

ENGLISH

Preparatory Schools - Year Two - Term 1

2025 - 2026



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

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

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

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A MESSAGE FROM

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 and Technical Education presents the Preparatory 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 Preparatory Stage 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:

- Age-appropriate vocabulary, grammar, and functions taught in context.
- Focused development of listening, speaking, reading, and writing skills.
- Scaffolded writing tasks that progress from guided to independent writing.
- Meaningful vocabulary reinforcement using visuals and themes.
- Activities designed to develop **higher-order thinking**, not just memorization.

Commitment to Excellence:

The Ministry of Education and Technical Education is dedicated to providing highquality educational resources that meet the evolving needs of our students. These textbooks embody our commitment to excellence in English language education, ensuring that every student 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.

Scope and Sequence

			Term 1		
Unit	Vocabulary	Language	Skills	Life Skill[s]	Core Value(s)
1. Gen Alpha	generation - digital natives - trends - emojis - memes - balance - computer - screen-social media - smart phones - balance - limit	• Present Continuous tense	Reading: • A text about Gen Alpha. • A blog about a Gen Alpha teen's daily life. Writing: A blog post about daily routine using technology with the present tenses. Listening: A podcast about Gen Alpha. Speaking: Express opinions about digital habits.	Digital Literacy	ResponsibilityCollaborationOnline safety
2. My Digital Footprint	determine - privacy - footprint - secure - trace - setting - update - data - clues - online identity	• Present Simple Passive modal verbs	Reading: Identify key details, main ideas, synonyms, antonyms, and words with prefixes in informational texts. Writing: Tips to protect online privacy. Listen to a podcast about online safety. Speaking: Discuss digital habits and how to stay safe online.	Problem solvingSelf-awarenessIndependence	Responsibility Perseverance Curiosity

	challenge - discouraged - determination - obstacle - courage - traffic jam - stressed - monorail - creativity - inspired - displayed	The Past Simple Tense The Past Continuous Tense	Reading: A motivational article about how to overcome challenges Writing: A paragraph about a challenge you faced and overcome Listening: A story about facing challenges Speaking: Share your experiences about challenges you faced	Reflection Public speaking Empathy	Respect Ambition Integrity Courage
Art and Expression	artwork - sculptures - materials - special - imagination - valuable - original - gallery - sculptor - agriculture - symbol - promote - recognition	• Cause, Result and Contrast Connectors	Reading: An article and an informational text about art and artists Writing: An email about a kind of art they like Listening: Interview an artist Speaking: Share your personal opinion about art	Critical thinking Decision- making Problem- solving	• Appreciating Art • Judgment

	continents - culture- unforgettable - organized - population		Reading: - Informational texts about different countries - Differentiate facts from opinions - Infer information not directly stated in the text		• Purpose
5. Around the World	- ceremony - tradition landmark - impressive - curious- awesome - destinations - memories - lagoon - glacier	• Comparative and Superlative Adjectives	Writing: Write a social media post about a country you would like to visit Listening: Audio about visiting different places in Egypt Speaking:	• Planning	• Curiosity
6. Young Innovators	thought - inventors - step - brainstorm - version - complex - impact - leadership - appreciation - teamwork	• If conditional (type 1 and 2)	Reading: Article about turning ideas into impact. Biography of a famous innovator. Writing: A biography about an Inventor. Listening: Audio about an innovative machine Speaking: Discuss what it means to be an innovator	Responsibility Cooperation	Respect Teamwork Empathy

Lesson COMPONENTS

Reading

Stimulating topics that capture students' interest.

Think and discuss in pairs

Students have the chance to think before reading, express their opinions, and check their understanding of the reading text.

Before you start

This helps to draw students' attention before the main reading.

Meet Gen LESSON Alpha Before you start Think and discuss in pairs 1 Answer the following questions. 1. What does the word "generation" mean to you? 2. What do you know about Gen Alpha? Reading 2 Read the following text. What does Gen Alpha rarely do? Gen Alpha: The Young Digital Natives Do you know that you are one of Gen Alpha, who were born from around 2010 to the mid-2020s? Today's young generation, Gen Alpha, is changing the way we live and communicate. They are digital natives, because they learn to use technology before they can read, and they usually spend a lot of time online, exploring the latest trends. They like creating short videos to show their hobbies or opinions. At the moment, many Gen Alpha children are using social media to learn about the world and to connect with others. They are constantly discovering new trends that quickly spread across their digital communities. For example, they share memes and sometimes send emojis instead of words because they like showing emotions in a creative, fun way. Teachers and parents often wonder how this generation will grow up with so much technology around them. Right now, many parents are trying to limit screen time while also encouraging useful digital skills. Gen Alpha rarely spends a day without using technology, but they are also learning to **balance** online activities with real-life connections.

This generation represents a powerful trend that is shaping the future. Gen Alpha always looks for new ways to express themselves and likes using digital tools to create their

To identify the main idea of a text: Read Fast!

Read Fast! Look for Big Clues! Pay attention to the title, headings,

1. digital natives popular new developments, often seen in digital content or social behavior 2 trends the amount of time spent looking at a screen small digital images or icons used to express ideas or 3. emoiis emotions in electronic communication a group of people born around the same time 4. screen time a situation in which different things are of equal or proper weight or amount 5. balance individuals who have grown up with technology, such as computers, the internet, and mobile devices 6. generation oqi. Speaking hey're digital nativ Think-Pair-Share 5 Ask your partner about things you have learned about Gen Alpha. Topic: Diaital Natives 1. Think: Think about your own life.

5. What are parents currently trying to balance for Gen Alpha regarding technology?

Match the words from column A with their meanings from column B.

4. How does Gen Alpha express their feelings online?

Vocabulary

2. Pair: Ask your partner:

3. Share: Discuss two interesting

What do you know about Gen Alpha?
 How often do you use technology?

things you have learned

about Gen Alpha today.

Think about this

identity in the modern world.

Think about this

3 Answer the following questions.

What is the main idea of this text?
 Why do Gen Alpha children use social media?
 According to the passage, why is Gen Alpha called "digital"

14 Unit 1 Gen Alpha

Students have the chance to think after reading, express their opinions, and check their understanding of the reading text.

Vocabulary

This helps students to learn key words in context through engaging sentences and illustrations.

Speaking

Unit 1 Gen Alpha 15

This points to each lesson's topic that students can use during their presentation.



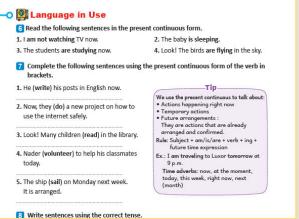
Listening

Students listen to the audio texts and answer the questions.



Language in Use

Turn grammar rules into real communication skills.



Story Time

Gen Alpha is also learning to balance online activities with real-life connections.
 Complete the following sentences with the words from the box below.

The stories are level appropriate and related to interesting, relevant curriculum-based topics. Attractive illustrations capture the students' attention.

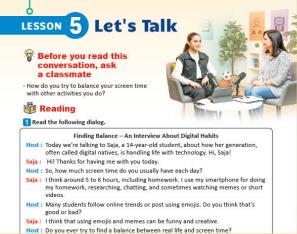
Let's Talk

How to expand your vocabulary.

Tip

Tips to enrich your vocabulary and use words correctly.





Role-Play

Time to shine with your class mates.

- Perform and learn together!

Before You Write

Ready, set, write. Let's prepare step-by-step!

Real Talk Tip. O 🎎 Role-Play Use polite disagreement to express your opinion clearly and respectfully. Try phrases like: 3 Work with a partner. Read the short conversation below. Then switch roles, and try creating your own using the words in bold. "I think ... "That's true, but in my "I understand, but I Student A: I think our screen time is fine. We're digital natives! It's how we learn, chat, and have fun. Student B: That's true, but too much time on smartphones can be unhealthy. I think we need more balance in our day. Student A: I love checking social media and sending emojis and funny memes. Student B: I get it, but we should also enjoy life offline Target Vocabulary 4 Practice Use the words and expressions in the box below to fill in the gaps in the following dialog. balance – connect – digital habits – generation – smartphone – trends – That's true, but ... – I get it, but ... – I understand, but ... Zeinab : Hey Lujain, how many hours do you spend on screen every day? Lujain : Hmm ... maybe four or five hours. I like watching videos and sending memes and emojis to my friends.

Expressing Identity Online

Before You Write, Let's Get Ready

Target Language

1. Today's young generation is changing the way we live and communicate.

2. Gen Alpha rarely spends a day without using technology.

Target Vocabulary

Try to include at least 6 of these words in your blog.

trends – emojis – digital – screen time – balance – in common – include – smartphones – connect – games A blog is like an online journal or website where someone writes regularly about a topic. A person who writes a blog is called a blogger. Blogs often include photos, links, and even videos.

Writing

- Read the following blog and complete with a suitable word from the box above.

How wonderful the generation of today is! Gen Alpha refers to children born around 2010. They are true (1) natives because they grow up using technology from a very young age. They follow the latest (2) like watching short videos, using (3) , and playing online (4) . They spend a lot of (5) on their (6) , tablets, and computers. This makes them (7) with others and learn new things. Many Gen Alpha kids have things (8) . with Generation Z, like caring about the environment and using technology in daily life. They are learning to find a (9) between using screens and enjoying real-world activities.

Assessment Corner

Zeinab : (1) don't you think that's too much use of your (2)?

Lujain : Maybe! But we're digital natives. Our (3) ______ grew up with phones and tablets. It's normal!

A quick in-class assessment to help you grow each week.

My Self-Reflection

Look back, learn and move forward-it's time to reflect!



for our health

Assessment Corner

A. Reading

Read the short text and answer the questions.

Gen Alpha spends a lot of time online. They like watching videos, creating content, and chatting with friends. They also use emojis and memes to show how they feel. Many parents try to limit screen time but also want kids to learn important digital skills.

What things does Gen Alpha like doing online? Name two.
1.

(b) Why do you think parents want to limit screen time?

B. Vocabulary

2 Match the words from column A with their meanings from column B.

1. digital native
2. trend
3. emoji
4. connect
5. screen time

the amount of time spent using a device
 join or link with someone
 a small icon or image to show feelings online

someone who grows up using technology

a popular new idea or style

C. Language



My Self-Reflection

Reading

I can identify the main idea in a text about Gen Alpha's digital habits.

☐ I can find specific details in a text to answer questions about Gen Alpha and Gen Z.

Vocabulary

- I can use key vocabulary words like generation, digital native, trend, emoji, meme, screen time.
- ☐I can identify the meanings of new words.

Listening

- □ I can understand the main topic of a podcast about Gen Alpha.
 □ I can find and understand details from a podcast to decide if statements are true or false.
- and understand details from a podcast to decide if statements are true or false.

Speaking

- ☐ I can share my opinions about digital habits and online trends.
 ☐ I can ask and answer questions about my digital life and my friends' digital lives.

✓ Language

- I can use the present continuous tense correctly.
- $\hfill \square$ I can use the present continuous tense to express the arranged future.

Writing

- ☐ I can write a blog about "A Day in the Life of a Gen Alpha Teen".
- I can use new words and correct grammar in my writing.

Life Skills & Values

Start Smart

1 Complete the following dialog.

Noha is asking Omar about his weekend plans.

Omar: (4)

Noha: (5) ?

Omar: No, it's my first time.

Read the following text, then answer the questions.

The Nile River is one of the longest rivers in the world. It flows through northeastern Africa, passing through several countries, including Uganda, the Sudan, and Egypt. For thousands of years, people have lived near the Nile because <u>it</u> provides water for drinking, farming, and fishing. Ancient Egyptians used the Nile for transportation and trade. Today, the Nile still plays an important role in the lives of millions of people.

(a) Answer the following questions.

- 1. What is the main idea of the passage?
- 2. Why did ancient Egyptians depend on the Nile?
- 3. How does the Nile help people today?

(b) Choose the correct answer from a, b, c or d.

- **4.** The underlined pronoun "<u>it</u>" refers to
 - a. Africa
- **b.** Egypt
- c. the Nile
- d. transportation

- 5. The word "provides" means ".....".
 - a. removes
- **b.** gives
- c. sells

d. buys

c. People have li	ved near the Nile for the	ousands of years.	
d. The Nile is use	eful for Uganda only.		
_			
3 Choose the correct			
1. My brother wants to	be a when he	e grows up.	
a. doctor	b. medicine	c. clinic	d. medical
2. I always enjoy	books in my free tin	ne.	
a. read	b. reads	c. reading	d. to reading
3. Where you	u go last summer?		
a. do	b. did	c. does	d. doing
4. We should protect ou	ır environment by recyc	ling	
a. money	b. food	c. rubbish	d. books
5. She her ho	mework every day after	r school.	
a. do	b. does	c. done	d. doing
6. Rodiyna is looking	her lost keys.		
a. in	b. at	c. after	d. for
7. I a new pe	n yesterday.		
a. buy	b. bought	c. have bought	d. will buy
8. The opposite of "chea	ap" is "".		
a. expensive	b. costly	c. inexpensive	d. a & b
9. He plays football very	<i>/</i>		
a. good	b. well	c. nice	d. fine
10. I haven't finished m	y project		
a. already	b. yet	c. just	d. ever
.			_
N-50	ences with the correct for	57. 5	orackets.
1. (hasn't) s	een my uncle since last	year.	
2. If it (rain),	we will stay at home.		
3. She (study) English every day.		
4. They went to the zoo		any animals	
4. They went to the 200	and (See) me	arry arminais.	
5 Write a paragraph of	of (90 – 100) words on "	'My Favorite Season".	
	,	,	

6. Which of the following is **TRUE** according to the passage?

a. The Nile is the shortest river in the world.

b. Only Egyptians use the Nile.

UNIT 1

Gen Alpha

Learning Outcomes

Reading

- Identify the main idea in a text about Gen Alpha's digital habits
- Extract specific details from a text to answer comprehension questions about Gen Alpha and Gen Z

Listening

- Identify the main topic of a podcast about Gen Alpha
- Extract specific details from a podcast to determine if statements are true or false

Speaking

- Express opinions verbally on topics related to digital habits and online trends
- Ask and answer questions about students' own and others' digital lives

Language

- Differentiate between the uses of the present continuous tense
- Use target grammar accurately to express current activities, and the arranged future

Writing

- Write a blog post about a "Day in the Life of a Gen Alpha Teen"
- Incorporate target vocabulary and grammar structures into writing tasks



Meet Gen LESSON **Alpha**



Before you start



Think and discuss in pairs

- Answer the following questions.
- 1. What does the word "generation" mean to you?
- 2. What do you know about Gen Alpha?



Reading

Read the following text. What does Gen Alpha rarely do?

Gen Alpha: The Young Digital Natives

Do you know that you are one of Gen Alpha, who were born from around 2010 to the mid-2020s? Today's young generation, Gen Alpha, is changing the way we live and communicate. They are digital natives, because they learn to use technology before they can read, and they usually spend a lot of time online, exploring the latest trends. They like creating short videos to show their hobbies or opinions.

At the moment, many Gen Alpha children are using social media to learn about the world and to connect with others. They are constantly discovering new trends that quickly spread across their digital communities. For example, they share memes and sometimes send emojis instead of words because they like showing emotions in a creative, fun way.

Teachers and parents often wonder how this generation will grow up with so much technology around them. Right now, many parents are trying to limit screen time while also encouraging useful digital skills. Gen Alpha rarely spends a day without using technology, but they are also learning to balance online activities with real-life connections.

This generation represents a powerful trend that is shaping the future. Gen Alpha always looks for new ways to express themselves and likes using digital tools to create their identity in the modern world.



Think about this

- 3 Answer the following questions.
- 1. What is the main idea of this text?
- 2. Why do Gen Alpha children use social media?
- **3.** According to the passage, why is Gen Alpha called "digital natives"?

Reading Tips

To identify the main idea of a text:

- Read Fast!
- Look for Big Clues!
- · Pay attention to the title, headings, and the first and last sentences of paragraphs.

- **4.** How does Gen Alpha express their feelings online?
- 5. What are parents currently trying to balance for Gen Alpha regarding technology?



Vocabulary

4 Match the words from column A with their meanings from column B.

1. digital natives popular new developments, often seen in digital content or social behavior 2. trends the amount of time spent looking at a screen small digital images or icons used to express ideas or 3. emojis emotions in electronic communication a group of people born around the same time 4. screen time a situation in which different things are of equal or proper weight or amount 5. balance individuals who have grown up with technology, such as 6. generation computers, the internet, and mobile devices





Think-Pair-Share

5 Ask your partner about things you have learned about Gen Alpha.

Topic: Digital Natives

- 1. Think: Think about your own life.
- 2. Pair: Ask your partner:
 - What do you know about Gen Alpha?
 - How often do you use technology?
- 3. Share: Discuss two interesting things you have learned about Gen Alpha today.



LESSON 2 Gen Alpha's **Digital Life**



Before you start



Think and discuss in pairs

- Answer the following questions.
- 1. How much screen time do you usually have each day?
- 2. What kind of content do you watch or listen to?



Listening

- Listen to the audio. What is the audio talking about?
- 3 Listen again and write True (T) or False (F).
- **1.** Gen Alpha can read before they use technology.
- 2. Parents are trying to limit screen time.
- 3. The speaker believes that all screen time is bad for Gen Alpha.
- 4. Gen Alpha are slow learners and they aren't adaptive.
- **5.** Gen Alpha is also learning to balance online activities with real-life connections.
- 4 Complete the following sentences with the words from the box below.

How much screen

time do you usually have each day?

- **1.** Leila tries hard toher work with her personal life.
- 2. You should your screen time. It's good for you.
- 3. Some express our feelings.



Speaking



Think-Pair-Share

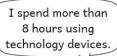
5 Ask and answer about Gen Alpha's digital life.

Topic: Gen Alpha's Digital Life.

- 1. Think: What does Gen Alpha use social media for?
- 2. Pair: Ask your partner:
 - Does Gen Alpha use social media wisely?
 - How bad is too much screen time for them?
 - What is the role of teachers and parents towards Gen Alpha?
- 3. Share: Tell the class one thing your partner told you.









Language in Use

6 Read the following sentences in the present	t continuous form.			
1. I am not watching TV now.	2. The baby is sleeping.			
3. The students are studying now.	4. Look! The birds are flying in the sky.			
7 Complete the following sentences using th brackets.	e present continuous form of the verb in			
1. He (write) his posts in English now.	Tip			
2. Now, they (do) a new project on how to use the internet safely.	 We use the present continuous to talk about: Actions happening right now Temporary actions Future arrangements: They are actions that are already 			
3. Look! Many children (read) in the library.	arranged and confirmed. Rule: Subject + am/is/are + verb + ing +			
 Nader (volunteer) to help his classmates today. 	future time expression Ex.: I am traveling to Luxor tomorrow at 9 p.m. Time adverbs: now, at the moment,			
5. The ship (sail) on Monday next week. It is arranged.	today, this week, right now, next (month)			
8 Write sentences using the correct tense. 1. (They / go / to school / now)				
2. (I / not / watch / TV / at the moment)				
3. (He / play / football / next Friday)				
4. (We / study / English / this week)				
5. (you / eat / breakfast / now?)				

- 9 Find the mistakes in the underlined words and correct them.
- 1. He plays online games next week.
- 2. Rahma eats apples at the moment.
- 3. Ali doesn't visit his cousins at this moment.
- **4.** Listen! The children are $\underline{\text{sing}}$ in their room.

LESSON 3 The Digital **Bridge**



Before you start

- Answer the following questions.
- 1. How often do you use the internet?
- 2. What do you use it for?



Reading

Read the following text.

The Gen Z-Alpha Bridge: How Digital Trends Unite Young Generations

Generation Z and Generation Alpha are two young generations in the world today. Gen Z includes people born between 1997 and 2012. Gen Alpha includes children born from 2010 till now. Even though they are different ages, they have some important things in common – they are growing up in a digital world.

Both generations use smartphones, tablets, and computers every day. They like watching videos on YouTube, using apps, and playing online games. Social media and online games help them connect, learn, and have fun with others – even if they live far apart.

Digital trends like short videos, emojis, and memes are popular with both groups. Many Gen Z and Gen Alpha kids also care about the environment, being kind, and treating people with fairness. They often use technology to share their thoughts and support important cases.

Even though Gen Z is older than Gen Alpha, both generations speak the same digital language. Technology helps them understand each other and work together to make the world a better place.

- Read the text again. Then, in pairs, choose the correct answer.
- 1. What is the passage mostly about?
 - **a.** Playing sports

- b. Digital trends connecting Gen Z and Gen Alpha
- c. Traveling to different countries d. How to use a computer
- 2. When were Gen Z people born?
 - **a.** 2000 to 2020
- **b.** 1990 to 2000
- **c.** 1997 to 2012
- d. 2010 to 2025

- 3. What do Gen Z and Gen Alpha both enjoy?
 - a. Riding bikes

b. Using digital devices and apps

c. Reading newspapers

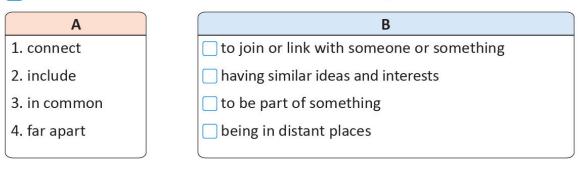
- d. Playing only board games
- 4. What do these generations care about?
 - a. Only video games

- b. Pets and animals
- **c.** The environment and fairness
- d. Nothing at all



Vocabulary

4 Match the words from column A with their meanings from column B.





Speaking



Think-Pair-Share

5 Ask and answer questions about both Gen Z and Gen Alpha.

Topic: The activities that both Gen Z and Gen Alpha do a lot.

- 1. Think: How do popular trends or online creators affect what young people like or do?
- 2. Pair: Ask your partner:
 - How do memes and emojis help people show their feelings?
 - What are some good and bad sides of using a lot of screen time?
- 3. Share: Share one interesting point from your group with the whole class.



LESSON 4 Story Time

The Little Inventor

Chapter One The Creative Fair



Before you read, discuss in pairs

- 1 Answer the following questions.
- 1. Is it good or bad to be curious?
- 2. What should you do before downloading something from the internet?
- Read the following text. Why do children call Amal "strange"?

In a village, there lived a curious girl named Amal. Amal loved to build things. Her room was full of old toys, wires, and little machines she had created. Sometimes, the other children annoyed her and said, "You are strange."

But Amal's parents always told her, "Your identity is what makes you special. Never be afraid to express who you are."

One day, the teacher announced a "Creative Fair." Each child had to present something they were passionate about. Amal decided to build a talking robot! She was excited but also worried. "What if others laugh at me again?" she thought.

Her best friend, Yara, encouraged her, "Just be yourself, Amal. We believe in you."

Amal started working day and night. She also made sure to use the internet safely while looking for ideas, remembering her digital responsibility. She asked for permission before downloading anything and never shared her personal information.





Read together again. Then, in pairs do the following tasks

Match the words from column A with their meanings from column B.

Water the Words II		with their meanings no	in column bi
Α		В	
1. identity	wan	nting to know or learn so	mething
2. passionate	☐ an e	event when people gathe	r to show something
3. permission	very	strong feeling or exciter	ment about something
4. curious	this	is who you are	
5. fair	beir	ng allowed to do somethi	ng
6. special	diffe	erent from others in a go	od way
4 Choose the correct	answer from	a, b, c or d.	
1. Amal was	•		
•3	. shy	c. curious	d. weak
2. Amal's parents alway			
	express	c. punish	d. face
3. Yara Amal a. shared k	to be herself. believed	c. encouraged	d. warned
		before downloading any	
	periilissioiri). in	c. at	d. for
C Angueraha fallawi	ti		
5 Answer the following			
1. What kind of things	did Amal like to	o build?	
2. How did Amal feel w	hen she thoug	tht other children laughe	d at her?
3. What was the "Creat	ive Fair" abou	t?	
4. How did Yara help Ar	mal feel better	· ?	
5. What steps did Amal	take to stay sa	afe online?	
6. What do you think o	f Amal2		
6. What do you think o			
7. Why did Amal ask fo	or permission b	pefore downloading anyt	hing?
8. What do you admire	about Amal's	actions and choices?	

LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

- How do you try to balance your screen time with other activities you do?



Reading





Host: Today we're talking to Saja, a 14-year-old student, about how her generation,

often called digital natives, is handling life with technology. Hi, Saja!

Saja: Hi! Thanks for having me with you today.

Host: So, how much screen time do you usually have each day?

Saja: I think around 5 to 6 hours, including homework. I use my smartphone for doing my homework, researching, chatting, and sometimes watching memes or short

videos.

Host: Many students follow online trends or post using emojis. Do you think that's

good or bad?

Saja: I think that using emojis and memes can be funny and creative.

Host: Do you ever try to find a balance between real life and screen time?

Saja: Yes, I try. I put my phone away during meals. In my opinion, we should limit screen time before bed. I also try to spend more time outside with friends or do sports.

Host: That's great advice! Any tips for other students?

Saja: Just be careful! It's okay to enjoy your screen, but don't let it control you.



Speaking

2 In pairs, ask and answer questions, then switch roles.

- 1. How does Saja describe her daily screen time?
- 2. What does she use her smartphone for?
- 3. Do you agree with Saja's tips about using phones carefully? Why or why not?
- 4. What would you add to Saja's advice to help other students stay balanced online and offline?

Conversation Tip

Use expressions like "In my opinion," "I think," and "For example" to explain your ideas clearly when talking to others.

Example: In my opinion, we should limit screen time before bed.

For example, I stop using my phone one hour before I sleep.



3 Work with a partner. Read the short conversation below. Then switch roles, and try creating your own using the words in bold.

Student A: I think our screen time is fine. We're digital

Real Talk Tip

Use polite disagreement to express your opinion clearly and respectfully. Try phrases like:

"I think ..."

"That's true, but in my opinion..."

"I understand, but I prefer...'

Student B: That's true, but too much time on smartphones can be unhealthy. I think we need more balance in our day.

Student A: I love checking social media and sending emojis and funny memes.

natives! It's how we learn, chat, and have fun.

Student B: I get it, but we should also enjoy life offline.



Target Vocabulary

4 Practice

Use the words and expressions in the box below to fill in the gaps in the following dialog.

balance – connect – digital habits – generation – smartphone – trends - That's true, but ... - I get it, but ... - I understand, but ...

Zeinab: Hey Lujain, how many hours do you spend on screen every day? : Hmm ... maybe four or five hours. I like watching videos and sending memes Lujain and emojis to my friends. Lujain : Maybe! But we're digital natives. Our (3) grew up with phones and tablets. It's normal! for our health. : (6) it's also how I (7) with people. I don't want to feel left Lujain out. Zeinab: I know. I just think we should build better (8) like putting the phone away during meals or before bed. : Yeah, you're right. That's a good idea. Some (9) online are fun, but Lujain we also need real-life time together.

LESSON 6 Expressing Identity **Online**



Before You Write, Let's Get Ready

Target Language

- **1.** Today's young generation is changing the way we live and communicate.
- 2. Gen Alpha rarely spends a day without using technology.

Target Vocabulary

Try to include at least 6 of these words in your blog.

```
trends - emojis - digital - screen time -
balance – in common – include – smartphones
             connect – games
```

Tip

A blog is like an online journal or website where someone writes regularly about a topic. A person who writes a blog is called a blogger. Blogs often include photos, links, and even videos.

Writing

- Read the following blog and complete with a suitable word from the box above.

Sunday October 3 rd	BLOG HOME	ABOUT ME	LINKS	ARCHIVE	
How wonderful the generation 2010. They are true (1)	natives allow the lat and playing a man and a	because est (2)online (4) blets, and things. Mong about to find a (5)	comp any Ge	grow up u like wa Th outers. The en Alpha l vironmer	sing technology atching short ey spend a lot of is makes them kids have things at and using



Your Task

Write a blog of (90 - 100) words about "A Day in the Life of a Gen-Alpha Teen".

BLOG HOME	ABOUT ME	LINKS	ARCHIVE	



A. Reading

1 Read the short text and answer the questions.

Gen Alpha spends a lot of time online. They like watching videos, creating content, and chatting with friends. They also use emojis and memes to show how they feel. Many parents try to limit screen time but also want kids to learn important digital skills.

What things does 0	Gen Alpha like doing online? Name two.
2	
b Why do you think	parents want to limit screen time?
	B. Vocabulary
2 Match the words fi	rom column A with their meanings from column B.
A	В
1. digital native	the amount of time spent using a device
2. trend	join or link with someone
3. emoji	a small icon or image to show feelings online
4. connect	someone who grows up using technology
5. screen time	a popular new idea or style
	Clanguaga

- 3 Choose the correct verb tense.
- 1. Heba (used / is using) social media now.
- 2. Right now, Ahmed (watches / is watching) short videos.
- 3. Look! They (share / are sharing) memes with their friends.
- **4.** I (do / am doing) my homework online at the moment.
- 5. I (visit / am visiting) my grandma next Monday.



▼ Reading
☐ I can identify the main idea in a text about Gen Alpha's digital habits.
I can find specific details in a text to answer questions about Gen Alpha and Gen Z.
✓ Vocabulary
☐ I can use key vocabulary words like generation, digital native, trend, emoji, meme, screen time.
☐ I can identify the meanings of new words.
✓ Listening
I can understand the main topic of a podcast about Gen Alpha.
I can find and understand details from a podcast to decide if statements are true or false.
✓ Speaking
☐ I can share my opinions about digital habits and online trends.
☐ I can ask and answer questions about my digital life and my friends' digital lives.
✓ Language
☐ I can use the present continuous tense correctly.
☐ I can use the present continuous tense to express the arranged future.
✓ Writing
☐ I can write a blog about "A Day in the Life of a Gen Alpha Teen".
☐ I can use new words and correct grammar in my writing.
✓ Life Skills & Values
☐ I can explain why it is important to be safe and responsible online.
☐ I can think about how online influencers and trends can affect who I am.
☐ I can use these new words in sentences about my digital life.
☐ I can choose the correct word combinations (like "screen time" and "online activities") when talking about technology.

UNIT 2

My Digital Footprint

Learning Outcomes

Reading

- Identify key details, main ideas, synonyms, antonyms, and words with prefixes in informational texts
- Answer comprehension questions about online safety

Listening

- Identify main ideas and supporting details from an audio
- Demonstrate understanding by answering questions based on an audio content

Speaking

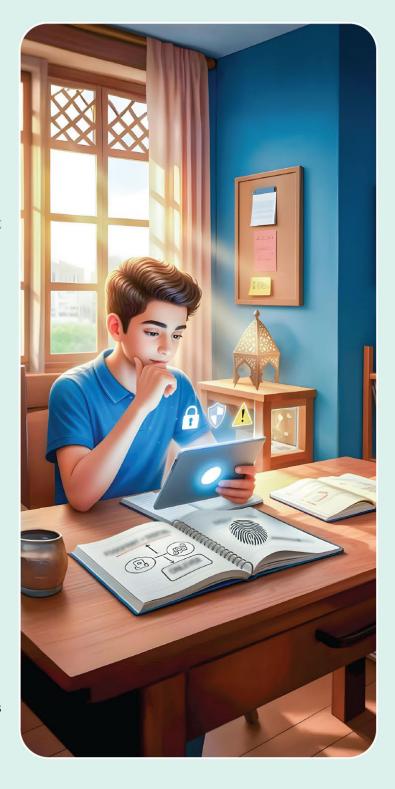
- Engage in pair and group discussions about online habits and safety
- Perform role-play scenarios, practicing how to respond to online risks

Language

- Recognize and correctly use the present simple passive voice in context
- Form passive voice sentences for giving advice or describing actions online

Writing

- Write clear, well-organized tips for staying safe online using target vocabulary
- Revise and proofread writing based on peer and self-feedback
- Use correct spelling and grammar when expressing advice or opinions about online safety



LESSON Protecting Your Privacy in the Digital Age



😰 Before you start



hink and discuss in pairs

- 1 Answer the following questions.
 - 1. Do you use the internet?
 - 2. What do you use it for?



Reading

Read the following text. Guess the meanings of the words in bold.

In today's world, the internet is a big part of our lives. We use it for school work, talking to friends, and having fun. But it's important to stay safe online. Here are some tips to help you protect your **privacy** and keep your information **secure**.

Everything you do online leaves a trace, like a footprint. This includes the websites you visit and the things you post. Be careful about what you post because it can be hard to remove later. So, be careful about your digital footprint.

To keep your information safe, you should use strong passwords. A strong password has letters, numbers, and symbols. Don't use easy words like your name. Change your passwords every now and then and don't share them with anyone.

Most websites and apps have **settings** to help you control who sees your information. You should check these settings to make sure your privacy is protected. If you don't, your data might be seen by people you don't know.

Think before you share photos or **updates** online. You shouldn't share personal data like your address or phone number. If you don't want a stranger to know something, don't post it.

By following these tips, you can enjoy the internet safely. Always think about what you do online and remember that your actions can have real effects.

hink about this

- 3 Read the text again, and answer the following questions.
- 1. What is the main idea of this text?
- 2. What is a digital footprint?

Word Tip

An antonym is a word that has the opposite meaning of another word.

For Example: strong ≠ weak

A **synonym** is a word that has the same meaning as another word.

3. Why is it important to have a strong password?
4. Find a word from the text that is the antonym of "careless".
5. How can your actions online affect your life?



Vocabulary

4 Match the words from column A with their meanings from column B.

A В 1. digital footprint free from danger or risk 2. privacy a secret word or phrase used to access personal information 3. secure a mark or impression left by something information processed or stored by a computer 4. password 5. data the environment in which something is set the path or history of your activities online 6. trace 7. setting the state of being free from public attention





Think-Pair-Share

5 Ask and answer questions about "How to Stay Safe Online"

Topic: How to stay safe online

- **1. Think:** Is it important to stay safe online?
- 2. Pair: Ask your partner:
 - Why is it important to stay safe online?
 - What should you do to stay safe online?
 - What shouldn't you do to stay safe online?
- 3. Share: Tell your class some tips your friend told you.



LESSON 2 Staying Safe Online



😰 Before you start



Think and discuss in pairs

- Answer the following questions.
- **1.** What should you do before posting something online?
- 2. What should your strong password include?

Listening Tip

Focus on the Big Picture

When listening to an audio, concentrate on understanding the overall message rather than getting stuck on individual words or phrases you might not know.

Listening

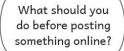
- Listen to a short podcast about "Online Safety".
 - What should you do if you experience something uncomfortable online?



Listen to the podcast again. In pairs, match the words with their meanings.

A	В
1. private	something that is personal and not meant to be shared with everyone
2. trusted	the knowledge or skill that you get from doing, seeing or feeling things
3. experience	a person who is fully grown up
4. adult	believed to be honest

- 4 Listen again. Then, in pairs, put (T) True or (F) False.
- 1. You should think carelessly before posting personal information online.
- 2. It's important to keep our passwords private.
- 3. If something online makes you uncomfortable, ignore it.
- **4.** A strong password is like a secret code.



I should make sure it is respectful and won't hurt anyone.



- 5 With your partner, ask and answer these questions.
- **1.** What are some ways to create a strong password?
- 2. What do privacy settings allow you to do?

Language in Use

6 Study the following examples.			
- People create a digital trail.	(Active)		
- A digital trail is created by people.	(Passive)		
- You should limit the use of social media.	(Active)		
- The use of social media should be limited.	(Passive)		
7 Change the sentences from active to passi	ve.		
1. People upload videos on social media.	Present Simple Passive		
2. You should protect your privacy on the internet.	object + am, is, are + p.p • People share photos online. (Active) • Photos are shared online. (Passive) Modal Passive		
3. Teachers explain the rules of behavior in the classroom.	 object + Modal + be + p.p You should keep your passwords secret. (Active) Your passwords should be kept secret. (Passive) 		
4. We use strong passwords to protect our data.	Secret. (Fussive)		
5. Students should follow the school rules.			
8 Choose the correct answer from a, b, c or	d.		
1. Passwords by users often.			
a. should change	b. should be changed		
c. are changing	d. change		
2. Important data by the system everya. is savedb. are saving	hour. c. be saved d. saves		
3. Online profiles carefully.			
a. should design	b. are design		
c. should be designed	d. designed		
4. Personal photos without permission			
a. have not shared	b. should not share		
c. should not be shared	d. not shared		

LESSON 3 Managing Your **Online Data**



Before you start

- Answer the following questions.
- 1. What platforms do you use for social media?
- 2. How important do you think privacy settings are on social media?



Reading

2 Read the following text. What do you think happens when you use social media, like posting or liking something?

Social Media and Your Digital Footprint

When you use social media - like posting pictures, writing comments, or liking videos you leave behind clues about what you like, what you think, and who you are. These clues make up something called your digital footprint. There are two types: **Active** footprints – these happen when you choose to share something online. Passive footprints – these happen without your knowing, like when websites collect information about what you look for. Everything you do online helps build your online identity. People- like your friends, teachers, or even future schools - might look at your posts and get an idea of who you are. That's why it's super important to think before you share. Social media is fun and exciting, but it's also **forever**. Be smart, be kind, and be careful with what you post!

- Read the text again. Then, in pairs answer the following questions.
- 1. What is the difference between active and passive footprints?
- 2. What can happen if you post something unkind or unsafe online?
- **3.** Why is your digital footprint important?
- 4 Circle (T) True or (F) False.
- 1. Your digital footprint only happens when you post something online. (T/F)
- 2. Social media can show others who you are. (T/F)
- 3. It's safe to post anything online because it disappears quickly. (T/F)



5 Match the words from column A with their meanings from column B.

A	В	
1. clue	the way a person presents themselves on the interne	et
2. collect	for all time; always	
3. forever	to gather items, usually over time	
4. online identity	a small piece of information that helps you solve a probl	em
3		

6 In pairs, fill in the spaces using words from the box.

collect - active - forever - clue - online identity

- 1. It's important to stay by doing sports or going for walks.
- 2. The officer found a that helped identify the thief.
- 3. Rodayna likes to coins and stamps.
- 4. Ashraf thinks the internet will last
- 5. You should protect your and never share personal details online.
- Use online dictionaries to find synonyms and antonyms for the following words.

Word	Synonym	Antonym	
active	***************************************	***************************************	
adult			
forever		3	
private			
secure			
trace		3	
trusted			

LESSON 4 Story Time

The Little Inventor

Chapter Two Never Stop Trying



Before you read, discuss in pairs

- Answer the following question.
- Is it the right thing to give up when you face a problem? Why / Why not?



Reading

Read the second part of the story. What do you expect Amal will do next?

As the fair day came closer, Amal faced many problems. The robot wouldn't talk. The wires kept breaking. Some children laughed behind her back.

Amal felt like giving up. But then she remembered her parents' words and decided to persevere. "I won't give up. I will fix this," she said.

Yara helped her by giving ideas. She showed **empathy** when Amal felt frustrated. "It's okay to make mistakes," She told her. "You can do it."

Little by little, Amal fixed the problems. She checked her sources online to make sure she was learning from safe, trustworthy places. She stayed true to her values and never copied others' work without permission.

Finally, on the night before the fair, the robot blinked its eyes and said, "Hello!" Amal and Yara cheered with joy.





Read together again. Then, in pairs do the following tasks

3 Choose the correct ar	nswer from a, b, c o	r d.			
 Amal faced many problem and the wires	ems as the fair day	came closer, such a	s the robot didn't talk		
c. kept breaking		d. got shorter	d. got shorter		
2. When Amal felt like given to	ing up, she rememb	pered her parents' v	vords and decided		
a. go home	b. persevere	c. hide	d. cry		
3. Yara helped Amal by giv	ving ideas, and she s b. surprise	showedwho	en she felt frustrated. d. confusion		
 Amal made sure she ne a. thinking 	ver copied others' v b. permission	vork without c. trying	d. asking a question		
4 Answer the following	questions.				
1. What problems did Am	al face as the fair da	ay came closer?			
2. Who helped Amal whe	n she felt frustrated	?			
3. Why did Amal decide n	ot to give up?				
5 Critical Thinking Answer the following 1. "It's okay to make mista	-	an important thing	g for Yara to say to Amal?		
2. Amal faced many challe	enges, but she didn'	t give up. What do	es this tell us about her?		

LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

- What do you know about your digital footprint?



Reading

 Read the following dialog. In pairs, guess the meaning of the words in bold.



Staying Safe Online - A Conversation About Digital Habits

Hana: Hey Salma, do you ever think about your digital footprint?

Salma: Yes, I do! Everything we do online leaves a mark. It can all be traced, right?

Exactly! That's why I try to stay secure. I use strong passwords and I don't share my personal data online.

Salma: Me too. I also check my privacy settings regularly. If they're not set properly, my information can be seen and shared by others.

Hana: That's true. My cousin's **account** was **hacked** last year. Her passwords were too simple.

Salma: Oh no! That's scary. I also make sure my apps have the latest updates. Without them, your device can be at risk.

Hana: Same here. I've read that old software can be used to steal your data.

Salma: We really have to be careful. Even things we posted years ago can be found and traced.

Hana: I agree, that's why I always say - think before you post. Once it's online, it stays online forever.

Salma: Good advice. Our digital lives are important, and we need to stay safe.



Speaking

- In pairs, ask and answer questions, then switch roles.
 - 1. What does Hana say about using the internet safely?
 - 2. Do you agree with Hana's advice? Why or why not?
 - What would you add to Hana's tips about protecting your data and being careful online?

Conversation Tip

To give strong advice or opinion about online habits: Use expressions like:

- "It's important to ...".
- "We should".

Example:

I believe we should always check our privacy settings.



3 Work with a partner. Read the short conversation below, then switch roles and try creating your own using the words in bold.

Student A: I don't worry much about my digital footprint. I just have fun online.

Student B: That's true, I have fun, too. But I think we should all take care. Our data can be traced and used by others.

Student A: I only use a few simple passwords.

Student B: You should make them strong and always check your **privacy** settings.



Target Vocabulary



Work with a partner. Use the words and expressions in the box below to fill in the spaces in the following dialog.

> account - hack - password - privacy - scary - secure trace - I believe - it is important

Mr. Aziz: Good morning, Rody. Today, I'd like to talk with you about digital identity. Do you know what that means?
Rody: Yes, sir. I think it's the information people can see about me online, like my social media (1) and what I post.
Mr. Aziz: Exactly. Your online identity can shape how others see you, and sometimes it can even leave a permanent digital mark.
Rody: That sounds a bit (2), sir. Can people really find things I posted years ago?
Mr. Aziz: Yes, they can. That's why what you share online is so important. If you're not careful, someone could even try to steal your identity or personal details.
Rody : You mean like trying to (3) into my account ?
Mr. Aziz: Exactly. That's why we always say (4) to use strong, special passwords and not share them with anyone.
Rody: I usually use my name and birth year as my (5) is that OK?
Mr. Aziz: That's very easy to guess, Rody. Try something more complex to keep your account (6)
Rody: I understand. (8) we should think twice before posting or clicking anything online.





Before You Write, Let's Get Ready

Target Language

- My homework is done every evening by using the computer.
- Passwords should be changed often.

Dangers

Target Vocabulary

Try to use at least 6 of these words in your writing task.

Writing

• Complete the list of dangers and the tips to stay safe.

Writing Tips

- Know your purpose of writing.
- Plan before you write.
- Keep your tips simple and clear.
- Give examples.

Tips to Stay safe

• Check your grammar and spelling.

e.g., Sharing personal information	Full name, address or school shouldn't be shared online
Your Task 1. Use the information from the list	above to write 5-7 tips to protect your online privacy.
2. Present one tip from the list to th	RECORD OF STREET, MATERIAL STREET, STR



A. Reading

1 Read the short text and write (T) True or (F) False.

Everything you post online becomes part of your digital footprint. Photos, comments, and personal information can be seen by strangers. If you share something not good, it might affect your future, like getting a job or entering college. Once something is online, it is difficult to remove. That's why it's important to think carefully before you post anything on the internet.

2 Per 2 2 20 20 20 20 20 20 20 20 20 20 20 20	
1. You can always delete what you post online.	
2. Digital footprints can affect your future.	
3. It is safe to share personal information with strangers.	
4. Thinking before you post is important.	
B. Vocabulary 2 Fill in the spaces using the words from the box.	
footprint – password – privacy – share – secure	
1. Always keep your accounts by using strong passwords.	
2. Never personal information with strangers.	
3. Your digitalshows what you do online.	
4. Good settings help you protect your information.	
5. Use a strong to protect your social media accounts.	
C. Language	
3 Find the mistake in each sentence and correct it.	
1. Emails sent to my friends every day.	()
2. Passwords should been chosen well.	()
3. These trees are cutting to build a new road.	()
4. Screen time should limit by teenagers.	()
5. Does breakfast prepared by your mom every morning?	()
D. Writing Write 3 tips to stay safe online.	



✓ R	eading
☐ I ca	n find key details and main ideas in a reading text.
☐ I ca	n recognize synonyms, antonyms, and prefixes in context.
☐ I ca	n answer questions to show my understanding of online safety texts.
V	ocabulary
☐ I ca	n use key online safety words like privacy, password, and digital footprint
☐ I ca	n identify words with prefixes and their meanings.
☐ I ca	n find and explain synonyms and antonyms.
√ Li	stening
☐ I ca	n understand the main idea of a podcast or audio about online safety.
☐ I ca	n answer questions and join discussions based on what I heard.
√ S _I	peaking
☐ I ca	n talk with a partner or group about online safety.
☐ I ca	n take part in role-plays about real online situations.
☐ I ca	n present tips clearly using good vocabulary and tone.
√ La	anguage
☐ I ca	n recognize the present simple passive voice in a sentence.
☐ I ca	n write sentences using the passive voice correctly.
☐ I ca	n use modal passive correctly.
✓ W	/riting
☐ I ca	n write clear tips to help others stay safe online.
☐ I ca	n check my writing for spelling, grammar, and vocabulary mistakes.
☐ I ca	n improve my writing using feedback from a classmate.
√ Li	fe Skills & Values
☐ I ca	n think carefully about what I do online.
☐ I ca	n work well with others and share ideas respectfully.
☐ I ca	n act with honesty and show digital responsibility.
□ I ca	n make safe and smart choices when Luse the internet

UNIT 3

Facing Challenges

Learning Outcomes

Reading

- Identify the main idea and supporting details in a motivational article
- Infer the meanings of new words using time expressions and context clues

Listening

- Identify the main idea and details in a spoken story
- Identify feelings and choices of speakers based on language clues

Speaking

- Describe personal or real-life challenges and explain how they are overcome
- Apply target grammar and vocabulary to discuss problems and solutions
- Connect ideas using "because, so, and although"

Language

- Use the past simple and past continuous correctly to describe past events
- Use time expressions in context

Writing

- Write about a personal challenge using appropriate vocabulary and past tenses
- Organize a short text with clear sequencing using time expressions



LESSON Overcoming Challenges



Before you start



Think and discuss in pairs

1 Look at these pictures and decide what challenge is in each picture.







- 2 Answer the following questions.
- 1. What challenge have you faced recently?
- 2. How did you feel before and after facing this challenge?

Tips

Time expressions like (after that, then, finally) help you understand the order of events in a story.

Reading

Read the following text. In pairs, guess the meanings of the words in bold.

Soha always enjoyed English, but this year she faced a new challenge — grammar lessons became very difficult. She especially struggled with the passive voice. Understanding the rules felt impossible, and after failing a quiz, she felt **discouraged**.

"This is too hard," Soha thought. But instead of giving up, she showed **determination**. Her teacher noticed her struggle and said, "Take it step by step. Focus on one rule at a time. Don't be afraid to ask for help."

With determination, Soha started to work harder. She watched videos, practiced with a friend, and made grammar posters for her room. Each grammar rule felt like an obstacle, but she didn't stop.

It took time, but Soha slowly began to improve. She passed her next quiz and felt proud of herself.

"I'm not perfect yet, but I'm trying," she said. "It takes courage to keep going, even when something feels difficult."



Think about this

- 4 Answer the following questions.
- 1. What challenge did Soha face in her English class?
- 2. How did Soha show determination?
- 3. What lesson can we learn from Soha's experience?

- 5 Choose the correct answer from a, b, c or d.
- 1. Which word best describes Soha's feeling after passing the quiz?
 - a. Lazy

- **b.** Determined
- c. Sorry
- d. Proud

- 2. What was the main problem Soha faced?
 - a. Speaking English with others
 - c. Finding English videos

- **b.** Understanding grammar rules
- d. Remembering vocabulary
- **3.** What helped Soha overcome her challenge?
 - a. Giving up on English
 - c. Practicing regularly and asking for help
- **b.** Copying her friend's answers
- **d.** Changing subjects



Vocabulary

6 Match the words from column A with their meanings from column B.

- 1. courage
- 2. challenge
- 3. determination
- 4. obstacle



- a difficult situation or task
- being brave when facing difficulties
- something that blocks your path
- not giving up easily



Speaking

In pairs. Take turn to tell your challenge and listen to suggestions or advice to overcome it. Use the following tables to help do the task.

Expressing Problems

"It's difficult to...",

"I have trouble with..."

"The problem is..."

I'm always late



Suggesting Solutions/ **Making Recommendations**

"It might be a good idea to..."

"How about ...?"

"Maybe we should..."

"I suggest..."

LESSON 2 Advice for Facing **Challenges**



Before you start



Think and discuss in pairs

- Answer the following questions.
- 1. What is the most difficult thing you have ever faced?
- 2. What helped you stay strong and not give up?





Listening

- Listen to Laila's story. How did Laila prepare for the race before the race day?
- 3 Listen to Laila's story again. Then, answer the following questions.
- 1. What challenge did Laila face at the beginning of the story?



- 2. How long had Laila been training for the long race?
- 3. How did Laila feel on the race day?
- **4.** What lesson does the story teach you?

Listening Tip

Pay attention to tone and emotion. How something is said can tell you a lot about how the speaker feelseven more than the words!

- 4 In pairs, listen again and choose the correct answer from a, b, c or d.
- 1. Why was Laila proud after the race?
 - a. She lost the race.

b. She won the race.

c. She won against her fear.

- d. She forgot to train.
- 2. Laila felt when she fell down.
 - a. upset

- **b.** strong
- c. excited
- d. confused

- 3. Which word best describes Laila's attitude?
 - a. Lazy

- **b.** Negative
- **c.** Determined
- d. Careless





hink–Pair–Share

5 Ask and answer about a challenge you faced in class.

Topic: A challenge you faced in class.

- **1. Think:** How can you overcome a challenge?
- 2. Pair: Ask your partner:
 - Do you think English is a difficult subject?
 - What skills should you practice well?
 - How could you speak English well?
- 3. Share: Disscuss your ideas with the class.

Did you face a challenge before?



Yes, I faced many challenges, but I stayed strong and determined.



🖳 Language in Use

- 6 Underline the correct verb form (past simple or past continuous) in each sentence.
- 1. While I (walked / was walking) to school, I (saw / was seeing) my friend.
- 2. We (ate / were eating) dinner when the phone (rang / was ringing).
- 3. My brother (arrived / was arriving) while I (did / was doing) my homework.
- 4. It (rained / was raining) when we (left / were leaving) the house.
- 5. The students (worked / were working) quietly when the teacher (came / was coming) in.

Tip

Past Simple Tense

We use the Past Simple to talk about actions that started and finished in the past.

Example: She fell during the race.

Past Continuous Tense

We use the Past Continuous to describe an action that was in progress at a specific moment in the past.

Example: She was running when she fell. While she was running, she fell down.

7 Fill in the spaces with the correct form of the verb in past simple or past o	ontinuous.
L. As I (walk) to school, it (begin) to rain.	
2. She (cook) dinner when the phone (ring).	
3. They(play) football yesterday.	
1. I (break) my arm while I (ride) my bike.	
5. My dad (drive) to work when he (have) a flat tire.	
5. Zein (watch) a movie last night.	
Write 4 sentences about your weekend using past simple and past continues Example: While I was playing football, it started to rain.	.suous

LESSON 3 Facing Traffic Challenges

Before you start

- 1 Answer the following questions.
- 1. What traffic problems do you see in your city?
- 2. How do traffic problems affect people's lives?



Read the following text.



Traffic Problems in Cairo and Their Solutions

Cairo is a very busy city. Every day, there is a big traffic jam on streets and highways. Many people drive cars, and roads get blocked. This causes pollution, making the air dirty. It also makes people feel **stressed** and tired from waiting.

Egypt is working to solve this problem. New metro lines like Line 3 and Line 4 were built. Projects such as Tahya Misr Bridge and 6th of October Bridge help cars move faster. The country is building an electric train and a monorail to give people more ways to travel. Egypt also made flyovers and tunnels. These plans make the roads better.

Now, traffic is a little better. People use public transportation more. Egypt wants to build more roads, bridges, and train lines in the future. This will help Cairo become cleaner and easier to move around.

- Read the text again. Then, choose the correct answer from a, b, c or d.
- 1. What is one result of traffic jams in Cairo?
 - a. Clean air
- b. Less travel
- c. Pollution
- d. Empty streets

- 2. Which bridge helps solve traffic problems?
 - a. Nile River Bridge

b. Tahya Misr Bridge

c. Peace Bridge

- d. Freedom Bridge
- 3. What public transport projects are being built in Egypt now?
 - a. New airports

b. More taxis

c. Electric train and monorail

d. Highway cameras

4. Why does Egypt want more metro lines and roads? b. To make travel easier and cleaner a. To sell more cars c. To reduce walking **d.** To stop people from driving 4 Read the text again. Then, answer the following questions. **1.** How do bridges and flyovers help solve traffic problems? 2. What other ideas do you have for reducing traffic in Cairo? **Vocabulary** 5 Match the words from column A with their meanings from column B. A B 1. flyover long lines of cars that cannot move or are moving very slowly 2. monorail a road that passes over another road on a bridge 3. move around feeling worried, nervous, or under pressure 4. stressed to travel or go from place to place 5. traffic jam a passage built under the ground or through a mountain 6. tunnel a train that runs on a single rail, usually above the ground 6 Fill in the spaces using words in the box. flyover - monorail - move around - stressed - traffic jam - tunnel 2. The train went through a dark under the mountain. 3. A new was built to help cars cross the busy road below. **4.** The city uses a to help people travel faster above the streets. 5. During exams, I often feel very **6.** In big cities, it's easier to using buses, bikes, or trains.

LESSON 4. Story Time

The Little Inventor



Before you read, discuss in pairs

Chapter Three Inspiring Success

- 1 Answer the following question.
- Do you think Amal will win the competition?
- 2 Work in pairs to guess what the words in the box mean.

- creativity	- display	- honest
- determination	- inspire	

Read the following text. Why did Amal feel proud at the end of the fair?

On the day of the fair, all the children displayed their work. Amal stood proudly with her robot. When she presented it, the robot spoke: "Be yourself. Never give up!"

Everyone clapped. The children who once laughed now admired Amal's hard work and creativity. The teacher smiled and said, "Amal, you showed, determination, and honesty. You worked hard without giving up, and you stayed true to who you are."

Amal felt proud, not because she won a prize, but because she had expressed herself honestly, used digital tools responsibly, and showed empathy to others.

From that day on, Amal inspired others to follow their dreams, express themselves, and help one another.





Read together again. Then, in pairs do the following tasks

Character convert on			
4 Choose the correct an			ndb on abo procented it
the robot	imai stood proud	dly with her robot, a	nd when she presented it,
a. sang a song b. n	nade a noise	c. spoke	d. fell over
2. The children who once	laughed at Amal	nowher	hard work and creativity.
		c. admired	d. criticized
3. The teacher told Amal s	she showed, dete	ermination, and	
a. a bad attitude b. s	adness	c. great humor	d. honesty
4. Amal felt proud because responsibly, and showe	d to o	thers.	-
a. anger b. i	ndifference	c. empathy	d. fear
5 Answer the following	questions.		
1. What message did Ama	l's robot give at	the fair?	
2. What message ara / ma	ii 5 i 6 5 6 i 7 c ac	the fall f	
2. How did the children w	ho once laughed	at Amal react to he	r presentation?
3. How did Amal inspire o	thers to follow th	neir dreams?	
6 Critical Thinking. Answer the following	questions.		
1. What do you think char	nged the childrer	n's opinions of Amal	?
2. What lesson can we lea	arn from Amal's s	story?	
(63)			
Vocabulary			
7 Match the words from	n column A with	their meanings fro	m column B.
A		В	
1. creativity	not giving u	p, even when there	are difficulties
2. display		vith new and origina	
3. honestly	10 10 10 10 10 10 10 10 10 10 10 10 10 1	nething so others se	927 05 40 00 00 00 00 00 00 00 00 00 00 00 00
4. inspire	in a trustful	way; not lying or de	ceiving
5. determination	to be a role	model for others in	doing good things

LESSON 5 Let's Talk

Before you read this conversation, ask a classmate

- Is it good to give up when you face a problem? Why or why not?



Reading

1 Read the following dialog. What do you think of Hany's way in facing his challenge?

When Things Get Hard

Samy: Hi Hany, you looked really happy at school today. What happened?

Hany: Oh, I gave a short speech to my class about facing problems. It was a big

challenge, but I'm glad I did it.

Samy: Wow, that's great!! Were you nervous?

Hany: Yes, I was very nervous at first. I even felt discouraged because I made a mistake

while I was speaking.

Samy: So, how did you keep going?

Hany: I just told myself to stay calm. I was sure I could do it.

Samy: That's cool! You didn't give up.

Hany: Thanks! Another challenge was when I was asked a question I was not sure of.

Samy: Oh my, what did you do?

Hany: Honestly, I said that I am not sure of the answer, so I will **do more research**.

Samy: That was very brave of you. It takes a lot of courage to say that.

Hany: Sometimes, an obstacle can surprise you, but with **honesty** and determination,

you can get through it.

Samy: I agree. Facing challenges helps us grow.



2 In pairs, ask and answer questions, then switch roles.

- 1. What was Hany's challenge? How did he handle it?
- 2. Why did Hany feel discouraged while giving his speech?
- **3.** How did Hany show determination during the difficult moment?
- **4.** How can students use determination to overcome obstacles?

Conversation Tip

Use connectors like because, so, and although to explain ideas clearly.

Example: I felt discouraged because I made a mistake.



3 Work with a partner. Read the short conversation below, then switch roles and create your own using the bold words.

Student A: I had a big **challenge** last week during the end of year school party.

Student B: Really? Did you feel discouraged at any point?

Student A: To be honest, I forgot what to say! But I was determined to keep going.

Student B: That's great. It takes courage to stay calm like that.

Student A: I didn't expect that to happen because I knew my part very well. But with determination, I was able to finish my part, even though there were many obstacles.



Target Vocabulary

4 Practice

Work with a partner. Fill in the spaces in the following dialog between Mr. Shaker and his daughter Fatma using the words in the box.

Really - To be honest - I don't expect that - I agree

Mr. Shaker: You look upset, Fatma. Is everything OK?

: (1), Dad. I have to stand in front of the whole class tomorrow, **Fatma**

and I'm really nervous.

Mr. Shaker: (2)? Just take a deep breath and try to relax. You've prepared

Fatma : What if I make a mistake or forget what to say?

Fatma : But this week has been so hard. I had to research for my science project,

finish my homework, and now this!

Mr. Shaker: (4), that's not easy. But I'm proud of how you're handling

everything.

Fatma : Thanks, Dad. Sometimes I just feel worried when things don't go as planned.

Mr. Shaker: That's when you need to remind yourself how strong you are. You're doing

well - just keep trying.

Real Talk Tip

When talking about personal experiences, try using phrases like:

- · "To be honest..."
- "I didn't expect that,

but..." These expressions make your story feel real and help others understand your feelinas.

LESSON 6 The Power of Facing Challenges



Target Language

- Samir bought a bicycle yesterday.
- Basma was watching T.V. at 6 yesterday.
- While they were playing online games, the lights went out.



Try to include at least 6 of these words in your paragraph.

challenge - courage - discouraged - determination - obstacle - stressed - creativity - inspired

Writing

Read the following paragraph about "Facing Challenges". Then, answer the questions.

Facing challenges helps us grow stronger and more confident. When we deal with problems, we learn new skills. Each challenge also teaches us something useful about ourselves and the world. Even when it feels hard, not giving up makes us braver. In the end, facing challenges makes us better prepared for the future.

- 1. What is the topic sentence?
- 2. Identify 3 supporting sentences.
- 3. What's the concluding sentence?

Your Task

- Write a paragraph of (90 100) words on "A challenge you faced and overcame."
- Start with a topic sentence, support your ideas, and give a conclusion. Targeted vocabulary in the unit can help.

Writing Tip

Writing a paragraph

1. Topic Sentence

Start with a clear sentence that tells the reader what the paragraph is about.

2. Supporting Sentences

Add 2-4 sentences that give more information, details, or examples.

Explain why, give reasons, or describe what happened.

Use linking words like "because," "for example," "then," or "also."

3. Concluding Sentence

End the paragraph with a sentence that summarizes the idea or shares the writer's opinion or feeling."

• Extra Tips:

- Stick to one main idea in each paragraph.
- Use simple, clear sentences.
- Check your spelling and punctuation.
- Reread to make sure it makes sense.



A. Reading

1 Read the short text and answer the questions.

Amina wanted to grow a small vegetable garden, but the soil in her yard was very dry. At first, the seeds did not grow, and she felt disappointed. However, Amina decided not to give up. Every day, she watered the soil and moved the plants to a sunnier place. After a few weeks, small green leaves began to appear. Amina felt proud because she learned that hard work and patience can help her overcome challenges.

1. What did Amina want to do?				
2. What problem did she fa				
3. What did Amina do to so				
4. What lesson did Amina l	earn in the end?			
	B. Vocab	ulary		
2 Choose the correct ans	swer from a, b, c or d	l.		
1. The company tha	it they would open a	new office next year.		
a. guessed	b. whispered	c. announced	d. hid	
2. Many people experience a feeling of when they stand on a very high place.				
a. fear	b. hunger	c. thirst	d. boredom	
3. After practicing a lot, she	e felt about gi	ving her presentation	١.	
a. nervous	b. confused	c. shy	d. confident	
4. She was a big challenge.				
a. listening	b. reading	c. looking	d. facing	
C. Language				
3 Complete the sentence	es using the correct f	orm of the verbs in b	orackets.	
1. While I (walk)	to school, I	(see) an accident.		
2. I (read) a boo	k when my friend	(call) me.		



▼ Reading
☐ I can find the main idea and important details in a text about challenges.
☐ I can understand new words using context clues and time expressions.
✓ Vocabulary
 I can use new vocabulary words to talk about personal challenges and how to overcome them.
☐ I can write sentences and short texts using target words correctly.
✓ Listening
☐ I can understand the main idea and details in a spoken story about facing challenges.
☐ I can describe the feelings and choices of speakers.
✓ Speaking
I can talk about my own challenges and how I overcome them.
☐ I can give advice using the correct vocabulary and expressions.
✓ Language
I can use the Past Simple and Past Continuous to describe events.
I can connect ideas using because, so, and although.
I can use time expressions to show the order of events.
✓ Writing
☐ I can write a paragraph containing a topic sentence, 2 or 3 supporting details, and a concluding sentence.
☐ I can write a paragraph about a personal challenge using correct tenses and target vocabulary.
I can organize my ideas clearly using connectors and time expressions.
✓ Life Skills & Values
☐ I can understand why it is important to have a positive mindset when facing challenges.
☐ I can explain why courage and determination help me overcome problems.
I can respect other people's challenges and show empathy.
☐ I can learn from my failures and see them as a chance to grow.

Review 1

Lesson 1

Listen to the audio, then choose the correct answer.

- 1. What can Gen Alpha do before writing?
 - a. Drive cars
 - c. Scroll screens
- 2. How do Alphas prefer to communicate?
 - a. Through long letters
 - c. By sending faxes
- 3. What do they need help with?
 - a. Using apps
 - c. Taking selfies
- 4. What makes them "digital natives"?
 - a. They avoid technology.
 - c. They learn technology naturally.



- d. Cook meals
- b. Using images and emojis
- d. With radio messages
- b. Balancing screen time
- d. Finding Wi-Fi
- b. They fear computers.
- d. They prefer newspapers.

Read the following dialog.

Mom: Ali, your Gen Alpha sister uses tablets differently than you did at her age!

Ali (Gen Z): I know! She's already editing videos at 7. Mrs. Noura told us in ICT class that Gen Alpha processes information faster.

Teacher (on video call): That's correct. Research shows they can use 5 apps at the same time. But they mustn't neglect offline skills.

Little Sister: Look! I just made a reel about our cat... and did my math homework!

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

- 1. What can Gen Alpha do well?
 - a. Read handwritten letters
 - c. Use typewriters
- 2. What did the teacher warn about?
 - a. Using too many pencils
 - c. Watching TV
- **3.** How is Ali's sister different at age 7?
 - a. She hates technology.
 - c. She prefers board games.

- **b.** use many apps
- d. Avoid social media
- **b.** Neglecting offline skills
- **d.** Eating while typing
- b. She edits videos.
- d. She can't use smartphones.



4. what subject	t is discussed in this topic?		
a. History	b. ICT	c. Physical Educat	tion d. Music
3 Fill in the s	paces with words from the bo	ox.	
	trends – safely – digital nativ	es – footprint – commur	nicate
2200	true (1) who follow or erations. Remember! Every or		
4 Write a par	ragraph of (90 – 100) words a	bout staying safe online	
Lesson 2	2		
1 Complete t	he following using words from		
	passive – active –	choose – collected	
Your (1)	footprint includes posts you	(2) to share, whi	le your (3)
footprint includ	les hidden data (4) by	websites.	
Channa tha			
to the free state of	correct answer from a, b, c o	or a.	
	, I fell down.		
a. run	b. am running	c. was running .	d. ran
	football when it started to ra		
		c. are playing	d. play
	her leg while she		
a. broke / sk		b. was breaking /	
c. broke / wa		d. breaks / is skat	ing
4. When the te	acher arrived, weloud	dly.	
a. talks	b. were talking	c. talk	d. are talking
5. l a st	trange noise while I to	o sleep.	
a. hear / am	trying	b. heard / was try	/ing
c. was hearing / tried d. heard / t		d. heard / tried	
6. The students	when the fire alarm		
a. studied / v	was going off	b. were studying	/ went off
c. studied / v	went off	d. study / goes of	f

3 Choose the corre	ect word to complete each se	ntence.	
1. Gen Alpha are true	e because they grew	up with technology e	everywhere.
a. digital natives	b. designers	c. experts	d. conflicts
2. Always think before	e you post online to protect y	our	
a. creativity	b. digital footprint	c. point of view	d. schedule
3. Many kids use app	s to with friends thro	ugh short videos.	
a. brainstorm	b. communicate	c. stress	d. disappoint
4. A good online	includes time for both lea	arning and fun.	
a. empathy	b. balance	c. notification	d. moral
5. Gen Alpha often	new trends faster thar	adults.	
a. misunderstand	b. discover	c. frustrate	d. limit
6. Showingr	neans understanding how oth	ers feel.	
a. empathy	b. distraction	c. integrity	d. background
7. Your inclu	des everything you choose to	share online.	
a. active footprint	b. passive footprint	c. entertainment	d. strength
8 like YouTu	be and Instagram are popular	with Gen Z and Gen	Alpha.
a. Conflicts	b. Social media	c. Moral values	d. Practical skills
	The Sto	r y	
4 A. Choose the co	orrect answer from a, b, c or o	l.	
1. Yara helped her fri	end Amal by giving her		
a. tools	b. books	c. money	d. ideas
2. Amal was a	girl living in a colorful village		
a. brave	b. curious	c. confident	d. strong
B. Answer the follow	ving questions.		
1. What did Amal de	cide to make for the Creative	Fair?	
2. In your opinion, he	ow did Amal use digital tools r	esponsibly?	

UNIT 4

Art and Expression

Learning Outcomes

Reading

- Identify different types of artwork mentioned in a text
- Use context clues to understand the meaning of new words
- Use descriptive adjectives to expand vocabulary

Listening

- Summarize the main ideas from an interview with an artist
- Extract specific details from a listening passage
- Identify meanings of words from context

Speaking

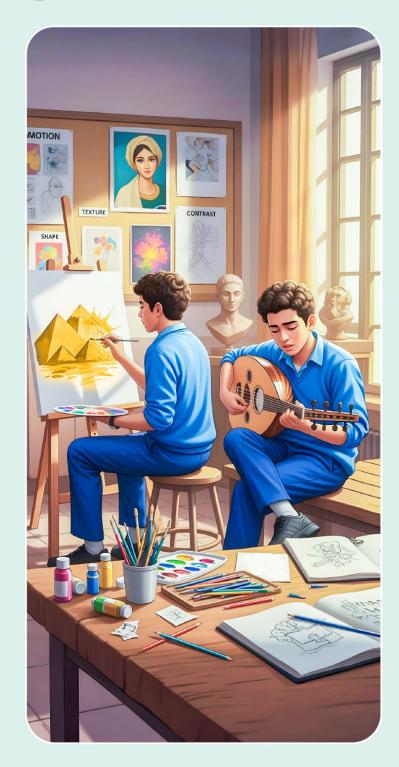
- Describe favorite types of artwork
- Explain a favorite artwork using adjectives
- Express ideas clearly and with enthusiasm when discussing art

Language

- Apply descriptive adjectives to make sentences clearer
- Use the connectors : because, so, although and but

Writing

- Write an email of a type of art using target language
- Integrate unit vocabulary effectively into writing



A Journey LESSON **Through Art!**



Before You start



Think and discuss in pairs

- Answer the following questions.
- 1. Do you think everyone can be an artist? Why or why not?
- 2. Why is art considered a world language?



Reading

Read the following text. Where can you see different artworks?

A World of Imagination!

There is a wonderful world of art all around us! An artwork is anything an artist makes to express their ideas and emotions. Sometimes, there are bright, colorful paintings, but other times, there are amazing sculptures made from different materials like smooth stone or shiny metal. Each piece shows the artist's **special** touch.

Artists use their imagination and creativity to make beautiful works of art. Creativity is not only important for art—it is also a valuable life skill. It helps us solve problems, think in new and original ways, and express ourselves. Creativity can also be a source of joy and personal growth.

You can see many different artworks in a gallery. Although some galleries are filled with amazing paintings, there are also lively places with exciting performances. Every artwork has a special message from the artist, like a hidden story or a strong feeling. It's fun to look closely and think about what the artist wants to tell us, so there are always new and interesting things to discover in the world of art!

3 Choose the correct answer from a, b, c or d.

- 1. Which of the following best describes the main goal of an artwork?
 - a. To match the colors in a room
 - **b.** To express personal thoughts and feelings
 - c. To follow artistic traditions and styles
 - d. To copy other famous artists' works
- 2. What message does the passage suggest every artwork carries?
 - a. A copy of the artist's previous work
 - **b.** Instructions on how to make artwork
 - c. A hidden story or emotional meaning
 - d. A historical fact or date

- 4 Answer the following questions.
- 1. Why is creativity considered an important life skill?

2. What can you discover when you look closely at a piece of art?

Reading Tip

Scanning: Find Fast!

Purpose: Find one specific thing quickly (like a name, date, or fact).

How To:

- 1. Know what you're looking for: (e.g., "Mohamed," "1990," "sky is blue").
- 2. Eyes Move Fast: Quickly slide your eyes down the page.
- 3. STOP! When you see your keyword, read just around it to check. Don't read everything!



Vocabulary

5 Read the text again. Then, in pairs, match the words with their meanings.

A

- 1. artwork
- 2. sculpture
- 3. special
- 4. valuable
- 5. original
- B the first copy of its kind more important than usual worth a lot of money a piece of creative work objects made by shaping materials like stone,
- Read and complete the following sentences with words from the box below.

wood ..etc.

imagination – gallery – amazing – materials

- 1. The painting is so and colorful.
- 2. Artists can use different in their artwork.
- **3.** We went to the art to see the new paintings.
- 4. With a little, you can change simple ideas into amazing works of art.

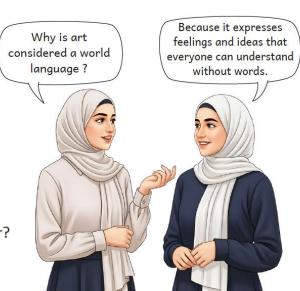


Speaking



Think-Pair-Share

- Ask and answer about art in our life.
- Topic : Art in our life
- 1. Think: What kind of art do you like?
- 2. Pair : Is art important in our life?
 - What can we learn from it?
 - How can art bring people together?
- 3. Share: Tell the class your ideas about art.



Exploring Art: LESSON 2 Listen up!



😰 Before you start



Think and discuss in pairs

• Imagine a painting of a busy city. What colors, people, or buildings might be in it?



Listening

Listen to the interview with Youssef, the artist. Then work together to answer the question.

What challenging materials does the artist use?

Speaking Tip

When you talk, remember to express your ideas clearly and with excitement.

- · Be brave! Share your thoughts and feelings.
- Describe everything! Use descriptive adjectives to make people "see" what you're talking about!
- · Explain your "Why"! Always try to explain why you think highly of something or why you like/dislike it. This helps you express your message!

Listen to the interview with Youssef and match the words with their definitions.

Α	
1. colorful	
2. clay	
3. engage with	
4. incredible	
5. interactive	
6. message	

В
a material used for making pottery and sculptures
information that you send to or receive from someone
to take part in something or become involved
very hard to believe; amazing
allowing people to take part or respond directly
made up of many bright or different colors

3 Listen again to the interview with Youssef. Then read the following and write (T) True or (F) False.

1. Youssef enjoys sharing his studio with others.	()
2. Youssef believes every artwork should have a clear and strong message.	(
3. Youssef only works with clay for his sculptures.	()
4. Youssef uses colorful paints to show different emotions.	()
5. Youssef's next exhibit will not include interactive pieces.	()



4 Ask and answer about a painting.

Topic: Describing a painting

- 1. Think: What is your favorite painting?
- 2. Pair: What is the painting about?
- What colors are there?
- How does it make you feel?
- What story might it be telling?
- 3. Share: Share your ideas with the whole class.

Language is Use

- Fill in the spaces using "because, so, but, or although".
- 1. I failed my first test, I didn't give up.
- **2.** he was afraid of speaking, he still gave the presentation.
- **3.** He showed great effort, the teacher was proud of him.
- **4.** I was nervous it was my first time on stage.
- **5.** She got high marks the exam was difficult.

TipConnectors

Use Connectors to Show Cause, Result, or Contrast. Connectors help your ideas flow clearly when you talk or write. Use them to show:

- Cause → because
 I didn't give up because I believed in myself.
- Result → so

I worked hard, so I improved my skills.

- Contrast → although/but
 - I was tired, **but** I kept trying.
 - Although I was tired, I kept trying.
- I kept trying although I was tired.

6 Choose the correct answer from a, b, c or d.

- 1. I felt tired I went to bed early.
 - a. because

- b. but
- c. although
- d. so

- 2. Rahma was smiling she wasn't feeling well.
- a. although
- b. and
- C. SO

d. because

- **3.** Omar didn't study, he failed the test.
 - a. because

- **b.** so
- c. but

d. although

- 4. Malik wanted to go out it was raining.
 - a. so

- b. and
- c. although
- d. because

7 Join the two sentences using the words in the box below:

but – Although – because – so

- 1. I was hungry. I made a sandwich.
- 2. Basem felt sick. He went to school.
- 3. Rodayna stayed home. She was unwell.
- **4.** They were nervous. They behaved quietly.



Before you start

- 1 Answer the following questions.
- 1. Have you ever heard of the word sculptor? What does a sculptor do?
- 2. If you could create a symbol for Egypt, what would it be? Why?





Reading

Read the following text and answer the following question. When did Mahmoud Mokhtar die?

Mahmoud Mokhtar

Mahmoud Mokhtar (born in 1891) was a very important national artist. He was one of the famous Egyptian sculptors. He mixed old Egyptian art with new European styles.

Mokhtar learned to **sculpt** as a child. He later went to art schools in Egypt and Paris.

His most famous work is Nahdat Misr Statue. This sculpture shows a woman and a Sphinx, symbolizing Egypt's history and agriculture. It became a big symbol for Egypt and was put in a public square in Cairo in 1928.

Mokhtar actively **participated** in the art movement, using his art to **promote** Egyptian identity. He also wrote articles to encourage art appreciation. He gained international recognition, exhibiting his work in Paris. His piece, al-Khamaseen, shows a peasant woman battling sandstorms.

He died in 1934. Later, a museum was opened in Cairo to show his art. Mokhtar is still known as Egypt's most famous sculptor, and his art played a big part in modern Egyptian art history.

- Read the text again. Then, answer the following questions.
- 1. Where did Mahmoud Mokhtar go to art schools?

2. What were Mok	htar's most famous scul	ptures?	
3. Why was Mokht	ar's art important to Egy	/pt?	
4 Choose the co	rrect answer from a, b,	c or d.	
1. When was Mah	moud Mokhtar born?		
a. 1891	b. 1991	c. 1881	d. 1189
 What does al-K a. His trip to Particle c. A woman and 		b. The openir	ng of the art school famous singer
a. Old Roman a	tian and modern Europe sian art		
Vocabu 5 Complete the	lary spaces with the correct	word from the box	
	romote – national – reco		
·			young artists from across
2. Theι	ised clay to create a stat	ue that showed the	life of ordinary people.
3. Many students their creative pro	in the school's	s art fair by painting	, drawing, and showing
4. The artist receiv	ed for his wo	rk after it was displa	yed in a famous gallery.

5. The school organized an exhibition to creativity and teamwork among students.

LESSON 4 Story Time

The Adventure of the Hidden Island

Chapter One Different, but connected



Before you read, discuss in pairs

- Answer the following question.
- Can you tell the class about an adventure you have read or watched on TV?
- Guess what the words in the box mean.

appreciate - explore - freedom - compass - sky



Reading

Read the following text. What did the friend find one sunny morning?

In a quiet coastal town, a group of friends—Hany, Faris, Malik, and Sami loved to explore. One sunny morning, they found an old map that showed a "Hidden Island" across the sea.

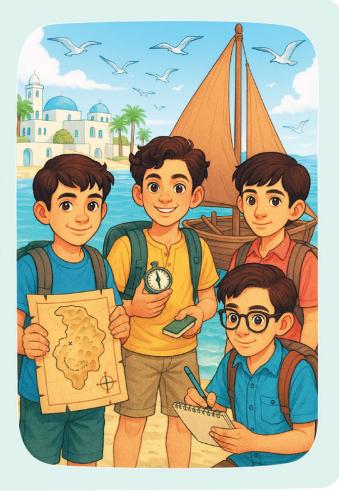
Hany, the bravest, said, "Let's go on an adventure!"

Faris added, "We have the freedom to explore, but we must respect nature and each other."

They packed their things: food, water, a compass, and notebooks to draw what they discovered. They also agreed on one rule: "No one is the boss. We work together and listen to everyone's ideas."

As they sailed, they sang songs and appreciated the beauty of the sea, the birds, and the fresh air. Malik, who loved drawing, sketched the scenery. Sami, who was **shy**, felt free to share his ideas for the first time.

They were all different, but they respected each other's thoughts.





Read together again. Then, in pairs, do the following tasks.

4 Choose the correct ans	swer from a, b, c or o	d.	
1. The friends found an old	map that showed a	"Hidden Island" acro	ss the
a. mountain	b. forest	c. river	d. sea
2. Before they left, the frie	nds agreed that no o	ne was the boss, and	they would
together.			
a. argue	b. work	c. eat	d. race
3. Malik enjoyed th	e scenery as they sai	led to the island.	
a. singing	b. eating	c. drawing	d. sleeping
4. Although they were all d	lifferent, the friends	each other's t	houghts.
a. ignored	b. criticized	c. respected	d. forgot
Answer the following	guestions		
5 Answer the following			
1. What did the group of fr	ienas fina one sunny	morning?	
2 W/b = = th = h = + f=:			
2. Who was the bravest frie	end wno suggested g	oing on an adventure	27
2 11 did Comi fordb.o.	h h d h : - : - d d		
3. How did Sami feel when	ne snared his ideas i	for the first time?	
6 Critical Thinking			
Answer the following	questions.		
1. Why do you think they a	greed that "no one is	s the boss"?	
2. How did having respect	help the group durin	g their adventure?	
3. Why do you think Sami f	elt free to share his i	deas for the first time	e?
4. What would happen if so	omeone in the group	refused to listen to o	others' ideas?

LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

- 1. Why do people enjoy art?
- 2. How do they use art to show their feelings or ideas?



Reading

Read the following dialog. Why do you think art is connected with creativity?

When Things Get Hard

Student : Wow! I just walked through that modern art section in this museum. Some

of the pieces are really amazing!

Art teacher: I'm glad you enjoyed it! Many artists here use different materials to create

something original.

Student : I saw one sculpture made from paper and metal. It looked so **special**—I've

never seen anything like it.

Do you like this style of art?

Art teacher: Yes, of course. I think it's a great example of creativity. Do you know that

artists use their imagination to express ideas and emotions in new ways?

Student : Yes, of course. Some of this work might not be famous yet, but it's still

beautiful and meaningful.

Art teacher: Absolutely. Sometimes recognition comes much later, because it can take

time for people to connect with an artist's style.

Student : That makes sense. I think even simple art can have a powerful message.

Art teacher: You're right. Every piece is original in its own way, even if it isn't perfect.

That's what makes art so special.



Speaking Speaking

- In pairs, ask and answer questions, then switch roles.
- 1. What kind of materials did the artist use to make the special sculpture?
- 2. Why doesn't all art receive recognition immediately?

Conversation Tip

Share your opinion and ask for your speaker's to make the conversation more interesting! In the museum, the tourist shared thoughts about the art. You can do the same-and then ask what the other person thinks! For example:

• "This piece is so special. Do you like this style of art?"

Sharing your ideas and asking others makes the conversation more fun and helps you learn different points of view-just like in a real museum talk!

- 3. What does the tourist believe about simple art?
- 4. If you were an artist, what would you like to make? Why?



3 Take turns being the Art teacher and the student. Switch roles, and create your own using the bold words.



Target Vocabulary

4 Practice

Work with a partner. Use the words and expressions in the table below to fill in the gaps in the following dialog.

deserves - fabric - creativity - materials - original - recognition - amazing

Tour Guide	: Welcome to the museum! You might enjoy this section – it's full of modern art.
Tourist	: Wow! This painting is so (1)
Tour Guide	is (4) and metal. His work
Tourist	: It looks so special. I've never seen anything like this before!
Tour Guide	Yes, he used a lot of imagination and (5)
Tourist	: He's not very famous yet, but I think he (6) more (7)

LESSON 6 My Performance Review



Before You Write, Let's Get Ready

Target Language

- 1. The exam was so easy, so all students succeeded.
- 2. I didn't go out because I was studying my lessons.
- 3. Although Omar is rich, he's wearing old clothes.
- 4. It's too hot, but I'll spend the day out.

Helpful Hints

- Start your email with: Hi [friend's name].
- Say why you are writing.
- Use short and simple sentences.
- Finish your email with a closing sentence/phrase like: Write back soon! or Talk to you later!

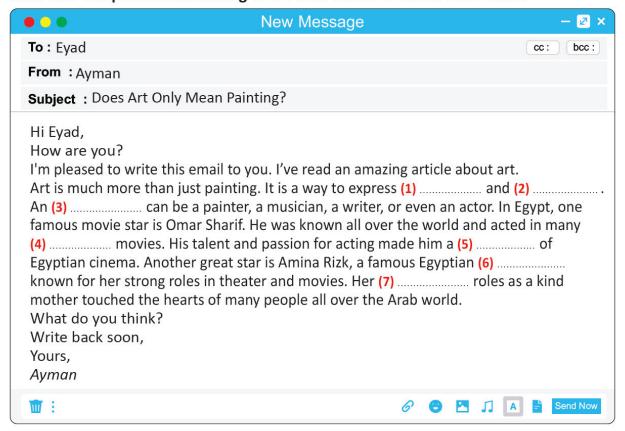
Target Vocabulary

Try to include at least 6 of these words in your email:

artist - symbol - amazing - creativity - imagination - star - actress - original

Writing

Read and complete the following email with words from the box above.





- Write an email to a friend of (90 - 100) words describing a kind of art you like most.



A. Vocabulary

1 Choose the correct ans	wer from a, b, c or d	*	
1. The clever students	a plan for the scho	ool project.	
a. make	b. throw	c. point	d. neglect
2. Rodyna can her th	noughts through writ	ing stories.	
a. finish	b. paint	c. damage	d. express
3. Children have strong	to create stories.		
a. imagination	b. bag	c. pencil	d. picture
4. Their allows them	n to invent new thing	S.	
a. model	b. creativity	c. routine	d. laziness
	B. Langւ	ıage	
Choose the best adject	ive to complete each	sentence.	
a. The painting was so (ama	azing - boring) that e	veryone loved it.	
b. The gallery was full of (he	eavy - creative) artw	ork.	
c. I love how the artist used	bright red and blue	to make her painting	(colorful - quiet).
3 Use (because - so - but	, or although) to join	these sentences.	
a. The painting was colorfu	l, it did	In't win the competit	ion.
b. She loves drawing,	she takes ar	n art class every weel	k.
c. He didn't finish the sculp	tureh	e ran out of time.	
d. The painting is creative,	some	people don't like it.	
_	C. Writ		
4 Think about something	N 535	ed in this unit. Your	task is to write
an email of (90 - 100) w	ords about it.		



✓ Reading
☐ I can identify what an artwork is according to the text.
☐ I can find the main idea of a reading about art.
☐ I can name different kinds of artwork mentioned in a text.
☐ I can understand descriptive adjectives.
▼ Vocabulary
I can define and use new words like artwork, creativity, express, imagination,
performance, gallery, sculpture, emotion, and message.
✓ Listening
☐ I can understand the main idea from an interview with an artist.
☐ I can find specific details when I listen to a text.
√ Speaking
I can talk about why art is important.
☐ I can talk about my favorite type of artwork and where to see art.
☐ I can describe a favorite artwork using descriptive adjectives.
√ Language
☐ I can use cause, result, and contrast connectors to join sentences.
☐ I can use descriptive adjectives to describe sentences.
✓ Writing
I can write an email about art.
✓ Life Skills & Values
☐ I can appreciate art and creativity.
I can understand how art helps me know myself better.

UNIT 5

Around the World

Learning Outcomes

Reading

- Identify the main idea and supporting details in a travel blog
- Compare and contrast the writer's experience in Japan and Morocco using examples from the text
- Identify facts and opinions in a short text and make simple inferences based on information about people, places, and culture

Listening

- Identify the main idea and important details from a spoken tour about famous places in Cairo
- Pick out specific information such as names, numbers, languages, and foods mentioned in the audio

Speaking

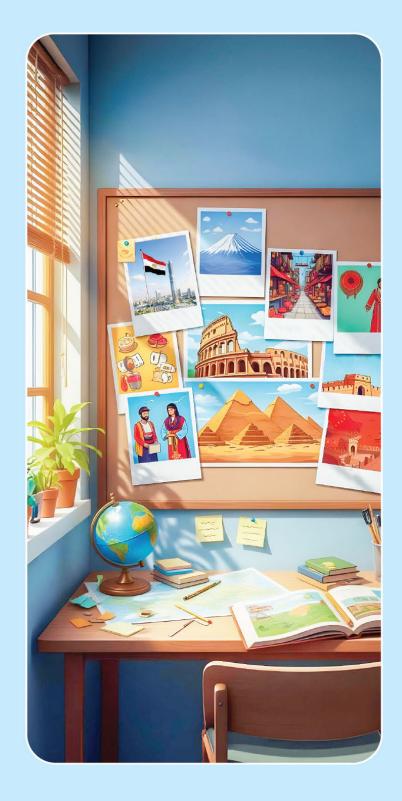
- Talk about cultural aspects of a country (food, traditions, greetings, landmarks)
- Share and compare ideas about countries and cultures in a structured conversation (Role-play)

Language

- Identify and explain comparatives, superlatives in context
- Create accurate sentences using these grammar forms

Writing

- Write a social media post using key vocabulary and comparatives and superlatives
- Edit writing using peer feedback and self-check



Have You Ever LESSON **Explored the World?**



Before you start



hink and discuss in pairs

- Answer the following questions.
- 1. Which continent is Japan in?

- 2. Which continent is Morocco in?
- 3. Have you ever visited or wanted to travel to another country? Where? Why?



Reading

Read the following text. Was Rokaya happy with her two visits?

A Blogger's Journey (Japan and Morocco)

By Rokaya: Travel Blogger

Last year, I traveled across two amazing countries in two different continents. Asia and Africa. I visited Japan and Morocco, and both were full of rich culture and unforgettable experiences.

In Japan, I explored Tokyo, the capital city. It's one of the most **organized** places I've ever seen. The **population** is large, and the people are polite and respectful. I joined a tea ceremony, a beautiful tradition that shows calmness and kindness.

Then I went to Morocco. I stayed in Marrakech, a colorful city full of life. The population is smaller than Tokyo's, but the energy in the streets was stronger.



People speak Arabic and French. I visited old markets and ate traditional food like tagine.

Each country has a special landmark. In Japan, I saw Mount Fuji: quiet, powerful, and more impressive than any mountain I've visited before. In Morocco, I visited the Koutoubia Mosque, a tall and beautiful building in the city center.

Have you ever explored two countries with such different cultures? This travel experience taught me how big and interesting our world is, and how much we can learn when we're curious and open to new traditions.



Think about this

- Read the text again, and answer the questions.
- 1. What two countries did Rokaya visit last year?
- 2. From the text, which city do you think was quieter, Tokyo or Marrakech?
- 3. Which city has more population Tokyo or Marrakech?
- 4. What does Rokaya think of Mount Fuji?

4 Choose the	correct answer from a, b, c or d.		Inference		
1. Rokaya visited					
a. Asia	b. America		thing new by combining		
c. Europe	d. Australia		from the text with what Ilready know. The author		
2. Rokaya said t	he people of Tokyo are	-	n't say it directly, but		
a. noisy	b. impolite	gives	you hints.		
c. lazy	d. respectful		ple: Rokaya describes		
3. What traditio	nal food did Rokaya have in Morocco?		o as "organized" and ole are" "polite." Infer:		
a. Sushi	b. Tagine	100	ppreciates order and good		
c. Ramen	d. Pizza		ers. (She doesn't state		
(A)			lirectly, but her words this meaning.)		
Vocal	oulary	31100	unis meaning.)		
5 Match the r	meaning of the words in column A with th	neir			
meanings in		No. of Control	Reading Tips		
			 Be a Reading Detective! 		
Α	В		• When you read,		
1. continent	a famous place or building people vis	it	think like a detective		
2. capital	a custom that people do regularly		to uncover hidden		
3. landmark	the number of people living in a place	e	meanings and identify what's real.		
4. population	a group of countries on one large land a	area	Facts: These are clues		
5. tradition	the main city of a country		that are directly stated		
			in the text. You can point right to the		
6 Fill in the sp	paces using the words in the box.		words.		
ceremony – ex	xplored – population – culture – unforgetto	able	Example: "Rokaya visited Japan." (The		
1. We t	he old city and took many photos.		text tells you this.)		
2. Cairo has a la	rge of over 20 million people.		Opinions: These are what someone		
3. Egyptian	includes ancient history, music, and f	ood.	thinks or feels. They		
	iro was because I saw the pyram		often use words that		
5. We watched a	traditional wedding during the fest	tival.	show judgment or preference.		
			Example: "Tokyo is one		
¶. Speal	kina		of the most organized		
			places." (This is		
Think-Pair-Share Rokaya's personal view.)					
7 Ask and answer questions about a visit to (a place).					
Topic: A visit to	(a place)				
1. Think: What country did you visit before?					
2. Pair: Ask your partner:					
1. When did you visit ()? 2. Where is () located?					
	about the (weather, food, people) there				
	Share: Tell your class about your visit to ().				

LESSON 2 A Tour Around Cairo



Before you start



Think and discuss in pairs

- 1 Answer the following questions.
 - 1. What does a tour guide usually say or do?
 - 2. Have you ever been on a guided-tour?



Listening

Listen to an audio about (A Tour around Cairo). Circle the words you hear in the audio.

the Sphinx	bazaar	center
mysterious	treasures	souvenirs
hospital	Seven Wonders	mask



3 Listen to the audio again. Match the words in column A with their meanings in column B.

1. treasure 2. souvenirs

- 3. mysterious
- 4. mummies
- 5. mask

- something strange or unknown that makes you curious
- dead bodies that have been preserved for a long time, especially in ancient Egypt
- a cover for the face, often used in celebrations, shows, or for protection
- small things people buy or keep to remember a place or trip
- a collection of valuable things like gold, silver, or jewels
- 4 Listen again and choose the correct answer from a, b, c or d.
- **1.** Where is the Grand Egyptian Museum located?
 - a. In the New Administrative Capital
 - c. In Khan El-Khalili Bazaar
- 2. What can visitors do at Khan El-Khalili Bazaar?
 - a. See ancient mummies
 - c. Buy souvenirs
- 3. What is the New Administrative Capital?
 - a. A new museum near the pyramids
 - **b.** A modern city built to help with life in Cairo
 - c. The place where Tutankhamun's mask is kept
 - d. An old market in central Cairo

- **b.** Near the Pyramids of Giza
- d. In Tahrir Square
- **b.** Take photos of the Sphinx
- **d.** Visit government offices

5 Listen again and answer the questions.

- 1. What is the name of the tour guide?
- 2. How old are the Pyramids of Giza?
- 3. What does the Sphinx look like?

Tip Listen for the facts the guide says

Yes, I have.

It is famous for its

amazing landmarks.

directly. Focus on numbers, names, and what he tells the group to do.





Think-Pair-Share

6 Ask and answer about a visit to Luxor.

Topic: A visit to Luxor

1. Think: Have you ever visited Luxor?

2. Pair: Ask your partner:

- How is the weather like in Luxor in winter?

- What can you see in Luxor?
- What can you do there?
- 3. Share: Tell your class about Luxor.



Language in Use

- Choose the correct answer.
- 1. The population in Marrakech is smaller/ the smallest than Tokyo's.
- 2. Tokyo is one of the most/more organized places I've ever seen.
- **3.** Cairo is the **bigger/biggest** city in Egypt.
- 4. Mount Fuji is the most/more impressive than any mountain I've visited before.
- **5.** Salma is **more/ the most** intelligent girl in the class.

Tip

Comparatives and Superlatives

We use

Have you ever

visited Luxor?

- "adj + er + than" **or** "more + adj + than" to compare two things.
- We use "the adj + est" or "the most" to show something is the best or least among three or more.
- 8 Complete the sentences with the correct form of the adjective (comparative or superlative)
- 1. This museum is much (interesting) than the one we visited last week.
- 2. July is usually the (hot) month of the year in Egypt.
- 3. My hometown is (quiet) than Cairo.
- **4.** That was the (expensive) meal I've ever had on a trip!
- **5.** I think traveling by train is (comfortable) than flying.

LESSON 3 **Around the World in Four Amazing Places**



Before you start

- Answer the following questions.
- 1. Do you think it is exciting to travel abroad? Why?
- 2. What country would you want to visit? Why?



Reading

Read the following text.

Welcome to WonderWander Tours – Your Gateway to the World's Most Amazing Destinations!

Are you ready to explore some of the most awesome and unforgettable places on Earth?

In this guide, we'll take you on a tour to four very special destinations that will fill your heart with wonder and your camera with unforgettable memories. Let's begin your great adventure!

- 1. Petra, Jordan: Petra is an ancient city carved into red rocks. It is over 2,000 years old and was once a rich trading city. The most famous building is the Treasury, which you may know from movies. Petra is very special and is one of the New Seven Wonders of the World.
- 2. Machu Picchu, Peru: Machu Picchu is an old Inca city in the mountains. It is over 500 years old and sits high in the Andes. You can get there by train or by hiking the famous Inca Trail. The views are amazing, and it feels like a lost city in the clouds.
- 3. Reykjavik, Iceland: Reykjavik is the capital of Iceland and the **home** of amazing nature. It is the northernmost capital in the world. From here, you can visit the Blue Lagoon, a warm and blue geothermal pool. You can also see volcanoes, glaciers, and maybe even the Northern Lights in winter.
- **4. Chefchaouen, Morocco:** Chefchaouen is a small city in the north of Morocco, high in the mountains. It is famous for its blue streets and houses. Walking there feels like being inside a painting. The color blue was believed to bring **peace** and happiness. It is a special place full of **charm** and culture.









- Read the text again. Then, answer the following questions.
- 1. What is the main idea of the passage?
- 2. How can visitors reach Machu Picchu?
- **3.** Why is the city of Chefchaouen special?
- 4. Which of these places would you most like to visit and why?



Vocabulary

Complete the sentences with the correct word from the box.

memories - Lagoon - carved - trading - destinations

- **1.** Paris and Tokyo are popular travel for tourists around the world.
- 2. My trip to the mountains gave me great that I will never forget.
- 3. Tourists enjoy the Blue in Iceland.
- **4.** The ancient statue was from a single piece of stone.
- **5.** Long ago, this city became rich by spices and silk.
- Match the words from column A with their meanings from column B.

Α	В
1. trail	a large mass of ice that moves slowly
2. lagoon	a small lake near the sea
3. charm	a path or way for walking
4. glacier	a special beauty or attraction



- 6 In pairs, choose one country you've learned about or would like to visit.
 - Research or recall facts and fill in the chart below:

Country chosen	Category	Examples
	Food	
	Traditions	
	Famous Landmarks	
	Interesting Facts	

- Use the questions below to talk together:
 - a. What's something special about the food in this country?
 - **b.** What tradition would you like to try?
 - c. Have you ever visited this country before?

LESSON 4 Story Time

The Adventure of the Hidden Island

Chapter Two Freedom and Friendship



Before you read, discuss in pairs

- Answer the following question.
 - What do you think you can find on a hidden island?



Reading

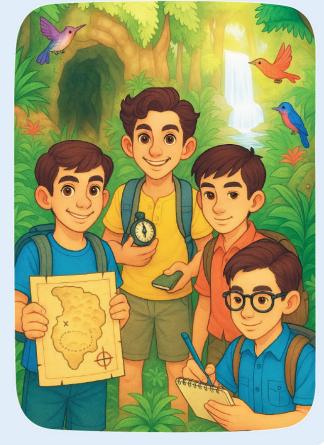
2 Read the following text. Guess the meaning of the words in **bold**.

When they reached the Hidden Island, they found strange plants, colorful birds, and mysterious caves. Hany suggested, "Let's split into pairs and explore, but stay close and safe."

They discovered beautiful shells, shiny stones, and even a waterfall. Faris led his group carefully, making sure no one got hurt. Malik used his creativity to draw maps of the island, while Sami shared his discovery of a hidden cave.

When they felt tired, they sat by the water and shared stories. "I appreciate this day," said Sami. "I feel free to be myself."

The friends smiled, knowing that freedom wasn't about doing anything they wanted, but about respecting one another, listening, and working together.





Read together again. Then, in pairs, do the following tasks.

1. When they reached the Hidden Island, they found strange plants, colorful birds, and mysterious	0	Choose the correct ans	wer from a, b, c or d	•		
2. Hany suggested they split into pairs to explore, but told them to stay close and	1.		Hidden Island, they fo	ound strange plants,	colorful birds, and	
a. quiet b. safe c. fast d. noisy 3. Malik used his creativity to		a. houses	b. cars	c. caves	d. schools	
 a. buy b. tear c. draw d. read 4. Sami said he felt free to	2.				•	
 a. leave b. be himself c. argue d. eat more 4 Answer the following questions. 1. Where did the friends find strange plants and mysterious caves? 2. What did Hany discover on the island? 3. Why did the friends smile when Sami said he felt free to be himself? 4. What did Hany suggest doing? 5 Critical Thinking	3.		X.03		d. read	
 Where did the friends find strange plants and mysterious caves? What did Hany discover on the island? Why did the friends smile when Sami said he felt free to be himself? What did Hany suggest doing? Critical Thinking Answer the following questions. Why do you think Hany asked the group to stay close and safe? 	4.			70000 • Canada Cal Managara M		
 3. Why did the friends smile when Sami said he felt free to be himself? 4. What did Hany suggest doing? 5 Critical Thinking			Tal	mysterious caves?		
4. What did Hany suggest doing? 5 Critical Thinking Answer the following questions. 1. Why do you think Hany asked the group to stay close and safe?	2.	2. What did Hany discover on the island?				
5 Critical Thinking Answer the following questions. 1. Why do you think Hany asked the group to stay close and safe?	3.	. Why did the friends smil	e when Sami said he	felt free to be himse	f?	
Answer the following questions. 1. Why do you think Hany asked the group to stay close and safe?	4.	4. What did Hany suggest doing ?				
2. What lesson did the friends learn at the end ?		Answer the following questions.				
	2.	. What lesson did the frier	nds learn at the end i	,		

LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

- Have you ever visited a place with special traditions or seen a famous landmark? What was it like?



Reading

1 Read the following text. Guess the meanings of the words in bold.

Around the World

Nada: Hi Noura. I haven't seen you since we were in Prep 1.

Noura: Yes, it's been a while. I'm really happy to see you.

Nada: What have you done? Have you traveled to another continent?

Noura: Yes, I have. I've been to Europe! I visited Italy last summer.

Nada: That's amazing! What was the most impressive place you saw?

Noura: I've visited the Colosseum, It's one of the oldest landmarks I've ever seen.

Nada: Wow! I've always wanted to see it. I heard their historical ceremonies were incredible.

Noura: Yes! The history there is so rich. And I learned about many local traditions, too.

Nada: Well, I've visited London, and I think that Big Ben is even more impressive than

the Colosseum!

Noura: Wow! I haven't been there yet. Did you buy any souvenirs?

Nada: Yes, I bought a necklace. It's the most beautiful souvenir I've ever had.

Noura: That sounds lovely. I think traveling is one of the best ways to learn about the world.



Speaking

2 Ask and answer questions, then switch roles

- 1. What continent has Noura visited?
- **2.** What is the most impressive landmark Noura has seen?
- **3.** Why do people bring souvenirs from their travels?
- 4. How is travel helpful for learning about different cultures?

Conversation Tip

Use comparatives and superlatives to compare places or experiences.

This helps make your conversation more descriptive and fun!

Examples:

- This is the most impressive place I've visited.
- This is the best souvenir I've ever bought!



3 Read the short conversation below. Then switch roles with your partner and make your own conversation about any well-known landmark that you've visited or read about.

Student A: Have you ever seen a famous landmark?

Student B: Yes! I've seen the Citadel in Cairo. It is one of the most impressive buildings I've ever seen.

Student A: Is that the one built by Salah El Din?

Student B: Yes, it was built in 1176 to protect Cairo from attacks.

Student A: That's so cool. Did they have any special ceremonies?

Student B: Not when I was there, but I learned a lot about its history.

Student A: How about going there together one day?

Student B: Sure, it will be so fun!

Real Talk Tip

In real conversations, we often mix tenses when talking.

For example:

I've seen the Citadel in Cairo.

- → (present perfect: experience)
- It was built in 1176.
- → (past simple: historical fact)

Use present perfect to talk about experiences.

Use past simple to talk about specific details or history.



Target Vocabulary



Work with a partner. Use the words in the box below to fill in the spaces in the following dialog between Mrs Nadia, a supervisor, and students in a class she is visiting.

carved - colorful - impressive - local - memory - peace - souvenir - a while

Mrs Nadia: Good morning, girls! I heard you visited the Temple of Horus in Edfu last

weekend. How was the trip?

Rodayna: Good morning, Mrs Nadia! It was one of the most (1) trips we've

Sama : Yes, the temple is huge and it has beautifully (2) statues of

ancient Egyptian kings.

Zeinab : I think it was even more impressive than the temples we saw in Luxor.

Mrs Nadia: That's wonderful to hear. How long did you stay at the site?

Joury

Mrs Nadia: Did you get anything to remind you of your visit?

a (5) artist from Edfu.

Sama : I got some postcards. They were so (6), with pictures of the

temple at sunset.

Mrs Nadia: That sounds lovely. What did you feel while walking around the temple?

: Honestly, I had a sense of (7) It was so calm and quiet inside.

Rodayna: I think this trip gave us the best (8) we'll keep forever.

Mrs Nadia: I'm glad to hear that. You've seen one of the most important temples in Egypt!





Target Language

- Cairo is more crowded than Tanta.
- Mona is the most intelligent girl in her classroom.

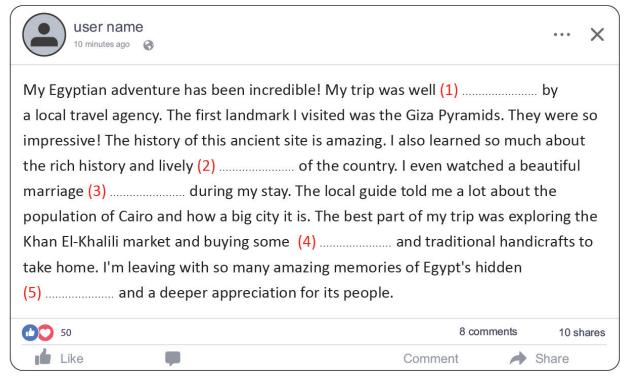
Target Vocabulary

Try to include at least 6 of these words in your social media post:

> culture - landmark - souvenirs - traditional - impressive - treasures - organized - curious - trading city - ceremony - population

Writing

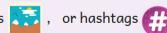
Read and complete with the suitable words from the box above:



Tip

A Social Media Post

- \rightarrow Is a short message people share online. It tells others about your ideas, feelings, or activities.
- → Posts can be words, emojis pictures 🔭



To write a Social Media Post

- 1. Start with a catchy intro.
 - → Say something interesting, funny or exciting to catch attention.
- 2. Use clear and short sentences.
- 3. Use emojis and symbols.
 - → Emojis can add fun and feeling, but don't use too many.
- 4. Be positive and kind.
 - → Be respectful. Think before you post.
- 5. Check your post.
 - → Make sure your spelling and grammar are correct.

Your Task

- Write a social media post of (90 - 100) words about a country you would like to visit.





A. Reading

1 Read the short text and write T (True) or F (False).

Many people dream of exploring new countries and learning about different cultures. Traveling lets you see famous landmarks, try traditional foods, and hear new languages. Some people travel to countries they've never visited before. Others return to places they love. Traveling helps you understand how people live around the world.

1. Traveling helps	s you learn about other cultures.		()
2. Most people travel only to places they know.			()
3. You can hear n	new languages when you travel.	(()
4. Traveling can h	nelp you understand people better.	(()
_	B. Vocabulary			
2 Fill in the spa	aces using the words from the box.			
	continent – capital – tradition – explore – population			
1. Cairo is the	city of Egypt.	10		
2. Asia is the larg	est in the world.			
3. We want to	different countries and cultures.			
4. Giving gifts at I	Eid is an important in many countries.			
5. The	of China is more than one billion people.			
	C. Language			
3 Write (C) for	Comparative or (S) for Superlative.			
1. Alexandria is b	igger than Tanta.	(()
2. Cairo is Africa's	s largest city.	(()
3. This is the bigg	gest museum in the city.	(()
4. Sama is tall, bu	ut Ahmed is taller.	(()
5. Canada is cold	er than Mexico.	(()
	— 147 - 41			
7 14/3	D. Writing			
write a parag	graph of (90 – 100) words about a country you like.			



▼ Reading
$oxedsymbol{\square}$ I can find the main idea and key details in travel and culture texts.
☐ I can understand texts about countries, landmarks, and traditions.
I can answer questions that show my understanding of a travel blog or article
Vocabulary
I can use new words like continent, capital, culture, and population correctly.
I can match words to definitions about travel and geography.
I can use comparatives and superlatives with travel and country words.
√ Listening
I can understand a guided tour or travel podcast.
☐ I can answer questions after listening to descriptions of places.
✓ Speaking
I can compare two countries or cultures in a short talk.
I can ask and answer questions about places around the world.
☐ I can join discussions and give my opinions about travel and traditions.
√ Language
I can use comparatives (e.g., bigger, more modern) in my sentences.
I can use superlatives (e.g., the most beautiful, the largest) correctly.
I can use the present perfect (e.g., I have never traveled abroad).
Tean use the present perfect (e.g., Thave never traveled abroad).
✓ Writing
☐ I can write a social media post about a place or country.
I can use correct grammar and vocabulary when I write.
✓ Life Skills & Values
I show curiosity and respect when learning about other cultures.
I explore new ideas and express interest in different countries.
_ I explore new liceus and express interest in different countries.

UNIT 6

Young Innovators

Learning Outcomes

Reading

- Infer the writer's attitude of writing a text about the idea of innovation
- Identify the main idea in a reading profile of an Egyptian innovator
- Extract specific details from a text to answer comprehension questions about important innovations

Listening

- Infer the speaker's tone based on the listening text
- Extract specific details to answer questions about the text

Speaking

- Express opinions verbally on topics related to innovations
- Ask and answer questions about some innovations

Language

Use the first and second conditionals

Writing

- Write a structured biography about an innovator
- Incorporate target vocabulary and grammar structures into writing tasks



LESSON **Making Your Ideas** Happen



😰 Before you start



Think and discuss in pairs

- Answer the following questions.
- 1. Why do you think people make new inventions?
- 2. What makes a new idea useful for people?



Reading

Read the following text. Guess the meanings of the words in bold.

Making your Ideas Happen

Have you ever had a great idea and wondered how to make it real? Many inventions start with a simple thought. To turn that thought into something real and useful takes some work and a few easy steps. First, you need to find

a problem. Inventors look at the world and ask, "What could be better?" Once they find a problem, they start thinking of ways to solve it.

Next, you need to make a plan. This means you might draw pictures, list the things you need, and decide how your invention will work. Then, you build a model of your idea using simple stuff.

After you build your model, you have to test it. You ask questions like, "Does it do what I want it to? Is it safe? Can I make it better?" If it doesn't work, you change it, and test it again.



Finally, when your invention works well, you might show it to other people, build a real **version**, or even try to sell it.

Inventions don't have to be big or complex. What's important is the impact - how your invention helps people or solves a problem. With some imagination, patience, and effort, anyone can turn a simple idea into something that makes a difference.

Think about this

- Read the text and choose the correct answer from a, b, c or d.
- - **a.** building a model

b. making a plan

c. finding a problem

d. showing it to other people

- 2. A "model" of an idea is used for
 - a. selling the invention
 - c. finding a problem to solve
- b. testing if the idea works
- **d.** drawing a picture of the invention
- **3.** The final step mentioned in the text is
 - a. thinking of ways to solve the problem
 - c. making a plan

- **b.** testing the model
- **d.** showing or selling the invention
- **4.** According to the text, the most important thing about an invention is
 - a. how big it is
 - c. the people who make it

- **b.** how difficult it is
- d. the impact it has on people
- 4 Read the text again. Then answer the following questions.
- **1.** How do inventors start to think of ways to solve a problem?
- 2. Why is it important to test your model and make changes if it doesn't work well?



Vocabulary

5 Match the words in column A with their meanings from in column B:

1. complex 2. impact 3. step 4. thought

- a strong effect that something has on someone or something
- an action in a series that is part of a process or procedure
- an idea, opinion, or something that comes to your mind
- something that has many parts and may be difficult to understand a particular form of something that is different from others
 - of the same type
- 6 In pairs, use the above words in sentences of your own.

Example: Her speech made a strong impact on the audience.



5. version

Speaking



Think-Pair-Share

Ask and answer about the biggest problem in your daily life.

Topic: The biggest problem in my daily life.

- 1. Think: What is the biggest problem in your daily life?
- 2. Pair: Ask your partner:
 - How did you solve it?
 - How did you feel before and after solving the problem?
- 3. Share: Tell your class what you think about your biggest problem.

What is the biggest problem in your daily life?



My biggest problem is managing time.



LESSON 2 Inspiring **Innovators**



Before you start



Think and discuss in pairs

- Answer the following questions.
- 1. Do you think hard work is important?
- 2. Why do you think Zewail is considered a role model?



Listening

- 2 Listen to Ahmed Zewail's biography and choose the correct answer from a, b, c or d.
- 1. Ahmed Zewail was born in
 - a. Cairo

- b. Alexandria
- c. Damanhur
- d. Giza
- 2. Zewail became a professor of chemistry at
 - a. Harvard University
- **b.** Cairo University
- c. Oxford University d. California Institute of Technology
- 3. The Nobel Prize Zewail received was in
 - a. Physics
- b. Medicine
- c. Chemistry
- d. Literature
- 3 Listen again and put T (True) or F (False).
- 1. Zewail's most famous discovery was in astronomy. (
- 2. He studied first at Alexandria University.
- 3. Zewail was the second Arab scientist to receive the Nobel Prize in Chemistry.
- 4 In pairs, listen again and answer the following questions.
- 1. In which year did Zewail win the Nobel Prize?
- 2. If Zewail were alive, what would he do?
- 3. What did Zewail always believe in?





Listening Tip

Identifying the speaker's tone, attitude, or emotion

This includes recognizing how someone feels or what their attitude is based on the emotions in their voice-not just the words they say.

The speaker might feel happy, bored, excited, cheerful, hopeful, etc.



4. If I wins the race, I will be happy.

Fill in the spaces using the words in the box.

a	
inventors – workhard – scientific	c – success
 Zewail's discovery opened the door for new	
Speaking Speaking	
Think-Pair-Share	
6 Ask and answer about if you had a time machine.	
Topic: If I had a time machine.	
1. Think: What would you do if you had a time machine?	
2. Pair: Ask your partner: - Who would you help? - Why w	vould you do that?
3. Share: your answers with the class.	
Language in Use	
7 Complete the sentences using the correct form of the	e verbs in brackets.
1. If it rained tomorrow, we (stay) at home.	
2. If I(have) a plane, I would fly around the world.	
3. If you study, you (pass) the test.	_32
4. If I(get) up early, I would not be late.	Tip
5. If you help me, I (finish) faster.	First conditional
6. If I finish my homework, I (play) video games.	If + present simple, will + infinitive
7. If I (am) a bird, I would fly to school.	\rightarrow If it rains , we will stay home.
8 Find the mistakes in the following and correct them.1. If it will rain tomorrow, we will cancel the picnic.	 We use the first conditional to express real or possible situations in the future. Second conditional
2. If I had a car, I will drive to school.	If + past simple, would + infinitive → If I had wings, I would fly.
3. If she study hard, she'll pass the exam.	 We use the second conditional to express unreal or imaginary situations in present or future.

LESSON 3 A Man of **Impact**



Before you start

- 1 Answer the following question.
 - Have you heard of Hany Azer before? What is he famous for?



Reading

2 Read the following text. Who's the text about?

Hany Azer is a famous Egyptian engineer who made a great impact in the world of civil engineering. He was born in Tanta, Egypt, and later moved to Germany. He worked as the chief engineer for the Berlin Main Station, one of the largest train stations in Europe.

Hany Azer has a relative who works as a biomedical engineer. Together, they believe in using science and technology to help people live better lives.



Biomedical engineers use special tools like sensors to help patients. These sensors can help people with problems such as poor hearing or movement difficulties. Technology like this can change lives and support those in need.

Hany Azer is not only known for his buildings, but also for his support of science and young inventors. He is a role **model** for many students in Egypt and around the world.

- Read again and answer the following questions.
- 1. What big project did Hany Azer work on in Germany?
- 2. What do Hany Azer and his relative believe in?
- **3.** Why is Hany Azer considered a role model?
- 4 Complete the sentences using words from the box.

chief – biomedical – engineer – sensors – inventors

- 1. Hany Azer is a famous Egyptian
- 2. He worked as the engineer for the Berlin Main Station.
- **3.** His relative is a engineer.
- **4.** Biomedical engineers use tools like to help patients.

Tip

Context Clues

You can understand or guess the meaning of unknown words or phrases by reading the sentences before and after them.

LESSON 4. Story Time

The Adventure of the Hidden Island

Chapter Three Teamwork

Before you read, discuss in pairs

- Answer the following questions.
- 1. Did you work in a team before? What did you do?
- 2. What made the teamwork successful?



Reading

Read the following text. Guess the meanings of the words in **bold**.

As the sun set, the children gathered to leave the island. They agreed that their friendship grew stronger. Hany said, "Leadership isn't about being the loudest, it's about

caring for others and helping them shine."

Malik added, "And creativity makes every adventure more fun!"

They sailed back home under the pink sky, their hearts full of joy and appreciation for the world and for each other.

Back in the village, they shared their story, inspiring other children to explore, create, and lead with kindness, respect, and teamwork.

From that day, the four friends became known as "The Island Explorers," always reminding others to appreciate freedom, show respect, and let their creativity lead the way.





Read together again. Then, in pairs , do the following tasks

3 Choose t	he correct an	swer from a, b	, c or d.		
1. As the sun	set, the child	Iren gathered to	leave the islar	nd, agreeir	ng that their
grew stron	_				
a. boat	b. h	unger	c. friendship	d.	map
The state of the s					them
a. disappe	ar b. s	hine	c. cry	d.	hide
		under the	25		
a. dark	b. g	ray	c. cloudy	d.	pink
4. From that	day, the four	friends became	known as "The	e Island	
a. Teacher	s b. C	Chiefs	c. Explorers	d.	Builders
4 Answer t	_				
1. What did t	he children a	gree on as they	prepared to le	ave the isl	and?
2. Who said t	hat, "Creativ	ity makes every	adventure mo	re fun!"?	
3. How did the friends inspire other children back in the village?					
4. What important lesson did the friends share?					
					
5 Critical th	ninking.				
- Answer the	following qu	iestions.			
1. Why is hel	ping others ir	mportant in lead	dership?		
2. Why do gr	oup names m	nake people kin	der?		
3. If you were	e one of the o	children, what n	nessage would	you share	with the village other
than the o	nes mentione	ed?			

LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

- What does it mean to be an innovator?



Reading



Young Innovators

Zeina: Did you hear about that student competition for young inventors?

Lina: Yes! Our teacher said that if we brainstormed together, we might come up with

a great idea.

Zeina: That's true. Last year, a student created a water-saving device. Her innovation

made a big impact on her town.

Lina: Impressive! If I had more time, I would design a **solar-powered** backpack.

Zeina: That's a great idea. If we built a simple model, we could test how it works.

Lina: If we get honest **feedback**, we will know how to improve it.

Zeina: Exactly. Innovations don't have to be perfect at first—they just need to solve a

real problem.

Lina: Right. If we keep trying, we might make something useful for lots of people.



Speaking

In pairs, ask and answer questions, then switch roles.

- **1.** Why does Lina say it's important to brainstorm?
- 2. What kind of innovation helped a town in the past?
- **3.** Why is feedback important when testing a model?
- 4. What kind of impact do you think young people can have if they innovate?

Conversation Tip

Use "if" sentences to share ideas clearly.

They help you explore creative thoughts without sounding too direct.

Example:

- If we had more time, we could test more ideas.
- If we got good feedback, we might win the competition.

3 Role-Play

- 1. Read the role play below together once.
- 2. Take turns sharing the steps taken to invent something.
- 3. Switch roles and repeat.

Student A: If we brainstorm before the deadline, we might finish in time.

Student B: Great! If your model works, we could show it at school.

Student A: Yes, and if people give us helpful feedback, we'll improve it.

Student B: Imagine the impact it could have if others used this idea.

Student A: That's the power of innovation—small ideas can make a big difference!



Target Vocabulary



Work with a partner. Use the words in the box to fill in the spaces in the dialog between Mr. Nasser, a teacher, and his daughter Asmaa.

> come up with / deadline / feedback / make a difference / solar-powered / water saving

Mr. Nasser: Asmaa, I heard you're working on a new project. What is it about? : Yes, Dad! I'm designing a (1) water pump for farms in dry areas. Asmaa Mr. Nasser: That sounds impressive! If you (2) a good design, it can really help poor communities. : That's what I'm hoping for. I want to (3) by saving both water Asmaa and energy. Mr. Nasser: Did you test the (4) system? : No. I still need to get some (5) from my science teacher before Asmaa the final model. Mr. Nasser: Well, if you don't manage your time carefully, you may miss the : Don't worry, Dad. I think this version will work just fine. Asmaa

LESSON 6 A biography about Ahmed Idris



Target Language

- Use language correctly.

Target Vocabulary

- Try to use at least 6 of these words in your biography.



victory – enemy – honored – army – secretly – smart

Writing

- Read a biography about Ahmed Idris.

Ahmed Idris was a brave Nubian soldier in the Guard during the 1970s. In 1973, before the October War, he suggested using the Nubian language as a secret code for the army. His idea was very (2)..... because the Nubian language was not written and was only known by Nubian people. The (3)..... could not understand it. Thanks

In 2017, President Abdel Fattah El-Sisi officially (5)..... Idris with the Order of the Sinai Star, for his great role in the (6).....

to his idea, the Egyptian army sent messages safely and



Tip

A biography is the story of a person's life. It tells us who they are, what they did, and why they are important.



(4).....

- Write a biography of (90-100) words about your role model. Use the vocabulary and grammar you learned in Unit 6.



A. Vocabulary

1 Choose the correct ans	1 Choose the correct answer from a, b, c or d.				
1. We need to the m	nodel before making	the final product.			
a. present	b. test	c. impact	d. think		
2. An is someone w	ho creates new ideas	, products, or ways o	f doing things.		
a. innovator	b. scientist	c. teacher	d. doctor		
3. To something me	ans to make it better	or more effective.			
a. improve	b. explain	c. decide	d. break		
4. The of Yasmine's the same time.a. challenge	invention was that it b. solution		roduced biofuel at		
a. Challenge	b. solution	c. impact	u. risk		
	B. Langu	ıage			
2 Complete each sentend	ce with the correct fo	orm of the verb in br	ackets.		
 If we (wins) the championship, we will take part in the FIFA World Cup. If Hala studied more carefully, she (make) fewer mistakes. If they					
C. Writing					
3 Write a biography of (90 - 100) words about a famous inventor.					



✓ Reading
☐ I can infer the writer's attitude toward innovation.
☐ I can find specific details in a text to answer different types of questions.
☐ I can identify the main idea in the profile of an Egyptian inventor.
✓ Vocabulary
 I can use key vocabulary words like 'innovation, impact, prototype, challenge, invention, and brainstorm.
✓ Listening
☐ I can infer a young inventor's tone in a listening text.
I can find and understand specific information in a listening text to answer different types of questions.
✓ Speaking
I can share my opinions about innovations and young inventors.
I can ask and answer questions about innovations and inventors, and problems and solutions.
✓ Language
☐ I can use first and second conditional "If" correctly.
✓ Writing
I can write a biography about "A famous Inventor".
I can use new words and correct grammar in my writing.
✓ Life Skills & Values
I can explain why it is important to think of problems around us and try to find creative solutions.
I can think of the importance of making a prototype as an important step in making an idea real.
I can identify my social responsibility by thinking of the problems around me and trying to find useful solutions.

Review 2

Lesson

1 A. Listen and	choose the correct answ	er from a, b, c or d.	7500
1. What did Dina d	dream of becoming?		
a. A writer	b. A sculptor	c. A painter	d. A musician
2. Where was Dina	a's final artwork displaye	d?	
a. At school		b. In her home	
c. In the city ga	llery	d. At a museum	
3. What did Dina's	s final piece become a syr	mbol of?	
a. Nature	b. Building	c. Hope	d. Agriculture
B. Listen again an	d complete.		
1. Dina was always	s full of		
2. Her first	was not perfect.		
3. She believes tha	at with passion and	, anyone can achieve t	heir dreams.
2 Choose the co	orrect answer from a, b,	c or d.	
1. My brother's ar	twork is than mi	ne.	
a. good	b. better	c. best	d. well
She decided to new technology		eringshe wanted	to help people with
a. but	b. although	c. so	d. because
3. The ancient Egy	ptians developed new m	ethods forin the	fertile Nile Valley.
a. innovation	b. agriculture	c. tradition	d. recognition
4. The Great Pyrar amaze visitors.	nids are anexam	nple of ancient architectu	re and continue to
a. hidden	b. curious	c. impressive	d. biomedical
3 Read the follo	wing text, then answer	the questions.	

Father, Mother, Amir, and Adam - were so excited! They were going on an adventure to see Mount Fuji, the famous volcano they had seen in pictures. Father had a special phone with a map that showed them exactly where to go. It was one of those latest innovations that made travel easy. Mother had a small band on her wrist, a piece of biomedical technology, that told her if she was walking too much and needed to rest.

When they arrived in the big city of Tokyo, Amir felt a little tired. Father showed him pictures of the amazing Mt. Fuji on his phone, and suddenly Amir had lots of energy! Mother's wristband reminded her to drink water, keeping her feeling good in the city. Even though they were far from home, their special devices helped them stay safe

so much fun!	al explorers, thanks to all the new things that made their trip
A. Choose the correct answ	wer from a, b, c or d.
1. What did mother use	to check if she was walking too much?
a. A special phone	b. A map
c. A wristband	d. Pictures of Mt. Fuji
2. What helped Amir ge	t more energy when he was tired?
a. Drinking water	b. Seeing pictures of Mt. Fuji
c. The map on the ph	one d. Mother's wristband
B. Answer the following qu	uestions
3. What did Father use t	to find his way to Mt. Fuji?
4. What kind of technology	ogy was Mother's wristband?
5. How did the special d	evices help the family on their trip?
6. Why did the family fe	el like "real explorers"?
Write a paragraph of (90 - 100) words on:
THE I	mportance of Innovation in Modern Life"
Lesson 2	mportance of Innovation in Modern Life"
Lesson 2	
Lesson 2	e text with the words in the box. treasures – mysterious – promote
Lesson 2 1 Read and complete the Ancient Egypt is famous for	e text with the words in the box. treasures – mysterious – promote r its rich culture. Many pharaohs built tombs, full of amazing often remain
Lesson 2 1 Read and complete the Ancient Egypt is famous fo	e text with the words in the box. treasures – mysterious – promote r its rich culture. Many pharaohs built tombs, full of amazing often remain
Lesson 2 1 Read and complete the Ancient Egypt is famous for	e text with the words in the box. treasures – mysterious – promote r its rich culture. Many pharaohs built tombs, full of amazing often remain
Lesson 2 1 Read and complete the Ancient Egypt is famous for	e text with the words in the box. treasures – mysterious – promote r its rich culture. Many pharaohs built tombs, full of amazing often remain
Lesson 2 1 Read and complete the Ancient Egypt is famous for a secret sunderstanding of this ancient secret	e text with the words in the box. treasures – mysterious – promote r its rich culture. Many pharaohs built tombs, full of amazing often remain
Lesson 2 1 Read and complete the Ancient Egypt is famous for	treasures – mysterious – promote r its rich culture. Many pharaohs built tombs, full of amazing often remain

Ayman: That sounds interesting.

Rewrite the following sentences using the words in brack meaning.	ets to give the same
1. If she works harder, she will pass the exam.	(lazily)
2. Ahmed's project is more impressive than Yara's.	(less)
3. I missed the bus because I woke up late.	(so)
4. I love the beach, but it gets very crowded in summer.	(although)
5. Give me enough time and I will finish the report.	(If)
6. Although it was raining, we went to the park.	(but)
mysterious, and how it relates to culture or tradition.	
The Story	
A. Read and complete the sentences with the words from the	e box.
island – boss – compass – leadershi	p
 They packed food, water, notebooks and a Malik drew maps for the Hany thought that means caring for others and helping 	ing them shine.
B. Answer the following questions.1. How did the Island Explorers' adventure affect the village ch2. What did they find on the Hidden Island?	nildren?

Audioscripts





) Lesson 2 page 16 Exercise 2

Gen Alpha's Digital Life

Interviewer:

Welcome, Dr. Wessam. We often hear the term Gen Alpha. Could you tell us exactly who they are?

Dr. Wessam:

Sure. Gen Alpha are children born from 2010 onwards. They are called digital natives because they grow up completely in a digital environment. For them smartphones, tablets, social media, and even artificial intelligence is normal.

Interviewer:

And how are their habits different from other generations?

Dr. Wessam:

Well, Gen Alpha use it from a very young age. Many of them learn to use apps before they can read. Their daily life is highly connected to technology and full of digital experiences.

Interviewer:

That's very interesting. So, what do they usually do online?

Dr. Wessam:

They spend hours online, but not only for games. They share memes, use emojis to



express feelings, and make short videos to show hobbies or opinions. They also use online platforms for learning and connecting with friends worldwide.

Interviewer:

Sounds creative! But what challenges do they face?

Dr. Wessam:

The main challenge is balance. Too much screen time can affect health and relationships. Parents try to limit screen time and encourage useful skills, like coding or online learning. They also make sure their children play sports or spend time with family.

Interviewer:

So, what positive things do you see in Gen Alpha?

Dr. Wessam:

They are creative, quick learners, and very adaptive. If guided well, they can use technology to improve education, communication, and even solve global problems.

Interviewer:

Thank you, Dr. Wessam. That was very helpful.





) Lesson 2 page 30 Exercise 2

Staying Safe Online

- Host 1: Welcome to "Web Guardians," where we learn how to stay safe online! I'm Adam.
- Host 2: And I'm Nadia. Today, we're going to explore how to be superheroes of the internet!
- Host 1: Nadia, have you ever thought about what it means to leave a digital footprint online?
- Host 2: Yes, Adam! A digital footprint is like a trail of breadcrumbs you leave behind when you're online. Everything you do, from visiting websites to sharing posts, leaves a trace of your online experience.
- Host 1: Exactly! And that's why it's so important to keep your personal information private.
- Host 2: Right, Adam. If you share personal information online, it can be seen by others. So, you should always think before you post to keep your privacy secure.
- Host 1: And what makes a password strong?
- **Host 2**: A strong password is like a secret code that only you know. If your password is easy to guess, your information might not be safe. So, you should create a strong password to protect your accounts.

- **Host 1:** That's a great point! Did you know that most websites and apps have settings to help you control your privacy?
- **Host 2**: Yes, and if these settings aren't used, your information might be shared more widely than you want. So, always check your privacy settings.
- Host 1: Absolutely! And remember, if you ever feel uncomfortable about something online, you should talk to a trusted adult.
- Host 2: That's right, Adam. What you do online can have real effects, so always think carefully about your actions.
- **Host 1 :** Today, we learned how to protect our digital footprint and stay safe online. Keep your privacy secure and use strong passwords, everyone.
- **Host 2:** Thanks for joining us on "Web Guardians." Stay safe and see you next time!





) Lesson 2 page 44 Exercise 2

Advice for Facing Challenges

Laila had been training for six months to run a long race in her city. Every morning, she went for a run in the park. She practiced her breathing and tried to eat healthy food so she would have enough energy for the race day.

Finally, the big day came. Laila woke up feeling excited, but also a little nervous. She had never run such a long race before.

At the start, everything went well. The weather was nice, the crowd was cheering, and she ran at a good speed. But halfway through the race, something happened. Laila tripped on a small bump in the road and fell down. Her knee started to bleed, and she felt weak and upset.

A race helper ran to her and asked, "Do you want to stop?"

Laila shook her head and said, "No. I worked too hard to quit now."

She stood up slowly, took a deep breath, and started running again. Her knee hurt with every step, but she kept going because she didn't want to give up after so many months of training.

In the end, she crossed the finish line. She was slower than she wanted to be, but the crowd cheered loudly, and she felt proud.

Later, she said, "I didn't win the race or a medal, but I won against my fear."

Review.1 Lesson1 page 55

Generation Alpha, born since 2010, are true digital natives. These children learn to scroll before they can write. They naturally create content like short videos rather than just watching them. Unlike older generations, Alphas communicate more through images and emojis than text. They use technology for learning, playing, and talking with friends at the same time. Although they are good at using technology, they still need help to balance screen time and to learn real-life skills.





Interviewer:

Good morning, Youssef! Wow, your studio is incredible! There is such amazing energy here. Thank you for having us.

Youssef:

My pleasure! There is always so much creativity all around. I absolutely love sharing this lively space.

Interviewer:

Your artwork is very interesting. I'm truly curious, what sparks your most amazing ideas? How does your imagination even begin these incredible pieces?

Youssef:

My imagination is definitely the key. I just feel a strong need to express deep feelings and visions. For me, every single artwork absolutely must carry a powerful, clear message. That's essential.

Interviewer:

Your sculptures in the last gallery show were amazing! They felt so alive. What kind of material do you actually love working with the most to create such varied works?

Youssef:

I actually experiment with various materials! Clay and metal are often quite challenging, but they allow for such strong, defined forms. I also like working with colorful paints - they bring out different kinds of emotions.

Interviewer:

So, there are plans for more interactive artwork in the future? What can we look forward to next?

Youssef:

Absolutely! I truly believe art should actively connect and really engage with people. My next big exhibit will feature some truly innovative and attractive pieces. I'm just incredibly excited about bringing them to life.

Interviewer:

We absolutely cannot wait to see it! Thank you so much for your time, Youssef. This was wonderful!

Youssef:

Thank you! My pleasure.





)) Lesson 2 page 75 Exercise 2

A Tour Around Cairo

Guide:

Hello everyone, and welcome to Cairo! My name is Karim, and I'm your tour guide today. We are going to visit some amazing places in Egypt's Capital City.

Our first stop today is the Pyramids of Giza. These pyramids are very old - they are over 4500 years old! They were built as tombs for pharaohs. The biggest one is the Pyramid of Khufu. It is one of the Seven Wonders of the ancient world.

Next, we will see the Great Sphinx. The Sphinx has the body of a lion and the head of a human. Many people think it looks mysterious. You can take photos here!

After lunch, we will go to the new "Grand Egyptian Museum" which is near the pyramids. It is one of the largest museums in the world. It has many ancient treasures like the golden mask of Tutankhamun. You will see mummies, statues, and old jewelry.

Later, we will drive to a very modern place called the "New Administrative Capital." This city is being built to help make life easier for people in Cairo. In this new city, you can see buildings, wide roads, and nice parks. One day, it will be the new center of government in Egypt.

At the end of the day, we will stop at "Khan El-Khalili Bazaar." This is a famous market where you can buy souvenirs.





esson 2 page 90 Exercise 2

Ahmed Zewail was one of the most important Egyptian scientists in modern history. He was born in Damanhur in 1946 and grew up in Alexandria. From a young age, he loved learning and showed great interest in science. He studied at Alexandria University.

Zewail worked very hard and became

a professor of chemistry at the California Institute of Technology. His most famous discovery was the femtosecond. With this new science discovery, he was able to study chemical reactions in an extremely short time, measured in femtoseconds (a femtosecond is one millionth of a billionth of a second!). This invention changed the world of chemistry and opened the door for new scientific research.

Because of this great achievement, Ahmed Zewail won the Nobel Prize in Chemistry in 1999. He was the first Egyptian and Arab scientist to receive the Nobel Prize in this field. This made all Egyptians proud.

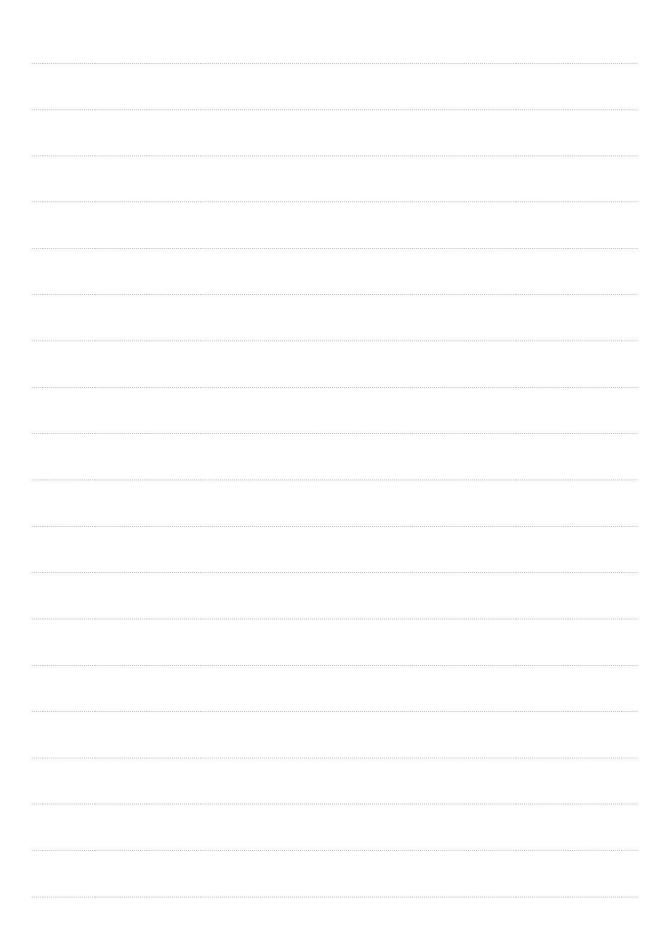
Ahmed Zewail was not only a scientist but also a teacher and role model. He believed in the power of education and always advised young people to work hard, read more, and never give up. He wanted Egyptian youth to trust themselves and to know that they can be successful like him.

Zewail inspired a lot of young scientists and inventors. If students work hard like Zewail, they will achieve great success. If he were alive today, he would be proud a lot of young inventors.

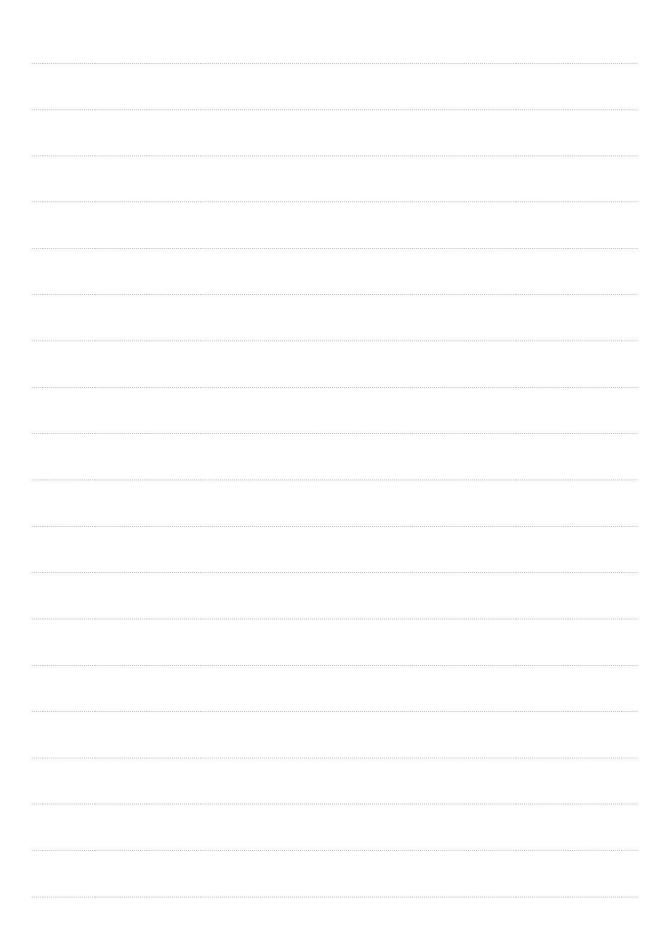
Review.2 Lesson 1 page 100

"Dina was always full of imagination. She dreamed of becoming a sculptor and making special artwork. Last year, she participated in a local art competition. Although her first model was not perfect, she received positive feedback. Her teacher encouraged her to keep going. Dina worked hard, and her final piece, an amazing statue of a bird flying was displayed in the city gallery. It was so original that it became a symbol of hope for many young artists. Dina believes that with passion and innovation, anyone can achieve their dreams.

Notes



Notes





English

Preparatory Two - Term 1

Academic Year: 2025/2026

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