



English



2025/2026

Term 2

Primary

6



"تهدي وزارة التربية والتعليم والتعليم الفني هذا الكتاب ، بكل الحب إلى
الأطفال والأسر في جمهورية مصر العربية."

**"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
DEDICATES THIS BOOK, WITH LOVE, TO THE CHILDREN AND
FAMILIES OF THE ARAB REPUBLIC OF EGYPT."**

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Ministry of Education and Technical Education
New Administrative Capital
Cairo, Egypt

Name :

Class :

School :



THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the Primary 6 Framework for Egyptian Learners. This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Primary 6 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook

* **Culturally Relevant Stories:** Each unit features engaging fables inspired by Middle Eastern folklore, designed to resonate with students' cultural backgrounds while imparting valuable moral lessons.

* **Structured Learning Activities:** The textbook is organized into weekly sessions, each focusing on different aspects of language acquisition:

Listening and Speaking: Interactive storytelling, discussions, and role-playing activities enhance listening comprehension and oral communication skills.

Reading and Phonics: Phonics exercises and reading activities develop students' ability to decode and comprehend written English.

Writing and Vocabulary: Targeted writing exercises and vocabulary-building activities encourage students to express themselves clearly and expand their word knowledge.

Cultural Integration: Lessons are intertwined with cultural insights, promoting an appreciation for both the English language and Egyptian traditions.

* **Visual and Interactive Elements:** Bright illustrations and interactive components such as coloring pages, matching games, and puzzles make learning enjoyable and reinforce key concepts.

* **Assessment and Feedback:** Regular assessments, including quizzes, retelling exercises, and vocabulary matching, provide educators with tools to monitor student progress and tailor instruction to meet individual needs.

Commitment to Excellence

The Ministry of Education and Technical Education is dedicated to providing high-quality educational resources that meet the evolving needs of our students. This textbook embodies our commitment to excellence in English language education, ensuring that every child has the opportunity to succeed academically and personally.

Join Us in Shaping the Future

As we embark on this educational journey, we invite educators, parents, and students to collaborate in fostering a love for the English language and a deep appreciation for our cultural heritage. Together, we can build a brighter future where our young learners thrive in a global society while staying rooted in their rich Egyptian identity.

Best Regards,

The Ministry of Education and Technical Education



Unit 1

Safe and Smart Transportation for Egypt's Future



Learning Outcomes

Speaking

- Use transportation vocabulary in short role-plays and discussions
- Ask and answer questions about new and modern transportation systems
- Talk about future transportation ideas and inventions
- Use the First Conditional correctly to discuss possible future situations

Reading

- Identify main ideas and supporting details in short reading texts about transportation in Egypt and around the world
- Recognize new transportation related vocabulary in context
- Make simple inferences about how transportation can change people's lives in the future

Listening

- Understand the main idea of short spoken texts about transportation and travel
- Recognize key transportation vocabulary in listening activities
- Follow short spoken instructions related to travel, safety, and directions
- Identify specific details such as payment methods, rules, or announcements in listening tasks

Writing

- Write an email suggesting or describing future transportation solutions
- Write First Conditional sentences about transportation and the environment
- Create a short magazine article or brochure describing future transportation ideas



Group Work Activity



1 How do we keep our planet clean?

.....



Pair Work Activity with Grade 5



2 Put the following words in the correct order to make sentences

1. you – visit- to – the – Do – want – Moon?

.....

2. slower – the – metro – than – The – than – bike – is.

.....

3. live – I – big – in – city- a.

.....



3 Before you listen, think and answer

1. Have you ever ridden on the metro before?

.....

2. What do you think “smart” trains or “smart” doors mean?

.....



announcement



passengers



ticket machine



elevator



digital screen



escalator



pay by card



smart doors

- | | |
|------------------|---|
| 1 ticket machine | a. A moving staircase |
| 2 announcement | b. A machine where you buy tickets |
| 3 digital screen | c. An electric device for showing words or pictures |
| 4 elevator | d. Speaking to give information to many people |
| 5 escalator | e. A moving platform that goes up or down in a building |

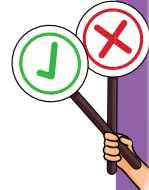


6



Listen and write (T) true or (F) false

1. The announcement is for Line 3. ()
2. The metro is slower than before. ()
3. Passengers can pay by card, phone, or cash. ()
4. The trains save electricity when they stop. ()
5. The announcements are only in English. ()



7



Listen again, and answer

1. What is the announcement mostly about?
 - a. New shopping centers in Giza
 - b. The metro and its new technology
 - c. A bus route in Cairo
 - d. School rules
2. What do smart doors do?
 - a. They play music
 - b. They open and close automatically
 - c. They sell tickets
 - d. They show the time
3. What do the digital screens inside the train show?
 - a. Movies and games
 - b. The weather
 - c. The next station and the time
 - d. Ticket prices
4. How can passengers pay for tickets?
 - a. Only with coins
 - b. With a card, a phone, or cash
 - c. With a paper pass only
 - d. Only online
5. Why is the new metro better for the environment?
 - a. It uses more electricity
 - b. It has bigger trains
 - c. It saves electricity
 - d. It has more announcements



Closing Activity

8

Correct the form of the words between brackets:

1. She is (tall)_____ than Ahmed.
2. This library is (next)_____ the hospital and the park.
3. Mona (go) _____ to school every day.

Lesson 2

Egypt's New Monorail



Group Work Activity



1 How can smart transportation help reduce air pollution?

.....



Pair Work Activity with Grade 5



2 Write 3 sentences about transportation in Egypt



Read the text

Egypt's New Monorail and Electric Buses

Egypt is changing the way people travel. If these new transportation systems continue to grow in Cairo and Giza, the cities **will become** faster, cleaner, and smarter.

One exciting project is the monorail, a train that runs on a single track above the ground. It **will connect** important places quickly. At each station, passengers **will find** ticket machines, digital screens, and announcements. Some stations also have elevators and escalators, so people **will travel** more easily.

Passengers must buy a ticket and listen to announcements. They mustn't block the smart doors. The electric bus **will help** the environment because it runs on electricity and makes no smoke. Passengers **will be able to pay** by card or phone. The bus has smart doors and bright LED lights.

People **will stay** safe **if they stand or sit** properly, but they **won't follow** the rules **if they eat or drink** on the bus.

With the monorail and electric buses, Egypt **will move** smartly into the future.





4

**Read and write (T) true or (F) false**

1. If Egypt keeps improving transportation, Cairo and Giza will become smarter cities. ()
2. Passengers will find ticket machines and digital screens at the stations. ()
3. The electric bus makes a lot of smoke. ()
4. Eating or drinking on the bus will be allowed. ()
5. The new transportation systems will help the environment. ()



5

Read and choose the correct answer

1. What makes the new electric buses better for the environment?
 - a. They move faster than cars
 - b. They run on electricity and make no smoke
 - c. They have more seats
 - d. They use petrol
2. What will happen if passengers block the smart doors?
 - a. They will travel safely
 - b. They will get a free ticket
 - c. They won't be safe
 - d. They will help the metro
3. What can passengers find at the monorail stations?
 - a. Restaurants and shops
 - b. Ticket machines and digital screens
 - c. Hotels and cinemas
 - d. Parks and playgrounds



Answer the following questions

1. Why do you think Egypt is building new transportation systems like the monorail and electric buses?
.....
2. How will these new systems change the way people travel in the future?
.....



Speaking

Group Work

- Transportation in Egypt – Past, Now, Future
- Talk about how transportation in Egypt has changed over time.
 1. Work in groups.
 2. Use this pattern to speak:

In the past, people used

Now, people travel by

In the future, people will use

3. Share your ideas with the class.

Language in use



First Conditional (Future Possibilities)

- We use the First Conditional to talk about possible situations in the future.

Form:

If + present simple, will + base form of the verb

- The if-clause (condition) uses the present simple tense, and the main clause (result) uses will + verb.
 - Use the First Conditional when you want to say “If this happens now, then that will happen in the future.”

Examples:

- If you take the monorail, you will arrive faster.
- If we use electric buses, the environment will be cleaner.
- If passengers forget their cards, they will buy a ticket at the machine.



8



Match column A with column B to form a correct sentence

- | | |
|--|--|
| 1 If you stand behind the yellow line, ... | a. you will buy a ticket from the machine. |
| 2 If people take the monorail, ... | b. you will be safe. |
| 3 If you forget your card, ... | c. they will travel more quickly. |
| 4 If buses are electric, ... | d. the city will be cleaner. |

9

Fill in the blanks with the correct form of the verb

- If we (use) the electric bus, the air (be) cleaner.
- If the passenger (listen) to the announcement, he (know) the next stop.
- If passengers (block) the smart doors, the train (not start).
- If Egypt (build) more monorails, people (travel) faster.
- If your dad (pay) by card, he (save) time.

10

Write two First Conditional sentences about the following

- Electric buses

.....

- Monorail

.....



Closing Activity

11

Punctuate the following:

- i live in a big city
- where do you live
- Ahmed s car is big

Lesson 3

Cleaner Transportation, Cleaner Planet



Group Work Activity



1 Cross the odd word out:

1. lunch – breakfast – dinner – car
2. run – juice – drink – walk
3. slow – happily – quickly – sadly



Pair Work Activity with Grade 5



2 Think and answer

How do you keep your planet clean?



3 Before you read, think and answer

1. What can people do to stop air pollution?
2. Have you ever heard of a self-driving car?



eco-friendly



pollution



self-driving



renewable energy

4

Read the text

In the future, people will travel in smarter and cleaner ways. Many new vehicles are becoming **eco-friendly**, which means they do not harm the environment. For example, electric buses and trains use less fuel and make less noise. This helps reduce **pollution** in cities and keeps the air fresh for everyone.

Some cars today are even **self-driving**. These cars use cameras and computers to move safely on the road without a driver. They can stop at red lights, slow down for people on foot, and avoid accidents. In the future, **self-driving** cars may help people travel more safely and easily.

Many countries are also using **renewable energy** to power their transportation. **Renewable energy** comes from natural sources like the sun, wind, and water. It never runs out and is better for our planet than petrol or diesel.

If everyone chooses **eco-friendly** transportation and uses **renewable energy**, the world will become a cleaner and safer place. Together, we can help reduce **pollution** and protect Earth for future generations.

5

Fill in the blanks using words from the box

**pollution - eco-friendly - renewable energy -
self-driving - safer**

1. Cars that don't harm the environment are called
2. Solar and wind power are examples of
3. cars can move without a human driver.
4. Reducing helps keep the air clean.
5. Using clean transportation makes the world for everyone.

 Read and write (T) true or F (false)

1. Self-driving cars need a person to control them all the time. ()
2. Renewable energy can run out easily. ()
3. Eco-friendly transportation helps protect the environment. ()
4. Using renewable energy can help reduce pollution. ()
5. Self-driving cars use cameras and computers to move safely. ()

**Answer the following questions**

1. What does “eco-friendly” mean?

.....

2. How do self-driving cars move safely?

.....

3. What are two examples of renewable energy?

.....

4. Why is renewable energy good for our planet?

.....

5. What can people do to help reduce pollution?

.....

 Pair Work: How Do You Travel?

Talk with your partner about how you travel and how to make transportation more eco-friendly.

1. Work with your partner.
2. Use the words: pollution, eco-friendly, renewable energy, self-driving.



Pronunciation

Triphthongs

What is a Triphthong?

- Triphthong is a vowel sound that combines three vowel sounds together in one syllable

1. ow-er

Together it sounds like: ow-er

Example words: hour, our, flower

Say hour: start with “ow,” then glide to “er.”

2. ay-er

Together it sounds like: ay-er

Example words: layer, player, mayor

Say player: it begins with “play” and ends with “er.”

9

Write each word in the correct column

our - layer - tower - player - flower

(ow-er)

.....

.....

(ay-er)

.....

.....

10

Listen, then circle the word with a triphthong

1. flower

2. chair

3. our

4. mayor

5. computer

6. liar

7. tower

11

Cross out the word that doesn't have the same sound

1. power – hour – shower – paper

2. layer – player – tiger – slayer

3. tower – teacher – flower – sour

12

Listen, then circle the word with a triphthong

1. "The player scored a goal."

2. "I waited for an hour."

3. "The tower was tall and old."

.....

.....

.....



Closing Activity

13

Put the words in the correct order to make sentences

1. can – I – the – park – clean – keep .

2. tower – is – The – old – tall – and.3. faster – The – is – car – the – metro – than.



Lesson 4

Smart and Green Transportation



Group Work Activity



1 Look and write:

(air pollution - water pollution – land pollution)



Pair Work Activity with Grade 5



2 Punctuate the following

1. how do you go to school
2. dina bought a new dress

Before you read, think and answer

1. How do you go to school every day?

2. What makes transportation safe and smart?



Read the email

To: friend@example.com

Subject: My Vision for Egypt's Future transportation

Clear Subject

Dear Nada,

Greeting

How are you? I hope you're doing well.

Friendly Opening

I want to tell you about my idea for Egypt's future transportation.

Topic Introduction

In the future, I imagine Egypt will have faster, cleaner, and smarter ways to travel.

Main Idea

"There will be underground electric trains that connect cities in just minutes and self-driving buses that carry passengers safely and comfortably".

"These vehicles will use renewable energy, so the air will be cleaner and the streets quieter, with much less pollution".

"Technology will also make travel easier".

"Passengers will pay for tickets using smart cards or mobile apps".

Details

"The stations will have digital signs in both English and Arabic to help travelers. People must wait in line, mustn't block the doors, and must wear seat belts in cars".

"If Egypt builds more eco-friendly transportation, the streets will be less crowded and the environment will be better for everyone".

I'm really excited about this smart and green future!

Personal Opinion

Best wishes,

Closing

Dina

Signature



5



Write an email to your friend describing your vision for Egypt's future transportation. Use the model email and checklist to help you

To:

Subject: Egypt's Future Transportation

Dear,

How are you? I hope you're doing well. I want to tell you about my idea for Egypt's future transportation.

In the future, I imagine Egypt will have

These new systems will be

They will help people travel

Technology will also make travel easier. Passengers will

People must and mustn't

If Egypt builds more eco-friendly transportation,

I'm really excited about this future!

Best wishes,

.....

6



Checklist – Before You Send Your Email

✓ I

- ☐ wrote a **greeting** (Dear ...,)
- ☐ began with a **friendly opening**
- ☐ wrote clear ideas about **future transportation**
- ☐ ended the email with a **positive closing**
- ☐ used **punctuation and capital letters** correctly



Closing Activity

7

Write 4 sentences about how to keep our planet clean



Lesson 5

Think and Create

★ Transportation Magazine "Future Egypt"

Create a brochure about transportation in the year 2050. Imagine what travel in Egypt will look like in the future, and present your ideas in a creative way.

Include these in your brochure:

1. Cover Page

- Title: Future Egypt 2050
- Picture/drawing of future transportation
- Your name as editor

2. New Vehicles

- Describe 2 new vehicles
- Add drawings/pictures

3. Transportation Rules

- Add small signs/icons

4. Benefits for the Environment

- Explain how future transportation helps Egypt
- Use If...will sentences

Checklist

Things to check	Excellent	Good	Needs work
Creativity and design			
Use of English			
Understanding of the unit			
Presentation skills			





Quick Review

1 Complete the sentences using words from the box

**passengers - ticket machine - smart doors - pollution -
renewable energy - eco-friendly**

1. People can buy tickets from the
2. open and close automatically on the metro.
3. The train carries many every day.
4. Solar power is an example of
5. Electric buses are and cause less

2 Complete the sentences using the correct verb

1. If we (use) the metro, we (save) time.
2. If people (drive) electric cars, there (be) less pollution.
3. If Sama (forget) her ticket, she (buy) another one.
4. If Egypt (build) more monorails, people (travel) faster.
5. If passengers (block) the doors, the train (not start).

3 Circle the word that doesn't have a triphthong sound

1. hour - flower - tower - house
2. player - layer - mayor - paper
3. fire - buyer - fish - higher
4. town - tower - shower - power
5. buyer - liar - dryer - bus



Self - Assessment



Self-Assessment

I can...	I Got It	I'm Not Sure	I Need Help
use transportation words correctly in role-plays and conversations.			
ask and answer questions about new and modern transportation systems.			
talk about future transportation ideas and inventions.			
use the First Conditional to talk about future possibilities.			
understand the main idea of short listening texts about transportation.			
recognize transportation vocabulary in listening activities.			
follow short spoken instructions related to travel or safety.			
find the main idea and details in reading texts about transportation.			
understand transportation vocabulary in written texts.			
write an email suggesting or describing future transportation solutions.			
create a short brochure or magazine article about future transportation.			





Unit 2

Wonderful Inventions



Learning Outcomes

Speaking

- Describe an invention and explain how it works using clear sentences
- Discuss problems and brainstorm creative gadget ideas
- Present and describe a model or drawing of an invention clearly to others

Reading

- Identify key vocabulary words related to ancient and modern inventions
- Identify the main ideas and the sequence of events in a text
- Recognize and understand the meaning of prefixes (re-, un-) in context

Listening

- Identify the main ideas and specific details in short talks or interviews about inventions and inventors
- Follow step-by-step spoken instructions for using or building a gadget
- Identify key vocabulary and phrases related to inventions while listening

Writing

- Write a short paragraph describing an invention idea, explaining its purpose, design, and benefits
- Use key vocabulary and relative pronouns (who, which, that, whose) correctly in writing
- Create a simple blueprint or design for a new gadget



Lesson 1

The Brilliant Engineer



Group Work Activity



Who needs help in this picture?



Pair Work Activity with Grade 5



Put the words in the correct order to make sentences

1. is – taller – than – Mona- Ahmed.

.....

2. safely – travel – They – will.

.....

3. colored – Dina – picture – the.

.....



Before you listen, think and answer

1. Did you think of inventing a flying carpet before?

2. What steps did you follow?





4

Listen, look, and repeat



invention



gadgets



blueprint



tools



assemble



improve

5

Write the correct word for each definition

tools - gadget - blueprint - assemble - invention - improve

1. Detailed plan or drawing for making something
2. To put parts together to make a whole
3. To make something better, or more effective
4. Things used to fix, build, or create things
5. A new idea, product, or method created for the first time
6. A small, useful device or tool

1

Lesson



6 Listen to the dialog and choose the correct answer

1. What is the invention that the young engineer shows?
 - a. a painting kit
 - b. a solar robot gadget
 - c. a musical instrument
 - d. a telescope
2. What was the first step in creating the gadget?
 - a. assembling the parts
 - b. using tools
 - c. designing a blueprint
 - d. testing the robot in the sun
3. How do the wheels of the robot move?
 - a. by battery power
 - b. by wind energy
 - c. by solar power
 - d. by electricity
4. What should you do if a part isn't working properly?
 - a. ignore it
 - b. replace the blueprint
 - c. improve it
 - d. iake the robot apart completely
5. What does the young engineer say about the invention?
 - a. it is very expensive
 - b. it is a fun way to explore new ideas
 - c. it can only be used indoors
 - d. it is too difficult to build



7 Read the sentences below, then put them in the correct order

1. Put the robot in the sun.
2. Have an idea for what you want to create.
3. Assemble the small parts to build the model.
4. Improve the robot if you need to fix it.

invention - machine - gadget - tool - build - improve - fix - create - assemble - blueprint - engineer - model - idea - design - innovate

Noun	Verb
.....	
.....	
.....	
.....	
.....	
.....	

Use the verbs from the list to write sentences of your own about a gadget or a machine

.....

.....

.....

.....

.....



Closing activity

Put the words in the correct order to make sentences

- girls- are- traveling- to- The- Alexandria .
- packed- Sara- suitcase- her.



Lesson 2

The Egyptian Loom



Work Group Activity



1 Prepare a shopping list you will buy for lunch, What items do you will buy?



Pair Work Activity with Grade 5



2 Look at the picture and write 3 sentences



3 Before you listen, think and answer

How do you think the clothes you wear were made?



4 Listen, look, and repeat



fabric



threads



linen



wooden





5

Read the text about the Egyptian loom

Thousands of years ago, the ancient Egyptians created an amazing **invention** called the loom, **which** helped them make clothes, blankets, and beautiful **fabrics** from **linen**. Before building a **loom**, an engineer or skilled worker, **who** was trained in crafting **tools**, would draw **a blueprint** to show the size, shape, and parts needed. Then, the workers would **assemble** the **wooden** pieces carefully so the loom, **which** needed to stand strong, could work well.

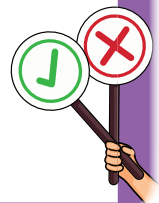


Once it was ready, people used the loom to build fabric by moving **threads** up and down, a process **that** needed a lot of skills. The Egyptian loom made it possible to produce fine, colorful cloth **which** showed the creativity of ancient Egypt. Today, this ancient **invention** still inspires modern machines **that** make our clothes.

6

Write (T) true or (F) false

1. The loom helped the ancient Egyptians make clothes, blankets, and fabrics. ()
2. Only farmers used the loom to produce fabric. ()
3. Engineers drew a blueprint before assembling the loom. ()
4. The process of using the loom required a lot of skills. ()
5. Modern machines are inspired by the ancient Egyptian loom. ()



Choose the correct answer

- The ancient Egyptians used the loom to make
 a. food and tools b. houses and furniture
 c. clothes and fabrics d. jewelry and baskets
- The blueprint of the loom was drawn by
 a. a farmer b. an engineer or skilled worker
 c. a teacher d. a young student
- After making the blueprint, the workers
 a. assembled the wooden parts carefully
 b. threw the plan away
 c. painted the loom in bright colors
 d. sold the loom in the market

Answer the following questions

- What process did people use with the loom to make fabric?

- Which part of the loom design showed the creativity of ancient Egyptians?

Find a word from the text that has a similar meaning to the word written in bold and write it down

- The workers carefully **put together** the wooden pieces of the loom
- The engineer drew a **detailed plan** before building the loom
- The loom helped people make **cloth** for clothes and blankets
- The Egyptian loom is considered an important **creation** of ancient Egypt
- Using the loom required a lot of **carefulness** to move the threads correctly

Language in use



Relative Pronouns

Relative pronouns are words that join two sentences together.

1. **Who:** is used for people - the person doing an action

- **Example:** The engineer who designed the robot is smart.

2. **Whose:** is used to show possession.

- **Example:** The student whose invention won was happy.

3. **Which:** is used for things and animals.

- **Example:** The solar robot which has wheels is a cool gadget.

4. **That:** is used for things and ideas. It adds information that is important.

- **Example:** The gadget that I bought broke.

10

Complete the sentence using the correct relative pronoun

who - which - that - whose

1. The engineer built the loom was very clever.

2. The museum we visited had old fabrics.

3. The child toy is missing is crying.

4. This is the tool they used to make clothes.

11



Read each sentence, underline the wrong relative pronoun and correct it

Example: The engineer which built the loom was very smart.

The engineer who built the loom was very smart.

1. The toothbrush who we bought yesterday was very cheap.

2. The engineer who invention won at the competition was very happy.

3. The invention who changed the way people made clothes was the loom.

4. The tool who the workers used was made of wood.

12

Write 5 sentences about the Egyptian loom or any ancient Egyptian inventions.
Use at least one relative pronoun in each sentence (who, which, that, whose)



Closing activity

13

Read and correct the sentences

1. There is (a) apple on the table.

2. Patients (mustn't) see the doctor when they are sick.

3. The engineer..... (which) built the school is my dad.



Lesson 3

The Story of the First Clock



Group Work Activity



1 What time does the doctor go to hospital?



Pair Work Activity with Grade 5



2 Imagine you are in a time machine. What places do you want to visit?



3 Listen, look, and repeat



measure



time



gear



pendulum



design



accurate

Long ago, people used the sun and sand to tell the **time**. Later, clever inventors built the first clock **that** used **gears** and a **pendulum**. The pendulum, **which** moved slowly from side to side, helped the clock keep time more **accurately**. One engineer, **who** studied how things move, designed a clock **that** could **measure** every second. The **workshop** where he worked was full of tools and small gears. The clock, **whose** design was new and exciting, became famous all over Europe. It was one of the fascinating inventions **that** changed how people lived and worked every day.

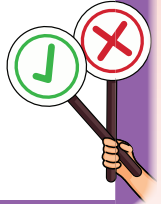
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Lesson

4

Write (T) true or (F) false

1. People first used clocks to measure the sun and sand. ()
2. The pendulum moved quickly from side to side. ()
3. The pendulum helped the clock keep time accurately. ()
4. The engineer designed a clock that could measure every second. ()
5. The clock's design became famous all over Europe. ()



5

Choose the correct answer

1. A **gear** is a part of a machine that
 - a. tells a story
 - b. helps parts move together
 - c. makes music
 - d. stores water
2. A **pendulum** is a piece that
 - a. spins very fast
 - b. moves from side to side to keep time
 - c. makes light
 - d. keeps things cold
3. If something is **accurate**, it is
 - a. wrong or broken
 - b. made by hand
 - c. correct and exact
 - d. very big

6



Answer the following questions

1. How did the pendulum help the clock work more accurately?

.....

2. Why was the new clock an important invention?

.....





Word building skills

A prefix is a small part we add to the **beginning** of a word.

It **changes the meaning** of the word and sometimes changes the **sound** when we say it.

Prefix: re-

Meaning: *again or back*

When we add **re-** to a word, it means to do something again.

Word	Meaning
rebuild	build again
rewrite	write again
recycle	use again
return	come back

Tip!

When you say **re-**, make it sound like “ree” before a strong syllable (like in **rebuild**), but like “ri” before weak ones (like **return**).

Prefix: un-

Meaning: *not or the opposite of*

When we add **un-**, we make the meaning negative.

Word	Meaning
unhappy	not happy
unsafe	not safe
unfair	not fair
unlock	open (opposite of lock)

Tip!

The stress usually stays on the **main word**, not on the prefix.

Example: unHAPpy → stress on HAP, not UN.

Practice: Listen and repeat

Say the words slowly, then faster:

rebuild - rewrite - recycle - return - unhappy - unfair - unsafe - unlock

Circle the correct prefix and say the word aloud

1. (re / un) build
2. (re / un) happy
3. (re / un) play
4. (re / un) lock
5. (re / un) write



Read, sort, and write

read - cycle - happy - turn - lock - kind - start - lucky - write

re- words

un- words

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



Closing Activity

Sort the following words

unhappy- lamb- thumb- readable- unlock- quickly

Silent b	suffix	prefix



Group Work Activity



1 Read the text then answer the following questions:

Yesterday, Laila helped her mom make breakfast in the kitchen. She washed her hands carefully before starting. Then, she put some cheese on the bread. Laila washed the lettuce and tomatoes for sandwiches. Finally they make the breakfast and her mother thanked her.

A. Choose the correct answer from a, b, or c:

1. Laila helped her mother make

a) breakfast b) lunch c) dinner

B. Answer the following questions:

1. What did Laila wash before starting?

2. What did Laila do for breakfast?



Pair Work Activity with Grade 5



2 Punctuate the following

1. i go to school by car

2. how can a dam help us

4

Lesson

3 Before you read, think and answer

1. What do you think happens when a big river floods the land?
2. How can a dam help people and farms near a river?



A Visit to Aswan Dam

The Aswan Dam is a huge **structure** in southern Egypt **that** helps people every day. It was built by engineers **who** wanted to stop the Nile from flooding and to generate powerful energy for homes and factories. The dam, **which** is made of stone and concrete, also keeps water **that** farmers use to grow crops all year. It helps **protect** villages **that** are near the river and gives Egypt a clean **supply** of electricity. The people **who** live around the dam benefit from its energy and water. The Aswan Dam is one of the great modern buildings **that** changed Egypt's future.



4 Choose the correct answer

1. How does the dam help farmers?
 - a. it gives them free machines
 - b. it stops animals from eating crops
 - c. it keeps water for growing crops all year
 - d. it builds new fields automatically
2. What does the dam provide for homes and factories?
 - a. clean water only
 - b. electricity only
 - c. both water and powerful energy
 - d. food and electricity
3. People benefit from the dam when they
 - a. get water and energy from it
 - b. move away from it
 - c. block the river
 - d. stop farming

5

Answer the following questions

1. What materials were used to build the Aswan Dam?

.....

2. Which villages are protected by the dam?

.....

6

You are facing a poor internet connection at home. Think of a gadget you can invent to help solve the problem. Write a paragraph of about (60–70) words describing your idea, what it would look like, and how it would help.

Writing Tips

- **Start with a problem:** Your invention needs to fix something that's difficult or annoying.
- **Describe your idea:** Tell us about your design and what your invention looks like.
- **Explain how it helps:** Say what your invention does and how it will improve things.
- **Use key words:** Remember to use the vocabulary, like tool and design.

.....

.....

.....

.....



Closing Activity

7

Write a paragraph about a place you visited and how you helped your family preparing for the trip

.....

.....

.....



Think and Create

Project Idea: “Smart Pencil Holder”

Goal: To help students keep their pencils, pens, and erasers organized on their desks.

Steps

- 1. Plan your idea:** Draw a simple sketch of a pencil holder with separate sections for pens, pencils, and erasers.
- 2. Collect your materials:** Use recycled boxes, cups, or small containers.
- 3. Build your gadget:** Cut, tape, or glue the containers together to make your holder.
- 4. Practice:** Explain how it keeps your desk tidy and helps you find your supplies easily.

Scoring Rubric – “Smart Pencil Holder”

Criteria	Excellent	Good	Needs work
 Plan & Sketch			
 Materials			
 Building			
 Creativity			
 Explanation			



Quick Review

1 Choose a word from the box below to complete each sentence

assemble - invent - improve - tools - gadget

1. We use to fix and assemble machines.
2. I want to a new kind of robot that cleans my room.
3. My dad had to the pieces of our new chair.
4. This new helps me to find things faster.
5. You can your writing by correcting your mistakes.

2 Choose the correct relative pronoun

1. The scientist (which - who) discovered the new gadget is very famous.
2. The project (whose - which) we built in class won first prize.
3. The engineer (whose - that) ideas helped improve the robot visited our school
4. The new robot (who - which) students made in the workshop worked perfectly
5. The inventor (which - who) we interviewed shared many helpful tips.

3 Sort these words into two groups

☒ With re- (prefix) ☐ Without re-

replay repair rain read recycle rest return real rewrite

with re	without re
.....	
.....	
.....	
.....	
.....	



Self-Assessment



Self-Assessment

I can...	I got it	I'm not sure	I need help
talk about an invention and how it works.			
share problems and think of gadget ideas.			
explain my invention to others.			
understand short talks or interviews about inventions.			
follow steps to use or make a gadget.			
find invention words in a listening activity.			
draw a simple design for a gadget.			
use who, which, whose, and that correctly in writing.			
write a short paragraph about my invention idea.			
read and understand texts about old and new inventions.			
find the main idea in a reading.			
understand prefixes like re- and un- in words.			



Unit 3

Celebrating Creativity



Learning Outcomes

Speaking

- Discuss and share thoughts about art, artists, and museums
- Use art-related vocabulary to describe ideas for an art studio and different types of art
- Express and justify opinions clearly when talking about artwork and creativity

Reading

- Read and understand short texts about art galleries, art studios, and famous artists
- Identify and define key vocabulary words related to art and creativity
- Extract specific information from a text to answer comprehension questions
- Analyze a short dialog and arrange events in the correct order

Listening

- Understand the main ideas and specific details in short spoken texts about art
- Answer questions based on short listening passages about artists or art studios
- Count the number of syllables in spoken words and identify two- and three-syllable words

Writing

- Write sentences correctly using new art-related vocabulary
- Use conjunction pairs (both...and, either...or, neither...nor) accurately in sentences
- Write a short paragraph about creating an artwork, describing the process and inspiration
- Design a poster about a famous place in Egypt

Lesson 1

A Visit to the Art Gallery



Group Work Activity



1 Think and Discuss

1. Do you think we should have a hobby?
2. How often will you practice this hobby?



Pair Work Activity with Grade 5



2 Put the words in the correct order to make sentences:

visit – the – I – museum – Egyptian .

Nile – The – River – long – is – very.

is – your – favorite – What – hobby?



3 Before you listen, think and answer

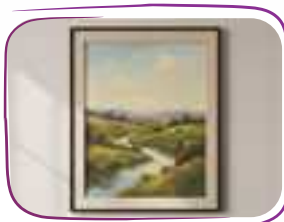
What *kinds of art* do you think you will see in an art gallery?



4 Listen, look, and repeat



whisper



canvas



paintbrush



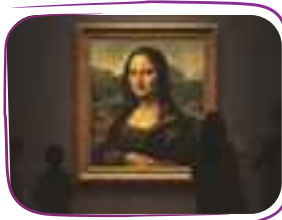
palette



carve



sculpture



masterpiece



art gallery





Listen and choose the correct answer

1. Where did Lily's family take her on Saturday?
 - a. to the park
 - b. to an art gallery
 - c. to the zoo
 - d. to a cinema
2. What did Lily wish she had with her at the gallery?
 - a. her paintbrush and palette
 - b. her school books
 - c. her favorite toy
 - d. her lunch box
3. What did the artist use to carve the wooden statue?
 - a. a knife
 - b. paint
 - c. a hammer
 - d. wood
4. What did Lily's mom call a "masterpiece"?
 - a. the giant wooden statue
 - b. a very old painting
 - c. the colorful sculpture
 - d. the bright mural
5. How did Lily feel after visiting the gallery?
 - a. tired
 - b. angry
 - c. inspired
 - d. bored



Match the word to its meaning

- | | |
|---------------|--|
| 1 whisper | a. a soft tool used by artists to put paint on a picture |
| 2 canvas | b. to cut or shape wood or stone to make art |
| 3 paintbrush | c. to speak quietly so only one or two people could hear |
| 4 palette | d. a beautiful piece of art made with great skill |
| 5 carve | e. a flat board artists use to mix colors |
| 6 sculpture | f. a piece of art made by shaping stone, wood, or metal |
| 7 masterpiece | g. the surface (often cloth) an artist paints on |



Lesson



Fill in the blanks using words from the box

whispered – canvas – palette – sculpture – masterpiece

1. The artist used a to mix red, blue, and yellow colors.
2. The teacher asked the students to paint on a large
3. The little girl a secret to her best friend during art class.
4. The museum displayed a beautiful stone of an ancient king.
5. The artist's final painting was a true that everyone admired.



Closing Activity



Fill in the blanks with words from the box

perform music – singing – paintbrush – playing the piano

1. I use the to color my pictures.
2. Dina likes on Friday.
3. She wants to in her free time.





Lesson 2

What's in the Frame?



Group Work Activity



Put the following words in order to make sentences

1- flowers – my – in – There're – garden.

2. draw – like – I – write – stories – and – to.

3. What – favorite – is – food – your?



Pair Work Activity with Grade 5



Write 3 sentences about your favorite hobby.

----- .

----- .

----- .

Before you read, think and answer

1. Do you like looking at paintings or photographs in a gallery?
2. Do you enjoy sculpture, painting, or both?



Every frame tells a story. Inside a frame, there can be **either** a painting **or** a photograph that shows something special. Artists use their **paintbrush** and **palette** to mix colors and create beautiful images on a **canvas**.

Some artists prefer **sculpture**, while others enjoy painting, but both types of art show talent and creativity. Great artists can **carve** wood or stone to make strong shapes that seem alive!

Not every artwork is famous, but some become **masterpieces** that people remember forever. Inside a gallery, you can find **both** modern **and** old pieces of art. Sometimes, visitors stand quietly and **whisper** to each other about what they see.

Art is everywhere; it's **neither** boring **nor** difficult. It's full of color, feeling, and imagination!

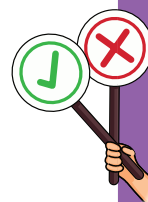




4

Write (T) true or (F) false

1. Every frame always has a sculpture inside. ()
2. Artists use a paintbrush and palette to mix colors. ()
3. All artworks become famous masterpieces. ()
4. Art is described as neither boring nor difficult. ()



5

Choose the correct answer

1. What can be found inside a frame?

a. a song	b. a photograph or painting
c. a sculpture	d. a poem
2. What tools do artists use to mix colors?

a. canvas and hammer	b. wood and clay
c. stone and knife	d. paintbrush and palette
3. According to the text, what can visitors do in a gallery?

a. whisper to each other	b. sing songs
c. write stories	d. dance around

6

Answer the following questions

1. Why do you think artists choose to paint or carve instead of taking photos?
.....
2. How can art show a person's feelings or imagination?
.....

Language in use



Conjunction Pairs

Using **either...or** / **neither...nor** / **both...and**

We can use **either...or** to talk about a choice between two things:

- **Example:** Inside a frame, there can be **either a painting or a photograph**.

We use **neither...nor** to say that two things are not true:

- **Example:** Art is **neither boring nor difficult**.

We use **both...and** to say that two things are true at the same time:

- **Example:** You can find **both modern and old** pieces of art.

7 Choose the correct answer

- You can find a painting a photograph in the gallery.
 a. either ... or b. both ... and
 c. neither ... nor d. so ... and
- The new art teacher is kind creative.
 a. both ... and b. either ... or
 c. neither ... nor d. so ... and
- We can visit the modern museum the old one.
 a. either ... or b. neither ... nor
 c. both ... and d. so ... and
- The classroom has big windows colorful walls.
 a. both ... and b. either ... or
 c. neither ... nor d. so ... and





5. You can paint a sea view a mountain scene.

- a. either ... or b. both ... and
c. neither ... nor d. so ... and

8 Complete the sentences using either...or, neither..nor, or both....and

1. You can choose a painting a drawing for your project.
2. The classroom is organized clean, it's always messy.
3. You can use the ruler the pencil to draw the picture. you have the two.
4. The new teacher is kind helpful.
5. The museum has old artworks modern ones.



Closing Activity



9 Choose the correct answer from a, b, c, or d

1. Many students photos at the park.
a. take b. taking c. took d. takes
2. My sister felt when she won the race.
a. happily b. happy c. sadly d. sad
3. is everywhere. It's full of colors and feelings.
a. Singing b. Clothes c. Art d. Books



Lesson 3

An Egyptian Masterpiece



Group Work Activity



1 Fill in the blanks with words from the box

can't – painting – quietly – candles

1. She's very good at pictures of animals.
2. I put on my cake.
3. Her friend play the piano.



Pair Work Activity with Grade 5



2 Work in pairs. Discuss and role-play



What hobbies could you do in the past?

What hobbies can you do right now?



Guiding starters



For "Past"

When I was younger, I could

In the past, I was able to

Before, I enjoyed



For "Now"

These days, I can

I'm able to

Right now, I enjoy

3

Choose the correct word

- Mahmoud Mokhtar was a very Egyptian artist who could work in both painting and sculpture.
a. incredible b. talented c. old d. tall
- The "Nahdit Masr" statue is his most masterpiece that impressed many visitors.
a. sketched b. talented c. sketch d. incredible
- Karim saw a small he made as a university student before working on big artworks.
a. statue b. canvas c. sketch d. palette



Pronunciation

In English, one part of a word is said stronger and louder than the others.

This is called word stress.

For example:

- **PRE**sent (noun) → a gift
- **pre**SENT (verb) → to give or show something
- **RE**cord (noun) → a CD or collection of music
- **re**CORD (verb) → to make a sound or video recording

Stress helps us understand and say words correctly.

Two-Syllable Words

There are two simple rules:

Nouns and adjectives → stress the first syllable

Table - PICture - HAPpy

Verbs → stress the second syllable

beGIN - deCIDE - reLAX

Three-Syllable Words

For longer words:

- If the word ends with -er or -ly, stress the first syllable.

MANager - CLEVerly - HAPpily -
SILently

Tip!

Let's listen carefully to how the syllables change!

Word Syllables Pronunciation Tip

- | | | |
|--------|---|---|
| ease | → | It's one long sound stretch it like "eeez." |
| easy | → | Say it as EE-zee. The first syllable is strong. |
| easily | → | Say it as EE-zuh-lee. Keep your voice light and smooth. |

Clap the syllables while you say them:

ease (1) 🖐️ easy (2) 🖐️🖐️ easily (3) 🖐️🖐️🖐️





4 Listen and circle the word that has the correct number of syllables

1. Which word has two syllables?

- a. computer b. apple c. beautiful

2. Which word has three syllables?

- a. pencil b. elephant c. happy



5 Sort the words according to the number of syllables

about pottery remember talented palette amazing

Two Syllables	
Three Syllables	



6 Read the word, then choose the correct syllable split

- | | | |
|--------------|---------------|---------------|
| 1. amazing | a. am-azing | b. a-maz-ing |
| 2. sculpture | a. sculp-ture | b. scu-lpture |
| 3. museum | a. mu-se-um | b. mus-eum |
| 4. drawing | a. d-raving | b. draw-ing |



Closing Activity



7 Circle the odd one out:

- coloring – painting – play – drawing
- boxes – houses – foxes – books
- sadly – happily – angry – slowly

Lesson 4

Writing Like an Artist



Group Work Activity



1 Look and describe what they do in the picture



Pair Work Activity with Grade 5



2 Punctuate the following

1. i can sing a song
2. how do you draw a picture



3 Read the paragraph and underline the descriptive words

I made a colorful clay vase. It is tall, with a wide, round base and a narrow top. I used red, blue, and yellow clay to shape it carefully by hand, mixing some of the colors to create new shades. The surface feels smooth and shiny because I polished it after it dried. There are small patterns around the middle, which I made using a toothpick. I'm proud of my vase because I worked hard on the design and took my time to make it special. It's one of my favorite art projects!





4

Pair work

Choose an artwork (real or imaginary) but don't show it.

Describe it using 3–4 clear, descriptive sentences. Your partner listens and tries to draw or imagine what it looks like. Then switch roles!

• **Example:**

It's a small painting with dark blue and green colors.

There are two tall trees in the middle and a river on the left.

The sky is full of gray clouds.



→ The partner draws or describes what they heard!

Helpful Words

- **Colors:** bright, dark, colorful, pale
- **Shapes:** round, square, triangle, curved
- **Textures:** rough, smooth, soft, hard
- **Sizes:** tiny, small, medium, large, huge

Tip!

A **descriptive paragraph** helps you **show** your ideas, not just **tell** them.

Using **adjectives** and **details** (like bright colors or soft clay) helps the reader **imagine your art**.

It makes your writing more **fun, clear, and interesting** to read!

4

Lesson

5

Complete the chart with your own ideas



6

Use your ideas from the chart to complete these sentences

1. I made a
2. It is and
3. I used to create it.
4. My artwork looks
5. I feel because



Closing Activity

7

Write three sentences on: What you do in your free time

.....

.....

.....



A Poster

Making a Poster About a Famous Place in Egypt

1 Look and read the poster about the Grand Egyptian Museum

The Grand Egyptian Museum



People visit the museum to see ancient treasures and statues. They learn about the history of Egypt.



The museum has many beautiful halls and galleries. Visitors can see the golden mask of King Tutankhamun and other famous artifacts.



Students and tourists watch videos and join workshops. They learn how the ancient Egyptians built temples.



After the visit, families enjoy food in the museum's garden café. They talk about what they saw and take photos.

2 Look and read the poster again. Put the parts of the poster in order

detailed description	main header	pictures/drawings
----------------------	-------------	-------------------

Design a poster about another famous place in Egypt

Rate your poster

Criteria	Excellent	Good	Needs work
Clear and attractive title			
Detailed sentences			
Expressive pictures or drawings			



Quick Review

1 Fill in the blanks with words from the box

canvas - paintbrush - palette - carve - mural

1. The artist spent an afternoon in the studio to a figure from a block of marble.
2. During the workshop, we painted on a small using bright colors.
3. The girls made a large on the walls of the school.
4. She carefully selected colors from her before starting the painting.
5. The child held a tiny to add details to her small painting.

2 Complete the sentences using either...or, neither...nor, both...and

1. In art class, students can work with clay paints.
2. This art gallery is modern traditional—it includes both styles.
3. My room is messy untidy. It is organized.
4. You can choose to create a painting a sculpture for the contest.

3 Count the number of syllables

- | | |
|--------------|-----------------|
| 1. palette → | 2. sculpture → |
| 3. carve → | 4. mural → |
| 5. pottery → | 6. paintbrush → |



Self-Assessment



Self-Assessment

I can...	I got it	I'm not sure	I need help
talk about art and museums.			
use art words to describe ideas.			
say what I think about art and explain why.			
listen to short talks about art and answer questions.			
read and understand stories about artists and art places.			
find answers in a reading text.			
write sentences with new art words.			
use paired words (like either...or) in writing.			
write a short paragraph about making art.			
design a poster about a famous place in Egypt.			





Hidden Gems of Egypt

Learning Outcomes

Speaking

- Use common vocabulary related to ancient sites, history, and heritage
- Ask and answer questions about Egyptian monuments, tombs, and temples in short discussions
- Express opinions and feelings about visiting historical places using simple sentences
- Use new vocabulary to describe places, discoveries, and archaeological findings orally

Reading

- Recognize and understand vocabulary related to archaeology, temples, tombs, and fossils
- Answer comprehension questions about informational texts describing ancient Egyptian sites
- Identify main ideas and supporting details in short reading passages
- Make simple inferences about the importance and preservation of Egyptian heritage

Listening

- Show understanding of short talks and conversations about Egyptian landmarks and history
- Recognize key vocabulary related to archaeology, temples, and monuments in listening tasks
- Identify the main idea and specific details in spoken texts about hidden Egyptian sites
- Follow short oral instructions related to visiting or describing historical places

Writing

- Write short, correct sentences using vocabulary about Egypt's hidden treasures
- Write short paragraphs or blog entries describing a historical place, visit, or discovery
- Use the present perfect tense correctly to describe past events with present results



Lesson 1

The Enchanting Tuna el-Gebel



Group Work Activity



1 Look and discuss:

Have you visited the Pyramids and the Sphinx before?

What did you like there?



Pair work with Grade 6



2 Put the words in the correct order to make sentences

1. likes – She – swimming.

2. visit – you – Did – Pyramids – the?

3. ride – a – camel – I – can.





Before you read, think and answer

1. Did you visit an ancient tomb or museum before?
2. What did you see there?



Listen and repeat



burial



archaeologist



mummy



discovery



chamber



mystery



Read and answer

Tuna el-Gebel

In the desert near Minya lies Tuna el-Gebel, a mysterious **burial** site that has amazed **archaeologists** for years. The area is famous for its underground **chambers** and long corridors filled with ancient art. Researchers made many exciting **discoveries**, including hundreds of **mummies** of animals, especially preserved birds.

In the middle of the site stands the tomb of Petosiris, a high priest who lived more than two thousand years ago. His tomb walls are covered with beautiful carvings and colorful scenes that show both Egyptian and Greek styles. The **mystery** of how ancient Egyptians created such wonderful tombs and preserved animals continues to fascinate visitors.

Walking through Tuna el-Gebel, people feel like they have traveled back in time. The quiet desert, the carvings, and the smell of history make the place unforgettable. Seeing these ancient **burial chambers** and mummies helps every Egyptian feel proud of their country's rich heritage.

1

Lesson

6

Write (T) true or (F) false

1. Tuna el-Gebel is a famous burial site located near Minya. ()
2. Archaeologists discovered hundreds of preserved animals at the site. ()
3. The tomb of Petosiris shows only Egyptian artistic styles. ()
4. The chambers and carvings at Tuna el-Gebel are still mysterious to researchers. ()
5. Visiting Tuna el-Gebel can help Egyptians feel proud of their heritage. ()



7

Fill in the blanks using words from the box

burial - archaeologist - mummy - discovery - chamber

1. An studies ancient places and old objects.
2. A is a body that has been preserved for thousands of years.
3. A is a special room inside a tomb.
4. A new of ancient tombs made scientists very excited.
5. Tuna el-Gebel is a site filled with history and secrets.

8

Choose the correct answer

1. Tuna el-Gebel is famous for
 a. mountains b. rivers
 c. mummies d. statues
2. Visitors walking through Tuna el-Gebel usually feel
 a. amazed b. bored
 c. tired d. hungry
3. Archaeologists discovered animals at the site.
 a. hundreds of preserved b. pet
 c. wild d. birds





9

Answer the following questions

1. What can visitors see at Tuna el-Gebel?

.....

2. Why do you think the mummies and tombs at Tuna el-Gebel are important for learning about ancient Egypt?

.....

**Closing Activity**

10

Write a short paragraph about your visit to a place you like in Egypt

.....

.....

.....



The Temple of Dakka



Group Work Activity



1 Read and answer

Where do you live? What do you do every day?

I live in

Every day, I



Pair Work Activity with Grade 5



2 Imagine that you are in a trip but your friend feels sick. What can you do?



3 Before you read, think and answer

1. What do you know about temples in Egypt?
2. Why is it important to protect ancient monuments?





4

Listen and repeat



temple



ruler



monument



border



restore

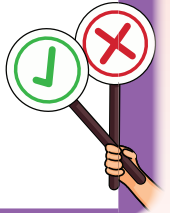
Far from Egypt's busy cities, the **Temple of Dakka** has stood quietly for thousands of years in Nubia, near Egypt's southern **border**. This ancient **monument** has become a symbol of Egypt's long and proud history. Many **rulers** have designed temples for ancient gods like Toth, the god of wisdom. Over time, Greek and Roman emperors **have added** new walls and carvings, showing how different cultures **have respected** Egypt's traditions.

The temple once stood close to the River Nile, but when the High Dam raised the water level, Egyptian experts **have worked** carefully to **restore** it and move every stone to higher ground.

Today, visitors **walk** through its tall gates and watch the amazing carvings that tell stories of ancient gods and kings. The sunlight **shines** softly on its walls, and the quiet desert around the temple **creates** a peaceful, magical feeling. Everyone who **has visited** Dakka feels proud of how Egypt **has protected** its history and treasures.

Write (T) true or (F) false

1. The Temple of Dakka has stood in Nubia for thousands of years. ()
2. Only Egyptian rulers have helped design the temple. ()
3. Experts have restored and moved the temple to protect it from the Nile's rising waters. ()
4. Visitors have found the temple noisy and crowded with tourists. ()
5. People like the ancient carvings and stories of gods and kings. ()

**Choose the correct answer**

1. What has made the Temple of Dakka an important monument?
 - a. its modern design
 - b. its long history and carvings
 - c. its location in a city
 - d. its use as a museum
2. Who has helped expand and decorate the temple?
 - a. Greek and Roman emperors
 - b. modern tourists
 - c. Nubian farmers
 - d. Egyptian soldiers
3. What has protected the temple from the rising Nile waters?
 - a. building of new walls
 - b. experts moving it to higher ground
 - c. covering it with sand
 - d. building houses around it

Answer the following questions

1. What have visitors said about their experience at Dakka?

.....

.....

2. How long has the Temple of Dakka stood?

.....

.....

8

Fill in the blanks using words from the box

border - monument - restore - rulers - temple

1. The Temple of Dakka is an ancient that has stood for thousands of years.
2. Many have built it for the god Thoth.
3. Experts have worked hard to the temple after the High Dam was built.
4. It lies near Egypt's southern with Sudan.
5. Egyptian experts have moved the of Dakka to a higher place.

Language in use

Present Perfect Tense

We use the **Present Perfect (has/have + Past Participle)** to talk about:

- actions that **started in the past and continue now**.
- things that **happened recently** with results we can see today.

Type	Structure	Example
Affirmative	has / have + past participle	Experts have restored the temple.
Negative	has / have + <i>not</i> + past participle	Many tourists haven't visited Dakka.
Question	Has / Have + subject + past participle?	Have visitors liked the carvings?

Tip!

Use **has** with *he / she / it* and **have** with *I / you / we / they*.

Regular verbs → add **-ed** (e.g., *worked, moved*)

Irregular verbs → change form (e.g., *build* → *built*, *go* → *gone*, *write* → *written*)

Choose the correct form

1. The experts (have moved / moved) the temple to higher ground.
2. Tourists (haven't visited / don't visit) the Temple of Dakka often.
3. (Have / Did) the experts restored the temple carefully?
4. The temple (has stood / stood) in Nubia for hundreds of years.
5. (Has / Did) the team finished their work successfully?

Complete the sentences with the correct verb form

use – build – develop – start – open

1. Egypt **has built** new cities.
2. The textile industry new designs recently.
3. Engineers several new bridges.
4. The country to use solar and wind power.
5. Many companies their first factories in the New Capital.



Closing Activity

Write the correct form of the word (s) between brackets:

1. You (should) touch the starfish. It is dangerous.
2. You (should) eat too many sweets.
3. You (shouldn't) eat healthy food.
4. You (shouldn't) study well. You have an important exam tomorrow.

Lesson 3

Discovering Deir el-Medina



Group Work Activity



1 Imagine you are going on a school trip. Draw and write what you are going to pack in your suitcase.



Pair Work Activity with Grade 5



2 Read and answer
What's your favorite dream job?



3 Listen and repeat



tour guide



craftsman



design



discover



pattern

 Read the dialog and act it out

Tour Guide : Welcome to **Deir el-Medina**, the ancient village where the craftsmen who built the royal tombs once lived. **Have you ever heard** about this place before?

Tourist : No, I **haven't**. Who lived here?

Tour Guide : Skilled workers and artists **have lived** here with their families. They **have painted** and **carved** the tombs of the kings in the Valley of the Kings.

Tourist : **Have** archaeologists **discovered** anything interesting in their houses?

Tour Guide : Yes, they **have**. They've **discovered** drawings and notes on pieces of pottery.

Tourist : That sounds like the first kind of notebook!

Tour Guide : Exactly! **Have** you **noticed** the patterns on the walls? They show how the workers decorated their homes.

Tourist : It's wonderful to see how artists lived thousands of years ago.

Tour Guide : Many visitors have said the same. Deir el-Medina helps us understand daily life in ancient Egypt.

Write (T) true or (F) false

1. Deir el-Medina was a village for the craftsmen who built tombs. ()
2. The workers lived far from their families. ()
3. Archaeologists have found drawings on pieces of pottery. ()
4. The workers decorated their homes with wall patterns. ()
5. Many visitors have said that Deir el-Medina shows daily life in ancient Egypt. ()





6

Fill in the blanks using words from the box

craftsman – design – discover – restore – pattern

1. A person who builds or makes things skillfully is a
2. To find something that was lost or unknown is to it.
3. The beautiful shapes on the walls show a wonderful
4. The team will the old tombs to keep them safe.
5. The artist made a new for the temple doors.

7

Choose the correct answer

1. The workers in Deir el-Medina built
 a. temples b. houses c. royal tombs d. boats
2. The drawings and notes found were made on
 a. paper b. pottery c. wood d. fabric
3. The patterns on the walls show
 a. how people lived b. how workers decorated
 c. what they ate d. where they traveled



Pronunciation

Word Building: -ify/-er

The suffix **-ify** means “**to make**” or “**to cause to become.**”

We add **-ify** to nouns or adjectives to form **verbs**.

The suffix **-er** means **someone who performs an action.**

8



Listen and repeat

Base Word	+ -ify / -er	Meaning
simple	simplify	to make something simple
pure	purify	to make clean or pure
clear	clarify	to make something clear
drive	driver	someone who drives
bake	baker	someone who bakes
teach	teacher	someone who teaches

9

Use the correct form of the word in brackets

- Engineers work to the water before it reaches our homes. (pure)
- The teacher helped the new rule for the students. (clear)
- A helps students learn. (teach)
- Modern machines work and save time. (simple)
- A makes fresh bread and cakes. (bake)



 10 Circle the odd one out

1. purify – clarify – simplify – teach
2. simplify – clarify – run – purify
3. teacher – purify – baker – driver
4. clarify – purify – simplify – play
5. simplify – walk – purify – clarify

 11 Write four sentences using "-ify" verbs and "-er" words (for example: purify, baker)

.....

.....

.....



Closing Activity

 12 Read and sort:

oil- carefully- teacher-quickly- point - happily -
driver - loudly - baker

oi	-ly	-er



The Valley of the Whales (Wadi El-Hitan)



Group Work Activity



1 Complete with the missing punctuation mark

1- don't forget to try egyptian food like koshari

2-The aswan dam is a big dam in Egypt

3-I started a trip to port said early in the morning



Pair Work Activity with Grade 5



2 Punctuate the following

1. i feel sick

2. how can you help your community



3 Before you read, think and answer

1. Have you ever seen a fossil? Where do you think scientists find them?
2. Why do you think there are whale fossils in Egypt's desert?



Wadi El-Hitan: Egypt's Valley of the Whales

Posted on March 15, 2025

By Salma, Student Explorer

Deep in the Western Desert, there is a magical place called **Wadi El-Hitan**, or **the Valley of the Whales**. Millions of years ago, this area was covered by a very big ocean. Archaeologists have discovered hundreds of fossils of ancient whales that once swam here.

Some of these **skeletons** are longer than 15 meters, showing incredible details of their bones. These fossils tell a remarkable story about how whales changed from land animals into the magnificent ocean creatures we know today.

Because of its scientific and historical importance, Wadi El-Hitan has become a world heritage site. Visitors can walk along the desert **trails** and see the fossils lying exactly where they were found. It feels like **visiting** a natural museum, where every **fossil** tells a story. Egypt has protected this area carefully to ensure the fossils remain safe for future generations.

Wadi El-Hitan is not just a place of science, it is a **symbol** of Egypt's rich natural history, reminding young people to **appreciate** and feel proud of their country's treasures.

Choose the correct answer

1. Wadi El-Hitan is also known as
 - a. The Valley of Kings
 - b. The Valley of the Whales
 - c. The Valley of the Desert
2. Some whale skeletons are
 - a. 5 meters long
 - b. 10 meters long
 - c. more than 15 meters long
3. Egypt protects this site to
 - a. build new museums
 - b. keep fossils safe
 - c. bring more water

Answer the following questions

1. Why is Wadi El-Hitan special?

.....

2. How has Egypt helped protect the site?

.....

Write a short blog about a hidden Egyptian place you've visited or want to visit using the previous model

1. Name and location

2. What makes it special?

3. What can people see or do there?

.....

.....

.....

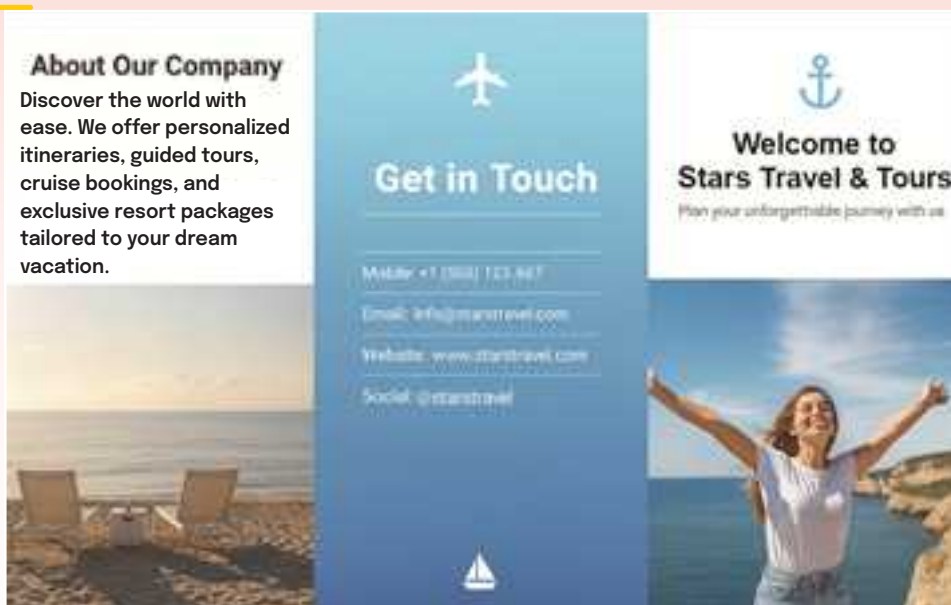
Tip!

1. Start with a title that catches attention.
2. Write the date and your name.
3. Use paragraphs to organize your ideas.
4. Describe the place or event clearly.
5. Share your feelings or opinion.
6. End with a take home message.

**Closing Activity****Reorder the sentences to make a correct paragraph:**

- The water is very clear and perfect for snorkeling.
- I had a wonderful time at the Blue Hole.
- You should visit the “Blue Hole” because it is fun, peaceful, and full of adventure.
- The mountains around the pools make the place look amazing.

Project: Egypt's Hidden Wonders Tour



Create your own travel brochure

Title:

Slogan:

1. About the place

Write 3–4 sentences about where it is and why it's special

2. What you can see or do

Use bullet points or short sentences

3. Visitor comment

Write what a visitor might say about their experience

4. Travel information

Location:

How to get there:

Best time to visit:

What to bring:

5. Add a picture or drawing



Quick Review

1 Fill in the blanks with words from the box

burial – monument – archaeologist – discovery – restore – mummy – chamber

1. An studies ancient objects and sites.
2. The near the Temple of Dakka was built to honor the ancient builders who once worked there.
3. A is a room where people were buried in ancient Egypt.
4. The new of mummies made scientists very excited.
5. A is a preserved body from ancient times.
6. Tuna el-Gebel is a famous site near Minya.
7. The experts worked hard to the old temple.

2 Complete the sentences with the correct form of the verb in brackets

1. Experts the Temple of Dakka carefully. (*restore*)
2. Many tourists the tomb of Petosiris. (*not visit*)
3. Archaeologists hundreds of mummies. (*discover*)
4. Egypt the Temple of Dakka to higher ground. (*move*)
5. Students more about ancient Egypt. (*learn*)

3 Complete the sentences using words from the box

clarify – purify – teacher – trainer – simplify

1. Scientists use special filters to the water before people drink it.
2. The shows how to exercise safely.
3. The reads a story to the class.
4. The manager called a meeting to the new company rules.
5. Modern technology helps daily tasks in schools and offices



Self-Assessment

Self-Assessment

I can...	I got it	I'm not sure	I need help
use words about ancient places and history.			
ask and answer questions about Egyptian temples and tombs.			
share my thoughts and feelings about visiting old places.			
describe places and things people discovered.			
understand short talks about Egypt and its history.			
hear and understand important words about archaeology.			
find the main idea and details in listening tasks.			
answer questions about what I read or hear.			
write short sentences using words about Egypt.			
write a short blog about a historical place.			
use the present perfect tense in my writing.			



The Library That Time Forgot



Learning Outcomes

Speaking

- Retell the sequence of events using target vocabulary
- Discuss key story elements (characters, setting and events) using simple language
- Ask and answer simple questions about characters and events
- Discuss the moral of the story

Reading

- Understand and define new vocabulary words in context
- Identify the main characters, setting, and key events in a story
- Answer comprehension questions about the story
- Identify supporting details from a story read aloud
- Recall story events in the correct order after listening
- Identify the character who speaks in a story dialog read aloud

Listening

- Retell the sequence of events using target vocabulary
- Discuss key story elements (characters, setting and events) using simple language
- Ask and answer simple questions about characters and events
- Discuss the moral of the story

Writing

- Complete sentences using vocabulary from the story
- Write a paragraph about the story using target vocabulary words and past simple tense



Story vocabulary



dust



library



rusty



windmill



pipe



plumber



treasure



fountain



town

Definitions

dust	tiny particles that collect on surfaces when they are not cleaned.
storage	a place where things are kept until they are needed.
rusty	covered with reddish-brown spots from metal getting old and wet.
clinked	made a short, ringing sound, like metal hitting metal.
library	a place where books are kept for people to read or borrow.
creak	a long, squeaky sound made when something like a door opens or closes.
stacks	piles or groups of things placed one on top of another.
windmill	a machine with blades that turn in the wind, often used to make power or pump water.
volunteers	people who offer to do work or help without being paid.
town	a place where people live that is smaller than a city but bigger than a village.
clogged	blocked so that nothing can pass through.
pipe	a long, hollow tube used to carry liquids from one place to another.
fountain	a structure that sends water up into the air.

The Characters of the Story



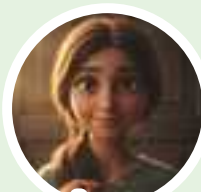
Ziad



Hana



Fady



Lara



Adam



Story Elements

Setting:

A small town known for its colorful markets and friendly people, mainly the old, dusty library in the town square

Characters:

Adam, Lara, Ziad, Hana, Fady, their teacher, the school principal, and the townspeople

Plot:

The friends find an old key that opens a forgotten library. Inside, they discover books, maps, and letters. They use what they learn to help their town and reopen the library.

Problem:

The library is closed and forgotten, and the town's fountain is broken.

Solution:

The children use knowledge from the library to fix the fountain and bring the library back to life.



In the heart of a small town known for its colorful markets and friendly people, there stood an old **library** with locked doors and shuttered windows. **Dust** gathered on its steps, and most people had forgotten it was even there. One warm afternoon, Adam, Lara, Ziad, Hana, and Fady were helping their teacher clean the school's **storage** room. As Ziad moved an old desk, a **rusty** object **clinked** onto the floor.





“Look, there’s something shiny in the back of the desk. It’s a key!” Lara exclaimed, holding it up. It was large and bronze, with a tag that read: Library.

“Do you think it could open the old library in the square?” Hana whispered.

The friends exchanged excited looks. After school, they hurried to the library’s heavy wooden doors. Fady slid the key into the lock. With a deep **creak**, the door was open. They stepped into a big room full of tall shelves. Dusty books filled every space, and the air smelled of paper and history. Sunlight streamed through **cracks** in the shutters, lighting up **stacks** of forgotten knowledge.



“Look at these maps!” Ziad called, unrolling a sheet of paper showing rivers, mountains, and villages from long ago.

Lara found a collection of **handwritten** letters tied with a ribbon. “These are from travelers,” she said, eyes wide. “They describe places I’ve never heard of.”

Adam pulled a thick book from the shelf. Inside were diagrams for simple machines and science experiments. “We could actually make some of these,” he said.

Over the next week, the friends met in the library every afternoon. They read about plants that could clean water, built a small **windmill** from one of the diagrams, and learned about historical events that shaped their **town**.





One day, Hana noticed the **fountain** in the town square wasn't working. Using a guide from the library, they figured out the problem was a **clogged** pipe. With the help of a local plumber, they fixed it. Soon, the fountain's water sparkled in the sunlight, and the townspeople cheered.

Word spread quickly about the children's discoveries. The school principal visited the library, surprised to see it alive again.



“This place is a **treasure**,” he said. “It should be open to everyone.”

Let’s ask the townspeople to help, we can all work together to fix it,” Adam said.

With the town’s help, the library was cleaned, repaired, and reopened. The friends became its first official **volunteers**, helping others find books, maps, and ideas.

As they stood together at the reopening ceremony, Fady smiled. “We thought the key only opened a door,” he said, “but it actually opened our minds.”





1 Choose the correct answer

1. What did the friends find in the school storage room?

- | | |
|----------------------|----------------------|
| a. A dusty book | b. An old bronze key |
| c. A map of the town | d. A windmill |

2. How did the friends help the town after exploring the library?

- | | |
|-----------------------------|-----------------------------|
| a. They built a new library | b. They opened a museum |
| c. They fixed the fountain | d. They cleaned the streets |

3. What is the moral of the story?

- a. Keys are important tools
- b. Libraries are only for reading books
- c. History is boring
- d. Working together and learning can help the community

2 Answer the following questions

1. Can you give an example from the story where learning helped solve a problem?

.....

2. How did the children help the town with what they learned?

.....

3. Why did Fady say, "We thought the key only opened a door, but it actually opened our minds"?

.....

3 Write (T) true or (F) false

- 1. The library was always open and full of people.
- 2. The children used a map to find treasure.
- 3. The children used what they learned to help the town.
- 4. The school principal thought the library should stay closed.
- 5. The story teaches that knowledge can change lives.

☐
☐
☐
☐
☐



4 Who said these words?

1. "Look! There's something shiny on the back of the desk."
2. "These are from travelers. They describe places I've never heard of."
3. "We could actually make some of these."
4. "This place is a treasure. It should be open to everyone."
5. "Let's ask the town people to help; we can all work together to fix it."
6. "We thought the key only opened a door, but it actually opened our minds."

5 Speaking activity

Pair Work

- Talk with your partner about the story.
- Use these questions to guide you:
 - Which part did you like most?
 - Which character do you think was the leader? Why?
 - What would you do if you found an old key like theirs?

6 Write a short diary entry from one of the children's points of view Start like this:

Dear Diary,

Today was unbelievable! While cleaning the storage room, we found an old key...

Dear Diary

.....

.....

.....

.....

.....

Tip!

Guidelines:

- Write a short paragraph
- Use past tense verbs
- Describe your feelings and what happened
- End with what you learned from the experience





Self-Assessment



Self-Assessment

I can...	I got it	I'm not sure	I need help
identify supporting details from the story.			
recall the sequence of events in the correct order.			
identify who is speaking in a story dialog.			
retell the story using the new vocabulary I learned.			
discuss the moral or lesson of the story.			
ask and answer simple questions about the characters and events.			
recognize and understand new vocabulary in the story.			
identify the main characters, setting, and key events.			
answer comprehension questions about the story.			
use vocabulary from the story in my own sentences.			
write complete and correct sentences about the story.			



1 Choose the correct answer

1. The passenger listened carefully to the station's about the train delay.
 - a. pollution
 - b. announcement
 - c. elevator
 - d. innovation
2. You can easily buy a metro ticket from the without waiting in line.
 - a. ticket machine
 - b. LED lights
 - c. smart doors
 - d. facility
3. The modern building has that open automatically when someone approaches.
 - a. construction
 - b. smart doors
 - c. textiles
 - d. industries
4. You don't need cash anymore; you can quickly and safely.
 - a. link roads
 - b. manufacture
 - c. pay by card
 - d. restore





Correct the word in brackets

1. People (**use**) to cross the Nile by small boats before modern bridges were built.
2. Our city (**didn't used to**) have metro stations, but now it does.
3. (**Did you used**) to live near the old airport before it moved?
4. If the workers (**will finish**) the road today, cars can pass tomorrow.
5. If the government builds new schools, villages (**would**) face problems in education.

A Journey Through the New Capital

Omar took his first trip to Egypt's New Administrative Capital with his school. As the bus entered the city, he noticed the smooth roads and tall buildings – signs of new infrastructure and modern construction. The students rode the monorail, amazed by how fast and quiet it was. Their teacher explained that Egypt's engineers use innovation to design smart transport systems.

Later, they saw LED lights shining along the streets and electric buses waiting at the new station. The driver told them the buses use renewable energy, helping to keep the air clean. Omar realized that these projects make Egypt more self-reliant and eco-friendly. Before leaving, he said, "This city shows how determination and hard work can build a better tomorrow."



Choose the correct answer

1. What means of transportation did the students use in the city?

- a. A train
- b. A car
- c. A monorail
- d. A taxi

2. What is special about the electric buses?

- a. They use renewable energy
- b. They move very slowly
- c. They use a lot of fuel
- d. They are only for tourists

3. What did Omar learn from the trip?

- a. That Egypt's cities are old and crowded
- b. That new projects show Egypt's progress
- c. That renewable energy is not important
- d. That roads are not well built



Answer the following questions

1. Why were the students amazed by the monorail?

.....

2. How does the New Capital reflect Egypt's future?

.....



Punctuation

1. omar bought a ticket for the monorail but he didn't use it

2. artists engineers and craftsmen all help build egypt's future



Write a paragraph of about (50-70) words about how Egypt is building a modern and eco-friendly future

- Mention new projects like monorails, roads, and renewable energy.
- Explain how these help people and protect the environment.

.....

.....

.....

.....



Audioscript

Unit 1: Lesson 1

You know, Lily was a young **artist** who loved to draw. So, one Saturday, her family took her to, uh, a big art gallery. Oh, she was so excited!

“Wow,” she whispered. “Look at that!” First, she saw these huge paintings on a **canvas**. “Mmm,” she said, “I wish I had my **paintbrush** and **palette** with me right now!” Then, they walked into a room with beautiful **pottery** and a giant wooden **statue** that an artist used to **carve**. It looked so strong and powerful!

Lily also loved a strange, colorful **sculpture**. She even saw a huge, bright mural on the wall. Her mom pointed to a very old painting. “This,” she said, “is a **masterpiece**.” Lily felt so inspired by everything she saw. She couldn't wait to go home and start her own masterpiece right away!

Unit 2: Lesson 1

(A clear, friendly voice, as if hosting a show)

Interviewer: Welcome back! Today, we have a talented young engineer here with an amazing invention—the solar robot gadget. Can you tell us more about this gadget?

Young Engineer: Thank you! I wanted to create a simple gadget that feels like a small machine. The first step was designing a detailed blueprint.

Interviewer: Wow! How do we use it?

Young Engineer: First, you assemble the small parts using the right tools. The robot runs on solar power, so the wheels move when you place it in the sun. If something isn't working, you can easily improve it. This invention is a fun way to explore new ideas every day. Let's get started!

Unit 5: Lesson 1

Next Stop, Giza

“Good morning, passengers. Welcome to the Cairo **Metro**. This is Line 3, the Green Line. The next **stop** is **Giza Station**.

The Giza **Metro** is now **faster** and **cleaner** than before. New trains have **smart doors** that open and close automatically. Inside the **train**, there are big **digital screens**. They show the next station and the time. You can also hear clear **announcements** in Arabic and English.

At **Giza Station**, there are new **ticket machines**. You can **pay by card**, a phone, or cash. There are also **elevators** and **escalators** for easy access.

The **metro** uses smart **electricity**. The lights are **LED** and the trains save electricity when they stop. This makes the metro better for the **environment**.

Please stand back from the **doors**. The next **stop** is Giza. Thank you for riding with us.”



Review 1

1 Choose the correct answer

1. The artist mixed colors carefully on her before starting the mural on the school wall.
A) sculpture B) palette C) sketch D) canvas
2. The engineer studied the of the new flying car before assembling its parts.
A) blueprint B) pendulum C) chamber D) border
3. The found a beautifully decorated ancient tomb.
A) ruler B) craftsman C) archaeologist D) sculptor
4. The clockmaker adjusted every small inside the clock to make sure it kept accurate time.
A) gear B) tool C) sketch D) temple
5. The young artist's of a lion looked so real that everyone praised her as a talented sculptor.
A) invention B) mural C) sculpture D) monument

2 Fill in the blanks using words from the box

sculptor - pendulum - archaeologist - palette - blueprint

1. The artist placed her colors on the before starting to paint the large wall.
2. The carefully brushed the dust away from the ancient statue he had just found.
3. The engineer followed the detailed to build the new machine correctly.
4. The clock's moved slowly back and forth, keeping perfect time.
5. The carved the marble into an incredible figure that amazed everyone at the museum.

3 Correct the word in brackets

1. We (**has build**) many new roads to connect the modern cities.
2. The engineer (**which**) designed the smart bridge works in the New Administrative Capital.
3. The monorail is (**either**) slow nor expensive.
4. The hospital is (**neither**) clean and near our house.
5. She (**have try**) the new ticket machine.

4 Read and answer

The Hidden Artist of Alexandria

In an old street in Alexandria, an artist worked silently in his small studio. He covered his **canvas** with colors, using his favorite **paintbrush** and **palette**. On the walls around him hung drawings, **sketches**, and even a **mural** that showed the city's harbor at sunrise. He dreamed of creating a **masterpiece** that would inspire young artists across Egypt. Next door, his friend, an **archaeologist**, was studying a **sculpture** that had been **carved** centuries ago. They often talked about how both art and history told Egypt's story in different ways. While one man painted the future, the other discovered the past. Their shared **determination** and love for beauty connected their worlds a reminder that creativity and discovery are two sides of the same spirit.

5 Choose the correct answer

1. Where does the story take place?
a) In Luxor
b) In an old street in Alexandria
c) In a museum in Cairo
d) In a modern gallery
2. What was on the walls of the artist's studio?
A) Old tools and fabrics
B) Sketches and murals
C) Photographs of monuments
D) Maps and blueprints
3. What connects the artist and the archaeologist?
A) Their love for Egypt's beauty
B) Their wish to travel abroad
C) Their dislike of history
D) Their competition in painting



Answer the questions

1. What did the artist dream of creating?

.....

2. How were art and history similar for the two friends?

.....

Punctuate the following

1. the archaeologist said the sculpture was found near luxor last year

.....

2. wow the new electric buses look amazing in the city

.....

Writing

Title: Discovering Egypt's Creative Spirit

Write a short blog post about how Egypt's art continues to inspire people today. Mention how artists and archaeologists work to keep Egypt's culture alive and how young people can take part in preserving art.

.....

.....

.....

.....

.....

.....

.....

.....



English

Primary 6 - Term 2

Academic Year: 2025/2026

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Editorial Note

This work was made through the contributions of a diverse team of professionals with various academic and institutional backgrounds (including, but not limited to, university professors, teachers, subject matter experts, and specialized international organizations).

Their contributions spanned multiple phases of the project, including consultation, content development, and quality enhancement.

**Developed and produced with the participation of
the Content Department Team**

at Selah El Telmeez Publishing and Printing Company.

Reviewed by:

Prof. Zeinab El-Naggar

Prof. Attia El-Sayed

Prof. Nagwa Younis

Dr. Mai Kamal

Ms. Amira Awaad

The Central Administration for Curriculum Development:

Ms. Eman Mahmoud Youssef

Dr. Amira Fawzy Ahmed

Ms. Rabab Abdelaziz Zidan

Dr. Shaimaa Salah El Din Afify

Adapted for Community Schools by

Dr. Ghada Elsayed Mohamed Saleh

Mr. Ahmed Said Abdel Mongi

Ms. Saher Saleh Abdel Hamid

Dr. Amira Fawzy Ahmed

Reviewed by:

Mr. Maher Abd El Raouf

Ms. Dalia Hassan Mohamed

Ms. Eman Mahmoud Yousef

Modified by

Ms. Hoda Sayed Ahmed

General Supervision

Dr. Gebriel Anwer Hemieda

Head of the Central Administration for Curriculum Development

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