



# CONNECT

## PRIMARY 6

Student's Book  
Term 2

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## Foreword

The MOETE launched Egypt's reform vision for the development of education, and the process of developing curricula comes at the heart of this vision. The implementation of this vision was heralded in 2018, starting with the kindergarten stage in its first and second grades, with the aim of continuing until the end of the secondary stage.

This vision endeavored to make major transformations in the teaching and learning processes, where there is a transition from acquiring knowledge to producing it, and from learning skills to employing them both in specific learning situations and in the general life of the learner outside the classroom. Our curricula also integrate values that contribute to the establishment of our society—values which pose as a protective fort for our homeland. Egypt's reform vision for curriculum development also aims to take into account the specifications of pre-university education graduates, as well as the challenges Egypt faces locally, regionally, and globally. The developed curricula are intended to foster a citizen who is capable of engaging in civilized conversations and positive dialogues with the other, in addition to acquiring digital citizenship skills.

In this regard, the MOETE extends its gratitude and appreciation to the Central Administration of Curriculum Development. It also extends its thanks and gratitude to Longman Egypt and York Press for their active participation in the preparation of this book. Gratefulness also goes to all the Ministry's experts who contributed to the enrichment of this work.

This transformation of Egypt's educational system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the educational 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. The new educational system is only a part in a bigger national effort to propel Egypt to the ranks of developed countries, and to ensure a great future for all of its citizens.

### **Reviewed by**

**The General Administration for Planning and Formulating Curriculum**

## Words 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. For this reason, 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, at a time when the world is witnessing successive industrial revolutions.

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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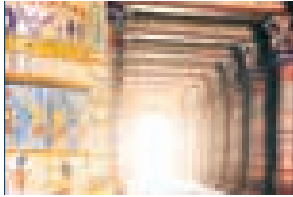


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# SCOPE AND SEQUENCE

## Theme 3 I discover myself

	<b>Unit 7</b> <b>Amazing artifacts</b> 	<b>Unit 8</b> <b>Toys and games</b> 	<b>Unit 9</b> <b>What's the story?</b> 
<b>Vocabulary</b>	<p><b>Ancient artifacts:</b> artifacts, durable, fascinating, glass, gold, granite, preserve, stone</p> <p><b>Animals in Ancient Egypt:</b> baboon, crocodile, falcon, hippo, ibis, monkey, snake, rat</p>	<p><b>Childhood toys and games:</b> action figure, board game, cuddly toy, doll's house, hide and seek, hopscotch, marbles, rollerblades, skateboard, skipping, train set</p>	<p><b>Features of a story:</b> characters, ending, event, moral, narrator, setting</p>
<b>Language</b>	<p><b>Using the past simple tense</b> to talk about actions in the past</p> <p><b>Prepositions of place:</b> <i>on, in, in front of, between, under, next to, behind</i></p>	<p><b>Using intensifiers</b> to give a stronger meaning to other words and phrases</p> <p><b>Verbs + -ing:</b> <i>I just enjoy looking at the market stalls.</i></p> <p><i>I stopped playing with my train set.</i></p>	<p><b>Using the past continuous</b> to say what was happening at a particular time in the past</p> <p><b>Adverbs of sequencing:</b> <i>First, Next, Then, After that, Finally</i></p>
<b>Skills</b>	<p><b>Reading:</b></p> <p>A dialog at a museum of ancient history</p> <p>An online article about animals in Ancient Egypt</p> <p>An online article about metals in Ancient Egypt</p> <p>Story: <i>King Midas and the Golden Touch</i></p> <p>A fact file about iron in Ancient Egypt</p> <p><b>Listening:</b></p> <p>A dialog about weekend activities</p> <p>A presentation about metals in Egypt</p> <p><b>Speaking:</b></p> <p>Asking and answering questions about animals in Ancient Egypt</p> <p><b>Writing:</b></p> <p>Writing a quiz about animals in Ancient Egypt</p> <p>Writing a fact file about a metal or material from Ancient Egypt</p> <p><b>Project:</b></p> <p>Make an artifact display board</p>	<p><b>Reading:</b></p> <p>A dialog about childhood toys</p> <p>A story about a toy stall</p> <p>A project about video games</p> <p><b>Listening:</b></p> <p>A dialog about childhood games</p> <p><b>Speaking:</b></p> <p>Talking about favorite childhood toys</p> <p>Asking and answering questions about childhood games</p> <p><b>Writing:</b></p> <p>Writing a description of a favorite childhood toy</p> <p>Writing a project about a favorite video or board game</p> <p><b>Project:</b></p> <p>Design and make a board game</p>	<p><b>Reading:</b></p> <p>A dialog about Goha's stories</p> <p>A story about a message in a bottle</p> <p>Story: <i>The Boy Who Cried Wolf</i></p> <p><b>Listening:</b></p> <p>A dialog about stories</p> <p><b>Speaking:</b></p> <p>Role-playing an interview about what happened in a story</p> <p>Giving feedback about a story beginning</p> <p><b>Writing:</b></p> <p>Writing the beginning of a story</p> <p><b>Project:</b></p> <p>Complete a story</p>
<b>Pronunciation</b>	/er/	Silent gh and /f/	/w/
<b>Life skills</b>	Appreciating family relationships		Comprehending and writing stories
<b>Values</b>	Valuing Ancient Egyptian history	Understanding the value of play to social and emotional well-being	Learning from mistakes and being truthful
<b>Issues and challenges</b>	Showing respect to and pride in national heritage		
<b>Integrated cross-curricular topics</b>		<b>Math:</b> Using graphs	



## Theme 4 Myself and others

	<b>Unit 10</b> <b>Free as a bird</b> 	<b>Unit 11</b> <b>How can I help?</b> 	<b>Unit 12</b> <b>Fiction reader: Atemu and Amethyst</b> 
<b>Vocabulary</b>	<b>Bird and animal proverbs/bird migration:</b> successful, similar, careful, sensible, real, pelican, kingfisher, swift, eagle <b>Eco-tourism:</b> sustainable, simple accommodation, ideal, respect, camp, coral reefs, protected area	<b>Volunteering and charity work:</b> donate, participate, support, volunteer, help out, starting up, donated, been kind to, look after, day center, confidence, fundraising, give back <b>Explaining technology:</b> controller, button, joystick	Amethyst, carpenter, carrier pigeon, coo, dome, doves, jewelry, order, pigeon, yard, grain, flock, beaks, merchant
<b>Language</b>	<b>Using <i>must/mustn't</i></b> to talk about something we have to do <b>Using the first conditional</b> to talk about things that are likely to happen in the future	<b>Using -ly adverbs</b> <b>Infinitives of purpose</b> <i>Why?... To protect ...</i> <b>Talking about technology:</b> <i>What is this part? It's the part that goes over your ears.</i>	Simple past/simple present verbs
<b>Skills</b>	<b>Reading:</b> A dialog about bird and animal proverbs A guidebook for eco-tourism in Egypt Ads for vacations in Egypt An online article about bird migration <b>Listening:</b> A dialog about animal and bird proverbs <b>Speaking:</b> Discussing what proverbs mean Discussing activities on an eco-tourism vacation <b>Writing:</b> Write a blog about animal habitats <b>Project:</b> Make an information leaflet about the Nile Delta	<b>Reading:</b> An article about a volunteer project A story about two brothers Read a text about mystery objects <b>Listening:</b> Articles about different volunteering projects Listen to a dialog about how to use technology An interview about volunteering <b>Speaking:</b> Talking about how we help at home Ask and answer questions about how things work <b>Writing:</b> Write a biography of a volunteer <b>Project:</b> Create a leaflet about being a good citizen	<b>Reading:</b> Read, understand and enjoy a fiction text Comprehension and critical thinking questions <b>Listening:</b> Identifying who said what from the story <b>Speaking:</b> Discuss the story and the moral <b>Writing:</b> Notes on what happened next Writing a letter to Mr Akhon
<b>Pronunciation</b>	Words with two or three syllables	Digraphs and trigraphs: sh, ch, tch	
<b>Life skills</b>	Using proverbs to teach and reinforce morals	Talking about and describing technology and how things work	Reading, understanding, and appreciating a story
<b>Values</b>	Understanding and applying proverbs	Being a good citizen	Being merciful to animals
<b>Issues and challenges</b>	Appreciating the benefits of eco-tourism	Volunteering and helping people	Appreciating Ancient Egyptian history
<b>Integrated cross-cultural topics</b>	<b>Science:</b> Bird migration		



UNIT

7

# Amazing artifacts



## In this unit I will ...

- listen and read about artifacts in the Museum of Ancient History.
- listen, read, research, and write about important ancient artifacts.
- listen to a presentation about Ancient Egyptian metals.
- use the past simple.
- do a quiz about Ancient Egyptian artifacts.
- read about animals in Ancient Egypt.
- use prepositions of place.
- say words with the sound /er/.
- write a fact file about a metal or material in Ancient Egypt.
- research and write display boards for artifacts from Ancient Egypt.



## Look, discuss, and share



What can you see in the image?

How do you think it got there?

Why is it important to study this type of object?

What's your favorite Egyptian artifact?

Do you know any famous artifacts from other countries?



## Did you know?

An artifact is an object that was made by humans in the past. The Khufu solar ship is an artifact from Ancient Egypt. It is the world's oldest **intact** ship.



## Find out

Which other Egyptian artifacts do your classmates know about? Which are the most famous?

# LESSON 1 A VISIT TO THE MUSEUM



## 1 Listen and read. Why are Tamer and Tamara at the museum?

**Mr Tarek:** Good morning and welcome to the Museum of Ancient History. My name is Mr Tarek and I am your guide today.

**Tamer:** Good morning, Mr Tarek. I'm Tamer and this is my sister Tamara. We're students at Egyptian Eagle Primary School, and these are our parents.

**Tamara:** We're excited to learn more about Ancient Egyptian artifacts.

**Mr Tarek:** Great! What would you like to know?

**Tamara:** Well, first of all, why do we have so many **artifacts**?

**Mr Tarek:** That's an interesting question. One reason is the climate. We have a hot, dry climate here in Egypt, so artifacts aren't damaged by cold and wet weather. This helps to **preserve** them. The Ancient Egyptians also knew that certain materials could last a long time. That's why they built the Pyramids with **granite**, a very hard and **durable** stone.

**Tamer:** That's **fascinating**! What other materials did they use?

**Mr Tarek:** They used a lot of **glass**, which lasts forever. They also used **clay**, which is found close to the River Nile, to make pots.

**Tamer:** I also heard they used a lot of **gold** in Tutankhamun's tomb.

**Mr Tarek:** Yes, the Ancient Egyptians liked to use gold because it is valuable, but it is also very durable. When they covered artifacts in gold, they kept them in good condition.

**Tamer:** I'm happy about that! It's exciting to enjoy the things they made.



## 2 Listen and read again. Look and write

clay glass gold granite

1



2



3



4



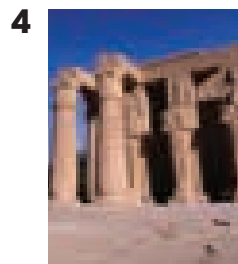


**3 Listen and read again. Which option is correct?  
Circle a, b, or c**

- 1 Tamer and Tamara
  - a are parents.    b work at the museum.
  - c go to Egyptian Eagle Primary School.
- 2 Mr Tarek
  - a is a teacher.    b knows the students.
  - c works at the museum.
- 3 Ancient Egyptians made the Pyramids from
  - a clay.    b granite.    c gold.
- 4 The Egyptian climate is good for preserving artifacts because
  - a it's too hot.    b it's wet and cold.    c it's hot and dry.
- 5 Ancient Egyptians used gold for artifacts because
  - a it doesn't last for a long time.    b it is valuable and durable.
  - c it makes good pots.



**4 Work in pairs. Ask and answer questions about the artifacts in the pictures. What are they made of?**



What's number 1 ?

It's a picture.  
It's made of papyrus.



# LESSON 2 THEY LOVED ANIMALS



1 Look and write. Use the words in the box. Listen and check

~~baboon~~ crocodile falcon hippo ibis monkey snake rat

1



*baboon*

2



3



4



5



6



7



8



2 Read the text on page 7. Why were cats important to Ancient Egyptian farmers?

3 Read again and match headings (a-d) with paragraphs (1-4)

- a Did the Ancient Egyptians keep birds as pets as well?
- b What animals are popular pets in Egypt today?
- c What other animals did the Ancient Egyptians keep?
- d What was the Ancient Egyptians' favorite animal?



4 Look at the words in bold in the text. Then match the words to their meanings

- |           |   |
|-----------|---|
| 1 grain   | a an object made of stone or another material to look like a person or animal |
| 2 adored  | b to cover in oils and cloth to preserve for a very long time                 |
| 3 wisdom  | c using your knowledge to make good decisions                                 |
| 4 mummify | d seeds from plants used to make flour and bread                              |
| 5 statue  | e loved something very much   |

6

1 \_\_\_\_

The Ancient Egyptians loved animals and kept many as pets. They particularly **adored** cats, and there was a cat in almost every house. The Ancient Egyptians believed that cats looked after them and kept them safe. They were also good pets because they cleaned themselves and kept the houses free of pests like rats and snakes. This was particularly important for farmers, who produced a lot of **grain**. The rats didn't eat the grain because the cats ate the rats!

2 \_\_\_\_

As well as cats, many people kept monkeys and baboons. Some people even kept crocodiles, hippos, and lions, which were dangerous and difficult to look after. They weren't popular pets!

3 \_\_\_\_

Yes, they did. The Ancient Egyptians loved birds too, especially falcons and the ibis, which represented **wisdom**. There are thousands of **mummified** ibises in Saqqara alone. All these pets weren't only important for the Ancient Egyptians' everyday life - they were also important in the afterlife. It is therefore common to find mummified pets and **statues** of animals in the tombs.

4 \_\_\_\_

Today, cats are still popular pets in Egypt. Other animals that people keep today include, turtles, fish, and birds, which are of course much smaller and easier to look after than baboons and crocodiles.

5 **Circle all the past simple verbs in the first paragraph of the text**

6 **Look again at the circled verbs in the text. Are they regular or irregular? Complete the chart**

Regular	Irregular
loved	was



## Language focus

### The past simple

If the verb is regular, we can make the past simple in the following ways:

love – loved; need – needed; drop – dropped; try – tried

Some irregular past simple verbs are:

be – was / were; become – became; keep – kept

To make the **negative**, we use two main forms:

- for *was / were*, we use *wasn't / weren't*: *They **weren't** popular pets!*
- for other verbs, we use *didn't + infinitive without to*: *Rats **didn't eat** the grain.*

To make **questions**, we use *was / were* or *did*:

**Were** there a lot of mummies? Which **was** their favorite animal?

**Did** the Ancient Egyptians only **keep** cats as pets? What **did** they **feed** their cats?

7

### Complete the sentences with the past simple form

- 1 The Ancient Egyptians \_\_\_\_\_ *loved* \_\_\_\_\_ (love) their pets.
- 2 They \_\_\_\_\_ (teach) their monkeys different tricks.
- 3 The crocodiles quickly \_\_\_\_\_ (become) dangerous pets.
- 4 The ibis \_\_\_\_\_ (represent) wisdom.

8

### Write a question for each sentence

- 1 I grew up in Cairo. \_\_\_\_\_ *Where did you grow up?*
- 2 I was a student at the local school. \_\_\_\_\_
- 3 At university, I studied math. \_\_\_\_\_
- 4 After university, I became a teacher. \_\_\_\_\_

9

### Now make the sentences negative

- 1 *I didn't grow up in Cairo.* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_





10

**Work in pairs. Say four sentences about yourself: two true and two false. Can your partner guess the incorrect sentences?**

**A:** I grew up in Alexandria.

**B:** You didn't grow up in Alexandria. You grew up in Cairo.



11

**Read the dialog below. Who had a good weekend and why?**



12

**Complete the conversation with the past simple. Then listen and check**

**Mayar:** Hi Nesma! **1** Did you have a nice weekend?

**Nesma:** Hi Mayar! Yes, I **2**                     . I went to Al-Azhar Park with my family.

**Mayar:** What **3**                      you do there?

**Nesma:** We **4**                      a picnic. Then we went on a boat ride. It **5**                      great!

**Mayar:** **6**                      you go hiking?

**Nesma:** No, we didn't. We wanted to, but it started to rain.  
**7**                      you **8**                      a good weekend?

**Mayar:** No, I **9**                     . I fell over and hurt my arm, so I  
**10**                      in bed the whole time!



13

**Work in pairs. Write eight questions and answers about the text on page 7. Work in pairs to make a quiz**

*Q: What did the Ancient Egyptians believe about cats?*

*A: They believed that cats looked after them and kept them safe.*



14

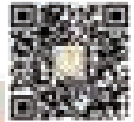
**Work with another pair. Take turns to ask and answer your quiz questions. Follow these instructions**

If the other pair answers correctly, they get one point.

If they can't answer your question, you get one point.

The pair with the most points wins the quiz.

# LESSON 3 METAL IN ANCIENT EGYPT



**1** Listen to Injy's and Dalia's class presentation. What do you think the Ancient Egyptians found around 7,000 years ago? Choose, then listen and check

- a stone
- b glass
- c metal



**2** Listen to the presentation again and complete the summary



The Ancient Egyptians **traded** with other countries, and **metal** was one thing they traded. They first found metal **1** \_\_\_\_\_ rocks. Metal was harder than **2** \_\_\_\_\_, and they could melt and form it into different **3** \_\_\_\_\_. They used metal to make tools and **weapons**, so that they could hunt **4** \_\_\_\_\_ the land, and grow food. Gold was a popular metal for making jewelry and art to sell. Silver was also used, but was rarer. Trade with other countries helped the Ancient Egyptian **economy** to **5** \_\_\_\_\_.

**3** Match the words in bold in Exercise 2 with the meanings below

- |                  |  |
|------------------|--|
| <b>1</b> trade   | <b>a</b> the system of how a country's money and goods are produced and used |
| <b>2</b> metal   | <b>b</b> something, like gold or iron, that is hard and strong               |
| <b>3</b> weapon  | <b>c</b> buying and selling things between countries                         |
| <b>4</b> economy | <b>d</b> an object used for fighting or hunting animals                      |

## Language focus

We use prepositions of place to say where things are:

*The Ancient Egyptians first found metal **in** the rocks thousands of years ago.*

*They could hunt and grow things **on** the land.*

*Here are some common prepositions of place:*



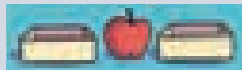
It's **on** the box.



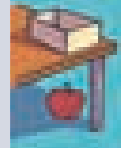
It's **in** the box.



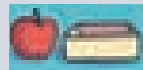
It's **in front of** the box.



It's **between** the boxes.



It's **under** the box.



It's **next to** the box.



It's **behind** the box.

### Tip!

To practice prepositions of place, take a few small objects, such as an eraser, a pencil, and a book. Arrange them on the desk, then ask a partner: *Where is the eraser?* Your partner should answer: *It's under the book.* Repeat with other objects and prepositions.

### 4 Complete the text using the prepositions in the box

between in on under

One of the most beautiful artifacts from Ancient Egypt is Tutankhamun's mask, which was found  
**1** \_\_\_\_\_ his tomb. The mask is gold, with blue lines  
**2** \_\_\_\_\_ gold lines. **3** \_\_\_\_\_ his chin is a  
 thin beard. There is also a snake **4** \_\_\_\_\_ the top  
 of his head.



### 5 Work in pairs. Talk about where things are in your school or classroom

The whiteboard is  
under the clock.

The library is next to  
the computer room.



## 6 Listen and read. What did King Midas wish for? How did he feel about his wish at the end of the story?

### KING MIDAS AND THE GOLDEN TOUCH

Many years ago, there lived a king called King Midas. He loved three things more than anything else: his daughter, Marigold, his rose garden, and gold. His favorite thing was to spend time in his garden with Marigold. But he also liked to look at all the gold in his castle.



One night, he was walking in his garden when he **tripped over** something on the ground. It was a strange-looking goat. It looked very sick. King Midas was a kind man, so he took the goat into his castle. There, he gave it food and a warm bed. In the morning, the goat felt much better.

"I would like to thank you, King Midas," said the goat. "What would you like more than anything else in the world?"

King Midas thought for a minute, then said, "I would like everything I touch to turn into gold."

"OK," said the goat, and made the king's wish come true.

King Midas was very excited. After the goat left, he walked around the castle. When he touched a chair, it turned to gold. When he touched his bed, it turned to gold, too. To celebrate, he asked for a special meal. But when he touched the food, he couldn't eat it because it turned to gold. Then, he went outside into the garden to find Marigold. When he **hugged** her, she also turned to gold!

King Midas started crying. "Please come back, goat!" he said. "I can't lose Marigold."

His **tears** fell on his precious roses and they turned to gold. But he didn't care about roses or gold any more – he just wanted to save his daughter.

The goat heard King Midas and returned to change everything back to how it was before.

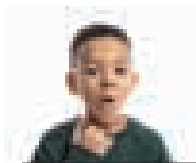
"Thank you so much!" said King Midas. "I will never think gold is so important again!"

### 7 Read again and answer *T* (True) or *F* (False)

- 1 King Midas only loved gold.
- 2 King Midas helped the goat.
- 3 King Midas was sad when everything changed to gold.
- 4 The goat didn't change Marigold back into a human.

### 8 Read again and choose the moral *a*, *b*, or *c*

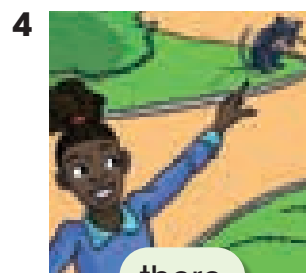
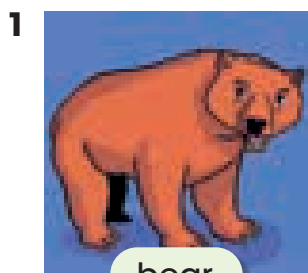
- a It's good to have a lot of gold and be rich.
- b You will always get a reward if you are unkind.
- c Your family is more important than money and material things.



# PRONUNCIATION

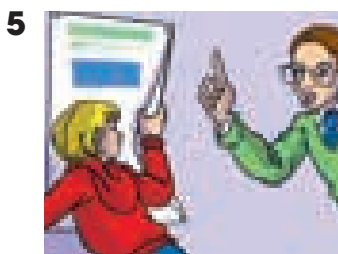
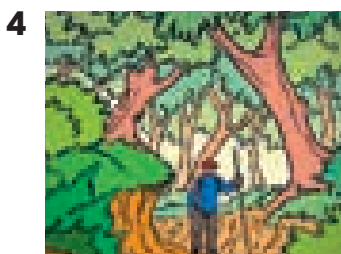
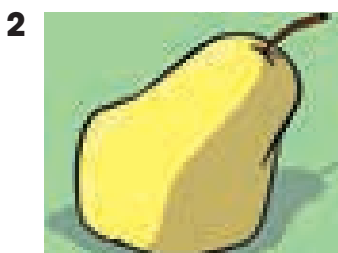


**1 Look and say. Then listen and repeat**



**2 Look at the pictures and complete the sentences with the words in the box. Then listen, check, and repeat**

air pair pear ~~rare~~ tear wear



**3 Listen and write**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



- 1 Read the fact file. Why did Ancient Egyptians call iron “the metal of heaven”?

## Iron in Ancient Egypt

When did the Ancient Egyptians start using iron?

The Ancient Egyptians started using iron more than 5,000 years ago. Before iron, they worked with copper and bronze.



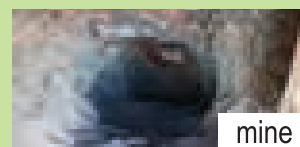
meteorites

Where did they find iron?

Amazingly, some of their early iron was from **meteorites**. Ancient Egyptian craftsmen made a famous **dagger** for Tutankhamun’s tomb from a meteorite. They also **mined** iron from the ground. But they found it quite difficult to use because it needs a very hot fire to melt, which often wasn’t possible.



dagger



mine

Why did they think iron was special?

They thought iron was special because they believed it came from the sky (because of the meteorites). They called it “the metal of heaven”. For them, iron was more **precious** than gold because it was rarer.

What did they use iron for?

Early on, the Ancient Egyptians used iron for small items, like jewelry. Copper and bronze were common metals for tools because they were easier to find. But later on, iron agricultural tools and weapons began to appear. This was the result of the Ancient Egyptians getting more iron through trade with other countries.

- 2 Read the fact file again. Answer the questions

- 1 What metals did the Ancient Egyptians use before iron?
- 2 When did they start using iron?
- 3 Why was iron difficult to work with?
- 4 What did Ancient Egyptian craftsmen make for Tutankhamun’s tomb using iron from a meteorite?
- 5 What helped the Ancient Egyptians get more iron for agricultural tools and weapons?



3

**Look at the fact file template below. Match the headings (a-d) to the paragraphs (1-4)**

- a Where did they find the silver?
- b Why don't we find many silver Ancient Egyptian artifacts?
- c When did the Ancient Egyptians start using silver?
- d What did the Ancient Egyptians use silver for?

1 \_\_ They started using silver thousands of years ago.

2 \_\_ There weren't many silver mines in Egypt, so we think they brought it from other countries through trade.

3 \_\_ They used it to make jewelry and mirrors. They also used sheet silver to decorate statues.

4 \_\_ Because silver is not very durable. Sadly, the salts in the tombs destroyed a lot of it, so we cannot see very much of it today.



4

**Choose and research another metal or material from Ancient Egypt that interests you. Make notes under the following headings**

*When...? Why...? Where...? What...?*



5

**Write a fact file about your chosen metal or material. Use your notes from Exercise 4 and the fact file on page 14 to help you**



6

**Work in pairs. Read each other's fact files. Did your partner:**

- research facts?
- use formal language and the past tense?
- use correct English?
- divide the text into questions?



7

**Tell your partner one thing you liked about their fact file, and one thing they could improve**



## MAKE ARTIFACT DISPLAY BOARDS



### 1 Work in groups of three. Think and research

Look at the artifacts in the museum gallery. Then, read the display board for the scarab amulet.

You are going to make display boards for the other artifacts in the gallery.



### 2 Read and do

- Find out about the other artifacts in the gallery and make notes.  
What is it?                      Where is it from?                      How old is it?  
What is it made of?                      What was it used for?
- Choose an artifact to write about. Each group member writes about a different artifact.
- Share and check your display boards as a group.



### 3 Show your display boards to the class

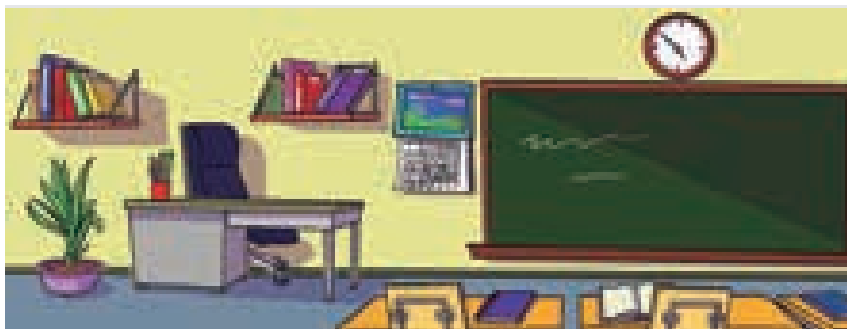
- Display your boards on the classroom wall.
- Walk around and read the display boards.
- Say which boards you like the most and why.



## SELF-ASSESSMENT

## 1 Complete the sentences about the classroom

- 1 The board is under the clock.
- 2 The books are \_\_\_\_\_ the shelves.
- 3 The calendar is \_\_\_\_\_ the board.
- 4 The teacher's desk is \_\_\_\_\_ the board and the plant.
- 5 The chair is \_\_\_\_\_ the desk.
- 6 The pens are \_\_\_\_\_ the pen pot.
- 7 The students' desks are \_\_\_\_\_ the board.



## 2 Write the sentences in the past simple

- 1 she / not arrive / on time  
She didn't arrive on time.
- 2 you / understand / the exercise  
\_\_\_\_\_
- 3 they / buy / a new car  
\_\_\_\_\_
- 4 she / not be / at school / last week  
\_\_\_\_\_
- 5 be / Mom and Dad / at work / yesterday?  
\_\_\_\_\_

## 3 Think about Unit 7. Write in your notebook

Write two things you enjoyed and two things you learned.

UNIT

8

# Toys and games

## In this unit I will ...



- listen, read, discuss, and write about games, toys, and activities.
- listen to and read a dialog about old toys and games.
- use verb intensifiers.
- listen to and understand a story about a toy.
- use verbs that are followed by *-ing*.
- spell and say words containing *gh* or *ght*.
- use pie charts and bar graphs.
- write a description of your favorite game.
- design and make a simple board game.

## Look, discuss, and share



Where are the children in the photo? How do you think they feel? Would you like to join them? Why?



## Did you know?

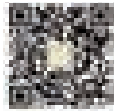
Playing is good for us in lots of different ways. When we play, we feel happy. We also learn about the world and ourselves. When we play, we learn to solve problems and make friends.

## Find out





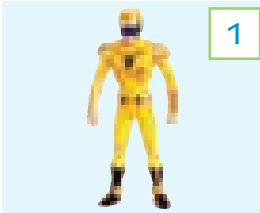
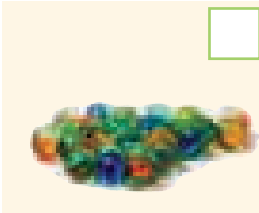

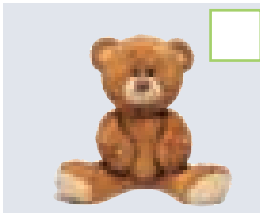

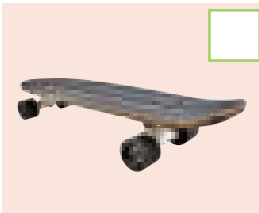
What games did people in Ancient Egypt play? Are they similar to the games we play today?

# LESSON 1 A BOX OF TOYS



## 1 Look and write, then listen and check

action figure board game cuddly toy doll's house  
marbles rollerblades skateboard train set

<p>a  <input type="checkbox"/></p>	<p>b  <input type="checkbox"/></p>	<p>c  <input type="checkbox"/> 1</p>	<p>d  <input type="checkbox"/></p>
d _ _ h _ _	r _ _ _	a _ _ f _ _	m _ _ _
<p>e  <input type="checkbox"/></p>	<p>f  <input type="checkbox"/></p>	<p>g  <input type="checkbox"/></p>	<p>h  <input type="checkbox"/></p>
b _ _ g _ _	c _ _ t _ _	t _ _ s _ _	s _ _ _

## 2 Listen and read. Number the toys in Exercise 1 in the order you hear them in the dialog

**Fares:** Did you visit your grandma on the weekend, Yaseen?

**Yaseen:** Yes, I did. I found a box of my old toys at her house, actually.

**Adam:** What did you find in there?

**Yaseen:** There was an **action figure**. I loved playing with it!

**Fares:** I loved playing with my old action figures, too! I **made up** lots of games for them.

**Adam:** When I was younger, my favorite toy was a **train set**.

**Yaseen:** I didn't have a train set, but my sister had a big **doll's house**. We both played with it. I don't know where it is now. I found my old **rollerblades**, though.

**Adam:** Brilliant! Did you **have a go** on them?

**Yaseen:** No, I wanted to, but they were too small.

**Fares:** I didn't have rollerblades, but I had a **skateboard**. I could go really fast after a while!

**Yaseen:** Cool! Did you play **board games** when you were younger?

**Fares:** Yes, we played board games. I played with my older brother, but he usually **beat** me!

**Adam:** We didn't play board games very often, but we played **marbles**.

**Fares:** So did I! I think I'll look for some of my old toys later. I'd love to see my favorite **cuddly toy** again.

### 3 Find these words in bold in the text. Match them to their meanings

- |             |   |
|-------------|---|
| 1 beat      | a try something                             |
| 2 have a go | b thought of or invented                    |
| 3 made up   | c be more successful than someone in a game |

### 4 Read the conversation again. Write *Yaseen, Fares, or Adam*

- |  |       |
|--|-------|
| 1 I made up lots of games for my action figures. | _____ |
| 2 My favorite toy was a train set.               | _____ |
| 3 My sister and I played with a doll's house.    | _____ |
| 4 My old rollerblades are too small for me now.  | _____ |
| 5 I could go really fast on my skateboard.       | _____ |
| 6 I often played marbles.                        | _____ |

### 5 Work in pairs. Read and answer

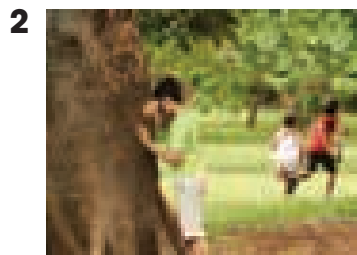
- Did you play with any of the toys from Exercise 1 when you were younger? Which ones?
- When you were younger, what was your favorite toy?

# LESSON 2 I WAS VERY GOOD AT HIDE AND SEEK



1 Look and write. Then say what you think the dialog is about

hide and seek   hopscotch   skipping



2 Listen and read. Who doesn't like skipping?

- Sarah:** Hi Rania, have you started the project about toys and games yet?
- Rania:** Hi Sarah. Yes, I started it on the weekend. It's really interesting!
- Sarah:** Yes, it is. What games did you like playing when you were younger?
- Rania:** I thought **hide and seek** was fun. I was very good at hiding!
- Sarah:** I was good at it, too! I could hide for a very long time. I also really liked playing **hopscotch** with my friends. We used different colored chalk to draw the squares.
- Rania:** I thought hopscotch was quite good, but I preferred **skipping**.
- Sarah:** I liked skipping, but I wasn't very good at it. Some skipping games are so difficult!
- Rania:** Yes, they are. I had to practice a lot with my sister!
- Sarah:** Ah, my brother didn't practice with me. He didn't like skipping at all! We often played marbles together, though.

3 Listen and read again. Write **T (True)** or **F (False)**. Correct the false sentences in your notebook

- 1 Sarah wasn't good at hide and seek. \_\_\_\_\_
- 2 Rania thinks skipping is better than hopscotch. \_\_\_\_\_
- 3 Rania and her sister practiced skipping together. \_\_\_\_\_
- 4 Sarah played marbles with her sister. \_\_\_\_\_

## Language focus

We use **intensifiers** to give a stronger meaning to adjectives and verbs. We can use *really*, *very*, or *so* to strengthen an adjective:

*I was **really** / **very** good at hiding!*

*Some skipping games are **so** difficult.*

We can also use *really* to strengthen a verb: *I **really** liked playing hopscotch.*

We can use *at all* to strengthen negative sentences: *He **didn't** like skipping **at all!***

We can also use *quite* to make the meaning of an adjective less strong:

*I thought hopscotch was **quite** good, but I preferred skipping.*

### 4 Put the words in the correct order to make sentences

1 board games. / I / like / really / playing

---

2 quite / Skateboarding / good. / is

---

3 football / think / I / so / is / exciting.

---

4 Nadia / marbles. / pretty / very / some / has

---

5 didn't / Asser / train sets / at all. / like

---

### 5 Choose the correct word to complete the sentences

1 I (**really** / **very**) liked playing with cuddly toys when I was younger.

2 I thought action figures were (**quite** / **at all**) good, but I preferred train sets.

3 My brother was (**very** / **at all**) good at football. He always beat me!

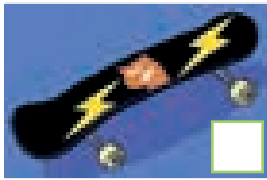
4 You're (**quite** / **so**) good at hide and seek – you always hide in the best places!

5 This book is not funny (**at all** / **quite**).

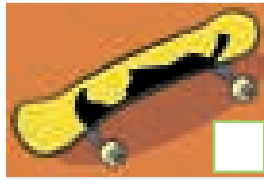
6 I (**really** / **very**) enjoyed playing marbles with my friends.

6 Read the description. Check (✓) the correct picture

1



2



3



### My Favorite Toy

by Youssef

When I was younger, my favorite toy was my skateboard. I loved going to the park and playing with my friends. They had skateboards, too, and it was really good fun. We all wanted to go so fast! My skateboard was black, with orange and yellow stickers on it. I had to wear a helmet and knee pads. It really hurts if you fall off a skateboard! I got my first skateboard when I was eight, and it was quite small. I don't use it at all now, because I have a bigger one.

7 Read the description again and answer the questions in your notebook

- 1 Where did Youssef play with his skateboard?
- 2 Who did he play with?
- 3 What did they want to do?
- 4 What did he have to wear?
- 5 When did he get his skateboard?

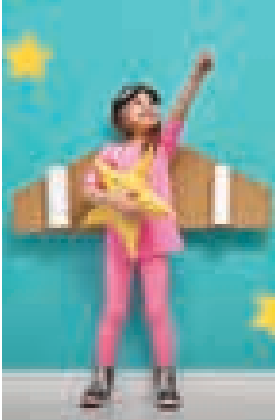
8 Read the questions and make notes in your notebook

- 1 What was your favorite toy when you were younger?
- 2 Where did you play with it?
- 3 Did you play with it on your own, or with other people?
- 4 What did your toy look like?
- 5 Do you still have it?

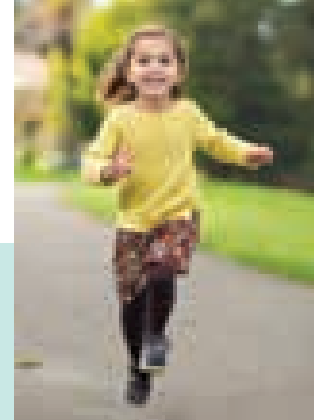
9 Write a description of your toy. Use your notes from Exercise 8 and words from the *Language focus*



**10** Work in pairs. Read, then ask and answer the questions



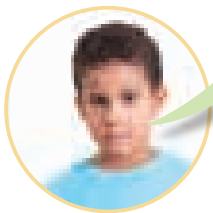
When Amina was little, she really liked games that used a lot of imagination. She was very good at making up stories. She had a doll's house, some cuddly toys, and some action figures.



Nour really enjoyed playing outside when she was younger. She liked running, climbing, and playing tennis. She was quite good at football, too.

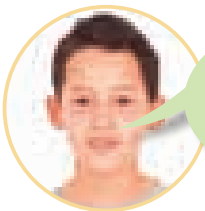
- 1 What did Amina like?
- 2 What was Amina good at?
- 3 What did Nour like?
- 4 What was Nour good at?

**11** Work in pairs. Ask and answer about when you were younger



What did you enjoy playing when you were younger?

I really enjoyed riding my bike.



What were you good at?

I was very good at making up stories.



**12** Make a note of your partner's answers. Then write about the games you each enjoyed, and what you were good at

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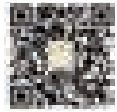


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## LESSON 3

WE LOVED PLAYING  
WITH OUR TRAIN SET

1 Listen to the story. Who bought a toy?



2 Read the summary. Choose the correct word *a*, *b*, or *c*

Ali was 1 \_\_\_\_\_ with his parents at the 2 \_\_\_\_\_. He saw a stall that sold 3 \_\_\_\_\_. A man showed him how a(n) 4 \_\_\_\_\_ moved. Ali thought the toys were 5 \_\_\_\_\_. Ali's 6 \_\_\_\_\_ came to see the toys, too. He liked the 7 \_\_\_\_\_, so he bought it. He said Ali 8 \_\_\_\_\_ play with it.

- |   |   |          |   |          |   |        |
|---|---|----------|---|----------|---|--------|
| 1 | a | shopping | b | working  | c | buying |
| 2 | a | stall    | b | store    | c | market |
| 3 | a | wood     | b | lemonade | c | toys   |
| 4 | a | boat     | b | elephant | c | train  |
| 5 | a | old      | b | amazing  | c | small  |
| 6 | a | mom      | b | brother  | c | dad    |
| 7 | a | train    | b | animal   | c | boat   |
| 8 | a | could    | b | couldn't | c | didn't |



3 Listen to the story again and match the words to the definitions

- |   |        |   |  |
|---|--------|---|--|
| 1 | stall  | a | strong pieces of cloth that make a boat move               |
| 2 | button | b | a large table that you use to sell things from at a market |
| 3 | trunk  | c | the long nose of an elephant                               |
| 4 | sail   | d | what you touch to make a machine work                      |

## Language focus

Some verbs are followed by verb + *-ing*, for example:

*I enjoy looking at the market stalls.*

*I stopped playing with my train set a few years ago.*

Other verbs followed by verb + *-ing* include, *continue, finish, hate, imagine, like, and prefer.*

### 4 Read and complete the sentences with the correct form of the verbs in brackets

- 1 Amal imagined \_\_\_\_\_ (fly) in a plane.
- 2 Ghada prefers \_\_\_\_\_ (play) board games to skipping.
- 3 We enjoy \_\_\_\_\_ (make up) stories for our action figures.
- 4 My sister stopped \_\_\_\_\_ (let) me share her doll's house because I broke it.
- 5 They finished \_\_\_\_\_ (paint) the posters and tidied up.

### 5 Complete the sentences using verb + *-ing* and your own ideas

- 1 Last night I finished doing my homework at 8 pm.
- 2 On weekends I like \_\_\_\_\_
- 3 I think people should stop \_\_\_\_\_

### 6 Work with a partner. Do you prefer playing with old toys or new toys? Why?



I prefer playing with new toys because ... .



# PRONUNCIATION



**1 Look and listen. Then listen again and repeat**

1



This game is called **draughts**.

2



Wael **bought** some marbles yesterday.



**2 Listen. Do you hear the sound /f/ in these words? Circle Y (Yes) or N (No)**

1 laughed Y / N

2 thought Y / N

3 bought Y / N

4 coughed Y / N

5 drought Y / N

6 enough Y / N

7 daughter Y / N

8 brought Y / N



**3 Listen and underline the /f/ sound in each word**

1 rough

2 tough

3 laughter

4 draughts



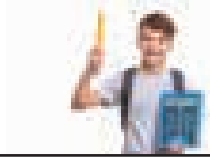
**4 Listen, read, and repeat**

1 We laugh when we play draughts.

2 She thought about the toy that she bought.

3 A drought is when there isn't enough rain.



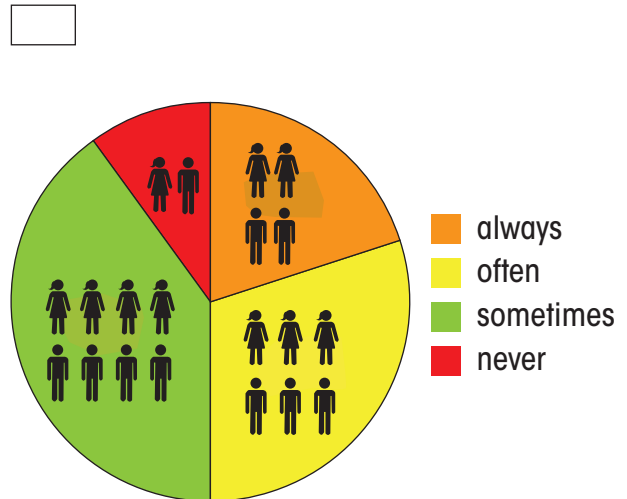
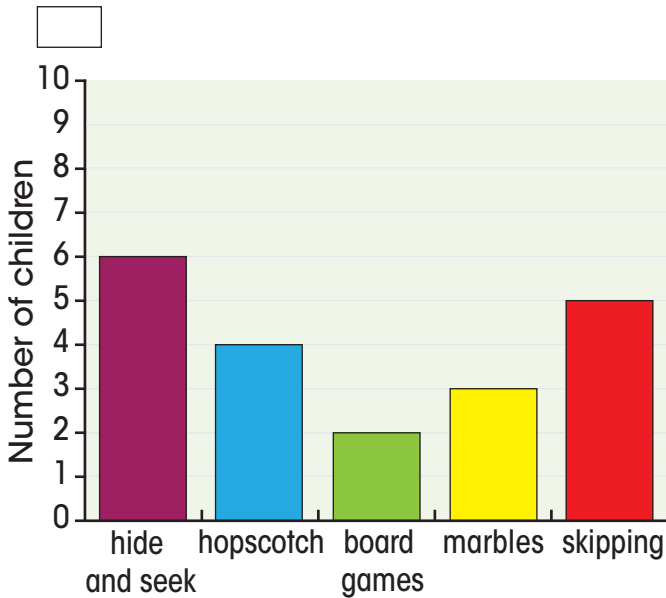


**USING GRAPHS**



**1 Look at the graphs. What do they show? Label a or b**

- a How often children in our class play computer games on the weekend
- b What the favorite game in our class is



**2 Look at the graphs again and answer the questions**

**Bar graph**

- 1 Which group is the biggest? \_\_\_\_\_
- 2 Which group is the smallest? \_\_\_\_\_
- 3 How many children answered the question? \_\_\_\_\_

**Pie chart**

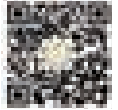
- 1 Which group is the biggest? \_\_\_\_\_
- 2 Which group is the smallest? \_\_\_\_\_
- 3 What is the total of the numbers? \_\_\_\_\_



**3 Make a bar graph or a pie chart**

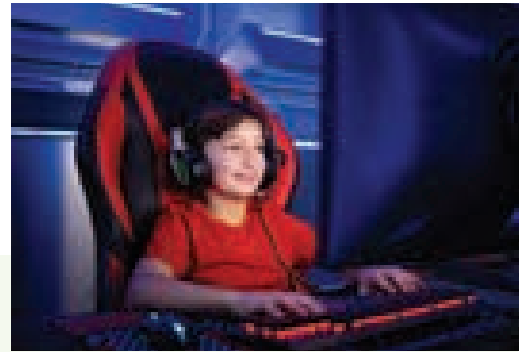
- 1 As a class, choose five popular sports, and have a class vote on the favorite sport in the class. The teacher will write the student numbers on the board.
- 2 Present the information in a pie chart or a bar graph in your notebook.

## LESSON 4

WRITING: A DESCRIPTION  
OF MY FAVORITE GAME

1 Read Belal's description. Check (✓) how often he plays video games

- 1 an hour a day
- 2 once a week
- 3 every day after school



### My favorite video game

by Belal

I love playing all kinds of games. I play games outside with my friends, and at school we play hopscotch and board games. I also enjoy playing board games with my sister, although she often beats me!

My favorite games are video games. I don't play them very often, though. I play for about an hour on the weekend. It's fun! My favorite games are ones where you build cities. I've made a really big city using different bricks. It has animals and plants in it, too. I like these games because you can be creative and make something new.

Some of the images in modern video games are amazing. I've got a new **games console**, which I share with my sister. She enjoys playing adventure games, where you can go to different places to find something important or solve a problem. They can be difficult, but I think they can be fun, too, because they're so exciting.



Video games can be a problem when you play them too much. However, I think they can be great when you do something that is very creative or exciting. You can often play with your friends, too.

2 Read the description again and circle the correct answer

- 1 Belal plays **board games** / **hopscotch** with his sister.
- 2 Belal's favorite video games are ones where you build **plants** / **cities**.
- 3 Some of the **consoles** / **graphics** in modern video games are amazing.
- 4 Belal's sister enjoys playing games where you **find** / **make** something important.
- 5 Belal thinks video games are great when they are **creative** / **difficult**.

**3** Read these sentences from the description. In each sentence, underline the opinion in **red** and the reason in **blue**

- 1 I like these games because you can be creative and make something new.
- 2 I think they can be fun, too, because they're so exciting.

**4** Circle the word that Belal uses to introduce his reasons in the sentences in Exercise 3

 **5** Think about your favorite video or board game and make notes

What is it called? \_\_\_\_\_

How do you play it? \_\_\_\_\_

How often do you play it? \_\_\_\_\_

Who do you play with? \_\_\_\_\_

Why do you like it? \_\_\_\_\_

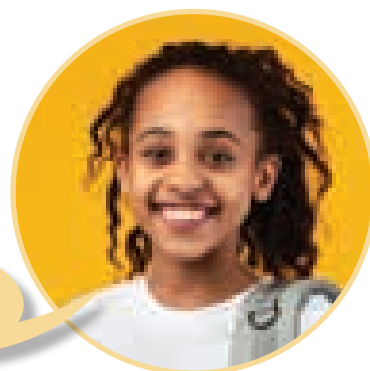
**6** In your notebook, write a description of your favorite video or board game. Use your notes from Exercise 5. Write 60-80 words

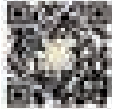
 **7** Work in pairs. Ask and answer questions about your favorite video or board game



What's your favorite game?

It's a board game called Ludo.



**DESIGN AND MAKE A BOARD GAME****Work in pairs. Think and plan**

You are going to design and make a board game. First, look at the example above. How does this game work? Then look at some of the other games in this unit for ideas. What other ideas do you have? Be creative!

**Answer the questions**

- 1 How many players are there?
- 2 Do you need a dice?
- 3 How many counters do you need?
- 4 Do you answer questions or do actions to move around the board?
- 5 How do you win?

**Read and do**

- 1 Make your board game using materials such as cardboard, paper, and colored pens.
- 2 Make or choose counters. Find a dice if you need one.
- 3 Write the rules so they are clear and easy to use.
- 4 Check your writing: are the spelling, grammar, and punctuation correct?

**Play your game**

- 1 Check your game works. Do you need to change anything?
- 2 Swap games with another pair. What do they think of it?



## SELF-ASSESSMENT

### 1 Complete the sentences with the expressions from the box

action cuddly hide hopscotch rollerblades stall

- 1 You can go quite fast on \_\_\_\_\_.
- 2 My little sister always takes her favorite \_\_\_\_\_ toy to bed.
- 3 At school, we use chalk to make a \_\_\_\_\_ game.
- 4 I like making up games for my \_\_\_\_\_ figures.
- 5 There are some wooden toys on the toy \_\_\_\_\_.
- 6 My brother is really good at \_\_\_\_\_ and seek.

### 2 Circle the correct answer

- 1 Shaimaa **very** / **really** enjoys playing marbles.
- 2 I don't like playing football **at all** / **quite**.
- 3 I finished **playing** / **plays** with my doll's house when my sister got home.
- 4 I think hopscotch is **quite** / **all** good, but I prefer hide and seek.
- 5 We imagined **be** / **being** in a plane over the city.
- 6 Does he enjoy **reading** / **reads** adventure books?

### 3 Check the words with the /f/ sound

- 1 rough
- 2 thought
- 3 laughed
- 4 daughter



### 4 Think about Unit 8. Write in your notebook

Write two things you enjoyed and two things you learned.

UNIT

9

# What's the story?

## In this unit I will ...



- listen and read about Goha and his stories.
- understand and discuss what makes a good story.
- use the past continuous.
- write the beginning and ending of a short story.
- listen to a short story about a boy and a wolf.
- use sequencing adverbs.
- learn how to say words with the sound /w/.
- take part in a cooperative storytelling project.



## Look, discuss, and share

What is the girl in the photo doing?

Why is reading an important activity?

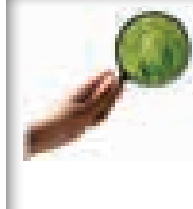
Do you like reading? Why?

What other ways do people tell stories?



## Did you know?

People have told stories for thousands of years. The Ancient Egyptians **carved** pictures to tell stories.



## Find out

Which children's stories do your classmates know? Which ones do they like best? Why?

# LESSON 1 GOHA'S STORIES



**1 Listen and read. Why do the man and his son carry the donkey?**

**Mom:** What are you doing, Lama?

**Lama:** I'm writing a review of one of Goha's stories. The one about a man who goes to the market with his son and a donkey. The **setting** is the countryside, many years ago. Two of the **characters** – the man and his son – take turns riding the donkey because it's a long journey. When the boy rides the donkey, the people they pass say he should let his father ride. When the man rides the donkey, they say that he should let his son have a turn. Then, they say the donkey must be tired. So, in the **ending** of the story, they both carry the donkey!

**Mom:** Haha! His stories are both funny and clever, aren't they?

**Lama:** Yes, they are. He's a great **narrator**, too. I love the details he gives about the characters, the setting, and everything that happens.

**Mom:** So do I. In fact, his stories are popular all over the world. But he's known by different names. For example, in Sudan, he's Jawha. In Algeria, he's Jeha, and in Morocco, he's Jha.

**Lama:** Are the stories the same in every country?

**Mom:** There are some differences, but they all have a **moral** that Goha wants to teach us. What do you think is the moral of this story?

**Lama:** That you can't make everyone happy.

**Mom:** I think Goha is right about that!

**Lama:** Me, too. I'm happy that I know which story to write about, though!





**2 Listen and read again. Write T (True) or F (False).  
Correct the false sentences in your notebook**

- 1 The setting of the story is a market.
- 2 There are three main characters in the story.
- 3 Goha is known as Jeha in Morocco.
- 4 Goha's stories are not the same all over the world.
- 5 Lama and her mom disagree with the moral of the story.



**3 Write the words in bold in the dialog next to their meanings**

- 1 the people or animals in a story \_\_\_\_\_
- 2 the last part of a story \_\_\_\_\_
- 3 the time and place where a story happens \_\_\_\_\_
- 4 the lesson you learn from a story \_\_\_\_\_
- 5 the person who tells the story \_\_\_\_\_



**4 Complete the notes with information about the story**

Characters:	
Setting:	
Narrator:	
Ending:	
Moral:	



**5 Make notes about your favorite story. Think about the:**

characters

setting

narrator

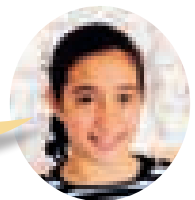
ending

moral



**6 Work in pairs. Tell your partner about your favorite story.  
Use your notes in Exercise 5**

My favorite story is ...  
The characters are ...  
It takes place in ...



# LESSON 2 A MESSAGE IN A BOTTLE



## 1 Listen and read the beginning of a story

Tom's grandparents lived by the sea. The beach near their house was quiet and beautiful, and he loved to go there with them. They swam, **surfed**, and played games on the sand.

One day, they were swimming in the sea when Tom saw a glass bottle in the water. "Look, Granddad," he said. "Let's put it in the trash."

"I have a better idea," said Granddad. "Let's write a message in a bottle."

"What's a message in a bottle?"

"You write a message on a piece of paper, fold the paper, and put it in the bottle, then throw the bottle out to sea for someone else to find."

Back at the house, Granddad washed the glass bottle and gave Tom a pen and a piece of paper. Tom was writing his message when Grandma came in the room.

"What are you doing, Tom?" asked Grandma.

"I'm writing a message in a bottle," answered Tom. "Do you want to read it?"

*Hello!*

*My name's Tom. I'm 11 years old and I'm from the USA. My favorite things are space, animals, and the color blue.*

*What are your favorite things? Please email back to tell me! My email address is tom@beachnet.usa*

*From Tom*



The next day, Tom and his grandparents went to the beach to throw the bottle into the sea.

Many years passed, and Tom grew up. He and his grandparents forgot about the message in a bottle. Then, one day, Tom was working when Granddad sent him a message...



## 2 Listen and read again. Make notes about the beginning of the story

The characters are \_\_\_\_\_.

The setting is \_\_\_\_\_.

The first important event is \_\_\_\_\_.



## 3 Work in pairs. What do you think happens next in the story?

## Language focus

We use the past continuous in stories to say what was happening at a particular time in the past.

We form it with *was/were* + the *-ing* form of the verb: *Yesterday afternoon, John **was walking** his dog.*

We can also use the past continuous with *when* and the past simple to show when one action interrupted another in the past:

*One day, they **were playing** in the park **when** they **found** a note.*

*I **was reading** a book **when** my dad **came** home.*

**4 Find and underline the past continuous forms in the story**

**5 Complete the sentences with the past continuous or past simple form of the verbs in brackets**

- 1 Fatima \_\_\_\_\_ (do) her homework when she \_\_\_\_\_ (get) a text message from her friend.
- 2 Ghada and I \_\_\_\_\_ (play) computer games when her brother \_\_\_\_\_ (arrive) home.
- 3 I \_\_\_\_\_ (not watch) TV when you \_\_\_\_\_ (call) me.
- 4 \_\_\_\_\_ you \_\_\_\_\_ (look) at your phone when I \_\_\_\_\_ (see) you in the street?

**6 What was happening yesterday? Use the past continuous to describe the pictures**



Hazem watch football match/Egypt score goal

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

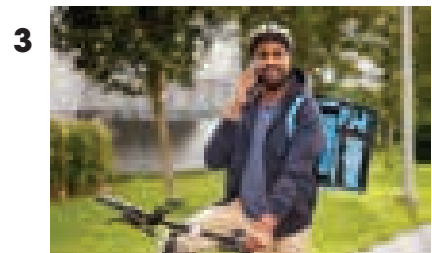


Dad/read newspaper/  
Lina come

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Ayman ride bike/phone ring

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**7 Read the start of another story. Underline examples of the past continuous and circle examples of the past simple**

My friend Ali and I were playing in the forest yesterday. It was a lovely afternoon and the sun was shining. We were near my home, and we were hoping to see some interesting animals and birds. We were walking along the path when suddenly we saw a little house in the distance. "Let's go and look at the house," said Ali. I was a bit scared and didn't want to go, but I followed him. Near the house, there was ...

**8 You are going to write the beginning of another story about finding something on a beach. Before you write, make notes to answer the questions**

- 1 Which beach were you on? \_\_\_\_\_
- 2 What time of day was it? \_\_\_\_\_
- 3 Who were you with? \_\_\_\_\_
- 4 What was the weather like? \_\_\_\_\_
- 5 What were you doing? \_\_\_\_\_
- 6 What did you find? \_\_\_\_\_

**9 Use your notes to write the beginning of your story. Remember to use the past continuous and the past simple**

*Yesterday, I was on the beach near my house. It was morning and it was sunny. I was walking with my friend when we ...*





**10** Read your partner's story beginning. What do you like about it? What can your partner improve?

Think about the:

- characters
- narrator
- setting
- first important event

**11** Work in pairs. Role-play an interview

**Student A:** You are a journalist. Ask Student B questions about what happened in the story.

**Student B:** You are the character in the story who found something on the beach. Answer Student A's questions.



**12** Present your interview to other students. You might like to record yourselves on your phones

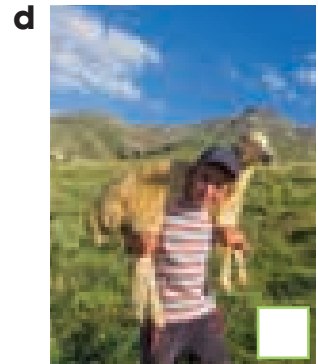
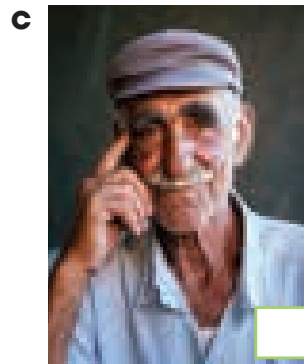
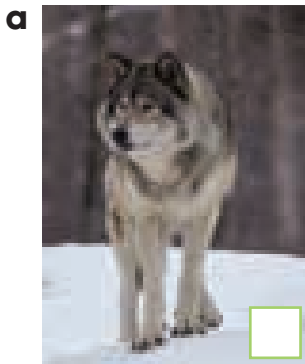
**13** Listen to the other interviews. Tell each pair one thing you like about their interview and one thing you think could be better

# LESSON 3 THE BOY WHO CRIED WOLF



**1** You are going to listen to a story. Match the words to the pictures. Then say what you think the story is about

1 sheep 2 shepherd 3 villager 4 wolf



**2** Listen to the story, and check your ideas from Exercise 1. Were you correct about the story?



**3** Listen to the story again. Choose the correct answers, **a**, **b**, or **c**

- 1 Who is the main character in the story?  
**a** a boy    **b** a woman    **c** a cat
- 2 Why did the main character annoy the villagers?  
**a** because he was angry with them  
**b** because he was bored    **c** because he wanted to go to school
- 3 What did the wolf eat at the end?  
**a** the boy    **b** the sheep    **c** the villagers
- 4 What is the moral of the story?  
**a** It's better to work on your own.  
**b** It's fun to tell stories.  
**c** If you tell untrue stories many times, no one will believe you.

## Language focus

We use sequencing adverbs to say when things happen. They help us to understand the order of events. This makes the text easier to follow.

*First ... Next ... Then ... After that ... Finally ...*

**4** Listen to the story again. How many adverbs of sequencing can you hear?

**5** Number the story in the correct order. Then complete with the adverbs of sequencing from the box

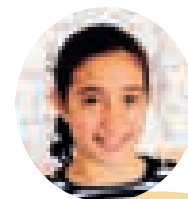
After that    Finally    First    Next    Then

### The Boy Who Cried Wolf

- a** \_\_\_\_\_, he shouted "Wolf"! and the villagers came to help and save the sheep.
- b** \_\_\_\_\_, a real wolf came. It ate the sheep. Peter was very sorry.
- c** \_\_\_\_\_, he said there was no wolf and it was a joke.
- d** Peter was lonely and bored. He wanted some fun. He had an idea.  1
- e** \_\_\_\_\_, Peter did it again.
- f** \_\_\_\_\_, the villagers were very angry and said he shouldn't waste their time.

**6** Tell a partner how to write a story using sequencing adverbs. Use the notes to help you

- plan your story, and decide what it will be about
- write a first draft of your story
- check and correct your spelling and grammar
- share it with friends and enjoy!



First, plan your story, and decide what it will be about.

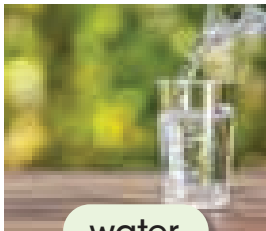


# PRONUNCIATION



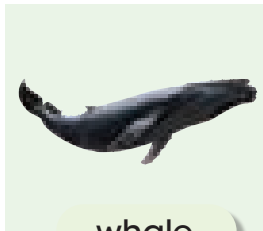
**1 Look and listen. Then listen again and repeat**

1



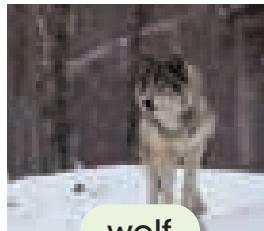
water

2



whale

3



wolf

4



whisper



**2 Complete the words with *w* or *wh*. Listen, check, and repeat**

1 \_\_ en

2 \_\_ alk

3 \_\_ at

4 \_\_ ave

5 \_\_ ere

6 \_\_ est



**3 Listen, read, and repeat the sentences**

1 A white whale went west.

2 A wolf whispered, "What? When?"

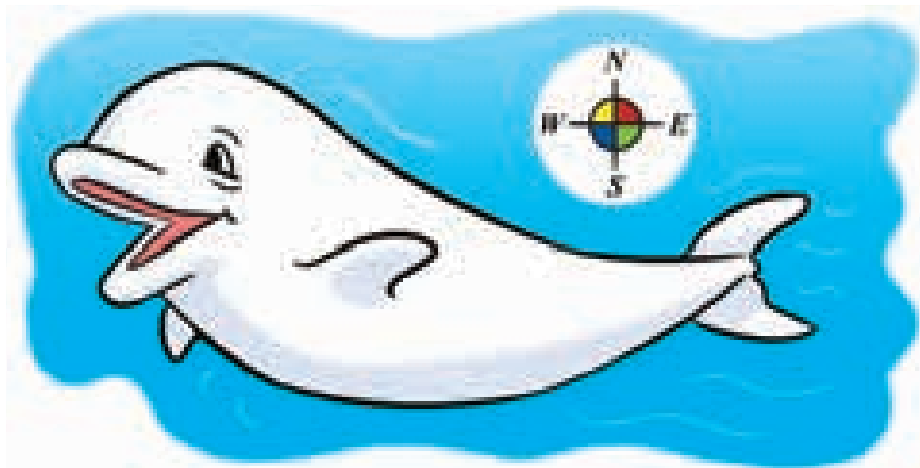


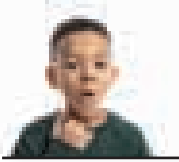
**4 Work in pairs. Write your own sentence like the ones in Exercise 3 using some of the words above. Read them aloud**

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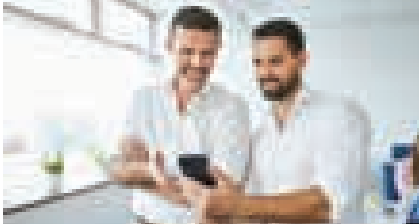


# PRONUNCIATION



5 Look, read, and listen. Then underline the stressed syllable in the words in bold

1



Let's **resend** the message.

2



Why do you **dislike** surfing?

3



I like playing **indoors**.

4



He was **unhappy**.



6 Circle the correct words to complete the rules

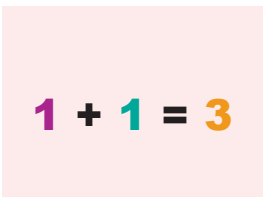
- When a word has a prefix, the prefix usually **is / isn't** stressed.
- If the base word has one syllable, the stress **is / isn't** on the base word.



7 Complete the sentences with the words in the box. Say them using the correct stress. Then listen and check

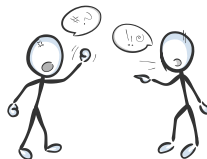
replay   incorrect   disagree   untidy

1



This answer is \_\_\_\_\_.

2



Why do you \_\_\_\_\_

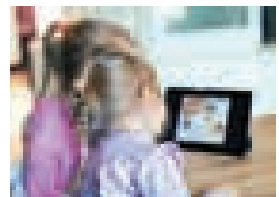
with him?

3



The room is \_\_\_\_\_.

4



Please \_\_\_\_\_

the video.

## LESSON 4

## WRITING: THE ENDING OF A STORY



**1** Read this ending of the story on page 38. What does Tom decide to do?

Many years passed and Tom grew up. He and his grandparents forgot about the message in a bottle. Then, one day, Tom was working when Granddad sent him a message.

*Tom, you won't believe it! We have a reply to our message in a bottle!*

That weekend, Tom went to his grandparents' house.

"A man in France found the message," said Granddad. "Look, here is his reply."

**R** From: Hugo  
To: Tom

Hello Tom,

My name is Hugo and I live in Biarritz, France. I live on the coast and I love sailing my boat. Last week, I was sailing when I saw something in the water – your message in a bottle! This means it traveled over 6,000 kilometers.

I enjoyed reading about your favorite things. My favorite things are my boat, mangoes, and the color green.

You are very welcome to come and visit me in France one day!

With best wishes,

Hugo

Tom was very excited. "Wow, our message traveled a really long way!"

Later that evening, Tom was writing something when Granddad came into the room.

"What are you doing, Tom?"

"I'm writing to Hugo."

"Why, are you going to visit him?"

"You and I are both going to visit him!"

"That's a great idea," laughed Granddad. "But it's a long way, so let's go by plane!"

## 2 Read again and answer the questions

- 1 What was Hugo doing when he found Tom's message?
- 2 How far had the message in a bottle traveled?
- 3 How did Tom feel when he read Hugo's reply?
- 4 What did Granddad think of Tom's idea?

### Tip!

A good ending tells you what happens to the characters and how they feel at the end of the story.

## 3 Work in pairs. Imagine a different person replies to Tom's message and make notes

- Who replies to the message?
- Where are they?
- How did they find the message?
- What are their favorite things?
- How does Tom feel?
- What do Tom and Granddad do next?

## 4 Write another ending to the story. Use your notes in Exercise 3

**R**

From: \_\_\_\_\_  
To: Tom

Hello Tom,

My name is \_\_\_\_\_ and I live in \_\_\_\_\_.

Last week, I was \_\_\_\_\_ when \_\_\_\_\_.

I enjoyed reading about your favorite things. My favorite things are \_\_\_\_\_.

Tom felt \_\_\_\_\_. Then he and Granddad decided to \_\_\_\_\_.

## 5 Work with another pair. Take turns to share your different story endings

## 6 Tell the other pair one thing you liked about their story ending, and one thing they could make better



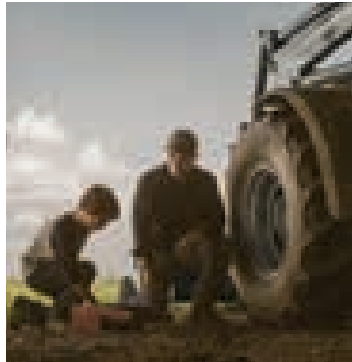
## 1 Work in groups of three. Think and plan

You are going to write a short story. Choose one of the photos and use it to think about a story.

1



1



1



- the characters
- the setting
- the narrator
- the first main event
- the moral
- the ending

2

## Read and do

- 1 Make sure each person in your group has a piece of paper.
- 2 Write the beginning of a story at the top of the piece of paper, then pass it to the student on your left.
- 3 Write the main part of the story underneath the beginning, then pass the paper.
- 4 Write the ending of the story, then pass the paper.
- 5 Take turns to read out the completed stories. Which do you like the most? Why?

3

## Share your stories with the class

- 1 Draw illustrations for your stories.
- 2 Display the stories on the classroom wall.
- 3 Vote for the best stories.



## SELF-ASSESSMENT

### 1 Complete the sentences with the words from the box

character ending moral narrator setting

- 1 The \_\_\_\_\_ of the story is kindness is everything.
- 2 The main \_\_\_\_\_ was a bit boring – I didn't like him.
- 3 The \_\_\_\_\_ is the person who tells you the story.
- 4 In the \_\_\_\_\_, we find out why the man was sad.
- 5 The \_\_\_\_\_ is London in 1965.

### 2 Choose the correct words to complete the recipe

#### Salatet Zabadee

- 1 **First / Then**, take a cucumber and cut it in pieces.
- 2 **Next / Finally**, mix the yogurt and mint in a bowl.
- 3 **After that / First**, add some garlic and salt if you like.
- 4 **Next / Finally**, take it to the table for everyone to enjoy!

### 3 In your notebook, write sentences using the words, the past continuous, and the past simple

- 1 he / play / piano / when / his mom / arrive home
- 2 we / travel / to the city / when / Grandma / call us
- 3 they / listen / to music / when / the man / shout
- 4 you / study for your exam / when / the car / stop / outside

### 4 Complete the sentences with your own ideas

- 1 I was going home from school when \_\_\_\_\_  
\_\_\_\_\_.
- 2 We were playing in the park when \_\_\_\_\_  
\_\_\_\_\_.

### 5 Think about Unit 9. Write in your notebook

Write two things you enjoyed and two things you learned.

# REVIEW 3

## LESSON 1



1 Look. Write the words. Listen and check



1 artifact



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_



13 \_\_\_\_\_



14 \_\_\_\_\_



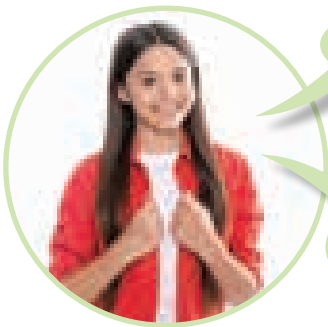
15 \_\_\_\_\_



16 \_\_\_\_\_

2

Look at the pictures. Say two words. Your partner says **Yes** if they match and **No** if they don't. Can they explain why?



hippo - gold

artifact - jewelry

No! A hippo is an animal. Gold is a metal.

Yes! Artifacts and jewelry are both objects.



**3 What are these words connected to? Look and write**

beat character have a go make up  
mummify narrator preserve setting artifact

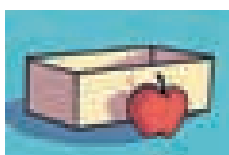
Stories	Games	History
_____	_____	_____
_____	_____	_____
_____	_____	_____

**4 Complete the sentences with some of the words from Exercise 3**

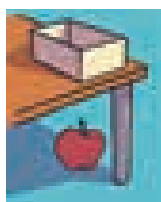
- 1 We've played all these board games - let's \_\_\_\_\_ a game that we can play outside.
- 2 A hot, dry climate can help to \_\_\_\_\_ old artifacts.
- 3 Who is your favorite \_\_\_\_\_ in this story?
- 4 I like playing video games with my older brothers, but they usually \_\_\_\_\_ me!
- 5 This story has a very exciting \_\_\_\_\_ - it's in a forest with a big castle in the middle.

**5 Look and complete the sentences with the prepositions**

behind between in in front of next to on under



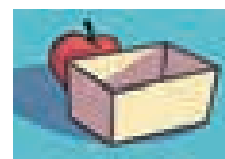
1 \_\_\_\_\_



2 \_\_\_\_\_



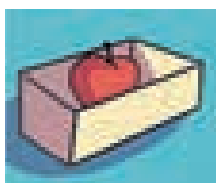
3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

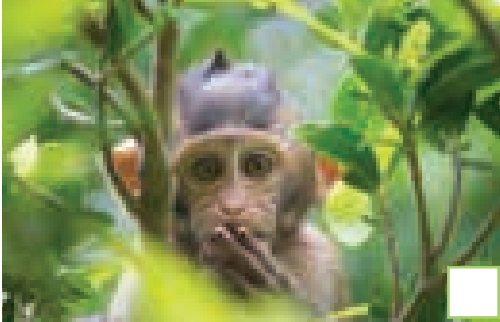
## LESSON 2



## 1 Listen and number the photos

What's your favorite story?

a



b



c



d



## 2 Listen again and match

- |                                  |                         |
|----------------------------------|-------------------------|
| 1 Nadia buys a cuddly toy for    | a the ground.           |
| 2 The monkey plays with          | b the middle of a city. |
| 3 The park is in                 | c her sister.           |
| 4 A boy finds hidden treasure in | d the other monkeys.    |



## 3 Listen again and choose the correct word

- 1 I really like the **setting** / **characters** in the story, especially the talking cuddly toy.
- 2 The **moral** / **ending** of the story about the monkey is that it's good to have fun.
- 3 The **setting** / **narrator** goes to the park every day.
- 4 The **ending** / **setting** of the story about the treasure is very interesting.

#### 4 Read the story. What were the boys playing and where?

\_\_\_\_\_ in the \_\_\_\_\_

One day, Fares and Ramy were **1** \_\_\_\_\_ hopscotch in the school yard. They **2** \_\_\_\_\_ drawing squares using different colored chalk **3** \_\_\_\_\_ their friend Magdy came to talk to them.

"What are you playing?" asked Magdy.

"It's hopscotch!" said Fares. "Do you want to play?"

"How do you play it?" asked Magdy.

"It's **4** \_\_\_\_\_ easy," said Ramy. "**5** \_\_\_\_\_, you throw this rock onto the squares. Next, you see which square it is in. Then you hop to the end of the squares and back, but you have to jump over the square with your rock."

"Great! I'd love to have **6** \_\_\_\_\_ go!" said Magdy.

#### 5 Read again and choose the correct words

- 1** a play      b playing      c played  
**2** a was      b are      c were  
**3** a where      b who      c when  
**4** a very      b at all      c real  
**5** a Then      b Finally      c First  
**6** a the      b a      c it



#### 6 Listen. Do you hear /f/? Put the words in the correct part of the table. Listen and check

coughed daughter draughts enough laughed thought

Yes	No

#### 7 Listen and complete the tongue twisters

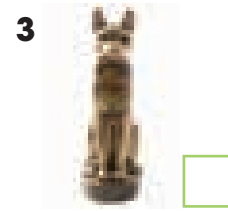
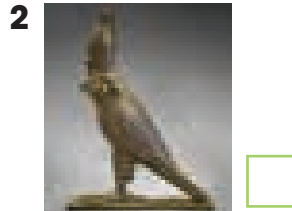
bear hair pair pear rare white

**1** A \_\_\_\_\_ of \_\_\_\_\_ whales is very \_\_\_\_\_.

**2** The \_\_\_\_\_ with white \_\_\_\_\_ has a \_\_\_\_\_.

## LESSON 3

1 Read the blog post. Which photo shows Dalia's favorite statue? Check ✓



Home
Archive
Contact
Pages
Q | ✉

## Our museum visit

*By Dalia*

Last summer, we went to a museum in the city. There were so many interesting artifacts to see. My brother and I were walking around when we found a room that had lots of animal statues. The Ancient Egyptians made lots of animal statues, because animals were very important in their culture. First, we saw different statues in gold and silver. Then we saw some in clay, stone, and granite, too.

My favorite was a small snake made of metal. My brother liked a gold falcon with blue glass eyes. There were lots of cats made of brightly colored stone, too. The Ancient Egyptians adored cats. They believed that cats kept them safe.

2 Read again. Complete the questions and answers

- 1 \_\_\_\_\_ did they go?      2 \_\_\_\_\_ did they go?  
 They went to a \_\_\_\_\_.      They went last \_\_\_\_\_.
- 3 \_\_\_\_\_ did they see?  
 They saw lots of interesting \_\_\_\_\_.

3 Imagine that you see an animal statue in a museum. Answer the questions, then write about what you see

What are you doing when you see the statue?

What animal is it?

What is it made of?

What does it look like?

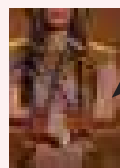
4 Work in pairs. Share your writing, then give feedback

# SELF-ASSESSMENT

Now I can ...

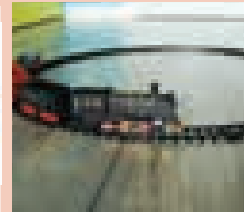
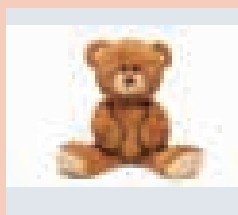
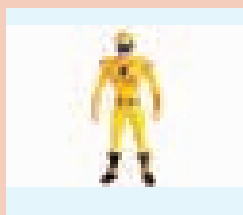
## 1 Talk about hidden treasures and what they are made of

clay  
cloth  
glass  
gold  
granite  
silver



## 2 Talk about games and free time activities

action figure  
board game  
cuddly toy  
doll's house  
marbles  
rollerblades  
skateboard  
train set



## 3 Talk about stories

characters  
ending  
moral  
narrator  
setting



## 4 Say these sounds

/ er /

tear, air, share, there

/ f /

draughts, enough

/ w /

wolf, whisper

UNIT  
**10**



**Free as  
a bird**



## In this unit I will ...

- listen, read, research, and write about bird and animal proverbs.
- listen to and understand a presentation about eco-tourism in Egypt.
- read and learn about eco-tourism and wildlife.
- use *must* / *mustn't* to talk about something we have to do.
- use the first conditional to talk about things that are likely to happen in the future.
- read advertisements for eco-tourism vacations in Egypt.
- read and learn about bird migration.
- say words with two or three syllables.
- read and write a blog about animal habitats.
- create an information leaflet about the Nile Delta.



## Look, discuss, and share

Look at the birds in this photo. Where do you think they are? How does the photo make you feel?



## Did you know?

The biggest bird in the world is the ostrich. It can be about 210 cm long. It can run fast, but it can't fly!

The smallest bird is the bee hummingbird. It is about 5.5 cm long.



## Find out

What is the national bird of Egypt? Where can you see it? What else can you find out about it?



1 Read the proverb. Then choose the correct answer *a*, *b*, or *c*

**Proverb:** The early bird catches the worm.

1 A proverb is

- a a description of an animal.
- b a well-known phrase about something which is generally true.
- c a scientific fact.

2 A proverb

- a means exactly what it says.
- b has another meaning as well as its exact meaning.

2

Listen and read the dialog. Who suggests meanings for the proverbs: Malak, Injy, or both?

**Malak:** Injy, what does this proverb mean?  
"The early bird catches the worm."

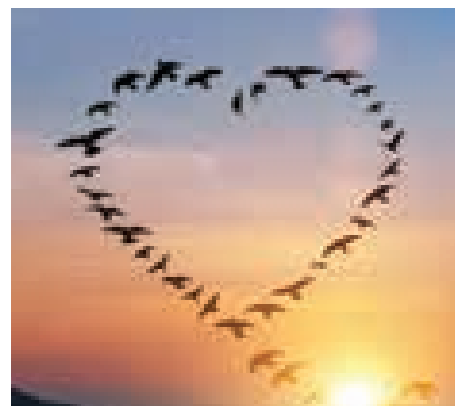
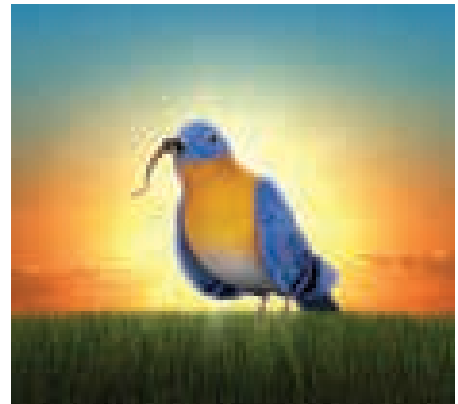
**Injy:** Well, proverbs have more than one meaning. This proverb tells us that a bird that is early, or the first to try to catch a worm, usually catches it. So, it also means that to be **successful**, you need to be the first to do something.

**Malak:** How about this one? "Birds of a feather flock together".

**Injy:** If they flock together, that means they stay in a large group. And maybe it mentions feathers because they all have **similar** feathers.

**Malak:** You mean they all look the same?

**Injy:** Yes. But here, it means that similar people like doing the same things.



**Malak:** Okay, here's a strange one! "Don't count your chickens before they hatch."

**Injy:** Well, you might have four eggs in a nest, but you don't really know how many will become chickens. So maybe it's about being **careful** before you know something will happen.

**Malak:** So you don't make too many plans before something is **real**. That's **sensible**. How about this proverb? "The bird who dares to fall is the bird who learns to fly." Do you think that means you have to try something that seems scary if you want to succeed?

**Injy:** Yes, I do. Well done, Malak! You're getting the idea!



### 3 Read the dialog again and complete the definitions with the words in bold

- 1 If something is sensible, it is a good idea that someone has thought about carefully.
- 2 Someone who is \_\_\_\_\_ tries to do something, and does it.
- 3 A \_\_\_\_\_ person tries hard not to make mistakes.
- 4 When two things are \_\_\_\_\_, they might look the same or do the same things.
- 5 If something is \_\_\_\_\_, it happens and is true.

### 4 Work in pairs. Discuss these questions

- 1 What do you think these proverbs mean?

Even an eagle will not fly higher than the sun.

Singing birds don't build nests.

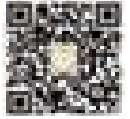
It is not only fine feathers which make fine birds.

- 2 Discuss your ideas as a class, then compare them to the answers your teacher gives you. Did you understand the meanings?

### 5 Work in pairs. What other proverbs do you know about birds or animals? Tell the class and come up with a list

## LESSON 2

## Eco-tourism in Egypt



**1** A guidebook gives tourists information about a place. Listen to and read this guidebook. What is eco-tourism?



Egypt is an amazing country. There are many historical places to visit, as well as stores, markets, and museums. People can go snorkeling in the Red Sea, go on a desert safari, climb mountains, or sail on the Nile. So, tourism is important – but eco-tourism is becoming very popular, too.

Eco-tourism is a way of traveling that doesn't damage the environment. It's more **sustainable** than traditional tourism, and it is designed to protect nature. People stay in **simple accommodation**, not large hotels, and they mustn't travel in ways that cause lots of pollution.

Many people are starting to visit Egypt for wildlife and bird-watching. There are lots of interesting birds to see here. Many kinds of birds migrate – they must fly to different countries at certain times of year, to find food, make nests, or have warmer weather. The birds often must fly very long distances, and lots of their journeys go over Egypt, because it is in North Africa and close to Asia and Europe.

There are over 450 species of birds in Egypt, and people come from all over the world on vacations to see them. For example, Siwa Oasis is a fantastic place to see many migrating water birds. It is an important habitat and people must protect it.

People who go bird-watching in Egypt will have a lot to see. They mustn't get too close to the birds, because they might fly away, but they can watch from a safe distance and take lots of photographs!

Wildlife watching is **ideal** for people who **respect** nature, and eco-tourism is a good way for people to do this.



**2** Read again and match the activities to the places

- |                 |              |
|-----------------|--------------|
| 1 snorkeling    | a Red Sea    |
| 2 safari        | b Siwa Oasis |
| 3 sail          | c the desert |
| 4 bird-watching | d the Nile   |

**3 Read the guidebook again and match the words in bold to the definitions**

- 1 like something and want to look after it \_\_\_\_\_
- 2 do something in a way that doesn't damage the environment \_\_\_\_\_
- 3 living in a place where you have what you need, and nothing more \_\_\_\_\_
- 4 somewhere you stay \_\_\_\_\_
- 5 perfect or excellent \_\_\_\_\_



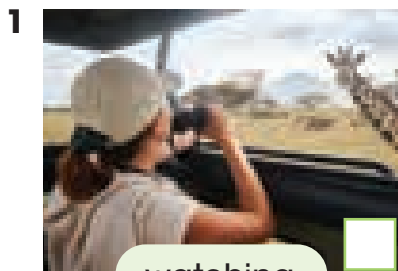
**4 Think, read, and choose the best answer**

On eco-tourism vacations, ...

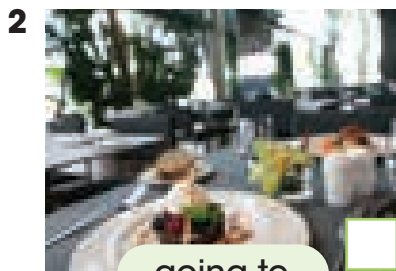
- 1 you see **nature and animals** / **large cities**.
- 2 you stay in **big, modern** / **small, simple** places.
- 3 people think about **shopping** / **the environment**.
- 4 the most important thing is not **to hurt** / **to see** nature.



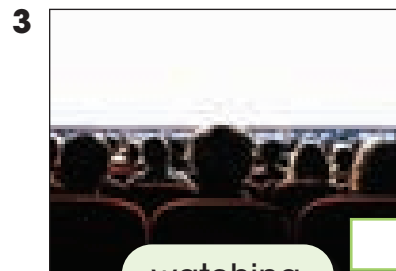
**5 Check (✓) the activities you think you would do on an eco-tourism vacation**



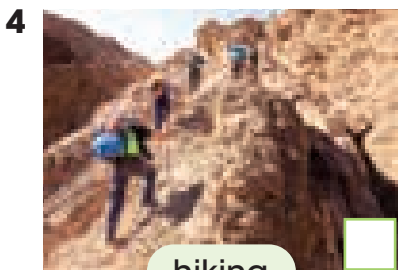
watching animals



going to restaurants



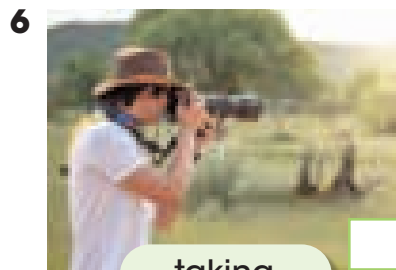
watching movies



hiking



snorkeling



taking photos



**6 Work with a partner. Which of these activities would you like to do? Why?**

7 Read the ads for vacations in Egypt. Match the titles to each ad 1-4



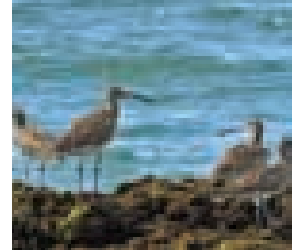
a Snorkel safari



b Desert sunsets



c On the river



d Birds at sea

1 \_\_\_\_\_

Hi, I'm Nadia. Next month, we're going on a tour to see the birds and animals which live near the water. We'll travel along the river in small boats, and **camp** in tents at night. We'll bring our cameras, because we'll see some amazing things. We hope to see lizards and turtles, as well as lots of interesting plants. However, we mustn't swim because there might be crocodiles!

2 \_\_\_\_\_

Hi, I'm Adam. I love visiting this place with my family. We went last year, and in the evenings, we saw lots of wildlife when the sun went down - more animals live on the sand than you might think. This year we'll stay outside and cook meals under the stars, so we must bring a tent. Then we'll walk in small groups to see the wildlife around us.

3 \_\_\_\_\_

Hi, I'm Lara. We're going to have the chance to do some underwater photography on our vacation! We'll set off on a tour from the beach in small boats, and sail out to places where we can see many different kinds of fish. There are beautiful, bright-colored fish there, as well as **coral reefs**. The tour is only on Monday and Wednesday because this is a **protected area**, so there mustn't be too many trips.

4 \_\_\_\_\_

Hi, I'm Fares. Next week, we're going on a tour to see some beautiful birds. We'll visit quiet beaches on a small bus, to see how many different kinds we can see. The sea in this area is a very popular place for birds to find food, so it will be a busy day. We're definitely going to bring our cameras! We must bring our own lunches too, as there are no shops there.

8 Match the activity to the correct text 1-4

a taking photos underwater

b cooking outdoors

c visiting beaches

d traveling on a river

9 Which one of the vacations from Exercise 7 would you like to go on? Why?

## Language focus

We use *must* when we talk about something that we have to do or that is important to do. We use *mustn't* (*must not*) when we are not allowed to do something.

We **must** bring a tent.

We **mustn't** swim because there might be crocodiles!

### 10 Complete the sentences with *must* or *mustn't*

- 1 You \_\_\_\_\_ respect nature.
- 2 You \_\_\_\_\_ scare birds or animals.
- 3 You \_\_\_\_\_ leave trash in the desert.
- 4 You \_\_\_\_\_ be careful in the natural environment.
- 5 You \_\_\_\_\_ walk to school today because there are no buses.
- 6 You \_\_\_\_\_ walk in the desert when it's hot.

### 11 Research an eco-tourism vacation. Write a description of what you are going to see and do. Include rules for what you must or mustn't do

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### 12 Compare your description with a partner. Talk about your tours and what you will do on them. See if your partner can guess your rules with *must* or *mustn't*



We'll travel to the oasis to see the water birds.



You **mustn't** scare the birds. You **must** study them quietly from a safe place.



# LESSON 3 THE BENEFITS OF ECO-TOURISM



**1 Work in groups. Why is eco-tourism a good idea?  
Make a list**



**2 Listen to Lina's presentation about eco-tourism and read her notes. Do they include any of your own ideas?**

**Why is eco-tourism a good idea?**

- If people learn more about the environment, they will want to protect it.
- If tourists take care of the places they visit, they will cause less damage to the environment.
- If tourists stay in simple, eco-friendly accommodation, there won't be so many big hotels.
- If eco-tourism is successful, it will create new jobs for the local people.

## Language focus

We use *If* + present simple + *will* + infinitive to talk about things that are likely to happen in the future.

*If people **learn** more about the environment, they **will want** to protect it.*

*If tourists **stay** in simple accommodation, there **won't** be so many big hotels.*

The short form of *will* is *'ll*. The short form of *will not* is *won't*.

*If I **am** hungry, I'**ll eat** a snack.*

*If he **doesn't leave** now, he **won't catch** the bus.*

**3 Complete the sentences**

- 1 If I \_\_\_\_\_ (have) an important exam next term, I \_\_\_\_\_ (study) for it.
- 2 If you \_\_\_\_\_ (go) to bed late tonight, you \_\_\_\_\_ (not/get up) early tomorrow.
- 3 If Omar \_\_\_\_\_ (play) football for two hours, he \_\_\_\_\_ (be) tired!
- 4 If she \_\_\_\_\_ (feel) thirsty, she \_\_\_\_\_ (drink) some water.
- 5 If we \_\_\_\_\_ (not/work) together, we \_\_\_\_\_ (miss) the deadline!



## 4 Do the quiz. How much of an eco-tourist are you?

### 1 I like to travel...

- a by boat
- b by car
- c by bicycle

### 3 On vacation, I like to...

- a go sightseeing
- b do sports and activities
- c read a book

### 5 I think it's important that tourism...

- a provides jobs for local people
- b gives tourists the vacations they want
- c looks after the environment

### 2 I like to stay...

- a in a small, outdoor hotel room
- b on a campsite
- c in a big hotel

### 4 I think eco-tourism is...

- a a bit boring
- b interesting and fun
- c hard work but a good idea

### 6 I like being in nature because...

- a it's quiet and relaxing
- b I can watch wildlife
- c the views are good

### Check your answers! What's your score?

1 a 2; b 1; c 3

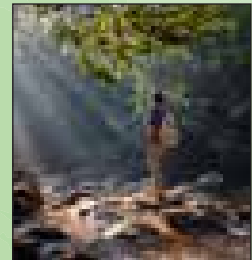
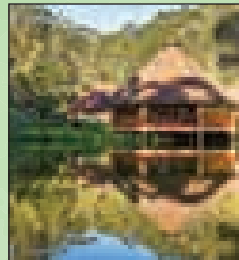
2 a 2; b 3; c 1

3 a 2; b 3; c 1

4 a 1; b 3; c 2

5 a 2; b 1; c 3

6 a 2; b 3; c 1



**Score 1 - 6 points:** You prefer **traditional** vacations, but you can still be an eco-tourist by helping the environment while you're away. For example, try to walk or travel by bus and train, and recycle your trash whenever possible.

**Score 7 - 12 points:** You want to take care of the environment and support local communities, so you are keen to learn more about eco-tourism. Next time you go on vacation, try out some eco-tourist activities like wildlife watching, cycling, or snorkeling.

**Score 13 - 18 points:** You're a great eco-tourist! You like to explore new ways of traveling and do activities that don't damage the environment. Good for you!

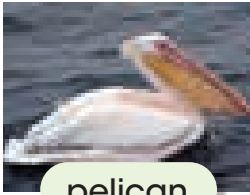


## BIRD MIGRATION



1 Listen, point, and say

1



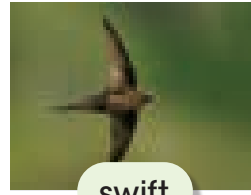
pelican

2



kingfisher

3



swift

4



eagle



2 Where can you see these birds?



3 Listen and read. What do migrating birds eat?

## A long journey

Many birds migrate to and from Egypt, and across it, because of where it is in the world. North Africa is hotter than Europe, so in winter, many birds leave northern European countries and fly to Egypt and other warmer places. This means that lots of interesting birds migrate to Egypt, such as eagles, falcons, and swifts.

Many water birds migrate to Egypt, too. You can often see large flocks of birds such as pelicans near water, along the Red Sea and Mediterranean coasts, as well as on the Nile. These birds often eat fish or plants that live in rivers, lakes, oases, and seas. Lake Qarun in Fayoum is a good place to see flamingos.

Some birds fly very long distances, making the same journey year after year. Even young birds that migrate for the first time seem to know how to get to the place they need to be. How do these birds know where to go? They might use the sun, the stars, or the things they can see on the way. Scientists have spent a long time trying to find out how they do this!

## 4 Complete the sentences with words from the text

- 1 Many birds migrate to find \_\_\_\_\_ weather.
- 2 There are often large \_\_\_\_\_ of water birds near lakes and oases.
- 3 Migrating birds fly very \_\_\_\_\_ distances.
- 4 They might use the \_\_\_\_\_ or the stars to find out where to go.



# PRONUNCIATION



**1 Look and listen. Then listen again and repeat. How many syllables do the words in bold have?**



**Eagles** migrate to other continents.



The **kingfisher** lives near rivers.



**2 Read and say the words. Clap the syllables**

pelican weather flamingo successful falcon careful



**3 Write the words in the correct column**

Two syllables	Three syllables



**4 Listen and check. Which syllable in each word is stronger than the others? Complete the rules**

- Most two syllable words have the stress on the **first** / **second** syllable.
- Three syllable words can have the stress on the first or the **second** / **third** syllable.



**5 Listen, read, and repeat. Use the correct word stress**

- We go snorkeling in hot weather.
- Tourism is important in Egypt.





**1 Listen to and read the blog. What is a habitat? Check (✓) the correct answer**

- 1 a type of animal
- 2 a place near water
- 3 a place where an animal or plant lives


Home
Archive
Contact
Pages
Q | ✉ | 📷


Hello, I'm Arwa – welcome to my blog! I'm writing today about something which I think is really important.

I think we should all try to protect animal habitats. Animals need safe places to live, find food, and look after their babies. They are part of our planet, so we must make sure that the things we do don't hurt them.

There are lots of different habitats in Egypt, such as the desert, sea, mountains, and rivers. It is good for everybody if we protect these habitats. For example, when a habitat is healthy, lots of animals can live in one place. With good eco-tourism, people can come on wildlife-watching holidays. This is good for the country, and good for the people, too. When people learn about wildlife, they want to protect it.

We can all think about things we can do to protect habitats. For example, we mustn't waste water or drop litter. We can recycle paper, so people don't cut down trees. We can also plant flowers and plants, because these are great for birds and insects. You don't need a lot of space – here's a garden box I made for my window!





**2 Read the blog again. Choose the correct words**

- 1 We can plant flowers and plants to **help** / **waste** animal habitats.
- 2 Animals need safe places to find **babies** / **food**.
- 3 In Egypt, there are **many** / **two** types of habitat.
- 4 People can go on wildlife-**watching** / **changing** vacations.
- 5 There **aren't many** / **are lots of** things we can do to help animals.

### 3 Match the causes 1-5 to the effects a-e

- 1 There are floods, droughts, or fires.
- 2 Animal habitats are damaged.
- 3 A habitat is safe and healthy.
- 4 We recycle paper.
- 5 We grow plants and flowers.

- a Animals don't have safe places to live, find food, or look after babies.
- b Trees aren't cut down.
- c Animal habitats are damaged.
- d Birds and insects have food.
- e Lots of animals can live there.

### 4 Complete these sentences with *and*, *but*, *because*, or *so*

- 1 We planted flowers \_\_\_\_\_ birds and insects can have more food.
- 2 We wanted to clean up the beach \_\_\_\_\_ there was trash on it.
- 3 This was a beautiful river, \_\_\_\_\_ there is pollution in it now.
- 4 We saw turtles, pelicans, \_\_\_\_\_ lizards when we went wildlife-watching.

### 5 You are going to write a blog about animal habitats. Choose one of these habitats to write about

the desert forests the mountains the sea

### 6 Do some research about the habitat

Find out:

- which animals live there
- which plants live there
- what problems this habitat has
- how we can help it

### 7 Write a blog about the habitat. Write 60-80 words. Use your notes from Exercise 6. Explain the causes and their effects with *and*, *but*, *because*, or *so*. Use *must/mustn't* to say what is important



## 1 Read the leaflet. What can you see at the Park?



### The Ras Mohammed National Park

The Ras Mohammed National Park on the Red Sea is a fantastic area for locals and tourists to visit. This beautiful area on the Sinai Peninsula is famous for its sea life, warm water, and amazing weather. People come from all over the world to snorkel and **scuba dive** here.



You can see coral reefs and lots of brightly colored fish, and maybe sharks. There is lots of other wildlife, too, and it is a great place for bird-watching.



The National Park is protected, but people are allowed to visit. Because it is so beautiful, lots of visitors come and ride boats, or swim and snorkel in the sea.

## 2 Work in pairs. Think and plan

Make an information leaflet for visitors to the Nile Delta. Write about:

- where it is and what wildlife you can see there
- why it is an important and interesting place

## 3 Read and do

- 1 Do research to find out about the Nile Delta.
- 2 Design your information leaflet. Use bright colors and find pictures to stick to your leaflet.
- 3 Write a draft of the text first. Check it carefully.



## 4 Create your leaflet

- 1 Present your ideas and pictures carefully.
- 2 Swap leaflets with another pair. Find two things you like about the leaflet, and one thing they can improve.

## SELF-ASSESSMENT

## 1 Complete the sentences with the words from the box

close migrate respect similar sustainable wild

- 1 When people \_\_\_\_\_ the environment, they want to protect it.
- 2 If you go bird-watching, you mustn't get too \_\_\_\_\_ to the birds.
- 3 Eco-tourism is more \_\_\_\_\_ than vacations which don't care about the environment.
- 4 When we visited the National Park, we saw many \_\_\_\_\_ animals and birds.
- 5 Many birds \_\_\_\_\_ to find warmer weather in winter.
- 6 Things that are \_\_\_\_\_ look the same or do the same things.

## 2 Choose the correct words

- 1 When we go camping, we **must** / **mustn't** take a tent with us.
- 2 The sea is very clear and there's a coral **reef** / **mountain**. It's beautiful!
- 3 If you learn to bake, you **will** / **won't** save a lot of money.
- 4 You **must** / **mustn't** leave trash on beaches.
- 5 If we **go** / **went** to El Agami beach this summer, I'll swim every day!
- 6 You **must** / **mustn't** respect nature when you go wildlife watching.

## 3 Complete the sentences for tourists on an eco-tourism vacation

- 1 You must \_\_\_\_\_  
\_\_\_\_\_.
- 2 You mustn't \_\_\_\_\_  
\_\_\_\_\_.

## 4 Think about Unit 10. Write in your notebook

Write two things you enjoyed and two things you learned.



UNIT  
**11**

# How can I help?



## In this unit I will ...



- listen, read, research, and write about charity work and volunteering.
- use infinitives of purpose.
- read and understand three texts about mystery objects.
- listen to an interview about volunteering.
- use *-ly* and other adverbs.
- read and understand a story about two brothers.
- say words containing *sh*, *ch*, and *tch*.
- write a biography of a volunteer.
- create a leaflet about being a good citizen.



## Look, discuss, and share

What are the children in the photo doing? Why do you think they are doing this? Have you ever done anything like this?

## Did you know?



There are charities all over the world that help people, animals, and the planet. They help with many different things, including education, health, culture and nature.

## Find out



Find out about some different Egyptian charities. Which ones are there in your area?

## LESSON 1

## WHY DO YOU WANT TO HELP?



**1 Match the words in the box to their meanings. You can use a dictionary**

donate participate support volunteer

- 1 to do things that help a particular person or group: \_\_\_\_\_
- 2 to take part in something: \_\_\_\_\_
- 3 to do a job or activity and not take any money for it: \_\_\_\_\_
- 4 to give something away to help a person or organization: \_\_\_\_\_



**2 Listen and read. How often does Tamer volunteer?**

Hi, I'm Tamer. At school, we started a project called Community Help. We all had to choose something we could do to **support** other people or things in our community. There were lots of ideas. For example, some people wanted to start a vegetable garden in the school to grow fresh fruit and vegetables. That was really popular. Other people **volunteered** to help clean trash from the river, so that animals' habitats are safer.

I decided that I wanted to help children in my school. I love sports, so I started an after-school club to teach the younger children football skills. I was a bit nervous at first, but lots of children joined in and their parents were very happy. It was great to have so many children **participating**.

I teach the class after school on Wednesdays. The class is for 45 minutes, and we train and play games. I like seeing the children get better at football, and it's really good fun, too.



**3 Listen and read again. Match the questions and answers**

- |  |   |
|--|---|
| 1 What did some people want to grow?                           | a He wanted to help children in his school.             |
| 2 Why did some people volunteer to clean trash from the river? | b They wanted to grow fruit and vegetables.             |
| 3 Who did Tamer want to help?                                  | c The club is on Wednesdays.                            |
| 4 What day is the club?  | d Because they wanted to make animals' habitats better. |

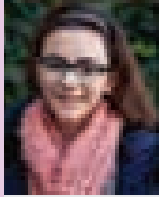


#### 4 Listen and read about some more ideas for the Community Help project. Then answer the questions

- 1 Why does Reem help in the kindergarten class?
- 2 When are the children going to think of their own stories?
- 3 Why was Ibrahim's sister sad in the hospital?
- 4 How does Mariam help her neighbor?

##### Reem

I love reading, so I decided to **help out** in the kindergarten class on a Thursday by reading to the children. I love reading stories with the younger children, and they like it too. We're **starting up** a project where they think of their own stories next week. I'm looking forward to that.



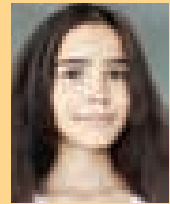
##### Ibrahim

My little sister was sick last month, and she was in the hospital. She's better now, but when we visited her, she was sad because she didn't like being there. I thought it would be nice to do something for children who are sick. My friends and I painted lots of big pictures of flowers, animals, beaches, and trees. Our parents **donated** lots of toys too. We took these and the paintings to the hospital to make the rooms look nicer.



##### Mariam

My neighbor has always **been kind to** us. She used to help my mom **look after** me when I was younger. Now she's getting a bit older, and it's sometimes difficult for her to go shopping. So I ask her what she needs, then I go to the stores and get it. I like to help her.

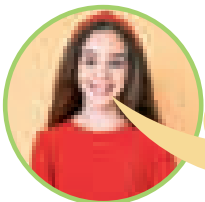


#### 5 Listen and circle the words you hear

- 1 I think it's very important to be **kind to** / **kind at** animals.
- 2 My mom sometimes **helps on** / **helps out** at the school library.
- 3 I **looked after** / **looked for** my neighbors' pet cat when they went on vacation.
- 4 We decided to **start on** / **start up** a local children's charity.



#### 6 Work in pairs. What do you do to help at home and at school? Why?



I feel happy when I help my neighbor because she's old and she lives alone.



I look after my little brother because I like to help my mom.

## LESSON 2

## WE USE THIS TO PICK UP THE TRASH



1 Listen and read. Match the photos (a-c) with texts (1-3)

a



nature camera

b



grabber

c



multi-grip

Tamim

1 \_\_\_

When we do a beach clean-up, we wear gloves to protect our hands. We carry black bags for the trash we collect. And look! We use this to pick up the trash. It's great fun to use. It's a long metal stick with two fingers at the end. The fingers open and close when you squeeze the **handle** at the top. You open and close the fingers to pick up the trash, then drop it in the bag. Mom says it's better than picking things up with your hands.

Dalida

2 \_\_\_

I volunteer at a **day center** for old people. Some old people can't open glass bottles and jars. Their hands aren't strong enough. So they use this to take off the tops. This is how you use it. Hold the jar with one hand and put this on the top. Hold this part with your other hand, and then turn it around. It's really easy to use. I love showing this to the people at the day center.

Hamza

3 \_\_\_

We're doing a wildlife project at school, and my teacher **installed** two of these in the forest. We're using them to **film** wildlife. He put one on the ground to film animals at night. He put the other in a tree to film birds during the day. Then we **record** how many animals and birds we see, and what they're doing. It's so interesting. We've learned a lot!

## 2 Read again and answer the questions

- 1 Why does Tamim use a grabber on a beach clean-up?
- 2 Why do the old people use a multi-grip?
- 3 Why does Hamza's teacher put nature cameras in the forest?

## Language focus

### Infinitives of purpose

We use *to* + a verb in the base form to explain why we do something.

*We wear gloves **to protect** our hands.*

We use also *to* + base form verb to answer questions with *why*.

**Why** do you wear gloves on a beach clean-up? **To protect** my hands.

### 3 Read and match

- |                          |                          |
|--------------------------|--------------------------|
| 1 I bought a card        | a to visit a friend.     |
| 2 Nesma wears sunglasses | b to help her relax.     |
| 3 My uncle went to Cairo | c to send to my grandma. |
| 4 Mom is using an app    | d to protect her eyes.   |
| 5 Rahma listens to music | e to learn French.       |

### 4 Put the words in order to make sentences

- 1 Lama / put / painted / to / a picture / the exhibition. / in  
\_\_\_\_\_
- 2 lemonade / to / the market. / in / They / sell / make  
\_\_\_\_\_
- 3 by bus / her cousins. / see / Farah / to / traveled  
\_\_\_\_\_
- 4 some candy / bought / the movie. / to / We / during / eat  
\_\_\_\_\_

### 5 Work in pairs. Make sentences with the words in the boxes and *to* + base form of the verb

went / sports center

turned on / radio

picked up / phone

open / fridge

I went to the sports center yesterday to play volleyball.



**6 Read and listen to the dialog. Do you think Amira's mom has played a video game before? Why / Why not?**

**Mom:** Hi Amira. Is this your new games console? It looks great. What's this part for?

**Amira:** Oh, that's the **controller**. It's what you use to play the game.

**Mom:** Cool! And what does this do?

**Amira:** That's the home **button**. When you press it, it takes you back to the menu.

**Mom:** OK. And what are these buttons for?

**Amira:** Those are the action buttons. You use them to tell your character to run, jump, or do other actions.

**Mom:** And what are these parts for?

**Amira:** They're the **joysticks**. They help you move your character around.

**Mom:** OK. So, the home button takes you to the menu, and the buttons and joysticks are for playing the game.

**Amira:** That's right. Do you want to play a game with me?

**7 Read the dialog again and complete the definitions with the words in bold**

1 A \_\_\_\_\_ is something you press to make something happen.

2 A \_\_\_\_\_ is something you can move in different directions to control a computer game.

3 A \_\_\_\_\_ is something we use to play a computer game.

**8 Look at the photos and read the description. Which object is being described?**



People use this to play games or watch movies. You can use it to find information on the internet. You can also write essays and do your homework on it. You can't photocopy paper with it.

**9** Make some notes about one of the other objects in Exercise 8 or think of your own. Use these questions to help you

- What is it?
- What do people use it for?

**10** Use your notes from Exercise 9 to write a short paragraph about the object. Write 25–30 words and use *to* + the base form verb

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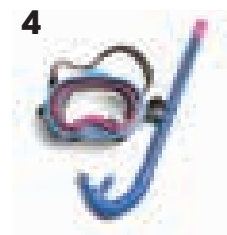
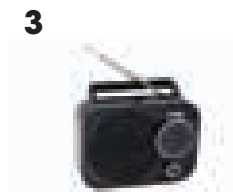
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**11** Look at the photo. What do you use this object for? Choose



- a to do math
- b to play games
- c to watch TV

**12** Work in pairs. Choose an object to talk about. Think of the answers to these questions. Make some more notes in your notebook



- What is this part? *It's the part that goes over your ears.*
- What is the part for? *This is the handle. It helps you control where you want to go.*
- What does the button on the radio do? *This turns on the radio.*
- What do you use this for? *You use this to swim under water.*

**13** Take turns to ask and answer questions

What is this part?

It's the part that goes over your ears.



## LESSON 3

IT'S GOOD TO GIVE BACK  
TO THE COMMUNITY

**1 Listen to the interview with Rawan Ibrahim. What is the interview about?**

- 1 healthy eating
- 2 volunteering
- 3 summer school



**2 Listen to the interview again, and answer the questions**

- 1 When did Rawan first start volunteering?
- 2 How does Rawan help out in the summer group?
- 3 What does the charity Food Box do?
- 4 Why does Rawan like helping children?
- 5 What is Rawan's advice for teenagers?

3

**Read the last part of the interview and match the words in bold with the correct meanings**

- |               |   |
|---------------|---|
| 1 socialize   | <b>a</b> collecting money for a charity                   |
| 2 confidence  | <b>b</b> to help others because you have received so much |
| 3 fundraising | <b>c</b> spend time with people in a friendly way         |
| 4 give back   | <b>d</b> feeling sure about your abilities                |

**Rawan** You learn many important life skills when you volunteer. You learn how to **socialize** and talk to people you wouldn't usually meet. Volunteering also gives you **confidence**. It's amazing to see how teenagers grow in confidence when they start volunteering. **Fundraising** helps charities get the money they need. It's good to **give back** to the place where you live. My advice to teenagers is volunteer and help if you can. You'll enjoy it!





## Language focus

We can make adverbs by adding *-ly* to most adjectives. For adjectives that end in a constant followed by *y*, add *-ily*. Adverbs normally come after the verb.

*They walked quickly. He shouted angrily.*

Some adverbs are irregular.

good ⇒ well    fast ⇒ fast    hard ⇒ hard

Adverbs can come before or after a verb and its object. The adverb can't come between the verb and its object.

*She **quickly** learned the rules.*

*She learned the rules **quickly**.*

### 4 Use the adjectives in the box to make adverbs. Then complete the sentences

angry   bad   good   fast   quiet

- 1 Younis hates playing tennis. He plays \_\_\_\_\_.
- 2 Dalia came first in the running race. She runs really \_\_\_\_\_.
- 3 Sherif opened the door \_\_\_\_\_ because his little brother was sleeping.
- 4 Maged's picture of a horse is excellent. He draws very \_\_\_\_\_.
- 5 I heard two people shouting \_\_\_\_\_ in the street today.

### 5 Are the sentences correct (✓) or incorrect (X)? Correct the incorrect sentences in your notebook

- 1 Adam was very hungry, and he ate his meal quickly.
- 2 Their cousins donated kindly money to our charity.
- 3 Mr Ibrahim waited patiently for the train to arrive.
- 4 Fareeda plays beautifully the piano and the violin.
- 5 Dalida volunteered happily at the children's day center.

<input type="checkbox"/>
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## 6 Read and listen. Match the words in bold to their meanings

- 1 feeling unhappy because someone has what you want: \_\_\_\_\_
- 2 something you get for doing a good job or being helpful: \_\_\_\_\_

### Two Brothers, Two Rewards

Once, there were two brothers who were very different. The older brother was the richest man in the village. He was rich, but he always wanted more money. The younger brother wasn't rich, but he was kind and shared what he had with his friends.

One day, the younger brother found a bird with a broken wing. "Don't worry, little bird," he said. "I will look after you." He cared for the bird all winter, and when the bird was strong again, he said, "You can fly away now." "First, I want to give you a **reward**," said the bird. "Plant this seed in your garden and look after it like you looked after me."

The brother planted the seed and watched it grow into a huge plant with big, orange vegetables. When the brother cut one open, it was full of gold and silver! He was now the richest man in the village!

The older brother was **jealous**. He went to his brother's house, and his brother told him about the bird. The next day, the older brother caught a **sparrow** and broke its wing. He said, "I'll look after you, then you can give me a reward." He looked after the bird, and when it was strong, he said, "Now I want my reward." The little bird replied, "Here is your reward. Plant this seed and look after it well."

The older brother planted the seed, and soon a thick, tall plant grew up and up to the moon. The brother climbed up the plant to look for his reward. But when he reached the moon, the plant disappeared. He was alone, and he couldn't go back.

The older brother didn't find any gold. So now, he looks down from the Moon, and watches his kind, younger brother living happily and helping others.

7

## 7 Read again and write *T* (True) or *F* (False). Correct the false sentences in your notebook

- 1 The younger brother was kind to his friends, but he wasn't rich.
- 2 The younger brother found an injured mouse and looked after it.
- 3 The older brother was jealous when his brother became rich.
- 4 The older brother looked after an injured bird because he loved it.
- 5 The older brother found his reward on the Moon and shared it with his brother.



# PRONUNCIATION



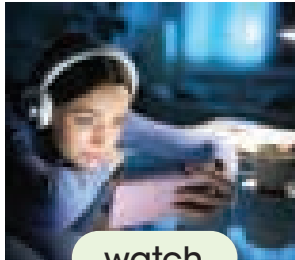
## 1 Look, listen, and repeat

1



rich

2



watch

3



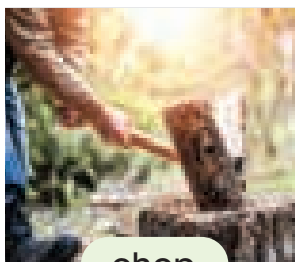
fish

4



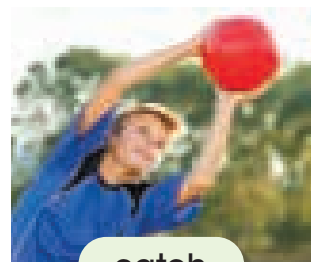
shoe

5



chop

6



catch



## 2 Listen and circle the word you hear

- 1 a ship b chip      2 a watch b wash  
3 a cash b catch    4 a chop b shop



## 3 Listen and complete the words with *sh*, *ch*, or *tch*

- 1 \_\_eep      2 ca\_\_      3 wa\_\_      4 lun\_\_  
5 \_\_op      6 di\_\_es      7 wa\_\_      8 fi\_\_  
9 tea\_\_er    10 \_\_op      11 ki\_\_en    12 rea\_\_



## 4 Listen, read, and repeat

- 1 Shelley shopped for a sheep, a fish, two shoes, one shirt, and three shells.  
2 Charlie ate chicken, cheese, and chips while he reached for a watch in the kitchen.

# LESSON 4 WRITING: A BIOGRAPHY

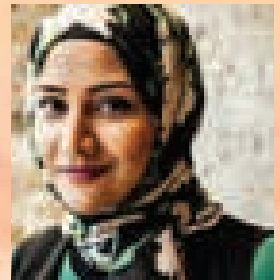


- 1 Read Fareeda Hassan's biography. How many cities participated in the "Youth Give Back" event?

## Fareeda Hassan: A Biography

### Early Life

Fareeda Hassan was born in Alexandria in 1994. As a child, Fareeda helped her mom buy her elder neighbors' shopping.



### Volunteering at School

Fareeda started preparatory school in 2006. Here, she participated in her first volunteer event. She and a team of volunteers did a beach clean-up. In 2010, she organized her first charity event delivering food boxes to families in the community.

### The University Years

In 2012, Fareeda went to university to study social sciences. Here, she organized a fundraising event to raise money for a new playground.

### Working in Charities

In 2017, Fareeda started her first job as a community volunteer leader in Cairo. Since then, she has helped many people. In 2020, she led a "Youth Give Back" project in six cities in Egypt. It was so successful that she won the "2020 Community Worker" award. Today, she runs a charity for children.

- 2 Read the biography again and answer the questions

1 How did Fareeda help her neighbors when she was a child?

\_\_\_\_\_

2 What was her first volunteer event at preparatory school?

\_\_\_\_\_

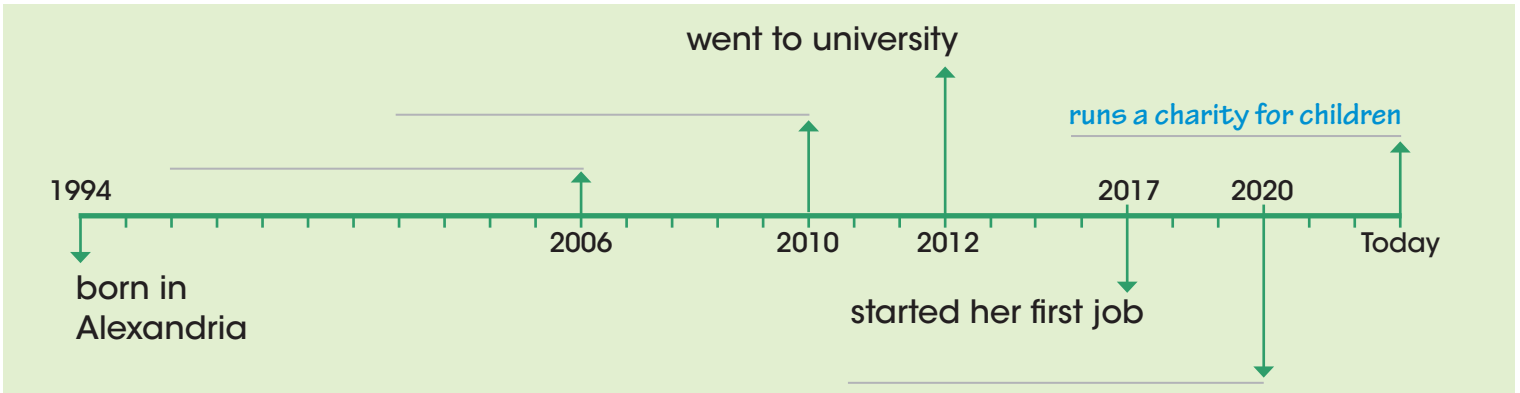
3 What did she study at university? \_\_\_\_\_

4 What award did she win? \_\_\_\_\_

## Tip!

When writing a biography, it helps to make a timeline of events, starting from the date of birth. Add important events and their dates to the timeline. This helps you organize the information in the correct order.

### 3 Read the biography again. Complete the timeline



### 4 Plan a biography for Fares Shawky. Create a timeline in your notebook using the information below

- **1996** born in Cairo
- **2008** started preparatory school
- **2008** volunteered in charity car wash
- **2014** went to university
- **2022** first job as a charity fundraiser
- **Today** runs a children's charity in Luxor

### 5 Make notes using the timeline and your own imagination. Use the biography in Exercise 1 to help you

### 6 Use your notes from Exercise 5 to write your biography. Write 60–80 words. Remember to:

- write the information in date order
- include events with dates
- divide the information into sections
- add headings for each section
- write in the past tense

### 7 Work in pairs. Tell your partner one thing you liked about their biography, and one thing they could improve



## 1 Read the leaflet. How can you reduce waste?



### Ways to Be a Good Citizen

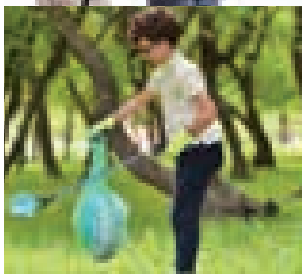
There are lots of ways you can volunteer to help your community.



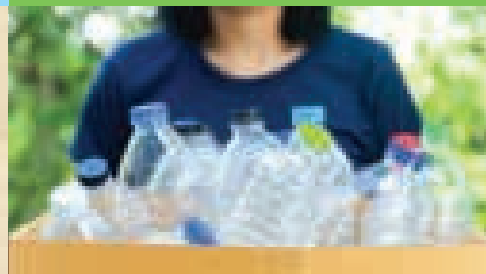
**Respect Others:** Be polite and kind to your neighbors. Help people who are old or sick. Call your neighbors to ask how you can help. You can offer to do their shopping or do jobs for them at home.

**Protect the Environment:** Reduce waste and help the environment. Don't use plastic bags or plastic bottles. If you have plastic bottles at home, recycle them.

Let's all be good citizens and make the world a better place!



**Help the Community:** Volunteer at a local charity event or help out on a community project. Volunteering isn't boring. It's interesting. You'll be surprised how much you enjoy it.



## 2 Think and plan

Make a leaflet about how to be a good citizen. Look at the headings in Exercise 1 and make notes

- What could you do for your neighbors?
- How could you help people who are sick or find it hard to get out of the house?
- What ways could you volunteer in your community?
- What could you do to help the environment?

## 3 Read and do

- 1 Decide where to put the text and how many photos you want.
- 2 Write a rough draft of the paragraphs. Check spelling, grammar, and punctuation.
- 3 Print out some photos and stick them on.
- 4 Write the final draft in the text boxes below each photo.
- 5 You can use colors and bullet points to make the leaflet interesting.

## 4 Show your leaflet to your partner

- Hold up your leaflet and point to the photos as you read.
- Answer questions and explain your ideas.

## SELF-ASSESSMENT

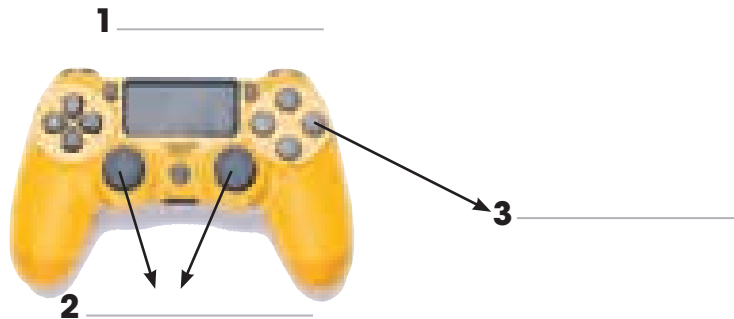
### 1 Complete the sentences with the words in the box

donate look after participate volunteer

- \_\_\_\_\_ money to charity.
- Children who \_\_\_\_\_ in a group activity usually have lots of fun!
- \_\_\_\_\_ a child.
- We \_\_\_\_\_ to help in the community service project every year.

### 2 Look and label the pictures

controller  
button  
joysticks



### 3 Make the adjectives into adverbs. Write the correct words

- Dalia was late so she ran to school very (quick). \_\_\_\_\_
- Soha closed the window (quiet), as everyone was asleep.  
\_\_\_\_\_
- Youssef is fantastic at football and plays very (good). \_\_\_\_\_
- Tarek saw his friend dropping litter and shouted (anger).  
\_\_\_\_\_

### 4 Circle the correct word

- Hoda isn't very **good** / **slow** at basketball but is getting better with practice!
- Donia learned how to play chess **quick** / **well**.
- My friend Sherif plays volleyball very **good** / **well**.
- Gameela **gently** / **gentle** picked up the cat.
- Nagwa and Lama played **happy** / **happily** in the park for an hour.

### 5 Think about Unit 11. Write in your notebook

Write two things you enjoyed and two things you learned.

UNIT  
**12**

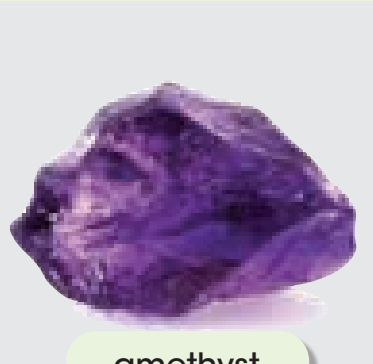
**FICTION READER:**  
**ATEMU AND AMETHYST**



**BY JENNY FARMER**  
**ILLUSTRATED BY MATT WARD**



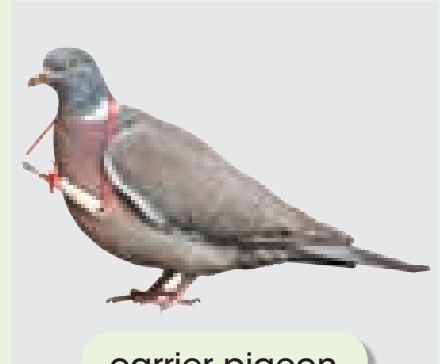
# PICTURE DICTIONARY



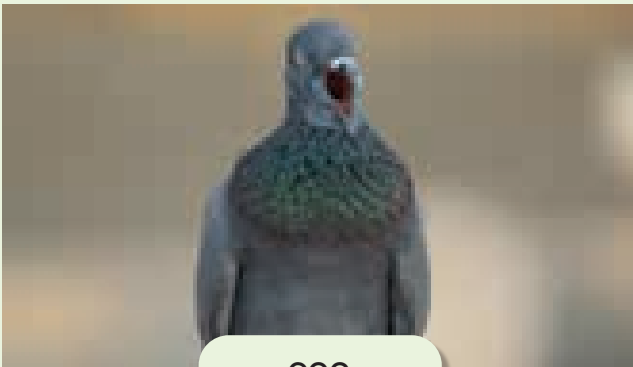
amethyst



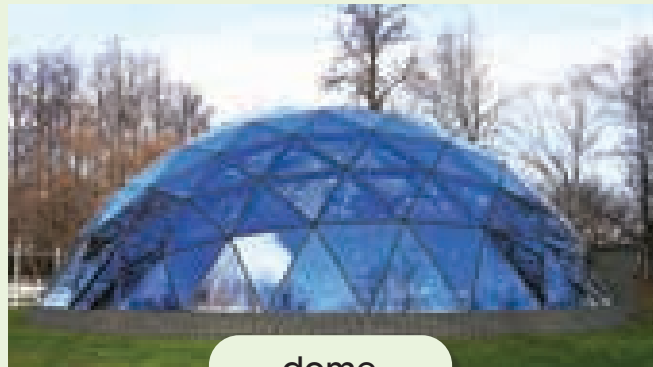
carpenter



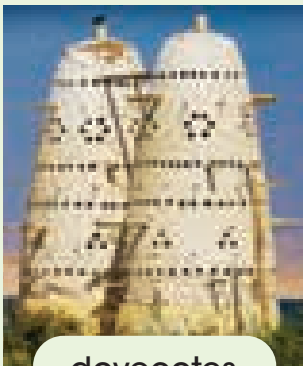
carrier pigeon



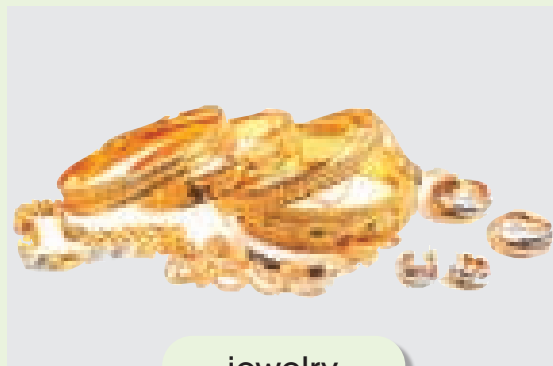
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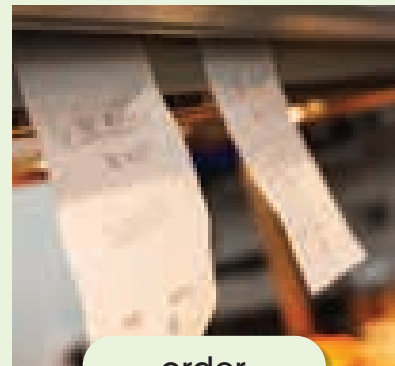
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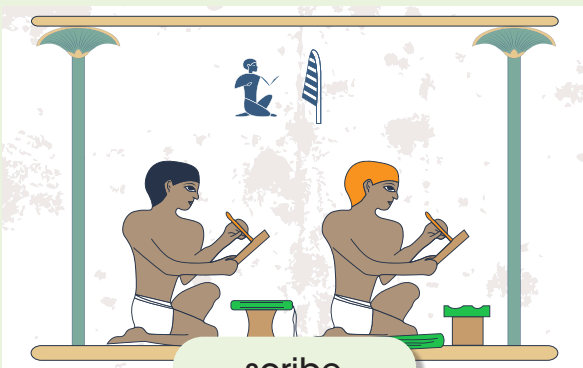
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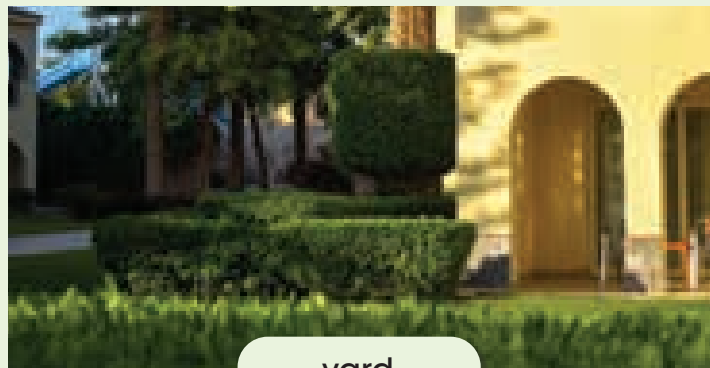
jewelry



order



scribe



yard



Once upon a time, a long, long, time ago, a boy called Atemu lived in the Nile Delta. His home was in a small village, and he lived with his parents and his big sister, Nedjem. Atemu was twelve, but he didn't go to school. His father worked as a **carpenter**. He was teaching Atemu how to make things from wood.

Atemu loved animals, especially birds. He liked to watch the birds that came into his yard. Every day, Atemu gave some **grain** to the birds. He enjoyed watching them eat. Often, his sister's cat came into the yard and watched the birds, too. It sometimes jumped at the birds, but it never caught them. It was a very slow cat.



One day in October, Atemu was in the yard when he heard a strange noise. He looked up and saw something amazing. A huge **flock** of birds were flying over his village. They were coming down to a field nearby.

"Mom! Mom!" shouted Atemu. "There are so many birds! Can I go and see them?" His Mom came out of the house and looked. "Wow!" she said. "Yes, you can go." She filled a bowl with grain. "Here, you are," she said kindly. "You can take this for them."



When Atemu got to the fields, he couldn't believe his eyes. There were thousands of birds. Every one of them was light gray, with shiny green feathers on its neck and purple feathers on its chest. They were beautiful! They called to each other with a long "whoo" sounds.

Atemu threw the grain to the birds. They ate it hungrily. Then, suddenly, they flew into the sky again. Atemu watched them go.



Then he noticed a bird at his feet. It was looking at him. "Coo, coo, coo, coo," it went.

"I don't have any grain for you, bird," said Atemu.

"Coo, coo, coo, coo," went the bird.

The noise was different from the other birds. It looked different too. First, it was bigger. The other birds had yellow **beaks**, but this bird's beak was dark gray. This bird also had stripes on its wings. Atemu could see something strange on its leg, too.

Just then, Atemu heard his mother calling him.

Atemu started walking quickly, but he could hear the bird behind him. It was **following** him!

"Why don't you fly with your friends?" said Atemu, but the bird just cooed.



When Atemu got to his yard, the bird came in after him. He watched it while he cleaned vegetables for dinner.

Then he saw Nedjem's cat. It was watching the bird, too.

Suddenly, the cat jumped on the bird! But the bird didn't fly away.

Nedjem ran and picked up the cat.

"You should catch rats and snakes, not birds!" she said.

"What's wrong with that bird? It can't fly," said their mother. "Is it hurt?"

"Maybe!" said Atemu. "It didn't fly with the other birds." Atemu

walked to the bird. When he touched its left wing, it made a quiet sound.

"I think its wing is hurt," said Atemu.



When Atemu's father came home, Atemu showed him the bird. "It has a hurt wing, and there is something on its leg."

"Poor bird!" said his father. "What is that?" He took the object from the bird's leg.

It was a very small wooden box. Atemu's father opened it. A piece of papyrus paper was inside.

"It's a message!" said Atemu's father. "This bird is a **carrier pigeon**."

"What's a carrier pigeon?" asked Atemu.



"It's a bird which carries messages," said his father. "Important people in the city keep pigeons. The pigeons learn where they live. Then people take the pigeons to new places. When there is news from that place, they attach the message to the pigeon. It flies home and carries the message. That's why they're called carrier pigeons."

"That's very clever!" said Atemu. "So, what does this message say?"

"I don't know," said his father. "I'll take it to my friend, the scribe."



Atemu looked after the pigeon. He made it a high table which the cat couldn't jump onto.

He gave it water and grain and talked to it. The pigeon cooed back happily.

Atemu's father went to the city. Three days later he came home.

"Did you speak to the scribe?" said Atemu.

"Yes," said his father. "The message was for a jewelry **merchant** in the city, Mr Akhon. I took him the message, and he was very happy! It was an **order** for a lot of gold

jewelry from the capital city. It was very important for him."

"Mr Akhon also wants his pigeon. We'll take it to him next week."

"Yes, father," Atemu said quietly.

For the next week, Atemu looked after the pigeon. The pigeon started to fly again. Every morning, it flew to the roof where Atemu slept and cooed to him. Atemu was very happy to have a new pigeon friend.

"I don't want you to go home," he said to it quietly.



The next Sunday, Atemu and his father got into their boat to go to the city. The pigeon sat on Atemu's shoulder.

Atemu was excited because it was his first trip to the city, but he was also sad. It was his last day with the pigeon.

But he forgot about that when he saw the houses of the city. There were so many and some of the houses were very big! Some houses had white **domes** with many small holes in the yard or on the roof.

"What are they?" asked Atemu.

"Those are **dovecotes**," said Atemu's father. "Dovecotes are special houses for pigeons."

Finally, they arrived at a large house. "We're here!" Atemu's father said.

A smiling man came to meet them. He was wearing a lot of jewelry. Atemu knew it was the merchant.

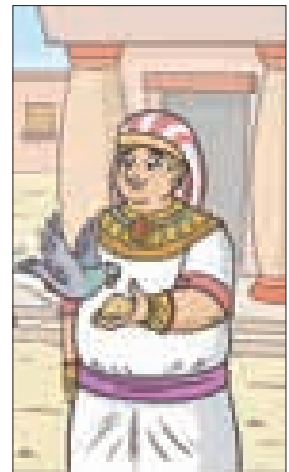
"Welcome to my home!" Mr Akhon said. "Thank you so much for finding my message. It was from my most important customer. And thanks for looking after my pigeon. Her name is **Amethyst** - because her feathers are the same color as these purple stones. She is my best bird!"

"She was hurt," said Atemu.

"I see," said the merchant. "Can she fly now?"

"Yes," said Atemu. "She's much better."

"Come with me then. I'll show you where she lives."



Atemu and his father followed Mr Akhon into his yard. At one side, there were three tall dovecotes. "My birds will come home soon," the merchant said.

"How many do you have?" said Atemu.

"Oh, a lot," said Mr Akhon. "They have a lot of babies, so I don't know exactly."

Atemu looked into a dovecote. He could see some baby birds. "They're so cute!" Atemu said.

"It's time to go, son," said Atemu's father. "Say goodbye to the bird."



"Goodbye Amethyst," said Atemu, softly. He touched her purple feathers, and she cooed. He was very sad, but he tried to smile.

The merchant was a kind man. He spoke to Atemu.

"You say Amethyst got well again, but she didn't fly home."

"Yes" said Atemu.

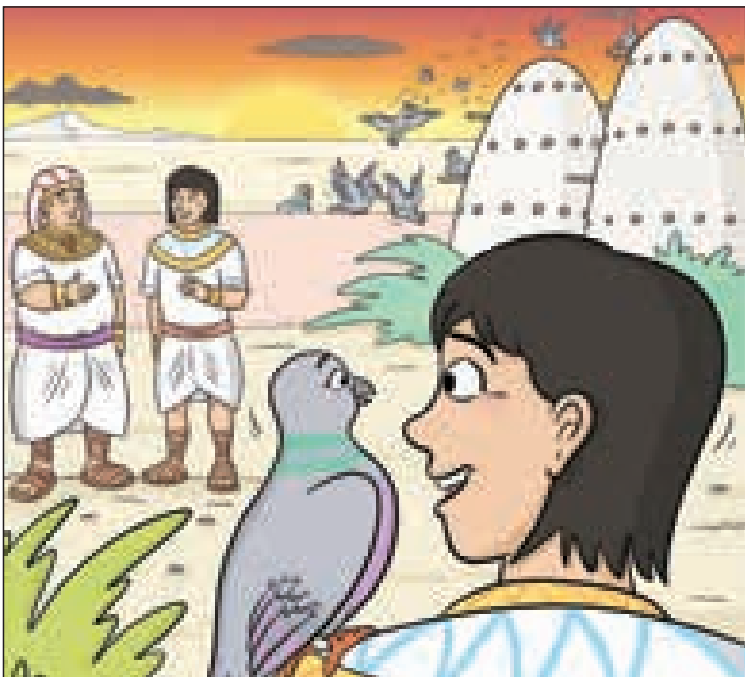
"Well, I think she'll be happy to stay with you now."

"Oh wow!" said Atemu. "Thank you so much." He looked at Amethyst, and she jumped onto his shoulder.

"She'll need a small house," said Mr Akhon.

"I can make one!" said Atemu. "I'm learning to be a carpenter."

"I'll help you," said his dad.



On the boat home, Atemu's father said. "Mr Akhon is a very good man. He gave you his best bird!"

Atemu said. "Yes. How can I thank him?"

"You could ask the scribe to write a thank you letter for you," said his father.

"Good idea!" said Atemu! "And Amethyst can take it to him!"



## LESSON 1

## 1 Circle the correct answer

- 1 What is the story mainly about?  
 a a cat that can't catch birds                      b a boy who loves birds
- 2 When and where did the story happen?  
 a in the Nile Delta, in Ancient Egypt              b in Cairo, a few years ago

## 2 Put the story events in the correct order

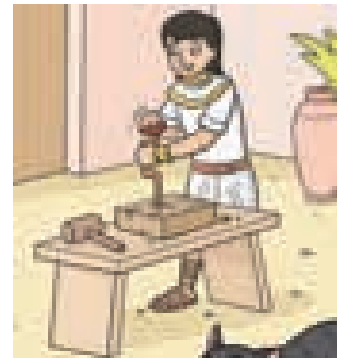
- a Atemu had never been to the city.  
 b Atemu fed the huge flock of birds some grain.  
 c Atemu gave the bird and message to Mr Akhon.  
 d The bird had a box on its leg. It was a carrier pigeon.  
 e One bird had a gray beak. Its wing was hurt.  
 f Atemu made a table for the bird.  
 g Mr Akhon gave Amethyst to Atemu.

3 What did you learn about Atemu and his family? Write and answer *T* (True) or *F* (False)

- 1 Atemu lives in a big town.  
 2 Nedjem is Atemu's older sister.  
 3 Atemu is ten years old.  
 4 Atemu goes to school.  
 5 Atemu's father makes things from wood.  
 6 Atemu has a cat.



## 4 Match the verbs from the story with the past simple form

- |         |          |
|---------|----------|
| 1 give  | a flew   |
| 2 come  | b threw  |
| 3 catch | c came   |
| 4 hear  | d ate    |
| 5 throw | e caught |
| 6 eat   | f gave   |
| 7 fly   | g heard  |





### 5 Complete the paragraph with the past simple form of the verbs

Atemu loved birds. Every day, birds **1** \_\_\_\_\_ (come) into his yard, and Atemu **2** \_\_\_\_\_ (give) them grain. His sister's cat watched the birds, too, but it never **3** \_\_\_\_\_ (catch) them. One day, Atemu **4** \_\_\_\_\_ (hear) a strange noise in the sky. A lot of birds were flying into a field near his home. Atemu went to the field and **5** \_\_\_\_\_ (throw) grain to the birds. The birds **6** \_\_\_\_\_ (eat) the grain and then **7** \_\_\_\_\_ (fly) away. But one bird was different. It stayed on the ground.



### 6 Write three sentences about the story using verbs from Exercise 5 with the past simple form

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



### 7 Complete the paragraph. Check your answers in the story

All of the birds were light gray, with green feathers on their **1** \_\_\_\_\_ and **2** \_\_\_\_\_ feathers on their chests. But one bird was a little different. It was **3** \_\_\_\_\_ than the other birds. They had **4** \_\_\_\_\_ beaks, but its beak was **5** \_\_\_\_\_. It also sounded different. The **6** \_\_\_\_\_ the other birds made was a long "whoo", but it went "coo coo". It had **7** \_\_\_\_\_ on its wings, but they didn't.



### 8 Work in pairs. Think and discuss

- 1 Why do you think the bird stayed with Atemu?
- 2 Why do you think carrier pigeons were needed?
- 3 What do you think will happen next in the story?

## LESSON 2

## 1 Answer the questions

- 1 Why couldn't the bird fly? \_\_\_\_\_
- 2 What did the bird have on its leg? \_\_\_\_\_
- 3 What kind of bird is it? \_\_\_\_\_
- 4 Who is Mr Akhon? \_\_\_\_\_
- 5 What will Atemu and his father do next week? \_\_\_\_\_

## 2 Complete the sentences with the words

home leg news orders pigeons

- 1 Important people in Ancient Egypt often kept carrier \_\_\_\_\_.
- 2 Carrier pigeons can learn where their \_\_\_\_\_ is.
- 3 Carrier pigeons often carried \_\_\_\_\_ from one place to another city.
- 4 People used carrier pigeons to send \_\_\_\_\_ to merchants.
- 5 People attached their messages to the pigeon's \_\_\_\_\_.

## 3 Work in pairs. Think and say. What is happening in the pictures 1-5?

In picture 1, someone is writing an order for gold jewelry.



Yes! And in picture 2, Atemu is finding the message.



**4 Who says this in the story? Read and write the names**

Atemu Atemu's father Atemu's mother Nedjem

- 1 "I think **its** wing is hurt," \_\_\_\_\_
- 2 "**You** should catch rats and snakes, not birds!" \_\_\_\_\_
- 3 "**It** can't fly," \_\_\_\_\_
- 4 "**That's** very clever!" \_\_\_\_\_
- 5 "I'll take **it** to my friend, the scribe." \_\_\_\_\_

**5 Look at the words in bold in Exercise 4. Answer the questions**

- 1 Which two sentences are about the pigeon? \_\_ \_\_
- 2 Which sentence is about Nedjem's cat? \_\_
- 3 Which sentence is about the message? \_\_
- 4 Which sentence is about what carrier pigeons do? \_\_

**6 Complete the sentences. Check in the story**

- 1 Atemu felt both \_\_\_\_\_ and excited when he got into the boat to go to the city.
- 2 Atemu saw some big houses and some \_\_\_\_\_ from the boat.
- 3 Atemu knew Mr Akhon because he was wearing a lot of \_\_\_\_\_.
- 4 The pigeon's name was \_\_\_\_\_ because she had purple feathers.
- 5 Mr Akhon's pigeons had a lot of cute \_\_\_\_\_.
- 6 Mr Akhon told Atemu to make a \_\_\_\_\_ for the pigeon.

**7 Think and discuss**

- 1 Why did Atemu's father take the message to the scribe?
- 2 How did Atemu look after Amethyst?
- 3 Why was the message important for Mr Akhon?
- 4 Why will Atemu and his father take the pigeon to Mr Akhon?

## LESSON 3



1

**Think and discuss**

- 1 Why was Atemu sad when they went to the city?
- 2 What do you think was more important for Mr Akhon, the message or the pigeon?



2

**Check ALL the correct answers**

- 1 Why did Mr Akhon say thank you to Atemu?
  - Atemu helped his business.
  - Atemu looked after his pigeon.
  - Atemu was feeling sad.
- 2 Why did Mr Akhon give Atemu the pigeon?
  - The pigeon couldn't fly now.
  - Mr Akhon knew Atemu wanted the pigeon.
  - Mr Akhon wanted to thank Atemu for helping him.
- 3 Why did Atemu's father say Mr Akhon was a good man?
  - Mr Akhon didn't have to give Amethyst to Atemu.
  - Mr Akhon made a lot of beautiful jewelry.
  - Mr Akhon gave Amythest to Atemu.



3

**Discuss. Circle the correct answer**

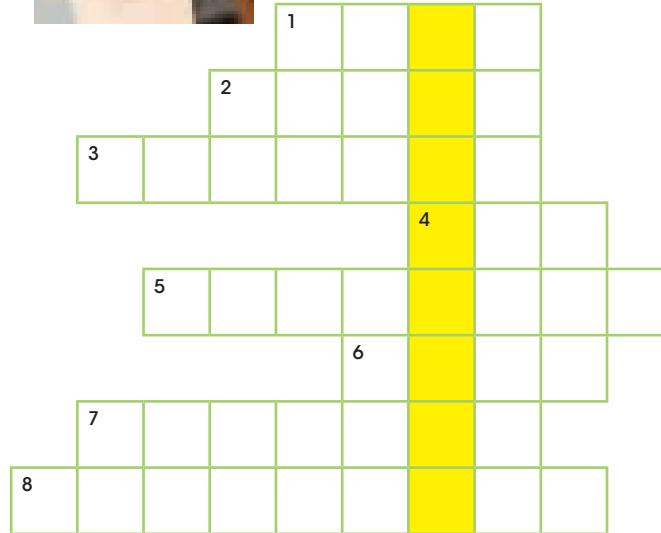
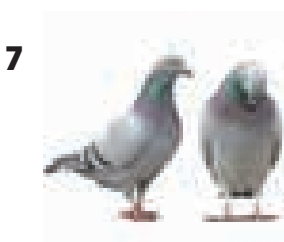
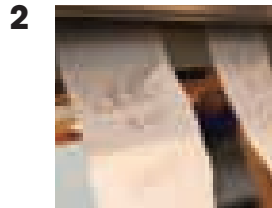
What is the moral of the story?

- 1 When somebody helps you, you should always be polite.
- 2 When somebody helps you, you should help them if you can.
- 3 When somebody helps you, you should give them a pigeon.



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

amethyst carpenter coo dome jewelry order pigeons yard



**5 Think about what happened next in the story of Atemu and Amethyst. Make notes. Think about:**

- how Atemu felt on the journey home
- what Atemu did when he got home
- what Atemu did the next day
- something funny or exciting that happened to Amethyst and Atemu

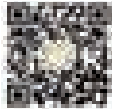
**6 Imagine you are Atemu. In your notebook, write a message for Mr Akhon. Say thank you and tell him how Amethyst is doing**

**7 Work in a group. Read your message to the group. Discuss the questions**

- 1 Do all the messages say thank you and give news?
- 2 Which news is the most interesting?
- 3 Choose one message to send to Mr Akhon. Why did you choose that message?

# REVIEW 4

## LESSON 1



### 1 Complete the sentences

accommodation real meaning habitats socialize volunteer

- 1 The character in a cartoon was not \_\_\_\_\_. The author made him up.
- 2 Proverbs have more than one \_\_\_\_\_.
- 3 When people \_\_\_\_\_, it makes them feel happy to help other people.
- 4 When you \_\_\_\_\_, you spend time with people you like.
- 5 Animals need safe \_\_\_\_\_ where they can live, find food, and look after their babies.
- 6 Holidays for eco-tourists often have simple \_\_\_\_\_.



### 2 Read the words in the box. In pairs, think of sentences similar to those in Exercise 1. Choose two words each, then share your ideas

carrier pigeon respect sustainable merchant



### 3 Choose the correct words

- 1 I am always kind **to** / **of** younger children.
- 2 My brother sometimes helps **up** / **out** at music club.
- 3 It's very important to look **out** / **after** your pets.
- 4 Last year, we decided to start **to** / **up** a free art club.
- 5 What can you give **up** / **back** to your community?



### 4 Write the words in the correct box in the table

beaches donate litter participate support sustainable

Helping others	Eco-tourism
_____	_____
_____	_____
_____	_____
_____	_____



## 5 Read and choose *a, b, or c*. Listen and check

I love going on vacation, but I think eco-tourism is a more sustainable way to travel. We learned about it in geography today and our teacher explained it really **1** \_\_\_\_\_. For example, you **2** \_\_\_\_\_ throw litter on beaches because this can make animals sick. I love watching birds and other animals in their natural habitats. However, people **3** \_\_\_\_\_ get too close to the birds, because it can make them frightened. It's important to speak and move **4** \_\_\_\_\_ when you are near wildlife.

I think people **5** \_\_\_\_\_ be careful not to damage the environment when they travel.

- |          |                  |                  |                  |
|----------|------------------|------------------|------------------|
| <b>1</b> | <b>a</b> good    | <b>b</b> well    | <b>c</b> bad     |
| <b>2</b> | <b>a</b> mustn't | <b>b</b> must    | <b>c</b> must to |
| <b>3</b> | <b>a</b> must    | <b>b</b> can     | <b>c</b> mustn't |
| <b>4</b> | <b>a</b> quiet   | <b>b</b> quietly | <b>c</b> loud    |
| <b>5</b> | <b>a</b> must    | <b>b</b> mustn't | <b>c</b> can't   |



## 6 Discuss with a partner. Then write answers in your notebook

- 1 Give some examples of how you can help your environment become eco-friendly.
- 2 Why you think it is important to live in an eco-friendly environment.

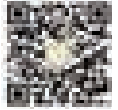


## 7 Complete the sentences with the words

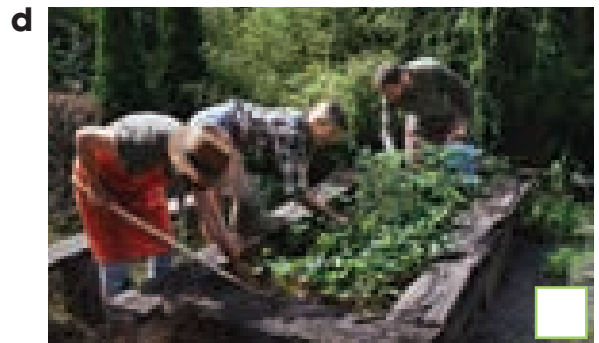
amethyst carpenter domes jewelry order pigeons yard

- 1 My uncle keeps \_\_\_\_\_ on his roof. They're his favorite birds.
- 2 Our house has a big \_\_\_\_\_ where we have barbecues in nice weather.
- 3 That \_\_\_\_\_ makes excellent wooden furniture.
- 4 \_\_\_\_\_ was a very popular stone with Pharaohs in Ancient Egypt.
- 5 If the restaurant loses your \_\_\_\_\_, you won't get any food.
- 6 People often wear \_\_\_\_\_ when they want to look good.
- 7 What's that building with big glass \_\_\_\_\_ on the roof?

## LESSON 2



## 1 Listen and number the photos



## 2 Listen again. Complete the sentences

- 1 In the community garden, they plant \_\_\_\_\_ to grow fruit and vegetables.
- 2 When children do activities that are \_\_\_\_\_, it helps them feel better.
- 3 They can buy lots of trees because they did \_\_\_\_\_ last year.
- 4 Volunteering for charity can be good for someone's \_\_\_\_\_.



## 3 Listen again and answer

- 1 How many of the charities make food that can help people?  
\_\_\_\_\_
- 2 What activities does the charity for children in hospital organize?  
\_\_\_\_\_
- 3 Where are the people planting trees today? \_\_\_\_\_



- 4 Read the story about a little red hen. What do you think the hen said to the mouse, the cat, and the dog in the end?



### The Little Red Hen

Once upon a time there was a little red hen who really liked to work. Every day she planted seeds in her beautiful garden, and waited for her plants to grow. She had three great friends: a mouse, a cat, and a dog, but all three of them were very lazy! One day, the little red hen was really tired, so she asked the mouse, the cat, and the dog to help her plant some wheat. They all said "No!" A month later, the wheat grew tall and the hen wanted to cut the wheat. She asked the mouse, the cat, and the dog, "Can you help?" They all said "No!" When she cut the wheat, the hen wanted to make some flour, but all three animals refused to help. Finally, when the hen finished all her work, she felt very hungry and she decided to bake a big chocolate cake. No one wanted to help her bake the cake, but when the mouse, the cat, and the dog smelled the delicious cake, they wanted to eat it with the hen! "Can we help you eat the cake, please, Hen?"

- 5 Check the proverb which best describes the moral of the story. Say why

- 1 As you plant, you shall collect.
- 2 All work and no play makes Jack a boring boy.
- 3 The early bird catches the worm.


- 6 Read and write **T (True)** or **F (False)**. Correct the false sentences in your notebook

- 1 The little red hen always liked to work.
- 2 Two of the three friends were lazy.
- 3 The little red hen asked for help when she was tired.
- 4 The little red hen did not have wheat in the end.
- 5 The three friends wanted to eat the cake.

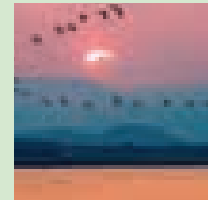
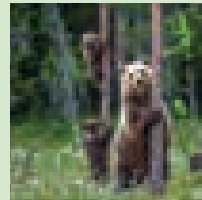
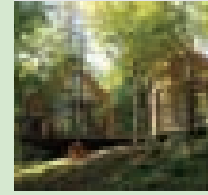
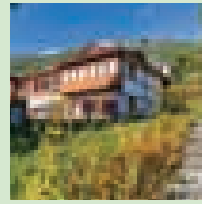

- 7 Discuss the moral of the story with your partner. Do you think the hen should share her cake? Why/why not?

# SELF-ASSESSMENT

Now I can ...

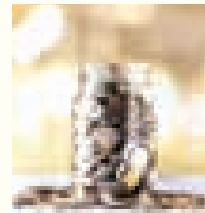
## 1 Talk about birds, eco-tourism and wildlife

- accommodation
- eco-tourism
- habitat
- migrate



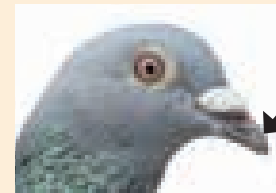
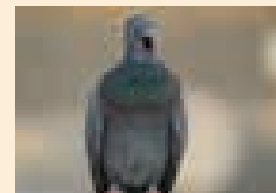
## 2 Talk about how we can help others

- donate
- fundraise
- look after
- socialize
- volunteer



## 3 Talk about carrier pigeons and what they do

- beak
- coo
- flock
- message
- pigeon



## 4 Understand word stress and say these sounds

sh

ch

tch

ship, wash

chip, teacher

kitchen, catch

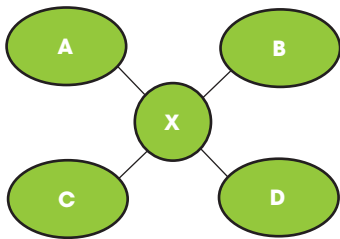
**Say words with two or three syllables**

# TERM 2 PROJECT

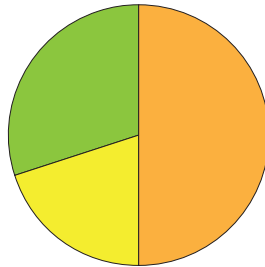
## Make a timeline of a famous person's life

**1** Look at the diagrams. Which one is a timeline? What information does a timeline show?

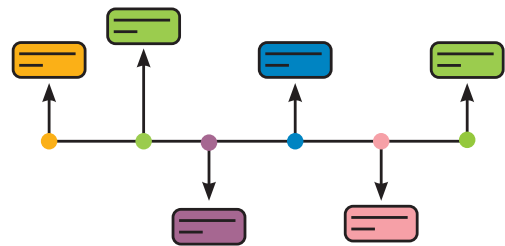
**a**



**b**



**c**



1 The timeline is \_\_\_\_\_

- 2 It shows
- A** word families
  - B** important dates
  - C** quantities of things

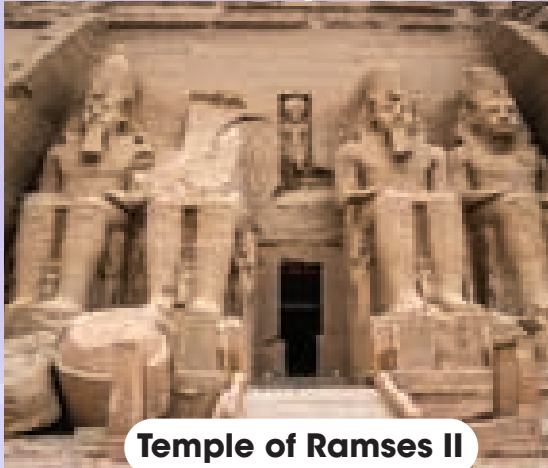
**2** Look at the picture of a famous Egyptian ruler. What do you know about him? Write *T* (True) or *F* (False). Check if your answers are correct

- 1 He was a great soldier.
- 2 He built the Pyramids at Giza.
- 3 Egypt became much bigger when he was Pharaoh.
- 4 He was very young when he died.
- 5 His tomb is at Abu Simbel.



**3** Read the information about Ramses II on page 108. Underline four important events in his life. Then write them next to the dates below

- 1290 \_\_\_\_\_
- 1279 \_\_\_\_\_
- 1263 \_\_\_\_\_
- 1233 \_\_\_\_\_



**Temple of Ramses II**

Ramses II was a great Egyptian King. When he was very young, his father Sethi became the Pharaoh of Egypt. Later on, when he was around 10, young Ramses helped his father rule the country.

By the time he was 20 years old, Ramses was a great soldier. In 1290 BCE, he became Pharaoh and leader of the Egyptian armies. He won many battles and every time he won, Ancient Egypt got more

land and became bigger and more powerful.

One of the most famous battles was the Battle of Kadesh in 1279 BCE. Ramses won and became a hero. However, sixteen years later, Ramses made peace with his Hittite neighbors. He was the first ruler ever to sign a written peace treaty.

Ramses liked building splendid monuments. His most famous temple is the one at Abu Simbel, where you can see four enormous statues of him at the entrance.

Ramses II lived to be about 90 years old. When he died around 1233 BCE, he was first buried in the Valley of the Kings, but today Ramses's Mummy is in the National Museum of Egyptian Civilization.

**4**  **Work in groups. Read the text again, and work out when these things happened**

- 1 Ramses became Pharaoh of Egypt in \_\_\_\_\_.
- 2 He signed a peace treaty with the Hittite people in \_\_\_\_\_.

**5**  **In your group, put four important dates from Ramses II's life in order (Remember we count BCE dates backwards!)**

\_\_\_\_\_

**6**  **Draw a timeline for Ramses II's life. Write the dates from Exercise 5 on it from left to right. Then write what happened under each date**

**7**  **Show your timeline to the class. Ask and answer questions about the events in the Pharaoh's life. Why is he famous?**