

3



Connect

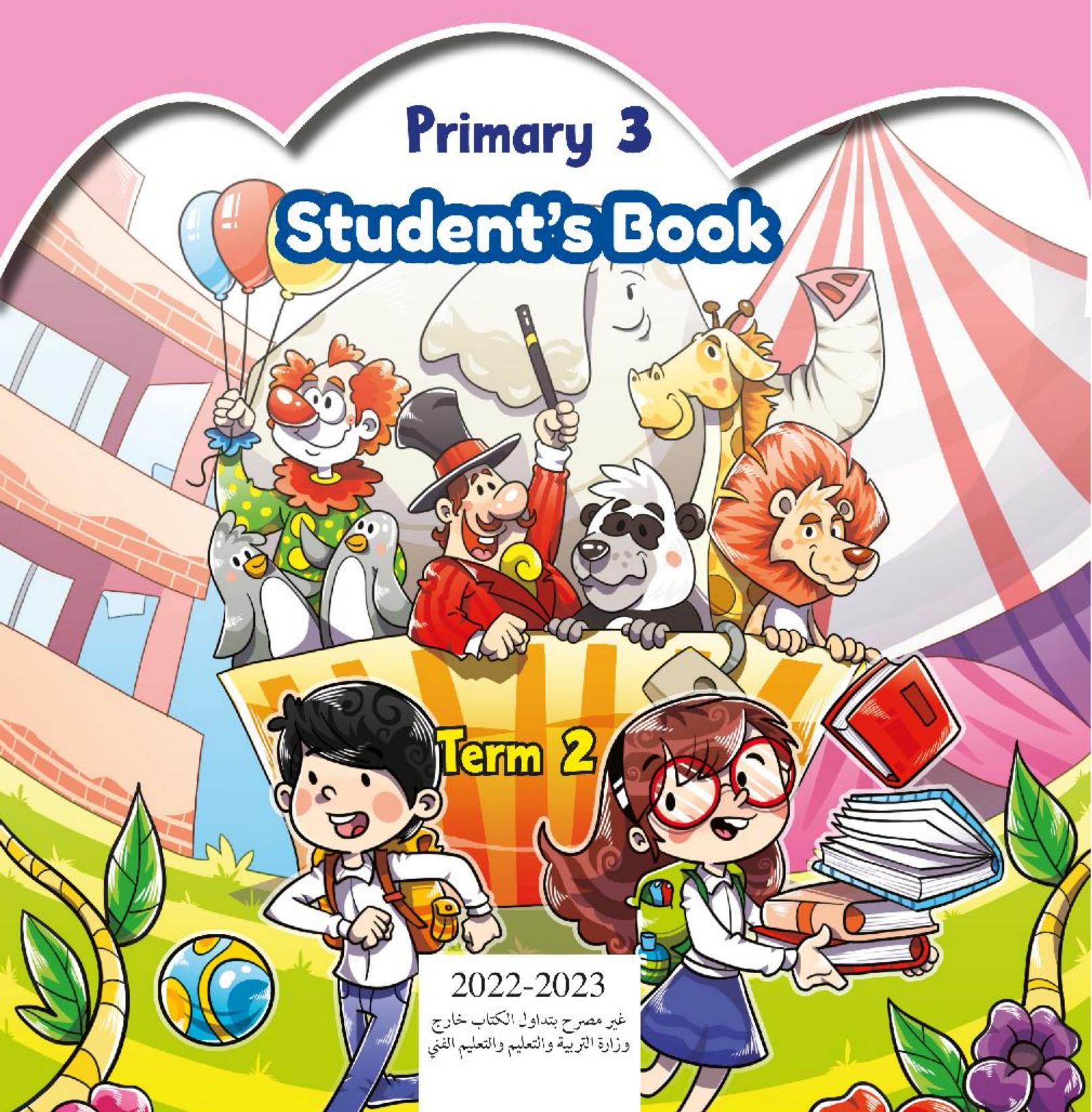
Primary 3

Student's Book

Term 2

2022-2023

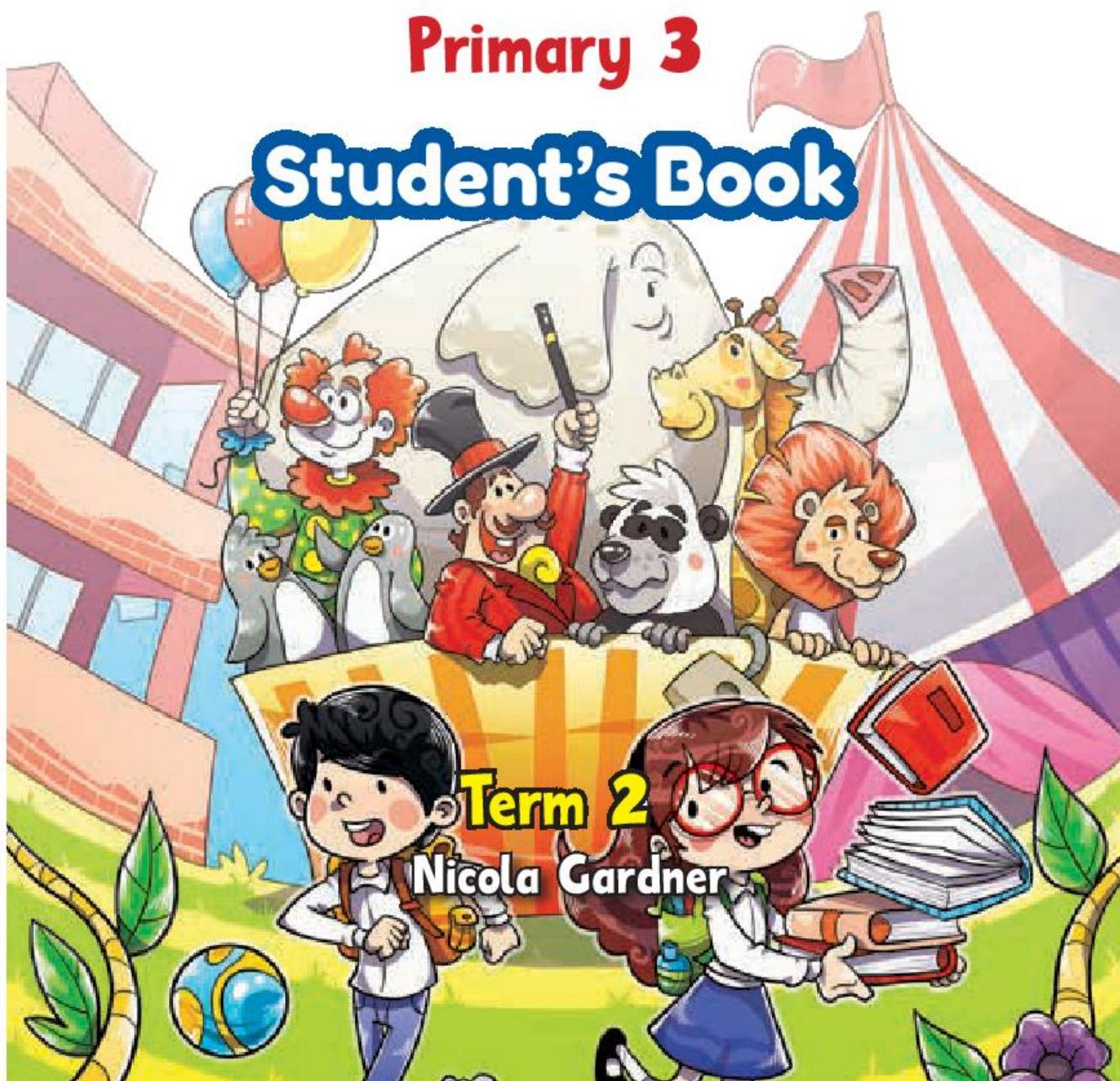
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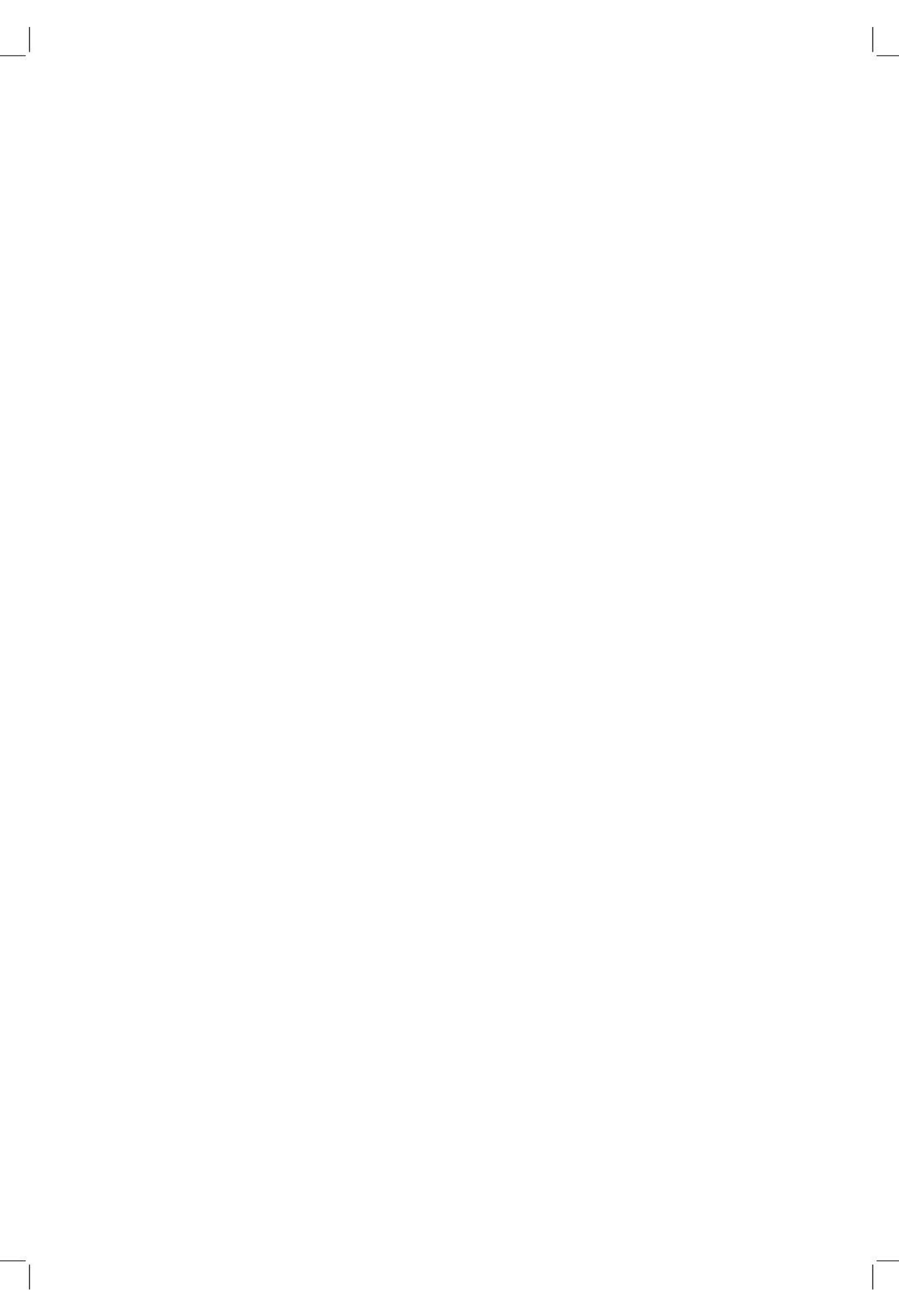


Connect

Primary 3
Student's Book



Term 2
Nicola Gardner



Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and the amazing team there. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally-- curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

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

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

Professor Doctor Reda Hegazy
Minister of Education and Technical Education



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Scope and Sequence

How the world works

Unit	Vocabulary	Language	Phonics
7 Where are you from?	Egypt, China, France, America; American, Chinese, Egyptian, French; dollars, euros, pounds, yuans	Where are you from? I'm from Egypt. I'm Egyptian. They're from China. They're Chinese.	ff: coffee, off, muffin ll: dollar, bell ss: glass, dress
8 Seasons of the year	January, February, March, April, May, June, July, August, September, October, November, December; cold, hot, rainy, sunny	In January, it's cold. In August, it's hot. Yesterday, it was cold. Today it is sunny. Tomorrow, it will be hot.	spr: spring, spray str: street, strawberry, straight
9 What did you do?	jewelry, necklace, bracelet, ring; gold, silver; went, loved, visited, looked at, played, worked; was, were, had, ran, bought, wore, baked, cooked, traveled, stayed, saw	What did you do yesterday? I visited the bazaar. I looked at the jewelry. I bought a bracelet.	pr: present, price, princess, printer br: bracelet, branch, bread, broom, brush
Review 3	Revision from units 7-9		

How the world works

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Communication Respect for diversity	Curiosity Tolerance and acceptance of others	Community participation Loyalty and belonging International awareness Cross-cultural communication	Social Studies: School days around the world Math: Addition and subtraction using money from other countries
Critical thinking: Observation: Seasons in different countries; the water cycle Communication: Self-expression	Appreciation of science Independence	Environmental awareness Awareness of rights and duties	Social Studies: Seasons in different countries Science: The water cycle; describing weather conditions in different places
Communication Creativity	Love of homeland Cooperation	Loyalty and belonging	Social Studies: Jewelry in ancient Egypt
Creativity Accountability	Acceptance		

Scope and Sequence

Communication

Unit	Vocabulary	Language	Phonics
10 Let's search online!	internet, website, email, cell phone, tablet, mouse, computer, keyboard, keyword, information, search engine	I can talk to Grandma in Cairo. I can watch videos. She needed some information so she used her computer.	Counting syllables
11 How tall is it?	Numbers 1–1000, grams, kilograms, centimeters, meters, sea creatures	How long is it? It's 1,000 meters long. How tall is it? It's 12 centimeters tall. It weighs 120 grams.	er: meter, water, teacher suffix -er: teacher, painter, singer, cleaner
12 I'd like chicken, please	breakfast, lunch, dinner, snack, chicken, rice, potatoes, soup, vegetables, fruit, meat, fish, cereals	What would you like? I'd like rice, please. Would you like some vegetables? Yes, please. / No, thank you.	gg: egg, foggy nn: dinner, sunny tt: butter, kitten
Review 4	Revision from units 10-12		
Fiction reader	<i>Tamer's Travels on the Tablet</i>		

Communication			
Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Communication Problem-solving Decision-making	Independence: Self-discipline	Digital citizenship Technological awareness	ICT: Use digital technology safely and effectively to carry out self study or simple research
Communication Negotiation	Curiosity	Loyalty and belonging National unity	Math: Addition of numbers up to 1000 Social Studies: Famous monuments in Egypt Science: Measurement of size and weight
Communication Decision-making Accountability	Cooperation Independence: Self-discipline Accounting: provision of resources	Community participation	Math: Mathematical processes to solve simple problems in everyday situations Science: A balanced diet, a healthy heart
Communication Creativity Accountability	Respect for others	Non-discrimination for people with special needs	Digital citizenship Cross-cultural communication

Unit 7

Lesson 1 Where are you from?



1 Look, listen, and read

次



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

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

2 Hello, Liu Wei and Zhang Min.

4 Where are you from?

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

7 Welcome to Egypt!

Listening and reading



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

Listening



3 Listen, point, and say



1



2



3



4



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

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

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

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



4 Look, read, and match



3 She's French.

c



2 He's American.



a He's from America.



4 You're Egyptian.

c They're from China.

b You're from Egypt.

d She's from France.



5 Read and complete about yourself

I'm

I'm from

Language: Where are you from?

I'm from Egypt. I'm Egyptian.

They're from China. They're Chinese.

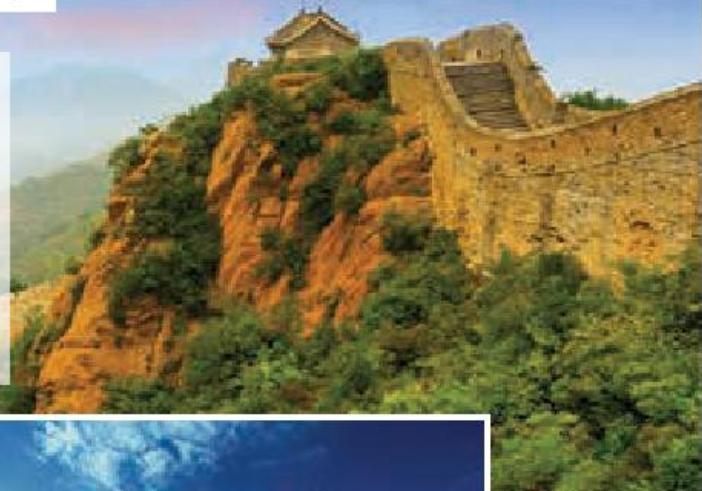
Listening and writing

Unit 7

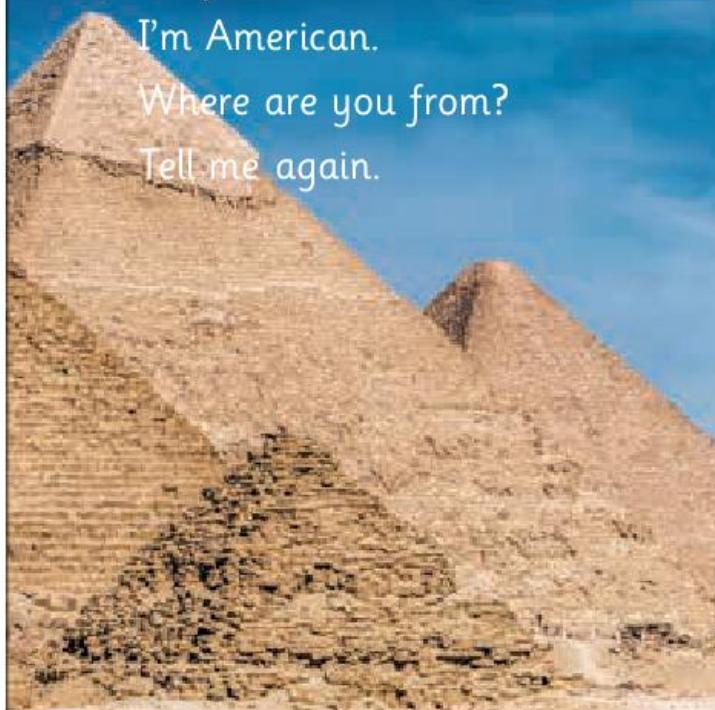


6 Look, listen, and complete. Sing

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



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



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

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

Lesson 2

Issues: Cross-cultural communication



1 Look at the picture and check (✓) who you can see



Mr Wan

Hany

Amira

Liu Wei

Hana

Zhang Min



2 Read and circle the correct answer

- 1 Hana has a **cake / cookie**.
- 2 Liu Wei is wearing **a red dress / black trousers**.
- 3 Zhang Min has **a cup of tea / a flower**.
- 4 Hany has **a cookie / a cup of tea**.

Vocabulary: *China, Chinese, fortune cookie*

Reading and writing

Unit 7



3 Listen and complete with the words in the box

Chinese cookies ~~house~~ China

Hany and Hana are at
Liu Wei and Zhang Min's
~~house~~ again. They
drink tea and
eat fortune
from They
are very happy.



4 Listen again and circle the correct answer

1 The children are at:

- a Hany's house
- b Mr Wan's house

2 The children have:

- a cookies and cake
- b tea and cookies

3 Hana found a in
the cookie.

- a game
- b message

4 The fortune cookies are
from

- a China
- b Egypt

Lesson 3

Respect for diversity: Different food

What do you have for breakfast?



1 Read and listen. Write the names

Waleed ~~Marie~~ Mark Wang Min



.....Marie.....



.....



.....



.....



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

Marie	
Waleed	
Mark	
Wang Min	



3 Talk about your breakfast

For breakfast I have ...



My family have ... for breakfast.



Values: Tolerance and acceptance of others

Unit 7



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

1



I'm from Egypt.

2



1



2

I'm from France.

3



I'm from America.

4



I'm from China.



5 Practice ASL for the countries with your friends



6 Practice ASL for Egypt

Vocabulary: ASL for Egypt, France, America, China

Lesson 4

Issues: International awareness

Loyalty and belonging



1 Read about different schools

1

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



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

2



3

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



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

4





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

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



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

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



4 Stick your picture and complete about yourself

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

Lesson 5

Learn sounds with Busy Bee!



ff

ll

ss



1 Listen and read. Then say

1



dollar

2



bell

3



coffee

4



muffin

5



off

6



glass

7



dress



2 Complete the crossword with the words

Down: ↓



1



2



3



2

Across: →



4



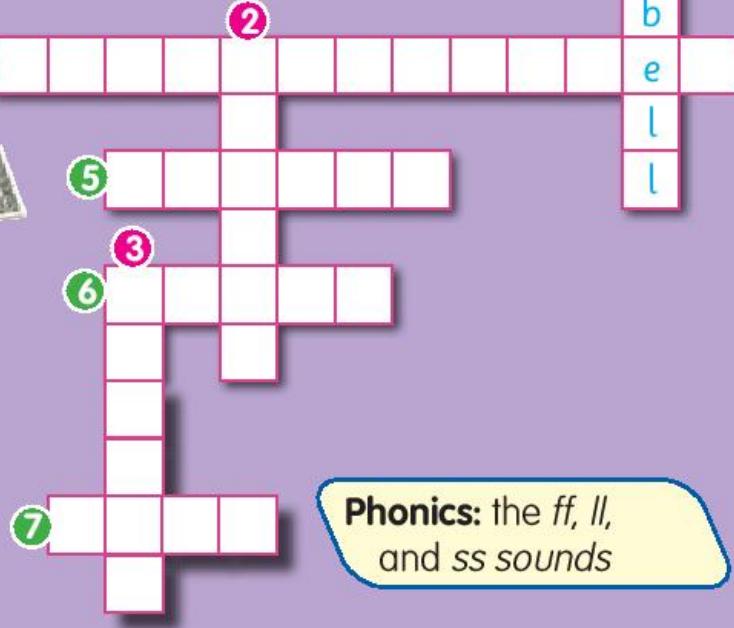
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6



7



Phonics: the ff, ll, and ss sounds

Learn to write with Busy Bee!

Unit 7



3 Look and read. Trace

1



My mom likes to eat
muffins with her coffee.

2



My new dress is
30 dollars.

3



The police officer
rings the bell.



4 Check when we use capital letters

1 names, for example, Marie,

Mark, Waleed, Cairo, Alexandria

2 at the end of sentences

3 at the beginning of sentences

for nouns, for example,

house, car, school

5 for nationalities, for
example, French, Chinese

for countries, for example,

Egypt, France



5 Write the paragraph with the correct punctuation and capitalization

my friend marie is french she lives in cairo because her dad works
here she has two brothers jean and pierre can you speak french

Writing skills: Punctuation and capitalization in paragraphs.

Lesson 6

CLIL: Math: Money in other countries

What's your money?



1 Look, listen and read

1



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

3



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

2 Read again and complete



a 1 pound = piastres

b 1 euro = cents

2



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

4



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

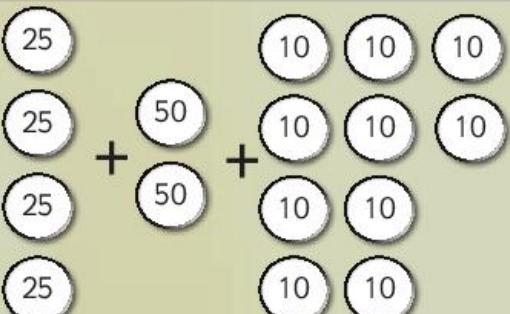
c 1 yuan = jiao

d 1 dollar = cents



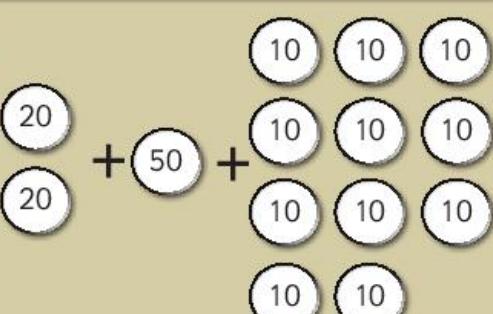
3 Add up the coins and circle the correct answer

1



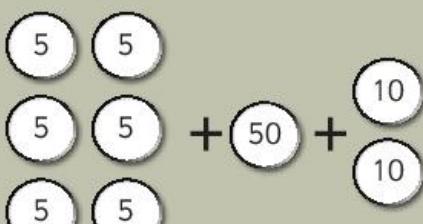
- a** 1 Egyptian pound
- b** 2 Egyptian pounds
- c** 3 Egyptian pounds
- d** 4 Egyptian pounds

2



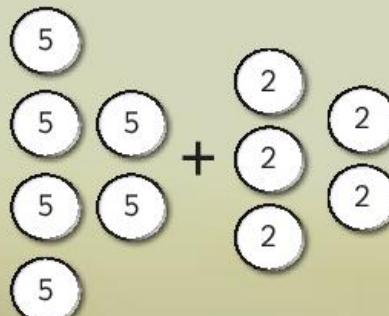
- a** 1 euro
- b** 2 euros
- c** 3 euros
- d** 4 euros

3



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

4



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



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

Country:

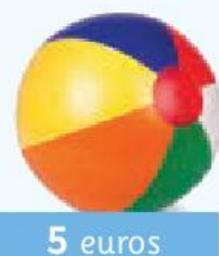
Currency:

Lesson 7

Math: Money — Addition and subtraction



1 Circle the things you like in the toy shop.
Write the total



2 You have 200 euros.
Ask and answer about
what you could buy

What did you buy
at the toy shop?



I bought a ball. It
was for 5 euros.



3 With your partner,
make your store. Draw
the items and prices

Total:



4 Role play: You sell things
in your store and buy
things from others



How much is
the robot?



It's for 20
euros.

What did you buy? I bought

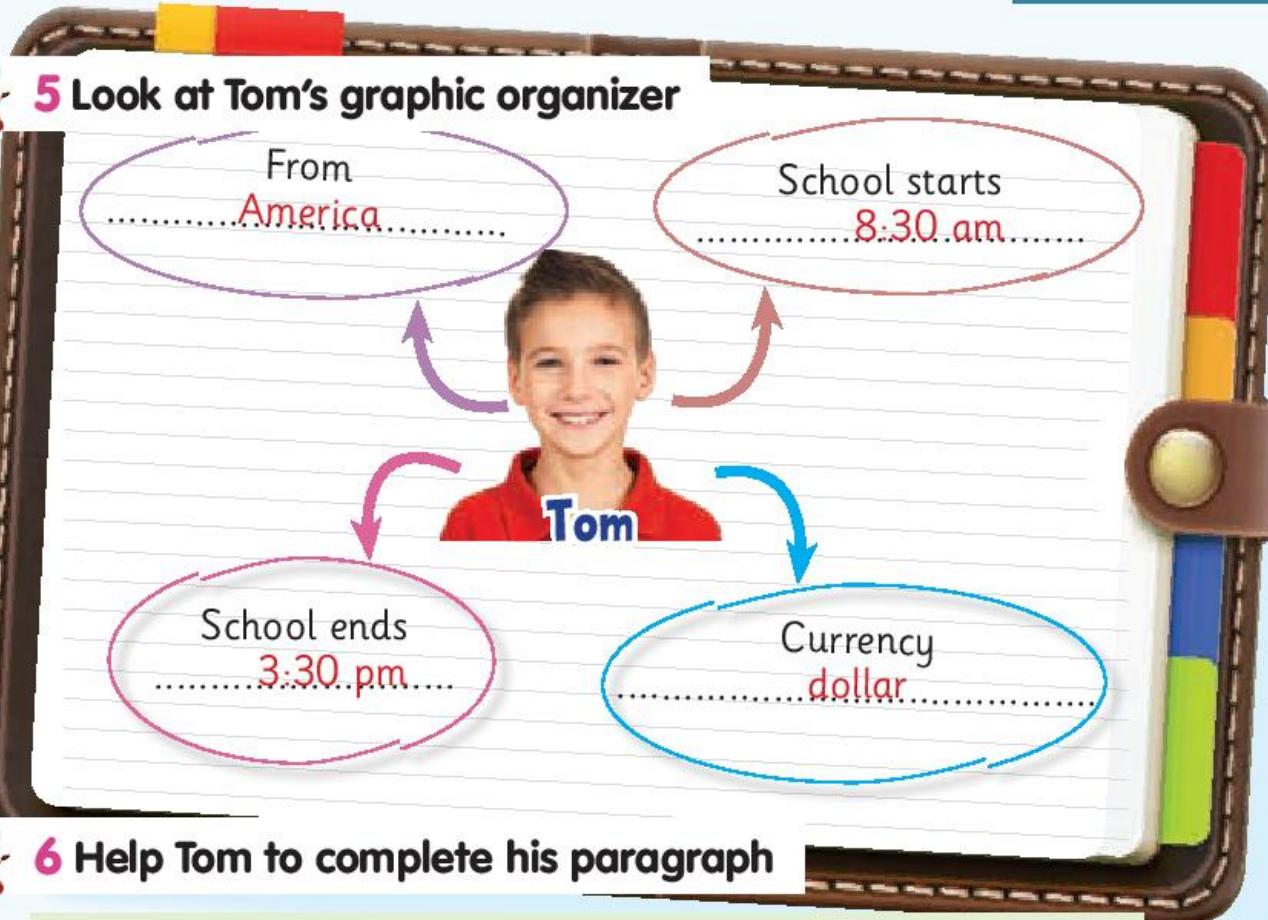
Language: What did you buy? I bought...
How much is it? It's for ...

Writing: Plan your paragraph

Unit 7



5 Look at Tom's graphic organizer

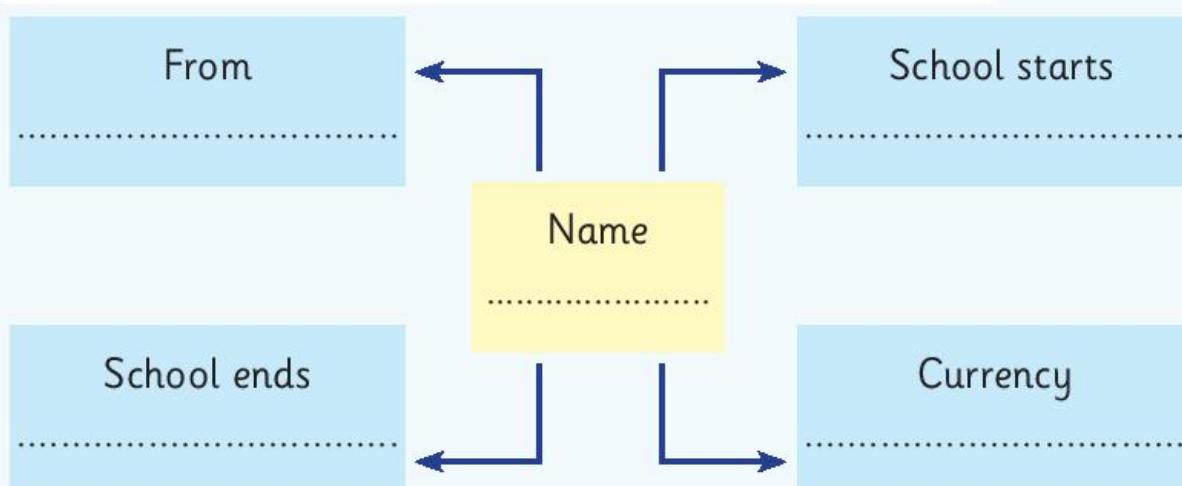


6 Help Tom to complete his paragraph

I'm 1 I'm from 2 I start school at 3 I finish school at 4 Our currency is the 5



7 Complete this graphic organizer about yourself



8 Now write a paragraph about yourself in your notebook

Lesson 8

Project: A country display

You will need:



colored cardboard



photos from magazine
or the internet



glue



scissors



1 Read and make



1 Choose a country.

2 Find photos of this country that show:

its map

its currency

its food

its flag



3 Stick these photos on
your cardboard paper.



4 Label your pictures.

Unit 7



Show and tell



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

Self-Assessment



Read and color the stars that describe your effort

Reading and speaking



I'm from Egypt.
I'm Egyptian.

I can read about some countries' food, school days, and currency.



I can talk in a simple way about some countries' food, school days, and currency.



I can talk about my country and some other countries' food, school days, and currency.



Writing



I can complete sentences about some countries.



I can complete a paragraph about some countries.



I can plan and write a short paragraph about my country.



Phonics



I can read words with *ff*, *ll* and *ss* sounds.



I can read and write words with *ff*, *ll* and *ss* sounds.



I can read and write sentences with *ff*, *ll* and *ss* sounds.



Issues and values



I am kind to people from other countries.



I can understand that there are differences between myself and people from other countries.



I can talk about differences between myself and people from other countries.



Math



I understand that people use different kinds of money in other countries.



I can do simple addition and subtraction using other currencies.



I can understand other currencies and do addition and subtraction using them.



Project



I can work with my group to make a country display.



I can work with my group to make a country display and give ideas to make it better.



I can work with my group to make a country display and give ideas to make it better. I can talk about it in complete sentences.



Play time



1 Complete the table

Flag	Country	Nationality
	China	
		American



2 Match the ASL to the countries



a I'm from America.



b I'm from Egypt.



c I'm from China.



d I'm from France.



1 Complete the text with the words in the box

10 cents China piastres
money Egypt 100 euro



Different countries have different money.



In France, the money is the 1 One euro is 2 cents.



In 3, the money is the pound. One pound is 100 4



In America, the 5 is the dollar. One dollar is 100 6

In 7, the money is the yuan. One yuan is 8 jiao.



2 You have 50 pounds. Color your favorite snacks and add up how much you spend. Say how much is left

Item	Price (LE)
Grapes	10 LE
Mint leaves	40 LE
Apples	15 LE
Oranges	20 LE
Crackers	5 LE
Cookies	35 LE

Teacher assessment

Red circle: Yellow circle: Green circle: Blue circle:

Total:
How much money is left:
.....
.....
.....
.....
.....

Unit 8

Lesson 1 Seasons of the year



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



Listening and speaking

Unit 8



2 Listen, point, and say



1 In November, it's cold.



2 In August, it's hot.



3 In April, it's sunny.



4 In January, it's rainy.



3 Read and match



I like the spring because it's sunny.

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

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

1 Today,

2 Yesterday,

3 Tomorrow,

a it **will be** hot.

b it **was** cold.

c the weather **is** sunny.

Language: It's hot/cold/rainy/sunny.

Today, it **is**/Tomorrow, it **will be**/Yesterday, it **was** ...

Lesson 2

Listening: Months of the year



1 Read and listen. Then listen again and repeat



January



February



March



April



May



June



July



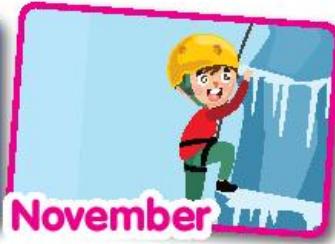
August



September



October



November

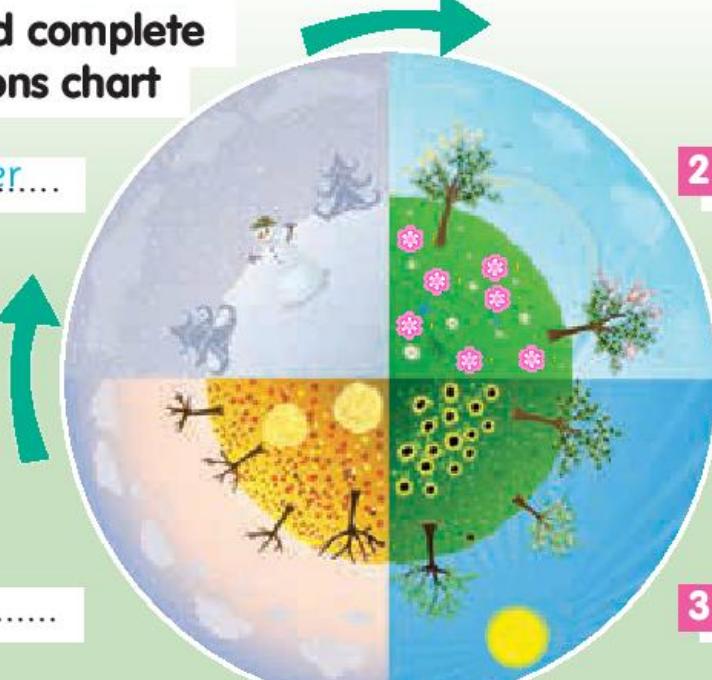


December



2 Listen and complete
the seasons chart

1 ...winter...



2

4

3

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

Listening and speaking

Unit 8



3 Which months are special? Listen and complete

My favorite month is 1 because it's my birthday and we have a special party. I also love 2 this year because we have Eid Al-Fitr.

3 and

4 are also fantastic months for me. My grandparents come to see us!



4 Which months are special to you? Why?

What is your favorite month?



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



Lesson 3

Listening and speaking: Our birthday calendar



1 Listen and write these names on the calendar below

October

Mazen	Mariam
Jana	Omar
Fares	Farida



2 Now say

Mazen's birthday is
on October 21st.



October

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



3 Get in a line according to your birthday



When is your birthday?

February 2nd.



Then you're in front of me. My birthday is on March 11th.

Tip!

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



4 Listen and sing the birthday song



When is your birthday month? 1, 2, 3...

When is your birthday month? Sing with me.

January is my birthday month. Happy birthday to me!

January is my birthday month. Say with me.

When is your birthday month? 1, 2, 3...

When is your birthday month? Say with me.

February is my birthday month. Happy birthday to me!

February is my birthday month. Say with me.



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

Lesson 4

Social Studies: Seasons in different countries

What's the season?



1 Read and listen. How many seasons are there in Egypt?

The Earth moves around the sun. This makes changes in the light and temperature. It makes the different seasons.

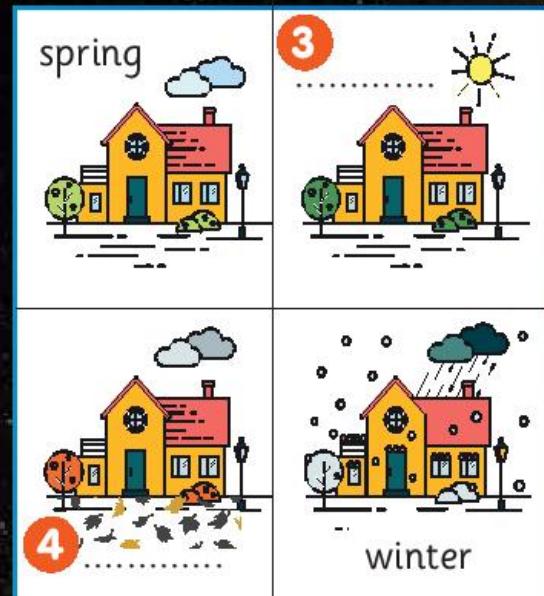
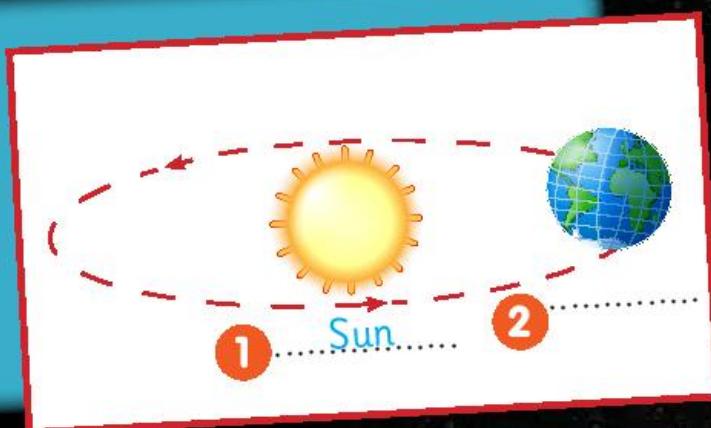
In many countries, like America and Egypt, there are four different seasons: spring, summer, fall, and winter. In some countries, like Uganda in Africa, there is one season. Uganda is near the **equator**, and it has the same weather all year.

In spring, plants and trees grow and we see flowers. In summer, it's very hot and we can go to the beach with our family. In fall, the leaves on the trees change to orange and they fall on the ground. In winter, it can be very cold. In some countries, it snows in winter.



2 Read and listen again. Complete the diagrams with the words in the box

fall Earth summer sun





3 Listen. Match the countries to the photos

1 America

2 France

3 Uganda

4 Egypt

5 China



4 What is your favorite weather? Draw and color a picture

Language:

I'm from America.
In winter, it's very cold and
we get snow on our faces.

Lesson 5

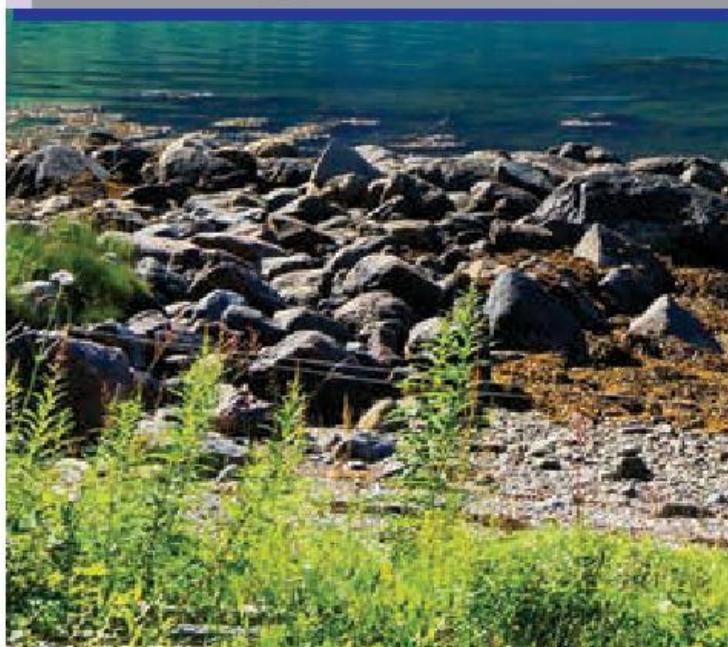
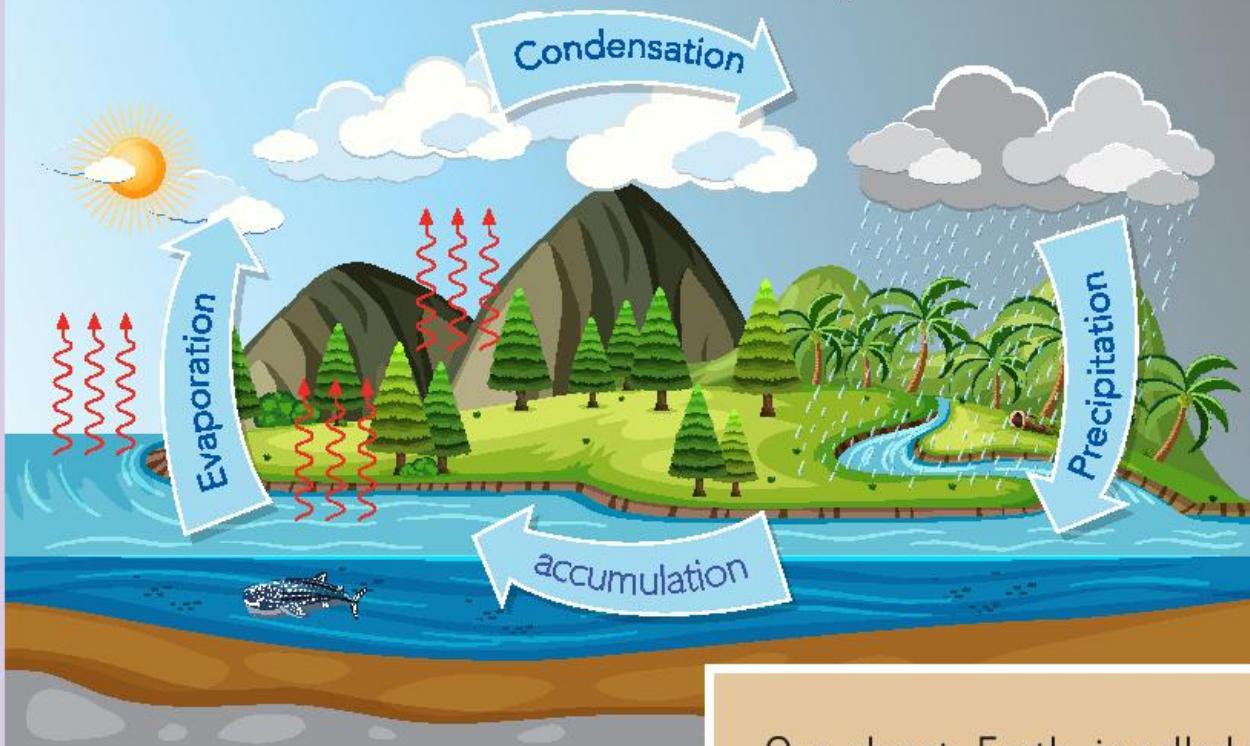
CLIL: Science: The water cycle



1 Read and complete with the words in the box

clouds moves rain sea sky starts sun ~~a lot of~~ wind

The Water Cycle



Our planet, Earth, is called the 'blue planet' because there is

1 ... **a lot of** water. Plants and animals need water.

Water on our planet

2 all the time. This is **the water cycle**.

The rain falls from the sky. The water goes to the sea, rivers, and the earth.

The **3** warms the sea and earth and the water becomes water vapor. It goes into the **4** This is called '**evaporation**'.

Then the water vapor comes together to make **5** This is called '**condensation**'.

The **6** blows the clouds in the sky. When the clouds become very big and heavy, this makes **7** The rain falls on the sea and earth, and this is called '**precipitation**'.

The water goes into the earth, rivers, and the **8** This is '**accumulation**'. Then the water cycle **9** again.



2 Now listen and check

3 Read and guess which one of the processes

evaporation condensation precipitation accumulation

1 In which process does the water go into the earth, rivers, and the sea?

2 In which process does the water go into the sky?

3 In which process does the water come together to make clouds?

4 In which process does the water fall on the sea and earth?

Lesson 6

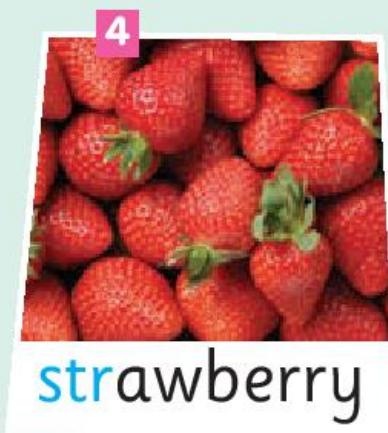
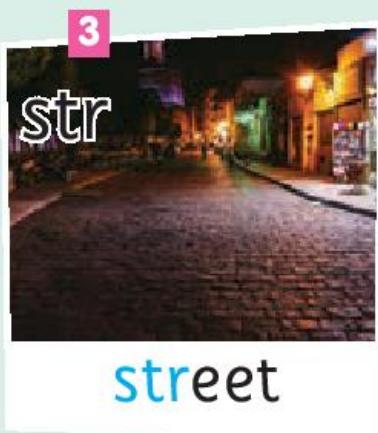
Learn sounds with Busy Bee!



spr str



1 Listen and repeat



2 Listen and write

1 _____.

2 _____.

3 _____.

4 _____.

5 _____.

Phonics: the spr/str sounds



3 Trace the sentences

1 Spring is my favorite season.

2 We eat strawberries in the street in spring.



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

- a Everything grows and is new.
- b My favorite season is spring. 1
- c What's your favorite season?
- d The flowers grow in my garden, and there are butterflies.

Tip!

When writing your paragraph ...

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



5 Write about your favorite season

My favorite season is.....

Lesson 7

Issues: Water conservation



1 Listen and read



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

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



2 Ask and answer

How do you conserve water at home?

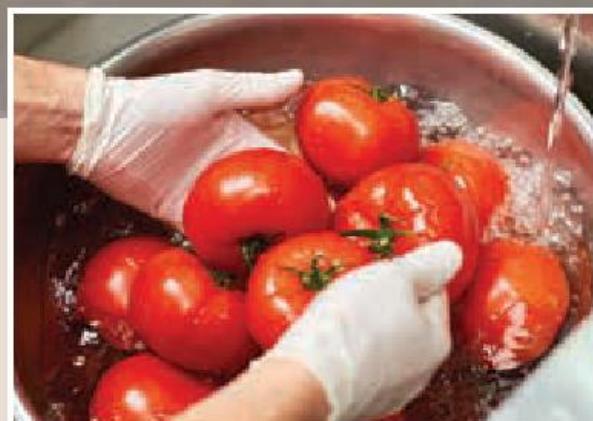
I take a short shower.



4 Water your plants in the early morning or evening.



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



5 Wash fruits and vegetables in a bowl of water.



3 How do you conserve water at home? Write

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

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

Lesson 8

Project: Water conservation poster

You will need:



glue



poster paper



Pictures or drawings
of yourself at home



scissors

markers



1 Read and make your water conservation poster

1 Take or draw photos of yourself at home saving water / not saving water.

Do ✓



Fix the faucet if it drips.



Turn off the water when
brushing your teeth.

Don't ✗



Take long baths.



Use a lot of water
when you wash the dishes.

Unit 8

2 Cut the photos or drawings.



3 Stick the photos on your poster paper.



Show and tell



2 Show and tell

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

Language:

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

Self-Assessment



Read and color the stars that describe your effort

Reading and speaking



I can identify some facts about the seasons, the water cycle, and ways to conserve water.



I can talk about the seasons, the water cycle, and ways to conserve water in short sentences.



I can talk about the current season, the water cycle, and what I can do to conserve water.



Writing



I can complete sentences about the seasons, the water cycle, and ways to conserve water.



I can write short sentences about the seasons, the water cycle, and ways to conserve water.



I can write short paragraphs about the seasons, the water cycle, and ways to conserve water.



Phonics



I can read words with *spr* and *str* sounds.



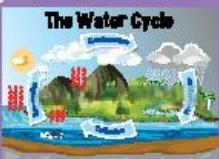
I can read and write words with *spr* and *str* sounds.



I can read and write sentences with *spr* and *str* sounds.



Science: The water cycle



I understand that water has different forms in the water cycle.



I can identify the different forms of the water cycle.



I can explain the different forms of the water cycle.



Project



I can work with my group to make a water conservation poster.



I can work with my group to make a water conservation poster and help other members in the group.



I can work with my group to make a water conservation poster and give ideas to make it better.



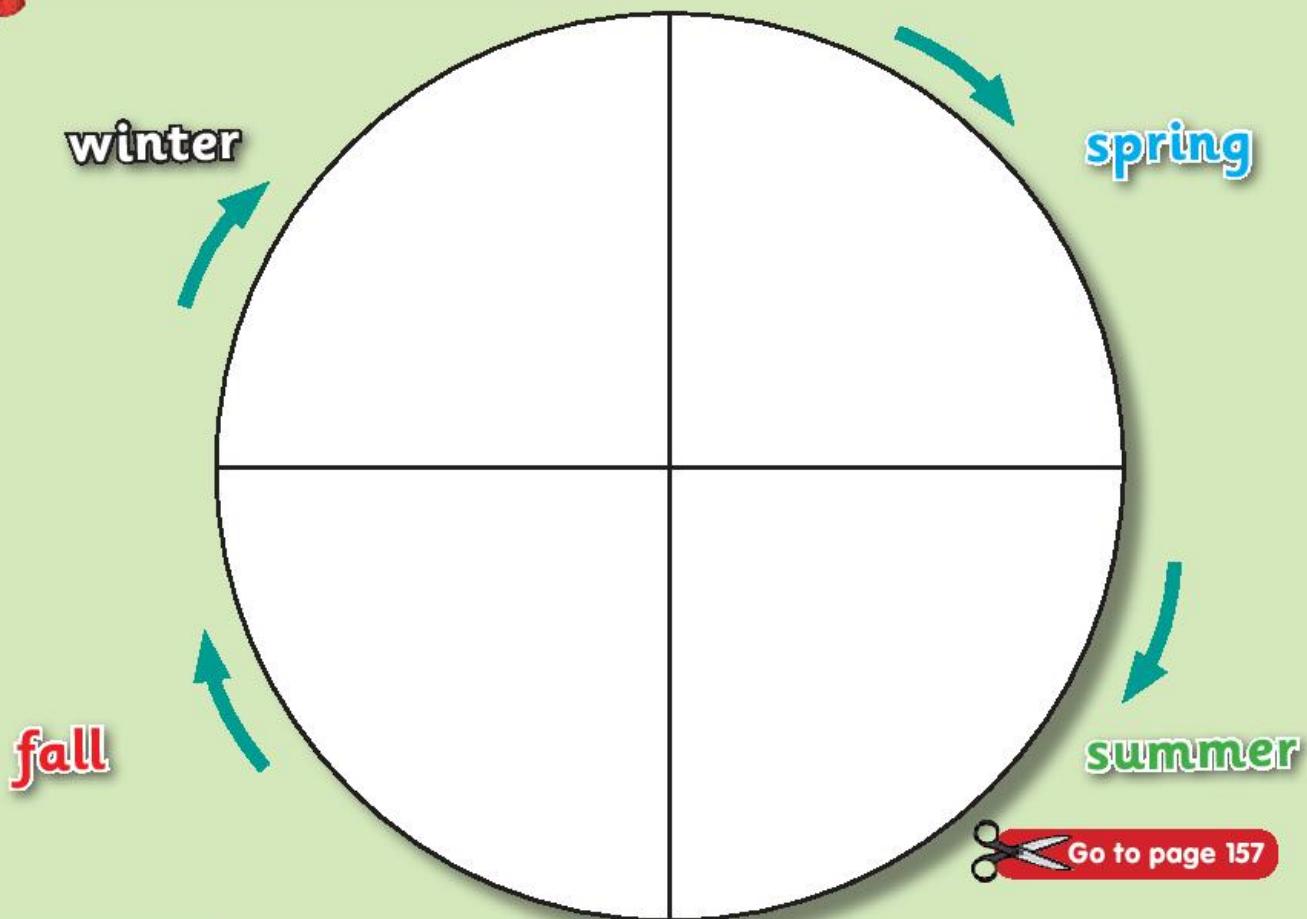
Play time



1 Read and write the missing months



2 Cut and paste the seasons





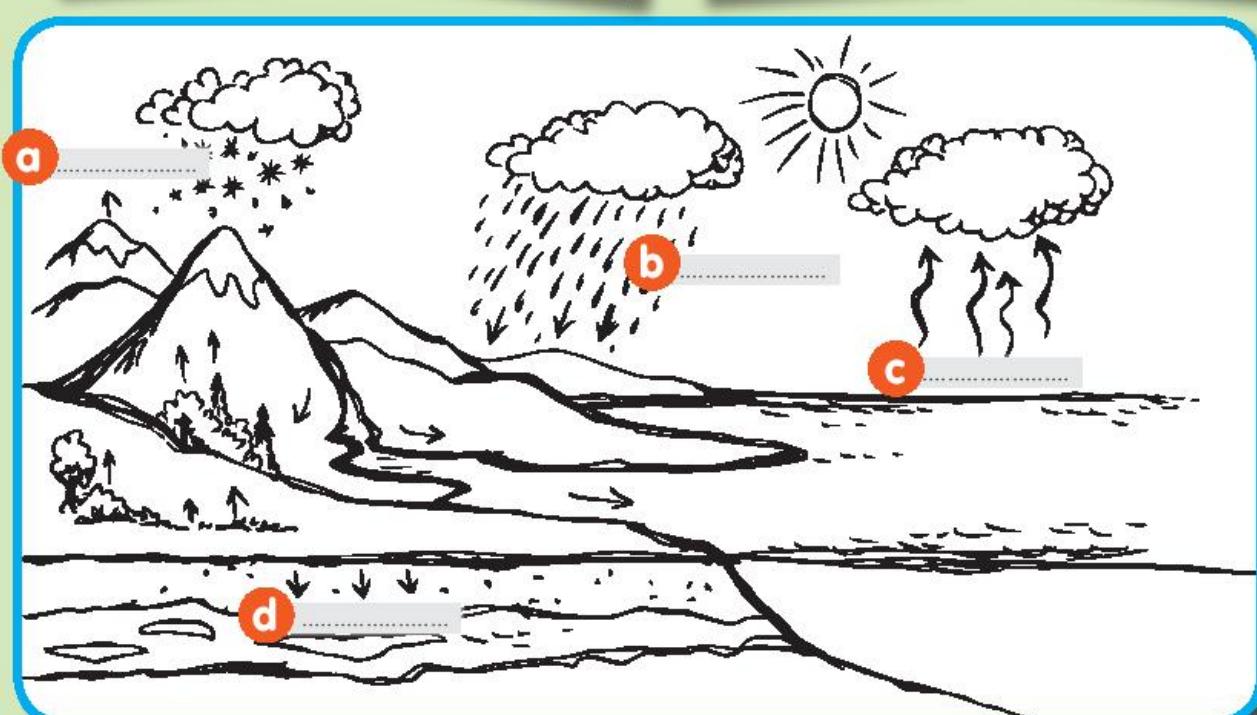
1 Label and color the picture

accumulation

condensation

evaporation

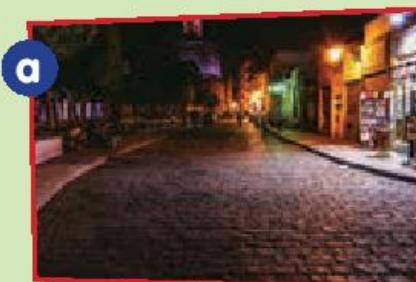
precipitation



2 Complete with spr or str and match

1 street

a



b



2 ___ay

3 ___aight

4 ___ing

5 ___awberry



Teacher assessment



Unit 9

Lesson 1 What did you do?



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

- a buy and sell things
- b meet friends



1 What did you do yesterday?



2 We went to Khan Al-Khalili.

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

4 We visited the **bazaar**.

Listening and reading

Unit 9



5 What did you buy at the bazaar?

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

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

8 Did she like the **present**?

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



2 Put what Hany and Hana did in order

a They baked a cake.

b They visited the bazaar.

c They gave Mom a present.

d They bought jewelry.

Lesson 2

Listening: At the bazaar



1 Listen, point, and say

jewelry



a bazaar



a necklace



earrings



a bracelet



a ring



2 Listen, read and answer

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

1 How old is Khan Al-Khalili?

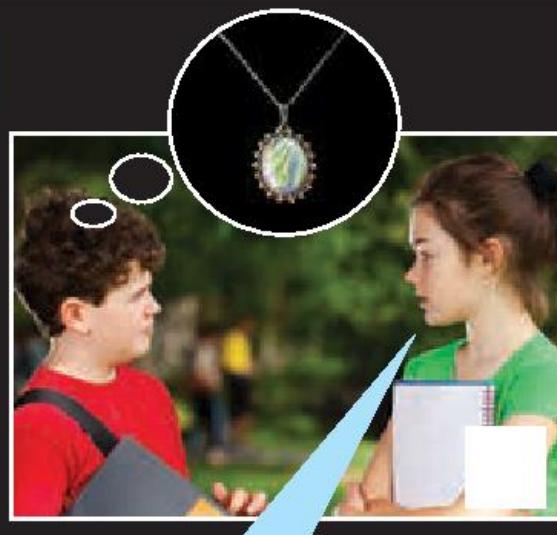
.....
2 What can you buy there?

.....
3 Where can you take a break?



3 Listen and complete the questions with the missing words

1 What did you do yesterday?



2 What Waleed do yesterday?



3 What did Amina yesterday?

4 did your sisters yesterday?



4 Match the replies to the questions in Exercise 3

a She **bought** jewelry.

b They **baked** a cake.

c He **bought** a necklace.

d I **visited** the bazaar.

Vocabulary: jewelry, earrings, bracelet, necklace, bazaar

Language: What did you do yesterday? I visited a bazaar.

Lesson 3

Language use: What did you do last weekend?



1 Listen and match the names with what they did



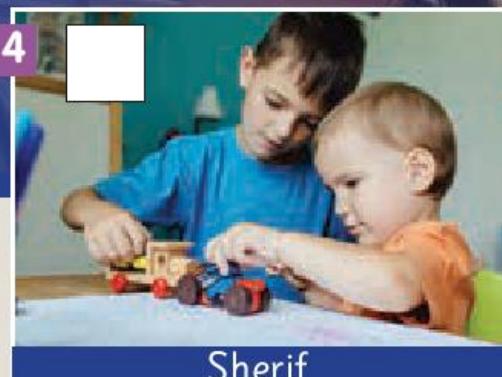
Judy



Habiba



Fareeda



Sherif

a **cooked** dinner for her grandparents.

b **played** with his cousin.

c **worked** for her test.

d **traveled** to Alexandria.



2 Complete the table with the verbs

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



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

1 I visited my grandmother.

2

3



A trip to the museum

Unit 9



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



5 Read again and circle the verbs

I visited the Egyptian Museum in Cairo yesterday with my school. We traveled to the museum by bus. We saw beautiful **gold** and **silver** jewelry from ancient Egypt. We looked at Tutankhamun's necklaces and bracelets – they were awesome! I loved the museum. I was very excited.

I bought some jewelry from the museum shop for my grandma. I had a great day at the museum.



6 Complete with the past form of these verbs

travel look at stay have ~~go~~

Last Friday our class 1 **went** to

Luxor Museum. We 2 by train because it is fast and safe. We

3 the statue of Amenhotep III and the mummies of Ahmose I and Ramses I.

We 4 there for 3 hours.

We 5 a really great time at the museum.

Tip!

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

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

But there are many irregular verbs:

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

Lesson 4

Learn sounds with Busy Bee!



pr br



1 Listen and read. Then say



present



price



printer



princess



bracelet



brush



branch



broom



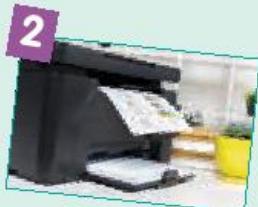
bread



2 Trace and match each picture to the correct word



1



2



3



4



5

a princess

b branch

c broom

d brush

e printer

Phonics: the pr/br sounds

Learn to write with Busy Bee!

Unit 9



3 Look and trace the sentences



a The present is a printer with a price.

b The branch is brown.

c The princess wears a bracelet.

Tip!

Capitalization

Capitalize the names of famous monuments and places:

the Sphinx

Luxor Museum

Giza Zoo



4 Read and add the correct capitalization marks

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



5 Find and write



1

broom



2

.....



3

.....

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



Lesson 5

Loyalty and belonging: Jewelry in Ancient Egypt



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

Jewelry in Ancient Egypt

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

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

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

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

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

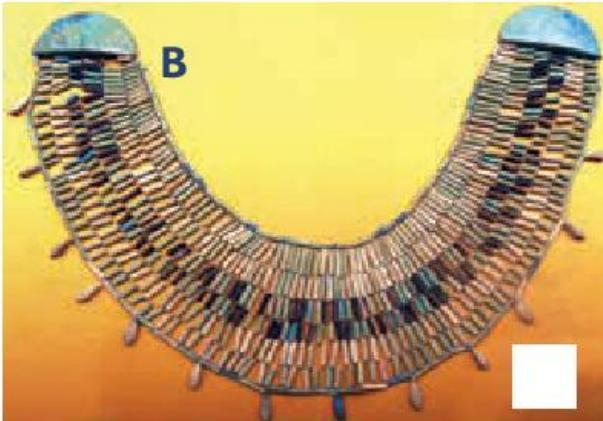


2 Read the text again. Match the photos A-C with the paragraphs 1-3

A



B



C



Tip!**Writing paragraphs**

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

The Great Pyramid of Giza is very famous.



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

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

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

I love to visit the Great Pyramid of Giza.

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

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



1

**4 Write a paragraph on Tutankhamun's mask.**

Use these words:

beautiful made of gold about 5000 years old

Lesson 6

Project: An ancient Egyptian necklace

You will need:



buttons or
beads



scissors



paint



pasta



colored
paper



glue



string



1 Read and make your ancient Egyptian necklace



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

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



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

Show and tell



2 Show and tell

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



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

Self-Assessment



Read and color the stars that describe your effort

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

Play time



1 Read and match



1 jewelry

2 silver

3 gold

4 a bazaar

5 necklace

6 bracelet

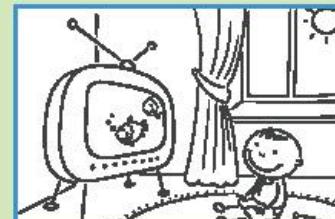


2 Color and write what you did on the weekend

On the weekend, I.....

I.....

It was a weekend.





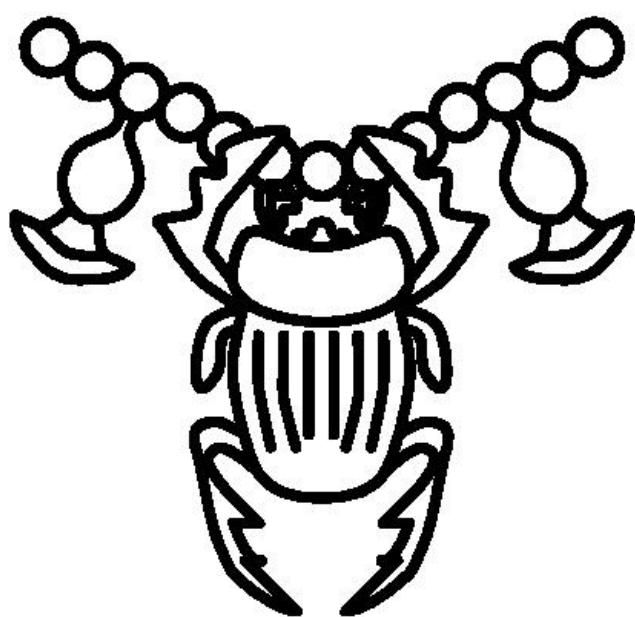
1 Match the sentence halves

- 1 The ancient Egyptians
- 2 You can find Tutankhamun's jewelry
- 3 Ancient Egyptians made jewelry
- 4 The ancient Egyptian jewelry
- 5 They liked

- a jewelry with bright stones.
- b was very beautiful.
- c loved jewelry.
- d in the Egyptian Museum.
- e from gold and silver.



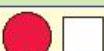
2 Color and talk about your ancient Egyptian jewelry



3 Order and write

- 1 princess / a / spider. / sees / The 2 play / sports? / you / Do / like to

Teacher assessment

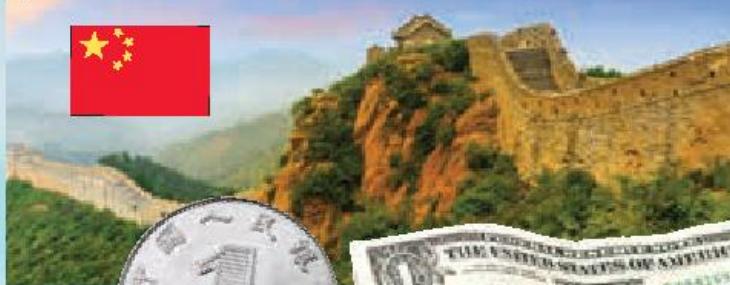


Review 3

Lesson 1



1 Find the pictures and sort



The weather

rainy

Money

.....

Countries

.....

Jewelry

.....



Reading



2 Read, color, and write

Hi Youssef!

I'm now in China with my mom and dad. We arrived yesterday. It's very beautiful here and I can see a park from my hotel window.

We went shopping this morning. I bought a present for my grandma. Then we visited a famous museum.

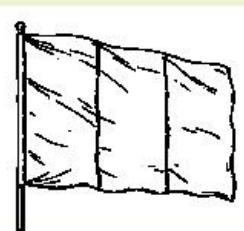
Chinese people are very kind. I'm excited because I am in China.

Wael

Review 3

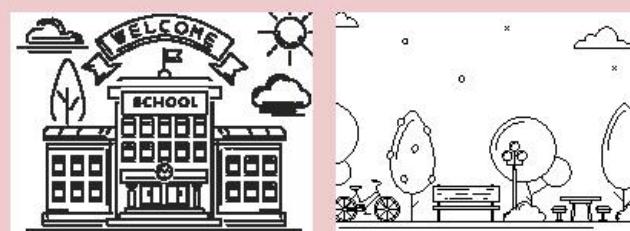


1 Where is Wael?



He's in China....

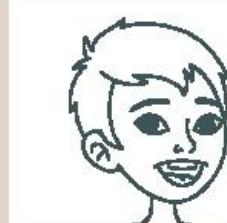
2 What can he see from the window?



3 What did Wael do this morning?



4 How does Wael feel?



Lesson 2 Writing



1 Match the countries to the nationalities

1 France

2 America

3 China

4 Egypt

a Chinese

b French

c American

d Egyptian



2 Look and complete with the words in the box



Etienne

are

China

Egypt

France

French

~~from~~

live

Where



Gwok



Tarek

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

Gwok: I'm from 2 And you?
Where 3 you from?

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

Etienne: I'm from 6 I'm
7 I 8 in Paris.

Tarek: Let's go and play!

Gwok and Etienne: Yes!



3 Listen and check

Reading and writing

Review 3



4 Look and complete



1



2



3



4

do _ _ ar

_ _ awberry

be _ _

co _ _ ee



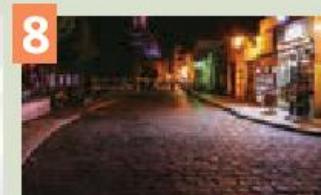
5



6



7



8

mu _ _ in

_ _ ing

gla _ _

_ _ eet



5 Look and write



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



In the 3, we see a 4 with lots of 5



There is a 6 under the 7



7 Listen and write

pr	br
1 present	4
2	5
3	6

Self-Assessment



1 Tick what you can do. Now I can ...

1 talk about countries, money, and touristic places.



2 say months of the year and the weather.



3 talk about jewelry and ancient Egyptian monuments.



4 say these sounds.

ff

ll

ss

str

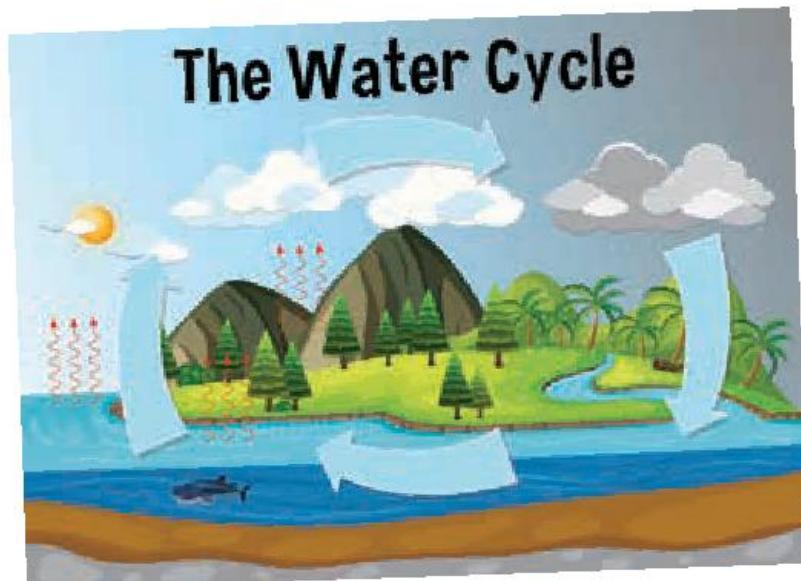
spr

pr

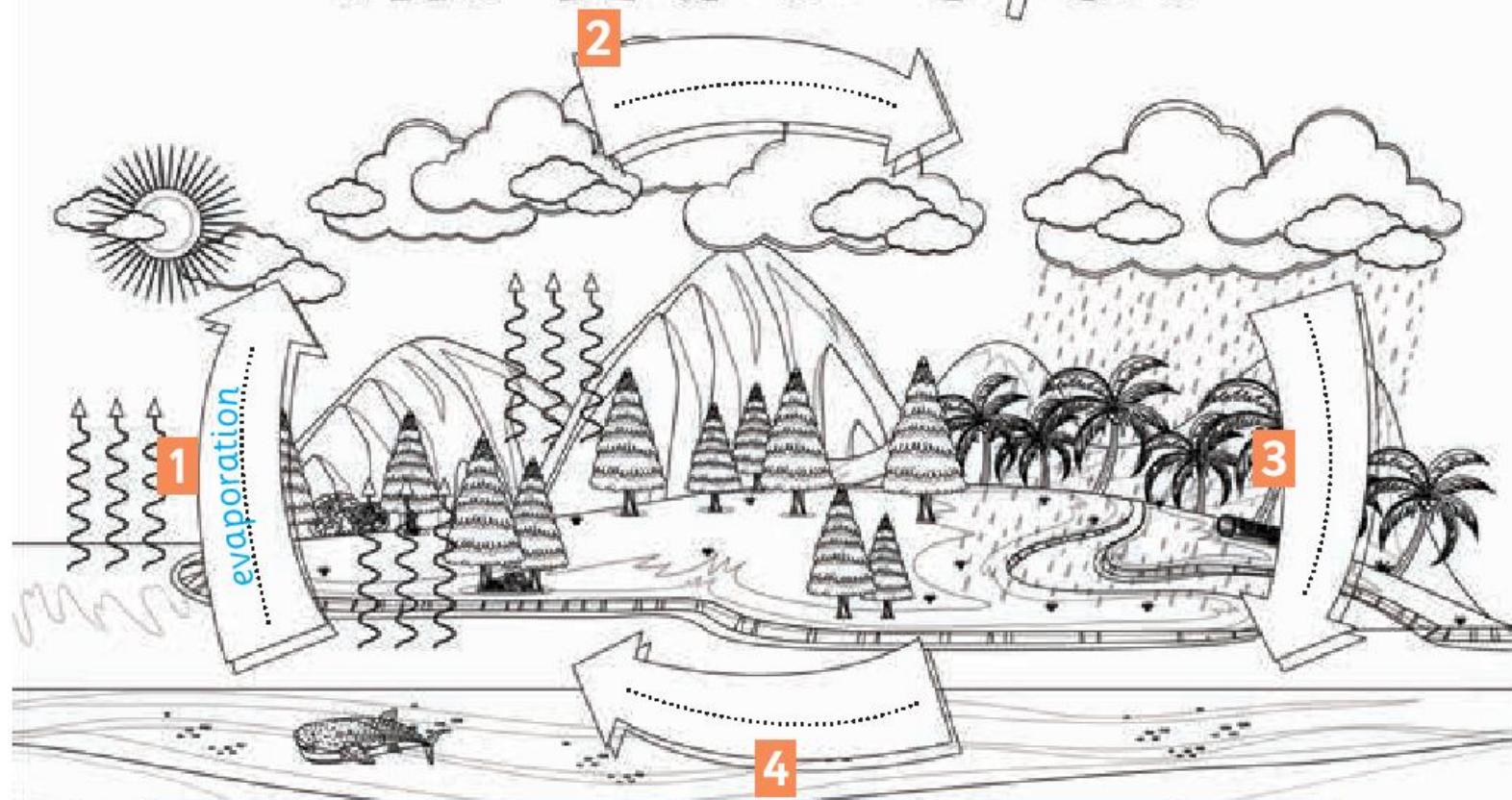
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1 Look, color, and label the water cycle



The Water Cycle



Teacher assessment



Unit 10

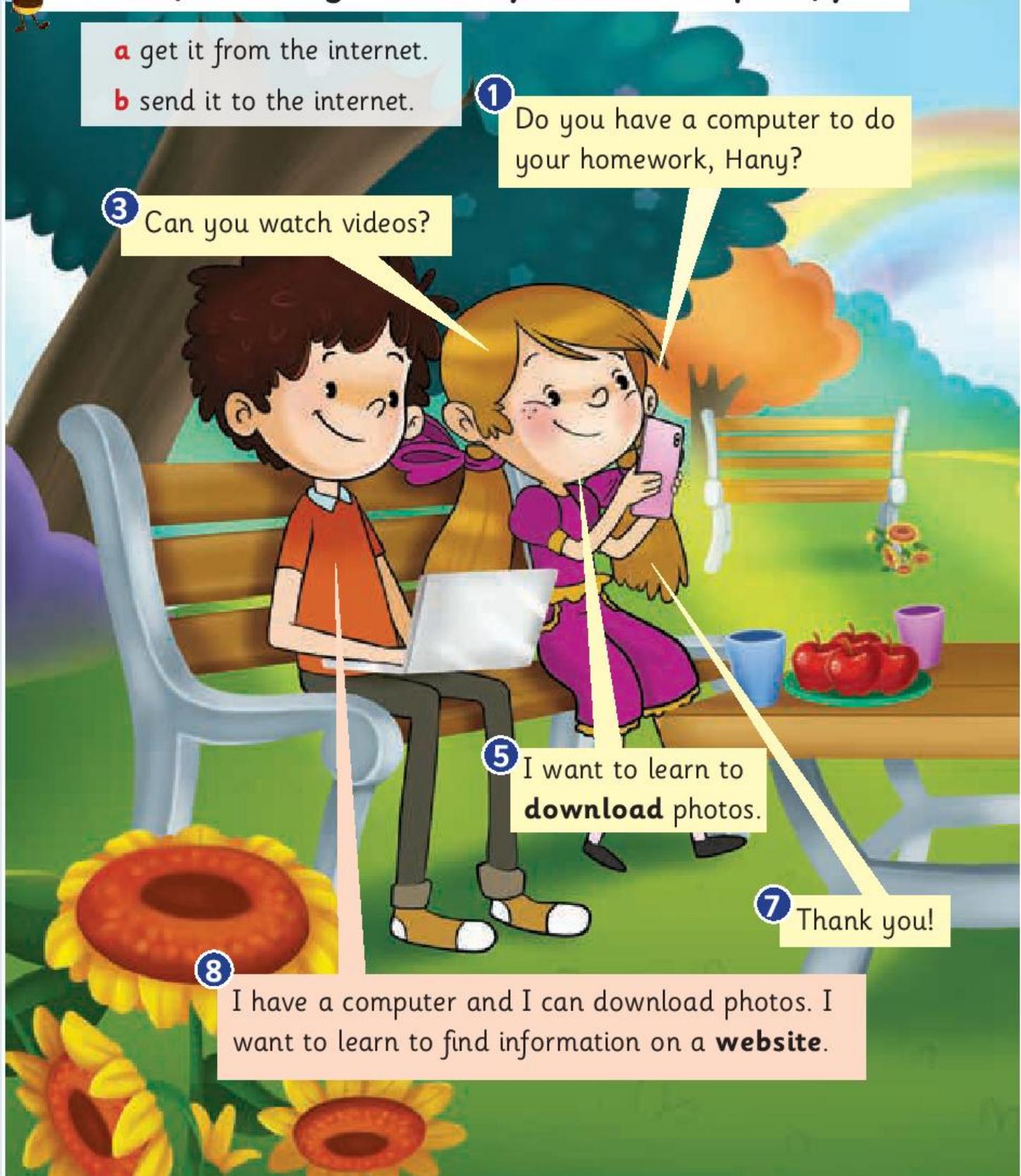
Lesson 1

Let's search online!



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

- a get it from the internet.
- b send it to the internet.



Listening and reading

Unit 10

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

4 Yes, I can watch videos on my tablet.

6 I can help you!

2 Read again and match

1 Hany a wants to download photos.
2 Amira b can help Amira.
3 Youssef c can watch videos on his tablet.
4 Hana d wants to find information on a website.

Lesson 2

Vocabulary: Digital technology



2 Complete using words from Exercise 1

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



3 Listen and check

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

Language use

Unit 10



4 Listen and read

Digital technology makes our world bigger and more exciting:



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



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



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



I **can watch** videos.



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



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



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

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

Lesson 3

Digital citizenship: Being a good digital citizen

Tip!

Personal information



1 Read and match

- 1 What's your telephone number?
- 2 What's your address?
- 3 What's your password?
- 4 What's your family name?
- 5 When's your birthday?

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

- a 21 Nabil Shohdy St.
- b 01099479756
- c Ibrahim
- d August 10th
- e Daddy765?



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

Safe online	Not safe online
<input type="checkbox"/> 2	<input type="checkbox"/> 1
<input type="checkbox"/>	<input type="checkbox"/>

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



3 Write 3 things you do to stay safe online

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



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



Unit 10

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

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

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

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



5 Read again and tick what Adam and his friends did

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



6 Write three things the boys did right

- 1
- 2
- 3

Lesson 4

Digital citizenship: Online research



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

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



Let's help Rana:

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

Where do turtles live?

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

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

The screenshot shows a search engine interface with a blue header bar. Below the header, there is a logo for 'Egyptian Knowledge Bank' with Arabic text 'الكتاب المصري'. To the right of the logo are navigation links: HOME, SEARCH, SOURCES, TUTORIALS, EVENTS, and FAQ. A red vertical arrow points down from the 'turtle' keyword in the question above to the search bar in the screenshot. The search bar contains the word 'turtle'. At the bottom of the search bar are two small blue buttons: one with a magnifying glass icon and another with a question mark icon. To the right of the search bar is a close button (an 'X').

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

Results 1-10 from 457 retrieved. About 401,360 results found.

1. Nesting of marine turtles on the Egyptian beaches of the Red Sea

This book introduces the scientific method through a song that is sung K-3

Mode of access: World Wide Web
Title proper from title frame
Author: Feldman, Jean R. • Karaseff-Silva, Holly
Language: English
★★★★★ By Chicago Britannica Digital Learning c2013 (Britannica eBlocks) || Ovid: H520

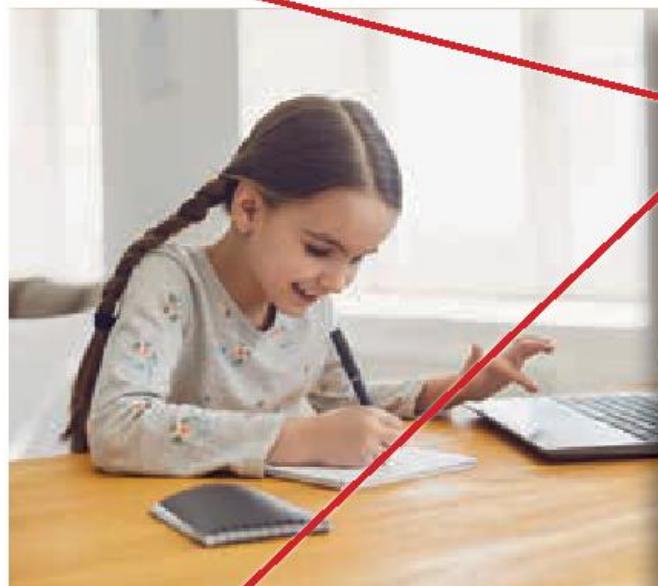
10. Sea turtles [electronic resource] / Cindy Rodriguez

Includes index.
Includes glossary.
Originally published: Vero Beach, FL : Rourke Pub., c2010.
Meet the sea turtle -- Yummy meal! -- Nurturing the nest -- Welcome!
This book tells about sea turtles, including where they are found, what

K-3
Mode of access: World Wide Web.
Title proper from title frame

5 Read information and write your ideas.

6 Find photos too.



7 Write the names of the websites you used.

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

Lesson 5

Life skills: Collaboration



1 Read and answer

Why work with others

When you work in groups to do a project, you learn a lot from each other. You ask and answer questions. You solve problems easily, and you talk with others more.

Do you like to work in groups? Why?



2 Work with your group to do a research on the lotus flower or lily of the Sun. Complete the following data:

- the research question
- the keywords
- the search engine.....
- the websites
- the information

Tip!

To work in group projects

- Start your work quickly.
- Listen to each other's ideas.
- Decide what everyone in the group does.
- Find information on the internet.
- Find photos online.
- Help each other in your group.
- Show your teacher your work.
- Ask for help if you have a problem.
- Ask your family to read your work.



3 Read and complete the chart with the tips from Exercise 2

Things to do to work with others successfully	Things to do to complete a project
1 Listen to each other's ideas.	1 Start your work quickly.
2	2
3	3
4	4
	5

Lesson 6

Learn sounds with Busy Bee!



counting syllables



1 Listen, say, and write

phone
internet
~~tablet~~
recycle

~~computer~~
keyboard
website
screen

research
~~mouse~~
video
search

Tip!

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

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

1 syllable

mouse

2 syllables

tablet

3 syllables

computer



2 Listen and circle the stressed syllable

1



in - ter - net

2



web - site

3



cell - phone

4



key - board

5



com - pu - ter

6



e - mail

Phonics: counting syllables
and word stress

Learn to write with Busy Bee!

Unit 10



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

1



She needed some information,
..... she used her computer.

2



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

3



They had falafel bread
for breakfast.

4



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

Lesson 7

Project: A tablet template

You will need:



pictures of tablet applications



scissors



markers



black and white cardboard



glue



1 Read and make your tablet template



How to make your tablet template:

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



Unit 10



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

4 Stick the tablet on the white cardboard.



Show and tell



2 Show and tell



Self-Assessment



Read and color the stars that describe your effort

Speaking and reading



I can read about digital technology, steps to do online research, and to stay safe online.



I can talk about digital technology, steps to do online research, and to stay safe online.



I can talk about how to use digital technology, how to do my online research, and what I do to stay safe online.



Writing



I can complete sentences on digital technology, and on steps to do online research, and to stay safe online.



I can write on digital technology, on how I do online research, and about how to stay safe online.



I can write sentences on digital technology, on steps to do online research, and about how to stay safe online.



Phonics : Counting syllables



I can count the syllables and identify the stressed syllables of words I listen to.



I can count the syllables and identify the stressed syllables of the lesson's words with my teacher's help.



I can count the syllables and identify the stressed syllables of the lesson's words.



Issues and life skills: being a good digital citizen



I understand that we need technology to do research and find information



I can use technology to do research and find information.



I can use technology safely to do research and find information.



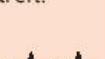
ICT: Use digital technology safely



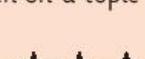
I can identify the steps of doing online research.



I can follow the steps of doing online research.



I can work in groups to do online research on a topic we choose.



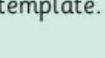
Project



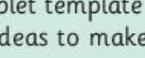
I work with my group to make a tablet template.



I help others in my group to make a tablet template.



I help others in my group to make a tablet template and provide ideas to make it better.



Play time



1 Find the technology words



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



2 What can / can't you do on your computer? Write sentences using these words

read information
download apps

use the internet
watch videos

download photos



1

.....

2

.....

3

.....

4

.....

5

.....



1 Color the pictures with one syllable **red**, the pictures with two syllables **yellow**, and the pictures with three syllables **green**

1



sad

2



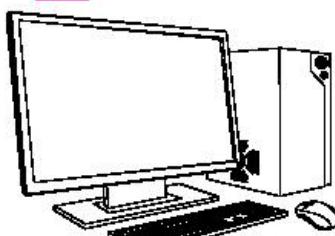
hungry

3



internet

4



computer

5



angry

6



strawberry

7



sick

8



thirsty

9



well

Teacher assessment



Unit 11

Lesson 1 How tall is it?



1 Look, listen, and read. Hany and Hana are in the:

- a forest b sea c desert

1

Who is that man?

2

That's a **diver**. The diver is measuring the sea **creatures**. How tall is the **seahorse**?

4

How long is this fish?

6

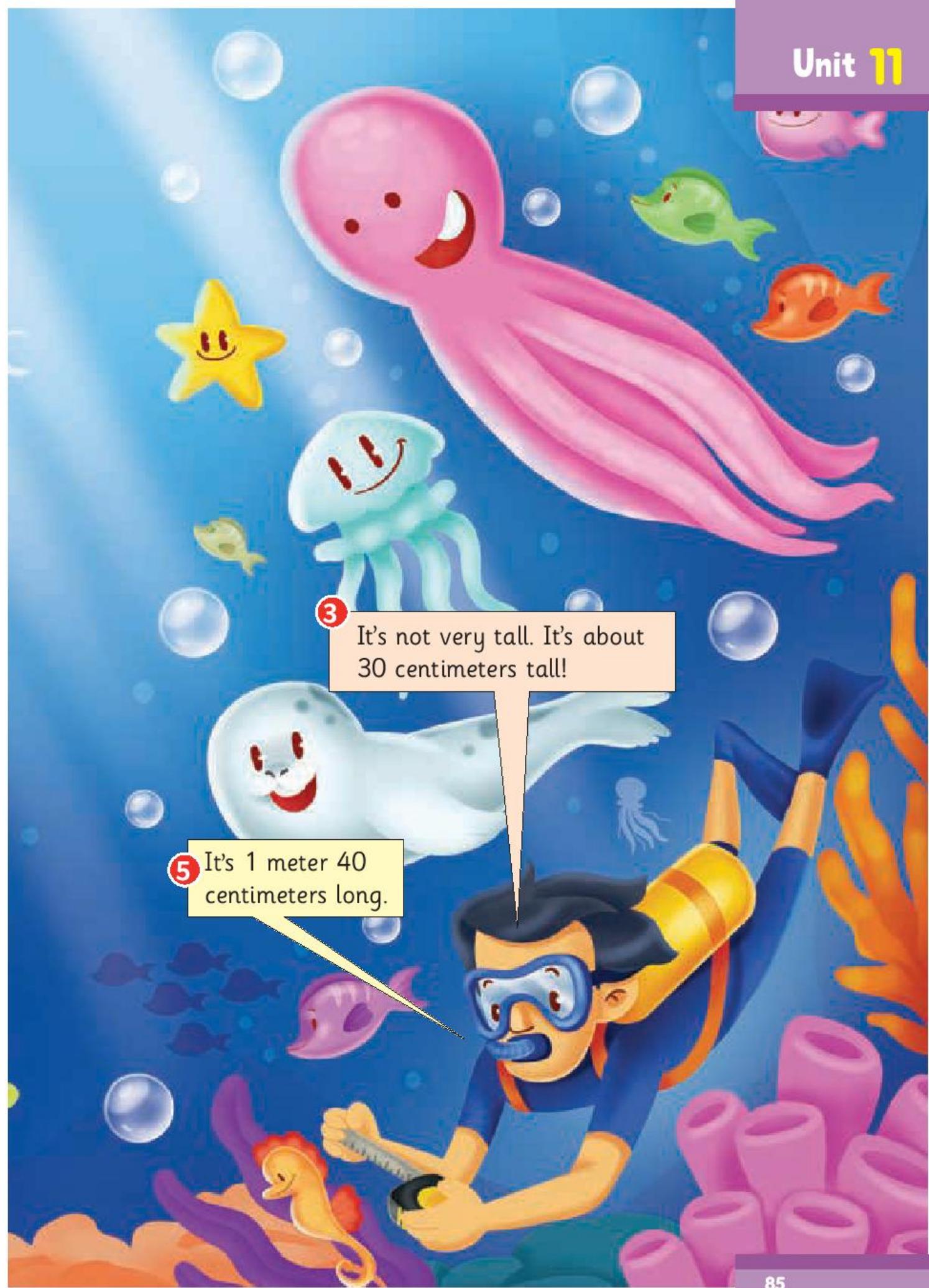
I love being in the **Red Sea**! It's fantastic!



2 Check what you can see under the water

driver octopus fish jellyfish stars

seahorse boat sea snake starfish diver



Math

Measuring sea creatures



1 Listen and write how *long* or *tall* these sea creatures are

1



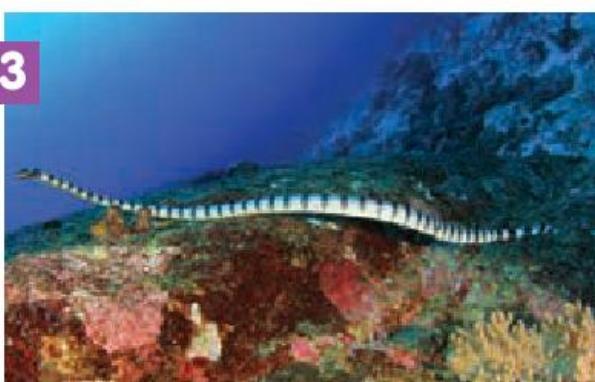
The seahorse is meter centimeters tall.

2



The diver is meter centimeters tall.

3



The sea snake is meter centimeters long.

4



The tilapia is centimeters long.

5



The jellyfish is centimeters long and centimeters tall.

6



The shark is centimeters long.

Math: Measurements: How long is it?

Unit 11

Tip!



*How long is it?
It's 23 centimeters long.*



*How tall is it?
It's 1 meter 90 centimeters tall.*



2 Put the words in the correct order

1 How long is your pencil?
/ long. / 23 centimeters / It's

.....

2 How tall is the window?
It's / tall. / 1 meter 10 centimeters

.....

3 long / How / is / that street?
It's 670 meters long.

.....

4 tall / Cairo Tower? /is / How
It's 187 meters tall.

.....

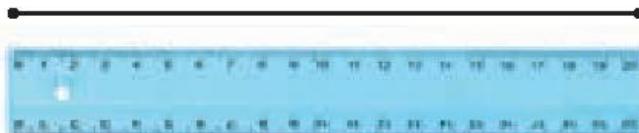
Language: *How long/tall is it?*

Lesson 2

Math: measurements: How long is it?



1 Look and circle the correct question



- 1 How long is it? /
How tall is it?



- 2 How long is it? /
How tall is it?

- 3 How long is it? /
How tall is it?



- 4 How long is it? /
How tall is it?



- 5 How long is it? /
How tall is it?



- 6 How long is it? /
How tall is it?

Language: How long/tall is it?
It's ___ meters tall/long.



2 Find the objects in your classroom. Measure and write

- | | |
|--------------|-------------------------------|
| 1 ruler | It's 20 centimeters long..... |
| 2 desk | |
| 3 pencil | |
| 4 bag | |
| 5 paper clip | |
| 6 board | |



3 Add two more things to your list. Measure and tell your friends

- | | |
|---------|------------------|
| 1 | It's long. |
| 2 | It's tall. |

How long is it?

How tall is it?



Language: How long is it?
How tall is it?

Lesson 3

Listening and reading: Numbers 100-1,000



1 Listen, point, and say

100

one hundred

200

two hundred

300

three hundred

400

four hundred

500

five hundred

600

six hundred

700

seven hundred

800

eight hundred

900

nine hundred

1,000

one thousand



2 Write the digits

(a) three hundred

.....

(b) four hundred

.....

(c) nine hundred

.....

Vocabulary: Numbers 100-1,000

Listening and writing



3 Listen and color the numbers you hear

210

a two hundred ten

211

b two hundred eleven

212

c two hundred twelve

220

d two hundred twenty

221

e two hundred twenty-one

222

f two hundred twenty-two



4 Write the digits

a two hundred fifty-five

b seven hundred ninety-six

255

.....

c eight hundred sixty-two

d nine hundred ninety-nine

.....

.....

Lesson 4

Math: Addition up to 1,000

Equations

Tip!

We say large numbers like this:



1 Read and match the large numbers

1 965

2 513

3 347

4 278

a five hundred
thirteen

b nine hundred
sixty-five

c two hundred
seventy-eight

d three hundred
forty-seven



2 Listen, circle, and write the large number you hear

1 238

239

2 167

168

3 345

445

4 546

556

Tip!

An equation is a number sentence
where two sides are equal:

$$2 + 3 = 5$$

Math: Equations

Unit 11



3 Add the numbers in the equations. Decide if they are true or false and write them in the correct column

1	234	+	80	=	300	+	14
2	587	+	14	=	580	+	40
3	345	+	13	=	267	+	50
4	678	+	10	=	634	+	54
5	859	+	13	=	872	+	0
6	913	+	42	=	900	+	55

True	False
234 + 80 = 300 + 14
.....
.....
.....



4 Add and complete with your partner. Then say

1 435 + 222 = 657

four hundred thirty-five plus two hundred twenty-two
is six hundred fifty-seven.

2 432 + 368 =

.....

3 116 + 833 =

.....

Lesson 5

Science: Estimation and measurement of weights

Tip!

A **gram** is used to measure **light** objects like an eraser.



A small eraser **weighs** about 10 grams.

A **kilogram** is used to measure large objects, like animals.



A cat **weighs** about 3 kilograms.

There are 1,000 grams in a kilogram.



1 Look, guess, and circle the correct weight



1

shark

100 kilograms 10 kilograms 1,000 kilograms



2

jellyfish

1000 kilograms 60 grams 60 kilograms



3

tilapia

2 grams 200 grams 3 kilograms



4

starfish

20 grams 2 kilograms 20 kilograms



2 Listen and check your answers

Tip!

kilograms = kg
grams = g

I weigh 70 kg.
The starfish weighs 50 g.



3 Match the scales to the correct items



Lesson 6

Science: Estimation and measurement of weights



1 Look at the scales and write the weight

1



..... g

2



..... g

3



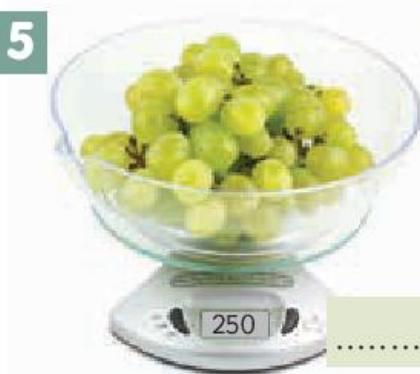
..... g

4



..... g

5



..... g

6



..... g



2 Choose one big item in the classroom. Estimate the weight



Name	Weight guessed
Dalia	435g
Tamer	478g



3 Now weigh the item and write the answer. Whose guess is the closest? Declare the winner!

It weighs

The winner is



4 Work with your partner. Choose 4 things to weigh. Estimate, then check

Things I want to weigh	Estimated weight	Correct weight
1
2
3
4

Vocabulary: kilogram, gram, weighs

Lesson 7

Social Studies: Famous monuments in Egypt



1 Match the monument detail to the monument

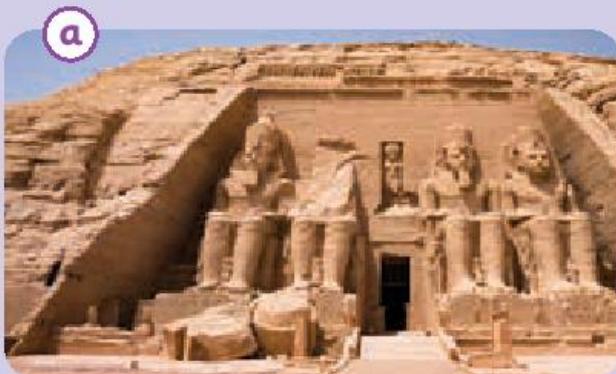


1

d

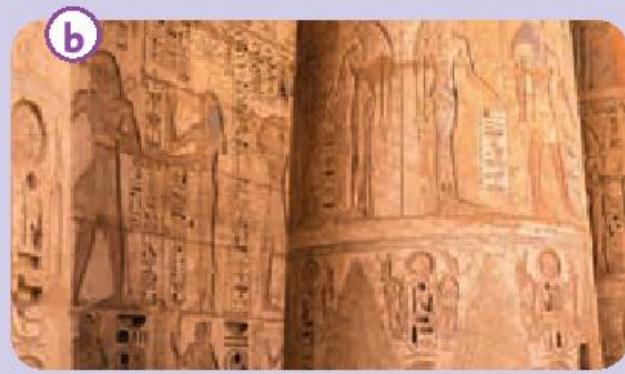


2



a

Abu Simbel Temples



b

Karnak Temple



2 Complete the paragraphs with the names from Exercise 1

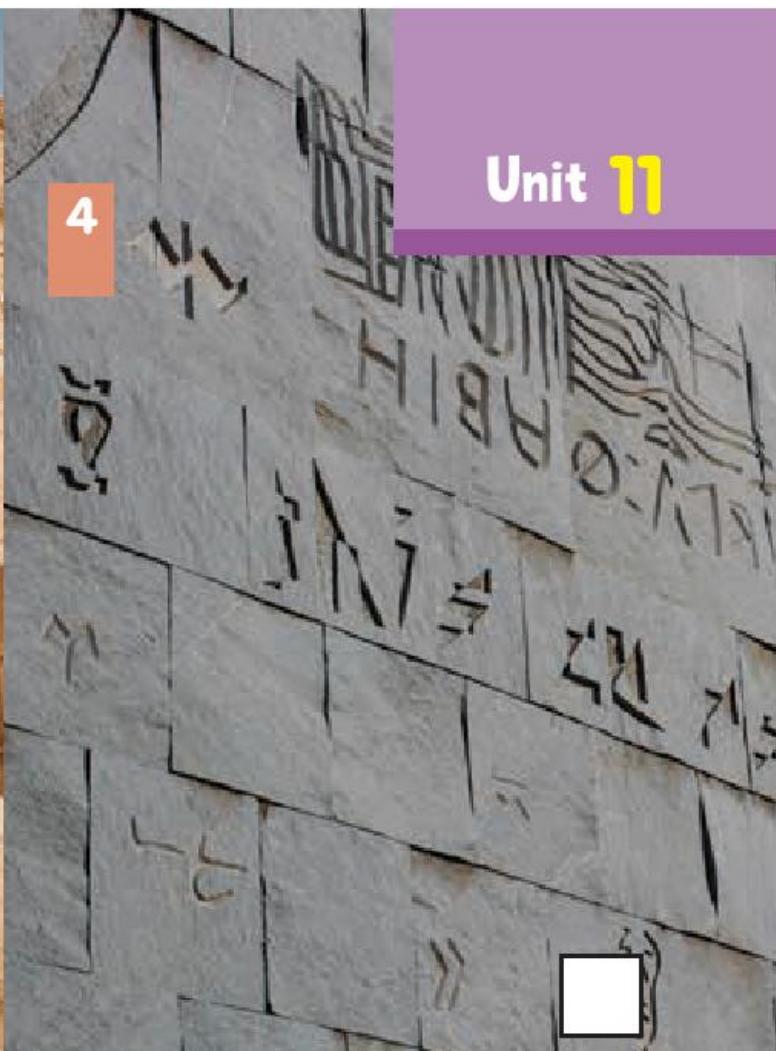
1

I'm at Giza. I have a lion's body and a **human head**. I'm 4,500 years old. I am 73 meters long.

I am the Sphinx.

2

We're in the south of Egypt. There are four **statues** sitting at our door. They are 20 meters tall. People built us for Ramses the Great and Queen Nefertari.



the Library of Alexandria



the Sphinx

3 I'm in the north of Egypt. I have lots of books. I was the first library in the world. The new building opened in 2002.

4 I'm in Luxor. People built me for Amun and his family. The most famous part of me is the **Hypostyle Hall**. People drew beautiful pictures on the **pillars** in the hall.

Vocabulary: monument, the Sphinx, Karnak Temple, Abu Simbel Temples, the Library of Alexandria

Lesson 8

Social studies: famous monuments in Egypt



1 Work in pairs. How much can you remember? Do the quiz

Monument quiz

1 How long is the Sphinx?

- 1 sixty-three meters
- 2 seventy-three meters
- 3 fifty-three meters

2 How tall are the Abu Simbel statues?

- 1 twenty meters
- 2 two hundred meters
- 3 two hundred fifty meters

3 Which monument did people build for Amun?

- 1 the Sphinx
- 2 Abu Simbel Temples
- 3 Karnak Temple

4 Which monument has an animal body?

- 1 Abu Simbel Temples
- 2 the Sphinx
- 3 Karnak Temple

5 Which monument opened again in 2002?

- 1 the Sphinx
- 2 the Library of Alexandria
- 3 Abu Simbel Temples

6 Who was Ramses the Great's wife?

- 1 Queen Hatshepsut
- 2 Queen Nefertiti
- 3 Queen Nefertari

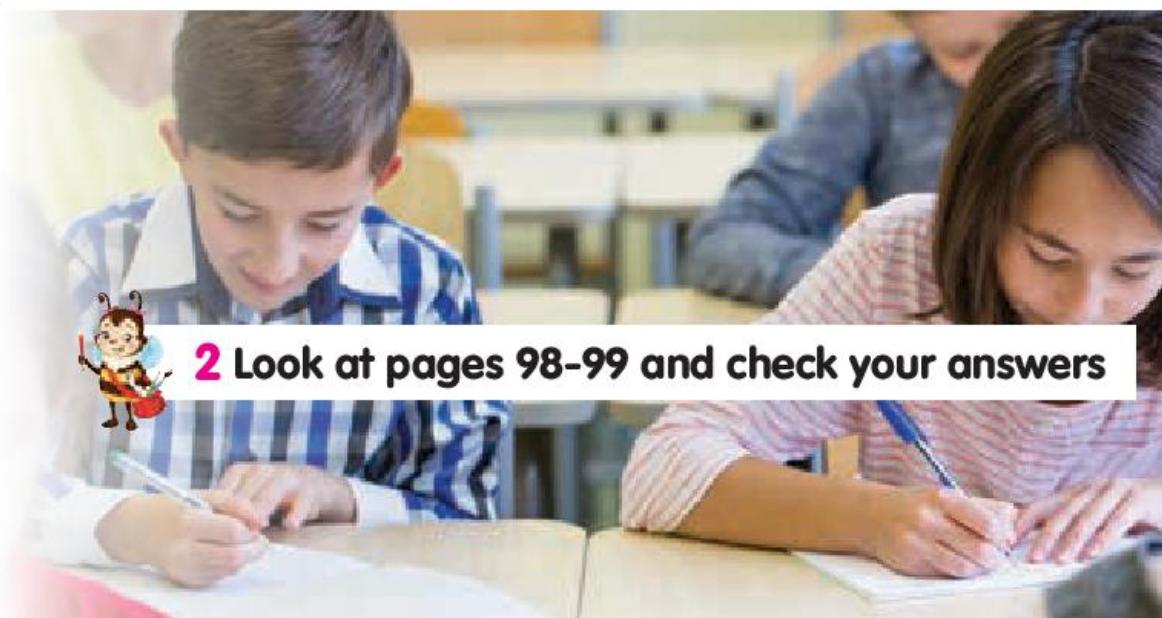
7 How old is the Sphinx weigh?

- 1 50,000 years old
- 2 2,000 years old
- 3 4,500 years old

8 What are on the pillars at the Karnak Temple?

- 1 statues
- 2 beautiful pictures
- 3 books





2 Look at pages 98-99 and check your answers

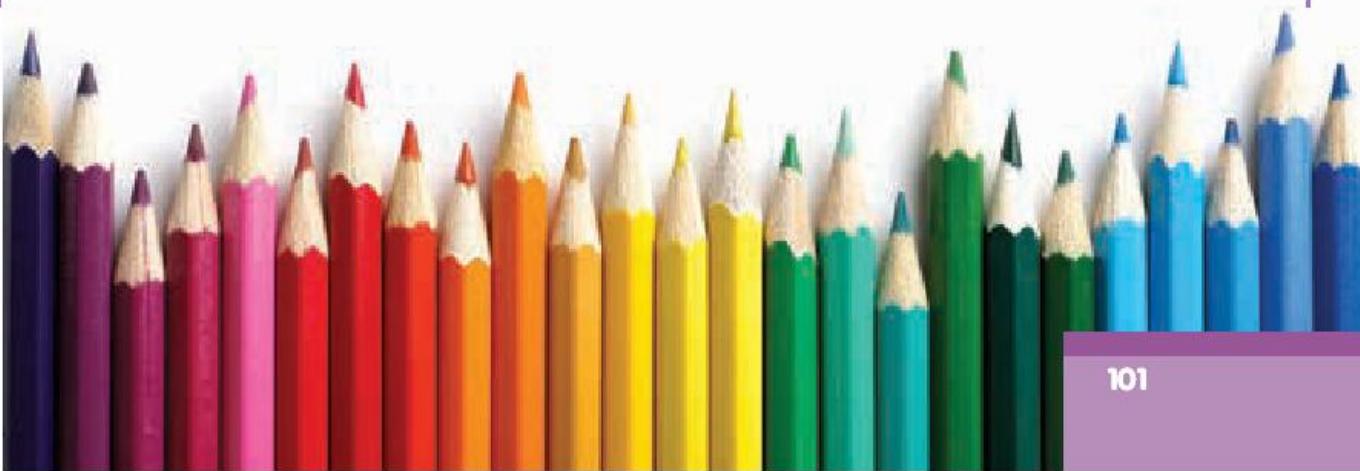


3 Draw and color your favorite Egyptian monument. Write about it and tell your classmates

Name:

Place:

How tall/long it is:



Lesson 9

Learn sounds with Busy Bee!



1 Listen, point, and say. Mark the er sound

er



meter



water



teacher



paper



computer



flower



2 Complete the table with the correct words

Noun	Verb
teacher	1teach.....
2	bake
singer	3
4	clean
painter	5

Tip!

Remember, when we change a verb to a person we often add -er:
teach → teacher



3 Listen and check. Say the words

Learn to write with Busy Bee!



Unit 11



4 Read and trace

- 1 The teacher is writing on the paper.
- 2 My mother is watering the flowers.
- 3 The cleaner is cleaning with water.



5 Read the fact file and paragraph about an Egyptian monument

Fact file

Name: The Red Pyramid
Where is it? Dahshur, Giza
How old is it? 4,500 years old
Who built it? Workers for King Senefru
How tall is it? 104 meters
Why do you like it? It is made of red stones and it looks so beautiful.

The Red Pyramid

The Red Pyramid is the oldest pyramid at Dahshur, Giza. It is about 4,500 years old. It is 104 meters tall. Workers built the Red Pyramid for the pharaoh Senefru. It was the first successful pyramid in the world. I love it because it's made of red stones and it looks so beautiful.



6 Complete the following fact file about the Eiffel Tower. Use page 159 to search for information

Name:	Who built it?
Where is it?	How tall is it?
How old is it?	Why do you like it?

Go to page 159

Lesson 10

Project: A fact file



1 Write a fact file about an Egyptian monument:

You will need:

Name:
Where is it?
How old is it?
Who built it?
Why did they build it?
How tall is it?
Why do you like it?



a copy of the template

coloring pens and pencils

photos of the monument

scissors

glue

Name:
Where is it?
How old is it?
Who built it?
How tall is it?
Why do you like it?



How to make your fact file

- 1 Choose your favorite ancient Egyptian monument.
Complete a fact file about it.

- 2** Cut out and complete the template.
- 3** Check with your teacher.



- 4** Decorate and color your fact file.
- 5** Glue photos of your famous monument.



Show and tell



2 Show and tell

The Sphinx is my favorite Egyptian monument. It is ...

Fact file



Name: The Sphinx
Age: 4,500 years
Material: Sandstone
Size: 23 m long, 6 m high
Weight: 2,300 tonnes
Where it was found: Giza, Egypt

Language: *The Sphinx is my favorite Egyptian monument. It is ...*

Self-Assessment



Read and color the stars that describe your effort

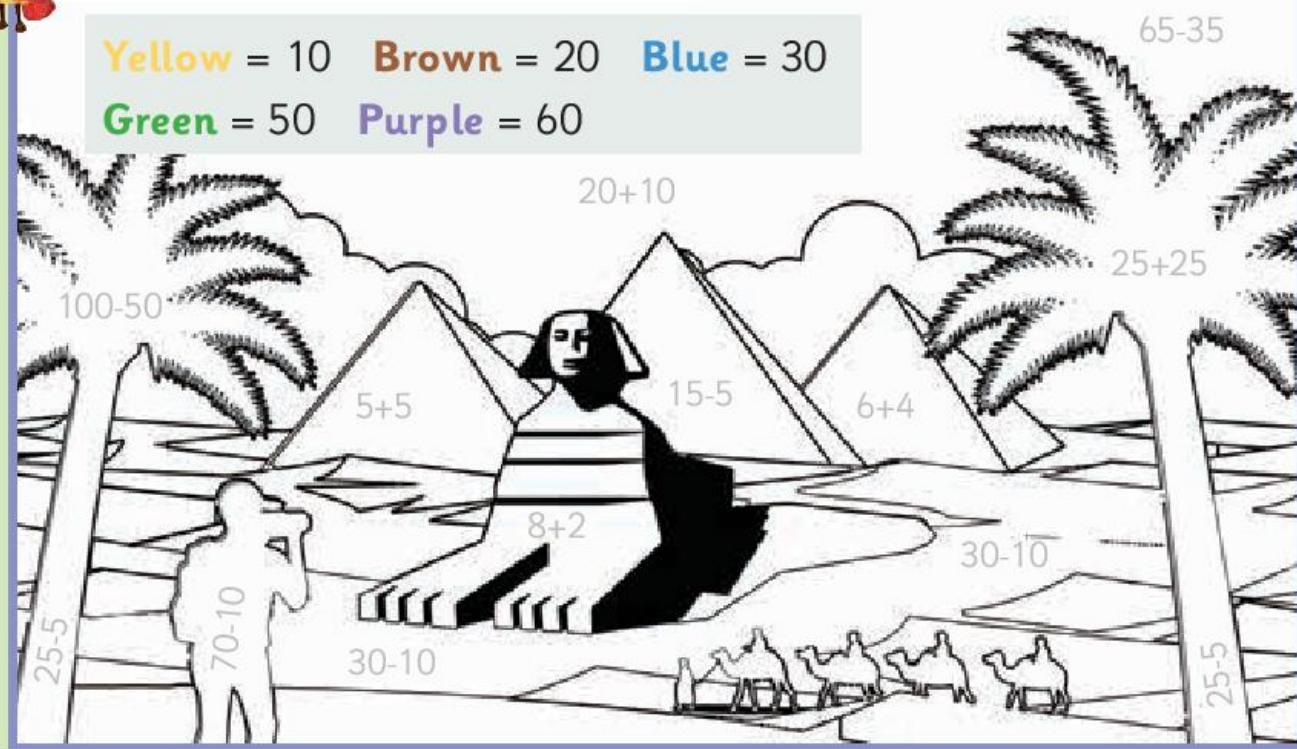
Speaking and reading 	I can read about how tall, long or heavy the objects are.	★	I can say how tall, long or heavy the objects in the unit are.	★ ★	I can say how tall, long or heavy the objects around me are.	★ ★ ★
Writing 	I can complete sentences with how tall, long or heavy an object is.	★	I can complete a fact file about an Egyptian monument.	★ ★	I can complete a fact file about an Egyptian monument and write why I like it.	★ ★ ★
Phonics 	I can read words with the <i>er</i> sound.	★	I can read and say words with the <i>er</i> sound.	★ ★	I can read, say, and write words with the <i>er</i> sound.	★ ★ ★
CLIL: Science; Estimation and measurement 10 1000 ten one thousand	I can read and write numbers from 1-1000 in digits and in words.	★	I can add using the numbers from 1-1000 in digits and in words.	★ ★	I can use the numbers 1-1000 to say how tall, long or heavy an object is.	★ ★ ★
Values: Loyalty 	I'm proud of ancient and modern Egyptian monuments.	★	I can name some ancient and modern Egyptian monuments which I like.	★ ★	I can name some ancient and modern Egyptian monuments and say why I like them.	★ ★ ★
Project 	I work with my group to plan and make a fact file of my Egyptian monument.	★	I work with my group to search for information, plan and make a fact file of my Egyptian monument.	★ ★	I work with my group to search for information, plan, and make a fact file of my Egyptian monument, and say ideas to make it better.	★ ★ ★

Play time



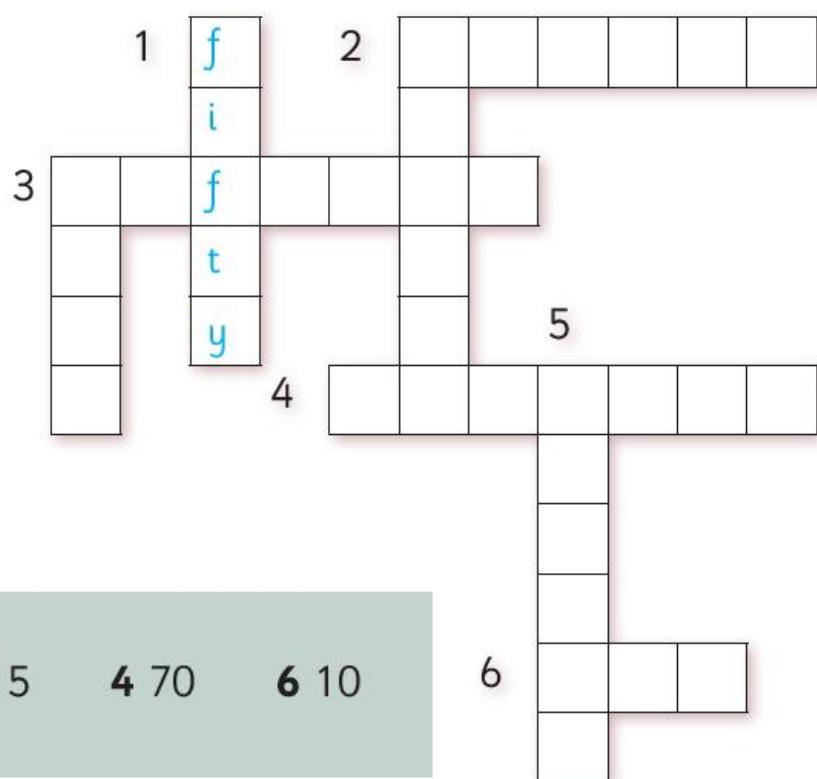
1 Add and subtract. Then color

Yellow = 10 Brown = 20 Blue = 30
Green = 50 Purple = 60



2 Complete the crossword with the numbers as words

Down:
1 50
2 12
3 5
5 80



Across: 2 20 3 15 4 70 6 10

Play time

Unit 11



1 Complete the paragraph with the words in the box

temple because is interesting old the ~~favorite~~

The Temple of Hatshepsut

My~~favorite~~..... Egyptian monument is Temple of Hatshepsut. It near Thebes, and it is about 3,500 years The paintings in the are very and beautiful. They show important things from Hatshepsut's time. I love the monument the paintings are awesome.



2 Write the person who does the jobs, then say the words

Verb	Person
1 teach	a teacher
2 bake	b
3 sing	c
4 clean	d
5 paint	e

Teacher assessment



Unit 12

Lesson 1 I'd like chicken, please



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



1 Hana, would you like some soup?

2 Yes, please.

3 Hany, what would you like?

8 Yes. I can't wait. The food is delicious here.



2 Read and write True or False

1 Hana would like some soup.

.....

2 Hana would like chicken.

.....

3 Hany prefers rice.

.....



Vocabulary: Meals and food

1 Listen, point, and say



1 chicken



2 potatoes



3 vegetables



4 rice



5 soup



3 Match the meals in Exercise 2 to their times below

1 You have this in the morning:

.....

2 You have this in the afternoon:

.....

3 You have this in the evening:

.....

4 You have this between meals when you are hungry:

.....



2 Listen, read, and say

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



1 breakfast



2 lunch



3 dinner



4 snack



4 Say these words with ASL



breakfast



lunch



dinner



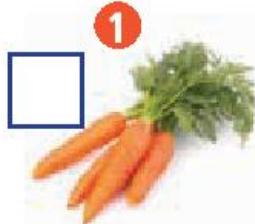
snack

Lesson 2

Science: A balanced diet



1 What is healthy food? Look and tick



1



2



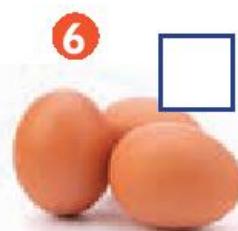
3



4



5



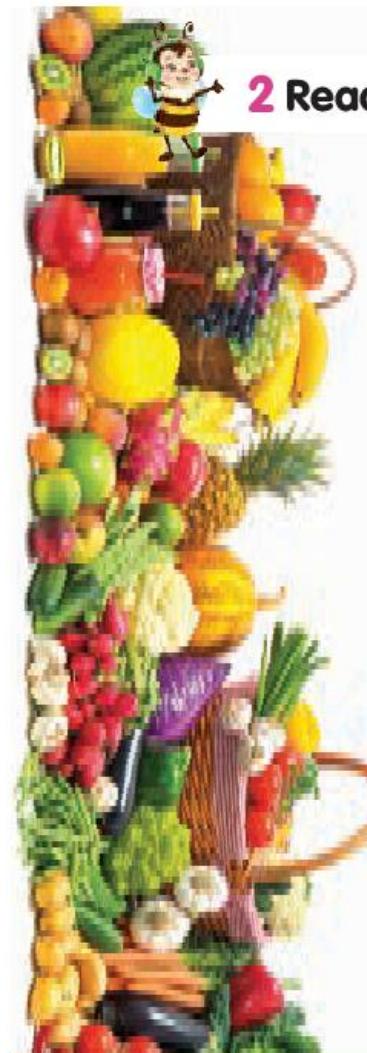
6



7



8



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

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

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

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

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

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

Meat, eggs, and fish

Fruit and vegetables

~~Bread, cereals, and potatoes~~

Milk and dairy products

Food with sugar and fat

2

1 Bread, cereals, and potatoes



3

4

5



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

Lesson 3

Listening and speaking



1 Put the lines in the correct order



And to drink?



I'd like some chicken and soup, please.



And for dessert?



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



Some **rice pudding**, please.



Some orange juice, please. Thank you.



2 Listen and check





3 Read and complete. Use the words in the box

Main course

Ice-cream

Dessert

Potatoes and fish

Drinks

Tea

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

Tip!

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



Lesson 4

Life skills: Accounting and provision of resources



1 Work in groups of 3 and do the exercise below

You are going to help your mom make lunch for your friends. You have 120 pounds. Decide what you will make and choose your food. Remember to make healthy choices.



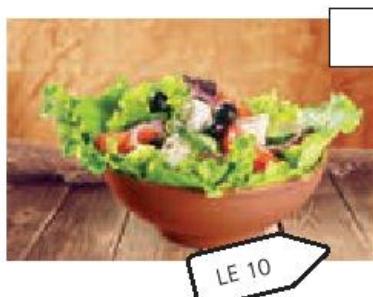
LE 5



LE 45



LE 20



LE 10



LE 60



LE 100



LE 15



LE 7



LE 12



LE 6



LE 11



LE 13

a Tick what you bought.

b How much did you spend?



2 What are you cooking? Discuss. Then write your menu

My menu

Main Course

Price

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

Dessert

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

Drinks

.....
-------	-------



3 Tell the class about how much you spent and your menu.
Vote for the best menu!

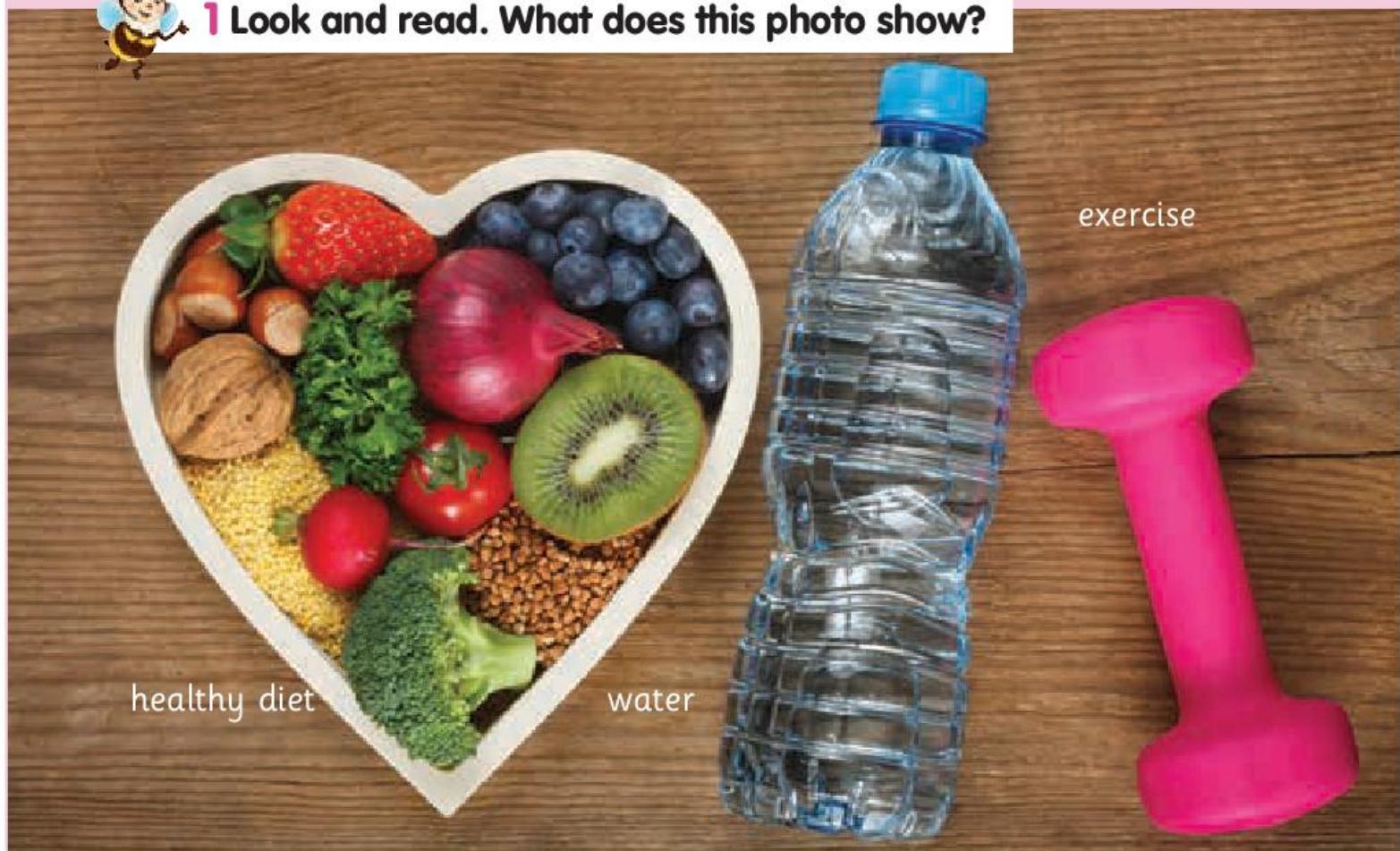
Vocabulary: menu, main course, dessert,
drinks, price

Lesson 5

Science: A healthy heart



1 Look and read. What does this photo show?



healthy diet

water

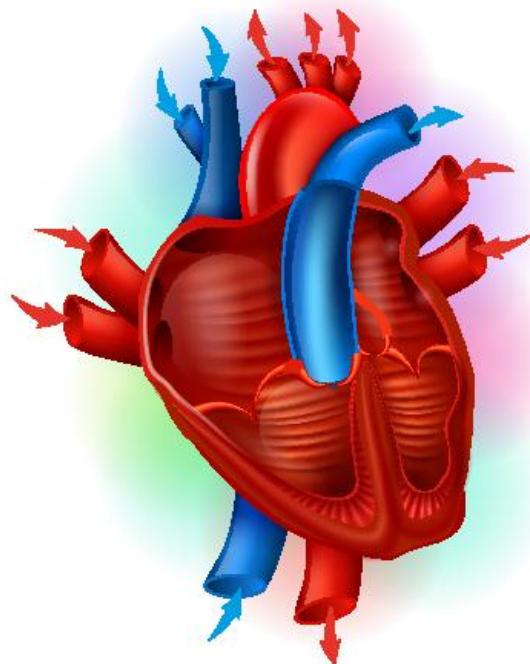
exercise

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

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

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

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





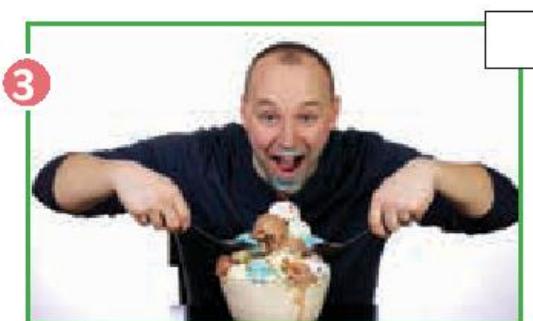
2 Look, read, and check what you need for a healthy heart



exercise



watch TV



eat lots of ice cream



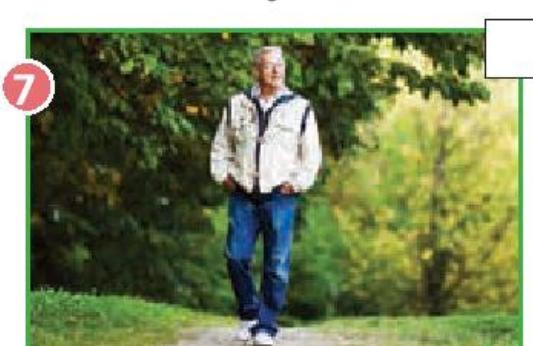
get eight hours of sleep



eat fruit



drink cola



go for a walk



play computer games for 6 hours



3 Do you have a healthy heart? Why?

Vocabulary: heart, organ, pump

Listening and writing

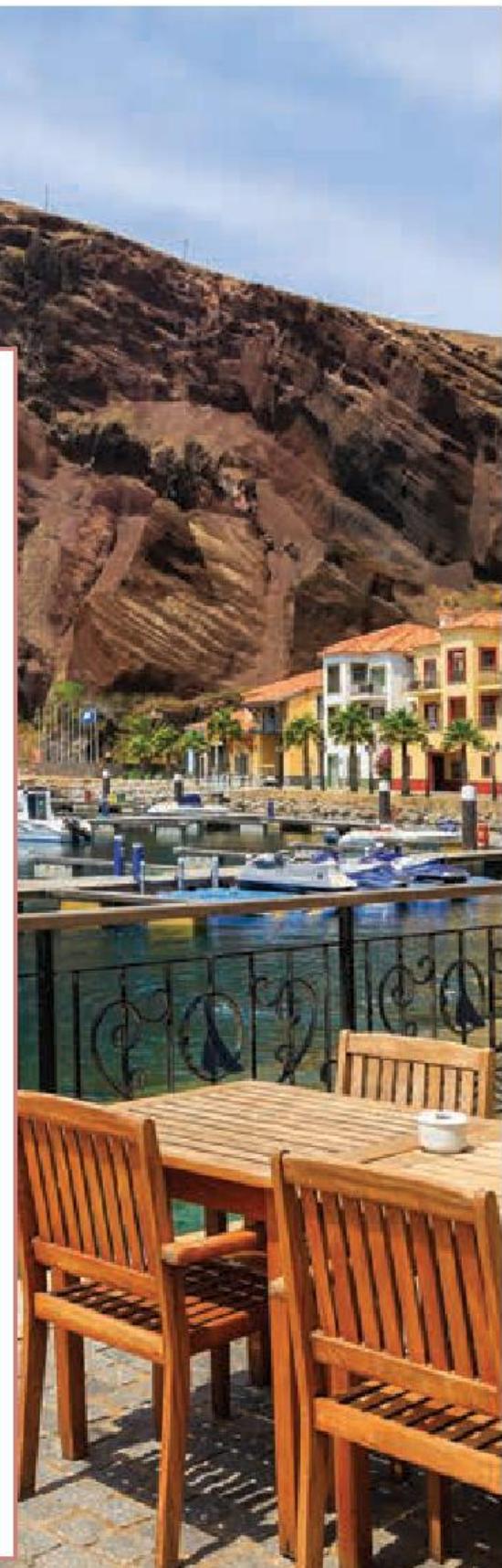


4 Listen and sing

Welcome to the restaurant.
What would you like to eat, eat, eat?
Please tell me, what would you like to eat?
Would you like a burger,
Some cake, fries, or some meat?
No, thank you! No, thank you.
No burger, no fries, and nothing sweet!
Thank you very much!

Welcome to the restaurant.
What would you like to eat, eat, eat?
Please tell me, what would you like to eat?
Would you like some pasta with cheese,
Eggs and butter, or some pizza?
No, thank you! No, thank you!
No butter for me, no pasta with cheese.
I like to eat healthy, if you please.

Welcome to the restaurant.
What would you like to eat, eat, eat?
Please tell me, what would you like to eat?
Would you like a salad,
Some soup, or potatoes with fish?
I'd like some rice and fish,
And lots of salad in a very big dish!
Thank you very much!



5 Complete the table using the food in the song

Healthy

rice,
.....
.....

Unhealthy

burger,
.....
.....



1 Listen and read. Then say



gg nn tt



egg



dinner



butter



foggy



sunny



kitten



2 Look and write **gg**, **nn** or **tt**



1 ki _ _ en



2 e_ _



3 di _ _ er



4 bu _ _ er



5 su _ _ y



6 fo _ _ y



3 Listen and say

Phonics: the **gg**, **nn** and **tt** sounds

Writing: Descriptive paragraphs



4 Read and trace



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



2 The kitten is playing in the garden on a sunny day. It is brown and white. The kitten is playing with a red ball. It is very happy.

Tip!

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

Writing skills: Descriptive paragraphs



5 Look and write
a paragraph about the
picture



A balanced diet is important for our bodies.

Lesson 7

Project: A heart collage

You will need:



cut-outs of a
red heart and
a black heart



coloring
pens and
pencils



pictures from
the internet
and magazines



cardboard
paper



scissors



real items or
toys of food



glue

1 Read and make your healthy and unhealthy heart collage



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



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



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



4 Talk about your collage.



Show and tell



2 Show and tell

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

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

Self-Assessment



Read and color the stars that describe your effort

Speaking and reading

I can read about a healthy diet and things that make my heart strong.



I can talk about a healthy diet and things that make my heart healthy.



I can talk about a healthy and unhealthy diet and things that are good or bad for my heart.

**Writing**

I can trace sentences in a descriptive paragraph.



I can write a descriptive paragraph with my teacher's help.



I can write a short descriptive paragraph.

**Phonics: gg, nn and tt**

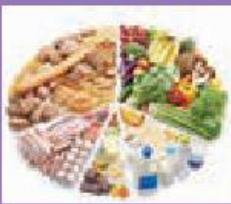
I can read words with gg, nn and tt letter combinations.



I can read and write words with gg, nn and tt letter combinations.



I can read and write other words with gg, nn and tt letter combinations.

**Science: a balanced diet**

I can say the things that are important for a healthy heart.



I can say the things that are good or bad for the heart.



I can say if I have a healthy or unhealthy heart.

**Life skills: accounting and provision of resources**

I understand that my body needs a balanced diet.



I can make my balanced meals.



I can make my menu of balanced meals with the money I have.

**Project**

I can make my healthy and unhealthy heart collage.



I can say ideas to my friends to make their healthy and unhealthy heart collage better.



I can improve my healthy and unhealthy heart collage based on my friends' feedback.



Play time



1 Complete the grid with the words, then say the mystery word in blue

1



2



3



4



1

b r e a k f a s t

2

3

4

5

6

7

8

9

5



6



7



8



2 Write sentences with the words from Exercise 1

1 For breakfast, I have falafel and tea with milk.

2

3

4

5



1 Complete the summary with these words

favorite

football

swimming

exercise

eggplant

chocolate

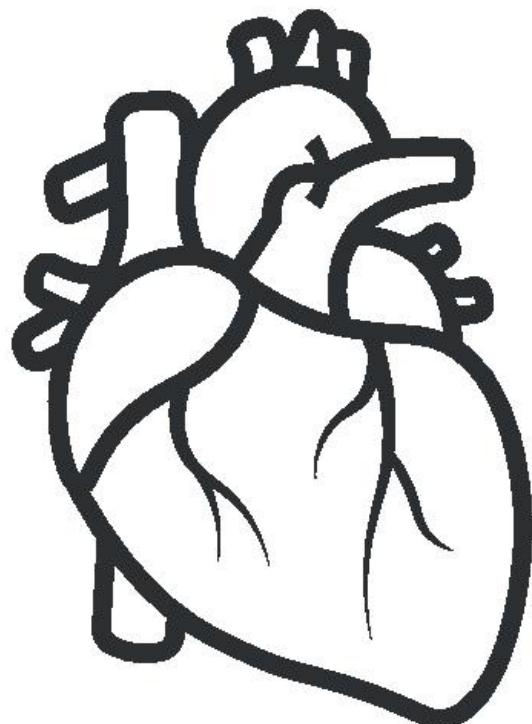
~~healthy~~

I want to have a ① **healthy** heart. I love ② but I try to eat only a little. I eat lots of fruit and my ③ fruit is mango. I like vegetables too, especially ④

I know it's good to ⑤ for my heart too. I play on a ⑥ team and, on the weekend, I ride my bike and go ⑦ with my family.



2 Color the heart



Teacher assessment



Review 4

Lesson 1



1 Take a card and say



2 Stick the cards

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15



3 Ask and answer



Go to page 157

What's 15?



It's chicken.



Reading

Review 4



4 Read and color the correct pictures

Waiter: Good evening everyone.

Dad: Good evening.

Waiter: What would you like?

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

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

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

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

Waiter: Yes, of course. And to drink?

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

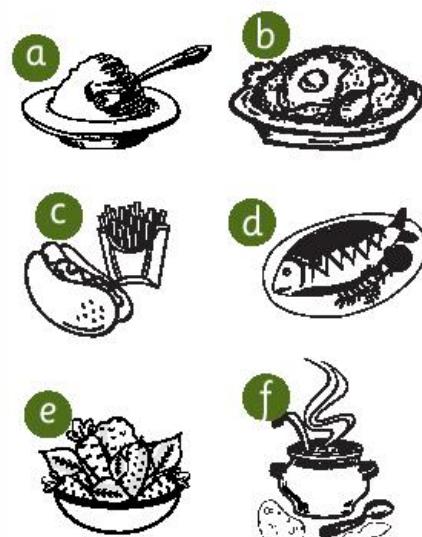
Waiter: OK. Is that everything?

Dad: Yes. Thank you.

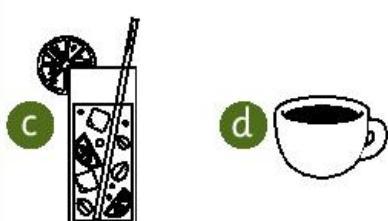
1 Where are they?



2 What do they eat?



3 What do they drink?



5 With your partner, look at the food in Exercise 4. Ask and answer

What would you like to eat?



I would like ...



Lesson 2 Writing



1 Match 1-5 to a-e

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

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



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

Street	your	birthday	2013
What's	01099479756	have	

Woman: What's *your* name?

Tarek: Tarek Mahmoud.

Woman: your address?

Tarek: 10A Hussein Wassef

Woman: What's your , please?

Tarek: June 24th,

Woman: Can I your cell phone number?

Tarek: Yes, it's

Woman: Thank you very much!



3 Listen and tick

Phonics

Review 4



4 Listen and write

er	gg/nn/tt
1 m _ _ _ _	7 e _ _
2 w _ _ _ _	8 k _ _ _ _ _
3 t _ _ _ _ _	9 s _ _ _ _
4 p _ _ _ _ _	10 f _ _ _ _
5 s _ _ _ _ _	11 d _ _ _ _ _
6 c _ _ _ _ _	12 b _ _ _ _ _



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



6 Listen and check

1 internet **3**

2 website _

3 computer _

4 meter _

5 chicken _

6 potatoes _



7 Listen and write. Then say



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



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



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

Self-Assessment



1 Tick what you can do. Now I can ...

1 say technology words



2 say numbers 1-1,000

10

20

30

40

50

60

70

80

90

100

200

1000

3 say meals and foods



4 say these sounds

er

nn

gg

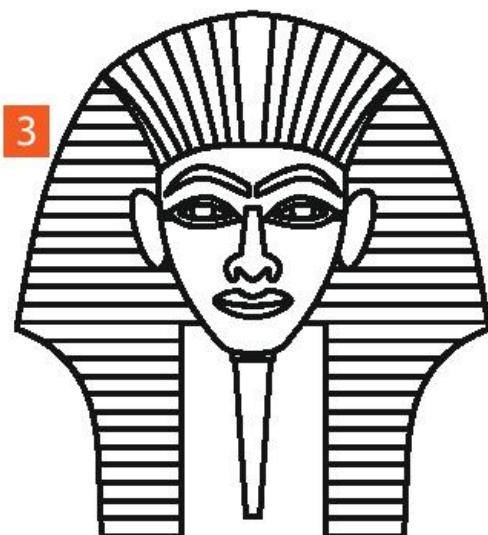
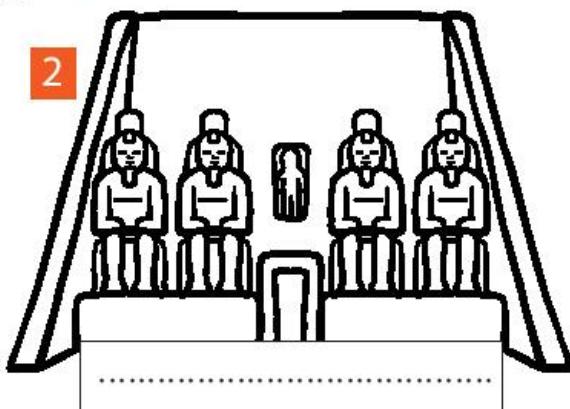
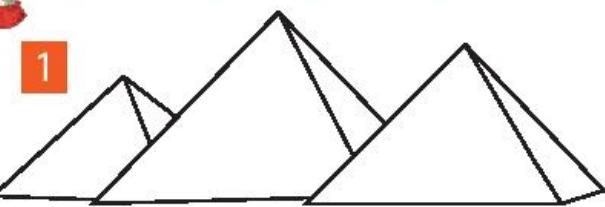
tt

Play time

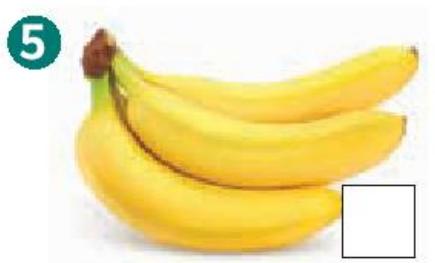
Review 4



1 Color and label the famous Egyptian monuments



2 Mark the healthy foods with a ✓



CONNECT READING ADVENTURES

Tamer's Travels on the Tablet



BY NICOLA GARDNER
ILLUSTRATED BY MONA MOHAMED NAGY



Picture Dictionary



Chinese buns



Chinese soup



croissant



Eiffel Tower



warrior statues



This is Tamer. He is Egyptian. He is 8 years old. He likes speaking English.



Tamer is talking to his uncle. He wants to speak English to other boys around the world.



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



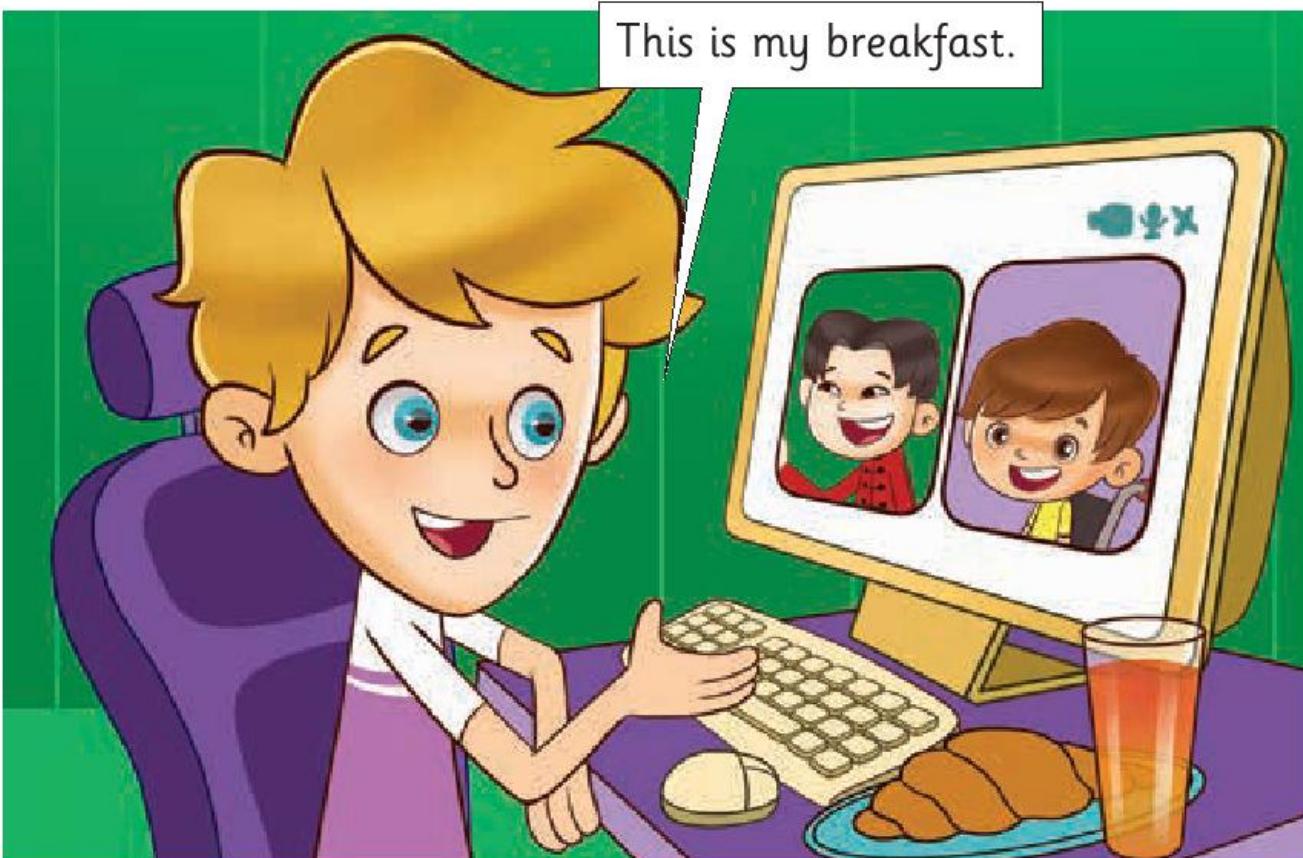
Tamer's uncle makes a **video call** to his French friend. He gives his tablet to Tamer. Tamer talks to Léo.



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



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



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



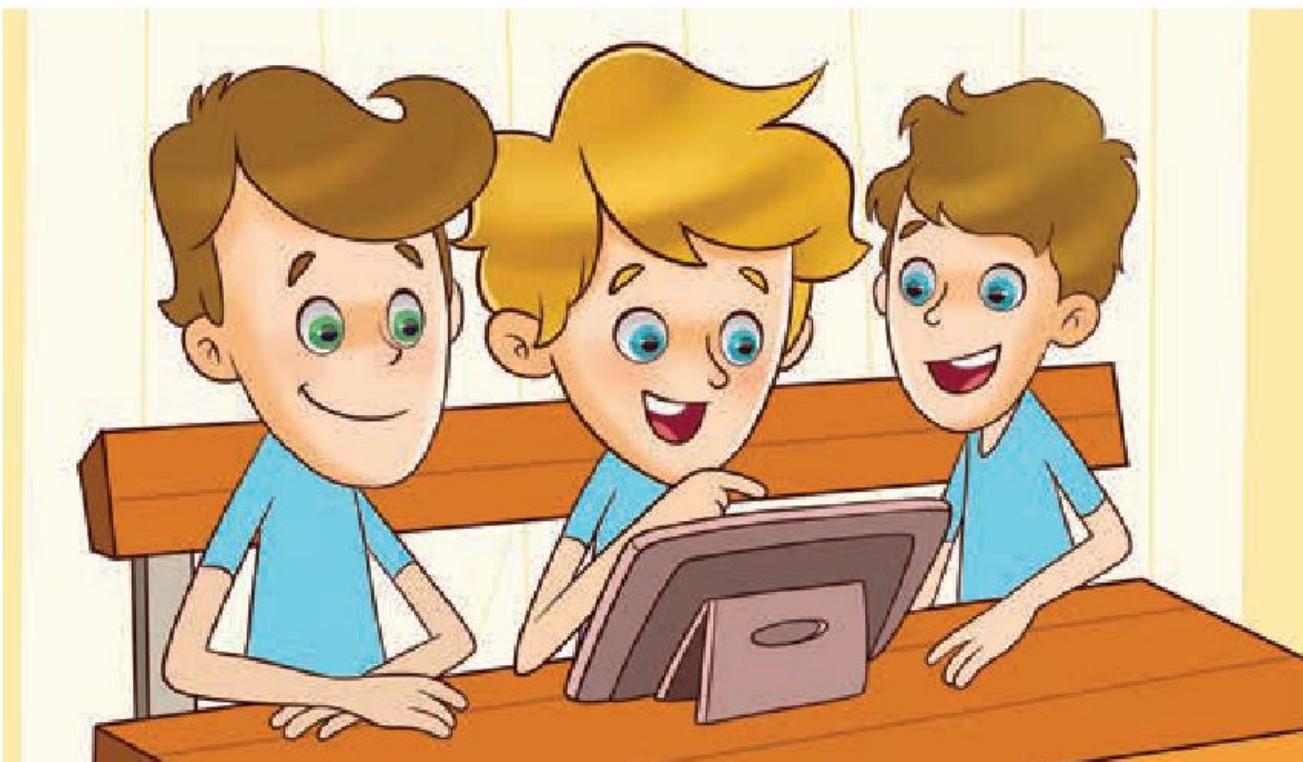
Chen says, "That looks **delicious**! I have soup and **buns** for breakfast."



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



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



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



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



One day, Chen says, "What **monuments** do you have in your countries?"

Tamer says, "In my country we have many beautiful monuments, for example, the Sphinx and the Great Pyramid. Look at these!"

Chen says, "They are fantastic!"

Léo says, "Wow!"



Léo asks, "Tamer, do you live in Cairo?"

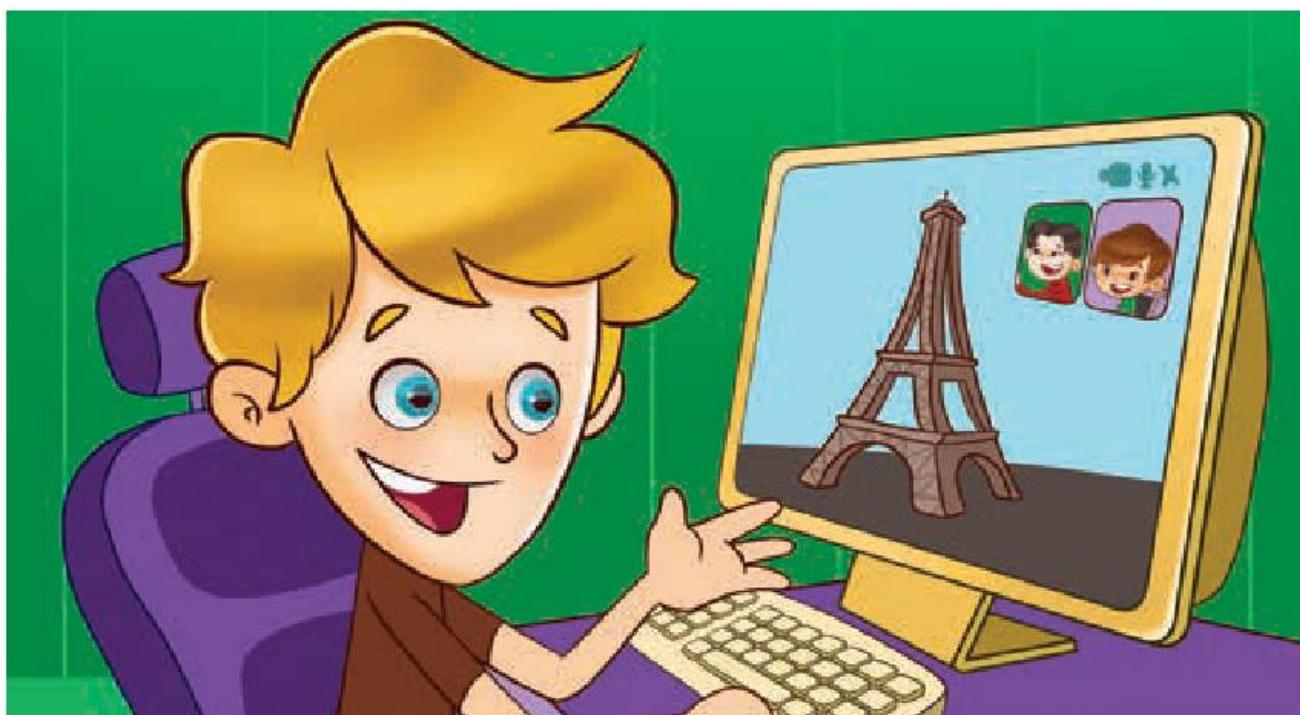


Tamer says, "No, I live in Luxor."

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

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

Chen says, "That's awesome."



Léo says, "This is the Eiffel Tower. It's in Paris and it's very famous. I love it." Tamer says, "It's so tall! It's great!"



Chen says, "These are some **warrior statues** in China. They are over 2,000 years old. Each man's face is different. They are my favorite monument."

Léo says, "They are very interesting!" Tamer says, "I like their faces."



Tamer says, "We all live in amazing countries. We all have delicious food, exciting technology, and beautiful monuments."



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

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

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

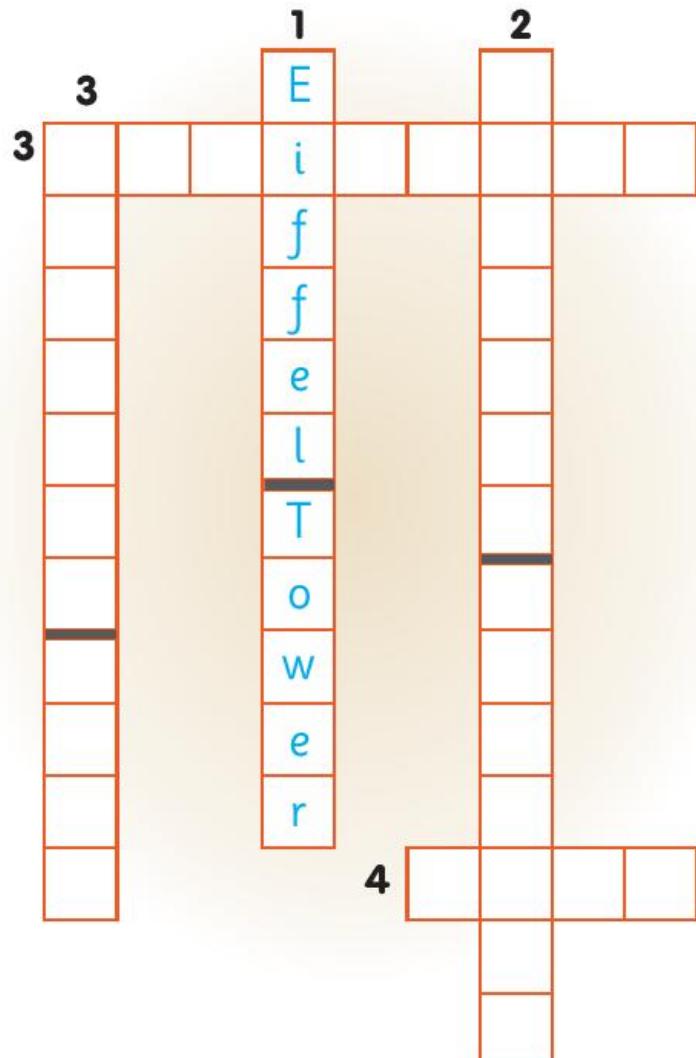
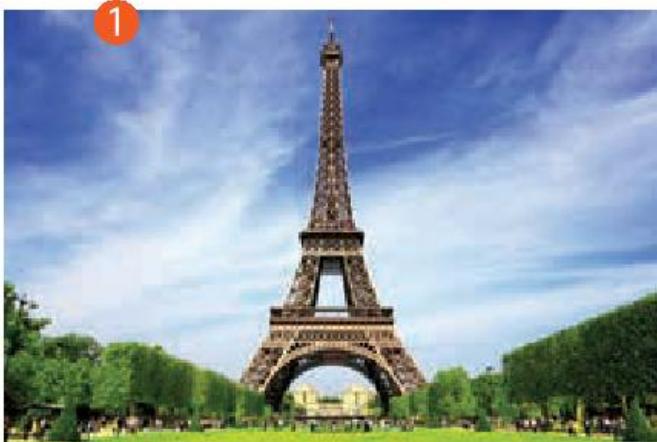
Lesson 2

Words in the story

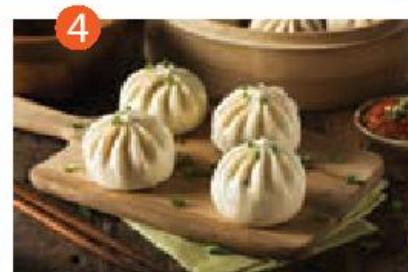


1 Look and write

Down:



Across:



Characters in the story

Story



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



1



2



3

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

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

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



3 Match the characters to the pictures

1 Léo



2 Chen's



3 Tamer



a mom is friends with Tamer's mom.

b does online research with friends.

c has a funny fish.



4 Write True or False

1 Tamer lives in Cairo.

.....

2 The Valley of the Kings is 2,000 years old.

.....

3 The Eiffel Tower is in Paris.

.....

4 The warrior statues are 3,000 years old.

.....

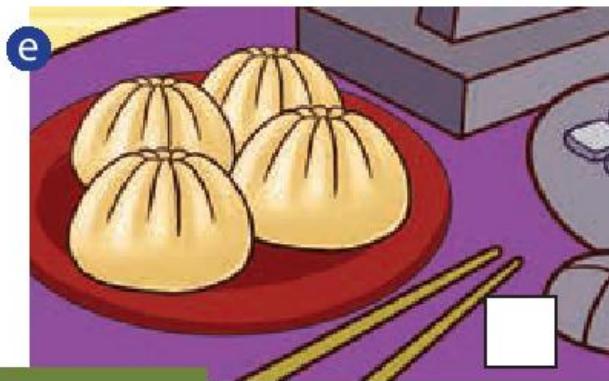
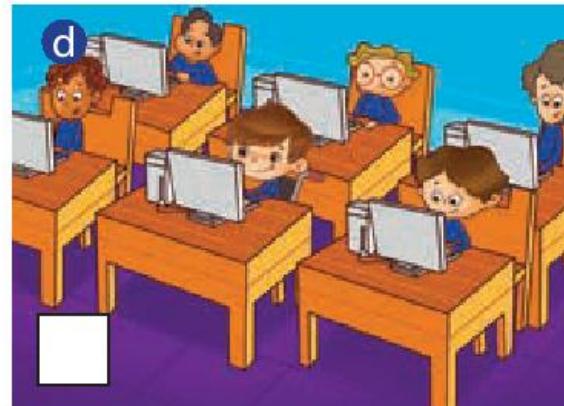
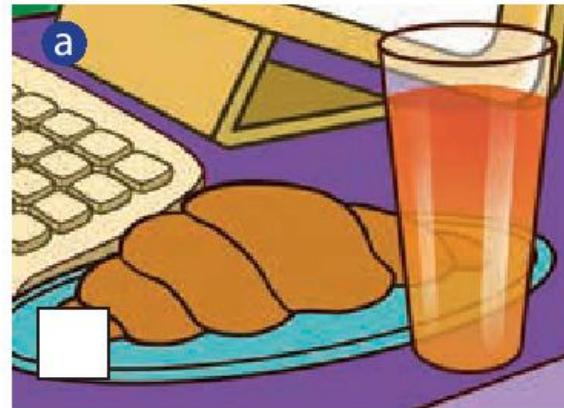
Lesson 3

Events in the story



5 Match the sentence with the picture

- 1 Léo shows the monument from his country.
- 2 Chen shows food from his country.
- 3 Tamer shows technology from his country.
- 4 Léo shows food from his country.
- 5 Tamer shows food from his country.
- 6 Chen shows a monument from his country.



Events in the story

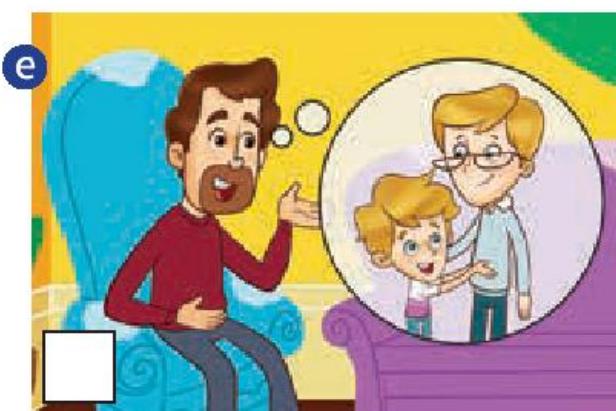
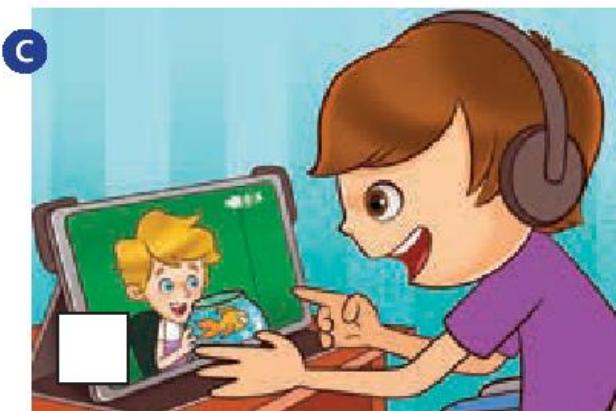
Story



6 Look and number



7 Say the story



Lesson 4

Activities



8 Match the questions and answers

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

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

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

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

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

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



9 Listen and complete the song

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

We can eat soup and drink Chinese tea.

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

We can see the statues and be happy. Hurray!

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

We can eat croissants and "oui, oui!".

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

We can see the Tower and be happy. Hurray!

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

We can eat falafel and Egyptian tea.

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

We can see the and be happy. Hurray!



10 Sing

Activities

Story



11 Tick the things you learn when you have friends from different countries. (You can tick more than one thing)

1 We learn about different foods.

2 We learn about different monuments.

3 We use different technology tools.

4 We learn about different places in other countries.

5 We know about music and arts in other countries.

6 We can learn new languages.



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

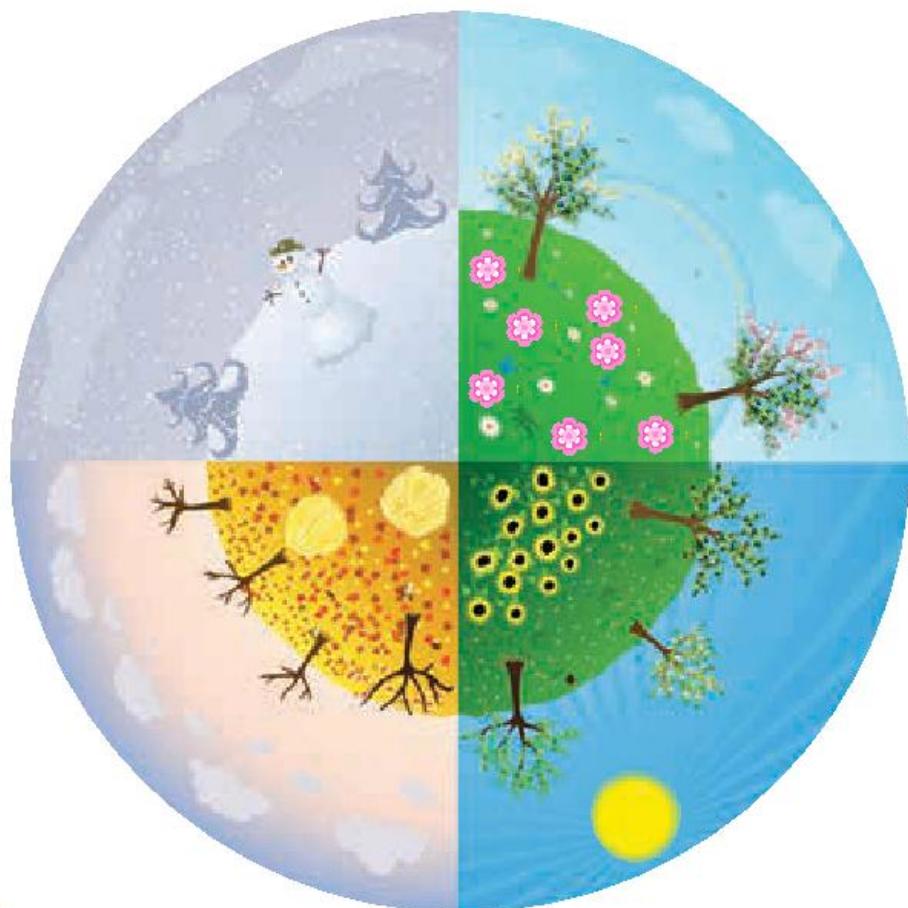
7

8

9

Cutouts

Unit 8



Review 4

				
	87			400
			234	



The Eiffel Tower

<https://07107fw0i-1106-y-https-library-eb-co-uk.mplbci.ekb.eg/levels/junior/article/Eiffel-Tower/440313>

Eiffel Tower



The Eiffel Tower is the tallest structure in Paris, France.
© Corbis

Did You Know?

In addition to the Eiffel Tower, Gustave Eiffel designed the framework for the Statue of Liberty.

Related

Introduction

Standing high above Paris, France, the Eiffel Tower is among the most famous landmarks in the world. It is known as the Tour Eiffel in French. The tower was designed and built by the French engineer Gustave Eiffel, who also designed the framework for the Statue of Liberty in New York. When built in the 1880s, it was the highest human-made structure in the world. Today, it is still the tallest structure in Paris.

The Monument

The three-level tower is 300 metres (984 feet) tall. A television antenna atop the structure gives it a total height of 322 metres (1,056 feet). The base of the tower consists of four large arches. Glass-walled lifts and stairs lead up to the first and second platforms. Other lifts go from the second level to the third platform near the top. From this platform the view extends for 80 kilometres (50 miles) on a clear day. Along with the viewing areas, the tower has restaurants, a museum and a souvenir shop.

History

The Eiffel Tower is the result of a contest held by the French government. At the time the government was organising the International Exposition of 1889, a fair to celebrate the 100-year anniversary of the start of the French Revolution. The contest to create a monument for the event drew much interest, and more than 100 plans were submitted. Eiffel's plan was chosen but not without some controversy. His plan called for a tower built almost entirely of a series of crossed metal strips. The structure was widely criticised in the planning stages because nothing like it had ever been built before. Yet the tower was built with a small labour force and at a slight cost. It took only about two years, between 1887 and 1889.

After the 1889 fair ended, the Eiffel Tower was almost torn down several times. But Eiffel oversaw changes to the structure that made it more useful. Among them were the addition of a weather station in 1890 and a military telegraph station in 1909. Changes also were made for fairs held in 1900, 1925 and 1937. In the early 1980s the Eiffel Tower was renovated for its 100-year anniversary in 1989. The tower is now a popular tourist stop.

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