MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

وزارة التربية والتعليم والتعليم الفني

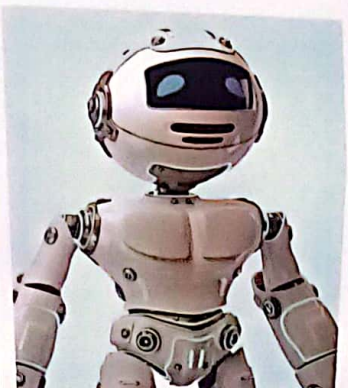
CONNECT PLUS

Primary 6

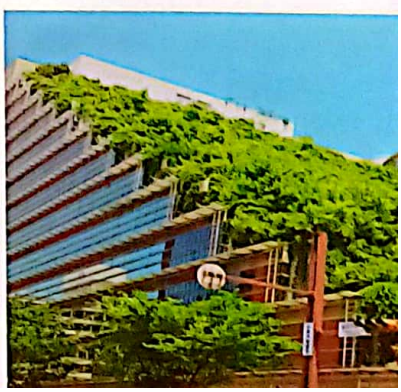
Student's Book

Term 1









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CONNECT

PLUS

Primary 6
Student's Book
Term 1

Nicola Gardner
and Emma Wilkinson

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

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SCOPE AND SEQUENCE

Theme 1	I discover myself	
	Unit 1 Express yourself! 	Unit 2 Home is where the heart is 
Vocabulary	Creative activities: *animation, beads, clay, cloth, collage, jewelry, junk modeling, outdoor art, pottery, rocket, sculpture* Words related to music: *award, cello, choir, musician, perform, stage, talented* Words related to art: *apron, advertisement, bubbles, costumes, edit, exhibition, irregular, kiln, lump, materials, photography, play (n), reflect, sculptor, spheres, stainless steel, wheel*	Activities: *do push-ups, play chess, play the violin, swap comic books, watch cartoons* Appliances and electricity: *appliance, blade, blend, blender, candle, electric stove, electric car, games console, hairdryer, invention, interactive whiteboard, laptop, lighting, microwave oven, mixer, motor, refrigerator, smoothie* Phrasal verbs: *clean up, hang up, mop up, pick up, put away, put out, tidy up* Other words: *brick, broke down, change (the car battery), childlike, curious, fix the car, great-grandmother, heat food, iron the clothes, milkshake, programmed, shocked, vaccine* Words related to caring for animals: *attention, collar, claws, furry, sharpen, stroke, vaccinations*
Language	Zero conditional: *If you paint, you get paint on your hands.* *If I go to bed late, I can't wake up in the morning.* Prepositional phrases: *I'm always tired after a concert.* *I looked under all the chairs.*	First conditional: *If it's hot tomorrow, I'll make a smoothie.* Phrasal verbs: *I think we need to clean up the kitchen.*
Reading	An article about a competition; a poem about fireworks; an article about sculptures; a story about a school show	A description of a room; an information text about an appliance; a story about robots in the future; a story about a power outage; a story about a special house
Writing	A report using *when* to sequence events	A short description of a room; rules on keeping everybody safe at home; an instructional care guide for a pet; a paragraph about your home
Speaking	Ask and answer about creative activities; ask and answer about when and where something happens; discuss sculptures; discuss a school show	Describe what you have in your room; discuss appliances; retell a story
Listening	An interview with a musician	A dialog about a family organizing their chores
Life skills	**Self-expression:** varied ways to express yourself **Art appreciation:** learning about sculpture and poetry	**Problem solving:** how to care for a pet **Science appreciation:** learning about appliances
Values	**Curiosity** **Appreciation of art**	**Respect** **Responsibility**
Issues and challenges	**Non-discrimination**	**Citizenship**
Integrated cross-curriculum topics	**Art:** sculptures and their materials	**Science:** electrical appliances and inventions
Review 1		
Non-fiction reader: Hassan Fathy: A biography		

Theme 2	Myself and others	
	Unit 3 School time! 	Unit 4 We can make a difference!! 
Vocabulary	Words related to school: *aim, boarding (school), break, cafeteria, demonstration, equipment, flexible, green roofs, gym, halls, history, ICT, math, mobile, neat, nomadic, reindeer, science, sleds, subject, timetable, uniform* Words from stories: *bit, challenge, collapsed, court, herbs, journey, palace, papyrus, poisonous, screamed, scribe, script, shook, tablet*	Describing people: *braces, curly hair, glasses, hearing aid, mean, straight hair, wheelchair* Methods of communication: *finger spelling, lip-reading, sign language, written notes* Words with suffixes: *advertisement, information, kindness* Other words: *cerebral palsy, crawl, decorate, herd, hunter, leader, movable (elbow), physiotherapist, prosthetic (arm), road, route, walker*
Language	Adverbs of frequency with the present simple: *Sometimes, I get the bus with my friends.* *I often walk to school when it's dry.* Reported speech: *Basel said that they couldn't go to school.*	Reported questions: *He asked us if we heard lots of sounds outside.* Superlative adjectives: *Science is the hardest subject for me.* *That was the worst test ever!*
Reading	A report about schools around the world; a blog about school life in the USA; a brochure about an event at a school; a story about school life in ancient Egypt; a story about a difficult journey to school	A story about a lesson; a play; a story about a special girl; a traditional story
Writing	A paragraph about your school week; sentences about your plans for the future; an opinion, with adverb phrases	A paragraph describing people; a detailed personal profile
Speaking	Discuss different school clubs; present your plan for a new school; discuss events in stories	Discuss opinions on different topics; discuss what is the same and what is different between you and a partner; practice and present a play; discuss events in stories
Listening	An account of school life in Bangladesh; a dialog about school clubs	A dialog about an amazing young man
Life skills	**Creative thinking:** designing your own school **Independence:** writing an opinion with a conclusion	**Critical thinking:** comparing similarities and differences **Self-expression:** writing a detailed personal profile
Values	**Cooperation** **Respect**	**Tolerance and acceptance** **Respect**
Issues and challenges	**Citizenship** **Globalization**	**Non-discrimination** **Citizenship**
Integrated cross-curriculum topics	**History:** school life in Ancient Egypt	**Social studies:** ensuring everybody in a community helps each other
Review 2		
Fiction reader: A wonderful surprise		

LET'S REMEMBER

LESSON 1

aquarium
astronaut
desert
flax flood
frightening
go hiking
hook
hurricane
linen pilot
planetarium
play sports
rainforest
rope tired

1 Write the words in the correct group

1 grassland, forest, _____, _____
2 thunderstorm, dust storm, _____, _____
3 coal, salt, _____, _____
4 engineer, scientist, _____, _____
5 wheel, spring, _____, _____
6 annoying, excited, _____, _____
7 go camping, go skiing, _____, _____
8 harbor, ruins, _____, _____

2 Match the categories with Exercise 1

Natural resources [3] Adjectives [ ] Ecosystems [ ] Extreme weather [ ]
Forces [ ] Free-time activities [ ] Jobs in science [ ] Places in a city [ ]

3 Listen and number. Then listen again and complete

a 
If you don't _____ _____, read a good book.

b 
When _____ _____, fire and rocks come out of the top.

c 
When you _____ the _____, the bike moves.

d 
When you _____ water, it turns from a _____ to a gas.

4 Circle the correct words

1 I have a friend **who / which** is very good at skateboarding.
2 These photos show people the **beautiful / beauty** of the desert.
3 I really enjoy **to spend / spending** time outside with my friends in the summer.
4 I have to do a project about a natural wonder. Will you **help / to help** me?
5 I love this café. **Everything / Everybody** I've tried here is delicious!
6 Do you like **go / going** hiking?
7 Do you know **anybody / everybody** who can put up a tent?
8 It's **enough / too** early to get up, go back to sleep!

5 Listen and number

a 
b 
c 
d 
e 
f 

6 Listen again and write *yes* or *no*

1 Can you take photos of the ruins? _____
2 Is origami easy? _____
3 Is the market more interesting than the supermarket? _____
4 Is it easy to sleep in a bright room? _____
5 Is it important to drink water when you exercise? _____
6 Have they made the salad yet? _____

LESSON 2

1 Read and match

1 Your heart is important because it	a a renewable natural resource.
2 Solar energy is	b enjoyed swimming, archery, and wrestling.
3 People in Ancient Egypt	c to go around the Earth.
4 It takes 28 days for the moon	d to slow your bike down.
5 Nocturnal animals have	e a very good sense of hearing.
6 You need to use your brakes	f moves blood around your body.

2 Read and complete. Choose *a*, *b*, or *c*



Laila: Hello, Rana. 1 _____ you start your class project yet? I don't know what to do, 2 _____?

Rana: No, I don't, but it's OK. Miss Amal said that if we don't know what to do, she'll help us.

Laila: Oh, good. I might go and 3 _____ her for advice.

Rana: Well, I think I'm going to find out about forces and airplanes. If I could be any animal, I 4 _____ be a bird and fly!

Laila: Wow, that's a great idea! I might do my project about unusual plants or an ecosystem in another part of the world.

Rana: They are good ideas, Laila. I've 5 _____ about desert ecosystems but not ecosystems in other countries. Why don't you do that?

Laila: Yes, OK, I 6 _____!

1	a Has	b Did	c Have	2	a do you	b did you	c did I
3	a asking	b asked	c ask	4	a would	b will	c to
5	a learned	b learn	c learning	6	a can	b will	c won't

3 Read and complete the dialogs. Use the correct form of the words in brackets

1 **A:** Have you _____ to India? (be)
B: Yes, I _____. I'm very lucky! (have)

2 **A:** Have you _____ *koshari*? (make)
B: No, I _____, but my mom is going to teach me how! (have)

3 **A:** Have you _____ your dad about your test score? (tell)
B: Yes, I _____. He was really happy that I got 100%! (have)

4 Read and circle



Amina wanted to find out how to be an astronaut. 1 **First / Then**, she went to the library to get some books about space. 2 **Then / First**, she found an interesting website about being an astronaut. 3 **Finally / Then**, she found an interview with an astronaut in a magazine. She loved finding out the information, and she definitely wants to be an astronaut now!

5 Complete the sentences for you

1 I love _____ and _____.
2 If I have a day free, I like _____.
3 _____ is the most popular sport in my class.
4 I _____ to Australia.
5 I feel _____ when it is my birthday.
6 I want to be a/an _____ because _____.

UNIT 1

Express yourself!

Having fun and being creative!

In this unit I will ...

- talk about different creative activities.
- understand and use the zero conditional.
- listen to and understand an interview.
- understand and use prepositional phrases.
- read and understand a poem.
- read and understand an article.
- write a report using time clauses and sequencing.
- read and understand a story.



Look, discuss, and share

1 What are the children doing in the photo?
2 Where do you think they are?
3 Would you like to do this? Why / Why not?



Did you know?

When you are doing a creative activity, you focus on what you're doing. You don't think about your daily life, or even what time it is! This is often called "being in the zone".



Find out

Pottery is a very old art form, but how old is it? Find out!

LESSON 1 HOW CREATIVE ARE YOU?

1 Read the article. Check (✓) the correct sentence

a You can't enter a painting into the competition. ☐

b You can enter the competition using any kind of creative work. ☐

Show your creativity!

Enter our fun new competition and show us how creative you are!

We want children between the ages of five and fifteen to send us their creative work. Your work will appear in a big art **exhibition** in the city museum.

There are so many different ways you can express yourself. You could send us a painting, a photo, a poem, or a story. Or why not try something new? Here are some ideas for different creative activities to get you excited!

Junk modeling

What can you make with a cardboard box? Plastic bottles and **lids**? Try junk modeling! Use your creative and design skills to build a rocket, a ship, a car, or a house.

Pottery

Do you like getting your hands messy? Then try pottery! Use **clay** to make a bowl, a cup, or a vase.

Designing clothes

If you can't find anything you want to wear, how about designing and making your own clothes? You can use recycled **cloth** to save money and help the planet.

Making a collage

If you can't decide what to use in your project, use a bit of everything! You could make a beautiful collage with material, paint, and colored paper.

Making jewelry

Use **beads** to make beautiful jewelry, for example, necklaces or bracelets.

Sculpture

You could use wood, clay, or stone to make a sculpture of an animal, a person, or a completely new shape.

Outdoor art

Use the things you find around you in the outside world, for example, leaves or shells to make some outdoor art.

Computer animation

If you prefer using technology, you could use your computer skills to make an **animation**. Moving pictures can tell a great story!

There are so many things you can do! How do you like to express yourself?

2 Match the activities in the text to the pictures

1 

2 

3 

4 

junk modeling

5 

6 

7 

8 

3 Read and complete

beads cardboard clay cloth computer leaves

1 You can use _____ or shells in outdoor art.

2 To make jewelry, you can use different colored _____.

3 You could use plastic bottles or _____ in junk modeling.

4 Wood or _____ are good things to use for sculptures.

5 You could use a _____ to make an animation.

6 If you design clothes, you can save money by using recycled _____.

4 Read the text in Exercise 1 again. Answer the questions in your notebook

1 How old do you have to be to enter the competition?

2 What will happen to the work children enter in the competition?

3 What can you use to make a collage?

4 Which two activities use clay?

5 In which two activities do you make something to wear?

5 Ask and answer. Discuss with your partner

1 Which creative activities do you think are easy?

2 Which creative activities do you think are difficult?

3 Which creative activities have you done before?

4 Which creative activities would you like to try?

6 Imagine you are entering the competition. What would you do and why? Discuss with your partner

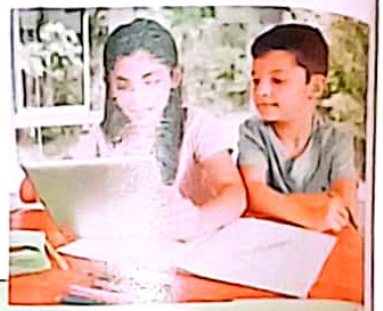
Recycling is important, so I would do junk modeling.

I would make outdoor art because I like collecting shells.



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LESSON 2 LANGUAGE



1 Listen and read the dialog. What are Noha and Hesham's favorite creative activities?

a Noha: _____

b Hesham: _____

Noha: Have you heard about this competition, Hesham? It's for any kind of creative project. I'd like to enter.

Hesham: Oh wow, that looks good. What are you going to make?

Noha: I don't know. My favorite activity is painting. I always feel happy when I'm painting. If I'm sad, I paint. Then I feel better.

Hesham: Hmm. If I paint, I don't feel happy. I'm not very good at it!

Noha: Yes, you are! Anyway, no one is bad at a creative project. You can do or make anything you like. There's no right or wrong!

Hesham: I prefer making things with my hands. I like sculpture or junk modeling, but my favorite is pottery. I think it's really relaxing!

Noha: Oh, I don't agree. I don't like pottery because I don't like getting my hands messy. I think it's really uncomfortable to have clay on my hands.

Hesham: But if you paint, you get paint on your hands.

Noha: Well, yes, I suppose you're right. Luckily, the paint disappears quickly when I wash them!

2 Read again. Ask and answer with a partner

1 How does Noha feel when she is painting?

2 Does Hesham think he is good at painting?

3 Does Noha think that there is a right and wrong way to do a creative project?

4 Why doesn't Noha like pottery?

3 Find these words in the text. Read and match

1 messy	a making you happy and not worried
2 disappear	b to go away; you can't see it any more
3 uncomfortable	c not clean or tidy
4 relaxing	d not feeling nice on your skin

Zero conditional

- We use the zero conditional to talk about facts and things that are true for us.
- We form it using *if* or *when*, and the present simple or a modal like *can*:
  If you paint, you get paint on your hands.
  If I go to bed late, I can't wake up in the morning.
- We also use the zero conditional to give instructions or make suggestions. To do this, we form it using *if* or *when*, and the imperative:
  If it starts to rain, use an umbrella.
  When you arrive at school, come to the classroom.

4 Read and circle

1 If I do something creative, I **feeling / feel** happy.

2 When you go for a walk, you can **find / found** things for outdoor art.

3 When I meet my friends, we **making / make** animations.

4 If she has clay, she can **make / makes** pottery to give her friends.

5 If you want to get up early, you can **set / sets** an alarm.

6 When you go to the beach, **taking / take** a sunhat.

5 Complete Noha's painting tips with the words in the box. Listen and check

clean leave make mix use

Noha's painting tips!

1 If you mix blue and yellow, you can _____ green.

2 If you _____ red and blue, you don't make pink. You make purple!

3 If you put your brush in water, you _____ it.

4 If you _____ your painting for about an hour, the paint dries.

5 If you _____ recycled paper, you can help the environment.

6 Ask and answer with a partner

1 What creative activity do you think is relaxing?

2 What do you do if you feel sad?

3 What creative activity do you dislike? Does your partner agree?

4 Do you like creative activities that are messy?

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LESSON 3 A NIGHT OF COLORS

1 Youssef wrote a poem. Look at the photo. What do you think the poem is about?

2 Listen and read the poem. Circle two answers

Youssef is describing what he can **hear** / **feel** / **taste** / **see** / **smell**.

A Night of Colors



We stand together in the cold, black night,
The sky is dark and far away.
Everything is quiet and still, until – **BANG!**
The lights make the sky as bright as day.

Rockets shoot up into the air,
We shout and cheer, watching them fly.
Colors burn brilliantly against the black,
We see them dance happily through the sky.

The sound fills my ears, as each rocket takes off,
Exploding noisily with flashes of light.
Beads of red, yellow, silver, and gold,
Are beautiful jewels in the black night.

With blasts so loud and rockets up high,
A colorful fire against the stars.
The sky shines brightly with light and color,
We hold our breath, looking out far.

3 Read the poem again and match

1 The sky	a our breath.
2 Rockets	b fills my ears.
3 The sound	c shines brightly.
4 We hold	d shoot up.

4 Look at the poem and answer

1 A verse is a part of the poem. How many verses are there? _____
2 How many lines are in each verse? _____
3 A rhyme is when two words sound the same at the end of the word. How many words in each verse rhyme? _____

5 Read these lines from the poem again. Check (✓) the correct sentence

Beads of red, yellow, silver, and gold,
Are beautiful jewels in the black night.

a There are real jewels in the sky. ☐
b The colors in the sky look like jewels. ☐

Tip! In a poem, the poet sometimes uses words or something that is not real to help the reader imagine the way something real looks. For example, the fireworks in the sky are not really jewels, but they are so beautiful that they look like jewels.

6 Look at the poem again. Complete the chart

Topic: Fireworks	
Adjectives	bright,
Adverbs	brilliantly,
Verbs	shoot up,

7 What would you like to write a poem about? Choose a topic and complete the chart

a concert a forest an animal a painting the sea





Topic	
Adjectives	
Adverbs	
Verbs	

8 Show your chart to your partner. Can you find any rhyming words?

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LESSON 4 BEAUTIFUL SCULPTURES

1 Look at the photos. Describe what you see

2 Listen and read. Why does Kapoor use stainless steel?

Anish Kapoor's sculptures

Anish Kapoor is a **sculptor**. He was born in India in 1954, and moved to London, UK, to study art in 1973. He likes to use new and interesting shapes as well as different **materials**. Kapoor makes very large pieces of art for public places, and people can see his art all over the world.



Tall Tree and the Eye

Tall Tree and the Eye is a famous sculpture by Anish Kapoor. It stands outside the Guggenheim Museum in Bilbao, Spain.

This sculpture is about 13 meters tall. It is made of 73 stainless steel balls, or **spheres**.

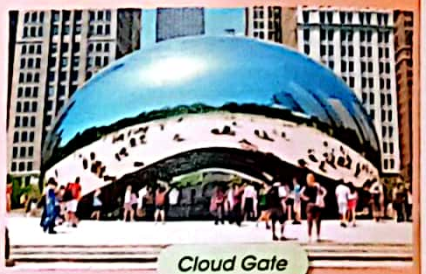
Stainless steel is very shiny, so when you look at *Tall Tree and the Eye*, you can see your own face many times. The spheres are arranged in an **irregular** pattern. This makes them look like **bubbles** which are floating!

Kapoor is a great artist. He understands math well, and he also understands materials. This means he can make sculptures that will stay in place for a long time.

For example, in *Tall Tree and the Eye*, Kapoor uses stainless steel because it is a very strong material. It's very good for outdoor sculptures because it stays shiny, and bad weather doesn't damage it.

Over the years, Kapoor has made many other famous sculptures. Another famous Kapoor sculpture is *Cloud Gate*. You can see it in Chicago, USA.

Cloud Gate is very high – people can even walk under it! It is also made of stainless steel, which **reflects** the sky, the buildings, and the people around it, like a huge mirror. It is a very popular sight to visit in Chicago.



Cloud Gate

3 Read and answer the questions

1 Where is Anish Kapoor from? _____

2 Where did Kapoor study art? _____

3 What subject does Kapoor understand well? _____

4 Where can you see the sculpture *Cloud Gate*? _____

4 Read again and choose

1	a liquid ball full of air	a sculptor	b bubble
2	the shape of a ball	a sphere	b square
3	not following a pattern	a irregular	b stainless steel
4	when a mirror shows an image	a understand	b reflect
5	what something is made from, for example, gold, clay, wood	a material	b sculpture
6	a person who makes sculptures	a designer	b sculptor

5 Read again. Complete the fact file for *Tall Tree and the Eye*

FACT FILE

1 **Name:** It's called .

2 **Sculptor:** It's by .

3 **Height:** It's tall.

4 **Material:** It's made of .

5 **Location:** You can see it in .

6 Read the fact file below. Ask and answer

Name:	*Balloon Dog*
Sculptor:	Jeff Koons
Height:	3.5 meters
Material:	stainless steel, then painted blue, yellow, or pink
Location:	in about 20 different places around the world – there are lots of *Balloon Dogs*!

1 What is this sculpture called?

2 Who is this sculpture by?

3 How tall is it?

4 What is it made of?

5 Where can you see it?



Jeff Koons's *Balloon Dog* sculpture

Think!

What other materials do you think are good for making sculptures? Why?

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LESSON 5 LANGUAGE

1 Look at the first photo. What is Mazen doing?

2 Listen. What does Mazen hope to do one day?



Mazen



The Kanneh-Mason family are talented musicians.

3 Listen again and choose

1 Mazen is talking to the **city / school** magazine interviewer.
2 There is going to be a **concert / dance** next week.
3 Mazen writes his own **songs / poems**.
4 Mazen owns many **magazines / books** about musicians.

4 Match the words to the definitions

award cello musician perform stage talented

1 the part of a theater where actors act _____
2 a prize _____
3 a person whose job is playing music _____
4 with a special ability to do something well _____
5 a kind of musical instrument with strings _____
6 show your acting or musical skills to other people _____



Find out

Sayed Darwish was a famous Egyptian musician. Find out about his life and famous songs he wrote.

5 Look at these prepositional phrases from the interview. Check (✓) the correct option, *a*, *b*, or *c*

Mazen: I'm always a bit nervous when I'm **on stage**.
Mazen: I try to breathe slowly **before a concert**, to help me relax.
Interviewer: **At your last concert**, you looked very confident.

A prepositional phrase ...

a always includes a verb. ☐
b can give information about where or when. ☐
c always comes at the beginning of a sentence. ☐

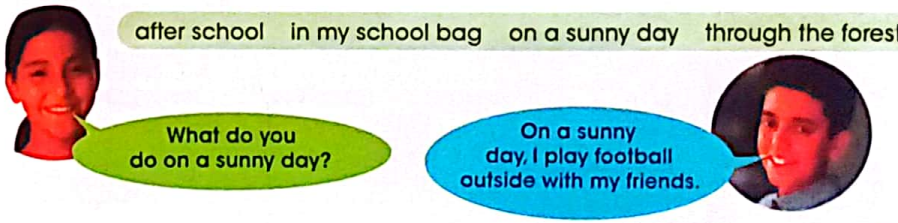
A prepositional phrase is a group of words beginning with a preposition, and ending with a noun, or pronoun, that the preposition refers to, and sometimes an adjective. It doesn't contain a verb. Prepositions can include: *after, before, behind, for, in, into, under.*
I'm always tired after a concert.

6 Listen and read. Underline eight prepositional phrases

Interviewer: Wow, Mazen! The concert was amazing! You're so talented!
Mazen: Thank you so much! I loved it, but I'm always tired after a concert!
Interviewer: I'm not surprised. You played the guitar and sang for over an hour!
Mazen: It went very quickly. But nobody knew about the problem I had before the concert!
Interviewer: A problem – what was that?
Mazen: I couldn't find my guitar! I was practicing in a different room this morning, and I put my guitar somewhere, and later I forgot where. I looked everywhere, even under all the chairs, but I couldn't find it! Five minutes before the concert, my friend came into the room. She saw it behind the door. I was very lucky!

7 Ask and answer with a friend. Use these phrases. You can use your imagination!

after school in my school bag on a sunny day through the forest



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LESSON 6 WRITING A REPORT

1 Look and read. What did Amal do with her finished bowl?

My pottery project *by Amal*



My class worked on a pottery project at school this week. We started with a **lump** of **clay**, and we chose what to make. I wanted to make a bowl.



First, the teacher showed us how to use a **pottery wheel**. Then it was our turn. We put on **aprons** over our clothes. When I put my clay on the wheel, it went fast. It was difficult, and I got messy.



When my bowl was finished, the teacher put it in a **kiln**. This is a special oven which gets very hot. It makes the clay hard and strong.



Finally, the bowl was ready and the teacher took it out. We waited for the bowl to be cool, and then I used special paint to **decorate** my bowl.



I painted it pink all over first, and waited for the paint to dry. Then I used different colors of paint to make circles all over it.



I really enjoyed making my bowl! When I finished my bowl, I gave it to my mom for her birthday. She loved it!

2 Read the report again and match

1 The children chose	a quite messy.
2 Using the pottery wheel was	b to make it hard.
3 Her bowl went in the kiln	c on her bowl.
4 Amal painted circles	d what to make.

3 Look at the report. Complete the sentences

end order pictures title

1 The _____ tells readers the topic or subject of the report.

2 The _____ make the report look interesting, and help the reader imagine.

3 The report has a beginning, a middle, and an _____. It explains what happened and what _____ it happened in.

Tip! We can use *when* to talk about the order in which things happen. Both parts of the sentence are in the same tense.

When my bowl was finished, my teacher put it in a kiln.

4 Complete the sentences

1 When the children get a lump of clay, they _____.

2 When the children put clay on the wheel, it _____.

3 When the bowl was dry, Amal _____.

4 When Amal's bowl was finished, she _____.



5 Write a report about a creative project. Use *when* to show the order of events. Write between 50 and 90 words

6 Compare your project report with a partner

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LESSON 7 STORY: BEHIND THE CAMERA

1 Listen and read the story. What was Magdy's job at the show?

Behind the camera

It was two weeks until the school show, and everybody was excited. Everybody except Magdy.

"I'm going to play the piano," said Waleed.

"The **choir** is going to sing beautiful songs," said Nesma.

"And I'm going to make **costumes** for the choir," said Dalia.

"I've written a funny **play**!" said Samir.

Magdy was worried. He didn't go to piano lessons, and he didn't like singing.

"What am I going to do?" he thought.

On the way home, Magdy walked past the museum. There was an **advertisement** for a **photography exhibition**. A black-and-white photo showed a man playing the piano on stage, with the audience in the shadow. "That's amazing," thought Magdy. It felt like he was there, listening to the music.

At home, Magdy started looking in cupboards.

"What are you doing?" asked Mom.

"Dad has a good camera, doesn't he? Do you know where it is?" asked Magdy.

"Yes," said Mom, taking a box from a shelf. "He hasn't used it for a long time. Are you studying photography at school?"

"No, but I'll learn!" Magdy said.

Magdy found his dad's photography books. He read about the different buttons on the camera. Then he learned how to **edit** the photos on the computer to make them lighter or darker.

Magdy was excited. On the weekend, his mom and dad took him to a photography exhibition. After the exhibition, they went into the city and Magdy took photos of things he saw.



Finally, Magdy spoke to his teacher.

"Miss Salwa, I'm worried. I don't like being on stage. I don't like singing or acting, and I can't play an instrument."

"Magdy, this is a chance for you to do something you enjoy, to express yourself. Can you think of something?" said his teacher.

"I know! I could be the photographer! I can be at the side of the stage while the class are performing. Then I can edit the photos for our school website," said Magdy.

Miss Salwa smiled and said, "Well done, Magdy. That's a great idea!"

The class practiced their instruments and learned their lines. On the evening of the show, they were happy and ready to perform. When each person was on stage, Magdy took photos.

Magdy's photos were on the school website the next week. "You're going to be a great photographer, Magdy," said his dad.

2 Match the words to the definitions. Use a dictionary to help you

advertisement choir costumes edit exhibition photography play

1 a group of people who sing together _____
2 to change photos to make them better _____
3 a story that you watch at the theater _____
4 this tells people about an event, so they want to see it _____
5 the activity or job of taking photographs _____
6 a group of artwork in one place for people to see _____
7 special clothes that people wear at festivals or on stage _____

3 Read the story again and circle

1 At first, Magdy was **excited / worried** about the show.
2 Magdy saw an advertisement for **a concert / a photography exhibition**.
3 Magdy borrowed his **mom's / dad's** camera.
4 Magdy learned about photography **online / from books**.
5 Magdy visited a photography exhibition with **his teacher / his parents**.
6 It was **Magdy's idea / Miss Salwa's idea** that Magdy take photographs at the show.

4 Read again and choose. Who said it?

1 "The choir is going to sing beautiful songs." **Nesma / Waleed**
2 "I'm going to play the piano." **Miss Salwa / Waleed**
3 "I've written a funny play!" **Samir / Dalia**
4 "You're going to be a great photographer." **Mom / Dad**

5 Imagine you are in the school show. What would you do and why?



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Home is where the heart is

Relaxing at home

In this unit I will ...

- understand and use words for free-time activities.
- understand and use the first conditional.
- listen and understand people explaining their opinions.
- read and understand a science-fiction story.
- understand and use phrasal verbs.
- write an instructional guide.
- use definitions to explain new words.
- read and understand a mystery story.



Look, discuss, and share

1 Who can you see in the photo?
2 Where are they and what are they doing?
3 What do you and your family do together at home?



Did you know?

Egyptian families are getting smaller! Today, an average family has three or four people in one family home. In 2000, it was seven!



Find out

Find out what the most popular family games in the world are.

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LESSON 1 MY NEW ROOM

1 Listen and read. What does Seleem like the most about his bedroom?

My fantastic bedroom *by Seleem*

We moved into a new apartment a month ago, and I'm so happy because I have a new bedroom!

I love my new room. It's a very light and comfortable room. I share it with my brother, Maged, and we're good friends.

We have a long desk for our PCs so we can do our homework in our bedroom. That's much better than doing it in the living room! There's too much noise there from our little sister and the TV!

When we finish our homework, we can play computer games with our friends – that's a lot of fun! My favorite game is a building game. We watch **cartoons** with our friends, too.

I also love **swapping comic books**, and like reading them in bed. My friends and I swap them once a week and talk about them.

I'm learning to play the **violin** at the moment, and I practice a lot. I'm not very good yet, so sometimes my brother gets bored with my music, especially when he's tired! He's very **sporty** and plays a lot of volleyball, so he **does push-ups** in our room – he often does 30 in the evening!



Maged and I have many of the same friends. They're all awesome. Before we moved, we only chatted to them online, but it's better now that we have a bigger bedroom. They come to our house to talk in our room.

One of our friends, Sherif, is an amazing **chess** player. We both play chess at the school chess club. Chess is quite difficult for me, but, luckily, Sherif is helping me.

Maged and I like board games. We play them with our friends in our bedroom and with our family in the living room!

Mom and Dad's bedroom is next to ours. Their bedroom is the same size as ours, but they have their own bathroom. I prefer our bedroom – my favorite thing about it is that we have space for our hobbies and for our friends!

2 Match the phrases to the pictures

1 do push-ups ☐
2 swap comic books ☐
3 play chess ☐
4 watch cartoons ☐
5 play the violin ☐

a 
b 
c 
d 
e 

3 Read again and write Seleem, Maged, or Both

1 _____ like(s) board games.
2 _____ play(s) the violin.
3 _____ play(s) volleyball.
4 _____ love(s) comic books.
5 _____ watch(es) cartoons.
6 _____ do(es) push-ups.

4 Read and complete the sentences

do push-ups play chess play the violin
swap comic books watch cartoons

1 I usually _____ on TV. They're funny!
2 I often _____ with my friends so that I have something new to read.
3 I _____ because my mom says it's good to learn a musical instrument.
4 I _____ in my room because I want to get stronger!
5 I _____ with my friend Sherif. He's very good and always wins!

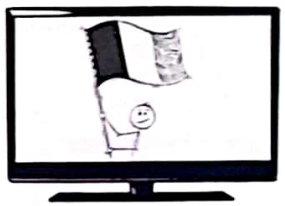
5 Ask and answer

1 What do you like about your bedroom?
2 What do you have in your bedroom?
3 What do you do in your bedroom?



6 Write three sentences about your partner's bedroom in your notebook. Write between 20 and 40 words

7 Check your partner's sentences. Is all the information correct?



Did you know?

One of the first cartoons was made in the early 1900s in France. It features a simple stick person moving!

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LESSON 2 LANGUAGE

1 **Work in pairs. Look at the photo of the appliance in the article. What is it called? What do we use it for?**

2 **Read and match the questions to the paragraphs (1–5). Listen and check**

a What do you know about the history of the blender?

b What other things do people use the blender for?

c Has the blender changed over the years?

d Which is your favorite kitchen appliance?

e What do you use your blender for?

Amazing appliances



Karim

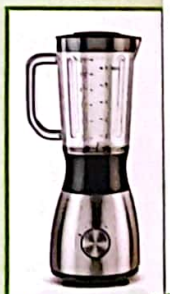
1 I think the blender is the best kitchen **appliance**! If it's hot tomorrow, I'll make a smoothie with fruit and ice!

2 I use it for making **milkshakes** with my mom. My mom uses it to make delicious soups, too.

3 Did you know a Polish-American man called Stephen Poplawski invented the blender in 1922? He put a sharp **blade** in the bottom of a tall glass. When the blade turns, it chops the food. He added a small **motor**. The motor turned the blade, which blended the food together. He used his new **invention** to make milkshakes.

4 Blenders are also useful in medicine. For example, Dr Jonas Salk was a famous scientist. In 1953, he used a blender to make a **vaccine**. His vaccine has saved millions of lives. People won't get sick if they have a vaccine.

5 Nowadays, the blender is a little different from the 1920s. There are blenders made of plastic, glass, and metal. Some blenders can **heat** food, too!



blender

Do you have a blender at home? Do you use your blender a lot, or a little? What would you do without your blender in the kitchen?

3 **Read the questions in the last paragraph. Ask and answer**

4 **Match the words to the definitions**

appliance invention milkshake motor smoothie vaccine

1 a drink that is often chocolate or vanilla _____
2 a part of a machine that makes something move _____
3 something that someone has made for the first time _____
4 a drink made of blended fruits or sometimes vegetables _____
5 an object that is useful _____
6 a type of medicine that stops you getting ill _____

First conditional

- We use the first conditional to talk about future situations. To form it, we use *if* plus the present simple and *will* plus the infinitive:
  if + present simple, *will* + infinitive
  will + infinitive + *if* + present simple
  If it's hot tomorrow, I'll make a smoothie.
  People won't get sick if they have a vaccine.
- We use *can* plus infinitive to express ability. We use *may* plus infinitive when we aren't sure:
  If you arrive early, you can get a good seat.
  If she hurries, she may catch the train; I'm not sure.
- Notice that when the *if* clause is second, we don't use a comma.
  Dad can take you to school if you ask him now.

5 **Read and circle. Match and say**

1 If my hair **gets / will get** wet, I'll use this.
2 If I put food in this, it **is / will be** cold.
3 We'll play with this if my friends **come / comes** to my house.
4 If I **put / to put** bread in this, the bread will be hot.
5 She **will / may** use this to do her homework. I'm not sure.

a  games console ☐

b  hairdryer ☐

c  refrigerator ☐

d  toaster ☐

e  laptop ☐

6 **Look at the appliances in Exercise 5. Which ones do you use at home? Discuss**

7 **In pairs, complete the sentences with ideas from this lesson**

1 If I have milk and strawberries, ...
2 I'll make a smoothie if ...
3 If I want to play games, ...
4 If I want to make soup, ...

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LESSON 3 EXPLAINING YOUR OPINION

1 Why is electricity important? What things can't we do without electricity?

2 You will hear these things in the story. Listen, point, and sa


power socket


interactive whiteboard


extension cable

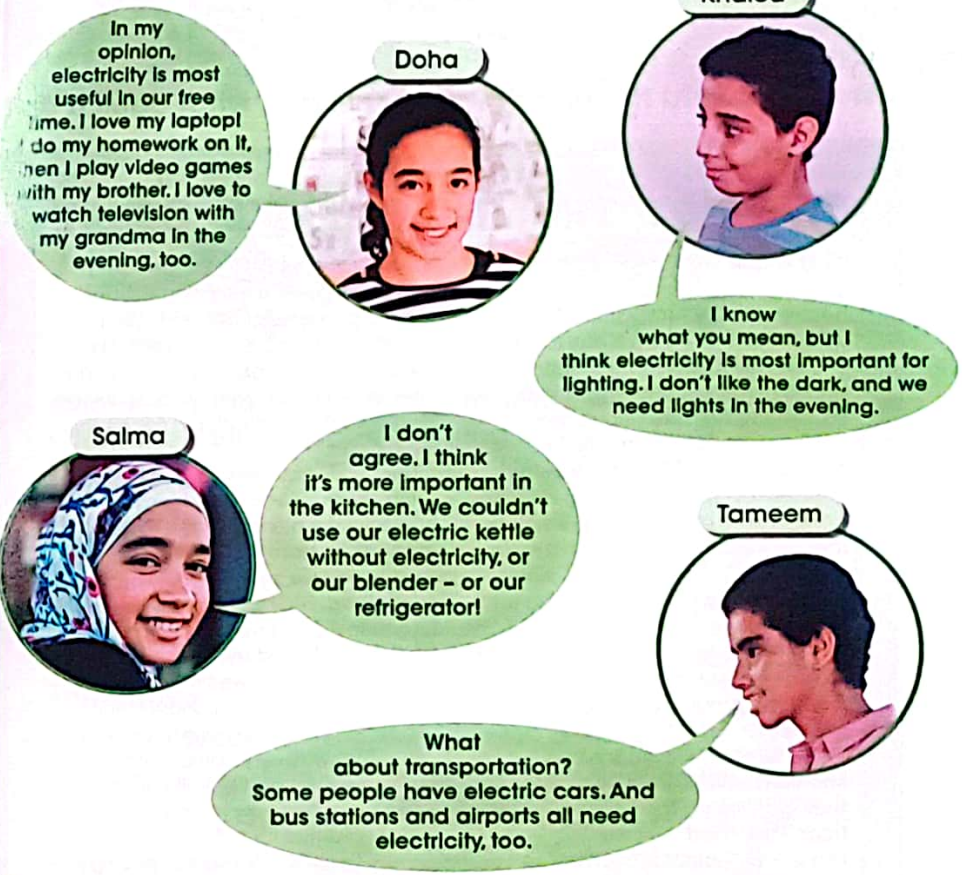
3 Listen to Mariam telling her mom about her day at school. What is a power outage?

Mom	Hi Mariam, how was your day?
Mariam	Oh, hi Mom! It was a strange day, actually. We had a power outage! My class and I were looking at the interactive whiteboard, when suddenly all the information disappeared.
Mom	Really? That *is* strange! What did Miss Amira do?
Mariam	Well, first she got an extension cable and tried a different power socket, but that wasn't working either.
Mom	Oh no! So, there was no electricity! What happened?
Mariam	We couldn't do the lesson Miss Amira planned. So she asked us all to sit in a circle and talk about why electricity is important in our lives.
Mom	Let me guess – everyone thought it was important for computer games!
Mariam	Ha ha! Actually, no. We all had lots of different ideas. It was a really interesting discussion.

4 Write *True* (T), *False* (F), or *Don't Know* (DK)

1 Power outages have happened at Mariam's school before. _____
2 Miss Amira tried a different interactive whiteboard. _____
3 Miss Amira had to change her lesson. _____
4 Everybody thought that electricity was most important for computer games. _____

5 These children were in class with Mariam. Listen and read. Whose opinion do you agree with most?



6 Read again and write the name

This person ...

1 thinks electricity is most important for traveling to different places. _____
2 thinks electricity is most important for helping us see in the evenings. _____
3 thinks electricity is most important in a particular room in the house. _____
4 thinks electricity is most important for activities during free time. _____

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LESSON 4 STORY: THE DAY THE BILLS BROKE DOWN

1 Listen and read the text. What is a Bill and what does it do?

THE DAY THE BILLS BROKE DOWN!

It's the Year 2089, and life on Earth is sweet! Humans have easy lives because every family has a Bill robot which works 24 hours a day for them. The Bill robots do all their chores. However, on this day, a year ago, something **terrible** happened.

The day started normally. In Australia, some Bills were **ironing** clothes for their humans to wear to work. In Italy, other Bills were quietly making milkshakes, and others were fixing cars. In Egypt, the Bills were making *koshari* for the next day's lunch. But then, all over the world, the noise of the robots suddenly stopped. All the Bills suddenly **broke down**. They fell to the ground, and their lights went out.

One family in Alexandria was **shocked** when they saw their Bill lying on the kitchen floor. They tried to wake him up. "Bill!" said Mom, "What happened? We're waiting for our *koshari*!" Bill said nothing. Hesham, the young son, started crying, "I need a clean uniform tomorrow," he said, "And who is going to iron my school pants?"

"This is awful! I **programmed** Bill to fix my car and change the **battery** in it. What am I going to do?" Dad said.

Everyone looked very worried, but the daughter, Fareeda, said, "We'll just do some chores ourselves, like people did in the past. We'll go on the internet and find out how to do things. That's what Granddad told me people used to do."

The family started trying to learn things from videos. They learned how to use a blender and had milkshakes. Mom learned how to use the microwave so they could heat some food. They didn't really like that because Bill normally made the meals for the family. Dad tried to learn how to fix his car, but it was too difficult. And he certainly didn't understand how to change the car battery - that was very complicated.

Hesham did well! He quickly learned how to iron his own clothes for school!

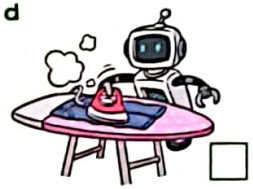
Luckily, a computer engineer solved the problem the next day, and all the Bills started working again. The Bills in Egypt were busily cleaning cars, ready for work on Sunday. Life was normal again. However, the humans are now ready - in case the Bills break down again one day ...

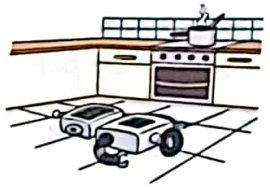
2 Read again. Put the pictures in the correct order

a 

b 

c 

d 

e 

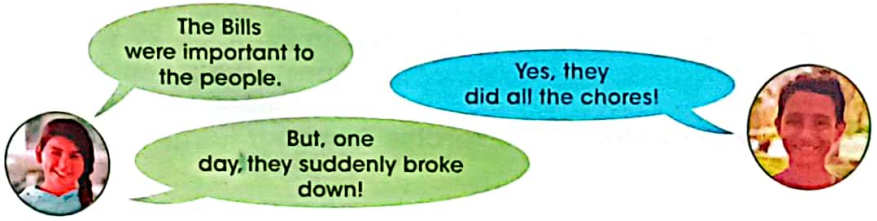
3 Check (✓) the things below that the family learned to do when their Bill stopped working

make a milkshake	☐	heat food	☐
fix the car	☐	make *koshari*	☐
iron the clothes	☐	change the car battery	☐
use the microwave	☐	fill the car with gas	☐

4 Choose the correct adverbs from the story to complete the sentences

1 **Slowly / Suddenly**, all the robots broke down.
2 The Bills in Italy were **quietly / noisily** making milkshakes.
3 Hesham **slowly / quickly** learned how to iron his own clothes.
4 **Luckily / Sadly**, a computer engineer fixed the problem.
5 The Bills in Egypt were **lazily / busily** cleaning cars.

5 Tell the story with a partner. Use the pictures from Exercise 2 and the adverbs in Exercise 4



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LESSON 5 LANGUAGE

1 Listen. Which day do the family do their chores?

2 Listen again. Then match the phrases to the pictures

1 mop up the water ☐
2 hang up the clothes ☐
3 pick up the books ☐
4 clean up the kitchen ☐
5 tidy up my room ☐
6 put out the garbage ☐
7 put away the dishes ☐

a 

b 

c 

d 

e 

f 

g 

3 Listen again. Who does each chore in Exercise 2? Write *H* (Hani), *R* (Randa), *D* (Dad), or *M* (Mom) under the pictures

4 Who does the chores in Exercise 2 in your home?

Phrasal verbs

A phrasal verb is a verb followed by a preposition, such as *up, over, in, on, away.*

I always tidy up my room on weekends.

5 Use the phrasal verbs from Exercise 2 to complete the sentences

1 I think we need to clean _____up_____ the kitchen.
2 If I mop _____ the water on the floor, can you put _____ the dishes?
3 Can you pick _____ the books and put them on the shelf, please?
4 We have to put _____ the garbage tonight.
5 If you hang _____ your clothes, your bedroom will look better.
6 If I tidy _____ my room, I may watch a movie. Who knows?

6 Read. Then write the correct response using phrasal verbs



1 **A:** Your new clothes are still in the living room.
B: I'll hang them up now.
2 **A:** There are books all over your bedroom floor!
B: I'll _____.
3 **A:** Our dining table is really messy.
B: I'll _____.
4 **A:** The garbage can is full.
B: I'll _____.

7 Work in pairs. Look at the situations. Use phrasal verbs to ask for and offer help

The kitchen is messy.
The kitchen floor is dirty.
There are toys on the floor.
There is juice on the floor.

Would you like me to mop up the juice?

Could you ...

Yes, of course. I'll put out the garbage.

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LESSON 6 WRITING AN INSTRUCTIONAL GUIDE



1 Read the guide. How much sleep do cats need?

Caring for your cat

How can I make my cat feel at home?
Give your cat lots of **attention** so it feels safe. You should **stroke** it. This means that you should move your hand over its back, or under its chin – cats love this!

Where do cats like sleeping?
They like a warm, comfortable bed, but sometimes they just sleep on the couch! Don't wake it up – cats need to sleep for about 15 hours every day!

What do cats eat?
They like small meals at different times in the day. Cats shouldn't have much milk to drink. Milk is bad for them. Water is better.

What equipment does a cat need?
A cat needs a scratch post. This is a strong wooden pole which the cat can **sharpen** its **claws** on. Cats also like toys to play with. A collar with the cat's name and address on it is a good idea. If your cat gets lost, somebody can bring it home to you.

How often should cats go to the vet?
Cats should go to the vet once a year for **vaccinations**. These stop them from getting sick.

If you look after your cat well, you'll have a new **furry** friend in your life!



A cat sharpening its claws

2 Read the guide again. Write *T* (True) or *F* (False)

1 Cats like sleeping on a cold, hard floor. _____
2 Cats like eating one big meal a day. _____
3 Cats should go to the vet every year. _____

Tip!

Use definitions to explain what you mean

When we are writing, we can use *This is*, or *This means that* to explain words to the reader.

Use *This is* before a noun phrase, for example:

*A cat needs a scratch post. **This is** a strong wooden pole which the cat can sharpen its claws on.*

Use *This means that* before a full sentence with a subject and a verb:

*Stroke it. **This means that** you should move your hand over its back or under its chin – cats love this!*

3 Circle the correct phrases

1 Your cat needs a vaccination. **This means that / This is** a treatment from the vet to stop it getting sick.
2 Cats are very furry. **This means that / This is** they have a lot of soft hair.
3 Cats need attention. **This means that / This is** they need their owners to be interested in them.
4 You should buy your cat a collar. **This means that / This is** a long thin piece of leather to wear around its neck.

4 Match the information a–d with the headings 1–4

1 How can I make my turtle feel at home? b
2 Where do turtles sleep? ___
3 What do turtles eat? ___
4 What equipment do turtles need? ___

Caring for your turtle

a These animals like to eat flowers and plants. You can also buy special turtle food.
b Turtles need a very large space for their home. A bigger turtle needs a bigger space! They need clean soil to dig in, too.
c They sometimes need a heat lamp. This is a special light to keep the turtle nice and warm.
d Turtles like sleeping in a safe, dark place where the temperature doesn't change.



5 In your notebook, write an instructional guide for a pet. Write between 50 and 80 words

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LESSON 7 STORY: THE SPECIAL HOUSE

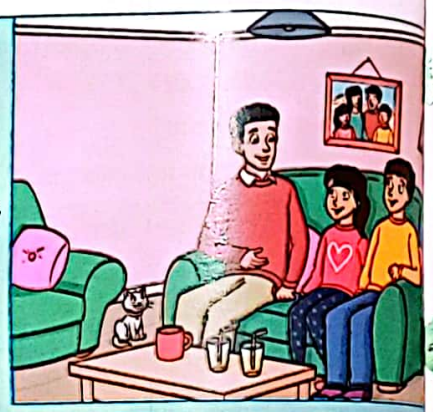
1 Listen and read the story. What is the message of the story?

1 Old houses are better than new houses.

2 Old houses can have interesting histories.

3 Old houses are dangerous to live in.

The special house



Sameh and Nadine were on school vacation at home with their parents. One morning, Sameh was in the living room, playing with his new kitten. Suddenly, the kitten jumped off the chair and ran through a small hole in the wall! Sameh put his hand through the hole to get her, but all he could feel was some paper. He pulled the paper – it was very old. On it, there was a message in a child's writing: *Hello, I'm Monira! I live here.* Sameh felt very **curious**.

The next day, it was raining. Sameh and his sister, Nadine, were feeling bored.

"Let's go up and look in the spare room," Sameh said.

In the spare room, they found some old boxes. Sameh looked in one of the boxes and found a little house and a doll. The doll was beautiful, and underneath, there was a birthday card: *To Monira on your birthday, much love, Grandma.*

Just then, their Dad called them downstairs.

"Dad!" said Sameh. "Who is Monira?". Dad looked **shocked**.

"Why are you asking that?" he said.

"Look at this doll and this card!" replied Sameh.

"I don't believe it!" said Dad, looking at the things. "Let me tell you about the history of this house. It was built from **bricks** and stone in the 1950s. My grandma – your **great-grandmother** – lived here with her mom, dad, and five brothers and sisters."

"Wow! Do you think the house was very small for them?" said Nadine.

"Yes," said Dad. "There were eight people and only three bedrooms!"

"Do you think they were happy?" asked Sameh.

"I think they were very happy, just like we are," said Dad.

"But is the house different now?" asked Nadine.

"Well," said Dad, "not really. The walls are a different color, but I think that's all. I'm glad it hasn't changed because I have such great memories of growing up here too."

"But you still haven't told us who Monira is!" said Sameh.

"Well, you already know her," said Dad. "Monira was your **great-grandmother** – Granddad's mom! I guess you have never heard her first name before.

The things that you found are from her childhood. I'm so happy we have them! Thank you two!"

2 Match the words to the definitions. Use a dictionary to help you

brick curious great-grandmother shocked spare

1 interested, feeling you want to know more _____

2 a small block for building _____

3 very surprised _____

4 the mother of your grandparent _____

5 a room that is used for visitors or to put things in _____

3 Read the story again and order the events

a Dad told Sameh and Nadine the history of the house. ☐

b Sameh found some old toys and a birthday card. ☐

c Sameh asked his dad who Monira was. ☐

d Sameh found a message in the wall. ☐

e Dad told Sameh who Monira was. ☐

4 Ask and answer

1 How did Sameh feel when he found Monira's message? Why?

2 Why did Sameh and Nadine go into the spare room?

3 Why was the children's dad happy at the end of the story?

5 Think about the questions. Then ask and answer

1 Why do you think Monira wrote a message and put it in the wall?

2 Would you like to write a message and hide it?

- What would you write?
- Where would you hide it?



6 Imagine you are Sameh or Nadine. Write between 40 and 60 words about the history of your family home. Say:

- how old your home is.
- who has lived there.
- how your home has changed.

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REVIEW 1

LESSON 1

1 Write the words in the correct box in the chart

collage do push-ups junk modeling mop up outdoor art
pick up books play the violin swap comic books tidy up

Types of art	Activities	Chores

2 Look, read, and match the photos with the descriptions

a 
b 
c 
d 
e 
f 

1 I like to play this game with my brother. There are brown and white pieces, and they move in different ways. It's difficult to win! _____
2 This is a really hot oven. You put clay into it to make it hard, then you can paint it. _____
3 This person makes pieces of art, sometimes from wood, metal, or clay. They can work outside, too. _____
4 I like to make this with beads. I sometimes use gold or silver, too. _____
5 You can put fruit in this machine to make delicious drinks. _____
6 You can make this delicious drink with lots of fruit, vegetables, and ice. _____

3 Read again and write the correct word

blender chess jewelry kiln sculptor smoothie

4 Complete the zero and first conditional sentences. Listen and check

1 If I _____ (have) a lot of fruit, I'll make a smoothie.
2 If you _____ (mix) blue and yellow, you get green.
3 If it rains tomorrow, I _____ (play) computer games.
4 If my sister _____ (be) sad, I talk to her.
5 If it's hot, we _____ (make) milkshakes.
6 If you mix red and yellow, you _____ (get) orange.

5 Underline the prepositional phrases. Do they tell you when or where something happens?

1 I do breathing exercises before a concert to help me stay calm. **when / where**
2 In her book, the sculptor wrote about her clay sculptures. **when / where**
3 At the market, we bought some fruit and vegetables. **when / where**
4 I try to relax after dinner so that I have energy for the next day. **when / where**

6 Read and choose *a*, *b*, or *c*



Yesterday it was raining, so we all stayed at home and cleaned the house. Mom and Dad gave us some chores as a challenge. We all had one hour to do our chores – Mom and Dad, too! My brother and I had to 1 _____ our bedrooms. I had to 2 _____ my clothes, because I sometimes leave them on the chair. My brother had to 3 _____ his books and put them back on the shelf. Dad 4 _____ the trash. Mom 5 _____ the kitchen and 6 _____ the dishes. But then, my little sister tried to 7 _____ the juice from the floor. She spilt her drink, so the floor was very wet! We all helped to clean it up – just in time!

1	a tidy up	b put out	c clean up
2	a mop up	b hang up	c put out
3	a pick up	b put away	c clean up
4	a hung up	b tidied up	c put out
5	a cleaned up	b hung up	c put away
6	a hang up	b put away	c put out
7	a hang up	b put out	c mop up

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LESSON 2

1 Choose the correct words. Listen and check



Talia

I love watching **1 comic books / cartoons** after school. I think they're really funny. My favorite one is about a cat that can fly and talk. There are stories about the cat, too. I sometimes swap **2 comic books / violins** with my friends so we can all read the stories.



Younis

I joined a new club at school this term. We are learning to use computers to make **3 violins / animations**. It's good fun! At the moment, I'm making a story with moving pictures about somebody who makes a rocket and goes to the Moon. I also go to music club every week. I play the **4 violin / cartoons**, and I'll be in a concert next week – I'm a bit nervous!

2 Listen and number the photos in the order you hear them

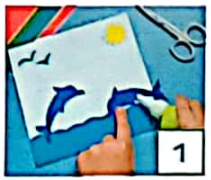
a



b



c



1

d



3 Listen again. Write *T* (True) or *F* (False)

1 A collage is only made with colored paper. ☐
2 It's expensive to design your own clothes. ☐
3 You can use things you find in nature for outdoor art. ☐
4 You can do junk modeling with old cardboard and plastic. ☐

4 Read and match

1 When you do creative activities, you need an *apron*.
2 To make a pottery cup, you need a *kiln*.
3 After taking photos, you can *edit* them.
4 This sculpture is *irregular*.

a This is something that you wear to keep your clothes clean.
b This means that you make changes to improve them.
c This means that it doesn't follow a usual pattern.
d This is a very hot oven.

5 Complete the dialogs with the words in the box

clean up mop up put away put out

1 **A:** Oh dear – what a mess!
B: Don't worry. I'll _____ the kitchen.
A: Thank you.
C: I can _____ the juice from the floor!



2 **A:** Hi, Mom. Would you like me to _____ the dishes?
B: Yes, please, Hani. Thank you.



3 **A:** Salma, could you _____ the garbage, please?
B: Yes, Dad. Of course!



6 Read these situations. What can you do to help? Make offers using phrasal verbs

- Somebody has spilt milk on the kitchen floor.
- Your room is very messy.
- There are clothes on the couch and on the floor.

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PRESENTATION

1 Research a famous artist. Find photos online and complete the fact file

Name of artist:	
Where are they from?	
When were they born?	
What do/did they make?	
What materials do/did they use?	
Where can you see their work?	

2 Use your notes to prepare a presentation about the famous artist

3 Work in pairs. Practice your presentation using your notes

Remember:

- Use your fact file, but don't just read it out. Look at the people you are talking
- Use prepositional phrases to talk about when or where something happene
- Display the picture you found and explain what it shows.

4 Work in groups. Present your artist to your group

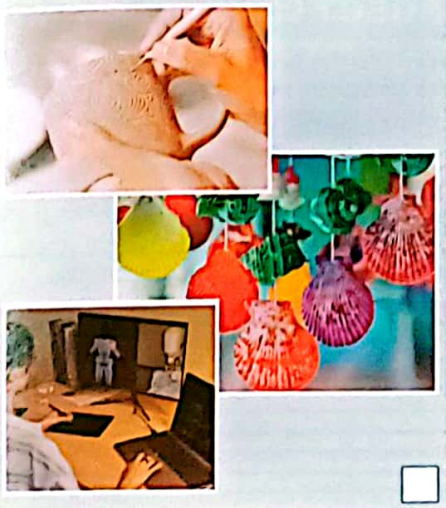
5 Listen to other students' presentations. Complete the chart

	Name:	Name:	Name:
Do they look at the people they are talking to?			
Do they speak slowly and clearly?			
Do they explain the picture well?			

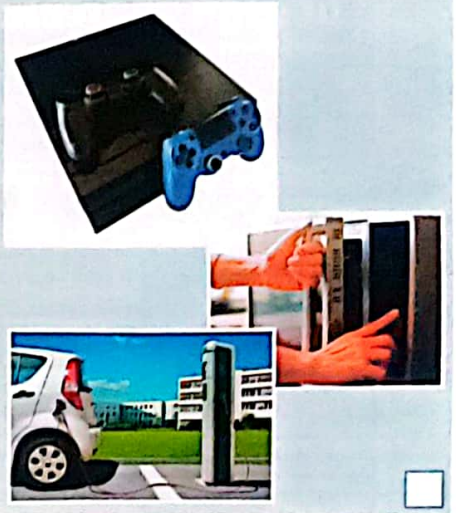
Self-Assessment

Now I can ...

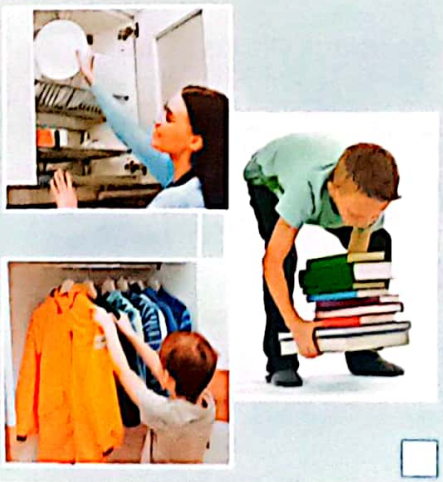
1 talk about creative activities



2 talk about electricity and appliances



3 talk about chores



4 use prepositional phrases

Before a concert, I practice a lot.

5 use the zero conditional

If I do something creative, I feel happy.

6 use the first conditional

If I put food in this, it will be cold.

7 use phrasal verbs

I have to tidy up my room and pick up my books.

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TERM 1 PROJECT 1

1 Read and answer. What does Sarah want her robot to do, and why?

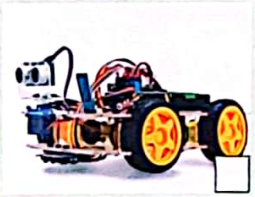
DESIGN YOUR OWN ROBOT COMPETITION

Would you like a robot to help you around the house? Or maybe to help with your schoolwork? Enter our competition, and share your ideas. Write about your robot and send it in, with a picture!

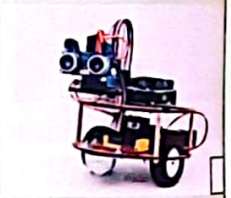
My Robot
by Sarah

What it looks like	It has two round blue eyes. It has a friendly face. It has two arms and a blue body.
How big it is	It's small. It's about the same size as my cat!
What it is made from	It's made from plastic and metal.
How it moves	It has two wheels, and it can travel quickly.
What it can do and why	It has two arms so it can pick up books. It can tidy up my room! I'm not very good at keeping my bedroom tidy, so I need some help!

2 Read Sarah's competition entry again. Choose and check (✓) the correct robot

a  ☐

b  ☐

c  ☐

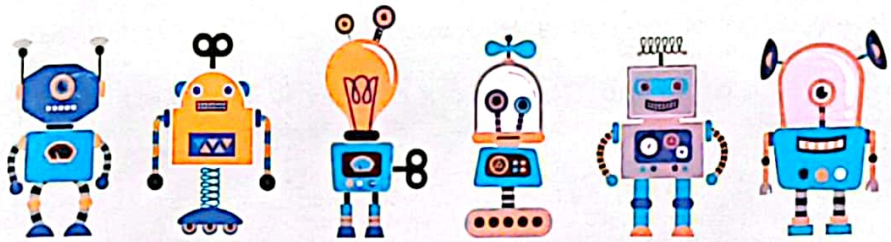
3 Read again. Ask and answer

1 What does Sarah's robot look like?
2 How does it move?
3 Why do you think Sarah wants to use plastic and metal?

4 Work with a partner

1 You are going to design a robot. First, think about what it will look like, and what it will be made from. You can look online, or in books, for ideas.
2 Then, think about how your robot moves, and what it can do.

5 Plan and make notes in your notebook. Give reasons to explain your ideas



6 Write your fact file for your robot. Then draw a picture in your notebook

What our robot looks like	
How big it is	
What It is made from	
How it moves	
What It can do and why	

7 Present your robot to the class

1 Use your notes from Exercise 5 and the fact file from Exercise 6 for ideas.
2 Write notes about what you want to say. Remember to:
- give reasons to explain your ideas.
- use definitions to explain any difficult words.
- use phrasal verbs to talk about what your robot can do.
- display your picture to show what your robot will look like.

8 Put your fact files and pictures into a class display. Talk about which robot might win the competition and why

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NON-FICTION READER

HASSAN FATHY: A BIOGRAPHY

1 **Look at the first photo. This is the place where a famous Egyptian worked. What do you think his job was: *a*, *b*, or *c*?**

a school teacher b architect c doctor

2 **Listen and read. Check your answer to Exercise 1**

1 _____

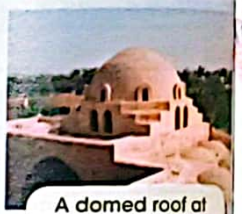
Hassan Fathy was a famous Egyptian architect. He was born in Alexandria in 1900. When he was eight, Hassan and his family moved to Cairo. His father was a police officer, but later changed jobs to become a teacher. As a child, Hassan was creative, and his family encouraged him to do different things. He loved drawing and painting, and he was very good at math.



The famous workplace

2 _____

When he was an adult, Hassan studied **architecture** at Cairo University, and he taught the subject in Cairo in the 1920s and 1930s. Later, he worked as an architect. As he got older, Fathy became famous for building comfortable, **attractive** houses using **low-cost** materials. He wanted his houses to have Egyptian character. His new buildings had **features** from traditional Egyptian homes, for example, **domed** roofs and **mud bricks**. They kept the houses cool in the hot weather.



A domed roof at New Gourna

3 _____

Fathy's first big project began in the 1940s. It was New Gourna, which is a very interesting village. The village is near Luxor. The people there needed to move because their homes were too close to the Valley of the Kings. Fathy built new homes for the people in the traditional style, at low cost.

In the 1950s, Fathy built other **public** buildings, for example, schools, for Egypt's Ministry of Education. You can find his buildings all over Egypt and around the world, for example, in New Mexico in the USA. Fathy received the Aga Khan Chairman's Award for Architecture and an international award for his designs, both in 1980. He lived in Cairo until 1989, when he died at the age of 89.

4 _____

Today, we can see that Hassan Fathy's work is important for three reasons. Firstly, he understood that traditional architecture was great for his country. Secondly, he respected the people who lived in his buildings. The houses he built are very comfortable, and they work well for the people who live in them. Thirdly, he knew it is important to build for the local climate. His houses have high domed roofs and thick mud walls to keep them cool.

3 **Read the text again. Match and write the sub-headings with the paragraphs**

a Hassan Fathy's career
b Why Hassan Fathy is an important person
c Famous projects and awards
d Hassan Fathy's childhood and early life

4 **Read the text again and match the words to the definitions**

architecture attractive domed feature mud brick public

1 something that everybody in the community can see or use
2 an important part of something that you notice because it seems important or interesting
3 something which has a round shape
4 designing and making buildings
5 nice and pleasant to look at
6 a type of building material made of earth

5 **Read again and write the answers to the questions**

1 Which two cities did Hassan Fathy live in as a child?

2 What are the special features of Hassan Fathy's buildings?

3 Which countries can you see Hassan Fathy's buildings in?

6 **Ask and answer with a partner**

1 Do you like Hassan Fathy's buildings? Why?
2 What is interesting about Hassan Fathy's buildings?
3 Are his buildings similar to buildings in your city/village?



Hassan Fathy, Egyptian architect

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7 Look and read. Why was it difficult to build in the desert?

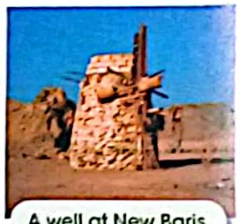
New Baris

Planning a new village

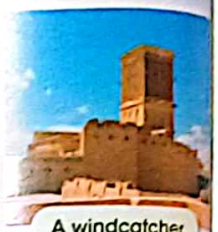
In the 1960s, an organization (called the ODD) asked Hassan Fathy to design a village in the desert at Kharga for the farmers. There were two challenges. Firstly, it was important to keep the village cool for the people there. Sometimes, the temperature rose to 50 degrees in the desert at Kharga. Secondly, the farmers needed water for their crops and families. They needed to find water before building the new houses.

Building in the desert

The ODD had a team of builders. Luckily, the builders found a **well** and they were very happy. Hassan Fathy could start building. He began work in 1963. To keep the village houses cool, they were made of mud bricks. The village also had **windcatchers** – they are tall buildings which hold hot air and cool it down.



A well at New Baris



A windcatcher



A courtyard at New Baris

Fathy carefully studied the position of the sun and designed the area so that the buildings gave shade to people in the streets. He started with his domed roofs for the houses. Then, he added a *taktabosh* **courtyard**, which provided a shaded seating area outside. Hassan Fathy added the *suk* and other buildings for the people. He believed it was important to create communities, not just houses.

New Baris now

Sadly, New Baris is unfinished. Work on it stopped in 1967, but today you can still see the *suk*, the main town hall, the beginning of the museum and social center, and some villas. You can see and respect Hassan Fathy's designs. Hassan Fathy wanted to create a community of farmers in the middle of the desert. He wanted to give the farmers a fantastic place to live.

8 Read again and circle

1. Hassan Fathy needed to build a village in the **courtyard / desert.**
2. There wasn't enough **sun / water** for the people at Kharga.
3. Hassan used mud bricks and **wells / windcatchers** to make the houses cool.
4. Fathy researched how to give the streets **water / shade.**
5. Fathy designed a whole community, not just **roofs / houses.**

SKILLS

9 Look at these questions about another Egyptian architect, Naoum Shebib. Do research and make notes

Naoum Shebib's early life

Where was Naoum Shebib born?

Which university did he go to?

What did he study at university?

Famous projects

What type of buildings is Shebib famous for?

What materials did he often use in his buildings?

When did he build the Cairo Tower?

What was special about the Immobilia building?

Where can you see other designs by Shebib?



The Immobilia building

10 Write two paragraphs about Naoum Shebib's life and work using your notes. Write between 30 and 50 words for each paragraph. You can use some of these words

buildings concrete modern skyscraper university

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UNIT 3

School time!

Learning about science in a laborato



In this unit I will ...

- read and understand an article about different kinds of classrooms.
- understand and use words for schools and education.
- understand and use adverbs of frequency.
- listen to and understand descriptions of school clubs.
- use *make me* + adjective to describe my feelings.
- understand and use reported speech.
- read and understand a brochure.
- give reasons for my opinion in writing.
- read and understand stories.



Look, discuss, and share

1 Where is the boy?
2 What is he doing?
3 Do you like science classes?



Did you know?

There are 787 million children in the world who are old enough to go to elementary school. That's a lot of classes!



Find out

Find out about school days in another country. Does the school day start and end at the same time as your school?

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LESSON 1 DIFFERENT CLASSROOMS

1 Listen and read the article. Circle

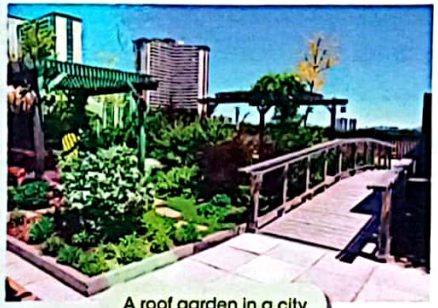
1 In Egypt, some classrooms are **outside / underground**.

2 In Siberia, some classrooms are in **homes / tents**.

Classrooms of the world

Classrooms are not the same in every school. Here are two places where classrooms are a little different.

Classrooms on the roof!



A roof garden in a city

In Egypt, some classes have their lessons in a garden on the roof of the school!

The Shagara at School project designs gardens and **green roofs** for schools in Egypt.

Green roofs are gardens on the top of a building. They bring nature into the city. They also clean and cool the air. That means that they are great for the environment.

The project teaches students and teachers how to plant a roof garden. They learn about which plants grow well in the hot, dry weather.

In 2017, classes at one school started going to their green roofs for lessons. People at the project thought this was an amazing idea!

In 2019, they built their first classroom on the roof. The desks are in the shade, but there are no walls. Students and teachers have space and can see the flowers and plants.

The Shagara at School Project says roof gardens can help students in many city schools. Green outdoor places make us calm and healthy – and that is great for learning.

Classrooms on the move!

In Northern Siberia, some students have their lessons in tents on the ice and snow!

Many people in the North of Siberia are **nomadic**. This means that they don't live in one place. They travel in **sleds** across the frozen land and sleep in tents. They look after **reindeer** and take them to where there is food.

So, how do their children get an education?

There are two ways. First, some children go away to **boarding school**. These children are away from their families for many months every year. They can't learn traditional skills from their parents, and they often forget their culture's language.

The second way is nomadic school. This is a school which travels with the families. The classrooms are tents on the ice, or **mobile** rooms on wheels.

The children study school **subjects** like math, science, and computing. However, they also study their own language and traditional skills. The **timetable** is **flexible**, so they can help their families with the chores.

At nomadic school, the children are happy because they can stay with their families and get a good education. They learn everything about how to live in their snowy land!



Nomadic children help to look after reindeer

2 Read again and answer the questions in your notebook

1 What is a green roof?

2 Why are green roofs good for the environment?

3 How can roof gardens help students in city schools?

4 What are nomadic people?

5 What is a nomadic school?

6 Why are the children at the nomadic school happy?

3 Match the words to the definitions

boarding school flexible mobile subject timetable

1 can move _____

2 can change easily _____

3 a schedule with the times of all your school classes on it _____

4 a school where children live and only go home at vacation times _____

5 a topic that you study at school, for example, math, English, history, science _____

4 Read and answer the question together. Make a list

The children at the nomadic school study *math*, *science*, and *computing*. What school subjects do you study at your school?

5 Read again and think about the questions. Then ask and answer

1 Why do you think classes in Egypt went to their green roof for lessons?

2 Which subjects would you like to study in a roof garden classroom?

3 What are the differences between boarding schools and nomadic schools?

4 What chores do you think the Siberian nomadic children help their parents with?

5 Would you like to visit Siberia? Why / why not?



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LESSON 2 LANGUAGE

1 Listen and read. How does Lilly go to school?



Lilly, USA

Hi, my name's Lilly, and I go to middle school in San Francisco, USA. I started school in Kindergarten when I was six. Now I'm eleven, and I'm in Grade 6. I like my school. In Kindergarten, we played a lot, and there were always lots of toys in the classroom. We do more writing now in Grade 6, and we do more interesting subjects, like **ICT**. I like using computers!

We go to school from Monday to Friday. I don't have to wear a school **uniform**, but my clothes and shoes have to be **neat**. School starts at 8 am and finishes at 3 pm. I often walk to school when it's dry and sunny. I sometimes get the bus with my friends. We have an hour for lunch, and I usually bring lunch from home. I eat in the **cafeteria**, or outside in summer.

2 Read and match. Use a dictionary to help you

1 cafeteria	a a subject where you study and use computer
2 ICT	b clean and tidy, not messy or dirty
3 neat	c clothes that are the same for every student
4 school uniform	d a place where students eat lunch

3 Listen and circle the correct answers



Aban, Bangladesh

1 How does Aban go to school?
- a He always walks.
- b A boat picks him up.
- c He cycles or takes the bus.

2 How many days does Aban study every week?
- a three days a week
- b five days a week
- c six days a week

4 Listen and read again. What is something both Lilly and Aban like doing at school?

5 Correct the sentences about Lilly and Aban in your notebook. Listen and check

1 Lilly never walks to school.
2 Lilly always gets the bus with her friends.
3 Lilly sometimes brings lunch from home.
4 Aban often walks or cycles to school.
5 From June to October, it is sometimes rainy in Bangladesh.
6 There are always floods in Bangladesh.

We can use **adverbs of frequency** with the present simple to say **how often** something happens. They can help to describe habits or routines.

●●●●	●●●○	●●○○	●○○○	○○○○
always	*usually*	*often*	*sometimes*	*never*

Adverbs of frequency come before most verbs, but they come after the verb *to be*.

*I **am never** late for school. She **often walks** to school.*

6 Read and complete with the adverbs of frequency

always never often sometimes usually

1 I don't have a bike. I walk to school.
I _____ cycle to school.
2 I wear my school uniform every school day. It's a school rule.
I _____ wear my uniform on a school day.
3 We go on school trips to museums once or twice a year.
We _____ go on school trips.
4 On most days of the week, I have sandwiches in the cafeteria.
My lunch is _____ a sandwich in the cafeteria.
5 I tidy up my desk a lot to keep it neat, but sometimes it is messy.
My desk is _____ neat, but not always.



7 Write three sentences about your school week in your notebook. Write between 20 and 30 words

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LESSON 3 SCHOOL CLUBS

1 **Look at the photos. What can you see? What are the children doing?**

2 **Listen and number the photos 1 to 4**

a



b



c



d



3 **Listen again and write *C* (cooking club), *F* (football club), *M* (music club), or *S* (swimming club)**

1 It starts early in the morning. ____
2 Children make things to take home. ____
3 Children can shoot goals. ____
4 The children watch videos. ____
5 The children enter competitions. ____
6 The children join in friendly matches. ____

4 **Read and circle. Listen and check**

1 Playing music for my parents **make / makes** me proud.
2 Cooking club always makes **me / I** hungry!
3 **Swimming / Swim** makes me healthy and strong.
4 Sad plays **make / makes** me unhappy!

- Use *make(s) me* to talk about how you feel because of something or someone.
  subject + *make(s) me* + adjective
  I have some friends. → I am happy. *My friends **make me** happy.*
- You can also use *make me* with a verb to talk about how you feel because of an activity. Use the verb + *-ing* as the subject of the sentence.
  I run. → I get healthy. *Running **makes me** feel healthy.*
  I play tennis. → I get healthy. *Playing tennis **makes me** feel healthy.*

5 **Read and complete for you. Use the words in the box**

bored excited happy healthy hungry relaxed sad tired

1 Running _____.
2 Books _____.
3 Watching cartoons _____.
4 Playing chess _____.

6 **Read the posters. Then ask and answer**

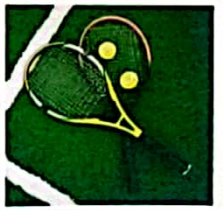
Art Club!

Everyone knows that art is good for your mind. It makes you relaxed and happy. Come to the art room at 1 pm on Tuesdays to learn to draw and paint.



Tennis is terrific!

Tennis is a great sport. It makes you healthy and happy! We have classes every Wednesday at 4 pm. Join our club to learn a new skill and meet new people!



1 Which club would you like to go to?
2 Why do you like it?
3 How does it make you feel?

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LESSON 4 GREEN CITY SCHOOL

1 Read the text. What is special about Green City School?

a It has new school buildings. ☐

b It is very environmentally friendly. ☐

c It has a lot of green space. ☐

Tip! If something is *environmentally friendly*, it does not harm the environment.

Green City School Open Day

At Green City School, we are passionate about helping the environment. Come and find out why we are the greenest school in the city!

New students and their families are welcome to join us for our **Open Day** on 25th May.

Open day schedule:

9 am New students and families arrive at the school

Presentation by the **principal**



Our Green Library

10 am Tour of the school buildings
First, see our new Green Library. Why is it green? Because all its electricity comes from solar panels on the roof

Then, we head to the Recycling Room. This is where we can recycle paper, plastic, and other materials. Watch a **demonstration** about how we sort the waste from our classrooms



Our Eco-playground

After that, come and see our **Eco-playground**. The climbing frame is made mostly with recycled materials. There is also a nature trail around the playground, where we can learn about plants, animals, and insects

12 pm Enjoy a delicious lunch in our School Garden, where we grow our own flowers, fruit, and vegetables

1 pm Any questions? This is your chance to ask the Green School students and teachers! There is a small car park, but we encourage you to walk, cycle, or come by bus!

2 Read again and match

1 passionate	a when you show other people how to do or make something
2 principal	b persuade someone to do something by giving them advice or support
3 demonstration	c a playground that does not harm the environment
4 encourage	d the person in charge of a school
5 Eco-playground	e having strong feelings

3 Read and answer

1 What is happening on 25th May at Green City School?

_____.

2 Where does the school tour start?

_____.

3 What can visitors see in the Recycling Room?

_____.

4 Where is the nature trail?

_____.

5 Where does lunch take place?

_____.

4 Think of ways to make your school greener. Make notes about your ideas.

Our Green School

5 Work in pairs. Share your ideas



To make our school greener, I think we need bike sheds so that students can cycle to school.



That's a good idea. I think we also need...

Think!

What is already environmentally friendly about your school? How does it help the environment?

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LESSON 5 LANGUAGE

1 **Listen and read. What did Lina send to newspapers and websites?**

The bridge to school

Lina lay awake, listening to the wind and rain. The storm lasted all night. Then, as the sun came up, she heard a crash. She ran to the window.

"What was that?" asked her sister, Sarah.

Lina looked at the river near their house. "Oh no! she said. "The bridge has **collapsed**!"

The village where Lina and Sarah lived was small, and had **steep** mountains all around it. The bridge over the river was the quickest way to get to the town, with the school, stores, doctors, and sports center.

They ran to the kitchen to see their parents.

"I've just listened to the radio," said Mom. "They said that the storm would stop soon. Then we can see what has happened."

Eventually, the rain stopped, and Lina and her family walked to the river. Other people were there too.

Lina's dad pointed to the broken bridge. He said that they couldn't go to town, or the school.

"What are we going to do?" asked Lina.

They had to stay at home that day, and their teacher sent work for them to do online.

The next morning, a school bus drove into the village square.

"Look, Lina," said Sarah. "The bus is here!"

"The bus?" said Lina. "But it's such a long way by road!"

"I know, but it's the only thing we can do," said Sarah, picking up her [illegible] and running to the door.

As Lina got on the bus, she looked at the bridge. Seeing it broken made her sad. Their life would be different until someone **repaired** it. She enjoyed going across the mornings, and walking up the hill on the other side. She was often the first to arrive at school. Now she would be late!

The bus **journey** took two hours. It was hot, and the traffic moved slowly. Lina was sleepy and sad.

At school, Lina asked to use the computer. She wrote a letter about the storm and the broken bridge. When she got home, she took photos.

Her teacher said that writing a letter for everyone to see was a great idea, because everybody should know about the bridge and try to help. She helped Lina send the letter and photos to newspapers and websites all over the country.

The next day, Lina and her friends took the bus to school. To their surprise, when they came home, they saw engineers and builders at the river. They smiled at the children.

"We heard about your letter!" said a man in a yellow coat. "We're building a new bridge, so you can get to school quickly."

After a week, there was a new metal bridge.

"Well done, Lina," said Sarah. "Your letter helped everybody!"



The bridge after the storm

2 **Read again and circle**

1 Something which is difficult to climb is **steep/deep**.
2 When you travel to get to a place, you go on **a river / a journey**.
3 If you fix something, you **break/repair** it.
4 If something **crosses / collapses**, it falls down suddenly.

3 **Read again and answer the questions in your notebook**

1 What did Lina hear?
2 When did the bridge collapse?
3 Why would Lina be late for school?
4 What did Lina use the computer for?
5 What did the engineers and builders do?

We use reported speech to say what someone said. We change the tense from present, or future, to past.

"The bridge has collapsed!" → Lina said that the bridge had collapsed.

4 **Read the direct speech sentences from the text in Exercise 1. Match and complete the reported speech**

1 "I've just listened to the radio."
2 "The bus is here!"
3 "It's the only thing we can do."
4 "We heard about your letter!"

a Mom said she _____ to the radio.
b Sarah said that _____ here.
c Sarah said that _____ they could do.
d He said they _____ about her letter.

5 **Work in groups of three. Student A, tell Student B about your journey to school. Student B, tell Student C what Student A said**



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LESSON 6 WRITING AN OPINION

1 Read the text quickly. What is Nesma's main opinion about school trips? Check (✓)

a They are not very interesting.

b They are fun, but you don't learn a lot.

c They are important for learning.

1

2

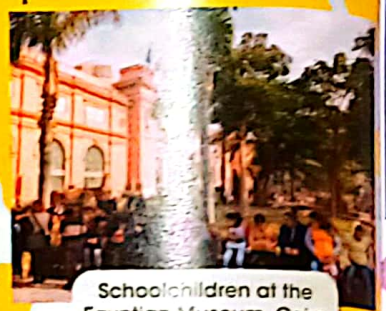
3

4

Are school trips important? by Nesma, aged 12

In my opinion, school trips are exciting learning experiences.

First of all, we can learn a lot by visiting new places. When we learn about something in a classroom and then see it in real life, we understand it better. In addition, school trips are often more interesting than only reading about things in books or watching videos. Finally, we can continue learning when we are back in the classroom after the school trip. We can do a project about what we saw on the trip.



Schoolchildren at the Egyptian Museum, Cairo

To sum up, school trips are a very important part of our education. I think we should try to go on one school trip every year.

2 Read again and write *T* (True) or *F* (False)

1 Nesma thinks you can understand things better in a classroom than in real life.

2 Nesma thinks it's important to have fun while you are learning.

3 Nesma thinks everyone should go on a school trip every month.

3 Look at the parts of the text 1–4. Match them to these words

a conclusion ____ b introduction ____ c main ideas ____ d title ____

4 Read and answer

1 Look at the introduction. What phrase does Nesma use to give her opinion? _____

2 Look at the main ideas paragraph. How many reasons does Nesma give for her opinion? _____

3 What phrases does Nesma use to give her reasons? _____ _____

4 Look at the conclusion. What phrase does Nesma use to start her conclusion? _____

Tip!

When you write about your opinion, you need to give reasons for it.

In the main ideas paragraphs, give different reasons for your opinion, and use phrases to introduce each new reason. We use commas after these adverb phrases.

***First of all,** we can learn a lot ...*
***In addition,** school trips are often more interesting than ...*
***Finally,** we can continue learning when ...*

5 Complete the text with the phrases

In addition | In my opinion | To sum up | Finally | First of all

1 _____, all children should learn music at school.

2 _____, I think playing music is a good way to relax. 3 _____, learning music is a good way to be creative and use different parts of your brain. 4 _____ learning an instrument teaches us good habits. We learn that we have to practice to get great results!

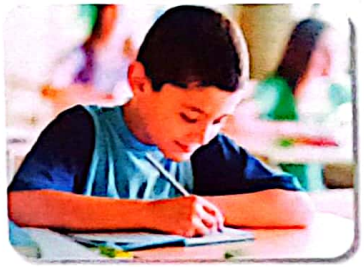
5 _____, I think that we should learn more music in school.

6 Choose a topic. In your notebook, write your opinion. Write between 60 and 90 words

School clubs are a good way to learn.

ICT is the most useful subject.

We should learn about the environment at school.



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LESSON 7 STORY: THE DOCTOR COMES TO SCHOOL

1 Listen and read the story. Who are the main characters?

Nebsin didn't want to get up. The sun was bright, but his bed was comfortable.

"Nebsin!" Dad called. "Time for school!"

Nebsin went into the kitchen. His mom was making breakfast, and his brother was playing.

"Why do I have to go to school?" he said. "Babu plays all day. His life is easy!"

"Babu will start school next year, when he is seven," said his mom.

"I'm going to the **palace**, Nebsin," said Dad. "Let's walk together."

They left the house. His father was a scribe, who spent all day writing about everything that happened in the pharaoh's **court**.

"Did you like school, Dad?" asked Nebsin.

"Of course! I wanted to learn to read and write, like you are doing."

"Why did you want to be a scribe?"

"My father was a scribe, and his father was a scribe. It's an important job. You will know what you want to be one day."

Nebsin was confused. He didn't know yet what job he wanted to do in the future.

Later that morning, Nebsin was sitting on the floor, listening to the teacher and writing on his wooden **tablet**. Suddenly, a boy jumped up and started shouting. The teacher was shocked.

"Sit down!" he said.

"There's a snake!" somebody shouted.

Everyone looked. A small, brown snake was moving across the classroom floor. The boy tried to push the snake away, but it **bit** his hand and he **screamed**.

"Quick, Nebsin!" the teacher said. "Get the doctor. She'll know what to do."

Nebsin and another boy ran to the doctor's building. She was sitting at a desk with rolls of **papyrus** on it. When they ran in, she was reading and writing notes.

"Help, please! A snake bit our friend!" shouted Nebsin.

The doctor picked up her bag and some papyrus **scripts**. The ran to the school, where the boy was ing. His hand was red and sore.

"Will he be OK, Do r?" asked the teache

"What kind of sna was it?" she asked, studying the boy's h d.

"It was small, and own, with dark circles," said Nebsin.

The doctor looked one of her papyrus rolls and said, "Good hat snake isn't **poisonous**."

She took some herbs out of her bag, put them into a bottle of oil, and **shook** it. She poured this onto a cloth.

"Keep this on the bite," the doctor said. "It will hurt for a while, but you won't get sick."

Nebsin was amazed. He watched as the doctor packed up her papyrus scripts and her bag.

"Excuse me. How did you learn to be a doctor?" he asked.

"It takes a long time!" said the doctor. "If you want to be a doctor, you should work hard here at school!"



2 Read again. Check (✓) three true sentences

1 Nebsin wants to stay in bed in the morning. ☐
2 Babu goes to school. ☐
3 Nebsin's dad has an important job. ☐
4 A snake bites a boy in the playground. ☐
5 The teacher goes to find the doctor. ☐
6 The doctor says that the snake bite is not dangerous. ☐

3 Read and write

court herbs papyrus scribe script tablet



1 In schools in Ancient Egypt, young children wrote on this. _____
2 This is a type of paper made from plants called reeds. _____
3 This is a person who wrote about everything that happened in the pharaoh's court _____
4 This is a place where the pharaoh made important decisions. _____
5 These are plants that people used in food or medicine. _____
6 This is a piece of paper with information written on it. _____

4 Ask and answer

1 What does Nebsin think about his brother?
2 How does Nebsin feel about his future job?
3 What does the snake look like?
4 What does the doctor put on the bite?
5 How does Nebsin feel when he sees the doctor working?
6 What advice does the doctor give to Nebsin?

5 Complete these sentences for you in your notebook

1 When I'm older, I'd like to be _____.
2 This is because _____.
3 Another reason is that _____.
4 I can find information about this job _____.

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UNIT 4

We can make a difference!

Learning together

In this unit I will ...

- describe myself and my friends.
- understand and use reported questions.
- listen to and give opinions.
- understand and use noun suffixes.
- understand and use the superlative form of adjectives.
- read and understand a play.
- take part in a play.
- write a detailed personal profile.
- read and understand a story.



Look, discuss, and share

1 Describe the children in the photo.
2 Where are they?
3 How can we help each other in the classroom?



Did you know?

Some people can read with their fingers! Louis Braille invented the Braille writing system when he was only fifteen!



Find out

Research an invention which helps people with different needs in your community.

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LESSON 1 WHY WE'RE ALL SPECIAL

1 **Listen and read the text. Which two ideas does Mrs Mona tell the children? Check (✓)**

a We are all different. ☐
b We are all important. ☐
c We should all try to be the same. ☐

Why we're all special by Reem

Today, our teacher, Mrs Mona, asked us, "How are we different to each other?"

That's an easy question to answer! Asser is very tall. He's taller than everyone else in the class. I'm very short. I have green eyes and Asser has brown eyes. Seleem's hair is curly, but Waleed's hair is very straight, and he wears **glasses**. Injy wears **braces** to help her teeth get straight. Amal uses a **wheelchair** because she cannot walk well. Amina has a **hearing aid** because she has problems hearing.

We have different families, too – I have three sisters, but my best friend Amal has two brothers! My friend Dalia loves sports, but I prefer language classes.

Then, Mrs Mona asked us to tell our friend about something that makes them special. I told Amal I love her curly hair and the way she helps me with math – she's the best at math in the class! And Amal told me she loves the way I make her laugh when she's feeling a bit sad.

Mrs Mona said, "Imagine a world where we're all the same. What would it be like?"

"Actually," said Sherif, "I think it would be a bit boring."

"Yes," said Sally, "it would be really boring."


Mrs Mona teaching our class

"And imagine if everyone was good at the same things?" said Mrs Mona.

"Well, then it would be very exciting," I said.

"It's good that everyone is different," said Mrs Mona. "We don't look the same because our families are different. Some of us are tall, some short, some have **curly hair**, and some have **straight hair**. Some of us have two brothers and sisters, and others have three. Some of us are good at music, and others are good at sports." Everyone agreed.

"The important thing is that we look after each other in our classroom. People shouldn't be unkind to someone because they're different. Our school is for everyone – we are all equally important," said Mrs Mona.

"But what should we do if we see someone being **mean** at school?" asked Injy. "I saw someone being unkind to Tarek the other day because he forgot his glasses, and so he couldn't see well."

"You should always come and see me, or another teacher," said Mrs Mona. "Here at school we should all help each other."

2 **Read again and write *T* (True) or *F* (False). Correct the false sentences in your notebook**

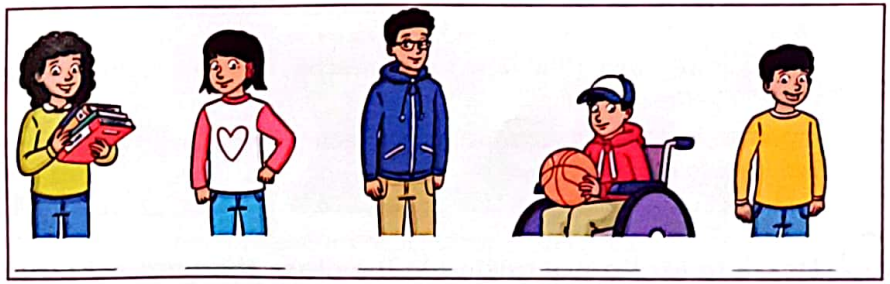
1 Reem told her friend Amal that she loves making her laugh. ☐
2 The students said that the world would be fun if we were all the same. ☐
3 Injy asked about what to do if someone is unkind. ☐
4 Mrs Mona said that if someone is unkind, the students shouldn't tell her. ☐

3 **Match the phrases to the pictures**

1 braces ☐
2 curly hair ☐
3 glasses ☐
4 hearing aid ☐
5 straight hair ☐
6 wheelchair ☐



4 **Read the paragraph and write the children's names**



These are my friends at school. Shady is tall and wears glasses. He's very creative and likes drawing. Laila is very kind – she helps everybody. She has straight hair. She can't hear very well, so she wears a hearing aid. Amira loves drama and has curly dark hair. She also loves reading and always has books in her hands. Hesham is very sporty, and he's in the wheelchair basketball team. Seleem is great at math. He has short hair and wears braces.

5 **In your notebook, draw three or four people you know. Write between 20-30 words describing them**

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LESSON 2 LANGUAGE



1 Work with a partner. The girl in the photo has a disability. What do you think it is?

2 Listen and read. How many ways to communicate does the speaker mention: 3 or 4?

Today, our teacher invited an interesting person called Mr Kamal to come and talk to us in class. Mr Kamal told us about the best ways to communicate with people who have hearing difficulties.

First, he asked us what sounds we heard every day. We had lots of ideas. My friend Adam said he heard other people talking, and I said I heard our cat meowing in the morning!

Then, Mr Kamal asked what we thought would happen if we couldn't hear well. It really made us think! Adam asked if we would only be able to hear loud noises. Mr Kamal said that he was right. It is difficult to hear quiet noises.

Next, Mr Kamal asked us what ways we communicate with each other. We thought there were lots of ways. I said that talking was a way of communicating. Adam said that using expressions, like smiling, was another. Younis said that writing messages on his phone was his favorite way to communicate.

Then, Mr Kamal told us about a really clever way to communicate! Can you guess what it is?

3 Listen to Mr Kamal talking to the class, then write *T* (True) or *F* (False)

1 Lip-reading and sign language are useful ways to communicate. ___

2 There is a way of communicating called hand spelling. ___

3 People with hearing difficulties can't write notes. ___

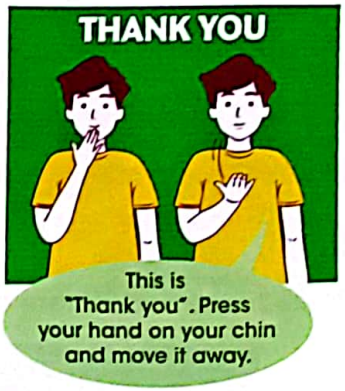


4 Which of the things mentioned in Exercise 3 can we see in the photo?

_____

5 Work in pairs, Student A and Student B. Teach each other some American Sign Language





Reported questions

- When we report questions, we change the tense and word order, and remove the word *do*. When it is a *Yes/No* question, we use *if*.

  *"**Do you hear** lots of sounds outside?"*
  *He asked us **if we heard** lots of sounds outside.*

- When it is a *Wh-* questions, we use the same question word:

  *"**What** sounds **do you hear** every day?"*
  *He asked us **what** sounds **we heard** every day.*

6 Find and underline more reported questions in the text

7 Read and circle

1 "What happens if you can't hear quiet noises?"
She asked **what happened / what happens** if you couldn't hear quiet noises.

2 "Can you all see the whiteboard?"
He asked **we could / if we could** all see the whiteboard.

3 "How do you communicate at school?"
She asked **how we communicated / if we communicate** at school.

4 "Do you know how to use sign language?"
He asked **did I know / if I knew** how to use sign language.

8 Look at the reported questions you underlined in the text. Can you tell your partner the direct questions?

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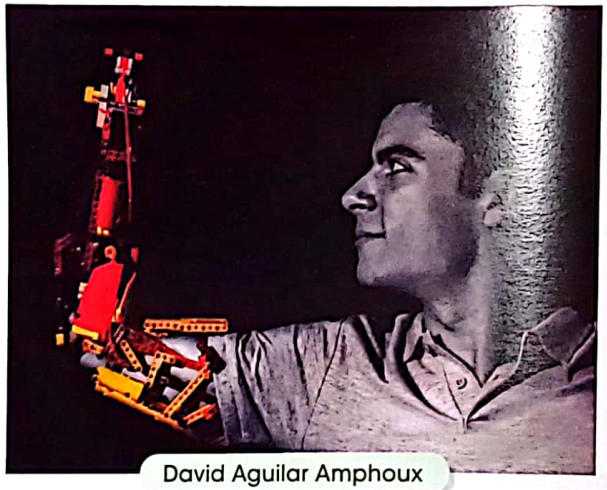
LESSON 3 AMAZING DAVID!

1 Work in pairs. Describe the man in the photo

2 You are going to hear about David, the man in the photo. Check these words in a dictionary before you listen

prosthetic arm movable elbow

3 Listen to the text. Where did David get his prosthetic arm?



David Aguilar Amphoux

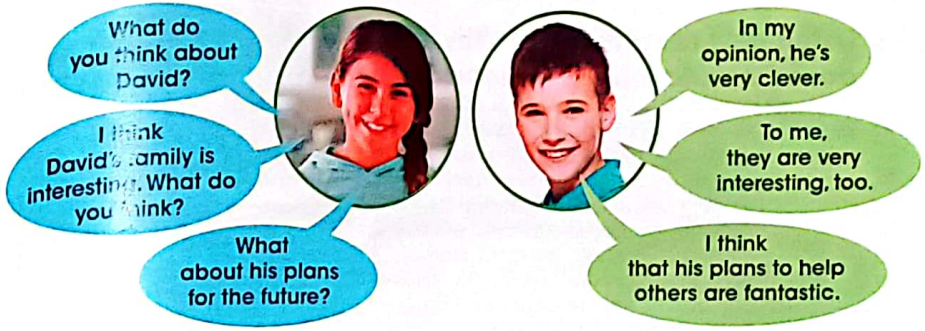
4 Listen again. Complete the answers

1 David's prosthetic arm is made of _____.
2 David's dad wrote a _____ about David.
3 Most prosthetic arms are expensive, but David can make them _____.
4 David's message for other people is "a disability shouldn't _____ you".

5 Work in pairs. Ask and answer

What do Mazen and Sarah think about David?

6 Read the examples. Are the questions and answers about opinions or facts?



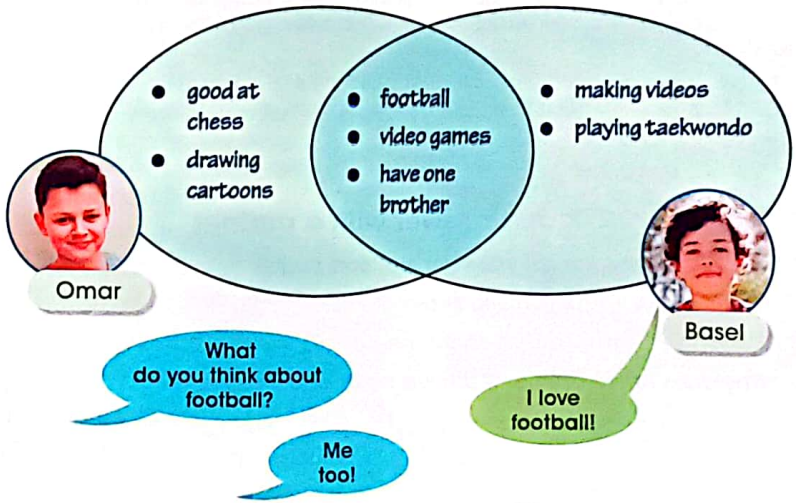
7 Work in pairs. Choose a topic and discuss

- playing video games
- playing football
- making animations
- reading comic books
- drawing and painting



8 Work in pairs. How are you the same? How are you different? Look at the Venn diagram and make one about you

How we're the same and how we're different



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LESSON 4 CAN I WORK WITH YOU?

1 **Listen and read the text. Why does Fares talk to Mrs Randa?**



Grade children working on a poster

Mrs Randa: OK, everyone, I want you to get into groups to make posters about animals that live in tropical rainforests. It should be an **advertisement** for the rainforest. I would like colorful posters with lots of interesting information. You can get in your groups now. I'd like everyone to work together and don't forget – **kindness** is important.

Fares: Tamer, Gameela, Wael, can I work with you?

Tamer: Oh no, sorry. We're already working with Magdy. Magdy, come here!

Magdy: I'm coming!

Fares: Sherif and Lamar, can I work with you?

Sherif: Er no, we're working with Fareeda.

Fares starts to feel a bit sad and goes to talk to Mrs Randa.

Fares: I can't find a group to work with, Mrs Randa. Everyone has their group.

Mrs Randa: Oh dear! Of course we can find you someone. Let's go and talk to Amira. Amira, who are you working with in your group?

Amira: I'm working with Samer and Mariam, but we need someone else.

Mrs Randa: Excellent! Here's Fares!

Amira: Hi, Fares! What would you like to do for the poster?

Fares: I'd love to draw the pictures!

Amira: That's fantastic! I'm good at writing, Samer is good at design, and Mariam is great at researching **information** and finding photos. If you can draw pictures, then we will make a very good team!

A little later ...

Mrs Randa: These posters are beautiful. Who did these lovely pictures?

Samer: That was Fares, Mrs Randa – he really worked hard to make our poster.

Fares smiles and looks very proud.

2 **Read again. Ask and answer with a partner**

1 What does Mrs Randa want her students to do?
2 Why is it difficult for Fares to find a group?
3 What does Fares want to do for the poster?
4 Why does Amira say her team will be good?

Think!

How do you think each student in Amira's group feels at the end? Why?

Noun suffixes

Look at the **bold** words in the text. Are they nouns, adjectives, or adverbs? How do you know?

Sometimes nouns have a different ending called a suffix. For example: advertise → advertise*ment*, kind → kind*ness*, inform → inform*ation*

3 **Use a dictionary. Find and write the noun suffixes**

1 agree → _____
2 happy → _____
3 entertain → _____
4 transport → _____
5 ill → _____
6 relax → _____

4 **Work in groups of three. Choose a student from the text and act it out like a play. You can be more than one student!**

5 **Listen and read the text again. Think about how your characters are feeling: sad, happy, or excited? Copy how they speak**

6 **Practice playing the character in your groups**

- Speak and do the actions like your characters.
- Listen to the advice from others in your group to improve.

7 **Present your play to the class**

1 Listen carefully to each other's plays.
2 Give some feedback to each group. Say one thing which was good and one thing you think they could do better next time.

I loved the way everybody in your group played their character with real feeling. I think next time, you could show some more emotions and move around more when you say your lines.



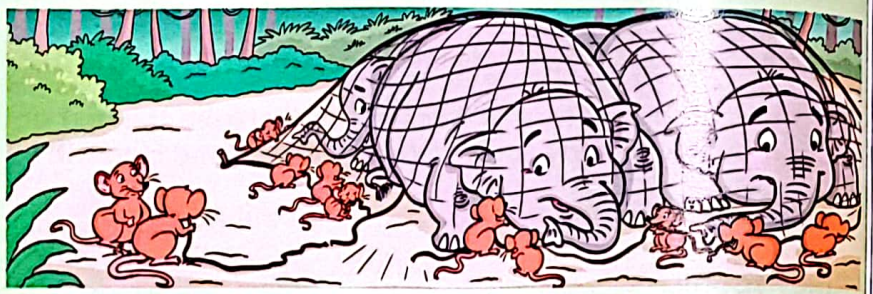
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LESSON 5 LANGUAGE

1 Look at the title and the picture. What do you think happens in the story?

2 Listen and read. Why did the mouse king talk to the elephant queen?

The elephants and the mice



Many years ago, a **herd** of elephants lived in India. They were happy, and their **leader**, the queen, was the kindest and best of the elephants. During the day, it was very hot, and the elephants liked to swim in the lake.

Near that lake, there was an old village. Nobody lived in the village now, but there were hundreds of mice. Their leader, the king, was kind. The elephants and the mice lived well together.

But, one day, the elephants changed their **route** to the lake. This meant they walked along a path that was too close to the mice. Many of the elephants didn't see the mice. They walked on them and hurt them.

After a while, the mice said to the mouse king, "This cannot continue! It isn't safe for us!"

The mouse king said, "Don't worry – I'll talk to the elephant queen," and he went to see her.

The mouse king met the elephant queen and explained the problem. She was shocked to hear what was happening and agreed to go a different route.

"Thank you for listening and respecting our needs," said the mouse king, "One day, I hope we can help you if you're in a difficult situation."

The elephant queen nodded, but thought, "We elephants are the most powerful animals in India – why would we need help from little mice?"

A few weeks later, some **hunters** were watching the elephants and left nets. The next day, when the elephants went to the lake, they got caught in the nets. They couldn't move, and they **roared** and roared, making the loudest noise. The mice heard the loud noise and came running. Quickly, they started biting the nets. The elephants could get out!

The next day, the elephant queen came to see the mouse king and said, "Thank you so much! You saved some elephants from the hunters! You showed us that all members of our community, from the biggest to the smallest, can make a difference."

The mouse king felt like the happiest and proudest mouse in the village!

3 Match the words to the definitions

1 leader	a a person who tries to catch or kill wild animals
2 herd	b to make a very loud noise
3 hunter	c a path or a way to go somewhere
4 roar	d the most powerful person or animal in a group, for example, a king or queen
5 route	e a group of elephants

4 Read the story again. Ask and answer with a partner

1 Why did the elephants go to the lake every day?
2 Why did the elephants and mice like their leaders?
3 Do you think the elephant queen and the mouse king liked each other?
4 Why do you think the elephants roared?
5 How did the mice help the elephants?

Superlatives

When we want to compare more than two things, we can use the superlative:

*The queen was **the kindest and best** of the elephants.*

*We elephants are **the most powerful** animals in India.*

5 Underline more superlatives in the text

6 Complete the sentences with the superlative

1 January is often the _____ (cold) month of the year here in Egypt.
2 The Nile crocodile is the _____ (dangerous) animal in Egypt.
3 Gameela is the _____ (happy) girl in the class – she's always laughing.
4 That man is the _____ (good) chef in our city.
5 It was the _____ (bad) vacation – it rained the whole time!
6 Lake Nasser is the _____ (big) lake in Egypt.

7 Ask and answer the questions for you. Give reasons

1 What's the easiest subject in school?
2 What's the most difficult sport?
3 When are you happiest?

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LESSON 6 WRITING A PERSONAL PROFILE

1 **Read Dalia's personal profile on her school blog. Why is Dalia writing? Circle *a*, *b*, or *c***



a to arrange meeting up with friends

b to introduce herself

c to report a problem with her computer

Hi everybody!

How are things?

My name's Dalia. I'm eleven, and I live in Alexandria. I go to school at Alex Modern School. It's a great school, and I have great friends.

I'm quite tall, and I have long brown hair. I wear braces. I have an older brother and an older sister, so they call me the baby of the family!

I'm keen on walking with my family and friends, and the countryside near where I live is really amazing. I'm into photography. I like taking photos of all the beautiful things I see in the countryside.

I also love listening to music from my country and all over the world.

As well as this, I'm really into sports. I play volleyball at my local club, and we have games about once a month.

On the weekend, I love going to the mall with my friends and family, and then I go to my grandma's to watch movies with her. We talk a lot, and she lives near my house, so it's easy for me to get home.

I think a lot about the future, and I think I'd like to be a dentist, like my dad.

What about you? What do you look like? What are your hobbies? Write and tell me about yourself!

2 **Read the personal profile again. Complete the chart about Dalia**

Name:	Dalia
Age:	
School:	
What does she look like:	
Her hobbies:	
What does she do on the weekend:	
What are her future plans:	

3 **You are going to write a personal profile. Make notes for you**

Name:	
Age:	
School:	
What do you look like:	
Your hobbies:	
What do you do on the weekend:	
What are your future plans:	

Tip!

Remember these tips when you write:

- Start with a greeting: *Hi/Hey*
- Give your name, your age, and where you live.
- Describe what you look like.
- Tell people about your hobbies: *I'm into ... / I'm keen on ... / My favorite hobby is ...*
- Ask them to write to you: *I can't wait to hear from you! / Write and tell me!*

4 **Write your personal profile in your notebook. Use your notes from Exercise 3. Write between 60 and 90 words**

5 **Work with a partner. Read each other's personal profiles and discuss**

- What do you like about the personal profile?
- Is it interesting?
- Does it include all the information in the chart?
- Is the language clear and correct?
- Make changes to improve your personal profiles.

I thought your personal profile was really interesting. It's great that you love photography! Your profile doesn't say what you're going to do in the future. You could add that.

OK, thanks very much for your comments. I'll make some changes to my personal profile now.

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LESSON 7 STORY: HANA SAVES THE DAY

1 Listen and read the story. How does Hana save the day?

Hana is a good friend who lives on my street. One day, after school, she called me.

"My new **walker** arrived. Do you want to come over and help me decorate it?"

Excited, I ran to her house. As she gets taller, Hana receives a new walker every year. When the new one arrives, we **decorate** it. Hana's favorite color is green, so we painted it green and decorated it with stars and stickers. It looked awesome.

"What should we do now, Reem?" asked Hana.

"I think we should go to the park," I said.

We often go for a walk to the park after school. Hana's **physiotherapist**, Donia, says it's important for Hana to get fresh air and exercise her legs so they get stronger.

At the park, we met our friends. They said Hana's new walker looked great. Our new friend, Rasha, asked Hana why she needed a walker.

"Well," she said, "when I was born, something happened to my brain and it works differently to some other people's. My dad calls it my special brain. The name for what I have is **cerebral palsy**."

"Can you do everything with the walker?" asked Rasha.

"No, for eating meals I have a special chair at home, and for going out in the car, I have a special seat – it's really comfortable."

Then we walked a little more with our friends. Hana was walking behind with Nadine, our other friend. Suddenly, a woman came running towards us, and she was crying.

"I can't see my little boy!" she said. "I turned around to get him a snack from my bag, and now I can't see him!"

"How old is your little boy?" asked Rasha.

"Only one. He can't walk, he **crawls** along the ground."

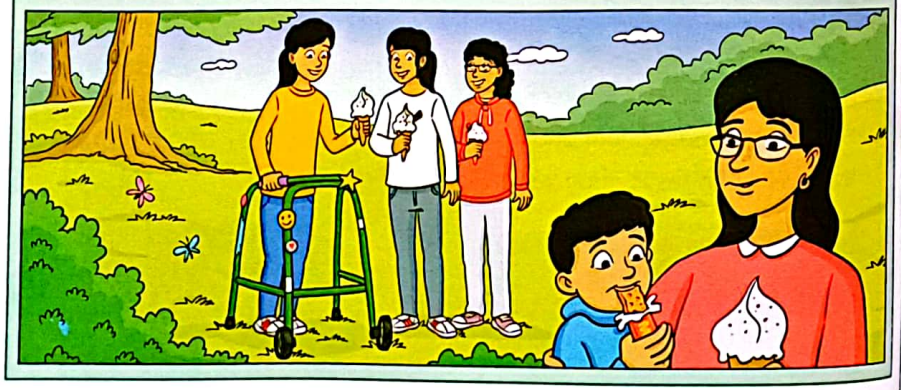
So we all looked in the grass, and the snack bar, but we didn't see him. Then, I noticed there was a group of trees behind where the woman was sitting.

"Let's look over there!" I said. "And where's Hana?"

Nobody knew. We all ran over to the trees, quite scared because it was near the road.

"Adam!" shouted the woman, and she stopped crying.

There was Adam, pulling himself up on Hana's walker, and Hana was talking to him quietly. His mom was so thankful that Hana found him. We were all so relieved and happy, and we had an ice cream to celebrate!



2 Match the words to the photos. Use a dictionary to help you

1 crawl ☐
2 decorate ☐
3 physiotherapist ☐
4 walker ☐

a 

b 

c 

d 

3 Who says the following things in the story? Use the names in the box

Adam's mom Hana Reem Rasha

1 "My new walker has arrived." _____
2 "I think we should go to the park." _____
3 "Can you do everything with your walker?" _____
4 "I can't see my little boy!" _____
5 "How old is your little boy?" _____

4 Read the story again and answer the questions in your notebook

1 Who is telling the story? How do you know?
2 What is special about Hana?
3 Why did Hana call Reem?
4 Where do Hana and Reem go together?
5 Who is Adam?
6 Why is the woman worried?
7 What happens at the end?

5 Do you agree with these statements? Why / Why not? Discuss

1 Hana is a very helpful girl.
2 The little boy was in danger.
3 This story makes me think that we should all help each other.
4 This story makes me feel thankful for people in my community.



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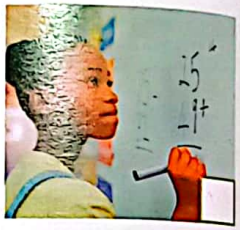
REVIEW 2

LESSON 1

1 Order the letters to make school words

1 tmah _____
2 shiytor _____
3 hsenlig _____
4 tmiteable _____
5 snciece _____
6 TCI _____

2 Now match the words in Exercise 1 to the photos

a 
b 
c 
d 
e 
f 

3 Complete the sentences

board demonstration equipment gym language

1 I'll just give you a _____ of how to use this laptop.
2 My mom uses a lot of body _____ to show what she means.
3 My favorite part of our school is the _____. I love doing exercise!
4 Look at the information _____ to find out what time class starts.
5 We are lucky to have great _____ in my school, for example, laptops.

4 Circle the correct words

1 The person who wrote about daily Egyptian life was the **scribe / script**.
2 My friend has a problem with her leg, so she uses a **hearing aid / walker**.
3 The pharaoh made important decisions in the **herb / court**.
4 A **physiotherapist / dentist** helps injured parts of your body get better.
5 **Herbs / Scribes** are plants you can use for food.
6 Elephants **roar / cry** to get attention.

5 Complete the sentences

always often never sometimes usually

1 My dad doesn't have a car. I _____ (go) to school by car.
2 I get up early every day. I _____ (get up) at 6:30 am.
3 I visit my aunt on Tuesdays and Saturdays. I _____ (visit) my aunt.
4 I love reading. I read a lot of science books. I _____ (read) about science.
5 We _____ (spend) vacations by the sea, but not always.

6 Change these sentences from direct speech to reported speech

1 "Are you cycling to school today?" Dad asked us.
Dad asked _____ to school yesterday.
2 "What are we studying in math class this term?" we asked the teacher.
We _____ in math this term.

7 Read and make sentences. Write in your notebook

1 I play volleyball. I feel happy. Playing volleyball makes me happy.
2 My mom cooks dinner. She gets tired. Cooking ...
3 My sister goes to an exercise class. She gets healthy. Exercise class ...
4 I get good exam results. My parents are proud. Good exam results ...
5 I go to the theater. I get excited. Going to the theater ...

8 Complete the sentences with the superlative adjective

1 Burj Khalifa is _____ (tall) building in the world.
2 The cheetah is _____ (fast) animal on earth.
3 That exercise was _____ (difficult) I've ever done.
4 English is _____ (easy) language to learn.

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LESSON 2

1 Complete the text. Listen and check

education flexible nomadic subjects

Schools around the world all want to do the same thing – to give children a good 1 _____. In some countries, children start elementary school at seven years old. In other countries, the children are younger.

In other countries in Africa, for example, Kenya, some people have a 2 _____ culture, where they move from place to place. This means their teacher has to be 3 _____ with the timetable. The teacher chooses 4 _____ which are the most important at different times.

2 Listen and number the photos. Then complete the sentences

a



My brother wears _____. They help his teeth grow correctly.

b



My little sister wears _____ so she can read better.

c



My uncle and my aunt have a new house. They're _____ the living room.

d



My little cousin is so cute, and now she's starting to _____.

3 Complete the dialog with the words in the box. Listen and check

about me opinion that think



Sherif: Mom, I'd really like to understand English better!

Mom: What do you 1 _____ about speaking English all day with me?

Sherif: I don't know, Mom. In my 2 _____, it might be difficult.

Mom: What 3 _____ speaking English while we have our lunch then?

Sherif: To 4 _____, that's a much better idea!

Mom: Hooray! What about watching a movie in English this evening?

Sherif: I think 5 _____ could work well. There's a fantastic movie I'd like to see. Thanks, Mom!

4 Complete the chart with the correct word forms

Adjectives	Nouns	Verbs	Nouns
kind	_____	_____	information
_____	happiness	_____	improvement
sad	_____	advertise	_____

5 Read the information. Imagine you are Shady or Nadia. Write a personal profile between 50 and 70 words

Name:	Shady or Nadia
Age:	12
School:	Cairo City Middle School
What do you look like:	Tall with dark hair, and green eyes; wear braces
Your hobbies:	Making videos, doing taekwondo, listening to music
What do you do on the weekend:	Play tennis in the park, visit my grandparents, and aunts/uncles
What are your future plans:	teacher

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PRESENTATION

1 **Research school life in another country. Choose a country and complete the chart**

What country have you chosen?	
What age do they start school, and what age do they finish school?	
When does their school day start and finish?	
What subjects are on their school timetable?	
Do they wear a school uniform?	

2 **Find a photo, or do a drawing, of a school in the country**

3 **Work in groups. Practice a presentation using your notes**

Remember:

- Look at your notes, but don't read from them.
- Use adverbs of frequency to describe school life in the country.
- Use large, colorful photos so your classmates are interested.
- Check that your voice is loud enough. Ask a friend to stand at the back of the class to check.

4 **Work in groups. Give your talk to the class**

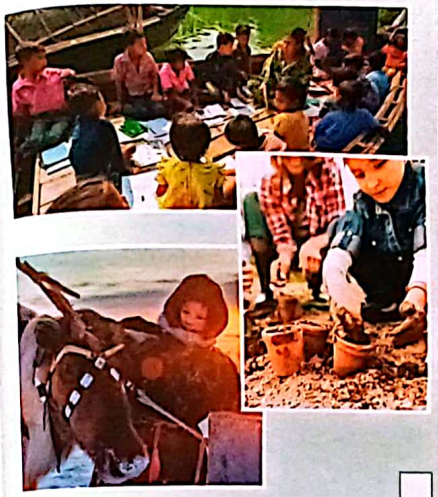
5 **Listen to other students' presentations and complete the chart**

	Name:	Name:	Name:
Do they speak slowly and clearly?			
Do they describe the photo or drawing well?			
Say one interesting thing you learned from their talk.			

self-Assessment

Now I can ...

1 **talk about different schools all over the world**



2 **talk about different disabilities, and how we can help each other**



3 **talk about our opinions**



4 **use adverbs of frequency**

I often watch football games during the World Cup.

5 **use reported speech**

They said that the storm would stop soon.

6 **use reported questions**

He asked what noises we heard.

7 **use the superlative form**

We are the most powerful animal in India.

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TERM 1 PROJECT 2

1 **Look at the poster. What's your favorite idea? Why?**



2 **Look at the poster again. Think of two more ways to be kind in class**

3 **Work in groups of three. Read and think about the project**

You are going to create a poster about being kind on the playground. Discuss your ideas with your group.



4 **Do some research or interview people. Answer these questions**

1 How can we be kind on the playground? _____
2 How can we be kind to younger children? _____
3 How can we be kind to adults? _____
4 Why is kindness on the playground important? _____

5 **Organize your ideas for your poster**

1 Decide on a title for your poster.
2 Decide on sub-headings for your poster.
3 Draw pictures or find photos online that you can add.

6 **Create your poster about kindness on the playground**

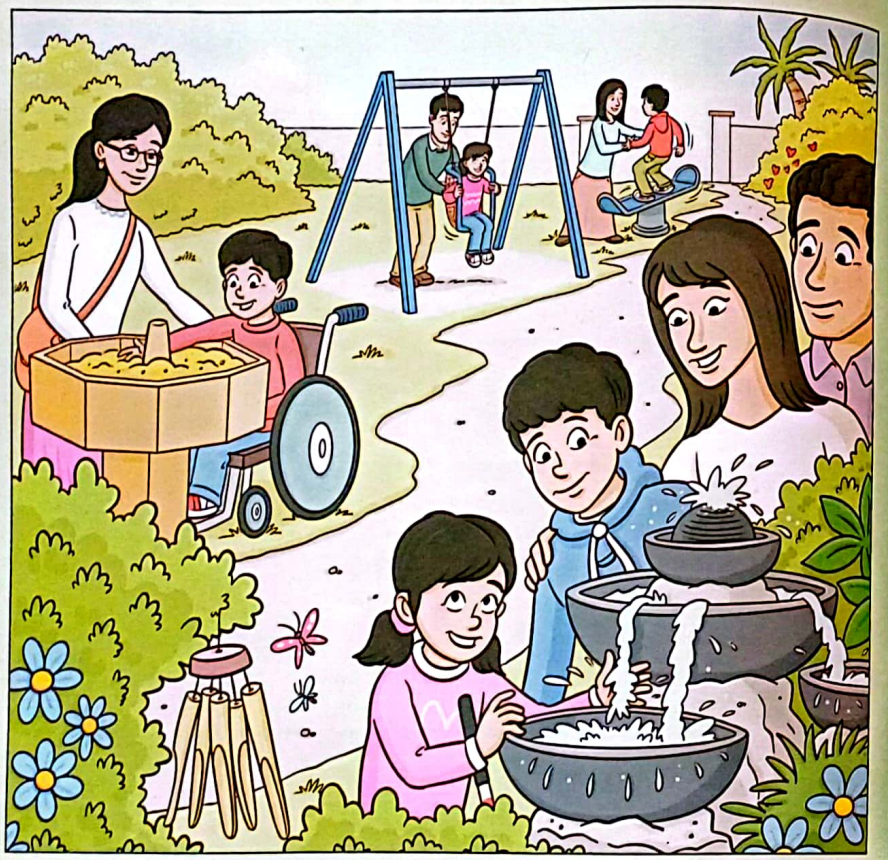
1 Use your answers from Exercise 4 and your ideas from Exercise 5.
2 Write in your notebook or on plain paper. Remember to:
- use headings and sub-headings.
- use colorful, interesting photos or drawings.
- include your favorite tips for being kind.
- write neatly, or print your poster on a computer.

7 **Present your poster to the class. Say kind words about other groups' posters**

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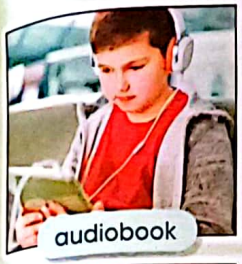
FICTION READER

A WONDERFUL SURPRISE



BY EMMA WILKINSON
ILLUSTRATED BY MATT WARD

PICTURE DICTIONARY



audiobook

An audiobook is a book which you listen to on a device. The words are spoken, not written down.



braille

Braille is a way of writing words for people who can't see well. You touch the braille with your fingers to read it.



bush

A bush is a short tree with a lot of branches and leaves.



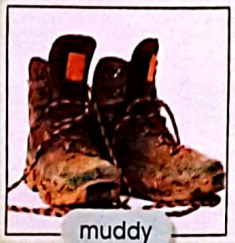
garage

A garage is the room of the home where people keep their cars.



hug

You hug somebody when you put your arms around them. We hug a person to show we care.



muddy

When soil is wet, it becomes mud. When something is muddy, it has a lot of mud on it.



secret

A secret is something that you don't tell anybody, or want anybody to find out.



shovel

A shovel is a tool for digging.



trunk

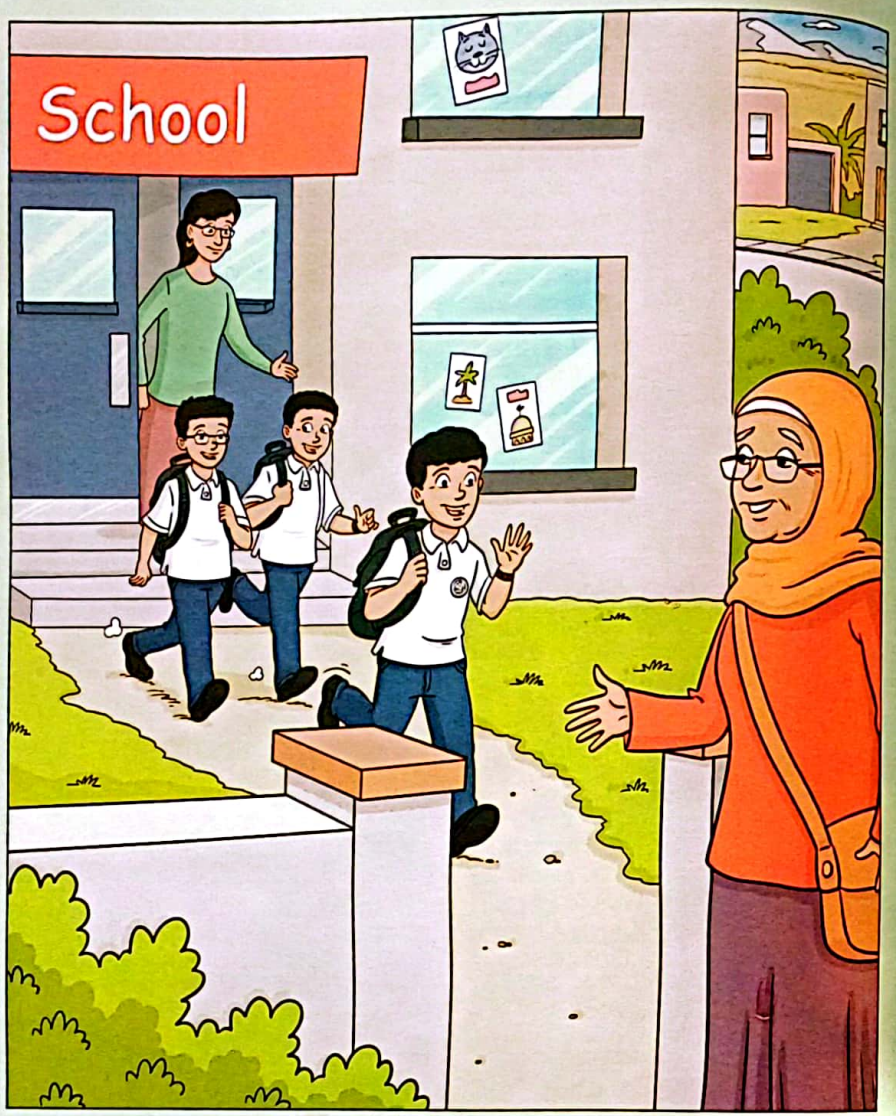
A trunk is the area at the back of a car. You can put bags or large objects in it.



wind chime

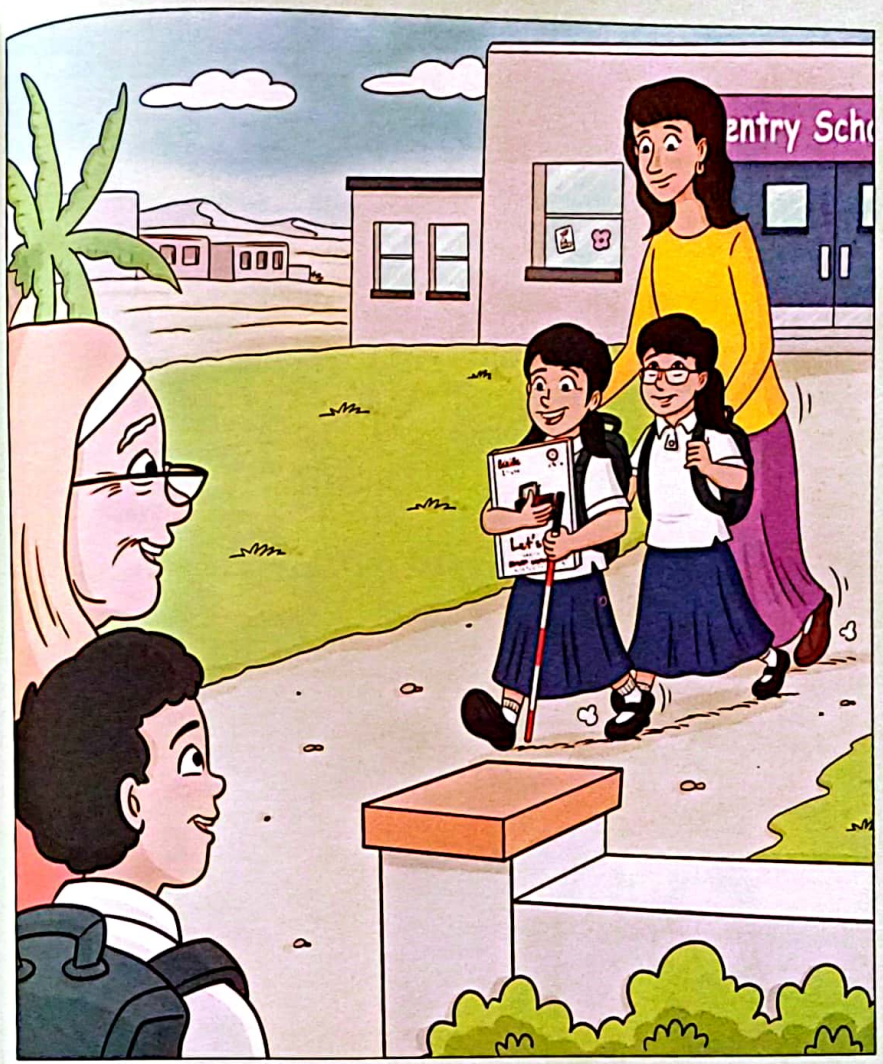
A wind chime is a decoration which makes a nice sound in the wind.

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It was the end of the school day, and Asser put his pens and pencils away neatly. He looked out of the classroom window for his mom, but he couldn't see her.

Mrs Eman, his teacher, took the children outside. Then Asser saw his grandma waiting at the school gates. He smiled and waved at her.



Asser loved it when his grandma picked him up, and he hugged her.

"What a nice surprise! I didn't know you were coming today," he said.

"Your mom is busy, so I'm here today," she smiled. "Now, where's your sister?"

They saw Mayar come out of her classroom. She was with her friends, and she was carrying a book. She looked very happy.

Mayar's teacher, Mrs Azza, came to talk to Grandma.

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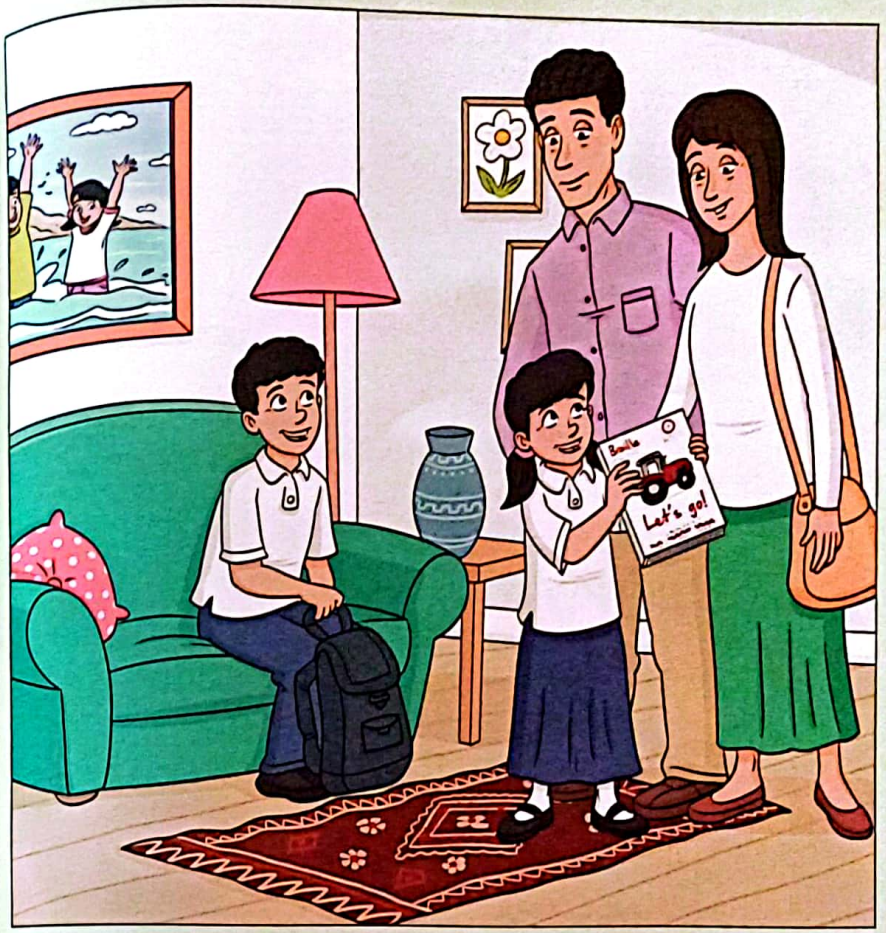
Mrs Azza said, "Mayar has a new book. It has words that you can read to her. It also has words in braille that she can read herself."

"Thank you!" said Grandma. "We can read this together this evening."

"Are we going to your house today, Grandma?" asked Mayar.

"Yes, we are. Your mom and dad are busy. Should we make cookies?"

"Yes, please!" said Asser and Mayar.



The children stayed at Grandma's house until the evening. Their parents arrived after dinner.

"Thanks for having the children, Mom," said their mom.

"You're welcome, Salma! I love having them here!" replied Grandma.

"Did you have a good time with Grandma today?" asked their mom.

'Yes, of course! And look at my new book from school!" said Mayar.

"It's great. Let's read it when we get home," said their dad.

Their mom and dad were happy to see Mayar's new book. When Mayar was a baby, her mom and dad learned braille. They helped her to read. Now, they love reading with their daughter in the evenings.

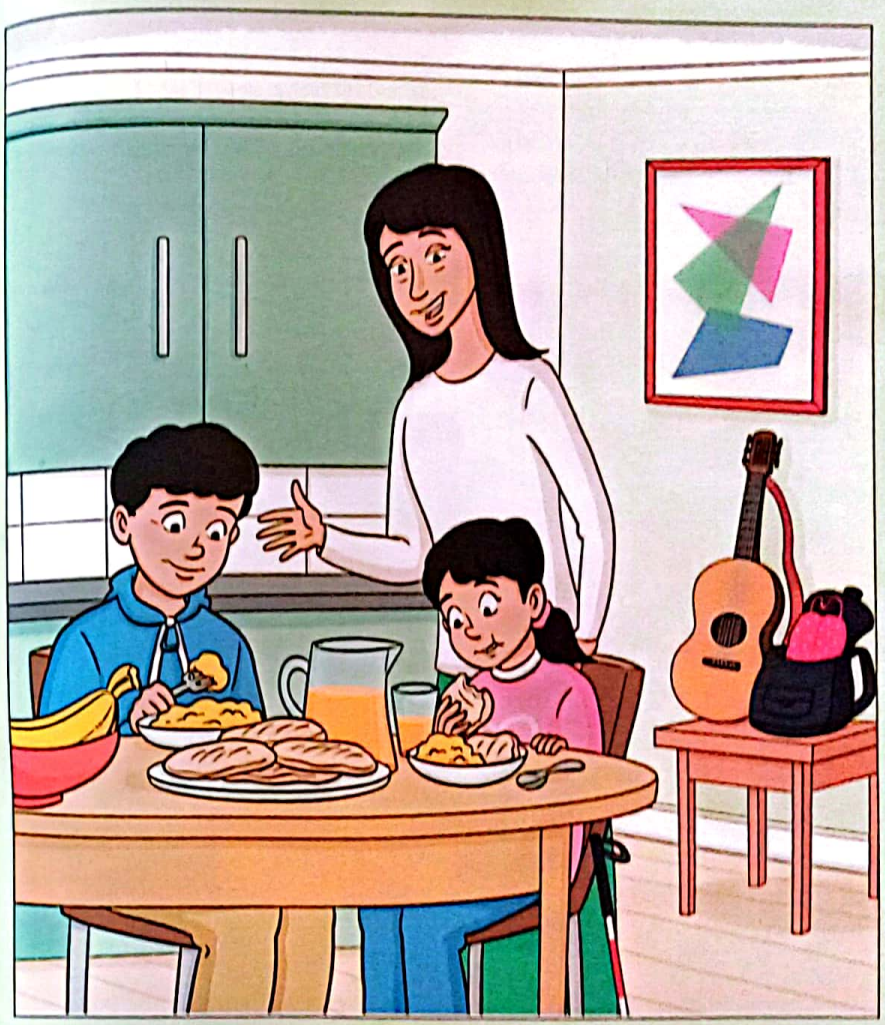
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The family all got in the car to go home. As Asser went to put the school bags in the open trunk, he noticed something strange. He saw his mom and dad's boots there, and they were muddy.

"Their boots are really muddy. Have Mom and Dad been to a farm?" thought Asser.

Asser then got into the car, and they all went home.



The next morning, at breakfast, the children's mom said, "Grandma will pick you up from school again today."

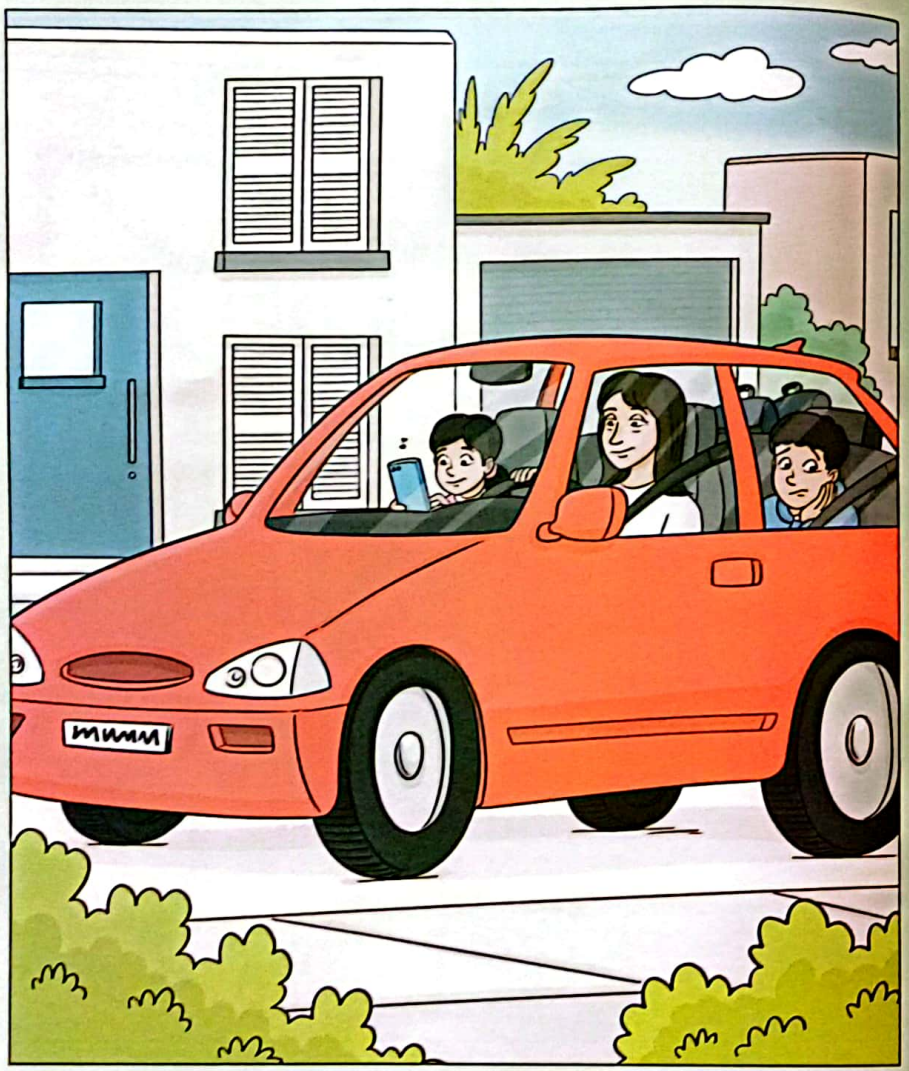
"Are you going to be home late, Mom?" asked Asser.

"Yes, I'm very busy this week. I'll pick you up from Grandma's at seven o'clock."

"OK," said Asser.

"It's music club today, so don't forget your guitar, Asser. Mayar, you have pottery classes at lunchtime, so remember your **apron**."

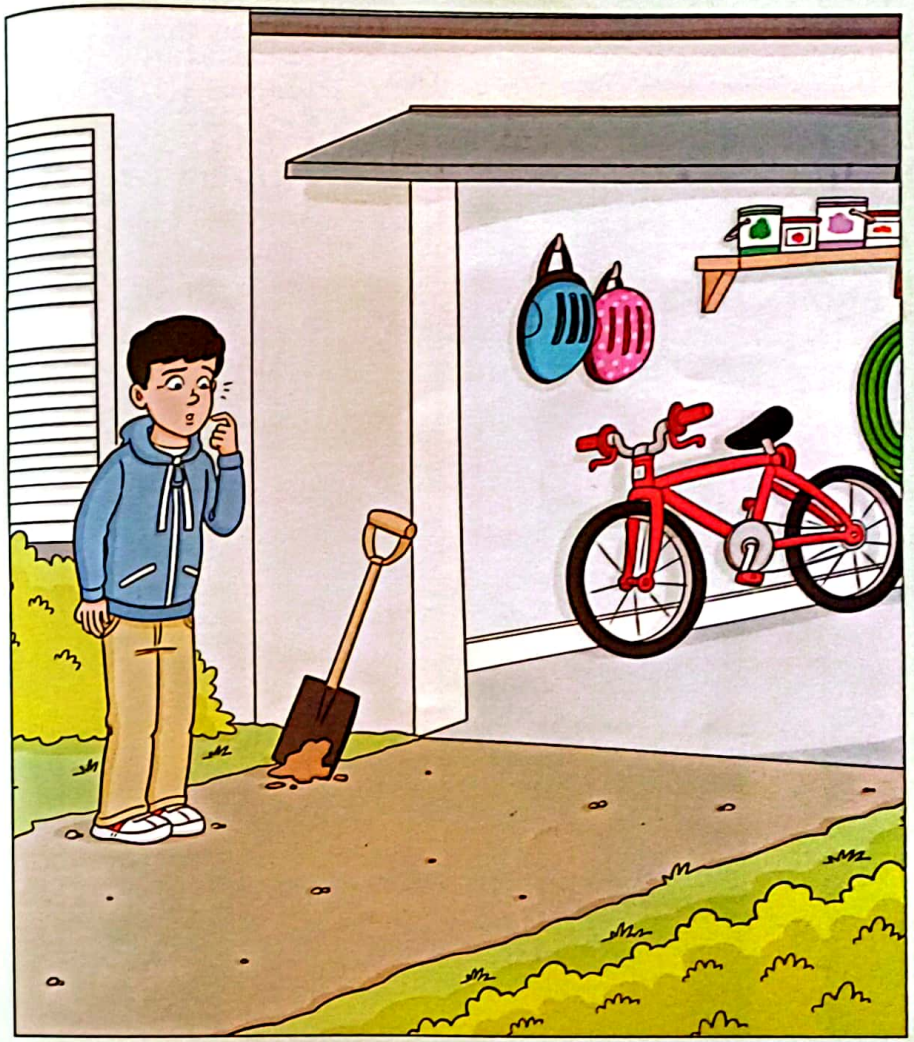
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"Can we listen to an audiobook, Mom?" asked Mayar.

"Yes, of course," her mom said.

While Mayar and her mom chose an audiobook, Asser looked out of the window. He was thinking about his school concert next week. He hoped his parents remembered it. He really wanted them to come and watch him. Asser wanted to ask his mom about the concert, but she looked tired. He decided to ask her later.

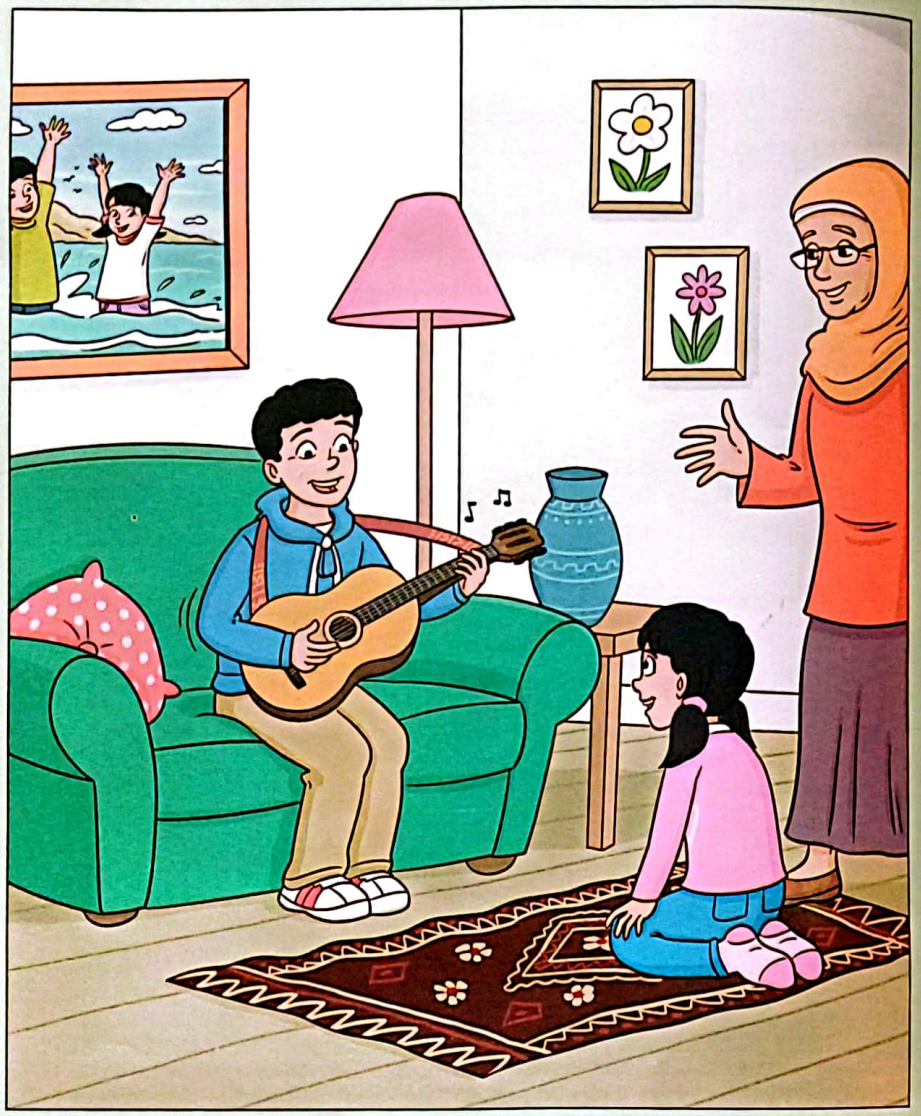


On the weekend, the parents were busy again. Salma planned to take the children to Grandma's. It was a beautiful day, so Asser decided to take his football.

He went to the garage to get this football. Outside the garage, he saw his dad's shovel. It was covered in mud. Asser looked around the yard. There was nothing different there, no new trees or plants. Why was the shovel so muddy?

"That's strange," thought Asser.

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Asser and Mayar went to their grandma's house every day that week. Asser was worried about the concert. He really wanted his mom and dad to go to the concert. He wanted them to hear him sing and play his guitar. Did they remember about it? They were so busy. He practiced his song a lot because he wanted the concert to go well.



Later on, Asser was playing in Grandma's yard while Mayar listened to an audiobook. Asser's friend, Shady, came by.

"Hi, Asser. I didn't know you lived here," said Shady.

"It's my grandma's house," said Asser.

"Do you want to come to the park with me and my dad?" asked Shady.

'Yes, but I'll have to ask Grandma," said Asser.

Asser went inside. "Grandma, can I go to the park with Shady and his dad, please?" he said.

"Yes, of course. Take your water bottle!" replied Grandma.

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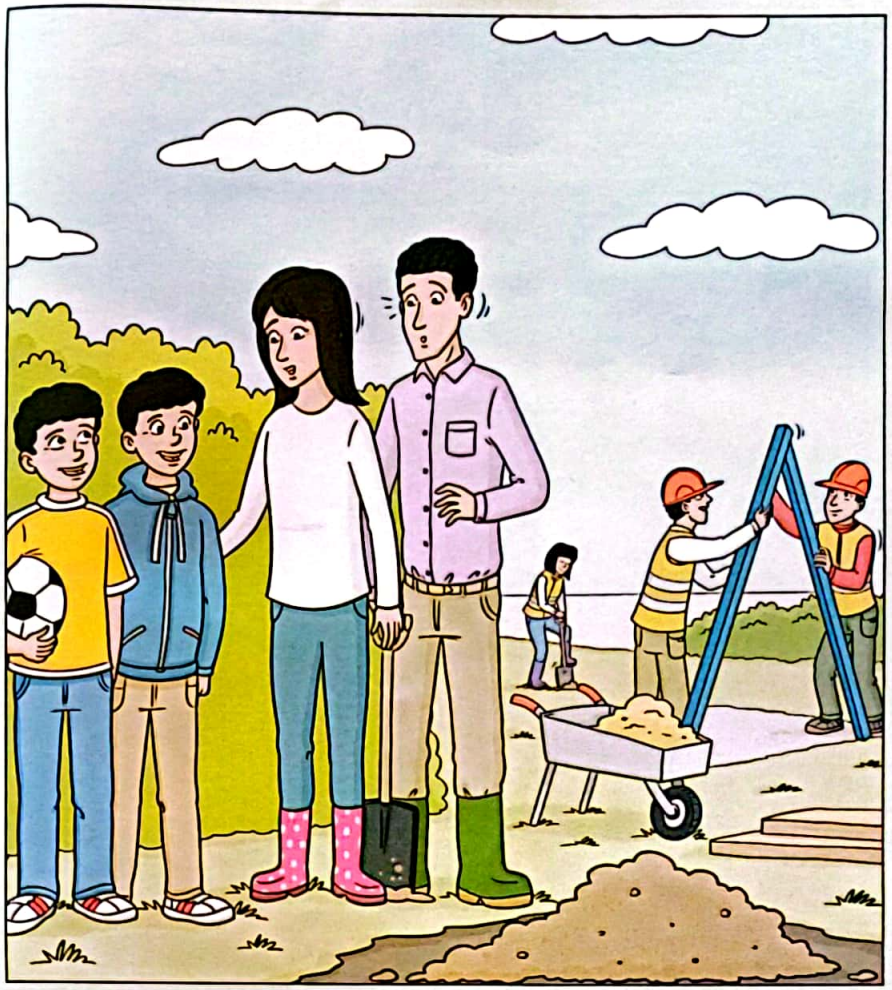


Asser and Shady had fun in the park. When they got tired, they sat down by some thick bushes. They drank some water and ate some fruit.

They were sitting quietly when they heard people talking.

"That sounds like your mom and dad," said Shady.

Asser looked around. Shady was right. It sounded like they were near – but where?



Asser and Shady walked around the bushes. On the other side, there was a group of people working. Asser's parents were there, digging.

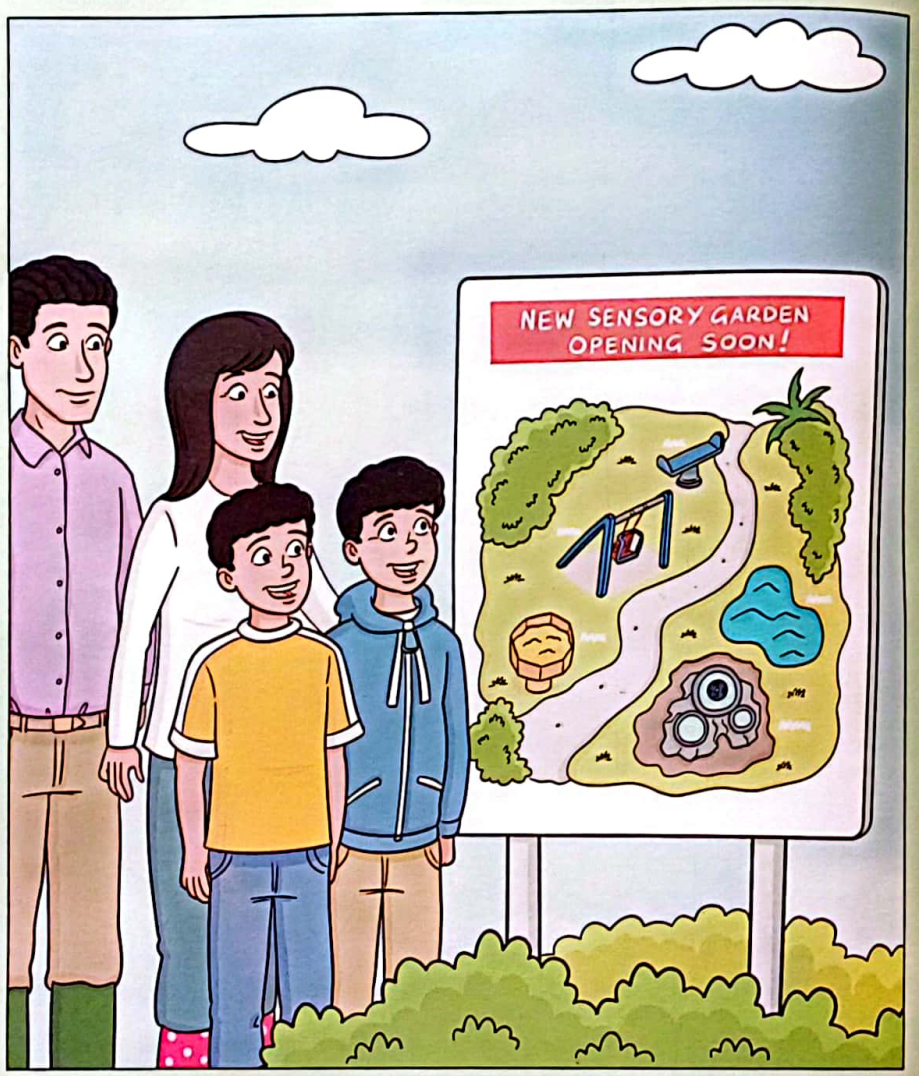
Asser ran over to his parents. When his parents saw them, they looked surprised.

"Asser! What are you doing here?" asked his dad.

Asser replied, "Shady and his dad invited me to come to the park. Grandma said it was OK."

Asser looked down and saw his dad's muddy boots. "But what are you doing here?" he asked.

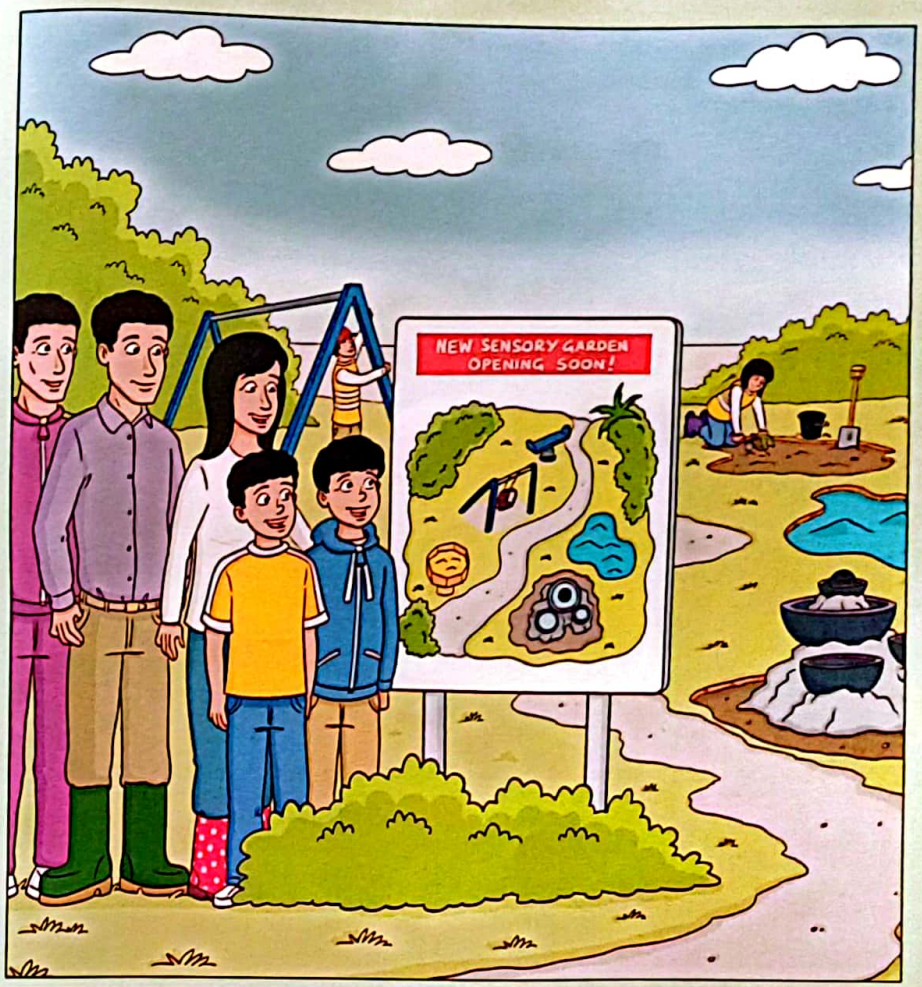
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Asser's parents looked at each other and laughed. His dad put down his **spade**. They showed Asser and Shady a large information board with a plan on it. The plan showed lots of exciting new play equipment.

"We're making a playground with a **sensory garden**. It's for all the children in the neighborhood to enjoy," said Salma.

Shady's dad arrived. "Wow! This is going to be amazing," he said.



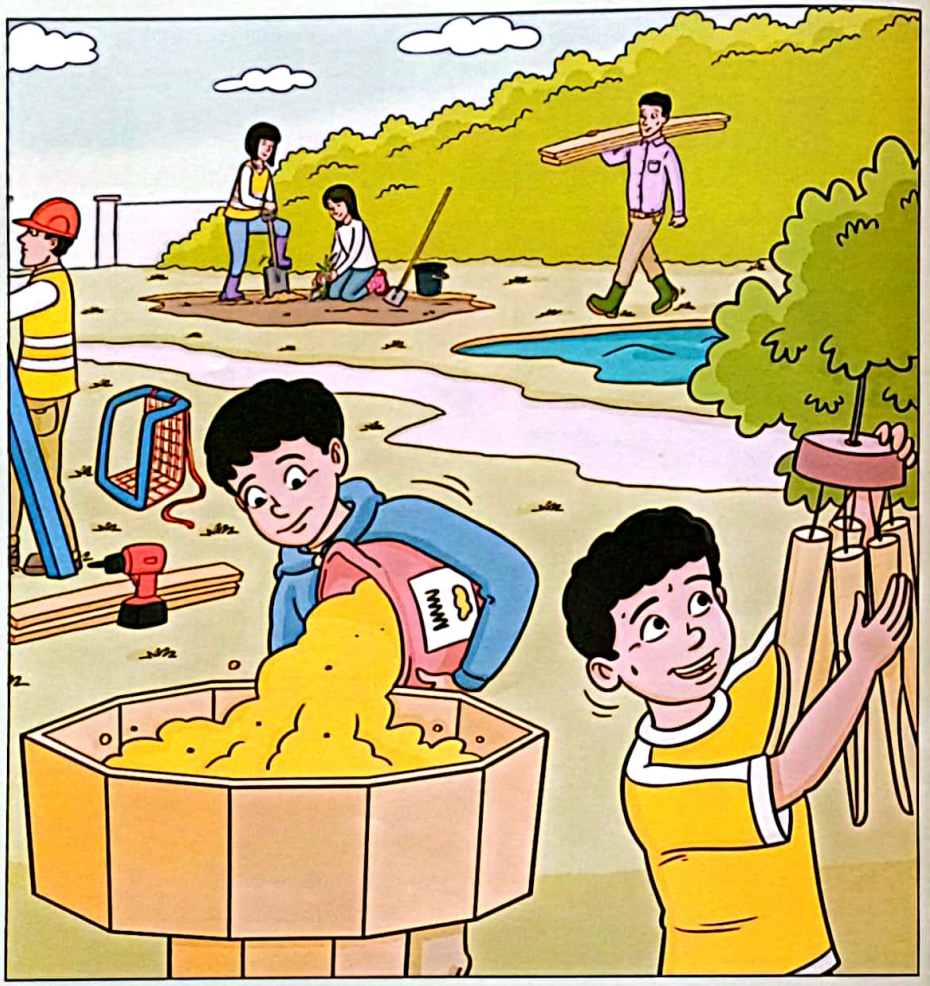
"What's a sensory garden?" asked Shady.

"A sensory garden is a place where you can hear, see, and touch all kinds of interesting things," said Asser's dad. "Mayar and lots of other children couldn't use some of the equipment in the old playground. So, we're working with these builders to make a space that everybody can enjoy. There's a **fountain**, and there will be wind chimes for relaxing sounds. There will be wide paths, so it's easy for people in wheelchairs to enjoy the garden."

"We're planting flowers, too," said Asser's mom. "They will smell beautiful."

"This is awesome," said Asser. "Is this why you've been so busy?"

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"Yes, it is! We didn't tell you about it because it's a surprise!" said his dad.

"I'd love to do something to help, too!" said Asser.

"Great!" said his mom. "The builders are putting in the big equipment next week, but you can help us plant the flowers."

"You can hang the wind chimes, too," said his dad.

Asser and Shady started helping. It was hard work, but the boys had fun.

"Thank you for helping!" said Asser's mom. "When this opens next week, you can come and show everybody around."



The next weekend, the children's Mom said, "Mayar, we have a surprise!"

"What is it?" asked Mayar.

"We can't tell you. It's a secret. Let's all go to the park," said Mayar's dad.

Asser enjoyed showing Mayar around the sensory garden.

"I love it here! The fountain is my favorite thing!" said Mayar.

"Thank you for helping us, Asser," said their mom, "and don't worry – we haven't forgot your concert!"

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1 Look and write

Asser Grandma Mayar the children's mom Shady the children's dad

1 

2 

3 

4 

5 

6 

2 Complete the sentences with names from Exercise 1

1 She meets Asser and Mayar at the school gate. _____

2 She has pottery classes. _____

3 He is playing in a concert next week. _____

4 They are very busy. _____

5 He goes to the park with Asser. _____

3 Put the events of the story in order

a Asser finds a muddy shovel by his garage.

b Mayar gets a big surprise.

c Asser's grandma takes Mayar and Asser to her house after school. 1

d Asser goes to the park with Shady and Shady's dad.

e Asser finds muddy boots in his mom and dad's car.

f Asser helps his mom and dad in the park.

g Asser finds out his mom and dad have a secret.

h Asser's mom says she and Asser's dad are very busy.

4 Ask and answer with a partner

1 Why did Asser's parents have muddy boots?

2 What was Asser's parents' secret?

3 How did Asser find out his parents' secret?

4 How did Asser feel about his concert before he found out his parents' secret?

5 How do you think Asser felt about his concert at the end of the story?

5 Correct the mistakes in the sentences in your notebook

1 Mrs Azza gave Asser a braille book.

2 Grandma and the children made a cake together.

3 Asser found some muddy boots on the seat of the car.

4 Mayar wants to listen to the radio in the car.

5 Asser took his bike to Grandma's house.

6 Asser practiced the piano for the school concert.

7 Asser and Shady sat by some tall trees in the park.

8 Asser and Shady heard Shady's parents talking in the park.

6 Look at the pictures and read the story. Check (✓) the things that are in the new sensory garden

1 
a wide path

2 
a slide

3 
a sandpit

4 
a swing

5 
wind chimes

6 
flowers

7 
a fountain

8 
a jungle gym

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7 Ask and answer the questions

1 What was wrong with the old playground?
2 Who will be able to use the new sensory garden?
3 Which things in the sensory garden can people:
- touch?
- hear?
- smell?

4 What is Mayar's favorite thing in the sensory garden?
5 What would be your favorite thing in the sensory garden?

8 Read and answer with a partner. Who says these things? Why do they say them?

Asser Grandma Mayar the children's mom Shady the children's dad

1 What a nice surprise!
2 Don't forget your guitar, Asser.
3 Take your water bottle!
4 That sounds like your mom and dad.
5 Let's all go to the park!
6 I love it here!



9 Ask and answer the questions with a partner

1 Who is your favorite character in the story? Why?
2 Which is your favorite part of the story? Why?
3 Do you like the story? Why or why not?

10 Read and check (✓) the two morals of the story

1 It is important to have colorful equipment in playgrounds. ☐
2 It is important to think about everyone in your community. ☐
3 People sometimes have to be patient. ☐

11 Write the story of the sensory garden. Write between 70 and 80 words

I'm Asser. I live with my sister, my mom, and my dad. Mom and Dad were very busy, so we went to Grandma's every night after school. One day, ...

12 What would you put in a sensory garden? Why? Draw your garden, then write





I would put _____ in my sensory garden because _____.
I would also _____

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