

**Student's  
Book**

# **ENGLISH**

**Preparatory Schools - Year Two - Term 2**

**2025 - 2026**



" تهدي وزارة التربية 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**

**Name:** .....

**Class:** .....

**School:** .....



## 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 high-quality 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,**

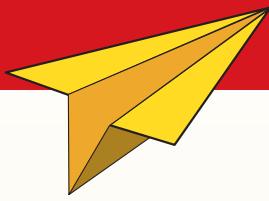
**The Ministry of Education and Technical Education**

## Scope and Sequence

Unit	Vocabulary	Language	Skills [Reading, Listening, Speaking, and Writing]	Life Skills	Core Values
Unit 7 : My School Life	rules, create, safe, dress code, behavior, forbidden, hallway, organized, manage self-control, effectively, smoothly	Imperatives and should & shouldn't for advice	<b>Reading:</b> <ul style="list-style-type: none"> <li>A text about the school rules</li> <li>An article about staying organized with a school time table</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>A school report about students' life and activities in the school</li> </ul> <b>Listening:</b> <ul style="list-style-type: none"> <li>A podcast about the school day</li> </ul> <b>Speaking:</b> <ul style="list-style-type: none"> <li>Participate in short discussion and role play about daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Organizing</li> <li>Expressing opinions</li> </ul>	<ul style="list-style-type: none"> <li>Respect</li> <li>ambition</li> <li>Purpose</li> </ul>
Unit 8: Learn Smart, Learn Easy	concentration, mental, experts, combine, development, effective, participate, discoveries, interactive, emphasize, shy	Contrast Connectors	<b>Reading</b> <ul style="list-style-type: none"> <li>Texts on how games, stories, and music enhance learning.</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>Strategies teachers use to make lessons fun.</li> </ul> <b>Speaking:</b> <ul style="list-style-type: none"> <li>Mini-debate on the use of games in school.</li> <li>Discussing and comparing effective study methods</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>a Study Tips Poster</li> </ul>	<ul style="list-style-type: none"> <li>Metacognition</li> <li>Study Skills</li> <li>Time Management</li> </ul>	<ul style="list-style-type: none"> <li>Self-Development</li> <li>Love of Learning</li> <li>Curiosity</li> </ul>

<p><b>Unit 9 : Jobs &amp; Skills</b></p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• A text about a job profile</li> <li>• An article about career advice</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• A paragraph about a future job</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• An audio about worker stories</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Role-play a job interview</li> <li>• Asking and answering questions about skills and values</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Communications</li> <li>• Responsibility</li> <li>• Qualifications</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Respect</li> <li>• Purpose</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Short stories, folktales, and fairy tales</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• The moral and plot details of a folktale</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Practice drafting and completing story endings;</li> <li>• Rewrite sentences using time connectors</li> </ul>
	<p><b>Unit 10: Storytelling</b></p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Cultural Awareness</li> <li>• Creative Expression</li> <li>• Interpersonal Communication</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Trust,</li> <li>• Promise</li> <li>• Gratitude,</li> <li>• Courage</li> <li>• Kindness</li> <li>• Patience,</li> <li>• Family &amp; Heritage</li> </ul>

<p><b>Unit 12: Our Incredible Earth</b></p> <p>nomadic, irrigation, harsh, grazing, conserve, adapt, survive, absorb, Evolve, moisture, spines, reptiles, cactus, freezing, peaceful, vast, tribe, irrigation</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Texts about “desert communities”</li> <li>• Texts about “wildlife adaptations”</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Short Text about “desert survival stories”</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Role-play: planning a desert lifestyle; “Debate the pros and cons of desert vs. city life”</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Writing a Desert Diary entry</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• A text about facts about the Earth and the importance of the Amazon rainforest</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• A poster about “Save the Earth”</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• A short listening text about natural wonders</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Discuss and present information about favorite natural wonders</li> </ul>
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# 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.

### LESSON 1 School Rules

#### Before you start

#### Think and discuss in pairs

##### 1 Answer the following questions.

1. Why do you think schools have rules for students?
2. What rules are there at your school?

#### Reading

##### 2 Read the following text, and guess the meaning of the words in bold.

Welcome to my preparatory School! Here are our important school **rules**.

Every school has rules that help create a safe and respectful learning environment. At my school, students must follow the **dress code**, classroom rules, behavior rules, and library rules.



The **dress code** requires students to wear the school uniform every day. Jeans and **sneakers** are not allowed. It is also important to keep uniforms clean and tidy to show pride in the school.

**Behavior rules** are equally important. Students must respect teachers and each other, avoid running in the **hallways**, and help keep the school clean. Cell phones are not allowed in class, and eating or drinking inside classrooms is **forbidden**.

In the classroom, students should arrive on time. They must listen carefully to their teachers and classmates. Talking while the teacher is speaking is not allowed. Students should raise their hands before speaking.

In the library, students should be quiet, return books on time, and never write in them. Good behavior makes the school better for everyone.

14 Unit 7 My school Life

#### Think about this

##### 3 Read the text again and do the following tasks.

- ① Read the following sentences and write (T) True or (F) False.
1. Students must wear their school uniform every day.
2. Jeans and sneakers are allowed as part of the school uniform.
3. Students should arrive at any time they prefer.
4. It isn't allowed to talk while the teacher is speaking.
5. Students must raise their hands before they speak in class.

##### ② Answer the following questions.

1. Why should schools have rules?
2. What does "dress code" mean?
3. Where are students not allowed to eat or drink at school?
4. How does good behavior help students?

#### Vocabulary

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

A
1. rules
2. hallway
3. sneakers
4. behavior
5. forbidden

B
<input type="checkbox"/> the way someone acts
<input type="checkbox"/> comfortable shoes you wear for sports or walking
<input type="checkbox"/> instructions that tell people what they must or must not do
<input type="checkbox"/> something not allowed to happen by rules or law
<input type="checkbox"/> a long narrow passage in a building

#### Speaking: Role Play

##### 5 Ask and answer about "School Rules".

Topic: "My School Rules"

1. **Think:** How do school rules help students learn and work together?

2. **Pair:** Ask your partner:

– Why does the school have a dress code?

– What is forbidden in the classroom?

3. **Share:** Your ideas with your classmates.



Unit 7 My school Life 15

## Think about this

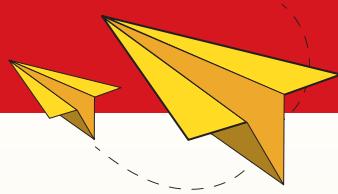
Students have the chance to think after reading, express their opinions, and check their understanding of the reading text.

## Vocabulary

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

## Speaking

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.

### LESSON 2 My School Day

#### Before you start

#### Think and discuss in pairs

1 Answer the following questions.

- How do you spend your day at school?
- What activities do you do at school?



#### Listening

2 Listen to the audio, and then do the following tasks.

Ⓐ Write T (True) or F (False).

1. Students should arrive at school on time.

2. You shouldn't ask questions during the lesson.

3. Healthy snacks are important during break time.

4. The text advises students to run in the corridors.

5. Reviewing lessons after school is important.



## Language in Use

This section turns grammar rules into real communication skills.

#### Think-Pair-Share

4 Ask and answer about your typical day at school.

Topic: "My Typical School Day"

1. **Think:** Do you think your typical school day is enjoyable?



It's my favorite.

2. **Pair:** Ask your partner:

- What time do you wake up?
- Do you take part in any after-school activities?
- What time do you usually get home?

3. **Share:** Discuss your ideas with your classmates.

#### Language in Use

5 Complete the sentences with "the correct imperative form".

- ..... (Wakes) up early so you aren't late for school.
- ..... (Not/forget) your notes on the bus.
- ..... (Not) talk when the teacher is explaining.
- ..... (Listening) carefully to your teacher.
- ..... (Did) your homework every day.



## Story Time

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

### LESSON 4 Story Time

#### The Jungle Book by Rudyard Kipling

#### Before you read, discuss in pairs

Introduction about the author

Rudyard Kipling (1865–1936) was a British writer, poet, and journalist. Born in India, he grew up surrounded by its culture and landscapes, which later inspired many of his stories. Kipling's most famous work, "The Jungle Book" (1894), is a collection of tales that mix adventure with moral lessons. It explores themes of identity, loyalty, courage, and the relationship between humans and nature. In 1907, Kipling became the first English writer to win the Nobel Prize in literature.

1 Answer the following questions.

- Based on the title, where do you think the story takes place?
- What animals do you expect to meet in a story called "The Jungle Book"?

#### Reading

2 Read the following text.

In the heart of the Indian jungle, a baby boy wandered away from his village and was discovered by Father Wolf and Mother Wolf. At first, the animals were astonished. Why should a human child appear in the wolf's lair? Share

## Let's Talk

This section helps students expand their vocabulary.

#### Tip

Tips to enrich your vocabulary and use words correctly.

### LESSON 5 Let's Talk

#### Before you read this conversation, ask a classmate

- How can school rules and timetables help us?

#### Reading

1 Read the following dialog.

Ahmed : Mahmoud, the principal says we need to review the new school rules and timetable for this term.

Mahmoud : Yeah, I saw the notice. Some students were confused about the new timetable. What changes do you think we have to discuss?

Ahmed : Well, we start with the morning line. It's now at 7:45, so everyone must arrive earlier.

Mahmoud : That makes sense. It keeps the school more organized. Students should also wear the school uniform every day.

Ahmed : Right. And students mustn't use their phones during lessons. It's one of the most important rules.

Mahmoud : True. We should also plan how to manage homework time—maybe each class



## Role-Play

This section helps students perform and learn together.

### Role-Play

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:** What time does school start?

**Student B:** It starts at 7:30. We have **8 periods** a day.

**Student A:** **Right!** And what's our first lesson today?

**Student B:** It's English. Don't forget your notebook!

**Student A:** **Sure. By the way**, we mustn't use phones in class.

**Student B:** **Exactly!** Good students always follow the rules.

### Target Vocabulary

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

Let's – That's true – timetable – they're good – suggest – focused

**Sama :** Rana, our teacher said we need to talk about the new school rules and timetable.

**Rana :** Yes, I heard! The rules are a bit different this year. What do you think about them?

**Sama :** I think (1) ..... For example, students must be in class before 8 o'clock.

**Rana :** (2) ..... It helps everyone start the day on time. But I think we should have a longer break.

**Sama :** Maybe! But the (3) ..... is already full with lessons and activities.

**Rana :** Right. Still, we could (4) ..... changing the order of some subjects—like having P.E. before break.

**Sama :** Good point! It would make students more active and (5) ..... after the break.

**Rana :** (6) ..... write our ideas down and share them with the class tomorrow.

## Before You Write

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

## LESSON 6 My School Report

### Before You Write, Let's Get Ready

#### Target language

- My opinion... / I think that... / The best thing about...
- My favorite... / What I like most... / The problem is...

#### Target vocabulary

- Read this school report and complete it.
- Try to include at least **6** of these words in your report.

library - helpful - fun - learn - service - playground - uniform - line

#### Writing

- Read and complete the following report with words from the box above.

#### My School Day

I am a student at a preparatory school in Cairo. I want to tell you about my school life and what I think about it.

First, our school is an old building and has two floors. We have 15 classrooms, a big (1) ..... , one computer lab, and a gym.

Next, my teachers are very (2) ..... and patient. My favorite teacher is Mrs. Nermin, who teaches English. She makes learning easy and (3) ..... with games and songs.

The students at my school are friendly and respectful. After school, I play in the school (4) ..... , and then I attend the art club. After that we also have sports teams and a drama club.

Overall, I really like my school. The learning is good, and I have many friends. I think my school is a great place to (5) ..... and grow.

#### Writing Tip

A school report includes

1. Start with a title:  
e.g. "My School Day"
2. Write an introduction:  
Begin with general information  
e.g. "Our school day starts at 7:30 and ends at 2:00"
3. Use paragraphs:  
Each paragraph should talk about one idea.
4. Use time words:  
e.g. "first, then, after that..."
5. End with a conclusion:  
Write your opinion or feeling:  
e.g. "I enjoy my school because I learn many new things".

#### Writing Task

- Write your own school report (90-100) words. Include:

## Assessment Corner

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

## Assessment Corner

### A. Vocabulary

1 Read and complete using the words from the box.

uniform – timetable – library – follow – experiments

1. A ..... shows your classes for each day of the week.
2. Students must wear their school ..... every day at school.
3. Students should ..... all school rules.
4. We borrow books and study quietly in the school ..... .
5. We enjoy doing scientific ..... in the lab.

### B. Language

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

1. ..... your homework before you play video games.  
a. Should      b. Do      c. Shouldn't do      d. Don't
2. You ..... talk on your phone during class.  
a. should      b. don't      c. shouldn't      d. must
3. ..... late for school! It's important to be on time.  
a. Don't be      b. Shouldn't be      c. Be not      d. Aren't
4. Students ..... ask the teacher if they don't understand the lesson.  
a. shouldn't      b. should      c. mustn't      d. do
5. ..... your school uniform every morning to look tidy.  
a. Should wear      b. Wear      c. Wears      d. Shouldn't wear

### C. Writing

3 Write your own class report (90-100) words. Include the rules your class follow and

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# Start Smart



## 1 Finish the following dialog:

**Mona** and her friend **Jana** are talking about the differences between generations.

**Mona** : I've been thinking about how life has changed from one generation to another.

**Jana** : Me too! Each generation lives differently.

**Mona** : (1) .....

**Jana** : That's interesting! Have you talked to your parents about it?

**Mona** : (2) ..... I need to be more careful.

**Jana** : Ask them what their daily life was like—it's fun to know.

**Mona** : (3) .....

**Jana** : True! Things have changed a lot.

**Mona** : (4) ?

**Jana** : I read or go for a quick walk—it feels way more productive.

## 2 Read the following text, then answer the questions:

Today, we use technology every day—phones, computers, and smart devices. They make life easier, but we must use them safely. First, it's important to protect our personal information. We should use strong passwords and avoid sharing details with strangers online. Second, we need to think before we click. Some links or messages may be dangerous or fake. Finally, we should balance our time. Taking breaks helps our eyes and our minds stay healthy. When we use technology responsibly, it can help us learn, connect, and enjoy life safely.

### a Choose the correct answer from a, b, c or d:

1. Using strong passwords helps you .....

- a. take more breaks
- b. protect your personal information
- c. spend more time online
- d. open fake links

2. The text says we should think before we click because some links may be .....

- a. helpful
- b. easy
- c. dangerous or fake
- d. slow to load

3. Taking breaks while using technology helps our .....

- a. bags and clothes
- b. plans and schedules
- c. eyes and minds
- d. phones and laptops

**(b) Answer the following questions:**

4. Why is it important to protect your personal information when using modern technology?
5. What are some dangers of clicking on unknown links or messages?
6. How can taking breaks help us use technology more safely?

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

1. She tries to ..... her schoolwork and her hobbies so she doesn't get too tired.  
a. balance      b. borrow      c. remove      d. collect
2. I forgot my keys, ..... I couldn't enter the house.  
a. because      b. although      c. so      d. but
3. It needs a lot of ..... to speak in front of a large crowd.  
a. courage      b. habit      c. distraction      d. pressure
4. I ..... dinner when my friend called me.  
a. was cooking      b. cooked      c. cook      d. am cooking
5. The train went through a long ..... before reaching the next station.  
a. tower      b. gate      c. tunnel      d. bridge
6. If you ..... slowly, you will understand the instructions better.  
a. read      b. reads      c. had read      d. reading
7. We should ..... old traditions so future generations can learn from them.  
a. replace      b. preserve      c. ignore      d. copy
8. This road is ..... than the one we used yesterday.  
a. narrow      b. the narrowest      c. narrower      d. most narrow
9. Our trip to the mountains was so amazing—it was truly ..... .  
a. ordinary      b. boring      c. forgettable      d. unforgettable
10. She usually ..... to school by bus, but today she is taking a taxi.  
a. is going      b. went      c. go      d. goes

**4 Complete the sentences with the correct form of the word(s) in brackets:**

1. This park is ..... (**beautiful**) than the one near my house.
2. If it ..... (**rain**) tomorrow, we will stay at home.
3. I ..... (**cook**) dinner when my friend called me.
4. I couldn't sleep last night ..... (**cause**) I drank too much coffee.
5. Right now, they ..... (**work**) on a new project.

**5 Write a social media post of (90 - 100) words about a tourist place you have visited.**

.....

.....

.....

.....

# UNIT 7

# My School Life

## Learning Outcomes

### Reading

- Identify the main ideas and supporting details in short informational and descriptive texts

### Listening

- Identify specific information such as time, place, or steps in a process
- Recognize speaker's attitudes or purposes (to inform, to explain, to describe)

### Speaking

- Participate in short discussions and role-plays about daily routines, inventions, or school organization

### Language

- Form and use imperatives and should or shouldn't for advice

### Writing

- Write short paragraphs or reports describing processes or daily routines clearly and logically
- Produce short opinion or explanatory paragraphs with topic sentences and supporting ideas



# LESSON 1 School Rules



## Before you start



### Think and discuss in pairs

#### 1 Answer the following questions.

1. Why do you think schools have rules for students?
2. What rules are there at your school?



### Reading

#### 2 Read the following text, and guess the meaning of the words in bold.

Welcome to my preparatory School! Here are our important school **rules**.

Every school has rules that help create a safe and respectful learning environment. At my school, students must follow the **dress code**, classroom rules, behavior rules, and library rules.



The dress code requires students to wear the school uniform every day. Jeans and **sneakers** are not allowed. It is also important to keep uniforms clean and tidy to show pride in the school.

**Behavior rules** are equally important. Students must respect teachers and each other, avoid running in the **hallways**, and help keep the school clean. Cell phones are not allowed in class, and eating or drinking inside classrooms is **forbidden**.

In the classroom, students should arrive on time. They must listen carefully to their

teachers and classmates. Talking while the teacher is speaking is not allowed. Students should raise their hands before speaking.

In the library, students should be quiet, return books on time, and never write in them. Good behavior makes the school better for everyone.



## Think about this

3 Read the text again and do the following tasks.

a Read the following sentences and write (T) True or (F) False.

1. Students must wear their school uniform every day.
2. Jeans and sneakers are allowed as part of the school uniform.
3. Students should arrive at any time they prefer.
4. It isn't allowed to talk while the teacher is speaking.
5. Students must raise their hands before they speak in class.

b Answer the following questions.

1. Why should schools have rules ?
2. What does "dress code" mean ?
3. Where are students not allowed to eat or drink at school ?
4. How does good behavior help students ?



## Vocabulary

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

A
1. rules
2. hallway
3. sneakers
4. behavior
5. forbidden

B
<input type="checkbox"/> the way someone acts
<input type="checkbox"/> comfortable shoes you wear for sports or walking
<input type="checkbox"/> instructions that tell people what they must or must not do
<input type="checkbox"/> something not allowed to happen by rules or law
<input type="checkbox"/> a long narrow passage in a building



## Speaking: Role Play

5 Ask and answer about "School Rules".

Topic: "My School Rules"

1. **Think:** How do school rules help students learn and work together ?
2. **Pair:** Ask your partner:
  - Why does the school have a dress code?
  - What is forbidden in the classroom?
3. **Share:** Your ideas with your classmates.



# LESSON 2 My School Day



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. How do you spend your day at school?
2. What activities do you do at school?



## Listening

### 2 Listen to the audio, and then do the following tasks.

#### (a) Write T (True) or F (False).

1. Students should arrive at school on time.
2. You shouldn't ask questions during the lesson.
3. Healthy snacks are important during break time.
4. The text advises students to run in the corridors.
5. Reviewing lessons after school is important.

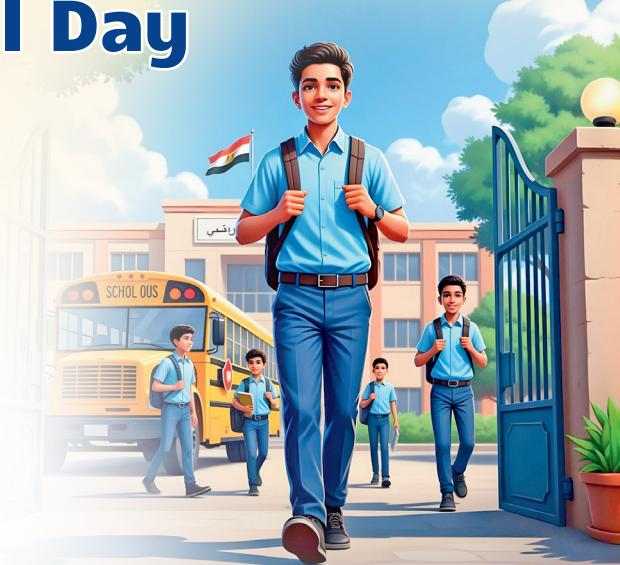
  
  
  
  

#### (b) Choose the correct answer from a, b, c or d.

1. Students should greet their teachers and classmates .....  
a. loudly      b. rudely      c. respectfully      d. silently
2. During lessons, students shouldn't .....  
a. listen carefully      b. take notes  
c. interrupt others      d. participate actively
3. At break time, students should ..... and choose healthy snacks.  
a. eat junk food      b. drink water      c. waste time      d. arrive late

### 3 Listen again and complete the following sentences.

1. You should ask questions when you don't ..... .
2. Don't run in the corridors to follow ..... .
3. After school, review ..... and organize your timetable.
4. You shouldn't waste your time if you want to ..... .



## Speaking

### Think-Pair-Share

4 Ask and answer about your typical day at school.

**Topic:** "My Typical School Day"

1. **Think:** Do you think your typical school day is enjoyable?

2. **Pair:** Ask your partner :

- What time do you wake up?
- Do you take part in any after-school activities?
- What time do you usually get home?

3. **Share:** Discuss your ideas with your classmates.

### Language in Use

5 Complete the sentences with "the correct imperative form".

1. .... (Wakes) up early so you aren't late for school.
2. .... (Not/forget) your notes on the bus.
3. .... (Not) talk when the teacher is explaining.
4. .... (Listening) carefully to your teacher.
5. .... (Did) your homework every day.

6 Complete the sentences with "should or shouldn't".

1. You ..... eat breakfast before school.
2. You ..... check your timetable every morning.
3. Students ..... talk loudly during class time.
4. You ..... ask the teacher if you don't understand something.
5. You ..... finish your homework before playing basketball.

7 Write 4 sentences using should, shouldn't, positive and negative imperative.



#### Tip

##### Imperatives

- We use the **imperative** to give orders, instructions, or advice to tell someone what to do or not to do.
- We use the **base form** of the verb (without a subject).
- e.g. Open the door.
  - Sit down. (commands)
  - Stop talking. (commands)
  - Drink more water. (advice)
  - Turn on the computer. (instructions)

- For **negative form**, we use "Don't + inf. ".
- e.g. Don't run in the hallway.  
Don't be late.  
Don't talk in the library.

##### Should & Shouldn't for giving advice

- We use "should" and "shouldn't" to give advice or suggestions.
- To give advice about something good, we use "**should**".
- e.g. You should respect your school rules.
- To give advice about a bad idea, we use "**shouldn't**".
- e.g. You shouldn't talk in the library.

# LESSON 3 Staying Organized with a School Timetable



## Before you start

### 1 Answer the following questions.

1. Why do schools have a timetable?
2. What might happen if there were no timetables at school?



## Reading

### 2 Read the article. How does a timetable help you organize your school day?

Every school day is full of lessons, activities, and movement. To make everything run **smoothly**, schools use a timetable. A timetable shows the subjects for each **period** and helps students know what to bring and when to be ready.

Having a timetable is very important. It keeps students **organized** and helps them **manage** their time wisely. For example, if you have science first, you bring your lab book and coat. If you have art later, you prepare your colors and brushes. Teachers also follow the timetable, so every subject gets enough time.

At our school, the school day starts at 8:00 a.m and finishes at 3:00 p.m. We have eight periods every day with short breaks between lessons. On Sunday morning, our class teacher reviews the timetable with us so we can prepare for the week.

Sometimes, we change it for special events like Sports Day or the Science Fair, but most days we follow it carefully. The timetable teaches us **self-control**, responsibility, and respect for time, which helps everyone learn more **effectively**.





## Vocabulary

### 3 Match the words from column (A) with their meanings from column (B).

A	B
1. period	<input type="checkbox"/> to plan and arrange things in order
2. smoothly	<input type="checkbox"/> a fixed time in a school timetable during which a specific subject or activity is taught
3. organize	<input type="checkbox"/> to control or direct something successfully
4. effectively	<input type="checkbox"/> in a way that works well and produces good results
5. manage	<input type="checkbox"/> in a calm, easy, and regular way

### 4 Read the text again, and then do the following tasks.

#### (a) Read and write (T) True or (F) False.

1. A school timetable helps students know when each lesson starts and ends.
2. Students at the school finish their day at 2:00 p.m.
3. The class teacher reviews the timetable with students on Sunday morning.
4. Teachers use the timetable to make sure all subjects get enough time.
5. The timetable teaches students to be careless and unorganized.

#### (b) Answer the following questions.

1. What does a school timetable show?
2. Why is it important to have a timetable?
3. What time does the school day start and finish?
4. When do students review their timetable at school?
5. What do students learn by following their timetable?

## Speaking

### 5 Ask and answer questions about "Timetable at School".

**Topic:** "Our timetable"

1. **Think:** Do you think a timetable is important?

2. **Pair:** Ask your partner :

- Which day of the week is the busiest for you?
- How does a timetable help you stay organized and manage your time?

3. **Share:** Discuss your answers with the classmates.

#### Speaking Tip

Use expressions like :

- In my opinion ...
- I think that ...
- The best thing about our timetable is ...
- If we didn't have a timetable, ...

# LESSON 4 Story Time

## The Jungle Book by Rudyard Kipling



### Before you read, discuss in pairs

#### Introduction about the author

Rudyard Kipling (1865–1936) was a British writer, poet, and journalist. Born in India, he grew up surrounded by its culture and landscapes, which later inspired many of his stories. Kipling's most famous work, "The Jungle Book" (1894), is a collection of tales that mix adventure with moral lessons. It explores themes of identity, loyalty, courage, and the relationship between humans and nature. In 1907, Kipling became the first English writer to win the Nobel Prize in literature.

#### 1 Answer the following questions.

1. Based on the title, where do you think the story takes place?
2. What animals do you expect to meet in a story called "The Jungle Book"?



#### Reading

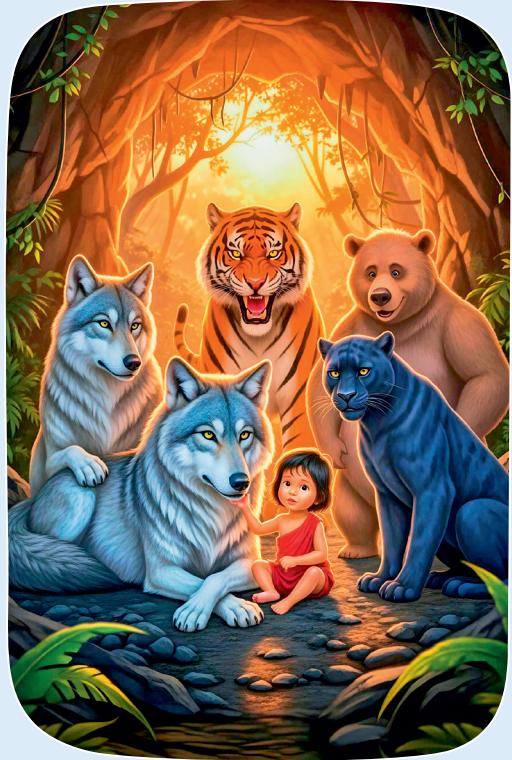
#### 2 Read the following text.

In the heart of the Indian jungle, a baby boy **wandered** away from his village and was discovered by Father Wolf and Mother Wolf. At first, the animals were astonished. Why should a human child **appear** in the wolves' cave? Shere Khan, the **wild** tiger, demanded the child for himself, saying that humans did not belong to the wild. But Mother Wolf stood **firmly** against him, saying the boy was hers now.

Baloo the bear and Bagheera the black panther **supported** her. Baloo, who taught the Law of the Jungle to all young animals, promised to train the child. Bagheera offered the price of a freshly killed **ox** to the wolf **pack** so they would accept the boy. So the child, named Mowgli "little frog", became part of the Seeonee wolf pack.

Mowgli grew up running with the **cubs**, learning the ways of the forest. Though human in body, he was raised by the laws of the jungle. Yet the shadow of Shere Khan remained, for the tiger swore he would one day destroy the man-cub.

### Chapter One Founding in the Jungle





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

### 3 (a) Match the words from column (A) with their meanings from column (B).

A	B
1. wandered	<input type="checkbox"/> violent and aggressive
2. wild	<input type="checkbox"/> a group of animals
3. supported	<input type="checkbox"/> moved or walked in a relaxed way
4. pack	<input type="checkbox"/> gave help and encouragement
5. cubs	<input type="checkbox"/> babies of certain animals such as lions

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

1. Where did the story take place? - In a .....  
a. forest      b. mountain      c. city      d. desert
2. Who discovered the baby boy in the jungle?  
a. Shere Khan      b. Baloo and Bagheera  
c. Father Wolf and Mother Wolf      d. The villagers
3. What did Bagheera offer to the wolf pack? - A .....  
a. deer      b. freshly killed ox  
c. dead fish      d. tiger

### 4 Answer the following questions.

1. What did Shere Khan want to do with the child ?
2. What did Baloo, the bear, promise to do?
3. Who supported Mother Wolf?
4. Did Shere Khan like Mowgli? Why or why not?

### 5 Read and write (T) True or (F) False.

1. The animals believed that human didn't belong to the wild.
2. The man cub was discovered by Shere Khan, the fierce tiger.
3. Bagheera offered a freshly killed ox in exchange of the boy.
4. Mowgli means "little frog".


### 6 Critical Thinking.

Answer the following questions.

1. How can you describe Mother Wolf?
2. Why do you think the animals were surprised when they first discovered the human child in the cave?

# LESSON 5 Let's Talk



## Before you read this conversation, ask a classmate

- How can school rules and timetables help us?



## Reading

- 1 Read the following dialog.

**Ahmed** : Mahmoud, the principal says we need to review the new school rules and timetable for this term.

**Mahmoud** : Yeah, I saw the notice. Some students were confused about the new timetable. What changes do you think we have to discuss?

**Ahmed** : Well, we start with the morning line. It's now at 7:45, so everyone must arrive earlier.

**Mahmoud** : That makes sense. It keeps the school more organized. Students should also wear the school uniform every day.

**Ahmed** : Right. And students mustn't use their phones during lessons. It's one of the most important rules.

**Mahmoud** : True. We should also plan how to manage homework time—maybe each class could have a fixed study period after school.

**Ahmed** : Good point! We can make a chart showing the daily timetable and class duties.

**Mahmoud** : Excellent! Let's present our ideas to the teacher tomorrow so everyone knows and follows the rules.



## Speaking

- 2 Find examples in the dialog of :

- Giving advice: .....
- Agreeing politely: .....
- Making a plan: .....

### Conversation Tip

Use these phrases in your conversation :

- We should ...
- Let's present ...
- That makes sense.
- True.
- Good point!
- Exactly.



## Role-Play

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:** What time does school start?

**Student B:** It starts at 7:30. We have **8 periods** a day.

**Student A:** **Right!** And what's our first lesson today?

**Student B:** It's English. **Don't** forget your notebook!

**Student A:** **Sure.** **By the way**, we mustn't use phones in class.

**Student B:** **Exactly!** Good students always follow the rules.



## Target Vocabulary

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

Let's – That's true – timetable – they're good – suggest – focused

**Sama** : Rana, our teacher said we need to talk about the new school rules and timetable.

**Rana** : Yes, I heard! The rules are a bit different this year. What do you think about them?

**Sama** : I think (1) ..... For example, students must be in class before 8 o'clock.

**Rana** : (2) ..... It helps everyone start the day on time. But I think we should have a longer break.

**Sama** : Maybe! But the (3) ..... is already full with lessons and activities.

**Rana** : Right. Still, we could (4) ..... changing the order of some subjects—like having P.E. before break.

**Sama** : Good point! It would make students more active and (5) ..... after the break.

**Rana** : (6) ..... write our ideas down and share them with the class tomorrow.

# LESSON 6 My School Report



## Before You Write, Let's Get Ready

### Target language

- My opinion... / I think that... / The best thing about...
- My favorite... / What I like most... / The problem is...

### Target vocabulary

- Read this school report and complete it.
- Try to include at least 6 of these words in your report.

**library - helpful - fun - learn - service - playground - uniform - line**

### Writing

- Read and complete the following report with words from the box above.

#### My School Day

I am a student at a preparatory school in Cairo. I want to tell you about my school life and what I think about it.

First, our school is an old building and has two floors. We have 15 classrooms, a big (1) ..... , one computer lab, and a gym.

Next, my teachers are very (2) ..... and patient. My favorite teacher is Mrs. Nermin, who teaches English. She makes learning easy and (3) ..... with games and songs.

The students at my school are friendly and respectful. After school, I play in the school (4) ..... , and then I attend the art club. After that we also have sports teams and a drama club.

Overall, I really like my school. The learning is good, and I have many friends. I think my school is a great place to (5) ..... and grow.

#### Writing Tip

##### A school report includes

1. **Start with a title:**  
e.g. "My School Day"
2. **Write an introduction:**  
Begin with general information  
e.g. "Our school day starts at 7:30 and ends at 2:00"
3. **Use paragraphs :**  
► Each paragraph should talk about one idea.
4. **Use time words :**  
e.g. "first, then, after that ..."
5. **End with a conclusion.**  
► Write your opinion or feeling :  
e.g. "I enjoy my school because I learn many new things".

### Writing Task.

- Write your own school report (90-100) words. Include:
  - Description of the building and facilities
  - Information about teachers and subjects
  - Student life and activities



# Assessment Corner

## A. Vocabulary

**1** Read and complete using the words from the box.

uniform – timetable – library – follow – experiments

1. A ..... shows your classes for each day of the week.
2. Students must wear their school ..... every day at school.
3. Students should ..... all school rules..
4. We borrow books and study quietly in the school .....
5. We enjoy doing scientific ..... in the lab.

## B. Language

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

1. ..... your homework before you play video games.  
a. Should      b. Do      c. Shouldn't do      d. Don't
2. You ..... talk on your phone during class.  
a. should      b. don't      c. shouldn't      d. must
3. ..... late for school! It's important to be on time.  
a. Don't be      b. Shouldn't be      c. Be not      d. Aren't
4. Students ..... ask the teacher if they don't understand the lesson.  
a. shouldn't      b. should      c. mustn't      d. do
5. ..... your school uniform every morning to look tidy.  
a. Should wear      b. Wear      c. Wears      d. Shouldn't wear

## C. Writing

**3** Write your own class report (90-100) words. Include the rules your class follow and your own timetable.

.....

.....

.....

.....

.....

# UNIT 8

# Learn Smart, Learn Easy

## Learning Outcomes

### Reading

- Identify the main idea of a text about games and getting smarter
- Identify specific details

### Listening

- Identify the gist of a text about games and getting smarter
- Identify how teachers make learning fun
- Identify a teacher's advice and belief about learning

### Speaking

- Participate in a mini debate using reasons and vocabulary from the lesson
- Share ideas about how to make learning fun
- Discuss different study methods and learning preferences

### Language

- Contrast connectors

### Writing

- Create a "Study Tips" poster with 4-5 practical tips and explanations (90-100) words



# LESSON 1

# Can Games Make You Smarter?



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. Do you play video games? What games are they?
2. Can games help you learn? How?
3. What's your favorite game? Why is it fun?



## Reading

### 2 Read the following text. What advice does the writer give in the text?

Many people think video games are just for fun, but scientists believe games can make you smarter! Research shows that certain games can improve **concentration** and help players solve problems faster.

Brain training games are especially popular with students. These games focus on memory skills, math, and language learning. When you play puzzle games, your brain works harder to find solutions. This **mental** exercise helps you think more clearly in real life.

However, **experts** say not all games are educational. Action games can develop quick thinking, but players need to choose games carefully. The best learning games **combine** fun with education. They make skill development enjoyable and **effective**.

Many teachers now use games in their classrooms. Students learn better when they're having fun. Games can make difficult subjects like math and science more interesting. They also help **shy** students **participate** actively in lessons.

So, can games make you smarter? The answer seems to be yes – if you choose the right games and don't play too much!



## Think about this

### 3 Read the text again, and answer the following questions.

1. Does the writer think video games can make you smarter?
2. What kind of games help your brain most?
3. Why do teachers use games in classrooms?
4. Are all video games good for learning? Why or why not?
5. How can games help shy students?



## Vocabulary

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

A	B
1. concentration	<input type="checkbox"/> not confident to talk to others
2. mental	<input type="checkbox"/> to take part in an activity
3. experts	<input type="checkbox"/> focusing your mind on one thing
4. combine	<input type="checkbox"/> people who know a lot about something
5. shy	<input type="checkbox"/> related to the mind or thinking
6. participate	<input type="checkbox"/> to put things together

### 5 Fill in the blanks using these words.

concentration - mental - experts - combine - participate - shy

1. Reading books helps with ..... growth.
2. She is so ..... that she can't speak in front of strangers.
3. You need good ..... to finish your homework without getting distracted.
4. All students should ..... in the school sports day.
5. If you ..... milk and chocolate, you get chocolate milk.
6. The teacher invited science ..... to talk to the class.



## Speaking

### 6 Mini Debate: "Should We Play Games at School?"

In two groups:

- Team 1 - YES — Games help us learn better!
- Team 2 - NO — Games are just for fun; not learn!

Each team prepares 2 simple reasons using words from the lesson.

Then, each group shares.

Use phrases like:

- "I agree because..." or "I don't agree because..."



I think games are good because...

But sometimes they are not good because...

# LESSON 2 How Teachers Make Learning Fun

## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. Do you like fun lessons? What makes a lesson fun for you?
2. Should teachers be funny in class? Is that okay? Why or why not?
3. How can you learn about space in a fun way?



## Listening

### 2 Listen to the audio. Then, write (T) True or (F) False.

1. Mrs. Manal uses games and group activities to make learning fun.
2. All students prefer noisy and active tasks in the classroom.
3. Mrs. Manal uses technology but makes sure it doesn't distract students.
4. Fun activities help students remember information better.

### 3 Listen to the audio again. Then, choose the correct answer from a, b, c or d.

1. Mrs. Manal uses games and group activities to make learning .....  
a. difficult      b. boring      c. fun      d. slow
2. Some students prefer quiet tasks, so the teacher tries to .....  
a. ignore their needs      b. balance different styles  
c. use only technology      d. stop group work
3. The teacher uses videos and apps; however, she makes sure they .....  
a. distract the class      b. replace teaching  
c. support the lesson      d. take more time
4. Fun activities help students remember information better, but the teacher believes the key is .....  
a. having no rules      b. long games  
c. clear learning goals      d. using only technology

### 4 Listen again and answer the following questions.

1. How does Mrs. Manal choose the games for her students?
2. What kind of technology does Mrs. Manal use for her lessons?
3. How can fun activities improve students' learning?

## Language in Use

### 5 Choose the correct form.

1. Educational games are effective, ..... they cost a lot of money. (**but/however**)
2. Students enjoy interactive lessons. ...., some prefer traditional methods. (**But/However**)
3. .... technology helps learning, it can't replace good teachers. (**While/But**)
4. Fun games take more time to prepare, ..... teachers see better results. (**but/while**)

### 6 Combine the sentences. Use the connector in brackets.

1. Games improve memory. Not all games are educational. (**However**)
2. Stories make learning fun. Some students prefer facts and numbers. (**while**)
3. Technology engages students. Schools need proper equipment. (**but**)
4. Fun methods work well. They require teacher training. (**but**)

### 7 Complete the text with contrast connectors.

Educational technology is becoming very popular in schools today. Students love using tablets and computers for learning. (1)....., teachers need training to use these tools effectively.

Interactive games make math and science more interesting. (2)..... games are motivating, students still need to practice basic skills through traditional methods.

Many schools want to buy new technology. (3)....., sometimes it is difficult. School administrators support digital learning, (4)..... teachers will always be the most important part in the educational system.

### Tip



## Speaking

### Think-Pair-Share

#### 8 Ask and answer questions about "How you would make learning fun".

**Topic:** "How you would make learning fun"

1. **Think:** If you were the teacher, how would you make learning fun?

2. **Pair:** Take turns sharing your idea using this simple frame:

- I would teach ..... (subject/topic).
- I would use ..... (game/song/etc.).
- It would be fun because ..... !

3. **Share:** Your idea with the whole class.

### Contrast Connectors

We use contrast connectors to show "differences" or "opposite ideas".

#### Form and Usage

##### 1. BUT

Used between two clauses in one sentence  
Shows direct contrast

Example: Games are fun, **but** they should also be educational.

##### 2. HOWEVER

Used at the beginning of a new sentence  
More formal than "but"

Always followed by a comma

Example: Students love video games. **However**, parents worry about too much screen time.

##### 3. WHILE

Shows contrast between two simultaneous ideas

Can start a sentence or come in the middle

Example: **While** traditional methods work well, modern techniques engage students more.

# LESSON 3 Singing, Stories, and Smart Learning



## Before you start

### 1 Answer the following questions.

1. Do you like learning with songs, stories, or videos? Why?
2. How do you usually remember new information best?



## Reading

### 2 Read the following text. What activities make learning more fun and effective?

Today, schools around the world are moving towards **smart learning**. This modern way of education uses digital tools, songs, and stories to make lessons more exciting. Instead of memorizing facts, students explore ideas in a creative and **interactive** way. Smart learning helps students connect knowledge to real life and enjoy every moment of study.

Singing is not only fun – it also helps with memory and pronunciation. When students sing educational songs, they remember vocabulary and grammar more easily. Music improves focus, builds confidence, and creates a happy atmosphere in the classroom. Teachers often use songs to make students repeat new phrases naturally without feeling bored or **anxious**.

Stories are another powerful tool in smart learning. Through stories, students learn about values, emotions, and culture. They also practice listening, reading, and speaking skills. Good stories make lessons more **meaningful** and help students **imagine** and **empathize** with others. Together, singing and storytelling turn classrooms into creative spaces full of learning and joy.



### 3 Read the text again. Then answer the following questions.

1. What makes smart learning different from traditional learning?
2. How does singing help students in class?
3. Why are stories important in smart learning?
4. Which technique do you enjoy more – singing or storytelling? Why?

**4** Read the following sentences and write (T) True or (F) False.

1. Smart learning focuses only on memorizing facts. \_\_\_\_\_
2. Singing helps students remember vocabulary and grammar. \_\_\_\_\_
3. Teachers avoid using songs because they make students anxious. \_\_\_\_\_
4. Stories help students understand values and emotions. \_\_\_\_\_
5. Singing and storytelling make classrooms more creative and enjoyable. \_\_\_\_\_



## Vocabulary

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

A	B
1. interactive	<input type="checkbox"/> to understand other's feelings
2. anxious	<input type="checkbox"/> having real importance or purpose
3. meaningful	<input type="checkbox"/> involving active participation and communication
4. imagine	<input type="checkbox"/> worried or nervous
5. empathize	<input type="checkbox"/> to form ideas in the mind about something

**6** Complete the sentences with words from the box below.

imagine – meaningful – interactive – empathize – anxious

1. The new English app is very .....; it lets students talk and play learning games together.
2. Before the exam, many students feel ..... and can't sleep well.
3. Helping others makes our lives more ..... and full of purpose.
4. It's important to ..... with your friends when they are sad or upset.
5. Close your eyes and ..... you are walking on the moon !

# LESSON 4 Story Time

## The Jungle Book by Rudyard Kipling



### Before you read, discuss in pairs

#### Chapter Two

##### The Law of the Jungle

###### 1 Answer the following questions.

1. What kind of lessons do you think Mowgli might learn from Baloo and Bagheera in the jungle?
2. What do you think might happen if someone in the jungle breaks the “Law of the jungle”?



### Reading

###### 2 Read the following text. Who rescued Mowgli?

Baloo began Mowgli's training in the Law of the jungle. He taught him respect for the hunting grounds, the importance of loyalty, and the **warning** cries of different animals. Bagheera added lessons of hiding, climbing, and self-defense. Though sometimes **tough**, Mowgli loved his teachers and followed their advice.

Yet not all creatures followed the law. One day, the **naughty** Bandar-log, the monkey, **kidnapped** Mowgli. They carried him high into the trees, saying that they would make him their leader. But the Bandar-log were chaotic without order or honor. Mowgli soon realized their false promises.

Baloo and Bagheera, **hopeless** to save their pupil, asked for help from Kaa, the giant python. Together, they stormed the monkeys' ruined city. In a wild struggle, Kaa's coils and the **guardians'** strength **scared** and drove away the Bandar-log. Mowgli was saved, grateful for the loyalty of his friends.

This adventure taught him that not all who call themselves friends can be trusted. True friendship, he realized, came from loyalty and respect.





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

### 3 Match the words from column (A) with their meanings from column (B).

A	B
1. scared	<input type="checkbox"/> taken away by force
2. warning	<input type="checkbox"/> liking to play tricks or cause trouble
3. tough	<input type="checkbox"/> a sign to help avoid danger
4. naughty	<input type="checkbox"/> difficult to do
5. hopeless	<input type="checkbox"/> frightened of something or nervous about something
6. kidnapped	<input type="checkbox"/> feeling no hope

### 4 Answer the following questions.

1. Who began Mowgli's training?
2. Which animal helped Baloo and Bagheera save Mowgli?
3. How did Mowgli feel after he was saved?
4. Who kidnapped Mowgli? Why?
5. What kind of animal is Kaa?
6. How is the behavior of Bandar-log described in the story?

### 5 Read and write (T) True or (F) False.

1. Baloo taught Mowgli how to hunt animals only.
2. Bagheera's lessons included hiding and climbing.
3. The Bandar-log made Mowgli their leader.
4. Mowgli learned that loyalty and respect are parts of true friendship.

### 6 Critical Thinking.

#### Answer the following questions.

1. Why do you think Baloo taught Mowgli the cries of different animals?
2. What does the story teach us about the difference between true friends and false friends?

# LESSON 5 Let's Talk



## Before you read this conversation, ask a classmate

**1** In pairs, answer this quick quiz about your learning preferences, then compare with a partner.

1. I remember better when I .....

- a. read
- b. listen
- c. see pictures
- d. move around

2. I prefer to study .....

- a. alone
- b. with others
- c. in silence
- d. with music

**2** Read this conversation between Samir and Maher who are discussing study methods for an upcoming test.

**Samir** : Hey Maher, how are you preparing for the science test? I'm **struggling** with the vocabulary.

**Maher** : I use flashcards. You should try making your own—they help me memorize **definitions**.

**Samir** : I've tried, but they got boring.

**Maher** : Add colors and pictures! I draw diagrams. Visual memory really helps.

**Samir** : Good idea. But what about long processes, like **photosynthesis**?

**Maher** : Make a story! Connect each step to something familiar. Understanding is better than memorizing.

**Samir** : I usually just reread notes. Maybe I need to change.

**Maher** : Definitely. What helps you remember in daily life?

**Samir** : Song lyrics!

**Maher** : Perfect! Turn facts into songs.

**Samir** : Brilliant! I also teach my sister.

**Maher** : Let's study together and mix our methods!

### 3 Complete the missing expressions in the dialogs.

#### dialog 1:

A : ..... do you remember new vocabulary?

B : I ..... use flashcards with pictures.

A : ..... a good idea! I ..... try that.

#### dialog 2:

A : I can't memorize this poem for English class.

B : You ..... read it aloud several times.

A : ..... that. Does it work for you?

B : Yes, ..... helps me remember the rhythm.

### Conversation Tip

#### Useful Expressions

##### Sharing Your Methods:

I usually...

What works for me is .....

I find it helpful to...

My strategy is to...

I prefer to...

##### Giving Advice:

You should...

Why don't you...?

Have you considered...?

It might help to...

##### Asking About Methods:

How do you remember...?

What's your strategy for...?

Do you find it useful to...?

##### Responding politely

That's a good/great idea!

I never thought of that.

That sounds interesting.

I'm not sure that would work for me.

I'll definitely try that.

### Group Debate - "What's Better for Learning?"

**Debate Topic:** What is the most effective way to learn: books, games, videos, or comics?

#### Groups:

**Team Books:** Traditional reading materials

**Team Games:** Educational games and interactive activities

**Team Videos:** Educational videos and documentaries

**Team Comics:** Graphic novels and educational comics

#### Sample Arguments:

**Team Books:** Books build thinking skills and improve vocabulary. They make you imagine and focus, not just be entertained.

**Team Games:** Games give quick feedback and keep students motivated.

**Team Videos:** Videos explain hard ideas quickly with pictures, sound, and text. They suit many learning styles, but students must stay active, not just watch.

**Team Comics:** Comics make learning easier and fun. They mix pictures and text well. Some think they're not serious, but studies show they improve reading.

# LESSON 6 Creating a “Study Tips Poster”



## Before You Write, Let’s Get Ready

Work in groups. Think of good study tips. Write your ideas.

Study environment: .....

Time management: .....

Study methods: .....

Motivation: .....

## Target language

Giving advice: You should..., It’s important to..., Make sure you...

Explaining reasons: This helps you..., This way you can..., Because...

Connecting ideas: Also, Additionally, Furthermore, However

## Target Vocabulary

quiet – space – distraction – loud – concentrate – remember – regular breaks – learning methods – brain – study plan – schedule.

## Writing

### Sample Student Poster

#### SUPER STUDY TIPS

#### Help Yourself Learn Better!

- Find a quiet place to study. Choose a space without distractions like T.V or loud music. This helps you concentrate better and remember information longer.
- Take regular breaks. Study for 30-40 minutes, then rest for 10 minutes. Your brain needs time to process information, so breaks actually help you learn more!
- Use different learning methods. Don’t just read - also write notes, draw diagrams, or explain topics to friends. Different methods help different parts of your brain.
- Set small, achievable goals. Instead of “study everything,” try “finish chapter 1 today.” Small goals motivate you and make big tasks feel easier.

Remember: Practice makes perfect! You can do it!

#### Writing Tip

#### Poster Structure

##### Title

Tip 1: [Advice] + [Reason]

Tip 2: [Advice] + [Reason]

Tip 3: [Advice] + [Reason]

Remember: [Final encouraging message]

## Writing Task

Create a “Study Tips” poster for new students at your school. Include 4-5 practical tips with explanations.



## Assessment Corner

## A. Vocabulary

### 1 Fill in the gaps using the words in the box.

mental - effective - animations - combine - memorize

1. I need to ..... all the new vocabulary for the test.
2. The children loved the colorful ..... in the online story.
3. You should ..... study with rest to stay healthy and focused.
4. Regular practice is the most ..... way to improve your English.
5. Playing puzzles helps improve your ..... skills and concentration.

## **B. Language**

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

## **C. Writing**

**3 Design a poster of about (90 - 100) words about getting ready for the exam. Include:**

**Giving advice :** You should..., It's important to..., Make sure you...

**Explaining reasons :** This helps you..., This way you can..., Because...

## Connecting ideas : Also, While, but, However

# UNIT 9

# Jobs & Skills

## Learning Outcomes

### Reading

- Identify the main idea in a text about job profiles
- Analyze a job profile
- Determine the meaning of unknown words based on context

### Listening

- Identify the gist in a text about workers' stories
- Identify key details about workers' jobs, feelings, and main responsibilities
- Recognize the meanings of new words related to job experiences based on context

### Speaking

- Discuss and present ideas about a dream job, including required skills and responsibilities
- Role-play a job interview, asking and answering questions about skills and values
- Discuss the importance of different jobs

### Language

- Cause & Effect

### Writing

- Write a paragraph about a future job, including interests, skills, why chosen, and future goals



# LESSON 1 Job Profiles



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. What jobs do you think are most important in society? Why?
2. What job would you want to do? Why?



## Reading

### 2 Read the following text, and guess the meanings of the words in bold.

A job **profile** is a short but clear description of a person's work, skills, and **responsibilities**. It acts like a guide that helps both employers and employees understand exactly what is expected in a particular role. For example, the job profile of a teacher includes facilitating student learning and development, preparing lessons, explaining ideas in a simple way, and supporting students in their learning journey. A mechanical engineer's profile is quite different: it involves solving technical problems, testing equipment, and ensuring safety in workshops and factories. A nurse's profile focuses on caring for patients, giving medicines correctly, and supporting doctors during treatment.

Job profiles often mention the specific skills needed, such as **communication**, teamwork, problem-solving, and sometimes leadership. They also highlight **qualifications**, like university degrees, certificates, or technical training.

For young people, understanding job profiles is very useful because it helps them plan their future. When you know what a job requires, you can decide if it matches your own interests, **strengths**, and **career** goals.



## Think about this

### 3 Read the text again, then answer the following questions.

1. Why is having a clear job profile important for both employers and employees?
2. In what way can a job profile help young people plan their future careers?
3. Which skills do you think are most important for success in any job profile?
4. Give examples of qualifications needed for a person's job profile?
5. If you were writing your own future job profile, what skills and responsibilities would you include?





## Vocabulary

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

A	B
1. responsibilities	<input type="checkbox"/> the way people share ideas, thoughts, or feelings
2. qualifications	<input type="checkbox"/> the work a person does through life
3. career	<input type="checkbox"/> duties or tasks someone must do
4. communication	<input type="checkbox"/> studies or training needed for a job

### 5 Read again, and choose the correct answer from a, b, c, or d.

- What is a job profile?
  - A list of people working in a company and their duties in it.
  - A short description of a person's work, skills, and responsibilities
  - A certificate given after finishing a job
  - A type of online application for a job
- Which of the following tasks is part of a teacher's job profile?
  - Caring for patients
  - Designing machines
  - Preparing lessons
  - Making products
- What is often included in a job profile?
  - Family details
  - Skills and qualifications
  - Holiday plans
  - Favorite hobbies
- Why is understanding job profiles important for young people?
  - To learn new languages
  - To choose the right career
  - To make friends
  - To get more free time

### Tip

#### A Job Profile

- A job profile tells about a person's work, skills, and responsibilities.
- Use the present tense to describe what the person does.
- Include details like where they work, what they enjoy, and their qualifications.



## Speaking: "Dream Jobs"



## Think and discuss in pairs

- What's your dream Job?
- Why do you want to do that job?
- What skills or talents does it need?
- Who inspired you to choose this job?

# LESSON 2 Workers' Stories



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. What do you think is the hardest part of most jobs?
2. Why do people change jobs sometimes?



## Listening

### 2 Listen to the audio. Then, in pairs, guess the meanings of the words in the box below.

tiring – useful – mindful – exciting - dangerous



### 3 Listen again and answer the following questions.

1. What time does Ali wake up?
2. Why must Ali stay focused on the road?
3. What is Samir's job?
4. What is Hassan's passion?
5. What makes Rana's job sometimes dangerous?

### 4 Listen to the audio again. Then, write True (T) or False (F).

1. Ali drives buses only in the evening.
2. Rana is always mindful and careful.
3. Samir fixes computers.
4. Hassan loves cooking.
5. Rana never interviews people.


### 5 Complete the following table using your dictionary.

Word	Synonym	Antonym
tiring	.....	relaxing, easy
useful	helpful, valuable	.....
mindful	careful, aware	.....
exciting	.....	boring, dull
dangerous	risky, unsafe	.....



## Language in Use

### 6 Fill in the blanks with the correct connector.

1. The bus was late, ..... we missed the class.
2. She worked hard, ..... she got a promotion.
3. He didn't sleep well last night, ..... he is very tired today.
4. The streets were flooded; ..... people couldn't go to work.
5. I borrowed an umbrella ..... it was raining.

### 7 Find the mistakes in the following sentences and correct them.

1. He stayed home so he was sick.
2. Since it was raining, so they didn't go out.
3. The roads were flooded because the school was closed for the day.

### 8 Rewrite the sentences correctly using the words between brackets.

1. He didn't come to school because he was ill. (so)
2. I was tired so I went to bed early. (since)
3. The streets were wet because it rained. (therefore)
4. She studied hard so she passed the exam. (because)
5. We stayed at home because it was raining. (as a result)



## Speaking

### 9 Work in pairs. Make two cause-and-effect sentences about jobs.

**Example:** The mechanic fixed the car quickly, so the customer was happy.

**Example:** Since the doctor was busy, the nurse helped the patients.

### Tip

#### Cause & Effect

- because / since → show the reason  
e.g., He stayed home **because** he was sick.  
e.g., She passed the exam **since** she had studied hard.
- so / therefore / as a result → show the result  
e.g., He was sick, **so** he stayed home.  
e.g., She studied hard; **therefore**, she passed the exam.  
e.g., The shop was closed; **as a result**, we couldn't buy anything.

# LESSON 3 Career Advice



## Before you start

### 1 Answer the following questions.

1. How can a person know if a job is right for them?
2. Should people choose jobs only for money? Why or why not?



## Reading

### 2 Read the following text, and guess the meanings of the words in bold.

Choosing the right career is one of the most important decisions in life. People spend many years working, so their jobs greatly affect their happiness, health, and even relationships.

A good career can give you **motivation** and happiness. When thinking about a career, you should always begin with your **interests**. For example, if you love helping people, or nursing, social work could be an excellent choice. If you enjoy solving problems and working with technology, or computer science, programming may suit you. If you are a creative person, jobs such as architecture, writing, music, or cooking might be more satisfying.

It is also important to consider your skills, qualifications, and personality. Some careers require years of university study, while others depend on training or experience. Students should also think about job **opportunities** in the future and how careers connect to their country's needs.

Because work is such a big part of life, choosing the wrong job can cause **stress**, and **disappointment**. However, the right choice can bring success, confidence, personal growth, and long-term **satisfaction**. Therefore, students should carefully explore many options before making a final decision about their future.

### 3 Read the text again. Then do the following tasks.

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

1. People should choose a job carefully because .....
  - it can bring happiness or stress
  - it is always easy
  - jobs never change
  - everyone has the same skills
2. If you enjoy helping people, .....
  - engineering may fit you
  - nursing could be a good choice
  - cooking is your best option
  - journalism is the only path

3. Some jobs require .....  
a. hobbies and games  
b. university degrees or training  
c. free time only  
d. no skills at all

4. Choosing the wrong career can lead to .....  
a. stress and disappointment  
b. success and satisfaction  
c. more free holidays  
d. better health and wealth

5. According to the text, a creative person might enjoy working in .....  
a. graphic design or writing  
b. programming  
c. farming and fishing  
d. teaching and nursing

**4** In pairs, answer the following questions.

1. How can a person's job affect their happiness, health, and relationships?
2. Which career could be a good choice for people who love solving problems with technology?
3. How do creativity and personality influence career choices?
4. Why is it important to think about qualifications and training when planning a career?
5. How can the needs of a country affect the job opportunities available to students?



## Vocabulary

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

A	B
1. interests	<input type="checkbox"/> a feeling of sadness, unhappiness and dissatisfaction.
2. motivation	<input type="checkbox"/> feeling happy and proud of what you did
3. disappointment	<input type="checkbox"/> feeling worried or under pressure
4. stress	<input type="checkbox"/> things you like or enjoy
5. satisfaction	<input type="checkbox"/> what pushes you to do something and helps you keep going until you succeed.



## Speaking : Giving Career Advice

**6** Work in pairs to practice asking for and giving career advice using expressions like (You should ... , If I were you ... , It's a good idea to ... , Why don't you ... )

**Student A** talks about what job he/she wants in the future.

**Student B** listens and gives advice about how to reach that dream job.

**Now, exchange roles and use the phrases in the box to help you.**

# LESSON 4 Story Time

## The Jungle Book by Rudyard Kipling



### Before you read, discuss in pairs

### Chapter Three The Secret of Fire

#### 1 Answer the following questions.

1. What do you think fire represents for humans and animals?
2. Why do you think some animals might not trust Mowgli even though he grew up in the jungle?



#### Reading

#### 2 Read the following text. What happened at the wolf council?

As Mowgli grew, so did Shere Khan's **hatred**. The tiger could not accept a human living among the animals. He whispered lies to the wolf pack, warning them that Mowgli would bring fire and **ruin** to the jungle. Some wolves began to **doubt** the boy's place.

Bagheera warned Mowgli that the day would come when he must face the tiger directly. "Men have one power the jungle fears," he said. "You must learn the secret of fire." Following this advice, Mowgli visited the nearby village, watching humans closely. From them, he secretly stole a pot of burning coals, which he guarded carefully.

The **tension** grew. At the wolf council, Shere Khan wanted Mowgli to leave the jungle. The pack argued, torn between **loyalty** to the boy and fear of the tiger. At last, Mowgli **revealed** the secret **weapon**. Holding up the fire, he drove Shere Khan back. The tiger moved back but still wanted revenge.

Though he won, Mowgli felt sad. He realized that many wolves no longer saw him as one of their own. He loved the jungle, but problems between them had started. His fate, he felt, might be away from the pack.





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

### 3 Match the words from column (A) with their meanings from column (B).

A	B
1. hatred	<input type="checkbox"/> a mind affected by stress
2. doubt	<input type="checkbox"/> not being sure
3. tension	<input type="checkbox"/> the act of hurting someone who hurt you first
4. loyalty	<input type="checkbox"/> very strong feeling of dislike
5. revenge	<input type="checkbox"/> a strong feeling of support

### 4 Answer the following questions.

1. Who hated Mowgli? Why?
2. What warning did Shere Khan give the wolves about Mowgli?
3. What did Bagheera tell Mowgli about the power of jungle fears?
4. Where did Mowgli get the fire from?

### 5 Read and write (T) True or (F) False.

1. Shere Khan whispered lies to the wolves.
2. Mowgli took burning coal from the jungle.
3. Bagheera advised Mowgli to learn about fire.
4. Mowgli used fire to drive away the wolves.

### 6 Critical Thinking.

Answer the following questions.

1. Why do you think Mowgli felt sad after he won against Shere Khan?

.....

2. Why did Mowgli think that his fate might be away from the pack?

.....

# LESSON 5 Let's Talk



## Before you read this conversation, ask a classmate

1 In pairs, answer the following questions.

1. What skills do you think are important for someone to be successful in a job?
2. Do you believe certificates are enough to get a good job? Why or why not?



## Reading

2 Read the following dialog.

### Talking about Job Skills

**Sara** : Hi, Lina. Are you still reading about careers?

**Lina** : Yes, but this book talks about how interests and values shape your job choice.

**Sara** : That sounds interesting! Can you give me an example?

**Lina** : Sure. For example, if someone enjoys nature, they might become an **environmental scientist**.

**Sara** : Oh, that's different. What about people who like helping their communities?

**Lina** : They could think about public service, like working in **community development**.

**Sara** : I see. And what about people who are good at organizing things?

**Lina** : Then jobs in event planning or project **management** could be great for them.

**Sara** : That makes sense. So, what do you think matters : more- skills or values?

**Lina** : I'd say values, because they guide you toward a career that truly matches your personality. What do you think?

**Sara** : I agree. A job feels more meaningful when it fits what you believe in.

### Conversation Tip

#### Key Expressions from the Dialog

1. **"That sounds interesting!"**  
A polite expression to show curiosity and encouragement.
2. **For example, "If someone enjoys nature, they might become an environmental scientist."**  
A model for giving examples when explaining an idea.
3. **"What about people who are good at organizing things?"**  
Useful for asking follow-up questions in a conversation.



## Speaking

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

1. Which do you think is more important when choosing a career: skills, values, or interests? Why?
2. Can you give an example of a career that connects to nature or the environment?
3. What kind of jobs can people do if they are good at organizing?
4. Why do you think values are important in choosing a career?
5. How can a job feel more meaningful when it matches your personality?

### 4 Read and complete the dialog between Ramy and Nader.

**Nader:** Hi, Ramy. I'm preparing a presentation about job skills for our class project.

**Ramy:** Oh, nice! Which skills are you going to include?

**Nader:** Well, I already wrote about communication and teamwork. But I still need to add (1) .....

**Ramy:** That's a good one. I believe problem-solving is very important too, because (2) .....

**Nader:** You're right. Without problem-solving, many jobs would be difficult. I'm also thinking about flexibility. Workers today should (3) .....

**Ramy:** Exactly! Technology and workplaces change so fast. If people are flexible, they can keep learning.

**Nader:** Yes, and motivation is also important. People who are motivated work harder and achieve more.

**Ramy:** I totally agree. In fact, if we have all these skills and values, we can (4) .....

**Nader:** Perfect! I'll add that point to my presentation. Thanks for your help, Ramy.

**Ramy:** Anytime, Nader. Good luck with your project!

# LESSON 6 My Future Job



## Before You Write, Let's Get Ready

### Target Language

- I would like to be a doctor because I enjoy helping people.
- He hopes to become an engineer in the future.

### Target Vocabulary

ambitious - creative - responsible - skilled - challenging - rewarding - successful - in the future - one day - when I grow up - my dream is - I hope to



### Writing

- 1 Read this model paragraph and identify the different examples of useful language phrases.

My dream job is to become a teacher. I enjoy explaining ideas to others, and I like helping students learn new things. Teaching is not always easy, but I believe it is a very rewarding career. For example, a teacher can inspire students and make them confident about their abilities. In the future, I hope to teach English because it is an international language that connects people from all over the world. I know it will take hard work and patience, but I am ready to follow this dream.

#### Writing Tip

##### Useful Language phrases

**Describing interests:** I like..., I enjoy..., I am interested in...

**Explaining reasons:** because, since, that's why, so that

**Future expressions:** I will..., I want to..., I hope to..., I would like to...

**Giving examples:** such as, for example



## Your Task

### 2 Complete the passage with words from the box.

responsibilities – rewarding – ambitious – difficult – challenging

#### My Future job

I want to be a doctor in the future. It's a very ..... job because you have to help sick people every day. I know it will be ..... , but I am ..... and ready to work hard. Doctors have many important ..... such as caring for patients and saving lives. I believe being a doctor is a truly ..... career.

### 3 Write your own paragraph (90–100) words about your future job. Choose one scenario.

**Option 1:** A future job in education

**Option 2:** A future job in science or technology

**Option 3:** A future job in arts, sports, or business

#### Include:

- Your interests and skills
- Why you chose this job
- What you hope to achieve in the future
- Expressions like (will, want to, hope to, would like to)

#### Peer Check

Exchange your paragraph with a partner and check:

- ✓ Is the paragraph clear and complete?
- ✓ Are reasons and future goals included?
- ✓ Is the vocabulary suitable and varied?
- ✓ Are there any spelling/grammar mistakes?



## Assessment Corner

## A. Vocabulary

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

## **B. Language**

**2** Fill in the blanks with the correct connector (because, since, so, therefore, as a result).

1. She studied hard, ..... she passed the exam.
2. He stayed home ..... he was sick.
3. The shop was closed; ....., we couldn't buy anything.
4. The bus was late; ..... we missed the class.
5. I borrowed an umbrella ..... it was raining.

## **C. Writing**

### 3 Write a paragraph (90–100) words about your dream job.

Mention your skills and interests.

Explain why you chose this job.

Use expression (will, want to, hope to, would like to).

Give one example of a responsibility in that job.

# Review 3

## Lesson 1



### 1 Listen to the audio, then choose the correct answer.

- Some games can improve your ..... , problem-solving skills, and concentration.  
a. memory      b. hunger      c. speed      d. energy
- Puzzle games and strategy games help players ..... carefully and make quick decisions.  
a. sleep      b. eat      c. think      d. run
- It is important to play games in ..... .  
a. a hurry      b. moderation      c. groups      d. competition
- Playing too much games can badly affect schoolwork, sleep, and ..... .  
a. homework      b. friends      c. money      d. health

### 2 Complete the following dialog.

Maha and her friend Nada are talking about school life.

**Maha :** I have so much homework and exams these days!

**Nada :** Me too! School is really busy.

**Maha :** (1) .....

**Nada :** That's true! Do you make a plan for your tasks?

**Maha :** (2) .....  
I need to focus more.

**Nada :** Taking short breaks helps me finish my work.

**Maha :** (3) .....

**Nada :** Yes! It's easier to learn when classes are fun.

**Maha :** (4) ..... ?

**Nada :** I do my homework first, then I read or draw. It helps me relax.

### 3 Fill in the spaces with words from the box.

uniform / wild / manage / combine / anxious

- All students must wear a school ..... every day.
- We saw some ..... animals during our trip to the jungle.
- She felt ..... before giving her first presentation.
- It is hard to ..... studying, sports, and hobbies at the same time.
- You can ..... art and science to create interesting projects.

**4** Write a paragraph of (90 – 100) words about healthy habits.

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

## Lesson 2

**1** Read the following text, then answer the questions.

Every job needs different skills. Some jobs need practical skills, like building, cooking, or fixing things. Other jobs need thinking skills, like solving problems, planning, or designing. Communication and teamwork are important in almost every job. Technology skills are also becoming more important today because many jobs use computers and machines. Learning new skills can help you get better jobs and enjoy your work more. It is important to choose a job that matches your interests and abilities.

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

1. Some jobs need practical skills, like ..... , cooking, or fixing things.  
a. reading      b. painting      c. running      d. building
2. Communication and ..... are important in almost every job.  
a. reading      b. painting      c. teamwork      d. travelling
3. Learning new skills can help you get better jobs and ..... your work more.  
a. eat      b. enjoy      c. buy      d. watch

**B. Answer the following questions.**

4. Why are technology skills important in many jobs today?  
.....

5. How can learning new skills help you in your future career?  
.....

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

1. The students did a/an ..... in the science lab to test their ideas.  
a. experience      b. experiment      c. response      d. homework
2. Playing chess can improve your ..... skills and help you think clearly.  
a. musical      b. cooking      c. physical      d. mental
3. She wants to have a ..... conversation, not just small talk.  
a. quick      b. boring      c. meaningful      d. meaningless
4. I need to ..... all the new vocabulary words before the test.  
a. forget      b. memorize      c. ignore      d. write
5. To apply for this job, you need the right skills and .....  
a. qualifications      b. hobbies      c. friends      d. clothes

**3** Rewrite the following sentences using the words in brackets to give the same meaning.

1. I like pizza, but I don't like pasta. (although)  
.....

2. I advise you to study for the exam. (should)  
.....

3. I missed the bus, so I was late for school. (because)

# The Story

#### 4 A. Answer the following questions.

1. Why did Mother Wolf insist that Mowgli should stay with the wolf pack?
2. How did Bagheera and Baloo help Mowgli when he was kidnapped by the Bandar-log?
3. What lesson did Mowgli learn about friendship and loyalty in the jungle?

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

1. Mowgli was discovered by Father Wolf and Mother Wolf because he had ..... from his village.  
a. run away      b. slept      c. played      d. walked
2. Baloo promised to ..... Mowgli and teach him the Law of the Jungle.  
a. ignore      b. train      c. hide      d. chase
3. Mowgli learned the secret of fire from watching humans so he could ..... Shere Khan.  
a. help      b. follow      c. feed      d. drive back

**5** Write a “Study Tips” poster of about (90-100) words for your little brother to organize his study time

# UNIT 10

# Storytelling

## Learning Outcomes

### Reading

- Identify plot points and characters in a familiar story (Cinderella)
- Infer lessons or morals from stories (e.g., trust, greed)

### Listening

- Recognize words related to relationships (gratitude, promise, trust, secret)
- Identify key events and the moral lesson in a folktale

### Speaking

- Express opinions on what makes a good story and favorite characters
- Retell a story in a short sequence, using time connectors (first, then, after that, finally)

### Language

- The past perfect tense

### Writing

- Write a story ending that includes feelings, unexpected events, and a final reflection



# LESSON 1 Salma's Treasure



## Before You start



## Think and discuss in pairs

### 1 Answer the following questions.

1. In your opinion, what makes a story exciting?
2. Do you prefer stories with happy or sad endings? Why?



## Reading

### 2 Read the following text. What was the old box made of?

When Salma opened the old wooden box, she was surprised. The box itself looked plain and normal from the outside, yet in her hands, it already felt strange and **precious**. With slow, careful fingers, she lifted out a folded, yellowed letter. The paper was old, and though the ink had **faded** with time, the words were still clear enough to read.

**Decades** earlier, her grandfather had written this message to her mother, wishing her a life filled with **courage**, kindness, and strong hope. As Salma's eyes moved across the lines, she felt that she was holding far more than paper—she was holding her family's living memory, a piece of its heart. She pictured her grandfather, quietly sitting at a desk, shaping each word with patience and love.

Smiling warmly, Salma realized this treasure had been kept for **generations**, and now she, too, was part of its story, ready to carry its light forward.



## Think about this

### 3 Read the text again. Then answer the following questions.

1. Why do you think Salma felt the letter was more than just paper?
2. How might this discovery change the way Salma thinks about her family's past and future?
3. If you were in Salma's place, what would you do with such a treasure to keep its meaning alive for the next generations?



**4** Read again, and choose the correct answer from a, b, c or d.

1. Who wrote the letter?
  - a. Salma's father
  - b. Salma's grandfather
  - c. Salma herself
  - d. Salma's sister
2. What did the grandfather wish for his daughter?
  - a. A life full of courage and kindness
  - b. A box full of treasures
  - c. A future in another country
  - d. A good career
3. How did Salma feel when she read the letter?
  - a. Angry
  - b. Proud and happy
  - c. Confused
  - d. Sad and unhappy



## Vocabulary

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

A	B
1. faded	<input type="checkbox"/> something valuable or expensive
2. courage	<input type="checkbox"/> strong quality that helps you face danger or fear
3. decade	<input type="checkbox"/> people born and living at the same time
4. precious	<input type="checkbox"/> to lose color and brightness
5. generation	<input type="checkbox"/> a period of ten years

**6** Use the words in the box to complete the sentences :

courage – generation – faded – precious – decade

1. The colors of the old shirt have slowly ..... in the sun.
2. It takes real ..... to admit your mistake and say sorry.
3. This necklace is very ..... to my mother because it was a gift from her grandmother.
4. Each new ..... learns from the experiences of the one before it.
5. Many things have changed in our city over the past .....



## Speaking

**7** Work in pairs. Imagine you found an old letter or object from your family.

Tell your partner:

1. What it looks like.
2. Whom it belongs to.
3. How you feel about it.

# LESSON 2 Folktales from Around the World



## Before you start



## Think and discuss in pairs

### 1 Answer the following questions.

1. What folktales are common in your culture?
2. Why do people tell folktales?



## Listening

### 2 Listen to the audio. Then, match the words from column (A) with their meanings from (B).

A	B
1. gratitude	<input type="checkbox"/> a strong desire to know or learn something
2. promise	<input type="checkbox"/> to believe in someone and feel safe with them
3. curiosity	<input type="checkbox"/> a strong agreement to do or not to do something
4. trust	<input type="checkbox"/> being thankful for someone's help or kindness

### 3 Listen to the audio again. Then, choose the correct answer from a, b, c or d.

1. What did the farmer do when he saw the bird?  
a. He ignored it.  
b. He trapped it again.  
c. He set it free.  
d. He sold it.
2. How did the bird thank the farmer?  
a. By giving him gold  
b. He helped him on his farm.  
c. By flying away happily  
d. By bringing food
3. What was the young man's only request?  
a. To never ask about his past  
b. To build a bigger house  
c. To move to another village  
d. To catch more birds
4. Why did the young man leave forever?  
a. He was unhappy.  
b. The farmer broke his promise.  
c. He wanted to return to his family.  
d. The farmer was poor.

### 4 Listen again, and answer the following questions.

1. Why did the young man thank the farmer?
2. How did the young man help the farmer?
3. What important lesson did the farmer learn?

### Tip on a Folktale

A folktale is a traditional story passed from one generation to another. It usually teaches a moral or lesson through simple characters like farmers, animals, or children.



## Language is Use

### 5 Fill in the blanks with the correct form of the verbs between brackets.

1. By the time we ..... (**arrive**), the bus ..... (**leave**).
2. She was nervous because she never ..... (**speak**) in public before.
3. They ..... (**finish**) the project before the teacher checked it.
4. After I ..... (**do**) my H.w, I ..... (**watch**) the movie.

### 6 Choose the correct option.

1. By the time the police arrived, the thief (**had escaped / escaped**).
2. She was sad because she (**had missed / missed**) the party.
3. After we (**had eaten / ate**) dinner, we went for a walk.
4. What (**happened / had happened**) after he had known the secret?

### 7 Rewrite the sentences using the connectors in brackets.

1. He went to bed. He had finished his work. (after)
2. She had studied hard. She passed the test. (because)
3. I reached the cinema. The movie had started. (by the time)
4. First he arrived home, then he had a shower. (before)



## Speaking



## Think-Pair-Share

### 8 Topic: "Retelling a story"

1. **Think:** Read a story and plan to retell it in 5 sentences using time connectors: first, then, after that, finally. Then write down your own version in your notebook.
2. **Pair:** Work with a partner. Each partner retells the story aloud.
3. **Share:** Share your story with the class.

## Tip

### The Past Perfect Tense

Form:

**had + past participle**

The Past Perfect is used to talk about an action that happened before another past action or time.

**Example:** She had finished her homework before her friend arrived.

Common Connectors with Past Perfect

- **before** → He had cleaned his room before he did his homework.
- **after** → After he had left, it started to rain.
- **because** → He was tired because he had worked all day.
- **by the time** → By the time we got there, the film had started.

# LESSON 3 Story Structures

## Before you start

### 1 Answer the following questions.

1. What is your favorite story?
2. If you could go to a party, what would you wear and why?

### Reading

### 2 Read the following story. What helped the prince to find Cinderella?

Cinderella is one of the most beloved fairy tales in the world. It tells the story of a gentle, kind-hearted girl who lives unhappily with her **cruel** stepmother and two unkind **stepsisters**. After the death of her father, Cinderella works as a **servant** in her own house, cleaning, cooking, and doing every task while her stepsisters live comfortably. Although she suffers greatly, she never loses her good nature, patience, or hope.

One day, the king has a big royal party so that the prince may choose his future bride. Cinderella dreams of going, but her stepmother doesn't let her go. Just when all hope seems lost, her **kind** **fairy** appears. She replaced Cinderella's old clothes with a dazzling dress, and she is given beautiful glass **slippers**. A pumpkin becomes a golden carriage, and mice turn into horses.

At the **party**, the prince admires Cinderella's beauty and kindness. But at **midnight**, the magic fades, and she runs away, leaving behind one slipper. The prince searches for her until he finds her, the only one whose foot fits the shoe. They marry, and Cinderella's kindness is finally rewarded with love and happiness.

### 3 Read the text again. Choose the correct answer from a, b, c, or d.

1. Who didn't like Cinderella?  
a. Her father      b. Her stepmother and stepsisters  
c. The king      d. The kind fairy
2. What special item did Cinderella wear to the party?  
a. A diamond crown    b. Golden shoes  
c. Glass slippers      d. Silver necklace
3. Why did Cinderella leave the party so quickly?  
a. She was shy.  
b. She had work to do.  
c. The magic would end at midnight.  
d. Her stepmother called her.

### Tip

**What Is a Fairy Tale?**  
A fairy tale is a short story that includes magic, fantasy, and imaginary characters such as fairies, giants, or talking animals. It often begins with the words "Once upon a time" and ends with "Happily ever after". Fairy tales usually teach a moral or lesson.

**4** In pairs, answer the following questions.

1. Why do you think Cinderella stayed kind and hopeful even when she was treated unfairly?
2. What lesson can we learn from the way the kind fairy helped Cinderella?
3. How might the story be different if Cinderella had chosen not to go to the party?



## Vocabulary

**5** In pairs, use your dictionaries and write the correct synonym and antonym of the following words.

Word	Synonym	Antonym
kind	.....	.....
excited	.....	.....
beautiful	.....	.....
magical	.....	.....
cruel	.....	.....

**6** Complete the following sentences with words from the box.

midnight – stepsisters – servant – kind fairy – slippers – party

1. After her father's death, Cinderella was treated like a ..... in her own home.
2. Her cruel stepmother and ..... made her do all the housework.
3. The king announced a royal ..... so the prince could choose a bride.
4. Cinderella's ..... magically changed her old clothes into a beautiful dress.
5. She had to leave before ..... when the magic would end.
6. In her hurry, she lost one of her glass .....

# LESSON 4 Story Time

## The Jungle Book by Rudyard Kipling



### Before you read, discuss in pairs

### Chapter Four

#### Mowgli's Final Confrontation

##### 1 Answer the following questions.

1. What do you think happens when a person must choose between two things?
2. What do you expect will happen to Mowgli and Shere Khan?



### Reading

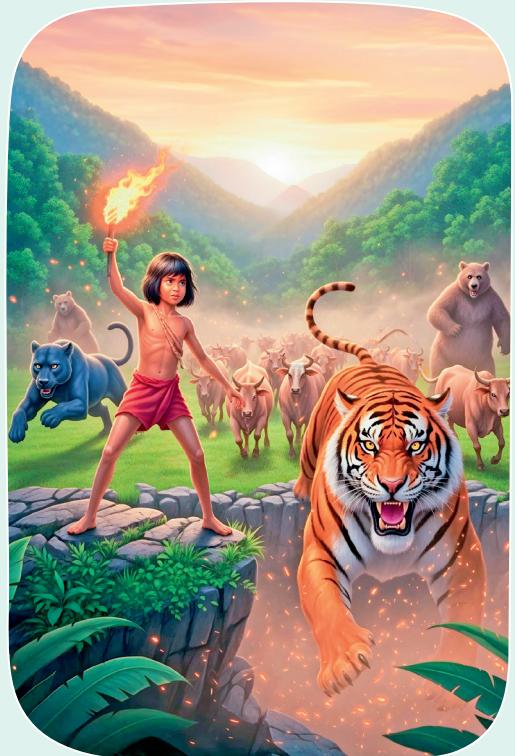
##### 2 Read the following text. Guess the meanings of the words in bold.

The final **confrontation** arrived. Shere Khan set a trap to kill Mowgli by driving cattle toward him. Yet Mowgli, brave and **resourceful**, turned the plan against the tiger. With fire and **cunning**, he forced the **herd to run away**, trapping Shere Khan in a narrow pass. The tiger was **crushed** and finally defeated.

Standing over his fallen enemy, Mowgli felt both **victory** and sadness. He had protected himself and his wolf family, but at a cost. When he returned to the pack, many wolves **rejected** him, believing that humans could never truly belong to the jungle.

Mowgli decided to leave the pack. With a heavy heart, he said good bye to the wolves, though he promised never to forget them.

This victory marked the end of his childhood. He was no longer the helpless man-cub saved by Mother Wolf. He had become a young man, strong and wise, yet still searching for where he truly belonged.





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

### 3 Read and match the words from column (A) with their meanings from column (B).

A	B
1. confrontation	<input type="checkbox"/> great success
2. cunning	<input type="checkbox"/> serious meeting, arguing or fight between people
3. victory	<input type="checkbox"/> refused, not accepted
4. rejected	<input type="checkbox"/> being clever in a way that is often tricky using smart methods

### 4 Read and write (T) True or (F) False.

1. Shere Khan planned to kill Mowgli by using a herd of cattle.

2. The wolves all welcomed Mowgli back after the fight.

3. Bagheera reminded Mowgli that he belonged only to the jungle.

4. In the end, Mowgli chose to leave the wolf pack.

### 5 Answer the following questions.

1. How did Mowgli turn the tiger's plan against him?

2. What happened to Shere Khan at the pass?

3. How did Mowgli feel after defeating the tiger?

4. What decision did Mowgli make after returning to the pack?

### 6 Critical thinking.

Answer the following questions.

1. Why do you think this moment marks the end of Mowgli's childhood?

2. If you were Mowgli, would you stay in the jungle or go to the village? Why?

# LESSON 5 Let's Talk



## Before you read this conversation, ask a classmate

### 1 In pairs, answer the following questions.

1. What's your favorite story from childhood?  
Why do you like it?
2. Who is your favorite story character? Why?
3. Do you think stories can teach lessons?  
Give an example.



## Reading

### 2 Read the following dialog.

**Salma** : Yomna, our teacher asked us to bring a story to class tomorrow. Have you thought about which one you'll tell?

**Yomna** : Yes, I'm thinking about telling the story of "The Lion and the Mouse." It's short but has a strong lesson.

**Salma** : That's a good choice! I believe stories should always have a moral.

**Yomna** : True. Which story are you planning to tell?

**Salma** : I want to tell the story of "The Seven Voyages of Sinbad the Sailor." It's exciting and full of action.

**Yomna** : Nice! But it's also quite long. How will you manage the time?

**Salma** : I'll just summarize the important parts. The main idea is that courage helps us face dangers and lead to success.

**Yomna** : Makes sense. Maybe we should practice telling our stories to each other first.

**Salma** : Great idea! That way, we won't forget important details in class.



### Conversation Tip

#### 1. Showing Interest and Giving Encouragement.

- **Salma says:**  
"That's a good choice!"

**Tip:** Use encouraging words to show you're listening and support your partner.

#### 2. Expressing Opinions and Beliefs.

- **Salma says:**  
"I believe stories should always have a moral."

**Tip:** Share your opinion politely and connect it to the topic.

#### 3. Offering Suggestions.

- **Yomna suggests:**

"Maybe we should practice telling our stories to each other first."

**Tip:** Suggest helpful ideas and be open to your partner's suggestions.

## Language Focus

### 3 Complete the missing expressions in the dialog.

**A :** I ..... we should decide which story to tell in class.

**B :** That's true. We ..... bring something interesting for our classmates.

**A :** ..... we practice our stories together?

**B :** That ..... helpful. What do you ..... tell?

**A :** I ..... tell a folktale if you prepare a fable.

**B :** ..... ! And we ..... make sure the stories teach a lesson.

### 4 Fill in the missing parts in the following conversation.

Use your own ideas to show understanding of the topic "Favorite Fairy Stories."

**Randa :** Hi, Wafaa! Do you like reading fairy tales?

**Wafaa :** Yes, I do ! They're full of magic and fun. What about you?

**Randa :** I love them too. My favorite one is Cinderella. It teaches kindness and hope.

**Wafaa :** I first heard it when I was a child. My grandmother used to tell it before bedtime.

**Randa :** How sweet ! .....

**Wafaa :** Yes, stories from our childhood always stay in our hearts.

**Randa :** ..... . Let's read some new fairy tales together!



## Your Task

### 5 In pairs, hold a short conversation (3–5 minutes) using the following prompts.

You must:

- Ask at least two questions.
- Give at least one opinion.
- Agree or disagree politely once.
- Make one suggestion.



## Share and Reflect

### 6 Present your conversations. As a class, discuss which expressions made the conversation interesting or polite.

# LESSON 6 Writing a Story Ending



## Before You Write, Let's Get Ready

1. Have you ever read a story with a surprising ending? What made it surprising?
2. What feelings do you think a good ending should give the reader (e.g., hope, shock, sadness, ..etc.)?

### Target Language

- Describing feelings
- Past tense verbs
- Adding twists

### Target Vocabulary

happy - sad - hopeful - surprising - exciting - calm - suddenly - finally - in the end - after all - at last

### Writing Tip

#### Useful Language:

- **Describing feelings:** happy, disappointed, overjoyed, shocked
- **Showing cause & effect:** because of this, therefore, as a result, that's why
- **Adding twists:** unexpectedly, to their surprise, out of nowhere
- **Wrapping up:** in conclusion, in the end, finally, at last

### Writing

Read this story and identify the different sections : beginning /middle / ending.

Yesterday was the school talent show, and I was more nervous than ever. When it was finally my turn, I almost forgot my lines, but then I saw my best friend smiling at me in the front row. That gave me the courage to keep going.

The music started, and I sang as loudly as I could. To my surprise, the whole hall clapped along with me. Suddenly, all my fear disappeared.

In the end, I didn't win the first place, but I felt like a real winner. I had faced my fear and discovered that courage grows when people believe in you. It was a moment I will never forget.



### Your Task

Write your own story ending. Choose one scenario:

### Your Task

**Option 1:** The end of a sports competition

**Option 2:** The end of a class trip or camp

**Option 3:** The end of a mystery or adventure



# Assessment Corner

## A. Vocabulary

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

1. The colors of the old photo have ..... over time.  
a. grown      b. faded      c. brightened      d. appeared
2. My grand parents have lived in this house for several .....  
a. moments      b. minutes      c. seconds      d. decades
3. The view of the Pyramids at sunset was truly .....  
a. ordinary      b. boring      c. magical      d. simple
4. You can ..... Karim. He never tells lies.  
a. trust      b. frighten      c. reach      d. solve
5. My father ..... to buy me a new mobile when I succeeded.  
a. promised      b. asked      c. wondered      d. tired

## B. Language

### 2 Find and correct the mistake in each of the following sentences.

1. By the time we arrived, the train leave the station. (.....)
2. She had went home before it started to rain. (.....)
3. After he had wrote the email, he turned off his computer. (.....)
4. We were tired because we had walk for hours. (.....)
5. Before they reached the airport, the plane had already took off. (.....)

## C. Writing

### 3 Write a story of about (90 – 100) words. Choose one:

- You met someone who changed your day completely.
- Something unexpected happened at the last moment.

.....

.....

.....

.....

.....

.....

.....

# UNIT 11

## Life in the Desert

### Learning Outcomes

#### Reading

- Identify the main idea from stories about the desert
- Identify the lifestyles of different desert communities

#### Listening

- Identify the gist of stories about desert survival
- Identify supporting details from stories about desert survival

#### Speaking

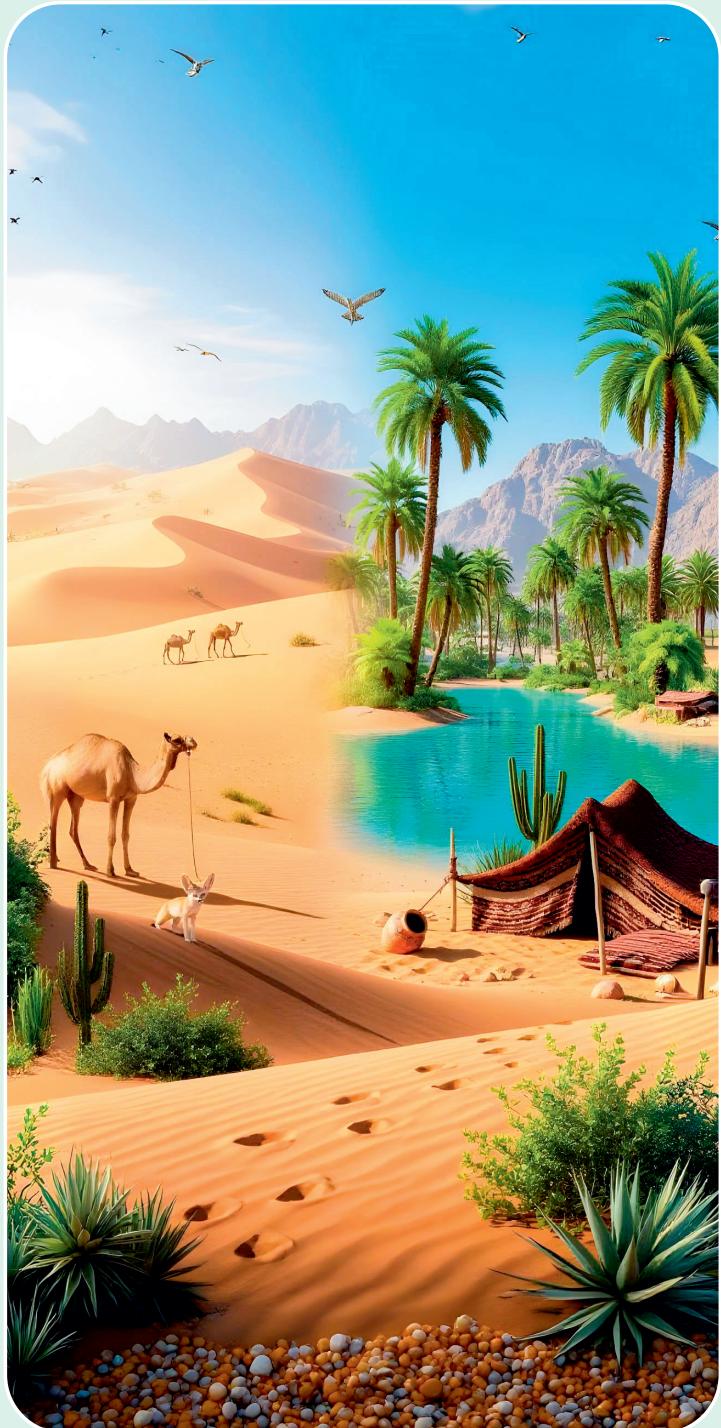
- Role-play planning life in the desert

#### Language

- The Past Simple and Past continuous tense

#### Writing

- Write a diary entry about a day in the desert, including sensory descriptions and emotions



# LESSON 1 Desert Communities



## Before you start



### Think and discuss in pairs

#### 1 Answer the following questions.

1. What do you think life is like in the desert?
2. How do people find water and food in such dry places?



### Reading

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

Desert communities around the world have learned to **adapt to** difficult conditions. These amazing people live in some of the driest places on Earth, where temperatures are much higher during the day or much lower at night than normal.

The Bedouin people of the Arabian Desert are famous for their **nomadic** lifestyle. They travel across large areas of sand dunes with their camels, searching for water sources and **grazing** land for their animals. Their traditional tents provide them protection from the burning sun and sandstorms.

In the American Southwest, Native American **tribes** like the Hopi built communities in desert regions. They developed clever **irrigation** systems to grow corn, beans, and squash in the dry soil. These communities learned to store water underground during rare rainfalls.

Modern desert towns face similar challenges. People must **conserve** water carefully and use solar energy to power their homes. Despite the difficult life there, many people choose desert life because they love the peaceful environment and beautiful landscapes.



### Think about this

#### 3 Read the text again, then answer the following questions.

1. How do desert temperatures change during the day?
2. How do Bedouin people travel in the desert?
3. What crops do the Hopi people grow in the desert towns?
4. What do desert communities do during rainfalls?
5. Why do some modern people choose to live in the desert?





## Vocabulary

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

A	B
1. nomadic	<input type="checkbox"/> to change to fit new environment
2. irrigation	<input type="checkbox"/> groups of people living together with shared culture
3. adapt to	<input type="checkbox"/> bringing water to land or crops to help them grow
4. grazing land	<input type="checkbox"/> to save or protect something, especially nature or resources
5. tribes	<input type="checkbox"/> area of land, including grasslands and forests, used by animals to eat plants
6. conserve	<input type="checkbox"/> moving from place to place, not staying in one home

### 5 Fill in the blanks using the words in the box.

sandstorms - irrigation - conserve - solar - adapt - nomadic

1. Desert communities have learned to ..... to the difficult life in the desert.
2. The Bedouin people of the Arabian Desert are famous for their ..... lifestyle.
3. Their traditional tents protect them from ..... and the hot sun.
4. Native American tribes developed ..... systems to grow crops in dry soil.
5. Modern desert towns must ..... water and use ..... energy to power their homes.



## Speaking



## Role-Play

If you had to live in the desert, would you choose the Bedouin, Hopi, or modern lifestyle, and why?

I'd choose the Hopi lifestyle because I love growing food and storing water underground. Plus, I'd enjoy living in a peaceful village under the stars!

### 6 Imagine you are moving to the desert.

Choose ONE lifestyle from the text.

With your partner, plan your desert life.

- Why did you choose this lifestyle?
- What will you do every day?
- How will you survive the heat, cold, or sandstorms?
- What will you enjoy most?



## LESSON

## 2

# Desert Survival Stories



## Before you start



## Think and discuss in pairs

### 1 Answer the following question.

- Name two animals that could survive in the desert.



## Listening



### 2 Listen to the following stories, and write (T) True or (F) False.

1. Sarah hiked in the Sahara Desert and got lost for five days.
2. Ahmed's group shared water equally and wore light-colored clothing to stay cool.
3. Mariam's team went outside during the sandstorm to save their equipment.
4. Sarah built a large fire during the day to stay warm.
5. Ahmed teaches tourists about desert safety as part of his job.

### 3 Listen to the audio again. Then, choose the correct answer from a, b, c or d.

1. Sarah used her jacket to create ..... under a rock during the day.  
a. a fire      b. shelter      c. a signal      d. a bed
2. Ahmed and his group used ..... to signal for help when their jeep broke down.  
a. mirrors      b. flares      c. smoke      d. phones
3. During the sandstorm, Mariam and her team covered their faces with ..... to breathe properly.  
a. sunglasses      b. hats      c. scarves      d. wet cloths
4. Sarah conserved her water by taking ..... sips every hour.  
a. big      b. cold      c. tiny      d. warm

### 4 Listen again and answer the following questions.

1. What did Sara use to make a small fire?
2. What did Ahmed teach tourists about?
3. What happened while Mariam was studying desert plants?



## Speaking

## Role-Play

### 8 Group Discussion

**Task:** Discuss "how living things adapt to desert life".

**Use these guiding questions to help you:**

1. How do animals survive in the desert? (Think about water, food, and temperature.)
2. What special features do plants have that help them live in hot, dry places?
3. How do people adapt their homes, clothes, and lifestyle to desert conditions?
4. What modern technologies help humans live more comfortably in deserts today?
5. Do you think it's possible to make deserts more suitable for living in the future? How?

#### Speaking Tip

- In order to survive...
- They have adapted by...
- One way to deal with the heat is...
- Unlike other environments...
- A good example is...



# LESSON 3 Desert Wildlife



## Before you start

### 1 Answer the following questions.

1. What do you think animals need to survive in very cold places?
2. Can you name an animal that lives in the snow or ice? How does it stay warm?



## Reading

### 2 Read the following text. What animals do you think can live in very hot and dry deserts?

Deserts may look empty, but they are full of **amazing** life. Animals and plants here survive in extreme heat and dryness. Each creature has special **adaptations** to help it live where water is rare and the sun is strong. Desert wildlife shows how nature can be both tough and beautiful.

Many desert animals are active only at night. The fennec fox, with its large ears, keeps cool while hunting in the dark because its large ears release heat from the fox's body. Camels store fat in their humps for long journeys, while lizards hide under rocks during the day. These **unique** behaviors help them survive in **harsh** conditions.

Plants in the desert have special ways to live with little water. Some, like the cactus and aloe vera, have thick stems that store water. Others, like the date palm, have deep roots or small waxy leaves to stop water from drying up in the hot sun.

Plants and animals also work together in the desert. Some birds eat insects that harm plants, and some plants give animals food or shade. Every living thing plays an important role in this ecosystem. Desert wildlife teaches us to be strong, creative, and to live in **balance** with nature.



### 3 Read the text again, then answer the following questions.

1. How do desert animals survive in the heat?
2. Why are adaptations important for desert life?
3. What do plants and animals provide for each other?
4. What can we learn from desert wildlife?

**4** Read and write (T) True or (F) False.

1. All desert animals are active during the day.
2. Camels store water in their humps.
3. Some desert birds help protect plants.
4. Desert wildlife teaches us to be creative and strong.
5. Deserts have no living things at all.



## Vocabulary

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

A	B
1. amazing	<input type="checkbox"/> one of a kind; special
2. adaptations	<input type="checkbox"/> an equal or fair situation
3. unique	<input type="checkbox"/> changes that help living things survive
4. balance	<input type="checkbox"/> very surprising or wonderful
5. harsh	<input type="checkbox"/> difficult and tough

**6** Use the words in the box to complete the sentences:

balance – adaptations – amazing – harsh – unique

1. The Sahara Desert is full of ..... animals that can live in heat.
2. Desert plants have special ..... to store water.
3. The fennec fox is ..... because of its large ears.
4. Life in the desert might be ....., but is still very special.
5. Nature always tries to stay in .....

# LESSON 4 Story Time

## The Jungle Book by Rudyard Kipling



### Before you read, discuss in pairs

#### 1 Answer the following questions.

- How do you think Mowgli will feel when he lives as humans after growing up in the village?



### Reading

#### 2 Read the following text. What kind of identity problem is Mowgli Facing?

Mowgli entered the nearby human village. At first, the people were surprised by the strange boy who seemed half wild. They gave him food, clothing, and a place to stay. For a time, he tried to live as they did, learning their speech and customs.

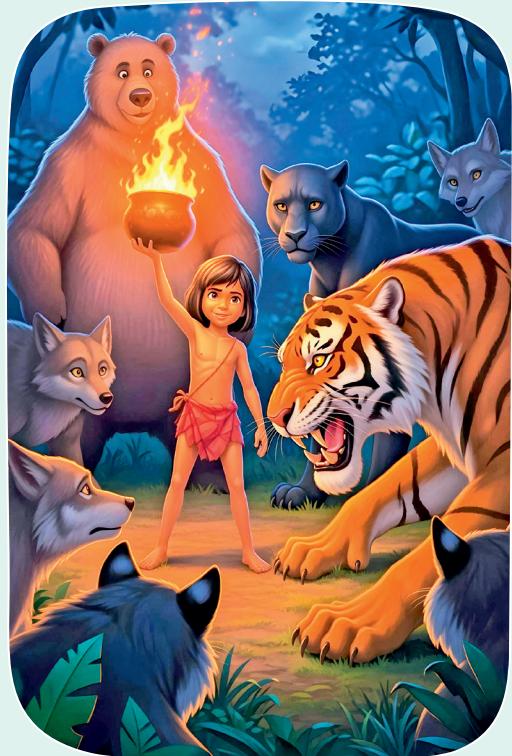
Yet Mowgli found life among humans difficult. Many villagers **doubted** him, whispering that he was dangerous or **cursed**. Others tried to control him, telling him what to do and where to go.

**Accustomed** to the freedom of the jungle, Mowgli felt **trapped**.

Still, he discovered some value in human life. He cared for the village's cattle, protecting them from **predators**. He also learned more about fire and tools, seeing how humans used them to shape their environment. Yet in his heart, he **longed** for the open forest, the voices of Baloo and Bagheera, and the simple honesty of the law of the jungle.

Caught between **doubt** from men and rejection from wolves, Mowgli felt **isolated** once more. His greatest challenge was no longer Shere Khan.

### Chapter Five Mowgli in the Human Village





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

### 3 Match the words from column (A) with their meanings from column (B).

A	B
1. doubted	<input type="checkbox"/> being used to something
2. cursed	<input type="checkbox"/> animals that hunt, kill and eat other animals
3. accustomed	<input type="checkbox"/> prevent someone from escaping
4. predators	<input type="checkbox"/> feel uncertain about
5. trapped	<input type="checkbox"/> being enchanted

### 4 Read and put (T) True or (F) False.

1. The villagers welcomed Mowgli at first.
2. Everyone in the village trusted and respected Mowgli.
3. Mowgli worked by taking care of the village's cattle.
4. Mowgli was completely happy living among the humans.

### 5 Answer the following questions.

1. What new things did Mowgli learn from the humans?
2. How did some villagers treat Mowgli?
3. What question did Mowgli begin to ask himself at the end?
4. Why did some villagers think Mowgli was cursed?
5. Why did Mowgli feel trapped?

### 6 Critical Thinking

#### Answer the following questions.

1. How can people live peacefully even when they are different from others?
2. Why do you think Mowgli felt isolated?

# LESSON 5 Let's Talk



## Before you read this conversation, ask classmate

### 1 Answer the following questions.

1. What do you think life is like for people who live in the desert?
2. Which lifestyle would you prefer a desert life or city life? Why?



## Reading

### 2 Practice the model dialog, then create your own dialog discussing desert vs. city life.

**Nora:** Hi Soha! I just read about people who left the city to live in the desert. Would you ever do that?

**Soha:** That sounds interesting, but I'm not sure. What are the advantages of desert life?

**Nora:** Well, it's much quieter than city life. There's no traffic noise or pollution. People say the air is cleaner and you can see amazing stars at night.

**Soha:** That sounds peaceful, but isn't it lonely? In the city, I have many friends nearby and there are lots of entertainment options.

**Nora:** True, but desert communities are often very close. Neighbors help each other more than in big cities. Plus, you're surrounded by incredible nature.

**Soha:** I see your point, but what about practical things? Cities have better hospitals, schools, and job opportunities.

**Nora:** You're right about that. Desert life is definitely more challenging. You need to plan everything carefully, especially water and supplies.

**Soha:** I think I prefer city life because I like comfort and being around many people. But I'd love to visit the desert for a vacation!

**Nora:** That's great! Maybe we could plan a desert camping trip together.



### Quick Compare: Look at the pictures and complete chart

Desert Life	City Life
quiet	noisy
hot/dry	varies
few people	many people

**3** In pairs, complete the missing parts in the following conversation.

**Fadi:** Have you ever thought about living in the desert?

**Rami:** Not really (1) .....

**Fadi:** You are right. Desert life is quite difficult. (2) .....?

**Rami:** City life is easier than desert life.

**Fadi:** What is the most challenging problem in desert life?

**Rami:** I think (3) .....



## Role-Play

**4** Choose one scenario and create a 4-minute dialog.

**Scenario 1:** A city person considering moving to a desert town

**Scenario 2:** A desert resident visiting the city for the first time

**Scenario 3:** Two friends planning where to retire (city or desert)

### Helping questions.

- Would you rather live in the desert or city? Why?
- What's the biggest advantage of desert life?
- What would you miss most about city life?
- Have you ever visited a desert? Describe it.

### 3. Class Debate: "Desert life is better than city life"

**Team A (Pro-desert):** Argue why desert life is better

**Team B (Pro-city):** Argue why city life is better

### Additional debate phrases.

- We believe that...
- Our main argument is...
- However, the other team ignores...
- In conclusion, .....

### Conversation Tip

#### Useful Expressions

##### Expressing preferences:

I prefer... because...  
I'd rather live in... than...  
I think... is better because...  
In my opinion, .....

##### Giving reasons:

The main advantage is...  
One problem with... is...  
The best thing about... is...  
I don't like... because .....

# LESSON 6 A Day in the Desert Diary

## Before You Write, Let's Get Ready

### Target Language

The past simple and past continuous tense

### Target Vocabulary

cool - freezing - large - silent - peaceful - windy - dusty - at sunrise - in the morning - by noon - during the afternoon - at sunset - in the evening - at night

### Writing

#### Useful Language

**Describing adaptations:** enables them to..., helps them..., allows them to...

**Giving examples:** such as, for instance, including

**Showing contrast:** however, while, although, on the other hand

### Writing Tip

#### Diary Entry Structure

**Greeting:** Dear Diary,

**Opening:** Today was...  
(introduce the experience)

**Morning:** I woke up...  
(describe morning activities)

**Daytime:** After... By noon...  
(describe main events)

**Evening:** In the evening,  
(describe evening activities)

**Feelings:** I felt... (express emotions and thoughts)

**Closing:** Tomorrow, Good night! (end with future plans)

- 1 Read this diary entry and identify the different sections.

Dear Diary,

Today was my first day living with a Bedouin family in the Sahara Desert, and it was absolutely amazing! I woke up at 5:30 a.m. when the sun was just rising over the golden sand dunes. The air was surprisingly cool and fresh.

After a breakfast of dates and camel milk, we packed our bags and started walking across the desert. The sand felt warm under my feet, and the silence was incredible - I could only hear the soft sound of the wind and our camels' footsteps. By noon, the heat became intense, so we rested in the shade of our tent.

In the evening, we watched the most beautiful sunset I've ever seen. The sky turned orange, pink, and purple while the temperature dropped quickly. We sat around a campfire, eating traditional bread and listening to folk songs. The stars were so bright without city lights!

I felt tired but happy when I went to sleep on a soft carpet inside the tent. Tomorrow, we'll reach the oasis. I can't wait to see what adventures are waiting for me.

Good night!



## Your Task

## 2 Write your own diary entry (90-100) words about spending a day in the desert.

### Choose one scenario:

## **Option 1: Visiting a desert research station**

## **Option 2: Camping with friends in the desert**

### **Option 3: Exploring ancient desert ruins**

## Include:

(what you saw, heard, felt, smelled)

## Daily activities from morning to night

## Your emotions and thoughts

## Desert challenges you faced

## Past tense verbs

### **Exchange your diary with a partner and check:**

- Are all sections included?
- Are the adaptations clearly explained?
- Are there any spelling/grammar errors?



## Assessment Corner

## A. Vocabulary

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

1. In ancient times, small ..... lived in the desert and moved from place to place in search of food and water.  
a. tribes                    b. nations                    c. villages                    d. farmers
2. People who move from place to place in the desert are called .....  
a. farmers                    b. nomadic                    c. builders                    d. travelers
3. Animals eat grass on .....  
a. sand dunes                    b. grazing land                    c. rocky hills                    d. riversides
4. Farmers use ..... systems to bring water to their crops during dry periods.  
a. transportation                    b. decoration                    c. purification                    d. irrigation
5. The cattle were ..... in the open fields, eating grass and resting in the shade.  
a. running                    b. sleeping                    c. grazing                    d. playing

## **B. Language**

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

1. I ..... dinner when the phone suddenly rang.  
a. cooked                    b. was cooking            c. cook                    d. have cooked
2. While we ..... to school, it started to rain heavily.  
a. walk                    b. have walked            c. walked                    d. were walking
3. She ..... her keys yesterday, so she couldn't open the door.  
a. loses                    b. was losing                c. lost                        d. has lost
4. While Omar ..... the plants, his brother was cleaning his room.  
a. was watering            b. watered                    c. water                      d. is watering
5. He ..... to the store, bought some milk, and went back home.  
a. was going                b. goes                        c. went                        d. going

## **C. Writing**

**3** Write your own diary entry (90–100) words about achieving something you worked hard for.

### Include:

- Your goal and why it was important to you
- The steps you took to reach it
- The emotions you felt before, during, and after your success
- Any difficulties or failures you faced
- Past tense verbs

# UNIT 12

# Our Incredible Earth

## Learning Outcomes

### Reading

- Recognize facts about the Earth, and the importance of the Amazon rainforest and Mount Everest
- Identify the causes and results of environmental problems and positive actions taken

### Listening

- Identify the gist of a short listening text about natural wonders
- Identify key facts and features of natural wonders

### Speaking

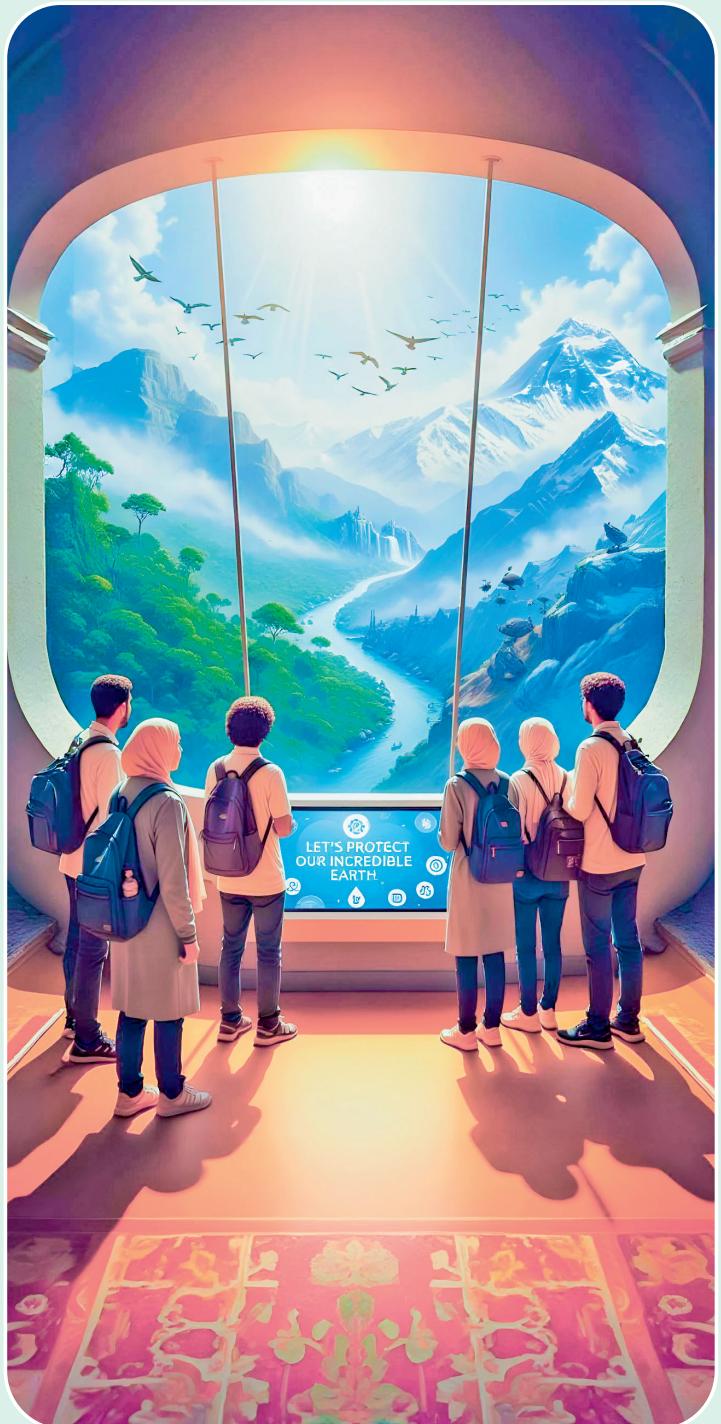
- Discuss and present information about favorite natural wonders using the Present Perfect tense
- Role-play an interview about the Earth's challenges and simple actions people can take to help the environment

### Language

- Use the Present Perfect tense correctly to talk about life experiences and actions continuing to the present

### Writing

- Create a "Save the Earth" poster that includes a clear slogan, action points, and persuasive language



# LESSON 1 Earth Facts

## Before you start

### Think and discuss in pairs

#### 1 Answer the following questions.

1. What is the most amazing place on Earth you know about?
2. Why do people call Earth the “Blue Planet”?



### Reading

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

Our planet Earth is full of wonders, and some of them are truly **incredible**! Do you know that Earth is around 4.5 billion years old? That's an unimaginable amount of time for life and **landscapes** to develop.

The Sahara Desert is so huge that astronauts can actually see it from space! On the other side of the world, the Amazon **rainforest** is often called the “lungs of the Earth” because it produces a huge amount of the oxygen we breathe every day.

When it comes to **mountains**, Mount Everest holds the record as the highest on Earth. Many brave climbers have reached its frozen top, facing incredible challenges along the way.

Earth's **gravity** is strong enough to hold its atmosphere in place. This atmosphere protects us from harmful **radiation** and keeps the planet warm enough to support life. Without gravity, Earth would lose the air we breathe.

And here's a fact that shows how little we know: humans have explored only about 5% of the oceans. The rest remains a deep, mysterious world waiting to be discovered.

#### 3 Read the text again, and then do the following tasks.

##### (a) Write True (T) or False (F).

1. The Sahara Desert is too small to see from space.
2. The Amazon rainforest produces oxygen.
3. People have already explored most of the oceans.
4. The Earth's gravity does not hold the atmosphere in place.


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

1. The Earth is about ..... years old.  
a. 45 million      b. 4.5 billion      c. 500 million      d. 5.5 billion
2. The Sahara Desert is so large that .....  
a. animals cannot live there      b. astronauts can see it from space  
c. it covers the whole Earth      d. no one can visit it
3. The Amazon rainforest is called the “lungs of the Earth” because .....  
a. it is full of animals      b. it is always green  
c. it produces a lot of oxygen      d. it is the largest desert
4. Mount Everest is known as .....  
a. the driest desert on Earth      b. the deepest part of the ocean  
c. the highest mountain on Earth      d. the warmest place in the world
5. Humans have explored only about ..... of the oceans.  
a. 50%      b. 15%      c. 5%      d. 25%

**(c) Answer the following questions.**

1. Gravity is important for the Earth. Explain.
2. What makes our planet Earth special and full of wonders?
3. Why is it important to protect Earth and its environment?
4. Why do you think, radiation is harmful to life on Earth?



## Vocabulary

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

A	B
1. incredible	<input type="checkbox"/> a very high and steep land that rises above the land around it
2. landscapes	<input type="checkbox"/> natural force that pulls objects downwards
3. rainforest	<input type="checkbox"/> energy that travels in waves or tiny particles
4. mountain	<input type="checkbox"/> a place with many trees and heavy rain
5. gravity	<input type="checkbox"/> the view of the land around us including trees, mountains, rivers or fields
6. radiation	<input type="checkbox"/> extremely surprising, or amazing

5 Fill in the following table.

Word	Synonym	Antonym
huge	.....	tiny / small
brave	courageous	.....
mysterious	.....	clear / obvious
incredible	.....	ordinary / common

 **Speaking**

6 With your partner, talk about an amazing place on Earth.

e.g. "White Desert, Egypt"



# LESSON 2 Natural Wonders



## Before you start



## Think and discuss in pairs

## 1 Answer the following questions.

1. What natural wonders would you like to see (mountains, waterfalls, rivers...)?
2. Why are people interested in natural wonders?



## Listening



## 2 Listen to the audio. What is the guest talking about?

### 3 Listen to the interview again, then do the following tasks.

**a** Answer the following questions.

1. Where is the Grand Canyon located?
2. What have researchers found in deep oceans?
3. Why have many photographer captured these wonders?

**(b)** Write True (T) or False (F).

1. Scientists have discovered new caves, mountains, and waterfalls.
2. Travelers have never visited the Amazon Rainforest.
3. Researchers have found unusual plants and animals in deep oceans.
4. The Amazon Rainforest is in North America.



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

1. Travelers have visited different wonders because each place .....
  - a. offers a unique adventure
  - b. looks the same
  - c. has no beauty
  - d. is easy to reach
2. The text suggests that Earth is full of secrets and humans have only .....
  - a. seen a small part
  - b. explored everything
  - c. changed all landscapes
  - d. removed all dangers
3. Natural wonders such as glowing beaches and icebergs help people .....
  - a. understand nature better
  - b. ignore science
  - c. forget the environment
  - d. stop exploring

4. Natural wonders have amazed people for thousands of years because they are ..... .

- a. incredible and unique
- b. small and simple
- c. identical everywhere
- d. created by tourists



## Language in Use

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

1. I ..... my homework already.  
a. finish                    b. finished                    c. have finished            d. finishes

2. She ..... the Grand Egyptian Museum twice this year.  
a. visit                    b. visited                    c. has visited                    d. visits

3. They ..... in Alexandria for ten years.  
a. live                    b. lived                            c. have lived                    d. are living

4. My father has ..... a new car this week.  
a. buys                    b. buy                            c. bought                            d. buying

5. I ..... never ..... the Pyramids at night.  
a. have / seen            b. has / saw                    c. had / seen                    d. have / see

## 5 Complete the sentences with the correct form of the verb:

1. Millions of tourists ..... (**already /visit**) the Grand Canyon.
2. Egyptians ..... (**depend**) on the Nile for thousands of years.
3. Divers have ..... (**see**) many kinds of fish in the Great Barrier Reef.
4. Scientists have ..... (**discover**) countless species in the Great Barrier Reef.
5. I ..... (**not/watch**) such a great documentary since last month.

## 6 Find the mistake and correct it :

1. She has already wrote three stories. (.....)  
2. We has just clean the classroom. (.....)  
3. I not have studied for the exam yet. (.....)  
4. My friends have saw the new movie. (.....)

## Tip

## The Present Perfect Tense

Form:

## have/has + past participle

We use the Present Perfect to talk about:

- Experiences in life (without saying exactly when).

e.g: I have visited the Grand Canyon.

- Actions that started in the past and continue until now.

e.g: Egyptians have depended on the Nile for thousands of years.

- Recently completed actions (often with “just,” “already,” or “yet”).

e.g: I have just finished my homework.



## Speaking

### 7 Ask and answer about "natural wonders".

**Topic:** A natural wonder you find amazing.

**1- Think:** What do you think makes a place amazing?

**2- Pair:** Ask your partner:

- Which natural wonder do you find the most amazing? Why?
- Why do you like visiting it?
- What have you learned about it?

**3- Share:** Discuss your answer with your classmates.

What's the most amazing natural wonder you have visited?

The Great Barrier Reef. It's like a magical underwater city.



# LESSON 3 Environment Reports



## Before you start

## 1 Answer the following questions.

1. What environmental problems can you see in your city or country?
2. How can people help protect the Earth?



## Reading

2 Read the following text. Do you think technology can help solve environmental problems? How?

In the last 50 years, humans have cut down millions of trees and destroyed large areas of forest. As a result, many animals have lost their natural homes, and some **species** have become **endangered**. Scientists around the world have warned that air pollution, plastic waste, and climate change have increased very quickly. Temperatures in many countries have risen, and the weather has become more **extreme**, with floods, storms, and droughts.

However, there is also good news. People around the world have started to take action. Many countries have introduced **recycling** programs, and more families have used solar panels for clean energy. In addition, organizations have protected endangered animals, such as pandas, sea turtles, and elephants. Although the problems are serious, humans have made positive changes to protect the planet. And if we use modern technology wisely to protect our environment, we will achieve our goals and make the Earth a better place to live in. The future depends on what we do today.

### 3 Read again and then do the following tasks.

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

1. Humans have cut down ..... in the last 50 years.

**a. rivers**      **b. trees**      **c. mountains**      **d. houses**

## 2. What problem have animals faced?

c. They have moved to cities.

**b.** They have grown in number.

d. They have become stronger.

### 3. People started using ..... energy more.

**(b) Write True (T) or False (F).**

1. Climate change has become less serious.
2. People have protected some endangered species.
3. Storms and floods have become more common.
4. Humans have built more forests in the last 50 years to save the planet.

**(c) Answer the following questions.**

1. What problems have many animals faced because of human actions?  
.....

2. What kinds of weather problems are mentioned in the text?  
.....

3. What endangered animals have organizations protected?  
.....

4. What have many countries used to help the environment?  
.....



## Vocabulary

**4 Fill in the gaps with the correct word from the box.**

extreme – forest – endangered – drought – protect – solar

1. Many people enjoy walking through the ..... to see tall trees and wild animals.
2. We must ..... our rivers and seas from plastic pollution.
3. Egypt is establishing new projects that use ..... energy to produce electricity.
4. Pandas are ..... animals.
5. A/An ..... can make farmers lose their crops and animals.
6. The weather has become more ..... , with strong storms and high temperatures in summer.

**5 Read and match the words in column (A) with their definitions in column (B).**

A	B
1. extreme	<input type="checkbox"/> in danger or at risk of disappearing
2. species	<input type="checkbox"/> very strong, serious, or unusual
3. recycling	<input type="checkbox"/> a group of animals or plants that are the same
4. endangered	<input type="checkbox"/> using old materials again to make new things

# LESSON 4 Story Time

## The Jungle Book by Rudyard Kipling

### Chapter Six "Mowgli's Life Balance"

#### Before you read, discuss in pairs

##### 1 Answer the following questions.

1. What qualities help people live in peace?
2. How can people build good relationship between them and animals?

#### Reading

##### 2 Read the following text. What did Mowgli do to keep his connection with the jungle?

Over time, Mowgli accepted that he belonged to both worlds. He returned often to the jungle, visiting Baloo, Bagheera, and his wolf brothers. They welcomed him as family, reminding him that courage and loyalty were stronger than blood. At the same time, he **kept** ties with the village, helping humans protect their cattle and **crops**.

Mowgli became a bridge between man and nature. He defended the jungle against hunters who killed needlessly, and he defended the villagers against wild animals when necessary. Through this balance, he found a new kind of **peace**.

Mowgli carried within him the order of the Law of the Jungle and the knowledge of people. By uniting them, he discovered strength greater than either alone.

The Jungle Book ends not with Mowgli choosing one world over the other, but with him **welcoming** both. His story remains a **sign** of courage, belonging, and balance between human and nature.





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

3 Match the words from column (A) with their meanings from column (B).

A	B
1. crops	<input type="checkbox"/> wild or dangerous animals.
2. beasts	<input type="checkbox"/> state of calm, safety and harmony
3. peace	<input type="checkbox"/> plants that farmers grow for food or other uses
4. welcoming	<input type="checkbox"/> behaving in a polite or friendly way

4 Read again, and then do the following tasks.

(a) Read and put (T) True or (F) False.

1. Mowgli never returned to the jungle after living with humans.
2. Mowgli helped the villagers protect their cattle and crops.
3. Mowgli fought only for humans and never for the jungle.
4. Mowgli found peace by accepting both sides of himself.

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

1. Baloo and Bagheera welcomed Mowgli as their ..... .  
a. student      b. family      c. enemy      d. leader
2. Mowgli defended villagers against wild ..... .  
a. birds      b. hunters      c. farmers      d. animals
3. Mowgli's story became a sign of courage and ..... .  
a. danger      b. balance      c. sadness      d. hopeless

(c) Answer the following questions.

1. How did the animals welcome Mowgli when he visited the jungle?
2. What two groups did Mowgli protect?
3. What is the lesson we learn from Mowgli's story?
4. How did Mowgli's story end?

(d) Critical Thinking.

Answer the following questions.

1. How can people today create harmony between life and the environment?
2. What does Mowgli's story teach us about balancing different parts of our lives (family, culture, nature, and responsibility)?
3. What makes Mowgli a true hero: his strength, his courage, or his wisdom? Explain.

# LESSON 5 Let's Talk



**Before you read this conversation, ask a classmate**

## 1 Answer the following question.

- What can we do to help the environment?



## Reading

### 2 Read the following dialog.

**Reporter :** Our planet seems to be facing many challenges. Could you tell us what the biggest problems are?

**Environmental Expert:** Yes, Earth is **suffering from** pollution, cutting down forests, and climate change. These are serious issues that affect all living things.

**Reporter:** What simple actions can ordinary people take to help?

**Environmental Expert:** People can reduce waste, **reuse** materials, and recycle old things. Even small actions can make a big difference when many people do them.

**Reporter:** Energy use is also a big topic. What can we do to save energy.

**Environmental Expert:** Turning off lights when they are not needed, using less water, and choosing to walk or cycle instead of driving are all great ways to **reduce pollution**.

**Reporter:** Trees seem very important for the Earth. Why is that?

**Environmental Expert:** Trees clean the air, give us oxygen, and provide homes for animals and birds.

**Reporter:** Finally, do you think it is important for people to learn about the **environment**?

**Environmental Expert:** Sure. When people learn about the environment, they are more likely to protect it. Small actions, if done by millions, can create a huge positive change for the Earth's future.

### 3 Read again and answer the following questions.

1. What problems is the Earth facing today?
2. How can recycling help the planet?
3. Why is planting trees important?
4. How can we save energy?
5. What happens when people learn more about the environment?



## Speaking

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

5 Read and identify the following dialog.

**Aya** : What problems is our Earth facing today?

**Nour** : I think pollution and cutting down trees are the most important.

**Aya** : Yes, that's true. Why is pollution dangerous?

**Nour** : Because it makes the air and water dirty besides it can harm animals.

**Aya** : Also we should recycle materials to help our environment stay clean.

**Nour** : Let's also walk to school instead of using cars.

**Aya** : Together, we can make a big difference.

### Conversation Tip

When you speak about environmental problems and solutions, organize your ideas :

1- State the problem: "Our planet is facing .....".

2- Suggest solutions "We can recycle ..... and .....".

3- Explain the reason "This helps reduce .....".

4- End with a positive message "Together, we can make .....".



## Role-Play

6 Take turns to role-play the conversation, then add more ideas about how students can help the environment.



## Target Vocabulary

7 Practice. Complete the dialog with suitable words or phrases from the box above.

Let's – challenges – That's smart – reduce – How about

**Bassem** : Hi, Maged. I've been thinking about the environmental (1) .....

**Hany** : That's a great topic ! we need to take actions to protect our environment.

**Bassem** : Yes, I know. (2) ..... recycle old things instead of throwing them away.

**Hany** : Exactly! Recycling helps (3) ..... pollution.

**Bassem** : (4) ..... . Let's use cloth bags instead of plastic.

**Hany** : Good idea! (5) ..... planting more trees in our gardens?

**Bassem** : I love that! Trees clean the air. We can make a difference if we work together.

### Useful Expressions

– Yes, I know

– Exactly

– That's smart

– Let's ..... .

– How about ..... .

# LESSON 6 SAVE THE EARTH!



## Before You Write, Let's Get Ready

### Target language

- We **have planted** more trees to make the air cleaner.
- People **have reduced** using plastic to protect the oceans.

### Target vocabulary

recycle – reuse – reduce – protect – pollution – energy – water – nature – environment – save – waste – future generations – responsibility

### Read the following poster.

#### SAVE THE EARTH!

**“Small actions make a big difference”**

#### Why should we save the Earth?

- Because our planet gives us air, water and life.
- Pollution and wastes are harming animals and people.
- We must protect it for future generations.

#### What can we do?

- Recycle plastic, paper, and glass.
- Reduce waste—don't throw rubbish on the ground.
- Reduce using plastic bags and plastic bottles.
- Plant trees and save energy.
- Protect animals and clean your area.
- Join your school "Green Team".
- Let's work together to keep our planet clean and green!.

#### Tip

##### Writing a poster

- 1- Choose a **catchy title** : Make it short and clear.  
e.g., Save the Earth!
- 2- Use **short sentences and action words**.
- 3- Use **colors, pictures, and clear spacing**.
- 4- Add a **slogan or call to action**.  
e.g., “Act today for a better tomorrow!”



- Complete the following poster (Let's save Our Earth) using the words in the box below.

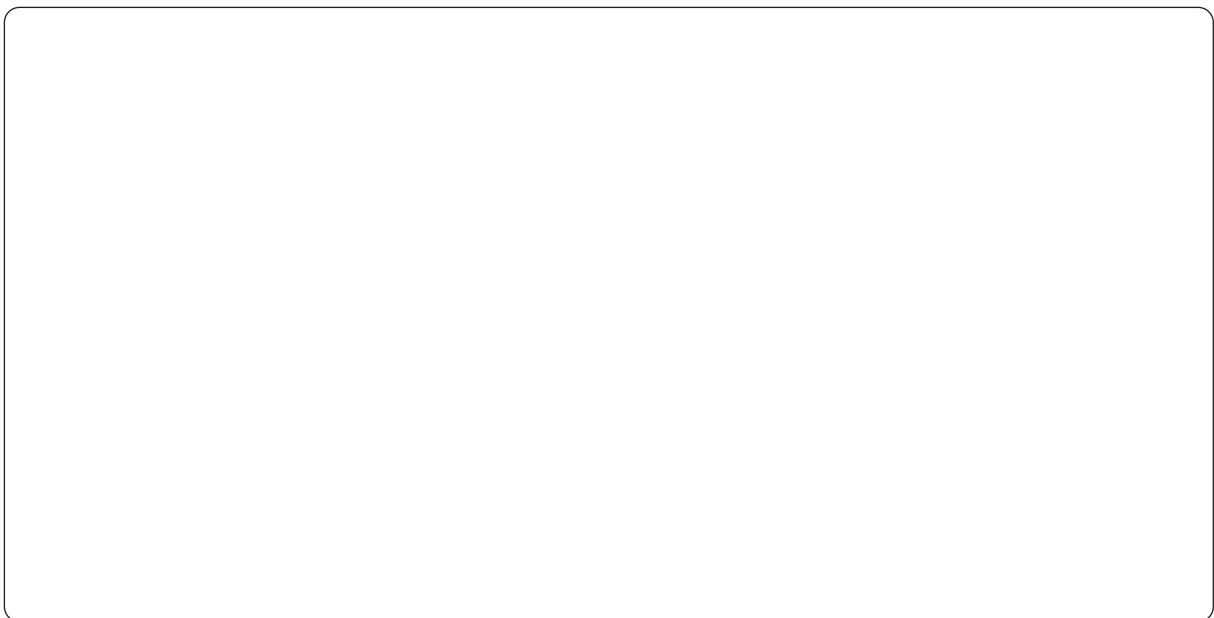
conserve – recycle – pollution – protect – reduce – save

Our planet needs our help! We can (1) ..... old materials like paper and plastic. We should (2) ..... the things we throw away and use again. Let's (3) ..... nature and keep animals safe. Stop (4) ..... by keeping the air and water clean. We must (5) ..... energy and (6) ..... our beautiful planet every day!



## Your Task

- Design a poster about "Helping the Environment".





# Assessment Corner

## A. Vocabulary

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

1. The Nile Valley has one of the most beautiful ..... in the world.  
a. landscapes      b. lessons      c. lakes      d. languages
2. Scientists study solar ..... to understand its effect on Earth.  
a. pollution      b. reflection      c. radiation      d. rotation
3. The Amazon is a large tropical ..... full of rare plants and animals.  
a. desert      b. rainforest      c. mountain      d. ocean
4. Cutting down too many trees can ..... many animal species.  
a. save      b. harm      c. improve      d. train
5. ..... helps protect the environment and reduces waste.  
a. Traveling      b. Building      c. Recycling      d. Cooking

## B. Language

**2** Use the correct form of the verb in the Present Perfect tense.

1. She has already ..... (**saw**) that movie.
2. They ..... (**not/ eat**) breakfast yet.
3. I ..... (**just /wrote**) my report.
4. He ..... (**finish**) his homework already.
5. We ..... (**not visit**) the museum yet.

## C. Writing

**3** Design a poster of (90-100) words about “Saving Energy”.

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# Review 4

## Lesson 1



### 1 Listen to the audio, then answer the questions:

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

1. We can help the Earth by ..... trees.  
a. planting      b. cutting      c. burning      d. ignoring
2. Walking or cycling instead of driving can help reduce ..... .  
a. energy      b. pollution      c. recycling      d. trees

#### B. Listen again and answer the following questions:

3. What are two ways we can use protect the Earth in our daily life?
4. Why is it important for everyone to work together to protect the environment?

### 2 Complete the following dialog:

**Tom and James are talking about fairy tales.**

**Tom** : I like reading fairy tales. They are fun!

**James**: Me too! I like the magical places and exciting stories.

**Tom** : (1) .....

**James**: Yes! The characters, like heroes and princesses, are interesting.

**Tom** : (2) .....

**James**: Right! They teach us important values in a fun way.

**Tom** : (3) ..... ?

**James**: I like “Cinderella” because it shows that being kind can bring happiness.

**Tom** : (4) ..... ?

**James**: Yes! I think fairy tales are always special because they make people imagine and dream.

### 3 Fill in the spaces with words from the box.

irrigation / precious / radiation / slippers / harsh

1. The desert has a very ..... climate with little rain.
2. Sunscreen can protect your skin from harmful ..... .
3. Water is a ..... resource that we should not waste.
4. She wore comfortable ..... around the house.
5. Farmers use ..... systems to supply water to their crops.

**4** Write a paragraph of (90 – 100) words about "Healthy Habits".

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## Lesson 2

**1** Read the following text, then answer the questions

The desert is a dry and hot place with very little water. People and animals living there must adapt to survive. Camels, for example, can go a long time without water, and many desert animals are active at night when it is cooler. People in the desert often wear light clothing to stay cool and use special methods to find and save water. Life in the desert can be difficult, but it is also unique and full of interesting plants and animals.

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

1. People and animals living in the desert must ..... to survive.  
a. adapt      b. stay      c. plant      d. water
2. Many desert animals are active at ..... when it is cooler.  
a. night      b. morning      c. noon      d. evening
3. People in the desert wear ..... clothing to stay cool.  
a. heavy      b. dark      c. light      d. warm

**B. Answer the following questions:**

4. How do camels and other desert animals survive without much water?
5. Why is life in the desert difficult, but also interesting?

**2** Choose the correct answer from a, b, c, or d:

1. Objects fall to the ground because of .....  
a. wind      b. friction      c. gravity      d. electricity
2. Many animals have special ..... to survive in their environment.  
a. attraction      b. invention      c. decoration      d. adaptation
3. We took many photos of the beautiful ..... during our trip to the mountains.  
a. landscape      b. classroom      c. vehicle      d. building
4. A decade is a period of ..... years.  
a. one      b. five      c. ten      d. twenty
5. Many different ..... live in the Amazon rainforest, each with its own culture and traditions.  
a. mountains      b. cities      c. schools      d. tribes

6. She ..... already finished her homework.  
a. have      b. is      c. has      d. was

7. She ..... TV when her friend called.  
a. watched      b. watches      c. is watching      d. was watching

8. By the time we arrived, the movie ..... already started.  
a. is      b. has      c. had      d. was

9. I ..... my homework yesterday.  
a. do      b. did      c. doing      d. does

10. I ..... TV when my friend called me last night.  
a. watched      b. was watching      c. watch      d. am watching

**3** Rewrite the following sentences using the words in brackets to give the same meaning:

1. She was reading a book when the phone rang.      (While)

2. They have studied English since 2012.      (for)

3. The train had left before I arrived at the station.      (After)

## The Story

**4** A. Answer the following questions.

- How did Mowgli feel after defeating Shere Khan, and why was it a mix of victory and sadness?
- Why did Mowgli decide to leave the wolf pack and join the human village?
- How did Mowgli balance life between the jungle and the human village, and what lesson does this teach?

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

- Mowgli learned to care for the village's ..... , protecting them from predators.  
a. houses      b. crops      c. cattle      d. roads
- After the battle, many wolves ..... Mowgli, believing humans could not belong in the jungle.  
a. welcomed      b. rejected      c. followed      d. ignored
- By uniting the jungle and humans, Mowgli discovered that ..... was stronger than either alone.  
a. courage      b. strength      c. fire      d. water

**5** Write a paragraph of about (90 – 100) words on the following:

**"Saving Energy"**

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# Audioscripts



## Unit 7

A school day can be enjoyable and productive if you follow a few simple steps. In the morning, wake up early, prepare your bag, and arrive at school on time. You should greet your teachers and classmates respectfully, as good manners help create a positive atmosphere. During lessons, listen carefully, take clear notes, and participate actively. You should ask questions when you don't understand something, but you shouldn't interrupt others while they are speaking.

At break time, choose healthy snacks and drink water because you should take care of your body. Don't run in the corridors to follow safety rules. After school, review your lessons, do your homework, and organize your timetable. You shouldn't waste your time on distractions if you want to succeed. A well-planned school day helps you learn more and feel confident.



## Unit 8

**Interviewer:** Good morning! Can you tell me how you make learning fun in your classroom?

**Mrs. Manal:** Good morning! I use games and group activities to keep students active while they learn new skills.

**Interviewer:** That sounds wonderful. Do all students enjoy these activities?



**Mrs. Manal:** Most of them enjoy them, but some students prefer quieter tasks, so I always try to balance both styles.

**Interviewer:** Interesting. However, games sometimes take a long time. How do you handle that?

**Mrs. Manal:** I choose short and focused games that take only a few minutes but still help students practice the lesson.

**Interviewer:** And what about technology? Do you use it in your lessons?

**Mrs. Manal:** Yes, I use videos and interactive apps; however, I make sure they support the lesson and do not distract the students.

**Interviewer:** How do you motivate shy students to join in?

**Mrs. Manal:** I give them simple roles in group work while gradually encouraging them to speak and participate more.

**Interviewer:** Do fun activities really improve learning?

**Mrs. Manal:** Sure! Students remember information better when they enjoy the lesson; however, the most important thing is to have clear learning goals.



## Unit 9

Hi. My name is Ali, and I am a Bus Driver. I wake up at 4 a.m. every day to start my work. Because the city is always crowded and full of traffic, I must stay focused and very careful on the road. I work for a long time, and that is tiring. My job is important since many people depend on me to get to their schools and workplaces safely.

My name is Samir. I'm a mechanic. I repair cars and solve technical problems, so people rely on me whenever their vehicles break down. This makes me feel useful and respected.

Hi, my name is Hassan. I'm a chef. I work in a busy restaurant where I prepare meals for many people. Cooking is my passion; therefore, I enjoy spending long hours in the kitchen. As a result, I improve my skills every day.

Hi, I'm Rana, and I work as a journalist. I write news stories and interview people from different backgrounds, so my job is exciting. However, it can be dangerous when I report fires or accidents. As a result, I always stay mindful and careful.

### Review.3

Many people enjoy playing games on their phones, computers, or consoles. But can games make you smarter? Some studies have shown that certain games can improve memory, problem-solving

skills, and concentration. Puzzle games, strategy games, and brain-training apps help players think carefully and make quick decisions. However, it is important to play in moderation. Spending too much time on games can badly affect schoolwork, sleep, and health. When used wisely, games can be fun and also help your brain work better.



## Unit 10

Many years ago, a kind, poor farmer was walking through the forest when he found a small bird trapped in a net. By the time he reached it, the bird had already lost most of its strength. The farmer gently freed the bird, and after he had helped it, the bird suddenly changed into a young man. He thanked the farmer with deep gratitude because the farmer had saved his life.

The young man made a promise to stay with the farmer and work on the farm. They planted crops and shared meals happily. However, the young man had one request: the farmer must not ask about his past. The farmer respected this request before he broke it.

But one day, curiosity won. After the farmer had asked about the young man's past, the young man sadly left forever, teaching the farmer how important it is to keep your promise.



## Unit 11

### Story 1 - Sarah (Explorer):

I was hiking in the Sahara Desert when I got lost for two days. The most important

thing was finding shade during the day. I used my jacket to create shelter under a rock. At night, it became freezing cold, so I gathered dry branches to make a small fire. I conserved my water by taking tiny sips every hour.

#### **Story 2 - Ahmed (Desert Guide):**

As a guide, I teach tourists about desert safety. Last month, our jeep broke down 50 miles from town. We stayed calm and signaled for help using mirrors to reflect sunlight. We shared our water equally among the group and covered ourselves with light-colored clothing to stay cool.

#### **Story 3 - Mariam (Researcher):**

While studying desert plants, a sandstorm suddenly hit our camp. We immediately went inside our tent and waited for six hours until it passed. The sand was everywhere! We used wet cloth over our faces to breathe correctly and checked our equipment for damage afterward.



## **Unit 12**

Our planet is full of natural wonders that have amazed people for thousands of years. Scientists and explorers have discovered incredible places that show the true power and beauty of nature. For example, travelers have visited the Grand Canyon in the U.S.A, the Amazon Rainforest in South America, and the Sahara Desert in North Africa, and each place has offered a different kind of adventure. Over time, researchers have found unusual plants and animals living in deep oceans like the Pacific Ocean, high mountains such as the Himalayas in Asia, and hidden caves like those in Vietnam's

Son Đoòng Cave.

Nature has also created breathtaking sights such as bioluminescent glowing beaches in the Maldives, active volcanoes in Iceland, and giant icebergs in Antarctica that have shaped the way people understand the world. Many photographers have captured these wonders to share their beauty with others. These natural wonders remind us that Earth is full of secrets, and humans have only seen a small part of its magic. They also encourage us to protect our environment, because nature has given us extraordinary places that deserve to be cared for.

## **Review.4**

Our planet is important, and we all need to take care of it. Pollution, deforestation, and climate change are harming the environment. We can help by recycling, saving energy, and planting trees. Using less plastic and walking or cycling instead of driving can also make a difference. Everyone can do small things to protect the Earth. If we all work together, we can make the planet cleaner and healthier for future generations.

# Notes



# Notes



# Notes





# English

## Preparatory Two - Term 2

Academic Year: 2025/2026

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