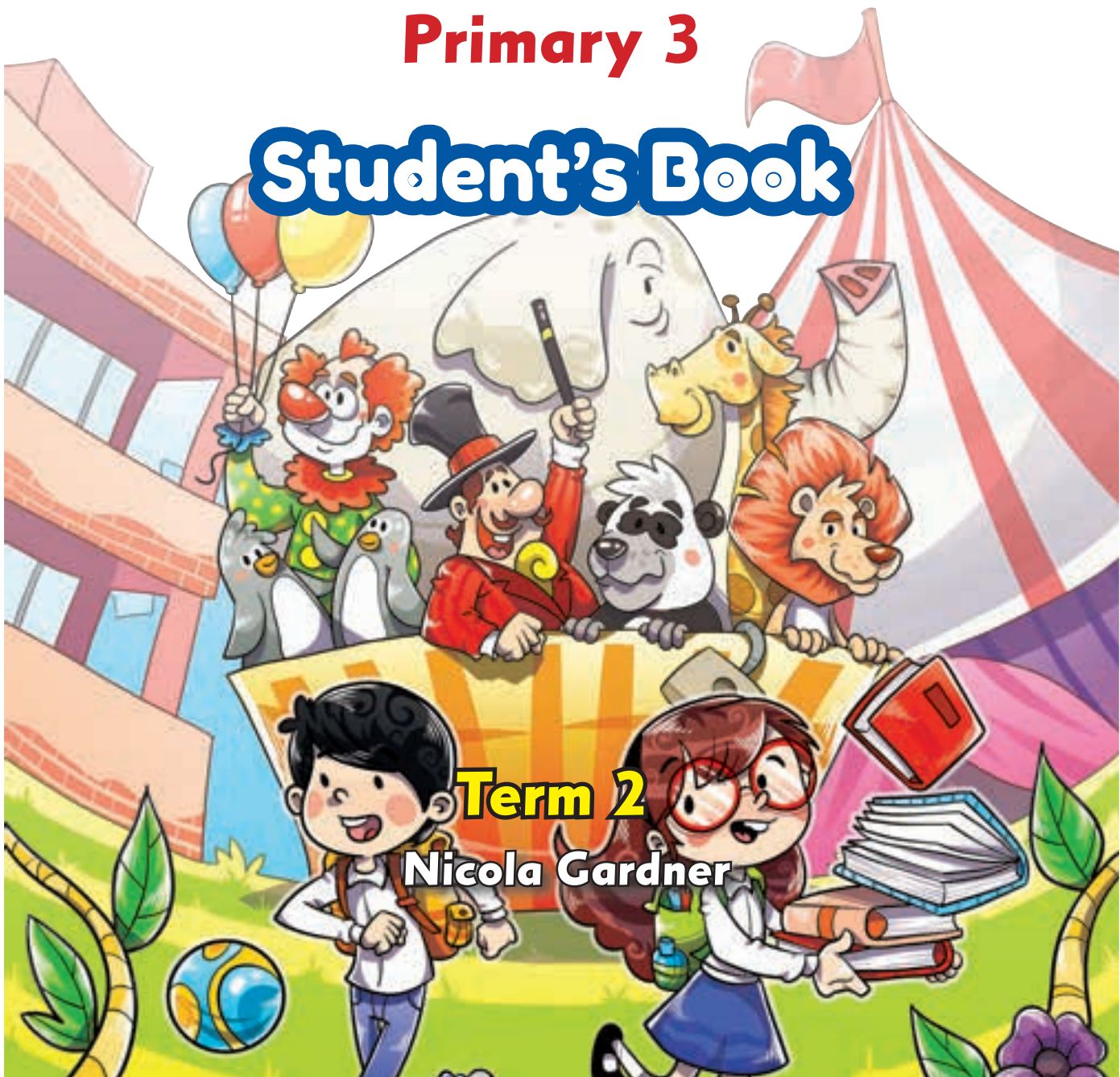




Connect

Primary 3

Student's Book



Term 2

Nicola Gardner

Foreword

The MOETE launched Egypt's reform vision for the development of education, and the process of developing curricula comes at the heart of this vision. The implementation of this vision was heralded in 2018, starting with the kindergarten stage in its first and second grades, with the aim of continuing until the end of the secondary stage.

This vision endeavored to make major transformations in the teaching and learning processes, where there is a transition from acquiring knowledge to producing it, and from learning skills to employing them both in specific learning situations and in the general life of the learner outside the classroom. Our curricula also integrate values that contribute to the establishment of our society—values which pose as a protective fort for our homeland. Egypt's reform vision for curriculum development also aims to take into account the specifications of pre-university education graduates, as well as the challenges Egypt faces locally, regionally, and globally. The developed curricula are intended to foster a citizen who is capable of engaging in civilized conversations and positive dialogues with the other, in addition to acquiring digital citizenship skills.

In this regard, the MOETE extends its gratitude and appreciation to the Central Administration of Curriculum Development. It also extends its thanks and gratitude to Longman Egypt and York Press for their active participation in the preparation of this book. Gratefulness also goes to all the Ministry's experts who contributed to the enrichment of this work.

This transformation of Egypt's educational system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the educational system is part of the President's vision of "rebuilding the Egyptian citizen" and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. The new educational system is only a part in a bigger national effort to propel Egypt to the ranks of developed countries, and to ensure a great future for all of its citizens.

Reviewed by

The General Administration for Planning and Formulating Curriculum

Words from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future. For this reason, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level, at a time when the world is witnessing successive industrial revolutions.

This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally-- curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Doctor Reda Hegazy

Minister of Education and Technical Education

Contents

Theme 3: How the world works

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Unit 9	What did you do?	28
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Theme 4: Communication

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Unit 11	I'd like chicken, please	56
Unit 12 Fiction reader:	Tamer's Travels on the Tablet	70
Review 4		80

Scope and Sequence

Theme 3 : How the world works

Unit	7	8	9	Review 3
	Where are you from?	Seasons of the year	What did you do?	
Vocabulary	<i>Egypt, China, France, America; American, Chinese, Egyptian, French; dollars, euros, pounds, yuans</i>	<i>January, February, March, April, May, June, July, August, September, October, November, December, birthday, party, cold, hot, rainy, sunny</i>	<i>jewelry, necklace, bracelet, ring; gold, silver; went, loved, visited, looked at, played, worked; was, were, had, ran, bought, wore, baked, cooked, traveled, stayed, saw</i>	Revision from units 9-7
Language	<i>Where are you from? I'm from Egypt. I'm Egyptian. They're from China. They're Chinese.</i>	<i>In January, it's cold. In August, it's hot. Yesterday, it was cold. Today it is sunny. Tomorrow, it will be hot.</i>	<i>What did you do yesterday? I visited the bazaar. I looked at the jewelry. I bought a bracelet.</i>	
Phonics	ff: coffee, off, muffin ll: dollar, bell ss: glass, dress	spr: spring, spray str: street, strawberry, straight	pr: present, price, princess, printer br: bracelet, branch, bread, broom, brush	
Life skills	Communication Respect for diversity	Communication: Self-expression	Love of homeland Cooperation	Creativity - Accountability
Values	Curiosity Tolerance and acceptance of others	Appreciation of science Independence	Love of homeland Cooperation	Acceptance
Issues and challenges	Loyalty and belonging International awareness	Environmental awareness Awareness of rights and duties	Loyalty and belonging	
Integrated cross-curriculum topics	Social Studies: School days around the world Math: Money in other countries	Social Studies: Seasons	Social Studies: Jewelry in Ancient Egypt	

Theme 4 : Communication

Unit	10 Let's search online!	11 I'd like chicken, please	12 Tamer's Travels on the Tablet	Review 4
Vocabulary	<i>internet, website, email, cell phone, tablet, mouse, computer, keyboard, keyword, information, search engine</i>	<i>breakfast, lunch, dinner, snack, chicken, rice, potatoes, soup, vegetables, fruit, meat, fish, cereals</i>	<i>Tamer's Travels on the Tablet</i>	Revision from units 10-12
Language	<i>I can talk to Grandma in Cairo. I can watch videos. She needed some information so she used her computer.</i>	<i>What would you like? I'd like rice, please. Would you like some vegetables? Yes, please. / No, thank you.</i>		
Phonics	Counting syllables	<i>gg: egg, foggy nn: dinner, sunny tt: butter, kitten</i>		
Life skills	Communication Problem-solving Decision-making	Communication Decision-making Accountability	Communication Creativity Accountability	
Values	Independence: Self-discipline	Cooperation Independence: Self-discipline Accounting: provision of resources	Respect for others	
Issues and challenges	Digital citizenship Technological awareness	Community participation	Non-discrimination for people with special needs	
Integrated cross-curriculum topics	ICT: Use digital technology safely and effectively to carry out self study or simple research	Math: Mathematical processes to solve simple problems in everyday situations Science: A balanced diet, a healthy heart	Digital citizenship Cross-cultural communication	

Unit 7

Lesson 1

Where are you from?



1 Look, listen, and read



2 Hany, Hana, Amira, and Youssef are at Mr Wan's house. Is Mr Wan from Egypt?

1 This is the house of my father's friend, Mr Wan. Here are his children. Their names are Liu Wei and Zhang Min.

2 Hello, Liu Wei and Zhang Min.

4 Where are you from?

6 We're from **Egypt**. We're **Egyptian**.

7 Welcome to Egypt!

Listening and reading



3 Hello!

5 We're from **China**. We're **Chinese**. Where are you from?

8 Thank you. I'm happy to be here.

Listening



3 Listen, point, and say



I'm from **Egypt**.
I'm **Egyptian**.



I'm from **France**.
I'm **French**.



I'm from **America**.
I'm **American**.



I'm from **China**.
I'm **Chinese**.



4 Look, read, and match

1 They're Chinese.

c



2 He's American.



3 She's French.



4 You're Egyptian.



a He's from America.

b You're from Egypt.

c They're from China.

d She's from France.



5 Read and complete about yourself

I'm

I'm from

Language: *Where are you from?
I'm from Egypt. I'm Egyptian.
They're from China. They're Chinese.*

Listening and writing

Unit 7



6 Look, listen, and complete. Sing

Where are you **1***from*.....,
from, from?
I'm from China, I'm **2**
Where are you from?
Tell me, please.



Where are you from, from, from?
I'm from **3**
I'm American.
Where are you from?
Tell me again.



Where are you from, from, from?
I'm **4** France, I'm French.
5 are you from?
Tell me, please.

Where are you from, from, from?
I'm from **6** I'm Egyptian.
Where are you from?
Tell me again.
I'm from **7**!
Hurray!

Lesson 2

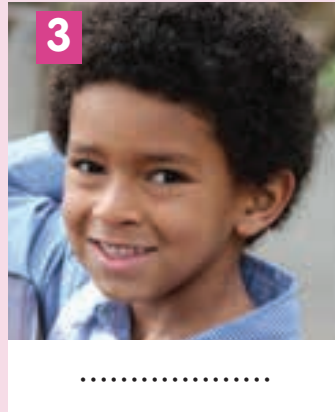
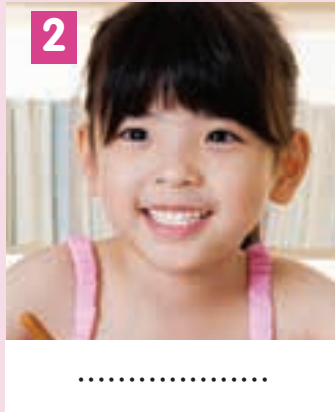
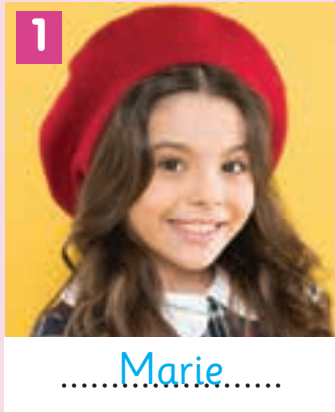
Respect for diversity: Different food

What do you have for breakfast?



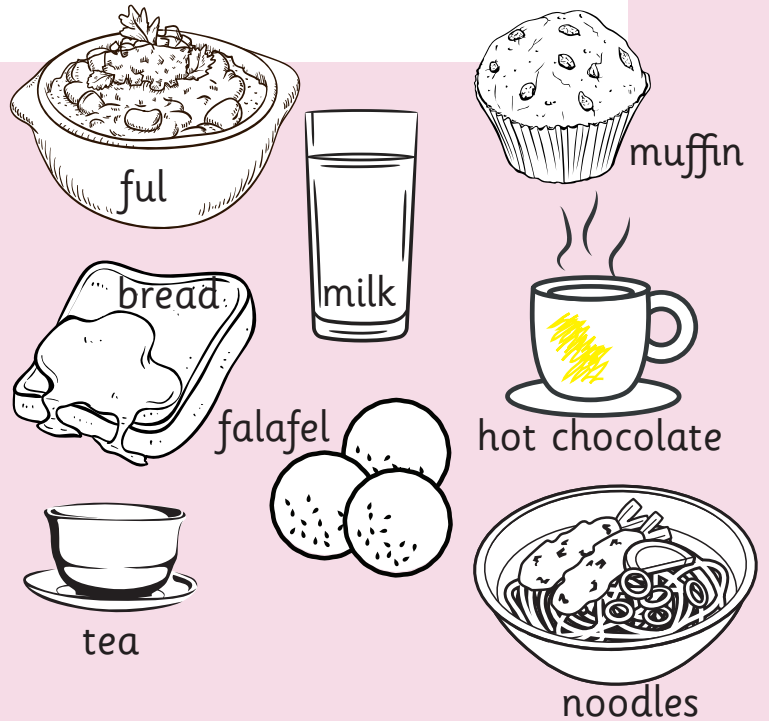
1 Read and listen. Write the names

Waleed ~~Marie~~ Mark Wang Min



2 Read and listen again. Look at the table and color each person's breakfast

Marie	
Waleed	
Mark	
Wang Min	



3 Talk about your breakfast

For breakfast I have ...



My family have ... for breakfast.





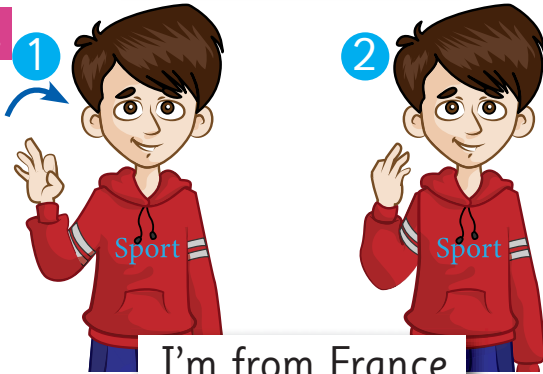
4 Look at how to sign the countries in American Sign Language

1



I'm from Egypt.

2



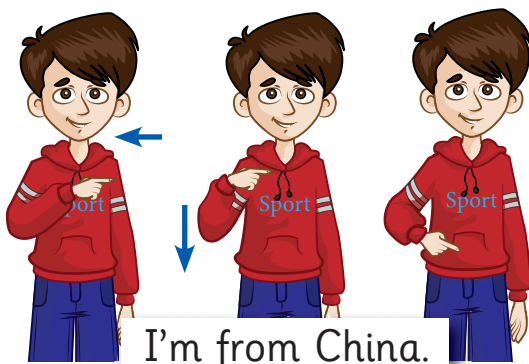
I'm from France.

3



I'm from America.

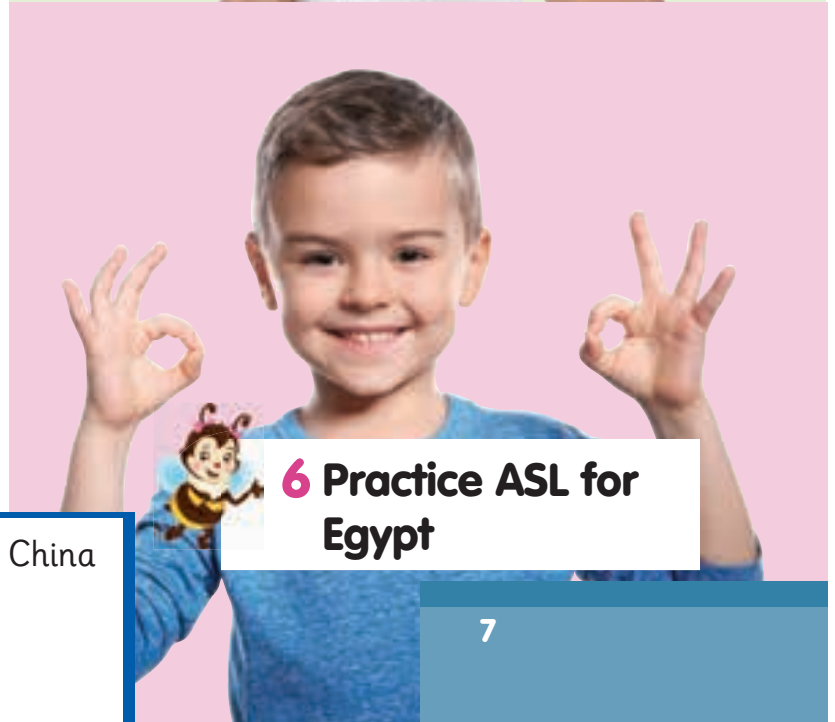
4



I'm from China.



5 Practice ASL for the countries with your friends

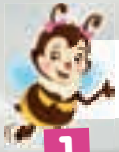


6 Practice ASL for Egypt

Vocabulary: ASL for Egypt, France, America, China

Issues: International awareness

Loyalty and belonging



7 Read about different schools

1



Hi! I'm Mark. I'm American. I start school at 8 o'clock. In the morning we have writing and math, then music or PE. We have lunch at 12:00, then in the afternoon we have science and reading. We finish school at around 3:00. We don't have school on Saturdays and Sundays.

2



Hi! I'm Marie. I'm French. I start school at 8 o'clock. In the morning we have writing and math, then German or English. We have lunch from 11:45 to 2 o'clock. We finish school at around 4:30. On Saturdays, we have school in the mornings, but we don't have school on Wednesdays and Sundays.

3

Hi! I'm Waleed. I'm Egyptian. I start school at 8 o'clock. In the morning we have Arabic, English, and math. Then in the afternoon we have science, social studies, and arts in *Discover*. We finish school at around 2:00, then we have lunch at home. After school I go to the club to play volleyball. We have no school on Fridays and Saturdays.



4

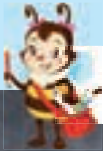


Hi! I'm Wang Min. I'm Chinese. I start school at 7:30. In the morning we have writing and math, geography, and English. We have lunch from 12 o'clock to 2 o'clock. We finish school at around 6:00. After school I do homework and have piano lessons. We have no school on Sundays.



8 Read again and write *Mark, Marie, Wang Min, or Waleed*

- 1 Who plays a musical instrument? ..Wang Min..
- 2 Who has music in the morning?
- 3 Who has lunch before the others?
- 4 Who goes to the club after school?



9 Read again, and complete the chart on the four children

Name	Starts school at	Finishes school at	Days off
Mark			
Marie			
Wang Min			
Waleed			



10 Stick your picture and complete about yourself

Hi! I'm I'm I start school at in the morning. We have and in the morning. In the afternoon we have and We finish school at, then we have lunch at We have no school on

Lesson 3

Learn sounds with Busy Bee!



ff

ll

ss



1 Listen and read. Then say

1



dollar

2



bell

3



coffee

4



muffin

5



off

6



glass

7



dress



2 Complete the crossword with the words

Down: ↓

1



2



3



Across: →

4



5



6



7



4



2



1

b
e
l
l

5



6



3



7



Phonics: the ff, ll, and ss sounds



3 Look and read. Trace

1



My mom likes to eat muffins with her coffee.

2



My new dress is 30 dollars.

3



The police officer rings the bell.



4 Check when we use capital letters

1

names, for example, Marie,
Mark, Waleed, Cairo, Alexandria

2

at the end of sentences

3

at the beginning of sentences

4

for nouns, for example,
house, car, school

5

for nationalities, for
example, French, Chinese

6

for countries, for example,
Egypt, France



5 Write the paragraph with the correct punctuation and capitalization

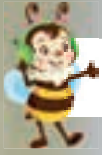
my friend marie is french she lives in cairo because her dad works there she has two brothers do you have a friend from france

Writing skills: Punctuation and capitalization in paragraphs.

Lesson 4

CLIL: Math: Money in other countries

What's your money?



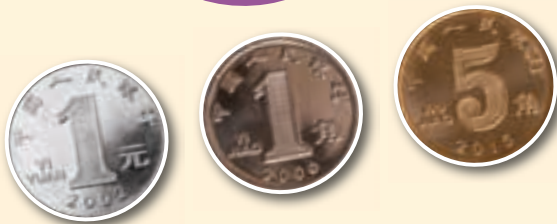
1 Look, listen, and read

1

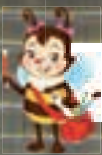


In my country, Egypt, our money is the **pound**. One pound is 100 **piastres**.

3



In my country, China, our money is the **yuan**. One yuan is 10 **jiao**.



2 Read again and complete

a 1 pound = piastres

b 1 euro = cents

c 1 yuan = jiao

d 1 dollar = cents

2

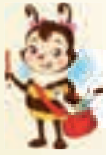


In my country, France, our money is the **euro**. One euro is 100 **cents**.

4



In my country, America, our money is the **dollar**. One dollar is 100 **cents**.



3 Add up the coins and circle the correct answer

1

25 + 50 + 10 + 10 + 10 + 25 + 10 + 10 + 10 + 25 + 10 + 10 + 25 + 10 + 10

- a 1 Egyptian pound
- b 2 Egyptian pounds
- c 3 Egyptian pounds
- d 4 Egyptian pounds

2

20 + 50 + 10 + 10 + 10 + 20 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10

- a 1 euro
- b 2 euros
- c 3 euros
- d 4 euros

3

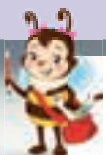
5 + 5 + 5 + 5 + 5 + 5 + 50 + 10 + 10

- a 1 dollar
- b 2 dollars
- c 3 dollars
- d 4 dollars

4

5 + 5 + 5 + 5 + 5 + 5 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2

- a 4 yuans
- b 40 yuans
- c 40 jiao
- d both a and c



4 Work with your group to select a country. Now complete and draw

Country: Currency:

Lesson 5

Project: A country display

You will need:



colored cardboard



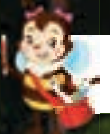
photos from magazine
or the internet



glue



scissors



1 Read and make



1 Choose a country.



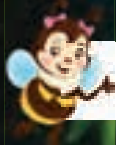
2 Find photos of this country that show:
(its map - its currency - its food - its flag)



3 Stick these photos on
your cardboard paper.



4 Label your pictures.



2 Show and tell

Our group chose to talk about Japan...



Language: Our group chose to talk about Japan. The money of Japan is the yen. This is the Japanese flag: It is white with a red circle in the middle. This is the map of Japan. The Japanese like to eat sushi and noodles.

Self-Assessment



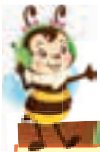
Read and color the stars that describe your effort

Reading and speaking	I can read about some countries' food, school days, and currency. ★	I can talk in a simple way about some countries' food, school days, and currency. ★★	I can talk about my country and some other countries' food, school days, and currency. ★★★
Writing	I can complete sentences about some countries. ★	I can complete a paragraph about some countries. ★★	I can plan and write a short paragraph about my country. ★★★
Phonics	I can read words with <i>ff</i> , <i>ll</i> , and <i>ss</i> sounds. ★	I can read, and write words with <i>ff</i> , <i>ll</i> , and <i>ss</i> sounds. ★★	I can read and write, sentences with <i>ff</i> , <i>ll</i> , and <i>ss</i> sounds. ★★★
Issues and values	I am kind to people from other countries. ★	I can understand that there are differences between myself and people from other countries. ★★	I can talk about differences between myself and people from other countries. ★★★
Math	I understand that people use different kinds of money in other countries. ★	I can do simple addition using other currencies. ★★	I can understand other currencies and do addition using them. ★★★
Project	I can work with my group to make a country display. ★	I can work with my group to make a country display and give ideas to make it better. ★★	I can work with my group to make a country display and give ideas to make it better. I can talk about it in complete sentences. ★★★

Unit 8

Lesson 1

Seasons of the year



1 Look, listen, and read. Who likes the fall? Why?

1 Dad, what's your favorite month?

2 I like January best because it's cold. I like cold weather, and you?



4 I like the fall because it's not too hot. In some places there are very beautiful colored leaves.

3 I like August best because it's hot and I can go to the beach. What about you, Mom?

5 I like the spring because there's a lot of sunshine. Today it is rainy, but tomorrow it will be sunny. Hurray!

Listening and speaking



2 Listen, point, and say



1 In November, it's cold.



2 In August, it's hot.



3 In April, it's sunny.



4 In January, it's rainy.



3 Read and match



I like the spring because it's sunny.

I like the fall because it's not too hot.

Hi. I'm Nada. I'm from Mansoura. I like the spring. I like the flowers and the colorful trees. It's sunny **today**. I like sunny days. It was a little cold **yesterday**, but **tomorrow** it will be hot. I can go to the park and play there.

- 1 Today,
- 2 Yesterday,
- 3 Tomorrow,

- a it **will be** hot.
- b it **was** cold.
- c the weather **is** sunny.

Language: *It's hot/cold/rainy/sunny.*
Today, it is/Tomorrow, it will be/Yesterday, it was ...

Lesson 2

Listening: Months of the year



1 Read and listen. Then listen again and repeat



January



February



March



April



May



June



July



August



September



October



November



December



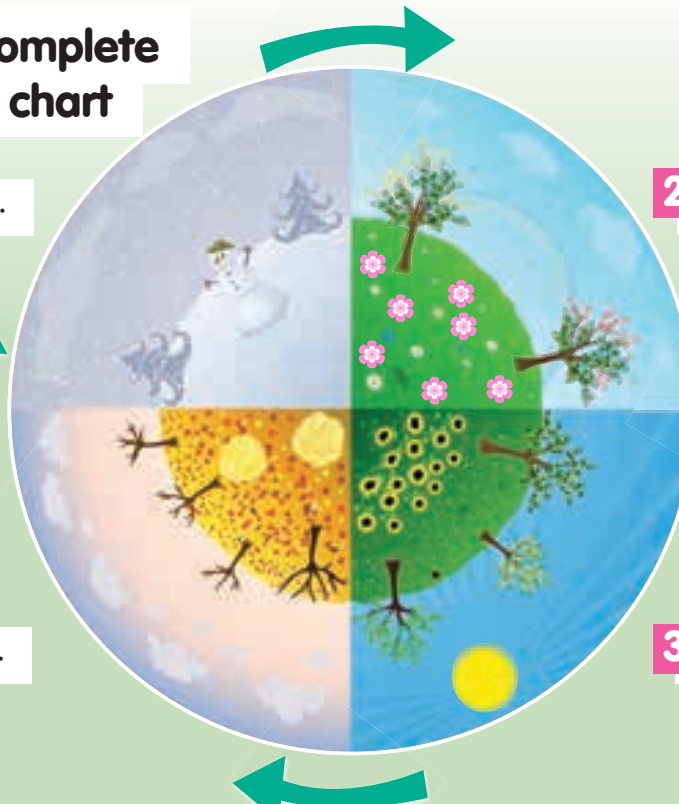
2 Listen and complete the seasons chart

1 ...winter...

2

4

3



Vocabulary: January, February, March, April, May, June, July, August, September, October, November, December, birthday, party

Listening and speaking

Unit 8



3 Which months are special? Listen and complete

My favorite month is **1**
because it's my birthday and we
have a special party. I also love
2 this year because we
have Eid Al-Fitr.
3 and
4 are also
fantastic months for me. My
grandparents come to see us!



4 Which months are special to you? Why?

What is your favorite month?



I love May because Sham El
Nessim is in May this year.



Language: *What's your favorite month?
My favorite month is (July).*

Listening and speaking: Our birthday calendar



5 Listen and write these names on the calendar below

October

Mazen **Mariam**
Jana **Omar**
Fares **Farida**



6 Now say

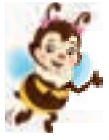
Mazen's birthday is on October 21st.



October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

Mazen

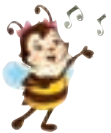


7 Get in a line according to your birthday



Tip!

To write your birthday, start with the month, then the day of the month. We use *1st*, *2nd*, *3rd*, *4th*, etc. to write the date.



8 Listen and sing the birthday song



When is your birthday month? 1, 2, 3...
 When is your birthday month? Sing with me.
 January is my birthday month. Happy birthday to me!
 January is my birthday month. Say with me.
 When is your birthday month? 1, 2, 3...
 When is your birthday month? Say with me.
 February is my birthday month. Happy birthday to me!
 February is my birthday month. Say with me.



Language: *When is your birthday?
 It's on (March 11th).*

Lesson 3

Learn sounds with Busy Bee!



1 Listen and repeat



2 Listen and write

1 _____.

2 _____.

3 _____.

4 _____.

5 _____.

Phonics: the *spr/str* sounds



3 Trace the sentences

- 1 Spring is my favorite season.
- 2 We eat strawberries in the street in spring.



4 Put the sentences in the correct order to make a paragraph

- a I also love March because we celebrate Mother's Day.
- b My favorite season is the spring.
- c What's your favorite season?
- d Flowers grow in my garden, and there are butterflies.

Tip!

When writing your paragraph ...

- remember to have a capital letter at the beginning of every sentence.
- remember to have a period (.) or a question mark (?) at the end of every sentence.



5 Write about your favorite season

My favorite season is

.....

.....

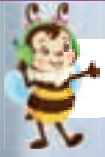
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Lesson 4

Issues: Water conservation



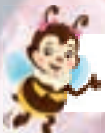
1 Listen and read



1 Use only the water you need to make coffee and tea.



2 Turn off the **faucet** when brushing your teeth.



2 Ask and answer

How do you conserve water at home?

I take a short shower.



3 Turn off the water when putting shampoo on your hair. Take short **showers**, not long baths.



4 Water your plants in the early morning or evening.



5 Wash fruits and vegetables in a **bowl** of water.



3 How do you conserve water at home? Write

I take short showers, not long baths.....
.....
.....
.....

Language: *Conserving water: turn off the faucet when brushing your teeth.*

Lesson 5

Project: Water conservation poster

You will need:



glue



poster paper

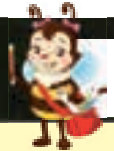


Pictures or drawings of yourself at home



scissors

markers



1 Read and make your water conservation poster

- 1 Take or draw photos of yourself at home saving water / not saving water.
- 2 Cut the photos or drawings.
- 3 Stick the photos on your poster paper.

Do



Fix the faucet if it drips.



Turn off the water when brushing your teeth.

Don't

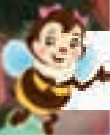


Take long baths.



Use a lot of water when you wash the dishes.

Show and tell



2 Show and tell

This is my water conservation poster.
Fix the faucet if it drips...

Language: *This is my water conservation poster. Fix the faucet if it drips. Turn off the faucet when you don't need water.*

Self-Assessment



Read and color the stars that describe your effort

Reading and speaking	I can identify some facts about the seasons, and ways to conserve water. ☆	I can talk about the seasons, and ways to conserve water in short sentences. ☆ ☆	I can talk about the current season, and what I can do to conserve water. ☆ ☆ ☆
Writing	I can complete sentences about the seasons and ways to conserve water. ☆	I can write short sentences about the seasons and ways to conserve water. ☆ ☆	I can write short paragraphs about the seasons and ways to conserve water. ☆ ☆ ☆
Phonics	I can read words with <i>spr</i> and <i>str</i> sounds. ☆	I can read and write words with <i>spr</i> and <i>str</i> sounds. ☆ ☆	I can read and write sentences with <i>spr</i> and <i>str</i> sounds. ☆ ☆ ☆
Issues: Water conservation	I understand that water is important. ☆	I use water when I need it. ☆ ☆	I can say why it is important to save water. ☆ ☆ ☆
Project	I can work with my group to make a water conservation poster. ☆	I can work with my group to make a water conservation poster and help other members in the group. ☆ ☆	I can work with my group to make a water conservation poster and give ideas to make it better. ☆ ☆ ☆

Unit 9

Lesson 1 What did you do?



1 Listen, read, and guess: A bazaar is a place to:

- a buy and sell things.
- b meet friends.



1 What did you do yesterday?

2 We went to Khan Al-Khalili.

3 That's awesome. What did you do there?

4 We visited the **bazaar**.



5 What did you buy at the bazaar?

6 We bought **jewelry** for Mom's birthday.

7 After that, we went home and we baked a birthday cake.



8 Did she like the **present**?

9 Yes, she liked the present, and she loved the cake! It was **delicious**!



2 Put what Hany and Hana did in order

- | | | | |
|----------------------------|--------------------------|----------------------------|--------------------------|
| a They baked a cake. | <input type="checkbox"/> | b They visited the bazaar. | <input type="checkbox"/> |
| c They gave Mom a present. | <input type="checkbox"/> | d They bought jewelry. | <input type="checkbox"/> |

Lesson 2

Listening and reading: At the bazaar



1 Listen, point, and say

jewelry



a bazaar



a necklace



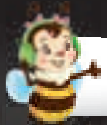
earrings



a bracelet



a ring



2 Listen, read, and answer

Khan Al-Khalili is in the heart of **Old Cairo**. It is about 600 years old. When you visit Khan Al-Khalili, you will find many markets for jewelry, fabric, **perfume**, and **spice**. You will find restaurants and cafés where you can take a break from shopping, and have pizzas and coffee.

1 How old is Khan Al-Khalili?

.....

2 What can you buy there?

.....

3 Where can you take a break?

.....



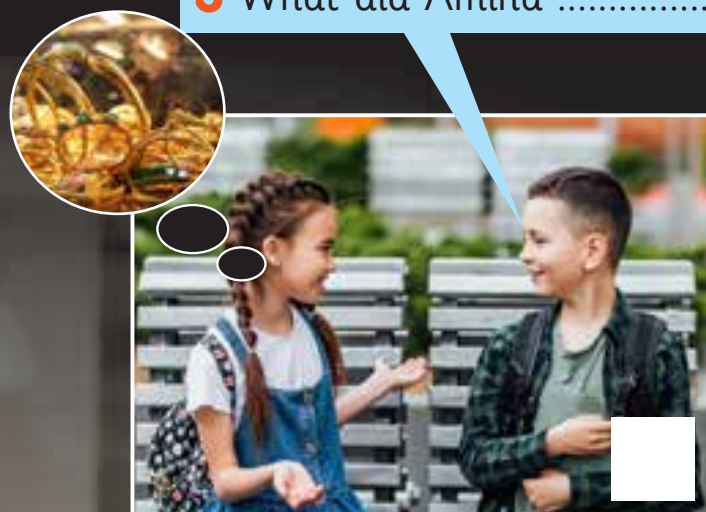
3 Listen and complete the questions with the missing words

1 What did you **do** yesterday?

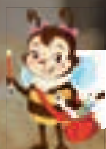


2 What Waleed do yesterday?

3 What did Amina yesterday?



4 did your sisters yesterday?



4 Match the replies to the questions in Exercise 3

a She **bought** jewelry.

b They **baked** a cake.

c He **bought** a necklace.

d I **visited** the bazaar.

Vocabulary: jewelry, earrings, bracelet, necklace, bazaar, ring
Language: What did you do yesterday? I visited a bazaar.

Language use: What did you do last weekend?



5 Listen and match the names with what they did

1  c

Judy

2 

Habiba

3 

Fareeda

4 

Sherif

- a **cooked** dinner for her grandparents.
- b **played** with his cousin.
- c **worked** for her test.
- d **traveled** to Alexandria.



6 Complete the table with the verbs

Simple present	Simple past
play	1
2	cooked
travel	3
4	worked



7 What did you do last weekend? Ask and answer. Then write three sentences

- 1 *I visited my grandmother.*
- 2
- 3

A trip to the museum

Unit 9

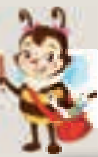


8 Read and listen. What did Hana see at the museum?



9 Read again and circle the verbs

I visited the Egyptian Museum in Cairo yesterday with my school. We traveled to the museum by bus. We saw beautiful **gold** and **silver** jewelry from Ancient Egypt. We looked at Tutankhamun's necklaces and bracelets – they were awesome! I loved the museum. I was very excited. I bought some jewelry from the museum shop for my grandma. I had a great day at the museum.



10 Complete with the past form of these verbs

travel look at stay have ~~go~~

Last Friday our class **1** **went** to Luxor Museum. We **2** by train because it is fast and safe. We **3** the statue of Amenhotep III and the mummies of Ahmose I and Ramses I. We **4** there for 3 hours. We **5** a really great time at the museum.

Tip!

In the simple past we change regular verbs by adding **-ed**:

- I **cooked** dinner for my grandparents.
- I **visited** the Cairo Museum.

But there are many irregular verbs:

- I **have** a great day at the museum. → I **had** a great day at the museum yesterday.
- I **am** excited. → I **was** excited yesterday.
- I **go** by bus. → I **went** by bus yesterday.

Lesson 3

Learn sounds with Busy Bee!



1 Listen and read. Then say



present



price



printer



princess



bracelet



brush



branch



broom



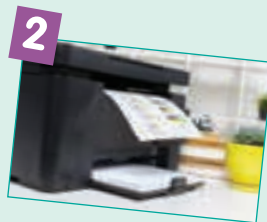
bread



2 Trace and match each picture to the correct word



a princess



b branch



c broom



d brush



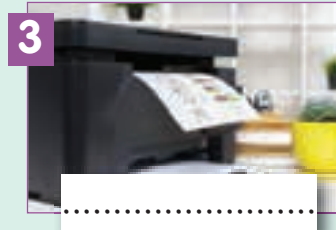
e printer

Phonics: the pr/br sounds

Learn to write with Busy Bee!



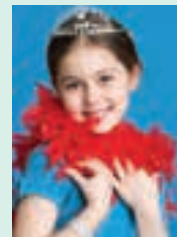
3 Find and write



p	r	i	n	c	e	s	s	x	b	r	u	s	h	y	s	p	x	m	n	o	l
p	r	i	n	t	e	r	e	r	b	r	a	n	c	h	h	j	x	g	j	j	y
e	m	w	i	o	b	r	o	o	m	d	o	n	f	e	y	f	g	n	j	k	l
c	o	m	e	i	x	y	f	b	r	o	w	n	b	r	a	c	e	l	e	t	z



4 Look and trace the sentences



a The present is a printer with a price.

b The branch is brown.

c The princess wears a bracelet.

Tip!

Capitalization

Capitalize the names of famous monuments and places:
 the Sphinx
 Luxor Museum
 Giza Zoo



5 Read and add the correct capitalization marks

the egyptian museum has many beautiful monuments. you can buy presents at khan al-khalili in cairo.

Lesson 4

Loyalty and belonging: Jewelry in Ancient Egypt



1 Read and listen to the text. Why do you think Ancient Egyptians like jewelry?

Jewelry in Ancient Egypt

Jewelry was very important in Ancient Egypt. Men, women, and children wore jewelry. They wore it every day and for special days. They loved rings, bracelets, and necklaces.

The jewelry was very beautiful. Ancient Egyptian men made the jewelry from silver and gold. They also used stones with bright colors.

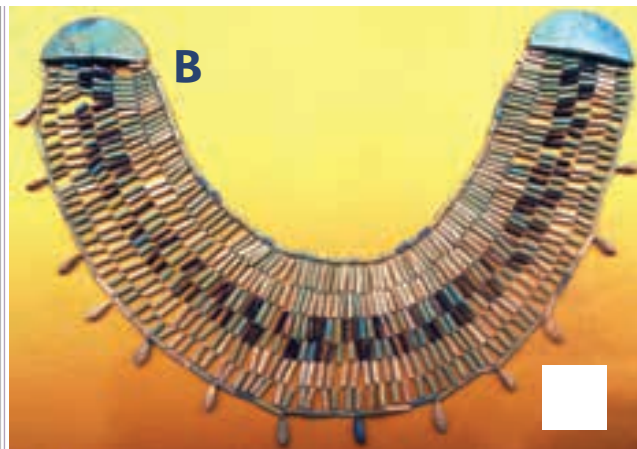
1 At first (around 4,000 years ago), the Ancient Egyptians liked colored stones best. Look at this beautiful necklace.

2 Then, around 3,300 years ago, the Ancient Egyptians loved gold jewelry with colored stones. Look at this awesome jewelry from Tutankhamun. It has a big, blue eye.

3 Last, around 2,600 years ago, the Ancient Egyptians liked animals in their jewelry. Look at this fantastic gold ring with birds.



2 Read the text again. Match the photos A-C with the paragraphs 1-3



Tip!

Writing paragraphs

Sentence 1: a general, simple sentence. It says what the topic is about.

The Great Pyramid of Giza is very famous.

Sentences 2 and 3: give more information about the topic:

It is about 5000 years old. It's 146 meters high.

Sentence 4: end sentence. It presents a summary or an opinion.

I love to visit the Great Pyramid of Giza.

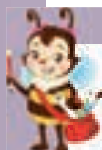


3 Put the sentences in the correct order to make a paragraph

- A This is Tutankhamun's jewelry.
- B There are also green and gold lions.
- C The jewelry has a blue insect.
- D You can see the jewelry in the Egyptian Museum.



- 1
-
-
-



4 Write a paragraph on Tutankhamun's mask.

Use these words:

beautiful made of gold about 5000 years old

.....

.....

.....

Lesson 5

Project: An Ancient Egyptian necklace

You will need:



buttons or beads



scissors



paint



pasta



colored paper



glue



string



1 Read and make your Ancient Egyptian necklace



1 Cut your colored paper so that it looks like a big necklace.



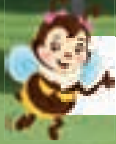
2 Color your pasta with gold, red, green, or any other bright colors.



3 Decorate your necklace with paint, pasta, and beads or buttons.

Show and tell

Unit 9



2 Show and tell

This is my Ancient Egyptian necklace. It's gold with bright stones. The stones are ...



Language: *This is my Ancient Egyptian necklace. It's green with bright stones. The stones are ...*

Self-Assessment

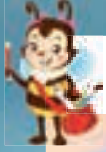


Read and color the stars that describe your effort

Speaking and reading	I can read and say words for jewelry and Ancient Egyptian monuments. ☆	I can talk about jewelry and Ancient Egyptian monuments. ☆ ☆	I can write about my favorite jewelry and Ancient Egyptian monuments. ☆ ☆ ☆
Writing	I can say the general sentence, the end sentence, and the sentences which give more information. ☆	I can order the general sentence, the end sentence, and the sentences which give more information to make a paragraph. ☆ ☆	I can write a paragraph with a general sentence, end sentence, and sentences which give more information. ☆ ☆ ☆
Phonics	I can say words with the <i>pr-</i> and <i>br-</i> sounds. ☆	I can complete words with the <i>pr-</i> and <i>br-</i> sounds. ☆ ☆	I can say other words with <i>pr-</i> and <i>br-</i> sounds. ☆ ☆ ☆
Social Studies	I can recognize ancient jewelry. ☆	I can identify different types of ancient jewelry. ☆ ☆	I can describe different types of ancient jewelry. ☆ ☆ ☆
Issues: Loyalty and belonging	I like the jewelry and ancient monuments of Ancient Egypt. ☆	I'm proud of the jewelry and ancient monuments of Ancient Egypt. ☆ ☆	I understand that the jewelry and ancient monuments are part of Egypt's history. ☆ ☆ ☆
Project	I work with others to make an Ancient Egyptian necklace. ☆	I help my group members to make our Ancient Egyptian necklace. ☆ ☆	I give ideas to make my group members' Ancient Egyptian necklace better. ☆ ☆ ☆

Review 3

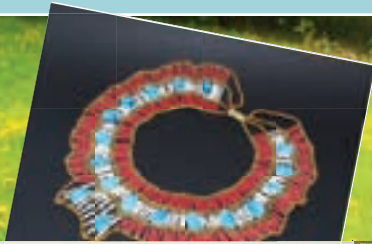
Lesson 1



1 Find the pictures and sort



The weather	Money	Countries	Jewelry
.....rainy.....			
.....			
.....			
.....			





2 Match the countries to the nationalities

- 1 France 2 America 3 China 4 Egypt

- a Chinese b French c American d Egyptian



3 Look and complete with the words in the box



Etienne



Gwok



Tarek

- are
- China
- Egypt
- France
- French
- ~~from~~
- live
- Where

Tarek: Hi! Where are you **1***from*..... ?

Gwok: I'm from **2** And you?

Where **3** you from?

Tarek: I'm from **4** **5** are you from?

Etienne: I'm from **6** I'm

7 I **8** in Paris.

Tarek: Let's go and play!

Gwok and Etienne: Yes!



4 Listen and check

Lesson 2 Reading and writing



1 Look and complete

1



do _ _ ar

2



_ _ _ awberry

3



be _ _

4



co _ _ ee

5



mu _ _ in

6



_ _ _ ing

7



gla _ _

8



_ _ _ eet



2 Look and write



Yesterday, my mom had ① and a ② with her friend.



3 Listen and check. Then say



In the ③, we see a ④ with lots of ⑤



There is a ⑥ under the ⑦



4 Listen and write

pr	br
1 <u>present</u>	4
2	5
3	6

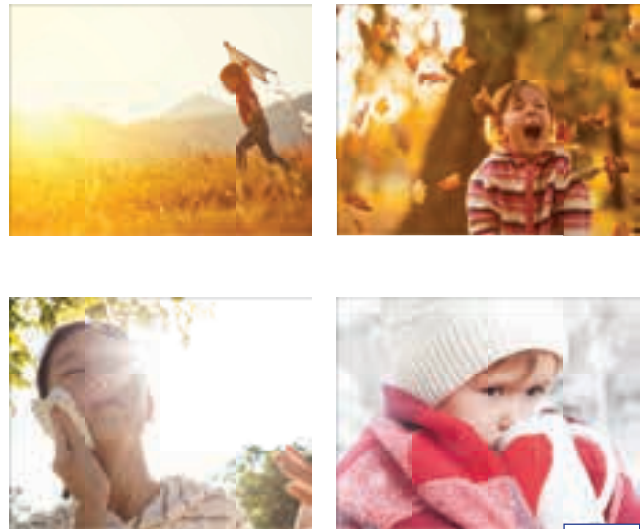


1 Check (✓) what you can do. Now I can ...

1 talk about countries, money, and school days around the world.



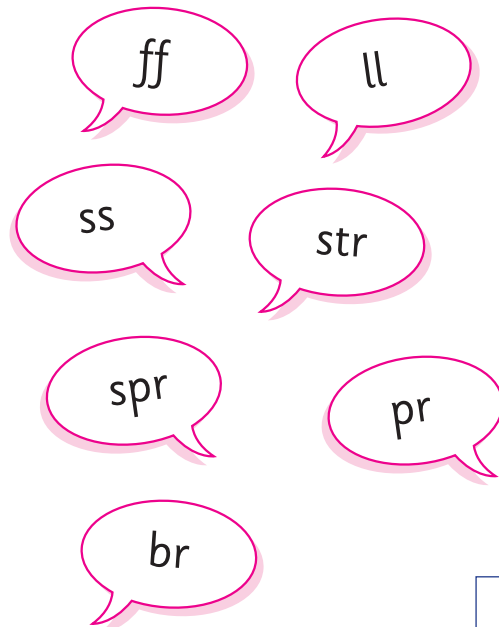
2 say months of the year and the weather.



3 talk about jewelry and Ancient Egyptian monuments.



4 say these sounds.



Teacher assessment



1 Listen, read, and guess: When you *download* a photo, you:

a get it from the internet.

b send it to the internet.

1 Do you have a computer to do your homework, Hany?

3 Can you watch videos?

5 I want to learn to **download** photos.

7 Thank you!

8 I have a computer and I can download photos. I want to learn to find information on a **website**.



2 No, I have a tablet. I find **information** on the **internet**. Then I do my homework in my notebook.

4 Yes, I can watch videos on my tablet.

6 I can help you!



2 Read again and match

1 Hany

2 Amira

3 Youssef

4 Hana

a wants to download photos.

b can help Amira.

c can watch videos on his tablet.

d wants to find information on a website.

Vocabulary: Digital technology



1 Listen, point, and say

1 computer

2 website

8 screen

7 information

6 mouse

3 cell phone

4 keyboard

5 tablet



2 Complete using words from Exercise 1

- 1 We use this for moving the arrow (⬆) on the screen.mouse.....
- 2 My mom uses this small device for calling people.
- 3 We can use this on the internet to find information.
- 4 It is bigger than a cell phone. It is smaller than a computer.
.....
- 5 This is used to see things on your computer.
- 6 We can read and find this on the internet.
- 7 We use this for writing on a computer.
- 8 This is an electronic device. We can write and find information on it.
.....



3 Listen and check

Vocabulary: *internet, website, cell phone, tablet, mouse, computer, keyboard, information*

Language use



4 Listen and read

Digital technology makes our world bigger and more exciting:

1



I **can learn** things from different websites.

2



I **can talk** to my grandma in Cairo.

3



My mom and dad **can order** things.

4



I **can watch** videos.

5



I **can download** music from all over the world.

6



I **can use** the internet for my homework.



5 Say and write. What can you use digital technology for?

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

Lesson 2

Digital citizenship: Being a good digital citizen

Tip!

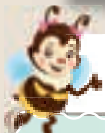
A digital citizen uses the internet a lot. He/She doesn't copy from other people, and is kind and safe online.

Personal information



1 Read and match

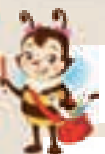
- | | |
|---------------------------------|---------------------------|
| 1 What's your telephone number? | a 21 Nabil Shohdy St. |
| 2 What's your address? | b 01099479756 |
| 3 What's your password? | c Ibrahim |
| 4 What's your family name? | d August 10 th |
| 5 When's your birthday? | e Daddy765? |



2 What is safe online? Read and complete with your partner

Safe online	Not safe online
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- I can tell everyone my password.
- I can tell everyone about my dinner.
- I can tell everyone how I feel today.
- I ask adults which websites are safe.
- I ask an adult if it's OK to use the internet.
- I can share my address with everyone.
- I can talk to people I don't know.
- I can tell everyone my mom's phone number.
- I can share my photos with everyone.
- I can find information for my homework.

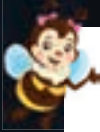


3 Write 3 things you do to stay safe online

.....

.....

.....



4 Read and guess the meaning of the words in bold. Use your dictionary to check



Adam, Aser, and Eyad wanted to do **research** on a school project. They worked for two hours to do the project, but they didn't finish. Aser wanted to copy information from some websites so they could finish early.

Adam and Eyad said, "It's not right to **copy** information from any website. We want to find information from many websites and do our own work".

The boys met the next morning and worked for three hours to finish the project. Adam wanted to use Eyad's computer. He asked Eyad to come and write his **password** because it is not safe to tell anyone your password.

At 12 o'clock, the boys were very tired. Eyad wanted to work for three more hours, but Adam said, "It's not healthy to **spend** too much time on the internet. It can hurt our eyes". Adam and his friends met the next day and finished their project. The boys were happy because they found new information and finished on time.



5 Read again and check what Adam and his friends did

- a They didn't tell anyone their passwords.
- b They sent their photos to everyone.
- c They watched videos online.
- d They didn't spend too much time on the internet.
- e They used the internet for a school project.
- f They copied other people's work on the internet.
- g They were careful online.



6 Write three things the boys did right

- 1
- 2
- 3

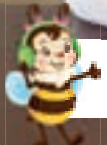
Lesson 3

Digital citizenship: Online research



1 Look and read. How can you help Rana? Talk to your partner

Rana has homework. She wants to do research. She wants to find information online. How can we help her?



2 Read and listen. Do you think it's helpful?

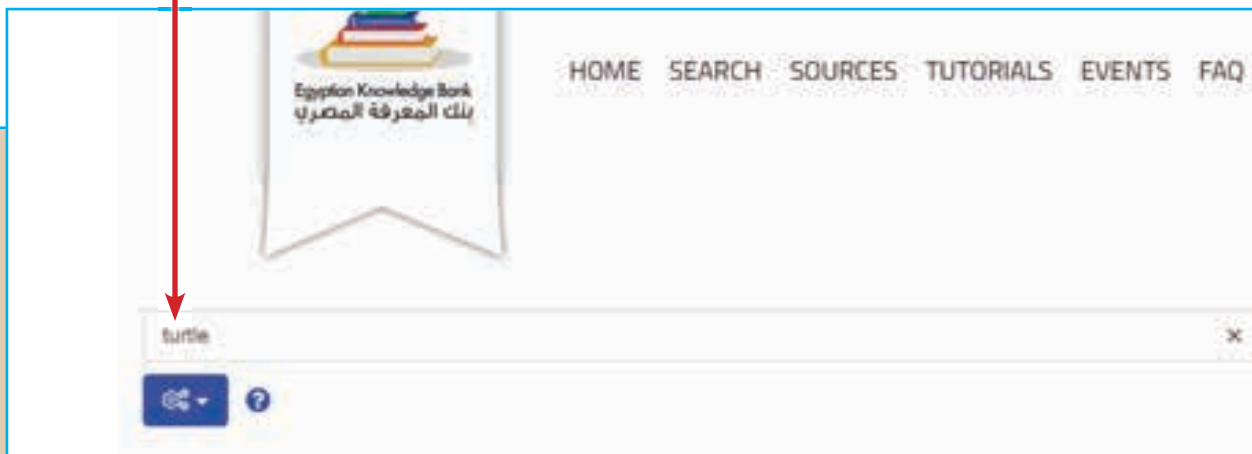
Let's help Rana:

1 What do you want to find? Write the question.

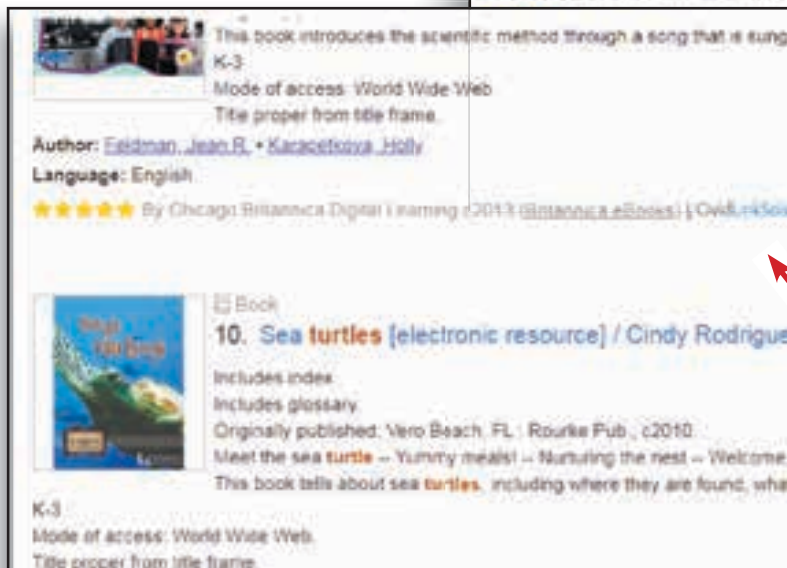
Where do turtles live?

2 Find the important words in your question. These are 'keywords'.

3 Use a **search engine**. Search for the keywords.

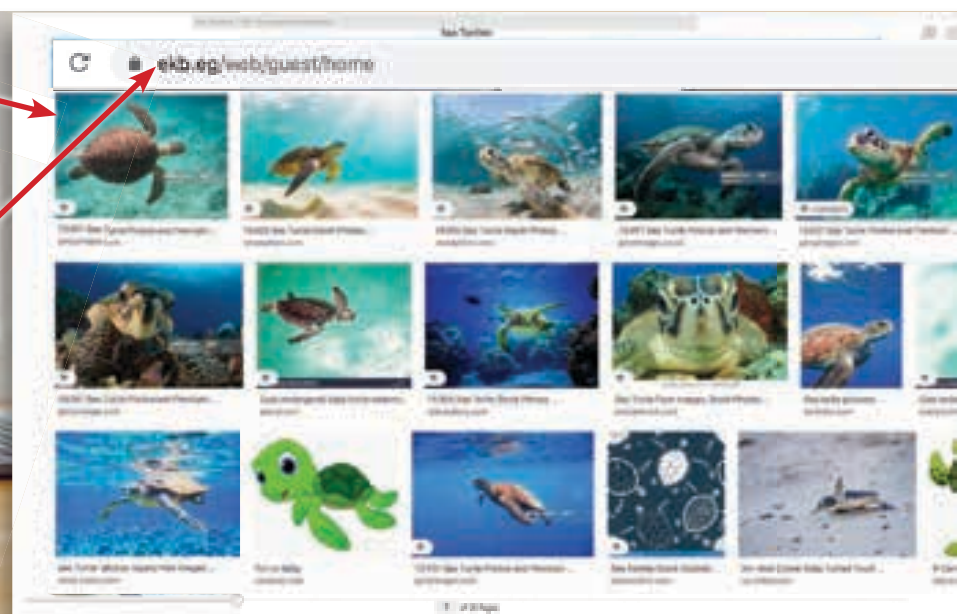
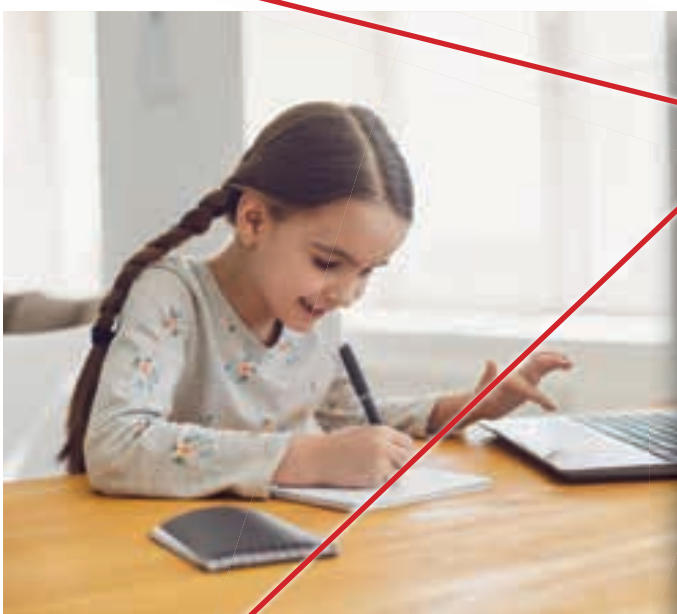


4 Use 2 or 3 different websites. Find a lot of information.



5 Read information and write your ideas.

6 Find photos too.



7 Write the names of the websites you used.

Vocabulary : *keyword, search, search engine, website, information*

Lesson 4

Learn sounds with Busy Bee!



counting syllables



1 Listen, say, and write

phone	computer	research
internet	keyboard	mouse
tablet	website	video
recycle	screen	search

Tip!

A **syllable** is part of a word that has one vowel and consonants before and after the vowel.

Cat has one syllable, *tablet* has two syllables (tab – let).

1 syllable

.....*mouse*.....

.....

.....

.....

2 syllables

.....*tablet*.....

.....

.....

.....

3 syllables

.....*computer*.....

.....

.....

.....



2 Listen and circle the stressed syllable

1 

in - ter - net

2 

web - site

3 

cell - phone

4 

key - board

5 

com - put - er

6 

e - mail

Phonics: counting syllables and word stress

Tip!

  **so** → He's hungry **so** he gets some food.

  **so** → She was tired **so** she went to bed.



3 Complete the sentences with *and*, *so*, or *but*

1 

She needed some information, she used her computer.

2 

They wanted to go to the park, it was raining.

3 

They had falafel bread for breakfast.

4 

Amal didn't know how to use her computer, she asked for help.

Lesson 5

Project: A tablet template

You will need:



pictures of tablet applications



scissors



markers



black and white cardboard



glue

1 Read and make your tablet template



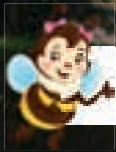
How to make your tablet template:

- 1 Cut out your pictures of tablet applications.
- 2 Write and color in information about your favorite apps, games, and videos.



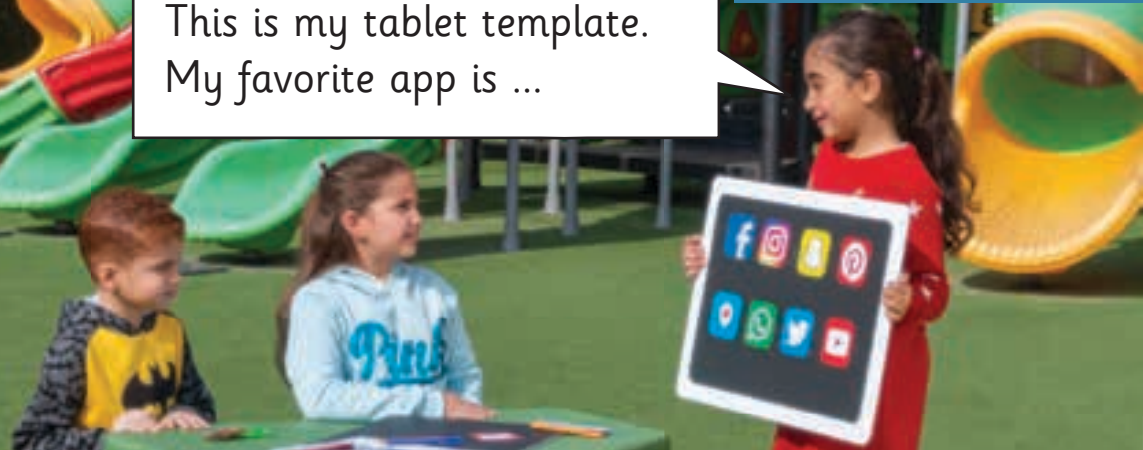
- 3 Cut out black cardboard in the same shape as the tablet.

- 4 Stick the tablet on the white cardboard.



2 Show and tell

This is my tablet template.
My favorite app is ...



Language: *This is my tablet template. My favorite app is ...*

Self-Assessment



Read and color the stars that describe your effort

Speaking and reading	I can read about digital technology, steps to do online research, and to stay safe online. ☆	I can talk about digital technology, steps to do online research, and to stay safe online. ☆ ☆	I can talk about how to use digital technology, how to do my online research, and what I do to stay safe online. ☆ ☆ ☆
Writing	I can complete sentences on digital technology, and on steps to do online research, and to stay safe online. ☆	I can write on digital technology, on how I do online research, and about how to stay safe online. ☆ ☆	I can write sentences on digital technology, on steps to do online research, and about how to stay safe online. ☆ ☆ ☆
Phonics : Counting syllables	I can count the syllables and identify the stressed syllables of words I listen to. ☆	I can count the syllables and identify the stressed syllables of the lesson's words with my teacher's help. ☆ ☆	I can count the syllables and identify the stressed syllables of the lesson's words. ☆ ☆ ☆
Issues and life skills: being a good digital citizen	I understand that we need technology to do research and find information ☆	I can use technology to do research and find information. ☆ ☆	I can use technology safely to do research and find information. ☆ ☆ ☆
ICT: Use digital technology safely	I can identify the steps of doing online research. ☆	I can follow the steps of doing online research. ☆ ☆	I can work in groups to do online research on a topic we choose. ☆ ☆ ☆
Project	I work with my group to make a tablet template. ☆	I help others in my group to make a tablet template. ☆ ☆	I help others in my group to make a tablet template and provide ideas to make it better. ☆ ☆ ☆



1 Look, listen, and read. Where is the family?





4 I'd like chicken, please.

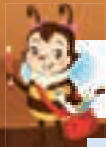
5 Would you like some rice?

6 No, thank you, I prefer potatoes.

7 Is that everything?

9 Thanks for your help.

10 You're welcome.



2 Read and write *True or False*

- 1 Hana would like some soup.
- 2 Hana would like chicken.
- 3 Hany prefers rice.

Vocabulary: Meals and food



3 Listen, point, and say

1 chicken



2 potatoes



3 vegetables



4 rice



5 soup



4 Match the meals in Exercise 2 to their times below

- 1** You have this in the morning:
- 2** You have this in the afternoon:
- 3** You have this in the evening:
- 4** You have this between meals when you are hungry:



5 Listen, read, and say

We usually eat three meals a day. When we are hungry between meals, we have a **snack**.



1 breakfast



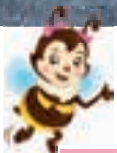
2 lunch



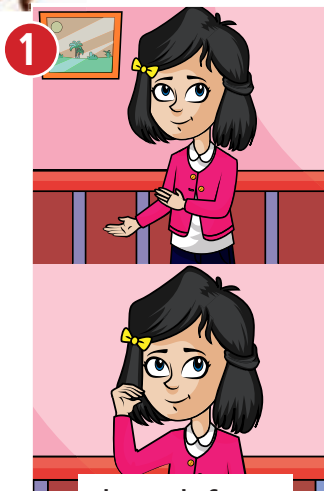
3 dinner



4 snack



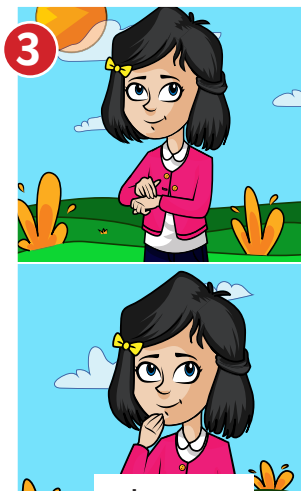
6 Say these words with ASL



breakfast



lunch



dinner



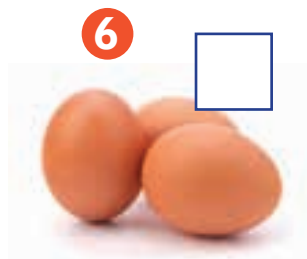
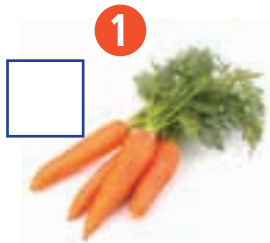
snack

Lesson 2

Science: A balanced diet



1 What is healthy food? Look and check



2 Read and listen. Complete the diagram with the food labels

A **balanced diet** is important. It helps us to have a healthy body.

We need to eat a lot of fruit and vegetables. This is the biggest part of a healthy diet. Fruit and vegetables give our bodies **vitamins**.

The next biggest part of our diet should be bread, **cereals**, and potatoes. They give us **fiber** and **carbohydrates**.

Milk and **dairy** products give us **calcium**. This makes our bones strong. Meat and fish give us **protein**.

We need a little fat and very little sugar. We also need to drink a lot of water. Water helps our bodies to take the **nutrients** from the food we eat.

Meat, eggs, and fish

Fruit and vegetables

~~Bread, cereals, and potatoes~~

Food with sugar and fat

Milk and dairy products

2

1 Bread, cereals, and potatoes



3

5

4



3 Work with your partner to plan a healthy meal in your notebook

Listening and speaking



4 Put the lines in the correct order

And to drink?

I'd like some chicken and soup, please.

And for **dessert**?

Welcome to the restaurant. What would you like to eat for the **main course**? Here's the **menu**.

Some **rice pudding**, please.

Some orange juice, please. Thank you.



5 Listen, check, and role-play





6 Read and complete. Use the words in the box

~~Main course~~ Dessert Drinks
 Ice-cream Potatoes and fish Tea

Menu

Price

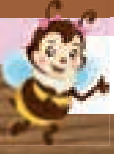
1	Main course	
	Burgers and fries	LE 55
2	LE 70
	Chicken and pasta	LE 68
3	
	Rice pudding	LE 10
4	LE 15
	Chocolate cake	LE 22
5	
	Cola	LE 4
	Coffee	LE 10
6	LE 3

Tip!

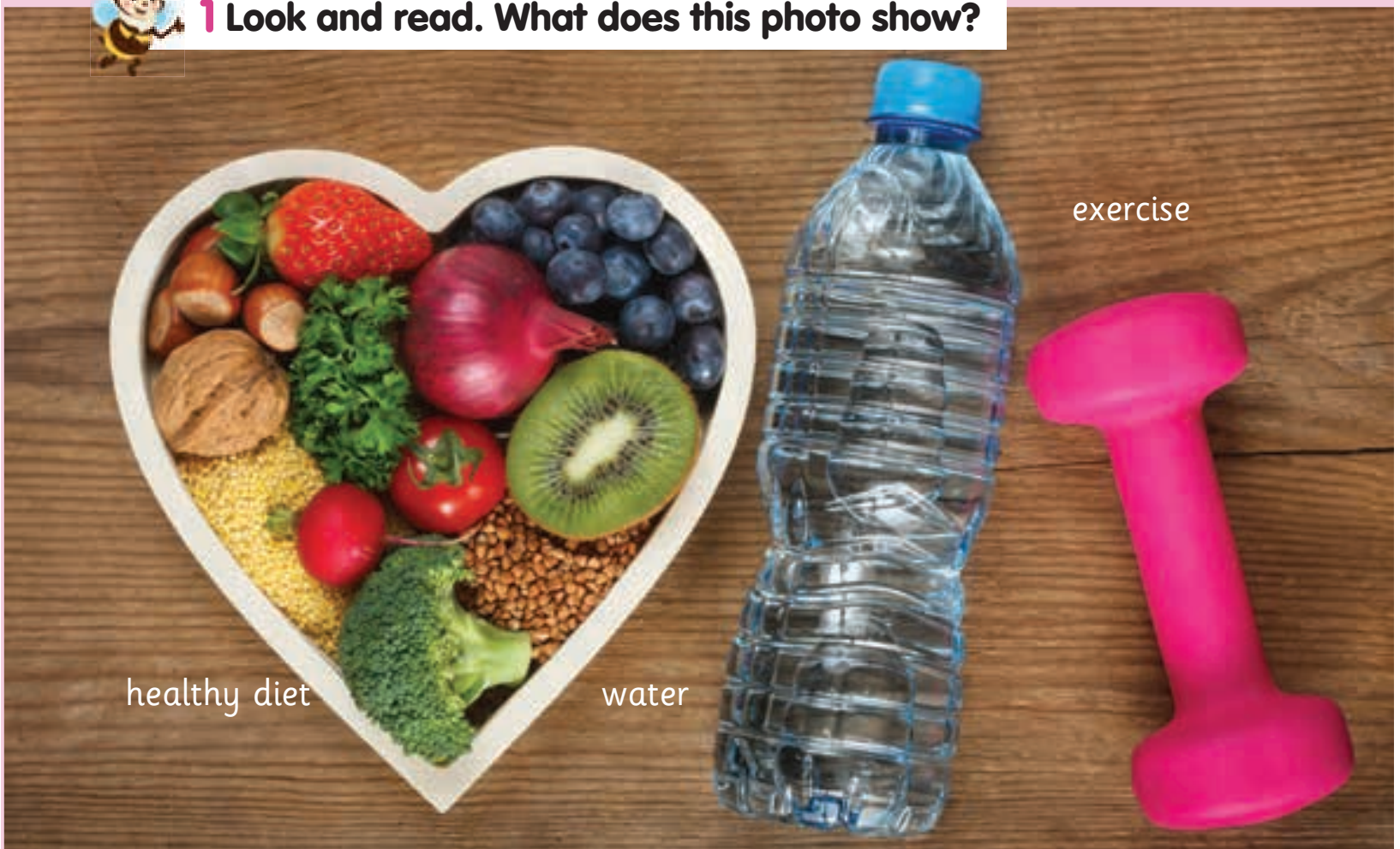
The **main course** is the big part of a meal. It usually has chicken, meat, fish, or any other protein. It also has carbohydrates, like bread, rice, pasta, or potatoes.

Lesson 3

Science: A healthy heart



1 Look and read. What does this photo show?



healthy diet

water

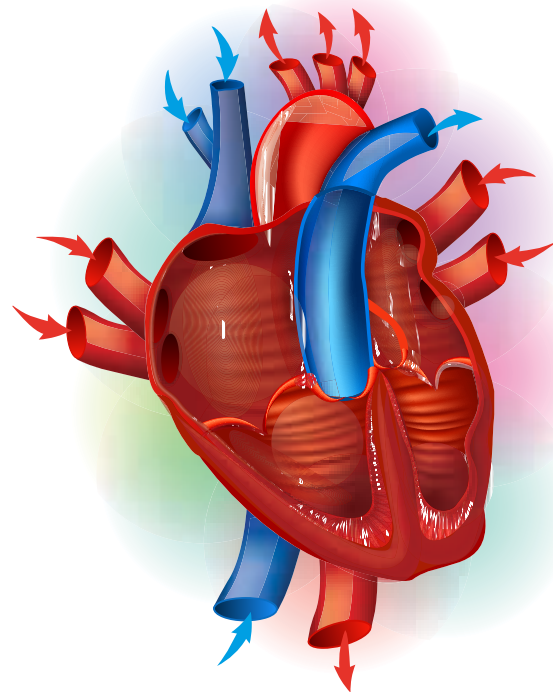
exercise

The heart is an **organ** of your body. It **pumps** blood around your body.

The blood goes to your head, stomach, arms, and legs.

The blood carries **oxygen** and **nutrients**, which keep your body healthy.

To have healthy bodies, we need to keep our hearts healthy.





2 Look, read, and check what you need for a healthy heart



exercise



watch TV



eat lots of ice cream



get eight hours of sleep



eat fruit



drink cola



go for a walk



play games for 6 hours



3 Do you have a healthy heart? Why?



4 Listen and sing

Vocabulary: heart, organ, pump

Lesson 4

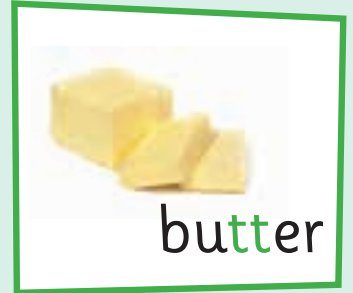
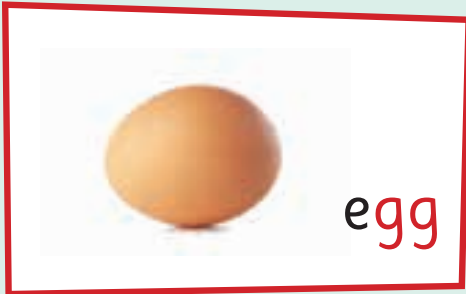
Learn sounds with Busy Bee!



1 Listen and read. Then say



gg nn tt



2 Look and write gg, nn, or tt



1 ki _ _ en



2 e _ _



3 di _ _ er



4 bu _ _ er



5 su _ _ y



6 fo _ _ y



3 Listen and say

Phonics: the gg, nn, and tt sounds



4 Read and trace



Sandy is having breakfast. She is eating an egg and bread with butter. She drinks some orange juice. Sandy tries to be healthy.



5 Look and write a paragraph about the picture below



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

Tip!

When you write a paragraph, you can describe the things you can see and feel. Write general sentences, more information, and an end sentence.

Writing skills: Writing paragraphs

Lesson 5

Project: A heart collage

You will need:



pictures of a red heart and a black heart



coloring pens and pencils



pictures from the internet and magazines



cardboard paper



scissors



real items or toys of food



glue

1 Read and make your healthy and unhealthy heart collage



1 Think about healthy hearts. What can we do for our hearts?

2 Cut and stick pictures of healthy life on the red heart.

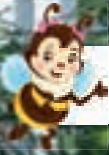


3 Cut and stick pictures of an unhealthy life on the black heart.

4 Talk about your collage.



Show and tell



2 Show and tell

This is my healthy and unhealthy heart collage. To keep your heart healthy, you should ...

Unit 11

Language: This is my healthy and unhealthy heart collage. To keep your heart healthy, you should eat lots of fruits and vegetables. You should exercise. You shouldn't drink cola.



Self-Assessment



Read and color the stars that describe your effort

Speaking and reading	I can read about a healthy diet and things that make my heart strong. ☆	I can talk about a healthy diet and things that make my heart healthy. ☆☆	I can talk about a healthy and unhealthy diet and things that are good or bad for my heart. ☆☆☆
Writing	I can trace sentences in a paragraph. ☆	I can write a paragraph with my teacher's help. ☆☆	I can write a short paragraph. ☆☆☆
Phonics: gg, nn, and tt	I can read words with <i>gg</i> , <i>nn</i> , and <i>tt</i> letter combinations. ☆	I can read and write words with <i>gg</i> , <i>nn</i> , and <i>tt</i> letter combinations. ☆☆	I can read and write other words with <i>gg</i> , <i>nn</i> , and <i>tt</i> letter combinations. ☆☆☆
Science: a balanced diet Life skills: accounting and provision of resources	I can say the things that are important for a healthy heart. I understand that my body needs a balanced diet. ☆	I can say the things that are good or bad for the heart. I can make my balanced meals. ☆☆	I can say if I have a healthy or unhealthy heart. I can make my menu of balanced meals say why they're good for my body. ☆☆☆
Project	I can make my healthy and unhealthy heart collage. ☆	I can say ideas to my friends to make their healthy and unhealthy heart collage better. ☆☆	I can improve my healthy and unhealthy heart collage based on my friends' feedback. ☆☆☆

Unit **12** Lesson 1
Tamer's Travels on the Tablet

CONNECT READING ADVENTURES

Tamer's Travels on the Tablet



BY NICOLA GARDNER

ILLUSTRATED BY MONA MOHAMED NAGY

Picture Dictionary



Chinese buns



Chinese soup



croissant



Eiffel Tower



warrior statues



This is Tamer. He is Egyptian. He is 8 years old. He likes speaking English. Tamer is talking to his uncle. He wants to speak English to other boys around the world.

Tamer's uncle has an idea. "Tamer, I have a French friend. My friend lives in Paris. He has a son called Léo. Léo speaks English."



Tamer's uncle makes a **video call** to his French friend. He gives his tablet to Tamer. Tamer talks to Léo.



Tamer talks to his mom about Léo. He says, “I like Léo. I would like a friend from another country.” His mom has an idea. She works at a **hotel** and she has a friend from China. “My Chinese friend has a son. Her son, Chen, speaks English.”

Now Tamer speaks to Chen and Léo every week. They are very good friends.



One day, Tamer asks Léo and Chen “What do you eat for breakfast?” Léo says “I have a **croissant** and orange juice.”

Chen says, “That looks **delicious!** I have soup and **buns** for breakfast.”



Tamer says, “I want to eat a Chinese breakfast. That looks awesome! I have ful and egg sandwiches and tea with milk. It’s yummy.”

One day, Tamer asks, “What **technology** do you use at school?”
Chen says “Sometimes I work with my friend on a computer. We learn how to move a small robot. It’s very interesting.”



Léo says, “That’s great. Sometimes I work on a tablet with my friends. It has a special keyboard. And you, Tamer, what do you use in Egypt?”

Tamer says, “At school we work on computers in the **computer lab**. We use the internet to do online research on interesting topics. It’s awesome.”



One day, Chen says, “What **monuments** do you have in your countries?”
Tamer says, “In my country we have many beautiful monuments, for example, the Sphinx and the Great Pyramid. Look at these!”

Chen says, “They are fantastic!”

Léo says, “Wow!”

Léo asks, “Tamer, do you live in Cairo?”

Tamer says, “No, I live in Luxor.”

Chen asks, “Is Luxor **special**? Do you have any monuments?”

Tamer says, “Yes, we do. We have the Valley of the Kings and Karnak Temple. There are pictures on the walls in the Valley of the Kings. The pictures tell us about life in Ancient Egypt. They are 3,000 years old.”

Chen says, “That’s awesome.”



Léo says, “This is the Eiffel Tower. It’s in Paris and it’s very famous. I love it.”

Tamer says, “It’s so tall! It’s great!”



Chen says, “These are some **warrior statues** in China. They are over 2,000 years old. Each man’s face is different. They are my favorite monument.”
 Léo says, “They are very interesting!” Tamer says, “I like their faces.”
 Tamer says, “We all live in amazing countries. We all have delicious food, exciting technology, and beautiful monuments.”



Chen says, “Yes, one day we will travel and visit each other’s countries. I want to see the Valley of the Kings in Egypt!”

Léo says, “Yes, I want to meet your family, Chen, and see the River Nile with you, Tamer!”

Tamer says, “And I want to eat Chinese buns in China and see the Eiffel Tower in Paris with you two!”

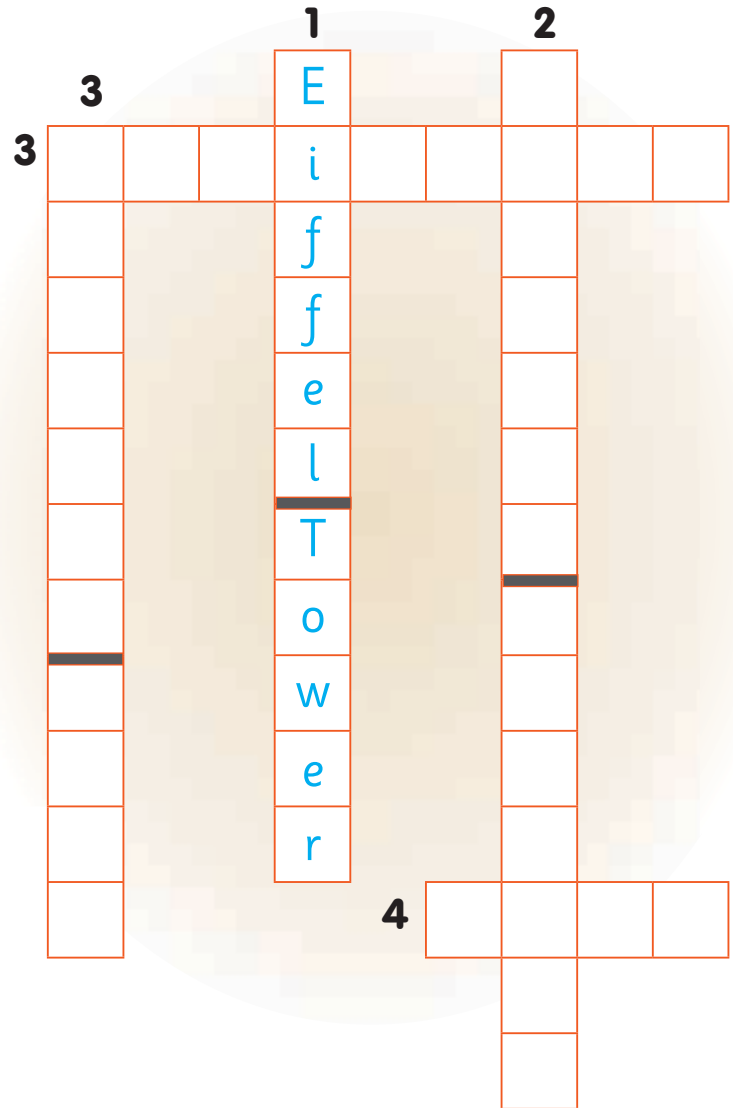
Lesson 2

Charaters in the story



1 Look and write

Down:



Across:



Characters in the story



2 Look at the breakfast food and write *Tamer, Léo* or *Chen*



.....




.....





.....



3 Match the characters to the pictures

1 Léo 

2 Chen's 

3 Tamer 

- a mom is friends with Tamer's mom.
- b does online research with friends.
- c has a funny fish.



4 Write *True* or *False*

- 1 Tamer lives in Cairo.
- 2 The Valley of the Kings is 2,000 years old.
- 3 The Eiffel Tower is in Paris.
- 4 The warrior statues are 3,000 years old.

Lesson 3

Events in the story



5 Match the questions and answers

1 Who does Tamer's mom know?
.....

2 Who does Tamer's uncle know?
.....

3 Which Luxor monument does
Tamer show his friends?
.....

4 Which French food does Léo
show his friends?
.....

5 Which Chinese technology does
Chen show his friends?
.....

- a Léo's dad.
- b A croissant.
- c A Chinese woman.
- d A computer in school.
- e The Valley of the Kings.



6 Listen and complete the song



7 Sing

I'm Chen. I'm from Come and visit me.

We can eat soup and drink Chinese tea.

I'm Chen. I'm from China. Come and visit me.

We can see the statues and be happy. Hurray!

I'm Léo. I'm from France. Come and me.

We can eat croissants and "oui, oui!"

I'm Léo. I'm from France. Come and visit me.

We can see the Tower and be happy. Hurray!

I'm I'm from Egypt. Come and visit me.

We can eat falafel and Egyptian tea.

I'm Tamer. I'm from Egypt. Come and visit me.

We can see the and be happy. Hurray!



8 Check the things you learn when you have friends from different countries. (You can check more than one thing)

1 We learn about different foods.

2 We learn about different monuments.

3 We use different technology tools.

4 We learn about different places in other countries.

5 We know about music and arts in other countries.

6 We can learn new languages.



9 Write three more things you can learn when you have friends from other countries

1

2

3

Review 4

Lesson 1 Reading



1 Read and color the correct pictures

Waiter: Good evening everyone.

Dad: Good evening.

Waiter: What would you like?

Hana: I'd like chicken and rice, please.

Mom: I'd like some soup and bread, please.

Hany: I'd like fish and salad, please.

Dad: Yes, can I have fish and salad, too?

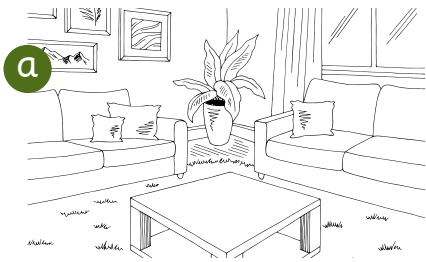
Waiter: Yes, of course. And to drink?

Dad: The children would like orange juice. We would like tea.

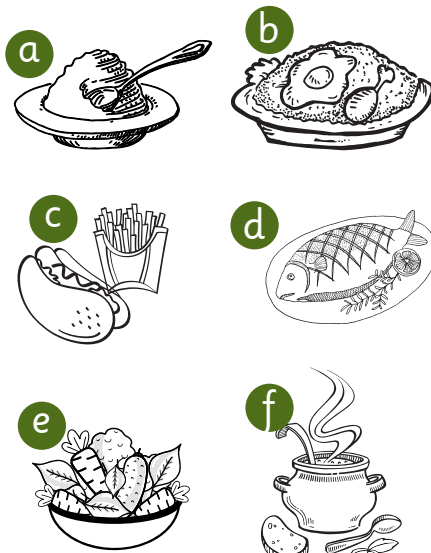
Waiter: OK. Is that everything?

Dad: Yes. Thank you.

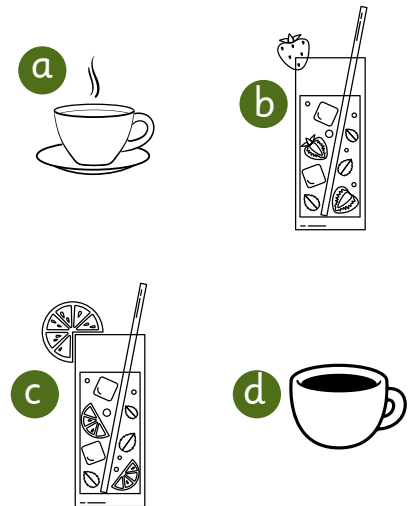
1 Where are they?



2 What do they eat?



3 What do they drink?



2 With your partner, look at the food in Exercise 1. Ask and answer

What would you like to eat?

I would like ...



3 Match 1-5 to a-e

- 1 password
- 2 telephone number
- 3 birthday
- 4 address
- 5 a website

- a www.connectforegypt.com
- b 33 Safaa Street
- c connect@3rdprim
- d 01099479756
- e 14th April 2012



4 Look and complete the conversation with the words in the box

Street	your	birthday	2013
What's	01099479756	have	

Woman: What'syour..... name?
Tarek: Tarek Mahmoud.
Woman: your address?
Tarek: 10A Hussein Wassef
Woman: What's your, please?
Tarek: June 24th,
Woman: Can I your cell phone number?
Tarek: Yes, it's
Woman: Thank you very much!



5 Listen and check your answers to Exercise 4

Lesson 2 Phonics



1 Listen and write

gg/nn/tt	
1	e _ _
2	k _ _ _ _
3	s _ _ _ _
4	f _ _ _ _
5	d _ _ _ _
6	b _ _ _ _



2 Read and say. Write the number of syllables in the words

1 internet <u>3</u>	4 statues _
2 website _	5 chicken _
3 computer _	6 potatoes _



3 Listen and check



4 Listen and write. Then say



Last night I had an
 ①..... and
 bread with ②.....
 for my ③.....

The ④.....
 took some
 ⑤..... for
 the floor.

The ⑥.....
 are playing in the
 garden on a
 ⑦..... day.

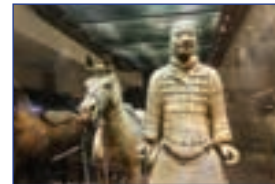


1 Check (✓) what you can do. Now I can ...

1 say technology words



2 talk about food and monuments from different countries



3 say meals and foods



4 say these sounds



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rongyiquan for p. 7 China; Sonya illustration for p. 8 yellow, blue, red and green; PenWin for p. 8 foul; agrion for p. 8 tea; KIKU OGAWA for p. 8 noodles; studio-dm for p. 8 milk; johavel for p. 8 hot chocolate; GzP_Design for p. 8 falafel; Padma Sanjaya for p. 8 bread; Neizu for p. 8 muffin; New Africa for p. 9 girl 1 and boy, p. 50 and p. 51 brush, p. 102 paper and p. 114 sweets; Mai Groves for p. 9 girl 2; Andrey Bayda for p. 10 school bus; Ahmet Misirligul for p. 11 school blackboard; Tawining for p. 12 off; Cozine for p. 12 and p. 63 glass; DenisProduction.com for p. 12 dress, p. 37 and p. 41 wash fruit and vegetables and p. 95 pineapple with tag; Tony Skerl for p. 12 and p. 63 bell; Zadorozhnyi Viktor for p. 12 and p. 63 coffee; Jabirki Art for p. 12 muffin; vectorlab2D for p. 12 police officer; Real Vector for p. 12 dress; jehsomwang for p. 12 tall; Anatoliz for p. 12 bell; Mia Shaly for p. 12 coffee; Andrey Lobachev for p. 12, p. 60 and p. 63 dollar; Goskova Tatiana for p. 12 and p. 63 muffin; robuuart for p. 13 woman drinking coffee and eating muffin; BlueRingMedia for p. 13 girl wearing dress and p. 157 scuba diver; Dzm1try for p. 13 hand pressing doorbell; Fat Jackey for p. 14 and p. 64 Egyptian coins and dollar and cents, p. 21, p. 23 and p. 60 Egyptian coins and p. 23 American coin; Anton Starikov for p. 14, p. 23 and p. 60 Chinese coins; P Maxwell Photography for p. 14 and p. 23 Chinese coins and p. 126 toy food; CEXM for p. 14 and p. 21 Egyptian girl; Rawpixel.com for p. 14 French boy and p. 76 and p. 136 email; Sashkin for p. 14, p. 23 and p. 64 one euro; coonlight for p. 14 and p. 23 two euros; PT Pictures for p. 14 and p. 23 ten cents; Pixel-Shot for p. 14 American boy; feelphoto2521 for p. 14 and p. 23 dollar; paulaphoto for p. 14 Chinese girl; Schira for p. 14 coin piles; canbedone for p. 16 doll; Roman Samokhin for p. 16 tablet; DeymosHR for p. 16 robot toy; photka for p. 16 kite; Didecs for p. 16 bag; Stepan Bormotov for p. 16 ball; ArtemSh for p. 16 books and pens; Valentin Valkov for p. 16 bike; Pixel Embargo for p. 17 organiser; VALUA STUDIO for p. 17 Tom; HardtIllustrations for p. 18, p. 54 and p. 126 glue; Tom Mc Nemar for p. 18 and p. 54 paper; Max Engine for p. 23 price tags; nadiia_oborska for p. 23 table; Hulinska Yevheniia for p. 23 grapes; AVIcon for p. 23 olives; March_Kat for p. 23 cookies; schiva for p. 23 apples; Akevi for p. 23 dates; netsign33 for p. 23 bread; Patrick Foto for p. 25 Nada; Evgeny Atamanenko for p. 25, p. 60 and p. 64 cold girl and p. 87 and p. 107 son and father measuring; CGN089 for p. 25, p. 60 and p. 64 child feeling hot and p. 25 and p. 64 child in sun; Natalia Kirichenko for p. 25, p. 60 and p. 64 child in rain; Artos for p. 26 January; dibrova for p. 26 March; KanKhem for p. 26 June; Teguh Mujiono for p. 26 July; grebeshkovmaxim for p. 26 September (board) and p. 29 blackboard; Abscent for p. 26 September (pens); Oceloti for p. 26 October; Colorful Studio for p. 26 February, April, August and p. 77 hungry boy; yusufdemirci for p. 26 November and p. 77 child sleeping; Dualoruoa for p. 26 December; Anny Chaban for p. 26 season chart and p. 157 seasons; Pressmaster for p. 27 birthday party; Sowiariov for p. 27 Easter eggs; Maria Symchych for p. 28 girl with leaves; Chutima Chaochaiya for p. 28 calendar; Lorelyn Medina for p. 29 teacher and students; MicroOne for p. 29 balloons; ghrzuzudu for p. 29 cakes; tatianakabakova for p. 29 party hats; Designua for p. 30 earth orbiting sun; Elena11 for p. 30-32 Earth in sky; AnnaMe for p. 30 different seasons; Allgord for p. 31 boy drinking water; Anna Tronova for p. 31 dry field; AJP for p. 31 girl in rain; michelmond for p. 31 flood; sonya etchison for p. 31 boy in snow; brgfx for p. 32 and p. 41 water cycle; svsumin for p. 32-33 fjord; LeManna for p. 34, p. 41, p. 43, p. 61 and p. 63 spring; insta_photos for p. 34 and p. 43 spray; GCapture for p. 34, p. 43 and p. 63 strawberries; silhy for p. 34 and p. 43 straight; Kazzazz for p. 34, p. 43 and p. 63 street; Alexander Rath for p. 35 spring background; p. 112 vegetables and p. 130 fruit; gorillaimages for p. 36 girl brushing teeth; goffkein.pro for p. 36 woman pouring tea; SUKJAI PHOTO for p. 37 and p. 41 watering plants; Supermog for p. 37 shower; RealLia for p. 37 wash hair; lana31photo for p. 38, p. 78 and p. 104 highlighters; Yeti studio for p. 38, p. 78 and p. 104 glue; Mockup Cloud for p. 38 paper; inbevel for p. 42 seasons; ArtMari for p. 43 water cycle; 22Images Studio for p. 46 and p. 57 jewellery; Alpay Erdem for p. 46, p. 57, p. 58, p. 60 and p. 64 bracelet; Ronin Far Away for p. 46, p. 57, p. 58, p. 60 and p. 64 necklace; Tarzhanova for p. 46, p. 57 and p. 60 earrings; Andrea Chiozzi for p. 46-47 gold jewellery at bazaar; Danilo Strino for p. 46, p. 57 and p. 58 bazaar; Jacek Chabrasszewski for p. 47 boy and girl talking 1 and p. 125 chicken and rice; Standret for p. 47 girls baking; Talulla for p. 47 necklace; rasoulali for p. 47 bazaar selling statues; Liliia Mykhalevych for p. 47 girls drinking tea; 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