



# Welcome to English

Martin Bates and Jonathan Higgs



## Students' Book

General Certificate of Secondary Education

First Stage

**Egyptian International Publishing Company – Longman**  
9 Rashdan Street  
Messaha Square  
Dokki  
Giza  
Arab Republic of Egypt

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# Introduction

Dear Student,

Welcome to “Welcome to English” in the next stage of General Certificate of Secondary Education. It will help you learn more about English and use it in many different situations.

There are two books — a Students’ Book and a Workbook. Each book has got twenty units. Each unit has got several lessons.

Use the Students’ Book to learn new language. The pictures will help you. In the Students’ Book you practise listening, speaking, and reading.

The Workbook gives you more practice of the language in writing. It also practices extended listening and writing and revises what you have learned.

The story about Bill, Uncle Salim and their friends continues. There are also other stories for reading practice in lessons 7 and 8 of each unit. As in Book 1, the language of each unit is connected with a theme.

We hope you enjoy your English lessons. Good Luck!

## Course components

*Welcome to English* is a two-stage course for students studying English language at secondary schools in Egypt. The course consists of the following components:

### **Stage One**

Students' Book

Workbook

Teacher's Book

### **Stage Two**

Students' Book

Workbook

Teacher's Book

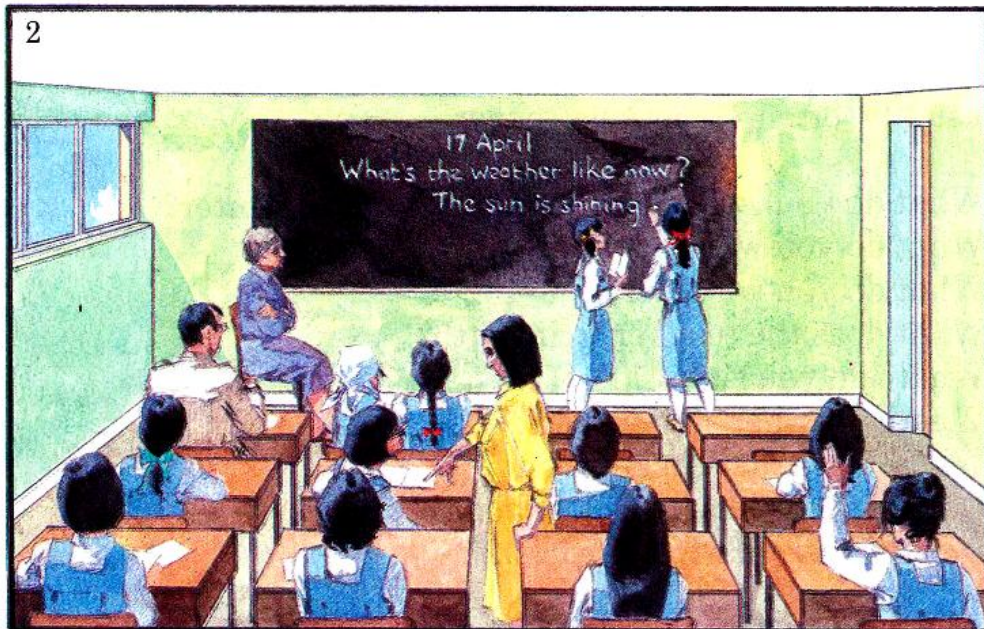
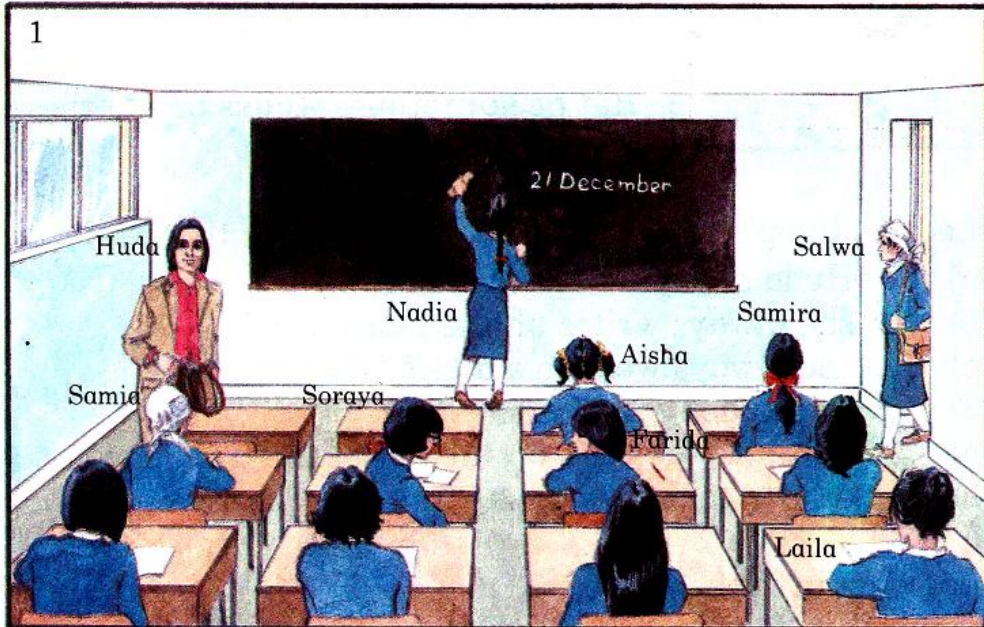


# UNIT 1 People



## Lesson 1a They're wearing winter clothes.

1 Look at the pictures. What's the difference?



2 Listen to the teacher and say: the first picture, the second picture, or both pictures.

## Lesson 2a Do you ever wear a hat?

1



Does **Bill** ever wear a **hat**?

**Yes**, he **often** wears one.

But he **never** wears one in **bed**.

He **always** wears **clothes**.

He doesn't **usually** wear a **coat** in **Egypt**.

But he **sometimes** wears one in the **winter**.

Look at the pictures on page 1. Do you think that ...

- ... Huda always stands at the front?
- ... she always writes on the blackboard?
- ... she always wears a watch?
- ... the students ever come late?
- ... Salwa always sits on the left of the front row?
- ... other people ever come into the classroom?

2 Look again at the pictures.

Then close your book and answer the teacher's questions.

3 Now talk about yourself and your class, using: always, usually, often, sometimes, never.

What do you wear in the summer? in the winter?

What do you wear on your feet?

What do you write with?

What does the teacher write with?

Where do you sit?

Where do other students sit?

Where does the teacher stand?

Do you ever clean the blackboard?

Do you ever talk to your friend?



# Lesson 3 Which do you prefer - bananas or dates? 1

1 Which do you prefer – bananas or dates?



2 I prefer dates.



3 I like **both** of them.



4 I **don't** like **either** of them.



2 Look.



a football team



a singer

Answer in English or Arabic:

Which	game football team actor flower school subject singer	do you prefer?
-------	--	----------------

## 1 Lesson 4a A conversation on the bus.

1 Look, read, listen. Then speak.

Bill: Excuse me, do you speak **English**?

Tarik: Yes; I **do**, a little.

Bill: I think you're **sitting** in **my** seat.

Tarik: Can I see your **ticket**, please?

**No. Your** ticket is **number twenty-one**.

**My** seat is number **twenty**.

**This** is **your** seat **beside** me.

Bill: Oh, I'm **sorry**. **Thank** you.

**Where** are you **going**?

Tarik: To **Cairo**. And **you**?

Bill: **I'm** going to **Cairo** too.

Tarik: **Where** are you **from**?

Are you **American**?

Bill: **No**, I'm **British**.

I come from **Britain**.

Tarik: Are you a **tourist**?

Bill: **No**, I **work** here.

Tarik: What's your **job**?

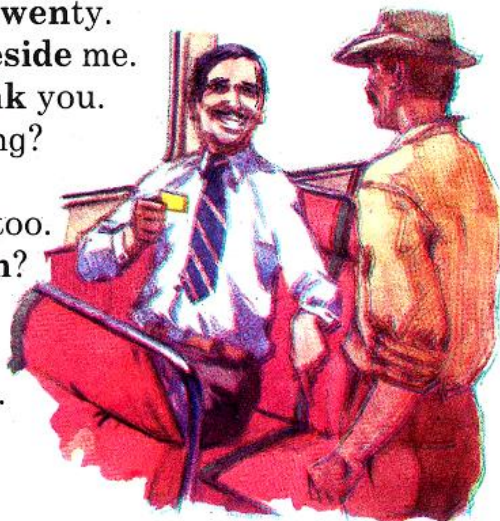
Bill: I'm a **writer**. I write **children's stories**.

I **travel** to **different places**. I **find stories**  
and I **write** them **down**.

Tarik: That's very **interesting**.

Do you **like Egypt**?

Bill: **Yes**, I **do**, very **much**.



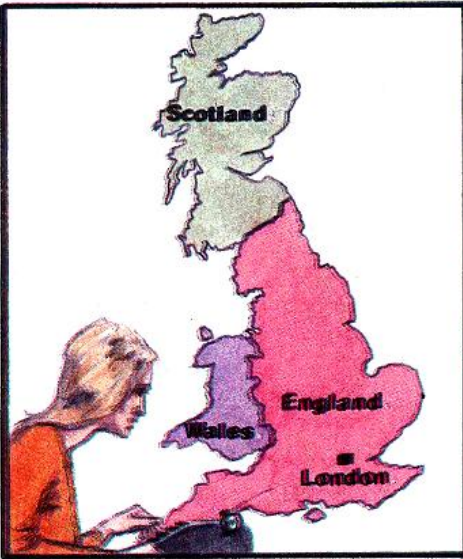
- 2 a) Where are Bill and Tarik?
- b) Who is wrong about the seats?
- c) Are they both Egyptian?
- d) Where does Tarik come from?
- e) Do they both speak English?
- f) What's Bill's job?
- g) What's Tarik's job?
- h) What does Bill do?
- i) Does he like Egypt?



## Lesson 5 She is a very busy woman.

1

1



Jenny is Bill's wife.  
She is British too.  
Her family comes from  
Scotland.  
Scotland is a part of Britain,  
north of England.

Jenny is a tall woman with  
long hair.  
She was born in 1952.  
She has got two young children,  
called Lucy and Tim.  
She looks after them at home.  
Sometimes she works in an  
office as a secretary. She is a  
very busy woman.

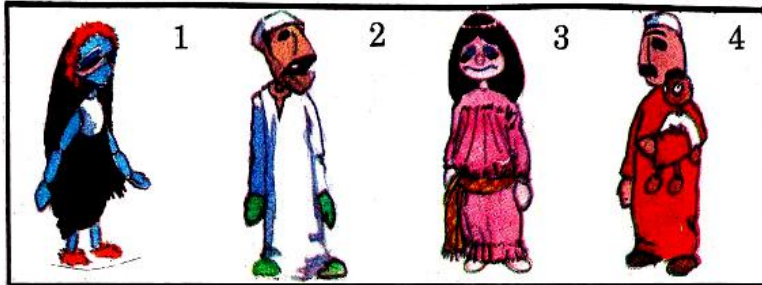
- Where does Jenny's family come from?
- Where is that?
- What is Jenny like?
- How old is she?
- What is her job?
- Why is she very busy?

2 Who are these people from Book 1?

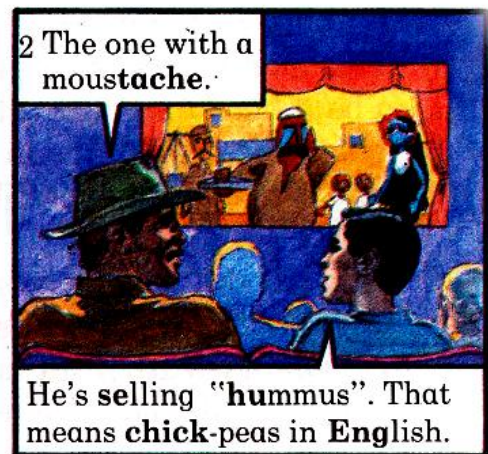
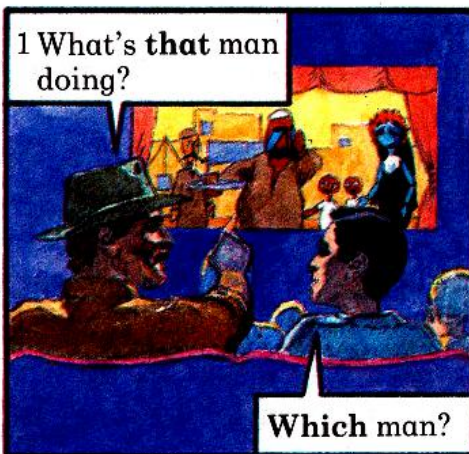
- This man is a friend of Salim's. He works in a theatre.  
He acts with puppets.
- This man comes from the Delta. He is a short man with  
a bald head and a moustache.
- These old people live in England. They have got a son  
who is living in Egypt. They have got a dog called  
Rory.
- This woman has got a brother called Said. She usually  
wears a uniform, because she is a nurse.
- This man is rather fat and not very young. He often  
wears a white cap. He has got a cat called Mishmish.

## 1 Lesson 6 “El Laila El Kebira”.

- 1 Welcome to Sabry’s puppet theatre. Can you see these puppets?



- a) There are two of them. One is tall with a big head and a black moustache. He is wearing a red gallabiya and a white cap. The other is small with a round head and big eyes.
- b) This puppet is wearing a pink dress with a yellow scarf round the middle. She has got a round face, a round nose and a blue mouth.
- c) This puppet has got a blue face and black eyes. She has orange hair.
- d) This puppet is wearing a white gallabiya and a white cap. He has got only one tooth.
- 2 Bill and his friends are at the puppet theatre.  
The play starts in the market. We see some shopkeepers.  
One of them is selling chick-peas. He talks to a woman with a small child. There is also a donkey.





## Lesson 7a The play goes on.

1

Read the story and find the pictures on this page.

a) The people cannot move, because a man with a camera is taking pictures. An old man with a stick tells him to move.



b) Next, we see a puppet theatre in the street. The puppet is called "Karagoz". A fat man on a donkey arrives in the town. The puppet laughs at him.



c) After that, we see a circus. In the circus there is a strong man and a lion. The strong man thinks he is very brave. But he is afraid of the lion. The lion stands on him. The children and the donkey laugh.



d) Then we see a man on a horse with his young son. Two men make music with a drum and a "muzmar". The horse dances. A woman in a pink dress dances too.

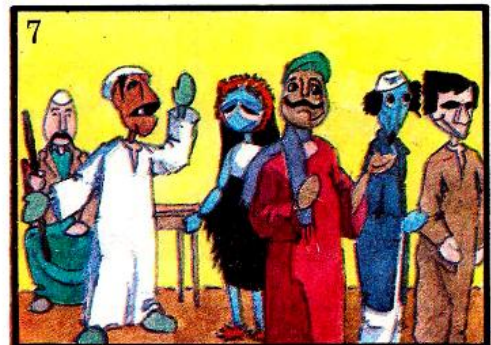
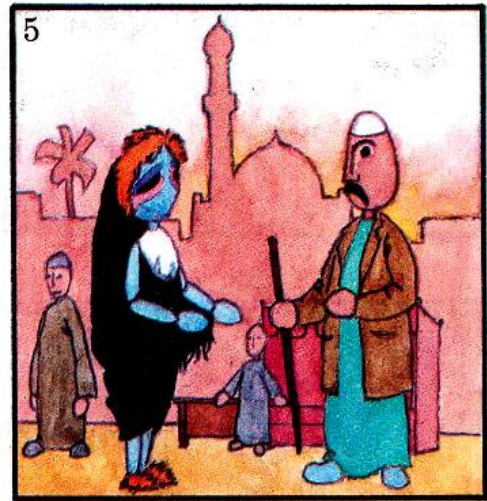


## Lesson 8a The play finishes.

e) After that, we see some people in a cafe. One of them is called Hantira. He has got only one tooth. He sings a song. The people in the cafe like the song. They listen to the song and do not drink any coffee. The man who owns the cafe is angry. He tells the people to buy his coffee or leave.

f) Then we see another cafe. Some men are dancing with sticks. They are from Upper Egypt.

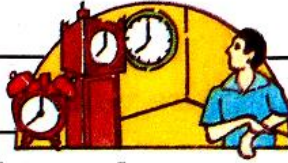
g) Finally, the play finishes. The mother in a black dress is sad, because she cannot find her child. The old man with a stick talks to her. The people start to go home. It is dawn. The muezzin says the call to prayer. The play finishes.



- 2 Pretend you are Bill at the theatre. Look at each picture. Ask "Who are these people?" "What is happening?"



# UNIT 2 Time



## Lesson 1 The days of the week.

1 Learn this rhyme and say it or sing it.



**When, when is Sunday?**  
Sunday's the **second** day,  
The **second** day of the **week**.

**When, when is Monday?**  
Monday's the **third** day,  
The **third** day of the **week**.

**When, when is Tuesday?**  
Tuesday's the **fourth** day,  
The **fourth** day of the **week**.

**When, when is Wednesday?**  
Wednesday's the **fifth** day,  
The **fifth** day of the **week**.

**When, when is Thursday?**  
Thursday's the **sixth** day,  
The **sixth** day of the **week**.

**When, when is Friday?**  
Friday's the **seventh** day,  
The **seventh** day and **last** day,  
The **last** day of the **week**.

2 Look at the dialogue. Pretend you are Hassan and answer Bill.

Bill: In **my** country, schools are open on **Monday**.

Hassan: It's the **same here**.

Bill: In **my** country, **Monday** is the **first** day of the week.

Hassan: It's **different here**. **Saturday's** the **first** day.

Bill: In **my** country, ...

- Sunday is the last day of the week.
- Shops are usually closed on Sundays.
- Schools are open from Monday to Friday.
- Some schools are open on Saturdays for games and extra lessons, but they are closed on Sundays.
- People work from Monday to Friday.

## Lesson 2a What are you going to do tomorrow?

1 Look and speak. What is Samira going to do after school next week?

Saturday	Wash my hair.
Sunday	Buy some flowers for mother.
Monday	Visit Uncle Salim.
Tuesday	Write a letter to Bill in English.
Wednesday	Mend my dress.
Thursday	Go to the puppet theatre.
Friday	Do my homework. Cook lunch.



2 Now talk about yourself. What are you going to do ...

- |                            |                 |
|----------------------------|-----------------|
| a) tomorrow?               | c) next Monday? |
| b) the day after tomorrow? | d) next Friday? |

3 Read the sentences and find the pictures.

- |                             |                              |
|-----------------------------|------------------------------|
| a) It's going to rain.      | e) It's going to snow.       |
| b) It's going to get dark.  | f) The sun's going to shine. |
| c) It's going to get light. | g) It's going to be windy.   |
| d) I'm going to sleep.      | h) She's going to leave.     |





## Lesson 3a The months of the year.

1 Look at the months and answer.



- Are they in the order of time?
- What do the colours mean?
- Which is the first month of the year?
- Which is the last month?
- Which comes first – April or May?
- Which month is it now?

2 Listen to the teacher and write the months in the order of time.

3 Bill is talking about his country again. Talk about your country.

Bill: In my country, ...

- The year starts in January and finishes in December.
- The school year starts in August or September and finishes in June or July.
- There are three school terms. The first is from September to December. The second is from January to March. The third is from April to June.
- It often snows in January.
- It sometimes rains in August.
- It is often windy in March.
- It is never hot in November.
- Farmers sow the corn in October or November.
- They cut the corn in August or September.



## Lesson 4a It's like a new puppet now, but it was old before.

1 Look and read. What is wrong with the puppet?



It has got no hair. It has only got one eye. And it has got the wrong shoes. Its clothes are old and dirty. There are holes in its shirt. There is a hole in its head too. Its fingers are broken. One of its legs is also broken.

It is a very sad puppet. But Uncle Salim is going to mend it.

Talk like this:

1. It's got no **hair**.
2. Uncle **Salim's** going to give it **new** hair.
1. Its leg is **broken**.
2. Uncle **Salim's** going to **mend** its leg.

2 Now look. It's like a new puppet. Read and complete.



It has got hair now, but it had no hair before. Its clothes are clean now, but they were dirty before. It has got a new leg now, but one leg was broken before.

After ...

- a) It has got two eyes now, ...
- b) It has got the right shoes now, ...
- c) There are no holes in its shirt now, ...
- d) There isn't a hole in its head now, ...
- 12 e) It has got new fingers now, ...



## Lesson 5 Some new words for places and things.

2

1 Look and learn. Where can you see these?



a canal



a road



some buildings



the desert



a lorry  
lorries



some hills



a horse



a cart



a train

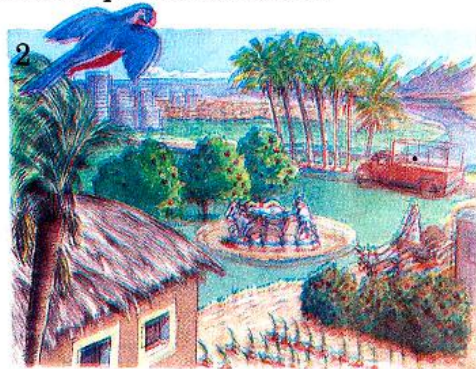


a boat

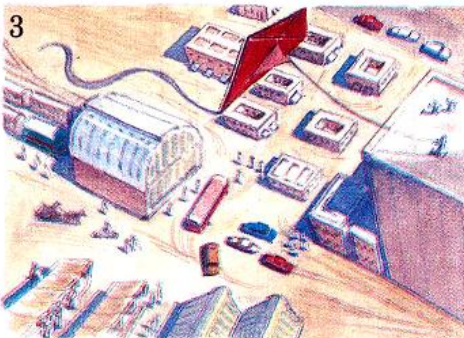
2 Look and talk about each picture. Use the questions below.



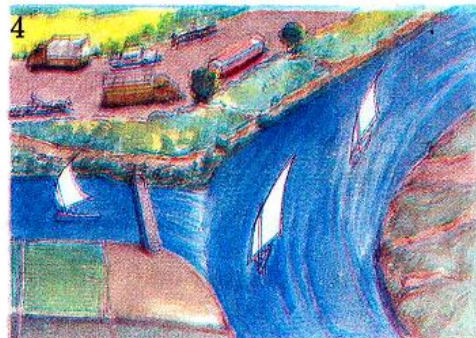
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2



3



4

- What kind of place is it?
- What can you see there?
- Can you see any ...s?

- How many ...s are there?
- What colour ...?
- Where ...?

3 Look again at the pictures and remember them well. We are going to talk about them next lesson!

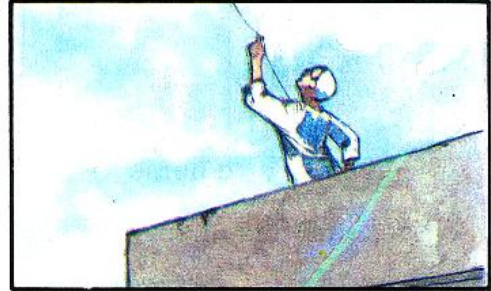
## Lesson 6a Were there any birds near the sea?

- 1 Can you remember the pictures in the last lesson? Do not look at them. Ask each other these questions.

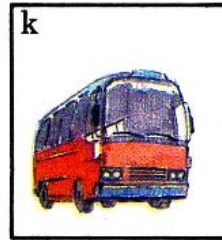
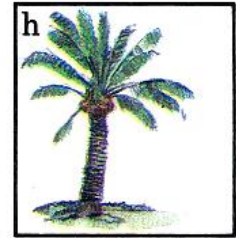


- a) Where were these camels?  
b) Were there any in the other pictures?

- c) What was in the boy's hand?  
d) What colour was it?  
e) Was anyone with him?  
f) Where were they?



In which pictures were these?  
Where were they?



- 2 True or false? Correct the false ones.

- a) The red kite had a tail.  
b) There were five cars and a lorry below the kite.  
c) The market was in the picture of the desert.  
d) There were two boats on the river and one on the canal.  
e) The boats had green sails.  
f) There were three boats on the sea too.  
g) The cart near the water-wheel had something on it.  
h) There were no trains on the railway.



## Lesson 7 Sabry and his friends are going to make a new play.

2

1 Read, look and answer.

Sabry and Bill are talking about Bill's stories and Sabry's puppets. Mohammed and Mona the puppet-makers are with them.



2



"Why don't you make a play about 'Gulliver's Travels?'" asks Bill. "Children in my country love it. It's an old story about a sailor who visits a strange country. In that country, all the people are very small, so he is a giant."

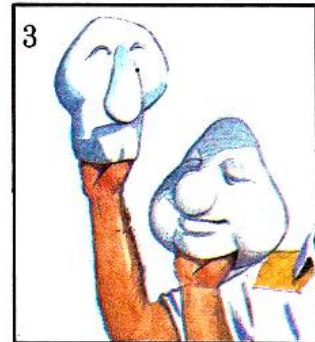
"Yes, I know it," says Sabry. "It's a good story. Do we need many puppets?"

"Well," says Bill, "you need a very big puppet for Gulliver and some very small puppets for the people of Lilliput."

"Why don't we have a real actor for Gulliver?" asks Mohammed. "Then we can use our puppets for the people of Lilliput."

"Yes," says Mona. "And we can make the puppets with soft plastic like the 'Muppets' on television. So we can give them funny faces."

So Mohammed and Mona are going to make the puppets, while Bill and Sabry write the play. And Mona is going to paint pictures of the country of Lilliput.



- What are Bill and Sabry talking about?
- What's Mona's job?
- What's the name of the story?
- Is Gulliver really a giant?
- Why is he a giant in the story?
- Are they going to use a puppet for Gulliver?
- What are they going to use for making the puppets?

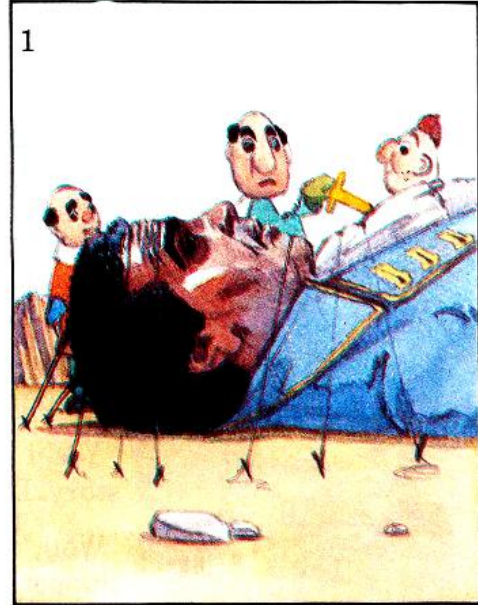
## Lesson 8a Gulliver and the little people.

- 1 Read and look. Pretend you are watching the play. What is happening in the pictures?

The puppets are ready and Sabry is acting Gulliver. Bill is watching the play with Samira and Hassan. First, Bill tells them about the story.

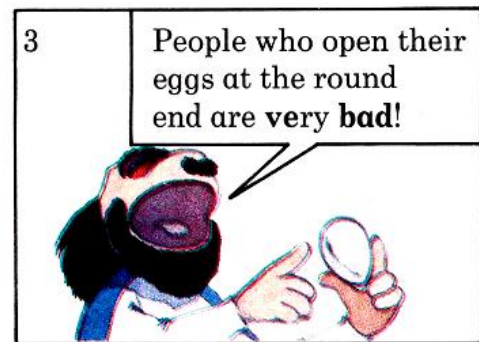
"It's about a sailor. One day his ship goes down. He swims to an island. He is very tired and he goes to sleep.

"When he wakes up, there are strange little people all around him. They think he is a giant. They tie ropes around him, but Gulliver breaks them. He thinks their swords are mosquitoes.



"The island is called Lilliput. Gulliver becomes a friend of the little people who live on it. He meets their king.

"The people of Lilliput are fighting a war with the people of another island. They are fighting about how to eat eggs. When the people of Lilliput eat eggs, they open them at the round end. The other people say this is wrong. They are very angry. So they start a war.



"The people of the other island want to fight Lilliput. But Gulliver walks in the sea and takes all their ships back to Lilliput. So they make peace."

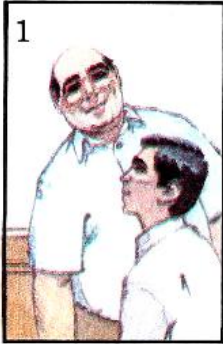


# UNIT 3 Actions



## Lesson 1 He said "Open it." So Hassan opened it.

1 Look and speak. What are they doing?



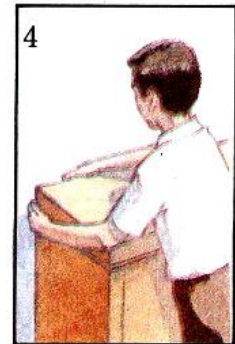
1 listening



2 opening the cupboard



3 closing it



4 pulling it away from the wall



5 pushing it back



6 moving the chair



7 opening the box



8 showing them to him

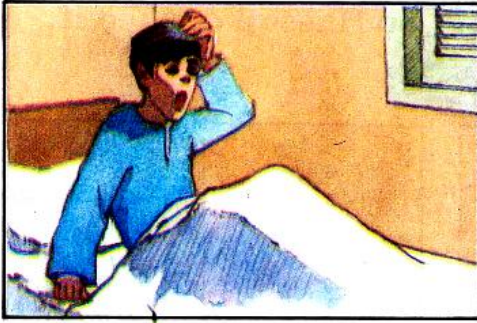
2 Read and complete.

Last week, a funny thing happened in Uncle Salim's shop. Uncle Salim said "Hassan, can you hear a funny noise?" Hassan listened. Uncle Salim said "Where is it coming from? Please look for it." So Hassan looked for it. Uncle Salim said "Open the cupboard." So Hassan opened the cupboard. But it wasn't there.

- Salim said "Close the cupboard." So Hassan ...
- Salim said "Pull it away from the wall." So ...
- Salim said "Push it back again." So ...
- Salim said "Move the chair." So ...
- Salim said "Open the box." So ...
- Salim said "Show them to me." So ...

## Lesson 2a What did you do yesterday?

1 Talk like this, using the words below:



A: What did you do yesterday?

Did you get **up**?

B: **Yes, I did.**



A: Did you fly to the **moon**?

B: **No, I didn't.**

Did you ...

walk to **school**?

fly to the **moon**?

eat **breakfast**?

eat an **elephant**?

drink **coffee**?

drink the **sea**?

wear **clothes**?

wear a **hat**?

**wash**?

clean your **teeth**?

**clean** the **blackboard**?

cook **lunch**?

write a **letter**?

go to the **theatre**?

ride a **bicycle**?

ride a **camel**?

travel in a **bus**?

travel in a **fire engine**?

use a **telephone**?

**run home**?

2 Talk like this. Give true answers, about things which you saw and places where you went.

a) 1. Did you **see** anything yesterday?

2. **Yes, I did.**

1. **What** did you see?

2. I saw (a **red lorry**).

1. **When** did you see it?

2. (In the **afternoon**).

b) 1. Did you **go** anywhere yesterday?

2. **Yes, I did.**

1. **Where** did you go?

2. I went to (the **market**).

1. **When** did you go there?

2. (In the **evening**).



## Lesson 3 Did you really fly to the moon?

1 Look at the irregular past verbs on pages 205-206. Then listen and answer like this:

1. Uncle Salim said "Go home." 2. So I went home.

2 Read what Hassan said to Samira.

"Last night, I slept and I slept and I slept. In my sleep, I saw a red bird. It flew to the moon. I heard a cat. It sang a sad song. I saw a pretty lady. She danced on the sea. I talked to a parrot. It gave me an English lesson. I rode on a camel. It was dark green and blue. I sat on a cloud. It said "Go away." I met an old farmer. He grew macaroni trees. I made a glass house. It shone like the sun. I bought a big hat. It was made of flowers."



Samira said "Did you **really** see a **red bird** which **flew** to the **moon**? ... Did you **really** see a **pretty lady** who **danced** on the **sea**?"

Ask Hassan other questions like these.

3 Read and complete:

Then Hassan said "But of **course** it was **only** a **dream**. I didn't **really** see a **red bird**. It didn't **really** fly to the **moon**. ..."

## Lesson 4a What did you see in the holidays?

1 Look. We write dates like this.

1/1/87 = 1 January 1987 = 1st January 1987

We say them like this:



The first of January,  
nineteen eighty-seven

Now say these dates:

2/11/73    3/8/49    7/7/77    15/4/05    31/12/99

2 Read and answer:

- Uncle Salim was born on 15/5/32. When were you born?
- When was your father born?
- What is the date today?
- What was the date yesterday?
- How old were you on 5/9/81?
- Where were you then?

3 Read about Hassan and Samira's holidays. Then talk about them using the questions below.

Hassan and Samira had a Holiday Workbook last summer. They wrote down things which they saw in English. Here are some of them:

How many?	What or who?	When?	Where?
1	elephant	17/8	at the circus
3	water wheels	5/7	in the fields
1	parrot	often	with Bill
1	fire engine	16/7	in the town
88	water melons	29/7	at the market
3	pyramids	4/8	in Giza

20 What did they see? How many ...? When ...? Where ...?



## Lesson 5 Said built a house last year.

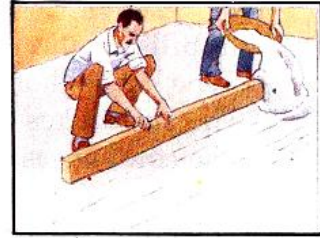
1 Look. What's happening? Learn the new words.



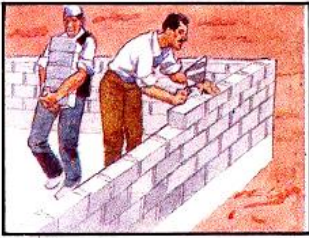
a) preparing the ground



b) building the roof



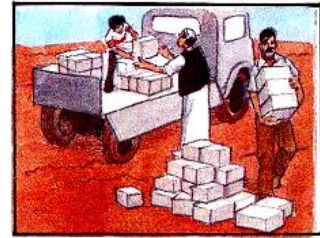
c) finishing the floors



d) building the walls



e) putting in the electric wires



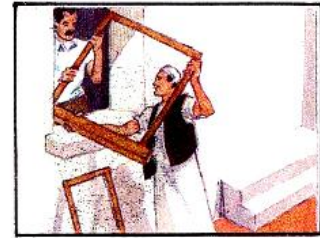
f) buying bricks



g) painting the inside and the outside



h) moving in the furniture



i) making and putting in the doors and windows

2 Picture a) happened in January. When did the others happen?

Last year, Said and his brother built a small house. It took one year. They started in January. First, they prepared the ground. Then, in February, they bought the bricks. They built the walls in March and April. In May they built the roof. In June they put in the electric wires. They made the doors and windows in July, and in August they put them in. In September they finished the floors. They painted the inside in October and the outside in November. So in December the house was ready and they moved in the furniture.

## Lesson 6a This is the house that Jack built.

1 Look, read, point and say. Learn the new words.

In Bill's country, many children know this old rhyme. It is called "The house that Jack built". It is about a farmer who sees a bird. The bird wakes a man. The man loves a girl. The girl milks a cow. The cow chases a dog. The dog chases a cat. The cat kills a mouse. The mouse eats some flour. The flour is in the house that Jack built.

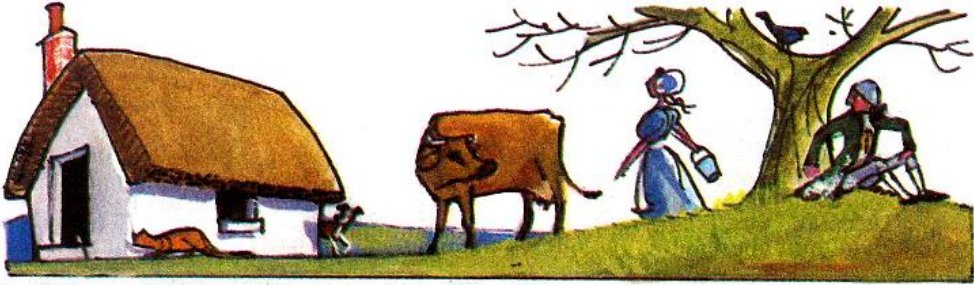


**This is the farmer sowing his corn  
That saw the bird that sang the song  
That woke the man in a dusty coat  
That loved the girl in a light blue dress  
That milked the cow with a broken horn  
That chased the dog with half a tail  
That chased the cat with yellow teeth  
That killed the mouse  
That ate the flour  
That was in the house  
That Jack built!**



# Lesson 7a This is the mouse that ate the flour ...

1 Look, complete and say the rhyme about each picture.



a) This is the house that Jack built.

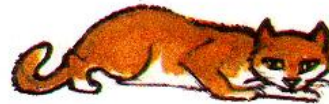
b) This is the flour that was in the house that Jack built.



c) This is the mouse that ate the flour that ...



d) This is the cat with yellow teeth that ...



e) This is the dog with half a tail that ...



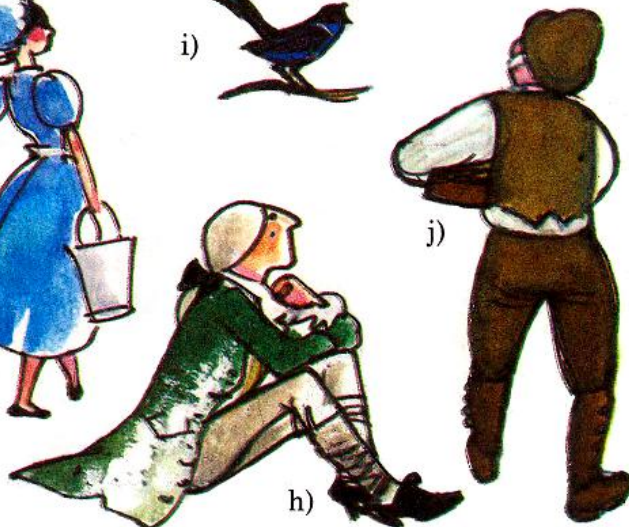
i)



g)



j)



h)

f)

## Lesson 8a The very, very big onion.

1 Here is another story in pictures. Can you complete it?

Ashraf planted an onion. It grew and it grew and it grew. It was very, very big.



a) Ashraf wanted to eat it.  
He pulled and he pulled.  
But it did not come up.



b) Ashraf called his wife. He pulled the onion and she pulled him. They pulled and they pulled. But it did not come up.



c) Ashraf's wife called his grandfather ...



d) Ashraf's grandfather called the cat ...



e) The cat called the mouse ... And it came up!



f) And then ...



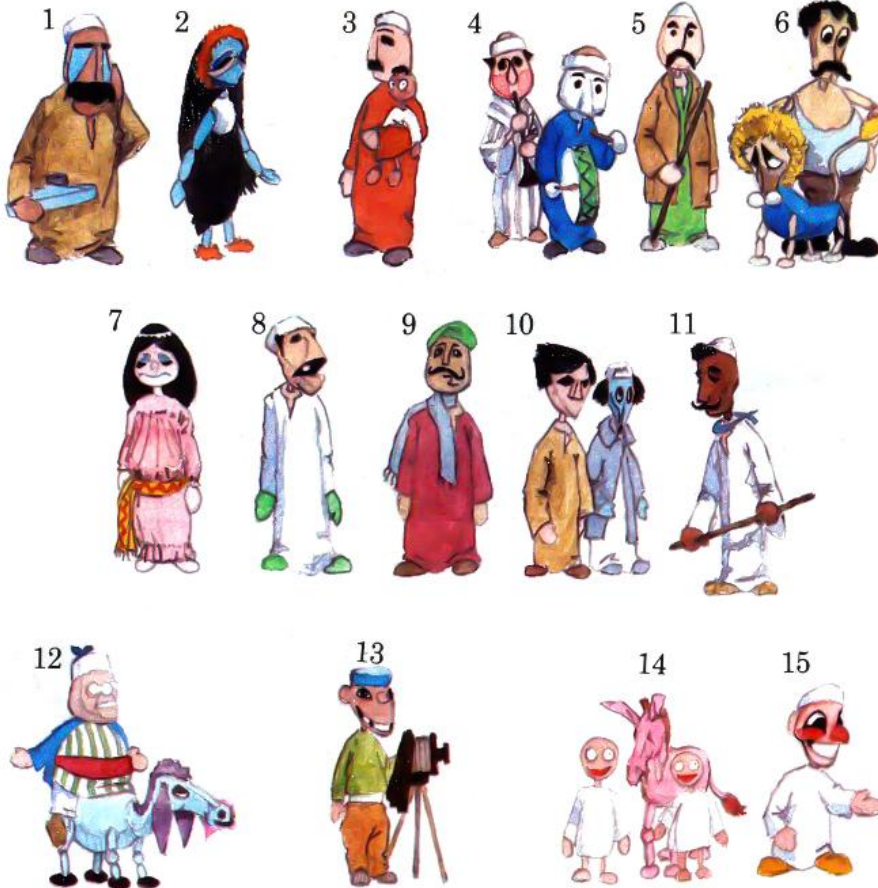
# UNIT 4 People



## Lesson 1 This is the woman who lost her child.

1 Read and find the people. Point and talk like this:

**This is the woman who lost her child.**

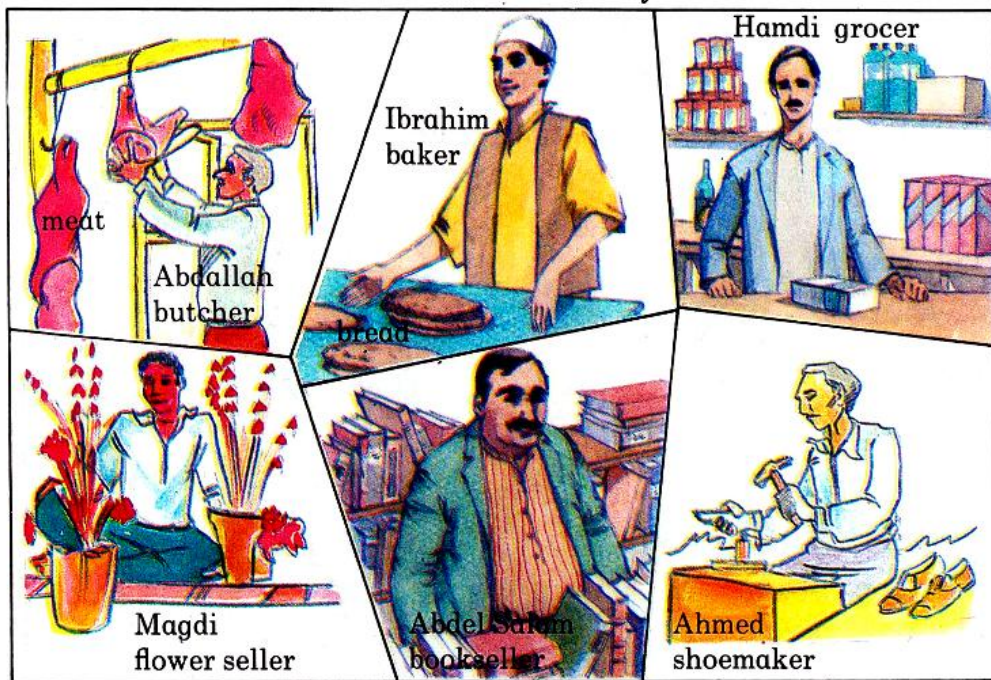


Can you remember the puppet play which we read about in Unit 1?  
Here are some of the people in it. Which is or are ...

- the man who sold chick-peas?
- the men who made music?
- the strong man who was afraid of the lion?
- the children who laughed at the strong man?
- the man who took pictures with his camera?
- the woman who danced?
- the man who sang?
- the man who owned a cafe and was angry because nobody drank his coffee?

## Lesson 2a The shopkeeper who sold meat was called Abdallah.

1 Look. What are their names? What are their jobs?



Now read and complete.

Last Thursday, Huda went to the shops. First, she went to the butcher's and bought some meat ...



Then she went to ... and bought some bread. Then she went to ... and bought some tea. Then she went to ... and bought some flowers. Then she went to ... and bought some books. Finally she went to ... and bought some shoes.

2 Talk like this about the other shops and shopkeepers.

- A butcher is someone who sells meat.
- Huda bought some meat at the butcher's.
- The shop <sup>which</sup> <sub>that</sub> sold meat belonged to Abdallah.
- The shopkeeper <sup>who</sup> <sub>that</sub> sold meat was called Abdallah.

26 e) If you want some meat, go to Abdallah's. He's a butcher.



# Lesson 3a This is for you. It's yours.

1 Read and speak. Talk about your own names.

Whose name begins with B? 1

Mine doesn't.

Mine doesn't either.

Ours begin with H in English. 2

Hers doesn't. 3

And his doesn't either. 4

Theirs begin with S in English. 5

But yours does, Bill! Your name begins with B. 6

2 Read and complete.

The postman brought some letters.  
 Hassan saw one and said "That's for me. It's mine."  
 The postman said:

Yes, this is for ...  
 It's ... 7

That's for ...  
 It's ... 8

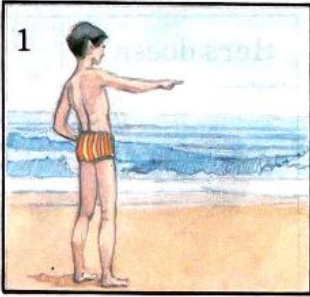
And that's for ...  
 It's ... 9

That's ... 10

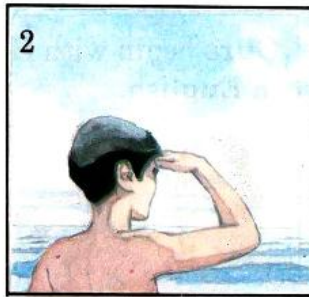
And that's ... 11

## Lesson 4a If I hit a drum, I can hear it.

1 Look at Hassan in the sea. Then complete the sentences.



"Look at the sea."



"I can see it."



"I can hear it."



"I can feel it."

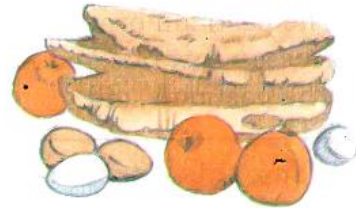


"I can smell it."



"I can taste it."

- If I close my eyes, I can't ... you.
- If I open them, I can ... you.
- If I put some food in my mouth I can ...
- If I hit a drum, ...
- If I put my hand on a flower, ...
- If I hold it near my nose, ...



2 What can they do? Talk like this:

A secretary can write letters.

- |                    |                       |
|--------------------|-----------------------|
| a soldier          | fight                 |
| a policeman        | catch fish            |
| a nurse            | sing songs            |
| an actor           | give you medicine     |
| a singer           | teach English         |
| a driver           | control the traffic   |
| an English teacher | cook dinner           |
| a farmer           | drive cars            |
| a fisherman        | grow corn             |
| a cook             | act in plays or films |





## Lesson 5 I can see myself. She made it herself.

4

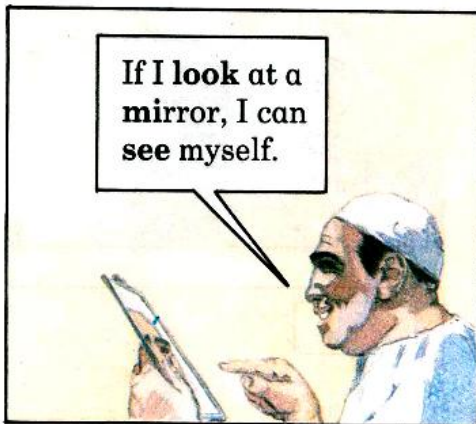
1 Complete the sentences with these words:

myself  
yourself

herself  
himself

itself  
ourselves

yourselves  
themselves



- a) If you look at a mirror, you ...
- b) If you and your friend look at it, you ...
- c) If Huda looks at it, ...
- d) If Salim looks at it, ...
- e) If Salim's cat looks at it, ...
- f) If Hassan and Samira look at it, ...
- g) If Bill and I look at it, ...

2 Read and complete:



Laila did not want to buy a cake, so she made one herself.

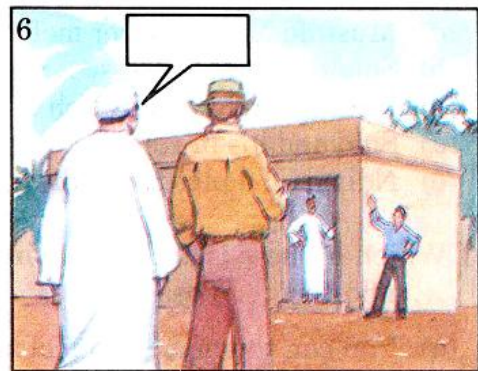
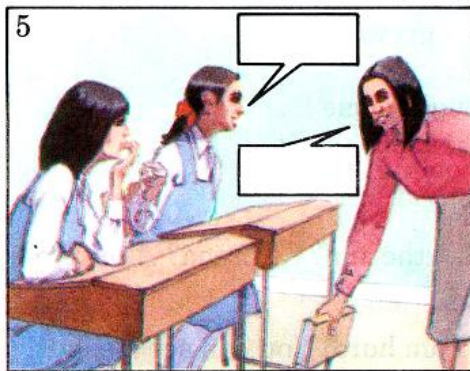
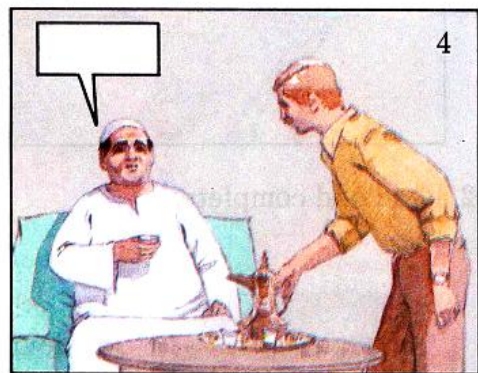
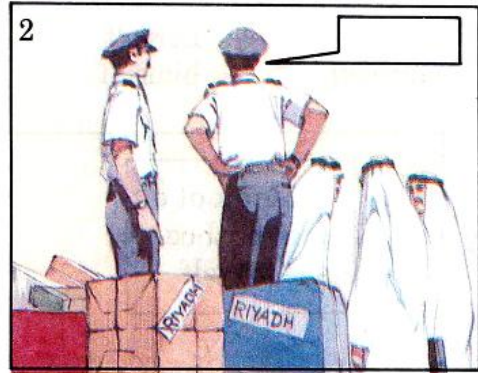
- a) Mustafa ... any water melons ... grew some ...
- b) Samia ... a new dress ... made ...
- c) Ibrahim and I ... any fish ... caught some ...
- d) Said and his brother ... a new house ... built ...
- e) Naima ... a picture ... drew ...

3 Which of these is about the wind? ... the sun? ... bread? ... music?  
... a flower? ... glass?

- a) You can touch me and feel me. I am hard. You can see me, but you can also see things on the other side of me.
- b) You can hear me. I am good to listen to. You can't see me, but you can see where I come from.
- c) You can see me. You can't touch me but you can feel me.
- d) When I am new you can feel I am warm. You can smell me. I smell good. And you can taste me, of course.
- e) You like to look at me and smell me.
- f) If I am strong, you can hear me and feel me. You can't see me. But you can see the trees move because of me.

## Lesson 6a Who said "Help yourselves"?

1 What are they saying? Listen and match.



Who said these things?

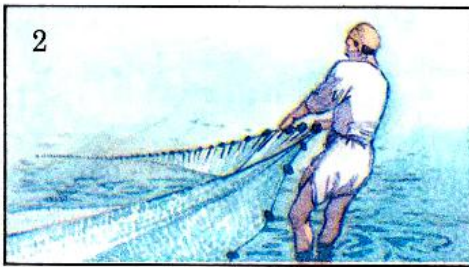
- "Can we **help** you?" "No, **thanks**. We can **mend** it ourselves."
- "**This** coffee isn't **mine**! It **hasn't** got any **sugar**. Is it **yours**?"
- "**Here** you are. **Help yourselves**."
- "I think **these** things are **theirs**."
- "They **built** it themselves."
- "She can't **find** her **book**." "Is **this** hers?"



## Lesson 7 Ibrahim's story.

1 Look, read and answer.

Uncle Salim's father is called Ibrahim. When he was a young man, he was a sailor. He often talks to Bill about his travels.



He was born in 1900. His father was a fisherman.

He lived in a town with a port. He often watched the ships. When he was 12, he left school. He worked on fishing boats. When he was twenty, he became a sailor.



When he was thirty, Ibrahim married. His wife was called Suad. They had five children. One of them was Salim, of course. Suad died when Ibrahim was sixty-five. Now Ibrahim lives alone, but he has many friends.

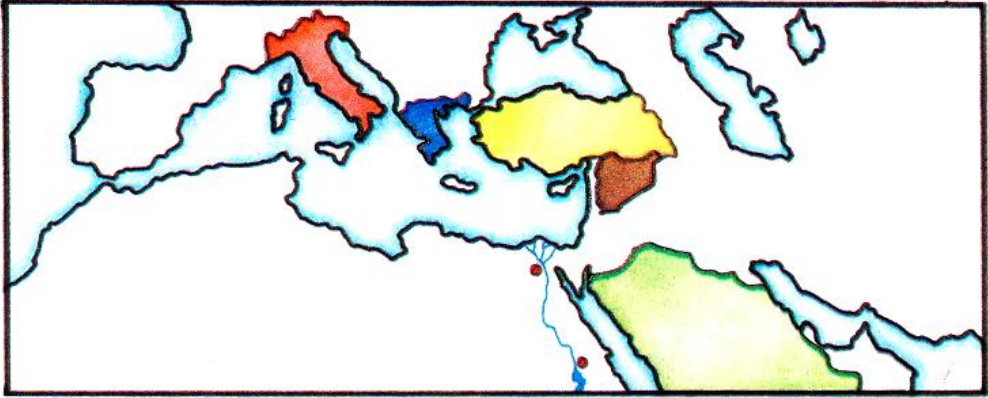
- a) How old is Ibrahim?
- b) When was he born?
- c) When did he leave school?

- d) When did he become a sailor?
- e) When did he marry?
- f) When did his wife die?

4 Lesson 8a Some of the people Ibrahim met.

1 Read and find the places on the map.

At one time, Ibrahim worked on a boat which went between Cairo and Aswan. Then he went to Saudi Arabia. Later he went to Syria, to Turkey, to Greece and to Italy.



2 Here are some of the people Ibrahim met on his travels. Ask and answer these questions about each one:

- a) What were their names?
- b) What were their jobs?
- c) Where were they from?
- d) When did Ibrahim meet them?



1933 - Hassan  
an Upper Egyptian  
cook



1935 - Suleiman  
an Arabian fisherman



1938 - Lulu  
a Turkish singer



1938 - Mustafa  
a Syrian shopkeeper



1940 - George  
a Greek soldier



1945 - Maria  
an Italian teacher



# Revision

It's I'm The sun's	going to	rain do my homework (tomorrow). shine
--------------------------	----------	---

The	school year	starts	in September.
-----	-------------	--------	---------------

On the seventeenth of July Hassan saw an elephant at the circus.

This is These are	the	house woman children	{ that which } { that who }	Jack built. lost her child. laughed.
----------------------	-----	----------------------------	--------------------------------------	--

The shop	that which	sold meat belonged to Abdallah.
----------	---------------	---------------------------------

The shopkeeper	who that	sold meat was called Abdallah.
----------------	-------------	--------------------------------

This is for	me. you. her. him. us. them.	It's	mine. yours. hers. his. ours. theirs.
-------------	---	------	--

If	I you she he we you they	look looks look	in a mirror,	I you she he we you they	can see	myself. yourself. herself. himself. ourselves. yourselves. themselves.
----	--	-----------------------	--------------	--	---------	--

If I listen, I can hear it.

# Revision

Which do you prefer - oranges or dates?

I prefer oranges

Does Bill ever wear (a hat)?

He	always usually often sometimes never	wears		(a hat).
	doesn't	often usually	wear	

Its

leg was broken.  
clothes were dirty.

It had no hair.

There

was  
were

a boat  
two boats

on the canal.

He said "Open it." So I opened it.

What did you do (yesterday)?

Did you fly to the moon?  
eat?

No, I didn't.  
Yes, I did.

What  
Where  
When  
How  
How long

did you  
did it

see?  
go?  
go?  
come?  
take?

(I came by bus).

She went to the

She bought some meat at the

butcher's

and bought some meat.

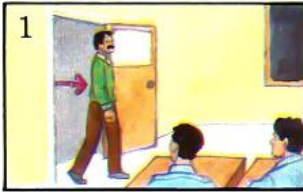


# UNIT 5 Place



## Lesson 1 It flew through the door and into the room.

1 Look, speak and point.



through the door



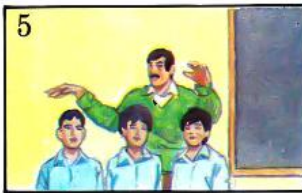
into the room



out of the room



across the room  
(from one side to the other)



over our heads



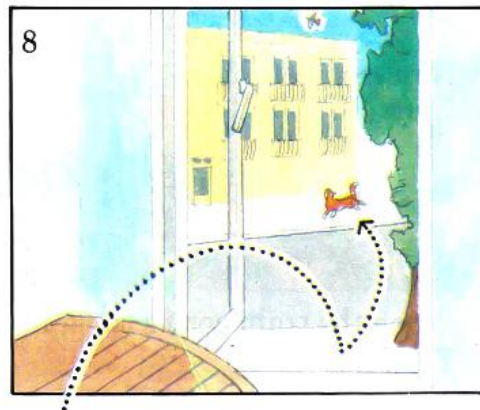
past the blackboard

2 Look, read and complete.



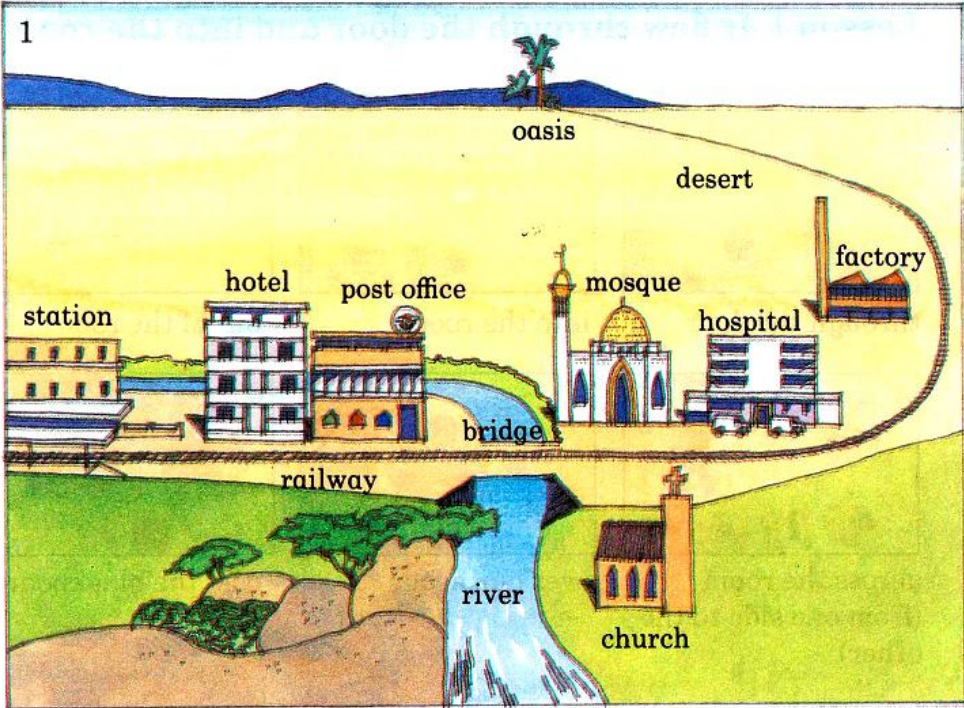
The other day, a little bird flew ... Uncle Salim's shop. It flew ... the door and ... Uncle Salim. It flew ... the sleeping cat and ... the room ... the window. It flew ... the open window and ... the room again.

Mishmish woke up and chased the bird. She jumped ... Uncle Salim's desk and ... the window. She chased the bird ... the tree and ... the street. But the bird flew up and ... the houses. Mishmish came back ... the shop and went to sleep again.

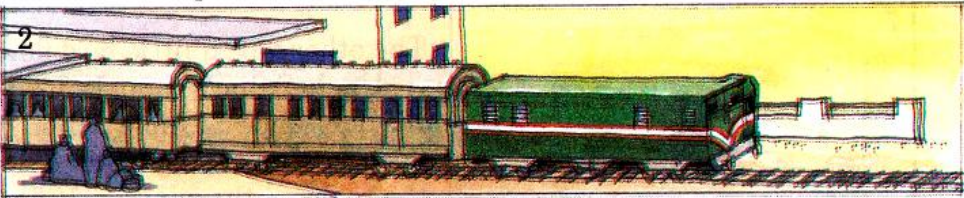


# Lesson 2a The train goes past the hotel and across the bridge.

1 Look, speak and point.



2 Read and complete:



When a train leaves, it goes out of the ... past a ... and a ... Then it goes across the ... over the river. It goes between a ... and a ... Before it leaves the town, it passes a ... and a ... Then it crosses the ... and comes to an ...

3 Now complete this:



When the train comes back, it leaves the oasis and crosses ... Then ...



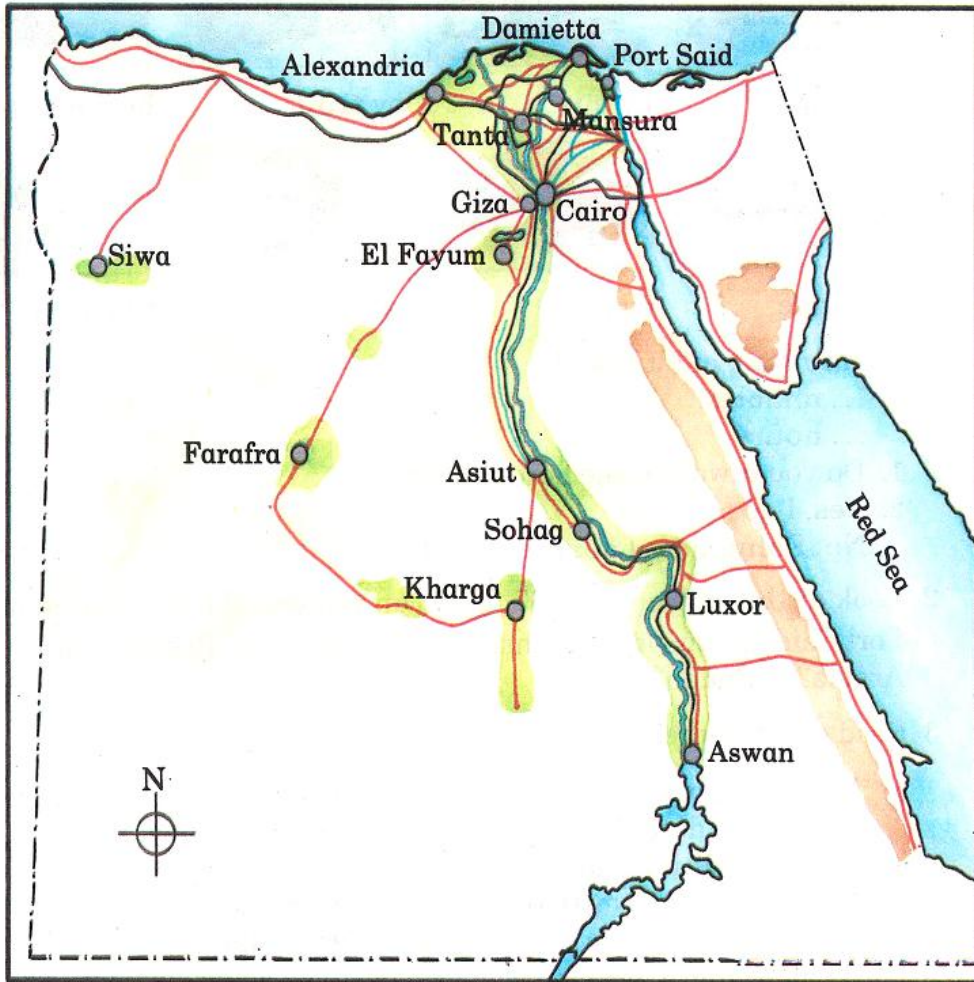
### Lesson 3 What colour are the roads?

1 Look at this map of Egypt. Find these places.

the sea rivers lakes canals roads railways towns  
fields the desert oases (an oasis) hills

What are they called in Arabic and in English?

What colour are they on the map?



2 Ask one another:

Is there a ... Are there any ...s	near your home?	What	is it are they	called?
Where	is are	the nearest ...?		

## Lesson 4a How did you come to school?

1 Look and speak. Complete the dialogue about yourselves.

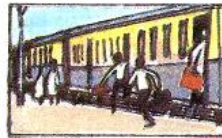
1. **How did you come to school today?**      2. **I came ...**



on **foot**



by **bus**



by **train**



by **boat**



by **plane**



by **car**



by **bicycle**



by **camel**

1. **How long did it take?**

2. ... **minutes.**

... **hours.**

1. **Do you always come here that way?**

2. **Yes, I do.**

**No. Sometimes I come ...**

2 Look at the map on page 37. How can you travel from your home to Port Said? to Luxor? to Mansura? to Siwa? to the Red Sea? to Arabia? to Sudan?

3 Read and find these places.

a) You can go to this place by bus or by train. It is near the desert but it is in a big oasis. There are fields with canals and farmers grow tomatoes there. North of this town, there is a big lake with fish in it. The town is famous for its big water wheels.

b) This town is on the west side of the river Nile. It has got high buildings and wide streets. There are roads from this town to Alexandria and El Fayum. The railway to Upper Egypt goes through it. It is famous for its pyramids.

c) This place is near the sea, a lake and a river. It is at the end of a railway from Cairo. There is a road from it to Port Said. It is a town in the north-east of the Delta. It is famous for its furniture.



## Lesson 5 Bill saw the Sphinx when he went to Giza.

5

1 Read about Bill's travels. Find the places on page 37.

Last summer, Bill travelled round Egypt. He went to Cairo in May. He visited Khan El Khalili on foot, the pyramids at Giza by taxi and Saqqara by horse. In June, Bill went to Upper Egypt. He stopped at Luxor and visited the Valley of the Kings by donkey. He went to Aswan by boat and Abu Simbel by plane. In July, he went to Alexandria by bus across the desert. He crossed the Delta by bus to Damietta. He visited Port Said by taxi and then went by bus to Tanta. He visited some farms by car. He went back to Cairo in August.

2 Ask and answer questions like these:

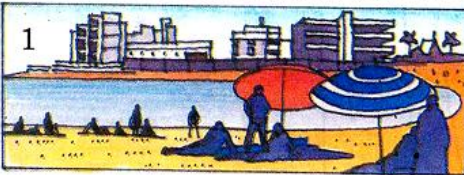
**When** did he go to **Khan El Khalili**? In **May**.

**How** did he go there?

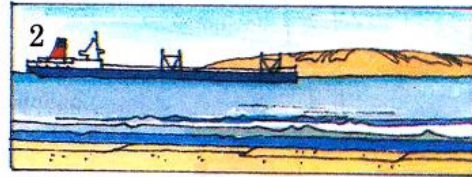
**Where** did he go next?

3 These are some of the things Bill saw. Talk like this about them:

Bill saw the Sphinx when he went to Giza.



the sea



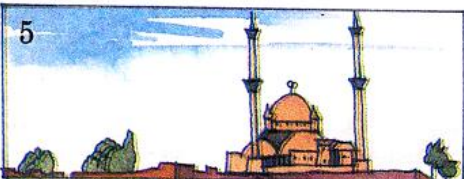
the Suez Canal



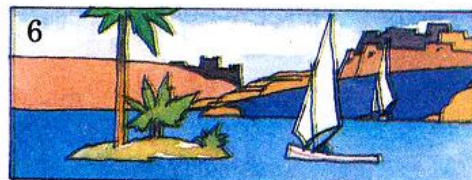
the Sphinx



some spices and jewels



the Mohammed Ali Mosque

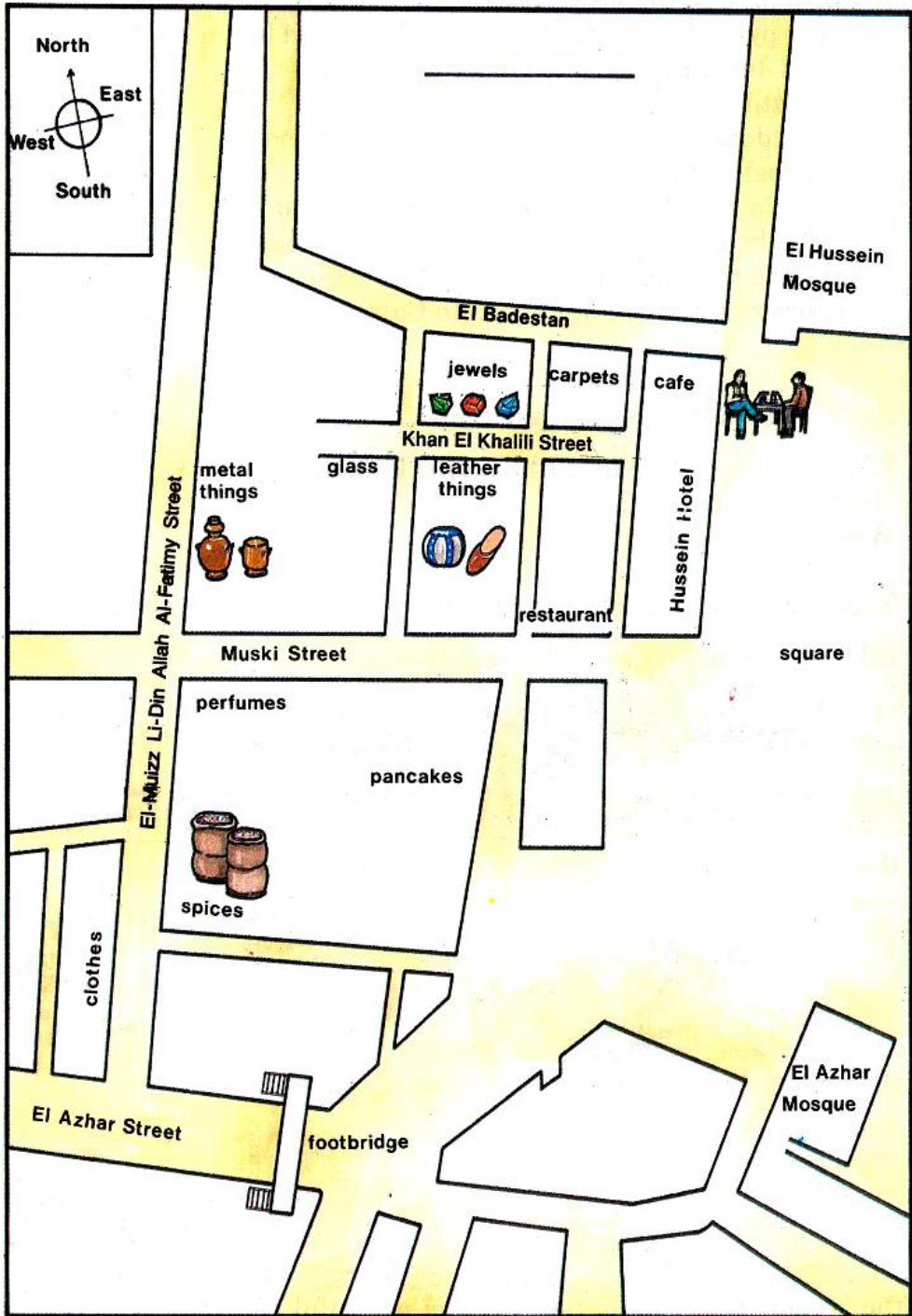


a beautiful island

# Lesson 6a Welcome to Khan El Khalili!

1 Look, point and talk like this:

- 1. **Where** can you buy **carpets**?
- 2. Near **Khan El Khalili Street**.





## Lesson 7a Where was Polly?

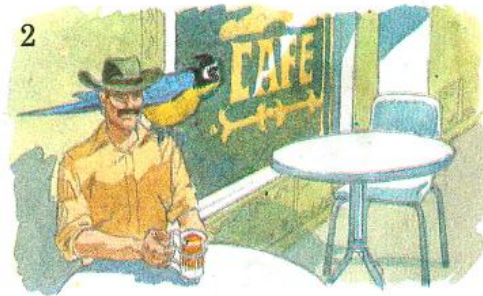
5

- 1 Read this and look at the map. When you see (?), ask and answer:  
Where were they? or: Where was she?

Bill and Polly went to Khan El Khalili on foot. They arrived in a big square. (?) On the north side there was a beautiful old building. (?)

They passed a hotel and went west down a big street. (?) They could smell food. (?) They turned second right and went down a narrow street with a roof. They passed shops selling shoes and carpets. (?)

They turned left down another dark street and looked at shops selling gold and jewels. (?) Bill was thirsty, so they went back to the square and had some tea. (?)



Polly flew up to the roof of the hotel. She looked south and saw a big mosque with three minarets. (?)

Some pigeons looked at Polly. They said "Go away!" Polly did not speak pigeon Arabic, but she flew away down the big street in the middle of the market. (?)

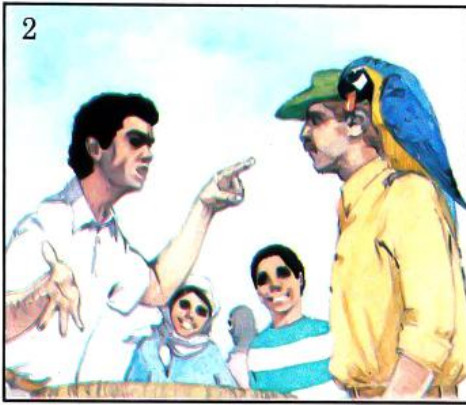
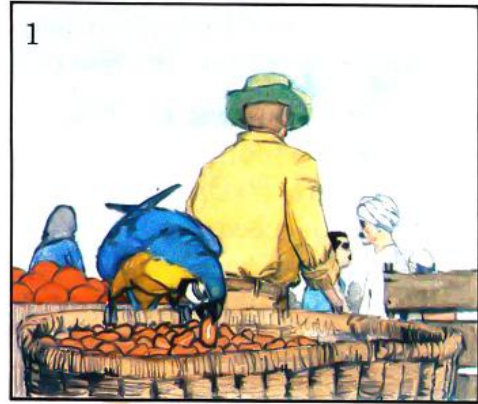
She came to a cross-roads. She could smell beautiful smells, like flowers. She turned south down another street. Now she could smell spices. (?) She came to a wide street. (?) She flew east and then turned left. Now she could smell food. She looked down: there was Bill, eating pancakes! (?)



## Lesson 8a The one who laughs last laughs longest.

1 Read and answer: true or false?

While they were at Khan El Khalili, they passed a fruit shop. Polly helped herself to a nice, fat date. But the shopkeeper saw her.

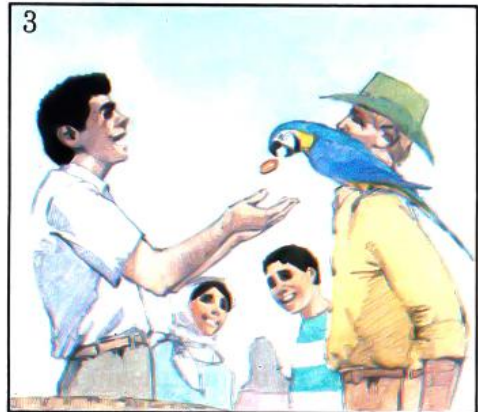


He was very angry! Polly flew up to the roof. Then she flew back to Bill and sat on his shoulder. The shopkeeper said "That bird is a thief! Is it yours?" The people near Bill said "Are you angry because it took **one** date?" They laughed.

But the shopkeeper did not laugh, and Bill didn't either. But Polly did: she opened her mouth, and the date fell into the shopkeeper's hands. Then everyone laughed, except Polly.

- Polly bought the date.
- The shopkeeper sold fruit.
- Polly did not eat the date.
- She lost the date because she talked.
- The people were angry with Polly.

42 f) Polly laughed last.



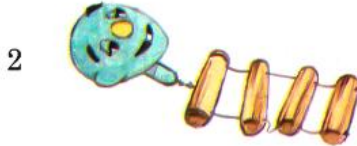


# UNIT 6 Things



## Lesson 1 I think this is the eye of a goat.

1 Learn the new words for parts of things: look, listen, point and speak.



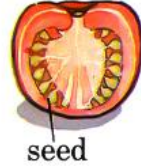
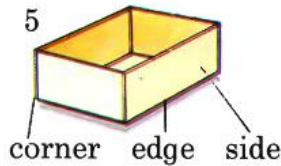
one part

another part



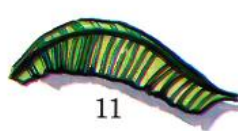
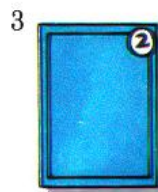
the other parts  
the rest of the puppet

the whole of the puppet



2 Look at the parts of things and talk like this:

I think **this** is the eye of a goat.  
**these** are the **seeds** of a **water melon**.



## Lesson 2a We use the edge for drawing lines.

1 Read and say what these things are.

- The front is blue and the back is blue too. The name is on the front. There is an Egyptian flag and a picture of some students. In the top right hand corner there is a number two.
- We use the edge of this thing for drawing lines.
- It has got a round face with numbers round the edge and hands in the middle.
- It has got four legs and a back but it cannot move.
- It has got wings in the middle, a tail at the back and round windows along the side. It can fly.
- This thing can fly also, but it hasn't got wings. It has got a tail at one end and a body made of paper or cloth over pieces of wood.
- It moves but has not got legs. It has got a mouth but it does not eat. It has got land on each side and water in the middle.

2 Read and complete. Samira drew some pictures.



1

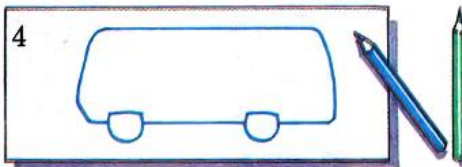


2

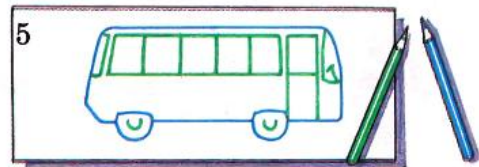


3

- a) First she drew the back ... Then she drew ... Next ...



Then ...

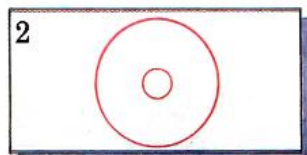


Finally she drew the rest of the bus.

b)



1



2



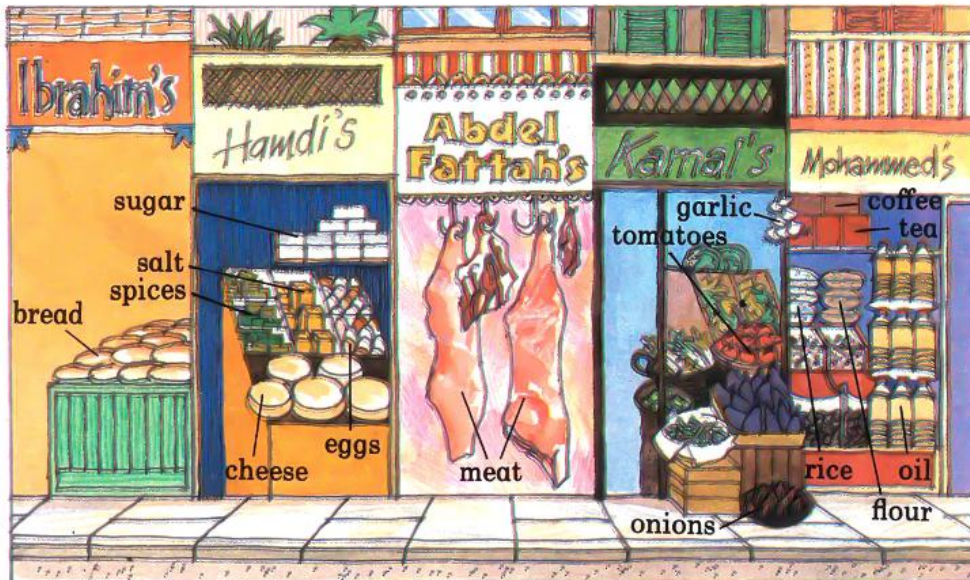
3



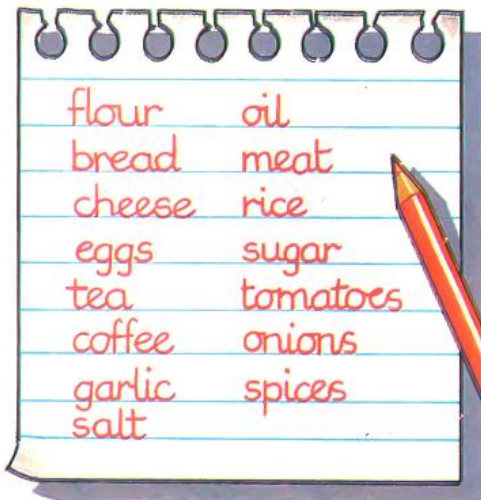
## Lesson 3 I went to the shops and bought some bread.

6

1 Look, listen, read and point. Learn the new words.



2 Pretend you are Bill and Salim at the shops. You want to buy these things on the left. Talk like this:



a) Bill: I need some oil and some tomatoes.

Salim: You can get it at them ...'s.

- b) 1. Hello, Hamdi. Can I have some cheese, please?  
 2. Yes, here you are.  
 1. Thank you.  
 2. Not at all.

3 Yesterday you went to the shops. Talk about the things you bought like this:

1. I went to the shops and bought some bread ...
2. I went to the shops and bought some bread and some cheese ...  
 (Go on like this with other things.)

## Lesson 4a A glass of water and a cup of coffee.

1 Look, point and speak. Talk like this:

1. What's **this**?
2. A **bag**.
1. What's **in** it?
2. **Flour**. It's a **bag** of **flour**.



2 Read and answer:

To make tea, we need some water, some tea and some sugar.

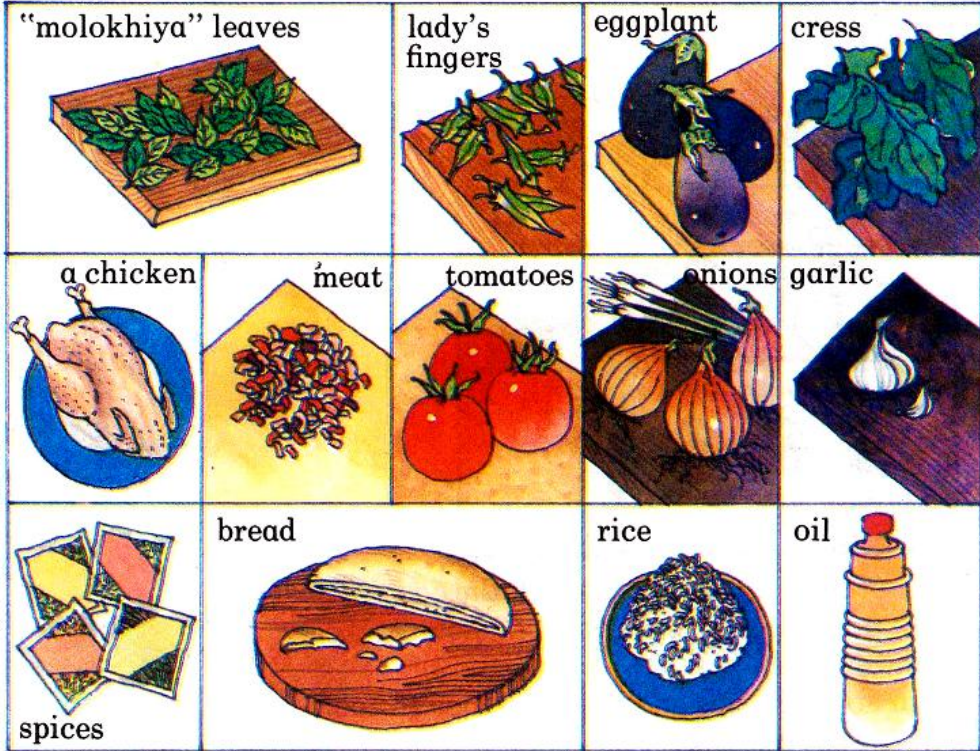
- a) What do we need to make coffee?
- b) What do we need to make a cheese sandwich?
- c) What do we need to make an egg sandwich?
- d) What do we need to make some bread?
- e) What do we need to make a pancake?



# Lesson 5a That food looks good! What's in it?

1 Read, look and answer.

Huda cooked some food for her friends. These are some of the things she used.



And this is what she made.

Bill said "That looks good! It smells good too! What's it called? What's in it?"

Look at the pictures. Ask and answer Bill's questions.



"mahshi"



"molokhiya"



"bamiya"



"fetta"



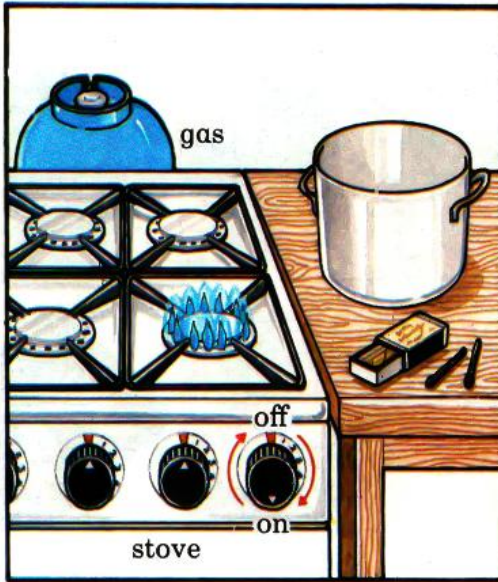
salad



"kofta"

## Lesson 6a How did she cook it?

- 1 Look, read and answer. When you cook something, what do you do first? ... next? Put the actions in order.



When the food is ready, turn off the gas.  
 Turn up the gas to make the food hot.  
 Light the gas.  
 Turn down the gas and leave the food to cook.  
 Put the pot on the stove.  
 Turn on the gas.

- 2 This is how Huda cooked the things on page 47. Read and say what they are.
- First she took the middle out of some tomatoes and eggplants. Then she put rice and onions in them and cooked the vegetables.
  - She cut up some leaves very small. She cooked a chicken and then she cooked the leaves in the same pot. She cooked some onions and garlic in oil and put them in the soup. She cooked some rice and put it with the chicken and the soup.
  - She cut up some meat and onions. She mixed spices with them. She made them into little balls. Then she cooked them in oil.
  - She cut up cress, tomatoes and green onions. She put oil on them, but she did not cook them.
  - She cooked some lady's fingers with meat, onions and other vegetables.

She put pieces of bread, meat, rice and garlic in a pot. She added hot soup.



## Lesson 7 Shoo the scarecrow.

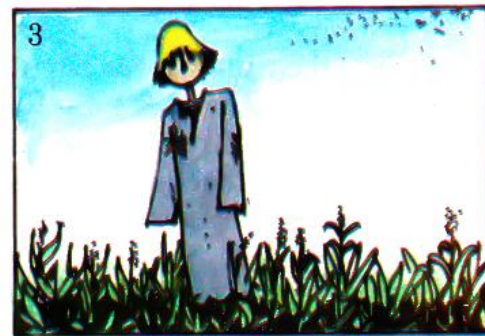
- 1 Bill wrote this story in Egypt. Read the first part. What is a scarecrow? Who made it? Why? What was wrong with it? What's going to happen next?

My name is Shoo. I am a scarecrow. A farmer who is called Said made me. Last January, Said sowed some corn. But every day, the birds flew down and ate the seeds. Said's friend said "Why don't you make a scarecrow?"



So Said went to the market and got some old clothes. Then he took some pieces of wood and made the body and arms. He used a football to make the head. He put an old hat on me, and he painted my face. But he forgot to give me a mouth!

That was in February. Said took me to his field. He made a hole and put me in the ground. He said "Make those birds go away." So I worked and worked. The birds were afraid of me. The plants grew and grew. Said was happy, but I was not.

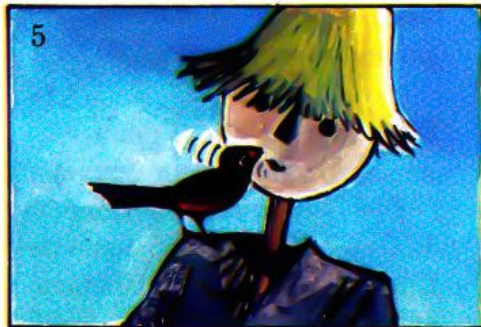


It was cold in March and April. I was lonely. I had no mouth for talking. And, of course, the birds did not like me. I felt sad. Then, in May, something happened. A small bird flew down and sat on my hat. It said "Hello, scarecrow. I'm not afraid of you!"

## Lesson 8a I could talk and I could smile!

1 Read the rest of the story. Are the sentences true or false? Why?

The bird talked and sang. "Why don't you speak to me?" said the bird. Then it looked at my face. "Oh, you haven't got a mouth," it said. "I am going to give you one." It made a small hole in the football. Then I was happy.



I said "Small friend, thank you for my mouth. There are some chick-peas which Said sowed yesterday. Have some!" So my friend took some. And every day, during the summer months, he visited me and we talked a lot. Then the weather started to be cold. My friend said "I'm afraid I am going away. The winter is near." "Come back next year," I said.

During the winter I was often cold. I was alone. But I was not lonely. I said "My friend is going to come back soon." And I smiled with my new mouth.



- The story starts and ends in the winter.
- Said sowed his corn in the autumn.
- The birds only ate a few of the seeds.
- The plants were afraid of Shoo, so they did not grow.
- The little bird gave Shoo a football.
- Shoo's friend was with him in July, but not in December.

2 Pretend you are the small bird. Tell your story, starting like this:

"One morning in May I saw a scarecrow in a field. I flew down and ..."

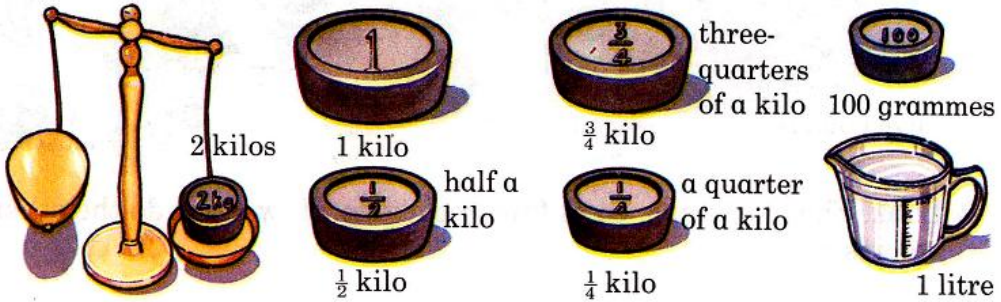


# UNIT 7 Quantity



## Lesson 1 How much sugar and how many eggs?

1 Look, point and speak.



2 What is in each of these things? Talk like this:

There is some oil in the bottle. There are some onions in the basket.



Which of them do we count when we buy them? Which do we weigh?  
Which do we measure in litres?

3 Talk like this:

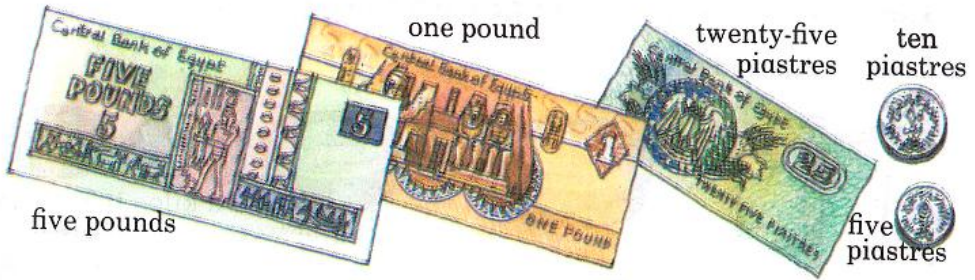
1. How many **eggs** are there on the **plate**? 2. **Seven**.
1. How much **sugar** is there in the **bag**? 2. **Five kilos**.

4 Read, ask and answer: How much was left?  
How many were left?

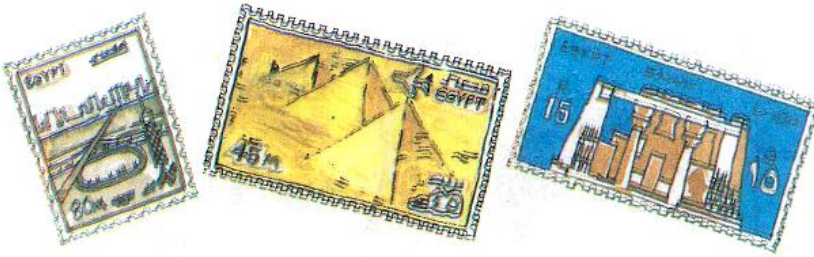
- a) I had 20 oranges. I gave 3 to my sisters, two to my brother and one to my mother.
- b) There were 3 litres of water in the pot. We drank one and a half litres.
- c) We bought 6 eggs, ate four and broke one.
- d) I bought 500 grammes of cheese and ate half a kilo.

## Lesson 2a How much do they cost?

1 Look at the money, point and speak.



2 Look. The blue stamp costs fifteen piastres. How much do the other stamps cost?



3 Look and talk like this:

The shirts cost seven pounds each.  
The meat costs five pounds a kilo.



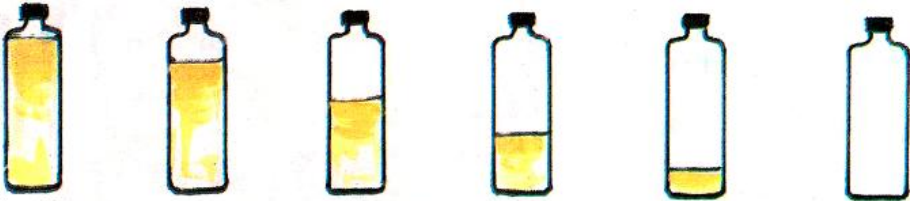


# Lesson 3a A lot, a little, a few ...

1 Look, point, speak.

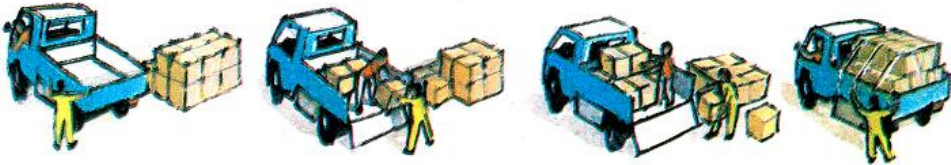


all of the leaves    most of them    a lot of them    some of them    a few of them    none of them



all of the oil    most of it    a lot of it    some of it    a little of it    none of it

2 Ask "How much ...?" or "How many ...?" about each picture.  
 E.g. 1. In the first picture, how many boxes are on the ground?  
 2. All of them.



a) ... boxes ... on the ground? ... on the lorry?



b) ... flour ... in the bag? ... on the ground?



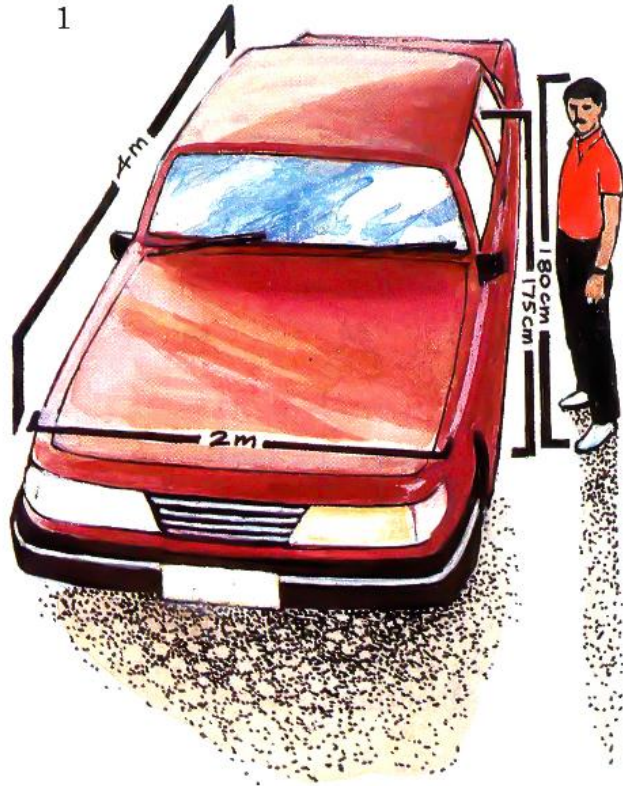
c) ... people ... in the cinema? ... outside?

# Lesson 4a How long? How wide? How tall? How high?

1 Look, point, speak.

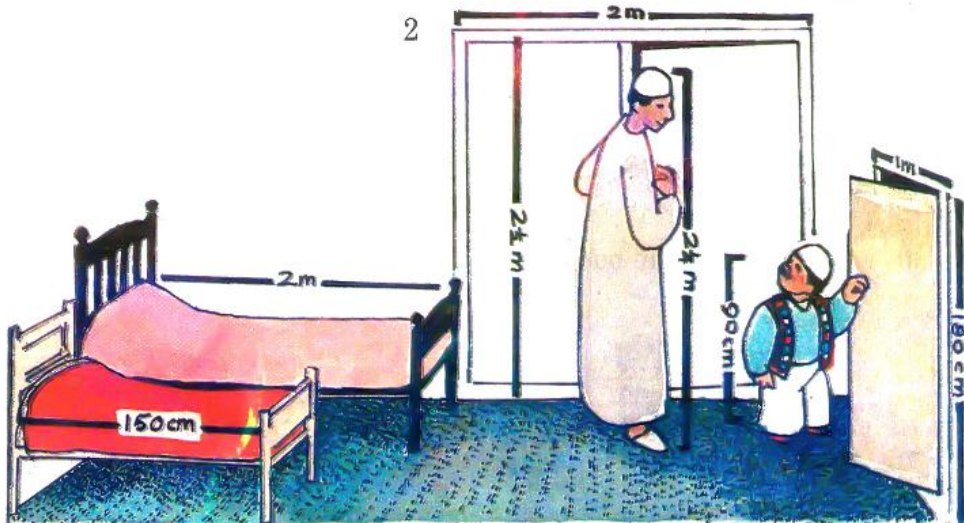
This car is four metres long. It is one hundred and seventy-five centimetres high. It is two metres wide.

The driver is one hundred and eighty centimetres tall.



2 Look and talk like this:

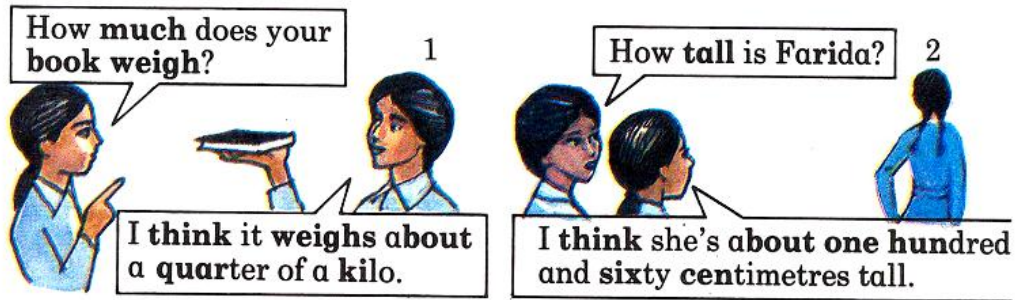
1. How **high** is the cupboard? 2. **Two and a half metres.**
1. How **tall** is the **man** with a moustache? 2. **Ninety centimetres.**





## Lesson 5 Over two metres wide.

1 Look at the classroom and talk like this:



2 Look again at page 54:

The man with a moustache was under a metre tall.

The other man was over two metres tall.

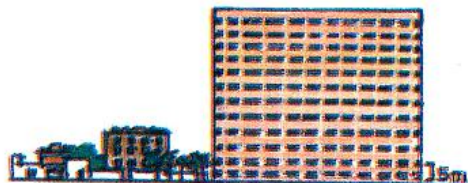
True or false? Correct the false ones.

- a) The classroom is over two metres wide.
- b) There are over a hundred students in it.
- c) Your desk is over two metres high.
- d) It weighs over a kilo.
- e) You drank over a litre of tea when you got up this morning.
- f) The leaf of a mango tree is under a centimetre long.
- g) A cheese sandwich costs over five piastres.
- h) You weigh about thirty kilos.

3 Look, read and answer.

Each floor is five metres high.

- a) How many floors are there?
- b) How high is the building?



One car of the train is twenty metres long.

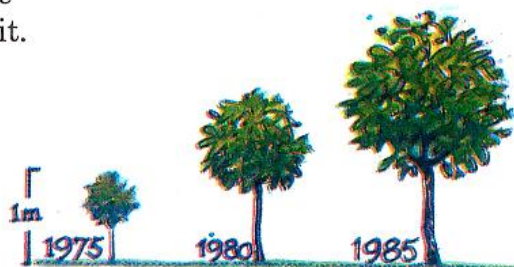
- c) How many cars are there?
- d) How long is the train?



Said planted a tree in 1975. He measured it when he planted it. Every year it grew twenty centimetres.

How tall was it ...

- e) ... when he planted it?
- f) ... in 1980?
- g) ... in 1985?



## Lesson 6a How do you like your tea?

- 1 Read the dialogue. Then pretend you are Salim, Bill and Jenny, and say it together.



Salim: Hello! **Welcome!**  
What can I **get** you?  
**Tea** or coffee?  
Or something **cold**?

Bill: **Coffee**, please.

Jenny: Can I have **tea**, please?

Salim: Yes, of **course**.

Anything you **want**.

Salim: **Here** we are. How do you  
**like** your coffee, **Bill**?  
**With** sugar or without?

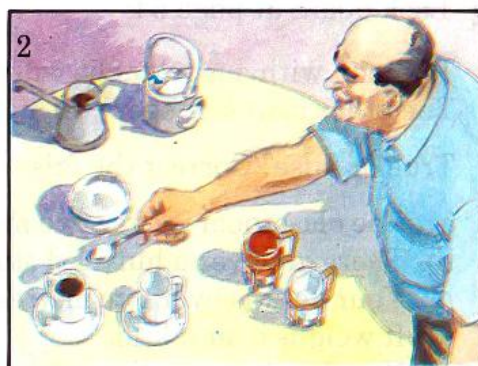
Bill: **With** sugar, please.

Salim: How **much**? A lot or a  
little?

Bill: Just a little, please.

Salim: How about **you**, **Jenny**?  
**Sugar**?

Jenny: **No**, thanks. I like my tea  
without sugar.



- 2 Talk in the same way about yourselves, using these words.

1. How do you like your **tea?**  
**coffee?**  
**food?**

2. With **a lot of** **sugar.**  
**a little** **salt.**  
**garlic.**  
Without **spices.**  
**onions.**

- 3 Look at these places:

Sinai the Western Desert the New Valley the Red Sea  
Upper Egypt the Delta

Which is a place ...

- ... with a lot of fish?
- ... with no fish?
- ... without many plants?
- ... with no plants at all?
- ... with a lot of date trees?
- ... with a lot of hills and mountains?



## Lesson 7a Stories about Goha.

7

### 1 Look, read and answer.



Do you know this man? He's called Goha in Egypt. Do you know any stories about him? Uncle Salim knows a lot of stories. He tells some to Bill. Here are two of them. Read them. Then close your books and tell them yourselves.

a) Once Goha loved a beautiful girl. He sang a song about her. "I love you very much," he sang. "Everywhere I look, I see you."

Another man heard him and laughed. "And if a donkey comes past?..." Goha sang again "... I see you!"



b) One night a policeman was walking down a street. He saw Goha outside a big house. Goha was climbing in through a window.

"Stop thief!" said the policeman.

"I am not a thief," said Goha. "This house is mine."



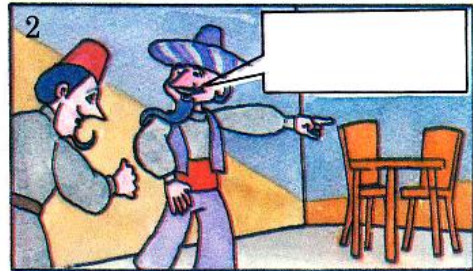
"Come inside and see. Look, this is my sitting-room. This is my table and these are my chairs.

"And this is my bedroom. That's my wife's bed. And that's my wife sleeping in it.

"And look. That's my bed. And that's **me** sleeping in it!"

7 **Lesson 8a Goha in pictures.**

- 1 Look at the second story on page 57 and these pictures. Who is in each picture? Where are they? What are they doing? What are they saying?



- 2 Here is another Goha story. Read it and then talk about the pictures.

One day a policeman saw Goha in a street in Cairo.  
 Goha had a gun and he was shooting at the sky.  
 "Why are you doing that, Goha?" asked the policeman.  
 "I want to stop the lions," said Goha.  
 "But there aren't any lions in Cairo," said the policeman.  
 "Yes, I know," said Goha. "This is a very good gun,  
 isn't it?"





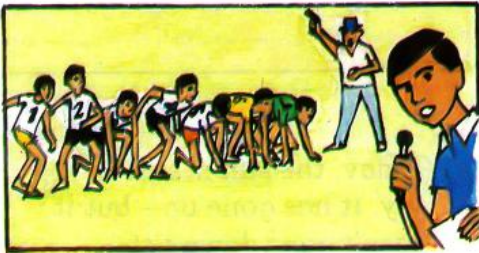
# UNIT 8 Actions



## Lesson 1 Look. They've started!

1 Look, read, point, speak.

1



"The runners are **ready**. They're going to **start**!"

2



"They've **started**! **No**, someone's still **there**. Who **hasn't** started? Why **not**?"

3



"**Now** they're **all** running. **No**, someone has **stopped**! **Who's** stopped? **Why** has he stopped?"

4



"**Someone** has **finished**! **Who's** won? The rest are still **running**. **No**, **somebody** has **stopped**. **Why**?"

2 Find the questions for the answers here.

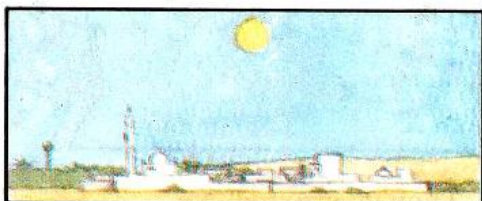
- Runner 5.
- Runner 7.
- Runner 3.
- Because there's something in his shoe.
- Because he's fallen down.
- Because there's a donkey in the way.

3 Talk about each picture: What is going to happen? What is happening? What has happened? What has not happened yet?

## Lesson 2a She's still drawing. She hasn't finished yet.

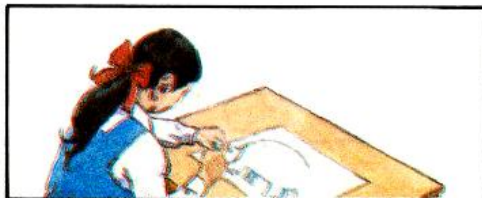
1 Look, read and talk about each picture.

- a) Every day, the sun goes up and goes down. Yesterday, it went up – and then it went down again.

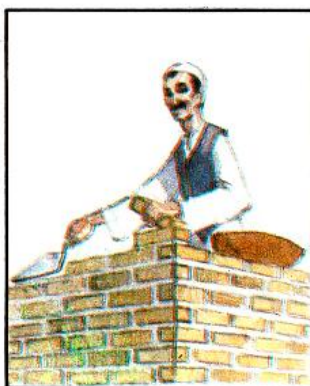


- b) Today, the sun is still in the sky. It has gone up – but it hasn't gone down yet.

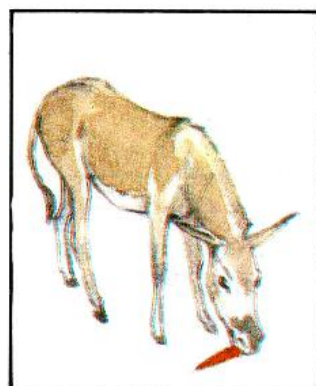
- c) Samira has started to draw an elephant. She's still drawing it. She's drawn the body and the ... But she hasn't drawn the ... yet.



- d) Mustafa/started to make a table/  
making/made/  
top/legs



- e) Said/started to build a house/  
building/built/  
walls/roof



- f) Said's donkey/  
started to eat a carrot/  
eating/eaten/  
leaves/root

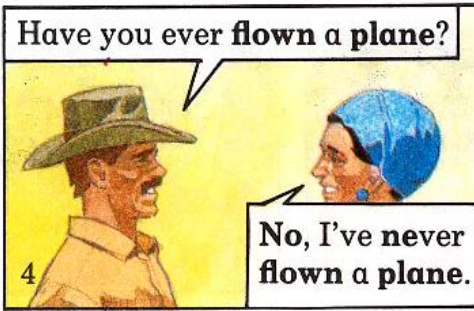
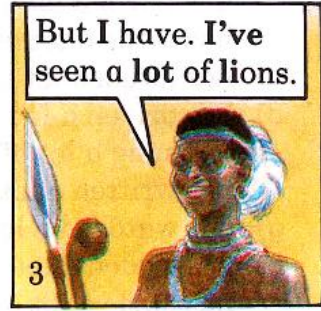
2 Talk like this about the other pictures:

- |                               |                           |
|-------------------------------|---------------------------|
| 1. What has Samira drawn?     | 2. The legs and the body. |
| 1. What hasn't she drawn yet? | 2. The head.              |
| 1. Has she drawn the tail?    | 2. Yes, she has.          |
| 1. Has she drawn the ears?    | 2. No she hasn't.         |



# Lesson 3a Have you ever seen a lion?

1 Look at pages 205-206 and these dialogues.



2 Ask each other about these actions:

Have you ever ...

- driven a lorry?
- ridden a bicycle?
- eaten "mahshi"?
- worn a hat?
- found some money?
- made coffee?
- broken an arm?
- fallen down?

- lost a book?
- read a book in English?
- written a letter?
- heard a lute?
- seen an elephant?
- sung a song in English?
- met an actor?
- slept outside?

Answer like this:

No, I've never ...		
Yes, I've ...	a lot of a few	...
	many a few	times

## Lesson 4a Who has flown a plane?

1 In the pictures below, find someone who ...

- has flown a lot of planes.
- has made a lot of clocks.
- has swum a lot of kilometres.
- has driven a lot of lorries.
- has sung a lot of songs.
- has written a lot of music.
- has watched a lot of football.
- has ridden a lot of camels.
- has made a lot of coffee.



Abdallah the pilot



Fayiz the cafe owner



Abdul Aziz the nomad



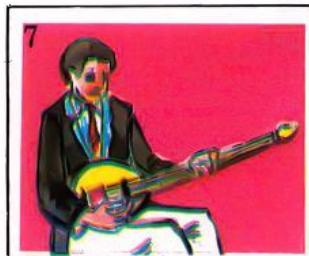
Amina the swimmer



Morris the clock-maker



Samir the lorry-driver



Yusif the musician



Dalilah the singer



Mahmoud the reporter

2 Ask and answer like this:

- What's Abdallah done in his life?
- He's flown a lot of planes.



## Lesson 5 Ali has kicked the ball. He's scored!

8

1 Look and listen. Learn the new words.



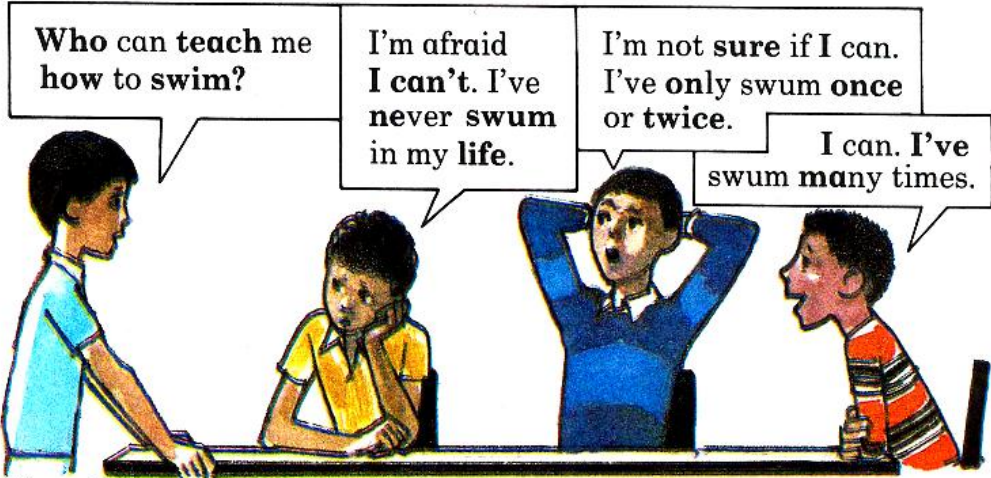
2 The pictures are in the right order. Find the sentences for each one.

- The **game** has **started**! Young Ali in the red and white **shirt** has got the **ball**. Omar is **near** him.
- Omar has **tried** to **kick** the ball and **missed**! He's **fallen down**.
- Now Omar has got the **ball** in his **hands**! That's very bad!
- Now Omar has **dropped** the ball on the **ground**. He's **going to kick** ...
- But Ali has come **back**! He's got the **ball** again.
- Omar has **touched** the ball. That's **bad**!
- Omar's **pushed** Ali. That's very, very bad!
- Ali has **kicked** the ball. He's **scored**! It's a **goal**! Well **done**, Ali!
- Ali has **fallen down**! Omar has **taken** the ball and is **running** with it!

3 Pretend you are a reporter and talk about the game like this: "The game has started! Young Ali has got the ball. Now Omar has touched the ball ..."

## Lesson 6a I've asked her to take something.

1. Say this dialogue between four people.



Then talk about the other actions:

ride a bicycle  
play the lute

play football  
cook rice

make coffee  
use a telephone

2 Say and do these actions with different students. First A, then B.

A.



take something from your pocket/bag  
bring something from outside  
draw something



put something in the corner of the room  
give something to another student  
write something

B.

Teacher: **What** have you **asked** your **friend**? I **can't** remember.

Student: I've **asked** her to **take** something from her **pocket**.

Teacher: Oh **yes**. Has she **done** it yet?

Student: **Yes**, she **has**.

Teacher: **What** has she **taken**?

64 Student: She's taken a **sweet**.



## Lesson 7 Does anyone here speak English?

8

- 1 Look, read and speak. This is the English programme on television. Laila Nasri is talking. Who speaks English? Arabic? French? Japanese?

"Good afternoon, ladies and gentlemen. Here we are in the middle of Cairo. I'm going to talk to some people who have come here from other countries. I'm going to ask them what they think of our beautiful country..."



"Good afternoon, sir. Can I ask you a few questions? Where have you been in Egypt?"



("I'm sorry. I don't understand Arabic.")

"Oh well, what about this lady? Excuse me, madam. Tell me: how long have you been in Egypt?"



("Please say that again. I can't speak English very well.")

"Oh well, perhaps you can talk on our French programme. Ah, this man looks English. In fact, he looks very English. Good afternoon, sir. Welcome to Cairo! Can I have a few words?"



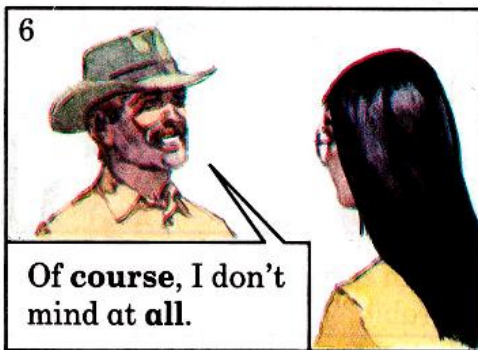
("I don't speak French! I'm Egyptian!")

## Lesson 8a Laila finds someone who speaks English.

### 1 Look, read and answer.

Laila is still trying to talk to the foreign tourists.

"We haven't got very far yet. It's funny – there are lots of people in Egypt who speak English. But I can't find any of them...  
Whoops! Please be careful, sir.  
You've broken my microphone."



"Yes, I'm all right, thank you. So, at last I've found someone who speaks English. But now my microphone doesn't work. Do you mind coming back to the studio with me, sir? I want to ask you a few questions."

- What's Laila's job?
- What kind of programme is it?
- Why couldn't she talk to the first people she met?
- What did she want to ask them?
- Why does she ask Bill to come to the studio?
- Does Bill say yes?

### 2 Laila asked Bill some questions in the studio. These are the answers. What questions did she ask?

- "My name's Baggins – Bill Baggins."
- "I'm from Britain."
- "I'm a writer."
- "I write children's stories."
- "Yes, I like Egypt a lot."
- "Yes, I have. I've visited many places in Egypt."
- "I've been here for over two years."
- "Yes, I have. I've been to Luxor and Aswan."
- "That's my parrot – Polly."

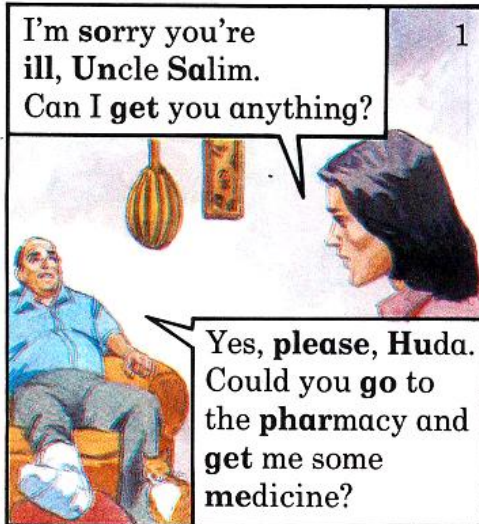


# UNIT 9 Place



## Lesson 1 Where have they gone and what have they gone there for?

1 Look, read and speak.



Salim has got a bad foot and he cannot go out. His friends come to see him. They want to help him. He sends Huda to the pharmacy to get some medicine. Samira goes to get some sweets at the sweet shop. He asks Bill to buy him a newspaper from the newspaper seller. Hassan goes to buy him some stamps at the post office. Sabry goes to buy tea at the cafe. And Said goes to the restaurant to get some sandwiches.

Now we see Salim waiting for his friends. He is telling Mishmish where they have gone.



Can you complete Salim's words?

Salim says : "Huda has gone to the **pharmacy** to **get** me some **medicine**."

- a) "Samira has gone to the ... to get me ..."
- b) Bill ... newspaper seller ...
- c) Hassan ...
- d) Sabry ...
- e) Said ...

2 Ask and answer questions like these:

- 1. **Who's** gone to the **pharmacy**?
- 2. **Huda** has.
- 1. **What's** she gone **there** for?
- 2. To **get** Salim some **medicine**.

## Lesson 2a She's been to the pharmacy and she's just come back.

1 Look, read and speak.

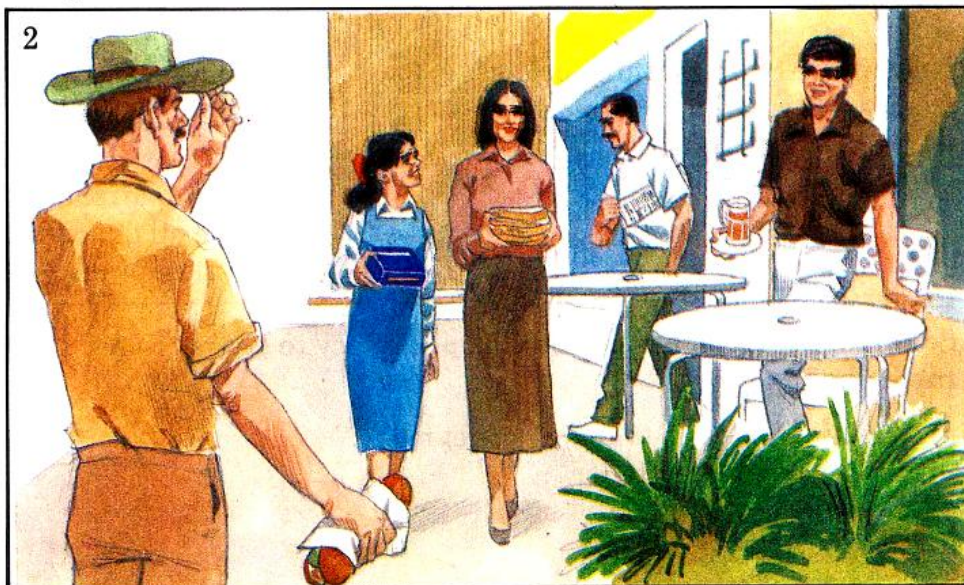
Now Salim is happy because his friends have come back.

Make sentences like the example about the other people.

**Huda** has been to the **pharmacy**. She's **bought** Salim some **medicine** and she's **just** come back.



2 Now look at our friends on another day. They have been shopping. Complete the sentences.



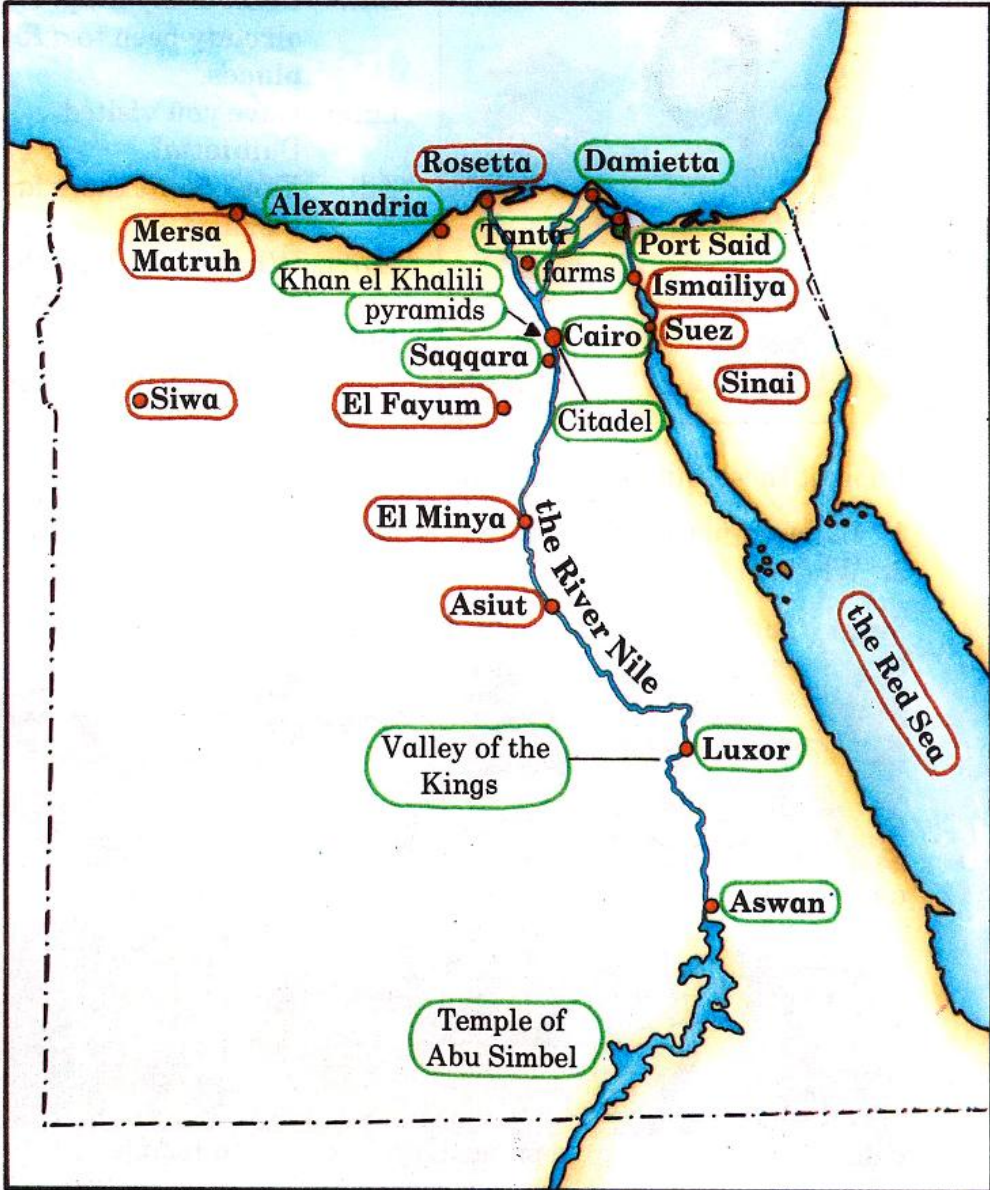
- ... has just bought some ... It is still warm. She ... eaten it yet.
- ... a newspaper ... read it ...
- ... tea ... drunk ...
- ... a box of sweets ... opened ...
- ... sandwich ... eaten ...



## Lesson 3a Since Bill came to Egypt, he's been to Cairo and Tanta.

9

- 1 Look, ask and answer: Where has Bill been? Where hasn't he been? The places where he has been have green lines round them. The places which he wants to visit have red lines.



- 2 Start like this and go on about the other places:

1. Since Bill came to Egypt, he's been to Cairo, but he hasn't been to El Fayum yet ...
2. Since Bill came to Egypt, he's been to Cairo and Tanta, but he hasn't been to El Fayum or Sinai yet ...



# Lesson 4a He's already been there. He went there last summer.

1 Look at the map on page 69 and say the dialogue about different places.



Bill: **Look at my map.** I've already been to a lot of places.

Laila: Have you visited Damietta?

Bill: **Yes, I went there last summer.**

Laila: **What about Rosetta? Have you been there?**

Bill: **No, I haven't been there yet. But I want to go there soon.**

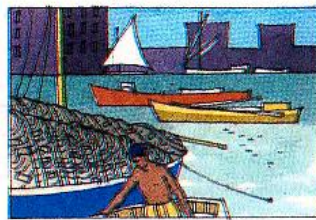
2 Look at these things and talk like this:

1. I know a place where there is/are a/some ... (factory/pyramids)
2. What's it called? Where is it?

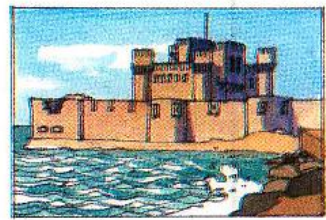
farms oases pyramids fruit trees factories camels fish



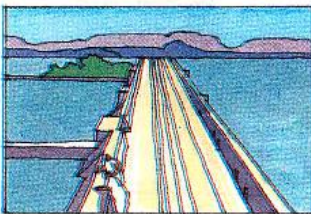
a mountain



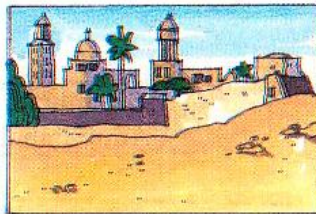
a port



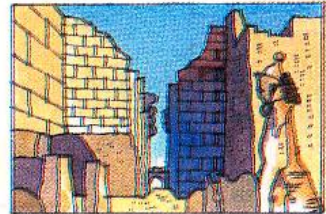
a castle



a dam



a monastery



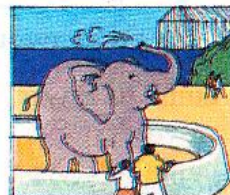
a temple



a tower



an airport



a zoo



a valley



## Lesson 5 Have you ever been there? When did you go there? 9

1 Ask each other these questions about the places and things on pages 69 and 70.

1. Have **you** ever been to **(Tanta)?**  
a **place** where there (are **farms**)?

(If not, ask about somebody who has.)

2. **When** did you **go** there?

3. **How** did you **go**?

4. How **much** did it cost to **go** there?

5. Did you **like** it?

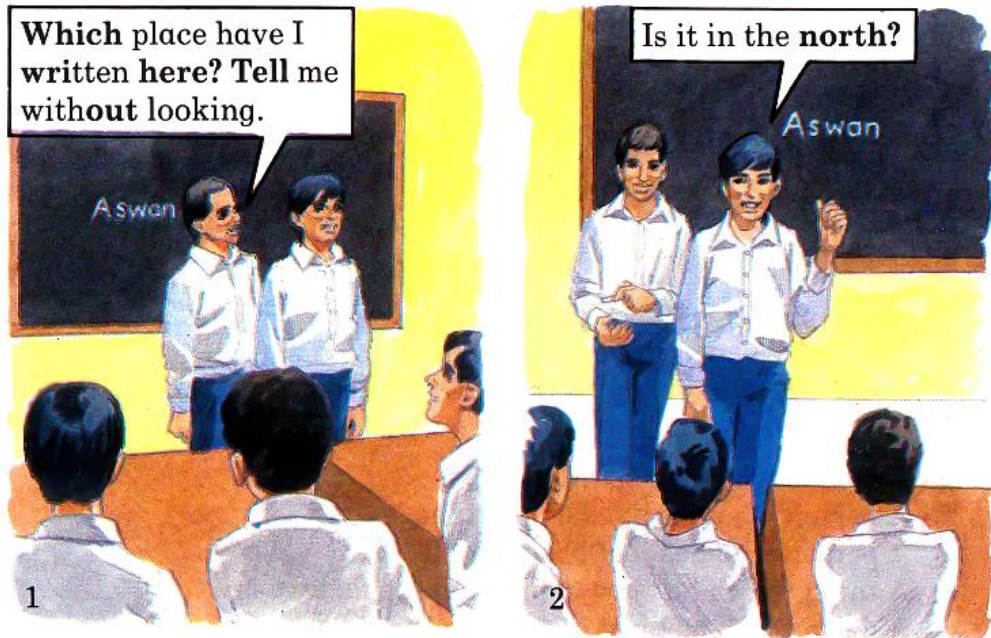
6. What did you **see** when you were **there**?

2 Talk like this about different shops and things we buy there:

1. Go to the **baker's** and **get** some **bread**.

2. I **don't** need to **go** there. I've **already been** there and I've **already bought** some.

3 Play this game:



Is it near **Cairo**?

Has it got **temples** ?

Can you see the **sea** there?

## Lesson 6a A place where you can see planes.

1 What are these things, people and places called in English?

- a) A place where you can buy stamps and post letters.
- b) A place in a school where you can play games.
- c) A place where you can see planes on the ground.
- d) A place where ships come to the land.
- e) A place where you can catch a train.
- f) A place in the desert where there are trees and water.
- g) A place where actors make plays.
- h) Two places where you can see animals.
- i) A room where people sleep.
- j) A person who wears a uniform and works in a hospital.
- k) A person who wears a uniform and controls the traffic.
- l) A person who flies a plane.
- m) A person who lives in the desert and moves from place to place.
- n) A thing like a bus which takes people to hospital when they are ill.
- o) Something you eat or drink when you are ill.
- p) A kind of food made with vegetables with rice inside them.
- q) The part of a plant which grows under the ground.

2 Complete the sentences with one of these:

green	bald
red	new
black	wet
white	dry
old	cold
young	warm
fat	

- a) A person who has lost his hair is ...
- b) A person who has lived a long time is ...
- c) A person who has just been born is ...
- d) A thing which has just come from the factory is ...
- e) A person who has just come from the sea is ...
- f) Bread which has just come from the baker's is still ...
- g) A tomato which is not yet ripe is ...
- h) The ground where it has snowed is ...



## Lesson 7 The tree with the golden fruit.

- 1 Here is another story from Bill's book. Read the first part and answer.

Once there was an old man who lived with his wife in a small village. They were poor, but they were happy. Then, one day, the old man found some money. He showed it to his wife. "Go and buy some food with it," she said.



The old man went to the market, but on the way he met a man selling fruit trees. He bought one and took it home. He planted it in his field. His wife was angry, because she wanted food.

But on the next day she was happy. The tree had a fruit, and it was made of gold! "Take it to the town and sell it," she said. So the old man sold it and brought back a lot of money.



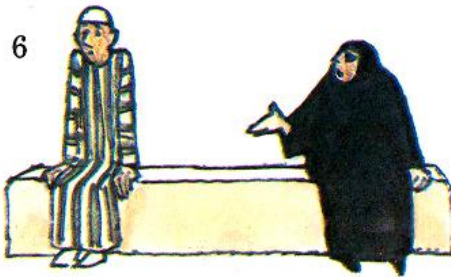
After that, the same thing happened every day. Every day, the tree had a golden fruit. And every day, the old man picked it and sold it. Soon, the old couple were very rich. But they did not become very happy ...

- Were the old couple happy when they were poor?
- How did they become rich?
- Why was the old woman angry at first?
- Was she angry later?
- Did the money make them happy?
- What do you think is going to happen in the end?

## Lesson 8a The rest of the story.

- 1 Read the rest of the story. Does it show that money makes people happy?

They did not become very happy, because they always wanted more money. At last the old man said "If the fruit is made of gold, then I think the rest is made of gold too. I'm going to cut it down and look." So he cut it down. But the other parts were not made of gold.



Now the fruit tree was dead. The old couple spent all the money. So they became poor again. But they were not happy. Every day, they cried because of the tree with the golden fruit.

- 2 The old people said these words. Match them with the pictures.

- "Look at the money I've found!"
- "All our money has gone, and you have killed our tree."
- "You fool! You've killed it and there's no gold!"
- "Look! The tree has grown a fruit. And it's made of gold!"
- "Look at this nice tree which I've bought!"
- "You fool! We're hungry but you've spent the money and you haven't bought any food."
- "I've sold the fruit. Look how much money I've got! We're going to be rich!"

- 3 Who said the words above? Complete these, for example:

The old man said (a) when he showed the money to his wife.

- ... when the old man cut down the tree.
- ... when she looked at the tree on the second day.
- ... when the old man bought the tree.
- ... when they spent all the money.
- ... when he sold the first fruit.



# UNIT 10 Quantity



## Lesson 1 He was still thirsty, so he drank some more water.

1 Look, read, point.

a)



Atef was very thirsty. He had a very big bottle of water. And it was full.

b)



He drank some water. He still had quite a lot.

c)



Then he drank some more. Now he had less water, but he still had some. His bottle was half full.

d)



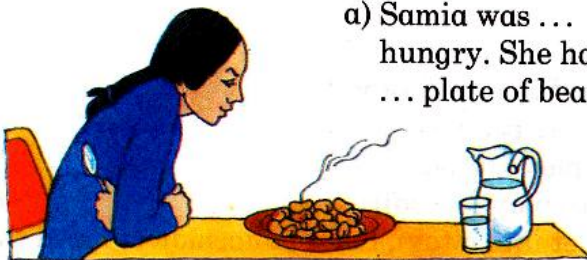
Atef was still thirsty, so he drank some more water. Now there was only a little water left. The bottle was nearly empty.

e)



Atef drank the rest. Now his bottle was empty. There was no more water, but he was still thirsty!

2 Now read and complete:



a) Samia was ... hungry. She had a ... plate of beans.

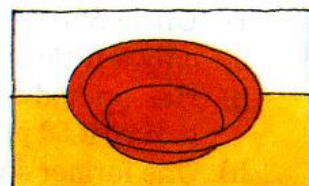
b) She ate ... She ... quite a few.



c) Then ... Now ... fewer beans, but ... Her plate ...

d) Samia was ..., so ... Now there were ... The plate ...

e) Samia ... Now ... There ..., but ...!



## Lesson 2a Salim did not have enough sugar, but Bill had too much.

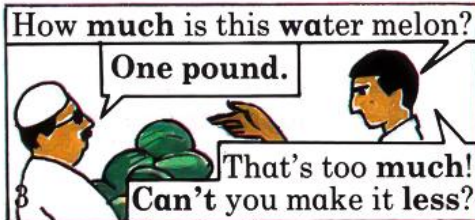
1 Look, point, speak.



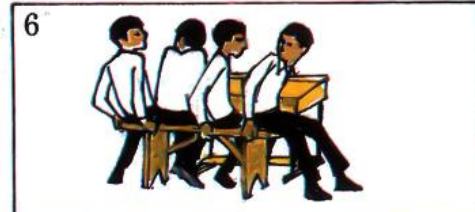
There are a lot of people.



Now there are too many people!




He's got too little money.  
He hasn't got enough money.



There are too few desks.  
There aren't enough desks.

2 Read and talk like this:

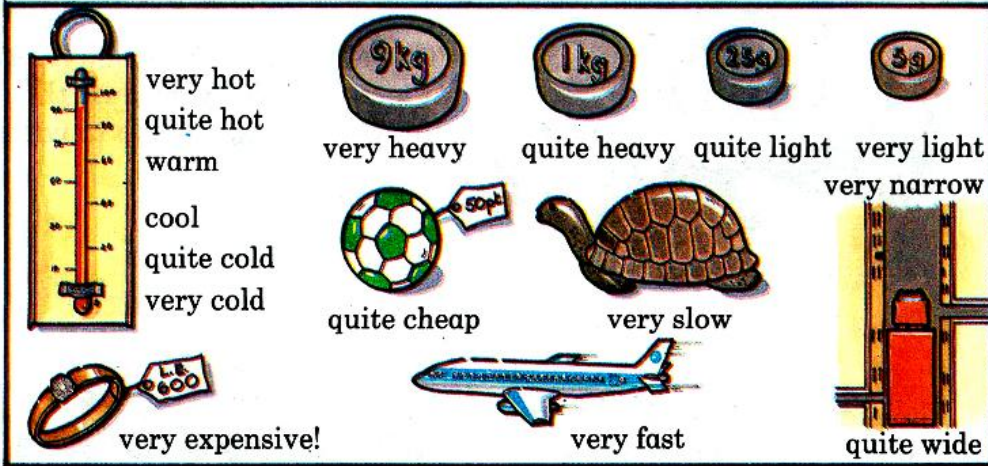
- a) 1. Fifty people wanted to play football.  
2. There were too many people.
- b) 22 people wanted to play football.
- c) Two people wanted to play football.
- d) Ten people tried to get into a taxi, but a policeman stopped them.  
What did he say?
- e) Uncle Salim likes a lot of sugar in his tea.  
Bill gave him one spoonful. 
- f) Uncle Salim put 4 spoonfuls of sugar in Bill's tea, but Bill likes only a little sugar.
- g) Hassan had twenty-five piastres and wanted to buy a ball, but the ball cost 50 piastres.
- h) One farmer sowed corn near the river and another farmer sowed corn in the desert. The corn near the river grew, but the corn in the desert did not grow.



## Lesson 3 The cloth was quite cheap but the watch was very expensive.

10

1 Look at these pictures and learn the new words.



Now look through your book and talk like this:

On page 13 there is a picture of something which is very heavy and quite fast. It's a lorry.

2 Read about Bill's journey.

Bill went to Cairo by train. The train travelled at eighty kilometres an hour. Bill got off the train and looked for a hotel. Bill's things were in a bag which weighed 20 kilos.



He found a hotel. It had 230 rooms. His room was on the 12th floor. The street in front of the hotel was about 50 metres wide. The street behind the hotel was only 4 metres wide.

Bill went to the shops. He saw a watch that cost L.E.200. He bought some cloth which cost L.E.2 a metre. He bought a piece which was 10 metres long.

When Bill got back to the hotel he drank three quarters of a litre of water. Then he ate a very big meal.

Look at this sentence:

Bill's hotel was very big and very high.

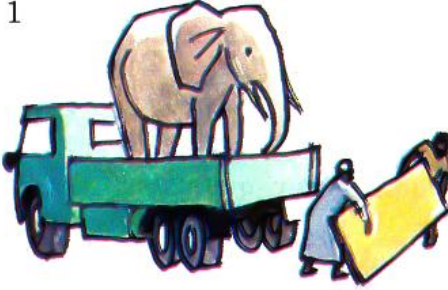
What or who was:

quite fast/very long/quite narrow/very hungry/very heavy/very expensive/very wide/very thirsty/quite cheap?

## Lesson 4a Too heavy and not strong enough.

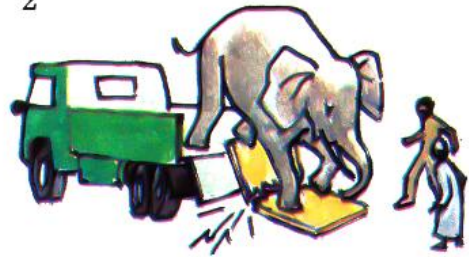
1 Look and speak.

1



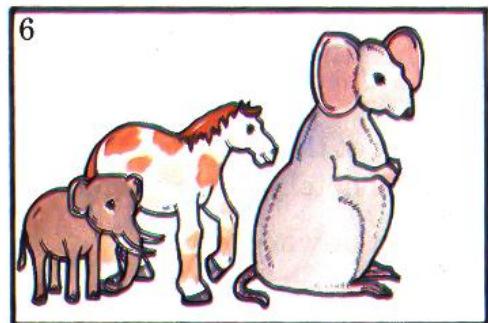
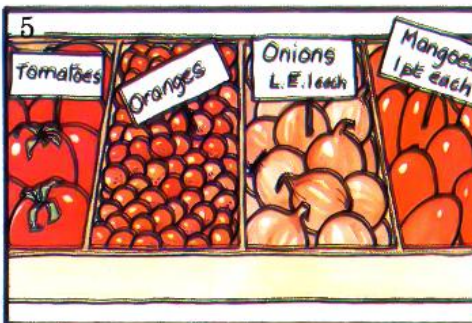
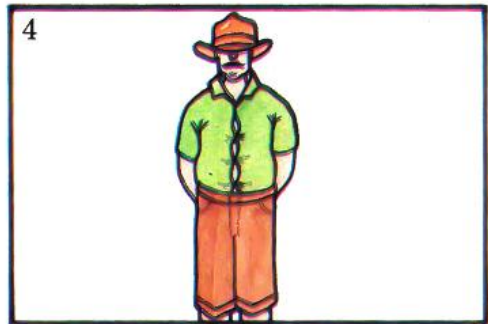
This elephant is **very heavy**. But it **isn't too heavy** because the lorry is **strong enough** to **carry** it.

2



The **piece of wood** isn't **strong** enough. The elephant is too **heavy** for it.

What is wrong with these pictures? For example, in the map, Cairo is too far south.





## Lesson 5a How much garlic has she got?

10

- 1 Look, read and speak. Huda is in her kitchen. She is going to cook some food. She wants to know if she has everything she needs. What has she got? How much or how many of each thing has she got?



- 2 Are these sentences true or false? Why?

- Huda has got a lot of bread.
- She has only got a little rice.
- She has not got any spices.
- She has not got much vinegar.
- She has got quite a lot of meat.
- She has got a few tomatoes.
- She has got more tomato sauce than vinegar.
- She has got fewer onions than lady's fingers.

## Lesson 6a She has not got enough meat. She needs some more.

1 Read and speak. Huda wants to cook these things. What does she need? How much or how many?



To make "mahshi":

1 kilo tomatoes  
 $\frac{1}{4}$  litre tomato sauce  
 1 spoonful oil  
 $\frac{1}{2}$  onion  
 200 grammes rice  
 spices, salt



To make "fetta":

1 kilo meat  
 $\frac{1}{2}$  kilo rice  
 a few pieces bread  
 1 onion  
 6 pieces garlic  
 $\frac{1}{4}$  litre vinegar  
 salt, spices



To make "bamiya":

1 kilo lady's fingers  
 $\frac{1}{2}$  kilo meat  
 2 spoonfuls oil  
 1 onion  
 6 pieces garlic  
 $\frac{1}{2}$  litre tomato sauce  
 salt, pepper, spices

2 How much of each thing does she need altogether?

Look again at page 79. Pretend you are helping Huda. Talk like this:

1. We need some ... Have we got any?

2. Yes, we've got ...	kilo(s). grammes. litre(s).
No, we haven't got any.	

1. That's	too	much. many.	We only need ...
	more than enough.		
That's	not enough.		We need ...
	too	little. few.	

4 Now pretend you are going to buy the things which you have not got. Talk like this:

80 We don't need any more ... But we need some more ...



## Lesson 7 The rich man, the poor man and the devil.

10

- 1 Read the first part of this story from Bill's book. Why did the rich man give money to the old soldier? Why did the devil come? How much money did the soldier want? What is going to happen next?



Once there was a rich **man** who was very mean. He had a lot of money, but he never gave any of it to the poor. But he **grew** old and he was afraid of **dying**.

One day, an old soldier came to his house. The rich man gave him some money. "When I die, look after my grave," he said.



Soon after, **the rich man died**. The old soldier **looked after** the rich man's grave. But at night the devil **came**. "That man was bad," he said. "**So he belongs to me**." "No, he **doesn't**," said the old soldier. "**I am not** afraid of you. Go away."



"I can give you money," said the devil. "All right," said the old soldier. "But I want a lot – enough to fill my boot."

The devil went to get gold from his friends – the rich people of the town. While he was away, the old soldier took off one boot. He cut off the bottom and put it over a hole in the ground.



## Lesson 8a "That's not enough!" "Your feet are too big!"

- 1 Read the rest of the story and answer.

The devil came back with a bag of gold. "Put it in my boot," said the old soldier. The devil put the gold in the boot, but the boot was still empty. "It's not enough. Get some more," said the old soldier.

5



6



The devil went away again and brought a big bag of gold. He put it in the boot, but the boot was still empty. "Your feet are too big," said the devil. "They're not like yours anyway," said the old soldier.

The devil went away again. After a long time he came back with a very big bag of gold. He put it in the boot, but there was still not enough. The devil became very angry. But then the sun started to come up. The devil was afraid of the sun. He ran away.

7



The old soldier gave most of the gold to the poor and kept a little for himself – just enough to live on.

- What did you think was going to happen? Did it?
- Why was the boot never full?
- How many times did the devil bring gold?
- Why did the devil run away?
- Did the old soldier become mean?
- Can you tell any stories like this one?



# Revision

He saw the Sphinx when he went to Giza.  
When he went to Alexandria he saw the sea.

When Before	a train leaves the town, it goes	across the desert. past a factory.
----------------	----------------------------------	---------------------------------------

(I think)	this is these are	the	eye of a goat. seeds of a water melon.
(Then she drew)	the rest of the bus.		
(It's)	a bag of flour.		
(I want)	three kilos of onions. half a litre of water.		

How many (eggs) were How much (sugar) was	there? left?	All of Most of A lot of Some of	the	eggs. sugar.
		A few of the eggs. A little of the sugar.		
		None of the		eggs. sugar.

How	high wide long	is the	cupboard?	About Over Under	(2 metres)	high. wide. long.
	tall		man?			tall.

How much	does (the book) do (the other books)	cost? weigh?	(It costs L.E.3.) (They weigh three- quarters of a kilo.)
----------	---	-----------------	---

I need some (spices). You can get them at (Hamdi's).

# Revision

What do we need to make coffee?

That	looks smells	good! (What's in it?)
------	-----------------	-----------------------

They've started!	(Runner 7) has finished. But (runner 5) is still running.
------------------	--

What has she drawn?	She's drawn the body. But she hasn't drawn the head yet.
---------------------	---

Has she drawn the	tail head ?	Yes, she has. No, she hasn't.
-------------------	----------------	----------------------------------

I've asked my friend to take something.

Where's Huda gone?  
She's gone to the pharmacy to get Salim some medicine.

Since Bill came to Egypt, he's been to Cairo and Tanta.

Have you ever (flown a plane)?	Yes, I've (flown a plane)	many a few	times.
	No, I've never (flown a plane).		

What's Abdallah done in his life? He's flown a lot of planes.

Have you ever been to (Aswan)? (Yes, I have.)

When did you go there? (I went there last year.)

I don't need to go there. I've already been there.

I know a place where there is a (castle).



# Revision

(He)	(had)	a lot of (water). quite a lot of (water).
	(drank)	some. some more.

(Now he had)	less. only a little. no more (water).
--------------	---

(There were)	too many not enough too few	(people).
(There was)	too much not enough too little	(money).

(It was)	quite very	(hot).
----------	---------------	--------

(The elephant is) (The lorry is)	too (heavy). (strong) enough.
-------------------------------------	----------------------------------

(She has got)	more (tomato sauce) fewer (onions)	than	(vinegar). (lady's fingers).
---------------	---------------------------------------	------	---------------------------------

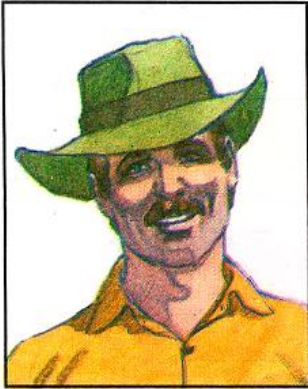
How much does she need altogether?

We've (only) got ...	grammes. kilos, litres.
----------------------	-------------------------------

That's	too	much. many.
		more than enough. not enough.
	too	little. few.

We	don't need any more. need some more.
----	---

## Revision: Language for Situations



Bill says "Here are some of the things you have learned in your English lessons. Can you remember when you learned them? Read them with your friends and try to use them for making your own dialogues or telling stories."

WHAT TO SAY . . .

. . . IF YOU WANT TO HELP SOMEONE . . .

Can I help you?

No thanks. I can do it myself.

I'm sorry you're ill.

Thank you. You're very kind.

Can I get you something?

Yes, please. Could you (get me some medicine)?

. . . IF SOMEONE COMES TO YOUR HOME . . .

Welcome! I'm pleased to meet you.

What can I get you?

Tea or coffee? Or something cold?

Some (tea) please.

With or without sugar?

How much?

Just a little, } please.

A lot, }

None, thank you.

I like my (tea) without sugar.

. . . TO A SECOND PERSON . . .

How about you?



## Revision: Language for Situations

... LATER ...

Here you are.  
Help yourselves.  
Have some (fruit).

... IF YOU WANT TO SPEAK TO SOMEONE YOU DON'T  
KNOW ...

Excuse me, can I { have a few words?  
ask a few questions?

Tell me, { what do you think of (Egypt)?  
do you like (Egypt)?

... IF THEY DON'T SPEAK MUCH ENGLISH, THEY MAY  
SAY ...

(I'm afraid) I don't understand.  
Please say that again. I can't speak English very well.

... IF YOU BRING SOMETHING TO SOMEONE ...

Here you are. This is for you.

... OR IF YOU ARE NOT SURE ...

Does this belong to you?  
Is this yours? It isn't mine.

... IF YOU ARE IN A SHOP OR RESTAURANT ...

Can I have some } (bananas) please?  
Have you got any }

I want some (oranges) please.

How much } do you want?  
How many }

## Revision: Language for Situations

How much { are they?  
do they cost?

That's too much!  
Can't you make it less?  
Have you got anything cheaper?

That's enough, thank you. I don't need any more.

... IF YOU WANT SOMEONE TO DO SOMETHING ...

Do you mind (coming to the studio)?

No, of course not.  
I don't mind at all.

... IF YOU ARE THINKING OF DOING SOMETHING ...

Why don't we } (make a play) All right. What do we need?  
Let's

We need (some rice) to (make "mashi").

... IF YOU ARE SHOWING SOMEONE HOW TO DO SOMETHING ...

This is how you do it.                      You can ...  
First ...                      Then ...                      Next ...                      Finally ...

... IF YOU WANT TO KNOW SOMETHING ...

Can you tell me (the time)?

Can you { show me  
teach me how to (swim)?



## Revision: Language for Situations

... IF YOU ARE LOOKING FOR SOMETHING OR FINDING THE WAY ...

Excuse me, { is there (a post office)  
                  { are there (any shops) (near here)?

Where is the nearest (post office)?  
Where can I get (some bread)? At (that shop).

... IF YOU ARE TRAVELLING ...

How can I get to (Siwa)? (By bus) etc.  
When does the (bus) leave?  
When does it arrive (in Tanta)?  
How long does the journey take?

... IF SOMETHING IS GOING WRONG ...

Whoops! } Please be careful. Oh, I'm sorry. Are you all right?  
Ouch! }

... IF YOU LIKE SOMETHING OR SOMEONE ...

I like that.  
That's very interesting.

That { looks good.  
          { smells good.

... OR ...

I love you very much!

... OR, IF YOU DON'T LIKE SOMEONE ...

Go away!  
I'm not afraid of you!

## Revision: Language for Situations

... AND I HOPE YOU WON'T HAVE TO SAY THIS ...

Stop thief!

... IF YOU ARE TALKING ABOUT WORDS ...

What does "ambulance" mean?

"Hummus" means "chick-peas".

(She sleeps on a dusty floor). That's why she's called  
("Cinderella").

... IF YOU ARE TALKING ABOUT ACTIONS ...

What's happening?

They've scored! It's a goal! Well done!

... ON THE TELEVISION OR RADIO ...

Good (afternoon), ladies and gentlemen. Here we are in (Khan El  
Khalili). We're going to (talk to some tourists):

... IF YOU ARE NOT SURE ABOUT SOMETHING ...

What is it?

I think ...

Whose is it?

I'm not sure ...

Which is (yours)?

I don't know.

Why do you think that?

Because ...

... IF YOU ARE COMPARING THINGS ...

In my country, (shops are closed on Sundays).

It's { the same here.  
    { different



## Revision: Language for Situations

... IF YOU ARE TALKING ABOUT PEOPLE'S LIVES ...

When } were you born?  
Where }  
Where { are you from?  
      { do you come from?  
Where do you live?  
Have you ever (been to Europe)?  
What about (America)? Have you been there?

... IF YOU ARE TALKING ABOUT THE FUTURE ...

Tomorrow,  
Next week,                    }  
When I leave school,        }        I'm going to (visit Cairo).

It's going to get dark soon.

... IF YOU ARE TELLING A STORY ...

Do you know any stories about (giants)?

This is a story about a girl. She is called Cinderella.

The play starts in the market.

Once (there was a sailor called Sindbad) ...

One day ...

Then ...

Later ...

Soon after ...

(A lot of things happened but) at last ...

In the end ...

He went ... but on the way ...

After that the same thing happened. Every day ... and ...

But one day ... so ...

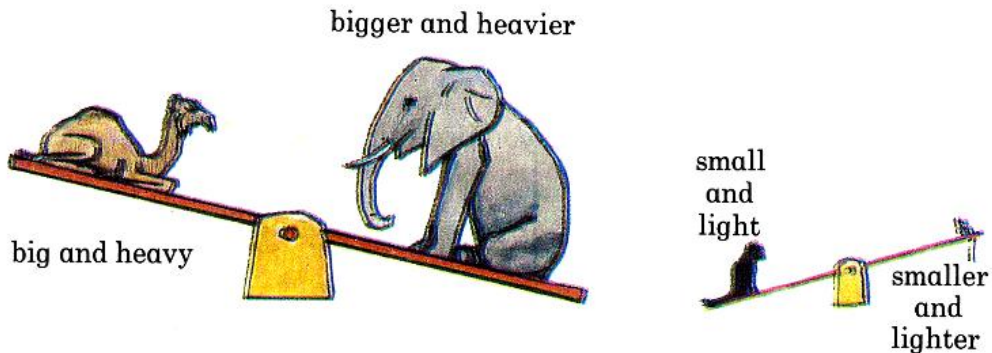
Did it really happen?

No, of course it didn't really  
happen!

# UNIT 11 How high is the highest mountain?

## Lesson 1 a Language Practice: What is smaller than a mouse?

1 Look and read. Do you think the sentences are true or false? Why?



An elephant is heavier than a camel. A mouse is smaller than a cat.

✓	7/10	good	✓✓	8/10	better
×	2/10	bad	××	1/10	worse

- A camel is lighter than an elephant.
- A mouse is heavier than a camel.
- An elephant is higher than a car.
- The Suez Canal is longer than the River Nile.
- Snakes are worse than spiders.
- Coffee with sugar is better than coffee without sugar.
- Aswan is hotter than Cairo in the summer.
- June is later than August.

2 Say the name of ...

- something which is faster than a train.
- something that is cheaper than cheese.
- someone who is younger than you.
- somebody who is taller than you.
- somewhere which is colder than Cairo.
- 92 f) somewhere which is bigger than Mansura.
















**Lesson 2 Language Practice: Her eyes were as beautiful as moonlight.**

1 Look around you, look at the book and think. Give the name of someone who is or something which is ...

red black white round tall big small wide brave  
strong hot sharp  beautiful bald

2 Look and read. Use the words above to complete the sentences. In Bill's book there are stories about:



- a) a hero who is as ... as a  lion and as ... as  a horse
- b) a woman with eyes as ... as  moonlight and hair as ... as  the night
- c) a giant who was as ... as a  tree with a mouth as ... as a  door
- d) an animal with teeth as ... as  knives and a mouth as ... as  a flame
- e) a little man who was as ... as  a ten piastre piece
- f) a huge bird with wings as ... as  the sails of a boat
- g) a funny man with a nose as ... as  a tomato, a face as ... as  snow and the top of his head as ... as  an egg

### Lesson 3a Language Practice: More expensive or less expensive?

1 Talk like this about these materials, using the words below.

Paper is lighter than wood.



lighter heavier harder softer wetter cheaper  
more expensive more useful less useful less heavy

2 Look at the examples. Are the sentences true or false?

I think that leather is more expensive than cloth.  
 cloth is cheaper than leather.  
 cloth is less expensive than leather.  
 cloth is not so expensive as leather.

Petrol is much more expensive than water.

- a) Concrete is much lighter than wood.
- b) Salt is not so expensive as flour.
- c) Petrol is more expensive than cooking oil.
- d) Wood is lighter than metal.
- e) Glass is not so hard as wood.



## Lesson 4a Language Practice: The cheapest material and the most useful material.

1 Look at page 94. Read and answer.

In most places, water is the cheapest material.

In other words, it is the least expensive. And for a farmer, it is the most useful material.

Which material is ...

Which materials are ...

- a) the hardest?
- b) the heaviest?
- c) the least expensive?
- d) the most useful for writing with?
- e) the most useful for making windows with?
- f) the most useful if you are a cook?
- g) the most useful if you are a lorry-driver?
- h) the most useful if you are a shoemaker?

2 Look at these jobs and the materials on page 94. Talk like this:

For a **driver**, the most **useful** thing is **petrol**.



a cook



a shoemaker



a builder



a teacher



a student



a driver



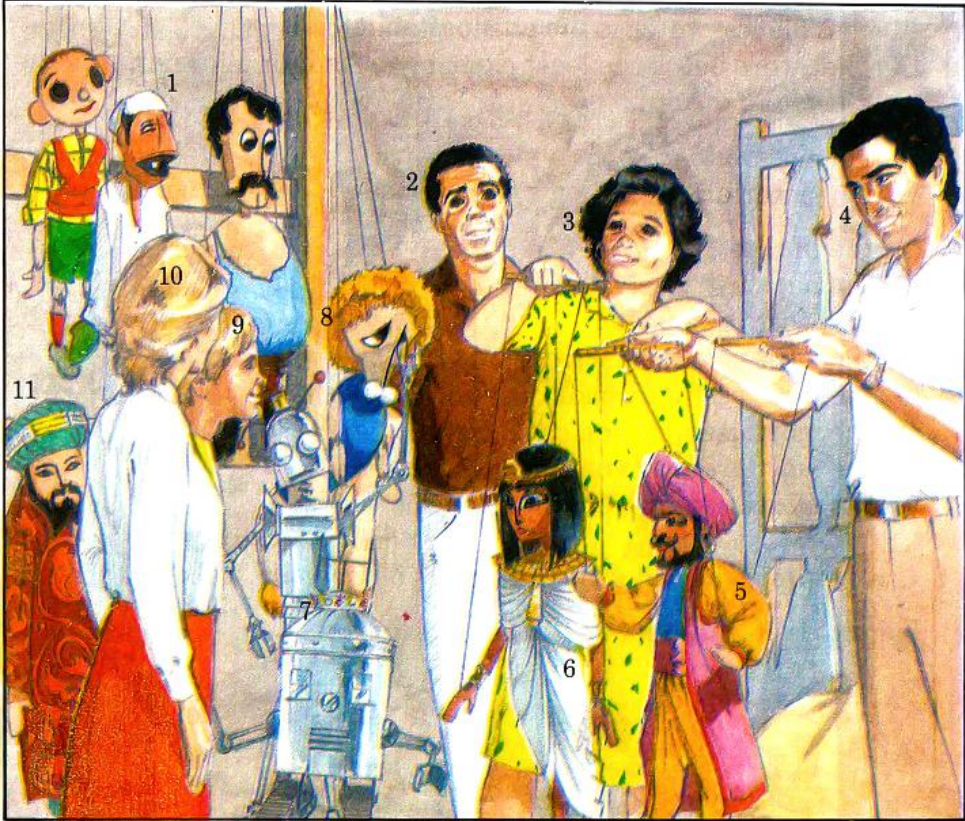
a dressmaker



a farmer

## Lesson 5 Story: Tom and Jill meet the puppets.

1 Read the story. Can you find the names of the people or puppets in the pictures?



Not long ago, Bill's nephew Tom and his niece Jill came to Egypt for a holiday. Bill introduced them to his Egyptian friends, Hassan and Samira. They all went to Sabry's puppet theatre. They saw some of the puppets, which were made by Sabry's friend Mohammed and his wife Mona.

The children loved the puppets from "El Laila El Kabira", especially Hantira the singer, and the lion who fights the strong man. They were also shown some puppets from other plays. "We have travelled to many countries," said Mona. "And we like to show plays about our country's life and history. Here, for example, is Cleopatra, who was Queen of Egypt over two thousand years ago. And here is our famous King Salah Ed Dinn. I think you call him Saladin. This puppet is from 'The Arabian Nights'. He's called Sindbad the Sailor."

"We even have plays about the future," said Sabry.

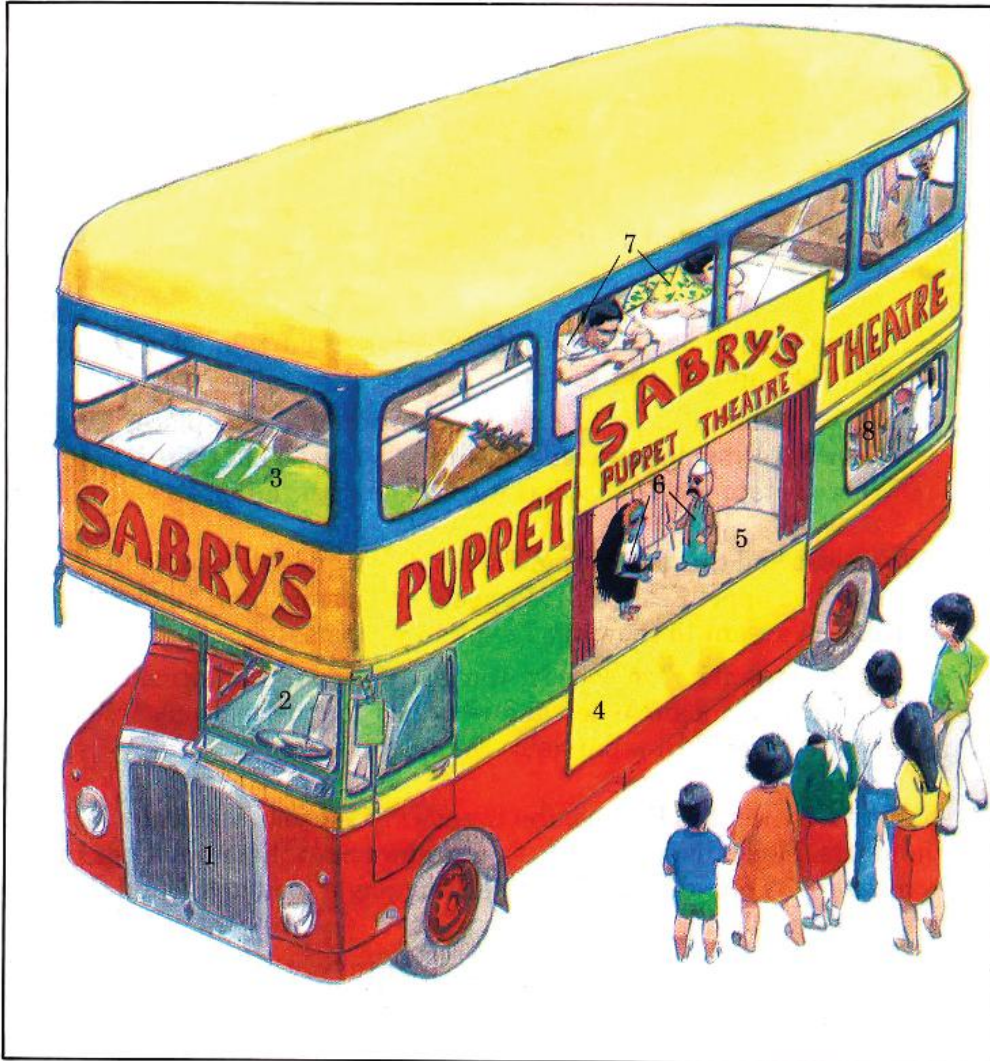
"Yes," said Mohammed. "Come and meet Cary Caranda and Sary Saranda. We are very pleased with them. We can control them without strings! We use a radio."



## Lesson 6a Story: The travelling puppets.

1 Read quickly to find the answers:

- What's in the picture?
- Whose is it?
- What does he use it as?



When Sabry travels, he takes his puppets with him. He has got an old bus, which he uses as his theatre and as his travelling home. Sabry can sleep at the front, over the driver's seat and the engine. In the middle of the bus is the theatre. The side can open to make a stage. The actors stand behind this stage to control the puppets. When they are travelling, Sabry keeps the puppets in a store at the back of the bus.

2 Read again and say what the numbers are.

## Lesson 7 Skills Practice: Guessing what words mean.

- 1 Read the example from Unit 11 and answer the questions. How did you guess the meaning of the word? Then answer the other questions.

When they are travelling, Sabry keeps the puppets in a store at the back of the bus.

- a) What does Sabry use the bus for when they are not travelling? What does he do with the puppets? What does “keep” mean? Where do you keep things? So what kind of place is a “store”?

- 2 Now read these sentences from later in the story. Answer and guess the new words.

“Your puppets tell people about life in Egypt,” said Tom. “Are you going to take them abroad again?”

- a) Do you think “abroad” is a kind of action or a kind of place? Why? What have you already read about the puppets and their travels? Where is “abroad”? What has it got to do with “Egypt”?

“We’ve just had this letter from Scotland. It’s an invitation to the Edinburgh Puppet Festival. . . Puppets are coming from all over the world. . . We want to show our Egyptian puppets. . .”

- b) When you “invite” somebody, you give them an “invitation”. What does “invite” mean? When and where do you invite people? What is an “invitation”? How did Sabry get his invitation?

(Before they went to Europe, the friends visited some ancient buildings. Mohammed said:) “No-one knew about these buildings until some workers found them. They were digging a road and found them under the sand.

- c) What word do you know that is similar to “workers”? What does “—ers” mean in “teachers”, “singers”? What kind of person is a “worker”?

(Bill touched the wall of a tomb and it opened.) “There’s another room beyond,” said Samira. “A secret room!”

“Ooh, there’s something in there!” cried Tom. “What is it? Ooh, I’m frightened!”

- d) Can you guess the meanings of “secret” and “frightened” from the situation?



## Lesson 8a Skills Practice: Letters and signs used in written English.

11

1 Read these rules about punctuation. Then find examples of them underlined in the sentences below.



a) Names of people, places, books, etc. start with a capital letter.


b) The first word in a sentence begins with a capital letter.


c) A sentence ends with a full stop. ●

d) Commas are sometimes used between different parts of a sentence. 

e) Commas are used between words in a list.

f) These signs show the words were spoken.  

g) This sign comes after a question. 

h) This sign before or after "s" shows that something belongs to one person or more than one person. 

i) The same sign is used in place of letters which are not spoken.

1. She brought some bread, meat, rice and onions.

2. The teacher's table was near the students' desks.

3. When they had finished, they went to the theatre.

4. "Where are you going?" she asked.  
"I'm not sure," he said.

5. Two children from Ottershaw, Tom and Jill Baggins, have just arrived for an exciting holiday in Egypt.

6. "What's your book called?"  
"It's called 'Welcome to English'."



## Lesson 9 Language Practice: How high is the highest mountain?

### 1 Look and read.



Said's house is about five metres high. The highest building in the world is about four hundred metres high.

Said's mango tree is eight metres high. The highest tree in the world is about one hundred and thirty-three metres high.

Which answer is right? Can you guess?

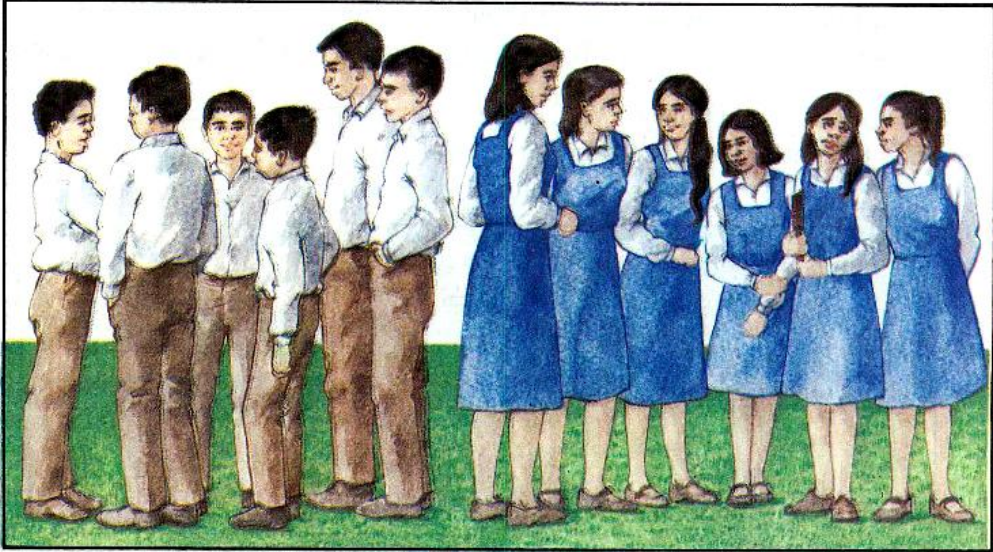


- Said is 180 cm tall.  
The tallest person in the world is ...  
195 cm? 245 cm? 725 cm?
- Said weighs about 80 kilos.  
The heaviest animal in the world weighs about ...  
1300 kilos? 13000 kilos? 130000 kilos?
- Ibrahim is over 80 years old.  
The oldest person in the world is ...  
about 100? about 120? over 120?
- The hill near Said's farm is twenty metres high.  
The highest mountain in the world is ...  
about 5 km? about 8½ km? over 12 km?
- The canal past Said's farm is two kilometres long.  
The longest river in the world is ...  
about 100 km long? under 1000 km?  
over 1000 km?
- Said can run at 20 km an hour.  
The fastest animal can run at ... about  
50 k/h? about 100 k/h? about 300 k/h?
- Said's farm is 30 years old.  
The oldest building in Egypt is ...  
over 2000? over 3000? over 4000?



## Lesson 10a Language Practice: Who's got the longest hair? 11

1 Talk about your class with these questions:



- a) Who's the tallest student?
- b) the shortest?
- c) the oldest?
- d) the youngest?
- e) Whose home is nearest to the school?
- f) Whose home is farthest away?
- g) Who's got the longest hair?
- h) Who can run the fastest?
- i) Who has read the most books?
- j) Who has travelled the farthest?
- k) Whose grandfather is oldest?

2 Do you think these sentences are true or false? Why?



- a) Winter is the best time of year.
- b) The nights are longest in summer.
- c) Exams are the best things about school.
- d) The worst kind of beans are small and hard.
- e) The outside of an egg is softer than the inside.
- f) The most useful part of an onion plant is its root.
- g) An elephant has got smaller ears than a lion.
- h) The most expensive way to travel is by train.

## Lesson 11 Story: We want to travel, but it costs too much.

### 1 Read and answer.

Tom and Jill loved the puppet theatre. "Your puppets tell other people about life in Egypt," said Tom. "Are you going to take them abroad again?"

"I hope so," said Sabry. "We've just had this letter from Scotland.



"It's an invitation to the Edinburgh Puppet Festival. This summer puppets are coming from all over the world – China, Turkey, Russia and America. We want to show our Egyptian puppets there but travelling costs a lot of money." "Well, I hope you can find enough money," said Bill. "We must go now," he added. "We're going to look at some ancient places. You know that pyramid at Wadi Bamba?" "Yes, are you going there?" said Mohammed. "Can we come too? Mona and I are preparing a new play about ancient Egypt and I want to draw some of the ancient buildings." "Of course," said Bill. "Why don't you all come?" So the friends went to the pyramid together.



- a) Has the puppet theatre been abroad before?
- b) Where do they want to go in the summer?
- c) Why do they want to go there?
- d) How did they hear about it?
- e) Why can't they go?
- f) Where does Bill want to go?
- g) Why does Mohammed want to go there too?



## Lesson 12a Story: Sabry's puppet show.

- 1 Look and read. Then say or sing the song.

Let's **sing** this **song**, our **strings** are **long**,

We **never** get our **movements** **wrong**,

**When Sabry** pulls our **strings**!

We can **dance, dance**,  
**When we** get the **chance**,  
At the **Sabry Puppet Show**!

We can **sing, sing**,  
**When he** pulls the **strings**,  
At the **Sabry Puppet Show**!

We can **stand, stand**,  
**When he** lifts his **hand**,  
At the **Sabry Puppet Show**!

We can **sit, sit**,  
**When he** brings it down a **bit**,  
At the **Sabry Puppet Show**!

We go **bump, bump**,  
**When he** makes us **jump**,  
At the **Sabry Puppet Show**!

We can **fly, fly**,  
**When he** pulls us **high**,  
At the **Sabry Puppet Show**!

We have **fun, fun**,  
As **soon** as we've **begun**,  
At the **Sabry Puppet Show**!

You can **laugh, laugh**,  
For an **hour** and a **half**,  
At the **Sabry Puppet Show**!

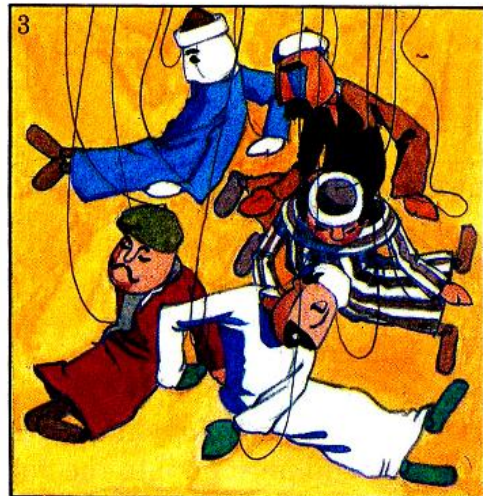
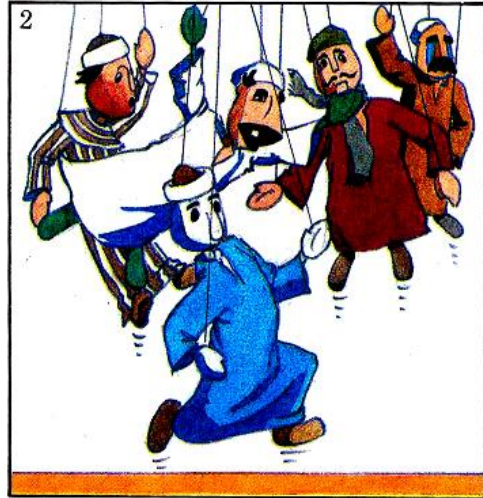
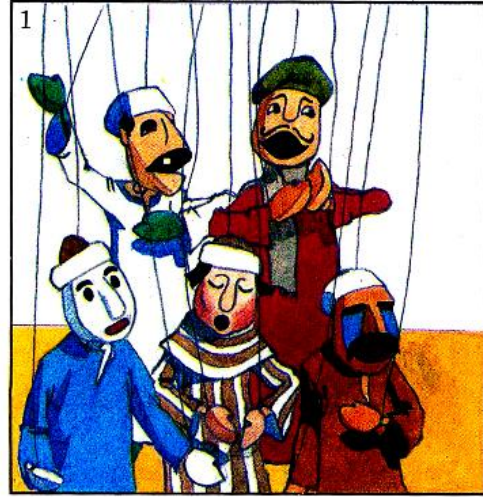
We **shake** our **ears, ears**,  
**When you** give us **cheers**,  
At the **Sabry Puppet Show**!

We've **sung** our **song**. It's **not** too **long**.

We're **going** back where we **belong**.

We **never** got our **movements** **wrong**,

**When Sabry** pulled our **strings**!



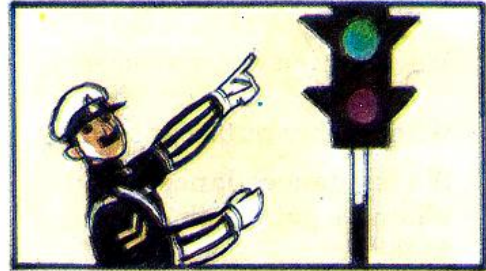
# UNIT 12 We should. We can. We must.

## Lesson 1a Language Practice: You must not touch it. You must kick it.

1 Look and speak. Match the sentences and street signs.



You must stop!  
You mustn't go yet.



Now you can go!

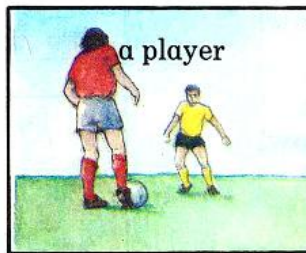
- You must not go down this street.
- You must not turn left.
- You must not use your horn.
- You must not turn round.
- You must not leave your car here.
- You must not turn right.



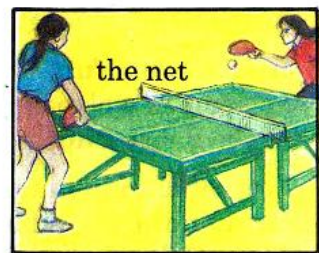
2 In which of these games are the sentences true?



basket-ball



football



ping-pong

- You must throw the ball.
- You must kick the ball.
- You must hit the ball.
- You must not touch the ball.
- You must not hold the ball.
- You must not carry it.
- The ball must go into the net.
- The ball must go over the net.
- You must not kick the ball.
- You must not kick the other players.
- You can run.
- You can jump.



**Lesson 2a Language Practice: Where should they be?**

12

1 Talk about this picture. Where is everything? What has happened?



2 Talk like this about the other things:

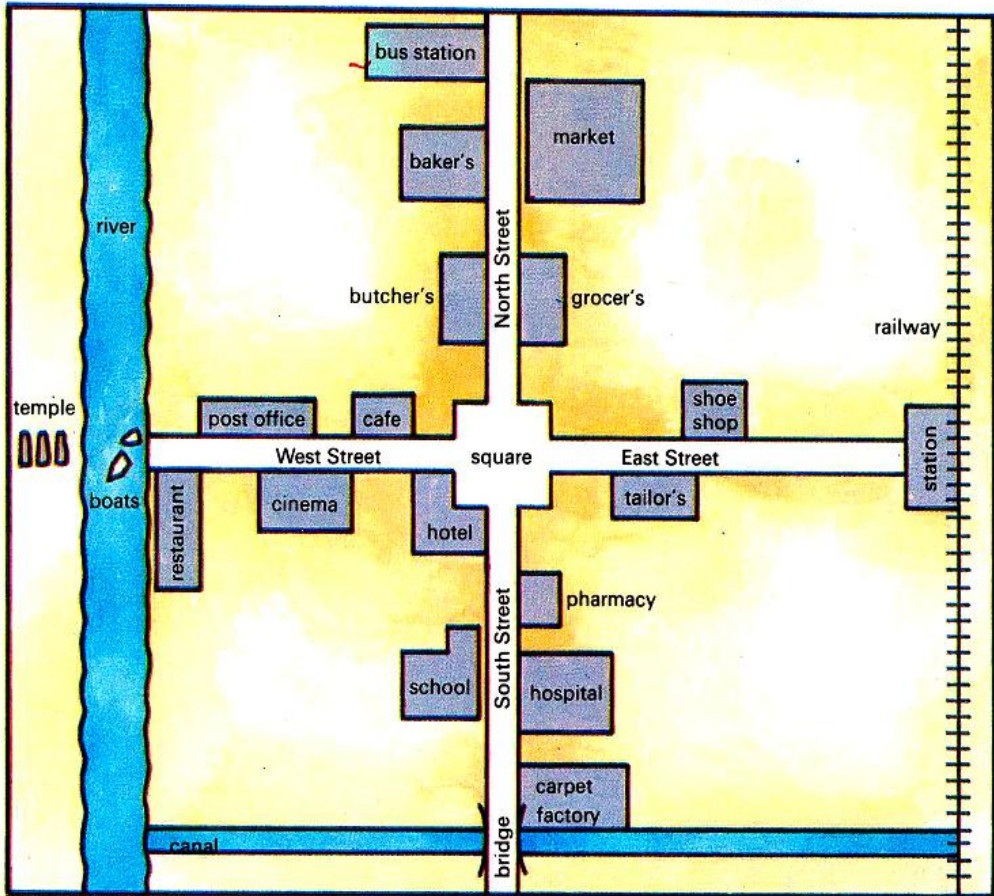
The goat **shouldn't** be in the **room!** It **should** be outside!

The **telephone** should be on the **table**, **not** on the **balcony!**



### Lesson 3a Language Practice: If he goes along West Street, he will pass a cafe.

1 Look at this plan of a small town. Then read and answer.



Bill is outside the hotel. If he goes along West Street, he will pass a cafe on his right. Then he will pass a cinema on his left.

- a) If he goes to the end of South Street, what will he see?
- b) If he goes along South Street, will the school be on his left?
- c) What will he pass if he goes along East Street?
- d) If he goes along West Street, what will he see at the end of the street?
- e) Will he pass the baker's if he goes along North Street?

2 Read and answer.

If Bill wants to buy a carpet, he should go along South Street. Where should he go if he wants to buy ...

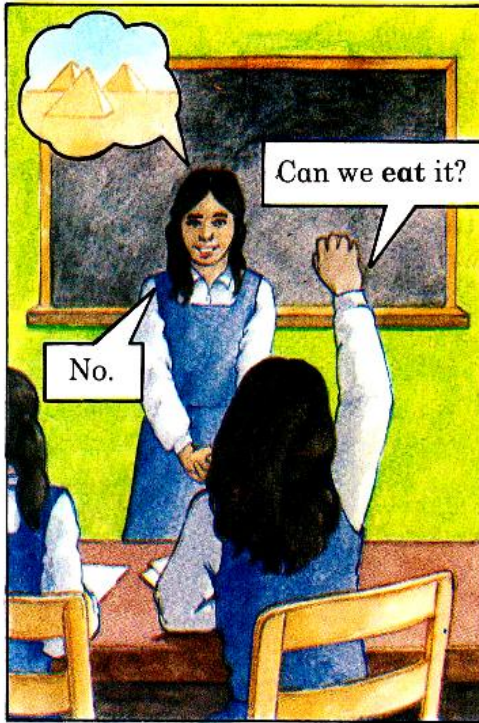
- a) ... a stamp?    b) .. some medicine?    c) ... some bread?
- d) ... a sandwich?    e) ... a shirt?



## Lesson 4a Language Practice: Do you know how to play these games?

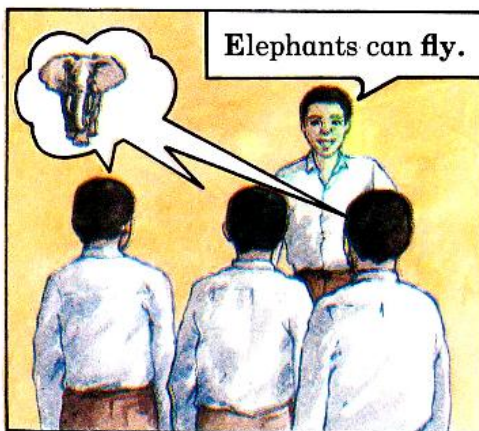
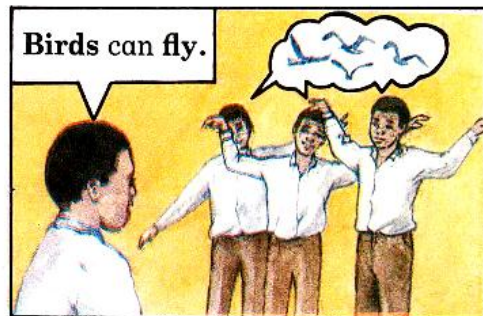
12

1 Read about these games. Then play them together.



a) This game is called "Twenty Questions." One player must think of something in English. It may be a person, an animal, a thing or a place. The others must try to guess the word. They can ask questions, but the questions must have the answer "yes" or "no". For example, they may ask "Is it a person?" "Can she speak English?" "Is it in this room?" "Can we eat it?" "Is it made of metal?" Or, if they think they know the answer, they can ask questions like "Is it the blackboard?" But they can only ask twenty questions. If they cannot find the answer with twenty questions, the other player has won.

b) This game is called "The Flying Elephant". One player should talk about things and what they can do. The sentences may be true or false. For example, the speaker may say "Birds can fly. Students can read. Birds can read. Elephants can fly."



The other players must listen. If a sentence is true, they must pretend they are doing the action - flying, reading, swimming, jumping, singing and so on. But if the sentence is not true, the listeners must not do anything. If players do the action when the sentence is not true, those players are "out". In other words, they cannot play any more.

12 **Lesson 5 Skills Practice: Messages.**

1 Read and find answers:

- a) What kinds of message are there?
- b) Who wrote them?
- c) When and where did they write them?
- d) Who did they send the messages to?
- e) Which is a letter to someone the writer does not know?
- f) Which is a message with greetings?
- g) Which is a short message which travels quickly?
- h) Which is something that people write before they travel abroad?

1

Edinburgh Festival Office,  
Rattle Street,  
Edinburgh,  
Scotland

1st December

Mr Sabry Saleh,  
Cairo Puppet Theatre,  
Ezbekiya Square,  
Cairo,  
Egypt

Dear Mr Saleh,

We would like to invite you to our International Puppet Festival, which will be held in Edinburgh from 10th - 15th August next year. We hope that there will be puppets from many countries at the Festival, and we will be very happy if the world famous Cairo Puppet Theatre can come.

We will send you more news of the Festival soon.

Yours sincerely,  
*[Signature]*

2

EMBASSY OF THE ARAB  
REPUBLIC OF EGYPT,  
LONDON:  
Visa form

Full name: Tom Henry Baggins  
Date and place of birth: 4/7/76  
Leeds, England  
Nationality: British  
Passport: 173920 London

Kind of visit: Holiday  
Length of visit: 2 weeks  
Address in Egypt: c/o Mr Bill Baggins,  
Flat 4,  
12 Isis Street,  
Giza

Signature: Tom Baggins  
Date: 1/12/92

3

Telegram

ARRIVING SUNDAY 1350 JAN 144.30; FLIGHT BR555.  
PLEASE MEET. ALAN, TOM, JULIA.

1997  
2000  
12/25

4

To our friends  
Samira and Hassan  
A happy new year  
from  
Jill and  
Tom  
(see you soon)

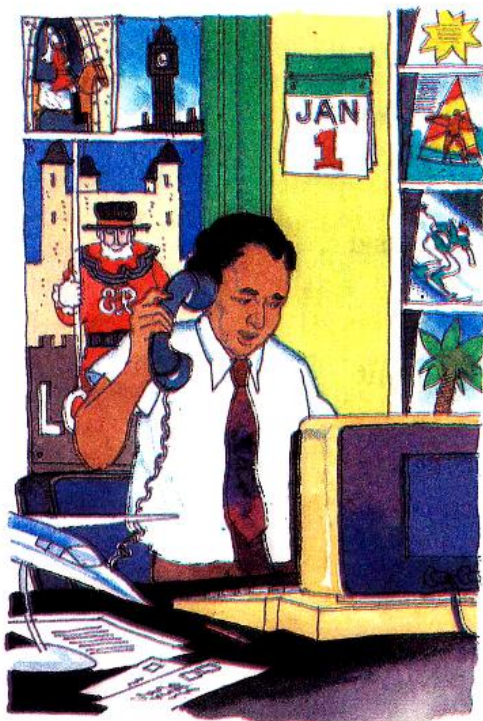


## Lesson 6a Skills Practice: Spoken and written messages.

12

### 1 Look and read.

- A is Bill. What's he doing?
- Where do B and C work?
- What are they talking about?
- Are they in Britain or Egypt?



- Hello, is that **British Airways**?
- Yes.**
- I'm **phoning** about the **flight** from **London** this **afternoon**...
- Just a **minute**. Hold **on** please...
- Hello?
- Ah, hello. I'm **phoning** about the **flight** from **London** this **afternoon**.
- Flight to **London**? There's **no** flight to **London** this **afternoon**...
- No**, I **didn't** say **to** London. I said **from** London. Flight BA555. Is it on **time** please?
- One **moment** please... **Yes**, flight BA555 is on time, arriving **fourteen thirty**.
- Thank you very much**. Goodbye.

### 2 Pretend you and your friends are A, B and C and say the dialogue.

### 3 Look at pages 108 and 109 to find the answers.

- How do you start and finish a letter to someone you do not know well?
- When do you say "A happy new year"?
- What festivals do you have in your country? Do you send greetings for them?
- Who sent the telegram? Why did it have very few words?
- What words can be added to make the telegram a complete message?
- When did Tom and Jill travel to Egypt?
- How did they come?
- What time did they arrive?

**Lesson 7 Language Practice: A difficult journey.****1 Read the story and find the pictures on page 111.**

Yusif was a carpenter. He needed some wood. He asked Omar and Ali to get some for him.

The two boys took the empty cart to Ahmed's shop. They put some wood on it. They thought they had enough, but Ahmed brought them some more.

They started the journey back. It was difficult, because the cart was very heavy and the pieces of wood were very long. Ali pushed the cart and Omar pulled it.

They went down a wide street. There was a lot of traffic and they were slow. A taxi-driver shouted at them.

The street went down a hill. The cart went faster. They tried to slow it down.

They turned into a narrow street. It was difficult to go round the corner, because the wood was so long.

They went through a market. There were other carts there. The way was very narrow.

At last they arrived back at Yusif's. But Yusif said they had too much wood. He told them to take some back.

**2 Answer the questions.**

- a) Who made things with wood?
- b) Who sold wood?
- c) Who went to get some wood?
- d) Was the cart full when they arrived at Ahmed's?
- e) Why was the journey back difficult?
- f) Which was longer – the cart or the wood?
- g) Why did the taxi-driver shout at them?
- h) Why was it difficult to turn into the narrow street?



**Lesson 8a Language Practice: "We're going too fast!"**

1 These pictures show the story on page 110. Talk about each picture: What has happened? What is happening? What is going to happen?



2 Who said these things during the journey? Where did they say them? Match the words with the people in the pictures.

- a) "I think we've got enough."
- b) "We're going too fast! We must slow down. If we don't, we'll hit something."
- c) "I'll pull and you can push."
- d) "That's too much. It's more than I need. Take some back."
- e) "Here's some more."
- f) "It's too long. It won't go round the corner."
- g) "You shouldn't bring that cart here. It's too slow."
- h) "We can't get through here. The cart's too wide."

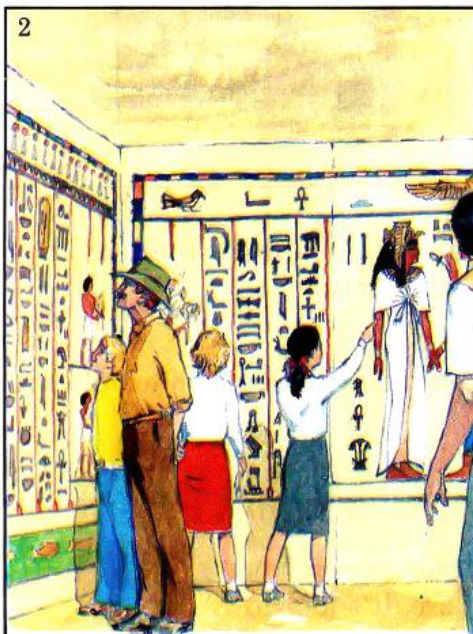
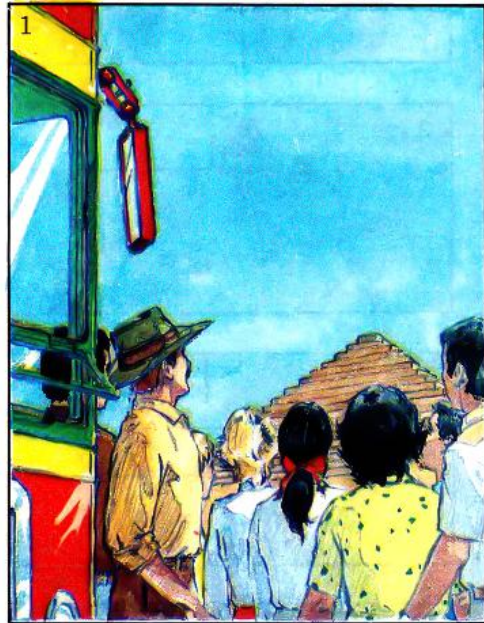
## Lesson 9 Story: The pictures on the wall.

1 Read these sentences. Then read the story quickly and say if they are true or false.

- The pyramid was somewhere in the desert.
- There was a king in it.
- Bill found it under the sand.
- There were no other buildings near the pyramid.
- Bill could read the ancient Egyptian words.

"Here we are," said Bill when the friends had arrived in Wadi Bamba. "Here is the pyramid. And over there is the temple."

"Who was the king in the pyramid?" asked Jill. "Or was it a queen?" "Nobody knows," answered Mohammed. "No-one knew about these buildings until some workers found them. They were digging a road and found them under the sand. I think there are a lot more under the sand still."



They went inside the temple. "Look at those pictures!" said Samira. "Aren't they beautiful!" "And look at these pictures over here," said Tom. "Are they ancient Egyptian writing, Uncle Bill?"

"Yes, that's right," said Bill. "I've learned some of the writing. I'll see if I can read this ... it says ... MADE BY DABDAB ... SERVANT ... OF QUEEN TUTIFRUTY. (That must be the queen in the picture there.) ... I MADE THE PICTURES ... THE STATUES WHICH MOVE ... KEEPER OF THE QUEEN'S ... What's this word here? THE QUEEN'S ... TREASURE ..."

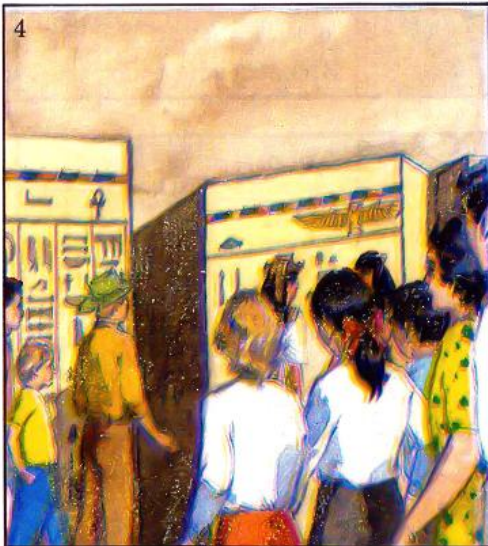
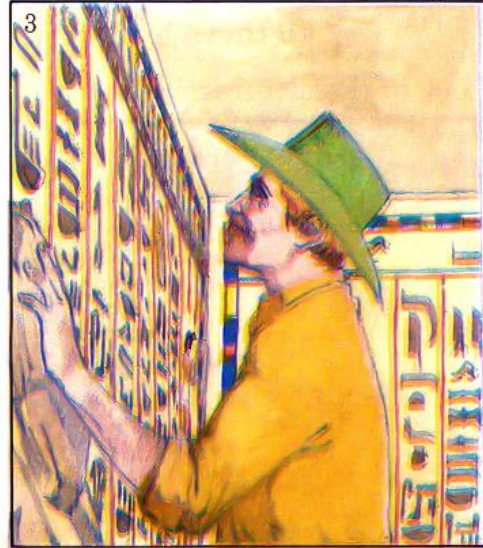


## Lesson 10 Story: The secret room.

12

1 Read the rest of the story and answer the questions about pages 112 and 113.

When they heard the words of the ancient Egyptian, the children were very excited. "Treasure!" said Jill. "You mean gold and jewels? Do you think there's treasure here still?" "No, I don't think so," said Bill. "If there was treasure here once, I am sure that thieves took it long ago. But here are some more words. I can't see them clearly because of this piece of rock. Oh! It moved when I touched it!"



"Look at that!" shouted Mohammed. "The whole wall is opening like a door!" "And there's another room beyond!" said Samira. "A secret room!" "Ooh, there's something in there!" cried Tom. "What is it? Ooh, I'm frightened!"

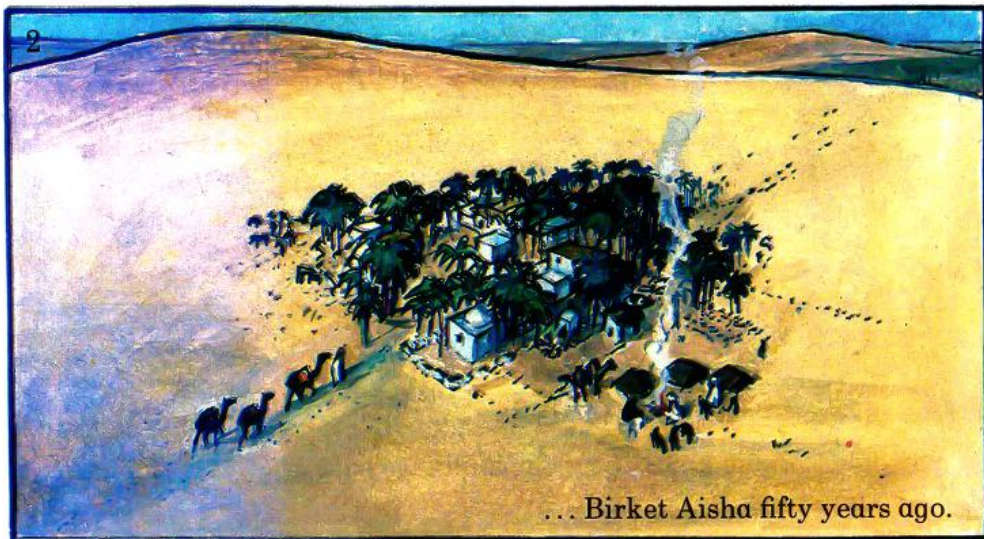
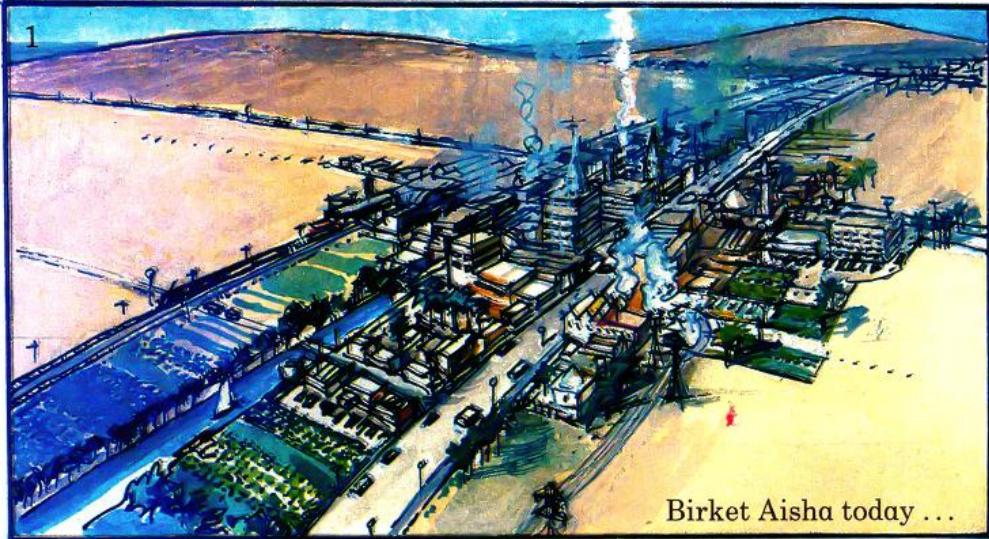
- Why didn't people know about the buildings before?
- Who found them and why?
- Do you think there was a king or a queen in the pyramid?
- How did the ancient Egyptians write their messages?
- Who knew how to read the message?
- Who was the writer of the message?
- Do you think "treasure" is something good or bad?
- Why didn't Bill think there was any treasure?
- Do you think he was right?
- Why was Tom frightened?



# UNIT 13 Past, present and future

## Lesson 1a Language Practice: Fifty years ago you could only go there by camel.

1 Look at the pictures. What has changed?



2 Talk like this:

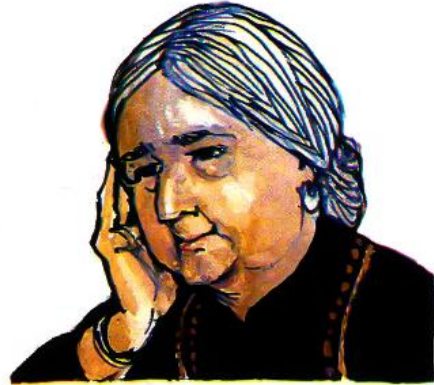
- Today you can go to Birket Aisha by railway. But fifty years ago you could only go there by camel.  
(What else can you do now that you couldn't do then?)
- The factory which is there today wasn't there fifty years ago.  
(What else wasn't there fifty years ago?)



**Lesson 2a Language Practice: There's been a railway there for over 40 years, since 1943.**

- 1 Read and make sentences from the table.

Safia is talking about Birket Aisha, which is her town.  
"In the old days, there were no shoemakers, so we had to make our own shoes."



There was/were no ...	so we had to ...
bookshops	buy books in Cairo.
tailors or dressmakers	use oil lamps.
good roads	make our own bread.
bakers	take letters to Cairo ourselves.
electricity	make our own clothes.
post office	travel on foot or by camel.

- 2 Look at the dates when things started and talk like the example.

1938 canals	1954 telephones
1943 the railway	1955 the first hotel
1945 good roads	1958 the hospital
1948 electricity	1959 the cinema
1950 the post office	1976 television

1. How long have there been canals in Birket Aisha?  
nearly
2. For about ... years, since 1938.  
over

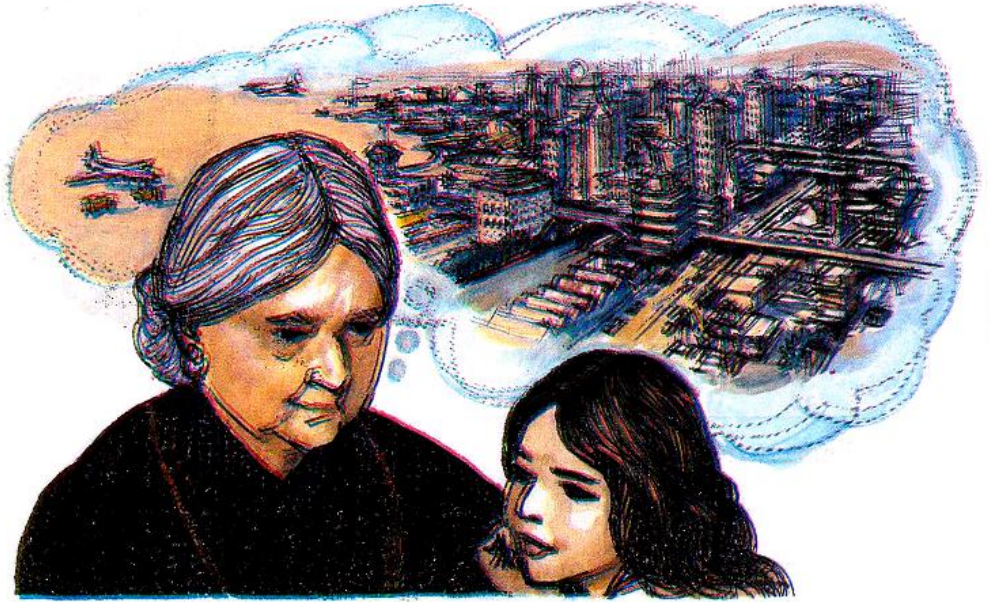
- 3 Talk about your own town or village.

What has changed since 1950?

How long have the important buildings been there?

### Lesson 3a Language Practice: I think there will be more people.

1 Look and read. Then talk like the examples.



Safia is thinking about her town in the future. She says:

- a) In the **future** there **may** be an **airport here**.
- b) I **think** there will be **more people**.
- c) I **hope** there will be **more hospitals**.
- d) I hope there **won't** be **too much traffic**.
- e) "Will there be **more people**, Safia?" "I **think** so."  
"Will there be **an airport**?" "I **hope** so."

Talk about:	more roads	more exams
	more canals	more factories
	more farmland	enough food for everybody
	more noise	less desert
	too many people	more tractors
	enough houses for everyone	fewer working animals
	more holidays	more electricity
		more high buildings

2 Now talk about your own town or village in the future.



**Lesson 4a Language Practice: We will have to work. We'll be able to grow more food.** 13

1 Look and read. Then make sentences from the table.



Safia says: "In the future, there **may** be **more** people. If so, we will **have to grow more food.**"

"There **may** be an **airport**. If so, we will be **able to fly** to other **places.**"

We may ...

- have better hospitals (God willing).
- have an airport.
- have more factories.
- use TV for learning.
- have more traffic.
- use the sun for making hot water.
- use the sun and the wind for making electricity.
- have telephones like TV.
- need more farmland.

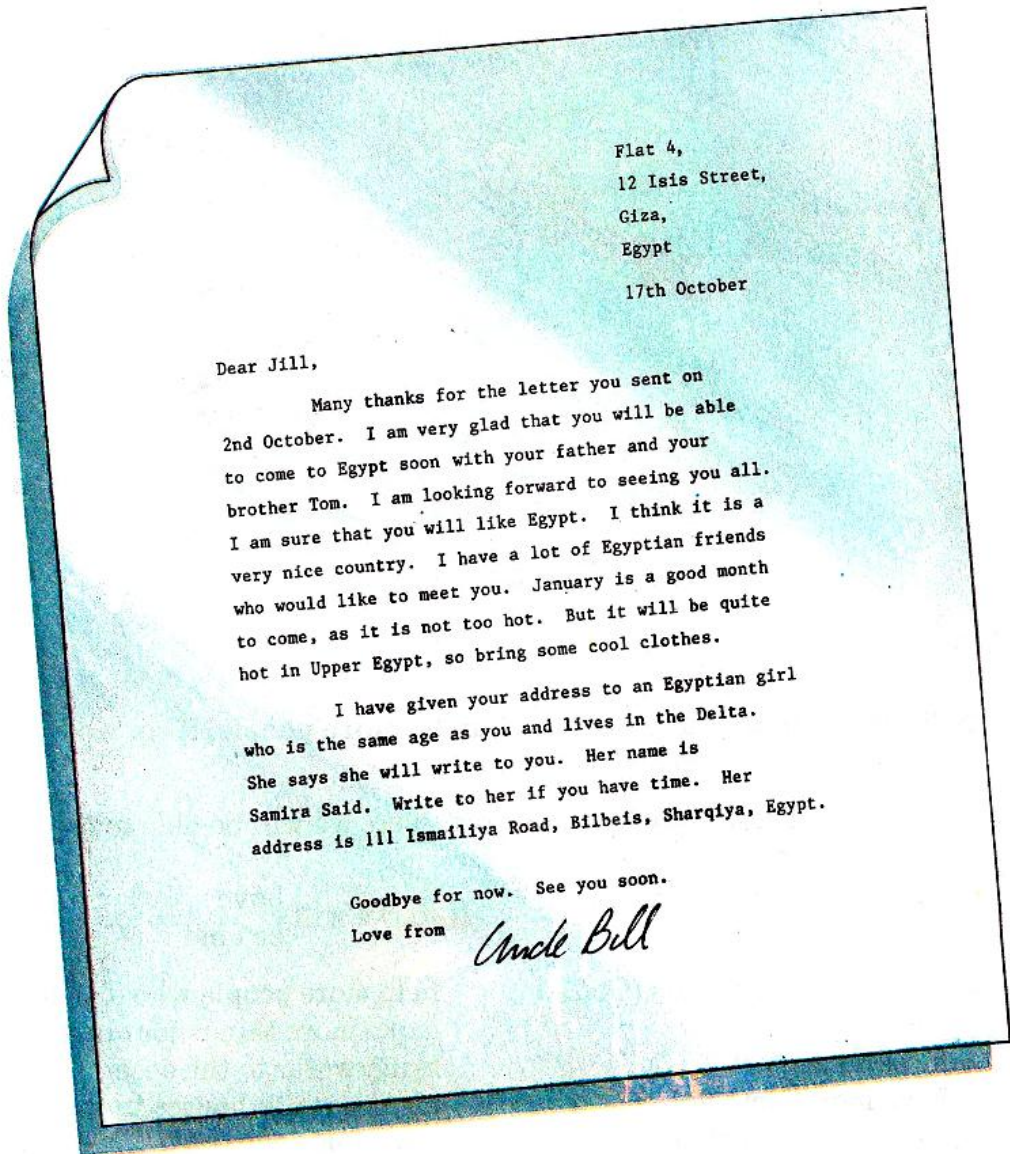
If so, we will **have** **be able** to ...

- help more people who are ill.
- make more things for ourselves.
- bring water to the desert.
- have warmer houses in the winter.
- see people when we phone them.
- build more roads and bridges.
- have more light.
- fly to Cairo.
- grow more food.
- build more houses.
- have lessons at home.

## Lesson 5 Skills Practice: A letter from Uncle Bill.

i Read the letter quickly to find answers to these questions:

- a) Who wrote the letter?                      c) When did he write it?  
 b) Where was he when he wrote it?        d) Who did he send it to?



2 Now read the letter again and answer or complete:

- a) What is Jill going to do?  
 b) Who is coming with her?  
 c) When are they coming?  
 d) Who may write to Jill soon?  
 e) What is Bill's address?  
 f) How do you start a letter in English?  
 g) If something nice is going to happen, you say "I.. to it."  
 h) Which words in the letter mean "because", "pleased" or "happy"?



# Lesson 6a Skills Practice: Addresses, dates and postmarks.

1 Look at these envelopes which had letters in them. Read quickly to find answers:

- a) Which envelope had the letter on page 118 in it?
- b) Where were the writers when they wrote them?
- c) When did they send them?
- d) Who did they send them to?

Put them in order of time from first to last.



2 This is how four of the letters began. Match them with the envelopes above.

**a**

111 Ismailiya Road,  
Bilbeis,  
Sharqiyah,  
Egypt

29th October

Dear Jill,  
I am writing to introduce myself, and I hope that

**b**

Edinburgh Festival Office,  
Rattle Street,  
Edinburgh,  
Scotland

1st December

Mr Sabry Saleh,  
Cairo Puppet Theatre,  
Ezbekiya Square,  
Cairo,  
Egypt

Dear Mr Saleh,  
We would like to invite you to our International Puppet Festival, which will be held in Edinburgh from 20th - 15th August

**c**

4 Rainberry Terrace,  
Ottershaw,  
West Yorkshire,  
England

2nd October

Dear Uncle Bill,  
Mum and Dad have just told me the exciting news.

**d**

14 Rainberry Terrace,  
Ottershaw,  
West Yorkshire,  
England

12th November

Dear Samira  
Thank you very much for your letter. I was very pleased to get it, as it's the first time I've had a letter from Egypt. Tom and I are looking forward very much to meeting you and your brother Hassan. Uncle Bill has told us about you and the farm where you live. I'd like to tell you some more about

## Lesson 7 Language Practice: He will get to Asiu<sup>t</sup> in two hours.

1 Look at the railway timetable, read and answer.

CAIRO - LUXOR - ASWAN	
Cairo	0730
El Wasta	
Beni Suef	0924
El Fashn	
Maghagha	
El Minya	1056
Abu Kerkas	
Mallawi	
Dairut	1246
Asiut	1413
Sohag	1455
Girga	
El Balyana	1556
Nag Hammadi	1705
Qena	
Qus	1830
Luxor	1935
Esna	2110
Edfu	2223
Kom Ombo	2320
Aswan	



Bill is on the seven-thirty train from Cairo to Aswan. The train is just leaving El Minya and it is on time.

- What's the time now?
- When did he leave Cairo?
- How long ago was that?
- Which stations has he already passed?

The next stop is Asiut. He will be there in just under two hours, God willing.

- When will he get to Sohag?
- When will he get to Qena?
- When will he get to Luxor?
- When will he get to Aswan?

2 Talk about your class with these questions.

- When did this lesson start? (... minutes ago.)
- When will it finish? (In ... minutes.)
- When did the first lesson start today?
- When will the last lesson finish?
- When did you get up today?
- When will you go to bed?



## Lesson 8a Language Practice: How old will you be when you leave school?

1 Talk about yourselves. Complete these questions and answers.



- a) When did you first come to school?  
When did you start English lessons?  
When did your last holiday end?  
When did this lesson begin?  
When did you learn to walk/speak/swim/ride a bike?
- b) How old were you when you first came to school? (and so on)

I can't remember exactly.  
It was about ... ago.

I can remember. It was on ...

I haven't ... yet.

When ... I was about ...  
... I was ...

2 Now talk like this about the future.

- a) When will ...  
you leave school?  
you finish English lessons?  
your next holiday begin?  
you finish this lesson?  
you go home today?  
you come here tomorrow?
- b) How old will you be when  
you leave school/when your  
next holiday begins/ when  
you finish English lessons/  
when you finish this lesson?



In (about) ... years/months/  
weeks/days/hours/minutes.

I'll be ...

3 Now talk about jobs like this:

What will you do when you leave school?

I want to be ...

I'm not sure. I <sup>may</sup> hope I will get a  
job as ...

a doctor a nurse a pilot a lorry-driver a farmer a secretary  
a builder a cook an actor a singer an English teacher (and so on) 121

## Lesson 9 Story: Its eyes are shining in the dark!

1 Read quickly and say:

- Where were they?
- Why did they need a torch?
- Why were Jill and Samira afraid?

Our friends looked towards the secret room.

"It's very dark in there," said Bill. "I can't see much. Has anyone got a light?"

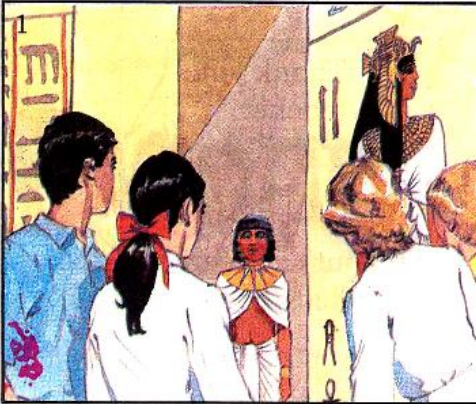
"There's a torch in the bus," said Sabry. "Just a moment. I'll get it."

"Do you think it's safe to go in?" asked Jill. "There might be poisonous gases or something..."

"Or the walls might fall down," added Samira.

"No, I think it'll be all right," said Mohammed, "If we have light to show us the way. The air smells clean and the walls look strong enough."

- What was strange about the statue?
- What was strange about Cary and Sary?

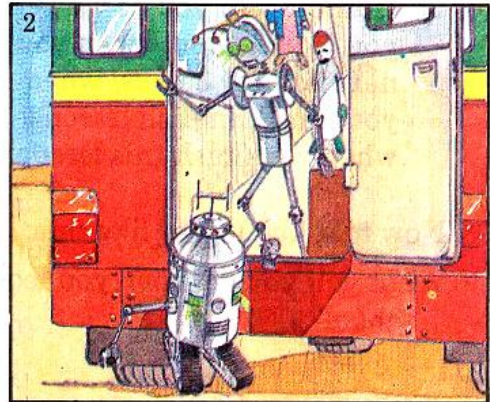


"I can see something!" said Mona. "It looks like a statue! It's got a face and its eyes are shining in the dark – bright green eyes!"

"Yes, it looks as if it's guarding the way in," said Tom. "Perhaps it's a statue of that Dabdab, who wrote the message on the wall."

"Ah – here comes Sabry with the torch!" said Tom. "And he's brought Sary Saranda and Cary Caranda with him."

"But I *didn't* bring them," said Sabry. "It's very strange. When I got to the bus, the two robots were not in their boxes. They were outside and moving towards the door."



122 f) What do you think is going to happen next?



## Lesson 10 Story: The statue moved!

13

1 Read the rest of the story and answer the questions about pages 122 and 123.



“Did you make Cary and Sary move, Mohammed?” asked Sabry.

“No, I haven’t done anything,” answered Mohammed. “But look! They’re moving towards the statue!”

“Look at their eyes!” exclaimed Hassan. “They’ve turned *green*!”

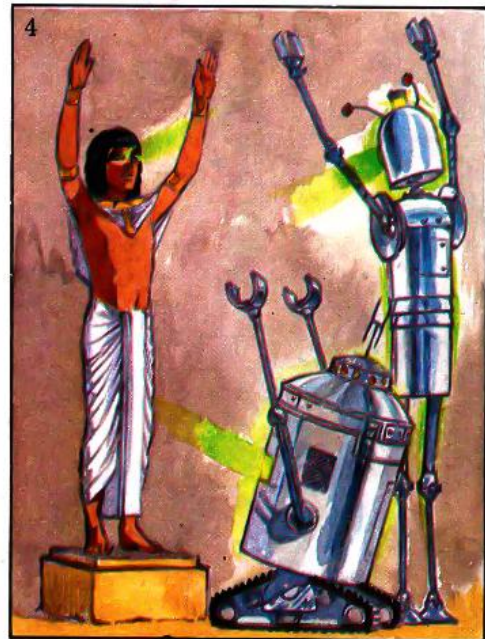
“They’re *shining*, like the statue’s!” said Samira.

“Shine the torch there, Sabry,” said Mohammed. “That’s right. Good heavens! They’ve just gone up to the statue as if . . . as if they are going to speak to it!”

“And look at that!” shouted Hassan and Tom together.

“What’s *happening*? What’s happening?” shouted Jill, who could not see.

“You’re not going to believe this,” said Hassan. “But when the robots went up to the statue, they held up their arms. And the statue did the same. The statue moved!”



- Why could they see inside the room later but not at first?
- What did Tom think the statue was doing?
- What was strange about the robots’ eyes?
- What did the statue and the robots do?
- Why did Jill ask what was happening?

# UNIT 14 Made in Egypt

## Lesson 1a Language Practice: The shirt was made in Egypt.

1 Look at the picture and say the dialogue between Salim and Bill.  
Then talk like this about the other things:

1. **Where** was the **basket** made?
2. It was made in **Egypt**.

You've got a lot of interesting things in your **shop**, Salim. Are they all from **Egypt**?



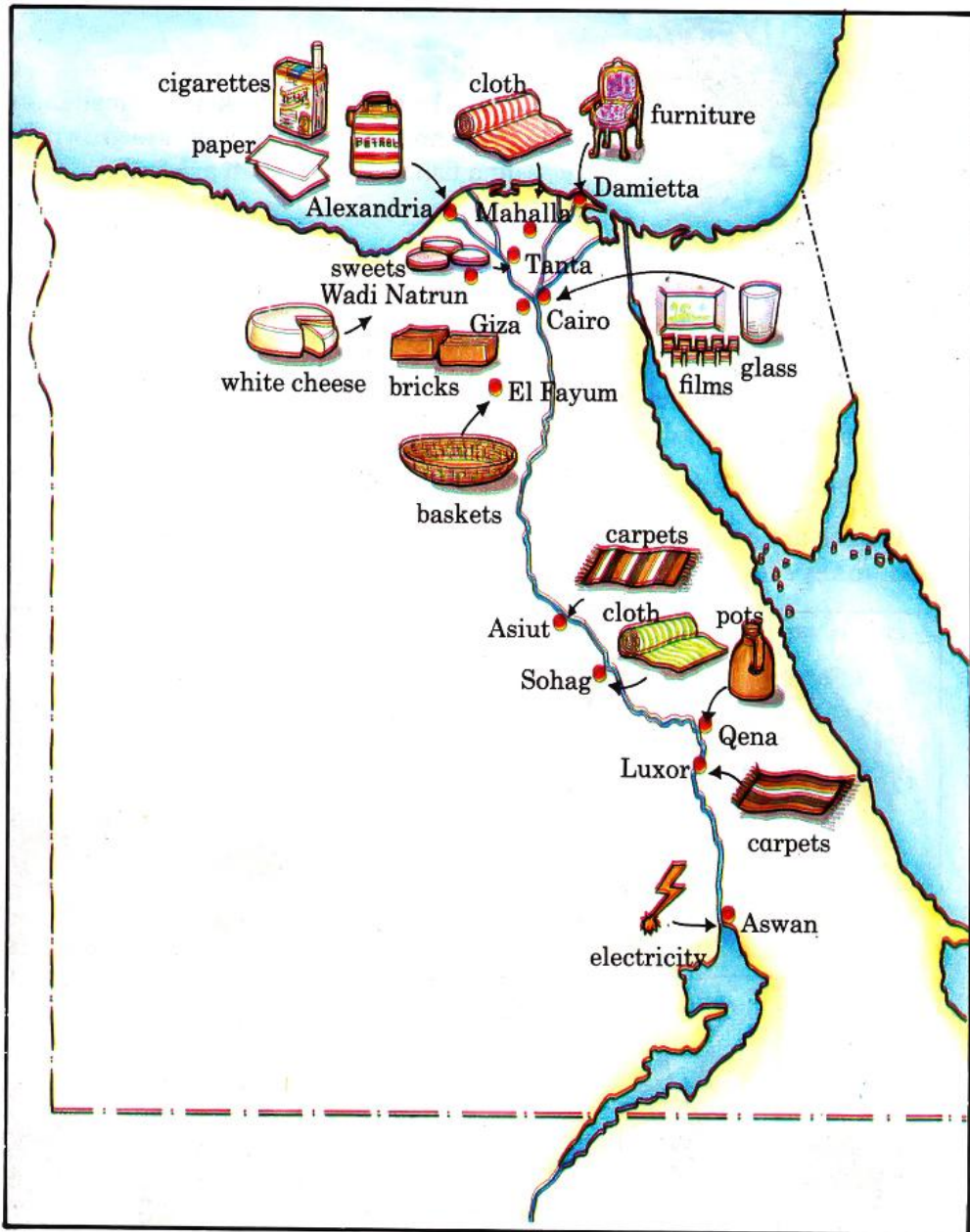
Some of them were **made** in Egypt, but **some** were **made** in other countries. For example, **this** basket here was made in Egypt, but **that** clock wasn't. It was made in **France**.



## Lesson 2 Language Practice: Carpets are made in Luxor.

14

1 Look and read.



Talk like this about the things on the map:

**Carpets are made in Luxor.**

**Glass is made in Cairo.**

2 Can you think of other things which are made in Egypt?

## Lesson 3a Language Practice: Fish are found in the Red Sea.

1 Look at the examples.



People make baskets.  
or People grow flowers.  
or People find fish.

Baskets are made.  
Flowers are grown.  
Fish are found.

Look at these things and the map on page 125.

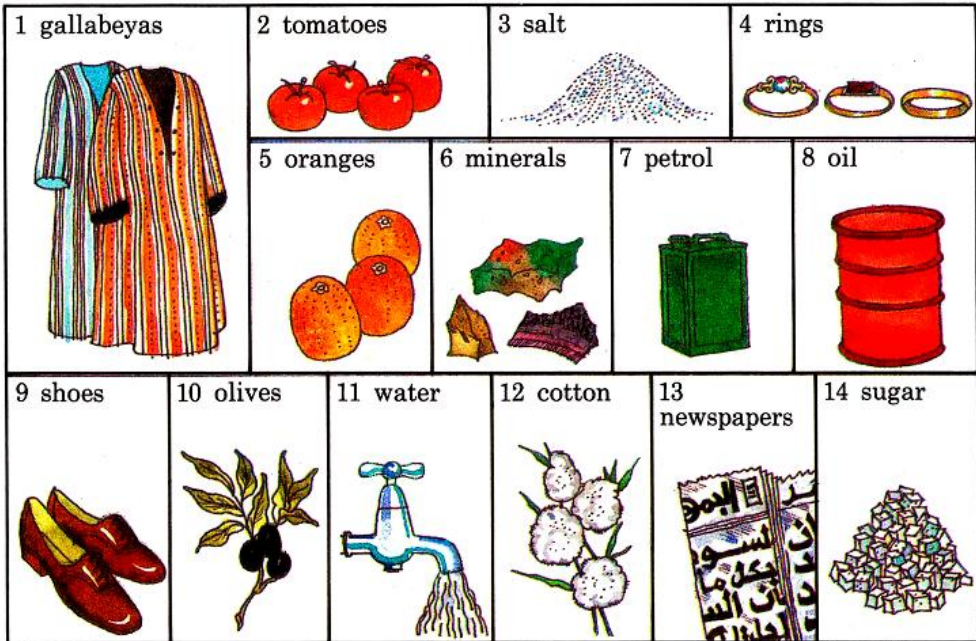
Baskets are made in El-Fayum.

Flowers are grown in many places.

Fish are found in the sea and the river.

Now look and talk like this:

1. **Where** are gallabeyas made?
2. In **many** places.



2 Now talk like this:

Olives are grown in Siwa.

126 3 What is made or found or grown near you?



**Lesson 4a Language Practice: Bricks are used by builders for building houses.**

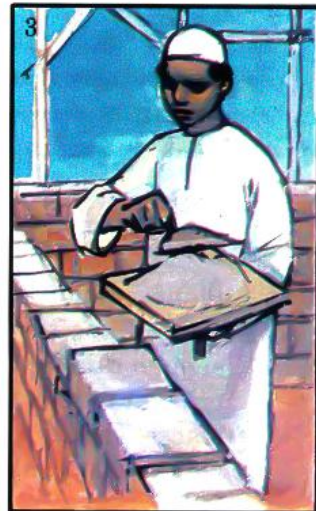
1 Look at these people. The dressmaker makes clothes. She uses cloth. What do the others make and what do they use?



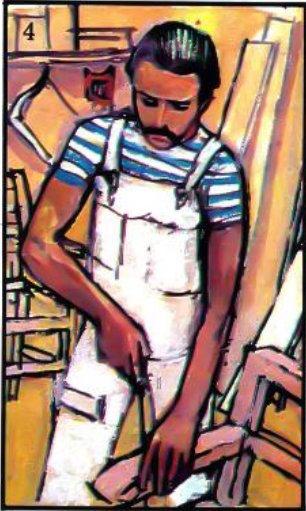
dressmaker



shoemaker



builder



carpenter



potter



jeweller

2 Now think about the *things* which are made by these people.

Jewellery is made by jewellers. What about the other things?

3 Now think about the *materials* which are used for making the things.

Clay is used by potters for making pots.

What about these: gold? wood? bricks? cloth? leather?



## Lesson 5 Skills Practice: How the land is irrigated (1).

1 Look at these questions, look at the pictures and read the passage below.  
Read fast to find the answers.

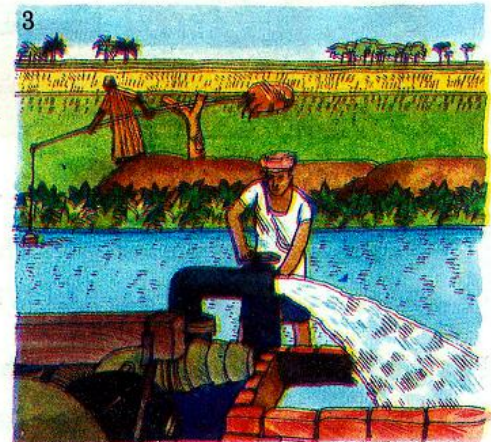
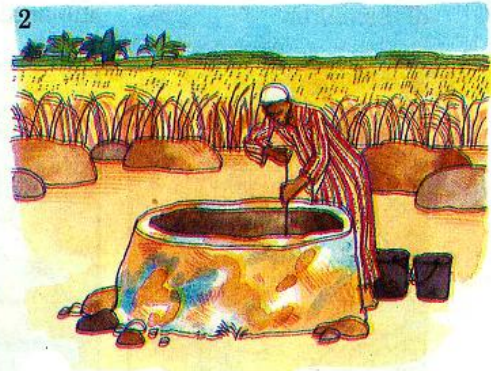
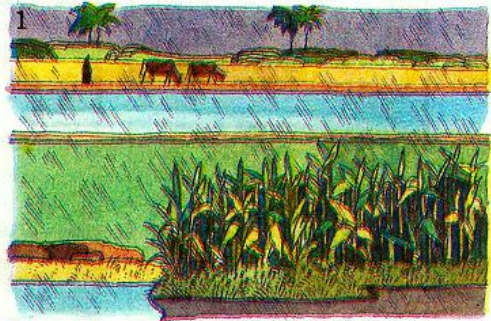
- What does "irrigate" mean?
- What are "wells" for?
- How is water moved from rivers?
- How do farmers move water by hand?
- How are water wheels turned?
- What kinds of machine are used for moving water?

Plants cannot grow without water. But often there is not enough rain for them so water is brought to them from other places. The land is irrigated by using wells, canals and machines for moving water.

When it rains, the water runs to the lowest place. Often it goes several metres below the ground. Farmers dig wells to find it.

Water is also brought from rivers and lakes along canals. To irrigate the land, smaller canals are then dug between them. The water is controlled by building dams across the canals. These are opened when the farmers need water.

Water is moved to higher ground in several ways. It can be pulled up from wells in buckets on the end of ropes. Or it is lifted with a "shadoof". This is a machine with a long arm. Water is also lifted with water wheels, which are turned by animals. And nowadays pumps are often used to move a lot of water.





## Lesson 6a Skills Practice: How the land is irrigated (2).

14

1 Read the passage on page 128 again. What do the new words mean?

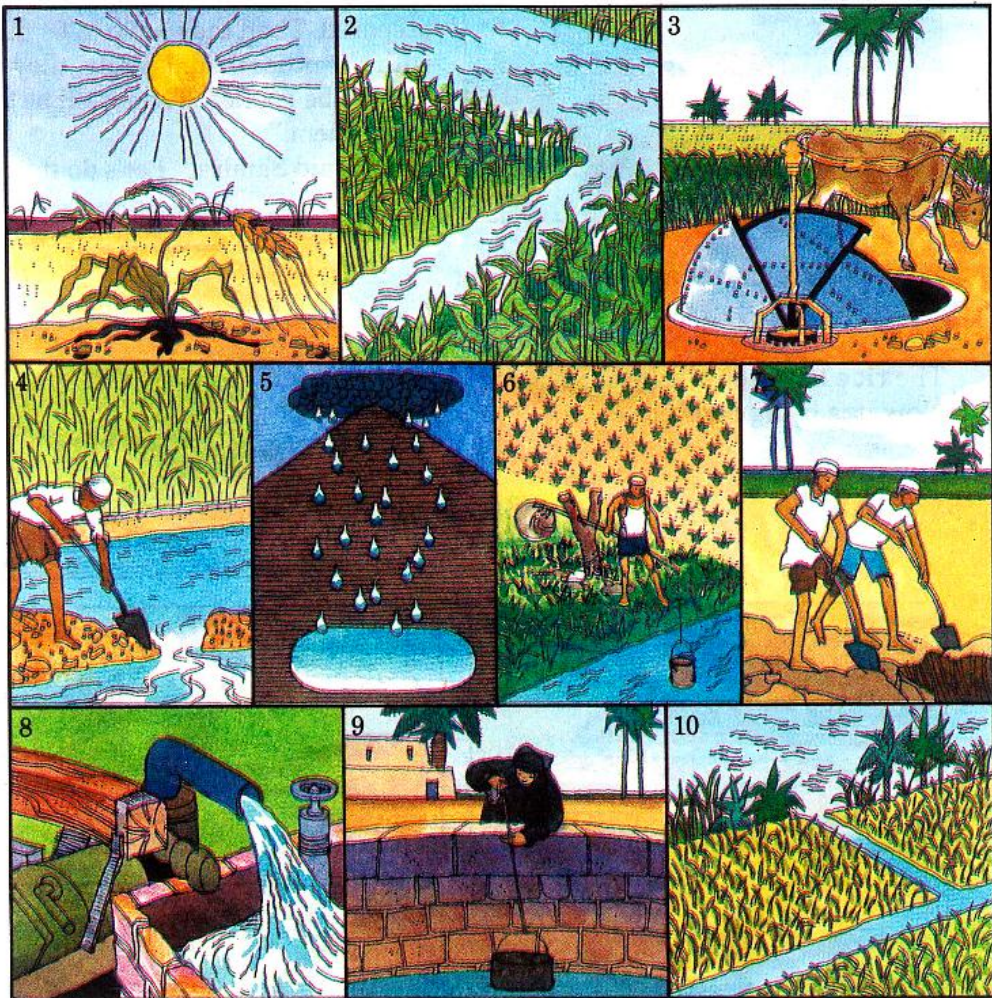
Use the pictures and the other words to guess them.

Which word means:

- make a hole in the ground?
- a thing made of metal which is used for carrying water?
- pull or push up?
- a thing which works, like a car or a clock or a pump?
- more than one?

2 Match these pictures with parts of the passage.

For example, Picture 1: Plants cannot grow without water.

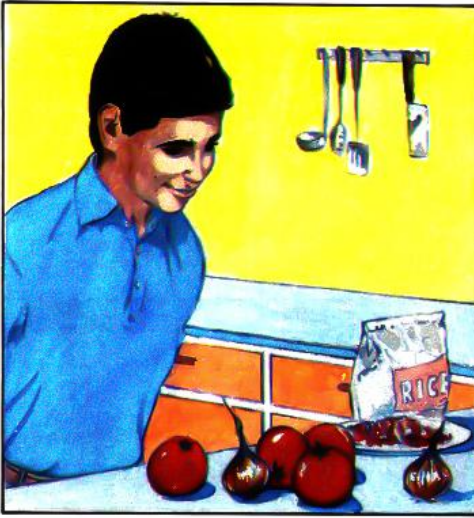


3 In the passage, "them" in the second sentence means "plants" in the first sentence. What do the other underlined words mean in lines 11, 15, 17, 21 and 24?



14 **Lesson 7 Language Practice: The rice has been washed and it is being cooked.**

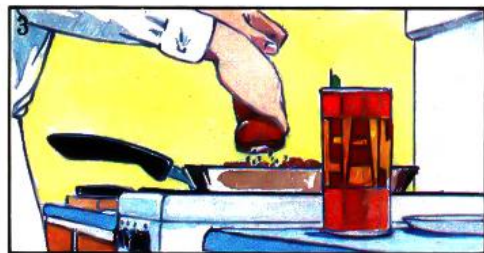
1 Look and read. Find the answers to these questions: who's here? Where are they? What are they going to do?



"I'm hungry," said Hassan.  
 "Here's some food," said Samira.  
 "Yes, but it's raw," said Hassan. "It has to be cooked. The rice must be washed and cooked. The onions have to be cut up and cooked. Meat has to be added to the onions. Then salt and pepper have to be added. The tomatoes have to be washed and prepared. Then they have to be filled with the other food. Finally, they have to be cooked. Then we'll be able to eat them!"  
 "OK," said Samira. "Let's do it then!"

2 Look at the pictures and talk like this:

The **rice** has been **washed**.  
 Now it is being **cooked**.



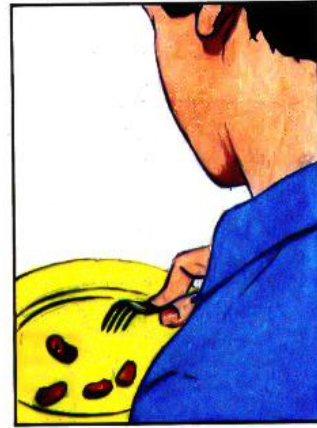


## Lesson 8a Language Practice: The life of a bean.

### 1 Look and read to find the answer: Why is the bean unhappy?

Hassan was eating beans for breakfast. The beans were not happy. One of them thought "Once I was a happy bean. I lived with my brothers and sisters. But then I was picked. Since then I've been very unhappy. I've been taken out and thrown in a basket. I've been left in the sun for hours until I was hard and dry. I've been left in cold water and I've been cooked in very hot water. Salt, pepper and spices have been dropped on me. Lemon juice and oil have been poured over me. And now I'm going to be eaten."

"I'm afraid I'm a 'has been'," said the bean.



### 2 Now tell the story of the bean using "was" and "were":



a) Once, the bean lived with ...



b) But then, one day he was ...



c) He was ... and ...



d) Then he was ...



e) Later, he was ...



f) After that, he ...



g) Later still, ...

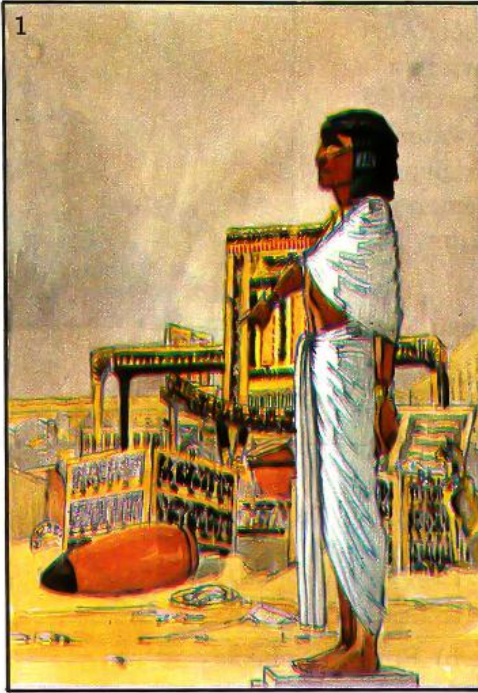


h) Finally, ... And now he ...

## Lesson 9 Story: Don't touch the treasure!

1 Read quickly to find answers:

- a) What was the statue doing?
- b) What did they find?



Inside the secret room, our friends looked at the strange statue with green eyes. "It's moving!" said Jill. "It seems to be pointing to something." "My God!" said Mohammed. "Look at all those jewels! Can you see them shining there — as red as fire, blue as the sky, green as the sea, white as milk . . .?"

"We've found the treasure!" shouted Jill, jumping up and down. "It wasn't stolen after all."

"Yes, I was wrong," said Bill. "Those ancient Egyptians were too clever for the thieves." He went past the statue towards the treasure.

- c) Why did the statue move again?
- d) What happened then?

"Don't touch it!" said Mona.

"Why not?" asked Bill.

"I don't know, but I'm afraid . . ."

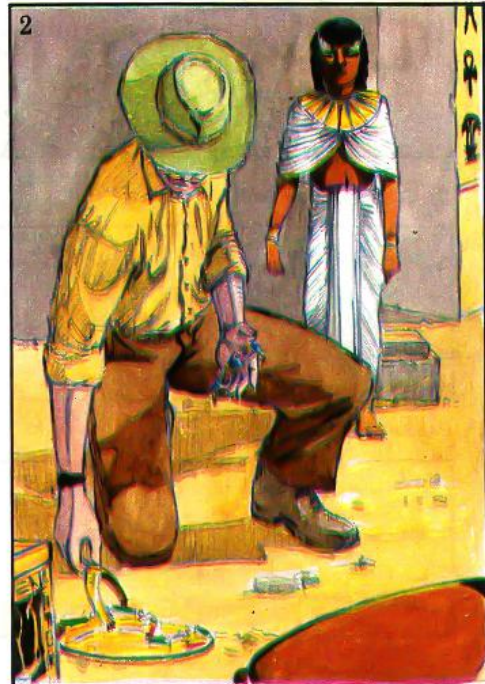
"He's moving again," said Mohammed. "He moved when you touched the treasure."

"And so is the wall!" cried Sabry.

"It's closing! Quick! Everybody out!"

"Too late!" cried Hassan. "The wall's closed again. We can't get out!"

- e) What do you think is going to happen?

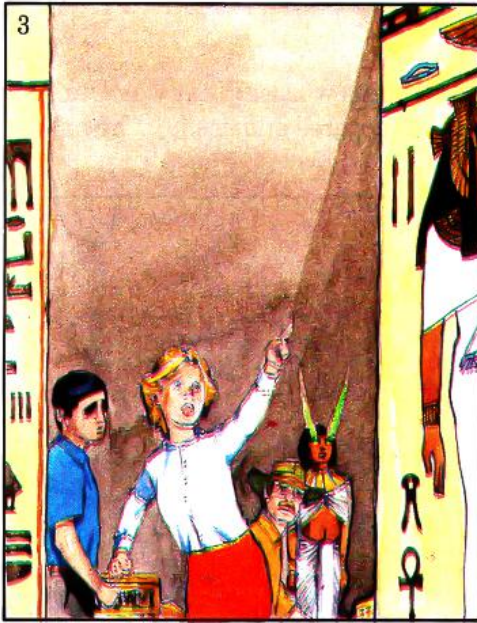




## Lesson 10a Story: Prisoners of the statue!

14

1 Look and read. Then say or sing the song.



“Oh dear!” said Jill. “We’re prisoners – prisoners of the statue! We’ve nothing to eat and nothing to drink. All we’ve got is a lot of old jewels. If we don’t get out, we’ll get hungrier and hungrier and thirstier and thirstier until we die. What are we going to do?”

### JILL'S SAD SONG

What's the **use** of treasure when we can't get out?  
There's **no-one** here to **help** us even if we shout.  
We **can't** drink jewels.  
We **can't** eat gold.  
We're **getting** very hungry,  
We're **getting** very cold!  
What **are** we **going** to **do**?  
What **are** we **going** to **do**?



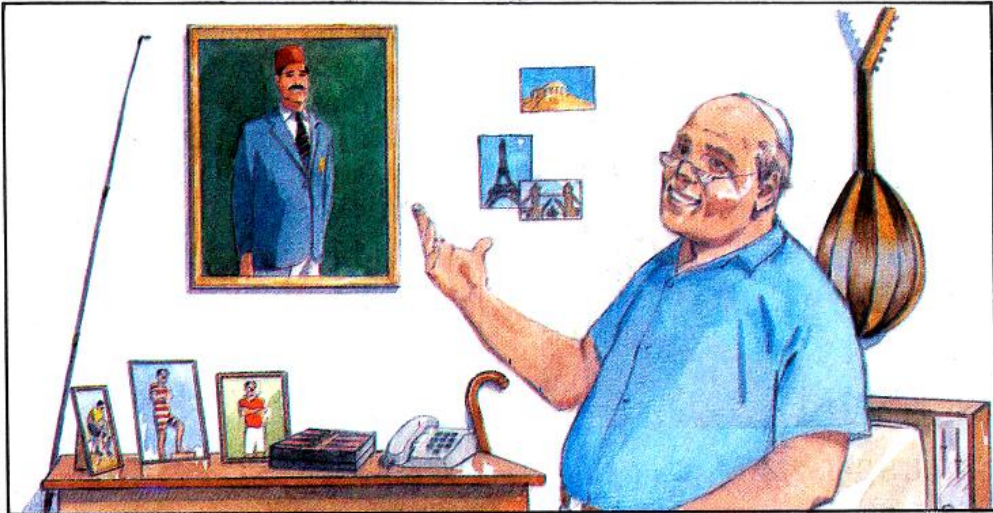
Gold is very pretty, silver's very fine.  
But they're **not** so lovely where there's **no** sunshine.  
I'd rather **have** my **freedom**,  
I'd rather **have** my **space**.  
I'd give **all** the **pharaoh's** treasure,  
Just to **see** my **mother's** face.  
What **are** we **going** to **do**?  
What **are** we **going** to **do**?

2 Look at the pictures on pages 132 and 133. What can you see in them? 133

# UNIT 15 Then and now

## Lesson 1a Language Practice: Uncle Salim used to have a moustache.

- 1 Look at the pictures of Uncle Salim and read his words. What was Uncle Salim like when he was young? Look at the pictures and see how he has changed.



“When I was young, I used to wear a tarbush, but nowadays I wear a cap.  
I was very strong then, but I’m not strong now.  
I didn’t use to need a stick, but nowadays I do.  
I used to dance a lot. Nowadays I don’t dance, but I play the lute...”

How has Uncle Salim changed? Use these words:

He used to ...

have black hair  
have a lot of hair  
have a moustache  
not... wear glasses  
travel a lot  
ride a bicycle  
not... have a telephone  
play football  
go swimming  
go to the theatre  
write letters  
not... be fat

but nowadays he ...

has grey hair  
has less hair  
has no moustache  
does  
stays at home more  
travels by bus  
has  
plays backgammon  
goes fishing  
usually watches television  
usually uses the telephone  
is

- 2 What did you use to do when you were younger?



## Lesson 2a Language Practice: How many fish had he caught by midday?

1 Look, read and answer.

One day, Uncle Salim went fishing.



a) When did he start?

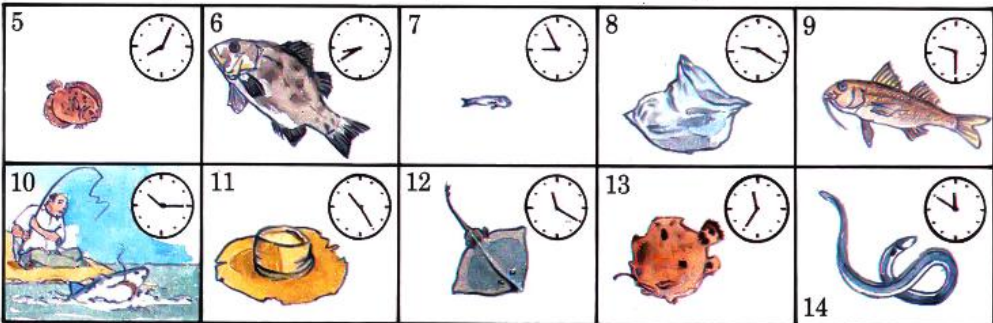
He waited a long time without catching anything.



b) How long did he wait?

c) When did he catch his first fish?

Later he caught several more fish, and some other things.



d) What happened at each of the times in the pictures?

2 Now read and answer.

During the morning, he caught several fish.

By nine o'clock, he had caught four.

- How many had he caught by ten o'clock?
- How many had he caught by eleven?
- How many had he caught by midday?
- Had he lost any fish?
- Had he caught anything else?
- What else had he caught?

## Lesson 3a Language Practice: By the time she was one year old, she had learned to walk.

### 1 Look.



Samira

ten months old  
one year old  
two  
three  
four  
six  
ten

Hassan

eleven months old  
one and a half years old  
one and a half  
four  
five  
eight  
seven

was able to ...

stand up  
walk  
talk  
count  
read and write  
ride a bicycle  
swim

Talk like this:

When **Samira** was **ten months old**, she was able to **stand up**.

**Hassan** learned to **stand up** when he was **eleven months old**.

### 2 Now talk like this:

By the time **Samira** was **ten months old**, she had learned to **stand up**.  
**Hassan** was **eleven months old**, he

### 3 Talk about yourself. What had you learned to do by the time you were

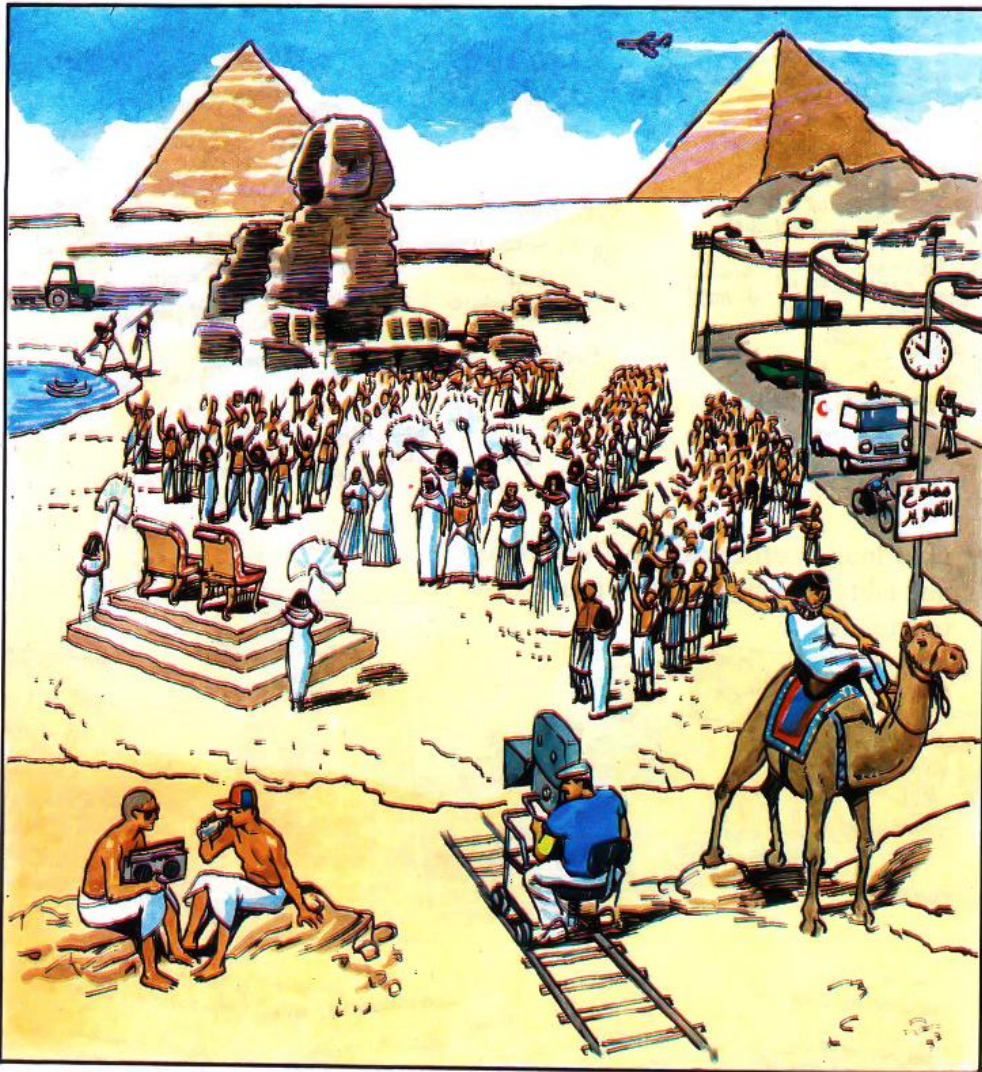
136 two? ... three? ... four? ... five? ... eight? ... ten?



**Lesson 4a Language Practice: They didn't use to drive cars because cars hadn't been invented.** 15

1 Look at this picture. It shows life in ancient Egypt – long ago in the time of the pharaohs. But some things are wrong. What are they?  
Talk like this:

There's a **plane** in the sky. **Someone is riding a bicycle.**



2 Now talk like this:

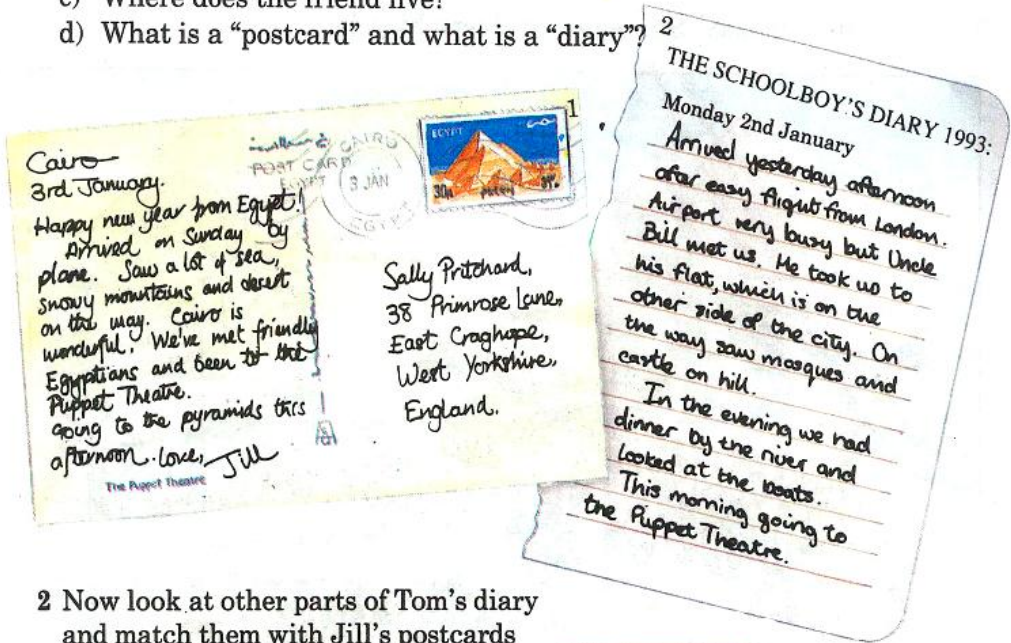
People didn't use to **drive cars** in ancient Egypt.  
Farmers didn't use to **drive tractors**

**Cars**  
**Tractors** hadn't been invented.

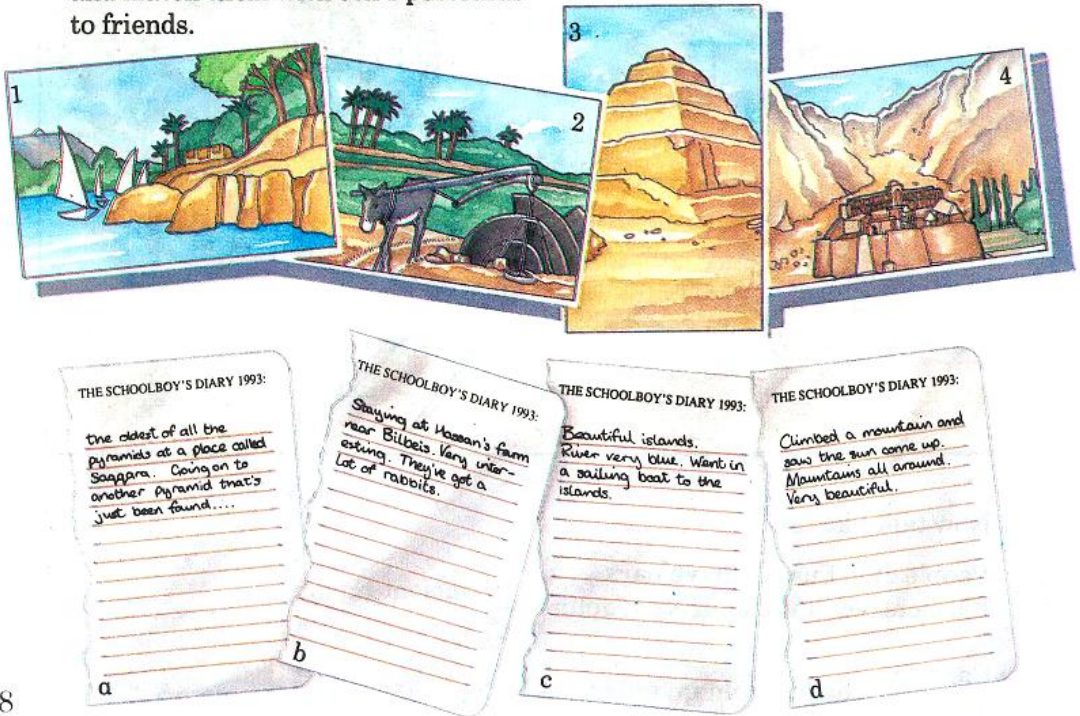
15 Lesson 5a Skills Practice: Postcards and diaries.

1 Read quickly to answer:

- a) Who were these messages written by?
- b) Which was written to a friend?
- c) Where does the friend live?
- d) What is a "postcard" and what is a "diary"?



2 Now look at other parts of Tom's diary and match them with Jill's postcards to friends.





## Lesson 6 Skills Practice: A letter and a newspaper.

15

1 Read quickly and answer:

- Do you know who they were written by?
- When and where were they written?
- What was the newspaper report about?
- What was the message to Bill?

1

14 Rainbow Terrace,  
Ottershaw,  
West Yorkshire,  
England

15th January 1993

Dear Uncle Bill,

Thank you very much for looking after us so well in Egypt. We all had a wonderful holiday, and I will always remember it. England seems very cold and grey after Egypt. We are going back to school tomorrow, and our friends will be very interested to hear about Egypt, our Egyptian friends and the treasure of Wadi Bamba.

Someone has written about us in the local newspaper - 'The West Yorkshire News'. I am sending it to you with this letter.

I'll write again soon. Thank you again.

With love from  
Jill.

2

THE WEST YORKSHIRE NEWS  
14th January 1993 page 3

### CHILDREN'S WONDERFUL HOLIDAY IN EGYPT

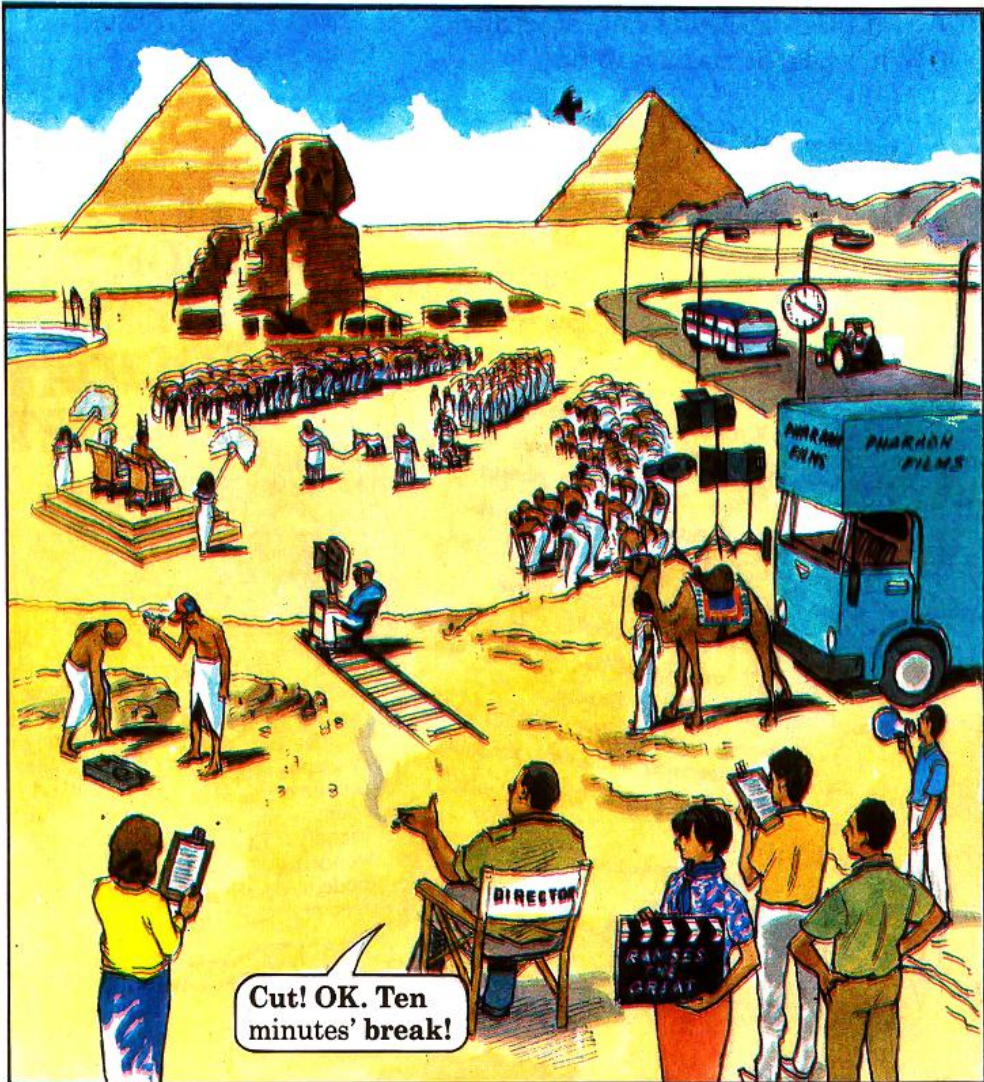
Two children from Ottershaw, Tom and Jill Baggins, have written to us about their exciting holiday in Egypt, land of the pharaohs. They are enjoying every minute of the visit. It is a beautiful country and the people are very friendly. They have seen many wonderful places, ancient and modern, desert and rich farmland, river and sea. They are going to

2 Try to remember the different messages you have read and answer:

- Which ones told you about Jill and Tom in Egypt? What did they say?
- What things have you read which were carried by a postman? ... written by a reporter? ... sent from an office?
- What can you do if you want to send a message quickly?
- What must you get if you want to go to another country?
- What do you write at the top of a letter?
- How do you start and finish a letter?

## Lesson 7 Language Practice: Was anyone driving a tractor?

1 Look at this picture and think about the earlier one. Did it really show ancient Egypt? Who were the people? What were they doing?



2 Compare the pictures.

- What is the time in this picture?
- What was the time in the picture on page 55?
- What is happening now?
- What was happening then.
- Was anyone riding a camel in the first picture?
- Was anyone driving a tractor?/... drinking?/... sitting down?
- What was flying over the people?/... passing in the street?



## Lesson 8a Language Practice: The man who was wearing a hat was drinking lemonade. 15

1 Make sentences with the words like the example.

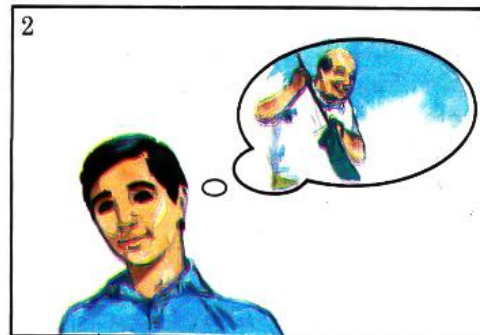
Uncle Salim has just finished fishing. He was fishing until a few minutes ago.



- a) Uncle Salim – finished fishing – fishing
- b) Said and Gamila – left the market – shopping
- c) Jenny and Bill – arrived – travelling
- d) Said – stopped work – working
- e) Hassan and Samira – turned off the television – watching it
- f) Huda – sat down – standing up
- g) Bill – finished his book – reading
- h) Hassan – found his pen – looking for it

2 Now use the same words to make sentences like this:

When I met Uncle Salim, he had **just** finished **fishing**.



3 Look again at the picture on page 137. Then read these sentences. Are they true or false? If they are false, correct them.

- a) There was an actress in a scarf who was trying to ride a camel.
- b) The man who was wearing a hat was drinking lemonade.
- c) An ambulance was passing in the street.
- d) The man with the camera was smiling.
- e) A black bird was sitting on one of the pyramids.
- f) There were no roads made of asphalt in the time of the pharaohs.
- g) It was ten o'clock and a plane had just flown over.
- h) The pharaoh had not sat down yet, but the queen had.
- i) The director had just told the actors to stop.
- j) The sphinx's nose had been mended.

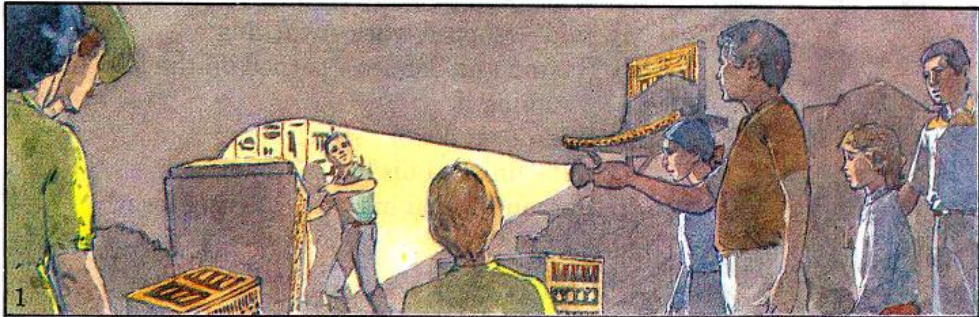
## Lesson 9 Story: So near and yet so far!

1 Read quickly to find answers.

- What did they look for?
- What did they find?
- Who found it?

"If we don't get out, we'll die!" cried Jill.

"Keep calm," said Sabry. "We've still got the torch, luckily. There must be another way out of this tomb. Let's look for it."



So everyone started looking around the walls and behind the golden chairs, beds and tables of the great queen who had been brought here after she died. And after a while, Hassan shouted "Come and look! I've found a hole in the wall. And I think I can feel air coming through. It must be a way out!" Sabry came and looked. "Yes," he said. "It's a narrow tunnel. And there's a light at the end of it. Come here, Tom. You're the smallest person here, aren't you? Do you think you can get through it?"

d) Why couldn't they get out?

Tom tried, but he could not get through the tunnel. He stood up. "It's no good. I can't. The tunnel's too narrow."  
"You mean you're too *fat*!" said his sister. "I *told* you not to eat so many pancakes for lunch."

"I'm *not* fat!" shouted Tom.

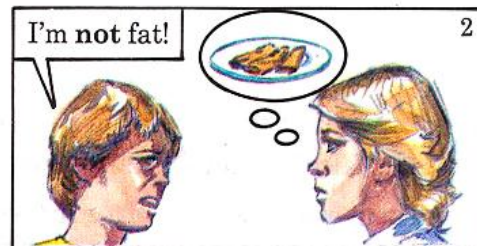
"Yes, you *are*!" shouted Jill. "You always eat too much."

"No, I *don't*!" replied Tom. "And anyway, who ate half a chicken and nine meat balls last night?"

"Will you two *please* be quiet!" said Bill. "We've still got to think of a way of getting out. So near and yet so far!"

e) What does "so near and yet so far!" mean?

142 f) What is going to happen?



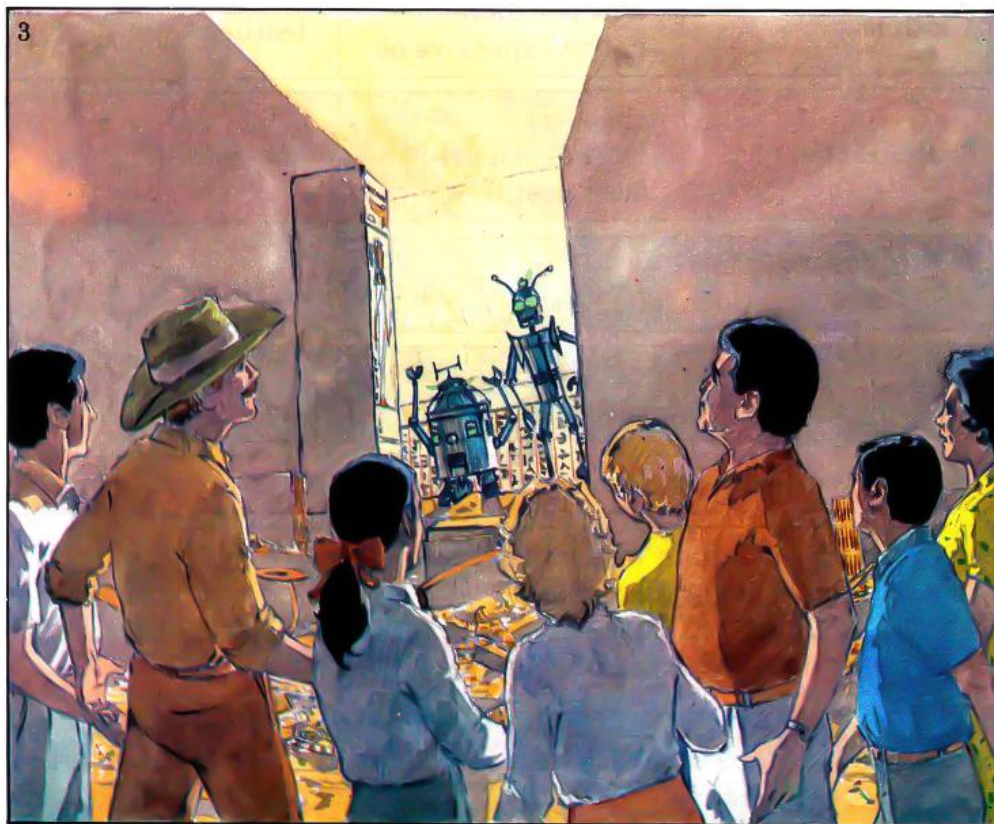


## Lesson 10 Story: I think our troubles are over!

15

1 Read the rest of the story and answer the questions about pages 142 and 143.

"Listen everybody!" cried Mona. "I think our troubles are over!" And she pointed to the wall which they had come through before. Everyone turned to look. The door was moving open again and the room seemed full of light after the darkness they had been in.



And there in the light stood the two little robots, Cary and Sary! While Tom and Jill were fighting, Mohammed had sent them down the tunnel to open the door in the wall from the outside.

"Well done, Cary and Sary!" cried Bill. "You've saved us!"

"And now," said Sabry, "let's go to the museum and report what we have found. They'll be very excited. Cary and Sary can stay here with their friend Dabdab to look after the treasure."

- Who had the tomb been built for?
- Why were our friends able to look for a way out?
- Why did they think the hole was a way out? (two reasons – one given by Hassan, the other by Sabry)
- Why couldn't Tom get through the tunnel?
- How did they get out in the end?

# Revision

A camel is lighter than an elephant.

The giant was as tall as a tree.

Petrol is (much) more expensive than water.

Cloth is

cheaper than not so expensive as

leather.

Water is the

cheapest least expensive most useful

material.

You

must (stop).  
must not (turn left).

(The telephone)

should (be on the table).  
should not (be on the balcony).

If (he goes along West Street), he will pass a cafe.

It should be something which they know.  
It may be a person or an animal.

Fifty years ago, you could only go there by camel.

There was no electricity, so we had to use oil lamps.

There's been a railway there

for about 40 years.  
since 1943.

In the future,  
(God willing,) I hope

there

will  
may  
won't

be

(an airport).

(too much traffic).

There may be

more people.  
an airport.

If so, we will

have to grow more food.  
be able to fly here.

He will get to Asiut in two hours.

How old will you be when you leave school?



# Revision

Where were they made?

The shirt was made in Egypt.

Carpets	are	made	in	Luxor.
Glass		grown		Cairo.
Flowers	is	found		many places.
Fish				the Red Sea.

Shoes are made	by shoemakers.	
Leather is used	by shoemakers	to make shoes.

The rice	has to	be washed.	Now it's	been	washed.
	must			being	cooked.

I'm going to be eaten.

Then he was eaten.

Cars had not been invented then.

Uncle Salim used to have a moustache (when he was young).  
People did not use to drive cars (at that time).

How many fish had he caught by midday?  
By nine o'clock, he had caught four fish.  
By the time she was one year old, she had learned to walk.  
(At ten o'clock) a plane had just flown over.

(At ten o'clock) an ambulance was passing in the street.

The man who was wearing a hat was drinking lemonade.

Was anyone	riding a camel?
	driving a tractor?

When I met Uncle Salim, he had just finished fishing.

# UNIT 16 Signs and messages

## Lesson 1a Language Practice: It says "No smoking". This means you must not smoke.

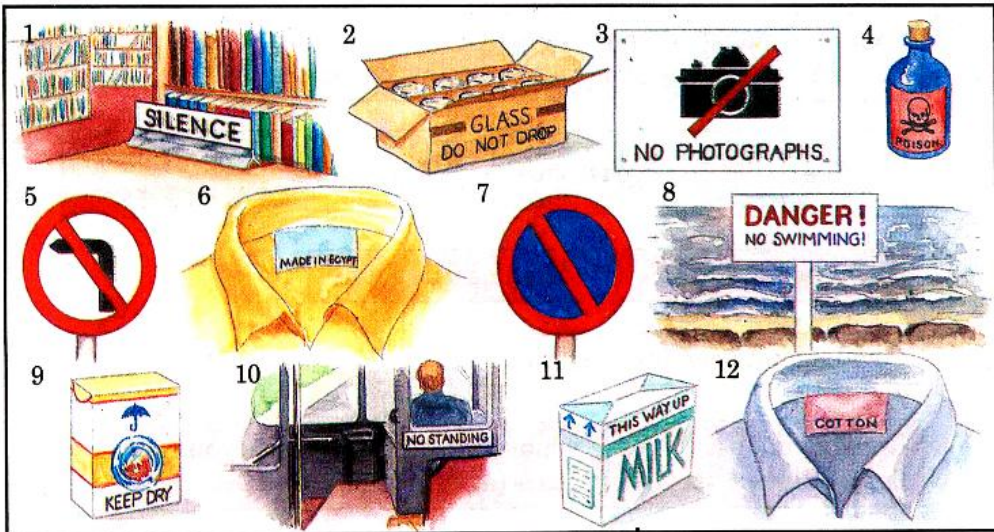
1



Look. This sign says "No smoking". These words mean (that) you must not smoke.

This sign is often seen at petrol stations.

What do these signs say?



### 2 Which sign means that ...

- |  |   |
|--|---|
| a) people must be quiet here?                        | g) if this is dropped, it may break?        |
| b) if you eat or drink this, you may die?            | h) passengers are only allowed to sit down? |
| c) this must not get wet?                            | i) this is made of cotton?                  |
| d) you should not swim here because it is dangerous? | j) you must not turn this upside down?      |
| e) you must not use a camera here?                   | k) you must not leave your car here?        |
| f) you must not turn left?                           | l) this was made in Egypt?                  |

### 3 Which of these signs may be seen ...

- |                               |   |
|-------------------------------|---|
| a) in a hospital or library?  | f) on a box with electrical things in it?         |
| b) in the street?             | g) on some buses?                                 |
| c) near an airport?           | h) near the sea?                                  |
| d) on clothes?                | i) on something which can kill you if you eat it? |
| e) on a box with glass in it? |   |



**Lesson 2a Language Practice: We know it is Egyptian, because it says "Made in Egypt".**

1 Look at the bottle. What does the label say?  
What do the words and numbers mean?



- a) This medicine is called "Hacko".
- b) This means you should take the medicine if you have a cough or a sore throat.
- c) This means that you should take two spoonfuls every three hours.
- d) This means that you should not take too much.
- e) This means that you should shake the bottle before you use it.
- f) This means that you should keep the medicine in a cool place.
- g) This means that there are two hundred millilitres of medicine.
- h) This means that the medicine cost seventy-five piastres.
- i) This means that the medicine was made in Britain.

2 Now look and read. We know that Biffo is Japanese, because it says "Made in Japan".



Why do we know that...

- a) Fizzo lemonade is Egyptian?
- b) Limbo pills are dangerous for children?
- c) Biffo is used for killing flies?
- d) The box must not be dropped?
- e) It must not be turned upside down?
- f) You must not take too many pills?
- g) Biffo is poisonous and may catch fire?
- h) The box contains 6 litres (6000 millilitres) of Fizzo?

## Lesson 3 Language Practice: Ask your friend how old she is.

1 Read and say the examples. Then say the questions below, starting with "Can you tell me ...?" and changing them if necessary.

We can ask a question like this ...

Who has got my pen?

What is the time?

When does the bus leave?

Is this your book?

or like this ...

Can you tell me who has got my pen?

Can you tell me what the time is?

Can you tell me when the bus leaves?

Can you tell me <sup>if</sup> whether this is your book?

- Which train goes to Asiut?
- Where are the shops?
- Why were you late?
- What does this word mean?
- Where did you buy that dress?

- Are the shops still open?
- Have you seen the pyramids?
- Was your shirt made in Egypt?
- Did you come here on foot?

2 Now read the examples and say dialogues using the questions below.



- Ask your friend <sup>if</sup> whether he's Egyptian.
- Are you Egyptian?
- Yes. I am.
- He says he is.

Ask your friend ...

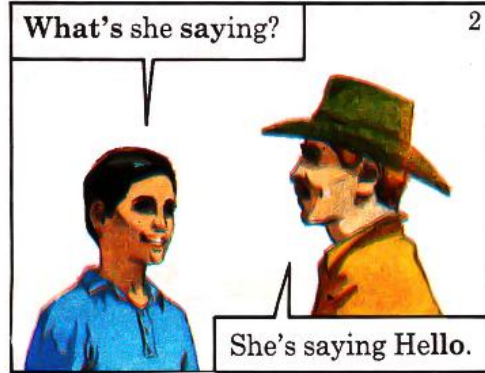
what the time is.  
who's sitting near the door.  
where the teacher is.  
whether there's a map in the room.  
how tall he or she is.  
if his or her clothes were made in Egypt.

if he or she has got a bicycle.  
when he or she goes to bed.  
whether he or she comes from Cairo.  
whether he or she can swim.  
when he or she got up today.  
how he or she came to school.

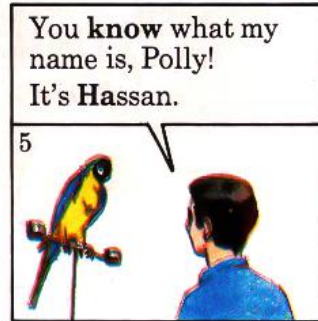
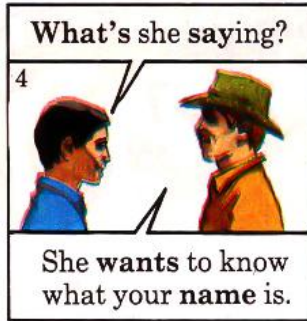


**Lesson 4a Language Practice: She wants to know where you come from.**

1 Look and read.



Bill's parrot, Polly, is very clever, and can speak many languages. However, she usually speaks backwards! Can you read what she is saying?



2 Now pretend you and a friend are Hassan and Bill and complete the dialogues.

a) erA uoy naitpygE?

d) erA uoy a job?

b) oD uoy ekil em?

e) oD uoy keeps hsilgnE?

c) erehW era uoy?

f) evaH uoy tog sgniw?



## Lesson 5 Skills Practice: Life in ancient Egypt (1).

1 Read and answer quickly without speaking.

- What is the passage about?
- How many paragraphs are there in the passage?
- Which one tells us about how crops used to be grown?
- What did the ancient Egyptians invent?
- What do you think these words mean: "crop", "soil"?



The ancient Egyptians were very clever people. While people in Europe were still living in caves, they had built the pyramids. They also invented paper and a way of writing with pictures.

5 They invented ways of measuring the land and the depth of the River Nile. The Nile used to come up and over the land once a year and this helped the plants to grow.

They could also measure time. Their year had 365 days and 3 seasons: when the river was coming up, when it had come over the land and when it was going down.

10 Their way of farming was used for thousands of years. Farmers used to plant the crops when the river was low. The crops were picked before the water had come over the land. The high water was controlled with canals and dams, so that it brought rich soil to the edge of the desert.

15 Nowadays, many of these inventions are still used. However, the water no longer comes over the land because of the High Dam. This means the crops can be grown all year. However, the soil is less rich so other materials have to be added.



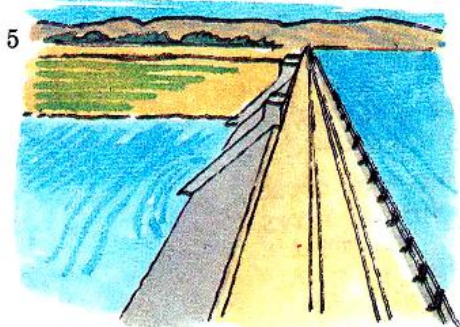
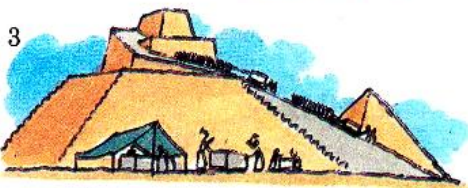
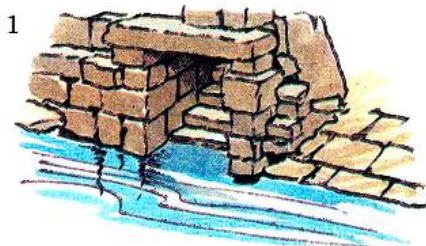
## Lesson 6a Skills Practice: Life in ancient Egypt (2).

16

1 Read the passage on page 150 again and guess the meaning of the new words. Find words which mean:

- a) a big hole in a mountain
- b) a part of the year, like spring or summer
- c) parts of plants grown and used by people
- d) the material on top of the land where plants can be grown
- e) something which has been made for the first time
- f) but

2 Match these pictures with parts of the passage.



3 What do the underlined words in the passage mean?

4 Think and answer these questions:

- a) What has changed since the High Dam was built?
- b) Why was the soil richer before the High Dam was built?
- c) Why did the ancient Egyptians need to measure the land?
- d) Why did they need to measure the year?
- e) What else did they measure and why?
- f) Which inventions of the ancient Egyptians are still used today?

## Lesson 7 Language Practice: What does she say?

- 1 Samira is reading Jill's letter which she sent before she came to Egypt. Hassan wants to know what it says. Pretend you are Samira and tell him, as in the example.

What does she say?

She thanks me for my letter. She says she was very pleased to get it...



14 Rainberry Terrace,  
Ottershaw,  
West Yorkshire,  
England  
12th November

Dear Samira,

Thank you very much for your letter. I was very pleased to get it, as it's the first time I've had a letter from Egypt. Tom and I are looking forward very much to meeting you and your brother Hassan. Uncle Bill has told us a lot about you and the farm where you live.

I'd like to tell you some more about my family and myself. I am fifteen years old and Tom is thirteen. We live in a small house in a village. We both go to the same school in a big town a few miles away. My father Alan, who is Uncle Bill's brother, is an engineer. My mother's name is Jane and she is a doctor. She can't come with us to Egypt as she is busy, but you will meet the rest of us.

I have got a cat called Dalila and my brother has a rabbit called Fluff. I like swimming and dancing and Tom likes football and trains. We are a very happy family.

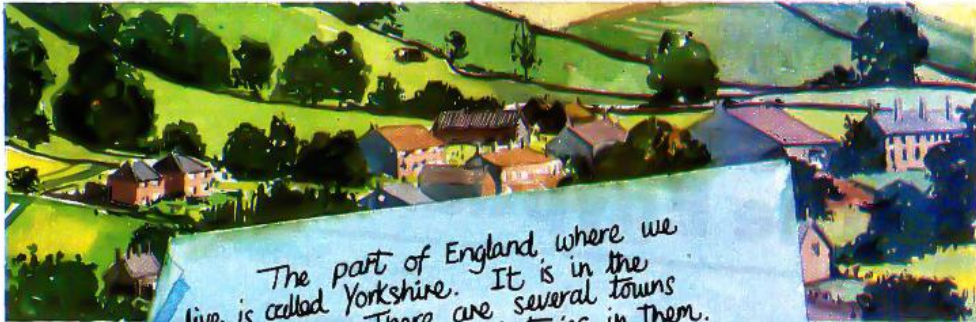




## Lesson 8a Language Practice: Tell him you're looking forward to meeting him.

16

- 1 Do the same as in Lesson 7. Tell Hassan what Jill says and what Tom wants to know.



The part of England where we live is called Yorkshire. It is in the north-east. There are several towns near us with a lot of factories in them. There are also a lot of hills, which are green because it rains a lot. Our school is very big. It has got nearly two thousand boys and girls. My favourite subjects are science and history. I want to be a doctor when I grow up.

My brother Tom is very nice but he is rather lazy. He has asked me to send a message for your brother Hassan. He wants Hassan to write. Could Hassan please write and tell Tom something about himself? For example, how old is he? Is his house in a town or a village? What is the country like? Where does he go to school? How big is the school? What's his favourite subject? What does he like doing after school? What does he want to do when he grows up? Has he got any animals?

Of course, we will learn all about you when we meet. Thanks for the invitation to stay with you. We would like that very much.

With best wishes,

Jill Baggins

- 2 Now pretend you and a friend are Samira and Hassan and prepare a letter to Tom. Start like this:

Hassan: What shall I say?

Samira: **First** you should write the **address** and the **date** in the **top right hand corner**. Then start with "Dear Tom, ..." **Tell him how old you are...**

## Lesson 9 Story: The theatre is leaving for Europe!

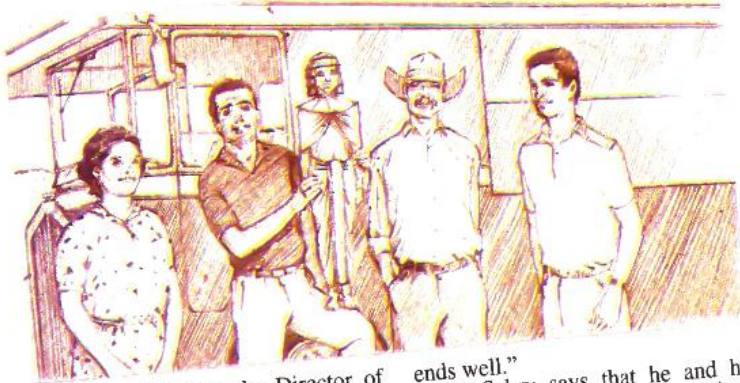
1 Read quickly to answer:

- What is this from and when was it written?
- What does the picture show?
- Why is Sabry able to go to Europe?
- Who is going with him?
- How will they travel?

# The Egyptian News

Monday 20th February 1993

## Egyptian Puppet Theatre Leaving for Europe



Mr Sabry Saleh is the Director of the Egyptian Puppet Theatre. Here we see him with his friends, standing in front of his travelling theatre. He has some very good news to tell them. He says that they are all going on a journey and they will leave soon. They are going to the International Puppet Festival in Edinburgh, Scotland.

When they were first invited, Mr Sabry and his friends did not have enough money to go. However, they have been very lucky. As we reported last month, they found the hidden treasure of Wadi Bamba, which will soon be shown to everybody in Cairo Museum. As a reward for finding the treasure, Mr Sabry's theatre has been given the money it needed to go to Europe. As Shakespeare said, "All's well that

ends well."

Mr Sabry says that he and his theatre will travel to Britain overland. "Our theatre has got wheels and an engine," he said. "We can all travel in it. And I hope that we will be able to show some of our plays while we are travelling across Europe, so that people can see something of our great history. Our very good friend, Mr Bill Baggins, who helped to find the treasure, will be coming with us."

Mr Sabry says they will have another friend with them on the journey. This is Dabdab, the ancient Egyptian puppet that was found in the tomb of Queen Tutifruiti. Dabdab is being held by Mr Sabry in the picture. He will act in their play about life in ancient Egypt.

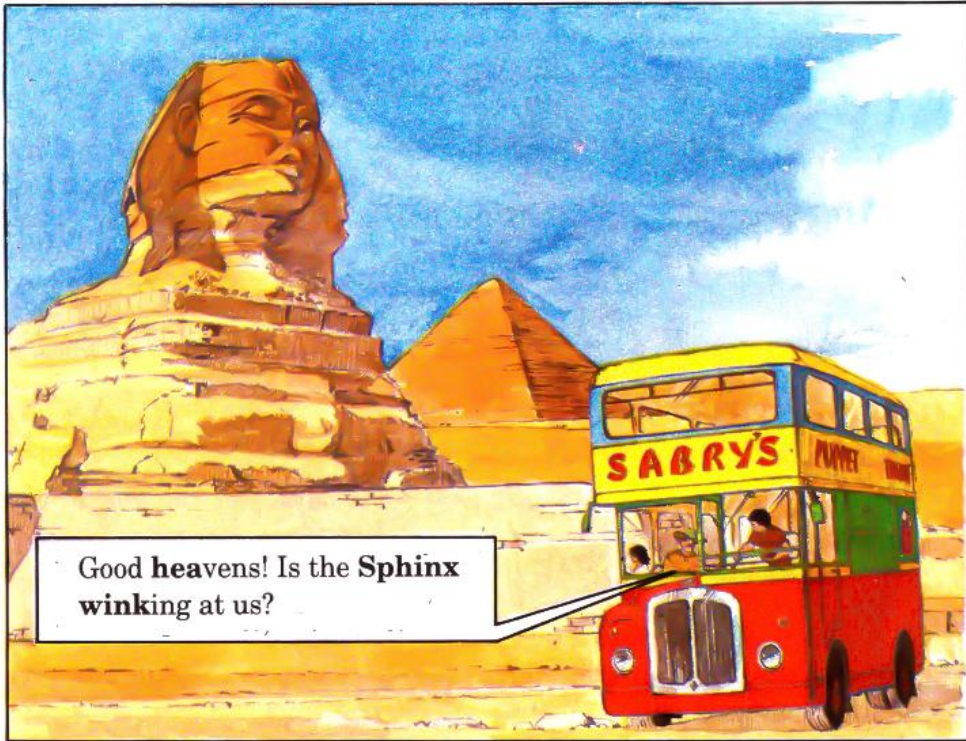


## Lesson 10 Story: Setting off!

### 1 Read and answer the questions about pages 154 and 155.

So Sabry and his friends set off for Europe in their travelling puppet theatre. Bill went with them but Alan, Tom and Jill had already gone back to Britain.

First, Sabry and his friends drove to Alexandria, where they took a ship to Greece.



- a) What were Sabry and his friends going abroad for?
  - b) What did they hope to do on the way?
  - c) What was going to happen to the treasure?
  - d) What do you think "All's well that ends well" means?
  - e) How did they go to Alexandria?
  - f) How did they go to Greece?
- 2 Read the newspaper article again. Then answer from memory.
- a) What is the newspaper called?
  - b) Where is the date and what does it say?
  - c) What do the big words above the article say?
  - d) What and who does the picture show?
  - e) Which paragraph introduces Sabry Saleh?
  - f) Which one tells us about Dabdab?
  - g) Which one tells us about the travelling theatre?
  - h) Which one tells us how they got the money to go to Europe?

# UNIT 17 That's what he said!

## Lesson 1a Language Practice: You said it was made of the best material.

1 Look and read. See how the underlined words change in the second paragraph.

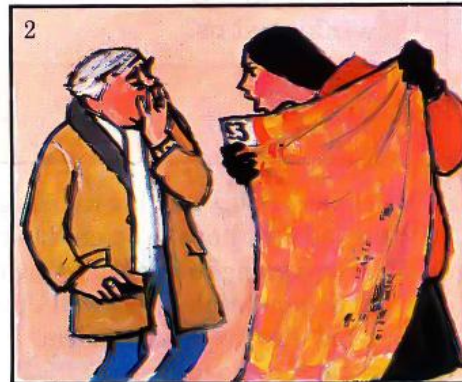
Sam Crook sells things which are not as good as they look. He sold a blanket to this woman. Before she bought it, he said:



"Look. It's made of the best material. It will last for years. You can wash it and the colours won't change. It cost me £5, but you can have it for £4.50. You must buy one. Anyone who doesn't buy one will be sorry..."

But everything that Sam said was untrue. A few days later, the woman came back. She was very angry. She said:

"You said it was made of the best material. You said it would last for years. You said I could wash it and the colours wouldn't change. You said it had cost you £5 but I could have it for £4.50. You said I had to buy one. You said anyone who didn't buy one would be sorry..."



2 Now talk like this about what Sam said.

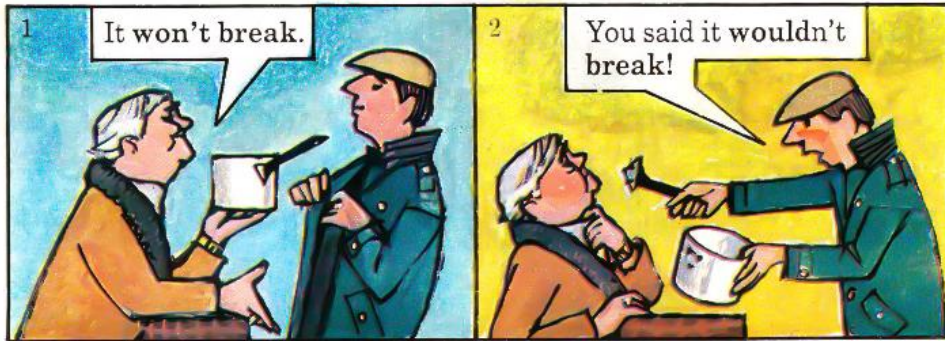
1. The **blanket** was **really** made of **bad** material.
2. **Sam** said it was made of the **best** material.
  - a) There were holes in it after the woman had washed it.
  - b) The colours changed after she had washed it.
  - c) It really cost Sam £3.
  - d) The woman did not have to buy it.
  - 156 e) She was sorry she had bought it.



## Lesson 2a Language Practice: You said it was new, but it wasn't!

17

1 Look and read.



Other people were angry with Sam Crook because of things which they had bought from him. Read what they said and find the pictures.

- "You said it was so strong I could pull an elephant with it!"
- "You said it would hold water!"
- "You said it was good for my skin!"
- "You said it was new. You said you'd just bought it!"
- "You said I'd be able to cut anything with it!"
- "You said it would make my hair grow!"
- "You said it always told the right time and never stopped!"

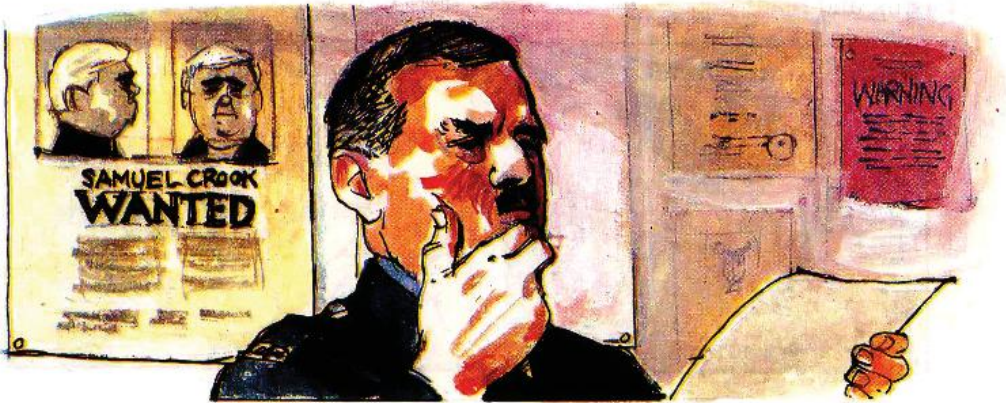


2 What were the untrue words Sam said when he sold each thing?

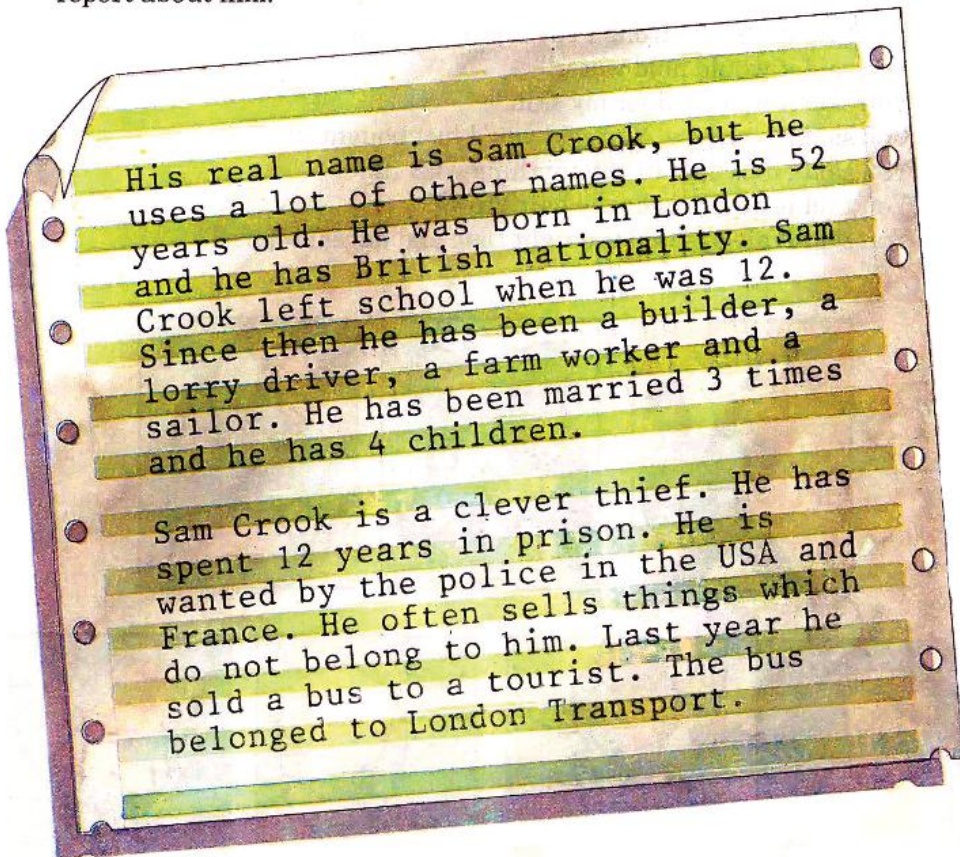


### Lesson 3 Language Practice: What does the report say?

1 Read and answer.



The police know a lot about Sam Crook. Sergeant Gallstone is reading a report about him:



Ask and answer questions about Sam Crook with these words :

How old...? Where .... born ? What's his nationality ? ... school? What jobs ... had ? How many children...? How long ... in prison ?



## Lesson 4 Language Practice: He said he was an actor. What a liar!

17

1 Sam Crook had been caught by Policeman Pinkie. Pinkie told Gallstone what Sam Crook had said. Complete the dialogue.

Pinkie: When I asked him what he was called, he said his name was John Smith.

Gallstone: That isn't true! The report says his real name's Sam Crook.

Pinkie: And when I asked him how old he was, he told me he was 39.

Gallstone: That isn't true either! The report says he's 52.

Pinkie: When I asked him what his . . . was, he said he was American.

Gallstone: . . .

Pinkie: And when I asked him where . . . , he told me he was born in Manchester.

Gallstone: . . .

Pinkie: When I asked him what his . . . was, he told me he was an actor.

Gallstone: . . .

Pinkie: And when I asked if he had any children, he told me he didn't have any.

Gallstone: . . .

Pinkie: When I asked him if he was . . . , he said he'd never been married.

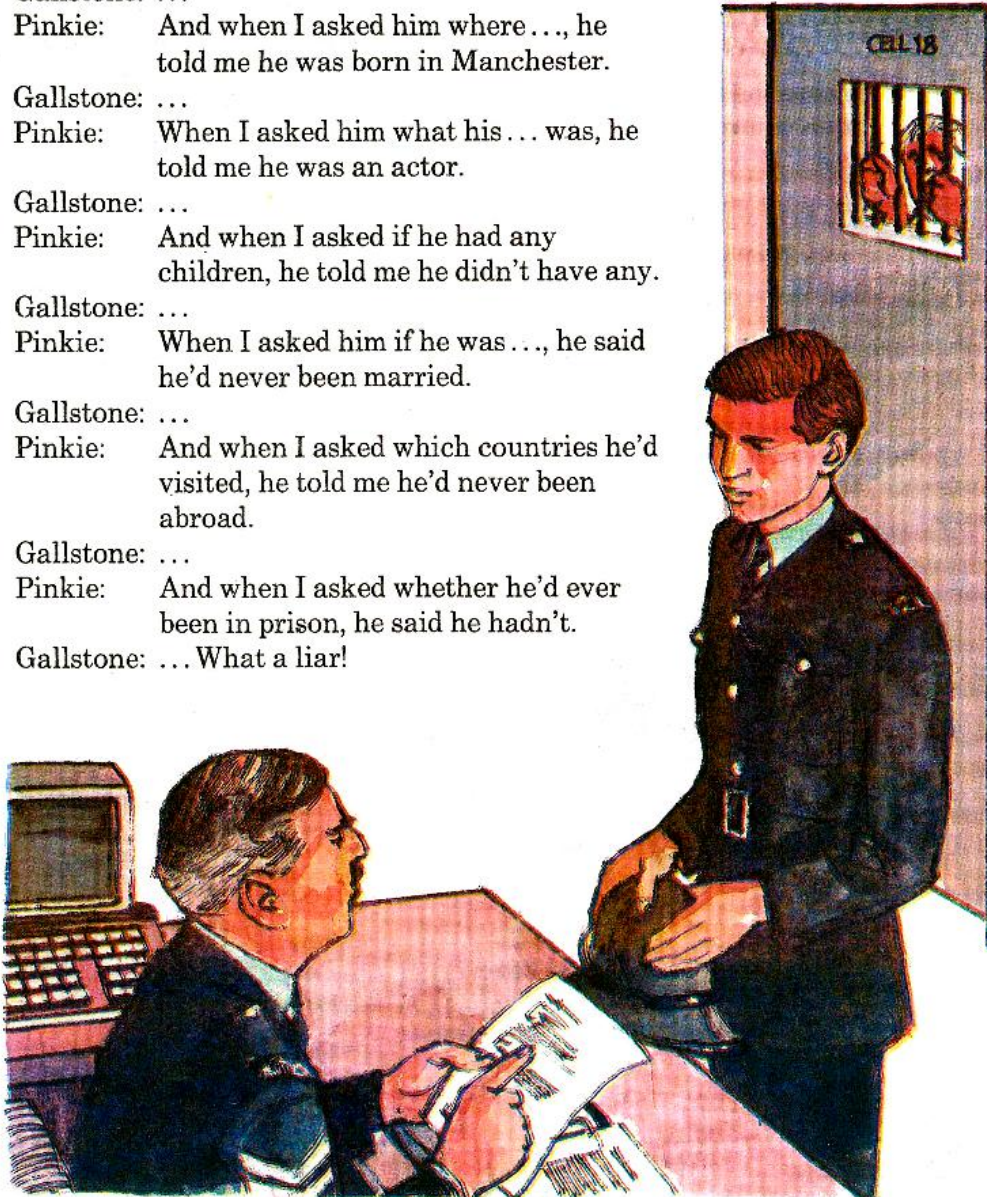
Gallstone: . . .

Pinkie: And when I asked which countries he'd visited, he told me he'd never been abroad.

Gallstone: . . .

Pinkie: And when I asked whether he'd ever been in prison, he said he hadn't.

Gallstone: . . . What a liar!



## Lesson 5a Skills Practice: Guessing what words mean.

- 1 Look quickly at the passages below. What kind of book do you think they come from?
- 2 Read, think and answer:

Egypt was governed by the pharaohs for nearly three thousand years, from the time when Upper and Lower Egypt were joined together until Alexander the Great came to Egypt.



- a) Who were the pharaohs? So what do you think "govern" means?
- b) What do you think "join" means? Which word helps you?
- c) Who was Alexander and what do you think "great" means?

Abu Nawwas was one of the greatest Arab poets. He had an unhappy childhood after his father had died. For a while he lived in the desert, learning the Arabic of the Bedouin. Later he came to the palace of Haroun El Rashid, who rewarded him for his beautiful poetry.

- d) If you have heard of Abu Nawwas, you should know what "poet" and "poetry" mean. Do you?
- e) What word like "childhood" do you know already? So what do you think it means?
- f) Do you know a word like "Bedouin"? In what language?
- g) Who was Haroun El Rashid? Does this help you to understand "palace"?



Saladin was a very brave king who fought foreign armies in Egypt and abroad and won many victories. Even his enemies thought he was a good king. He also built the great castle near the Muqqattam Hills in Cairo.

- h) Which words help you to understand "brave", "victory", and "enemy"?

Although the Mamelukes were often cruel, they built many of Cairo's finest buildings. These included the Mosque of Sultan Hassan and the Tomb of Qait Bey.

- i) Do you know any word in English or Arabic like "Mamelukes"? What do you know about them?
- j) Do you think "cruel" means something good or something bad? Why?
- k) What do you think "include" means?



## Lesson 6 Skills Practice: Reading a funny story.

1 Read quickly to answer:

- Who is the "Caliph"?
- What was each of the three people trying to show?

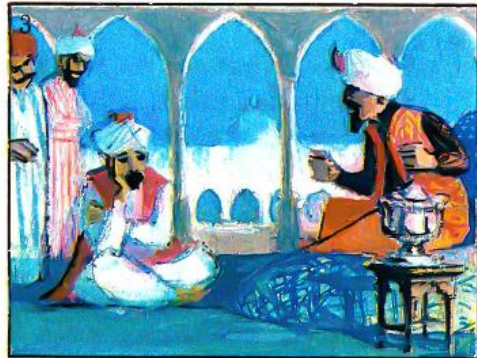
Haroun El Rashid had a beautiful pot made of silver and gold. One day, he called Abu Nawwas and two other people who lived in his palace. "Which of you is the laziest?" he asked. "I will give him this pot."

The first man said "Once I was lying beside a wall when it started to fall down. Sand and heavy stones fell on me, but I was too lazy to move."



The second man said "Once I was lying under a tree. A huge snake came over the ground and then over my body. It even came over my face! But I was too lazy to move."

There was no sound from Abu Nawwas. The Caliph said "It is your turn, Abu Nawwas." But still he did not open his mouth. The Caliph shouted "Will you not speak to the Caliph?"

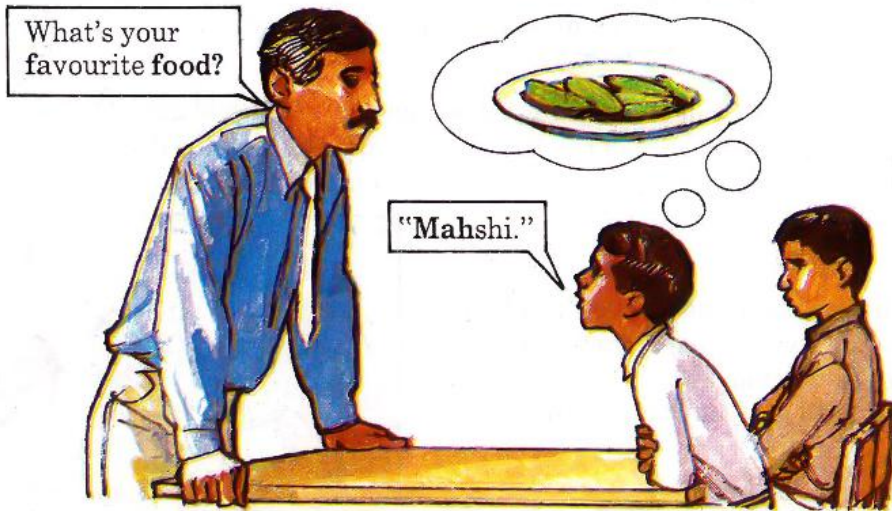


Then Abu Nawwas slowly opened his mouth and said "To-o la-a-azy." And the pot was his!

2 Close your books and tell the story in your own words.

## Lesson 7a Language Practice: You asked where I came from.

1 Answer the teacher's questions with short answers like this:



- What's your favourite food?
  - What's your favourite colour?
  - Who's your favourite singer?
  - What's your favourite subject?
  - Where do you come from?
  - What do you do after school?
  - What did you have for breakfast?
  - How did you come to school?
  - How many brothers have you got?
  - When will you be twenty?
- 2 Now try and remember the questions and answers, giving full answers, like this:

Teacher: What was my **first** question?

Student: You **asked** what my **favourite food** was.

Teacher: And what was your **answer**?

Student: I said my favourite **food** was "**mahshi**".

3 Now do the same as in exercises 1 and 2 with these questions.

- Do you write with a pencil?
- Are you wearing a watch?
- Have you got anything made of metal?
- Have you got both feet on the floor?
- Have you ever been to a factory?
- Can you swim?
- Do you speak English?



**Lesson 8a Language Practice: He found that the man had lied to him.**

17

1 This happened not long ago. Pretend you are Sam and Mr Green and say the dialogue.

Sam Crook: Good morning, sir!  
What can I do for you?

Mr Green: How much does this car cost?

Sam Crook: You can have it for only £700. It's very cheap!

Mr Green: Is it new?

Sam Crook: It's only one year old.  
I've just bought it.  
It's still as good as new.

Mr Green: How many owners has it had?

Sam Crook: Only one – an old lady.

Mr Green: Why did she sell it?

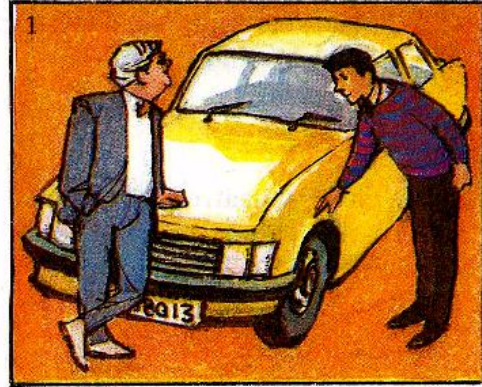
Sam Crook: Because she was getting too old to drive.

Mr Green: How fast will it go?

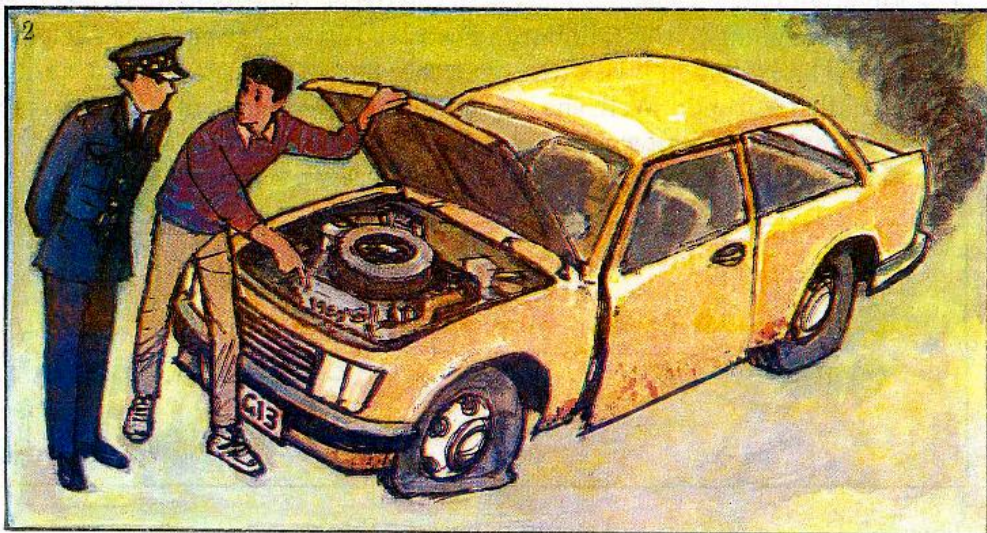
Sam Crook: It's very fast. It will go faster than 120 kilometres an hour.

Mr Green: Are the tyres good?

Sam Crook: Yes. Everything is better than new.



2 But Mr Green soon found that Sam had lied to him. He went to the police. Can you complete what he said?



"When I asked if it was new, he said..."

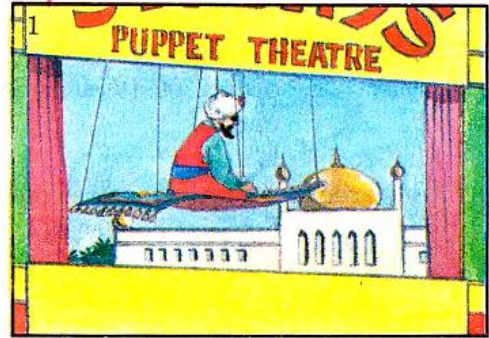


## Lesson 9 Story: The puppets in Greece ...

1 Read on and answer:

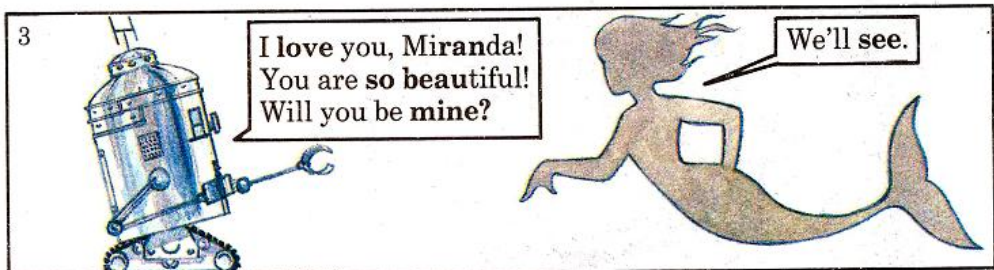
- What did they see?
- How do shadow puppets work?
- What do you think "shadow" means?
- Who was Miranda?

When Sabry's theatre arrived in Greece, they showed one of their plays from "A Thousand and One Nights".



And they met some shadow puppets from the Greek puppet theatre. The shadow puppets are made of pieces of leather. In their plays they are held behind a piece of cloth. A light shines through from the back so that the people watching see only their shadows moving.

The Egyptian puppets made friends with the Greek puppets and learned that they too were going to the Edinburgh Festival. Little Cary got very excited because he had fallen in love with one of the shadow puppets – a beautiful woman called Miranda. Well, she was not exactly a woman, of course. In fact, she was a mermaid – half woman, half fish – like the ones that sailors sometimes imagine they see when they sail the seven seas.



They left Greece by ship and went on, passing Sicily ...

- 164 e) Where do you think Sicily is?

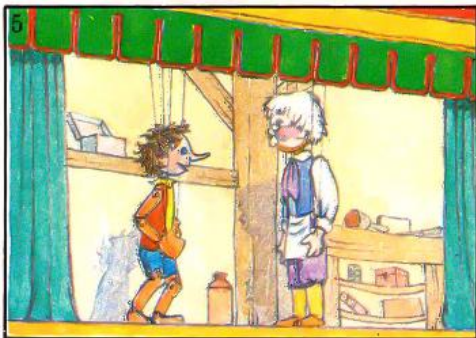
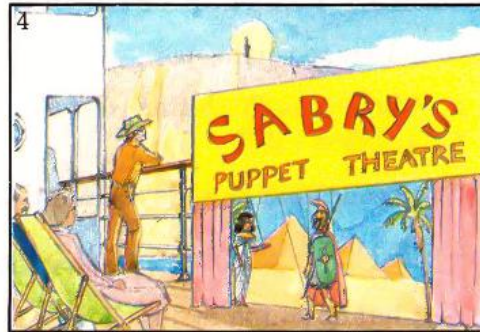


## Lesson 10a Story: . . . and in Italy.

17

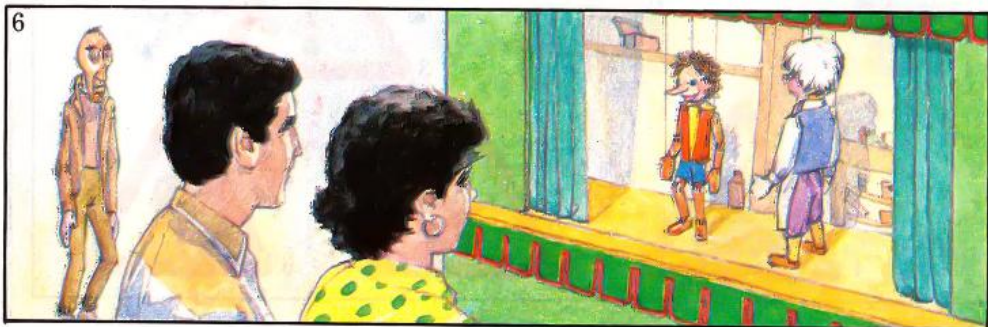
1 Read the rest of the story and answer the questions about pages 164 and 165.

On the ship, Sabry showed a puppet play to the tourists. Bill was very interested in a strange shape standing on the shore of Sicily. "Is that a man?" he asked. "No, I think it is one of the puppets of Sicily," replied Mohammed.



They stopped in a port in Italy and saw some very funny puppets. They saw a play about Pinocchio. He was a puppet but people thought he was a real boy because he was made by a clever old carpenter.

While they were watching the play, they saw a strange man watching them. He was very tall and thin. "I wonder who he is," said Mona. "I'm sure I've seen him before. He was at the museum in Cairo when we took the treasure there. I wonder what he wants. He's got a very strange face, hasn't he?"



Next our friends drove north, through Italy and towards the high mountains of Central Europe . . .

- Why are some puppets called "shadow puppets"?
- What did Cary say to Miranda?
- What do *you* think the strange man wanted?
- Talk about the puppets in the pictures.

# UNIT 18 Strange people and things

## Lesson 1a Language Practice: What do you think it means?

1 Look and say the dialogues.

- a) 1. **Who** do you think **this** is?  
2. I **think** it's **Bill**.
- b) 1. Do you **think** he's **playing** football?  
2. **No**, I don't **think** <sup>so.</sup> he's **playing** football.
- c) 1. **What** do you think he's **doing**?  
2. He **seems** to be **walking**.  
I **think** he's **walking**.
- d) 1. **Where** do you think he **is**?  
2. I don't **know**. <sup>Perhaps</sup> **Maybe** he's in **Cairo**.  
Or he **may** be in Upper **Egypt**.
- e) 1. **Where** do you think he's **going**?  
2. I don't **know** where he's **going**.  
I've no **idea** where he's **going**.

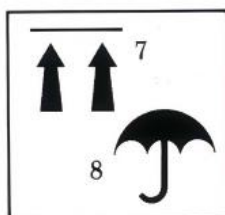


2 Look at these signs. What do you think they mean?



a) These signs can sometimes be seen beside the road.

b) Boxes may have these on them.



c) You may see this on a bottle.





# Lesson 2a Language Practice: Do you think it's a kind of animal?

1 Look, read and answer.

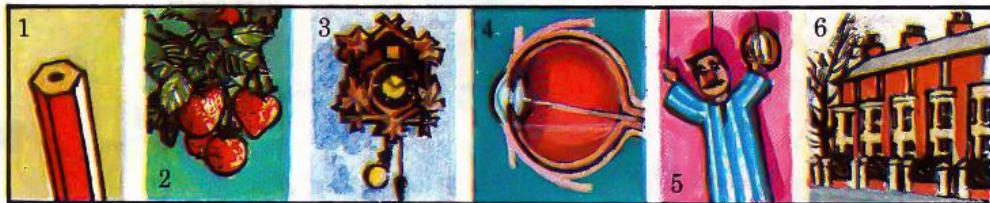


- a) Do you think this is a kind of animal?
- b) Do you think it's a kind of machine?
- c) What do you think it's used for?  
Do you think it's used for cooking?
- d) Do you think it's used for cutting crops?
- e) What do you think it is?
- f) Are you sure?

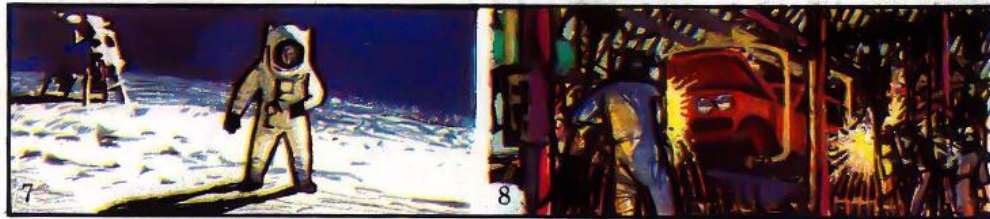
2 Ask these questions and answer using:

I think... I don't think... I don't know... I've no idea...  
Perhaps... Maybe... ...seems...

a) What or who do you think these are?



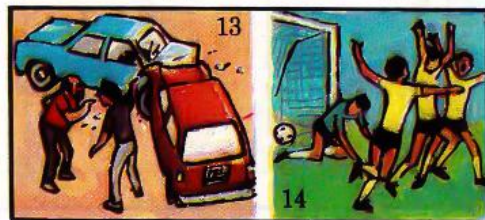
b) Where do you think these people are?



c) What do you think is happening here?



d) What do you think has happened?



e) What do you think is going to happen?





18 **Lesson 3 Language Practice: Do you think the black lines are railways?**

1 Look and speak.



footpath

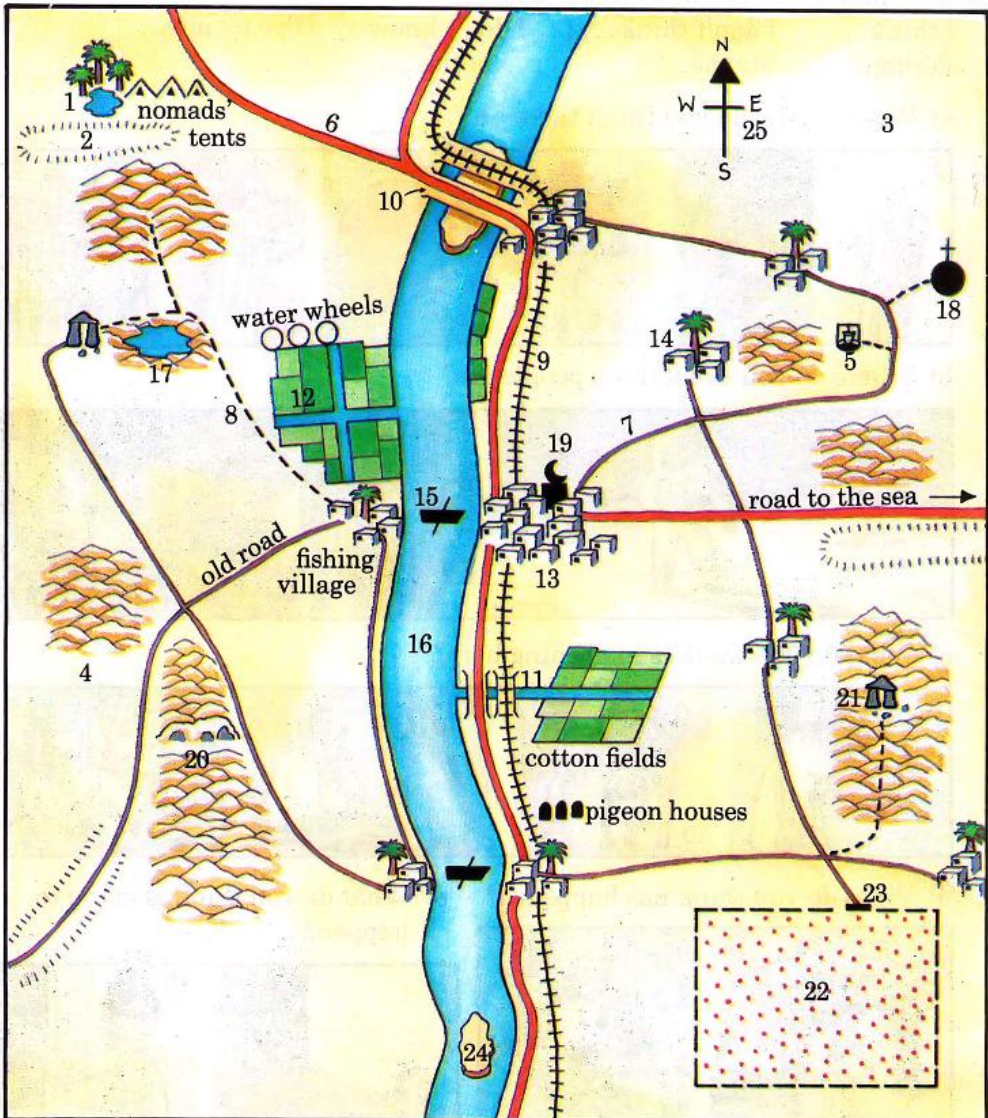


ferry

2 Now look at the map and talk like this:

What do you think number **one** means?

I think it's an oasis.





# Lesson 4a Language Practice: Canals are shown as blue lines.

1 Look and read. Were you right about the signs on the map?



Railways are shown as black lines with short lines across them.



Asphalt roads are shown as wide red lines.



Other roads suitable for cars are shown as narrow brown lines.



Footpaths are shown like this.



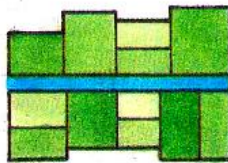
Rivers and lakes are coloured blue.



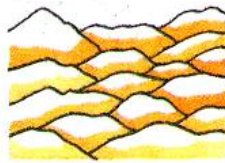
Canals are shown as blue lines.



Deserts are shown like this.



irrigated land



hills



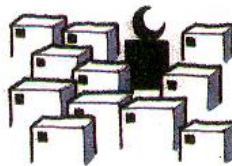
oasis



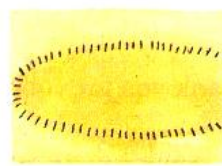
ancient place or buildings



well



town



valley



village



caves



ferry



island



bridge



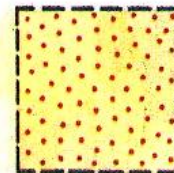
monastery



mosque



closed road



army land



North

Talk like this:

I **thought** this was a **road**, and I was **right**.  
**railway**, but it's **not**. It's a **road**.

## Lesson 5a Skills Practice: What do you think is going to happen?

- 1 Look very quickly at the words and pictures on this and the next page. What do you think happens in the story?
- 2 Put a piece of paper over all except the first paragraph. Move it down as you read. When you come to (?), say what has happened and what you think is going to happen.

The grandfather of all cats was a huge cat and all the mice were afraid of him because he had killed many of their brothers and sisters. But he was getting old. One day he came to see them and said he wanted to make peace. "I have become wise," he said. "I am sorry that I have been cruel. Will you be my friends?"

- 10 The mice wanted to believe him. They were tired of being eaten. But the grandfather of all mice was not so sure.



(?)

- 15 He answered "Thank you for your kind words. But how can we know that you are not lying?"

"My dear friends," said the cat, smiling. "What I say is true. There will be no more war. We will live together in peace." But even while he was talking, the cat was moving slowly forwards.

(?)



Some of the mice believed the cat. They moved away from their holes. Some began to dance and sing. But...

(?)

But grandfather mouse called out "Move back! That cat's eyes are turning red!"

(?)



## Lesson 6a Skills Practice: Had the cat really changed?

18

1 Read and answer as you did last lesson.

Grandfather cat was really angry now but ...

(?)

... he went on smiling and talking quietly "Why can't you believe me? I want  
30 to be your friend. Let's all go to the fields and have a party." A lot of the mice  
wanted to go with him. But ...

(?)

But grandfather mouse said "No, thank you. We prefer to stay here." When  
he said this, the cat stopped pretending. He jumped, but he was too late ...



(?)

... The mice had gone back to their holes. And since then, mice have never  
35 believed the words of cats.

2 Look at the first (?) on page 170. Did you think the mice were going to believe the cat? Why did you think this? Were you right? Talk in the same way about the other parts of the story with (?).

3 Are these sentences true or false? Correct the false ones.

- The cat had really changed.
- The cat did not really want peace.
- Grandfather mouse believed the cat.
- The cat moved forward so that the mice could hear him.
- His eyes were red because he was sorry.
- Grandfather mouse's warning saved the mice.

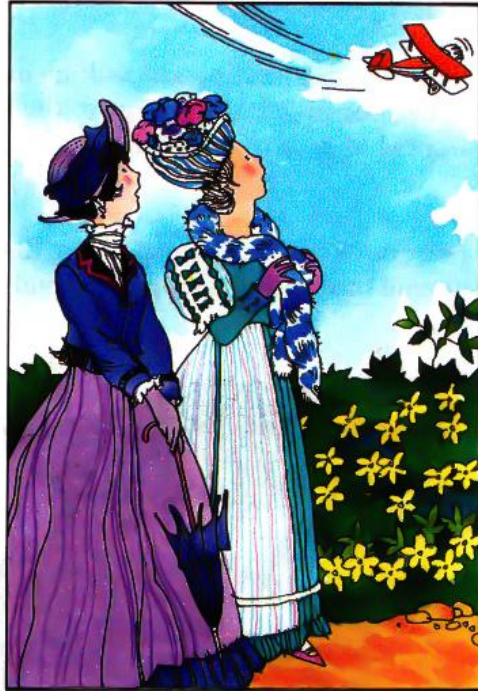
4 Say what the underlined words mean.

## Lesson 7a Language Practice: It's a bird, isn't it?

1 Read and say the dialogue. Then do the exercise below.

Eighty years ago, Bill's great-aunts, Agnes and Ivy, saw a strange thing in the sky.

- Ivy: What on **earth** is **that**?  
 Agnes: It's a **bird**, isn't it?  
 Ivy: It **can't** be a **bird**! **Birds** don't fly like **that**, **do** they?  
 Agnes: It's **got wings**, **hasn't** it?  
 Ivy: But it **hasn't** got **feathers**, **has** it?



2 The sentences below are probably true, but maybe some of them are not. Answer them like these examples:

1. The **teacher's** standing **up**, **isn't** she?
2. **Yes**, she **is**. You're **right**.  
or **No**, she **isn't**. You're **wrong**.
1. Your **friend** **isn't** **here**, **is** she?
2. **No**, she **isn't**. You're **right**.  
or **Yes**, she **is**. You're **wrong**.
- a) There's a **river** near your **school**, **isn't** there?
- b) **Tea** is grown in **Egypt**, **isn't** it?
- c) **Lions** aren't found in **Egypt**, **are** they?
- d) It wasn't **raining** when you came to **school**, **was** it?
- e) You were **born** in **Egypt**, **weren't** you?
- f) You haven't **swum** in the **Red Sea**, **have** you?
- g) You don't **work** on **Fridays**, **do** you?
- h) The **shops** close before **sunset**, **don't** they?
- i) You didn't go **abroad** **last year**, **did** you?
- j) You can't see the sea from your **school**, **can** you?
- k) You can **speak** **English**, **can't** you?
- l) You'll be **here** **tomorrow**, **won't** you?



**Lesson 8 Language Practice: It can't be a bird. It could be a machine.**

1 When Agnes and Ivy saw their first plane, they did not know what it was.



Agnes: It **could** be a **bird**. It's got **wings**, hasn't it?

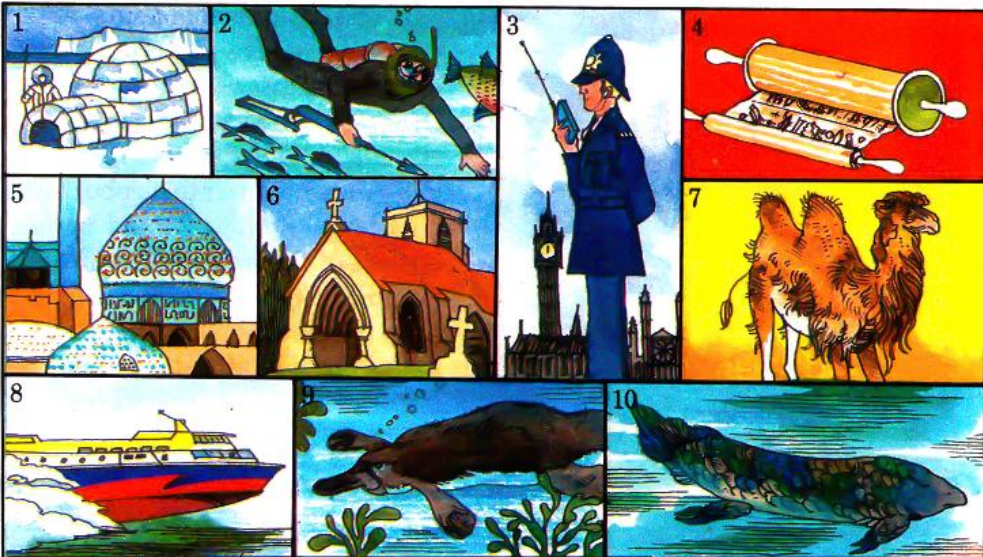
Ivy: It **can't** be a **bird**. It hasn't got any **feathers**. It **must** be a new invention. Or we **might** be **imagining** it!

Find words which mean ...

- a) I don't really think so, but maybe ... (2 ways of saying this)
- b) I'm sure it isn't ...
- c) I'm sure it is ...

2 The things in these pictures may look strange to you. Talk about them like this.

It **can't** be a **fish**. It's got **arms** and **legs**.  
 It **might** be a **house**, but it's a **funny shape**.  
 It **must** be a **mosque**. It's got **minarets**.



Could it be a house/book/fisherman/fish/bird/animal/church/theatre/shop/mosque/bicycle/plane/ship/car/elephant/camel/football player/policeman?

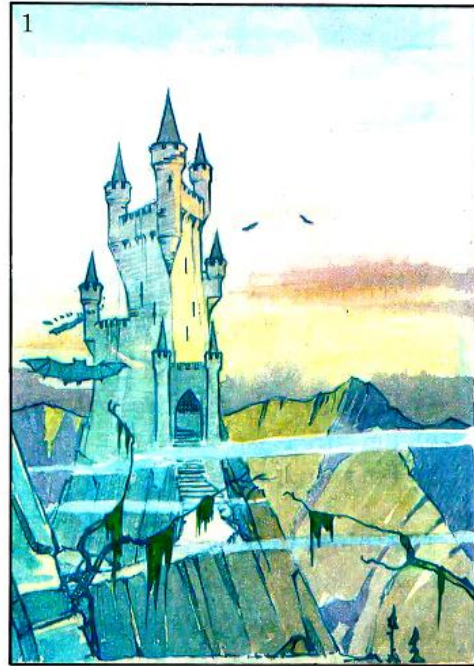
## Lesson 9 Story: In the castle of Lord Dragman.

1 Look and read quickly to answer:

- Who was Dragman and where did he live?
- Why did he want to see the newspaper?
- Have we seen Higajig before?

While our friends were driving towards the mountains, the sun was setting over a very old castle, high in the mountains.

Inside the castle lived a very bad man. His name was Lord Dragman. He too was a puppet master, but not a nice one like Sabry. He lived alone, because everyone was afraid of him. His only companions were two strange men who were more like puppets than people. One, who was called Higajig, was tall and thin, while the other, Wotwot, was short and fat.



Dragman was sitting in a huge dark hall when Higajig came in. "Here is your copy of 'The Egyptian News', master," he said. "At last!" shouted Dragman. "Why are you always late, Higajig? If you don't hurry up, I'll have to turn you into a robot." He opened the newspaper and saw a picture of the treasure from Wadi Bamba. "Here it is!" he cried. "It will soon be mine, as soon as I get my hands on that puppet Dabdab. Ha! Ha! Ha! Where are they now?"

"They've just reached the mountains, sir," said Wotwot. "They are coming this way, fast. They don't want to, but they've got to! Heeee! Heeee!" And he smiled a terrible smile and laughed a terrible laugh.

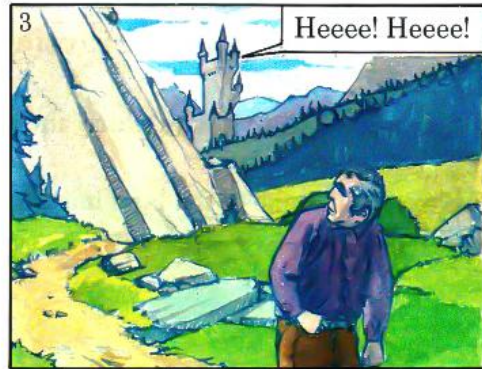


## Lesson 10 Story: Danger in the mountains.

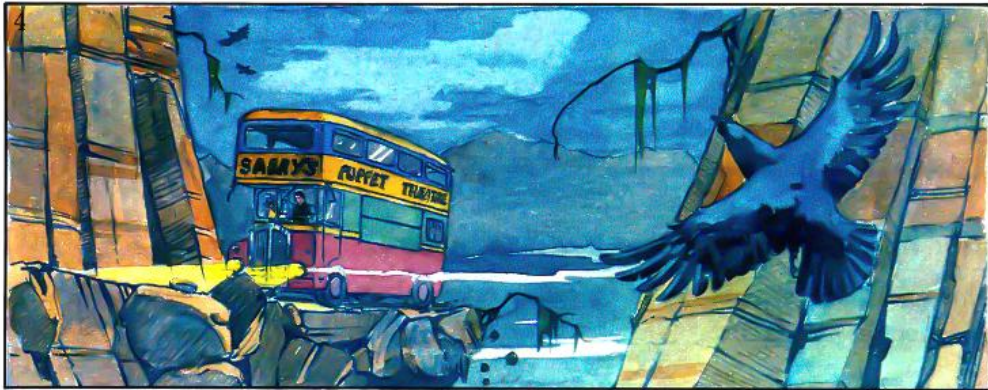
18

- 1 Read and answer the questions about pages 174 and 175.

Down in the valley, the villagers felt ill when they heard a terrible laugh coming from Dragman's castle.



Meanwhile, not far away, Sabry and his friends were driving along a narrow, rocky road. But the bus was going faster and faster!



"What's happening?" shouted Bill. "Why are we going so fast?"  
"I don't know," said Sabry. "The bus came this way by itself. It won't slow down. It's as if it's being pulled by something we cannot see!"  
"I'm frightened," said Mona. "What a terrible road! Mountains and rock all around. And it's getting dark and very, very cold. What's going to happen to us?"

Nothing they could do would stop the bus, which carried them farther and farther into the terrible mountains and towards the castle of bad Lord Dragman.

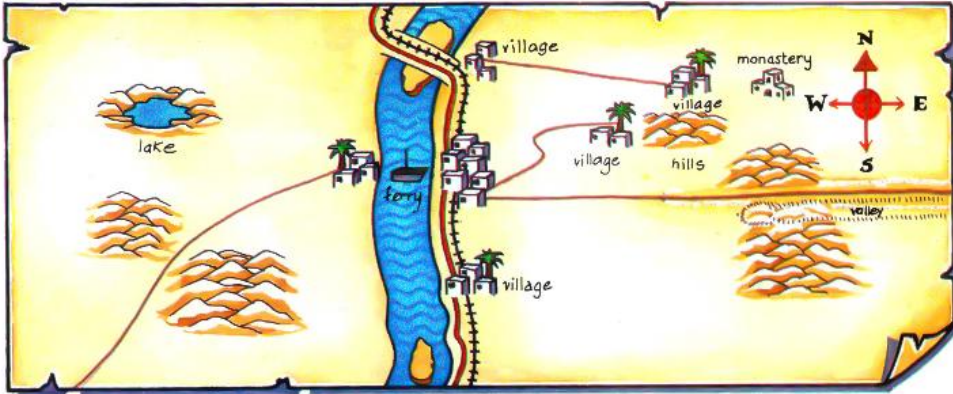
- Where have we seen Higajig before and what do you think he was doing?
- Why did Dragman live alone?
- What did Higajig bring him?
- What did Dragman want to have?
- Who had just reached the mountains?
- What were people doing when they made these noises: Ha! Ha! and Heeee! Heeee!?
- Who do you think was controlling the bus and why?

175

# UNIT 19 Journeys

## Lesson 1a Language Practice: If I go this way, what will I see?

- 1 This is an old map of the place shown on page 168. What has changed since it was made?  
For example, some of the land has been irrigated.



- 2 Read this, look and answer.

Nowadays it is possible to go by car to many places which could only be reached on foot before.

Nowadays if a traveller takes the road to the north-east,

he will pass a village.

he may see villagers on the way.

he will have to cross some hills.

he will be able to visit the monastery.

Not long ago, Bill was staying at the big town.

Look at page 168 and answer his questions.

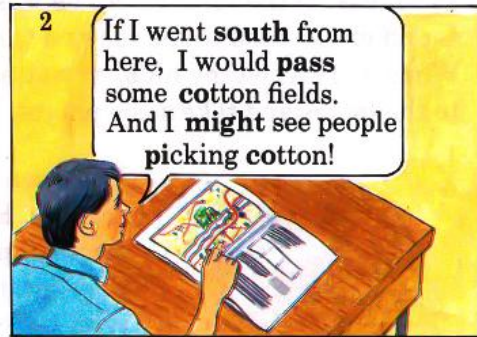
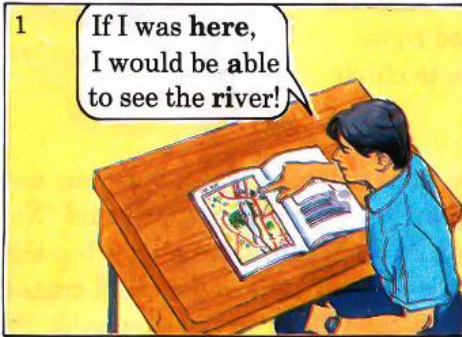
- Is it possible to go east from this town?
- Where will I get to if I go that way?
- If I go north, will I be able to cross the river?
- What will I see on the way?
- If I go south, will I be able to reach the village on the east bank?
- What will I see on the way?
- Will I be able to go east from there?
- If I want to cross the river after that, will I have to come back to this town?





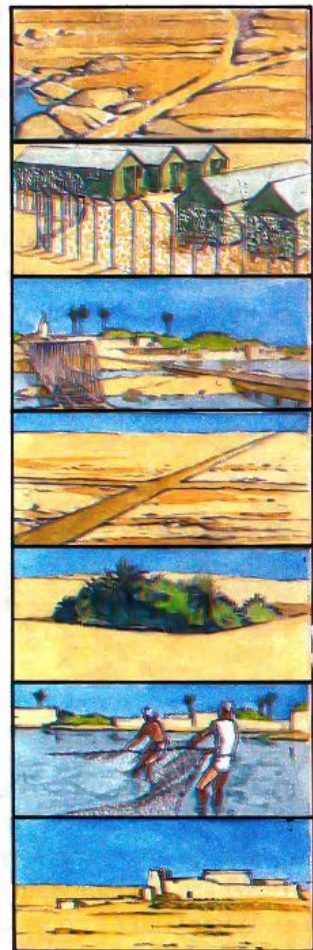
**Lesson 2a Language Practice: If I was here, I would be able to see the river!** 19

1 Look again at page 168 and imagine you are in the town on the map. Talk like this:



2 Look and read. Match the places underlined with the pictures. Then find them on the map.

- a) If you went to this town you would be able to cross the river by road or by railway.
- b) You wouldn't be able to go here unless you were in the army.
- c) If you wanted to go here, you would have to go north until you reached another town. From there you would be able to cross the river. Then you would have to take a road across the desert, until you came to a footpath on the right. From there you could reach this place but you would not be able to go by car.
- d) If you crossed the river to this place, you might see people fishing in the river.
- e) After that, you would be able to drive along an old road until you came to a crossroads with caves in the hills on your left.
- f) If you turned right at the crossroads, you would eventually reach some buildings, which were built thousands of years ago.
- g) There is a footpath which goes east from the old buildings past a small lake. After it has passed the lake, it divides into two paths. If you followed the path past the lake and then turned right, you would soon leave the hills and get back to the fishing village. But if you turned left, you would go farther into the hills, where there are no houses, and you might get lost.



## Lesson 3 Language Practice: How Bill got lost and found.

1 Read this story about Bill and follow his journey on the map on page 168.

Bill wanted to visit some old tombs which were south-east of the town where he was staying. He set off on the road to the sea and turned right. When he reached the hills, he was able to climb to the tombs and take some photos.



2



But when he came down, he was stopped by some soldiers. He had not seen a sign which said "No Photographs". At first, they were angry, but then they became friendly. They said he could cross the river by ferry at the village on the east bank, then go along the west bank and return over the bridge.

After he had reached the west bank, he drove north-west and visited some caves. But then he had a flat tyre, just after he had crossed the old road. He got out the spare wheel, but that had a flat tyre too. He needed help.



The temples were not far away, so he decided to leave the car and walk. After he had looked at the temples, he started to walk along the footpath to the village.

4



He passed the lake and walked on. But after a long time, he still could not see any fields. Instead he found himself in the desert. He was lost and he had no water! And Polly had flown away. He felt very unhappy. Then he saw Polly coming back with two men. They were nomads who lived in tents not far away. The nomads gave Bill and Polly food and tea. Then they got a lorry to the railway and went back to the hotel by train.

2 Read again and answer.

- Which way did Bill go? Show the way on the map.
- Where did he start from?
- Did he go all the way by car? Why not?
- Where did Bill want to go after the temples?
- Where did he go in fact? Why?
- Who helped him? How?



**Lesson 4 Language Practice: If Bill had seen the sign, he wouldn't have taken the photos.**

1 Make sentences about Bill's journey from this table.

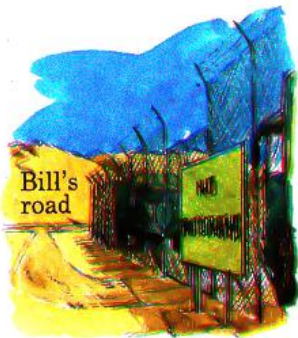
If Bill had seen the sign,	he wouldn't have known about the ferry.
If he hadn't met the soldiers,	he wouldn't have taken the photos.
If he had followed the west bank north,	he might have died.
If he hadn't had a flat tyre,	he wouldn't have seen the caves.
If Polly hadn't brought the nomads to help him,	he could have driven all the way.

2 Look again at the map on page 168 and at the pictures below. Talk like this:

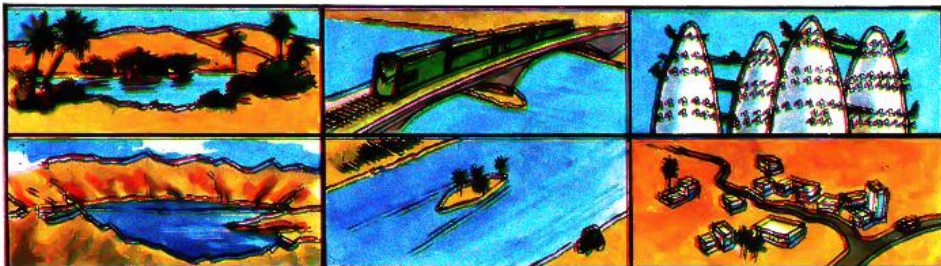
**must** have seen the **camp** and the **hills**.

**While** Bill was passing the **camp**, he **might/could** have seen the **army lorries**.

**can't** have seen the **sea**.



- a) While he was driving south from the big town, ...
- b) While he was crossing the river by ferry, ...
- c) While he was walking in the hills, ...
- d) While he was visiting the nomads, ...
- e) While he was crossing the bridge, ...
- f) After he had crossed the bridge, ...



## Lesson 5a Skills Practice: A discussion about school.

1 Read quickly to answer:

- Who are the speakers?
- What are they talking about?
- What does each one like and why?

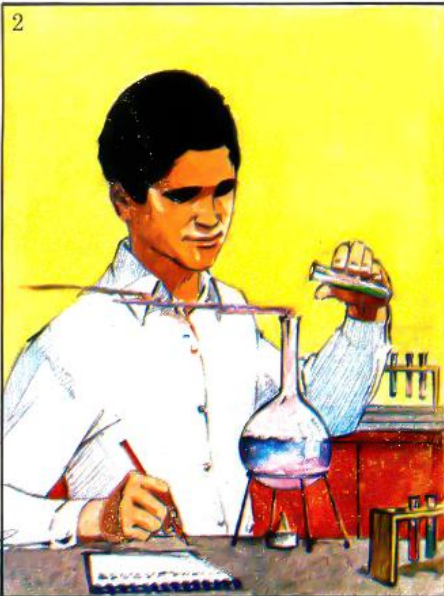
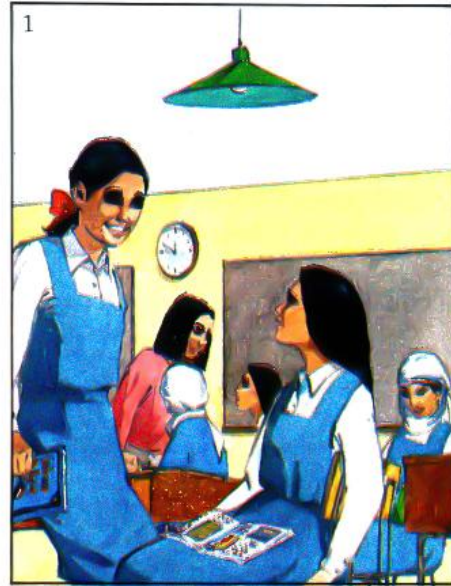
Samira and Hassan were talking with some friends about the subjects they studied at school.

"My favourite subject is English," said Samira. "I like speaking it and I like to learn about how other people think and talk. And besides, Miss

5 Huda is such a good teacher."

"Umm. English is a useful language," said Fatma. "But I find Arabic more interesting. It is such a rich language and the literature is

10 very fine."



"I don't like languages very much," said Nabil. "I prefer science, especially mathematics, because it helps you to think. Physics is interesting, because it tells you how 15 things are made and how they work. And chemistry is exciting, because of all the experiments with interesting colours, sounds and smells."

"I don't agree," said Tariq. "I think science is boring. It's so dry. I like literature because the stories and poetry tell you how people feel." 20



## Lesson 6a Skills Practice: Do you agree?

- 1 Read the rest of the children's discussion. Copy this in your notebook and write about the speakers on both pages like this:

Speaker	Favourite subject	Why he/she likes it
Samira	English	Learning about how other people think and talk

"I agree that science can be boring,"  
 25 said Laila. "But some of it is interesting. I like biology, because you learn about living things, and especially botany, because I like plants."



"You can learn about plants and animals in geography," said Atef. "And it tells you about people too – where and how they live – what they do..."

30

35 "Yes, but it's not the same as going to those places," said Attiya. "I like history best, because there are signs of it all around us, in the streets, the buildings, even under the ground.  
 40 And I like to read about great men and women, such as Saladin, Cleopatra and Ahmed Orabi."



"What do you think?" Samira asked Hassan, who had been silent while the others were talking.  
 45 "I think you're all right," he replied. "All the subjects are interesting. But football is best!"

2 What do the underlined words mean?

3 Talk about your favourite subject, what you study in it and why you like it.

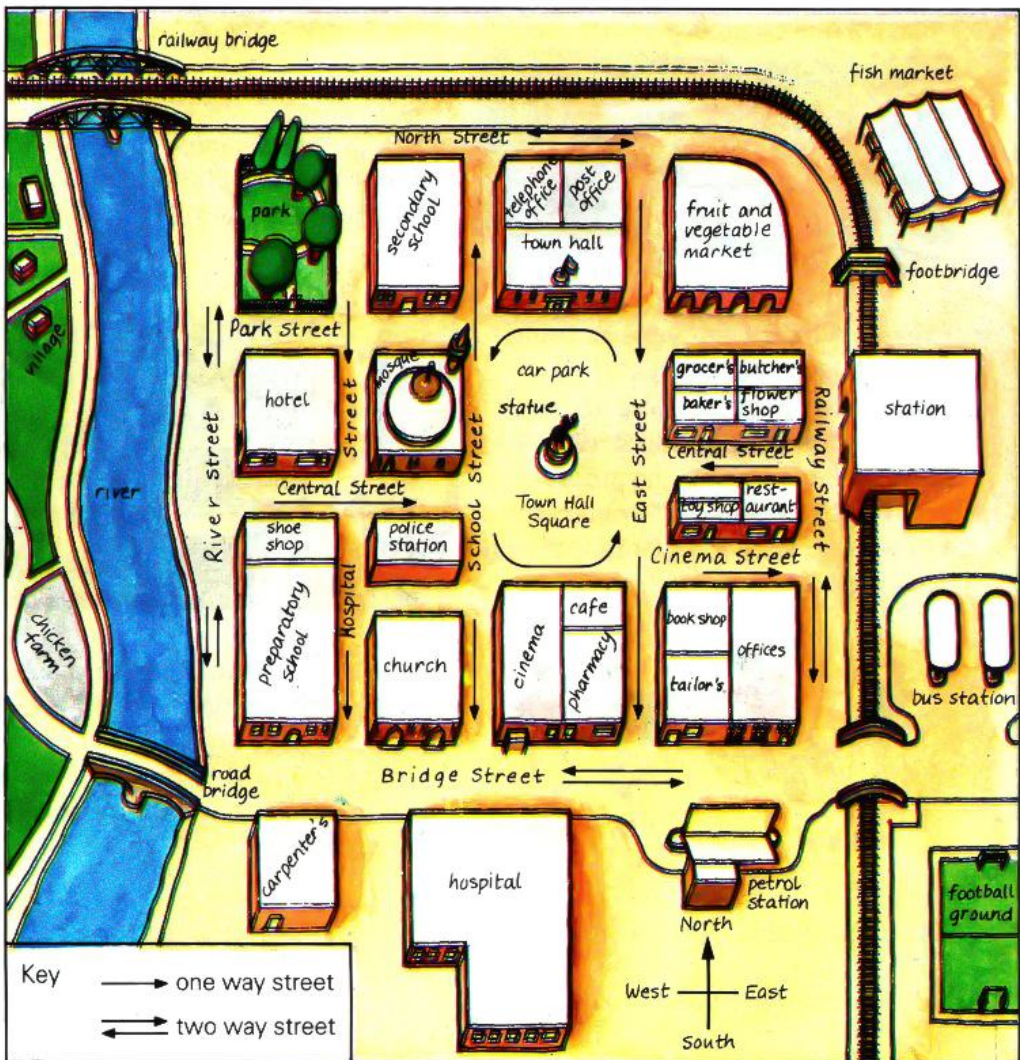
19 **Lesson 7a Language Practice: Where would you go to get bread?**

1 Look at the map and imagine you are standing in the Square.  
Talk like this:

If I wanted to get **bread**, I would go **across the Square** to the **baker's**.  
If I wanted to get a **railway ticket**, I would go **east down Central Street** to the **station**.

Use these words:

- |                          |                 |
|--------------------------|-----------------|
| cross/go across          | go over         |
| pass/go past             | turn left/right |
| go along/down            | go straight on  |
| go round                 | go from ... to  |
| go east/west/north/south |                 |

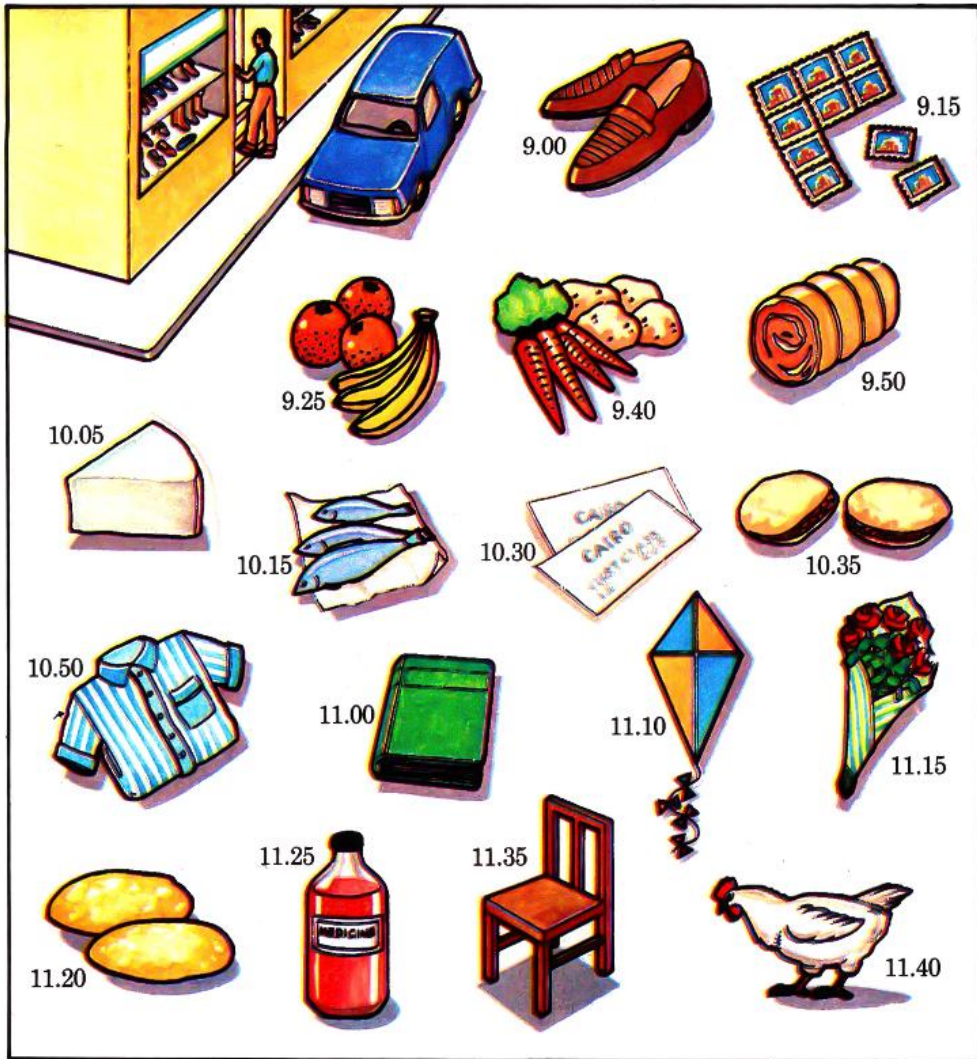




## Lesson 8a Language Practice: How many things had he bought by ten?

19

- 1 Abdel Salam lives in the village on the west bank of the river shown on page 182. Yesterday he drove into the town and went shopping by car. He started shopping at nine o'clock and by half past nine he had bought some shoes, some stamps and some fruit. What had he bought by ten o'clock? ... eleven? ... midday?



2 Where do you think he bought each thing? Look at the map again and answer.

3 Talk about his journey by car and on foot round the town. He started at the shoe shop on the corner of River Street and Central Street. Which way do you think he went from there?

## 19 Lesson 9 Story: Welcome to Dragman's castle!

1 Read quickly to answer:

- Where had they come to?
- Who was waiting for them?
- How did Dragman introduce himself?

The bus climbed higher and higher into the mountains. Our friends could not stop it. They could see very little and they were very frightened. Suddenly, the bus stopped. Then the moon came out from behind the clouds and they could see a tall dark castle. And coming down towards them was ...

"It's that strange man again," said Bill. "The one who was following us."

It was Higajig, who turned silently and pointed up the stairs.

"I think he wants us to follow him now," said Sabry.



They went slowly up the stairs. At the top, the huge doors opened, although nobody was pulling or pushing them. Inside the castle, they could just see a tall man in a long dark coat.

"Good evening, Mr Sabry and friends!" said the man. "It's so kind of you to come. I am Lord Dragman, master puppet master. I am very pleased to welcome the actors of the famous Egyptian puppet theatre. But you must be hungry. Come into my castle and have some food."

Although our friends did not like Lord Dragman, they felt they had to follow him – into the dark castle.

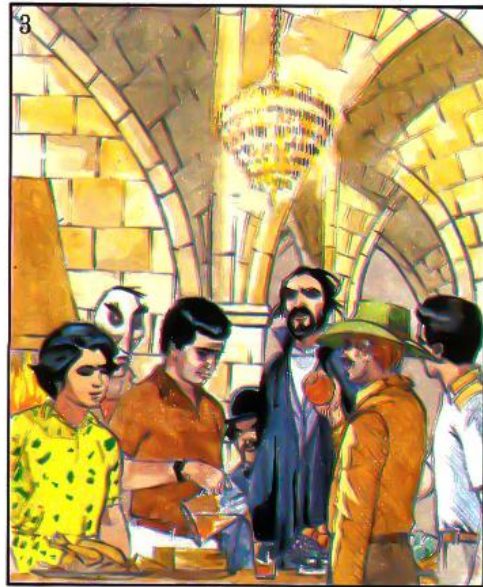


## Lesson 10 Story: Prisoners of Lord Dragman!

19

1 Read the rest of the story and answer the questions about pages 184 and 185.

Inside the castle there was more light and there was a lot of food on a long table. Bill went towards it. "Maybe he's not so bad as he looks," he said. "And this food certainly looks good!" "I'm not so sure," said Mona. "I think that man's dangerous. And I don't think we should eat his food." But Bill was too hungry to wait. And soon everybody was eating and drinking.



When they had finished, Dragman said "And now, let me tell you something about myself. As I said, I am the master puppet master. That means I am the master of all puppets and all puppet masters. And soon I will be master of the world. You have eaten my food so now I control you. Soon I will turn you into puppets. That is what happens to all my guests. Like my two friends here. Once they were real people too, but now because of me they are just puppets. So I'm afraid there is nothing you can do! Ha! Ha! Ha!" "Heeee! Heeee! Heeee!" came an answering laugh from Wotwot.

- Why could they see the castle when they arrived?
- Did our friends want to go into the castle?
- Who said they should not eat?
- Did they listen to her?
- Should they have eaten the food?
- What were Higajig and Wotwot? Had they always been the same?
- What did Dragman want to become?
- Why do you think he wanted to control Sabry and his friends?

# UNIT 20 Some people, things and actions

## Lesson 1a Language Practice: Who are Huda's relatives?

1 These people are in Huda's family. What can you say about them?



Huda's sister Soraya is married to Hilla and they have a daughter called Amina.



Her younger brother is called Amr.



Her brother Hisham is married to Nimat and their son is called Omar.



Huda's parents are called Laila and Khalid.



Laila's parents are called Samia and Mukhtar.



Khalid's parents are called Nabila and Samir.

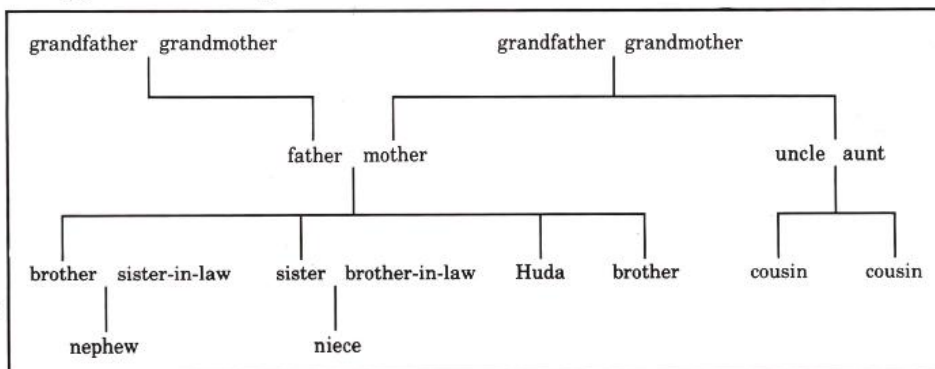


Laila's brother, Sayed, is married to Ehsan.



Sayed's children are called Shahira and Afaf.

2 Copy Huda's family tree with the names of her relatives.





## Lesson 2 Language Practice: What do they do in their jobs? 20

1 Look at the pictures of Huda's relatives again. What are they doing?  
Can you tell who has these jobs? How do you know?

- |                |                          |                  |
|----------------|--------------------------|------------------|
| a soldier      | a student of engineering | a secretary      |
| a train driver | a dressmaker             | a radio reporter |
| a photographer | a teacher of English     | a housewife      |
| a doctor       | a shopkeeper             | a potter         |
|                | a potter                 | a carpenter      |

2 What do people with these jobs do? Make sentences like these:

- A soldier is someone who works in the army.  
A potter is someone who makes pots.

3 Who might say these words while they are working?

a) Have you got a sore throat? Please open your mouth and say "Ah".

b) Here you are – two packets of tea. Can I get you anything else?

c) The colour is very nice but it's a bit too long, isn't it? I'll make it shorter if you like.

d) I'll need a piece of wood two metres long and three centimetres wide.

e) Good evening, ladies and gentlemen. Here is the news.

f) Yes, the doctor can see you at five o'clock this evening.

g) What do you think this word means, Samira?

h) Where can I find a book on the uses of concrete?

i) Sit still, please. Now, smile... Good. Thank you.

j) We must stop! The light is red!

k) I have to go back to camp tomorrow.

### Lesson 3a Skills Practice: Words in alphabetical order and what they mean.

1 Look at these words. What letters do they begin with? Put them in alphabetical order.

*a b c d e f g h i j k l m*  
*n o p q r s t u v w x y z*

*playground* *photographer* *secretary* *companion*  
*thief* *silver* *wire* *bucket*  
*basket* *engineering* *botany* *library*  
*autumn* *engine* *glad* *careful*  
*abroad* *passport* *photograph*

2 Now match the words with the meanings below.

- in or to a foreign country
- the time of year when the weather gets colder
- something made of leaves used for carrying things
- students study this to learn about plants
- something made of metal or plastic used for carrying water
- you should be this if you do not want to make a mistake
- somebody who is with you when you travel, work etc.
- part of a machine which makes it work
- students study this to learn to build bridges, houses etc.
- you feel like this when something good happens
- a room or building where people can read books
- something which says who you are, which you need to go abroad
- a picture taken with a camera
- a person who takes photographs
- a place outside where children can play
- a person who works in an office, writing letters etc.
- a fine and expensive kind of metal used for making jewels
- someone who takes things which do not belong to him or her
- a long thin piece of metal sometimes used for carrying electricity




## Lesson 4a Skills Practice: Using a dictionary.


1 Read this. Can you guess what the new words mean?

"Ah, Dabdab!" cried Dragman. "Just the person I wanted to see." His voice was loud, but perhaps there was a little fear in it.

2 If you are not sure, you can find the meanings in a dictionary. These words and meanings are from a dictionary. Look at them. Were you right?

<p><b>fear</b> <span style="float: right;">خَوْفٌ</span></p> <p><i>the feeling that you have when you are afraid</i> Zeinab saw a snake. She shook with fear.</p>	<p><b>loud</b> <span style="float: right;">عَالٍ ، مُرْتَفِعٍ ، مُدَوٍّ</span></p>  <p>The bell is making a loud noise.</p>	<p><b>voice</b> <span style="float: right;">صَوْتٌ</span></p> <p><i>Everyone can hear Abdullah when he speaks. He has a very loud voice.</i></p>
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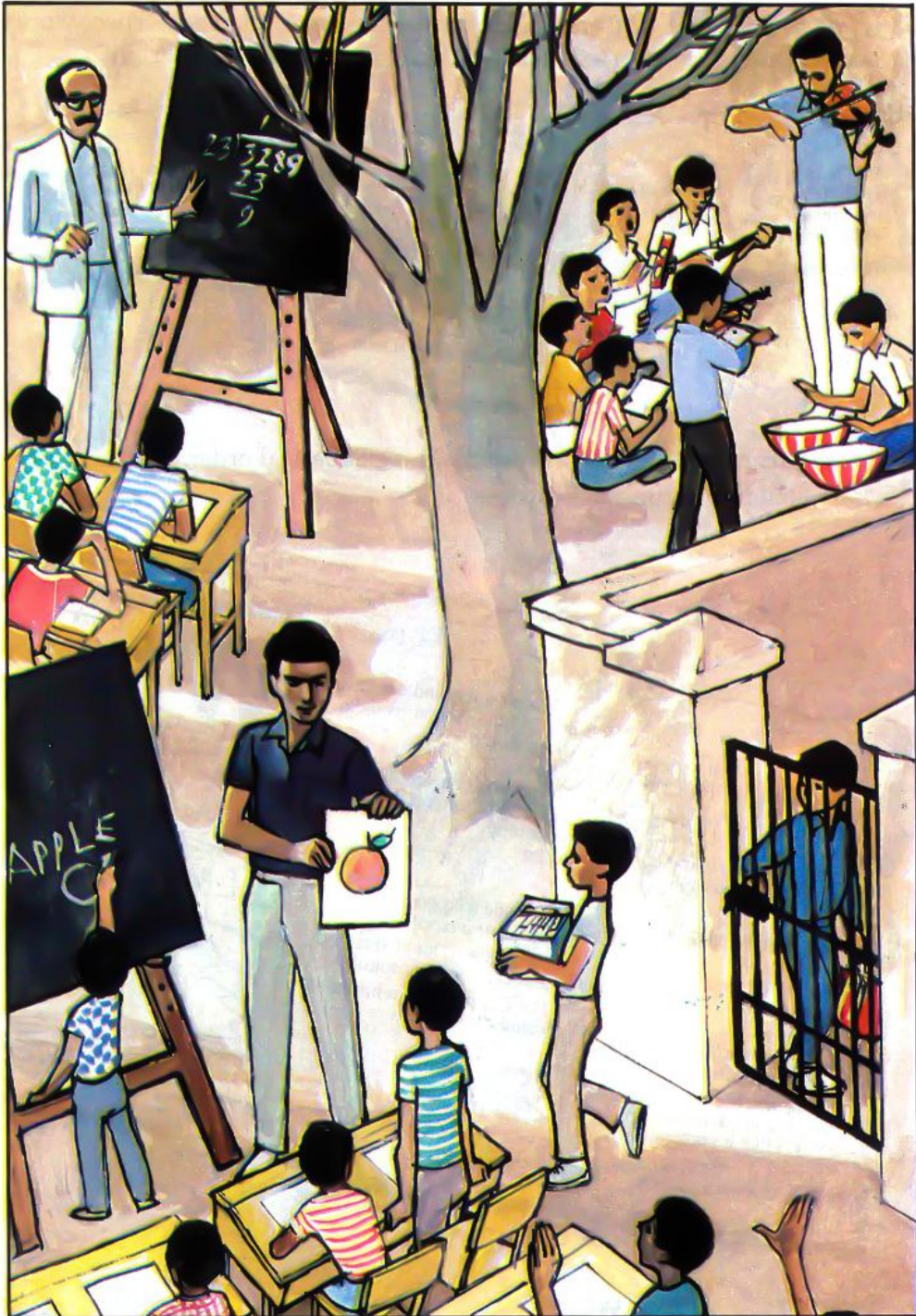
3 This is part of a dictionary with words in alphabetical order. Look and say what should go in the empty spaces.

<p>(١) لِلْعَاقِبَةِ ، جَدًّا (٢) عَلَى خَيْرِ مَا يُرَامُ ، فِي أَحْسَنِ خَالٍ (٣) جَزِيلًا ، كَثِيرًا أَجْدًا</p> <p>1 Horses are big animals. Elephants are very big animals. The Sudan is a very hot country. That old man walks very slowly.</p> <p>2 very well "How are you?" – "I'm very well, thank you."</p> <p>3 very much "Do you like football?" – "Yes, I like it very much." "Here is a present for you." – "Thank you very much."</p>	<p>(١) يَزُورُ (٢) زِيَارَةٌ</p> <p>verb 1 Nada's uncle and aunt live in Port Said. She visits them every month.</p> <p>noun 2 Kamal is in hospital. He had a visit from his friends yesterday.</p> <p>زَائِرٌ</p> <p>someone who goes to see a person or a place Kamal had a lot of visitors when he was in hospital. The Cairo Museum has many visitors every year.</p>	<p><b>W w</b></p>  <p>بِتَنْظُرٍ</p> <p>Some people are waiting at the railway station. They are waiting for a train.</p>
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# Lesson 5 Language Practice: What is happening?

1 Look at the picture and talk like this:

I can see someone who is writing. . .



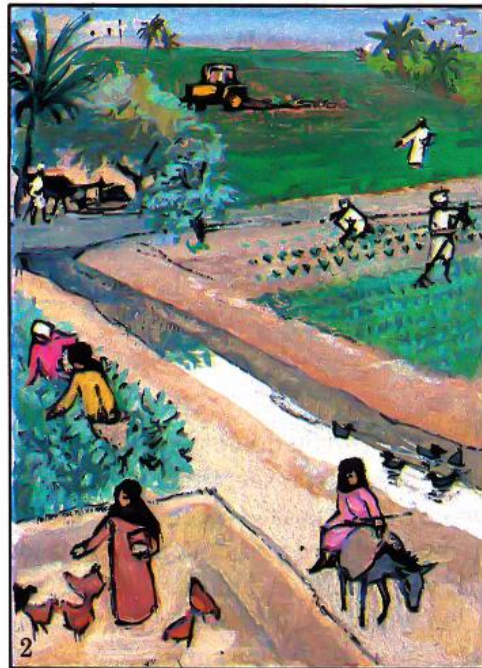
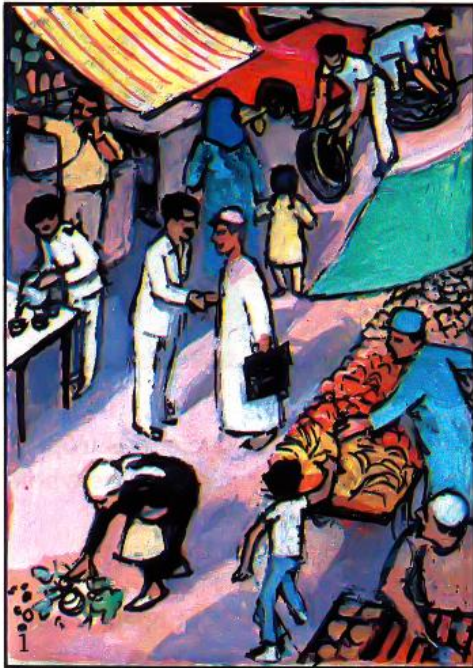


**Lesson 6a Language Practice: Someone who was cutting wood.**

1 When Uncle Salim went for a walk he saw these actions. Describe them like this:

He saw someone who was . . .ing . . .

He saw someone who had just . . .ed

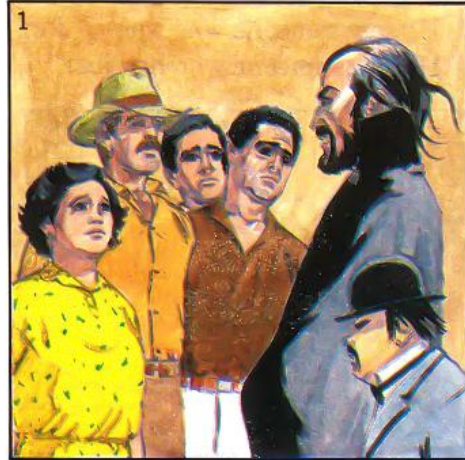


## Lesson 7 Story: I want the secret of the pyramids!

1 Read quickly to find the answers:

- What was going to happen to our friends and why?
- What did Dragman want?

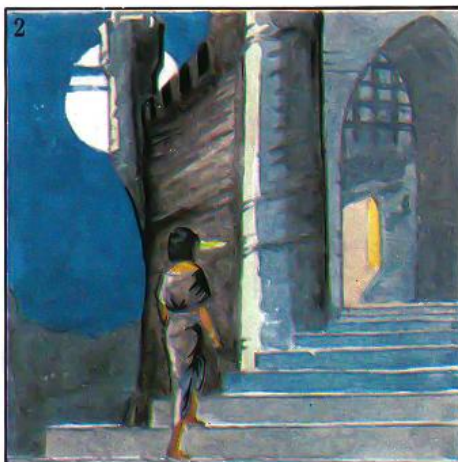
The friends listened in terror to the words of the mad Dragman. "There is nothing you can do now you have eaten my food," he said. "Soon you will sleep, and in the morning you will be my puppets. If any of you make any trouble Wotwot will know what to do with you..." There was a very nasty laugh from the round fat puppet.



"Although you do not know it," continued Dragman, "you came to Europe to help me. You see, there is one thing I need to make me master of the whole world. That is the secret of the ancient Egyptians – the secret of the pyramids! And you have with you someone who can give me that secret..."

"If you mean me, I'm not talking," said Bill.

"No, you fool, I mean the strange puppet Dabdab – if he is a puppet. He has the secret of the pyramids and he will give it to me. Then I will control the world!" Again the castle shook with cruel laughs.



While the friends were standing in Dragman's castle, looking into his mad eyes and listening to the mad laugh of his puppet, a small shape was moving slowly up the steps. All that could be seen was a dark shadow and two very bright dots of green light...

c) Who do you think this was?

192

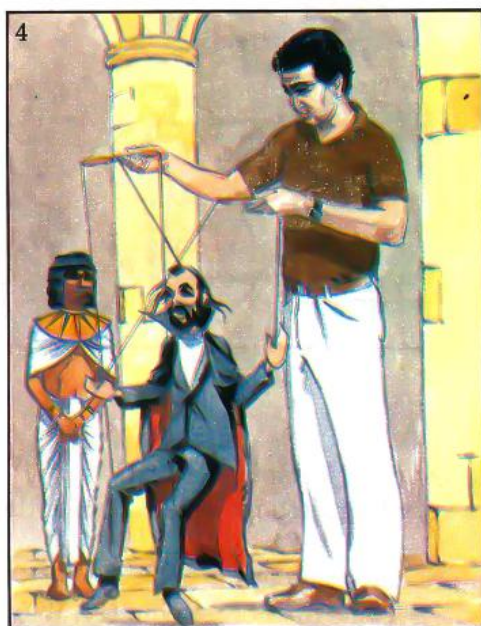
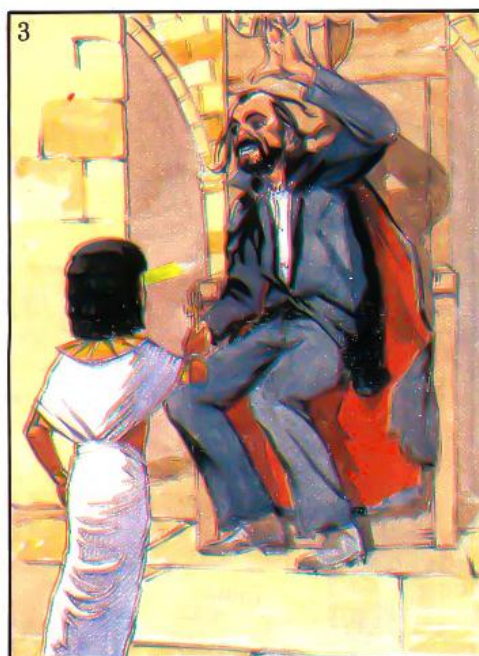
d) What do you think is going to happen next?



## Lesson 8 Story: Saved by Dadbab!

1 Read the rest of the story and answer the questions about pages 192 and 193.

Suddenly the doors of the castle opened with a crash! There in the doorway stood Dabdab, his eyes shining. "Ah, Dabdab!" cried Dragman. "Just the person I wanted to see." His voice was loud, but perhaps there was a little fear in it. The statue walked slowly towards him. "What are you holding in your hand, Dabdab?" called Dragman. "Why don't you sit down and we'll have a little talk, Dabdab! I told you to sit down! Dabdab, do what you are told!" The voice of the mad Dragman became louder and higher, but Dabdab did not stop. He did not sit down. He walked on, and on, towards Dragman. "Stop, I tell you! Stop or I'll... Dadaaaaaaaagggggghhhhhh!"



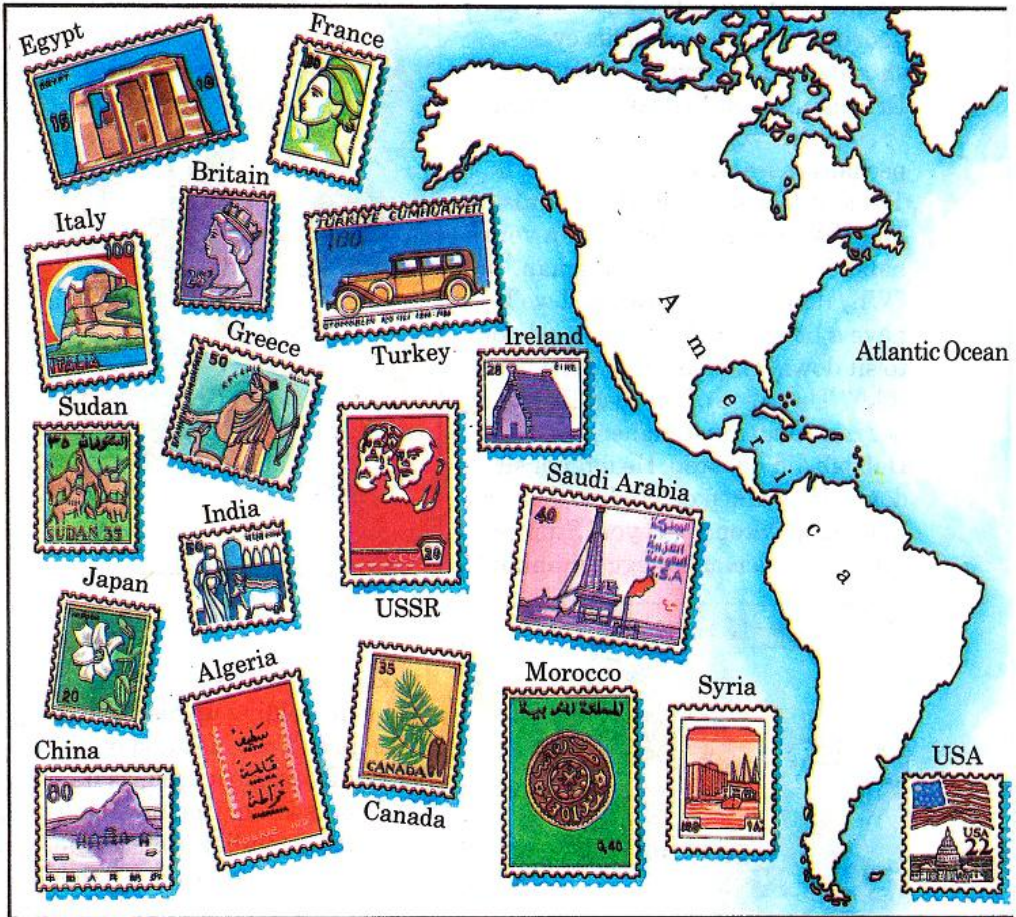
Dabdab had walked up to the madman, holding up his strange sign. Then he had put his hand on the back of Dragman's head, as if he was turning a switch. And now Dragman was getting smaller! And smaller! Soon he was smaller than Dabdab, smaller than Sary or Cary. Dabdab put his hand under Dragman's coat and took out some strings. He gave the strings to Sabry. Sabry moved the strings and Dragman began to dance up and down, smiling. Dragman was a puppet!

- Why had Dragman brought Sabry's theatre to his castle?
- What is "terror" and why did our friends feel it?
- Who was Dragman afraid of?
- How and why did Dragman's voice change?
- How did Dabdab save our friends?

# Some places, quantities and times

## Lesson 9 Language Practice: Travelling north and south.

1 Look at the map. Find the countries which the stamps belong to.



2 Look, read, move your finger and answer.

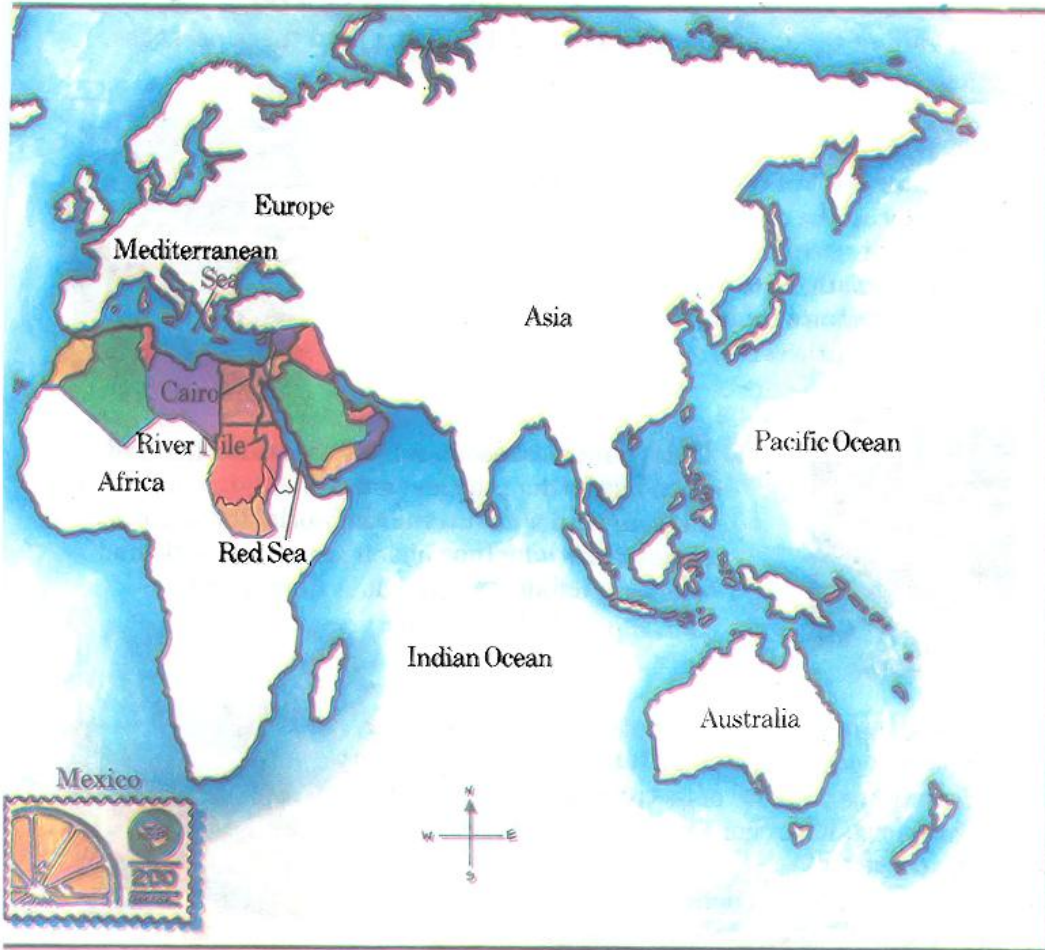
- Put your finger on the capital of your country. What is it called?
- Your country is in the north-east of a very large and important part of the world. What is its name?
- Move your finger south. Which river are you going up?
- If you go far enough up the river, you will come to another country. What is its name?
- Go north again until you reach the sea. What is its name?
- If you cross this sea, where will you come to?
- Go north-west until you come to two islands where English is spoken. What are their names?

194 h) Go home again and say which countries you have crossed on the way.



## Lesson 10a Language Practice: Travelling east and west.

1 Look at the map again and answer the questions below.

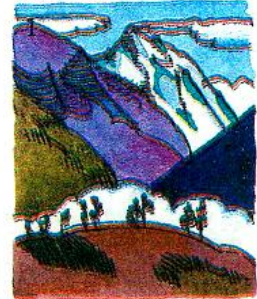


- Find the capital of your country again. Where are the other countries of the Arab World – north, south, east or west? What language is spoken in these countries?
- If we travel west, which ocean will we eventually reach?
- If we cross this ocean, we will come to a huge piece of land, with one part in the north, one in the south, and a central part. What is it called?
- In which parts of America is Spanish spoken?
- Do you know which language is spoken in the other parts? What are the names of the countries there?
- If we go west again, we will cross another ocean and come to more land. In the south is the biggest island in the world, where English is also spoken. What is its name?
- Which ocean must we cross to get home?

# Lesson 11a Language Practice: It is very big and there are a lot of people there.

1 Look again at the map on pages 194 and 195. Then read these passages. Which countries are they? Why do you think so?

a) This country is in southern Asia. It is very big and there are a lot of people there. On the edge of the country, in the north, are the highest mountains in the world. There is always a lot of snow there. Farther south, however, it is very hot. In some places it rains a lot. In other places there are deserts with very little rain.



b) This country is also in Asia. It is farther east and even bigger than the last one. It has got more people than any other country in the world. It has got a famous wall which is the longest in the world and was built a long time ago. It is more than two thousand kilometres long.

c) This country is in Asia too, but it is much smaller than the others. Although it is quite small, it is very rich. It has got a lot of factories and many different things are made there, including the biggest ships in the world. It has got several islands. It is in the north-west of the Pacific Ocean.



d) This country is not in Asia, but it is near it. It is one of the oldest countries in the world. It has got sea on two sides. One sea is quite big. The other is long

and narrow and the weather is very hot there. The longest river in the world runs through this country and the soil near it is very good. So a lot of crops are grown in this soil. Most of the towns where people live are near the river too. However, the rest of the land is not so good for farmers as there are no rivers and it does not often rain. Parts of the desert are being irrigated now. We hope that a lot more crops will be grown there in the future.



## Lesson 12 Language Practice: Too short or long enough?

20

1 Make sentences about these pictures, using "too" and "enough".

- a) Aunt Sara had given little Sami some new clothes, but when he put them on, he found that she had bought the wrong size. The shoes ..., but the trousers ... The shirt ... and the coat ...



- b) Sami's mother washed his clothes and left them to dry in the sun. But when he put them on again, he found that ...

- c) Little Sami could not get his food because ... far away. ... high ... low.



- d) Mr Makram was very tall and his car ... It was difficult to drive because there wasn't ... room. The roof ... low and the seats were not ... enough. There wasn't ... air in the tyres. And when he drove, the engine got ... hot.

- e) Zaki ate ... food and became ... fat. Chairs broke under him because ... He could not go through doors because ... He could not get to the station because he walked ... and when he got to the station he was ... to catch his train.



- f) Sawsan cooked the beans for only a few minutes and she put a lot of salt in the pot. But she cooked the rice for over an hour. So the ... hard, raw and salty and the ... soft. She had not cooked the beans for ... time and she had cooked the rice for ... long.

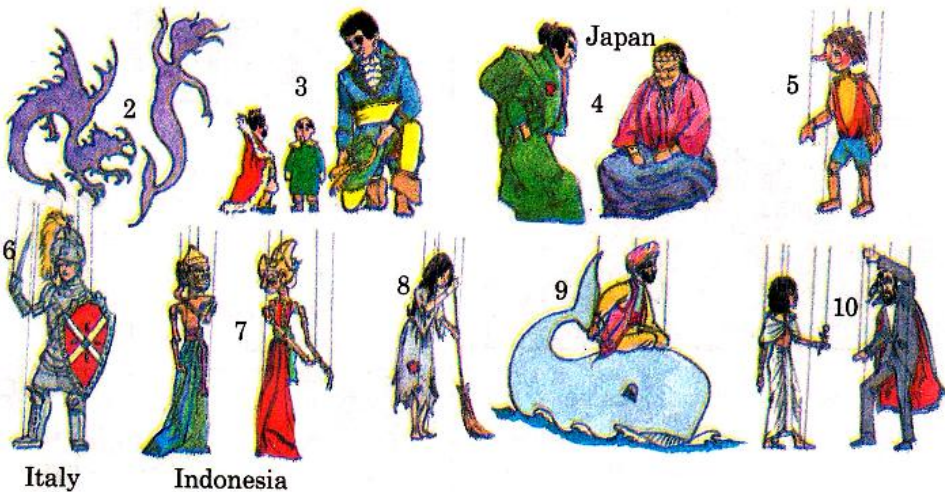
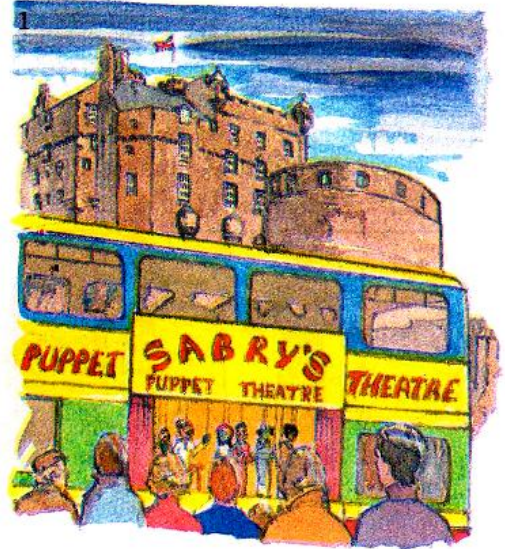


## Lesson 13 Story: The Edinburgh International Puppet Festival.

1 Look and read quickly to find the answers:

- Where was this?
- What were the people doing?
- Where were the puppets from?
- What can you see in the pictures?

In a city in the far north, night was falling and a lot of people were sitting near the walls of an ancient castle. They were watching puppet shows from all over the world. There were all kinds of beautiful puppets. Many languages were being spoken. Exciting music was being played and beautiful songs were being sung.



Among the puppets were those from the Cairo Puppet Theatre. Sabry and his friends had reached Edinburgh in time for the festival. A few weeks had passed since the terrible time in the mountains with Lord Dragman. Dabdab had saved them all from becoming puppets, and Dragman himself had become a puppet again. There was even a play about him at the festival. And Dragman's puppets had become people again! Higajig had gone walking across the mountains, singing happily to himself. And Wotwot had gone down to the river and started fishing.

Meanwhile, Sabry and his friends had travelled on until they had reached England, where they had met Tom and Jill again. Then they had all come to Edinburgh.



## Lesson 14a Story: All's well that ends well!

20

1 Read and say or sing the song. Then say goodbye to all our friends.



We've **come** a long way through **rain** and **sun**  
We've had **danger**, **work** and **fun**.  
We've **climbed** high hills and **crossed** high seas  
And **passed** through **huge** cities.

We've **met** a lot of **nice** people  
And a **few** very **bad** ones **too**  
But **now** we're **here** to **meet** you **all**  
We **hope** you **like** our **show**.

**Once** there was a **bad** man called **Lord Dragman**  
Who **lived** on a **mountain top**  
With a **tall thin** puppet called **Higajig**  
And a **fat** one called **Wotwot**.

He **had** a **plan** to **win** the **world**  
And make **everyone** his **puppet**  
But **Dabdab** was too **wise** for **him**  
And **he** knew **how** to **stop** it!

Now **Higajig** and **Mister Wot**  
Are **free** to **sing** and **play**  
And **bad** **Lord Dragman** now is **good**  
And **he** can **dance** all **day**!

So **now** it's **time** to **say** **goodbye**  
And **thanks** for **your** **kindness**.  
We're **going** **home** to **our** **country**  
**Goodbye**, **good** **luck**, **God** **bless**!

# Revision

It says "No smoking". This means (that) you must not smoke.  
 We know it is Egyptian because it says "Made in Egypt".

Can you tell me	what the time is.	
Ask your friend	when the bus leaves.	
She wants to know	if whether	this is your book.
	Tell him how old you are.	

You said	it was made of the best material.
	I could wash it.
	it would make my hair grow.
	I had to buy one.

He said he was an actor.  
 He told me he didn't have any children.

You asked where I came from.

I said I came from Zagazig.

Who	do you think	this is?
What		it means?
Where		he's doing?
		he's going?

I'm not sure.	(what he's doing).
I don't know	
I've no idea	
I think he's	walking.
He seems to be	



# Revision

I thought they were roads, and I was right.

It's a bird, isn't it?  
It's got wings, hasn't it?  
You like bananas, don't you?

Birds don't fly like that, do they?  
It hasn't got feathers, has it?  
You don't work on Fridays, do you?

It	could	be a	bird.
	can't		fish.
	must		new invention.
We might be imagining it.			

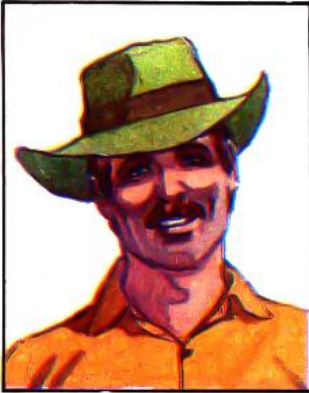
He	must	have	followed the
	could		road.
	might		gone this way.

It is possible to go there by car.

If	I was here, I would be able to see the river.		
	you crossed the river, you might see fishermen.		
	he had seen the sign, he wouldn't have taken the photos.		

While he was driving south, he saw the pigeon houses.

## Language in situations



Bill says "Here is some more useful language which was said or written during your English lessons. Can you remember when you met language like this before? Can you use it again?"

### SHOWING THINGS AND TALKING ABOUT THINGS:

We like to (show plays about history). Here, for example, is (Cleopatra).

Come and meet (Cary and Sary). We are very pleased with them.

I'd like to tell you some more about (my family).

Here we are. Here is (the pyramid). Over there is (the temple).

Look at those (pictures). Aren't they (beautiful)!

### ASKING TO GO WITH SOMEONE:

Can we come too?

### INVITING SOMEONE:

Of course.

Why don't you (all) come?

It's so kind of you to come.

Come into (my castle) and have  
(some food).

### FEELING AFRAID:

Ooh, I'm frightened!

Keep calm!

### OR SAD:

Oh dear!

What are we going to do?

### SEEING SOMETHING STRANGE:

I wonder what they mean.

Good heavens! Look at that!

You're not going to believe this...

What on earth is that?



### LOVE:

I love you (Miranda). Will you be mine?

We'll see!

### TRYING TO CONTROL PEOPLE:

Will you please be quiet?

Do what you are told!

If you don't (hurry up), I will (turn you into a robot).

Stop, I tell you.

Stop, or I'll...

### ACTIONS:

He used to (leave Sohag) at (seven in the evening).

But now he (leaves Sohag) at (six in the morning).

### DISCUSSING THINGS:

I like ... because ... And besides, ...

... is very useful but ... is more interesting.

I don't like ... very much. I prefer ... because ...

I don't agree. I think ... is boring.

I agree that ... can be boring. But I like ... especially ...

Yes, but ...

### PHONING:

I'm phoning about ...

Just a <sup>minute.</sup>  
moment. Hold on please.

### ABOUT TRAVEL:

Is the (flight from London) on time please?

## WRITING LETTERS:

Your address at the top, on the right, with the date below.

**Starting**, to a friend:

and to someone you don't know well:

*Dear Jill,*

*Dear Mr Baggins,*

**Finishing**, to a very dear friend or relative:

*With love from  
Jill*

to a friend:

to someone you don't know well:

*With best wishes,  
Jill*

*Yours sincerely,  
Jill Baggins*

### Thanking:

Many thanks  
Thank you very much for (your letter).

I was very pleased to get your letter.

### Invitations and meetings:

I am very glad (that) you will be able to come.

I am looking forward to seeing you.

My friends would like to meet you.

We would like to invite you.

### On January 1st:

A happy new year!

### Addressing envelopes:

(Name)	Samira Said	Jill Baggins
(Number and Road)	111 Ismailiya Road	14 Rainberry Terrace
(Town or Village)	Bilbeis	Ottershaw
Governorate or Province)	Sharqiya	West Yorkshire
(Country)	Egypt	England



## Irregular Verbs

become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
go	went	gone / been
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
is	was	been
know	knew	known

## Irregular Verbs (continued)

leave	left	left
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shine	shone	shone
show	showed	shown
sing	sang	sung
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woke
wear	wore	worn
win	won	won
write	wrote	written





