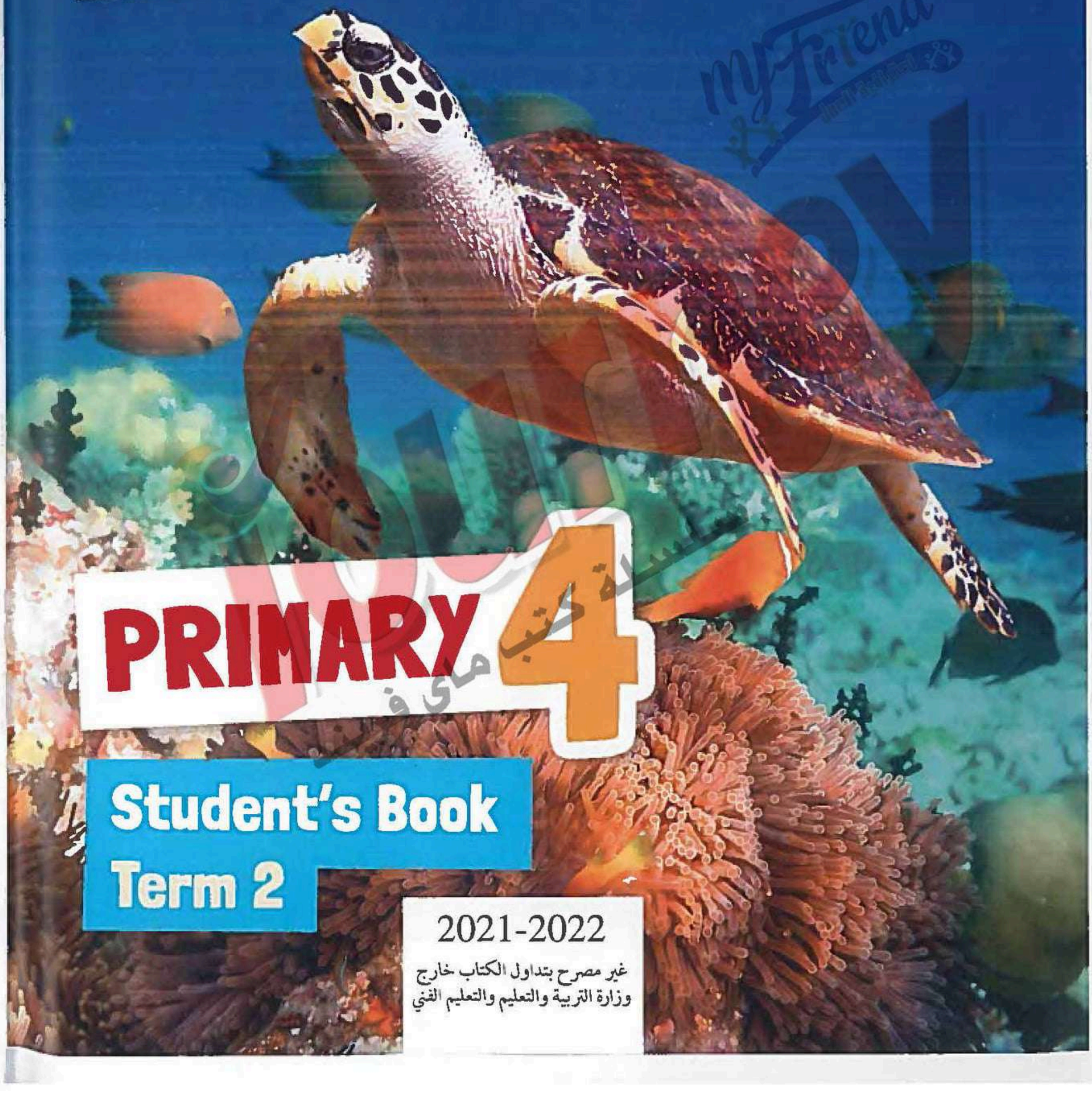
MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

CONNECT



PRIMARY 4

Student's Book
Term 2

2021-2022

غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني

CONNECT

My Friend

Journey

PRIMARY 4

Student's Book
Term 2

Paul Drury and
Nicola Gardner

سلسلة كتب ماي فرند

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education and Technical Education

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My Friend Journey سلسلة كتب ماي فرند

SCOPE AND SEQUENCE

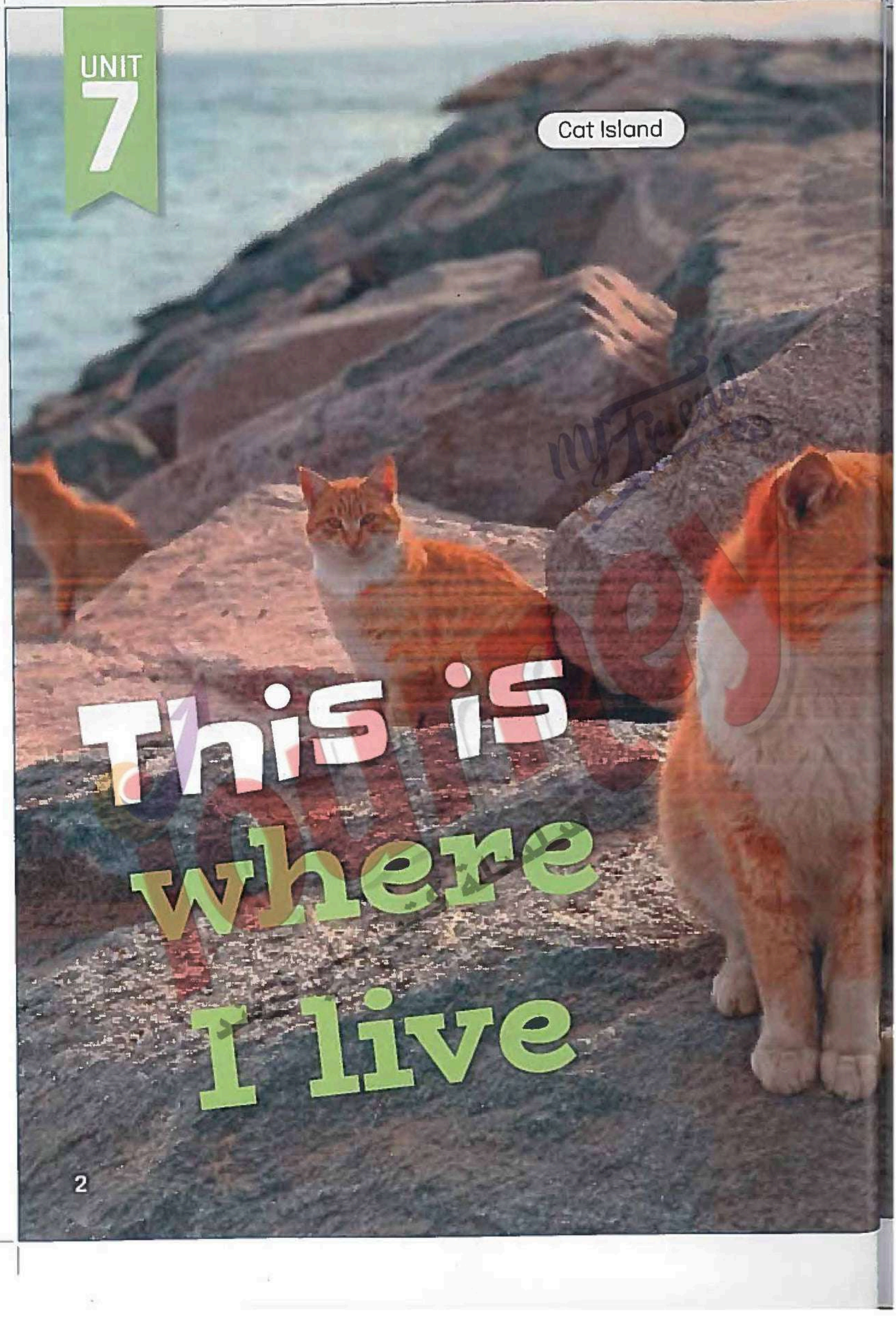
Theme 3 My society

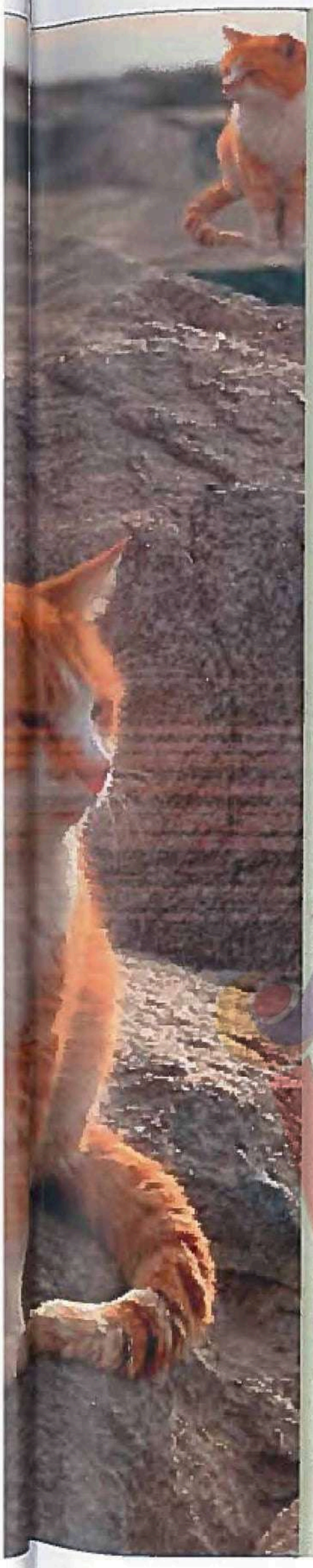
	Unit 7 This is where I live	Unit 8 We had fun	Unit 9 What makes us special?
Vocabulary	different environments: *building, city, desert, forest, mountain, oasis, river, village* environment: *climate, temperate, fertile soil, crops, too hot, too cold, adapt*	different packaging: *a carton of, a bar of, a pack of, a bottle of, a slice of, a piece of, a kilo of, a lot of* wedding: *bride, groom, wife, mistake*	festivals and party games: *play a game, sing, dance, cook, make, give presents, visit friends/ family, wear special clothes, give presents, open presents, wrap/ unwrap presents*
Language	*There were fields and rivers.* *We played football on this street.* *We looked at the space.* *The room is too small.*	*We swam in the sea.* *We saw some old photos.*	*We often celebrate things in our country.* *I gave it to her and wished her good luck.* *She threw it up in the air.*
Reading	A text about where people live and what they do	An article about Eid Al-Fitr in Egypt	A text about party games
Writing	About your first day at school	About a special day	An invitation
Speaking	Discussion about good places to live	Discussion about what you eat; Discussion about life in Egypt	Discussion about different festivals around the world *We heard an unusual sound.*
Listening	A dialog about the Nile	A dialog about what Reem ate	A text about different festivals
Phonics	long vowels: /eɪ/ gave, /iː/ see, /aɪ/ my, /oʊ/ no	pronunciation of regular plurals: /z/, /s/, /ɪz/	suffixes: ful- *wonderful, helpful, beautiful* 'oo' - *food, spoon, school, shook* 'ee' - *tree, cheese, feel*
Life skills	**Resilience:** of nature and the individual	**Collaborative work:** working as a group	**Celebrate:** and appreciate national identity
Values	**Love of homeland**	**Independence and thinking creatively**	**Participation:** getting involved, helping out
Issues and challenges	**Citizenship**	**Citizenship:** working together/collaboration	**Citizenship:** celebrating identity
Integrated cross-curriculum topics	**Social studies:** where humans live and why **Math:** simplifying fractions	**Social studies:** customs, traditions, common celebrations **Math:** decimals	**Social studies:** customs and traditions around the world and in Egypt **Math:** graphs, bar charts and pie charts

Theme 4 I'm a responsible person

	Unit 10 I enjoy my life	Unit 11 What can we do?	Unit 12 We can fix it
Vocabulary	social media: *message, chat, password, do research, log in, cell phone*	transportation: *metro, bus, tram, boat, train, taxi, plane; on foot, by bus*	environmental concerns: *traffic, pollution, flood, drought, fire, trash*
Language	*I should only give my phone number to my friends.* *I should turn my phone off at night.*	*We need safe roads.* *You need to look left and right.*	*We can plant more trees to help us breathe better.*
Reading	A dialog about doing research about chameleons	A dialog about different ways of getting to school	A dialog about a beach cleanup
Writing	About the pros and cons of computer games	A leaflet about reducing air pollution	A text about solar energy
Speaking	Giving advice about online bullying	Discussion about road safety	Presentation about looking after the environment
Listening	A dialog about online bullying	A story about being careful on the roads	An expert talking about erosion
Phonics	prefixes: *un- unhealthy*	pronunciation of *cr* and *tr* words: *tram, train, crowd, crosswalk, crash*	learn about and say words with *-ion: pollution, erosion, transportation, celebration*
Life skills	**Decision-making** **Accountability**	**Problem-solving**	**Collaborative work**
Values	**Respect** **Honesty**	**Participation**	**Integrity**
Issues and challenges	**Technological awareness:** protecting children from online bullying	**Environmental responsibility:** discussing pollution around the world	**Citizenship:** looking after the environment
Integrated cross-curriculum topics	**Math:** parallel and perpendicular lines **Social studies:** social media **Science:** the metals in a cell phone	**Social studies:** different types of transportation **Math:** symmetric figures and lines of symmetry **Science:** air pollution	**Math:** types of angles **Science:** erosion; clean energies

UNIT 7





UNIT 7

In this unit I will ...

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

Look, discuss, and share

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

Find out

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

Did you know?

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

UNIT 7

LESSON 1
THE NILE

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

Nile Quiz!

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

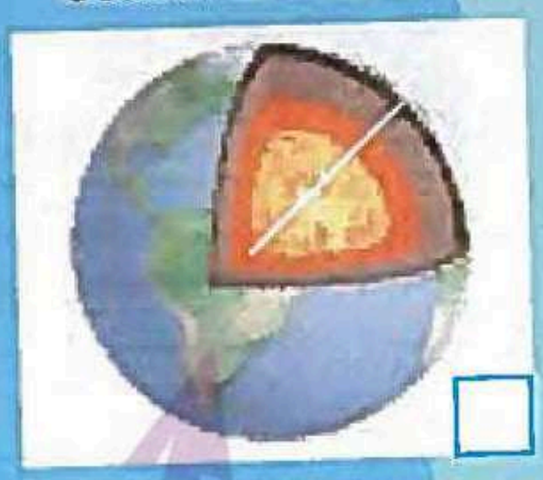
a The Nile is the shortest river in the world. ☐

b The Nile is the longest river in the world. ☐

c The Nile is the widest river in the world. ☐

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

a traveling to the center of the earth.



b traveling to the moon.

c traveling to Australia.

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

a

b

c

4 How many branches does the Nile have in Egypt?

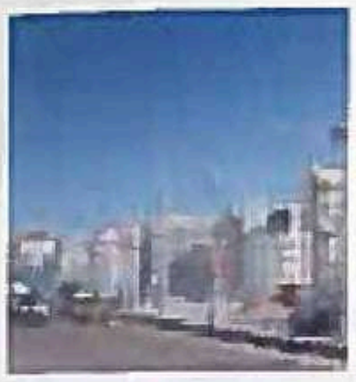
a 1 ☐ b 2 ☐ c 3 ☐

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

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

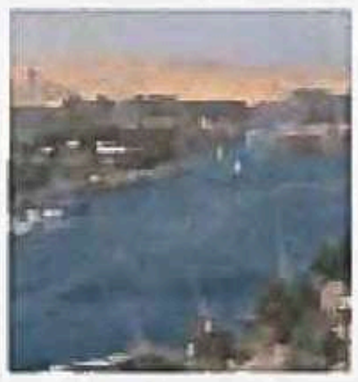
3 Listen and say. Then write

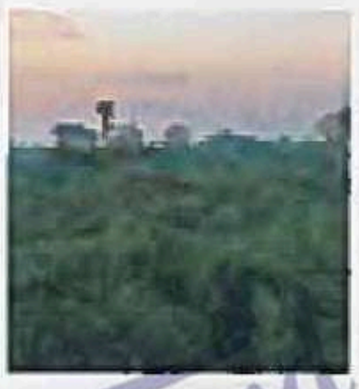
building ~~city~~ desert forest mountain oasis river village

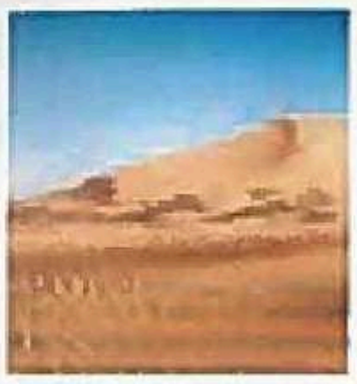
1 

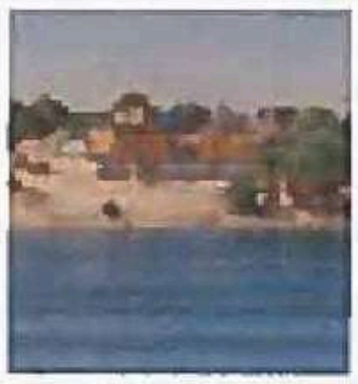
city

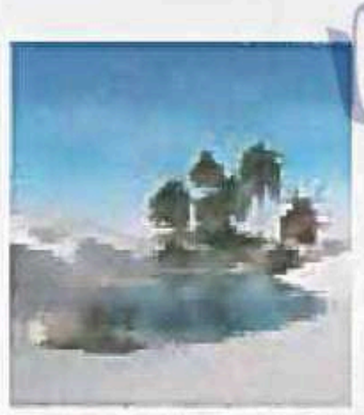
2

3 

4 

5 

6 

7 

8

Find out

Guess where people live in the Arctic regions and in the deserts. Then research the answer.

Did you know?

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

Journey
سلسلة كتب طريق الريادة

UNIT 7

LESSON 2
CLIL: SOCIAL STUDIES

1 **Think about where you live. Check the things you have:**

mountain	☐	oasis	☐
river	☐	desert	☐

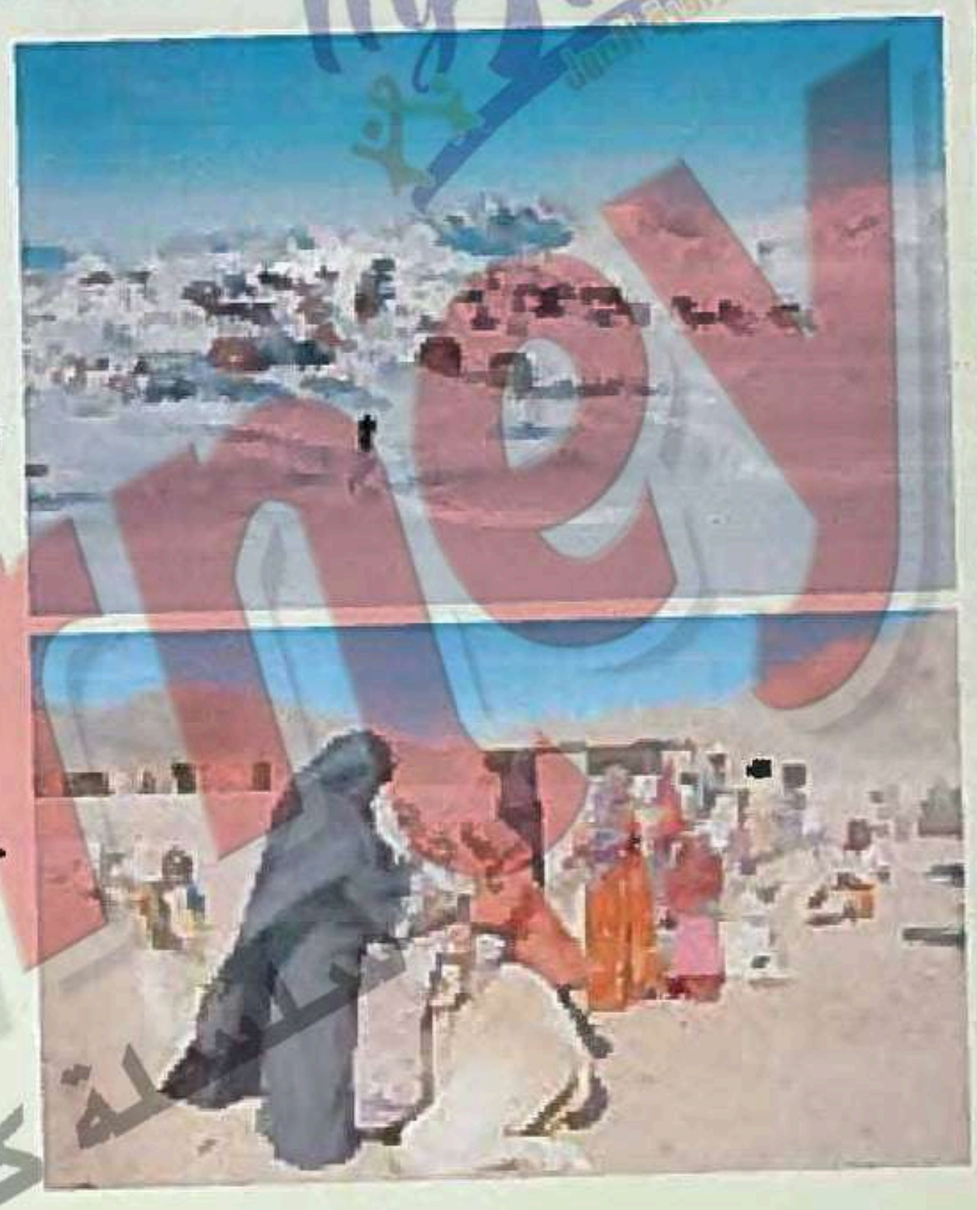
2 **Read and answer. Why do people live where they do?**

Why do we live where we do?

Humans can live almost anywhere, but we often look for three things: **climate**, water, and soil.

People like a **temperate climate**, somewhere that's not **too hot** and not **too cold**.

- We need water to drink and to help our crops grow.
- We need **fertile soil**, so the **crops** have lots of nutrients.
- These three things often come together. Places with water usually have fertile soil and a temperate climate.



As humans, we are very good at **adapting** to live in the environment around us.

Humans can learn to live in the most difficult **environments** on earth. Inuit people live in the Arctic regions, where temperatures can be around -40°C (a freezer is only around -18°C). Bedouin people live in the desert where the temperatures can be around 50°C.

3 Complete the sentences with the words in the box

adapts crops environment temperate climate
too cold ~~too hot~~

1 I can't drink that coffee. It's ___too hot___. It'll burn my tongue.

2 I can't eat that ice cream. It's _____. It hurts my teeth.

3 The polar climate is very cold. The desert climate is very hot. The _____ is not hot and not cold.

4 Every year the farmer sells her _____ in the market.

5 He likes the cold and he likes the hot weather. He _____ very easily.

6 We live near the river and there are lots of trees all around us. The weather is nice and our neighbors are very friendly. It's a great !

Did you know?

°C is short for "degree Celsius". Water freezes at 0 °C and boils at 100 °C.

4 Read the article and answer

1 Why are both Inuit people and Bedouin people special?

2 What three things do people usually look for when they find somewhere to live?

5 Think and say

How do you adapt when it's too hot or too cold?

Friend
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UNIT 7

6 Look at the pictures and complete. Use the phrases in the box

too big ~~too cold~~ too hot too small

1

The woman is *too cold*.

2

The man is _____.

3

The room is _____.

4

The shoes are _____.

Think!

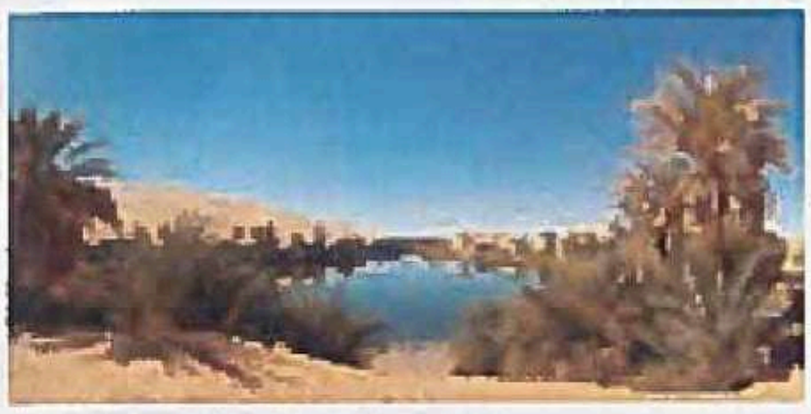
Can you think of other ways you can use *too* + *adjective*? Choose some words. Write three sentences and draw a picture.

early late high low
short tall

سلسلة كتب ماي فرند

7 **Look at the pictures. Are they easy or difficult environments for people to live in? Why? Share your ideas with a partner**

1



An oasis in Egypt

2

A desert in Africa

3

A farmland near the Nile

4

A village near a mountain

5

An Arctic region

Number 1.
This is an oasis. This is a good environment for people. There is water, sun, and fertile soil.

8 **Work with a partner. Discuss and write notes. Think, how can you make hard environments easier to live in?**

We can build water pipes in the desert to transport water.

10 min
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UNIT 7

LESSON 3
A SHORT STORY ABOUT GRANDPA

1 Read and answer. What does Grandpa find?

Grandpa and his box of memories

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

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

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

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

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

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

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

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

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

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

In the past	Now
very quiet	lots of visitors

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

1 Where is Grandpa's village? _____

2 How did Grandpa feel when he saw his old street? _____

3 How did he feel when he found the box? How do you know?

_____

_____

4 How did Grandpa know where to look for the box? _____

4 **Discuss with a partner. What is in Grandpa's box of memories? Think and draw**

5 **Work with a partner. Imagine you want to bury a box of memories. What do you put inside? Write three sentences**

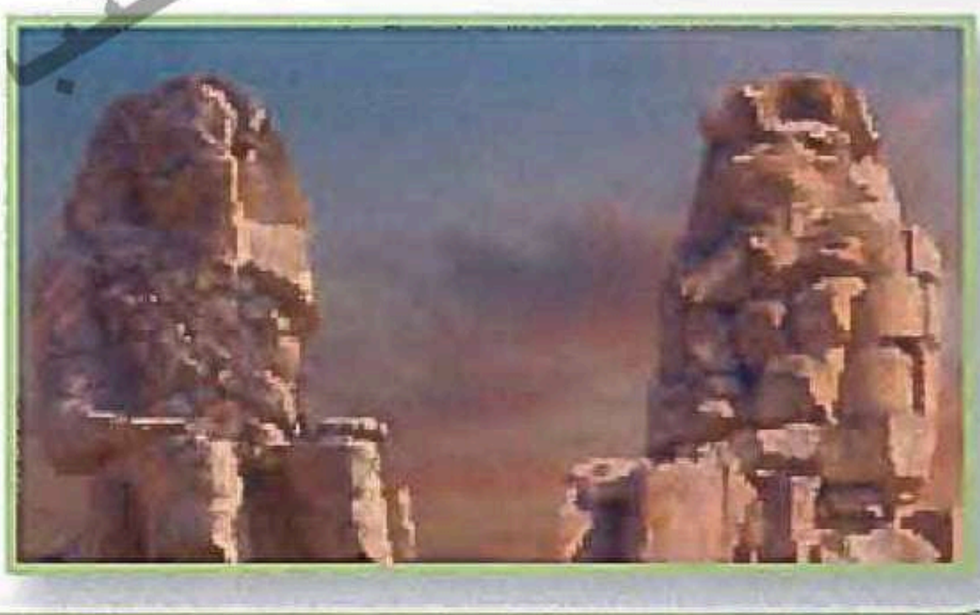
_____

_____

_____

Find out

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



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Journey

UNIT 7

6 **Look at the story on page 10 again. Find and write the verbs in the past**

lived _____

_____

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

Regular past	Irregular past
lived	was

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

10 **Complete these sentences about the story**

1 Grandpa's village was very quiet. Now, there _____ a lot of people.

2 There _____ no cars in the past. Now, there _____ a lot of trucks and cars.

3 Grandpa _____ eight years old when he buried the box of memories. Now, Grandpa _____ very old.

11 Think and answer about yourself

1 When did you get up today?

2 What did you do on your way home?

3 What subjects did you study today?

4 Did you do your homework? Was it easy?

5 What games did you play today?

12 Write a paragraph about your day. Write 4-6 sentences

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UNIT 7

LESSON 4
A SHORT STORY

1 Listen and read. Does the country mouse like the city?

City Mouse and Country Mouse

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

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

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

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

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

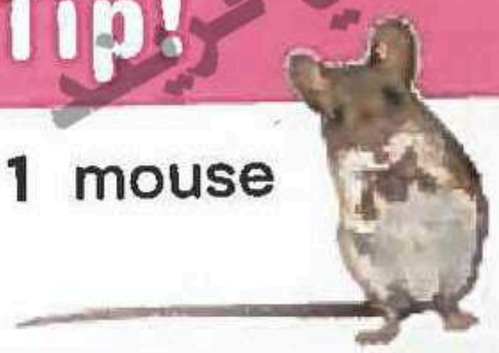
The two friends ran to the train, just as it started to rain.

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

Suddenly, a cat's voice said, 'Hmm, two **mice** and some bread.'

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

Tip!

1 mouse 

2 mice

2 Answer the questions. Then read and check

1 Where did the country mouse live?

2 What food did the country mouse give the city mouse?

3 Why did the mice have to run away?

4 How do you think the city mouse felt about country life?

5 What does the country mouse think of the city mouse's life?

3 Discuss with a partner

1 Did you like the story? Why or why not?

2 What is the **moral** of the story? Look and choose.

a The city is better than the country.

b The country is better than the city.

c Different people like different things.

Tip!

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

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

Beginning: _____

Middle: _____

End: _____

My Friend
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UNIT 7

PRONUNCIATION

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

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

6 **Listen and check**

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

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

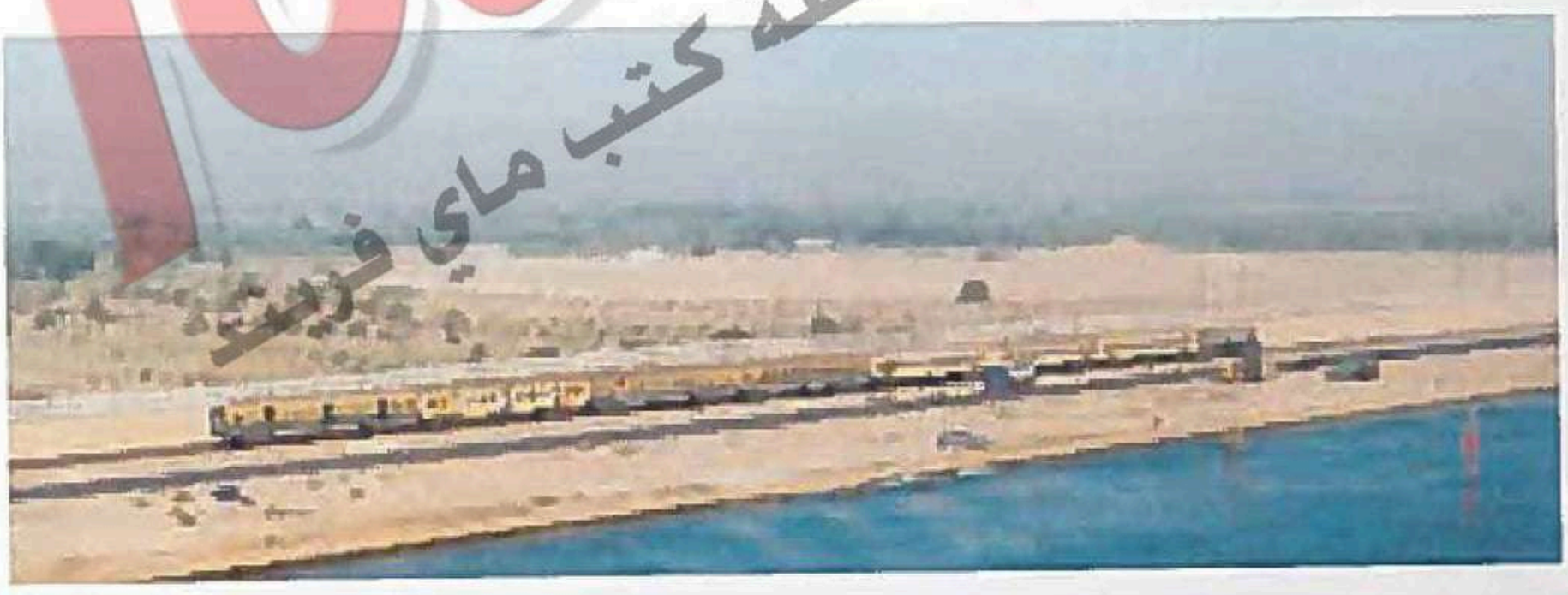
1 /ei/ gave

Wait, there's a train at eight!

2 /i:/ see

3 /ai/ my

4 /ou/ no



My Friend
سلسلة كتب ماي فرند
Journey

Label the *numerator* and *denominator*

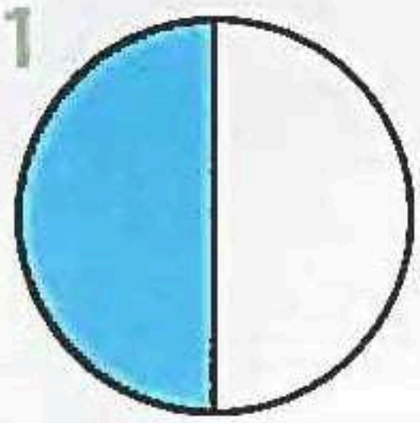
$\frac{1}{2}$

1 ← _____

2 ← _____

Look and match the fractions to the pictures

1



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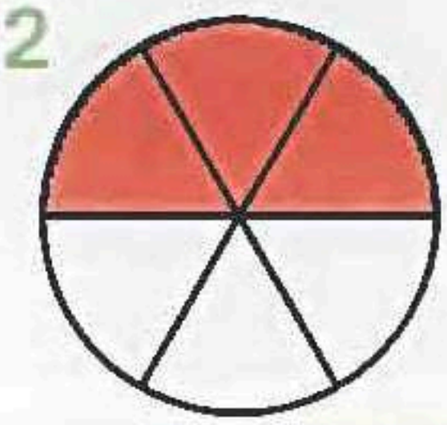

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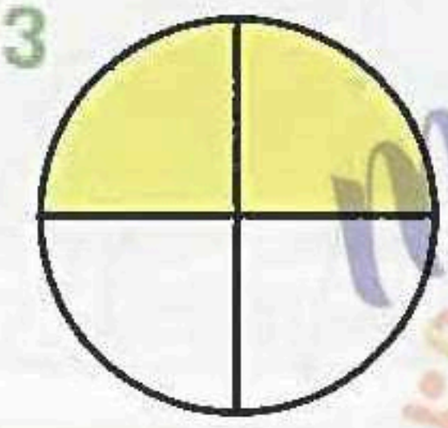

4

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

Read and answer

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

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

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

a $\frac{1}{2}$ b $\frac{2}{3}$ c $\frac{1}{4}$

Tip!

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

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

UNIT 7

LESSON 5 WRITING

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

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

My first day of school

by Younis

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

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

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

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

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

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

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3 Answer the questions. Read and check

1 How old was Younis ?

2 Where did Younis live?

3 What did Younis wear?

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

5 What did Younis think about the teacher?

6 Who was Marwan?

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

What did you wear?

How did you feel?

Describe the teacher. Was he/she kind?

Did you like your first day?

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

5 Use your notes to write about your first day of school. Write 4-6 sentences in your notebook

I remember my first day of school...

Writing Tip!

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

We can use our notes to plan writing.

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سلسلة كتب مارون

UNIT 7

LESSON 6 PROJECT

1 Think and say

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

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

My town then and now

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

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

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

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

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

Seleem

3 Read and say. Answer the questions

1 How did Seleem do research? _____

2 Why does Seleem like modern cars? _____

4 Do some research and write about your neighborhood

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

SELF-ASSESSMENT

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

1 How long is the Nile? _____

2 Why do farmers grow crops near a river?

_____

3 What is a temperate climate? _____

6 **Write sentences to describe the pictures.**
Use *too + adjective*

1 The car is _____ _____.

2 The box is _____ _____.

3 The food is _____ _____.

4 The girl is _____.

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

_____ _____

_____ _____

_____ _____

_____ _____

8 **Think about Unit 7**

Write two things you enjoyed.

_____

_____

Write two things you learned.

_____

_____

My Journey
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UNIT 8

we had fun

UNIT 8

In this unit I will ...

- find out how to use quantifiers.
- practice using past simple irregular verbs.
- discuss and write about festivals.
- practice the pronunciation of irregular plural nouns.
- practice fractions and decimals.
- write about a special day.

Look, discuss, and share

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

Find out

What other foods do people eat to celebrate festivals?

Did you know?

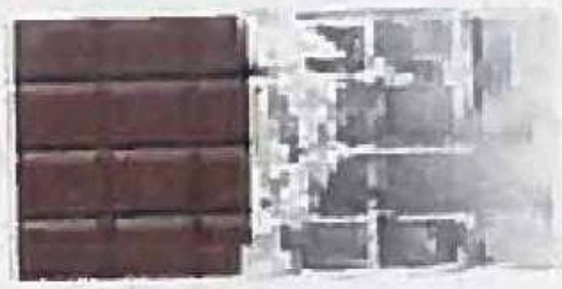
In Morocco, Algeria and Tunisia, there is a famous dish called *Couscous*. It is semolina with meat and/or vegetables. It can also be eaten with sugar or as a dessert. Do you want to try *Couscous*?

UNIT 8

LESSON 1
FOOD AND DRINKS

1 **Listen and repeat**

a packet of cookies



a bar of chocolate

a carton of juice

a bottle of water

a slice of cake

a piece of cheese

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

3 **Listen again and answer**

1 Where did Reem go?

2 Why did she drink a bottle of water?

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

4 Which of these foods did Reem eat?

banana	☐	carrot	☐	cookies	☐
cake	☐	chocolate	☐	lemon	☐
juice	☐	cheese	☐	water	☐

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

a slice of	water
a carton of	cookies
a bar of	cheese
a packet of	chocolate
a bottle of	juice
a piece of	cake

5 Look and write

1

a bar of soap

2

3

4

5

6

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

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

UNIT 8

LESSON 2
A POEM

1 Do you like going to the beach? What do you enjoy most?

2 Read and answer. What do you think the children enjoyed most?

Our trip to the Sea

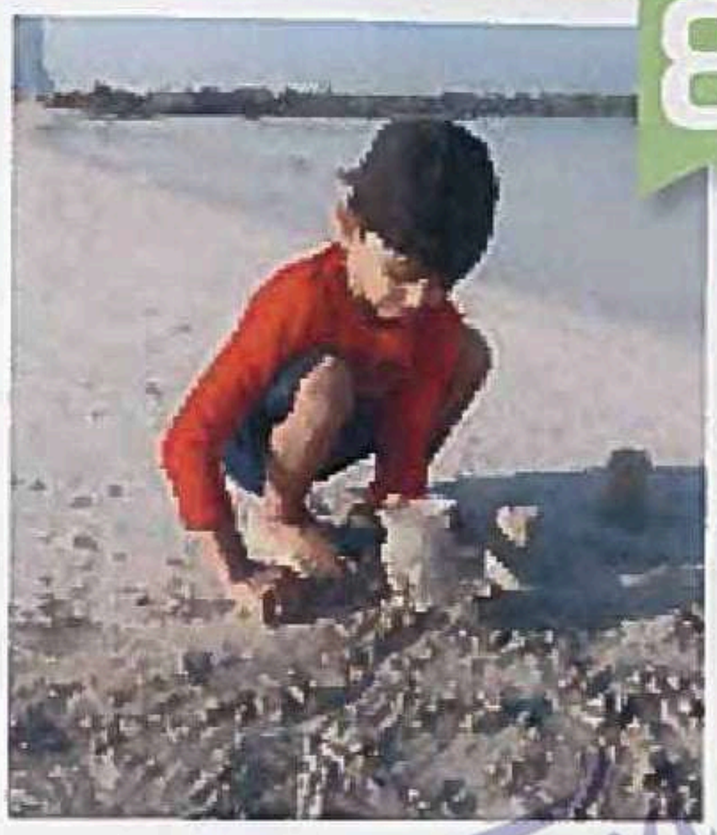
Last weekend we went to Damietta to see
Grandma and Grandpa, who live by the sea.
We swam in the water, which was deep and blue.
We saw lots of fish, and an octopus, too!

Grandpa caught a fish,
Which Grandma made into a lovely dish!
We ate the meal and had a healthy dessert,
Bananas, apples and frozen yogurt.

We saw some old photos and sang a song,
But time was short. The day wasn't long.
We felt happy. It was a day to remember.
We will go again soon, early September!

مكتبة كتب ماي فرند

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



1 They swam in the river.
They swam in the sea.

2 They saw a jellyfish.

3 They ate pizza.

4 They had ice-cream for dessert.

5 Grandpa caught an octopus.

6 They saw some old videos.

7 They felt very sad.

8 The day was too long.

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

see	saw	sing	
make		is	
swim		have	
eat		feel	
go		catch	

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

1 I _____ a great movie last night.

2 I _____ a cake, but I used salt instead of sugar. It tasted horrible!

3 I had my swimming test yesterday, I _____ 50 metres!

4 I _____ too much candy. I feel sick.

5 I _____ to the beach last year. It was fun!

6 We all _____ a song in class today.

7 It was raining when I _____ to school. I _____ wet.

8 I _____ very tired last night. I _____ to bed at 8 o'clock.

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

buy gave forget wrote fly

came

threw cut said come

hear

say

give bought forgot heard

ran write cut run flew throw

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

Think of a day when you had fun.

Where did you go?

Who were you with?

What did you do?

What did you eat?

What's your favorite memory?

8 **Use your notes to write a short paragraph about your memory. Write 4-6 sentences**

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UNIT 8

LESSON 3
CLIL: SOCIAL STUDIES

1 **Think and say. What festivals do you celebrate?**

2 **Read. Then answer the questions**

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

Is there anything you want to change?

Is there any information you want to add?

Eid Al-Fitr in Egypt

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

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

When is Eid Al-Fitr?

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

Lots of Kahk!

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

'Eid Mubarak'

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

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

EID MUBARAK

My Friend

3 Answer the questions. Then read and check

1 What do people do during Ramadan?

2 What is the name of the Islamic month when Eid starts?

3 What are kahk?

4 What do people say to their friends during Eid?

5 How do people celebrate Eid?

4 Discuss with a partner

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

Find out

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

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

1 When is Sham El-Nessim this year?

2 Who celebrates Sham El-Nessim?

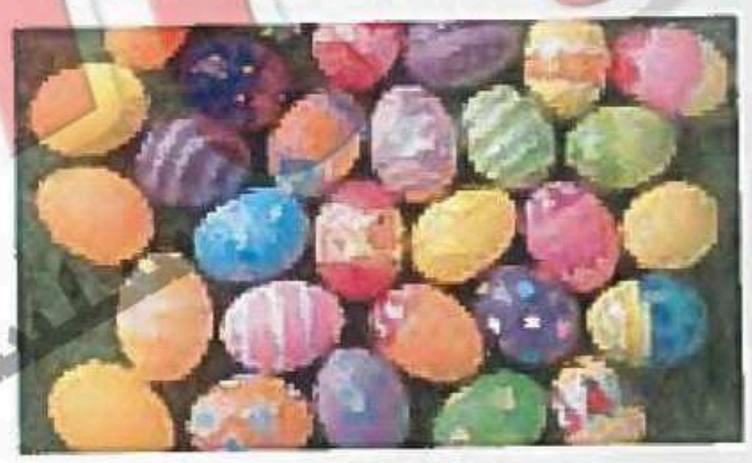
3 What do people eat during this festival?

4 What do people do during the festival?

5 Do you like Sham El-Nessim? Why?

6 **Look and write captions for the photos**

We play in the park.



7 **Think and write a short paragraph about Sham El-Nessim. Write 4-6 sentences**

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

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

9 **Draw a picture of the festival**

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Journey

UNIT 8

LESSON 4
A FUNNY STORY

1 **Look and say. What can you see in the photo?**

2 **Read. What mistake did Mom and Dad make?**

The wrong party!

Our neighbor, Amir, got married last weekend. Mom and Dad went to the party. Well, they tried to go to the party, but they made a **mistake**.

The party was at a big hotel. Mom and Dad walked into the hotel. They saw tables with nice cakes, fruits, salads, and glasses of juice. In the corner of the room were the presents for Amir and his **wife**: big boxes and little boxes.

My parents didn't see Amir, but everyone at the party was very kind and **friendly**. They sat at a table and talked to people. They listened to the music.

Then the **bride** and **groom** came into the room. My parents were very **surprised**. The groom wasn't Amir. They were at the wrong wedding!

They walked out of the room and saw a big **sign** with an arrow: 'Amir and Nagwa's wedding'. They went to the next room, and they saw Amir and Nagwa. So, they went to two weddings in one day!

3 **How much do you remember? Answer. Then read and check**

1 Who was getting married?

2 Where was the wedding party?

3 What was on the table?

4 What was in the corner of the room?

5 What did Mom and Dad do at the party?

6 Why were they surprised?

Think!

How do you think Mom and Dad felt when they knew about their mistake?

☐ happy ☐ sorry ☐ tired

4 **Underline the plural nouns in the story**

5 **Listen and repeat. How does the 's' sound in each one?**

cakes tables boxes

6 **Listen and match**

1 s sound 2 z sound 3 iz sound

a grooms b houses c mistakes

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UNIT 8

7 Complete the table using the plurals from the story on page 34

's' sound	'z' sound	'iz' sound
cakes	tables	boxes

8 Listen and check

9 Listen and add more words to the table in Exercise 7

1

I like colorful watches.

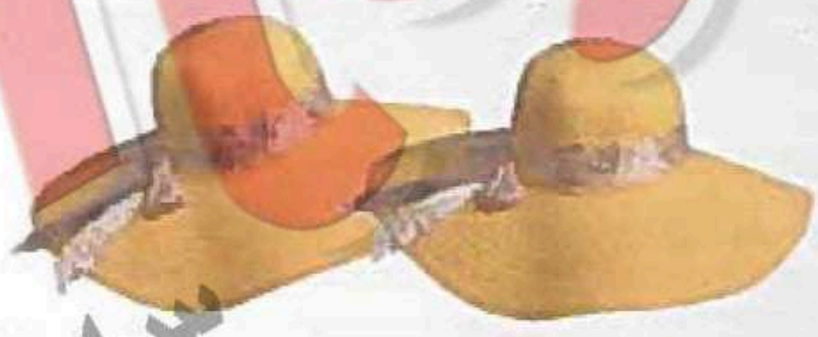
2

I read two books every week.

3

My gloves are blue.

4



My sisters have yellow hats.

10 Listen. Then repeat

She bakes cakes for weddings.

She puts labels on tables.

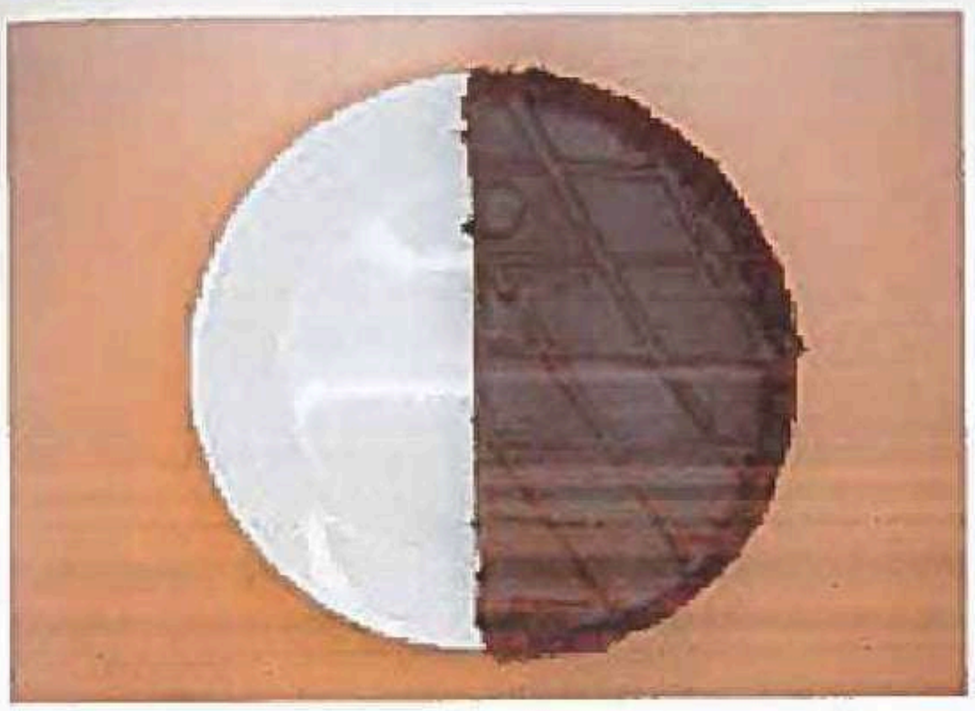
She puts watches in boxes.

11 Think and say. Close the book. Do you remember the sentences?

CLIL: MATH

a wedding cake

12 Look, read, and complete



There is $\frac{1}{2}$ a cake.

There is 0.5 of cake.

$\frac{1}{2}$ 0.5

_____ is a fraction.

_____ is a decimal.

13 Color the numbers on the number line

1	0.5	1
2	$\frac{1}{2}$	1
3	$\frac{3}{4}$	1
4	0.75	1
5	$\frac{1}{3}$	1
6	0.333	1

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UNIT 8

LESSON 5 WRITING

1 Look and say. What can you see in the photo?

2 Read and say. How did the writer feel at the end of the day?

Great-grandma's birthday

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

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

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

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

3 Read again and answer the questions

1 What was the special day?

2 Who was at the party?

3 What did the writer eat?

4 What did the writer do?

5 Why was it a special day?

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

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

5 Now write your memory of the special day. Draw a picture. Write 4-6 sentences

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UNIT 8

LESSON 6 PROJECT

1 Look, read, and say

What can you see?

When do people use these things?

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

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

3 Research symbols of your favorite festival

1 Work with a partner or in a small group. Choose a festival to research.

2 Find a symbol of the festival. Research the meaning of the symbol.

3 Write a short paragraph about the symbol.

4 Have a class display.

SELF-ASSESSMENT

4 Do you remember? Label the pictures

1 2 3 4

_____ _____ _____ _____

_____ _____ _____ _____

5 Write four sentences about what you did on your last birthday. Use three verbs from the box

eat drink go see feel

6 Say these words. Then listen and check

1 drinks 2 boxes 3 tables

4 cakes 5 dishes 6 mountains

Think!

Write two things you enjoyed.

_____

_____

Write two things you learned.

_____

_____

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UNIT 9

What makes us special

UNIT 9

In this unit I will ...

- read about party games.
- explore what makes our country special.
- listen about some unusual festivals around the world.
- practice more irregular past simple verb forms.
- practice the pronunciation of *oo* and *ee* words.
- Learn and say words that end with -ful
- explore how to present information.
- write an invitation.
- work in groups to organize a class celebration.

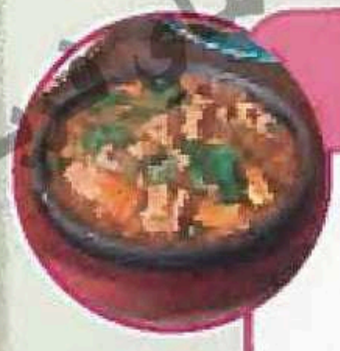
Look, discuss, and share

How often do you and your family eat together?

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

Find out

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



Did you know?

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

UNIT 9

LESSON 1
GAMES AROUND THE WORLD

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

Party Games

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

Pass the parcel

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

How to play:
Wrap a small present and cover it in lots and lots... and lots of paper.
The players sit in a circle.
Play some music.
Players give the present to the next person as the music plays.
When the music stops, the player holding the present takes off one piece of paper.
The player who **unwraps** the present keeps it.

Musical chairs

Run but be ready to sit!

How to play:
Put out some chairs. If you have 6 players, you only need 5 chairs.
Play some music.
Players run around the chairs.
When the music stops, everyone sits down. The player without the chair is '**out**'.
Take away one chair and play again.

Hide and seek

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

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

2 Think and answer. Then read and check

1 Which game only needs people? _____

2 Which games do you need music to play? _____

3 In which games do you need to run? _____

4 Which games do you think are better outside? _____

5 In which game do you need to cover your eyes? _____

3 Write. Use the picture to help you

1 What are the children doing? Write two things.

_____

_____

_____

2 Where are the children?

_____

_____

3 Which team do you think will win?

_____

_____

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

have fun	☐	learn to help others	☐
respect rules	☐	listen to others	☐

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UNIT 9

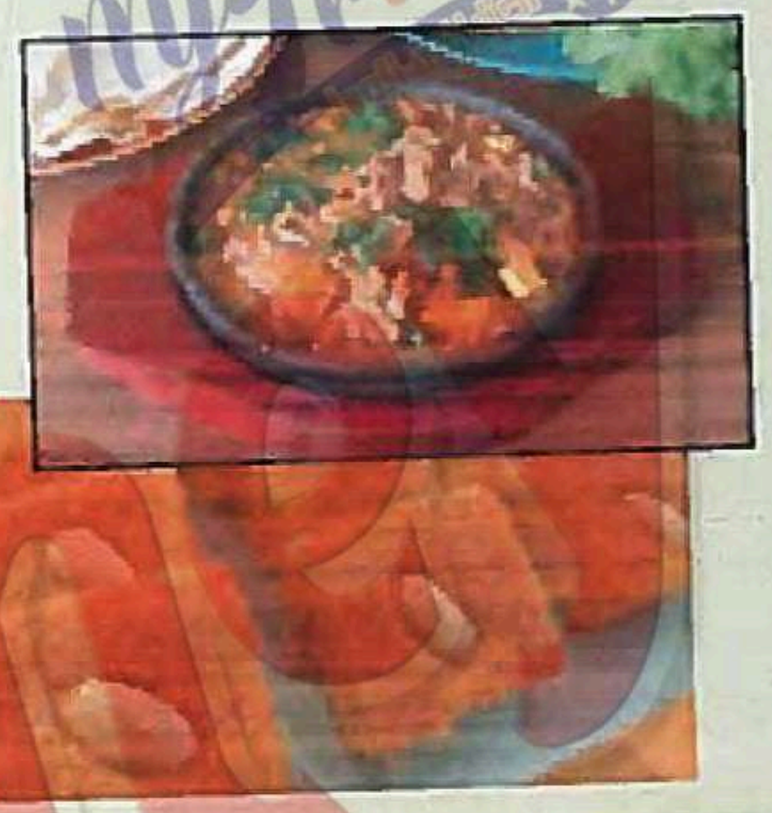
LESSON 2
CITIZENSHIP

1 Discuss with a partner: Why is Egypt special?

2 Read. Do you agree with the examples in the text?

What makes us special?

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



Here are some ideas:

The food

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

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

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

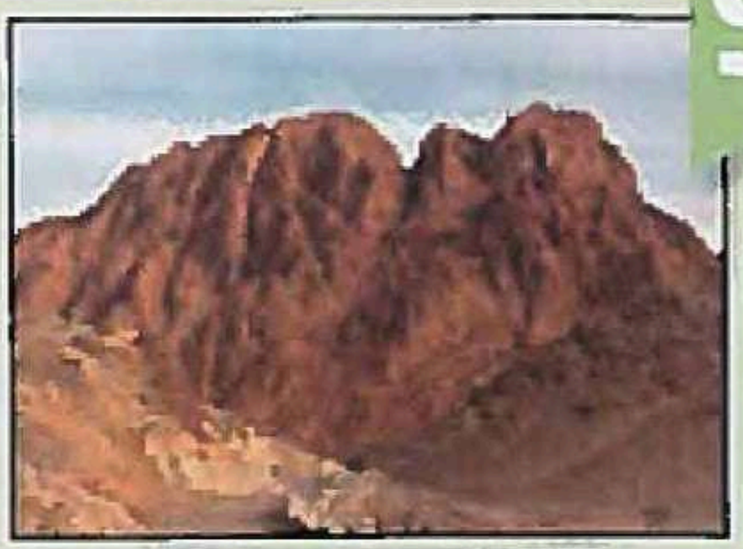
The People

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

Yourtest

Nature

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



Culture

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

3 Correct the sentences

1 Basbousa is very salty.

2 Egypt is full of old people.

3 About 90% of Egypt is green land.

4 Ferial Abdelaziz is a tennis player.

4 Find words in the text that have the same meaning

1 to feel proud of _____

2 part of a country _____

3 people who write movies and stories _____

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UNIT 9

LESSON 2

5 **Look at the definition of 'special'. Can you say the meaning of these words: *hospitable* and *serve*? You can use your dictionary**

Special :	having something different or that nobody else has

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

- be proud of your culture ☐
- participate in national festivals ☐
- study your history ☐
- help others in your country ☐

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

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

What are you celebrating?

What do you need?

How are you celebrating it?

9 **How can you celebrate the things you chose? Write a blog post. Write about 4 sentences**

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LANGUAGE FOCUS

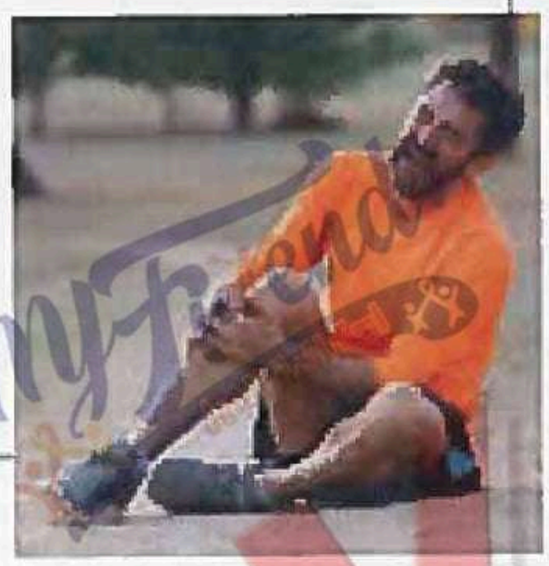
You can make an adjective by adding *-ful* to the end of a verb or noun.

For example, care → careful

pain → painful

I am very careful when I go online.

I hurt my leg. It's very painful.



10 Make these verbs into adjectives

1 beauty → *beautiful*

2 help → _____

3 wonder → _____

4 use → _____

5 color → _____

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

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

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

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

4 Those tools are very _____ for fixing our door.

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

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UNIT 9

LESSON 3
FESTIVALS AROUND THE WORLD

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

2 **Now listen and number the pictures**

3 **Match the festival to the picture.**

Cheese rolling		Chinese New Year	
La Tomatina		Kite festival	

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

1 I looked around, everything was red.

La Tomalina

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

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

4 It had 502 Yuan inside.

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

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

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

5 What do you remember? Listen and check

1 What's inside the red card?

2 Why do people throw tomatoes?

3 Is it easy to fly a kite?

4 Why do people run down a hill?

6 Think and discuss with a partner

Which festival is the most beautiful?
Which festival is the strangest?
Which festival do you want to take part in? Why?

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UNIT 9

LESSON 3

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

see	saw	I	
push			
run			
fall			
win			
look			
fly			
try			
give			
ask			
tell			
have			
say			
throw			
celebrate			
wear			

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

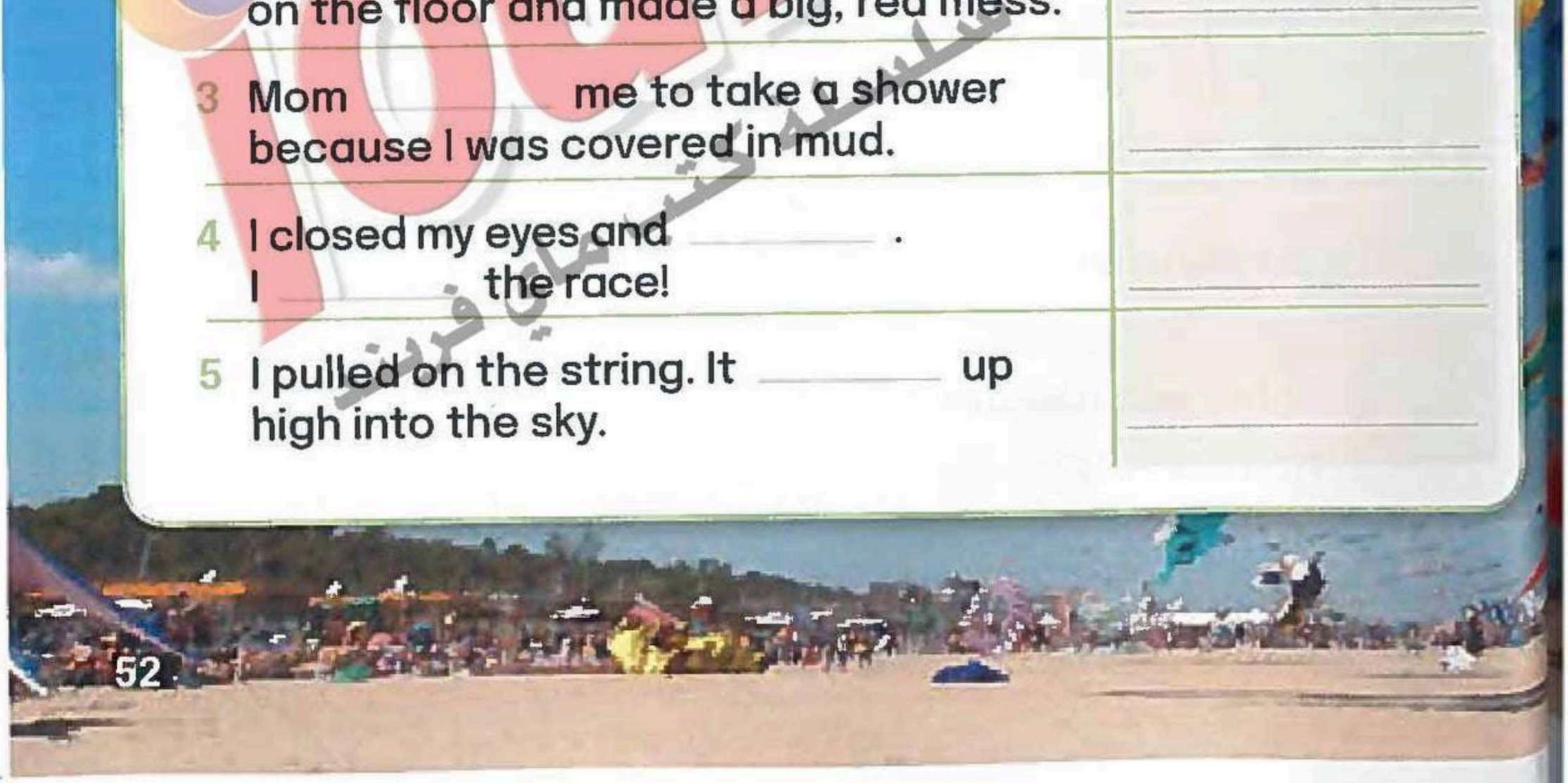
1 Grandma and Grandpa gave it to me. I'm going to put it in the bank. New Year

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

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

4 I closed my eyes and _____. I _____ the race! _____

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



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

We went to _____

We saw _____

We ate _____

We wore _____

Now write two more sentences.

_____

_____

_____

How did you feel?

_____

_____

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

~~go~~ be hit put eat read

1 rhymes with went

2 rhymes with 'because' _____

3 rhymes with 'it' _____

4 rhymes with _____

5 rhymes with 8 _____

6 rhymes with _____

What is special about 'hit' and 'put'? _____

Why is 'read' confusing? _____

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UNIT 9

LESSON 4
A STORY ABOUT A BIRD

1 **Look, listen, and say**

bite feather picnic

2 **Read. How did the friends help the bird?**

The bird who said 'thank you'

My friends and I were in the park. We were celebrating Lama's birthday and we were having a **picnic**.

Suddenly, we heard a very **unusual** sound. We looked up into a tree and saw a big colorful bird. It was weak and unhappy. Its **feathers** were untidy. We thought it wanted food. We put some water on a spoon and some cheese on a plate and put it under the tree.

We **stood back** because we didn't want the bird to feel **uncomfortable**.

It looked at us for a long time then flew down and started to drink the water. It ate the cheese in three big **bites**.

We took some pictures because we wanted to show our friends in school.

After a couple of minutes it **shook** its feathers, gave a big 'squawk' (maybe the bird said 'thank you') and flew away.

3 Complete the sentences with the words in the box

stood back bite celebrated uncomfortable

1 It was Grandpa's birthday, so we _____ with a big cake

2 The car was very _____. We were four people sitting in the back.

3 We _____ to see all of the big picture clearly.

4 Hany was very hungry. He took a big _____ from the sandwich.

4 Answer the questions. Then read and check

1 What did the children hear?

2 How did they know the bird was unhappy?

3 What food did they give the bird?

4 Why did they stand back?

5 Was the bird hungry? How do you know?

6 Why did the children take photos?

7 How did the bird say 'thank you'?

5 Answer the questions, then think and discuss

Were the friends right to help the bird? Why?

Journey

UNIT 9

LESSON 4 PRONUNCIATION

6 Find the words with 'oo' and 'ee'

'oo' words	'ee' words
spoon	week

7 Add more words to the table

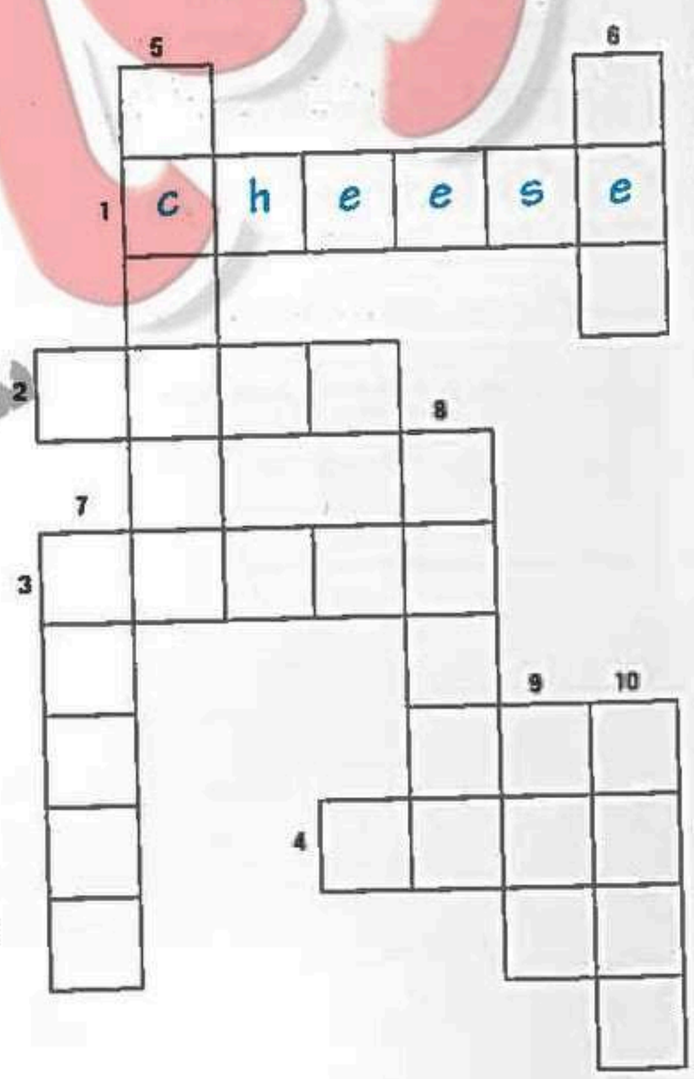
8 Read the clues and complete the crossword. All the words have 'oo' or 'ee'

Across

1 A food made from milk.
2 Everything we eat.
3 What you do when you go to bed.
4 You use this to bend your leg.

Down

5 Where you go every day to learn.
6 An insect that makes honey.
7 The opposite of salty.
8 We use this when we eat ice cream.
9 You use your eyes to _____.
10 It has seven days.



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USING GRAPHS

Using graphs

We asked the people in our class which was their favorite celebration. This is what they said.

Eid Al-Fitr	10
Father's Day	2
Children's Day	3
Sham El-Nessim	5
6th of October	3
Mother's Day	4

9 Look at the information above and answer

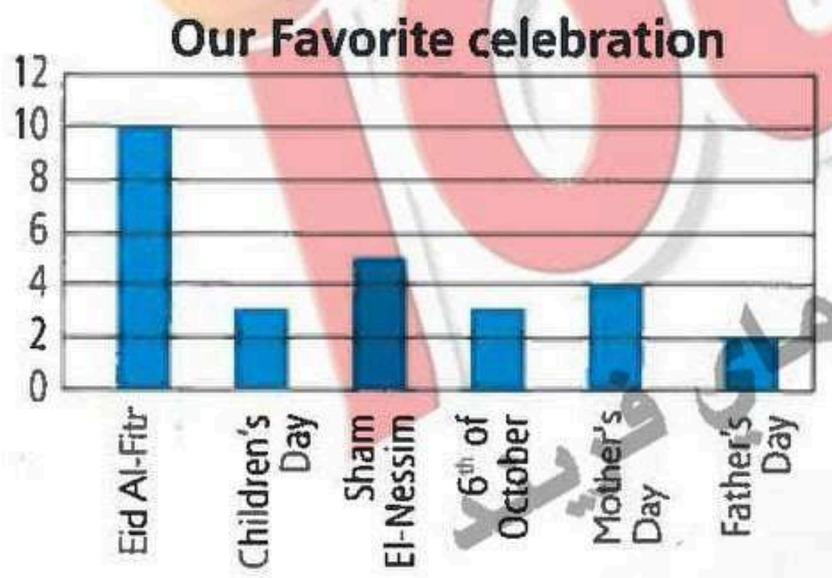
How many students answered?

Which is the class's favorite celebration?

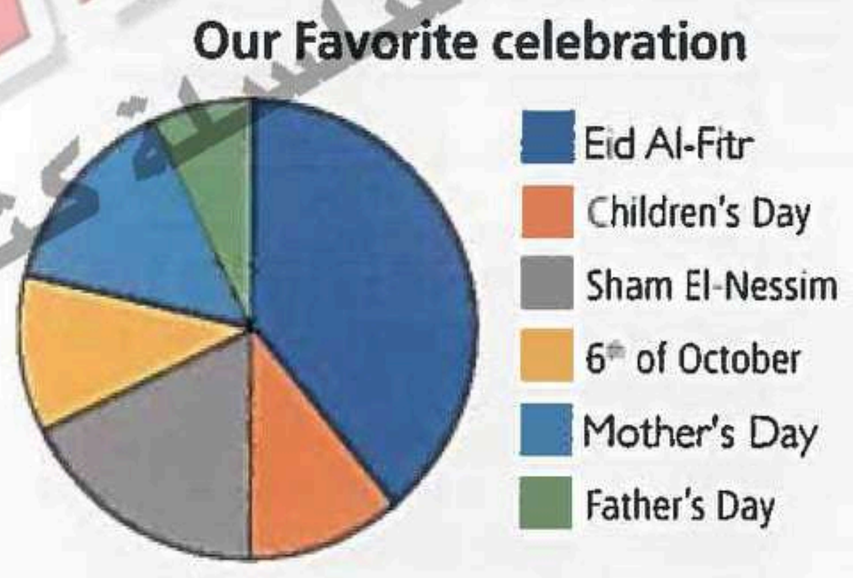
Which is the class's least favorite celebration?

To answer these questions, we need to look at all the numbers. We can also show this information like a picture. That way we can see answers more quickly. There are two ways of showing this information.

As a bar graph:



As a pie chart:



10 Now you try. Think of a question, ask your friends and make a bar chart and a pie chart

UNIT 9

LESSON 5 WRITING

1 **Imagine your friend invites you to a birthday party. What information do you need to know? Make a list**

2 **Read these invitations. Do they all have the information you need?**

1

Birthday party
– my house –
Thursday.

Wael

RSVP

What information is missing?

2

Can you come to my house on Thursday at 3pm?
My address is 12 Dene Road.
See you then!
Wael

What information is missing?

3

I'm having a birthday party at 3pm.
Can you come?
Remember to wear something blue.
Wael

What information is missing?

4

Please come to my party.
It'll be fun! It's on Saturday.
See you then.
Wael

What information is missing?

5

Dear _____
I'm having a _____ party next Thursday at my house. Can you come? I'm inviting the whole class so all our friends will be there. I want to play some party games so bring some music so we can play Musical chairs.
When: Thursday, August 12th
What time? 3pm – 5pm
Where: 12 Dene Road (my house!) (next to the library)
What to wear? Something blue
RSVP: 9768 324 590
I hope you can come.

What information is missing?

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

1 Why are you having the party?

2 Where is the party?

3 When is the party?

4 Do you want guests to bring anything?

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

4 **Now write and decorate your invitation. Write 4–6 sentences**

Find out

What does RSVP mean?

What language is it?

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UNIT 9

LESSON 6 PROJECT

Prepare a class celebration

Agree on a time and a place for the celebration

In groups:

What are you celebrating?

What food and drink do you want?

What games do you want to play?

Who is going to prepare the food?

What do you want guests to wear?

Now write your invitation.

Our Class' Sports Day

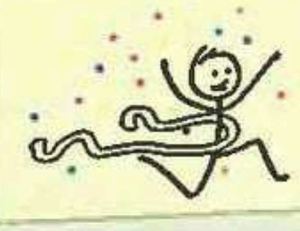
Where: in the school yard

When: Tuesday, 10 am – 11 am

What to wear: T-shirt and shorts

Please bring: water and lots of cake!

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



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SELF-ASSESSMENT

1 Do you remember? Read and complete

1 A game you need music to play _____

2 A game you can play outside _____

3 A game you need to cover your eyes in _____

2 Write three sentences about what makes Egypt special

1 _____

2 _____

3 _____

3 Make sentences with the past simple form of these verbs

hit put go

1 _____

2 _____

3 _____

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

1 Sara's necklace is _____.

2 Adam is very _____. He helped me carry the bags.

3 Be _____ when you cross the street.

5 Think about Unit 9

Write two things you enjoyed

_____

_____

_____

Write two things you learned

_____

_____

_____

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REVIEW 3

LESSON 1

1 Play a game

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

2 Now write the words

3 Listen and point

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

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

a

b

c

d

e

f

My favorite festival is _____ It is in _____.

We eat _____. We wear _____.

We go to _____. It is so _____.

special because _____.

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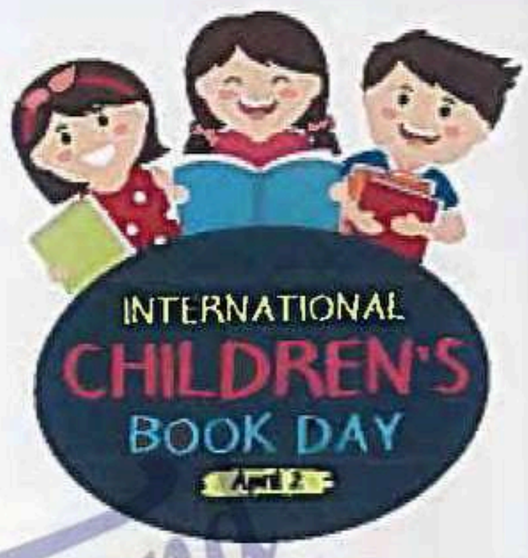
LESSON 2

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

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



Where? 4B's classroom

When? Tuesday at 10 am

2 Match the present form to the past form

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

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

had was (x3) brought made came told gave

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

4 Think of a class celebration. Make an invitation

5 Complete the information about your favorite festival

Egypt is a country which is famous for its _____.
We have wonderful foods like _____. We have beautiful regions like _____. We also have famous authors and players like _____.

6 Work with a partner. Make a list of three things you both like about Egypt

_____

_____

_____

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

1

2

3

4

5

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

8 Complete the sentences. Use words from Exercise 7

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

PRESENTATION

1 Make a memory collage.

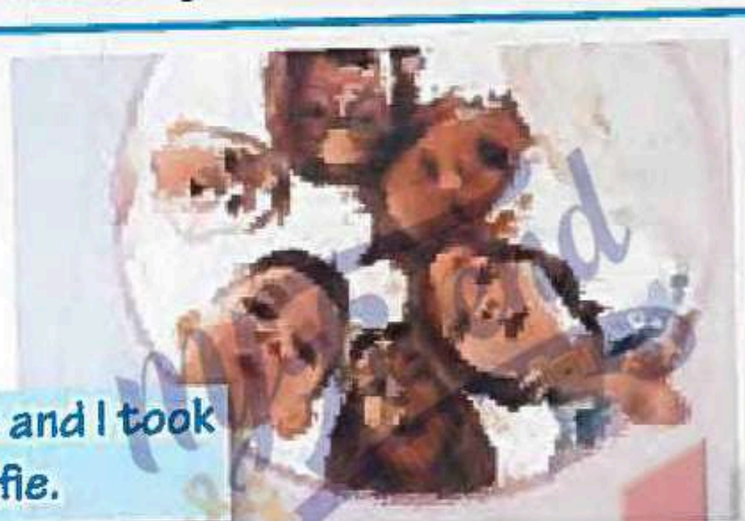
1 Think about a special day you had with your friends or family.

2 Look for memories: photos and things. When you look at these things you remember the special day.

3 Tell your friends about your special day.

These are the candies I ate.
I ate a lot of candies!

My friends and I took a funny selfie.



We ate a lot of birthday cake!

We played Hide and Seek!

Dad had a headache after the party.

It's my birthday!
Please come to my party.
Thursday 12th August
3pm-5pm
12 Circle Road (next to the library)
Wear something blue.

RSVP: 9768 324 590
Tarek

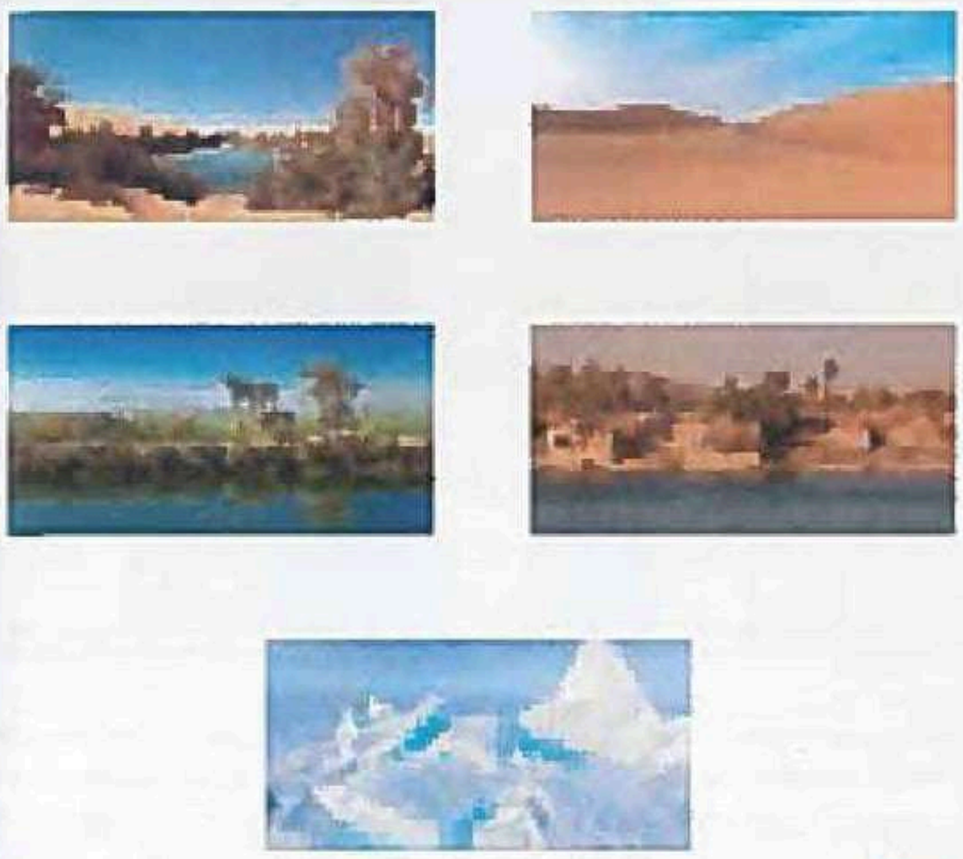
This was the invitation I gave to my friends.

This is a collage I made after my 10th birthday party...

SELF-ASSESSMENT

Now I can...

1 Describe different environments



2 Say different food packages

3 Talk about special days in the past

4 Say

long vowel sounds:
gave see my know

the three 's' sound in plurals:
cakes tables boxes

-ee and *-oo* words
cheese school

NON-FICTION READER: NANOUK, THE INUIT BOY

1 Look at the photos of Nanouk, an Inuit boy. What is his life like? How is it different to your life?

1

Nanouk

2

igloo

2 Read and listen to the text about Nanouk's life. Check your answers to Exercise 1

Nanouk lives in Labrador, in Canada. He and his family live in a house in a small village with shops and a school.

During the year, Nanouk and his family sometimes move around. There's a lot of snow where he lives, so they don't travel by car. They travel by **snowmobile**, **dog sleds** and boats. When they stay overnight, they make **igloos** out of snow to keep them warm. In the summer, they make **tents** from animal skin.

dog sled

Nanouk learns to hunt and fish with his dad, and they eat **polar bears**, fish and seaweed.

Inuit winter clothes

In the summer, Nanouk and his family wear simple clothes. But in the winter, when it's very cold, they wear warm, soft **boots** and long coats made from animal skins.

Nanouk works hard, but he also has a lot of hobbies. He likes to play **ice hockey**, **snowboard** and **ice skate**.

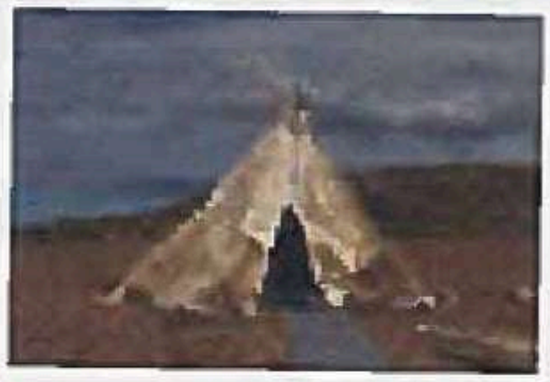
He has a good life – he likes the outdoors and enjoys learning the **traditions** and his hobbies.

3 **Work with a partner. Would you like to have Nanouk's life? Why?**

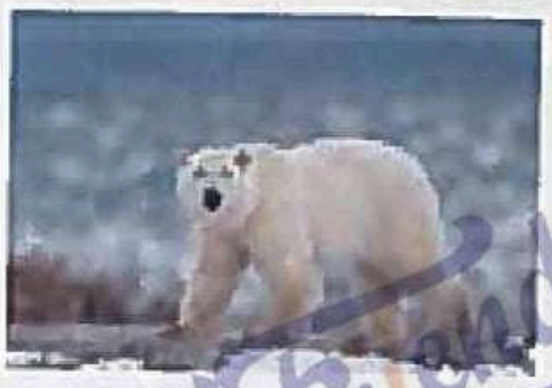
4 **Read the text again. Label the photos with the words in the box. Look back at the text to help you**

ice hockey snowmobile tent polar bear igloo ~~boots~~

a boots



b _____



c _____

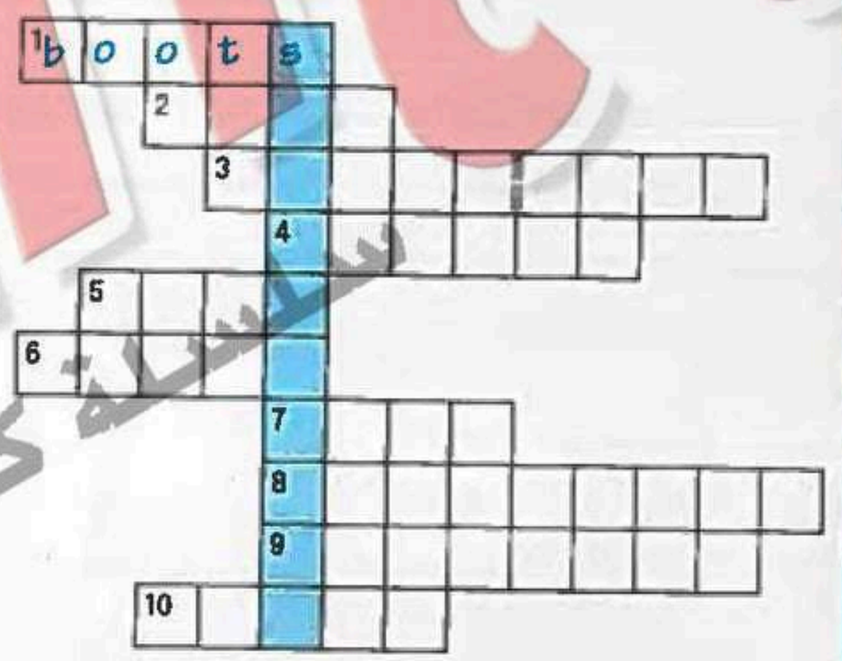
d _____

e _____

f _____

5 **Read Nanouk's sentences and write the words in the puzzle to find the word in blue**

1 In winter I wear _____ on my feet.
2 In summer I stay in a _____ overnight.
3 One of the biggest animals we eat is the _____ - they are big and white.
4 In _____ we make an igloo to sleep in.
5 The igloo keeps us _____.
6 We make an _____ from snow bricks.
7 My dad and I go fishing in a _____.
8 I am in an _____ team - we are quite good.
9 I live in _____, Canada.
10 We can travel on snow by _____ pulled by dogs.



UNIT 10

I enjoy my life

UNIT 10

In this unit I will ...

- listen, read, research, and write about social media.
- give advice with *should*.
- learn about what is inside a cell phone.
- learn and say words that end with -ful.
- read and listen to a short story.
- write about the pros and cons of computer games.
- research and make a leaflet.

Look, discuss, and share

What is the girl doing? How does she feel?

How do people use this device?

Find out

How many people in Egypt have a cell phone?

Share your answers with your partner.

Did you know?

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

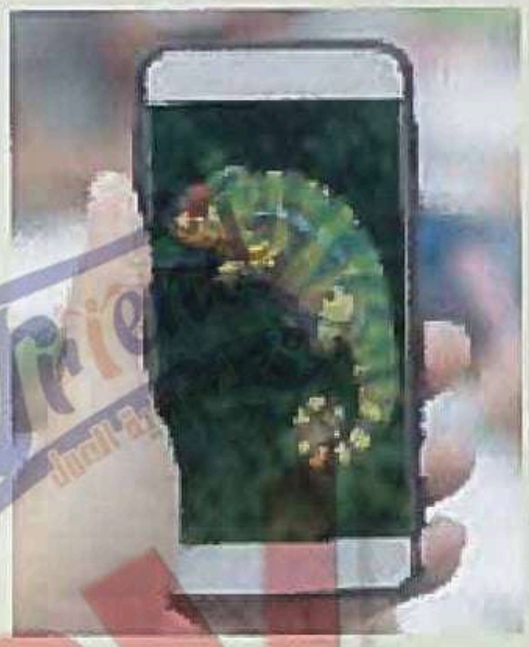
UNIT 10

LESSON 1
AN INTERESTING RESEARCH

1 Listen and read

Mom: What are you doing, Dalia?

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



Mom: What does it say?

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

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

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

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

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

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

2 Listen again and answer

1 What is Dalia doing? _____

2 Who is she talking to? _____

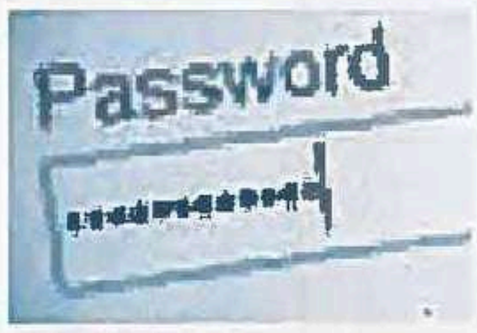
3 What does her mom think Dalia should do?

_____

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

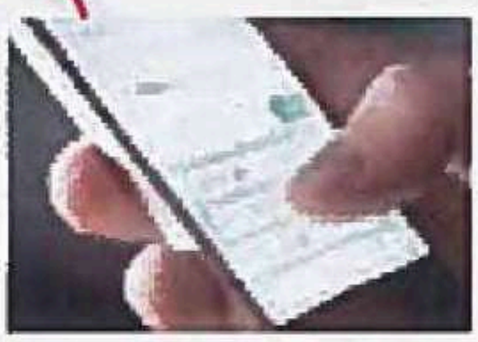
1 message
2 chat
3 password
4 do research
5 log in

a



b

c



d

e

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

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

Last week I had some homework about *chameleons*.
I _____ into a library website and created a _____.
I _____ information.

I worked with my friend, Yara. I sent her a _____ about the information. We had a _____ to plan the presentation. She did research on her _____ because she can't use a tablet.

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

Dalia

UNIT 10

LESSON 2
STAYING SAFE ONLINE

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

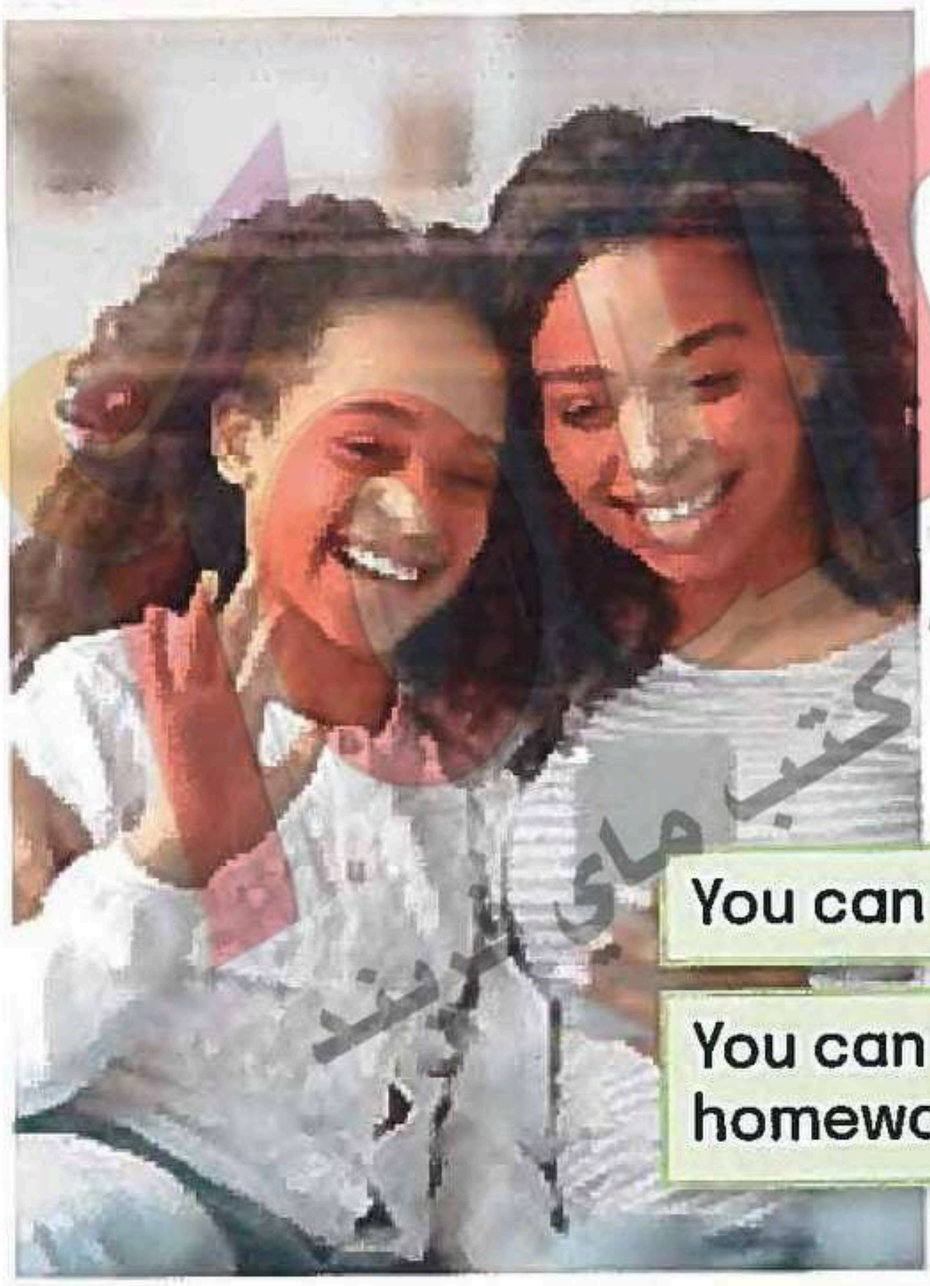
'Social media' is when we use computers and other devices to **share ideas**, thoughts, and information and have fun.

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

You can have fun.

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

You can share photos.



You can talk to friends and family.

You can find information for your homework.

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

You can be creative.

People can take your **personal** information.

You can play games.

Some people can **bully** you.

You can learn interesting things.

Think!

Which of the cons is scary? Why?

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

3 Read and choose *a* or *b*

1

a You should make new friends online. ☐

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

2

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

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

3

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

b I should keep my personal information secret. ☐

LANGUAGE FOCUS

We use *should* to talk about things that are good for us to do. For example:

I should only give my phone number to my friends.

I should turn my phone off at night.

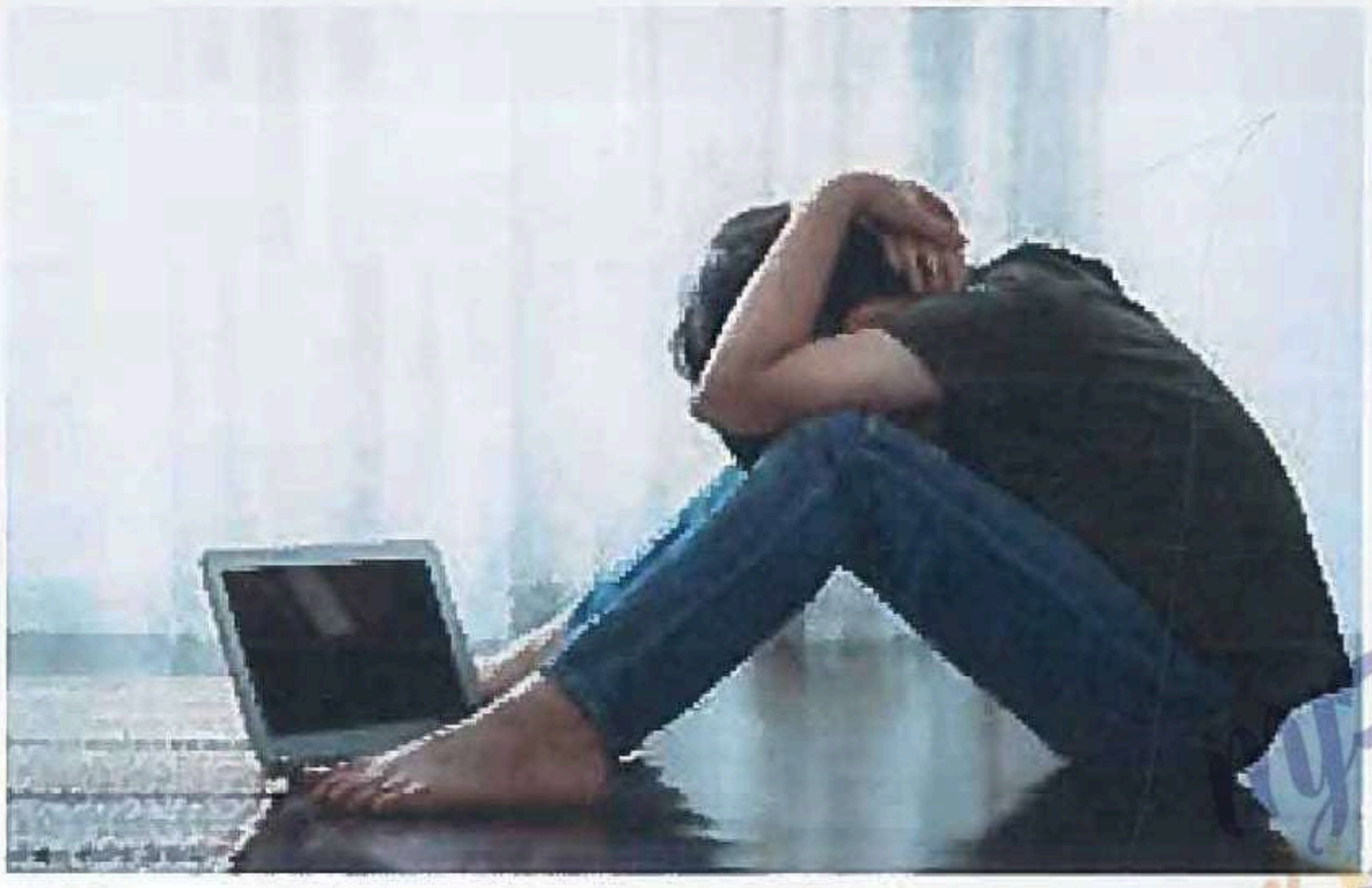
I shouldn't use my phone late at night.

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

strong password only friends check with an adult safe websites

I should use strong passwords.

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



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

7 **Listen again. Circle the correct option**

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

8 **Give Magdy some advice. Use *should***

You should tell your parents when someone bullies you online.

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journey

UNIT 10

LESSON 3
INSIDE A CELL PHONE

1 **Look at the sentence below. Answer the question**

You use me to talk to your friends, to research information and to watch videos. What am I?

_____

2 **What things can you find inside me? Circle the things. Then read the text and check**

gold plastic chocolate glass wood metal cloth

1 Metals in cell phones

Did you know we use around 70 different metals in cell phones? Many people are very surprised when they learn this. So let's learn more about the metals in your cell phone.

We can find two different types of metals in the phones – **precious metals** like gold and silver and '**rare earth**' metals.

2 Precious metals

We use gold and silver because they are excellent for conducting electricity. Other metals you can find which are less expensive are copper and aluminium. All these metals help the different parts of the cell phone to **connect** and **function** well.

3 Rare earth metals

We also use 'rare earth' metals in cell phones – you can find them all over the world deep in the ground. They are called 'rare earth' because you don't find them in a **pure form**,

they are mixed with other metals. Rare earth metals are very important to the cell phone too – they make the cell phone **light up** and **vibrate**. They give life to the cell phone.

4 Other elements

There are other elements in cell phones too, like glass, plastic and silica. But the most important parts are the metals, which come from deep under the ground.

3 Complete with the words in bold in Exercise 2

1 To link two or more things together is to _____
2 When something is very expensive, it is _____
3 Something that is not mixed with other material is in _____ form.
4 When you can't find something often, we say it is very _____

4 Answer the questions

1 What are precious metals?
2 Why are rare earth metals important for cell phones?
3 What are the most important parts of the cell phone?

5 What do you think was interesting in the text? Tell your partner

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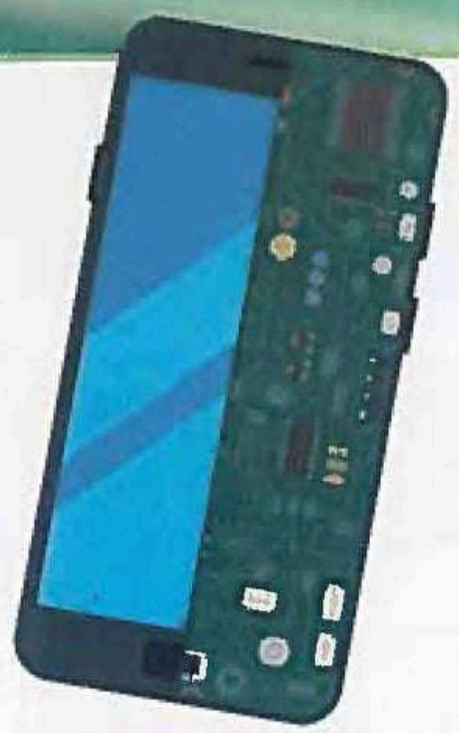
UNIT 10

CLIL: MATH

7 Look, read, and say

Look at the picture.
What can you see?



Parallel lines two or more lines which are next to each other, but they never meet.

Perpendicular lines are lines which meet at a 90 degree angle.

8 Circle the lines which are parallel

a

b

c

9 Draw parallel lines to these lines

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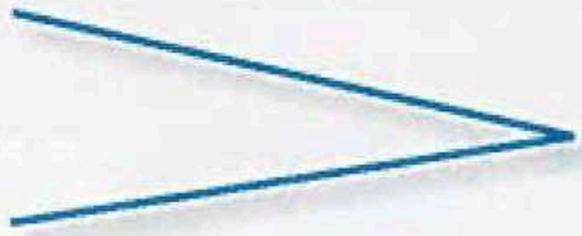
10 Circle the perpendicular lines

a



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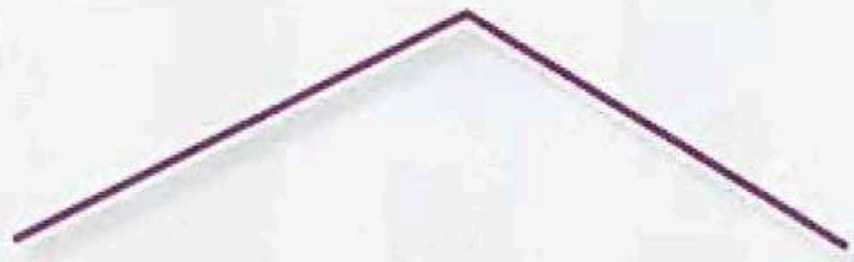
c



11 Draw perpendicular lines to these lines

12 Circle the the shapes that have both parallel and perpendicular lines

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Journey

UNIT 10

LESSON 4
DIGITAL FOOTPRINTS

1 Read and think. What is a digital footprint?

When we go online, we leave a **footprint**. People can see everything we do on the internet. This is called our '**digital footprint**'.

When we go online, we type, **click** on links, **like** our friends' photos, and post our own messages and photos. While we do these activities, we leave a road from our digital footprint. People can see that road.

2 Read about Malak's digital footprint yesterday. Do you think she is safe online? Discuss with a partner

I sent an email to my grandma.

I played a game online with my friend in Cairo.

I put some photos of me on social media.

I researched for my homework on my tablet.

I logged into some websites with my password.

I uploaded a video.

I looked at photos to help me choose a color for my bedroom.

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3 Now write your digital footprint for yesterday. Write four sentences. Share it with your partner

4 Look at how to create a positive digital footprint

Profile
Use a profile picture that doesn't show your face.

Protect
Don't bully and don't be a bully.

Privacy
Don't share your password and personal Information.

Positive
Make sure online information about yourself is positive.

5 Are you safe online? Circle the things you do online to be sure you have a positive digital footprint. Share your ideas with your partner

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UNIT 10

7 Read the story. Why is Rania unhappy?

How two neighbors helped each other

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

Hadeer asked, 'What's the matter, my friend?'

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

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

Rania said, 'Yes, I agree.'

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

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

8 Read the text again and answer the questions

1 Where do Hadeer and Rania meet?

_____

2 What advice does Hadeer give her friend? _____

3 What do they decide to do?

_____

Tip!

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

healthy → unhealthy

9 What do you think? Discuss with a partner

1 How do you think Rania felt at the end of the story? Why?

2 Do you like computer games?

3 What do your parents think about computer games?

10 Do you like the story? Explain your answer.

fun interesting OK boring I don't understand

11 Can you give Rania some more advice?

UNIT 10

LESSON 5
WRITING

1 Read the text and ...

1 give one reason why computer games are good.

_____

2 give one reason why computer games are bad.

_____

Pros and cons of computer games

Paragraph 1

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

Paragraph 2

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

Paragraph 3

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

Pros	Cons

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2 Match the paragraphs with the content

Paragraph 1	a My opinion
Paragraph 2	b Good things about computer games
Paragraph 3	c Bad things about computer games

3 Look and complete the phrases

opinion the other hand think/say

1 Many people _____

2 But, on _____

3 In my _____

4 Look and write. Choose one of the topics below. Write 4-6 sentences

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

Many people think that _____.

They also believe that _____.

On the other hand, some people think that _____.

They also think that _____.

In my opinion _____.

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UNIT 10

LESSON 6 PROJECT

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

What to do

What to do more

Research

_____

Find out about bullying online

Look for help online

_____

Tell people about bullying online

Give advice about bullying

_____

Make posters or leaflets and put them around the school

Talk to teachers and parents

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

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

~~Search for information on the internet.~~

~~Make a leaflet or poster.~~

Tell students to stay safe online!

Find out which websites are safe.

Interview teachers.

Give a presentation about being safe online.

3 Write a leaflet with good advice on how to create a positive digital footprint

سلسلة كتب مدرسي

SELF-ASSESSMENT

UNIT 10

4 Circle the words from Unit 10 in the wordsearch

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

5 Make sentences with *should* or *shouldn't*

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

6 Do you remember? Read and write

1 Name one thing that is special about chameleons.
_____
2 Name two pros about social media _____
3 Which metals do you find in cell phones? _____

Think about Unit 10

Write two things you enjoyed.

_____
_____

Write two things you learned.

_____
_____

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UNIT
11

The Chiba Urban Monorail

What can we do?

UNIT 11

In this unit I will ...

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

Look, discuss, and share

What's this? Where is it?

Would you like to travel on it? Why?

Find out

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

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

Did you know?

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

UNIT 11

LESSON 1 TRANSPORTATION

1 **Complete the crossword with the correct words for the photos. Then listen and say**

Across

1

3

5

7

8

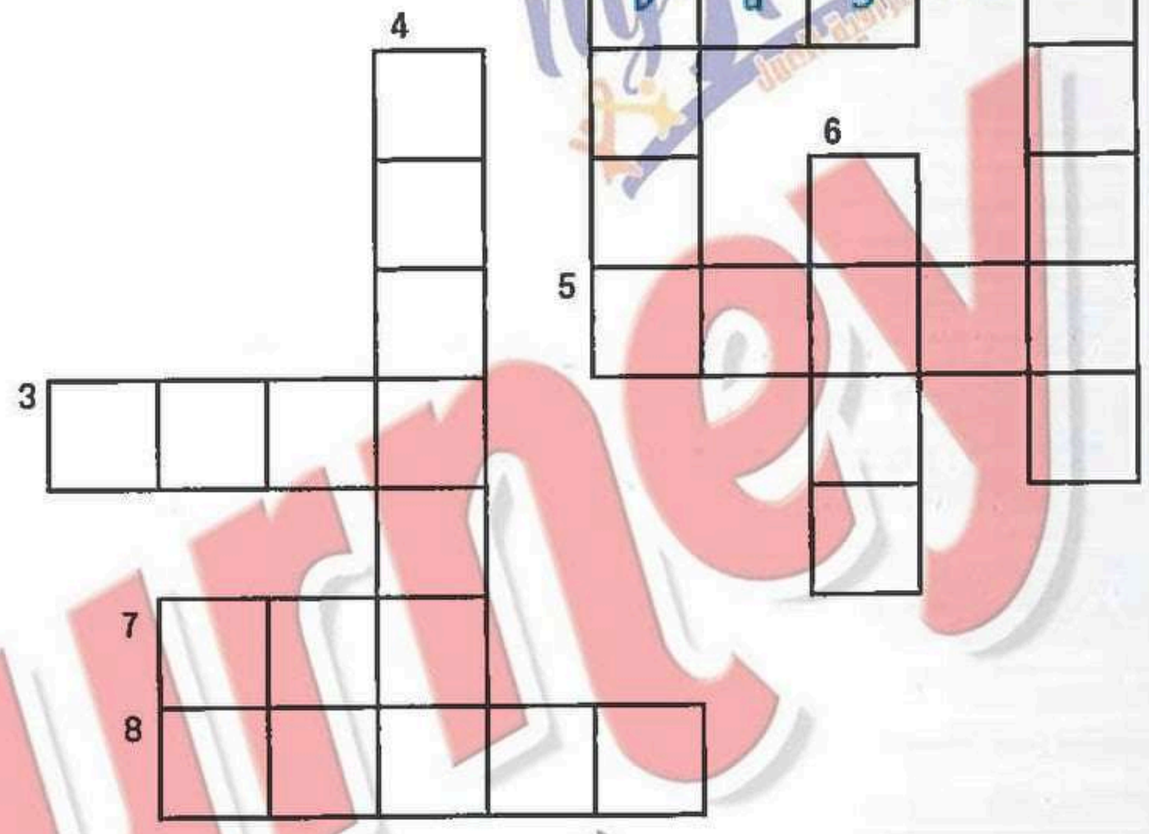
Down

1

2

4

6



2 **Complete the sentences**

rail airport station water

1 We go to the _____ to travel by plane.

2 A train moves on a _____ and we ride from a train _____.

3 We travel on _____ by ship or boat.

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

1 When I travel by _____, I go through the air.

2 When I travel by _____ and _____, I am on the water.

3 When I travel by _____ and _____ I am on the road.

4 I travel by _____ around the city.

5 When I travel to Luxor from Cairo by _____ I move on a rail under the vehicle.

4 **Which is your favorite transportation? Why?**

LANGUAGE FOCUS

Complete the phrases with *by* or *on*

_____ foot

_____ car/bus/train/plane

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

5 **Listen. Why is Seleem interviewing people?**

6 **Listen again and answer the questions**

1 How many people does Seleem interview? What are their names? _____

2 Who comes to school by car? _____

3 Who comes to school on foot? _____

4 Who likes the bus? Why? _____

UNIT 11

LESSON 2
ROAD SAFETY

1 **Think and discuss. Why is it important to be safe on the roads?**

2 **Look at the photos and say why the children are in danger. Discuss with your partner**

1

2

3

4

LANGUAGE FOCUS

We use *need* when something is important or necessary:

We need safe roads.

You need to look left and right.

3 **Read and match the phrases to the pictures**

1 You need a helmet on your bike.

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

3 You need a green light to cross the road.

4 You need to look left and right.

a

b

c

d

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

1

There are sometimes _____ on the road.

2

You can't _____ here.

3

You can go straight and _____ right.

4

_____ here and wait for a green light.

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

park turn bike Stop swim safely camels

6 Think and draw the signs

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

2 A sign to show that you can't park here

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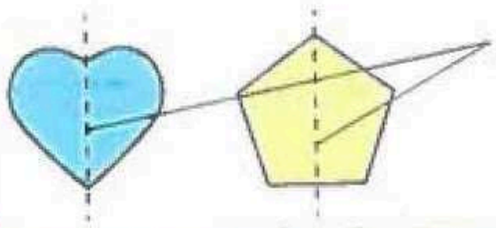
UNIT 11

CLIL: MATH

7 Look at the road signs below. What can you see? Discuss with a partner

Tip

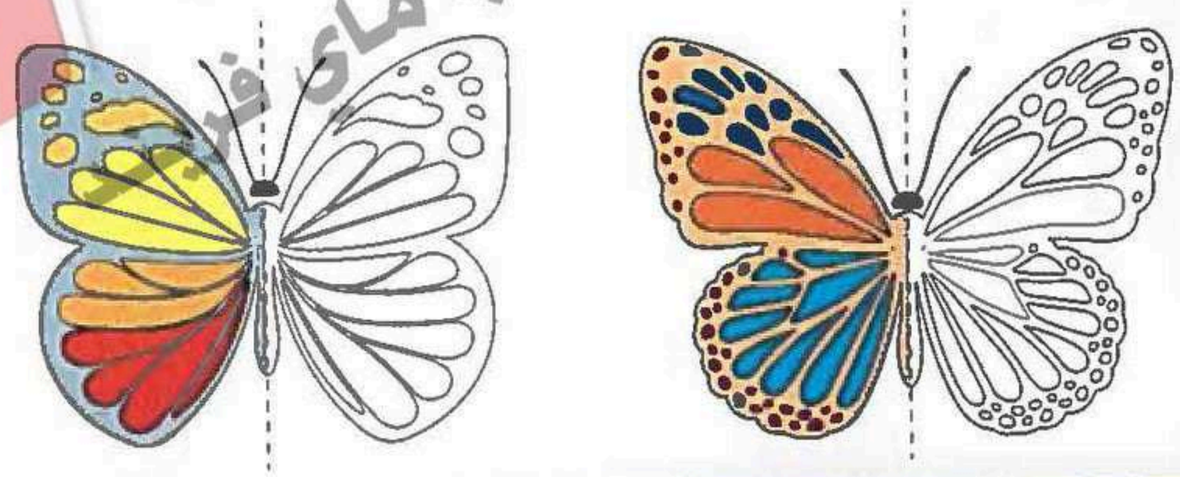
Shapes or pictures which are the same on both sides are **symmetrical**.



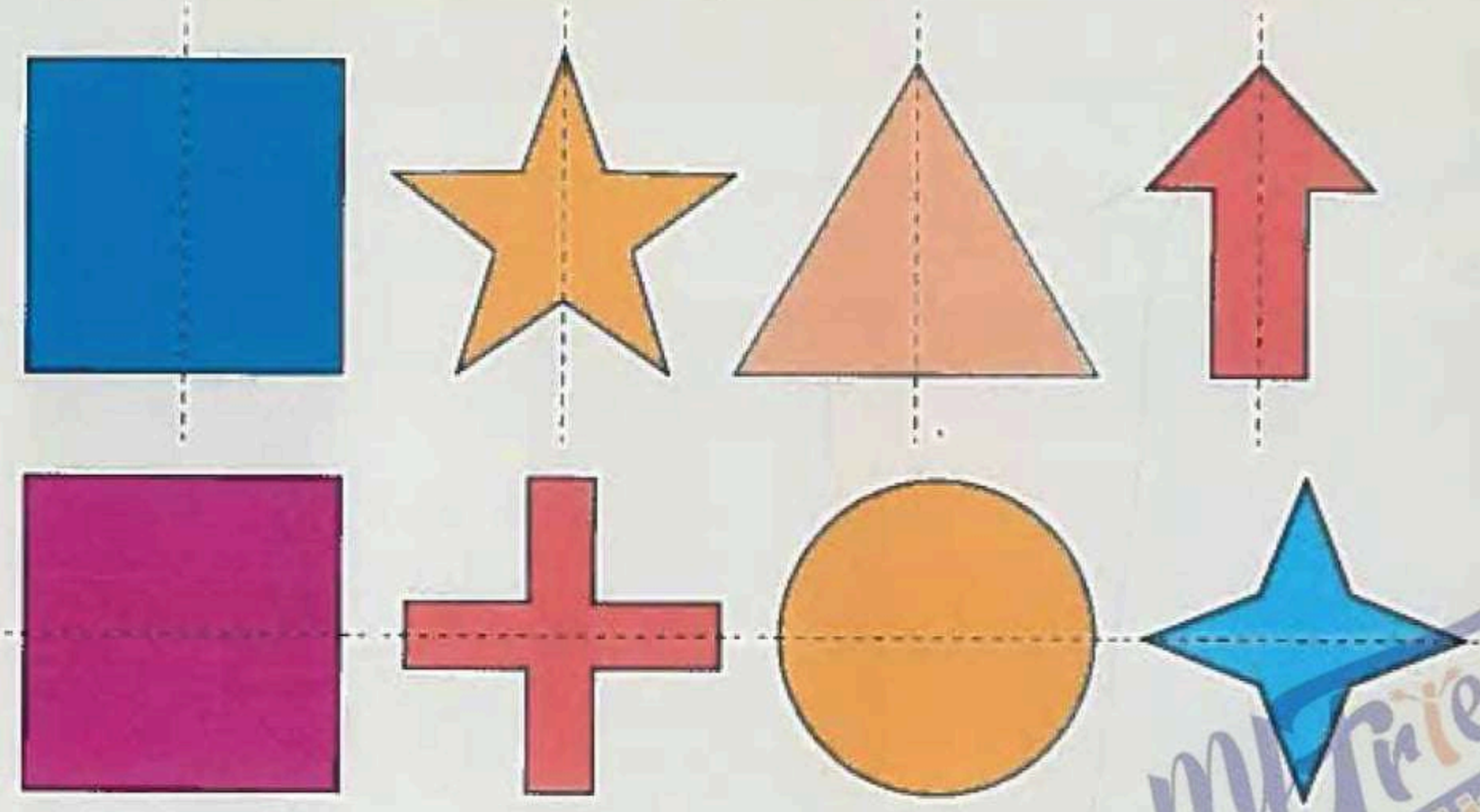
A **line of symmetry** is the line in the middle of the shape. It divides it into 2 identical halves.

8 Look at the shapes. Circle the symmetric shapes.

9 Color the butterfly wings to make them symmetrical

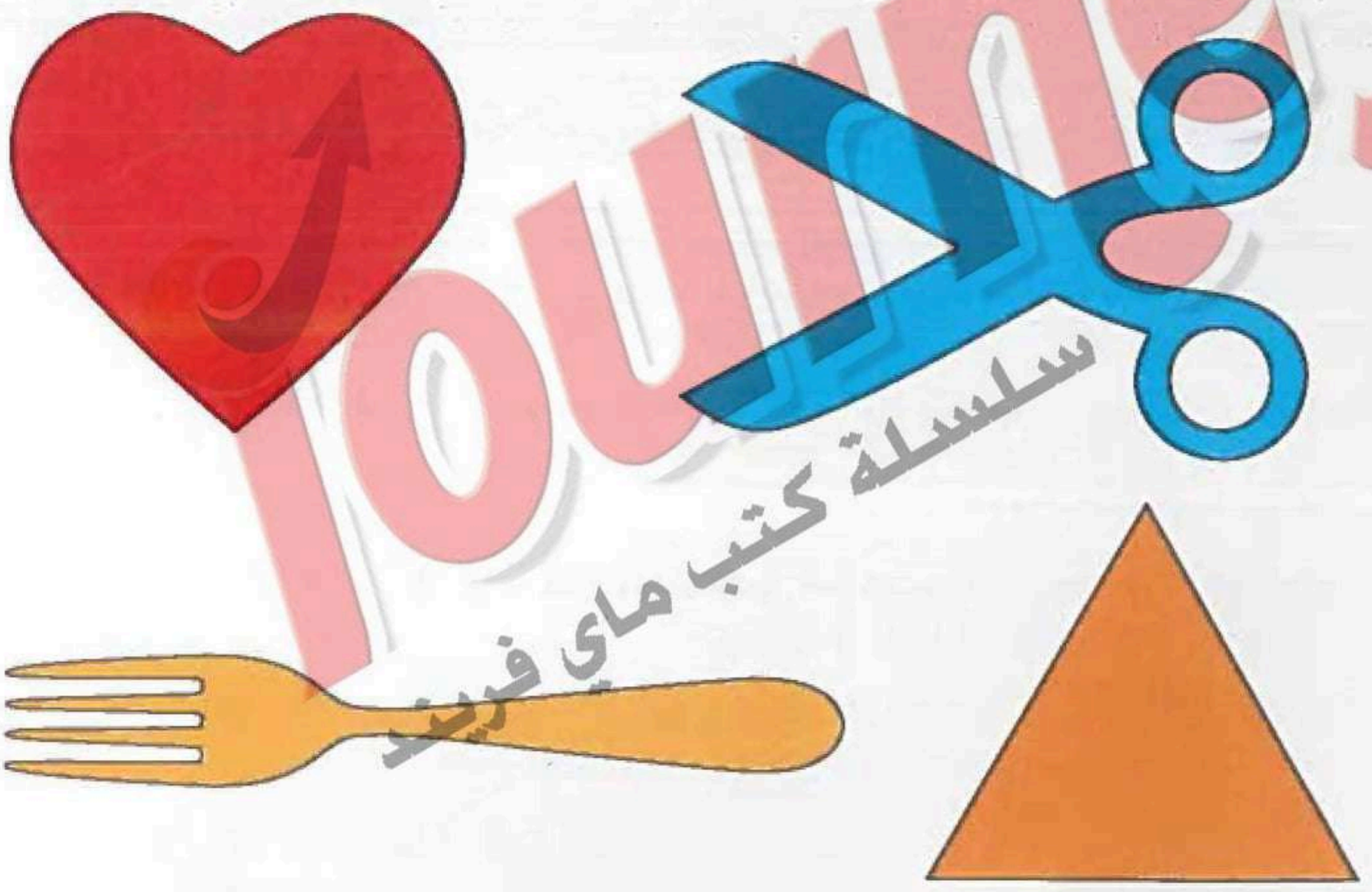


There are different lines of symmetry.



Can you draw more lines of symmetry?

10 Draw the lines of symmetry in these shapes



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UNIT 11

LESSON 3
ROAD SAFETY

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

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

Be careful on the roads!

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

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

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

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

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

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

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

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

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

4 **Read, think, and answer**

What did Mazen and Dalida do right?

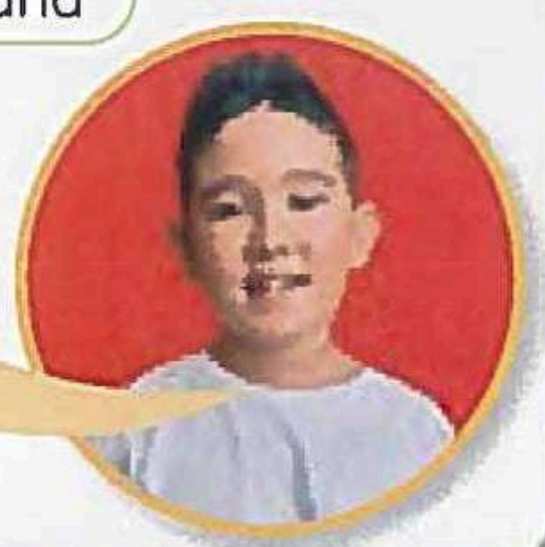
What did Hany do wrong?

What did Hany do right?

5 **Think and write. Hany is feeling very bad at the end of the story. Why?**

6 **Do you like the story? Explain your answer**

fun interesting OK boring I don't understand



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

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UNIT 11

LANGUAGE FOCUS

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

Note: *wait for green lights before crossing street*

Sentence: We use must and the infinitive for strong advice:

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

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

Notes	Advice
1 *must listen for cars*	We must listen for cars before we cross the road.
2 *cross crosswalk*	
3 *don't run-roads*	
4 *wear seatbelt in car*	
5 *wear helmet on bike*	
6 *follow road signs*	

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PRONUNCIATION

8 **Look, listen, and say**

cr tr

9 **Look and match**

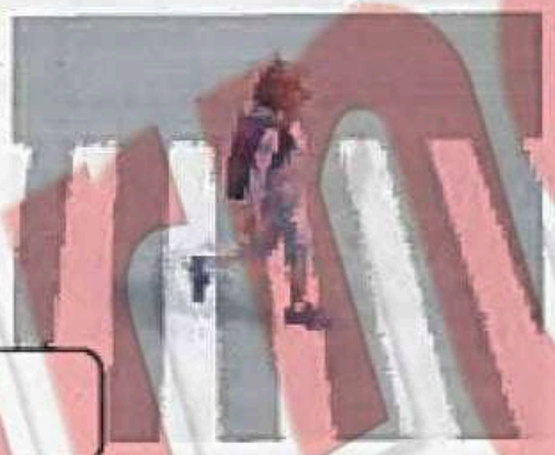
1 truck 2 crowd 3 crash 4 train 5 crosswalk

a

b

c

d

e 

10 **Look and write. Then listen and repeat**

boat clean coat dream float rain sea snail train

ai	oa	ea

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UNIT 11

LESSON 4
POLLUTION

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

2 Read the text. Why is air pollution dangerous?

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

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

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

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

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

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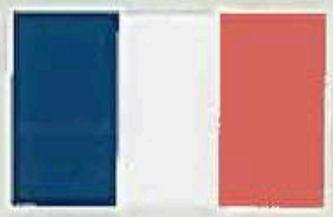
In Gharbia, Egypt, farmers wanted to have cleaner air. To do that, they stopped burning rice straw. They used the straw to make food for their animals and cover their crops.



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

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

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

3 Match the cities with the project

1 Paris	a stop burning rice straw
2 Shenzhen	b Lots of bikes
3 Copenhagen	c Parts of the city where cars can't go
4 London	d Electric buses
5 Gharbia	e No cars near schools

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

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UNIT 11

LESSON 4

5 **Listen again. Circle the ideas the expert mentions**

1

Share a car with another person

2

Use solar power

3

Go to school by bike

4

Eat more vegetables

5

Plant trees

6

Buy food at shops near your house

LESSON 5
WRITING

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

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

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

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

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

Youssef

2 Read and match

Mom

Dad

Noura

Youssef

bike

bus

car-sharing

walking

UNIT 11

3 **Look at the photo. What can you see?**

4 **Think and discuss**

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

Don't burn rice straw.

Increase public transportation.

Have cleaner gas in cars.

Use building materials that don't **pollute**.

Have some car-free roads.

Travel on foot or by bike.

Have **cycle lanes** at the side of roads.

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5 **Write a report about what you can do in your city or village. Write 4-6 sentences. You can use the report on page 105 as a model**

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

- _____
- _____
- _____
- _____
- _____
- _____
- _____

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

_____

_____

Name:

6 **Now read your friend's report.**
Say what you like.
Say what can improve

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

7 **Try your ideas with your class**

UNIT 11

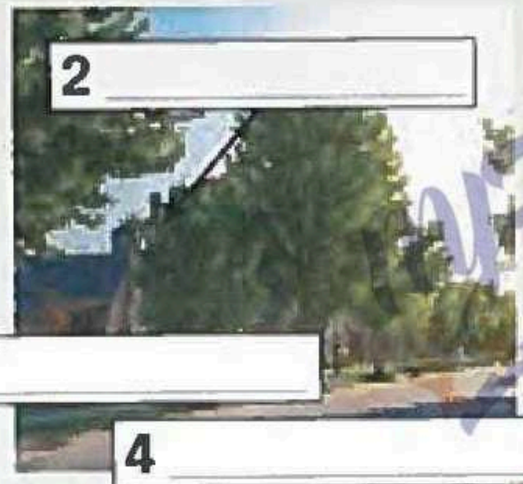
LESSON 6
ROAD SAFETY LEAFLET

1 Look, read the leaflet, and label

main heading paragraph photo sub-heading

1 _____ → **REDUCE AIR POLLUTION**

2 _____



3 _____

BE SAFE ON THE ROAD

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

4 _____

WATCH THE TRAFFIC

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

READ THE ROAD SIGNS

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

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

carbon monoxide fresh air burning planting
cycle electric buses breathing problems

3 Now make your leaflet

- Choose some photos
- Write a heading and subheadings
- Write your paragraphs

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

5 Read your friends' leaflets. Say what you like

SELF-ASSESSMENT

UNIT 11

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

1	me	a	in
2	ta	b	at
3	bo	c	ip
4	tra	d	tro
5	sh	e	am
6	tr	f	xi

a ☐

b ☐

c ☐

d ☐

e ☐

f ☐

7 Put the words in the box in the correct column

road signs factories crosswalk seat belts
helmet chemicals fresh air too much traffic

Road safety	Air pollution

8 Think about Unit 11

Write two things you enjoyed. _____

Write two things you learned. _____

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UNIT
12

We can fix it

UNIT 12

In this unit I will ...

- listen, read, research, and write about world problems and their possible solutions.
- practice making sentences with *can* for ability.
- learn about different ways of saving the world.
- read and listen to a short story.
- learn about and say words that end with *-ion*.
- listen to how we can fix things.
- research and make a leaflet about being more environmentally aware.

Look, discuss, and share

What environmental problems can you see in the photos?

Do these problems happen in Egypt? Discuss with a partner.

Find out

Find out about methods of irrigation around the world.

Did you know?

In the photo you can see a kind of irrigation without soil called 'hydroponics'. How do you think it works?

UNIT 12

LESSON 1
ENVIRONMENTAL PROBLEMS – CLEANING UP OUR BEACHES

1 Match the words to the definitions

1 traffic	a not enough water on the land
2 pollution	b something we want to throw away
3 flood	c too much water on the land
4 drought	d lots of cars in one place
5 fire	e flames and heat from something
6 trash	f air and land with problems from chemicals

2 Listen and read. What is Fareeda talking about with her cousin Kareema on the phone?

Fareeda: Hi Kareema!

Kareema: Hi Fareeda! What are you doing?

Fareeda: I'm helping everyone here on the beach. We're cleaning up the trash.

Kareema: That's a great idea. What's the **main** problem?

Fareeda: The sea animals eat the trash and this trash can kill them.

Kareema: What do the animals eat?

Fareeda: Plastic trash from people's houses. It can **harm** the animals and birds.

Kareema: That's **terrible**. You are doing a great job. You are helping to save the world.

Fareeda: Yes, we talked about the problem at school. Then we read about a **beach cleanup** in California. We think we can help our beach too. So, I'm here.

Kareema: Can I help, too?

Fareeda: We're finishing now for today, but can you come tomorrow? We need lots of people to help.

Kareema: Yes, of course. I'll come and get you now.

UNIT 12

3 **Listen again and answer the questions**

1 Where is Fareeda? _____

2 Who is she speaking to? _____

3 Why is she there? _____

4 What's happening next? _____

4 **Complete the sentences with the words from the listening. Then listen and check**

1 Too much _____ in the sea can kill the animals and birds.

2 Fareeda talked about the problem at _____.

3 Fareeda and her friends went to clean the _____.

4 Fareeda's cousin will _____ tomorrow too.

Did you know?

The World Beach Cleanup is on the 18th day of September every year. Egypt made the longest beach cleanup in Alexandria in 2021!

UNIT 12

LESSON 2 RECYCLING

1 What things help the environment? Check the boxes

1

Have a fire in your living room

2

Use energy-saving lightbulbs

3

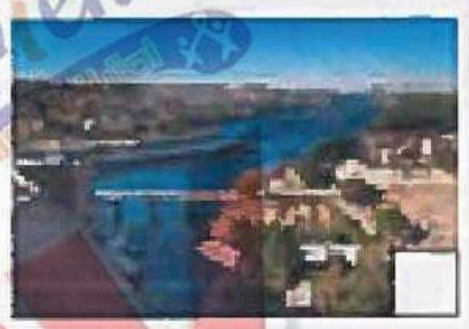
Have all the lights on in your apartment

4

Recycle trash

5

Use more solar energy

6 

Use more hydroelectric energy

7

Have long showers and use lots of water

8

Save water

9

Plant trees

LANGUAGE FOCUS

We use *can* when we are able to do something:

We can plant more trees to help us breathe better.

We can use energy-saving lightbulbs to help the environment.

2 Look at the checked photos and make sentences with *can*

3 Read about the toy store. Why is it special?

Landfill

Kinis Toy Clinic – a special store

A big problem for the environment is all the trash we send to **landfill**. But we can help. We can recycle some things we use, like our toys.

In South Korea there is a **toy repair store** called Kinis Toy Clinic. Fourteen people work at the store and repair the toys for the children. They are 'toy doctors'! The 'toy doctors' work for no money and fix the toys to give them a new life. They do this because they see the children are very sad when they break their toys. The children are very happy to receive the fixed toys. They send the toy doctors notes and chocolate to say thank you.

The toy doctors also say it is very good for them. They don't feel old and they learn new things. But the **main reason** they like it is because the children are so happy. Sometimes the toys go back to the children and sometimes to children who don't have a lot of toys.

UNIT 12

LESSON 2

4 Read and mark the sentences *T* (true) or *F* (false)

1 The text is about a toy store where you buy new toys. _____

2 The store is not in Egypt.

_____

3 The toy doctors receive money for their work.

_____

4 A lot of children are happy with the toy doctors' work.

_____

5 Read the text again. Match the words to their meanings

1 landfill	a to mend or repair
2 to give something new life	b place where people leave trash
3 toy doctor	c to recycle
4 to fix	d a person who mends toys

6 Say what you think. Discuss with a partner

1 What do you think of the toy clinic?

2 Do you prefer new toys or fixed toys? Why?

3 Which of your toys would you like to fix?

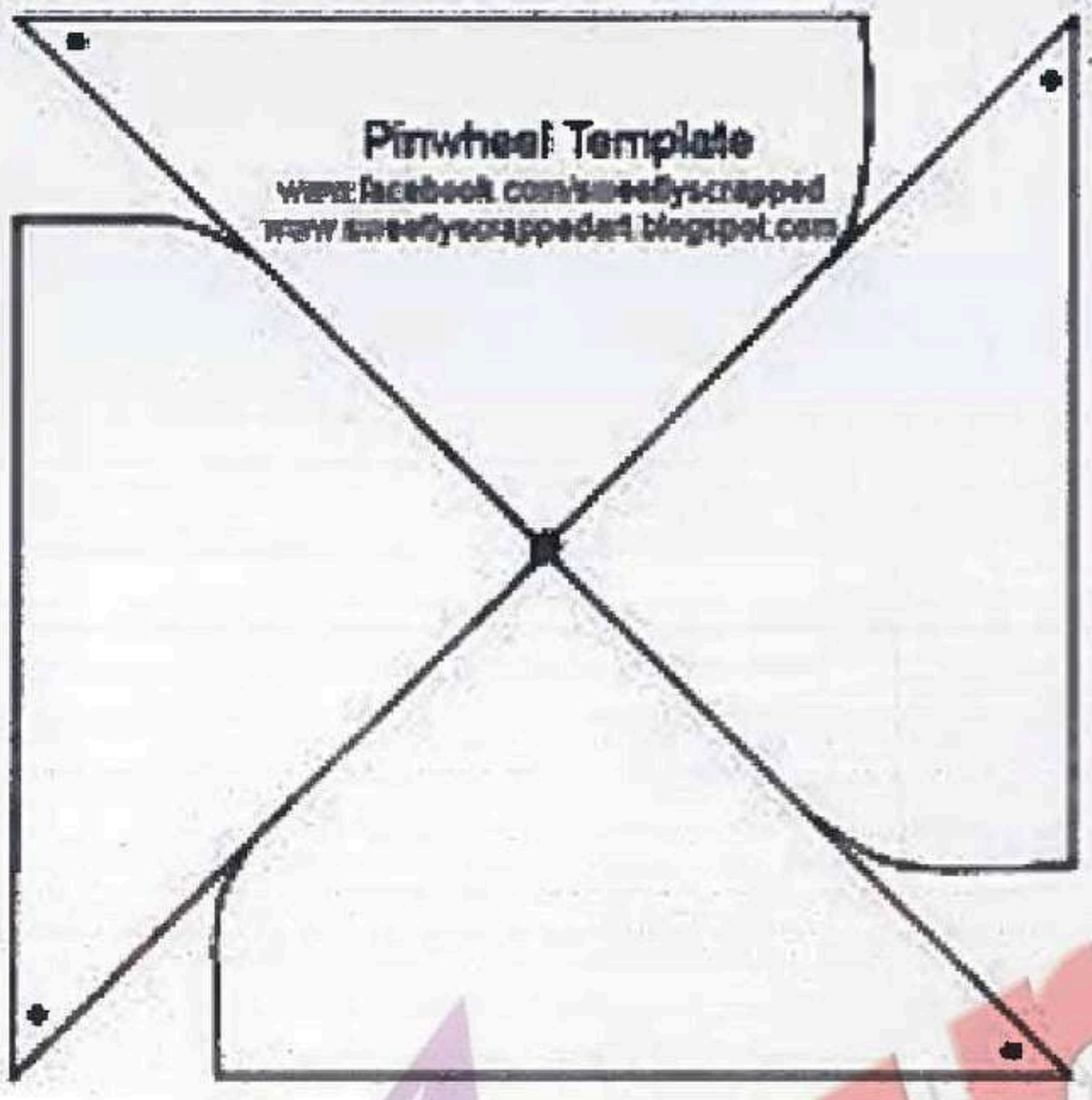
4 Would you like to be a toy doctor? Why or why not?

5 Do you think the toy repair store would be a good idea for Egypt? Why or why not?

LESSON 2

Now make your own toy – a pinwheel!

7 Follow the instructions to make your pinwheel



1 Trace the Pinwheel Template on a separate sheet of paper.

2 Color the pinwheel, front and back.

3 Cut out the pinwheel.

4 Fold the small circles to the center of the pinwheel

5 Place a dowel behind the pinwheel and use a pin to keep it in place.

6 Take it outside and watch it move in the wind.

8 Say what you think. Work with a partner

1 Did you make a good toy?

2 What does this toy tell you about using wind energy?

My Friend
Journey
سلسلة كتب ماي فرند

UNIT 12

LESSON 3
RENEWABLE AND NON-RENEWABLE ENERGIES

Renewable energies are energies which come from nature, like the wind, sun, and water. They are energies which are replaced. Non-renewable energies, like coal and oil, are also from nature, but they are not replaced. They also harm the environment.

1 Complete the table with the energies in the box

coal solar energy oil water energy wind energy natural gas

Renewable energies	Non-renewable energies

In the last lesson, we looked at wind energy. Now let's look at hydroelectricity.

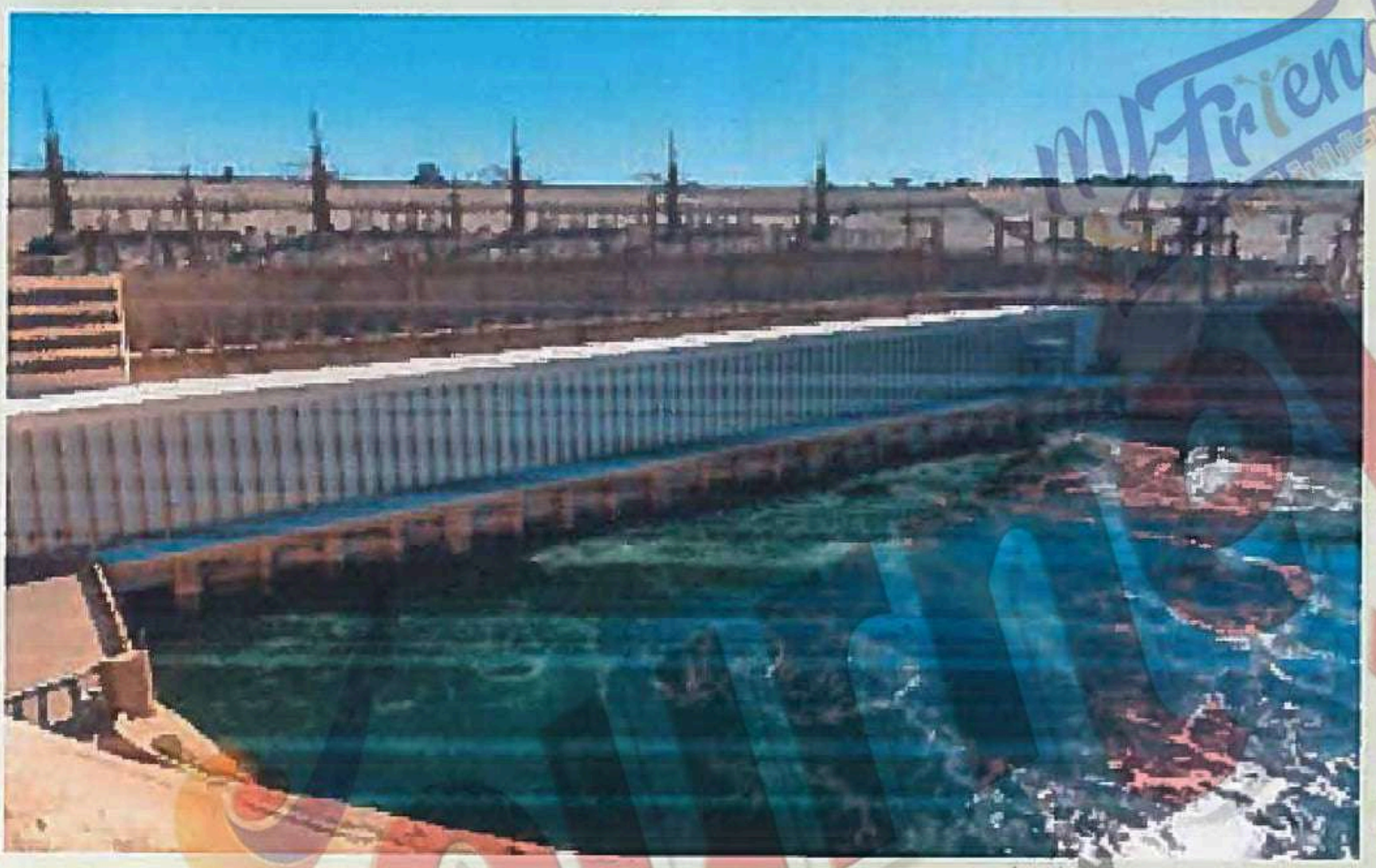
1 Do you know where this is? What is it?

2 Why is hydroelectricity a clean energy?

Hydroelectricity is a very exciting renewable energy. It happens when water moves quickly, then stops in an area called a '**reservoir**'. When the gate of the reservoir opens the force of the water turns a wheel, and this creates electricity. It is clean and cheap, and does not pollute the air!

3 **Read the text. Why is the Aswan hydroelectric dam important to Egypt?**

The High Dam in Egypt helps the people a lot. Its **reservoir** is very big. It brings irrigation to people in Egypt and Sudan. It helps the farmers to grow crops which need a lot of water, like rice and sugarcane. It controls flooding. It helps with drought because it stores water. It provides clean energy so it protects the environment. It brings many good things to Egypt.



4 **Read the text again. Match the questions and answers**

1 Why is the High Dam important?	a Because it provides clean energy.
2 What crop needs a lot of water?	b It stores water for when there isn't enough rain.
3 How does it help with drought?	c It brings irrigation to Egypt and Sudan.
4 Why doesn't it pollute?	d Rice and sugarcane.

UNIT 12

LESSON 3

Erosion

5 **The photos show an environmental problem. What do you think it is?**

6 **Listen to the expert talking about erosion. What is erosion?**

LANGUAGE FOCUS

Before you listen again, check you know these words:

nutrient *soil* *crop*

7 **Listen again. Answer the questions**

1 Why is erosion bad for farmers?
2 Name one place where erosion often happens.
3 Say how humans can cause erosion.
4 Say how humans can control erosion.

8 **Does erosion happen in Egypt? Talk to your partner**

PRONUNCIATION

9 Look at the photos. Complete the 'ion' words. Listen and check

1 c_____

2 i_____

3 p_____

LANGUAGE FOCUS

We add 'ion' to some verbs to make a noun, e.g.

pollute ⟶ *pollution*

Sometimes we have to change the word slightly to make the noun:

erode ⟶ *erosion*

10 Make the nouns from the verbs

1 transport transportation

2 erode _____

3 celebrate _____

4 invite _____

5 inform _____

5 Read and complete the following sentences

1 The High Dam is very big. Search for more _____ online.

2 When water or wind picks off small pieces of earth, we call it _____.

3 Hana sent us an _____ to go to her birthday party next week, but we have a lot of exams.

4 The Metro is my favorite _____. It is fast and clean.

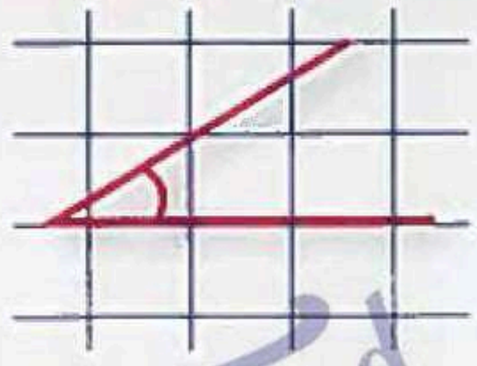
My Friend
Journey
سلسلة كتب مدرسية فرنسية

UNIT 12

LESSON 4
MATH CLIL – ANGLES

Did you know?

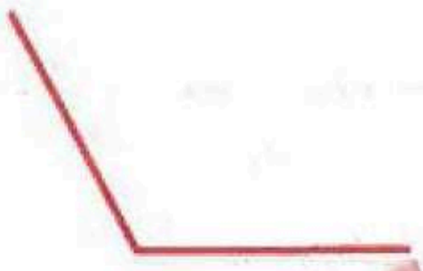
An angle is an amount of space between two straight lines. We measure it in degrees.



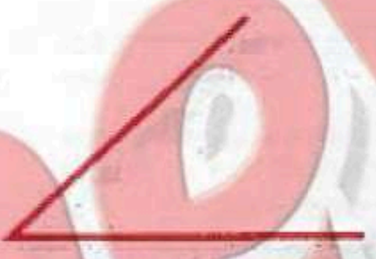
There are three angles – **right angle**, **acute** angle, and **obtuse angle**.

A right angle is 90 degrees:

An obtuse angle is bigger than a right angle:



An acute angle is smaller than a right angle:



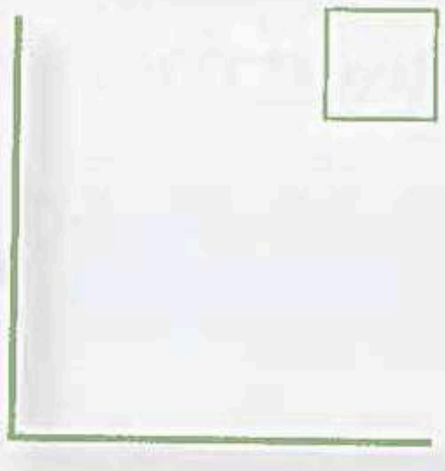
1 Look and identify the angles, then complete the table

Number	right angle	acute angle	obtuse angle
1	✓		
2			
3			
4			
5			
6			

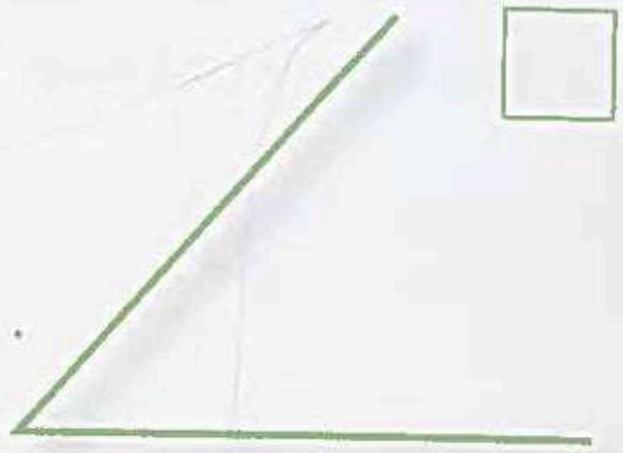
سلسلة كتب ماي فرند

2 Look and write if they are R (right angle), O (obtuse angle) or A (acute angle)

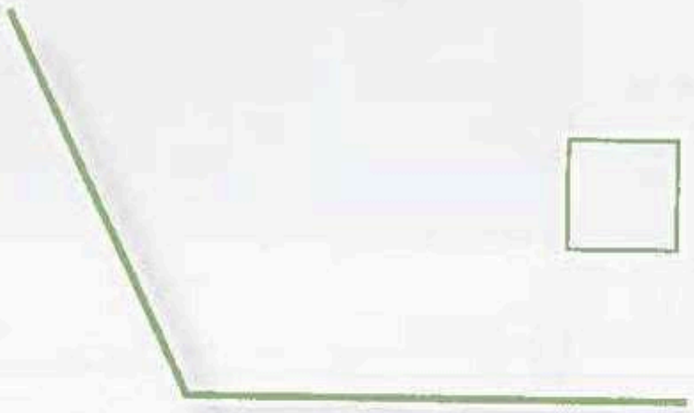
1 ☐



2 ☐



3 ☐



3 Walk around the classroom and find as many different angles as you can. Check the correct box for every one you find. Which angle is most common in your classroom?

right angle	acute angle	obtuse angle

Now draw an example of each angle:

My Friend
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Journey

UNIT 12

LESSON 4 THE NEW BIKE

4 Read the story quickly. What does Shehab do?

Tomorrow is my sister Lara's birthday. I want to give her a present but I have no money. She really wants a bike and then I remember – we have an old bike in the shed!

I love recycling and think I'm a toy doctor. I take the bike from the shed and clean it. I remove the old metal. This takes a lot of time because it's very old and brown. I talk to my uncle and he gives me some special paint to protect the bike. Then I paint it pink, my sister's favorite color. I put a new seat on the bike – it's leather and brown. I put a basket at the front of the bike so my sister can put her toy cat in there when she rides her bike. I took a photo of the bike so you can see it – what do you think? How many angles can you see? Do you think she'll like it?

Shehab

5 How much can you remember? Answer. Then read and check

1 What does Shehab fix?

2 Where does he find it?

3 Why does he fix it?

4 What changes does he make?

سلسلة كتب مدرسي فرنز

Think!

Why was it important for Shehab to work on the bike?
What do you think his sister thinks?

6 Look at the things below. Put them in the correct order and say why they are important to the story

1

**7 What would you say if you were Shehab's sister? Would you like the recycled bike or a new bike? Why?
Write 3 sentences**

Giving my opinion

I think/feel that ...

In my opinion ...

It is clear/obvious that

سلسلة كتب ماي فرند

UNIT 12

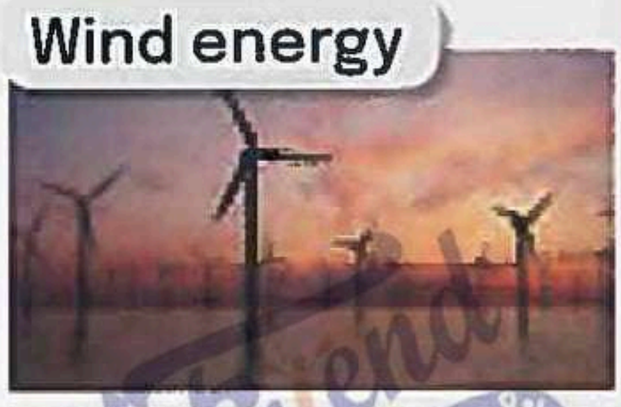
LESSON 5 WRITING

1 Look at the notes and photos. Then read the text from the notes. What is wind energy and why is it good energy?

Notes

Wind energy – wind
Wind – moves blades – makes electricity
Good energy because cheap + easy
Problem with this energy - expensive and need space

Wind energy



Wind energy

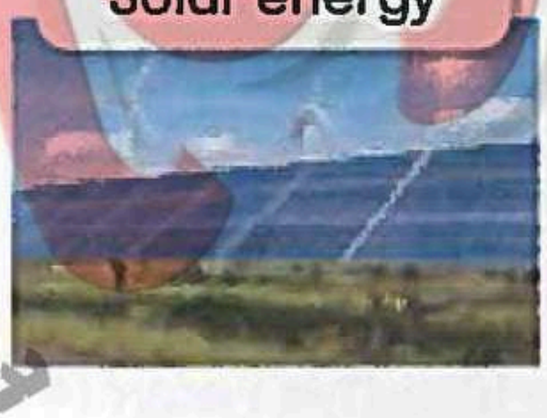
We can get energy from the wind. This happens when wind moves the blades and a generator changes this movement into electricity. It is a good energy because it is cheap and easy. The problem with this energy is that it can be expensive at the beginning. It also needs a big space.

2 Look at the notes and photos. Then write a paragraph about solar energy from the notes. Write 4-6 sentences

Notes

Solar energy – sun
sun – warms solar panels – makes electricity
Good energy because cheap + easy
Problem with this energy - expensive at first and need lots of sun

Solar energy



Solar energy

We can get energy _____. This happens when _____. Solar energy is a good energy because _____. The problem with solar energy is _____

UNIT 12

You are going to give a presentation about how we can help the environment. You will present in groups. Think of these ideas:

Recycle | Good behavior at home | Renewable energies

3 First you need to do some research. Circle the key words below that you can use for interviewing people or checking on the internet

recycle toys and other things cut down trees
renewable energies beach cleanup
energy-saving lightbulbs turn off lights solar energy
save water plant trees wind energy

4 Now choose some good photos for your presentation. You can find these on the internet

5 Make the notes below into complete sentences

Notes	Sentence
1 *Need to look after planet*	We need to look after the planet.
2 *Droughts, floods, fires – natural or humans make problems?*	Are droughts, floods, and fires natural or do humans make these problems?
3 should use more solar energy	
4 should save water	
5 should use energy-saving lightbulbs	
6 can clean the beach	
7 can recycle	
8 can fix old toys and other things so they have a new life	

UNIT 12

LESSON 6 PRESENTATION

How to present

Now you have all your information. You can prepare to present the information. The language in the box will help you organize your presentation.

Say hello	*Good morning/afternoon everyone!*
What you want to talk about	*This morning/afternoon I want to tell you about ...*
Put your thoughts in order	*First of all ...* *Then ...* *Lastly ...*
Finish your talk	*Thanks very much for listening. Are there any questions?*

1 Practice your presentation with your group. It's a good idea for everyone in the group to say something. Give feedback to your group

2 Time your presentation and make sure it's not too long

3 Give your presentation to the class. Answer your classmates' questions. Have fun!

My Friend
Total English
سلطنت سرای فرینڈ

SELF-ASSESSMENT

UNIT 12

4 Look at the photos and complete the crossword.

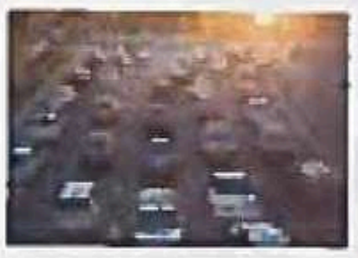
Down

1

3

4

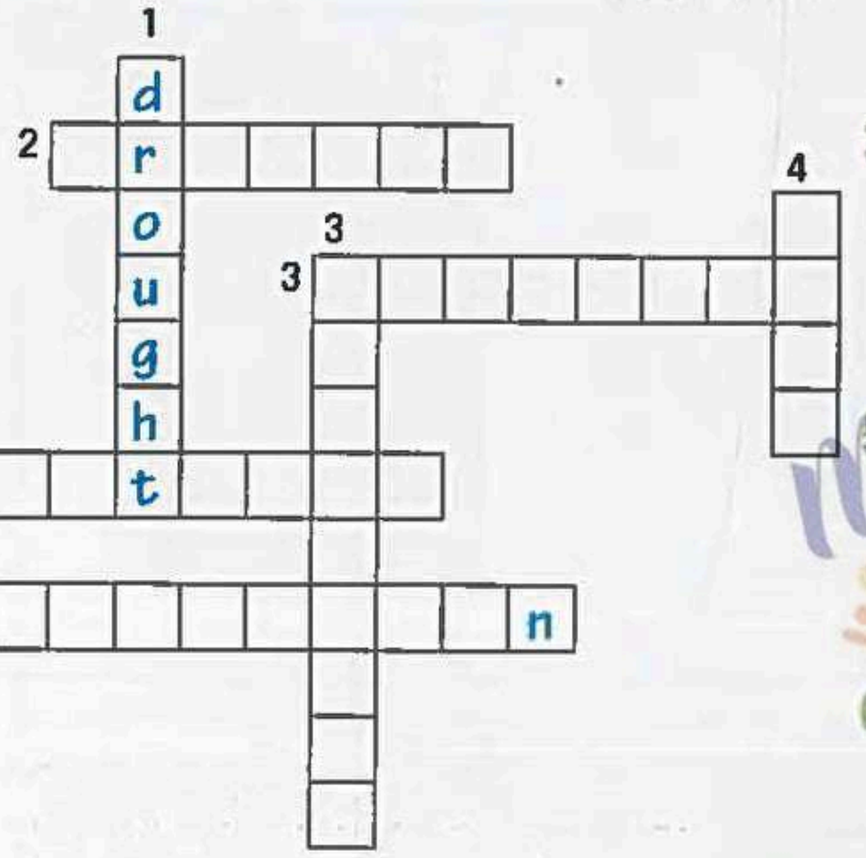
Across

2 

3

5

6



5 Write sentences with *can* to solve the problems using the word in parentheses

1 river erosion (plant trees):

We can plant trees to stop river erosion.

2 dirty beach (clean up): _____

3 broken toy (fix): _____

6 Think about Unit 12

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

My Friend
Journey
سلسلة كتب هاي فرند

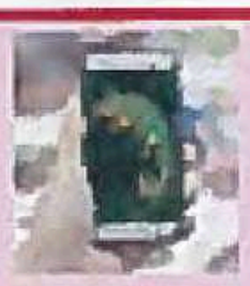
REVIEW 4

LESSON 1

1 Listen and point

START

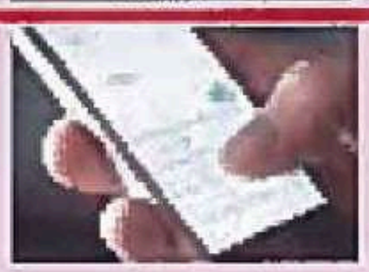
1 _____



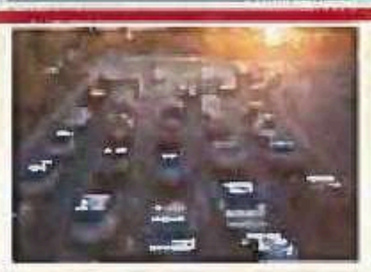
2 _____

3 _____

4 _____



5 _____



6 _____

7 _____

8 _____

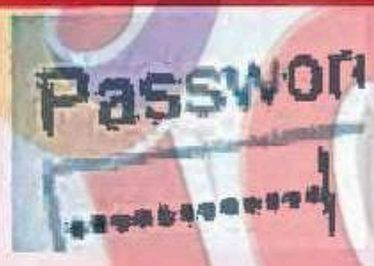
9 _____

10 _____

11 _____

12 _____

13 _____



14 _____

15 _____

FINISH

2 Look and write

3 Play and say

What's number 12?

It's a flood. What's number 15?

سلسلة كتب ماي فرند

4 Complete the text with the words in the box

logged on choose ~~tagged~~ mom should

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

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

strong password strangers be respectful
online bullying talk to an adult

LESSON 2

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

animals crowded peaceful
~~boat~~ city empty

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

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

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

My favorite transportation is _____. I like it because _____.

3 **Draw your favorite transportation**

My Friend's Journey
سلسلة كتب ماي فرينز

4 Listen and write the words you hear. Then match

1 t t a n s p o r t a t i o n

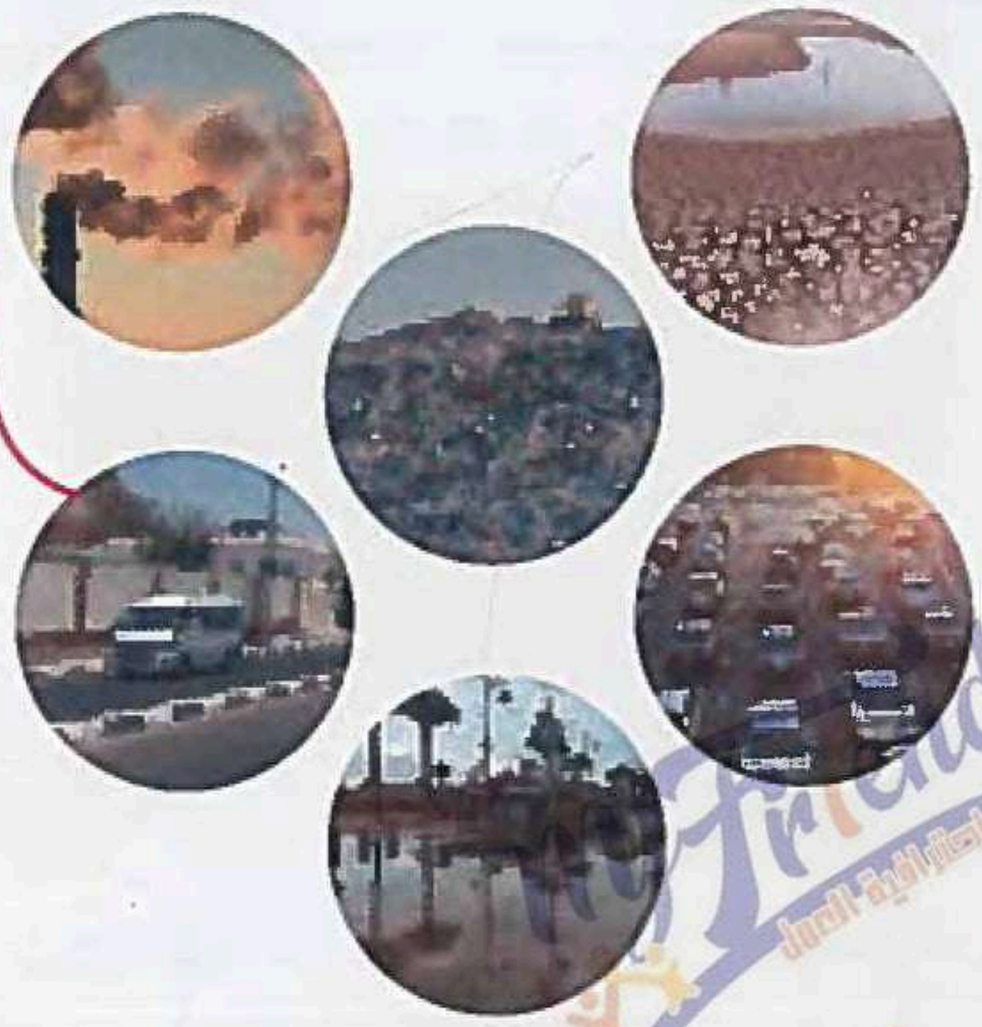
2 g _____

3 d _____

4 t _____

5 p _____

6 f _____



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

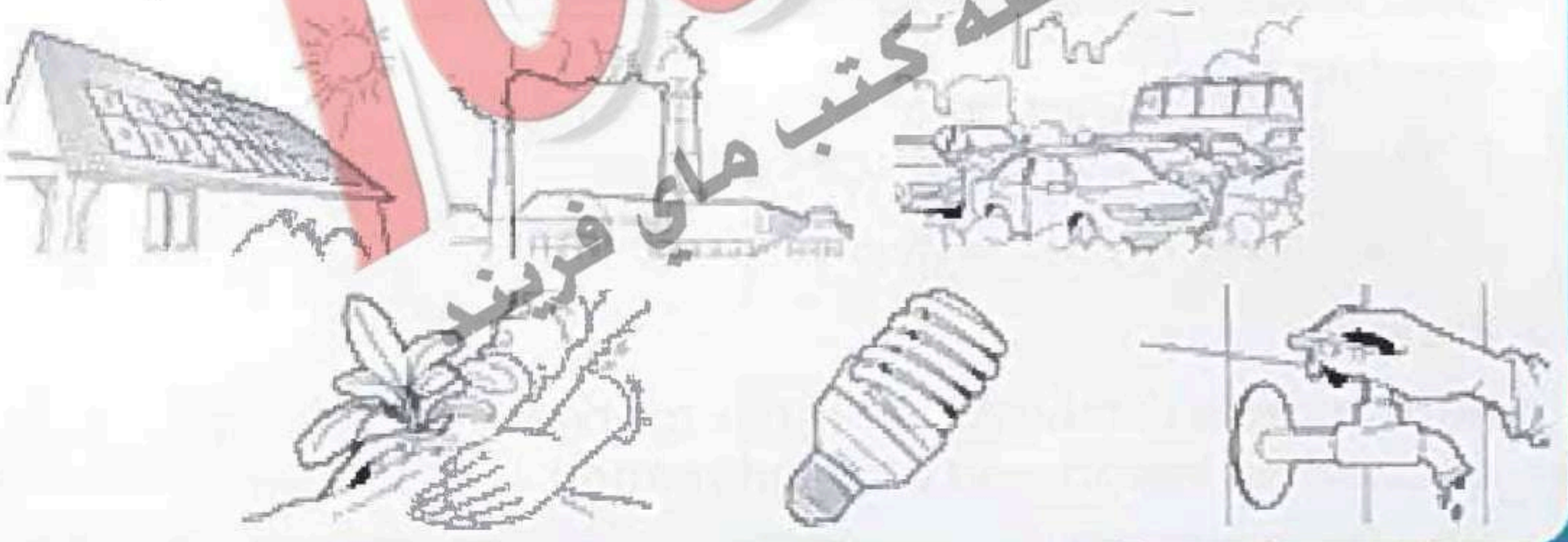
1 I _____ talk to someone online I don't know.

2 I _____ have a strong password.

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

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

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



Journey
سلسلة كتب ماي فرند

PRESENTATION

1 Work in groups. Think about how we can help the environment at home. Look at the picture and discuss

How we can help the environment at home

Many people think it is difficult to help the environment. But we can begin with little things at home.

When we leave a room we can switch off the light and turn off the faucet. We can water our plants. We can recycle our garbage. We can look after our plants and trees. If we do these things we can all help our planet.

2 Read and do

1 Draw or find some pictures you can use.

2 Make your report with your group.

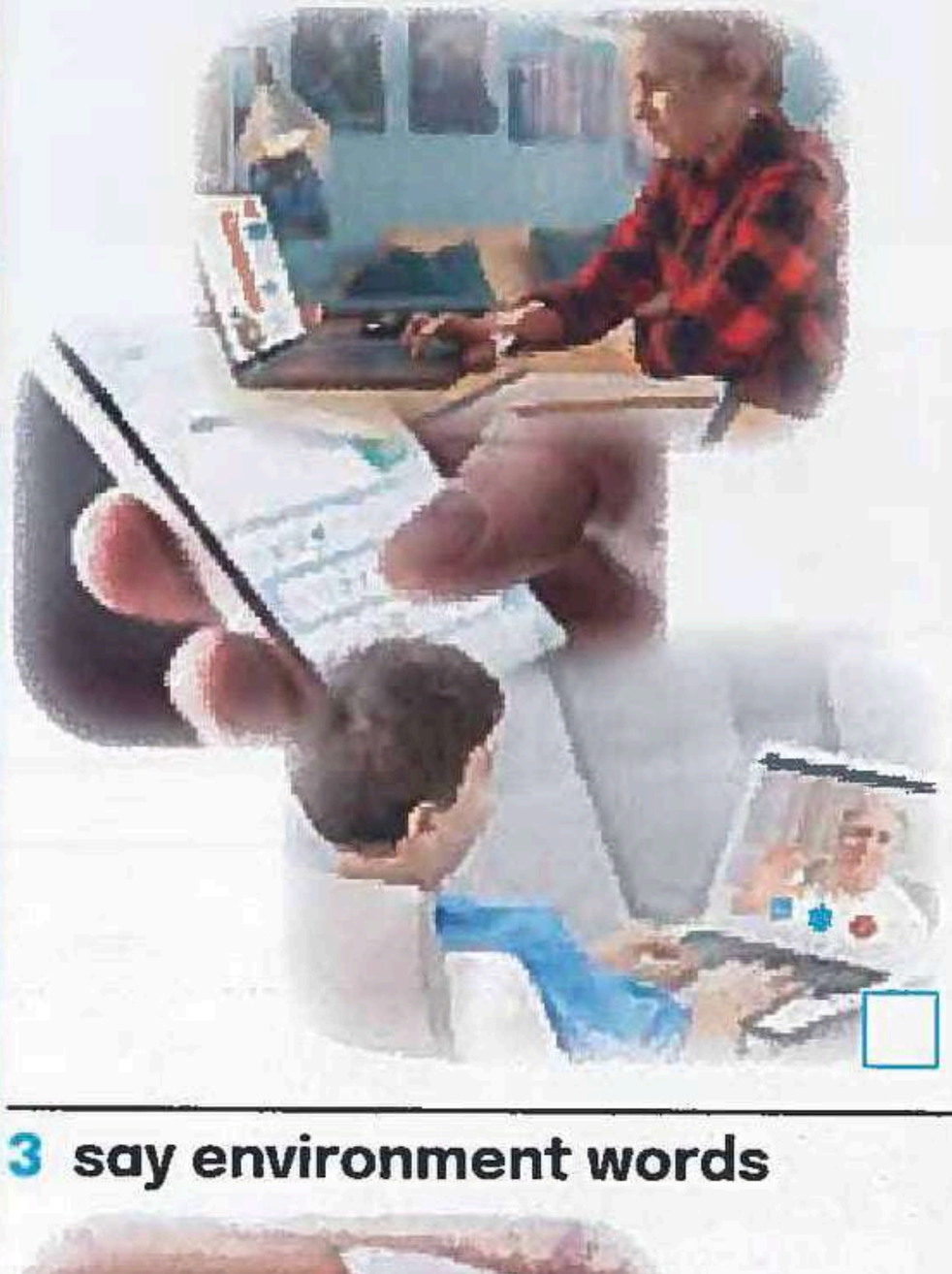
3 Present

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.

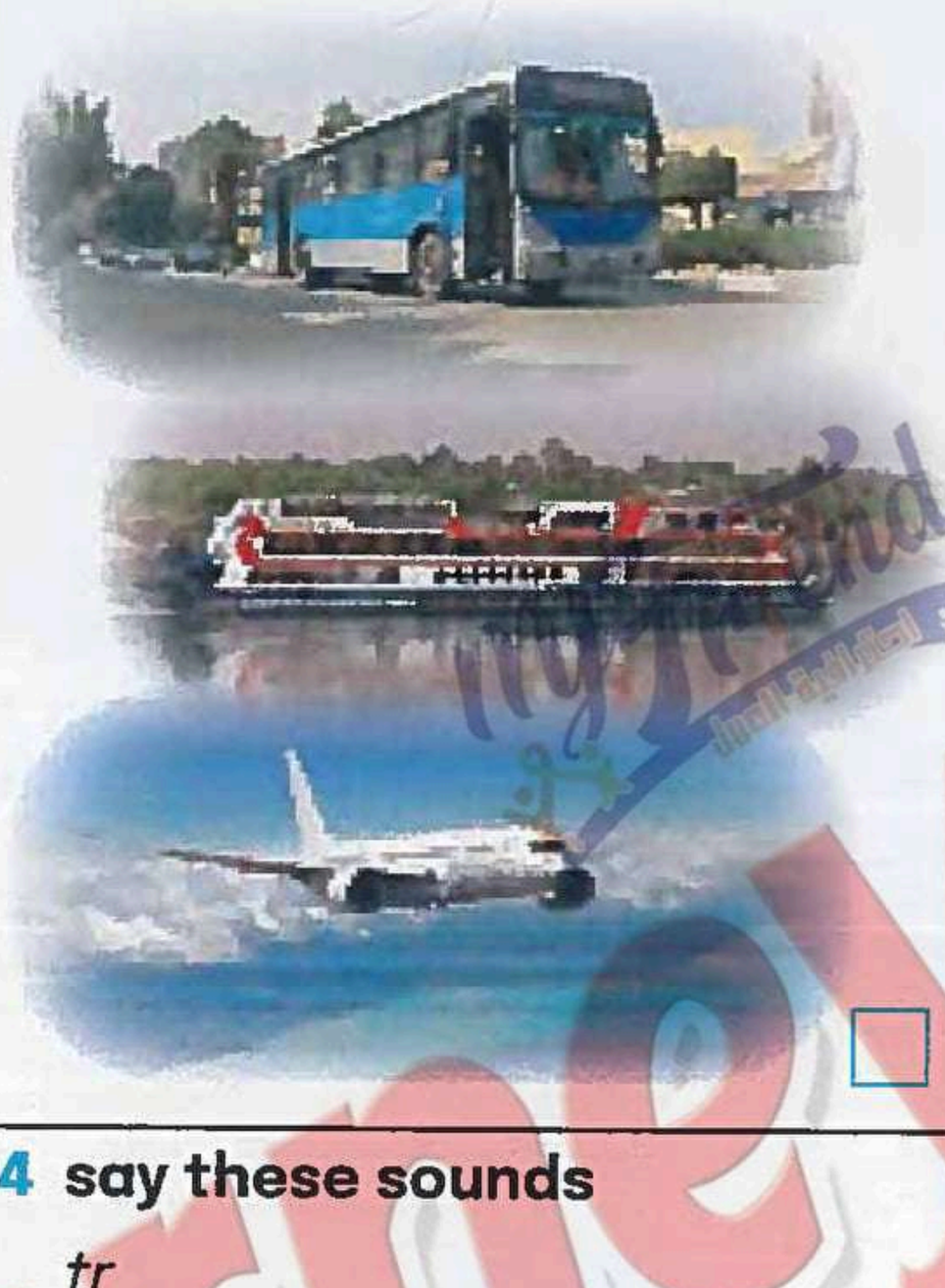
SELF-ASSESSMENT

Now I can...

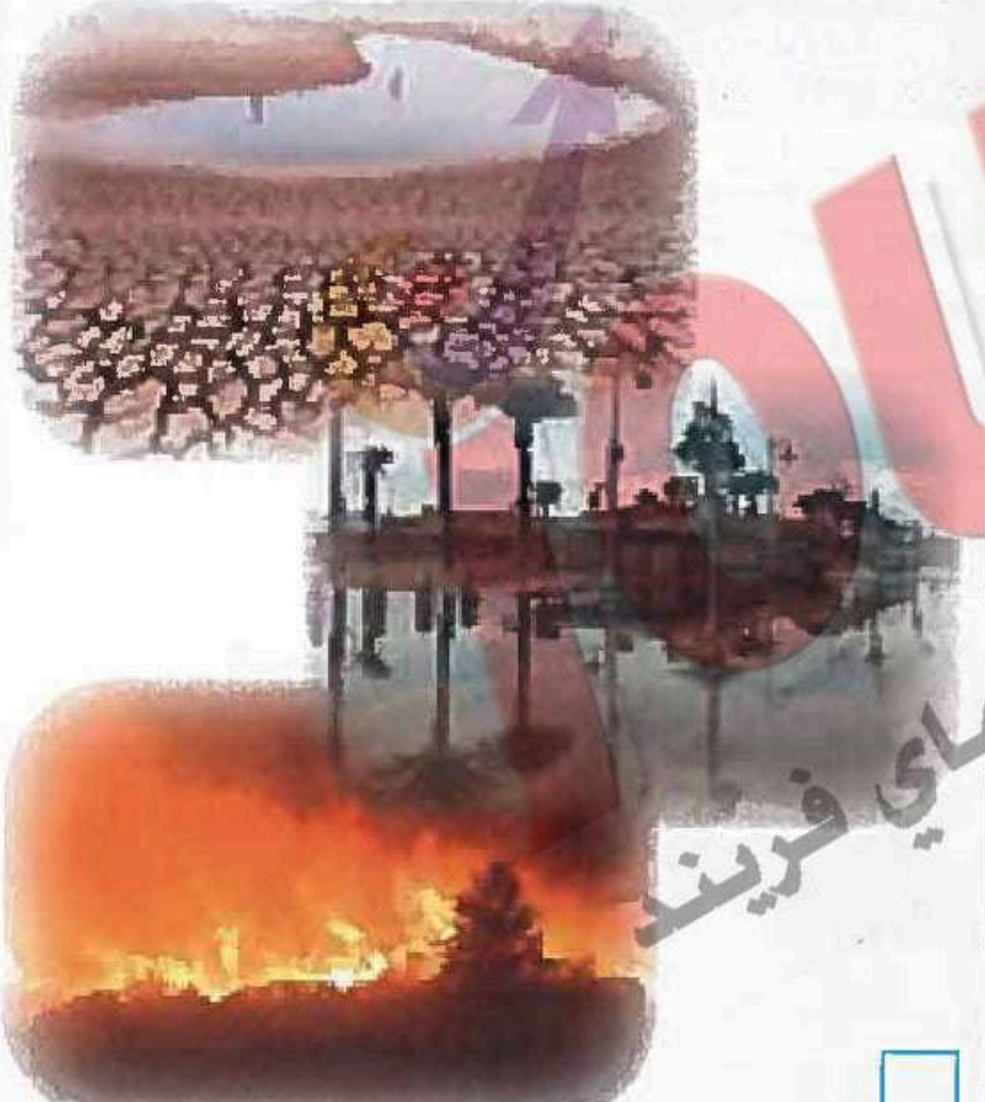
1 say social media words



2 say transportation words



3 say environment words



4 say these sounds

tr

train, tram

cr

crowd, crash

dipthongs 'ai', 'oa', and 'ea'

rain, boat, sea

'ion' at the end of words

transportation, pollution

TERM 2 PROJECT

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

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

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

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

fires clean energy electric cars recycling trash drought
hydroelectric electricity save energy plant trees save water
energy-saving lightbulbs floods

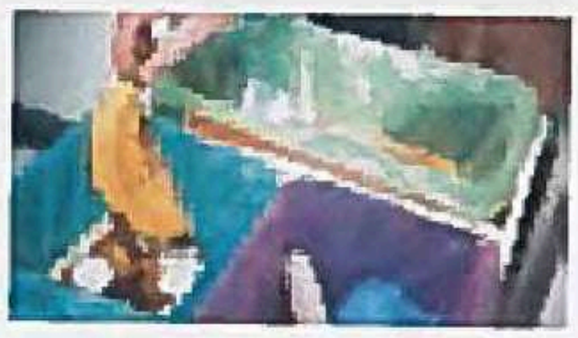
4 Work in a group. Take some notes. You could refer to the Egyptian Knowledge Bank https://www.ekb.eg/ for further information

Some environmental problems: floods, fires, ...

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

How can I help in the community: beach cleanup, ride buses ...

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



solar panel burning rice straw community cleaning trash
recycle rubbish energy-saving lightbulbs plant trees

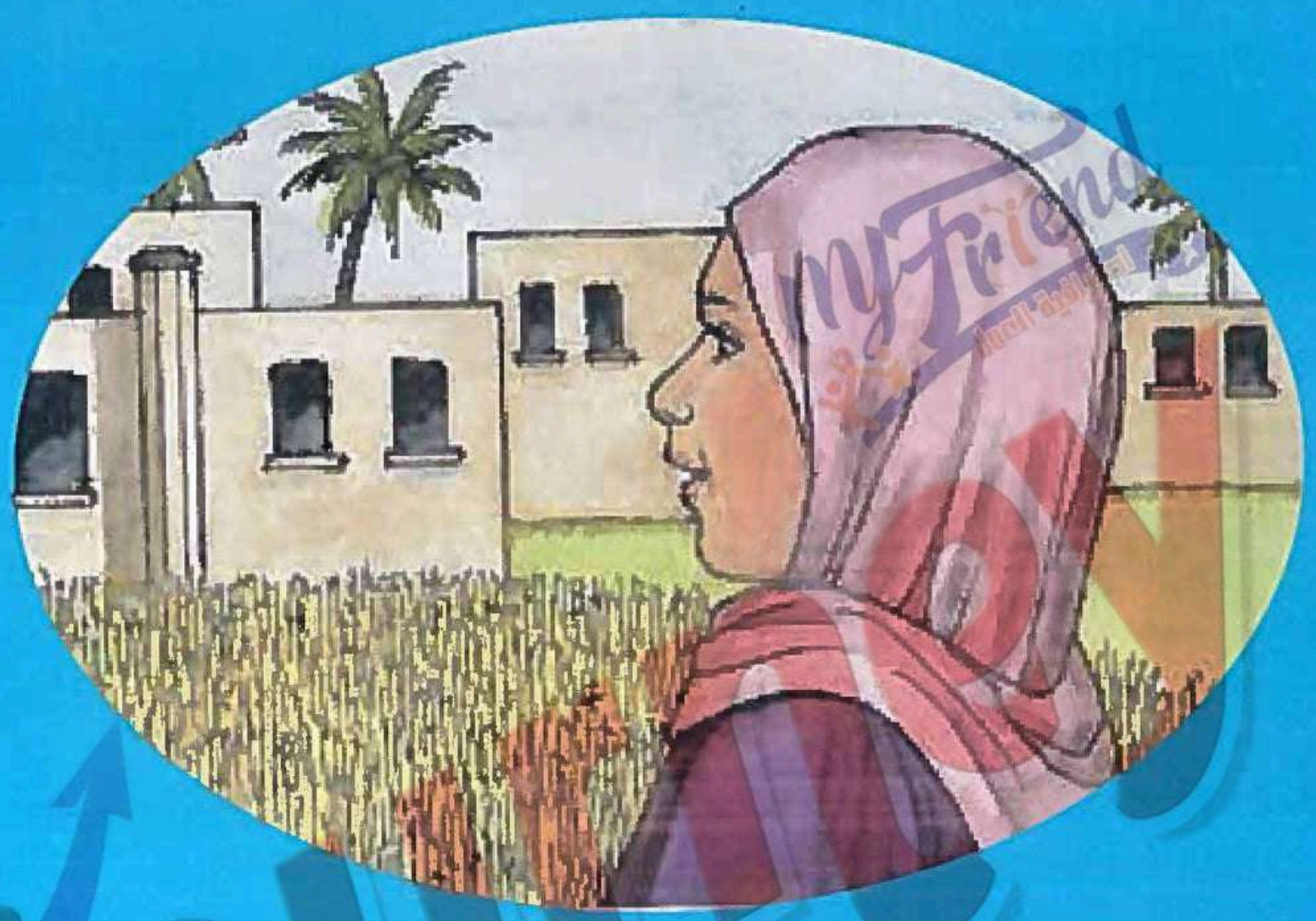
6 Work in a group. Present your ideas

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

Dear class,
I want to help the environment.
At home I want to _____
_____.
In the community I want to _____
_____.
What do you think?
I hope you like my ideas!
Your name: _____.

سلسلة كتب ماي فرينز

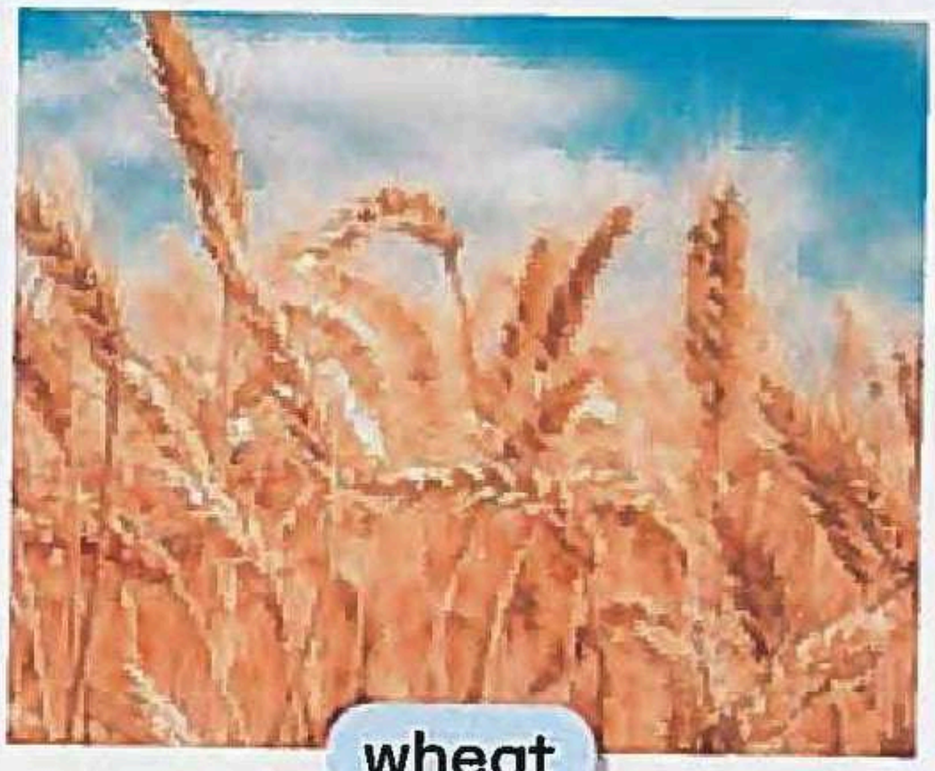
DALIA SAVES THE VILLAGE!



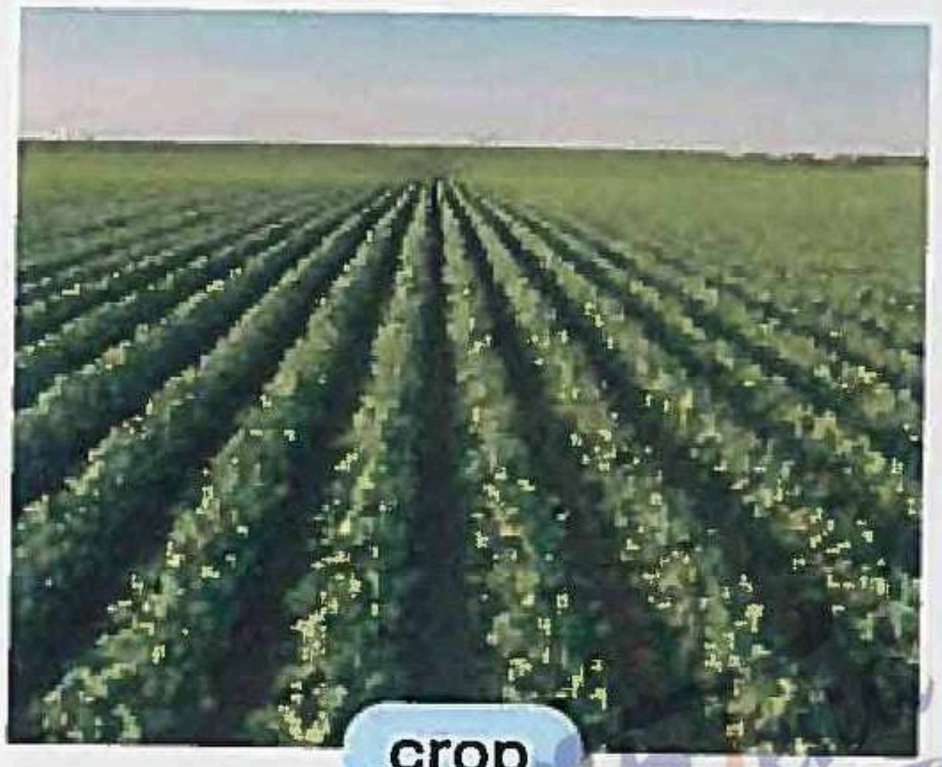
سلسلة كتب ماي فرند

BY NICOLA GARDNER

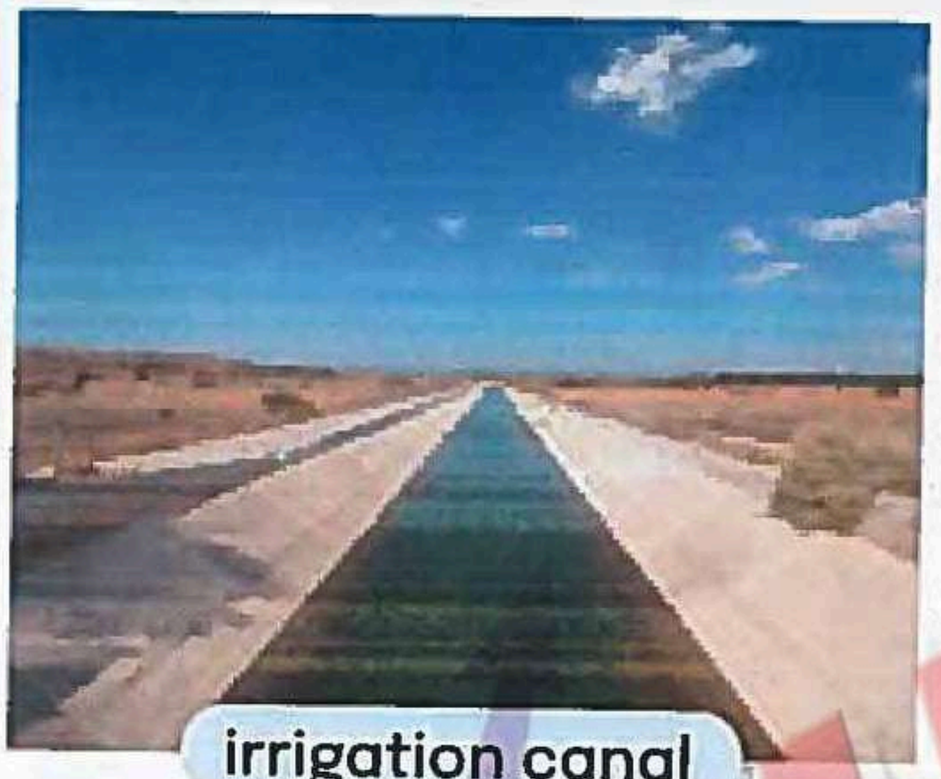
PICTURE DICTIONARY



wheat

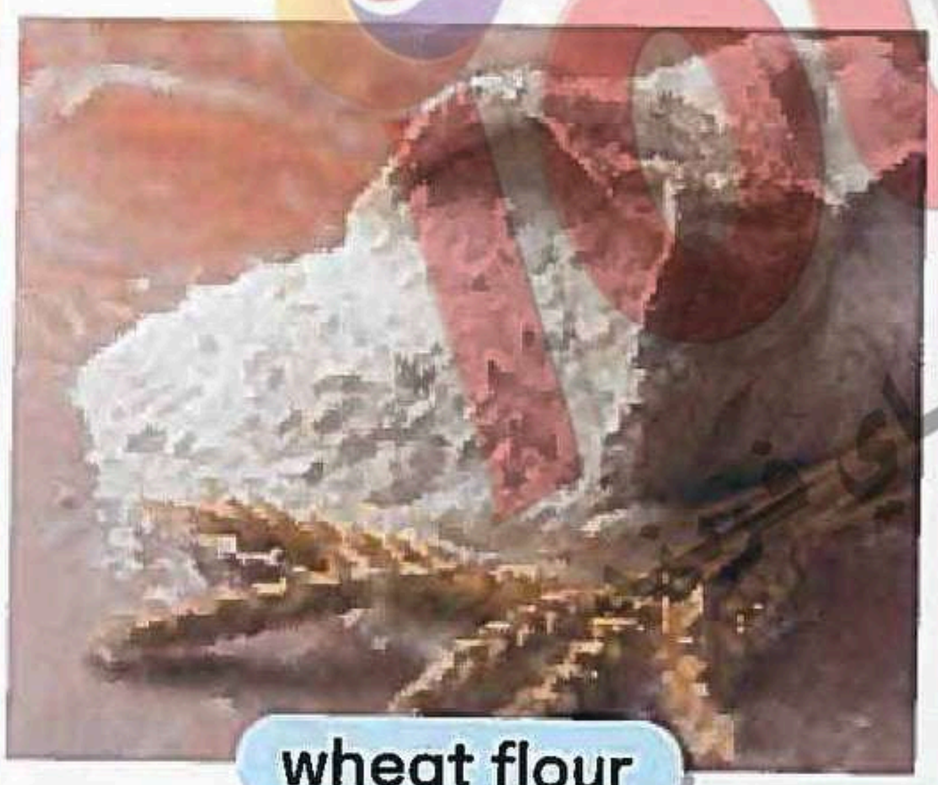


crop

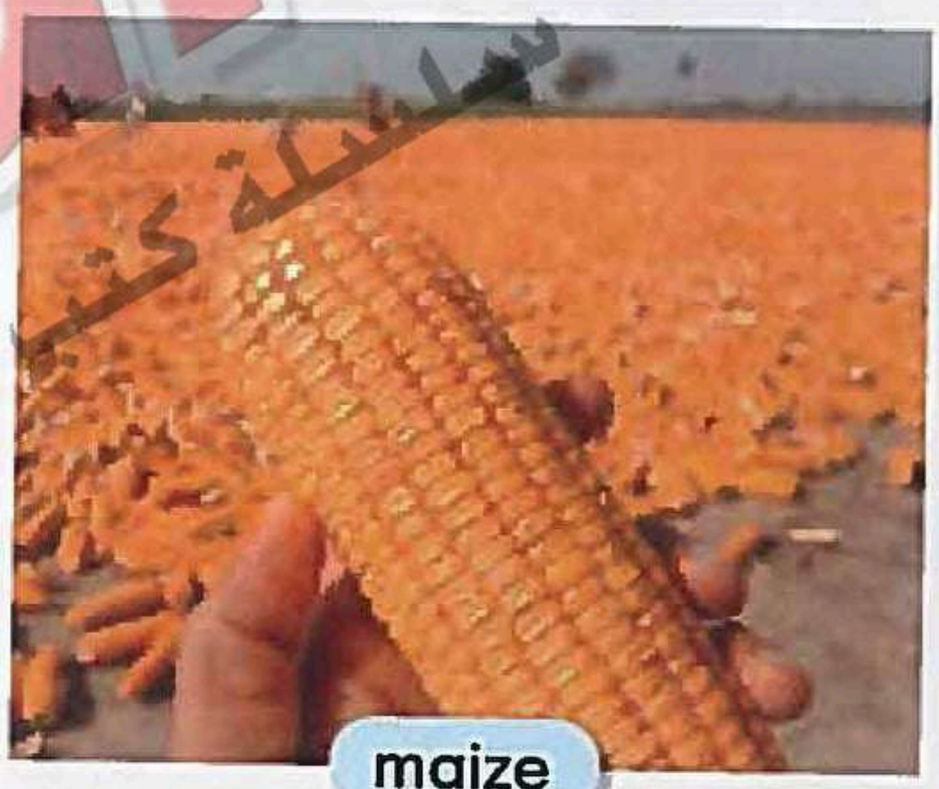


irrigation canal

irrigation



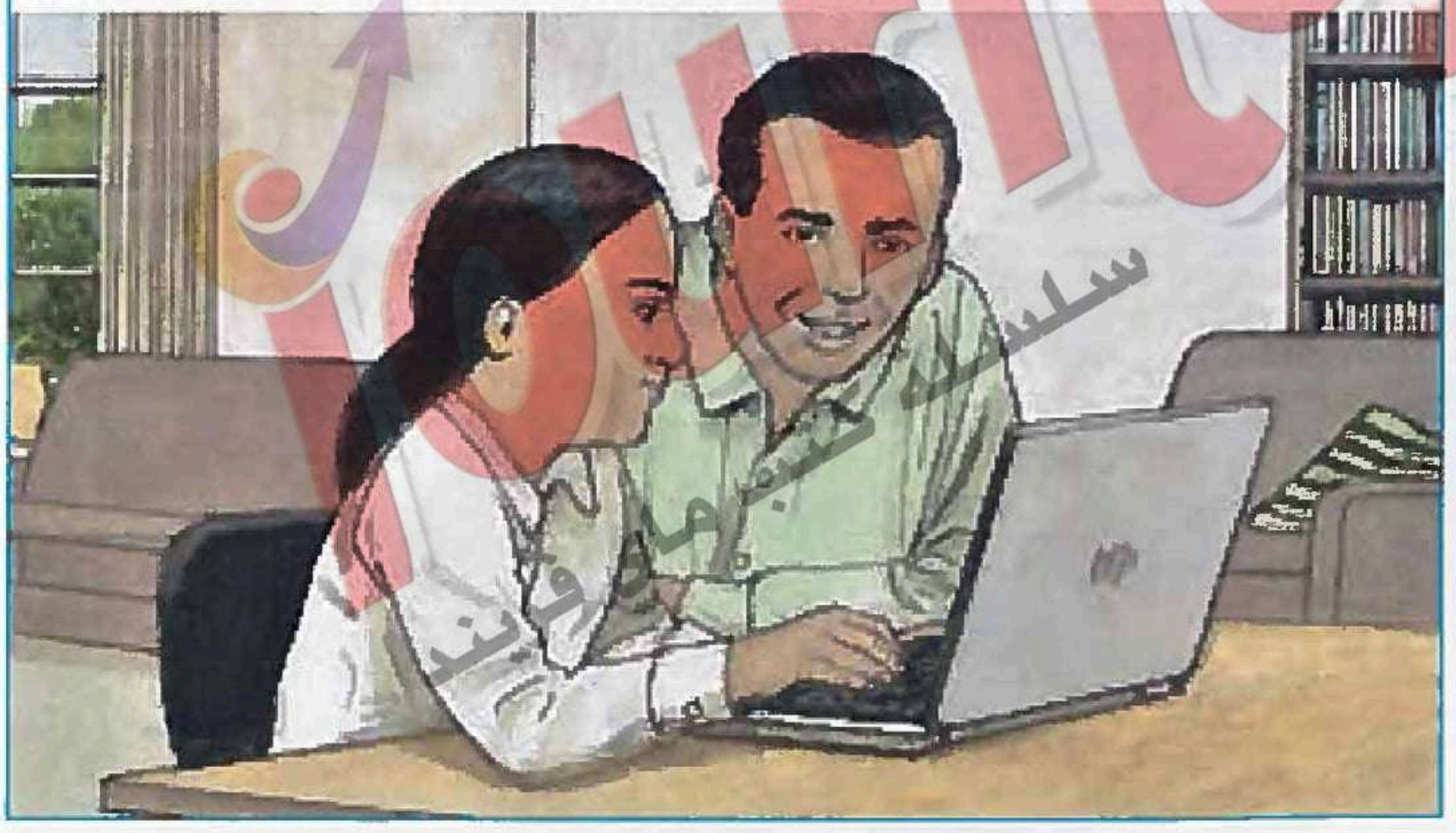
wheat flour



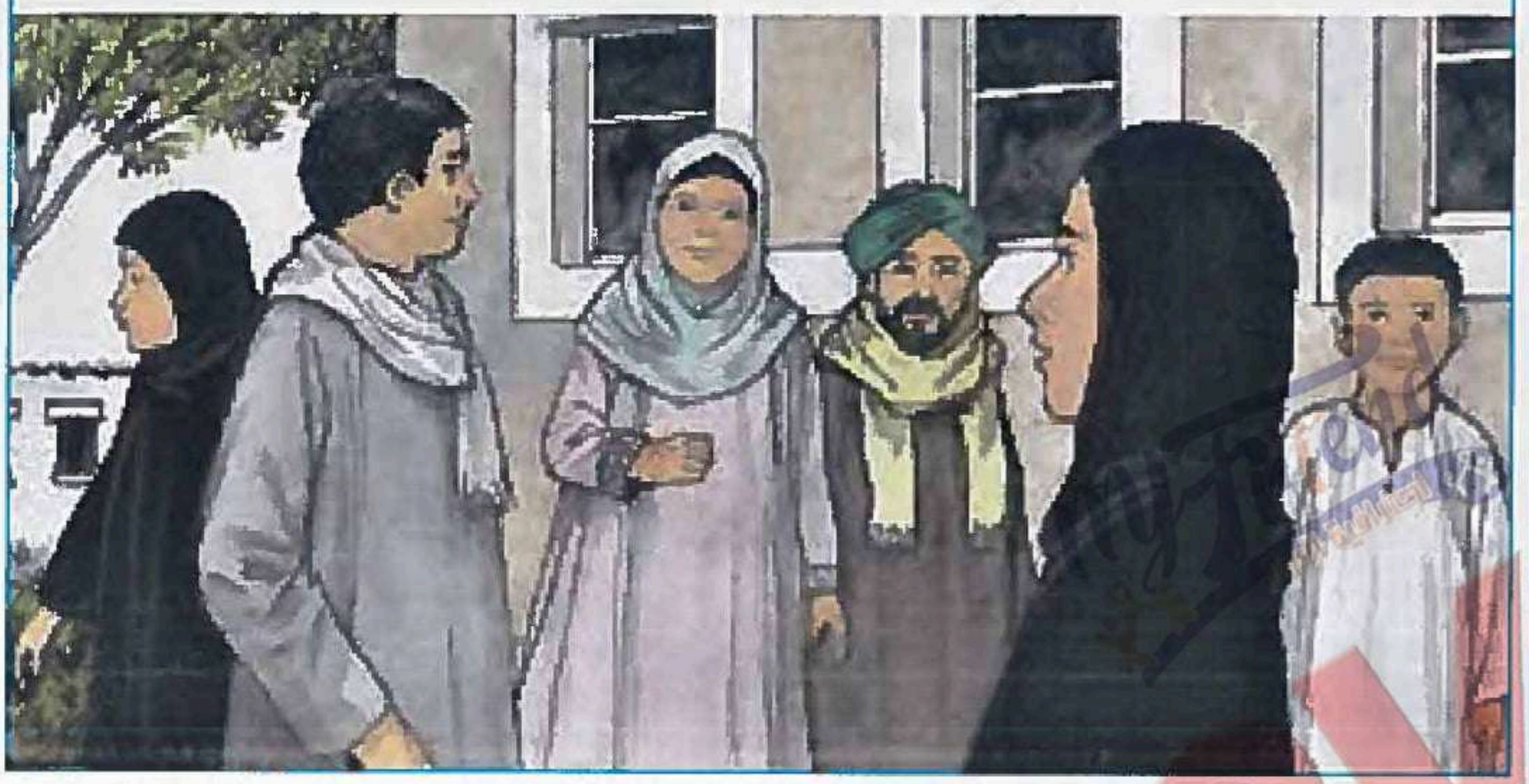
maize

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

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



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



The next day everyone gets together in the center of the village. Some people come on foot, and some by bike. Some people come by boat or by car from another village to help.

Everyone is very excited to help with the problem. They meet at Dalia's grandparents' house. Dalia's grandma gives them tea and cookies.

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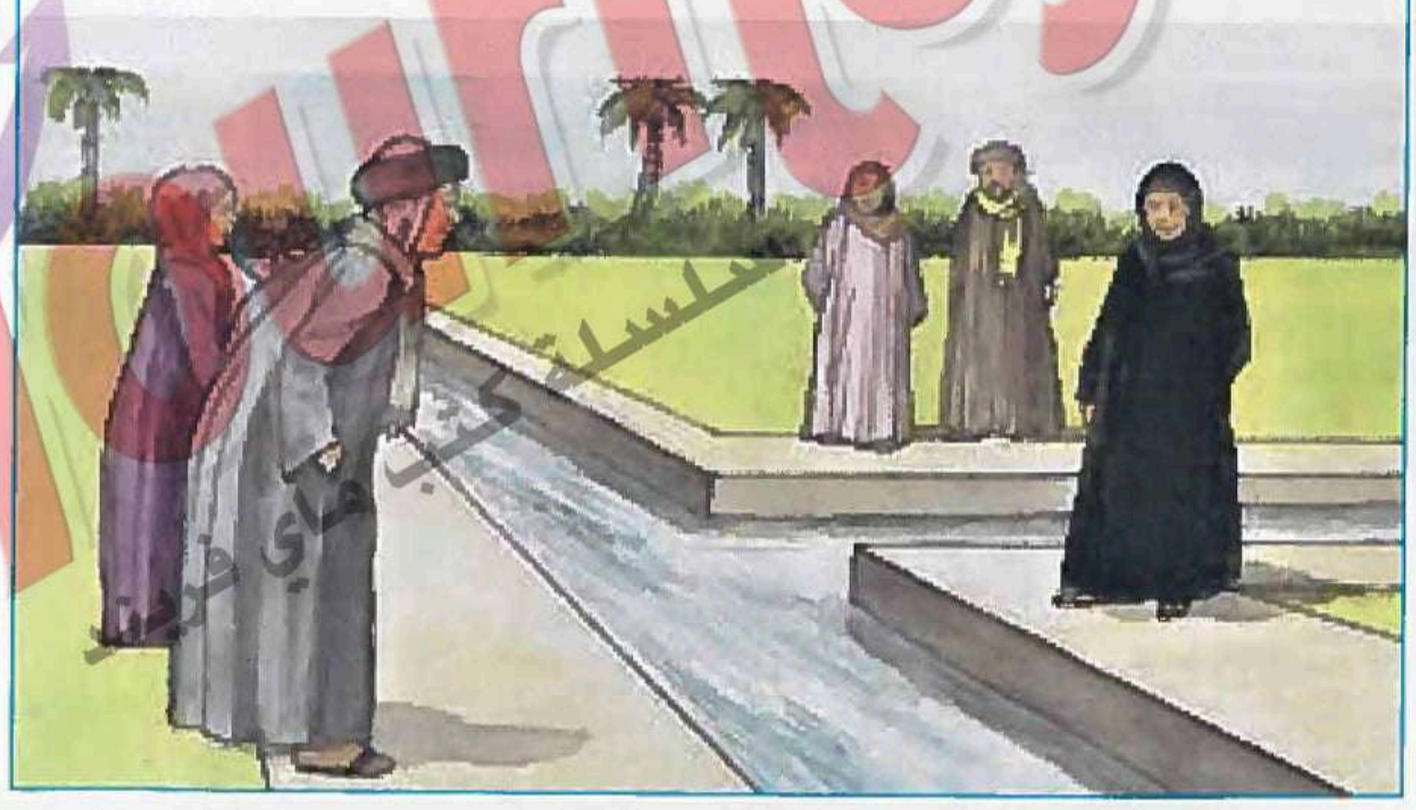
Dalia and her family go to see the problem. The irrigation canal that brings the water is **blocked** with trash - plastic bottles and **household** things. There are also some plants in the water. Tarek says, 'We need to start work and clean the water.' The water is not very deep and they start to clear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



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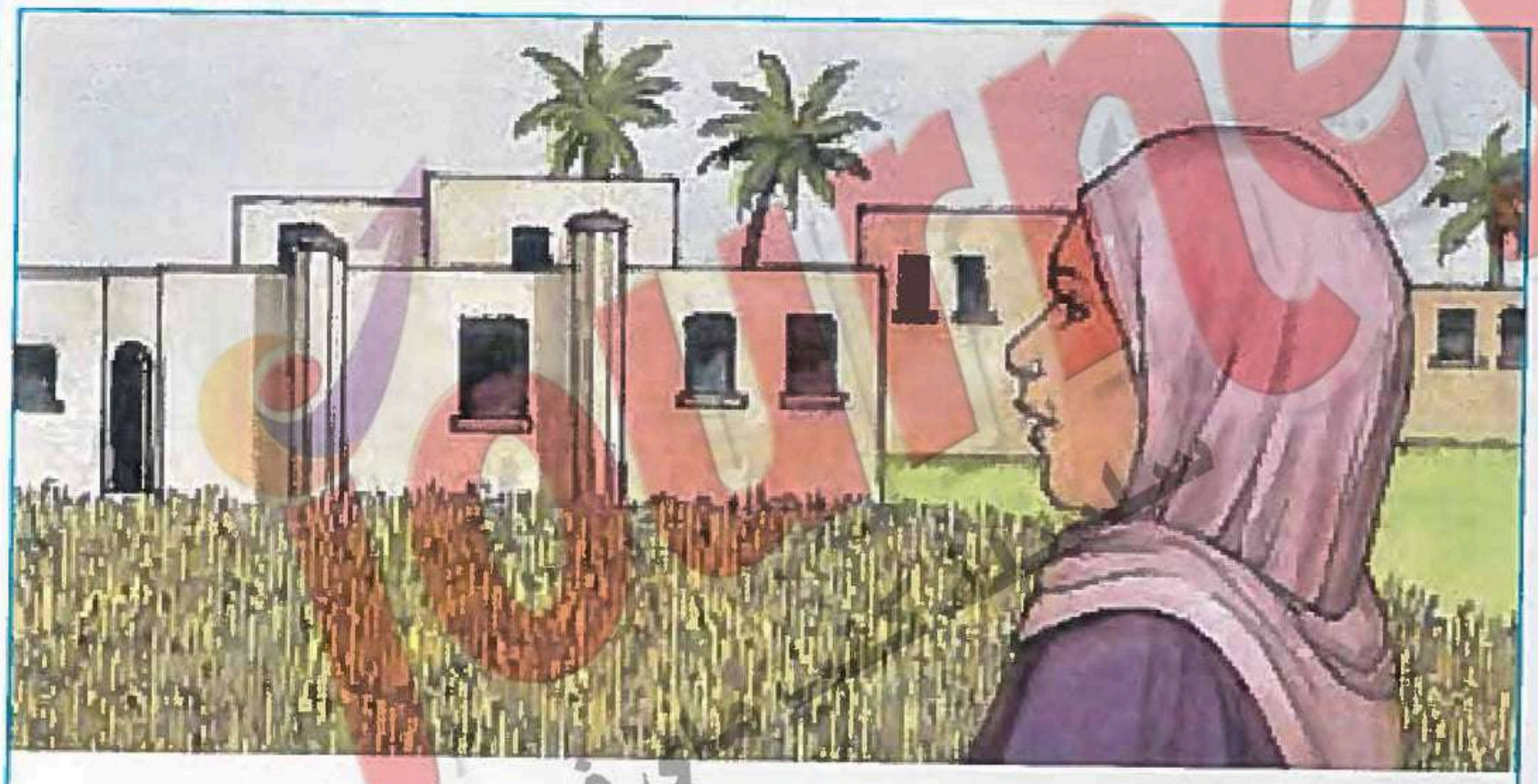
The water comes back to the village and the crops grow again. Everyone is very happy. They can grow food on their land and they can sell their fruit and vegetables to buy other things. Their lives become easier. But some of the crops are not very good.

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

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

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



In a few years, everything is better in the village.

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

CHARACTERS

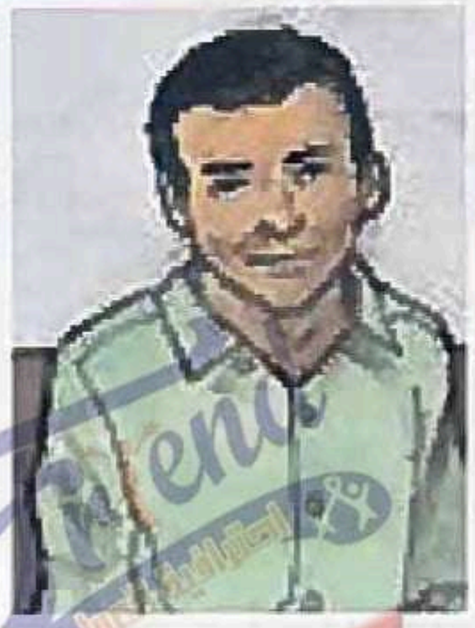
1 Look and write

Gameela Dalia Grandma Tarek Waleed Grandpa

1

2

3



4

5

6

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

1 Dalia is still at school. ☐

2 Tarek is Dalia's cousin. ☐

3 Waleed is Dalia's dad. ☐

4 Dalia's grandma makes delicious cookies. ☐

5 Tarek helps the village with a problem. ☐

6 Dalia is a helpful girl. ☐

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VOCABULARY

3 **Complete the crossword with the words in the sentences**

1 We use _____ to make bread.

2 Dalia says the villagers should plant _____.

3 Grandma makes _____ cookies.

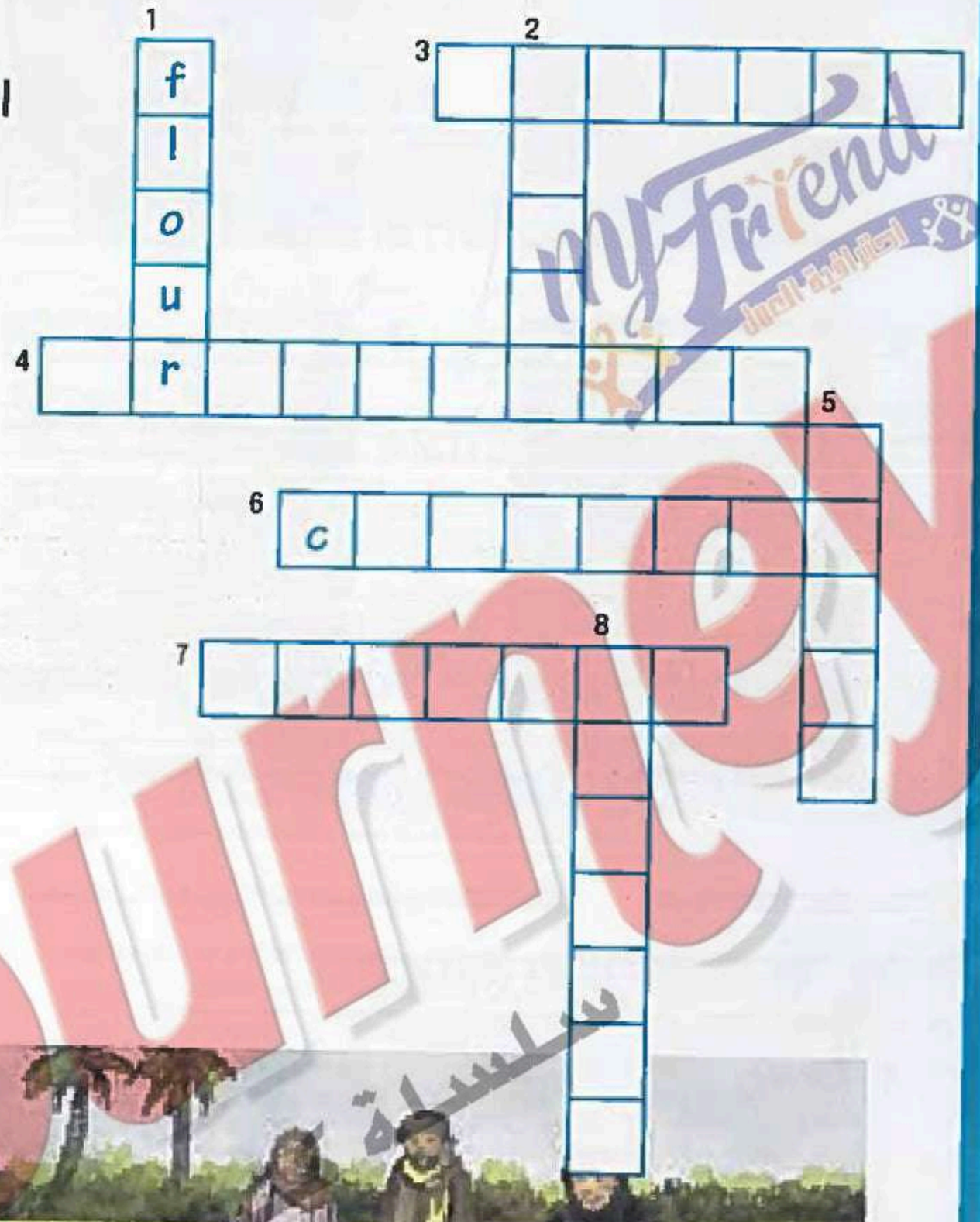
4 The _____ canal in Dalia's village was blocked with trash.

5 The irrigation canal was blocked with _____.

6 Dalia contacted family and friends on her _____.

7 Dalia and her family live in a _____.

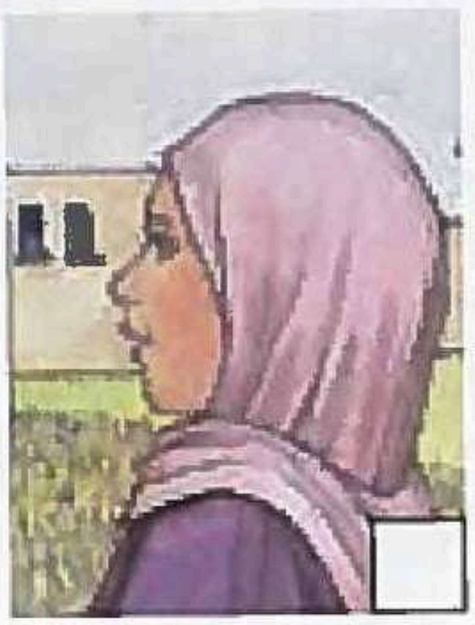
8 _____ gives everyone tea and cookies.



EVENTS IN THE STORY

4 Look and put in order

a



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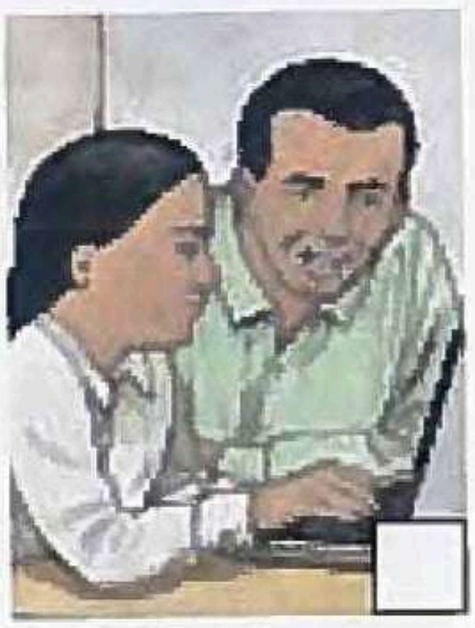
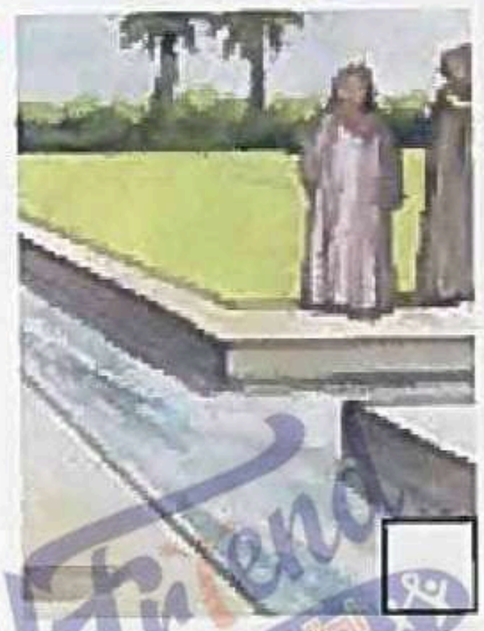


c



d

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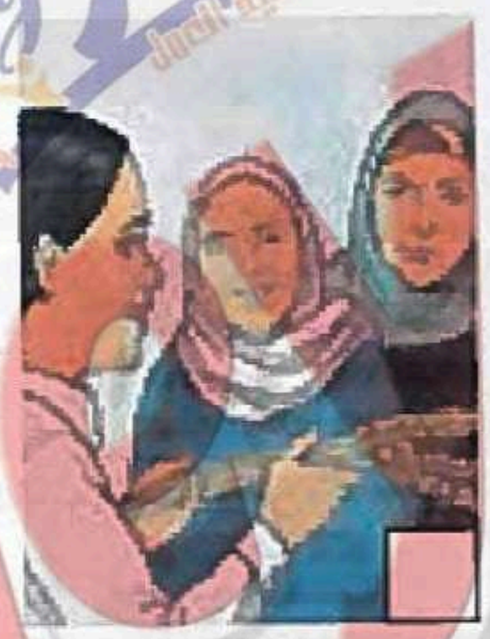
f



5 Read and match

1 Dalia	a see Dalia's message on social media.
2 Gameela	b cleans the canal with the others.
3 The villagers	c talks about the problem with her husband.
4 Tarek	d does research on her computer.

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6 Read and complete

trash irrigation canal household plan agriculture awesome

1 The _____ brings the water to the villages.

2 Mom went to the market to buy cups, plates, and other _____ things.

3 Amir had a great _____ for how to make his team win.

4 People drop _____ into the river and it becomes polluted. The plants and animals die.

5 Mom's cake is _____! It tastes so good!

6 Mr Fawzy wants to study all about plants and _____.

7 Problems in water can cause _____ problems.

7 Read and answer

1 Why is Dalia an important person in the story?

2 Who do you think helps Dalia the most? Why?

3 Do you know anyone like Dalia? Describe them below.

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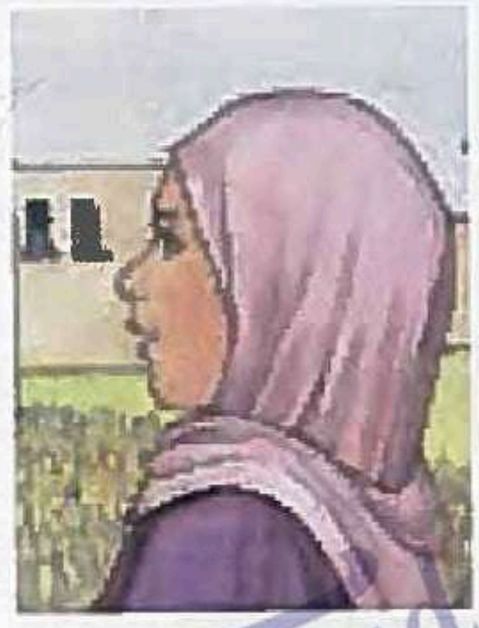
8 **Dalia had a problem to solve. What was it? How did she solve it? Look and complete**



What was the village's problem?

What was Dalia's solution?

What was the process?

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

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

How What When Where Why

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

Dear Mrs Nawal

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

I talked to _____.

I went to _____.

We cleaned _____.

I talked to the villagers. I said _____

_____.

Dalia

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