

**Student's
Book**

ENGLISH

Secondary Stage - Second Language

2026 -2027

Second Term



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

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

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

Name:

Class:

School:

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A MESSAGE FROM THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the **Secondary** 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 **Secondary** 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

Term 2						
Unit	Vocabulary	Language	Skills	Life Skill[s]	Core Value[s]	Cross-Curricular / Project
7. Reviving the Spirit of Civilization	heritage, civilization, parade, artifacts, preserve, ceremony, monument, treasure, protect, vehicle, mummies, restore, bury symbol magnificent exhibition	Modal verbs of necessity (must, mustn't, have to, don't have to, should, shouldn't)	Reading: - Egyptian heritage texts Writing: - Advice blogs Listening: - Historical events Speaking: - Giving advice, discussing monuments	Cultural awareness, responsibility	Respect for heritage, preservation, pride	Social Studies: Egyptian Civilization — Project: Create a mini-museum display or digital heritage poster
8. Family Values and Roles	roles, caring, tidy, chores, traditions, customs, babysit, fix, take care of, twins, backyard, memories, exchange	Possessive adjectives & pronouns	Reading: - Family roles Writing: - Descriptive routines Listening: - Family discussions Speaking: - Role-play chores	Teamwork, communication, cooperation	Respect, responsibility, empathy	Character Education Project : "My Family Roles Chart" or "Home Responsibility Map"

9. Make It Yourself	recipe, mixture, fold, spin, cycle, chop, sauce, spoonful, puzzled, stuck, unaware, attract, curious	• Make vs. Do; Possessive forms; Sequence connectors	Reading: • Instructional texts Writing: • How-to steps Listening: • Daily routines Speaking: • Describing processes	• Practical life skills, organization, safety	• Responsibility, independence	Home Economics / Technology — Project : "How to Make..." illustrated procedure booklet
10. Helping Others	effort, patience, valued, flayers, neighborhood, warmly, meaningful, powerful, alone, huge	• Future simple (will / won't), promises and plans	Reading: • Charity stories Writing: • Diary entry Listening: • Volunteer interviews Speaking: • Presenting volunteering ideas	• Compassion, empathy, helpfulness	• Kindness, service responsibility	Civics / Community Service — Project : "My Volunteer Action Plan"

11. The Natural World	towering, mist, rainforest, waterfall, desert, climate species, flat, landmark, biodiverse, Venus flytrap, sensitive, nutrients	Comparatives & superlatives	Reading: • Nature descriptions Writing: • Descriptive paragraphs; Listening: • Weather forecasts; Speaking: • Weather reporting	• Environmental awareness, observation	• Conservation, respect for nature	Science / Geography Project: "Egypt & the World: Natural Wonders Map"
12. I Will Be Responsible	feel proud, good manners, pay attention, respect, politeness, chores, in order, dust(v), hygiene, surroundings, modesty, generosity	Quantifiers, a, some, any many, much countable and uncountable nouns	Reading: • Responsibility texts Writing: • Goal-setting Listening: • Intentions and promises Speaking: • Future goals	• Decision-making, leadership, planning	• Integrity, perseverance, accountability	Life Skills / Personal Development Project: "My Responsibility & Goals"

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 student's attention before the main reading.

LESSON 1 The Royal Parade

Before you start

Think and discuss in pairs

1 Answer the following questions.

1. What do you know about Egypt's royal mummies?
2. Why is it important to preserve them?

Reading

2 Read the following text. What message did Egypt send to the world through the parade?

"The Pharaohs' Golden Parade"

On Saturday, April 3, 2021, Egypt amazed the world with a once-in-a-lifetime event — the move of 22 **royal mummies** from the Egyptian Museum in Tahrir Square to the National Museum of Egyptian Civilization.



The streets of Cairo shone with golden lights as crowds gathered to **witness** history come alive. The mummies of great pharaohs such as Ramses II and Queen Hatshepsut began their journey through the city in a grand **parade** called "The Pharaohs' Golden Parade."

Each mummy was carefully placed in a specially designed **vehicle** decorated with ancient symbols and protected by security teams. Along the route, soldiers, musicians, and performers in traditional **costumes** honored Egypt's glorious past with performances inspired by ancient **ceremonies**.

People across the world watched the event live on television and online. The parade was not just a ceremony — it was a message to the world that Egypt has **preserved** its history with pride and must continue protecting its priceless **heritage** for future generations.

Think about this

3 Read the text again and answer the following questions.

1. When and where did the parade take place?
2. What was special about the vehicles carrying the mummies?
3. Name two of the famous Pharaohs mentioned in the text.
4. What does the parade show about Egypt's respect for its history?

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

1. The main purpose of the parade was to move to their new home.
a. theaters b. museum c. restaurants d. royal mummies
2. How many royal mummies took part in the parade?
a. 20 b. 21 c. 22 d. 25
3. The performers wore during the event.
a. modern uniforms b. traditional costumes c. tourist clothes d. sports outfits

Vocabulary

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

A	B
1. royal mummies	☐ clothes worn for a special event or tradition
2. witness	☐ a set of actions done in the same way for a long time
3. parade	☐ to see something happen with your own eyes
4. vehicle	☐ a line of people or things moving together for celebration
5. costumes	☐ important history, culture, and traditions passed from one generation to another
6. ceremonies	☐ car, bus, or machine used to travel from place to place
7. heritage	☐ the preserved bodies of ancient kings and queens

6 Fill in the blanks with the correct word from the box.

parade - costumes - mummies - witness - ceremonies

1. In the museum, students can the beauty of Egypt's history.
2. The were moved to the new museum in a great event in Cairo.
3. During the celebration, people wore traditional from Ancient Egypt.
4. The whole world watched the Pharaohs' Golden on TV.

Speaking

7 In pairs, discuss:

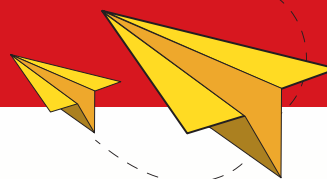
- How does Egypt honor its past and protect its civilization for the future?
- Why must we protect our ancient monuments?
- What do you think was the most special part of the parade?

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 context through engaging sentences and illustrations.



Listening

Students listen to the listening texts and answer the questions.

LESSON 2 Honoring the Past, Building the Future

Before you start

Think and discuss in pairs

1 Answer the following questions.

1. Why do you think many tourists visit Egypt?
2. What do you know about mummies?

Listening

2 Listen to the following text and match the words with their definitions.



A	B
1. grand	☐ put in the ground and covered with soil
2. restore	☐ very large, important, or impressive
3. (be) lined	☐ to bring something back to its original condition
4. buried	☐ to be placed along the sides of a street or path

Language in Use

This section turns grammar rules into real communication skills.

5 Choose the correct answer.

1. We (**must** / **should** / **don't have to**) respect historical sites. It's necessary.
2. Archaeologists (**mustn't** / **shouldn't** / **have to**) protect ancient artifacts carefully.
3. You (**should** / **shouldn't** / **mustn't**) read about Egypt's museums. It's advisable.
4. Students (**don't have to** / **mustn't** / **must**) bring their mobiles to school.
5. Tour guides (**should** / **don't have to** / **mustn't**) give visitors correct information.

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

1. I advise you to brush your teeth. (**should**)
2. It is very important to follow the school rules. (**have to**)
3. It is not allowed to touch the museum artifacts. (**mustn't**)
4. It is necessary for us to help the poor. (**must**)
5. It is not necessary to bring your own water; the school gives water. (**don't have to**)

Tip

Using Modal Verbs for Necessity, Advice Unnecessity & Prohibition

1. must:

Meaning: A strong rule, important obligation, or something you feel necessary
Example: You **must** follow the teacher's instructions.

2. have to:

Meaning: Something that is necessary because of rules- and when there is no other choice
Example: We **have to** wear our school uniform every day.

Speaking

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

Tip

Tips to enrich students' vocabulary and use words correctly

5. Tour guides (**should** / **don't have to** / **mustn't**) give visitors correct information.

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

1. I advise you to brush your teeth. (**should**)
2. It is very important to follow the school rules. (**have to**)
3. It is not allowed to touch the museum artifacts. (**mustn't**)
4. It is necessary for us to help the poor. (**must**)
5. It is not necessary to bring your own water; the school gives water. (**don't have to**)

Speaking

7 In pairs, discuss what Egyptians must or should do to protect their heritage.

- Use these prompts:
- We must ...
 - We should ...

Tip
Using Modal Verbs for Necessity, Advice Unnecessity & Prohibition

1. must:

Meaning: A strong rule, important obligation, or something you feel necessary
Example: You **must** follow the teacher's instructions.

2. have to:

Meaning: Something that is necessary because of rules- and when there is no other choice
Example: We **have to** wear our school uniform every day.

3. mustn't:

Meaning: Something is not allowed
Example: Students **mustn't** shout in the classroom.

4. should:

Meaning: A good idea / helpful advice
Example: You **should** do your homework before playing.

5. don't/doesn't have to:

Meaning: Something is not necessary

Story Time

The stories are level appropriate and related to interesting, relevant curriculum-based topics. Along with attractive illustrations, they capture the students' attention and familiarize them.

LESSON 4 Story Time

The Golden Goose



Before you read, discuss in pairs

1 Answer the following questions.

1. What qualities do you think make a person kind or unkind?
2. Why do you think fairy tales often begin with "Once upon a time"?

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

Once upon a time, there was a poor man who had three sons. The eldest was proud and **selfish**, the middle son was clever but unkind, and the youngest was kind and often laughed. People called him "Dummling", yet he had a good heart. One day, their father sent each son into the forest to cut wood. The eldest brother went first. As he worked, an old man came closer to him, asking for food and water. The eldest son, thinking only of himself, and rudely refused. Soon after, his **axe slipped**, and he



Chapter One
The Three Brothers

Let's Talk

How to expand your vocabulary

LESSON 5 Let's Talk

Before you read this conversation, ask a classmate

1 Answer the following questions.

1. Have you read about the Grand Egyptian Museum?
2. Why do you think it's important to Egypt?

Reading

2 Read the following dialog between Bassem and Leen. Guess the meaning of the expressions in bold.

Leen: Hi Bassem! You look excited today. What happened?

Bassem: Hi Leen! I watched the opening of the Grand Egyptian Museum on TV yesterday.

Leen: Really? How was it?

Bassem: It was **brehtaking**. The whole event looked like a masterpiece.

Leen: Wow! What made it so special?

Bassem: People from all over the world witnessed the opening live on TV.

Leen: Did Egypt send a message to the world through this event?

Before you write

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

LESSON 6 Advice Blog

Before You Write. Let's Get Ready

Answer the following questions.

1. Have you ever written a blog?
2. What was it about?

Target language

Modals

must - mustn't - should - have to - don't have to

Target vocabulary

royal mummies – witness – preserve heritage – monuments
– wisdom – ancestors – grand – be lined – restore –
breathtaking – pride – exhibition – civilization – highlight

Writing

Advice Blog: Visiting the Grand Egyptian Museum

Visiting the Grand Egyptian Museum is a **brehtaking** experience that fills every Egyptian with **pride**. When you go, you **must follow** the rules to help **preserve** our **heritage**. You **must respect** the **royal mummies** and other **monuments**. You **mustn't touch** anything, and you **should speak** quietly. You **have to book** your ticket, but you **don't have to bring** a guide because information is everywhere. You **shouldn't block** the halls, which are often lined with visitors. A good visit shows the **wisdom** of our **ancestors** and keeps their history alive.



Your Task

1 Complete the blog with the suitable modal verbs.

Tip

What is an advice blog post?

An advice blog is a short online text where a writer gives helpful tips, rules, or suggestions to readers. People write advice blogs to tell others how to behave, how to act in places, or how to do things in a safe and respectful way. Writers often use modals like must, mustn't, should, have to, and don't have to give clear advice.

Assessment Corner

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



Assessment Corner

A. Vocabulary

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

1. The word "heritage" means ".....".
a. the future b. ancient history c. modern life d. technology
2. A museum is a place where artifacts are
a. worked b. played c. displayed d. performed
3. The Avenue of Sphinxes in Luxor is a walkway.
a. trade b. historical c. scary d. modern
4. "Preserve" means ".....".
a. destroy b. lose c. forget d. protect
5. The word "civilization" refers to a community with
a. games and sports b. culture and history
c. stones and rules d. language and fashion

B. Language

2 Complete using modal verbs (must, have to, should, don't have to, mustn't).

1. We respect ancient monuments.
2. You take photos in "No Photo" zones.
3. You sleep well. It's my advice for you.
4. You clean the room. I cleaned it myself.
5. At my job, we wear a uniform.

C. Writing

3 Write an advice blog of (80-100) words to give useful tips when visiting museums.

.....

.....

.....

Start Smart



1 Finish the following dialog:

Mariam and Karim are discussing a class presentation about role models in Egypt.

Mariam: I think today's presentation about role models in Egypt was really inspiring.

Karim: Yeah, it made me think about who I actually look up to. (1)

Mariam: For me, my biggest role model is my grandmother.

Karim: Really? (2)

Mariam: She's hardworking and always encourages me to reach my dreams. What about you?

Karim: (3)

Mariam: True! Prof. Magdy Yaqoub shows what it means to make a positive difference in society.

Karim: Exactly. I hope more young people (4)

2 Read the following text, then answer the questions:

Last week, my school invited a young Egyptian athlete, Salma Nasser, to speak about her journey. She shared how she trained every day before sunrise and balanced her studies with sports. Salma said her biggest **challenge** was staying motivated when results were slow, but she never gave up. She also explained that a "small step" can one day lead to a big achievement. After the talk, many students felt inspired to set new goals. For me, her story was a reminder that discipline isn't just about hard work — it's about believing in yourself even when things feel difficult.

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

1. The main idea of the text is

- a. A student describes her school routine
- b. An athlete explains why she stopped training
- c. A speaker inspires students with her life journey
- d. A teacher talks about the importance of sports

2. In the text, the word "**challenge**" means to

- a. success
- b. difficulty
- c. award
- d. opportunity

b Answer the following questions:

3. What time did Salma usually train?

.....

4. What does the underlined word "her" refer to?

5. Why do you think Salma's story inspired many students to set new goals?

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

- "Visual" is related to the sense of
a. hearing b. smell c. taste d. sight
- He is to admit his mistake. He is afraid to say I did something wrong.
a. scared b. hungry c. excited d. relaxed
- To make the negative meaning of "evaluate", add the prefix ".....".
a. re- b. mis- c. pre- d. over-
- I want to find a good after I graduate.
a. education b. impact c. job d. achievement
- To means not to listen or give attention to someone or something.
a. explore b. create c. protect d. ignore
- If everyone thinks well before taking a decision, they won't mistakes.
a. read b. make c. do d. develop

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

- We (**go**) to the museum yesterday and learned a lot about ancient Egypt.
- She (**prepare**) her presentation now, so she can't come to the phone.
- You (**not park**) here. It's for teachers only.
- He usually (**walk**) to school, but today his dad drove him.
- They (**visit**) the new science center this weekend.
- If you study hard, you (**get**) great results.

5 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

- It's too dark to read this book. (can't)
- Omar drinks coffee every morning. (usually)
- If you don't wear a helmet, you might get hurt. (should)
- They plan to start a new project next month. (going to)
- Don't walk on the grass in this park. (mustn't)

6 Write a biography of (80 – 100) words describing your role model.

.....

.....

.....

.....

UNIT 7

Reviving the Spirit of Civilization

Learning Outcomes

Reading

- Identify main ideas in texts about Egypt's national heritage projects, museums, and cultural events
- Understand descriptions of historical ceremonies
- Infer meaning of new vocabulary from context

Listening

- Listen for key information in discussions about Egyptian cultural projects and national celebrations

Speaking

- Share opinions and ideas about how Egypt protects its history
- Engage in meaningful discussions about the importance of museums, monuments, and ancient sites
- Ask and answer questions about events, locations, and historical figures accurately

Language

- Use modal verbs for necessity, obligation, advice, and prohibition: must, have to, should, mustn't, don't have to
- Apply modal verbs correctly in speaking, reading comprehension, and writing tasks

Writing

- Write short advice blogs and paragraphs offering guidance on protecting Egyptian heritage



LESSON 1 The Royal Parade



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What do you know about Egypt's royal mummies?
2. Why is it important to preserve them?



Reading

2 Read the following text. What message did Egypt send to the world through the parade?

"The Pharaohs' Golden Parade"

On Saturday, April 3, 2021, Egypt amazed the world with a once-in-a-lifetime event — the move of 22 **royal mummies** from the Egyptian Museum in Tahrir Square to the National Museum of Egyptian Civilization.



The streets of Cairo shone with golden lights as crowds gathered to **witness** history come alive. The mummies of great pharaohs such as Ramses II and Queen Hatshepsut began their journey through the city in a grand **parade** called "The Pharaohs' Golden Parade."

Each mummy was carefully placed in a specially designed **vehicle** decorated with ancient symbols and protected by security teams. Along the route, soldiers, musicians, and performers in traditional **costumes** honored Egypt's glorious past with performances inspired by ancient **ceremonies**.

People across the world watched the event live on television and online. The parade was not just a ceremony — it was a message to the world that Egypt has **preserved** its history with pride and must continue protecting its priceless **heritage** for future generations.



Think about this

3 Read the text again and answer the following questions.

1. When and where did the parade take place?
2. What was special about the vehicles carrying the mummies?
3. Name two of the famous Pharaohs mentioned in the text.
4. What does the parade show about Egypt's respect for its history?

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

1. The main purpose of the parade was to move to their new home.
a. theaters b. museum c. restaurants d. royal mummies
2. How many royal mummies took part in the parade?
a. 20 b. 21 c. 22 d. 25
3. The performers wore during the event.
a. modern uniforms b. traditional costumes c. tourist clothes d. sports outfits



Vocabulary

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

A	B
1. royal mummies	☐ clothes worn for a special event or tradition
2. witness	☐ a set of actions done in the same way for a long time
3. parade	☐ to see something happen with your own eyes
4. vehicle	☐ a line of people or things moving together for celebration
5. costumes	☐ important history, culture, and traditions passed from one generation to another
6. ceremonies	☐ car, bus, or machine used to travel from place to place
7. heritage	☐ the preserved bodies of ancient kings and queens

6 Fill in the blanks with the correct word from the box.

parade - costumes - mummies - witness - ceremonies

1. In the museum, students can the beauty of Egypt's history.
2. The were moved to the new museum in a great event in Cairo.
3. During the celebration, people wore traditional from Ancient Egypt.
4. The whole world watched the Pharaohs' Golden on TV.



Speaking

7 In pairs, discuss:

- How does Egypt honor its past and protect its civilization for the future?
- Why must we protect our ancient monuments?
- What do you think was the most special part of the parade?

LESSON 2

Honoring the Past, Building the Future



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. Why do you think many tourists visit Egypt?
2. What do you know about mummies?



Listening

2 Listen to the following text and match the words with their definitions.



A

1. grand
2. restore
3. (be) lined
4. buried

B

- ☐ put in the ground and covered with soil
- ☐ very large, important, or impressive
- ☐ to bring something back to its original condition
- ☐ to be placed along the sides of a street or path

3 Listen again. Then answer the questions.

1. What must scientists and archaeologists do to protect the mummies?
2. What mustn't they do while working?
3. What should citizens do to learn more about their history?
4. Why don't people have to be experts to enjoy Ancient Egypt?
5. What lesson do teachers give about the past and future?



Language in Use

4 Fill in the blanks with must, have to, should, don't have to, or mustn't.

1. Egyptians learn about their history and culture.
2. Visitors follow the museum's safety rules carefully.
3. You touch old statues; it's forbidden.
4. Students study hard to understand ancient civilizations.
5. You buy sugar. We have a lot at home.

5 Choose the correct answer.

1. We (**must / should / don't have to**) respect historical sites. It's necessary.
2. Archaeologists (**mustn't / shouldn't / have to**) protect ancient artifacts carefully.
3. You (**should / shouldn't / mustn't**) read about Egypt's museums. It's advisable.
4. Students (**don't have to / mustn't / must**) bring their mobiles to school.
5. Tour guides (**should / don't have to / mustn't**) give visitors correct information.

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

1. I advise you to brush your teeth. (should)
.....
2. It is very important to follow the school rules. (have to)
.....
3. It is not allowed to touch the museum artifacts. (mustn't)
.....
4. It is necessary for us to help the poor. (must)
.....
5. It is not necessary to bring your own water; the school gives water. (don't have to)
.....



Speaking

7 In pairs, discuss what Egyptians must or should do to protect their heritage.

Use these prompts:

- We must ...
- We should ...
- We don't have to ...
- We mustn't ...

Example:

- We must learn more about our ancient history.
- We should visit museums to understand our civilization.
- We don't have to pay to enter the museum, it is free today.
- We mustn't damage or touch old monuments.

Tip

Using Modal Verbs for Necessity, Advice Unnecessity & Prohibition

1. **must:**
Meaning: A strong rule, important obligation, or something you feel necessary
Example: You **must** follow the teacher's instructions.
2. **have to:**
Meaning: Something that is necessary because of rules- and when there is no other choice
Example: We **have to** wear our school uniform every day.
3. **mustn't:**
Meaning: Something is not allowed
Example: Students **mustn't** shout in the classroom.
4. **should:**
Meaning: A good idea / helpful advice
Example: You **should** do your homework before playing.
5. **don't/doesn't have to:**
Meaning: Something is not necessary
Example: We **don't have to** wear our school uniform on Fun Day.

LESSON

3

Discovering the Grand Egyptian Museum



Before you start

1 Answer the following questions.

1. Why do people visit museums?
2. What do you think the Grand Egyptian Museum shows?



Reading

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

The Grand Egyptian Museum (GEM) is one of Egypt's most **magnificent** cultural projects. It is located near the Giza Pyramids. It stands as a bridge between Egypt's great past and its promising future. Designed with modern building, glass fronts, and large **exhibition** halls, the museum covers over 480.000 square meters, making it the world's largest archaeological museum for a single **civilization**.

The GEM will house more than 100.000 **artifacts** that tell the story of Ancient Egypt.

What makes the museum special is its blend of tradition and technology. Interactive displays, 3D models, and digital guides allow visitors to explore Ancient Egypt in a new way. The GEM also includes a conservation center, library, cinema, and spaces for workshops and culture events.



More than just a museum, the Grand Egyptian Museum is a **symbol** of national pride. It celebrates Egypt's unique heritage while welcoming the world to experience the wonder of its civilization in the heart of Giza.

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

A
1. artifact
2. civilization
3. exhibition
4. symbol
5. magnificent

B
☐ a public display of objects or artworks
☐ people's way of life, culture, and achievements
☐ a picture or sign that shows something
☐ extremely beautiful
☐ a piece of art or tool made by humans long ago

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

- The Grand Egyptian Museum is located near
a. Luxor b. Giza Pyramids c. Cairo Airport d. Alexandria
- The museum will display over artifacts.
a. 1000 b. 10.000 c. 100.000 d. 1000.000
- The museum combines and technology.
a. art b. tradition c. fashion d. business
- The Grand Egyptian Museum is a symbol of
a. ancient life b. education c. foreign tourism d. national pride



Speaking

5 With a partner ask and answer the questions below.

Take 3-4 minutes to think quietly and share your partner's answers with your classmates.

- Why do you think museums are important for a country?
 - What can young people learn when they visit the Grand Egyptian Museum ?
- Discuss the answers with your class.

Tip

Use expressions like

In my opinion,

I agree because ...

What do you think?

LESSON 4 Story Time

The Golden Goose

Chapter One The Three Brothers



Before you read, discuss in pairs

1 Answer the following questions.

1. What qualities do you think make a person kind or unkind?
2. Why do you think fairy tales often begin with "Once upon a time"?

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

Once upon a time, there was a poor man who had three sons. The eldest was proud and **selfish**, the middle son was clever but unkind, and the youngest was kind and often laughed. People called him "Dummling", yet he had a good heart. One day, their father sent each son into the forest to cut wood. The eldest brother went first. As he worked, an old man came closer to him, asking for food and water. The eldest son, thinking only of himself, and rudely refused. Soon after, his **axe slipped**, and he **injured** his hand. Tired and angry, he went home with little to show. The next day, the middle brother went to the forest. **He** too met the old man, who asked kindly for food and drink. The middle son laughed at him and walked away. Not long after, his axe broke, and he returned home with nothing. Both brothers laughed at Dummling when their father told him it was his turn, for they thought he could not **succeed**. But Dummling, though simple, had a heart full of kindness that would soon change his life **forever**.





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

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

A	B
1. selfish	☐ to achieve what you were trying to do
2. slipped	☐ hurt or wounded
3. axe	☐ for all time - without end
4. injured	☐ not thinking about other people's needs or feelings
5. succeed	☐ to slide out of your hand
6. forever	☐ a tool used to cut wood.

4 Answer the following questions.

1. How would you describe the eldest brother?
2. Why did the eldest brother get injured while cutting wood?
3. What can you tell about Dummling's personality from the last sentences?
4. Who does the underlined word "He" refer to?
5. Why did the middle son's cleverness fail to save him from the same fate as his eldest brother?

5 Read and put (T) True or (F) False.

1. The eldest brother was kind to the old man. ☐
2. The middle brother's axe broke after he was rude. ☐
3. Dummling was the youngest son. ☐
4. The old man offered the brothers food and water. ☐
5. Dummling's brothers believed he would succeed. ☐

6 Critical Thinking

Answer the following questions.

1. Why do you think both of the older brothers faced bad luck after refusing to help the old man?
2. What lesson or moral do you think this story teaches about kindness and behavior?

LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

1 Answer the following questions.

1. Have you read about the Grand Egyptian Museum?
2. Why do you think it's important to Egypt?



Reading

2 Read the following dialog between Bassem and Leen. Guess the meaning of the expressions in bold.

Leen: Hi Bassem! You look excited today. What happened?

Bassem: Hi Leen! I watched the opening of the Grand Egyptian Museum on TV yesterday.

Leen: Really? How was it?

Bassem: It was **breathtaking**. The whole event looked like a masterpiece.

Leen: Wow! What made it so special?

Bassem: People from all over the world witnessed the opening live on TV.

Leen: Did Egypt send a message to the world through this event?

Bassem: **Of course!** Egypt showed the world how great the Pharaohs were and how rich our history is.

Leen: I heard many teams worked on the event. Is that true?

Bassem: Yes. Police, architects, artists, and historians worked together. It was a day of national pride.



3 Complete the following dialog between Rahma and Dima using words from the box below.

historians – artifacts – witness – book – masterpiece – guides

Rahma & Dima are planning their visit to the Grand Egyptian Museum.

Dima: Hi Rahma! I heard we are visiting the Grand Egyptian Museum next Tuesday.

Rahma: Yes! I'm sure we will see many amazing (1) inside.

Dima: Great! I want to (2) the beauty of Egypt with my own eyes.

Rahma: The building itself is a (3) It looks so modern and powerful.

Dima: What should we do before we go?

Rahma: We should (4) our tickets so we don't wait in long lines.

Dima: Who works inside the museum?

Rahma: Many teams, like (5) and (6), help visitors learn about history.



Speaking

4 Work in pairs. One student is a tourist, the other is a tour guide.

Use the questions and prompts below to make your own conversation.

- Can you tell me about this artifact?
- Why is it important?
- When was it made?
- Who used it?
- What is special about the Pharaohs?
- When did the museum open?
- What can we do inside the museum?
- How should visitors behave inside?



LESSON 6 Advice Blog



Before You Write. Let's Get Ready

• Answer the following questions.

1. Have you ever written a blog?
2. What was it about?

Target language

Modals

must - mustn't - should - have to - don't have to

Target vocabulary

royal mummies – witness – preserve heritage – monuments
– wisdom – ancestors – grand – be lined – restore –
breathtaking – pride – exhibition – civilization – highlight

Tip

What is an advice blog post?

An advice blog is a short online text where a writer gives helpful tips, rules, or suggestions to readers. People write advice blogs to tell others how to behave, how to act in places, or how to do things in a safe and respectful way. Writers often use modals like must, mustn't, should, have to, and don't have to give clear advice.

Writing

Advice Blog: Visiting the Grand Egyptian Museum

Visiting the Grand Egyptian Museum is a **breathtaking** experience that fills every Egyptian with **pride**. When you go, you **must follow** the rules to help **preserve** our **heritage**. You **must respect** the **royal mummies** and other **monuments**. You **mustn't touch** anything, and you **should speak** quietly. You **have to book** your ticket, but you **don't have to bring** a guide because information is everywhere. You **shouldn't block** the halls, which are often lined with visitors. A good visit shows the **wisdom** of our **ancestors** and keeps their history alive.



Your Task

- 1 Complete the blog with the suitable modal verbs.

My School Advice Blog

School is a place where we learn, grow, and work together. To make our school a better place for everyone, you (1) always be respectful to your teachers and classmates. You (2) arrive on time because being late disturbs the class. Students (3) keep the school clean and put rubbish in the bins. You (4) shout in the corridors, as this makes the school too noisy. Everyone (5) bring their books and materials every day. Finally, you (6) help new students and make them feel welcome. Following these simple rules helps create a safe and friendly school for all.

2 Write your own advice blog: How to Serve Your Local Community

Write an advice blog of (80 – 100) words about what people should do to serve and help their local community.

Use **should**, **must**, **mustn't**, **have to** and **don't have to** in your writing.

Ideas to help you:

- keeping streets clean
- helping elderly neighbors
- joining school or community projects
- planting trees / caring for parks
- volunteering in charities
- supporting people in need
- being kind and respectful

Tip

Your blog must include

- A clear title
- A short introduction
- Advice using modals
- Correct punctuation and spelling
- 80–100 words

HOME | ABOUT | DOWNLOAD





Assessment Corner



A. Vocabulary

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

1. The word "heritage" means ".....".
a. the future b. ancient history c. modern life d. technology
2. A museum is a place where artifacts are
a. worked b. played c. displayed d. performed
3. The Avenue of Sphinxes in Luxor is a walkway.
a. trade b. historical c. scary d. modern
4. "Preserve" means ".....".
a. destroy b. lose c. forget d. protect
5. The word "civilization" refers to a community with
a. games and sports b. culture and history
c. stones and rules d. language and fashion

B. Language

2 Complete using modal verbs (must, have to, should, don't have to, mustn't).

1. We respect ancient monuments.
2. You take photos in "No Photo" zones.
3. You sleep well. It's my advice for you.
4. You clean the room. I cleaned it myself.
5. At my job, we wear a uniform.

C. Writing

3 Write an advice blog of (80-100) words to give useful tips when visiting museums.

.....

.....

.....

.....

UNIT 8

Family Values and Roles

Learning Outcomes

Reading

- Identify main ideas and supporting details in short informational texts
- Skim and scan for specific information

Listening

- Listen for gist and details in short recordings about house chores
- Identify specific information such as time, steps, or reasons

Speaking

- Participate in short discussions and role-plays
- Describe how things work using sequence words
- Express opinions and give short reasons

Language

- Use possessive pronouns and possessive adjectives correctly.

Writing

- Write short paragraphs describing people or processes
- Use linking words to show sequence and logic



LESSON 1 My Family Roles



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What jobs or roles do people usually have in a family?
2. Do you help at home? What housework job do you do?



Reading

2 Read the following text. What does Mona do when her parents go out ?

The Hassan family lives in an apartment in Cairo. There are five people in their family: Mom, Dad, and three children. Everyone has important **roles** in their home.

Mom works as a doctor at a hospital. She **takes care of** patients every day. At home, she prepares delicious Egyptian dishes for her family and helps her children with their schoolwork. She is very **caring** and always listens to everyone's problems.

Dad is a history teacher at a secondary school. He loves teaching about Egypt's past. At home, he **fixes** things when they break and drives the children to school safely every morning.



Mona is sixteen years old. She is the eldest child, so she helps to take care of her younger brothers. She **babysits** them when her parents go out and helps them prepare for bed.

The two boys, Ahmed and Omar, are **twins**. They are twelve years old. Their job is to keep their room tidy and feed their cats. They also help Dad wash the family car on weekends.

Every person in the Hassan family has a special role, and this makes their home a happy place.



Think about this

3 Answer the following questions.

1. Where does the Hassan family live?
2. What is Mom's job?
3. What does Dad do at home?
4. How old is Mona?
5. What do Ahmed and Omar do on weekends?



Vocabulary

4 Complete the table by grouping the words from the text according to their parts of speech.

Noun	Verb	Adjective	Adverb
family	prepare	tidy	safely
.....			
.....			
.....			

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

(A)	(B)
1. roles	☐ to repair or make something work again
2. take care of	☐ to look after children for a short time when parents are away
3. caring	☐ two babies born to the same mother at the same time
4. fix	☐ the jobs or parts people have in a family, group, or play
5. babysit	☐ look after someone or something
6. twins	☐ kind and helpful to others



Speaking

6 Pair Work: Solving a family problem situation:

In your house, the parent wants to watch the news on TV, but you (the child) want to watch your favorite cartoon or show.

Discuss solutions:

You should discuss:

1. What each person wants to watch
2. Why it is important for them
3. Possible solutions. (taking turns / watching on another device / recording the program)
4. Agree on the best solution

LESSON 2 Family Talks



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. Do you think everyone in a family must have a role?
Why? Why not?
2. How should you argue with your elder brother/sister?



Listening

2 Listen to this family conversation. Two brothers are discussing roles: Sameh and Ramy. Then write (T) True or (F) False.

1. Ramy says it is Sameh's turn to wash the dishes.
2. Sameh says Ramy only fed the cat.
3. They want their mom to decide who is right.
4. Ramy agrees to do the dishes tomorrow without conditions.

☐
☐
☐
☐

3 Listen again and complete the following sentences.

1. Sameh says it is Ramy's turn to wash the
2. Ramy says he also took out the
3. Sameh says Ramy only fed the
4. Ramy says, "Let's ask to decide".



Language in Use

4 Read the language tips and do the following tasks.

a Choose the correct answer.

1. This is (my / mine) bag.
2. That car is (her / hers).
3. They love (their / theirs) new house.
4. Is this pen (your / yours)?
5. We are playing in (our / ours) garden.

Tip

Possessive adjectives

Possessive adjectives show who something belongs to.

They come **before a noun**.

- **my** book, **your** cat, **his** car, **her** shoes, **our** house, **their** teacher

Tip

Possessive pronouns

Possessive pronouns show who something belongs to. They **stand alone** (no noun after them).

*This book is **mine**. That cat is **yours**.*

*That car is **his**. The shoes are **hers**.*

*The house is **ours**. The teacher is **theirs**.*

b Complete the following sentences with the correct possessive adjective.

1. I love family.
2. Sarah talks to mom every day.
3. The boys clean room on Saturdays.
4. We invite friends to dinner.

c Rewrite the sentences using the words in brackets

1. This pencil belongs to her. (hers)
.....
2. The blue jacket is Ahmed's. (his)
.....
3. These shoes belong to us. (our)
.....
4. That house belongs to them. (theirs)
.....
5. This laptop is mine. (my)
.....

d Complete the following text with the correct possessive adjectives/pronouns.

Last weekend, my family visited a small coastal town for short holiday. My parents wanted to show us favorite beach, where they spent their childhood summers. My sister brought camera, and my brother carried football. We met a friendly local family; children shared their kites with us, and flew the highest. Later, we had lunch with them, and my mother said homemade food tasted better than ours.



Speaking



Think-Pair-Share

5 Ask and answer about "Tasks that can be done at home":

Topic: Tasks that can be done at home.

1. **Think:** What tasks can be done at home?
2. **Pair:** Talk to your partner. Ask and answer questions like:
 - What tasks do you usually do at home?
 - Which task do you like the most? Why?
 - Who helps you with the housework?
 - How often do you do these tasks?
 - Do you think children should help at home?

3. **Share:** Your partner's ideas with the class.

Use this sentence starter: My partner usually helps with ...

Speaking Tip

- Use expressions of frequency:
always, often, sometimes, never.
- Use polite expressions:
I think..., In my opinion, ..., I prefer...
- Speak in full sentences and make eye contact with your partner.

LESSON 3 Family Stories



Before you start

1 Answer the following questions.

1. What kind of traditions does your family have?
2. Why do you think family traditions are important?



Reading

2 Read the following email. What do they do during Christmas time ?

New Message

To : ali-magdy@..... com

From : popgarci@..... com

Subject : Special Moments with the Garcia Family

Hi Ali,

I hope you're doing well ! I want to tell you a bit about my family and some of the special **traditions** we have.

Every family has its own stories and **customs**, and ours are no different. The Garcia family from San Antonio, Texas, loves spending time together and creating beautiful **memories**. Our favorite tradition happens every Sunday when the whole family gathers at Grandma's house for a big lunch. Grandma cooks her famous chicken and rice, and everyone brings something special. Uncle Carlos brings fresh bread from his bakery, and Aunt Maria makes her delicious apple pie. After eating, the children always play games in the **backyard**—it's so much fun!

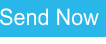
We also love celebrating birthdays. Whenever someone has a birthday, we organize a **surprise party** with colorful balloons and a homemade cake. Just last month, we all celebrated Dad's fortieth birthday. Everyone hid behind the couch, and when Dad came home from work, we all jumped out and shouted, "Surprise!" He was so happy.

Christmas is our biggest celebration of the year. We put up a huge Christmas tree, **exchange** handmade gifts, and laugh at Grandpa's funny stories about his younger days.

These traditions make our family very close and happy. I'd love to hear about your family's traditions too!

Best wishes,
Pop Garcia

3 Read the email again and write (T) True or (F) False.

1. The Garcia family meets every Saturday.

☐

2. Uncle Carlos owns a bakery.

☐

3. They celebrated Mom's birthday last month.

☐

4. Grandpa tells stories during Christmas.

☐

4 Read again and answer the following questions.

1. What happens every Sunday at Grandma's house?

2. How did the Garcia family surprise Dad on his fortieth birthday?

3. Why do you think these traditions help the Garcia family feel "very close and happy"?



Vocabulary

5 Match the words in column (A) with their meaning in column (B).

A
1. customs
2. surprise party
3. backyard
4. exchange
5. memories
6. traditions

B
☐ a special celebration planned secretly for someone
☐ things people usually do in their culture or country
☐ ways of doing things that are passed from one generation to another
☐ the space or garden behind a house
☐ to give something and receive something in return
☐ things you remember from the past

6 Fill in the blanks with the correct word from the list.

surprise - traditions - exchange - backyard - memories

1. My family has like eating together on Fridays.

2. I have good of playing with my friends at school.

3. The children are playing in the

4. We had a party for my sister's birthday.

5. Students from two schools will letters.

LESSON 4 Story time

Chapter Two Dummling's Kindness

The Golden Goose



Before you start, discuss in pairs

1 Answer the following questions.

1. Have you ever received a reward for being kind? When?
2. Do you believe good things happen to people who are kind? Why or why not?



Reading

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

At last, it was Dummling's turn to go into the forest. Unlike his brothers, he gladly shared his bread and drink with the old man he met along the way. The old man smiled and **blessed** him, saying, "Because of your kindness, you will be rewarded". He guided Dummling to a special tree and told him to cut it down. When Dummling did, he found a goose inside with feathers made of pure **shining** gold. Amazed by this, dummling gently picked up the golden goose, wondering what **adventures** it might bring. That night, He stayed at a small hotel at a busy market, which was owned by a man and his three children, while keeping the goose by his side. They were surprised by the bird's beauty. **Greed** filled their hearts as they thought of taking a golden feather for themselves. But the goose was not **ordinary**—it had a strange, magical power that would soon **reveal** itself in surprising ways.





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

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

A	B
1. blessed	☐ make something known that was hidden before
2. shining	☐ exciting experiences where something suddenly happens
3. adventures	☐ giving off bright light or glowing
4. reveal	☐ having received good wishes or kindness
5. greed	☐ want to have more of something than is needed
6. ordinary	☐ not interesting / usual

4 Answer the following questions.

1. What does the word “rewarded” mean in the story?
2. What did Dummling do first — share his food or cut down the tree?
3. What does Dummling’s behavior show about his personality?
4. Why did the old man help Dummling but not his brothers?
5. What happened when Dummling was kind to the old man?

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

1. Dummling refused to share his food with the old man. ☐
2. The old man showed Dummling a special house. ☐
3. Dummling found a golden goose inside the tree. ☐
4. The hotel owner and his three children were kind and generous. ☐
5. The golden goose had magical powers. ☐

6 Critical Thinking

Answer the following questions.

1. Why do you think the man rewarded Dummling?
2. Do you agree with the behavior of the hotel owner? Why or why not?

LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

1 Answer the following questions.

1. What is your favorite role you do at home ?
2. What's your family's favorite tradition?

2 Read the following conversation.

Guess the meaning of the expressions in bold.

Mom : Good morning, everyone! It's Friday – our family cleaning day. Let's plan our chores.

Adel : **Sure, Mom.** I'll clean my room and make my bed.

Salwa : I'll water the plants and dust the shelves in the living room.

Adel : **What about** the dishes, Mom? Are they mine or Salwa's today?

Salwa : They're yours, Adel. Yesterday they were mine. **It's only fair!**

Mom : **Good teamwork!** After that, I'll cook lunch, and you can both help me set the table.

Salwa : I'll bring my favorite dishes. They match our cups!

Mom : **Great!** When we finish, we can all sit together and talk about our weekend plans.

Adel : **That's a good idea!** Family time is always the best.

Salwa : Yes, Mom always says, "Helping at home shows love."

Mom : **Exactly!** This home is ours, so let's keep it clean and happy!

Tip

Conversational Expressions

- Sure, Mom – What about ... ?
- Good teamwork
- Don't worry
- That's a good idea
- I'll take care of it!



3 Complete the following dialog.

Amira : Our family loves celebrating holidays together.

Hassan : Really? (1) at home on special days?

Amira : We always cook together and decorate the house.

Hassan : (2) tradition!

Amira : Thanks! On Fridays, we also visit our grandparents.

Hassan : (3) when they prepare food?

Amira : Yes, of course! I help with the cake, and my brother hangs the lights.

Hassan : (4) way to spend time.

Speaking Tip

- Speak clearly and look at your partner.
- Use expressions like "I think ..., In my opinion,, That's fair ..."
- Don't just list chores – talk about feelings and teamwork.
- Remember: Good communication shows respect — just like helping at home!



Speaking

4 Work with a partner. Make your own short dialog (4–6 exchanges) about chores and jobs you do at home. Include:

- at least two questions (e.g. Who cleans the kitchen?, / When do you wash the dishes?)
- at least two statements (e.g. I always tidy my room. / My sister cooks dinner.)
- use possessive adjectives/pronouns (my, your, ours, mine, yours)
- try to use one expression from the model: What about ... ? / Sure! / Good teamwork!

Example Starter:

Student A: What chores do you usually do at home?

Student B: I clean my room and help my mother in the kitchen. What about you?

Student A: I wash the dishes. The job is mine every evening!

LESSON 6 A Descriptive Paragraph



Before You Write: Let's Get Ready

Answer the following questions.

1. How many friends do you have ?
2. Can you describe one of them?

Target language

- Possessive pronouns and adjectives.

Target vocabulary

caring – babysit – fix – assist – memories – exchange – backyard – traditions



Writing

2 Read and complete from the box.

brothers - out - eyes - honest - funny - brown

My best friend is Sarah Hassan, and she's been my closest friend for three years. She's fifteen, the same age as me, and lives near my house. Sarah has long (1) hair and bright (2) She's (3) and always cheers me up. She's also loyal and (4) , so I can trust her with my secrets. Sarah has two (5) and a sister, and her parents are teachers. We both love mystery books and tennis, and sometimes our families go (6) together. Sarah is always there for me, and I feel lucky to have her friendship.



Your Task

Write your own paragraph of (80 – 100) words about "Your Best Friend" including:

1. Introduction: Name, basic information, how you met
2. Physical description and first impressions
3. Personality traits with specific examples
4. Family background and shared activities
5. Conclusion: Why this friendship is important to you

Tip for Describing someone

Start with basic information:

- Name
- Age
- How you know them

Physical appearance:

- height / build / hair / eyes

Personality:

- kind / friendly / helpful
- funny / smart / shy
- hard working / honest

Interests:

- sports / music / reading / gaming

Conclusion:

- To sum up



Assessment Corner



A. Vocabulary

1 Read and complete using words from the box.

roles - traditions - caring - babysit - memories

1. When my parents go out, I my little brother.
2. Every person in a family has special that help the home run smoothly.
3. We have happy of playing games during holidays.
4. Our family has like visiting grandparents on Friday.
5. My older sister is very ; she always helps me with my homework.

B. Language

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

1. This is book. She left it on the table
a. her b. hers c. she's d. of her
2. We care for garden. It is amazing.
a. ours b. our c. us d. ourselves
3. That bag is not – it's mine.
a. your b. yours c. you're d. you
4. That's my sister's bike, not
a. my b. I c. me d. mine
5. I found my bag. Have you found ?
a. you b. your c. yours d. yourself

C. Writing

3 Write a paragraph of (80-100) words on "My Best Friends".

1. Who they are and their role in your life
2. What they look like or what they do at home
3. A special tradition or memory you share
4. Why they are important to you

UNIT 9

Making it Yourself

Learning Outcomes

Reading

- Read short texts about daily routines and Egyptian life to find main ideas and details
- Understand simple instructions and processes (e.g., making food, using machines)

Listening

- Listen for specific information and sequence in short talks about routines or tasks
- Identify key details in everyday conversations

Speaking

- Describe routines, home activities, and how things work using clear steps
- Take part in role-plays, pair discussions, and short project presentations

Writing

- Write short instructional or descriptive paragraphs (e.g., recipes, daily routines)
- Use linking and sequence words to organize ideas clearly

Language

- Use possessive " 's, s', and of " forms accurately
- Apply sequence words (first, next, then, finally) in writing and speaking



LESSON 1

How to Make a Falafel Sandwich



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What traditional Egyptian foods do you like to eat?
2. Which is easier to make: a sandwich or salad? Why?



Reading

2 Read the following text. Do all Egyptian families buy falafel?



Making a tasty, and healthy falafel sandwich is quick. First, you need a loaf of bread, some fried falafel, salad, and tahini **sauce**. Put the bread on a clean plate. Then, open it carefully and place three or four pieces of falafel inside. Add some **chopped** tomatoes, cucumbers, and lettuce. Next, pour a little **tahini** sauce and a **spoonful** of **pickles**. Finally, **fold** the bread and enjoy your sandwich!

Many Egyptians love eating falafel for breakfast. Small shops sell it early in the morning in many parts of Egypt. Some families make it at home every weekend. It gives energy for school or work. My favorite breakfast is falafel with tea and cheese. My mom always says, "A good breakfast helps you start the day right!"



Think about this

3 Read again. Then answer the following questions.

1. What ingredients do you need to make a falafel sandwich?
2. When do Egyptians usually eat falafel?
3. What do you add after the salad?



Vocabulary

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

A
1. spoonful
2. sauce
3. tahini
4. fold
5. pickles
6. chopped

B
☐ a sauce made from sesame seeds
☐ to bend something over itself
☐ the amount that fits in a spoon
☐ cut into small pieces
☐ a thick liquid served with food for flavor
☐ vegetables kept in salty or vinegar water

5 Complete the following sentences with make or do.

1. I my homework every evening.
2. Can you me a sandwich, please?
3. My sister always her bed in the morning.
4. We exercise at the gym.
5. Don't noise in the library!



Speaking



Think-Pair-Share

6 Ask your partner about your favorite sandwich.

Topic: *My favorite Sandwich*

1. **Think:** What's your favorite sandwich?
2. **Pair:**
 1. What ingredients does it have?
 2. Who usually makes it?
 3. When do you eat it?
 4. Why do you like it?
3. **Share:** Tell the class what your partner said.

Tip

Make : make a sandwich, make coffee, make your bed, make a mistake, make friends

Do : do a job, do work, do well, do exercises, do the ironing, do cleaning.

Tip

Using Sequence Words

When you describe a process or steps, use sequence words to show the order of actions. They help your writing become clear and easy to follow.

Examples of sequence words:

- First, Next, Then, After that, Finally

Tip

Speaking Tip

- Use adjectives to describe food (tasty, crunchy, spicy, sweet).

Useful expressions:

- I prefer ... because ...
- My favorite sandwich is ...
- It tastes delicious when ...
- I sometimes make it myself.

LESSON 2 Everyday Activities



Before you start



Think and discuss in pairs

1 Answer the following question.

What do you do every day? Make a list with your partner.



Listening



2 Listen to the audio. What's Marwa talking about?

3 Listen to the audio again, and then write (T) True or (F) False.

1. Marwa makes her bed in the morning.
2. Nader helps with the dishes.
3. They listen to music while doing dishes.
4. Marwa does her homework before 4:00 p.m.
5. Marwa exercises for half an hour.

☐
☐
☐
☐
☐

4 Listen again and complete with times.

1. Marwa makes her bed at
2. She comes home at
3. She does exercises for



Language in Use

5 Use "s" or "of".

1. This is (Mary/desk)
2. That is (the roof/the building)
3. (My brother/friends) are very nice.
4. What's (the name/this street) ?
5. (Tom and Sarah/house) is very big.
6. I don't like (the ending/the movie)

Possessive ('s)

Use with:

1. **People:** Tom's sandwich, my teacher's car, Sarah's mother
2. **Animals:** the dog's tail, my cat's food
3. **Time:** yesterday's homework, today's lesson
4. **Places (sometimes):** London's museums, America's president

6 Correct the mistakes in the following sentences.

1. This is my fathers' car. (.....)
2. Sarah bag is blue. (.....)
3. The dog's tail's is long. (.....)
4. The responsibility's of the teacher is important. (.....)

Possessive (s')

Use with:

Plural nouns end with (s).

- The boys' clothes are clean.

7 Complete the following with 's, s', or of.

1. Nader bike isn't very expensive.
2. I love the smell fresh coffee in the morning.
3. All the teachers cars are in the parking now.
4. The leg the table is broken.
5. My parents..... advice is always helpful.

Possessive (Of)

Use with:

1. Things: the door of the house/ the color of the car

2. Abstract ideas: the importance of education/ the beauty of nature

3. Long phrases: the book of the student in my class



Speaking



Pair Work

8 Interview your partner about their daily routine. Ask:

1. What do you make every day?
2. What time do you do your homework?
3. Who makes breakfast in your family?
4. Do you make your bed every morning?

Report back: Tell the class one interesting thing about your partner's routine.

LESSON 3

A Family Occasion: Preparing for My Cousin's Birthday



Before you start

Discuss with a partner

1 Answer the following questions.

1. What family occasions do you celebrate (birthday, graduation, Ramadan, etc.)?
2. What do family members make or do to prepare for these occasions?
3. Do you like helping at celebrations? Why or why not?



Reading

2 Read the following text. Getting ready for my cousin's birthday party.

Last Friday, our family prepared a birthday party for my cousin, Omar. Everyone worked together to make the day **special**. In the morning, my mother and aunt made a plan and wrote a **list** of what we needed: decorations, snacks, juice, and a birthday cake. My sister and I helped our father do the shopping from the supermarket.

At home, we started **decorating** the living room. First, we put up colorful balloons and lights. Then, we made a big birthday **banner** and stuck it on the wall. After that, my aunt made sandwiches while my mother prepared the cake. We also did a quick **clean-up** to make the house look nice before the guests arrived.

When Omar arrived, we turned off the lights and shouted, "Happy Birthday!" He was so **surprised** and happy. We played games, took photos, and enjoyed the food together. At the end of the day, my grandmother said, "When a family works together, every **celebration** becomes unforgettable."



3 Read the text again and choose the correct answer.

1. The family prepared the party for
a. me b. my mother c. my cousin d. my aunt
2. The first step was to
a. clean the house b. make a plan and a list
c. play games d. buy a cake
3. The writer helped by
a. decorating the walls alone b. doing the shopping
c. baking the cake d. inviting friends
4. They shouted "Happy Birthday!" right after
a. turning off the lights b. eating the cake
c. playing games d. finishing shopping

4 Answer the following questions.

1. What did the family put on the wall during decoration?
2. Who prepared the sandwiches?
3. What did the writer and his sister help their father do?
4. Why did the family clean the house before the guests arrived?
5. What did the grandmother say at the end of the day?

5 Fill in the blanks with the correct word from the list.

decorate – celebrate – surprised – clean-up – list – banner

1. We made a before starting the preparations.
2. My sister helped me the living room with balloons.
3. We hung a big birthday on the wall.
4. Everyone worked together to do a quick
5. Omar was when we shouted "Happy Birthday!"
6. Families come together to special moments.



Speaking

6 Pair Work – Discuss:

- What does your family usually do to prepare for birthdays or special occasions?
- Who makes the food in your family celebrations?
- What games or activities do you enjoy during family occasions?
- How can children help make the event better?
- Do you enjoy your family celebrations? Why?



Writing

7 Write a short paragraph (80–100) words about "A Family Occasion we Celebrated."

Use these words:

decorations – plan – surprised – celebrate – food – family – prepare – happy

You may begin like this:

"Last month, my family celebrated a special occasion..."

LESSON 4 Story Time

The Golden Goose

Chapter Three The Goose's Magic



Before you read, discuss in pairs

1 Answer the following questions.

1. Why do people sometimes want what belongs to others?
2. What do you think might happen if someone acts out of greed?

2 Read the following text. How did the goose look?

When Dummling brought the goose to the **hotel** where he stayed, **curious** people gathered to look at it. The goose glowed brightly, **attracting** everyone's attention. The hotel owner's three children tried to steal one of its golden feathers. But as soon as the eldest touched the goose, his hand **stuck** fast. The second son tried to help, but he also stuck. Then the youngest son, too, became **attached**.

In the morning, Dummling woke up, **unaware** of what had happened. He picked up the goose and left the hotel. To his surprise, the three children followed him, still stuck to the magical bird. People stared as they walked down the road, laughing at the strange sight. Dummling, though **puzzled**, continued walking, with the goose under his arm and the three children following him, unable to break free.





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

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

A	B
1. curious	☐ joined with something or someone
2. attached	☐ wanting to know or learn something
3. puzzled	☐ fixed in one place and can't be moved
4. attract	☐ have no knowledge of a situation
5. stuck	☐ to pull to someone or something
6. unaware	☐ feeling confused because you don't understand something

4 Answer the following questions.

1. What happened first: the eldest son touched the goose or Dummling woke up?
2. What do the boys' actions tell us about their personalities?
3. How do you think Dummling felt when he saw the three boys following him?
4. Put these events in the correct order:
 - a. Dummling left the hotel followed by the three children. ☐
 - b. It made everyone laugh at the strange sight. ☐
 - c. The hotel owner's children got stuck to the goose. ☐

5 Read and put (T) True or (F) False.

1. The hotel owner's sons were afraid of the goose. ☐
2. The goose had a magical power that made people stick to it. ☐
3. Only one son tried to take a golden feather. ☐
4. Dummling knew that the sons were stuck to the goose. ☐
5. People laughed when they saw Dummling and the boys walking down the road. ☐

6 Critical Thinking

Answer the following questions.

1. If you were one of the sons, what would you do differently?
2. How does this part of the story show that greed can lead to problems?

LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

1 Answer the following questions.

1. Do you prefer homemade food or restaurant food? Why?
2. What do you like to put on a pizza?

2 Read the following dialog. Guess when we use the expressions in bold.

Boy : Mom, can we make pizza at home today?

Mom: **Sure!** First, we need dough, tomato sauce, and cheese.

Boy : **What should I do** first?

Mom: Mix the flour, salt, and yeast to make the dough, then spread it.

Boy : **Can I** add the sauce and toppings?

Mom: Yes, spread a thin layer of sauce and add any toppings you like.

Boy : **Great!** I'll put olives and cheese. What's next?

Mom: We bake it for 10–15 minutes until the edges turn golden.

Boy : **I can't wait to** taste it!

Mom: Homemade pizza is always the best.

3 Use the words in the box to complete the missing parts in the following dialog.

ingredients – pour it – fresh fruit – 1–2 minutes – mix well – flip it

Basim : Mom, can we make pancakes at home today?

Mom : Of course, Basim! First, we need the (1) for the recipe.

Basim : Okay, what should I do now?

Mom : Start by mixing the flour, milk, and eggs. Make sure you (2) so the mixture becomes smooth.

Basim : I think it looks good.

Mom : After that, put some oil in a pan. Then (3) into the pan slowly.

Basim : When do I turn it over?

Mom : You need to (4) after (5) on each side.

Basim : Can I add toppings at the end?

Mom : Yes, you can add chocolate, honey, or (6) if you like.

Basim : I'll add strawberries—they're my favorite.

Mom : Great choice!



One student is Hind, the other is the Chef.

Hind's Questions / Prompts

- What are you cooking today?
- What are the main ingredients?
- Why do people like this dish?
- When did you learn to make it?
- Who taught you this recipe?



LESSON 6

Instructions (How to...)



Before You Write: Let's Get Ready

Target language

- First, / To start,
- Then, / Next, / After that,
- Finally, / At the end,
- Possessive 's/ s' / of

Target vocabulary

- Try to include at least 5 of these words in your instructions.

mixture – fork – scrambled – recipe – break
– thick – fluffy – bowl – stir – tablespoons

Writing

Read the following text. "How to Make a Mixed Cheese Pizza"

Making a mixed cheese pizza is easy and fun. **First**, prepare the dough and let it rise for thirty minutes. **Next**, roll it out in a round shape and spread tomato sauce on top. **Then**, add mozzarella, cheddar, and feta cheese to make it creamy and rich. **After that**, put a few spices for extra flavor. **Finally**, bake the pizza in a hot oven for fifteen minutes. Enjoy your tasty homemade pizza with your family!



Your Task

- 1 Read and complete with words from the target language and vocabulary.

Making scrambled eggs is easy and quick! First, you need 3 eggs, a little milk, salt, and butter. Break the eggs into a bowl. Then, add two (1) of milk and a little salt. Mix everything well with a fork. (2), put some butter in a pan and heat it. When the butter is hot, pour in the egg (3) Don't make the heat too high! (4) the eggs gently as they cook. After about 2 minutes, the eggs will become (5) and fluffy. (6), put them on a plate and enjoy! This is my grandmother's favorite. She always says, "Don't rush - good food takes time!"

2 Write your own instructions (80-100) words for one of these.

- How to make a fruit salad
- How to make hot chocolate
- How to do morning exercises

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Tip

How to Describe a Process

When you write about a process, explain the steps in clear order so your reader can follow easily.

1. Use sequence words to show order:

⇒ First, Next, Then, After that, Finally

2. Use action verbs to describe what happens:

⇒ mix, cut, roll, bake, add, wash, pour, cook

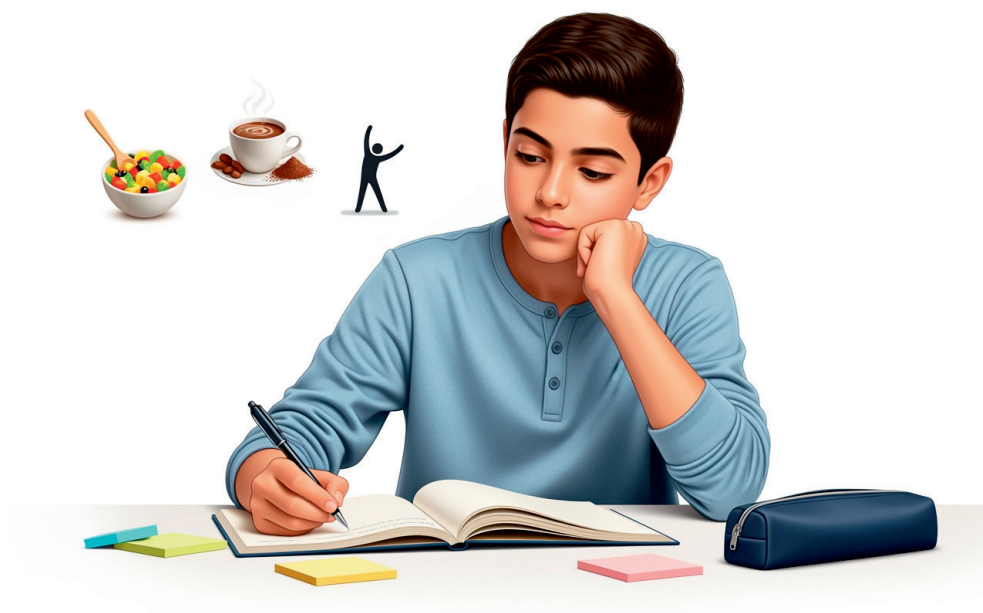
3. Use the imperative form of the verbs or the present simple tense.

4. Keep sentences short and clear.

⇒ First, mix the ingredients. Then, bake the pizza for 15 minutes.

5. Useful phrases.

- You need...
- Make sure you...
- Don't forget to...
- Be careful when...





Assessment Corner



A. Vocabulary

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

- After doing the laundry, please the clothes neatly and put them in the drawer.
a. mix b. fold
c. wash d. throw
- I like to eat my sandwich with some on the side.
a. cookies b. noodles c. pickles d. pancakes
- Before you cook the vegetables, you should them into small pieces.
a. boil b. peel c. chop d. mix
- Don't forget to do the ; there are a lot of dirty clothes.
a. sweeping b. farming c. mopping d. laundry
- The washing machine began to rapidly to remove water from the clothes.
a. spin b. walk c. spread d. eat

B. Language

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

- Have you met my wife?
a. brother's b. brother of c. brothers' d. of brothers'
- I love the sweetness this jam.
a. 's b. of c. with d. in
- That is house.
a. Tom and Sarah of b. of Tom and Sarah c. Tom and Sarah's d. Tom's and Sarah
- My friends are coming over.
a. sister b. sister of c. sister's d. sisters of
- We visited the roof garden. It had an amazing view.
a. hotels' b. hotel's c. hotel of d. hotels

C. Writing

3 Write a paragraph (80–100) words about how to make a chocolate cake.

- The main ingredients you need.
- The basic steps to prepare and bake it.
- How long it takes to bake.
- A tip to make it extra delicious.

UNIT 10

Helping Others

Learning Outcomes

Reading

- Identify the main ideas and details in charity and volunteer stories
- Recognize values of kindness, teamwork, and responsibility in texts

Listening

- Listen for specific details in short interviews about volunteer work
- Identify who is speaking, where they are volunteering, and what they do

Speaking

- Role-play charity and volunteer stories

Language

- Use the future simple tense correctly

Writing

- Write a short text about a volunteer activity
- Write simple, clear sentences with correct grammar and spelling



LESSON 1 Kindness Stories



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. Have you ever helped someone in need? How?
2. Why do you think kindness is important in our community?



Reading

2 Read the following passage. Did the elderly feel happy with the visits?

Last year, Amal, a fourteen-year-old student, wanted to do something **meaningful** for her community. She noticed that many elderly neighbors often felt lonely because their families lived far away. Amal thought carefully about how she could help. She discussed her idea with her parents and friends, and together they planned a “visiting day.”

Amal created colorful **flyers** and shared them around the **neighborhood**, inviting people to join. On the chosen day, she and her classmates brought flowers, small homemade cards, and fruit baskets. They knocked on doors, greeted the elderly **warmly**, and spent time chatting, listening to stories, and even playing board games.



The neighbors were deeply touched. Some said it was the happiest day they had experienced for a long time.

Amal realized that kindness does not always mean giving money or gifts. Sometimes, it simply means giving time, **attention**, and care. Her story reminds us that even a small effort can make a big difference and bring comfort and happiness to others.



Think about this

3 Read again and answer the following questions.

1. Why did Amal want to do something for her community?
2. What did Amal and her classmates bring to the elderly neighbors?
3. How did the neighbors feel during the visiting day?
4. What important lesson does Amal's story give us?



Vocabulary

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

A	B
1. neighborhood	☐ having a special or important purpose; full of value
2. flyers	☐ in a kind and friendly way
3. warmly	☐ the area or place where people live near each other
4. meaningful	☐ small pieces of paper with information or announcements that are given to many people

5 Fill in the table with words from the text like the given examples.

Noun	Verb	Adjective	Adverb
attention	help	meaningful	warmly
.....			



Speaking



Think-Pair-Share

Think:

Quietly think of a time you showed kindness or someone was kind to you.

Use ideas like: "Once, I... / I helped... / I felt... / I learned that..."

Pair:

Share your story with a partner and listen to theirs.

Share:

Choose one story (yours or your partner's) to share with the class.

LESSON 2 Volunteer Interviews



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. Would you like to volunteer? Why or why not?
2. What kinds of voluntary work do you know?



Listening

2 Listen to three short volunteer interviews.

What does volunteering teach us?



3 Listen again and put (T) True or (F) False.

1. Omar volunteers at a school.
2. Lina cleans the park.
3. Mona organizes books and reads stories to children.
4. Small actions can improve a whole community.

☐
☐
☐
☐

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

1. Mona at the library.
 - a. paints benches
 - b. reads stories to children
 - c. feeds dogs
 - d. collects trash
2. Omar helps improve the park by and planting flowers.
 - a. reading books
 - b. cleaning cages
 - c. collecting trash
 - d. walking dogs
3. Lina volunteers
 - a. in a library
 - b. in a park
 - c. at an animal shelter
 - d. at a school
4. What do all the volunteers agree about?
 - a. Volunteering is useless
 - b. Volunteering is rewarding
 - c. Volunteering is only for adults
 - d. Volunteering is easy work

Language in Use

5 Use the correct form of the verbs in brackets.

- I (help) you with your homework if you want.
- She (not / forget) to call her grandmother this evening.
- We (visit) Alexandria next Friday.
- They (watch) the football match on TV tonight.
- The teacher (check) our projects tomorrow.

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

- My father buy me a new bike for my birthday.
a. has b. is
c. was d. will
- Don't worry, I send you the details by email.
a. will b. am
c. was d. did
- I think it rain soon.
a. am b. will c. was d. were
- Who will cook dinner tonight? - I
a. did b. am c. will d. have
- They go to the beach tomorrow morning.
a. do b. has c. were d. will

7 Use the words to make sentences in the future simple.

- (I / help / you / later) →
- (He / not / be / late) →
- (We / travel / to Luxor) →
- (They / study / for the exam) →
- (She / call / her friend) →

Speaking

8 Pair Work: My Volunteer Idea vs. yours

- Talk with your partner about how you could volunteer.
- Share your ideas with the class.

Tips

The Future Simple Tense (will + infinitive)

1. Form

- Positive: **Subject + will + base verb**

I will study tonight.

- Negative: **Subject + will not (won't) + base verb**

→ She won't come to school tomorrow.

- Question: **Will + subject + base verb?**

→ Will they visit us next week?

2. Use "will" for

- **Quick decisions:** I'm hungry.

I will make a sandwich.

- **Promises / offers:**

I will help you with your homework.

- **Predictions:** It will rain tomorrow.

3. Time Expressions

- tomorrow, next week, soon, later, in an hour, in the future

How will you help your neighborhood?

I will volunteer to plant trees to help reduce pollution.



LESSON 3 Helping Ideas



Before you start

1 Answer the following questions.

1. How can we help people every day?
2. Do you think helping others always costs money?



Reading

2 Read the passage, and guess the meaning of the words in bold.

Helping others does not always mean doing something **huge** or giving a lot of money. In fact, helping can be very simple and part of everyday life. A small action, if it comes from the heart, can bring happiness and hope to another person.

For example, you can smile at someone who looks sad. A smile is free, but it can change someone's whole day. You can also carry shopping bags for an older person who finds it difficult to walk. That small **effort** shows respect and care. Another easy way to help is by explaining a lesson to a classmate who doesn't understand it. Your time and **patience** can make learning easier for them.

Helping can also mean listening. Sometimes a friend just needs someone to hear their problems. By giving attention, you show that they are not **alone**. When many people do small things like this, the world slowly becomes a better and kinder place. Big projects are important, but daily acts of kindness are **powerful**, too. Everyone, even children, can help. You do not need to wait until you are older or richer. Start with simple actions today, and you will make a real difference.

3 Read again and answer the following questions.

1. How can one help an old person?
2. When should people start helping others?
3. Why does the writer say that daily acts of kindness are powerful?
4. Which small action from the text would you like to try? Why?

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

1. Helping people is
a. always expensive b. sometimes simple c. always tiring d. never useful



2. We can help a sad person by
 - a. giving them money
 - b. smiling at them
 - c. carrying their bags
 - d. ignoring them
3. can make learning easier for classmates.
 - a. Listening to music
 - b. Explaining lessons
 - c. Doing sports
 - d. Buying books
4. When many people do small kind actions,
 - a. the world will be kinder
 - b. people feel bored
 - c. nothing changes
 - d. only adults benefit

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

1. Helping always means giving a lot of money.
2. Smiling at someone can make them feel better.
3. Carrying shopping bags for an old person shows respect.
4. Only adults can make the world a better place.
5. Listening to a friend's problems is also a way of help.

☐

☐

☐

☐

☐



Vocabulary

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

A
1. huge
2. effort
3. patience
4. alone
5. powerful

B
☐ having control over people and events
☐ without other people
☐ very big
☐ trying hard to do something
☐ the ability to wait calmly



Writing

7 Write a paragraph (80-100) words about a small act of kindness you can do every day.

Explain:

- What the action is,
- Who you would help,
- Why you chose this action,
- How it can make someone feel better.

LESSON 4 Story Time

Chapter Four The Long Procession

The Golden Goose



Before you read, discuss in pairs

1 Answer the following questions.

1. What does it mean to be proud of yourself? When might someone feel that way?
2. Why do you think people sometimes join in something without thinking first?



Reading

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

Dummling walked down the road with the goose under his arm. Behind him, the three boys were stuck, **struggling** and crying, but they had no choice but to follow. Along the way,

a schoolmaster laughed at the sight and tried to pull them free. Instead, he stuck fast as well. Soon, a farmer joined in, and then a soldier, and even more people. A lot of people followed Dummling through the village, all unable to **let go** of the magical goose. The sight caused laughter and **amazement** wherever they went. Children clapped, and villagers pointed in **wonder**. Dummling, who had once been seen foolish, now walked proudly at the front of this strange **parade**. He did not know it yet, but his journey was leading him to the royal palace, where an unusual **challenge** was waiting for him.





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

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

A	B
1. struggling	☐ a group of people moving together in a celebration
2. amazement	☐ a difficult situation that tests someone's strength, or courage
3. parade	☐ trying very hard to do something that is difficult
4. challenge	☐ a strong feeling of great surprise
5. let go	☐ want to know something
6. wonder	☐ allow someone to go free

4 Answer the following questions.

- Put these events in the correct order:
 - The farmer joined the group.
 - The schoolmaster tried to pull the boys free.
 - Dummling walked proudly through the village.
- How has Dummling changed from the beginning of the story?
- Why did more people begin to follow Dummling?
- How do you think Dummling felt when everyone started laughing and clapping?
- Where did this part of the story mainly take place?

5 Read and put (T) True or (F) False.

- The boys were happy to follow Dummling.
- The schoolmaster was able to free the boys.
- More and more people became stuck to the goose.
- The villagers were angry when they saw Dummling's parade.
- Dummling was walking toward the royal palace.

6 Critical Thinking

Answer the following questions.

- What does this chapter teach us about people who laugh at others before knowing the whole story?
- If you were one of the villagers, what would you have thought or done when you saw the parade?

LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

1 Answer the following questions.

1. How do you help your little brother/ sister at home?
2. How can you help your classmates at school?

2 Read the following dialog. Guess the meanings of the expressions in bold.

Teacher : Good morning, everyone! Can I ask you two questions to start?
First, why do you think it's important to help others?

Maheer: I **think** it makes people happy and shows we care.

Teacher : **That's a great point!** Second question: How can we help others?

Mariam: We can help by giving food to people who are hungry.

Omar: I like helping by explaining lessons for younger students in school.

Laila: I sometimes help by cleaning up my neighborhood or school.

Teacher : **Wow**, those are all excellent ideas! Can anyone think of something else?

Mariam: We can help by planting trees to protect the environment.

Omar: Or by helping our parents at home, like cooking or cleaning.

Teacher: **Fantastic!** I'm really proud of all your ideas. Remember, helping doesn't have to be big — even small acts matter.

Laila: Yes! I'll try to do at least one kind thing every day.

3 Complete the following dialog with complete questions and sentences.

Tamer : Hi Rami! Have you ever done any voluntary work?

Rami : Yes, I helped clean the local park last month. It felt really good.

Tamer : (1)?

Rami : I think voluntary work is important because it helps the community and teaches us responsibility.

Tamer : (2)

Rami : **Exactly! Plus**, it gives us a chance to meet new people and learn new skills.

Tamer : (3)?

Rami : Yes, and even small actions, like helping an elderly neighbor, can make a big difference.

Tamer : (4)



Speaking

4 Create Your Own Conversation

Topic: Helping in your Local Community

Instructions:

1. Work in pairs.
2. Imagine a conversation between two friends talking about how they can help their local community.
3. Use the example starter to help you begin.
4. Try to make each one speak 3 times.

Example Starter:

Nader: Hi Shady! Have you ever helped in our local community?

Shady: Yes, last week I helped clean the playground near our school.

Tip

Conversational expressions

- Hi!
- That's true.
- Exactly!
- I agree.
- That sounds fun.
- Me too!



LESSON 6

Voluntary Work to Help the Community



Before You Write: Let's Get Ready

Answer the following questions.

1. Have you ever helped in your community?
2. What kinds of voluntary work can people do?

Target language

The future simple tense: will + infinitive

- I will help my neighbors.
- We will plant trees in the park.
- Volunteers will clean the streets.

Target vocabulary

kindness – neighborhood – patience – flyers – volunteers – donate – charity – happiness – responsibility – effort – powerful – huge

Writing

Helping my Community Next Summer

Read the following text and underline the target language and vocabulary.

My Plans to Help My Community Next Summer

Next summer holiday, I will spend my time usefully. I will help my neighbors and the local community. I will clean the park and plant trees with other volunteers. I will make flyers to invite people to join our activities. I hope my small effort will make a huge difference. Doing this work will bring happiness to me and others. I will treat everyone with kindness and help everyone feel valued.





Your Task

1 Complete the following text using words from the target vocabulary.

Bassem's Plans to Help his Grandfather

Bassem lives in a city, but next weekend he will visit his grandfather's farm in a village near Benha called Marsafa. He will help his grandfather plant vegetables and feed the animals. He knows it will need (1) and (2), but he is ready. Bassem will clean the farm and prepare food for the workers. He also plans to (3) clothes and food to a local (4) He wants to make a (5) difference in the village and show his (6) to everyone.

2 Instructions:

1. Work in pairs.
2. Discuss and plan what voluntary work you will do next summer.
3. Write a short text (80-100) words about your plans.
4. Use at least 6 words from the target vocabulary.
5. Remember to use simple future (will + infinitive).

Prompt Questions:

- Who will you help?
- What activities will you do?
- How will your actions help your community?
- How will your efforts make you feel?

Writing Tip

When you write your text, remember:

1. **Plan your ideas first:** Think about who you will help, what you will do, and why it is important.
2. **Use the simple future:** Start sentences with I will... or We will... to show your plans.
3. **Use the target vocabulary:** Try to include at least 5-6 words from the word bank.
4. **Give reasons:** Explain why helping is important or how it will make you feel.
5. **Use linking words:** Words like **also**, **because**, **and**, **but** help your text flow.
6. **Check your spelling and grammar:** Make sure your verbs are correct with will + infinitive.

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Assessment Corner



A. Vocabulary

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

1. My father gave me a look that showed he really cared.
a. huge b. meaningful
c. small d. tall
2. He smiled at the child.
a. lonely b. powerfully c. warmly d. difficulty
3. The elephant is a animal.
a. huge b. short c. thin d. small
4. I sat on the beach watching the sunset.
a. powerful b. valued c. alone d. warm
5. We need to make a great to reach our goals.
a. smile b. value c. power d. effort

B. Language

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

1. They their grandparents next weekend.
a. visit b. will visit c. have visited d. visited
2. She a doctor when she grows up.
a. will be b. is c. was d. be
3. We to the beach if the weather is nice.
a. go b. went c. will go d. going
4. I think it tomorrow.
a. rains b. rained c. rained d. will rain
5. I a gift for my friend's next birthday party.
a. will buy b. buy c. buys d. bought

C. Writing

3 Write a paragraph of (80–100) words about how to make our neighbors happy.

.....

.....

.....

UNIT 11

The Natural World

Learning Outcomes

Reading

- Identify the main ideas and key details in short texts about natural wonders and wildlife

Listening

- Listen for general meaning and specific details in short reports and weather forecasts

Speaking

- Describe natural places, weather conditions, and animals using simple sentences
- Share personal opinions and short stories

Language

- Comparatives and Superlatives

Writing

- Write a short descriptive paragraph about nature and weather
- Use adjectives and linking words to organize ideas clearly and logically



LESSON 1 The Wonders of Nature



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What is the most beautiful place in nature you have ever seen or heard about?
Describe it.
2. Why do you think people travel to see the natural wonders like waterfalls, forests, or deserts?



Reading

2 Read the following text. What do the natural wonders remind us of?

The Wonders of Nature

From **towering** waterfalls to endless deserts, the natural world is full of amazing sights. One of the most famous waterfalls is **Victoria Falls**, located between Zambia and Zimbabwe. Its powerful waters crash down with a thunderous roar, creating **mist** that rises like smoke. It is often called "The Smoke That Thunders."

Another wonder is Table Mountain which is one of the most famous natural **landmarks** in South Africa. It **rises** above the city of Cape Town and is known for its **flat** top, which looks like a giant table — that's how it got its name.

Finally, Lake Malawi (also called Lake Nyasa) is one of Africa's largest and most beautiful lakes. It lies between three countries: Malawi, Mozambique, and Tanzania. It's known for having the world's largest variety of freshwater fish **species**.

These natural wonders remind us to care for our planet. They show the beauty and power of creation, and the importance of protecting it for future generations.





Think about this

3 Read again and answer the following questions.

1. Name three places from the passage that show nature's beauty and power.
2. In your opinion, what makes these natural places special?
3. If you could explore one of the natural wonders mentioned, which would you choose and what would you hope to experience there?

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

1. Table Mountain is located in Africa.
2. Lake Malawi has a lot of fish species.
3. Victoria Falls create mist that looks like smoke.

☐
☐
☐

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

1. Victoria Falls is located between
a. Kenya and Tanzania b. Zambia and Zimbabwe
c. Egypt and Sudan d. Nigeria and Ghana
2. The top of Table Mountain looks like a table.
a. lies b. fails c. high d. huge
3. Lake Malawi between three countries.
a. green b. golden c. lies d. locates
4. The mist from Victoria Falls rises like
a. clouds b. fog c. smoke d. steam
5. These natural wonders remind us to our planet.
a. travel across b. care for c. build on d. escape from

6 Complete the sentences.

1. Victoria Falls is often called ".....".
2. Table Mountain is a famous
3. Lake Malawi has a large of fish species.

7 Match the following words in column (A) with their meanings in column (B).

A
1. towering
2. landmark
3. species
4. mist
5. rise
6. flat

B
☐ move from a place to a higher one
☐ very tall or high
☐ famous and easily seen building or place
☐ straight with no height
☐ a group of animals or plants
☐ light fog or tiny drops of water in the air

LESSON 2 Weather Forecasts



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What kind of weather do you enjoy most—sunny, rainy, or snowy? Why?
2. How does weather affect your daily life or the environment around you?



Listening

2 Listen to the following text. What is it about?

3 Listen again, and write (T) True or (F) False:

1. Cairo has the coldest weather today.
2. London is rainy and cooler than Cairo.
3. Moscow may have icy roads tonight.

☐
☐
☐

4 Listen again. Then, answer the following questions.

1. What is the weather like in Cairo today?
2. Which city has the most extreme weather and why?
3. What kind of weather do you prefer and how does it affect your daily life?



Language in Use

5 Complete the following with the suitable form of the adjective.

1. Cairo is (warm) than London today.
2. Moscow is the (cold) city today.
3. London is (cold) than Cairo but (warm) than Moscow.

6 Correct the mistake in each of the following.

1. He is old than his brother. [.....]
2. English is the easier subject. [.....]



Tip

Comparatives & Superlatives

Comparatives compare two things

→ Cairo is hotter than London.

→ London is wetter than Cairo.

Superlatives show the highest degree:

→ Moscow is the coldest city today.

→ Cairo has the hottest weather.

Rules:

- Short adjectives: add -er/-est
→ cold → colder → coldest

- Long adjectives:

use more/most → beautiful

→ more/most beautiful

- Irregular:

good → better → best

bad → worse → worst

3. Walking is my more favorite sport. [.....]
4. This exam is difficult than yesterday's. [.....]
5. The sky in Cairo is clear than in Alexandria. [.....]

7 Rewrite the following sentences using the words in brackets.

1. No one is taller than Ali. (tallest)
.....
2. Hady is fatter than every student in class. (the)
.....
3. Tamer is the fastest runner in the race. (No runner)
.....
4. I am 16 years old. Noha is 17. (younger)
.....
5. Dalia is clever but Faten is cleverer. (than)
.....



Speaking

- 8 Imagine you are a weather reporter on a local radio station. After listening to today's weather forecast, prepare a short weather update in your own words. Then, present it to the class or a partner.**

Your update should include:

1. **Today's weather conditions** (e.g., sunny, cloudy, rainy, windy, etc.)
2. **Temperature details** (highs and lows)
3. **Any warnings or special notes** (e.g., storms, heatwaves, fog)
4. **Advice for listeners** (e.g., what to wear, travel tips)

Example Prompt.

"Good morning! Today in Cairo, we're expecting clear skies with a high of 32°C and a low of 21°C. Winds will be light, and there's no chance of rain. It's a great day to be outdoors, but don't forget your sunscreen!"

LESSON 3 Nature Facts



Before you start

1 Answer the following questions.

1. What is the most special thing you know about a giraffe?
2. Do you know what bamboo is?



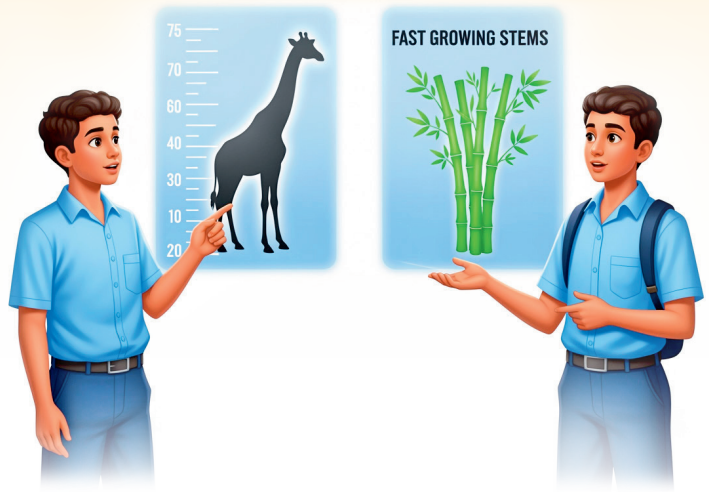
Reading

2 Read the following text. What should we do to help nature?

Nature is full of surprises! Do you know a giraffe's **tongue** can be up to 50 cm long and is dark purple? This helps it reach high leaves and protects it from sunburn. Starfish are also fascinating—they usually have five arms, though some species can have more. Bamboo is one of the fastest-growing plants in the world; it can grow up to 90 cm in just one day! In the Amazon Rainforest, over 2.5 million **species** of animals live, making it one of the most **biodiverse** places on Earth. Among the many strange plants in nature is the **Venus flytrap**, which eats insects by snapping its leaves shut when prey touches its **sensitive** hairs.

These facts show how living things **adapt** to survive. A giraffe's long tongue helps it feed from tall trees. Bamboo's rapid growth allows it to increase in competitive environments. The Venus flytrap gets **nutrients** from insects, and desert animals store water to survive the heat. If the Amazon keeps **shrinking**, many species could lose their homes.

Nature is amazing—and worth protecting.



3 Answer the following questions:

1. How does a Venus flytrap benefit from eating insects?
2. Which nature fact surprised you the most and why?
3. Which animal or plant from the reading would you like to learn more about?
4. Which nature fact would you share with a friend or family member? Why?
5. How do these facts make you think differently about protecting the environment?

4 Fill in the blanks with the correct word from the list.

shrinks - species - tongue - nutrients - desert

1. A giraffe uses its long to reach high leaves.
2. The Amazon Rainforest is home to millions of
3. My sweater when I wash it in hot water.
4. The Venus flytrap gets from the insects it eats.
5. Animals in the have special ways to store water.



Vocabulary

5 Match each word with its correct definition.

Word	Definition
1. biodiverse	☐ a plant that eats insects
2. adapt	☐ having many different species
3. Venus flytrap	☐ to change in order to survive
4. sensitive	☐ easily affected or responsive



Speaking



Think–Pair–Share

6 Ask and answer about "Amazing Animals in Nature":

Topic: Amazing Animals in Nature.

1. **Think:** Think of an amazing animal in nature. Tell your partner about it.
2. **Pair:** Work with a partner. Ask him/her these questions about his/ her amazing animal in nature
 - What amazing animal do you like?
 - Where does it live?
 - What makes it special?
 - How does it survive?
3. **Share:** Tell the class about your partner's animal.

Example:

..... talked about the Venus flytrap. It's amazing because it snaps its leaves shut when prey touches its sensitive hairs.

LESSON 4 Story Time

The Golden Goose

Chapter Five The Princess's Laughter



Before you read, discuss in pairs.

1 Answer the following questions.

1. Why do you think laughter is important in life?
2. What does it mean to keep a promise? Why is it important for people to keep their promises?



Reading

2 Read the following text. What helped Dumpling to face challenges?

In the **kingdom**, there was a princess who had never smiled or laughed. Her father, the king, said that whoever could make her laugh, would win her hand in marriage. Many tried, but none succeeded. When Dumpling entered the town with his strange parade of people stuck to the goose, the princess looked from her window. She could not stop her laughter at the funny scene. For the first time, her heart was filled with joy, and she laughed loudly. The king was surprised but kept his promise. He said that Dumpling could marry his daughter if he could also **prove** himself **worthy** through other tasks. Though many still **doubted** him, Dumpling's kindness and **determination** gave him **strength** to face what was coming.





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

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

A	B
1. doubt	☐ not giving up easily and continuing to try hard
2. kingdom	☐ show your abilities, skills, or value through actions
3. worthy	☐ a country ruled by a king or queen
4. determination	☐ being physically strong
5. prove	☐ being good enough to deserve something
6. strength	☐ feel not sure about something or someone

4 Answer the following questions.

1. Why did the princess finally laugh?
2. How did the king feel when he saw his daughter laughing?
3. What did the king ask Dummling to do after making the princess laugh?
4. Why do you think the people were surprised when Dummling entered the palace?

5 Read and put (T) True or (F) False.

- | | |
|--|--------------------------|
| 1. The princess laughed easily at everything. | ☐ |
| 2. The king promised that whoever made his daughter laugh could marry her. | ☐ |
| 3. Dummling's parade made the princess smile and laugh. | ☐ |
| 4. The king broke his promise after seeing Dummling. | ☐ |
| 5. Dummling was ready to face new challenges. | ☐ |

6 Critical Thinking

Answer the following questions.

1. If you were the king, what kind of tasks would you give Dummling to test if he truly deserves to marry the princess?
2. Why do you think the princess laughed at Dummling's parade?

LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

1 Answer the following questions.

1. What amazing places do you know in Egypt?
2. Which one is ancient? Which one is modern?

2 Read the following conversation. Guess the meaning of the expressions in bold.

Tour Guide : Welcome to Egypt. Are you ready to start our tour?

Tourist : **Yes, I can't wait.** What will we start with? I want to see ancient and modern wonders in Egypt.

Tour Guide : **Well.** We'll start by visiting the Pyramids especially the Great Pyramid in Giza. It's an ancient wonder in Egypt.

Tourist : **How amazing!** How old is it?

Tour Guide : It's 4000 years old and is still standing strong.

Tourist : What other modern wonders can we visit?

Tour Guide : We will visit the Grand Egyptian Museum near the Pyramids.

Tourist : **That's wonderful!** Both the ancient and modern wonders in one place.

Tour Guide : **You are right.** Egypt always connects its ancient glory with modern achievements.

Tourist : So, let's start. I'm eager to see what seems so fantastic in Egypt.



3 Complete the following dialog in complete questions and sentences.

Leen : Have you ever been to the New Egyptian Museum near the Pyramids?

Dima : You mean the Grand Egyptian Museum. Yes, I visited it last weekend.

Leen : (1) ?

Dima : It has thousands of artifacts and a special Hall for King Tutankhamun.

Leen : (2)

Dima : You're right. It's a modern building with lights every where.

Leen : (3)

Dima : I'm sure, you'll love it. It's Egypt's greatest modern wonder.



Speaking

4 Work with a partner and create dialog about an amazing animal in nature.

You can use these ideas:

- What is it ?
- Where does it live?
- What makes it so special?

Tip

Conversational Expressions

- Have you ever ... ?
- Welcome to ...
- I can't wait!
- How amazing!
- That's wonderful!
- You're right.
- You mean ...



LESSON 6 Nature Around Me



Before You Write: Let's Get Ready

1 Answer the following questions.

1. What natural things do you see near your home-trees, birds, flowers, or something else?
2. How does nature change during different seasons in your area?

Target language

• Comparative and Superlative Adjectives:

bigger, smaller, more sensitive, the tallest, the most beautiful, etc.

Target vocabulary

vast – towering – waterfalls – rainforests – stretch – sand dunes – stay hydrated – importance – weather forecast – nature – shrink – sensitive – snapping



Writing

Read the following text. "The Most Amazing Animal in the Desert".

Underline the target language and vocabulary.



The camel is one of the most amazing animals living in the vast deserts. It has adapted perfectly to survive under the hottest weather forecast. Its long legs help it walk easily across the endless sand dunes. Unlike other animals, the camel can stay hydrated for many days. Its hump stores fat, not water, and its thick eyelashes protect it from snapping sand. Truly, it is one of the most unique and sensitive creatures of nature.



Your Task

1 Work in pairs, read and complete the following with a word of your own.

Palm trees are among the most important plants in Egypt's oases. They can grow even when the weather is hot and dry. Their long roots (1)..... deep to find water underground. The trees give (2)..... shade, and their dates are a source of food and energy. For many people, palm trees show the (3)..... of life in the desert. They are taller and (4) than most trees and can (5)..... in harsh weather. People understand their great (6)..... in desert nature.

2 Work in pairs and write a short descriptive paragraph (80–100) words about nature and weather in your country or area.

Use comparative and superlative adjectives and connectors (and, but, because, while).

Try to include some of the target vocabulary.

Example prompt:

Describe how the weather changes in your area and how nature looks in different seasons.

Use words like vast, towering, stretch, and sensitive.

Writing Tip

Use Sensory Details

Good writing helps the reader see, hear, and feel the scene.

Ask:

- What does it look like? (towering trees, vast desert)
- What does it sound like? (snapping branches, rushing waterfalls)
- How does it feel? (hot, dry, cool shade)

Example:

I could hear the snapping of dry branches as the wind blew through the towering palm trees.

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Assessment Corner



A. Vocabulary

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

- Lake Malawi has a lot of fish
a. species b. spaces
c. plants d. dishes
- Table Mountain is one of the most famous natural in South Africa.
a. gardens b. lakes c. landscapes d. museums
- The waterfall created a soft that rose into the air.
a. mist b. fire c. shadow d. leaf
- The new engine is very , it can make the car go very fast.
a. tiny b. quiet c. powerful d. weak
- The Venus flytrap eats insects to get
a. air b. nutrients c. water d. light

B. Language

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

- The rabbit is than the cat.
a. fast b. fastest c. faster d. the fastest
- Moscow is the city in the weather report.
a. cold b. colder c. coldest d. more cold
- The rainforest is beautiful place I have ever seen.
a. the most b. more c. most d. very
- My friend's story about animals was than mine.
a. exciting b. more exciting c. most exciting d. excite
- These natural places remind us care for our planet.
a. of b. to c. at d. for

C. Writing

3 Write a paragraph of (80 - 100) words on "Nature Around Me". Include:

- What natural things you see every day (trees, sky, flowers, animals)
- How they make you feel
- Why it's important to protect nature

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UNIT 12

I Will Be Responsible

Learning Outcomes

Reading

- Identify main ideas and supporting details in short texts about rules
- Guess the meaning of new vocabulary from context

Listening

- Understand the main ideas and details of short talks about daily rules and routines
- Distinguish between what students are allowed and not allowed to do

Speaking

- Role-play conversations about school and house rules using useful expressions
- Give and respond to instructions clearly and politely

Language

- Countable and Uncountable nouns
- Correctly use quantifiers (a, an, some, any, much, many, a lot of)

Writing

- Write a rules poster about their own school/house rules and healthy habits



LESSON 1 I Will Be a Good Student



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What does it mean to be a good student at school?
2. Why do schools have rules for students to follow?



Reading

2 Read the passage. Why is it important to respect classmates and teachers?

There are many things a student can do to be a good one.

To be a good student, I will always bring my books, notebooks, and materials so I can follow lessons and learn better. I will raise my hand before speaking to show **respect** and give others a chance to share. I will listen carefully when the teacher is explaining, because understanding starts with **paying attention**. I will treat my classmates and teachers with kindness, patience, and **politeness**—because respect builds strong friendships and a happy classroom.

Behavioral Goals of a Good Student:

I will be on time for every class, because being late interrupts learning and shows poor responsibility. I will help keep our school clean by throwing trash in bins. I will not use my phone during lessons, because I want to stay focused and avoid distractions. I will be polite and kind to everyone—teachers, students, and staff—because **good manners** make school a safe and welcoming place. By following these rules, everyone can learn, grow, and **feel proud**.



Think about this

3 Answer the following questions.

1. Why should good students bring books and notebooks every day?

2. What must a good student do before speaking in class?
3. How does arriving late affect learning?
4. What happens when students use phones during lessons?

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

1. Good students can speak while the teacher is explaining. (.....)
2. Throwing trash in bins helps keep the school clean. (.....)
3. Being late does not affect learning. (.....)
4. Kindness makes the school a better place. (.....)



Vocabulary

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

A	B
1. feel proud	☐ to listen carefully and focus on what is happening.
2. good manners	☐ to show care and kindness toward others.
3. pay attention	☐ feeling happy and confident about what you or others have done.
4. respect	☐ saying "please," "thank you," and acting kindly in all situations.
5. politeness	☐ behaving in a way that shows you are well-raised and thoughtful.

6 Complete the following using a word from the list below.

manners - respect - politeness - proud

1. I feel to be Egyptian.
2. Students should their teachers.
3. Good make a good man.
4. Young people should show to the elderly.



Speaking



Practice: Role-Play

Student A: You are a new student asking how to be a good student.

Student B: You are explaining what good students do.

Useful phrases:

- What are the rules you should follow to be a good student?
- You should / You shouldn't...
- It's important to...



Before you start



Think and discuss in pairs

1 Answer the following questions.

1. What house rules do you have at home?
2. Which rules need a lot of effort to follow?



Listening

2 Listen to Rania's audio and match the words from column (A) with their meanings from column (B).



(A)

1. set the table
2. chores
3. place (v)
4. in order
5. dust (v)

(B)

- ☐ clean something by wiping away dirt or dust
- ☐ put something in a certain position carefully
- ☐ arranged properly
- ☐ prepare the table for a meal
- ☐ tasks or jobs that you do at home to help

3 Listen again and write (T) True or (F) False.

1. Rania makes her bed every morning.
2. She is allowed to watch TV before finishing her homework.
3. Rania helps prepare the dinner table with some plates and glasses.
4. She washes a lot of dishes after meals.
5. On weekends, she only plays and never cleans.

☐

☐

☐

☐

☐



Language in Use

4 Complete the sentences Using: a, an, many, much, a lot of, some, any.

1. Rania is very hungry; she hasn't eaten food since morning.
2. I don't have money. I have only one pound.
3. After dinner, she washes dishes with her mother.
4. I bought new shirt yesterday.
5. I was hungry so I ate apple.

5 Choose the correct answer.

1. There isn't much (**money / coins**) in my wallet.
2. How many (**chairs / furniture**) are in the classroom?
3. I drank two (**water / glasses of water**) after playing football.
4. The teacher gave us (**many / a lot of**) information.
5. There are many (**books / book**) in the library.



Speaking

6 **Pair Work:** My House Rules vs. Yours

1. Share rules you follow at home.
2. Compare similarities and differences with your friends.



Countable and Uncountable Nouns

• Basic Rule:

Countable nouns → things we can count one by one. e.g. plate, fork, glass, chore, rule.

Use: a, an, many, some, any, a lot of

Uncountable nouns → things we can't count separately. e.g., water, rice, money, information

Use: much, some, any, a lot of

a /an: singular countable nouns

many: plural countable nouns

much: uncountable nouns

a lot of: both countable and uncountable nouns

some: positive sentences
(uncountable or plural)

any: questions or negatives
(uncountable or plural nouns)

LESSON

3

Healthy Choices for a Better Life



Before you start

1 Answer the following questions.

1. What are some healthy habits people follow every day?
2. What do you do at home or school to stay safe and well?



Reading

2 Read the following passage. What is hygiene?

Living a healthy life isn't difficult when we make smart and responsible choices. One important habit is eating balanced meals every day. Our bodies need fruits, vegetables, whole grains, and proteins to stay strong. It's also better to drink plenty of water instead of sugary drinks.

Another key habit is staying active. Engaging in activities like walking, running, cycling, or playing football with friends helps keep the heart, lungs, and muscles fit. Physical activity also reduces stress and gives us more energy.

Getting enough sleep is just as important. Teenagers especially need at least eight hours of sleep each night to stay focused at school and feel refreshed during the day.

Caring for our mental health is part of living well. Talking to friends and family, relaxing, and limiting screen time are great ways to stay positive and calm.

Finally, personal **hygiene** matters. Washing hands, brushing teeth, and keeping our **surroundings** clean help protect us from illness and keep everyone feeling good.

By making these healthy choices, we take responsibility for our well-being and enjoy a happy, strong, and active life.



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

1. Our bodies need fruits, vegetables, whole grains, and
 - a. sweets
 - b. proteins
 - c. coffee
 - d. salt
2. Exercise helps to keep the fit.
 - a. eyes
 - b. skin and bones
 - c. heart and muscles
 - d. nails
3. Teenagers need at least hours of sleep each night.
 - a. six
 - b. seven
 - c. eight
 - d. ten
4. Talking to friends and family is a way to take care of
 - a. money
 - b. mental health
 - c. homework
 - d. sports
5. Personal hygiene includes
 - a. eating sweets
 - b. washing hands
 - c. playing games
 - d. watching TV

4 Read the text again and write (T) True or (F) False.

1. Drinking sugary drinks is the best way to stay healthy.
2. Exercise can reduce stress.
3. Sleeping only four hours is enough for teenagers.
4. Brushing teeth is part of personal hygiene.

5 Read again and answer the questions.

1. Why is it important to eat balanced meals every day?
2. How does regular exercise help students?
3. What are two good ways to care for mental health?
4. Why is personal hygiene important for a healthy life?

LESSON 4 Story Time

Chapter Six Dummling's Reward

The Golden Goose



Before you read, discuss in pairs

1 Answer the following questions.

1. What do you think will happen to kind people at the end of a story?
2. Which do you think can bring more happiness: money or kindness? Why?



Reading

2 Read the following text. Do you think the king would respect Dummling in the end? Why?

The king was true to his word and allowed Dummling to marry the princess after he completed the challenges wisely. The wedding was **grand**, and the whole kingdom celebrated. The people no longer laughed at Dummling, for his kindness and **modesty** had brought him great **fortune**. He became a wise and gentle prince, loved by all. The golden goose **remained** with him, a sign of the rewards of kindness and **generosity**. Dummling's **goodness** proved that even the simplest soul, with a kind heart, could achieve success. The tale of the golden goose spread across the land, reminding all that true wealth lies not in gold, but in **kindness**, modesty, and love.





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

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

A	B
1. grand	☐ not thinking you are better than others and showing respect
2. modesty	☐ large, beautiful, and impressive
3. fortune	☐ great wealth or good luck
4. remained	☐ the quality of being good
5. goodness	☐ being kind and giving
6. generosity	☐ continue to exist

4 Answer the following questions.

1. What did the king allow Dummling to do after completing the challenges?
2. How did the people's opinion toward Dummling change?
3. What kind of person did Dummling become after his marriage?
4. Explain in your own words what the story teaches us about true fortune.

5 Read and put (T) True or (F) False.

- | | |
|---|--------------------------|
| 1. The king did not keep his promise to Dummling. | ☐ |
| 2. Dummling became a gentle and wise prince. | ☐ |
| 3. People still laughed at Dummling after his marriage. | ☐ |
| 4. The golden goose was a symbol of kindness and reward. | ☐ |
| 5. The story teaches us that love and kindness are more valuable than gold. | ☐ |

6 Critical Thinking

Answer the following questions.

1. Why do you think Dummling's kindness was more powerful than his brothers' cleverness or pride?
2. What message does the story send about how we should treat others?

LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

1 Answer the following questions.

1. What instructions do your parents give you at home?
2. What instructions do teachers give you at school?

2 Read the conversation between the School principal and three students (Ali, Osama, and Anwar) on the first day of school.

School Principal: Good morning, students. Welcome to our school!

Ali : Good morning, sir.

School Principal: Please remember to be **on time** every day. Classes start at eight o'clock sharp.

Osama : Yes, sir. What should we do if we are late?

School Principal: If you are late, go to the office and **sign** your name before going to class.

Anwar : Okay, sir.

School Principal: Don't run in the hallways and always keep your classrooms clean.

Ali : Sure, we will.

School Principal: And don't **forget**—respect your teachers and your friends.

All Students : Yes, Sir. Thank you for your instructions!

3 Use the words in the box to complete the conversation between a parent and his children about home rules.

watch - tidy - wash - play

Parent : Children, I want to talk to you about our home rules. Please (1) your toys after you play.

Son : Okay, Dad. Should we also (2) the dishes?

Parent : Yes, and don't (3) in the living room. It's dangerous.

Daughter : Can we watch TV before doing homework?

Parent : No, finish your homework before you (4) TV.

Children : Okay, Dad. We'll follow the rules.

- 4** Work in pairs and create a short dialog between a grandmother and her grandchildren about how to keep themselves safe at home.

Use imperatives and polite instructions.

• **Starter / Example Dialog**

Grandma: My dear children, you must be careful at home.

Grandchild: How can we be careful, grandma?

Grandma: Don't touch the stove, it's hot.

Grandchild: Okay, grandma.

Tip

Conversational expressions

How to Give Instructions:

- Start with a verb: Don't run, Be quiet, Listen carefully.
- Use polite forms: Please remember to...
- Be clear and short.

How to Respond:

- Yes, sir.
- Okay, I'll do that.
- Thank you for your advice.



Speaking



Role-Play

5 Pair Work: Giving Instructions

Student A: Parent or teacher giving rules.

Student B: Child/student listening and responding

Useful phrases:

Please remember to...

Don't forget to...

You must... / You mustn't...



LESSON 6 Rules Poster



Before You Write, Let's Get Ready

Answer the following questions.

1. Have you ever written a poster?
2. What was it about?

Target language

- a, an, many, some, any, a lot of

Target vocabulary

hospitality - sharing - healthy choices - polite -
clean - safe - respect

Writing

Read this model poster about Our House Rules.

Our House Rules

1. Always be polite and kind.
2. Don't watch TV until homework is finished.
3. Share food and games with your siblings.
4. Help with house chores every day.
5. Respect each other's privacy.



Your Task

Write your own Rules Poster (5–6 rules). Choose either home rules or school rules. Use.

- Imperatives (Do / Don't...)
- Some/Any with food or objects
- Vocabulary of hospitality, sharing, and healthy choices

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To write a good poster, you should:

- Choose a Clear Title
 - Make it short, big, and eye-catching (e.g., “Stay Healthy!” or “Save Water!”).
- Use Short Sentences
 - Posters should be easy to read quickly. Avoid long paragraphs.
- Add Bullet Points or Lists
 - Show important rules, steps, or ideas in points so readers remember them.
- Use Imperatives (Command Forms)
 - Example: Eat more fruit. / Don't waste energy.
- Make it Attractive
 - Use colors, big writing, and maybe pictures or symbols (if allowed).
- Check Spelling and Grammar
 - Mistakes can make your poster look less serious.



Assessment Corner



A. Vocabulary

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

1. We should always show to older people.

- a. respect b. impoliteness
- c. courage d. fear

2. Good can help you keep your body healthy.

- a. respect b. study c. hygiene d. work

3. After winning the first prize, we felt

- a. sad b. proud c. sleepy d. nothing

4. His was caused by a virus.

- a. respect b. attention c. illness d. hygiene

5. You need to read more to keep your health.

- a. mental b. metal c. body d. arm

B. Language

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

1. I have friends in my new school.

- a. much b. many c. any d. a lot

2. Would you like water before we leave ?

- a. a b. an c. some d. many

3. I saw elephant at the zoo.

- a. a b. an c. some d. any

4. He didn't bring books today.

- a. any b. some c. a d. an

5. There isn't time before we finish the test.

- a. much b. an c. some d. many

C. Writing

3 Write a paragraph of (80 - 100) about "The importance of following school rules".

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Audioscripts



Unit 7

It is our duty to protect our history and preserve our ancient treasures for the future. Egyptian cities are lined with tourists who want to see how much Egypt respects its grand civilization and honors its ancestors.

Scientists and archaeologists must follow strict rules to protect the mummies. Some of them were buried thousands of years ago, so the experts must wear gloves and use soft tools. They mustn't use anything sharp that might damage them.

Citizens should visit museums and historical sites to learn about their roots. By exploring monuments, they discover how powerful and creative their ancestors were. People don't need to be experts to enjoy Ancient Egypt; museums help restore the past and make it easy for everyone to understand. Teachers always remind us that respecting our history is the key to building a successful future.



Unit 8

Ramy and Sameh were arguing about their house roles. Ramy said it was Sameh's turn to wash the dishes, but Sameh insisted that Ramy only fed his



cat and didn't do anything else. Ramy replied that he also took out the rubbish, so the dishes should be Sameh's job, not his. They couldn't agree, so they wanted their mom to decide who was right. After a short discussion, a fair solution was found: the responsibility of washing the dishes would be Ramy's tomorrow. He accepted it without any conditions, and Sameh promised to help with his brother's roles next time.



Unit 9

Marwa is talking about her daily routine and her family's chores. Every morning, she makes her bed at 7:00 a.m. and then gets ready for school. After classes, she comes home at 3:30 p.m. and helps with some of her family's housework so that the home stays tidy. Marwa says it is Nader's job to wash the dishes, and his help makes the kitchen shine. Sometimes they turn on their favorite songs and listen to music while doing the dishes, which makes the chore more fun for both of them. Marwa always finishes her

homework before 4:00 p.m. because she likes to stay organized. Later, she spends thirty minutes doing her exercises to stay healthy and strong, and this routine has become hers over time.



Unit 10

Three Volunteer Interviews

Last week, three young volunteers shared their experiences.

Mona, 15, helps at the local library.

"I organize books and read stories to children," she said. "It makes me happy when they listen with big smiles."

Omar, 16, spends weekends cleaning the park. "We collect trash, plant flowers, and paint benches. The park looks beautiful, and families enjoy it more," he explained proudly.

Lina, 14, volunteers at an animal shelter.

"I feed the dogs, walk them, and help keep their cages clean. They get excited when they see us," she said.

Each volunteer agreed that helping others, whether people, places, or animals, is rewarding. They believe volunteering teaches responsibility and teamwork, and it also builds confidence. Their stories prove that small actions can improve a whole community.



Unit 11

Good morning, my dear friends! Let's check the weather in three cities.

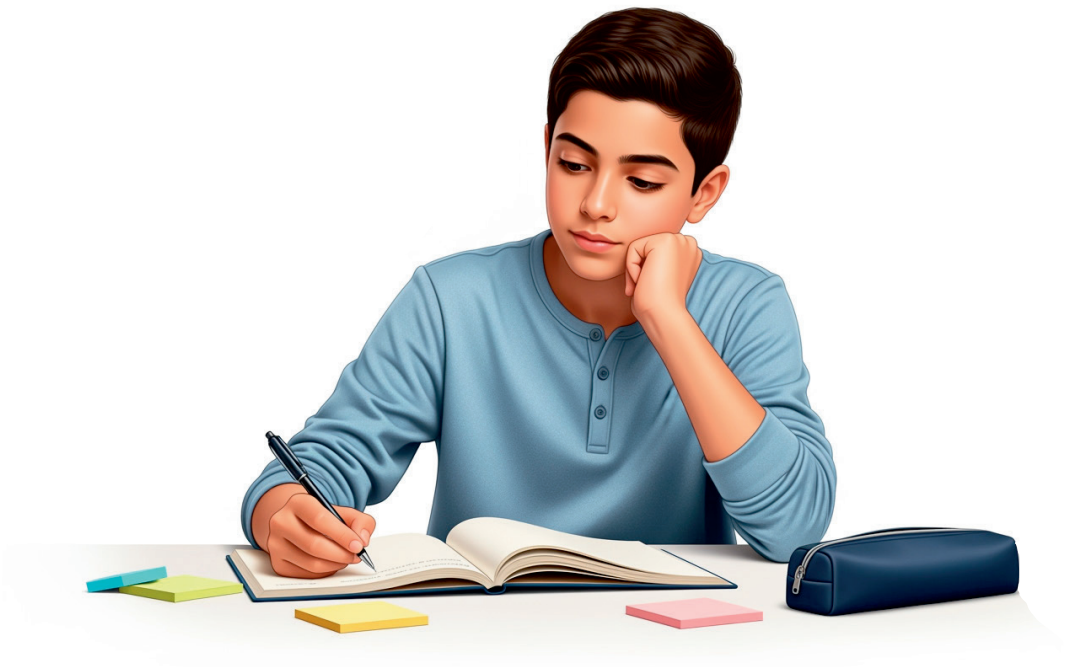
In Cairo, it's sunny and very hot today with a high of 34°C. People are advised to stay hydrated and avoid the midday sun. In London, it's cooler and rainy, with a high of 18°C. The streets are wet, so carry an umbrella. Meanwhile, Moscow is cold at just 6°C, and snow is expected later. Roads may be icy, so travel carefully. These different climates show how nature changes across the world. Whether hot, wet, or cold, we must respect the environment and prepare wisely for all kinds of weather.



Unit 12

“Hi, I’m Rania. At home, I try to help my parents by following house rules and doing chores. Every morning, I make my bed neatly before I go to school. I am not allowed to watch TV until I finish all my homework, so I usually do my schoolwork first. In the evening, I set the table for dinner, placing the plates, forks, and glasses in order. After we eat, I help my mother wash the dishes and put them away. At the weekend, I spend extra time cleaning my room, dusting the shelves, and arranging my clothes. Sometimes, I also help my little brother with his homework, especially in English.

These small chores may seem simple, but they make our home organized and keep everyone happy.”



Notes

Notes



English

Secondary Stage - Second Language Second Term

Academic Year: 2026/2027

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