



# English



2025/2026

Term 2

## Primary

6



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

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

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

**Name** : .....

**Class** : .....

**School** : .....

# 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 6 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 6 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	Skills	Life Skills	Values	Integrated Learning Activities
<b>Unit 1 Celebrating Creativity</b>	whisper, canvas, paintbrush, palette, carve, sculpture, masterpiece, incredible, art gallery, mural, sculptor, talented, renaissance, sketch	Conjunction Pairs (either – or / both – and / neither – nor)	<b>Speaking:</b> Discuss art, artists, and museums, using art vocabulary and expressing opinions clearly <b>Listening:</b> Understand main ideas and details about art in short texts and identify word syllables <b>Reading:</b> Read texts about galleries, studios, and artists, learn key vocabulary, and sequence events. <b>Writing:</b> Write sentences and short paragraphs about creating artwork using new vocabulary and correlative conjunctions	Self-expression	Cultural Awareness	A poster about a museum
<b>Unit 2 Wonderful Inventions</b>	invention, gadgets, blueprint, tools, assemble, create, fabric, linen, wooden, threads, measure, time, gear, pendulum, design, accurate	Relative Pronouns (who – which – that – whose)	<b>Speaking:</b> Describe inventions, discuss problems, brainstorm ideas, and present models or drawings clearly <b>Listening:</b> Identify main ideas and details in talks about inventions and follow step-by-step instructions <b>Reading:</b> Learn invention-related vocabulary, understand main ideas and event sequences, and recognize prefixes (re-, un-) in context <b>Writing:</b> Describe an invention, explain its purpose and design, use key vocabulary and relative pronouns, and create a simple blueprint	Logical Thinking	- Innovation - Creativity	Create a smart pencil holder

<p><b>Unit 3</b> <b>Hidden Gems of Egypt</b></p>	<p>burial, archaeologist, mummy, discover, chamber, mystery, temple, ruler, monument, border, restore, tour guide, craftsman, design, pattern</p>	<p>Present Perfect (Affirmative – Negative-Interrogative)</p>	<p><b>Speaking:</b> Use vocabulary about ancient sites, ask and answer questions, and describe monuments and discoveries clearly <b>Listening:</b> Understand short talks about landmarks, recognize key vocabulary, and identify main ideas and details <b>Reading:</b> Learn archaeology-related vocabulary, answer comprehension questions, identify main ideas, and make simple inferences <b>Writing:</b> Write sentences and short paragraphs about historical places, using the present perfect tense and key vocabulary</p>	<p>Research &amp; Information Gathering</p>	<p>- Respect for Heritage &amp; Culture</p>	<p>Design a travel brochure</p>
<p><b>Unit 4</b> <b>Egypt on The Move</b></p>	<p>infrastructure, determination, highway innovation, extend, textile, manufacture, steel industry, power source, industry, self-reliant</p>	<p>Used to – Didn't use to – Did --- use to?</p>	<p><b>Speaking:</b> Use vocabulary about transportation and construction, ask questions, compare past and present, and describe modern projects clearly <b>Listening:</b> Understand main ideas and details in talks about industries and transportation, follow instructions, and recognize key vocabulary <b>Reading:</b> Read texts about cities, roads, and industries, identify main ideas and details, understand prefixes/suffixes, and make simple inferences <b>Writing:</b> Write paragraphs comparing past and present, describe modern cities, use grammar correctly, and create simple promotional materials</p>	<p>Economic Awareness</p>	<p>- Patriotism - Pride</p>	<p>Design a flyer about a famous place</p>

<p><b>Unit 5</b> <b>Safe and Smart Transportation from Egypt's Future</b></p>	<p>announcement, ticket machine, elevator, escalator, digital screen, pay by card, smart doors, monorail, electric bus, LED lights, eco-friendly, goods, pollution, self-driving, renewable energy</p>	<p>First Conditional</p>	<p><b>Speaking:</b> Use transportation vocabulary, ask and answer questions, discuss future ideas, and use the First Conditional correctly  <b>Listening:</b> Understand main ideas and details in short texts about travel, recognize key vocabulary, follow instructions, and identify specific information  <b>Reading:</b> Identify main ideas and details, learn transportation vocabulary, and make simple inferences about future impacts.  <b>Writing:</b> Write emails, use First Conditional sentences, and create short articles or brochures about future transportation</p>	<p>- Smart Planning  - Urban Awareness</p>	<p>Collaboration</p>	<p>A brochure about transportation 2050</p>
<p><b>Unit 6</b> <b>Story Time: The Library That Time Forgot</b></p>	<p>fountain, clogged, stacks, library, windmill, dust, storage, rusty, clinked, creak, volunteers, town, pipe, treasure</p>	<p>- Past Simple - Past Continuous</p>	<p><b>Speaking:</b> Retell events, discuss characters, setting, and moral, and ask and answer questions using target vocabulary.  <b>Listening:</b> Understand and retell events, identify key story elements, and answer questions using target vocabulary  <b>Reading:</b> Learn new vocabulary, identify characters, setting, and events, recall story sequence, and answer comprehension questions  <b>Writing:</b> Complete sentences and write a paragraph about the story using the target vocabulary</p>	<p>- Responsibility - Initiative</p>	<p>Teamwork</p>	



## Unit 1

# Celebrating Creativity



## Learning Outcomes

### Speaking

- Discuss and share thoughts about art, artists, and museums
- Use art-related vocabulary to describe ideas for an art studio and different types of art
- Express and justify opinions clearly when talking about artwork and creativity

### Reading

- Read and understand short texts about art galleries, art studios, and famous artists
- Identify and define key vocabulary words related to art and creativity
- Extract specific information from a text to answer comprehension questions
- Analyze a short dialog and arrange events in the correct order

### Listening

- Understand the main ideas and specific details in short spoken texts about art
- Answer questions based on short listening passages about artists or art studios
- Count the number of syllables in spoken words and identify two- and three-syllable words

### Writing

- Write sentences correctly using new art-related vocabulary
- Use conjunction pairs (both...and, either...or, neither...nor) accurately in sentences
- Write a short paragraph about creating an artwork, describing the process and inspiration
- Design a poster about a famous place in Egypt

# Lesson 1

## A Visit to the Art Gallery

1 Before you listen, think and answer

What kinds of art do you think you will see in an art gallery?



2 Listen, look, and repeat



whisper



canvas



paintbrush



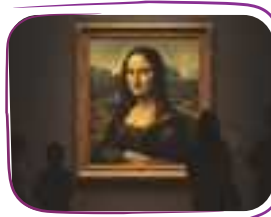
palette



carve



sculpture



masterpiece



art gallery

3 Listen and choose the correct answer

1. Where did Lily's family take her on Saturday?

- a. to the park
- b. to an art gallery
- c. to the zoo
- d. to a cinema

2. What did Lily wish she had with her at the gallery?

- a. her paintbrush and palette
- b. her school books
- c. her favorite toy
- d. her lunch box

3. What did the artist use to carve the wooden statue?

- a. a knife
- b. paint
- c. a hammer
- d. wood





4. What did Lily's mom call a "masterpiece"?

- a. the giant wooden statue
- b. a very old painting
- c. the colorful sculpture
- d. the bright mural

5. How did Lily feel after visiting the gallery?

- a. tired
- b. angry
- c. inspired
- d. bored

#### 4 Match the word to its meaning

- |               |  |
|---------------|--|
| 1 whisper     | a. a soft tool used by artists to put paint on a picture |
| 2 canvas      | b. to cut or shape wood or stone to make art             |
| 3 paintbrush  | c. to speak quietly so only one or two people could hear |
| 4 palette     | d. a beautiful piece of art made with great skill        |
| 5 carve       | e. a flat board artists use to mix colors                |
| 6 sculpture   | f. a piece of art made by shaping stone, wood, or metal  |
| 7 masterpiece | g. the surface (often cloth) an artist paints on         |

#### 5 Fill in the blanks using words from the box

whispered - canvas - palette - sculpture - masterpiece

1. The artist used a ..... to mix red, blue, and yellow colors.
2. The teacher asked the students to paint on a large .....
3. The little girl ..... a secret to her best friend during art class.
4. The museum displayed a beautiful stone ..... of an ancient king.
5. The artist's final painting was a true ..... that everyone admired.



## Lesson 2

# What's in the Frame?

**1** Before you read, think and answer

1. Do you like looking at paintings or photographs in a gallery?

2. Do you enjoy sculpture, painting, or both?



Every frame tells a story. Inside a frame, there can be **either** a painting **or** a photograph that shows something special. Artists use their **paintbrush** and **palette** to mix colors and create beautiful images on a **canvas**.

Some artists prefer **sculpture**, while others enjoy painting, but both types of art show talent and creativity. Great artists can **carve** wood or stone to make strong shapes that seem alive!

Not every artwork is famous, but some become **masterpieces** that people remember forever. Inside a gallery, you can find **both** modern **and** old pieces of art. Sometimes, visitors

stand quietly and **whisper** to each other about what they see.

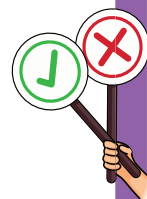
Art is everywhere; it's **neither** boring **nor** difficult. It's full of color, feeling, and imagination!





### 2 Write (T) true or (F) false

1. Every frame always has a sculpture inside. (     )
2. Artists use a paintbrush and palette to mix colors. (     )
3. All artworks become famous masterpieces. (     )
4. Art is described as neither boring nor difficult. (     )



### 3 Choose the correct answer

1. What can be found inside a frame?
 

a. a song	b. a photograph or painting
c. a sculpture	d. a poem
2. What tools do artists use to mix colors?
 

a. canvas and hammer	b. wood and clay
c. stone and knife	d. paintbrush and palette
3. According to the text, what can visitors do in a gallery?
 

a. whisper to each other	b. sing songs
c. write stories	d. dance around

### 4 Answer the following questions

1. Why do you think artists choose to paint or carve instead of taking photos?  
.....
2. How can art show a person's feelings or imagination?  
.....

5 Find a word from the text that has a similar meaning to the word written in bold and write it down

1. The artist wanted to **shape** the wood into a figure. ....
2. The children looked at the painting and **spoke quietly** to each other. ....
3. My cousin bought a small **painting surface** to practice her art. ....
4. The famous artwork in the museum is known as a **great work of art**. ....
5. Painters often mix colors on a **board for paint** before starting. ....

6 Pair work

1. Imagine you are famous artists opening your own studio. Discuss what your studio would look like.
2. What kinds of art would you create there? Use the vocabulary from the lesson to describe your ideas.

Language in use



Conjunction Pairs

Using **either...or** / **neither...nor** / **both...and**

We can use **either...or** to talk about a choice between two things:

- **Example:** Inside a frame, there can be **either a painting or a photograph**.

We use **neither...nor** to say that two things are not true:

- **Example:** Art is **neither boring nor difficult**.

We use **both...and** to say that two things are true at the same time:

- **Example:** You can find **both modern and old pieces of art**.



### Choose the correct answer

1. You can find ..... a painting ..... a photograph in the gallery.  
a. either ... or                      b. both ... and  
c. neither ... nor                      d. so ... and
2. The new art teacher is ..... kind ..... creative.  
a. both ... and                      b. either ... or  
c. neither ... nor                      d. so ... and
3. We can visit ..... the modern museum ..... the old one.  
a. either ... or                      b. neither ... nor  
c. both ... and                      d. so ... and
4. The classroom has ..... big windows ..... colorful walls.  
a. both ... and                      b. either ... or  
c. neither ... nor                      d. so ... and
5. You can paint ..... a sea view ..... a mountain scene.  
a. either ... or                      b. both ... and  
c. neither ... nor                      d. so ... and

### Complete the sentences using either...or, neither..nor, or both....and

1. You can choose ..... a painting ..... a drawing for your project.
2. The classroom is ..... organized ..... clean, it's always messy.
3. You can use ..... the ruler ..... the pencil to draw the picture. you have the two.
4. The new teacher is ..... kind ..... helpful.
5. The museum has ..... old artworks ..... modern ones.

## Lesson 3

# An Egyptian Masterpiece

1 Before you read, think and answer

1. Which do you like more: the big sculpture or the small painting?
2. What do you think makes a painting or a sculpture a "masterpiece"?



2 Listen, look, and repeat



talented



incredible



mural



sketch

3 Read the dialog and act it out

**Ali** : Karim, remember that amazing art exhibition we visited last month? It was about a truly **talented** Egyptian artist.

**Karim** : Oh, yes! It was about Mahmoud Mokhtar. He made a big statue called *Nahdit Masr*. It shows a woman and a sphinx. I cannot imagine how he began to carve this huge statue.

**Ali** : I know! The sculpture was absolutely **incredible**. I also saw his first **sketch** for it. But I definitely preferred his paintings. Did you see the beautiful **mural** he created?

**Karim** : I did! And I saw the small canvas he painted when he was a university student. It was right next to **both** his old palette **and** a tiny paintbrush. His pottery room was also very interesting. He really was a talented artist.



#### 4 Choose the correct word

1. Mahmoud Mokhtar was a very ..... Egyptian artist who could work in both painting and sculpture.  
a. incredible      b. talented      c. old      d. tall
2. The "Nahdit Masr" statue is his most ..... masterpiece that impressed many visitors.  
a. sketched      b. talented      c. sketch      d. incredible
3. Karim saw a small ..... he made as a university student before working on big artworks.  
a. statue      b. canvas      c. sketch      d. palette

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

1. Mahmoud Mokhtar was a painter only and didn't make any sculptures. ( )
2. Karim's favorite artwork was "Nahdit Masr." ( )
3. Ali preferred Mahmoud Mokhtar's paintings to his sculptures. ( )
4. Mahmoud Mokhtar used to paint with a big brush at university. ( )
5. The students also saw Mokhtar's pottery room at the exhibition. ( )

#### 6 Answer the following questions

1. Who was the artist at the exhibition?

.....

2. What is the name of his most famous masterpiece?

.....

 **Pronunciation**

In English, one part of a word is said stronger and louder than the others.

This is called word stress.

For example:

- **PRE**sent (noun) → a gift
- **pre**SENT (verb) → to give or show something
- **RE**cord (noun) → a CD or collection of music
- **re**CORD (verb) → to make a sound or video recording

Stress helps us understand and say words correctly.

## Two-Syllable Words

There are two simple rules:

Nouns and adjectives → stress the first syllable

### Table - PICture - HAPpy

Verbs → stress the second syllable

beGIN - deCIDE - reLAX

### Three-Syllable Words

For longer words:

- If the word ends with -er or -ly, stress the first syllable.

MANager - CLEVerly - HAPpily -

SILently

## Tip!

Let's listen carefully to how the syllables change!

### Word Syllables Pronunciation Tip

- |        |   |   |
|--------|---|---|
| ease   | → | It's one long sound stretch it like "eeez."             |
| easy   | → | Say it as EE-zee. The first syllable is strong.         |
| easily | → | Say it as EE-zuh-lee. Keep your voice light and smooth. |

Clap the syllables while you say them:

ease (1)  easy (2)   easily (3)   



### 1 Listen and circle the word that has the correct number of syllables

1. Which word has two syllables?

- a. computer      b. apple      c. beautiful

2. Which word has three syllables?

- a. pencil      b. elephant      c. happy

### 2 Listen and count the number of syllables

a. artist: .....

b. statue: .....

c. beautiful: .....

d. remember: .....

e. Egyptian: .....

f. masterpiece: .....

### 3 Sort the words according to the number of syllables

about      pottery      remember      talented      palette      amazing

Two Syllables	..... .....
Three Syllables	..... .....

### 4 Read the word, then choose the correct syllable split

1. amazing

a. am-azing

b. a-maz-ing

2. sculpture

a. sculp-ture

b. scu-lpture

3. museum

a. mu-se-um

b. mus-eum

4. drawing

a. d-raving

b. draw-ing

## 1 Read the paragraph and underline the descriptive words

I made a colorful clay vase. It is tall, with a wide, round base and a narrow top. I used red, blue, and yellow clay to shape it carefully by hand, mixing some of the colors to create new shades. The surface feels smooth and shiny because I polished it after it dried. There are small patterns around the middle, which I made using a toothpick. I'm proud of my vase because I worked hard on the design and took my time to make it special. It's one of my favorite art projects!

## 2 Pair work

Choose an artwork (real or imaginary) but don't show it. Describe it using 3–4 clear, descriptive sentences. Your partner listens and tries to draw or imagine what it looks like. Then switch roles!

### • Example:

It's a small painting with dark blue and green colors.  
There are two tall trees in the middle and a river on the left.  
The sky is full of gray clouds.

🎨 → The partner draws or describes what they heard!

### Helpful Words

- **Colors:** bright, dark, colorful, pale
- **Shapes:** round, square, triangle, curved
- **Textures:** rough, smooth, soft, hard
- **Sizes:** tiny, small, medium, large, huge

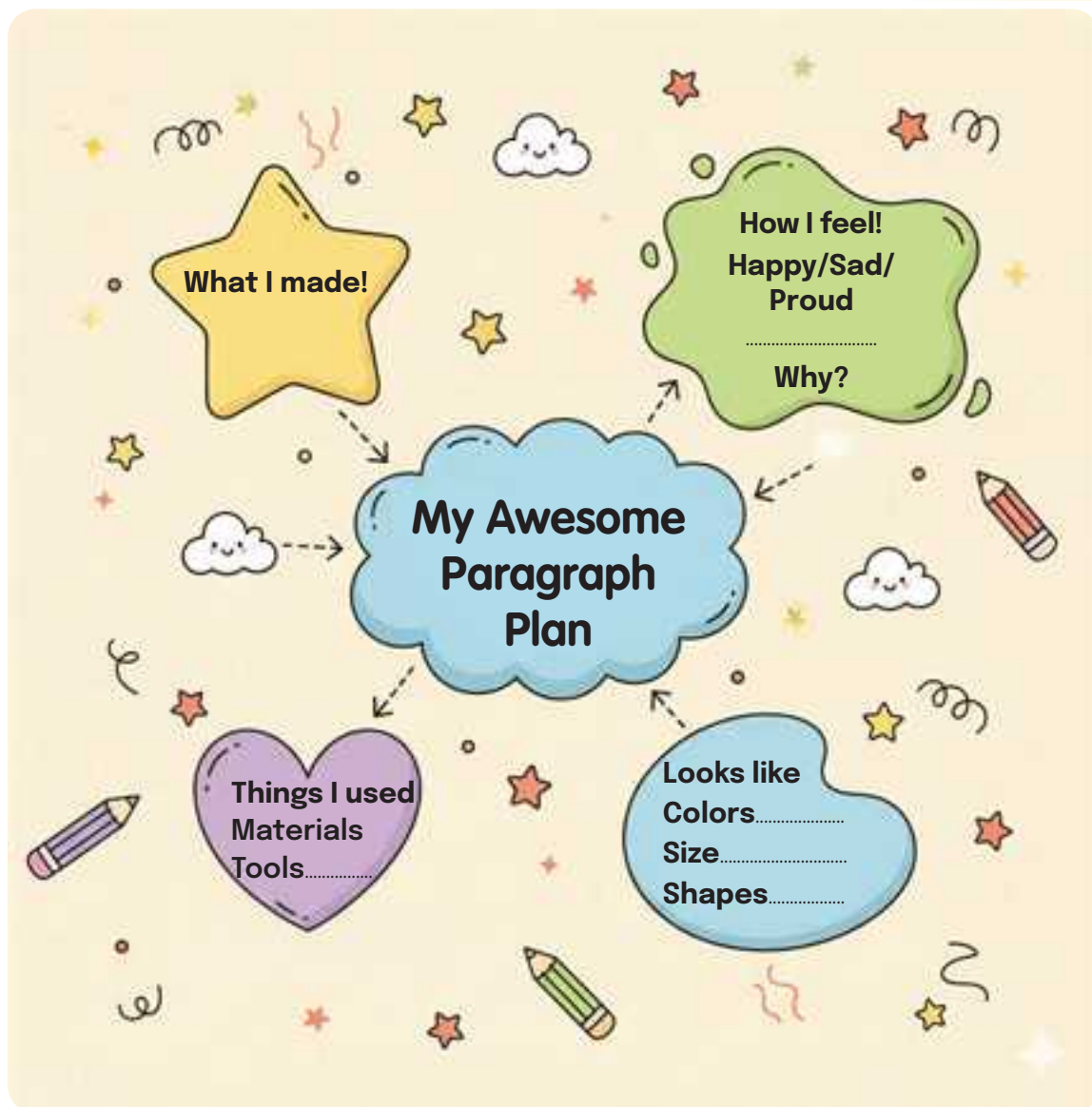
## Tip!

A **descriptive paragraph** helps you **show** your ideas, not just **tell** them. Using **adjectives** and **details** (like bright colors or soft clay) helps the reader **imagine your art**.

It makes your writing more **fun**, **clear**, and **interesting** to read!

## Plan Your Paragraph

3 Complete the chart with your own ideas



4 Use your ideas from the chart to complete these sentences

1. I made a .....
2. It is ..... and .....
3. I used ..... to create it.
4. My artwork looks .....
5. I feel ..... because .....

## A Poster

### Making a Poster About a Famous Place in Egypt

1 Look and read the poster about the Grand Egyptian Museum

### The Grand Egyptian Museum



People visit the museum to see ancient treasures and statues. They learn about the history of Egypt.



The museum has many beautiful halls and galleries. Visitors can see the golden mask of King Tutankhamun and other famous artifacts.




Students and tourists watch videos and join workshops. They learn how the ancient Egyptians built temples.



After the visit, families enjoy food in the museum's garden café. They talk about what they saw and take photos.



**2**  Look and read the poster again. Put the parts of the poster in order

detailed description	main header	pictures/drawings
----------------------	-------------	-------------------

Design a poster about another famous place in Egypt

Rate your poster

Criteria	Excellent	Good	Needs work
Clear and attractive title			
Detailed sentences			
Expressive pictures or drawings			



## Quick Review

### 1 Fill in the blanks with words from the box

**canvas - paintbrush - palette - carve - mural**

1. The artist spent an afternoon in the studio to ..... a figure from a block of marble.
2. During the workshop, we painted on a small ..... using bright colors.
3. The girls made a large ..... on the walls of the school.
4. She carefully selected colors from her ..... before starting the painting.
5. The child held a tiny ..... to add details to her small painting.


### 2 Complete the sentences using either...or, neither...nor, both...and

1. In art class, students can work with ..... clay ..... paints.
2. This art gallery is ..... modern ..... traditional—it includes both styles.
3. My room is ..... messy ..... untidy. It is organized.
4. You can choose to create ..... a painting ..... a sculpture for the contest.

### 3 Count the number of syllables

- |              |                 |
|--------------|-----------------|
| 1. palette → | 2. sculpture →  |
| 3. carve →   | 4. mural →      |
| 5. pottery → | 6. paintbrush → |





## Self-Assessment



### Self-Assessment

I can...	I got it	I'm not sure	I need help
talk about art and museums.			
use art words to describe ideas.			
say what I think about art and explain why.			
listen to short talks about art and answer questions.			
read and understand stories about artists and art places.			
find answers in a reading text.			
write sentences with new art words.			
use paired words (like either...or) in writing.			
write a short paragraph about making art.			
design a poster about a famous place in Egypt.			



## Unit 2

# Wonderful Inventions



## Learning Outcomes

### Speaking

- Describe an invention and explain how it works using clear sentences
- Discuss problems and brainstorm creative gadget ideas
- Present and describe a model or drawing of an invention clearly to others

### Reading

- Identify key vocabulary words related to ancient and modern inventions
- Identify the main ideas and the sequence of events in a text
- Recognize and understand the meaning of prefixes (re-, un-) in context

### Listening

- Identify the main ideas and specific details in short talks or interviews about inventions and inventors
- Follow step-by-step spoken instructions for using or building a gadget
- Identify key vocabulary and phrases related to inventions while listening

### Writing

- Write a short paragraph describing an invention idea, explaining its purpose, design, and benefits
- Use key vocabulary and relative pronouns (who, which, that, whose) correctly in writing
- Create a simple blueprint or design for a new gadget

# Lesson 1

# The Brilliant Engineer

1 Before you listen, think and answer

1. Did you think of inventing a flying carpet before?
2. What steps did you follow?



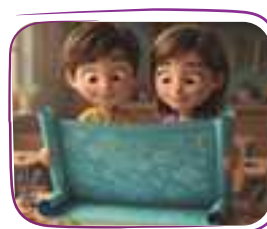
2 Listen, look, and repeat



invention



gadgets



blueprint



tools



assemble



improve

3 Write the correct word for each definition

tools - gadget - blueprint - assemble - invention - improve

1. Detailed plan or drawing for making something .....
2. To put parts together to make a whole .....
3. To make something better, or more effective .....
4. Things used to fix, build, or create things .....
5. A new idea, product, or method created for the first time .....
6. A small, useful device or tool .....

**4** Listen to the dialog and choose the correct answer

1. What is the invention that the young engineer shows?
  - a. a painting kit
  - b. a solar robot gadget
  - c. a musical instrument
  - d. a telescope
2. What was the first step in creating the gadget?
  - a. assembling the parts
  - b. using tools
  - c. designing a blueprint
  - d. testing the robot in the sun
3. How do the wheels of the robot move?
  - a. by battery power
  - b. by wind energy
  - c. by solar power
  - d. by electricity
4. What should you do if a part isn't working properly?
  - a. ignore it
  - b. replace the blueprint
  - c. improve it
  - d. iake the robot apart completely
5. What does the young engineer say about the invention?
  - a. it is very expensive
  - b. it is a fun way to explore new ideas
  - c. it can only be used indoors
  - d. it is too difficult to build

**5** Read the sentences below, then put them in the correct order

1. .... Put the robot in the sun.
2. .... Have an idea for what you want to create.
3. .... Assemble the small parts to build the model.
4. .... Improve the robot if you need to fix it.

6

Read, sort, and write

invention - machine - gadget - tool - build - improve - fix - create - assemble - blueprint - engineer - model - idea - design - innovate

Noun	Verb

7

Use the verbs from the list to write sentences of your own about a gadget or a machine

## Lesson 2

## The Egyptian Loom

1 Before you listen, think and answer

How do you think the clothes you wear were made?



2 Listen, look, and repeat



fabric



threads



linen



wooden

3 Read the text about the Egyptian loom

Thousands of years ago, the ancient Egyptians created an amazing **invention** called the loom, **which** helped them make clothes, blankets, and beautiful **fabrics** from **linen**. Before building a **loom**, an engineer or skilled worker, **who** was trained in crafting **tools**, would draw a **blueprint** to show the size, shape, and parts needed. Then, the workers would **assemble** the **wooden** pieces carefully so the loom, **which** needed to stand strong, could work well.



Once it was ready, people used the loom to build fabric by moving **threads** up and down, a process **that** needed a lot of skills. The Egyptian loom made it possible to produce fine, colorful cloth **which** showed the creativity of ancient Egypt. Today, this ancient **invention** still inspires modern machines **that** make our clothes.



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

1. The loom helped the ancient Egyptians make clothes, blankets, and fabrics. ( )
2. Only farmers used the loom to produce fabric. ( )
3. Engineers drew a blueprint before assembling the loom. ( )
4. The process of using the loom required a lot of skills. ( )
5. Modern machines are inspired by the ancient Egyptian loom. ( )



#### 5 Choose the correct answer

1. The ancient Egyptians used the loom to make .....
  - a. food and tools
  - b. houses and furniture
  - c. clothes and fabrics
  - d. jewelry and baskets
2. The blueprint of the loom was drawn by .....
  - a. a farmer
  - b. an engineer or skilled worker
  - c. a teacher
  - d. a young student
3. After making the blueprint, the workers .....
  - a. assembled the wooden parts carefully
  - b. threw the plan away
  - c. painted the loom in bright colors
  - d. sold the loom in the market

#### 6 Answer the following questions

1. What process did people use with the loom to make fabric?  
.....
2. Which part of the loom design showed the creativity of ancient Egyptians?  
.....

**7 Find a word from the text that has a similar meaning to the word written in bold and write it down**

1. The workers carefully **put together** the wooden pieces of the loom .....
2. The engineer drew a **detailed plan** before building the loom .....
3. The loom helped people make **cloth** for clothes and blankets .....
4. The Egyptian loom is considered an important **creation** of ancient Egypt .....
5. Using the loom required a lot of **carefulness** to move the threads correctly .....

**8 Discuss in groups**

Work in small groups and talk about the following questions

1. Why do you think the Egyptian loom was an important invention?
2. What skills do people need to build or use a loom?
3. How do you think modern machines are different from the ancient loom?
4. What inventions today help us make clothes faster and easier?

**Language in use**



**Relative Pronouns**

Relative pronouns are words that join two sentences together.

1. **Who:** is used for people - the person doing an action  
- **Example:** The engineer who designed the robot is smart.
2. **Whose:** is used to show possession.  
- **Example:** The student whose invention won was happy.
3. **Which:** is used for things and animals.  
- **Example:** The solar robot which has wheels is a cool gadget.
4. **That:** is used for things and ideas. It adds information that is important.  
- **Example:** The gadget that I bought broke.



## 9 Complete the sentence using the correct relative pronoun

**who - which - that - whose**

1. The engineer ..... built the loom was very clever.
2. The museum ..... we visited had old fabrics.
3. The child ..... toy is missing is crying.
4. This is the tool ..... they used to make clothes.

## 10 Read each sentence, underline the wrong relative pronoun and correct it

**Example:** The engineer which built the loom was very smart.

The engineer who built the loom was very smart.

1. The toothbrush who we bought yesterday was very cheap.  
.....
2. The engineer who invention won at the competition was very happy.  
.....
3. The invention who changed the way people made clothes was the loom.  
.....
4. The tool who the workers used was made of wood.  
.....

## 11 Write 5 sentences about the Egyptian loom or any ancient Egyptian inventions. Use at least one relative pronoun in each sentence (who, which, that, whose)

.....

.....

.....

.....

.....

## Lesson 3

The Story  
of the First Clock

1 Before you read, think and answer

1. How did people know what time it was before clocks were invented?
2. Why do you think it is important to measure time correctly?



2 Listen, look, and repeat



measure



time



gear



pendulum



design



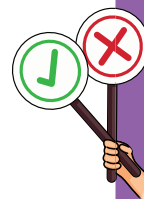
accurate

Long ago, people used the sun and sand to tell the **time**. Later, clever inventors built the first clock **that** used **gears** and a **pendulum**. The pendulum, **which** moved slowly from side to side, helped the clock keep time more **accurately**. One engineer, **who** studied how things move, designed a clock **that** could **measure** every second. The **workshop** where he worked was full of tools and small gears. The clock, **whose** design was new and exciting, became famous all over Europe. It was one of the fascinating inventions **that** changed how people lived and worked every day.



### 3 Write (T) true or (F) false

1. People first used clocks to measure the sun and sand. ( )
2. The pendulum moved quickly from side to side. ( )
3. The pendulum helped the clock keep time accurately. ( )
4. The engineer designed a clock that could measure every second. ( )
5. The clock's design became famous all over Europe. ( )



### 4 Choose the correct answer

1. A **gear** is a part of a machine that .....
  - a. tells a story
  - b. helps parts move together
  - c. makes music
  - d. stores water
2. A **pendulum** is a piece that .....
  - a. spins very fast
  - b. moves from side to side to keep time
  - c. makes light
  - d. keeps things cold
3. If something is **accurate**, it is .....
  - a. wrong or broken
  - b. made by hand
  - c. correct and exact
  - d. very big

### 5 Answer the following questions

1. How did the pendulum help the clock work more accurately?  
.....
2. Why was the new clock an important invention?  
.....

6 Pair work

Work with your partner and discuss the following questions

1. How did the invention of the clock change people's daily lives?
2. What inventions today help you manage your time?



Word building skills

A prefix is a small part we add to the **beginning** of a word.

It **changes the meaning** of the word and sometimes changes the **sound** when we say it.

**Prefix: re-**

**Meaning:** *again or back*

When we add **re-** to a word, it means to do something again.

Word	Meaning
<b>rebuild</b>	build again
<b>rewrite</b>	write again
<b>recycle</b>	use again
<b>return</b>	come back

Tip!

When you say **re-**, make it sound like "ree" before a strong syllable (like in **rebuild**), but like "ri" before weak ones (like **return**).

**Prefix: un-**

**Meaning:** *not or the opposite of*

When we add **un-**, we make the meaning negative.

Word	Meaning
<b>unhappy</b>	not happy
<b>unsafe</b>	not safe
<b>unfair</b>	not fair
<b>unlock</b>	open (opposite of lock)

Tip!

The stress usually stays on the **main word**, not on the prefix.

**Example:** unHAPpy → stress on HAP, not UN.

**Practice:** Listen and repeat  
Say the words slowly, then faster:

rebuild - rewrite - recycle - return - unhappy - unfair - unsafe - unlock

1 Circle the correct prefix and say the word aloud

- 1. (re / un) build
- 2. (re / un) happy
- 3. (re / un) play
- 4. (re / un) lock
- 5. (re / un) write

2 Read, sort, and write

read - cycle - happy - turn - lock - kind - start - lucky - write

re- words	un- words
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

## Lesson 4

## A Visit to Aswan Dam

1 Before you read, think and answer

1. What do you think happens when a big river floods the land?
2. How can a dam help people and farms near a river?



### A Visit to Aswan Dam

The Aswan Dam is a huge **structure** in southern Egypt **that** helps people every day. It was built by engineers **who** wanted to stop the Nile from flooding and to generate powerful energy for homes and factories. The dam, **which** is made of stone and concrete, also keeps water **that** farmers use to grow crops all year. It helps **protect** villages **that** are near the river and gives Egypt a clean **supply** of electricity. The people **who** live around the dam benefit from its energy and water. The Aswan Dam is one of the great modern buildings **that** changed Egypt's future.

2 Choose the correct answer

1. How does the dam help farmers?
  - a. it gives them free machines
  - b. it stops animals from eating crops
  - c. it keeps water for growing crops all year
  - d. it builds new fields automatically
2. What does the dam provide for homes and factories?
  - a. clean water only
  - b. electricity only
  - c. both water and powerful energy
  - d. food and electricity
3. People benefit from the dam when they .....
  - a. get water and energy from it
  - b. move away from it
  - c. block the river
  - d. stop farming



### 3 Answer the following questions

1. What materials were used to build the Aswan Dam?

.....

2. Which villages are protected by the dam?

.....

### 4 Pair work

Work with your partner and talk about these questions

1. How does Aswan Dam help Egypt's future?
2. Why do you think teamwork was important in building the dam?

5 You are facing a poor internet connection at home. Think of a gadget you can invent to help solve the problem. Write a paragraph of about (60–70) words describing your idea, what it would look like, and how it would help.

## Writing Tips

- **Start with a problem:** Your invention needs to fix something that's difficult or annoying.
- **Describe your idea:** Tell us about your design and what your invention looks like.
- **Explain how it helps:** Say what your invention does and how it will improve things.
- **Use key words:** Remember to use the vocabulary, like tool and design.

.....

.....

.....

.....

## Lesson 5

## Think and Create

## Project Idea: "Smart Pencil Holder"

Goal: To help students keep their pencils, pens, and erasers organized on their desks.

## Steps

- 1. Plan your idea:** Draw a simple sketch of a pencil holder with separate sections for pens, pencils, and erasers.
- 2. Collect your materials:** Use recycled boxes, cups, or small containers.
- 3. Build your gadget:** Cut, tape, or glue the containers together to make your holder.
- 4. Practice:** Explain how it keeps your desk tidy and helps you find your supplies easily.

## Scoring Rubric – "Smart Pencil Holder"

Criteria	Excellent	Good	Needs work
 Plan & Sketch			
 Materials			
 Building			
 Creativity			
 Explanation			



## Quick Review

### 1 Choose a word from the box below to complete each sentence

**assemble - invent - improve - tools - gadget**

1. We use ..... to fix and assemble machines.
2. I want to ..... a new kind of robot that cleans my room.
3. My dad had to ..... the pieces of our new chair.
4. This new ..... helps me to find things faster.
5. You can ..... your writing by correcting your mistakes.

### 2 Choose the correct relative pronoun

1. The scientist (which - who) discovered the new gadget is very famous.
2. The project (whose - which) we built in class won first prize.
3. The engineer (whose - that) ideas helped improve the robot visited our school.
4. The new robot ( who - which) students made in the workshop worked perfectly.
5. The inventor (which - who) we interviewed shared many helpful tips.

### 3 Sort these words into two groups

☒ With re- (prefix) ☐ Without re-

**replay repair rain read recycle rest return real rewrite**

with re	without re
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....



## Self-Assessment



## Self-Assessment

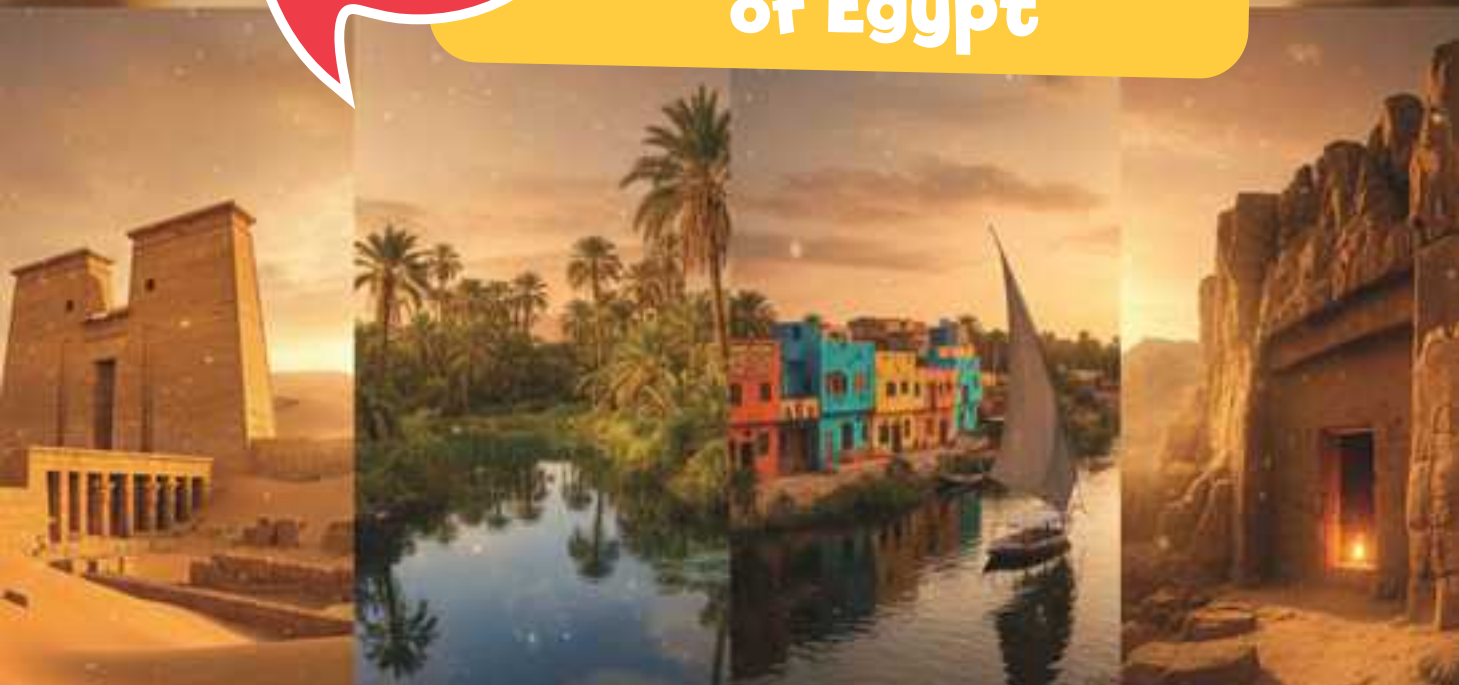
I can...	I got it	I'm not sure	I need help
talk about an invention and how it works.			
share problems and think of gadget ideas.			
explain my invention to others.			
understand short talks or interviews about inventions.			
follow steps to use or make a gadget.			
find invention words in a listening activity.			
draw a simple design for a gadget.			
use who, which, whose, and that correctly in writing.			
write a short paragraph about my invention idea.			
read and understand texts about old and new inventions.			
find the main idea in a reading.			
understand prefixes like re- and un- in words.			





## Unit 3

# Hidden Gems of Egypt



## Learning Outcomes

### Speaking

- Use common vocabulary related to ancient sites, history, and heritage
- Ask and answer questions about Egyptian monuments, tombs, and temples in short discussions
- Express opinions and feelings about visiting historical places using simple sentences
- Use new vocabulary to describe places, discoveries, and archaeological findings orally

### Reading

- Recognize and understand vocabulary related to archaeology, temples, tombs, and fossils
- Answer comprehension questions about informational texts describing ancient Egyptian sites
- Identify main ideas and supporting details in short reading passages
- Make simple inferences about the importance and preservation of Egyptian heritage

### Listening

- Show understanding of short talks and conversations about Egyptian landmarks and history
- Recognize key vocabulary related to archaeology, temples, and monuments in listening tasks
- Identify the main idea and specific details in spoken texts about hidden Egyptian sites
- Follow short oral instructions related to visiting or describing historical places

### Writing

- Write short, correct sentences using vocabulary about Egypt's hidden treasures
- Write short paragraphs or blog entries describing a historical place, visit, or discovery
- Use the present perfect tense correctly to describe past events with present results

## Lesson 1

The Enchanting  
Tuna el-Gebel

1 Before you read, think and answer

1. Did you visit an ancient tomb or museum before?
2. What did you see there?



2 Listen and repeat



burial



archaeologist



mummy



discovery



chamber



mystery

3 Read and answer

### Tuna el-Gebel

In the desert near Minya lies Tuna el-Gebel, a mysterious **burial** site that has amazed **archaeologists** for years. The area is famous for its underground **chambers** and long corridors filled with ancient art. Researchers made many exciting **discoveries**, including hundreds of **mummies** of animals, especially preserved birds.

In the middle of the site stands the tomb of Petosiris, a high priest who lived more than two thousand years ago. His tomb walls are covered with beautiful carvings and colorful scenes that show both Egyptian and Greek styles. The **mystery** of how ancient Egyptians created such wonderful tombs and preserved animals continues to fascinate visitors.

Walking through Tuna el-Gebel, people feel like they have traveled back in time. The quiet desert, the carvings, and the smell of history make the place unforgettable. Seeing these ancient **burial chambers** and mummies helps every Egyptian feel proud of their country's rich heritage.



4

- 



**burial - archaeologist - mummy - discovery - chamber**

1. An ..... studies ancient places and old objects.
2. A ..... is a body that has been preserved for thousands of years.
3. A ..... is a special room inside a tomb.
4. A new ..... of ancient tombs made scientists very excited.
5. Tuna el-Gebel is a ..... site filled with history and secrets.



1. Tuna el-Gebel is famous for .....
  - a. mountains
  - b. rivers
  - c. mummies
  - d. statues
2. Visitors walking through Tuna el-Gebel usually feel .....
  - a. amazed
  - b. bored
  - c. tired
  - d. hungry
3. Archaeologists discovered ..... animals at the site.
  - a. hundreds of preserved
  - b. pet
  - c. wild
  - d. birds

**7 Answer the following questions**

1. What can visitors see at Tuna el-Gebel?

.....

2. Why do you think the mummies and tombs at Tuna el-Gebel are important for learning about ancient Egypt?

.....

**8 Pair work**

**Work with your partner and talk about these questions**

1. Which part of Tuna el-Gebel do you find most interesting: the tombs, the carvings, or the mummies? Why?

2. How do you think archaeologists feel when they make discoveries at Tuna el-Gebel?

**9 Write a short paragraph (4–5 sentences) about your visit to Tuna el-Gebel. Use the words mummy, chamber, discovery, archaeologist, and burial in your writing**

.....

.....

.....

.....

.....

.....

## Lesson 2

# The Temple of Dakka

1 Before you read, think and answer

1. What do you know about temples in Egypt?
2. Why is it important to protect ancient monuments?



2 Listen and repeat



temple



ruler



monument



border



restore

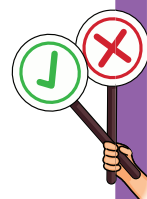
Far from Egypt's busy cities, the **Temple of Dakka** has stood quietly for thousands of years in Nubia, near Egypt's southern **border**. This ancient **monument** has become a symbol of Egypt's long and proud history. Many **rulers** have designed temples for ancient gods like Toth, the god of wisdom. Over time, Greek and Roman emperors **have added** new walls and carvings, showing how different cultures **have respected** Egypt's traditions.

The temple once stood close to the River Nile, but when the High Dam raised the water level, Egyptian experts **have worked** carefully to **restore** it and move every stone to higher ground.

Today, visitors **walk** through its tall gates and watch the amazing carvings that tell stories of ancient gods and kings. The sunlight **shines** softly on its walls, and the quiet desert around the temple **creates** a peaceful, magical feeling. Everyone who **has visited** Dakka feels proud of how Egypt **has protected** its history and treasures.

3 Write (T) true or (F) false

1. The Temple of Dakka has stood in Nubia for thousands of years. (     )
2. Only Egyptian rulers have helped design the temple. (     )
3. Experts have restored and moved the temple to protect it from the Nile's rising waters. (     )
4. Visitors have found the temple noisy and crowded with tourists. (     )
5. People like the ancient carvings and stories of gods and kings. (     )



4 Choose the correct answer

1. What has made the Temple of Dakka an important monument?
  - a. its modern design
  - b. its long history and carvings
  - c. its location in a city
  - d. its use as a museum
2. Who has helped expand and decorate the temple?
  - a. Greek and Roman emperors
  - b. modern tourists
  - c. Nubian farmers
  - d. Egyptian soldiers
3. What has protected the temple from the rising Nile waters?
  - a. building of new walls
  - b. experts moving it to higher ground
  - c. covering it with sand
  - d. building houses around it

5 Answer the following questions

1. What have visitors said about their experience at Dakka?

.....

.....

2. How long has the Temple of Dakka stood?

.....

.....



## 6 Fill in the blanks using words from the box

**border - monument - restore - rulers - temple**

1. The Temple of Dakka is an ancient ..... that has stood for thousands of years.
2. Many ..... have built it for the god Thoth.
3. Experts have worked hard to ..... the temple after the High Dam was built.
4. It lies near Egypt's southern ..... with Sudan.
5. Egyptian experts have moved the ..... of Dakka to a higher place.

## Language in use



### Present Perfect Tense

We use the **Present Perfect (has/have + Past Participle)** to talk about:

- actions that **started in the past and continue now**.
- things that **happened recently** with results we can see today.

Type	Structure	Example
Affirmative	has / have + past participle	Experts <b>have restored</b> the temple.
Negative	has / have + <i>not</i> + past participle	Many tourists <b>haven't visited</b> Dakka.
Question	Has / Have + subject + past participle?	<b>Have</b> visitors <b>liked</b> the carvings?

### Tip!

Use **has** with *he / she / it* and **have** with *I / you / we / they*.

Regular verbs → add **-ed** (e.g., *worked, moved*)

Irregular verbs → change form (e.g., *build* → *built*, *go* → *gone*, *write* → *written*)

### 7 Choose the correct form

1. The experts (have moved / moved) the temple to higher ground.
2. Tourists (haven't visited / don't visit) the Temple of Dakka often.
3. (Have / Did) the experts restored the temple carefully?
4. The temple (has stood / stood) in Nubia for hundreds of years.
5. (Has / Did) the team finished their work successfully?

### 8 Complete the sentences with the correct verb form

**use – build – develop – start – open**

1. Egypt **has built** new cities.
2. The textile industry ..... new designs recently.
3. Engineers ..... several new bridges.
4. The country ..... to use solar and wind power.
5. Many companies ..... their first factories in the New Capital.

### 9 Imagine you have just visited the *Temple of Dakka* or another ancient place in Egypt. Write three sentences about what you have seen, learned, or felt, using the present perfect (has/have +P.P)

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## 1 Before you read, think and answer

1. Who do you think built the tombs of the ancient Egyptian kings?
2. How do you imagine the daily life of workers in ancient Egypt?



## 2 Listen and repeat



tour guide



craftsman



design



discover



pattern

## 3 Read the dialog and act it out

**Tour Guide** : Welcome to **Deir el-Medina**, the ancient village where the craftsmen who built the royal tombs once lived. **Have you ever heard** about this place before?

**Tourist** : No, I haven't. Who lived here?

**Tour Guide** : Skilled workers and artists **have lived** here with their families. They **have painted** and **carved** the tombs of the kings in the Valley of the Kings.

**Tourist** : **Have** archaeologists **discovered** anything interesting in their houses?

**Tour Guide** : **Yes, they have.** They've **discovered** drawings and notes on pieces of pottery.

**Tourist** : That sounds like the first kind of notebook!

**Tour Guide** : Exactly! **Have** you **noticed** the patterns on the walls? They show how the workers decorated their homes.

**Tourist** : It's wonderful to see how artists lived thousands of years ago.

**Tour Guide** : Many visitors have said the same. Deir el-Medina helps us understand daily life in ancient Egypt.

4 Write (T) true or (F) false

1. Deir el-Medina was a village for the craftsmen who built tombs. ( )
2. The workers lived far from their families. ( )
3. Archaeologists have found drawings on pieces of pottery. ( )
4. The workers decorated their homes with wall patterns. ( )
5. Many visitors have said that Deir el-Medina shows daily life in ancient Egypt. ( )



5 Fill in the blanks using words from the box

**craftsman - design - discover - restore - pattern**

1. A person who builds or makes things skillfully is a .....
2. To find something that was lost or unknown is to ..... it.
3. The beautiful shapes on the walls show a wonderful .....
4. The team will ..... the old tombs to keep them safe.
5. The artist made a new ..... for the temple doors.

6 Choose the correct answer

1. The workers in Deir el-Medina built .....  
a. temples      b. houses      c. royal tombs      d. boats
2. The drawings and notes found were made on .....  
a. paper      b. pottery      c. wood      d. fabric
3. The patterns on the walls show .....  
a. how people lived      b. how workers decorated  
c. what they ate      d. where they traveled





## Answer the following questions

1. What have archaeologists discovered in their houses?

.....

2. How does Deir el-Medina help us understand daily life in ancient Egypt?

.....



## Pronunciation

### Word Building: -ify/-er

The suffix **-ify** means “**to make**” or “**to cause to become.**”

We add **-ify** to nouns or adjectives to form **verbs**.

The suffix **-er** means **someone who performs an action**.

### Listen and repeat

Base Word	+ -ify / -er	Meaning
simple	simplify	to make something simple
pure	purify	to make clean or pure
clear	clarify	to make something clear
drive	driver	someone who drives
bake	baker	someone who bakes
teach	teacher	someone who teaches

2 Use the correct form of the word in brackets

1. Engineers work to ..... the water before it reaches our homes. (pure)
2. The teacher helped ..... the new rule for the students. (clear)
3. A ..... helps students learn. (teach)
4. Modern machines ..... work and save time. (simple)
5. A ..... makes fresh bread and cakes. (bake)

3 Circle the odd one out

1. purify - clarify - simplify - teach
2. simplify - clarify - run - purify
3. teacher - purify - baker - driver
4. clarify - purify - simplify - play
5. simplify - walk - purify - clarify

4 Write four sentences using "-ify" verbs and "-er" words (for example: purify, baker)

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# The Valley of the Whales (Wadi El-Hitan)

## 1 Before you read, think and answer

1. Have you ever seen a fossil? Where do you think scientists find them?
2. Why do you think there are whale fossils in Egypt's desert?



## 2 Read and answer

### Wadi El-Hitan: Egypt's Valley of the Whales

Posted on March 15, 2025

By Salma, Student Explorer

Deep in the Western Desert, there is a magical place called **Wadi El-Hitan**, or **the Valley of the Whales**. Millions of years ago, this area was covered by a very big ocean. Archaeologists have discovered hundreds of fossils of ancient whales that once swam here.

Some of these **skeletons** are longer than 15 meters, showing incredible details of their bones. These fossils tell a remarkable story about how whales changed from land animals into the magnificent ocean creatures we know today.

Because of its scientific and historical importance, Wadi El-Hitan has become a world heritage site. Visitors can walk along the desert **trails** and see the fossils lying exactly where they were found. It feels like **visiting** a natural museum, where every **fossil** tells a story. Egypt has protected this area carefully to ensure the fossils remain safe for future generations.

Wadi El-Hitan is not just a place of science, it is a **symbol** of Egypt's rich natural history, reminding young people to **appreciate** and feel proud of their country's treasures.

**3 Choose the correct answer**

1. Wadi El-Hitan is also known as ..... .
  - a. The Valley of Kings
  - b. The Valley of the Whales
  - c. The Valley of the Desert
2. Some whale skeletons are ..... .
  - a. 5 meters long
  - b. 10 meters long
  - c. more than 15 meters long
3. Egypt protects this site to ..... .
  - a. build new museums
  - b. keep fossils safe
  - c. bring more water

**4 Answer the following questions**

1. Why is Wadi El-Hitan special?  
.....
2. How has Egypt helped protect the site?  
.....

**5 Write a short blog about a hidden Egyptian place you've visited or want to visit using the previous model**

1. Name and location
2. What makes it special?
3. What can people see or do there?

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

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

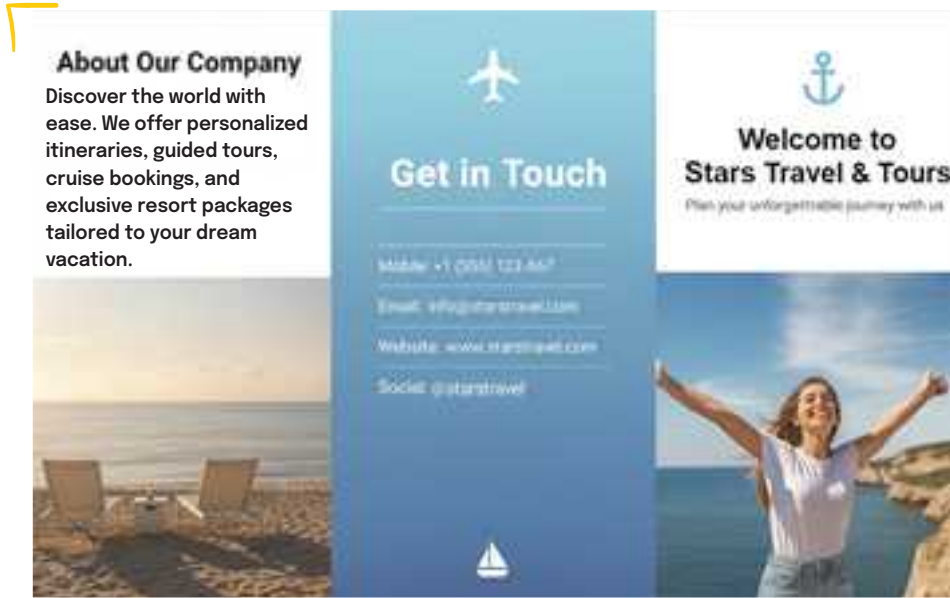
**Tip!**

1. Start with a title that catches attention.
2. Write the date and your name.
3. Use paragraphs to organize your ideas.
4. Describe the place or event clearly.
5. Share your feelings or opinion.
6. End with a take home message.



# Think and Create

## Project: Egypt's Hidden Wonders Tour



### Create your own travel brochure

Title: .....

Slogan: .....

#### 1. About the place

Write 3–4 sentences about where it is and why it's special

#### 2. What you can see or do

Use bullet points or short sentences

#### 3. Visitor comment

Write what a visitor might say about their experience

#### 4. Travel information

Location: .....

How to get there: .....

Best time to visit: .....

What to bring: .....

#### 5. Add a picture or drawing



## Quick Review

### 1 Fill in the blanks with words from the box

**burial - monument - archaeologist - discovery - restore - mummy - chamber**

1. An ..... studies ancient objects and sites.
2. The ..... near the Temple of Dakka was built to honor the ancient builders who once worked there.
3. A ..... is a room where people were buried in ancient Egypt.
4. The new ..... of mummies made scientists very excited.
5. A ..... is a preserved body from ancient times.
6. Tuna el-Gebel is a famous ..... site near Minya.
7. The experts worked hard to ..... the old temple.

### 2 Complete the sentences with the correct form of the verb in brackets

1. Experts ..... the Temple of Dakka carefully. (*restore*)
2. Many tourists ..... the tomb of Petosiris. (*not visit*)
3. Archaeologists ..... hundreds of mummies. (*discover*)
4. Egypt ..... the Temple of Dakka to higher ground. (*move*)
5. Students ..... more about ancient Egypt. (*learn*)

### 3 Complete the sentences using words from the box

**clarify - purify - teacher - trainer - simplify**

1. Scientists use special filters to ..... the water before people drink it.
2. The ..... shows how to exercise safely.
3. The ..... reads a story to the class.
4. The manager called a meeting to ..... the new company rules.
5. Modern technology helps ..... daily tasks in schools and offices




**Self-Assessment**

**Self-Assessment**

I can...	I got it	I'm not sure	I need help
use words about ancient places and history.			
ask and answer questions about Egyptian temples and tombs.			
share my thoughts and feelings about visiting old places.			
describe places and things people discovered.			
understand short talks about Egypt and its history.			
hear and understand important words about archaeology.			
find the main idea and details in listening tasks.			
answer questions about what I read or hear.			
write short sentences using words about Egypt.			
write a short blog about a historical place.			
use the present perfect tense in my writing.			

## 1 Choose the correct answer

1. The artist mixed colors carefully on her ..... before starting the mural on the school wall.  
A) sculpture      B) palette      C) sketch      D) canvas
2. The engineer studied the ..... of the new flying car before assembling its parts.  
A) blueprint      B) pendulum      C) chamber      D) border
3. The ..... found a beautifully decorated ancient tomb.  
A) ruler      B) craftsman      C) archaeologist      D) sculptor
4. The clockmaker adjusted every small ..... inside the clock to make sure it kept accurate time.  
A) gear      B) tool      C) sketch      D) temple
5. The young artist's ..... of a lion looked so real that everyone praised her as a talented sculptor.  
A) invention      B) mural      C) sculpture      D) monument

## 2 Fill in the blanks using words from the box

**sculptor - pendulum - archaeologist - palette - blueprint**

1. The artist placed her colors on the ..... before starting to paint the large wall.
2. The ..... carefully brushed the dust away from the ancient statue he had just found.
3. The engineer followed the detailed ..... to build the new machine correctly.
4. The clock's ..... moved slowly back and forth, keeping perfect time.
5. The ..... carved the marble into an incredible figure that amazed everyone at the museum.



### 3 Correct the word in brackets

1. We ..... (**has build**) many new roads to connect the modern cities.
2. The engineer ..... (**which**) designed the smart bridge works in the New Administrative Capital.
3. The monorail is ..... (**either**) slow nor expensive.
4. The hospital is ..... (**neither**) clean and near our house.
5. She ..... (**have try**) the new ticket machine.

### 4 Read and answer

#### The Hidden Artist of Alexandria

In an old street in Alexandria, an artist worked silently in his small studio. He covered his **canvas** with colors, using his favorite **paintbrush** and **palette**. On the walls around him hung drawings, **sketches**, and even a **mural** that showed the city's harbor at sunrise. He dreamed of creating a **masterpiece** that would inspire young artists across Egypt. Next door, his friend, an **archaeologist**, was studying a **sculpture** that had been **carved** centuries ago. They often talked about how both art and history told Egypt's story in different ways. While one man painted the future, the other discovered the past. Their shared **determination** and love for beauty connected their worlds a reminder that creativity and discovery are two sides of the same spirit.

### 5 Choose the correct answer

1. Where does the story take place?  
a) In Luxor  
b) In an old street in Alexandria  
c) In a museum in Cairo  
d) In a modern gallery
2. What was on the walls of the artist's studio?  
A) Old tools and fabrics  
B) Sketches and murals  
C) Photographs of monuments  
D) Maps and blueprints
3. What connects the artist and the archaeologist?  
A) Their love for Egypt's beauty  
B) Their wish to travel abroad  
C) Their dislike of history  
D) Their competition in painting

### 6 Answer the questions

1. What did the artist dream of creating?

.....

2. How were art and history similar for the two friends?

.....

## 7 Punctuate the following

1. the archaeologist said the sculpture was found near luxor last year

.....

2. wow the new electric buses look amazing in the city

.....

## 8 Writing

**Title:** Discovering Egypt's Creative Spirit

Write a short blog post about how Egypt's art continues to inspire people today. Mention how artists and archaeologists work to keep Egypt's culture alive and how young people can take part in preserving art.

.....

.....

.....

.....

.....

.....

.....

.....



## Unit 4

# Egypt on the Move



## Learning Outcomes

### Speaking

- Use transportation and construction vocabulary in role-plays and discussions
- Ask and answer questions about Egypt's new projects and industries
- Compare Egypt's past and present using used to / didn't use to structures in spoken sentences
- Describe and present a modern Egyptian city or project clearly

### Reading

- Read and understand informational texts about Egypt's new cities, roads, and industries
- Identify main ideas, supporting details, and sequence of events in texts
- Recognize and understand prefixes and suffixes (en-, -en) in context
- Make simple inferences about how development projects improve life in Egypt

### Listening

- Understand the main ideas and specific details in short talks and interviews about transportation, industries, and Egypt's progress
- Follow short spoken instructions about travel, building, or city life
- Identify vocabulary in context while listening to information about modern Egypt
- Recognize key phrases and expressions related to innovation and development

### Writing

- Write short paragraphs describing Egypt's progress, including past and present comparisons
- Use used to / didn't use to correctly in sentences about Egypt's changes
- Write a descriptive paragraph about a modern Egyptian city
- Create a simple flyer encouraging people to visit a famous place in Egypt

## Lesson 1

## Egypt's New Landscape

## 1 Before you read, think and answer

1. How do new projects and modern roads change life in Egypt?
2. Why is it important for a country to have good transportation systems?



## 2 Listen and repeat



infrastructure



determination



highway



innovation



extend



goods

## 3 Read the text

Egypt has started new **infrastructure** projects in recent years. These are projects and services, such as transportation and power supplies, that the country uses in order to work effectively. In the past, roads were narrow, often crowded, and traveling between cities took a long time. People had to be patient, and transporting **goods** was slow and difficult.

Today, skilled engineers are building modern **highways**, bridges, and tunnels that connect all parts of the country. These projects show Egypt's **determination** to **extend** its road network and improve daily life. The New Administrative Capital, along with the new bridges in Cairo, shows how the nation continues to grow and develop. Modern transportation systems allow people to travel faster, **transport goods**, and reach work and school more easily. Every new project not only **improves** Egypt's economy but also brings the country closer together, making it more connected and prepared for the future.

Egypt's investment in infrastructure shows its efforts towards projects to progress and the well-being of its people.



#### 4 Choose the correct answer

1. Egypt is improving through new ..... projects.  
a) sports                      b) development                      c) music                      d) clothing
2. Engineers are working on a new .....  
a) painting                      b) highway                      c) market                      d) recipe
3. Before modern highways, transporting ..... between cities was slow and difficult.  
a) goods                      b) people                      c) ideas                      d) messages

#### 5 Answer the following questions

1. What problems did Egypt have with roads in the past?

.....

2. What are engineers doing today?

.....

#### 6 Fill in the blanks using words from the box

**innovation - determination - infrastructure - extend - highways**

1. Egypt has improved its ..... through new roads, bridges, and tunnels.
2. The government shows great ..... in completing national projects.
3. Teams of engineers work hard to build modern ..... to connect all parts of the country.
4. The country continues to ..... its road network every year.
5. Modern projects reflect Egypt's creativity and .....

7 Write (T) true or (F) false

1. In the past, roads in Egypt were wide and empty. ( )
2. Traveling between cities used to take a long time. ( )
3. Today, there are fewer bridges and tunnels in Egypt. ( )
4. Engineers are working to make travel faster and safer. ( )
5. The new projects make Egyptians proud of their country. ( )



8 Match the word to its meaning

- |                  |   |
|------------------|---|
| 1 infrastructure | a. To make something larger or cover a wider area       |
| 2 determination  | b. New and creative ideas or methods                    |
| 3 innovation     | c. Roads, bridges, and systems that help a country work |
| 4 extend         | d. A strong will to keep trying until you succeed       |

9 Pair work

Take turns asking and answering the questions below. Try to give detailed answers and listen carefully to your partner's ideas.

1. What new projects have you seen or heard about in Egypt?
2. How have these projects made travel easier for people?

After discussing, share one interesting idea from your partner with the class.



## Lesson 2

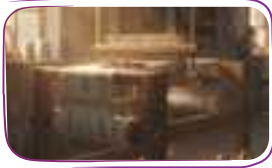
Building Egypt's  
Modern Economy

## 1 Before you read, think and answer

1. What kinds of things do you think Egypt produces today?
2. Why are factories and industries important for a country?



## 2 Listen and repeat



textile



manufacture



steel industry



power source



industrial



self-reliant

## 3 Read the text

Egypt is becoming one of the strongest **industrial** countries in Africa and the Middle East. In the past, life was very different. People **used to** depend mainly on farming and small local jobs, and most villages **didn't use to** have factories or machines. We used to get many products from other countries. Transportation **used to** be slow, and there were fewer jobs in cities.

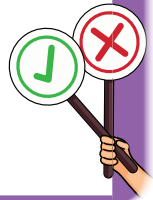
Today, Egypt has changed greatly. The **textile** industry in cities like Mahalla produces high-quality clothes and fabrics. These products are sold in Egypt and other countries. The food industry now manufactures many Egyptian products such as pasta, juice, and snacks. Egypt has also developed a strong **steel industry**, which helps build new roads, bridges, and houses.

New **power sources** such as natural gas, solar energy, and wind energy are being used to create clean power for homes and factories. These changes have made Egypt more modern and more **self-reliant**.

As the country builds new factories, more Egyptians find work and contribute to a growing economy. People today are proud of their country and how it is developing every day. Egypt's industries show how a nation can grow stronger when it believes in **innovation**, hard work, and teamwork. The factories that once didn't exist now light up the future for millions.

4 Write (T) true or (F) false

1. In the past, most Egyptians worked in factories. (     )
2. The textile industry in Mahalla produces fabrics and clothes. (     )
3. Egypt didn't use to have big factories. (     )
4. The food industry produces only snacks for export. (     )
5. Egypt is now using solar and wind energy as power sources. (     )



5 Choose the correct answer

1. The word **textile** refers to:  
 a) food                      b) fabric                      c) fuel                      d) cement
2. To ..... is to produce goods using machines.  
 a) manufacture                      b) clean  
 c) build                      d) clear
3. Egypt is becoming more **self-reliant**, which means:  
 a) depending on other countries                      b) depending on itself  
 c) closing its factories                      d) importing more goods

6 Answer the following questions

1. What did most Egyptians use to do in the past?

.....

.....

2. How has Egypt become more self-reliant today?

.....

.....



## 7 Punctuate the sentences correctly

1. egypt is using solar and wind power to create clean energy for everyone
2. the textile industry produces clothes and fabrics that are sold in many countries
3. egypt builds more factories in new cities
4. what new industries are growing in egypt
5. how amazing egypt's progress is

## Language in use



### Used to / Didn't use to / Did ... use to

We use "used to" for things that happened regularly in the past but not now.

After "used to," the verb is always in the base form (no -ing or -ed).

Used to / Didn't use to / Did ... use to

Form	Use	Example
✓ Used to + base verb	To talk about past habits or states that are no longer true.	Students <b>used to</b> write on small boards.
✗ Didn't use to + base verb	To talk about things that didn't happen in the past.	Schools <b>didn't use to</b> have computers.
? Did + subject + use to + base verb?	To ask about past habits or situations.	<b>Did</b> students <b>use to</b> study online?

8 Choose the correct form of "used to"

1. My parents ..... (use / used to / didn't use to) study with computers.
2. Teachers ..... (use to / used to / didn't use) depend on textbooks only.
3. (Did / Do / Does) ..... students use to write on small boards?
4. Children today ..... (didn't use to / don't use to / used to) learn online.
5. In the past, students ..... (used to / use to / did use) walk long distances to school.

9 Complete the sentences with *used to*, *didn't use to*, or *did ... use to*

1. Egypt ..... depend mainly on farming before modern industries.
2. People ..... work in large factories in the past.
3. .... Egypt ..... export textiles to other countries years ago?
4. Workers ..... have advanced machines to help in manufacturing.
5. The country ..... build strong bridges and roads to connect new cities.

10 Write five sentences comparing Egypt's past and present industries using *used to* / *didn't use to*.

Example: Egypt used to depend on farming, but now it has many factories.

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Form	Position	Meaning	Examples	Example Sentences
<b>en- (prefix)</b>	At the <b>beginning</b> of a word	<i>to cause to be or to put into</i>	enrich, enlarge, encourage, endanger	<ul style="list-style-type: none"> <li>The teacher encouraged us to try harder.</li> <li>New roads enrich the country's development.</li> </ul>
<b>-en (suffix)</b>	At the <b>end</b> of a word	<i>to make or to become</i>	widen, darken, lighten, shorten	<ul style="list-style-type: none"> <li>They will widen the bridge next year.</li> <li>The clouds darkened the afternoon sky.</li> </ul>

**1 Listen and repeat**

**Prefix "en-"** (means "to make or cause to be")  
enlarge - enrich - encourage - enable - endanger

**Suffix "-en"** (means "to become or make")  
widen - soften - shorten - brighten

**2 Choose the correct answer**

- Engineers will ..... the road to reduce traffic.  
a) large                      b) enlarge                      c) enlargen                      d) larger
- The teacher wants to ..... students to read more.  
a) courage                      b) encouraged                      c) encourage                      d) encouraging
- Heavy rain can ..... the color of the sand.  
a) dark                      b) darken                      c) darkness                      d) darked
- They will ..... the road next year.  
a) widen                      b) enwide                      c) wide                      d) wider
- People plant trees to ..... the soil.  
a) rich                      b) richness                      c) richer                      d) enrich

**3 Circle the odd one out**


- enlarge - enrich - enable - book
- shorten - darken - widen - quickly
- encourage - rain - enable - ensure
- darken - lighten - deepen - school
- enclose - endanger - enlarge - beauty

## Lesson 4

## Egypt Inside Out

## New Alamein City

New Alamein City is one of Egypt's most modern coastal cities. It lies on the beautiful northern coast, where the blue waters of the Mediterranean Sea meet golden sandy beaches. The city is designed to be a smart place that combines history, beauty, and modern life. Wide roads, green parks, and tall glass buildings make it look like a city of the future. Visitors can enjoy peaceful beaches, luxury hotels, and beautiful walkways filled with palm trees. The city also includes universities, shopping centers, and cultural areas that make it more than just a tourist spot; it's a new home for many Egyptians. New Alamein reflects Egypt's vision for progress, showing how innovation and planning can turn the desert into a modern, lively city full of life.

-  Write your own descriptive paragraph about a city you visited before before. Use the model above to help you. Think about what makes the city special and what you would like to describe most.

## Writing Tips

- Start with **where** the place is.
- Describe **what it looks like** (colors, size, features).
- Mention **what people can do there**.
- End with **your opinion or feeling** about the place.

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## Lesson 5

## Think and Create

**A Flyer about  
a Famous Place in Egypt****Description:**

Luxor Temple is a magnificent ancient complex in the city of Luxor. It was built to honor the god Amun and the great pharaohs of Egypt. The temple is known for its giant statues, tall stone columns, and beautiful hieroglyphics. Visitors can walk through its grand gates and imagine life in ancient Egypt. It remains one of the country's most remarkable symbols of history and culture.

**Design Your Own Flyer!**

**Task:** Choose another famous place in Egypt and create a colorful, attractive flyer that encourages people to visit.

**Choose one:**

- Abu Simbel
- Alexandria Library
- Khan El Khalili
- Siwa Oasis
- The Citadel of Saladin



Your flyer must include:

1. **Main Header** – name of the place
2. **Description (3–5 sentences)** – include history, importance, and fun facts
3. **Pictures or Drawings** – make it colorful and eye-catching

#### Step 4: Rate Your Flyer

Criteria	Excellent	Good	Needs work
Clear and attractive title			
Detailed and informative sentences			
Expressive pictures or drawings			

**Quick Review****1 Fill in the blanks with words from the box****highways - self-reliant - determination - infrastructure - innovation**

1. Engineers work hard to build modern ..... and bridges.
2. Egypt's progress shows great national ..... to improve life for everyone.
3. The country invests heavily in ..... projects like tunnels and roads.
4. Using new power sources reflects Egypt's ..... and creativity.
5. Today, Egypt is more ..... because it produces many of its own goods.

**2 Complete the sentences using used to / didn't use to / Did ... use to**

1. Egyptians ..... depend mainly on farming before the new industries appeared.
2. People ..... have factories or modern machines in small towns.
3. .... engineers ..... build new bridges and tunnels in the past?
4. The country ..... rely on solar and wind energy years ago.
5. Workers ..... have advanced equipment like they do today.

**3 Complete each word with en\_ or \_en**

1. The teacher will ..... (large) the text so we can see it better.
2. Parents should ..... (courage) their children every day.
3. Clouds began to ..... (dark) the sky before the storm.
4. Good schools can ..... (rich) a whole village.
5. The government plans to ..... (wide) the roads next year.




**Self-Assessment**

**Self-Assessment**

I can...	I got it	I'm not sure	I need help
use words about transportation and building in conversations.			
ask and answer questions about Egypt's new projects.			
talk about how Egypt was different in the past using used to.			
understand short talks about travel and industries.			
follow spoken instructions about travel and safety.			
read and understand texts about Egypt's progress.			
find the main idea and details in a reading.			
recognize and understand word parts like en- and -en.			
use used to correctly in my writing.			
write a paragraph describing a city in Egypt.			
make a colorful flyer about a famous place in Egypt.			



## Unit 5

# Safe and Smart Transportation for Egypt's Future



## Learning Outcomes

### Speaking

- Use transportation vocabulary in short role-plays and discussions
- Ask and answer questions about new and modern transportation systems
- Talk about future transportation ideas and inventions
- Use the First Conditional correctly to discuss possible future situations

### Reading

- Identify main ideas and supporting details in short reading texts about transportation in Egypt and around the world
- Recognize new transportation related vocabulary in context
- Make simple inferences about how transportation can change people's lives in the future

### Listening

- Understand the main idea of short spoken texts about transportation and travel
- Recognize key transportation vocabulary in listening activities
- Follow short spoken instructions related to travel, safety, and directions
- Identify specific details such as payment methods, rules, or announcements in listening tasks

### Writing

- Write an email suggesting or describing future transportation solutions
- Write First Conditional sentences about transportation and the environment
- Create a short magazine article or brochure describing future transportation ideas

## Lesson 1

## Next Stop, Giza

## 1 Before you listen, think and answer

1. Have you ever ridden on the metro before?

.....

2. What do you think “smart” trains or “smart” doors mean?

.....

## 2 Listen, look, and repeat



announcement



passengers



ticket machine



elevator



digital screen



escalator



pay by card



smart doors

3 Match the words to their meanings

- |                  |   |
|------------------|---|
| 1 ticket machine | a. A moving staircase                                   |
| 2 announcement   | b. A machine where you buy tickets                      |
| 3 digital screen | c. An electric device for showing words or pictures     |
| 4 elevator       | d. Speaking to give information to many people          |
| 5 escalator      | e. A moving platform that goes up or down in a building |

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

- |  |     |
|--|-----|
| 1. The announcement is for Line 3.             | ( ) |
| 2. The metro is slower than before.            | ( ) |
| 3. Passengers can pay by card, phone, or cash. | ( ) |
| 4. The trains save electricity when they stop. | ( ) |
| 5. The announcements are only in English.      | ( ) |



5 Listen again, and answer

- What is the announcement mostly about?
 

a. New shopping centers in Giza	b. The metro and its new technology
c. A bus route in Cairo	d. School rules
- What do smart doors do?
 

a. They play music	b. They open and close automatically
c. They sell tickets	d. They show the time
- What do the digital screens inside the train show?
 

a. Movies and games	b. The weather
c. The next station and the time	d. Ticket prices
- How can passengers pay for tickets?
 

a. Only with coins	b. With a card, a phone, or cash
c. With a paper pass only	d. Only online
- Why is the new metro better for the environment?
 

a. It uses more electricity	b. It has bigger trains
c. It saves electricity	d. It has more announcements

## Lesson 2

## Egypt's New Monorail

## 1 Before you read, think and answer

1. What do you see in the picture?
2. How is this transportation different from old buses and trains?



## 2 Read the text

### Egypt's New Monorail and Electric Buses

Egypt is changing the way people travel. If these new transportation systems continue to grow in Cairo and Giza, the cities **will become** faster, cleaner, and smarter.

One exciting project is the monorail, a train that runs on a single track above the ground. It **will connect** important places quickly. At each station, passengers **will find** ticket machines, digital screens, and announcements. Some stations also have elevators and escalators, so people **will travel** more easily.

Passengers must buy a ticket and listen to announcements. They mustn't block the smart doors. The electric bus **will help** the environment because it runs on electricity and makes no smoke. Passengers **will be able to pay** by card or phone. The bus has smart doors and bright LED lights.

People **will stay** safe if **they stand or sit** properly, but they **won't follow** the rules if **they eat or drink** on the bus.

With the monorail and electric buses, Egypt **will move** smartly into the future.

3 Read and write (T) true or (F) false

1. If Egypt keeps improving transportation, Cairo and Giza will become smarter cities. ( )
2. Passengers will find ticket machines and digital screens at the stations. ( )
3. The electric bus makes a lot of smoke. ( )
4. Eating or drinking on the bus will be allowed. ( )
5. The new transportation systems will help the environment. ( )



4 Read and choose the correct answer

1. What makes the new electric buses better for the environment?
  - a. They move faster than cars
  - b. They run on electricity and make no smoke
  - c. They have more seats
  - d. They use petrol
2. What will happen if passengers block the smart doors?
  - a. They will travel safely
  - b. They will get a free ticket
  - c. They won't be safe
  - d. They will help the metro
3. What can passengers find at the monorail stations?
  - a. Restaurants and shops
  - b. Ticket machines and digital screens
  - c. Hotels and cinemas
  - d. Parks and playgrounds



## 5 Answer the following questions

1. Why do you think Egypt is building new transportation systems like the monorail and electric buses?

.....

2. How will these new systems change the way people travel in the future?

.....

## 6 Speaking

### Group Work

- Transportation in Egypt – Past, Now, Future
- Talk about how transportation in Egypt has changed over time.

1. Work in groups.

2. Use this pattern to speak:

In the past, people used .....

Now, people travel by .....

In the future, people will use .....

3. Share your ideas with the class.

## Language in use



### First Conditional (Future Possibilities)

- We use the First Conditional to talk about possible situations in the future.

#### Form:

If + present simple, will + base form of the verb

- The if-clause (condition) uses the present simple tense, and the main clause (result) uses will + verb.

- Use the First Conditional when you want to say “If this happens now, then that will happen in the future.”

#### Examples:

- If you take the monorail, you will arrive faster.
- If we use electric buses, the environment will be cleaner.
- If passengers forget their cards, they will buy a ticket at the machine.

**7** Match column A with column B to form a correct sentence

- |  |  |
|--|--|
| 1 If you stand behind the yellow line, ... | a. you will buy a ticket from the machine. |
| 2 If people take the monorail, ...         | b. you will be safe.                       |
| 3 If you forget your card, ...             | c. they will travel more quickly.          |
| 4 If buses are electric, ...               | d. the city will be cleaner.               |

**8** Fill in the blanks with the correct form of the verb

- If we ..... (use) the electric bus, the air ..... (be) cleaner.
- If the passenger ..... (listen) to the announcement, he ..... (know) the next stop.
- If passengers ..... (block) the smart doors, the train ..... (not start).
- If Egypt ..... (build) more monorails, people ..... (travel) faster.
- If your dad ..... (pay) by card, he ..... (save) time.

**9** Write two First Conditional sentences about the following

1. Electric buses

.....

.....

2. Monorail

.....

.....

## Lesson 3

Cleaner Transportation,  
Cleaner Planet

1 Before you read, think and answer

1. What can people do to stop air pollution?

2. Have you ever heard of a self-driving car?



eco-friendly



pollution



self-driving



renewable energy

2 Read the text

In the future, people will travel in smarter and cleaner ways. Many new vehicles are becoming **eco-friendly**, which means they do not harm the environment. For example, electric buses and trains use less fuel and make less noise. This helps reduce **pollution** in cities and keeps the air fresh for everyone.

Some cars today are even **self-driving**. These cars use cameras and computers to move safely on the road without a driver. They can stop at red lights, slow down for people on foot, and avoid accidents. In the future, **self-driving** cars may help people travel more safely and easily.

Many countries are also using **renewable energy** to power their transportation. **Renewable energy** comes from natural sources like the sun, wind, and water. It never runs out and is better for our planet than petrol or diesel.

If everyone chooses **eco-friendly** transportation and uses **renewable energy**, the world will become a cleaner and safer place. Together, we can help reduce **pollution** and protect Earth for future generations.

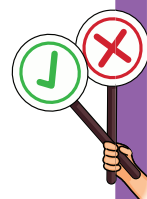
3  Fill in the blanks using words from the box

**pollution - eco-friendly - renewable energy -  
self-driving - safer**

1. Cars that don't harm the environment are called .....
2. Solar and wind power are examples of .....
3. .... cars can move without a human driver.
4. Reducing ..... helps keep the air clean.
5. Using clean transportation makes the world ..... for everyone.

4  Read and write (T) true or F (false)

1. Self-driving cars need a person to control them all the time. ( )
2. Renewable energy can run out easily. ( )
3. Eco-friendly transportation helps protect the environment. ( )
4. Using renewable energy can help reduce pollution. ( )
5. Self-driving cars use cameras and computers to move safely. ( )



5 Answer the following questions

1. What does "eco-friendly" mean?  
.....
2. How do self-driving cars move safely?  
.....
3. What are two examples of renewable energy?  
.....
4. Why is renewable energy good for our planet?  
.....
5. What can people do to help reduce pollution?  
.....



6

**Pair Work: How Do You Travel?**

Talk with your partner about how you travel and how to make transportation more eco-friendly.

1. Work with your partner.
2. Use the words: pollution, eco-friendly, renewable energy, self-driving.

**Pronunciation****Triphthongs**

What is a Triphthong?

- Triphthong is a vowel sound that combines three vowel sounds together in one syllable

**1. ow-er**

Together it sounds like: ow-er

**Example words:** hour, our, flower

Say hour: start with “ow,” then glide to “er.”

**2. ay-er**

Together it sounds like: ay-er

**Example words:** layer, player, mayor

Say player: it begins with “play” and ends with “er.”

1 Write each word in the correct column

our - layer - tower - player - flower

(ow-er)

.....

.....

(ay-er)

.....

.....

2 Listen, then circle the word with a triphthong

1. flower

2. chair

3. our

4. mayor

5. computer

6. liar

7. tower

3 Cross out the word that doesn't have the same sound

1. power - hour - shower - paper

2. layer - player - tiger - slayer

3- tower - teacher - flower - sour

4 Listen, then circle the word with a triphthong

1. "The player scored a goal."

.....

2. "I waited for an hour."

.....

3. "The tower was tall and old."

.....



## Lesson 4

# Smart and Green Transportation

1 Before you read, think and answer

1. How do you go to school every day?

2. What makes transportation safe and smart?



2 Read the email

To: friend@example.com

Subject: My Vision for Egypt's Future transportation

Clear Subject

Dear Nada,

Greeting

How are you? I hope you're doing well.

Friendly Opening

I want to tell you about my idea for Egypt's future transportation.

Topic Introduction

In the future, I imagine Egypt will have faster, cleaner, and smarter ways to travel.

Main Idea

"There will be underground electric trains that connect cities in just minutes and self-driving buses that carry passengers safely and comfortably".

"These vehicles will use renewable energy, so the air will be cleaner and the streets quieter, with much less pollution".

"Technology will also make travel easier".

"Passengers will pay for tickets using smart cards or mobile apps".

Details

"The stations will have digital signs in both English and Arabic to help travelers. People must wait in line, mustn't block the doors, and must wear seat belts in cars".

"If Egypt builds more eco-friendly transportation, the streets will be less crowded and the environment will be better for everyone".

I'm really excited about this smart and green future!


Personal Opinion

Best wishes,

Closing

Dina

Signature

- 3  Write an email to your friend describing your vision for Egypt's future transportation. Use the model email and checklist to help you

To: .....

**Subject:** Egypt's Future Transportation

**Dear** ..... ,

**How are you?** I hope you're doing well. I want to tell you about my idea for Egypt's future transportation.

In the future, I imagine Egypt will have .....

These new systems will be .....

They will help people travel .....

Technology will also make travel easier. Passengers will .....

People must ..... and mustn't .....

If Egypt builds more eco-friendly transportation, .....

I'm really excited about this future!

**Best wishes,**

.....

- 4  **Checklist – Before You Send Your Email**

✓ I ....

- ☐ wrote a **greeting** (Dear ...,)
- ☐ began with a **friendly opening**
- ☐ wrote clear ideas about **future transportation**
- ☐ ended the email with a **positive closing**
- ☐ used **punctuation and capital letters** correctly



## ★ Transportation Magazine "Future Egypt"

Create a brochure about transportation in the year 2050. Imagine what travel in Egypt will look like in the future, and present your ideas in a creative way.

**Include these in your brochure:**

### 1. Cover Page

- Title: Future Egypt 2050
- Picture/drawing of future transportation
- Your name as editor

### 2. New Vehicles

- Describe 2 new vehicles
- Add drawings/pictures

### 3. Transportation Rules

- Add small signs/icons

### 4. Benefits for the Environment

- Explain how future transportation helps Egypt
- Use If...will sentences

### Checklist

Things to check	Excellent	Good	Needs work
Creativity and design			
Use of English			
Understanding of the unit			
Presentation skills			

**Quick Review****1 Complete the sentences using words from the box**

**passengers – ticket machine – smart doors – pollution –  
renewable energy – eco-friendly**

1. People can buy tickets from the .....
2. .... open and close automatically on the metro.
3. The train carries many ..... every day.
4. Solar power is an example of .....
5. Electric buses are ..... and cause less .....

**2 Complete the sentences using the correct verb**

1. If we ..... (use) the metro, we ..... (save) time.
2. If people ..... (drive) electric cars, there ..... (be) less pollution.
3. If Sama ..... (forget) her ticket, she ..... (buy) another one.
4. If Egypt ..... (build) more monorails, people ..... (travel) faster.
5. If passengers ..... (block) the doors, the train ..... (not start).

**3 Circle the word that doesn't have a triphthong sound**

1. hour – flower – tower – house
2. player – layer – mayor – paper
3. fire – buyer – fish – higher
4. town – tower – shower – power
5. buyer – liar – dryer – bus




**Self - Assessment**

**Self-Assessment**

I can...	I Got It	I'm Not Sure	I Need Help
use transportation words correctly in role-plays and conversations.			
ask and answer questions about new and modern transportation systems.			
talk about future transportation ideas and inventions.			
use the First Conditional to talk about future possibilities.			
understand the main idea of short listening texts about transportation.			
recognize transportation vocabulary in listening activities.			
follow short spoken instructions related to travel or safety.			
find the main idea and details in reading texts about transportation.			
understand transportation vocabulary in written texts.			
write an email suggesting or describing future transportation solutions.			
create a short brochure or magazine article about future transportation.			



# The Library That Time Forgot



## Learning Outcomes

### Speaking

- Retell the sequence of events using target vocabulary
- Discuss key story elements (characters, setting and events) using simple language
- Ask and answer simple questions about characters and events
- Discuss the moral of the story

### Reading

- Understand and define new vocabulary words in context
- Identify the main characters, setting, and key events in a story
- Answer comprehension questions about the story
- Identify supporting details from a story read aloud
- Recall story events in the correct order after listening
- Identify the character who speaks in a story dialog read aloud

### Listening

- Retell the sequence of events using target vocabulary
- Discuss key story elements (characters, setting and events) using simple language
- Ask and answer simple questions about characters and events
- Discuss the moral of the story

### Writing

- Complete sentences using vocabulary from the story
- Write a paragraph about the story using target vocabulary words and past simple tense



## Story vocabulary



dust



library



rusty



windmill



pipe



plumber



treasure



fountain



town

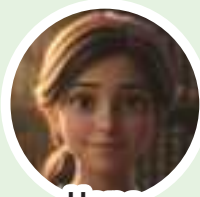
## Definitions

dust	tiny particles that collect on surfaces when they are not cleaned.
storage	a place where things are kept until they are needed.
rusty	covered with reddish-brown spots from metal getting old and wet.
clinked	made a short, ringing sound, like metal hitting metal.
library	a place where books are kept for people to read or borrow.
creak	a long, squeaky sound made when something like a door opens or closes.
stacks	piles or groups of things placed one on top of another.
windmill	a machine with blades that turn in the wind, often used to make power or pump water.
volunteers	people who offer to do work or help without being paid.
town	a place where people live that is smaller than a city but bigger than a village.
clogged	blocked so that nothing can pass through.
pipe	a long, hollow tube used to carry liquids from one place to another.
fountain	a structure that sends water up into the air.

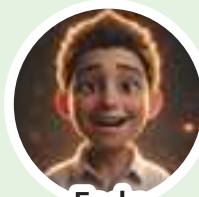
## The Characters of the Story



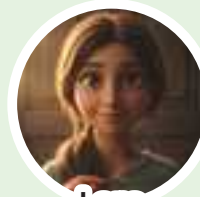
Ziad



Hana



Fady



Lara



Adam



## Story Elements

### Setting:

A small town known for its colorful markets and friendly people, mainly the old, dusty library in the town square

### Characters:

Adam, Lara, Ziad, Hana, Fady, their teacher, the school principal, and the townspeople

### Plot:

The friends find an old key that opens a forgotten library. Inside, they discover books, maps, and letters. They use what they learn to help their town and reopen the library.

### Problem:

The library is closed and forgotten, and the town's fountain is broken.

### Solution:

The children use knowledge from the library to fix the fountain and bring the library back to life.

In the heart of a small town known for its colorful markets and friendly people, there stood an old **library** with locked doors and shuttered windows. **Dust** gathered on its steps, and most people had forgotten it was even there. One warm afternoon, Adam, Lara, Ziad, Hana, and Fady were helping their teacher clean the school's **storage** room. As Ziad moved an old desk, a **rusty** object **clinked** onto the floor.





“Look, there’s something shiny in the back of the desk. It’s a key!” Lara exclaimed, holding it up. It was large and bronze, with a tag that read: Library.

“Do you think it could open the old library in the square?” Hana whispered.

The friends exchanged excited looks. After school, they hurried to the library’s heavy wooden doors. Fady slid the key into the lock. With a deep **creak**, the door was open. They stepped into a big room full of tall shelves. Dusty books filled every space, and the air smelled of paper and history. Sunlight streamed through **cracks** in the shutters, lighting up **stacks** of forgotten knowledge.

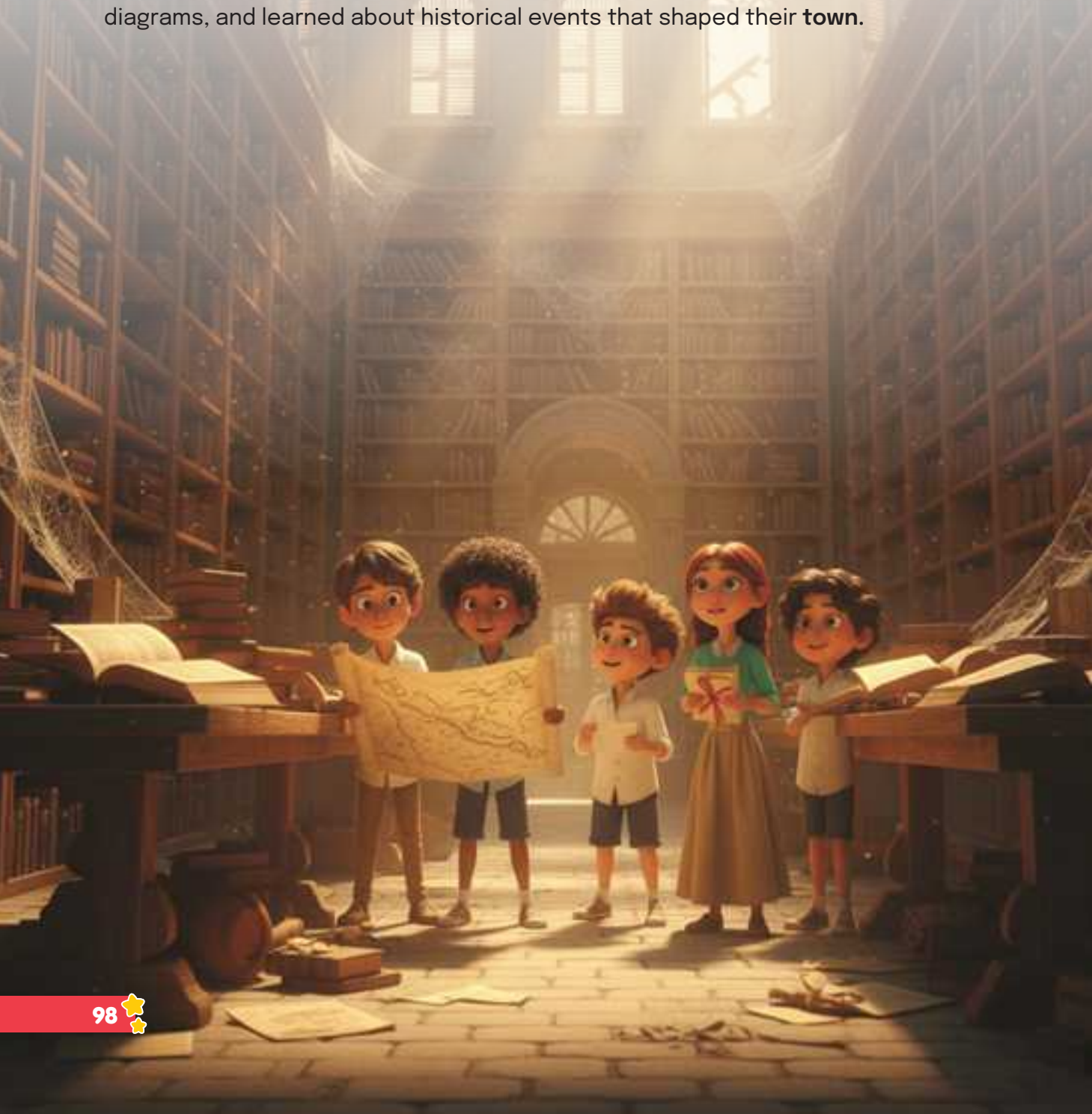


“Look at these maps!” Ziad called, unrolling a sheet of paper showing rivers, mountains, and villages from long ago.

Lara found a collection of **handwritten** letters tied with a ribbon. “These are from travelers,” she said, eyes wide. “They describe places I’ve never heard of.”

Adam pulled a thick book from the shelf. Inside were diagrams for simple machines and science experiments. “We could actually make some of these,” he said.

Over the next week, the friends met in the library every afternoon. They read about plants that could clean water, built a small **windmill** from one of the diagrams, and learned about historical events that shaped their **town**.





One day, Hana noticed the **fountain** in the town square wasn't working. Using a guide from the library, they figured out the problem was a **clogged** pipe. With the help of a local plumber, they fixed it. Soon, the fountain's water sparkled in the sunlight, and the townspeople cheered.

Word spread quickly about the children's discoveries. The school principal visited the library, surprised to see it alive again.



“This place is a **treasure**,” he said. “It should be open to everyone.”

Let’s ask the townspeople to help, we can all work together to fix it,” Adam said.

With the town’s help, the library was cleaned, repaired, and reopened. The friends became its first official **volunteers**, helping others find books, maps, and ideas.

As they stood together at the reopening ceremony, Fady smiled. “We thought the key only opened a door,” he said, “but it actually opened our minds.”





**1 Choose the correct answer**

**1. What did the friends find in the school storage room?**

- |                      |                      |
|----------------------|----------------------|
| a. A dusty book      | b. An old bronze key |
| c. A map of the town | d. A windmill        |

**2. How did the friends help the town after exploring the library?**

- |                             |                             |
|-----------------------------|-----------------------------|
| a. They built a new library | b. They opened a museum     |
| c. They fixed the fountain  | d. They cleaned the streets |

**3. What is the moral of the story?**

- a. Keys are important tools
- b. Libraries are only for reading books
- c. History is boring
- d. Working together and learning can help the community

**2 Answer the following questions**

**1. Can you give an example from the story where learning helped solve a problem?**

.....

**2. How did the children help the town with what they learned?**

.....

**3. Why did Fady say, "We thought the key only opened a door, but it actually opened our minds"?**

.....

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

- 1. The library was always open and full of people.
- 2. The children used a map to find treasure.
- 3. The children used what they learned to help the town.
- 4. The school principal thought the library should stay closed.
- 5. The story teaches that knowledge can change lives.

<input type="checkbox"/>
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#### 4 Who said these words?

1. "Look! There's something shiny on the back of the desk." .....
2. "These are from travelers. They describe places I've never heard of." .....
3. "We could actually make some of these." .....
4. "This place is a treasure. It should be open to everyone." .....
5. "Let's ask the town people to help; we can all work together to fix it." .....
6. "We thought the key only opened a door, but it actually opened our minds." .....

#### 5 Speaking activity

##### Pair Work

- Talk with your partner about the story.
- Use these questions to guide you:
  - Which part did you like most?
  - Which character do you think was the leader? Why?
  - What would you do if you found an old key like theirs?

#### 6 Write a short diary entry from one of the children's points of view Start like this:

Dear Diary,

Today was unbelievable! While cleaning the storage room, we found an old key...

Dear Diary

.....

.....

.....

.....

.....

Tip!

##### Guidelines:

- Write a short paragraph
- Use past tense verbs
- Describe your feelings and what happened
- End with what you learned from the experience



## Self-Assessment



### Self-Assessment

I can...	I got it	I'm not sure	I need help
identify supporting details from the story.			
recall the sequence of events in the correct order.			
identify who is speaking in a story dialog.			
retell the story using the new vocabulary I learned.			
discuss the moral or lesson of the story.			
ask and answer simple questions about the characters and events.			
recognize and understand new vocabulary in the story.			
identify the main characters, setting, and key events.			
answer comprehension questions about the story.			
use vocabulary from the story in my own sentences.			
write complete and correct sentences about the story.			

# Review units 4-5-6

## 1 Choose the correct answer

1. The passenger listened carefully to the station's ..... about the train delay.
  - a. pollution
  - b. announcement
  - c. elevator
  - d. innovation
2. You can easily buy a metro ticket from the ..... without waiting in line.
  - a. ticket machine
  - b. LED lights
  - c. smart doors
  - d. facility
3. The modern building has ..... that open automatically when someone approaches.
  - a. construction
  - b. smart doors
  - c. textiles
  - d. industries
4. The shopping center is bright at night because it uses energy-saving ..... everywhere.
  - a. escalators
  - b. LED lights
  - c. announcements
  - d. power sources
5. You don't need cash anymore; you can ..... quickly and safely.
  - a. link roads
  - b. manufacture
  - c. pay by card
  - d. restore



## 2 Fill in the blanks using words from the box

**monorail - innovation - renewable energy - construction - infrastructure**

1. The new city's ..... includes wide roads, bridges, and modern transport systems.
2. The workers began the ..... of a new hospital that will serve thousands of people.
3. Egypt's progress depends on ..... that brings fresh ideas and smart solutions.
4. The ..... moves smoothly above the streets, helping passengers avoid traffic.
5. Many new buildings use ..... to reduce costs and protect the environment.

## 3 Correct the word in brackets

1. People ..... (use) to cross the Nile by small boats before modern bridges were built.
2. Our city ..... (didn't used to) have metro stations, but now it does.
3. .... (Did you used) to live near the old airport before it moved?
4. If the workers ..... (will finish) the road today, cars can pass tomorrow.
5. If the government builds new schools, villages ..... (would) face problems in education.

### A Journey Through the New Capital

Omar took his first trip to Egypt's New Administrative Capital with his school. As the bus entered the city, he noticed the smooth roads and tall buildings – signs of new infrastructure and modern construction. The students rode the monorail, amazed by how fast and quiet it was. Their teacher explained that Egypt's engineers use innovation to design smart transport systems. Later, they saw LED lights shining along the streets and electric buses waiting at the new station. The driver told them the buses use renewable energy, helping to keep the air clean. Omar realized that these projects make Egypt more self-reliant and eco-friendly. Before leaving, he said, "This city shows how determination and hard work can build a better tomorrow."

#### 4 Choose the correct answer

1. What means of transportation did the students use in the city?

- |               |           |
|---------------|-----------|
| a. A train    | b. A car  |
| c. A monorail | d. A taxi |

2. What is special about the electric buses?

- |                              |                               |
|------------------------------|-------------------------------|
| a. They use renewable energy | b. They move very slowly      |
| c. They use a lot of fuel    | d. They are only for tourists |

3. What did Omar learn from the trip?

- a. That Egypt's cities are old and crowded
- b. That new projects show Egypt's progress
- c. That renewable energy is not important
- d. That roads are not well built

#### 5 Answer the following questions

1. Why were the students amazed by the monorail?

.....

2. How does the New Capital reflect Egypt's future?

.....

#### 6 Punctuation

1. omar bought a ticket for the monorail but he didn't use it

2. artists engineers and craftsmen all help build egypt's future

#### 7 Write a paragraph of about (50-70) words about how Egypt is building a modern and eco-friendly future

- Mention new projects like monorails, roads, and renewable energy.
- Explain how these help people and protect the environment.

.....

.....

.....

.....



## Audioscript

## Unit 1: Lesson 1 (Page 8 )

You know, Lily was a young **artist** who loved to draw. So, one Saturday, her family took her to, uh, a big art gallery. Oh, she was so excited!

“Wow,” she whispered. “Look at that!” First, she saw these huge paintings on a **canvas**. “Mmm,” she said, “I wish I had my **paintbrush** and **palette** with me right now!” Then, they walked into a room with beautiful **pottery** and a giant wooden **statue** that an artist used to **carve**. It looked so strong and powerful!

Lily also loved a strange, colorful **sculpture**. She even saw a huge, bright mural on the wall. Her mom pointed to a very old painting. “This,” she said, “is a **masterpiece**.” Lily felt so inspired by everything she saw. She couldn't wait to go home and start her own masterpiece right away!

## Unit 2: Lesson 1 (Page 25 )

(A clear, friendly voice, as if hosting a show)

**Interviewer:** Welcome back! Today, we have a talented young engineer here with an amazing invention—the solar robot gadget. Can you tell us more about this gadget?

**Young Engineer:** Thank you! I wanted to create a simple gadget that feels like a small machine. The first step was designing a detailed blueprint.

**Interviewer:** Wow! How do we use it?

**Young Engineer:** First, you assemble the small parts using the right tools. The robot runs on solar power, so the wheels move when you place it in the sun. If something isn't working, you can easily improve it. This invention is a fun way to explore new ideas every day. Let's get started!

## Unit 4: Lesson 3 (Page 69 )

Egypt used to depend mostly on farming, and most people worked in fields or small local shops.

There weren't many factories, and people didn't use to have machines to make goods quickly.

But today, Egypt has developed many new industries.

The textile factories produce clothes and fabrics that are sold across the country and even abroad.

Engineers use solar and wind power to create clean energy.

The government also builds new roads, bridges, and new cities to support these changes.

Egyptians are proud because their country has become more self-reliant and industrial.

Egypt truly doesn't look like it used to – it's growing stronger every day!

## Unit 5: Lesson 1 (Page 78 )

### Next Stop, Giza

"Good morning, passengers. Welcome to the Cairo **Metro**. This is Line 3, the Green Line. The next **stop** is **Giza Station**.

The Giza **Metro** is now **faster** and **cleaner** than before. New trains have **smart doors** that open and close automatically. Inside the **train**, there are big **digital screens**. They show the next station and the time. You can also hear clear **announcements** in Arabic and English.

At **Giza Station**, there are new **ticket machines**. You can **pay by card**, a phone, or cash. There are also **elevators** and **escalators** for easy access.

The **metro** uses smart **electricity**. The lights are **LED** and the trains save electricity when they stop. This makes the metro better for the **environment**.

Please stand back from the **doors**. The next **stop** is Giza. Thank you for riding with us."

# Glossary

3

Category	Word	Meaning
Art & Creativity	Whisper	Say something very quietly
Art & Creativity	Canvas	Strong cloth used for painting
Art & Creativity	Paintbrush	A tool to apply paint
Art & Creativity	Palette	Board to mix colors
Art & Creativity	Carve	To cut or shape wood or stone
Art & Creativity	Sculpture	A 3D artwork made from stone, wood, or clay
Art & Creativity	Sculptor	A person who makes sculptures
Art & Creativity	Masterpiece	A very good work of art
Art & Creativity	Mural	Big painting on a wall
Art & Creativity	Talented	Having a special skill
Art & Creativity	Incredible	Hard to believe, amazing
Art & Creativity	Sketch	A simple drawing showing ideas
Inventions & Tools	Invention	Something new someone creates
Inventions & Tools	Gadgets	Small tools or machines
Inventions & Tools	Blueprint	A plan for building something
Inventions & Tools	Tools	Objects used to make or fix things
Inventions & Tools	Assemble	Put pieces together
Inventions & Tools	Create	Make something new
Inventions & Tools	Fabric	Material used for clothes
Inventions & Tools	Linen	Strong cloth from flax
Inventions & Tools	Wooden	Made of wood
Inventions & Tools	Threads	Thin strings for sewing
Inventions & Tools	Measure	Find size or length
Inventions & Tools	Gear	Part of a machine that helps it move
Inventions & Tools	Pendulum	Swings back and forth



Inventions & Tools	Design	A plan or drawing of something
Inventions & Tools	Accurate	Correct and exact
Ancient Egypt	Burial	Placing a dead body in the ground
Ancient Egypt	Archaeologist	A person who studies old objects
Ancient Egypt	Mummy	A dead body preserved in a special way
Ancient Egypt	Discover	To find something new
Ancient Egypt	Chamber	A room, often in a tomb
Ancient Egypt	Mystery	Something unknown or hard to explain
Ancient Egypt	Temple	Building for worship
Ancient Egypt	Ruler	King, queen, or leader
Ancient Egypt	Monument	Statue or building to honor someone
Ancient Egypt	Border	Line showing the edge of a place
Ancient Egypt	Restore	To repair something so it looks like new
Ancient Egypt	Tour Guide	A person who shows visitors around a place
Ancient Egypt	Craftsman	Skilled worker who makes things by hand
Ancient Egypt	Pattern	A repeated design or shape
Modern Egypt & Technology	Infrastructure	Basic buildings, roads, and systems a city needs
Modern Egypt & Technology	Determination	Not giving up until something is done
Modern Egypt & Technology	Innovation	A new idea or method
Modern Egypt & Technology	Extend	To make something longer or bigger
Modern Egypt & Technology	Textile	Cloth or fabric used to make clothes or furniture
Modern Egypt & Technology	Manufacture	To make things, especially in large numbers
Modern Egypt & Technology	Power Source	Something that gives energy to make machines work
Modern Egypt & Technology	Industry	Factories and businesses that make goods
Modern Egypt & Technology	Self-Reliant	Able to do things without help from others
Modern Egypt & Technology	Announcement	Something said to give information
Modern Egypt & Technology	Ticket Machine	A machine that gives tickets
Modern Egypt & Technology	Elevator	A small room that moves people up and down in a building
Modern Egypt & Technology	Escalator	A moving staircase





Modern Egypt & Technology	Digital Screen	A screen that shows information or pictures
Modern Egypt & Technology	Pay by Card	Using a bank card to pay instead of cash
Modern Egypt & Technology	Smart Doors	Doors that open automatically
Modern Egypt & Technology	Monorail	A train that runs on a single track
Modern Egypt & Technology	Electric Bus	A bus that runs on electricity
Modern Egypt & Technology	LED Lights	Bright, energy-saving lights
Modern Egypt & Technology	Eco-Friendly	Good for the environment
Modern Egypt & Technology	Pollution	Harmful materials that dirty the air, water, or land
Modern Egypt & Technology	Self-Driving	A vehicle that moves by itself
Modern Egypt & Technology	Renewable Energy	Energy that comes from natural sources like sun or wind
Story / Setting Words	Fountain	A structure that sends water into the air
Story / Setting Words	Clogged	Blocked so water or air cannot pass
Story / Setting Words	Stacks	Piles of books on shelves
Story / Setting Words	Library	A place where books are kept for reading or borrowing
Story / Setting Words	Windmill	A machine that uses wind to make energy
Story / Setting Words	Dust	Tiny, dry particles of dirt
Story / Setting Words	Storage	A place where things are kept
Story / Setting Words	Rusty	Covered with rust (brown coating on old metal)
Story / Setting Words	Clinked	Made a small, sharp sound (usually metal hitting metal)
Story / Setting Words	Creak	A long, high sound, like an old door opening
Story / Setting Words	Volunteers	People who help without being paid
Story / Setting Words	Town	A small city or community
Story / Setting Words	Pipe	A tube that carries water or other liquids
Story / Setting Words	Treasure	Something very valuable or special



# English

## Primary 6 - Term 2

Academic Year: 2025/2026

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### Editorial Note

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

Their contributions spanned multiple phases of the project, including consultation, content development, and quality enhancement.

Developed and produced with the participation of  
the Content Department Team

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	112	4 ألوان	180 جراما	70 جراما	27 × 19 سم

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