



English



2025/2026

Term 2

Primary

4



"تهدى وزارة التربية والتعليم والتعليم الفني هذا الكتاب ، بكل الحب إلى الأطفال
والأسر في جمهورية مصر العربية ."

**"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 2 SCOPE AND SEQUENCE

Unit	Vocabulary	Language In Use	Skills	Life Skills	Core Value	Integrated Learning Activities
Unit 1: This is Where I Live	environment, buildings, city, desert, forest, oasis, river, village, wells, farmed, raised, realized, advantages, challenges, adapted, simply, fisherman, sail, boat, riverbank, palm trees	Past tense (regular and irregular verbs)	Speaking <ul style="list-style-type: none"> • New vocabulary for different environments • Use of past simple tense in short talks • Correct pronunciation of silent letters (k,l) Reading <ul style="list-style-type: none"> • Texts and dialogs about environments • Main ideas and key vocabulary in context • Words with silent letters (k,l) Writing <ul style="list-style-type: none"> • Friendly letter about personal experiences in different places • Letter structure: greeting, body, closing • Use of past simple tense and environment vocabulary Listening <ul style="list-style-type: none"> • Short texts and dialogs about environments and past events • silent letters (k,l) 	Compare and contrast	Teamwork	Presentation about the place you live in

Unit 2: Our World, Our Responsibility	reuse, reduce, recycle, planet, go green, pollution, tote bag, litter, bin, surroundings, resources, run out, warm, wisely	Conjunctions	Speaking <ul style="list-style-type: none"> Ways to protect the planet Correct use of conjunctions in speech Pronunciation of r-controlled words Role-play on writing and sending emails Reading <ul style="list-style-type: none"> Texts and dialogs about protecting the planet Vocabulary on environmental actions r-controlled words in context Conjunctions in sentences Email structure: greeting, body, closing Writing <ul style="list-style-type: none"> Sentences about environmental actions Correct spelling of r-controlled words Use of conjunctions to join ideas Simple email format: greeting, message, closing Listening <ul style="list-style-type: none"> Texts and dialogs about going green R-controlled words conjunctions in speech Email models 	<ul style="list-style-type: none"> Self-discipline Decision-making Problem-solving Community spirit 	<ul style="list-style-type: none"> Respect Responsibility Caring Empathy 	Brochure about going green

Unit 3: What's in the Package?	a carton of, a bar of, a pack of, a bottle of, a slice of, a piece of, food packaging, neighborhood, vegetables, elderly lady, climb the steps, delivering, promised, picnic, healthy, share, dessert, leftovers, crunchy	Countable and uncountable nouns	Speaking <ul style="list-style-type: none"> • Vocabulary for types of packaging • Use of countable and uncountable nouns in daily situations • silent letters (b,w) Reading <ul style="list-style-type: none"> • Dialogs about packaging and shopping • Countable and uncountable nouns in context Writing <ul style="list-style-type: none"> • Narrative writing using countable and uncountable nouns • Clear organization of ideas about objects, quantities, and packaging Listening <ul style="list-style-type: none"> • Countable and uncountable nouns in spoken sentences • Silent letters (b,w) 	Shopping skills	Helping others	Poster about ways to help others

Unit 4: Let's Celebrate	exchange gifts, perform music, play a game, eat special food, socialize with friends, wear special clothes, clap, take photos, fireworks, decorated, hung shiny ribbons, cheerful, candles, wrapped the giveaways, guests	Adjectives	Speaking <ul style="list-style-type: none"> • Different celebrations and related vocabulary • Use of adjectives for people, objects, and events • Sharing ideas and experiences for blog topics • Correct pronunciation of plural nouns with final -s (/s/, /z/, /ɪz/) Reading <ul style="list-style-type: none"> • Texts about celebrations and blogs • Adjectives and plural -s words in context • Blog structure: greeting, body, conclusion Writing <ul style="list-style-type: none"> • Short paragraph or blog about a celebration • Use of adjectives for clear description • Correct formation of plural nouns with -s • Organized ideas with beginning, middle, and closing Listening <ul style="list-style-type: none"> • Texts and dialogs about celebrations and blogs • Key details: events, dates, activities, descriptions • Recognition of adjectives and plural nouns with final -s 	Gratitude	Thank you card
			<ul style="list-style-type: none"> • Planning and organization • Preparing materials (paper, ribbon, box, card) 		

Unit 5: Exploring Wonders in Egypt	water springs, tents, Bedouins, traditional life, spiritual site, scuba diving, snorkeling, starfish, hiking, horseback riding, corals, ferry, seagulls, Corniche, Suez Canal, breeze, memorable	Using "should" and "shouldn't" for giving advice	Speaking <ul style="list-style-type: none"> Vocabulary for trips, holidays, and experiences Questions and answers about places, activities, and local life Use of should / shouldn't in short dialogs Pronunciation of oi / oy words Descriptions of places in postcard form Reading <ul style="list-style-type: none"> Short texts about trips and places in Egypt Vocabulary for sightseeing, and local life Identification of should / shouldn't in texts Spelling and recognition of oi / oy words Postcard structure: greeting, body, closing Writing <ul style="list-style-type: none"> Short paragraphs about trips and experiences Advice sentences with should / shouldn't Spelling practice with oi / oy words Postcard writing: greeting, message, and closing Listening <ul style="list-style-type: none"> Stories and dialogs about Egyptian places Key details: locations, activities, landmarks, experiences Advice using should / shouldn't Recognition of oi / oy sounds Structure and content of postcards 	Observation Adaptability	• Respect and love for the country • Appreciation of heritage and culture	Mind map about different sites

Unit 6: Story Time - The Lost Kite	river, sunny, village, kite, dates, field, palm trees, wind, house, kindness	-	Speaking <ul style="list-style-type: none"> • Oral retelling using key words • Description of characters' feelings and actions • Discussion of problem, solution, and moral Reading <ul style="list-style-type: none"> • Characters, setting, and main events • Problem and solution identification • Story moral or lesson understanding Writing <ul style="list-style-type: none"> • Sentences or short paragraphs about story elements • Problem and solution description • Moral explanation Listening <ul style="list-style-type: none"> • Questions about characters, events, and feelings • Story retelling and sequencing • Following simple directions from the story 	<ul style="list-style-type: none"> • Reading is pleasure • Kindness 	Teamwork	-

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:

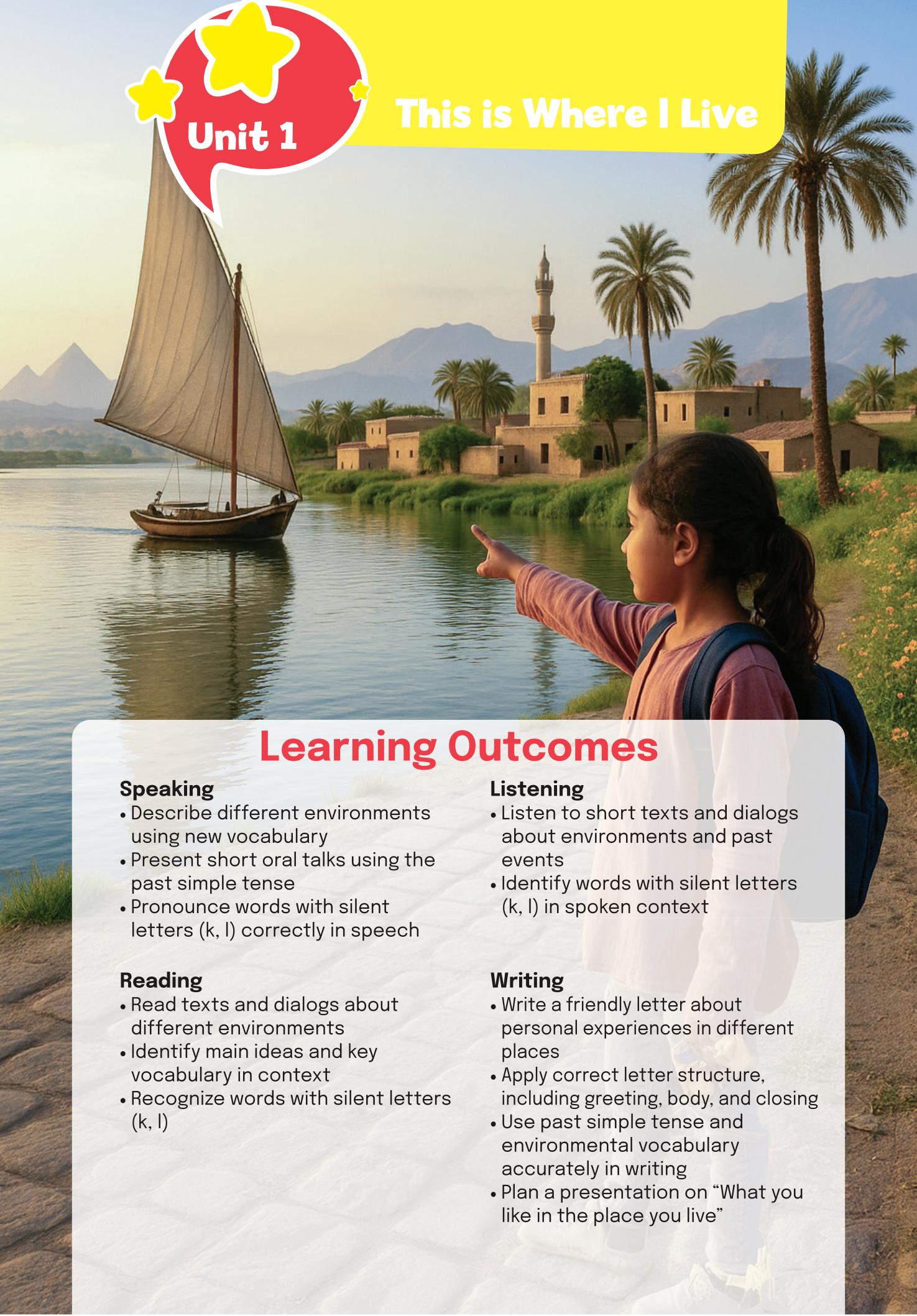
As we embark on this educational journey, we invite educators, parents, and students to collaborate in fostering a love for the English language and a deep appreciation for our cultural heritage. Together, we can build a brighter future where our young learners thrive in a global society while staying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

Best Regards,

The Ministry of Education and Technical Education



This is Where I Live



Learning Outcomes

Speaking

- Describe different environments using new vocabulary
- Present short oral talks using the past simple tense
- Pronounce words with silent letters (k, l) correctly in speech

Reading

- Read texts and dialogs about different environments
- Identify main ideas and key vocabulary in context
- Recognize words with silent letters (k, l)

Listening

- Listen to short texts and dialogs about environments and past events
- Identify words with silent letters (k, l) in spoken context

Writing

- Write a friendly letter about personal experiences in different places
- Apply correct letter structure, including greeting, body, and closing
- Use past simple tense and environmental vocabulary accurately in writing
- Plan a presentation on “What you like in the place you live”

My Environment

1 Before you listen, think and answer

1. What is the difference between a city and a village?
2. How do you imagine living in a desert?

2 Listen, look, and repeat



environment



building



city



village



oasis



river

3 Fill in the blanks using the words in the box

building - village - environment - River - oasis

1. The is everything around us, like air, water, land, and animals.
2. A tall can have many floors where people live or work.
3. A is a small place where people live together.
4. In the hot desert, there is very little water, but sometimes you can find an with plants and trees.
5. The Nile flows through Egypt.



4 Listen and read

Different Places in the Environment

Maha : Hi, Salma, did you finish the project our teacher asked us to do last week?

Salma : Yes, I did. I enjoyed it a lot. What about you?

Maha : I worked on it with my cousin. We compared life in the **city** with life in the **village**. What did you choose?

Salma : I wrote about the desert. I explained how people lived in tents, traveled on camels, and used **wells** for water.

Maha : That's interesting! I learned that people in villages lived **simply**. They **farmed**, **raised** animals, and knew all their neighbors.



Salma : And city life was different. People lived in tall buildings, used cars and buses, and had shops everywhere.

Maha : Exactly. I **realized** every place had **advantages** and **challenges**.

Salma : Yes, the project helped us understand how people **adapted** to their environments.



5 Write (T) true or (F) false

1. Salma compared life in the city and the village. ()
2. People in the desert traveled on camels. ()
3. Villagers raised animals and farmed. ()
4. People in cities lived in small houses. ()
5. The project helped the students understand environments better. ()



6 Listen again and answer

A. Circle the correct answer

1. What was the project about?
 - Animals in the zoo
 - Life in different places
 - Famous people
2. What did Salma write about?
 - The village
 - The city
 - The desert
3. What did Maha learn about village life?
 - People lived in tall buildings
 - People traveled by buses
 - People farmed and knew all their neighbors

**B. Answer the following questions**

4. What did people in villages do for a living?

5. How was city life different from village life?

7 Fill in the blanks using the words in the box

river	city	environment	buildings	village	oasis
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1. A is a big place with many people, cars, and tall buildings.
2. A is a small place with few people and many farms.
3. A is a long line of water that moves to the sea.
4. An is a green place with water in the desert.
5. are houses, schools, or offices where people live or work.
6. is everything around us, like air, water, plants, and animals.

8 Put the following words in a sentence

- a. city:
- b. village:
- c. environment:
- d. building:

9 Work with your partner and take turns

Choose **two words** from the list in the box and make your own short dialog.

desert, environment, city, village, buildings

**Example:**

Ali: Do you like living in the city?

Omar: Yes, I do. The tall buildings are amazing!

1 Before you read, think and answer

1. Did you visit a village last summer? What did you see?
2. Explain what a village looks like.



A Day in the Village

Last weekend, Ahmed and Omar visited a small village near the city. The weather was sunny. They were excited. They walked beside the river and noticed how clean and fresh the air was compared to the busy city. Omar took photos of houses, trees, and the clear water. Ahmed smelled the colorful flowers beside the path. Not far from the village, they saw a small forest with tall trees and many birds. A farmer told them a story about an oasis in the desert where travelers could find water and rest. In the afternoon, they went to the market and bought fresh fruit such as apples, oranges, and bananas. The sellers were friendly and told them stories about village life. Ahmed and Omar enjoyed the quiet streets, listened to birds singing, and learned many new things about the people who lived there.



Think

How is life in the village different from life in the city?



3 Write (T) true or (F) false

1. The weather was rainy and cold. ()
2. Ahmed smelled colorful flowers near the path. ()
3. They saw a forest with many trees and birds. ()
4. The oasis was inside the forest. ()
5. The sellers at the market weren't friendly. ()





4 Read again and answer

A. Circle the correct answer

1. Where did Ahmed and Omar go last weekend?

- a. To a big city
- b. To a small village
- c. To the desert

2. What did Ahmed and Omar buy from the market?

- a. Toys and clothes
- b. Bread and cheese
- c. Fresh fruit

3. What did the farmer tell them about?

- a. A river in the city
- b. An oasis in the desert
- c. A school in the village

B. Answer the following questions

4. Why do you think Ahmed and Omar liked the village more than the city?

5. How can we help keep the village and the river clean?

5 Work in pairs. Role-play

Example:

- Hello! I'm Noura.
- I went to a small village near the city.
- The weather was sunny.
- I saw many birds in the sky.
- I liked the village because it is quiet.
- I want to visit again!



Your turn

- Hi! I'm
- I went to
- There were
- I liked the village because
- It is different from the city because

Language in use

Past Tense - Regular and Irregular Verbs

The **past tense** tells us about actions that already happened.

key words that often signal past tense:

yesterday, last (night/week/year), ago, in (2000), when I was young, earlier today, a few days ago.

Regular verbs add **-ed** to the base form:

watch → watched (Example: *We watched a movie last night.*)

study → studied

(Example: *I studied the lesson before the exam.*)

Irregular verbs have different spellings in the past:

go → went

(Example: *I went to the market yesterday.*)

buy → bought (Example: *My sister bought a gift to her friend.*)

Tip!

Remember

/d/

wanted
needed

/t/

helped
looked

/d/

called
cleaned

Negative form: To say something did not happen:

- Formula: **did not (didn't) + base verb**
- Example: *I didn't watch TV yesterday.*

Notice: The main verb stays in the **base form** after “didn't.”

5. Question form: To ask a question:

- Formula: **Did + subject + base verb**
- Example: *Did you go to the park last week?*

Notice: The main verb is in the **base form**, not the past form.

6 Change to past tense

1. plant →

2. see →

3. try →

4. make →

**7** Read and circle the past tense form of the verbs

1. They (walked / walk) in the forest.
2. My friend and I (visit / visited) the river.
3. She (helped / help) her friend and (gave / give) her some bread.
4. I (watched / watch) the sunrise and (go/ went) to the market.
5. He (buy / bought) fruits from the market.

8 Fill in the blanks with the correct past simple form of the verbs in brackets

1. We (walk) to the park yesterday.
2. She (buy) apples from the market.
3. They (play) football last Saturday.
4. Omar (eat) pizza two days ago.
5. I (visit) my grandparents last weekend.

9 Make questions in the past simple

1. you (call) your cousin yesterday?
2. Kareem (travel) to Luxor last year?
3. When she (learn) to ride a bike?
4. Where they (go) on holiday?

10 Correct the underlined words in each sentence

1. We goes to the zoo last Sunday. →
2. She buyed a new bag yesterday. →
3. They didn't went to school. →
4. He doesn't eat meat yesterday. →

11 Write 4 sentences using past tense verbs from the words in the box

go

walk

wake up

watch

1.
2.
3.
4.

1 Before you read, think and answer

1. Did you go on a trip to the Nile River?
2. What did you see there?



2 Look, read, and repeat



fisherman



palm trees



boat



sail



riverbank



crops

3 Read the text

A Day at the Riverbank

Last Friday, Youssef went on a trip with his grandfather to the Nile River. They woke up early and took a small **boat**. He helped his grandfather **sail**. The water in the river was calm. Youssef saw **fishermen** catching fish. His grandfather showed him the green farms near the river where farmers plant **crops**, vegetables, and fruits. They also saw tall **palm trees** and children playing on the **riverbank**. Youssef wore his hat because the sun was hot. They sat under a tree and ate bread, cheese, and cucumbers. His grandfather told him stories about the history of the Nile. Youssef was very happy because he learned many new things. At the end of the day, they went home together, feeling tired but excited to visit the Nile again soon.

**4** Write (T) true or (F) false

1. Youssef went to the Nile River with his grandfather. ()
2. Youssef and his grandfather ate pizza for lunch. ()
3. Birds were flying over the water. ()
4. Youssef said the trip was boring. ()

**5** Read again and answer**A. Circle the correct answer**

1. Where did Youssef go with his grandfather?
 - a. to the market
 - b. to the Nile River
 - c. to the desert
2. What did Youssef and his grandfather do on the trip?
 - a. rode camels and visited shops
 - b. sailed a small boat and ate lunch
 - c. climbed a mountain
3. What did Youssef learn from his grandfather?
 - a. stories about the history of the Nile
 - b. how to fly a kite
 - c. how to plant trees

B. Answer the following questions

4. Why do you think Youssef enjoyed the trip with his grandfather?

5. How can we help protect the Nile River and keep it clean?

6 Fill in the blanks using the words in the box

fisherman

palm trees

boat

sail

riverbank

1. Youssef and his grandfather took a small on the Nile.
2. A was catching fish with his net.
3. They walked along the and enjoyed the view.
4. Youssef learned how to with his grandfather.
5. There were tall near the water.

7 Rearrange the words to make a sentence

1. took / a / boat / They / small / the / on / Nile

2. was / A / fisherman / fish / catching

3. walked / the / riverbank / along / They

4. Youssef / sail / learned / to/ how

5. palm trees / riverbank / near / were / tall / There / the



Pronunciation

1 Read and learn

Silent Letters (k, l)

Silent k – The letter “k” is not pronounced when it comes before “n” at the start of a word.

Examples: knock, knife, knee, know

Silent l – The letter “l” is not pronounced in some words, especially after “a” or “o”.

Examples: walk, talk, half, folk

2 Read and circle the words with silent letters

1. Please knock before you come in.
2. I feel calm near the river.
3. Do you know my friend?
4. He hurt his knee on the mountain yesterday.
5. He walked at night in the city.



3 Fill in the missing letters

1. wa_k 2. _nife 3. fo_k 4. _nee 5. ha_f

4 Match the word to the picture

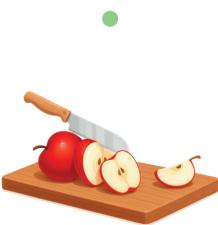
knock

knee

knife

walk

talk



Trip to the Mountains

1 Read and learn



Dear Lina,

I hope you are doing well. I want to tell you more about my trip to the mountains last weekend. On that day, the weather was cold, but the view was so beautiful. I saw tall green trees, wide **fields**, and a big stream flowing gently between the rocks. The sound of the water made the place feel **peaceful**. We walked on small **paths** and stopped to take photos of the birds that were singing in the **distance**. Although we were far from the city, I felt happy and **relaxed**. At night, we sat near the mountains, and shared stories. I ate some delicious fruits that my mother packed. It was truly a wonderful trip, and I wished you were with me.

Your friend,

Sara

Friendly letter writing checklist

1. **Greeting** – Start with Dear + name
2. **Introduction** – Say why you are writing
3. **Body** – Share details or stories
4. **Closing** – End politely
5. **Signature** – Write your name



2 Read and complete the friendly letter using the words in the box

Dear – Write back soon – Your friend – trip – trees

..... Omar,

I want to tell you about my to the oasis. It was very exciting! I saw tall , and clear water. The oasis was quiet and peaceful, but it was also fun to see so many new things. I hope we can go together one day.

!

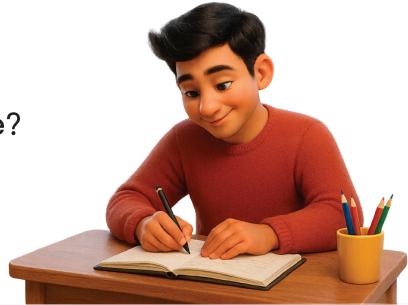
..... ,

..... .



3 Write a friendly letter about a trip to the village. Write about (24-30) words.
Use the checklist

- **Greeting:** Dear
- **Introduction:** Reason for writing
- **Body:** Details - What happened? Who was there?
- **Closing:**
- **Signature:**



Word bank to help you with the letter

Greeting: Dear, Hello, Hi

Time Words: yesterday, last week, on Friday, during the holiday

Feeling Words: happy, excited, surprised, tired

Action Words: went, saw, played, visited, helped, made, enjoyed

Closing: Write back soon, See you soon, Your friend, Best wishes

Think and Create

A Presentation

1 Prepare a presentation about what you like in the place where you live

Make sure to ...

- Use clear headings
- Add pictures of the different types of environments
- Keep the text simple
- Speak for 3–5 minutes
- Speak clearly and slowly so your friends can understand you
- Say, “Today I will talk about different types of environments.”



2 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





Quick Review

1 Look and write

1



2



3



4



5



6



2 Fill in the blanks with the correct past tense verb

1. We (walk) to the park yesterday.
2. She (buy) apples from the market last week.
3. My brother (study) his lesson yesterday.
4. My parents (move) to this house in 2000.
5. The teacher (give) us homework a few days ago.

3 Write 4 sentences using silent letter words. Use past tense and adjectives

knock: He knocked at the door.

knife :

knee :

talk :

walk :



Self - Assessment



Self-Assessment

I can...	I got it	I'm not sure	I need help
use new words to describe a city, desert, forest, mountain, oasis, river, and village.	3 stars	2 stars	1 star
talk about past events using the past simple tense.			
say and recognize words with silent letters (like, knock, calm, know).			
read and understand dialogs about environments and places.			
find new words in the text and answer questions about them.			
use past simple tense correctly (regular and irregular verbs).			
read and recognize words with silent letters in consonants.			
write a simple letter with a greeting, body, and closing.			
use past tense verbs and new words to describe my own experiences.			



Our World, Our Responsibility



Learning Outcomes

Speaking

- Talk about ways to protect the planet using simple sentences
- Use conjunctions correctly in short spoken sentences
- Pronounce r-controlled words correctly in speech

Listening

- Listen carefully to texts and dialogs about how to go green and protect the planet
- Identify key details such as actions, reasons, and effects related to protecting the environment
- Recognize and understand r-controlled words in spoken sentences
- Identify the use of conjunctions in short dialogs or instructions

Reading

- Read short texts and dialogs about going green and understand the main ideas
- Recognize vocabulary related to environmental actions
- Identify r-controlled words in texts
- Recognize and understand the use of conjunctions in sentences
- Read sample emails and identify the greeting, body, and closing

Writing

- Write short sentences or paragraphs about ways to protect the environment
- Use r-controlled words correctly in sentences
- Write sentences using correct conjunctions
- Write a simple email including a greeting, a few sentences about a topic, and a closing.
- create a brochure about going green

A Guide to Protecting Our Planet

1 Before you listen, think and answer

1. What do you know about recycling?
2. Why is it important?



2 Listen, look, and repeat



3 Fill in the blanks using the words in the box

recycle

reduce

reuse

planet

apply

1. It's important to plastic bottles instead of throwing them away.
2. We can old bags and boxes to save materials.
3. To protect our , we must take care of nature and animals.
4. We need to the amount of waste we make every day.
5. The teacher told us to the new ideas in our project.

4 Write the word in front of the definition

1. The place where we all live; we must keep it clean and safe:
2. Using less of something, like water or electricity, to avoid waste:
3. Using something again instead of throwing it away:
4. Turning old materials into new things, like paper, plastic, or metal:
5. To use something you know in a situation:



Listen and read

Caring for Our Planet

Teacher : Good morning, class! Today we'll talk about how to keep our planet clean using the 3Rs.

Students : What are the 3Rs, Miss?

Teacher : They stand for **Reduce**, **Reuse**, and **Recycle**.

Salim : What does *Reduce* mean?



Teacher : It means using less. For example, don't waste water or electricity.

Farouk : And *Reuse*?

Teacher : It means using things again—like refilling a bottle instead of throwing it away.

Omar : What about "*Recycle*"?

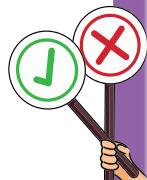
Teacher : That's when we turn old things into new ones, like paper or plastic. Remember, class, you should **apply** what you learned today at school and at home to keep our **planet** clean!

Students : We will, Miss!



Write (T) true or (F) false

1. The 3Rs stand for Reduce, Reuse, and Recycle. ()
2. Reduce means using more water and electricity. ()
3. Reuse means using things again instead of throwing them away. ()
4. Recycle means turning old things into new ones. ()
5. The teacher told the students to only use the 3Rs at home. ()





Listen again and answer

A. Circle the correct answer

1. What is the main idea of the 3Rs?
 - a. how to play games at school
 - b. how to keep our planet clean
 - c. how to do homework quickly
 - d. how to recycle clothes only
2. What does “Reduce” mean?
 - a. to use more things
 - b. to throw things away
 - c. to use less and avoid waste
 - d. to buy new items
3. What did the teacher ask students to do at the end of the lesson?
 - a. forget the 3Rs
 - b. apply what they learned at school and at home
 - c. write a story about recycling
 - d. bring bottles to class

B. Answer the following questions

4. Why is it important to apply the 3Rs every day?

5. Can you think of one way to reuse something in your school or home?

8 Put the words in sentences

1. reuse:
2. recycle:
3. planet:
4. apply:
5. reduce:

9 Work in pairs

Read the situation and choose if you should **Reduce**, **Reuse**, or **Recycle**.

Example: You have an old notebook with some empty pages left. What can you do with it?

Reuse – you can use the empty pages for notes instead of throwing the notebook away.

Your turn

1. You finish a bottle of water. What can you do with it?

2. You have a plastic bag from the shop. What can you do with it?

3. You see too many papers used in class. What can you do?



Go Green

1 Before you read, think and answer

What do you think “go green” means?



2 Read the text

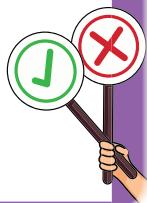
Let's Go Green!

We can all help keep our planet clean and healthy. One way to **go green** is to use less paper. We can write on both sides of the page and send emails instead of paper letters. To reduce **pollution**, we can walk, ride a bike, or share rides with others instead of using many cars. It's also a great idea to use **tote bags** instead of plastic ones when shopping because plastic harms sea animals and nature. We should always throw **litter** in the **bin** and remind others to keep our **surroundings** clean. When we all work together, we help our planet stay clean, safe, and green for everyone to enjoy.



3 Write (T) true or (F) false

1. We can help our planet by keeping it clean and healthy. ()
2. We should use less paper and send emails instead of paper letters. ()
3. Using cloth bags is better than using plastic ones. ()
4. Plastic harms sea animals and nature. ()
5. We should throw litter on the ground to keep the streets clean. ()



4 Group work: Read, think, and answer

1. Why do you think using tote bags is better than using plastic ones?
2. What can you do at school or at home to keep our planet clean?

Language in use



Conjunctions

Conjunctions are words that join parts of a sentence together, helping ideas flow smoothly.

- **nor** adds a second negative idea:

We don't burn plastic, nor do we throw it on the ground.

- **so** shows a result: *We sort the waste, so our neighborhood stays clean.*

- **because** shows a reason or cause: *We recycle paper because it helps save trees.*

Tip!

Remember

Give an example of each conjunction

- and
- but
- or

5 Choose the correct answer

1. I wanted to play outside, it was raining.

a. or b. because c. but

2. We stayed at home it was too hot to go out.

a. and b. because c. so

3. She didn't study, she failed the test.

a. so b. or c. nor

4. You can have pizza pasta for lunch.

a. because b. or c. but

5. He doesn't like apples, does he like bananas.

a. or b. nor c. so

**5** Read and circle the conjunction in each sentence

1. I wanted to play football, but it started to rain.
2. You can have an apple or a banana.
3. I stayed home because I was feeling sick.
4. He didn't shout, nor did he get angry.
5. We finished our homework so we could watch a movie.

6 Fill in the blanks using the words in the box

because

or

so

and

nor

1. She bought apples oranges from the market.
2. He stayed home he was not feeling well.
3. You can read a book watch TV before bed.
4. We were tired, we went to sleep early.
5. The teacher didn't shout, did she get angry.

7 Join the sentences using the correct conjunction (nor, so, and, but, or)

1. I wanted to go to the park. It started raining.

.....

2. She likes apples. She likes bananas.

.....

3. You can take the bus. You can walk to school.

.....

4. He was tired. He finished his homework.

.....

5. Sara didn't eat breakfast. She didn't drink milk.

.....

8 Put the following conjunctions in sentences

1. because:
2. nor:
3. or:
4. so:
5. and:

1 Before you read, think and answer

1. What things do we use every day that come from the Earth?
2. Why do you think it's important to save water and electricity?



2 Read the text

Small Actions Make a Big Difference!

Our Earth gives us many important **resources** like water, electricity, and gas.

We need to use them **wisely** so they don't **run out**. We can save water by turning off the tap while brushing our teeth. We can save electricity by switching off lights and fans when we leave the room.



GAS



ELECTRICITY



WATER

Gas helps us cook and stay **warm**, so we should never waste it. We can also remind our family and friends to use these resources carefully. When we save what Earth gives us, we help the planet stay clean and healthy for everyone. Small actions every day can make a big difference!

3 Write (T) true or (F) false

1. We should leave the lights on when we leave the room. ()
2. Turning off the tap while brushing your teeth helps save water. ()
3. Gas is important for cooking and staying warm, so we should not waste it. ()
4. Using electricity and water carefully helps our planet. ()
5. We don't need to remind our family or friends to save resources. ()



  **Read again and answer****A. Circle the correct answer**

1. How can we save water?

- a. leave the tap running while brushing teeth
- b. turn off the tap while brushing teeth
- c. waste it in the garden
- d. pour it on the floor



2. Why should we save electricity?

- a. to help the planet stay clean and healthy
- b. because electricity is unlimited
- c. to make the lights brighter
- d. to heat water faster



3. What should we do to remind others about saving resources?

- a. waste gas and water
- b. ignore what others do
- c. only save resources at school
- d. tell our family and friends to use resources carefully

B. Answer the following questions

4. What might happen if people keep wasting water and electricity?

5. How can you and your classmates help save resources at school?



Pronunciation

1 Read and learn

R-controlled words

The letter r changes the sound of the vowel before it.

Examples:

- ir → birthday, shirt
- ur → fur, nurse

Tip!

Remember

- ar → star, far
- or → world, work
- er → teacher, runner

2 Circle the R-controlled words

teacher	apple	birthday	nurse	sister
fast	world	tomatoes	work	sandwich

3 Complete the sentences

1. My (er) helps us with our classwork.
2. She won the race. She is a fast (er).
3. We had cake on my (ir).
4. The (or) is round.
5. I like to drink (er).

4 Sort the words in the box

term - bird - furniture - tiger - corn - purple - star - storm

er	ir	ur	ar	or

5 Write 4 sentences using R-controlled words

1.
2.
3.
4.



Lesson 4

Saving Our Planet Earth

1  **Read and learn**

New message X

To **Mai@hotmail.com**

From **mona@gmail.com**

Subject **Taking Care of Animals and Plants**

A      

Delete | More

Hi Mai,

Greet your friend I hope you are doing great!

Introduction: What the email is about I want to tell you about how we can take care of animals and plants. We should always be kind to animals and give them food, water, and a safe place to live. We must never hurt them or scare them.

Body: details Plants also need care. They need sunlight, water, and clean soil to grow strong. We can plant trees and flowers to make our world more beautiful. If we care for animals and plants, our planet will stay healthy.

Conclusion: friendly closing Let's protect them together!

Your friend,

Closing: sign your name Mona

Send

**2 Your turn**

Write an email of (24-30) words to your teacher explaining what you learned about protecting our planet. Use at least 5 words from the box.

reuse	reduce	recycle	planet	litter
pollution	animals	energy	electricity	trees

New message X

To

From

Subject

A      

.....,

.....

.....

.....

.....

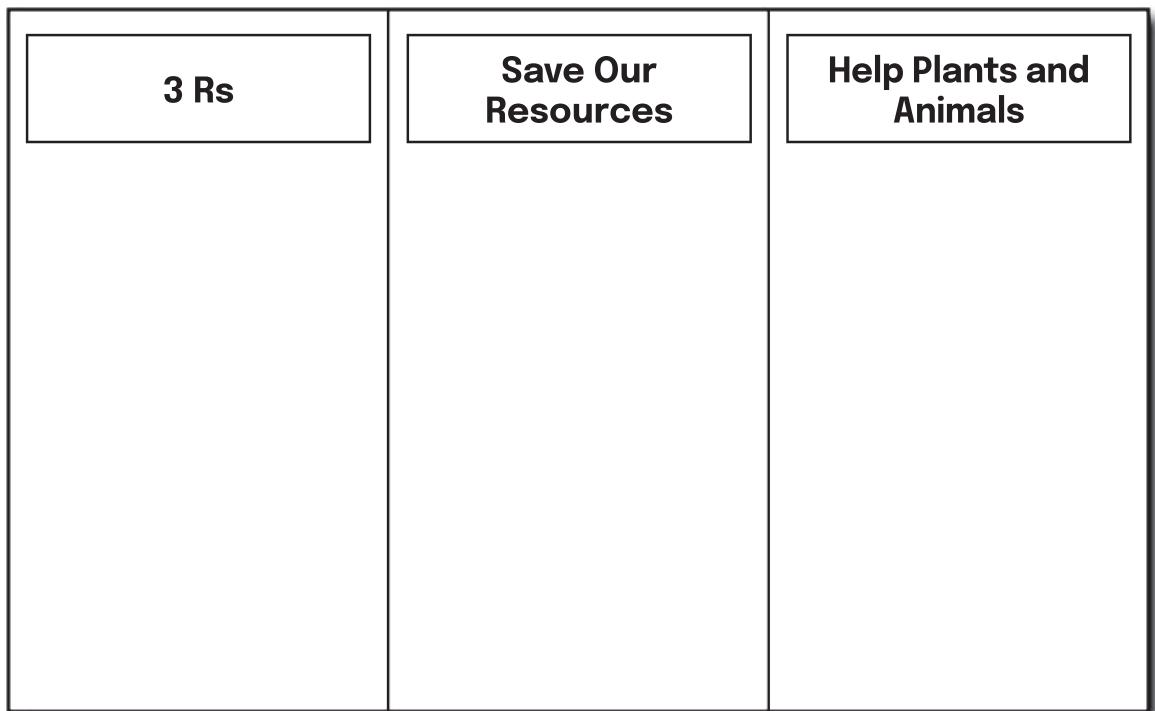
.....,

.....

Send

Think and Create

A Brochure About Going Green



Tip!

- A short description on each side
- Share it with your class!





1 Fill in the blanks using the words in the box

pollution - nurse - litter - reuse - warm

1. We should never throw on the ground because it makes the environment dirty.
2. The weather is very today, so we don't need our jackets.
3. Factories cause air when they release smoke into the sky.
4. You can old bottles to make art or store things.
5. The takes care of sick people at the hospital.

2 Join the sentences using the correct conjunction (nor, so, because, but, or)

1. I ran fast. I didn't win.
.....
2. You can play inside. You go to the park.
.....
3. We help clean the park. We want to keep it beautiful.
.....
4. He was hungry. He ate a sandwich.
.....
5. Sara didn't eat breakfast. She didn't drink milk.
.....

3 Choose the correct answer

1. My teaches us English every day.

a. nurse	b. teacher	c. star
----------	------------	---------
2. The helps sick people get better.

a. nurse	b. shirt	c. world
----------	----------	----------
3. The cat has soft on its body.

a. fur	b. star	c. teacher
--------	---------	------------
4. I wore my new to the school event.

a. world	b. shirt	c. fur
----------	----------	--------
5. We live in a big and beautiful

a. nurse	b. world	c. teacher
----------	----------	------------



Self-Assessment



Self-Assessment

I can...	I got it	I'm not sure	I need help
talk about ways to protect the planet using simple sentences.			
use conjunctions correctly in sentences.			
pronounce r-controlled words correctly.			
listen carefully and identify key details in texts or dialogs.			
recognize r-controlled words and conjunctions in texts.			
read short texts about going green and understand the main ideas.			
write sentences or paragraphs about protecting the environment.			
write a simple email with a greeting, a few sentences, and a closing.			



Learning Outcomes

Speaking

- Use new vocabulary to describe different types of packaging
- Talk about countable and uncountable nouns in everyday situations
- Pronounce words with silent consonant letters (b/w) correctly

Reading

- Read dialogs related to packaging and shopping
- Identify countable and uncountable nouns in context

Listening

- Use countable and uncountable nouns correctly in sentences
- Recognize and read words with silent consonant letters (b/w)

Writing

- Write a narrative paragraph using countable and uncountable nouns
- Organize ideas clearly to describe objects, quantities, and packaging
- Create a poster about how to help others

Sharing with Families

1 Before you listen, think and answer

Did you help an elderly person? How?



2 Listen, look, and repeat



neighborhood



food packages



vegetables



elderly



delivery



promise



climb the stairs

3 Fill in the blanks using the words in the box

climb the stairs

neighborhood

vegetables

food packages

elderly

1. Every weekend, we visit the to help people in need.
2. The volunteers carried filled with rice, beans, and canned food.
3. My brother helps the lady who lives next door.
4. The children had to to reach the top floor.
5. We bought fresh from the market to cook for lunch.

4 Listen and read

A Day of Helping Others

Two weeks ago, Kareem and Fatma prepared **food packages** for the poor people in their **neighborhood**. Early in the morning, they went to the market with their mother to buy everything they needed. The market was busy, full of sellers calling out and showing their **vegetables** and fruits. Kareem chose a kilo of **bananas**, while Fatma chose a kilo of **peaches**. They also bought tomatoes, **cucumbers**, and bread. After shopping, they packed the food carefully into bags.



When they arrived at the neighborhood, they knocked on doors and gave the families the food. Kareem helped an **elderly lady climb the stairs** to her home, and Fatma gave fruits to some children who were smiling. After **delivering** everything, they sat and talked with the families to learn about their needs. It was hard work, but Kareem and Fatma enjoyed the day and **promised** to do it again.

5 Write (T) true or (F) false

1. They went to the market early in the morning with their mother. ()
2. The market was quiet with only a few people. ()
3. They also bought tomatoes, cucumbers, and flat bread. ()
4. Fatma gave vegetables to some children. ()
5. The families were angry when they received the food. ()



6 Listen again and answer

1. When did Kareem and Fatma prepare food packages?

- a. Last week
- b. Two weeks ago
- c. Yesterday
- d. Last month





2. Who went with Kareem and Fatma to the market?

- a. Their father
- b. Their teacher
- c. Their mother
- d. Their neighbor

3. What did Kareem choose at the market?

- a. A kilo of peaches
- b. A kilo of bananas
- c. A pack of rice
- d. A bottle of milk

4. What did Fatma choose at the market?

- a. A kilo of apples
- b. A kilo of peaches
- c. A kilo of bananas
- d. A pack of cookies

7 Read the text again and fill in the blanks

1. Two weeks ago, Kareem and Fatma prepared for the poor.
2. The market was busy, full of sellers calling out and showing their and
3. Kareem chose a kilo of
4. Fatma chose a kilo of
5. They also bought, , and bread.

8 Answer the following questions

1. Who did Kareem help?

2. How did Kareem and Fatma feel at the end of the day?

1 Before you read, think and answer

Prepare a shopping list you will buy from a supermarket.



2 Read the dialog

Preparing for the Picnic

Noura: Laila, I want to tell you how I prepared for the picnic with my mother last weekend.

Laila: Oh, that sounds fun! What did you do first?

Noura: First, we bought a **carton of milk** for tea. Then my mother chose a **bar of chocolate** for dessert.



Laila: Which kind did you get?

Noura: The milk chocolate one. We also packed a **big pack of biscuits** because my cousins love them.



Laila: Good idea! What else did you add?

Noura: We took a **bottle of orange juice**, a **slice of bread**, and a **piece of cheese** for each sandwich. My mother also reminded me to bring some butter.

Laila: Did you add fruit too?

Noura: Yes! We packed a **kilo of apples** for everyone. It was a lot of work, but we were excited and happy to prepare it together.

3 Read again and answer

A. Circle the correct answer

1. What did Noura and her mother buy first for the picnic?
 - a. a bottle of orange juice
 - b. a carton of milk
 - c. a pack of biscuits
2. What kind of chocolate did Noura choose?
 - a. dark chocolate
 - b. white chocolate
 - c. milk chocolate
3. What fruit did they pack for the picnic?
 - a. apples
 - b. oranges
 - c. bananas



B. Answer the following questions

4. Why do you think Noura and her mother were happy while preparing for the picnic?

.....

5. If you were going on a picnic, what healthy food would you pack and why?

.....

4 Fill in the blanks using the words in the box

a carton of milk a bar of chocolate a piece of cheese

1. We drank with my cereal.

2. She ate for dinner.

3. My mother bought from the shop for dessert.

5 Put the following words in a complete sentence

1. a slice of bread:

2. a pack of biscuits:

3. a bottle of juice:

6 Fill in the blanks using the words in the box

a bottle of juice - a slice of bread - a pack of biscuits

Nada was hungry, so she ate with cheese. She smiled

when she found in her bag. After playing, she drank

.....

Language in use

Countable and Uncountable Nouns



Countable nouns are things we can **count**.

We can use **a**, **an**, or numbers with them.

✓ **Examples:** a pen, an apple, two chairs, five books

Uncountable nouns are things we **cannot count** because they don't have separate pieces.

We do **not** use **a**, **an**, or **numbers** with them.

✓ **Examples:** water, rice, milk, sugar, cheese

Expressions with uncountable nouns:

Example: I bought **a carton of milk** from the store.

He ate **a piece of cheese**.

I ate 2 **slices of bread** in breakfast.

8 Circle the correct answer

1. I'm thirsty. Can I have water, please?

a. a glass of b. an c. a d. many

2. There are ten on the table. We need to put some away.

a. chairs b. milk c. cheese d. water

3. I would like cheese on my sandwich.

a. a piece of b. an c. a d. many

4. How many are in your bag?

a. books b. rice c. juice d. milk

5. We have slice of bread for breakfast.

a. some b. any c. a d. an



**9** Fill in the blanks using the words in the box

pack of

an

kilo of

bottle of

a

1. My father brought home a water for the trip.
2. He saw dog in the park.
3. The grocer sold me a tomatoes for the salad.
4. The teacher gave us a pencil colors for drawing.
5. I have apple in my bag.

10 Read and correct the sentences

1. I have (an) banana in my lunchbox.
2. She bought (a) orange from the market.
3. We need a (pieces of) bread for breakfast.
4. He has (an) pencil in his bag.
5. There is (a) apple on the table.

11 Read and write the correct sentence. Fix it by using a or an

1. I have a apple in my lunchbox.
2. My mother bought a orange from the market.
3. There is an cat sleeping on the couch.
4. We need an banana to make juice.
5. Let's make an sandwich.

A School Picnic

1 Before you read, think and answer

What can you do to prepare for a school picnic?



2 Read the text

Al Azhar Park

On Monday, our school held a **picnic** in Al Azhar Park. Students brought baskets to **share**. My teacher asked my group to set up a **healthy** lunch. We **arranged** vegetables and fruits first: shiny tomatoes and crunchy cucumbers beside colorful peaches and a bunch of bananas. Next, we made a small snack station. I placed a carton of milk and a bottle of orange juice in a cooler with ice. My friend lined up a slice of bread for each student and added a piece of cheese on top. Our class captain opened a pack of biscuits for **dessert** and passed a bar of chocolate to the art teacher to break into squares. After eating, they packed fresh food and gave it to the students who couldn't come. Everyone thanked us and promised to join next time again soon.



When planning a picnic:

- Prepare a list and bring a cooler with ice.
- Share food and thank helpers.

3 Write (T) true or (F) false

1. The picnic took place in the school cafeteria. ()
2. Each student received a slice of bread with a piece of cheese. ()
3. The art teacher refused the bar of chocolate ()
4. Leftovers were packed into food packages for neighbors. ()
5. No one thanked the students at the end. ()





4

 **Read again and answer****A. Circle the correct answer**

1. Where did the school picnic take place?
 - a. the school garden
 - b. Al Azhar Park
 - c. the school playground
2. What did the students arrange first for lunch?
 - a. sandwiches and cheese
 - b. vegetables and fruits
 - c. biscuits and chocolate
3. What did the students do after eating?
 - a. played games in the park
 - b. went home immediately
 - c. packed fresh food and gave it to the other students

B. Answer the following questions

4. Why do you think the students decided to share food with the other students?
.....
5. How does preparing and sharing food together help build teamwork and kindness?
.....

5

 **Read the text again. Rearrange the words to make a correct sentence**

1. school / our / Monday, / On / held / picnic / a
.....

2. baskets / share / to / brought / Students
.....

3. thanked / Everyone / and / us / join / next / to / promised / time
.....

4. vegetables / arranged / We / and / fruits
.....

5. each / of / slice / bread / student / a / friend / My / lined / for / up
.....





Pronunciation

1 Read and learn



Silent b: The letter “b” is hardly heard when it comes after “m” at the end of a word.

Examples: lamb, thumb, comb, climb



Silent w: The letter “w” is not pronounced when it comes before “r” at the beginning of a word.

Examples: write, wrong, wrist, wrap

2 Circle the words with silent letters

lamb	thumb	book	comb	letter
wrong	wrist	window	water	write

3 Sort the words

lamb - wrote - plumber - thumb - wrapper - wrist

Silent b	Silent w

4 Fill in the missing letters

lam_	_rite	com_	_rong
rist	lam	clim_	thum_



5

Rearrange the letters to make a word, then use that word to make a sentence

1. e / t / w / i / r → w.....

2. r / s / t / i / w → w.....

3. b / t / h / u / m → t.....

4. b / m / c / o → c.....

5. b / c / m / i / l → c.....

6

Label the picture



1  Read and learn

Title

Helping Mom

Beginning (When? Who? Where?)

Last week, Reem helped her mother in the kitchen.

Middle (What happened?)

First, she washed her hands carefully. Then, she placed the bread slices on the **counter**. Her mother picked some cheese, and Reem washed the lettuce for the sandwiches. Together, they decided to add tomatoes to the salad. Reem asked if she could make the sandwiches, and her mother smiled. As she stopped, not knowing what to do next, her mother explained the importance of cleanliness. Reem carefully made the sandwiches and held the plate proudly. She felt happy seeing the finished meal. "Let's call the family for lunch!" her mother said.



Ending (How did it finish? How did you feel?)

Her mother was happy to see her being responsible in the kitchen. Reem smiled, knowing she helped create a delicious meal.

2 Answer the following questions

1. What is the title?

2. Beginning:

- When did Reem help her mother?
- Where did Reem help her mother?

3. Middle:

- What did Reem do first?
- What did they do together?

4. Ending:

- How did Reem and her mother feel?

3 Read the narrative paragraph and fill in the blanks using the correct past tense form

Last Friday was a special day. We (go) to the park early in the morning. We (take) a picnic basket with sandwiches, juice, and fruit. My friends and I (play) football on the grass while my parents set the table. After the game, we (eat) together and (talk) about our plans for the weekend. It was one of the happiest days I (have) this year.

4 Read the narrative paragraph again and answer the following questions

1. Title: What could be a good title for this text?

2. Beginning:

- Where did they go?
- When did they go?

3. Middle:

- What was in the basket picnic?
- What did they do after the game?

4. Ending:

- Write the sentence that shows the ending.
- How did they feel?

5 Write a narrative paragraph about a special day when you helped your father

.....
.....
.....
.....

Tip!

Tip!
Don't forget to add the following in your narrative writing:

- 1. Title**
- 2. Beginning:**
 - When was it? (yesterday, last weekend, etc.)
 - Where did you go? (market, park, etc.)
- 3. Middle:**
 - What did you do first?
 - What did you do next?
- 4. Ending:**
 - How did you feel?

Think and Create

A Poster

1 Look at the poster about ways to help others



2 Work in groups to make a poster about ways to help others

Your poster should include:

- A clear title
- Pictures
- 3-4 ideas



Quick Review

1 Fill in the blanks using the words in the box

food packages	promised	climb the stairs
delivering	elderly lady	

1. We used to give healthy food to people in need.
2. Be careful when you to the first floor.
3. The man is letters to our houses.
4. The kind needs help with her bag.
5. I to help my friend tomorrow.

2 Fill in the blanks with (a, a slice of, a bottle of, an)

1. I ate sandwich after lunch.
2. She has orange in her bag.
3. Can I have water, please?
4. He cut bread for breakfast.

3 Put the words in sentences

1. wrong:
2. comb:
3. arranged:
4. dessert:
5. a carton of:



Self-Assessment



Self-Assessment

I can...	I got it	I'm not sure	I need help
use new vocabulary to describe different types of packaging.			
talk about countable and uncountable nouns in sentences.			
pronounce and recognize words with silent consonant letters.			
use countable and uncountable nouns correctly in sentences.			
recognize and read words with silent consonant letters.			
read and understand dialogs related to packaging and shopping.			
identify countable and uncountable nouns in context and answer questions about the text.			
write short sentences or a paragraph using countable and uncountable nouns.			
organize my ideas clearly to describe objects, quantities, and packaging.			

Review 1

1 Read, sort, and write

village - a carton of milk - reuse - city - a bottle of juice - reduce - oasis - a piece of cheese - recycle

Environment

Packaging

Go-Green

.....
.....
.....

2 Fill in the blanks using the words in the box

delivering	resources	arranged	riverbank
litter	fisherman	wells	pollution

1. The sat by the water waiting for a big fish.
2. Our class the chairs and tables before the celebration started.
3. We must not throw on the ground; it makes our school dirty.
4. The Nile is full of tall grass and birds.
5. The truck is clean water to the village.
6. We get our drinking water from deep under the ground.
7. Air and water harm animals and plants.
8. Water, air, and sunlight are important we all need.

3 Write the missing letter(s)



_rite



clim_



_ _ee



sh _ _t



teach_ _

**4** Change the sentence to the past tense

1. I play in the park. →
2. She goes to school. →
3. They eat lunch. →
4. He visits the library. →
5. We walk to the shop. →

5 Join the sentences using the correct conjunction (nor, so, because)

1. I was tired. I went to bed early.

.....

2. She didn't eat her lunch. She didn't drink her juice.

.....

3. The streets were clean. Everyone used the trash bins.

.....

7 Fill in the blanks (a, an, a piece of, a bottle of)

1. I have apple and banana.
2. She bought milk from the market.
3. He is eating egg for breakfast.
4. My mother ate cake.

7 Write a narrative paragraph about a day when you helped a friend

.....

.....

.....

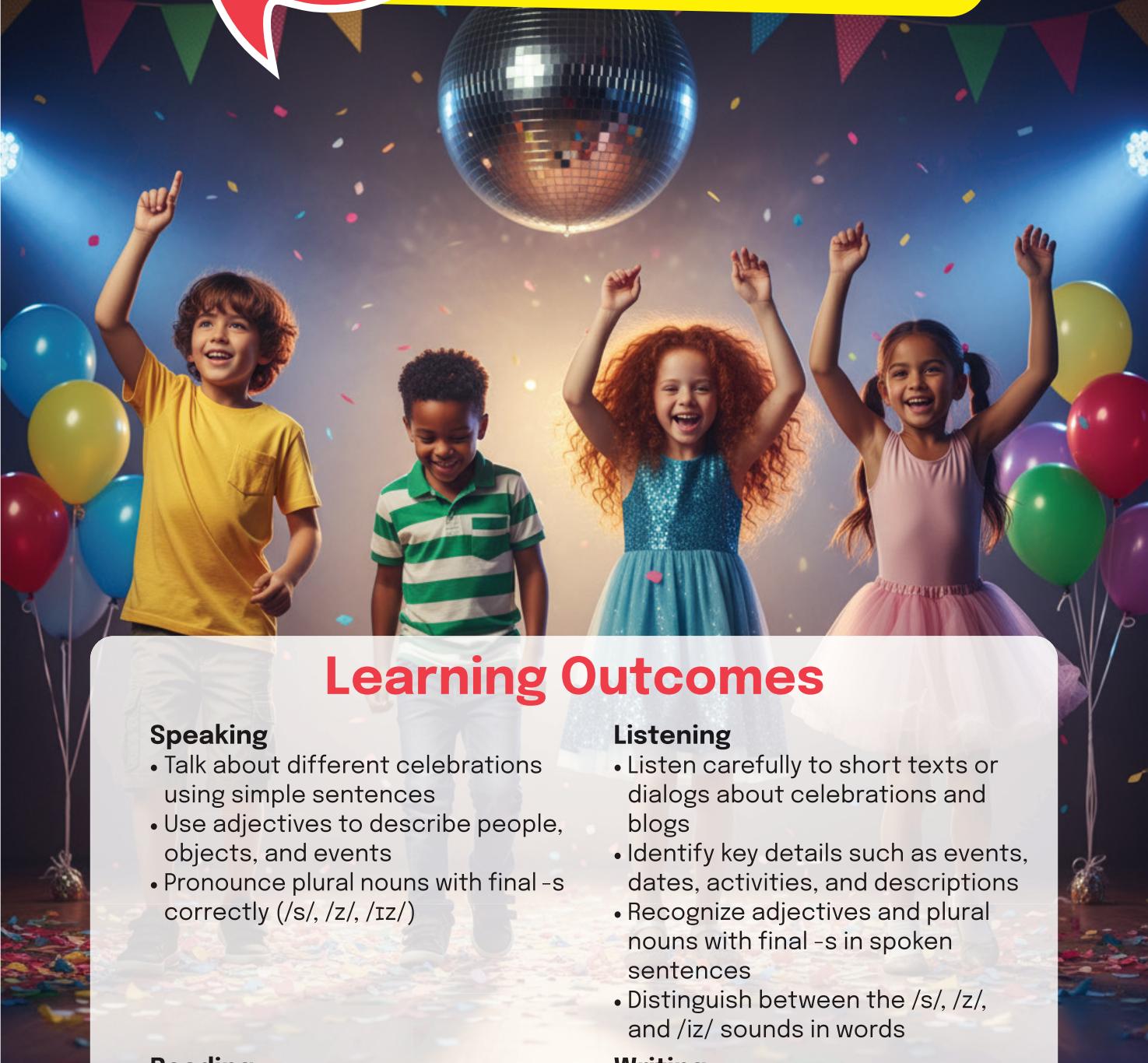
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.....



Unit 4

Let's Celebrate



Learning Outcomes

Speaking

- Talk about different celebrations using simple sentences
- Use adjectives to describe people, objects, and events
- Pronounce plural nouns with final -s correctly (/s/, /z/, /iz/)

Listening

- Listen carefully to short texts or dialogs about celebrations and blogs
- Identify key details such as events, dates, activities, and descriptions
- Recognize adjectives and plural nouns with final -s in spoken sentences
- Distinguish between the /s/, /z/, and /iz/ sounds in words

Reading

- Read short texts about different celebrations and understand the main idea
- Identify adjectives and words with final -s in context
- Read and understand blog examples, recognizing greetings, body, and conclusion

Writing

- Write a blog about a celebration
- Use adjectives to describe people, objects, and events
- Form plural nouns using final -s correctly
- Organize ideas clearly with a beginning, middle, and closing
- Design a “Thank You” card to the teacher

1 Before you listen, think and answer

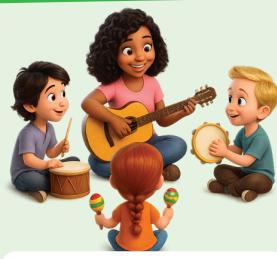
Can you name some times when your family gets together?



2 Listen, look, and repeat



exchange gifts



perform music



play a game



eat special food



socialize with friends

3 Fill in the blanks using the phrases in the box

exchange gifts perform music eat special food

play a game socialize with friends

1. During the family gathering, we and laugh together.
2. At the party, the children like to like football and hide-and-seek.
3. The band will on the stage for everyone to enjoy.
4. Families such as rice, meat, and delicious desserts.
5. On holidays, many people to show love and kindness.

**4** Listen and read**A Day with Family and Friends**

Salma : Hi Amr! Did you enjoy the family gathering we had last weekend?

Amr : Yes, it was amazing! We sat together, talked, and even listened to my uncle **perform music** on his oud.

Salma : I remember! Everyone clapped and cheered.

Amr : The games were fun too. I **played a game** of chess with Kareem, and he won.

Salma : I played a game of **hide-and-seek** with my cousins, and we all enjoyed it.

Amr : The food was delicious. We got to **eat special food** like grilled chicken, and cake.

Salma : Did you bring anything?

Amr : I brought fruit salad, and everyone liked it. We also **exchanged gifts** and **socialized with friends** and family all day.

**5** Write (T) true or (F) false

1. Salma and her grandmother cooked the chicken in the morning. ()
2. Salma and Amr were bored during the celebration. ()
3. Amr played hide-and-seek with Kareem. ()
4. The family socialized with friends and family all day. ()
5. Salma's uncle performed music for the family. ()



**6 Listen again and answer****A. Circle the correct answer**

1. What musical instrument did Amr's uncle play?

- a. guitar
- b. oud
- c. drum

2. What game did Amr play with Kareem?

- a. chess
- b. hide-and-seek
- c. football

3. What food did Amr bring to the family gathering?

- a. grilled chicken
- b. cake
- c. fruit salad

B. Answer the following questions

4. Why do you think family gatherings are important?

.....

5. If you could bring something to a family gathering, what would it be and why?

.....

**7 Fill in the blanks using the words in the box**

gifts	performed music	ate special food	played a game	socialized
-------	-----------------	------------------	---------------	------------

1. During the gathering, Salma's uncle for everyone.

2. Salma of hide-and-seek with her cousins.

3. The family like stuffed grape leaves, grilled chicken, and cake.

4. They and with friends all day.

**8 Put the following phrases in sentences**

1. eat special food:

2. socialize with friends:

3. play a game:

4. perform music:

5. exchange gifts:

1 Before you read, think and answer

What makes the end-of-year celebration fun for you?



2 Look, read, and repeat



wear special clothes



clap



take photos



fireworks

3 Read the text

Unforgettable Celebration

The school playground looked beautiful during the celebration. There were colorful balloons hanging from the **fences** and shiny lights all around the place. A band played a loud song. The students **wore** **their special clothes** and smiled happily. Everyone **clapped**, laughed, and enjoyed the music together. In the center of the playground, a large cake was placed carefully on an enormous table. Our teacher was very happy because the playground looked clean, bright, and ready for the party. We played games, sang songs, and socialized with our friends. Many students **took photos** to remember the special day, and some even made short videos. The best part came at night when the **fireworks** started. They lit up the sky with beautiful colors, and everyone cheered loudly. It was an unforgettable celebration that we will always remember.



4 Choose the correct answer

1. Where did the celebration take place?
 - a. in the classroom
 - b. in the school playground
 - c. in the school library

2. What was placed on the enormous table?
 - a. a basket of fruits
 - b. a box of presents
 - c. a large cake

3. Why was the teacher happy?
 - a. because the students sang songs
 - b. because the playground was clean and bright
 - c. because the students brought gifts

5 Fill in the blanks using the words in the box

fireworks	playground	cake	balloons	clean
-----------	------------	------	----------	-------

1. The End-of-Year party took place in the school

2. There were colorful and shiny lights.

3. A large was placed on an enormous table.

4. The teacher was happy because the playground was and bright.

5. The best part was the at night.

6 Answer the following questions

1. Why do you think the students and teachers worked hard to make the playground look beautiful for the celebration?

2. What do you think made the celebration unforgettable for everyone?

Language in use



Adjectives

Adjectives are words that describe nouns. They tell us what something **looks, feels, sounds, or smells like**.

Example:

The colorful balloons flew in the air. ("Colorful" describes "balloons")

Describing people: tall, short, kind, friendly, happy

Describing objects: big, small, colorful, shiny, soft

Describing places: quiet, busy, peaceful, beautiful, crowded

Describing feelings/events: exciting, fun, amazing, wonderful, boring

7 Circle the adjectives in each sentence

1. The kind teacher helped all the students with their work.
2. I have a colorful kite that flies high in the sky.
3. I live in a peaceful village with many tall palm trees.
4. She felt excited when she saw her friends at the park.
5. The wonderful school concert made everyone smile.

8 Circle the correct answer

1. The boy helped his friend carry the heavy bag.
 a. friendly b. lazy c. rude
2. Sara bought a dress for the school party.
 a. wooden b. beautiful c. angry
3. We went to a park full of green trees and flowers.
 a. red b. quiet c. hard
4. Omar felt when he lost his pencil case.
 a. happy b. sad c. noisy
5. The sports day made all the students cheer and clap.
 a. boring b. exciting c. cold

9 Rearrange the words to make a sentence

1. a / kind / is / Reem / girl

2. went / to / We / park / big / the

3. had / an / day / exciting / We

4. found / box / a / brown / I

5. school / fun / was / The / trip

10 Sort the adjectives and write the words in the correct box

big - happy - round - ~~kind~~ - exciting - friendly - ~~shiny~~ - bored -
quiet - busy - ~~crowded~~ - ~~fun~~

Describing people	Describing objects	Describing places	Describing feelings/events
kind	shiny	crowded	fun

11 Adjective hunt

Read the text again. Circle as many adjectives as you can and write them in the box

--	--	--	--	--

12 Write 3 sentences using adjectives about a day at school

.....

.....

.....

Birthday Celebration

1 Before you read, think and answer

1. How do you celebrate your birthday?
2. What things do you need to prepare for a birthday party?



2 Look, read, and repeat



hang shiny ribbons



candles



decorate



cheerful



wrapped the giveaways



guests

3 Read the text

Zein's Birthday Party

Last Friday, Zein celebrated his birthday at home. In the morning, he woke up excited and started getting prepared for the big day. With his sister's help, he cleaned the living room and **decorated** it with colorful balloons. His father helped him hang the balloons. They **hung shiny ribbons** and bright lights to make the house **cheerful**. Zein's mother baked a delicious cake, and he put **candles** on the top. In the afternoon, Zein **wrapped the giveaways** he had bought for his friends because he wanted to share his happiness. When the **guests** arrived, everyone wore a party hat and joined the fun. They sang songs, played games, and enjoyed tasty food. At the end, Zein blew out the candles, made a wish, and received gifts from his friends. It was a wonderful birthday celebration full of joy and laughter.





4 Write (T) true or (F) false

1. Zein decorated his house with pictures. ()
2. He put candles on a cake for the party. ()
3. Zein wore special clothes during the celebration. ()
4. Zein wrapped presents to give to his friends. ()
5. Zein celebrated his birthday at the playground. ()



5 Circle the correct answer

1. Who helped Zein decorate the living room?
 a. his mother b. his sister c. his cousin
2. What did Zein's mother make for the party?
 a. sandwiches b. pizza c. a cake
3. What did Zein do before his friends arrived?
 a. wrapped giveaways b. played games c. blew out the candles

6 Answer the following questions

4. Why do you think Zein wanted to give giveaways to his friends?

5. How do birthday celebrations help people show love and friendship?



Pronunciation



1 Read and learn

Suffix - Final -s sounds in plural

We use plural forms of nouns when we are talking about more than one person, animal, thing, or object.

Example with people:

- One friend → friends (more than one)

Example with animals:

- One cat → cats (more than one)

Example with objects:

- One book → books (more than one)

Remember: The final -s can be pronounced differently depending on the word.

Tip!

When the noun is singular, we usually add “-s” to the verb.

Example: The girl hides under the table.

When the noun (subject) is plural, we do not add “-s” to the verb.

Example: The boys kick the ball.

/s/	/z/	/ɪz/
guests	ribbons	houses
books	candles	boxes

2 Change the sentences from singular to plural

1. The cat sits on the chair. →
2. The child plays in the garden. →
3. The bus stops at the corner. →
4. The fox hides under the tree. →
5. The dish is on the table. →

3 Suffix -s hunt

Read the text again. Circle the suffixes with -s and write them in the box

--	--	--	--	--

4 Change the word into plural and put it in a sentence

1. giveaway:
2. friend:
3. guest:
4. house:

1 Read and learn

1. Title → **Celebrating Labor Day**

2. Your name → By Fady
May 1, 2025

3. Introduction → On May 1st, we celebrate Labor Day. It is a special day to honor workers and all the hard work they do. My family and I joined a small event in our neighborhood.

4. Body with details → We saw workers being thanked for their jobs. I made a colorful card to give to my father and teacher. Everyone enjoyed the celebrations and shared happy moments together. I had a wonderful time celebrating Labor Day. Everyone should appreciate workers and their efforts every day!

5. Conclusion →

6. Add picture → 

2 Write (T) true or (F) false

1. You don't need a title for your blog post. ()
2. The introduction should tell readers what the blog post is about. ()
3. You should write the body in one very long sentence. ()
4. Adding pictures can make a blog post more interesting. ()
5. You should never check your spelling before sharing a blog post. ()



**3** **Read and fill in the missing parts**

On , we celebrate It is a special day to remember when Sinai was freed.

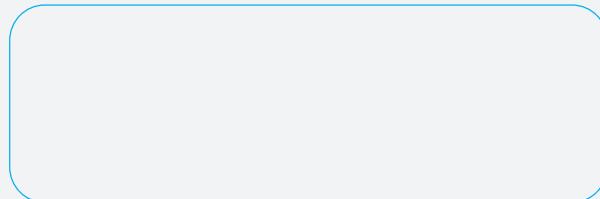
My school held a small celebration in the playground. We sang songs and waved flags. I learned about the brave soldiers who helped free Sinai. Everyone felt proud and happy to celebrate our country.

I had a wonderful time celebrating Everyone should remember and honor the heroes of our country!

4 **Your turn**

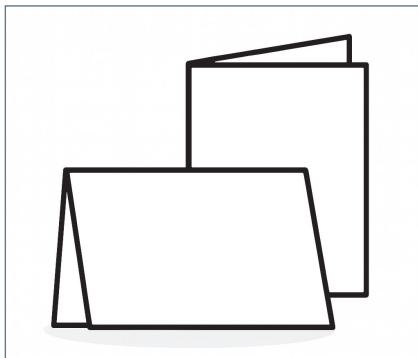
Write a blog post of about 24-30 words about a special event you enjoyed

.....
.....
.....
.....
.....
.....
.....



Think and Create

Thank You Card



Write a message (4 sentences) to your teacher saying why you appreciate them

Write "Thank you, Teacher" and decorate the front cover



Quick Review

1 Fill in the blanks using the words in the box

guests - take photos - perform - decorated - fireworks

1. During the celebration, we watched people on the stage.
2. The sky was full of bright on Labor Day.
3. I use a camera to to remember special moments.
4. Many came to the party to celebrate with us.
5. The hall was beautifully for the birthday party.

2 Choose and write the correct word

1. The flowers in the garden are (beautiful / run).
2. I wore my (yellow / quickly) hat to school.
3. The cake tastes (delicious / jump).
4. My little brother has a (small / run) toy car.
5. The sky is very (blue / happy) today.

3 Change the sentences from singular to plural

1. The boy reads a book. →
2. The dog sleeps in the yard. →
3. The flower grows in the garden. →
4. The teacher writes on the board. →
5. The child eats an apple. →



Self-Assessment



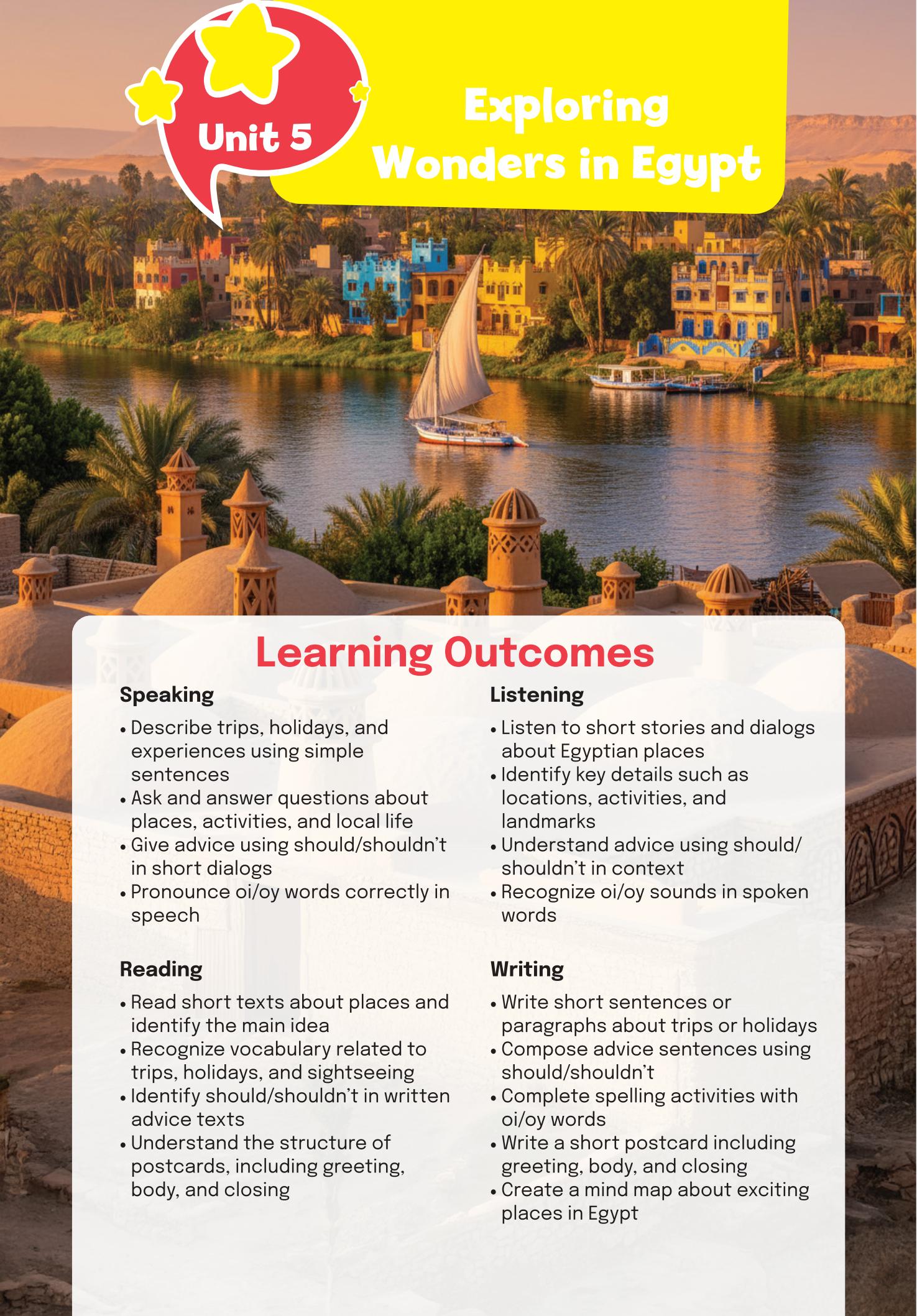
Self-Assessment

I can...	I got it	I'm not sure	I need help
talk about different celebrations using simple sentences.			
use adjectives to describe people, objects, and events.			
share ideas or experiences when writing a blog.			
pronounce plural nouns with final -s correctly (/s/, /z/, /ɪz/).			
listen to and understand short texts or dialogs about celebrations or blogs.			
read short texts and identify adjectives and plural nouns.			
write short sentences or a paragraph about a celebration or blog post.			
organize ideas with a beginning, middle, and end.			



Unit 5

Exploring Wonders in Egypt



Learning Outcomes

Speaking

- Describe trips, holidays, and experiences using simple sentences
- Ask and answer questions about places, activities, and local life
- Give advice using should/shouldn't in short dialogs
- Pronounce oi/oy words correctly in speech

Reading

- Read short texts about places and identify the main idea
- Recognize vocabulary related to trips, holidays, and sightseeing
- Identify should/shouldn't in written advice texts
- Understand the structure of postcards, including greeting, body, and closing

Listening

- Listen to short stories and dialogs about Egyptian places
- Identify key details such as locations, activities, and landmarks
- Understand advice using should/shouldn't in context
- Recognize oi/oy sounds in spoken words

Writing

- Write short sentences or paragraphs about trips or holidays
- Compose advice sentences using should/shouldn't
- Complete spelling activities with oi/oy words
- Write a short postcard including greeting, body, and closing
- Create a mind map about exciting places in Egypt

Land of History and Heritage

1 Before you listen, think and answer

1. Did you visit a desert or a place with springs?
2. What did you see there?



2 Listen, look, and repeat



water springs



journey



bedouins



traditional life



tents

3 Fill in the blanks using the words in the box

bedouins - traditional life - water springs - tents

1. Many animals need clean to drink every day.
2. The desert people are called
3. The tourists slept in small under the stars.
4. People in the village follow a that has been passed down for generations.



Listen and read

Oyoun Mousa

Oyoun Mousa, also called Moses

Springs, is a beautiful place in South Sinai, Egypt. It has fresh **water springs** and tall palm trees.

Long ago, Moses and the people drank water from these springs during their journey through the desert. Today, many visitors come to enjoy the clean water and the quiet desert around it. You can take photos, walk near the springs, and learn about the interesting history of the place.

Some visitors also meet local **bedouins**, see their **tents**, and learn about their **traditional life**. Oyoun Mousa is not only a **natural wonder** but also an important historical site for everyone.



Write (T) true or (F) false

1. Oyoun Mousa is also called Moses Springs. ()
2. The springs are located in northern Egypt. ()
3. Visitors can take photos and walk near the springs. ()
4. Bedouins live in houses made of bricks near the springs. ()
5. Oyoun Mousa is an important historical site. ()





6 Listen again and answer

A. Circle the correct answer

1. Where is Oyoun Mousa?
 - a. in Cairo
 - b. in South Sinai
 - c. in Alexandria
2. What did Moses and his people do at Oyoun Mousa long ago?
 - a. they built houses
 - b. they drank water from the springs
 - c. they planted trees
3. Who lives near Oyoun Mousa and visitors can meet?
 - a. tour guides
 - b. bedouins
 - c. fishermen

B. Answer the following questions

4. Why do you think Oyoun Mousa is considered a natural site?

.....

5. How can visiting a place like Oyoun Mousa help people learn about history and culture?

.....



7 Put the following words in sentences

1. bedouins:
2. journey:
3. water springs:
4. tents:
5. natural wonder:



8 Work in pairs – Discuss Oyoun Mousa

Take turns sharing what you know about Oyoun Mousa. Use the questions below to help you.

1. What is Oyoun Mousa also called?
2. Water springs help
3. Visitors and tourists see
4. What would you like to do if you visited Oyoun Mousa?

Adventures in South Sinai

1 Before you read, think and answer

1. Did you visit a place by the sea?
2. What do you think people can do there?



2 Look, read, and repeat



snorkeling



scuba diving



starfish



horseback riding



hiking



corals

3 Read the dialog

A Wonderful Vacation in Dahab

Karima: Hi Salma! How was your mid-year vacation?

Salma: It was wonderful! I spent my holiday in Dahab with my family.

Karima: Wow! What did you do there?

Salma: We went **scuba diving** and saw many **starfish**. You should really try it one day!

Karima: That sounds fun! Did you go **snorkeling** too?

Salma: Yes, and I saw **corals**. You shouldn't touch them, because they are living sea animals.



Karima: You're right! What else did you do?

Salma: We went **hiking** in the mountains and **horseback riding** by the beach.

Karima: That sounds amazing! I should visit Dahab next vacation!

Salma: You definitely should!

3 Write (T) true or (F) false

1. Salma spent her mid-year vacation in Dahab. ()
2. Salma went scuba diving and saw dolphins. ()
3. Salma told Karima she should try scuba diving one day. ()
4. Salma said people should touch corals when they see them. ()
5. Salma went hiking in the mountains and horseback riding by the beach. ()



4 Circle the correct answer

1. What did Salma see while she was scuba diving?
a. dolphins b. corals c. crabs d. jellyfish
2. Why did Salma say people shouldn't touch corals?
a. because they are sharp b. because they are living sea animals
c. because they are dangerous d. because they are heavy
3. What activities did Salma do on land?
a. hiking and horseback riding b. snorkeling and swimming
c. running and camping d. fishing and cycling

5 Work in pairs and answer

1. Why do you think Salma told Karima she should visit Dahab?

2. Which activity would you like to try most, snorkeling or horseback riding? Why?

6 Fill in the blanks using the words in the box

starfish horseback riding corals scuba diving hiking

1. We went in the sea and saw many colorful fish.
2. The were bright and beautiful under the water.
3. My sister enjoyed along the beach on a brown horse.
4. When I was, I climbed up the rocky mountain trail.
5. You should always be careful not to touch the because they are living sea animals.



Language in use



“Should” and “Shouldn’t”

Affirmative:

Structure: Subject + should + base verb + (rest of the sentence)

- You **should** try scuba diving.
- You **should** wear sunscreen and a hat.

Negative:

Structure: Subject + should not (shouldn't) + base verb + (rest of the sentence)

- You **shouldn't** go snorkeling now because the sea is rough.
- You **shouldn't** touch the starfish.

Question:

Structure: Should + subject + base verb + (rest of the sentence)?

- **Should** we go hiking in the mountains? → Yes, we **should**.
/ No, we **shouldn't**.
- **Should** I take pictures of the corals? → Yes, you **should**.
/ No, you **shouldn't**.

7 Circle the correct answer

1. You see beautiful starfish while snorkeling. What should you do?
 - a. you should touch them.
 - b. you shouldn't touch them.
 - c. you should pick them up.
 - d. you shouldn't look at them.
2. The sun is very strong in Dahab. What should you do?
 - a. you should wear sunscreen and a hat.
 - b. you should stay indoors all day.
 - c. you shouldn't drink water.
 - d. you shouldn't use sunglasses.

3. The sea is calm and clear. What should you do?

a. you should go scuba diving. b. you should wear a jacket.

c. you shouldn't swim. d. you shouldn't enjoy the beach.

4. The weather is cold and windy. What shouldn't you do?

a. you shouldn't wear shorts. b. you should go swimming.

c. you should eat ice cream. d. you shouldn't wear a jacket.

5. You are going hiking in the mountains. What should you do?

a. you should wear comfortable shoes. b. you shouldn't take any water.

c. you should run fast. d. you shouldn't tell anyone.



Rewrite each sentence using shouldn't

1. You eat too many sweets.

.....

2. You want to stay healthy.

.....

3. You are late for school every day.

.....

4. You have an important exam tomorrow.

.....

5. You see litter on the playground.

.....



Write 2 sentences using "should" and 2 sentences using "shouldn't" to give advice

1.

2.

3.

4.

A Day Between Two Ports

1 Before you read, think and answer

1. Did you visit a place by the sea?
2. List 3 activities people enjoy there.



2 Read the text

A Fun Day in Port Said and Port Fouad

Last weekend, my family and I started our trip to **Port Said** early in the morning. When we arrived, we walked along the **Corniche** and watched ships sailing near the point where the **Suez Canal** begins. The boys were laughing and taking pictures while **seagulls** flew above them, making cheerful noise. After that, we took the **ferry** across the canal to **Port Fouad**. The ride was short but very exciting. In Port Fouad, we enjoyed the quiet streets, the cool **breeze**, and the beautiful sea view. Before going home, we ate tasty seafood by the shore. It was a joyful and **memorable** trip.



3 Write (T) true or (F) false

1. The family started their trip to Port Said in the evening. ()
2. They watched ships sailing near the beginning of the Suez Canal. ()
3. The boys were quiet and didn't take any pictures. ()
4. They crossed the canal to Port Fouad by a ferry. ()
5. The family ate seafood before going home. ()



4 Read again and answer

A. Circle the correct answer

1. What did they see when they walked along the Corniche?
 - a. cars and buses
 - b. people swimming
 - c. fishermen catching fish
 - d. ships sailing near the Suez Canal

2. How did the family cross the canal to Port Fouad?
 - a. by car
 - b. by bridge
 - c. by ferry
 - d. by bus

3. What did the family enjoy in Port Fouad?
 - a. the busy streets
 - b. the cool breeze and sea view
 - c. the big buildings
 - d. the market

B. Answer the following questions

4. Why do you think the family enjoyed their trip to Port Said and Port Fouad?
.....

5. If you visited Port Said and Port Fouad, what activities would you like to try, and why?
.....

5 Rearrange the words to make a sentence

1. trip / and / was / It / joyful / memorable / a
.....

2. across / the / took / canal / the / We / ferry
.....

3. short / but / was / ride / very / The / exciting
.....

4. walked / the / Corniche / We / along
.....



Pronunciation

1 Read and learn

Words with "oi" and "oy" Sounds

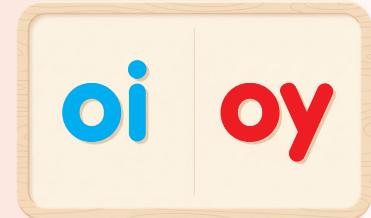
- We use **oi** usually in the **middle** of a word.

Examples: coin, boil, point, noise

- We use **oy** usually at the **end** of a word.

Examples: boy, toy, enjoy, joy

Remember: Both **oi** and **oy** say the same sound, but the place in the word helps us choose which one to write.



2 Circle the "oi" and "oy" words

coin
dog
noise

soil
point
royal

happy
oil
boil

boy
joy
join

toy
milk
cloud

3 Look at the picture and fill in the missing letters



1. c__n

2. t__

3. s__l

4. j_y

5. p__nt

4 Sort the words

boy - soil - join - toy - enjoy - coin - point

oi	oy

5 Circle the odd one out

1. joy	coin	toy	cat
2. boil	soil	join	man
3. royal	boy	noise	pen

6 Find and write a rhyming word

1. coin →
2. boy →
3. soil →
4. joy →

Tip!

Rhyming Words

Rhyming words are words that sound the same at the end.

Example:

- cat → hat
- play → day
- star → car
- moon → spoon

7 Read the text again. Circle the words with "oi" and "oy" and write them on the line

.....

.....

.....

.....

.....

8 Write 3 sentences using "oi" and "oy" words in each sentence

Example: The boy found a coin in the soil.

1.
2.
3.



Discover The Magic of Egypt



Read and learn

Hello from Dahab!
I had a wonderful time at the Blue Hole. The water is very clear and perfect for snorkeling. I saw many colorful fish and beautiful corals. The mountains around the pools make the place look amazing. I even spotted a big starfish! You should visit the “Blue Hole” because it is fun, peaceful, and full of adventure. I enjoyed every moment here!
Wish you were here!
Your friend,
Hany

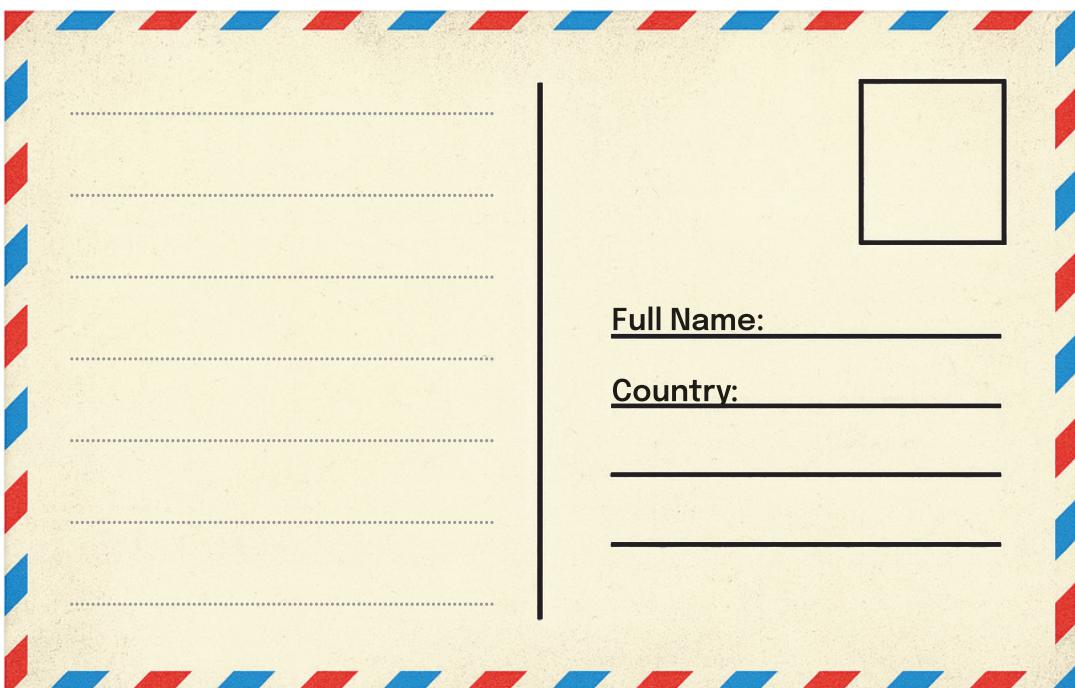


Full Name: Mostafa Ahmed

Country: Cairo, Egypt

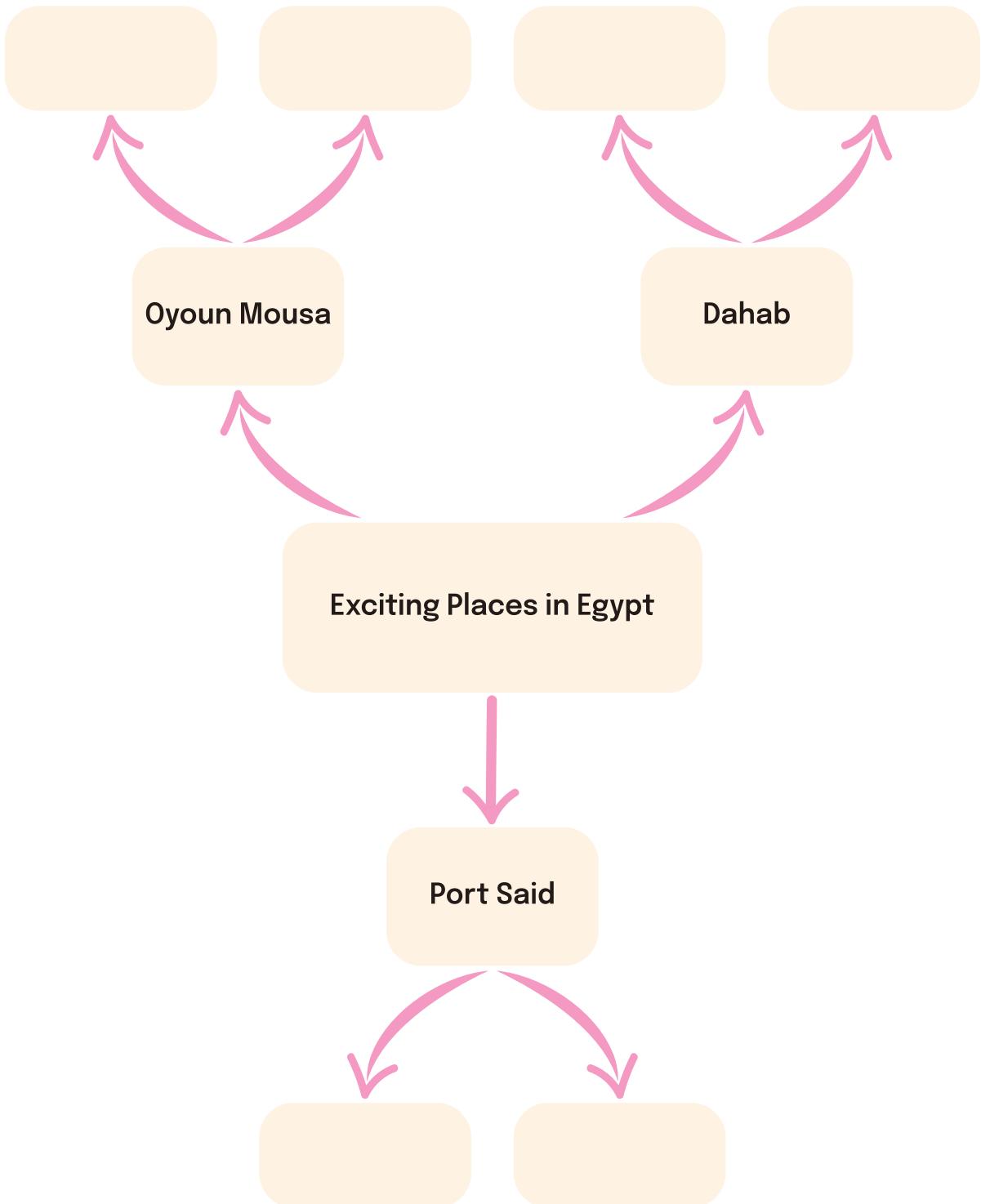


Now it's your turn! Create a postcard about your trip to Oyoun Mousa to invite your friend to come visit soon



Think and Create

Mind Map: write the activities or facts about each site





Quick Review

1 Fill in the blanks using the words in the box

water springs - snorkeling - breeze - ferry - traditional life

1. Oyoun Mousa has fresh where visitors can drink and enjoy.
2. Many tourists like to go in the sea to see fish and corals.
3. Visitors can meet local Bedouins and learn about their
4. It was a hot day, but we felt a cool by the beach.
5. We took a across the canal to visit the other side.

2 Rewrite the sentence using should/shouldn't

1. Your friend is tired. He goes to bed late.

.....

2. You touch the corals in the sea.

.....

3. Your brother runs in the classroom.

.....

4. Your friend forgets to wear a hat on a sunny day.

.....

5. Someone drops trash on the playground.

.....

3 Put the following words in sentences

1. soil:

2. memorable:

3. tents:

4. horseback riding:

5. hiking:



Self-Assessment



Self-Assessment

I can...	I got it	I'm not sure	I need help
talk about trips, holidays, and experiences.			
ask and answer questions about places and activities.			
give advice using should/shouldn't.			
pronounce "oi" and "oy" words and use them in sentences.			
describe places and write a short postcard.			
listen and understand short stories or advice.			
read short texts and identify main ideas and new words.			
write short sentences or fill-in-the-blank exercises.			



Unit 6

The Lost Kite



Learning Outcomes

Speaking

- Retell a story using key words
- Describe characters' feelings and actions
- Discuss the problem, solution, and moral with others

Reading

- Identify characters, setting, and main events
- Recognize the problem and solution
- Understand the story's moral or lesson

Listening

- Answer questions about characters, events, and feelings
- Retell parts of the story after listening
- Follow simple directions mentioned in the story

Writing

- Write short sentences or paragraphs about characters, setting, or events
- Describe the problem and solution
- Explain the story's moral using key vocabulary



1 Before you read, think and answer

Did you lose something important to you?



Story Vocabulary



dates



field



unrolled the string



drifted



bridge



mud-brick building



Story Elements

Title	The name of the story
Setting	Where and when the story takes place
Characters	People in the story
Plot/Problem	What happens in the story – the sequence of events from beginning to end
Solution	What happens to fix or solve the problem
Moral	The lesson or message the story teaches

2 Fill out the table as you read the story

Title	Setting	Characters	Plot/Problem	Solution	Moral

The Story's Characters



Omar



Sami



Omar lived in a quiet **village** by a wide **river**. The village was small, but it was full of life. Children played in the dusty streets, women carried baskets to the market, and tall **palm trees** swayed gently in the breeze. Omar loved his home, especially the open **field** near the edge of the village.

One bright and **sunny** afternoon, Omar's best friend Sami ran to meet him. Sami carried a new red **kite**, and Omar held a basket of sweet dates that his father had picked that morning. "We can eat these when we get tired," Omar said with a smile. Sami laughed, "First, let's see how high my kite can fly!"





When they reached the field, the boys noticed other kids playing nearby. Some were chasing a ball, others were climbing trees, but everyone stopped to watch Sami's bright kite. Sami carefully **unrolled the string**, and the kite began to rise.

"Look, Omar!" he shouted. "It's flying higher than the palm trees!" The red kite danced across the blue sky, moving down with the wind. The children clapped and cheered. Sami felt proud—his kite was the most beautiful thing he had ever owned.

But then, without warning, a strong wind rushed across the field. Sami tried to hold the string tightly, but it **slipped** through his fingers. "No! Come back!" he cried. The kite flew higher and higher until it **drifted** across the river.





The kite finally landed on the roof of an old **mud-brick building** across the river. Sami's heart sank. "Oh no," he whispered, tears forming in his eyes. "I'll never get it back."

Omar put a hand on his friend's shoulder. "Don't give up, Sami. Let's try. Maybe someone in that house can help us."

The two boys walked along the dusty road, crossed the small wooden **bridge** over the river, and stopped in front of the old house. Its walls were faded, and vines climbed around the windows. Sami felt nervous, but Omar knocked gently on the wooden door.





After a moment, the door creaked open. An **old man** with kind eyes and a white beard appeared. “Hello!” he greeted warmly. “What brings you here?”

Sami stepped forward shyly. “My kite... it flew away and landed on your roof. Could you help us, please?”

The old man **chuckled**. “Ah, I saw it! A very fine kite indeed.” He **fetched** a small ladder and slowly climbed up. The boys watched **anxiously** as he reached out and untangled the kite from the tiles. Finally, he climbed down carefully and placed the kite back into Sami’s hands.

“Here you are, young man,” he said with a smile. “Take care to hold it tighter next time.”





Sami hugged his kite tightly. “Thank you, sir! You saved my day,” he said, his face glowing with joy. Omar added, “We will always remember your kindness.”

The old man nodded. “Kindness makes the world brighter, just like your red kite in the sky.”

The boys waved goodbye and ran back to the field. This time, Sami held the string with both hands while Omar stood beside him, ready to help. The kite rose once again, **soaring** high above the village. Sami and Omar laughed as it danced against the blue sky, happy that their adventure had a wonderful ending.





3 Write (T) true or (F) false

1. Sami carried a basket of dates. ()
2. Omar's kite flew high in the sky before it got stuck. ()
3. The boys gave up and went home. ()
4. They solved the problem by helping each other. ()
5. The story shows the importance of teamwork. ()



4 Choose the correct answer

1. Where did Omar and Sami go to play with the kite?
 - a. in the market
 - b. in the open field near the village
 - c. on the riverbank
 - d. on the roof of a house
2. How did the children in the village react when Sami's kite flew?
 - a. they ignored it
 - b. they clapped and cheered
 - c. they ran away
 - d. they asked for the kite
3. What problem did the boys face?
 - a. their basket of dates fell into the river.
 - b. their kite got landed on a roof.
 - c. they lost their way home.
 - d. a storm broke their kite.
4. How did the boys solve their problem?
 - a. they built a new kite.
 - b. they climbed the tree together and freed the kite.
 - c. they asked a neighbor for help.
 - d. they decided to play another game.
5. What lesson do the boys learn?
 - a. sharing is not important.
 - b. working together helps solve problems.
 - c. it's better to play alone.
 - d. kites are too difficult to play with.



5 Put these events in order by writing the number in front of the sentence

a Sami's kite landed on the roof.

c The kite flew high in the sky.

b Omar and Sami went to the old man's house.

d The old man returned the kite.

6 Think and answer

1. Why did the kite fly across the river?

2. Why did the boys ask the old man for help?

3. How did Sami's feelings change from losing the kite to getting it back?

Losing the kite

Getting the kite back

7 Read again and fill in the blanks

1. Omar carried a of dates.

2. The boys lived in a small near the river.

3. The kite got stuck in a

4. The boys had a but they worked together.

5. Finally, they found a

8 Word search

M	K	V	Z	C	M	Q	K	U	N	R	R	L	K
B	R	I	D	G	E	D	T	A	D	Y	I	P	I
U	D	F	C	F	O	A	V	R	V	K	V	O	T
P	D	I	P	I	Z	I	S	G	Y	G	E	N	E
E	B	E	V	T	W	D	B	Q	B	R	R	Y	U
R	X	L	I	R	I	A	J	R	I	J	E	D	Q
G	U	D	L	E	I	C	D	A	T	E	S	R	X
R	S	X	L	E	R	P	L	U	L	J	I	I	I
B	T	A	A	S	B	A	P	B	C	L	P	F	X
H	R	B	G	X	W	O	W	I	N	D	Y	T	G
S	I	O	E	G	D	H	J	E	G	E	E	E	P
R	N	H	S	D	I	D	W	V	B	E	J	D	K
T	G	K	N	U	W	S	W	Z	X	T	L	R	A
K	Y	Y	B	K	Q	P	G	L	N	J	K	Q	X

RIVER
TREES
KITE
DATES
STRING
DRIFTED
FIELD
BRIDGE
WIND
VILLAGE



9 Use each word in your own sentence

1. village:
2. river:
3. kindness:
4. drifted:
5. dates:

10 Write 2 sentences about the problem and 2 sentences about the solution

Plot/Problem	Solution
.....
.....
.....
.....
.....
.....
.....
.....

11 Complete the table about the story elements

Title	Setting	Characters	Plot/Problem	Solution	Moral



Self-Assessment



Self-Assessment

I can...	I got it	I'm not sure	I need help
tell who the characters are and what happens in the story.			
explain the problem and solution in the story.			
listen carefully and answer questions about the story.			
understand how the characters feel.			
write sentences about the characters or events in the story.			
write about the problem and solution in the story.			
retell the story to my teacher or friends.			
describe the characters' feelings and actions.			

Review 2

1 Fill in the blanks using the words in the box

water springs - hiking - decorated - giveaways - scuba diving - clap

1. We went in the mountains and saw beautiful views.
2. The teacher asked us to for the winners of the competition.
3. The school the hall with balloons and ribbons for the celebration.
4. Visitors enjoyed the fresh water at the in Oyoun Mousa.
5. During the school fair, students received small to take home.
6. My brother tried and saw colorful fish under the sea.

2 Write the missing letters



c -- n



t --



s -- l



j - y



p -- nt

3 Fill in blanks with should or shouldn't

1. The weather is sunny. You wear a hat.
2. It's stormy. We go outside.
3. It's hot. You drink plenty of water.
4. It's rainy. You drive too fast.
5. You share your password online.

4 Circle the adjective in each sentence

1. The blue balloon floated in the sky.
2. My kind friend gave me a gift.
3. We saw a big elephant at the zoo.
4. The soup tastes hot and spicy.
5. She wore a beautiful dress to the party.

5 Read and answer

Our Class Wins the Best Decoration!

Last Thursday, our class won the best decoration competition! We worked hard all week to make our classroom look colorful and cheerful. We used balloons, ribbons, and posters with drawings and messages. Everyone helped clean, arrange the tables, and hang the decorations. Some students drew pictures, while others wrote signs to make the room lively. The judges walked around and smiled at our work. When they announced that our class was the winner, we all cheered and clapped. We felt proud of our teamwork and creativity. Afterward, we celebrated by taking photos, sharing snacks, and talking about our favorite decorations. It was a wonderful day!

6 Read again and answer

A. Circle the correct answer

1. What did the students use to decorate their classroom?
 - a. books and toys
 - b. balloons, ribbons, and posters
 - c. paint and glitter

2. How did the judges react to the decorations?
 - a. they smiled and asked questions
 - b. they ignored the classroom
 - c. they told the students to clean up

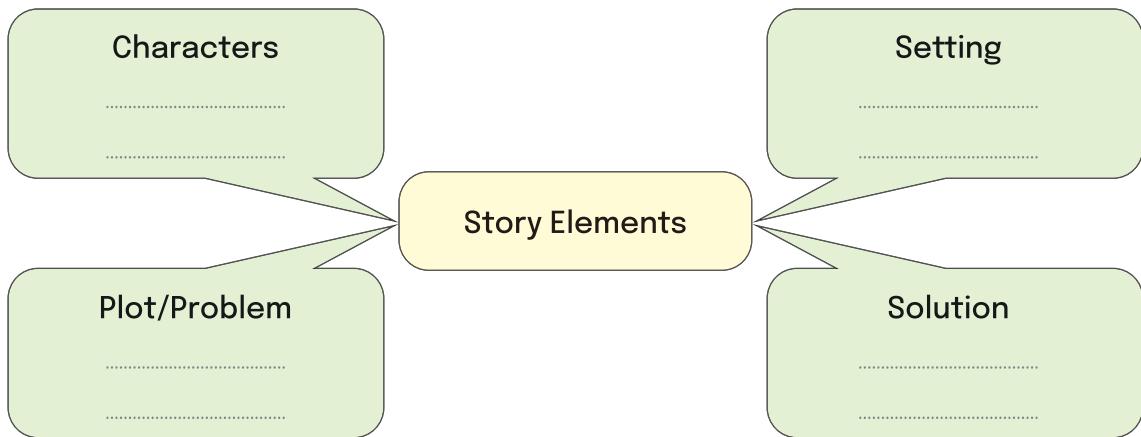
3. What did the students do after winning?
 - a. went home early
 - b. celebrated by taking photos and sharing snacks
 - c. started decorating again

B. Answer the following questions

4. What did the students feel after winning the competition?

5. How did everyone in the class help with the decorations?

6. Look at the picture and complete the Lost Kite's map



7. Write the moral of the story



Glossary

Word	Definition
a bar of	a piece of something shaped like a bar, such as chocolate or soap.
a bottle of	a container filled with liquid, like juice or water.
a carton of	a box used for liquids like milk or juice.
a pack of	a group of items packed together, like a pack of biscuits.
a piece of	a small part of something, like a piece of cake.
a slice of	a thin, flat piece cut from something, like a slice of bread.
adapted	changed to fit or live in a new situation or place.
advantages	good things or benefits about something.
breeze	a light, gentle wind.
bedouins	people who live in the desert and move from place to place.
bin	a container where we put trash.
boat	a small water vehicle used to travel on rivers or seas.
buildings	places like houses, schools, and offices made for people to live or work in.
candles	sticks of wax that give light when burned.
Corniche	a road or walkway beside the sea.
challenges	difficult things or problems to face.
cheerful	happy and full of joy.
city	a large town with many people, buildings, and cars.
clap	to hit your hands together to show happiness or approval.



Word	Definition
climb the steps	to go up the stairs or steps.
corals	colorful sea plants or animals found under the ocean.
crunchy	something that makes a loud sound when you bite it.
decorated	made something look nice by adding ribbons or colors.
delivering	taking something to someone, like delivering letters or food.
desert	a dry, sandy area with little rain.
dessert	sweet food eaten after a meal.
elderly lady	an old woman.
environment	the air, land, water, and all living things around us.
exchange gifts	to give and receive presents with others.
farmed	grew plants or raised animals for food.
ferry	a boat that carries people and cars across water.
fisherman	a person who catches fish.
fireworks	bright lights and sounds in the sky used for celebrations.
food packaging	boxes or wrappers used to keep food clean and safe.
forest	a large area full of trees.
go-green	to take care of the Earth by saving and reusing things.
guests	people invited to a party or event.
healthy	good for your body.
hiking	walking for fun in the mountains or countryside.
horseback riding	the activity of riding a horse.



Word	Definition
hung shiny ribbons	put up ribbons that sparkle or shine.
litter	trash that people throw on the ground.
memorable	something special that you can easily remember.
neighborhood	the area around your home.
oasis	a green area with water in the desert.
palm trees	tall trees with large leaves often found in hot places.
perform music	to play or sing music in front of people.
picnic	a meal eaten outdoors, usually in a park.
planet	a large round world like Earth.
pollution	dirtying the air, water, or land.
promised	said you would definitely do something.
realized	understood something clearly.
reduce	to use less of something.
lowercase: reuse	to make new things from old materials.
reuse	to use something again instead of throwing it away.
resources	useful things we get from nature like water, air, and sunlight.
river	a large stream of water flowing through the land.
riverbank	the land along the side of a river.
run out	to use all of something so that none is left.
sail	to travel in a boat using the wind.

Word	Definition
scuba diving	swimming underwater using a tank of air.
seagulls	white sea birds often found near beaches.
share	to give part of what you have to others.
simply	in an easy or plain way.
snorkeling	swimming near the surface of the water using a tube to breathe.
socialize with friends	to spend time and talk with friends.
spiritual site	a place that has religious or special meaning.
Suez Canal	a waterway in Egypt connecting the Red Sea and the Mediterranean Sea.
take photos	to use a camera to capture pictures.
tents	shelters made of cloth used for camping.
tote bag	a reusable cloth bag used for shopping.
traditional life	the old way people live and do things.
village	a small community in the countryside.
vegetables	plants we eat, like carrots and tomatoes.
warm	having a gentle heat.
water springs	places where fresh water comes naturally from the ground.
wear special clothes	to dress in outfits for an event or celebration.
wells	deep holes made to get water from under the ground.
wisely	in a smart and careful way.
wrapped the giveaways	covered small gifts in paper or bags to give to others.



English

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Developed and produced with the participation of
the Content Department Team
at Selah El Telmeez Publishing and Printing Company.

Reviewed by:

Prof. Zeinab El-Naggar

Prof. Attia El-Sayed

Prof. Nagwa Younis

Dr. Mai Kamal

Ms. Amira Awaad

The Central Administration for Curriculum Development:

Ms. Eman Mahmoud Youssef

Dr. Amira Fawzy Ahmed

Ms. Rabab Abd Elaziz Zidan

Dr. Ghada Elsayed Mohamed

General Supervision

Dr. Akram Hassan Mohammed

Assistant to the Minister for Curriculum Development

Supervisor of the Central Administration for Curriculum Development

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