

Student's Book

ENGLISH

Secondary Stage - Second Language

2026 - 2027

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

"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION DEDICATES THIS BOOK, WITH LOVE, TO THE STUDENTS 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: .....

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A MESSAGE FROM

THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the Secondary 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 Secondary Stage 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:

- Age-appropriate **vocabulary**, **grammar**, and **functions** taught in context.
- Focused development of **listening**, **speaking**, **reading**, and **writing** skills.
- Scaffolded writing tasks that progress from guided to independent writing.
- Meaningful vocabulary reinforcement using **visuals** and **themes**.
- Activities designed to develop **higher-order thinking**, not just memorization.

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. These textbooks embody our commitment to excellence in English language education, ensuring that every student 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

Term 1						
Unit	**Vocabulary**	**Language**	**Skills**	**Life Skill(s)**	**Core Value(s)**	**Integrated learning activities**
1. Life in a Digital World	digital, ebooks, laptop, tablet, download, night mode, smartboard, website, online, email, search, computer, screen, social media	• Adverbs of frequency with the Present Simple Tense	**Reading:** A blog post about a digital day in a student's life, a text about the use of digital devices **Writing:** An email about daily routine using technology with the present simple tense **Listening:** Dialog on daily technology use **Speaking:** Talk about daily technology habits	• Digital Literacy	• Responsibility • Collaboration • Online safety	Digital Safety Poster
2. Learning to Learn	visual, auditory, kinesthetic, explanations, experiments, mind map, benefits, communicate, leadership, experience	• The Present Continuous Tense • Can / Can't (for ability)	**Reading:** Study tips guide text about different ways people learn **Writing:** A paragraph about a learning plan and studying styles. **Listening:** Listen to an audio text about learning challenges and their solutions. **Speaking:** Discuss personal learning difficulties and giving advice on study methods.	• Problem solving • Self-awareness • Independence • Motivation	• Responsibility • Determination • Curiosity	My learning Journal

3. Role Models	hero, inspire, brave, kind, determined, caring, role model, community, achievement, geographer, combined, awards, powerful honesty	• The Past Simple tense (Regular & Irregular)	**Reading:** Biography of a role model's actions and qualities **Writing:** A biography about a role model students admire. **Listening:** Interview with someone about their role model, stories of people who made a difference **Speaking:** Share your role model, discuss qualities of a good leader	• Reflection • Public speaking • Empathy	• Respect • Ambition • Honesty • Courage	• My Role Model poster
4. Smart Choices	decision, fair, proud, improve, promise, choice, decision, face, positive, negative, responsible, careless, wise, risk, problem-solving, influence, impact, outcome	• First Conditional • Should / shouldn't (for advice)	**Reading:** Short stories involving choices and consequences, advice on making good decisions **Writing:** Completing "If" statements about everyday choices, writing a blog post about a problem you faced. **Listening:** Discussion/dialog on decision-making. **Speaking:** Debating different options for a given situation, role-play a conversation about decision making	• Critical thinking • Decision-making • Problem-solving	• Honesty • Judgment • Accountability	Classroom rules poster

5. Future Dreams	ambition, develop, opportunities, plan, path, passion, skill, profession, explore, dream, goal, ambition, skill, talent, education, participate, training, success, achieve, shy, unique	• Going to (for future plans)	**Reading:** Articles about different professions and their requirements, Interviews with professionals about their jobs **Writing:** A review about a dream job description **Listening:** Interview with a famous scientist, students talking about their future plans. **Speaking:** Present your future goal, Discussing personal future goals and dreams, Participating in a "dream job"	• Goal setting • Career awareness • Planning	• Aspiration • Purpose	My dream job mind map
6. Global Citizens	global citizen, community, rule, improve, fair, respect, encourage, volunteer, responsibility, environment, culture, diversity, rights, duties, participate, impact	• must / mustn't • A review of tenses	**Reading:** Article about global citizenship. **Writing:** A social media post about global citizenship **Listening:** Discussions about local or global problems, Public service announcements **Speaking:** Discuss responsibilities, Discussing ways to be a good citizen at school and at home in pairs	• Responsibility • Cooperation	• Respect • Teamwork • Empathy	Being a global citizen poster

Lesson COMPONENTS

Reading

Stimulating topics that capture students' interest

Think and discuss in pairs

Students have the chance to think before reading, express their opinions and check their understanding of the reading text

Before you start

This helps to draw student's attention before the main reading.

LESSON 1

A Day in my Digital Life



Before you start

Think and discuss in pairs

1 Answer the following questions.

1. What technology do you use every day?
2. What do you usually do on your phone or tablet during the day?
3. Do you think you can live without using digital devices? Why?

Reading

2 Read Tarek's blog post. Why does Tarek use the night mode?

HOME | ABOUT | DOWNLOAD

"A Day in My Digital Life"

Hi everyone! My name is Tarek, and I want to share my **digital** day with you.

I always start my morning by checking my phone. I usually have three or four messages from my school friends. Sometimes, my cousin from Alexandria sends me funny pictures.

At breakfast, I often use my **tablet** to **search** for news. My favorite app shows me interesting facts about animals and space. I never eat without looking at something on my **screen** – I know it's not a good habit!

At school, we sometimes use the **smartboard** in our science class. Our teacher shows us amazing videos about planets and animals. I love watching them! We also use computers in our computer class twice a week. I'm learning to type faster – I can type 25 words per minute now!

After school, I always do my homework first. I usually search for information on my **laptop** when I need help with my projects. My favorite **website** has lots of useful information for students.

In the evening, I sometimes play online games with my friends. We usually play for one hour, then we stop. My parents always remind me to take breaks from the screen.

Before bedtime, I often read **ebooks** on my tablet. I love adventure stories! But I always use the "**night mode**" so the screen doesn't hurt my eyes.

I think technology is amazing, but I'm learning to use it wisely. What about you? How do you use technology in your day?

Think about this

3 Answer the following questions.

1. What is the main idea of the blog?
2. Why do you think we should take breaks from screens?

Vocabulary

4 Classify the following words in the suitable parts of speech.

digital screen amazing remind search website

Parts of Speech		
Noun	Verb	Adjective
.....	.....	.....
.....	.....	.....

Tip

Parts of Speech

- **A noun** A word that names a person, thing, animal or place.
- **A verb** A word that shows an action.
- **An adjective** A word that describes nouns.

5 Match the words from column A with the suitable meanings from column B.

A	B
1. screen	☐ a darker screen setting to protect your eyes in low light
2. ebook	☐ a page on the internet that gives information or lets you do things online
3. laptop	☐ a portable computer
4. night mode	☐ an electronic book you can read on a screen instead of on paper
5. smartboard	☐ an interactive board used in classrooms for teaching lessons
6. website	☐ a flat surface on which pictures or words are shown

Speaking

Think-Pair-Share

6 Ask and answer about your daily routine.

Topic : *Your daily routine*

1. **Think :** - How do you spend your day ?
   - What things do you do every day ?
2. **Pair :** Ask your partner:
   - How do you start your morning ?
   - What do you do after school ?
3. **Share :** Discuss your routine with the class.



Think about this

Students have the chance to think after reading, express their opinions and check their understanding of the reading text

Vocabulary

This helps students to learn key words context through engaging sentences and illustrations.

Speaking

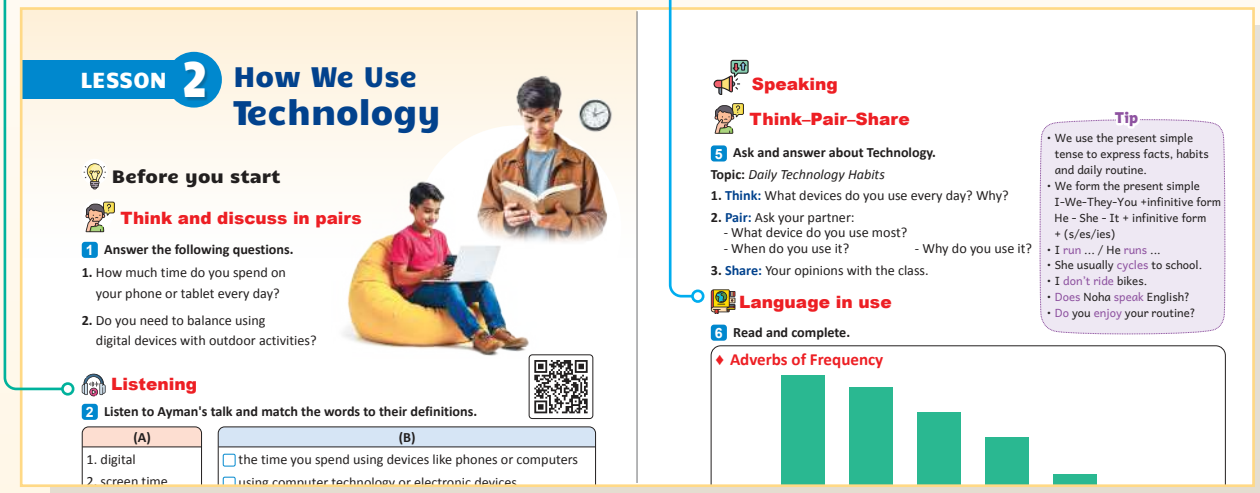
This points to each lesson's topic that students can use during their presentation

Listening

Students listen to the listening texts and answer the questions

Language in use

Turn grammar rules into real communication skills



LESSON 2 How We Use Technology

Before you start

Think and discuss in pairs

1 Answer the following questions.

1. How much time do you spend on your phone or tablet every day?
2. Do you need to balance using digital devices with outdoor activities?

Listening

2 Listen to Ayman's talk and match the words to their definitions.

(A)	(B)
1. digital	☐ the time you spend using devices like phones or computers
2. screen time	☐ using computer technology or electronic devices

Speaking

Think–Pair–Share

5 Ask and answer about Technology.

Topic: *Daily Technology Habits*

1. **Think:** What devices do you use every day? Why?
2. **Pair:** Ask your partner:
   - What device do you use most?
   - When do you use it?
   - Why do you use it?
3. **Share:** Your opinions with the class.

Language in use

6 Read and complete.

♦ Adverbs of Frequency

Tip

- We use the present simple tense to express facts, habits and daily routine.
- We form the present simple I-We-They-You +infinitive form
  He - She - It + infinitive form + (s/es/ies)
- I run ... / He runs ...
- She usually cycles to school.
- I don't ride bikes.
- Does Noha speak English?
- Do you enjoy your routine?

Word-building skills

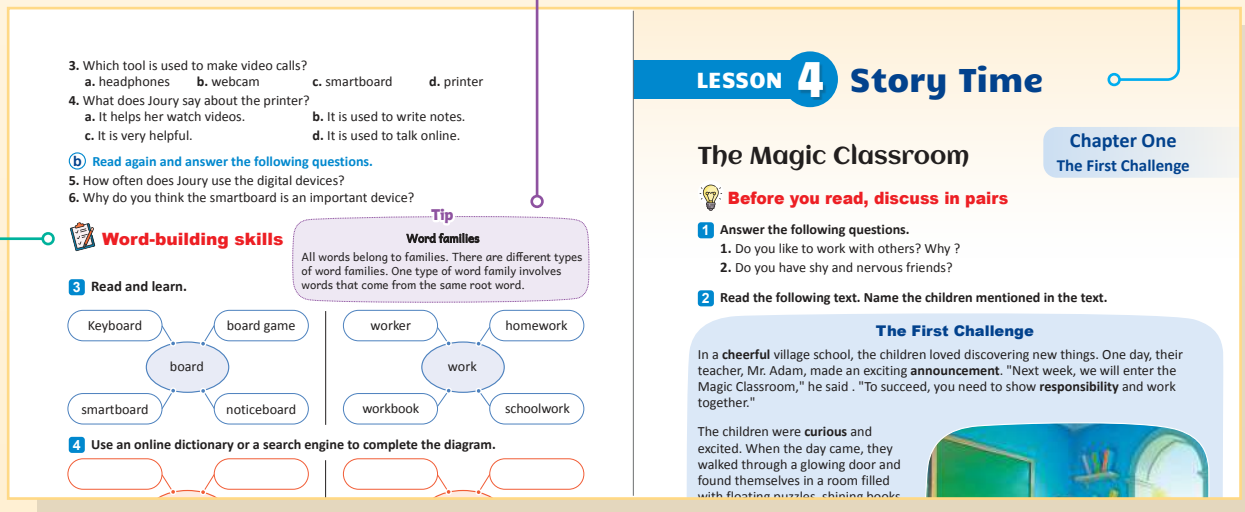
How to expand students' vocabulary

Tip

Tips to enrich students' vocabulary and use words correctly

Story Time

The stories are level appropriate and related to interesting, relevant curriculum-based topics. Along with attractive illustrations, they capture the students' attention and familiarize them.



3. Which tool is used to make video calls?
   a. headphones **b.** webcam **c.** smartboard **d.** printer
4. What does Joury say about the printer?
   a. It helps her watch videos. **b.** It is used to write notes.
   c. It is very helpful. **d.** It is used to talk online.

(b) Read again and answer the following questions.

5. How often does Joury use the digital devices?
6. Why do you think the smartboard is an important device?

Word-building skills

Tip

Word families

All words belong to families. There are different types of word families. One type of word family involves words that come from the same root word.

3 Read and learn.

Keyboard	board game	worker	homework
board		work	
smartboard	noticeboard	workbook	schoolwork

4 Use an online dictionary or a search engine to complete the diagram.

LESSON 4 Story Time

The Magic Classroom

Chapter One
The First Challenge

Before you read, discuss in pairs

1 Answer the following questions.

1. Do you like to work with others? Why ?
2. Do you have shy and nervous friends?

2 Read the following text. Name the children mentioned in the text.

The First Challenge

In a **cheerful** village school, the children loved discovering new things. One day, their teacher, Mr. Adam, made an exciting **announcement**. "Next week, we will enter the Magic Classroom," he said . "To succeed, you need to show **responsibility** and work together."

The children were **curious** and excited. When the day came, they walked through a glowing door and found themselves in a room filled with floating puzzles, shining books

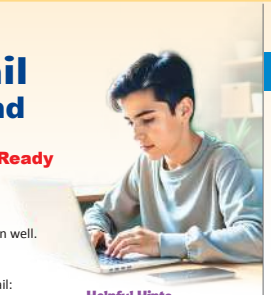
Before your write

Ready, set, write.
Let's prepare step by step!

Class performance

Time to shine with your classmates
- perform and learn together!

LESSON 5 An Email to a Friend



Before You Write: Let´s Get Ready

Target language

- I **always check** my mobile phone.
- Teachers **usually use** a smartboard to help us learn well.

Target vocabulary

Try to include **at least 6** of these words in your email:

tablet – ebooks – digital – phone – online – messages – smartboard – search – screen – websites – camera – tool

Helpful Hints

- Start your email with: Hi [friend's name],
- Say why you are writing.
- Use short and simple sentences.
- Finish your email with a closing sentence/ phrase like: Write back soon! or Talk to you later!

Writing

- **Read and complete. Listen and check.**

New Message

To : ayman@moe.com cc : bcc :

From : ahmed@moe.com

Subject : My Digital Day

Hi Ayman,

How are you? I want to tell you about my (1) ..... day. When I get up, I always check my (2) ..... . I read (3) ..... from my friends and reply to them. Then, I have breakfast while I use my (4) ..... to search for the latest news. At school, teachers usually use a (5) ..... to help us learn well. We always use computers in the ICT class.

LESSON 6 Team-Project Roundtable



Class performance

Sit in groups, and let's look back at everything we learned in this unit.

Activity 1 Circle Sharing

Sit in groups and follow these steps :

1. Write **one word, phrase, or idea** that you learned or liked from this unit.
2. Pass the paper to the next person in the circle.
3. Read what is already written, then add your own word or idea underneath.
4. Keep passing the paper until everyone has written their ideas.
5. Then, talk about the words and ideas you saw in your group's paper.
6. Finally, each group shares their favorite ideas with the whole class.

Roundtable Rules

- Everyone gets a chance to speak.
- Listen carefully to your classmates.
- Be kind and respectful.
- Try to speak in full sentences.

Activity 2 Group Discussion

Discuss these questions in your group.

1. What advice would you give to a younger student about using technology?
2. What is the most important thing everyone should know before going online?

Activity 3 Digital Safety poster

Design an **eye-catching poster** that teaches others how to stay safe online.

Assessment Corner

A quick in-class assessment to help the student grow each unit.

My self-Reflection

Look back, learn and move forward-it's time to reflect!

Assessment Corner



A. Vocabulary

1 Read and complete using the words from the box.

printer - speaker - keyboard - microphone

1. A ..... is a device that produces sound from a computer, phone, or music player.
2. A ..... is a device used to type letters, numbers, and commands into a computer.
3. A ..... is a device used for printing text or images on paper.

B. Language

2 Write Five (5) sentences about yourself using the following:

1. (always) .....
2. (usually) .....
3. (often) .....
4. (sometimes) .....
5. (never) .....

C. Writing

3 Write an email of (60-80) words about digital devices.

New Message

To :

Subject :

My Self-Reflection

Listening
- ☐ I can identify the main idea when people talk about using digital devices.
- ☐ I can understand specific details about how people use technology.

Speaking
- ☐ I can orally express my personal experiences and opinions about digital devices.

Reading
- ☐ I can identify the main idea of a blog post about technology.
- ☐ I can find and understand specific details in a text about technology.
- ☐ I can guess the meaning of new words in a text.

Writing
- ☐ I can write about my technology routine: morning, school, after-school, and evening.
- ☐ I can include at least one question for my friend.
- ☐ I can write (80–100) words.
- ☐ My email sounds friendly and simple.

Vocabulary
- ☐ I can use words about technology accurately when speaking and writing.

Language
- ☐ I can use the present simple tense and adverbs of frequency to talk and write about my digital habits.
- ☐ I can recognize and differentiate between



Start Smart



1 **Finish the following dialog:**

Hana : Hello, Nada! How are you?

Nada : Hi, Hana! I'm fine, thank you. (1) .....?

Hana : I'm very well, thanks.

Nada : (2) ..... this morning?

Hana : I had cereal and juice.

Nada : Great! (3) ..... this afternoon?

Hana : Yes, I do. I have English class at 2 o'clock.

Nada : Great! See you later then!

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

1. He ..... to school every day.

a. go **b.** going **c.** goes **d.** gone

2. The opposite of "hot" is ..... .

a. warm **b.** cold **c.** cool **d.** wet

3. I would like ..... apple juice, please.

a. a **b.** an **c.** some **d.** the

4. Which word means "something you read"?

a. Book. **b.** Pen. **c.** Chair. **d.** Car.

5. She is sitting ..... the chair.

a. from **b.** on **c.** at **d.** under

3 **Fill in the blank with the correct word from the box:**

on - goes – some – book - cold

1. I would like ..... water, please.

2. She reads a ..... every evening.

3. It's very ..... in winter.

4. The cat is sitting ..... the table.

5. He ..... to school by bus.

4 **A. Listen and answer the questions below.**



1. What does Mona like to do after school?

.....

2. When does Mona go to the library ?

.....

3. What does Mona want to be when she grows up?

.....

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

4. Mona lives ..... .

a. at school **b.** next door to the speaker

c. in the library **d.** with her grandmother

5. Mona likes her ..... class.

a. maths **b.** science **c.** English **d.** history

5 **Reorder the words to make correct sentences:**

1. goes / every / school / She / day / to.

.....

2. would / like / I / orange / some / juice.

.....

3. playing / park / in / are / football / They / the.

.....

4. What / you / do / time / up / wake?

.....

6 **Write a paragraph of (80-100) words using present simple and present continuous to describe yourself.**

Example:

- I live in Cairo.
- I'm learning how to use design software.
- I admire my brother because he studies hard.

UNIT 1

Life in a Digital World



Learning outcomes

Reading
- Identify the main idea of a blog post about technology
- Identify specific details of a text about technology
- Use context clues to infer the meanings of words

Listening
- Identify the main idea when people talk about using digital devices
- Identify specific details about how people use technology

Speaking
- Express personal experiences and opinions about digital devices through speaking tasks

Language
- Use grammatical structures (i.e., present simple and adverbs of frequency) to talk about digital habits
- Differentiate between different parts of speech (Noun, Verb, Adjective)

Writing
- Practice writing an email about daily routine using technology

LESSON 1 A Day in my Digital Life



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What technology do you use every day?
2. What do you usually do on your phone or tablet during the day?
3. Do you think you can live without using digital devices? Why?

Reading

2 **Read Tarek's blog post. Why does Tarek use the night mode?**

HOME | ABOUT | DOWNLOAD

"A Day in My Digital Life"

Hi everyone! My name is Tarek, and I want to share my **digital** day with you.

I always start my morning by checking my phone. I usually have three or four messages from my school friends. Sometimes, my cousin from Alexandria sends me funny pictures.

At breakfast, I often use my **tablet** to **search** for news. My favorite app shows me interesting facts about animals and space. I never eat without looking at something on my **screen** – I know it's not a good habit!

At school, we sometimes use the **smartboard** in our science class. Our teacher shows us amazing videos about planets and animals. I love watching them! We also use computers in our computer class twice a week. I'm learning to type faster – I can type 25 words per minute now!

After school, I always do my homework first. I usually search for information on my **laptop** when I need help with my projects. My favorite **website** has lots of useful information for students.

In the evening, I sometimes play online games with my friends. We usually play for one hour, then we stop. My parents always remind me to take breaks from the screen.

Before bedtime, I often read **ebooks** on my tablet. I love adventure stories! But I always use the "**night mode**" so the screen doesn't hurt my eyes.

I think technology is amazing, but I'm learning to use it wisely. What about you? How do you use technology in your day?

Think about this

3 **Answer the following questions.**

1. What is the main idea of the blog?

2. Why do you think we should take breaks from screens?

Vocabulary

4 **Classify the following words in the suitable parts of speech.**

digital *screen* *amazing* *remind* *search* *website*

Parts of Speech		
Noun	Verb	Adjective
.....	.....	.....
.....	.....	.....

Tip

Parts of Speech

- **A noun**
  A word that names a person, thing, animal or place.
- **A verb**
  A word that shows an action.
- **An adjective**
  A word that describes nouns.

5 **Match the words from column A with the suitable meanings from column B.**

A	B
1. screen	☐ a darker screen setting to protect your eyes in low light
2. ebook	☐ a page on the internet that gives information or lets you do things online
3. laptop	☐ a portable computer
4. night mode	☐ an electronic book you can read on a screen instead of on paper
5. smartboard	☐ an interactive board used in classrooms for teaching lessons
6. website	☐ a flat surface on which pictures or words are shown

Speaking

Think-Pair-Share

6 **Ask and answer about your daily routine.**

Topic : *Your daily routine*

1. Think : - How do you spend your day ?
- What things do you do every day ?

2. Pair : Ask your partner:
- How do you start your morning ?
- What do you do after school ?

3. Share : Discuss your routine with the class.



LESSON 2 How We Use Technology



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. How much time do you spend on your phone or tablet every day?

2. Do you need to balance using digital devices with outdoor activities?



Listening

2 **Listen to Ayman's talk and match the words to their definitions.**

(A)	(B)
1. digital	☐ the time you spend using devices like phones or computers
2. screen time	☐ using computer technology or electronic devices
3. social media	☐ online platforms where people connect and share content

3 **Listen again to Ayman's talk and put (T) True or (F) False.**

1. Ayman is 13 years old. ◯

2. Ayman spends five hours on his phone every day. ◯

3. Ayman's mom says screen time affects his sleep. ◯

4. Ayman never uses his tablet for homework. ◯



4 **Listen to the social media post about Egypt's Hybrid Bus and answer the questions.**

1. What kind of energy does the hybrid bus use?

2. Where did Egypt launch the hybrid bus?

3. How does the bus help the environment?

Speaking

Think–Pair–Share

5 **Ask and answer about Technology.**

Topic: *Daily Technology Habits*

1. Think: What devices do you use every day? Why?

2. Pair: Ask your partner:
- What device do you use most?
- When do you use it?
- Why do you use it?

3. Share: Your opinions with the class.

Tip

- We use the present simple tense to express facts, habits and daily routine.
- I run ... / He runs ...
- She usually cycles to school.
- I don't ride bikes.
- Does Noha speak English?
- Do you enjoy your routine?

Language in use

6 **Read and complete.**

♦ Adverbs of Frequency



1. Adverbs of frequency with present simple tell us how often something happens.

A: How often do you use the computer in your school?

B: I ..... (50%) use the computer in my science class.

2. Use adverbs of frequency before the main verb but after (be):

- He ..... (70%) uses his tablet for homework.
- I ..... (100%) check my emails in the morning.
- Ali is ..... (0%) late for school.

7 **Complete the sentences with the correct adverb of frequency.**

1. I ..... use my tablet to do homework. (70%)

2. I ..... watch videos on my phone. (90%)

3. I ..... take my mobile phone to school. (0%)

8 **Write 3 sentences about brother/sister's daily habits using adverbs of frequency.**

LESSON 3 Digital Devices



Before you start

1 **Answer the following questions.**

1. What digital devices do you usually use at school or home?

2. Do digital devices help you in your day? Why/Why not?

Reading

2 **Read the email and answer the question.**
How many digital devices does Joury use?

New Message

To : Talia@moe.com cc : bcc :

From : Joury@moe.com

Subject : Digital Devices

Hi Talia,

How are you? Today I want to tell you about the **digital** devices I use every day to achieve my tasks.

First, I always do my homework on the computer. I use the **keyboard** to write my assignments. It is used for writing and typing. I also use the **mouse** to move around the screen and click on things.

When I watch videos or listen to music, I use my **headphones** or **speakers**. If I want to make a video call with my friends online, I use the **webcam**.

Sometimes, I have to record a presentation for class; that's when I use the **microphone**. At school, my teacher uses a **smartboard** to show us pictures, videos, and notes.

At the end of the day, I print my homework using the **printer**. It's super helpful!

Write soon and tell me about the digital devices you use.

Love,

Joury

Send Now

a **Read again and choose the correct answer.**

1. What digital device does Joury use to write her assignments?

a. printer **b.** mouse **c.** keyboard **d.** webcam

2. Why does Joury use a microphone?

a. To talk to friends online. **b.** To write her homework.

c. To record class presentations. **d.** To listen to music.

3. Which device is used to make video calls?

a. headphones **b.** webcam **c.** smartboard **d.** printer

4. What does Joury say about the printer?

a. It helps her watch videos. **b.** It is used to write notes.

c. It is very helpful. **d.** It is used to talk online.

ⓑ Read again and answer the following questions.

5. How often does Joury use the digital devices?

6. Why do you think the smartboard is an important device?

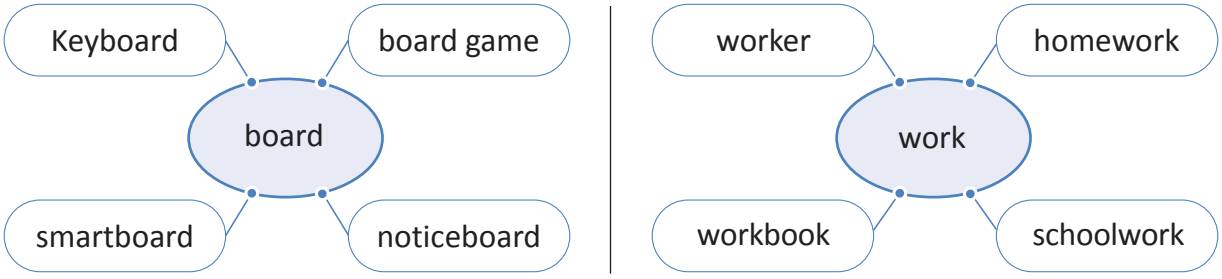
Word-building skills

Tip

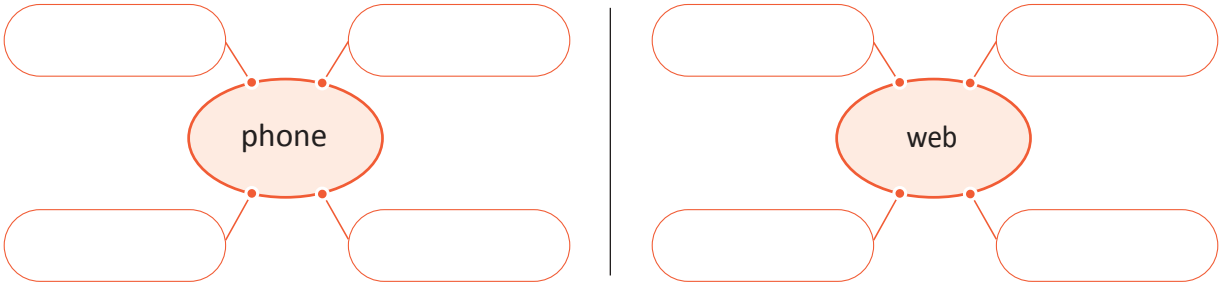
Word families

All words belong to families. There are different types of word families. One type of word family involves words that come from the same root word.

3 Read and learn.



4 Use an online dictionary or a search engine to complete the diagram.



5 Create a word family for two more of the words from your knowledge.

LESSON 4 Story Time

The Magic Classroom

Chapter One
The First Challenge

Before you read, discuss in pairs

1 **Answer the following questions.**

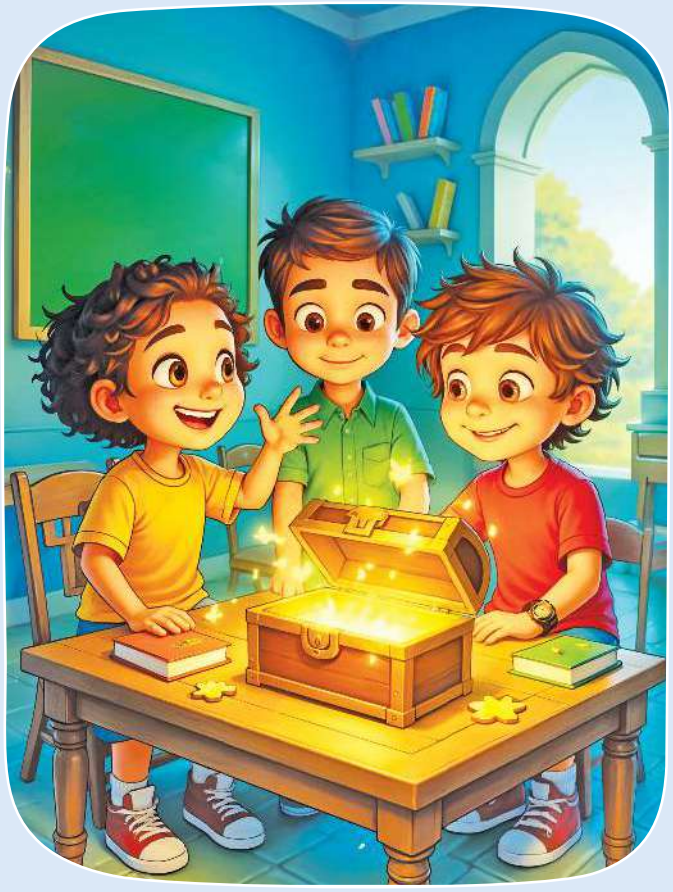
1. Do you like to work with others? Why ?

2. Do you have shy and nervous friends?

2 **Read the following text. Name the children mentioned in the text.**

In a **cheerful** village school, the children loved discovering new things. One day, their teacher, Mr. Adam, made an exciting **announcement**. "Next week, we will enter the Magic Classroom," he said . "To succeed, you need to show **responsibility** and work together."

The children were **curious** and excited. When the day came, they walked through a glowing door and found themselves in a room filled with floating puzzles, shining books, and magical clues. On the wall, a message read: "Only those who **collaborate** and stay curious can unlock the **mysteries**."



Sara, who was always eager to learn, said, "Let's think carefully and help each other." Omar, who sometimes felt shy, looked nervous. Zain, calm and kind, encouraged him, "We'll do it together."

Their first **challenge** was a locked box. They shared ideas and solved the challenge by working as a team. As the box clicked open, a bright light appeared, and a new challenge was waiting. They smiled, ready for whatever came next.

Read together again. Then, in pairs do the following tasks

3 Match the words from column A with the suitable meanings from column B.

(A)	(B)
1. cheerful	☐ something that is difficult and tests someone's ability to compete.
2. curious	☐ to work with another person or a group of people.
3. collaborate	☐ happy and positive person
4. challenge	☐ feeling interested in learning and knowing.

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

1. Omar felt ..... at the beginning.

a. sad **b.** nervous **c.** excited **d.** happy

2. Who made the announcement?

a. Sara **b.** Omar **c.** Zain **d.** Mr. Adam

3. How did the children manage to solve the first challenge?

a. They fought together **b.** They shared ideas

c. They helped other teams **d.** They made a map

4. The children felt ..... after they opened the box.

a. angry **b.** scared **c.** happy **d.** worried

5 Answer the following questions.

1. What was Mr. Adam's advice?

2. Who was always eager to learn ?

3. What did the children love doing in the village school ?

6 Critical Thinking

Answer the following questions.

1. Why do you think children were curious and excited about the Magic Classroom?

2. Why do you think sharing ideas is useful?



LESSON 5 An Email to a Friend



Before You Write: Let´s Get Ready

Target language

- I **always check** my mobile phone.
- Teachers **usually use** a smartboard to help us learn well.

Target vocabulary

Try to include **at least 6** of these words in your email:

tablet – ebooks – digital – phone – online – messages – smartboard – search – screen – websites – camera – tool

Helpful Hints

- Start your email with: Hi [friend's name],
- Say why you are writing.
- Use short and simple sentences.
- Finish your email with a closing sentence/ phrase like: Write back soon! or Talk to you later!

Writing

- **Read and complete. Listen and check.**

New Message

To : ayman@moe.com cc : bcc :

From : ahmed@moe.com

Subject : My Digital Day

Hi Ayman,

How are you? I want to tell you about my (1) ..... day. When I get up, I always check my (2) ..... . I read (3) ..... from my friends and reply to them. Then, I have breakfast while I use my (4) ..... to search for the latest news. At school, teachers usually use a (5) ..... to help us learn well. We always use computers in the ICT class.

After school, I often go online searching for the information for my homework. I always take information from the (6) ..... I trust. In the evening, I sometimes play (7) ..... games with my friends. I never read (8) ..... on my tablet. I think they are boring. My mother always says, "Reading is better than playing online games." What about you?

Write back and tell me about your digital day.

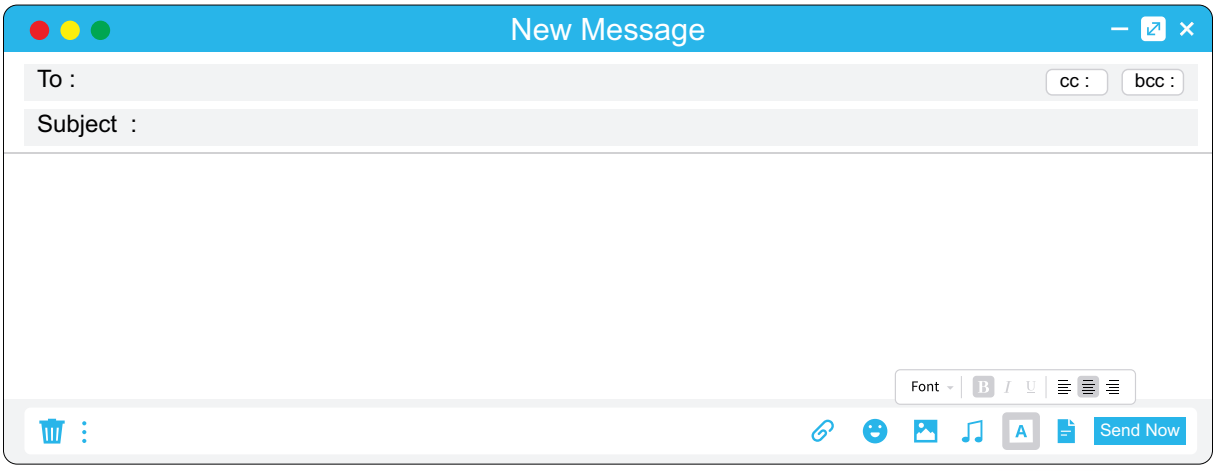
yours,

Ahmed

Send Now

Your task

- Write an email to a friend of (80-100) words telling him/her about your daily routine using technology.



Punctuation Marks



Capital letters

• Learn

Capital letters are used :

1. At the beginning of a sentence:

- **Example:** The sun rises early in the morning.

2. For Proper Nouns:

- **Example:** Maha, Aswan, Egypt, Africa, Cairo Tower

3. With Days, Months, and Holidays, but not seasons.

- **Example:** Monday, January, Christmas
  (but: spring, fall)

4. For Languages and Nationalities:

- **Example:** Spanish, Egyptian, English , Arabic

5. With The Pronoun "I":

- **Example:** Rana and I love to read books.



• Practice

Rewrite the following sentences using correct punctuation.

1. i went to alexandria last june.

2. my friend ahmed lives on nahas street.

3. she said, "i love to visit london in spring."

LESSON 6 Team-Project Roundtable



Class performance

Sit in groups, and let's look back at everything we learned in this unit.

Activity 1 Circle Sharing

Sit in groups and follow these steps :

1. Write **one word, phrase, or idea** that you learned or liked from this unit.
2. Pass the paper to the next person in the circle.
3. Read what is already written, then add your own word or idea underneath.
4. Keep passing the paper until everyone has written their ideas.
5. Then, talk about the words and ideas you saw in your group's paper.
6. Finally, each group shares their favorite ideas with the whole class.

Roundtable Rules

- Everyone gets a chance to speak.
- Listen carefully to your classmates.
- Be kind and respectful.
- Try to speak in full sentences.

Activity 2 Group Discussion

Discuss these questions in your group.

1. What advice would you give to a younger student about using technology?
2. What is the most important thing everyone should know before going online?

Activity 3 Digital Safety poster

Design an **eye-catching poster** that teaches others how to stay safe online.

- **Instructions :**

- Include at least 5 safety tips.
- Use digital vocabulary.
- Add drawings or pictures.
- Make it colorful and easy to read.

Optional : Create a catchy slogan (e.g., "Think Before You Click! or "Stay Smart Online!").

What You Need

- Paper
- Pens
- Markers/Colors

- **Presentation :**

- Present your poster to the class or display it on your classroom wall.

Assessment Corner



A. Vocabulary

1 **Read and complete using the words from the box.**

printer - speaker - keyboard - microphone

1. A ..... is a device that produces sound from a computer, phone, or music player.

2. A ..... is a device used to type letters, numbers, and commands into a computer.

3. A ..... is a device used for printing text or images on paper.

B. Language

2 **Write Five (5) sentences about yourself using the following:**

1. (always) .....

2. (usually) .....

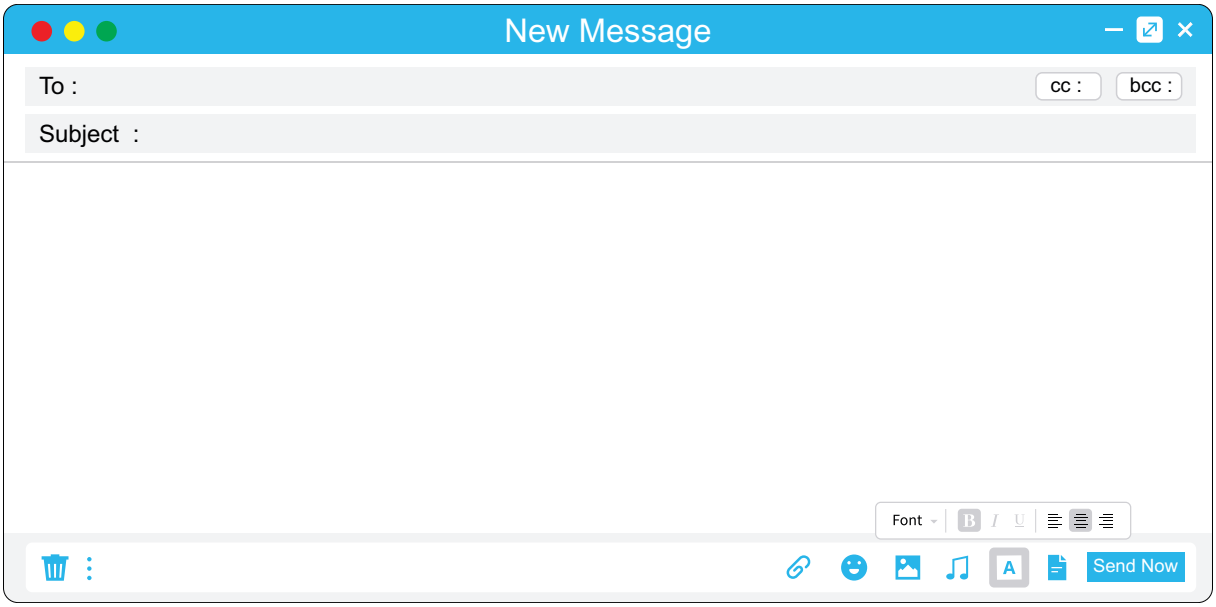
3. (often) .....

4. (sometimes) .....

5. (never) .....

C. Writing

3 **Write an email of (80-100) words about digital devices.**





My Self-Reflection

☑ Listening

- ☐ I can identify the main idea when people talk about using digital devices.
- ☐ I can understand specific details about how people use technology.

☑ Speaking

- ☐ I can orally express my personal experiences and opinions about digital devices.

☑ Reading

- ☐ I can identify the main idea of a blog post about technology.
- ☐ I can find and understand specific details in a text about technology.
- ☐ I can guess the meaning of new words in a text.

☑ Writing

- ☐ I can write about my technology routine: morning, school, after-school, and evening.
- ☐ I can include at least one question for my friend.
- ☐ I can write (80–100) words.
- ☐ My email sounds friendly and simple.

☑ Vocabulary

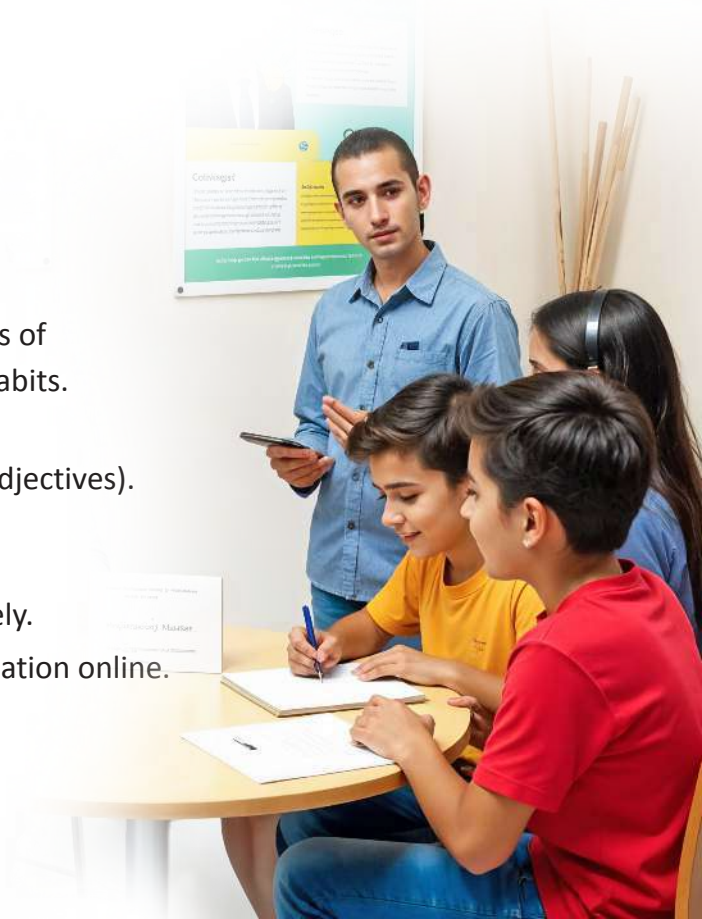
- ☐ I can use words about technology accurately when speaking and writing.

☑ Language

- ☐ I can use the present simple tense and adverbs of frequency to talk and write about my digital habits.
- ☐ I can recognize and differentiate between different parts of speech (e.g., nouns, verbs, adjectives).

☑ Life Skills & Values

- ☐ I can use digital tools responsibly and effectively.
- ☐ I can stay safe and protect my personal information online.



UNIT 2

Learning to Learn

Learning outcomes

Reading
- Identify the main idea in texts about learning styles and tools
- Identify specific details about different learning strategies and methods
- Relate reading content to personal experiences with learning

Listening
- Identify the main idea in audio texts about learning goals and strategies
- Identify specific details about setting and achieving personal learning goals

Speaking
- Express personal learning styles, habits, and preferences
- Share and reflect on learning experiences in small groups

Language
- Use "can" accurately to describe learning abilities
- Use present continuous tense correctly

Writing
- Write short descriptive sentences about personal learning styles and habits
- Write about a learning app, website, or activity



LESSON 1 My Learning Journey



Find Your Learning Style

Pre-reading

1 **Read and choose the answer that best describes you: "Always", or "Never". Put a check mark (✓) and count.**

	Statement	Always	Never
1.	I learn best when my study space is organized.		
2.	I learn best when I can touch things, move around, or do activities with my hands.		
3.	I understand better when teachers talk with a lot of energy and passion.		
4.	I like to use neat notes, colorful pens, and pictures to help me remember things.		
5.	I like to say things out loud to remember them, or talk about topics with friends.		
6.	When I study, I need to take short breaks and move my body.		
7.	When I have a problem, I like to write or draw it to see the answer.		
8.	I like teachers who use examples from real life and let us do hands-on activities.		
9.	I learn best in quiet places, away from talking or music.		

Visual	Auditory	Kinesthetic

1. If "**yellow**" has the most, you're a "**visual**" learner.

2. If "**red**" has the most, you are an "**auditory**" learner.

3. If "**green**" has the most, you are a "**kinesthetic**" learner.

Reading

2 **Read the following text. What happens when you know how you learn best?**

Different Ways People Learn

Every person learns differently. Some people learn best by seeing information. These are **visual** learners. They like to read books, look at pictures, and use colorful notes. Visual learners often make **maps** and **charts** to **organize** information.

Other people learn best by hearing information. These are **auditory** learners. They like to listen to music while studying, discuss topics with friends, and hear **explanations** from teachers. Auditory learners often repeat information out loud to remember it.

Some people learn best by moving and touching. These are **kinesthetic** learners. They like to do **experiments**, build models, and take breaks to move around. Kinesthetic learners often use their hands to help them think.

Understanding your learning style helps you study better. When you know how you learn best, you can choose the right methods for yourself. This makes learning easier and more enjoyable.

Think about this

3 **Read the following text again, then answer the questions.**

1. What is the main idea of this text?

2. How can understanding your learning style help you?

3. What are the three learning styles in the text?

Vocabulary

4 **Match the words from column A with the suitable meanings from column B.**

A	B
1. visual	☐ related to hearing things
2. mind maps	☐ a visual tool used to organize information
3. auditory	☐ to arrange or put things in a particular order or a neat way
4. kinesthetic	☐ related to sight and seeing
5. organize	☐ related to hands-on activities and physical action

Speaking

Think–Pair–Share

5 **Ask and answer about your learning style.**

Topic: *Your learning style*

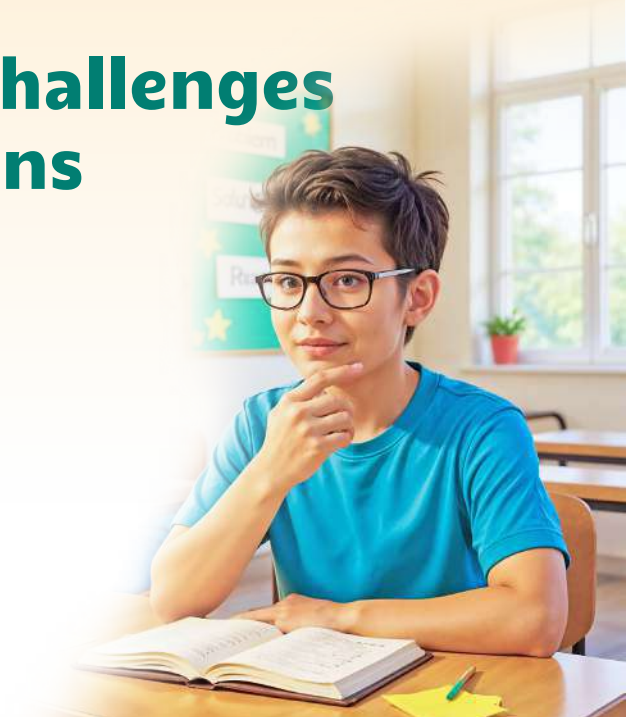
1. **Think:** - What are learning styles?
- Do you think everyone learns the same way? Why / Why not?

2. **Pair:** Ask your partner:
- What learning style do you prefer?
- What things help you learn best?

3. **Share:** Your opinions with the class.



LESSON 2 Learning Challenges and Solutions



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What problems do you have while studying?

2. Do you prefer working individually or in a team?

Listening

2 **Listen to the audio text and match the words in column A with their meanings in column B.**

A	B
1. techniques	☐ looking at something again to remember it
2. review	☐ special methods or ways of doing something
3. regularly	☐ to make something better
4. improve	☐ achieving what you wanted to do
5. successful	☐ doing something often at the same times

3 **Listen again to the audio text and write True or False.**

1. All students have the same learning style. (.....)

2. Good learners ask questions and review regularly. (.....)

3. Taking breaks is not helpful when studying is difficult. (.....)

4. The most successful students try to improve their learning techniques. (.....)

4 **Listen to Ahmed's talk and answer these questions.**

1. How does Ahmed organize his notes?

2. What does Ahmed do to avoid distractions while studying?

3. Why does Ahmed take short breaks?



Speaking



Think–Pair–Share

5 **Ask and answer about a learning experience.**

Topic: *An Unforgettable Learning Experience*

1. **Think:** - What is one learning experience you will never forget?
- What was difficult about it?

2. **Pair:** Ask your partner:
- What happened during the learning experience?
- How did you feel at the beginning, and how did that change over time?

3. **Share:** your opinions with the class.

Tip 1

Can / Can't

- We use (can + inf.) to say what we are able to do.
- We **can remember** well when we get enough sleep.
- We use (cannot/can't + inf.) to say what we are not able to do.
- I **can't answer** the question because it's difficult.



Language in use

6 **Complete the sentences with the correct form of the verbs.**

1. I ..... (revise) my vocabulary notes right now.

2. Layla ..... (use) an app to learn words at the moment.

3. We ..... (can't) focus better when we have a goal.

4. We ..... (can) understand well when we are distracted.

Tip 2

The present continuous tense

- We use the present continuous to talk about actions that are happening now.
- To form it, we use verb (to be) and the (-ing) form of the main verb.
- I **am reading** short stories at the moment.
- He **is practicing** hard to get ready for the competition.
- We'**re trying** to solve the problem together.

7 **Rewrite the following sentences in the present continuous tense.**

1. We do experiments in the lab.

.....

2. I get better step by step.

.....

3. The students revise for the exams.

.....

4. He researches information on the internet.

.....

8 **Find the mistakes in the following sentences and correct them.**

1. I'm learn new vocabulary for the English class at the moment.

2. She can swims very well.

3. They were playing football in the playground right now.

4. My favorite subject is English; I can't speak it very well.

LESSON 3 Benefits of Learning Together



Before you start

1 **Answer the following questions.**

1. What is your favorite sport?

2. Where do you play it?

Reading

2 **Read the following text. Do students enjoy group learning?**

Learning in groups has more **benefits** than learning alone. When students work in large or small groups, they share opinions, discuss problems and find **solutions** to them. Teamwork helps students **develop** their skills and be **confident**. It also helps them know how to **communicate** with others and understand them. When a student shares their opinion about a topic, they learn how to express themselves freely using their own words. Teamwork teaches students **cooperation** and **leadership**; it also helps them to be **creative** thinkers. Learning with others also helps students to make new friends because they spend much time with each other doing projects, solving problems and doing experiments.

Modern technology makes group learning very enjoyable. Students can use **apps** and websites on the internet to find information about their work. Using **digital devices** creates powerful learning **experiences**.

a **Read again and choose the correct answer.**

1. The text is about .....

a. Studying alone is better than working in groups.

b. Technology makes school easier.

c. Learning with others has many benefits.

d. Students should use apps for every lesson.

2. According to the text, how does group learning help students?

a. They watch videos together.

b. It helps them make new friends.

c. They use smartphones.

d. They take tests together.

3. What life skills does the text say students can learn from working in teams?

a. Reading and writing

b. Cooking and cleaning

c. Cooperation and leadership

d. Drawing and painting

4. The underlined word "**apps**" most likely means ..... .

a. tools and devices **b.** food and drinks

c. advertisements **d.** computer programs

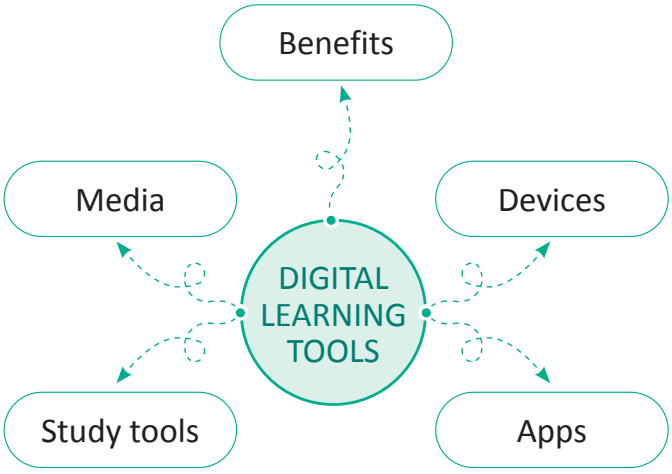
ⓑ Read again and answer the following questions.

5. Why do you think working in a group can help students feel more confident when learning a new language? Give one reason.

6. How can students use technology to work together?

Word-building skills

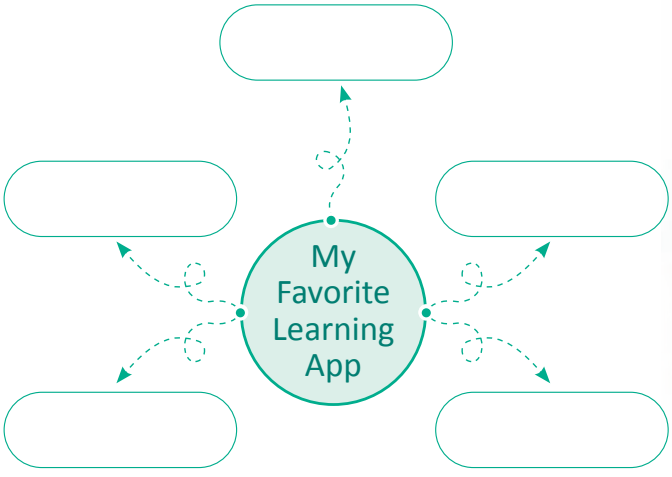
3 **Read and learn.**



Tip

- A spidergram is a diagram that helps us organize ideas.
- It looks like a spider with legs!
- The main idea is in the middle.
- The "legs" show supporting details / ideas or examples.

4 **Read and complete the spidergram.**





5 **Write one thing you learned today while working in your group.**

LESSON 4 Story Time

The Magic Classroom

Chapter Two
The Power Of Unity

Before you read, discuss in pairs

1 **Answer the following questions.**

1. What does **courage** mean?

2. How does courage help you pass hard situations?

2 **Read the following text. What did the children do in front of the invisible bridge?**

The next time the students entered, the Magic Classroom was more difficult. In front of the children was an **invisible** bridge.
A glowing sign read: "Only those with **respect**, ambition, and courage can cross."



Sara thought for a moment. "Respect means we listen and care for each other."

Zain added, "**Ambition** means we believe in our success."

Omar took a deep **breath**, "**Courage** means we try even when we are scared."

They stepped onto the invisible bridge, holding hands and encouraging one another. Every kind word they spoke and every brave step they took made the bridge appear slowly **beneath** their feet. When Omar **hesitated**, his friends cheered him on, reminding him he wasn't alone.

At the end of the bridge, a golden door appeared with a message: "**Determination** opens every door. Never give up."

The team tried many ideas but nothing worked. Hours passed. They refused to quit. Finally, Omar whispered, "Let's sing together. Maybe **unity** is the key."

They sang, and slowly, the golden door opened. They clapped and laughed, proud of their teamwork.



Read together again. Then, in pairs do the following tasks

3 **Match the words from column A with the suitable meanings from column B.**

A	B
1. invisible	☐ showing care and kindness to others
2. respect	☐ a strong desire to achieve
3. courage	☐ cannot be seen
4. ambition	☐ being confident, not afraid

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

1. The children crossed the bridge holding their hands. ◯

2. The sign for the bridge listed "Kindness" as a required quality. ◯

3. The bridge appeared instantly as they stepped on it. ◯

4. Unity can't help them open the golden door. ◯

5 **Answer the following questions.**

1. What did Sara think about respect?

2. What did they find at the end of the bridge?

3. Who hesitated on the bridge?

Life skills

- To succeed in life, you should have ambition and courage.
- Never give up; determination opens every door.

6 **Critical Thinking**

Answer the following questions.

1. How did the kind words help the children?

2. "Maybe unity is the key." What do you think this sentence means?

3. What message do you think Chapter Two gives?

LESSON 5 My Learning Plan



Before You Write: Let´s Get Ready

Target language

- I **can** make videos.
- I **am practicing** vocabulary right now.

Target vocabulary

Try to include **at least 6** of these words in your paragraph:

improve - ideas - practice - try - visual - mistakes - mind maps - organize

Writing

- **Read and complete.**

My Learning Plan

To improve my English, I use learning styles when I study at home and at school.

In English class, I try to (1) ..... at the front to see the board clearly. To practice writing, I (2) ..... 3 - 5 sentences each day about what I did. I can record my voice to (3) ..... and know the correct pronunciation of words.

Sometimes, I can (4) ..... videos to help me as I can learn better when I listen and see at the same time.

Now, I am (5) ..... vocabulary anywhere. I always (6) ..... to my friends in English. We like to draw diagrams to remind us.

Your task

- **Now, it's your turn to write your own learning habits.**
- Write a paragraph of (80-100) words about "Your learning habits".

Helping Hints

- Start with a topic sentence.
- Use describing details.
- Stick to one place or one event.

.....

.....

.....

.....

.....

Punctuation Marks

A period (.) & A question mark (?)

• Learn

- We use a period (.) at the end of a statement (a normal sentence).

• Example:

- He plays football.
- We are friends.

- We use a question mark (?) at the end of a sentence to indicate that it is a question.

• Example:

- Have you ever been to Luxor?
- What are you doing?

• Practice

Rewrite the following sentences using correct punctuation marks.

- how are you feeling today
- can you help me with this problem
- my brother adel is 8 years old
- i live in tahrir street
- nada's father is a doctor



LESSON 6 Team-Project Roundtable



Class performance

Activity 1 Circle Sharing

Sit in groups, and let's look back at everything we learned in this unit!

Activity 2 Group Discussion

Discuss these questions in your group.

1. Why is thinking about our learning important?
2. Tell about a time when learning was hard. What helped you?
3. What new ideas did you discover about how you learn best?
4. What advice would you give to someone who wants to be a better learner?

Speaking Tip

- Sentence starters.
- "I learned that... because...".
- "One problem I had... but I solved it by..."
- "I think it's good to..."
- "I learn best when I... so I like to..."
- "I think it's important to..."
- "My advice for a new learner is to...

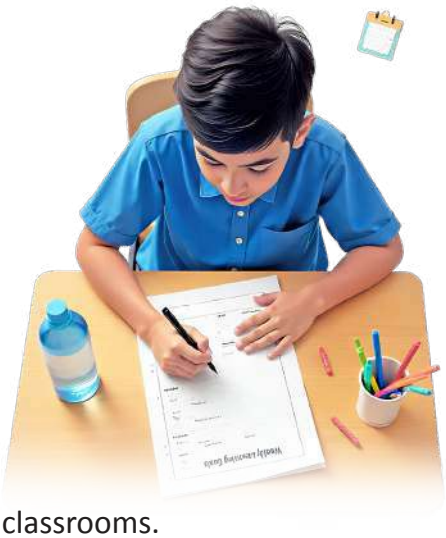
Activity 3 My Learning Journal

Create a journal to **reflect on your learning** and **plan how to become a better learner.**

- **Instructions:**
  - Describe how you learn best (for example: by reading, doing, listening, or watching).
  - Write about something you are proud of in your learning.
  - Set at least one goal to become a better learner.
  - List steps you will take to reach your goal(s).
  - Make your journal creative with drawings, colors, or pictures.
- **Presentation:**

- Share your journal with your group first, then share your favorite parts with the class.

Assessment Corner



A. Vocabulary

1 **Choose the correct answer from a, b, c or d:**

1. ..... learners learn best when they watch videos.

a. Auditory **b.** Mental

c. Kinesthetic **d.** Visual

2. Teachers have a strong ..... skills to organize work in classrooms.

a. leadership **b.** art **c.** digital **d.** science

3. ..... is exchanging information through speaking, writing, or using other signals.

a. Dictation **b.** Communication **c.** Distraction **d.** Leadership

4. To think ..... means to think in a new and unusual way.

a. simply **b.** creatively **c.** quietly **d.** loudly

5. You should ..... your time to succeed.

a. waste **b.** develop **c.** organize **d.** dry

B. Language

2 **Complete the sentences with the correct form of "Present Continuous":**

1. Listen! The girls ..... (sing).

2. She ..... (study) for her math test right now.

3. We ..... (practice) pronunciation in the class at the moment.

4. They ..... (do) their homework this evening.

C. Writing

3 **Write a paragraph of about (80-100) words about how to use different learning styles.**

.....

.....

.....

.....

.....



My Self-Reflection

☑ Listening

- ☐ I can identify the main idea about learning goals and strategies.
- ☐ I can identify specific details about setting and achieving personal learning goals.

☑ Speaking

- ☐ I can express personal learning styles, habits and preferences.
- ☐ I can share and reflect on learning experiences.

☑ Reading

- ☐ I can identify the main idea in texts about learning styles and tools.
- ☐ I can identify specific details about different learning strategies and methods.
- ☐ I can relate reading content to personal experiences with learning.

☑ Writing

- ☐ I can write short descriptive sentences about personal learning styles and habits.

☑ Vocabulary

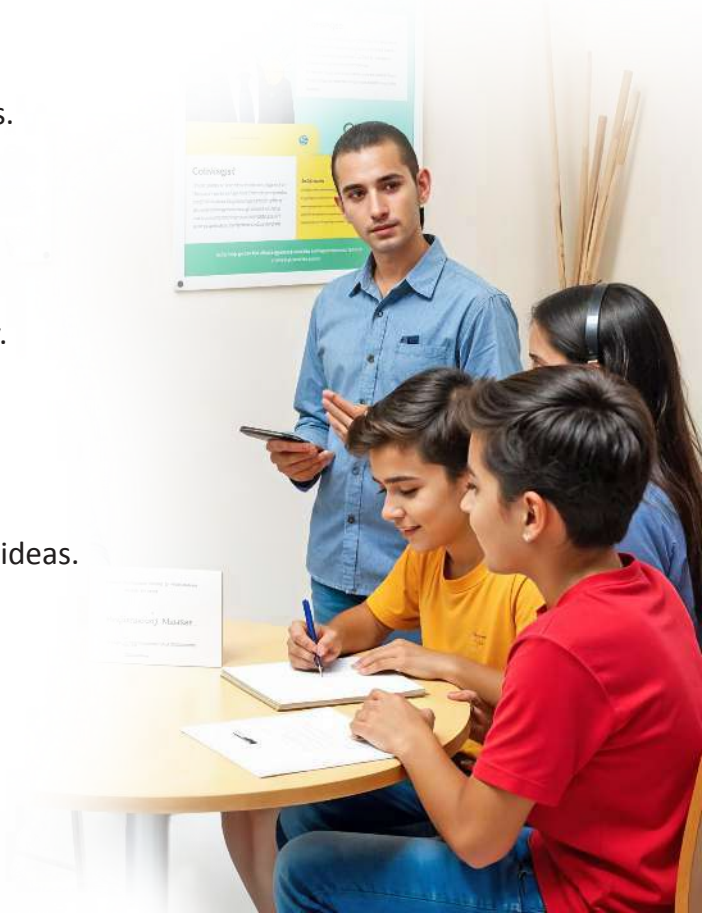
- ☐ I can use vocabulary about learning challenges.

☑ Language

- ☐ I can use “can” to describe learning abilities.
- ☐ I can use “present continuous tense” correctly.

☑ Life Skills & Values

- ☐ I can work as part of a team.
- ☐ I can use spidergrams to help me organize my ideas.



UNIT

3

Role Models



Learning outcomes

Reading
- Identify specific details about a role model's actions and qualities
- Use context clues to understand vocabulary related to leadership and personal qualities

Listening
- Identify the main idea in interviews about role models and inspiring figures
- Identify specific details such as what a role model did, their impact, and their personal qualities

Speaking
- Talk about a personal role model using past simple and key vocabulary
- Discuss leadership qualities in pairs or groups

Language
- Identify and use regular and irregular past simple verbs to talk about past actions and events
- Use past simple to ask and answer questions in conversations / interviews

Writing
- Write a paragraph about someone students admire using past simple tense
- Express personal feelings and reflections about the qualities and actions of a role model

LESSON 1 An Egyptian Hero



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What do you think makes a person a hero in your community?

2. Do you have an inspiring person in your life? Who is this person?

3. What qualities (for example: kindness, determination, courage) do you think a scientist needs to help their community?

Reading

2 **Read the following text. Why was Samira Moussa a symbol of hope for many Egyptian girls?**

Dr. Samira Moussa

Dr. Samira Moussa was a true **hero** who continues to **inspire** people today. She was born in Egypt in 1917 and showed a great love for science from a young age. She was **determined** to study physics and became one of the first Egyptian women to get a PhD in Atomic Radiation.

Samira was **kind** and always wanted to help her community. She believed that science should be used for peace and to improve people's lives. She often said, "My wish for cancer treatment is to be as cheap as aspirin." She worked hard in research and taught students at Cairo University.



She traveled to the United States to continue her research and to share knowledge with other scientists. Her **achievement** in science and her moving spirit made her a symbol of hope for many Egyptian girls.

Sadly, she died in a car accident in 1952, but her work still inspires scientists around the world. Dr. Samira Moussa's story teaches us to be brave, caring, and determined in helping our community.

Think about this



3 **Read again. Answer the following questions.**

1. When and where was Dr. Samira Moussa born?

2. What was Samira Moussa's wish?

3. Why do you think Samira Moussa is an inspiring woman for many girls?

Vocabulary

4 **Match the words from column A to their meanings in column B.**

A	B
1. hero	☐ a person who does great things for others
2. kind	☐ success in reaching a goal
3. determined	☐ friendly and caring
4. achievement	☐ not giving up easily

Speaking

Think–Pair–Share

5 **Ask your partner about his / her role model.**

Topic : The scientist you admire

1. Think : Who is your favorite scientist?

2. Pair : Ask your partner :

- What's the scientist's name?
- When and where was he/she born?
- What did he/she study? Where?
- What discoveries/inventions was he/she known for?

3. Share : Share your ideas with the class.



LESSON 2 Heroes and Role Models



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Who is your role model?

2. What qualities do you admire most in your role model?

Listening

2 **Listen to Noha's blog post and match the words to their definitions:**

(A)	(B)
1. inspire	☐ to feel admiration for someone
2. respect	☐ someone you admire and try to be like
3. role model	☐ to motivate or encourage

3 **Listen again to Noha's post and write True or False.**

1. Noha's role model is her father. (.....)

2. Noha's mother works hard and helps others. (.....)

3. Noha wants to be like her mother when she grows up. (.....)

4. Noha's mother sometimes gives up when things are difficult. (.....)

4 **Listen to the dialog about Ahmed El-Mansy and answer the questions:**

1. What did the soldiers do during the attack?

2. What lesson can we learn from this story?

Speaking

Think–Pair–Share

5 **Ask and answer about heroes and role models.**

Topic : Your Role Model

1. Think : What do you think makes someone a hero?

2. Pair : Ask your partner

- How can you describe a true hero?
- What qualities do you think a hero should have?

3. Share : Your opinions with the class.



Language in use

6 **Complete the sentences with the correct form of the verb in brackets.**

1. What ..... (do) you do last Friday?

2. I ..... (spend) two hours studying English yesterday.

3. We ..... (be) happy because my brother ..... (buy) a new car last week.

4. She ..... (visit) her grandma two days ago.

5. My friend ..... (is) absent yesterday.

7 **Rewrite the following sentences in the past simple tense.**

1. When does your dad travel for work?

.....

2. Where does Aziz go on vacation?

.....

3. I help my brother with his homework.

.....

4. She isn't visiting her grandpa.

.....

5. He isn't late for school.

.....

8 **Correct the mistakes in the following sentences.**

1. I help my mom in the kitchen yesterday.

.....

2. They don't go on a trip last week.

.....

3. Last year, my dad get a new job and moved to Dubai.

.....

4. They are at the park last week .

.....

5. Were Adel late for school yesterday?

.....

Tip

The Past Simple

- We use the past simple to talk about actions that started and ended in the past.
- We add "-ed" to regular verbs in the past simple.
- Irregular verbs aren't formed by adding "-ed" to the infinitive form.
- Dr Samira Mousa **was** a hero.
- We **moved** to Luxor three years ago.
- Nada **didn't** go to school yesterday.
- Where **did** you go **last summer**?

Tip

Verb to be in the past simple

I / he / she / it → was

we / you / they → were

LESSON 3 A Great Egyptian Thinker
Dr. Gamal Hemdan



Before you start

1 **Answer the following questions.**

1. Do you have a role model ?

2. Is your role model a family member, famous person, athlete, teacher,or someone else?

Reading

2 **Read the following text about Dr. Gamal Hemdan.**

Dr. Gamal Hemdan was a famous Egyptian geographer and writer. He was born in 1928 in Qalyubia, Egypt. He studied geography at Cairo University and later got his PhD from a university in England. Dr. Hemdan was not only a scientist, but also a deep thinker. He combined geography, history, and politics to explain why Egypt is a very special country.

His most famous book is "The Personality of Egypt", where he wrote about Egypt's land, its people, and its important role in history. He also wrote books about the Suez Canal.

Dr. Hemdan won many awards, including the State Appreciation Award in 1986 and a top medal in science and arts. He was known for his strong ideas. He believed Egypt's location makes it powerful.

His works still help students and scientists understand Egypt better. He died in 1993, but his books are still important today.

ⓐ Read the text again and choose the correct answer.

1. Dr. Gamal Hemdan was interested in .....

a. geography **b.** music **c.** arts **d.** acting

2. Dr. Gamal Hemdan was not only a scientist but also a/an ..... .

a. geologist **b.** thinker **c.** actor **d.** doctor

3. Dr. Gamal Hemdan ..... the State Appreciation Award in 1986.

a. sent **b.** won **c.** made **d.** lost

4. He believed that Egypt's ..... made it strong and powerful.

a. climate **b.** people **c.** awards **d.** location

ⓑ Answer the following questions.

5. What was Dr. Gamal Hemdan famous for?

6. Why do many people see Dr. Hemdan as a role model?



Word-building skills

3 Read the tips then fill in the missing space.

Suffix	Example		Part of speech
–ful	power	→ power**ful**	Adjective
–ist	tour	→ tour**ist**	.....
–ment	agree	→ agree**ment**	.....
–er	think	→ think**er**	.....

4 Match the word to its opposite.

A	B
1.afraid	☐ irregular
2. correct	☐ dislike
3. like	☐ incorrect
4. regular	☐ unafraid

Tips

Suffixes

A suffix is a letter or a group of letters that you add to the end of a word to make a new word.

• think (verb) +er → "**thinker**"

Prefixes

A prefix is a group of letters we add to the beginning of a word to change its meaning.
(un) + happy → **un**happy.
(ir) + responsible → **ir**responsible

• **The root of the word is the base word before adding a prefix or suffix.**

5 Add a suffix or prefix to each root word to create a new word.

ir– –er –ful un– dis– –ment in–

1. help .....

2. pay .....

3. ..... happy

4. ..... correct

5. sing .....

6. ..... responsible

7. ..... like

8. ..... usual

LESSON 4 Story Time

The Magic Classroom

Chapter Three
The Greatest Lessons

Before you read, discuss in pairs

1 **Answer the following questions.**

1. Do you think the children will reach the final room?

2. What do you think they will find in the final room?

2 **Read the following text. What were the greatest lessons the children learned ?**

Inside the final room, the children found a glowing book on a crystal stand. Mr. Adam appeared with a warm smile. "You have completed the Magic Classroom," he said. "But remember, the real magic is not in the puzzles, it is in the values you showed."

He opened the magical book, and glowing words appeared: "**Responsibility. Curiosity**. **Teamwork**. **Respect**. **Determination**. **Courage**."



Sara smiled, "We solved every problem by working together."

Zain added, "We respected each other and stayed curious."

Omar **grinned**, "I had courage because my friends believed in me."

Mr. Adam **nodded**, "You also showed **honesty**—doing the right thing even when no one was watching."

The children returned to their classroom, their hearts full of pride and happiness. From that day on, they promised to use these values in everything they did—at school, at home, and online.

They knew that the greatest lessons they had learned were not about magic, but about **kindness**, respect, and never giving up on themselves or each other.

Read together again. Then, in pairs, do the following tasks

3 **Read and complete the sentences with the correct words from the box.**

Determination – Grin – curious – Nod

1. ..... means to move the head up and down to show agreement.

2. To be keen to learn or know more about something means..... .

3. ..... is to smile.

4. ..... means not giving up, even when things are hard.

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

1. The children found a ..... in the final room.

a. glowing book **b.** magic world **c.** locked door **d.** treasure box

2. Sara said that they ..... so they solved every problem.

a. left the room **b.** worked together **c.** stayed inside **d.** asked the teacher

3. The children promised to ..... after leaving the room.

a. play more games **b.** stop being curious

c. use values they learned in life **d.** forget the final lesson

5 **Answer the following questions.**

1. Where was the glowing book?

2. Who opened the magical book?

3. Who did the children see in the final room?

6 **Critical Thinking**

Answer the following questions.

1. How do you think the children help Omar to change?

2. Why do you think the teacher was proud of the children?



LESSON 5 A Hero Who Made a Difference "Dr Mohamed Ghoniem"

Before You Write: Let´s Get Ready

Target language

- He **helped** many patients in his community.
- He **didn't stop** when he faced problems.

Target vocabulary

Try to include at least 6 of these words in your role model biography:

hero – inspire – brave – determined – caring – leader – community – achievement – admire – dedication – overcome – challenges

Tips

1. Start by saying who your role model is and why you chose them.
2. Describe what they did using the past simple tense (e.g., helped, worked, became, inspired....).
3. Mention the qualities that make them famous (e.g., brave, kind, determined....).

Writing

1 **Read and complete from the box.**

achievements – hero – community – determined – inspires – healthier – difference

Dr. Mohamed Ghoniem is a famous Egyptian doctor and a (1) ..... to many people. He is a (2) ..... doctor who worked hard to help people with kidney diseases. Dr. Ghoniem's (3) ..... are many, as he developed new methods for kidney transplants and helped many patients in his (4) ..... .

He is brave because he worked in difficult situations and did not stop when he faced problems. Dr. Ghoniem is also very kind to his patients, always taking time to listen to them. Many young doctors say that Dr. Ghoniem (5) ..... them to become better doctors and to help others.



His work is important not only in Egypt, but also around the world. Dr. Ghoniem shows us that one person can make a big (6) ..... when they care about and love their work. He teaches us that true heroes are those who help people and make their communities stronger and (7) ..... .

Your task

2 **Write a biography of (80-100) words describing someone you admire.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Punctuation Marks

Comma (,)

• Learn

• We use a comma (,) when :

• **Listing items:** I bought apples, oranges, bananas, and grapes.

• **Joining clauses with linking words:**
I wanted to help, but I didn't know how.

• **Addressing People:** Soha, could you help me?



• Practice

Punctuate the following sentences.

1. i studied English math science and had some rest

2. nada would you help me with my project

LESSON 6 Team-Project Roundtable



Class performance

Activity 1 Circle sharing

Sit in groups, and let's look back at everything we learned in this unit!

Activity 2 Group discussion

Discuss these questions in your group:

1. Who is your role model? Why did you choose this person? What makes them special to you?

2. What is the most important lesson you learned from your role model that can help you in your life?

Activity 3 My role model poster

Create a poster about someone you really admire. Show why they are special and how they inspire you to think about your future. You can work in pairs or small groups:

- Choose a famous person, (someone in your family, or community).
- Write their name at the top of the poster and add a picture (drawn or printed).
- Write 3 - 5 interesting facts about their life and achievements.
- Write 3 - 4 strengths or good qualities they have.
- Add one sentence explaining how they inspire you and how they impact your future.

• **Presentation :**
  - Present your poster to your group first, then share it with the whole class.



Assessment Corner



A. Reading

1 **Read the short biography and answer the questions.**

Malak is a young swimmer from Egypt. She started swimming when she was five. At 17, she went to the Olympics. People admire her because she works hard and never gives up. She inspires young girls to follow their dreams.

Malak trains every day and has won many national and international medals. She dreams of becoming a world champion and hopes to open a swimming school in Egypt to help children learn how to swim. Her family and coaches support her journey, and she says believing in yourself is the first step to success.

a. When did Malak start swimming? .....

b. Why do people admire her? .....

c. Who does she inspire? .....

B. Vocabulary

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

1. Patients feel better after taking the ..... regularly.
a. knowledge **b.** accidents **c.** treatment **d.** researches

2. My teacher is my ..... because she works hard and always encourages her students.
a. role model **b.** achievement **c.** thinker **d.** medal

3. We all ..... Malak for working hard and never giving up on her goals.
a. admire **b.** determine **c.** agree **d.** appear

4. Winning the gold medal was a big ..... for our team.
a. example **b.** achievement **c.** heart **d.** community

C. Language

3 **Complete the sentences using the past simple.**

1. The soldiers ..... (fight) bravely to protect their country in 1973.

2. She ..... (be) a great leader in the project last year.

3. They ..... (have) a big dream.

4. We ..... (learn) about role models in class last week.

D. Writing

4 Write a biography of **(80-100)** words about someone you admire. Use **past simple** and **vocabulary** from this unit.



My Self-Reflection

☑ Listening

- ☐ I can understand the main idea of an interview about a role model.
- ☐ I can find specific information like what someone did and why they are admired.

☑ Speaking

- ☐ I can talk about a person I admire using past tense verbs.
- ☐ I can speak clearly and confidently when presenting.

☑ Reading

- ☐ I can understand a short biography about a role model.
- ☐ I can use context clues to understand new vocabulary related to leadership and character.

☑ Writing

- ☐ I can write a biography about someone I admire.
- ☐ I can describe what they did using the past simple tense.

☑ Vocabulary

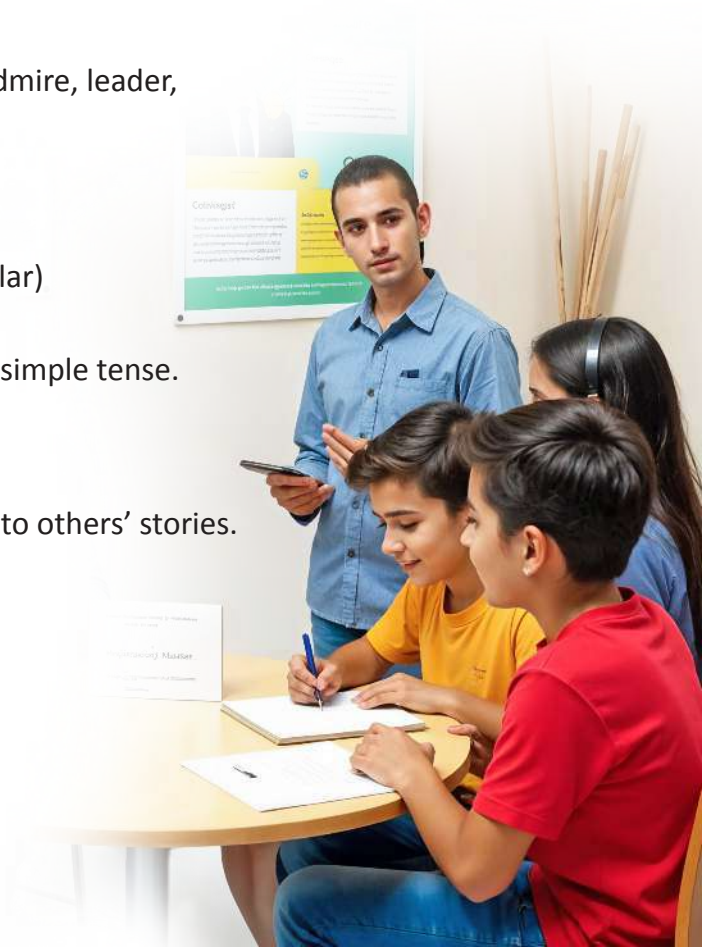
- ☐ I can understand and use words like inspire, admire, leader, and courage.

☑ Language

- ☐ I can use past simple verbs (regular and irregular) to describe actions in the past.
- ☐ I can ask and answer questions using the past simple tense.

☑ Life Skills & Values

- ☐ I can show empathy and respect when I listen to others' stories.
- ☐ I can work well with my group.



UNIT

4

Smart Choices



Learning outcomes

Reading

- Identify the main idea and at least two specific details in a text about your choices
- Use context clues to understand vocabulary related to making smart choices

Listening

- Identify the main idea in conversations about making difficult choices
- Find specific details about options and advice in situations.

Speaking

- Talk about personal daily choices
- Give and ask for advice using "should"

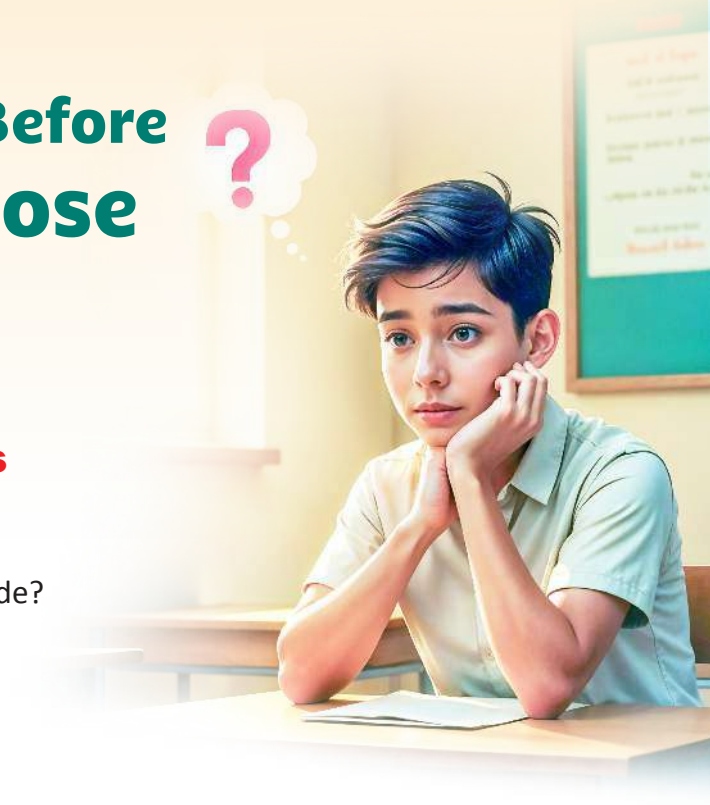
Language

- Identify and create first conditional sentences to talk about future possibilities
- Use "should and shouldn’t" for advice

Writing

- Write a blog post about a personal problem

LESSON 1 Think Before You Choose



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What was the last important decision you made?

2. What were your options?

3. What was the result?

Reading

2 **Read the following text. How many people did Youssef invite to his party ?**

Youssef was excited about his birthday and planned a small party after school. He invited eight close friends who had been **responsible** in class and finished their homework. A day before the party, two classmates asked to join. They weren't very close to Youssef, and one had been **careless** in class. Youssef faced a difficult **decision**. He thought, and said "If I let them come, the party may become too big and make others uncomfortable. And if I say no, the two may feel left out." He carefully thought about the **positive** and **negative** sides of each choice. In the end, Youssef made a responsible and polite decision. He explained that the party was only for close friends who had behaved well, and he encouraged the boys to be more responsible in the future. To his surprise, they understood and respected his decision. One even promised to improve. The party was a success, and Youssef felt proud and said, "If everyone thinks well before taking a decision, they won't make mistakes."



Think about this

3 **Answer the following questions.**

1. What is the main idea of the text?

2. What problem did Youssef face?

3. What decision did Youssef have to make?

4. What do you think of Youssef's decision ?

Vocabulary

4 **Read the text again and guess the meaning of the words in bold.**

5 **Match the words from column A with the suitable meanings from column B.**

(A)
1. decision
2. evaluate
3. positive
4. negative
5. responsible
6. careless

(B)
☐ bad or harmful
☐ a good or hopeful
☐ a choice you can make
☐ to think carefully before deciding
☐ to act with care and think of others
☐ not caring about your actions

Speaking

Think–Pair–Share

6 **Ask and answer about the following topic.**

Topic : A problem you faced

1. Think : What was the problem that you faced?

2. Pair : Ask your partner

- Have you ever had a difficult problem?
- Who helped you solve it?
- What lesson did you learn from it?

3. Share : Your opinions with the class.



LESSON 2 Decisions and Consequences



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What does it mean to make a smart choice?

2. Why do people sometimes make bad choices?

3. Who do you ask for advice when making a decision?

Listening

2 **Listen to the text and match the words to their meanings.**

(A)	(B)
1. goal	☐ to be useful to someone
2. consequence	☐ the result or effect of an action
3. benefit	☐ something you want to achieve

3 **Now, listen to the text about making smart choices and decide if the following sentences are True or False.**

1. If you think carefully before you decide, you will avoid problems. (.....)

2. All choices have consequences. (.....)

3. Finishing homework before playing isn't a good decision. (.....)

4. Our decisions affect our future. (.....)

4 **Listen to Akmal's blog post about his decision, and choose the correct answer.**

1. What did Akmal's friends want to do?

a. To go to school. **b.** To study at the library.

c. To go to the park. **d.** To study at home.

2. Why did Akmal stay home?

a. He was sick. **b.** He wanted to study for a test.

c. His parents told him to stay. **d.** He didn't like the park.

3. What happened after Akmal had made a smart choice?

a. He failed the test. **b.** He didn't talk to his friends.

c. He forgot about the test. **d.** He passed the test and felt proud.

Speaking

Think-Pair-Share

5 **Ask and answer about "Daily Choices".**

- ***Topic:*** *Daily Choices*

1. **Think:** Do you think you often make smart choices?
2. **Pair:** - What do you usually have to choose daily?
   - Do you usually choose your study time?
3. **Share:** Your opinions with the class.

Tip 1

The first conditional

We use the first conditional to talk about the probable result of an action. We use "if" or "when" with the present simple tense, followed by "will + inf."

- **If** you **study** hard, you**'ll pass** the test.
= You **will pass** the test **if** you **study** hard.
- **If** you **don't study** hard, you **won't pass** the test.

Language in use

6 **Complete the sentences with the correct form of the words in brackets.**

1. If I have a school trip, I ..... (would) get up very early.
2. You'll ..... (won) the competition if you train well.
3. You ..... (shouldn't) listen to your teacher carefully.
4. If he ..... (isn't) do his homework, his teacher will be angry.
5. What should I ..... (did) to stay healthy?

Tip 2

Should / Shouldn't

→ We use **should** / **shouldn't** for advice.
- You **should** study hard.
- You **shouldn't** waste your time.

7 **Rewrite the following sentences using should / shouldn't.**

1. Listen to the coach to avoid injury.
   .....
2. Eat healthy food to feel strong.
   .....
3. Don't waste time on computer games.
   .....



8 **Read and correct the mistakes.**

1. If Nawal **didn't** get to school early, she'll skip the first lesson.
2. We **should** be careless when we cross the road.
3. If you eat less sugar, you will **being** healthy and strong.

LESSON 3 An Interview with an Athlete



Before you start

1 **Answer the following questions.**

1. Have you ever had a difficult problem?

2. How do you feel when you have a problem?

3. Who do you always ask for help?

Reading

2 **Read the following dialog. What is the name of the athlete?**

A Wise Decision



Interviewer Today we are talking to Adam, a young athlete, about a wise **decision** he had to make. Adam, could you please tell us about it?

Adam Last year, I faced **a problem** before a big race. I injured my foot during training. I had to choose between taking **a risk** and taking part in the race, or resting and missing it.

Interviewer That's tough. What helped you make up your mind?

Adam I used **problem-solving** skills. I talked to my coach, who had a big **influence** on me. We discussed the possible **consequences**. I thought, and said "if I run, it will make the **injury** worse". "And if I rest, I will **recover** fully for the next race".

Interviewer What did you decide?

Adam I decided I shouldn't run. It was a wise choice. The **impact** was positive because I recovered, and I won a gold medal in the next race.

Interviewer What advice can you give to young athletes?

Adam You should think carefully and ask for advice before taking a risk. If you make a wise decision, you will have a better future in sports.

▶ **Read the text again and answer the following questions.**

1. What is the main idea of the text?

2. Why did the athlete choose not to run the race?

3. This text is ..... .

a. a personal letter **b.** a newspaper article

c. an interview **d.** a social media post



Vocabulary

3 **Fill in the blanks with the correct word from the list.**

decision – injury – recover – influence – impact – risk

Last summer, I had to make a big (1) ..... . I wanted to take part in a competition. I asked my father's advice which had a great (2) ..... on my decision. Before I started training, I had a bad (3) ..... . I couldn't take a (4) ..... and play but I got a rest, which helped me to (5) ..... . This accident had a great (6) ..... on my way of taking decisions.



Word-building skills

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

1. What is a synonym of consequence?

a. Cause **b.** Result

c. Rule **d.** Source

2. What is a synonym of decision?

a. Choice **b.** Question

c. Risk **d.** Cause

Tip

Synonym = A word with the same meaning.
Example: big → **large**

Antonym = A word with an opposite meaning.
Example: hot → **cold**

3. Mr. Nader is a wise man. What is an antonym of wise?

a. Foolish **b.** Sensible **c.** Lazy **d.** Clever

4. His project has a positive impact on us. What is an antonym of positive?

a. Helpful **b.** Negative **c.** Fair **d.** Careful

5. You should be responsible for your decisions. What is an antonym of responsible?

a. Careful **b.** Smart **c.** Careless **d.** Important

LESSON 4 Story Time

The Dream Team

Chapter One
Never Give Up

Before you read, discuss in pairs

1 **Answer the following questions.**

1. Why do you think teamwork is important?

2. What should you do when a member of your team feels left out?

2 **Read the following text. What role did Omar have in the team ?**

In the cheerful village, there is an annual invention fair. The children were excited to **create** something useful. Sara, Omar, Zain, and two new friends, Lily and Karim, decided to build a water-saving machine.



In their first meeting, Omar wanted to finish quickly and take the **lead**. Lily felt left out because her ideas were **ignored**. Sara stopped and said gently, "We need to be **fair**. Everyone's ideas matter. We are a team."

Karim added wisely, "We must have **honesty**. Let's make honest choices and think carefully."

They all agreed to respect each other and give everyone a chance to speak. Even when their ideas failed at first, they kept trying. "determination!" Sara reminded them. "We can't **give up**."

Together, they used their curiosity and good judgment to improve the machine step by step. Each member of the team had a role. Zain designed the model. Omar fixed the pipes. Lily suggested eco-friendly materials. Karim tested the water flow and Sara kept everyone organized.

The more they worked together, the stronger their friendship became.



Read together again. Then, in pairs, do the following tasks

3 **Match the words from column A with the suitable meanings from column B.**

A	B
1. create	☐ not to listen or give attention to someone or something
2. ignore	☐ being honest and having strong moral principles
3. honesty	☐ to stop
4. give up	☐ to make or invent something new

4 **Read and write True or False.**

1. There was a science exam in the cheerful village. (.....)

2. The children decided to build a Water-Saving Machine. (.....)

3. Omar wanted to take the lead and finish quickly. (.....)

4. Karim reminded the group about giving up after the first idea failed. (.....)

5 **Who said the following?**

1. "We need to be fair. Everyone's ideas matter."

.....

2. "We must have honesty. Let's make honest choices and think carefully."

.....

6 **Answer the following questions.**

1. How did the children feel about creating something useful?

2. What did Omar want in the first meeting?

3. What did all children agree to do at the end?

7 **Critical Thinking**

Answer the following questions.

1. Why do you think we should have honesty?

2. What might happen if other children didn't refuse what Omar did?

LESSON 5 Asking for and Giving Advice

Before You Write: Let´s Get Ready



Target language

- You **should ask** your teacher for help.
- You **shouldn't waste** your time on video games.

Target vocabulary

Try to include at least 6 of these words in your blog post.

decision - consequence - option - evaluate - positive - negative - responsible - careless - impact - problem

Read each situation below and write a piece of advice to help your friend.

1. Rodina is nervous about a big test coming up and doesn't know how to study effectively. She asks for advice.

Advice: .....

2. Roqia spends a lot of time playing video games and is worried it might be affecting her schoolwork.

Advice: .....

3. Your friend received some money for their birthday. They want advice on whether to spend it now or save it for something bigger later.

Advice: .....

.....

4. Your friend always leaves their school projects until the last minute and ends up stressed.

Advice: .....

.....



5. Your friend isn't sure what to do in his/her free time and wants to explore new hobbies but doesn't know where to start.

Advice: .....

Your task

Write a blog post of (80-100) words about a problem you faced including some advice.

.....

.....

.....

.....

Tip

To write a blog post :

- Start with a title that gets people interested.
- Give details about the topic.
- Use images related to the topic.
- End with a call to action

HOME | ABOUT | DOWNLOAD

.....

.....

.....

.....

Punctuation Marks

Exclamation point (!)

- **Learn**
- **We use the exclamation point (!):**
- at the end of a sentence to express strong emotion or emphasis — such as surprise, excitement, anger, or joy.

Examples: • That movie was fantastic!

• Be careful. The floor is wet!



- **Practice**

Add the correct punctuation (:) comma(,), period(.), question mark(?) or exclamation point(!) to the following sentences.

1. I like pizza ice cream and cake

2. Where is my pencil

3. Wow that's a big dog

4. My brother has two cats

5. Do you like to play football

LESSON 6 Team-Project Roundtable



Class performance

Activity 1 Circle Sharing

Sit in groups, and let's look back at everything we learned in this unit!

Activity 2 Group Discussion

Discuss these questions in your groups.

1. What does it mean to make a "smart choice"? Can you give an example from your life?
2. Have you ever made a choice that was difficult? What helped you decide?
3. Who do you usually ask for advice when you have a problem? Why?
4. What can happen if we don't think carefully before making a choice?

Helpful Sentence Starters

Advice:
I/ You should/ shouldn't ....

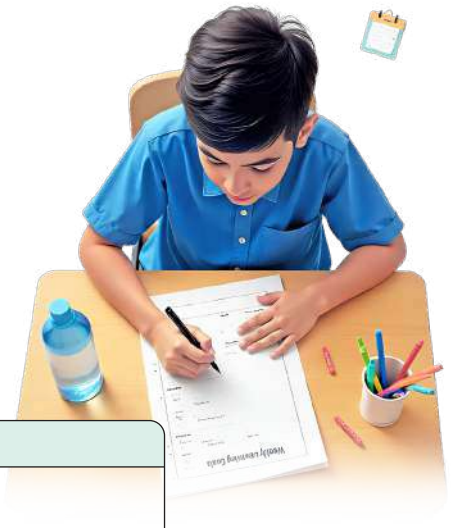
First Conditional:
If you/ I ...., you / I will

Activity 3 Create a poster about classroom rules. Write down what students should / shouldn't do during the lesson.

- **Instructions :**
  - Include at least 6 rules : 3 should and 3 shouldn't.
  - Use decision-making vocabulary.
  - Add drawings or pictures.
  - Make it colorful and easy to read.

- **Presentation :**
  - Present your poster to the class or display it on your classroom wall.

Assessment Corner



A. Vocabulary

1 **Match the words from column A with the suitable meanings from column B.**

A	B
1. decision	☐ the result of an action
2. consequence	☐ a choice you make
3. risk	☐ doing the right thing
4. responsible	☐ the chance of something bad happening

2 **Complete the following sentences with the words in the box.**

decision – consequence – risk – responsible

1. Omar is very ..... . He always finishes his homework on time.
2. Climbing the mountain without a guide is a big ..... .
3. Every action has a ....., so think before you act.
4. He made a good ..... to study before the test.

B. Language

3 **Read and complete the sentences with the correct form of the word(s) in brackets.**

1. If I study hard, I ..... (get) good grades.
2. You should ..... (goes) to bed early before the test.
3. If she eats too much candy, she ..... (feel) sick.
4. You should ..... (asking) your parents for advice.
5. If she ..... (will be) late, the teacher will be angry.
6. If he ..... (not come), we'll leave without him.

C. Writing

4 **Write a paragraph of (80-100) words about a smart choice you made.**

.....

.....

.....

.....

.....

.....



My Self-Reflection

☑ Listening

- ☐ I can understand the main idea in conversations about choices.
- ☐ I can understand how the speaker feels or thinks.

☑ Speaking

- ☐ I can talk about choices in my daily life.
- ☐ I can give and ask for advice.

☑ Reading

- ☐ I can read and understand a story or interview about making choices.
- ☐ I can find key details and main ideas in a text.

☑ Writing

- ☐ I can write advice using "should / shouldn't" and first conditional sentences.
- ☐ I can use new vocabulary when I write.

☑ Vocabulary

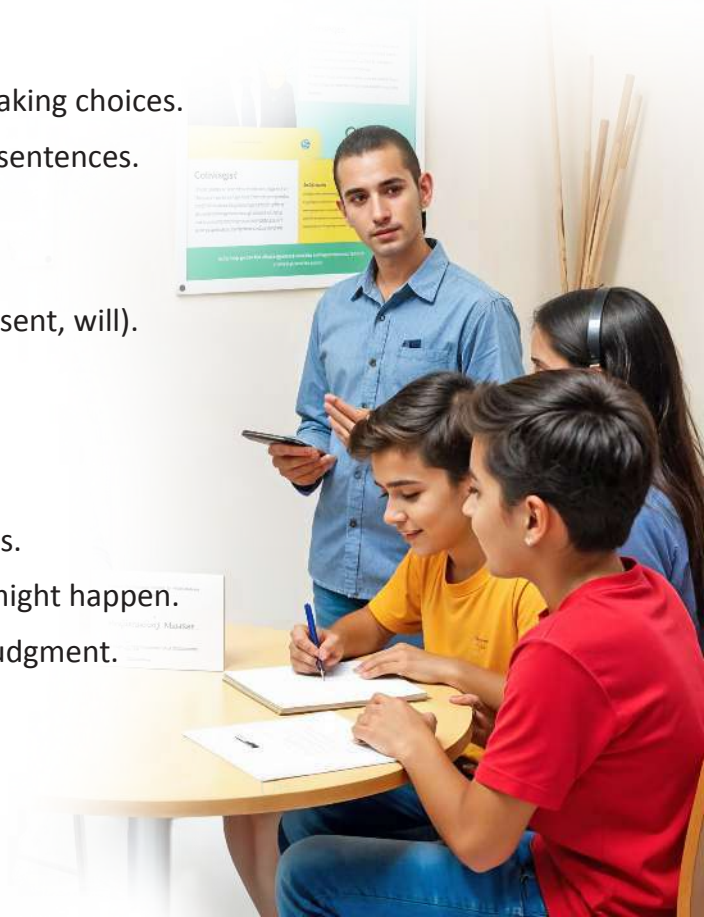
- ☐ I can understand and use new words about making choices.
- ☐ I can say these words clearly and use them in sentences.

☑ Language

- ☐ I can make first conditional sentences (If + present, will).
- ☐ I can use "should / shouldn't" to give advice.

☑ Life Skills & Values

- ☐ I can share my experiences with my classmates.
- ☐ I can think about different options and what might happen.
- ☐ I can show responsibility, honesty, and good judgment.



UNIT

5

Future Dreams



Learning outcomes

Reading

- Identify the main idea and at least two supporting details in different text types
- Use context clues to understand new words related to jobs and future planning

Listening

- Identify the main idea in a text about future plans and careers
- Identify at least two supporting details in a text about future plans and careers

Speaking

- Talk about personal future goals and describe steps to achieve them using "going to"
- Share personal dreams and give reasons in a short presentation or discussion

Language

- Recognize and explain future-tense structures with "going to" in context

Writing

- Write a structured review about a dream job and steps to achieve it

LESSON 1 Discover Your Future!



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Is planning for the future important? Why ?

2. What should people do to achieve their goals in the future?

Reading

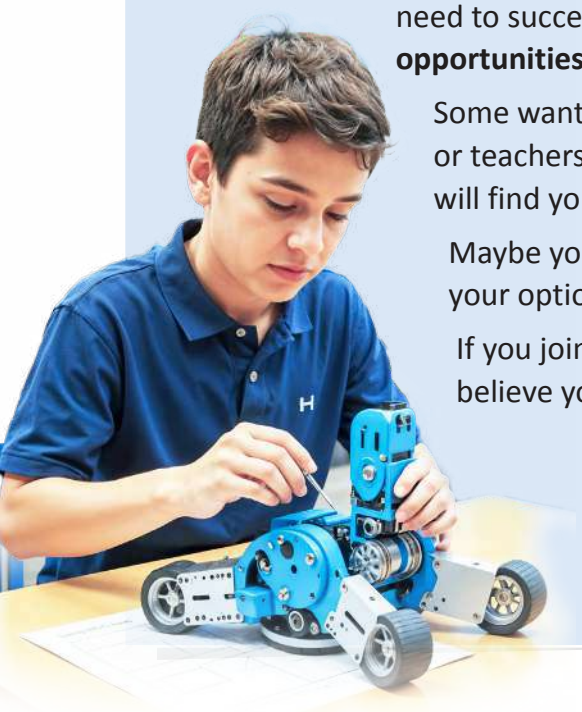
2 **Read the advertisement below. What is it about ?**

Discover Your Future: Choose Your Dream Profession Today

Are you dreaming of a bright **future**?

Do you hope to find a job that makes you excited every day?

At Future Career Path, we help you find your **ambition** and **develop** every skill you need to succeed. You are going to discover a whole new world of **opportunities** with us!



Some want to become doctors, while others want to be **designers** or teachers. Whatever your **plan** is, we are here to support you. You will find your **path** if you work hard and believe in yourself.

Maybe you are still unsure, but you will decide today to **explore** your options.

If you join our workshop, you will discover your **passion**. We believe you can create the future you want!

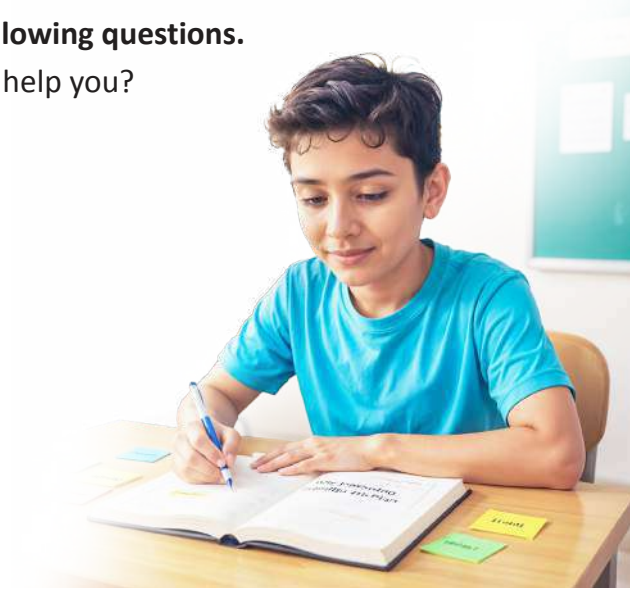
Don't wait!!! Take this opportunity now. Your dream **profession** will become your reality if you start planning today.

Contact us now. Your future starts right now, right here!

Think about this

3 **Find two professions mentioned in the advertisement.**

4 **Read the advertisement again and answer the following questions.**



1. According to the text, how does Future Career Path help you?

2. What is the purpose of this advertisement?

a. To give information about job history

b. To tell a story about a famous worker

c. To encourage readers to join a career workshop

3. What does the word **path** mean in this text?

a. A road or street

b. A way to your dream or future

c. A rule to follow

4. Find a word in the text that is the opposite of **fail**.

Vocabulary

5 **Complete the sentences using the correct word.**

job - opportunity - dream - plan - passion - designer

1. I want to find a good ..... after I graduate.

2. My ..... is to become a doctor and help people.

3. We need to ..... our next steps carefully.

4. He has the ..... to travel abroad one day.

5. We need a skillful ..... for our project.

6. This workshop is a great ..... to learn about different careers.

Speaking

Think–Pair–Share

6 **Ask your partner about his / her dream goal.**

Topic : Your Dream Goal

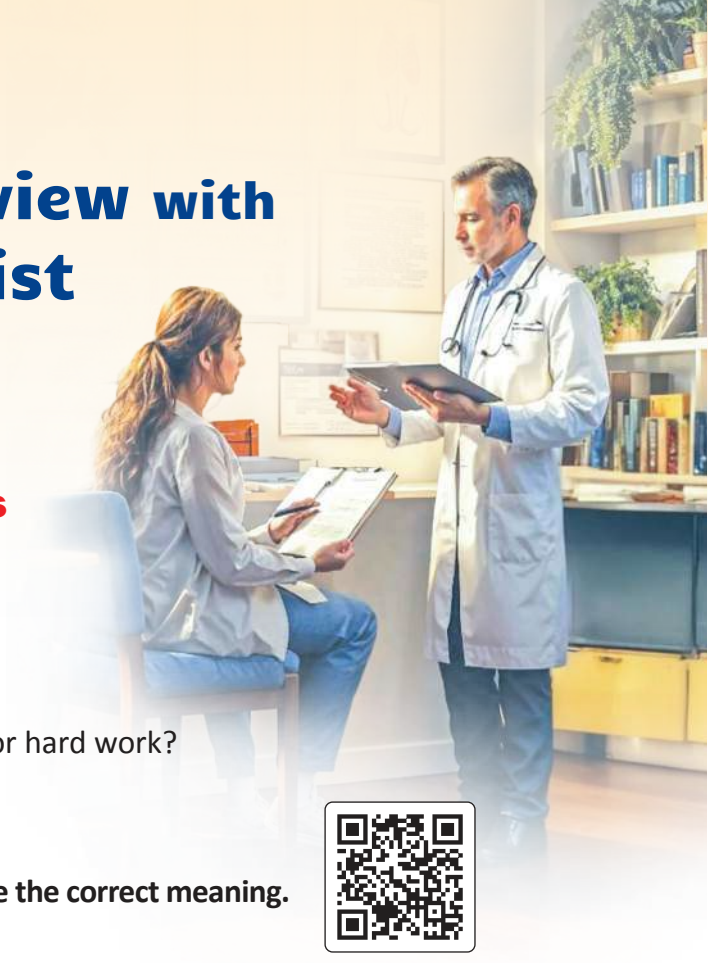
1. Think : What is your dream goal?

2. Pair : Ask your partner :

- Is your dream goal hard to achieve?
- How can you achieve it?

3. Share : Your opinions with the class.

LESSON 2 An Interview with a Scientist



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What do you want to be in the future?

2. What can help you reach your goals?

3. What do you think is more important: talent or hard work?

Listening

2 **Listen to Malek's social media post and choose the correct meaning.**

1. goal

a. a dream you forget

b. something you want to achieve

c. a school subject

d. a type of work

2. talent

a. something you do when you're bored

b. natural skill or ability

c. something you copy from others

d. a place you visit

3. effort

a. a gift from a teacher

b. help from a friend

c. trying hard to do something

d. writing a list of things

3 **Listen again to Malek's social media post and answer the following questions.**

1. What's Malek's dream job?

2. What's Malek's new goal?

3. What program did Malek join last summer?

4 **Listen to the interview with a famous scientist. Then, answer the following questions.**

1. What did Dr. Farouq El-Baz study?

2. How did Dr. Farouq El-Baz help astronauts?

3. What can we learn from Dr. Farouq El-Baz?



Speaking



Think-Pair-Share

5 **Topic : Dream Jobs for the Future:**

1. Think: What is your dream job for the future? Why do you want it?

2. Pair: Ask your partner:

- What job do you want in the future?
- What skills do you need for that job?
- How can you prepare for it?

3. Share: Your opinions with the class.



Language in use

6 **Read and correct the mistakes.**

1. He going to watch a movie.

2. I am going visit my friend.

3. Are you going to plays football?

4. We is going to visit the zoo.

5. They not going to do their homework.

7 **Read and complete with the correct form of (be) + going to.**

1. I ..... (visit) my uncle this weekend.

2. Mom ..... (bake) delicious cookies for us.

3. They ..... (join) the basketball team.

4. Hana ..... (travel) to Paris next month.

5. The twins ..... (participate) in the art competition.

8 **Rewrite the following sentences in the future tense with "going to".**

1. I'm visiting my grandmother.

.....

2. They study medicine.

.....

3. We'll travel to Luxor.

.....

4. He eats pizza for dinner.

.....

Tip

The future with (be) + going to

- We use (be) + going to + infinitive form to express :

Future plans

- We are going to buy a car next month.
- He is going to have a party next week.

Future intentions

- I am going to watch a movie tonight.
- We are going to go to the club in the evening.

Prediction with evidence

- Look at the clouds! It's going to rain.

LESSON 3 My plan for a future career



Before you start

1 **Answer the following question.**

- What's your dream job? Why?

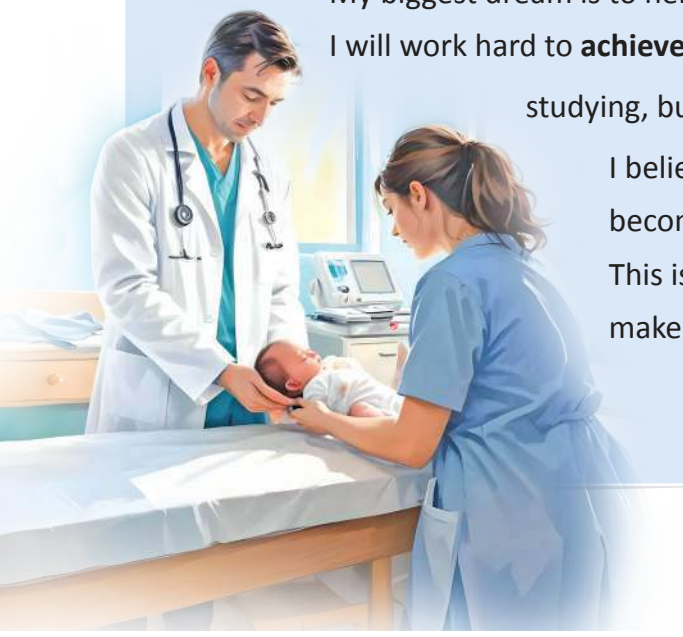
Reading

2 **Read the following text. What is Omar's biggest dream?**

My Future Dreams and Career Plans

Hello, my name is Omar, and I am 11 years old. I always think about my future career. I **wish** to find a profession that matches my **talent** and makes me happy. I love helping people, so I want to become a doctor one day.

I know that I need a good **education** to reach my dream. After school, I will go to **university** to study medicine. I will also need **training** in hospitals so I can learn how to look after patients. This training will help me have the **skills** I need for **success** in my profession.



My biggest dream is to help people feel better and to make them smile. I will work hard to **achieve** my goals. Sometimes, I feel tired of studying, but I remember that I am working for my future. I believe that if I study well and practice a lot, I will become a good doctor. I will also have a job that I love. This is a very long way, but I will work very hard to make my dreams come true.

ⓐ Read again and choose the correct answer.

1. Omar wishes to find a ..... that matches his talent.

a. profession **b.** prize **c.** road **d.** game

2. Omar wants to study ..... at university.

a. medicine **b.** art **c.** engineering **d.** language

3. Working hard helps Omar ..... his goals.

a. forget **b.** read **c.** learn **d.** achieve

ⓑ Read again and answer the following questions.

4. What profession does Omar hope for?

5. How can Omar reach his dream?

6. Do you think Omar is a kind person? Why?



3 Write the words that show the meaning of the phrases from the **bold** words in the text.

1. To reach something you worked for. .....

2. A strong hope for something. .....

3. A natural ability you have. .....

4. A place for higher study. .....

5. Learning at school or university. .....

Word-building skills

4 Read the following collocations. Then, with your partner make meaningful sentences.

Word Tip

"**Collocations**" are words that often go together naturally.

They can be : Verb + noun

Adj. + noun

Verb + Noun		Adjective + Noun
score	goals	
have	job	digital life
match	talent	critical thinking
build	machine	

5 Complete the sentences with the correct collocation from the box:

skills – makes – have – matches

1. I want to study hard so that I can ..... a good job.

2. You need to train regularly to have the ..... of teamwork and communication.

3. I hope I can get a job that ..... me happy.

4. He chose painting because it ..... his talent.

LESSON 4 Story Time

The Dream Team

Chapter Two
Does Lily feel shy now?

Before you read, discuss in pairs

1 **Answer the following questions.**

1. Do you think good friendships help with teamwork?

2. How can we support each other in teamwork?

2 **Read the following text. What was the team proud of?**

Days passed, and the Water-Saving Machine started to take shape. But the team faced another problem. The machine worked, but not **perfectly**. Some members felt discouraged.

Sara gathered them and said, "Our purpose isn't just to win the competition, it's to help people. Let's not lose hope."



Omar nodded, "We have an aspiration—to save water for our village. We can do this!"

Lily, who felt **shy** before, found her voice, "We can make it better if we test it again and again."

The team worked late, supporting each other. They respected every idea, and organized the work when dividing tasks, and sharing steps along the way. When Karim made a mistake, no one blamed him. Instead, they helped him fix it.

Finally, the machine was ready. It used rainwater to water plants and clean small pathways. It wasn't perfect, but it was **unique** and full of heart.

The team were proud of what they built—not just the machine, but the friendship they shared.



Read together again. Then, in pairs do the following tasks

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

1. The machine used ..... to water plants and clean small pathways.

a. wastewater **b.** rainwater **c.** salty water **d.** water vapor

2. Some members of the team felt ..... when they faced another problem.

a. excited **b.** happy **c.** proud **d.** discouraged

3. When Karim made a mistake, no one ..... him.

a. helped **b.** noticed **c.** blamed **d.** praised

4 Match column A with the column B.

A	B
1. Sara reminded her friends	☐ to save water.
2. Their aspiration was	☐ when Karim made a mistake.
3. The team offered help	☐ of their purpose.
	☐ to lose the competition.

5 Answer the following questions.

1. What was the problem that faced the team?

2. What happened when Karim made a mistake?

3. How was the machine useful?

6 Critical Thinking

Answer the following questions.

1. Why do you think we shouldn't blame people who make mistakes?

2. What was the main purpose of the team?

7 Who said the following.

1. "Our purpose isn't just to win the competition, it's to help people."

2. "We can make it better if we test it again and again."

LESSON 5 My Dream Job!



Before You Write: Let´s Get Ready

Target language

- I am going to study engineering.
- I 'm going to learn how to design buildings.

Target vocabulary

Try to include at least 6 of these words in your review:

dream – plan – career – succeed – interview – path – ambition – skill – talent – opportunity – success

Writing

- **Read and complete from the box.**

Helping - caring - difference - study - treats

My dream job is to become a vet. A vet is a doctor who **(1)** ..... animals. I love animals, so I think this job is good for me. The good side is **(2)** ..... for sick animals and making them feel better. Vets also work with many different animals, which is fun and exciting. However, there are some hard sides. Animals don't speak. It's hard to help them. Also, vets need to **(3)** ..... hard for many years.

In my opinion, this job is very important. **(4)** ..... animals makes a **(5)** ..... to them and their owners. This is my dream job. One day, I hope I can become a great vet.

Tip

To write a review:
- describe what you are writing about
- write the good and bad sides.
- write what you think of it.

Your task

- Write a review of (80-100) words about your dream job, and what you are going to do to achieve it.

You can use these guiding questions to help you:

1. What is your dream job?

2. Why do you want this job?

3. What skills or talents do you have (or need)?

4. What are you going to do to reach this job? (study, practice, learn)

5. What are you going to enjoy about this job?

Punctuation Marks

• Learn

An apostrophe is a punctuation mark we use to:

1. Show possession (something belongs to someone)

Examples:

• This is **Noha's** book. (The book belongs to Noha)

If the noun is **plural and ends in "s"**, just add the apostrophe after the **"s"**.

• The teachers' room. (Room of many teachers)

2. Make contractions (short forms by joining words)

Examples:

• (I am = I'm) (He is – He's) (do not = don't)

• Practice

Punctuate the following sentences:

1. She ll come soon.

2. The girls bags are over there.

3. This is Amir s mobile phone.



LESSON 6 Team-Project Roundtable



Class performance

Activity 1 Circle Sharing:

Sit in groups, and let's look back at everything we learned in this unit!

Activity 2 Group Discussion:

Discuss these questions in your group:

1. What is your dream job? Why do you want it?
2. What skills or talents do you need for this job?
3. What are you going to do to reach this goal?
4. Who inspires you to follow this dream?



Activity 3 My Dream Job Mind Map:

Make a creative mind map to show your future dreams!

- **Instructions:**

- Write your dream job in the center of the page.
- Draw branches for these ideas: Plans, Predictions/Wants, Skills and Talents, and Ambitions.
- Use your vocabulary words.
- Write at least three sentences using "going to".
- Add drawings and colors to make it fun and creative!

- **Presentation:**

- Share your mind map with your group first, then share it with the whole class.

Assessment Corner



A. Vocabulary

1 **Read and complete the sentences with words from the box.**

plan, career, succeed, talent, ambition

1. I have a strong ..... to become a doctor.

2. She has a special ..... for music.

3. It's important to make a good ..... for your future.

4. You will ..... if you work hard and stay focused.

B. Speaking

2 **Complete the following dialog.**

Ali and Sara are talking about their future goals.

Ali : Hi Sara! What are you going to be in the future?

Sara : Hi Ali! I'm going to be a doctor. It's my dream **(1)**.....

Ali : Wow! That's great. **(2)**..... are you going to achieve your future goal?

Sara : I'm going to study hard, read more about science, and keep practicing every day. What **(3)**..... your dream job?

Ali : I'm going to be an engineer. I'm going to improve my math skills and learn new things.

Sara : That's amazing! We're going to work hard and stay positive to reach our **(4)**.....

Ali : Yes, and we're going to help and encourage each other.

C. Writing

3 **Write a review of (80-100) words about your dream job.**

.....

.....

.....

.....

.....

.....

.....



My Self-Reflection

☑ Listening

- ☐ I can identify the main idea and details about future plans.
- ☐ I can recognize job-related vocabulary.

☑ Speaking

- ☐ I can ask and answer questions about future careers.
- ☐ I can use new vocabulary in conversation.

☑ Reading

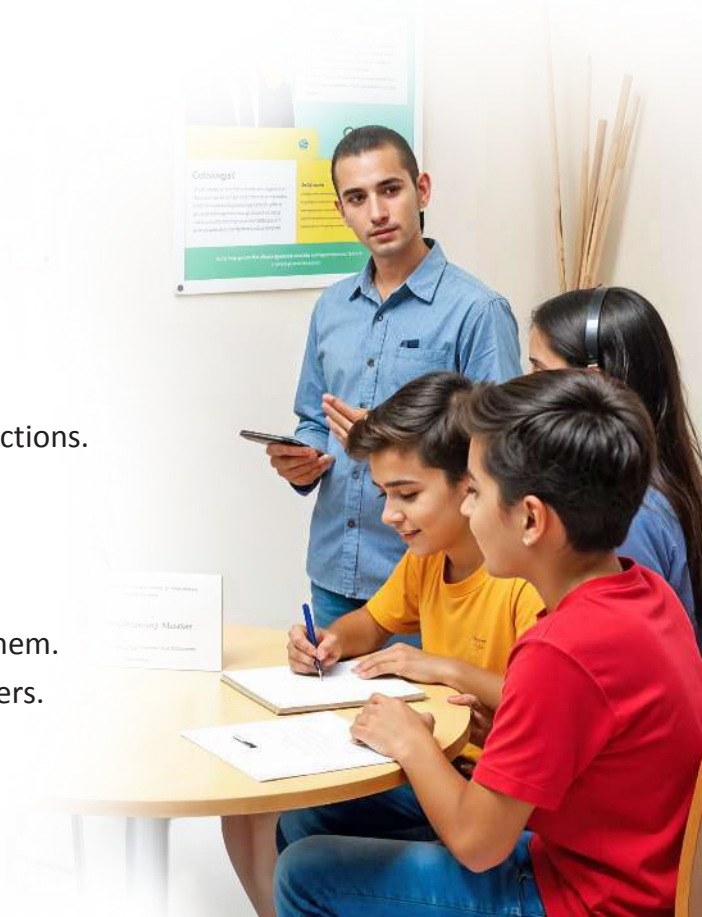
- ☐ I can identify the main idea and details.
- ☐ I can use context clues to discuss future plans.
- ☐ I can relate reading content to personal goals.

☑ Writing

- ☐ I can write a structured review about dream jobs.
- ☐ I can write about future plans using “going to”.

☑ Vocabulary

- ☐ I can understand vocabulary related to jobs and future plans.
- ☐ I can pronounce words clearly and use them in new context.



☑ Language

- ☐ I can use future “Going to” for plans and predictions.
- ☐ I can use future tense structures in context.

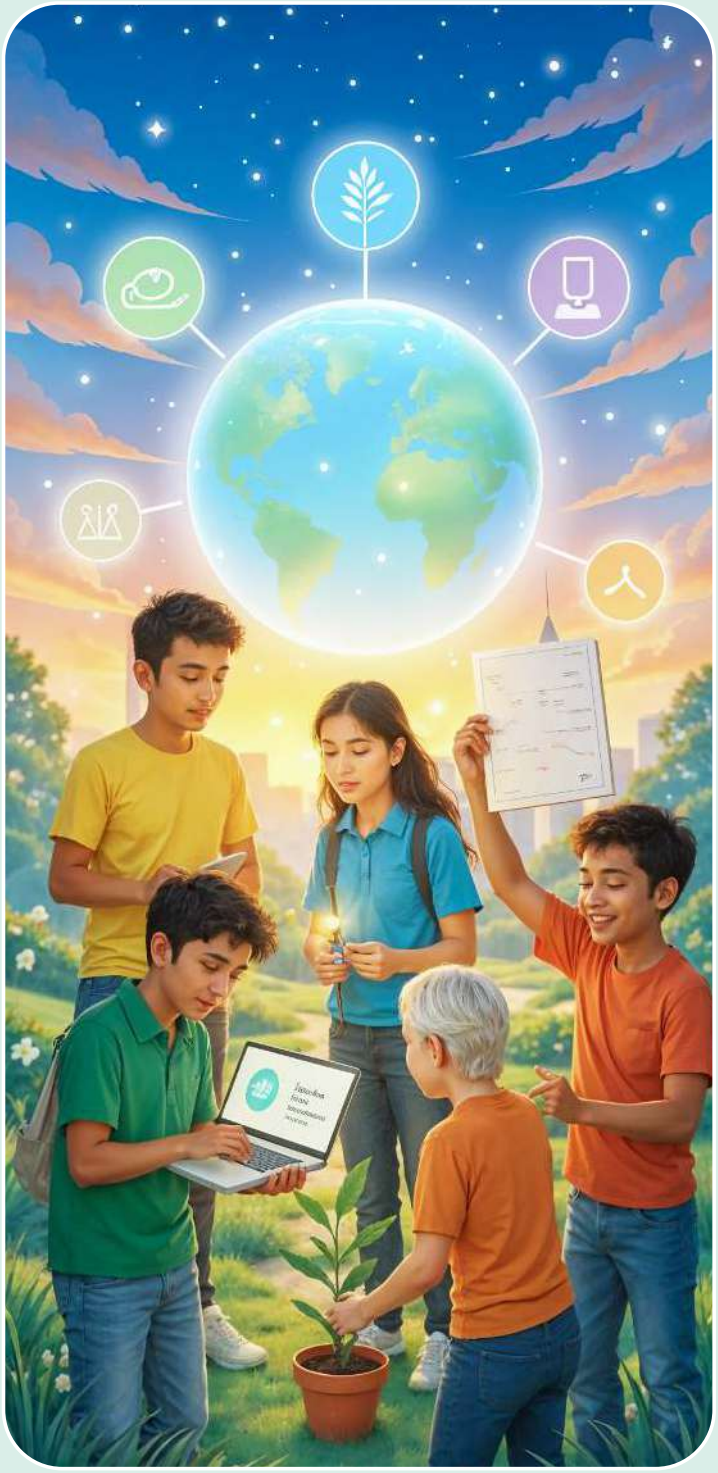
☑ Life Skills & Values

- ☐ I can set goals and describe steps to achieve them.
- ☐ I can demonstrate my goals and plans with peers.

UNIT

6

Global Citizens



Learning outcomes

Reading

- Identify the main idea and specific details in texts about global citizenship and community rules
- Use context clues to understand new vocabulary related to global responsibility

Listening

- Identify the main idea and specific details in spoken texts about community or environmental topics
- Infer the meaning of key expressions from context

Speaking

- Describe good citizen behaviors using correct vocabulary and structures
- Explain community or school rules clearly

Language

- Use “must” and “mustn’t” accurately to express rules and obligations

Writing

- Write a social media post on a list of rules for being a good citizen using target structures and vocabulary

LESSON 1 Being a Global Citizen



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Is it good to respect how other people live and what they believe? Why?

2. What can you do to help your school and your community?

3. Do you think small actions can change the world?

Reading

2 **Read the following text. How can you change the world?**

School Handbook: Being a Global Citizen

At our school, we believe every student is part of a community and is a citizen of the world. As **global citizens**, we must follow each rule and law to keep everyone safe and happy. We mustn't be unkind or **unfair** to others. Instead, we should be kind and help each other every day.

To **protect** our planet, we must keep our school clean and save water and electricity. We mustn't waste food or throw rubbish on the ground. We also must **encourage** students to volunteer to help others in need and to protect animals and nature.

Being a good global citizen means showing respect to everyone, listening to others, and working together in peace. We believe it is fair to treat all people with care, no matter where they come from. It is important to respect different cultures, languages, and traditions.

In our school, we learn to solve problems together and think about how we can **improve** our world. We must remember that even small actions can make a big difference. We can plant trees, share with others, and help keep our community safe and clean.

At our school, you are not just a student; you are a young leader who can change the world by making good choices and caring for others.

Think about this

3 **Read again and answer the following questions.**

1. What are two things you must do as a global citizen according to the text?

2. Find from the text the antonym of "**waste**" .....

3. What does the word "**encourage**" in the second paragraph mean?

a. Make them feel bad

b. Ask them politely

c. Give them support to do something

Vocabulary

4 **Match the words from column (A) with the suitable meanings from column (B).**

A	B
1. global citizen	☐ to look after or save
2. encourage	☐ not to treat people in an equal way
3. protect	☐ being fair to people from different countries and cultures
4. unfair	☐ to help people do good things

Speaking

Think–Pair–Share

5 **Ask and answer about the following topic.**

Topic: *A good citizen*

1. Think: What makes a good citizen?

2. Pair: In pairs, Ask your partner:

- What qualities should a good citizen have?
- What should good citizens do?
- What shouldn't good citizens do?

3. Share: Your opinions with the class.

LESSON 2 Global Citizen Talk



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What do you see in the photo?
2. Why do you think children are doing this?
3. Do you think this is a good thing to do? Why?

Listening

2 **Listen to Mariam and Ziad talking about a school project and match the words with their meanings.**

A	B
1. volunteer	☐ the world around us, like land, air, and water
2. responsibility	☐ to give your time to help others without being paid
3. environment	☐ to do your duty and take care of something

3 **Listen again, then choose the correct answer.**

1. What are Mariam and Ziad planning to do for their project?
a. visit a museum
b. clean the park and plant flowers
c. collect old clothes
d. paint a classroom

2. Why does Mariam say the project is important?
a. It helps them win a prize.
b. It's a new school rule.
c. It teaches them about global citizenship.
d. It's part of a science experiment.

4 **Listen again and answer the questions, then discuss them with a partner.**

1. What is the main idea of the conversation between Mariam and Ziad?
2. What are the posters about?
3. What did Mariam ask Ziad not to forget?

5 **Listen to a text about Hani and answer the following questions.**

1. What community project did Hani join?
2. What does Hani collect to help others?
3. Do you think Hani is a good citizen?

6 **In groups, discuss the following:**

- If you could start one project in your school or town, what would it be and why?
- How would it help your community?

Speaking

Think-Pair-Share



7 **Ask and answer about "Class Rules".**

Topic: Class Rules

1. **Think:** What are some important rules in our classroom or community?

2. **Pair:** - Ask your partner:
- Which rules do you think are the most helpful? Why?
- If you could create one new rule, what would it be?

3. **Share :** Your opinions with the class.

Language in use

8 **Fill in the blank with must/mustn't.**

1. We ..... be kind to each other every day.
2. We ..... respect different cultures.
3. We ..... waste water or electricity.
4. We ..... plant trees to help the environment.
5. We ..... throw rubbish on the ground.

Tip 1

must / mustn't

- We use **must** to talk about things that are **necessary** to do.
- We use **mustn't** to talk about things that you are **not allowed** to do.

9 **Read and complete the sentences with the correct form of the verbs in brackets.**

1. He always ..... (go) to school by bus.
2. Yesterday, she ..... (be) at the cinema with her sister.
3. Marwa ..... (read) an interesting book at the moment.
4. They must ..... (playing) football in the street.
5. They ..... (travel) in a tour around the world. It's their plan.
6. He ..... (not go) to school yesterday.
7. We ..... (collect) information before we started the project.

Tip 2

Review of tenses

- My uncle **lives** in the USA.
- She **is drawing** a picture now.
- They **traveled** to Aswan last winter.

LESSON 3 Ocean Circle



Before you start

1 Answer the following questions

1. Why is water important for people and animals?
2. What problems can happen when people throw rubbish into the sea?
3. Have you ever seen plastic pollution near the sea or rivers? What do you think of it?

Reading

2 Read the following text. Guess the meanings of the words in bold.

A Global Responsibility

Our oceans are in **danger**, and we must act now to **protect** them. It is our global **responsibility** to save the sea animals and plants that live in this beautiful **environment**.

To start off, we mustn't throw rubbish into the sea or leave plastic on the beach because they have a terrible **impact** on sea life and water quality. We must show respect for the oceans and for the rights of all people to have clean water and beaches. We mustn't use plastic bottles and bags every day. Instead, we can use **reusable** items to help protect the oceans.



Oceans connect people from many cultures and countries, showing the beauty of **diversity** around the world. We all share the sea, so it is our duty to keep it safe. We can **participate** in beach **clean-ups**, teach others about saving the oceans, and **reduce** waste at home and at school.

All in all, every small action makes a difference. If we all work together, we can protect the oceans for future **generations** and for every living **creature** that depends on the sea.

3 Read again. Then, do the following tasks:

ⓐ Answer the following questions.

1. What is the main problem the text talks about?

2. Name two things the text says we mustn't do to protect the oceans.

3. Find a word in the text that means the opposite of "increase."

ⓑ Choose the correct answer.

4. In the first paragraph, the text says our oceans are "in danger". **What does "in danger" mean**?

a. safe **b.** very good **c.** not safe **d.** clean

5. What is the main purpose of this text?

a. To entertain the reader with facts about the ocean.

b. To teach people about different types of sea animals.

c. To convince readers to take action and protect the oceans.

d. To describe a day at the beach.

6. What kind of text is " A Global Responsibility"?

a. A funny story that makes you laugh.

b. A science book with lots of facts and diagrams.

c. A message that tries to convince you to protect the oceans.

d. A list of rules for swimming in the sea.



Sentence-building skills

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

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

a. although **b.** because

c. so **d.** but

2. ..... it was raining, we played football.

a. Although **b.** So

c. Because **d.** But

3. He stayed home ..... he had a fever.

a. so **b.** although

c. but **d.** because

4. She studied hard, ... she passed the exam.

a. because **b.** although **c.** so **d.** but

Word Tip

Connectors

because → to show cause
- I didn't give up **because** I believe in myself.

so → to show result
- I worked hard, **so** I came first in the exam.

although → to show contrast
- **Although** I was sick, I went to school.

5 Read the sentences and complete with the suitable connector.

so – But – Although – because

1. He was hungry, ... he made a sandwich.

2. We didn't go out ..... it was very cold.

3. ..... I was tired, I kept working.

LESSON 4 Story Time

The Dream Team

Chapter THREE
A Team of Tomorrow

Before you read, discuss in pairs

1 **Answer the following questions.**

1. Have you invented anything before?

2. Why do scientists invent new things?

2 **Read the following text. Why did the teacher clap proudly for the team?**

On the day of the Invention Fair, the school playground was filled with colorful tents and curious visitors. Teams presented their projects with excitement. Sara and her team explained their Water-Saving Machine clearly and confidently.



The judges smiled and asked, "Why did you choose this project?"

Sara answered, "We wanted to create something with a purpose to help our village."

The judges nodded, impressed not only by the machine but also by the teamwork and respect the group showed.

Though another team won first prize, Sara and her friends didn't feel sad. Their teacher clapped proudly and said, "You are the real winners. You showed honesty, cooperation, and teamwork. These values are more important than any trophy."

The children smiled and held hands.

They knew they had created something meaningful—not just for the competition, but for their community and for themselves. They promised to carry these values into the future and help others with kindness, respect, and courage.

From that day, they became known as "The Dream Team" in their village—a team with heart, purpose, and unity.



Read together again. Then, in pairs do the following tasks

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

1. The school playground was filled with colorful ..... .

a. tents **b.** flowers **c.** boxes **d.** tools

2. Sara and her team explained their ..... clearly and confidently.

a. drawings **b.** homework **c.** activities **d.** project

3. After the competition, the team became known as "The ..... Team".

a. Winning **b.** Smart **c.** Dream **d.** Invention

4. The word "trophy" means "..... ".

a. a title **b.** a prize awarded

c. a competition **d.** a machine

4 Put the events in the correct order.

1. The children promised to carry the values into the future. ◯

2. The teacher called them the "real winners". ◯

3. Another team won first prize. ◯

4. The team became known as "The Dream Team". ◯

5 Answer the following questions.

1. What was Sara and her team's project?

2. Who were impressed by Sara and her team's project?

3. Who are the Dream Team?

6 Critical Thinking

Answer the following questions.

1. Why do you think Sara and her team weren't sad when they lost?

2. Do you think values are more important than a trophy? Why?

LESSON 5 Let's Make a Difference

Before You Write: Let´s Get Ready

Target language

- A global citizen must show respect to others.
- Last month, my school started a project.
- I want to keep doing more to help the environment.

Target vocabulary

Try to include at least 8 of these words in your social media post.

global citizen – world – project – proud – community – poster – share – planet – actions – difference – respect – responsibility – environment – care

Tip

To write a Social Media Post :

1. **Start with a catchy intro.**
   ⇒ Say something interesting, funny or exciting to catch attention.
2. **Use clear and short sentences.**
3. **Use emojis and symbols.**
   ⇒ Emojis can add fun and feeling, but don't use too many.
4. **Be positive and kind.**
   ⇒ Be respectful. Think before you post.
5. **Check your post.**
   ⇒ Make sure your spelling and grammar are correct.

Writing

Read and complete.

user name
10 minutes ago

Are You a Global Citizen ?

Being a global citizen means caring about others and helping the (1) ..... . Last month, my school started a "Clean Up the Park" project. Students and teachers picked up trash and planted flowers. I felt (2) ..... to help my community. We also made posters to teach people about recycling. I learned that we all (3) ..... one planet, and small (4) ..... can make a big difference. A global citizen must show (5) ....., take responsibility, and help others. I want to keep doing more to help the environment and people in need. Let's build a world where everyone feels included.



50 8 comments 10 shares

Like Comment Share

Your task

• Write a social media post of (80-100) words about being a global citizen.



Punctuation Marks

• Practice

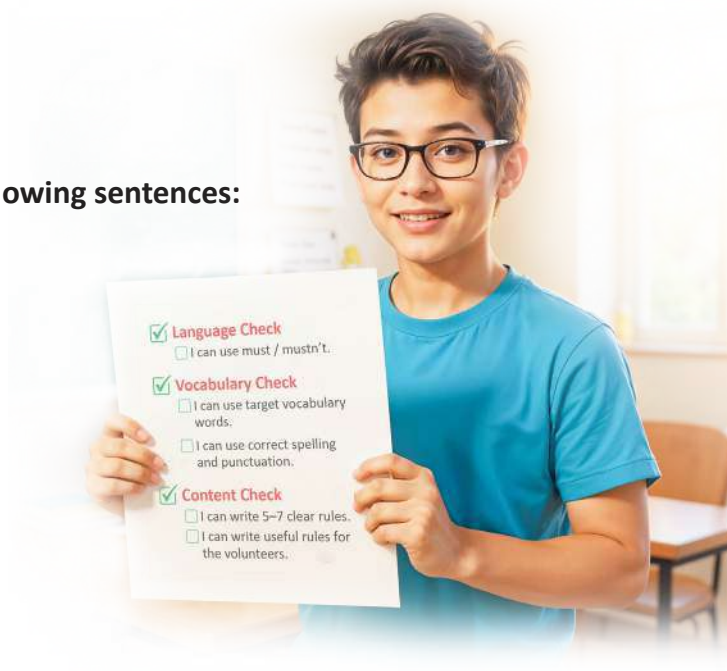
- Use the correct punctuation marks in the following sentences:

1. do you have a pet

2. what a wonderful picture

3. i studied english arabic and history

4. let s build a better world for the future



LESSON 6 Team-Project Roundtable



Class performance

Activity 1 Circle Sharing:

Sit in groups, and let's look back at everything we learned in this unit!

Activity 2 Make the World Better!

Poster

In pairs or small groups, make a poster about the Do's and Don'ts of a Global Citizen. Plan your ideas and design it as a team.

- **Instructions:**

– Choose a global problem (for example: pollution, kindness, saving animals).

– Think of a short, strong message for your poster (for example: "Stop Pollution!", "Save the Ocean!").

– Decide what pictures and colors you will use.

– Write your message clearly. Draw and color your pictures.

Divide your poster into two parts

- You must
- You mustn't

Add:

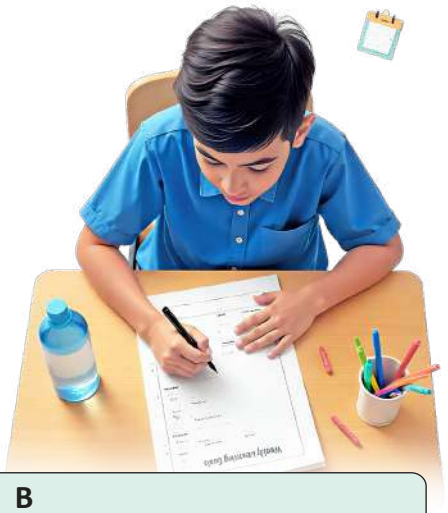
- at least three sentences for each side.
- drawings or pictures to make it colorful and interesting.
- a short title or slogan (for example: Kindness is global!).

- **Presentation:**

– First, present your poster to your group, then share it with the whole class.

– Explain what your topic is, why you chose it, and how people can help.

Assessment Corner



A. Vocabulary

1 **Match the words from column A with the suitable meanings from column B.**

A	B
1. volunteer	☐ a duty or something you must do
2. respect	☐ a set of instructions people must follow
3. rules	☐ to show care or honor for someone or something
4. impact	☐ to do something helpful without being paid
5. responsibility	☐ the effect something has on others

B. Language

2 **Read and complete the sentences with (must / mustn't):**

1. Students ..... be quiet in the library.

2. You ..... shout in the hospital.

3. Drivers ..... stop at red light.

4. We ..... wear gloves when we clean the park.

C. Writing

3 **Write a social media post of (80 – 100) words about the importance of following rules.**

.....

.....

.....

.....

.....

.....

.....

.....



My Self-Reflection

☑ Listening

- ☐ I can find the main idea and at least two details in spoken texts about community or environmental topics.
- ☐ I can talk about at least three ideas to help my community after listening, and give simple suggestions.

☑ Speaking

- ☐ I can explain community or school rules using "must," "mustn't,"
- ☐ I can share my ideas clearly and answer questions in a group talk or debate.

☑ Reading

- ☐ I can find the main idea and specific details in texts about global citizens and community rules.
- ☐ I can guess the meaning of new words about citizenship by using the text.
- ☐ I can answer questions in full sentences, using correct grammar and words.

☑ Writing

- ☐ I can write a list of at least five rules for being a good citizen using "must," "mustn't,"
- ☐ I can write a short paragraph about a community or school project using new words.

☑ Vocabulary

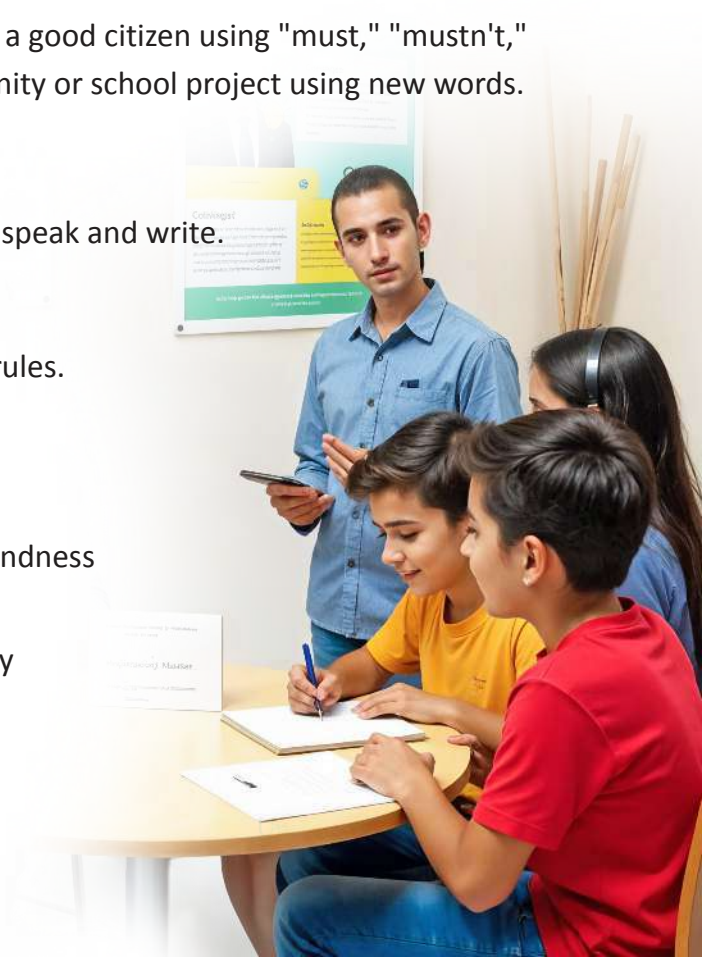
- ☐ I can say and use new words correctly when I speak and write.

☑ Language

- ☐ I can use "must" and "mustn't" to talk about rules.
- ☐ I can use tenses correctly.

☑ Life Skills & Values

- ☐ I can show respect, fairness, teamwork, and kindness when I work with others.
- ☐ I can set a personal goal to help my community or protect the environment.



Audioscripts



Start Smart

Page 12

Mona is my best friend. She lives next door to me. Every morning, we go to school together. Mona likes her English class, but I like Math. After school, we like to play in the park.

On weekends, she sometimes goes to the library or visits her grandmother. Mona has two brothers and one sister. Her favorite food is pizza. She wants to be a teacher when she grows up.

Unit 1

Lesson 2 page 16 Exercise 2

Hi, I'm Ayman, a 13-year-old student. I love my digital life! Every day, I spend about three hours on my smartphone. I use social media to chat with my friends and watch funny videos on the internet. It is fun but sometimes I spend too much time online. My mom says I need to reduce my screen time because it affects my sleep. She's right. Sometimes I feel tired in the morning. I also use my tablet for homework, like researching for projects. Digital devices are great, but I think we need to balance them with outdoor activities.

Lesson 2 page 16 Exercise 4

Egypt has launched its first hybrid bus in Aswan. It runs on both electricity and diesel, helping reduce pollution and protect the environment. The bus was made by an Egyptian company and includes modern technology like smart navigation and quiet engines. It supports Egypt's Vision 2030 for clean, smart cities. Most parts of the bus are made locally, creating jobs. This bus is just the start of Egypt's journey to greener, smarter transpartation.

Lesson 5 page 22

How are you? I want to tell you about my digital day. When I get up, I always check my phone. I read messages from my friends and reply to them.
Then, I have breakfast while I use my tablet to search for the latest news.
At school, teachers usually use a smartboard to help us learn well. We always use computers in the ICT class.
After school, I often go online searching for the information for my homework.
I always take information from the

websites I trust. In the evening, I sometimes play online games with my friends. I never read ebooks on my tablet. I think they are boring. My mother always says, “Reading is better than playing online games.” What about you?
Write back and tell me about your digital enjoy able.



Unit 2

Lesson 2 page 30 Exercise 2

Learning how to learn is one of the most important skills for students. Every person has a different learning style. Some students learn best by reading. Others by listening, and some by doing activities.
The key is to find your own style that works. Good learners don’t just memorize information- they understand it. They ask questions, take notes, and review regularly. When studying becomes difficult, good learners take breaks and try different methods. The most successful students are those who never stop trying to improve their learning techniques.

Lesson 2 page 30 Exercise 4

Hi, I’m Ahmed, a 12-year-old student. I’ve learned how to study better this year. First, I organize my notes in folders so I can find them easily. I also make a study schedule every week. This helps me focus on one subject at a time. My teacher says good study habits are important for success.
For example, I study in a quiet room and turn off my phone to avoid distractions. Sometimes, it is hard to stay focus, but I take short breaks to relax. Learning to learn makes schoolwork easier and more enjoyable!



Unit 3

Lesson 2 page 44 Exercise 2

My role model is my mother.
She works very hard every day and always helps others. Even when she’s tired, she smiles and takes care of our family. She inspires me to work hard at school and to be kind to everyone.
I respect her because she never gives up, even when things are difficult. She teaches me that being strong doesn’t mean never feeling sad – it means keeping going. When I grow up, I want to be just like her. That’s why my mother is my favorite role model.

Lesson 3 page 44

Omar: Hi, Nada. Do you know Ahmed El-Mansy?

Nada: Yes, of course. He’s a brave Egyptian hero.

Omar: What was his job?

Nada: He was an officer in the Egyptian army.

Omar: What did he do for Egypt?

Nada: He fought the terrorists and protected our country.

Omar: How did he and his soldiers fight?

Nada: They defended their camp bravely and did not give up during the attack.

Omar: That's very brave! Did he save any soldiers?

Nada: Yes, he helped and saved many soldiers before he died.

Omar: Why do people love him so much?

Nada: Because he loved Egypt and gave his life to keep it safe.

Omar: What lesson do we learn from him?

Nada: We learn to love our country, be brave, and help others.

Omar: Yes, we should always remember him as a true hero.

Nada: Of course, Omar. He will always live in our hearts.

Review 1

Lesson 1 page 55 Exercise 2

The Cairo Monorail Project

The Cairo Monorail is considered an important transportation project in Egypt because it helps solve traffic problems and makes traveling easier for people in crowded cities like Cairo. It connects important areas such as downtown Cairo with Giza and the New Administrative Capital.

The monorail will improve the daily life of Egyptian citizens in many ways. First, it will reduce travel time, making it faster for people to move between different parts of the city. Second, it will help reduce pollution because it uses electricity instead of fuel.

There are some main differences between the monorail and other types of public transportation. Unlike traditional trains or buses, the monorail runs above the ground on a single rail, so it doesn't get stuck in traffic. Also, it's faster, quieter, and more modern than older systems.

One of the project's goals is to encourage people to use public transportation instead of private cars. This helps reduce traffic and protect the environment. The monorail is a smart and clean way to travel in Egypt's big cities.

Lesson 1 page 55 Exercise 3

Digital learning has become a key part of modern education. With devices like tablets, smartboards, and smartphones, students can learn anywhere and work with others around the world. Online learning needs focus and motivation, but it also gives students the chance to learn

in their own way.
Technology helps improve communication through apps and group chats ,and it builds important skills .However, technology alone isn't enough—teachers and community support are still very important in education.



Unit 4

Lesson 2 page 62 Exercise 2

Every day, we make many decisions. Some are small, like choosing clothes. Others are big, and can affect our future. Making smart choices is important because all choices have consequences.

A smart choice can lead to good results, while a poor choice might cause problems. To make smart choices, consider all your options. Then, you should think about the possible consequences of each option. Also, try to focus on what is most important for your future. For example, if you choose to finish your homework before playing, it will benefit your grades. Remember, smart choices help us reach our goals and live happier lives.

Lesson 2 page 62 Exercise 4

Yesterday, I had to make a smart choice. My friends wanted to go to the park, but I had a test today. I really wanted to go, but I remembered my teacher's advice "Think about tomorrow, not just today". I stayed home and studied. Today, I passed my test with a high score! I felt proud because I made the right decision. Smart choices are not always easy, but they help us reach our goals. Now, my friends are proud of me too.



Unit 5

Lesson 2 page 76 Exercise 2

My dream is to become a graphic designer. I enjoy drawing and using technology. Last summer, I joined a free art program in my city. It was hard work, but I learned a lot. My teacher said I have a real talent, and that gave me more confidence.

I set a new goal: to design my own website. I know I'll need time, effort, and support from others. But I'm excited because every step I take brings me closer to my future.

Lesson 2 page 76 Exercise 4

Student : Hello, Dr. Farouq El-Baz! I'm very happy to meet you.

Dr. El-Baz : Hello! I'm happy to meet you, too. Do you like science?

Student : Yes, I do! I want to learn more about your work. What did you study?

Dr. El-Baz : I studied geology and chemistry at Ain-Shams University in Egypt. Then I got my PhD in Geology in the United States.

Student : Wow! That's amazing. How did you help the NASA scientists?

Dr. El-Baz : I worked with NASA during the Apollo missions. I helped the astronauts select safe landing sites on the Moon. I also trained them to read maps and collect rocks.

Student : That's great! If you want to advise students who wish to be successful scientists, what will you say?

Dr. El-Baz : You should study science, work hard, never give up, and always try to help your country and the world.

Student : Thank you, Dr. El-Baz! You are a true hero in science.

Dr. El-Baz : Thank you! And remember, you can be a hero too!



Unit 6

Lesson 2 page 90 Exercise 2

Mariam : Hi Zaid! Are you ready for the new project?

Zaid : I think so . Is it the one about helping our community?

Mariam : Yes! We're planning to clean the park and plant flowers.

Zaid : That sounds fun! Why are we doing this?

Mariam : Because we are learning about global citizenship. It means we must help others and take care of the environment.

Zaid : I see. So we are volunteering .

Mariam : Exactly! It's our responsibility as students.

Zaid : I like it . We can also make posters about keeping places clean.

Mariam : Great idea! We can show respect by working together kindly.

Zaid : When are we doing it?

Mariam : On Saturday morning. Don't forget your gloves!

Zaid : I won't. Let's make a big impact!

Exercise 5 page 91

My friend Hani is a great global citizen. He respects people from all cultures and loves learning about the world. Last week, he joined a community project to plant trees in our town. Hani says, "Everyone can contribute to a better planet."

He also collects clothes to give to people in need. His actions show how to care for others and the environment. Hani inspires me to be a global citizen, too. I want to respect others and help my community, just like him, to make the world a better place.

Review 2

Lesson 1 page 101 Exercise 1

New Alamein is a marvelous city on the North Coast of Egypt. It's one of the first fourth-generation cities in the country, designed with advanced technology and smart urban planning. The city has a strong impact on tourism and the economy because it attracts thousands of visitors every year. New Alamein has beautiful sandy beaches, luxury resorts, international restaurants, culture centers that show Egypt's rich history. It also includes modern residential areas, business centers, and universities, which combine tourism , education , and work in one amazing place with its modern services and unique location. New Alamein can compete with the most famous cities and tourist destinations in the world. Many people consider it a symbol of progress and a bright future for Egypt.

Lesson 2 page 102 Exercise 2

Planning your future career starts with knowing your talents and interests. It's okay to try different things and learn from failure. Education and training help you build the skills you need.
Besides personal goals, it's also important to be a global citizen. This means thinking about how your actions affect the world. For example, reducing plastic helps protect oceans and marine animals. Being a global citizen also means respecting others, and helping with global problems like climate change. Making smart, responsible choices now can help create a better future for everyone.

Notes

English

Secondary Stage - Second Language

Academic Year: 2026/2027

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