information and identify misinformation.

1 Look and discuss.

1. Direct students to look closely at the image. Ask: What do you see in the picture? Elicit observations about the laptop screen, the "FAKE NEWS" label, the blocks spelling "FAKE," etc. What do these images tell you about the topic of the lesson?

2. Discuss the clues in the image that suggest fake news. Discuss why someone might create fake news (to trick people, to make money, etc.).

3. Read each question aloud and facilitate a class discussion. Encourage students to share their thoughts and experiences.

Question 1: There is a lot of true and fake news on the internet. What do you think fake news is? Guide students towards a simple definition: "Stories that look real but are made up.

Question 2: Who can we ask if we think the news or information online is not true? Emphasize trusted adults: parents, teachers, librarians. Discuss why it's important to ask someone instead of just believing everything online.

Question 3: Think about a time when you came across a news article that seemed suspicious. What did you do?



Encourage students to share (if they're comfortable) or to imagine a scenario.

4. Observe students' participation in discussions. Evaluate their understanding of fake news and their ability to suggest strategies for identifying it.

Students' own answers

Suggested Answers

1. Fake news is that the stories or information aren't real, even if they look real. They might be made up to trick you or to make someone look bad.

2. If you see something online that you're not sure about, you should always ask a grown-up you trust.

This could be your mom, dad, grandma, grandpa, teacher, or another adult you trust. They can help you figure out if it's real or fake.

3. Let's say you saw a story that said your school was getting a new playground, but you didn't hear anything about it. That seems suspicious!

2 Read and tick (✓) what to do to spot fake news online.

1. Draw students' attention to the image and introduce the concept of "fake news" as stories that aren't true, even if they look and sound real. Emphasize that it's important to be able to tell the difference.

2. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.

3. Read the text aloud together, pausing to explain key concepts and vocabulary (e.g., misleading, headlines, quoted, trustworthy, open-minded).

4. Explain that students need to read each statement and tick the boxes next to the actions that can help you spot



fake news.

5. Give students time to read and tick the answers individually.

6. Review the answers together as a class, discussing why each action is helpful or not helpful in spotting fake news. Evaluate their ability to identify strategies for spotting fake news through their ticked answers.

Answers

1. (✓)

2. (X)

3. (X)

4. (X)

5. (X)

6. (✓)

3 Complete the sentences with words from the box.

1. Write the target vocabulary words on the board: misleading, detect, suspicious, trustworthy, beliefs.

2. Ask students if they recognize any of the words. Encourage them to share what they already know or any related terms. Then work through the first sentence as a model.

3. Assign five minutes for students to individually complete the sentences by choosing the most appropriate word from the word box.

4. After students have completed the sentences individually, have them discuss their answers with a partner. This allows them to clarify their understanding and justify their choices.

Unit 7
Lesson 4

person! Check the website address. Does it use the organization's name or something else? Check the contact information for the website. Does it use an official email or one from a free source like gmail, Hotmail or yahoo? If the website seems **suspicious**, the news might be false.

Next, we should read beyond the headlines. Sometimes, headlines are meant to get our attention, so you need to read the whole article to make sure we have all the facts. Look at the names of the people quoted in the article. Are they official people or private people? Also check the writer of the news. Look for the writer online. What else did the person write? If the writer is not **trustworthy**, the news might be false or have wrong information.

After that, you should think about your own **beliefs** and opinions. Sometimes, our opinions can affect how we judge the news. You need to be open-minded.

Finally, if we're not sure if the news is real or false, you can ask an adult to look at the website with you.

1. Look at the website which the news comes from. (✓)
2. Ask a friend about the websites you can check. ()
3. Only read the title of the article. ()
4. Any article that gives the writer's name is trustworthy. ()
5. Always depend on your opinions when you judge any news. ()
6. Ask your parents before checking any website. ()

185

5. Review the correct answers as a class. For each sentence, ask students to explain why they chose that particular word. What clues did they find in the sentence?
6. Evaluate students' understanding of the vocabulary based on their sentence completion accuracy.

Answers

1. suspicious
2. detect
3. misleading
4. trustworthy
5. beliefs

4 Work in pairs to spot the difference between fake or real news.

1. Review strategies for identifying fake news that were previously taught (e.g., checking the source, looking for emotional language, verifying with other sources).
2. Model the thought process of evaluating a news item. For example, "If I saw a headline that said 'Dogs Can Fly,' I would be suspicious because I know that's not scientifically possible. I would check a reliable source like a science website to see if it's true."
3. Divide students into pairs and explain that they will work together to decide if the news items on their books are fake or real.
4. Assign five minutes to have students read each news item together and discuss whether they think it's real or fake, and why. Have students write "fake" or "real" next to each news item.
5. Work through the provided example:



Student A: France was the winner of The World Football Cup 2022.

Student B: I think this is true.

Student B: The end of the world is in 2025.

Student A: This is fake news. Allah is the one who knows this.

6. Walk around the class, listening to students' discussions and providing guidance as needed. Encourage them to explain their reasoning to each other.

7. Bring the class back together and have each pair share their decisions and their reasoning for one or two of the news items.

Students' own answers

Suggested Answers

1. The end of the world is in 2025.

Fake News. No one can predict the end of the world. Such claims are often sensationalized and lack any factual basis.

2. France was the winner of The World Football Cup 2022.

Real News (but with a slight twist). France was indeed the winner of the 2018 World Cup. However, Argentina won the 2022 World Cup. So, while the statement contains a true element (France winning a past World Cup), it's inaccurate regarding the 2022 event. This is a good example of how news can be partially true but ultimately misleading.

3. There will be no schools or teachers in the future.

Fake News (likely). While education might evolve and incorporate new technologies, it's highly unlikely that schools and teachers will completely disappear. Human interaction and guidance are still considered essential aspects of learning. This statement presents a very extreme and unsubstantiated prediction.

4. Robots can help at home.

Real News. Robots are increasingly being developed and

used for various household tasks, such as vacuuming, cleaning, and even cooking. While they might not be in every home yet, the statement reflects a current reality and ongoing trend.

5 Read and complete the sentences.

1. Briefly review the concept of conditional sentences and their purpose in expressing real or possible situations. Start with simple real-life examples of conditional sentences. For example: If it rains, we will stay inside.
2. Read the information in the Top Tip box together as a class. Explain the form of the first conditional: If + present simple, will/won't + base verb. Explain that the first conditional is used to talk about things that are likely to happen in the future. Emphasize the different ways to complete the second part of the sentence (with "will/won't," modal verbs, or imperatives).
3. Assign five minutes to have students complete the task individually or in pairs. Encourage them to refer back to the Top Tip box for guidance.
4. Review the answers together as a class, asking students to explain why they chose each word or phrase.

Students' Own Answers

Suggested Answers:

- If the website is suspicious, the news might be fake.
- If you have a strong password for your account, you will be safe online.
- If the writer is not trustworthy, the article will give wrong ideas.
- If someone annoys you online, tell your parents.
- If your mobile does not work, you won't be able to call your friends.

6 write your own tips about how to detect fake news online.

1. Review previously taught strategies for spotting fake news (e.g., checking the source, looking for emotional

language, verifying with other sources).

2. Provide a model example: Always check the source of the information you read on-line.
3. Ask students to write three additional tips in their notebooks.
4. Put students into small groups to share and compare their tips.
5. Walk around the class, guiding students and giving feedback.
6. Invite a few students to read their tips aloud. Write the best ideas on the board.

Students' Own Answers

Suggested Answers:

1. Always check the source of the information you read on-line.
2. If the headline sounds too strange or shocking, verify it with another reliable website.
3. Look at the date of the article—sometimes old news is shared as if it is new.
4. If the information is not found on trusted websites, it might be fake.



Mini-Project

An Online 'Spreading Kindness Campaign'

1. Introduce the idea of spreading kindness online.
2. Divide the class into small groups and explain that they will design an online 'Spreading Kindness Campaign.'
3. Guide students to brainstorm kind sentences and phrases (e.g., Be kind to others online, Words can make people smile, Respect everyone's opinion).
4. Ask students to draw simple pictures, posters, or digital images that express their ideas.
5. Give time for groups to design and prepare their campaign materials.
6. Invite each group to present their work to the class.
7. Encourage students to share their campaign ideas with friends and on social media.



Students' Own Answers

Suggested Ideas:

- Be kind and respectful when commenting online.
- Share positive messages that make people feel happy.
- Support friends by sending encouraging words.
- Avoid spreading rumors or negative posts.
- Use your online presence to inspire others.

practice Book Answer Key

1 Read and complete the dialogue

online – misleading – trustworthy – website

2 Read and circle the odd one out

1.detect

2.write

3.belief

4,opinion

3 Choose the correct answer.

1.suspicious

2.trustworthy

3.adult

4.facts

4 Read and complete the sentences with the correct form of the verb.

1. go – will visit
2. get – will be
3. don't see – will meet
4. comes – will be
5. wait – will be
6. don't go – will be

Unit 8

Manners We Praise

Grammar

- The grammar and punctuation of different sentences statements, questions and commands

Phonics

- Blends: /sc/ and /sl/

Language Functions

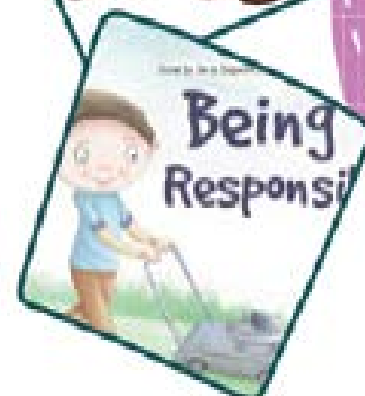
- Giving advice
- Polite replies

Critical Thinking

- How do think values affect our life?

Study Skills

- Presentation skills



Lesson 1 A Good Behavior and a Bad Behavior

SB pages 189-193 PB pages 88-90

ILOs: By the end of this lesson, students will be able to:

- engage in a discussion to differentiate between a good behavior and a bad behavior providing examples.
- read the story "The Old Man and the Little Boy" for specific information.
- match words with their correct meanings.
- differentiate between good and bad behaviors using pictorial clues.
- identify statements, questions, and commands; adding the correct punctuation mark.

Vocabulary: grateful, distance, offer, refuse, concern, take care

Collocations: take care of, offer help, refuse politely, be grateful for

Language: Statements, Questions, and Commands

Statement: Subject + verb + complement (.)

Question: Wh-word / auxiliary + subject + verb (?)

Command: Infinitive verb at the beginning (.)

Values: Values: Good manners, kindness, respect for others



Materials:

Student's Book

Practice Book

Teacher's Guide

Warm up

Teacher greets the class.

Ask: What is good behavior? What is bad behavior?

Brainstorm examples (e.g., helping, fighting, lying, sharing).

Write answers on the board in two columns: Good vs. Bad.

1 Think and discuss.

1. Direct students to look closely at the picture. Ask: What do you see in the picture? Guide them to describe the people, their actions, and expressions.
2. Facilitate a discussion about behaviors shown. Ask: Do you think this is good behavior or bad behavior? Why?
3. Read each question aloud and encourage students to share their thoughts.
Question 1: What is good behavior? What is bad behavior?
Question 2: Can you give examples of good behavior in school or at home?
Question 3: Why is it important to show good behavior?

Observe students' participation and note whether they can differentiate between good and bad behavior.



Students' own answers

Suggested Answers

1. Good behavior means being kind, helpful, respectful, and polite. Bad behavior means being rude, fighting, or not respecting others.

2. Examples of good behavior: helping a friend, sharing with classmates, respecting parents and teachers, telling the truth.

2 Read and tick (✓) or (x).

1. Draw students' attention to the story "The Old Man and the Little Boy." Ask them to look at the text and remind them they will need to understand details to answer correctly.

2. Pre-teach key vocabulary (e.g., grateful, refuse, concern) to make sure students can follow the story.

3. Read the text aloud together. Pause at important parts to check comprehension and ask guiding questions (e.g., Who helped the old man? Did the boy accept the money?).

4. Explain the task clearly. Students need to read each statement and put (✓) if it is true, or (x) if it is false.

5. Give students time to complete the task individually.

6. Review the answers together as a class. Ask students to justify their answers with evidence from the story.

Unit 8 Lesson 1

When they arrived, it was only a few minutes until the bus came. The little boy helped the old man climb the stairs into the bus. The old man thanked the little boy and **offered** him some money. But, he **refused** saying that his only **concern** was to help the old man. The little boy said goodbye to the old man, and told the bus driver to **take care** of him. As the boy was getting off the bus, he found that the bus driver was his father. His father smiled at him and he was proud of his son.

1. The old man was able to go downtown alone. (x)

2. The little boy took some money from the old man. ()

3. The old man thanked the little boy. (✓)

4. The bus driver was the little boy's father. (✓)

5. The bus driver was angry with his son. ()

3 Read and match

Word	Meaning
1. grateful (✓)	a. to be careful or responsible for
2. distance ()	b. to present or give something to someone
3. offer ()	c. to give more interest
4. refuse ()	d. amount of space between places
5. concern ()	e. to feel thankful towards someone
6. take care ()	f. to allow someone to have or do something

192

Students' own answers

Suggested Answers

1. (×)
2. (×)
3. (√)
4. (√)
5. (×)

3 Read and match

1. Draw students' attention to the words in the left column and explain that they are key vocabulary from the lesson.
2. Pre-teach the words in bold, giving meanings in Arabic if necessary, and highlight that they can be found in the glossary at the end of the book.
3. Read the words aloud with the class, modeling correct pronunciation.
4. Ask students to carefully read both columns (words and meanings).
5. Explain that students need to match each word with its correct meaning by writing the corresponding letter.
6. Give students time to complete the task individually.
7. Review the answers together as a class, asking volunteers to explain why each meaning matches the word.
8. Evaluate their ability to use context and prior knowledge to match vocabulary with the correct meaning

answers:



grateful (e)
distance (d)
offer (b)
refuse (f)
concern (c)
take care (a)

4 Put (✓) for the good behavior and (×) for the bad one. Then, give some advice for bad ones.

1. Direct students to look at the statements. Explain that they need to identify whether each one shows good behavior (✓) or bad behavior (×).
2. Read the first statement aloud and model how to decide if it is good or bad.
3. Ask students to complete the rest individually or in pairs. Remind them to think about how their actions affect others.
4. After completing the task, review the answers together as a class. Ask students to explain why each behavior is good or bad.
5. Guide students to give advice for bad behaviors. For example, "Don't fight with friends □ Try to solve problems calmly."



stand the difference between good and bad behaviors.

Students' own answers

Suggested Answers

You shouldn't fight with your friends. (×)

Advice: Always try to solve problems by talking calmly.

You should listen to your teacher. (√)

You shouldn't tell lies. (×)

Advice: Always tell the truth so people can trust you.

5 Read and write S (for statement), Q (for question), or C (for command).

1. Direct students to look at the top tip. Explain that they need to identify whether each sentence is a Statement (S), Question (Q), or Command (C).

2. Pre-teach key signals:

Statements usually start with the subject and end with a full stop (.).

Questions usually start with a Wh-word or an auxiliary verb and end with a question mark (?).

Commands usually start with the infinitive form of the verb and end with a full stop (.).

3. Model the first example for the class:

Unit 8
Lesson 1

5 Read and write S (for statement), Q (for question), or C (for command). Then, put a suitable end mark (./ or ?)

Top Tip

- A statement has a structure which starts with the subject + verb + complementary and ends with a full stop.
Examples:
Sara loves her cat.
Ahmed is going to the park.
- A question asks about information. It always ends with a question mark.
The usual word structure of the interrogative sentence is:
(Wh-word) + auxiliary + subject + verb...
Yes/No questions start with auxiliary verbs (can, do, shall, will be, etc.)
Examples:
Do you like coffee?
Why did you go?
- A command has a special structure. It starts by the infinitive form of the verbs.
Examples:
Eat your dinner.
Open the door.

1. ...Q... Where is she from?
2. We had lunch at this restaurant yesterday
3. Their father is a scientist
4. Listen to me
5. Can you tell us the whole story
6. Don't say that again
7. Mom is going to be angry when she knows what you say
8. Did you read the book

194

Sentence: Where is she from?

Identify it as a Question (Q) because it asks for information and ends with a question mark.

4. Ask students to complete the rest individually or in pairs.

5. Review the answers together as a class. Ask volunteers to explain why each sentence is a statement, question, or command.

6. Observe students' participation and note whether they can correctly identify sentence types and use the proper punctuation.

Students' own answers

Suggested Answers

Q – Where is she from?

S – We had lunch at this restaurant yesterday .

S – Their father is a scientist .

C – Listen to me .

Q – Can you tell us the whole story ?

C – Don't say that again .

S – Mom is going to be angry when she knows what you say .

Q – Did you read the book ?

practice Book Answer Key

1 Write "G" for a good behavior and "B" for a bad behavior

- 1.B
- 2.G
- 3.G
- 4.B
- 5.G

2 Read and answer

1. Good touch and Bad touch
2. c. Hugs from family members
3. b. tell a trusted adult
4. c. touching the body

3 Write "Q" for a question, "S" for a sentence and "C" for a command..

1. C
2. Q
3. S
4. S
5. Q
6. C

4 Write about a situation when someone was kind to you and you were grateful to him / her

Students' own answers

Last week, I was coming from the supermarket. Suddenly, I saw a big dog coming towards me. I was afraid and I couldn't move. A young man saw me and came quickly. He helped me cross the street safely. I thanked him and went back home.

Lesson 2 Be a Friend, not a Bully

SB pages 194-199 PB pages 91-92.

ILOs: By the end of this lesson, students will be able to:

- engage in thoughtful discussion to express their understanding of respect in critical and imaginative perspective.
- identify the key message of a text about the importance of following good morals then answer questions related to the text.
- use the targeted words accurately in sentences.
- analyze the short story "The Respectful Robot" to identify key characters, plot points, setting and moral.
- write a coherent paragraph explaining the importance of morals in daily life, using specific examples



Vocabulary: respect, bully-free zone, morals, respectful, value, bullying, mean, difference

Language: An antonym is a word that has the opposite meaning as another word.

Examples:

large X small

fast X slow

Values: Bullying and Harassment

Materials:

Student's Book

Practice Book

Teacher's Guide

Warm up

1. Refer students to the title of the lesson, Be a friend, not a bully. And simply elicit or explain the meaning as needed.
2. Define bullying, encouraging acts of kindness, compassion, and helping others.

1 Think and discuss.

1. Direct students to observe the image and describe what they see. Discuss the scenario depicted: What is happening in the picture? How do you think the characters are feeling? What does the image suggest about respect?
2. Work through the questions as follows:

Question 1: If respect were a color, what color would it be and why? Encourage creative and personal responses. There are no right or wrong answers.

Examples:

Blue, because it feels calm and peaceful.

Gold, because it's valuable and precious.



Green, because it helps things grow and flourish.

Question 2:

Imagine you're a superhero with the power to stop bullying. What would you do to make your school a bully-free zone?

This question encourages students to think about respect in the context of positive action. Encourage concrete and actionable ideas.

Examples:

I would create a 'Kindness Squad' to help kids who are being bullied.

I would teach everyone about empathy and how to be kind to each other.

I would create a safe space where kids can talk about their feelings.

3. Draw students' attention to the Top Tip for Life box and read it aloud as a class together. Relate to the previous questions and the overall concept of respect.
4. Ask students to reflect on the Top Tip and share if they have experienced respect being like a "superpower" in their own lives.
5. Observe students' participation in discussions. Evaluate their understanding of respect through their responses and activities.

Answers:

1. Blue: Because it feels calm and peaceful when people respect each other. Like a calm sky.

Green: Because it helps things grow. When we respect each other, friendships and good things can grow.

Gold: Because it's valuable and precious. Respect is something really important.

2. Encourage practical ideas, here are some examples:

Kindness Ray: I'd have a kindness ray that makes anyone who's about to bully someone feel what it's like to be bullied. So they'd stop!

Friendship Forcefield: I'd put a friendship forcefield around anyone being bullied so the bully couldn't reach them.

Teach Respect Classes: I'd make everyone go to classes where they learn about respect and how to be kind.

2 Read and answer.

1. Direct students to observe the image and explain that the story they will read is about "morals," which helps us understand the difference between right and wrong.

2. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.

3. Read the story aloud with expression and appropriate pacing. This allows students to hear correct pronunciation and intonation. If appropriate for your students, read the story together as a class, taking turns reading sentences or paragraphs.

4. Assign some time for students to have a quick look on the story again. Then go through each question on the book and have students answer them individually or in pairs. Encourage them to refer back to the text to find the answers.

5. Evaluate students' understanding through their answers to the questions and have students role-play different parts of the story.

Answers:



1. a
2. b
3. d
4. c
5. a

3 Complete the sentences with words from the box.

1. Write the target vocabulary words on the board: morals, respectful, value, bullying, mean, difference.

2. Ask students if they recognize any of the words. Encourage them to share what they already know or any related terms. Then work through the first sentence as a model.

3. Assign five minutes for students to individually complete the sentences by choosing the most appropriate word from the word box.

4. After students have completed the sentences individually, have them discuss their answers with a partner. This allows them to clarify their understanding and justify their choices.

5. Review the correct answers as a class. For each sentence, ask students to explain why they chose that particular word. What clues did they find in the sentence?

6. Evaluate students' understanding of the vocabulary based on their sentence completion accuracy.

Answers:

1. value



2. difference
3. morals
4. Bullying
5. respectful
6. mean

4 Listen to the short story and complete the following table.

1. Briefly discuss the elements of a story: characters, setting, plot, and moral. Use simple definitions:

Characters: Who is in the story.

Setting: Where and when the story takes place.

Plot: What happens in the story (the events).

Moral: The lesson or message the story teaches.

2. Explain that they will listen to a short story and then fill in the table with information about these elements.

3. Play the audio/video recording of the story for the first time or you can read the tape script.

4. Tell students to focus on listening and enjoying the story during the first listening. They don't need to take notes yet.

5. Play the recording a second time. This time, instruct students to take notes on the characters, setting, plot, and moral as they listen. Encourage them to jot down key words or phrases.

6. Explain that students should now use their notes to complete the table on their books. Allow students time to fill in the table individually or in pairs.

7. Go through each element in the table as a class. Ask stu-

Unit 8
Lesson 2

4 Listen to the short story and complete the following table.

Characters	
Setting	
Plot	Buzz treats Rex poorly and steals his toys. On the other hand, Rex teaches him the importance of respect.
Moral	

5 Read and match each synonym with its suitable antonym.

Top Tip An antonym is a word that has the opposite meaning of another word.
Examples:
large - small
fast - slow

1. hot	()	a. empty
2. old	()	b. strong
3. full	()	c. cold
4. respect	()	d. young
5. weak	()	e. sad
6. happy	()	f. bully

199

dents to share what they wrote and discuss the answers together. Clarify any confusion or disagreements about the story elements.

Listening Text

The Respectful Robot

Once upon a time, in a far-off land, there was a robot named Rex. Rex was a very nice robot. He always said "please" and "thank you," and he never made fun of others.

One day, a new robot named Buzz arrived. Buzz was very rude. He pushed Rex, and even stole his favorite toy. Rex was sad, but he tried to be kind to Buzz. One day, they had a challenge which is a big puzzle, requiring teamwork and cooperation. Buzz, tried to solve it quickly, started working alone, ignoring Rex's offers of help. He made few errors, depressed by the difficulty.

Rex offered his help once more. He gently pointed out Buzz's mistakes and suggested a smart solution. At first, Buzz refused, but after his parents told him that working together would be useful, he agreed. They divided the puzzle into smaller, manageable parts, each contributing their strengths and finally they solved the puzzle. Now, Buzz was a much nicer robot. Buzz and Rex became good friends.

Answers

Characters Rex, Buzz

Setting A far-off land

Plot Buzz treats Rex poorly and steals his toys.

On the other hand, Rex teaches him the importance of respect.

Moral Be kind to others. It's important to respect others, even if they are mean to you.

5 Read and match each word with its suitable antonym.

1. Refer to Top Tip box and read the information in the Top Tip box together as a class, summarizing the definitions of synonyms and antonyms.

2. Guide them towards the understanding that synonyms are words that have the same or nearly the same meaning and antonyms are words that have opposite meanings.

Examples: hot and cold, up and down

3. Explain that the first part of the activity is to match each word in the left column with its synonym in the right column.

4. Do the first one together as a class. Read the word 'hot' and find its antonym 'cold'.

5. Assign five minutes to have students complete the rest of the antonym matching individually or in pairs.

6. Review each match together as a class. Have students explain their reasoning for each match.

Answers

1. c

2. d

3. a

4. f

5. b

6. e

6 Write a paragraph about the importance of morals in our daily life.

1. Begin by reviewing the concept of morals. Then go through each of the guiding questions and facilitate a brief class discussion.

2. Encourage students to share their thoughts and ideas related to each question. What does it mean to be a good person? (Honest, kind, helpful, respectful, responsible, etc.)

Can you name some good qualities that people should have? (Integrity, compassion, fairness, courage, etc.)

Is it okay to cheat on a test? (Why or why not? Discuss the consequences of cheating and the importance of honesty.)

Why are morals important? (For building good relationships, creating a just society, living a meaningful life, etc.)

3. Encourage students to brainstorm specific examples of how morals affect their daily lives. Write ideas on the board.

Examples:

Being honest with friends and family.

Helping someone in need.

Respecting the rules at school.

Making fair decisions.

4. Discuss how to organize these ideas into a paragraph. Introduce or review the basic structure of a paragraph as mentioned before.



5. Explain that students need to use their brainstormed ideas and the paragraph structure to write a paragraph about the importance of morals.

6. Write a sample paragraph together as a class, modeling the use of the guiding questions and the inclusion of specific examples.

7. Have students write their own paragraphs individually. Encourage them to use descriptive language and provide clear examples to support their points. Invite students to volunteer to read their paragraphs aloud.

Students' own answer

A Suggested Answer

Morals are important because they help us be good people. When I'm honest, like when I told my mom I broke her vase by accident, it feels better than lying. Being kind, like when I helped a new student in class, makes others happy and helps me make friends. If everyone tried to be respectful and responsible, our school and our world would be a much better place. Morals help us do what's right, and that's important for being happy and making the world a good place.

practice Book Answer Key

1 Read and complete the dialogue.

1. feel 2. respect 3. bullies 4. Kindness

2 Read and answer

1. It means treating people Kindly and listening to them.
2. It helps us have good relationships with them.
3. a 4.c

3 Punctuate the following:

Being honest, kind, respectful, and helpful are good morals.

4 Write a paragraph about respecting others; mention how and why.

Students' own answers

A Suggested Paragraph

Respecting others means being kind, listening to what they say, and valuing who they are. Respect helps us build trust and makes our friendships stronger. When we respect others, we show that they are important and that we care about them. We can show respect by using polite words such as please and thank you, being thoughtful about their feelings, and giving them space when they need it. Treating others with respect makes the world a happy and a safe place for everyone.

Lesson 3 Are you a responsible person?

SB pages 200-204 PB pages 93-95

ILOs: By the end of this lesson, students will be able to:

- engage in a discussion to express their opinions on the statement 'Responsibility' providing reasons to support their views.
- read the story of 'The Lost Wallet and the Responsible Decision' to answer questions based on the mentioned information.
- correctly match each word to its corresponding definition.
- classify words based on the pronunciation of the letter 'c' as either /k/ or silent.
- describe a specific situation where they felt uncomfortable telling the truth expressing it in a clear and concise paragraph format.

Vocabulary: responsibility, duty, task, wallet, sidewalk, recognize, owner, announced, praise, excitement, reward

Collocations: saving up for, feeling torn, making the right choice, being responsible

Phonics: The letter 'c' can be either silent or pronounced in the 'sc' blends depending on its phonetic context within a given word. It has the sound /k/ before a, o, u, and most consonants sc makes the sound /s/ before e and i. for example: scientist / school / scan / scent



Values: Responsibility and Accountability

Materials:

Student's Book

Practice Book

Teacher's Guide

Audio recording of the pronunciation of 'c' in 'sc' blends

Warm up

1. Refer students to the title of the lesson, Are you a responsible person? And simply elicit or explain the meaning as needed.
2. Promote a sense of responsibility and accountability for one's actions and their consequences.

1 Think and discuss.

1. Direct students to observe the image and describe what they see. Discuss the title "Being Responsible" and the image of the child mowing the lawn. Ask: What is the child doing in the picture? Is mowing the lawn a sign of responsibility? Why or why not? What other things might a responsible child do?

2. Explain that the lesson will focus on responsibility and how it is demonstrated in different situations.

3. Work through the questions as follows:

Question 1: Responsibility is a duty or task you should do and accept the results. Do you agree or disagree? Why? Encourage personal responses

Unit 8 Lesson 3

1 Think and discuss

Being Responsible

1. Responsibility is a duty or task you should do and accept the results. Do you agree or disagree? Why?

2. Can you describe a situation in which you took responsibility?

3. Were the results good or bad?

2 Read the story of 'The Lost Wallet and the Responsible Decision', then choose the correct answer

One rainy afternoon, Mia was walking home from school when she found a wallet on the sidewalk. She picked it up. Inside, she found cash, several credit cards, and a driver's license with a name she didn't recognize. Mia knew that the right thing to do was return the wallet to its owner, but she also realized that the money could really help her with her own needs, as she was saving up for a new bike.

Mia stood there for a moment, feeling torn. She thought about the excitement of having the money and the bike she wanted, but then she remembered her parents always told her that being responsible means making the right choice, even when it's hard. After a few minutes of thinking, Mia decided to do the responsible thing. She took the wallet to the police station. The police were able to return the wallet to its owner, who was very grateful.

The next day at school, Mia's teacher announced that the owner of the wallet had called and thanked the class for the honest decision. As a reward for Mia's honesty, the teacher gave her a certificate praising her for making the right choice. Mia felt proud and realized that being

282

and justification. There are no right or wrong answers as long as students support their opinions with reasons.

Question 2: Can you describe a situation in which you took responsibility? Were the results good or bad? Encourage sharing of personal experiences (but ensure students are comfortable sharing).

4. Observe students' participation in discussions. Evaluate their understanding of responsibility through their responses and activities.

Suggested Answers

1. This is for discussion, encourage kids to share their thoughts!

Agree: If you're responsible for cleaning your room, you should do it. If you don't, you might not be able to play video games. That's accepting the result.

Disagree: Sometimes things aren't our fault. Like if I promised to walk the dog, but then it started raining really hard, it's not my fault I couldn't.

2. Again, for discussion, sharing is optional!

Good result: I forgot to do my homework, so I got a bad grade. I learned to be more responsible and do my homework on time.

Bad result (at first): I told my mom I broke the window even though I was scared. She was upset at first, but then she was proud of me for being honest. So, it turned out good in the end.

2 Read the story of 'The Lost Wallet and the Responsible Decision', then choose the correct answer..

1. Start by asking students about honesty and responsibility. Ask: What does it mean to be honest? What does it mean to be responsible? Have you ever found something that didn't belong to you?

2. Explain that the story they will read is about a girl who finds a lost wallet and has to make a decision about what to do.

3. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.

4. Read the story aloud with expression and appropriate pacing. This allows students to hear correct pronunciation and intonation. If appropriate for your students, read the story together as a class, taking turns reading sentences or paragraphs.

5. Assign some time for students to have a quick look on the story again. Then go through each question on the book and have students answer them individually or in pairs. Encourage them to refer back to the text to find the answers.

6. Evaluate students' understanding through their chosen answers to the questions. Relate the themes of the story to students' own experiences and encourage them to think about how they can be honest and responsible in their daily lives.



Answers

1. b
2. a
3. c
4. d
5. c
6. b

3 Read and match.

1. Write the target vocabulary words on the board: wallet, sidewalk, recognize, owner, feeling torn, praise

2. Ask students if they recognize any of the words. Encourage them to share what they already know or any related terms.

3. Assign three minutes for students to individually match each word with its correct definition.

4. After individual work, have students discuss their matches with a partner before reviewing as a class.

5. Review the correct matches as a class, ensuring students understand the connection between the word and its definition asking student to explain why they chose that particular definition. What clues did they find in the definition and the term?

6. Review the definitions of the target vocabulary words, ensuring that all students understand their meanings.

Unit 8
Lesson 3

3 Read and match

word	definition
1. wallet ()	a. to see someone you haven't met him for a long time and remember him or her
2. sidewalk ()	b. unsure of feelings
3. recognize ()	c. a person who owns something
4. owner ()	d. to express admiration
5. feeling torn ()	e. a small case for carrying money
6. praise ()	f. a path for people to walk along a street

4 Listen and sort

Top Tip
The letter "c" can be either silent or pronounced as the "s" sound depending on its phonetic context within a given word. It has the sound /k/ before "a, o, u," and most consonants; it makes the sound /s/ before "e" and "i".

scientist school scan scales scent scarf
escape science scissors screen

"c" pronounced as /k/ sound	silent
school	scientist

204

Answers:

1. e
2. f
3. a
4. c
5. b
6. d

4 Listen and sort.

1. Begin by discussing the different sounds the letter 'c' can make in English. Briefly, review the /k/ sound (as in 'cat') and the /s/ sound (as in 'city').
2. Explain that sometimes 'c' is silent when it comes after the letter 's', creating the 'sc' blend. Refer to Top Tip box reading the information as a class, summarizing the rule about the pronunciation of "c" in 'sc' blends.
3. Play the audio recording of the words listed in the box for the first time or you can read them aloud.
4. Tell students to focus on listening carefully to the pronunciation of the words. They don't need to write anything yet. Play the recording a second time, pausing after each word.
5. Assign five minutes to instruct students to write each word in the correct column on their books based on whether the "c" is pronounced as /k/ or is silent.
6. Encourage students to try sounding out the words themselves to help them determine the correct category.
7. Review each word together as a class, confirming the correct placement and discussing any difficulties students may have had.

Answers

'c' pronounced as /k/ sound

silent c

school, scan, scales, scarf, screen scientist, scent, escape, science, scissors

5 Write a short-story paragraph about a situation where you felt uncomfortable.

1. Begin by discussing the concepts of honesty and feeling uncomfortable.

2. Make it clear that this writing activity is about exploring feelings and storytelling, not about forcing anyone to reveal personal secrets. Students can write about a made-up scenario if they prefer.

3. Briefly go over each of the guiding questions and explain how they can help structure a narrative paragraph.

4. Emphasize that the paragraph should focus on the feelings associated with not telling the truth – discomfort, fear, anxiety, etc.

5. Explain that students need to write a paragraph about a time they felt uncomfortable telling the truth (real or imagined).

They should use the guiding questions to structure their narrative and focus on describing their feelings.

6. Write a sample paragraph together as a class, focusing on descriptive language and how to express feelings. Keep the example general and fictional to avoid pressuring students to share personal experiences.

7. Have students write their own paragraphs individually. Encourage them to use vivid language and sensory details



to bring their narrative to life.

Students' own answers

A Suggested Answer

It was a sunny afternoon in the park, and my friends and I were playing soccer. I kicked the ball really hard, and it accidentally went flying and crashed into a window of the park's tool shed. I knew I should tell the truth, but I felt a knot in my stomach. I was worried the park ranger would be mad, and my friends would think I was clumsy. For a moment, I pretended I didn't see what happened. But then, I felt really bad. I knew it was the right thing to do, so I walked over to the tool shed with my friends. We told the park ranger what happened. He wasn't happy, but he appreciated that we were honest. He explained that we needed to be more careful and asked us to help clean up some trash in the park as a consequence. It wasn't fun, but it felt good to tell the truth. Next time, I'll try to be more careful, but I won't be afraid to admit my mistakes.

practice Book Answer Key

1 Read and answer.

1. Responsibility is when you do what you are supposed to do, even when you don't feel like it.
2. For ourselves and others
3. d
4. a
5. b

2 Choose the correct answer.

1. d
2. b
3. c
4. a

3 Listen and write how c is pronounced: /k/ or silent.

1. /k/
2. Silent c
3. /k/
4. Silent c
5. Silent c

4 Design this infographic to support responsibility.

1. builds trust and respect
2. improves life skills
3. creates respect
4. makes relationships stronger
5. make you strong

Lesson 4 Honest people

SB pages 205-210 PB pages 96- 99

ILOs: By the end of this lesson, students will be able to:

- define honesty in their own words based on a provided picture and discussion prompts.
- identify the positive and negative consequences of being honest or dishonest in a given situation.
- use the targeted words accurately in sentences.
- pronounce words with the /sl/ blend accurately in pictorial clues.
- use words with the /sl/ blend to fill in gaps.
- describe a specific situation where they demonstrated honesty expressing it in a clear and concise paragraph format.

Vocabulary: slug, slam, sleeve, sled, slide, slip, sleep, slime, slice

Phonics: /sl/ blend in words: slug, slam, sleeve, sled, slide, slip, sleep, slime, slice

Values: Honesty and Integrity

Materials:

Student's Book

Practice Book

Teacher's Guide

Audio recording of the words listed (slug, slam, sled, slide, sleep, slime, sleeve, slip, slice) and flashcards



Warm up

1. Refer students to the title of the lesson, Honest people. And simply elicit or explain the meaning as needed.
2. Highlight the importance of honesty, trustworthiness, and ethical behavior in all situations.

1 Look and discuss.

1. Explain that the lesson will focus on honesty and its importance in various aspects of life.
2. Direct students to observe the word cloud and describe what they see. Discuss the arrangement of the words and the central focus on "honesty." Ask: What words do you see related to honesty?
3. Work through the questions as follows:

Question 1: What does honesty mean? Encourage students to provide their own definitions and examples. Guide the discussion towards the idea of truthfulness, integrity, and sincerity. Discuss different aspects of honesty, such as:

Telling the truth.

Being sincere in your actions and words.

Being trustworthy and reliable.

Admitting your mistakes.

Question 2: Do you think honesty is important? Why? Encourage students to share their opinions and justify their answers. Discuss the benefits of honesty in building trust and strong relationships.

Unit 8
Lesson 4

1 Look and discuss

people trust honesty integrity

1. What does honesty mean?
2. Do you think honesty is important? Why?
3. Can you find three words that have similar meaning as honesty?

2 Read and tick (✓) or (✗)

Eman, a fourth year primary pupil, read a nice story about a good habit, honesty. She learned that honesty means telling the truth. When you are honest, you are trustworthy, so people can believe what you say. It helps you have good relationships.

One day, while Eman was playing in the park, she broke her friend Dina's doll by mistake. Eman felt sad, but she knew she had to tell the truth, even if it was hard. Eman went to his friend and said, "I'm sorry, I broke your doll while we were playing." Her friend Dina was sad, but she appreciated that Eman was honest. Together, they fixed the doll and learned to trust each other even more because if you are honest, people will respect you and know that you are a person of your word.

HONESTY IS THE BEST POLICY

207

Question 3: Can you find three words that have similar meaning as honesty? Have students identify words from the word cloud that are synonyms or related concepts to honesty.

Examples: Integrity, Trust, Reliability, Sincerity, Truth, Ethics, Honor, and Values

4. Observe students' participation in discussions. Evaluate their understanding of responsibility through their responses and activities.

Students' own answers

Suggested Answers

1. Honesty means telling the truth, even when it's hard.

Or It means being truthful in what you say and do.

Or It's about being someone people can trust.

Or It's also about being honest with yourself.

2. Yes, it's important!

Because people trust you when you're honest.

Because it feels good to tell the truth.

Because it's the right thing to do.

Because it makes friendships and relationships stronger.

3. Yes, truth, integrity, and trust.

2 Read and tick (✓) or (×).

1. Start by asking students about honesty. Explain that the story they will read is about a girl named Eman who learns about honesty.

2. Refer students to observe the image of 'Honesty Is The Best Policy' which represents values and trustworthiness.

3. Pre-teach the words in bold, using Arabic, and draw the students' attention that these words are at the glossary at the end of the book.

4. Read the story aloud with expression and appropriate pacing. This allows students to hear correct pronunciation and intonation. If appropriate for your students, read the story together as a class, taking turns reading sentences or paragraphs.

5. Ask some general comprehension questions to check understanding. For example: What did Eman learn about honesty? What happened with Dina's doll? How did Dina feel when Eman told her the truth?

6. Go through each statement on the worksheet and have students tick (✓) if it's true or cross (x) if it's false, based on the story. Encourage them to refer back to the text to find the answers.

7. Read the Top Tip for life box about Prophet Muhammad together. Ask: Why do you think this example is included? What does this tell us about how important honesty is?

8. Evaluate students' understanding through their chosen ticks and crosses and their participation in discussions.

Unit 8
Lesson 4

Top Tip for Life

Prophet Muhammad (peace be upon him) is the best example of honesty. At that time, all the Arabians believed and trusted him. They called him Al-Sadiq Al-Amin (the honest and trustworthy) as he used to keep their deposits safe.

1. Eman read a good story about honesty. (✓)
2. Eman wanted to break Dina's doll. ()
3. Eman decided to lie because she was sad. ()
4. Dina accepted Eman's apology. ()
5. Dina respected Eman because she was honest. ()

3 Complete the sentences with words from the box

habit trustworthy relationships appreciated respect

1. Ali never tells lies. He is **trustworthy**.
2. Getting up early is a good
3. Honesty helps you have good with your classmates.
4. Building with others takes time.
5. My mother that I told her the truth and didn't lie to her.

208

Answers

1. ✓
2. x
3. x
4. ✓
5. ✓

3 Complete the sentences with words from the box.

1. Write the target vocabulary words on the board: habit, trustworthy, relationships, appreciated, respect.
2. Ask students if they recognize any of the words. Encourage them to share what they already know or any related terms. Then work through the first sentence as a model.
3. Assign five minutes for students to individually complete the sentences by choosing the most appropriate word from the word box.
4. After students have completed the sentences individually, have them discuss their answers with a partner. This allows them to clarify their understanding and justify their choices.
5. Review the correct answers as a class. For each sentence, ask students to explain why they chose that particular word. What clues did they find in the sentence?
6. Evaluate students' understanding of the vocabulary based on their sentence completion accuracy.

Answers

1. trustworthy
2. habit
3. relationships
4. relationships
5. appreciated

4 Listen and repeat.

1. Begin by introducing the 'sl' sound. Say it clearly a few times. Explain that it's a blend of two sounds: /s/ and /l/.

2. Describe or show students the shape your mouth makes when pronouncing the 'sl' blend. Ask if students can think of any other words that start with 'sl.' (Examples: slow, slap, slope, etc.)

3. Play the audio recording of the words listed for the first time or you can read the tape script.

4. Tell students to focus on listening carefully to the pronunciation of the words, especially the 'sl' blend at the beginning.

5. Play the recording a second time, pausing after each word. Have the whole class repeat each word after the recording.

6. Call on individual students to repeat the words, providing gentle correction and encouragement as needed.

7. Encourage plenty of repetition to help students master the 'sl' blend. Evaluate students' understanding through their pronunciation during choral and individual repetition.



5 Fill in the gaps with the correct /sl/ blend words.

1. Explain that the activity will focus on /sl/ blend words.
2. Explain that students need to choose the correct word from exercise 4 to fill in the gap in each sentence.
3. Do the first one together. Read the sentence and ask which word fits best.
4. Assign five minutes to have students complete the rest on their own or with a partner.
5. Read each sentence, and ask a student to read the completed sentence.
6. Say if it's correct. If not, help them find the right word and explain why. Check if students filled in the blanks correctly. Listen to their sentences to see if they understand the meaning.

Answers

1. slide
2. sleep
3. slices
4. slam
5. slowly
6. slime



6 Write about an act of honesty you did and your teacher thanked you and gave you a nice gift.

1. Brainstorm some general scenarios where honesty might be important at school or at home. Keep the examples general to avoid pressuring students to share personal stories. Focus on the feeling of being honest.

2. Explain that students will be writing about a time they were honest and received thanks (and a gift) for it. Emphasize that it can be a real or made-up story.

3. Briefly go over the guiding questions and explain how they can help structure the narrative.

4. Review the basic structure of a narrative:

Beginning: Introduce the situation (when and where it happened).

Middle: Describe what happened and the student's actions and feelings.

End: Explain the outcome (thanks and a gift).

5. Explain that students need to write a short story about an act of honesty, using the guiding questions and their outline to structure their narrative. Encourage them to be descriptive and focus on their feelings.

6. You can model a short, fictional narrative about honesty. Keep it general and focus on descriptive language and expressing feelings.

7. Have students write their narratives individually. Encourage them to use vivid language and sensory details.

Students' own answers

A Suggested answer

It was a regular day at school, and we were having free time after lunch. I was walking back to my desk when I saw a shiny pen on the floor. It was a really cool pen, with a sparkly top. I picked it up and looked around, but nobody seemed to be looking for it. I knew I could keep it, and my teacher wouldn't know. But I also knew that it

wasn't mine. So, I walked to the front of the classroom and asked my teacher if anyone had lost a pen. A few minutes later, a girl in my class, named Malak, came up to the teacher. She was so happy to get her pen back! At the end of the day, my teacher gave me a small bag of candy and thanked me for being honest. I felt really good inside. It felt better than if I had kept the pen for myself.

Mini -Project

'Good Manners' Campaign

. Invite for a campaign that promotes good manners in your institute.

- Pupils need to design posters, write ideas, or create social media

content encouraging respect, kindness, honesty and politeness.

- Host a "Manners Week" where pupils present their projects and

encourage peers to practice good manners.

. Organize activities during "Manners Week" that reinforce good manners (e.g., role-playing, discussions, games).

. Emphasize the importance of good manners in building positive relationships and creating a respectful community.

. Adapt the project timeline and activities to suit your students' needs and available resources.



practice Book Answer Key

1 Read and answer.

1. Honesty means that we tell the truth and act truthfully.
2. Any answer from these: Honesty helps you to build trust and confidence with others. / Honesty helps you to learn from your mistakes and grow as a person. / Honesty helps you to be happy and proud of whom you are. / Honesty is a value that makes you a good person and a good role model. / Honesty is a value that makes the world a better place.
3. c 4. a 5.d

2 Look and tick (✓).

	Honesty	Dishonesty
1. cheating	✓	
2. copying others' work		✓
3. keeping your word	✓	
4. telling the truth	✓	
5. stealing		✓
6. doing your own work	✓	
7. telling lies		✓

3 Answer this questionnaire.

Pupils' own answers

4 Find words with the sl blend in the

- | | |
|-----------|----------|
| 1. sleeve | 2. sleep |
| 3. slip | 4. slow |
| 5. slug | 6. slide |

Review 4

Lesson 1

pages 212

ILOs: By the end of this lesson, students will be able to:

- **revise the vocabulary and language from units 7 and 8.**

Vocabulary: Words with diphthong /aɪ / and triphthong /aʊ /
Words with silent c

Language: can / can't for present ability and could / couldn't for

past ability

Warm up

1. Write the title of the unit, Social Media, in a big circle on the board.
2. Elicit what students still remember from this unit.

1 complete the following using can / can't / could / couldn't.

1. On the board write can / could.
2. Ask students to use them in sentences.
3. Elicit some students to change them into negative.
4. Tell students that they are going to complete the sentences with can / can't or could / couldn't.
5. Go through the model sentence with them.
6. Assign them two minutes to complete the task individually and another minute to check answers with a peer.
7. Check answers with the whole class by asking individual students to read the sentences.



Answers

1. could 2. can't 3. can 4. couldn't 5. can't

2 Read and complete the sentences with words from the box.

1. Read the words in the box with students.
2. Assign them two minutes to complete the sentences.
3. Say the answers aloud, asking each student to give themselves a mark out of five.
4. Invite individual students to read the complete sentences.

Answers

1. personal
2. passwords
3. bullying
4. citizenship
5. click

3 Listen and circle the word you hear.

1. Say /a/ and elicit a couple of words with this sound from students.
2. Do the same with /a:/.
3. Tell students to listen carefully and circle the words that you will pronounce.
4. Ask peers of students to exchange their books.
5. Say the answers, asking the students to check answers and write a mark out of 5.

Answers

1. tire 2. high 3. buy 4. liar
5. admire

Review 4

Lesson 1

3 Listen and circle the word you hear

1. lie tire
2. high tire
3. buy tire
4. ride liar
5. smile admire

4 Listen and write (+) or (-)

1. Lina posted an article online. (+)
2. A stranger commented negatively on Lina's painting. (-)
3. Lina felt sad about the mean comments. (-)
4. Lina's older sister helped her. (+)
5. Lina's parents supported her. (+)

5 Find words with silent c in the word search

S	C	I	E	N	T	I	S	T
C	C	S	A	R	F	C	C	S
I	V	O	M	L	Z	A	I	C
E	H	M	O	H	B	S	S	H
N	N	D	V	L	L	C	S	O
C	S	C	A	N	C	E	O	O
E	S	C	E	N	E	N	R	L
T	U	Q	W	D	F	D	S	S

The words are:

1. scissors
2. _____
3. _____
4. _____

213

4 Listen and write (√) or (×).

1. Set the scene of the listening text; a text about a young girl who has been bullied online.
2. Tell students to listen carefully and write (√) or (×).
2. Read the text or play the audio once; students do the task individually.
3. Ask students to check their answers with a peer while listening to the text a second time.
4. Check answers by inviting individual students to read the sentence and say whether it is right or wrong.

Listening Text

Lina loved spending time on social media. She enjoyed chatting with friends and sharing pictures. One day, Lina posted a picture of her new painting. At first, her friends commented with some nice things, but then someone she didn't know started writing mean things.

"Your painting looks terrible!" the person wrote. Soon, others joined in, and Lina felt embarrassed and hurt. She didn't want to go online anymore.

Lina told her older brother, Mahmoud, about what happened. Mahmoud listened carefully and told her that this was called cyber-bullying. He encouraged her to block the people who write mean things and report the comments to the platform. Lina followed Mahmoud's advice. She also spoke to her parents, and they helped her feel better.

Answers

1. (×)
2. (√)
3. (√)
4. (×)
5. (√)

5 Find words with silent c in the word search

1. Tell students to circle and write the words with silent c.
2. Go through the class to check students' progress.

Answer

- | | |
|--------------|--------------|
| 1. scientist | 2. scientist |
| 3. scissors | 4. scene |

ILOs: By the end of this lesson, students will be able to:

- **revise the vocabulary and language from units 7 and 8**

Vocabulary: Words related to the digital world and good manners

Language: First conditional If

Warm up

1. Write the title of the unit, Manners We Praise, in a big circle on the board.
2. Elicit what students still remember from this unit.
3. Act doing some touches to a drawing of a person on the board and elicit from students whether they are good or bad behavior.

1 Read and complete the sentences with your own ideas.

1. On the board, write If I want to find information,
2. Elicit some responses from students.
3. Now, assign students five minutes to do this task in groups.
4. Check answers by inviting individual students to read their complete sentences. Accept more than one response for each sentence.

Suggested Answers

1. If a website asks for too much personal information, it might be fake.
2. If you feel cold, you can wear a coat.
3. If someone is very mean to you online, tell your parents.
4. If I have some free time, I will go walking.
5. If the link isn't from a reliable source, it might be virus.



2 Choose the correct word.

1. Tell students that this task is about a good touch and a bad touch.
2. Assign them three minutes to do this task in pairs.
3. Check answers by inviting individual students to read the complete sentences.

Answers

1. good 2. bad 3. safe 4. nervous 5. No

3 Complete this friendly card and post it on your Facebook account to spread kindness online.

1. Elicit some friendly phrases from students.
2. Assign this task as home assignment.
3. When checking this task later, don't forget to give students supportive written feedback.

A suggested Answer

Dear your friend's name,

I think you are great because you are honest, hardworking and polite.

I hope this brightens your day!

Your friend

Your name

4 Complete the following dialogue.

1. Assign students three minutes to work in groups of five and complete the dialogue.
2. To check answers, choose a student from each group to be one of the speakers in the dialogue: teacher, Ahmed, Sara, Aly, and Leila, and perform this dialogue.
3. Praise the students' good work, saying Well done, Everyone!
4. If you notice a lot of pronunciation mistakes, read the dialogue aloud once.

Answers

(responsibility supposed trustworthy responsibility)
responsible trustworthy responsible responsible)

Lesson 2

4 Complete the following dialogue

(responsible supposed trustworthy responsibility)

Teacher: Good morning, class! Today, we'll talk about responsibility. Can anyone tell me what it means to be responsible?

Ahmed: It means doing what you're supposed to do.

Teacher: That's right! Let's see an example. Sara, what are your responsibilities at home?

Sara: I help my mom with the dishes and keep my room clean.

Teacher: Very good! Helping at home shows you are responsible because you are doing your part to help your family. And what about at school?

Aly: We should do our homework and listen to the teacher.

Teacher: Excellent! Responsibility also means taking care of your things. For example, if you borrow a book from the library, what should you do?

Leila: We should return it on time and in good condition.

Teacher: Perfect! Remember, being responsible makes you respected and respected by others.

215

5 Read this short story and answer the questions.

1. Tell students that they are going to read a text about a young fruit seller.

2. Assign them five minutes to work into groups of four; read the text and answer the questions.

3. Go through the model answer orally.

4. To check students answers, choose two students from each group; one to read a short paragraph from the text and the other to answer the question.

5. To make sure that the students got the moral lesson from this

Short story, ask them: What do you think of Amina's behavior? Agree or disagree and why?

Answers

1. c 2. b 3. c 4. b 5. a

Review 4

Lesson 2

5 Read this short story and answer the questions

Amina was a fruit seller who sold apples in the market. One day, a rich man came to her place and bought two kilos of apples. He gave her the money and left in a hurry.

After he left, Amina realized he had given her double the amount he owed. Some people at the market told her to keep the extra money, but Amina refused.

She ran after the man, calling out to him. When she returned the extra money, the man was surprised and thanked her. "You are an honest person," he said, smiling. "I will always buy my fruits from you from now on."

Amina was happy. She believed being honest was worth more than any amount of money.

1. What did Amina sell at the market?
a. oranges b. bananas c. apples

2. What mistake did the rich man make?
a. He didn't pay enough. b. He gave too much money.
c. He didn't say thank you.

3. What did some people suggest Amina do with the money?
a. return it b. give it to the poor c. keep it

4. How did the wealthy man feel when Amina returned the money?
a. angry b. surprised c. confused

5. Why was Amina happy at the end?
a. She did the right thing. b. She earned more money.
c. She sold all her apples.

216

Model Tests Answer Key

Model Test (5)

1 Read and complete the dialogue.

1. plans 2. grandparents 3. routine 4. relax

2 Read and circle the odd one out.

- 1. notebook
- 2. bin
- 3. clean
- 4. ingredients
- 5. connect

3 Choose the correct answer.

- | | | |
|------|------|------|
| 1. d | 2. b | 3. d |
| 4. a | 5. c | 6. d |

4 Read and answer the questions.

- 1. Aly and his family go to the mountains.
- 2. Aly enjoys roasting oysters by the campfire.
- 3. It refers to Aly.
- 4. b 5. d 6. c

5 Write a short paragraph of five sentences about:

Your dream place to go for a vacation'

A Suggested Paragraph

My dream place to go for a vacation is a sea island with sandy beaches and clear blue water. It would be so exciting to spend time relaxing under the sun and swimming in the sea. I would visit amazing places like waterfalls and try fun activities like snorkeling and exploring nature. Spending time with my family or friends there would make it even more special. A vacation like this would be full of fun and unforgettable memories!

6 Punctuate the following:

Jan Carson wrote stories on postcards .

Model Test (6)

1 Read and complete the dialogue.

1. waste 2. pollution 3. landfills 4. recycle

2 Read and circle the odd one out.

1. 1. affect 2. fields 3. soil 4. connect 5. news

3 Choose the correct answer.

1. d 2. a 3. c
4. a 5. c 6. b

4 Read and answer the questions.

1. There are three main ways to manage waste: landfills, recycling, and reducing waste.
2. Recycling saves energy and keeps our planet clean.
3. A large areas where trash is buried.
4. a 5. c 6. a

5 Write a short paragraph of five sentences about:

Green waste and its benefits'

A suggested Paragraph

Green waste, like fruit peels, grass, and leaves, can be turned into compost. Compost is very useful because it helps plants grow by giving them natural nutrients. Using compost is safe for the environment as it reduces the need for chemical fertilizers. It also keeps green waste out of landfills, which helps reduce pollution. By recycling green waste, we protect the planet and make our gardens healthy and beautiful.

6 Punctuate the following:

We can recycle paper, cardboard, bottles, and electronics.

Model Test (7)

1 Read and complete the dialogue.

1. privacy 2. trust 3. cyberbullying 4. safe

2 Read and circle the odd one out.

1. connect 2. user 3. write
4. fake 5. bullying

3 Choose the correct answer.

1. d
2. c
3. b
4. d
5. c
6. a

4 Read and answer the questions

1. People can share information, pictures, and ideas online.
2. Some popular social media platforms include Facebook, Instagram, and Twitter.
3. They should never share personal information like their address or phone number online.
4. c 5. a 6. b

5 Write a short paragraph of five sentences about:

‘How to stay safe online’

A Suggested Paragraph

To stay safe online, it's important to protect your privacy by not sharing personal information with strangers. Use strong passwords for your accounts and never tell anyone what they are. Always think carefully before clicking on links or downloading files to avoid scams. If something online makes you uncomfortable, talk to a trusted adult for help. Staying safe online helps protect you and your information from bad persons.

6 Punctuate the following.

Can Omar speak English well?

Model Test (8)

2 Read and complete the dialogue.

1. manners 2. respect 3. appreciated 4. honest

2 Read and circle the odd one out.

1. bullying 2. bin 3. conserve 4. Trustworthy
5. blog

3 Choose the correct answer.

1. c
2. a
3. a
4. d
5. a
6. b

4 Read and answer the questions.

1. Good manners are ways we show kindness and respect to others.
2. By listening carefully to him / her
3. Sorry / You are welcome.
4. b 5. a 6. b
- 1.

5 Write a short paragraph of five sentences about:

‘The importance of good manners in our life’

A suggested Paragraph

Good manners are important because they help us live peacefully with others. Being kind and honest shows respect and care for the people around us. Good manners also teach us to be responsible for our actions and treat everyone fairly. When we use good manners, we create a

friendly and happy community where everyone feels valued. Having good manners makes our life better and helps us build strong relationships with others.

6 Punctuate the following.

Hana and Zeina like visiting Alexandria in summer.