



"تهدي وزارة التربية والتعليم والتعليم الفني هذا الكتاب، بكل الحب إلى الأطفال والأسرفي جمهورية مصرالعربية."

"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION DEDICATES THIS BOOK, WITH LOVE, TO THE CHILDREN AND FAMILIES OF THE ARAB REPUBLIC OF EGYPT."

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Ministry of Education and Technical Education New Administrative Capital Cairo, Egypt

Name	:
Class	:
School	·

TERM 1 SCOPE AND SEQUENCE

Unit	Vocabulary	Language In Use	Skills	Life Skill(s)	Core Value(s)	Integrated learning Activities
1. The Five Senses	Taste, smell, see, hear, touch, senses, energy, habits, sharp mind, owner, greedy, coin, jingling, share	Present Simple Affirmative	Reading: Informational text about healthy habits. Story about sharing food. Writing: Clear and meaningful sentences using the present simple tense, and sequence words Listening: Dialog about senses Short and long vowel sounds Speaking: Discuss health habits Short presentation about eating habits	Personal hygieneHealthy habits	Responsibility kindness	Presentation about healthy eating habits
2. My Community	Collect, volunteer, feed, community, neighbor, neighborhood, solution, trash bin, traffic, culture, festival, harvest, turban, sugarcane, Nubia, train station, history	Present Simple Negative/ Question	Reading: Dialog about helping community Informational text about Egypt Writing: Diary entry about community's history Poster about solutions to community problems Listening: Conversations about helping the community Differentiate between /f/ and /v/ sounds Speaking: Share experiences about community's history and traditions. Discussing problems and solutions.	· Community service · Problem solving	• Cultural identity • Belonging	Poster about finding a solution to air pollution

Unit	Vocabulary	Language In Use	Skills	Life Skill(s)	Core Value(s)	Integrated learning Activities
3. Animals In Our World	forest, park, guide, elephant, monkey, giraffe, zebra, bear, vet, challenge, owner, safe, birds, hunt, weak, catch, trick, pretend, cave, footprint, learn, lay down, endangered, Arabian Leopard, dugong	Comparative	Reading: Informational text about helping animals. Read a short story with a clear moral lesson and identify the main idea Writing: Report about endangered animals Listening: conversations about animals between the consonant blends /fr//dr//pl/ Speaking: speak about animals and their daily habits	· Critical thinking · Environmental awareness	· Respect for life	A collage of endangered animals
4. Egypt- My Homeland	Pyramids, Nile River, Cairo Tower, Egyptian Museum, treasures, Khan El Khalili Bazaar, tour guide, tourists, gifts, borrow, post office, shopping mall, store, restaurant, tent, mountain, monastery, adventure	Prepositions of Place	Reading: Informational text about places in the city Writing: Write a blog post about a famous place in Egypt Listening: Dialog on famous places in Egypt Differentiate between /p/ and /b/ sounds. Speaking: Describe places in Egypt	· Identity · Exploration	Citizenship	A leaflet about Siwa Oasis

Unit	Vocabulary	Language In Use	Skills	Life Skill(s)	Core Value(s)	Integrated learning Activities
5. A Day At Work	doctor, nurse, teacher, engineer, firefighter, police officer, design, stop fires, save people, mentor, wildlife, photographer, puppets, voiceover actor, build, regret, carelessly, repair, board, nail, hammer, carpenter	Superlative Adjectives	Reading: Informational text on interesting jobs Story on work ethics and integrity Writing: Write non-fiction text about jobs Listening: Dialog about roles of different jobs Recognize long vowel sounds with silent 'e' Speaking: Talk about different jobs.	Team work	Responsibility	Create origami uniform
6. The Hundred Dresses	Dress, closet, playground, competition, drawings, medal, sign, letter, announce, winner, popular, absent, notice, apologize, behavior, bullying	_	Reading: Setting, character and events in a story Writing: Write a letter based on a story Listening: Understand the sequence of events in a narrated story Speaking: Discuss the moral lessons of a story	• Resilience	· Empathy	-

A MESSAGE FROM

THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the *Primary 4 Framework for Egyptian Learners*. This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education:

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Primary 4 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook

- Culturally Relevant Stories: Each unit features engaging fables inspired by Middle Eastern folklore, designed to resonate with students' cultural backgrounds while imparting valuable moral lessons.
- Structured Learning Activities: The textbook is organized into weekly sessions, each focusing on different aspects of language acquisition:
 - **Listening and Speaking:** Interactive storytelling, discussions, and role-playing activities enhance listening comprehension and oral communication skills.
 - **Reading and Phonics:** Phonics exercises and reading activities develop students' ability to decode and comprehend written English.
 - **Writing and Vocabulary:** Targeted writing exercises and vocabulary-building activities encourage students to express themselves clearly and expand their word knowledge.
 - **Cultural Integration:** Lessons are intertwined with cultural insights, promoting an appreciation for both the English language and Egyptian traditions.
- **Visual and Interactive Elements:** Bright illustrations and interactive components such as coloring pages, matching games, and puzzles make learning enjoyable and reinforce key concepts.
- Assessment and Feedback: Regular assessments, including quizzes, retelling exercises, and vocabulary
 matching, provide educators with tools to monitor student progress and tailor instruction to meet
 individual needs.

Commitment to Excellence:

The Ministry of Education and Technical Education is dedicated to providing high-quality educational resources that meet the evolving needs of our students. This textbook embodies our commitment to excellence in English language education, ensuring that every child has the opportunity to succeed academically and personally.

Join Us in Shaping the Future:

As we embark on this educational journey, we invite educators, parents, and students to collaborate in fostering a love for the English language and a deep appreciation for our cultural heritage. Together, we can build a brighter future where our young learners thrive in a global society while staying rooted in their rich Egyptian identity.

Best Regards,

The Ministry of Education and Technical Education.





Learning Outcomes

Speaking

- Ask and answer questions about the importance of senses
- Talk about health habits in pairs
- Deliver a presentation on healthy eating habits

Reading

- Answer questions about healthy habits
- Identify the setting and characters
- Order daily events using sequence words

Listening

- Identify vocabulary related to the five senses
- Answer comprehension questions in a listening dialog
- Recognize short and long vowels as in "pen" and "feed"

Writing

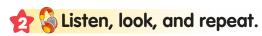
- Use the present simple tense to write meaningful sentences
- Write a daily routine using sequence words
- Plan a presentation on healthy eating habits

What are the Five Senses?



How many senses do we have? Why are they important to us?







Read the sentences and complete with the words in the box.

hear - taste - see - touch - smell

- 1. I ____ with my eyes.
- 2. I with my ears.
- 3. I with my nose.
- 4. I with my tongue.
- 5. I with my hands.

Think

How do the senses help us learn about the world?

"Let's Talk About Our Senses" Lesson





Ms. Mona and the students are talking about the five senses.

Ms. Mona: Good morning, children! What a beautiful day in the school garden.

Sami: Good morning, Ms. Mona! What will we learn today?

Ms. Mona: Today, we'll learn about our amazing senses.

Salma: What are senses, Ms. Mona?

Ms. Mona: Senses help us understand the world around us-like sight,

hearing, and smell.

Sami: I can hear birds singing!

Ms. Mona: Yes! That's your sense of

hearing. What else can we use?

Salma: I can smell the flowers and see

the colorful butterflies!

Ms. Mona: Excellent, Salma! Those are

your senses of smell and sight. Senses also help us stay safe.

Sami: Ms. Mona, how do our senses help us stay safe?

Ms. Mona: That's a great question, Sami! For example, if we smell smoke,

we know there's a fire.





🛊 🕻 Listen again and answer.



1. Where are Ms. Mona and the students?
2. What can Sami hear?
3. What sense do we use to see butterflies?
4. How can our senses help us stay safe?



Solution Listen and match.



Itaste	
laste	

- 2 I touch ...
- 3 I smell ...
- 4 I hear ...
- 5 I see ...

- **a.** music and voices with my ears.
- b. colors and shapes with my eyes.
- c. flowers in the garden with my nose.
- **d.** delicious food with my tongue.
- e. soft and hard things with my hands.

Read and circle. What senses do you use in these situations?

- 1. There's a huge tree:
 - a. sight
 - **b.** hearing
 - c. smell
- 3. There's a loud noise:
 - a. smell
 - **b**. touch
 - c. hearing

- 2. There's a flower:
 - a. taste
 - **b**. smell
 - c. hearing
- 4. Trying to find something in your bag:
 - a. taste
 - b. touch
 - c. hearing
- Ask and answer. Work with your partner. Take turns.

What can you (see/hear/smell/touch) in your classroom? How does your sense of touch help you stay safe?





Healthy Habits

took at the pictures. Then, answer.





- 1. Which habit do you think is healthy?
- 2. What healthy habits do you practice?



My Healthy Day

Sarah is a healthy 10-year-old girl. She follows good **habits** every day to stay strong and healthy.

In the **morning**, Sarah wakes up early at 6:00 a.m. She **brushes** her teeth and washes her face. **Next**, she does some simple exercises in the garden.

For **breakfast**, Sarah eats healthy food. She drinks orange juice and eats eggs and brown bread. These foods give her **energy** for the day.

At school, Sarah drinks plenty of water between classes. She plays sports with her friends during break time.

In the **afternoon**, Sarah does her homework first. **After that**, she helps her mother in the garden. They grow fresh vegetables together. For **dinner**, Sarah eats lots of vegetables and fruits. These give her important vitamins. She doesn't eat too many sweets.

In the **evening**, Sarah takes a shower and brushes her teeth again. She **goes to bed early** at 8:30 p.m. She sleeps for 9 hours every night. Getting enough **sleep** helps her body stay healthy and her **mind** stay **sharp**.

Sarah's healthy habits help her feel good and do well at school. She has lots of energy to learn, play, and enjoy her day!

Think

Why is a good night's sleep important to us?



Read and Write T (True) or F (False).

1. Sarah wakes up late every day.	()	
2. She eats eggs and brown bread for breakfast.	()	
3. She drinks plenty of water at school.	()	
4. She helps her mother in the kitchen.	()	
5. She goes to bed at 10:00 p.m.	()	

Choose the correct answer from a, b, c or d.

1. Sarah does exe	ercises in the	•••••••••••••••••••••••••••••••••••••••	
a. room	b . garden	c . school	

d. library

- 2. For breakfast, Sarah drinks
 - a. tea b. orange juid
 - **b.** orange juice **c.** milk
- d. coffee

- - a. watches TV

- b. plays video games
- **c**. does her homework
- d. goes to sleep
- 4. Sarah's healthy habits help her
 - a. feel good

b. eat enough food

c. make friends

d. win competitions



- 1. Why does Sarah eat healthy food?
- 2. How do healthy habits help Sarah at school?
- 3. Who does Sarah help in the afternoon?







My healthy habit is getting enough sleep at night.

What's your healthy habit?

Language in use ____



Present Simple

- We use the present simple to talk about daily habits and routines.
- To make the affirmative form:
 - We use *I, you, we, they, or a plural noun* followed by the infinitive form of the verb.
- Example: Some children play sports after school.
 - We use *he*, *she*, *it*, *or a singular noun* followed by the infinitive form of the verb + -s/-es/-ies.
- Example: He plays football every day.
- Example: He brushes his teeth every day.
- Example: She carries her backpack every day.

Read and write the correct form of the word(s) between brackets.

- 1. She _____(take) vitamins every morning.
- 2. My brother and I (watches) TV in the evening.
- 3. My sister _____(study) English every day.
- 4. The nurse ____ (help) sick people.

Look at the picture. Then, write a complete sentence.



(He/read/the morning)

2
4660 - 65
The state of the s

(The girls/TV/every day)



Story Time Goha's Great Meal





One morning, Goha was walking through the **market**. He was very **hungry**, but didn't have enough money to buy **food**. Suddenly, he smelled something wonderful. The yummy smell was coming from a **restaurant's** window. Goha stopped and sat outside the **restaurant**.

He closed his eyes and took a deep breath.

"Ah," he said. "This wonderful smell makes me feel less hungry!"

The restaurant **owner** saw Goha and asked, "What are you doing?"
Goha said, "I'm enjoying the smell of

The owner was **greedy**. He said, "You can't smell the soup for free! You must

pay for it!"

your delicious soup."



Goha thought for a moment. Then, he took out a few **coins** from his pocket. He shook them in his hand, and they made a **jingling** sound. "Here," said Goha. "If you want money for the **smell of your soup**, then you can take the **sound of my coins**."

The owner laughed at Goha's clever answer. "Come inside," he said. "Let's **share** this soup. Good food tastes better when shared with others!"



Why does food taste better when it's shared?

Look at the bold words in the story. Then, match them to their meanings.

1 owner a. to give some of what you have to others

2 jingling
b. always wanting more than what is needed

3 share c. wanting to eat

4 hungry d. someone who has something

5 greedy e. a light, ringing sound

Tip

The story elements are:

• Characters: the people and animals in a story

• Setting: the time and place of a story

• Plot:

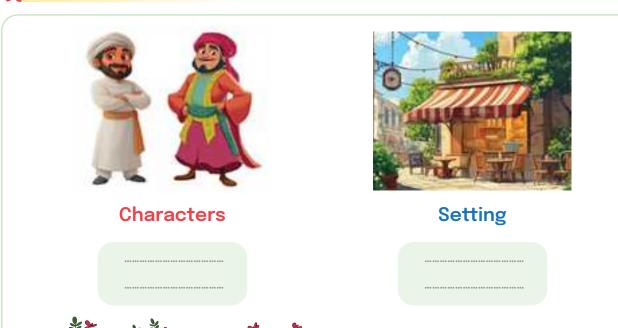
Beginning -Meet the people/Know the place

Problem -Something goes wrong

Middle -The character tries to fix it

Climax -The most exciting part
Ending -The problem is solved

Work in pairs. Read the story and complete the chart.





Read and Write T (True) or F (False).

1. Goha felt less hungry after smelling the delicious soup.	()	
2. The owner of the restaurant was happy to see Goha			
enjoying the smell of the soup.	()	
3. Goha paid the owner a few coins for the smell of the soup.	()	
4. The owner was impressed by Goha's clever response and			
invited him inside to share the soup.	()	
5. The owner believed that good food tastes better when			
shared with others.	()	`
smell - coins - restaurant - share			
One day, Goha was hungry but didn't have enough mo	ney	to b	
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One day, Goha was hungry but didn't have enough modern the smelled delicious soup from a (1)	ney side, ell. (to b enjo	oying the
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Lesson 3



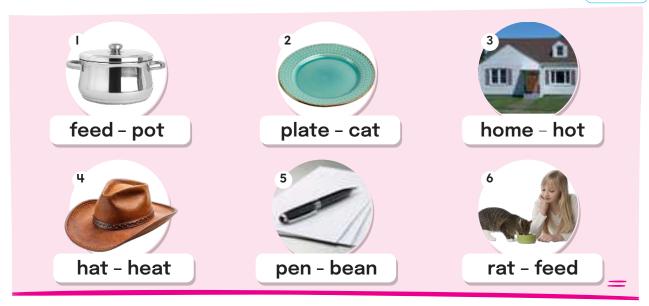
Read and learn.

Short vowel sounds are pronounced quickly and not pronounced as their letter name, like the "a" in "hat".

Long vowel sounds are pronounced the same way as their letter name, like the "a" in "plate".

Listen, look, and circle the correct word.





Read, sort, and write the words from activity 2.

Short vowels

Long vowels

A Listen and complete with long vowel words.



- 1. Hany went _____ and changed into his best clothes.
- 2. The children _____ their cat in the morning.
- 3. I washed the _____ after dinner.



Writing Sequence Words





How can you stay healthy?



My Healthy Life

Having a daily routine is important. Let me tell you about my healthy habits and how they help me stay strong.

Every day, I follow the same routine. **First**, I wake up early at 6:00 a.m. and brush my teeth. I wash my face and get dressed for school. **Next**, I have a healthy breakfast, including milk and fruit.

Then, I go to school, where I study and play with my friends. During break time, I eat a healthy snack and drink water. **After school**, I have lunch with my family.

After that, I do my homework and then play sports for one hour. In the evening, I take a shower and have dinner. Finally, I go to bed at 9:00 p.m. because sleeping early keeps me healthy.

Read and order the events using sequence words.

First - Next - Then - After that - Finally - After school

- 1., I wake up early at 6:00 a.m. and brush my teeth.
- 2. _____, I go to school, where I study and play with my friends.
- 3. _____, I have a healthy breakfast, including milk and fruit.
- **4.**, I go to bed at 9:00 p.m.
- 5. _____, I do my homework and then play sports for one hour.
- 6., I have lunch with my family.

4

Tip!

Sequence words help us show the order of actions or events. They tell us what happens at the beginning, in the middle, and at the end. They are:

First, ... Next, ... Then, ... After that, ... Finally, ...

Fill in your daily routine.

First	: First,
Next	:
Then	:
After that	:
After school	•
Finally	•

Work with a partner. Show your writing and ask for their daily routine.



This is my daily routine. What's yours?

I wake up early and brush my teeth. Then,...



Think

Why is sequence important?



Think and Create A Presentation

- Prepare a presentation about healthy eating habits. Share your presentation with the class.
- 1. Speak clearly and slowly so your friends can understand you.
- 2. Share your presentation with the class.

Make sure to ...

- Use clear headings.
- Add pictures.
- Keep the text simple.
- Speak for 3-5 minutes.



Give your feedback: Circle stars (1-5) to rate. Add a comment if you need to.

1 star= poor
2 stars= fair
3 stars= good
4 stars= very good
5 stars= excellent

"Good job"
"Excellent"
"Well done"
"Please speak louder"
"Work a little harder"

1st group

2nd group

3rd group



Complete the sentences.

1. I use my eyes to



2. I use my ears to



3. I use my nose to



4. I use my tongue to



5. I use my hands to



Read and correct the underlined mistakes.
1. We <u>sees</u> with our eyes.
2. Ali <u>eat</u> healthy food every day.
3. My sister and I <u>sleeps</u> early every night.
4. Layla <u>drink</u> water every morning.
Write about three healthy habits you do daily.
1.
2.
3.





Now I can ...

Identify the five senses.





I got it



I'm not sure



I need help

Say these sounds:

short vowels

(a) → /æ/ hat

 $(o) \rightarrow /a:/$ pot

(e) → /e/ pen

long vowels

(a) → /eI/ plate

(o) →/oʊ/ home

(e) \rightarrow /i:/ feed



I got it



I'm not sure





I need help

Talk about daily habits and routines.

- Examples:
 - I play sports after school.
 - He **brushes** his teeth **every day**.



I got it

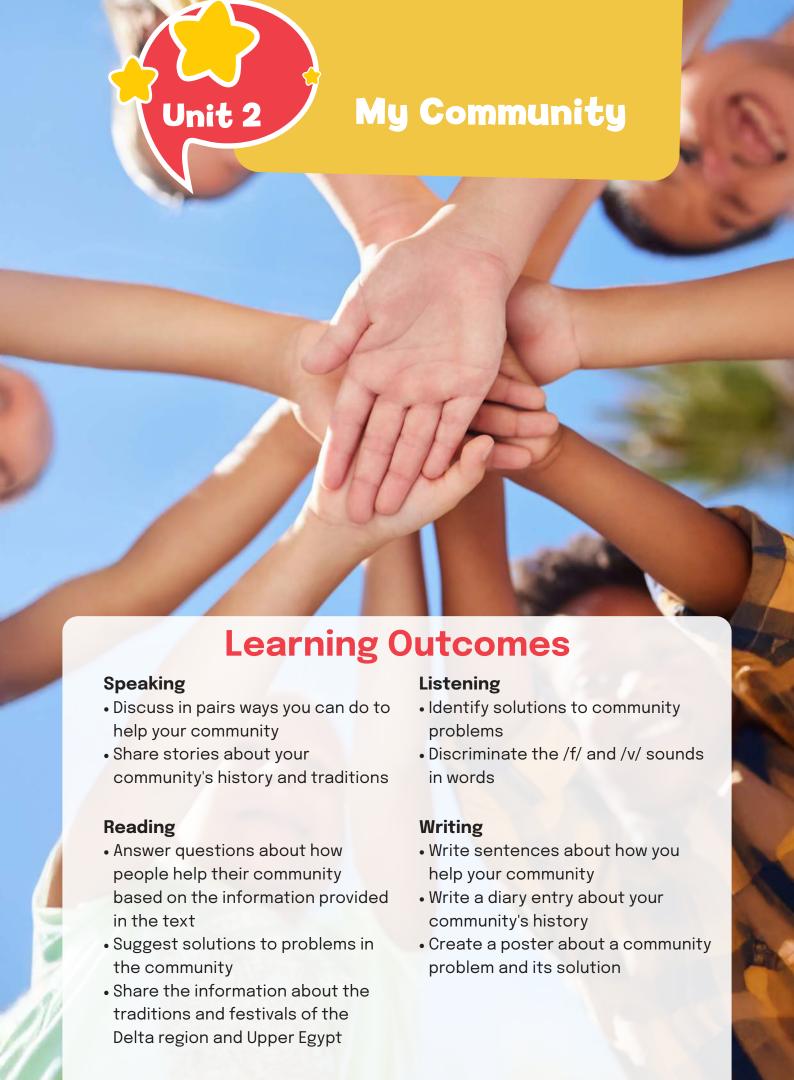


I'm not sure





I need help





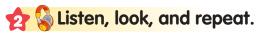
Helping the Community

Read and answer the question.



How can we help others?







Read and complete the sentences with the words in the box.

plant - feed - collect - help - clean - volunteer

- 1. We _____to help in the park.
- 2. We _____ bottles.
- 3. We _____flowers and trees.
- 4. We ____the ducks.
- 5. It is fun to _____ and make the park nice for everyone.

"Helping Hands"





Amira and Adam are talking about how they help their community.

Amira: Hello, Adam! What do you do to help our community?

Adam: Hello, Amira! I **clean trash** from the streets with my friends every Saturday.

Amira: That's cool! Do you plant trees?

Adam: Yes, I do. I plant trees in the park.

Amira: That's nice! Do you do other things to help?

Adam: Yes! Sometimes, I feed the dogs and cats. I feel so happy

when I give them food!

Amira: Does your sister help too?

Adam: Yes, she does! She helps our neighbors, and she volunteers

at the community park.

Amira: Wow! You both do a great job!

Adam: Thanks! What about you? How do you help?

Amira: I collect **clothes** and **give** them to people

who need them.

Adam: That's great! When we all help, we make

our community great.







1. What does Adam do on Saturdays?
2. What does Adam plant?
3. What does Amira do with clothes?
4. What happens when we all help?



👍 🕻 Listen and number.













Read and complete.

- 1. They the park on Fridays.
- 2. She _____ at the community garden.
- 3. They _____ flowers and trees in the park.
- 4. We our neighbors.
- **5.** He _____ the dogs in his street.
- **6.** Hana and Youssefclothes from people.

Read and think.

- What do you do to help your community?
- Where do you help?
- Who do you help?
- Why do you help your community?





What would happen if we didn't help?



Community Problems and Solutions

Read the question and check (✔) the best answer.

What is the best way to reduce traffic?

a. Leave the car	engines	running.
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b. Walk or cycle for short distances.

c. Buy a car for each member of the family.





"Ali and Mona Make a Difference"

Ali: Our community has many problems, so let's talk about them.

Mona: OK! Let's also discuss solutions to fix them.

Ali: The first problem is traffic. Cars don't move quickly in the

morning, especially near schools.

Mona: Do you know how to solve this

problem?

Ali: Yes, I think so. We don't need to use

cars every day. **We can take the school bus instead**. There

will be **fewer cars** on the road.

Mona: That's right! The second problem is trash. Some people

don't put **trash** in **bins**, so the streets look **dirty**.

Mona: Does your street have this problem?

Ali: Not anymore. Our neighbors don't throw trash on the ground.

We put new bins everywhere. Everyone uses them, and now our

street is very clean!

Mona: That's great!



Problems

- 1 Traffic is bad near schools.
- 2 Trash is thrown on the ground.

Solutions

- a Put bins everywhere.
- b Use the school bus instead of cars.

read and write T (True) or F (False).

- 1. Traffic happens because there are many cars on the road. ()
- 2. Throwing trash on the ground makes the streets clean. ()
- 3. Traffic is not a problem near schools in the morning. ()
- **4.** Ali's street has new bins. Everyone uses them now. ()

Read and complete the sentences with the words in the box.

ground - bins - schools - traffic

- 4. Everyone uses trash _____ in my community.

Think and discuss.



Can you think of a solution to another problem in your community?



2

Language in use



Present Simple

Use the present simple for daily habits and routines.

To form this tense in the negative:

• We use **don't** (**do not**) with **l**, **you**, **we**, **they**, or **a plural noun** followed by the infinitive form of the verb.

Example: Cars don't move quickly in the morning.

 We use doesn't (does not) with he, she, it, or a singular noun followed by the infinitive form of the verb.

Example: She **doesn't need** to use cars every day.

To form the question:

 We use do with I, you, we, they, or a plural noun followed by the infinitive form of the verb.

Example: Do you know how to solve this problem?

 We use does with he, she, it, or a singular noun followed by the infinitive form of the verb.

Example: Does your street have this problem?

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1. She don't like pollution.	(
2. They doesn't use trash bins.	(
3. Do he take the bus to school?	(
4. Does cars move quickly in the morning?	(

Look and rewrite the following sentences in negative and question forms.



 We need to use cars every day. (Negative)



Yes, they take the bus to school. (Question)



Egypt My Culture

took and answer.



- 1. Which part of Egypt are you from?
- 2. Do you live in a city or a village?



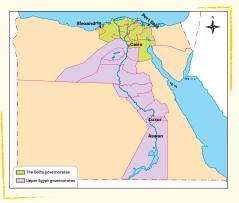


Read. Then, answer the questions.

Egypt has two special regions: the Delta in the north and Upper Egypt

in the **south**. Each region has its **traditions** and **culture**.

In the Delta region, they **celebrate** the **Spring Festival** with colorful decorations and special foods. Farmers grow rice and cotton. Many people work in factories and make beautiful crafts. Women are known for making clothes.



In **Upper Egypt**, life is different. People celebrate the **sugar cane harvest** with big festivals. They make pottery and weave **colorful carpets** by hand. Families **sing traditional songs** and **tell old stories**. In some places like **Nubia**, houses are painted in bright colors and have special designs.

In the **Delta** region, men wear **galabeyas** or **modern clothes** like pants and shirts. Women wear stylish dresses or **traditional outfits** for special **events**.

In **Upper Egypt**, men also wear galabeyas and sometimes **turbans**. Women wear colorful dresses.

Even though the two places have some differences, they share many of the same traditions. **Egyptians** are **proud of** their **culture** and love to celebrate it together!

Read and write T (True) or F (False).

1. Upper Egypt is in the south.	()	
2. People grow sugar cane in the Delta.	()	
3. Houses are painted in bright colors in Nubia.	()	
4. Nobody makes crafts in the Delta region.	()	

Choose the correct answer from a, b, c or d.

				,		
	1. The two regions of Egypt are					
	a. Cairo and Alexandria					
	b. Upper Egypt and the Delta					
	c. the desert and the Nile					
	d. the Red Sea and the Mediterranean Sea					
	2. People in Upper Egypt celebrate					
	a. the Spring F	estival	b. the sugar ca	ne harvest		
	c. the cotton	harvest	d. the rice festi	val		
	3. The houses in Nubia					
a. are made of glass		b. have special designs				
	c. are very tall		d. are built underwater			
4. Egyptians are proud of their		and they lov	e to celebrate together			
	a. culture	b . songs	c. carpets	d . factories		

Group discussion.

Sit in small groups and discuss your traditions and celebrations.

- What festivals do you celebrate?
- How do you celebrate with your family?



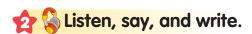




Read and learn.

The /f/ sound is voiceless-your throat doesn't vibrate, like in "fish".

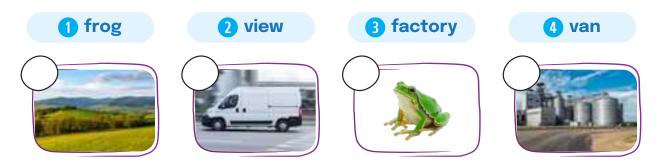
The /v/ sound is voiced-your throat vibrates, like in "van".







Match the words to the pictures.



Read and sort the words.



Tip!

A **prefix** is a small group of letters added to the beginning of a word to change its meaning.

dis = not or opposite **Example:** like → **dis**like

il = not Example: legal → il legal

ir = not Example: regular → irregular

Read and match the words with their opposites.

Word

- 1 appear
- 2 logical
- **3** responsible
- 4 honest
- **5** legal
- 6 relevant

Opposite (with prefix)

- a irresponsible
- **b** dishonest
- c irrelevant
- d illogical
- e disappear
- f illegal

choose the correct answer from a, b, c or d.

- 1. What Omar says is ______ It doesn't make sense.
 - a. illogical
- **b.** appear
- **c.** dishonest
- d. dislike
- 2. The teacher says my question is _____ to the lesson.
 - **a.** legal
- **b.** irrelevant
- c. appear
- d. irresponsible
- 3. The cat always _____ after eating all the food.
 - **a.** irregular
- b. disappears
- **c**. illegal
- d. dishonest

P

Read and complete the sentences using the opposite (prefixes) of the given word.

- 1. It is ____ to drive here. (legal)
- 2. Heloud noise. (like)
- 3. The verb "see" has an _____ past form. (regular)



Writing A Diary Entry



Think and answer.

What stories do old buildings tell us?



March 15, 2025

Dear diary,

Today, Grandpa told me amazing stories about our community's **history**. Fifty years ago, our neighborhood was very different! Where our big supermarket stands now, there was a beautiful **old** market with wooden stalls. People sold fresh fruits and vegetables every morning.

The tall buildings weren't here then. Instead, there were small houses with beautiful gardens. Everyone knew their neighbors, and children played safely in the streets. There was even a small train station where our park is now! Grandpa showed me old photos. I saw the old school that still stands today. He said people helped to build it together many years ago. It makes me proud to know our community has such a **rich history**.

Yours truly,

Hana



2 Choose the correct answer from a, b, c, or d.

- 1. What did the neighborhood look like 50 years ago?
 - **a.** Tall buildings and busy streets.
 - **b.** Small houses with beautiful gardens.
 - c. Big shopping malls and lots of cars.
 - d. Quiet farms and lots of animals.
- 2. What did the community do together many years ago?
 - **a.** They built the supermarket.
- b. They built the school.
- c. They built the park.
- **d.** They built the library.

Tip!

How to Write a Diary Entry

1. Start with the date:

Write the date at the top of your page.

2. Write a greeting:

The greeting can be "Dear diary," or "Hello diary,".

3. Add details:

Who you talked to, what you heard, and how you felt.

4. End with a closing:

Finish your diary with "Yours truly, and your name".

Write a diary entry about your community's history.

	Date:
	Dear diary,
	Paragraph 1: What did you learn about your community's past?
	Paragraph 2: What was different then? What buildings or places changed?
)	Paragraph 3: What makes you proud of your community's history?
	Paragraph 4: What more do you want to know?
	Yours truly,
	Name:

🍁 Exchange your dia	<mark>ry wi</mark> th a classmate and	I check () these points:
the date	the greeting	
the details	the closing	



Think and Create A Poster

took at the poster about ways to stop air pollution.



Work in groups to make a poster.

Make a poster about ways to solve a community problem.

- 1. Choose a problem in your community.
- 2. Find information for your poster.
- 3. Design your poster.

Your poster should include:

- a. A clear title
- b. Pictures or drawings
- c. 2-3 solutions



Look and write.



Read and complete with do/does or don't/doesn't.

- 1. I go to school by car.
- 2. ____they collect plastic bottles from the street?
- 3. He _____ throw trash in the bin.
- 4.she help her community?
- 5. ____ you volunteer?

Read and write T (True) or F (False).

1. When we all help, we make our community great.	()	
2. In Upper Egypt, men wear galabeyas.	()	
3. Cars move very quickly in the morning.	()	
4. Fifty years ago, the neighborhood was different.	()	
5. You should walk or cycle to school to stop air pollution.	()	





Now I can ...

Identify vocabulary about helping the community.















I got it



I'm not sure



I need help

Say these sounds:

/**f**/

frog - forest - factory - flag

/**v**/

van - violin - view - vest



I got it



I'm not sure



I need help

Use the present simple tense in negative and question forms.

- Examples:
 - Cars don't move quickly in the morning.
 - Do you know how to solve this problem?



I got it



I'm not sure





I need help





Animals in Our World



Learning Outcomes

Speaking

- Describe animals and their daily habits
- Use comparative adjectives to compare different animals

Reading

- Identify animals' habits in a simple text
- Identify a short story with a moral lesson to get the main idea
- Discuss the moral lessons in a short story

Listening

- Understand basic conversations about animals
- Discriminate between the consonant blends /fr/ /dr/ /pl/

Writing

- Draft a basic report about endangered animals
- Plan a research project about a forest animal



Let's Meet the Animals!

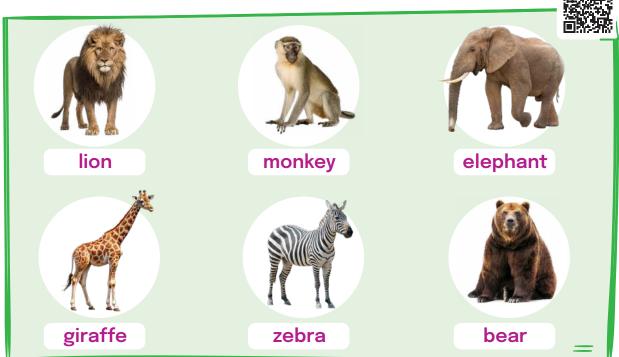
Look, point, and circle.



- 1. First, point to the animal with the long neck.
- 2. Next, circle the one with the big ears.







Read and match the animals to their description.

- 1 The giraffe
- 2 The bear
- 3 The monkey
- 4 The zebra
- 5 The lion
- 6 The elephant

- a. It is big and gray. It uses its trunk to spray water on its body.
- **b.** It is small and has a long tail. It climbs trees.
- **c.** It has a striped coat. It runs in groups.
- **d.** It has a spotted coat. It eats leaves from tall trees.
- e. It has yellow fur. It hunts animals at night.
- f. It has thick fur and sharp claws. It catches fish.

n 🛂

"A Day at the Forest Park"





Omar and Nadia are talking about animals at the forest park.

Omar: Hi, Nadia! What does your dad do at the forest park?

Nadia: He works as a forest guide. He shows visitors the animals.

Omar: Do you usually go with him?

Nadia: Sometimes.

Omar: What animals do visitors

see?

Nadia: Lots of them! They see

elephants drinking water

and **monkeys** climbing

trees.

Omar: That's interesting! Do they see lions, too?

Nadia: Yes, and giraffes as well.

Omar: Lions often hunt at night and sleep during the day. Giraffes

eat leaves from tall trees.

Nadia: That's right! How do you know all of this?

Omar: I watch a TV program about animals.

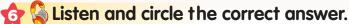
Nadia: Would you like to visit the forest park?

Omar: Sure! It must be amazing to see all those animals up close.







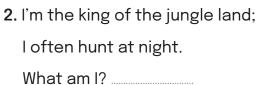




- 1. The elephant drinks/runs lots of water.
- 2. The monkey drinks/climbs trees.
- 3. The zebra catches/runs in groups.
- 4. The bear catches/climbs fish.

थ	Read,	guess,	and	write.

1. I'm tall and have a long neck;
I eat leaves from trees up high.
What am I?





Read and complete using the adjectives in the box.

striped - heavy - thick - long

- 1. The elephant has a _____trunk.
- 2. The monkey has a _____tail.
- 3. The bear has _____fur.
- 4. The zebra has a _____coat.

9	Work with your partner. Write a short story about animals using verbs from exercise 6 and the adjectives from exercise 8.	the



Taking Care of Animals



The Look at the pictures. Then, discuss the questions.





- 1. How should we exercise our pets?
- 2. What should we do to keep our pets healthy?



Read the text. How do vets and forest officers help animals?

Helping Animals

Animals need our help to stay healthy and safe. Some animals live in the wild, while others live in zoos or homes. Each animal needs special care to live well.

Zoo animals need special attention. Elephants need bigger spaces than monkeys to move around. Lions eat a lot of food to stay stronger than other animals. Giraffes need taller trees to reach their food. Vets often check their health.

Wild animals face different challenges. Their homes are getting smaller because of new cities. They need clean water and safe places to live. Forest officers now work harder than before to protect these animals and their homes.

Pets need daily care from their owners. Dogs need exercise. Rabbits eat fresh vegetables, and they are healthier than other animals. Birds need cleaner cages than other animals.

Everyone can help protect animals in simple ways. Small acts of kindness make our world better. When we care for animals, we create a safer place for them. Being kind to animals teaches us to be better people. Together, we can make their lives happier and healthier.



🏚 🧻 Read the text again and match.

- 1. They have pets or animals at home. a. forest officers
- 2. They often check animals' health. b. owners
- 3. They work hard to protect animals and their homes. c. vets

• Choose the correct answer from a, b, c, or d.

1.	Elephants need	than r	nonkeys.	
	a. smaller spaces	b . bigger spaces	c. cleaner water	d. taller trees
2	. Wild animals need	and	d safe homes to live we	ell.
	a. bigger cities	b. hotter food	c . clean water	d. smaller cages
3	. Pets need	care from t	their owners.	
	a. weekly	b. daily	c. monthly	d. yearly
1	Everyone can help	nrotect animals	hv	

- 4. Everyone can help protect animals by
 - a. keeping them in zoos
 - b. showing kindness and caring for them
 - c. avoiding them
 - d. feeding them only once a week

Read, think, and answer.

- 1. What do lions need?
- 2. Why do dogs need some exercise?
- 3. Why is being kind to animals important?



Work in groups. Discuss and role-play.



You are a vet. Give advice to someone who wants to keep a rabbit at home.

Language in use

Comparative Adjectives

We use **comparative adjectives** to compare **two** people, things, animals, etc.

Comparative forms with short adjectives.

Add: -er to the end of the adjective:

• short → shorter • clean → cleaner

Example: A zebra is shorter than a giraffe.

If an adjective ends in a vowel and a consonant, double the consonant before you add -er

big → bigger

Example: Bears are bigger than dogs.

If an adjective ends in -e, we add -r to the end of the adjective:

• safe → safer

Example: Cats are safer than lions.

If an adjective ends in a consonant and -y, change -y to -i and add -er

healthy → healthier

Example: Rabbits are **healthier than** other animals.

4	Read	and	write	the	correct	form	of the	word(s)	between	brackets.
H	Redu	unu	WILLE	IIIE	COLLECT	101111	or rife	WOI 4(3)	DelMeell	DIUCKEIS.

1. Elep	hants are	(big) than monkeys.
2. The	weather today is	(cold) than yesterday.
3. He i	s (tall) than his brother.

4. Marwa is _____ (lazy) than her sister.

Make sentences to describe the pictures using comparative adjectives

(big - tall - strong).					





Story Time The Old Lion and The Fox



1 Listen and read. How did the fox know it was in danger?



Once there was an old lion who couldn't **hunt** anymore. He was too weak to catch animals for food. So, he thought of a clever trick. The lion went into his cave and pretended to be very sick. He lay down and called out, "Oh! I am so sick! Please, come visit me before I die!"



Many animals heard about the sick lion. One by one, they went into his cave to visit him. But none of them came out! The lion was catching and eating each visitor.

A wise fox came near the cave. He saw many footprints going in, but none coming out. The fox stood at the cave entrance and said, "Hello, dear lion! How are you feeling?"

"Oh, dear fox!" said the lion. "I am very sick. Please come in and visit me!" The fox looked at the footprints again and replied, "Thank you, but I can see that many animals went into your cave, but none came out. Llearn from the mistakes of others!"

And with that, the wise fox ran away safely, laughing at the lion's trick.



Why should we learn from the mistakes of others?





2 Look at the picture. Then, answer.



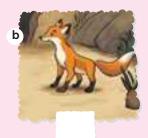
Do you think all animals are friendly? Why? or Why not?



Read the descriptions in the story and write the number.

- 1. A fox is a small, quick animal with a fluffy tail and red-brown fur.
- 2. A cave is a large hole in a mountain where animals can live.
- 3. Footprints are marks left by feet.







Match the verbs in bold to their meanings.

- 1 hunt
- **a.** put yourself on a surface, like the ground or a bed
- 2 pretended
- b. look for and catch animals for food
- 3 lay down
- c. acted like something was true when it wasn't

Tip!

Many stories have a moral. The moral is the lesson a story teaches us. It helps us understand what is right and what is wrong.



🕏 🦳 Read and write T (True) or F (False).

1. The lion was young and strong.	()	
2. The lion pretended to be sick.	()	
3. The fox went into the cave.	()	
4. The fox saw footprints going into the cave.	()	
5. Many animals came out of the cave after visiting the lion.	()	

Read and complete the summary with the words in the box.

pretended - cave - hunt - footprints

Read, think, and answer.

- 1. Why did the lion trick the animals?
- 2. What did the lion do to the animals that came into his cave?



3. What made the fox wiser than the other animals?

Work in groups of 4 and discuss.



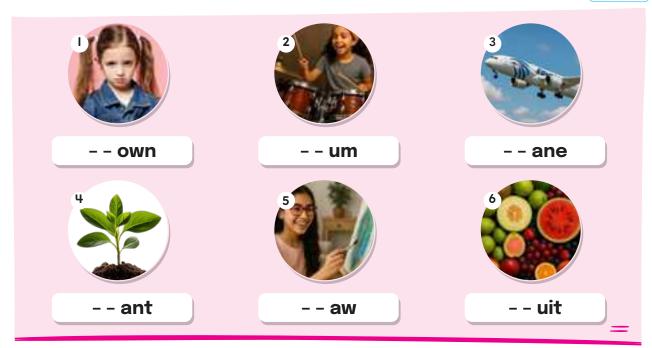
It's important to learn from the mistakes of others. Can you remember a time when you learned from a mistake?

Read and learn.

When you blend, you join two or more sounds together to read a word, like "drum" and "fruit".

Listen and write the missing letters to blend.





Listen, circle, and repeat the word that starts with the blend you hear.



- 1. dog / frown / log
- 2. draw / think / sink
- 3. ball / school / plant

read, sort, and write the words in bold in the correct blend group.

- 1. I can hit the **drum** easily.
- 2. She has a nice **plant** in her room.
- 3. Adam likes eating **fruit** every day.

fr-:

dr-:

pl-:



Writing A Research Report

A Research Report: Endangered Animals

Think and answer.

Why should we protect animals?



Endangered Animals

Many animals around the world are in danger of disappearing forever. These animals are called **endangered species**. Here are some important facts about endangered animals.

The Arabian Leopard is one of the most endangered animals in Egypt and the Middle East. Less than 200 of these beautiful cats remain in the wild. One reason is that these animals are in danger because people build houses in their habitats



The **Red Sea Dugong** is another endangered animal in Egypt. These gentle sea animals eat sea grass. They are in danger because of pollution and fishing nets.

To help these animals, we need to:

- protect their homes.
- stop pollution.
- create safe areas.
- **teach** people about them.

If we don't act now, these amazing animals could disappear forever.





What will happen if we don't help these animals?

Tip!

A Good Report Has:

- 1. Clear Title 2. Introduction
- 3. Facts and Information 4. Examples
- 5. Solutions 6. Conclusion

Read and match.

- a. title 1 Many animals are in danger of disappearing.
- b. introduction 2 The Red Sea Dugong is an endangered animal.
- 3 Endangered Animals c. example
- d. solution 4 To help these animals, stop pollution.

Write a report about another endangered animal.

- 1. First, choose an animal.
- 2. Then, research facts about it.
- 3. After that, write your report on the next page.

Work with a partner. Exchange reports.

Check (✓) these points:

- 1. A clear title
- 2. All parts included
- 3. Correct facts
- 4. Good organization





Title:

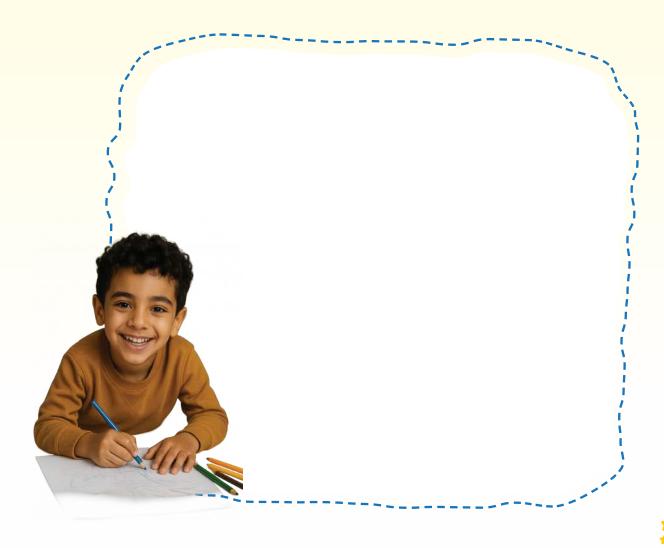
Introduction: Write and describe the animal you o	chose.
Paragraph 1: Write about why it is endangered.	
Davagranh 2: Write about how we can help it	
Paragraph 2: Write about how we can help it.	

Conclusion: Write about what will happen if we don't save it.

-End-

Let's Draw

Show us the animal you chose to write about.





Think and Create A Collage

Read below to make your own collage.

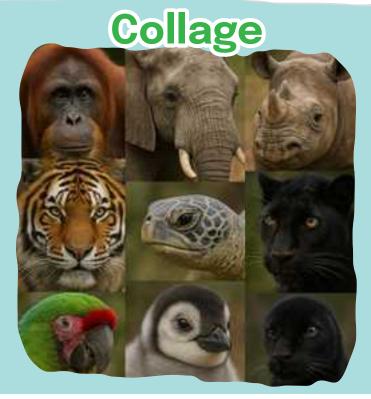
A collage is an artwork made by cutting and pasting photos, paper, cloth, or drawings on a page.

First

Find and cut out photos of endangered animals.

Then

Glue them together. (the pictures are allowed to overlap)



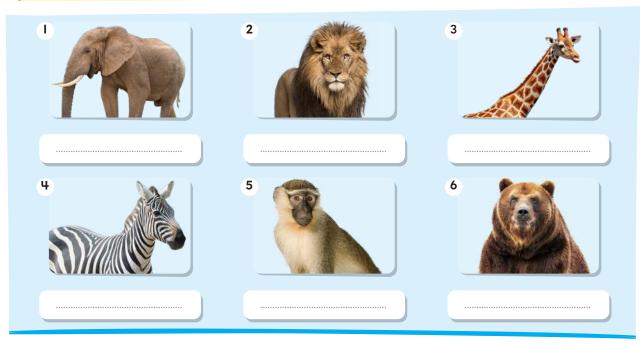
Make your collage and show it to your partner. Ask for their feedback.



"Do you like it?"



Look and write.



Complete the sentences using the comparative form of the adjectives in the box.

Remember: -y = y + ier and everything else = +er

healthy - small - loud - fast

- 1. A mouse is than a rabbit.
- 2. A cheetah is _____than a turtle.
- 3. Eating vegetables is _____ than eating junk food.
- 4. The music is _____ than the conversation.

Read and answer.

An old lion in a forest pretends to be sick to trick animals, but a wise fox stays safe by learning from the mistakes of others.

- 1. What is the setting?
- 2. What does the word "pretend" mean?
- 3. Underline the phrase that shows the moral.





Now I can ...

Identify the names of animals.















l got it



I'm not sure



I need help

Say these sounds:

/fr/

frown - fruit

/dr/

drum - draw

/pl/

plane - plant



I got it



I'm not sure



📄 I need help

Use comparative adjectives.

- Example:

• A giraffe is **taller than** a zebra.



I got it



I'm not sure



I need help





Read, sort, and write.

hear - monkey - volunteer - taste - giraffe - plant

Sense Verbs	Helping in the Community	Animals	

Choose the correct answer from a, b, c or d.

				,		
1	1. Itrash from the garden.					
	a. help	b. collect	c. play	d. plant		
2	2. Theis black and white.					
	a. monkey	b. zebra	c. bear	d. lion		
(3. I	books on the shelf.				
	a. see	b. taste	c. smell	d . hear		
4	4. I	animals in the zoo.				
	a. sell	b. sleep	c. pay	d. feed		

Listen, look, and write the missing letters.





Read and write the correct form of the word(s) between brackets.

- 1. I (eats) breakfast every morning.
- 2. The cat is _____ (small) than the dog.
- 3. They _____(not play) football after school.
- 4. Does he (walks) to work every day?
- **5.** She _____(read) books in the library every day.
- 6. His house is _____ (big) than mine.

Look and write using the comparative form of the adjectives between brackets.



The red apple is _____(big)



The green shirt is _____(clean)



The boy is _____(tall)

Read and follow the instructions between brackets.

- 1. Yes, the sun rises in the east. (Change to a question)
- 2. Mazen rides his bike to school every day. (Change to a negative)
- 3. No, they don't watch movies on the weekends. (Change to a question)

Read the text and answer the questions.

Animals need our help to stay healthy and safe. Some live in the wild, while others live in zoos or homes. Zoo animals, like elephants and lions, need space, food, and vet checks. Wild animals face challenges, like their homes getting smaller.

They also need clean water and safe places to live in. Pets, like dogs and rabbits, need daily care, exercise, and fresh food. Birds need clean cages, and all pets need vet visits. We can help by being kind and caring for animals.

A. Choose the correct answer from a, b, c or d.							
,	1. Animals need our help to stay and safe.						
	a. sad	b. hungry	c. healthy	d. angry			
	2 . The underlined pr	onoun " They " refe	ers to				
	•	b. wild animals		d. habitats			
В	. Answer the follow	vina auestions:					
,				· · · · · · · · · · · · · · · · · · ·			
	3. What do pets nee	ed?					
	4. Summarize the text in one sentence.						
				الا			
8	Write a diary entr	<mark>y abo</mark> ut a day he	lping your con	nmunity.			
Time a diary company assert a day neiping year commentity.							



Now I can ...

Use words about senses.













I got it



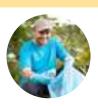
l'm not sure



I need help

Use words about helping my community.















I got it



l'm not sure



I need help

Use words about animals.















I got it





🌇 l'm not sure



I need help

Say these sounds:

long vowels short vowels

(a)
$$\rightarrow$$
 /æ/ hat (a) \rightarrow /eI/ plate

frog - forest factory - flag



$$(o) \rightarrow /a:/p$$

 $(o) \rightarrow /a:/$ pot $(o) \rightarrow /ou/$ home



(e)
$$\rightarrow$$
 /e/ pen (e) \rightarrow /i:/ feed

van - violin view - vest





I got it



l'm not sure





I need help



Egypt My Homeland



Learning Outcomes

Speaking

- Discuss in groups famous places in Egypt
- Use prepositions of places to talk about different locations

Reading

- Recognize descriptions of famous places
- Extract key information from travel leaflets
- Read numbers up to a billion

Listening

- Identify key information about a tourist attraction in a conversation
- Discriminate between the pronunciation of the /p/ and /b/ sounds

Writing

- Design a basic travel leaflet
- Complete sentences using prepositions of place
- Write a blog post about a famous place in Egypt
- Use prepositions of place to complete sentences



Places in Egypt

Look at the picture.



In which country can you find the **Pyramids of Giza?**





🏲 😭 Listen, look, and repeat.



Pyramids



Nile River



Cairo Tower



Siwa Oasis



Egyptian Museum



Khan Al-Khalili Bazaar

Read and complete with the words in the box.

Oasis - Bazaar - Nile - Pyramids - Tower

- 1. The Siwa has lots of trees and water.
- 2. The _____ River is a very long river in Egypt.
- 3. The Cairo _____ is very tall. We can see Cairo from the top.
- 4. We went to the Khan Al-Khalili to buy gifts.

"Exploring Egypt with Ali!"



🛖 🔝 Listen and read.

Ali and John are at the Pyramids talking about Egypt's amazing places.

Ali: Hi, I'm Ali! I work as a tour guide in Egypt. Welcome to **Egypt!**

John: Nice to meet you, Ali! I'm John. This is my first time in Egypt.

Ali: You will like it here! The Pyramids are very nice. Tourists take many pictures here.

John: Great! Can I ride a camel. too?

Ali: Yes! Many people ride camels near the Pyramids. It's fun!

John: What can we visit after the Pyramids?

Ali: Next, we can visit the Egyptian Museum. It has many treasures to see, and history too!

John: I love history! Are there more places to visit?

Ali: Yes! We can go to Khan Al-Khalili to buy some gifts.

John: That sounds fun!



🔁 🔝 Listen again and answer the questions.



1. Who is Ali?
2. What do tourists do at the Pyramids?
3. What will Ali and John visit after the Pyramids?
4. Where will they go to buy gifts? Why?



took, choose, and write.

Choose one place and write: "I want to visit....."



Read and circle the correct answer.

- 1. The Pyramids/Khan Al-Khalili Bazaar is a busy market.
- 2. We get water from the Nile River/the Egyptian Museum.
- 3. Look at the tall Siwa Oasis/Cairo Tower.

Read and complete.

- 1. At the ${f P}$ tourists can ride camels.
- **2.** The f E is full of history.
- 3. Boats sail on the f N .

Work in groups. Discuss and role-play.

I like to visit the Pyramids.

Which places do you like to visit?





My City





hospital - school - library - shopping mall - museum - post office















2

Read the text. What can people do at the post office?

The Places We Go in Our City

Our city has many important places that help people every day.

One important place is the school. Students go there to learn and

meet friends. Teachers help them, and the

library has many books to read or borrow.

Another important place is the **hospital**.

Doctors and nurses help sick people feel

better. Next to the hospital is the post office,



The **shopping mall** has many **stores** and **restaurants**. People buy things and eat there. Behind it is a **museum** with **treasures** that teach us about our **history**.

These places make our city a great place to live.





🏚 🗳 Listen and circle the correct place.

-	1. In Conversation (1), Adam is talking about the				
	a. post office	b. hospital			
1	2. In Conversation (2), Dina and Wafaa are in the				
	a. shopping mall	b. museum			
(3. In Conversation (3), Ola and Farah are going to the				
	a. restaurant	b. library			

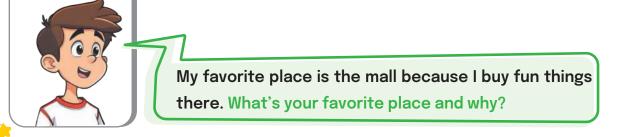
Properties Read and complete the text with the words in the box.

shopping mall - borrow - sick - school

There are different places in my town. Young children go to (1) every morning to learn. They can (2) books from the library. When people feel (3) they go to the hospital. People enjoy going to the (4) where many shops sell different things.

Read and answer.

- 1. Why is the school important?2. How do hospitals make people feel better?3. Where can we go to borrow a book?
- **Work in groups.** Discuss and role-play.



Language in use

Prepositions of Place

Prepositions of place show where things are:

The cat is in the box.



The cat is **on** the box.



The cat is **in front of** the box.



The cat is **behind** the box.



The cat is **next to** the box.



The cat is **between** the boxes.



Read and write the correct preposition.

1. The cat is _____ the box.



2. The cat is _____ the box.



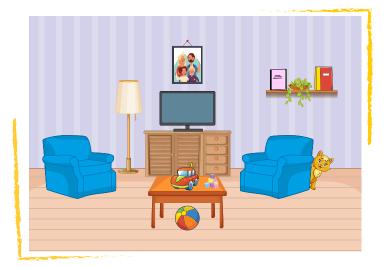
3. The cat is _____ the box.

4. I couldn't see the cat because it was _____ the boxes.



took and complete the text with the correct preposition.

This is my living room! My family
picture is ______ the wall. My
cat is _____ the blue chair. My
toy car is _____ the table. The
lamp is _____ the TV. The table
is _____ the TV. The plant is
_____ a book and a notebook.





The World of **Big Numbers**

A billion is a thousand million.

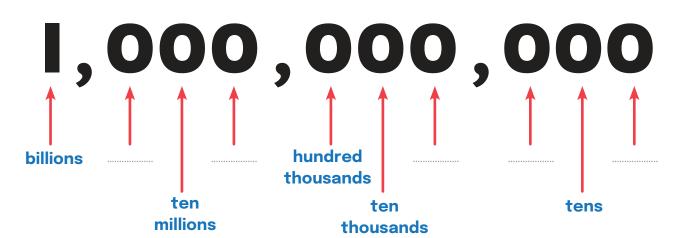
Look and read.

China has one of the world's largest populations. In 1980, the population of China reached about 1,000,000,000, which means 1 billion people.



Read and complete using the words in the box.

thousand - hundred million - one - hundred - million



Read and complete.

If we need to say the number 8,199,590,341 , we say "Eight,				
one hundred ninety-nine, five hundred ninety,				
three	and forty-one".			

Read and write T (True) or F (False).

a. 4,000 is four thousand.	()	
b. 73,000,000 is seventy-three hundred thousand.	()	
c. 7,000,000,000 is seven hundred billion.	()	

Pronunciation

Read and learn

The letter "p" is voiceless. To say it, press your lips together and blow out air. The letter "b" is voiced. To say it, press your lips together and use your voice.

Listen, look, and circle the correct word.





🔂 🎑 Listen and complete with /p/ or /b/ under each word.

- 1. -an
- **4**. –at

- **2.** –in
- 5. -ear

- **3**. –eak
- **6.** -ond

Read, sort, and write the words in bold.

- 1. The ducks swim in the **pond**.
- 2. Mom cooks eggs in the **pan**.
- 3. The **bat** flies at night.
- 4. We throw our trash in the **bin**.



/b/:.....



Writing A Blog



Read Tarek's blog post about St. Catherine Mountain.

A Visit to St. Catherine Mountain

←→

By Tarek

March 15, 2024

Many tourists visit St. Catherine

Mountain in South Sinai, Egypt. They wake up early to climb, and wear warm clothes because it's cold.

Along the way, they see colorful rocks and small plants, and some take pictures.



At the top, they visit the **old monastery** and **learn** about its **history**. St. Catherine is a popular place for **nature**, **adventure**, and **fun** with friends and family. People can learn about history and enjoy the natural world.

Read and circle the correct answer.

- 1. Where is St. Catherine Mountain?
 - a. North Egypt
- **b.** South Sinai, Egypt **c.** Cairo, Egypt
- - a. sleep
- **b**. learn
- **c**. play
- 3. How is the weather in the morning?
 - a. Hot
- **b.** Cold
- c. Rainy

Think

Why do people visit natural and historical places like St. **Catherine Mountain?**

Tip!

A Good Blog Has

1. A Clear title

2. A Writer's name

3. A Date

- 4. Pictures/Drawing
- 5. Interesting details
- 6. Descriptive words

Fill in the lines using the words in the box.

Descriptive words - title - date - writer's name

- 1. The _____tells readers what the blog post is about.
- 2. The shows who wrote the blog post.
- 3. The _____shows when the blog post was written.
- **4.** _____help readers imagine and picture what you're writing about, like "**interesting**" and "**popular**".

Write your own blog post about a place in Egypt.

Answer these questions to prepare your writing.

• Where is the place?

• What do visitors wear?

• Why is it popular?

- What do visitors like about it?
- What can people see there?
- What do visitors do there?





←→			• • •
Title:			
Name:			
Date:			
Write and describe the	place you chos	e.	
		else?	
برسريس			
Why should people visi	t this place?		

Remember...

Good descriptive writing uses sense words.

If you write about how the place looks, sounds, smells, and feels like, the reader will be able to imagine it.

If you talk about the beach, you can say:
"The air tastes salty."



Check (✓**) the following points:**

has a clear title

includes the writer's name

- shows the date
- has pictures/drawings
- gives interesting details
- has descriptive words



Think and Create **A Leaflet**

the Look and read the leaflet about the Siwa Oasis.



Welcome to the Siwa Oasis!

2 PLACES TO SEE



Salt Lake swim and take photos

> **Desert** see sunset

LOCAL FOOD



Sweet dates fresh from palm trees

Good olive oil excellent price

siwa@trip.com

WHAT TO WEAR



Daytime summer clothes

Night time bring a jacket

5 Book now: 42010XXXXXXX

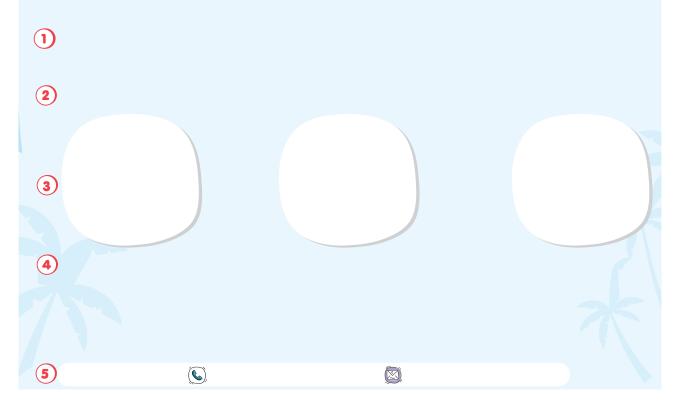
Remember...

- 1) A main heading is the big title at the top.
- 2 A sub-heading is the smaller title.
- 3 An image is a photo or drawing.
- 4 A detailed description gives reasons to visit and advice on what to expect.
- 5 A call to action is an invitation.

Read the leaflet	again and number.			
sub-heading	detailed description		image	
call to action	main heading			
Make a leaflet abou	<mark>ut an</mark> other place in Eg	vpt.		
Ansv	ver these question	s to help you	1.	
1. What is this place?				
2. What can you see in	this place?			
3. What should you we	ar in this place?			

4. How can people go to this place?



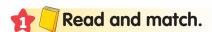


Rate your work:

- I used a main heading and sub-headings.
- **ជជជជជជ**

• I added pictures and details.





- 1 Nile
- 2 Egyptian
- 3 Khan Al-Khalili
- Cairo
- 5 Siwa

- a. Oasis
- b. River
- c. Tower
- d. Museum
- e. Bazaar

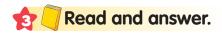
Look at the pictures and correct the wrong prepositions of place.

1. The house is **behind** the tree and the school.



2. The dog is standing **under** the door.





Many tourists visit St. Catherine Mountain in South Sinai, Egypt. They wake up early to climb, and wear warm clothes because it's cold.

Along the way, they see colorful rocks and small plants, and some take pictures. At the top, they visit the old monastery and learn about its history. St. Catherine is a popular place for nature, adventure, and fun with friends and family. People visit it to learn about history and enjoy the natural world.

- 1. Where is St. Catherine Mountain located?
- 2. What do tourists wear when they climb the mountain?
- 3. Why do people visit St. Catherine Mountain?





Now I can ...

Identify places in Egypt.















I got it



I'm not sure



I need help

Say these sounds:

/p/

peak - pan - pond

/b/

bear - bin - bat



I got it



I'm not sure



I need help

Use the prepositions of place.

- Example:

• The cat is **in** the box.



I got it



I'm not sure



I need help

Read numbers up to a billion.

1,000,000,000



I got it

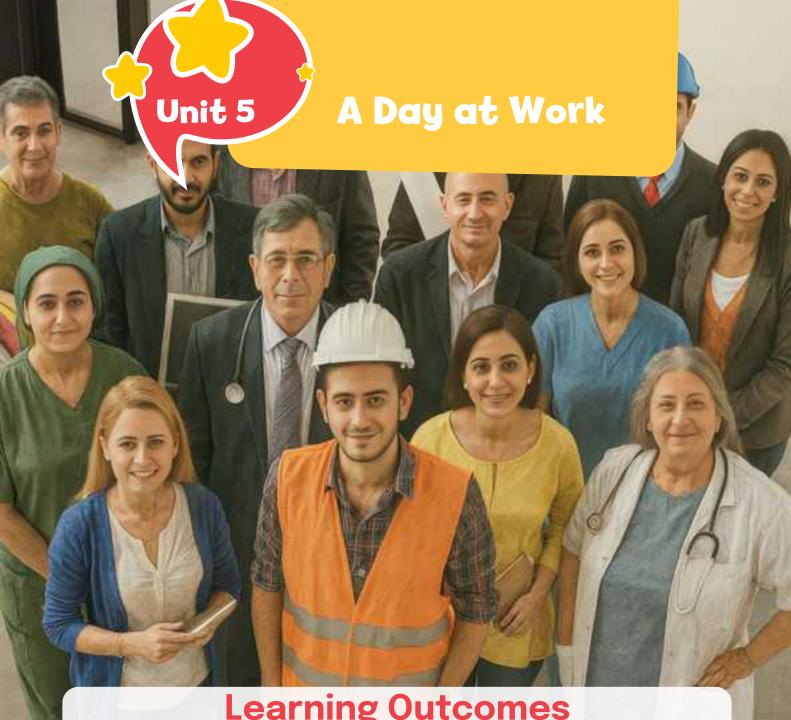


I'm not sure





I need help



Learning Outcomes

Speaking

- Discuss significance of different jobs/uniforms
- · Use superlative adjectives in sentences

Reading

- Answer comprehension questions about different jobs according to the information in a reading text
- Identify main ideas in a story setting

Listening

- Identify the roles of different jobs in a conversation
- Produce long vowel sounds with silent 'e'

Writing

- Write non-fiction texts to reflect the components of a paragraph about jobs
- Provide a different ending to a story



Different Jobs

Think, answer, and role-play with a partner.

What does your father do? What does he wear?





🟚 🕻 Listen, look, and repeat.



Read and complete with the words in the box.

engineer - nurse - police officer - doctor - firefighter 1. A/An wears a white coat. 2. A/An _____ wears a white uniform and a cap. 3. A/An _____ wears a yellow helmet and a vest. **4.** A/An wears a blue uniform and a red helmet. **5.** A/An wears a blue uniform and a cap.

Lesson

"When I grow up..."





Ms. Hala is talking to her students about what they want to be when they grow up.

Ms. Hala: Good morning, dear students! Let's talk about your costumes.

Sara: I'm a doctor. I wear a white coat.

Ms. Hala: What do you do at your job?

Sara: I help sick people and check their health.

Ali: I'm an engineer. I wear a yellow helmet.

Ms. Hala: What do you do at your job?

Ali : I design new buildings.

Talia: I'm a nurse. I wear a blue uniform.

Ms. Hala: What do you do at your job?

Talia: I help the doctors and care for the patients.

Omar: I'm a firefighter. I wear a blue

uniform.

Ms. Hala: What do you do at your job?

Omar: I stop fires and save people.

Ms. Hala: All your jobs are really

important. Well done!



🔂 🎑 Listen again and answer the questions.



1. What are Ms. Hala and the students talking about?
2. What does a nurse do?
3. What does an engineer wear?
4. Why is the job of a firefighter important?



Read and check (~).

What do they wear?

1. doctor : white coat	or	red uniform
2. engineer : blue cap	or	yellow helmet
3. firefighter: blue uniform	or	white coat
4. nurse : red helmet	or	сар

Read and match.

- 1 A nurse ... a. protects the people.
- 2 An engineer ... b. helps the doctors and patients.
- 3 A doctor ... c. designs new buildings.
- 4. helps sick people.

Read and circle the correct answer.

- 1. A doctor designs/checks the health of sick people.
- 2. A firefighter/doctor saves people from fires.
- 3. An engineer designs birds/buildings.

Ask and answer.

Work with your partner. Take turns. Think of your favorite job.

What is the job?

What do you wear?

What do you do?





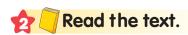
Jobs I Love!

Look at the pictures. Then, answer the questions.





Do you know what their jobs are? Can you guess what they do?



Four Amazing Jobs

Noha is a mentor. She does very kind and helpful work! She helps young students learn and grow. "I help shy students become brave," she says. "When they get good marks, it feels so nice. It makes me happy when they do well!"

Amr is a wildlife photographer. He has an interesting job! He takes pictures of wild animals. "I find the biggest lions and the smallest birds," he says. "I take great photos in faraway places. Sometimes, I wait a long time to get the best picture!"

Salma works with **puppets**. She has a great job! She uses puppets to tell stories."I do many shows for children," she says. "I love seeing their big smiles and hearing their loud laughs. It's fun when children enjoy the show!" Adel is a voice-over actor. He has an exciting job! He makes voices for cartoons. "I can make high voices and low voices," he says. "I talk very fast or very slow. I make little voices for small characters and loud voices for large ones!"



Read and write T (True) or F (False).

1. Noha helps shy students.	()	
2. Amr has a safe job.	()	
3. Amr needs a camera to do his job.	()	
4. Salma makes puppets tell stories.	()	
5. Adel is a voice-over actor.	()	

Read and complete the text with the words in the box.

photo - photographer - dangerous - animals

This is my uncle, Amr. He takes pic	tures of wild ⁽¹⁾ in nature. He
is a very smart wildlife ⁽²⁾	<mark>Everyone says that Amr</mark> 's job is really
, but he finds it quite in	nteresting. Sometimes, he waits for
a very long time to get the best (4	. He likes wild animals and
being in nature.	

Read, think, and answer.

- 1. How does Noha help shy students?
- 2. What is Salma's job?
- 3. Which job do you like the most, and why?



Work in groups. Discuss and role-play.



Language in use

Superlative adjectives

Use superlative adjectives to show the greatest degree of something. To make superlative adjectives, we usually add - *est* to the end:

• tall → the tallest

Example: This tree is the tallest tree in the park.

If an adjective ends in a vowel and a consonant, double the consonant before adding **-est** to the end:

big → the biggest

Example: I find the biggest lions.

When an adjective ends in -e, we add -st to the end:

• nice → the nicest

Example: Mona is the nicest friend I have.

If an adjective ends in a consonant and -y, we change -y to -i and add -est to the end:

happy → the happiest

Example: Nora is the happiest girl in the class.

Choose the correct answer from a, b, c or d.

1	. My grandpa is the	per	son I know.	
	a. wiser	· ·	c. wisest	d. wise
2	2. Ahmed told us the	sto	ory at the party.	
	a. funniest	b. funny	c. funnier	d. fun
3	B. August is the	month	of the year.	
	a. hot	b. hotter than	c. hottest	d. hotter

Read and write the correct form of the word(s) between brackets.

1. She is the	(kind)	mentor.	
2. Omar takes the		(great) photos	3.

3. My bag is the _____(heavy) bag.



Story Time "The Last House"



the village king ask Sami to do?



Sami was a skilled carpenter who lived in a quiet village. For many years, he built strong houses and beautiful furniture. People admired his work, and some traveled from far away just to see his wooden chairs and tables.

After a lifetime of hard work, Sami grew tired. He decided it was time to rest and stop building. But before he could retire, the village king came to him with a request.



"Please build one last house," the king said. "It will be your final gift to the village."

Sami agreed, but his heart was not in it. He used weak wood. He didn't check the windows or the doors. The windows didn't fit. The doors were crooked. The house looked nothing like his usual careful work.

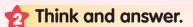
When the house was finished, Sami gave the keys to the king. The king smiled kindly and said, "This house is for you, Sami. It's a gift for all your wonderful work over the years."

Sami stood in shock. His own poor work was now his home. His face turned red with regret. He had built this house carelessly-and now he had to live in it.

From that day on, Sami promised to always give his best, no matter how tired or busy he felt. He slowly repaired the house, board by board, and made it strong and beautiful again.

And with each **nail** he **hammered**, Sami remembered who he truly was.

Why is it important to always do your best, even when no one is watching?





What do you think makes someone good at their job?



Match the words to their pictures.



Read and complete with the words in the box.

Mooden - promise - Skilled - Fit means to be the right size. means made of wood. means very good at doing something. If you ______ to do something, it means that you will definitely do it.

Work in Pairs. Ask and answer.

- 1. Have you ever fixed something you didn't do well?
- 2. If yes, what was it?



Read and circle the correct answer.

- 1. Sami was a skilled/poor carpenter.
- 2. The king asked Sami to build his own house/a gift for the village.
- 3. Sami used strong/weak wood to build the house.
- 4. Sami was happy/shocked when he knew the house was for him.
- 5. The story teaches us to do our best/stop when tired.

Read and complete the summary with the words in the box.

gift - wood - carpenter - poorly - work

Sami was a skilled (1) who lived in a quiet village. After many years of hard (2) he felt tired and wanted to stop. But the king asked him to build one last house as a (3) to the village. Sami used weak (4) and didn't check the windows or the doors. When the house was finished, the king said it was for him. Sami was shocked. He knew he had worked (5) He felt regret and promised to always do his best.

Read, think, and answer.

- 1. Why did Sami stop working?
- 2. What did the king want from Sami?
- 3. How did Sami feel when he knew the house was his?



9 1	Think	and	change	the	ending	of the	story.
-----	--------------	-----	--------	-----	--------	--------	--------

Sami agreed, but this time he wanted to try something new.

Pronunciation



When a silent "-e" comes at the end of a word after one consonant, it makes the vowel before it a long vowel. This is like "rope" and "slide".

🟚 💲 Listen, look, d	<mark>and n</mark> umber. Then, r	epeat the words.	
cube	slide	stone	gate
	2	3	4
5	6		8

Write another word with the same long vowel sound.

face	cube	rope



Listen and complete with long vowel words. Then repeat the sentences.



- 1. I play on the in the park.
- 2. My house has a very big



Writing Non-Fiction



Read this non-fiction (real-life) story.

What makes someone a hero?



Heroes Who Fight Fires

My neighbor, Omar, is a **firefighter** at our local **fire station**. He wears a thick **protective uniform** with bright yellow stripes and a heavy helmet to keep him safe.

Every day at the station, he checks his **equipment** and keeps the **big red fire truck** ready. He also makes sure everything is **clean** and in the **right place**. When the **alarm** rings, he quickly puts on his **equipment** and rides the truck with his team to help people in **danger**. He uses special **tools** like **water hoses**, **ladders**, and **oxygen tanks** to fight fires and save people.

Omar says the part he likes most about his job is **saving lives** and protecting our community. The work is **dangerous**, but he's proud to be a firefighter because he likes helping others and making a difference.

1	Find and write examples from this non-tiction text.
	Protective uniforms:
	Tools:
	Things he likes about his job:

Think

What makes someone a real-life hero?

Tip!

When you write a non-fiction text, ask yourself:

Is the information true? Did I make anything up?

Non-Fiction writing should include:

An introductory sentence, like "My neighbor, Omar, is a firefighter at our local fire station."

Details that are all true, like "He wears a thick protective uniform with bright yellow stripes"

Adjectives, like "thick", "special tools", "big red fire truck".

A closing sentence, like "The work is dangerous, but he's proud to be a firefighter."

Solution Look at the picture. Then, answer the following questions.

What things does she use at work?
Where does she work?
What does she do every day?
How does she help people?
Why is her job helpful?



Work with a partner. Write a non-fiction text about anything real. Share it with the class.



What do you think about my non-fiction text?

I think it's good, but you can use stronger adjectives.





Think and Create Origani Art

Origami is an art form that is made by folding paper to make shapes, animals, or objects.

took and learn how to make origami art that shows a job.

Origami is the Japanese art of paper folding. We can create amazing things with just paper!

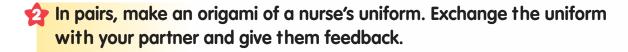
To make origami art, you need ...

- colored paper squares
- scissors
- markers
- glue
- a ruler



When you make origami art, ...

- choose a job (like a doctor, teacher, nurse).
- pick colored paper that matches the uniform.
- follow the folding instructions.
- add details using markers (like glasses, a watch).



The origami has ...

good folds.

correct uniform colors.

nice decoration.

- Read, look, and number.
 - 1 nurse
 - 4 teacher





- 1 firefighter
- 5 police officer





- **3** doctor
- 6 engineer





- Read and rewrite the sentences using the correct superlative adjective between brackets.
 - 1. I think the teacher's job is the (nice) job.
 - 2. This is the (big) box in the room.
 - 3. A firefighter carries the (heavy) tools.
 - **4.** Sami built the (weak) house.
- Think and answer.

If you can make an origami of a teacher's job, what will it look like?







Now I can ...

Identify words about jobs.















I got it



I'm not sure



I need help

Say these words:

Long vowels with silent e

cube - face - slide - rope - stone - flute - gate - nine



I got it



I'm not sure



I need help



Use superlative adjectives.

- Example:

• This tree is **the tallest** tree in the park.



I got it



I'm not sure





I need help





The Hundred Dresses

By: Eleanor Estes



Learning Outcomes:

Speaking

- Express their favorite character in the story
- Discuss the moral lessons of a story

Reading

- Answer questions about the story setting, character and events
- Identify the elements of a story
- Answer critical questions based on the story's events

Listening

 Understand the sequence of events in a narrated story

Writing

Write a letter based on the story's events



Story Vocabulary













closet











Definitions

faded	light in color because it is old or used
popular	known by many people
annoying	making you feel unhappy or a little angry
absent	not in a place
notice	to see or hear something
behavior	the way someone acts
expensive	costs a lot of money
bullying	hurting or scaring other people
apologize	to say "I'm sorry" when you do something wrong

Characters.









In a small school, there was a girl named Wanda. She was a quiet girl who sat in the back of the classroom. Wanda always wore the same faded blue **dress** every day. Despite this, Wanda told everyone she had a hundred beautiful dresses at home, all lined up in her **closet**.





The **popular** girls at school, especially Peggy and Maddie, **annoyed** Wanda every morning. One day, while they were in the playground, Peggy said, "Hey, Wanda, tell us about your hundred dresses!" The other girls laughed. Maddie didn't like how they were annoying Wanda, but she stayed quiet. Maddie was afraid of losing Peggy's friendship. Soon, most of the girls were annoying Wanda and laughing about her hundred dresses.



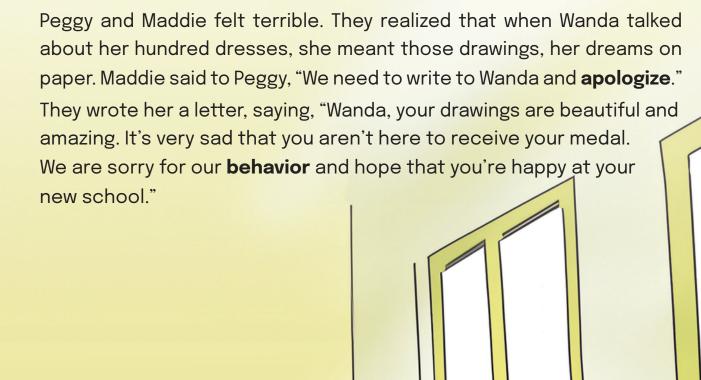


One day, Miss Mason, the teacher, **announced** that it was time for the annual drawing competition. Miss Mason said, "I will choose one boy and one girl as winners." When it was time to announce the winners, to everyone's surprise, the walls were covered with a hundred beautiful drawings of dresses of all colors and designs. Wanda drew and signed all the drawings. She won the competition, but she wasn't there to receive her medal.





Wanda was **absent** for several days, but no one **noticed**. Miss Mason read a letter from Wanda's dad, saying that Wanda's family moved to the big city, where they wouldn't face unkindness.

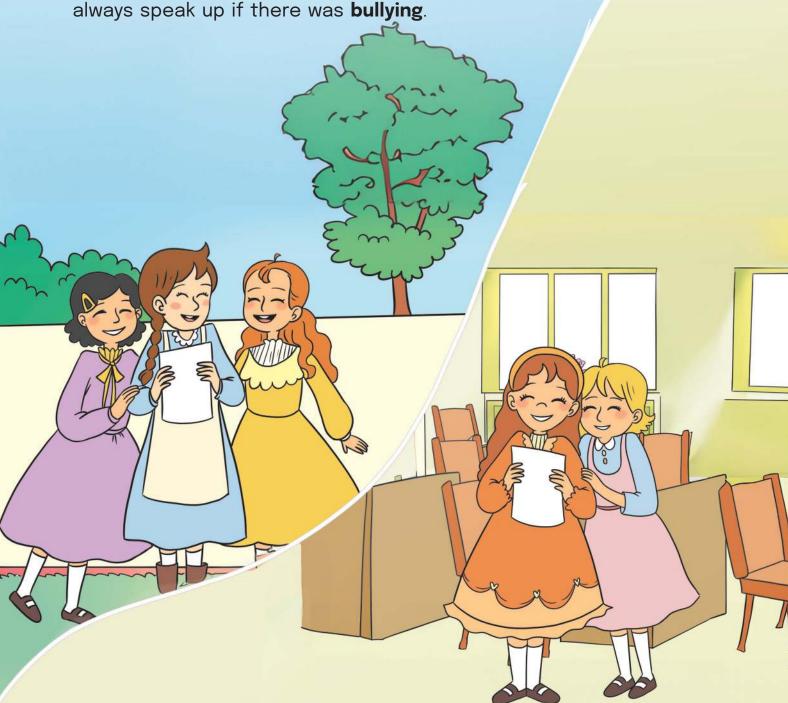




Unit 6

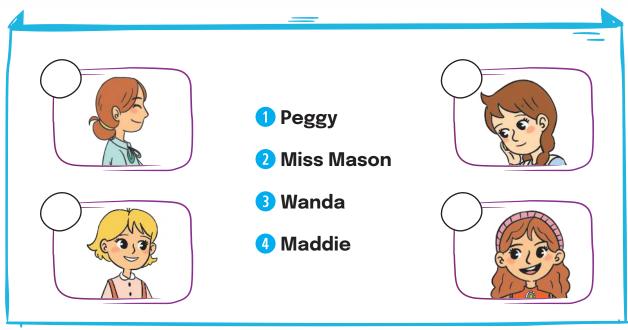
Wanda received the letter at her new school. She was happy when she learned that the letter was from Maddie and Peggy. Then, Wanda wrote back to them, saying, "Thank you for your letter. I'm happy at my new school, and I want you to keep my drawings."

This experience changed Peggy and Maddie forever. They learned that kindness matters more than expensive clothes. They promised to always speak up if there was **bullving**.



Characters

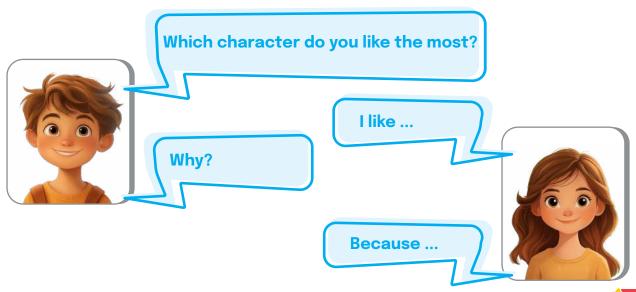




Who said this: Wanda, Maddie, Peggy or Miss Mason?

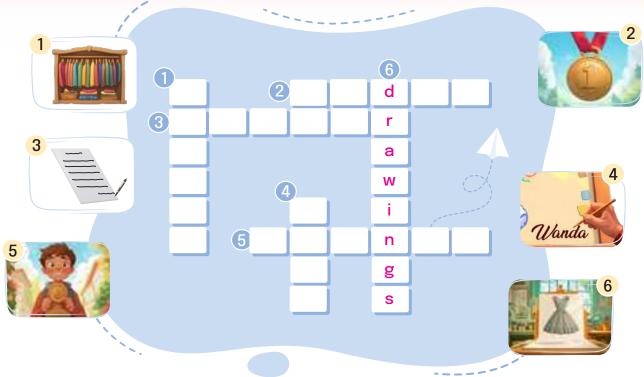
- 1. "Hey, Wanda, tell us about your hundred dresses!"
- 2. "I want you to keep my drawings."
- 3. "We need to write to Wanda and apologize."
- 4. "I will choose one boy and one girl as winners."

Ask and answer. Work with your partner. Take turns.





Complete the crossword.



Property Read and circle the correct answer.

1. Wanda always wore the same faded blueevery day.									
	a. dress	b . closet	c . letter	d. drawing					
2. Miss Mason will choose one boy and one girl as in the competition.									
	a. walls	b . medals	c. winners	d. playgrounds					
(3. Wanda drew and	all	I the drawings in the	drawings in the competition.					
	a. moved	b . sang	c . spoke	d. signed					
4. Peggy and Maddie wrote ato Wanda to apologize.									
	a. behavior	b . letter	c . dream	d. closet					

Read and complete with words from the box.

playground - competition - announce - drawings

Miss Mason announced that it was time for the annual drawing competition.

When it was time to (1) the winner, the walls were covered with a hundred beautiful (2) of dresses of all colors and designs. Wanda won the (3) but she wasn't there to receive her medal.

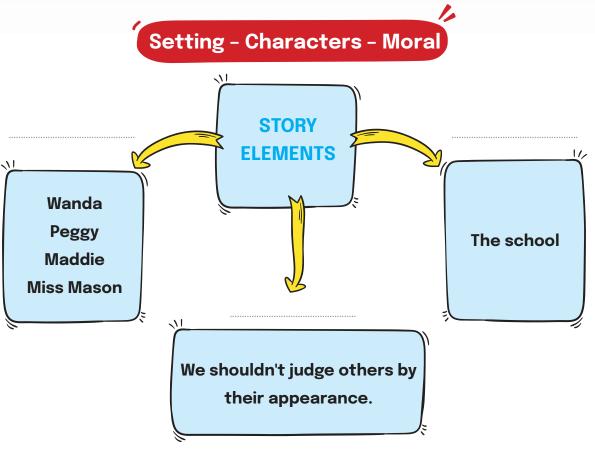




- Peggy and Maddie annoyed Wanda in the playground.
- Wanda won the drawing competition.
- Peggy and Maddie promised to always speak up if there was bullying.
- Wanda told everyone about her one hundred dresses.
- Miss Mason read a letter from Wanda's dad.
- Peggy and Maddie wrote a letter to Wanda.

Wanda told everyone about her one hundred dresses.			
2	************	••••••	
3.	••••••	•••••	
4			
5.	•••••		
6	************	••••••	
Read and write T (True) or F (False).			
1. Wanda had one hundred real dresses.	()	
2. Peggy and Maddie were always kind to Wanda.	()	
3. Wanda won the annual drawing competition.	()	
4. Wanda's family moved to the big city.	()	
5. Miss Mason chose three girls as winners.	()	
6. Wanda's mom sent a letter to Miss Mason.	()	
7. Wanda wasn't there to receive her medal.	()	
8. Peggy and Maddie wrote an email to Wanda to apologize.	()	





Answer the following questions.





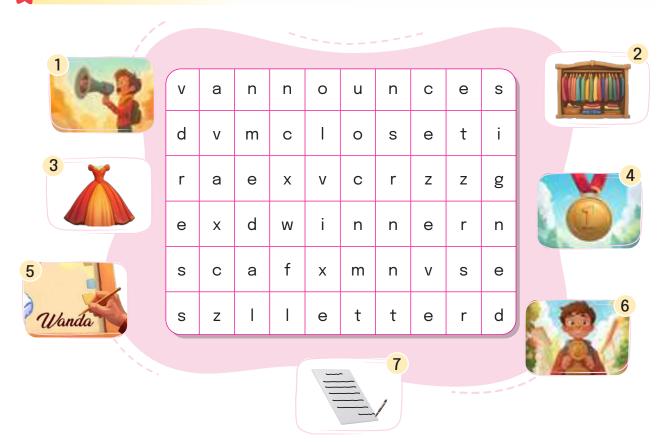
Do you agree with the action? Why or why not?

i. Maddie Stayed quiet i	when Peggy	buille	eu wanua.	
	agree	/	don't agree	
Why? It was wrong t	that she dic	ln't sp	oeak up for Wanda.	
2. Wanda told everyone	she had a l	nundre	ed beautiful dresses at home.	
	agree	/	don't agree	
Why?				
3. Wanda's family moved	d to the big	city.		
	agree	/	don't agree	
Why?				
4. Wanda told Peggy and	d Maddie to	keep	her drawings.	
	agree	/	don't agree	
Why?				
5. Peggy and Maddie wr	ote a letter	to Wa	anda.	
	agree	/	don't agree	
Why?				
🖒 You are Wanda. W	<mark>rite b</mark> ack to) Peac	ay and Maddie.	
		<u> </u>		
		•••••		
		•••••		





Find and circle the words.



Complete the events using the box.

to apologize - annoyed Wanda - they moved to the big city

- 3. Peggy and Maddie wrote a letter to Wanda

You see your friend laughing at a classmate who wears old clothes.

- Laugh with your friend. ()
- Tell the teacher about the situation. ()
- Ignore it and walk away. ()



Review 2

Read and sort.

Pyramids - firefighter - nurse - Siwa Oasis police officer - Khan Al-Khalili Bazaar

Places	Jobs

Choose the correct answer from a, b, c or d.

- is tall and has a great view. 1. The Cairo a. Oasis **b**. Tower
- c. Bazaar
- d. River
- 2. A/An works in a school and teaches lessons.
 - a. engineer
- **b**. nurse
- **c**. teacher
- d. firefighter

- 3. The Egyptian _____ is full of history.
 - a. Museum
- **b.** Tower
- c. Mall

- d. Office
- 4. A/An ____helps sick people feel better.
 - **a**. teacher
- **b**. doctor
- c. engineer
- d. police officer

🔂 🎑 Listen, look, and fill in the missing letters.







Read and correct the word(s) between brackets.

- 1. The flowers are _____(on) two trees.
- 2. He is the _____(smart) student in our class.
- 3. The bird is _____(front) the cage.
- 4. She has the _____(short) hair in the group.

took and complete using superlative adjectives.



2

cook and answer the questions.

- 1. Where is the hospital?
- 3. Where is the library?

- 2. Where is the school?
- 4. Where is the post office?



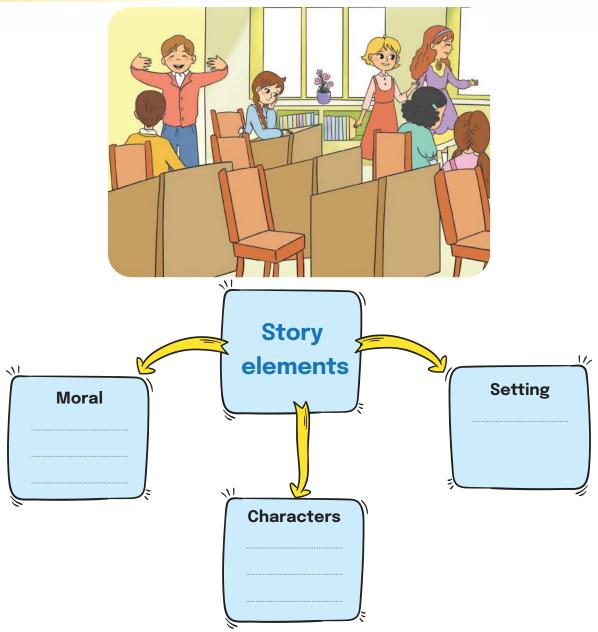
Read the text and answer the questions.

Omar is a firefighter. He wears a blue uniform and a helmet to stay safe. Every day, he checks his equipment and keeps the fire truck ready. When people need help, Omar and his team quickly drive to help them. He uses a long water hose to stop fires. He also has a special ladder for tall buildings. He saves people and pets from fire. He loves his job because he likes saving people and animals.

A	A. Choose the correct answer from a, b, c or d.					
	1. The main idea of the text is about a					
	a. nurse	b. doctor	c . firefighter	d. teacher		
	2. Omar uses a lo	ong water	to stop fires.			
	a. truck	b . ladder	c. helmet	d . hose		
`						
В	. Answer the fo	l <mark>lowing questions.</mark>				
	3. What does Om	nar do when people	e need help?			
	4. Why does Oma	ar love his job?				
A	Write a non-fic	ction text about a	family member's iol	b.		
	Write a non-fiction text about a family member's job.					



Solution Look and complete the mind map.



write a new ending for the story.

Wanda's family didn't move to the big city.

Now I can ...

Identify places in Egypt.















I got it



I'm not sure



I need help

Identify words about jobs.















I got it



I'm not sure



I need help

Say these sounds:

/p/

peak - pan - pond

/b/

bear - bin - bat

Long vowels with silent e

cube - face - slide rope - stone - flute -

gate - nine



I got it



I'm not sure



I need help





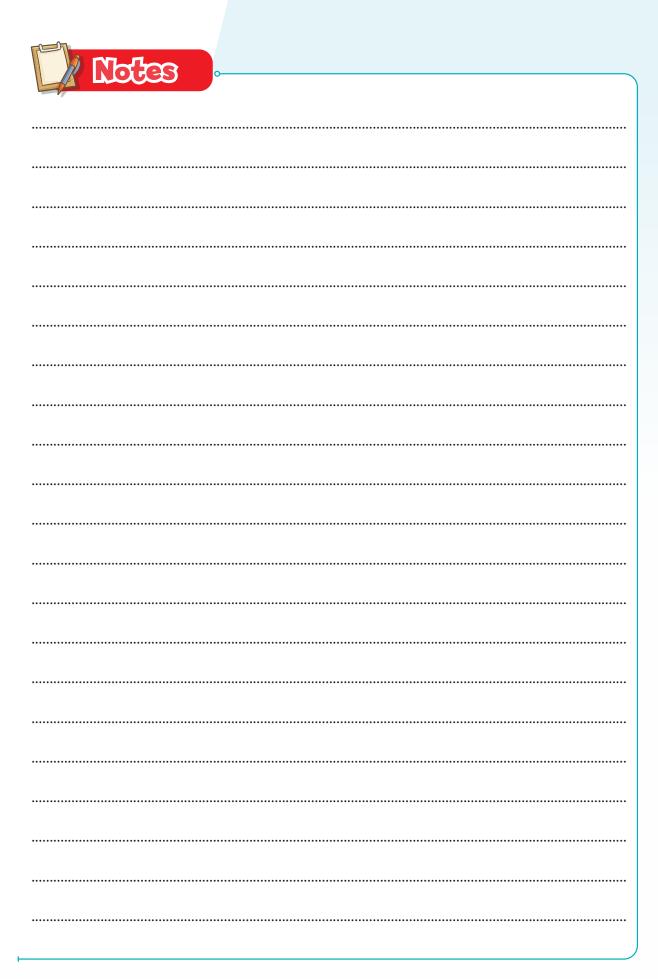
Glossary of Words and Phrases

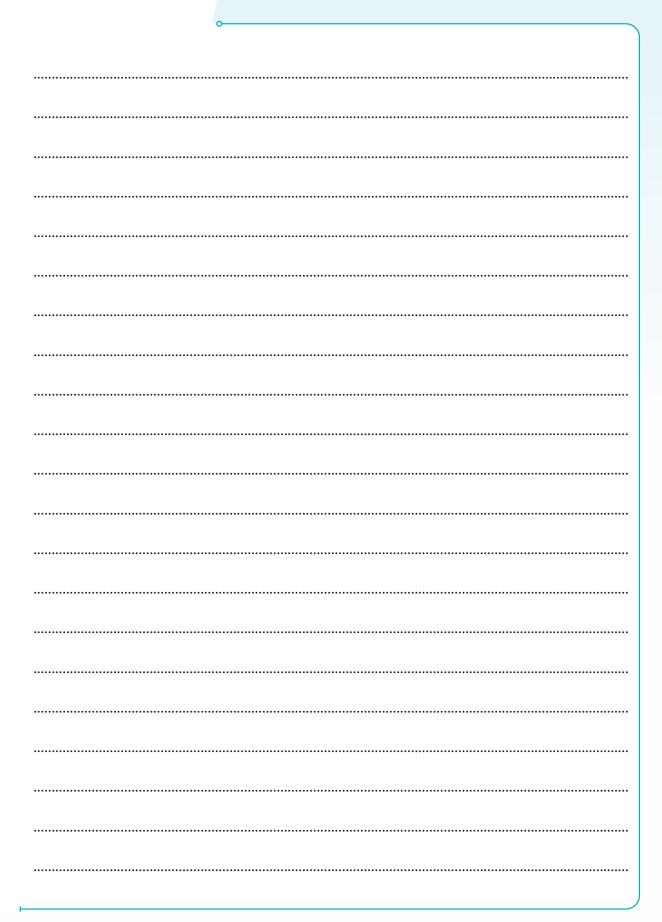
Category	Word	Definition	
	Run	Move quickly	
	Draw	To make a picture with a pencil or pen	
Action Words	Plant	To place seeds in the soil to grow	
ACTION WORDS	Exercise	To move your body to stay healthy	
	Clean	To remove dirt or mess	
	Announce	To say something officially	
	Giraffe	A tall African animal with a long neck	
	Elephant	A large animal with a trunk	
	Monkey	A playful animal that swings on trees	
Animal Words	Zebra	A striped animal from Africa	
Ariiriai worus	Fox	A small wild animal with red fur	
	Lion	A large wild cat	
	Endangered	Animal species at risk of disappearing	
	Hunt	To chase or capture for food	
Classroom Words	Look at the	Asking to observe something	
	Neighbor	A person who lives near you	
	Trash	Waste or garbage	
Community Words	Trees	Plants with trunks and leaves	
Community Words	Street	A road in a city or town	
	Factory	A place where products are made	
	Flag	A symbol of a country	
Culture Words	Tradition	A custom passed down through generations	
Culture words	Festival	A celebration with food, music, or dancing	
Descriptive Phrases	It is big	Used to describe a large object	
	Medal	A prize given to a winner	
Events	Competition	A contest between people or teams	
	Winner	The person who finishes first	
Greetings Hello A polite way to greet someor		A polite way to greet someone	

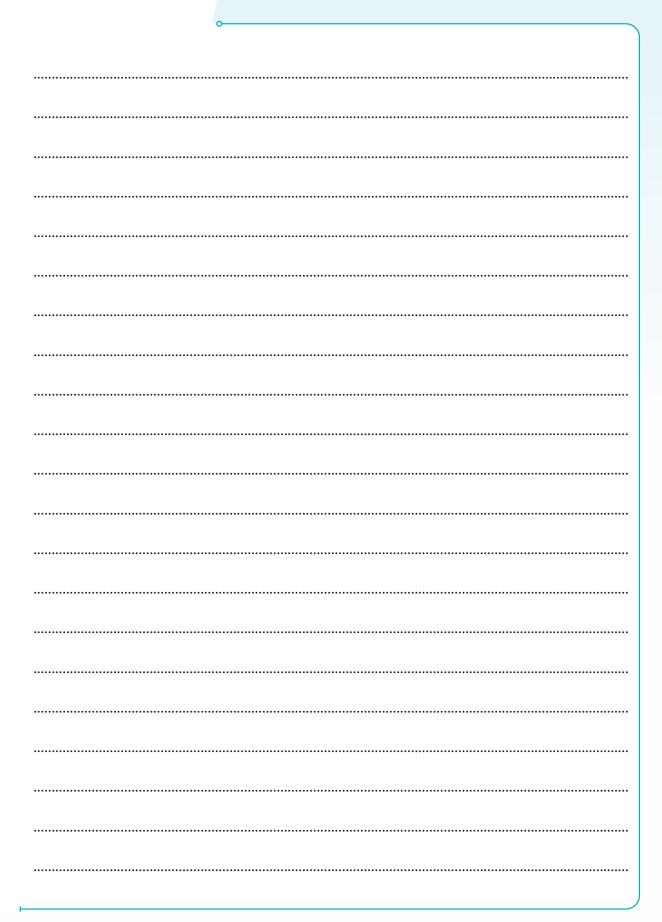
	Water	A drink that keeps the body hydrated	
	Fruit	A healthy food like apples or bananas	
Healthy Habits	Vegetable	A healthy food like carrots or spinach	
	Exercise	Activity that keeps the body fit	
	Sleep	Resting at night to stay healthy	
	Doctor	A person who treats illnesses	
	Engineer	A person who designs and builds things	
	Nurse	A person who cares for sick people	
	Teacher	A person who helps others learn	
Jobs	Firefighter	A person who puts out fires	
	Police officer	A person who protects the public	
	Carpenter	A person who builds with wood	
	Wildlife photographer	A person who photographs animals in nature	
	Voice-over actor	A person who records voices for TV/radio	
Numbers	Hundred	The number 100	
Numbers	Billion	One thousand million (1,000,000,000)	
	Gift	A present given to someone	
Objects	Uniform	Special clothes for work or school	
	Furniture	Tables, chairs, and other home items	
	Plane	A flying vehicle	
	Plate	A flat dish for food	
Phonics - Long Vowels	Feed	To give food	
	Home	Where you live	
	Rope	A strong string	
	Hat	A piece of clothing for the head	
	Pen	A tool for writing	
Phonics - Short Vowels	Pot	A round container for cooking	
	Bat	An animal OR a tool used in sports	
	Pan	A flat container used for frying	
	School	A place for learning	
Places	Library	A place with books and resources	
	Post office	A place to send and receive mail	



	Hospital	A place where doctors and nurses he people	
	Bazaar	A market where goods are sold	
Places	Siwa Oasis	A famous desert oasis in Egypt	
	Cairo Tower	A tall landmark in Cairo	
	Pyramids	Ancient triangular Egyptian structure	
	In	Inside something	
	On	Resting on the surface	
Dropositions	Behind	At the back of	
Prepositions	In front of	Ahead of or before	
	Next to	Beside or near	
	between	In the middle of two things	
	Setting	Where and when a story takes place	
Story Elements	Characters	People or animals in a story	
	Plot	The main events of a story	
	First	Happening before anything else	
Timo Evarossions	Then	Used to show what happens next	
Time Expressions	After that	Used to describe the next step	
	Finally	Used to describe the last step	
	Ladder	A device for climbing	
Tools & Equipment	Water hose	A long tube for spraying water	
	Tools	Things used to fix or build things	
Visual Literacy	Blog	A short online article or post	
	Sign	When someone writes their name	
	Title	The name of a story or article	
	Date	The day something is written or happens	
	Writer's name	The person who wrote the piece	
Writing Elements	Heading	A main title of a section	
Witting Licinchts	Sub-heading	A smaller title under a heading	
	Call to action	A phrase that encourages action (e.g., "Join us!")	
	Descriptive words	Words that tell more about a person or object	
	Image	A picture to show something visually	











Primary 4 - Term 1

Academic Year: 2025/2026

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Editorial Note

This work was made through the contributions of a diverse team of professionals with various academic and institutional backgrounds (including, but not limited to, university professors, teachers, subject matter experts, and specialized international organizations).

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