



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

A-LEVEL

ENGLISH

for

Al-Azhar Treetops

Primary Five

Teacher's 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 5

Preface

It furnishes me with considerable gratification to introduce the prolegomenon to **Al-Azhar Treetops-Grade 5**. This meticulously architected pedagogical instrumentarium is strategically conceptualized to cohere synergistically with the venerable *raison d'être* and overarching telos of **Al-Azhar Al-Sharif**, aspiring to cultivate a cohort of learners who not only attain scholastic eminence but are also profoundly imbued with the enduring tenets of Islamic ethics and probity. Our aspirational telos is to edify students into paradigmatic future leaders, capacitated to effectuate substantive global amelioration through the synergistic confluence of erudition and unimpeachable moral rectitude.

It is with considerable satisfaction to present the prefatory statement for **Al-Azhar Treetops-Grade 5**. This meticulously conceived pedagogical framework is strategically aligned with the venerable tenets and overarching objectives of **Al-Azhar Al-Sharif**, aspiring to cultivate a student body not only distinguished by academic excellence but also deeply imbued with the enduring principles of Islamic ethics and moral rectitude. Our institutional aspiration is the development of exemplary future leaders, capacitated to effectuate substantive global betterment through the synergistic integration of profound knowledge and unimpeachable character.

Cultivating Moral and Ethical Acumen: The curricular content, subtly yet pervasively integrated through its thematic strands and pedagogical activities, furnishes a fertile substrate for the inculcation and internalization of salient Islamic moral and ethical precepts. For instance, units exploring communal cohesion, altruistic engagement, and the comprehension of diverse cultural paradigms inherently resonate with Islamic injunctions concerning compassion, social equity, and a profound respect for universal human dignity. These thematic explorations serve as catalytic vectors for educators to expound upon germane Islamic values, thereby fostering a robust moral compass within the developing cognitive and affective domains of the learners.

Developing Communicative Competence for Da>wah and Constructive Societal Engagement:

Al-Azhar endeavors to equip its alumni with the requisite communicative competencies to articulate their faith and contribute constructively to the societal fabric. Treetops Grade 0 prioritizes the development of robust communicative skills – encompassing receptive (reading and listening) and productive (writing and speaking) modalities – which constitute foundational prerequisites for the efficacious conveyance of ideas and engagement in meaningful dialogic exchange. This empowers learners to evolve into articulate proponents of Islamic values in their future endeavors.

The Intrinsic Interrelation of Curricular Content and Al-Azhar's Supreme Mission

This rigorously structured curriculum occupies a pivotal nexus in the reinforcement of Al-Azhar supreme mission through a deliberate and nuanced assimilation of its content with the institution's foundational epistemological and ethical paradigms. The supreme mission of Al-Azhar Al-Sharif transcends the mere impartation of knowledge; it constitutes a holistic endeavor directed towards the cultivation of individuals who are not solely intellectually astute but also firmly anchored in Islamic epistemology, ethical frameworks, and a profound sense of civic responsibility. Treetops-Grade 0 actively contributes to this overarching objective across several critical dimensions:

The Facilitation of Critical Inquiry within an Islamic Epistemological Context:

Al-Azhar underscores the imperative of rigorous intellectual inquiry and critical reasoning, predicated upon a robust grounding in established Islamic epistemological principles. **Treetops-Grade 5** promotes the development of analytical proficiencies, problem-solving heuristics, and the articulation of well-reasoned perspectives. When judiciously mediated, this cultivation of critical thinking faculties empowers learners to engage with the complexities of the external world from an informed Islamic standpoint, enabling the discerning of veracity and the enactment of judicious and principled agency.

The Promotion of Intercultural Competence and Respectful Pluralism: Within an increasingly interconnected global sphere, Al-Azhar recognizes the exigency of fostering intercultural competence and a profound respect for the multiplicity of cultural expressions. Thematic units within Treetops Grade 0 that explore disparate lifeworlds and salient global issues offer valuable opportunities for the discursive treatment of these topics through an Islamic hermeneutical lens, accentuating the Quranic tenets of tolerance, peaceful coexistence, and the recognition of the inherent unity of humankind. This aligns directly with Al-Azhar's institutional role in fostering interfaith dialogue and the pursuit of global concord.

The Development of Communicative Competence for Da'wah and Constructive Societal Contribution: Al-Azhar endeavors to equip its graduates with the requisite communicative competencies to articulate their faith and contribute constructively to the societal fabric. Treetops Grade 0 prioritizes the development of robust communicative skills – encompassing receptive modalities (reading and listening) and productive modalities (writing and speaking) – which constitute foundational prerequisites for the efficacious conveyance of ideas and engagement in meaningful dialogic exchange. This empowers learners to evolve into articulate exponents of Islamic values in their future endeavors.

International Benchmarking and Scholarly Foundations in TEFL Pedagogy

Treetops Grade 5 is underpinned by collaborative affiliations with pre-eminent international publishing consortia and draws upon seminal scholarly referents within the academic discipline of Teaching English as a Foreign Language (TEFL), encompassing invaluable theoretical frameworks and empirically validated pedagogical methodologies gleaned from the esteemed academic institutions of **Oxford and Cambridge**.

This strategic congruence ensures that our learners are the beneficiaries of a globally benchmarked educational experience that adheres rigorously to the highest international standards of pedagogical efficacy. This steadfast commitment to pedagogical excellence and scholarly rigor unequivocally reflects Al-Azhar enduring dedication to the provision of a distinguished educational service, harmoniously integrated with cutting-edge advancements in educational technology.

And Allah is the Bestower of Success.

Dr. Ismail Elshirbini

General Manager of Al-Azhar Educational and Technical Affairs

AIMS OF THE COURSE

This course is designed to:

- Develop students' overall **English language skills**, focusing on both oral and written communication.
- Address key **language domains** essential for fifth-grade learners, including vocabulary, grammar, reading, writing, speaking, and listening.
- Support the holistic development of students — attending to their physical, cognitive, social, and emotional needs.
- Integrate life skills, values, and study tips into engaging lessons that use stories, games, songs, and mini-projects to enhance learning.
- Reflect the socio-cultural theory of learning, emphasizing the role of social interaction in effective language development.
- Provide opportunities for students to use English in real-life contexts, including:
 - Dialogues based on daily situations
 - Encounters with famous characters
 - Celebrations of global festivals and cultural events

Through this approach, students are encouraged to build a strong understanding of themselves, their communities, and their roles as global and digital citizens, while staying rooted in their Islamic values.

Language Domains

The Treetops – Grade 5 curriculum is structured around essential language domains that build strong communication skills. Each domain targets specific aspects of English that help learners speak, read, write, and listen effectively.

Domain 1: Phonics, Spelling & Vocabulary

This domain focuses on helping students recognize spelling patterns, expand their vocabulary, and develop accurate pronunciation.

Key learning objectives:

- Identify and investigate **word-final unstressed vowels**.
- Recognize **common letter patterns**, including those with unusual or silent letters.
- Apply spelling rules for endings such as -e and -y, and plural forms like -s, -es, -ies, and -ves.
- Use **prefixes and suffixes** to form opposites and comparatives (e.g., un-, im-, -er, -est).
- Distinguish between **grammatical homophones** (there, their, they're). • Use dictionaries and digital tools for spelling checks and **vocabulary building**.
- Collect **synonyms and antonyms**, and explore shades of meaning.
- Strengthen the use of adverbs in dialogue and narrative writing.

Domain 2: Grammar & Punctuation

This domain helps students understand the structure of English sentences and use punctuation correctly to express meaning clearly.

Key learning objectives:

- Learn how to set out and punctuate dialogues appropriately.
- Identify and use prepositions in context.
- Understand key grammar rules, including subject-verb agreement in standard English.
- Differentiate between direct and reported speech.
- Explore clauses within sentences and how they are connected.
- Begin to use commas to separate clauses and clarify meaning in complex sentences.
- Use apostrophes correctly for possession and contractions.
- Apply a range of subordinating connectives to form complex sentences.
- Combine simple sentences and reorder clauses to create compound and complex

Domain 3: Reading

This domain focuses on developing students' reading fluency, comprehension, and ability to interact with a wide variety of texts. It encourages both enjoyment of reading and thoughtful analysis.

Key learning objectives:

Read a wide range of texts and explore the features of different **fiction genres**.

Identify the narrator's point of view in stories.

Understand how writers express their own views, especially through the portrayal of **characters**.

Identify features and structures of myths, legends, and fables.

Locate and interpret information in non-fiction texts, building on prior knowledge.

Skim and scan texts efficiently to find key information.

- Use note-taking skills to extract, group, and link ideas clearly.
- Explore texts that describe real-life experiences, such as diaries.
- Evaluate non-fiction texts for purpose, organization, style, and clarity.

Domain 4: Writing

This domain helps learners express themselves clearly in writing, while building their ability to organize thoughts, use appropriate language, and write with creativity and purpose.

Key learning objectives:

- Write **new scenes or characters** into an existing story, or retell events from **a different point of view**.
- Choose vivid and expressive **language** to convey emotions, mood, and setting.
- Maintain a consistent perspective throughout a piece of writing.
- Begin using adverbials to create logical links between paragraphs.
- Use topic-specific vocabulary to enhance clarity and depth.
- Take notes using abbreviations and rewrite ideas in their own words.
- Understand how to use notes effectively when planning and writing.
- Use pronouns accurately • heir reference.

Domain 5: Speaking & Listening

This domain focuses on building learners' confidence in spoken communication and developing their active listening skills. It prepares students to express themselves clearly, collaborate effectively, and engage in meaningful conversations.

Key learning objectives:

- Organize and express ideas clearly when speaking to ensure the listener understands.
- Prepare and present arguments to persuade others, using logical reasoning and appropriate language.
- Speak confidently during extended turns in a variety of situations, and listen carefully with clear purpose.
- Reflect on and respond to spoken content, sharing new ideas and building on what others say.
- Ask relevant and thoughtful questions to deepen understanding and develop discussions.
- Take on different roles and responsibilities in group activities, including discussions, , and collaborative tasks.
- Use voice, gestures, and movement effectively in drama to communicate meaning and character traits.

Basic Principles of the Curriculum

The Treetops – Grade 0 curriculum is built upon key pedagogical principles that ensure a rich, inclusive, and engaging learning experience for all students.

♦ 1. Integration of Language Skills

The curriculum emphasizes the integration of receptive skills (Listening & Reading) and productive skills (Speaking & Writing), allowing students to develop comprehensive communication abilities in meaningful contexts.

♦ 2. CALLA Approach

Cognitive Academic Language Learning Approach (CALLA) is applied to support learners, especially those with limited English proficiency.

- It develops both academic language and content understanding.
- It prepares students to engage confidently with subject-based instruction in English.

♦ 3. 21st Century Skills

The program fosters essential 21st-century competencies such as:

- **Critical thinking and problem-solving**
- **Creativity and collaboration**
- **Digital literacy**

These skills prepare students for future academic and real-world success.

♦ 4. Global Citizenship

Students are encouraged to:

- Be curious about the world.
- **Develop knowledge, understanding, and transferable skills across subjects.**

This supports their identity as responsible global and digital citizens, rooted in Islamic values.

♦ 5. Presentation Skills

Learners develop:

- Effective and confident communication in various contexts.
- Global awareness through exposure to diverse topics and cultural events.

♦ 6. Mini-Projects & Inquiry-Based Learning

The use of mini-projects encourages students to:

- Investigate topics independently or in groups.
- Apply language skills in real-world tasks.
- Develop ownership of their learning.

♦ 7. Catering for Learning Styles (VAK)

The curriculum respects individual learning differences by addressing:

- **Visual, Auditory, and Kinesthetic (VAK)** learning preferences.
- Differentiated instruction to ensure all learners are included and supported.

♦ 8. Life Skills Focus

Lessons are designed to develop practical life skills such as:

- Teamwork
- Self-management
- Decision-making
- Responsibility and empathy

Teaching Guidelines for Language Skills

♦ Teaching Listening

To build strong listening skills in primary students:

1. Create a Positive Listening Environment

- o Reduce distractions.
- o Model good listening behavior.
- o Set clear expectations.

2. Use Visual Aids

- o Use pictures, flashcards, or videos to support understanding.

3. Scaffold the Listening Task

- o Pre-listening: Teach key vocabulary.
- o During: Give step-by-step instructions.
- o Post-listening: Discuss the content with the class.

4. Give Feedback

- o Praise specific behaviors.
- o Guide struggling students gently.

 **Example Activity: Listen and complete a table about jobs and their required skills using audio.**

◆ Teaching Speaking

Effective speaking instruction should be fun, supportive, and interactive:

1. Build a Safe Environment

- o Encourage expression without fear of mistakes.
- o Provide positive feedback.

2. Use Interactive Activities

- o Think and Discuss
- o Ask and Answer
- o Role Play

3. Teach through Rhymes and Stories

- o Use chants and read-alouds to build fluency and expression.

4. Scaffold Speaking

- o Model first → Practice in pairs → Independent speaking.

5. Support Vocabulary and Structure



Example Activity: Suggesting and responding using “Let’s ...” and “Why don’t we ...?”

◆ Teaching Reading

Teaching Reading to Primary Students

Teaching reading to young learners involves developing foundational skills, fluency, comprehension, and a genuine love for reading. Instruction should be engaging, supportive, and tailored to different student levels.

1. Build Foundational Skills

- Teach phonics using games and visuals.
- Group students by reading level for targeted instruction.
- Support struggling readers with multisensory methods (tapping, tracing, acting).

2. Foster Fluency

- Model expressive reading aloud.
- Encourage repeated reading of familiar texts.
- Use paired reading with peers or teachers.

3. Develop Comprehension

- Ask WH-questions before, during, and after reading.
- Practice summarizing texts in students’ own words.
- Let students visualize stories by drawing scenes.

4. Differentiate Instruction

- Adapt materials and groupings based on students’ needs.
- Provide scaffolding like sentence starters or vocabulary support.

5. Encourage Love for Reading

- Let students choose books that interest them.
- Celebrate progress with rewards (stickers, certificates).

- Make reading fun through storytelling, guest readers, and puppets.

Sample Reading Activity: Unit 1 – Shopping

- Begin with a class discussion about shopping habits and differences between past and present.
- Pre-teach new vocabulary.
- Have students read silently and answer a focus question.
- Read the text aloud, discuss answers, and allow peer checking.
- End with fluency practice by student volunteers.

Teaching Writing to Primary Students

Teaching writing in primary classrooms focuses on building foundational skills, introducing different writing types, fostering creativity, and guiding students through editing and revising their work.

1. Teach Sentence Structure

- Begin with **simple sentences** (e.g., “The cat runs.”).
- Introduce **punctuation** (capital letters, full stops, question marks).

Activity: Word puzzles where students build and punctuate sentences.

- Teach sentence expansion using adjectives and prepositions (e.g., “The big, brown cat runs under the table.”).

2. Introduce Different Writing Styles

- **Descriptive Writing:** Use sensory details.

Activity: Describe a picture or a favorite character.

- **Narrative Writing:** Focus on beginning, middle, and end.

Activity: Story plans or prompts like “Once upon a time...”

- **Opinion Writing:** Express likes/dislikes with reasons.

Example: “I like ice cream because it is sweet.”

- **Informative Writing:** Share facts.

Activity: Write about animals or how-to guides.

Foster Creativity

- Use story starters (e.g., “If I had a magic carpet, I would...”).
- Use visual prompts like pictures to inspire writing.
- Provide word banks to enrich vocabulary and ideas.

4. Practice through Fun Activities

- Daily journals or fun questions about their day.
- Collaborative writing: One sentence per student to create a class story.
- Character profiles: Students describe a fictional character.

5. Edit and Revise

- Use checklists to help students check spelling, punctuation, and capitalization.
- Encourage peer feedback to share and improve writing.
- Provide teacher feedback through group or individual support.

Example Writing Activity: Future Job Paragraph (Unit 2, Lesson 1)

1. Read the writing prompt and explain the task.
2. Brainstorm with students and write useful vocabulary on the board.
3. Let students write in groups for five minutes (if time allows).
4. Ask 2–1 students to read their paragraphs aloud and give oral feedback.
5. If short on time, assign it as homework and give written feedback later.

Teaching Grammar to Primary Students

Teaching grammar in primary classrooms can be interactive, fun, and meaningful when taught through stories, real-life contexts, and engaging activities. Lessons should focus on clear explanations, modeling, practice, and differentiation.

1. Focus on the “Top Tip”

- Read the grammar rule or tip aloud with students.
- Use the board to show examples.
- Guide students in transforming structures (e.g., affirmative to negative in present perfect: has/have + not + p.p.).
- Use model sentences and elicit examples from students.
- Assign practice tasks and include peer-checking and whole-class review.

2. Teach Grammar in Context

- **During Reading:** Ask questions like “Can you find the adjectives?”
- **While Writing:** Model sentence building and explain grammar rules.
- **Link to Real Life:** Apply grammar to everyday experiences.

Example: “Let’s describe our lunch using adjectives.”

3. Break Grammar into Topics

• Nouns & Pronouns

- o Teach proper vs. common nouns.

Activity: Word sorting.

- o Teach pronouns and how they replace nouns.

Activity: Rewrite a paragraph using pronouns.

• Verbs

- o Cover action, linking, and helping verbs.

Activity: Verb charades or role-play.

• Adjectives & Adverbs

- o Teach descriptive words for nouns and verbs.

Activity: Describe pictures or enhance sentences with adverbs.

• Prepositions

- o Teach relationships between objects (e.g., on, under, between).

Activity: Scavenger hunts using prepositions.

• Tenses

- o Focus on present, past, and future forms.

Activity: Change sentences from one tense to another.

4. Encourage Hands-On Practice

- **Sentence Building:** Use word cards to build grammatically correct sentences.
- **Fix-It Sentences:** Students identify and correct grammar mistakes.
- **Interactive Notebooks:** Students create grammar charts or examples.

5. Differentiate for All Learners

- **Struggling Students:** Use visuals, gestures, and one-on-one support.
- **Advanced Students:** Challenge them with complex sentences or uncommon grammar forms (e.g., interjections, passive voice).

Example Grammar Activity: Present Perfect – Negative Form From Unit 1, Lesson 3

1. Remind students of the structure: has/have + past participle.
2. Write examples on the board (affirmative & negative).
3. Elicit example sentences from students.
4. Model changing affirmative to negative (e.g., “She has eaten” → “She hasn’t eaten”).
5. Let students practice individually, then peer check and correct answers together.

Teaching Phonics to Primary Students

Phonics is essential for developing strong reading and spelling skills.

Teaching should follow a clear progression and use multi-sensory, engaging methods.

1. Start with the Basics

- **Phonemic Awareness:** Help students hear and identify sounds before linking them to letters.

Activity: Sound-matching games, clapping syllables, identifying first sounds.

2. Introduce Blending

• CVC Words: Teach 3-letter words like cat, run.

Activity: Blend using letter tiles.

• **Simple Blends:** Teach bl, st, gr, sp, fl, cr.

Activity: Use blend charts to form words like black, frog, stop.

3. Practice Digraphs

• Focus on sh, ch, th, ph, wh.

Activity: Match digraphs to pictures or words.

4. Teach Vowel Blends & Diphthongs

• Focus on ai, ee, oa, ou, oi, ea.

Activity: Read and sort words like train, sleep, boil.

5. Use Multi-Sensory Approaches

- Visual: Flashcards, posters
- Auditory: Say and repeat sounds
- Tactile: Tracing letters in sand or using playdough
- Kinesthetic: Movement-based blending (clapping, jumping)

6. Make It Fun

- Games: I Spy, Phonics Bingo, Blending Races
- Songs & Rhymes: Use phonics songs like B-I-N-G-O
- Stories: Ask students to find target sounds in short stories

7. Assess Progress

- Conduct regular phonics checks using reading tasks or checklists.

Example Phonics Activity

Lesson 1, Activity 1: Silent (u)

- Word focus: guard
- Students listen to a story and underline words with a silent u
- Peer check and class feedback follows
- Self-assessment score out of 5

Teaching Values

The curriculum embeds values such as:

- Respect for diversity
- Empathy and compassion
- Appreciation of history
- Digital well-being
- Curiosity and communication

These values are taught through:

- Stories and characters
- Top Tip for Life sections
- Photos and real-life situations

Example Value: Self-Dependence

Top Tip: “Doing things yourself is an important part of life.”

Students are encouraged to be independent and self-reliant in everyday actions.

Mini-Projects

Mini-projects are included at the end of each unit and help students practice:

- Language skills (reading, writing, speaking, listening)
- 21st-century skills (collaboration, creativity, critical thinking)

1. Planning Mini-Projects

- Choose age-appropriate themes: e.g., A Human Body Model, An Egyptian Festival
 - Set clear objectives: e.g., Learn body systems, identify healthy food
 - Keep it manageable: Short timelines, simple steps
-

2. Implementing Mini-Projects

- Introduce the Project: Share the goal, show examples
- Divide into Steps:
 1. Brainstorm ideas
 2. Plan the tasks
 3. Create the product
 4. Reflect on the process
- Promote teamwork: Group work, assign roles like presenter, researcher

3. Supporting Students

- Provide resources: Videos, books, templates
- Guide, don't control: Ask questions to encourage thinking
- Monitor progress: Use quick check-ins and reflective questions

4. Presenting Projects

- Students share their work through:
 - o Poster displays
 - o Oral presentations
 - o Videos
 - o Gallery walks
- Encourage them to explain how they did it, not just what they made

5. Assessing Mini-Projects

- Use simple rubrics with clear criteria like:
 - o Effort
 - o Accuracy
 - o Creativity
 - o Teamwork

Criteria (Excellent (3 (Good (2 Needs Improve-
(ment (1

Creativity Unique and detailed design Some originality Poor effort

Effort and Completion All steps completed thoroughly Most steps completed
Some steps incomplete

Understanding Shows deep understanding of the topic Demonstrates
good understanding Partial understanding

• **Include Self-Assessment**

Students reflect using guiding questions:

- o What part of your project are you most proud of?
- o What was the easiest part?
- o What was the hardest part?

• **Provide Teacher Feedback**

Combine encouragement with suggestions:

Example: “Great use of color! Next time, add more facts.”

Example Mini-Project: TV Survey

(From Unit 1 – Final Activity)

This mini-project aims to build students’ communication, data collection, and **presentation skills** while promoting teamwork and real-life language use.

Project Objective

Students learn how to:

- Conduct a simple interview
- Record and report information
- Collaborate effectively in a group

Steps of the Project

1. Group Work Structure

Students are divided into small groups. Each group will:

- o Interview three classmates
- o Ask five questions about TV habits (e.g., favorite show, time spent watching TV, etc.)

2. Assign Roles

The teacher assigns clear roles to ensure balanced participation:

- o Group Leader: Organizes the team
- o Data Gatherers: Conduct the interviews
- o Survey Conductors: Ask the questions
- o Writer: Prepares the final report
- o Speaker: Presents results to the class

3. Timeline

Students are given one week to:

- o Complete interviews
- o Organize their data
- o Create a final presentation or report

4. Presentation

- o Each group selects a speaker to share their findings with the class
- o Students may use charts, posters, or visuals to support their presentation

Assessment and Feedback

- Use a Rubric: Assess based on:
 - o Group participation
 - o Communication skills
 - o Accuracy and clarity of the report
 - o Presentation quality

- o Creativity and effort
- **Teacher Feedback:**
 - o Give constructive praise: Highlight what was done well
 - o Offer suggestions for improvement
 - o Encourage reflection and peer learning

Example Feedback:

“Excellent teamwork and organization! Next time, try to include more detailed survey results in your poster.”

–This TV Survey project is a model for how language, collaboration, and critical thinking can come together in a fun, real-world classroom task.

*** Key Teaching Strategies**

1. Interactive & Play-Based Learning

- Songs, chants, and rhymes help teach vocabulary and pronunciation
e.g., Old MacDonald for animal words
- Games like Bingo, Charades, Simon Says engage students actively
- Role-play & puppets for speaking confidence

2. Storytelling & Literature

- Read-alouds to model fluency
- Use picture books for vocabulary
- Story sequencing with picture cards

3. Visual & Tactile Learning

- Flashcards, word walls, labeling objects
- Crafts (e.g., drawing & labeling) to connect art with language

4. Thematic & Real-Life Contexts

- Use themes (jobs, festivals, etc.) to organize lessons
- Practice everyday dialogues (shopping, greetings)

5. Phonics & Pronunciation

- Teach sounds, blends, and CVC words
- Use tongue twisters and choral repetition for fluency

6. Listening & Speaking

- Games like “Guess the Sound”
- Show and tell
- Picture description
- Short dialogues and role-play

7. Reading Strategies

- Shared reading and guided reading groups
- Teach prediction and inference
- Practice sight words

8. Writing Strategies

- Use daily journals, sentence starters, and fill-in-the-blanks
- Encourage story writing using simple structure

9. Multi-Sensory Learning

- Use playdough, sand tracing, body movement for sounds and words
- Integrate interactive technology (apps, videos)

10. Collaboration & Peer Learning

- Pair work and group projects
- Peer teaching to build confidence and reinforce learning

11. Differentiated Instruction

- Adapt activities for different levels

Beginners: focus on basic vocabulary

Advanced: sentence building and paragraph writing

- Small group or one-on-one support

12. Cultural Context

- Learn about English-speaking traditions and festivals

e.g., New Year vocabulary activities

13. Encourage Curiosity and Fun

- Word hunts, crosswords, and mystery word games
- Promote student creativity through guided story writing

14. Creative Assessment

- Use role-play, portfolios, and interactive quizzes to track progress

15. Language-Rich Environment

- Display posters, charts, and language visuals
- Encourage English during daily routines
- Reward effort (stickers, certificates, praise)



Final Note to the Teacher

The Teacher's Guide is designed to support and inspire your lessons—but your identity and judgment matter most.

Feel free to adapt, modify, or create based on your students' needs, levels, and learning styles.

Table of Contents

Unit 1	Now and Then	
Lesson 1	Far Away is Minutes Away	34
Lesson 2	Time Travelling Through School	40
Lesson 3	Grandma's Phone	47
Lesson 4	Shopping with a Click	53
Unit 2	Future Jobs	
Lesson 1	A Message to the Future	60
Lesson 2	A Cosmic Adventure!	67
Lesson 3	A Job at NASA	76
Lesson 4	AI is the Future	82
Unit 3	Famous Characters	
Lesson 1	Famous Egyptian Scientists	96
Lesson 2	Sports Champions	101
Lesson 3	Differently Abled	106
Lesson 4	My Role Model	112
Unit 4	Global Festivals and Events	
Lesson 1	Don't Miss the Chance	118
Lesson 2	The Amazing World Cup	124
Lesson 3	The World Youth Forum 2017	129
Lesson 4	COP 27, Way to Go	134

Table of Contents

Unit 5	The Amazing Human Body	
Lesson 1	Mighty Muscles	156
Lesson 2	Strong Bones, Strong You	162
Lesson 3	A Journey inside our body's Vital Organs	167
Lesson 4	Nourishing our Bodies for Health and Energy	173
Unit 6	My Ambition	
Lesson 1	Dream Big: Exploring my Ambition	180
Lesson 2	Setting Goals	187
Lesson 3	Role Models and Inspiration	192
Lesson 4	Planning for Success	198
Unit 7	Explore the City	
Lesson 1	Sky High	213
Lesson 2	At the Hospital	220
Lesson 3	At Al-Azhar Mosque	228
Lesson 4	At the Train Station	233
Unit 8	Twenty-First Century Skills	
Lesson 1	Creative Minds	241
Lesson 2	Outside the Box	248
Lesson 3	Present to Impact	253
Lesson 4	Equip Yourself for a New World	259

Scope and Sequence

Unit	Listening	Speaking	Reading
1 Now and Then	• A Short Story To Circle Words with Silent (U) • A Short Talk About Shopping • A Short Story To Circle Words with Silent (W)	• Discuss the Different Modes of Transportations in the Past and Now • Discuss the Differences Between Schools in the Past and Today. • Discuss The Old and Modern Phones • Ask and Respond To Suggestions • Discuss the Different Types of Shopping	• A Dialogue Between a Son and His Parents About Travelling • A Dialogue Between a Girl and Her Grandpa About the Different Subjects Taught At School • A Dialogue Between a Girl and Her Grandma About Phones • A Text About Shopping Through Years
2 Future Jobs	• A Text About Some Important Skills for Some Jobs • A Text About Yuri Gagarin	• Discuss Future Jobs and the Required Skills • Ask and an swer About the Future Job and the Skills • Discuss Things Related To Astronomy • Discuss the Different Jobs At Nasa • Discuss Ai and the Future • Ask and an swer About Ai Expressing Opinions	• A Dialogue Between a Son and His Parents About Travelling • A Dialogue Between a Girl and Her Grandpa About the Different Subjects Taught at School • A Dialogue Between a Girl and Her Grandma About Phones • A Text About Shopping through Years
3 Famous Characters	• A Text About Dr. Ali Moustafa Mosharafa • A Dialogue About Differently Abled Athletes	• Talk About Some Famous Egyptian Scientists • Ask and an swer About Some Famous Egyptian Scientists • Talk About Some Famous Egyptian Sports Champions • Ask and an swer About Some Famous Egyptian Sports Champions • Talk About Some Differently Abled Athletes	• A Text About Dr. Magdy Yacoub, and Dr. Ahmed Zewail • A Text About Some Egyptian Sports Champions • A Text About the 4th Celebration Of the "Differently-Abled." • A Text About What Is True About a Good Character
4 Global Festivals and Events	• A Text About Earth Day	• Discuss the Different Festivals All Over the World • Talk About the Last World Cup • Talk About the World Youth Forum • Discuss Cop 27 and Climate Change	• A Text About the Festivals All Over the World • A Dialogue Between a Teacher and Her Students About the World Cup • A Text About the World Youth Forum • A Text About Cop 27conference

Scope and Sequence

Writing	Phonics & Grammar	Values
• Take Notes and Make a Summary • Write about Shopping / Online Shopping • Experience	• Words with Silent (U) • Words with Silent (W) Sound • Prepositions: By and On • Present Perfect Tense: Affirmative, Negative and Interrogative • Reflexive Pronouns • Use of "S" for Is, Has and Possession	• Technological Innovation • Promoting Different Forms of Communication • Curiosity • Self-Dependence
• Take Notes and Make a Summary • Write about Shopping / Online Shopping • Experience	• Words with Silent (U) • Words with Silent (W) Sound • Prepositions: By and On • Present Perfect Tense: Affirmative, Negative and Interrogative • Reflexive Pronouns • Use of "S" for Is, Has and Possession	• Technological Innovation • Promoting Different Forms of Communication • Curiosity • Self-Dependence
• Write about an Egyptian Sports Champion • Write about How to Develop a Good Character	• The Comparative and Superlative Forms of Short and Long Adjectives in a Text • Homophones They're, Their and There • Change Verbs with Different Endings Into Gerunds • Words with Silent (D)	• Respect and Appreciation • Curiosity and Exploration • Respecting Diversity • Overcoming Challenges • Inspiration and Motivation
• Write about How to Protect the Earth	• Possessive Pronouns and Adjectives • Soft, and Hard /G/ • Changing Sentences From Direct Into Indirect Speech • Words with Silent (H)	• Environmental Sustainability • Respect for Diversity • Empathy and Compassion • Global Awareness

Scope and Sequence

Unit	Listening	Speaking	Reading
5 The Amazing Human Body	Listen to Words with Silent (P)	- Discuss How to Take Care of the Muscles - Discuss How to Take Care of the Bones - Discuss How We Can Take Care of the Human Body Organs - Discuss The Mental Health and Physical Health - Ask and an swer About How to Nourish the Body Physically and Mentally	- A Text About Mighty Muscles - A Text About Human Body Bones - A Dialogue About the Different Body Systems - A Text About How Can We Take Care of Our Bodies
6 MY Ambition		- Discuss Ambition and How Can We Achieve Goals - Ask and an swer About the Obstacles and Challenges When Achieving Goals - Discuss Goals and How to Reach Them - Talk About Setting Future Goals - Discuss the Role Model and the Qualities That the Role Model Should Have	- A Text About Ambition. - A Text About Setting Goals - A Text About Role Models - A Text About How to Achieve Success in Life
7 Explore the City	Listen to Some announcements at the Train Station and on the Train	- Talk About Travelling and What to Do at the Airport - Discuss Why People Go to the Hospital and How to Help Sick People - Talk About Al-Azhar Mosque in Cairo. - Talk About Travelling By Trains	- A Dialogue About the Rules and Regulation at the Airport - An Email to a Friend About an Experience at the Hospital - A Text About Al-Azhar Mosque in Cairo - A Text About Travelling By Train
8 Twenty – First Century Skills	- A Text About Some Problems in the Community, - A Text About Some Tips for a Good Presentation.	- Talk About Creativity and How to Solve Problems - Ask and an swer About Some Tools Used By an cient Egyptians - Discuss Communication and Presentation Skills - Discuss the Necessary Skills for Success in the Future	- A Dialogue About a Visit to Pyramids - A Text About Thinking Outside the Box to Find Amazing Solution of a Problem - A Text About Communication Skills - A Text About Twenty-First Century Skills

Scope and Sequence

Writing	Phonics & Grammar	Values
• Write Some Tips about How to Make the Bones Strong • Write about What to Do to Take Care of Yourself Physically and Mentally	• Words with Silent (P) Sound • Words with Silent (N) Sound • Present Simple Tense to Express Scientific Facts	• Appreciating Allah's Gifts to Us • Respect for Health • Balance and Moderation • Curiosity and Discovery
• Write Some Short -Term and Long- Term Goals • Write about a Role Model	• Words End with Different Suffixes, But the Same Pronunciation / ʒən/ • Direct and Indirect/ Reported Speech Imperatives	• Self-Belief • Appreciate the Importance of Having Role Models Goals • Social Responsibility
• Write an Email to a Friend • Write about a Situation at a Hospital • Write Some Safety Tips for Children To Follow at Train Stations	• Coordinating • Conjunctions • (For, an d, Nor, But, Or, Yet, So) • The Relative Pronouns: Who, Which, and That • Words with Silent (L)	• Civic Responsibility • Community Awareness • Safety and Security • Cultural Appreciation
• Write about a Creative Invention of the an cient Egyptians • Write about a Problem in the Community • Write Some Important Skills For The Future	• Words with Silent /T/	• Adaptability • Digital Responsibility • Global Awareness • Life-Long Learning

Unit 1

Now and Then

Grammar

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

Phonics

- Silent (u) and silent (w)

Language functions

- Convince someone to do something

Critical thinking

- It is safer to travel by plane. Why do you think this is true?

Study skills

- Note taking
- Making a summary



UNIT 1

Faraway is Minutes Away

Lesson 1

Faraway is minutes away. SB pages 11-16 PB pages 7-8

INTRODUCTION

ILOs

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

- explore the evolution of transportation: Contrasting past and present modes.
- read a dialogue for specific information.
- apply varied prepositions accurately in the context of transportation.
- enhance note-taking skills by completing notes from provided reading material.
- recognize words with silent (u).

Materials:

Student's Book
Practice Book
Teacher's Guide

Vocabulary: excited, pilgrimage, unforgettable, memorable, luxury, destinations, immediately, travel agency, book, guard, guests, figure out, torch, disguise

Language: Prepositions: by, in and on

Values: Technological innovation and appreciation for history

Warm up

1. Draw the students' attention to the title of the lesson, *Faraway is minutes away*. Ask the students: Which of these modes of transportation do you use today? Encourage students to share their personal experiences, like using buses, bicycles, or cars.
2. Ask students: How do you think people used to travel in the past? Discuss older means like walking, horse- carriages, or using animals for transport (e.g., camels, horses, donkeys).

Unit 1
Lesson 1

1 Think and discuss

1. Which of these means of transportation do you use today?
2. How do you think people used to travel in the past?
3. In today's world, how do people get from place to place?
4. Which animal is the ship of the desert?

Top Tip We say the "travelling Du'aa" when we travel a long distance. Let's practice.

Read and answer

Ehab: Good morning, Mom and Dad!
Mother: Good morning, dear Ehab.
Father: Are you excited about going on your 'Umrah' journey?
Ehab: Sure, I can't wait to see the 'Kaaba' for the first time!
Mother: Do you remember our pilgrimage trip, Mansour?

12

1 Think and discuss.

1. Draw the students' attention to the pictures of transportation modes.
2. Ask them to name the modes of transportation 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

(Any reasonable answer is acceptable.)

1. car, motorbike, bike, rocket, ship, plane
2. people used camels, donkeys, horses and walking
3. In today's world, people get from place to another place by cars, bikes, motorbikes, ships, planes and rockets.
4. The camel is the ship of the desert.

2 Read and answer.

1. Ask students: Have you ever been on a journey? Where did you go? How do you feel before a trip?
2. Set the scene of the reading dialogue, a dialogue about a pilgrimage journey and ask if they know what 'Umrah' is.
3. Set the context by explaining who Ehab and his parents are and their discussion about traveling.

4. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
5. Have students take turns reading parts of the dialogue (Ehab, Mother, Father) to practice speaking skills and expression.
6. Read each question aloud and discuss the choices with the class.
7. Ask students to explain their choice before revealing the correct answer.
8. Check answers with the whole class by asking a representative from the pairs to read the sentences in order.
9. Teach the "Travelling Du'aa" and its meaning, encouraging students to memorize it.

Answers:

1. going on an Umrah journey
2. By ship
3. By plane
4. Before the plane leaves.

3 Complete with the correct preposition (by - on) .

1. Explain the concept of prepositions of transportation (e.g., by, on, and in).
2. Use examples to illustrate: “We travel by car, by plane, or by train.”, “We go on foot, on a bus, or on a bike.” And “We sit in a car or in a taxi.”
3. Write these examples on the board and explain the differences in usage.
4. Read each sentence aloud: Read them one by one with the class and discuss the meaning.
5. Explain usage rules: Use “by” for modes of transportation (e.g., by car, by train, by plane). Use “on” for foot, ferries, and public transport (e.g., on foot, on a bus, on a ferry).
6. Highlight exceptions, such as “on foot” (not by foot). Draw the students’ attention to the top tip. Ask them to fill in the blanks individually or in pairs, using “by” or “on” as appropriate.
7. Allow time for students to think and complete the sentences. Review the answers as a class. Ask students to explain their choices.
8. Correct any mistakes by referring to the rules.

Answers:

1. by
2. on
3. by
4. on
5. by

Unit 1
Lesson 1

Father: of course, I do. It was an **unforgettable** journey. I still remember that you were seasick for most of the voyage, dear.

Mother: Yes, that voyage was **memorable**. But nowadays, travel is much more comfortable.

Ehab: You're right, Mom. the plane journey from Cairo to Jeddah is only a few hours.

Father: We thank God for everything we have. By the way, don't forget to say the 'Travelling Du'aa' once you're on the plane.

Ehab: I won't, Dad.

Now answer.

1. Ehab is excited about
 a. going on an Umrah journey b. going to Cairo
 c. meeting new people d. taking a long drive
2. How did Ehab's parents travel on their pilgrimage trip?
 a. by plane b. by bus c. by ship d. by car
3. How is Ehab going to travel to Jeddah?
 a. by plane b. by bus c. by ship d. by car
4. When is Ehab going to say the 'Travelling Du'aa'?
 a. now b. before the plane leaves
 c. when he arrives in Jeddah d. at the airport

3 Complete with the correct preposition (by - on)

1. Ehab will travel by plane to Saudi Arabia.
2. I never go to school on foot.
3. My school is on the other side of the river, so I go on ferry.
4. We must help old people when they want to go on a bus.
5. We prefer to go to Alexandria on train.

Top Tip

Means of Transportation (by - on)
 Means of Transportation Prepositions (by - on)
 by car / bus / taxi / ferry
 on a bus / ship / plane
 on foot / on a camel / on a donkey

13

4 Read and take notes.

1. Explain note-taking and draw the students’ attention to the top tip.
2. Teach the key vocabulary. Teach students how to identify and record main ideas and supporting details.
3. Model the text, Airlines have changed travel, with the students and explain how they can elicit the main idea and supporting details.

Example: Main Idea: Air travel has become quicker and easier.

Supporting Details: In the past, planes were luxurious but expensive. Now, millions of people travel by plane to save time

4. Use a graphic organizer to clarify the main idea and supporting details.

5. Read the other two passages and ask students to suggest the main ideas and supporting details.

6. Have students reread the passage and take their own notes.

7. Ask students to share their notes with the class.

8. Emphasize how note-taking helps organize and remember information.

Suggested answers:

- The internet makes travelling more fun and saves our time.
- Smartphones have been changing our life

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

1. Highlight that in some words, the letter “u” is not pronounced, especially after g (e.g., guess, guitar, guard).
2. Inform students they will listen to a story and underline words with silent “u”.
3. Read the story aloud slowly and clearly.
4. Ask students to listen attentively without underlining yet.

5. Read the story again, sentence by sentence.
6. Ask students to underline words with silent “u” as they follow along.
7. Pause briefly after each sentence to give students time to mark their words.
8. Say the words aloud and have students repeat them to reinforce correct pronunciation.



Answers:

Uncle Khaled works as a **guard** for a rich man. One day, after a big party, the **guests** left. But, uncle Khaled heard noise coming from the house. He listened carefully and **figured** out that someone was playing the **guitar**. He took a torch to help him in the darkness and opened the door quietly. To his surprise, he saw a huge cat playing the **guitar** and the cat began to laugh. Uncle Khaled dropped the torch. Then, the cat removed the mask. It was the rich man in **disguise**.

Unit 1
Lesson 1

5 Listen to this short story and underline the words with silent (u)



Uncle Khaled works as a **guard** for a rich man. One day, after a big party, the guests left. But, uncle Khaled heard noise coming from the house. He listened carefully and figured out that someone was playing the guitar. He was surprised, but he couldn't guess who it was...

He took a torch to help him in the darkness and opened the door quietly. To his surprise, he saw a huge cat playing the guitar and the cat began to laugh. Uncle Khaled dropped the torch. Then, the cat removed the mask. It was the rich man in disguise.

Practice Book Answer Key

Page 7- 8

1 Read and complete the dialogue:

Mona: Hello, Dina! I heard that your father was on a business **trip**.

Dina: Yes. He went to France last Friday.

Mona: How did he **travel** to France?

Dina: He travelled by **plane**.

Mona: That's nice.

Dina: He sometimes travels by ship to enjoy the **sea**.

2 Read and sort the means of transport:

Means of transport now	Means of transport in the past
1. plane	1. carriage
2. car	2. camels
3. metro	3. horse
4. taxi	4. donkey

3 Read and choose the correct preposition:

- 1 a
- 2 b
- 3 c
- 4 d
- 5 b
- 6 c

4 Read and circle the words with silent (u):

- 1 guards
- 2 guests
- 3 guitar
- 4 figure
- 5 surprise

5 Punctuate the following:

The internet has made planning easy.

Lesson (1)

Faraway is Minutes Away

1 Read and complete

(travel - plane - trip - sea)

Mona : Hello, Dina! I heard that your father was on a business
Dina : Yes. He went to France last Friday.
Mona : How did he to France?
Dina : He travelled by
Mona : That's nice.
Dina : He sometimes travels by ship to enjoy the

2 Read and Sort the Means of Transport

(carriage- plane- car- camels- metro-horse-donkey-taxi)

Means of Transport now	Means of Transport in the Past
plane	carriage

3 Read and Choose the Correct Preposition

1. Many students go to school foot.
a-on b-with c-in d-by
2. I prefer travelling car.
a-on b-by c-in d-for
3. My mother goes to work a taxi.
a-with b-on c-in d-by
4. I feel seasick when I am a ship at sea.
a-at b-in c-by d-on
5. Travelling planes is very comfortable.
a-on b-by c-with d-in
6. Farmers go to their fields donkeys.
a-in b-with c-on d-by

7

Lesson (1)

Faraway is Minutes Away

4 Read and circle with silent u

1. Ay is a guard in a big company.
2. There are a lot of guests at my birthday party.
3. Nadia is good at playing the guitar.
4. I need to figure out what went wrong.
5. It was a surprise to see my uncle at the hotel.

5 Punctuate the following

the internet has made planning easy

INTRODUCTION

ILOs

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

- discuss the differences between school today and in the past.
- fill in a table with specific information about schools.
- match school abbreviations with their complete forms.
- recognize verbs in the present perfect tense.
- use verbs in the present perfect tense accurately.
- form Yes/ No questions in the present perfect tense correctly.

Materials:

Student's Book
Practice Book
Teacher's Guide

Language: Present Perfect Tense

Values: Technological innovation, appreciation for history and curiosity

Warm up

1. Set the context by showing pictures or videos of schools and classrooms from the past (e.g., one-room schools, wooden desks, blackboards) and modern classrooms (e.g., interactive boards, computers, and group desks).
2. Ask the students "What differences can you see?" "What do you like or dislike about each?"
3. Introduce topics like changes in teaching methods (chalkboards to smart boards), technology in education (computers, tablets, online learning) and new subjects introduced in modern times (e.g., coding, environmental science).

Unit 1
Lesson 2

1 Think and discuss




1. How do you think classrooms today are different from the past?

2. Which subjects do you study that your parents did not study?

3. In your opinion, is education today more or less difficult than it was in the past?

2 Read and complete the table

Grandpa: I see you're working hard, Malak. What are you studying?

Malak: I'm studying ICT. It is 'Information and Communication Technology'.

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

Malak: School is quite different now. We have these subjects, but we also have social studies, ICT, and foreign languages like English and French. We also have PE, which stands for physical education.

Grandpa: Wow! That's a lot. Back in my day, we had more free time for hobbies and playing.

Malak: Times have changed. Did you have any tools, like a calculator, a laptop, or a mobile phone?

18

1 Think and discuss.

1. Draw the students' attention to the pictures of two forms of school.
2. Divide students into small groups.
3. Ask each group to mention the differences in the two pictures.
4. Read the questions aloud for the students.
5. Put students into pairs to discuss the questions.
6. Assign three minutes for them to discuss the questions.
7. Elicit some pairs to ask and answer the questions.

Suggested answers

(Any reasonable answer is acceptable.)

1. Today's schools are more modern. There are computer labs and different modern tools. In today's classrooms, the pupils study more subjects and practice different hobbies.
2. ICT (Information and Communication Technology)
3. Education today is simpler than it was in the past.

2 Read and complete the table.

1. Begin with a discussion about how schools have changed over time.
2. Ask students "What do you think schools were like when your grandparents were students?" "What tools and subjects are new in schools today?"

3 Tell students they are going to compare Grandpa's school experience with Malak's school by completing a table.

4. Explain that they are going to read a dialogue to find information for each category in the table.
5. Read the dialogue aloud while students listen.
6. Encourage them to focus on details about Grandpa's school and Malak's school. Have students read the dialogue themselves.
7. Encourage them to underline key details related to subjects, helpful tools, how they got to school, homework methods and ways of assessment.
8. Complete the first row (Subjects) together as an example.
9. Ask students to complete the rest of the table individually or in pairs.
10. Check the answers with the whole class

Grandpa: No, we had to write all our homework by hand. I would spend hours searching for information in the school library. Also, I used to walk for an hour to get to school. Nowadays, your dad drives you to school in a few minutes.

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

Grandpa: Hmm, so you spend a lot of time on your mobile phone searching for information?

Malak: Well, sometimes I do, but I also play games and chat with my friends.

Grandpa: Alright then. Anyway, I'll be eagerly waiting for your exam results.

Malak: Of course, Grandpa. But now we have projects, self assessment, and portfolios. These are as important as exams.

Item	Grandpa's School	Malak's School
1. Subjects	Arabic, math, science, religion, music, and art	Arabic, math, science, religion, music, art, social studies, ICT, foreign languages, and PE
2. Helpful Tools	School library	calculator, laptop and mobile
3. Going to School	Walk to school (on foot)	By bus, car, taxi and others modes
4. Homework	By hand	On the internet
5. Ways of Assessment	Exams	Projects, self-assessment and portfolios

Answers :

Item	Grandpa's School	Malak's School
1. Subjects	Arabic, maths, science, religion, music, and art	Arabic, maths, science, religion, music, art, social studies, ICT, foreign languages, and PE
2. Helpful Tools	School library	calculator, laptop and mobile
3. Going to School	Walk to school (on foot)	By bus, car, taxi and others modes
4. Homework	By hand	On the internet
5. Ways of Assessment	Exams	Projects, self-assessment and portfolios

3 Read and match.

1. Introduce the idea of abbreviations (shortened forms of phrases).
2. Ask students if they know any common abbreviations used in daily life (e.g., TV for television, PC for personal computer).
3. Explain that they are going to match abbreviations with their full forms using critical thinking and context.
4. Write the abbreviations (e.g., ESL, IT, etc.) on the board or display them. Ask students if they recognize any of them and what they might mean.
5. Briefly define unfamiliar terms to help students understand:

ESL: English as a Second Language.

IT: Information Technology.

EFL: English as a Foreign Language.

ICT: Information and Communication Technology.

Prim: Primary.

Lab: Laboratory.

PE: Physical Education.

KG: Kindergarten.

6. Ask students to match the abbreviations to their full forms. Read each abbreviation aloud and call on students to guess the correct match.
7. Check the correct answers together: other forms. Model many verbs to show different conjugations.

4 Read the table with the verb forms.

1. Ask students to look at the verbs in the table or you can display the verbs on the board.
2. Read through each verb and its forms aloud, asking students to repeat.
3. Highlight the two types of verbs:
4. **Regular Verbs:** Add -ed to form past and past participle (e.g., play → played → played).
5. **Irregular Verbs:** Change their spelling or remain the same (e.g., go → went → gone).
6. Say each verb aloud, and have students repeat in all three forms:
7. Write sentences with blanks for verb forms:
 1. Yesterday, I ____ (play) football.
 2. I have ____ (go) to the park many times.

5-Underline the verbs in the present perfect tense.

1. Explain the structure of the present perfect tense: has/have + past participle.
2. Clarify its use: Actions that happened at an unspecified time in the past and actions that have a connection to the present.
3. Provide examples, e.g., "She has written a book." or "I have visited Paris."
4. Write a few sentences on the board (like the ones in the activity).
5. Ask students to identify the helping verb (has/have) and the past participle.
6. Ask students to work individually or in pairs to identify the verbs in the present perfect tense and underline them in each sentence.
7. Ask students to underline the full verb phrase in the present perfect tense together as a class.

Unit 1
Lesson 2

5 Underline the verbs in the present perfect tense

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

6 Put the verbs between parentheses in the present perfect tense

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

22

Answers:

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

6 Put the verbs in the present perfect tense.

1. Review the structure of the present perfect tense:

Affirmative: Subject + has/have + past participle (e.g., “She has cooked”).

Negative: Subject + has/have not + past participle (e.g., “He has not arrived”).

Interrogative: has/have + subject + past participle? (e.g., “have you finished?”)

2. Write a few examples (from the exercise) on the board with blank

Answers:

1. The boy **has dropped** (drop) the glasses on the floor.
2. My sisters **have gone** (go) shopping.
3. You **have done** your homework in a wrong way
4. We **have scored** two goals so far.
5. I **have had** three sandwiches.
6. Mum **has bought** everything for the party.
7. The cat **has drunk** the milk.

Practice Book Answer Key

1 Read and answer.

1. The pupils studied Arabic, mathematics, religion and art and did some sports
2. The pupils study foreign languages, ICT, Discovery, and life skills like collaboration, communication, and using technology.
3. Collaboration, communication, and using technology.
4. b
5. c
6. a

2 Read and write the abbreviations.

1. IT
2. Lab
3. KG
4. PE
5. EFL

Lesson (2) **Time Travelling Through Schools**

1. Read and answer:

Education in Egypt is very important. There have been many changes in the educational system. In the past, primary pupils used to study Arabic, mathematics and religion. They also had art and did some sports. Now, the pupils study foreign languages, such as English, ICT, and Discovery. Also, there is a great importance on teaching pupils important life skills, such as collaboration, communication and using technology. Some parents believe that the pupils today have more homework and less free time than before. So, parents spend many hours helping their children with their homework.

A) Answer the following questions:

1. What did the pupils study in the past?
The pupils studied Arabic, mathematics, religion and art, and they did some sports.
2. What do the pupils study now?
The pupils study English, ICT, and Discovery.
3. What are the life skills mentioned in the text?
Collaboration, communication and using technology.

B) Choose the correct answer:

4. There have been changes in the educational system.
a. less b. many c. few d. no
5. Some parents believe that the pupils today have
a. more homework and more free time b. less homework and less free time
c. more homework and less free time d. no homework and no free time
6. The parents spend many hours helping their with their homework.
a. children b. neighbor c. students d. teachers

2. Read and write the abbreviation for the following:

1. information technology IT
2. laboratory Lab
3. kindergarten KG
4. physical education PE
5. English as a foreign language EFL

3 Look and complete.

Present	Past	Past participle
get	Got	Gotten
drink	Drank	Drunk
skip	Skipped	Skipped
cut	Cut	Cut
have	Had	Had

4 Read and correct the underlined words.

1. bough
2. scored
3. has
4. has
5. have

5 Punctuate the following.

Did you have any tools, like a calculator, a laptop, and a mobile phone?

Grandma's Phone

Lesson 3

Grandma's Phone. SB pages 23-28 PB pages 11-12 .

INTRODUCTION

ILOs

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

- hold a discussion on old and modern phones.
- make predictions about what will happen based on pictorial clues..
- suggest a particular action to someone.
- change present perfect verbs from affirmative into negative.
- recognize words containing a silent (w) sound.
- summarize a reading text into one single paragraph.

Materials:

Student's Book
Practice Book
Teacher's Guide

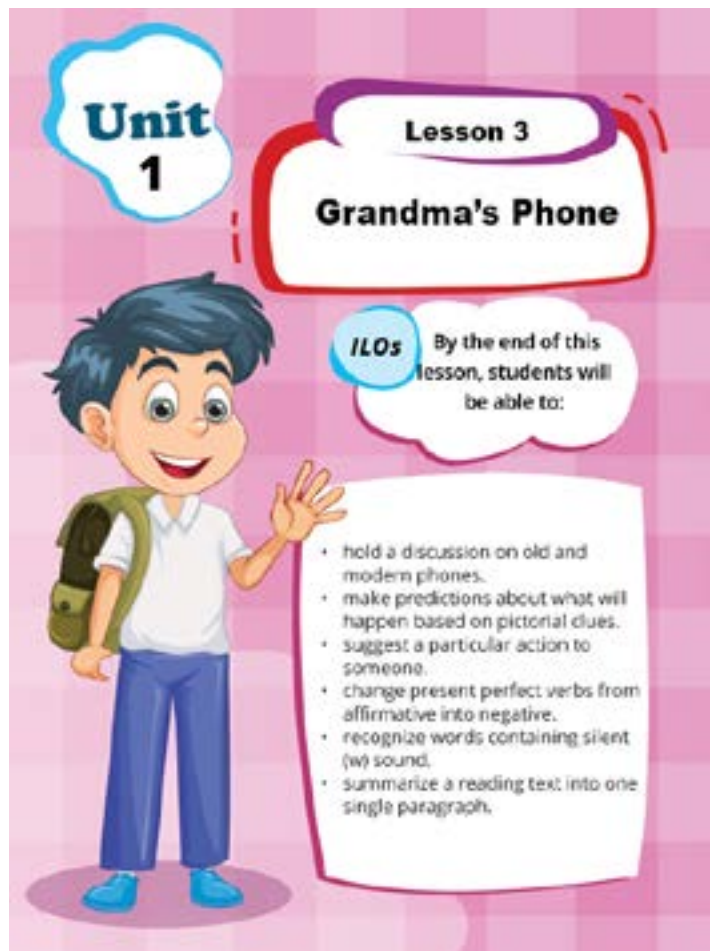
Vocabulary: old-fashioned, cord, memories, dial, newlyweds, apology, apologize, wrestler, write, wrist, wrong

Language: Changing present perfect verbs from affirmative into negative

Values: Promoting different forms of communication

Warm up

1. Asking questions about phones: "Do you know anyone who prefers using old phones instead of mobile phones?" And "Why might someone like using an old phone?"
2. Show pictures of a landline and a mobile phone and ask students to share their preferences.



1 Think and discuss.

1. Draw the students' attention to the pictures of two types of phones.
2. Explain how phones have changed over time, moving from landlines to smartphones and highlight their role in communication and everyday life.
3. Divide students into small groups.
4. Ask each group to mention the differences in the two pictures.
5. Read the questions aloud for the students.
6. Put students into pairs to discuss the questions.
7. Assign three minutes for them to discuss the questions.
8. Elicit some pairs to ask and answer the questions.

Suggested answers

1. Yes, I have a telephone at home, No, nobody uses it.
2. Yes, I do. No, my parents don't allow me to use their own mobiles.
3. Yes, I think phones are important and we can't do without them.

2 Look and predict.

1. Describe the relationship between Grandma and Malak.
2. Ask students: "Do you think they will agree about which phone is better?"
3. Teach the new vocabulary. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
- 4- Read the dialogue aloud or play a recording (if available). Encourage students to listen and follow along.
- 5-Ask general comprehension questions: "Why does Grandma prefer the old phone?" and "What does Malak think about mobile phones?"



6. Pause the reading at different points and ask: "What do you think Malak will say next?" "How might Grandma respond?"
7. Draw the students' attention to the top tip of making prediction.
8. Ask students to read it in pairs, taking turns playing Grandma and Malak and provide guiding questions: "What reasons does Grandma give for liking the old phone?" And "How does Malak try to convince Grandma to use a mobile phone?"
9. Divide students into small groups and have them write or discuss their predictions.
10. Share predictions as a class before continuing with the next part of the dialogue.
11. Invite pairs to perform their role-play for the class.

3-Work in pairs.

1. Start by asking: "When do we make suggestions?" (e.g., planning, giving advice).
2. Highlight that suggestions are polite ways to share ideas or propose actions.
3. Write these on the board:
Let's.....Why don't we...?
4. Tell students they will work in pairs to make suggestions about the pictures.
5. Students take turns making suggestions and responding to their partner.

Suggested answers

I am going to call your aunt.

Why don't you use your mobile phone?

Let's play chess.

Why don't we play video games?

Why don't we travel by plane?

I'd prefer to travel by ship.

4 Change the verbs in the present perfect from affirmative into negative.

1. Review the Present Perfect Tense
2. Write examples of affirmative sentences on the board: I have been to Cairo many times. She has helped her mum with the housework.
3. Explain how to form negatives: Add "not" after have/has: I have not been to Cairo many times.
Contracted form: haven't/hasn't.

4. Provide Examples: She has helped her mum → She has not (hasn't) helped her mum. Aly has caught many fish → Aly has not (hasn't) caught many fish.
5. Draw the students' attention to the top tip and read it aloud.
6. Model the activity by writing the first sentence from the exercise on the board: I've been to Cairo many times. Show how to change it: I haven't been to Cairo many times.
7. Ask them to work in pairs to re-write the sentences in the negative form. Once pairs complete the task, have them exchange their work with another pair to check for errors.
8. Go through the answers as a class, asking students to read their transformations aloud.

Unit 1
Lesson 3

Now, read the dialogue to check your prediction.

Grandma: Malak, can you bring me the phone? I need to call your aunt.
Malak: Why don't you use the mobile phone, Grandma?
Grandma: Oh no, dear, I'd rather use the old phone. I guess you could say I'm an old-fashioned lady!
Malak: Grandma, I didn't mean it that way. I meant that mobile phones are easier to use and you can take them anywhere.
Grandma: Well, I can use my old phone anywhere in the house, too. The cord is pretty long.
Malak: Grandma, a mobile phone is better. It can store memories.
Grandma: Well, I have memories of talking to your Grandpa on the old phone. When we were **newlyweds**, he used to travel a lot for work, but he used to call every day.
Malak: Ah, I get it now! That's why Mom loves those long phone chats with aunt.
Grandma: Like mother, like daughter. So, would you get the old phone and dial the number for me?

3 Work in pairs

Top Tip
Making suggestions
You can make suggestions using some phrases like:
Let's..... Why don't you/ we..... etc.



25

Answers:

1. I've been to Cairo many times.

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

2. She has helped her Mum with the housework.

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

3. Aly has caught a lot of fish.

Aly has not / hasn't caught a lot of fish.

4. We have cleaned our rooms.

We have not/ haven't cleaned our rooms.

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

1. Write examples of words with silent "w" on the board such as, wrestler, write, wrong, wrist, wrangle.
2. Highlight that the "w" in these words is silent, and only the following letter is pronounced.
3. Draw the students' attention to the top tip and read it.
4. Say the words aloud, emphasizing the silent "w."
5. Ask students to repeat after you. Read the story aloud or play a recording.
6. Ask students to listen carefully for words with silent "w" without writing anything.
7. Ask them to underline words with silent "w" as they listen.
8. Review the underlined words as a class and write them on the board.

Unit 1
Lesson 3

4 Change the verbs in the present perfect from affirmative into negative

Top Tip

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

1. I've been to Cairo many times.
I have not / haven't been to Cairo many times.
2. She has helped her Mom with the housework.

3. Aly has caught many fish.

4. We have cleaned our rooms.

5. the cat has seen the big rat.

6. He's bought a new bike.

Unit 1
Lesson 3

5 Listen to this short story and underline the words with silent (w)

Top Tip

Silent (w)
When a word starts with wr, the (w) is silent, e.g. write, wrestler.
There are other words that have silent (w) such as two and who.

One day, a big wrestler got up and decided to write an apology to a friend. He wanted to apologize for something wrong that he did yesterday.

the wrestler wrote the message and told his friend that he was sorry for wringling with him, so he would come in the evening to shake hands with him. His friend read the message, looked at his broken wrist and ran away from his home.



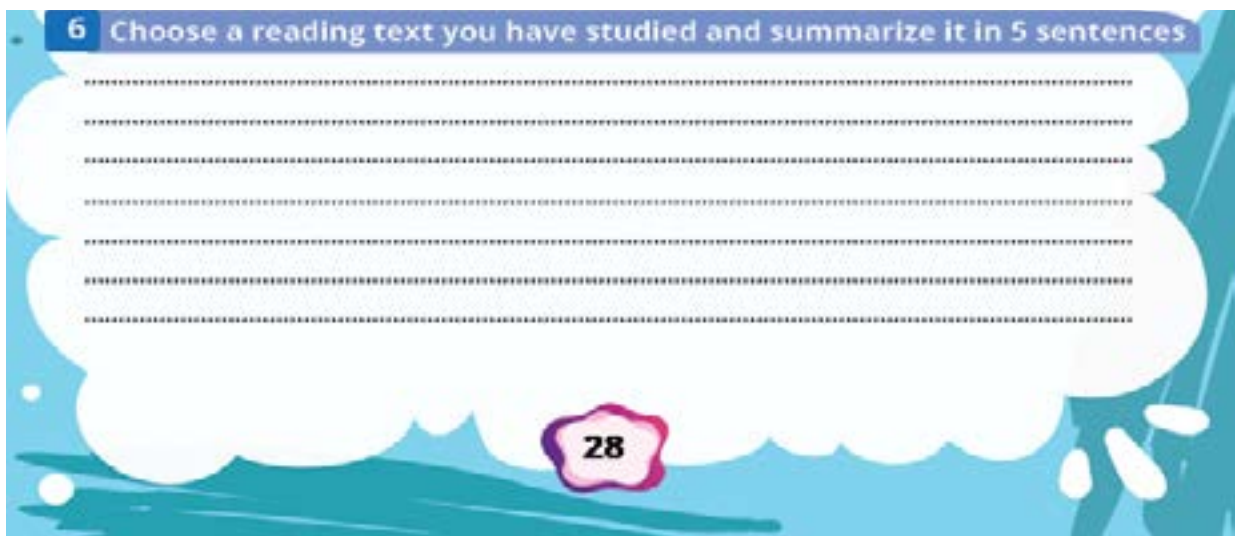
9. Confirm pronunciation and ensure all silent "w" words are identified.
10. Have students practice saying the words aloud.
11. Use choral repetition, then ask individual students to pronounce the words.

Answers:

One day, a big wrestler got up and decided an apology to a friend. He wanted to apologize for something wrong that he did yesterday. The wrestler wrote the message and told his friend that he was sorry for wrangling with him, so he would come in the evening to shake hands with him. His friend read the message, looked at his broken wrist and ran away from his home.

6 Choose a reading text from this lesson and summarize it.

1. Ask students to choose a text from the lesson.
2. Students read the text independently or in pairs.
3. Ask questions about the text's main idea and details.
4. Guide students to identify the main idea and supporting details.
5. Model a brief summary as an example.
6. Have students write or verbally share their summaries in pairs or small groups.
7. Ask Students to present their summaries.
8. Offer feedback on clarity and completeness.



Practice Book Answer Key

1 Read and complete the dialogue.

Grandpa: Would you get the old phone and **dial** the number for me?

Eman: Why **don't** you use my mobile phone?

Grandpa: I'd rather use my old phone.

Eman: But the mobile phone can store **memories**.

Grandpa: Well, I have some memories talking to your **grandpa** on the old phone.

2. Change the sentences into negative.

1. Mona hasn't bought a ni-dress.
2. I haven't visited London before.
3. This player hasn't scored many goals.
4. He hasn't gone to Paris on a business trip.
5. We haven't done all the homework.

3. Circle the words with silent (w).

1-two

2-wrestling

3-write

4-answer

5-written

6- wrong

Lesson (1)
Grandma's Phone

1. Read and Complete

memories - grandpa - dial - don't

Grandpa: Would you get the old phone and dial the number for me?

Eman: Why _____ you use my mobile phone?

Grandpa: I'd rather use my old phone.

Eman: But, the mobile phone can store _____

Grandpa: Well, I have some memories talking to your _____ on the old phone.

Eman: Ah, I get it now!

2. Change the sentences into negative

1. Mona has bought a nice dress.
Mona hasn't bought a nice dress.

2. I have visited London before.
I haven't visited London before.

3. The player has scored many goals.
The player hasn't scored many goals.

4. He's gone to Paris on a business trip.
He hasn't gone to Paris on a business trip.

5. We've done all the homework.
We haven't done all the homework.

Lesson (2)
Grandma's Phone

3. Listen, Read, and Circle the words with silent (w)

1. There are twenty tw students in my classroom.

2. The winner at the wrestling competition was my cousin.

3. I can write with my left hand.

4. What is the answer for this question?

5. Have you written your homework, Wad?

6. What you did was completely wrong!

4. Read and Answer

Mobile Phones in the Past and Present

In the past, mobile phones were used mainly to make and receive calls. When they first appeared, they were big, but day after day, they became smaller and slimmer with longer battery life. Soon, mobile phones became an important device that people hold at hand. Today you have handsets. So, you can listen to music, print images, make video calls. In the near future, mobile phones are expected to have a bigger role in people's life.

A) Answer the following questions:

1. What were mobile phones used to in the past?

2. How were the old mobile phones?

3. How have mobile phones changed?

B) Choose the correct answer:

1. Mobile phones became _____

a. smaller b. larger c. longer d. bigger

2. Mobile phones have _____ role.

a. unimportant b. important c. small d. slim

5. Punctuate the following:

I've cleaned my room.

4 Read and answer.

1-In the past, mobile phones were used mainly to make and receive calls.

2-they were big

3-they became smaller and slimmer with longer battery life.

B) Choose the correct answer:

1- a

2- b

Punctuate the following:

I've cleaned my room.

Lesson 4

Shopping with a Click. SB pages 29-34 PB pages 13-14 .

INTRODUCTION

ILOs

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

- identify the different types of shopping.
- read a text about shopping for specific information.
- use reflexive pronouns correctly.
- listen to a short talk about shopping for specific information.
- identify what ('s) stands for.
- write about their shopping/ online shopping experience.

Materials:

Student's Book
Practice Book
Teacher's Guide

Vocabulary: family-owned,
furniture, replaced,
packages

Language: Reflexive pronouns

Values: Technological
innovation
Promoting different
forms of communi-
cation

Warm up

1. Draw the students' attention to the title of the lesson.
2. Ask students: How do you usually shop? And" Do you prefer shopping online?
3. "What are some of the benefits of shopping with just a click?



1 Think and discuss.

1. Draw the students' attention to the pictures of different types of shopping.
2. Write the word shopping on the board and ask: "What comes to mind when you think of shopping?"
3. List their responses (e.g., market, shop, online, money).
4. Show the picture of people bartering in Picture and ask students: "What do you think is happening here?" And "Do you think they are using money to shop?"
5. Write the word barter on the board and explain: *"To barter means to exchange
7. Divide students into small groups.
8. Ask each group to mention the differences in the pictures.
9. Read the questions aloud for the students.
10. Put students into pairs to discuss the questions.

Suggested answers

1. Barter' means exchanging goods and services.
2. We usually shop from markets, big department stores and shopping malls
3. Yes, I think so or no, I don't think so. (Students' own answer)

2 Read and answer.

1. Ask students: Do you like shopping? How often do they go shopping? With whom?
2. Ask students if they think shopping today is different from the past and tell them to mention some similarities and differences.
3. Ask students: Do you like shopping? How often do they go shopping? With whom?

4. Ask students if they think shopping today is different from the past and tell them to mention some similarities and differences.
5. Teach the new vocabulary. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
6. Tell students that they are going to read this text about 'Shopping, and pre-teach the new vocabulary.
7. Ask students to read silently for two minutes to answer this question: Where do people buy and sell things?
8. Elicit the answer to the question from students.
9. Read the text aloud and ask students to try to find answers to the questions. After finishing reading, tell students that they have two minutes to check their answers with a peer.
10. Check answers as a whole class by asking pairs of students to read and answer the questions.



Answers

1. People used to barter in the past
2. In the 19th century.
3. Big department stores and shopping malls
4. Because People can stay at home and their packages come to them by mail! and many young people can shop with just a click.

3 Read and complete.

1. Explain that reflexive pronouns are used when the subject and object of a sentence are the same.
2. Write examples on the board, e.g., "She hurt herself."
3. Draw the students' attention to the top tip.
4. Display the subject and reflexive pronouns chart on the board.
5. Emphasize how the reflexive pronouns match the subject pronouns.
6. Read each sentence aloud and ask students to guess the correct reflexive pronoun based on the subject.
7. Give each pair of students a list of subjects.
8. They create sentences using reflexive pronouns, e.g., "We baked the cake ourselves."
9. Have students individually complete the sentences.
10. Ask volunteers to read their completed sentences aloud and discuss the answers as a class.
11. Draw the students' attention to the top tip, You should depend on yourself, as a value in our life.

Unit 1
Lesson 4

1. How did people use to shop in the past?
People used to barter.
2. When did department stores, like Omar Effendi, become popular?
.....
3. What replaced small, family-owned shops?
.....
4. Why do people prefer online shopping?
.....

3 Read and complete with the correct reflexive pronoun

Top Tip

Reflexive Pronouns

- Reflexive pronouns refer to a person or thing mentioned earlier, e.g., myself, yourself, himself, herself, themselves.
- Use reflexive pronouns when the subject and the object of a verb are the same.
I looked at myself in the mirror.
- Use reflexive pronouns to emphasize that someone does it personally, not anybody else.
She did the homework herself.
- Use by + reflexive pronoun to mean alone.
He usually goes on vacations by himself.

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

31

Answers:

1. My brother and I fixed the bike **ourselves**.
2. Mona has done her homework **herself**.
3. The cat always cleans **itself**.
4. Pupils should do their homework **themselves**.
5. I cook food by **myself**.
6. Be quite, children. Behave **yourselves**.
7. You cannot do it by **yourself**, Adel. You need help.
8. He has painted three pictures by **himself**.

4 Listen and tick (✓) or (×).

1. Tell students that they are going to listen to a recording and determine whether the statements are true (✓) or false (×) based on the information you hear.
2. Ask students questions like, “Do you think Hisham likes technology?” or “What do you think about Hisham shopping at department stores?”
3. Play the audio recording of the text where Hisham’s preferences and actions are described.
4. After listening, have the students check the statements and mark (✓) for true statements and (×) for false ones.
5. Check the answers with the class.

Answers:

1. (✓)
2. (×)
3. (×)
4. (✓)

The listening text

Hi! I’m Hisham. I’m very interested in new technology, so I follow a lot of sites to get information about the offers and sales. I like online shopping a lot. For me, it’s better than going to a department store for hours. I can shop with a click. I choose the thing I want to buy, search for information about it, then order it. The last thing I bought online was a digital camera.

Unit 1 Lesson 4

Top Tip for Life
Doing things yourself is an important part of life.

1. My brother and I fixed the bike ourselves.
 2. Mona has done her homework
 3. The cat always cleans
 4. Pupils should do their homework
 5. I cook food by
 6. Be quiet, children, behave
 7. You can't do it by Adel.
 8. He has painted three pictures by

4 Listen and tick (✓) or (×)

1. Hisham likes technology. (✓)
 2. Hisham prefers shopping in department stores. ()
 3. Hisham always buys expensive things. ()
 4. Hisham bought a camera online. ()

5 Read and tick (✓)

Top Tip
(✓) could be an object form for 'is' or 'has'. It can also be a possessive form.

sentence	is	has	possessive
1. He's at school today.	✓		
2. She's got a terrible headache.			
3. This is Mona's bag.			
4. He's bought a nice T-shirt online.			
5. It's not my fault. I received the wrong package.			
6. Mom's choices are the best.			

5 Read and tick (✓).

Explain the Three Uses of ('s):

1. Write examples on the board:
 - 's as is: “She’s happy.” (She is happy.)
 - 's as has: “She’s finished her homework.” (She has finished her homework.)
 - 's as possessive: “Sara’s book is on the table.” (The book belongs to Sara.)
2. Highlight how the context determines the meaning.
3. Draw the students’ attention to the top tip.
4. Read short sentences aloud and ask students to identify which meaning of 's applies.
5. Give groups cards with sentences using 's.
6. Students sort them into three categories: *is*, *has*, or *possessive*.
7. Ask them to complete the table in groups. Each group shares their reasoning for the placement of sentences.
8. Check their answers and correct any mistakes.

Sentence	is	has	possessive
1. He's at school today.		√	
2. She's got a terrible headache.	√		
3. This is Mona's bag.			√
4. He's bought a nice T-shirt online.	√		
5. It's not my fault. I received the wrong package			√

6 Write about your shopping/ online shopping experience in five sentences.

1. Go through the title of the task and read what is required from students.
2. Elicit some words from the students that can be used while writing and write them on the board.
3. If there is time, assign students five minutes to write the paragraph in groups, then elicit one or two students to read their paragraphs aloud and give them oral feedback.
4. If there is no time, assign it as home assignment and check their writings given them written feedback.

Unit 1
Lesson 4

6 Write a paragraph about your shopping / online shopping experience in 5 sentences

A Suggested Paragraph

I like shopping in stores and online. When I go to the store, I like to look at clothes and shoes. I enjoy seeing everything in person and trying things on. I also shop online. I find it easy and fun. I can see many things on my phone or computer, and it is very quick. I buy things like books or devices. The best part is that it comes to my house, so I don't need to go anywhere! Both ways of shopping are good for me.

Practice Book Answer Key

1 Read and match.

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

2 Read and complete.

- | | |
|---------------|-------------|
| 1. ourselves | 2. myself |
| 3. themselves | 4. yourself |
| 5. herself | 6. himself |

3 Write what the abbreviation ('s) stands for.

1. is
2. has
3. is
4. 's
5. has
6. 's

4 Write the pros and cons of online shopping.

Online shopping has many pros. you can shop anytime from home, so you don't need to travel. There is a lot of products and you can compare prices easily. It saves time and often has good deals. However, there are cons too. You can't see or touch the items before buying. Sometimes, items take a long time to arrive, and there may be extra shipping costs. You may not be able to get your money back.

Lesson (4)

Shopping with a Click

1 Read and match

1. I like technology, so I prefer to shop with a click while being at home.
2. I like shopping from this place, especially when I am in Cairo. It's a large building with many floors. I can find almost everything I need.
3. Dad was going nearby to buy what he wants. The shop assistant helps him get the things quickly.
4. Mum likes going there once a week. She says she likes to see all the things she wants to buy by herself from more than one seller.
5. My brother likes pulling the trolley and going there to see everything on the shelves, then get what he needs.

A 

B 

C 

D 

E 

2 Read and Complete the sentences with Reflexive Pronouns

(myself- himself- themselves- yourself- ourselves)

1. Ali and I have done all the shopping by ourselves.
2. I've cleaned my room by myself.
3. The boys have gone to school by themselves.
4. Have you done all the homework by yourself?
5. The girl cleaned the house by herself.
6. Nadia sometimes does the laundry by herself.

Lesson (4)

Shopping with a Click

4 Read and Write what ('s) is an Abbreviation for

1. Mona's wearing a beautiful red dress.	(is)
2. He's been to many foreign countries.	(has)
3. It's not my fault, so Mum is not angry.	(is)
4. Mona's dress is very beautiful.	(is)
5. She's done all the housework before going to her work.	(has)
6. The girl's eyes are green.	(are)

5 Write the pros and cons of online shopping

Unit 2

Future Jobs

Grammar

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

Phonics

- Word-final unstressed vowels, e.g., the unstressed er, ar, or, ir and ur

Language functions

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

Critical thinking

- Which of today's jobs will disappear in the future? Why?

Study skills

- Communication skills
- Research skills



A message to the Future

Lesson 1

A message to the future SB pages 36- 41, PB pages 16-17.

INTRODUCTION

ILOs

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

- discuss the potential future jobs and the skills required for those jobs.
- identify the key elements of the message presented in the dialogue and answer different types of question.
- use the correct form of the future simple tense in sentences.
- Engage in pair conversation about future job goals and the skills required
- recognize and pronounce word-ending syllables with unstressed vowels.
- write a paragraph about a future job that aligns with their interests including essential skills .

Materials:

Student's Book
Practice Book
Teacher's Guide

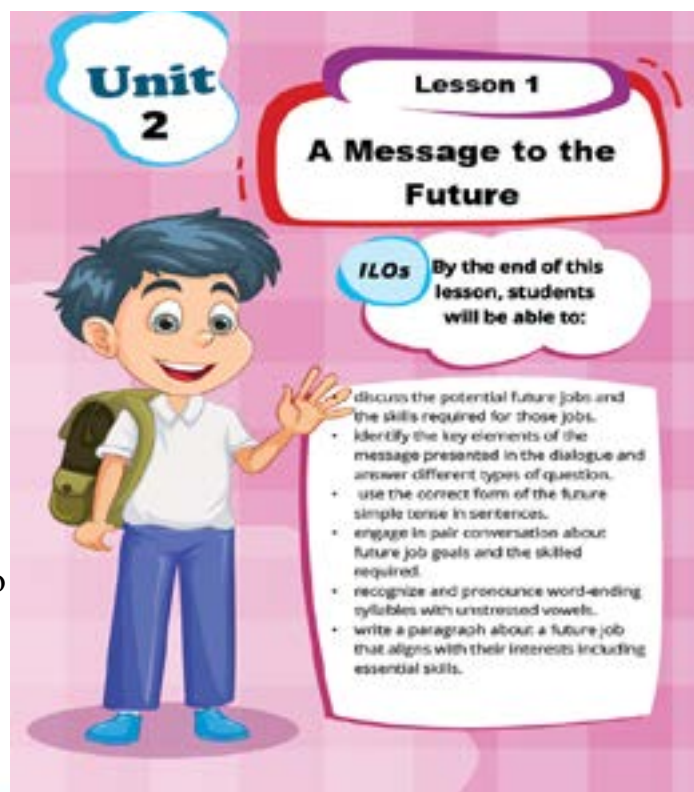
Vocabulary: strange, social media, influencer photogenic

Language: The future simple tense

Values: Appreciate the importance of science in our life and lifelong learning and adaptability

Warm up

1. Draw the students' attention to the title of the lesson, *A Message to the Future*.
2. Ask the students: What do you think this lesson is about? Encourage students to share their ideas and thoughts. Ask them about what they would like to send to the future.



1 Think and discuss.

1. Draw the students' attention to the picture of future jobs.
2. Ask them: What job do you want to have in the future?
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. I would like to become a software engineer in the future. I enjoy working with technology, solving problems, and creating new things.
2. Yes, I believe future jobs will require new skills because of the advancements in technology. Many future jobs will rely on advanced technologies. The kinds of future jobs skills will include
 - Technical Skill
 - Soft Skills
 - Communication Skills
 - Digital Literacy
 - Emotional Intelligence

2 Read and choose.

1. Ask students: What do you think about sending a message to your future self? What would you like to tell your future self about your dreams?
2. Ask students: What do the students need to get their dream job in the future?
3. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the

glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.

4. Tell students that they are going to read this text about 'Writing a message to the future.'

5. Ask students to read silently for two minutes to answer this question: What will you write in your message?

6. Elicit the answer to the question from students.

7. Read the text aloud and ask students to try to find answers to the questions.

8. After finishing reading, tell students that they have two minutes to check their answers with a peer.

9. Check answers as a whole class by asking pairs of students to read and answer the questions.

10. If there is time, choose three students to read the text.

1. What job would you like to do in the future?
2. Do you think future jobs will need new skills? What kinds of skills will future jobs need?

2. Read and choose

Mr. Adel: Good morning. Are you ready to try a nice activity today?
Class: Sure! What is it?
Mr. Adel: It's 'A Message to the Future'.
Class: 'A Message to the Future'? What a strange idea!
Mr. Adel: It's not strange and I'm sure you will enjoy it.
Donia: Who will we write the message to? and what will it be about?
Mr. Adel: You will write to yourselves. You will write about what job you would like to do in the future, and what skills you need to do this job. I'll put your messages in this special box and bury it in the playground and you can check them after fifteen years.
Heba: Wow! What an amazing idea! Should we just write the name of the job?
Mr. Adel: No. You should write why you chose this job and what skills you will need.

Answers:

1. c
2. d
3. c
4. c

3 Read these sentences and underline the verbs in the future.

1. Ask students: What do you plan to do tomorrow? Can you tell me something you think will happen next year?
2. Write students' answers on the board and underline verbs like will go, will study, and will visit to highlight the future tense.
3. Introduce the future tense and explain the structure of the future tense:

Affirmative: Subject + will + base verb (e.g., I will eat.)

Negative: Subject + will not/won't + base verb (e.g., I won't - eat.)

Interrogative: Will + subject + base verb? (e.g., Will you eat?)

4. Provide examples and explain their meanings and draw the students' attention to the top tip.
5. Read the sentences together as a class.
6. Ask students to underline or highlight the verbs in the future tense.
7. Ask students to write three sentences about what they will do tomorrow, next week, and next year. Encourage them to use positive, negative, and question forms.

Answers:

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

Unit 2
Lesson 1

3 Read these sentences and underline the verbs in the future

Top
Tip

The future simple tense

The future simple tense is used to express things that will happen in the future. It consists of will or shall followed by the verb in all persons.

Examples:

I will travel tomorrow.
He will be an astronaut when I grow up.
Will you go to the club next Friday?
It won't be a surprise because I'm afraid of blood.

You can use the future simple tense with words like tomorrow, next, in the future, in + a year in 2020.

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

4 Listen and complete the table




4 Listen and complete the table.

1. Draw the students' attention to the three pictures.
2. Ask them if they have ever seen the picture of the man in the first picture and if they know who he is, "Elon Musk". Tell them that he is an international entrepreneur.
3. Ask students what they think the persons in the other pictures do.
4. Elicit some essential skills for success in life and work today.
5. Tell students that they are going to listen to short texts about three jobs and they have to complete the table with the required skills.
6. Before they listen, go read the skills in the table for them.

7. Play the audio or read the text for the first job, then stop to check students' answers orally.

8. Do the same with the other two jobs.

9. Ask three students to read the necessary skills for each job; each student reads the skills for one job.

Listening Text

There will be future jobs that need new skills. For example, to be an entrepreneur, you need some skills such as good communication skills, flexibility to deal with the market, taking risks, and the ability to sell anything and everything to others. To be a social media influencer, you need to be confident and believe in talents and abilities of others. Influencers also need communication skills to explain their work to employers and interact with their followers. To be a good software developer, you need to have problem-solving skills and self-development skills, to work in team, and be good at math, time management and programming.

Unit 2
Lesson 1

The job	The skills
an entrepreneur	good communication skills an ability to take risks
an influencer	being confident
a software developer	problem-solving

5 Work in pairs



40

Answers

The job	The skills
An Entrepreneur	- good communication skills flexibility - taking risks
An Influencer	- being confident believe in talents and abilities - communication skills
A Software developer	- problems-solving work in team good at math, time management

5 Work in pairs.

1. Draw their attention to the pictures and ask them to mention their dreams in the future.
2. Ask the students about their future jobs?
3. Go through the Top Tip with students and explain the structures: What job would you like to do in the future? / What skills would you need to do this job? / How to respond to these questions.
4. Read the first model with a student.
5. Ask another pair of students to read the second model.
6. Invite other pairs to make and respond to these questions using the same structure.

6 Listen and match.

1. Begin by explaining what a schwa sound is: the most common vowel sound in English, often unstressed, and sounds like a quick, soft "uh."
2. Use simple examples like farmer and doctor to demonstrate the concept.
3. Write the word endings (-er, -ar, -or, -ir, -ur, -re) on the board.
4. Use phonetic symbols (/ə/) to show how these endings are pronounced similarly.
5. Draw the students' attention to the top tip.
6. Provide an audio recording of the words (doctor, influencer, software, flower, souvenir, caterpillar) or pronounce them clearly yourself and emphasize the unstressed ending syllables.

7. Ask students to repeat after you, focusing on the schwa sound in each word.
8. Ask students to listen carefully to the words again (play audio or repeat them).
9. Match the word stems with the correct endings, either individually or in pairs/groups.
10. Go over the correct answers with the class and highlight how all the endings sound similar because of the schwa sound.

Answers:

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

Unit 2 Lesson 1

6 Listen and match

Top Tip
The most 'moving' syllables /er, ar, or, ir, ur and re are pronounced as a schwa sound /ə/. e.g. farmer, doctor, entrepreneur, software developer.

Unstressed syllables

(A)	(B)
1. doctor.....	A. ...ar
2. influencer.....	B. ...or
3. software.....	C. ...ir
4. flower.....	D. ...ur
5. souvenir.....	E. ...er
6. caterpillar.....	F. ...re

7 Write a paragraph about a future job.

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

41

7. Write a paragraph about future job.

1. Hold a brief class discussion on the concept of future jobs.
2. Ask students what they think jobs will look like in 10–20 years.
3. Mention examples like AI Specialist, Drone Operator, or Space Tour Guide.
4. Discuss one future job in detail, like an AI Trainer, and explain its role
5. and required skills.
6. Provide a list of future job ideas or ask students to choose one they find interesting (e.g., robotics engineer, virtual reality designer, or sustainability consultant).
7. Guide students to reliable websites or suggest using search engines effectively to find relevant information.
8. Provide Key Questions for Research:
 - What does this job involve?
 - What are the essential skills or qualifications required?
 - Who is a famous person or company associated with this job?
9. Have students exchange their work with classmates for feedback on content, grammar, and creativity.
10. Ask students to write about another future job or update their paragraph based on feedback.
11. If there is no time, assign it as home assignment and check their writings given them written feedback.

Suggested paragraph

A Software developer is a vital job in the future as technology advances and becomes an even bigger part of our lives. Software developers create, test, and maintain programs and applications used in everything from smartphones to medical devices. In the future, they will play a significant role in developing artificial intelligence (AI), virtual reality (VR), and cyber security solutions. Essential skills for a software developer include proficiency in programming languages, problem-solving abilities, and strong teamwork and communication skills. Companies like Google, Microsoft, and Tesla rely heavily on software developers to drive innovation. This job is crucial for shaping the technologies that will define our future.

Practice Book Answer Key

1 Read and answer.

1. She works for a company that makes mobile apps and she writes and tests computer programs to make sure they work correctly.
2. She has been working as a programmer for five years.
3. She likes her job because it is creative and allows her to solve problems and improve apps.

4. a 5. b 6. c

2 Read and match.

1. b
2. c
3. a

3 Circle the odd one out.

1. cookies
2. life
3. nurse
4. playground
5. calculator

4 Listen and complete.

1. I took a picture of a sailor and his son helping him..
2. She is a clever math teacher
3. Tourists like to buy souvenirs from Khan El-Khalily.
4. There is a caterpillar on the flower.
5. The dinosaur is an extinct animal.

Lesson (T)

A Message to the Future

1 Read and answer

Nadia is a software programmer. She works for a company that makes mobile apps. Every day, Nadia writes and tests computer programs to make sure they work correctly. She enjoys solving problems and finding new ways to improve the apps. Nadia learned programming in college and has been working in this field for five years. She likes her job because it is creative. At work, Nadia collaborates with her team to complete projects on time. They often have meetings to discuss new ideas and fix any issues in the apps. In her free time, Nadia likes to read books about new programming techniques and sometimes creates fun apps to share with her friends. She believes programming is a great career because it helps people and makes life easier.

A) Answer the following questions:

1. What does Nadia do at her job?
She works for a company that makes mobile apps and she writes and tests computer programs to make sure they work correctly.
2. How long has Nadia been working as a programmer?
She has been working as a programmer for five years.
3. Why does Nadia like her job?
She likes her job because it is creative and allows her to solve problems and improve apps.

B) Choose the correct answer:

4. The apps that Nadia's company make are...
a. mobile apps b. video games
c. websites d. desktop tools
5. Nadia spends her free time...
a. playing video games b. reading books
c. watching TV d. writing codes
6. Nadia believes that programming is...
a. boring and repetitive b. hard to learn
c. helpful d. not useful

16

Lesson (T)

A Message to the Future

2 Read and Match

1. A social media influencer	a. (...) You need to have problem-solving skills and be good at math, time management and programming.
2. An Entrepreneur	b. (...) You need to be a photographer. You should focus on the content that interests people.
3. A Software Developer	c. (...) You need some skills such as good communication skills. Flexibility to deal with one's tasks.

3 Circle the odd one out:

1. software developer	- doctor	- entrepreneur	- cookies
2. life	- boring	- helpful	- exciting
3. communication	- nurse	- creativity	- problem-solving
4. computer	- mobile	- laptop	- playground
5. school	- calculator	- office	- park

4 Listen and Complete

Read the sentences and complete the missing letters with (er, ar, or, le, ur and re)

1. Mum is a famous doctor.
2. I took a picture of a sailor and his son helping him.
3. She is a dev... maths teacher.
4. Tourists like to buy souvenirs from Khan El-Khalily.
5. There is a caterpill... on the flower.
6. The Dinosaur... is an extinct animal.

17

UNIT 2

Acosmic agventure

Lesson 2

A cosmic adventure SB pages 42-47, PB pages 18-19.

INTRODUCTION

ILOs

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

- complete the table about famous historical figure, based on a listening text.
- Recognize rules for adding plural s
- convert singular nouns into their plural forms.
- recognize words with silent /c/.

Materials:

Student's Book
Practice Book
Teacher's Guide

Vocabulary: scorpion, constellation, mystery, detectives, galaxy, gravity

Language: Plural nouns

Values: Appreciate the importance of science in our life

Warm up

1. Ask students: If you could visit any planet, which one would you choose and why?
2. Tell students to imagine you're on a space adventure—floating through the stars, exploring new planets, and meeting new life forms then, ask students: What kind of creatures or aliens do you think we might meet on a cosmic adventure?

1 Think and discuss.

1. Draw the students' attention to the picture of night sky.
2. Ask them: What do you see when you look at the night sky?
3. Read the questions aloud for the students.
4. Put students into pairs to discuss the questions.



Suggested answers

1. In the night sky, you might see stars twinkling brightly, as well as planets like Venus or Jupiter shining steadily. You could also spot a satellite slowly moving across the sky.

2. As a space scientist, I could use powerful telescopes to explore the moon's surface in detail.

2 Read and tick (✓) or (×). Correct the false one.

1. Ask students: What they already know about space, stars, and gravity to activate prior knowledge.
2. Ask students: How does gravity affect us here on Earth?
3. Teach the new vocabulary. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
4. Tell students that they are going to read a text about space and the universe, and their task will be to read and determine whether the statements that follow are true or false.
5. Elicit the answer to the question from students.
6. Read the text aloud and ask students to try to find answers to the questions.
7. Draw the students' attention to the top tip.
8. After finishing reading, tell students that they have two minutes to check their answers with a peer.
9. Check answers as a whole class by asking pairs of students to read and answer the questions.
10. If there is time, ask students to summarize the text.

Unit 2
Lesson 2

1 Think and discuss



1. This is the night sky. What kinds of things might you see twinkling above?
2. If you were a space scientist, what amazing things do you think you could use and see if you looked at the moon?

2 Read and tick (✓) or (×). Correct the false one

Imagine you are on a camping trip, looking up at the night sky and watching a giant lion, a bear, or even a **scorpion**! That's what ancient people did. We call these patterns '**constellations**'. The universe is like a giant mystery book. Scientists are the **detectives**, trying to solve the puzzles and uncover the secrets. Some pages of the book are easy to read. We can see stars and planets, but they look small because they're far away. Stars are huge burning balls of gas. Some stars are closer to us than others, although they appear to be the same size.



43

Answers:

1. (✓)
2. (✓)
3. (✓)
4. (×)
5. (×)

3 Listen and complete the table.

1. Draw the students' attention to the picture.
2. Ask them: What can you see? What do you think the job of this person is? Where do you think works?
4. Elicit some essential skills for success in life and work today.
5. Tell students that they are going to listen to short text about Yuri Gagarin and they have to complete the table with the required information.
6. Draw the students' attention to the top tip.
7. Before they listen, go read the required items in the table for them.
8. Play the audio or read the text for the first part, then stop to check students' answers orally.
9. Do the same with the other two parts.
10. Ask three students to read the necessary information for each column; each student reads the required information for each part.

Listening Text

Have you ever heard or read about a famous Russian astronaut called 'Yuri Gagarin'? Do you know that he was the first person to travel into space on the 12th of April, 1961? Yuri Gagarin made history when he went on this dangerous trip to space. He is so famous in the history of astronomy because he was the first man to orbit the Earth and his flight took 108 minutes. Gagarin was 27 years old when he went on this historic trip, but he managed to show other astronauts how to break the frontier of the atmosphere.

Gagarin became a cultural hero in his country. Even today, more than sixty years after the historic flight, Gagarin is widely celebrated in Russian space museums, with many statues displayed in his honor. It's no surprise that his remains are buried at the Kremlin in Moscow, and part of his spacecraft is on display at the RKK Energiya museum.

Suggested answers

Before you listen:

1. He is an astronaut.
2. He works in the space.

Unit 2
Lesson 2

3 Listen and complete the table



Before you listen discuss the following questions:

1. What do you think the job of this person is?
2. Where do you think he works?

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

Famous character	nationality	job	Why is he so famous in history?	When did he go on this historic flight?	How long did his flight take?	Where were his remains buried?
Yuri Gagarin	-----	-----	-----	-----	-----	-----

Did you know?

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

45

Answers

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

Famous Character	Nationality	Job	Why is he so famous ?in history	When did he go on this historic ?flight	How long did his ?flight take	Where are his remains bur-?ied
Yuri Gagarin	Russian	Astronaut	He was the man to orbit .the earth	on the 12th of April, 1961	108 minutes	At the Kremlin in .Moscow

1.Explain what plurals are: Plurals are used when we are talking about more than one thing.

2.Explain to students that they are going to learn how to form plurals in different ways based on certain rules. Each rule or clue is given in a riddle-like format, and they will have to figure out what the plural form is based on these clues.

3.Read the riddle aloud first, emphasizing key parts of the rhyme, and ask students what they think the plural form of the noun could be.

4.Draw the students' attention to the top tip.

5.Go over the first part of the activity, explaining each clue and how it relates to plural forms.

Clue 1: I'm plural 'S'. I'm here to clear the mess. With me, things mean two or more.

- Explain that in most cases, nouns are made plural by adding "s". Write some examples on the board:

Unit 2
Lesson 2

4 Read and complete the table

I'm plural 's'. I'm here to clear the mess. With me, things mean two or more. Watch me in a group of boys with their cats sitting on chairs.

If you need more than one dish, add 's' before me and do the same with 'bus'. Dishes, buses, boxes and watches all add 's' before 's'.

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

Finally, be careful with knife and also with wife. You must use 'ves'. Knives and wives share the same rhyme.

Top Tip

Rules for adding plural 's'

Add s	Add es	Add ies	add ves
			
for most nouns end	for nouns that end in sh, ch, s, ss, x, z	for most nouns that end in a consonant y	for nouns that end in f or fe
Cats	dishes	flies	knives

s	ies	ves
things	flies	knives

46

Clue 2: Watch me in a group of boys with their cats sitting on chairs.

- This reinforces the idea of plural “s” with examples involving people or animals in a group. Discuss that “boys,” “cats,” and “chairs” are all plural.

Clue 3: If you need more than one dish, add ‘e’ before me and do the same with ‘bus’.

- Here, explain that for words ending in “sh,” “ch,” “s,” “x,” or “z,” you add “es” to make them plural:
- dish → dishes
- bus → buses

Clue 4: Dishes, buses, boxes and watches all add ‘e’ before ‘s’.

- Provide additional examples:
- box → boxes
- watch → watches
- bus → buses
- Emphasize the addition of “es” after these consonants.

Clue 5: My work isn’t done yet. With words that end with ‘y’ that comes after a consonant.

- This clue helps students understand how to handle words ending in “y.”
- When a word ends in “y” after a consonant, **change the “y” to “ies”**:
 - baby → babies
 - fly → flies

Clue 6: Take care of the flies and watch what happens when you give babies a kiss.

- This reinforces the “y” to “ies” rule with additional examples like **flies** and **babies**.

Clue 7: Finally, be careful with a knife and also with a wife. You must use ‘ves’.
Knives and wives share the same rhyme.

1. Explain what plurals are: Plurals are used when we are talking about more than one thing.
2. Explain to students that they are going to learn how to form plurals in different ways based on certain rules. Each rule or clue is given in a riddle-like format, and they will have to figure out what the plural form is based on these clues.
3. Read the riddle aloud first, emphasizing key parts of the rhyme, and ask students what they think the plural form of the noun could be.
4. Draw the students' attention to the top tip.
5. Go over the first part of the activity, explaining each clue and how it relates to plural forms.

Clue 1: I'm plural 'S'. I'm here to clear the mess. With me, things mean two or more.

- Explain that in most cases, nouns are made plural by adding "s". Write some examples on the board:
 - dog → dogs
 - chair → chairs
 - cat → cats

Clue 2: Watch me in a group of boys with their cats sitting on chairs.

- This reinforces the idea of plural "s" with examples involving people or animals in a group. Discuss that "boys," "cats," and "chairs" are all plural.

Clue 3: If you need more than one dish, add 'e' before me and do the same with 'bus'.

- Here, explain that for words ending in "sh," "ch," "s," "x," or "z," you add "es" to make them plural:
 - dish → dishes
 - bus → buses

Clue 4: Dishes, buses, boxes and watches all add 'e' before 's'.

- Provide additional examples:

- Here, explain the rule for words ending in “f” or “fe.”
 - To make these words plural, you change “f” or “fe” to “ves.”
 - knife → knives
 - wife → wives
1. Ask students to work in pairs or small groups to fill in the plural forms and complete the table.
 2. Once students have completed the activity, go over the answers as a class.

Answers

S	Es	ies	ves
things	dishes	flies	knives
boys	buses	babies	wives
cats	boxes		
	watches		

5 Change the nouns in parentheses from singular into plural.

1. Review the different forms between singular and plural nouns.
2. Read each sentence aloud, focusing on the nouns in parentheses.
3. Discuss the rules for converting them into plural form.
4. Work through the first example with the class.
5. Draw the students’ attention to the top tip.
6. Allow students to try the rest of the sentences independently or in pairs, but give hints if necessary.
7. After students have completed the sentences, go over the answers as a class. For each plural form, ask students to explain why they made that choice (e.g., “Why did you change ‘knife’ to ‘knives’?”).

Unit 2
Lesson 2

5 Change the nouns in parentheses from singular into plural

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

Top Tip

Plural 's' is pronounced as:
 /s/ as in cats and hats
 /z/ as in dogs and wolves
 /əz/ as in watches and trucks

plural 's'

Answers:

1. Dogs / wolves
2. brothers / sisters
3. knives
4. dresses
5. robots
6. Toys / boxes
7. insects / flies

1. Play the audio (if available) or read each sentence aloud again. After each sentence, give students time to circle the words with a silent “c.”
2. After completing the activity, go over the sentences with the class and confirm which words have a silent “c.”

Answers:

1. scene
2. scenario
3. scissors
4. descend
5. fascinated

1 Circle the words with silent ©.

1. Tell students that in English, some words have silent “c”: for example, in “scene”, the “c” is silent and only the “s” sound is heard while the letter “c” is usually pronounced (as in cat, cake), in some words, it is silent.
2. Tell students they are going to listen to sentences and identify the words with a silent “c” by circling them.
3. Make sure they understand that some words may have a “c” that is not pronounced, and their job is to identify those.

6 Listen and circle

Top Tip

silent 'c'
The letter 'c' is silent when it follows the letter 's', e.g., scissors, muscle, fascinate, and scene.

1. This actor won't act well in the scene.
2. It's not a good scenario. It needs a lot of changes.
3. Children should not use the scissors. They're dangerous.
4. Be careful when you descend the ladder.
5. She was fascinated by people's clothes in the festival.

Practice Book Answer Key

1 Look and underline the correct choice.

1. scarves
2. dogs
3. glasses
4. Boys
5. strawberries
6. watches

2 Listen and complete.

Scientists build **spaceships** to explore the mysteries of space. A spaceship can travel through the **galaxy** to study stars and planets. It helps scientists understand how stars shine and how planets **spin** on their axes. Spaceships can also orbit around planets to take pictures and collect data. While traveling through space, a spaceship sends information back to **Earth**. This helps scientists learn more about our galaxy and beyond.

6. watches

3 Listen , read , and circle the words with silent /c/.

- | | |
|------------|-------------|
| 1. descend | 4. school |
| 2. muscles | 5. scissors |
| 3. science | 6. crescent |

4 Write the plural of the words between brackets

1. knives
2. books
3. dishes
4. lorries
5. toys

5 Punctuate the following:

What job would you like to do in the future?

INTRODUCTION

ILOs

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

- hold a discussion about NASA and the skills required for working there.
- Read a text about NASA for specific information.
- differentiate between words with the same letter string that have similar or different pronunciation.
- apply the concept of subject- verb agreement in sentences correctly.

Materials:

Student's Book
Practice Book
Teacher's Guide

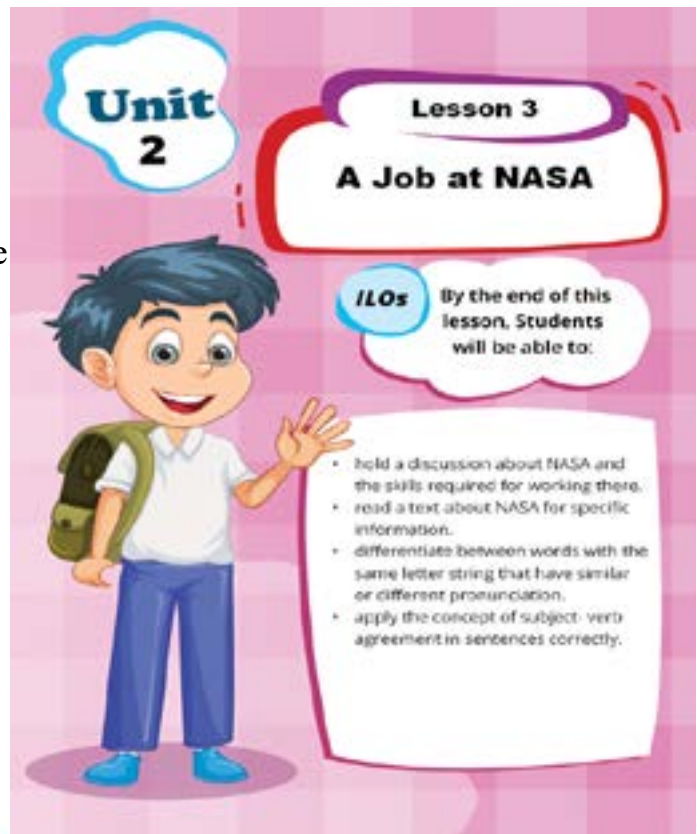
Vocabulary: agency, explorations, alternatives, requirements

Language: Subject- verb agreement

Values: Appreciate the importance of science in our life

Warm up

1. Ask students: Do you know what does NASA stand for?
2. Guide them to say NASA stands for the National Aeronautics and Space Administration.
3. What do you think the essential skills needed if someone wants to work at NASA?
4. Elicit some information related to NASA as possible as you can.



1 Think and discuss.

1. Draw the students' attention to the picture of NASA.
2. Ask them: What do you know about NASA?
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. Some workers, like astronauts, travel to space to conduct experiments and gather data. Scientists at NASA study space and celestial bodies like the Moon, Mars, and distant stars. Engineers design spacecraft, rockets, and technology used for space missions.
2. No, there are many different roles at NASA beyond astronauts and scientists! While astronauts and scientists are the most well-known, NASA also needs engineers to build spacecraft, technicians to maintain equipment.
3. If someone wants to work at NASA, they need both technical skills and soft skills.

2 Read and choose.

1. Ask students: "Have you heard about NASA's space explorations?"
2. Teach the new vocabulary. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.

3. Tell students that they are going to read this text about 'NASA's location, workers, dreams, and requirements.

4. Ask students to read silently to answer this question: "What types of people work at NASA?"

5. Read the text aloud and ask students to try to find answers to the questions.

6. After finishing reading, tell students that they have two minutes to check their answers with a peer.

7. Check answers as a whole class by asking pairs of students to read and answer the questions.

Unit 2
Lesson 3

1 Think and discuss



1. What do you think workers at NASA do?
2. Do you think that only astronauts and scientists can work at NASA?
3. What do you think the essential skills for working at NASA are?

2 Read and answer

Have you ever watched reports about NASA? Have you ever heard about people working there? Well, here is some information about this American agency that will help you learn more about it.

NASA stands for the National Aeronautics and Space Administration. It is located at NASA Headquarters in Washington, DC. It was founded in 1958. Since then, it has led a lot of American space **explorations**. NASA supports the International Space Station and its science is focused on better understanding of the Earth and the solar system. Through their scientific discoveries, scientists and astronauts working at NASA always try to understand space well. They dream of finding life on other planets and establishing an **alternative** place for humans to live in.



49

Answers:

1. NASA stands for the National Aeronautics and Space Administration.
2. It is located at NASA Headquarters in Washington, DC.
3. They dream of finding life on other planets and establishing an alternative place for humans to live.
4. Engineers, mathematicians, accountants, writers, IT specialists, project managers, public relations managers,
5. They are U.S. citizenship, a bachelor's degree in a science, technology, engineering, or math (STEM) field; and at least three years of related experience.



3 Listen and tick (✓) if the underlined words have the same pronunciation or (X) if they don't.

1. Tell students that they're going to practice listening for words that sound the same and words that sound different. Some words may look similar, but they might not sound the same.
2. Provide the students with examples like "eight" and "weight" might seem different in spelling but have a similar pronunciation.
3. Sounding different: Words that look similar but are pronounced differently, like "head" and "beard."
4. Play the audio or read the sentences out loud to the students, pausing after each one so they can think about the pronunciation.
5. Ask students to listen closely for similarities or differences in pronunciation.
6. After listening, students should tick (✓) if the words in the sentence sound the same, or cross (X) if they don't.
7. Give students a moment to mark their answers.
8. Check the answers with the class.

Answers:

1. (X)
2. (✓)
3. (X)
4. (x)
5. (✓)
6. (X)
7. (X)

Unit 2 Lesson 3

3 Listen and tick (✓) if the underlined words have the same pronunciation or (X) if they don't

1. Although there was enough space. I couldn't sit comfortably. (X)
2. Eight men are overweight. (✓)
3. I can hear your heart beats, dear. ()
4. It's clear that there was an earthquake near this village. ()
5. Don't treat me in such a rough and tough manner. ()
6. Head, ear and beard are body parts. ()

4. Underline the subject and the verb in these sentences.

1. Explain what a subject and verb are:
 - Subject: The person, animal, thing, or idea that is doing or being something in the sentence.
 - Verb: The action or state of being in the sentence.
2. Give simple examples: "She runs." ("She" is the subject, "runs" is the verb.) "They are happy." ("They" is the subject, "are" is the verb.)
3. Draw the students' attention to the top tip.
4. Tell students that they need to underline the subject and verb in each sentence.
5. Discuss why each underlined word is the subject and verb. For example, in sentence 2, "Aly and Omar" are the ones who are described, and "are" links them to the description of being clever.
6. After guiding them through a couple of examples, give students time to work on the rest of the sentences on their own. Encourage them to carefully think about who is doing the action (subject) and what the action or state is (verb).
7. After students have completed the task, go over the sentences one by one and discuss the answers.

4 Underline the subject and the verb in these sentences

Top Tip

subject-verb agreement
In standard English, it's necessary to use subject-verb agreement.
Examples:
• She reads a story every Friday.
• They go to the club twice a week.

1. He always works hard.
2. Aly and Omar are clever pupils.
3. They do their homework every day.
4. the kid has two eggs and drinks a glass of milk for breakfast.
5. Success isn't difficult to achieve.
6. My water bottle is empty.
7. the boy or the girls are responsible for the accident.
8. the girl or the boy is responsible for the accident.

Answers:

1. He always works hard.
2. Aly and Omar are clever pupils.
3. They do their homework every day.
4. The kid has two eggs and drinks a glass of milk for breakfast.
5. Success isn't difficult to achieve.
6. My water bottle is empty.
7. The boy or the girls are responsible for the accident.
8. The girls or the boy is responsible for the accident.

5 Read and choose the correct verb.

1. Review the subject-verb agreement.
2. Model the first two examples with the students. Emphasize that uncountable nouns, such as milk, sugar, and rice, take "is" and not "are." Also, point out that abstract nouns (like "failure," "success," etc.) take the singular form of the verb.
3. After discussing the answers together, have students work individually or in pairs to complete the remaining sentences.
4. Highlight exceptions or special cases, such as: Either/or and neither/nor: These take a verb that agrees with the noun closest to the verb. For example, "Ahmed or his sisters have a problem" (because "sisters" is plural).
5. Walk around and check for understanding. Offer help if students are unsure about subject-verb agreement.

Answers:

- | | |
|-----------------|----------|
| 1. is | 4. have |
| 2. are | 5. have |
| 3. cooks/washes | 6. isn't |

5 Read and Choose the Correct Verb

1. There (is / are) some milk in the glass.
2. the boy and girl (is/ are) playing together.
3. Dina(cooks / cook) food and (washes / wash) the dishes
4. Ahmed and his sisters(has / have) a problem with maths.
5. Ahmed or his sisters (has / have a problem) with maths.
6. Failure(isn't / aren't) the end, but a sign to try again.

Practice Book Answer Key

1 Look at the following jobs and tick the ones that can be at NASA.

Students' own answer

2 Read the following sentences and underline the words with the same pronunciation.

1. She is afraid. I can clearly hear her heart beats
2. She speaks in a tough and rough way.
3. Don't speak loudly near my ear.
4. Eight bags! The weight limit is heavy at the airport.
5. It is clear that the killer is near here
6. Although and though almost have the same spelling.

3 Read the sentences and circle the correct verb.

- 1 My family **has** / have one big car for all of us.
- 2 Ahmed and his sister is / **are** going on a school trip.
- 3 Either the boy or the girls has / **have** the house keys.
- 4 In Egypt, education **is** / are free for children.
5. She always clean / **cleans** the house then cook/ **cooks** lunch.

4 Read and correct.

- 1.Are the boys hungry? / Is the boy hungry?
- 2.Where is my box of chocolates?/ Where are my boxes of chocolates?
- 3.My sister always cuts her hair./ My sisters always cut their hair.
- 4.How old are your father and mother?
- 5.There is not any information about this point.
- 6.The girl, as well as her parents, is happy for her success.
- 7.Her daughter or sons clean the house every day.

AI is the Futured

Lesson 4

AI is the future!

SB pages 53-58 , PB pages 22-23 .

INTRODUCTION

ILOs

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

- express their opinions on a discussion about the intelligence of different creatures and machines.
- identify the basic concepts of artificial intelligence (AI) and its applications.
- engage in meaningful discussions about the potential impacts of (AI).
- identify apostrophes to indicate possession or contractions in sentences.
- form contractions from full phrases.
- identify the main events, characters, and the setting in the myth to answer some questions.

Materials:

Student's Book
Practice Book
Teacher's Guide

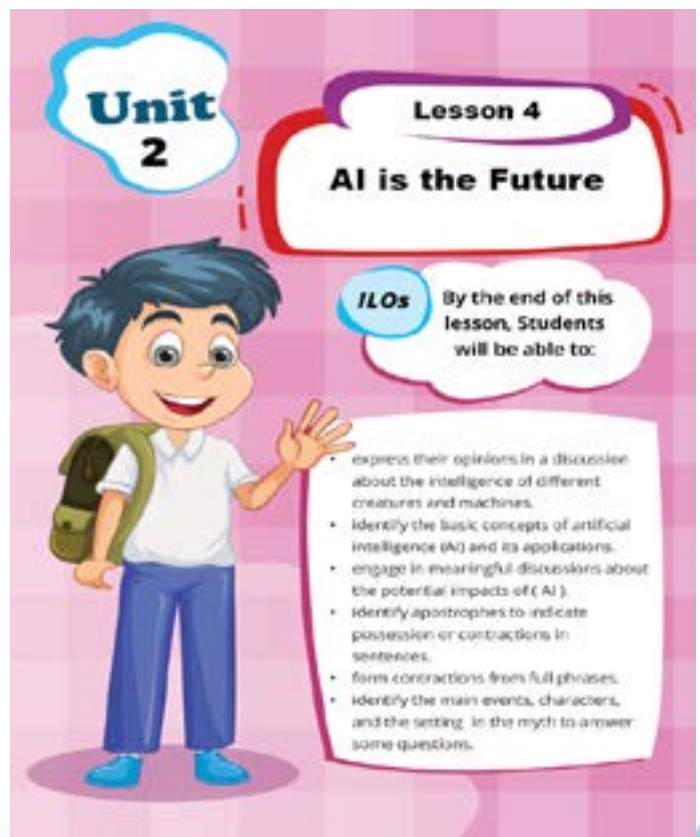
Vocabulary: depend on, exactly, outputs, bravery, threatened, kidnap, determination

Language: The apostrophe ('s) to show possession and contraction

Values: Appreciate the importance of science in our life and lifelong learning and adaptability

Warm up

1. Ask students: Have you used any AI tools before? What did you do?
2. "What if robots could help clean up the oceans?" or "How could AI help in solving climate change?"
3. Encourage them to think about how AI could improve things they care about.



1 Think and discuss.

1. Humans are the most intelligent creatures on Earth. The human brain has an incredible ability to think abstractly, solve complex problems, create art, and adapt to new situations.
2. No, I don't. I don't think they're more intelligent than humans overall. AI doesn't possess emotions, creativity, or the ability to understand the world in the same deep way that humans do.
3. No, I don't. I don't think robots will replace all human jobs. Jobs in fields like healthcare, education, and arts likely won't be fully replaced by robots, because humans connect with other humans in ways that machines can't imitate.

Suggested answers

1. Humans are the most intelligent creatures on Earth. The human brain has an incredible ability to think abstractly, solve complex problems, create art, and adapt to new situations.
2. No, I don't. I don't think they're more intelligent than humans overall. AI doesn't possess emotions, creativity, or the ability to understand the world in the same deep way that humans do.
3. No, I don't. I don't think robots will replace all human jobs. Jobs in fields like healthcare, education, and arts likely won't be fully replaced by robots, because humans connect with other humans in ways that machines can't imitate.

2 Read and choose.

1. Ask students:
 - In what areas do you think AI is used in everyday life?
 - How might AI change the way we work in the future?

2. Show examples of AI tools (like ChatGPT, voice assistants, or even AI art generators) and ask the students how these tools could help or change tasks they already do.

art generators) and ask the students how these tools could help or change tasks they already do.

3. Tell students that they are going to read a dialogue about 'AI, and the future jobs.

4. Teach key vocabulary and draw the students' attention to the words in bold.

5. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.

6. Ask students to read let them read it in pairs or small groups.

7. Use the statements (a-f) provided and ask the students to decide whether they're true or false based on what they learned from the dialogue. You can do this as a class or have students work in pairs to discuss and answer.

Unit 2
Lesson 4

1 Think and discuss



1. Who do you think the most intelligent creature on earth is?
2. Do you think computers or robots are more intelligent than humans? Why?
3. Do you think robots can replace all the jobs that humans do? Why?

2 Read and tick (✓) the true sentences



Ayman: What are you reading, Dad?
Dad: a book about artificial intelligence (AI) that will change the future of work and I want to be ready.
Ayman: Ready for what? Can you explain this topic a little bit to me?

54

8. Elicit the answer to the question from students.

9. Read the dialogue aloud and draw the students' attention to critical thinking question to answer.

10. After finishing reading, tell students that they have two minutes to check their answers with a peer.

11. Check answers as a whole class by asking pairs of students to read and answer the questions.

12. If there is time, choose two students to read the text.

Answers:

1. (X)

2. (✓)

3. (X)

4. (x)

5. (✓)

6. (X)

7. (X)

Read the first model with the student.

Ask another pair of students to read the second model.

Invite other pairs to make and respond to opinions using the same structure.

3 In pairs, ask and answer about AI expressing your opinion.

1. Teach phrases and expressions students can use to express their opinions, agree, or disagree. For example:

- Expressing opinions: "I think...", "In my opinion...", "I believe..."
- Agreeing: "I agree with you", "You're right", "I think so too"
- Disagreeing: "Not really", "I don't think so", "I see your point, but..."
- Providing reasons: "Because...", "For example...", "This is why..."

2. Model these expressions with an example conversation.

3. Explain the structures 'I think AI can cause many problems, do you agree with me?' and 'Not really. I guess AI helps us do our work fast.....' and how to respond to this opinion.

Unit 2
Lesson 1

The job	The skills
an entrepreneur	good communication skills an ability to take risks
an influencer	being confident
a software developer	problem solving

5. Work in pairs

What job would you like to do in the future?

I'd like to be an entrepreneur.

What skills will you need to do this job?

Good communication skills, flexibility, and an ability to take risks.

40

4 Read and write what (') stands for: Contraction or possession.

1. Explain the two main uses of the apostrophe:
2. **Contraction:** The apostrophe replaces missing letters in a shortened form of two words.
3. **Possession:** The apostrophe shows that something belongs to someone or something.
4. Provide students with examples: Contraction: She'll (She + will), isn't (is + not) and possession: My sister's dream
5. Model the first two examples with the class.
6. Draw the students' attention to the top tip.
7. Tell students to Look at each sentence and decide if the apostrophe is showing possession or a contraction. Ask them to write the correct word ("contraction" or "possession") in the blank spaces provided.

Answers:

1. contraction
2. possession
3. contraction
4. possession
5. possession
6. contraction
7. possession

Unit 2 Lesson 4

4 Read and write what (') stands for: contraction or possession

1. She'll travel to London next month. (Contraction)
2. My sister's dream is to become a famous engineer. (Possession)
3. Let's have lunch at the club today. (.....)
4. This is a women's clothes store. (.....)
5. the girls' dresses are the same color. (.....)
6. Mom isn't at work today. She is ill. (.....)
7. Adam and Ayman's mother will give them presents. (.....)

5 Write the contractions if possible. If no contraction is possible, write No contraction.

1. After reviewing the rules and model one example, have students work in pairs or small groups to complete the rest of the activity.

2. Ask them to look at each sentence and decide if a contraction is possible and write it down.

2. Once students finish, go over the answers together. Ask students to explain why certain sentences have contractions and others don't.

Answers

1. No contraction

2. **What's** your favorite subject?

3. I **can't** go to park with you now?

4. **No contraction**

5. **It'll** be hot and sunny for the whole week.

6. Mona **doesn't** like dairy products.

6 Read the myth, then answer the questions.

1. Explain what a myth is - an idea or story that many people believe, but it is not a fact or even true. Explain that myths often teach moral lessons or explain natural phenomena.

2. Draw the students' attention to the top tip.

3. Before reading, tell the students that they are going to read about a clever and brave dwarf named Tut who saves his homeland from a giant robot.

4. Ask them what they think the story might be about based on this brief description (This will get them thinking about the themes of bravery, adventure, and overcoming challenges).

5. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.

6. Have students take turns reading sections of it. This helps with pronunciation and keeps them engaged. Encourage students to focus on the main events and characters of the story.

7. After reading a section, pause and ask students questions to check comprehension. For example:

- What does the giant robot Roby want?
- How does Tut plan to defeat Roby?

Answers:

1. The ancient land of 'Dwarfs' Land', many years ago
2. Students' own answers. (Suggested answer: an axe and a tractor)
3. In Tut's homeland
4. People's safety and happiness
5. bravery
6. Students' own answers. (Suggested answer: yes, I would, because he is loyal and honest.

5 Write the contractions if possible. If no contraction is possible, write No contraction

1. Is it a cat? No contraction
2. What is your favorite subject? What's your favorite subject?
3. I can not go to the park with you now.
4. Shall we play football after school tomorrow?
5. It will be hot and sunny for the whole week.
6. Mona does not like dairy products.

My Institute Future Jobs Magazine

1. The aim of the projects is to promote students' collaboration and communication skills; in addition to understanding how to interview others, write their responses, and report the answers.
2. In groups, the students are going to interview three of their classmates, asking each one five questions about future jobs and the required skills.
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 assigns one week for the students to finish their surveys.
5. Each group of students will choose a speaker to report the results of their survey to the whole class.
6. Assess the students' projects using a rubric.
7. Give supportive feedback for all the groups, showing the points of strength and points of weakness.

Practice Book Answer Key

1 Read and choose the correct answer.

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

2 Read and add the apostrophe ('), then write what (') stands for: Contraction or possession.

1. I'll go to the city Centre in the evening. (Contraction)
2. She's my best friend. (Contraction)
3. Heba and Mona's dresses are very beautiful. (Possession)
4. This shop is for kids' toys. (Possession)
5. She won't go to school tomorrow. (Contraction)
6. I saw Ramses' statue at the museum. (Possession)

3 Read and write the shortened forms.

1. I'm busy doing my homework at the moment.
2. Mona doesn't like green tea.
3. I won't go to Alex this summer.
4. They're playing football.
5. She's got a prize for her short fiction story.

4 Write a paragraph about AI.

AI is used in many everyday tasks to make them faster and easier. For example, virtual tools like Siri and Google use AI to answer our questions and give us information quickly. AI is also used in smartphones for facial recognition, making it easier to unlock our devices. It helps in customer service by giving instant responses to questions. AI can solve problems by looking at data and suggesting solutions, such as helping doctors diagnose illnesses or managing traffic to avoid jams. AI is important for the future because it makes our lives more efficient, solves complex problems, and makes things more convenient.

Review 1

Lesson 1

SB pages 60-61

INTRODUCTION

ILOs

- To revise the vocabulary and language from units 1 and 2

Vocabulary: Means of transportation

Words related to school, e.g., school subjects

Language: The future simple tense

Values: Appreciate the importance of science in our life and lifelong learning and adaptability

Warm up

- Write the title of the unit, *Now and Then!* in a big circle on the board.
- Elicit what students still remember from this unit.
- Ask them: How is technology now different from five years ago?

1 Look and write how do these people go to school or work.

- Ask students to look at the four pictures and say the means of transportation.
- Ask a student to read the first sentence.
- Ask students: Who can come to the board and write the sentence for picture 2. Ask the whole class: Is it correct?
- Do the same with pictures 3 and 4.
- Praise the students' good work by asking the class to clap for them.

Review 1

1 Look and write how do these people go to school or work.



They go to school by bus.







2 Listen and complete

- Grandpa Ibrahim walked to school.
- Grandpa Ibrahim studied and religion.
- Grandpa Ibrahim had a lot of written
- Grandpa Ibrahim had time to play and have
- Grandpa Ibrahim played when he was young.

3 Correct the underlined verbs

- I have study English for three years. (studied)
- My father has travel to France. ()
- My brother has score three goals in the match. ()
- Dina has buy a new dress. ()
- We have watch TV. ()

60

Answers:

They go to school by bus.

They go to school on foot.

He goes to school by car.

He goes to school by taxi.

Answers:

1. walked

2. Arabic, math

3. homework

4. fun

5. football

2 Listen and complete.

1. Elicit some school subjects from students.
2. Tell students that they are going to listen to Grandpa Ibrahim talking about school and they have to complete the missing words.
3. Read the text or play the audio one and students complete the sentences individually.
3. Read the text or play the audio a second time, asking students to check answers with pairs.
4. Check answers with the whole class by inviting some students to read the complete sentences.

Listening Text

Hello, I'm Grandpa Ibrahim. I used to be a teacher. When I was a young pupil, I went to school on foot with my brother. We had to walk for more than thirty minutes to reach school. Fortunately, we didn't have many subjects, only Arabic, math and religion. We used to do a lot of written homework. However, we had much time to play and have fun. I loved playing football after school.

3 Correct the underlined verbs.

1. On the board write *play*, *write*, *do*, *walk*, and ask students to give the past participle of these verbs.
2. Remind students to use the verb in the past participle after *has* / *have*.
3. Go through the first sentence with the students.
3. Now, assign students two minutes to do the task individually.
4. Invite individual students to come to the board and write the corrected verbs.

Answers:

1. studied)

2. (travelled)

3. (scored)

4. (bought)

5. (watched)

4 Ask and answer about shopping in the past and today. Use the ideas in the box.

1. Read the title of the task and tell students that they are going to ask and answer questions in pairs.
2. Choose a pair of students to read the model questions.
3. Choose other pairs to ask and answer in the same way.
4. For struggling students, provide help by standing next to them offering some help.
5. Praise the students' good work saying, *Well done, everyone!*

Answers:

A: 1. How did people shop in the past?

They shopped in markets or small shops.

2. How do they shop now?

They can shop from supermarkets, stores, malls or online

B: 1. How did people pay for the items in the past?

They paid cash money.

2. How do they pay for the items now?

They can pay cash money or use a visa card.

C: 1. How did people take the items home in the past?

They took them in paper or plastic bags.

2. How do they take the items home now?

They can take them in bags or they can be delivered as packages to their homes.

5 Complete the sentences with the correct reflexive pronouns from the box.

1. Orally, say the subject pronoun and students, as a class, say the reflexive pronouns, e.g., I / myself, he / himself.
2. Assign students two minutes to do the task individually, and another minute to check answers with a peer.
3. Say the answers aloud asking students to give themselves a mark out of 5.

Answers:

- | | |
|--------------|---------------|
| 1. myself | 2. herself |
| 3. ourselves | 4. themselves |
| 5. Himself | |



Review 2

Lesson 2

SB pages 62-63

INTRODUCTION

ILOs

- To revise the vocabulary and language from units 1 and 2.

Vocabulary: Words related to future jobs and AI

Words with silent *u*

Language: The future simple tense

Values: Appreciate the importance of science in our life and lifelong learning and adaptability

Warm up

- Write the title of the unit, *Future jobs!*, in a big circle on the board.
- Elicit what students still remember from this unit.
- Ask them: What's your dream job? Why? Elicit a couple of answers from students.

1 Complete the sentences with words from the box.

- Read the words in the box and check that the students know their meanings.
- Ask a good student to read the first model sentence.
- Assign two minutes for students to do the task individually.
- Say the answer aloud, asking students to give themselves a mark out of six.

Review 1

Lesson 2

- Complete the sentences with words from the box.

requirements influence skill planer scientist intelligence

 - This job has a lot of requirements.
 - Communication is an important _____ today.
 - Earth is the _____ we live on.
 - He is a famous social media _____.
 - Artificial _____ is a modern field of study.
 - He is a famous _____. He works at NASA.
- Listen and underline the words with silent *u*.
 - He is bully. He broke neighbor's bike.
 - You can taste with your tongue.
 - Zeina can play the guitar and sing beautifully.
 - My uncle is a tour guide.
 - My sister has many colleagues at university.
- Read and write the correct possessive form of the underlined words.
 - I have Amal book. I found it under my desk. Amal's
 - It is the girls mother who gave them dessert.
 - Someone took Mr. Ali mobile phone by mistake.
 - I know when is Olivia and Toqa birthdays.
 - I know my brother and sister birthdays.
 - This shop sells children toys.

62

Answers:

- | | | |
|------------------|-----------------|--------------|
| 1. requirements. | 2. skill | 3. planet |
| 4. influencer | 5. intelligence | 6. scientist |

3. Go through the class to check students' progress, providing help when necessary.

4. To check answers, invite individual students to come to the board and write their answers.

2 Listen and underline the words with silent u.

1. Tell students that they have to listen carefully to underline the words with silent u.
2. Read the model sentence aloud emphasizing the choice *guilty*.
3. Complete reading the sentences and students underline the words.
4. Read the sentences again asking students to check answers with peers.
5. Check answers as a whole class by asking individual students to say the words with silent u.

Answers:

1. He is guilty. He broke neighbor's bike.
2. You can taste with your tongue.
3. Zeina can play the guitar and sing beautifully.
4. My uncle is a tour guide.
5. My sister has many colleagues at university.

Answers:

1. Amal's
2. girls'
3. Anas's
4. Dina and Toqa's
5. brother's and sister's
6. children's

4 Read and tick (✓) or (×).

1. Tell students that they are going to read a text about AI and teaching.
2. Before reading, check that students know the meaning of humans and explanations.
3. Assign students five minutes to do this task in pairs.
4. Check answers by inviting individual students to read the sentences and say whether they are true or false.
5. If there is time, invite a pair to stand up and exchange reading the text.

3 Read and write the correct possessive form of the underlined word.

1. On the board, write '. Then, write Aly book and boys club asking students where the apostrophe should be added.
2. In groups, tell students to write the correct possessive form.

Answers:

1. 1. (✓)
2. (×)
3. (✓)
4. (×)
5. (×)

5 Look at the picture and write a short paragraph about how AI can help you study.

1. Draw the students' attention to the picture.
2. Elicit some words from students to use while writing, e.g., game, quiz, answer, personalized.
3. Read the first sentence for them.
4. Assign the paragraph for the students to complete at home.
5. When checking students' writings later, give them supportive written feedback, giving advice for more development.

A Suggested Paragraph

AI can have an important role in education today. It can make studying fun and easier. It can create interactive quizzes, games, and stories that match what we are learning in class. AI-powered tools can also help explain difficult topics in simple ways using videos, pictures, or step-by-step guides. Plus, AI can answer questions quickly and provide personalized help based on what each child needs to improve, making learning exciting and enjoyable!

Review 1
Lesson 2

4 Read and tick (✓) or (×)

Artificial Intelligence, or AI, is a type of technology that can think and solve problems in the way that humans can. It is becoming an important part of schools and education. AI can help students learn in fun and exciting ways, for example, it can turn lessons into interesting games, create exciting quizzes, and explain answers clearly. AI can also help students who need extra practice by giving them simple explanations and useful tips. It can even help students with their homework.

Teachers also use AI to make their work easier. It can help them plan lessons, check homework quickly, and even give them ideas about useful ways to teach better. Some AI tools can guide students step by step when they are stuck on a problem. This makes learning faster and more enjoyable, with AI education is improving for both teachers and students!

1. In education, AI can help both the teacher and students. (✓)
2. AI can create games for learning, but it can't create exams. ()
3. AI can help in answering and correcting homework. ()
4. AI provides answers with no tips for how to answer a task. ()
5. It takes a lot of time from the teacher to check students' answers using AI. ()

5 Look at the picture and write a short paragraph about how AI can help you study

The first sentence is done for you.

AI can have an important role in education today.

63

Unit 3

Famous Characters

Grammar

- the comparative and superlative forms of short and long adjectives
- Changing the verb into a gerund

Phonics

- the homophones "they're, their or there".
- Identify silent /d/ in words.

Language functions

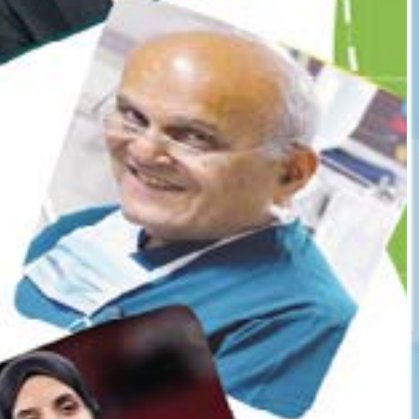
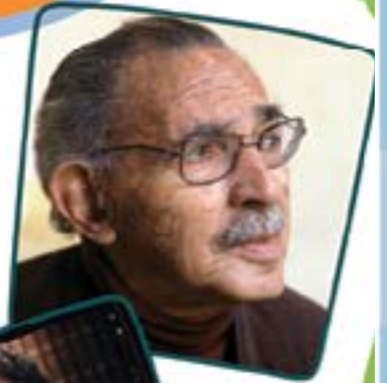
- Asking for information

Critical thinking

- Do you think that we should have some ambitions in our life? Why? Why not?

Study skills

- Discipline
- Self- Management



INTRODUCTION

ILOs

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

- hold a discussion on two Egyptian scientists and their significant contributions.
- identify characteristics and achievements of two famous Egyptian doctors: Dr. Magdy Yacoub or Dr. Ahmed Zewail.
- correctly match some words to their corresponding definitions
- Ask and answer about DR . Magdy Yacoub -and Dr. Ahmed Zewail.
- Listen to a text about a famous scientist for specific information

Materials:

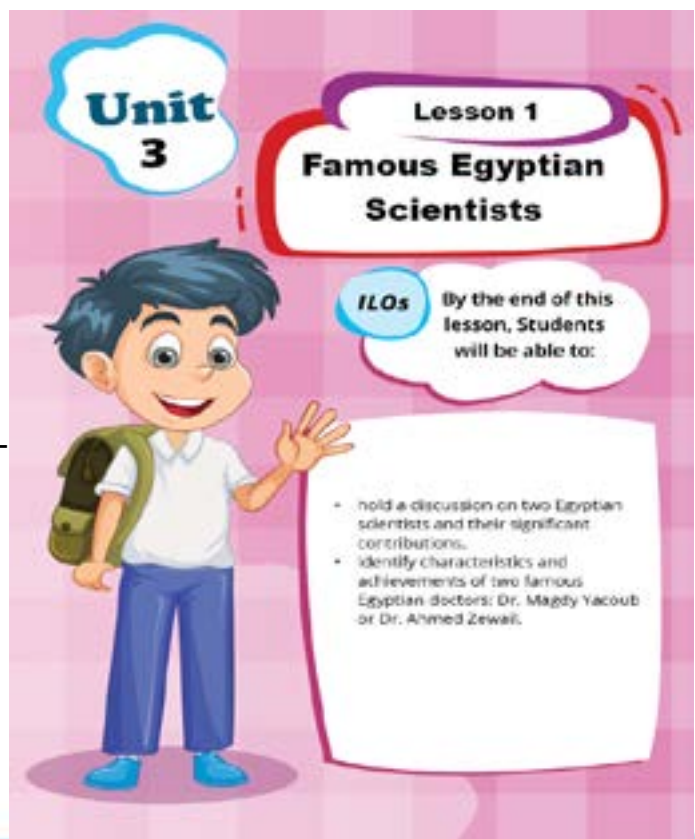
Student's Book
Practice Book
Teacher's Guide

Vocabulary: pioneer, prominent, transplantation, foundation, particles

Values: Inspiration and motivation

Warm up

1. Ask students: What do you think of when you hear the word 'scientist'?
2. Have students pick one of the famous figures and briefly "become" that person for a few minutes. They can introduce themselves and explain their achievements in a fun and creative way (**Character Role Play**).



1 Think and discuss.

1. Draw the students' attention to the picture of famous Egyptian scientists.
2. Ask them: What job do you know about these scientists?
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. Yes, I do. I know Dr. Magdey Yacoub and Ahmed Zewail. Yes, I know other scientists such as Farouk El-Baz and Samera Mousa.
2. Dr. Ahmed Zewail is famous for chemistry and Dr. Magdey Yacoub is famous for heart surgery.
3. I look up to be like Dr. Ahmed Zewail as I like studying science very much.

2 Read and choose.

2 Read and tick (✓).

1. Ask students: Can you name the scientists who have won the Nobel Prize? What were their contributions or achievements?
2. Ask students: Do you know where the Magdi Yacoub Heart Foundation is located?
3. Tell students that they are going to read a text about '(Dr. Magdy Yacoub), and (Dr. Ahmad Zewail).

4. Teach key vocabulary and draw the students' attention to the words in bold.
5. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
6. Ask students to read silently for two minutes to answer these question: Who is a heart surgeon? Who discovered the femtosecond?
7. Elicit the answer to the questions from students.
8. Read the text aloud and encourage students to match each item with the corresponding person.
9. After finishing reading, tell students that they have two minutes to check their answers with a peer.
10. Check answers as a whole class by asking pairs of students to read the item and answer the questions by choosing the correct character.

Unit 3
Lesson 1

1 Think and discuss



1. Do you know either of these Egyptian scientists? Do you know any other scientists?

2. Can you mention what they are famous for?

Which Egyptian scientist do you look up to? Why?

2 Read and tick (✓)

the Egyptian surgeon, Magdy Yacoub, was born in 1935. He is a **premier** figure in the field of heart surgery. He is a **pioneer** in heart **transplantation**. He established the Magdi Yacoub Heart **Foundation** in Ain Hawara. His efforts have improved healthcare access for those children with heart problems.

Ahmad Zewail was a brilliant Egyptian scientist. He was born in 1946 and did amazing things in the world of chemistry. In 1999, he won the Nobel Prize for chemistry because he discovered the femtosecond. How long is a femtosecond? Blink your eye, a femtosecond is a thousand million times shorter than that! This discovery improved medicine because surgeons could now do new kinds of surgeries on the eyes. Ahmad Zewail inspired many kids like you to love science and explore the world of tiny **particles**.

66

Answers

Item	Dr. Magdy Yacoub	Dr. Ahmed Zewail
A heart surgeon .1	√	
A physics scientist .2		√
Discovered the femtosecond .3		√
Established a heart foundation .4	√	
Won the Nobel Prize .5		√
Helped a lot of sick children .6	√	

3 Read and match.

1. Ask students to recall the definitions and use them in sentences.
2. Introduce the words within a context: "Dr. Magdy Yacoub is a prominent heart surgeon and pioneer in transplantation."
3. Display and define each word with examples and visuals.
4. Ask students to repeat the words and definitions.
5. Ask students to match the vocabulary words to their definitions (either individually or in pairs).
6. Check the answers with the class.
7. In groups or pairs, ask students to create sentences using the new

4 Ask and answer.

1. Draw the students' attention to the pictures and ask them to mention their names and their contributions.
2. Tell the students that they are going to practice asking and answering questions about Dr. Magdy Yacoub's life and work.
3. Write the question "When was Dr. Magdy Yacoub born?" on the board.
4. Read the first model with a student.
5. Have the students respond using the full sentence, "Dr. Magdy Yacoub was born in 1935."
6. Role Play: Pair students up and have them practice asking and answering the question with each other.
7. Ask another pair of students to read the second question.
8. Invite other pairs to make and respond to the third question.
9. Pair students up and have them practice asking and answering the question with each other about Dr. Magdy Yacoub using the same questions.

Answers:

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

5 Listen and tick (✓) or (×).

1. Ask students if they have ever heard of Dr. Ali Moustafa Mosharafa. You can also ask if they know any famous scientists from Egypt or any scientists who study physics and mathematics.
2. Introduce key terms students may need to understand the passage, such as: diploma, professor, prominent, translated.
3. Tell students they are going to listen to a passage about Dr. Ali Moustafa Mosharafa.
4. After listening, they need to decide if the statements about him are true (tick ✓) or false (tick ×) based on the information in the passage.
5. Play the audio or read the Passage: If you have an audio recording, play it for the students. If not, read the passage aloud clearly and slowly to the class.
6. After listening, allow students a few minutes to review each statement and tick the correct box (✓ for true, × for false). They should compare the information in the passage to the statements.
7. After students have completed the activity, review the answers together as a class.

Listening script

Dr. Ali Moustafa Mosharafa was a famous Egyptian scientist.

He was born in 1898 in Damietta, Egypt.

He loved science and math from a young age.

When he was only sixteen years old, he got his high school diploma.

Mosharafa traveled to England to study.

He studied physics, not medicine, because he wanted to understand the universe.

He became the first Egyptian professor of mathematics at Cairo University, not in England.

Dr. Mosharafa wrote many books about science.

His books were translated into different languages so more people could read and learn from them.

He was known as “the Einstein of the Arabs” because he was very smart.

Answers

1. (×)
2. (✓)
3. (×)
4. (×)
5. (✓)



Practice Book Answer Key

1 Listen and complete.

1. Farouk El-Baz is an Egyptian space scientist.
2. He was born in **1938**.
3. He worked with **NASA** in the scientific exploration of the moon.
4. He was **responsible** for studying the geology.
5. He was involved in the training of **astronauts** in lunar observations.
6. He played a key **role** in the Apollo 11 Moon landing mission.

2. Read and choose.

- | | |
|-------|--------|
| 1. in | 4. for |
| 2. in | 5. for |
| 3. to | 6. in |

3 Write a summary about Magdy Yacoub Heart Surgery Foundation.

The Magdy Yacoub Heart Surgery Foundation provides heart surgeries and treatments to people in need. It is located in Aswan, Egypt. People can support the foundation by donating money or volunteering. The foundation is important because it offers life-saving surgeries to heart patients who cannot afford them. It helps improve the quality of life for many people by providing them with the medical care they need to live healthy lives. The foundation also raises awareness about heart health and supports research to find better treatments.

INTRODUCTION

ILOs

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

- engage in a discussion to name at least two Egyptian sports champions and identify the sport they are associated with.
- read a text about some sports champions for specific information
- Complete a text about Mohammed Salah with the provided words
- write the comparative and superlative forms of some adjectives.
- write a well-structured paragraph about their favorite Egyptian sports champion.

Materials:

Student's Book

Practice Book

Teacher's Guide

Vocabulary: competition, champion, ranked, professional, world record

Values: Inspiration and motivation

Warm up

1. Ask students: Who is your favorite athlete from Egypt? Why? What sports do you think Egypt is famous for?
2. Highlight the most famous sports characters in Egypt.



1 Look and discuss.

1. Draw the students' attention to the pictures of Egyptians sports champions.
2. Ask them to identify the sport 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

Nour El Sherbini, Hana Goda, Feryal Abdelaziz and Farida Osman

Swimming. I enjoy swimming because it's fun and I feel free in the water.

2 Read and Choose

1. Ask students if they know any famous Egyptian athletes. You could also ask if they have heard of sports like squash, table tennis, karate, or swimming, and what they know about them.
2. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
3. Ask students to read it individually or in pairs.
4. Explain that they need to choose the correct answer based on the information in the reading passage.

5. Model how to answer the first question by showing the students how to refer back to the text.
6. Let students work together in pairs or small groups to choose the correct answers.
7. After checking the answers, ask students what they find interesting about these athletes and their achievements.

Answers:

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

Unit 3
Lesson 2

1 Look and discuss

1. Can you name these Egyptians sports champions and their sports?
2. Imagine you are a famous Egyptian sports champion. What sport would you play, and why?

2 Read and choose

Nour El Sherbini is a **professional** squash player. She won the Women's World's Championship seven times when she was very young, making her the youngest **champion** ever.

Hana Goda is a table tennis player. She is the youngest person in Africa to win a big international **competition**. She is even **ranked** number one in the world for girls under 15.

Feryal Abdelaziz is a karate queen. She is the first Egyptian woman to win a gold medal at the Olympics. She is a total **champion**.

Farida Osman is a swimming superstar. She is the fastest female swimmer in Egypt and Africa. She is also the youngest Egyptian and Arab athlete to break a world record.

1. Who has won the World Squash Championship the most times?
a. Hana Goda
b. Nour El Sherbini
c. Farida Osman
d. Feryal Abdelaziz

2. What sport does Hana Goda excel in?
a. table tennis
b. squash
c. karate
d. swimming

70

3 Read and fill in gaps using words in the box.

1. Start with a discussion about Mohammed Salah to activate students' prior knowledge.
2. Introduce and explain the words in the box with examples.
3. Ask students to read the passage aloud and fill in the first gap as a class.
4. Have students complete the activity individually.
5. Allow students to check their answers with a partner and discuss their reasoning.
6. Go through the answers together, discussing why each word fits the context.

Answers:

1. professional
2. champ
3. competition
4. ranked
5. world record

Unit 3
Lesson 2

3. Who was the first Egyptian woman to win a gold medal at the Olympics?
a. Nour El Sherbini b. Hana Goda
c. Feryal Abdelaziz d. Farida Omar

4. What is special about Farida Omar?
a. She has won the World Squash Championship.
b. She is a popular table tennis player.
c. She has achieved number one rank in karate.
d. She has broken a world record in swimming.

5. Read and fill in gaps using words in the box.

world record competition ranked professional champion

Mohammed Salah is a professional athlete. He is the fastest goal scoring machine. He is the best who always tries his best in every game. He has been ranked as one of the best players in the world. He even broke a world record for scoring goals in a single season. It is like he has got a magic touch! His fans all over the world call him Mo Salah. He is talented and popular.



71

4 Read and write the comparative or superlative form of the adjectives.

1. Introduce the concept of comparatives and superlatives
2. Explain that comparative adjectives are used to compare two things or people. Typically, comparatives are formed by adding “-er” to short adjectives (e.g., taller, faster) or using “more” or “less” for longer adjectives (e.g., more beautiful, less interesting).
3. Explain that superlative adjectives are used to describe the extreme or highest degree of something among three or more things or people. Superlatives are often formed by adding “-est” to short adjectives (e.g., tallest, fastest) or using “most” or “least” for longer adjectives (e.g., most beautiful, least interesting).

4- Draw the students' attention to the top tip.

5. Examples of Comparatives and Superlatives:

Short adjectives: fast → faster (comparative), fastest (superlative)

Long adjectives: beautiful → more beautiful (comparative), most beautiful (superlative).

Irregular Forms: Introduce common irregular comparatives and superlatives (e.g., good → better → best, bad → worse → worst).

8. Provide an example for the students, demonstrating how to form both comparative and superlative adjectives.
9. Have students fill in the blanks with the correct form of the adjectives.
10. Let students compare answers in pairs and discuss their reasoning.
11. Go through the answers with the class, explaining why each comparative or superlative form is used.

Answers:

1. more difficult than
2. the longest
3. nicer than
4. the busiest
5. the most delicious
6. better than

5 Write a paragraph about your favorite Egyptian sports champion.

1. Go through the title of the task and read what is required from students.
2. Elicit some words from the students that can be used while writing and write them on the board.
3. If there is time, assign students five minutes to write the paragraph in groups, then elicit one or two students to read their paragraphs aloud and give them oral feedback.
4. If there is no time, assign it as home assignment and check their writings given them written feedback.

A Suggested Paragraph

Hana Goda is my favorite Egyptian sports champions. She is table tennis player who has achieved remarkable success at a young age. Hana was born in 2004 in Cairo, Egypt. She is famous for being the youngest person in Africa to win a major international table tennis competition. Hana's skill has made her one of the top players in her sport. She is also ranked number one in the world for girls under 19. Throughout her career, Hana has won numerous national and international titles, cementing her reputation as a top athlete. From Hana Goda, I have learned the importance of discipline, and always striving to be the best in whatever you do. Her success proves that with passion and effort, great things are possible.

Unit 3
Lesson 2

4 Read and write the comparative or superlative form of the adjectives.

Top Tip

	adjective	comparative	superlative
one syllable	tall	taller than	the tallest
consonant + vowel + consonant	hot	hotter than	the hottest
ends in e	large	larger than	the largest
ends in y	happy	happier than	the happiest
two syllable or more	mysterious	more mysterious than	the most mysterious
irregular forms	good bad far	better than worse than farther than / further than	the best the worst the farthest / the furthest

72

5 Write a paragraph about your favorite Egyptian sports champion in 5 sentences

The following questions can help you:

1. Who is your favorite sports champion?
2. What sport does he or she do?
3. When and where was he or she born?
4. Why do you think he or she is famous?
5. What prizes has he or she won?
6. What life lessons have you learned from this sports champion?

Practice Book Answer Key

1 Read and match.

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

2 Read and answer.

- 1. Because they help us stay strong and healthy by keeping our bodies active and make us feel happy and reduce stress.
- 2. Sports teach us valuable lessons like teamwork, discipline, and how to follow rules.
- 3. Watching or playing sports can bring people together and create strong bonds.
- 4. b
- 5. b
- 6. c

3 Complete the sentences with the comparative form of the adjectives.

- 1. more expensive than
- 2. worse
- 3. heavier than
- 4. larger than
- 5. more popular than

3 Complete the sentences with the superlative forms of adjectives.

- 1. best
- 2. the smartest
- 3. the worst
- 4. the most popular
- 5. the most difficult

Differently Abled

Lesson 3

Differently Abled

SB pages 75-79 PB pages 30.

INTRODUCTION

ILOs

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

- engage in a discussion to name some differently abled athletes.
- read a text about the differently abled celebration for specific information
- match some words to their corresponding definitions.
- use the appropriate homophone.
- change some verbs into gerunds.

Materials:

Student's Book

Practice Book

Teacher's Guide

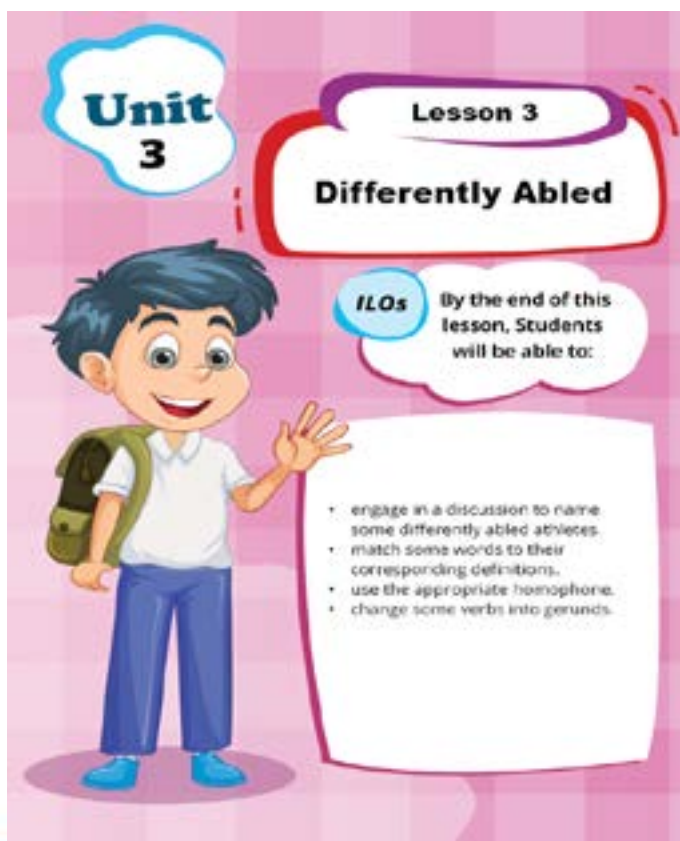
Vocabulary: differently abled, documentary, overcome, obstacle, constitution, outstanding

Language: Changing verbs into gerunds

Values: Respecting diversity and overcoming challenges

Warm up

1. Ask students: What do you think the term '*differently-abled*' means?
2. Explain the term which refers to individuals who may have physical, sensory, or cognitive disabilities.
3. Think and discuss.



1 Think and discuss.

1 Look and discuss.

1. Draw the students' attention to the pictures of differently abled athletes.
2. Ask them to identify the names of these athletes and the sport 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. Yes, I do. I know Fatma Omar, Islam Abo Ali and Omar Hegazi.
2. Yes, I can. Fatma Omar is a powerlifting athlete. Islam Abo Ali and Omar Hegazi are swimmers.
3. Islam Abo Ali because he is a swimmer who doesn't let anything hold him back. He's an inspiration.

2 Read and tick (✓).

1. Introduce the context of the documentary and the importance of supporting differently-abled individuals.
2. Ask students if they have heard about the 4th celebration of the "Differently-Abled."
3. Ask students to think about how society can support differently-abled individuals.

1. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
2. Go through the first statement together to explain how to approach the activity.
3. Ask students to read silently for two minutes to write tick whether the statements are true or false. Elicit the answer to the question from students.
4. After finishing reading, tell students that they have two minutes to check their answers with a peer.
5. Check answers as a whole class by asking pairs of students to read the sentences and answer by saying true or false.
6. Draw the students' attention to the top tip which is everyone has the right to a better life as a value in our life.

Unit 3
Lesson 3

1 Think and discuss



1. Do you know any of these differently abled athletes?
2. Can you mention which sports they do?
3. Which differently abled athlete inspired you most? Why?

2 Read and tick (✓) or (x)

President El-Sisi attended the 4th celebration of the "Differently Abled." This **documentary** highlights the success of the heroes with special abilities and also the efforts of their families. The athletes of **documentary** also attended and reviewed their achievements in the sports of swimming, basketball, and karate. This documentary shows how these athletes have been able to **overcome** the **obstacles** in their life.

President El-Sisi commented on the documentary. He highlighted the care and great attention the parents pay to their children. The president assured that the law and the **constitution** protect the future of the differently abled. He added that Egypt implemented 50 projects and programs for the participation of 250,000 youth with special abilities.

the president pointed out that the differently abled are offered a number of jobs in the government offices and also in the private sector. President Al-Sisi honored a number of **outstanding** male and female youth during the closing session of the 7th Youth Conference held in the New Administrative Capital.

Top Tip for Life
Everyone has the right to have a better life. The differently-abled are important members in our community.

76

Answers:

1. (✓)
2. (✓)
3. (×)
4. (✓)
5. (×)
6. (×)

3 Read and match.

1. Encourage students to remember these words as they discuss athletes and heroes with special abilities.
2. Review the meanings of the words and use examples.
3. Go through one word and match it with the correct definition as a class.
4. Have students complete the matching activity on their own.
5. Go over the answers and ask for student explanations for each match.
6. Let students use the vocabulary in sentences or in context.

Answers:

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

Unit 3
Lesson 3

1. The Egyptian president supports the differently abled. (✓)
2. Some of the differently abled champions are good at swimming. ()
3. The families never support their differently abled children. ()
4. The future of the differently abled is protected by law. ()
5. There are no suitable jobs for the people with special needs. ()
6. Only female differently abled champions were honored by the president. ()

3. Read and match

word	definitions
1. Differently abled	() progress or success in a particular task or goal
2. documentary	() succeed in controlling or dealing with something
3. overcome	() word used to describe individuals with disabilities, to show their special abilities and talents
4. obstacles	() a film or video presentation that gives facts or real-life events
5. constitution	() someone or something that is excellent
6. outstanding	() a set of rules and principles that govern a country or an organization

77

4 Fill in the gaps using :They're, their or there.

1. Set the context by explaining that the words “they’re,” “their,” and “there” are often confused because they sound the same but have different meanings and uses which refers to homophones.

- They’re = contraction of “they are.”
- Their = possessive form of “they,” showing ownership.
- There = refers to a place or is used to introduce a sentence.

• Example:

- “They’re going to the celebration” (explaining that “they’re” means “they are”).

- “This is their celebration” (explaining that “their” shows possession).
 - “There are many families here” (explaining that “there” indicates the existence of something).
2. Emphasize the difference between “there” (place or existence), “they’re” (they are), and “their” (possessive).
 3. Draw the students’ attention to the top tip and review homophones.
 4. Fill in the first sentence together, explaining why each word is used.
 5. Work through the remaining sentences as a class.
 6. Let students fill in the gaps on their own or in pairs.
 7. Go over answers, clarifying any misunderstandings.

Answers:

1. TThere
2. There
3. their
4. They’re / their
5. There
6. their
7. They’re

5 Change the following verbs into gerunds.

1. Explain what gerunds are and how they’re formed.
2. Go over the list of verbs and show how they change into gerunds.
3. Use sentences to show gerunds in context.
4. Work through a few examples together.
5. Draw the students’, attention to the top tip and explain how to add **ing** to different verbs.
6. Let students practice by changing verbs to gerunds and using them in sentences.
7. Go over the answers as a class and correct any mistakes.

5 Change the following verbs into gerunds

Top Tip

Gerunds

In most cases, simply add ‘ing’ to the base form of the verb to form gerund. However, be aware of these common spelling rules:

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

78

Unit 3 Lesson 3

4 Fill in the gaps using: they’re (their or there).

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

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

Answers

(Add (ing	Drop the e, then (add (ing	Double the final consonant, then (add (ing
highlighting	Writing	Swimming
Playing	Taking	Putting
Reading	Driving	Running
Speaking	Making	Hopping
Talking	Hiking	Sitting
outstanding	Using	
Designing		
Sleeping		

Practice Book Answer Key

Read and complete.

Mona: Did you hear about **athletes** competing in the Special Games this year?

Ali: Yes, they are amazing! It's inspiring to see their **abilities**.

Mona: I agree. Our school has started projects to support **differently-abled** students.

Ali: That's wonderful! They should be honored for their hard work and talents.

Mona: Absolutely. We even had a **session** last week to learn how we can help them.

Ali: That's great! Everyone deserves a chance to shine, no matter their challenges.

2 Fill the gaps (there, their or they're).

1. If you look over **there**, you will see my new car.
2. **They're** coming to the party today.
3. Mona and Ahmed brought **their** cat to the park.
4. The children should clean **their** room.
5. I heard that **they're** moving into **their** new flat.

3 Change the following verbs into gerunds.

1. take - taking
2. swim - swimming
3. read - reading
4. write - writing
5. sit - sitting

4 Punctuate the following:

Did you catch the program about some incredible athletes yesterday?

INTRODUCTION

ILOs

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

- hold a discussion to identify at least one personal role model and his / her qualities or characteristics.
- identify the true statements about the characteristics of a good character after reading a passage.
- correctly use the target vocabulary in context
- identify words with silent /d/.
- write a well-structured paragraph of about how to develop a good character and help the community.

Materials:

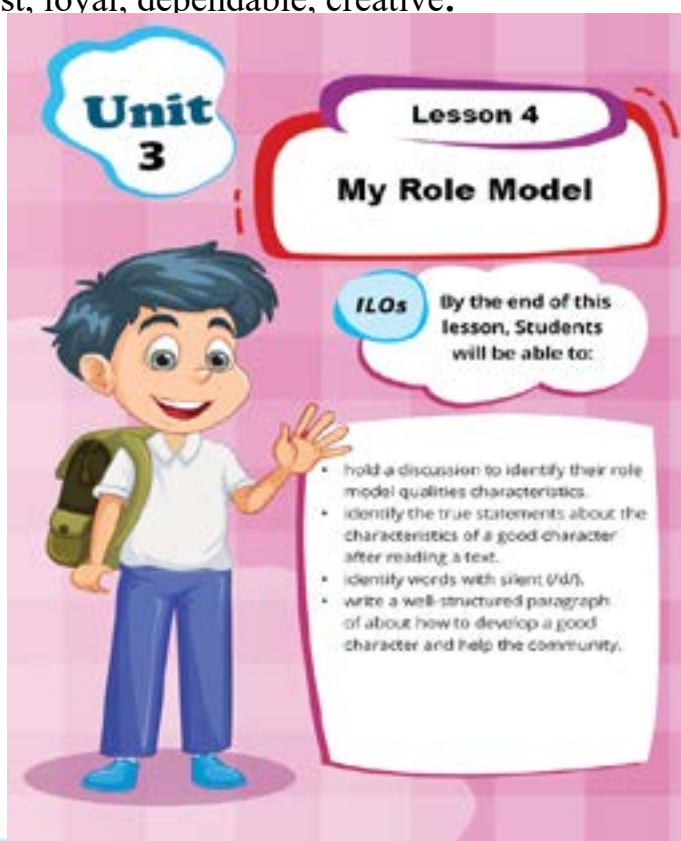
Student's Book
Practice Book
Teacher's Guide

Vocabulary: reputation, experiences, honest, loyal, dependable, creative:

Values: Curiosity and exploration and respect and exploration

Warm up

1. Ask students: Why do you think role models are so important in our lives? Can you think of a role model who's made a positive impact on your community?
2. Elicit some information about the importance of choosing a good role model.



1 Think and Discuss.

1. Explain the concept of a role model. A role model is someone who inspires and influences you by their actions, qualities, or achievements. This can be someone famous, a family member, a teacher, or a close friend.
2. Share a few examples of well-known role models (e.g., athletes, scientists, leaders) and personal role models (e.g., parents, teachers) to give students a broad idea.
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. I look up to my mother as my role model. I admire her ability to have a lot of responsibilities.
2. I appreciate qualities like empathy, resilience, integrity, and dedication in a role model.
3. My mother has influenced my life by teaching me the value of perseverance, especially during difficult times. She showed me how to overcome challenges with a positive attitude.
4. Yes, I also look up to Malala Yousafzai as a role model. I admire her courage and determination in advocating for girls' education, even in the face of danger.

2 Read and tick (✓) what is true about good a character.

1. Discuss the concept of good character and give examples.
2. Ask students about role models with good character.
3. Tell students that they are going to read this text about 'a good character'.
4. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they under-

Unit 3
Lesson 4

1 Think and Discuss

1. Who is the person you look up to (your role model)? Is he a famous person, a family member, a teacher, or someone else? Why?
2. What qualities or characteristics do you appreciate in a role model?
3. How has your role model inspired you or influenced your life?

2 Read and tick (✓) what is true about a good character

A character is like a tree, and our **reputation** is like its shadow. It is important to build a good character because it shows who we are. We can build a good character through learning from people who have good characters, like our parents and teachers. We can also talk to others and learn from their **experiences**.

People with good characters are **honest** and **loyal**. They always tell the truth. They are the same person in every situation. People with good characters are also kind, caring, and **dependable**. They are good listeners and offer help to others. They are also brave and **creative**. They are not afraid to try new things.

People with good characters are important because they make the world a better place. They are good role models for others. They show us how to be good people. If we work hard to build a good character and achieve our goals, we will be good citizens and have a happy life.

1. a good character is kind and honest. (✓)
2. a good character tells lies. ()
3. a good character never learns from others. ()
4. a good character likes to try new things. ()
5. a good character depends on others. ()
6. a good character makes life better. ()

81

5. Ask students to read silently for two minutes to read the statements about character and tick the ones that are true.
6. Elicit the answer to the question from students.
7. Read the text aloud and ask students to try to find the statements in the passage.
8. After finishing reading, tell students that they have two minutes to check their answers with a peer.
9. Check answers as a whole class by asking pairs of students to read and answer by saying what is true according to the text.

Answers:

1. (✓)
2. (×)
3. (×)
4. (✓)
5. (×)
6. (✓)

4. Present the sentences with gaps and have students read through them.
5. Ask students to match the words from the box to the correct gap in the sentences.
6. After students fill in the blanks, go over the answers with the class and explain why each word fits the context of the sentence.

Answers:

1. reputation
2. honest
3. experiences
4. loyal
5. creative
6. dependable

3. Complete the sentences with words from the box.

1. Explain the words and their meanings that they are going to use in the activity.
2. Put these words in a context. For example, He is an honest person as he doesn't lie.
3. Provide the students with synonyms and antonyms of these words.

Unit 3
Lesson 4

3 Complete the sentences with words from the box.

reputation experiences honest loyal dependable creative

1. This restaurant has a good reputation. It serves delicious food.
2. He is an _____ person. He never lies.
3. We should learn from our parents' _____ in life.
4. Soldiers are _____ to their country.
5. I like his _____ ideas. All of them are new.
6. You can ask Aly for help. He is a _____ person.

4 Listen and underline the words with silent /d/

Silent /d/

• Some words in English have silent /d/, especially when 'd' comes after 'n', e.g. handsome.
• Remember that the /d/ in hand is not silent.

1. My dad is very handsome.
2. Mom makes me delicious sandwiches for breakfast.
3. We went on a trip to Alexandria last Wednesday.
4. Use this handkerchief to dry your wet hand.

5 Write a paragraph about how you can develop a good character and help people in your community. 3 sentences

You can use some of these words: helpful / kind / cooperative / honest / basic needs / good behavior / never lies / responsible /

82

4 Listen and underline the words with silent (d).

1. Explain that in some English words, certain letters are not pronounced, and these are called silent letters. Specifically, focus on words where the letter “d” is silent. In the words you’ll be working with, the “d” is silent in specific positions, such as before certain consonants or vowels.

Examples of silent *d*:

- In Wednesday, the *d* is silent.
 - In handkerchief, the *d* is silent.
2. Play the audio recording for the students. Let them listen carefully to each sentence and focus on the pronunciation of the words. Tell them to pay attention to words that may contain a silent “d.”
 3. After the listening activity, ask students to read each sentence carefully and underline the words where the “d” is silent.
 4. After students have underlined the words with silent *d*, practice the correct pronunciation together. You can say the word first and then have students repeat after you. Focus on ensuring they don’t pronounce the *d* in these words.

Answers:

1. My dad is very handsome.
2. Mom makes me delicious sandwiches for breakfast.
3. We went on a trip to Alexandria last Wednesday.

5. Write a paragraph about how you can develop a good character and help people in your community.

1. Go through the title of the task and read what is required from students.
2. Elicit some words from the students that can be used while writing and write them on the board.
3. If there is no time, assign it as home assignment and check their writings given them written feedback.

A Suggested Paragraph

To develop a good character and help people in your community, it is important to practice kindness, honesty, and responsibility. Being helpful to others, whether by offering support to a neighbor or volunteering at a local charity, shows your willingness to make a positive impact. A kind attitude makes people feel valued and respected, which strengthens relationships. Also, being cooperative in group activities and working together for a common goal promotes harmony and mutual respect. It’s also essential to be someone who never lies and can be counted on to tell the truth, as this builds trust with others. These qualities combined help you build a strong character while making a positive difference in your community.

Practice Book Answer Key

1 Listen and complete.

1. My father is my role model. I am **proud** of him. He is very active and clever and he helps everyone. He is a **skillful** artist who makes beautiful objects.
2. Dr. Hassan Fathy was famous for being the **architect** of the poor. He inspired millions of **people**.
3. Taha Hussein was a great Egyptian **writer**. He was blind from early childhood. He would not allow his **disabilities** to hold her back. He became a well-known writer.
4. The President Nasser led the Egyptian people to make our country really **independent** from the British colonial power. He still lives in the **minds** of the Egyptian people.

2 Read and match.

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

3 match the adjective with its antonym.

1. honest	bad (4)
2. famous	ugly (3)
3. Beautiful	similar (5)
4. Good	hard (6)
5. different	dishonest (1)
6. kind	unknown (2)

4 Listen and put a circle around the words with silent (d).

1. He is a handsome man with a friendly smile.
2. I packed some sandwiches for lunch today.
3. We have a meeting every Wednesday at 3 PM.
4. She used a handkerchief to wipe her tears.

Unit 4

Global Festivals and Events

Grammar

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

Phonics

- Soft and hard /g/ i.e. green / giraffe
- Homophones: sea / see, meet / meat

Critical thinking

- What do you think we gain from organizing global events in Egypt?

Study skills

Researching



UNIT 4

Don't Miss the Chance

Lesson 1

My role model

SB pages85-89, PB pages34-35

INTRODUCTION

ILOs

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

- name some favorite festivals and why they like each festival.
- read a text about some global festivals for specific information.
- Correctly match some words to their corresponding definitions -----
- categorize each word according to its relevant part of speech.
- identify some homophones.
- identify the correct homophone in context.

Materials:

Student's Book

Practice Book

Teacher's Guide

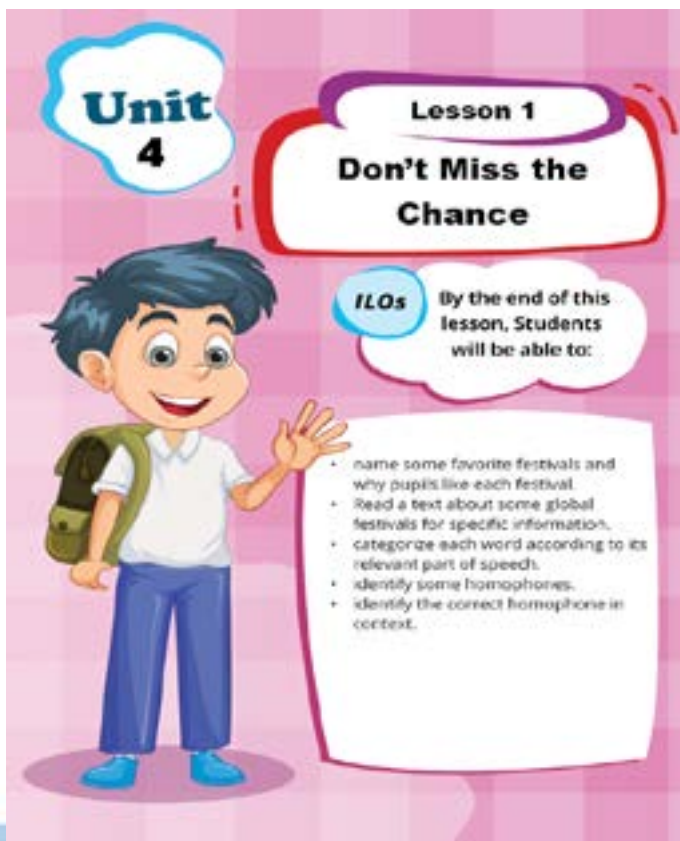
Vocabulary: annual, incredible, attracts, decorate, lunar, evil

Language: Parts of speech

Values: Global awareness

Warm up

1. Draw the students' attention to the title of the lesson and introduce the concept of festivals. Explain that festivals are celebrations that happen at specific times of the year and are often connected to cultural, religious, or historical events.
2. Ask students: What comes to mind when you think about festivals? What are some festivals you celebrate with your family or community?



1 Think and discuss.

1. Draw the students' attention to the pictures of different festivals.
2. Ask them to name the festivals 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. Some of my favorite festivals are Sham El Naseem, Eid, New Year because it brings families together to enjoy beautiful traditions.
2. Yes, I can. Chinese New Year in China, Thanksgiving in the United States and Carnival in Brazil.
3. Celebration of traditions and culture, gathering of people, food and drink, decorations and gifts

2 Read and answer.

1. Ask students: "What kind of festivals do you know that involve lights, sports, or competitions?"
2. Set the scene of the reading text, a text about two exciting festivals: the Harbin Festival in China and the Sky Lantern Festival in Thailand.
3. 3. Ask students to predict what each festival might involve based on the title and the brief description. "What do you think the Harbin Festival might be about? How about the Sky Lantern Festival?"

4. Teach key vocabulary and draw the students' attention to the words in bold.
5. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
6. Give students time to read the passage individually or as a class (you can read it aloud if needed).
7. Encourage them to underline or highlight key points about each festival, such as the location, activities, and the purpose of the festival.
8. Read each question aloud and discuss the choices with the class.
9. Encourage students to explain their choice before revealing the correct answer.

Unit 4
Lesson 1

1 Think and discuss



1. What are your favorite festivals? Why do you like them?
2. Can you name some festivals celebrated in different parts of the world?
3. What are some common features of festivals?

2 Read and answer

Welcome to the **annual** Harbin Festival on January 5th till the end of February. It is the largest ice and snow festival. It is now celebrated as a festival and competition which **attracts** tourists from all over the world. the festival happens in Harbin, China. the average temperature during winter in Harbin is 1.8° Celsius. People build **incredible** things and buildings over 20 feet in height and decorate them with lights and lasers.



Now, it is time to celebrate the Sky Lanterns in Thailand. You don't want to miss this celebration during the second **lunar** month of the year. Releasing lanterns is more than just pretty floating lights in the sky. It is believed that releasing lanterns means stopping **evil** and diseases. It also



86

Answers:

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

3 Read and match.

1. Asking students to recall the definitions and use them in sentences.
2. Introduce the words within a context, for Example, “annual” refers to something that occurs every year, like an “annual celebration.”) and
 - a. Extremely amazing or unbelievable = incredible (Example: “The view from the mountain top was incredible.”)
3. Display and define each word with examples and visuals.
4. Ask students to repeat the words and definitions.
5. Have students match the vocabulary words to their definitions (either individually or in pairs).
6. Check the answers with the class.
7. In groups or pairs, ask students to create sentences using the new vocabulary.
8. Share examples aloud and give feedback.

Answers:

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

Unit 4
Lesson 1

3 Read and match

words		definitions
1. annual	(f)	a. to draw something or someone closer or to gain their interest
2. attracts	(f)	b. extremely amazing or unbelievable
3. incredible	(f)	c. happening once a year
4. decorate	(f)	d. connected to the moon
5. lunar	(f)	e. to make something look nicer
6. evil	(f)	g. something very bad

4 Read and sort

(strict - incredible - annual - evil - lunar - decorate - nouns - verbs - adjectives - balloons - high)

Nouns	Verbs	Adjective
evil	attract	incredible

4 Read and sort.

1. Introduce the goal of the activity: sorting words into categories (nouns, verbs, and adjectives).
2. Explain that the goal is to understand the function of each word (whether it is a noun, verb, or adjective) based on its meaning and use in sentences.
3. Tell students that today, we’re going to look at some words and decide whether they are nouns, verbs, or adjectives. Nouns are things, verbs are actions, and adjectives describe nouns.

4. Choose some words and put them in a context, for example, attract (**Verb**) - To draw someone's attention or interest. Example: "The bright lights attract people to the festival." Incredible (**Adjective**) - Something amazing or unbelievable. Example: "The fireworks show was incredible."
5. Tell students that they are going to sort these words into three categories: Nouns, Verbs, and Adjectives. You can either do this activity as a class or in small groups, depending on the number of students and their level of understanding.
6. After giving them a few minutes, go through the answers as a class.

Answers

Nouns	Verbs	Adjectives
evil	attract	incredible
tourists	decorate	annual
festival		lunar
balloons		
height		

5 Listen and repeat.

1. Explain what homophones are. Homophones are words that sound the same but have different meanings and sometimes different spellings.
2. Use simple examples like "flower" and "flour" to show the difference. They sound the same but refer to different things — one is a plant, and the other is used in baking.
3. Draw the students' attention to the top tip.
4. Tell the students that you are going to say each pair of words aloud, and they should listen carefully to how the words sound.
5. After each pair, students are going to repeat the words after you.

Steps for Listening and Repeating:

Say the first homophone pair aloud, e.g., “son” / “sun.”

Ask the students to repeat after you.

Repeat the process with each pair.

Encourage the students to focus on the **pronunciation** — even though the words are spelled differently, they sound the same.

After listening and repeating, provide sentences using the homophone pairs.

Ask students to repeat the entire sentence aloud. This helps students not only with pronunciation but also with understanding how homophones are used in context.

Example Sentences:

- My son loves to play in the sun.
- I am buying flour to bake a flower cake.
- He will meet me by the sea.

Unit 4 Lesson 1

5 Listen and repeat

Top Tip
Homophones are words that have the same pronunciation but differ in meaning. For example: flower / flour, knight / right, their / there.

a. son	sun
b. for	four
c. sea	see
d. meat	meet
e. flour	flower
f. right	write

6 Read and fill in the gaps with the correct words

1. Do you **know** if they are here today? (know / no)
2. I want to an email this evening. (right / write)
3. Close one and look at the board. (i / eye)
4. She will be next Friday. (ate / eight)
5. I had a big of cheese. (piece / peace)
6. Are a lot of people in the festival? (their / there)

6 Read and fill in the gaps with the correct words.

1. Tell students that they are going to choose the correct word to complete sentences. You can clarify that the words in parentheses are homophones (words that sound the same but have different meanings and spellings) and need to choose the correct one based on the context of the sentence.
2. Review the homophones listed in the sentences. Write them on the board and explain the difference in meaning and usage: know / no: “Know” means to have information, while “no” is used to indicate a negative response. Right / write: “right” can mean correct or a direction, while “write” means to form words.

3. Read the sentences out loud to the students, making sure to emphasize the gap and the options they need to choose from.
4. After reading each sentence, ask students to fill in the gaps with the correct word. Allow them to work individually, in pairs, or in small groups. This can also be done as a class activity where you fill in the blanks on the board together.
5. Once students have completed the activity, go over the answers as a class. For each sentence, discuss why the correct word fits and why the other option doesn't.

Answers:

1. know
2. write
3. eye
4. eight
5. piece
6. there

Practice Book Answer Key

1 Read and complete.

Ahmed: Hi Sarah! Are you **excited** about the upcoming festival?

Sarah: Certainly, Ahmed! **Festivals in** Egypt are always so full of happiness.

Ahmed: I always **decorate** our home and streets with colorful lights. What about you?

Sarah: For me, it's the celebrations! The **fireworks** at night are stunning, and they really bring everyone together.

Ahmed: True! And don't forget the shows and performances. There's always something special.

2 Read and fill in the gaps with the correct words.

1. to
2. too
3. two
4. blue
5. pair

2 Circle the odd one out.

1. textbooks
2. sad
3. homework
4. school
5. cake

4 Punctuate the following sentence:

Can you name some famous players in Egypt?

UNIT 4

The Amazing World Cup

Lesson 2

The amazing World Cup SB pages 90- 94 PB pages36-37

INTRODUCTION

ILOs

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

- hold a discussion about the last World Cup.
- identify some true / false statements after reading the conversation about the World Cup.
- use the newly learnt vocabulary in context correctly.
- differentiate between the possessive adjectives and possessive pronouns.
- recognize 'soft g' and 'hard g'.

Materials:

Student's Book

Practice Book

Teacher's Guide

Vocabulary: apply, host, dress, tie, penalty

Language: Possessive adjectives vs. Possessive pronouns

Values: Global awareness

Warm up

1. Introduce the topic of the World Cup.
Ask students: What do you know about the World Cup? Explain that it's one of the most famous sports tournaments in the world, where countries compete in football (soccer).
2. Activate students' background information to set the stage for discussion.



1 Think and discuss.

1. Draw the students' attention to the pictures and draw the students' attention to the pictures of the World Cup and the players.
2. Ask them to describe the pictures.
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 last World Cup (2018) was held in Russia.
2. The World Cup is held every four years.
3. Yes, I can.
 - Lionel Messi (Argentina)
 - Cristiano Ronaldo (Portugal)
 - Pelé (Brazil)
 - Diego Maradona (Argentina)
 - Neymar (Brazil)

2 Read and tick (✓) or (×).

1. Introduce the content of the dialogue about the World Cup.
2. Ask students if they know "Which country was the first to host the World Cup?"
3. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.

4. Model the first statement together to explain how to approach the activity.
5. Ask students to read silently for two minutes to write tick whether the statements are true or false.
6. After finishing reading, tell students that they have two minutes to check their answers with a peer.
7. Check answers as a whole class by asking pairs of students to read and say if the sentence is true or false.
8. Invite students to take turns reading different parts of the dialogue (Ms. Yasmeen, Hala, Haneen, Omar, Mai, and Malek) or read it yourself to model good pronunciation and intonation.
10. Check answers with the whole class.

Unit 4
Lesson 2

1 Think and discuss

1. Do you know where the last World Cup was held?
2. How often is the World Cup organized?
3. Can you name some famous players who have played in the World Cup?



2 Read and tick (✓) or (×)

Ms. Yasmeen: Hi everyone! Who knows about the World Cup? Let us talk about it.

Hala: The first World Cup was in 1930 in Uruguay. There were 13 teams.

Ms. Yasmeen: Great! Haneen, when was the last World Cup?

Haneen: It was in 2022 in Qatar. There were 32 countries playing.

Ms. Yasmeen: Omar, how do they choose the country for the World Cup?

Omar: Countries apply to host it. They say why they should host it and show their plans for stadiums, hotels, and transportation.

Ms. Yasmeen: Mai, was there a special way to dress in Qatar for the World Cup?

91

Answers:

1. (×)
2. (√)
3. (√)
4. (×)
5. (√)

3 Complete the sentences with words from the box.

1. Review the meaning of the words in the box.
2. Read the sentences aloud to the class and ask students to listen carefully. Write the incomplete sentences on the board.
3. Help students figure out which word makes sense for each sentence.
4. Provide context clues to guide them through the decision-making process.
5. Give students time to complete the sentences either individually or in pairs. If they are working individually, encourage them to focus on each word's meaning and the sentence's context.
6. After students have filled in the blanks, go through the sentences together as a class.
7. Discuss why each word is the correct choice for each sentence.

Answers:

1. (penalty
1. apply
2. host
3. dress
4. tie

Unit 4
Lesson 2

Malik: Some people wore traditional clothes, but others wore what they like. They respected different cultures.

Ms. Yasmeen: Malik, how long are the World Cup games?

Malik: They are like other soccer games. Each half is 45 minutes. If it is a tie, they play extra time or penalty kicks.

Ms. Yasmeen: Great job, everyone! You know a lot about the World Cup.

1. The first World Cup was held in 1930 in Brazil. (×)

2. There were 32 countries participating in the 2022 World Cup. ()

3. Countries apply to host the World Cup and present their plans for stadiums, hotels, and transportation. ()

4. In Qatar, all people wore traditional clothing during the World Cup. ()

5. World Cup games are divided into two halves of 45 minutes each. ()

3 Complete the sentences with words from the box.

tie host apply dress penalty

1. If the football match is tied after regular time, it goes into penalty kicks.

2. I should apply to this job as it is a great chance to hold number one rank in this company.

3. Next month, I will host my American friend Susan in Egypt.

4. They always have amazing parties and dress in smart clothes.

5. The game cannot end in a tie. One team must win.

4 Read and choose the correct answer.

1. Explain what possessive adjectives and possessive pronouns are and how they differ in usage.

Possessive Adjectives:

- Possessive adjectives are used before nouns to show ownership or possession.
- For example, my book, your car, his house, her bag, our school, their dog.

Possessive Pronouns:

Possessive pronouns replace nouns and show possession. They are used independently.

Examples: This book is mine. That car is yours. The house is his. The bag is hers. The school is ours. The dog is theirs.

Possessive Adjective Example:

This is my pen.

“My” is a possessive adjective because it comes before the noun “pen.”

Possessive Pronoun Example: This pen is mine.

“Mine” is a possessive pronoun because it replaces the noun “pen.”

1. Tell the students that they are going to read the table to recognize the difference between possessive adjective or a possessive pronoun.
2. Emphasize that they will need to look at the context to decide whether the sentence requires a possessive adjective (before a noun) or a possessive pronoun (to replace the noun).
3. Tell the students they need to fill in the blanks with either a possessive adjective or a possessive pronoun.
4. Explain that the goal is to understand whether the sentence requires a word that describes a noun (adjective) or replaces a noun (pronoun).

Answers:

1. yours
2. theirs
3. our
4. my
5. his
6. mine
7. her

1 Listen and complete the table below with the word from words in the box.

1. Introduce the hard and soft ‘g’

Sounds:

1. Hard ‘g’: This sound is pronounced like the ‘g’ in go, gate, or gold.” It’s typically used before the vowels a, o, and u.
2. Soft ‘g’: This sound is pronounced

Unit 4
Lesson 2

4 Read and choose the correct answer.

Possessive adjectives vs. Possessive pronouns
To avoid being repetitive when we know what we are talking about, we can use both possessive adjectives and possessive pronouns to show ownership.
Use possessive adjective + noun or the possessive pronoun to replace both.
For example:
This book is my book not your book.
This book is mine not yours.

Study the following table:

Subject pronouns	Possessive adjective	Possessive pronouns
	My + noun	mine
He	his + noun	his
She	her + noun	hers
It	its + noun	its
We	our + noun	ours
They	their + noun	theirs
You	your + noun	yours

93

1. “giant.” It is usually heard before the vowels e, i, and y.
2. Tell students that they are going to listen to words from a list and filling in the table according to whether the ‘g’ is hard or soft. They need to listen carefully to how the ‘g’ is pronounced.
3. Play the audio or say the words out loud one at a time, and ask students to listen carefully to how the ‘g’ is pronounced in each word. As you say each word, have students mark it in the correct column based on whether the ‘g’ sound is hard or soft.

Answers

Soft g	Hard g
stage	gate
giant	ago
magic	goose
cage	grab
energy	gummy
page	gold
huge	gas

Practice Book Answer Key

2 Read and answer.

1. It happens every four years.
2. Fans cheer loudly, wave flags, and decorate streets with team colors.
3. The World Cup is important because it spreads joy, celebrates talent, teamwork, and friendship.
4. b
5. a
6. b

2 Read and complete.

1. my
2. mine
3. their
4. our
5. its
6. your
7. hers

3 Listen and write.

1. The bird is inside the **cage** to keep it safe.
2. Please close the **gate** before the dog runs out.
3. There was a huge cake at the party.
4. The queen's crown was made of pure **gold**.
5. He tried to **grab** the book from the high shelf.
6. A **giant** statue stood.

4 Find words in the word search.

1. dress
2. apple
3. pen
4. host
5. cup

UNIT 4

The World Youth Forum 2017

Lesson 3

The World Youth Forum SB pages 95-98 PB pages 38-39

INTRODUCTION

ILOs

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

- hold a discussion about the World Youth Forum 2017.
- identify some true / false statements after reading a passage about the World Youth Forum 2017.
- use the newly learnt vocabulary in context correctly.
- accurately label each sentence as either direct or indirect.
- accurately change some sentences from direct into indirect speech

Materials:

Student's Book

Practice Book

Teacher's Guide

Vocabulary: development, creativity, youth, migration, sessions, decision-makers

Language: Indirect or reported speech

Values: Global awareness and Empathy and Compassion

Warm up

1. Ask the students: What do you know about global youth events and forums? What do you know about the World Youth Forum? Do you think it's important for young people to gather and talk about global challenges?
2. Show a short video about the World Youth Forum if possible.



1 Think and Discuss.

1. Draw the students' attention to the pictures of the World Youth Forum.
2. Ask them "What kind of issues do you think young people would discuss in a forum?"
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 World Youth Forum is held annually in Sharm El Sheikh, Egypt. For example, the most recent one was held in 2022.
2. In the most recent World Youth Forum, over 170 countries participated, bringing together thousands of young people from around the world.
3. Yes, I would like to attend such an event because it offers an opportunity to connect with young leaders from around the world, learn about different cultures, and discuss important issues like climate change and education.

2. Read and tick (✓) what is true about the World Youth Forum.

1. Ask students: "Why do you think young people from different countries would gather for such an event?"
2. Tell students that they are going to read this text about 'the World Youth Forum
3. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.

Unit 4
Lesson 3

1 Think and discuss



متنّد شباب العالم

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

2 Read and tick (✓) what is true about the World Youth Forum

Egypt held the World Youth Forum from November 2017, 10-4 in Sharm El Sheikh. More than 3,000 young people from 113 countries met together for more than 70 hours of work.

the Forum was about three main ideas: **peace**, **development** and **creativity**. the meetings discussed international topics relevant to all **youth** around the world like, **migration**, exploration of new cultures and preparation of future leaders.

The participants had the chance to discuss different topics that are

96

4. Ask students to read silently for two minutes to decide if each statement is true or false.
5. After finishing reading, tell students that they have two minutes to check their answers with a peer.
6. Read the text aloud and ask students to make sure if they write (✓) next to the statements that are true according to the passage, and leave the false statements not ticked.
7. Check answers as a whole class by asking pairs of students to read and say if the sentence is true or false.

Answers:

1. (✓)
2. (✓)
3. (×)
4. (×)
5. (✓)

3 Read and complete the sentences words from the box.

1. Review the meaning of the words in the box.
2. Read the sentences aloud to the class and ask students to listen carefully. Write the incomplete sentences on the board.
3. Help students figure out which word makes sense for each sentence.
4. Provide context clues to guide them through the decision-making process.
5. Give students time to complete the sentences either individually or in pairs. If they are working individually, encourage them to focus on each word's meaning and the sentence's context.
6. After students have filled in the blanks, go through the sentences together as a class.
7. Discuss why each word is the correct choice for each sentence.

4 Read and write: direct or indirect.

1. Explain the difference between **direct speech** (when you quote someone's exact words) and **indirect speech** (when you report what someone said without quoting them exactly).

Answers:

1. youth
2. creativity
3. migration
4. development
5. decision makers
6. sessions



Example:

- **Direct Speech:** Mom said, “Dad is late for work.”
- **Indirect Speech:** Mom said that Dad was late for work.
- **Highlight the key changes:**
- The **quotations** are removed.
- The **reporting verb** (e.g., “said,” “asked,” etc.) is often followed by “that” (which can sometimes be omitted).

Verb Tense: When changing direct speech to indirect speech, the verb usually moves one tense back. For example:

Present Simple → Past Simple

Present Continuous → Past Continuous

Pronouns: Change the pronouns in reported speech to match the speaker.

1. Divide the class into pairs or small groups and give them a few sentences in direct speech to convert into indirect speech.
2. Ask students to interview each other (in pairs), where one student makes a statement (in direct speech), and the other reports it (in indirect speech).
3. After a few minutes, ask the groups to share their answers with the class.

Answers:

1. direct 2. indirect
3. direct 4. direct
5. indirect

5 Change the following sentences into indirect speech.

1. Ask students to explain the changes they made for each sentence.
2. Discuss any tricky sentences, focusing on verb tense changes and pronoun adjustments.
3. Have students work in pairs or small groups. One student can say something (in direct speech), and the other must report it using indirect speech.
4. Ask students to convert them into indirect speech and return the exercise for feedback.
5. Check the answers with the whole class and correct the mistakes.

Answers:

1. Aly said that he was happy to pass the exam.
2. Malak said that she was visiting her grandparents in Mansoura.
3. They said that they were very tired.
4. Miss Wafaa said that she liked the projects a lot.
5. Selim said that he was doing



Practice Book Answer Key

1 Read and complete the dialogue.

Ahmed: Did you hear about the Youth **Forum** held in Egypt in 2017?

Mona: Yes! It was such a great event. Youth discuss important topics.

Ahmed: Exactly. They talked about development, **creativity**, and ways to solve problems.

Mona: I liked how there were different **sessions** for youth to share their ideas directly with decision makers.

Ahmed: That's what made it special. It wasn't just about talking; it was about finding real solutions.

Mona: True! It showed how young people can play a big **role** in shaping the future.

2 Read and match.

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

3 Change the following sentences into indirect.

1. The coach said that I did well.
2. Retaj said that her kitty got injured.
3. Karma said that she had to do her homework.
4. Talia said that she was preparing for the birthday party.

4 Read and correct the underlined words.

1. **Where** is my mobile?
2. You must be **honest** when you tell a real situation.
3. Her father is a **mechanic**.
4. My friends played for an **hour** yesterday.
5. The **whale** is a large fish that lives in deep water.

5 Punctuate the following sentence:

The droughts caused serious damage to crops this year.

Lesson 4

COP 27, way to go SB pages 99- 104 PB pages 40- 41

INTRODUCTION

ILOs

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

- engage in a discussion about COP27.
- identify some true / false statements after reading a passage about the COP27.
- use the newly learnt vocabulary in context correctly.
- correctly complete a table with the relevant information about Earth Day.
- write a well-structured paragraph about an environmental problem.

Materials:

Student's Book

Practice Book

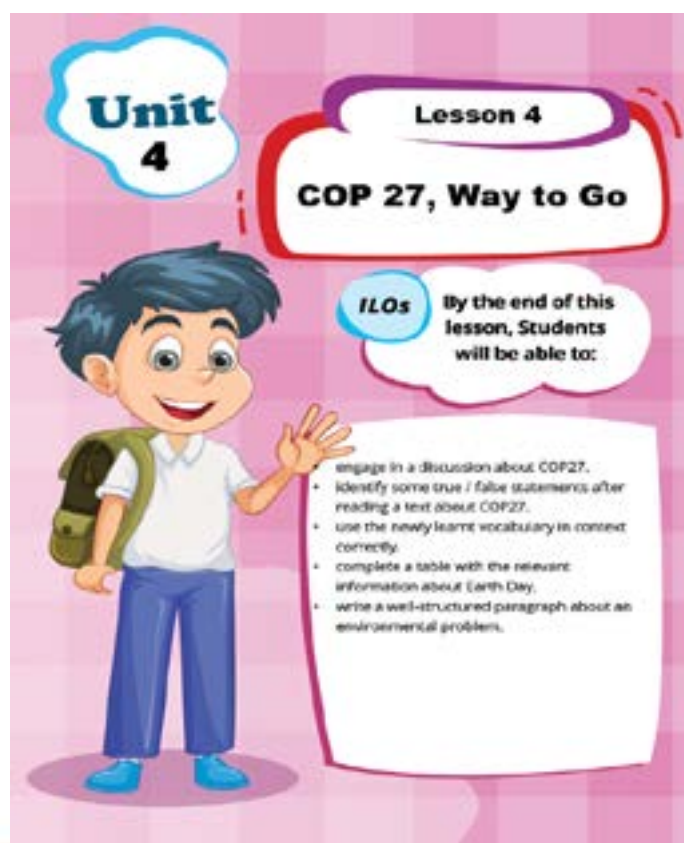
Teacher's Guide

Vocabulary: solution, global warming, fossil fuels, greenhouse gases, ecosystem, droughts

Values: Environmental sustainability and Empathy and Compassion

Warm up

1. Ask students: What do you know about COP 27?
2. Ask them if there is a relation between COP 27 and the climate change?



1 Think and discuss.

1. Draw the students' attention to the pictures of COP 27 and climate change.
2. Ask them "What are the causes of climate change?"
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. It was about COP 27 and climate change.
2. It leads to floods, droughts, food shortages, extreme weather events, and rising sea levels.
3. They can reduce waste, conserve energy, use sustainable products, advocate for climate policies, and raise awareness.

2 Read and tick (✓) or (✗).

1. Explain that COP 27 was held in Sharm El-Sheikh, Egypt in 2022 and it brought together leaders from around the world to discuss climate change and global warming.
2. Ask students: "What do you think about COP 27 and its goal of solving climate problems?"
3. Tell students that they are going to read this text about 'COP 27 conference.

4. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
5. Ask students to read silently for two minutes and to read each one carefully, using information from the text to determine if it is true or false.
6. Ask students to work individually or in pairs to decide if the statements are correct.
7. Read the text aloud and ask students to review the answers together as a class and discuss why each statement is true or false..
8. After finishing reading, tell students that they have two minutes to check

Unit 4
Lesson 4

Think and Discuss



1. Look at this picture from COP 27 held in Egypt in 2022. What do you think it was about?

2. How can climate change affect our daily lives, communities, and the planet?

3. What role can young people, like you, play in solving the climate change problem?

Read and tick (✓) or (✗)



In 2022, Egypt held an important event. It was COP 27 conference. It took place in Sharm El-Sheikh. In this event, leaders from all over the world gathered to find **solutions** to the climate change and **global warming** problems.

Climate change is mostly caused by human activities like burning **fossil fuels**, driving cars, using too much electricity, and cutting down forests. These activities release **greenhouse gases** into the air. This makes the earth warmer and causes climate changes.

100

their answers with a peer.

9. Check answers as a whole class by asking pairs of students to read and say if the sentences is true or false.

10. Draw the students' attention to the top tip and How can we demonstrate responsibility in our society?

Answers

1. (✓)
2. (×)
3. (×)
4. (✓)
5. (✓)
6. (×)

1. Review the meaning of the words in the box.
2. Read the sentences aloud to the class and ask students to listen carefully. Write the incomplete sentences on the board.
3. Help students figure out which word makes sense for each sentence.
4. Provide context clues to guide them through the decision-making process.
5. Give students time to complete the sentences either individually or in pairs. If they are working individually, encourage them to focus on each word's meaning and the sentence's context.
6. After students have filled in the blanks, go through the sentences together as a class.
7. Discuss why each word is the correct choice for each sentence.

Answers:

1. droughts
2. global warming
3. ecosystem
4. fossil fuels
5. greenhouse gases

1. Draw the students' attention to the picture.
2. Ask them what does the picture refer to?
3. Ask students what they think about the green color and the person who carries the Earth.
4. Elicit some essential ideas for green environment.
5. Tell students that they are going to listen to short texts about Earth Day and they have to complete the table with the required information.
6. Before they listen, go read the information in the table for them.
7. Play the audio or read the text for the first job, then stop to check students' answers orally.
9. Ask three students to read the necessary information for each part; each student reads the information for each part.

Listening Text

Earth Day is a special day to help protect our planet. It happens every year on April 22nd. The first Earth Day was in 1970 in the United States. A man named Gaylord Nelson wanted people to learn about pollution and how it hurts the Earth. He organized a big event where people could talk about the problems.

Earth Day is now celebrated all over the world. People plant trees, pick up trash, and do other things to help the Earth. These small actions can make a big difference for our planet.

Answer

1. When do we celebrate the earth day?	On April 22 nd
2. When was the first earth day?	In 1970 in the United States
3. Who named this day	Gaylord Nelson
4. What did he do?	He wanted people to learn about pollution and how it hurts the earth He organized a big event to talk about the problem

5 Write a paragraph about how you can help protect the earth.

1. Go through the title of the task and read what is required from students.
2. Elicit some words from the students that can be used while writing and write them on the board.
3. If there is time, assign students five minutes to write the paragraph in groups, then elicit one or two students to read their paragraphs aloud and give them oral feedback.
4. If there is no time, assign it as home assignment and check their writings given them written feedback.

A Suggested Paragraph

One of the major environmental problems is air pollution. It is caused by the burning of fossil fuels for transportation, industrial activities, and deforestation. These actions release harmful gases like carbon dioxide and nitrogen oxides into the air, contributing to poor air quality and climate change. To help solve this problem, I can reduce my carbon footprint by using public transportation, walking, or biking instead of driving, and supporting clean energy alternatives like solar or wind power. Also, I can plant trees, which help absorb carbon dioxide and improve air quality. We can raise awareness through social media, discussions, or by organizing community activities. By working together, we can make a significant impact on improving air quality and protecting the earth.



Practice Book Answer Key

1 Read and complete.

Ali: Did you watch the news about COP 27?

Mona: Sure. They're discussing solutions for global **warming** and climate change.

Ali: I heard that they're focusing on reducing the use of **fossil fuels**.

Mona: That's right. Burning fossil fuels releases a lot of **greenhouse gases** which trap heat in the atmosphere.

Ali: I hope they come up with strong agreements to **protect** our planet.

Mona: Me too. Everyone needs to take action for a better future.

2 Read and match.

1. Drought	a community of plants, animals, and their environment (3)
2. greenhouse gases	natural fuels like coal, oil, and gas (4)
3. ecosystem	, little or no rain (1)
4. fossil fuels	gases like carbon dioxide and methane (2)
5. global warming	the increase in Earth's temperature because of human (5) activities

3 Choose the correct answer:

1. b
2. b
3. c
4. b
5. b 6. d

4 Circle the odd one out

1. happiness
2. sand
3. pollution
4. safe
5. ground

5 Punctuate the following sentence:

Global warming has many effects on human health, food supply, and the ecosystem.

Review 2

Lesson 1

SB pages 105 - 107

INTRODUCTION

ILOs

- To revise the vocabulary and language from units 3 and 4

Vocabulary: Adjectives and their antonyms

Language: The homophones *they're*, *their* and *there*
Comparative and superlative

Warm up

- Write the title of the unit, *Famous Characters* in a big circle on theboard.
- Elicit what students still remember from this unit.
- Ask them: Who is your favorite character? Why

1 Read and tick (✓) or (×).

- Ask students to look at the four pictures
 - Tell students that they are going to read a dialogue between a teacher and a famous heart surgeon.
- Assign students five minutes to work in pairs and read the dialogue silently, then tick (✓) or (×).
- Invite a pair of good students to read the dialogue.
- Check answers by inviting pairs of students to say the answers.

Review 2

Lesson 1

1 Read and tick (✓) or (×).

Miss Hebat: Hello, Dr. Mohsen! We're so happy to have you with us today. Could you tell us what inspired you to become a heart surgeon?

Dr. Mohsen: Hello, Miss Hebat! It's wonderful to be here with these nice students. Well, when I was young, I had a strong desire to make ill people feel better. I was truly fascinated by the human heart and its important role in our bodies. I wanted to learn how to fix it when it wasn't working properly.

Miss Hebat: That's amazing! Could you tell us about the special organization you founded?

Dr. Mohsen: Sure! I established a heart foundation to help people who do not have money for expensive heart surgeries. Our goal is to make sure that everyone can enjoy a healthy heart.

Miss Hebat: That's kind of you! Do you have any advice for these young students who wish to become doctors one day?

Dr. Mohsen: Certainly! If you dream of becoming a doctor, you should study hard, and always remember that being a doctor is not just about fixing bodies; it's about making people feel better and happier.

Miss Hebat: Thank you very much, Dr. Mohsen, for sharing your inspiring words with us today!

Dr. Mohsen: You're very welcome.

- Dr. Mohsen is being interviewed at a school. (✓)
- Dr. Mohsen wanted to be a heart surgeon when he was young. ()
- Dr. Mohsen became interested in learning about the heart when he was at university. ()
- The Mohsen's heart foundation is for rich people. ()
- Being a heart surgeon only means focusing on your studies. ()

105

Answers:

1. (✓)
2. (✓)
3. (×)
4. (×)

2. Read and tick (✓) or (×).

1. Write: They're / their / their on the board.
2. Remind students of their uses through putting each one in a sentence.
3. Now assign two minutes for students to choose the correct answer.
4. Say the answers aloud, asking students to assess give themselves a mark out of five.

Answers:

- | | |
|------------|----------|
| 1. They're | 2. their |
| 3. There | 4. their |
| 5. There | |

3 Complete the sentences using the appropriate form of the adjectives in parentheses.

1. Write tall and difficult on the board.
2. Write the comparative and superlative forms of these two adjectives.
3. Now, assign students five minutes to work in groups and complete the sentences.
4. Check answers by asking individual students to come to the board and write the correct form of the adjectives.
5. Praise the students' good work.

Answers:

- | | |
|-----------------------|-------------------|
| 1 .fastest | 2 .more difficult |
| 3.the largest | 4 .the hottest |
| 5 .more creative | 6 most enjoyable |
| 7the most intelligent | |

Review 2
Lesson 1

2 Choose the correct answer
1. **They're** (They're / Their) practicing hard for the competition.
2. The players did (there / their) best to win the match.
3. (There / Their) is no one here.
4. Children should study hard to achieve (there / their) dreams.
5. (They're / There) are many sick children at this hospital.

3 Complete the sentences using the appropriate form of the adjectives in parentheses
1. The **fastest** (fast) runner in the race won the gold medal.
2. This puzzle is the (difficult) one we did yesterday.
3. Elephants are (large) animals on land.
4. Venus is.....(hot) planet.
5 Amy's artwork is always (creative) than mine.
6. I think summer is (enjoyable) season because I love warm weather.
7. He is (intelligent) student in the class. He always
note for reader

4 Read and match the words to their antonyms.

1. Tell students that they have two minutes to match each adjective with its antonym.
2. Check answers by inviting individual students to say each pair of antonyms.

Answers:

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

1. beautiful (c)	a. weak
2. strong ()	b. easy
3. poor ()	c. ugly
4. hard ()	d. disabled
5. active ()	e. rich
6. abled ()	f. lazy

5 Listen and complete the table about this differently-abled champion.

1. Ask students if they know the character in the picture.
2. Tell them that they are going to listen to a text about this differently-abled champion and complete the missing information.
3. Read the text or play the audio once for students to do this task individually.
4. Read the text a second time for students to check their answers with a peer.
5. To check answers, invite individual students to come to the board and write the missing information.

Listening Text

Fatma Omar is one of Egypt's most amazing Paralympic athletes. She is known for her incredible achievements in para powerlifting. Fatma has become a global icon of perseverance and excellence.

She first competed in the Paralympic Games in 2000, in Sydney, Australia, where she won a gold medal. Since then, Fatma has been the best at her sport. She won four Paralympic gold medals: one in each Olympic games from 2000 to 2012 (London). She also won a silver medal in the 2016 Rio Paralympics.

Fatma also holds several world records in para powerlifting. She is admired not only for her athletic skills but also for being an inspiration to differently-abled individuals across the world.

Answer

Name	Fatma Omar
Sport	Para powerlifting
Achievements	.In 2000, in Sydney, she won a gold medal .She won five medals between 2000 and 2016 .She holds several records in powerlifting
She is admired for	for her athletic skills being an inspiration to differently-abled individuals

Review 2

Lesson 1

5 Listen and complete the table about this differently-abled champion



Name	Fatma Omar
Sport	Para powerlifting
Achievements	• In 2000, in Sydney, she won a • She won medals between 2000 and 2016. • She holds several in powerlifting
She is admired for	• her athletic • being an to differently-abled individuals

107

Review 2

Lesson 2

SB pages 108 - 110

INTRODUCTION

ILOs

- To revise the vocabulary and language from units 3 and 4

Vocabulary: Words with silent *h*

Language: Gerunds

Warm up

- Write the title of the unit, *Global Festivals and Events*, in a big circle on the board.
- Elicit what students still remember from this unit.
- Ask them: What is your favorite Egyptian festival? Why

1 Fill in the gaps with the gerund form of the word in parentheses.

- Write play, win and chase on the board.
- Add ing to each verb and tell students that these verbs are now gerunds.
- Assign students two minutes to finish this task.
- Check answers by inviting individual students to come to the board and write the gerunds.
- Praise students' good work.

Review 2

Lesson 2

1 Fill in the gaps with the gerund form of the word in parentheses

- I like diving in the Red Sea. (dive)
- The children love in the sea. (swim)
- They enjoy the sunset in the evening. (watch)
- My favorite hobby is clothes. (design)
- can make you fit. (run)

2 Read and answer

The Rio Carnival, held every year in Rio de Janeiro, Brazil, is one of the world's most amazing and colorful festivals. It is a celebration of music, dance, and culture.

Millions of people from all over the world gather to enjoy samba parades. These features are very expensive costumes, street parties, and live performances. The festival is a showcase of Brazilian heritage, blending African, Portuguese, influences.

The Rio Carnival is not just a show of artistic talent; it's a celebration of community and joy. It brings people together through its lively and inclusive spirit.

- When and where is the Rio Carnival held?
It is held every year in Rio de Janeiro, Brazil.
- What is this carnival for?
- Who attends this carnival?
- What can you see at the carnival?
- Why is this carnival celebrated?

108

Answers:

1. diving 2. swimming
3. watching 4. designing
5. Running

2 Read and answer.

Draw the students' attention to the picture and elicit some response about that they think this picture about and what they think of the colors of the costumes.

2. Tell students that they are going to work in groups; read the text and answer the questions.
3. Assign students five minutes to finish the task.
4. Ask a student to read the model question.
5. Check answers by asking a student from each group to answer a question.
6. If there is time, ask three good students to exchange reading the text.

Answers:

1. It is held every year in Rio de Janeiro, Brazil.
2. It is a celebration of music, dance, and culture.
3. Millions of people from all over the world attend this carnival.
4. At the carnival, you can enjoy samba parades. These features very expensive costumes, street parties, and live performances.
5. The festival is a showcase of Brazilian heritage, blending African, Portuguese, and indigenous influences.

3 Listen and circle the words with silent h.

1. Write tall and difficult on the board.
2. Write the comparative and superlative forms of these two adjectives.
3. Now, assign students five minutes to work in groups and complete the sentences.
4. Check answers by asking individual students to come to the board and write the correct form of the adjectives.
5. Praise the students' good work.

Answers:

1. honest 2. White
3. hours 4. honored
5. whale

Review 2
Lesson 2

3 Listen and underline the words with silent h.

1. Hena is an honest person.
2. White is her favorite color.
3. How many hours are there in a day?
4. I was honored to meet the Grand Imam, Dr. Ahmed Al Tayeb.
5. The whale is a huge sea animal.

4 Look at the table. Then, ask and answer about FIFA World Cup.

1. How many teams	32 teams
2. The last FIFA World Cup	in 2020, in Qatar
3. Who won the last World Cup	Argentina
4. Your favorite team in the World Cup	_____
5. Famous World Cup players	Lionel Messi and Cristiano Ronaldo

How many teams play in the FIFA World Cup?

32 teams play in the FIFA World Cup.

It was held in 2020.

When was the last FIFA World Cup held?

109

4 Look at the table. Then, in pairs, ask and answer questions about FIFA World Cup.

1. Ask students who like football to raise their hands.
2. Elicit some responses about football players from them.
3. Tell them that they are going to ask and answer about the last FIFA World Cup held in Qatar.
4. Do the model examples with a student.
5. Now, invite pairs of students to ask and answer.
6. Don't correct students while speaking. Leave correction to the end, and don't forget to praise students' good work.

Answers:

- A: How many teams play in the FIFA World Cup?
B: 32 teams play in the FIFA World Cup.
- A: When was the last FIFA World Cup held?
B: It was held in 2020.
- A: Who won the last World Cup?
B: Argentina
- A: Who was your favorite team in the World Cup?
B: France
- A: Who are famous World Cup players?
B: Lionel Messi and Cristiano Ronaldo

Search the internet and write a paragraph about a differently-abled champion.

1. Make sure that students understand what they are going to do.
2. Go through the guided points with them.
3. Elicit some differently-abled champions that they would like to write about.
4. Tell them to do this task as home assignment.

A Suggested Paragraph

Ibrahim Hamadtou is an inspiring Egyptian table tennis champion who has overcome incredible challenges. He was born in 1973. He lost both arms in a train accident at the age of 10. Despite this, his determination and love for sports led him to develop a unique technique, using his mouth to hold the paddle and his foot to serve the ball. Ibrahim's hard work and resilience have made him a global icon, representing Egypt in a lot of Paralympic Games, including Rio 2016 and Tokyo 2020. His story motivates others to believe in their abilities and pursue their dreams, no matter the obstacles.

Review 2
Lesson 2

5 Search the Internet and write a paragraph about a differently-abled champion

Include information about:

- his / her name
- date of birth
- place of birth
- his / her disability
- the sport he / she does
- the prizes he / she won



Model Tests

1 Complete the sentences with words from the box.

Mona: Hello, Grandpa! Have you ever traveled by ship before?

Grandpa: Yes, Mona. I once went on a **pilgrimage** trip by ship.

Mona: Really? How was your trip?

Grandpa: Oh, it was a truly a **memorable** experience.

Mona: That sounds amazing! What was the **voyage** like?

Grandpa: The voyage itself was an adventure as I enjoyed seeing the nature.

Mona: That's wonderful. I hope I can go on a pilgrimage like that one day.

Grandpa: You should, Mona. It's a **journey** that stays in your heart forever.

2 Read and circle the odd one out.

1. trip
2. football
3. planes
4. play
5. adventure

3 Choose the correct answer.

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

Model Test (1)

1 Read and complete the dialogue

(memorable - voyage - pilgrimage - journey)

Mona : Hello, Grandpa! Have you ever traveled by ship before?
 Grandpa: Yes, Mona. I once went on a trip by ship.
 Mona : Really? How was your trip?
 Grandpa: Oh, it was a truly a experience.
 Mona : That sounds amazing! What was the voyage like?
 Grandpa: The voyage was an adventure as I enjoyed seeing the nature.
 Mona : That's wonderful. I hope I can go on a pilgrimage like that one day.
 Grandpa: It will be that stays in your heart forever.

2 Read and circle the odd one out

1. plane	car	ship	trip
2. Arabic	football	science	religion
3. stars	planets	galaxy	planes
4. drink	ate	play	got
5. astronaut	adventure	programmer	farmer

3 Choose the correct answer

1. My sister gone shopping.
a. have b. has c. is d. are
2. Pupils should do their homework
a. himself b. herself c. themselves d. itself
3. My friends are going to their school a bus.
a. on b. in c. at d. by
4. I should to this job as it is a great chance to get a lot of money.
a. play b. present c. apply d. serve
5. These flowers are
a. my b. mine c. her d. your
6. He is the player in the team.
a. fister b. fast c. fastest d. bigger

4 Read and answer the questions.

1. The most popular sport in Egypt is **foot-
ball**.
2. Some famous Egyptian squash players
are **Ramy Ashour** and **Nour El Sherbi-
ni**.
3. Traditional sports like camel racing are
popular in **rural areas**.
4. c
5. b
6. b



Model Test (1)

4 Read and answer the questions.

People in Egypt enjoy and celebrate sports a lot. The most popular sport in Egypt is football. The national football team has made Egyptians proud by winning the African Cup of Nations several times. Another sport in which Egypt shines is squash. Egyptian squash players are among the best in the world, often winning international championships. Some famous players include Ramy Ashour and Nour El Sherbini.

Swimming is also a well-loved activity, especially in coastal cities. The warm weather in Egypt makes it perfect for swimming and other water sports like diving and snorkeling. Handball is another sport where Egypt excels. In rural areas, traditional sports like horse riding and camel racing are enjoyed. These sports are part of Egypt's cultural heritage and are often held during festivals and special events. Sports in Egypt are more than just games; they are a way to bring people together, celebrate success, and enjoy life.

1. What is the most popular sport in Egypt?
2. Who are some famous Egyptian squash players?
3. Where are traditional sports like camel racing popular in Egypt?
4. Egypt has won the African Cup of Nations in
a. handball b. squash c. football d. basketball
5. The popular water sport in Egypt is
a. skiing b. diving c. cricket d. rugby
6. The traditional sport of Egypt's cultural heritage is
a. ice hockey b. camel racing c. volleyball d. table tennis

5 Write a short paragraph about:

‘A trip to Al Azhar Park’

Last Friday, I went to Al Azhar Park with my family. It was an amazing day. We saw beautiful trees and colorful flowers everywhere. The fountains looked so pretty and made a nice sound. My siblings and I played games on the grass while my parents relaxed. We also had a picnic and enjoyed delicious food. The park was peaceful, and we had so much fun. I hope we can go there again soon!

Punctuate the following:

I went to Alex last Sunday with my family.



Model Test (1)

5 Write a short paragraph about

‘A trip to Al Azhar Park’

Guiding words: (amazing - family - play - trees - fountains)

.....

.....

.....

.....

.....

6 Punctuate the following

I went to alex last Sunday with my family

.....

1 Read and complete the dialogue.

(exciting- space - scientists - future)

Mona: What do you think future jobs will look like?

Ahmed: I think there will be more astronauts exploring space and discovering new planets .

Mona: That sounds amazing !Do you think we'll live among the stars one day ?

Ahmed: Maybe !Scientists might find ways to build homes in spaceships or on other planets

Ahmed: Imagine observing constellations from space instead of looking at them from the ground .

Mona: Exactly ! Future jobs in space will be so exciting. Maybe I'll become an astronaut , too !

Ahmed: You might be the first to find a new constellation !

2 Read and circle the odd one out.

1. watch
2. interests
3. playground
4. tourist
5. festival

3 Read and answer the questions.

1. Eating healthy food is important for staying fit and feeling good.
2. Some examples of healthy food are fruits, vegetables, whole grains, and proteins.
3. Whole grains provide energy and aid digestion.
4. b
5. b
6. c

4 Write a short paragraph about:

‘Online shopping’

Online shopping is easy and convenient. You can browse many products from your home. It helps save time as you don't need to go to the store. You can find a variety of items and compare prices quickly. You can have products delivered right to your door. With online shopping, you can also choose to buy from stores that focus on a clean environment. After choosing your products, you can easily pay online with different payment options.

5 Punctuate the following:

She reads a story every Friday.

1. Read and complete the dialogue.

Ahmed: Did you see Mohamed Salah play yesterday?

Hamza: Yeah, he was incredible! He set a new **world** record.

Ahmed: Really? What did he achieve?

Hamza: He was the fastest player on his team. Now, he has **ranked** among the best in the world!

Ahmed: That's amazing! How did he become so good?

Hamza: Through years of hard work. He started playing in his hometown. Now, he's a **professional** champ!

Ahmed: I hope he keeps shining and leads his **team** to more success!

2. Read and circle the odd one out.

1. homework
2. drank
3. toys
4. bright
5. country

3. Choose the correct answer.

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

4. Read and answer the questions.

1. Sham El Nessim is celebrated in Egypt during the start of spring.
2. Popular activities during Sham El Nessim include having picnics, flying kites, visiting parks, and eating seasonal foods like feseekh, salad, and colored eggs.
3. Sham El Nessim is important for families in Egypt because it's a time for them to come together, celebrate the season, and enjoy outdoor activities.
4. b
5. a
6. a

5. Write a short paragraph about:

'Healthy and unhealthy food'

Healthy food is important for our body. Eating fruits and vegetables gives us vitamins and energy. It's also important to exercise regularly to stay fit. A balanced diet includes foods like whole grains, proteins, and healthy fats. On the other hand, unhealthy foods like fast food can make us feel tired and weak. Eating too much junk food can lead to health problems. So, it's important to eat healthy and stay active to feel good and strong.

6. Punctuate the following:

Are there a lot of people in the festival?

1. Read and complete the dialogue.

(ecosystems - global warming – droughts - greenhouse gases)

Mona: Did you attend the social studies lesson?

Ahmed: Yes, it was about **global warming**. It's getting worse.

Mona: What are the main reasons for this problem?

Ahmed: Burning fossil fuels like coal and oil. They release **greenhouse gases**.

Mona: How do these gases cause global warming?

Ahmed: They trap heat, making the planet hotter.

Mona: That's bad for **ecosystems** and animals.

Ahmed: Yes, and it causes more **droughts**, which harms farming and people.

Mona: So, what can we do?

Ahmed: Use less energy, switch to clean power, and plant trees.

Mona: Small actions really can help!

2. Read and circle the odd one out.

1. Park
2. robots
3. they
4. wildlife
5. school

3. Choose the correct answer.

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

4. Read and answer the questions.

1. Ahmed looks up to his father as a role model because he has good qualities like being helpful, kind, responsible, truthful, and a great example for others.
2. In the classroom, Ahmed's father teaches subjects and shows his students the importance of good behavior and honesty.
3. Ahmed's father shows responsibility by taking care of all their needs and working well with others to achieve common goals.

1. 4. b

2. 5. d

3. 6. b

5. Write a short paragraph about:

'How to save our environment'

We can save our environment by making small changes in our daily lives. One important way is by recycling items like paper, plastic, and glass. This helps reduce waste and prevents pollution. We can also try to reduce waste by using fewer disposable items and buying things with less packaging. Another important step is using renewable energy sources like solar or wind power, which don't harm the planet. Reducing our carbon footprint can also help in the fight against climate change. Simple actions like turning off lights when not in use, planting trees, and using public transport can make a big difference. Protecting our environment is everyone's responsibility.

6. Punctuate the following:

We went on a trip to Alexandria last Wednesday.

Unit 5

The Amazing Human Body

Grammar

- Present simple tense to talk about facts

Phonics

- Silent 'p': pneumonia
- Silent 'n': autumn

Language Functions

- Ask for and give advice using

'should'

Critical Thinking

- Do you think that mental health affects physical health? If so, how?

Study Skills

- Reading comprehension
- Active listening



Mighty Muscles

Lesson 1

Mighty muscles SB pages 112-115 PB pages 57-58

INTRODUCTION

ILOs

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

- discuss some ways to take care of their muscles.
- read a text about muscles for specific information.
- Correctly match some words to their meanings
- use the newly learnt vocabulary in context correctly.
- read a text to examples of organs for each type of muscle.
- identify some words with silent 'p'.

Materials:

Student's Book

Practice Book

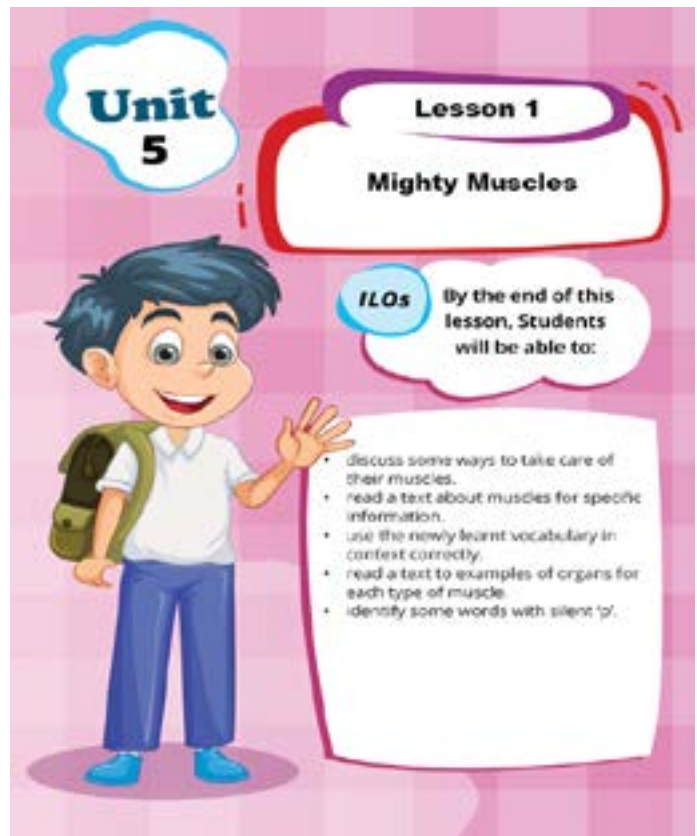
Teacher's Guide

Vocabulary: mighty, stretchy rubber bands, skeletal, intestines, cardiac, stuff

Values: Appreciating Allah's gifts to us

Warm up

1. Draw the students' attention to the title of the lesson, *Mighty muscles*. Ask the students, "What comes to mind when you hear the term 'mighty muscles'?"
2. Encourage them to share their personal experiences and insights. Ask them to reflect on the relationship between muscle building and both mental and physical health. How do they think strength, whether physical or mental, plays a role in overall well-being?



1 Think and Discuss.

1. Draw the students' attention to the pictures of doing exercise and different kinds of food.
2. Ask them "What do you think the man in the picture is doing? Why do you think he's doing it?"
3. Ask them "Can you identify the types of food in the picture?"
4. Read the questions aloud for the students.
5. Put students into pairs to discuss the questions.
6. Assign three minutes for them to discuss the questions.
7. Elicit some pairs to ask and answer the questions.

Suggested Answers

1. I can play sports, swim, walk, jog and do other activities without getting tired or hurt.
2. Jumping a rope, kayaking, walking, swimming, cycling, rowing or hiking
3. Yes, I think so. Because doing exercises regularly improves our muscles, reduces heart diseases and strengthens our bodies.

2 Read and answer.

1. Ask students: What do you think muscles do in our bodies? How many muscles do you think we have? Why is it important to take care of our muscles?
2. Set the scene of the reading dialogue, a dialogue about our muscles.
3. Set the context by explaining the types of muscles and their roles in our body.
4. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.

Unit 5
Lesson 1

1 Think and discuss



1. How can you take care of your muscles?
2. What are some fun activities you can do to exercise your muscles?
3. Do you think it is important to exercise regularly? Why?

2 Read and answer

Muscles are incredible parts of our bodies that help us move. Did you know that you have more than 600 of these amazing muscles? Some muscles are like your action heroes which help you run, jump, and play. Other muscles work quietly to make your heart beat and help you to breathe. Our **mighty** muscles are like **stretchy rubber bands**. The more we use them, the bigger and stronger they become. Would you like to know the secret to turning them into real champions? It's regular exercise and eating healthy food. Taking care of our muscles is important because it keeps us strong and fit.

Let's talk about the types of muscles! We've got the **skeletal** muscles which we control, like in our arms and legs. Then there are the smooth muscles working in our stomach and **intestines**, and don't forget about the **cardiac** muscles related to the heart. Each muscle type has its own special job in our awesome bodies. When we're in action, our muscles need more oxygen. So, our heart works as the superhero, pumping faster to send oxygen to our muscles.

1. How many muscles do we have in our bodies?

a. Over 100	b. Over 500
c. Over 600	d. Over 1000

113

5. Elicit the answer to the question from students.
6. Read each question aloud and discuss the choices with the class.
7. Encourage students to explain their choice before revealing the correct answer.
8. After finishing reading, tell students that they have two minutes to check their answers with a peer.
9. Check answers as a whole class by asking pairs of students to read and answer the questions.
10. If there is time, you could have the students draw or list examples of skeletal, smooth, and cardiac muscles, helping them visualize and categorize different muscle types.

Answers:

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

3 Read and match.

1. Ask students to recall the definitions and use them in sentences.
2. Display and define each word with examples and visuals.
3. Ask students to repeat the words and definitions.
4. Have students match the vocabulary words to their definitions (either individually or in pairs).
5. Check the answers with the class.
6. In groups or pairs, ask students to create sentences using the new vocabulary.
7. Share examples aloud and give feedback.

Answers:

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

4 Read and complete.

1. Review the meaning of the words in the box.
2. Read the sentences aloud to the class and ask students to listen carefully. Write the incomplete sentences on the board or display them on a screen.

3 Read and match

word	definitions
1. Prominent (b)	a. an organization for a specific reason
2. Pioneer ()	b. well known and easily noticed
3. transplantation ()	c. tiny bits or pieces of something, like dust or grains of sand
4. foundation ()	d. doing something new or leading the way in a particular field
5. particles ()	e. moving an organ or tissue from one person's body to another person's body to replace a damaged or a missing part

3. class and ask students to listen carefully. Write the incomplete sentences on the board or display them on a screen.
4. Provide context clues to guide them through the decision-making process.
5. Give students time to complete the sentences either individually or in pairs. If they are working individually, encourage them to focus on each word's meaning and the sentence's context.
6. After students have filled in the blanks, go through the sentences together as a class.
7. Discuss why each word is the correct choice for each sentence.

Answers:

1. mighty
2. skeletal
3. stuff
4. cardiac
5. intestines

5 Read the text again and complete the table.

1. Review the text you've read with the students, focusing on the three main types of muscles: skeletal muscles, cardiac muscles, and smooth muscles.
2. Explain that the table requires them to identify examples of organs associated with each type of muscle.
3. Ask students to read or review the text again, either individually or in pairs. Encourage them to underline or highlight the key parts that mention skeletal, cardiac, and smooth muscles, and the organs connected to each type.
4. Before students start filling out the table, guide them by explaining that:
 - **Skeletal muscles** are the muscles we control, like those in our arms and legs.
 - **Cardiac muscles** are the muscles found in the heart.
 - **Smooth muscles** are found in organs like the stomach and intestines, working automatically without our control.

Model how to complete the table for skeletal muscles by filling in the first row together: Example: Skeletal muscles → arms and legs. Emphasize that the first column asks for the muscle type, and the second column is for the organs that involve that muscle type.

Allow students to work on the remaining rows by referring back to the text. Have them write down examples of organs associated with each type of muscle.

5. Walk around the classroom to offer support and make sure students are correctly filling out the table.
6. After students have completed the table, review the answers together as a class.

Answers

The muscles	Examples of organs
skeletal muscles ▪	arms and legs
smooth muscles ▪	stomach and intestines
cardiac muscles ▪	Heart

Listen and circle the words with silent (p).

1. Tell the students that today they are going to focus on words with a silent “p.”
2. Tell them to listen carefully to each word and identify when the “p” is silent, even though it’s written in the word.
3. Read out one of the sentences aloud as a class and ask students to identify the word with a silent “p.” For example, read the sentence, “Two patients suffer from pneumonia.” Emphasize how the “p” is silent in both “patients” and “pneumonia.”
4. **Example:** “In the word **pneumonia**, the ‘p’ is silent. You don’t hear it when you say the word.”
5. Play an audio recording of the sentences or read each sentence aloud for the students. After each sentence, pause and ask them to circle the words with silent “p”. You can also read each sentence slowly and emphasize the silent “p” sound.
6. After students have circled the silent “p” words, go through the answers together. Ask individual students to explain why they circled each word. This helps reinforce their understanding of silent letters.

Answers:

It was a **coup** for the young reporter to get an interview with the famous doctor.

2. Two patients suffer from **pneumonia**.

3. My mother put the groceries in the **cupboard**.

4. If you don’t have the **receipt**, you can’t return the pants.

5. **Psychology** is the study of mental health for people.

Unit 5
Lesson 1

4 Read and complete

cardiac - stuff - mighty - intestines - skeletal

1. The superhero had **mighty** strength that helped him to lift heavy objects.
2. You can find _____ muscles in your arms.
3. I left all my _____ at his house.
4. The doctor listened to the patient's _____ rhythm with a stethoscope.
5. The stomach and _____ receive food and digest it.

5 Read the text again and complete the table

The muscles	Examples of organs
skeletal muscles	arms and legs
smooth muscles	_____ and _____
cardiac muscles	_____

6 Listen and circle the words with silent 'p'

1. It was a **coup** for the young reporter to get an interview with the famous doctor.
2. Two patients suffer from pneumonia.
3. My mother put the groceries in the cupboard.
4. If you don't have the receipt, you can't return the pants.
5. Psychology is the study of mental health for people.

115

Practice Book Answer Key

1 Read and answer the questions.

1. There are three types of muscles.
2. They work together to help us move, lift things, breathe, and even when you sleep.
3. a
4. c

2 Read and Circle the odd one out.

1. intestine
2. muscle
3. patient
4. fit

3 Listen and complete.

Aerobic exercise involves physical activity that increases your breathing and heart flow to fuel your body with oxygen-rich blood. Aerobic exercise helps

strengthen your heart muscle, improves your lung function, and increases circulation and healthy blood rate throughout your body. Aerobic exercise can help people with asthma...lessen both the frequency and severity of asthma attacks. a .You should still talk to your doctor before beginning a new exercise lesson if you have asthma, however. They may recommend specific activities or precautions to help keep you safe while working out.

4 Think and write some tips for making our muscles strong.

1. You should exercise every day.
2. You should drink enough water daily.
3. You should eat healthy food.
4. You should get enough sleep.

INTRODUCTION

ILOs

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

- hold a discussion about bones.
- read a text about bones for specific information.
- Correctly match some words to their meanings .
- use the newly learnt vocabulary in context correctly.
- identify some words silent 'n'.
- write some tips on how to keep bones strong.

Materials:

Student's Book

Practice Book

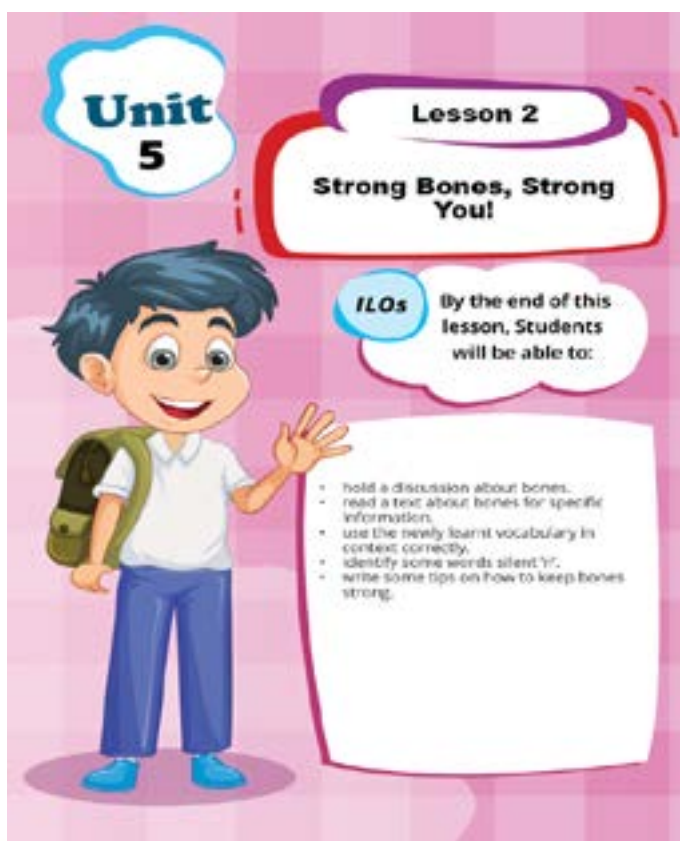
Teacher's Guide

Vocabulary: dskeleton, shield, joints, bend, twist, minerals

Values: Balance and moderation

Warm up

1. Draw the students' attention to the title of the lesson, Strong Bones, Strong You. Ask students "What do you think would happen if we didn't have bones?" "How would we look and move without bones?" Give students a moment to think and respond.
2. Display a visual of a skeleton (or use an X-ray or model if available). Point out the bones in the body, emphasizing their structure and importance. You could say: "These are the bones that make up your skeleton. They give your body shape and help you move. But did you know that bones do so much more than just hold us up?"



1 Look and discuss.

1. Draw the students' attention to the pictures of bones.
2. Ask them: How do you think bones protect your organs?
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. Our bones are made of cells, proteins, minerals like calcium.
2. Bones help us to move, store minerals in our body, give shape and support for the body.
3. If we don't take care of our bones, we will suffer from different diseases and mental or physical problems.

2 Read and answer.

1. Ask students how to protect our bones.
2. Introducing the topic of the reading to students. Let them know that they are going to read about the importance of bones and how they help our bodies function.
3. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.

1 Look and discuss

1. What do you think our bones are made of?
2. How do bones help us every day?
3. What will happen if we don't take care of our bones?



2 Read and answer

Our bodies are like smart machines inside. We have a strong **skeleton** made of lots of different bones. These bones are like the building blocks that give us shape and protect our organs.

Bones are not just hard and boring; they are actually alive! They are always growing and changing, just like we do. Some bones are flat and **shield** our brain, like a helmet. Others are long and strong, helping us run and jump, and guess what? The tiniest bones are in our ears, helping us hear the world around us.

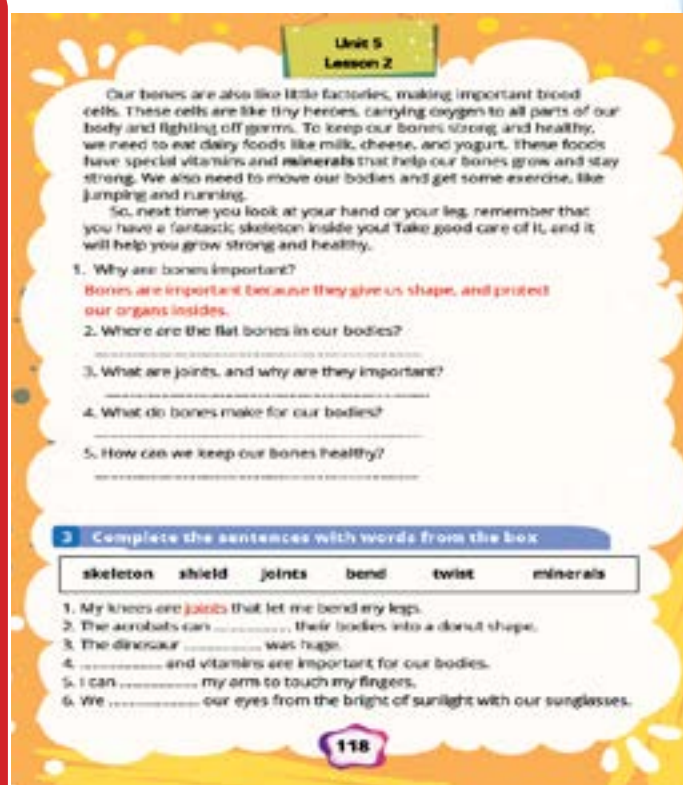
To make our bones even more amazing, they fit together in **joints**. These joints let us **bend** and **twist**, so we can move, play, and turn. Joints are a little bit like puzzles; the pieces fit together in one way.



4. Ask students to read silently for two minutes to answer the question.
5. After finishing reading, tell students that they have two minutes to check their answers with a peer.
6. Read the text aloud and ask students to make sure of their answers to the questions.
7. Check answers as a whole class by asking pairs of students to read and answer the questions.
8. If there is time, ask students to review the main points of the lesson.

Answers:

1. Bones are important because they give us shape, and protect our organs insides.
2. in our brain
3. Joints are the bones fit together in one way. These joints let us bend and twist, so we can move, play, and run.
4. Bones make important blood cells which carry oxygen to all parts of our body and fight off germs.
5. We can keep our bones healthy by eating dairy foods like milk, cheese, and yogurt. We also need to move our bodies and get some exercise, like jumping and running.



3 Complete the sentences with words from the box.

1. Review the meaning of the words in the box
2. Read the sentences aloud to the class and ask students to listen carefully.
3. Write the incomplete sentences on the board or display them on a screen for reference.
4. Help students figure out which word makes sense for each sentence.
5. Provide context clues to guide them through the decision-making process.
6. Give students time to complete the sentences either individually or in pairs. If they are working individually, encourage them to focus on each word's meaning and the sentence's context.
7. After students have filled in the blanks, go through the sentences together as a class.
8. Discuss why each word is the correct choice for each sen-

4. Read, these words out loud, then circle the words with a silent (n).

1. Explain to the students that some words have silent *n*.
2. Give examples of words with silent "n." (e.g., "autumn") to familiarize them with the concept.
3. Write some words with silent 'n' on the board (e.g. condemn and autumn) and pronounce it twice and draw the students' attention to the silent (n).
4. Draw the students' attention to the top tip.
5. Tell students that you are going to read some words and they have to circle all the words with silent (n).
6. After playing the audio or reading the words, play it once more and ask students to check their answers with a peer.
7. Ask a student to say all the silent (n) words.
8. Ask students to give themselves a mark out of 7.

Answers

science	autumn	coin
column	knee	solemn
bones	condemn	minerals

5 Write some tips about how to keep your bones strong.

1. Go through the title of the task and read what is required from students.
2. Explain the importance of keeping bones strong. You can provide examples of how bones are essential for mobility, health, and overall well-being. Then, explain that there are many ways to help keep bones healthy, such as through diet, exercise, and lifestyle choices.
3. Elicit some words from the students that can be used while writing and write them on the board.
4. Model how to complete a few of these tips for the class using second, third, fourth and finally.
5. If there is time, assign students five minutes to write the tips in groups, then elicit one or two students to read their tips aloud and give them oral feedback.
6. If there is no time, assign it as home assignment and check their writings given them written feedback.

Read and complete

cardiac - stuff - mighty - intestines - skeletal

The superhero had **mighty** strength that helped him to lift heavy objects. You can find muscles in your arms. I left all my at his house. The doctor listened to the patient's rhythm with a stethoscope. The stomach and receive food and digest it.

Read the text again and complete the table

The muscles	Examples of organs
skeletal muscles	arms and legs
smooth muscles	and.....
cardiac muscles	

Listen and circle the words with silent 'p'

It was a **coup** for the young reporter to get an interview with the famous doctor.

• Suggested Answers

1. First, eat dairy foods such as milk, cheese, and yogurt, or leafy green vegetables like spinach.
2. Second, eat a balanced diet rich in calcium and vitamins D.
3. Third, do some exercise, like jumping and running.
4. Fourth, avoid drinking fizzy drinks.
5. Finally, take care of the risk of falling and be physically active.

Practice Book Answer Key

1. Think and write.

Why are bones important?

1. They help us to move easily.
2. They help us to do our work.
3. They protect the other organs of the body.

2. Read and answer.

1. Because taking care of our bones is really important for our overall health
2. The two ways to keep our bones healthy are eating the right foods and doing exercises.
3. d 4. a

3. Listen and underline the words with silent n.

The judge condemned the man for stealing the money.

My favorite seasons are autumn and winter.

Put the information in column two.

He kept his word. He is very solemn.

4. Punctuate the following:

What will happen if we don't take care of our bones, Mona?

A journey inside our body's vital organs

Lesson 3

A journey inside our body's vital organs SB pages....., PB

INTRODUCTION

ILOs

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

- describe ways of taking care of their organs.
- Correctly number the sentences in the order they appear in the dialogue.
- Identify the function of each body system.
- use the newly learnt vocabulary in context correctly.
- categorize each organ into two groups: "We can't live without" and "We can live without".
- complete the sentences with the appropriate verb in the present simple tense.

Materials:

Student's Book

Practice Book

Teacher's Guide

Vocabulary: digestive system, respiratory system, circulatory system, immune system, nervous system

Language: Present Simple tense

Values: Appreciating Allah's gifts to us

Warm up

1. Draw the students' attention to the title of the lesson, *A Journey inside our Body's Vital Organs*. Ask them to mention the body organs they know, pointing at them.
2. Give students a moment to think and respond.



1 Look and Discuss.

1. Draw the students' attention to the pictures of different senses.
2. Ask them: Why do you think our senses are important?
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. Because each organ in the body is responsible for specific functions.
2. We should eat healthy food, get enough sleep and avoid drinking fizzy drinks.
3. If one of our organs stops working, we won't be able to survive or we will die without the help of strong medicines.

1. 2 Read the dialogue. Then, number the sentences according to their order of appearance in the text.

2. Ask students: What are the functions of our organs? Why can we live without some organs but not others? How does the heart help the circulatory system?
3. Tell students that they are going to read a text about 'Our organs and their functions.'
4. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.

Unit 5
Lesson 3

1 Look and discuss

1. Why is it important to take care of our organs?
2. How do you think we can take care of our organs?
3. What will happen if one of your organs stops working well?

2 Read the dialog. Then, number the sentences according to their order of appearance in the text.



Teacher: Do you know that our bodies are made of different systems that together to keep us alive and healthy?

Ali: What do these systems do?

Teacher: Each organ system has its own job. For example, our **digestive system** helps us digest the food we eat and our **respiratory system** helps us breathe.

Ali: Oh, I see.

Teacher: One important system is the **circulatory system**, which includes our heart. The heart pumps blood around our body. Also, the **immune system** helps our body kill germs and stay healthy.

Muhammad: I think the heart is the most important organ.

Teacher: It's one of them. Some people say the brain is the most important. But there are some organs we can live without such as eyes and even one of our kidneys.

Ahmed: Do we have other systems in our body?

121

5. Ask students to read silently for two minutes to reorder the sentences based on the order in which they appear in the dialogue.

6. Write the sentences on the board without the numbers and ask students to number them in the correct order. Elicit the order from students.

7. Allow students time to work on individually or in pairs. They can discuss with a partner if they are unsure about the order.

8. After finishing reading, tell students that they have two minutes to check their answers with a peer.

9. Check answers as a whole class by asking pairs of students to read the correct order.

10. If there is time, choose four students to read the dialogue and take turns.

Answers:

- (1) the importance of the digestive system.
- (5) why the brain is important.
- (4) some organs we can live without.
- (6) the importance of the muscles.
- (2) the respiratory system and its connection to breathing.
- (3) the function of the immune system.

3 Read the text again and complete the table.

- Tell students to read the provided text again about body systems. While reading, highlight or underline the names of each body system and its function.
- Present the table to your students. Explain that they will match each body system to its correct function. Walk through the table with them and review what's missing.
- Divide students into small groups and give each group a list of body systems and their functions, mixed up. Ask them to work together to match the systems with their functions.

4. Ask them to complete the table according to the functions in the text.

Afterward, review the answers as a class.

5. Ask students to explain why each body system has that particular function.

6. Show pictures or diagrams of each body system and its organs. This helps students better visualize how each system works.

Summarize the lesson by reviewing the systems and their functions one more time.

Unit 5
Lesson 3

Teacher: Sure. Our brain controls all the body's functions and our nervous system. This system allows us to control our body and even tells our muscles what to do. for example, it tells our heart to keep pumping and our lungs to keep breathing. We do these things without thinking thanks to our brains.

Moni: What else?

Teacher: Our skeletal system gives our body support, and our muscles help our bones move.

Moni: How can we take care of all these organs?

Teacher: We can eat healthy food, get enough sleep, and exercise to become strong and healthy.

- (1) the importance of the digestive system
- () why the brain is important
- () some organs we can live without
- () the importance of the muscles
- () the respiratory system and its connection to breathing
- () the function of the immune system

3 Read the text again and complete the table

Body System	Function
1. the digestive system	a. helps us digest the food we eat
2. the respiratory system	b.
3.	c. includes our heart. the heart pumps blood to all parts of our body, delivering oxygen and nutrients.
4. the immune system	d.
5. the nervous system	e.
6.	f. gives our body support

122

Answers

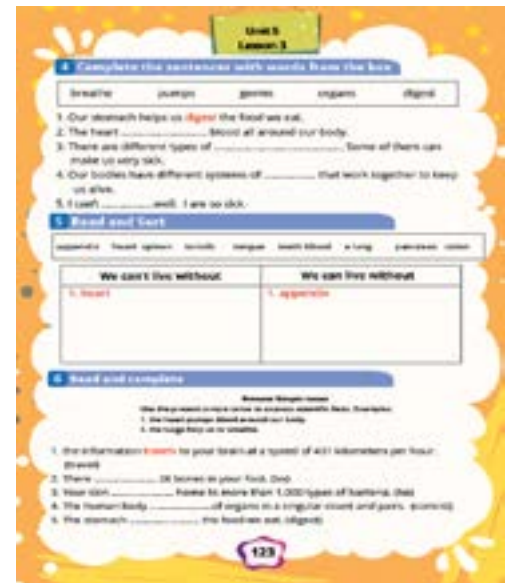
Body System	Function
1. The digestive system	a. helps us digest the food we eat
2. The respiratory system	b. helps us breathe
3. The circulatory system	c. includes our heart. The heart pumps blood to all parts of our body, delivering oxygen and nutrients
4. The immune system	d. helps our body kill germs and stay healthy
5. The nervous system	e. allows us to control our body and even tells our muscles what to do
6. The skeletal system	f. gives our body support

4 Complete the sentences with words from the box.

1. Review the meaning of the words in the box.
2. Read the sentences aloud to the class and ask students to listen carefully.
3. Write the incomplete sentences on the board or display them on a screen.
4. Help students figure out which word makes sense for each sentence.
5. Provide context clues to guide them through the decision-making process.
6. Give students time to complete the sentences either individually or in pairs. If they are working individually, encourage them to focus on each word's meaning and the sentence's context.
7. After students have filled in the blanks, go through the sentences together as a class.
8. Discuss why each word is the correct choice for each sentence.

Answers:

1. digest
2. pumps
3. germs
4. organs
5. breathe



5 Read and sort.

1. Explain that some organs are necessary for life (we can't live without them), while others, though important, are not essential for survival (we can live without them).
1. **Example:** "The heart is an essential organ because it pumps blood throughout our body, but we can live without the spleen."
2. Write down the list of organs (heart, spleen, tonsils, tongue, teeth, blood, lungs, pancreas, colon).
3. You can provide the learners with cards that have the organ names written on them, or you can create a chart.
4. Have them discuss each organ's function. For example:
 - **Heart:** It pumps blood, we need it to live.
 - **Spleen:** Helps filter blood but isn't necessary for life.
 - **Teeth:** Important for digestion, but not essential for survival.
5. Once they've sorted the organs, go over the answers as a group.

1. Ask learners to explain why they placed each organ in its category.

We can't live without	We can live without
1. heart	1. appendix
2. tongue	2. spleen
3. a lung	3. tonsils
	4. tooth blood
	5. pancreas
	6. colon

6 Read and complete.

1. Explain the concept: The present simple tense is used to describe general truths, facts and things that are always true.

Example: The sun rises in the east. (Scientific fact)

Example: Water boils at 100°C. (Scientific fact)

Review the examples you've already provided to ensure understanding:

- The heart pumps blood around our body.
 - The lungs help us to breathe.
2. Explain that these are facts that are always true, which is why we use the present simple tense.
 3. Draw the students' attention to the top tip.
 4. Ask them to complete each sentence by using the correct form of the verb in the present simple tense. They should think about the fact being described.
 5. Example: "The information travels to your brain at a speed of 431 kilometers per hour." You explain the subject "information" and that the verb "travel" should be in its third-person singular form (travels).
 6. After completing the activity together, you can ask them to come up with their own scientific facts in the present simple tense, for example, "The Earth orbits the Sun." and "Water freezes at 0°C."

Answers:

1. travels
2. are
3. is
4. consists
5. digests

Practice Book Answer Key

1 List the body organs.

1. Circulatory system
2. Digestive system
3. Respiratory system
4. Skeletal system
5. Immune system
6. Nervous system

2 Read and answer the questions.

1. It pumps blood to all parts of our body so they can get the oxygen and nutrients they need.
2. The lungs
3. c
4. d

3 Choose the correct answer.

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

4 Punctuate the following:

Our brain controls all the body's functions.

Nourishing our bodies for health and energy

Lesson 4

Nourishing our bodies for health and energy SB pages 124-128 PB pages 63-64

INTRODUCTION

ILOs

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

- define mental health and explain its importance in relation to physical health.
- identify and select examples of self-care practices from a given text.
- Correctly match some words to their corresponding definitions
- ask and answer about some ways to nourish their bodies physically and mentally.
- write a well-structured paragraph describing one specific self-care practice they can implement.

Materials:

Student's Book

Practice Book

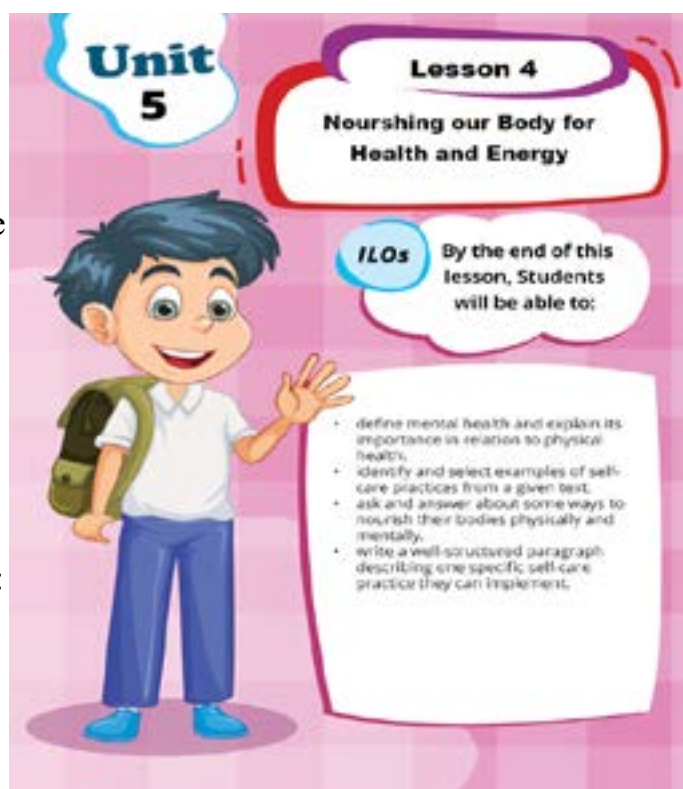
Teacher's Guide

Vocabulary: self-care, stress, burnout, depression, nourish

Values: Respect for health and Mind-body connection

Warm up

1. Write "Physical Health" on one side of the board and "Mental Health" on the other side.
2. Ask students to quickly shout out things that come to mind when they think of each type of health. Example for physical health: exercise, diet, sleep, doctor visits, healthy habits. Example for mental health: stress, relaxation, emotions, self-care, therapy, mindfulness.



1 Think and Discuss.

1. Draw the students' attention to the pictures in the book and sort each picture whether it is related to physical or mental health.
2. Ask them: Do you think doing sports helps our mental health? Why?
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. Mental health means our emotional, psychological and social well-being. It affects how we think, feel and act.
2. Yes, I think so, because doing sports helps us stay active and reduces the levels of stress.
3. Yes, I agree. Because a balanced diet can help us think clearly and feel more comfortable, improves concentration, protect our bodies from diseases.

2. Read and tick (✓) what is true about the World Youth Forum.

1. Ask the class what they think "self-care" means. You can write a few of their ideas on the board.
2. Ask students what happens if we don't care of our health?
3. Tell students that they are going to read this text about 'self-care'.
the meaning of these words.



4. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
5. Ask students to read silently for two minutes.
6. Explain that students need to read each item and decide if it is an example of self-care mentioned in the text.
7. If they think it is an example of self-care, they should tick (✓) next to it. If not, they leave it blank. Elicit the answer to the question from students.
8. Read the text aloud and ask students to try to find think of self-care habits that work for them personally, such as taking breaks during study.

9. After finishing reading, tell students that they have two minutes to check their answers with a peer.
10. Check answers as a whole class by asking pairs of students to read and answer the questions.

Answers:

- | | |
|---|-----|
| 1. Having a balanced diet | (√) |
| 2. Taking regular rests | (×) |
| 3. Visiting family and friends | (×) |
| 4. Practicing a favorite hobby | (√) |
| 5. Creating a relaxing environment while studying | (×) |
| 6. Getting enough sleep every night | (√) |
| 7. Celebrating good things in our lives | (×) |
| 8. Drinking enough water daily | (×) |

3 Read and match.

1. Review the meaning of the words in the box.
2. Read the sentences aloud to the class and ask students to listen carefully. Write the incomplete sentences on the board or display them on a screen.
3. Help students figure out which word makes sense for each sentence.
4. Provide context clues to guide them through the decision-making process.
5. Give students time to complete the sentences either individually or in pairs. If they are working individually, encourage them to focus on each word's meaning and the sentence's context.
6. After students have filled in the blanks, go through the sentences together as a class.
7. Discuss why each word is the correct choice for each sentence.

Answers

1. self-care (d)	a. a mental health condition that goes beyond feelings of sadness. It involves a low mood and loss of interest in activities.
2. stress	b. to provide something (like food, care, or support) that helps a person to stay healthy, or improve.
3. burnout	c. a feeling of being worried, tense, or overwhelmed when facing something challenging. .
4. depression	d. taking care of your physical and mental health.

4. Ask and answer about how to nourish your body physically and mentally.

1. Draw their attention to the pictures and model the conversation with a student or as a class.
2. Explain how we can nourish the body physically which involves good nutrition and exercise, while nourishing the mind focuses on reducing stress and engaging in positive activities.
3. Explain the structures ‘**You should.....**’ and how to respond to the questions and give some advice.
4. Read the first model with a student.
5. Ask another pair of students to read the second model.
6. Invite other pairs to make and respond to questions using the same structure.



5 Write a paragraph about one thing you can do to take care of yourself physically and mentally.

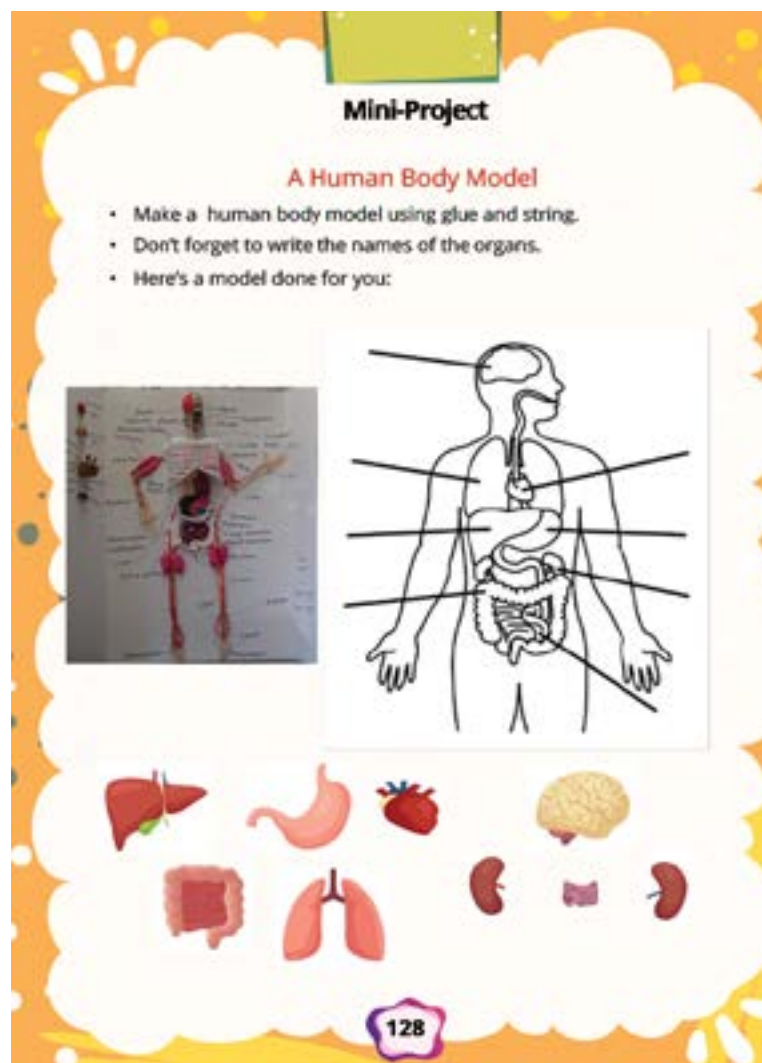
1. Go through the title of the task and read what is required from students.
2. Elicit some words from the students that can be used while writing and write them on the board.
3. If there is time, assign students five minutes to write the paragraph in groups, then elicit one or two students to read their paragraphs aloud and give them oral feedback.
4. If there is no time, assign it as home assignment and check their writings given them written feedback.

A Suggested Paragraph

I do a lot of exercises every day to stay healthy. I cycle to school, which helps me stay active. I practice running for 30 minutes every day. I walk for some time each day, whether it's for leisure or as part of my daily routine. I take care of my body by eating a balanced diet, focusing on healthy foods like fruits, vegetables, whole grains,

A Human Body Model

1. The aim of the projects is to promote students' collaboration and communication skills; in addition to understanding how to present their ideas.
2. In groups, the students are going to design a model of human body.
3. The teacher divides the students' roles into a leader, data gatherers, the writer of the model, and the speaker.
4. The teacher assigns one week for the students to finish their models.
5. Each group of students will choose a speaker to report the results of their model to the whole class.
6. Assess the students' projects using a rubric.
7. Give supportive feedback for all the groups, showing the points of strength and points of weakness.



Practice Book Answer Key

1 Think and write how you can get self-care mentally and physically.

Physically

Eating a balanced diet with lots of fruits and vegetables

Getting enough sleep

Doing exercises and sports

Mentally

Avoiding stress and burnout

Taking regular rests

Doing hobbies

2 Read and answer.

1. Personal hygiene is all about keeping your body clean and healthy.
2. Because your skin protects your body and helps you feel things like touch and pain
3. Before you eat, after you use the bathroom, and after you cough, sneeze, or blow your nose.
4. By brushing or flossing them
5. Brushing teeth / taking care of the nails / wearing clean clothes / getting enough sleep

3 Listen and complete.

Hygiene is all about keeping ourselves and our environment **clean** to stay healthy. It is a great **virtue** and a part of our belief. We must take **regular** showers or baths, and **brush** our teeth brush them **twice** a day. It's also important to take care of our **nails** by cleaning them well. Hygiene makes everything clean and fresh. On the other hand, dirtiness and diseases go together because dirtiness breeds the **germs** that cause diseases.

4 Read and complete the sentences

1. depression
2. stress
3. nourish
4. self-care
5. burnout

Unit 6

My Ambition©

- The Grand Imam of Al-Azhar, Dr. Ahmed Al-Tayeb
- A public Islamic figure
- He always calls for spreading the values of tolerance, dialogue and acceptance of others.
- The Martyr Colonel Ahmed Mansy
- He was the commander of Egypt's Sa' ka Forces (Special Forces)
- The Martyr " Ahmed Mansy" bridge connects the Eastern and Western shores of the Suez Canal



Lesson 1

Dream big: Exploring my ambition SB page 130-135 PB page 66-68 .

INTRODUCTION

ILOs

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

- hold a discussion about ambition describing the emotions associated with ambition, both positive and negative.
- identify the main idea of the text “ pursuing ambitious goals”.
- correctly match some words to their corresponding definitions.
- identify some words with the /ʃən/ suffix
- ask and answer about different strategies for dealing with situations where plans don’t go according to expectations.
- .make a mind map about their ambition, mentioning the goals they set to achieve it .

Materials:

Student’s Book

Practice Book

Teacher’s Guide

Vocabulary: ambition, powerful, set, give up, break down, believe in, limit

Values: Balance and moderationSelf-belief and defining ambitions

Warm up

1. Ask students in Arabic if necessary:
What does success look like to you?
What motivates you to keep going when faced with challenges?
2. Ask them to mention some of their future dreams.



1 Think and Discuss.

1. Draw the students' attention to the pictures of a man looking for going up stairs.
2. Ask them: What does this picture refer to?
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. Ambition means wanting to do something important or great.
2. Ambition makes us feel happy and satisfied.
3. To achieve my goals, I study hard and do my best.

2. Read and answer.

1. Ask students: Do you have dreams? What steps can be taken to achieve big dreams?
2. Ask them to share personal examples or dreams they have. Tell your classmates about your dreams.
3. Tell students that they are going to read a text about 'Ambition.
4. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.

5. Ask students to read silently for two minutes to answer this questions: *What is the main message of the text?* (Answer: Trying to achieve one's dreams by setting goals and taking action.)

6. Elicit the answer to the question from students.

7. Read the text aloud and ask students to try to choose the correct answer.

8. Read each question aloud and discuss the choices with the class. Encourage students to explain their choice before revealing the correct answer.

9. After finishing reading, tell students that they have two minutes to check their answers with a peer.

10. Check answers as a whole class by asking pairs of students to read

Unit 6
Lesson 1

1 Think and discuss



1. What does ambition mean to you?
2. How can ambition make you feel?
3. How can you work to achieve your goals?

2 Read and answer

Ambition means wanting to do something important or great. Some people are ambitious because they want to be **powerful**. Others are ambitious because they want to help people or make the world a better place. For example, helping the environment or poor people. Ambition can be like a fire inside you that makes you want to keep going even when things are hard. It can also make you feel uncomfortable until you reach your goals. Ambition needs hard work to make one's dreams real.

So, how can you explore your ambition and dreams big? First, it is important to think about what you really want in life. What gets you excited? Take some time to think about these things and **set** goals for yourself. It's important to be honest with yourself and understand who you are and what you want, and don't be afraid to think of the old dreams from when you were a very young child or dreams that you may have **given up**.

Remember, dreaming big is not just about imagination. It's about taking action, too. Next, **break down** your big dreams into smaller parts or steps and create a plan to achieve them. For example, if you dream of becoming a writer, what do you need to do to make this happen? You probably need to read a lot to see what good writing is like. You also need to practice your own writing. Editing your writing is important, too. These are different skills.

131

Answers:

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

3 Read and match.

1. Ask students to recall the definitions and use them in sentences.
2. Display and define each word with examples and visuals.
3. Ask students to repeat the words and definitions.
4. Have students match the vocabulary words to their definitions (either individually or in pairs).
5. Check the answers with the class.
6. In groups or pairs, ask students to create sentences using the new vocabulary.
7. Share examples aloud and give feedback.

Finally, always be with positive people who support you. Think about their advice and thank them for their time, and most importantly, believe in yourself and know that only you have the power to try to make your dreams come true. So, dream big, explore your ambition, and never limit yourself.

1. The main idea of the text is.....
 - a. learning how to write well
 - b. following the advice of others
 - c. trying to achieve one's dreams
 - d. sleeping well
2. The expression 'like a fire inside you' means...
 - a. it is important to eat well so that your stomach feels well.
 - b. someone feels very warm, like they are burning inside
 - c. someone will be in trouble because of something they believe.
 - d. something is so interesting that you cannot stop trying to do it.
3. How should we feel about our dreams from when we were children?.....
 - a. We should not think about them because children are silly.
 - b. We should not forget them because they may show our true interests.
 - c. They are probably the same dreams that other children have.
 - d. They may make us feel uncomfortable and embarrassed.
4. The word break down means to.....
 - a. divide something into big parts
 - b. divide something into small parts
 - c. divide something into hard parts
 - d. divide something into large parts
5. Breaking down your big dreams into smaller steps.....
 - a. makes them more achievable.
 - b. is more exciting than small ones.
 - c. makes them less important.
 - d. is easier to achieve than small ones.

Answers:

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

Unit 6 Lesson 1

3 Read and match

	Definition
1. ambition	a. () separate into parts or elements
2. powerful	b. () stop doing or having something
3. set	c. () specific point or amount
4. give up	d. () having a lot of strength or influence
5. break down	e. () a strong desire to achieve something great or important
6. believe in	f. () to identify
7. limit	g. () to have confidence in

4 Listen and circle the word with the pronounced suffix /ʃən/ sound.

1. Explain the /ʃən/ Sound: Begin by explaining that certain suffixes in English, such as “-tion,” “-sion,” and “-ssion,” are pronounced the same way, as /ʃən/ (like the “shun” sound).
2. Examples: Provide a few examples of words that contain this suffix and show the pronunciation: “ambition,” “discussion,” “confession,” “imagination,” etc.
3. Focus on Spelling Variations: Emphasize that while the spelling might differ (e.g., “-tion” or “-sion”), the pronunciation remains the same.
4. Read the Sentences Aloud: Read the sentences slowly and clearly, emphasizing the words with the /ʃən/ sound. For example: “She had the ambition to become a doctor and help people.”
5. Model the Pronunciation: Break down the pronunciation of the target words slowly, emphasizing the /ʃən/ sound at the end of the word.
 - “Ambition” [am-BISH-un]
 - “Egyptian” [ee-JIP-shun]
 - “Discussion” [dis-KUSH-un]
6. Preview the Words: Write the words that contain the /ʃən/ suffix on the board and have students repeat them after you. This prepares them for listening and reinforces pronunciation.
7. Draw the students’ attention to the top tip.
8. Play the Audio or Read Aloud: Have the students listen to the sentences. You can either read the sentences aloud yourself or play an audio recording if you have one.
9. Circle the Correct Word: As students listen, they should circle the word in each sentence that contains the /ʃən/ sound. They should focus on identifying the words that sound like “shun.”
10. Have the students repeat the sentences and focus on pronouncing the words with the /ʃən/ suffix correctly.
11. Ask students to use some of the words in sentences of their own, emphasizing the correct pronunciation of the suffix.

5 Work in pairs.

1. Explain the main idea of the activity.
2. Sometimes things don't go as planned, and that's okay. The goal is to adapt and find a new way to reach the same goal or try something different to succeed.
3. Divide students into pairs.
4. Explain that each pair will face a small challenge or task. For example, you can give them a task like building a small structure out of blocks, drawing a picture using specific shapes, or completing a puzzle.
5. Tell them that they need to work together to complete the task, but there's a twist: if their original plan doesn't work, they need to try another approach or do the same thing differently.
6. You can provide a few initial instructions to get them started, but keep it open-ended so they can adjust as needed.
7. Give the pairs time to work on the task. Remind them that if their first approach fails, they should discuss and try a different method together.
8. Read the first model with a student.
9. Ask another pair of students to read the second model.
10. Invite other pairs to make and respond to suggestions using the same structure.

Suggested Answers

What happens if something doesn't work as planned? I can adapt and find another way to achieve the goal.

2. What happens if the goal is difficult to achieve?

3. You might need to adjust your strategy or break the goal down into smaller, more manageable steps.

4. What happens if there are some challenges or obstacles?

5. Obstacles can encourage us to seek help or collaborate with others.

6. What happens if I feel down or disappointed?

7. When you're feeling down, it's important to take a break and give yourself some self-care.



Make a mind map about your ambition

- ➔ Review the lesson topic and key vocabulary about ambition.
- ➔ Ask students what they want to be in the future.
- ➔ Show the example mind map about becoming an astronaut
- ➔ Read and discuss each step in the example.
- ➔ Ask students to choose their own ambition.
- ➔ Instruct them to write it in the center (dark blue) bubble.
- ➔ Help students think of four steps to achieve that ambition.
- ➔ Guide them to write one step in each surrounding bubble.
- ➔ Walk around and support students with ideas or vocabulary.
- ➔ Ask students to share their mind map with a partner.
- ➔ Invite a few volunteers to present to the class.
- ➔ Praise student efforts and encourage clear goal setting.

Practice Book Answer Key

1 Read the following descriptions of some ambitious people then match them to their pictures.

1. (b) 2. (d) 3. (a) 4.(c)

2 Read and choose the correct answer.

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

3 Read and add the correct suffix (-tion, -tian, -ssion).

- | | |
|---------------|----------------|
| 1. permission | 2. Action |
| 3.mission | 4- Egyptian |
| 5. suggestion | 6. inspiration |

4 Write a short paragraph of five sentences about ‘Ambition’.

Ambition is the driving force that inspires us to go for our dreams and achieve great things. To fulfill our goals, we shouldn't give up, even when we face challenges. Ambitious people explore new opportunities and overcome any difficulties to grow and improve. They believe in their abilities and maintain a positive mindset to stay motivated. With determination and effort, ambition turns dreams into reality.

Setting Goals

Lesson 2

Setting Goals SB pages 136-139 PB pages 69-70

INTRODUCTION	
ILOs	By the end of this lesson, students will be able to: - engage in a discussion personal goals, explaining the reasons behind their choice. - differentiate between short-term and long-term goals. - use the newly learnt vocabulary in context correctly. - participate in a role-play conversation about goal setting. - list personal short-term and long-term goals.
Materials:	Student's Book Practice Book Teacher's Guide

Vocabulary: inspiration, progress, realistic, matter, motivates

Values: Setting realistic and achievable goals

Student's Book

Warm up

1. Ask students to quickly write down the first 3 words that come to their mind when they hear the word "goal." and what kinds of goals people can have (e.g., personal, academic, career).



1 Think and Discuss.

1. Draw the students' attention to the pictures and ask them what do you think setting goals means, and what does the word "SMART" refer to?
2. Read the questions aloud for the students.
3. Put students into pairs to discuss the questions.
4. Assign three minutes for them to discuss the questions.
5. Elicit some pairs to ask and answer the questions.

Suggested Answers

1. I want to succeed and get the full marks.
2. If I could have a job in the world, I would be a doctor. Because I want to help sick people.
3. I can work hard, do my best, make a plan and study hard to reach my goals.

2. Read and answer.

1. Ask students: Do you have a dream job? What do you believe is necessary to make a dream a reality? How can setting goals help us achieve our dreams?
2. Set the scene of the reading text, a text about *short-term goals*, *long-term goals*, and *SMART goals*.
3. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
4. Have students read it in pairs or groups. Encourage them to pay close attention to the definition of SMART goals in the text.



5. Ask students to read silently for two minutes to choose the correct answer.
6. Elicit the answer to the question from students.
7. Read each question aloud and discuss the choices with the class.
8. Encourage students to explain their choice before revealing the correct answer.
9. After finishing reading, tell students that they have two minutes to check their answers with a peer.
10. Check answers as a whole class by asking pairs of students to read and answer the questions.
11. If there is time, you could have the students write down one long-term goal they have and how they could break it down into smaller steps using the SMART criteria.

Unit 6
Lesson 2

Setting goals is like having a map for your journey. It gives you a clear direction and **motivates** you to keep moving forward. By setting goals, you can break down big dreams into smaller steps, making them easier to achieve. It's okay to dream big, but it's also important to be realistic.

Remember, your first job isn't the end of the story. You can change your mind and try new things. So, set SMART goals and work hard, and watch yourself grow!

- What is the main idea of the text?
 - Dreams are not important.
 - It's important to set goals and work towards them.
 - You should only set short-term goals.
 - You should give up on your dreams.
- What is the difference between a short-term goal and a long-term goal?
 - Short-term goals are easier to achieve.
 - Long-term goals are more important.
 - Short-term goals are achieved quickly, while long-term goals take longer.
 - There is no difference between short-term and long-term goals.
- What does "SMART" stand for in the text?
 - Specific, Measurable, Achievable, Relevant, Time-bound.
 - Specific, Mighty, Awesome, Really, Terrific.
 - Specific, Meaningful, Ambitious, Realistic, Timely.
 - None of the above.
- Why is it important to have a plan for your goals?
 - It makes them more likely to come true.
 - It helps you stay motivated.
 - It gives you a clear direction.
 - All of the above.
- Why is it important to be realistic when setting goals?
 - So you don't get discouraged.
 - So you don't set yourself up for failure.
 - So you don't waste your time.
 - All of the above.

Answers:

- b
- c
- a
- d
- d

3 complete the sentences with the correct word(s) from the box.

- Review the meaning of the words in the box.
- Provide them with some synonyms and antonyms of the words.
- Read the sentences aloud to the class and ask students to listen carefully. Write the incomplete sentences on the board or display them on a screen.
- Help students figure out which word makes sense for each sentence.
- Provide context clues to guide them through the decision-making process.

6. Give students time to complete the sentences either individually or in pairs. If they are working individually, encourage them to focus on each word's meaning and the sentence's context.

7. After students have filled in the blanks, go through the sentences together as a class.

8. Discuss why each word is the correct choice for each sentence.

Answers:

- matters
- progress
- inspiration
- motivates
- realistic

3 Complete the sentences with words from the box.

inspiration progress realistic matter motivates

- The teacher **matters** a lot to the students.
- The **progress** of the project is slow.
- The painting is a source of **inspiration**.
- The coach **motivates** the team to play well.
- The movie is not very **realistic**.

4 Ask and answer about future goals.

What are your short-term goals?

LONG TERM GOALS

SET SMART GOALS

Here is a model for you:

A: Have you ever thought about setting future goals?
B: Of course. I have some short-term and long-term goals.
A: What are some of your short-term goals?
B: Coming first in the month exam and winning the art competition next week.
A: That's great. I wish you good luck.

5 Think and write

Short-term goals	Long-term goals
1. coming first in my month test.	1. becoming a doctor
2.	2.
3.	3.
4.	4.
5.	5.

4ask and answer about future goals.

1. Share the model dialogue with students (the one you provided). Read it out loud as a class or have students read it in pairs.
2. Discuss how the dialogue shows how short-term goals can be set and how they can align with SMART principles (specific, measurable, achievable, relevant, and time-bound).
3. Pair students up and assign each pair a picture that depicts either a short-term or long-term goal. They are going to role-play a conversation based on the model dialogue but personalize it with their own goals.
4. In the role play, one student will ask about the other's goals, and the other will respond using the SMART format. Encourage them to discuss both short-term and long-term goals in their dialogue.
5. Recap the main concepts—short-term and long-term goals, and the SMART goal framework.
6. Final Activity: Ask each student to share one short-term goal and one long-term goal they have, making sure to explain how they are SMART. This can be done in small groups or as a whole class.

Suggested Answers

Picture B

A: Have you ever thought about setting future goals?

B: Of course. I have some long-term goals.

A: What are some of your long-term goals?

B: I would like to become a doctor in the

Picture C

A: Have you ever thought about setting smart goals?

B: Of course. I have some smart goals.

A: What are the smart goals?

B: They are specific, measurable, achievable, realistic and time-bound.

A: That's great. Now I can understand.

5 Think and write.

1. Start with the example: "Coming first in my month test" as a **short-term goal**.
2. Ask the students, "What are some examples of **long-term goals** you have?" Write a few down on the board (e.g., becoming a doctor, traveling abroad, graduating from university).
3. Ask students to think of at least one short-term goal and one long-term goal for themselves. Walk around and offer support if needed.
4. Have them share their goals with a partner or in small groups. Ask them to explain why they chose those goals and how they plan to achieve them.
5. Have a few students volunteer to share their goals with the class. Discuss the differences between short-term and long-term goals and how both types of goals are important in achieving bigger dreams.
6. Ask students to look at the table and complete it individually and share their goals with each other.
7. After finishing reading, tell students that they have two minutes to check their answers with a peer.
8. Check answers as a whole class by asking pairs of students to read short goals and long goals.

Answers

Long-Term Goals	Short-Term Goals
• becoming a doctor or an astronaut	• coming first in my month test
• graduating with top grades from school and university	improving time management skills for studying
• doing scientific research	• mastering a specific subject or topic (e.g., biology, mathematics)
• developing strong leadership and problem-solving skills	• participating in activities or competitions to build confidence

Practice Book Answer Key

1 Look at the pictures of the Acronym SMART, then match.

- (3) Is it possible to achieve it?
- (1) What exactly are you trying to achieve?
- (5) When do you want to achieve this by?
- (2) How will you know when you have achieved it?
- (4) Does it contribute to your growth or achievement?

2 Read and Circle the odd one out.

1. model 2. challenge 3. goals 4. strengthen

3 Read these goals and sort them into: Long term or Short term.

Short-term goal	Long-term goal
• Pass the math test this month • Read stories • Write an essay for the school magazine • Go to the gym to be fit	• Travel to lots of countries • Join the faculty of engineering • Work at NASA • Help maintain peace all over the world

4 Punctuate the following:

It's important to believe in yourself.

Role models and inspiration

Lesson 3

Role models and inspiration SB pages140-143 PB pages71-72

INTRODUCTION

ILOs	By the end of this lesson, students will be able to: • define the term “role model”, describing positive traits that a role model typically possesses. • read a text about ‘Role models’ for specific information. • write the correct word that matches the given definition. • listen to a text about a young girl ‘Mikaila Ulmer’ for specific information. • write a coherent paragraph describing a personal role model.
Materials:	Student’s Book Practice Book Teacher’s Guide

Vocabulary: look up to, strengths, confidence, expand, humble

Values: Balance and moderation

Warm up

1. Ask student: Who is the person you look up to the most? What specific qualities do they possess that inspire you? Do you believe anyone can be a role model, or does someone need to achieve a certain level of success or recognition to be inspiring?
2. Elicit more responses from different students.



1 Think and discuss.

1. Draw the students' attention to the pictures of famous Egyptian characters.
2. Ask them to name the character 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. A role model means a person who someone admires and try to copy their behavior.
2. A role model has self-awareness, positivity, empathy, confidence and professionalism.
3. My father is my role model because he is a good teacher and I like teaching.

2 Read and answer.

1. Ask your students or group to share who they look up to and why. You could prompt them with questions like, "Who inspires you?" or "What qualities do you think make someone a good role model?"
2. Set the scene of the reading text, a text about role models in our life.
3. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
4. Ask students to read silently for two minutes to answer this question: Do you think a role model has to be a famous person, or can they be someone from your everyday life?

1 Think and discuss

1. What is meant by a role model?
2. What traits does a role model have?
3. Who is your role model? Why?

2 Read and answer

Role models are people who we look up to and want to be like. They can be famous people or people we know, like family members, teachers, or neighbors. We all have the power to inspire others! It's important to believe in yourself and know your **strengths**. Even simple things about yourself can inspire others. Have **confidence** in yourself and be open to meeting new people with different interests. You can learn a lot from them and **expand** your views. A good role model is someone who makes their own decisions and stands by them. They are **humble** and learn from their mistakes. Role models are important because they can shape our **views** and actions. They can show us what is accepted and help us achieve our goals. When someone like us succeeds, it inspires us to do the same.

Critical Thinking Do you think that any person could be a role model? Why? Why not?

Top Tip for Life Prophet Muhammad (PBUH) is a role model for Muslims

1. Elicit the answer to the question from students.
2. Read the text aloud and ask students to try to find answers to the questions.
3. Read each question aloud and discuss the choices with the class.
4. After finishing reading, tell students that they have two minutes to check their answers with a peer.
5. Check answers as a whole class by asking pairs of students to read and provide with the correct answer.

Answers:

1. No, they aren't.
2. A role model could be a person who we look up to and want to be like.
3. Know your strengths
4. a
5. c

3 Read again and write the word from the text.

1. Review the concept of role models, as the text is related to this theme.
2. Introduce the six vocabulary words and definitions that the students will match to the words from the text. You can write these words and their definitions on the board. The words you need for this activity (based on the definitions)
3. Have students read the text again to locate the words that match the definitions provided.
4. Encourage them to underline or highlight where these words appear in the text.
5. After reading, give them the task of matching each definition to the correct word. You can do this as a group activity, or have them do it individually, then discuss the answers as a class.
6. After the matching activity, discuss the vocabulary words with the class.

Answers:

1. inspire
2. strengthens
3. a role model
4. confidence
5. humble
6. expand

4 Read Again and write.

1. Write the list of definitions on the board, leaving blanks for the words. Present the definitions one by one and ask students to guess which word

1. Are famous people the only role models?
No, they aren't.

2. Who could be a role model?

3. Mention one trait of a good role model from the text?

4. According to the text, what is one benefit of having a role model?
 a. Role models can show us what is accepted.
 b. Role models can make decisions for us.
 c. Role models can take away our personality.

5. How could one inspire others?
 a. by always worrying about what other people think.
 b. by being perfect and never making mistakes.
 c. by believing in oneself and knowing one's strengths.

3. Read again and write the word from the text.

Word	Definition
1. inspire	a. to fill someone with the ability to do or feel something, especially to do something creative
2. _____	b. good qualities or characteristics, typically ones belonging to a person
3. _____	c. a person looked up to by others as an example to be followed
4. _____	d. the feeling or belief that one can rely on someone or something; firm trust
5. _____	e. not proud or arrogant
6. _____	f. to increase the extent, number, volume, or scope of enlarge

1. fits each definition. You can also have students suggest synonyms for some of the definitions to help make connections.
2. Have students read the text (from earlier) again. As they read, encourage them to underline or highlight any words that seem to match the definitions you provided. This will allow students to link the words back to the context they've just read.
3. Once they've reviewed the text and the definitions, ask students to fill in the correct vocabulary word for each definition. Here are the vocabulary words that match your definitions:
4. Have students work in pairs or small groups to discuss the definitions and try to use the vocabulary words in sentences. This will help them better understand the words in context and practice using them in their own speech or writing.

Answers:

1. inspire
2. power
3. role model
4. confidence
5. humble
6. strengthens
7. expand

5 Listen and Tick (✓) or (×).

1. Introduce Mikaila Ulmer and her lemonade business. Briefly explain that Mikaila is an entrepreneur who created a lemonade business after being stung by a bee, and part of her mission is to help save bees. If students are unfamiliar with her, give them a brief overview of her story.
2. Ask students a few questions to activate their prior knowledge and get them thinking: “Have you ever had lemonade? What ingredients do you think are in lemonade?”
3. Ask them: What do you know about bees? Why are they important? Do you think someone can turn a challenge or a difficult experience into an opportunity?
4. Tell students that they are going to listen to an audio about Mikaila Ulmer. Their task is to listen carefully and decide whether the statements are true or false. They should tick (✓) the statements that are correct and cross (×) those that are incorrect.
5. Play the Audio: Play the recording once without interruption. Encourage students to focus on the details, like Mikaila’s age, her lemonade recipe, and the cause she supports.
6. After the first listening, go over the statements one by one.
7. Now that students have a clear understanding of Mikaila’s story, they can write about her or another person who inspires them. They should follow the structure based on the guiding questions.
8. Example: “Mikaila Ulmer is a young entrepreneur who started her lemonade business after being stung by a bee. She is famous for using her business to help save bees. Mikaila inspired me because she turned a challenge into an opportunity. She didn’t let the bee sting stop her; instead, she used it as motivation to create something meaningful. I admire her courage and determination to make a difference.”
9. Presentation: Optionally, after students complete their writing, have them present their work to the class. They can share who their role model is and explain why they find them inspiring.

Listening Text

Do you think kids can be their own role models? The answer is yes. An example of a young role model is Mikaila Ulmer. When she was four, she was stung by a bee twice. So, she learned up about the bees and saw the challenges that they were facing. Then she took her granny's flaxseed lemonade recipe and sweetened it with local honey. She went from the simple lemonade stand and when she became thirteen, she already has four different types of lemonade and has them in hundreds of Whole Foods across the country. That's not all. She also donates some of her profits to international organizations working to save the bees.

Answers:

1. (×)
2. (√)
3. (√)
4. (√)

6. Write a paragraph about your role model.

1. Go through the title of the task and read what is required from students.
2. Elicit some words from the students that can be used while writing and write them on the board.
3. If there is time, assign students five minutes to write the paragraph in groups, then elicit one or two students to read their paragraphs aloud and give them oral feedback.
4. If there is no time, assign it as home assignment and check their writings given them written feedback.

• Suggested Answers

My role model is Mohamed Salah.

5. Listen and Tick (√) or (×)



1. Mikaila Ulmer was seven when she was stung by a bee. (√)
2. Mikaila Ulmer got the idea of her lemonade recipe from her grandmother's recipes. ()
3. Mikaila Ulmer added sugar to her lemonade. ()
4. Mikaila Ulmer donates some of her money to save the bees. ()

6. Write a paragraph about your role model

The following questions can help you organize your ideas:

- Who is he / she?
- Is he / she a famous character?
- What does he / she do to inspire you?
- What qualities does he / she have that you admire?

.....

.....

.....

He is a famous character all over the world. He is a symbol of pride in Egypt for his achievement. He is an Egyptian professional footballer. He always inspires young people. He always scores a lot of goals. He plays for Liverpool team. He always does voluntary work. He donates a lot of money for charities. He helps the poor. He is a good role model for the young people. We all admire him because he has self-confidence and he is very humble.

Practice Book Answer Key

1. Read and complete the dialogue.

1. inspires 2. confidence 3. challenges 4. encourage

2. Read this text about a young role model and fill in the gaps with words from the box.

Omar Ali is an eleven-year-old boy who studies at a primary **institute** in Al-Azhar Al-Sharif. He was born in Nasr City, Cairo, and since he was young, he wanted to study at Al-Azhar and memorize the Holy Qur'an. Omar's voice and **recitation** are very similar to Sheikh Abdul Basit Abdul Samad. His first appearance was at Al-Azhar **celebration** on October 12th in 2022 at the Al-Azhar Conference Center in Nasr City. The young child participated in various **events** such as the celebration of Al-Azhar Al-Sharif, reciting **verses** from the Holy Qur'an, which took place on October 12, as well as the 16th meeting of the Muslim Council of Elders held in Bahrain. Omar dreams to be an Azhari **scientist** besides being a surgeon. Omar was awarded a certificate of appreciation, by the Grand Imam, for his excellence at **memorizing** and reciting the Holy Qur'an at a young age.

3. Listen to a text about a university professor, who is role model for all his students and tick (✓) or (×), then correct the false ones.

1. (×) He teaches university students.
2. (✓)
3. (×) He teaches English.
4. (✓)
5. (✓)

Planning for Success

Lesson 4

Planning for success SB pages144*150 PB pages73 -75 .

INTRODUCTION

ILOs

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

- engage in a discussion about the importance of having a plan to achieve personal goals.
- read a text about 'Planning for success' for specific information.
- distinguish between direct and indirect speech in sentences.
- Orally change sentences from direct speech into indirect.
- create a visual mind map representing their own future aspirations, including key areas such as education, career, family, and hobbies
- • Form correct pairs of antonyms in game based situation.

Materials:

Student's Book

Practice Book

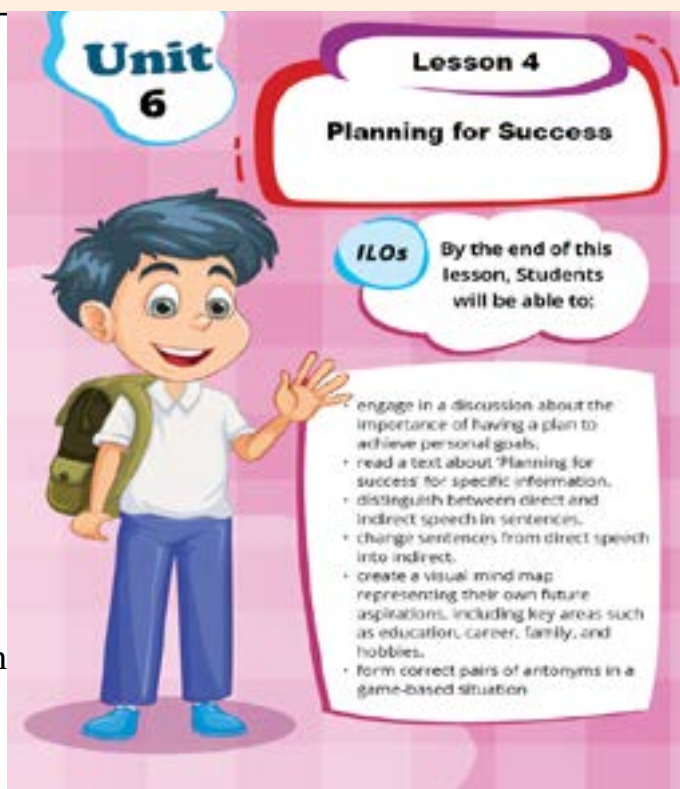
Teacher's Guide

Vocabulary: Indirect/ Reported Speech
Imperatives

Values: Self-belief and defining ambitions
and Social responsibility

Warm up

1. Ask students: Do you think it's important to have a plan for your goals, or can you just go with the flow?
2. Share examples of people who succeeded by having a clear plan. You can mention famous role models like athletes, entrepreneurs, or even people from history who achieved greatness by following through with their goals.



1 Think and Discuss.

1. Draw the students' attention to the pictures in the book.
2. Ask them to think what do the pictures refer to?
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. Yes, I think so. Having a plan is a useful road map to achieve your goals.
2. I set a goal, but I faced some challenges. I want to do an experiment, but I don't have some materials to carry out the experiment. So, I asked my parents to help me prepare these materials to achieve my goal.

2 Read and tick (✓) what you can do to achieve success in your life

1. Hold a discussion to introduce the concept of success and goal setting.
2. Ask questions like: “What does success mean to you?”, “Do you think having a plan helps you achieve your goals? Why or why not?” and “Have you ever made a plan to reach a goal? What happened?”
3. Ask the students to read the passage carefully, either aloud or silently, depending on the setting. Explain that the passage provides tips on how to achieve success, and their job is to identify actions they can take to make success happen in their own lives.



4. Give the students the following statements based on the passage and have them tick (✓) the ones they believe are good practices for achieving success.
5. After the activity, discuss the answers as a class. Ask students to explain why they ticked certain options.
6. Encourage students to make their own definitions of success based on their values and interests, rather than copying someone else's idea of success.
7. Remind them that planning and being realistic about what they can achieve are essential for staying on track toward their goals.
8. Promote a supportive environment where students feel comfortable asking for help when needed.

Answers:

1. (✓) 2. (×)
3. (✓) 4. (×)
5. (×) 6. (✓)

3 Read and Write: Direct or Indirect/ Reported

1. Explain the difference between direct and indirect (reported) speech.

- **Direct Speech:** The exact words spoken are quoted directly.

Example: She said, "Please, come early, Omar."

- **Indirect (Reported) Speech:** The words are reported or paraphrased.

Example: She asked Omar to come early.

Important Note: When converting direct speech with imperatives into indirect speech, you need to adjust the structure using the following formula:

- Reporting verb (asked, told, advised, etc.) + noun/pronoun + "to" + infinitive verb (for positive commands)
- Reporting verb (asked, told, advised, etc.) + noun/pronoun + "not to" + infinitive verb (for negative commands)

2. Now, demonstrate how to change direct speech (imperatives) into indirect speech. Write down a few examples on the board:

Examples:

- Direct Speech: She said, "Please, come early, Omar."
- Indirect Speech: She asked Omar to come early.

- Direct Speech: Dad said, "Don't come late."
- Indirect Speech: Dad told me not to come late.

1. Give students sentences in direct speech and ask them to change them into indirect speech, like in the examples above. You can also provide sentence structures to help them.
2. Draw the students' attention to the top tip.
3. Now, demonstrate how to change direct speech (imperatives) into indirect speech. Write down a few examples on the board as models:
4. Ask them to complete the rest of the sentences, go over the answers together as a class.

Answers:

1. direct 2. indirect
3. indirect 4. direct
5. indirect 6. indirect
7. direct

1. Write your goals clearly. ()
2. Never ask others for help and always depend on yourself. ()
3. Have your own definition of success, not others'. ()

3 Read and Write: Direct or Indirect/ Reported

1. The girl said to the shop assistant, "Give me a bottle of water, please." (Direct)
2. Mum told me to go to bed. (Indirect)
3. Dad told Omar not to stay up late. ()
4. The children said, "Give us some candy, Mum." ()
5. The teacher asked the pupils to open their books on page two. ()
6. Grandpa told me to help him go upstairs. ()
7. Zeina said, "Stop bothering me, Hana." ()

Top Tip

Indirect/ Reported Speech Imperatives

To change a sentence in the imperative from direct speech to indirect/ reported speech, use the following structure:
Subject + reporting verb (asked, told) + noun/pronoun + to/ not to + infinitive.

Examples:

She said, "Please, come early, Omar." (Direct)
She asked Omar to come early. (Indirect)
Dad said, "Don't come late." (Direct)
Dad told me not to come late. (Indirect)

4 Work in pairs.

1. Review the difference between direct and indirect speech. You can give an example for each:

Direct Speech: She said, "Come here!"

Indirect Speech: She told me to come here.

2. Explain the goal is to convert imperative sentences (commands, requests, advice) from direct speech into indirect speech.
3. Review the Structure of Indirect Speech (with Imperatives)

When changing imperatives from direct to indirect speech, use the following structure:

- **Subject + Reporting verb (asked, told, etc.) + pronoun + "to" + base verb.**
- For **negative commands**, use "not to" before the verb.

Examples:

- **Direct:** "Please, sit down."
Indirect: She **asked** me **to sit** down.
- **Direct:** "Don't be late."
Indirect: He **told** me **not to be** late.

4. Draw the students' attention to the top tip and remember box and explain them.
5. Divide students into pairs. Give each pair the list of direct speech sentences.
6. Ask them to convert each sentence into indirect speech.
7. Remind them to follow the rules for converting imperatives to indirect speech.
8. Once the pairs have completed the activity, gather the class and review the answers together. Ask pairs to explain their reasoning and confirm that they used the correct structure.



Answers

1. The teacher said, “Stand up, please.”

The teacher told us to stand up.

2. The teacher said, “Don’t make noise.”

The Teacher told us not to make noise.

3. Mom said, “Go and wash the dishes.”

Mom said to go and wash the dishes.

4. Aly said, “Come on time, please.”

Aly said to come on time, please.

5. Wafaa said, “Please, don’t take my camera, Nadia.”

Wafaa said please, not to take my camera, Nadia.

6. Goha said, “Don’t worry about others’ opinions all the time, son.”

Goha said not to worry about others’ opinions all the time, son.

Dad said, “Bring me a glass of water, please.”

Dad said not to bring me a glass of water, please.

5 Look at the models below and create your own mind map.

My Future Mind Map

1. **Write the central theme:** Ask students to write “My Future” in the center of their page.
2. **Create branches:** Students should think about major areas of their future. You can give them some prompts to get started:
 - What career do you want? What job would you like to do in the future?
 - What education will you need for this career?
 - What skills will you need to learn?
 - What personal goals do you have (travel, hobbies, sports)?
3. **Draw sub-branches:** Under each main branch, students should write specific goals or details they have for that area (e.g., “Learn coding,” “Work in a tech company,” “Study



abroad,” “Improve communication skills”).

4. **Use colors and images:** Encourage students to make their mind maps colorful and creative by using different colors for each category or adding small pictures or symbols that represent their goals.
5. After students create their mind maps, have them work in pairs or small groups to discuss their mind maps with one another.
6. Ask each student to explain their mind map to their partner or group, focusing on their goals and the steps they plan to take to achieve them.

6 Game Time

Objective: To help students practice identifying antonyms by matching words with their opposites in a fun and interactive way.

1. Explain that the goal is to match words with their opposites (antonyms) and collaborate with peers to complete all the pairs.
2. Each pair must first choose words that are antonyms from their own list. Once they have the antonym pairs, they will find two words that are not antonyms, so they have to exchange one word with their partner; Give One, Take One Strategy. The game is “win-win” because both players complete four pairs of antonyms if they did the sharing with their partners.
3. Before starting the game, review what antonyms are: **Antonyms:** Words that have opposite meanings. For example: strength vs. weakness, start vs. finish, and happy vs. sad
4. Have students pair up, either randomly or by choosing partners.
5. Go through the pairs of antonyms on both columns
6. Assign students three minutes to finish this game.
7. Walk around while students are playing to offer help when needed.
8. Invite some students to read their pairs of antonyms
9. Praise students’ collaborative work.

Unit 6
Lesson 4

6 Game Time

REMEMBER
A win-win situation is a situation in which both sides involved gain something or are successful.

- This is a win-win game.
- Play it in pairs.
- Form four pairs of antonyms.
- You have to take one word from your partner and give him / her a word instead.
- Don't forget to form the antonyms you have first before exchanging other words with your partner.

Your words	Your partner's words
success	strength
take	start
happy	give
specific	difficult
general	long
failure	weakness
easy	end
sad	short

1. success x failure
2. _____
3. _____
4. _____

1. strength x weakness
2. _____
3. _____
4. _____

149

Answers

Your Answers	Your partner's Answers
1. success x failure	1. strength x weakness
2. take x give	2. easy difficult
3. happy x sad	3. general x specific
4. start x finish	4. long x tall

Practice Book Answer Key

1 Read and answer.

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

2 Read and match the direct speech to the reported speech.

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

3 Correct the underlined mistakes.

1. not to 2. get 3. help 4. to 5. Take

4 Complete this mind map about your school year.

1. Competitions 2. School subjects 3. My school year
4. Activities 5. Exams

Review 2

Lesson 1

SB pages 151 154

INTRODUCTION

ILOs

- To revise the vocabulary and language from units 5 and 6

Vocabulary: Adjectives and their antonyms

Warm up

- Write the title of the unit, *The Amazing Human Body*, in a big circle on the board.
- Elicit what students still remember from this unit.
- Ask them: Which is more important: physical health or mental health? Why

1 Read and tick (✓) or (×).

Tell students that they are going to read a dialogue between a fitness instructor and a young girl.

- Assign students five minutes to work in pairs and read the dialogue silently, then tick (✓) or (×).
- Invite a pair of good students to read the dialogue.
- Check answers by inviting pairs of students to say the answers.

Review 3

Lesson 1

1 Read and tick (✓) or (×).

Instruction: Hi, Mona! How can I help you?
Mona: I want to be fit and strong.
Instruction: Have you been exercising lately?
Mona: No, not really. I want to do something challenging.
Instruction: Got it. What kind of exercise do you like?
Mona: I enjoy aerobics. I also like lifting weights, too.
Instruction: Awesome! That gives us some options. How often can you work out?
Mona: Maybe twice or three times a week.
Instruction: Let's begin with two aerobics classes per week, and we can add a bit of weightlifting.
Mona: Sounds good to me.

- Mona wants to do some sports. (✓)
- Mona is talking to a science teacher. ()
- Mona has done lots of sports activities. ()
- Mona enjoys gymnastics. ()
- Mona will do aerobics twice a week. ()

2 Choose the correct answer.

- ~~They're~~ (They're / Their) practicing hard for the competition.
- The players did (there / their) best to win the match.
- (there / their) is no one here.
- Children should study hard to achieve (there / their) dreams.
- (They're / There) are many sick children at this hospital.

151

Answers:

1. (✓)
2. (×)
3. (×)
4. (✓)
5. (✓)

2. Read and tick (✓) or (×).

1. Orally, revise the body systems by pointing to parts of your body asking students to mention the system.
2. Assign students two minutes to do the matching.
3. Check answers by inviting individual students to say the correct letter for each number.

Answers:

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

3. Ask and answer about the organs in the box using 'Yes' or 'No'.

1. Tell students that they are going to ask and answer about the organs we can live with or without using Yes or No.

2. Do the first model examples with a student.

3. Invite a pair of students to do the second model example.

4. Now, invite pairs of students to ask and answer about the other organs.

5. Don't correct students while speaking. Leave correction to the end, and don't forget to praise students' good work.

Answers:

1. Can we live without lungs?

No, we can't.

2. Can we live without a heart?

No, we can't. But, we can live with one lung.

3. Can we live without blood?

No, we can't.

4. Can we live without an appendix?

Yes, we can.

5. Can we live without teeth?

Yes, we can.

6. Can we live without kidneys?

4. Listen and complete.

1. Ask students: What foods do you think they can make your bones healthy? Elicit a couple of answers.
2. Tell them that they are going to listen to a text about how to make their bones healthy and complete the missing words.
3. Read the text or play the audio once for students to do this task individually.
4. Read the text a second time for students to check their answers with a peer.
5. To check answers, invite individual students to come to the board and write the missing words.

Review 3
Lesson 2

4 Read the following story about Adham. Then, write the moral lessons you have learned from it.



Long ago in a small village house in Siva, there was a small, happy family: the father, Mohsen, the mother, Amina, and their eleven-year-old son, Adham. Mohsen owned a small farm and he grew different types of vegetables. Adham used to help his father after school. His father used to say, "Don't come to help me here, just take care of your studies."

Adham was an obedient son and an excellent pupil, too. He said, "Don't worry, dad, I'm always top of my class, and I know what I want to do in my life. I have set some goals that I will do my best to achieve," the father was happy to hear this and said, "Tell me your goals." Adham told his father the list of goals, then he smiled and said, "One of your goals will come true soon. If you come first this year, I'll get you the bike you dream of." Adham was excited and promised to try his best.

Three months later, Adham came home shouting happily, "Mom! Dad! I came first, and I got a certificate and a cash reward." Adham's parents were over the moon after hearing the good news, the next day, Adham couldn't believe his eyes when he saw his new bike in the garden. Adham hugged his dad happily. "Thank you, dad. You're the best dad in the world."

One year later, Adham finished his primary school, and he became good at cycling. He joined some cycling races and won. However, Adham's

My Life Goals
I will study with hardy
diligence to get a high score
in my class
I will be a good person
I will be a good student
I will be a good friend
I will be a good citizen

156

Listening Text

If you want to make your bones strong and healthy, these tips are for you

You need to eat foods that have a lot of calcium. Calcium is a mineral that helps build strong bones. You can find calcium in dairy products like milk, cheese, and yogurt. It's also in beans, nuts, and leafy green vegetables.

You should exercise to make your body strong. Exercise helps build muscle and bone strong. You can do exercises like walking, yoga, or playing sports.

Answers

bones / dairy/ yogurt / strong / sports

5. Search the internet about the importance of water. .

Write a short paragraph

1. Make sure that students understand what they are going to do.
2. Go through the guided questions with them.
3. Elicit some words that they can use when they write this paragraph, e.g., essential, glasses, support, clean.

4. Tell them to do this task as home assignment.

A Suggested Paragraph.

Drinking enough water is essential for maintaining good health. It helps regulate body temperature and transport nutrients and oxygen to cells. The amount of water you should drink daily varies based on factors like age, activity level, and climate. People should drink at least 8 glasses of water a day. We should also make sure that we drink clean water. Water supports digestion, prevents constipation, and ensures that our body works smooth

Review 3
Lesson 2

happiness was interrupted by his father's death in a car accident. Days passed and Adham and his mother were very sad. Then, Adham's mother decided to sell the land and return to her family in Matrouh.

Adham went to a preparatory school there, but he never forgot his father or any of his life goals. He kept working hard and doing well at school and in cycling. One day, Adham heard about "The Nile National Cycling Competition". He decided to enter this competition and achieve another goal. He trained hard, day and night. He won the gold medal and a cash prize. Adham was happy and gave his mom all the money.

Years passed and Adham finished his secondary school and went to Zewail's University for Science and Technology. Meanwhile, Adham never gave up his cycling hobby, and he prepared for a world competition in cycling in the summer.

Now, Adham is one of the best students at the university and a member of the national cycling team. He wrote a book about his success and all the challenges he had. Adham called his book "Always be a Dreamer and Dream Big". The book was a success and Adham became rich. He built a nice house with a garden. Adham always says, "My prayers and my love are the main reasons for my success."

The moral lessons gained from this story are:

1. Setting ambitious goals is very important
2.
3.
4.

157

Review 2

Lesson 2

SB pages 155 - 157

INTRODUCTION

ILOs

- To revise the vocabulary and language from units 5 and 6

Vocabulary: Words related to goals and ambition

Language: Present simple tense to express scientific facts

Direct / Indirect/ Reported speech imperatives

Warm up

- Write the title of the unit, *My Ambition*, in a big circle on the board.
- Elicit what students still remember from this unit.
- Ask them: Why are setting goals important?
- Ask them: Which is more important: physical health or mental health? Why

1. Read and tick (✓) or (×).

- Tell students that they are going to listen to a text about the importance of setting goals.
- Read the text or play the audio once for students to do this task individually.
- Read the text a second time for students to check their answers with a peer.
- To check answers, invite individual students to come to the board and write the missing words.

Listening Text

Hello, future achievers! Let's talk about why it's important to set big goals for yourself. First, having these goals

Review 3

Lesson 2

1 Listen and complete

Hello, future achievers! Let's talk about why it's important to set big goals for yourself. First, having these goals gives your life a sense of purpose and shows you where you're going. Setting these big goals isn't just about them, it's also about becoming your best self.

When you actually those big goals, you get this amazing feeling of and pride. It's like a high-five to yourself! It shows you that you can do amazing things, and increases your So, dream big, set those goals, and go rock the world!

2 Read and complete with the correct form of the verb

- There are 26 bones in your foot. (be)
- The digestive system different organs. (include)
- The brain everything we do. (control)
- There one heart inside your body. (be)
- Sports you build strong bones. (help)

3 Read the sentences and correct the underlined mistakes

- Mona asked Reba that lend her a pen. (to)
- The teacher said, "Not make noise, please." ()
- Mom told us for clean our rooms. ()
- I told my brother to helped me with my homework. ()
- Dad told Shahd to does the laundry. ()
- Miss Wafaa told the pupils to no talk. ()

155

gives your life a real sense of purpose and shows you where you're going. Setting these big goals isn't just about reaching them, it's also about becoming your best self.

When you actually achieve those big goals, you get this amazing feeling of success and pride. It's like a high-five to yourself! It shows you that you can do amazing things, and increases your confidence. So, dream big, set those goals, and go rock the world!

Answers:

real / reaching /
achieve / success /
confidence

2. Read and complete with the correct form of the verb :

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

1. Remind students that the present simple tense is used to express scientific facts, e.g., The heart pumps blood around the body.
2. Ask them: What should be added to the verb when the subject is he, she or it?
3. Now, assign them three minutes to do the task in pairs.

Answers:

- | | |
|-------------|-------------|
| 1. are | 2. includes |
| 3. controls | 4. Is |
| 5. help | |

3 Read the sentences and correct the underlined mistakes.

1. Write these two sentence in the direct speech on the board: Dad said, "Go to bed now." / The teacher said, "Don't raise your hands."
2. Ask for volunteer students to come to the board and change the sentences into reported.
3. Go through the model sentence with students.
4. Now, assign students three minutes to do this task individually.
5. Say the answers aloud, asking students to give themselves a mark out of six.

Answers:

1. to
2. Don't
3. to
4. help
5. do
6. not to

4. Read the following story about Adham. Then, write the moral lessons.

1. This is a good task for aloud reading.
2. Tell students that you are going to exchange reading the story with them aloud.
3. Stop the reading to check students understand any difficult words.
4. After this, ask students to work in groups. Assign them five minutes to read the story again and think of the moral lessons learned from this story.
5. Accept different morals from students.

Suggested Answers

The moral lessons gained from this story are:

1. Setting ambitious goals is very important.
2. Listening to our parents' advice is a way to success in life
3. Hard work leads to success.
4. Practicing sports supports our physical health.

Review 3

Lesson 2

4 Read the following story about Adham. Then, write the moral lessons you have learned from it.



Long ago in a small village house in Sawa, there was a small, happy family: the father, Mohsen, the mother, Amina, and their eleven-year-old son, Adham. Mohsen owned a small farm and he grew different types of vegetables. Adham used to help his father after school. His father used to say, "Don't come to help me here, just take care of your studies."

Adham was an obedient son and an excellent pupil, too. He said, "Don't worry, dad, I'm always top of my class, and I know what I want to do in my life. I have set some goals that I will do my best to achieve," the father was happy to hear this and said, "Tell me your goals," Adham told his father the list of goals. Then, he smiled and said, "One of your goals will come true soon, if you come first this year, I'll get you the bike you dream of." Adham was excited and promised to try his best.

Three months later, Adham came home shouting happily, "Mami! Dad! I came first, and I got a certificate and a cash reward." Adham's parents were over the moon after hearing the good news. The next day, Adham couldn't believe his eyes when he saw his new bike in the garden. Adham hugged his dad happily, "Thank you, dad, You're the best dad in the world."

One year later, Adham finished his primary school, and he became good at cycling. He joined some cycling races and won. However, Adham's

My Life Goals
I am happy with Adham always on top of my class. He is a real hero. All of the cycling races I join, I am always the winner for Science and Technology.

156

Unit 7

Explore the City

Grammar

- Relative pronouns: who, which, and that

Phonics

- Silent /l/ i.e. palm, calm

Language functions

- Asking for Information

Critical thinking

- Is it important to know about the rules of each place? Why?
- Do you think Al-Azhar Mosque is a place for praying only? Why?

Study skills

- Communication skills



Lesson 1

Sky High SB pages 159 164 PB pages 77-78 .

INTRODUCTION

ILOs

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

- hold a discussion to describe a personal experience of traveling by plane.
- read a short dialogue about a travel scenario, identifying key information to answer some questions.
- correctly match some words to their corresponding definitions.
- sequence the correct order of steps involved at the airport check-in counter.
- write a well-structured email to a friend, providing helpful tips and reminders for airport travel preparation.

Materials:

Student's Book

Practice Book

Teacher's Guide

Vocabulary: terminal, luggage, boarding passes, depart, security gate

Values: Safety and security

Warm up

1. Ask students to quickly write down the first 3 words that come to their mind when they hear the word “goal.” and what kinds of goals people can have (e.g., personal, academic, career).



1. Think and Discuss.

1. Ask students: Have you ever been to the airport? If so, why did you go?
2. Read the questions aloud for the students.
3. Put students into pairs to discuss the questions.
4. Assign three minutes for them to discuss the questions.
5. Elicit some pairs to ask and answer the questions.

Suggested Answers

1. Yes, I have. I went to Luxor. I went for a vacation to explore new cultures and visit the historic places.
2. People should arrive early to avoid stress, have all necessary documents (passport, visa, tickets) ready, be patient and respectful to staff and other travelers and follow security protocols and pay attention to flight announcements

2. Read and answer.

1. Ask students: "What do you think happens when you check in for a flight?"
2. Set the scene of the reading dialogue, a dialogue about travelling at the airport.
3. Set the context by explaining that the dialogue between Laila, Salma, and the Check-in Officer at the airport.
4. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make



sure they understand the meaning of these words.

5. Read the text aloud to the class or have the students read it individually, depending on their level.

6. Ask students to answer: "Where are Laila and Salma flying to?" "How many bags are they checking in?"

7. Have students take turns reading parts of the dialogue (Laila, Salma and the Check-in Officer) to practice speaking skills and expression.

8. Read each question aloud and discuss the choices with the class.

9. Encourage students to explain their choice before revealing the correct answer.

Review what they learned about the airport check-in process.

10. Review what they learned about the airport check-in process.

Answers:

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

3. Read and match.

1. Ask students to recall the definitions and use them in sentences.
2. Introduce the words within a context, for Example, “terminal” refers to a place for passengers: (Example: “The airport terminal is where you check in for your flight.”)
3. Display and define each word with examples and visuals.
4. Ask students to repeat the words and definitions.
5. Have students match the vocabulary words to their definitions (either individually or in pairs).
6. Check the answers with the class.
7. In groups or pairs, ask students to create sentences using the new vocabulary.
8. Share examples aloud and give feedback.

Answers:

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

Unit 7
Lesson 1

1. Laila and Salma are meeting in the _____ of the airport.
a. check-in b. terminal
c. main door d. security gate
2. Laila and Salma are going to Dubai _____.
a. on a business trip b. for school
c. on vacation d. to visit family
3. They booked their flights _____.
a. online b. offline
c. hand in hand d. face to face
4. Salma's seat is _____ Laila's seat.
a. far from b. near
c. opposite d. behind
5. The flight will depart at _____.
a. 11:15 b. 11:45
c. noon d. 12:15

1 Read and match

Word	Definition
1. terminal	a. bags, suitcases, and pack bags
2. book	b. the area or building at a station, airport, or port that is used by passengers leaving or arriving
3. luggage	c. leave or go away
4. boarding passes	d. reserve or register
5. depart	e. a movable fixture installed in front of a building for protection
6. security gate	f. documents that allow you to board a ship or a plane

161

4 Put the following steps in the correct order.

1. Ask a few questions like: What do you do first when you're going to the airport? What happens after you check in?
2. Ask students: What do you think happens first? And what comes next?
3. After looking at the pictures to determine the correct pictures.
4. Divide students into small groups and ask them to work together to discuss the correct order.
5. Encourage students to talk through their reasoning, saying things like: “First, you book the tickets, then you go to the terminal, and after that, you check in.” This promotes speaking and critical thinking.

6. Encourage students to talk through their reasoning, saying things like: “First, you book the tickets, then you go to the terminal, and after that, you check in.” This promotes speaking and critical thinking.

7. Discuss each step briefly, explaining why it happens in that particular order. You could say: “First, you book your tickets (either online or at a counter). Then, you arrive at the terminal, where you go to check in. After checking in, you pass through security, head to the departure gate, and finally, you board the plane.”

8. After explaining the correct order, have students role-play the airport experience, acting out each of the steps. For example, one student can pretend to be the passenger booking a ticket, another can be the check-in officer, and others can act out going through security or boarding the plane.

Answers:

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

5 Read and match.

1. Tell students that they are going to read sentences and match each one to the most appropriate question.
2. Make sure they understand that the sentences are related to situations in an airport or while traveling. You can start by giving a brief overview, for example: “

Unit 7
Lesson 1

4 Put the following steps in the correct order

1. I am at the terminal.
2. I am on the plane.
3. I am at the check-in office.
4. I am at the security gate.
5. I book the tickets.
6. I am at the departure gate.

Critical Thinking
Is it important to know about the rules of each place? Why?

“When you’re traveling by plane, there are certain things you might need to ask about, like where to sit, what to do with your luggage, or whether your flight is delayed.”

3. Before starting the matching, clarify any vocabulary that might be unfamiliar to students, such as, luggage, take off, cart or trolley, delayed, check-in

4. Use examples, visuals, or definitions to ensure everyone understands these terms.

5. Read each sentence aloud to the class or have the students read it themselves (depending on their level).

6. You can ask them to underline key words in each sentence that will help them find the right question (e.g., luggage, tea, delayed, seat).

7. Explain that each sentence should be matched with the question that is the most appropriate response to the situation described.

8. For example, if someone says “I can’t carry my luggage,” they might be asking about where to find a cart or trolley. So, they would match it with a question about the cart or trolley.

9. Divide the class into small groups or pairs. Give each group a copy of the sentences and questions.
10. Ask them to discuss each sentence and come up with the correct question. Encourage them to talk about their reasoning, for example: I think the sentence about luggage is matched with the question about getting a trolley because that's something people often ask when they can't carry their luggage.
11. After allowing time for the groups to discuss, go over the answers as a

Answers:

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

Unit 7
Lesson 1

5 Read and match

1. I can't carry my luggage. ()	a. Pardon me, where can I get a cup of tea, please?
2. I don't know where to sit on this flight. ()	b. May I see your ticket and passport, please?
3. My flight take off should have been an hour ago. ()	d. Where can I get a cart or a trolley?
4. I need a cup of tea. ()	d. Excuse me! Is my flight delayed?
5. I want to check-in ()	e. Could you show me my seat, please?

To ask for information use:

1. Could you tell me...?
2. I'd like to know...
3. Do you know...?
4. Excuse me, how can I find...?
5. Could anyone tell me...?
6. I wonder if you could tell me...?
7. Pardon me, what is the best way to...?

6. write an email.

1. Tell them they are going to write an email to their friend Mahmoud, reminding him of the most important things to consider before going to the airport.
2. Ask the students: "What are some things you need to do before going to the airport?" "How would you explain these tips to a friend?"
3. Show the Basics of Email Structure: Write a simple email on the board to demonstrate the key parts. For example:
 - **Address:** This is where you include the recipient's email address and your email
 - **Subject Line:** A short description of the purpose of the email.
 - **Greeting:** "Dear Mahmoud," or "Hi Mahmoud,"
 - **Body:** Main content of the email, where you provide the tips.
 - **Closing:** "Best regards," or "Sincerely," followed by your name.
 - **Signature:** Your email address at the bottom.
4. Have students start writing the email based on the structure you reviewed earlier. They should include at least 3–4 tips to remind Mahmoud about, using bullet points or short sentences.

1. Walk around the classroom, offering guidance as needed. Remind them to use clear language and to proofread their work.
2. Once the students have completed their emails, have them exchange their drafts with a partner for peer review.
3. At the end of the activity, review the sentences and provide feedback.

Suggested Answer

From: ahmed @yahoo.com

To: **mahmoud@yahoo.com**

Subject: Important Things to Consider Before Going to the Airport

Dear Mahmoud,

How are you and your family? I'd like to tell you about some essential things to consider before going to the airport to ensure your journey goes smoothly. Make sure you double-check the time and terminal for your flight. Keep your ticket (digital or printed) handy. Ensure you have your passport, visa (if required), and any other necessary documents ready. Plan your trip to the airport to avoid delays. Arrive at least 2-3 hours before departure. If possible, check in online to save time and avoid long queues. Don't forget your phone charger, headphones, and anything else you might need during the flight. Wear comfortable clothing and carry a reusable water bottle. Staying hydrated is essential for long flights.

See you soon

Your friend, Ahmed



Practice Book Answer Key

1 Read and write true or false.

1. false 2. true 3. false 4. false 5. True

2 Read and complete.

1. terminal 2. luggage 3. aisle 4. queue 5. passport 6. ticket

3 Read and circle the odd one out .

1. aisle 2. luggage 3. scale 4. ticket

At the Hospital

Lesson 2

At the Hospital

SB pages 165- 169 PB pages 79 - 80

INTRODUCTION

ILOs

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

- engage in a discussion about the reasons why people might go to the hospital.
- read a short email about a personal experience at the hospital to answer some questions.
- use the newly learnt vocabulary in context correctly.
- use the appropriate coordinating conjunctions (FANBOYS: for, and, nor, but, or, yet, so) to connect two independent clauses.
- write a coherent paragraph describing a visit to a friend in the hospital.

Materials:

Student's Book

Practice Book

Teacher's Guide

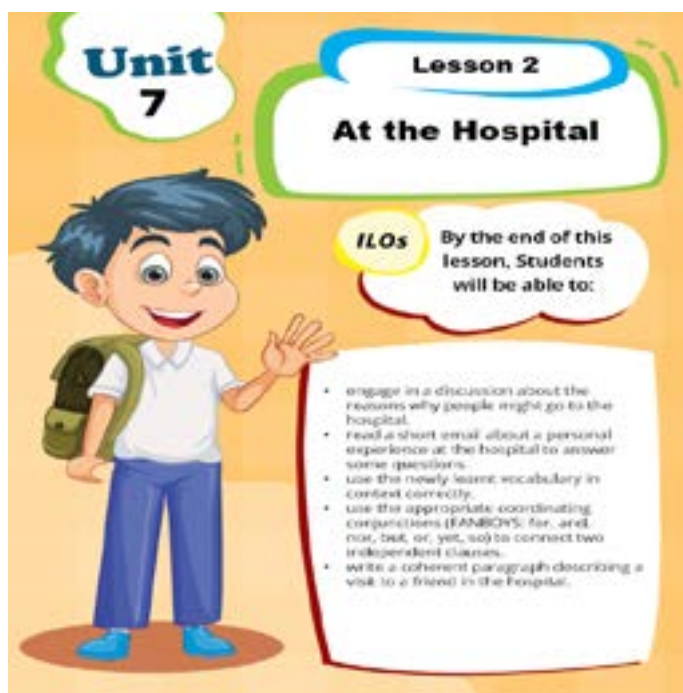
Vocabulary: scared, expect, checked, realized, scary, similar

Language: Coordinating conjunctions (FANBOYS: for, and, nor, but, or, yet, so)

Values: Community awareness and Safety and security

Warm up

1. Ask the students: "Have you ever been to a hospital? Why?"
2. Introduce some key vocabulary words related to hospitals, for example, doctor, nurse, patient, surgery, ambulance, appointment, and treatment.



1 Think and Discuss.

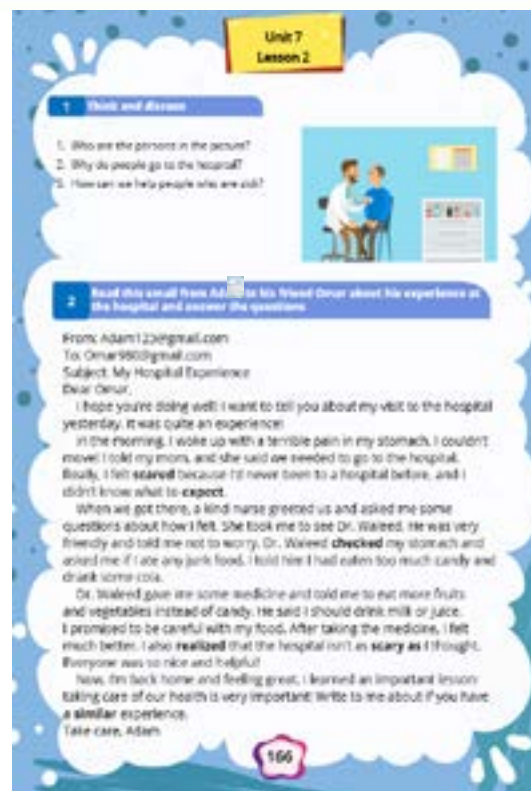
1. Draw the students' attention to the pictures in the book.
2. Ask them where are they?
3. Read the questions aloud for the students.
4. Put students into pairs to discuss the questions.
5. Assign three minutes for them to discuss the questions.

Suggested Answers

1. I can see a doctor, and a patient .
2. People go to hospital to maintain health, for treatment, and emergency.
3. We can help people who are sick by listening and offering encouragement, creating a peaceful environment and giving them space when needed and respect their choices.

2 Read this email from Adam to his friend Omar about his experience at the hospital and answer the questions.

1. Ask students: "How do you feel when you visit a doctor?"
2. Set the scene of the email, an email about Adam and his terrible pain in the stomach.
3. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words. Give students time to read the email individually or as a class (you can read it aloud if needed).



4. Ask students to summarize parts of the email or to confirm what they think will happen next. Example questions while reading: "What do you think Adam will do next?" or "How do you think Adam feels right now?"
 5. After reading the email, give students a moment to look at the questions. Then, ask them to work in pairs or small groups to discuss their answers.
 6. Model the first question together as a class to model how to answer.
 7. Have students work in pairs to answer the remaining questions. Encourage them to use full sentences when responding.
 8. Read each question aloud and discuss the answers with the class.
- Check answers with the whole class.

Answers

1. He had a terrible stomachache.
2. His mom took him to the hospital.
3. Before going to the hospital, Adam felt scared because he had never been there before and didn't know what to expect. After going to the hospital and receiving care, he felt much better and realized that hospitals aren't as scary as he thought.
4. The doctor, Dr. Waleed, checked Adam's stomach, asked him about his eating habits, and gave him some medicine. He also advised Adam to eat more fruits and vegetables and avoid junk food like candy and cola.
5. Adam learned that taking care of his health is very important.
6. [Your answer here. For example: Yes, I once had a high fever, and my parents took me to the hospital. The doctor checked me, gave me medicine, and advised me to rest and

3 Complete the sentences with words from the box.

1. Review the words in the box. Ask students if they know the meaning of each word and how it might fit into a sentence.

- **Scared:** Feeling afraid or frightened.
- **Expect:** To think something will happen in the future.
- **Checked:** To examine or look at something carefully.
- **Realized:** To understand something clearly after thinking about it.
- **Scary:** Causing fear or being frightening.
- **Similar:** Almost the same, alike.

2. You could ask the students for examples or use visuals to explain the meaning of each word. For example:

- *If you feel scared, it means you are*

Unit 7
Lesson 2

1. What happened to Adam?
He had a terrible stomachache.
2. Who took Adam to the hospital?
3. How did Adam feel before and after going to the hospital?
4. How did the doctor help Adam?
5. What lesson did Adam learn?
6. Have you had a similar experience? If yes, what happened?

2 Complete the sentences with words from the box.

scared expect checked realized scary similar

1. This film looks *scary*. I am not going to watch it.
2. My cousin arrived suddenly. I didn't to see him.
3. We are wearing yellow shirt. We look
4. The doctor me and gave me some medicine.
5. I that I made a mistake so I apologized.
6. Mona was when she saw the snake.

167

afraid, like when you see a scary movie.

- *If you expect something, you think it will happen, like expecting a phone call.*
3. Read each sentence aloud to the class and discuss what the blank space might require in terms of meaning.
 4. Go over each sentence one by one with the class, allowing students to suggest possible words for the blanks. After discussing the possible answers, have students check whether their suggestions make sense within the context of the sentence.
 5. After the group discussion, give students a few minutes to complete the sentences individually. This gives them a chance to apply what they've learned independently.
 6. Review the Answers as a Class: Once everyone has filled in the gaps, go over the answers together. "I like to play soccer, _____ my sister likes to

Answers:

1. scary
2. expect
3. similar
4. checked
5. realized
6. scared

4 Read and Fill in the blank with the correct FANBOYS word to complete the sentences.

1. Explain the concept of coordinating conjunctions. These are words used to connect two independent clauses (complete sentences) to form a compound sentence.
2. **Introduce FANBOYS:** Write the acronym FANBOYS on the board, and explain that each letter stands for a different conjunction:

- **F** - For (gives reason)
- **A** - And (connects ideas)
- **N** - Nor (gives a choice or negative idea)
- **B** - But (contrasts ideas)
- **O** - Or (gives a choice)
- **Y** - Yet (contrasts or negative idea)
- **S** - So (indicates result or solution)

Example Explanation:

- Tell students: Let's look at the sentence: 'I like pizza, and I like burgers.' The word 'and' connects the two ideas in one sentence. 'And' shows that both things are true, so we use it to connect ideas that are similar or related.

Examples:

- I went to the park, and I played basketball. (Shows two related ideas: going to the park and playing basketball.)
- I wanted to buy the book, but I didn't have enough money. (Shows a contrast between wanting the book and not having enough money.)

Unit 7
Lesson 2

4. Read and fill in the blanks with the correct FANBOYS word to complete the sentences.

Top Tip

FANBOYS
Coordinating Conjunctions

There are 7 coordinating conjunctions that can be used to join 2 sentences together forming a compound sentence. They are easy to remember using the acronym FANBOYS.

F	A	N	B	O	Y	S
FOR	AND	NOR	BUT	OR	YET	SO

Sentence + FANBOYS + Sentence = Compound Sentence

FOR	Gives reason
AND	Connects ideas
NOR	Gives choice or negative idea
BUT	Contrasts ideas
OR	Gives choice
YET	Contrasts or negative ideas
SO	Result or solution

Examples: I go to the library, **because** I love to read.
She has done neither the dishes nor the laundry, **the weather was cold, yet** bright and sunny.

- I like to play soccer, **but** my sister likes to play volleyball. (but / or)
- We can go to the park, **or** we can stay home and watch a movie. (for / or)
- It was raining hard, **so** we decided to stay indoors. (nor / so)
- He plays basketball well, **and** his favorite sport is football. (so / yet)
- I like pizza, **and** I like burgers. (and / nor)
- I have to find a new job, **so** I have no job. (so / because)
- Neither my friend, **nor** I take a rest. (nor / yet)

168

3. Give the Structure

Formula for a Compound Sentence:

Sentence + FANBOYS + Sentence = Compound Sentence

- Reinforce that FANBOYS is used to join two complete ideas (independent clauses). Each sentence should be able to stand alone.

4. Practice with Examples

- complete the sentences with words from the box to practice sentences, like the ones in the exercise. Write them on the board and read them aloud. For example:

"I like to play soccer, _____ my sister likes to play volleyball."

- After you work through a few examples together, allow students to come up with their own sentences using the conjunctions. Ask them to identify the purpose of each FANBOYS word in their sentences. For example:

- complete the sentences with words from the box me practice sentences, like the ones in the exercise. Write them on the board and read them aloud. For example:

“I like to play soccer, _____ my sister likes to play volleyball.”

- After you work through a few examples together, allow students to come up with their own sentences using the conjunctions. Ask them to identify the purpose of each FANBOYS word in their sentences. For example:

I wanted to go out, yet it started raining.” (The word yet contrasts the desire to go” (.out with the fact that it started raining

Do the Fill-in-the-Gaps Activity Together .5

Work through the sentences together: Show students the sentences with blanks (like the exercise you’ve provided), and read each one aloud. Then, ask students to .choose the correct FANBOYS conjunction based on the context

Example sentence: “We can go to the park _____ we can stay home and watch a “.movie

Ask the class: “Is this a choice? Does it give an option?” (Answer: or – it’s offering a (.choice between two activities

Encourage Group Participation: Have students explain why they think a certain conjunction fits. For example: “Why is it ‘yet’ in sentence 4, and not ‘but’? (Answer: yet contrasts the two ideas, but also shows that something unexpected happened after (.the first idea

Pair or Group Work

Once students are familiar with the concept, put them in pairs or small groups. Give each pair a set of incomplete sentences (similar to the ones in the exercise) and ask .them to complete the sentences with the correct FANBOYS word

Afterward, have pairs share their completed sentences with the class and explain .their choice of FANBOYS word

:Example Pair Work

“.Neither my friend _____ I take a rest”

(.Answer: nor – showing that neither option is true)

Review the completed sentences as a class. If any answers were incorrect, discuss .why the other FANBOYS word was a better fit

Have students swap their sentences with a partner to check if they used the correct .conjunctions

Answers:

1. but
2. or
3. so
4. yet
5. and
6. for
7. nor

5 Imagine that you are going to the hospital to visit your friend. .

Write a paragraph describing the situation

1. Go through the title of the task and read what is required from students.
2. Elicit some words from the students that can be used while writing and write them on the board.
3. If there is time, assign students five minutes to write the paragraph in groups, then elicit one or two students to read their paragraphs aloud and give them oral feedback.
4. If there is no time, assign it as home assignment and check their writings given them written feedback.

A Suggested Paragraph

Last weekend, I visited my friend Sarah at the hospital. She went to the hospital after falling off her bike and hurting her arm. I wanted to do something to make her feel better. Before going to the hospital, I bought her a bunch of flowers and a small bear to cheer her up. When I arrived, Sarah was lying in bed, looking bored. I smiled and gave her the gifts, which made her smile right away. To make her feel better, I told her some funny stories from school and showed her pictures from a recent event she missed. We played a word game on my phone, and we both laughed. Sarah told me she hated being in bed but was thankful for the doctors and nurses taking care of her. She said she was worried about getting better



Practice Book Answer Key

1 Read and tick (✓) or (×) at the hospital.

1. (×) 2. (✓) 3. (✓) 4. (×) 5. (×)

2 Fill in the gaps with the correct coordinating conjunction from the box below.

1. for 2. and 3. nor 4. or 5. yet 6. so 7. but

3 Read and match.

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

4 Design a poster to give advice to people who will visit patients at the hospital.

Pupils' own ideas.

Here are some advice:

- Stay quiet
- Bring nice gifts
- Be positive
- Leave on time

At Al-Azhar Mosque

Lesson 3

At Al-Azhar Mosque

SB pages 170-173 PB pages 81-83

INTRODUCTION

ILOs

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

- hold a discussion about key facts of Al-Azhar Mosque in Cairo.
- Read a text about Al-Azhar Mosque for specific information.
- correctly match some words to their corresponding definitions.
- use the newly learnt vocabulary in context correctly.
- correctly use the relative pronouns “who, which, and that” in sentences to describe people and things.

Materials:

Student's Book

Practice Book

Teacher's Guide

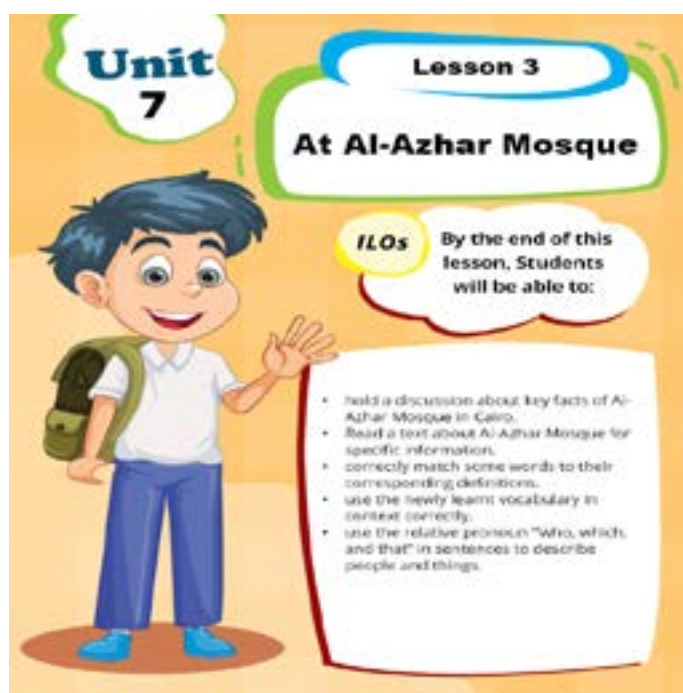
Vocabulary: hold up, architecture, Fatimid Caliphate, population, minarets, complex

Language: Relative pronouns “who, which, and that”

Values: Cultural appreciation

Warm up

1. Ask students: What do you think of when you hear Al-Azhar Mosque? Have you ever been there? How did you feel?
2. Allow students to share their thoughts, and write some key words or phrases on the board like *pray*, *minaret*, *pictures*, etc.



1 Think and Discuss.

1. Draw the students' attention to the pictures in the book.
2. Ask them what can you see in the pictures?
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.

Suggested Answers

1. Al-Azhar Mosque is one of the most famous mosques in Cairo, Egypt. It is a major center of Islamic scholarship. The mosque is known for housing Al-Azhar University
2. I think Al-Azhar Mosque is over 1,000 years old. It was founded in 970 AD, which makes it around 1,055 years old. The reason I believe this is because it was established during the Fatimid Caliphate, and its rich history and role in both religion and education have been passed down through generations.

2 Read and Answer.

1. Ask students "What do you think is special about old buildings like Al-Azhar Mosque?"
2. Set the context by explaining the history of Al-Azhar Mosque and its role in the study of Islam.
3. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
4. Ask students to read silently for two minutes to choose the correct answer.

Unit 7
Lesson 3

1 Think and Discuss



1. Share what you know about Al-Azhar Mosque in Cairo.
2. How old do you think this place is? Why?

2 Read and answer

Al-Azhar Mosque is a very important mosque in Cairo, Egypt. It was built in the year 972. It is a big mosque and can hold up to 20,000 people. The mosque is also known for its beautiful **architecture**. The mosque was built by a man named **Jawhar al-Siqilli** during the **Fatimid Caliphate**. The mosque was expanded many times over the years as the Muslim **population** in Cairo grew. It has five **minarets**, which are tall towers that are used for calling people to prayer. Each minaret is different because each was built at a different time by a different ruler. The mosque is also known for its beautiful decorations. Al-Azhar Mosque is not just a place for praying. It is also a place for learning. The mosque is part of a **bigger** complex that includes Al-Azhar University. This university is one of the oldest in the world and is a very important place for Islamic studies. The mosque and the university are both very important to the people of Cairo and to Muslims all over the world.

1. When was Al-Azhar Mosque built?

a. In the year 972. b. In the year 1966.
c. In the year 1492. d. In the year 1776.

2. How many minarets does Al-Azhar Mosque have?

a. four. b. five.
c. fifteen. d. fifty.

3. According to the passage, what can people study at Al-Azhar University?

a. Mathematics and science. b. Islam.
c. Art and music. d. Sports and physical education.

171

5. Elicit the answer to the question from students.
6. Read each question aloud and discuss the choices with the class.
7. Encourage students to explain their choice before revealing the correct answer.
8. After finishing reading, tell students that they have two minutes to check their answers with a peer.
9. Check answers as a whole class by asking pairs of students to read and say the choice. Ask students to explain why their answers are correct, referring back to the text to support their answers

Answers:

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

3 Read and match.

1. Asking students to recall the definitions and use them in sentences.
2. Display and define each word with examples and visuals.
3. Ask students to repeat the words and definitions.
4. Have students match the vocabulary words to their definitions (either individually or in pairs).
5. Check the answers with the class.
6. In groups or pairs, ask students to create sentences using the new vocabulary.
7. Share examples aloud and give feedback.

Answers:

1. d
2. c
3. e
4. c

Unit 7
Lesson 3

4. Who built Al-Azhar Mosque?
a. Jawhar al-Siqilli
c. Cleopatra
b. Muhammad Ali
d. Alexander the Great

5. How many people can Al-Azhar Mosque hold up?
a. 10,000 people
c. 30,000 people
b. 20,000 people
d. 40,000 people

3 Read and match

Word	Definition
1. architecture (d)	a. a group of buildings or structures that are connected or related way
2. caliphate (c)	b. a tall tower, typically part of a mosque, from which the Islamic call to prayer is made
3. population (e)	c. a number of people from the same family, usually in a certain country or region
4. minaret (b)	d. the art and science of designing and constructing buildings
5. complex (a)	e. the number of people living in a particular area or country.

172

Answers:

1. caliphate
2. minaret
3. architecture
4. complex
5. population

4 complete the sentences with words from the box he words in the box.

1. Read the sentences aloud to the class and ask students to listen carefully. Write the incomplete sentences on the board.
2. Help students figure out which word makes sense for each sentence.
3. Provide context clues to guide them through the decision-making process.
4. Give students time to complete the sentences either individually or in pairs. If they are working individually, encourage them to focus on each word's meaning and the sentence's context.
5. After students have filled in the blanks, go through the sentences together as a class.
6. Discuss why each word is the correct choice for each sentence.

5 Read and complete.

1. Introduce the relative pronouns (who, which, and that) and when to use them.

Start with Definitions:

- Who is used for people (e.g., “The teacher who teaches math is very kind”).
- Which is used for things (e.g., “The book which is on the table is mine”).
- That can be used for both things and people (informally for people, e.g., “The person that called you is waiting”). It’s often used in informal speech or writing.

Write the Rules on the Board:

- Who = people
- Which = things
- That = things (and, informally, people)

Use Clear Examples:

- “The man who is sitting over there is my uncle.” (talking about a person)
- “The book which is on the shelf is very old.” (talking about a thing)
- “The teacher that helped me with my homework is very kind.” (informal, talking about a person)
- Give students a chance to practice using the relative pronouns correctly by filling in the blanks.
- Sentence Completion: Provide students with sentences that have blanks, and have them fill in the correct relative pronoun.
- “Excuse me! Can you tell me about the person _____ is responsible for the project?” (Answer: who)
- “I like the buildings _____ show Islamic architecture.” (Answer: which)
- “This is the doctor _____ saved my life.” (Answer: who)

Unit 7 Lesson 3

4 Complete the sentences with words from the box

complex minaret population caliphate architecture

1. The Fatimid caliphate ruled Egypt for many years.
2. The _____ of the mosque could be seen from miles away.
3. The city is known for its nice _____ that mixes modern and traditional styles.
4. The shopping _____ includes a mall, restaurants, and entertainment facilities.
5. The _____ of the city has been increasing over the years.

5 Read and complete

Top Tip

The relative pronouns
Use "who" for people and "which" for things. Use "that" for things and, informally, for people.
"that" for people: the boy who stole your bike is at the door.
"that" for people (informal): the boy that stole your bike is at the door.
"which" and "that" for things: the carpet which/that you bought has moth damage.

1. I met the engineer who built this mosque.
2. This is the dress which / that I bought for the party.
3. Excuse me! Can you tell me about the person _____ is responsible for the project?
4. I like the buildings _____ show Islamic architecture.
5. This is the doctor _____ saved my life.

173

Answers:

1. who
2. which / that
3. who
4. which
5. who

Practice Book Answer Key

1 Read and answer.

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

2 Choose the correct relative pronoun.

1. who 2. which 3. who 4. that 5. Who

3 write an email to a friend to invite him / her to visit Al Azhar Mosque.

Dear Aly,

I hope you're doing well! I'm writing to invite you to visit the amazing Al-Azhar Mosque in Cairo with me. It's one of the oldest and most beautiful mosques in the world! Al-Azhar Mosque has a rich history, as it was built more than 1,000 years ago. It's also famous for being a center of learning and knowledge. The architecture is amazing, with tall minarets and pretty domes. When we go there, we can explore the peaceful prayer halls and learn more about the mosque's history. It's a great chance to feel the beauty of our culture and heritage. Let me know when you're free, so we can plan our visit together. I'm sure it will be a fun and unforgettable experience!

Looking forward to hearing from you soon.

Your friend,
Khaled

3 Punctuate the following:

Al-Azhar Mosque is a very important mosque in Cairo.

At the Train Station

Lesson 4

At the Train Station SB pages 174-178 PB pages 84 -85

INTRODUCTION

ILOs

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

- discuss their personal experiences with train travel.
- identify all the safety rules and procedures mentioned in the text about train travel.
- use the newly learnt vocabulary in context correctly.
- distinguish between announcements made at a train station and those made on a train.
- identify rules for silent 'I'.
- write some safety tips for children to follow at train stations.

Materials:

Student's Book

Practice Book

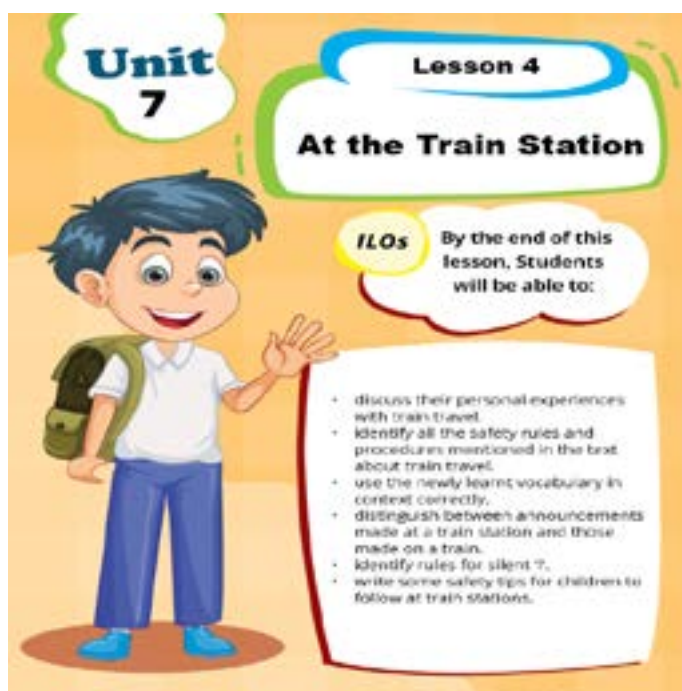
Teacher's Guide

Vocabulary: sights, distractions, announcements, crew, belongings

Values: Safety and security

Warm up

1. Ask students: Which modes of transport do you enjoy and why?
2. Hold a discussion to review the different means of transports.



1 Think and Discuss.

1. Draw the students' attention to the pictures in the book.
2. Ask them what they can see in the pictures and which places are shown.
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.

Suggested Answers

1. No, I haven't traveled by train myself, but I can imagine the experience! Many people describe train travel as relaxing especially if you're traveling through beautiful landscapes. There's something about the smooth motion, the ability to move around that makes it enjoyable for some.
2. Traveling by train is comfortable or uncomfortable depends on a few factors. Trains can be very comfortable, especially in countries with modern rail systems that offer modern seats, sleeping cabins, and good services like Wi-Fi and food service. On the other hand, older trains or crowded routes might not be as comfortable. But many people enjoy the sense of journey and the ability to relax during the trip.

2 Read and tick (✓) what is mentioned in the text.

1. Ask students "What do you think is special about old buildings like Al-Azhar Mosque?"
2. Set the context by explaining the history of Al-Azhar Mosque and its role in the study of Islam at the train station?"
3. Tell students that they are going to read a text about some important tips about what to do when at the train station and while on the train.



4. Teach key vocabulary and draw the students' attention to the words in bold.
5. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
6. Ask students to read silently for two minutes.
7. Explain that students need to read each sentence and decide if it is mentioned in the text.
8. Elicit the answer to the question from students.
9. If they think it is mentioned, they should tick (✓) next to it. If not, they leave it blank.
10. Read the text aloud and ask students to what they should do when they visit a train station or ride a train.

11. After finishing reading, tell students that they have two minutes to check their answers with a peer.

12. Check answers as a whole class.

13. Finish the lesson by summarizing the key rules when traveling by train. Reinforce the idea of safety and following instructions to have a pleasant and secure journey.

Answers:

1. (✓)
2. (×)
3. (×)
4. (✓)
5. (✓)
6. (×)
7. (×)
8. (✓)

3. Complete the sentences with words from the box.

1. Review the meaning of the words in the box.
2. Read the sentences aloud to the class and ask students to listen carefully. Write the incomplete sentences on the board or display them on a screen.
3. Help students figure out which word makes sense for each sentence.
4. Provide context clues to guide them through the decision-making process.
5. Give students time to complete the sentences either individually or in pairs. If they are working individually, encourage them to focus on each word's meaning and the sentence's context.
6. After students have filled in the blanks, go through the sentences together as a class.
7. Discuss why each word is the correct choice for each sentence.



Answers:

1. announcements
2. sights
3. crew
4. belongings
5. distractions

4. Listen to some announcement, then tick (✓) where you can hear them.

1. Discuss what announcements passengers might hear at a train station or while traveling on a train. For example, you could ask:
“What kind of announcements do you think you would hear at a train station?”
“What do you think might be announced on the train during the journey?”
“Have you ever heard an announcement at a train station? What did it say?”

- Review the vocabulary that will be relevant to the listening task:
 - Platform:** the area where passengers wait for the train.
 - Belongings:** personal items like bags, jackets, etc.
 - Delayed:** when the train or transport is running late.
 - jackets, etc.
 - Delayed:** when the train or transport is running late.
 - Final stop:** the last station the train will reach on its journey.
 - e bags, jackets, etc.
 - Final stop:** the last station the train will reach on its journey.
- Play the Audio (or Read aloud if you don't have audio): Play the audio recording with the four announcements or read them aloud to the class. Ensure that students listen carefully and understand what each announcement is about.
- Play the announcements one by one. You can pause after each announcement to give students time to listen and tick the correct boxes.
- After listening, let students compare answers with a partner or in small groups. Discuss why they chose the boxes they did for each announcement.

	At the train station	On the train
1	√	
2		√
3		√
4	√	

Listening text:

- Attention passengers: The 10:45 AM train from Alexandria is now arriving at platform 2.
- Ladies and gentlemen, our next stop is Tanta. Please make sure you have all your belongings with you before leaving the train.
- This is the final stop, Cairo. Thank you for traveling with us.
- Sorry to inform you that the 12:00 PM train to Luxor is delayed by 20 minutes.

5. Listen and circle the words with silent 'l'.

1. Ask students to look at the top tip and write some examples on the board: *calf*, *walk*, *could*, and *would*. Then pronounce it twice and draw the students' attention to the silent (l).
2. Explain that 'l' is often silent in words like "calf" and "walk," and mention it's also silent when it follows 'ou' as in "would."
3. Tell students that you are going to read some sentences and they have to circle all the words with silent (l).
4. After playing the audio or reading the sentences, play it once more and ask students to check their answers with a peer.
5. Ask a student to say all the silent (l) words.
6. Ask students to give themselves a mark out of 7.



Answers

1. I do not eat the **yolk** of the eggs.
2. Please, stay **calm**.
3. I waited for **half** an hour before the train arrived.
4. There are many **palm** trees in Sinai.
5. My sister likes **almonds**, but she doesn't like **salmon**.
6. Pupils like writing on the board with colored **chalks**.
7. You shouldn't raise your voice when you are **talking** to your parents.

6 Search the internet and write some safety tips for children to follow at train stations.

1. Go through the title of the task and read what is required from students.
2. Elicit some words from the students that can be used while writing and write them on the board.

1. Gather their tips, have them write down four important safety tips for children at train stations as a model.
2. If there is time, assign students five minutes to write the tips in groups, then elicit one or two students to read their paragraphs aloud and give them oral feedback.
3. Allow students to share their tips with a partner or in small groups. This gives them an opportunity to learn from each other and discuss different safety precautions.
4. Provide students with reliable sites to search and prepare other tips.
5. Assign it as home assignment and check their writings given them written feedback.

Suggested Answers

1. Do not walk or run near the train tracks.
2. Always use designated crossings when crossing tracks.
3. Stay behind the yellow safety lines on platforms.
4. Hold hands with younger children while on platforms and near tracks.
5. Avoid distractions like using mobile phones or wearing headphones near tracks.

Mini-Project

An Etiquette Posters for Public Places

1. Mini-Project about creating etiquette posters for public places can be a fun and interactive way to help students learn about manners, social responsibility, and creativity. Here's how you can effectively teach this activity:
2. Ask the students: "What are some places where we should be polite and follow certain rules?"
3. Explain Etiquette: Define what etiquette means: "Etiquette is the way we behave and treat others politely, especially in public places."
4. Give examples of etiquette for different public places. For example: Library: "Be quiet, don't shout, and keep your phone on silent."
5. In this project, you will work in groups to create a colorful, informative poster that shows the 'do's and don'ts' for different public places. Your poster will help people understand the best ways to behave in that place."
6. Do's (e.g., "Be quiet while others are reading.")
7. Don'ts (e.g., "Don't run around and shout.")
8. Include drawings, clipart, or magazine pictures to make the poster engaging and visually appealing.
9. "Make your poster bright and colorful. You can use markers, colored pencils, or magazine cutouts to add pictures that help explain the rules."
10. "Think about how your poster can be clear and easy for people to understand, even if they only glance at it quickly."

Practice Book Answer Key

Read and complete the dialogue.

ticket pounds platform belongings

2 Listen and circle the words with silent l.

1. Please stay **calm** during the test.
2. The little girl climbed the **palm** tree.
3. **Would** you like some tea?
4. My little brother loves to **talk** about dinosaurs.
5. I **walked** along the narrow path.

3 Choose the correct answer.

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

4 Write a message of appreciation for the engineers, drivers and workers.

We would like to express our gratitude to the engineers, drivers, and workers who tirelessly dedicate themselves to keeping Egypt's railway stations running smoothly. Your hard work ensures the safety and comfort of millions of passengers every day.

Thank you for your dedication and for being the backbone of one of Egypt's most important transportation systems. You are an inspiration, and your contributions are deeply appreciated!

Creative Minds

Lesson 1

Creative Minds SB pages 180- 184 PB pages 87-88

INTRODUCTION

ILOs

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

- hold a discussion about 'Creativity', describing their emotional response to generating a new idea.
- identify the main idea of a dialogue about the construction of the pyramids.
- identify the antonyms of some adjectives and use them in sentences.
- ask and answer about the purpose of the inclined plane and the logs used in building the pyramids.
- search the internet to write about one creative invention of the Ancient Egyptians.

Materials:

Student's Book

Practice Book

Teacher's Guide

Vocabulary: massive, task, lever, inclined plane, slope, human beings

Values: Life-long learning

Warm up

1. Draw the students' attention to the title of the lesson, Creative Minds.
2. Ask students: Can you think of a time when you felt particularly creative? What were you doing? Do you think creativity is something you're born with, or can it be developed over time?
3. Elicit some information to answer the questions.



1 Think and Discuss.

1. Draw the students' attention to the pictures of creativity.
2. Ask them: What comes to mind when you hear the word *creativity*?
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. Creativity is the ability to generate new and original ideas, think outside the box, and use imagination to create something unique. It involves finding innovative solutions to problems.
2. When I come up with a new idea, I feel excited, energized, and proud.
3. Yes, I once used my imagination to solve a problem when planning a group event without a big budget. Instead of renting expensive decorations, I came up with the idea of creating handmade ones using recyclable materials like cardboard, paper, and old fabric. We turned it into a fun team activity. It was a creative solution that brought everyone together and saved money.

2 Read and Answer.

1. Ask students: Have you ever wondered how the Ancient Egyptians built the pyramids? What tools do you think they used?
 2. Set the scene of the reading dialogue, a dialogue about a how the Ancient Egyptians built the pyramids.
 3. Set the context by explaining who Mona and Mai are and their discussion about building the pyramids with their teacher.
- at the end of the book and find their meaning. Make sure they understand the meaning of these words.
4. Ask students to read silently for two minutes to choose the correct answer.

Unit 8
Lesson 1

1 Think and discuss

CREATIVITY

1. What does the word creativity mean?
2. How do you feel when you come up with a new idea?
3. Can you think of a time when you used your imagination to solve a problem? Support your answer with an example.

2 Read and answer

Mona: Did you enjoy the school trip to the pyramids?
Mai: Sure. But I am surprised of how the ancient Egyptians could build such large monuments.
Mona: What do you mean?
Mai: I tried hard to imagine how the ancient Egyptians moved the massive stones to build the pyramids.
Mona: Really! It wasn't an easy task for the ancient Egyptians to transport the stones or to lift them so high.
Mai: I think that they used a lever to lift the heavy stones, but I am not sure. Let's go and ask our social studies teacher!
Mona: Can we ask you a question, Mr. Ahmed?
Mr. Ahmed: Yes. Go ahead.
Mai: I'd like to know how the ancient Egyptians moved and transported the stones to build the pyramids.
Mr. Ahmed: It's a good question. Have you heard of a tool called an inclined plane?
Mai: I think it is like a slope from the ground to a higher level.
Mona: Yes. I think they built the slope using a large amount of dirt.
Mr. Ahmed: That's right, Mona.
Mai: the ancient Egyptians were very creative in inventing tools.
Mr. Ahmed: Yes, creative thinking is how human beings solve such difficult tasks.

181

5. Elicit the answer to the question from students.
 6. Read the text aloud, model the first question and ask students to try to find answers to the questions.
 7. After finishing reading, tell students that they have two minutes to check their answers with a peer.
 8. Check answers as a whole class by asking pairs of students to read and answer the questions.
- If there is time, choose three students to read the dialogue.

Answers:

1. How the Ancient Egyptians built the pyramids.
2. They used tools such as an inclined plane, which is a slope made of dirt, to move and lift the massive stones to higher levels.
3. The pronoun *it* refers to the inclined plane.
4. Yes, the Ancient Egyptians were very creative. They invented and used tools like inclined planes and levers to solve difficult tasks, such as moving and lifting massive stones to build the pyramids. Their ability to think innovatively and design effective solutions for such challenges demonstrates their creativity.

3 Read and match.

1. Ask students to recall the definitions and use them in sentences.
2. Introduce the words within a context, for Example, “massive” refers to something that very big, like an “massive stones.”) Example: “The ancient Egyptians used massive stones to build the pyramids.”
3. Display and define each word with examples and visuals.
4. Ask students to repeat the words and definitions.
5. Have students match the vocabulary words to their definitions (either individually or in pairs).
6. Check the answers with the class.
7. In groups or pairs, ask students to create sentences using the new vocabulary.
8. Share examples aloud and give feedback.

Answers:

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

4 Write the antonym of these adjectives. Then write sentences using them.

1. Explain what antonyms are: words that have opposite meanings. For example, the opposite of “high” could be “low,” or the opposite of “ancient” could be “modern.”
2. You can also give examples with simple words to make sure they understand the concept: Hot – Cold / Fast - Slow
3. Ask students to work individually or in pairs to come up with the antonyms for the adjectives on the list. You can give hints if needed, or help them by using the context of the adjectives (e.g., “Massive means very big, so what’s the opposite of very big?”). High → Low / Difficult → Easy
4. Once the antonyms are matched, have students write sentences using both the original and the antonym.
5. After students have written their sentences, encourage them to share their sentences with the class. This can lead to discussions on why certain words were used and how they understood the meanings of the adjectives and their opposites.
6. Encourage students to come up with other pairs of adjectives and their antonyms, both from their own experiences and from

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4. Once the antonyms are matched, have students write sentences using both the original adjectives and their antonyms to understand how to apply them in context. Example Sentences: High: “The mountain was high, but the valley below was low. And “ Massive: “The elephant was massive, but the rabbit was tiny.”
5. After students have written their sentences, encourage them to share their sentences with the class. This can lead to discussions on why certain words were used and how they understood the meanings of the adjectives and their opposites.
6. Encourage students to come up with other pairs of adjectives and their antonyms, both from their own experiences and from real-life contexts. For example, ask them to think of antonyms for things like “cold,” “big,” “slow,” etc.
7. Conclude the lesson by reviewing the importance of understanding antonyms in communication, especially when describing things in different ways (e.g., comparing sizes, times, or qualities).

Unit 8
Lesson 1

3 Write the antonym of these adjectives. Then write sentences using them.

adjective	antonym	sentence
1. inclined	straight	The library is straight ahead.
2. ancient		
3. difficult		
4. massive		
5. high		

4 Ask and answer

What was the inclined plane used for?

It was used for building the pyramids.

183

Answers

adjective	antonym	Sentence
1. large	small	I have in a small flat to Giza
2. ancient	modern	The ancient building stands next to a modern .skyscraper
3. difficult	easy	The exam was so easy that everyone finished .it quickly
4. massive	tiny	.The seeds are tiny
5. high	low	.The dog jumped over the low fence

4 Ask and answer.

1. Draw their attention to the pictures and ask them to mention their names.
2. Ask the students about “What was the inclined plane used for?”
3. Explain the structure of the question and answer: “What was...” and the answer follows a simple explanation.
4. Read the first model with a student.
5. Ask another pair of students to read the second model.
6. Invite other pairs to make and respond using the same structure.

Question: “What was the inclined plane used for?”

Answer: “It was used for building the pyramids.”

7. Ask students to work in pairs. One student asks the question, and the other provides the answer. You can also rotate the roles so that every student practices both asking and answering.

Suggested Answers

1. **What was the inclined plane used for?**
It was used for building the pyramids.
2. **What were the logs used for?**
It was used for transporting heavy stones.
3. **What was the lever used for?**
The lever was used for lifting heavy stones.

4. What were the rails used for?

The rails were used for supporting the movement of heavy stones or objects.

5 Search the internet for another creative invention of the Ancient Egyptians.

1. Go through the title of the task and read what is required from students.
2. Elicit some words from the students that can be used while writing and write them on the board.
3. Provide students with some reliable sites.
4. Assign it as home assignment and check their writings given them written feedback.

A Suggested Paragraph

The inclined plane is a flat surface set at an angle, which makes it easier to move heavy objects. The ancient Egyptians built slopes made of mud brick to lift heavy stones. Their goal was to transport massive stone blocks to higher levels during pyramid construction. The inclined plane allowed workers to move materials more efficiently, helping to create the grand structures of ancient Egypt. This innovation demonstrated advanced engineering skills and had important cultural and religious significance, as the pyramids were central to Egyptian society and beliefs.

Practice Book Answer Key

1. Read and answer the questions.

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

2 Read and Circle the odd one out.

1. slope 2. transport 3. use 4. human 5. lift

3 Punctuate the following:

I think the ancient Egyptians were very creative.

4. Complete this mind map about creativity.

Critical
thinking

Problem
solving

Imagination

Creativity

INTRODUCTION

ILOs

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

- describe a personal experience where they were stuck on a problem and the strategies they used to solve it.
- correctly identify the main idea of a text about 'Thinking outside the box'.
- use the newly learnt vocabulary in context correctly.
- correctly identify some solutions for the problems of poverty, illiteracy, and overcrowded classrooms.
- write a coherent paragraph describing a community problem adding some creative solutions.

Materials:

Student's Book

Practice Book

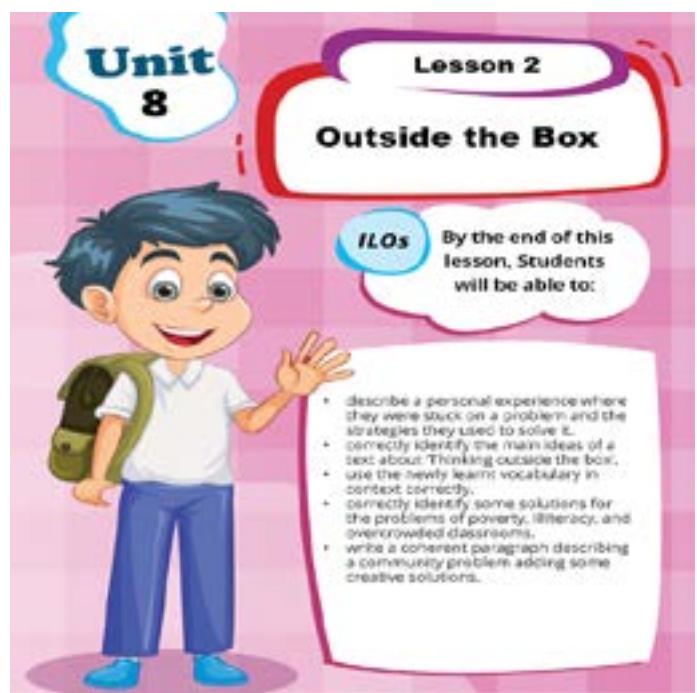
Teacher's Guide

Vocabulary: stuck on, perspective, come up with

Values: Adaptability

Warm up

1. Draw the students' attention to the title of the lesson, Outside the box.
2. Ask students: "If you had to organize your school supplies in a way that no one has ever seen before, what would you do?" "What would you do if you had to make a chair using only paper?"
3. Elicit some information to answer the questions. Ask students to come up with as many creative answers as possible, no matter how silly they might seem.



1 Think and Discuss.

1. Draw the students' attention to the pictures in the book.
2. Ask them what can you see in the pictures?
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.

Suggested Answers

1. Yes, I've faced challenges when I wasn't able to do some complex tasks. When this happens, I break the problem down into smaller steps, gather more information, or look at the problem from a different angle to find a solution.
2. Yes, I once created a simple card game for friends. I designed the rules based on a mix of strategy and luck, and it involved creating different combinations to score points. It was fun to see everyone enjoy it, and we spent hours refining the rules to make it more engaging. It was a rewarding experience to bring a new idea to life and see others having fun with it.
3. Thinking of new things is fun because it encourages creativity and curiosity. It allows you to explore new possibilities and create something that didn't exist before.

2 Read and Answer.

1. Introduce the concept of "thinking outside the box" to the class, and give them a simple definition: "Thinking outside the box" means coming up with creative solutions to problems that don't follow the usual way of thinking.
2. Set the context and explain how the nine dots puzzle is an example of thinking outside the box. Ask students if they've ever solved a puzzle that required them to think in a new way.
3. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
4. Ask students to read the text silently first.
5. After reading, briefly check for understanding. Ask a couple of comprehension questions: What do you think it means to think outside the box? Can anyone explain the nine dots puzzle?
6. Read each question aloud and discuss the choices with the class.
7. Encourage students to explain their choice before revealing the correct answer.
8. Check answers with the whole class.



Answers:

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

3 Read and complete the sentences with the correct word from the box.

1. Introduce the words in the word box (e.g., connect, creative, perspective, come up with) to the students. Write each word on the board and discuss its meaning.

2. Display and define each word with examples and visuals. For example: **Connect:** To link or join things together (e.g., connecting two phones by Bluetooth). **Creative:** Using imagination or original ideas (e.g., a creative design or solution).

3. Ask students to repeat the words and definitions.

4. Have students match the vocabulary words to their definitions (either individually or in pairs).

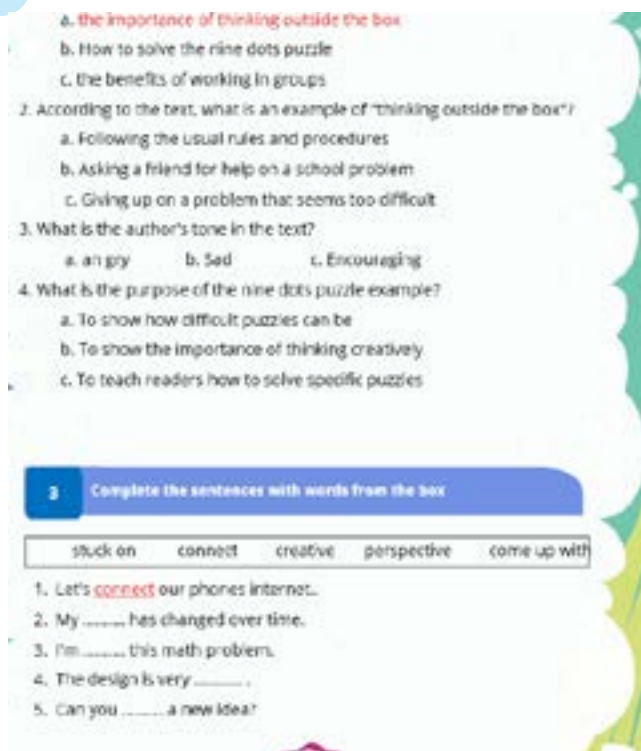
5. Check the answers with the class.

In groups or pairs, ask students to create sentences using the new vocabulary.

6. Share examples aloud and give feedback.

Answers:

- | | |
|-----------------|----------------|
| 1. connect | 2. perspective |
| 3. stuck on | 4. creative |
| 5. come up with | |



2. Today, we are going to listen to a recording about three common problems in our community: poverty, illiteracy, and overcrowded classrooms. After listening, we'll fill in a table with the problems and creative solutions that can help solve them.

3. Play the recording of the lesson or read the script aloud, making sure to pause after each section to give students time to fill in the table.

4. Once students have completed the table, go over the answers together. You can ask the class to help fill in the table by asking:

5. Ensure that the students understand the connection between each problem and its solution.

6. Ask follow-up questions such as:

7. Break students into small groups and have them discuss the solutions presented. Ask them: Do you think these solutions would work in our community? Why or why not?

4 Listen and complete the table with the proper solutions.

1. Introduce the topic of community problems and ask students questions such as: What problems do you think people in our community might face? How do you think creative solutions can help solve these problems?

Listening Text

Good morning, my dear students. Today we are going to talk about some problems we have in our community and we suggest some creative solutions for them.

First, poverty means not having enough money for basic needs like food, shelter, and healthcare. It can affect people's health and education. We can start community gardens where people can grow their own food, reducing food costs and promoting healthy eating.

Second, Illiteracy means not being able to read or write. It limits people's opportunities and can lead to poverty and other social problems. We can use technology like e-books and online learning platforms to make education more accessible, especially in remote areas.

Finally, the problem of overcrowded classrooms. When classrooms are too full, it's hard for teachers to give students the attention they need. This can lead to lower learning outcomes. We can use online learning tools and virtual classrooms to supplement traditional teaching methods and reduce the number of students in physical classrooms.

Answers

The problem	The solution
1. poverty	▪ start community gardens
2. illiteracy	▪ Use technology like e-books and online learning platforms to make education more accessible.
3. overcrowded classrooms	▪ Use online learning tools and virtual classrooms to supplement traditional teaching methods.

A Suggested Paragraph

One big problem in our community is overcrowded classrooms. When classrooms are too full, students don't get the attention they need from teachers. This can make learning harder and affect how well students do in school. To solve this problem, we can use online learning tools and virtual classrooms. These can help reduce the number of students in physical classrooms, allowing teachers to spend more time with smaller groups. We can also work with local libraries or community centers to create more spaces for learning. If we solve this problem, our community will have a better education system, and every student will have a chance to succeed.

Practice Book Answer Key

1 Read and complete the dialogue.

poverty opportunities projects discussion

2 Read and answer.

1. Thinking differently means looking at things from different perspectives.
2. It can hold us back from reaching our goals.
3. a 4. b

3 Read and Circle the odd one out.

1. ideas
2. garden
3. angle
4. solution

4 Punctuate the following:

When classrooms are too full, it's hard to control all students.

Lesson 3

present to Impact SB pages189 - 194 PB pages 91

INTRODUCTION

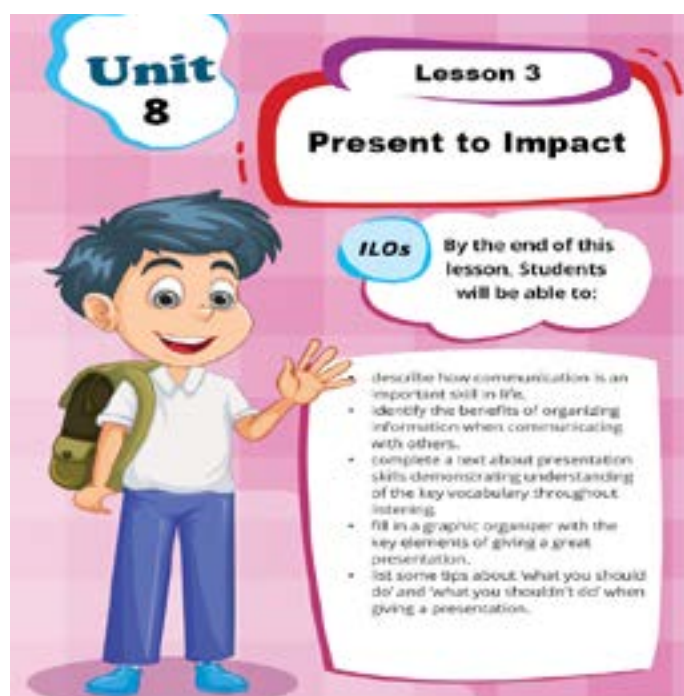
ILOs	By the end of this lesson, students will be able to: • describe how communication is an important skill in life. • identify the benefit of organizing information when communicating with others • correctly match some words to their corresponding definitions. • correctly complete a text about presentation skills demonstrating understanding of the key vocabulary throughout listening. • fill in a graphic organizer with the key elements of giving a great presentation. • list some tips about ‘what you should do’ or ‘what you shouldn’t do’ when giving a presentation.
Materials:	Student’s Book Practice Book Teacher’s Guide

Vocabulary: communicate, influence, engage, confident, conquering

Values: Life-long learning and adaptability

Warm up

1. Ask students: Have you ever given a presentation before? How did it go? How do you prepare for a presentation?
2. Elicit some tips for good presentation.



1 Think and discuss.

1. Ask students: What are some ways you can make your presentation more interesting for others?
2. Tell them: Let's discuss some ways you can present your ideas effectively. What are some strategies you can use?
3. Elicit some ideas from the students such as using visual aids and present your ideas in a clear and simple way.
4. Read the questions aloud for the students.
5. Put students into pairs to discuss the questions.
6. Assign three minutes for them to discuss the questions.
7. Elicit some pairs to ask and answer the questions.

Suggested Answers

(Any reasonable answer is acceptable.)

1. Communication is important because it helps us express our thoughts, share ideas, and connect with others. It builds relationships, helps solve problems, and allows us to work effectively in groups.
2. Organizing your ideas helps make your message clear and easy to follow. When your thoughts are well-structured, it's easier for the listener to understand your point of view.
3. Good presentation skills can help you express your ideas confidently. It also boosts your self-confidence and helps you communicate effectively with different audiences.

Unit 8
Lesson 3

1 Think and discuss

1. Why is communication an important skill in our life?

2. Why should you organize your ideas well when communicating?

3. How can good presentation skills help you in your life?

Tip on Presentation Skills



2 Read and answer

Many people find it hard to speak up and share ideas, but being able to **communicate** well is an important skill. Here are some ideas to help you communicate with others and get them to take action. First, it is important to organize your information and make your ideas memorable. Write down all of your information and group the ideas together. Think about how the ideas build on each other. To make your information memorable, think of specific examples. By communicating your ideas effectively, you can get your message across and have a bigger **influence**.

Another way is presenting the results and getting people to take action. Whether you're speaking to one person or a hundred, you can learn ways to **engage** and influence them.

Communication is a skill that can make you more successful in your life. Whether you're selling a product, trying to get your classmates to follow a new idea, or just want to feel more **confident** in yourself, good communication can make a big difference. By **conquering** your fears and speaking up for your ideas, you can support your self-confidence and believe in yourself more. So, if you want to present your ideas well and get others to take action, remember to communicate effectively, present results, and believe in yourself. With these skills, you can make a big difference and achieve your goals.

190

Read and answer.

1. Ask students how they use communication in their everyday lives.
2. Ask them about situations where they've had to persuade someone or present an idea.
3. Tell them how to organize ideas for clear communication.
4. Tell students that they are going to read a text about 'how to communicate well, and pre-teach the new vocabulary.
5. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
6. Ask students to read silently to choose the correct answer.
7. Elicit the answer to the question from students.

8. Read the text aloud and ask students to try to choose the answer.
9. Read each question aloud and discuss the choices with the class.
10. Encourage students to explain their choice before revealing the correct answer.

Answers:

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

3. Read and Match.

1. Ask students to recall the definitions and use them in sentences.
2. Introduce the words within a context, for Example, 'confident' refers to having a belief in oneself and abilities, for example, She felt confident about her presentation because she had practiced a lot.
3. Display and define each word with examples and visuals.
4. Ask students to repeat the words and definitions.
5. Have students match the vocabulary words to their definitions (either individually or in pairs).
6. Check the answers with the class.
7. In groups or pairs, ask students to create sentences using the new vocabulary.
8. Share examples aloud and give feedback to choose the answer.

Unit 8
Lesson 3

6. Who can benefit from learning ways to engage and influence others?

- a. Only public speakers
- b. the listeners
- c. anyone, whether speaking to one person or a hundred
- d. Only teachers

3 Read and match

Word	Definitions
1. communicate (c)	a. having a belief in oneself and abilities.
2. influence (i)	b. to have an effect on the way someone thinks or behaves.
3. engage (e)	c. to overcome or defeat a problem or challenge.
4. confident (c)	d. to attract and hold the attention or interest of someone.
5. conquering (q)	e. to share or exchange information, news, or ideas.

4 Listen and complete

Giving Presentation

Before you give your presentation:

- Do some research using some key vocabulary about each topic.
- Write a complete sentence • Organize your presentation.
- Greet your audience (say Hello, Good morning / Good afternoon)
- Today I want to tell you about.....
- Organize your ideas using the words of sequence (First, Second, Then, finally.....)

Top Tip

Answers:

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

4. Listen and complete

1. Ask questions like, "What makes a presentation effective?" or "What challenges do people face when giving presentations?"
2. Introduce key terms that will appear in the listening (e.g., "audience," "engage," "topic," "eye contact," "belief in yourself," etc.).
3. Tell students they are going to listen to a presentation about how to give a good presentation.
4. Draw the students' attention to the top tip.

5. Explain that their task is to listen carefully and fill in the missing words in the transcript with the appropriate vocabulary. This will help them understand both the content and the structure of an effective presentation.
6. Play the audio once without asking students to write anything down. Instead, ask them to focus on the main ideas.
7. Play the audio again, and this time, ask students to fill in the blanks as they listen.
8. After the second listening, go over the answers with the class. You can ask students to share their answers and discuss any difficulties they had with filling in the gaps.
9. Have students reflect on the presentation tips they learned.

Listening Text

Presentation skills are very important for success in today's world. So, it is important to learn how to **present** your ideas effectively. Here are some great tips for you about how to give a killer presentation. But, remember that giving a great presentation takes time and **effort**. You should choose an interesting topic. Also, you need to understand your audience, engage them, and provide memorable information or results. **Connect** with your audience through eye **contact** and be careful with your facial expressions. Address a specific **problem** and be clear in your message. Choose your words carefully and keep your sentences short. Allow time for questions. And most importantly, **believe** in yourself and your ideas!

5 Read again and complete the graphic organizer.

1. Discuss the importance of communication. Ask questions like: "Why is it important to communicate effectively?" and "What makes a presentation successful?"
2. Introduce the graphic organizer. Explain that the organizer will help them visualize the key ideas for giving a great presentation.
3. Provide a brief overview of what they should look for while reading: key steps to take when giving a presentation.
4. Ask them to read it silently and underline or highlight important points related to giving a great presentation.
5. After reading, ask students to refer to the graphic organizer and begin filling it in
6. based on what they've learned from the text.
7. Provide students with time to fill out the graphic organizer.

After completing the graphic organizer, have students pair up or work in small groups. Each group can compare their answers and discuss why they chose those specific points.

Answers

Choose an interesting topic	Allow time for questions	How to give a great presentation	Choose your words carefully
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6 Read and sort what you should do and what shouldn't do when giving a presentation.

1. Start with a brief discussion about what makes a good presentation. Ask students: “What makes a presentation engaging and effective?” and “What mistakes have you seen presenters make?”
2. Introduce the idea of sorting behaviors into two categories: what you should do and what you shouldn't do when giving a presentation.
3. Present the list of actions (like the example) and explain that they will need to categorize each item as something to do or not do during a presentation.
4. Discuss the importance of these behaviors in making a presentation more effective and engaging.
5. Write the two categories on the board: What You Should Do and What You Shouldn't Do.
6. Break students into pairs or small groups. Give each group a set of the statements (from the list provided) either on paper or on a digital document.
7. Ask them to read through the statements and decide where each action belongs: under *What You Should Do* or *What You Shouldn't Do*.
8. Encourage them to discuss why each action goes in the category they chose, making sure they understand the reasoning behind their decision.
9. Encourage students to share personal experiences or observations from past presentations that relate to the points discussed.
10. Model both a good and a bad presentation.
11. Demonstrate the “What You Should Do” behaviors by speaking confidently, using facial expressions, and engaging the audience with a smile.
12. Then, demonstrate the “What You Shouldn't Do” behaviors by reading word-for-word from a script, speaking quietly, or looking disinterested.
13. After each demonstration, ask students what worked well and what didn't, helping them understand the reasons behind good presentation practices.

Answers

What you should do	What you shouldn't do
▪ use visual aids, facial expressions and smile	▪ speak quietly
▪ be clear in your message	▪ steal information
▪ stay cool	▪ come unprepared
▪ be confident	▪ use too many ideas or make the presentation too long
▪ be yourself	▪ read word by word from your script

Practice Book Answer Key

1. Choose the correct answer.

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

2 Listen and complete.

Communication is a skill that can make you more successful in many areas of life. Whether you're selling a product, trying to get your boss to buy into a new idea, or just want to feel more **confident** in yourself, powerful communication can make a big difference. By **conquering** your fears and speaking up for your ideas, you can boost your **self-esteem** and believe in yourself more. So, if you want to present your ideas powerfully and your audience to action, remember to communicate effectively, present for results, and believe in yourself. With these skills, you can make a bigger **inspire** and achieve your **goals**!

3 Complete this paragraph about a good presentation.

A good presentation is clear, engaging, and well-organized. It begins with a strong introduction that grabs the audience's attention. The main points are presented logically, supported by relevant examples and visuals to enhance understanding. The speaker uses clear language, maintains eye contact, and varies their tone to keep the audience interested. A good presentation also involves interacting with the audience, such as asking questions or encouraging participation. Transitions between ideas are smooth, making the content easy to follow. The use of time is balanced, ensuring all key points are covered without rushing. Finally, the presentation ends with a memorable conclusion that reinforces the main message and leaves a lasting impression on the audience.

Lesson 4

Equip yourself for a new world SB pages 195*199 PB pages 92

INTRODUCTION

ILOs

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

- explain the importance of teamwork, good communication skills, and technology skills in the workplace.
- identify some of the 21st-century skills mentioned in a reading text.
- use the newly learnt vocabulary in context correctly.
- correctly identify some words with silent “t” in provided sentences.
- write some important skills needed in the future, using reliable online re- sources.
- accurately assess their current skills and identify areas for improvement in learning, communication, and presentation for personal development.

Materials:

Student’s Book

Practice Book

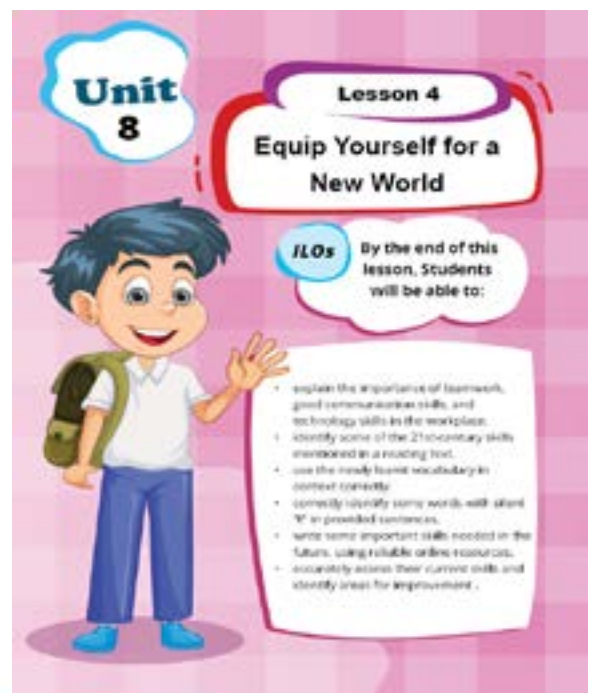
Teacher’s Guide

Vocabulary: collaboration, emotional intelligence, critically, Adapting

Values: Digital responsibility and Life-long learning

Warm up

1. Draw the students’ attention to the title of the lesson and ask them: Are you ready for the future? What kinds of qualities do you think are needed to succeed in something?
2. Give them time to reflect and share thoughts. You can note their responses on the board to create a mind map of qualities, such as confidence, perseverance, presentation skills, etc.



1 Think and discuss.

1. Ask students: What are some necessary skills you need to be successful in your life?
2. Elicit some ideas from the students such as communication skills, presentation skills, technological skills....etc
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. Yes, it is important to work in teams and have good communication skills because teamwork allows us to come up with different ideas, which can lead to better solutions. Effective communication ensures that everyone understands their roles and shares ideas.
2. Yes, the ability to use technology is an important skill because technology is a part every aspect of our lives, from work and education. Being tech-savvy helps us stay connected, access information quickly, and perform tasks more efficiently.
3. Some necessary skills for success in the future include problem-solving, critical thinking, adaptability, communication, and collaboration. Additionally, technical skills, such as understanding and using technology, as well as creativity and emotional intelligence, will be important to succeed in various careers.

2 Read and tick (✓) the 21st century skills mentioned in the text.

1. Ask the class: What are the twenty-first century skills? Do you think that these skills are essential in the future? You can write a few of their ideas on the board.
2. Tell students that they are going to read a text about twenty-first century skills that we need in the future.
3. Teach key vocabulary and draw the students' attention to the words in bold. Read them aloud and ask students to check the glossary at the end of the book and find their meaning. Make sure they understand the meaning of these words.
4. Ask students to read silently for two minutes.
5. Explain that students need to read each skill and decide if it is mentioned in the text.

Unit 8
Lesson 4

1 Think and discuss

New-age Skills for Better Career Growth

1. Do you think it is important to work in teams and have good communication skills? Why?

2. Is the ability to use technology an important skill? Why?

3. What are some necessary skills for success in the future?

2 Read and tick (✓) the 21st-century skills mentioned in the text

Schools are teaching kids skills to help them succeed in the future. These skills are called '21st century skills' because they are important for living and working in today's world. These skills are important because the jobs people will have in the future are different than the jobs people had in the past, or even have now.

In the future, there will be new skills that people need to learn. Some of these skills include communication, networking, **collaboration**, and **emotional intelligence**. These skills are important for success in this global world. It's also important to have skills like problem solving, and using technology. Now, it is important to think critically and work with others. It's also important to have good communication skills and be able to solve problems.

Technology is changing the way we learn and work, and some jobs may be done by machines in the future. But people will still create new jobs and technology will play a big role. It's important to keep learning and **adapting** to new changes in the workplace. Even if you have the skills and education you need now, you still need to learn new things throughout your life.

196

6. Elicit the answer to the question from students.

7. If they think it is mentioned, they should tick (✓) next to it. If not, they leave it blank.

8. Read the text aloud and ask students to what are the most important skills that we should have to face the world challenges?

9. After finishing reading, tell students that they have two minutes to check their answers with a peer.

10. Check answers as a whole class.

11. Finish the lesson by summarizing the important skills that we need in

Unit 8
Lesson 4

1. reading and writing	()
2. critical thinking	(✓)
3. teamwork	()
4. problem solving	()
5. collaboration	()
6. solving maths sums	()
7. good communication	()
8. doing home assignments	()

3 Complete the sentences with words from the text.

1. Being able to work in different conditions and workplaces is called adapting.
2. Aly is a sociable person. He has good _____ skills.
3. He is very clever and can think _____.
4. Having _____ means that you can understand both your feelings and others' feelings well.
5. _____ skills help you find good solutions for any problem.
6. As a team, you need _____ to finish all your work.

4 Choose and circle the words with a meaning.

1. There are many servants working at this castle.
2. The leader uses his whistle a lot during the training.
3. Building rapport with students is an important skill for teachers.
4. There is an open buffet for all the visitors.
5. Children should listen to their parents' advice.
6. Fasten your seat belts, please.

197

Answers:

1. (×)
2. (✓)
3. (✓)
4. (✓)
5. (✓)
6. (×)
7. (✓)
8. (×)

3 Complete the sentences with words from the text.

1. Tell students they are going to complete sentences with words from a given text.
2. Have students read the provided text again. Ensure they understand the meaning of the words by explaining or providing examples.
3. Go over each sentence with the students. Discuss what kind of word is needed to complete each sentence (e.g., noun, adjective, verb).

Answers:

1. adapting
2. communication
3. critically
4. emotional intelligence
5. Problem-solving
6. collaboration

4 Listen and circle the words with silent t.

1. Tell the students that today they are going to focus on words with a silent *t*.
2. Tell them to listen carefully to each word and identify when the “t” is silent, even though it’s written in the word.
3. Read out one of the sentences aloud as a class and ask students to identify the word with a silent *t*. For example, read the sentence: There are many servants working at this *castle*. Emphasize how the *t* is silent in *castle*.
4. Play an audio recording of the sentences or read each sentence aloud for the students. After each sentence, pause and ask them to circle the words with silent *t*. You can also read each sentence slowly and emphasize the silent “t” sound.
5. After students have circled the silent *t* words, go through the answers together. Ask individual students to explain why they circled each word. This helps reinforce their understanding of silent letters.

Answers

1. There are many servants working at this **castle**.
2. The leader uses his **whistle** a lot during the football match.
3. Building **rapport** with students is an important skill for teachers.
4. There is an open **buffet** for all the visitors.
5. Children should **listen** to their parents’ advice.
6. **Fasten** your seat belts, please.

5 Search the internet and write some important skills you need in the future.

1. Go through the title of the task and read what is required from students.
2. Elicit some words from the students that can be used while writing and write them on the board.
3. Gather different skills, have them write down four important skills as a model.
4. If there is time, assign students five minutes to write other skills in groups, then elicit one or two students to read the chosen skills aloud and give them oral feedback.
5. Allow students to share their writing with a partner or in small groups. This gives them an opportunity to learn from each other and discuss different skills.
6. Provide students with reliable sites to search and prepare other advanced skills.
7. Assign it as home assignment and check their writings given them written feedback.

Suggested Answers

1. Creative thinking skills
2. Critical thinking skills
3. Emotional intelligence
4. Problem-solving
5. Collaboration

6 Use the following questionnaire as a guide to assess yourself.

1. Explain to the students that this questionnaire is a self-assessment tool designed to help them evaluate their skills in various areas such as creativity, problem-solving, presentation, and teamwork.
2. Tell them that the goal is to reflect on your current abilities and identify areas for improvement, particularly in skills related to twenty-first century skills.
3. Have students fill out the questionnaire on their own, ticking “Yes” or “No” based on their current abilities. Encourage them to be honest with themselves and reflect thoughtfully on each question.
4. Give students a few minutes to complete the questionnaire, ensuring they don’t rush through the questions.
5. After students have completed the questionnaire, open the floor for discussion. Ask them to reflect on which areas they felt confident in (e.g., “What skills did you mark as ‘Yes’?”) and which ones they think need more work (e.g., “Which areas did you feel uncertain about?”).
6. Create classroom activities that allow students to practice and improve areas where they feel less confident. For example, you could have them give short presentations, work in teams on a project, or practice problem-solving tasks.

Unit 8
Lesson 4

5 Search the Internet and write some important skills you need in the future.

1. Creative thinking skills
2.
3.
4.
5.

6 Self-assessment questionnaire

	Yes	No
a. I can guess what the things are.		
a. I can use the graphic organizers.		
a. I can give different answers to open-ended question.		
a. I agree and disagree with others politely.		
a. I can support my ideas.		
a. I can do some research.		
a. I can prepare the content of my presentation.		
a. I can present the main points of my presentation clearly.		
a. I can control of my speech tone.		
a. I have enough self-confidence.		
a. I can give feedback about my presentation.		
a. I can work in a team.		
a. I have some technological skills.		

198

Mini Project

Make a Presentation

1. The aim of presentation skills is to enable students to effectively communicate ideas, information, or concepts to an audience in a clear, engaging, and confident manner.
2. Explain that you are going to create a presentation on a topic of your choice, and present it to the class. Your peers will evaluate the presentation using a presentation assessment checklist.
3. Highlight the importance of presentation skills and how they can be useful in real-world situations such as giving reports, pitching ideas, or explaining concepts.
4. Ask students to research their topic and create a brief outline of their presentation. This will help them organize their thoughts and stay on track during the presentation.
5. Encourage students to use slides (PowerPoint, Google Slides), posters, or even videos to support their presentations, but remind them that visuals should not be too text-heavy.
6. Give students the presentation skills checklist that they will use to evaluate each other's presentations.
7. Divide the class into four groups. Each group will have a specific role in evaluating and supporting the presentations. These students will listen attentively and evaluate the presenters based on the given presentation skills presentation assessment checklist.
8. After each presentation, ask the critique group to give constructive feedback using the criteria provided. Encourage positive, specific feedback (e.g., "Your visuals were clear, but it would have been helpful to slow down a bit during the introduction").

Mini-Project

Make a Presentation

- In groups, make and give a presentation of any topic you like then your colleagues will evaluate your presentation according to the provided presentation skills checklist.
- The best presentation will be presented at the coming English School Broadcasting.

Presentation Assessment Checklist

Statement	Excellent (3)	Good (2)	Acceptable (1)
1. The topic is interesting.			
2. The speaker is confident.			
3. The speaker uses interesting words.			
4. The speaker makes eye contact well.			
5. The speaker's voice is clear.			

199

Practice Book Answer Key

1 List some required skills for the future.

1. Cross-cultural communication
2. Creative problem-solving
3. Teamwork and collaboration
4. Verbal and written communication

2 Read and match.

1. c) 2. (d) 3. (b) 4. (a)

3 Punctuate the following:

Some 21st century skills are communication, networking, collaboration, and using technology.

4 Find words with silent *t* in the word search.

C	A	S	T	L	E	M
W	H	I	S	T	L	E
F	A	S	T	E	N	A
R	A	P	P	O	R	T
V	I	S	I	T	O	R
L	I	S	T	E	N	Y
P	A	R	E	N	T	S

The words are:

1. castle
2. whistle
3. fasten
4. rapport
5. listen

Review

4

Lesson 1

SB pages 200-201

INTRODUCTION

ILOs

- To revise the vocabulary and language from units 7 and 8

Vocabulary: Words with silent

Language: Coordinating Conjunctions (for, and, nor, but, or, yet, so)

Warm up

- Write the title of the unit, *Twenty – First Century Skills*, in a big circle on the board.
- Elicit some important 21st century skills from students.
- Ask them: Which skill from what have been just said are you good at?
Which one would you like to develop?

1 Read and match the questions to their correct answers.

- Tell students that they are going to match some questions that can be heard at the airport to their correct answers.
- Assign them three minutes to do the task in pairs.
- Check answers by eliciting some pairs to read the questions and their answers.

Answers:

- (c)
- (e)
- (a)
- (b)
- (d)

Review 4

Lesson 1

1 Read and match the questions to their correct answers.

1. May I see your ticket, please?	(c)	a. Only two
2. What's your purpose for travelling?	(e)	b. Paris
3. How many bags are you checking?	(d)	c. Sure. Here you are.
4. What is your final destination?	(f)	d. a window seat, please
5. Would you like a window seat or an aisle seat?	(f)	e. I'm going on a business trip.

2 Choose the correct conjunction

- She does not play the piano **but** (and / or) she plays the flute.
- They arrived early at the show..... (and / or) they had good seats.
- My family went on vacation to Marsa Alam..... (and / for) they love going to the Red Sea
- I neither add too much sugar (nor / for) too much salt in my food.
- We could start the movie now..... (so / or) we could wait for Aasmaa to arrive.

3 Listen and sort the words in the box into: silent / or pronounced /

lamb muscle salmon could walk bleed plane should pain goat

silent /	pronounced /
salmon	lamb

200

2 Choose the correct conjunction.

1. Write FANBOYS on the board to review the conjunctions.
2. Elicit some sentences using these conjunctions from students.
3. Now, assign them three minutes to do this task individually.
4. Write the correct answers on the board.
5. Ask students to exchange their books with peers for correction.
6. Tell students to check the correct answers and give a mark out of five.

Answers:

1. but
2. and
3. for
4. nor
5. or

3 Listen and sort the words in the box into: *silent l* or *pronounced l*.

1. Tell students to close their book.
2. Pronounce salmon and lamb and tell them: *Thump up* if the *l* is silent and *Thump down* if the *l* is pronounced.
3. Now, assign students three minutes to work in pairs and sort the words into silent *l* or pronounced *l*.
4. Check answers by inviting a pair of students: one to read the words with silent *l* and the other to read the words with pronounced *l*.
5. Ask the whole class: Do you agree with their answers?

Answers

silent l	pronounced l
salmon	lamb
could	muscle
walk	blood
should	plane
palm	goal

4 Write meaningful sentences using the words in the box.

1. Go through the words in the box with students.
2. Read the model sentence with them.
3. Ask them to put each word in a meaningful sentence.
4. Check answers by asking different students to read their sentences.
5. For struggling students, you can ask some good students to come to the board and write their sentences.
5. Don't forget to praise students' good work.

Suggested Answers

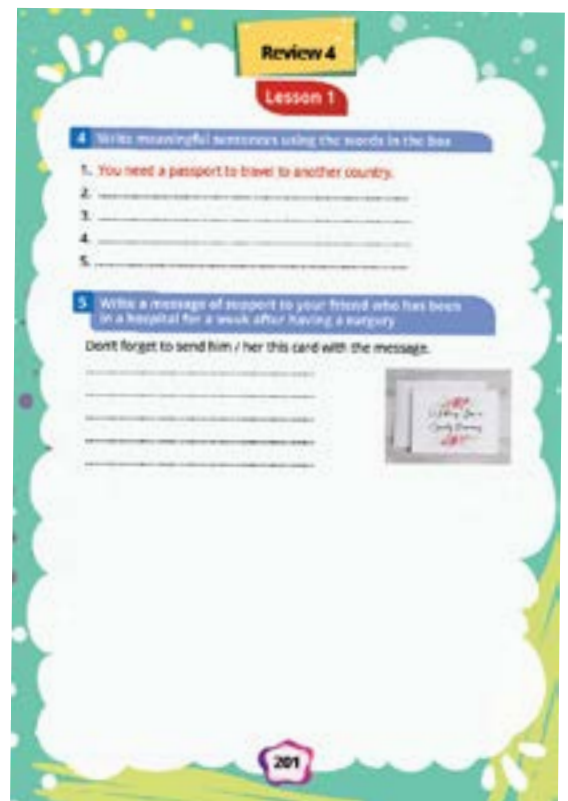
1. You need a passport to travel to another country.
2. Take care of your luggage when you are at the station.
3. I am waiting for you at the departure gate.
4. The world population increases rapidly.
5. I can hear our flight number in the announcement.

5 Write a message of support to your friend who has been in a hospital.

1. Ask students: Have you ever a friend who has been in hospital? What did you tell them? Do you think sick people need words of support?
2. Now, in groups, assign students four minutes to write their messages of support.
3. To check answers, listen to a couple of messages from students.
4. Ask a good student to come to the board and write their message.
5. Praise students' good work wishing them all good health.

A suggested Message

Dear (your friend's name,
I am happy that you left the hospital and went home.
I wish you a speedy recovery. I will come to visit you tomorrow.
Love,
..... (your name)



INTRODUCTION

ILOs

- To revise the vocabulary and language from units 7 and 8

Vocabulary: Words with silent *t*

Language: Relative pronouns: who, which or that.

Warm up

- Write *Al- Azhar* in a big circle on the board.
- Ask students what comes to their mind when they hear this word. Elicit some words inviting some students to come to the board and write them.

1 Listen and complete this fact file about Al-Azhar Mosque.

- Ask students: Has any of you visited Al-Azhar mosque? What did you see there? Did you buy any souvenirs?
- Tell them that they are going to listen to a text about Al-Azhar Mosque and complete the missing information.
- Read the text or play the audio once for students to do this task individually.
- Read the text a second time for students to check their answers with a peer.
- To check answers, invite individual students to come to the board and write the missing information.

Review 4

Lesson 2

1 Listen and complete this fact file about Al-Azhar Mosque

1. Name of the mosque	<i>Al-Azhar Mosque</i>
2. Where is it?	
3. When was it built?	
4. Why is it important?	It is not only a place of worship but also a for Islamic studies and Arabic language.
5. Who studies there?	
6. What is amazing about the mosque?	It's architecture, and courtyards.

2 Complete the sentences with the correct relative pronoun: who, which or that

- This is the dress which I bought online.
- My uncle is the train driver saved the people from the fire.
- I read a short story was very interesting.
- Where's the girl was first in the art competition?
- Yesterday, there was an accident blocked the street for an hour.

202

Answer

1. Name of the mosque	Al-Azhar Mosque
2. Where is it?	in Cairo
3. When was it built?	in 972 during the Fatimid Caliphate
4. Why is it important?	It is not only a place of worship but also a university for Islamic studies and .Arabic language
5. Who studies there?	Students from all over the world study .there
6. What is amazing about the mosque?	Its architecture, minarets, and court- .yards

2 Complete the sentences with the correct relative pronoun: who, which or that.

1. Write: who, which and that on the board.
2. Remind students of their uses.
3. Assign students three minutes to do this task individually and another one minute to check answers with peers.
4. Share answers with the whole class by inviting individual students to say the correct relative pronouns.

Answers

1. which
2. who
3. which / that
4. who
5. which / that

3 Read and complete the missing words with words from the box.

1. Ask students to close their box.
2. Dividing the board into two halves, draw the nine dots of the drawing in the book.
3. Ask for two volunteers to come to the board and try to join the dots using four lines only.
4. Give a simple reward for the winner.
5. Now, read the words in the box aloud.
6. Assign students three minutes to read and complete the missing words.
7. Check answers by asking a good student to read the whole text.

Answers

outside / example / connect / solve / solution

4. Listen and circle the words with silent t.

1. Say rapport and ask students if the t is silent or pronounced.
2. Tell students to listen carefully and circle the words with silent t.
3. Let the students listen a second time to check answers with peers.
4. Say the answers aloud, asking students to give themselves a mark out of five.

Answers

- | | |
|------------|------------|
| 1. rapport | 2. castle |
| 3. buffet | 4. ballet |
| | 5. whistle |

5. Complete this mind map about creative people.

1. Ask students to work in group, for three minutes, to complete this mind map about creative people.
2. To check answers, invite a student from each group to draw their mind map on the board.
3. Praise all the students' good work, saying "Well done, everyone! You are all creative."

Review 4
Lesson 2

3 Read and complete the missing words with words from the box.

different connect example solution solve

The phrase "thinking outside the box" has been around for a long time, but no one knows exactly where it came from. One of thinking outside the box is a puzzle called the nine dots puzzle. The goal is to all the dots using only four lines, but you have to draw the lines outside the box to the puzzle. This puzzle shows us that sometimes we need to step back and look at things in a way to find a

4 Listen and circle the words with silent t.

1. report report
2. castle casting
3. buffet breakfast
4. bottle ballet
5. water whistle

5 Complete this mind map about creative people.

Creative people

Think outside the box



Model Tests

1. Read and complete the dialogue.

victory peace sadness peaceful

2. Read and circle the odd one out, then replace it with a correct one.

- | | |
|-------------------------|----------------------|
| 1. invasion (important) | 2. write (tale) |
| 3. achieve (achieved) | 4. noble (belonging) |

3. Choose the correct answer.

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

4. Read and answer the questions.

1. Ibrahim El-Rifai was one of the most courageous heroes of the 6th October War. He was the commander of the 39th Special Operations Group in the Egyptian army.

2. They specialized in crossing enemy lines and destroying critical targets, such as the enemy's radar stations.

3. Destroying the Bar Lev Line

4. b 5. d 6. c

5. Write a short paragraph of six sentences about:

‘The body systems and their functions’

The human body is an amazing. It's made up of different systems that work together to keep us alive and healthy. The digestive system helps us digest food and absorb nutrients that give us energy. The circulatory system pumps blood around the body, delivering oxygen and nutrients to every cell. The respiratory system allows us to breathe and provides the body with oxygen. The skeletal system enables us to move, exercise, and stay active. All these systems work in harmony to maintain our overall health and well-being. Taking care of our body by eating healthy food, drinking enough water, and exercising regularly is essential to keep these systems functioning properly.

6 Punctuate the following:

It is also important to get enough sleep, Aly.

1. Read and complete the dialogue.

inspires gives up dedicated achieve

2. Read and circle the odd one out, then replace it with a correct one.

1. inspiration 2. challenge 3. value 4. model 5. humble

3. Choose the correct answer.

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

4. Read and answer the questions.

1. Ambition is the desire to achieve something great and improve your life.
2. It's important to have a clear plan to achieve goals.
3. Because role models inspire us to aim high
4. b 5. c 6. c

5. Write a short paragraph of six sentences about:

‘Your role model in life’

The human body is an amazing. It's made up of different systems that work together to keep us alive and healthy. The digestive system helps us digest food and absorb nutrients that give us energy. The circulatory system pumps blood around the body, delivering oxygen and nutrients to every cell. The respiratory system allows us to breathe and provides the body with oxygen. The skeletal system enables us to move, exercise, and stay active. All these systems work in harmony to maintain our overall health and well-being. Taking care of our body by eating healthy food, drinking enough water, and exercising regularly is essential to keep these systems functioning properly.

6 Punctuate the following:

It is also important to get enough sleep, Aly.

1. Read and complete the dialogue.

passport luggage scale boarding

2. Read and circle the odd one out, then replace it with a correct one.

1. luggage 2. scale 3. security 4. yellow 5. tickets

3. Choose the correct answer.

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

4. Read and answer the questions.

1. It was built more than a thousand years ago.

2. Because it is not just a mosque but also one of the oldest universities in the world.

3. It refers to their guide.

4. b 5. a 6. d

5. Write a short paragraph of six sentences about:

‘Your experience at a train station’

My experience at the train station was exciting and memorable. As I arrived, I bought a ticket and went quickly to the platform, where the train was about to depart. The station was busy as there were a lot of people with their luggage. The sights of sellers selling snacks and passengers chatting eagerly added to the charm of the place. Watching the train coming, I felt excited to start my journey

6 Punctuate the following:

Never walk, cycle, or run on the train tracks.

1. Read and complete the dialogue.

pollution solutions creatively machines

2. Read and circle the odd one out, then replace it with a correct one.

1. use 2. lift 3. angle 4. solution 5. imagination

3. Choose the correct answer.

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

4. Read and answer the questions.

1. As a child, he was curious and loved experimenting with science.

2. Edison's most famous invention is the light bulb.

3. Yes. Because I love science and I want to be a famous scientist. / No. I want to be a teacher.

4. c 5. a 6. b

5. Write a short paragraph of six sentences about:

‘Some important 21st century skills’

There are some important skills that have become essential for success in the 21st century. Communication and collaboration are necessary, as working effectively with others is key in our interconnected world. Technology plays an important role, requiring people to adapt and use digital tools efficiently. Creativity and innovative thinking are equally important to solve problems and develop new ideas. All these skills prepare individuals to be successful in a fast-changing and dynamic world.

6 Punctuate the following:

Can you answer this question, Ahmed?