

UNIT

1

**We plant
our food**

In this unit I will ...



- listen, read, research, and write about different types of food.
- understand food chains.
- listen to a conversation about favorite food.
- practice making suggestions with *how about*.
- read a fairy tale.
- practice saying vowel sounds.
- understand decimal fractions.
- write a recipe.
- research and make a poster about fruit and vegetables that grow in Egypt.



Look, discuss, and share

Do you often go to the market?
What do you buy?



Did you know?

Pineapples don't grow on trees! They grow on the ground.



Find out

Think of a fruit you know, like apples or strawberries. Do they grow on trees, bushes, or vines? Think and share your answers with your partner.

LESSON 1 FOOD AND DRINK



1 Listen and read. Does Farida think chocolate is healthy?

Dina: What's your favorite food, Farida?

Farida: That's easy! It's chocolate.

Dina: Mmm ... I love chocolate too. But it isn't healthy, is it?

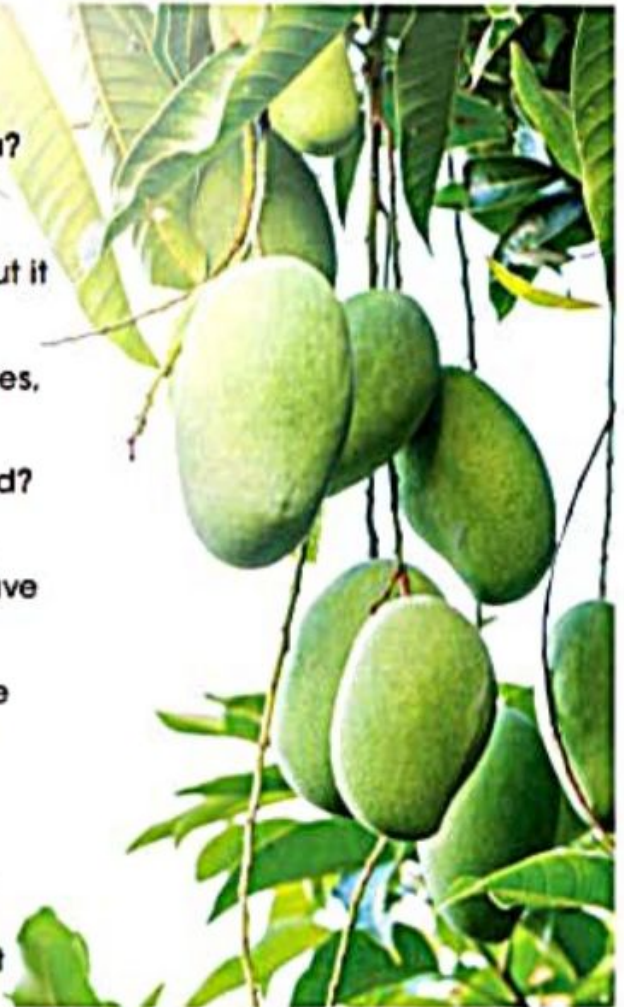
Farida: I think it's OK to eat a little. But yes, it is unhealthy if you eat a lot.

Dina: What's your favorite healthy food?

Farida: Oh, I like chicken and I like fish. But my favorite is mango. We have a mango tree in the garden.

Dina: I love mango too. We don't have a mango tree. We have a lime tree and a lemon tree.

Farida: My uncle grows onions and potatoes. He has chickens too. He collects fresh eggs every day. Sometimes he sells them at the market.



2 Listen again and answer T (True) or F (False). Correct the false sentences

- 1 Farida's favorite food is chocolate.
- 2 Dina doesn't like chocolate.
- 3 Farida's favorite healthy food is fish.
- 4 Farida has a mango tree in her garden.
- 5 Dina has a mango tree in her garden.
- 6 Farida's uncle buys eggs at the market.

T



3 Look and write

beans carrots chocolate coconuts eggs
lemons limes onions pineapples

1



lemons

2



3



4



5



6



7



8



9



4 Listen, check, and say



5 Look and put the pictures in the correct order

a


☐

b


☐

c



1

d


☐

e


☐

f


☐


6 Do you grow fruit at home? Say

We grow mangoes
in our garden!



Look and read

From farm to fork

Ashraf grows **chickpeas**. Chickpeas are an important **ingredient** in many recipes such as *koshari* and *hummus*. Chickpeas aren't a fruit or a vegetable. They belong to a group of foods called **legumes**. Other legumes are lentils and peanuts. Chickpeas are a healthy food. They can help to keep your **digestive system** working properly.

The chickpeas that you eat are the **seeds** of the chickpea plant. This is how you grow chickpeas and make them into delicious meals.



Now put the pictures (a-f) in the correct order (1-6)



Put the seeds into bags and take them to the market.



Marwa puts the chickpeas in *koshari* and enjoys it with her family.



Check the chickpea plants. They should look green and healthy.



Marwa buys some chickpeas and other **Ingredients** at the market to make a delicious meal.



Plant chickpeas in rows. Water them regularly.



After a while, the chickpeas will turn brown. This is when you **harvest** them and collect the seeds.

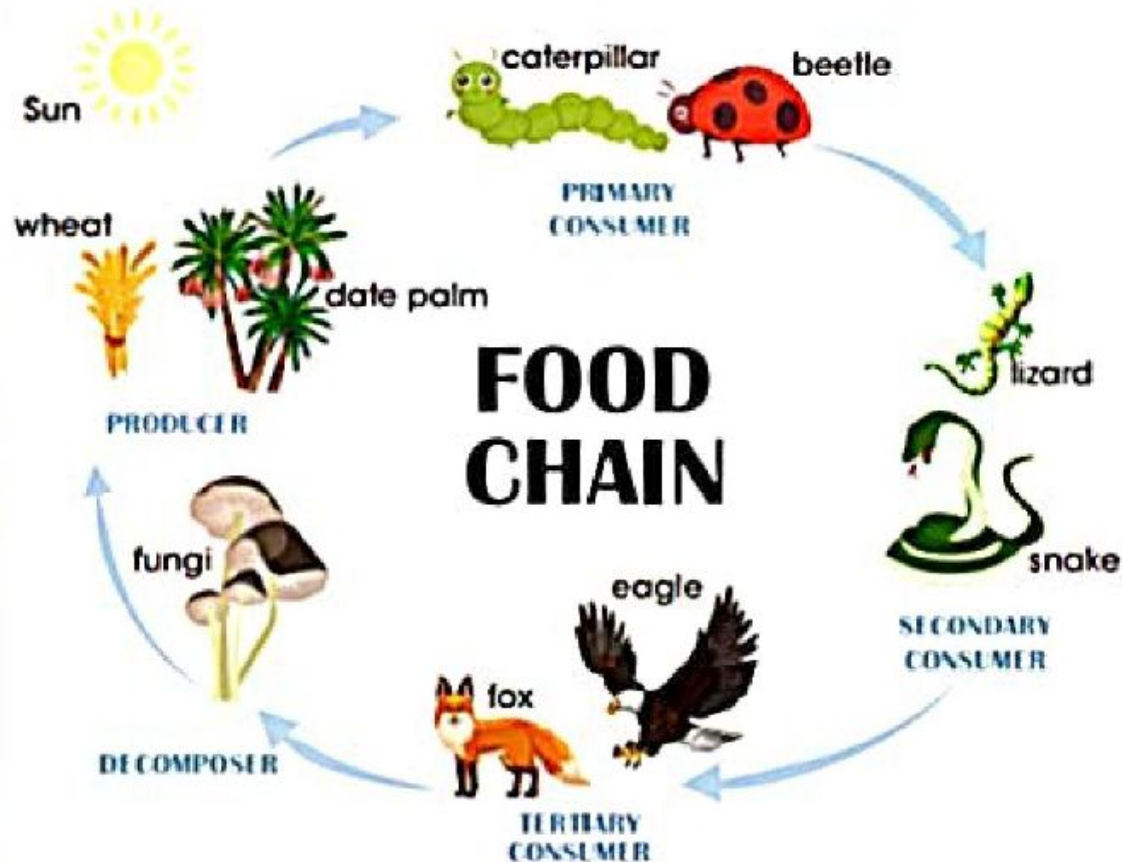


2 Think of a fruit, vegetable, or legume that grows locally. What do you use it for?

We grow *molokhia* in our garden. We make it into soup.



Look and read. What are consumers? What are producers?



The sun provides **energy** for plants to grow.

Plants and trees are called **producers**.

Animals are called **consumers**.

Primary consumers eat plants.

Secondary consumers eat small animals and insects.

Tertiary consumers eat larger animals.

Decomposers give nutrients back to the **ecosystem**



Listen and circle the correct words

This is called a 'food 1 triangle / chain'. It shows how plants and animals get their 2 energy / water. At the start of the chain, we can see 3 consumers / plants. These are called 4 producers / consumers. They get energy from the 5 ground / sun. Animals do not get their energy from the sun. 6 Plants / Animals eat plants or other animals for energy.

Look and write P (producer) or C (consumer)

1



P

2



3



4



5



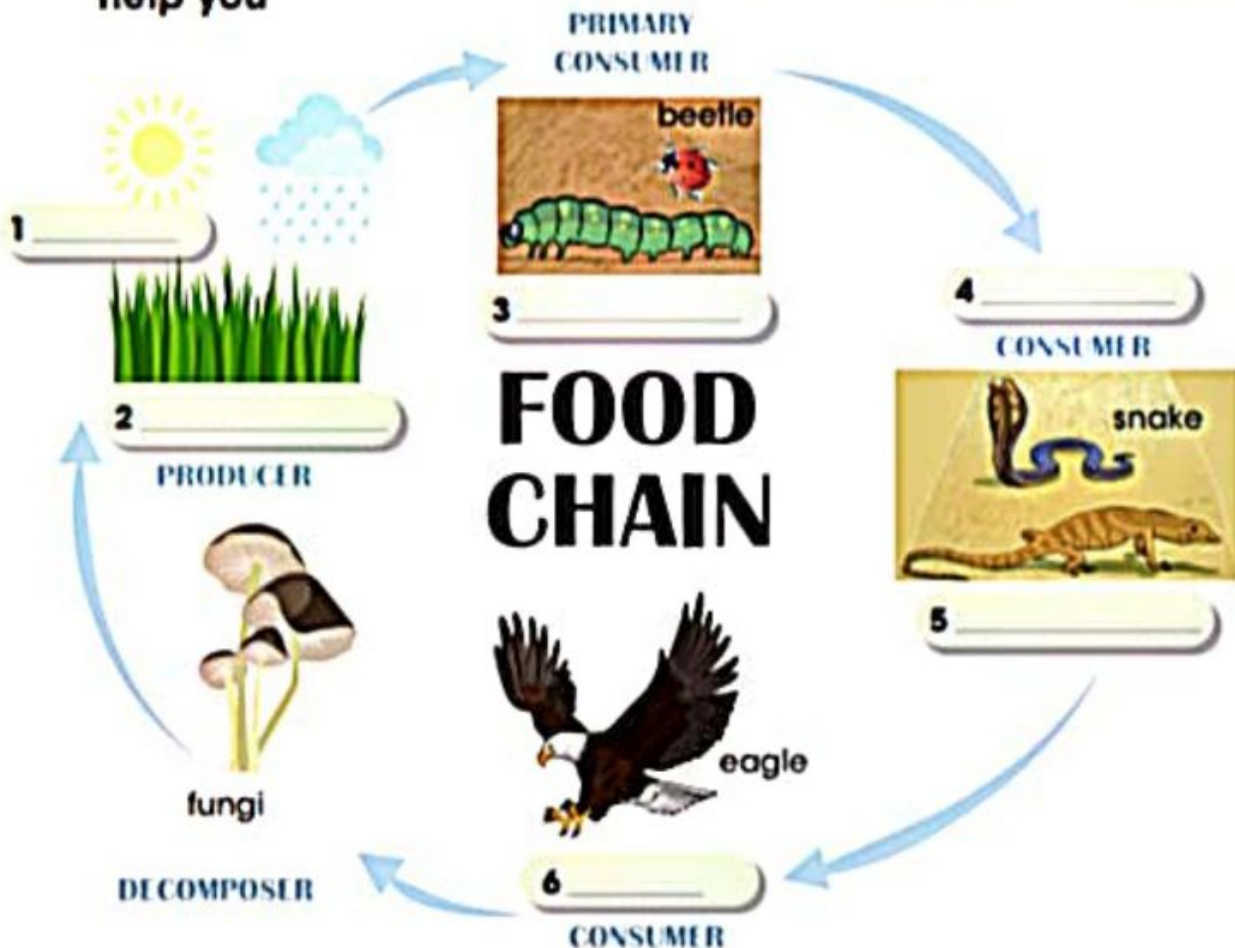
6



6

Complete the food chain.
Use the words in the box to help you

caterpillar grass sun
secondary lizard tertiary



LESSON 3 MY SHOPPING LIST



1 Think about some of the food your family buys every week. Make a list



2 Compare your list with a partner. What is the same? What is different?



3 Listen and write the names

Amal Nada Ibrahim Ashraf

1



2



3



4





4 Listen again. Complete the sentences with the words in the box

chocolate koshari mahalabia mango onions
pineapple tomatoes

- 1 Ibrahim and his mom buy tomatoes and a _____.
- 2 Nada doesn't have a _____ tree in her garden.
- 3 Nada wants _____ for dessert.
- 4 Ashraf and his mom need to buy bread, rice, and _____.
- 5 Ashraf wants _____ for lunch.
- 6 _____ is not on Amal's mom's list.

5 Look and read

1



2



3



4



Language focus

We use **a** with singular countable nouns that begin with a consonant.

I would like **a banana**, please.

We use **an** with singular countable nouns that begin with a vowel.

I would like **an orange**, please.

We use **some** with plural countable nouns and uncountable nouns.

I would like **some apples**, please. I would like **some rice**, please.

We use **any** with plural countable nouns and uncountable nouns in questions and negative sentences.

Are there **any tomatoes**?

We haven't got **any grapes**.



Look and circle the correct words

- 1 Are there any tomato / tomatoes?
- 2 I would like **some** / **any** eggs, please.
- 3 Please, can I have **a** / **an** apple?
- 4 I would like **a** / **an** pineapple and **a** / **an** orange.
- 5 Do you have **a** / **any** carrots, please?
- 6 How about **buy** / **buying** an apple, Mom?
- 7 How about buying some **grapes** / **grape**?



Work with a partner. Write and say

Student A, you are a market seller. Write down all the fruit and vegetables that you sell.

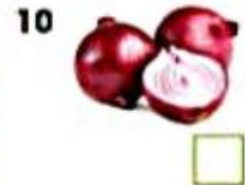
Student B, you are a customer. Write down all the fruit and vegetables that you want to buy.

Act out a dialog.





8 Listen and check (✓) the things Jana and her mom have



9 Look again at the foods in Exercise 8. Are they healthy or unhealthy? Think and compare with a partner

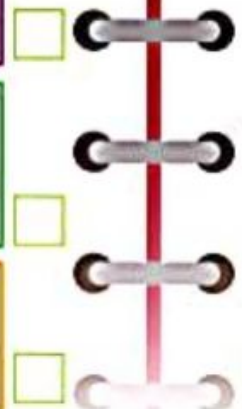


10 Read the food diaries. Order them from 1 (healthiest) to 3 (unhealthiest)

a Breakfast: *ful medames* and bread, boiled egg, fresh juice
Lunch: *koshari*, salad, an orange
Dinner: yogurt, fruit salad

b Breakfast: 2 fried eggs, french fries, cheese
Lunch: burger and french fries
Dinner: pizza

c Breakfast: cheese and bread, cucumber, jam
Lunch: chicken, french fries, rice
Dinner: yogurt and honey, cake



11 Work with a partner. Is your diet healthy or unhealthy? Discuss. Think about these questions

- 1 Why is it important to eat healthy food?
- 2 What happens to your body if you eat unhealthy food?
- 3 How often do you eat healthy/unhealthy food?
- 4 How do you make sensible food choices? Write four sentences.

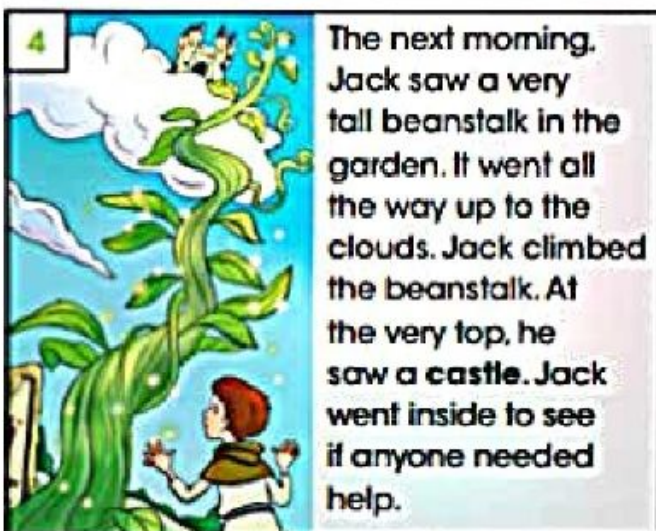
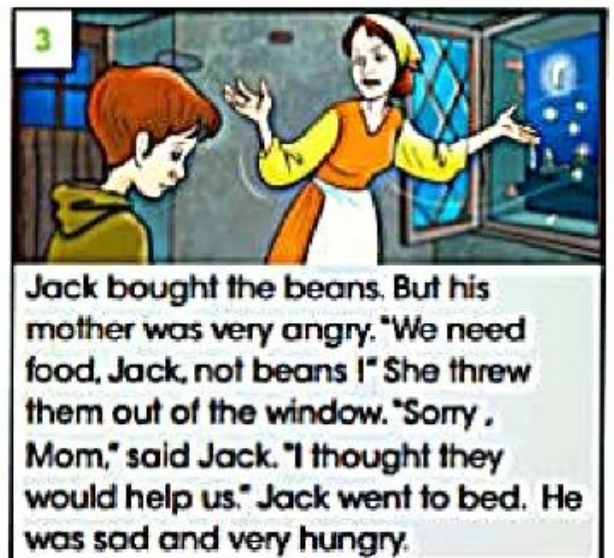
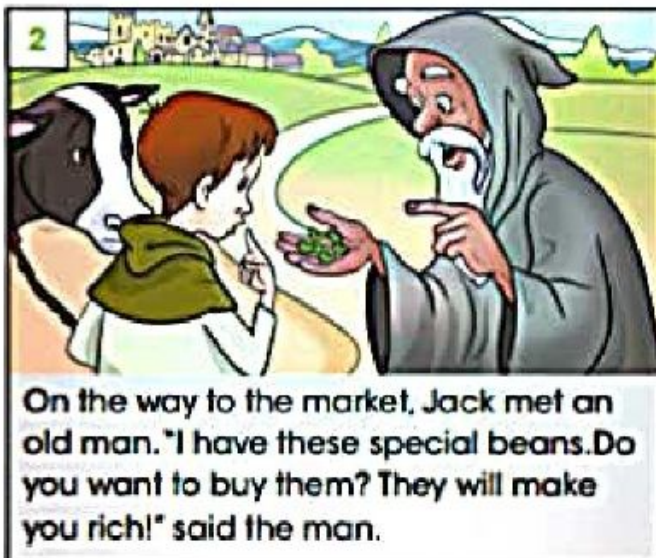
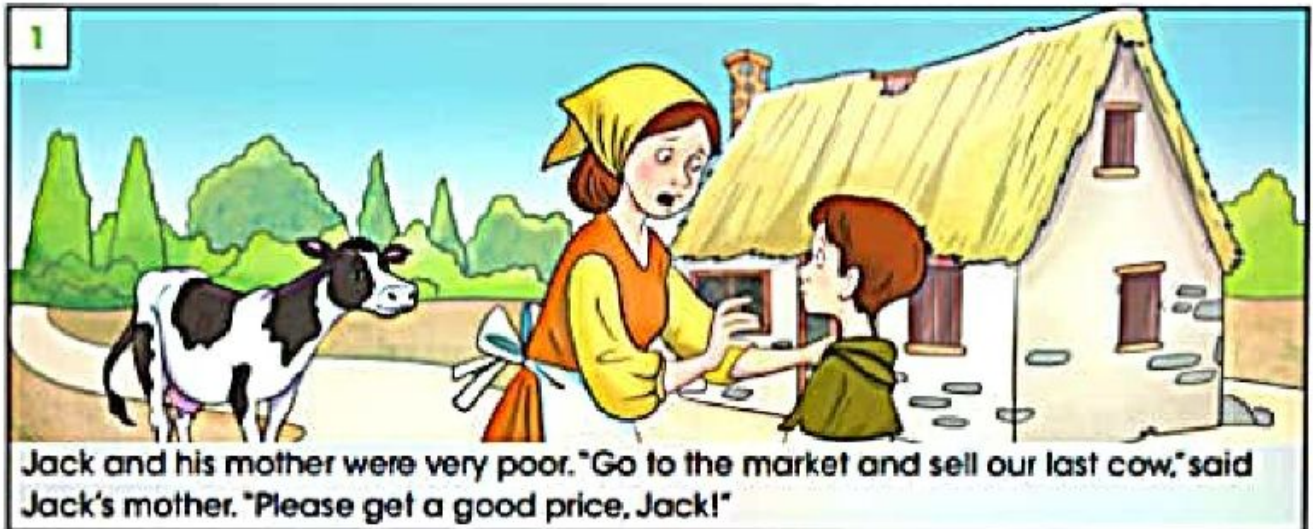
Tip!

Make sure you eat a balanced diet so your body gets the nutrients it needs.

LESSON 4 JACK AND THE BEANSTALK



1 Listen and read. What did Jack get for his cow?





The hen looked very sad. It was a magic hen, and it could talk! "Help me, please," cried the hen. "Save me from this terrible giant!"



As soon as Jack reached his garden, he **grabbed** his axe. He **chopped** down the beanstalk. The giant fell on the ground and ran away. The hen was happy! It was free at last!



"Thank you for helping me, Jack. You are a kind boy. Can I please stay with you and your mother?" Jack and his mother weren't poor anymore. They sold the golden eggs to buy food. Jack and his mother lived happily ever after.



2 Look at the words in bold. Match them to their meanings

- 1 giant
- 2 grab
- 3 castle
- 4 chop
- 5 cage

- a a very large building built a long time ago
- b to cut something down
- c a box in which we keep animals
- d a very, very big person
- e to pick something up quickly



3 Think and discuss with your partner

Did you like the story? Why? Why not?

I liked the story
because...



I didn't like
the story
because...





PRONUNCIATION



1 Look and write

1



c _ a _ ke

2



l _ me

3



b _ _ n

4



gr _ pe

5



_ gg

6



m _ lk

7



r _ ce

8



c _ ndy



2 Listen and check. Then listen and repeat



3 Say. Then circle the odd one out

1 grape

egg

bread

2 mango

egg

candy

3 fish

meat

bean

4 lime

rice

cake



4 Read. Then listen and complete

Some words sound the same but have different spellings.

cake

a _ e

snake

rain

ai

pain

gray

ay

stay

1 I s _ _ , 'Let's pl _ _ l'

2 Let's b _ ke a c _ ke.

3 Sn _ _ ls have t _ _ ls.



5 Write three sentences with the words in Exercise 4

1

2

3



Decimal fractions

numerator

 $\frac{1}{6}$

denominator

1 Look, read, and remember decimal fractions

2 Look and say

3 Look, read, and write the names

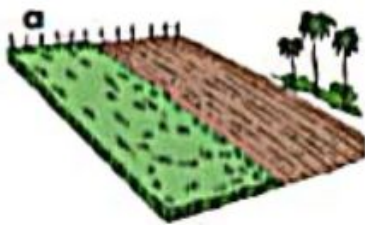
$$\frac{1}{5} = 0.20$$

$$\frac{1}{4} = 0.25$$

$$\frac{1}{3} = 0.333$$

$$\frac{1}{2} = 0.50$$

$$\frac{2}{5} = 0.40$$



1 Walaa planted $\frac{1}{3}$ of her field.

2 Amir planted $\frac{1}{2}$ of his field.

3 Tarek planted $\frac{1}{4}$ of his field.

4 Lubna planted $\frac{1}{5}$ of her field.

5 Sherif planted $\frac{3}{4}$ of his field.

6 Manar planted $\frac{2}{5}$ of her field.

4 Think and write

Did you know?

$$0.4 = 0.40 = 0.400$$

1 $\frac{1}{3} = \frac{1 \div 3}{3 \div 3} = 0.333$

2 $\frac{1}{2} = \frac{1 \div 2}{2 \div 2} = 0.50$

3 $\frac{1}{4} = \frac{1 \div 4}{4 \div 4} = 0.25$

4 $\frac{1}{5} = \frac{1 \div 5}{5 \div 5} = 0.20$

5 $\frac{3}{4} = \frac{3 \div 4}{4 \div 4} = 0.75$

6 $\frac{2}{5} = \frac{2 \div 5}{5 \div 5} = 0.40$

LESSON 5 WRITING



Look and read. What is the recipe for?



INGREDIENTS

2 cups semolina
1 cup yogurt
 $\frac{1}{3}$ cup sugar
 $\frac{1}{2}$ cup melted butter
1 tsp baking powder
1 cup coconut
almonds
Syrup
 $\frac{3}{4}$ cup water
2 tbsp honey

My favorite recipe

We cook lots of different things, such as lentil soup, *ful medames*, and **stuffed** vegetables. My favorite thing to bake is *basbousa*. This is how you make it.

First, you need to turn your oven on to get it hot. Then **weigh out** the ingredients. Then you **mix** the semolina, coconut, sugar, and melted butter. You should mix these ingredients by hand. I love doing this! Then you add the yogurt and **pour** the mixture into a baking dish.

You can use a knife to make diamond shapes on top of the *basbousa*. Put an almond on each diamond. It looks really pretty. **Bake** the *basbousa* in the oven for 30 minutes.

Make the syrup. Put the honey, water, and lemon juice into a saucepan. **Boil** the mixture for about 10 minutes.

Take it out of the oven. Then pour the syrup over the *basbousa*. **Cut** the *basbousa* and share it with your family!



2 Look at the words in bold in the text. Match them to their meanings

a



c



e



- 1 stuffed
- 2 weigh out
- 3 mix
- 4 pour
- 5 bake
- 6 boil
- 7 cut

b



d



g



f



3 Choose a dish you want to make. Write the ingredients. Then write the recipe. Write 30-40 words

INGREDIENTS

Recipe

LESSON 6



PROJECT

**1 Think and research**

Research a fruit, vegetable, or legume that grows in Egypt. Find out where and how it grows. Find out what we use it for. Think about these:

- 1 What dishes can you make with it?
- 2 What other ingredients do you add to it?
- 3 Find a recipe you would like to make that uses it.

**2 Read and do**

- 1 Draw or find some pictures you can use.
- 2 Make your poster.

**3 Show your poster to the class****4 Discuss**

Talk to your classmates about their posters. Tell them what you like. Tell them what you learned from their poster.

SELF-ASSESSMENT



1 Do you remember these foods? Look and write

1



beans

2



3



4



5



6



7




8




2 Complete the dialogs

1 **Seller:** Hello. Would you like some  _____?

Nader: No, thank you. I would like some  _____.

2 **Seller:** Hello. Would you like some  _____?

Rania: Yes, please!

Seller: How about buying some  _____?

Rania: No, thank you. I _____ some  _____.



3 Think about Unit 1

Write two things you enjoyed.

Write two things you learned.

UNIT

2

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I want to
be healthy!

In this unit I will ...



- listen, read, research, and write about sports.
- talk about sports I'm good or bad at.
- read and listen to a science fiction story.
- learn how to say single-syllable words.
- write a biography about a famous Egyptian sportsperson.
- give a presentation about how to help my local environment.

Look, discuss, and share



What are the children in the photo doing?

How do they feel?

What's good about sport?

What's your favorite sport? Why?

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Did you know?

This is bubble football.
There are lots of unusual sports you can try.
They're fun, and they can keep you healthy!

Find out



Find some more unusual sports.
Share your answers with your partner.

LESSON 1 SPORTS

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1 Listen and read. Number the sports in the photos in the order Seleem and Wael talk about them

Seleem: What are you watching?

Wael: An old match between Raneem El Welily and Nour El Sherbini - it's great. I love **squash**!

Seleem: Me too! Who's winning?

Wael: Raneem - she's very good at playing squash.

Seleem: I know. What sport are you good at?

Wael: I'm very good at playing tennis, but I'm bad at playing handball. What about you?

Seleem: I'm good at playing squash, but I'm bad at playing tennis. I love football too.

Wael: So do I, but I'm better at tennis than I am at football. Let's go and play a game of football.

Seleem: Yes, let's go to the club later.

Wael: Yes! And what other sports do you watch on TV?

Seleem: I love watching **karate** and **kung fu**. And you?

Wael: My favorites are swimming and **sailing**. Sailing looks fun!

Seleem: Great! So what time do you want to play football?

Wael: About five?

Seleem: Awesome - see you in the club later!

a



karate

b



squash

c



sailing

d



kung fu



2 Listen again and circle the correct words

- 1 Seleem / Wael is watching a squash match.
- 2 Seleem and Wael like / don't like sport.
- 3 Wael is worse / better at football than he is at tennis.
- 4 They agree to play squash / football later.



3 Look and match



1 kung fu



2 tennis



3 sailing



4 swimming



5 squash



6 karate



7 football



8 handball

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4 Work with a partner. Discuss

What sports do we have in Egypt?

We have sports like football, tennis, and swimming. Which sports would you like to try?



Find out

What is the most popular sport in Egypt?

LESSON 2 I'M GOOD AT ...

Language focus

We use *good, great, bad + at* to talk about things we do or don't do well.

I'm very **good at** playing football, but I'm very **bad at** sailing.

Look at the sentence above. Then circle the correct word in this sentence:

I'm very good at **drawing / draw**.

We use the *-ing* form with *good/great/bad at*. To make the *-ing* form, we take the infinitive of the verb (e.g. *play*) and add *-ing* (e.g. *playing*).

If the verb ends in *-e* (e.g. *make*), we delete the *-e* and add *-ing* (e.g. *making*).

He's very bad at **making** cakes, but he's good at **making** shawerma.



1 Complete the sentences

- I'm good at _____ (play) football.
- My sister is very good at _____ (write) poems.
- Sami's bad at _____ (speak) French!
- They're great at _____ (help) their mom in the kitchen.



2 What are you good/great/bad at? Write three sentences about you in your notebook with the phrases in the box.

do karate draw help my mom/dad
make dinner play chess play tennis read

I'm good at reading Arabic, but I'm bad at making dinner.



3 Work with a partner. Discuss your sentences from Exercise 2

I'm good at reading Arabic, but I'm bad at making dinner. What about you?

I'm bad at playing the piano, but I'm good at singing.



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4 Look and write. Use *good at*, *bad at*, *great at*, and the phrases in the box

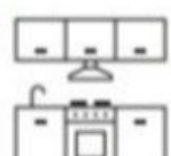
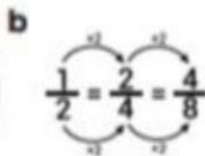
~~climb trees~~ cook do jigsaws draw jump walk across the desert



- 1 Monkeys are good at climbing trees.
- 2 Cats _____
- 3 Camels English teachers all over
- 4 Mazen Egypt
- 5 Reem _____
- 6 Dad بيت معلمى اللغة الانجليزية



5 Look and listen. Match the people to what they are good or bad at. Write *D* (Dalia), *A* (Aser), or *S* (Salma)



D



6 Listen again, and complete the sentences

- 1 Hi, I'm Dalia. I'm good _____ playing football and making cakes. I'm bad at playing handball.
- 2 Aser is my brother. He's _____ at playing tennis, and he's bad at _____ me in the kitchen!
- 3 My sister's name is Salma. She's good at doing math. She's _____ at tidying her room!

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7 Work with a partner. Discuss

Which are your favorite sports ...

- 1 to do on your own?
- 2 to do with others or in a team?
- 3 to watch on TV?



taekwondo

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Language focus

good/great/bad at + noun

I'm good at tennis, but bad at football.



8 Talk to your classmates. Copy and complete the table

What are you good at?

What are you bad at?

Name	good at	bad at
Hazem	handball	taekwondo
Dina	karate	football



9 Talk to your classmates. Find out which sport most people are ...

- 1 good at. Why?
- 2 bad at. Why?



I'm good at table tennis because I can move fast. What sport are you good at?



I'm good at football because I practice a lot. What sport are you bad at?



10 Work in groups. Write 30–40 words saying what you and your friends are good at and what you are bad at in your notebook. Compare with another group



Adding and subtracting decimals

When you add or subtract decimals, treat them like whole numbers, but move the decimal point at the end so the position matches the numbers.

$$\begin{array}{r} + 2.367 \\ 8.145 \\ \hline 10.512 \end{array} \qquad \begin{array}{r} - 10.512 \\ 8.145 \\ \hline 2.367 \end{array}$$

The position of the decimal point has to match the position in the original numbers.

Try this sum:

Farida swam 100 meters in 2.763 minutes. Zeinab swam 100 meters in 2.341 minutes. Who was faster, Farida or Zeinab? How much faster was she?

Circle the correct answers

- 1 $7.983 + 5.432 = 13.415 / 14.15$
- 2 $9.076 + 8.894 = 1.7970 / 17.970$
- 3 $60.678 - 50.356 = 103.220 / 10.322$
- 4 $129.675 - 6.231 = 23.444 / 2344$

Solve the problems

- 1 If one tree is 3.459 meters tall and another tree is 2.753 meters tall, what is the difference in height between both trees?

- 2 Jihan ran 3.567 km on Sunday and 5.258 km on Tuesday. What is the total distance that Jihan ran?

- 3 Taher bought 2 watermelons. One weighs 2.657 kg and the other weighs 3.205 kg. Find:
 - a the total weight of both watermelons.

 - b the weight difference between the two watermelons.

LESSON 3

SPORTS PLACES AND EQUIPMENT



1 Look and write. Then listen and check

boots court tennis goggles karate pitch pool rackets

1

football pitch

2

 suit

3

tennis

4

swimming

5

football

6

 ball

7



squash

8



swimming

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2 Listen and match the speakers (A-E) to the photos in Exercise 1 (1-8). Some speakers match more than one photo

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3 Listen again and complete the sentences

- 1 I love my sport - kicking a ball on a _____ is my favorite thing.
- 2 Being in a _____ pool and doing this sport is the best thing for me.
- 3 I like the way I can do lots of different moves. I like high _____ best.
- 4 You have to play on a small court with walls all around. You have a small _____, and you move very fast.
- 5 I think it's an awesome sport and I practice a lot in the summer. They have _____ in the park and I go there with my friends.



4 Complete the crossword with the sports words.

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Down

- 1 This is what I wear to play football.
- 2 This is where I play football.
- 4 This is what I wear to go swimming.
- 7 This is where I play tennis.

Across

- 3 This is where I go swimming.
- 5 This is when I do high kicks. It rhymes with "you" and "two."
- 6 This is what I use to play squash.
- 8 This is what I wear to do karate.



5 Write five sentences about sports you like. Use words from Exercise 4



PRONUNCIATION

1 Look and match. Then say

sun
man
sock
pen
cat
red



How many sounds are there in these words?

There are three: e.g. sock; s-o-ck

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2 Circle the three sounds in the words. Then write the words

1



d i ll
t o f

doll

2



f u ll
t i sh

3



f u r
k o ll

4



n i ck
t e f



3 Listen and say. Then listen and write

1 neck

2

3

4

5

6

What are short and long vowels?

In English, we have short vowels in words like *hat, cup, pot, egg, and sit*.
We have long vowels in words like *rose, light, pain, tea, and two*.

**4 Listen and check (✓) the words with long vowel sounds**

1 cry

☐

2 swim

☐

3 bat

☐

4 so

☐

5 fuel

☐

6 make

☐

7 cone

☐

8 cube

☐

9 feet

☐
**5 Match the syllables to make words. Then listen and say**

1



spi

a per

2



tep

b bot

3



ro

c der

4



pa

d cher

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**6 Listen and write the number of syllables next to the words. Then say the words**

baby

☐

delete

☐

robot

☐

window

☐

racket

☐

human

☐

spider

☐

tiger

☐

paper

☐

final

☐

hotel

☐

music

☐

Egypt

☐

pollute

☐

teacher

☐
**7 Play Bingo with the words on this page. Listen to your teacher for instructions**

LESSON 4 AN AWFUL NIGHTMARE!

1 Look at the photos in the story. What do you think the story is about?



2 Listen and read. Check your answers to Exercise 1



I can't breathe, I know that. The air is black and **toxic**. Inside the house we use **air fresheners** to try to make the air smell better. We can't go outside – there are too many cars and too much traffic. There are too many **emissions** from cars. It's dangerous for children's lungs and we have to stay at home. There are many days when we can't go to school because the air is too bad. My little brother had to go to the hospital because of problems with his breathing.

I remember when we could go to the park and play with our friends – the grass was green and the sky was blue. We could even see the sun. Now we can't see the sun any more because the sky is gray or black. In the old days, it was lovely to have rain after a very hot day, but now the rain is **acid** and when it falls we can't go out. I remember going on holiday and playing on the beach with my family. We swam in the sea, but now



we can't swim in the sea because there's too much plastic in it and it is dirty. Other things I remember are eating fruit from trees and sitting in their **shade** on hot days. But now they cut down all the trees so we only have fruit from **greenhouses** and we can't sit outside any more.

But wait, what's that? It's my mom calling and it's time to get ready for school! It was all an awful **nightmare!** I look

outside and the sky is blue and I can see the sun. We're going to the park today. But I remember my dream and I know in my heart we need to look after our planet. We can drive our cars less, use our bikes more, plant trees, and keep our sea clean, but we must work hard at this!



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3 Look at the words in bold. Match them to their meanings

- | | |
|------------------------|---|
| 1 toxic | a a bad dream |
| 2 air freshener | b gases from cars or factories |
| 3 emissions | c out of the sun |
| 4 shade | d a way of making the air smell cleaner |
| 5 nightmare | e very bad to eat or breathe |
| 6 greenhouse | f has chemicals in it |
| 7 acid | g a glass building used for growing plants |

4 Read the story again and complete the recount. Use your own words



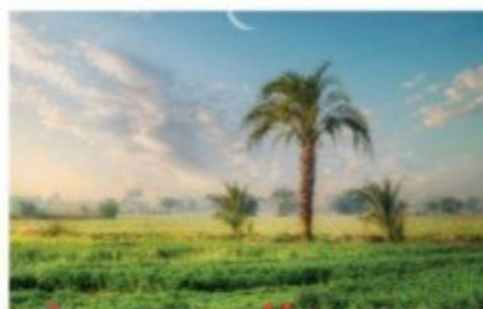
The child is asleep in bed and has a bad dream.
He dreams about horrible, black air, and not being able to _____.

He dreams that he can't go to school to see his friends.

He then wakes up and

But even so, he thinks about

5 Write. What do you think of the story? Could it happen? Do you think some places in the world are like this now? What can we do to protect our air, our sea, and our trees?



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LESSON 5

WRITING - A SPORTS BIOGRAPHY



1 Work with a partner. Who do you think the woman in the photo is? What sport does she play?



2 Read and check your answers to Exercise 1



- 1 Hedaya Malak is a famous Egyptian taekwondo player. She is one of the two people who carried the Egyptian flag at the Tokyo Olympic Games in 2021. This is a great honor.
- 2 Hedaya was born on April 21, 1993. She began practicing taekwondo at the age of seven and won many prizes at the age of 14. Hedaya won many important awards. She won the bronze medal at the Rio Olympics in 2016. She also won the bronze medal in Tokyo in 2021.
- 3 Hedaya is a very kind person. In 2016 she helped a Moroccan athlete with special needs, Raja Garmash. Raja had no one to compete against, so Hedaya became her competitor and lost. Raja could therefore win the gold medal and it was a very special moment for her.
- 4 What does the future hold for Hedaya? She is practicing hard. She really wants to win a gold medal!



3 Read again and answer the questions

- 1 What is her sport? English teachers all over
- 2 Why is she important? Egypt
- 3 What's the most important award she won? بيت معلمى اللغة الانجليزية
- 4 What does she want for the future? بعض



4 Read again, and match the paragraphs (1-4) to the headings (a-d)

- a What Hedaya will do next ☐ احمد الشلقامى
- b Who the famous sportsperson is ☐
- c Something else she is famous for ☐
- d Further information about her sport and her achievements ☐

Tip!**Writing a sports biography**

- 1 Introduce the person, giving their name.
- 2 Say why they are famous and give details about their sport.
- 3 Give more details about their success and why they are interesting or important.
- 4 Say what you think could happen next for their career.

5 Write notes for a sports biography. Use phrases 1–6 to help you. Try to use the words in the box

- 1 He / She was born on ...
- 2 He / She began ...
- 3 He / She was the first ...
- 4 He / She was / is successful because ...
- 5 He / She won ...
- 6 He / She is also ... / Moreover / As well as this, he / she is ...



athlete award compete future medals sports training

6 Write your sports biography in your notebook. Find an interesting Egyptian person to write about from the internet. Look at the sports biography in Exercise 2, the Writing tip, and the useful phrases in Exercise 5 to help you. Write 30–40 words



Sherif Osman, Paralympic champion

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Presentation: A less polluted city



1 Work in groups. Discuss and research

How can we make our cities less polluted?

How can we make our air, water, and soil cleaner ?

Water pollution



When harmful chemicals go into **water bodies** like rivers, lakes, and seas, we call this water pollution. Water pollution can kill organisms that live in the water, such as fish, birds, and crabs. It can also kill birds that eat the fish. Water pollution can cause animals to lose their homes and change their habitats.

Causes	Effects	Solutions
<ul style="list-style-type: none"> • Wastewater from sinks, toilets, and showers • Wastewater and chemicals from factories • Wastewater from agricultural land and cities into rivers 	<ul style="list-style-type: none"> • Dirty water can make children and old people ill.  • Polluted water destroys wildlife in rivers. 	<ul style="list-style-type: none"> • Save as much water as possible. • Take shorter showers. • Avoid running water. • Never throw garbage in or near a lake or beach.

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2 Read, think, and do

- Think about other types of pollution: air and soil pollution.
- Find what causes pollution in your city or town and make a list.
- Describe the problems in detail, and the effects on people, animals, and plants.
- Now think about possible solutions, e.g., fewer cars, better sidewalks, etc.

3 Think about your presentation

- Decide who will do the drawings/stick the photos and write the text.
- How will you present your information, as a poster, or as a PowerPoint™ presentation?
- Think who will say which part.
- Use some of these phrases: *Today we're going to talk about ... / First we're going to tell you about ... Next we will mention ... Then we will finish, and have some time for questions.*

4 Practice your presentation

- Practice your presentation with your group.
- Make sure everyone is speaking clearly and not too quickly or slowly.
- Use a timer to check that no one is talking for too long.

5 Think about your body language

- Are you standing straight?
- Is your voice loud enough for people at the back of the class to hear?
- Are you speaking too quickly or too slowly?
- Are you looking at different people in the audience, and not just one person?
- Are you standing in front of any pictures (so your audience can't see), and can your audience see everything?

Give feedback on your presentation

- While you are listening to the other groups, complete the feedback sheet below. Then discuss your thoughts with your group and give feedback to the other groups.



Feedback Sheet

	Group 1	Group 2	Group 3	Group 4	Group 5
Something I like	English teachers all over Egypt بيت معلمى اللغة الانجليزية بمصر احمد الشلقامى				
Something that could be better next time					

SELF-ASSESSMENT

1 Look and write

1



k _ a r a t _ e

2



t _ n n _ _ _

3



s _ _ l i _ g

4



s _ i m _ i n g

5



s _ _ a s h

6



k _ n _ f _ _

7



f o _ _ b _ l _ _

8



h _ n _ b _ l l

2 Read and complete

I'm very 1 _____ at swimming
and now I'm in the school team! But I'm
very 2 _____ at tennis. I never win!
My brother is bad 3 _____ football,
but he 4 _____ great at taekwondo!



3 Think about Unit 2

Write two things you enjoyed.

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Write two things you learned.

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UNIT
3

A wedding in Nubia

How do I look?

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In this unit I will ...

- listen, read, research, and write about different types of clothes.
- listen to a conversation about packing for a vacation.
- learn about the geography of Egypt.
- practice using the infinitive of purpose.
- read a traditional folktale.
- learn how to say past simple endings /d/, /t/, and /id/.
- multiply multi-digit numbers.
- write a description of favorite clothes using adjectives.
- research and make a leaflet about traditional clothes from around the world.



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Look, discuss, and share

What clothes can you see in the photo?
Are they modern or traditional?

What are your favorite clothes? Why?



Did you know?

Cotton grows in the Nile Delta. Many people believe that Egyptian cotton is the best cotton in the world.



Find out

Why do you think cotton grows so well in Egypt? Share your answers with your partner.



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LESSON 1 OUR TRIP TO AL FAYOUM



Listen and read. What are Mom and Aser doing?

- Mom:** Aser, we need to **pack** our suitcases for our holiday tomorrow.
- Aser:** It's so exciting! I can't wait to go to Al Fayoum to see Uncle Hatem and Aunt Malak. And, of course, Faris and Dina.
- Mom:** I know. I'm excited to see them, too. We haven't seen them for ages! But come on, we need to pack!
- Aser:** OK, I need to pack my green T-shirt and my swimming shorts because they have a lovely pool, don't they?
- Mom:** Yes, and remember your sunglasses. It will be very sunny.
- Aser:** Will I need a coat and a scarf?
- Mom:** No, Aser, you won't. But you should pack a sweater. It can be cool in the evenings.
- Aser:** OK. I'll pack my blue sweater. That's my favorite.
- Mom:** You'll need your sneakers because we'll be walking around a lot and you need to wear something comfortable on your feet.
- Aser:** What about my best *galabeya*? Will I need the one that Grandma gave me?
- Mom:** No, you won't. But I will take my gold necklace.
- Aser:** Hmm. OK. What else do I need? Oh, I know! My pajamas! I'll take the ones with the **stripes**. They're really cool!



Listen again. Answer the questions

- 1 Who is Aser going to visit?
- 2 Is Aser going somewhere hot or cold?
How do you know?
- 3 Why does Aser need a sweater?
- 4 Does Aser take his *galabeya*?
- 5 Which pajamas does Aser pack?

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3 Listen and say

1



T-shirt

2



sunglasses

3



swimming shorts

4



scarf

5



sweater

6



sneakers

7



necklace

8



pajamas



4 Read the dialog in Exercise 1 again. Check (✓) the items in Exercise 3 that Aser packs



5 Listen, number and draw

spotted



striped



a



b



c



Find out



This is a **pearl** necklace. Can you find out where pearls come from? Are they natural or **man-made**?





1

Which of these natural features can you find in Egypt?

1



mountain

2



glacier

3



river

4



flood

5



rainforest

6



desert

7



waterfalls

8



sand dunes



2

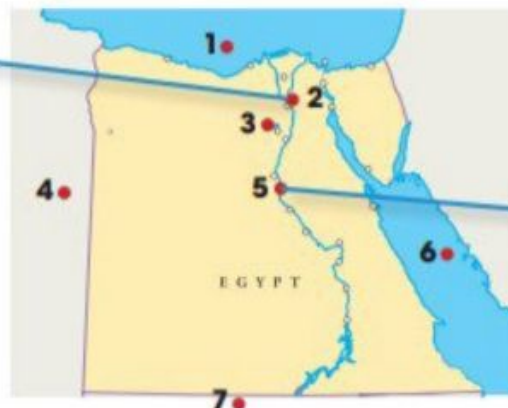
Read and match

Egypt is a very beautiful country. The Nile runs through the country until it reaches the Mediterranean Sea in the north. Cairo is the capital of Egypt. It is a modern city in Lower Egypt. Libya lies to the west of Egypt and Sudan lies to the south. The Red Sea **lies** on Egypt's east coast. The Fayoum Depression is a very special place, as it's an oasis with the biggest **waterfalls** in Egypt. It has the huge Wadi El Rayan park, which is home to many birds and animals. There are also **fossils** of whales! Fayoum has lakes and amazing sights all in one place!

Cairo

Fayoum
Depression

Libya

Mediterranean
Sea

Red Sea

the Nile

Sudan

3

Read. Match the places in the box to the photos

Nile Delta Fayoum Depression Nile Valley

The Nile Delta is in Lower Egypt. About 20 kilometers north of Cairo, the Nile River spreads out into two branches. These two branches **flow** toward the Mediterranean Sea. The Nile Delta is the **fertile** soil between the two branches of the Nile. It stretches from Alexandria to Port Said and it looks like a triangle.

The Nile Valley is the area of land on the banks of the Nile River. It is very good for growing crops like wheat, dates, and beans. Many people say that the Nile Valley is like a lotus flower – the river and the **river banks** are the stem of the flower, and the Nile Delta is the flower.

The Fayoum Depression is in the Western Desert of Egypt. It is an area of land that is **low** below sea level. It was made by **wind erosion** about 1.8 million years ago. It is connected to the Nile River by the Bahr Youssef **canal**. This means there is water here, so it is a green place where many plants grow.

1



2



3



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4

Look at the words in bold in the text. Match them to their meanings

- | | |
|----------------|---|
| 1 flow | a a waterway made by humans |
| 2 fertile | b the way water moves |
| 3 river bank | c good land to grow plants and crops |
| 4 wind erosion | d the land along the side of a river |
| 5 canal | e when the wind changes or destroys something |

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Look and read. What made the sculptures?



Wind erosion

In Egypt's White Desert, you can see some amazing **sculptures**. How did they get there? They were made by the wind.

1



There weren't any sculptures millions of years ago.

2



Over time, the wind blows sand and small stones against the rocks. The rocks change shape.

3

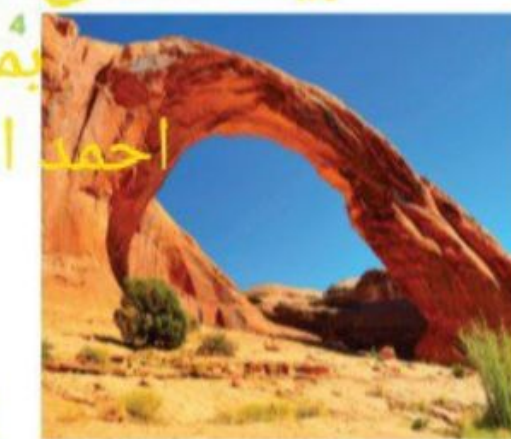


After many years, the wind and sand turn the rocks into beautiful sculptures.

- 6 Look at the photos. Do you think they happened because of wind erosion (W) or soil erosion (S)? Write W or S, then compare with a partner

wind erosion = when the wind moves the soil from one place to another, and causes change or damage to the soil

soil erosion = when water, wind, or other things break down the soil, and take the soil particles away



- 7 Think!

The Aswan High Dam was built to control the Nile flooding every year. Why do you think it was needed? Think about what happens to the land, the people, and the crops in a flood.

LESSON 3 My favorite clothes



Listen and read. Fares is talking to his friend Tomas on social media. What does Tomas want to know about?

Tomas: Hi, Fares. Can you help me? I'm doing a school project about Egyptian clothing. Can you give me some information?

Fares: Hi, Tomas. Yes, of course. What do you want to know?

Tomas: Well, what do you usually wear?

Fares: I live in Sohag and it's usually very hot here. Today, I'm wearing shorts and a T-shirt.

Tomas: Cool! Can you tell me about some traditional Egyptian clothes?

Fares: Oh, sure. Well, many men wear the *galabeya*. This is the long white **robe** that is very popular.

Tomas: Yes, I've seen it. It looks really cool to wear.

Fares: Yes, it's cool because it's made from cotton. It's usually white, but you can get other colors too. The **sleeves** are long so we don't get sunburned!

Tomas: Are there **pockets**?

Fares: Yes! But they're hidden - you can't see them from the outside.

Tomas: Do you wear *galabeyas* when you're celebrating a special festival?

Fares: We do, and the clothes we wear for Eid, for example, are very beautiful. They can be colorful. Sometimes there are beautiful patterns on them.

Tomas: Thanks, Fares. That's really useful!



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2 Read again and answer T (True) or F (False)

- 1 Tomas wants to buy some Egyptian clothes.
- 2 Fares isn't wearing a *galabeya* today.
- 3 *Galabeyas* are usually made from cotton.
- 4 *Galabeyas* are always white.
- 5 *Galabeyas* don't have pockets.

F

3 Work with a partner. Talk about your favorite clothes, or clothes you wear to celebrate. Write three sentences in your notebook



I've got a striped dress.
I love it! I wear it to celebrate
Sham El-Nessim.

My favorite
thing is my sweater. It's
blue and it has a pocket. I
wear it when I travel.



4 Look and complete

belt costume crown gloves pockets spotted

- 1 Marwa is wearing a spotted dress with a _____. There are two _____.
- 2 Reem is wearing a _____. She looks like a princess! She has a _____ on her head. She has white _____ on her hands.



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5 Work with a partner. Read and answer

- 1 Sameh went to town **to buy** new sneakers.
Why did Sameh go to town?
- 2 Nessma went to the kitchen **to make** a cake.
Why did Nessma go to the kitchen?
- 3 Tarek made a suit **to wear** to a wedding.
Why did Tarek make a suit?



Language focus

Infinitive of purpose

We use **to + infinitive** to express purpose, and to say why someone does something.

She went to town **to buy** a dress.

He bought new sneakers **to wear** for playing football.

I went to the hall **to get** my coat.

I wore a galabeya **to stay** cool.

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6 Circle the correct words

- 1 I went to the library **borrow / to borrow** a book.
- 2 Injy used a pen **to write / write** her essay.
- 3 Sherif bought a new suitcase **take / to take** on holiday.
- 4 Malak wears her sunglasses **to protect / protect** her eyes.



7 Read and match

- | | |
|----------------------------|-----------------------------|
| 1 I bought some sunglasses | a to play with our friends. |
| 2 We went to the park | b to buy some bread. |
| 3 Hazem studied hard | c to finish their homework. |
| 4 Basma went to the shop | d to wear on holiday. |
| 5 They went to the library | e to get good grades. |



8 Listen and number

a



b



c



d



9 Look and make sentences in the past simple to express purpose

- 1 I / go / to my bedroom / sleep
I went to my bedroom to sleep.
- 2 Nayera / leave / the party / catch her train

Tip!

Regular past verb:
travel → traveledIrregular past verb:
go → went

- 3 Adam / call / Younis / ask for help with his project

- 4 Tarek / buy / a racket / play tennis



10

Complete the sentences with your ideas

- 1 I went into town _____
- 2 My teacher used a green pen _____
- 3 Basel opened his bag _____
- 4 Mayar made a cake _____

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LESSON 4

THE ELVES AND
THE SHOEMAKER

1 Look at the words in bold in the text. What sort of words are they?



2 Listen and read. Who made the shoes every night?



Once upon a time, a **kind** and **honest** shoemaker lived in town with his wife. They were very **poor**, but they were **happy**. The shoemaker worked hard, but he had no money.

One night, the shoemaker was in his workshop. "Oh dear. I've only got enough leather for one more pair of shoes. But I'm too **tired** to make them tonight. I'll cut the leather now and make the shoes in the morning." The shoemaker cut out the leather and went to bed.

The following morning, the shoemaker couldn't believe his eyes. He called to his wife to come quickly to the workshop. "Look at these shoes!" said the shoemaker. There, on his table was an amazing pair of shoes. "They are **beautiful**. Did you make them?" His wife looked surprised. "No, my dear, I didn't make them," he said.

Then a man walked into the shop. "I have never seen such **amazing** shoes," he said. "Can I try them?" He tried on the shoes. "They're perfect," he said and paid the shoemaker. "Quickly," said the shoemaker's wife, "go and buy some more leather." The shoemaker went to buy some more leather.

When he arrived home, the shoemaker's wife had made him a **delicious** meal. "I will just cut out the leather, and then come and eat." The shoemaker cut out the leather for two pairs of shoes and left the workshop for the night.

The following morning, the shoemaker and his wife were amazed to see two beautiful pairs of shoes in the workshop. "We must find out who is making these shoes," said the shoemaker's wife. "Let's hide tonight and see who is helping us."

That night, the shoemaker cut out the leather and then hid. They were very surprised to see two little elves! The elves started to make the shoes. Soon, they had made two more pairs of beautiful shoes. "We must thank the elves," said the shoemaker's wife. "Let's make them new clothes."

The next night, the elves found their **new** clothes. They were so happy that they danced around the workshop before sitting down to make more shoes.

Soon, people came from all over the land to buy the shoemaker's shoes. He and his wife weren't ever poor again and they lived happily ever after.

3 Read again. Look at the words in bold in the text. Find:

- 1 a word that describes the shoemaker. _____
- 2 a word that describes the shoes. _____
- 3 a word that describes the shoemaker's meal. _____

4 Think: How do these words help you to understand the story? Check if you agree:

- 1 The adjectives give more details. ☐
- 2 The adjectives make the story interesting. ☐

5 Think and discuss

- 1 Why did the shoemaker want to find out who made the shoes?
- 2 How did the shoemaker find out who made the shoes?
- 3 What did they give the elves for their kindness?
- 4 How did the elves feel?



6 Why do you think the elves helped the shoemaker? Work with a partner. Discuss

I think the elves helped the shoemaker because ...





PRONUNCIATION



1 Look, say, and match



1 Yesterday, I played football.

2 Yesterday, I walked in the park.

3 Yesterday, I tidied my room.



2 Listen

1 /d/ played

2 /t/ walked

3 /ɪd/ tidied



3 Listen and write the verbs in the correct group

~~cleaned~~ lived needed studied washed worked

/d/	/t/	/ɪd/
played	walked	tidied
<u>cleaned</u>		



4 Say. Then listen and check

1 asked

2 counted

3 delivered

4 dressed

5 enjoyed

6 fixed

7 promised

8 slowed

9 tasted

10 waited

11 carried

12 wanted



Multiply multi-digit numbers



1 Think and write the numbers. Listen and check

1 $10 \times 10 =$ _____

2 $30 \times 20 =$ _____

3 $50 \times 50 =$ _____

4 $38 \times 24 =$ _____



2 Look, think, and write



1 For sports day, Mrs Amal ordered 12 boxes of T-shirts for the students. Each box has 18 T-shirts. How many T-shirts did Mrs Amal order? _____



2 Nora makes hats. She's very good. She can make 25 hats each week. How many hats can she make in 48 weeks? _____



Did you know?

If you multiply any number by zero, the answer is zero!

LESSON 5 WRITING



1 Look and read. Whose school uniform is shown in the picture?

Student A

I really like our school uniform. Everyone wears a short-sleeved white shirt. The girls wear a blue skirt and the boys wear blue trousers. We all have to wear white socks and black leather shoes. It doesn't get very cold here, but when it does, we can wear our blue sweaters.

Student B

At school, I wear a pale blue shirt and dark blue trousers. We have to wear a **tie** every day. It's dark blue with light blue stripes on it. The girls in my school also wear a pale blue shirt, but they don't wear trousers. They wear a blue and white checked skirt. The girls don't have to wear a tie.

Student C

Our school uniform is really **smart**. We have to wear a white shirt with a red tie. We wear a dark gray skirt and a blue jacket.

Student D

The girls and boys have different uniforms at my school. The boys wear light green shorts and long green socks. We wear white shirts and we've got a dark red sweater for when it gets cold. My sister's uniform is different. She wears a blue skirt and a yellow T-shirt.

Student E

Our uniform is a dark blue skirt for the girls or dark blue shorts for the boys, a pale blue cotton shirt, white socks, and black shoes. When it's cold, we wear dark blue vests or jackets. I like my uniform!



2 Read the blog again and complete the sentences

- 1 At Student A's school, students wear black _____ shoes.
- 2 At Student B's school, the girls wear a blue and white _____ skirt.
- 3 In summer, students at Student C's school can wear _____ gray skirts.
- 4 The boys at Student D's school wear _____ green socks.
- 5 The girls and boys at Student E's school all wear dark _____ jackets.

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3 Read and add one more adjective to each row

When we use adjectives, we put them in this way:

1	size	big, small, _____
2	age	old, new, _____
3	color	black, white, _____
4	material	cotton, linen, _____

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4 Put the adjectives in brackets in the correct order

- 1 She wore a _____ dress.
(cotton, green)
- 2 He had to wear an _____ hat.
(old, orange)
- 3 Dad bought me a _____ galabeya.
(new, white)
- 4 The shoemaker made _____ shoes.
(small, leather)
- 5 I bought a _____ jacket for the party.
(new, green)

5 Write a description of your favorite clothes. Include adjectives and make sure they are in the correct order

My favorite clothes are _____.

I have a _____, which is _____.

I also like _____.

They are my favorite because _____.

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LESSON 6

PROJECT

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1 Which countries are these clothes from? Look and match

بمصر

Finland India Japan

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2 Look and read. What is the Mexican hat called?

CLOTHES IN MEXICO

These girls are wearing traditional Mexican dresses. Look! They're very colorful.

There are lots of colorful stripes on the dresses. Girls in Mexico wear dresses like these during feasts and celebrations.



Mexican girls love bright colors. Even when they are not celebrating, they wear bright, colorful clothes.



People in Mexico wear hats to protect their faces from the sun. This is a sombrero - it's a traditional Mexican hat.



There are lots of different styles of sombrero. Some have stripes, and some are very colorful. Some even have gold and silver on them.



3 Read and do

- 1 Work with a partner. Choose a country and research traditional clothes.
- 2 Make your leaflet.

SELF-ASSESSMENT

1 Do you remember these clothes? Look and write

1



2



3



4



2 Write four sentences about your clothes. Use four of the adjectives in the box

beautiful colorful cotton striped spotted

1

2

3

4

English teachers all over Egypt

بيت معلمى اللغة الانجليزية بمصر

احمد الشلقامى



3 Say. Then listen and check

1 Sameh studied hard.

3 We walked to school.

5 He lived in Cairo.

2 Sara cleaned the kitchen.

4 I jumped over the gate.

6 I started to laugh.



4 Think about Unit 3

Write two things you enjoyed.

Write two things you learned.
