



English



2025/2026

Term 2

Primary

5



”تهدي وزارة التربية 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 :

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 5 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 5 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

Scope and Sequence

Unit	Vocabulary	Language in Use	Phonetics Skills	Life Skill(s) and Value(s)	Core values	Integrated Learning Activities
1. "Hobbies Make Us Shine!"	board games, cycling, skating, painting, singing, building puzzles, playing the piano, crafting with paper, chores, hobby, talent show, perform, arrangement, excitement, caring for, discussion, survey	Expressing Ability (past and present)	Speaking: engage in discussions, role-plays, and presentations about hobbies. Listening: understand vocabulary and main ideas/details from dialogs, stories, and texts about hobbies. Reading: read and comprehend texts about hobbies. Identify sequencing words and suffixes (-ment, -ship) to understand structure and meaning. Writing: Complete surveys, opinion answers, and create guided writing tasks about hobbies.	-Planning -Communication -Life Balance -Healthy Habits	- Creativity	Survey about hobbies
2. At the Doctor's	headache, sore throat, cough, stomachache, waiting room, examination room, fever, serious, pharmacy, medicine, first aid kit, accidents, bandages, plasters, scissors, permission, dangerous, treatment, donate, receptionist, check-in, donations	Modal Verbs: Have – Has Have to – Has to Must – Mustn't	Speaking: Share opinions and experiences about health and present health tips to others. Listening: understand vocabulary and main ideas/details from dialogs, stories, and texts about sickness and a doctor's visit, understand short dialogs at the clinic and recall details or advice. Reading: Read simple informational texts about health and follow written health rules. Writing: Write short emails and create simple health tips.	-Decision-making -Responsibility	-Respect -Health Awareness	Healthy Hero Bookmark
3. Suitcase Stories	suitcase, pack, travel, crowded, citadel, beach, ticket, abroad, tombs ancient, nile cruise, sandcastles, temples, campsite, warm, campfire, hike, trail	Future Simple going to	Speaking: Role-play travel situations and talk about future plans using going to. Listening: understand short travel conversations and stories, and identify key words about vacations and places. Reading: read short texts about travel and vacations and find the main ideas and details in a text. Writing: write email invitations and travel plans.	-Planning -Communication	- Respect - Appreciation	Design a travel adventure book

4. Jobs in The Animal Kingdom	police dog, guide dog, criminals, water buffalo, pigeon, falcon, gecko, scarab beetle, ploughs, crops, giants, loads, containers, ripe, routes, milking, sweater, grain, watching over, barn, carts, narrator, egrets, raids, beak, hoppers, bother, common sight, pest, elegant	Present Simple vs Present Continuous	Speaking: Describe animals, ask and answer questions, share opinions, and present posters or role-plays about saving animals. Listening: Identify key words, main ideas, and details in short dialogs about animals and habitats. Reading: Read short texts about animals, extract details, and distinguish between the Present Simple and the Present Continuous. Writing: Write descriptive sentences and short texts (story, description, or poster) about animals and protection.	-Observation -Critical Thinking	- Respect for Nature - Responsibility	Poster - be kind to animal helpers
5. Our Solar System	solar system, galaxy, planetarium, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Milky Way, space, astronaut, farther, describe, imagine, realize, universe, messy, shook, sighed, spaceship, rocket, landed, star ball, rolling, alien, soft clouds, glowing	Comparatives and Superlatives: bigger than, smaller than, the largest	Speaking: Talk about your favorite planet and describe it using comparisons. Listening: Understand short talks and descriptions about planets, the sun, and the solar system. Reading: Read simple informational texts about space and identify facts about planets. Writing: Write short descriptive sentences comparing planets.	-Curiosity -Exploration -Communication	-Responsibility -Collaboration	Space Travel Brochure
6. Offline but Happy	tablet, Wi-Fi, level, excited, bored, lonely, rode, called out, whispered, breeze, sidewalk, chalk, sticks, sunset	Past Simple Tense	Speaking: talk about characters and events of a story, retell parts of a story, and express opinions. Listening: Recall the sequence of events of a story. Reading: identify characters, the main idea, and the moral of the story. Writing: express opinions and reflections about a story.	-Life Balance -Healthy Habits	Team Spirit Friendship	



"Hobbies Make Us Shine!"



Learning Outcomes

Speaking

- Express their favorite hobbies using simple sentences
- Share past and present abilities using can / can't / could / couldn't
- Participate in pair and group discussions about hobbies and present ideas confidently
- Role-play hobby-related situations

Reading

- Read short texts and stories about hobbies for main ideas and details
- Identify sequencing words in informational texts
- Recognize suffixes (-ment, -ship) in context and understand their meanings
- Answer comprehension questions related to texts

Listening

- Recognize and understand vocabulary related to hobbies
- Identify main ideas and details from short dialogs and stories about hobbies
- Follow oral instructions for classroom activities such as surveys or activities

Writing

- Write sentences about their hobby using can / could
- Organize steps for starting a hobby using sequencing words
- Complete a short survey and write answers clearly
- Produce a short guided paragraph about hobbies with a title, correct spelling, and punctuation



Lesson 1

Show Your Talent

1 Before you listen, think and answer

What's your favorite hobby?



2 Listen, look, and repeat



playing board games



cycling



skating



painting



singing



solving puzzles



playing the piano



crafting with paper


Listen and read

Teacher: Next week we'll have a "Hobby Talent Show class" Who wants to share their hobby?

Maya : Me! I'll show my **drawing and painting**. I can also do some **crafting with paper**.

Adam : That sounds fun! I think I'll perform by **playing the piano** and **singing a song**.

Maya : On weekends, I love **cycling and skating** in the park. Maybe I can bring a picture of that.

Adam : I enjoy **solving puzzles** and **playing board games** with my family. Could that count as a hobby?

Nour : Story writing is my hobby. I sometimes write stories or journals.

Maya : Don't forget coloring – we love it! This talent show will be amazing!

Teacher: Wonderful choices, everyone! Remember, hobbies make us special. Next week, bring your hobby to life and share your joy with the class!



Why do you think hobbies are important for children?

Choose the correct answer

1. What hobby does Maya want to show?

- drawing and painting
- singing and dancing
- playing board games
- playing tennis



2. What does Adam want to do in the show?

- a. cycling and skating
- b. playing the piano and singing
- c. fishing and writing stories
- d. eating and sleeping

3. What hobby does Nour enjoy?

- a. swimming and reading
- b. writing and coloring
- c. building puzzles and playing board games
- d. writing stories and journal

4. Where does Maya like to cycle and skate?

- a. in the park
- b. in the garden
- c. in her house
- d. in the cinema

5. What does the teacher say at the end?

- a. "Let's skip the talent show."
- b. "Wonderful hobbies, everyone!"
- c. "No one has good hobbies."
- d. "No one has creative talents"

 Listen again and write (T) true or (F) false

- 1. Maya likes swimming and fishing. ()
- 2. Adam wants to play the piano and sing. ()
- 3. Nour enjoys puzzles and board games. ()
- 4. The students are planning a talent show. ()
- 5. The teacher does not like their hobbies. ()





Lesson 1

6 Match the word with its meaning. Put the correct number in the box.

Word	Meaning
1 talent	<input type="checkbox"/> a. a game where you join pieces together
2 crafting	<input type="checkbox"/> b. using your voice for music
3 cycling	<input type="checkbox"/> c. a natural skill
4 singing	<input type="checkbox"/> d. making something with your hands
5 solving puzzles	<input type="checkbox"/> e. riding a bicycle

7 Discuss with your partner



- Do you think talent shows are important?
- How would you show your favorite hobby in a talent show?

Guiding starters

- Talent shows are important because _____
- I would _____



★ Before you read, think and answer

Why do you think hobbies are important?



★ Read the text

Hobbies Really Count!

Hobbies are the activities we love to do in our free time. They are not schoolwork, but things that bring us joy.

Hobbies are important because they help us relax, have fun, and stay healthy. For example, when people play **board games** or **solve puzzles**, they learn teamwork and problem-solving. When they sing or play the piano, they practice patience and creativity. When they go **cycling** or **skating**, they stay strong and energetic.

Hobbies also show how people grow. Many children can **draw**, **paint**, or **write** stories now, but when they were younger, they couldn't do these activities well. Some people can finish puzzles quickly today, but before they could only place a few pieces.

In the past, children could spend more time outside running, skating, or fishing. Today, we can choose from many hobbies that help us learn skills for life. The main idea is simple: hobbies are not only fun, they make us smarter, stronger, and happier.

★ Choose the correct answer

- According to the text, what is one of the main reasons hobbies are important?
 - They help people earn more money.
 - They are required for success in school.
 - They help us relax, have fun, and stay healthy.
 - They take the place of doing chores.



2. The text suggests that hobbies show how people grow because:

- adults have more hobbies than children.
- people's skill in an activity often improves over time.
- hobbies are more fun when you are younger.
- all hobbies are easy to learn.

3. Which of the following is an example from the text of a hobby that teaches problem-solving?

- going cycling
- listening to music
- playing board games
- writing stories

 **Answer the following questions**

1. In the past, what hobbies could children enjoy outside?

2. Which hobby do you like most, and why? (Opinion)

 **Choose the correct word from the box**

cycling - reading - painting - puzzles - singing

- I enjoy _____ before I go to bed because books are relaxing.
- My brother likes _____ in the park, but he wears a helmet for safety.
- When we play _____, we must think carefully to find the right piece.
- At the school concert, I practiced _____ my favorite song.
- She is very good at _____ pictures of flowers and animals.



★ Work in pairs. Discuss and role-play



What hobbies could you do in the past?



What hobbies can you do right now?

Guiding starters

For "Past"

When I was younger, I could _____

In the past, I was able to _____

Before, I enjoyed _____

For "Now"

These days, I can _____

I'm able to _____

Right now, I enjoy _____

Language in use



Expressing Ability

1. Present Ability - can

We use "can" to show what someone is able to do now.

- Affirmative: **Subject + can + verb**
- Negative: **Subject + cannot (can't) + verb**

- **Examples:**

- She **can play** the piano.
- They **can't skate**.

2. Past Ability - could

We use "could" to show what someone was able to do in the past.

- Affirmative: **Subject + could + verb**
- Negative: **Subject + could not (couldn't) + verb**

- **Examples:**

- I **could read** stories when I was six.
- She **couldn't draw** when she was younger.

★ Complete the sentences with "can", "can't", "could", "couldn't"

1. I _____ play the piano now, but last year I _____.
2. She _____ swim when she was five, but now she _____ swim well.
3. They _____ ride their bikes today, but when they were young, they _____ balance.
4. We _____ play board games together yesterday because we had no time.
5. He _____ sing very well now, but when he was younger, he _____.

**7 Choose the correct answer**

1. I _____ (can / couldn't) ride a bike now.
2. She sings very well today, but last year she _____ (can / couldn't) sing clearly.
3. We _____ (can / couldn't) play the piano when we were younger, it was hard.
4. He _____ (can / couldn't) draw nice pictures today, he is taking lessons.

8 Write four sentences about things you can or can't do now, and four sentences about things you could or couldn't do when you were younger.

Now: I can speak English very well.

..... (use: can)

..... (use: can)

..... (use: can't)

..... (use: can't)

Before: I couldn't play football.

..... (use: could)

..... (use: could)

..... (use: couldn't)

..... (use: couldn't)

★ Before you read, think and answer

What hobby would you like to share with your classmates if you started a club at school?



★ Read the story

The School Hobby Club

At our School, a group of students decided to start a Hobby Club. The arrangement was simple: each student would share a special talent. In the art room, Sara showed her beautiful paintings. Her friendship with Maya grew stronger as they painted side by side. On the playground, Omar taught basketball skills, and his excitement made others want to join. In the library, Laila organized a reading corner. Her love for reading made her classmates want to read more. Finally, Kareem started a small garden, teaching the enjoyment of caring for plants.

At first, the problem was that everyone wanted to meet at the same time. After a quick discussion, they had an agreement: each hobby would have its own day. The solution worked, and soon the Hobby Club became a place of leadership, creativity, and fun.

★ Read each sentence. Write (T) true or (F) false

1. Kareem started a small garden. ()
2. Laila's hobby was painting. ()
3. Omar taught basketball skills. ()
4. The students solved their problem with an agreement. ()





4 Choose the correct answer

1. Who taught basketball skills in the Hobby Club?

- a. Sara
- b. Omar
- c. Maya
- d. Kareem

2. What problem did the students face?

- a. They had no classroom.
- b. They wanted to meet at the same time.
- c. They lost their tools.
- d. They had no time.

3. Where did Sara and Maya paint together?

- a. in the library
- b. in the art room
- c. in the garden
- d. in the kitchen

5 Answer the following questions

1. Why did the students want to start a Hobby Club?

2. How did the students solve their problem?

Put the events in the correct order (1–4)

- Omar shared basketball skills.
- Laila organized the reading corner.
- Kareem started a garden.
- Sara painted with Maya.

Word Hunt

Find and circle four words in the story that end with -ment or -ship



Word Building Skills

★ Read and learn

A **suffix** is a group of letters added to the **end of a word** to change its meaning or make a new word.

Example: enjoy → enjoyment (the suffix -ment changes the verb enjoy into a noun).

friend → friendship (the suffix -ship changes the noun friend into another noun).

Rule for Pronunciation of -ment and -ship

Suffix -ment

Examples: enjoyment, excitement, movement

• Stress stays on the main word, not on -ment.

EN-joy-ment ✓ (not en-JÖY-ment ✗)

Suffix -ship

Examples: friendship, leadership, membership

• Stress stays on the main word, not on -ship.

FRIEND-ship ✓ (not friend-SHIP ✗)

★ Listen and circle the words that have the suffix -ship or -ment

enjoyment	book	friendship	play	step
movement	cat	leadership	garden	painting
membership	excitement	agreement	argument	hobby

★ Underline the suffix in each word

1. enjoyment
2. friendship
3. movement
4. membership
5. excitement

★ Add the suitable suffix to each word

1. excite → _____
2. leader → _____
3. move → _____
4. friend → _____
5. enjoy → _____



Steps to Start a Hobby

1 Read and answer

If you wanted to start a new hobby, what would you do first?



2 Writing steps to start a hobby

Do you want to try something exciting and new? Starting a great hobby is easy! It brings you enjoyment and helps build strong friendship with others. Follow these four simple steps:

First, take a moment to think about what you truly love. What makes you happy in your free time? Do you like music , art , nature , or movement? Choose a hobby that matches your interests, like drawing, reading, or cycling. **Next**, it's time to get the things you need to begin. If you decide on music, you might need an instrument like a small keyboard or guitar. If you choose gardening, you will need seeds, soil, and a small pot.

Then, start practicing your new hobby! Don't try to be perfect immediately: learning takes time. Play simple songs at first, or plant a small seed in a single pot. **After that**, practice your hobby step by step to see your amazing progress. **Finally**, enjoy what you achieved! Show your music to your family, or share a picture of your growing plant with a friend. Hobbies make life exciting and fun, and sharing your excitement makes it even better!

3 Read and circle the sequencing word

First, think about what you enjoy doing in your free time. Next, choose a hobby that matches your interests, like drawing or reading. Then, collect the things you need for your hobby, such as books, paints, or seeds. After that, practise your hobby step by step and try to get better each time. Finally, share your hobby with your family or friends and enjoy your progress.



Remember!

Sequencing words help us show the **order of steps or events** in text. They tell the reader what happens first, what comes next and what happens at the end.

First, → use it for the beginning step.

Next, → use it for the second step.

Then, → use it for the mid steps.

After that, → use it for more mid steps

Finally, → use it for the last step.

★ Write (30-40) words about how you started your favorite hobby

Instructions:

1. Choose a title.
2. Choose a hobby you like (example: drawing, football, reading, cycling).
3. Think about the steps you take to start this hobby.
4. Use sequencing words to show the order (first, then etc..).

Checklist for My Writing

- I can see my title at the top.
- I can find sequence words like "First," "Next," and "Then."
- I can't find any spelling or punctuation mistakes.
- I can understand all my sentences, and they are all about the same hobby.
- I could add more details to make it more interesting.
- I could use a more exciting title.
- I could read it aloud to check if it flows smoothly.

Think and Create

a Survey

1 Before you read, think and answer

1. What is a survey?
2. Did you ever do a survey before?



A survey is a group of questions that people answer to share their ideas, opinions, or experiences.

It's time to do a fun survey about your hobbies. This will help you learn more about each other and maybe even find friends who like the same things as you do!

2 Follow the instructions to do the survey

- Read each question carefully.
- Put a ✓ next to your choices in the checkboxes.
- If the question asks you to circle a number, circle the one that shows how much you enjoy it.
- If you see a blank line, write your own answer.

My Hobbies Survey

1. Which of these hobbies do you enjoy the most? (Check all that you like)

Reading stories or comics
 Playing sports (football, basketball, swimming, etc.)
 Drawing or painting
 Playing video games
 Watching movies or cartoons
 Playing a musical instrument (piano, guitar, drums, etc.)
 Singing
 Building things (crafts, puzzles, models)
 Gardening or taking care of plants
 Cooking or baking
 Collecting items (stamps, cards, toys, etc.)
 Other: _____



2. How often do you spend time on your favorite hobby?

- Every day
- A few times a week
- Only on weekends
- Rarely

3. Do you prefer hobbies that you do:

- Alone
- With friends
- With family

4. When do you usually perform your hobbies?

- After school
- On weekends
- During holidays
- Whenever I have free time

5. Where do you usually perform your hobbies?

- At home
- Outdoors / in the park
- At school
- At a club or special class

6. Which hobby would you like to learn or try in the future?

7. Check all that you like about your hobby.

- It helps me relax
- It makes me happy
- I can do it with friends or family
- I get better with practice
- It makes me feel proud



Quick Review

★ Choose the best answer for each question

- Which activity involves using brushes and colors to create a picture?
a. cycling b. skating c. painting d. solving puzzles
- If you are using a keyboard to make music, you are _____.
a. singing b. playing the piano c. cycling d. skating
- Which hobby is most likely to help you improve your problem-solving skills?
a. painting b. singing c. solving puzzles d. skating
- Which activity is typically done outdoors on a two-wheeled vehicle?
a. playing the piano b. cycling c. singing d. painting
- What do we call using your voice to make music?
a. skating b. cycling c. playing the piano d. singing

★ Complete the sentences with "can", "can't", "could", "couldn't"

- When I was five, I _____ swim, but now I can.
a. can b. could c. can't d. couldn't
- She is a great musician. She _____ play three different instruments.
a. could b. can c. couldn't d. can't
- _____ you help me with this puzzle? It's very difficult.
a. Can't b. Couldn't c. Can d. Could
- My grandfather said that when he was young, he _____ afford a bicycle.
a. can b. can't c. could d. couldn't
- I _____ come to the party yesterday because I was sick.
a. can b. can't c. could d. couldn't

★ Choose the correct word to complete each sentence

- The children jumped with _____ when they saw the ice cream truck.
a. friendship b. enjoyment c. leadership d. excitement
- Good _____ is important for a team to succeed.
a. enjoyment b. leadership c. friendship d. excitement
- I get a lot of _____ from reading a good book.
a. friendship b. enjoyment c. leadership d. movement
- The _____ of the new project was announced by the manager.
a. agreement b. development c. excitement d. movement



Self-Assessment



Self-Assessment

I can...



express my favorite hobbies using simple sentences.

share what I could and couldn't do in the past.

explain what I can and can't do now.

participate in discussions about hobbies with a partner or group.

understand the main ideas in short texts about hobbies.

find important details in hobby-related readings.

identify sequencing words in texts.

recognize and understand words ending with -ment and -ship.

follow spoken instructions for classroom activities.

write sentences about my hobby using can and could.

complete a short survey by writing clear answers.

write a paragraph about my hobby with correct spelling and punctuation.



Unit 2

At the Doctor's



Learning Outcomes

Speaking

- Express their opinions and thoughts on health-related topics
- Tell a personal experience or a story related to feeling sick
- Present health tips they have created to their classmates

Reading

- Understand informational texts
- Extract specific information from a text to answer questions
- Follow written instructions and advice found in a text, such as health rules

Listening

- Identify key information and main ideas from a dialog about a visit to a doctor's clinic
- Recall specific details and advice given in a conversation
- Recognize and recall vocabulary related to illnesses and the clinic

Writing

- Use "have to, don't have to, must, mustn't" to give advice or talk about obligations
- Write a short email including a subject line, greeting, and a brief message
- Create short, clear health tips for a bookmark



Lesson 1

A Day at the Clinic

Before you listen, think and answer

1. What do you usually do when you feel sick?
2. Why is it important to visit the doctor when you don't feel well?



Listen and read

Fady's Check-Up

Fady : Ah... I feel so tired. My body hurts.

Mother: You don't look well, Fady. What's wrong?

Fady : I have a **headache** and a **cough**. I also have a **sore throat** and a **fever**.

Mother: Oh no! We have to go to the doctor.

(At the clinic)

Nurse : Hello, Fady. Please come to the **examination room**.

Doctor : Well, Fady, how are you feeling today?

Fady : Not good, Doctor. I have a headache and cough.

Doctor : You look a little weak, but it's not **serious**. You must rest and drink warm liquids. No ice cream for three days.

Fady : Oh no! But I love ice cream!

Doctor : I know, but you have to take care of yourself. You'll feel better soon.

Mother: Thank you, Doctor. Now, Fady, let's go to the **pharmacy** to get your **medicine**.

Fady : I hope I feel better quickly. I must take my medicine and rest.

Tip!

We use **have/has** to talk about how we feel when we are sick.

Remember:

I/You/We/They → have

He/She/It → has

 **Choose the correct answer**

1. Why did Fady's mother take him to the clinic?
 a. because he wanted ice cream b. because he felt sick
 c. because he wanted to visit a friend d. because he likes the clinic
2. What advice did the doctor give Fady?
 a. to eat ice cream b. to go to the park
 c. to rest and drink warm liquids d. to do his homework
3. What was one of the things that made Fady feel sick?
 a. a toothache b. a broken leg
 c. high blood pressure d. a sore throat
4. Where did Fady and his mother go after seeing the doctor?
 a. to the park b. to school
 c. to the pharmacy d. to a restaurant

  **Write the word under the correct picture**

headache - cough - sore throat - stomachache - fever



  **Discuss with your classmate**

1. What rules can help us stay healthy?
2. Why do you think it is important to listen to the doctor's advice?





Staying Healthy at School

★ Before you read, think and answer

1. When you feel sick at school, what should you do first?

- a) go home without telling anyone
- b) tell the nurse or doctor at the clinic
- c) play in the waiting room with your friends



★ Read the following text

The First Aid Kit at School

At our school, there's a big first aid kit in the nurse's room. It has everything we might need for small accidents. Inside, there are **bandages, plasters, scissors, and medicine for cuts and bruises**.

If a student gets hurt, the nurse has to check the first aid kit and help them right away. Students must tell a teacher or the nurse when someone is **injured**. We mustn't open the first aid kit without permission because some things inside can be dangerous.

Nurses must make sure the kit is always clean, ready, and full. They also must call parents if a student feels too sick. Students don't have to worry, because the nurse always knows how to help.

The first aid kit helps everyone stay safe at school – but we must all remember to be careful and play safely so we don't get hurt!

Think

What is one healthy habit you think every student must follow at school?

**3 Choose the correct answer**

1. Where is the big first aid kit at school?
 a. in the classroom b. in the nurse's room
 c. in the playground d. in the teacher's office
2. What must students do when someone gets hurt?
 a. help the student by themselves b. ignore it and keep playing
 c. tell a teacher or the nurse d. take the first aid kit
3. Why mustn't students open the first aid kit without permission?
 a. because it's locked b. because it can be dangerous
 c. because it's only for teachers d. because it's too heavy
4. Why do you think it's important to have a first aid kit at school?

5. What can you do to help your friends stay safe and avoid accidents at school?

4 Fill in the blanks using words from the box

safe - nurse - careful - first aid - ready

1. At our school, there's a big _____ kit in the nurse's room.
2. Students must tell a teacher or the _____ when someone is injured.
3. Teachers have to make sure the kit is always clean, _____, and full.
4. The first aid kit helps everyone stay _____ at school.
5. We must all remember to be _____ and play safely so we don't get hurt.

5 Find in the text

1. A word that means the place where students go when they feel sick at school.

2. A word that means the person who gives you medicine at school.

3. Two words that show you are hurt or sick.

4. A word that means the box in the nurse's room that has everything needed for small accidents.

5. A word that means "protected from harm or danger."

6 Think and discuss

Do you think students should learn First Aid?
Why or why not?



Language in use



Have to / Don't have to vs. Must / Mustn't for health rules

We use these to talk about rules or things we should do.

- Students **have to** wash their hands.
- We **don't have to** worry about small cuts because the nurse will help us.
- You **must** drink water. (strong rule)
- You **mustn't** eat too much candy. (not allowed)

Remember:

- have to = something necessary
- don't have to = something not necessary
- must = very important rule
- mustn't = not allowed

7 Fill in the blanks (have to / don't have to)

1. Students _____ tell a teacher or the nurse if someone is injured.
2. Nurses _____ make sure the first aid kit is always ready and full.
3. You _____ drink plenty of water every day to stay healthy.
4. Students _____ bring their own bandages because the nurse already has them in the first aid kit.

8 Choose the correct answer

1. Students (must / mustn't) wash their hands before lunch.
2. A patient (must / mustn't) see the doctor when they are sick.
3. Children (must / mustn't) eat too much candy when they are sick.
4. You (must / mustn't) brush your teeth every day to keep them healthy.
5. We (must / mustn't) cover our mouth when we cough.

Lesson 3

Healing Hands, Caring Hearts

★ Before you read, think and answer

Why is it important for hospitals to give some treatment for free or at low cost?



★ Read the text

Hospital 57-3-57: A Place of Hope

Hospital 57-3-57 is a famous children's hospital in Cairo, Egypt. It is known not only in Egypt but also around the world. The hospital is very big and helps children who are sick. The most important thing is that all treatment is free for the children. Families do not have to pay because many people in Egypt **donate** money to the hospital. These donations help children get the **care** they need and give their families hope.



When children arrive, a friendly receptionist helps them **check-in**. Then a nurse takes them to the **examination room** for **tests**. After the tests, the doctor explains the **treatment plan**. The hospital also has playrooms, libraries, and other fun places so children can feel happy and safe. Teachers help children continue their studies while they are getting better.

Hospital 57-3-57 is full of hope. It shows that donations and teamwork help every child become strong and healthy again.

Think

How does Hospital 57-3-57 give hope to children who are very sick?



Read the text again and find the words or phrases that answer the questions

1. The city where Hospital 57-3-57 is located → _____
2. A person who helps children check-in when they arrive at the hospital → _____
3. Places in the hospital where children can have fun → _____
4. A person who explains the treatment plan to the children → _____
5. A word that describes giving money to help the hospital → _____



Write (T) true or (F) false

1. Hospital 57-3-57 is only for adults. ()
2. Doctors and nurses work together to help children. ()
3. Families must pay a lot of money to get treatment. ()
4. The hospital has playrooms and libraries for children. ()
5. Many people in Egypt donate money to help the hospital. ()



Put the events in the correct order by writing numbers 1-5

The doctor explains the treatment plan.

A friendly receptionist helps the children check-in.

The nurse takes the children to the examination room for tests.

Teachers help children continue their studies while they are getting better.

Children arrive at Hospital 57-3-57.



Think-Pair-Share

- Read the question carefully:
"If you were a doctor or nurse at Hospital 57-3-57, what would you do to make children feel comfortable and hopeful?"
- Write 2-3 sentences using words from the text (e.g., sick, nurse, doctor, comfortable).



Word Building Skills

★ Read and learn

Suffixes -able / -ible

- **Explanation**

- The suffix **-able / -ible** is added to the end of a word to form an adjective.

- **Examples:**

1. comfortable → able to feel relaxed
2. curable → able to be cured
3. accessible → easy to reach

- **Pronunciation tips:**

1. The ending **-able** is usually pronounced /əbl/ → com-fort-a-ble, read-a-ble
2. The ending **-ible** is usually pronounced /ɪbl/ → ac-cess-i-ble, revers-i-ble

- Stress is usually on the first syllable of the base word: COM-fort-able, CURE-able

★ Look at the pictures below. Complete the words using -able or -ible



comfort _____



cur _____



read _____



wash _____



access _____

★ Circle the suffix -able / -ible in each word and say the word aloud

1. comfortable
2. curable
3. accessible
4. enjoyable
5. visible

★ Before you read, think and answer

What do you think a person should do if they can't go to work or school because they are sick?



★ Read the following email

A Sick Day: Business Email

From: Karim

→ The person who is sending the email

To: Ramy

→ The person who is receiving the email

Subject: Sick Leave for Two Days

→ The subject line tells what the email is about.

Dear Mr. Ramy,

→ **Greeting:** we start with "Dear" + the person's name.

I am writing to let you know that I am not feeling well today. I have a fever and a sore throat, so I need to rest at home.



→ **Reason for writing and short explanation**

I will not be able to come to work for two days. I hope to feel better and return on Wednesday, October 15th.

→ **Explain how long the leave will be and when you'll come back.**

Thank you for your understanding.

→ **A polite closing sentence**

Best regards,

→ **A formal closing (your full name at the end)**

Karim Hassan

Think

What could happen if you go to work or school while you are very sick?

  **Read Karim's email carefully. Write (T) true or (F) false**

1. Karim had a stomachache and a headache. ()
2. The subject of the email is "Sick Leave for Two Days." ()
3. Karim will be away from work for two days. ()
4. The email is from Karim to Ramy. ()
5. Karim says that he feels great and wants to go to work. ()

  **Read the email. Match the parts with their numbers**

Greeting → _____	1. Karim
Closing → _____	2. Sick Leave for Two Days
Subject → _____	3. Dear Mr. Ramy,
From → _____	4. Best regards, Karim Hassan

 **Practice writing a formal email**

You have a fever and you want to send a sick leave request to your school. Write an email of about (30-40) words to your teacher.

From: _____

To: _____

Subject: _____

Dear _____,

I am writing to let you know _____

(Reason for writing and short explanation)

(Explain how long, when, or what will happen next.)

(A polite closing sentence) _____.

(A formal closing; your full name at the end) _____



Think and Create A Healthy Tip Bookmark

★ Create your own bookmark

- Create your own bookmark.
- What you need: paper, colors, pencils, markers, stickers



Steps:

1. Take a strip of paper in the shape of a bookmark.
2. Front Side:
 - Write a title for your bookmark, like "Healthy Habits" or "Stay Strong!"
 - Draw something related to health, like fruits, water, soap, or a fit person.
3. Back Side
 - Write 2-4 short health tips.
 - Example:
 - "Wash your hands."
 - "Eat vegetables."
 - "Drink water every day."
 - "Don't eat too much junk food."
4. Decorate:
 - Add colors, stickers, or patterns to make your bookmark bright and fun.
5. Share:
 - Show your bookmark to the class and read your health tips aloud.



Quick Review

★ Match the word with its meaning

1 clinic	a. a place where you buy your medicine
2 waiting room	b. pain in the head
3 receptionist	c. a place where doctors help sick people
4 pharmacy	feel better
5 headache	d. the person who helps at the desk
	e. a place in the hospital where people sit
	until they see the doctor

★ Choose the correct word

1. I (have/has) a sore throat.
2. She (have/has) a cough.
3. Students (must / mustn't) eat healthy food.
4. You (must/mustn't) stay up late when you're sick.
5. If you feel fine today, you (have to/don't have to) go to the doctor.

★ Fill in the blanks to complete the sentences

(comfortable / readable / terrible / breakable / possible)

1. My new phone is not _____. It's super strong.
2. The teacher's handwriting is _____.
3. It's _____ to finish your homework before dinner if you start now.
4. The seat is so soft and _____.
5. I didn't like the movie, it was _____.



Self-Assessment



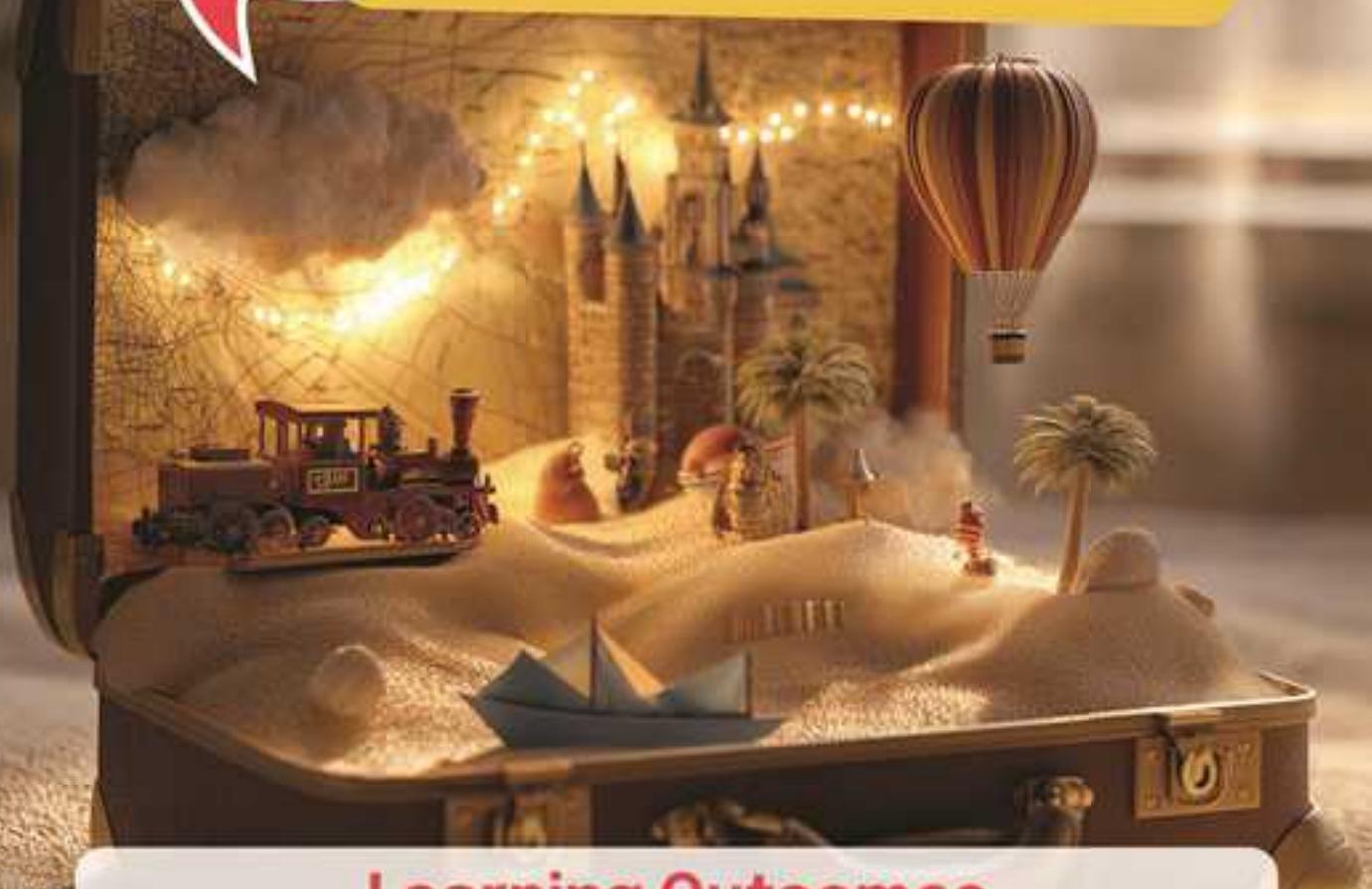
Self-Assessment

I can...	I got it	I'm not sure	I need help
name places and people in a hospital and use words about being sick or healthy.	★★★	★★	★
talk about what happens in a clinic and use words about doctors, nurses, and patients.			
recall specific details and advice given in a conversation.			
use have and has to talk about illnesses.			
understand the difference between must and have to.			
write a formal email with all its parts, such as (subject, greeting, closing, signature, etc....).			
use suffixes -able and -ible in words like comfortable, curable, possible, etc....			



Unit 3

Suitcase stories



Learning Outcomes

Speaking

- use target vocabulary to discuss travel preparations and destinations
- express future plans and intentions using "going to" in affirmative, negative, and question forms
- talk about future travel plans in a role play format

Reading

- identify the main idea in short text about Egypt and camping
- identify key details in texts about travel experiences
- recognize the meaning of unknown words using clues

Listening

- identify the gist in short dialogs about travel plans
- identify specific details in short dialogs about travel plans
- recognize the meaning of travel-related unknown vocabulary in spoken texts

Writing

- write about future plans using "going to"
- write an informal email invitation to a friend
- design a travel adventure book



Lesson 1

Off We Go!

★ Before you listen, think and answer

1. Where are you going to travel next summer?
2. What are you going to pack for a trip to the beach?



★ Listen, look, and repeat



suitcase



pack



travel



crowded



beach



ticket

★ Read, think, and match

1 suitcase ()	a. to put things in a bag before a trip
2 pack ()	b. a large bag for clothes when traveling
3 travel ()	c. full of many people
4 crowded ()	d. to go to another place
5 beach ()	e. something that proves you can enter a place or get a service
6 ticket ()	f. a sandy place near the sea

 Listen and read the dialog between Sara and Sohaila

Last-Minute Packing

Sara : Sohaila, I'm so excited - we're finally going to **travel** to Alexandria tomorrow!

Sohaila: I'm so excited too! Did you **pack** your **suitcase**?

Sara : Not yet. I'm going to **pack** tonight. I need to put in my summer clothes, my swimming suit, and my camera. What about you?

Sohaila: I already packed my **suitcase** yesterday! I put in everything except my toothbrush. By the way, do you have our bus **tickets**?

Sara : Yes, my mother has all the **tickets**. She told me the bus is going to be very **crowded** because it's the summer vacation and many families are **traveling**.

Sohaila: That's okay. we can sing songs together to make the time pass quickly!

Sara : Great idea! What are you most excited to see in Alexandria?

Sohaila: I really want to see Qaitbay **Citadel** and the new library, **Bibliotheca Alexandrina**. And of course, I'm excited to build sand castles by the beach!

Sara : Me too! Don't forget to put sunscreen in your **suitcase** when you finish **packing**.

Sohaila: I won't! I'm going to double-check my **suitcase** before sleeping.

Sara : Me too. I'll see you tomorrow at the bus station!

Sohaila: see you!

★ Listen to the dialog. Write (T) true or (F) false

1. The girls are traveling to Alexandria. ()

2. Sara already packed her suitcase. ()

3. Sohaila packed her suitcase yesterday. ()

4. The bus is going to be empty during their trip. ()

5. They plan to visit Qaitbay Citadel in Alexandria. ()



6 Circle the correct answer

  Listen again to the text and answer the questions

1. Sohaila packed her suitcase yesterday. Do you think packing early is a good idea?

Why?

2. The bus will be crowded. How do you think the girls feel about that?

3. Sohaila wants to see an old castle and a new library, Bibliotheca Alexandrina.

Which one would you like to visit more? Why?

 Complete the paragraph with the correct word from the box

suitcase - pack - travel - crowded - tickets - beach

Sara and Sohaila are going to ⁽¹⁾ to Alexandria tomorrow. Sara is going to ⁽²⁾ her ⁽³⁾ tonight with summer clothes and her swimming suit. Sara's mother has their bus ⁽⁴⁾. The bus will be ⁽⁵⁾ because it's the summer holiday. They will also visit the ⁽⁶⁾ and swim there.

Think

Which country do you want to travel to? Why?



Discovering Egypt

★ Before you read, think and answer

1. Why do you think people from all over the world travel to Egypt?
2. If you could visit one of these places, which one would you choose and why?



The Pyramids



Egyptian temple



a boat on the Nile River

A Special Trip Home

Next week, Mr. Maged and his family are going to travel to their home country, Egypt! He is Egyptian, but he moved abroad many years ago. Now, he wants to show his family the most beautiful places in their one-week vacation.

First, they are getting ready with their suitcases, where they packed light outfits, hats and sunglasses for the hot weather. Their adventure starts in Cairo. They are going to see the Great Pyramids of Giza and the Sphinx. They are very excited to see tombs of ancient Egyptian kings as their father told them stories about the ancient pharaohs who built them.

Then, they are going to take a train south to Luxor. People often call it the "world's greatest open-air museum." There, they are going to explore the amazing temples of Karnak and Luxor, and learn about powerful kings like Ramses II.

They are going to Aswan on a beautiful Nile cruise. They are going to take a boat called "felucca" and see the beautiful islands.

Finally, they are going to spend the last two days of their trip in Alexandria. They are going to swim in the sea and build sandcastles on its famous beach. This trip is a wonderful chance for the family to know their country together.

**Think**

Which place in Egypt would you like to visit most? Why?

3 Choose the correct answer

1. Why is this trip to Egypt very special for Mr. Maged's family?
 - a. Because Egypt has the best beaches in the world
 - b. Because they are going to learn a new language
 - c. Because Mr. Maged wants to show them their heritage
 - d. Because they are going to move back to Egypt
2. How is the family traveling from Luxor to Aswan?
 - a. By train
 - b. By felucca
 - c. By cruise
 - d. By car
3. What is the family going to do in Alexandria?
 - a. Explore ancient temples and learn about kings
 - b. Swim in the sea and build sandcastles
 - c. See the Pyramids and the Sphinx
 - d. Ride a traditional boat on the Nile

4 Answer the following questions

1. The text says they packed light outfits for the hot weather. What might happen if they packed heavy winter clothes instead?

2. Mr. Maged is showing his family the places he remembers from his childhood. Which two places you wish to visit and why?

5 "Plan Your Trip!" Work in pairs: Ask and answer questions about your next holiday plan

Example:

Student A: Where are you going to travel next holiday?

Student B: I am going to travel to Luxor.

Student A: What are you going to pack in your suitcase?

Student B: I am going to pack my summer clothes.

Language in use



Planned Future (Am - Is - Are + going to)

Remember:

- Use: "am" with "I"
- Use: "is" with "he, she, it"
- Use: "are" with "you, we, they"

We use "going to" when we talk about something we plan to do in the future.

• ✓ Affirmative Form: Subject + am/is/are + going to + verb

- I am going to visit the beach.
- Sally is going to pack her suitcase.
- They are going to stay in a hotel.

✗ Negative (No)

Form: Subject + am/is/are not + going to + verb

- I am **not** going to forget my passport.
- Omar is **not** going to swim today.
- We are **not** going to stay at home.

? Question Form: Am/Is/Are + subject + going to + verb?

- Am I going to take my camera?
- Is she going to wear sunglasses?
- Are they going to travel to Cairo?

Key words: tomorrow, next (week / month / year), soon, in the future, later, in a few minutes (hours / days), one day

**6 Choose the correct answer**

1. I _____ take my passport and ticket to the airport.

a. am going to b. is going to c. are going to d. going to

2. Nour _____ pack her suitcase with clothes.

a. am going to b. is going to c. are going to d. going to

3. My friends _____ stay in a hotel by the beach.

a. am going to b. is going to c. are going to d. going to

4. We _____ wear our sunglasses at the beach.

a. am going to b. is going to c. are going to d. going to

5. Adam _____ take pictures with his camera.

a. am going to b. is going to c. are going to d. going to

7 Read and complete the sentences

1. He _____ going to stay in a hotel.

2. They _____ going to take their passports.

3. I _____ going to pack my suitcase.

4. She _____ going to wear sunglasses.

8 Imagine you are going on a trip. Write 5 things you "are going to do". Use "going to" in each sentence

Example:

- I am going to take my passport.



A Night under the Stars

Before you read, think and answer

Imagine you are going on a school camping trip in the desert. You can only bring 5 items in your suitcase. What are you going to pack and why?



Read the story

Our School Camping Trip

Next weekend, our class is going to travel to the beautiful Wadi El Gemal Park for a school camping trip. We are going to pack our suitcases with **warm** clothes, a torch, and a water bottle. Our teacher told us those who want to go on the trip, they need to receive their bus tickets today. She said the **campsite** is going to be crowded because another school is visiting too.

When we arrive, we are going to set up our tents near some amazing mountains. Our teacher is going to teach us about desert plants and animals. In the evening, we are going to sit around a **campfire** and tell stories. I am going to take lots of photos to share happy moments with my family.

The next morning, we are going to **hike** on a nature **trail** and look for special birds. Before we leave, we are going to clean the campsite carefully to keep it clean. This is going to be my first camping trip, and I think it is going to be so much fun!

Think

Why is it important to clean the campsite before leaving?

★ Write (T) true or (F) false

1. The class is going to travel to the beach for camping. ()
2. They need to receive their bus tickets for the trip. ()
3. Only their school is going to the campsite. ()
4. They are going to clean the campsite before leaving. ()



★ Choose the correct answer

1. What is the main purpose of the class trip?
 - a. To visit a museum
 - b. To go shopping in the city
 - c. To have a school camping adventure
 - d. To study at a library
2. What activities are they going to do in the evening?
 - a. Swim in a lake
 - b. Watch a movie
 - c. Sit around a campfire and tell stories
 - d. Play football
3. What are the students going to do on the nature trail?
 - a. Look for special birds
 - b. Set up their tents
 - c. Clean the campsite
 - d. Receive their bus tickets

★ Answer the following questions

1. Why is it important to pack a torch and a water bottle for a camping trip?
2. Why is it important to learn about desert plants and animals ?



Word Building Skills

Read and learn**Adverbs ending in -ly**

An adverb tells us how we do something. We can make many adverbs by adding -ly to adjectives.

Listen and repeat

- quick → quickly

The rabbit runs quickly.

- loud → loudly

The children sing loudly.

- happy → happily (y changes to i before -ly)

The kid sings happily.

- careful → carefully

She paints the picture carefully.

The ending -ly is usually pronounced /li/

listen and repeat the adverb

- She sings happily.

- Dad usually drives his car carefully.

- The baby cries loudly.

Read each sentence. Circle the adverb that ends with -ly

1. The children laughed loudly at the funny story.
2. She walked quietly into the library.
3. Fady solved the puzzle quickly and smiled.
4. My brother plays football happily with his friends.
5. The artist painted the picture carefully.

Change the following into adverbs

1. slow → _____

2. quiet → _____

3. brave → _____

4. strong → _____



Writing Email Invitation

1 Think and answer

Have you ever invited a friend to visit your home or city? How did you do it?



2 Read the following informal email invitation



From: Ramy

To: Max

Subject: Invitation to visit Egypt

Dear Max,

I hope you are doing well! I miss you so much. I want to invite you to visit Egypt this summer. It's an amazing country with lots of fun places to see!

You must visit the Great Pyramids of Giza—they're so big and old! We can also ride a boat on the Nile River and see the beautiful Red Sea. Don't forget to try Egyptian food like koshari. It's delicious!

My family and I will show you around. I promise you'll have the best time!

Please let me know if you can come. I can't wait to see you!

Your friend,

Ramy

Guided Writing Steps:

- **Greeting:** Start with "Dear [Name]," and a friendly opening.
- **Invitation:** Say "I want to invite you to visit Egypt!"
- **Describe Places:** Pick 2-3 landmarks and write 1-2 sentences about each.
- **Closing:** End with "Please let me know if you can come. I can't wait to see you!" and sign your name.



Complete the following with your own information

Section **Example**

Greeting Dear _____, I hope you are doing well!

Invitation I want to invite you to visit _____!

Places You must see the _____ because _____. We can also visit _____.

Food/Activity Don't forget to try _____. It's my favorite!

Please let me know if you can come. I can't wait to see you!

Closing Your friend,

Your Turn! Write an email of about (30-40) words to your friend from America inviting him to visit Egypt

From: _____

To: _____

Subject: _____

My Email Writing Checklist

- I started with "Dear [Friend's Name]," and a friendly greeting.
- I included an invitation to visit Egypt and said when.
- I named 2-3 famous places and described them.
- I added one Egyptian food or activity to try together.
- I asked my friend to reply or say if he can come.
- I signed my name at the end.
- I checked spelling and punctuation.

★ Look and answer

1. What do you need to buy before you travel on a bus or train?
2. Why do people pack suitcases when they travel?



★ Think of different ways to travel (e.g., by bus, by train, by plane, by car, by boat)

Now it's your turn!

★ Design your own "Travel Adventure Book"

Create a page for each type of travel:

1. Draw or find a picture of the vehicle (bus, train, plane, etc.).
2. Write the **name of the vehicle** and draw where it travels (e.g., a bus on a road, a plane in the sky, a boat on water).
3. Add a "**Ticket**" (draw one!) and write:
 - One **fact** about this type of travel (e.g., "A train can carry many people at once!").
 - One **sentence** about what you are going to do on this trip (e.g., "I am going to look out the window at the scenery!").

Example Page:

Vehicle: Bus

Fact: Buses are a cheap way to travel to school or to visit cities.

My Sentence: I am going to talk with my friends and sing songs on the bus.





Quick Review

1 Choose the correct word to complete each sentence

1. We set up our _____ near the lake for the night.
a. temple b. ancient c. tent d. hike
2. The archaeologists discovered an _____ statue in the desert.
a. green b. ancient c. new d. modern
3. Last summer, my family and I went _____ near the mountains.
a. cleaning b. running c. camping d. singing
4. Let's _____ to the top of that hill to see the view.
a. camp b. swim c. fly d. hike
5. We visited the beautiful, old _____ to learn about history.
a. temple b. pool c. park d. hospital

2 Correct the mistake

1. She going to travel tomorrow.
2. They is going to pack their suitcases.
3. We are go to build a sand castle.
4. He are going to have a ticket.
5. I am go to visit my cousins next week.

3 Fill in the blanks using words from the box

quietly - bravely - strongly - slowly - highly

1. The injured man walked _____ to the chair.
2. Please close the door _____ so you don't wake the baby.
3. The soldier _____ fights to protect his country.
4. I _____ recommend that you study for the test.
5. The old car climbed the hill _____.



Self-Assessment



Self-Assessment

I can...	I got it	I'm not sure	I need help
make and use adverbs with -ly.	★★★	★★★	★
use "going to" to talk about my future plans.			
read and understand a short text about travel plans.			
understand when someone talks about their travel plans.			
use travel words like suitcase, pack, ticket, crowded, beach.			
talk with a partner about my travel plans.			
write an email invitation to a friend.			



Review 1

★ Choose the correct answer

1. My brother loves outdoor hobbies, so he often _____ on weekends.

- a. paints
- b. cycles
- c. builds puzzles
- d. crafts with paper

2. If you feel unwell at school, you should go to the _____ immediately.

- a. pharmacy
- b. waiting room
- c. examination room
- d. campsite

3. During our trip, we visited an _____ citadel that was thousands of years old.

- a. ancient
- b. crowded
- c. exciting
- d. dangerous

4. You can buy your _____ from the pharmacy after you visit the doctor.

- a. ticket
- b. medicine
- c. tools
- d. outfits

5. At the talent show, every student wants to _____ in front of the audience.

- a. perform
- b. pack
- c. hike
- d. donate

Fill in the blanks using words from the box

crafting with paper - pack - crowded - fever - playing the piano

1. We spent the afternoon _____ to make colorful decorations.
2. If you have a _____, you should stay home and rest.
3. My sister enjoys _____ because it helps her relax after a long day.
4. The train was so _____ that there were no empty seats left.
5. Before a trip, I always _____ my clothes carefully in my suitcase.



★ Correct the verb in brackets

1. I can play the piano when I was seven.
2. She have to take medicine three times a day.
3. You must use the first aid kit without your mother's permission.
4. We be going to see the ancient temples this weekend.
5. My brother can't sing very well at the talent show, so he was sad.

4 Read and answer

Hobbies are activities that make our free time enjoyable. Some students love painting or crafting with paper, while others prefer playing the piano, singing, or building puzzles. Outdoor hobbies, such as cycling or skating, keep people active and healthy. Many schools organize talent shows where students perform for their friends and family. These activities teach teamwork, caring for others, and encourage discussion and sharing. Doing hobbies regularly makes you happy and improves your problem-solving skills. Teachers often do surveys to understand students' favorite hobbies and arrange events accordingly.

5 Choose the correct answer

1- Which hobby is mentioned as an outdoor activity?

- a. Painting
- b. Crafting with paper
- c. Cycling
- d. Playing the piano

2- What do many schools organize for students?

- a. A trip to the beach
- b. A science fair
- c. A talent show
- d. A workshop

3- What do teachers conduct to know students' favorite hobbies?

- a. Surveys
- b. Discussions
- c. Tests
- d. Performances



Review

5 Answer the following questions

1. How do hobbies help students in their daily lives?

2. What feelings do hobbies give to people?

6 Punctuate the following sentences

1. i love painting and cycling on weekends

2. she said we mustnt run in the hospital

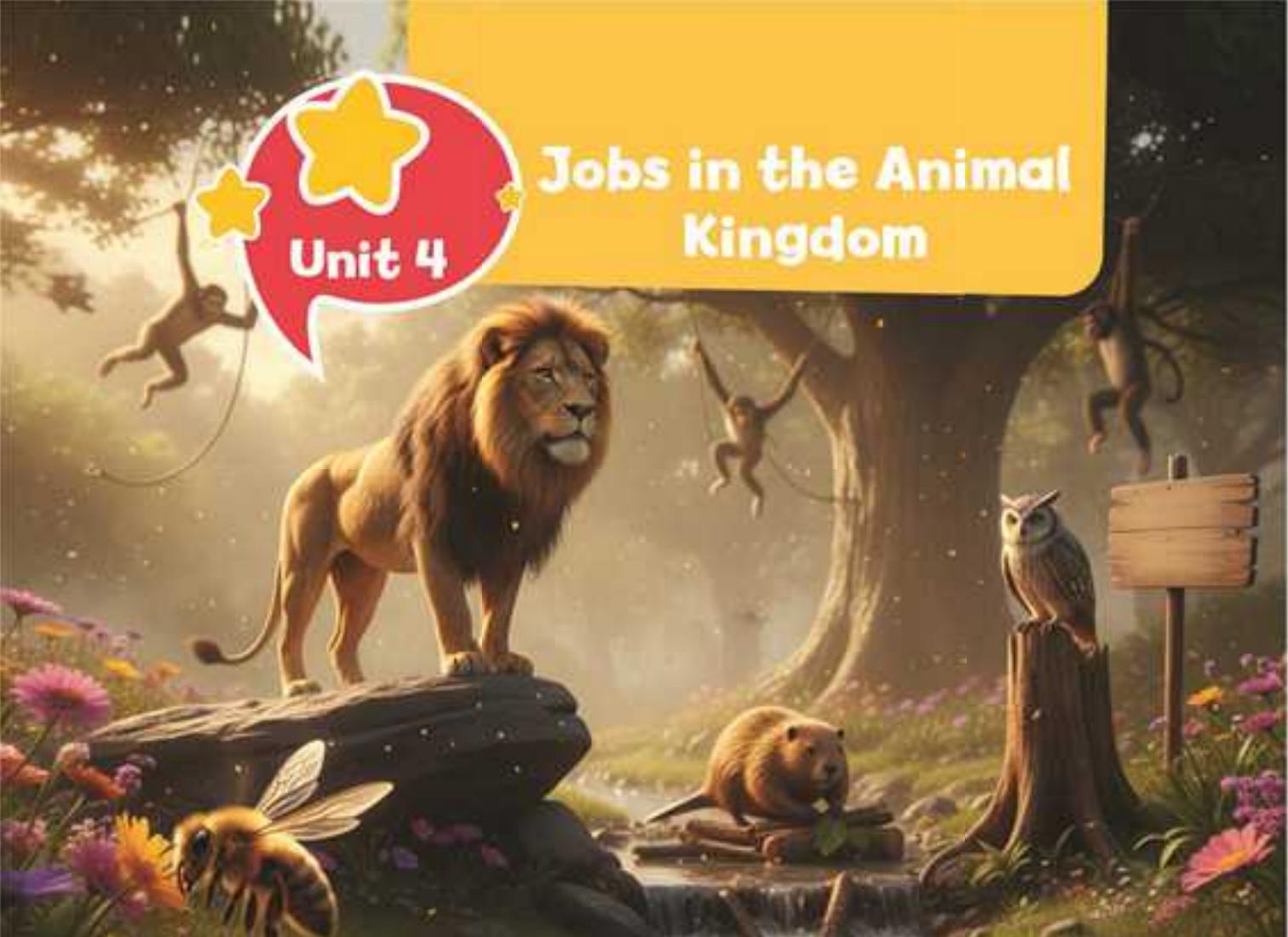
7 Writing

Formal Email, Sick Leave

Write a **formal email** of about (30-40) words to your teacher requesting **sick leave**.

Include the following points:

- The reason you are absent
- The number of days you will be away
- A polite closing and your name



Unit 4

Jobs in the Animal Kingdom

Learning Outcomes

Speaking

- describe animal jobs using simple sentences
- take turns asking and answering questions about animal
- express opinions on appreciating and protecting animal helpers

Listening

- recognize key words about animal helpers
- identify the gist in short dialogs about animals and their jobs
- identify specific details in short dialogs about animals and their jobs

Reading

- identify the main idea of a text about animal jobs
- identify specific details of short informational texts about animal jobs
- guess the meaning of unknown words based on context
- use the Present Simple and Present Continuous accurately

Writing

- write short descriptive paragraph about animal helpers using unit vocabulary
- use Present Simple to describe habits and jobs
- use Present Continuous for actions happening now
- design a poster showing how to appreciate and protect animal helpers



Lesson 1

How Animals Help Us

★ Look and repeat



police dogs



guide dogs



dolphins



horses

★ Listen and read

Teacher: Did you know that some animals have real jobs, just like people do?

Student: Really? What kind of jobs do they do?

Teacher: Well, **police dogs** are very brave and smart. They help officers find lost people and catch **criminals**, using their strong noses to smell things from far away.

Student: That's amazing! Do other dogs have jobs too?

Teacher: Yes, some **guide dogs** are for blind people. They help them walk safely, cross streets, and move around without getting hurt. They are very calm and careful.

Student: What about other animals?

Teacher: Horses help people feel calm and happy. Spending time with them can make someone who is sad or scared feel much better.

Student: Are there any animals that help in the water?

Teacher: Yes, in some countries, rescue dolphins help people who are in danger in the sea. These animals show us that helping others is a very special job.



3 Choose the correct answer

1. What special ability do police dogs use to help officers?
a. Their sharp eyes b. Their strong noses
c. Their fast running d. Their loud barks
2. How do guide dogs help blind people?
a. They find lost items
b. They cook meals
c. They help them walk and cross streets safely
d. They read books to them
3. What do horses help people feel?
a. Angry and upset b. Excited and nervous
c. Tired and sleepy d. Calm and happy
4. Where do rescue dolphins help people?
a. In the mountains b. In the desert
c. In the sea d. In the forest
5. Which quality do guide dogs have?
a. They are calm and careful
b. They are loud and playful
c. They are lazy and slow
d. They are shy and quiet

4 Listen to the dialog again and fill in the blanks

1. Brave, smart animals that help police find lost people and catch criminals using their strong sense of smell. (_____)
2. Rescue animals that help people who are in danger in the sea. (_____)
3. Animals that help people feel calm and happy, especially when they are sad or scared. (_____)
4. Calm, careful animals that help blind people walk safely, cross streets, and move around without getting hurt. (_____)



  Answer the following questions

1. What can police dogs find with their strong noses? _____
2. How do guide dogs help blind people? _____
3. What do rescue dolphins do for people in the sea? _____
4. How do horses help people feel? _____

Think

If you could train an animal to help people in your community, which animal would you choose and what job would it do? Explain why.

 Work with your pair and guess the animal

Students work in pairs. For example

Student A: "I help police officers. I use my nose to find people. What am I?"

Student B: "You are a police dog!"



★ Before you read, think and answer

What are these animals doing? How do they help people in Egypt?



★ Look and repeat



water buffalo



donkey



pigeon



falcon



gecko



scarab beetle

★ Match the words to their meanings

1 falcon

a. a small lizard that eats insects inside houses

2 scarab beetle

b. a strong animal that pulls ploughs on farms

3 donkey

c. a fast bird that hunts animals in fields.

4 gecko

d. an insect that helps make soil better for plants

5 pigeon

e. a hardworking animal that carries heavy loads

6 water buffalo

f. a bird that can find its way home from far away




Read the text

Animal Helpers

In Egypt, many animals work hard to help people in their daily lives. On farms, strong **water buffaloes** pull ploughs through the fields. Right now, a farmer is working with his **water buffalo** to prepare the soil for planting **crops**.

Donkeys carry **heavy loads** through villages and to markets. They transport crops, water **containers**, and supplies through narrow streets. At this moment, a donkey is probably walking to the market with baskets full of ripe dates. The donkeys know their **routes** very well.

Pigeons have an important job as messengers. They carry notes and letters between different places.

Falcons help farmers by hunting small animals that damage crops. You might see a falcon flying over a field, looking for rats to catch. These birds fly high in the sky. In homes, **geckos** climb on walls and eat insects. They are most active during the evening.

Scarab beetles work in the soil. They break down waste and help make the earth better for growing plants. All these animals - water buffaloes, donkeys, pigeons, falcons, geckos, and scarab beetles - play special roles in our life. They show how people and animals can work together and help each other in many useful ways.

Think

How does the scarab beetle help prepare the soil like a farmer?

**5 Choose the correct answer**

- What is the main job of water buffaloes?
 - They carry messages.
 - They pull ploughs.
 - They hunt insects.
 - They create fertilizer.
- What do pigeons help people do?
 - carry messages
 - transport heavy loads
 - prepare soil
 - hunt insects
- How do geckos help people?
 - They pull carts.
 - They eat insects.
 - They carry messages.
 - They break down waste.

6 Answer the following questions

1. If all the falcons disappeared, what problem would a farmer have?

2. Why is a water buffalo so important for a farmer before any plants can start to grow?

7 Work in pairs

How do animals help farmers?

Student A: How do water buffaloes
help Egyptian farmers?

Student B: Water buffaloes help
farmers by pulling ploughs
to prepare the soil for
planting crops.





Language in use



Present Simple vs. Present Continuous

1. Present Simple (For Habits, Facts, and Jobs)

Key words to Remember:

every day, always, usually, often, on Mondays.

- We use the "Present Simple" to talk about things that are always true, or that happen regularly.

Affirmative Form:

- I/You/We/They work.
- He/She/It works.

- Examples:

- A falcon **hunts** small animals. (Fact)
- Donkeys **carry** things every day. (Habit/Job)
- Water buffaloes **pull** ploughs. (Job)
- Geckos **eat** insects. (Fact)

Negative Form:

- I/You/We/They do not (don't) work.
- He/She/It does not (doesn't) work.

- Examples:

A pigeon doesn't carry letters in most places today.

Falcons don't hunt at night.

This water buffalo doesn't work in the city.

Question Form:

- Do I/you/we/they work?
- Does he/she/it work?

- Examples:

- Does a gecko eat insects? Yes, it does.
- Do farmers use donkeys for transportation? Yes, they do.
- What does a scarab beetle do? It helps make the earth better for growing plants.



2. Present Continuous (For Actions Happening Now)

- Key words to Remember:

now, right now, at the moment, today, Look! Listen!

- We use the "Present Continuous" to talk about actions that are happening at this moment.

Affirmative Form:

- I am working.
- He/She/It is working.
- You/We/They are working.

- Examples:

- Look! The falcon is flying over the field right now.
- The donkey is carrying a heavy load at the moment.
- The farmers are planting seeds today.

Negative Form:

- I am not ('m not) working.
- He/She/It is not (isn't) working.
- You/We/They are not (aren't) working.

- Examples:

- The water buffalo isn't pulling the plough now; it is resting.
- The pigeons aren't flying at the moment; they are in their cage.
- Right now, the gecko isn't moving; it is waiting for an insect.

Question Form:

- Am I working?
- Is he/she/it working?
- Are you/we/they working?

- Examples:

- Is the falcon hunting? Yes, it is.
- What is the donkey carrying right now?
- Are the water buffaloes working in the field today? No, they aren't.



8 Choose the correct answer

1. Water buffaloes (pull / are pulling) ploughs on Egyptian farms.
2. Look! The pigeon (carries / is carrying) a message right now.
3. Geckos (eat / are eating) insects in homes.
4. Right now, the scarab beetle (works / is working) in the soil.

9 Read the sentences. Write Job or Now

1. Donkeys transport goods to market. _____
2. The falcon is hunting over the field at this moment. _____
3. Scarab beetles help create good soil. _____
4. The gecko is climbing on the wall now. _____

10 Rewrite the sentences using the correct tense (Present Simple or Present Continuous)

1. The farmer work with his buffalo now.

2. Donkeys is carrying heavy baskets to the market.

3. Falcons fly over the fields right now.

4. A gecko eat insects every evening.

5. Pigeons are carry messages between villages.

6. The scarab beetle is prepare the soil for planting crops. every day.

Lesson 3

Farm Friends

★ Look at the pictures and answer



cows



sheep



guard dogs

1. What animals can you see on the farm?
2. What jobs do you think these animals do?
3. How does the farmer help the animals?



★ Listen and read

A Day on the Farm

Omar and his family are visiting his uncle's farm today. They see many animal helpers working hard. The cows are in the **field**. "Look! The farmer is **milking** a cow now," says Omar happily. Cows give us fresh milk every day for drinking and making cheese.

They walk to another field where sheep are eating grass. The sheep have thick, warm wool that grows all year. Once a year, workers carefully cut the wool to make **sweaters** and blankets. A smart dog is **watching over** the sheep carefully. The dog's job is to guard the sheep. Right now, the dog is running around the sheep to keep them safe.

Near the **barn**, chickens lay eggs every morning for breakfast. The family sees a cat sleeping in the sun. The cat helps by catching mice that might eat the **grain**. Omar's uncle explains, "We take good care of all our animals, and they take care of us too." He shows Omar how the horses help pull **carts** around the farm. Donkeys are strong and can carry heavy loads. "We must always be kind to our animal helpers," the uncle says gently.

Omar learns that farm animals are hard workers who help people in many ways.

Think

Why is it important for the farmer to take care of the animals?

★ Write (T) true or (F) false

1. Omar is visiting a factory today. ()
2. Cows give us milk. ()
3. The dog is sleeping near the sheep now. ()
4. We get wool from sheep. ()
5. Omar thinks the animals are lazy. ()



★ Match the words to the pictures

1 farmer



2 sheep



3 field



4 guard dog



★ Match the words to their meanings

1 farmer

a. an area of land with grass for animals

2 field

b. a person who grows food and raises animals

3 sheep

c. an animal that protects others

4 guard dog

d. a farm animal that gives us thick wool to make clothes

★ Fill in the blanks using words from the box

farmer - cows - sheep - guards

Omar is visiting his uncle, the (1) _____, on the farm. He sees (2) _____ that give us milk. He also sees (3) _____ that give us wool. A dog (4) _____ the animals on the farm.

★ Discuss in groups

If you had a farm, which animal helper would you want? Why? How would you take care of it?



Word Building Skills

1 Read and learn

Words with the suffixes (-er / -or / -ist)

- er: Sounds like /ər/ at the end.

Example:

Farm er (say "farm" strong, "-er" soft).

- or: Also sounds like /ər/. The strong part is before "-or."

Example:

Visit or (say "vis" strong, "-it-or" soft).

- ist: Sounds like /ɪst/ at the end.

Example:

Specialist (say "spe" strong, "-cial-ist" quick).

2 Fill in the blanks with the right ending. Use -er, -or, or -ist to complete the word

1. farm _____

2. visit _____

3. special _____

4. help _____

5. teach _____

3 Clap the stressed syllable

Say each word aloud and clap for the stressed syllable:

• farmer _____

• doctor _____

• scientist _____

• helper _____

• inventor _____



Writing About Animal Helpers

★ Before you read, think and answer

1. Do you usually see animals helping people?
2. What animals help, and what do they do?



★ Read the text

The Farmer's Feathered Friend

I am watching a wildlife **documentary** about animal helpers right now. The **narrator** says that **egrets** help farmers by eating insects that **harm** crops. On the screen, a white egret is standing in a field. Suddenly, the egret **raids** quickly with its sharp **beak**. It is catching **hoppers** that eat the rice plants. Egrets have long legs that help them walk through water.

These birds often work alongside water buffaloes in the fields. They sometimes stand on the buffaloes' backs to get a better view. The egret eats flies that **bother** the buffalo, and the buffalo doesn't mind. Farmers don't need to use as many chemicals because of these birds. This makes the food healthier for people to eat. Egrets can eat hundreds of insects in a single day. They fly to different fields to find their food. Their white feathers make them easy to spot against the green plants. Farmers appreciate these beautiful birds because they provide natural **insect** control.

Tip!**Descriptive writing**

- 1. Choose a topic:** Pick an animal helper.
- 2. Use strong adjectives:** sharp, patient, beautiful, natural.
- 3. Show, don't tell:** Instead of "The egret is helpful," write "The egret is catching harmful insects in the rice field."
- 4. Use the correct tense:** Use Present Simple for habits/jobs and Present Continuous for what is happening now.
- 5. Organize your ideas:** Start with what you see, describe the job, and finish with your opinion.



Imagine you are watching a show about an animal helper.

Write a paragraph (30-40 words) describing what you see. Describe the animal's job and what it is doing now

Animal Facts:

Animal Habits:

★ Look at the poster below

“Animal Helpers”



★ Create a colorful poster to teach people how to appreciate and be kind to animal helpers

★ Ask for your friend's opinion

1. I like your poster because _____.
2. My favorite animal on your poster is _____ because _____.
3. I think you could add _____ to make it even better.
4. I learned that _____ from your poster.



Quick Review

1 Write the correct form of the verb

1. Right now, the falcon (hunt) _____ animals in the field.
2. Every day, donkeys (carry) _____ heavy loads.
3. Look! The pigeon (fly) _____ with a message.
4. Water buffaloes usually (pull) _____ ploughs on farms.
5. At the moment, the scarab beetle (work) _____ on breaking down waste.

2 Fill in the gap using the following words: (milking, sweater, grain, watching over, barn)

1. The farmer is in the field _____ the sheep.
2. My grandmother knitted me a warm _____ for the winter.
3. Near the _____, chickens lay eggs every morning for breakfast.
4. Every morning at 6 a.m., she goes to the cow for _____.

3 Choose the correct suffix (- er, - or, - ist) to complete the words

1. My uncle is a farm _____ who plants wheat and corn.
2. She wants to be a scient _____ and discover new things.
3. The visit _____ asked for directions to the ancient temple.
4. The act _____ performed his role in the play perfectly.
5. He is a great paint _____ whose artwork is famous worldwide.



Self-Assessment



Self-Assessment

I can...	I got it	I'm not sure	I need help
use Present Continuous for actions happening now (e.g., The water buffalo is pulling a plough now).			
use Present Simple for habits/facts (e.g., Donkeys transport heavy loads).			
write a short descriptive paragraph about my favorite animal helper.			
use suffixes like -er, -or, -ist in words like farmer, visitor, scientist.			
use words for jobs and actions: plough, transport, insect control.			
name helpful animals and their jobs: water buffalo, donkey, falcon, gecko, pigeon, scarab beetle.			



Our Solar System



Learning Outcomes

Speaking

- Explain their choices in a discussion about which planet is their favorite
- Answer questions based on visual information, such as pictures of space or planets
- Present their work to the class

Listening

- Recall key words and names of planets from a dialog about the solar system
- Identify the main ideas of a conversation about space exploration
- Use information from a listening passage to determine the order of events

Reading

- List key facts from an article
- Explain the meaning of compound words within a text
- Distinguish between adjectives and other parts of speech in a story
- Determine the moral or lesson of a story

Writing

- Use correct comparative and superlative forms of adjectives in sentences
- Write a descriptive paragraph about a space trip, applying adjectives to make their writing more interesting
- Design a brochure for a planet, incorporating a title, facts, and images



Lesson 1

From Mercury to Neptune

★ Look at the pictures, say, then answer



The Sun



Moon



the solar system



galaxy



Saturn



Mars

**★ Before you listen, think and answer**

1. Which planet is your favorite? Why?
2. Do you want to visit the Moon or Mars?
3. If you could live on another planet, which one would you choose?

**★ Listen and read****A Trip to the Planetarium**

"At the space museum, Amina, Omar, and a guide talk about planets and stars."



Guide: Welcome, everyone, to the planetarium! Today we will learn about the solar system.

Amina: Wow! Oh, look at the big screen. I can see the Sun and the Moon.

Guide: Mars is called the **Red Planet** because its iron-rich soil makes it look red.

Amina: Ohhh, that's interesting!

Omar: Yeah! I see the planets: Mercury, Venus, Earth, and Mars.

Guide: Good job! Those are the four small planets. Can you name a big one?

Amina: Is it **Jupiter**?

Guide: Yes! Jupiter is the **largest** planet in the solar system.

Omar: And those shiny rings—are they around **Saturn**?

Guide: Exactly! **Saturn** is **famous** for its rings.

Amina: Wow, so many stars!

Guide: Yes, they are part of a **galaxy**. Our galaxy is called the **Milky Way**.

Omar: So the solar system is inside it?

Guide: Exactly! The Sun, Moon, and planets make space exciting to explore.



Lesson 1

☆ Listen again and write (T) true or (F) false

1. Amina sees the Sun and Moon on the screen. ()
2. Omar says Jupiter is the smallest planet. ()
3. Saturn is famous for its rings. ()
4. The solar system is inside a galaxy. ()



☆ Match the words to their definitions

1 Mercury	a. a planet with rings
2 Mars	b. the smallest planet
3 Saturn	c. the red planet
4 galaxy	d. a group of many stars

☆ Read the sentences and fill in the blanks using words from the box

rings - Mars - largest - Milky

1. Jupiter is the _____ planet in the solar system.
2. _____ is called the Red Planet.
3. Saturn has shiny _____ around it.
4. Our galaxy is called the _____ Way.

☆ Number the sentences in the order you hear them

- a. The guide explains that Saturn has rings.
- b. Amina sees the Sun and Moon on the big screen.
- c. The guide says Jupiter is the biggest planet.
- d. The guide tells them the solar system is inside a galaxy.



Listening Tip!

Good listeners pay attention to:

Key words (names, numbers, places)

Main ideas (what the speaker is mostly talking about)

Details (facts that give extra information)

Remember: You don't need to understand every single word to get the meaning!

8 Think about the dialog you just heard. Circle the correct answer

1. To understand the names of the planets, I listened for: _____
a. numbers b. colors c. key words
2. To know what the guide was talking about, I listened for: _____
a. the main idea b. small words c. sounds
3. To remember facts about Jupiter and Saturn, I listened for: _____
a. details b. jokes c. music
4. To follow who was speaking (Amina, Omar, or the guide), I listened for: _____
a. their names b. the pictures c. the numbers

Think

If you could live on any planet, which one would be the safest or most dangerous? Why?



Lesson 2

From Egypt to the Galaxy (Sara Sabry: Reaching for the Stars)

★ Before you read, think and answer.

1. If you could ask this astronaut one question, what would it be?
2. Why do you think she is holding the Egyptian flag in this picture?



★ Read the following article

Egypt's First Astronaut

Sara Sabry is the first Egyptian female astronaut. She became the first Arab engineer to travel into space in 2022. Sara says "I want to inspire young people in Egypt to follow their dreams and believe that nothing is impossible." In her work, she studied the solar system and the planets. She explains: Mercury is smaller than Earth. Venus is hotter than Earth. Mars is **drier** than Earth, while Jupiter is the largest planet. Saturn has beautiful rings, and Uranus and Neptune are colder and **farther** away.

Sara **describes** looking at the Sun, the Moon, and the stars in our galaxy. "The galaxy is bigger than we **imagine**," she says. Seeing Earth from space made her **realize** how small our planet is **compared** to the universe.



★ Choose the correct answer

1. Who is Sara Sabry?
 - a. The first Egyptian pilot
 - b. The first Egyptian female astronaut
 - c. The first woman to walk on the Moon
 - d. A scientist who discovered Jupiter



2. What does Sara Sabry want to inspire young people in Egypt to do?

- a. Travel around the world
- b. Study the planets
- c. Follow their dreams and believe nothing is impossible
- d. Become astronauts like her

3. Which planet is described as the largest?

- a. Earth
- b. Mars
- c. Jupiter
- d. Saturn

Answer the following questions

1. In what year did Sara Sabry travel into space?

2. Which two planets are described as colder and farther away?

Discuss with your partner

The Sun, The Moon, Stars, Galaxy

- Which one do you see every day?
- Which one do you only see at night?
- Which one is the biggest?
- Which one do you think astronauts like Sara Sabry studies the most?
- Which one would you like to see up close? Why?



Do you think humans could ever live on the Moon? Why or why not?



Language in use



Comparatives and Superlatives

Short Adjectives:

- We use comparatives to show how two things are different.

For short adjectives, add -er + than.

- **Examples:** Mars is smaller than Earth.

Remember:

- big → bigger

- hot → hotter

- small → smaller

- We use superlatives to show that one thing is the most in a group of three or more.

For short adjectives, add the -est.

- **Examples:** Jupiter is the largest planet in the solar system.

Remember:

- big → biggest

- hot → hottest

- small → smallest

Long Adjectives

For long adjectives (two or more syllables), we don't add -er or -est.

We use **more** _____ **than** and **the most** _____ instead.

Comparative:

Venus is **more** beautiful **than** Earth.

(We are comparing two planets.)

Superlative:

Neptune is **the most** distant planet from the Sun.

(We are comparing all the planets.)

Remember:

- beautiful → **more** beautiful → **the most** beautiful

- exciting → **more** exciting → **the most** exciting

- colorful → **more** colorful → **the most** colorful

Special Tip

good-better-best

bad-worse-worst

far-farther-farthest



6 Fill in the blanks with the correct comparative form (-er)

1. My house is _____ (big) than my friend's house.
2. Today is _____ (cold) than yesterday.
3. A cat is _____ (small) than a dog.

Fill in the blanks with the correct superlative form (-est)

1. Mount Everest is the _____ (high) mountain in the world.
2. That cake is the _____ (sweet) in the bakery.
3. Venus is the _____ (hot) planet in the solar system.

8 Fill in the blanks with the correct comparative form (more.....than)

1. This movie is _____ (exciting) _____ the one we watched yesterday.

2. Sara is _____ (careful) _____ her brother.

3. English is _____ (useful) _____ many other languages.

9 Fill in the blanks with the correct superlative form (the most)

1. Jupiter is _____ (colorful) planet in the solar system.
2. Summer is _____ (popular) season for holidays.
3. Neptune is _____ (distant) planet from the Sun.

 Choose the correct answer

1- Solar power is _____ than fuel in long space missions.

a) useful b) more useful c) the most useful d) most usefully

2- Mars is _____ than Mercury.

a) cold b) colder c) coldest d) more cold

3- The Sun is _____ star in our solar system.

a) bright b) brighter c) the brightest d) more bright

4- Mars is _____ planet for scientists to explore.

a) interesting b) more interesting

c) the most interesting d) most interesting



Lesson 3

The Planet Project

★ Look at the picture then answer

1. What do you think the children are doing?
2. Did you ever work with a friend on schoolwork? How did it feel?"



★ Read the following article

Nada and Adam were classmates in science class. Their teacher asked them to make a classroom poster about the planets.

At first, Adam wanted to do everything himself. He **drew** Mercury, Venus, and Earth. But the work **took** too long, and the sunlight colors looked **messy**.

Nada sat quietly with her color pencils.

"Can I help?" Nada asked.

Adam **shook** his head. "No, I want it my way."

The next day, the homework chart still wasn't finished. The teacher looked worried. Adam **sighed**. "Okay, Nada, you can help."

Together, they worked after school. Nada colored Mars red and added rings to Saturn. Adam wrote facts: "Jupiter is the largest planet. Neptune is the farthest."

When they finished, the planet poster was bright and clear. The teacher smiled. "Great **teamwork!**"

Nada and Adam smiled too. They learned something bigger than planets. Working together makes the job easier—and better.

★ Answer the following questions

1. What was Nada and Adam's project about?
 - a. The solar system and the planets
 - b. Animals in space
 - c. The Sun and the Moon
 - d. Famous astronauts

2. Why did Adam let Nada help him in the end?

- a. He didn't know how to draw
- b. The teacher asked him to make a poster
- c. The work took too long and wasn't finished
- d. He wanted to go home early

3. What lesson did Nada and Adam learn at the end?

- a. Drawing planets is fun
- b. Science is easy
- c. Teamwork makes the job easier and better
- d. The teacher liked colorful posters

4. Why do you think Adam wanted to do all the work by himself at first?

5. How would the project be different if Nada helped from the beginning?

 Match the words with their meanings

1 poster	a. working together to finish something
2 color pencils	b. not clean or not neat
3 messy	c. thin circles around Saturn
4 rings	d. a big paper with pictures and writing
5 teamwork	e. tools for drawing and coloring



Lesson

 Fill in the blanks using words from the box

messy - teamwork - poster - rings - color pencils

1. The teacher asked the students to make a _____ about planets.
2. Adam's pictures looked _____ because he worked alone.
3. Nada used her _____ to color Mars red.
4. Saturn has beautiful _____ around it.
5. The students learned that _____ makes the job easier.

  Write (T) true or (F) false

1. At first, the poster looked messy because Adam worked alone: ()
2. The students learned that teamwork makes the job easier. ()
3. The moral of the story is: "It is always better to work alone." ()

Think

Do you think working in a team is always better than working alone? Why or why not?



Word Building Skills

Compound Words

★ Read and learn

What are Compound Words?

A compound word is made when two small words are joined together to make one new word.

For example:

- **class room** = classroom (a room where you study)
- **sun light** = sunlight (light from the sun)
- **foot bal** = football (a game with a ball you kick)

Sometimes compound words are written as one word (classroom), sometimes as two words (ice cream).

★ Pick a word from the box, and add it to a word below to make a compound word

book - brush - fish - box - room

1. star + _____ = _____
2. note + _____ = _____
3. lunch + _____ = _____
4. tooth + _____ = _____
5. bed + _____ = _____



★ Read the text and circle the compound words

Nada and Adam wanted to finish their schoolwork on time. They used teamwork to read a storybook and share ideas. Adam drew a picture on the blackboard while Nada wrote notes in her notebook. Together, they showed that friendship and hard work can solve problems.



Writing A Dream in Space

★ Before you read, think and answer

Do you think there could be other living creatures on space? Why or why not?"



★ Read the text

My Trip in a Spaceship

Last night, I had a dream. I was inside a big, shiny **spaceship** with round windows. The **rocket** made a loud noise as it went up into the dark sky. Outside, the bright Moon looked like a lamp, and the stars were like small lights in the sky.



When the spaceship **landed**, I saw a fun playground in space. The **swings** were made of light, and the **slide** looked so colorful. There was even a round **star-ball** rolling on the ground. Then, a kind **alien** with big eyes smiled at me. He showed me his planet. The houses were like **soft clouds**, and the children played **football** with the glowing star-ball. We laughed and played together. It was a happy and fun place. When I woke up, I still remembered the bright colors in space.

★ Answer the following questions

1. Where was the narrator at the beginning of the dream?
 - In a classroom
 - In a big, shiny spaceship
 - On the Moon
 - In a playground on Earth

2. What did the narrator see when the spaceship landed?

- a. A mountain
- b. A playground in space
- c. A forest
- d. A school

3. What were the houses on the alien's planet like?

- a. stone
- b. metal
- c. soft clouds
- d. shining stars

4. Why do you think the dream was happy and fun for the narrator?

5. If you could visit space, what would your dream planet look like? Describe it.

Guided Paragraph

My Dream Trip to Space

Last night, I was in a _____ (spaceship / rocket / on the moon).

I was with _____ (my friend / an astronaut / a kind alien).

The sky looked _____ (bright / shiny / beautiful) and the stars were
_____ (big / small / colorful).

We _____ (visited a planet / played in a space playground / saw
glowing stars).

It was so _____ (exciting / fun / amazing).

I felt _____ (happy / proud / amazed) about my trip to space.



Lesson

★ Write a paragraph of (30- 40) words about your own trip in space**Remember to:**

1. Start with where your story happens (in a spaceship, on a planet, on the moon etc.).
2. Who is in your story (you, a friend, an astronaut, or an alien).
3. Use adjectives to describe what you see (big, bright, shiny, fun, etc.).
4. Add something exciting that happens (visiting a planet, finding a playground, etc.).
5. End with how you feel about your trip.

My Writing Checklist

I chose a setting (spaceship, Moon, or planet).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I added a character (me, friend, astronaut, alien).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I used adjectives to describe things.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I wrote what happens in the story.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I wrote an ending and how I feel.	Yes <input type="checkbox"/>	No <input type="checkbox"/>



Think and Create Space Travel Fact File

★ Look at the fact file below

★ Fact File: The Milky Way Galaxy

■ What is the Milky Way?

The Milky Way is the galaxy where Earth and the Sun are.

It looks like a bright band of stars across the night sky.

It is shaped like a big circle that spins, full of stars, gas, and dust.

★ What's Inside?

The Milky Way has over 200 billion stars! ✨

It has planets, moons, and rocks like comets and asteroids.

The Sun is one of the stars near the edge of our galaxy.

● Where Are We?

Our solar system is part of the Milky Way.

We live on Earth, the third planet from the Sun.

It takes the Sun about 230 million years to travel once around the Milky Way!

○ Amazing Facts

The Milky Way is so huge that light takes about 100,000 years to cross it!

When you see stars in the night sky, you're looking at our galaxy.

There may be other galaxies like the Milky Way in the universe – even bigger ones!





Create Your Own Space Fact File!

Are you ready to explore space?

Design your own Fact File about a planet – real or imaginary!

Follow these steps to make your project out of this world!

Instructions & Guidelines

1. Choose a Planet

Pick a real planet like Mars or Saturn, or make up your own imaginary one!

(Example: Planet Glitterstar or Planet IceCloud!)

2. Write 3-4 Short Parts

Use these sections to organize your fact file:

- Welcome to my planet – introduce your planet.
- What you can see – describe what it looks like.
- What you can do – talk about fun or strange activities visitors can try.
- How you will feel – describe the experience or mood.

3. Use Adjectives

Make your writing colorful! Use describing words like:

big, hot, shiny, colorful, fun, quiet, bright.

4. Add a Compound Word

Include at least one compound word such as:

spaceship, moonlight, starlight, sunlight, spacewalk.

5. Decorate Your Fact File

Draw or decorate with planets, stars, rockets, and spaceships.

Make it creative and bright!

Tip!

Use short, clear sentences and imagine you're a space explorer writing to invite people to your planet!



Quick Review

★ Match each word to its description

1 Mercury:	<input type="checkbox"/>	a planet famous for its rings
2 Jupiter:	<input type="checkbox"/>	a group of many stars
3 Saturn:	<input type="checkbox"/>	the red planet
4 Galaxy:	<input type="checkbox"/>	one of the four small planets
5 Mars:	<input type="checkbox"/>	the largest planet in the solar system

★ Complete the sentences using compound words from the box

pancake

sunflower

spaceship

snowman

sandcastle



=



=



=



=



=



★ Complete the sentences using comparative or superlative form

- My brother is _____ (tall) than me.
- The cheetah is the _____ (fast) land animal.
- The ship is _____ (large) than the boat.
- Marwa is the _____ (helpful) student in our class.
- This problem is _____ (difficult) than the last one.



Self-Assessment



Self-Assessment

I can...	I got it	I'm not sure	I need help
name the planets in the solar system.	★★★	★★	★
identify the Sun, Moon, and stars in space.			
understand new space vocabulary (galaxy, solar system, star).			
read simple texts about space and find facts about planets.			
write a paragraph using given instructions.			
use correct comparative forms of adjectives in sentences.			
use correct superlative forms of adjectives in sentences.			
compare planets using correct adjectives and comparative / superlative forms.			



Offline but Happy



Learning Outcomes

Speaking

- retell the story "Offline but Happy" using their own words
- discuss their own experiences about screen time and playing with friends
- create a short role-play inspired by the story

Reading

- correctly identify the story elements
- recognize new vocabulary from the story in context
- answer different level comprehension questions to show understanding of the text

Listening

- identify the gist
- identify the key details
- arrange events in the correct order after listening
- answer comprehension questions about what they heard

Writing

- Write short paragraphs summarizing the story
- Write a short paragraph about "A Day without screens"
- Express personal opinions in writing



Story vocabulary



tablet



sidewalk



bored



chalk



sticks



sunset

Definitions

tablet	a small flat computer you can hold in your hands, like an iPad
Wi-Fi	wireless internet connection
level	a stage in a game or activity where you must complete tasks to move forward
excited	very happy and full of energy
bored	not interested or having nothing to do
lonely	feeling sad because you are alone
rode	to sit and move on a bike
called out	to shout so someone can hear you
whispered	to speak very softly
breeze	a light, gentle wind
sidewalk	the path beside a road where people walk
chalk	a soft white or colored stick used for writing or drawing

The story's Characters



Tarek



Amir



Laila



Dina



It was a beautiful Friday morning. The sky was clear and blue, and the birds were singing in the trees. Tarek jumped out of bed, grabbed his tablet, and smiled. "Today I'll reach level 20!" he said proudly.

He pressed the power button. The game started, but when he tried to play, a message popped up: "No Internet Connection!"

Tarek frowned and tried again. Still nothing.

"Mom! The Wi-Fi isn't working!" he called out.

His mother walked in with a smile.

"The Internet is down today. Maybe you can find something fun to do outside."

Tarek sighed. "Fun? Without Wi-Fi? Impossible!"





He sat on his bed, looking at his silent tablet. The room felt empty and quiet. He tried watching old videos, but they weren't interesting anymore.

Out the window, he saw Laila, Amir, and Dina laughing and running around with their bikes.

Laila called: "Hey, Tarek! Come outside! We're going to the park!"

Tarek shook his head.

"No thanks! I'm... uh... busy!"

But after a while, he started feeling lonely. He missed laughing and talking with his friends. The tablet was just a silent screen now.

He looked at it again and said softly,

"Maybe I'll just go for a few minutes."





When he stepped outside, the warm sunshine touched his face, and a cool breeze blew through his hair. Laila smiled and waved.

"You came! We're drawing on the sidewalk. Want to help?"

She handed him a piece of colorful chalk. Together, they drew a giant smiling sun, a tall castle, and even a rocket ship.

Then Amir shouted, "Let's race to the park!"

They rode their bikes, laughing the whole way. At the park, they played hide-and-seek, and built a pretend shop with leaves and sticks.

Tarek laughed so much his stomach hurt. "I forgot how much fun this is!" he said happily.





Later that afternoon, Tarek's mom called from the house,

"Tarek! The Wi-Fi is back!"

He stopped and looked at his friends. They were all covered in chalk dust and smiling from ear to ear.

He thought for a second. Should he run back inside and play his game?

Then Dina said, "Come on, Tarek! One more round of hide-and-seek!"

Tarek smiled. "The Wi-Fi can wait!"

And off he ran, laughing louder than ever.





At sunset, the four friends sat under the big tree, watching the sky turn orange and pink. Laila said, "This was the best day ever."

Tarek smiled and nodded. "You know what? I didn't even miss my tablet. I think real life is more fun."

When he went to bed that night, he placed his tablet on the shelf and whispered, "You're fun, but my friends are even more fun."

From that day on, Tarek still used his tablet—but only at the minimal use after he spent time with his friends. Because he learned something important: No tablet, phone, or screen can ever replace the joy of friendship.





★ Choose the correct answer

1. What happened at the beginning of the story?

- a. Tarek's friends came to visit him.
- b. Tarek's Wi-Fi stopped working.
- c. Tarek went to the park.
- d. Tarek lost his tablet.

2. Why did Tarek feel bored?

- a. His friends didn't want to play with him.
- b. His tablet was broken.
- c. The Wi-Fi was not working, so he couldn't play online.
- d. He had too much homework.

3. What did Tarek and his friends do outside?

- a. Played video games
- b. Watched a movie
- c. Drew pictures with chalk and rode their bikes
- d. Built a sandcastle

4. When the Wi-Fi came back, what did Tarek decide to do?

- a. Go back home and play his game
- b. Keep playing with his friends
- c. Watch TV
- d. Tell his mom to turn it off again

5. What lesson did Tarek learn at the end?

- a. Wi-Fi is more important than school.
- b. Friends are more fun than screens.
- c. Drawing is boring.
- d. He should buy a new tablet.

**2** Write the numbers 1–5 to show the correct order of the events

- Tarek's mom told him that the Wi-Fi wasn't working.
- Tarek went outside and had fun playing with his friends.
- Tarek woke up excited to play on his tablet.
- Tarek's mom said the Wi-Fi was back, but he chose to stay and play.
- At night, Tarek realized that friends are more fun than screens.

3 Write (T) true or (F) false

1. Tarek was excited to play his favorite game on his tablet in the morning. ()
2. The Wi-Fi stopped working in Tarek's house. ()
3. Tarek and his friends had fun drawing with chalk and riding their bikes. ()
4. When the Wi-Fi came back, Tarek ran home immediately to play online. ()
5. At the end, Tarek decided that screens are more fun than friends. ()

**4** Match the word with its definition

1 rode	a. not interested or having nothing to do
2 whispered	b. to shout so someone can hear you
3 bored	c. to speak very softly
4 sidewalk	d. to sit and move on a bike
5 called out	e. the path beside a road where people walk



5 Read the story summary below and fill in the blanks using the correct words from the box

friends - tablet - Wi-Fi - bored - outside - fun - lesson

Tarek was very excited to play on his ⁽¹⁾ . On Friday morning, he grabbed his tablet, but the ⁽²⁾ stopped working. At first, he felt ⁽³⁾ and didn't know what to do. Then he looked out the window and saw his ⁽⁴⁾ playing ⁽⁵⁾ . He decided to join them, and together they laughed and had so much ⁽⁶⁾ . At the end of the day, Tarek learned an important ⁽⁷⁾ that real friendship is better than any screen.

6 Identify the story elements

1. Main Characters: _____
2. Setting (where and when it happens): _____
3. Problem (what goes wrong): _____
4. Solution (how it was fixed): _____
5. Ending: _____
6. Moral (lesson learned): _____

7 Think and Write

Why do you think Tarek was happier playing with his friends than using his tablet?

**8 Answer the following questions**

1. Why do you think Tarek was upset when the Wi-Fi stopped working?

2. What made Tarek change his mind and go outside?

3. How do you think Tarek felt while playing with his friends? Explain why.

4. What do you think was the happiest moment in the story? Why?

5. How do friends make our lives better than screens do?

9 Imagine you are Tarek's friend. Write a short letter to him after reading the story. Tell him what you think about what happened, how he felt, and give him advice about spending time with friends



★ Choose the correct definition

1. tablet

- a. A place we visit
- b. A small flat computer you can hold in your hands
- c. A kind of food
- d. A book for drawing

2. level

- a. A kind of ruler
- b. A prize you win
- c. A step on the stairs
- d. A stage in a game or activity where you must complete tasks to move forward

3. excited

- a. Very tired and sleepy
- b. Very angry
- c. Very happy and full of energy
- d. Very sad

4. breeze

- a. A light, gentle wind
- b. A strong storm
- c. A hot day
- d. A big wave

5. chalk

- a. A soft white or colored stick used for writing or drawing
- b. A pencil for art
- c. A kind of stone
- d. A piece of paper

Write (4-5) sentences to share your opinion about the story "Offline but Happy."



Self-Assessment

I can...	I got it	I'm not sure	I need help
name the main characters of the story.	★★★	★★	★
describe the setting (where and when the story happens).			
tell the problem in the story.			
explain how the story was solved at the end.			
put the events of the story in the correct order.			
write a few sentences giving my opinion about the story.			
understand the moral: "No tablet or screen can replace the joy of friendship."			



Review 2

 Choose the correct answer

1. What is the main job of police dogs?
a. Carry letters b. Find lost people and catch criminals
c. Pull carts d. Eat insects
2. Which animal helps farmers by hunting?
a. Gecko b. Falcon
c. Scarab beetle d. Donkey
3. What do donkeys do on farms?
a. Pull ploughs b. Carry heavy loads through villages
c. Fly messages d. Eat insects
4. Who was the first Egyptian female astronaut?
a. Sara Sabry b. Noura
c. Mona Hassan d. Adam
5. The Milky Way is:
a. A planet b. A star
c. A galaxy d. A spaceship

 Fill in the blanks using words from the box

scarab beetle - rings - pigeon - Moon - Sun

1. Saturn has shiny _____ around it.
2. We see the _____ in the sky at night.
3. The _____ gives light in the sky and is part of a galaxy.
4. A _____ helps prepare the soil for plants.
5. A _____ carries letters between places.

 **Read and answer**

Some animals have special jobs that help humans. Dogs can do many things. Police dogs help find people and catch criminals. Guide dogs help blind people walk safely. Horses can make people feel happy and calm. Dolphins in the water help rescue people who are in danger. On farms, donkeys carry heavy loads. Water buffaloes pull ploughs to help farmers plant crops. Other helpful animals include pigeons, which carry messages, geckos, which eat insects, and scarab beetles, which work in the soil to make it better for plants. These animals show that humans and animals can work together to help each other.

 **Choose the correct answer**

1. What do guide dogs help people do?

- a. Cook meals
- b. Walk safely
- c. Fly
- d. Carry messages

2. Which animal pulls ploughs on farms?

- a. Horse
- b. Water buffalo
- c. Pigeon
- d. Gecko

3. What do pigeons carry?

- a. Water
- b. Messages
- c. Insects
- d. Crops

 **Answer the following questions**

1. Name two jobs that dogs can do.

2. How do scarab beetles help farmers?

**5 Choose the correct form between the brackets**

1. I _____ (feed / am feeding) the cow in the barn every day.
2. We _____ (watch / are watching) the sunrise at the planetarium right now.
3. The sun is the _____ (most / more) enormous star in our galaxy.
4. Dogs are more _____ (helper / helpful) than cats.
5. Jupiter is the _____ (bigger / biggest) planet in the Milky Way.

6 Punctuate the following sentences

- the donkey carries heavy baskets to the market
- sara and omar saw jupiter in the planetarium
- did you know that mercury is the smallest planet

7 Writing

Write a short paragraph (5-7 sentences) comparing two or more planets in our solar system. Use comparative and superlative adjectives. Be creative and descriptive!

Helpful tips:

- Use comparative adjectives to compare two planets (e.g., Mercury is smaller than Venus.)
- Use superlative adjectives to describe extremes (e.g., Jupiter is the largest planet in the solar system.)
- Include colors, sizes, temperatures, or special features of planets.



Glossary of Words

	Definition
Abroad	In or to a foreign country.
Accidents	An event that is not planned or intended that causes damage or injury.
Alien	A creature from another world.
Ancient	Very old; from a long time ago.
Arrangement	The way things are put together in a certain order.
Astronaut	A person who travels in a spacecraft.
Bandages	A strip of material used to cover a wound.
Barn	A building on a farm for storing hay and housing animals.
Beach	A sandy or rocky area by the ocean or a lake.
Beak	The hard part of a bird's mouth.
Board games	Games (like checkers or chess) that are played by moving pieces on a special board.
Bored	Feeling tired and restless because you are not interested in anything.
Bother	To cause to feel annoyed.
Breeze	A gentle wind.
Building puzzles	Putting the pieces of a puzzle together.
Called out	To speak in a loud voice.
Campfire	A fire built outdoors (as at a campsite).
Campsite	An area where people can set up tents to camp.
Caring for	Looking after someone or something.
Carts	A wagon with two wheels that is pulled by an animal.
Chalk	A soft, white type of rock used for writing or drawing.



Definition

Check-in	To report your arrival at a place.
Chores	A routine job or task around a home.
Citadel	A fortress that commands a city.
Commitment	A promise to do something.
Common sight	Something that is frequently seen.
Containers	Something into which other things can be put.
Cough	To force air through your throat with a short, loud noise.
Crafting with paper	Making things by hand using paper.
Criminals	A person who has committed a crime.
Crops	A plant or plant product that is grown and harvested.
Crowded	Filled with too many people or things.
Cycling	Riding a bicycle.
Dangerous	Able to cause harm or injury.
Describe	To tell someone about something in words.
Discussion	A talk between people sharing their views on a subject.
Donate	To give something to help a person or organization.
Donations	Something given to help others.
Earth	The planet we live on.
Egrets	A type of heron with white feathers.
Elegant	Showing good taste and grace.
Examination room	A room where a doctor checks a patient's health.
Excited	Feeling very happy and enthusiastic.

Definition	
Excitement	A feeling of eager enthusiasm and interest.
Falcon	A hawk that can fly very fast.
Farther	To a greater distance.
Fever	A body temperature that is higher than normal.
First aid kit	A box containing basic medical supplies for treating minor injuries.
Galaxy	One of the very large groups of stars that make up the universe.
Gecko	A small lizard.
Giants	A legendary creature that is very large and strong.
Glowing	Shining with light or heat.
Grain	The seeds of plants (like wheat or corn) used for food.
Guide dog	A dog trained to guide a blind person.
Headache	A pain in the head.
Hike	To walk a long distance for pleasure or exercise.
Hobby	An activity that a person does for pleasure when they are not working.
Hoppers	A person or thing that hops.
Imagine	To form a picture or idea in your mind.
Jupiter	The largest planet in our solar system.
Landed	To come down to the ground.
Level	A part of a video game that you must complete before moving to the next.
Loads	Something that is lifted and carried.
Lonely	Sad from being alone.
Mars	The planet fourth from the sun, known as the "Red Planet."
Medicine	A substance used to treat disease or relieve pain.



Definition	
Mercury	The planet closest to the sun.
Messy	Not neat or tidy.
Milking	To take milk from an animal.
Milky Way	The galaxy that includes our sun and solar system.
Narrator	A person who tells a story.
Neptune	The planet eighth from the sun.
Nile cruise	A trip on a boat for pleasure on the Nile River.
Pack	To put things into a bag or suitcase for traveling.
Painting	The act of using color to create a picture.
Perform	To present a form of entertainment (like a song or play) to an audience.
Permission	The right to do something that is given by a person in authority.
Pest	An annoying or harmful person, animal, or insect.
Pharmacy	A place where medicines are prepared and sold.
Pigeon	A common gray bird often seen in cities.
Planetarium	A building where images of stars and planets are shown on a high, curved ceiling.
Plasters	A small bandage you stick on your skin to cover a cut.
Playing the piano	Making music on a piano.
Ploughs	A farm tool used to cut and turn over soil.
Police dog	A dog trained to help police officers.
Raids	A sudden attack or invasion.
Realize	To understand or become aware of something.
Receptionist	A person whose job is to greet visitors at a place like a doctor's office.

Definition	
Ripe	Fully grown and developed and ready to be eaten.
Rocket	A spacecraft that is powered by engines.
Rode	To sit on and control a vehicle or animal so it carries you.
Rolling	Moving forward by turning over and over.
Routes	A traveled way.
Sandcastles	A model of a castle built out of sand.
Saturn	The planet sixth from the sun, known for its rings.
Scarab beetle	A large, black beetle.
Scissors	A tool for cutting paper, cloth, etc.
Serious	Requiring much thought or work; not light or casual.
Shook	Moved back and forth or side to side quickly.
Sidewalk	A path along the side of a street for people to walk on.
Sighed	To take a long, deep breath showing tiredness or relief.
Singing	To produce musical sounds with your voice.
Skating	The act of moving on roller skates or an ice skate.
Soft clouds	A visible mass of tiny, fluffy water droplets floating in the air.
Solar system	Our sun and the planets that move around it.
Sore throat	A condition where your throat feels painful.
Space	The area beyond the Earth's atmosphere where stars and planets are.
Spaceship	A vehicle used for travel in space.
Star ball	An imaginary glowing sphere in the sky.
Sticks	A cut or broken branch of a tree.
Stomachache	Pain in the stomach.



Definition

Suitcase	A large bag for carrying clothes and belongings when traveling.
Sunset	The time each day when the sun disappears below the horizon.
Survey	An activity to gather information by asking people questions.
Sweater	A knitted piece of clothing for the upper body.
Tablet	A small, flat computer that is controlled by touching the screen.
Talent show	A show where people perform to show their special skills.
Temples	A building for worship.
Ticket	A piece of paper that allows you to see a show, travel on a vehicle, etc.
Tombs	A building or chamber for a dead person.
Trail	A path through a forest or countryside.
Travel	To go on a trip or journey.
Treatment	The things that are done to help a sick or injured person.
Universe	All of space and everything in it.
Uranus	The planet seventh from the sun.
Venus	The planet second from the sun.
Waiting room	A room where people can sit while waiting, like at a doctor's office.
Warm	Having a comfortable level of heat.
Watching over	To take care of and protect.
Water buffalo	A large animal like a cow with curved horns.
Whispered	To speak very quietly.
Wi-Fi	A technology that lets electronic devices connect to the internet without wires.



English

Primary 5 - Term 2

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