

journey

Revision & Activities

4 First
Term



CONNECT
PLUS

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Name:
School:
Class:
Address:

للتواصل مع الصفحة
ومتابعة كل ما هو جديد
من أنشطة أو فيديوهات تعليمية متعلقة بالمنهج





Revision On Units

Grammar on Unit 1

Present simple

المضارع البسيط

هو التصريف الأول للفعل وله شكلان:

1. التكوين

الفعل بدون إضافات (المصدر بدون to)

الشكل الأول:

مع (I / you / we / they / الاسم الجمع)

بإضافة (s / es / ies)

والشكل الثاني:

إذا كان الفاعل (He / she / it / اسم مفرد) مثل:

اسم جمع I, You, We, they

eat / run / walk / sing

اسم مفرد He, She, It

eats / runs / walks / sings

انظر إلى الصور التالية وادرس الأمثلة أسفل الصور:



Kareem always **does** drawing!



Adam **goes** to the park every week.

كيف نضيف (s / es / ies) الى نهاية الفعل؟

(1) إذا انتهى الفعل بـ (x / o / ss / ch / sh / ss / z) نضيف للفعل :es

اسم جمع I, You, We, they

wash / watch

اسم مفرد He, She, It

washes / watches

I **wash** my car.

He **washes** his car.

(2) إذا انتهى الفعل بحرف y مسبوق بحرف ساكن تحذف ونضيف :ies

اسم جمع I, You, We, they

cry / try

اسم مفرد He, She, It

cries / tries

I **try** to help him.

She **tries** to help him.



3. إذا انتهى الفعل بحرف y مسبوق بحرف متحرك (a / e / i / o / u) نضيف s فقط:

I, You, We اسم جمع → enjoy / play / pray

He, She, It اسم مفرد → enjoys / plays / prays

4. باقي نهايات الأفعال نضيف s فقط

I, You, We اسم جمع → cook / start / find

He, She, It اسم مفرد → cooks / starts / finds

I **cook** lunch.

She **cooks** lunch.

2 الاستخدام:

1. يعبر عن الحقائق الدائمة وشبه الدائمة. - He **works** in a hospital.
2. يعبر عن العادات. - I always **get** up at six o'clock.
3. يعبر عن الأحداث المتكررة. - I **go** to school every day.

3. الكلمات الدالة عليه:

أ) المجموعة الأولى:

usually	عادة	often	غالبا	sometimes	أحيانا
always	دائما	never	أبدا / لا		

هذه الظروف تسمى ظروف التكرار وغالبا تأتي بعد الفاعل أو بعد فعل يكون :

- I **usually** study my lessons.
- I am **usually** late.

ب. المجموعة الثانية:

in (winter/ summer)	في (موسم)	from time to time	من حين لآخر
on (Friday / Saturday) يوم	في (يوم)	as usual	كالعادة
every / each (day / week ..)	كل (يوم / أسبوع ..)	Once / twice.. a day / week ..	مرة / مرتين .. في اليوم / الأسبوع

هذه الظروف تأتي غالبا في بداية أو نهاية الجملة:

- I **visit** my friend from time to time.
- It **rains** in winter.

(4) النفي :

He / She / It	الاسم المفرد	doesn't	لا	التكلمة + مصدر الفعل +
I / you We / They	الاسم الجمع	don't	لا	

Examples:

- He **likes** eating fruit.
- He **doesn't like** eating fruit.
- They **plant** trees.
- They **don't plant** trees.

(5) السؤال بهل

Does	هل	+ he / she / it	اسم مفرد	? مصدر الفعل +
Do	هل	+ I / you / we / they	الاسم الجمع	

- She **drinks** coffee. Does she **drink** coffee?
- Yes, she does. // No, she doesn't.
- They **plant** trees. Do they **plant** trees?
- Yes, they do // No, they don't.

(6) السؤال بأداة استفهام

أداة الاستفهام	does	he / she / it	الاسم المفرد	مصدر الفعل	? التكلمة
	do	I / you / we / they	الاسم الجمع		

- Where **does** he play football?
- What **do** they plant?

Note the following:

Verb to be

نستخدمه كفعل أساسي في المضارع كما يلي:

الاثبات	النفي	السؤال بهل
I am = I'm أنا أكون	I am not أنا لا أكون	Am I ...? هل أنا ؟
He is = He 's هو يكون	He isn't هو لا يكون	Is he ...? هل هو ؟
She is = She's هي تكون	she isn't هي لا تكون	Is she ...? هل هي ؟
It is = It's هو / هي لغير العاقل	It isn't هو لا يكون / هي لا تكون	Is it...? هل هو / هي ؟
You are = You 're أنت تكون / نتم تكونون	You aren't أنت لا تكون	Are you...? هل أنت ؟
We are = We're نحن نكون	we aren't نحن لا نكون	Are we...? هل نحن ؟
They are = They're هم يكونون / هن يكن	they aren't هم لا يكونون	Are they...? هل هم ؟

- He **is** Ahmed. He **isn't** Ahmed. Is he Ahmed?
- They **are** busy. They **aren't** busy. Are they busy?



Activities

On Grammar

1. Underline the correct words in brackets. (Structure)

1. My aunt (am - is - are) a doctor.
2. Nada (work - working - works) in a shop.
3. Nawal (always - never - rarely) studies hard.
4. Ahmed (speak - speaking - speaks) French.
5. I (don't - am not - doesn't) play tennis.
6. He (doesn't - don't - isn't) like milk.
7. Sanaa doesn't (watch - watches - watched) TV.
8. She (does - is - has) late for school.
9. Sayed always (read - reads - reading) newspapers.
10. (Is - Do - Does) he wash his car every day?

2. Rearrange.

1. I love burgers. (He)
.....
2. I go to cinema as usual. (usually)
.....
3. He is my best friend. (They)
.....
4. Nada never washes the dishes. (doesn't)
.....
5. I go to club from time to time. (sometimes)
.....

2. Correct the mistakes.

1. I studies my lessons every day.
.....
2. He wash his car every month.
.....
3. I doesn't like my bag.
.....

Activities

On Unit 1

1. Underline the correct words in brackets.

1. When we eat we chew and (swallow - leave - change) our food.
2. I (am - is - are) a student in a primary school.
3. A liquid changes the food in our (lung - stomach - heart) into energy and nutrients.
4. We breathe air through our nose into our (hearts - lungs - intestines).
5. I (working - work - works) at a bank.
6. The oxygen in our lungs is passed to the (muscle - blood - stomach)
7. She (live - lives - living) with her parents.
8. Cows (feeds - feed - feeding) on grass.

2. Rearrange.

1. Ali - dish - Umm - my - is - Egyptian - favorite.

.....

2. are - well- who - People - can't - hear - deaf.

.....

3. prefers - Mr - music - Arabic - Gamal.

.....

3. Supply the missing parts the following dialogue.

Eyad : Which hemisphere of the brain controls the right side of the brain?

Maged:

Eyad : Are most people right handed or left handed?

Maged:

Eyad :?

Maged: I am right handed.



4. Read the following passage and answer the questions.

We need fats for a healthy nervous system and these include nuts, oily fish. oil and butter. Carbohydrates like bread, rice, and pasta give us energy. Sugar also gives us energy, but too much sugar isn't good for us. Sugar is in cakes, cookies, and candy, so try not to have too much of these. Eat a good diet with lots of different fresh food, and you'll be healthy.

A. Fill in the blank boxes with (True) or (False).

1. Sugar gives us energy (.....)
2. Too much sugar is good for health. (.....)
3. Fresh food helps us to be healthy. (.....)

B. Answer the following questions:

4. Why do we need fats?

.....

5. In which food can we find sugar?

.....

5. Look and write.



got - gold medal

.....



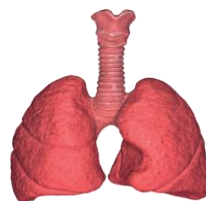
listen - music

.....



chew - food

.....



have - lungs

.....

6. Write a paragraph of four sentences on.

"Digestive system"

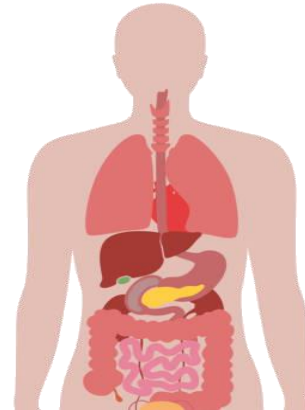
Questions to help you:

- What does our digestive system do?
- Where do we put food?
- How do we chew food?
- What does a special liquid do?

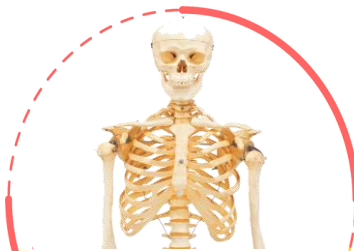
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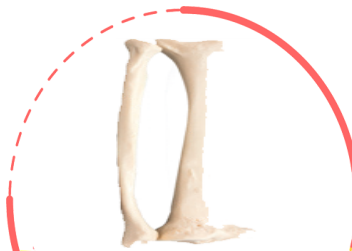
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7. Supply the missing letters.



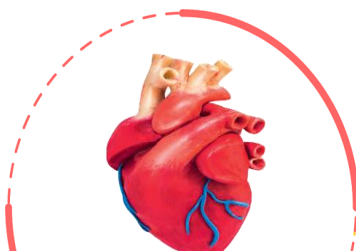
sk_l_ton



b_n_



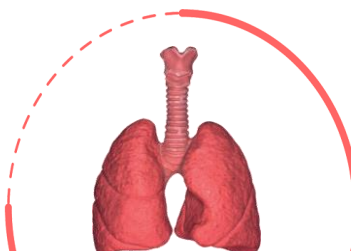
bl_d



ear



mu_cl_



lun_

8. Copy the following sentence.

My mother means life.

Grammar on Unit 2



Comparative & Superlative Adjectives

تنقسم الصفة في المقارنة الي ثلاثة درجات :

1. **الدرجة البسيطة:** وهي الصفة العادية التي نستخدمها في وصف شخص او شيء مثل:

- The ostrich is **fast**. - The ant is **small**. - Rola is **tall**.

ويمكن استخدامها عندما تكون الصفة موجودة لدي شخصين او شيئين ولكن بشكل متساوي او متقارب جدا مثل: Dina is **as** clever **as** Amany.

2. **درجة المقارنة:** نستخدمها لإظهار أن شخص أو شيء يتفوق على الآخر في الصفة

مثل: Samy is **shorter than** Magdy.

3. **درجة التفضيل العليا:** ونستخدمها عندما نريد أن نقارن بين ثلاث أشخاص أو أشياء

أو أكثر: The ostrich is **the biggest** bird.

هيا بنا نتحدث عن ذلك بالتفصيل

1. في حالة تساوي الصفة نستخدم:

المقارن به + as + الصفة العادية + as + فعل يكون + الشخص أو الشيء

Sally is **as kind as** Amira.

Rasha isn't **as clever as** Gameela.

تكوين درجات المقارنة :

أي صفة يتم تقسيمها إلى مقاطع والمقطع هو:

أن نسمع صوت حرف متحرك في الكلمة فإذا سمعنا حرف متحرك واحد معناه أن الصفة مقطع واحد أما إذا سمعنا حرفين متحركين معناه ان الصفة تتكون من مقطعين وهكذا مثل:

المقطع الأول المققطع الثاني المققطع الثالث

dan • ger • ous

dangerous

المقطع الأول المققطع الثاني المققطع الثالث

ex • pen • sive

expensive

غالي

tall (مقطع واحد) \ fat (مقطع واحد) \ heavy (مقطعين)

useful (مقطعين) \ expensive (ثلاث مقاطع)

2. في حالة درجة المقارنة بين شخصين أو شيئين مع الصفات ذات المقطع الواحد:

الصفة العادية	المقارنة بين اثنين adjective + er + than
tall طويل	taller than أطول من
short قصير	shorter than أقصر من

E.g. Hana is tall. Hana is taller than Merna.

Ramez is short. Ramez is shorter than Samir.

في حالة درجة المقارنة بين شخصين أو شيئين مع الصفات ذو الثلاث مقاطع أو أكثر:

الصفة العادية	المقارنة بين اثنين more \ less than
beautiful جميل	more beautiful than أجمل من
dangerous خطير	less dangerous than أقل خطورة من

E.g. Snakes are more dangerous than monkeys.

الصفات ذو المقطعين نتعامل معها علي حسب نهايتها كما يلي:

أ. إذا انتهت الصفة ب (r \ er \ w \ y) تعامل معاملة الصفات ذو المقطع الواحد كما ذكرنا أعلاه مثل كلمة (heavy):

- The elephant is heavy.
- The elephant is heavier than the horse.

ب) إذا انتهت الصفة بأي نهاية أخرى تعامل معاملة الصفات ذو الثلاث مقاطع فأكثر مثل :

- The computer is useful.
- The computer is more useful than TV.

3. في حالة درجة التفضيل العليا (المقارنة بين ثلاث أشخاص / أشياء أو أكثر) مع الصفات ذات المقطع الواحد:

الصفة العادية	المقارنة بين ثلاث أو أكثر the + adjective + est
small صغير	the smallest الأصغر
big كبير	the biggest الأكبر

E.g. It is the smallest vertebrate.

The ostrich is the biggest bird.



في حالة درجة التفضيل العليا (المقارنة بين ثلاث أشخاص / أشياء أو أكثر) مع الصفات ذو الثلاث مقاطع أو أكثر:

الصفة العادية	المقارنة بين ثلاث أو أكثر the most/least + adjective
enormous ضخم	the most enormous الأضخم
useful مفيد	the least useful الأقل فائدة

E.g. This is **the most enormous** building.

Notes: ملاحظات

1- عند إضافة (er / est) للصفة هناك صفات يحدث به تعديل كما يلي :

(1) إذا انتهت الصفة ب (e) نضيف (r / st) فقط للصفة مثل :

nice / nicer than / the nicest

(2) إذا انتهت الصفة ب (y) وقبلها حرف واحد ساكن تقلب إلى (i) ثم نضيف (er/est) مثل :

heavy / heavier than / the heaviest

happy / happier than / the happiest

(3) إذا انتهت الصفة بحرف ساكن قبله حرف متحرك نضاعف الحرف الساكن اي (نكتبه مرتين) ثم نضيف (er/est) مثل :

fat / fatter than / the fattest big / bigger than / the biggest

2. الاستغناء عن (than) في المقارنة:

- تستطيع الاستغناء عن (than) مع صفات المقارنة إذا لم تذكر طرف المقارنة الآخر بعدها،

كما يلي: * Which is bigger, the cinema or the theatre?

- Mona is taller (than Nada).

Adverbs

الظروف/الأحوال

Adverbs are words used to describe verbs or adjectives and refer to time and place as well.

الظروف هي كلمات تستخدم لوصف الأفعال والصفات وللإشارة إلى المكان والزمان كذلك.

Grandpa walks slowly.

كلمة slowly في هذه الجملة هي ظرف وصف للفعل walks.

Amira is very pretty.

كلمة very في هذه الجملة هي ظرف وصف للصفة pretty.



Omar isn't **here**.

كلمة **here** في هذه الجملة هي ظرف إشارة للمكان.

We played tennis **yesterday**.

كلمة **yesterday** في هذه الجملة هي ظرف إشارة للزمان.

Form and Use

التكوين والاستخدام

The formation of adverbs with 'ly'. تكوين الظروف بإضافة حرفي **ly**.

A. Many adverbs of manner and some adverbs of degree are formed by adding 'ly' to corresponding adjectives:

quick, quickly - slow, slowly - sad, sadly

Spelling notes

ملاحظات إملائية

a. A final 'y' changes to 'i':

angry, angrily - happy, happily , witty, wittily.

b. A final 'e' is retained before 'ly':

extreme, extremely - free, freely.

c. Adjectives ending in 'a consonant + le' drop the 'e' and add 'y':

الصفات المنتهية بحرف ساكن + **le** قم بحذف حرف **e** ثم أضف حرف **y** فقط.
terrible, terribly - horrible, horribly
probably, probably - simple, simply

Note that the adverb of 'good' is 'well'.

لاحظ أن الظرف من **good** هو **well**.

B. Adjectives ending in 'ly':

'daily, weekly, monthly, yearly, etc. ... kindly and sometimes leisurely can be adjectives and adverbs, but most other adjectives ending in 'ly',

e.g. 'friendly, likely, lonely, etc.' cannot be used as adverbs and have no adverb form. To supply this deficiency we use a similar adverb or adverb phrase.

مثل (يومي - أسبوعي - شهري - سنوي - الخ .. أو عطوف وأحياناً متمهل) من الممكن أن تستخدم

الصفات المنتهية بـ **ly** كصفات أو ظروف



علي سبيل المثال (ودود - محتمل - وحيد) يمكن أن تستخدم ظروف ولكن معظم الصفات الأخرى المنتهية بـ **ly**

وليس لها أشكال ظروف خاصة بها ولكي نعوض هذا النقص نلجأ إلي استخدام ظرف مشابه أو جملة ظرفية.

likely (adjective) ➡ probably (adverb) من المحتمل – ربما

friendly (adjective) ➡ in a friendly way (adverb phrase) بطريقة ودية

Adjectives and adverbs with the same form: صفات وظروف لها نفس الشكل

fast - hard - back - wrong - high - low - long - short - ill -
well - early - late - near - far

Used as adjectives مستخدمين كصفات	Used as adverbs مستخدمين كظروف
a fast train	The train goes fast .
The work is hard .	They work hard .
You look ill/well .	An ill /a well-made road.
You must be early for school.	You must get up early for school.

Activities

On Grammar

1. Underline the correct words in brackets. (Structure)

1. Nader is (fat - as fat - fatter) than Adel.
2. Nawal is thinner (then - as - than) Heba.
3. The cheetah is the (fast - faster - fastest) animal.
4. Ahmed speaks three languages (well - good - better).
5. He looked at me (angry - angrier - angrily).
6. You have to write more (careful - careless - carefully).
7. I slept (bad - worse - badly) last night.
8. It isn't a (good - well - best) idea.
9. She sang (happy - happier - happily).
10. The lion is (more - less - as) dangerous than the giraffe.

2. Rearrange.

1. She is a good swimmer. (swims)
.....
2. No boy is cleverer than Hossam. (cleverest)
.....
3. Hana is a good cook. (well)
.....
4. Summer isn't as cold as winter. (colder)
.....
5. Sanaa is fluent at English. (speaks)
.....

2. Correct the mistakes.

1. He plays tennis good.
.....
2. She is the tall girl in our class.
.....
3. She cooks terrible.
.....



Activities

On Unit 2

1. Underline the correct words in brackets.

1. Turtles come onto (water - trees - land) to lay their eggs.
2. Nada walks (slow - slowest - slowly).
3. Frogs always lay their eggs in (land - water - sand).
4. Amphibians take in (food - eggs - oxygen) through their skin and their lungs.
5. Hadeer is the (good - better - best) girl in our class.
6. Fish have (hair - fur - scales).
7. Hager is a (slowly - slow - slowest) learner.
8. He spoke (warmth - warm - warmly).

2. Rearrange.

1. land - Most - live - mammals - on.

.....

2. of - are - bones - Beaks - made.

.....

3. four - Most - legs - have - reptiles.

.....

3. Supply the missing parts the following dialogue.

Eyad : What is the biggest animal on land?

Maged:

Eyad : What is the biggest animal in the world?

Maged:

Eyad :

Maged: The smallest animal is the bee hummingbird.

4. Read the following passage and answer the questions.

The smallest bird is the bee hummingbird, which is about 5.5 centimeters long. It lives in Cuba. The biggest bird is the ostrich. It can be 2.5 meters tall! Ostriches are faster than leopards, but they can't fly.

A. Fill in the blank boxes with (True) or (False).

1. Ostriches are faster than leopards. (.....)
2. Ostriches can fly. (.....)
3. The ostrich can be 5.4 meters tall (.....)

B. Answer the following questions:

4. What is the biggest bird?
.....
5. What is the smallest bird?
.....

5. Look and write.



Invertebrates - cold-blooded
.....



crab - shell
.....



arachnids - legs
.....



fish - colored
.....



6. Write a paragraph of four sentences on.

"Water lily"

Ideas to help you:

- Where do we grow plants?
- What are the water lily?
- What do water lily have?
- What do they make?



7. Supply the missing letters.



gira__e



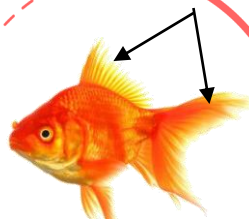
gi__s



f__



cale



__ns



b__k

8. Copy the following sentence:

I live in Egypt.

.....

Grammar on Unit 3

Past simple Tense

زمن الماضي البسيط

We form the Past Simple Tense with the subject and the main verb.

In the affirmative sentences, we form the past simple of regular verbs with the ending (-ed).



يتكون زمن الماضي البسيط من الفاعل والفعل الرئيسي. في صيغة الإثبات ينتهي الفعل بالنهاية (ed).



Scribes **worked** for the ruling dynasties.

Spelling rules

We form the **past simple** of regular verbs as follows:

نكون صيغة الفعل في زمن الماضي البسيط للأفعال المنتظمة كالآتي:

When a verb ends in (-e), we only add (-d).

إذا انتهى الفعل بحرف (-e) فقط نضيف حرف (-d).

use → used

unite → united

rule → ruled

When a verb ends in (-y) and before that there is a vowel, we take off the (-y) and add (-ied).

إذا انتهى الفعل بحرف (-y) مسبوق بحرف ساكن نحذف (-y) ونضيف (-ied).

study → studied

try → tried

carry → carried

But if there is a vowel before the (-y), we just add (-ed).

ولكن إذا انتهى الفعل بحرف (-y) مسبوق بحرف متحرك فقط نضيف (-ed).

play → played

stay → stayed

enjoy → enjoyed



If a verb has only one syllable, ends in a consonant and before that consonant there is a single vowel, we double the final consonant before adding(-ed).

إذا انتهى الفعل ذو المقطع الواحد بحرف ساكن مسبق بحرف متحرك نضاعف الحرف الساكن قبل إضافة (-ed).

stop → stopped step → stepped clap → clapped

But if the verb ends in (-w or -x), the final consonant is not doubled.

ولكن إذا انتهى الفعل بإحدى الحروف (-w أو -x) لا نضاعف الحرف الساكن.

snow → snowed fix → fixed mix → mixed

We do not form the **past simple** of **irregular** verbs by adding (-ed).

Each **irregular** verb has its own form of the past simple.

لا نكون زمن الماضي البسيط بالنسبة للأفعال الغير منتظمة بإضافة (-ed) ولكن لها شكل خاص.



Ancient Egyptians **built** the pyramids.

Scribes **wrote** on stone and paper.

Use

We use the **Past Simple** to talk about: نستخدم زمن الماضي البسيط للتعبير عن:
Something that happened at a particular time in the past.

حدث وقع في فترة معينة في الماضي



I **was** sick last week.

Actions that started and finished in the past.

أحداث بدأت وانتهت في الماضي



Last Friday we **went** to the Egyptian Museum.



Time expressions التعبيرات الزمنية

We often use the following **time expressions** with the past simple:

غالبًا نستخدم التعبيرات الزمنية الآتية مع زمن الماضي البسيط

yesterday, yesterday **morning**, last (**night**, **week**, **weekend**, **month**, **year**), in the past, ten years ago, in 2018, on November 9th, etc.



I **called** my friend an hour ago.

She **visited** the Pyramids **yesterday**.



These expressions usually go at the beginning or at the end of the sentence.

تأتي التعبيرات الزمنية عادة في بداية أو نهاية الجملة.



They **went** to the park **last weekend** and **ate** ice cream.

We **visited** our uncle **last month**.

In the question,

we form the past simple by putting (**Did**) at the beginning of the question before the subject and the bare infinitive.

نكون زمن الماضي البسيط في صيغة السؤال بإضافة (Did) في بداية السؤال قبل الفاعل والفعل المصدر.



Did they work for the ruling dynasties?

In short answers,

We use (**did/ didn't**) on their own. We don't repeat the verb.



A: Did you study the history of Egypt?

B: Yes, I did. / No, I didn't.

In Wh- question, we use this form

(**Question word (What) + did + subject** + **inf.** مصدر الفعل. (؟...)).



What did scribes do?

They wrote down everything that happened.



Activities

On Grammar

1. Underline the correct words in brackets. (Structure)

1. Is this cup (you - your - yours)?
2. The coffee is (me - my - mine).
3. He lives in (her - hers - she) house.
4. You might want (you - your - yours) phone.
5. The new car is (they - theirs - their).
6. He (doesn't - don't - didn't) watch TV yesterday.
7. Sanaa didn't (watch - watches - watched) TV.
8. Hanaa (go - goes - went) to the zoo last week.
9. Omar (visit - visited - will visit) me yesterday.
10. (Did - Do - Does) he wash his car yesterday?

2. Rearrange.

1. These are my hands. (This)
.....
2. This is Ahmed's car. (his)
.....
3. Mona cooked lunch. (What)
.....
4. Nada never washed the dishes. (didn't)
.....
5. I go to school every day. (yesterday)
.....

2. Correct the mistakes.

1. I studies my lessons yesterday.
.....
2. He wash his car last week.
.....
3. I doesn't play football an hour ago.
.....

Activities

On Unit 3

1. Underline the correct words in brackets.

1. Important (dynasties - stones - boats) controlled Egypt for many years.
2. Hala (wash - washes - washed) the dishes yesterday.
3. Egyptians used (scribes- boats- sea) to write down everything that happened.
4. Scribes wrote on paper made from (wool - wood - papyrus reeds).
5. I (worked - work - works) in a factory in 2010.
6. Lots of ships sail in and out of the (dam - port - library) of Alexandria.
7. She (live - lives - lived) here ten years ago.
8. Nader (is - was - were) at the park last week.

2. Rearrange.

1. in - Governorate - live- Bani Swaif - I.
.....
2. music - has - traditional - Egypt - lots of - folk.
.....
3. tombs - in - see - museums - We - hieroglyphs - and - can.
.....

3. Supply the missing parts the following dialogue.

Eyad : What is a community?

Maged:

Eyad : What does it include?

Maged:

Eyad :?

Maged: Yes, we are part of that community.



4. Read the following passage and answer the questions.

Egypt is a country with a very long and interesting history. People started to live near the Nile about 9,000 years ago, in 7000 BCE.

At first, there were two separate areas. Lower Egypt was in the north, where the Nile joins the sea. Upper Egypt was in the south, where the Nile flows through the deserts of Africa.

A. Fill in the blank boxes with (True) or (False).

1. Egypt has a long history. (.....)
2. Lower Egypt was in the south. (.....)
3. The Nile flows through the deserts of Africa. (.....)

B. Answer the following questions:

4- How many areas were there in Egypt?

.....

5- Where was Upper Egypt?

.....

5. Look and write.



Egypt - controlled

.....



Damietta - 910 square kilometers

.....



Alexandria - port

.....



live - governorate

.....

6. Write a paragraph of four sentences on.

"Aswan"

Information you may need:

- Where is Aswan Governorate?
- Where is its capital?
- Where is the High Dam?
- When did engineers finish the High Dam?

.....

.....

.....



7. Supply the missing letters.



Hig_ Da_



b_ _ch



geo_rap_y



it



s_uba di_ing



ri_ _r

8. Copy the following sentence:

Samir always watches TV.

.....



Grammar on Unit 4



Plural جمع الأسماء

كيف نحول الاسم المفرد إلى اسم جمع؟

القاعدة العامة: هي إضافة حرف الـ (s) إلى الاسم المفرد مثل:

الاسم المفرد	جمعه	الاسم المفرد	جمعه	الاسم المفرد	جمعه
boy	boys	book	books	pen	pens
girl	girls	wall	walls	cat	cats

شواذ الجمع

(1) إذا انتهى الاسم بـ (o \ ch \ sh \ ss \ s \ x \ z) نضيف له (es) مثل:

الاسم المفرد	جمعه	الاسم المفرد	جمعه	الاسم المفرد	جمعه
box	boxes	watch	watches	church	churches
glass	glasses	brush	brushes	potato	potatoes

(2) إذا انتهى الاسم بـ (y) وقبلها حرف ساكن تقلب الـ (y) إلى (ies) مثل:

الاسم المفرد	جمعه	الاسم المفرد	جمعه	الاسم المفرد	جمعه
lady	ladies	country	countries	army	armies

(3) إذا انتهى الاسم بـ (f \ fe) تقلب إلى (ves) مثل:

الاسم المفرد	جمعه	الاسم المفرد	جمعه	الاسم المفرد	جمعه
wife	wives	wolf	wolves	half	halves

(4) هناك أسماء تستخدم مفرد وجمع بدون تغيير في شكلها:

الاسم المفرد	جمعه	الاسم المفرد	جمعه	الاسم المفرد	جمعه
deer	deer	sheep	sheep	fish	fish

(5) هناك أسماء شواذ حفظ كما هي:

الاسم المفرد	جمعه	الاسم المفرد	جمعه	الاسم المفرد	جمعه
man	men	woman	women	mouse	mice
child	children	tooth	teeth	foot	feet
goose	geese	ox	oxen	louse	lice

Connectors الروابط



so that لكن

1.

مضارع او ماضي	to / in order to	مصدر
مضارع	so that	مصدر + can + فاعل
ماضي	in order that	مصدر + could + فاعل



انظر إلى الأمثلة التالية:

- My grandma took me to a spinning and weaving workshop **to learn** about this craft.
- My grandma took me to a spinning and weaving workshop **so that I could learn** about this craft.
- They use these plants and roots **to** make beautiful dyes **to** color the wool.



While بينما

نستخدمها كرابط زمني بمعنى (بينما) وتربط غالبا حدثين قطع أحدهما الآخر:

- The guide explained how the artisans make the carpets **while** we watched them weave.



After بعد

نستخدمها كرابط زمني بمعنى (بعد) وتأتي في بداية الجملة أو وسطها:

- The artisans spin the wool to make it into yarn **after** they clean it.



Before قبل

نستخدمها كرابط زمني بمعنى (قبل) وتأتي في بداية الجملة أو وسطها:

Before the artisans can weave the carpets, they have to make the warp.
They have to clean, wash, and dry the wool **before** they can use it.



As soon as بمجرد أن

نستخدمها كرابط زمني بمعنى (بمجرد أن) وتأتي في بداية الجملة أو وسطها:

As soon as the yarn is dry, they can use it to weave a carpet.



Every time كل مرة

نستخدمها بمعنى (كل مرة) وتأتي غالبا في بداية الجملة:

Every time I look at it, I remember how much work and skill it takes to make just one carpet.



Although علي الرغم

نستخدمها لبيان التناقض (الجملة الثانية عكس الجملة الأولى) وتأتي في وسط أو بداية الجملة:

These artisans only use natural vegetable dyes, **although** some other workshops use synthetic dyes



Even though علي الرغم

نستخدمها لبيان التناقض وتأتي في بداية الجملة أو وسطها:

I think the bright colors are the most beautiful ones **even though** some people prefer dark colors.



Activities

On Grammar

1. Underline the correct words in brackets. (Structure)

1. Mona came (while - although - because) we were talking about her.
2. I like Mr Ali (when - after - although) he isn't my friend.
3. I came (although - though - as soon as) you called me.
4. He is unhappy (as soon as - before - although) he is rich.
5. (If - As soon - When) my doorbell rang, my dog barked.
6. The dog needs to go out (as soon as - although - to) you get home.
7. Call me (after - although - even though) you arrive at the station.
8. I find television very educating. (Although - How - Every time).
somebody turns on the set, I go into the other room and read a book.
9. I run so fast (although - so that - to) I can score a goal.
10. (So - Before - So that) he contacted me, I was going to call him.

2. Rearrange.

1. I'm staying in even though the sun is out. (although)
.....
2. As it's raining, I'm staying in. (While)
.....
3. I'm going out after the football has finished. (before)
.....
4. I'm going out before the rain starts. (after)
.....
5. I'm going out when the weather improves. (as soon as)
.....

2. Correct the mistakes.

1. I'll stay out although the weather is good.
.....
2. He came to work, because he felt sick.
.....
3. I need to finish the report after the manager arrives from Paris.
.....

Activities

On Unit 4

1. Underline the correct words in brackets.

1. Bani Swaif is a wonderful (city - village - country).
2. (When- Although- So that) I came in the room, everyone looked at me.
3. He is a carpenter. He works in a (bank - workshop - school).
4. (Swimmers - learners - Pedestrians) walk on pavements
5. Reading is my favorite subject (although- because- as soon) I'm really good at math.
6. My city is (sparsely- gradually- densely) populated. It's very busy
7. (As soon as- Before- After) you play those video games, you need to clean your room.
8. I train hard (although - so that - every time) I can win the race.

2. Rearrange.

1. populated - in - I - city - sparsely - a - live.

.....

2. an - urban - It - environment - is.

.....

3. got - I - brother - have - one.

.....

3. Supply the missing parts the following dialogue:

Eyad : Where do you live?

Maged:

Eyad : Which food do you grow?

Maged:

Eyad :?

Maged: I live in a traditional house with my family.



4. Read the following passage and answer the questions:

I like my city. It is called Bani Swaif. It is on the river Nile. It's south of Giza. It isn't densely populated. There are a lot of interesting sites. I live in a big apartment near the centre city. I live with my parents, my brother Ahmed and my sister Zeinab. I like drinking lemonade and watching the boats on the river. My favorite places are botanical gardens and the bazaar.

A. Fill in the blank boxes with (True) or (False).

1. Bani Swaif is a small city. (.....)
2. Omar lives in a big house. (.....)
3. Zeinab is Omar's mother. (.....)

B. Answer the following questions:

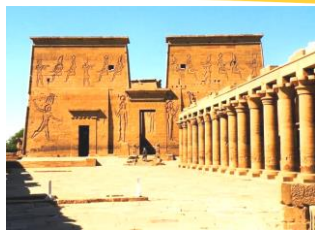
4. What are Omar's favorite places?

.....

5. What does he like drinking?

.....

5. Look and write.



visit - temple

.....



live - apartment

.....



cars - congestion

.....



dry - wool

.....



6. Write a paragraph of four sentences on.

"A visit to a carpet workshop"

Questions to help you:

- Where did you go last summer?
- What did you see?
- What do artisans do?
- How do they dye wool?

.....

.....

.....

.....



7. Supply the missing letters.



d _ _



ca_pe _



wa _ _



g _ _se



don _ _y



buff _ _o

8. Copy the following sentence:

I love my village.

.....



Grammar on Unit 5



Pronouns الضمائر

1. **الضمير** هو كلمة تُل محل الاسم لمنع تكراره او للإشارة إلى الأشخاص أو الأشياء دون التصريح بالأسماء.

2. أنواع الضمائر الشخصية: وتنقسم الي:

(أ) الضمائر الشخصية الفاعلة وهي:

I	He	She	It	You	We	They
أنا	هو	هي	هو/هي لغير العاقل	أنت\أنتم	نحن	هم\هن عاقل غير عاقل

وتأتي الضمائر الشخصية الفاعلة في بداية الجملة كفاعل لها في الجمل الخبرية او بعد الفعل المساعد في السؤال مثل:

He is a teacher.

They are clever.

Is he tall?

(ب) الضمائر الشخصية المفعولة وهي:

me	him	her	It	You	us	them
أنا	هو	هي	هو/هي لغير العاقل	أنت\أنتم	نحن	هم\هن عاقل غير عاقل

وتأتي الضمائر الشخصية المفعولة في نهاية الجملة او بعد الفعل .

Mona saw him.

Ali met them.

Dalia helped us.



صفات الملكية

تستخدم قبل الاسم لبيان ملكية الشيء او الشخص ولا بد ان تتبع بالاسم المملوك:

my	his	her	its	your	our	their
my book	his book	her book	its tail	your book	our book	their book
كتابي (انا)	كتابه (هو)	كتابها (هي)	ذيله/ذيلها	كتابك\كتابتكم (انت\انتم)	كتابنا (نحن)	كتابهم (هم)

لاحظ الفرق بين ضمير الملكية وصفه الملكية: ضمير الملكية لا يتبع باسم بعده اما صفه الملكية لابد ان تتبع باسم

- This is my book .

- This book is mine.

- This is her bag.

- This bag is hers.





ضمائر النكرة والتوزيع

ضمائر النكرة تشير إلى الأسماء المبهمة الغير محددة مثل:

one - ones - any - others - many - much - a few - a little

- Many went to school. - A few came to the party .

أما **ضمائر التوزيع**: تشير إلى توزيع صفة أو اسم أو فعل على احد أو بعض أو كل الأشخاص أو الناس مثل:

some - either - neither - both - all - each - enough - half - two

- Each was given a peach - Both were thieves .

وهناك **ضمائر توزيع نكرة مركبة** في الجدول التالي:

	one	body	thing
no	no one (none) لا احد	no body لا احد	no thing لا شئ
some	someone شخص ما	somebody شخص ما	something شئ ما
any	anyone اي شخص	anybody اي شخص	anything اي شئ
every	everyone كل شخص	everybody كل شخص	everything كل شئ
each	each one كل شخص	-	-
	بدلا من الأشخاص	بدلا من الأشخاص	بدلا من الأشياء

- Everyone enjoyed the party.
- He found nobody at the club.

راجع الجدول التالي

الاسم	الضمير الذي يشير اليه	مثال
اسم مفرد مذكر عاقل	He - him - his	Lara did her science project
اسم مفرد مؤنث عاقل	she/ her	Wael did his science project
اسم جمع عاقل او غير عاقل	they / them/ their	The boys played. They were tired.
اسم مفرد غير عاقل	it / its	This is my cat. Its tail is long.
someone	they / them / their	- Both children presented their projects
Both		-Neither of the children was nervous about their presentations.
Neither of		
Each of		



Activities

On Grammar

1. Underline the correct words in brackets. (Structure)

- Both boys ate (his - their - her) hamburgers.
- Give me (mine - hers - your) pen.
- Sara was angry. (Her - Hers - She) went out.
- I saw his glasses. (It - They - he) were broken.
- I (go - going - goes) to school on foot.
- He (speak - speaking - speaks) English well.
- They took (our - ours - we) bags with them.
- The cat ate (their - its - it) food.
- Nader met (his - he - him) friend on his way home.
- (Is - Do - Does) he interested in reading?

2. Rearrange.

- I am clever. (He)
.....
- I bought one pen. (two)
.....
- This is my best shirt. (These)
.....
- Nada has got some books (book)
.....
- This is Mona's bag. (her)
.....

2. Correct the mistakes.

- Hala gave me his pencil.
.....
- Adel saw her uncle yesterday.
.....
- Nadeen bought two bag.
.....

Activities

On Unit 5

1. Underline the correct words in brackets.

1. What is the door made (in - of - up)?
2. I (am - is - are) a student in a primary school.
3. We use stone to (wear- damage - construct) buildings and bridges.
4. We breathe air through our nose into our (hearts- lungs- intestines)
5. The boy cried and needed (his- him - he) toy.
6. Fossil fuels are a (renewable - non renewable - changed) resource.
7. Ahmed is (I - my - mine) brother.
8. Ahmed's mother asked (he - him - his) to open the door.

2. Rearrange.

1. Cairo - in - Mona - years - three - for - worked.
.....
2. would - an - interview - to - Asmaa - like - have.
.....
3. sunny - hot - The weather - and - is.
.....

3. Supply the missing parts the following dialogue:

Sayed: What is your father's job?

Essam: (1) teacher.

Sayed: Where does he work?

Essam: (2)

Sayed: (3)?

Essam: Yes, it's a hard job.



4. Read the following passage and answer the questions.

Teamwork is very important for the success of a project. You should share your ideas and feelings with others. Make sure to listen to others ideas too. Stay calm and don't get upset. Be positive and help the other team members be more successful

A. Fill in the blank boxes with (True) or (False).

1. To do a project, you should be negative. (.....)
2. We should help others. (.....)
3. We shouldn't listen to others in the team (.....)

B. Answer the following questions:

4. How can a project be successful?

.....

5. Should we share our ideas with other people?

.....

5. Look and write.



kiss - mother

.....



school - finish

.....



collect - energy

.....



teamwork - important

.....

6. Write a paragraph of four sentences on

“What do you do every day?”

Questions to help you:

- When do you get up? - What time do you go to school?
- What do you do after school? - When do you sleep?

.....

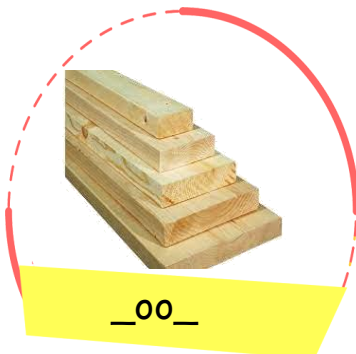
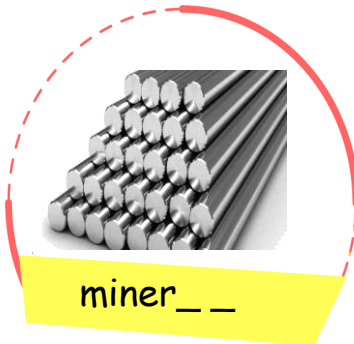
.....

.....

.....



7. Supply the missing letters.



8. Copy the following sentence:

Hend likes drawing pictures.

.....

Grammar on Unit 6

Past simple in questions:

We form the past simple by putting (**Did**) at the beginning of the question before the subject and the bare infinitive.

نكون زمن الماضي البسيط في صيغة السؤال بإضافة (**Did**) في بداية السؤال قبل الفاعل والفعل المصدر.

Did they take a river ferry?

Did you travel to Alexandria?

In short answers,

We use (**did/ didn't**) on their own. We don't repeat the verb.



A: Did you visit Ismailia?

B: Yes, I did. / **No, I didn't.**

In Wh- question, we use this form

(**Question word (What)** + **did** + **subject** الفاعل + **inf.** مصدر الفعل inf.?).



What did they go yesterday? **They went** to the museum.

Present Perfect Tense

Form (**have/has** + **past participle** التصريف الثالث)

Present Perfect is used to show events that have happened in a period of time up to now.

يستخدم زمن المضارع التام للتعبير عن أحداث قد وقعت في فترة في الماضي ويمتد تأثيرها حتى الآن.

She **has been** on a train.

↓ ↓
Auxiliary **past participle**
فعل مساعد التصريف الثالث

I **have traveled** on a ship.

↓ ↓
past participle **auxiliary**
فعل مساعد التصريف الثالث

ever تستخدم في السؤال بمعنى (في وقت ما)

Use the adverb **ever** to ask if someone has performed a certain action at some points in their life.

Have you ever been on an airplane? Yes, I have. / No, I haven't.

never تدل على النفي بمعنى (أبدا)

Use the adverb **never** to show that someone hasn't performed a certain action in their life.

I **have never been** on a train.

Note: have → (I, we, they, you, plural) - has → (he, she, it, singular)



Activities

On Grammar

1. Underline the correct words in brackets. (Structure)

- The government will (build - building - built) a new school.
- My parents won't (buy - buys - buying) a new car.
- (Will - Does - Did) airplanes use solar energy next year?
- (Has - Have - Did) you ever been to Aswan?
- I (have - has - will) played tennis.
- He (will - has - have) studied Science.
- Has she (watch - watches - watched) TV?
- I (will visit - visited - have visited) Nada tomorrow.
- Sayed has (never - ever - every) played hockey.
- (Will - Do - Does) he wash his car next week?

2. Rearrange.

- Have you ever been to Cairo? (he)
.....
- Are you going to play football? (will)
.....
- Has she trained hard? (Have)
.....
- People will use flying cars in the future. (What..?)
.....
- No, robots won't fly airplanes in 2025. (Will ...?)
.....

2. Correct the mistakes.

- I study my lessons tomorrow.
.....
- Have you never cooked lunch?
.....
- I doesn't go to our village tomorrow.
.....



Activities

On Unit 6

1. Underline the correct words in brackets.

1. The government will send water to the desert cities through (bus - ship - a pipe).
2. I (am - has - have) read this story.
3. The best way to travel from Luxor to Aswan is going by (rail - road - pipe) because it's more comfortable than driving.
4. Mars is a (town - city - planet).
5. I will (take - takes - took) a flying car to school.
6. Autonomous machine is another name for a (robot - bus - ship).
7. Will you (play - plays - played) with your sister?
8. Have you ever (see - saw - seen) a lion?

2. Rearrange.

1. will - do - **What** - you?
.....
2. your - tell - password- friends - Don't - your.
.....
3. watch - news - **We** - the - won't.
.....

3. Supply the missing parts the following dialogue.

Emad : What is your father's job?

Magdi:

Emad : What does he do?

Magdi:

Emad :?

Magdi: Also, he will build new automobiles and high-speed trains.

4. Read the following passage and answer the questions.

VR developers create a new visual world you see when you play a virtual reality game and wear a special headset. Museums will use these VR headsets so that you can experience walking around an ancient building or city. User Experience Designers (UX Designers) create a positive experience between the user and the technology. They make sure that your websites, apps and smart machines are safe and easy to use.

A. Fill in the blank boxes with (True) or (False).

1. VR developers create an experience between user and technology
(.....)
2. We can't wear the special headsets. (.....)
3. UX designer is a job. (.....)

B. Answer the following questions:

4. Give a title to the passage.
.....
5. What do UX designers do?
.....

5. Look and write.



Robotics engineers - design
.....



travel - Moon
.....



Airplanes - solar
.....



search engines - useful
.....



6. Write a paragraph of four sentences on

“Be safe online”

.....

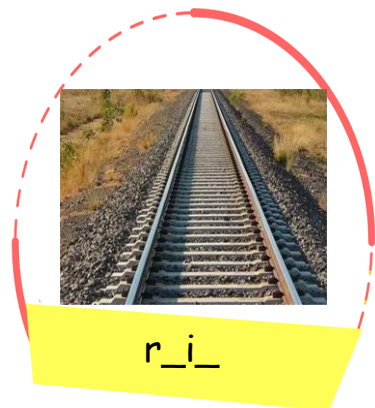
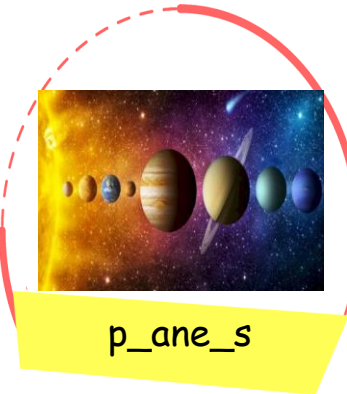
.....

.....

.....



7. Supply the missing letters.



8. Punctuate.

mr mohamed is our teacher

.....



Activites

Activity 1

1. Underline the correct words in brackets.

- I (train - dye - spin) hard to get a promotion.
- That is (mine - my - me) uncle. His name is Sami.
- You must have a (positive - negative - bad) attitude towards others.
- We (don't - aren't - didn't) go to school yesterday.
- When we move, we use our (stomach - bones - tongues) and muscles.
- Rana (isn't - doesn't - don't) like spiders.
- The first train (well - line - carpet) in Egypt opened in 1854.
- We use a (fur - fare - ferry) to cross rivers.

2. Rewrite.

- An Asian elephant is smaller than the African elephant. (bigger)
.....
- Mona plays handball every day. (always)
.....
- People may travel to Mars. I am not sure. (will)
.....
- These are my books. (This...)
.....

3. Rearrange.

- skeleton - bones - our - is - up of - all - in - body -made - **The**.
.....
- colors -other - **We** - by-primary - can't -colors- mixing - make.
.....

4. Read the passage and answer the questions.

We use our digestive system to digest what we eat and drink. We put food in our mouths. We chew food with our teeth. Then the food goes down the esophagus. It arrives in the stomach. In the stomach, the food mixes with a special liquid. The liquid changes the food into energy and nutrients. We need the energy and nutrients in our body.

A. Fill in the blank boxes with (True) or (False).

1. We chew food with our ears. (.....)
2. The food goes down the esophagus. (.....)
3. We don't need the energy and nutrients. (.....)

B. Answer the following questions:

4. What do we use to digest the food?

.....

5. What happens in the stomach?

.....

5. Look and write.



..... move our bodies.



Birds are

6. Supply the missing letters.



fi_ _



s_ale_



cam_ _



vi_li_



Activity 2

1. Underline the correct words in brackets.

1. Blood is pumped around our body by the (lungs - heart- liver).
2. The blue car is (fast - faster - fastest) than the red car.
3. People will travel to Mars for (muscle - blood - vacation) in 2052
4. I washed the fruit (after - before - as soon) I ate it.
5. (Jellyfish -Invertebrates -Vertebrates) are animals with backbones.
6. He (don't - doesn't - aren't) buy vegetables.
7. The biggest (city - store - shop) in the UAE is Dubai.
8. Nada speaks (loud - loudly - loudness).

2. Rewrite.

1. Amira watches cartoons. (not)
.....
2. I eat healthy food. I exercise. (before)
.....
3. No country is more beautiful than Egypt. (most)
.....
4. He wakes up early to catch the bus. (so that)
.....

3. Supply the missing parts in the following dialogue:

Zeina:

Aliaa: They are reptiles

Zeina: How many legs do they have?

Aliaa:

Zeina: Do they have fur?

Aliaa :

4. Look and write.



village - sparsely populated



Amphibians - lay

5. Supply the missing letters.



c _ _ l



min _ _ al



s _ ri _ e



b _ _ k

6. Look and write a paragraph of four (4) sentences.

.....

.....

.....

.....



7. Read and complete.

see - loud - red - weighs

1. Omar left the room because the music was too
2. People who are blind can't
3. An adult brain 1400 grams.



Activity 3

1. Underline the correct words in brackets.

1. The Paralympics games is an international (country - competition - disability).
2. He won a (wooden - wool - gold) medal in the last competition.
3. We use sign (business - language - food) to communicate with the blind.
4. Parrots are noisier (than - to - then) spiders.
5. (Secondary - Mixed - Primary) colors are red, yellow and blue.
6. Ali is a (good - bad - well) cook. He cooks well.
7. We (are - will - won't) watch the news on television in the future.
8. Most plants grow in (air - water - soil).

2. Rewrite.

1. Every child presented his project on Monday. (Both)
.....
2. Do you like living in a tent? (No)
.....
3. The water lily isn't as big as the sunflower. (bigger)
.....
4. I will never buy a new car next year. (won't)
.....

3. Read and complete.

entrepreneur - weather - solar - virtual

1. Anis someone who starts a new business.
2. Have you ever tried playing areality game
3. Theis usually hot and sunny in the desert
4. Thefarm was built last year.

4. Read the following passage and answer the questions:

To lead a healthy life, we need a mixture of physical and mental activities. Physical activity is good for your body. It makes our muscles strong and helps us use up the calories we get from food. Mental activities are good for our brain. When you draw, paint, write, or play an instrument, you really focus on the creative activity, so you relax. Go to the summer camp. Play sports and learn new skills. Make friends and have fun

A. Fill in the blank boxes with (True) or (False).

1. Physical activity only is good for your body. (.....)
2. We should make friends. (.....)
3. Physical activity makes our muscles strong. (.....)

B. Answer the following questions:

4. What are the two activities we need to be healthy?
.....

5. What are mental activities important for?
.....

5. Look and write.



visit - grandparents
.....



fossil - resource
.....

6. Supply the missing letters.



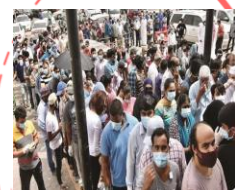
w_ve pow_r



sp_ _



h_a_t



c_nges_ion



Activity 4

1. Underline the correct words in brackets.

1. We need (sugar - fats - salt) for a healthy nervous system.
2. Most mammals live on (land - water - air).
3. Braille is a (code - hole - pool) using different combination of dots.
4. A (spicy- variety- dynasty) was an important family that ruled for many years.
5. These are Ola's shoes. They are (her - hers - she)
6. UX is short for User (Excitement - Experience - Exception).
7. (Senders - Showers - Scribes) were very important people in society.
8. Two of the most popular (crafts - subjects - foods) are khayameya and carpet making.

2. Rewrite.

1. The rose isn't as colorful as the daisy. (more)
.....
2. These are my dolls. (This...)
.....
3. When I look at him, I remember his brother. (Every time)
.....
4. I meet him from time to time. (Sometimes)
.....

3. Look and write a paragraph of four (4) sentences.

.....

.....

.....

.....



4. Look and write.



Algae - polyps

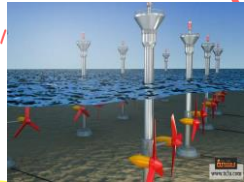


feed - milk

5. Supply the missing letters.



de_e_t



t_dal_ower



w_ _p



o_ tri_h

6. Read and match.

- | | |
|-----------------------|----------------------|
| 1. A grasshopper can | a. when we play. |
| 2. We move muscles | b. everything we do. |
| 3. Our brain controls | c. very famous. |
| 4. Raqs Assaya is | d. jump far. |

7. Rearrange.

1. use - ears - for - **We** - hearing - our.

.....

2. in - a - - big - live - **I** - city.

.....

3. will - Mars - to - travel - **We**.

.....



Activity 5

1. Underline the correct words in brackets.

1. Carbohydrates give us (water - air - energy).
2. The bear is (strong - as strong - stronger) than the pelican.
3. Reptiles are (hot - cold - warm)- blooded.
4. It's (the - then - than) biggest city in our country.
5. A plant produces (pollen - balls - bills) in a flower.
6. A skilled worker can work (quick - quickly - quickest).
7. He likes swimming (so that - every time - although) he can't swim.
8. There are special search engines for (school - teachers - children).

2. Rewrite.

1. No, Hana won't visit us tomorrow. (Will...?)
.....
2. A snake is more dangerous than a spider. (less)
.....
3. Plants need sunshine. (A plant)
.....
4. I want to go out. It is raining. (although)
.....

3. Supply the missing parts in the following dialogue:

- Doaa:
- Rania: Yes, I like music
- Doaa: What kind of music do you prefer?
- Rania:
- Doaa: Who is your favourite singer?
- Rania:

4. Read the following passage and answer the questions:

Amphibians can live on land and on water, but they need water or a moist habitat to survive. Like reptiles, they are cold-blooded and they lay eggs. However, amphibians, like frogs and toads, always lay their eggs in water. They have smooth skin, not scales. They can take in oxygen through their skin and their lungs.

A. Fill in the blank boxes with (True) or (False).

1. Amphibians can live on land and on water. (.....)
2. Amphibians have smooth skin, not scales. (.....)
3. Amphibians are warm-blooded. (.....)

B. Answer the following questions:

4. What do Amphibians need to survive?

.....

5. Give a suitable title for the passage.

.....

5. Look and write.



The is in Aswan.



My father is a

6. Supply the missing letters.



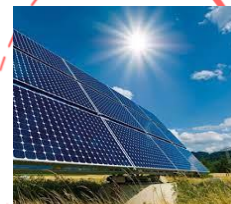
f _ _



lo _ _



n _ _



s_lar _ower



Activity 6

1. Underline the correct words in brackets.

1. Braille has different combinations of (dates - dots - dust).
2. Laila told Anna (hers - him - her) address.
3. (Tell - Don't tell - Give) your friends about your sentence password.
4. Will you (learns - learning - learn) to drive a car?
5. The whale shark is the (bigger - biggest - as big) fish in the world.
6. (Cars - Boats - Pipelines) are used for carrying natural resources.
7. Bats are (harmful - bad - useful) for farmers.
8. I'll take you to the park (as soon as - so - but) I've finished this.

2. Rewrite.

1. No girl is as beautiful as Aysel. (most)
.....
2. We ate pies when we watched the football match. (While)
.....
3. Have you ever seen a robot? (never)
.....
4. Adam goes to the park every day. (yesterday)
.....

3. Rearrange.

1. years - became - over - ago - powerful - Egypt - 5,000.
.....
2. are - Gold - and - minerals - silver.
.....

4. Read the passage and answer the questions.

The water you drink at lunch is a natural resource. Where do the potatoes we eat come from? They're grown in the ground, and this ground is made up of what we call soil. So yes, soil too, is a natural resource. Some resources are what we call renewable. Renewable resources can be naturally replaced when they run out. The sun, wind and falling water are examples of renewable resources.

A. Fill in the blank boxes with (True) or (False).

1. The water is not a natural resource. (.....)
2. The ground is made up of what we call soil. (.....)
3. Renewable resources can't be replaced. (.....)

B. Answer the following questions:

4. Where do potatoes come from?
.....

5. Give examples for renewable resources.
.....

5. Look and write.



wrote - everything
.....



There - two
.....

6. Supply the missing letters.



ca__et



oc_opu__



bo__s



o__e



Activity 1

1. Underline the correct words in brackets.

1. Our (lungs - stomach - skeleton) protects our organs.
2. Sally did (hers - him - her) project on solar energy.
3. (Frogs - Turtles - Dragonflies) can fly very fast.
4. Some invertebrates can swim very (bad - good - well).
5. If you are a (service - pedestrian - workshop), you have to be careful.
6. He (didn't - doesn't - aren't) do homework yesterday.
7. (Matrouh - Alexandria - New Valley) is the biggest governorate.
8. She (has - have - is) never traveled on a ferry.

2. Rewrite.

1. This is Ali's neighborhood. (It's)

.....

2. Humans aren't as strong as ants. (Ants...)

.....

3. There is a donkey in my village. (some)

.....

4. Retaj wakes up early. (not)

.....

3. Supply the missing parts in the following dialogue:

Dina:

Hana: I live in Alexandria.

Dina:

Hana: Yes, I because

4. Look and write.



ship - straight

.....



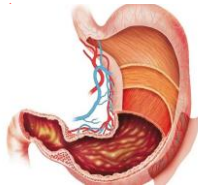
wind - power

.....

5. Supply the missing letters.



pu _ _ le



sto _ ac _



_ _ ones



art _ sa _

6. Look and write a paragraph of four (4) sentences.

.....

.....

.....

.....



7. Read and complete.

petroleum - joined - pumps - seasons

1. Mena the two parts of Egypt.
2. There were three of farming in Egypt.
3. Plastic is made from





Model Answers

Unit 1

Activities on Unit 1

1. Underline the correct words in brackets.

1. swallow 2. am 3. stomach 4. lungs 5. work 6. blood 7. lives 8. feed

2. Re-arrange.

1. Umm Ali is my favorite Egyptian dish.
2. People who are deaf can't hear well.
2. What will you do?

3. Supply the missing parts in the dialogue.

1. The left side
2. Right handed
3. Are right handed or left handed?

4. Reading comprehension.

1. True 2. False 3. True
4. For a healthy nervous system
5. In cakes, cookies, and candy

5. Look and write.

1. I have got a gold medal.
2. She is listening to music.
3. We chew with our teeth.
4. We have two lungs.

6. Write a paragraph of 4 sentences.

When we breathe we use our respiratory system. We put food in our mouths. We chew food and swallow it and it goes to our stomach. There is a special liquid that helps our bodies absorb nutrient.

7. Supply the missing letters.

skeleton – bone – blood - heart
muscle - lungs

Activities on Unit 2

1. Underline the correct words in brackets.

1. land 2. slowly 3. water 4. oxygen 5. best 6. scales 7. slow 8. warmly

2. Re-arrange.

1. Most mammals live on land.
2. Beaks are made of bones.
3. Most reptiles have four legs.

3. Supply the missing parts in the dialogue.

1. The elephant
2. The blue whale
3. What is the smallest animal?

4. Reading comprehension.

1. True 2. False 3. False

4. The ostrich

5. The bee hummingbird

5. Look and write.

1. Invertebrates are cold-blooded.
2. The crab has a hard shell.
3. Arachnids have 8 legs.
4. Some fish are brightly colored.

6. Write a paragraph of 4 sentences.

We grow plants in the soil. A water lily is a plant that grows in water. They float on water. They have flat leaves.

7. Supply the missing letters.

giraffe - gills - fur - scale
fins - beak

Unit 3

Activities on Unit 1

1. Underline the correct words in brackets.

1. dynasties 2. washed 3. scribes 4. papyrus reeds 5. worked 6. port 7. live 8. was

2. Re-arrange.

1. I live in Bani Swaif Governorate.
2. Egypt has lots of traditional music.
3. We can see hieroglyphs in tombs and museum.

3. Supply the missing parts in the dialogue.

1. A community is a group of people who live and work together.
2. It includes family, friends and school.
3. Are we part of that community?

4. Reading comprehension.

1. True 2. False 3. True
4. Two areas
5. It was in the south.

5. Look and write.

1. Egypt controlled the Nile River.
2. Damietta is 910 square kilometres.
3. Alexandria Governorate has a port.
4. I live in the Red Sea Governorate.

6. Write a paragraph of 4 sentences.

Aswan is the farthest south in Upper Egypt. Its capital is Aswan. The High Dam is in Aswan. In 1970, engineers finished the Aswan High Dam.



7. Supply the missing letters.

High Dam - beach - geography - city - scuba diving - river

Unit 4

Activities on Unit 1

1. Underline the correct words in brackets.

1.city 2.When 3. workshop 4. Pedestrians 5. although 6. densely 7. After 8. so that

2. Re-arrange.

1. I live in sparsely populated city.
2. It is an urban environment.
3. I have got one brother.

3. Supply the missing parts in the dialogue.

1. I live in a village.
2. I grow potatoes, tomatoes and oranges. 3. Where do you live in this village?

4. Reading comprehension.

1. False 2. True 3. False
4. They are botanical gardens and the bazaar.
5. He likes drinking lemonade.

5. Look and write.

1. I visited Philae temples.
2. I live in an apartment.
3. There are a lot of cars, so there's a congestion.
4. The artisans dry the wool.

6. Write a paragraph of 4 sentences.

I went to a carpet workshop. I saw artisans. They made carpets. They use plants and roots to make beautiful dies to color the wool.

7. Supply the missing letters.

dye - carpet - warp - geese - donkey - buffalo

Unit 5

Activities on Unit 1

1. Underline the correct words in brackets.

1.of 2.am 3. construct 4.lungs 5. his 6. non-renewable 7. my 8. him

2. Re-arrange.

1. Mona worked for three years in Cairo.
2. Asmaa would like to have an interview.
3. The weather is hot and sunny.

3. Supply the missing parts in the dialogue.

1. He is 2. He works in a school.
3. Is it a hard job?

4. Reading comprehension.

1. False 2. True 3. False
4. Through teamwork and being positive.
5. Yes, we should.

5. Look and write.

1. I kiss my mother.
2. We finish school at twelve o'clock.
3. We use solar panels to collect energy.
4. The teamwork is important for a successful project.

6. Write a paragraph of 4 sentences.

I get up at 6 o'clock. I go to school at 7 o'clock. I do my homework after school. I sleep at 8 o'clock.

7. Supply the missing letters.

minerals - petroleum - plastic - wood - soil - water

Unit 6

Activities on Unit 1

1. Underline the correct words in brackets.

1.a pipe 2.have 3. rail 4.planet 5. take 6. robot 7. play 8. seen

2. Re-arrange.

1. What will you do?
2. Don't tell your friends your password. 3. We won't watch the news.

3. Supply the missing parts in the dialogue.

1. He is a robotics engineer.
2. He designs autonomous machines.
3. What else he will do?

4. Reading comprehension.

1. False 2. False 3. True
4. Tech jobs
5. They create a positive experience between the user and technology.

5. Look and write.

1. Robotics engineers designs autonomous machines.
2. People will travel to the Moon in the future.
3. Airplanes will use solar energy.

4. The search engine is useful for checking things online.

6. Write a paragraph of 4 sentences.

To be safe online use a strong password. Don't tell your friends your password. Don't use personal information when you create a password. Don't use the same password for different accounts.

7. Supply the missing letters.

headset - planets - spacecraft - web page - pipe - rail

8. Punctuate.

Mr Mohamed is our teacher.

Activity 1

1. Underline the correct words in brackets.

1.train 2.my 3. positive 4.didn't 5. bones
6. doesn't 7. line 8. ferry

2. Rewrite.

1. The African elephant is bigger than the Asian elephant.
2. Mona always plays football.
3. People will travel to Mars.
4. This is my book.

3. Re-arrange.

1. The skeleton is made up of all bones in our body. 2. We can't make primary colors by mixing other colors.

4. Reading comprehension.

1. False 2. True 3. False
4. We use our digestive system.
5. The food mixes with a special liquid.

5. Look and write.

1. Muscles move our bodies.
2. Birds are warm-blooded.

6. Supply the missing letters.

fish - scale - camel - violin

Activity 2

1. Underline the correct words in brackets.

1.heart 2.faster 3. vacation 4.before
5. Vertebrates 6. doesn't 7. city 8. loudly

2. Rewrite.

1. Amira doesn't watch cartoons.
2. I eat healthy food before I exercise.

3. Egypt is the most beautiful country.

4. He wakes up early so that he can catch the bus.

3. Supply the missing parts in the dialogue.

1. What are snakes?
2. They don't have any legs.
3. No, they don't. They have scales.

4. Look and write.

1. The village is sparsely populated.
2. Amphibians like frogs lays their eggs on water.

5. Supply the missing letters.

coal - mineral - scribe - beak

6. Write a paragraph of 4 sentences.

To heave a healthy life we should have a healthy diet. We should eat fruits and vegetables. We should drink lots of water. We shouldn't eat too much sugar or fats.

7. Read and complete.

loud - see - weighs

Activity 3

1. Underline the correct words in brackets.

1.competition 2.gold 3. language 4.than
5. primary 6. good 7. won't 8. soil

2. Rewrite.

1. Both the two children presented their projects on Monday.
2. No, I don't.
3. The sunflower is bigger than the water lily.
4. I won't buy a new car next year.

3. Read and complete.

entrepreneur - virtual - weather - solar

4. Reading comprehension.

1. False 2. True 3. True
4. Mental and physical activities.
5. They are good for our brain.

5. Look and write.

1. I visit my grandparents every week.
2. Fossil fuel is a non-renewable resource.

6. Supply the missing letters.

wave power - spin - heart - congestion



Activity 4

1. Underline the correct words in brackets.

- 1.fats 2.land 3. code 4.dynasty 5. hers
6. Experience 7. Scribes 8. crafts

2. Rewrite.

1. The daisy is more colourful than the rose.
2. This is my doll.
3. Every time I look at him , I remember his brother.
4. I sometimes meet him.

3. Write a paragraph of 4 sentences.

My father is a ship captain. He drives ships.
His job is difficult. The ships should be straight.

4. Look and write.

1. The algae live inside the polyps.
2. The elephants feed their babies with milk.

5. Supply the missing letters.

desert – tidal power - warp - ostrich

6. Read and match.

1. A grasshopper can jump far.
2. We move muscles when we play.
3. Our brain controls everything we do.
4. Raqs Assaya is very famous.

7. Re-arrange.

1. We use our ears for hearing.
2. I live in a big city.
3. We will travel to Mars.

Activity 5

1. Underline the correct words in brackets.

- 1.energy 2.stronger 3. cold 4.the 5. pollen
6. quickly 7. although 8. children

2. Rewrite.

1. Will Hana visit us tomorrow?
2. A spider is less dangerous than a snake.
3. A plant needs sunshine.
4. I want to go out although it's raining.

3. Supply the missing parts in the dialogue.

1. Do you like music?
2. I prefer Saidi music
3. My favorite singer is Metqal.

4. Reading comprehension.

1. True 2. True 3. False

4. They need water or moist habitat.

5. Amphibians

5. Look and write.

1. The High Dam is in Aswan.
2. My father is a musician.

6. Supply the missing letters.

fur - loom - ney – solar power

Activity 6

1. Underline the correct words in brackets.

- 1.dots 2.her 3. Don't tell 4.learn
5. biggest 6. Pipelines 7. useful 8. as soon as

2. Rewrite.

1. Aysel is the most beautiful girl.
2. While we watched the match, we ate pies.
3. I have never seen a robot.
4. Adam went to the park yesterday.

3. Re-arrange.

1. Egypt became powerful over 5,000 years ago.
3. Gold and silver are minerals.

4. Reading comprehension.

1. True 2. True 3. False
4. They are grown in the ground.
5. The sun, wind and falling water.

5. Look and write.

1. The Egyptian scribes wrote everything that happened.
2. There are two geese.

6. Supply the missing letters.

carpet - octopus - bones - oboe

Activity 7

1. Underline the correct words in brackets.

- 1.skeleton 2.her 3. Dragonflies 4.well
5. pedestrian 6. didn't 7. New Valley
8. has

2. Rewrite.

1. This is Ali's neighbourhood. It's his.
2. Ants are stronger than humans.
3. There are some donkeys in my village.
4. Retaj doesn't wake up early.



3. Supply the missing parts in the dialogue.

1. Where do you live?
2. Do you like Alexandria.
3. Yes, I do because it's a beautiful city.

4. Look and write.

1. The ship should be straight.
2. The wind power is a renewable resource.

5. Supply the missing letters.

purple - stomach - stones – artisan

6. Write a paragraph of 4 sentences.

The ostrich is the biggest bird. It is also the fastest bird. It's faster than a leopard. It can be 2,5 meters tall.

7. Read and complete.

joined - seasons - petroleum

