



Student's Book Term 2

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Foreword

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

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

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

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

A Word from the Minister of Education and Technical Education

Dear students and fellow teachers,

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

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

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

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

Professor Doctor Reda Hegazy Minister of Education and Technical Education

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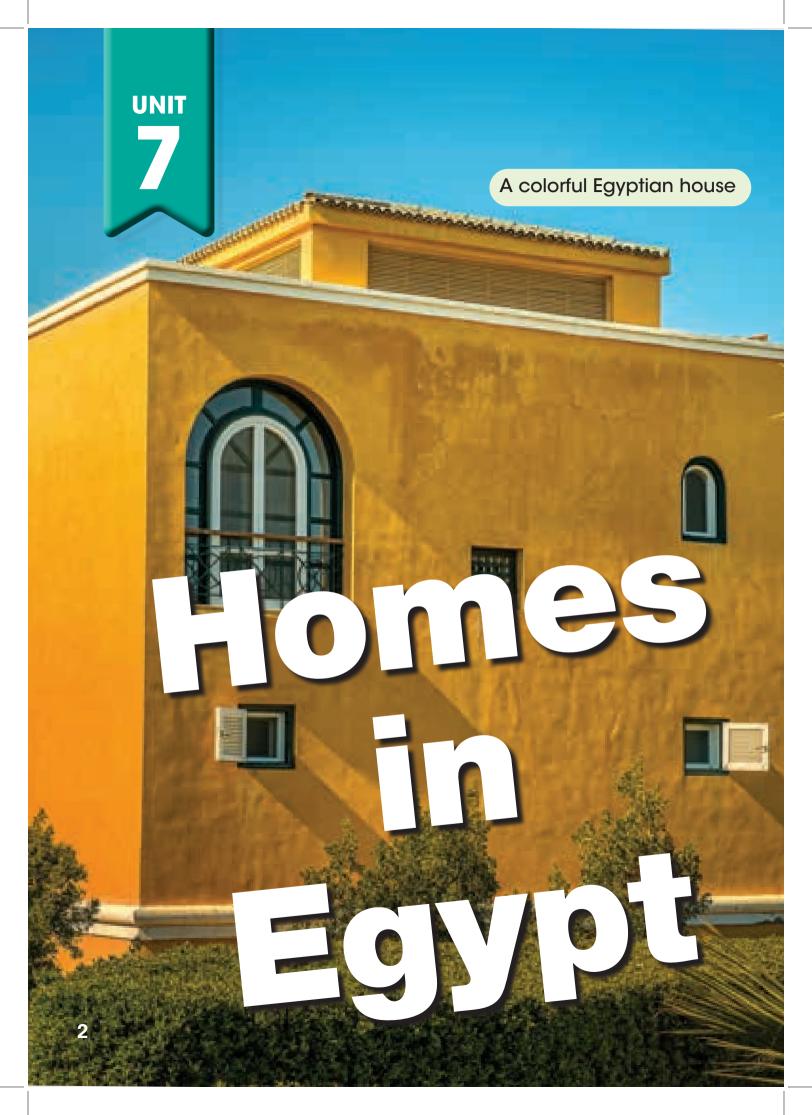
Scope and sequence

	Unit	Vocabulary	Language	Skills
ciety	7 Homes in Egypt	The home armchair, balcony, cushion, closet, elevator, oven, shower, television, bedroom, kitchen, bathroom, living room Adjectives unfriendly, uncomfortable, unlucky, unsafe, unhappy, unfair, annoying, awesome, awful, boring, brilliant, cool, friendly, funny, interesting gate, oven, pot, reed, roof, rug, sleeping area, linen	Saying where things are, i.e. on the right/left, in the middle of the room, on the wall The negative prefix -un, i.e. unfriendly, uncomfortable, unlucky, etc. Past simple affirm- ative and negative, i.e. I visited her house when I was five. I didn't know the answer to the teacher's question. Past time expres- sions with ago, i.e. two years ago	Reading: Story about a dangerous experience in the jungle Text about homes in Ancient Egypt Blog about unusual homes Listening: Dialog between two friends about living in a new apartment Speaking: Describing your own home Talking about the perfect room Writing: Blog about unusual homes using a range of adjectives Project: Presentation about an Ancient Egyptian home
Theme 3 My society	8 At the doctor's	Health ankle, back, cold, cough, earache, headache, shoulder, sore throat, stomachache, toothache Nature glacier, lake, ocean, river, stream bathwater, drinking water, fresh water, salt water, stream, salt, rain blind, trunk, flexible, tusk, spear, rope unwell, relative, crowded, staff, injection, corridor, helpful, hospital, patient bandage, sunscreen, honey and lemon, pill, cut knee, sunburn, headache, treatment, wound, bacteria, infect, heal, scissors, insect bite, cream, cleansing wipe, medical gloves, rubber band, safety pin, soap	Using have to talk about illness, i.e. <i>I</i> have a headache. Do you have an earache? Asking about illness, i.e. What's the matter? Where does it hurt? Negative prefixes, i.e. un- (unusual), ir- (irresponsible), il- (illegal), im- (impossible)	Reading: Story about listening to other people's opinions Text about a hospital in India Text about the health benefits of honey Presentation about staying healthy Listening: Dialog between mom and son about feeling unwell Dialog between doctor and patient Speaking: Talking about illness Writing: A short paragraph about staying healthy Project: Poster about what to include in a first-aid kit
	9 My favorite animal	Animals kangaroo, panda, bat, lion, penguin, dolphin, snail, parrot wonderful, wildlife park, pouch shelter, rest, save, trunk, branch, nut, exhausted, breeze, useless, ungrateful, comfortable	Can for ability in the present, i.e. I can play basketball. I can't speak Italian. Could for ability in the past, i.e. I could speak French when I lived in in France. I couldn't take the bus so I had to walk. The noun suffix -er, i.e. teach – teacher -ed and -ing adjectives, i.e. I am very interested in history. History is so interesting!	Reading:Online chat about a day at a wildlife parkAesop's The travelers and the treeText about Ancient Egyptian societyEmail about an unusual animalListening:Words about wildlifeSpeaking:Talking about things you could/couldn't do atdifferent agesTalking about sources of waterDiscussion about Ancient Egyptian societyWriting:Email about an unusual animalProject:Infographic about an animal habitat

Phonics	Life skills	Values	lssues and challenges	Integrated cross-cultural topics
Correctly pronounce double vowels, e.g. <i>pool, sheep</i> Correctly pronounce <i>oo</i> in words: /u:/, as in <i>pool</i> ; /u/ as in <i>good</i> ; /ʌ/, as in <i>blood</i>	Decision making: Decorating your own bedroom	Respect: Showing respect for cultural heritage	Cultural responsibility: How can we preserve ancient artifacts for the future?	Social studies: How Ancient Egyptians made their homes Math: Rounding decimals Project: Presentation about an Ancient Egyptian home
/f/ and /v/ minimal pairs, e.g. van – fan, life – live Correctly pronounce the negative prefixes un- (unusual), ir- (irresponsible), il- (illegal), and im- (impossible)	Critical thinking: Working out treatments for illnesses Why is water so important for our health?	Respect: Respecting other people's opinions Appreciating science	What do you do to stay healthy?	Social studies: Distribution of water on Earth Math: Bar charts Project: Poster about what to include in a first-aid kit
Correctly pronounce voiced sounds: /v/ (e.g. vase) and /w/ (e.g. winter)	Critical thinking: Why are trees important? Why is water so important in our everyday lives?	Appreciation and gratitude: Appreciating the small things in life	Environmental responsibility: Water is important in our life	Science: The water cycle Social studies: Ancient Egyptian society Project: Infographic about an animal habitat

	Unit	Vocabulary	Language	Skills
onsible	10 Let's visit Egypt	Places in a city museum, restaurant, market, bank, beach, library, station, factory, monument, bank, square, shopping mall cuisine, originally, on vacation Activities play music, bake bread, read a book, make a phone call, visit a temple, sail on the Nile monument, painting, artifact, tomb, hieroglyphics	Use imperatives to tell someone to do or not to do something, and for giving directions: <i>Stand up!</i> <i>Don't be late tomorrow!</i> <i>Turn right! Cross the</i> <i>road.</i>	Reading:Text about a famous Egyptian cityText about culture in Ancient EgyptStory about the importance of asking for helpand being politeParagraph about London and New AlameinListening:Vox pops about AlexandriaListening to and following directionsSpeaking:Talking about places in your town or cityGiving instructionsAsking for and giving directionsWriting:Paragraph about your town or cityProject:Poster about your perfect town
ne 4 Being responsible	11 Getting out in the fresh air	Nature city, village, leaf, hill, lock, plant, tree, stream, grass, cactus, tamarisk plant, palm tree, desert snail, jerboa Adverbs happily, slowly, quickly, heavily, sadly, hard, well, quickly, carefully, nicely, badly, nervously, quickly, brightly mainland, route, fascinating Hiking equipment hiking shoes, scarf, blanket, water bottle, hat, sunglasses, snack, map, tent, sweater sunlight, exercise, scientist, silence, tip, nature	Review of plural nouns, i.e. house – houses, city – cities, leaf – leaves Forming adverbs, i.e. slow – slowly, happy – happily, irregular forms: hard – hard, fast – fast, good – well Review of nouns, adjectives, and adverbs. Talking about plans and making suggestions, i.e. Are you free on the weekend? That sounds like fun/great. Cool! Awesome! How about / What about meeting up? Let's meet at 3. Word building: adjective and adverb suffixes: -ful and -fully (e.g. beauty – beautiful, beautifully)	Reading: Emails about a nature trail weekend Text about the Red Sea Mountain Trail Text messages: making plans for a trip Listening: Conversation between three friends deciding what to pack for a nature trip Speaking: Discussion about what to pack on a nature trip Discussion about the value of getting out into nature Describing a picture using adjectives and adverbs Writing: Text messages: making plans for a trip Project: Design and present the perfect nature trail
Theme	12 Vacations	Travel hotel, passport, swimming pool, suitcase, ticket, tourist, beach, camera, city, museum, sunglasses, theme park Resources natural, man-made, stone, plastic, sunlight, gold, sand, galabeya, leather, bread, fruit, crops, grain, basket, reeds Water sources rain, river, well, lake, water pump, stream, tap, ocean, groundwater, surface water desert, land, materials, nutrient, traditional, day trip, capital, wander, handicrafts, stall	Prepositions of time, i.e. on Mondays / my birthday, at 8 pm / lunchtime, in June / 2010 The adjective suffixes -ous (e.g. dangerous, famous) and -ive (e.g. creative, expensive)	Reading: Email about a vacation Short texts about natural and man-made resources Text about freshwater source Text about a trip to Jordan Diary entry about a trip Listening: about natural resources Short dialogs about plans for different times of the day Speaking: Talking about a place you would like to visit Talking about things to do on vacation Talking about things you do at different times of the day Writing: Diary entry about a day when you did something special Project: A poster about your perfect vacation

Phonics	Life skills	Values	lssues and challenges	Integrated cross-cultural topics
Identify and correctly pronounce diphthongs, e.g. /oo/ as in <i>show</i> , /eɪ/ as in <i>eight</i> , /oɪ/ as in <i>toy</i> , / aɪ/ as in <i>right</i>	Creativity and collaboration: Creating 'your perfect town'	Honesty and kindness: Offering, accepting and recognizing the need for help Being polite	Self-reflection: Do you ask for help when you need it? Why is asking for help a good thing?	Social studies: Cultural life in the Ancient Egyptian civilization <u>Math:</u> Estimating <u>Project:</u> Poster about your perfect town
Correctly pronounce the sounds /n/ (e.g. <i>nose</i>) and /ŋ/ (e.g. <i>sing</i>)	Creativity and collaboration: Creating 'the perfect nature trail Critical thinking: Identifying the value of getting out into nature	Well-being: Appreciating and making the most of your time in nature	Making sensible choices: How can you enjoy your time in nature?	Social studies and Geography: The Red Sea Mountain Trail and the Maaza people <u>Math:</u> Adding mixed numbers
Correctly pronounce the sounds /θ/ (e.g. <i>thing</i>) and /ð/ (e.g. <i>these</i>)	Decision making: Things to take on vacation Where to go on vacation	Independence and flexibility: Deciding on what you would enjoy doing on vacation Respect and personal growth: Respecting privacy: do not read other people's diaries	Environmental responsibility: Using natural and man-made resources How can you make your vacation more environmentally friendly?	Science: Natural and man-made resources <u>Math:</u> Triangles



In this unit I will ...

- listen, read, research, and write about Egyptian homes now and in Ancient Egypt.
- talk about the home and furniture.
- read, understand, and listen to a short dialog about different homes.
- understand and use the simple past to talk about past events.
- learn how to say double vowels.
- write a simple blog about an unusual home.
- research and make a presentation about an Ancient Egyptian home.

Look, discuss, and share

A

What can you see in the picture? Would you like to live here? Why/Why not?

Discuss with your partner.

How is 'house' different from 'home'?

Which one is a building? Which one is a place you feel comfortable in?

Why is your home special? Is the building special or the people you live with?

Did you know?



In Ancient Egypt, mud bricks kept the inside of the house cool in hot weather. Small windows and **vents** on the roof let air into the house.



Find out

Find out about different houses in Egypt.Think about what they look like and what they are made from. Discuss with your partner.

LESSON 1 THE HOME

Work with a partner. Discuss

- 1 Where do you live? Do you live in a house or an apartment?
- 2 Describe your house or apartment. Is it big or small? Is it modern or old?
- **3** Say if you like your house or apartment.

2 Look and write

UNIT 7

> armchair balcony cushion closet -elevator oven shower television









elevator

5

2

6

3





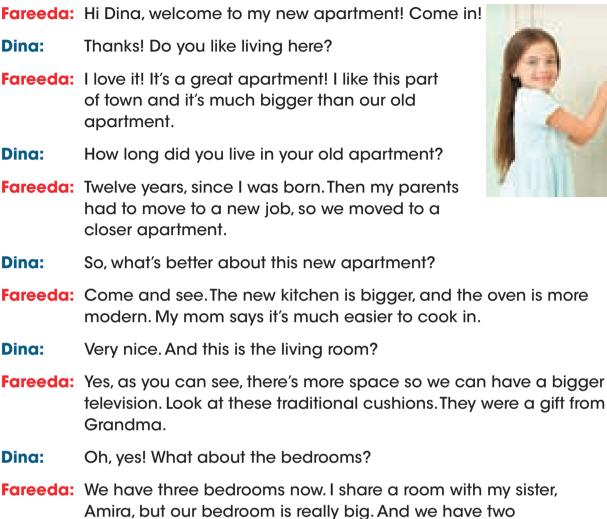
3 Complete the mind map

armchair bed cushion closet oven shower television cushion

 Living room
 Bedroom
 closet

 Kitchen
 Bathroom
 Image: Closet cushion
 Image: Closet cushion<

Listen and read. Why is Fareeda happy?



Dina: It's lovely! The balcony is fantastic too – what a great view!

bathrooms.



bedrooms _____ kitchen _1___ balcony _____ bathrooms _____ living room ____

Decide if the sentences are True (T) or False (F). Correct the false sentences in your notebook

Fareeda prefers her old apartment.
 Fareeda's family lived in the old apartment for 12 years.
 Fareeda has her own bedroom in the new apartment.
 Dina likes the new apartment.

UNIT



UNIT **LESSON 2** MY PERFECT ROOM

Read about the bedroom

I love my bedroom. I share it with my sister. On the right, there is my bed with a desk next to it. On the left, there is my sister's bed. In the middle of the room, there is an armchair with two cushions and a big closet. On the wall, there are lots of posters of animals.

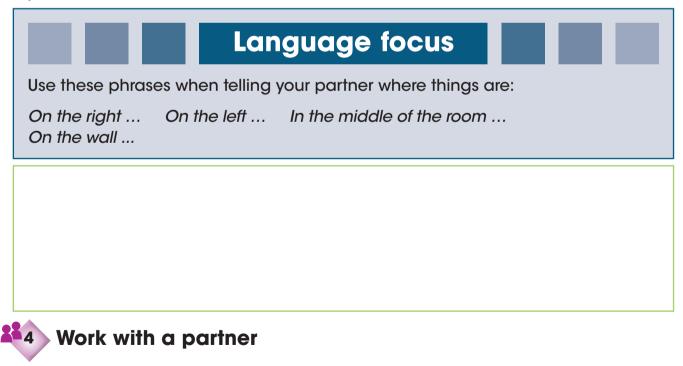


Draw your perfect bedroom. Include the items from the box below. Then write 3 sentences about it

cushion bed closet desk posters

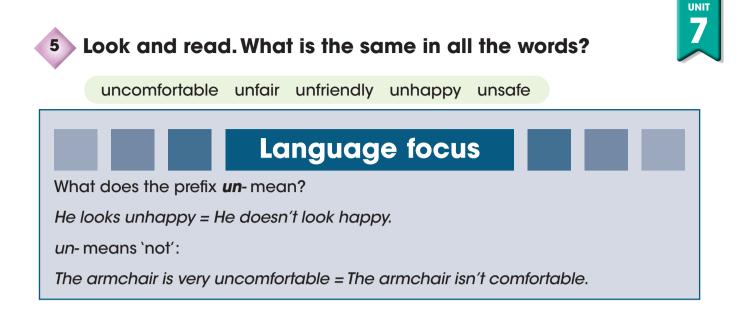


Listen to your partner and draw their perfect bedroom



What things make a perfect bedroom for you?

Posters? Video games? A television? Comfortable chairs?



Match the words to their meanings

1	unfriendly	a	sad
2	uncomfortable	b	dangerous
3	unlucky	С	something that doesn't feel nice to sit on or wear on your body
4	unsafe	d	something that happens that isn't morally right or fair
5	unhappy	е	something bad happens to you without a reason
6	unfair	f	not kind to someone



Complete the sentences with the words in Exercise 6

- 1 His cat died last week. He was very _____.
- 2 I never sit in that green armchair it's very ______.
- 3 Don't go down the street in the dark alone it's very
- 4 That's very _____ you ate everything and didn't leave any for us!
- 5 He's very _____ because he missed the bus.
- 6 She's very ______ she never smiles or tries to make friends.

Language focus

We use the past simple to talk about different things:

Something that happened once:

I visited her house when I was five.

Something that happened several times in the past:

We went to my aunt's house at the beach every summer.

- Something that was true for some time in the past:
 He loved living in his grandmother's apartment as a child.
- Expressions with ago:

UNIT

I met her in Zagazig two years ago.

Underline the past simple verbs in the text. Mark the regular verbs (R) and the irregular verbs (I)

My uncle is a scientist and loves animals. When he was younger, he traveled a lot in South America for work. He loved it there because the people were very friendly and helped him with his work. Then, about three years ago, something frightening happened to him and he was lucky he lived to tell me about it!

He was very interested in **howler monkeys** and wanted to do some research into their family groups. A **local villager** told him where there was a howler monkey family nearby and he was very happy. But the villager also said, "Tomorrow, we are going to have a lot of rain so it could be unsafe."

My uncle set out to look for the howler monkey family and soon he was **deep** in the jungle. He could hear the monkeys and he looked up. He knew he was very close to them. Then the rain started. It was very heavy rain. Soon, there was water everywhere and he couldn't see the **path** to go forward or back.

Suddenly, lots of water came toward him and carried him away down to the river. He was very frightened.

Suddenly, he saw a hand and someone was shouting. It was the villager. He took Uncle's hand and said, "Now you are safe!" My uncle was very happy indeed!



Howler monkeys in the jungle

Work with a partner. Do we always add *-ed* for regular past simple verbs? Read the *Language focus* box



Language focus

We make the affirmative past simple of regular verbs by:

- Adding -ed: want-wanted, help-helped
- Adding -d when the verb ends in -e: die-died
- Changing the -y to -i and adding -ed: carry-carried

Irregular verbs are all different. We have to learn the affirmative past simple of each irregular verb:

come-came, eat-ate, go-went, know-knew, meet-met, tell-told, set-set

Complete the sentences with the verbs in brackets in the past simple



- When we went to Sharm El-Sheikh on holiday, we _____ (meet) some new friends.
- 2 She _____ (create) a fantastic sculpture from the garbage.
- 3 We _____ (carry) our heavy cases to the car.
- 4 His grandma _____ (go) to Aswan last year.
- 5 Yesterday, my cousin _____ (come) to visit us.

Language focus

We make the negative past simple by using *didn't* and the infinitive of the verb:

The people didn't help him with his work.

I didn't know the answer to the teacher's question.

Make the sentences negative

- 1 He traveled all over Egypt.
- 2 He ate Om Ali in Tanta.
- 3 It rained yesterday.
- 4 They came here by airplane.

LESSON 3 ANCIENT EGYPTIAN HOMES



UNIT

Work with a partner. Discuss

- 1 What do you think Ancient Egyptian homes were like?
- 2 Where did people build their homes in Ancient Egypt?
- 3 What did people use to build their homes?

Read the passage. Decide if the sentences are True (T) or False (F). Correct the false ones in your notebook

In Ancient Egypt, many people made their homes near the Nile. They used its water for drinking, cooking, and washing. They also used mud from the river to make bricks for their houses. The **mud bricks** made very strong walls.

Ancient Egyptians wanted to keep their homes cool. The mud bricks helped do this. Some people also painted their homes white to make them cooler. Ancient Egyptian homes all had flat **roofs**, which were the coolest part of the house. Families often cooked, ate, relaxed, and slept there on hot nights.

The furniture in Ancient Egyptian homes was very different from today. There were **reed mats** to sit and sleep on. They used papyrus to cover the windows and doors. This kept the insects outside. In every home, there were large pots and baskets for storing crops and wooden boxes for clothes. Not many people had beds or chairs.

In cities, people lived very close together, and so they built their houses taller, with two floors. This saved space so they could build more houses. City houses joined together, just like today. In the countryside, houses usually only had one floor, and they also had a garden. They grew vegetables and kept chickens there.

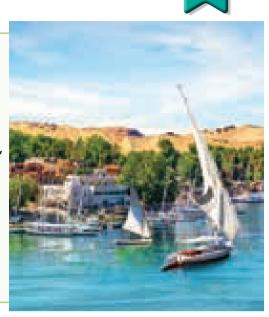
- 1 A lot of people made their homes near the Nile.
- **2** In Ancient Egypt, people used water from the Red Sea for drinking.
- **3** The mud bricks helped Ancient Egyptians to keep their homes cool.
- **4** The furniture in Ancient Egyptian homes wasn't the same as today.
- 5 The Ancient Egyptians stored their clothes in metal boxes.
- 6 The houses in cities usually had one floor only.



24

Read and listen to the poem

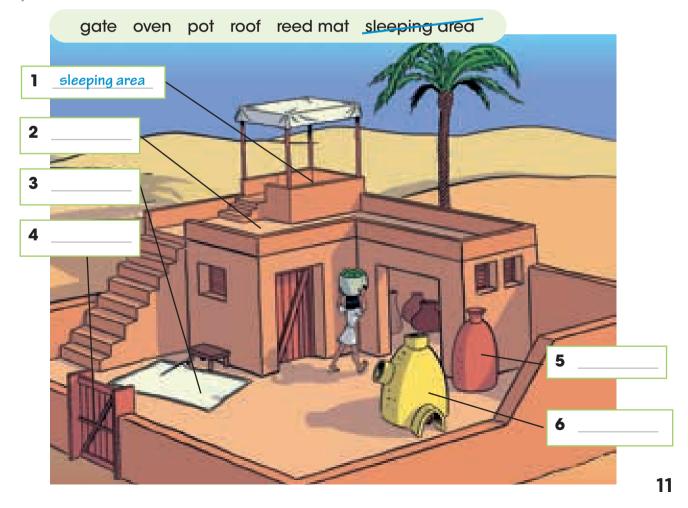
By the banks of the ancient River Nile, Egyptian houses had a special style: Dark inside with small windows, Reed mats on the roof where the cool wind blows, Outside under the stars at night, One family together, feeling all right. Mud from the Nile made their walls Safe and strong, and never to fall.



UNIT

Work with a partner. Read the poem again. Underline things in the poem you can see in the picture below





LESSON 4

UNIT

PRONUNCIATION

Language focus

In English there are words with double vowels, like pool and sheep.

When there is a double 'e' in a word, the sound is long, e.g. *three, keep*, and *cheese*.

When there is a double `o' in a word, the sound is long, e.g. *school, tool,* and *spoon*.

Write the double vowel words with ee or oo









1 tr<u>ee</u>







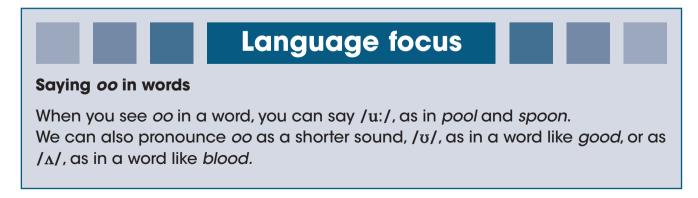
7 q___





r







Listen and write the words you hear. Then listen again and repeat



wood















5

Read. Put the *oo* words in the correct column in the table. Then listen and check

school book flood smooth cook blood food zoo wood wool noon spoon pool good

/u:/	/ʊ/	///	
school	book	flood	



Decimals

How do we round decimal numbers ? Look at the information below about the number 13.95.						
1	3		9	5		
tens	units	decimal point	tenths (1/10)	hundredths (1/100)		
digits after the decimal point						



283.7 7 8.37 3.126 0.006

We can **round** the number after the decimal point to the nearest whole number. It makes the numbers shorter and easier to use.

Let's look at rounding the number.

If the digit in the tenths is 5 or more, then we'll round **up** to the nearest whole number:

13.95 becomes 14.

If the digit in the tenths is less than 5, then we round **down** to the nearest whole number:

134.3 becomes 134.

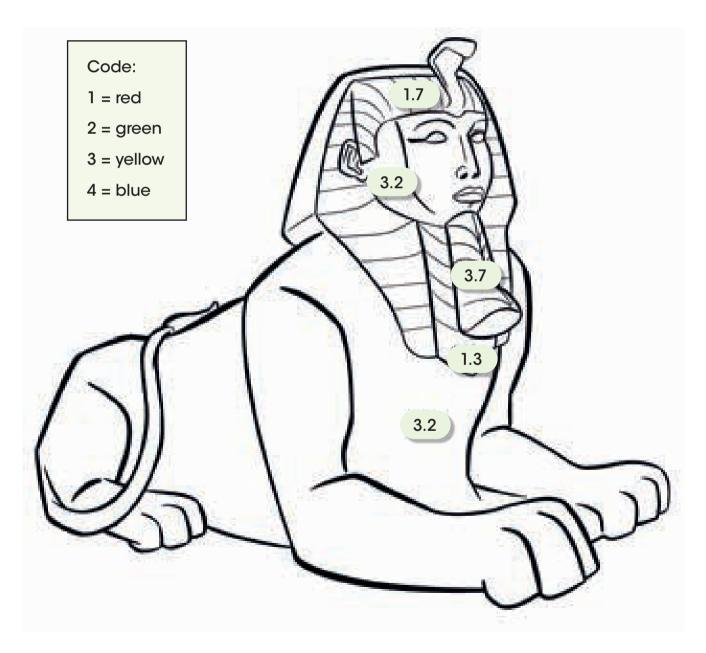


2 Round the decimal numbers to the nearest whole number

221.22	45.67	678.92	56.88	34.2	189.37	3.56



Look at the decimal numbers in the picture and round them up or down to the nearest whole number. Use the numbers to find the color code. Color using the code





Read Dalida's blog and answer her question

blogging: to write about something in an online blog **ecological:** related to living things and their environments

 \times

Dalida

Wednesday, 8th November

Unusual homes

Hi! My name's Dalida and I like **blogging** about different things. This week I'm writing about unusual homes. This topic is very interesting for me because my mom's an architect, so she sometimes takes me to see some brilliant places. It's really awesome!

BLOG HOME ABOUT ME LINKS ARCHIVE

I found this unusual house in the Netherlands online – it's upside down! It is actually an old **farmhouse** which people are changing to make it modern. This works very well because all the windows are at the top, so you get a lot of light. Local people like it because it fits in very well with the local **landscape**, which is farms and fields. It is also very **ecological** because they use air, water, and sun to heat and make energy for the house. That's so cool!

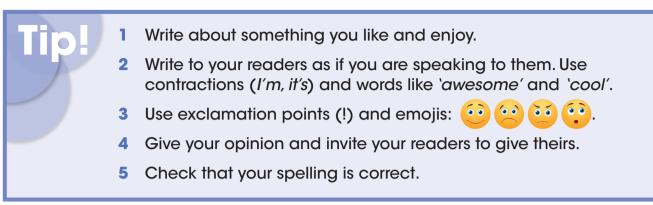
What do you think of it? Do you like it?



Decide if the sentences about Dalida's blog are True (T) or False (F)

- **1** The house is in France.
- **3** Dalida visited the house.
- **2** It's in a city.
- 4 It's ecologically friendly.

Writing a blog



Find examples of the tips from the *Tip!* box in Dalida's blog. Circle them

Using adjectives in a blog makes it interesting. Sort the adjectives into positive and negative adjectives

-awful annoying awesome boring funny brilliant cool friendly interesting

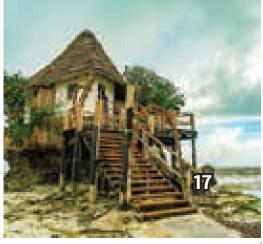
Positive	Negative
funny	awful



Write your blog. Find an unusual house or home and write about it. Write 30–40 words

Write:

- where it is and give some information about it.
- what you think about it and why.
- ask the readers about their opinion.



UNIT **LESSON 6**



Presentation: Ancient Egyptian Homes



Work in pairs. Discuss and decide

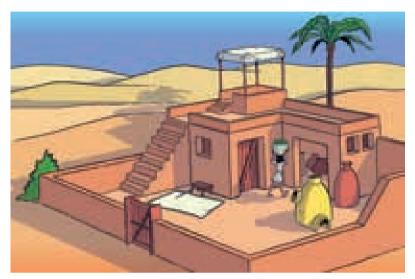
You are going to research an Ancient Egyptian home.

Find a home to talk about to give a presentation to your class. Get into pairs and think about:

Where is the home? Is it in the city or in the countryside?

What does the home look like on the outside?

What is inside the home?



Would you like to live in a home like this one? Why? Why not?



Research and do

- Think about your presentation. What can you write? What headings and 1 pictures can you use? Can you draw a picture?
- 2 Decide who will do what. Make sure you both have something to do.
- 3 Make your presentation. Check your work.
- 4 Practice your presentation. Make sure you both speak.

Show your presentation to the class

Give your presentation to the class.

Ask and answer questions about your group's presentation.

UNIT **SELF-ASSESSMENT** Do the crossword puzzle. Find the word in green Change the sentences into the past simple affirmative I didn't arrive on time. She didn't eat her dinner. They didn't go to the beach on Sunday. He didn't see that new movie in the movie theater. She didn't sit next to her best friend in class. Think about Unit 7 Write two things you enjoyed. Write two things you learned.





In this unit I will ...

- listen, read, research, and write about different illnesses and treatments.
- read a story about an elephant.
- practice using *have* to talk about illnesses.
- listen to and understand a conversation between a doctor and a patient.
- learn about and use the prefixes *un*, *ir*, *il*, and *im*.
- understand the difference between /f/ and /v/ sounds.
- write a short paragraph about staying healthy.
- plan what to put in a first-aid kit and make a poster.



Look, discuss, and share

What do you think is wrong with the girl? When was the last time you didn't feel well?



Did you know?

In Ancient Egypt, doctors often used honey as medicine to help sick people.



Find out

What jobs can people do in a hospital?

Find four examples and share them with a partner.

UNIT

LESSON 1 THEY DIDN'T COME TO THE CLUB!

Listen and read. How does Fares feel today?

- Mom: Hi Fares! Did you have a good day at the club?
- Fares: Not really. Five people didn't come to the club today!
- Mom: Oh no! Are they OK?
- Fares: No, they have problems. My friend Tarek hurt his **ankle** at football practice last night. And Amr has an **earache** from swimming.
- Mom: What about your cousin Lama? Your aunt said she had a **toothache**.
- Fares: No, she wasn't there. I think she went to the dentist. Two of my friends have a cold. The coach told us to be careful. When we have a cough or a **sore throat**, we should stay home!
- Mom: How do you feel?
- Fares: Well, I have a **backache** and I'm worried about my friends. I hope they'll feel better tomorrow.
- Mom: I hope so, too!

Listen again and number the photos in the order that Mom and Fares talk about



22



- 1 Fares had a **bad** / **good** day at the club.
- 2 Tarek hurt his **ankle / ear** at football practice.
- **3** Fares thinks Lama went to the **doctor / dentist**.
- 4 Two of Fares's friends have a cold / an earache.

cough headache shoulder toothache

5 Fares's leg / back hurts.

Read the words in the box. Look at the pictures and complete the sentences, then listen and check



Mom: What's the matter, Dina? Do you have a _____?

Dina: Yes. My tooth hurts!



Ouch! My

hurts!

25

1

3

5 Act and say with a partner

Do you have a sore throat?

> Yes, I do! It really hurts, and I can't talk.



Mom, can I have some milk and honey for my _____ please?



Mom: What's the matter, Wael? Does your stomach hurt?

Wael: No, I have a



UNIT

LESSON 2 CLIL SCIENCE

Water



Work with a partner. Discuss

- 1 How many glasses of water do you drink every day?
- 2 Why is water important for your health?



Salt water can also be called sea water. It is the water in seas and oceans.



I drink 8 glasses of fresh water a day.



2 Look and complete

glacier lake ocean river stream



glacier

4







Look at the photos. Do you think the water is fresh water or salt water? Discuss with a partner



1 bathwater





2 water for crops



3 drinking water

4 the Red Sea

Think. What's the difference between the water in the River Nile and the Mediterranean Sea? Why can't we drink the water in the sea? Use these clues to talk about your answers

fresh water salt water health salt stream rain stomachache



DESCRIBING THE ELEPHANT

Look at the picture on page 27. What animal can you see?

Read and listen to the story. What is special about the men?

A long time ago, there were six **blind** men who wanted to meet an elephant. They had heard many stories about these incredible animals, but each man had a different idea about what the elephant would look like.

One day, a local farmer was walking along the road with an elephant that worked on his farm. The farmer asked if the men would like to touch the elephant to discover how it looks. The men were very excited and walked over to the enormous animal.

The first man touched the side of the elephant. He said, "It's very tall and very strong. It's like a wall!"

The second man put his arms around the elephant's back leg. He said, "No, you're wrong! It's round and strong, like a tree trunk!"

When the third man put his hand on the elephant's **trunk**, he said, "You're both wrong! The elephant is long and **flexible**...it's just like a snake!"

The fourth man put his fingers against the elephant's **tusk**. He said, "It's hard, long, and smooth. I think it's dangerous like a **spear**!"

The fifth man was very, very tall. He reached out and touched the elephant's ear. He said, "This elephant is smooth and flat, and shaped just like a leaf!"

Finally, the sixth man put his hand on the elephant's tail. He said, "This elephant is not like a wall, a spear, or a snake. It's not like a leaf or tree trunk! This elephant is just like a **rope**!"

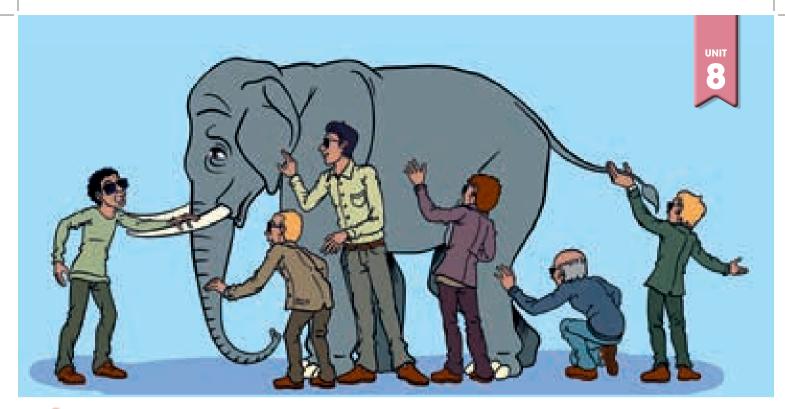
The farmer listened to everything the men said. He turned to them and said, "In fact, you're all correct! Each of you only touched one part of the elephant. If you stop for a moment, and listen to what you all think, you can all see what the elephant looks like."

3

UNIT

Match the words to their correct meaning

- 1 blind **a** a very long pointed tooth
- 2 trunk b a long pointed stick
- 3 tusk c the very long nose of an elephant
- **26 4** spear **d** can't see





Answer the questions in your notebook

- 1 What did the blind men want to find out?
- 2 What did the first blind man say about the elephant?
- 3 Which part of the elephant was like a tree trunk? Why?
- 4 Why did the fourth blind man think the elephant's tusk was like a spear?
- 5 Which part of the elephant was like a huge leaf?
- 6 What did the sixth blind man think the elephant's tail was like?
- 7 What did the farmer tell blind men to do? Why?

What do you think the moral of the story is?

- 1 The elephant is the biggest animal in the world.
- 2 Blind men are very clever, and they are good at describing things.
- 3 When we listen to other people, we can understand the world better.

Work with a partner. Take turns

- Student A: Describe an animal, but don't say it's name!
- Student B: Listen to Student A and draw a picture of the animal.
- **Student A:** Look at the picture and say if it is correct.



LESSON 3 HOW ARE YOU?

Listen and read. What's the matter with Ashraf?

	Ashraf:	Hello, Doctor. I d	don't feel well.
--	---------	--------------------	------------------

- **Doctor:** What's the matter, Ashraf? Do you have a headache?
- Ashraf: No, Doctor. I don't have a headache.
- Doctor: Do you have a stomachache?
- Ashraf: No, Doctor. I don't have a stomachache.
- Doctor: Do you have a toothache?



- Ashraf: No, Doctor. I don't have a toothache. I have ... I have ... Achoo!
- **Doctor:** Oh, dear! You have a cold. Stay home, sleep well, and take this medicine.

Read the *Language focus* box. Then read the dialog in Exercise 1 again with a partner

Language focus

We use *have* to talk about illness:

I have a headache.

Do you have an earache?

Amir has a stomachache.

4

No, I don't. I have a sore throat.

Look at the pictures. Complete the sentences

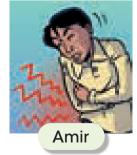
- 1 <u>Amir has</u> a stomachache.
- 2 _____a toothache.

- a cold.
 - ____ a headache.



3

5









an earache.

3

UNIT



Put the words in the correct order to make sentences or questions

- 1 you / an earache / Do / have / ?
- 2 sore / a / I / throat / have / .
- **3** a / has / He / cold / .

4 Nader / have / Does / headache / a / ?

5 he / No, / doesn't / .

Read. What part of her body has Nahla hurt?

Nurse:Come in, Nahla. What's the matter?Nahla:I fell over in the playground.Nurse:Oh, dear. Where does it hurt?Nahla:Here. I have a cut on my arm.Nurse:Oh, yes, I see. Don't worry. I'll clean it and put a bandage on it.Nahla:Thank you, nurse.

Work in pairs. Act out the dialog. Change the details

Come in, Gameela. What's the matter?

5

I have a sore throat and a headache. I think I have a cold. My throat really hurts!

A SPECIAL HOSPITAL

Listen and read. Which country is this hospital in?

In a hospital in Bangalore, a city in southern India, there are many patients. The hospital treats patients from all over the country. With every patient, there are about ten family members. In India, it is unusual for a sick person to go to the hospital alone. Family usually go with their **unwell**



relative. This means that the hospital is often very **crowded** and busy. But instead of telling family members that they can't visit their sick relatives, the **staff** at this hospital do something special. They turn a problem into something wonderful. They have classes to teach the family to look after the sick person. For example, some people learn how to change bandages and others learn how to give **injections**.

Each afternoon, staff from the hospital turn the **corridors** into classrooms. The nurses become teachers and the family members – and sometimes even the patients – become the students. Not only does this help the hospital staff, but it also helps the families to care for their relatives when they go home. The staff know that the lessons work because not as many patients return to the hospital now.

Complete the summary of the text with the words in the box

helpful hospital injection staff patients relatives

The text is about a 1______ in India. It is a very busy place that treats 2 ______ from all over the country. People usually travel to the hospital with many 3 ______ so this means the hospital is always very crowded. At the hospital, the 4 ______ teach the family members how to do useful things, like changing a bandage or giving an 5 ______. This is 6 ______ for both the staff and the patients.

Language focus

We can add the prefix *un*- to make the opposite of an adjective:

 $usual \rightarrow unusual \quad well \rightarrow unwell$

In India, it is **unusual** for a sick person to go to the hospital alone.

Some other prefixes that are used to show the opposite are *ir-, il-,* and *im-*. Look at the chart:

Prefix	Use	Root word	Opposite word
ir	when the word begins with <i>r</i>	responsible	irresponsible
il	when the word begins with I	legal	illegal
im	when the word begins with <i>m</i> or <i>p</i>	possible, moral	impossible, immoral



Rewrite these sentences so they mean the opposite. Use the prefix *un*-

- 1 Tarek is happy.
- 2 The bridge is safe.
- 3 Ramy is fit._____



Look at the chart. Add the prefix ir-, il-, or im- to these words

- l legal
- 3 moral _____

- 2 polite
- 4 regular

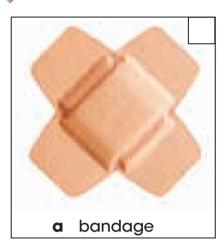


Work with a partner. Discuss

- 1 Have you been to the hospital with someone who was sick?
- 2 Is it a good idea to teach families how to look after a sick family member? Why / Why not?



Look at these items. Match them to the problems 1













When was the last time you needed an item from **Exercise 1? What happened? Tell your partner**



I cut my knee last week. My grandma put a bandage on it.

3 Read the first paragraph of an article about honey. What two ways does the writer say we use honey in food?

Do you like honey? Perhaps you enjoy eating it for breakfast. Or maybe you enjoy it in a sweet *basbousa*? But did you know that honey isn't only a food? It is also used as a treatment for some injuries and illnesses.

In some countries, honey has been used by doctors for thousands of years. It was first used to treat **wounds** by Egyptian doctors around 5,000 years ago. Recently, scientists have tried to find out exactly why honey is so good for healing wounds and treating illnesses.

Scientists know that some types of honey contain things that can help to kill **bacteria**. This helps wounds to heal more quickly. You must be careful, however. The honey that doctors use is a special honey only that is safe to use as a treatment. So, if you have a jar of honey in your cupboard, you can mix it with milk to make your cough better, but don't put it on your cut knee!

Now read the full article. Check (/) the facts that are mentioned

- 1 Bees make honey.
- **2** Honey is the sweetest substance on Earth.
- **3** Doctors have used honey for thousands of years.
- **4** Some types of honey can kill bacteria.

Look at the words in bold in the article. Match them to their meaning

С

treatment 1

2 wound

4 heal

- to get better a
- very small things that can make you ill b

medical care to help you get better

bacteria 3

> an injury that damages your skin d









UNIT



PRONUNCIATION



Complete the words with 'f'or 'v'. Then listen and say



1 I have a pet _ rog.



2 Hany is a _ et.



3 I have a very long scar .



Do you like 4 egetables?



I really like ____ruit. 5



We like watching 6 tele ision.



Read, listen, and circle. Then listen again and repeat

- 1 van
- 2 leave leaf
- 3 life live
- 4 ferry very
- 5 few view
- save
- 6 safe

How to make the /f/ sound:

Rest your top teeth on your lower lip. Blow, but **don't** use your voice!

How to make the /v/ sound:

Rest your top teeth on your lower lip. Blow, but **do** use your voice!



Say these sentences. Say them again as fast as you can

Is there a fan in the very big van? 1

fan

- 2 Leave the lovely leaf on the tree!
- 3 A few friends saw the very fine view.
- 4 The ferry is very fast!
- 5 It's safe to save your money here!



UNIT



Look and read. Then label the bar chart

A bar chart is a way of showing information. Last week, 30 students were asked about their favorite free-time activity to stay healthy. Here is the result of their survey. Which favorite activity was enjoyed by the biggest number of students?

		t 15				
Favorite activity	No. of students	15 12 12				
Swimming	6	of s				
Football	15	e 6				
Reading	3	Å Å	+			
Taking long walks	5	N N	Swimming	 		
Cooking	1				Favorite	activity



2 Now use this table to complete the bar chart

Favorite food	No. of students	Ż	12- 10-			
Ful medames	6		8-			
Koshari	6	r of	6			
Kofta	7	þe	4			
Fiteer baladi	9	- En	2-			
Shawerma	5	ž	0			

Favorite food



Now ask and answer about the charts



LESSON 5 WRITING

Think and write

UNIT

What do you do to stay healthy? Write a list.

Compare your list with a partner. What is the same? What is different?

Read Asma's presentation. Check (/) the things that she talks about



My presentation today is about staying healthy. It is really important to eat healthy foods like fruit and vegetables and to have a **balanced diet**. There are lots of other things that we can do to look after our health.

You should do some exercise every day. It's very important to keep your body moving. Playing sport at school or with friends is a good way to exercise.

Another thing you can do is to go to bed early. It's important to get enough sleep. **Experts** think you should get between eight and nine hours of sleep every night.

In addition to this, one of the best ways to stay healthy is to spend time with your friends. It's not only your body that you need to keep healthy, you should make time to focus on being happy, too. Spending time with your family and friends is a great way to do this.

Read Asma's presentation again. Complete the sentences

- 1 Asma says it's important to eat
- **2** Asma says that is a good way to exercise.
- **3** You should sleep between _____ hours every night.
- 4 Spending time with your friends is good for your

Asma's class completed a table about staying healthy. Look at the table. Complete it for you

	1
Eating healthy foods	``
Getting enough sleep	\odot \odot
Drinking plenty of water	
Playing sport	
Spending time with friends	$\odot \odot$

Eating healthy foods	
Getting enough sleep	
Drinking plenty of water	
Playing sport	
Spending time with friends	

6 Ask your classmates about their results. What are they good at? What could they do better?

Look at the list in Exercise 3. Choose one of the items that Asma didn't talk about. Write a short paragraph of 30 - 40 words. Look at the model below

To stay healthy, it's very important to drink plenty of water. This keeps your body working well. It's especially important if it's a very hot day or if you're exercising.









Work in groups. Discuss and decide

You are going on a school trip to the desert. Your class is responsible for packing the firstaid kit. Look at the objects below. In groups, discuss which **four** items you want to take and why these are the most useful.

Take bandages in case someone cuts their knee.





3

Read and do. Make a poster

- 1 Think about your poster. What can you write? What headings and pictures can you use?
- 2 Decide who will do what. Make sure everyone has something to do.
- 3 Make your poster. Say why the four items will be useful. Remember to check your work at the end.

Show your poster to the class

- 1 Get up and walk around. Show your poster to other groups.
- 2 Ask and answer questions about your poster.

SELF-ASSESSMENT

1

2

43

Read and complete

- 1 When your head hurts, you have a ______.
- 2 Milk and honey can help a ______
- 3 I ate something bad. I have a _____.
- 4 The water in the oceans is called ______.
- 5 The water in rivers and lakes is called _____
- 6 The opposite of *usual* is _____.

Complete the sentences with have / has or don't have / doesn't have

- 1 Ghada _____ an earache. 🤤
- 2 I _____ a stomachache. 😳
- 3 Adam _____ a headache. 😳
- 4 My sisters all _____ a cold! 😜
- 5 Nahla and Reem _____ coughs. 🥹
- 6 My brother _____ toothache. 🥹

Think about Unit 8

Write two things you enjoyed.

Write two things you learned.

UNIT





In this unit I will ...

- listen, read, research, and write about animals.
- listen and read about a trip to a wildlife park.
- learn how to say /w/ and /v/ sounds.
- write an email about an unusual animal.
- research and make an infographic about animals in a habitat.



Look, discuss, and share

What's the animal in the photo? Where do you think it lives and what do you think it eats?



Did you know?

Flamingos eat with their heads upside down.They use their tongue to catch their food.

Do you think other animals can eat upside down?



Find out

Find out about other animals in Egypt. Where do they live? What do they look like? What do they eat? Share your answers with your partner. LESSON 1 WILDLIFE

Listen and read. Then say the words



1 kangaroo



5 penguin



2 panda



dolphin 6



3 bat



7 snail



4 lion



8 parrot



UNIT •

Read the clues. Write the correct animals

- 1 I live in the garden. I have a shell. I don't have legs or arms.
- 2 I live in Australia. I jump on two legs.
- I fly at night. I sleep upside down on trees. 3
- I live on ice and snow. I'm black and white. I can swim, but I can't fly. 4
- 5 I am a bird. I am very beautiful and colorful. I live in the rainforest.
- 6 I live in Africa. I'm a very big cat. I am very strong.
- 7 I am very friendly. I swim in a group with my family in the ocean.
- 8 I live in China. I eat bamboo. I'm big, and black and white.

42



3 Read. Where did Ramez go yesterday?

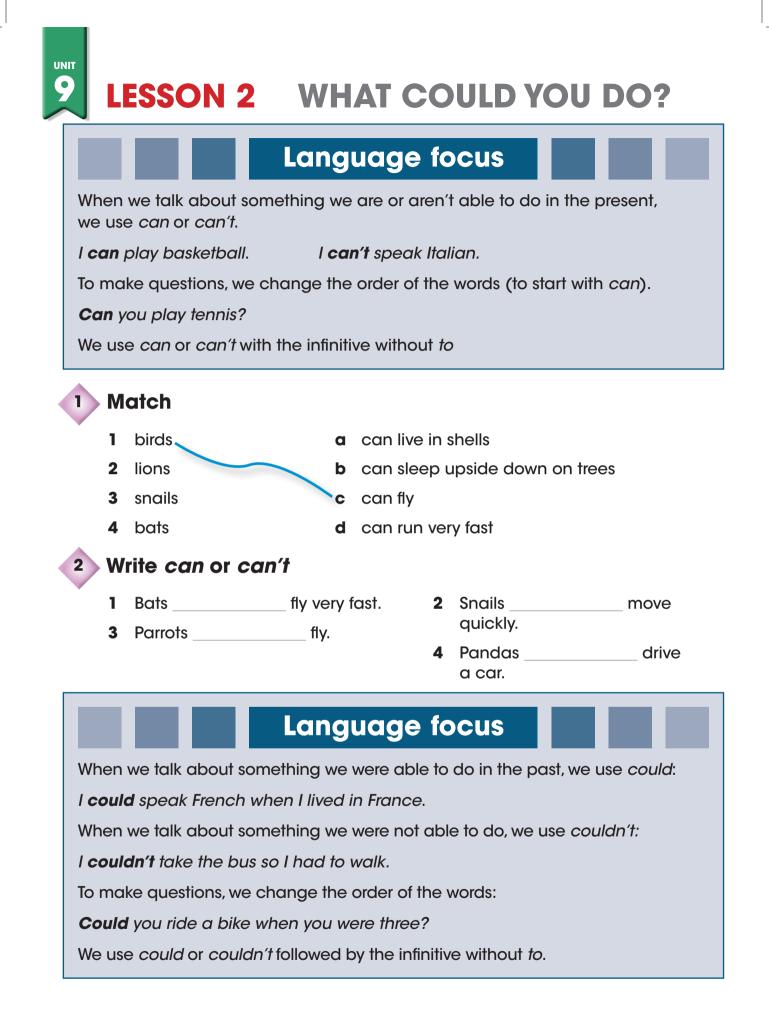
Ramez: Hi! I had a wonderful day out yesterday with my family. Ayman: Where did you go? Ramez: I went to the new wildlife park - it was awesome! Ayman: What did you see? Could you go near the lions? **Ramez:** No, we stayed in the car. But we could see them through the trees. The kangaroos were interesting, too. When they are little, they can sit inside their mom's pouch - it's so sweet! Ayman: What birds did you see? Ramez: Lots, but my favorites were the parrots. They were so beautiful and they could talk! We said some words for them to repeat! Ayman: What about animals that like the cold? Did you see any? **Ramez:** Yes, penguins! They were in a special place inside. It was cold, like a fridge. We fed them some fish! I love penguins - they can swim so well and they look so cool! Ayman: Wow! Was there anything you wanted to see but couldn't? **Ramez:** The bats. I'm doing a project on bats at school, so I really wanted to see them! But they were all hiding and I couldn't see them in the dark! Ayman: Oh well, it sounds amazing! I've got to feed my rabbit now - that's the most wildlife I'll see today!

Complete the summary with the words in the box

project sad parrots park enjoyed lions

Yesterday, Ramez went to a wildlife **1** park with his family. He **2** it very much. They saw lots of different animals like 3 ____, kangaroos, and penguins. He saw his favorite birds, the 4 . He was a bit **5** because he didn't see the bats and he's doing a **6** ______ on them at school.

UNIT



3 Write *could* or *couldn't*



- 1 When I was two, I _____ use a computer.
- **2** I read when I was one.
- 3 My sister _____ play chess when she was five, but she when she was eight.
- run when he was a baby. 4 My cousin
- 5 I swim when I was a baby, and everyone was amazed.
- you speak English when you were five? 6



Circle the correct word

- 1 I couldn't say anything in German last year, but now I ____.
 - **a** can **b** can't c could
- 2 Last year, he ___ run very quickly, but now he can.
 - **a** can't **b** could c couldn't
- **3** ____ you play the piano when you were a child?
 - a Can **b** Could c Couldn't
- **4** Sorry, I ____ help you with your homework. I'm busy.
- a can b can't c could

Work with a partner. Ask and answer about the things you could do at different ages. Use the photos or your own ideas

Could you speak when you were six months old?



Yes. I could say "mama" and "dada!"











THE TRAVELERS AND THE TREE

Match the words to the photos. Check in a dictionary





- 1 trunk of a tree
- 2 branch of a tree
- 3 nuts
- 4 exhausted







Once there was a very big old tree in a hot, dry land. It had lived for many years. Its **trunk** was very wide and it had many green **branches**. It was famous because it was the only tree where it lived, and it gave **shelter** and **rest** to hundreds of travelers as they moved across the country. It was near four towns and many villages in its area and was a <u>meeting point</u> for traders.

One day two travelers, who were new to the area, were walking across the field and saw the tree. It was a very hot, dry day and one of them said, "Let's stop under that tree, where there's some shade." "That's a very good idea," said his friend. They rested under the tree and drank some water. They then enjoyed the shade and the cool <u>breeze</u>. As they were **exhausted**, they soon fell asleep.

When they woke up, one of the travelers felt hungry. Neither of them had any food in their bags so they looked up at the branches of the tree. "This tree is <u>useless</u>," one of them said. "It has no food for us – there are no **nuts** or fruit on its branches." "But it has shade and it's keeping us cool," said the other.

But the tree heard the first traveler's words and it was angry. "How can you be so <u>ungrateful</u>?" It said, "You came to me feeling hot and tired. I gave you a cool, <u>comfortable</u> place to sleep and I probably **saved** your life. Look, there is no other cool place to sleep near here." The travelers looked around them and saw the tree was correct and felt very sorry.

Decide if the sentences are True (T) or False (F). Correct the false sentences in your notebook

- 1 The tree was in a field with many other trees.
- 2 It was a cool, rainy day.
- 3 The travelers were tired.
- 4 The travelers were thirsty.
- 5 Both the travelers were ungrateful to the tree.
- 6 In the end the travelers were sad about being unkind to the tree.

Look at the underlined words in the story. Circle the correct definition

- 1 A breeze is a little wind / lake.
- 2 When something is *useless*, we **can / can't** use it.
- **3** When someone is *ungrateful*, they **thank / don't thank** others for doing something good.
- 4 When something is *comfortable*, it's **nice / not nice** to sit on or wear.
- 5 A meeting point is somewhere where people leave / meet.

Work in pairs. Answer the questions

- 1 What do you think the moral of the story is?
 - **a** It's important to plant lots of trees.
 - **b** It's important to give value to the small things in our lives.
 - c It's important to take food when you travel.
- 2 What do you think the travelers said to the tree at the end?

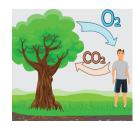
Work in pairs. Answer the questions. Use the photos below to help you with your answers

- 1 Why are trees important for humans?
- 2 Why are trees important for animals?
- 3 Why is it important to plant trees?















3



The water cycle



¥1) Work with a partner. Look and check (1) the things we need water for. Can you think of more examples? Why is water so important?















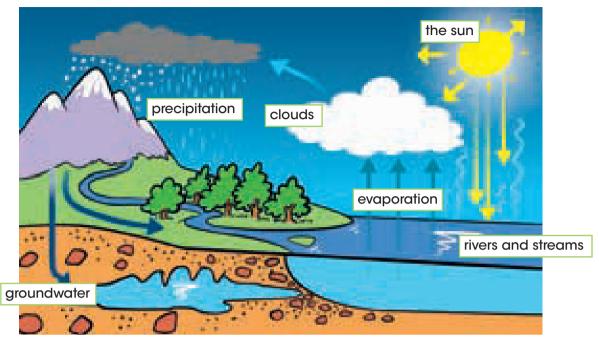
Work with a partner. Discuss

- 1 Look at the photo of planet Earth how much do you think is water?
- 2 Where does water come from? Circle the words below which are made of water.

house	river	car	lake
snow	ice	cat	rain
faucet	cloud	ocean	field







Where does our water come from?

Rain falls from clouds in the sky. Some rainwater goes straight into the ground. But a lot of it goes into streams, rivers, lakes, and then the ocean. This process is called **precipitation**.

Some of the rainwater changes – the sun warms it and it becomes water vapor. This process is called '**evaporation**'. We cannot see or smell the water vapor and it doesn't stay on the ground. It rises in the air and, as it gets cooler high up in the sky, it changes back into water and forms clouds. As the clouds become bigger, the water in them gets heavier.

When the water in the clouds gets heavier, it falls to the ground, and the cycle starts again.

Complete the sentences with words from Exercise 3

- 1 _____ falls from the clouds.
- 2 The ______ warms the rainwater and it becomes water vapor.
- 3 The ______ rises and changes into water.
- 4 The water forms _____.
- 5 The clouds get _____ and rain falls again.





SOCIAL STUDIES

Ancient Egyptian Society

soldier

1

Read and listen. Who are the people in the photos?





Lots of different people played important roles in Ancient Egyptian society. The person **in charge** was the pharaoh. The pharaoh needed lots of people to help him. He worked closely with **nobles**, and they looked after different things. The nobles collected **taxes** and organized soldiers.

Soldiers were busy keeping Egypt safe. As Egypt was such an important and very rich country, the soldiers **guarded** the kingdom. **The army** was strong, and the soldiers were good at their jobs.

Scribes were very important because they were usually the only people who could read and write. They trained for about 12 years before they wrote on papyrus. They wrote many different things like **letters**, **records**, and important papers. Without the scribes, we would know almost nothing about Ancient Egypt today.

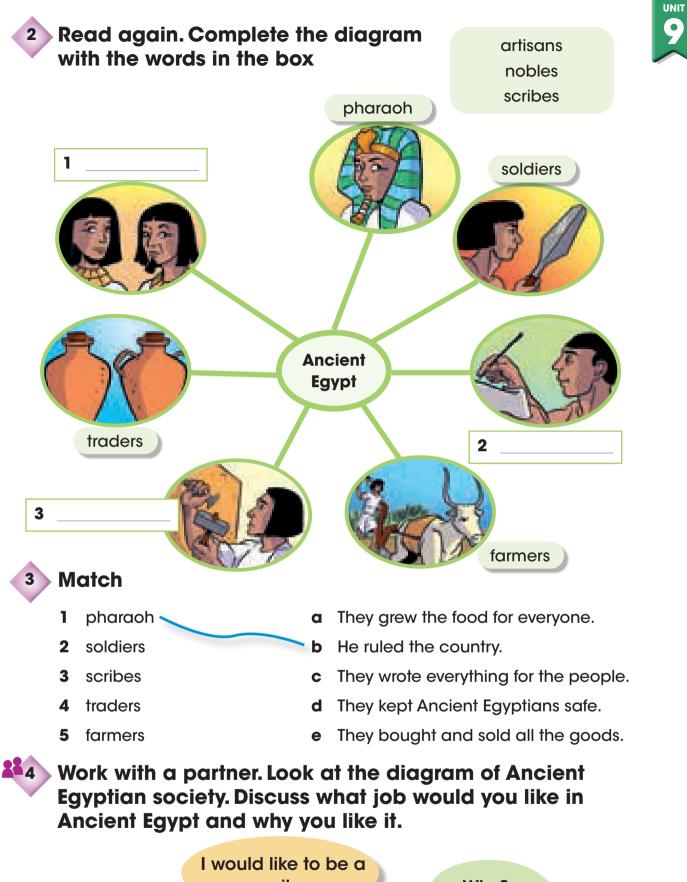
Traders were the people who bought and sold everything in Ancient Egyptian society – food, clothes, jewelry, soldiers' uniforms, ships, and materials for building.

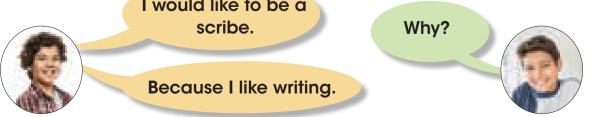
Artisans took the materials from the traders and made them into things for people to use, like furniture, **chariots**, and clothes.

Farmers produced the food that was eaten by the pharoah, the nobles, the soldiers, the scribes, the traders, and the artisans.

After you read a text, pick out some words you don't know and check them in a dictionary. Understanding them in the text will help you learn the words and remember them.







UNIT **LESSON 4** THIS IS SO INTERESTING!

Language focus

We can add -er to the end of words to make a noun. This is called a **suffix**. We take the verb, e.g. *teach*, and add -er to make the person, e.g. *teacher*.

Listen and repeat the words

Listen again and write the -er words

















Complete the sentences with words from Exercise 2

- 1 My grandfather was a great _____. He traveled to many great places around the world.
- **2** A famous Egyptian ______ in England is Mohamed Elneny he plays for Arsenal.
- **3** My favorite ______ is Miss Salwa she's very friendly and kind in the classroom.
- 4 My cousin is a very good ______ he reads about 20 books a year.

Language focus

We can add -ed or -ing to a verb to make an adjective. If the verb ends in -e, we take off the -e and add -ed or -ing.

I was so bore**d** in that movie.

That movie was so boring.

I am very intereste**d** in history. History is so interesting!

It's important to understand the difference between -ed and -ing adjectives:

In the first sentence, **bored** describes how I felt about the movie. In the second sentence, boring describes what the movie was like. In the third sentence, interested describes how I feel about history. In the fourth sentence, interesting describes what history is like.

Add -ed and -ing to the verbs to make adjectives

- annoy annoyed , annoying
- 2 amaze ,
- **3** interest ____, _____
- 4 tire _____, ____
- 5 surprise _____, ____

Complete the crossword with words from Exercises 1-4

Across

1 2 Mr Mahmoud is an Т. excellent .He plants the best tomatoes in 3 town! **3** That long walk was very . I can't wait 4 to get home and relax! 5 5 My uncle's a professional . He goes up some very high mountains. Down when it 2 I find my phone really rings while I'm sleeping. 4 Mr Eissa is a great _____ . He makes everything clear in our lessons.

UNIT 9



Language focus

/v/ and /w/ are both voiced sounds. This means that if you place your hand on your throat, you can feel the vibration when you say them.

To pronounce /v/, press your top teeth against your bottom lip.

vet	vase	violin	volcano
To pronounce /w,			
winter	wet	wheel	water





1 vet



4 violin



7 watermelon



2 wheel



5 whale



8 volcano



3 west



6 vest



9 wet

2		sten and nd check	circle the	wc	ord you h	near.Then I	iste	en again	
	1	west	vest	2	wheel	whale	3	vase	vest
-	4	vet	wet	5	violin	volcano	6	water	winter
3	Lis	sten and	write the v	NO	rds				
•	1			2			3		
	4			5			6		
\sim	7			8			9		



4 Listen and write. Then listen again and check

Last 1 _____ I decided to travel 2 _____ in my boat wearing my 3 _____.I was looking for a 4 _____ but I had some problems. I met some 5 _____ and they turned over my boat. I had to sit on my 6 ______ to stay afloat! I ate 7 _____ to stay healthy and I came to shore. I didn't find the 8 ______, but I met they took me home to my 9 _____!



_, but I met some vets and

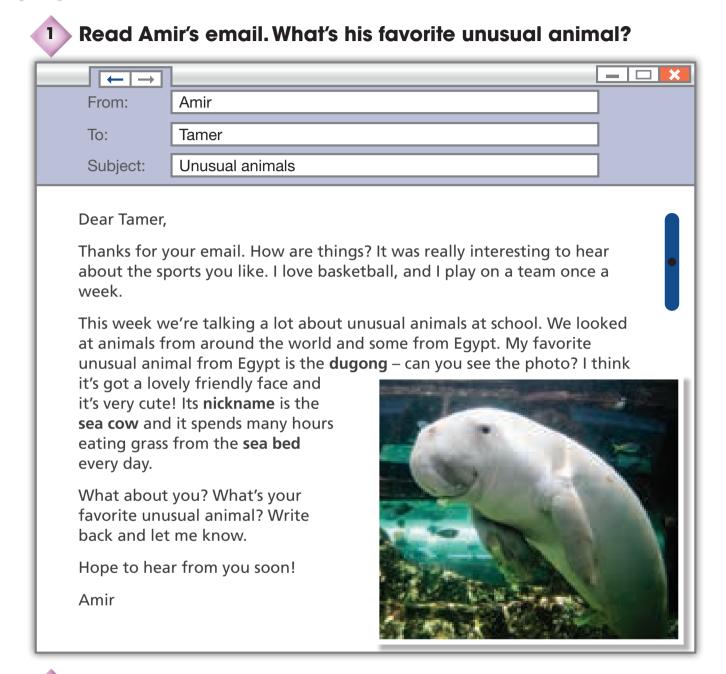


Waleed made vases on very wet wheels for vets.



UNIT

LESSON 5 WRITING



2 Read again and answer T (True) or F (False)

- 1 Tamer called Amir and they talked about sports.
- **2** Amir doesn't like sports.
- **3** Amir wants to talk about wildlife.
- 4 He sends a photo to Tamer.
- 5 Amir says that dugongs are also called sea cows.
- 6 He wants Tamer to write back.





Writing an email

- 1 Begin your email with *Dear* or *Hi* and the person's name.
- 2 Say why you are writing. Use phrases like *Just a quick note* and *Thanks for writing to me*.
- **3** Give one idea in a paragraph and expand on it look how Amir mentions the dugong, then describes it.
- 4 When writing to a friend, you can use informal language, e.g. words like *awesome* and *cool*, contractions like *I'm*, and phrases like *How's life*? and *How are things*?
- **5** End your email with phrases like *Write soon, Hope to hear from you soon, See you soon, All the best,* or *Bye for now,* and then your name.

Find examples of 1-5 in the *Tip!* box in Amir's email

Complete the email phrases

things note best soon

- 1 See you _____!
- 2 How are _____?
- **3** Just a quick _____,
- **4** All the _____,



Write an email of 30–40 words to a friend about an unusual animal. Use Amir's email and the *Tip box!* to help you. Remember:

- write about what the animal looks like, where it lives, and what it eats.
- ask your friend about his/her opinion.
- try to use phrases from Exercise 4.







Work in pairs. Discuss and decide

You are going to make an **infographic** about an animal habitat. First, look at the example of an infographic. Then choose a habitat for your infographic. Here are some ideas:

desert	forest

polar

2

Read and do

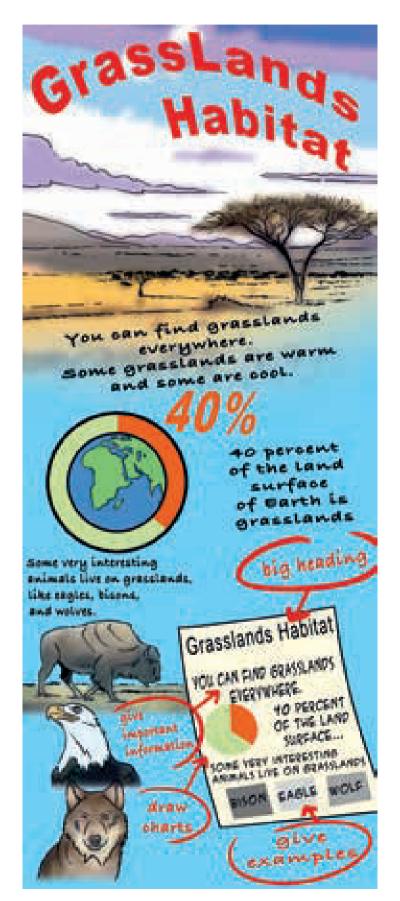
 Think about your infographic. What can you write? What headings and pictures can you use?

ocean

- 2 Decide who will do what. Make sure you both have something to do. Do your research.
- 3 Make your infographic. Remember to check your work.

Show your infographic to the class

- 1 Display your infographic on a classroom wall.
- Walk around. Ask and answer questions about your friends' infographics.
- 3 Say something you like about each infographic.







LESSON 1

Listen and point

START



Complete the sentences using the words in the box



unhappy unsafe uncomfortable unfriendly

- 1 I'm glad Mom and Dad didn't buy that couch it was really _____
- 2 She's very _____ because she lost her homework.
- **3** We all thought the new girl was _____, but actually she just didn't talk much.
- 4 That electrical wire looks very _____ don't touch it!

Complete the text about Injy's day in Alexandria with the verbs in the regular and irregular past simple form



I 1 had(have) a lovely day yesterday. I 2 (travel)to Alexandria with my mom to see my aunt. We 3 (go) bytrain. I love trains!

When we 4	(arrive), we 5	(rush) straight
to my aunt's house. She 6		(give) us a delicious lunch.
After lunch, my aunt 7	(ta	ke) us to the Corniche. The sea
8 (be) reall	y beautiful.	

Complete the sentences about the rest of Ingy's day in Exercise 5. Check (1) the sentences with irregular verbs

- 1 We _____ (drink) juice at a café in the square.
- 2 Then we _____ (drive) to the market and _____ (buy) a present for a friend.
- **3** We _____ (have) a great time.
- 4 I nearly _____ (miss) the train home!
- 5 I _____(sleep) all the way back home.

LESSON 2

Label the photos with the words in the box

backache cough earache headache sorethroat toothache



REVIEW

1















Listen and check.Then repeat

Put the dialog in the correct order. Listen, check, and repeat. Then act it out in pairs

Nurse:	Come in, Kareem. What's the matter?	1
Kareem:	Thank you, nurse.	
Nurse:	Oh dear. Did you hit your ear with a ball?	
Kareem:	I have an earache.	
Nurse:	Let me see. Yes, it is red inside. I think you should go home. I'll telephone your mom.	
Kareem:	No, I had an earache when I woke up this morning.	
	.,	

REVIEW

Listen then write the words you hear. Then match the words and pictures



Complete the sentences with could or couldn't

- 1 I ______ speak when I was one month old.
- 2 I _____ ride a bike when I was a baby.
- 3 Waleed _____ read when he was 6. He loves reading!
- 4 Amira ______ write until she went to school.
- 5 Tamer's brother _____ drive at 20 he passed his driving test at 18.

2

6 I _____ play a guitar at seven. My dad taught me.



Complete the crossword with the *-er* words

Down

- 1 Someone who helps you in the classroom. 2 Someone who plays a famous sport with a ball. 3 **3** Someone who goes up mountains using a rope. 4 Across 4 Someone who travels to a lot of places. Someone who grows food 5 6 5 for us.
- 6 Someone who reads a lot.

Presentation



REVIEW

Work in groups. Think about your favorite animal from the ones below . Make an infographic about it and give a presentation

Think and say

Do your research:

- Where does it live?
- What does it eat?
- What's its habitat?
- Why do you like it or find it interesting?

Read and do

- Draw or find some 1 pictures you can put in your infographic.
- 2 Write some sentences for your infographic with your group.
- 3 Check the text with your teacher.

2

Think about how you can present the information as an infographic like the one on page 58



Present

Show your friends your infographic and answer their questions.

















Self-Assessment



Now I can ...

say house words

clock closet balcony elevator shower oven television cushions armchair



2 say health phrases

l've got a cough. Lobna has a headache. Tarek hurt his shoulder when he was playing basketball.

Nahla has an earache.

tree/three

say animal words

bat dolphin kangaroo lion panda parrot penguin rabbit snail whale



say the sounds

- 1 sheep/sleep
- o/sleep spoon/school eaf van/television
- 2 fan/leaf vo
- 3 vet/volcano whale/wet

65



ARE THERE ENDANGERED ANIMALS IN EGYPT?



Work with a partner. Ask and answer

Is it important to protect wild animals? Why? / Why not? **extinct (adj)**: if something is extinct, it no longer exists

habitat (n): the place where an animal or plant lives



Read and listen to the article about endangered animals

If an animal is **endangered**, it means that it could become **extinct**. Animals can become endangered for several reasons including loss of habitat, pollution, and **poaching**. It's our responsibility to protect all wild animals because we share the Earth with them! Our actions shouldn't hurt wild animals or their habitats.

In Egypt, around 70 species of animals are endangered. Let's look at two of them:

Egyptian tortoise



Facts

Population: 7,470 Can live up to: 50 years Length: 14.4 cm Weight: 160–350 g Top speed: up to 8 kms per hour Diet: plants and leaves

Dorcas gazelle

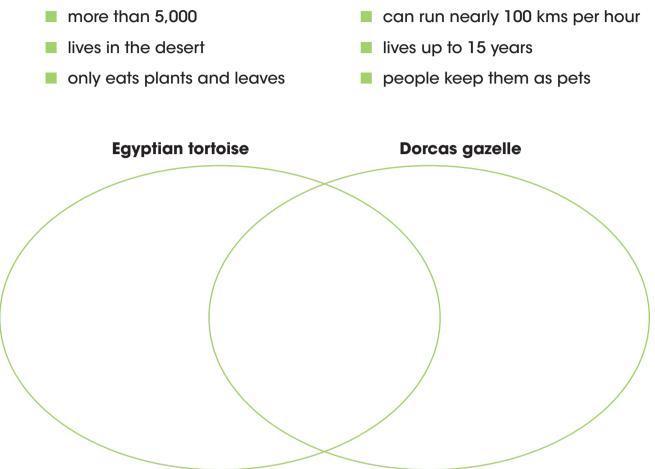
Facts

Population: 1,000–2,000 Can live up to: 15 years Length: 90–100 cm Weight: 15–20 kg Top speed: up to 96 kms per hour Diet: plants and leaves

The Egyptian tortoise is one of the smallest tortoises in the world. It lives in the desert areas of Egypt and Libya. However, the Egyptian tortoise is now endangered. This is because its habitat has been destroyed, but also because people take them from the wild to keep as pets.

Dorcas gazelles live in the Sahara and Negev deserts. They are **herbivores** – this means they only eat leaves and plants. Dorcas gazelles are nearly extinct for two main reasons: firstly, people hunt them for their meat and skin. Secondly, more and more people are using their habitat for farming and building.

Read again. Write the information in the correct part of the diagram



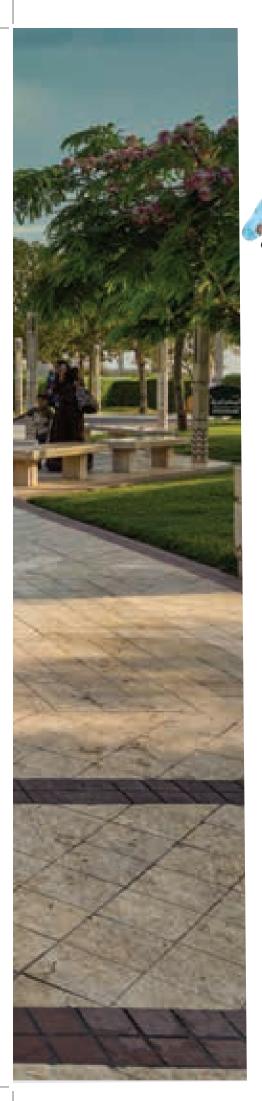


Complete the sentences with the words in the box

extinct habitat kilograms kilometers meat wild

- **1** People take tortoises from the _____ and sell them as pets.
- 2 The Egyptian tortoise can travel at about eight _____ per hour.
- **3** People hunt the Dorcas gazelle for its _____ and skin.
- 4 The Dorcas gazelle weighs between 15 and 20 _____.
- **5** Both the Egyptian tortoise and the Dorcas gazelle are nearly _____.
- 6 People are destroying the _____ of the Dorcas gazelle and the Egyptian tortoise.





In this unit I will ...

- listen, read, research, and write about places in a town.
- practice using the imperative to tell someone to do or not to do something, and to give directions.
- practice using questions and short answers.
- read and say words with diphthongs.
- estimate with mental math.
- write a paragraph about my town.
- make a poster about my perfect town.



Look, discuss, and share

What's your favorite thing about your town?

What do you think you can see and do at Al-Azhar Park?



Did you know?

Fayoum is the oldest town in Egypt. Archaeologists think it is more than 7,000 years old.



Find out

Today, the population of Fayoum is approximately 3.8 million. What is the population of your town or city? UNIT

LESSON 1 WE LOVE ALEXANDRIA!



Why we love Alexandria!

Alexandria is a really exciting place to visit. There's a lot to see and do here! It's a big city with lots of amazing restaurants, stores, markets, and museums. There's even a beach!



We asked some people who live there and tourists what they think ...

Jens: I'm visiting Alexandria from Germany. I think it's really cool here. I think there are some good **museums**, but I haven't been to any yet. I love just sitting in the roof garden of my hotel, drinking sweet Egyptian **mint** tea and chatting to other people. It's very relaxing.

Hanan: I've lived in Alexandria all my life. I own a restaurant here so I have to say that you must visit my **restaurant** to try some of the local **cuisine**. We serve traditional Egyptian food using lovely fresh local ingredients. We have excellent supermarkets, but I prefer to buy my ingredients at the **market** in the old town.

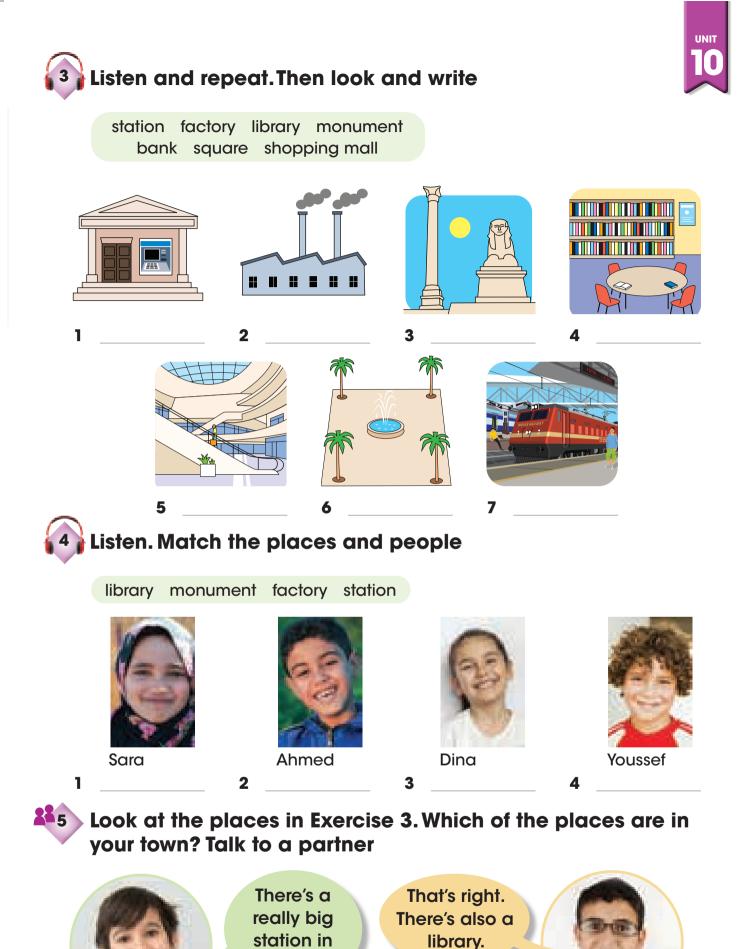
Kira and Lena: We're from a small town in England. The stores aren't very good there. That's what we love most about Alexandria – the shopping malls! We **spend ages** walking around them. We like the people. They are so friendly!

Karim: I'm Egyptian, **originally** from Cairo. I moved to Alexandria last year and I love it here. I work in a **bank**. My favorite place is the **beach** – there isn't one in Cairo! It can get very hot here in summer, so it's great to go there and swim.

Paulo: I'm **on vacation** here from Barcelona. I like Alexandria because it reminds me of home – a big, modern city near the sea. I love the mix of modern and old buildings. Also, I like to find out about the culture and traditions. The **library** is amazing!

² Listen again. Circle the correct word

- 1 Jens likes drinking tea in the **museum / hotel**.
- 2 Hanan buys her ingredients from the **supermarket / market**.
- 3 Kira and Lena like **shopping / swimming** in Alexandria.
- 4 Karim lives in Cairo / Alexandria.
- 5 Paulo likes Alexandria because it is like Cairo / Barcelona.



my town.

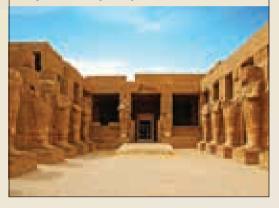
LESSON 2 LET'S FIND OUT!

Look, listen, and read. Have you seen any of these things?

How do we know so much about life in Ancient Egypt?

There is lots of **evidence** that tells us about life in Ancient Egypt. Evidence is facts or signs that show clearly that something exists or is true.

We can learn about buildings from ancient **monuments**. These are structures that were built to celebrate important people.



Paintings are on walls or on papyrus. They show scenes of daily life, such as farmers working in the fields, or special occasions, such as feasts and special events.



Artifacts are things from daily life like vases and water carriers that tell us how people lived.



Hieroglyphics are Ancient Egyptian writing symbols and pictures. From hieroglyphics we can get evidence about life in Ancient Egypt.



Pharaohs and other important people were buried in beautiful **tombs**. These also had other things people thought they might need and information about their life.

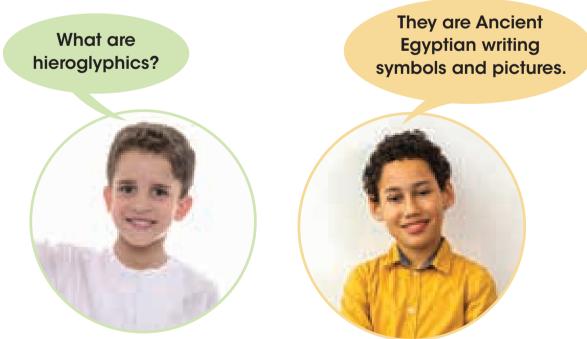


Look at the words in bold in the text. Match them to their meanings

2



1 evidence **a** a building or statue **b** facts that show something is true 2 monument c a kind of writing using pictures and **3** painting symbols 4 artifact **d** people were buried here when they died 5 tomb e objects like vases and pots which were 6 hieroglyphics made in the past f a picture **Complete the sentences** 1 Monuments teach us about ______ in Ancient Egypt. 2 Monuments were built to _____ important people. 3 Artifacts can give us information about 4 Paintings often show _____ or _____. _____ were buried in tombs. 5 6 Hieroglyphics are _____ and _____. Work with a partner. Ask and answer questions about the text in Exercise 1





Language focus

• We use imperatives to tell someone to do or not to do something.

Stand up! Help me! Have fun!Don't run.Don't close the window.Don't be late tomorrow!

- Imperatives don't usually begin with a subject like *you, she* or *they*. Imperatives usually start with a verb.
- Affirmative imperatives use the infinitive without to:

Run! Sit down. Open the door, please. Please pick up that trash. Put the cake in the oven, please.

• Negative imperatives use *don't* + infinitive without to:

Don't eat in the library, please. Don't waste your time.



Listen and read. Where are the children going?

Teacher: OK, children. We're here now. This is The Alexandria Library.

Reem: Wow! It's amazing. Can we go inside?

Teacher: Wait a moment. Is everybody here? Yes, OK. Let's go in.

- Ali: I'm going first!
- **Teacher:** Don't run, Ali. Walk quietly. This is a very important place.

Ali: l'm sorry.

- Noha: Can we go upstairs to the Children's Library?
- Teacher: Yes. Go into the elevator. Good. Stand back. The doors are closing. Don't jump up and down, Ali! Push the number one button, Tarek. Great, thank you. We're going up!



Read the conversation in Exercise 1 again. Underline seven imperative sentences



3 Reorder the words to make imperative sentences

- 1 book / Choose / a / good / to read _____
- 2 talk / loudly, / Don't / please _____
- 3 write / in / Don't / the book
- 4 the book / Return / its place / to _____

Read the library rules. Rewrite the rules with imperatives

- 1 You should not eat in the library. Don't eat in the library!
- 2 You have to bring your book back in two weeks.
- **3** You need to drink your water outside.
- 4 You cannot use your mobile phone here.
- 5 You should not lose your book.
- 6 Make sure you enjoy the books!



Use imperatives to show what you should or shouldn't do inside a park, using words from the box





1	Keep the environment clean.
2	
3	
4	
5	··



Language focus

When we ask for directions, we say: Excuse me, **how do I get to** (the station)? Is there (a library) near here? Where is the (post office), please? We use the imperative to give instructions: Turn right! Cross the road.

Look and read. Where does the tourist want to go?

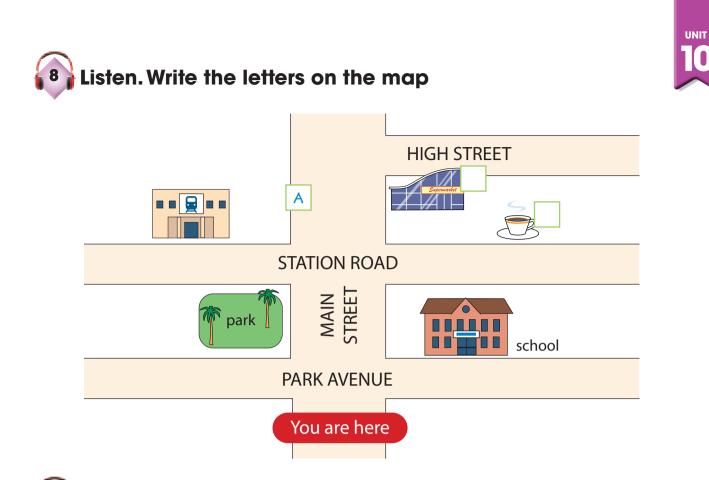


Write directions from your house to school

Discuss with your partner

How do you get to school?

I go straight on, turn right, and my school is on the left.



Listen again. Draw and label the hospital and the bookstore on the map

Look at the map. You are at the school. Ask for and give directions to different places with a partner



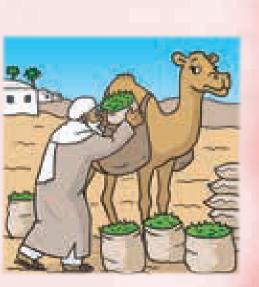
LESSON 4 GABI LEARNS A LESSON

Listen and read. Which animal does Gabi meet first?

One day, a villager wanted to sell his beans in the market, but he couldn't walk far. His camel, Gabi, said, "Give me the sacks of beans – I will take them to the market for you."

Gabi walked along the road. He turned left and then right and then left again. Soon, Gabi didn't **recognize** the road.

"Are you **lost**?" called an ibis. Gabi had never seen such a **strange-looking** bird.



"No, I'm not lost," pretended Gabi. Gabi

didn't know that the ibis could fly high above the land and tell him the way.

Gabi saw a snake watching him from the branches of a tree.

"You look lost," said the snake.

"No, I'm not," said Gabi – again he wasn't **telling the truth**. "Anyway, even if I was, you can't help – you haven't even got legs," he said unkindly. Gabi didn't know that the snake went to the market every day to **entertain** the crowds.

It began to get dark. Gabi saw a little animal on the road in front of him.

"What a funny-looking **creature**. Look at those enormous ears," he thought to himself.

"Hello," said the jerboa. "Do you need any help?"

"No, I don't!" replied Gabi rudely. Gabi didn't know that the jerboa could hear the sounds of the market traders.

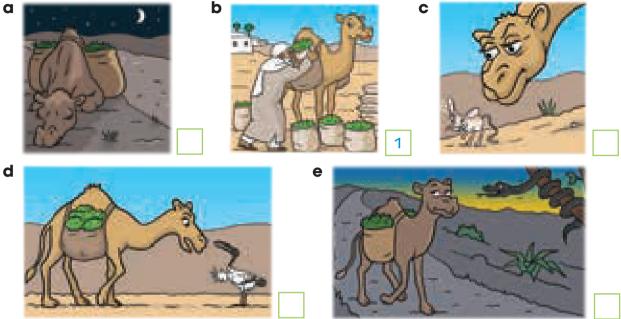
"OK, good night then," called the jerboa.

Soon, it was completely dark and Gabi understood he needed the animals' help. He knew he was **foolish** and he was sorry. He decided to go to sleep, and to **apologize** and ask for their help the next day.

UNIT

UNIT

2 Read the story again. Put the pictures in the correct order



3 Read the story again. Complete the sentences with the words in the box

- fly hear help snake
- 1 At the start, Gabi offered to ______ the villager.
- 2 The ibis could help because he could ______ over the land.
- 3 The _____ could help because he went to the market every day.
- 4 The jerboa could help because he could ______ very well.



Read and think. Talk to your partner

- 1 Why do you think that Gabi did not tell the truth to any of the animals?
 - **a** He didn't want anyone to know that he was lost.
 - **b** He was angry. **c** He was clever.
- 2 Was Gabi right to behave in this way?
 - **a** Yes, because he didn't need help.
 - **b** No, because he wasn't telling the truth.
 - c Yes, because the villager told him to go alone.
- 3 What lesson did Gabi learn at the end of the story?
 - **a** You shouldn't talk to strangers. **b** Being rude is important.
 - **c** Asking for help is good.



Listen and repeat

go show bite right boy toy make play

The same sound is sometimes spelled in different ways, e.g. *eight, ate*.



UNIT

Look at the table. Listen again and say

go	bite	boy	make
show	right	toy	play



Listen and say. Write the words in the correct places in the table

1	ache	2 below	3 eight	4 bake	5 coin	6 time
7	grow	8 bike	9 enjoy	10 wrote	11 write	12 point



5

Work with a partner. Compare your tables

Choose the correct word from the table in Exercise 2. Then write two more sentences

- 1 I have a bad tooth_____.
- 2 Look! There are ______ trees in the garden.
- 3 Let's _____ a cake for my birthday!
- 4 Does the farmer _____ vegetables?
- 5 _____
- 6





An **estimated answer** isn't the actual answer – it's a good guess. For example, if you add 12 and 17, you know the answer is "close to" 30. You know it isn't close to 60. You can say:

It's around ... It's about ...

It's near ... It's close to ...

How much will ten lemons and a kilo of grapes be, please?

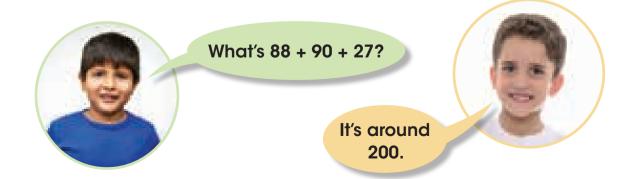
They will be around 50 Egyptian pounds.

1

Look quickly and circle the correct estimated answer

1	34 + 47 =	60	80	120
2	77 + 120 =	80	130	200
3	338 + 336 =	480	680	980
4	1050 + 50 + 104 =	1000	1200	2000
5	17 + 39 + 44+ 308 =	300	400	500

Vrite some sums. Ask your partner to estimate the answers



LESSON 5 WRITING

Read. Which place is the writer describing? Check (/) the correct photo below

This is one of the most exciting cities in the world. It often rains here, but it doesn't matter because there are lots of fun things to do. You can go on a big red bus and visit amazing **tourist attractions**. You will see famous places like Buckingham Palace, theaters, and the British Museum. You can take a **relaxing** boat trip on the River Thames and go under the famous bridges. All the walking around will make you hungry! But don't worry, there are plenty of different restaurants to choose from. You can find **delicious** food from all over the world here!

b



Cairo





London

New York

2 Look and find. Are the adjectives positive or negative? Why?

- 1 Find an adjective that describes the city.
- 2 Find an adjective that describes the boat trip.
- 3 Find an adjective that describes the food.

When you are trying to encourage people to go to a place, use positive adjectives to describe the place.

UNIT

a



You are going to write a description of your town or city.
 You want to encourage people to visit it. Write notes about the good things about your town or city. Think about:

- famous attractions
- Iocation is it near a beach/river?
- history / culture / arts

Work with a partner. Are your notes the same or different?

Read the paragraph about New Alamein. Underline the adjectives



There are many exciting things to do in New Alamein. The city is on the beach so you can visit the cool sea when it's hot. This beautiful beach is 14 kms long! There is also a large, green lake right in the middle of the city! You can also visit the beautiful International Park. If you want to learn about the fascinating history of the area, then visit the



Archaeological Center. There are some amazing treasures there. I can't wait to see you in New Alamein.



24

Use your notes from Exercise 3 to write a paragraph of 30 - 40 words about your town or city. Write 1-2 sentences for each note, and use positive adjectives

LESSON 6



PROJECT



UNIT

Work in groups. Discuss and decide

Make a poster about your perfect town. Think about the types of places that you want in your perfect town. Here are some ideas:

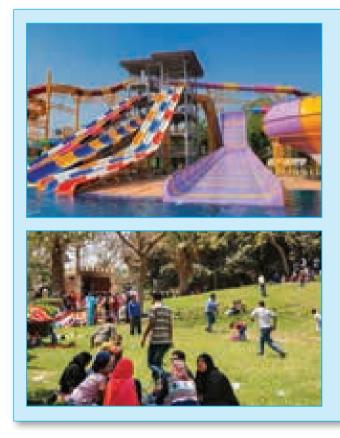
- a waterpark a zoo markets
- a park

- restaurants
- shopping malls



Read and do

- 1 Look at the poster. Study the heading, text, and pictures.
- 2 Think about your poster. What will you include?
- 3 Decide who will do what. Do your research.
- **4** Work together to make your poster. Check your work at the end.



Our perfect town

In our perfect town, there is a big zoo right next to the school. We can go there every afternoon after classes. We can help to feed the animals.

It is really hot in our town, so there is a waterpark that is always open. It's free to go in!

There is a wonderful market that sells all kinds of delicious food, like fresh bread and fresh fruit and vegetables.

There is a big park with lots of trees so we can go for family picnics in the shade.

This is our perfect town!

Show your poster to the class

Ask and answer questions about each other's posters.

SELF-ASSESSMENT

2

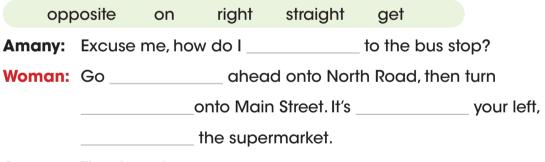
Do you remember? Read and complete

- 1 This is where you go to catch a train.
- 2 You can eat here with your family.
- 3 You keep your money safely here.
- 4 This is where you go to buy your groceries.

Choose the correct answer:

- 1 My uncle works in a big food *factory / museum* in Tanta.
- 2 The library is the place where we can *borrow / buy* or read books.
- 3 Ancient Egyptians were *born / buried* in huge tombs.
- 4 Always keep / to keep quiet when you are in your school library.
- 5 Faten, *do / does* this exercise again, please.
- 6 My grandfather usually tells us funny stories to *laugh / entertain* us.

Complete the directions using the words in the box



Amany: Thank you! Think about Unit 10

Write two things you enjoyed.

Write two things you learned.

UNIT

A nature walk

CEITIC

fresh all



In this unit I will ...

- listen, read, research, and write about nature trails.
- recognize adjectives and adverbs.
- learn words about nature.
- listen to a conversation about hiking.
- read about hiking the Red Sea Mountain Trail.
- read and say words with /n/ and /ŋ/ sounds.
- write text messages.
- design a nature trail.



Look, discuss, and share

Where are the people? What are they doing?

Would you like to go on a hiking vacation? Why/Why not?



Did you know?

A fantastic hiking trail in Egypt is the Nuweiba Trail in Sinai. You can see the famous Colored Canyon there.

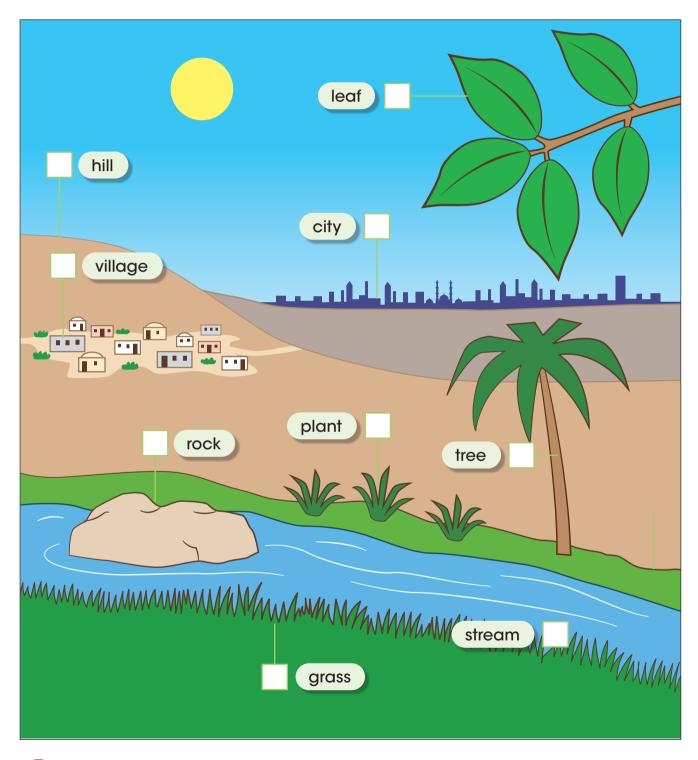


Find out

Why do parents and teachers often tell you to go into the fresh air? Why do you think it is good for you? UNIT

LESSON 1 GETTING OUT IN NATURE

Listen and write the number next to the word





Complete the sentences with the words from Exercise 1. Then listen and check



- 1 A ______ is like a river, but smaller.
- 2 I love the feeling of green _____.
- **3** A ______ is a very tall plant with branches and wooden trunk.
- 4 A ______ is much smaller than a town or city.
- 5 It's quite difficult to climb that _____ because it's very high.
- 6 Some famous _____ in Egypt are Cairo, Alexandria, and Hurghada.
- 7 A ______ is hard. It is a large stone.
- 8 I like growing tomato ______ because I like eating tomatoes.
- 9 That plant has flowers and lots of green _____.

To make plurals we usually add an -s: house ----- houses

If the word ends in -y, then we take off the -y and add -ies: $city \rightarrow cities$

If the word ends in -f, then we take off the -f and add -ves: leaf \rightarrow leaves



Describe the photo below. Use words from Exercise 1. Think about the buildings, nature, and weather

I can see some _____

In the background I can see _____



UNIT

LESSON 2 NATURE TRAIL WEEKEND

nature trail (n): A place you go for a hike in nature to see all the plants and animals.







Listen and read the emails. Where and when do they decide to go?

From:	Dina	AF
To:	Reem	
Subject:	Nature trail weekend	



How's life?

Guess what? My family and I want to go on a trail to Wadi Degla or the Blue Lagoon at Dahab. Mom said I can take a friend, and I want to take you! Can you come? Mom said you and I can decide which we like best of the two places. Wadi Degla is cool because you can see lots of animals, but you can swim at the Blue Lagoon! I know you walk quickly and swim well, so which nature trail do you like? Also, what dates do you prefer, 13–14 July or 20–21 July?

Bye for now!

Dina

From:	Reem		
To:	Dina	17-51	
Subject:	Re: Nature trail weekend	10-10	

Hi Dina,

Life's great! How are you?

The nature trail trip **sounds like fun**, and I really want to come! I think the Blue Lagoon is fine because we can swim and dive! Yes, I can swim quickly, but you're very brave! Remember when you dived from that rock? I just talked to my mom and the weekend 20–21 July is good for me. She's going to call your mom to **check** everything.

Can't wait to see you!

Reem

Read the emails again. Match the sentence halves

1 Dina

a both like swimming.

2 Reem

b invites Reem to go on a nature trail.c is going to contact Dina's mom.

UNIT

4 Reem's mom

3 Dina and Reem

d accepts the invitation.

Decide if the sentences are True (T) or False (F). Correct the false ones

			91
10	Dina's mom is going to call Reem's mom to check everything.	()
9	Reem's mom wants her to go for a trail with a friend.	()
8	Reem thinks that the weekend 20–21 July is good for her.	()
7	Reem says Dina is a brave diver.	()
6	Reem thinks that the nature trail trip could be boring.	()
5	Reem is a good swimmer.	()
4	Reem isn't going trailing with Dina.	()
3	There are lots of animals in Wadi Degla.	()
2	Dina wants to go on a trail alone.	()
1	Reem wrote the email to Dina first. Dina wrote the email to Reem first.	(F)



Language focus

We use adjectives to give more information about nouns: It was a **sunny** day. We use adverbs to give more information about verbs: She walked **slowly** down the road. To make adverbs, we usually add -ly to an adjective: He moved **quickly**. If the adjective ends in -y, then delete the -y and add -ily: He did his homework **happily**. But there are some exceptions: He worked **hard**. (not hardly) She drove the car **too fast**. (not fastly) She spoke English **well**. (not goodly)

Look at the emails again. Circle the adjectives. Underline the adverbs



Change these adjectives to adverbs

Adjectives	Adverbs
happy	happily
slow	
quick	
heavy	
sad	
hard	
good	
careful	



5 Circle the correct word for the sentences

- 1 My friend is a **nice / nicely** person.
- 2 My sister says I sing **bad / badly**.
- 3 The man opened the door **nervous / nervously**.
- 4 Adam drove the car fast/ fastly.
- 5 At the end of the story, they all lived **happy / happily** ever after.

Complete the sentences with some of the words from **Exercise 4**

- 1 The tortoise walked ______ across the grass.
- 2 She ran _____. She won the race!
- **3** It was raining very ______ when I left home.
- 4 My dad speaks Spanish really _____.
- 5 I did my homework ______. I didn't want to make mistakes!

Make sentences with the adjectives in the box as adverbs

good quick bright

Look at the example, and complete the sentences using the adjectives and the adverbs properly

- 1 Wael swims well. He is a good swimmer .
- **2** Samir is an active worker. He works
- 3 Salma runs quickly. She is a runner.
- 4 Jailan speaks politely. She is a speaker.
- 5 Shorouk is a hard worker. She works
- 6 Sahar sings nicely. She is a ______ singer.
- 7 Hatem is a clever designer. He designs ______.





LESSON 3 THE RED SEA MOUNTAIN TRAIL



UNIT

Read the text. What is the Red Sea Mountain Trail? Answer the questions

- 1 Who looks after the trail?
- 2 How long is it?

hiking (n): a long walk in the countryside

The Red Sea Mountain Trail was the first longdistance **hiking** trail to open in Egypt. It runs for around 170 kms through the wonderful mountains near Hurghada. It is a community tourism project. It helps the local Maaza people preserve their culture and history. The trail follows ancient trading and hunting **routes** in



the Eastern Desert. The Maaza people used these routes for centuries. They look after the trail carefully and work as guides. They tell the hikers about the geography and history of this wonderful place. They also tell the hikers about their **fascinating** culture. It takes around ten days to complete the trail.

Match the words to the photos. Then listen and check

a

С







- 1 hiking shoes
- 2 scarf
- 3 blanket
- 4 water bottle
- 5 hat and sunglasses
- 6 snacks
- 7 map







b









Work with a partner. You're going on the Red Sea Mountain Trail with your friends. Think about what you need to pack

clothes a hat and sunglasses hiking shoes map scarf snacks a tent warm sweater/blankets



	Sherif	Ramy	Lama	Nesma
	R			
hiking shoes				
scarf				
blanket				
map				
water bottles				
hat				
snacks				
sunglasses				



Listen again. Answer the questions

Who's worried about ...

1 the wind and sand? 2 the heat? 3 their feet?

Complete the sentences with some of the words from Exercise 4

- 1 I get thirsty when I hike, so I always take a _____.
- 2 The sun can get very bright on the walk, so take ______ to protect your eyes.
- **3** Shaza is really good at reading the ______ to tell us where to go.
- 4 There's a wind in the afternoon, so you should take a ______ to protect your head and neck.

LESSON 4	WORD BUI	LDING
	Language for	us
e the words in bold r verbs? Write <i>N, Adj</i> o	•	eople, or places), adjective
e Red Sea Mountair	n Trail is very exciting and b	eautiful.
e beauty of the oce	an in the sun was incredib	le
e sang beautifully c	during the show.	
•	•	an adjective, b) an adverb?
Ũ	•	
•	ords from nouns to a	-
Change the we help beauty	ords from nouns to a 2 t 4 s	hought
Change the we help beauty care	ords from nouns to a 2 t 4 s	hought hought htress meaning
Change the we help beauty care	ords from nouns to a 2 t 4 s 6 r	hought hought htress meaning
Change the we help beauty care Complete the	ords from nouns to a 2 t 4 s 6 r table with the correc	hought stress meaning t part of speech
Change the we help beauty care Complete the Noun	ords from nouns to a 2 t 4 s 6 r table with the correct Adjective	hought stress meaning st part of speech Adverb
Change the we help beauty care Complete the Noun wonder	ords from nouns to a 2 t 4 s 6 r table with the correct Adjective 1	hought stress meaning t part of speech Adverb 2
Change the we help beauty care Complete the final for the fina	ords from nouns to a 2 t 4 s 6 r table with the correct Adjective 1 beautiful	hought etress meaning t part of speech Adverb 2 4

- 3 Complete the sentences with adjectives from Exercise 1
 - 1 My dad doesn't like working 12-hour days. He says it's very ______.
 - 2 The card you gave me was very _____. Thank you.
 - 3 The medicine the doctor gave me was very _____. I feel better!
 - 4 I am very ______ when I ride my bike on the road.

Choose the correct option to complete the sentences, a, b, or c

1	It was the most . a wonder		wonderful		w on the trail. wonderfully
2	She packed her a lot of	sui	tcase for the trip	o wi	ith
	a care	b	careful	С	carefully
3	There is so much at Hurghada.	n no	atural		in the Red Sea
	a beauty	b	beautiful	С	beautifully
4	The cat ate		from the	e bo	owl.
•	a hunger	b	hungry		



UNIT









Work in pairs. Look at the picture and describe it together, using adjectives, adverbs, and nouns. Then write five sentences about the picture in your notebook

l can see beautiful birds singing.

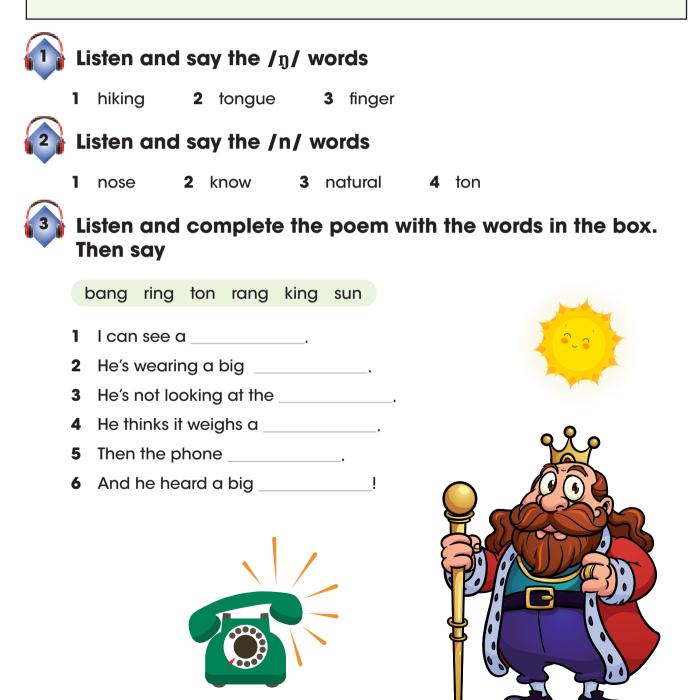
> I can see a brown rabbit standing quietly.





The sounds /n/ and /n/ sound similar but are pronounced differently. You make the /n/ sound, as in *nose*, by blocking the air in your mouth with the **front** of your tongue.

You make the /n/ sound, as in *sing* /sn, by blocking the air with the back of your tongue.







Adding mixed numbers

Mixed numbers are numbers which are whole numbers and fractions:			
$6\frac{2}{3}$ $1\frac{1}{5}$ $2\frac{3}{4}$ We use mixed numbers in our lives all the time. For example:			
One nature trail is $2\frac{1}{2}$ kilometers long and another nature trail is $3\frac{1}{2}$ kilometers long.			
How long are the nature trails in total? $2\frac{1}{2} + 3\frac{1}{2} = ?$			
To add these together, add the whole numbers first: $2 + 3 = 5$.			
Next, add the fractions together: $\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$.			
Add this to the whole number 5 and the total is 6 .			

Circle the correct answer

1

3

1 $2\frac{1}{5} + 3\frac{3}{5} = 5\frac{4}{5}$ or $5\frac{3}{5}$	2 $3\frac{4}{6} + 5\frac{1}{6} = 8\frac{5}{6}$ or $8\frac{7}{8}$
3 $7\frac{1}{12} + 8\frac{7}{12} = 15\frac{8}{12}$ or $16\frac{1}{12}$	4 $4\frac{1}{8} + 1\frac{2}{8} = 5\frac{3}{8}$ or $5\frac{3}{16}$

2 Add the mixed numbers

1
$$1\frac{1}{6} + 1\frac{4}{6} =$$
 2 $3\frac{1}{8} + 2\frac{3}{8} =$

Answer the word problem

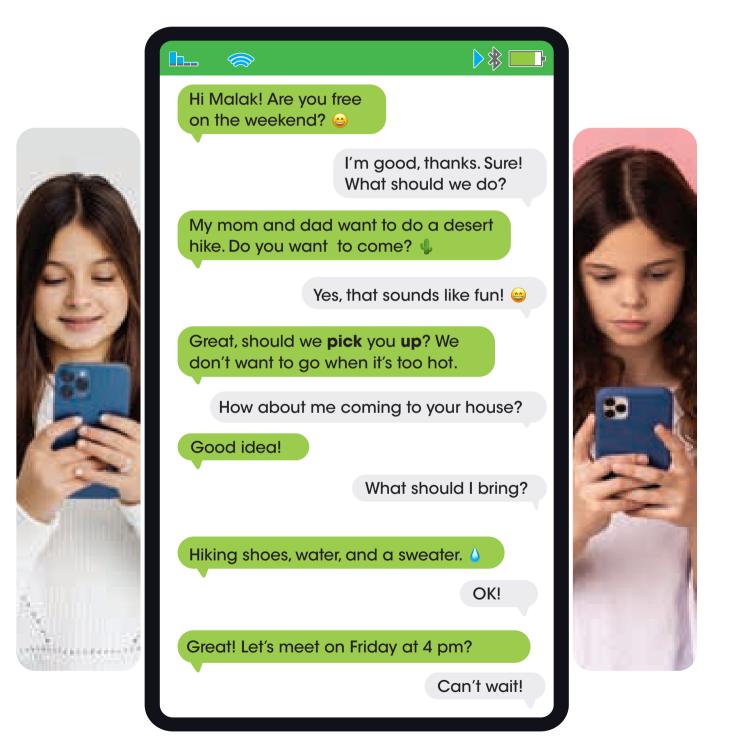
1 Nashwa walks for $2\frac{3}{10}$ kms. She stops for a drink and then walks for another $1\frac{4}{10}$ kms. How far has Nashwa walked in total?

LESSON 5 WRITING



Read the text message conversation. Answer the questions

- 1 Is Malak free?
- 2 Where are they going?
- 3 When are they meeting?





Tip!

Use phrases to talk about plans

Are you free on the weekend?

That sounds like fun./That sounds great./Cool!/Awesome!

Use set phrases for making suggestions

How about/What about meeting up?

Let's meet at 3?

Use emojis to make the conversation fun

Use emojis to show things you want to represent, e.g. \P a cactus for the desert.

1

Complete the set phrases to use for text messages

- 1 How about _____ (go) to the movies tonight?
- 2 Should we _____ (pick) you up at 7?
- 3 That _____ (sound) like fun!

Put the sentences in order to make a text message conversation

Hi Wael, how are things? At the corner café? See you there! Do you want to get a milkshake later? That sounds awesome, what time? Great! How are you? About 5? Where? Yep, see you later!

24

Work with a partner. Write your own text message conversation about meeting up

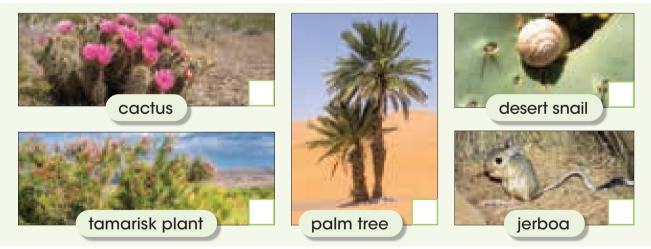


LESSON 6 PROJECT

Presentation: Work with a partner. Design a perfect nature trail. Use a large piece of paper

- Think about what you would like to include on a nature trail:
 - Do you want grass and flowers? Or a desert environment?
- Think about the value of getting out into nature:
 - Do you want to give people quiet areas?
 - Do you want space to do exercise?
- Think what people should do on your nature trail:
 - Should they write a list of animals they see?
- Will you have a play area? A swimming area? A picnic area?

Check (\checkmark) what you can see on your nature trail:





Research and do

- 1 Think about your presentation. What can you write? What headings and pictures can you use?
- 2 Decide who will do what. Make sure you both have something to do.
- 3 Make your presentation. Check your work.
- 4 Practice your presentation. Make sure you both speak.

Show your presentation to the class

- Give your presentation to the class.
- Answer questions about your presentation.



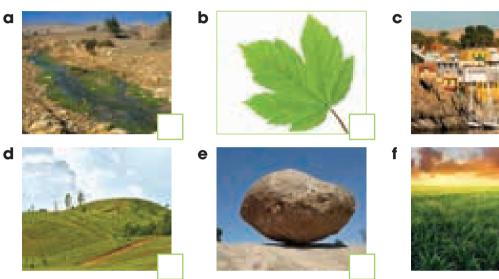
SELF-ASSESSMENT



- 1 lalvige 2 ilhl _____
- 3 sagsr _____
- 5 mearst

2

- 4 cork
- 6 alef



Make the words in brackets into the correct word for each sentence

- 1 Younis runs <u>slowly</u> (slow).
- 2 Dina has _____ (well) scores in her tests.
- **3** My mom gave our neighbor a lot of _____ (helpful).
- 4 Dad does the crossword _____ (correct) every time!
- 5 Fareeda wants to be a _____ (science).

Think about Unit 11

Write two things you enjoyed.

Write two things you learned.

UNIT

Vacations

Swimming in the sea

UNIT





104



In this unit I will ...

- listen, read, research, and write about vacations.
- think about environmental responsibility.
- learn about natural and man-made resources.
- practice using prepositions of time.
- listen to a conversation.
- learn about different types of triangles.
- read and say words with the *th* sound.
- think about my perfect vacation.
- write a diary entry for my best day on vacation.
- write an ad for a vacation destination.



Look, discuss, and share

What is the child in the photo doing?

What vacation activities do you enjoy?



Did you know?

Egypt is one of the most popular vacation **destinations** in the world. Millions of people visit Egypt every year.



Find out

Find out which places in Egypt tourists visit every year.





Today Mom received an email from her sister Nadia, and her husband Hany. They are on a business trip traveling around the world. Nadia and Hany were in India last week, and this week they are in Singapore. Mom is reading the email aloud to her daughter Rana and her son Ali.

To:	Samiax@mail.com		
Subjec	t: My trip		
Dear S	Dear Samia,		
Hello to you all from Singapore! It's hot here – about 36 degrees. Luckily, we've got a lovely hotel room. We're on the 42 nd floor. The view is beautiful and we can see the beach. There's a huge swimming pool on the roof of the hotel! Can you believe it? The flight from India took about six hours, but it was comfortable and we both slept. It didn't take long to get through the airport when we arrived – we got our suitcases straight away. Singapore is a wonderful city. There are lots of high-rise buildings, but there are also many			
place	gardens, and trees to sit under and relax. The Gardens by the Bay is a really special where there are flowers and plants from all around the world. We spent a lot of time fou really forget that you're in the middle of a busy city.		
Yesterday, we went on a boat trip with some other tourists to an island. There is a theme park . It was so much fun! After that, we visited the museum of ice cream! I had a `Queen Bee' ice cream which is vanilla and honey with chocolate. It was great!			
I hope you are all well. We will fly to Japan tomorrow and I'll send you another email when we arrive. Now I have to find our tickets and passports and pack our suitcases again!			
Love,			
Nadia			
Vi:	sten again. Check (/) the places that Nadia and Hany sited in Singapore swimming pool a theme park a zoo		
	a a ice cream museum a park		
	ead again. Decide if the sentences are True (T) or False (F) orrect the false sentences in your notebook		
1	Nadia and Hany are staying at a friend's house.		
2	They flew from Cairo.		
3	They thought the Gardens by the Bay was lovely.		
4	Yesterday they went to a museum.		



Read. Are these things you take on vacation, or places you go on vacation? Write them on the correct list

beach camera city hotel museum passport suitcase sunglasses swimming pool theme park ticket

Things you take on vacation	Places you go on vacation	

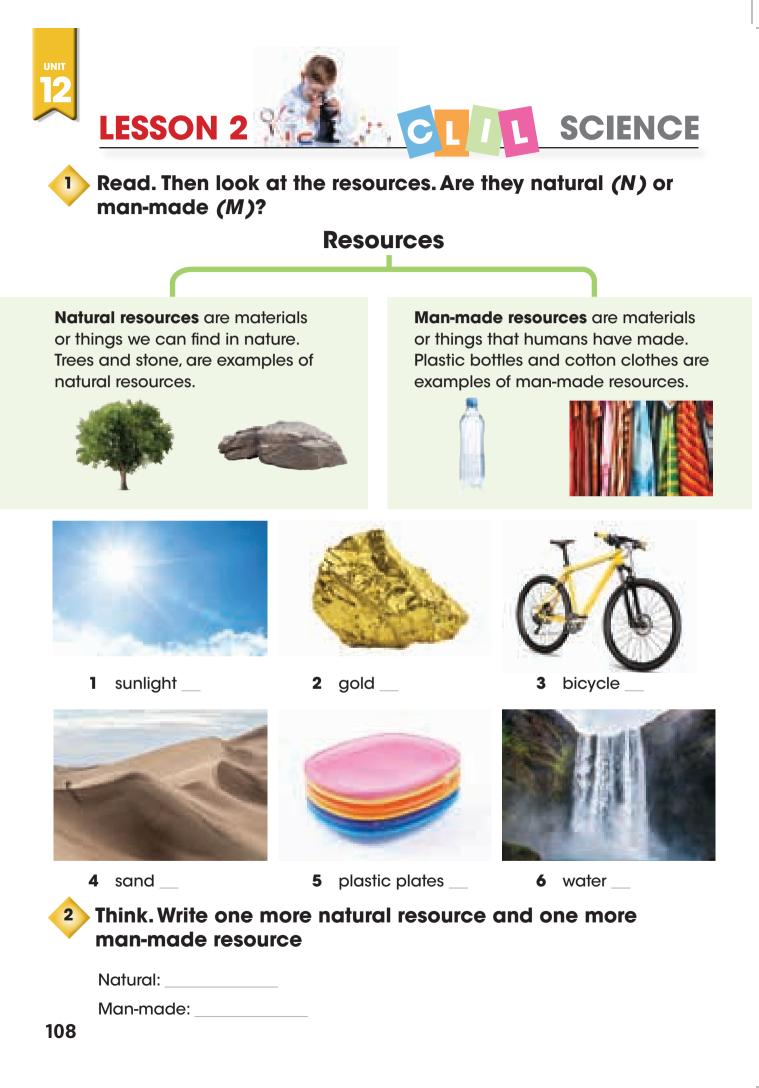
What do you take on vacation? Tell your partner

5

46



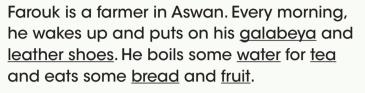
Think!





109

Read about Farouk. The underlined words are all resources. Put them into the correct column in the table below



Because Farouk lives in Aswan, he knows that the <u>sun</u> will shine most days. He is lucky that he lives on the fertile banks of the <u>Nile</u> so that he can use the water for his <u>crops</u>. Today, Farouk is harvesting the <u>grain</u>, putting it into <u>baskets</u> made from <u>reeds</u>, and taking it to sell at the market.



Natural resources	Man-made resources
	galabeya



Now read about Reem. Underline the natural resources that she uses. Then circle the man-made resources that she uses



Reem is going on vacation. She is traveling to Canada by plane. Today, she is packing her suitcase. She knows that there is often rain in Canada, so she is taking her umbrella. It can also be cold there, so she is packing a sweater. Reem loves swimming and asked her friend in Canada if there was a place she could swim. Her friend said she didn't live near the sea, but she could swim in a river or a lake if she wanted to.



LESSON 3 A SPECIAL TRIP

Read, think, and say. What country would you like to visit? Why?



I would like to visit Zambia because I want to see elephants and lions.

Listen and read the leaflet. How many museums can you visit on this trip?

DESERT TOURS TRIP TO JORDAN October 4-8

Day 1: Arrive in Amman and check in to our hotel in the middle of the city. Enjoy some free time in the city before meeting at the Memphis restaurant for a traditional Jordanian dinner in the evening.

Day 2: Today we enjoy a tour of Amman. Visit the famous Amman Citadel before exploring the Roman Amphitheater and the Archaeological Museum. After a late lunch in a local restaurant. spend the afternoon and evening walking through Amman's many colorful markets.

 \mathbf{E}

>



Day 3: Today we head out of the city for a day trip to As-Salt. About an hour away from Amman, in the ancient town of As-Salt you will find lots of local Jordanian culture. The markets are wonderful and there are many traditional arts and crafts to buy. We will visit the Abu Jaber Museum and discover the history of As-Salt as Jordan's important trading center.



Day 4: No visit to Jordan is complete without a trip to the Dead Sea. There is so much salt in this sea that you are able to float on the water! You can also enjoy the Dead Sea mud, which is very good for your skin.

Day 5: After enjoying a relaxed breakfast, we leave at 11 am to drive three hours back to Amman. We will stop on the way for lunch before arriving at the airport at 5 pm.

Read again and decide if the sentences are True (T) or False (F)

- 1 On the first day, you can see the Roman Amphitheater.
- 2 You visit As-Salt before you visit the Dead Sea.
- 3 The Abu Jaber Museum is in Jordan's capital city.
- 4 The markets in As-Salt sell traditional arts and crafts.
- 5 The Dead Sea mud is bad for your skin.
- 6 You arrive at the airport on day 5, at 5 am.
- 4

Read Nahla's diary entry. Which day is she describing? How do you know?



A diary is a book in which you write down things that happen to you each day. A diary entry is a piece of writing in a diary.

Thursday, October 6th

Dear Diary,

Today was the best day ever! I love anything to do with history – I always go to the museum at home, so today was a special day for me. The bus ride wasn't too bad. It only took an hour to reach our destination. I listened to music on the way and the time went quite quickly. When we arrived, we had the chance to **wander** through the streets and several people bought traditional Jordanian **handicrafts** from the **stalls**. I bought a lovely colorful rug. Saleh (our tour guide) was very kind and took it to the bus for me so that I didn't have to carry it around! That was lucky because I spent hours in the museum!

25

Read the information in Exercise 2 again. Which day would you enjoy the most? Why? Write four to five sentences in your notebook and then talk to a partner



Think!

Is it a good idea to join a tour when you're on vacation in a different country? Why? / Why not?







Language focus

To say when something happens, we use prepositions of time:

We use **on** with days of the week and for special days and specific dates:

I go swimming **on** Mondays. / I am having a party **on** my birthday.

I was born **on** July 6th, 2010.

We use **at** with times, and to say **at** night, and **at** lunchtime:

Our flight lands **at** 8 pm. / We play basketball **at** lunchtime.

We use in with months, seasons, and years, and also with times of day:

We visit our cousins in June. / I was born in 2010. / They arrived in the morning.

Complete the sentences with *at, on*, or *in*

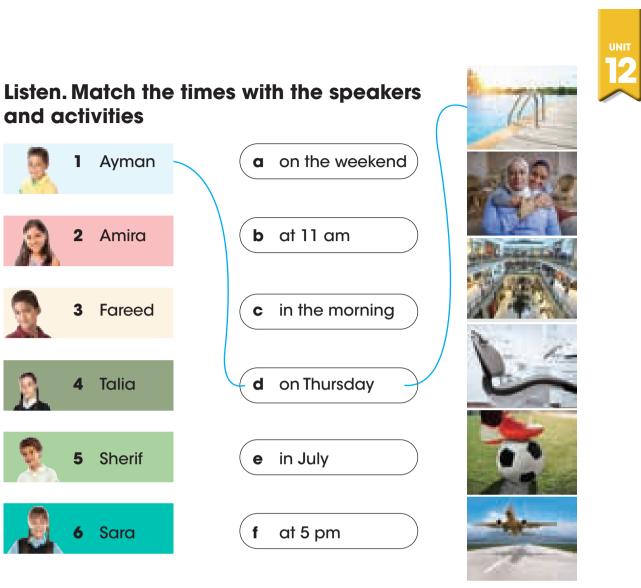
- 1 Dad is a baker. He works ______ the mornings.
- 2 We go to the club _____ Saturdays.
- 3 Does our next class start _____ 2 pm?
- **4** Grandma was born _____ 1962.
- 5 Reem's birthday is _____ December 4th.

Complete the paragraph with at, on, or in

1 ______ Monday, we arrived in Amman. The flight landed 2 ______ 4 o'clock 3 ______ the afternoon. It was about 26 degrees and I was surprised that it was so warm 4 ______ October. We went to our hotel and checked in. Our room was very comfortable. Later that evening, we had dinner at the Memphis restaurant in the city center. Amman is a really busy city 5 ______ night. We walked around the markets and bought some traditional handicrafts. We went back to our hotel 6 ______ about midnight.



7



Tell your partner what you do at these times, then write. Use on, in, or at

1	Wednesdays	On Wednesdays, I play football after school.
2	the afternoon	
3	summer	
4	weekend	
5	January	
6	6 pm	
		On Wednesdays, I play



LESSON 4 AL-AZHAR PARK



Seleem was feeling sad. It was a hot summer, school was over and he wanted to **go on vacation**. His cousin Sherif was away at the beach and Seleem wanted to be there too. His family usually went on vacation with Sherif's family, but this year that wasn't possible – Seleem's dad had a new job and they had to stay in Cairo.

Marwan, his friend, phoned him, "Hey, how are you, Seleem?", "I'm feeling **a bit low** – I want to be at the beach," said Seleem.

"Well, this year you can't go, so let's find something else to do!" said Marwan. "I know, let's go to Al-Azhar Park."

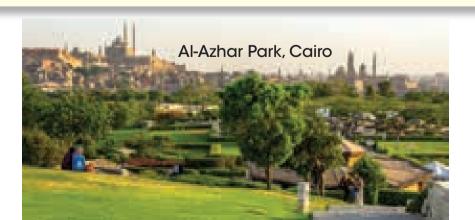
"Hmm," said Seleem. "I don't know it, but it sounds interesting!"

Seleem's mom agreed to take them to the park. She made a picnic, so when they arrived, they sat under a big tree on the cool green grass and enjoyed their food. It was such a beautiful day, and Marwan and Seleem played football. Suddenly Ramy and Maged, their friends from school, came running past.

"Hi Ramy!" shouted Seleem. "Why are you in the city? I thought you were at the beach!"

"No," said Ramy. "My grandma's ill so Mom wanted to stay in Cairo. There's a whole group of us who stayed at home and didn't travel. Can you come to the playground with us?" Seleem asked his mom and they all went together to the playground. Mom sat on a **bench** and enjoyed all the beautiful plants and birds in the park.

"I think this is a fantastic place," said Mom at the end of the afternoon. "I can see there's a show next week. Let's come back with Dad, see the show, and have a meal at the restaurant." Seleem felt very happy – now he knew his friends were in town and they had a wonderful park. It seemed that summer in the city would be **awesome**!



Read again and circle the correct answer

- Seleem wasn't at school because 1
 - **a** he was ill.
 - **b** he was on vacation.
- 2 Why did Seleem not go to the beach?
 - a Because his grandma was ill.
 - **b** Because his dad had a new job.
- Where did they eat in the park? 3
 - **a** on the grass
 - **b** at the restaurant
- 4 Who did Seleem and Marwan meet at the park?
 - **a** friends from school
 - **b** Sherif, Seleem's cousin
- 5 What did Seleem and his mom decide to do the following week?
 - a come back with Seleem's friends
 - **b** come back with Seleem's dad



2

Think and say

- From what you have read in the story about Al-Azhar Park, would you like 1 to spend a day there?
 - **a** Yes? Tell your partner what things you would like to do in Al-Azhar Park and why.
 - **b** No? Tell your partner what you would prefer to do that you can't do in Al-Azhar Park.



To make the $/\delta$ / and $/\theta$ / sounds, press your tongue against your top teeth. The $/\theta$ / sound is **unvoiced**, which means you should feel some air on your hand when you say it. With the $/\delta$ / sound, there's no air, but you can feel a **vibration** on your neck.

PRONUNCIATION



Listen and say these words

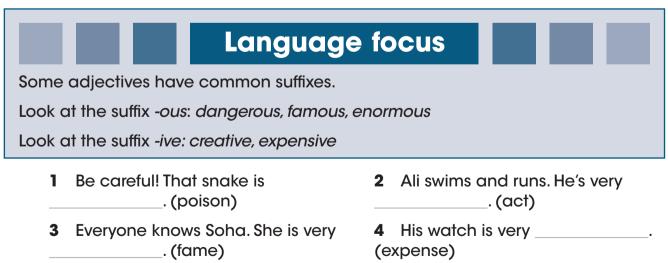
/0/	/ð/
thing	these
Thursday	those
think	this
three	with
Earth	mother
author	



Say these words. Add them to the correct column in Exercise 1. Then listen and check

bathroom father south they other birthday thousand clothes mouth leather

3 Look and write. Add the correct suffix to the words in brackets



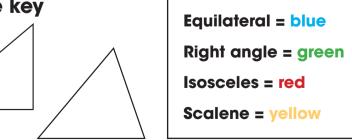
Listen and check. Then listen and repeat

CLIL A

Look and read. Color the triangles

Many tourists come to visit Egypt and one of the most famous places is the Pyramids of Giza. All their sides are triangles. Let's learn more about triangles below.

A triangle is a **2D shape** with three sides. **Read and match** 2 1 An equilateral triangle has three equal sides. a A right angle triangle has one angle that measures 90°. b 2 3 An isosceles triangle has two sides of equal length. C A scalene triangle has three sides of different length. 4 d Look. Circle the correct triangle type 3 1 right angle / 2 isosceles / 3 right angle / 4 equilateral / scalene equilateral isosceles scalene Look and color using the key 4





> Read the diary entries. Match the people to the places



1 Marrakech, Morocco

1



2 Eiffel Tower, Paris, France

July 21 st	Reem	
Dear Diary,		
I had such a cool day today. I went on the river. We saw some famous sights from the boat, like the Louvre, a beautiful museum with fantastic paintings, and the Eiffel Tower. The Eiffel Tower is really tall and made of metal. I tried to speak French, but I couldn't really say anything. But the French people were very kind and when I spoke English, they understood me! At the end of the day we went to a French restaurant and had a wonderful meal with potatoes. It was a special day.		
April 5 th	Amira	
Dear Diary,		
I love this city! There's so much to do. Today we went to Ali Ben Youssef Madrasa, a beautiful museum that is 800 years old! We went early in the morning, but it was still very busy with people. We also visited Jardin Majorelle, a lovely garden where we had a picnic. I like it there because it reminds me a bit of Al-Azhar Park at home. But my favorite place is Jemaa el-Fnaa, the market place. The smells coming from the market stalls make me hungry! I had a sandwich yesterday. I can't wait to go back there tomorrow!		

Read. Check (\checkmark) the statements that apply

When writing a diary ...

2

- 1 you should start with "Dear Diary".
- 2 you should write about how you felt.
- 3 you should use formal language.
- 4 you need to remember that other people will read it.
- 5 you should include personal pronouns like "I" and "me".

Read and circle

Read the two diary entries again. Who ...

1	went on a boat?	Reem	Amira
2	thought somewhere was very crowded?	Reem	Amira
3	went somewhere that was like a place at home?	Reem	Amira
4	saw something beautiful made of metal?	Reem	Amira
5	said that the smell of the food made them hungry?	Reem	Amira
6	ate something made of potatoes for dinner?	Reem	Amira

Read Amira's diary again. Underline the sentences that talk about the writer's feelings

Think of a day when you did something special. Write a diary entry of about 30–40 words

Remember:

- Write the date.
- Start with "Dear Diary".
- Describe the places / events.
- Say how you felt.



Think!

We shouldn't read other people's diaries because they are private. However, do you think it's right to read the diaries of people from the past? Why? Why not?







Read. Do you want to go on this vacation? Why? / Why not?



Day 1

In the morning, we go to the beach to go snorkeling. Swim with the turtles and brightly-colored fish! The afternoon can be spent on the beach with a picnic and a good book.





Day 2

Today we **race** through the sand dunes in **beach buggies**! It's fun and fast! Can you keep up?

Day 3

Spend a relaxed day shopping and wandering

through the markets. Perhaps buy some traditional handicrafts to take home.





Day 4

Learn about the city's cultural past with a trip to the museum today. In the evening, we go to a traditional restaurant where you can see the chef making the local dishes.

Make a poster about your perfect vacation

- 1 Think about things to do on each day.
- 2 Draw or find some pictures you can use.

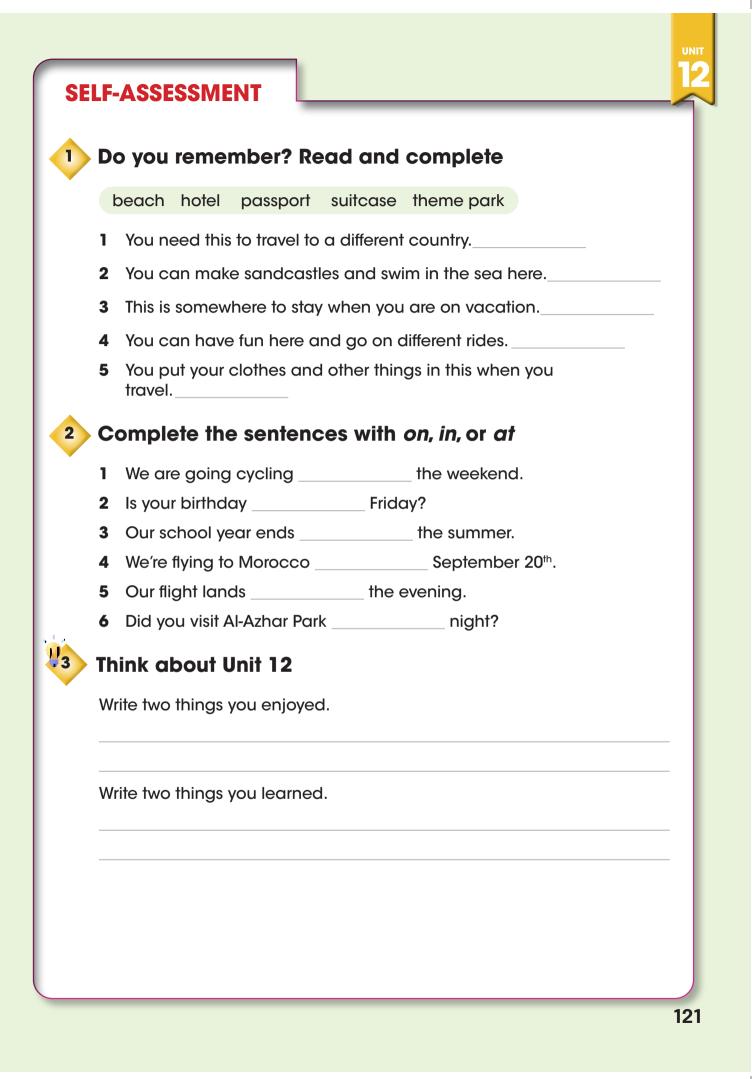


2

Show your poster to the class

Discuss

Talk to your classmates about their poster. Tell them what you like. Tell them if you want to go on vacation there.





LESSON 1



Write the missing letters. Listen and check



1 c _ ty



2 h___I



3 str ___ m



4 v_l_a_e



5 st __ t __ n



6 m __ s __ m



7 s_i_m_n_ p_o_



8 s_o_p_n_ m_l_



9 r_s_a_r_n_



2 Complete the conversations with the sentences in the box

Wear your jacket, please. Don't forget to bring your swimming shorts. Go straight to the end of the road

Conversation 1

Rania: Excuse me, where's the shopping mall, please?

Rabab:

_, and then turn left.

Conversation 2

Basel: It's really cold outside.

Dad: You're right.

Conversation 4

Sherif: I can't wait for tomorrow's trip to the beach!

Hazem: _____ We'll have a great time!

Choose the correct answer

- 1 A lot of wonderful **paintings / factories** are in the museums.
- 2 Tourists like to see the amazing monuments / beaches in Luxor.
- 3 We will take a **relaxing / fixing** boat trip on the River Nile.
- 4 I like the **bad / delicious** food my mother usually cooks.

Read and match

1

5

Don't make noise

- **a** when I arrive in London.
- 2 I will send you another email
- **b** does his homework carefully.
- **3** My brother usually

My mom and dad

c inside the school library.

d through the streets of Khan Al-Khalili.

- 4 Tourists like to wander
- e went on a desert hike.



Check () the sentences that are correct. Rewrite the sentences that are incorrect

- 1 It was very sunnily, so I wore my sunglasses.
- 2 We went for a nice walk on the nature trail.
- **3** Dad often goes walking, so he knows the nature trail well.
- 4 Dad walked fast, but Mom walked more slowly.
- 5 Tamer wore his new hiking boots, which were very comfortably.

Complete the sentences with the words in the box

carefully fast well heavy slowly

- 1 We studied the map _____, so we didn't get lost.
- 2 I packed lots of clothes in my suitcase, so it was too _____.
- 3 Wael can speak English very _____.
- **4** They had a picnic then walked ______ through the park.
- 5 How _____ can you swim?

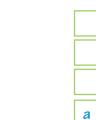
Circle the correct words

- 1 We flew to Alexandria at / in / on Monday.
- 2 Our flight leaves at / in / on 8 am.
- 3 Many people leave the city at / in / on summer.
- 4 We are going to the park **at / in / on** the afternoon.
- 5 Her cousins usually visit her **at / in / on** July.

2

Read. Match the places (1-4) to the postcards (a-d)





4 a village

a busy city

a nature trail

a desert

a Hi Magdy,

1

2

3

I'm having a lovely time here. It's peaceful and very quiet, especially at night. There are a few shops and houses. There is only one restaurant, but it's great! Everyone who lives here is really friendly.

Bye!

Ali

Hi Ghada,

С

We arrived on Monday, and we haven't stopped! There is so much to see here. We visited some museums and the theater, and we had an amazing tour of famous places. It's really fun, but very busy and crowded.

See you soon,

Randa

b Dear Amr,

Thank you for telling me to pack some good hiking shoes and a sun hat! We have walked for many hours every day. There are amazing things to see – some unusual flowers and trees. One day, I was lucky enough to see a fennec fox and a wild cat!

Hope you're all well,

Salah

d

Hello Rabab,

How are you? I'm having a real adventure here. We arrived on the weekend and set up our tent. It's quite difficult to sleep in a tent on sand! At night, we sit around a fire. (It gets really cold here at night). We sing songs and eat delicious food, which we cook on the fire. You can see a million stars! It's beautiful.

See you next week,

Sahar

Imagine you are on holiday in one of the places 1-4 in Exercise 4. Write a postcard of 30 words to a friend. Think about:

- where you are
- how you traveled
- who you are there with
- what you did yesterday
- why you like the place



Presentation

Work in groups. Think about Egypt's most popular tourist destinations and choose your favorite. Make an infographic or poster about it and give a presentation

Think and say:

Do your research:

- Where is it?
- What can you do there?
- Why do tourists like it?
- Why do you like it?





Read and do

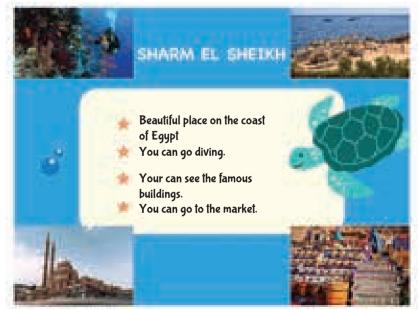
- 1 Draw or find some photos you can put in your poster or infographic.
- 2 Write some sentences for your poster or infographic with your group.
- 3 Check your work.

Think about how you can present the information as a poster or an infographic. Have a look at the poster here to help give you ideas



Present

Show your classmates your infographic or poster. Ask questions about their presentation too.



Self-Assessment



Now I can ...

1

Talk about places in a town, city, and country













2 Talk about things to take on holiday or on a trip











3 Talk about natural and man-made resources















Say these sounds

th $/\theta/$ thin, think

th /ð/

father, other

n /n/

nose, ton

ng / ŋ /

sing, ring, king

dipthongs: /ou/ /ei/ /ai/ /oi/

go, show; make, play; bite, right; boy, toy

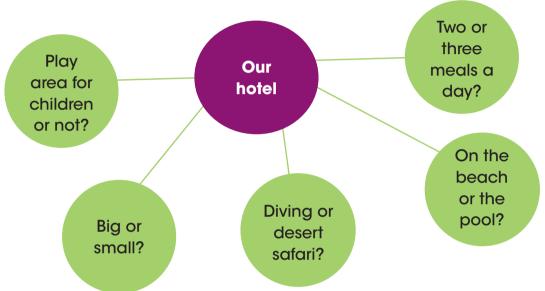
TERM 2 PROJECT 2

Our perfect hotel

Think about the project in your group

In groups, you will design your perfect hotel.

In your group, decide what your hotel will be like



Think about the following:

- Where in Egypt or the world would you like it to be?
- Near shops and restaurants or not?
- What trips will you offer?
- Will there be a swimming pool or exercise room?
- What kind of food will there be? Different restaurants or just one?
- What would you like to have in the hotel rooms?

3 Research using the internet. Find some hotels you like

You could refer to the Egyptian Knowledge Bank for further information. Features of our hotel: *a games room, a beach, …*

Features of our hotel rooms: a great view from the window, a big television, ...

Choose your images. Look at some suggestions below



Work in your group. Take some A3 paper and draw your ideas. Decide how you will present them – as a map or an infographic?





5

Write an email to say why people should stay at your hotel

Dear Sir or Madam,	
In our hotel, there is	
You could try the following activities:	
We think our hotel is excellent because	
We hope you like our hotel. We would love to know what you think.	
Best regards,	
Name: (hotel owner)	

FICTION READER: A FANTASTIC FAMILY ADVENTURE



BY NICOLA GARDNER ILLUSTRATED BY NATHALIE ORTEGA

PICTURE DICTIONARY



Dinosaurs were very big animals which lived millions of years ago.



Our body has many bones to help us stand up.



Fish and other animals have a skeleton made of bones inside their bodies.



Animals' feet leave tracks on the ground where they walked.



binoculars

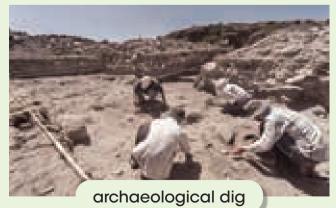
She likes looking at things in the distance with her binoculars.



An ibex is a type of desert animal like a gazelle.



An archaeologist is someone who digs underground to find objects from many years ago and studies them.



An archaeological dig is when people work together to find something under the ground.



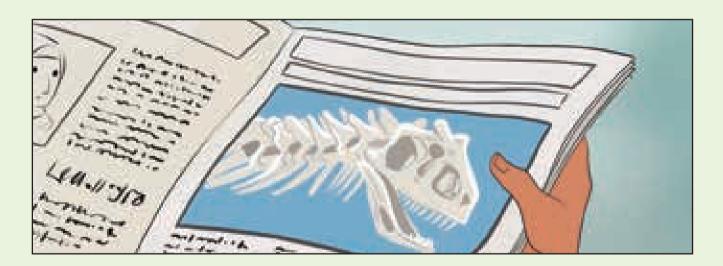
Ramy and Malak are playing in the yard. Suddenly Dad calls them from the house.

"Hey kids, come and see this story in the newspaper!"

The children run inside to see. Dad says, "Look. They found something amazing near Grandma and Grandpa's village."

"What is it, Dad?" asks Ramy. "It looks scary!"

Dad says, "No Ramy, it's not scary at all. It's the **skeleton** of a **dinosaur**. A group of **archaeologists** found it. And your uncle Youssef is one of those archaeologists!"



"That's awesome, Dad!" says Malak. "The dinosaur skeleton is really old, isn't it?" "Yes, that's right, Malak." says Dad. "It's about 98 million years old!"

"Wow! Uncle Youssef has got a really interesting job, hasn't he?" says Ramy.

"Yes, he has. And his work is important too. It helps us learn about the past." says Dad.

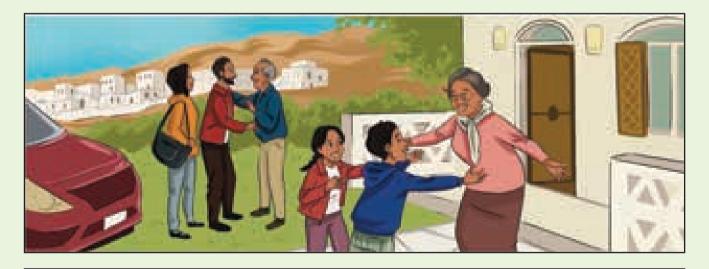


Later that evening Ramy and his family are having dinner.

Dad says, "Do you want to go there the next time we go to Grandma's house?"

Ramy says, "That's a great idea, Dad. It would be an adventure to go into the desert!"

Mom says, "There's a beautiful nature trail there. Why don't we walk that together?" "Oh yes please, Mom! I love nature. "says Malak.



"Ramy! Malak!" Grandma calls. She is so excited to see her grandchildren. "I have prepared your favorite things – *feteer* and mint tea! Come inside and eat."

"Hello," says Grandpa to Mom and Dad. "It's so good to see you."

"It's lovely to be here," says Dad. "Tomorrow we want to take the children on a nature trail."

"Excellent," says Grandpa. "There's lots to see in our area. It's a beautiful place."



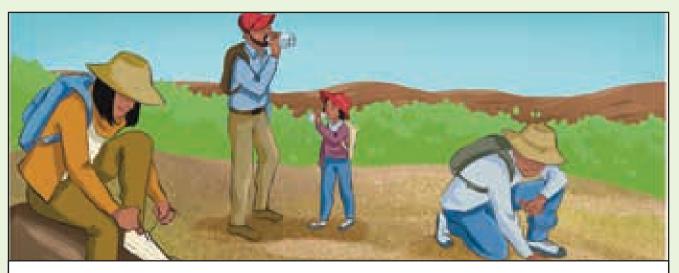
The next morning everyone is happy. They are ready to walk the nature trail. They are wearing hats, scarves, and sunglasses. They have snacks and water in their backpacks. Mom has some **binoculars** too. She wants to look at the amazing birds that live here. They are in a beautiful part of Egypt with many types of **rare** animals.



It's a lovely warm day, not too hot. It's a perfect day for walking. There are cactus plants and palm trees and they see sheep and some camels.

Malak is very pleased because she loves animals. "Please walk quietly and carefully everyone, "she says. "If we are quiet, we could see a fennec fox, or a dorcas gazelle, or maybe a sand cat."

The family continue along the trail. Ramy sees animals' **tracks** in the sand. Dad takes a photo of a fennec fox. Mom sees many beautiful birds. Everyone is enjoying the trail.



Then Mom says, "Hey everyone, I have something in my shoe. Can we stop for a minute?"

She sits down. The others drink some water and wait. Ramy looks down at the rocks near the path. He sees some strange shapes inside them.

"Look!" he says. "What are these things in the rocks, Dad?"

"I don't know," says Dad. "They look like **bones** ..."

"We are very near the place they found the dinosaur skeleton." says Mom. "Maybe they are dinosaur bones!"

Ramy is very excited. "Let's ask Uncle Youssef!" he says. "Dad, can we call him?"

"Yes, of course." says Dad.

Uncle Youssef is very interested in the rocks Ramy found. He tells Dad to take some photographs of them and meet him at Grandma's house for dinner.



Later that evening Dad shows Uncle Youssef the photos and Ramy shows him the place on the map. Uncle Youssef asks the family to go back there with him the next day.



The next day they go back along the trail. They find Ramy's rocks and Uncle Youssef looks at them carefully.

"They are not dinosaur bones in the rocks," says Uncle Youssef. "But they are certainly very old. They are probably from a type of ancient **ibex** that doesn't exist now."

Ramy is disappointed because the bones are not from a dinosaur. But Uncle Youssef says, "Well done Ramy for finding them! It is important to take time to look at the world around us and watch things - just like an archaeologist! Now, would you all like to come to the dig and see my dinosaur skeleton?"

"Yes please, Uncle Youssef!" say Ramy and Malak.



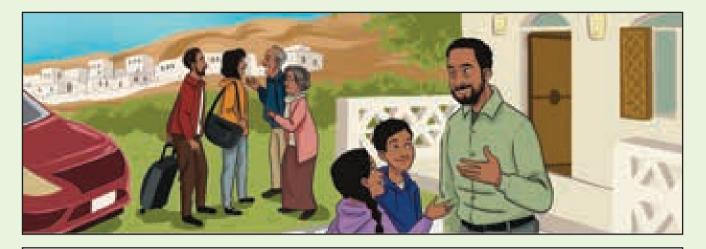
"Here he is," says Uncle Youssef. "What do you think?"

"Wow!" says Ramy. "It's amazing to think it lived millions of years ago."

"And that its bones were under the ground for such a long time." says Malak.

"In fact, we found the skeleton because of climate change." says Uncle Youssef.

"Now there is less rain and fewer plants. This means the ground is dry and the wind can blow away the sand. Things that were under the ground come to the surface. That's good for archaeologists but bad for the planet."



Later everyone is getting ready to go home.

"Thanks for showing us the dinosaur, Uncle Youssef," says Ramy" "It was so interesting. I would love to be an archaeologist. It's such a cool job!"

"It's fascinating work, but it's hard," says Uncle Youssef, "Sometimes we look for years and don't find anything."

"We can help if you're looking for other dinosaurs!" says Malak.

"Thanks for all the delicious food." says Mom." It was lovely to see you both again."

"Thank you dear. Come back and see us soon." says Grandma.



"So, did you enjoy our trip?" asks Mom in the car.

"Yes, I thought it was fantastic." says Ramy. "Me too!" says Malak.

"What do you think you learned from it?" asks Dad.

Ramy says, "I learned it's important to look around us carefully and notice things in our environment."

"Yes, that is how you can discover interesting things." adds Malak.

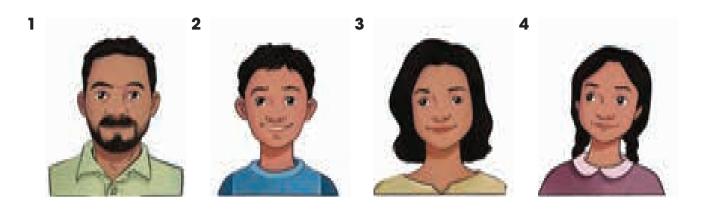
"You're right, kids" says Dad. "Well done!"

CHARACTERS

1

Label the people with the names in the box

Mom Ramy Grandma Grandpa Dad Malak Uncle Youssef







2 Read. Decide if the sentences are True (7) or False (F). Correct the false sentences in your notebook

- 1 Mom sees the story about the dinosaur skeleton in the newspaper.
- The dinosaur skeleton is near their house. 2
- 3 Uncle Youssef is a farmer.
- 4 Mom loves looking at birds.
- 5 Ramy finds dinosaur bones.
- **6** They go to Uncle Youssef's office.

VOCABULARY



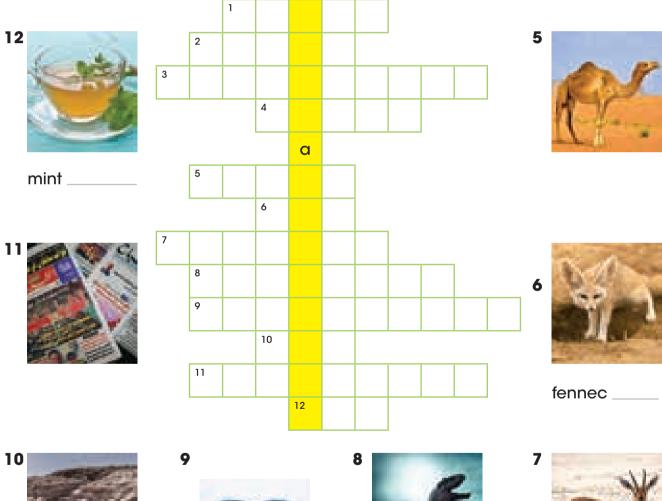
Complete the puzzle with words from the story. What's the word in yellow?

















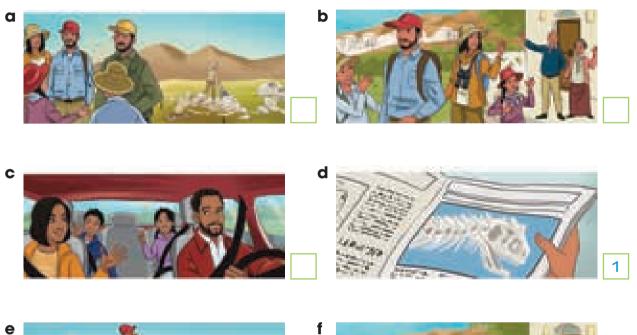


dorcas

archaeological

EVENTS IN THE STORY







Read and match to make sentences

- 1 Dad reads a story
- 2 The children's grandparents
- 3 Ramy finds old bones
- **4** Uncle Youssef invites
- 5 Ramy wants to be

- **a** live near the archaeological dig.
- **b** the family to the dig.
 - c about a dinosuar in the newspaper.
 - **d** an archaeologist in the future.
 - e in some rocks near the trail.

Work with a partner. Retell the story by looking at the pictures in Exercise 4 and using your answers to Exercise 5. What is your favorite scene? Why?

5

Read and complete the story summary with the words in the box



ibex rocks next trail invites dig fun Dad skeleton Grandma

At home, 1 reads a newspaper story about a dinosaur . He's very excited because Uncle Youssef is working on 2 the archaeological 3_____. At dinnertime, he suggests to the family that they see the skeleton when they visit their . The family loves the idea and they travel to Δ see them the 5 day. Grandma and Grandpa are very happy to see them. The family go on a nature 6 and see lots of beautiful animals and birds. Ramy sees some bones in the 7 and he thinks they are dinosaur bones. Uncle Youssef checks the rocks and says they are not dinosaur bones, but probably from an 8 . He says it is a very good thing that Ramy is taking time to notice things on the trail. He also 9 them to go to his archaeological dig, which they think is a lot of 10

Work with a partner. Discuss the questions

- 1 Why is it important to look carefully at the world around you?
- 2 What information can archaeology give us?
- 3 Why is archaeology an important activity in Egypt?
- 4 Why are dinosaur skeletons interesting? What can they tell us?



Draw your favorite person or animal from the story



Imagine you are Malak. Rewrite the story from your point of view



Listening script



Listening script (Unseen)

UNIT 7:

TR 2.04

Narrator: Student's Book, Unit 7, Lesson 3, page 11, Exercise 5. Listen and write the labels on the Ancient Egyptian house

1 sleeping area

2 roof

3 reed mat

4 gate

- 5 pot
- 6 oven

TR 2.05

Nonnotoni	Student's Deels Unit	Unit 8:		5 view	
Inarrator:	Student's Book, Unit 7, Lesson 4, page 12, Exercise 2. Listen and	TR 2.11		6 safe	
	repeat the words in	Narrator:	Student's Book, Unit	Unit 9:	
	Exercise 1		8, Lesson 1, page 23,		
1 tree			Exercise 4. Listen and	TR 2.21	
2 spoon			check	Narrator:	Student's Book, U
3 sheep		Narrator:	1		9, Lesson 4, page
4 roof		Mom:	What's the matter, Dina?		Exercise 1. Listen repeat the words
5 school			Do you have a toothache?	1 teacher	repeat the words
6 seed		Dina:	Yes, my tooth hurts!	2 reader	
		Narrator:			
7 queen		Boy:	Mom, can I have some	3 climber	
8 pool			milk and honey for my cough, please?	4 footballer	•
TR 2.06		Narrator:	• ·	5 farmer	
Narrator:	Student's Book, Unit			6 traveler	
	7, Lesson 4, page 13, Exercise 3. Listen and	Girl:	Ouch! My shoulder hurts!	TR 2.22	
	write the words you hear.	Narrator:			Student's Book, U
	Then listen again and	Mom:	What's the matter, Wael? Does your stomach hurt?		9, Lesson 4, page
	repeat	Wael:	No, I have a headache.		Exercise 2. Listen
1 wood		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	1,0,1,1,1,0,0,4,1,0,4,1,0,1,0,1		and write the <i>-er</i>
2 flood		TR 2.15		[repeat of T	'R 2.21]
3 book		Narrator:	Student's Book, Unit	TR 2.24	
4 cook			8, Lesson 4, page 34,		Student's Deels I
5 tool			Exercise 1. Complete the words with 'f' or 'v'.	Inarrator:	Student's Book, U 9, Lesson 4, page
6 blood			Then listen and say		Exercise 2. Listen
TR 2.07		Narrator:	•		circle the word yo
Narrator:	Student's Book, Unit	Boy1:	I have a pet frog.		Then listen again check
	7, Lesson 4, page 13,	Narrator:		1 west	спеск
	Exercise 4. Read. Put the oo words in the correct	Man:	Hany is a vet.	2 whale	
	column in the table. Then	Narrator:	•	3 vase	
	listen and check	Girl 1:	I have a very long scarf.	4 vet	
		Narrator:	4	5 volcano	
		Girl 2:	Do you like vegetables?	6 winter	

1 school
2 book
3 flood
4 smooth
5 cook
6 blood
7 food
8 zoo
9 wood
10 wool
11 noon
12 spoon
13 pool
14 good

Narrator: 5

Boy 2: I really like fruit.

Narrator: 6

Boy + Girl: We like watching television.

TR 2.16

Narrator:	Student's Book, Unit
	8, Lesson 4, page 34,
	Exercise 2. Read, listen,
	and circle. Then listen
	again and repeat
1 fan	

2 leaf 3 life

4 very

J**nit** 52, and

Jnit 52, again words

Narrator:	Student's Book, Unit
	9, Lesson 4, page 55,
	Exercise 2. Listen and
	circle the word you hear.
	Then listen again and
	check
1 west	
2 whale	

TR 2.25

Narrator: Student's Book, Unit 9, Lesson 4, page 55, Exercise 3. Listen and write the words

1 wheel 2 vest 3 volcano 4 west 5 whale 6 vet 7 watermelon 8 wet 9 violin

TR 2.26

Narrator: Student's Book, Unit 9, Lesson 4, page 55, Exercise 4. Listen and write. Then listen again and check

Last Wednesday I decided to travel west in my boat wearing my vest. I was looking for a volcano but I had some problems. I met some whales and they turned over my boat. I had to sit on my violin to stay afloat! I ate watermelon to stay healthy and I came to shore. I didn't find the volcano, but I met some vets and they took me home to my village!

Review 3:

TR 2.28

Narrator: Student's Book, Review 3, Lesson 1, page 60, **Exercise 1. Listen and** point 1 clock 2 cough 3 bat 4 closet 5 dolphin 6 kangaroo 7 headache 8 balcony 9 lion 10 shoulder 11 shower 12 panda 13 oven

14 toothache

15 parrot

TR 2.29

Narrator: Student's Book, Review 3, Lesson 2, page 62, Exercise 2. Listen and check. Then repeat

- 1 headache
- 2 cough
- 3 backache

4 earache

5 toothache

6 sore throat

TR 2.30

Narrator:	Student's Book, Review 3, Lesson 2, page 62, Exercise 3. Put the dialog
	in the correct order.
	Listen, check, and repeat.
	Then act it out in pairs
Nurse:	Come in, Kareem. What's the matter?
Kareem:	I've got an earache.
Nurse:	Oh dear. Did you hit your ear with a ball?
Kareem:	No, I had an earache when I woke up this morning.
Nurse:	Let me see. Yes, it is red inside. I think you should go home. I'll telephone your mom.
Kareem:	Thank you, nurse.
TR 2.31	
Narrator:	Student's Book, Review 3, Lesson 2, page 63, Exercise 4. Listen then write the words you hear. Then match the words and pictures
1 panda	
2 penguin	
3 dolphin	
4 rabbit	
5 snail	
6 whale	

Unit 10:

TR 2.35

Narrator: Student's Book, Unit 10, Lesson 1, Page 71, **Exercise 3. Listen and** repeat. Then look and write 1 bank 2 factory 3 monument 4 library 5 shopping mall 6 square 7 station TR 2.36 Narrator: Student's Book, Unit 10, Lesson 1, Page 71, **Exercise 4. Listen. Match** the places and people Narrator: 1 Sara Sara: I'm going to visit my aunt and uncle. We're going by train. Narrator: 2 Ahmed Ahmed: My cousin is visiting us and we're going to show him around. He's never seen The Pyramids. Narrator: 3 Dina Dina: We went on a school trip to find out how cotton is turned into clothes like T-shirts and dresses. Narrator: 4 Youssef Youssef: I want to borrow some books. TR 2.39 Narrator: Student's Book, Unit 10, Lesson 4, Page 77, Exercise 8. Listen. Write the letters on the map Narrator: A Excuse me, how do I get to A: the station? **B**: Go straight. Do not turn left at Park Avenue. Turn left onto Station Road and the station is on your right. It's across from the hospital. A: Thank you.

146

C: Excuse me, where is the Narrator: Student's Book, Unit TR 2.50	
supermarket?11, Lesson 1, Page 88, Exercise 2. Listen againNarrator: Student's Book, UB:Ah, go straight on MainExercise 2. Listen again11 Lesson 3 Page	
B:Ah, go straight on MainExercise 2. Listen again11, Lesson 3, PageStreet. Go over Parkand say the wordsExercise 4. Listen	
Avenue and Station Road. speakers going on	
Turn right onto High Street[repeat of TR 2.45]Red Sea Mountai	n Trail.
and the supermarket is on your right.TR 2.47Check (✓) what the taking on the trait	
a main and Narratory Student's Book Unit	
very much. 11, Lesson 1, Page 89, taking on the Re	•
Narrator: C Exercise 3. Complete the sentences with the words Mountain Trail?	
D: Excuse me, is there a café from Exercise 1. Then Sherif: Hi! Well, I want	
near here? listen and check protect my feet	
B: Yes, there is. Go straight 1 taking some hik shoes. I know th	
on Main Street. Don't turn right into Park A <u>stream</u> is like a river, but smaller. lot of hills and r	
Avenue, but turn right 2 I don't want to f	
onto Station Road. You'll I love the feeling of green grass under I'm also going t see a bookstore on your my feet some snacks fro	
set a bookstore on your my reet.	
host store in text to the 5	
D: Many thanks. A tree is a very tall plant with branches and wooden trunk.	
TR 2.40 4 Mountain Trail?	
Ramy: My friend said it	
Narrator:Student's Book, UnitA village is much smaller than a townvery hot on the t10, Lesson 4, Pageor city.the places where	
77, Exercise 9. Listen 5 are no streams, s	
again. Draw and label the hospital and theIt's quite difficult to climb that hilltaking a hat for the the hospital and the	
bookstore on the map	
[repeat of TR 2 39] at night.	gereola
Some famous <u>cities</u> in Egypt are Cairo, Alexandria, and Hurghada.	ure you
Unit 11: taking on the Re	
Mountain I fail?	
Narrator:Student's Book, Unitocan sometimes g11, Lesson 1, Page 88,I like growing tomato plants because Isand in your eye	
Exercise 1. Listen and like eating tomatoes. the Red Sea Mo	
write the number next to 9 Trail, so I'm tak	-
the wordThat plant has flowers and lots of greenscarf to protect r and eyes. The ot	-
grass <u>leaves</u> important thing	
hill is to take lots of TR 2.49	
rock bottles – I seem bottles – I seem more than other	
11, Lesson 3, Page 94, so I want to be p	
leaf Exercise 2. Match the Interviewer: Hi Nesma, what	are you
listen and check taking on the Re	
village 1 hiking shoes (c)	
city 2 scarf (g) Nesma: I love checking to so I'm taking a to so I'm t	
3 blanket (f) And I'm going t	
4 water bottle (e) my cool sunglas	ses too
5 hat and sunglasses (b) to protect my ey	
6 snacks (a) going to be such	147

TR 2.51		Narrator:	5	
Narrator:	11, Lesson 3, Page 95, Exercise 5. Listen again.	Sherif:	Mom, remember I'm playing football with Ramy in the morning.	
[repeat of T	Answer the questions	Mom:	Oh, yes, that's fine Sherif.	
[repeat of 1	K 2.30]	Narrator:	Thanks for reminding me.	
TR 2.54		Sara:	Mom, when are we visiting	
Narrator:	Student's Book, Unit 11, Lesson 4, Page 98,		Grandma and Grandpa?	
	Exercise 3. Listen and	Mom:	We're going in July, Sara. Not long now.	
	complete the poem with the words in the box.	TR 2.63	Not long now.	
	Then say	Narrator:	Student's Book, Unit	
I can see a]	king	1 411 4011	12, Lesson 4, Page 116,	
He's wearir	ng a big <u>ring</u>		Exercise 4. Listen and	
He's not loo	oking at the <u>sun</u>		check. Then listen and repeat	
He thinks it	weighs a <u>ton</u>	1		
Then the pl	C C	Be careful! That snake is <u>poisonous</u> .		
And he hea	rd a big <u>bang</u> !			
Unit 12:		Ali swims a	and runs. He's very <u>active</u> .	
		3		
TR 2.59	Student's Book, Unit	•	nows Soha. She is very	
Narrator:	12, Lesson 3, Page 113, Exercise 8. Listen. Match the times with the speakers and activities	<u>famous</u> . 4 His watch i	s very <u>expensive</u> .	
Narrator:	1	Review 4:		
Boy 1:	Hi Ayman, do you want to play basketball after school on Thursday?	TR 2.64 Narrator:	Student's Book, Review 4, Lesson 4, Page 122,	
Ayman:	On Thursday? I'm sorry, I can't, I go swimming on Thursdays.		Exercise 1. Write the missing letters. Listen and check	
Narrator:	2	1 city		
Girl 1:	Hello Amira, shall we go shopping on the weekend?	2 hill 3 stream		
Amira:	Yes please, that sounds good!	4 village 5 station		
Narrator:	3	6 museum		
Dad:	Fareed, remember you have a dentist's appointment this afternoon.	7 swimmin 8 shopping	mall	
Fareed:	Oh yes, it's at five o'clock, isn't it?	9 restaurant		
Dad:	Yes, that's right.			
Fareed:	Ok, thanks Dad.			
Narrator:	4			

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Mom:

Talia:

am.

Talia, our flight leaves at 11

Ok Mom, I'll be ready.



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