



Term 1

New Hello!

English for Preparatory Schools

Year One

Student's Book

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Scope and sequence

	Skills	Language	Life Skills, Values and Issues
Module 1: Family and friends	1 My family and me Page 2		
	Reading: An interview with twins; Heidi; a text about a gymnast Writing: A paragraph on hobbies; a description of a person in your family Listening: An interview with twins Speaking: Talking about your family; asking questions	Pronouns Possessive adjectives <i>my, your, his, her, its, our, their</i> The present simple <i>I play the drums. She plays chess. I don't play football. She doesn't go swimming.</i> Asking questions <i>Do you play chess? Does he play football?</i>	Life Skills: Self-management Values: Love of family Issues: Awareness of rights and duties; loyalty and belonging
	2 It's my favourite subject Page 12		
	Reading: Descriptions of schools around the world Writing: A paragraph about journey to school; A paragraph about daily life Listening: A discussion about timetables Speaking: Asking and answering about school and timetables	Adverbs of frequency <i>always, usually, often, sometimes, never</i> Possessive 's and s' <i>It is a girls' school. This is the teacher's room.</i> Talking about school <i>When have we got Computer Studies? It's after break. Maths starts / finishes at 3 pm.</i>	Life Skills: Critical thinking; self-management Values: Cooperation Issues: Awareness of rights and duties
	3 Different people Page 22		
	Reading: A description of a sports star; a blog post; <i>Alice's Adventures in Wonderland</i> Writing: A blog post about a friend Listening: Descriptions of people Speaking: Describing people; talking about likes and dislikes	have/has got <i>He's got curly hair. Has he got straight hair? She hasn't got glasses. Has he got a beard? No, he hasn't.</i> can/can't <i>He can score lots of goals. I can't pick up that box.</i> good at/bad at <i>I like swimming. I'm good at drawing. I love learning about other countries. I don't like watching TV.</i> Describing people <i>Eman loves painting. She's clever and brave.</i>	Life Skills: Respect for diversity; resilience Issues: Non-discrimination against people with special needs
Review A Revision of Units 1-3 Page 32			

	Skills	Language	Life Skills, Values and Issues
Module 2: The world around us	4 We're using technology! Page 34		
	Reading: A text message conversation; a text about hobbies Writing: A paragraph and a poster about online safety Listening: A description of technology in a classroom; a phone call Speaking: Describing the technology in your classroom; a guessing game; giving instructions	There is / There are <i>There is a printer. There isn't a charger. There are some laptops. Are there any mobile phones?</i> The present continuous <i>I'm eating an apple. He's not using the tablet. Is she writing an email?</i> Review of prepositions <i>Are you sitting next to your best friend?</i> Giving instructions <i>Tap the name of the person. Write your text message.</i>	Life Skills: Problem solving; decision making Values: Curiosity; appreciation of science and scientists Issues: Digital citizenship; technological awareness
	5 Holidays Page 44		
	Reading: A description of a holiday; an advertisement for learning English Writing: An advertisement for a holiday; an email about a holiday Listening: A conversation about a holiday; a discussion about a day out Speaking: Describing a place; talking about a holiday; responding to news	Past simple: to be, regular and irregular verbs <i>Mariam was frightened. I climbed a mountain. We went to the beach. We didn't swim. Where did Munir go on holiday? Did he climb a mountain? Yes, he did.</i> Responding to news <i>How exciting! What a pity. Wow!</i>	Life Skills: Communication Values: Respect Issues: Environmental awareness
	6 Let's eat! Page 54		
	Reading: A recipe; reviews of a dish; a text about healthy snacks; a text about food in Africa Writing: A paragraph describing a picture; an online review of a café Listening: A conversation about what food there is; an interview about healthy drinks; a conversation in a café Speaking: Asking and answering about food in a picture; giving advice; ordering food in a café	Countable and uncountable nouns with some and any <i>There are some biscuits. There isn't any cheese. Are there any peppers? Yes, there are.</i> a lot of, enough, too much, too many <i>There is a lot of sugar. There are not enough ingredients. There is too much sugar. There are too many raisins.</i> should and shouldn't for advice <i>You should eat fruit. You should not drink too much fruit juice.</i> Ordering food in a café <i>What would you like? I'd like a salad.</i>	Life Skills: Problem solving; decision making Values: Curiosity; participation Issues: Preventative health
Review B Revision of Units 4–6			Page 64

My family and me

Reading: An interview with twin brothers; *Heidi*; a text about a gymnast

Writing: A paragraph on hobbies; a description of a person in your family

Listening: An interview with twin brothers

Speaking: Talking about your family; asking questions

Language: Pronouns; present simple

Life Skills: Self-management

Values: Love of family

Issues: Awareness of rights and duties; loyalty and belonging



Quiz

Sort these words in pairs. Who can finish first? One word belongs in both columns.

aunt brother dad daughter grandfather
great-grandfather great-grandchildren
grandmother mum sister son uncle

Male

brother



Female



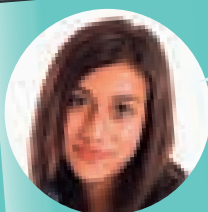
Research

Who is your great-grandfather, and what are great-grandchildren?



Find

Skim through the unit. What story is in the unit?



Salma

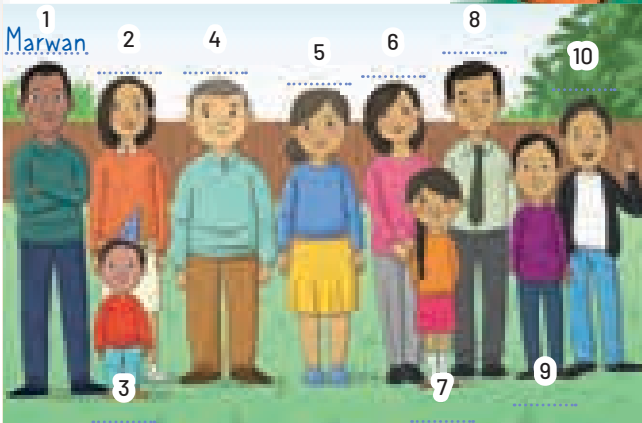
My baby cousin! ♥



6 ♥

Language

- 1 Read and write the names of the people 1-10.



- 2 Reread and find:

- 1 Subject pronouns: she / /
- 2 Object pronouns: me /
- 3 Possessive adjectives: her / /

- 3 Look at Ali's family. Circle the correct words.

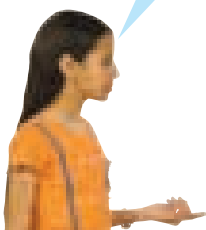
- 1 Marwan is my/your uncle.
He/His is a doctor.
- 2 Tarek is his/her cousin.
Today is his/her birthday.
- 3 Huda and Omar are your/their parents.
They/Their are 64 and 65 years old.
- 4 Amira is his/her aunt.
She/He is a teacher.
- 5 Huda is its/their grandmother.
She loves them/their so much.
- 6 My brother found a blue pen. It wasn't him/his. It was my/mine.

Speaking

- 4 Work in pairs. Discuss.

Tell me about your family.

My sister's name is Ola.
She's 7. My mum's ...



For more practice, go to the Ministry of Education website.

Hello! My name's Ali. I'm 13. This is a picture of my family.

My mum's name is Amira. She's a teacher. Next to her is my dad. His name is Adel. He's a teacher, too. Both my parents are teachers at my school. They have one daughter – she's my sister, Lamia, and she's 9 years old. And they have two sons – me, and my brother, Khaled. He's 11.

Our grandmother is 64 and she's called Huda. She's my mum's mother. My mum's father is our grandfather – he's called Omar. He's 65. Their daughter's called Judy. She's my mum's sister and she's my aunt. My uncle's called Marwan. He is a doctor. Their son is called Tarek, and he's my cousin. It's his birthday today – he's 3 years old.

This is **me** and **my** mother.



Remember!

We use possessive adjectives to show something belongs to somebody.

A possessive adjective goes before a noun, while possessive pronouns stand alone without a noun.

It's **my** pen. It's **mine**.

They're **her** bags. They're **hers**.

Reading

Find the meaning of the words in bold. Check your glossary.

1 Have you got a brother or sister? Have you got the same hobbies as your brother or sister?

2 Read the interview and answer the question.

Hazem and Hatem both love football. True or False?



Vocabulary

3 Look at the photos and talk about the hobbies you like.

go swimming listen to music
play basketball play chess play football
play the drums watch a football match



An interview with twin brothers

Meet Hazem and Hatem. They are brothers and they are both aged 12. They have the same parents and the same birthday. They're **twins**!



What are your hobbies?

Hazem: I like sports. I play basketball on Mondays and Wednesdays. I go swimming on Tuesdays and I play football on Saturdays.

Hatem: And he watches football matches on TV on Saturday evenings. He loves football!

Hazem: I love football!

Hatem: I don't like football, but I like music. I play the **drums** and I listen to music.

Hazem: He plays the drums in a **band**.

Do you have any hobbies that you both like?

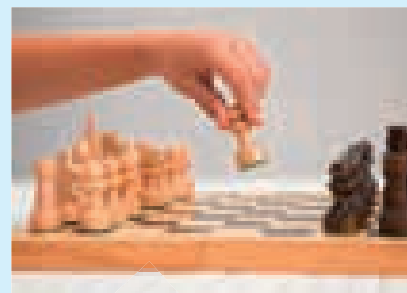
Hazem: We play **chess** together on Saturdays. Hatem usually wins.

Hatem: Yes, that's true! And on Saturday afternoons we do **voluntary work**.

What kind of voluntary work?

Hazem: We help in the children's hospital.

Hatem: We play games with the children and read them stories. It's great!



- 4 Read the interview again and answer the questions.
 - 1 Which brother likes different sports?
 - 2 Which brother likes music?
 - 3 What two things does Hatem play?
 - 4 What is Hazem's favourite sport?
 - 5 What do they do at the children's hospital?



Listening

- 5 Listen and complete the diaries.

Hazem	
Saturday	
Sunday	
Monday	play basketball
Tuesday	
Wednesday	play basketball
Thursday	
Friday	

Hatem	
Saturday	
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Writing

- 6 Write about your hobbies and when you do them. Use a dictionary if you need to.
I on Mondays.



For more practice, go to the Ministry of Education website.

1

Lesson 3

Speaking

1 Think of different hobbies. Then ask and answer.



Do you listen to music?

Yes, I do.

Do you play chess?

No, I don't.



Language

2 Look at the table. Are sentences 1 and 2 true (T) or false (F)?

The present simple

Statements	Negative	Questions
I play football. (You / We / They)	I don't play football. (You / We / They)	Do you play football? (we / they)
He / She plays football.	He / She doesn't play football.	Does he / she play football?

1 We add -s or -es to a verb with *he*, *she* and *it*.

2 We can start a question with *Do* or *Does*.

3 Correct the underlined words.

1 I plays the drums.

2 I doesn't listen to music.


3 Do he play football on Mondays?

4 She don't go swimming.

5 Does you play chess?




Listening

- 4  Listen to Sami and Aya. Which three countries do you hear in the conversations?

Egypt France Morocco Oman South Africa



- 5  Listen again and answer the questions.

- 1 Where does Sami's dad work?
- 2 When does Sami play with his dad?
- 3 Where do Aya's grandmother and grandfather live?
- 4 How long does it take to fly there?

Values

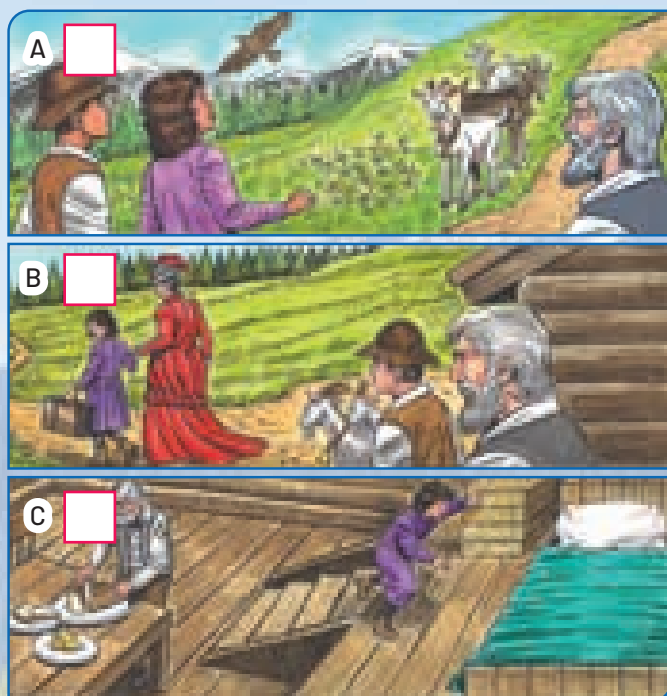
- 1 How does Sami feel when his dad is at home?
- 2 Do you think Aya is sad that she doesn't see her grandparents every day?
- 3 If you don't see your grandparents every day, how else can you communicate?
- 4 Do you think the internet can help you communicate with your family? How so?



For more practice, go to the Ministry of Education website.

Reading

- 1 Do you know the story of Heidi? Where does she live?
- 2 Read the story and put these pictures in the correct order.

**Heidi** by Johanna Spyri

Heidi is the story of an **orphan** girl. She goes to live with her grandfather in Switzerland. Her grandfather is an old man. He lives in a small house in the mountains and he has lots of **goats**. Heidi sleeps in a bed in the **attic** of the house. She drinks goat's milk and eats bread and cheese.

Every day she walks in the mountains with the goats, her grandfather and Peter. She sees birds and flowers. She is very happy!

But one day, Heidi's aunt arrives and takes her to the city. Heidi doesn't like the **city** and she is very sad to be away from her grandfather, Peter and the goats. Heidi has lots of **adventures** in the city.

- 3 Read the story again. Find these words in the text.

1 Animals that are like sheep

2 A child with no mother or father

3 A room at the top of a house

4 A place with lots of houses and shops

- 4 What do you think Heidi learns when she lives with her grandfather?
- 5 Add two sentences to end the story. Go and find the end of the story using the QR code. Check if your story ending is the same.


Writing

- 6 Read the sentences about Heidi. Then write sentences about you.

1 Heidi lives with her grandfather.	I live with my
2 Heidi lives in Switzerland.	| .....
3 She drinks milk.	| .....
4 She sleeps in the attic.	| .....
5 She likes the mountains.	| .....
6 She doesn't like the city.	| .....



Vocabulary

1  Ask and answer the questions in pairs.

- 1 What food and drink does Heidi have?
- 2 What are her hobbies in the mountains?
- 3 What do you think Heidi found difficult about moving to the city?



2 Think of other words you know for food and hobbies and write them on the diagram. Compare your lists with a partner.



Writing

Asking questions

3 Think of a friend or a person in your family. Write answers to these questions.

- What's his/her name?
- How old is he/she?
- Where does he/she live?
- What's his/her favourite food?
- What are his/her hobbies?

Writing tip

A paragraph is a group of related sentences that present one topic or one idea.

Research

Who is in your family tree?

Speaking

4 Ask and answer the questions in pairs.

My best friend's name is Mustafa.

How old is he?

He's ...



For more practice, go to the Ministry of Education website.

Reading

- 1 Read about Habiba Marzouk. Which sport makes her happy?

Habiba Marzouk achieves her dreams

Habiba Marzouk is a **gymnast**. She is 18 and lives in Cairo with her family.

Habiba has a very **busy** life. She goes to school and she studies hard. In the evenings, she **trains** for five or six hours. She is a top gymnast in Africa and she wants to go to the Olympics.

Habiba's family always helps her. She eats healthy food so that she can stay strong.

Gymnastics is a difficult sport, but it makes her happy.



- 2 Read again and correct the underlined words.

- 1 Habiba is a teacher. gymnast.
- 2 His family lives in Cairo.
- 3 She eats for five or six hours.
- 4 Gymnastics is an easy sport.

Writing

- 3 Write a description of someone in your family.

Write about these things:

- Name
- Age
- Where he/she lives
- Favourite food
- Hobbies

Did you know?

Athletes work hard to balance their school studies or work, their sport and their friends and family.

Did you know?

Some words that end in *ics* are singular nouns:

physics
mathematics
gymnastics
athletics

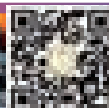
Writing tip

Punctuation marks:

Start each sentence with a capital letter.

Use capital letters for: names, cities, days of the week, etc.

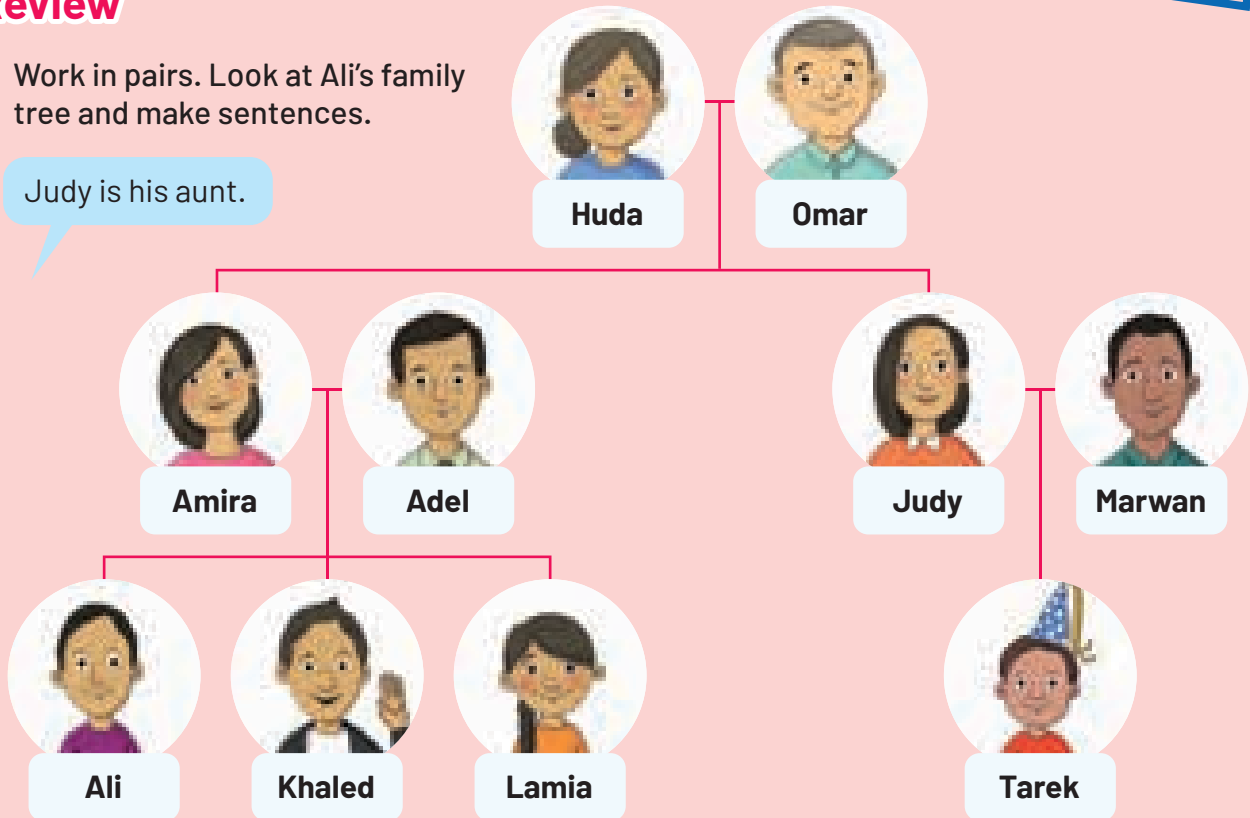
End your sentence with a (.), (!) or (?).



Review

- 1 Work in pairs. Look at Ali's family tree and make sentences.

Judy is his aunt.



- 2 Read and complete the text about Ali's sister Lamia.

are goes is listen live my our play plays

My name's Lamia. I'm nine years old. I ¹ live in Aswan with my family. My parents ² teachers. My brother Ali ³ 13 years old and Khaled is nine. Khaled goes swimming every Friday.

I ⁴ to music with ⁵ brothers. Ali ⁶ football at school and he watches football matches on TV. Khaled ⁷ swimming every Friday. There is a swimming pool near our house. My best friend is called Aya. We ⁸ basketball at school, and we're both in the school team. ⁹ team is very good!



- 3 Write the third person form of these verbs. Then write a sentence with *He* or *She*.

play – plays *She plays basketball on Fridays.*

go –

watch –

listen –

like –

don't like –

drink –

swim –



For more practice, go to the Ministry of Education website.

It's my favourite subject

Reading: Descriptions of schools around the world

Writing: A paragraph about your journey to school; A paragraph about your daily life

Listening: A discussion about timetables

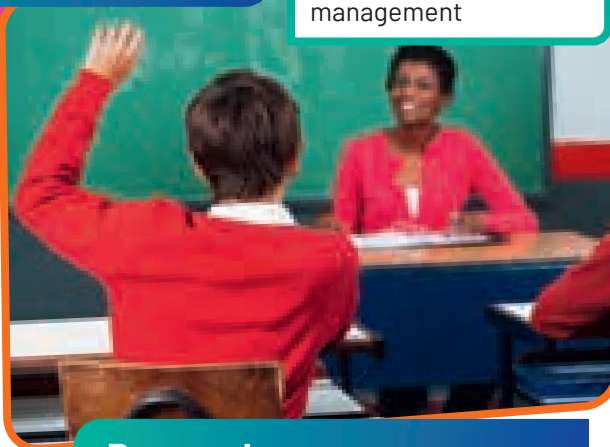
Speaking: Asking and answering about school and timetables

Language: Adverbs of frequency; possessive 's and s'

Life Skills: Critical thinking; self-management

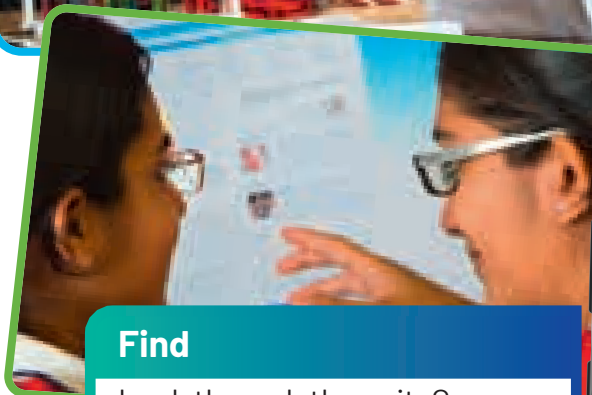
Discuss

What can you see in these photos?



Research

What is the difference between a girl's school and a girls' school?



Find

Look through the unit. Can travelling to school sometimes be difficult?



Do we have an English lesson tomorrow?

Yes. It's after Arabic.



Thanks. What's your favourite subject?

I like maths. Tuesday is my favourite day because we have two maths lessons! 😊 what's your favourite subject?
















Hmm 🤔... I think my favourite subjects are social studies and science.

Listening


1 Look at Amal and Injy's timetable and answer the questions.

- How many lessons do they have every day?
- What subjects do they study?

	8.00 – 8.45	8.45 – 9.30	9.30 – 10.15	10.15 – 11.00	11.00 – 11.30	11.30 – 12.10	12.10 – 12.50	12.50 – 1.30	1.30 – 2.10
Sunday	Arabic	Arabic		Arabic	B	1 + 1 = 2	1 + 1 = 2		.....
Monday		.....	.....	.....	R			.....	.....
Tuesday	1 + 1 = 2			religion	E	Arabic	Arabic	.....	.....
Wednesday			1 + 1 = 2	Arabic	A				.....
Thursday	social studies	.....	.....	1 + 1 = 2	K		Arabic	Arabic	

2  Listen and complete the timetable.

Arabic art computer studies PE PE English English
home economics music religion science social studies

3  Listen again and answer the questions.

- What is Injy's favourite subject? science.
- Does Injy like art?
- Is she good at it?
- What day is it today?

Remember!

There are two ways of telling the time:
9.15: a quarter past nine / nine fifteen
10.45: a quarter to eleven / ten forty-five
11.05: five past eleven / eleven oh five
11.30: half past eleven / eleven thirty
12.50: ten to one / twelve fifty

Speaking

4  Say the times. Listen and check.



5 Look at the timetable. Ask and answer questions in pairs.

What time does science start on Sunday? What time does it finish?

It starts at ten to one and finishes at half past one. What time is the break?



For more practice, go to the Ministry of Education website.

Reading

- 1 Look quickly at the text. When does school finish?
- 2 Look at the words in **bold** in the text. Match the words and the definitions.
 - 1 You can find a lot of books here. library.
 - 2 It is in a school. You play games here.
 - 3 It rings when a lesson starts and finishes.
 - 4 It is a very big room for a lot of students and teachers.
 - 5 This means usual.

3 Read the text again and answer the questions.

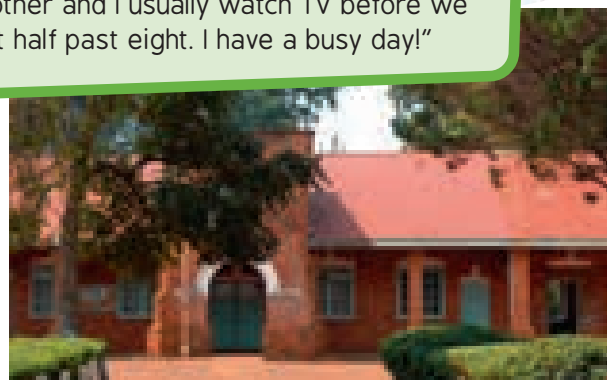
- 1 How does Akeyo get to school? She goes by car.
- 2 Why does it take a long time?
- 3 What time does school start?
- 4 What do Akeyo and her friends do at break?
- 5 When does Akeyo go to bed?

Language

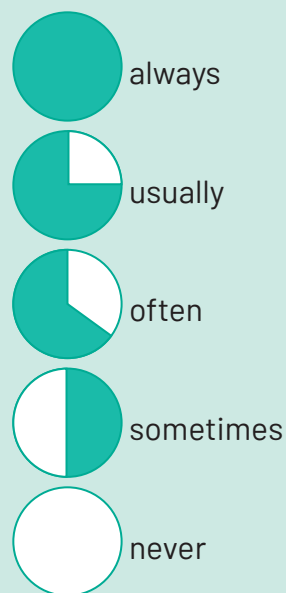
- 4 Look at the adverbs of frequency. How often ...
 - 1 ... does Akeyo have breakfast with her family?
She usually has breakfast with her family.
 - 2 ... do Akeyo and her brother walk to school?
 - 3 ... does the trip to school take a long time?
 - 4 ... does Akeyo go to the library at break?
 - 5 ... does Akeyo do her homework?
 - 6 ... do Akeyo and her brother watch TV before they go to bed?

Daily life around the world

"I'm Akeyo. I live in Nairobi, in Kenya. This is a **typical** day for me. On school days I get up at half past six. I usually have breakfast with my family. My school is far away, so we never walk there. My mum and dad drive us there. It always takes a long time because the roads are busy. When we hear the **bell** at eight o'clock, we go to the school **hall**. We have four lessons, then it is break. I usually talk with my friends in the **playground**, but sometimes we go to the **library** to read books. After break, we have more lessons. We have lunch at half past twelve. School finishes at four o'clock. When I get home, I have something to eat, then I always do my homework. My brother and I usually watch TV before we go to bed at about half past eight. I have a busy day!"



Adverbs of frequency



5 Complete the sentences about Akeyo and her brother, Yaro.

	play basketball	read English books	help in the home
Akeyo	0	***	*****
Yaro	****	**	*****

***** always
 **** usually
 *** often
 ** sometimes
 0 never

- 1 Akeyo never plays basketball.
- 2 Yaro plays basketball.
- 3 Akeyo reads English books
- 4 Yaro reads English books.
- 5 Akeyo and Yaro help in the home.

6 Complete the table for you.

	gets up at	goes to school	starts school at	finishes school at
Akeyo	6.30 am	by car	eight o'clock	four o'clock
You	.....	.....	.....	.....



Life Skills

Compare your typical day with Akeyo's day. What is the same? What is different?



We both get up at half past six.

Akeyo never walks to school. I sometimes walk to school.



Speaking

7 Ask and answer the questions in pairs.

get up at 6.30 am go to bed at 8.30 pm
 help in the home play basketball
 read English books walk to school
 watch TV in the evening

How often do you get up at 6.30 am?



I never get up at 6.30 am!
 I usually get up at 7 am.

Writing

8 Compare your day with your friend's day. Use adverbs of frequency.

- What do you both usually do? How do you both feel when you do this?
- What do you both sometimes/often do?
- What time do you both do it?
- What do you both always do?
- What do you both never do?



For more practice, go to the Ministry of Education website.

2

Lesson 3





Language

1 Look at the table and complete the sentences with the names in brackets.



- 1 It is Huda's notebook.
- 2 It is (Fady) towel.
- 3 These are the (boys) football shirts.
- 4 In this box, there are (girls) T-shirts.
- 5 Whose shoes are these? They are (Ali)
- 6 Whose cap is this? It is (Dina)
- 7 (Magdi) bag is blue.
- 8 (Manal) bag is yellow.
- 9 That is not the children's notebook.
It is the (teacher)
- 10 That is not Mr Abdelaziz's ball. It is the
(children) ball.

Possessive 's

singular	 It's the girl's notebook. The girl's name is Lama. It's Salma's book.	 It's the teacher's pen.
plural	 It's the girls' picture. The girls' names are Judy and Ola. This is Judy and Ola's picture or This is Judy's and Ola's picture.	 This is the teachers' room.

Reading

1 Look at the photos and answer the questions.

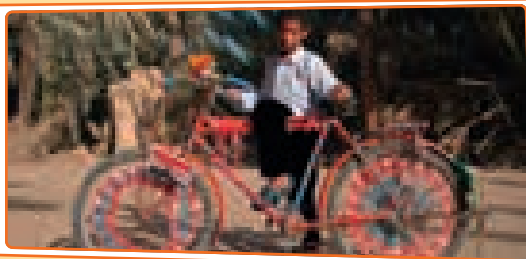
- 1 How many forms of transport can you see?
- 2 Which photos show a ...
 - a canoe?
 - b snowmobile?
 - c bike?
- 3 Why do you think the children travel to school this way?



How do they go to school?

In some countries, children live a long way from their school. They do not go to school by car, bus or train.

1 Every morning, children from this village in Egypt **cycle** to school. It is a cheap and healthy way to travel. They can always arrive on time.



2 These children live next to Lake Bunyonyi, in **Uganda**. Their school is on the other side of the lake, so they do not walk to school. They go in a **canoe**. The canoe takes the children to school and back home again every day.



3 This boy lives in the USA. In winter, there is a lot of snow. The children travel to school on a **snowmobile**!


2 Read the text and check your answers to Exercise 1.

3 Match the speakers with the correct parts of the text in Exercise 2.


a ☐ Sometimes, when it rains a lot, the water's dangerous and we can't arrive at school on time.

b ☐ It's cold, but it's fast – and fun!

c ☐ When the roads are busy, the bus is slow, but the bike is quick!

4  Listen and check your answers to Exercise 3.

Speaking

5  Answer the questions.

- 1 How do you travel to school?
- 2 How long does it take?
- 3 Why do some children need to take difficult journeys to school?
- 4 Why is it important to go to school?

Writing

6 Write about your journey to school in your notebook. Think about these questions.

- Is the journey easy or difficult?
- Is it dangerous or safe?
- Does it always take the same time? Why/Why not?

Speaking



1 Look at the photo and answer the questions.

- 1 Where are the children?
- 2 Do you think they are talking about ...
 - a their hobbies?
 - b the timetable?
 - c their favourite food?



2 Listen and check your answers to Exercise 1.

Language

3 Complete the questions.

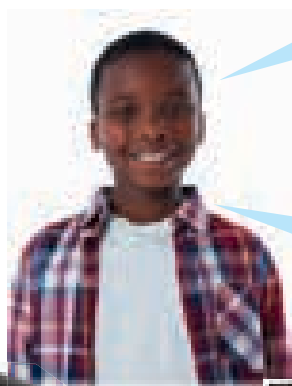
English favourite good teacher subject What time

- 1 What subject have we got next?
- 2 What is your subject?
- 3 Are you at languages?
- 4 Who is our English this year?
- 5 When have we got ?
- 6 is the break?

4 Match the questions in Exercise 3 with these answers.

- | | |
|--|---|
| a <u>6</u> It is from quarter past ten to half past ten. | b It is Mrs Amal. |
| c It is Computer Studies next. | d It is after break. |
| e I like Science. | f I'm quite good at English, and I'm not bad at French. |

5 Work in pairs. Use the questions in Exercise 3 to ask and answer questions about your school day.



When have we got Computer Studies?

It's after break.

Are you good at Computer Studies?

Yes, I'm not bad at it.

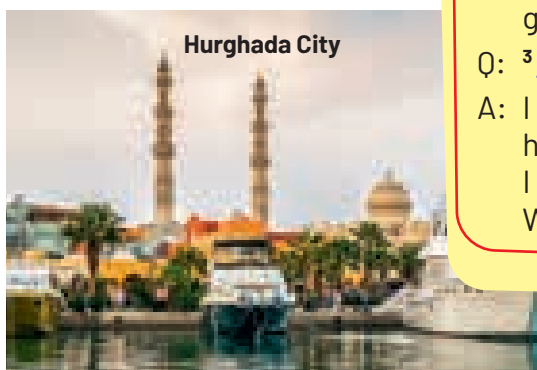


For more practice, go to the Ministry of Education website.

Writing

- 1 Read about Amira. Write the questions a-c in the correct places.

- a What do you usually do after school?
- b How old are you, and where are you from?
- c What subjects do you like?



A Day in My Life!

Amira is from Egypt.

Q: ¹

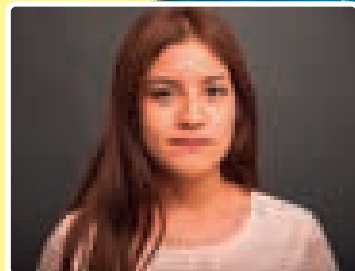
A: I'm twelve years old, and I'm from Hurghada.

Q: ²

A: This year, I'm in preparatory 1 at school. My favourite subjects are science, computer studies and maths. We have science and maths in the first lesson every day, but we only have computer studies on Wednesday. I like music, too, but I'm not very good at it!

Q: ³

A: I sometimes read or watch TV. I always do my homework before I have dinner. After dinner, I usually have a shower and read my book in bed. What time do you wake up and go to bed?



- 2 Read the text again. Are these sentences true (T) or false (F)?

- 1 Amira's family is from Hurghada. T
- 2 At Amira's school, they have maths and science every day.
- 3 Amira often has computer studies.
- 4 Amira is good at music.
- 5 Amira never does her homework after dinner.

- 3 Now write about a day in your life. Use adverbs of frequency.

- 1 Answer the questions a-c from Exercise 1.
- 2 Answer Amira's question at the end of the text.
- 3 Think of one question to ask a student from another country at the end.

Writing tip: Use punctuation correctly

Use a full stop at the end of a sentence:

I'm in preparatory 1 at school.

Use a comma to separate items in a list:

My favourite subjects are science, computer studies and maths.

Use a question mark at the end of a question:

What subjects do you do?

Use an apostrophe:

a) to show possession:

Amira's family is from Hurghada.

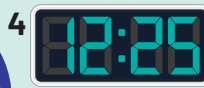
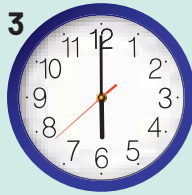
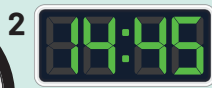
b) to show a contraction:

I'm not very good at it.



Review

1 Say the times.



2 Match the words from A and B to make daily activities.

A talk do go go have put on read wake watch

B books to my friends home my homework to school
my school uniform a shower TV up

3 Whose things are these? Which subjects are they for? Make sentences.



It's the students' notebook.
It's for a project.



We always talk
on the bus when we
come to school.



4 Add the adverbs of frequency to these sentences.

- We talk on the bus when we come to school. (*****)
- I go to the library at break. (***)
- We forget our homework. (0)
- For breakfast, I have fruit and tea. (****)
- What time do you come home from school? (****)



For more practice, go to the
Ministry of Education website.

Different people

Reading: A description of a sports star; a blog post; *Alice's Adventures in Wonderland*

Writing: A blog post about a friend

Listening: Descriptions of people

Speaking: Describing people; talking about likes and dislikes

Language: *have / has got; can / can't*

Life Skills: Respect for diversity; resilience

Quiz

Find these features in the photos.
Who can finish first?

short hair

beard

moustache

dark hair

grey scarf

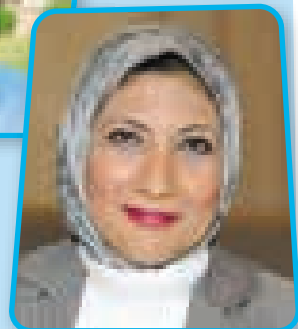
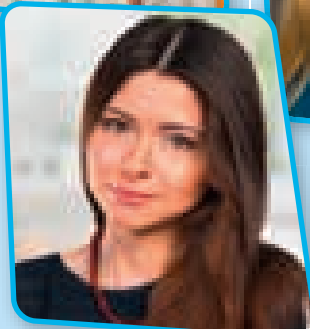
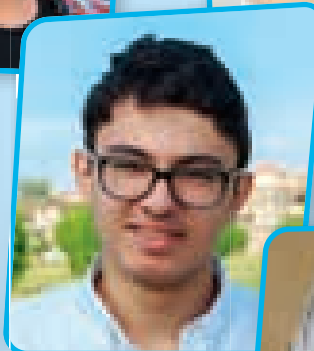
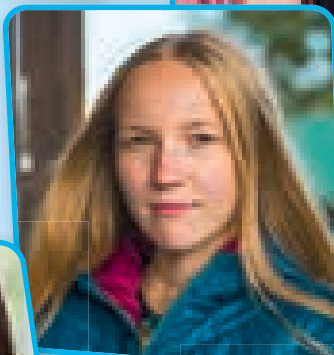
straight hair

glasses

long hair

blond hair

curly hair



Research

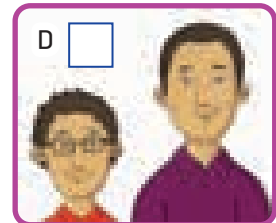
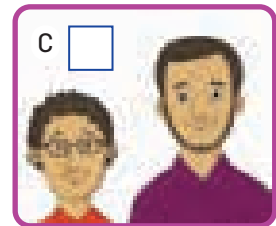
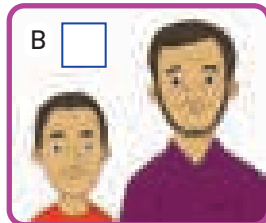
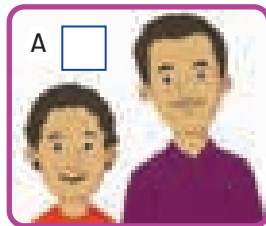
Who is Lewis Carroll and why is he famous?

Find

What is not easy for Basel? Why?

Language

- 1 Listen. Tick (✓) the picture of Samir.



- 2 Listen again. Answer the questions.

- Has Samir got short hair? Yes, he has.
- Has Samir got curly hair?
- Has Samir got blond hair?
- Has he got glasses?
- Has Samir's dad got a beard?

Remember!

Has he got a beard? Yes, he has.
Has he got glasses? No, he hasn't.

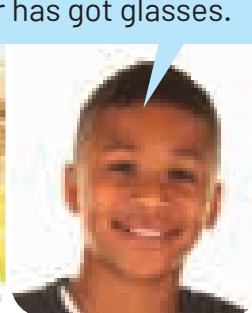
- 3 What do you look like? Work in pairs. Describe your family.

Have / Has got

I / You / We / They **have got ('ve got)** dark hair.
I / You / We / They **have not (haven't)** got blond hair.
He / She **has got ('s got)** curly hair.

I've got short, curly hair. My brother's got straight hair.

I haven't got glasses. My sister has got glasses.



Speaking

- 4 Choose a friend. Then ask and answer.

Has your friend got straight hair?

No, she hasn't.

Has she got glasses?

Yes, she has.

Is it Marwa?

Yes, it is!



For more practice, go to the Ministry of Education website.

Reading

- 1 Look at the photo. What do you know about this sports star?
- 2 Read and check your answers to Exercise 1.



Mohamed Salah is my favourite sports star. He plays football for a very good team in **Europe**. He plays for Egypt, too. He is very good at scoring goals. He is a fast runner.

Mohamed Salah has usually got a big **smile**. He is quite short for a footballer. He is 1.75 metres tall. In this photo, Mohamed Salah has got dark, curly hair and a beard.

He is a **kind** person. He gives money to build schools and hospitals in Egypt. He also gives money to poor people. He is very friendly and he always talks to his **fans**.

He has not got much time for hobbies, but when he is at home, he enjoys playing video games and watching films.

- 3 Read again and answer the questions.

- 1 Which sport does Mohamed Salah play? He plays football.
- 2 Why does he score a lot of goals?
- 3 How tall is he?
- 4 How does he help people?
- 5 What does he like doing when he is at home?
- 6 Name another sports star you like. What do you like about him/her?



Vocabulary

- 4 Work in pairs. Match the words with their opposites.

- | | |
|------------|------------|
| 1 tall | slow |
| 2 fast | rich |
| 3 strong | short |
| 4 poor | unfriendly |
| 5 kind | weak |
| 6 friendly | unkind |

Remember!

My brother is tall. ✓
 My brother is long. ✗
 My hair is long. ✓
 My hair is tall. ✗

5 Complete the sentences with the correct adjectives.

- 1 I'm not good at running. I'm very slow.
- 2 A giraffe is a animal.
- 3 Nader always talks nicely to people. He's very
- 4 My grandma sometimes gives me presents. She's
- 5 We can give money to help people.
- 6 I can't pick up that box. My arms are

Language

6 Listen and circle the correct words.



- 1 Doaa Elghobashy plays volleyball / basketball for Egypt.
- 2 She's 160 / 180 cm tall.
- 3 She's strong and she's fast / slow.
- 4 She **can** / cannot jump very high.
- 5 She's funny / friendly.

can / can't

We use **can** to say what we are able to do:

We **can** give money to help poor people.

We use **cannot** / **can't** to say what we are not able to do:

I **can't** pick up that box. My arms are weak.

Speaking

7 Describe your favourite sports star.

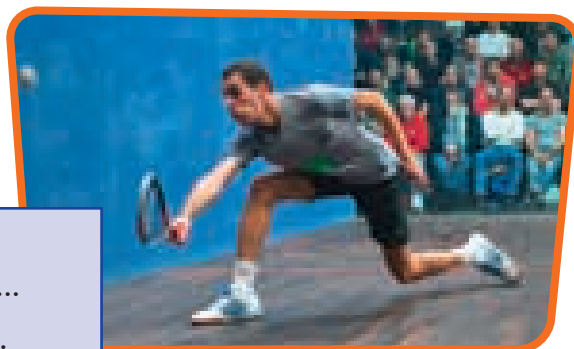
My favourite sports star is ...

He/She plays squash/tennis/volleyball ...

He's/She's (quite/very) tall/fast/strong.

He's/She's got (quite/very) long/short hair and ...

He/She can jump high/score goals ...



For more practice, go to the
Ministry of Education website.

Reading

1 Read the blog post quickly. What is Yunis's favourite sport?

All about me



Hi! My name is Yunis. I have got short, dark curly hair. I live in Alexandria with my mum, dad and two brothers.

My favourite school subject is history. I love learning about the past. I like maths and science, too. I do not like art because I am not very good at drawing or painting.

I often play sport after school. My favourite sport is basketball. I am good at it because I am tall and I can jump high. I like swimming, too. I go swimming **twice** a week.

At home, I like reading and playing video games. I do not like watching TV. I think it is **boring**.




2 Read the blog post again. Are these sentences true (T) or false (F)?

- 1 Yunis has got short, straight hair. ...F...
- 2 He has got a brother and a sister.
- 3 He likes Maths and Science.
- 4 He is very good at drawing.
- 5 He reads and plays video games at home.

Remember!

A blog is a website on which someone writes regularly. It is like an online diary.

Listening

3 Listen to the game and write the order.

Dina ☐

swim



paint



play / basketball



Noha ☐

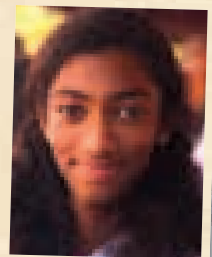
swim



watch / TV



paint



Eman ☐

watch / TV



paint



play / basketball



Maya ☐

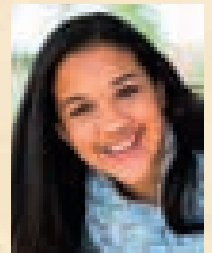
watch / TV



paint



play / basketball



4 Listen again and check your answers to Exercise 3.

5 Circle the correct words.

- 1 Dina likes / doesn't like painting.
- 2 Noha likes / doesn't like swimming.
- 3 Eman likes / doesn't like painting.
- 4 Maya likes / doesn't like painting.

Does he / she like ...?

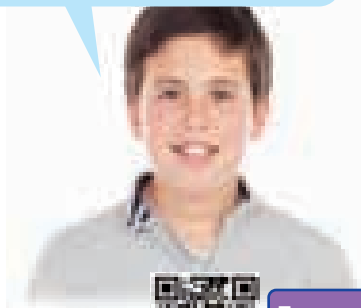
Does he / she like playing basketball?

Yes, he / she does.

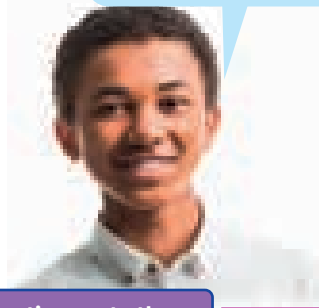
No, he / she doesn't.

6 Play the game with your partner.

Does she like watching TV?



No, she doesn't.



For more practice, go to the Ministry of Education website.

Reading

- 1 Look at the pictures. What do you think the story is about? Is it a true story?



The Cheshire Cat



The Queen of Hearts

Alice's Adventures in Wonderland

by Lewis Carroll

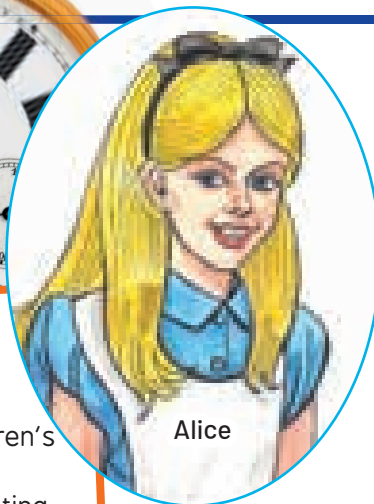
Alice's Adventures in Wonderland is a famous children's story. Alice's adventure begins when she goes to Wonderland. Alice thinks that Wonderland is interesting, but it is a strange place. She is a **sensible** girl, but she does not understand Wonderland. Alice is also **brave** and **clever**. She meets a lot of interesting characters.

Alice often sees the White Rabbit. The White Rabbit is very **busy** – and he is usually very late. He always runs fast.

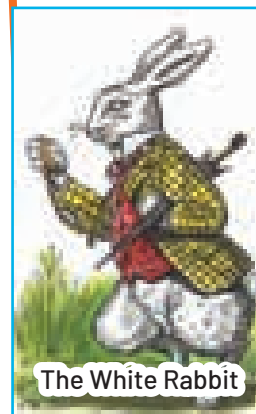
The Cheshire Cat is a funny animal. He has got a big smile and he is very friendly. He tells Alice about Wonderland and helps her to find different places and characters.

The Queen of Hearts is not very nice. She is a **scary** person. She is always **angry** and she shouts at people. Alice is brave, so she is not frightened of her.

At the end of the story, all the characters help Alice so she can go home again.



Alice



The White Rabbit

- 2 Read the story and answer the questions.

- 1 Who is the main character?
- 2 Which other characters are in the book?
- 3 Who has got a big smile?
- 4 Who is not very nice?
- 5 Why is Alice able to go home?
- 6 What can we learn from this story?

Vocabulary

- 3 Look at the adjectives in **red**. Use a dictionary to check the meaning. Write the words in your notebook.

Speaking

- 4 Play a game. Describe a character from the story for your partner to guess.

He's/She's... friendly clever brave
angry funny sensible busy scary


He/She ... helps Alice goes to Wonderland
shouts at people always runs fast

She's clever and brave.
She goes to Wonderland.

Alice!

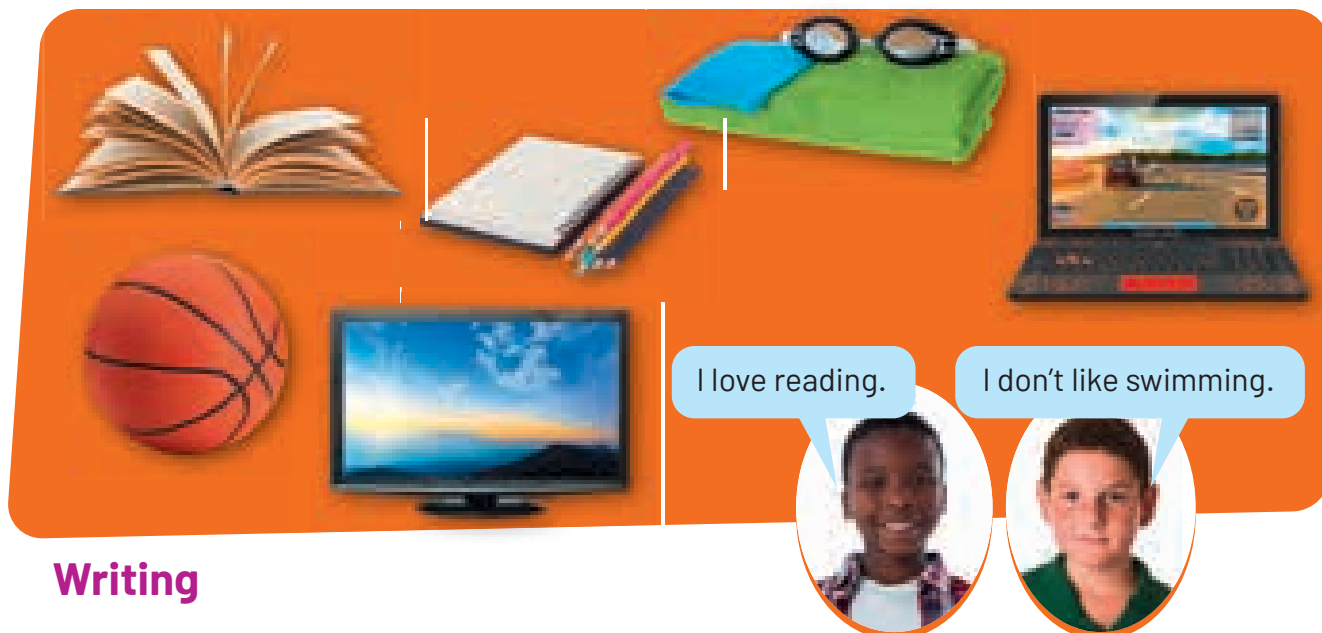


Speaking

1  Answer the questions.

- 1 What do you remember about *Alice's Adventures in Wonderland*? Tell your partner.
- 2 What do you think of Alice?
- 3 Is it important to be brave like Alice? Why/Why not?
- 4 What do you usually like reading? What don't you like reading?

2 Look at the photos. Tell your partner what you like / love / don't like doing.



Writing

3 Which books do you like? Complete the information.

I love reading books by (name of writer)

My favourite book is

It's about a girl/boy called

The other characters are

In the book, the girl/boy likes

I like because he/she



Speaking

4 Work in pairs. Discuss your favourite book.

I love reading books by
Frances Hodgson Burnett.
My favourite book is
The Secret Garden.



For more practice, go to the
Ministry of Education website.



Reading

- 1 Read Fady's blog post. Why can't Fady and Basel always do the same things?
- 2 Read the text again and answer the questions.
 - 1 What does Basel look like?
 - 2 What is Basel like?
 - 3 What does he like doing?
 - 4 What is difficult for Basel?
 - 5 How does Fady help Basel?

Remember!

Appearance	What does he / she look like?	He's / She's got dark hair. He's / She's tall.
Personality	What's he / she like?	He's / She's kind.
Hobbies	What does he / she like doing?	He / She likes playing basketball.



Life Skills

- 1 How are people in your life different from you?
- 2 Are differences important? Why/Why not?

Who's your best friend?



My best friend is called Basel. He has got straight hair and brown eyes. He is kind and he is very funny. He likes reading and playing video games. Those are my favourite hobbies, too!

Basel has got a **wheelchair** because he cannot walk. It is not easy for Basel to travel around school. I open doors for Basel and I help him to get things in the classroom.

Basel's wheelchair is not usually a problem. We do a lot of things **together**. He goes to all of my lessons and we have lunch together. Sometimes we even play football in the playground. Basel cannot run, but he is fast in his wheelchair!

I like Basel because he is a lot of fun. I am very happy that he is my friend.

Fady, 12

- 3 Write a blog post about a friend in your notebook. Think about:

- What he/she looks like
- What he/she is like
- What he/she likes doing
- Things that are the same about him/her
- Things that are different

Writing tip

Use linking words to connect ideas:
He goes to all of my lessons, **and** we have lunch together.

Basel cannot run, **but** he is fast in his wheelchair!

I like Basel **because** he is a lot of fun.



Review

1 Read and complete the words in each group.

hair (adjectives)

1 straight

2 curly

3 durly

face (nouns)

4 bound

5 mustchu

6 glases

body (adjectives)

7 short

8 turng

personality (adjectives)

9 friendly

10 kind

11 clever

2 Read and circle the correct words.

Hamid ¹is / has got short, curly hair.
He ²isn't / hasn't got glasses.
He ³hasn't / isn't tall.
He ⁴is / has got very friendly.

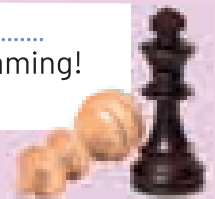


Mr Sherif is Hamid's teacher.
He ⁵is / has got short, straight hair.
He ⁶is not / has not got glasses,
but he ⁷is / has got a moustache.
He ⁸is / has got kind and he is
⁹very / many clever.

3 Read and complete the sentences about Magda.

basketball doesn't like loves playing reading

Magda has got a lot of hobbies. She likes ¹reading and sport. She likes playing ².....
and she likes ³..... tennis, but her favourite sport is swimming. She ⁴..... swimming!
Magda doesn't ⁵..... playing video games and she also ⁶..... like playing chess.



4 Ask and answer about Magda.

Does Magda
like reading?

Yes, she does!

Project

Make a poster about a famous person or someone from your family.

- Find a photo or draw a picture of the person.
- Make notes for your description. Answer these questions:
 - What does he/she look like?
 - What does he/she like doing?
 - What is he/she like?
 - What is interesting about him/her?
- Write your description.



For more practice, go to the
Ministry of Education website.

Reading

- 1 Read the text. Write a title and circle the correct words.

By Lina

1 ☐ B

This is my aunt. ¹Her / His name's Amal. She's ²my / your mum's sister. She's got long, dark curly hair and she's got glasses. Aunt Amal is very kind.

3 ☐

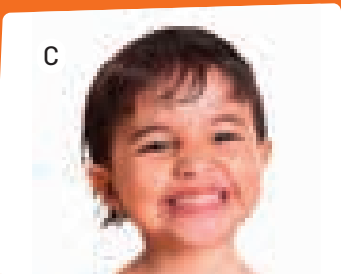
Aunt Amal and Uncle Nader have got two children – a son and a daughter. They're my cousins. ⁴Our / Their names are Fares and Malak. This is Fares. He's five. He's got short, curly hair and he's very friendly.

2 ☐

This is my uncle. ³Their / His name's Nader and he's got short, dark hair. Uncle Nader is very tall! He's a teacher and he's very clever.

4 ☐

Malak is two. She's got short, straight hair. She likes playing with ⁵her / your toys. She usually has a big smile. I think she's very funny.



- 2 Now match the paragraphs with the photos.
- 3 Read the text again and circle the correct words.

name	hair	personality
Amal	¹ blond / <u>dark</u>	² kind / funny
Nader	³ long / short	⁴ sensible / clever
Fares	⁵ straight / curly	⁶ kind / friendly
Malak	⁷ straight / curly	⁸ funny / clever

Did you know?

In 2018, scientists used a computer to make a family tree with 13 million people on it!

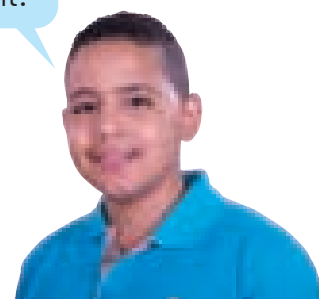
Speaking

- 4 Make sentences. Use the words from the box.

aunt brother cousin mum son uncle

- 1 Amal / Lina 2 Nader / Lina
 3 Malak / Lina 4 Amal / Malak
 5 Fares / Malak 6 Fares / Nader

Amal is Lina's aunt.





Lesson 2

Review
A

Speaking

1 Look at the timetable. Ask and answer the questions in pairs.

	8.00 – 8.45	8.45 – 9.30	9.30 – 10.15	10.15 – 11.00	11.00 – 11.30	11.30 – 12.10	12.10 – 12.50	12.50 – 1.30	1.30 – 2.10
Sunday	$1+1=2$	$1+1=2$			B R E A K	Arabic	Arabic		religion
Monday								Arabic	$1+1=2$
Tuesday									

- Which lesson starts at half past nine on Monday?
- Which lesson finishes at half past one on Sunday?
- Which lesson is after home economics on Sunday?
- What time does Arabic start on Monday?
- What time does maths finish on Sunday?

Which lesson starts at half past nine on Monday?



Computer studies.

Listening

2 Listen to Shady talking about his day. Circle the correct words.

- Shady usually / sometimes gets up at 6.45.
- He always / never walks to school.
- He never / always sits next to his best friend.
- He often / sometimes plays sport after school.
- He sometimes / never plays chess.
- He never / often listens to music.



Writing

3 Look at the information. Complete the sentences.

- Ali doesn't like swimming.
- Mustafa playing chess.
- Hamdi watching TV.
- Fawzi swimming.
- Fawzi and Hamdi painting.
- Mustafa and Ali playing basketball.

Ali	swim
	play basketball
Hamdi	paint
	watch TV
Mustafa	play chess
	play basketball
Fawzi	swim
	paint



For more practice, go to the Ministry of Education website.

Lesson 2

33

We're using technology!

Reading: A text message conversation; a text about hobbies

Writing: A paragraph and a poster about online safety

Listening: A description of technology in a classroom; a phone call

Speaking: Describing the technology in your classroom; a guessing game; giving instructions

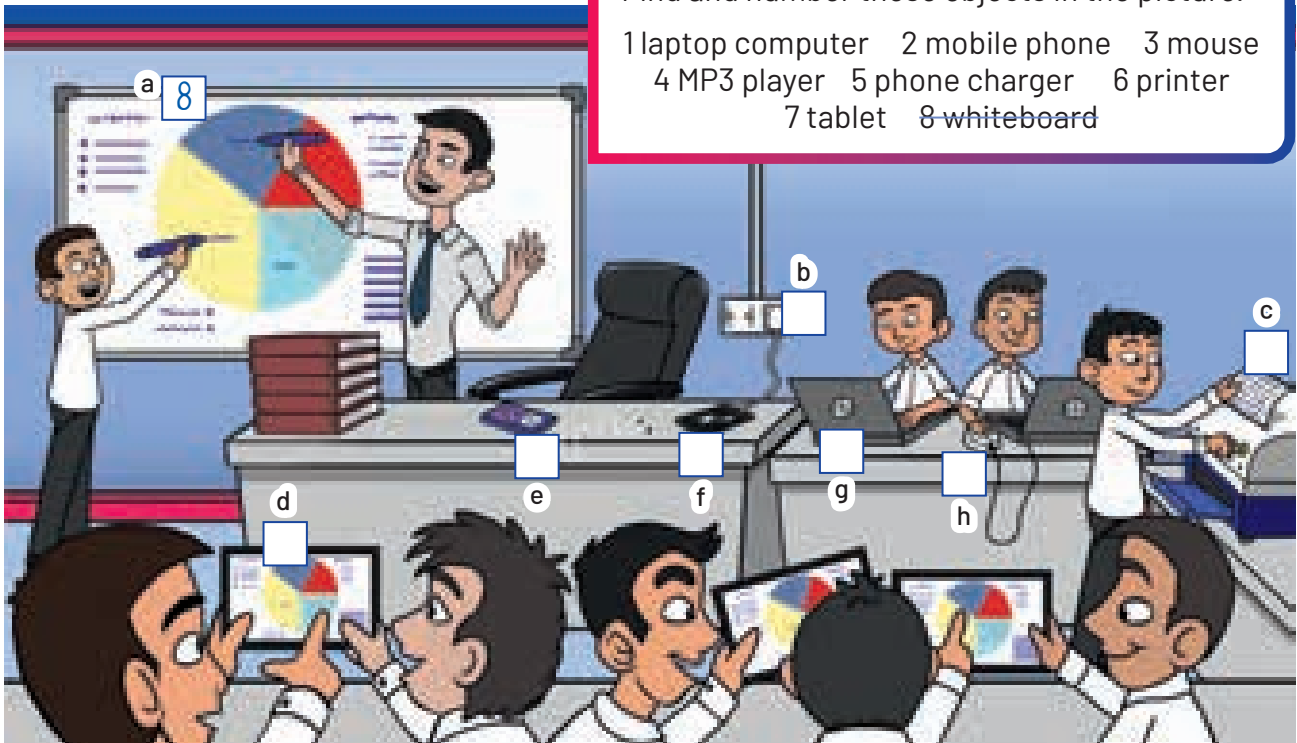
Language: *There is / There are;* the present continuous

Life Skills: Problem solving: resilience

Find

Find and number these objects in the picture.

- 1 laptop computer 2 mobile phone 3 mouse
4 MP3 player 5 phone charger 6 printer
7 tablet 8 whiteboard



Research

Why is a computer mouse called a mouse?

I am Ziad and this is a picture of my classroom. We often use tablets in school. There are two laptop computers in the classroom, too. One laptop has got a mouse. I don't know why it's called a mouse. Do you know? And there's a printer, too.

My friend, Omar, is printing his homework.

I have got a mobile phone, but it's in my bag – we don't use our phones in the classroom. Mr Osman has got a phone on his desk. He's charging his phone with a phone charger. And he's got a new MP3 player, it's small and blue. Can you see it?

Reading

1 Read Ziad's description of his classroom. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 Ziad has got a mobile phone. T
- 2 All the students have got tablets.
- 3 There are three laptop computers in the classroom.
- 4 Ziad has got a new MP3 player.

Remember!



next to



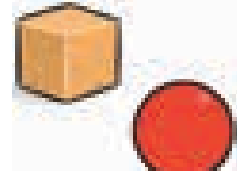
behind



in front of



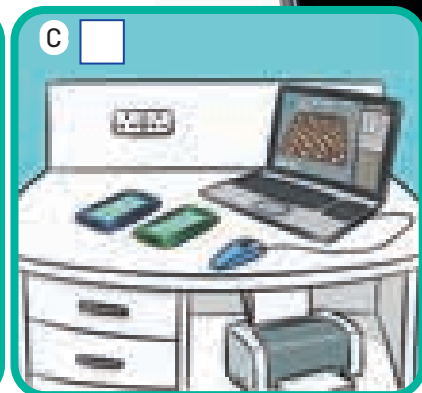
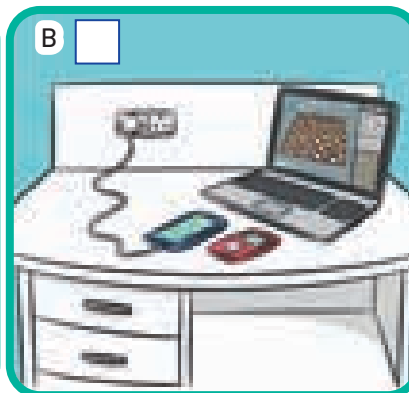
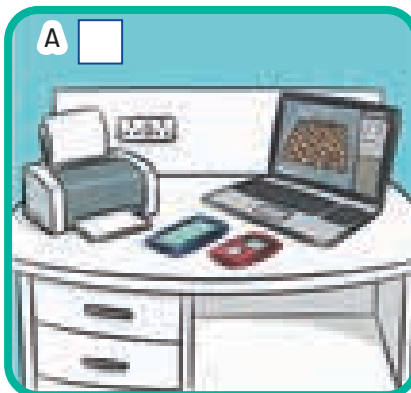
under



near

Listening and speaking

2 Listen to the description of the classroom. Tick (✓) the correct picture.



There is / There are

There is a printer.	There isn't a phone charger.	Is there an MP3 player?
There are two laptops.	There aren't any tablets.	Are there any mobile phones?

3 Now describe one of the pictures to your partner. Which picture is it?

4 Work in pairs. Ask and answer questions about your classroom.

What's in your classroom?

There are some laptops and there's a whiteboard. There aren't any tablets.



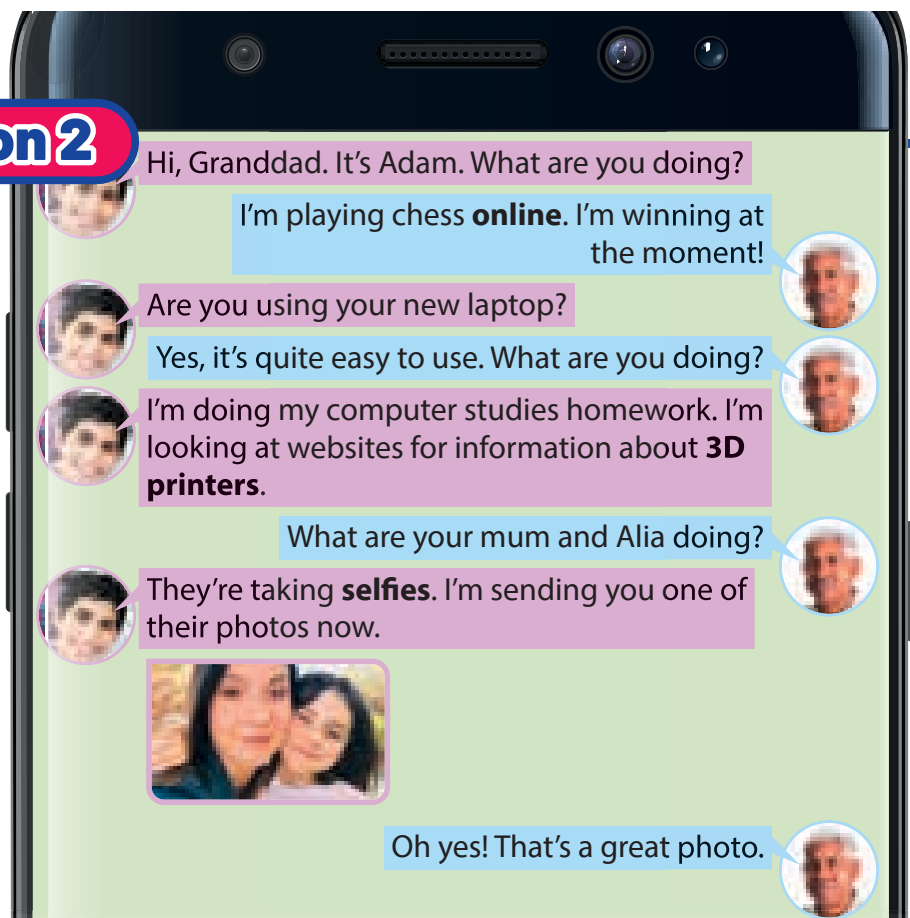
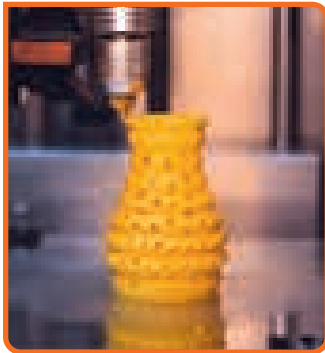
For more practice, go to the Ministry of Education website.

4

Lesson 2

Reading

- 1 Read the text message conversation. What is in this photo?



- 2 Match the verbs to the photos. Which of these are in Adam's conversation?

click on the icon
look at a website
make a video call
send a photo
send a text message
take a selfie
tap on the icon
write an email



- 3 Read the text again and answer the questions.

- 1 Who is Adam sending text messages to? his grandfather
- 2 What game is Granddad playing online? chess
- 3 Where is Adam looking for information about 3D printers? on websites
- 4 What are Mum and Alia doing? taking selfies

- 4 Work in pairs. Discuss.

- 1 Would you like to use a 3D printer? Why/Why not?
- 2 Do you *tap* or *click* on an icon on a mobile phone? What about a laptop computer?
- 3 Are icons always the same on all phones or laptops? Guess what these icons mean.
- 4 If you design an icon for 'take a selfie', what will it look like?



The present continuous

We use the present continuous to talk about things that are happening now.
We use the verb *to be* and the *-ing* form of the main verb.

I am ('m)	eating an apple.
He is ('s)	
She is ('s)	reading a book.
It is ('s)	
We are ('re)	
They are ('re)	making chess pieces.



5 What is happening in the picture? Work in pairs to complete:

- | | |
|----------------------|---------|
| 1 A girl is | 5 |
| 2 Two boys are | 6 |
| 3 Two boys | 7 |
| 4 A girl | |



Girl 1: She's reading a book.

Writing

6 What are your classmates and teacher doing now?
Use a dictionary if necessary.

Ali is reading his English book.




For more practice, go to the
Ministry of Education website.

4

Lesson 3

Listening

- 1  Listen to the conversation between two sisters. What is Randa doing?



- 2  Listen again and take notes. Then write sentences about what the family is doing.

1



Mum is looking at a website.

2



.....

3



.....

4



.....

5



.....



The present continuous negative and questions

Negative statements	Questions
I am not ('m not) using the tablet.	Are you using the tablet? Yes, I am . No, I 'm not .
He is not (isn't) writing an email.	Is he writing an email? Yes, he is . No, he isn't .
You are not (aren't) watching TV.	What are you doing?
We are not (aren't) running.	What is he / she writing?

Speaking

- 3 Ask and answer the questions in pairs.

- Are you sitting next to your best friend?
- Are you wearing a school uniform?
- Are you using a dictionary?

- 4 Now answer the questions about your friend.

- Is he/she wearing black shoes?
- Is he/she using a tablet?
- Is he/she writing with a pen or pencil?

Reading

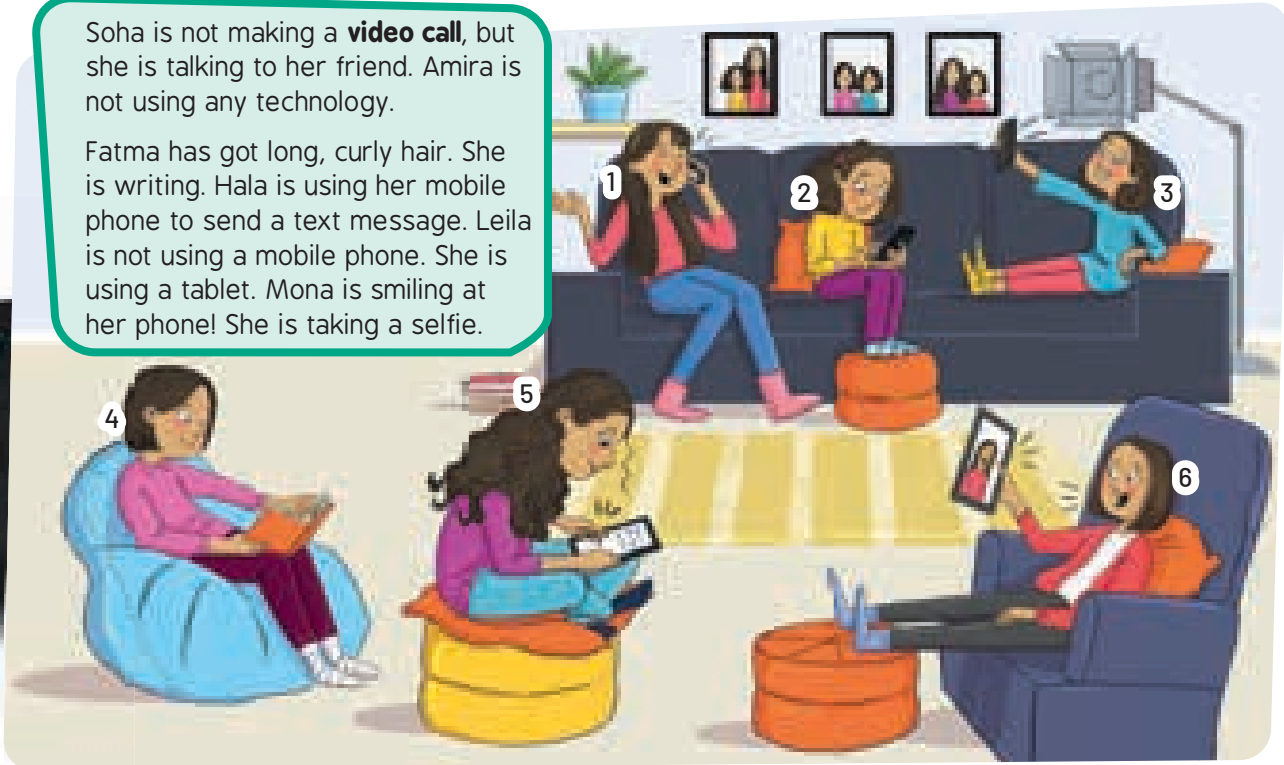
- 5 Read the puzzle. Match the numbers with the people.



Girl 1 is Soha.

Soha is not making a **video call**, but she is talking to her friend. Amira is not using any technology.

Fatma has got long, curly hair. She is writing. Hala is using her mobile phone to send a text message. Leila is not using a mobile phone. She is using a tablet. Mona is smiling at her phone! She is taking a selfie.



Speaking

- 6 Use the words to make questions. Then ask and answer the questions in pairs.

- 1 Hala / make a video call
- 2 Soha / take a selfie
- 3 Amira / using a tablet
- 4 Fatma / write an email
- 5 Leila / take a selfie
- 6 Mona / reading a book

Is Hala making a video call?

No, she isn't. She's writing a text message.

Are you waving?

No, I'm not. I'm putting my hand up.

- 7 Work in pairs.

- 1 Mime an action.
- 2 Guess what your partner is doing.



For more practice, go to the Ministry of Education website.

4

Lesson 4



Reading

1 Read about Wael and Mazin. Who has got a laptop?



I love technology! My favourite hobby is playing video games. I usually play them on my laptop, but sometimes I play them on my mobile phone.

Can you guess my favourite lesson at school? Yes, it is Computer Studies! At break and lunchtime I stay in the classroom and I look at video game websites on my phone.

Wael, age 12



I love nature. I like walking and watching the trees, animals, flowers and insects all around us. I don't like being in the house; I like being in the garden and looking at the sky. At school, I always go outside at break. I go when it's very hot or cold!

I've got a mobile phone. I don't send text messages or make video calls on my phone, but I take photos of flowers.

Mazin, age 13

2 Read and complete the table.

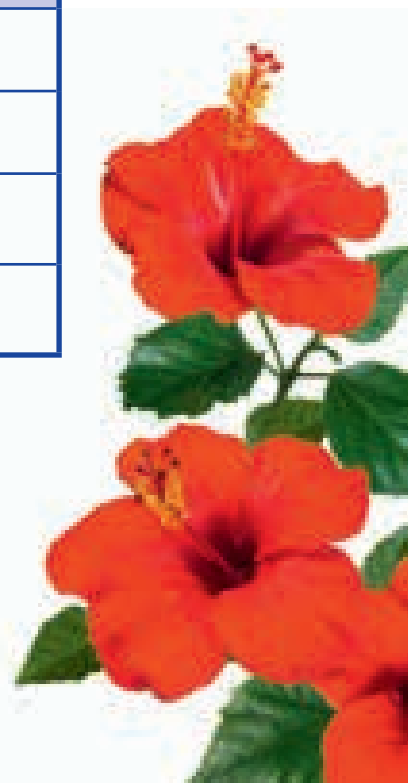
How are the boys similar? How are they different?

	Wael	Mazen
Age		
Hobby		
Where he goes at break time		
What he does on his mobile phone		



Life Skills

- 1 What do you think of Wael and Mazin?
- 2 Who do you think needs help?
- 3 What advice can you give him?

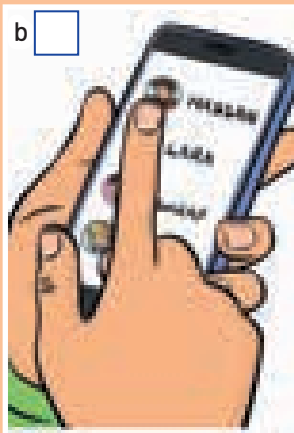


Language

- 1 Read the instructions and put the pictures in the correct order.

How to send a text message:

First, tap the messages icon.
Tap the name of the person.
Write your text message.
Then tap the SEND icon.



Imperative

When you are giving instructions, you can use the imperative: the base form of the verb without a pronoun.

Go to the shop.
Buy an ice cream.
Eat it.

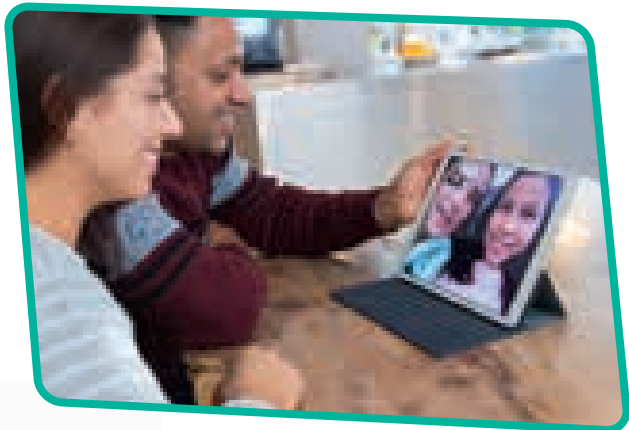


- 2 Complete the text.

Say Tap Turn

How to make a video call:

- 1 your tablet on.
- 2 the name of the person.
- 3 Hello!



Speaking

- 3 In pairs, make instructions for how to make a cup of tea. You can use these words to help you.

Verbs	Nouns
put	kettle
boil	water
drink	tea
	cup



Did you know?

Tea is the most popular drink in the world!

For more practice, go to the Ministry of Education website.

Writing

- 1 Work in pairs. Complete the table with this advice. Can you add any sentences?

Remember!

You can write negative imperatives with *Don't*:

Don't make friends with people you don't know online.

Stay safe when you use technology

- Keep your **password secret**.
- ~~Make friends with people you don't know online.~~
- Tell people your personal information (e.g. telephone number).
- Send photos to people you don't know.
- Ask for help from a parent or teacher.
- Answer a phone call or video call from someone you don't know.
- Tell a parent or teacher if you are worried about something.

Do (✓)

Keep your **password secret**.

Don't (X)

Don't make friends with people you don't know online.

- 2 In pairs, make a poster about how to stay safe online.

Think about these things:

- Who is going to read your poster?
- How can you make your poster look interesting so people want to read it?
- How can you make your poster easy to read? (e.g. short sentences, use of imperatives, headings)

Writing tip

Use a heading to tell people what your poster is about. The heading can be bigger than the rest of the text. Use an interesting or colourful font.

HOW TO STAY SAFE ONLINE

How to stay safe online

How to stay safe online



Review

1 Look and say what these objects are.



2 What technology do you use?
Work in pairs. Discuss.

I use a laptop, but I don't use an MP3 player.

Why don't you use an MP3 player?



3 Ask and answer questions. Guess who your partner is thinking of.



Is he playing football?

No, he isn't.

It's number 6.



For more practice, go to the Ministry of Education website.

Holidays

Reading: A description of a holiday;
an advertisement for learning English

Writing: An advertisement for a holiday;
an email about a holiday

Listening: A conversation about a holiday;
a discussion about a day out

Speaking: Describing a place; talking about a holiday;
responding to news

Language: The past simple

Values: Respect

Issues: Environmental awareness

Quiz

Work in pairs. Find and number these things in the photos.
Can you finish before your partner?

☐ beach

☐ cave

☐ desert

☐ forest

☐ jungle

☐ lake

☐ mountain

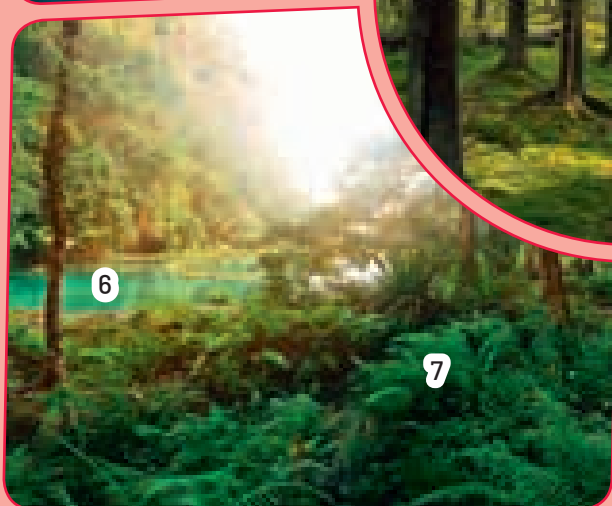
☐ river

☐ sea

☐ waterfall

Research

How many countries is
the Sahara Desert in?



Vocabulary

- 1 Write the words from the Quiz in the correct place.

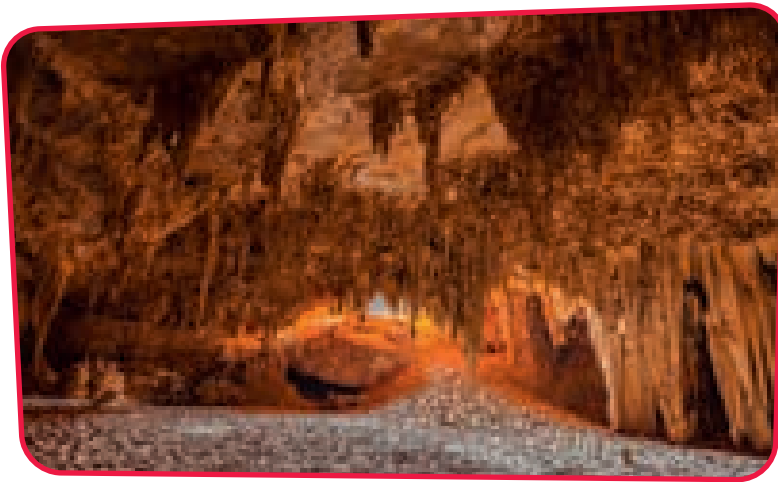
water

sand
desert

trees

rock

- 2 Work in groups to search for examples of these places.



Djara cave is in the desert in Egypt.



Listening

- 3 Listen to Taha and his sister playing a game. Can you guess the places?
- 4 Listen again and check your answers.
- 5 Think of some more places. Play the game with a partner.

Speaking

- 6 Talk about the places on page 44.
- 1 Where would you like to go? Why?
 - 2 What can you do or see there?

I'd like to go to the beach.
I can swim in the sea, or go in the cave!



For more practice, go to the Ministry of Education website.

5

Lesson 2

Reading

- 1 Look at the photos in Exercise 3. Do you know where these places are in Egypt?
- 2 Which activities can you see in the photos?

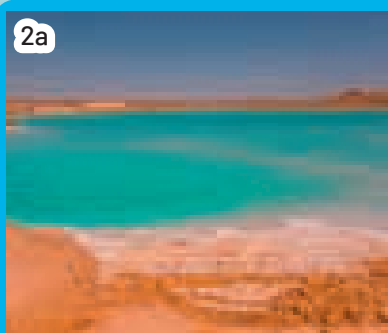
climb a mountain eat delicious food go in a cave have a picnic make a sandcastle
play games ride a bike see a camel sleep in a tent swim in a lake visit family

- 3 Look and read. Match the photos with the descriptions.

1a



2a



3a



1b



2b



3b



My holiday photos

- 1 ☐ Last summer, when the weather was hot, we went to the beach near my home in Hurghada. Mariam made this sandcastle. There was a cave in the rocks. But Mariam didn't want to go into the cave because she was frightened!
- 2 ☐ In October, we visited my uncle, aunt and cousins in Cairo. We had a picnic in Al Azhar Park. We ate delicious food. Then we played games and Ali rode his bike.
- 3 ☐ When I was eight, we went to Siwa. We swam in the lake, and climbed the mountain. We saw camels and slept in a tent in the desert. It was my favourite holiday!

4 Read the text again and circle the correct words.

- 1 The beach **was** / **wasn't** far from Sayed's home.
- 2 Sayed and Mariam **went** / **didn't go** into the cave.
- 3 Sayed's uncle and aunt **were** / **weren't** in Cairo with them.
- 4 Sayed **swam** / **didn't swim** in the lake at Siwa.
- 5 There **were** / **weren't** camels in the desert.

Language

5 Read and complete the table.

Past simple

Past simple – to be

Statements	Negative statements
Mariam was frightened of the cave.	I was not (wasn't) frightened of the cave.
There were camels in the desert.	There were not (weren't) any cars on the beach.

Past simple – other verbs

		Statements	Negative statements
Regular verbs		climbed. played.	did not (didn't) climb. did not (didn't) ¹
Irregular verbs	I / You / He / She / It / We / They	went to the beach. swam . slept .	did not (didn't) go to the beach. ² (didn't) swim. ³ *

6 Find and underline the past simple form of these verbs in the holiday descriptions in Exercise 3.

have make ride see visit

- 1 Say if they are regular or irregular.
- 2 Write the past simple negative form of the verbs.

Speaking

7 Work in pairs. Use the verbs in Exercise 6 and make sentences about your holiday.





For more practice, go to the Ministry of Education website.

Listening

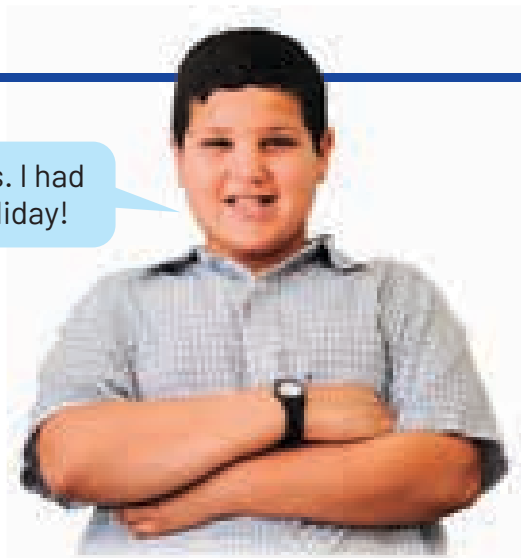
1 Look at the photos. Guess the answers.

- 1 Where did Yunis go on holiday?
- 2 What did he see and do there?

2  Listen and check your answers to Exercise 1.

3  Listen again. Choose the correct photo.

Hi. I'm Yunis. I had a great holiday!



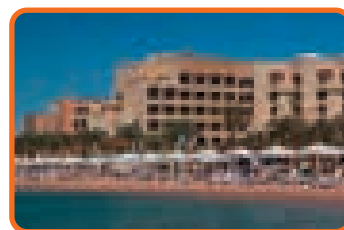
1 a



b



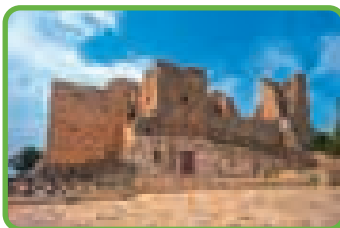
c



2 a



b



c



3 a



b



c



Vocabulary

4 Work in pairs. Find these things in the photos.

buy camp castle dolphin holiday flat hotel flag souvenir view

Past simple questions and answers

Questions			Answers
Did	I / you / he / she / it / they / we	climb a mountain?	Yes, I did . / No, we did not (didn't) .
Where did	I / you / he / she / it / they / we	go on holiday?	I / you / he / she / it / they / we went to ...

Language

5 Complete the past simple questions with the correct form of the verbs in brackets.

- 1 Did you go (went) on holiday last year?
- 2 Did you and your family stay (stayed) in a hotel?
- 3 How did you go (went) to school today?
- 4 What did you do (did) on Saturday evening?
- 5 What did your mother buy (bought) at the market?
- 6 What did you eat (ate) for dinner last night?



6 Work in pairs. Ask and answer the questions in Exercise 5.

- 1 Yes / I / go / to Alexandria. Yes, I did. I went to Alexandria.
- 2 No / we / camp / by the lake. No, we didn't. We went to the city.
- 3 I / walk / to school. No, I didn't. I took a bus.
- 4 I / have dinner / with my family. No, I didn't. I went to a restaurant.
- 5 She / buy / fruit. No, she didn't. She bought vegetables.
- 6 We / eat / pizza. No, we didn't. We ate a salad.



Speaking

7 Ask and answer questions about your last holiday. Choose verbs from the box.

buy camp do eat go have make play ride see swim visit walk

Did you swim in the sea?

Yes, I did. I saw a dolphin too, and I swam with it!

What food did you eat?

I ate a lot of fish!



For more practice, go to the Ministry of Education website.



Learn English in London!



Reading

1 Read the text quickly and answer the questions in pairs.

- 1 What holiday activity does the advertisement describe?
- 2 Did the three students like this holiday activity?
- 3 Would you like this holiday activity? Why/Why not?



- Our students come from all around the world to study and learn in this exciting city.
- Holiday **courses** are for one, two or three weeks.



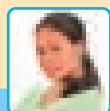
I learnt English and had a really great holiday at the same time! London's shops are fantastic. I bought a lot of **souvenirs**. My favourite activity was a ride on the London Eye, because there was a beautiful **view** of the city from the top.



Laura, France



I had a wonderful time at the language school! I was there for two weeks. It was nice to meet students from different countries. My favourite place was Windsor **Castle**. We went there by train. We walked all around the castle, but we did not see the **Queen!** 😞



Mona, Egypt



Jurgen, Germany

When I first came to the language school, I was not very good at English. But the teachers helped me a lot. The lessons were fun, and for homework we did interesting projects. I enjoyed speaking English!

2 Read again and answer the questions. Write full sentences.

- 1 How long did Mona stay at the language school?
She stayed there for two weeks.
- 2 What place did she enjoy visiting?
- 3 How did she get there?
- 4 Did she see the Queen?
- 5 Was Jurgen's English good when he first came to London?
- 6 What homework did the students do?
- 7 What did Laura buy?
- 8 Why did she ride on the London Eye?



Project

Work in groups. Find out which holiday activities people can do in Egypt. Make a list.

You can learn Arabic in Cairo.

In Hurghada, you can go on safari rides.

Work in pairs. Make an advertisement for a holiday in Egypt.

- 1 Choose one activity you can do in Egypt.
- 2 Design and write an online advertisement and add pictures.
- 3 Show your advertisement to the class and talk about it.



Listening

- 1 Listen. What ate Mazin's ice cream?
- 2 Listen again and put these pictures in the correct order.



Speaking

- 3 Match the responses from the listening activities to the correct emotion.

How exciting!



What a pity.

Really?

Oh dear!

Wow!

That's interesting!

Oh no!

- 4 Listen again and repeat the expressions in Exercise 3.

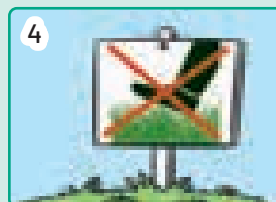
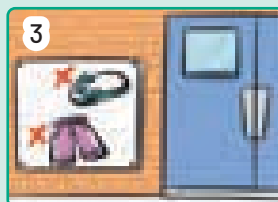
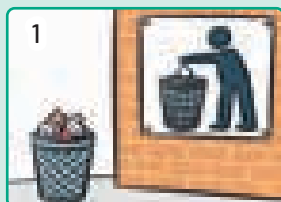
- 5 Work in pairs. Take turns to be A and B.

Student A: Make a sentence about something you did or something that happened to you yesterday. Tell your partner.

Student B: What do you say? Use one of the expressions in Exercise 3.

Values

- 1 Look at these signs. What do they mean?



- 2 Why do places have these rules for tourists?
Can you think of any more rules for tourists?



For more practice, go to the Ministry of Education website.

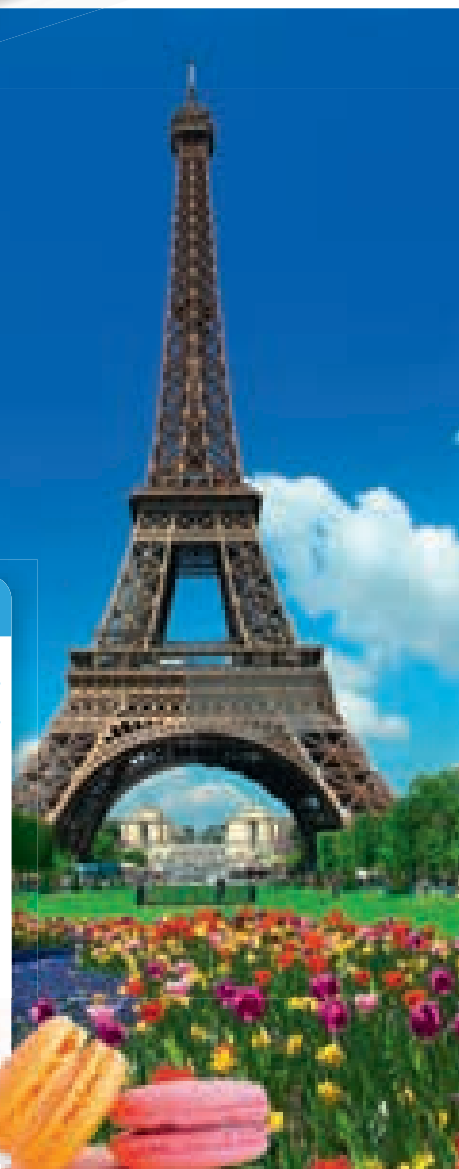


Reading

1 Look at the photo. Do you know where it is?

2 Read Fatma's email. Find:

- 1 two places she visited on her holiday to Paris: The Eiffel Tower.
- 2 where she stayed:
- 3 something she ate:
- 4 two things she bought:
- 5 something she did not have time to do:



✉ New message

From: Fatma To: Azza

Subject: My holiday

Hi, Azza!

I am back from my holiday in Paris. I had a wonderful time! Paris is a great city for a holiday because there is so much to see and do. The food is delicious. I ate a lot of new things, for example, **snails**!

One day we climbed the Eiffel **Tower**, and from the top we had a view of the city. We visited museums and had a picnic in the Luxembourg Gardens. We also went on a boat on the River Seine. What a pity we did not have time to go to the Science Museum. I also wanted to see the art at the Louvre, but it was closed. 😊

Near our hotel there was a busy market. I bought a T-shirt and some postcards. I also bought you a souvenir. It is a very small Eiffel Tower! You can put it next to your bed. It has got a light on the top.

See you soon!

Fatma

SEND



Writing

3 Write an email about a holiday. Answer the questions and give some examples.

- Where did you go?
- Who did you go with?
- Where did you stay?
- What did/didn't you do/see/visit/eat?
- How did you travel?
- Did you enjoy your holiday? Why/Why not?

Writing tip

The form of an email is:

Header:	from / to / subject
Greeting:	Hi / Hello
Body:	the topic
Closing:	Best wishes. / Yours. / See you soon.
Signature:	Sender's name

Review

1 Describe something in the picture to your partner. Do not say its name. What is it?

beach cave desert forest jungle lake mountain river sea waterfall



It's very high. There's lots of water in it.

Is it a waterfall?

Yes, it is.

2 Complete the sentences with the past simple form of these verbs.

climb eat go have make play ride see sleep swim visit

I did a lot of things on holiday! I ...

1 visited my family in Canada.

2 delicious food.

3 a picnic.

4 a horse in the forest.

5 to the beach and a sandcastle.

6 tennis.

7 in a tent!

8 in the sea and a dolphin.

9 a mountain.

3 Complete the sentences with the past simple form of the verbs in brackets.

1 They didn't travel (not travel) by car. They walked (walk).

2 He (swim) in the sea, but he (not see) any dolphins.

3 We (not stay) in a hotel, we (sleep) in a tent.

4 I (go) to the beach, but I (not make) a sandcastle.

5 She (not wear) a coat, because it (be) a very hot day.

6 We (not watch) TV. We (play) basketball.

4 Write the questions. Then answer them in your notebook.

1 you / go to the beach on holiday? Did you go to the beach on holiday?

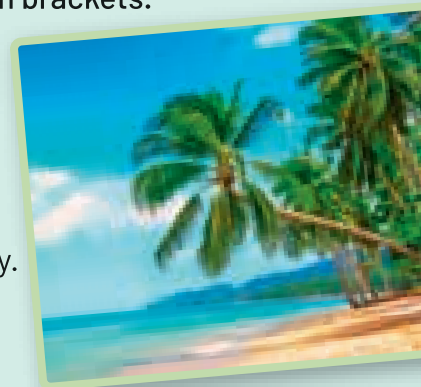
2 you and your friends / play tennis last week?

3 your father / travel to work by bus this morning?

4 you / eat fish for dinner yesterday evening?

5 you and your family / go to the shops last Saturday?

No, I didn't.
I stayed at home.



For more practice, go to the Ministry of Education website.

Let's eat!

Reading: A recipe; reviews of a dish; a text about healthy snacks; a text about food in Africa

Writing: A paragraph describing a picture; an online review of a café

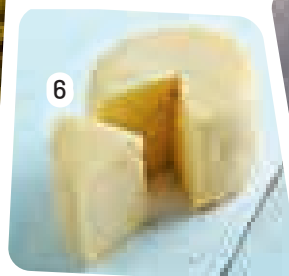
Listening: A conversation about what food there is; an interview about healthy drinks; a conversation in a café

Speaking: Asking and answering about food in a picture; giving advice; ordering food in a café

Language: Countable and uncountable nouns; *should* and *shouldn't* for advice

Life Skills: Decision making; problem solving

Issues: Preventative health



Discuss

What food can you see in the pictures? Can you name them all?



Mohamed

What food do you like? What food don't you like?

I like nuts, but I don't like olives.
What food do you like?

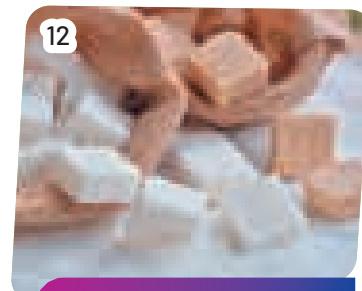


Mohamed

I like salad and meat.



Ragab



Find

Look through the unit. What is a popular food in Morocco?

Language

1 Look at the photos on page 54 and complete the table.

Countable nouns	Uncountable nouns
nuts	cheese

Listening

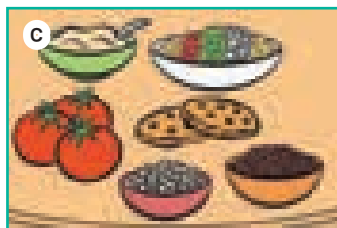
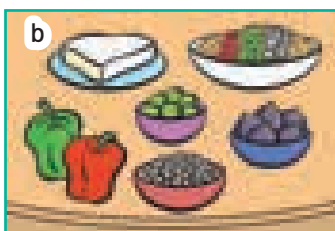
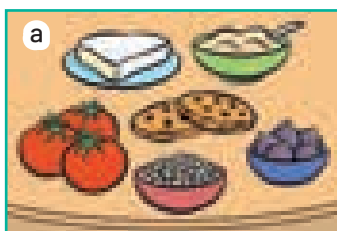
2 Listen to Nadia and her brother Omar. Which two things do they not have?

3 Read and circle the correct words. Listen again and check.

- Is / Are there any hummus?
No, there isn't / aren't.
- There are some / any peppers, too.
- Are / Is there any cheese?
- Is / Are there any figs?
No! There aren't some / any figs.
- There are some / any raisins.

Speaking

4 Play the game with a partner. Ask and answer questions.



Is there any cheese?

Yes, there is.

Are there any biscuits?

No, there aren't.

It's picture b!

Writing

5 Write a description of one of the pictures from Exercise 4.

There's some cheese. There aren't any olives ...



For more practice, go to the Ministry of Education website.



Countable and uncountable nouns

- Countable nouns are nouns we can count. They can be singular or plural. Use *a/an* before a singular countable noun. The plural usually ends in *-s*.
- Uncountable nouns do not have a plural form. We cannot count them and we cannot use *a/an* before them.

Countable

I like nuts.

I need a drink.

Uncountable

I like cheese.

I need water.

Some and any

Countable nouns	Uncountable nouns
Are there any peppers?	Is there any cheese?
Yes, there are .	Yes, there is .
There are some peppers.	There is ('s) some cheese.
There are not (aren't) any figs.	There is not (isn't) any hummus.

6

Lesson 2



Reading

1 Look at the photo and the recipe and answer the questions.

Do you eat this food at home? Can you make it?

2 Read the recipe and put these pictures in the correct order.

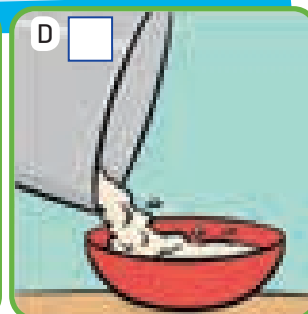
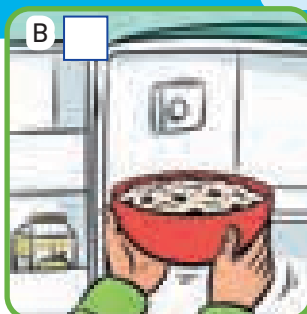
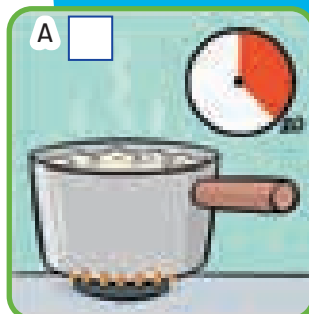
Roz Bel Laban: Egyptian Rice Pudding

Ingredients

- 1 **cup** of rice
- 2 cups of water
- 3 cups of milk
- 1 cup of sugar
- $\frac{1}{4}$ a cup of **raisins**
- $\frac{1}{4}$ a cup of nuts
- $\frac{1}{4}$ a **teaspoon** of **cinnamon**

Instructions

- 1 Put the rice and water in a **saucepan**.
- 2 **Boil** the rice and water for 20 minutes.
- 3 **Add** the milk slowly as you stir.
- 4 Add the sugar and **stir** again.
- 5 Put the rice pudding into bowls.
- 6 Put the raisins, cinnamon and nuts on top.
- 7 Put the rice pudding in the **fridge**.



Vocabulary

3 Look at the words in bold in Exercise 2. Which can you see in the pictures? Then complete the table.

Equipment	Verbs for cooking
cup	boil

Language

4 Read the reviews of the recipe. Who did not like it?

Really easy! ★★★★★

This is a great recipe.
It's really easy to make.
There aren't a lot of
ingredients and it's very
quick to cook.

Fawzi

OK, but a bit boring

★★★

I liked this rice pudding,
but it isn't my favourite. I
think there are too many
raisins. I don't like them. I
prefer rice pudding with
coconut.

Hana

Perfect! ★★★★★

There are a lot of rice
pudding recipes online,
but this is my favourite. It's
easy to make and there's
enough rice pudding for
the whole family. There's a
lot of sugar in the recipe,
but I like sweet food.

Nabila

Not like my mum's ★★

rice pudding!

My mum's rice pudding
is delicious, but this rice
pudding isn't very good.
There's too much sugar
and there aren't enough
other ingredients.

Salem

5 Read the reviews again. Are these sentences true (T) or false (F)?

- 1 Fawzi and Nabila think the recipe is very good. T.....
- 2 Fawzi thinks that the recipe is easy.
- 3 Hana likes the raisins in the recipe.
- 4 This is Hana's favourite recipe for rice pudding.
- 5 Nabila makes the rice pudding for her family.
- 6 Salem likes rice pudding with more sugar.



a lot of, enough, too much, too many

We can use these words with countable and uncountable nouns.
Which one means *as much or as many as you want*?

There is **a lot of** sugar.

There are not **enough** ingredients.

There are **a lot of** rice pudding recipes.

There are **too many** raisins.

There is **enough** rice pudding for all the family.

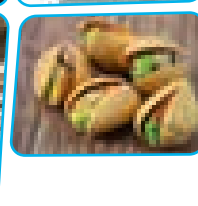
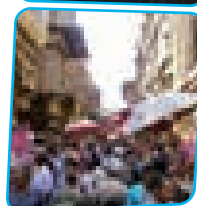
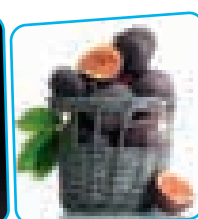
There is **too much** sugar.

Speaking

6 Work in pairs. Look at the photos and use the table to make sentences.

There are	a lot of	rice.
There's	enough	people.
There isn't	too much	milk.
There aren't	too many	figs.
		nuts.
		tomatoes.

There's too much milk.



For more practice, go to the
Ministry of Education website.

Reading

- 1 Look at the photos and read the introduction. What does the article give advice on?

- a) making delicious snacks
- b) eating healthy snacks
- c) how to stop eating snacks



Healthy Snacks

Everyone loves **snacks**! But some snacks are bad for us. What is the best way to enjoy healthy snacks?

Crisps and cakes

It is OK to eat **crisps** and cakes sometimes, but you should not eat too many of them. Crisps have a lot of fat and salt.

Cakes, chocolate and biscuits have a lot of **fat** and sugar. Too much of this type of food is bad for our bodies.

Fantastic fruit

Fruit is a great snack! It is very good for us and most people like the sweet taste. You should eat between two and four pieces of fruit a day.

Beans and vegetables

Beans and vegetables do not have much sugar or fat. They are very good for us, so we should eat a lot of them. Snacks like *hummus* with carrot and **pepper** are delicious.

Be careful!

We should be careful, even with healthy foods. Fruit juice has got a lot of sugar so we should not drink too much of it. Olives, meat and fish sometimes have a lot of salt.



- 2 Complete the sentences with the words from the article.

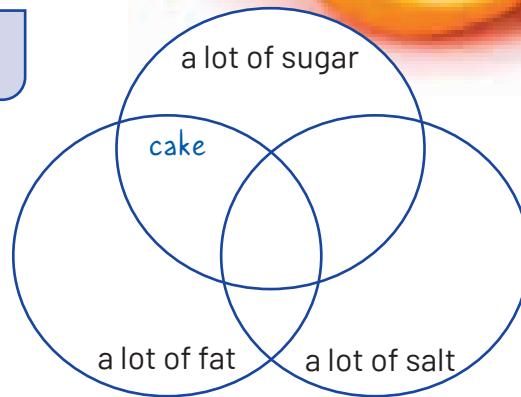
- 1 A lot of cakes and biscuits are bad for our bodies.
- 2 It is a good idea to eat between two and four pieces of fruit a day.
- 3 Beans and vegetables do not have much sugar or fat.
- 4 Cakes, chocolate and biscuits have a lot of salt.
- 5 We shouldn't drink too much fruit juice.

Remember!

We can often use *a piece of/ pieces of* with uncountable nouns:
Here's **a piece of** cheese.
Eat four **pieces of** fruit.

3 Read the article again and complete the diagram.

biscuits cake chocolate crisps
fruit juice olives



4 Think of four more types of food and add them to the diagram.

Speaking

5 Ask and answer the questions in pairs.

- 1 Which snacks do you eat?
- 2 Which are good for you and which are bad for you?

should / shouldn't

- You **should eat** a lot of fruit and vegetables.
- You **shouldn't eat** too many crisps and cakes.

Language

6 Complete the sentences with should or should not.

- 1 We should drink a lot of water.
- 2 We have drinks with a lot of sugar.
- 3 We have fizzy drinks.
- 4 We drink a glass of milk every day.

7 Listen to the interview and check your answers to Exercise 6.



Issues

Work in pairs. Discuss these situations. What should we do? What shouldn't we do?

1. I like sweet food, but I don't want to eat too many cakes or biscuits.
 2. I want to look after my teeth.
 3. I'm not hungry at dinner time.
 4. I eat a lot of olives because they are good for me.
- You need to have healthy foods that help your body to grow.
 - Unhealthy foods cause illness and add to your weight.



For more practice, go to the
Ministry of Education website.

Reading

- 1 What food can you see? Which countries do you think they are from? Which would you like to try?
- 2 Read the descriptions and check your answers to Exercise 1.

Food in Africa



Egypt has a lot of interesting food, but my favourite meal is koshari. It is a delicious meal with rice, pasta and tomatoes. It is very popular. Many people like it.

Marwa



In Kenya, people often make nyama na irio for dinner. It is a stew with meat and potatoes. It is wonderful! I love eating it after school when I am very hungry!

Makena



I live in Morocco. Tagine is a traditional meal from my country. It is a stew with meat, vegetables, fruit and spices. The taste is amazing! The name tagine comes from the cooking pot for this food.

Hamza

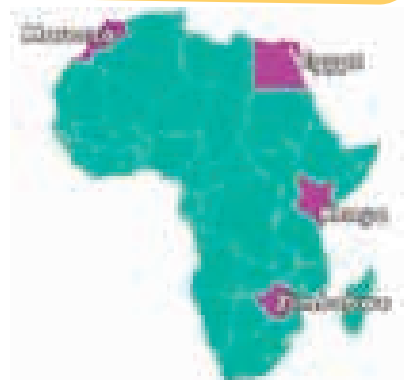


Kapenta is a popular type of fish in Zimbabwe. We catch the fish from the lake and dry it in the sun. Kapenta is very good for you, so you can eat it every day. We often cook it with tomatoes and onions. It is great!

Bradley

- 3 Read the text again. Are these sentences true (T) or false (F)?

- 1 Koshari has got rice and pasta in it. **T**
- 2 Tagine does not have meat in it.
- 3 Tagine is the name of a meal and a cooking pot.
- 4 People in Kenya often have meat stew for dinner.
- 5 Kapenta is a type of vegetable.



- 4 Read again and complete the table.

person	country	type of food and ingredients	adjectives to describe the food
Marwa	Egypt	Koshari: rice, pasta and tomatoes	
Hamza			
Makena			wonderful
Bradley		Kapenta: fish	

Speaking

- 5 Work in pairs. Discuss your favourite food. What is in it? How can you describe it?



Listening

1 Listen to the people in a café. Tick (✓) the food that the customer buys.

cheese and tomato pizza ☐

small salad ☐

apple juice ☐

chicken pizza ☐

large salad ☐

orange juice ☐

2 Listen again and put these phrases in the order that you hear them.

☐ I'd like ...

☐ Small or large?

☐ What would you like?

☐ Is that everything?

☐ We've got ...

☐ That's ... pounds.

☐ Have you got any ... ?

Food

Hummus and bread LE 20

Pizza *cheese and tomato* LE 70

chicken LE 80

Salad *small* LE 15

large LE 25

Cakes LE 8

Biscuits LE 3

Drinks

Juice *orange apple* LE 20

Water LE 10

Speaking

3 Work in pairs. Take turns to be A and B.

Student A: You are a customer.
Choose three things from the menu. Ask the waiter.

Student B: You are a waiter.
Listen and talk to the customer.

Remember!

Ordering food in a café

Waiter: What would you like?

Customer: I'd like.... Have you got any...?

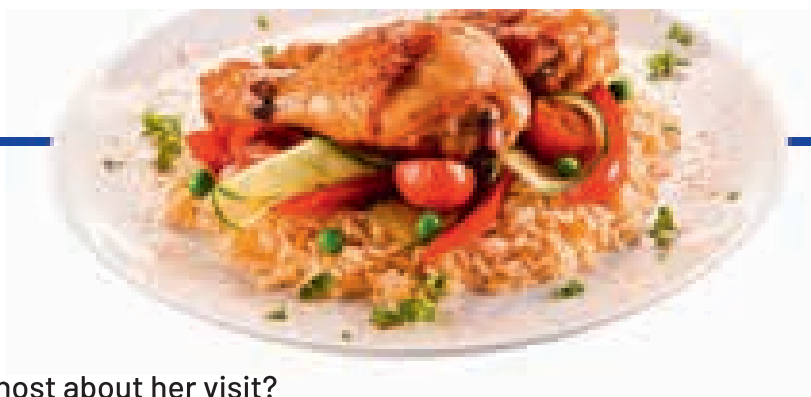
Waiter: We've got....Here you are. Anything else/ Is that everything?

Customer: How much does it cost?

Waiter: That's...pounds.



For more practice, go to the Ministry of Education website.



Reading

1 Read the review. What did Sara like most about her visit?

City Café

Great visit! ★★★★★

Review by: Sara

I visited this café last weekend with my mum, my dad and my brother, Ashraf. We chose this café for lunch because it looked very nice. The walls were green and white and there were big windows. (I love looking out of the window and watching the city.)

Ashraf and I both had rice for lunch. I had fish with rice and he had chicken. My dad had fish with rice, too, and mum had a salad. It's very healthy! We all liked our food.

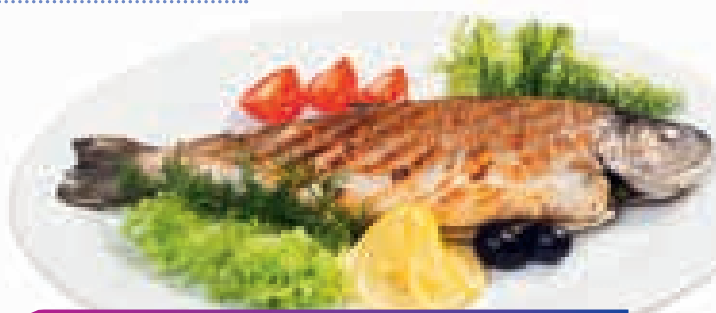
After lunch, Ashraf and I had desserts. This was the part we enjoyed most! There were a lot of different desserts and they all looked delicious! I chose basbousa and Ashraf had kunafa. They were amazing!!! 😊

I'd like to visit this café again (very soon)!



2 Read the review again and answer the questions.

- 1 When did Sara go to the café? She went there last weekend.
- 2 Who did Sara go with?
- 3 What did the café look like?
- 4 What did Sara have for lunch?
- 5 Why did Sara's mum have a salad?
- 6 What did Sara and Ashraf have after their lunch?



Writing

3 Write a review of a café (it does not have to be real). Include the following information in your paragraph:

details

- When you visited
- What you ate
- What you thought about your food
- What you enjoyed most

Writing tip

The first sentence of a paragraph is the topic sentence.

Other sentences are details that should support the topic sentence.

These details can be reasons, descriptions, or examples.



Review

1 Match the food with the photos.

biscuits cheese figs hummus nuts olives pasta peppers raisins salad

1



cheese

2



3



4



5



6



7



8



9



10



2 Is the food in Exercise 1 countable (C) or uncountable (U)?

3 Read and circle the correct words.

- 1 I like biscuits with **too many** / a lot of raisins in them.
- 2 Are there **some** / **any** tomatoes in the fridge?
- 3 This cake is very sweet. There's **too much** / **many** sugar in it.
- 4 Have we got **enough** / **too much** rice to make koshari?
- 5 There's **some** / **any** cheese on the table.
- 6 There are **too many** / **enough** people in this café. Let's go to another one.

4 Work in pairs. Give advice using should, shouldn't and these words.

eat	too much	vegetables
drink	too many	chocolate
	a lot of	fruit
		crisps
		fizzy drinks

You should eat a lot of vegetables.



Project

Write a recipe for a meal or snack.

- 1 Choose a meal or a snack. Write a list of ingredients.
- 2 Make a list of instructions. Make sure that you:
 - say what to do for each part of the recipe
 - put the instructions in the correct order
- 3 Write your recipe. You can add pictures if you like.



For more practice, go to the Ministry of Education website.

Reading

1 Match paragraphs 1–4 with the headings a–d.

- a ☐ A recipe
 b ☐ What and when is it?
 c ☐ What I did
 d ☐ What people do



Sham El-Nessim

1 Sham El-Nessim is my favourite time of the year. We enjoy it at the start of spring. Sham El-Nessim started in 2700 BCE!

2 Today, most Egyptians have a picnic in a ¹ park or next to the river with their families. Many people also go to the beach, where they make sandcastles and ² swim in the sea.

3 On this day, we eat ³ some of special food. Do you want to know how to enjoy feseekh? Add lemon juice to the fish and have it with salad. It's delicious, but you should buy it from a good shop and you shouldn't eat ⁴ too much!

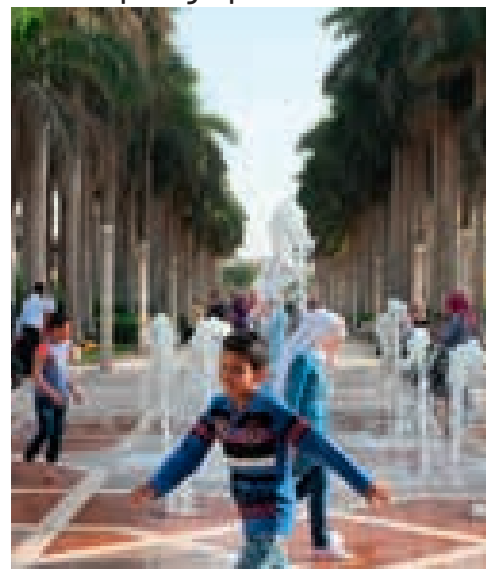


4 Last year at Sham El-Nessim, we ⁵ went to Alexandria. We visited our family and went to the beach. We rode our bikes and played games. Do you know what we are doing in this photo? We ⁶ are painting eggs! We always do this. We ⁷ didn't see our cousins last year, but we made a video call. It was fun to talk to them on the ⁸ tablet.

Do you know any other special food? Click on the ⁹ icon at the top of this website. Take a photo and write an email about it. Send us a ¹⁰ recipe for it.

2 Read the text again and choose the correct words that complete the paragraph above.

- | | | |
|------------------|------------|---------------|
| 1 a cave | b jungle | c park |
| 2 a swim | b climb | c hide |
| 3 a any | b a lot | c some |
| 4 a enough | b too many | c too much |
| 5 a go | b went | c travel |
| 6 a are painting | b painted | c paint |
| 7 a don't | b not | c didn't |
| 8 a charger | b laptop | c TV |
| 9 a icon | b tablet | c email |
| 10 a tablet | b password | c recipe |



Vocabulary

3 Complete the diagram with words and phrases from the text.

feseekh

food and
cooking


technology

make a
video call

outdoor
places and
activities

have a
picnic

Listening

- 1  Listen and number the pictures in the correct order.



Language

- 2 Choose the correct words.

- 1 We haven't got some / any milk.
- 2 How much / many eggs do we need?
- 3 We need two cups of milk. We've got one cup, so this is not enough / too much.
- 4 Have we got enough / many butter?
- 5 Don't put enough / too much butter in the pan.
- 6 We don't need a lot of / some salt. We only need one teaspoon of salt.
- 7 There are / is a lot of milk in the fridge.
- 8 How much / many honey do we need?

- 3 Say the past tense of these verbs. Are they regular or irregular?

eat go have make play ride see
start swim travel visit write

visit-visited: regular
eat-ate: irregular.



Speaking

- 4 Work in pairs. Complete the dialogue. Then practise reading it.

Waiter: Good afternoon! What would you like?

Customer: I'd like ¹, please.

Waiter: OK. Anything else?

Customer: Yes, ², please.

Waiter: Small or large?

Customer: ³, please.

Waiter: And would you like any drinks?

Customer: Do you have ⁴

Waiter: Yes, we've got ⁵ and ⁶

Customer: I'd like ⁷, please.

Waiter: OK. That's ⁸ pounds, please.

Customer: ⁹ Thank you!



For more practice, go to the
Ministry of Education website.



Term 2

New Hello!

English for Preparatory Schools

Year One

Student's Book

Julie Penn, Cheryl Pelteret and Joanna Ross

Scope and sequence

	Skills	Language	Life Skills, Values and Issues
Module 3: Adventure	7 How was your weekend? Page 2		
	Reading: A diary entry; <i>Robinson Crusoe</i> Writing: A diary entry giving your opinion about a fantastic day Listening: An interview with a musician Speaking: Talking about your weekend; discussing types of music; talking about past events	Past simple time expressions <i>I went to the museum last month.</i> <i>I went bowling three days ago.</i> Questions review <i>Did you go to the park? Yes, I did. / No, I didn't.</i> <i>When did you go to the museum?</i> Responding to past events with <i>although</i> or <i>because</i> <i>How was your weekend? It was terrible because my team lost 5-2.</i>	Life Skills: Decision-making; negotiation; self-management; respect for diversity Values: Workmanship; empathy; perseverance; independence Issues: Civilizational communication
	8 The amazing world around us Page 12		
	Reading: A text about the Tahya Masr Bridge; the Grand Egyptian Museum Writing: A paragraph on a museum about the twenty-first century; a fact file; a review of places giving your opinion Listening: Facts and figures; a quiz Speaking: Talking about measurements; making comparisons Giving opinions: Agreeing and disagreeing	Comparative and superlative adjectives <i>Mount Everest is higher than Mount Kilimanjaro; the world's widest suspension bridge opened in Cairo.</i>	Life Skills: Respect for diversity – respecting the opinions of others; communication – good listening, self expression Issues: Citizenship, loyalty and belonging Values: Love of homeland; respect
	9 Adventure! Page 22		
	Reading: Holiday plans; a postcard; <i>Around the World in 80 Days</i> Writing: A paragraph about an adventure sport; an email planning a trip Listening: Discussing adventure sports; a game; a presentation about a trip to the desert; a conversation about choosing activities Speaking: Discussing activities and travel plans; describing the weather	going to for plans <i>I'm going to visit Sinai. We're not going to go kayaking.</i> Reflexive pronouns <i>We enjoyed ourselves when we went sailing.</i> <i>He put on a hat to protect himself.</i>	Life Skills: Negotiation; communication; self-management; respect for diversity – respecting the opinions of others Values: Perseverance
Review C Revision of Units 7–9			Page 32

	Skills	Language	Life Skills, Values and Issues
Module 4: Our future	10 Welcome to my home!		Page 34
	Reading: Homes in ancient Egypt; round houses around the world Writing: A paragraph describing your first school; a timeline of a famous person's life; a diagram of future houses Listening: A podcast about homes of the future Speaking: Saying what things are made of; predicting the future; saying years	is/are made of <i>The sofa is made of leather. The cushions are made of cotton.</i> will for predictions <i>There will be electric cars in the future. We will go to the moon.</i>	Life Skills: Creativity – flexibility in generating a diversity of ideas; communication – good listening and self-expression Values: Curiosity; appreciation of science and scientists; objectivity Issues: Technological awareness; sustainable development; health and population issues
	11 On land and sea		Page 44
	Reading: A text about sea life; a leaflet about plastic pollution; <i>The Old Man and the Sea</i> Writing: Writing rules; planning and writing an advertisement; a paragraph explaining a beach clean-up day Listening: A talk about a nature reserve Speaking: Talking about saving the environment; asking for and giving instructions	Zero conditional <i>If it rains, we get wet. I feel tired when it's late.</i> must/mustn't <i>You must listen to other students' ideas. You mustn't make all the decisions yourself.</i>	Life Skills: Collaboration, sharing and productivity – setting clear goals Values: self-control; resilience Issues: Environmental responsibility
	12 My future		Page 54
	Reading: An interview with a marine biologist; a text about future plans; a text about traditional jobs in Africa; an essay predicting the future Writing: A paragraph giving information about the future Listening: A description of a job; an interview with a marine biologist; people talking about their future plans Speaking: Describing and asking questions about jobs	Relative pronouns with who <i>A teacher is a person who teaches students.</i> Question tags <i>It isn't an easy job, is it?</i> <i>You don't have a brother, do you?</i> The first conditional <i>If I go to university, I'll study maths.</i> <i>I won't pass my exams if I don't work hard.</i>	Life Skills: Productivity: setting clear goals Values: Cooperation, mercy Issues: Environmental pollution; technological awareness
Review D Revision of Units 10–12			Page 64

How was your weekend?

Reading: A diary entry; *Robinson Crusoe*

Writing: A diary entry giving your opinion about a fantastic day

Listening: An interview with a musician

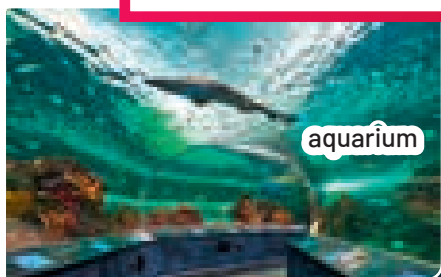
Speaking: Talking about your weekend; discussing types of music

Language: Past simple time expressions; questions review; responding to past events with *although* or *because*

Life Skills: Making decisions

Discuss

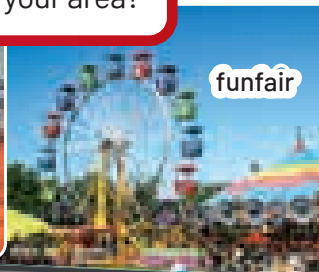
Look at the photos. Which places do you have in your area?



aquarium



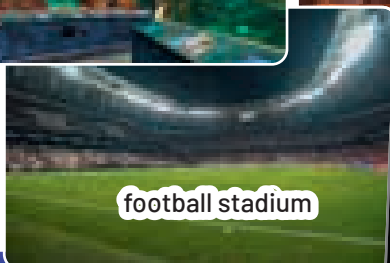
sports centre



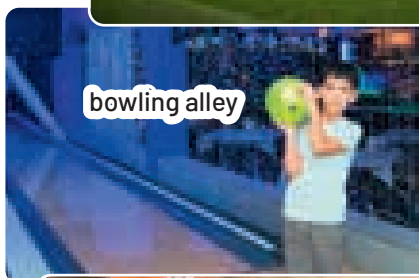
funfair



planetarium



football stadium



bowling alley



museum

Find

Find out what kind of story *Robinson Crusoe* is, and who wrote it.




Reading

1 Read the answers to Ziad's questions and answer these questions.

- 1 Where did his friends go last weekend?
- 2 Circle the verbs in the past simple tense.
Which ones are regular?

Listening and speaking

2  Listen to Dina talk about her birthday. Tick (✓) the correct diary.

Diary 1 ☐

Saturday

1 pm museum



8 pm funfair



Sunday

9 am planetarium



Saturday

1 pm museum

8 pm dinner at restaurant

Sunday

9 am aquarium



Diary 2 ☐


Past time expressions

We use past time expressions to say when something happened:

I went to the museum **last night / Monday / week / month**.

I went bowling **an hour / three days / six months / four years** ago.

Other expressions we can use are:
this morning
yesterday
in 1999 / in October

3  Listen to Dina again and answer the questions.

- 1 When was Dina's birthday?
- 2 When did Dina's family go to the restaurant? (there are two answers)
- 3 What day is it now?

4 Complete these sentences about things that happened in your life.

- | | |
|----------------------------|------------------------------|
| 1 I had breakfast ... | 2 I went swimming ... |
| 3 I had a maths lesson ... | 4 I listened to music ... |
| 5 I met my best friend ... | 6 I had a haircut ... |



For more practice, go to the Ministry of Education website.

I had a haircut two weeks ago.



Reading

1 Read Adam's diary. What do you think the word **nervous** means and why does Adam feel this?

Sunday 8th May

Yesterday our family moved to our new house in Alexandria. It took three hours to drive from our old house in Cairo.

**Monday 9th May**

This morning, Mum and I went shopping to buy a new school uniform for me. I hope students are friendly in my new school!

Tuesday 10th May

Today I went to my new school. I was quite **nervous**, but I sat next to a boy called Sami and he was friendly. We had lunch together in the school **canteen**.



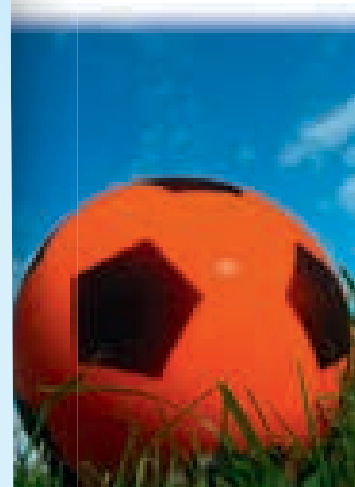
2 Read again and answer the questions.

- 1 What day did Adam and his family move house? They moved on Saturday 7th May.
- 2 Where was Adam's old house?
- 3 How did Adam feel before he started his new school?
- 4 How did he feel at the end of his first day? How do you know?
- 5 How did you feel when you started a new school?

3 Read another page from Adam's diary. What is great?

Monday 16th May

What a fantastic weekend! I went to Sami's house on Saturday and we played football in the park. I don't usually like football, but all his brothers wanted to play. It was a lot of fun! On Sunday, Mum helped me with my homework. Then Dad and I went to the sports centre. It is great, there is a really big swimming pool.



4 Read all the diary pages again. Who did Adam do these things with?

- 1 drove from Cairo to Alexandria He drove to Alexandria with his family.
- 2 went shopping
- 3 had lunch in the school canteen
- 4 played football
- 5 did his homework
- 6 went to the sports centre



5 Ask and answer the questions in pairs.

- 1 Which sport does Adam not usually like playing?
- 2 Why did he play this sport with Sami?
- 3 Why do you think he enjoyed it?

Life Skills

1 Do all the people in your family always want to do the same things?

2 What do you do when people want to do different things?

- a Say you only want to do what you want to do.
- b Decide to do what most of you want to do.
- c Work with your group to add a third option.

3 Read about Sara's family. Where should they go and what activities should they do in the morning and the afternoon on Sara's birthday? Work in pairs and make a decision.

Mum likes playing sports, but she does not like watching sports.

Nadia, aged five, is frightened of the dark. She cannot swim. She loves animals.

Dad likes science. He likes to eat out.

Sara likes history and she likes playing games.



In order to make an effective decision, you have to:

- determine the problem or challenge.
- Select the best solution for the problem.

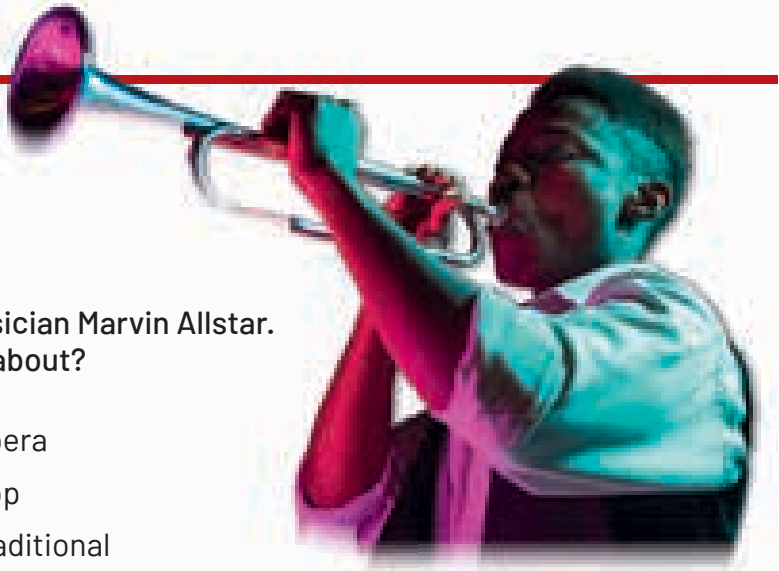
They should go to the swimming pool.

No, they can't go there because Nadia can't swim.

They can go to the zoo because Nadia loves animals. They can have lunch there because dad likes to eat out.



For more practice, go to the Ministry of Education website.



Listening and speaking

- 1 Listen to an interview with the musician Marvin Allstar. Which four types of music do they talk about?

- | | |
|--|--|
| 1 <input checked="" type="checkbox"/> jazz | 2 <input type="checkbox"/> opera |
| 3 <input type="checkbox"/> classical | 4 <input type="checkbox"/> pop |
| 5 <input type="checkbox"/> rock | 6 <input type="checkbox"/> traditional |

- 2 Listen again and complete these sentences.

- Marvin likes jazz music best.
- He learned to play the piano when he was
- He likes the sound of the
- He quite likes music.

- 3 Listen and write the types of music you hear in your notebook.

- 1 traditional 2 3 4 5 6

- 4 Listen to the interview with Marvin again. Write down the three questions that the interviewer asks.

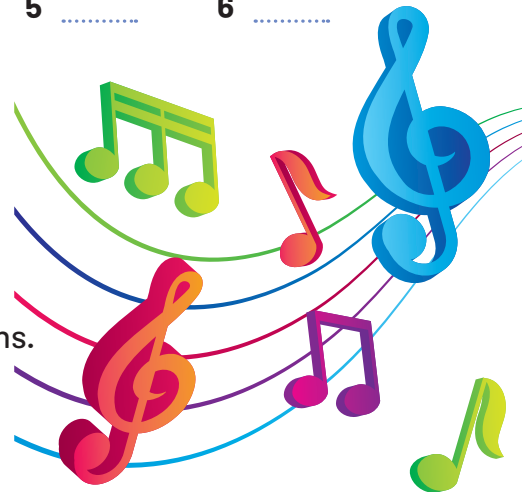
- What type of music do you like?
-
-

- 5 Listen to the questions again and answer the questions.

- Which words are stressed in each question?
- In each question, does the person's voice rise or fall?

- 6 Work in pairs.

- Discuss the music you like.
- Share your answers with the class. Do you all like the same type of music?
- Should people have different opinions about music? Is that a good or a bad thing?



What type of music do you like?

I like jazz but I don't like opera.



Questions

We often ask two types of questions:

- Yes / No questions** start with an auxiliary verb (*do, can, have*) or the verb *to be*. The voice usually rises at the end of the question.

Remember to answer with the same verb and the same tense:

Did you go to the park? Yes, I **did**. / No, I **didn't**.

Have you got a phone? Yes, I **have**. / No, I **haven't**.

Are you happy? Yes, I **am**. / No, I'm not.

- Wh- questions** start with these words:

how what when where which who whose why

The voice usually falls at the end of the question. Remember to answer with the same verb and the same tense:

What music **does** he **like**? He **likes** pop.

When did you **go** to the museum? I **went** to the museum four days ago.

7 Correct the underlined words.

- What time is it? It was quarter past ten. is.....
- Do you like jazz? Yes, I like.
- When did you go to the sports centre? I go there four days ago.
- Have you got a new jacket? No, I don't.
- Can she swim? Yes, we can.

8 Think of a question using each of these words. Then ask and answer with a partner.

- | | |
|------------|-----------------|
| 1 When ... | 2 Are ... |
| 3 Can ... | 4 Did ... |
| 5 What ... | 6 How often ... |
| 7 Why ... | 8 Is ... |

Remember!

Make sure that your voice rises at the end of a Yes/No question and falls at the end of a Wh- question.



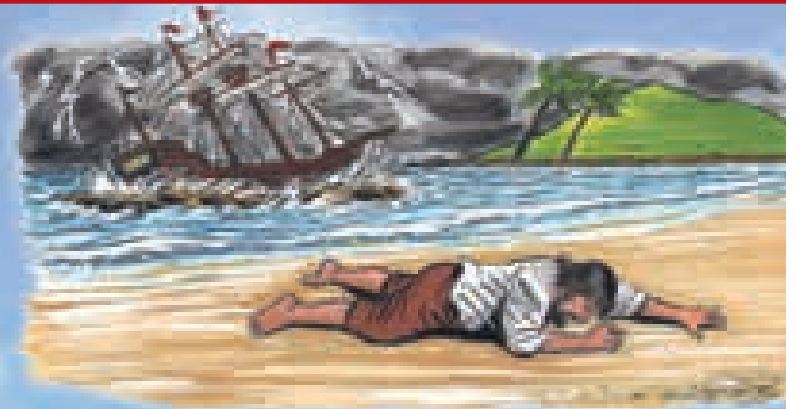
For more practice, go to the Ministry of Education website.

When did we have our last maths lesson?

We had it yesterday at 2 o'clock.

Reading

- 1 Read about Robinson Crusoe. What did Crusoe want to find?
- 2 Read the story again and answer the questions.
 - 1 What kind of story is *Robinson Crusoe*?
It's an adventure story.
 - 2 What date did Crusoe arrive on the island?
 - 3 What two types of food did he eat? Which did he prefer?
 - 4 Why do you think he wanted to find a cave?



Robinson Crusoe is an adventure story by Daniel Defoe. Robinson Crusoe was a **sailor**. One day his ship **sank** because there was a really **terrible** storm. Crusoe swam to a **nearby** island, but there were no other people there. Crusoe wrote a diary of what happened to him on the island.

18th December

I arrived on the island four days ago. Today I walked along the beach again, but I saw nobody and I think I am **alone**. This afternoon I found a dead fish and ate it but it was not nice. Although I am hungry, I don't want to eat another dead fish!


19th December

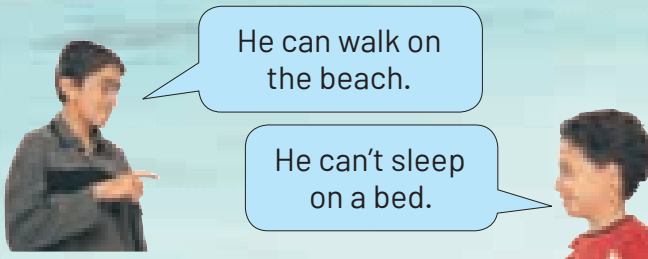
I found a **coconut** on the beach today. It was delicious. It rained last night and I was cold and wet, so today I went to look for a cave. I want a warm place to sleep. I walked through a **jungle** and there were some rocks, but no **caves**.

20th December

I found a cave!!

Speaking

- 3  Work in pairs. Discuss.
 - 1 Crusoe is alone on the island. What can he do? What can't he do?



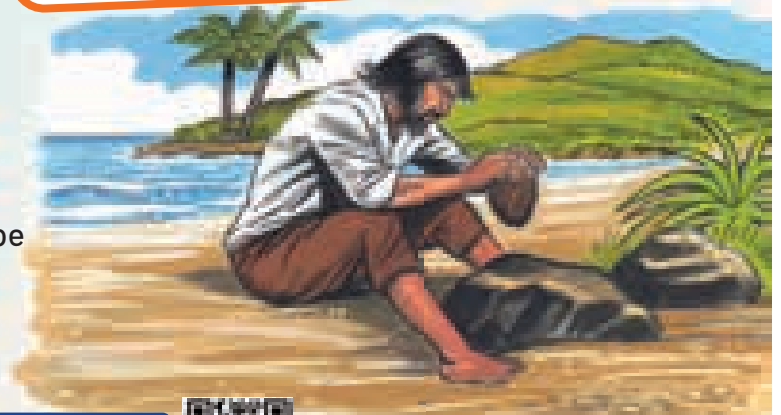
- 2 Crusoe found food and a cave. What other things do you think he needs to live on an island without any people?
- 3 Why do you think Crusoe wrote a diary? Was it useful?

Writing

- 4 1 What do you think happened to Crusoe next? Complete the diary entry.

21st December

Today I



Speaking

- 1 Answer the questions.
 - 1 What kind of a person was Robinson Crusoe?
 - 2 What was the island like?
 - 3 What other things do you remember about the story? Tell your partner.
 - 4 What happened to Crusoe that was terrible? What happened to him that was great?
 - 5 Did you like the story? Why/Why not?

Research

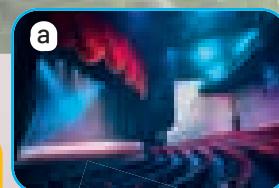
Find out what happens next to Robinson Crusoe.



Listening

- 2 Listen to three people talking about their weekend. Match the person to the photos.

- 1 Lina
- 2 Hisham
- 3 Judy



- 3 Listen again and match to make sentences

- | | |
|---|------------------------------------|
| 1 <input checked="" type="checkbox"/> b It was terrible because | a although it was expensive. |
| 2 <input type="checkbox"/> It was great because | b my team lost 5-2. |
| 3 <input type="checkbox"/> The pizza was really good | c although I had lots of homework. |
| 4 <input type="checkbox"/> It was OK on Saturday, | d I went to the bowling alley. |

- 4 Ask the questions in pairs. Answer using the expressions in the box below and give a reason using **although** or **because**.

It was OK.

It was great/fantastic.

It was terrible!

How was your weekend?

How was your birthday?

How was your last maths lesson?

Remember!

We use **because** to give a reason for something: His ship sank **because** there was a terrible storm.

We use **although** to contrast information:

Although I am very hungry, I don't want to eat another dead fish!



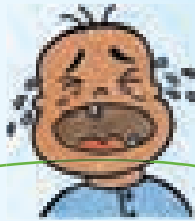
For more practice, go to the Ministry of Education website.



Reading

- 1 Read Dalia's diary and the writing tips. What was her opinion of the terrible day? Why?

Sunday 13th August



Today was a terrible day! My baby brother woke me up at 5 am! I am so tired now. I went to the kitchen for breakfast but we had no milk or bread. So Mum asked me to go to the shop but it was closed because it was only 6.30 am!

Then I tried to do my maths homework but I lost all my work because my laptop stopped working. Although we planned to have a barbecue in the afternoon, it was very windy. We could not have it!

I hope tomorrow is a better day!



Writing tip

You can end a sentence with an exclamation mark (!) to show strong emotion.

Use an exclamation mark after interesting or surprising information.

A capital letter follows both a full stop and an exclamation mark.

a Use the past tense (most of the time).

b Use the first person (I or We).

c Write things in the order that they happened.

d Talk about your feelings, hopes, thoughts and opinions.

e Include pictures and doodles.

Speaking

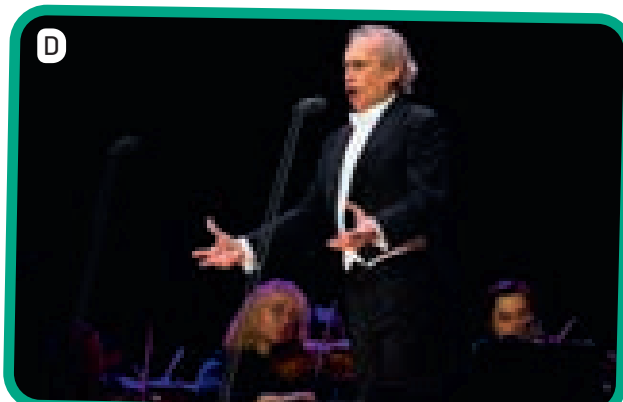
- 2 Read the diary again and answer the questions.

- 1 Why are diary entries usually in the past tense?
- 2 Why do we usually use the first person?
- 3 Which words can we use to show the order that things happened?
- 4 Think of other verbs we can use to show feelings, hopes, thoughts and opinions?



Review

1 Look and say the type of music. Which do you like?



2 Ask and answer the questions about these places in pairs.

aquarium beach bowling alley football stadium funfair museum
planetarium restaurant shopping centre sports centre

1 When did you last go to each place?

2 What did you see or do there?

I last went to the aquarium a year ago. I saw a lot of fish!

3 Reorder the words to make questions. Then ask and answer the questions in pairs.

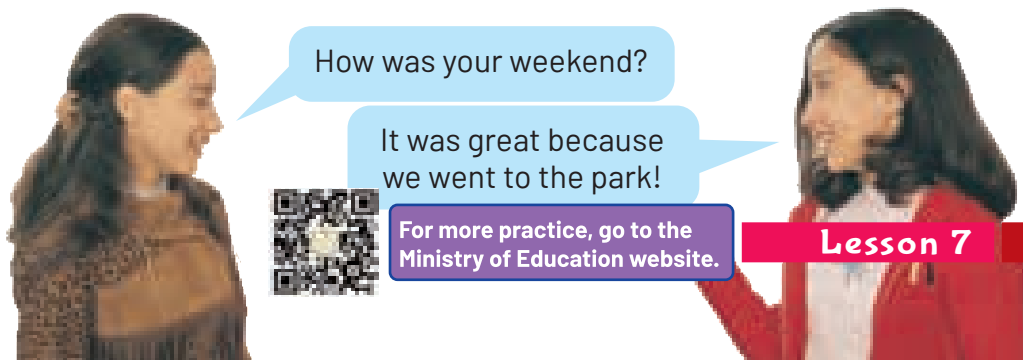
1 your / How / weekend? / was How was your weekend?

2 you / listen / Did / to / music / yesterday?

3 whiteboard / Is / a / classroom? / there / your / in

4 play / musical instrument? / a / you / Can

5 breakfast / What / have / for / did / you / morning? / this



How was your weekend?

It was great because we went to the park!



For more practice, go to the Ministry of Education website.

The amazing world around us

Quiz

Find these things in the photos.

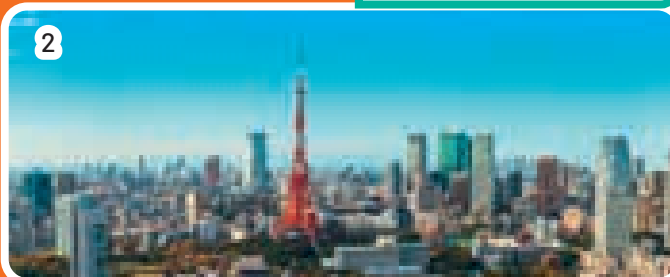
bridge city pyramid
tower tunnel

Can you guess the countries they are in?

1



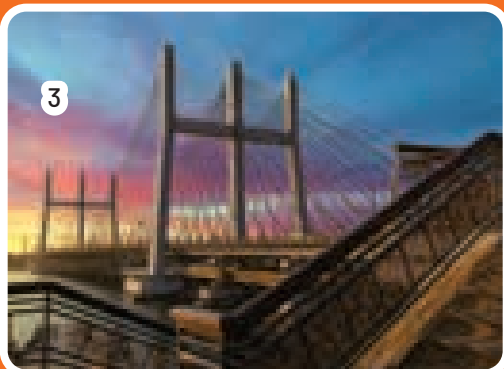
2



Research

Where is the pyramid called El Castillo, and how old is it?

3



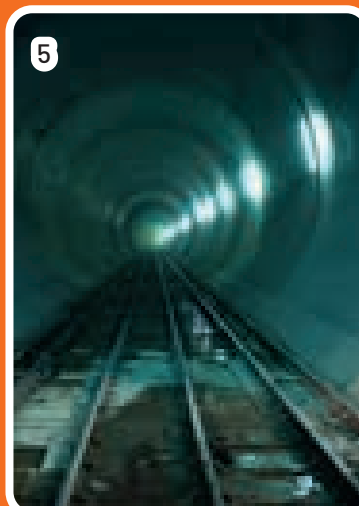
Find

How wide is the
Tahya Masr Bridge?

4



5



Reading: A text about the Tahya Masr Bridge; the Grand Egyptian Museum

Writing: A paragraph on a museum about the twenty-first century; a fact file; a review of places giving your opinion

Listening: Facts and figures; a quiz

Speaking: Talking about measurements; making comparisons

Language: Comparative and superlative adjectives

Issues: Loyalty and belonging

Life Skills: Respecting different opinions

Speaking and listening

1 Match the measurements and the photos on page 12.

- a ☐ It's 30 metres high.
- b ☐ It's about 540 metres long.
- c ☐ More than 37,500,000 people live there.
- d ☐ It's just under 850 years old.
- e ☐ It's 2.3 kilometres deep under the ground.

How long is the Cairo-Alexandria desert road?



It's 220 km long.

2 Listen and check your answers to Exercise 1.

3 Work in pairs. Make questions. Then ask and answer.

- 1 how long / the Cairo-Alexandria desert road? 220 km
- 2 how deep / Lake Baikal / Russia? 1,642 m
- 3 how high / Abraj Al-Bait Clock Tower / Saudi Arabia? 601 m
- 4 how old / the Luxor Temple? just under 3,500 years
- 5 how many / people live in Cairo? / more than 20 million

Remember!

We write:	We say:
435,000	four hundred and thirty-five thousand
37,000,000	thirty-seven million
37,435,191	thirty-seven million, four hundred and thirty-five thousand, one hundred and ninety-one

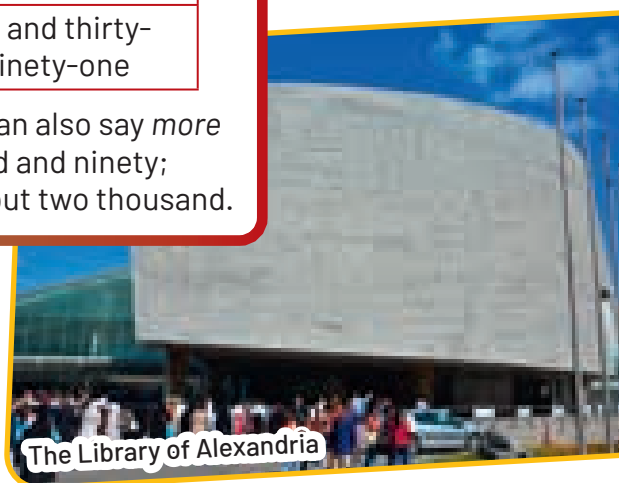
When we do not want to give an exact number, we can also say *more than* / *just under/about*: 192 = more than one hundred and ninety; 179 = just under one hundred and eighty; 2,003 = about two thousand.

4 Listen and check your answers to Exercise 3.

Writing

5 Work in pairs.

- 1 Find examples of a bridge, tower, tunnel or an important building in Egypt.
- 2 Research information about it and write the answers to these questions:
 - Where is it? • Why was it built? • When did building start? • When did it open?
 - How high or long is it? • Any other interesting facts?



For more practice, go to the Ministry of Education website.

8

Lesson 2

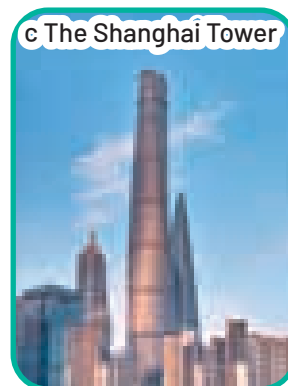
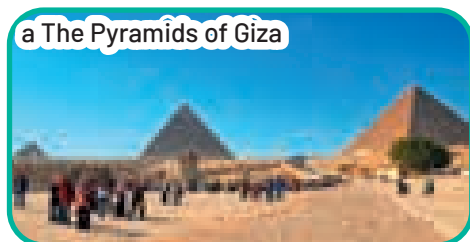
Vocabulary

1 Ask and answer the questions in pairs.

- How many of these adjectives do you know? Check any new words in a dictionary.
- Which adjectives can you use to describe the photos?

crowded empty low modern narrow noisy old quiet tall wide

The Pyramids of Giza are old and tall.



Speaking

2 Work in pairs and do the quiz.

How much do you know? Do our quiz!

Pyramids

- Which pyramid is taller, the Great Pyramid of Giza or the Red Pyramid?
- Which pyramid is **farther** from the centre of Cairo?
- Which one is more crowded with visitors? Does that make it noisier or quieter?

Buildings


- Which building is taller, the Shanghai Tower in China, or the Al Hamra Tower in Kuwait?
- Which one is more modern?

Capital cities

- Compare Bangkok, Thailand with Brasilia, the capital of Brazil. Which city is older?
- Which has a bigger population? Can you guess how many people live in each one?

I think the Great Pyramid of Giza is taller.

Listening

3  Listen and check your answers to Exercise 2.

- 1 How many did you guess correctly?
- 2 Compare your answers with a partner.

Language

4  Listen and complete the table with the missing examples.

Comparative of adjectives

We use comparative adjectives to compare two things, people or places.

	adjective	comparative		adjective	comparative
Short adjectives	high	higher	Irregular adjectives	good	better
	big	bigger		bad	worse
	noisy	noisier		far	3
	tall	1			
Long adjectives	modern	more/less modern			
	crowded	2 crowded			

5 Work in pairs. Make sentences with these words.

- 1 Mount Everest / is / high / Mount Kilimanjaro.
Mount Everest is higher than Mount Kilimanjaro.
- 2 The Nile river / is / long / the Amazon.
- 3 Cairo / is / crowded / Aswan.
- 4 The pyramids at Giza / are / easy / for tourists to visit / the Red Pyramid.

Remember!

When you are comparing something, use *than* after a comparative adjective: I'm older than you.

6 Work in pairs and compare the following.

- I / my friend
- cars / buses
- a forest / a city street
- the sea / a river

I'm taller than my friend.

My friend lives nearer to the school than me.

Research

7 Work in pairs.

- Research some facts about two similar places or buildings.
- Write another question for the quiz. Then ask the class.

Which bridge is longer, the 6th October Bridge or the Qasr El Nil Bridge?



For more practice, go to the Ministry of Education website.


8

Lesson 3

Reading and listening

- 1 Work in pairs. Choose adjectives to describe the bridge in the photo.
- 2 Look at this photo. Read quickly to decide how it is different from other bridges.


beautiful cheap dangerous
expensive high low modern noisy
old quiet safe tall ugly

- 3  Listen and complete the information.
- 4 Read about the Tahya Masr bridge and answer the questions.
 - 1 How wide is it? It is 67.36 metres wide.
 - 2 How long is it?
 - 3 How many people helped to build it?
 - 4 How long did it take to build?
 - 5 What do you think *sunset* means and why is it the best time to walk across the bridge?

Speaking

- 5 Discuss the questions in groups.
 - 1 Why is it important to be proud of your country's achievements?
 - 2 What other Egyptian achievements are you proud of?
 - 3 What can you do to help protect these achievements?

Language

- 6  Listen and complete the table.

The superlative of adjectives

We use superlative adjectives to compare more than two things.

	adjective	superlative
Short adjectives	high	the highest
	fast	the ¹
	busy	²
Long adjectives	popular	the most/least ³
	expensive	the ⁴
Irregular adjectives	far	the farthest
	good	⁵
	bad	the worst

The Tahya Masr Bridge



The world's widest **suspension bridge** opened in Cairo in May 2019. It is 67.36m wide and 540m long.

More than 4,000 people helped to build it. They started building it in ¹

They finished it in 32 months. The bridge crosses the Nile's Warraq Island. More than ² people live on the island.

Many people enjoy walking across the bridge. It has a glass floor, so you can see the river under your feet! The best time to cross the bridge is at **sunset**, for a beautiful view of the city.

7 Say the superlative form of these adjectives.

beautiful cheap dangerous deep empty long low modern
narrow old quiet safe ugly wide

8 Complete the sentences with the comparative or superlative form of the adjective in brackets.

- 1 Some people think maths is the most difficult (difficult) subject of all, but I think it is (easy) than social studies.
- 2 I am (short) than my brother, but my sister is (tall) than him. She is (tall) in our family.
- 3 Ice skating is (safe) than skiing, but mountain climbing is (dangerous) sport of all. It is also (expensive) sport.
- 4 On Saturdays, the market is (quiet) than on Fridays. The (busy) day at the market is Friday.
- 5 Some of (old) buildings in the world are also (beautiful).

Remember!

With longer adjectives, the opposite of **more / the most** is **less / the least**:
Tennis is **less** dangerous than football.
This is **the least** popular book in the library.

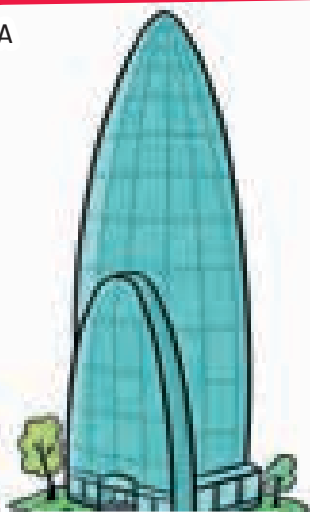


I think building A is the most beautiful building.

Speaking

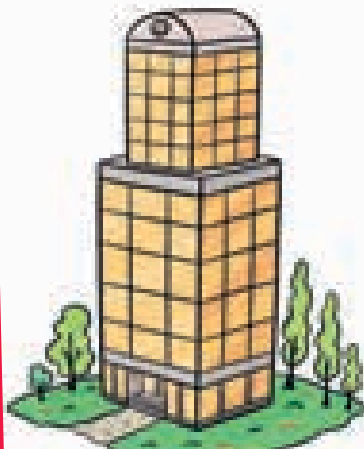
9 Work in pairs. Describe and compare these buildings. Use comparative and superlative adjectives.

A



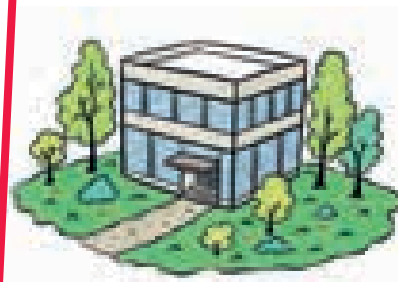
1.5 km to city centre

B



0.5 km to city centre

C



2 km to city centre



For more practice, go to the Ministry of Education website.

8

Lesson 4

Listening

1 Listen and complete the sentences.

1 Which subject do you think is more, English or

2 In my opinion, is the of all.

3 I think has the most in Egypt. Do you?

4 I agree. It's also the

5 What's your opinion of? Do you agree that it's more than?

6 I'm afraid I

7 What do you about the new TV show?

8 I think it's show on TV right now!

Speaking

2 Work in pairs. Ask the questions in Exercise 1 and answer with your opinion.

3 Ask questions about the following in pairs. Agree or disagree.

books famous buildings
films and TV holiday places
school subjects sports

What's the best book you can think of? Why?

In my opinion, it's *Gulliver's Travels* because it's very exciting.

I disagree. I'm sure modern books are better.

Life Skills

Remember that it is important to be polite when you give your opinion. Tick (✓) the polite ways of disagreeing with someone.

1 ☒ I don't feel the same as you about that.

2 ☐ You are WRONG!

3 ☐ In my opinion, ...

4 ☐ I'm sorry, but I don't have the same opinion.

5 ☐ What? No way!

6 ☐ I'm not sure about that.

7 ☐ I'm afraid that ...

Work in pairs. Give your opinion about something. Disagree politely.



Speaking and reading

- 1 What do you know about the Grand Egyptian Museum? Discuss in groups.
- 2 Read the text. What is the main idea of the article?

The Grand Egyptian Museum

1 The oldest museum in Cairo opened in 1835. There were more than 160,000 of Egypt's most valuable **treasures** on display. However, the museum did not have **space** for 100,000 other objects. In 2002, there was a **competition** to design a bigger and more modern museum. The competition had 1,557 designs from more than 80 different countries.

2 The Grand Egyptian Museum (GEM) welcomed its first visitors in 2019. It is farther from the city centre than the old museum, but only two kilometres from the pyramids at Giza. It has more space for valuable objects, more people can see them and it is able to look after the objects really well.

3 One of the most beautiful parts of the museum is the **entrance**, with its big plants and statues. The biggest statue is that of Ramses II, which is 12-metres high.

4 Moving these objects from the old museum in Tahrir to the Grand Egyptian Museum is not easy. It is expected to take many years of hard work.


- 3 Read the text again and match the headings a-c with the paragraphs 1-3.

- a ☐ What can you see in the new GEM?
- b ☐ Why did the museum in Tahrir need to move?
- c ☐ Where is the GEM and what is special about it?

- 4 Read the text again and say what these numbers refer to.

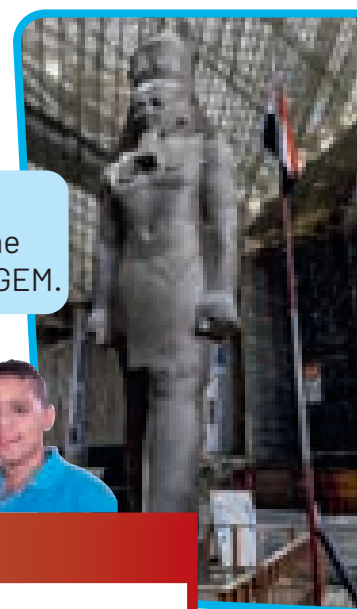
1 2 2 80 3 1,557 4 12 5 160,000 6 2002

Speaking

- 5  Discuss the questions in groups.

- 1 Why do we have museums? Do we need museums now that we have the internet? Why?
- 2 Why do you think it will take so many years to move the museum?
- 3 Do you think moving it is a good idea? Why?

Two is the number of kilometres from the Pyramids of Giza to the GEM.



Project

- 6 Work in groups. Plan a museum about the twenty-first century.
 - 1 What objects are in the museum? Where can you put them?
 - 2 Why did you choose these objects?



For more practice, go to the Ministry of Education website.

Reading

- 1 Look quickly at the text. Choose the correct answer.

The text is from ...

- a a short story.
- b a website review.
- c a guide book.

- 2 Read the text again and answer the questions.

- 1 When did the writer go to the Valley of the Kings and why did he/she go at this time?
- 2 How big was the Hypostyle Hall?
- 3 Which place had more people than the Valley of the Kings?
- 4 Which place did the writer prefer and why?
- 5 What did the writer's brother say?

Speaking

- 3 Work in pairs and answer the questions.

- 1 Is the text written in the first, second or third person?
- 2 Which expressions does the writer use to show opinions?
- 3 Which word does the writer use to show a reason for something?
- 4 Which comparative and superlative adjectives does the writer use to compare the places?

- 4 Work in pairs. Choose one of the following and make notes to answer the questions.


cities famous buildings holiday places parks

- 1 What is your opinion of these places?
- 2 What can you see or do there?




We had a wonderful holiday in Egypt. These are my opinions about three of the most interesting places.

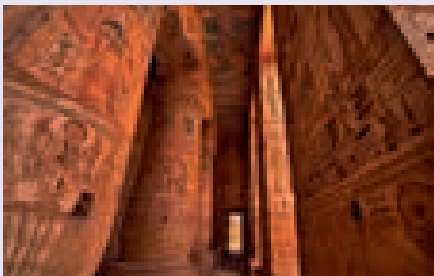
The Valley of the Kings in Luxor is one of the most popular places for tourists to visit. We went early because that is the quietest time. My brother said, "This is fantastic!" I am sure it gets busier later on during the day.



The biggest place we went to was the Karnak Temple. My favourite part was the Hypostyle Hall, a 5,000-square-metre "room" with 134 stone **columns**. I think it was more crowded than the Valley of the Kings.



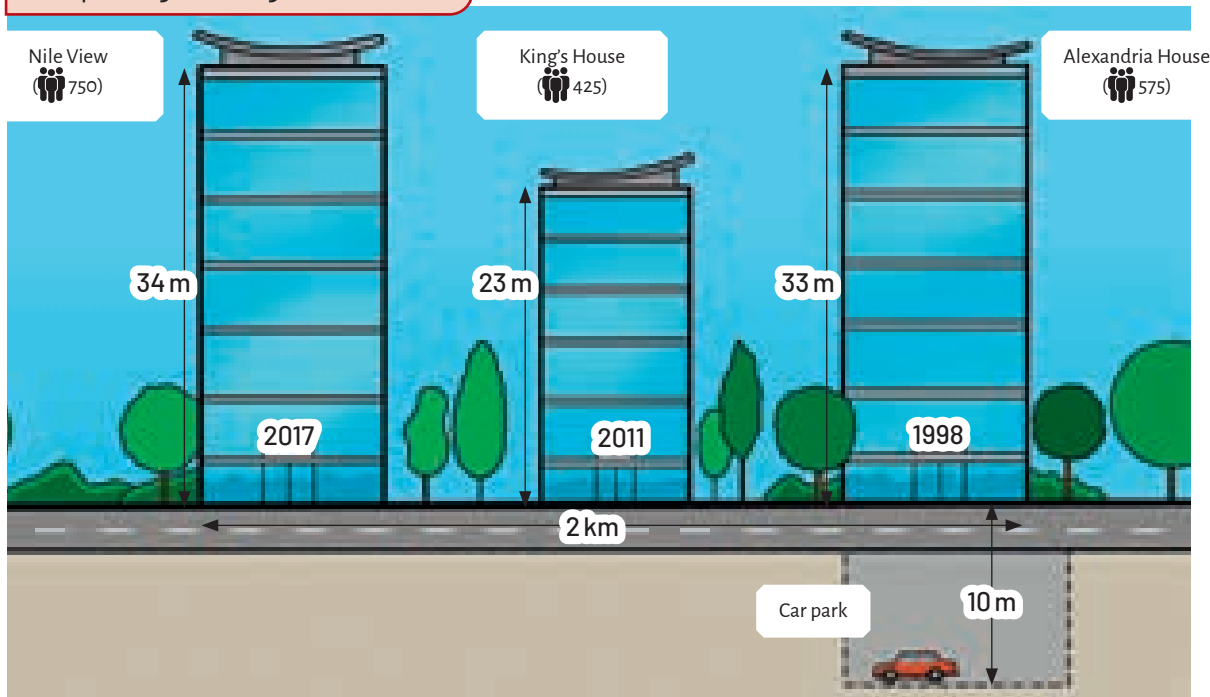
In my opinion, the best and quietest place we visited was Habu Temple. It has columns similar to those at Karnak, but because it is less crowded, you can study them for longer.




Review

- 1 Look, read and complete the questions and answers about these buildings. Then ask and answer in pairs.

deep high long most old



- How old is Nile View? It's years old.
- How is the car park? It's metres under the ground.
- How is the road? It's kilometres.
- How is King's House? It's metres.
- Which house has the people? It's

- 2 Now compare the buildings in Exercise 1. Use the comparative and superlative forms of these adjectives.

big old tall

Alexandria House is taller than King's House.

- 3 Work in pairs. Complete the sentences using the words in brackets. Do you agree or disagree?

- My uncle is the oldest (old) person in my family.
- Trains are (fast) than planes.
- Egypt is (sunny) and (hot) than Germany.
- In my opinion, history is (interesting) subject.
- I think motorbikes are (dangerous) than bikes.
- The Nile is (long) river in the world. It is even (long) than the Amazon.



I disagree. My grandmother is the oldest.



For more practice, go to the Ministry of Education website.

Adventure!

Reading: Holiday plans; a postcard; *Around the World in 80 Days*

Writing: A paragraph about an adventure sport; an email planning a trip

Listening: Discussing adventure sports; a game; a presentation about a trip to the desert; a conversation about choosing activities

Speaking: Discussing activities and travel plans; describing the weather

Language: going to for plans; reflexive pronouns

Life Skills: Negotiating; respect the opinions of others

Quiz

Find these activities in the pictures.
Which are water sports?
Which are mountain sports?

diving

kayaking

mountain biking

windsurfing

trekking

sailing

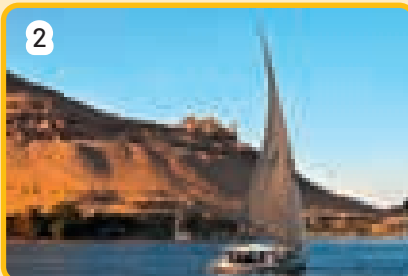
rock climbing

zip lining

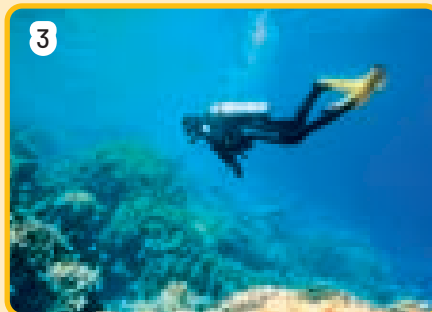
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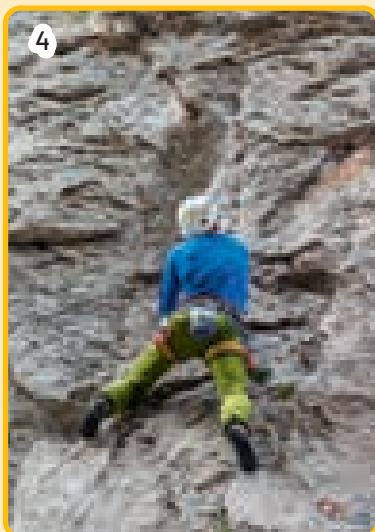
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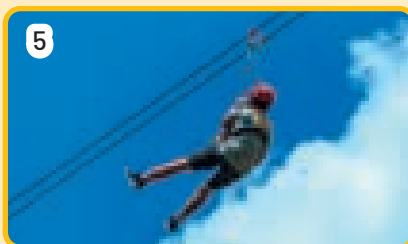
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4



5



Research

Where is Mount Catherine and how high is it?

6



7



8



Find

Go through the unit and find out where Ras Shetan is.

Listening

1 Listen to Hassan and Imad. Which of the quiz activities do they talk about?

2 Listen again. Are these sentences true (T) or false (F)?

- 1 Imad went diving last year. T
- 2 Hassan went windsurfing with his family.
- 3 Hassan thinks rock climbing is dangerous.
- 4 Imad and Hassan think mountain biking looks scary.
- 5 Hassan thinks zip lining looks fun.
- 6 Imad would like to try zip lining.

Going to for future plans

We use *going to* when we already know our plans for the future:

I **am ('m) going to** visit Sinai.

I **am not ('m not) going to** do anything scary.

What **is** he **going to** do?

Are you going to try rock climbing?

Yes, I **am**.

No, I **am not ('m not)**.

3 Read the email and answer the questions.

- 1 Is Reem going to go trekking this afternoon?
Yes, she is.
- 2 Is she going to try rock climbing?
- 3 What is she going to try tomorrow morning?
- 4 What is she going to try tomorrow afternoon?
.....
- 5 Is she going to go kayaking? Why/Why not?
.....

New message

Hi Eman!

I'm in Dahab with my family. 🌂😊 There's so much to do here! This afternoon, we're going to go trekking in the mountains. I'm not going to try rock climbing. It's too scary! 😱

Tomorrow, we're going to try windsurfing in the morning and in the afternoon, we're going to go diving! 😄

We're not going to go kayaking. There is no time! 😞

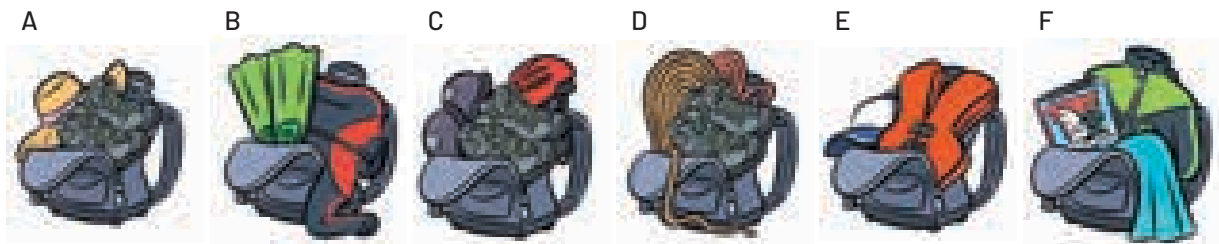
Love, Reem

SEND

🔗 📎 📧 📧 📧 📧 📧

4 Listen to Mustafa and Hazem playing a game. Which bags do they choose?

5 Look at the pictures and play the game in pairs.



For more practice, go to the Ministry of Education website.

Reading

- 1 Read Ahmed's plans. When is he going to climb Mount Catherine and what do you think a tent is?

My Trekking Adventure

By Ahmed

Next year, I'm going to go trekking across Sinai. It's going to be a big adventure! I'm going to travel nearly 500 kilometres through mountains from Ras Shetan to Serabit El Khadem. I'm going to sleep in a **tent** and stay with **Bedouin families**. I'm going to have a guide to help me find the way and a camel to carry food and water. The journey is going to take me 43 days.

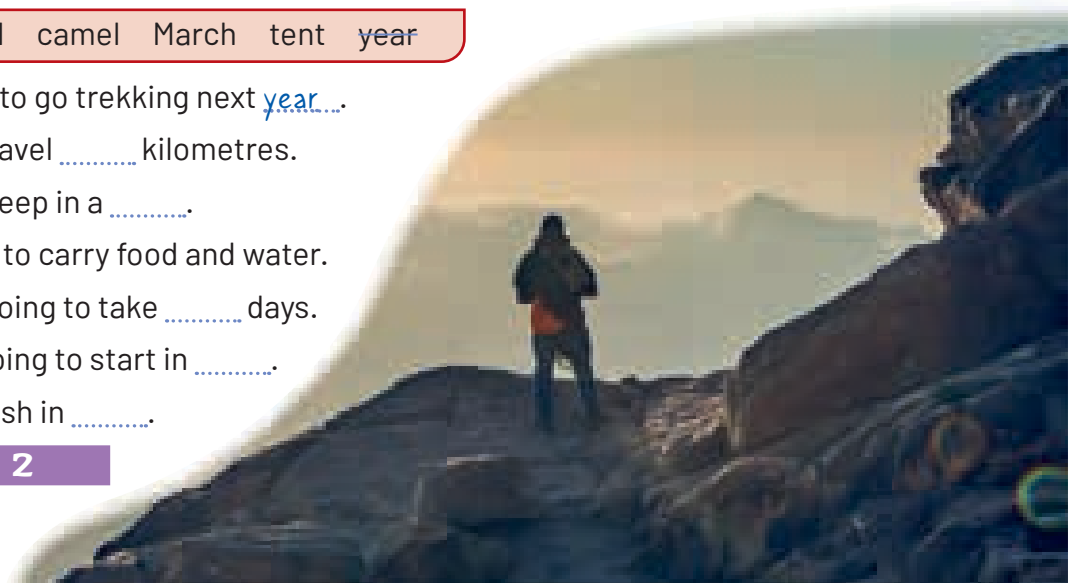
Here's my plan:


- 3rd March**
leave Ras Shetan
- 14th March**
arrive at Ein Kidd
- 30th March**
arrive at St Catherine
- 1st April**
climb Mount Catherine
- 15th April**
arrive at Serabit El Khadem

- 2 Read the webpage again and complete the sentences with words from the box.

43 500 April camel March tent year

- Ahmed is going to go trekking next year.
- He is going to travel kilometres.
- He is going to sleep in a
- A is going to carry food and water.
- The journey is going to take days.
- His journey is going to start in
- It is going to finish in



- 3  Listen and write the dates in your notebook.

1 1st April.

- 4 Work in pairs. Look at the plan on page 24 and say what Ahmed is going to do.

On the third of March, Ahmed's going to leave Ras Shetan.



Remember!

We write:	We say:
1st March	the first of March
2nd March	the second of March
3rd March	the third of March
30th March	the thirtieth of March

Tip


It is important to negotiate when you need to decide something important with other people. Remember, negotiation is not about winning or losing an argument. Listen carefully to what other people say. You should try to get the best ideas from and for each other.

Life Skills

- 1 You are going to go mountain climbing. Choose three things you should take with you.
- 2 Compare answers with a partner. Negotiate the three most important things to take with you.

I think we should take a phone.



- 5  Listen to Mariam talking about her plan. Complete her notes.



My Adventure!

Activity: ¹ go sailing down the Nile.
 Travel from: ²
 Travel to: ³
 Leave on: ⁴
 Arrive on: ⁵

Project

Plan your own adventure.

- 1 Work in pairs. Choose an adventure sport from the lesson, or your own ideas.
- 2 Research information about this sport. Where can you do it? What equipment or skills do you need to do it? How long will you need?
- 3 Tell other students about your plan.

We're going to go diving in the Red Sea.



For more practice, go to the Ministry of Education website.

9

Lesson 3



Reading

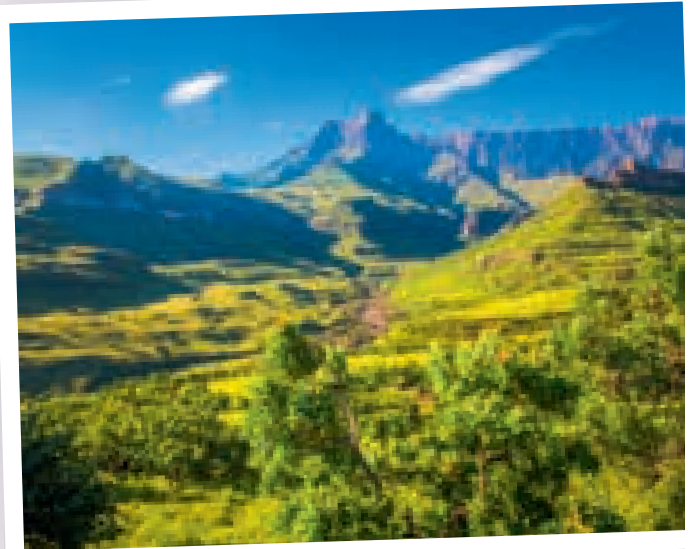
1 Read the postcard. Which activity are they going to do tomorrow?

a rock climbing

b trekking

c zip lining

Dear Grandma,
We're really enjoying ourselves on holiday in South Africa! It's beautiful here and there's a lot to do.
Yesterday was an adventure. We went trekking in the mountains. It was **sunny** when we started, but when we got to the top of the mountain we saw dark **clouds**. On the way down, the **rain** started! Then there was a **storm**. The rocks were **wet** and Tamer fell over and hurt himself. But it's OK — his leg is better today.
Tomorrow the weather is going to be better, so we're going to try zip lining! I'm a bit frightened, but I'm excited, too.
See you soon,
Dalia



2 Read again and choose the correct answers.

1 Dalia is on holiday in ...

a Egypt

b South Africa

c Oman

d South America

2 At the start of the trek, the weather was ...

a sunny

b rainy

c cloudy

d stormy

3 Tamer hurt his ...

a arm

b head

c leg

d finger

4 The weather tomorrow is going to be ...

a terrible

b bad

c worse

d better

5 Dalia is going to try ... tomorrow.

a zip lining

b mountain biking

c trekking

d windsurfing



Language

3 Complete the table. Which letter/letters do you add to make the adjective? Use a dictionary if you need to.

4 Listen to the descriptions a-d. Which one describes the photo in Exercise 1?

Weather words

Noun	Adjective
rain	1 <u>rainy</u>
sun	2
cloud	3
wind	4
snow	5
storm	6
fog	7

Speaking

- 5 Work in pairs. Describe the weather in a photo below. Do not say which one. Can your partner guess?



Language

- 6 Complete the sentences with the reflexive pronouns from the box.

herself himself myself ourselves yourself

- We enjoyed ourselves when we went sailing.
- Sami came out of the sea and dried with a towel.
- I made some salad for lunch.
- Maya taught to speak French.
- Would you like to make a cup of tea?

Reflexive pronouns

We use reflexive pronouns when the subject and object of a sentence are the same:

They're really enjoying

themselves.

Tamer hurt **himself**.

- 7 Put these pictures in the correct order to tell a story. Then listen to Nader's presentation and check your answers.

a ☐



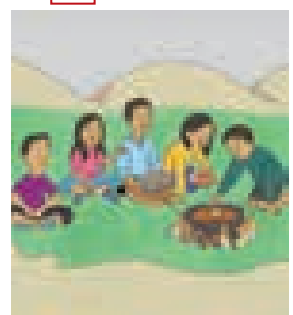
b ☐



c ☐



d ☐



- 8 Now answer the questions using reflexive pronouns and the verbs in the box.

keep warm make breakfast protect take photo

- Why did Nader put on a hat? He put on a hat to protect himself.
- What did Nader do when he wake up?
- What did Fatma do?
- Why did they sit by the fire?



9

Lesson 4

Around the World in 80 Days

by Jules Verne



In 1872, the writer Jules Verne read a newspaper article about a new **railway line** across India. It gave him a great idea for a book. He wrote a story about a British man called Phileas Fogg. He takes a **challenge** to travel around the world in just 80 days. This sounds easy today, but at that time, there were no cars or planes.

Reading

- 1 Look at the picture and read the introduction to *Around the World in 80 Days*. Which forms of transport do you think people use in 1872?

cars planes ships trains

- 2 Look at Phileas Fogg's plan and answer the questions.

London to Suez, Egypt	train and ship	7 days
Suez to India	ship	13 days
India to Hong Kong	train and ship	16 days
Hong Kong to Japan	ship	6 days
Japan to the USA	ship	22 days
Across the USA	train	7 days
USA to London	ship	9 days
Leave on 2 nd October	Return on 21 st December	

- 1 When is Phileas Fogg going to leave London?

He is going to leave on 2nd October.

- 2 How long does it take to travel from

London to Suez?

- 3 How is he going to travel across the USA?

- 4 Which is the longest part of the journey?

- 5 When is he going to return to London?

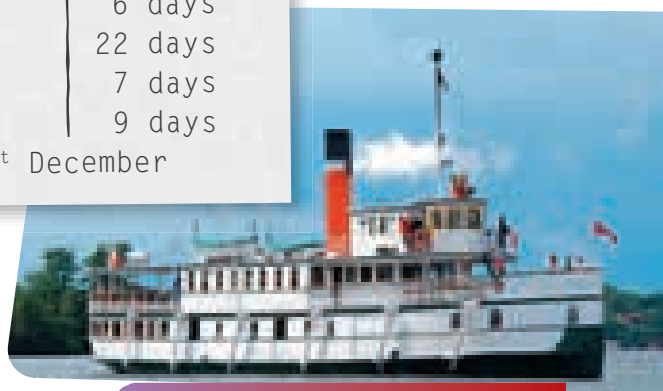
- 3 Read the end of the story and circle the correct words.

- 1 Phileas Fogg travels from Japan / the USA to the UK by ship.

- 2 The weather at sea is **good** / bad.

- 3 Phileas Fogg arrives in London one day **early** / late.

- 4 He **completes** / does not complete his challenge on time.



Think!

Fogg took the challenge to travel around the world in eighty days. What does this tell you about his character? Research to support your opinion.

When Phileas Fogg takes the ship back to London from the USA, there is a big storm at sea and he arrives in London one day late, on 22nd December. But he made a mistake: because he travelled east around the world, it is one day earlier than he thought. So he completes his challenge on time!

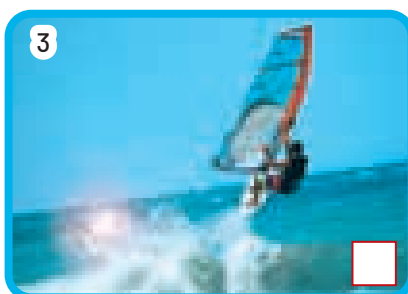


Listening and speaking

1 Ask and answer the questions in pairs.

- 1 What do you think was the most dangerous form of transport that Phileas Fogg took? Why?
- 2 What different forms of transport do we have today?
- 3 Can you think of any forms of transport that are also hobbies?

2 Listen to Ola and Lamia. Tick (✓) the activity they decide to do.



3 Put the conversation in order from 1–7.

- a I'm not sure. That sounds a bit scary. I'd rather do sport. ☐
- b What shall we do tomorrow? ☐
- c Good idea! ☐
- d Shall we go rock climbing? ☐
- e I don't know. I'm not very good at basketball. ☐
- f I know! Let's play tennis. We're both good at that. ☐
- g I like sport, too. How about playing basketball? ☐

4 Read the completed conversation in Exercise 3.

- 1 Circle the expressions that make suggestions.
- 2 Underline the expressions that respond to suggestions.

5 Work in pairs. Plan what to do this weekend.

Use some of the expressions from Exercise 3.

What shall we do this weekend?

How about going to the park?



Tip

You can use the expressions in Exercise 3 for making and responding to suggestions.



For more practice, go to the Ministry of Education website.

Reading

- 1 Ask and answer the questions in pairs.
 - a Do you usually write emails or letters?
 - b What are the advantages of writing emails?
 - c Are there any advantages to writing letters?
- 2 Read the email. Who is Karim?
 - a Maher's friend
 - b Maher's brother
 - c Maher's cousin



✉ New message
— ↗ ×

From: Maher

To: Karim

Subject: Your visit



Dear Karim,

I'm really excited that you are going to come and stay with us next week. I'm looking forward to seeing you again. What time is your train going to arrive? We can meet you at the station.

Our new home is by the beach. We can go swimming every day. There are lots of other things to do, too. How about going windsurfing or **diving**?

On Thursday, Grandad is going to visit us. Let's make him a special present. Why don't we find photos of ourselves and our other cousins? We can make him a photo album.

See you on Saturday!

From
Maher

SEND









⋮

- 3 Read the email again. Are these sentences true (T) or false (F)?
Correct the false sentences.
 - 1 Maher lives by the beach. T
 - 2 Maher does not want to go swimming.
 - 3 Maher and Karim can go windsurfing or diving.
 - 4 Maher wants to make a special present for his Grandad.
 - 5 Maher asks Karim to find photos of their friends.

Speaking

- 4 You are going to write a reply to Maher's email that answers his questions.
In what order can you put the following?

- a ☐ an ending
- b ☐ the activities you would like to do
- c ☐ the time your train arrives
- d ☐ your ideas about Grandad's present
- e ☐ an introduction saying that you are looking forward to visiting him

Remember

Emails usually start with *Dear (name)*. Emails to a friend usually end with an expression like *See you soon/ See you on Saturday, From (name)*.



Review

1 Reorder the letters to make weather words. Then complete the table.

- 1 niwyd windy 2 romst _____
 3 gof _____ 4 duloc _____
 5 wons _____ 6 nynus _____
 7 ynira _____ 8 goyfg _____








Nouns

Adjectives

windy

2 Work in pairs. Ask and answer questions about Reem's plan for the holidays.

Plans for the holidays

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						
✓	X	X	✓	✓	X	✓

Is she going to go sailing?

Yes, she is. She's going to go sailing on Sunday.

3 Rewrite each pair of sentences as one sentence, using reflexive pronouns.

- 1 I made a cup of tea. The drink was for me. I made myself a cup of tea.
 2 Omar took a photo. He was in the photo. _____
 3 We bought a new book. The book was for us. _____
 4 Mona drew a picture. She was in the picture. _____



Project

Make a presentation about an adventure sport.

- Find a photo or draw a picture of the activity.
- Research the activity online or in books or magazines. Find out about:
 - the history of the sport
 - where people do this sport
 - the equipment that you need
- Plan your presentation on the computer or make notes.
- Give the presentation to the class.



For more practice, go to the Ministry of Education website.

Reading

- 1 Read the emails. Did Amy and Dareen both climb Sydney Harbour Bridge?



New message

Hi Dareen

How are you? I'm really enjoying myself in Sydney with my family. Sydney is about eight hours by car from our home in Melbourne. Yesterday I climbed Sydney Harbour Bridge. It was very high and **scary**. But the views from the top were fantastic! My sister and I took a great selfie of ourselves!

Tonight I am going to listen to music at the Sydney Opera House, but it is not opera, it is classical music! Tomorrow I am going to the Blue Mountains. I am going to swim in a lake and go rock climbing.

Here are some photos!

Love, Amy

SEND

New message

Hi Amy

Your holiday sounds fantastic. My family and I went to Sydney last year but we did not climb the bridge! We went to Bondi Beach and went windsurfing and kayaking. I love water sports! 🏄

I hope you enjoy your holiday, send me an email when you are home.

Love, Dareen

SEND



- 2 Read the emails again and answer the questions.
- 1 What did Amy do yesterday? She climbed Sydney Harbour Bridge.
 - 2 What did Amy and her sister do at the top?
 - 3 What kind of music is Amy going to listen to tonight?
 - 4 What did Dareen do in Sydney?
 - 5 What does the word **scary** mean? Check in your dictionary.
- 3 Complete the table with these verbs from the text.

am are ~~climbed~~ did not climb going to go going to listen to
going to swim hope is love was went were

Past	Present	Future
climbed		

Speaking

- 4 Ask and answer the questions in pairs.
- 1 What are you doing now?
 - 2 What did you do yesterday?
 - 3 What are you going to do tomorrow?





Writing

1 Read the answers and then write the questions.

How long How long How many When


- 1 How long is Sydney Harbour Bridge? It is 1,149 metres long.
- 2 It took eight years to build the bridge.
- 3 It opened in 1932.
- 4 More than 160,000 cars cross the bridge every day.

Listening and speaking

2 Look at the table comparing Australia with Egypt. Work in pairs. Can you guess the answers?

I think Australia is about a million square kilometres.

I don't agree. I'm sure it's bigger.

	Egypt 	Australia 
size	..... km ²	..... km ²
highest mountain	Mount Catherine m	Mount Kosciuszko m
longest river	Nile km	River Murray km
oldest building	Khufu	Elizabeth Farm

3  Listen, check your answers to Exercise 2 and complete the table.



For more practice, go to the Ministry of Education website.

Welcome to my home!

Discuss

What are the things in the photos made of? Which of the objects has the same name as its material?

cotton ☐ glass ☐ leather ☐ metal ☐
 plastic ☐ stone ☐ wood ☐ wool ☒

Reading: Homes in ancient Egypt; round houses around the world

Writing:

- A paragraph describing your first school
- A timeline of a famous person's life
- A diagram of future houses

Listening: A podcast about homes of the future

Speaking: Saying what things are made of; predicting the future

Language: *is/are made of; there was/were; there will/won't be* for predictions with no evidence; saying years

Life Skills: Creativity; good listening and self-expression



Research

When was the Stone Age and why was it called this?



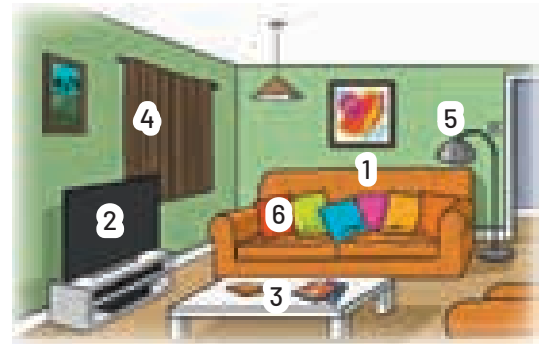
Find

Look through the unit and find out why some houses are round.

Language

1 Are these sentences true (T) or false (F)?

- 1 The sofa is made of leather. T
- 2 The television is made of glass and plastic.
- 3 The table is made of glass.
- 4 The curtains are made of wool.
- 5 The lamp is made of stone.
- 6 The cushions are made of cotton.



2 Look at the table and read the examples.

Describing materials

Singular	What is it made of ? The sofa is made of leather.
Plural	What are they made of ? The cushions are made of

We use **is** or **are** + **made of** to describe the material of an object.



Speaking

3 Work in pairs. Find these objects in the photos. What are they made of?

bag skirt socks statue tablet teaspoons toy wallet



4 Work in pairs. Ask and answer questions about your possessions.

What's your pencil case made of?

It's made of plastic.
What's your bag made of?

I'm not sure; I think it's made of cotton.

Remember

When you are not sure of an answer, say I don't know or I'm not sure. You can also guess: Is it made of plastic? I think it's made of glass, etc.



For more practice, go to the Ministry of Education website.

Reading

- 1 Read the text quickly. What is the main idea of the article?

Deir el-Medina

In Ancient Egypt, there was a village called Deir el-Medina. The people from the village worked in the Valley of the Kings. There were 68 houses.

The walls of the houses were made of **bricks** and the doors were made of wood. The people painted their houses white, with red doors.

The houses had a kitchen and a living room, but there weren't any bedrooms. People usually slept on the **roof** because it was very hot at night.

There was usually an **oven** for bread in the kitchen, but there weren't any **taps**. People got their water from the Nile valley, about two kilometres away.



- 2 Look at the words in **red** in the text. Match the words with the pictures.



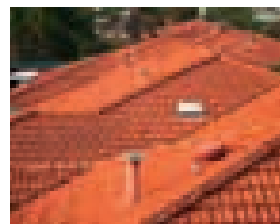
1 bricks



2



3



4

- 3 Read the text again and answer the questions.

- 1 How many houses were there in the village? There were 68.
- 2 What were the doors made of?
- 3 What colour did they paint their houses?
- 4 Why did people sleep on the roof of their house?
- 5 Where did the people get their water from?
- 6 Where do you think people slept in the winter? Search the internet to check your answers.

Think!


Why do you think the people painted their houses white and their doors red?

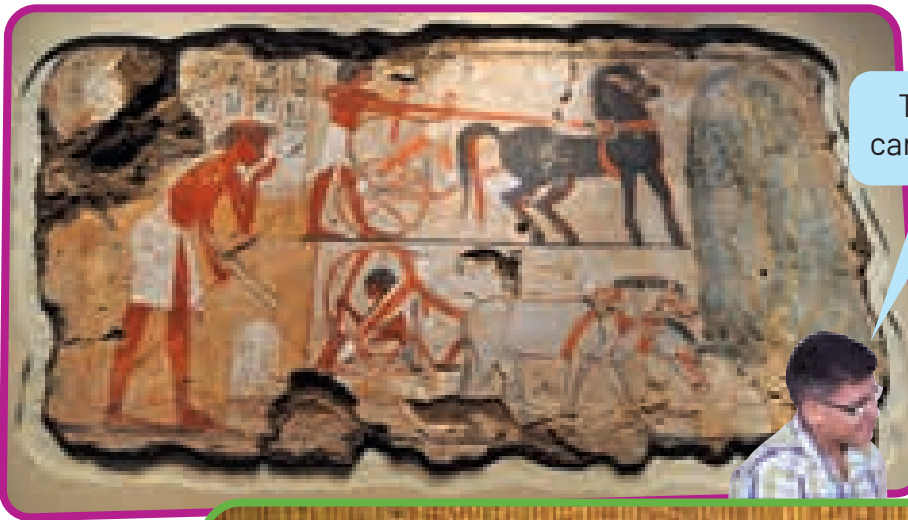
Speaking

- 4 Read the text again. Use these words to make sentences about the homes in Deir el-Medina.

bedrooms doors
a kitchen painted walls
taps water

There weren't any bedrooms.

- 5  The Ancient Egyptians lived 7,000 years ago. Work in pairs and make sentences about what they had and did not have using these pictures.



There weren't any cars in Ancient Egypt.

There were carts.



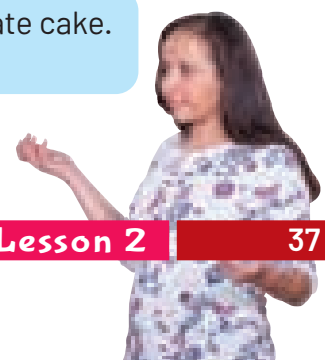
Writing

- 6 Research life in Ancient Egypt. Write four things the Ancient Egyptians used to do.

The Ancient Egyptians ate cake.
True or false?



For more practice, go to the Ministry of Education website.




Vocabulary

- 1 Find these things in the picture.
You can use a dictionary.

a sign for electricity drone
electric car robot
solar panels wind turbine

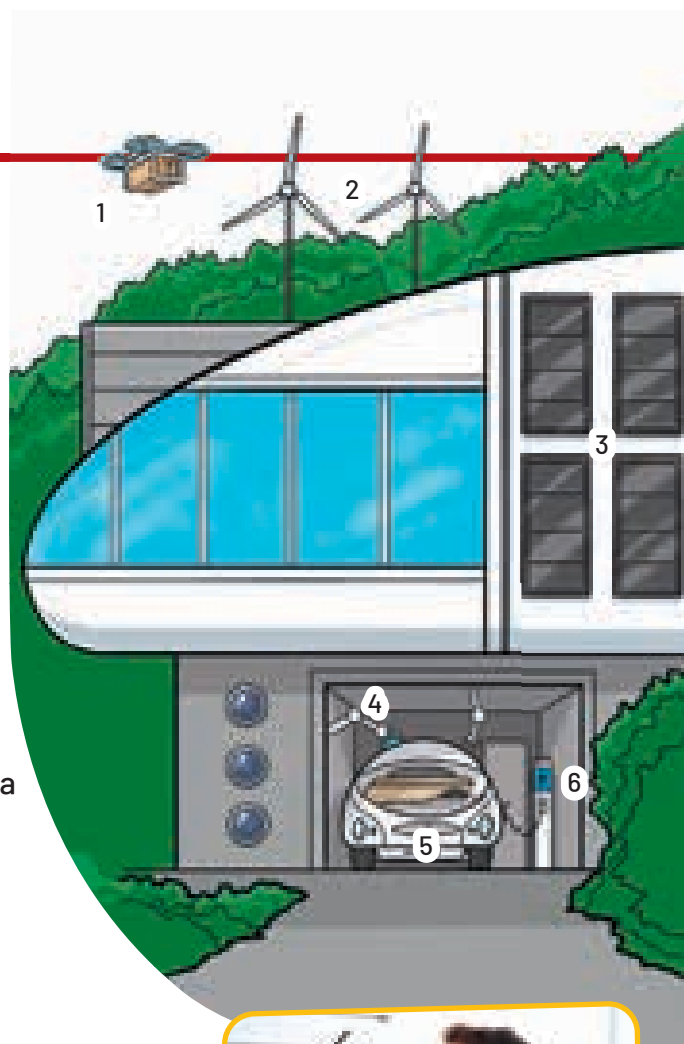
Listening

- 2  Listen to an interview with an architect, Dina Hassan. Which three sentences does Dina say about her house of the future?

- 1 ☒ The garden will be on the roof.
- 2 ☐ People will all use electric cars.
- 3 ☐ There will be a swimming pool.
- 4 ☐ There will be lots of solar panels.
- 5 ☐ It will be made of wood.

- 3  Listen again and answer the questions.

- 1 What does an architect do? An architect designs buildings.
- 2 Why does Dina put the garden on the roof?
- 3 How does Dina think people will get their electricity?
- 4 What materials will the house be made of?



Language

- 4 Choose the correct answer.

- 1 There **won't** / **will** be any ordinary cars in the future.
- 2 I think we **will** / **won't** live on the moon; it is my dream.
- 3 Will there **be** / **are** electric cars in the future?

Will/Won't for predictions

We use **will** + **infinitive** to make predictions with no evidence about the future.

There will be electric cars in the future.

There won't be ordinary mobiles.

We will live on the moon.

We won't use land telephones.

Questions

Will there be ordinary mobiles in the future?

Will we live on the moon?

5 Read and circle the correct words.

Holidays on the moon



In 2080, you ¹ will / won't go to the beach for your holiday. You will ² go / goes to the moon! There ³ will / won't be rockets that leave Earth every day, and the journey will ⁴ take / took only 12 hours. They ⁵ will / won't be very fast!

Driverless cars



In 2080, people ⁶ will / won't drive a car. We will all have a driverless car. They will be safer and there won't ⁷ be any / some accidents. Students ⁸ will read / reads a book or watch TV when a computer on the car drives them to school!

6 What do you think? Complete the table with a tick (✓) or cross (X).

In 2080 ...	Agree	Disagree	Not sure
we will all use driverless cars.			
we will live in cities under the sea.			
we will build houses using 3D printers.			
we will not have TVs, we will watch films on tablets.			
there will be robot teachers.			

Speaking

7 Compare your answers in pairs.

Life Skills

Listen carefully to your partner's ideas but do not be afraid to express your own ideas, too.



I think we will all use driverless cars in 2050.

I'm not sure about that. I think we'll all use electric cars.



For more practice, go to the Ministry of Education website.

Reading

1 Look at the photos. What shape are all the houses? Why do you think they are this shape?

2 Read the text and check your answers to Exercise 1.

3 Look at the words in red. Read the sentence before and after the word, then match the words and the definitions.

1 An area that you can move around in. space

2 A nice temperature that is hot but not too hot.

3 When the ground suddenly moves.

4 When it isn't hot or cold.

4 Read the text again and answer the questions.

1 When is it important for houses to be strong?

2 Are round buildings quieter than rectangular buildings?

3 Why is a round building cheaper to build?

4 Can you think of any disadvantages to a round house?

Speaking

5 Would you like to live in a round house? Why/Why not?



An igloo in Canada



A yurt in Mongolia



A round house in Burkina Faso



A round house in Siwa

Round houses around the world

Many traditional houses in the past were round. Today, many modern houses are also round. Why is this? There are lots of reasons!

A round shape means the building is very strong. This is important when there is an **earthquake** or in strong winds. Also, heavy snow or rain will fall from the roof. A round house is also easier to keep **warm** or **cool**. It is also quieter inside a round building than a building that is a rectangle or square.

Finally, a round building uses fewer materials (so it is cheaper to make). It also has more **space** inside. How fantastic!

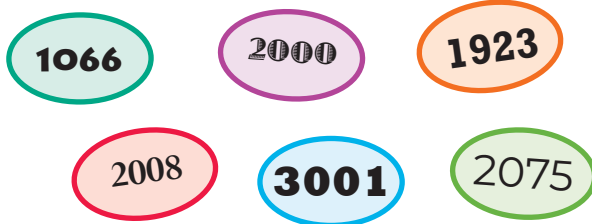


Speaking and listening

1 Listen and write the years.

- 1 2050 2
- 3 4

2 Say these years in pairs.
Then listen and check.



3 Listen to Basel and complete the timeline.

born in 2007 learned to ride a bike

went to the Red Sea on holiday

will climb Mount Kilimanjaro

moved to a new house

started school

Writing and speaking

4 Write your timeline. Then discuss it in pairs.

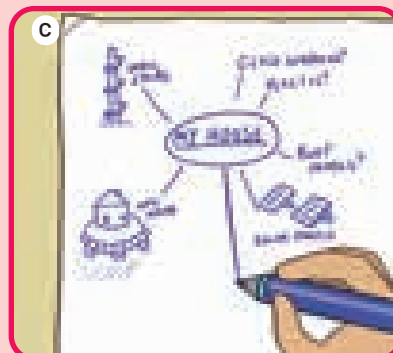
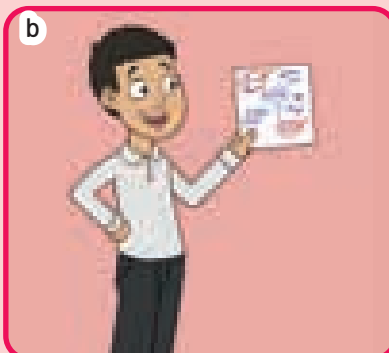
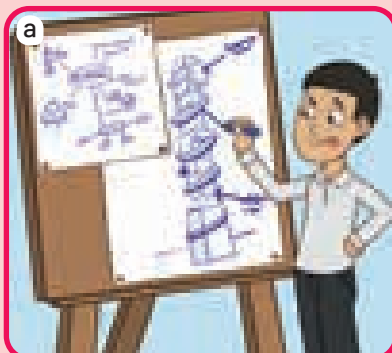
I was born in 2008.
I started school in ...



For more practice, go to the
Ministry of Education website.

Writing Skills

Read and match the sentences with the pictures.



How to plan a creative writing task

- 1 ☒ First, think of as many ideas as you can. What will the house look like? What will it be made of? What will be different to houses of today? You can write down or draw your ideas. Use your **imagination** and have fun!
- 2 ☐ Then, decide which of your ideas are the best. Keep the other ideas for another time.
- 3 ☐ Finally, think about your best ideas in more detail. How can you make the ideas work? Make a plan (maybe in a diagram or drawing). You can change any ideas that don't work.

Speaking and writing

- 1 Plan a house of the future using the ideas from Writing Skills.

- Draw a plan.
- Think about the materials, shape, size, etc.
- Think about what rooms it will/won't have.
- Think about where the house will be and who will live in it.
- Think about what technology it will have.

- 2 Compare your plans with other students. Which plan is the best? Why?

I think this plan is the best because ...



Writing tip

Always include an introductory or a topic sentence. This is the first sentence that explains what the text will be about. When you need to order events in a text, remember to use words like *First*, *Then* and *Finally*.



Review

- 1 Work in pairs. Describe an object in the classroom.
What is it made of? Can your partner guess the object?

It's made of metal and plastic. It's big and white.



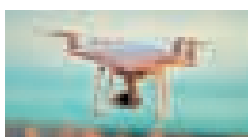
- 2 Complete the words. Which do you use in your house?



1 w _ _ _ _ _ d t _ _ _ _ _ b _ _ _ _ _ e



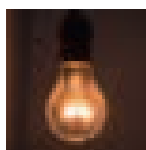
2 _ _ _ _ v _ _ _ _ n



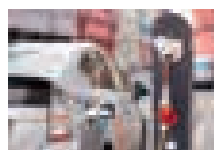
3 d _ _ _ _ _ _ _ _ _ _



4 s _ _ _ _ _ _ _ r p _ _ _ _ _ _ _ l



5 e _ _ _ _ e _ _ _ _ _ _ i _ _ _ _ i _ _ _ _ _



6 e l _ _ _ _ _ _ t r _ _ _ _ c c _ _ _ _ _ _

- 3 Write a date in the future,
then make three predictions.

Date: _ _ _ _ _

Transport: I think _ _ _ _ _

Schools: _ _ _ _ _

Technology: _ _ _ _ _

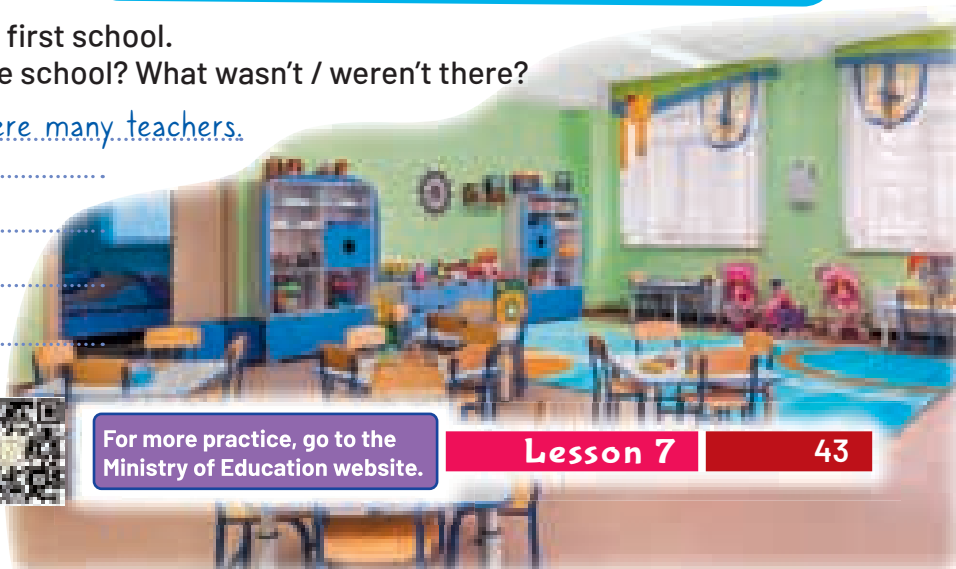
- 4 Write a description of your first school.
What was/were there in the school? What wasn't / weren't there?

In my first school, there were many teachers.

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



For more practice, go to the
Ministry of Education website.



On land and sea

Reading: A paragraph about sea life; a leaflet about plastic pollution; *The Old Man and the Sea*

Writing: Writing rules; writing an advertisement; a text explaining a beach clean-up day

Listening: A talk at a nature reserve

Speaking: Talking about saving the environment

Language: Zero conditional; *must/mustn't*; *should* / *shouldn't*; asking for, giving and sequencing instructions

Life Skills: Collaboration; setting clear goals

Discuss

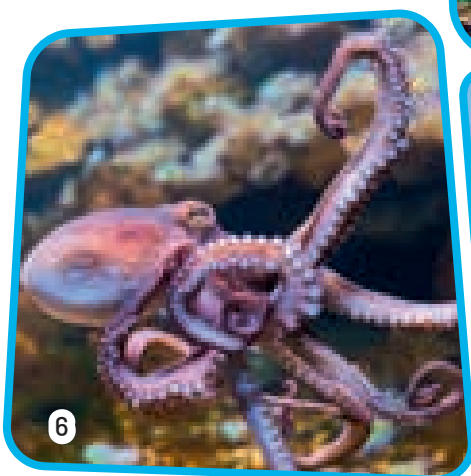
What sea life can you see in the photos? Which are dangerous?

coral reef jellyfish octopus shark stingray turtle whale



Research

Find the names of ten animals which have a shell or a tail.



Find

Go through the unit and find out who wrote *The Old Man and the Sea*.

Reading

1 Read and complete the text with a word from the photos.

Dangers of the sea

The ¹ shark is one of the most dangerous sea animals in the **ocean**. If it loses a tooth, a new one grows. A shark uses more than 20,000 teeth in its life!

So how do fish and sea animals protect themselves from danger?

A ² is a big, **flat** fish and it lives in the ³ If it knows a shark is coming, it jumps out of the water!

A sea ⁴ has a hard **shell** to protect it. Other animals can swim very fast – the ⁵ has got eight legs to help it!

Some sea life, like the ⁶ is **poisonous**. It **stings** you when you touch it.

What about the ⁷? These big, heavy animals hit with their big **tails**!

Speaking

2 Work in pairs. Describe a sea animal. Can your partner guess which one it is?

It can swim fast.
It's got eight legs.

An octopus!



Zero conditional

We use the zero conditional to talk about things that are always true (facts). We use *if* or *when* and the present simple in both clauses.

If it **rains**, we **get** water.

When it's late, I **feel** tired.

Or

We **get** water if it **rains**.

I **feel** tired when it's late.

Language

3 Match to make zero conditional sentences.

1 ☐ c If you touch a jellyfish,

2 ☐ When a stingray knows a shark is coming,

3 ☐ If a shark loses a tooth,

4 ☐ When a turtle is in danger,

5 ☐ The octopus swims away fast

a when it's in danger.

b it goes into its shell.

c it stings you.

d it grows a new one.

e it jumps out of the water.

4 Work in pairs. Take turns to complete these zero conditional sentences.

1 When I'm hungry,

2 If we are noisy in class, our teacher usually

3 If it's very hot,

4 If I feel tired,

5 When I've got a test, I always

6 If I forget my pencil case, I often

When I'm hungry, I have something to eat.



For more practice, go to the Ministry of Education website.

Reading and speaking

1 Work in pairs. What is made of plastic in the classroom?

2 Look at the photos and discuss these questions in pairs.

1 What problem do you think the text is about?

2 What can we do to help?

3 Read the text and check your answers to Exercise 2.

4 Look at the words in **red** in the text. Match the words and the definitions.

1 get rid of what you do not need
throw away

2 where we live

3 a verb which means *use again*

4 things we do not need, like old paper

5 Answer the questions.

1 Why is there a lot of plastic in the environment?

Plastic stays in the environment for a long time.

2 What happens to most of the plastic we use?

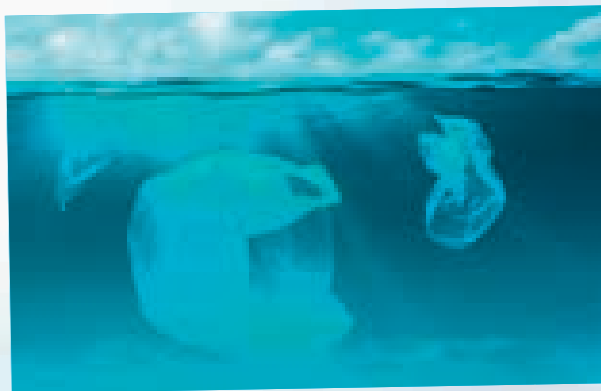
3 Which two ways can plastic be dangerous for sea life?

4 Which two materials are easier to recycle than plastic?

5 How long will it take to clean all the plastic from the beaches and the oceans?

6 What other things can make oceans dirty?

WE MUST SAVE OUR PLANET!



Plastic is everywhere! We use it for many different things. The problem is, plastic stays in the environment for a very long time. Some of the plastic people find on beaches is about 100 years old! We can **recycle** some plastic, but most of it goes into the ocean. Plastic is poisonous when animals eat it. Every year, more than 100,000 sea animals and birds die from plastic.

We must try to use other materials – paper and glass, for example – because these are easier to recycle.

When we use a plastic shopping bag, We mustn't **throw away** these bags in rivers.

It will take a long time to clean all the plastic **rubbish** from the beaches and the ocean. But we mustn't stop trying to help our **planet**!



Language

must/mustn't, should/shouldn't

We use **must** to talk about things that are necessary to do. We use **mustn't** to talk about things that you are not allowed to do.

We use **should/shouldn't** to talk about things that are a good idea to do or not to do.

I/You/He/She/It/We/They	must ✓✓✓	save our planet.
	mustn't XXX	throw rubbish into the ocean.
	should ✓	recycle more.
	shouldn't X	use plastic bags just once; we should recycle them.

6 Work in pairs. Complete the sentences with *must/mustn't* or *should/shouldn't*.

1



You must stop.

2



There's a good view of the lake from here. You take a photo.

3



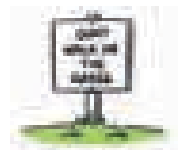
You wear shoes.
You take them off.

4



You walk in the mountains when the weather is bad. It's dangerous.

5



You walk on the grass.

6



You walk and write a text at the same time! You look where you are going.

Speaking

7 Work in pairs. What *must/mustn't* you do in/on ... ?

the classroom the sports centre roads



For more practice, go to the Ministry of Education website.

We **mustn't** play games on roads.





Speaking and listening

1 Work in pairs and answer the questions.

- 1 What is a **nature reserve**? Use a dictionary to find out.
- 2 Why do you think we have nature reserves?
- 3 What do you think people must or must not do in a nature reserve?

2 Listen to a talk by a teacher and check your answers to Exercise 1.



3 Listen to the talk again and answer the questions.

- 1 What will frighten the animals and birds?
- 2 Where do the birds and animals live?
- 3 What must the birds and animals find?
- 4 What must the students take with them when they leave?
- 5 What school work are the students going to do in the reserve?

4 Now match the rules and the reasons.

- | | |
|--|---|
| 1 <input checked="" type="checkbox"/> b We must be careful with what we do. | a We don't want to walk into their homes. |
| 2 <input type="checkbox"/> We mustn't make a lot of noise. | b Many important birds, animals and plants live here. |
| 3 <input type="checkbox"/> We mustn't walk away from the road through the reserve. | c They must find their own food. |
| 4 <input type="checkbox"/> You mustn't give food to the animals or birds. | d You'll frighten the animals and birds. |
| 5 <input type="checkbox"/> The animals mustn't eat plastic. | e You can write about your visit for homework. |
| 6 <input type="checkbox"/> You must work together and write what you see. | f It is very bad for them. |

Speaking

- 5 Work in groups. What problems can you see in the picture? Make sentences with *must* or *mustn't*.

They mustn't throw rubbish.



Writing

- 6 Work in pairs. Think of ways we can help the environment. Compare your ideas with other pairs.

We must

We mustn't

Research

Find out about nature reserves in Egypt.



Life skills

Collaboration

When you collaborate with others, you work as a group to do something.

- 1 Choose the correct words to complete the rules

When you work together, ...

- 1 you **should** / **shouldn't** forget why you are doing the activity.
- 2 you **must** / **mustn't** listen to other students' ideas.
- 3 you **should** / **shouldn't** share your ideas with others.
- 4 you **shouldn't** / **must** make all the decisions or rules yourself.
- 5 you **must** / **mustn't** take turns.
- 6 you **shouldn't** / **should** be angry with people you don't agree with.

- 2 Work in pairs. Think of two more rules for working together.



For more practice, go to the Ministry of Education website.

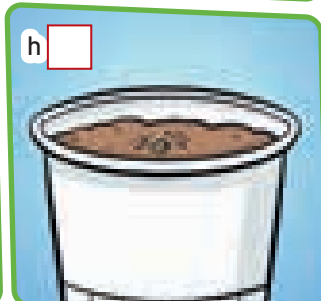
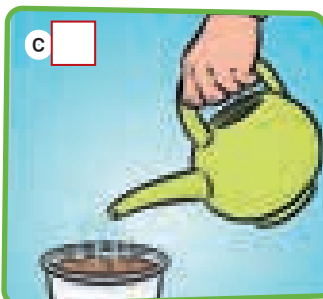
Reading and speaking

- 1 Quickly read the instructions. Circle the things you need to plant a tree.

Plant a tree today!

Do you want to help save our planet? Well, plant a tree! Trees help to keep our air healthy. You can plant a nut or the seed of a fruit.

- 1 First, wash the plastic pot and dry it.
- 2 Second, put some small stones at the bottom of the pot.
- 3 Then, fill the pot with **soil**.
- 4 Next, press your finger into the soil and make a small hole about 2 cm deep.
- 5 Plant the seed in the hole and cover it with soil.
- 6 Finally, put the pot outside in a warm place.
- 7 Water it every day. (Don't give it too much water.)
- 8 When the tree grows too big for the pot, plant it in a bigger pot, or in the ground.



- 2 Read the instructions again and match them to the pictures. Then listen and check your answers.

- 3 Work in pairs. Ask for and give instructions about how to do the following.

make a phone call make a sandwich
make something from recycled plastic play a sport or game

Useful language

What should I do first/next/after that?

First,/Second,/Then,/Next,/Finally, ...

Like this?

Yes, that's right!

Should I (water it now)?

Yes, you should./No, don't (give it too much water).



Reading

1 Look at the pictures. What do you think the story is about?



A ☐



B ☐



C ☐

2 Read the story quickly and put the pictures in the correct order.

The Old Man and the Sea


by Ernest Hemingway

Santiago was an old **fisherman**. He felt worried, because the last time he caught a fish was 84 days ago. On the 85th day, he felt a big fish at the end of his fishing line. But the fish was stronger than Santiago. It took two days for him to finally pull it to the boat. Then the sharks came. When Santiago returned to his home on the beach, he had no fish, only a **skeleton**. He felt weak and slept for a long time. But the other fishermen saw how big the fish was and knew that he was brave to catch it. Santiago lost the fish, but the other fishermen now **respected** him more than ever.

3 Read the story again and answer the questions.

- 1 Who is the main character? Santiago, an old fisherman
- 2 How did Santiago feel when he didn't catch any fish for 84 days?
- 3 Why did he take two days to pull the fish onto the boat?
- 4 Why was there only a skeleton left when he returned to the beach?
- 5 What did the other fishermen think of Santiago?
- 6 What do you think the story teaches us?

Speaking

4  Ask and answer the questions in pairs.

- 1 How would you feel if you were in Santiago's position when:
 - he couldn't catch a fish for 84 days?
 - you lost the fish you caught?
- 2 Do you respect Santiago? Why or why not?



For more practice, go to the Ministry of Education website.

Reading

- 1 Read the leaflet. Write the headings in the correct places.

Why must we clean the beaches?

What do we need?

What should we do with the **rubbish** we find?

~~Where and when is the event?~~

How can we tell people about our event?

We must clean our beach!

1 Where and when is the event?

- ▶ West Beach
- ▶ Saturday afternoon 2 pm – 5 pm

2

- ▶ rubbish bags, gloves (to protect your hands), a bottle of water to drink and snacks to eat!
- ▶ some people like listening to music on their headphones!

3

- ▶ 100,000 pieces of plastic rubbish on this beach
- ▶ one plastic bottle can stay in our environment for up to 1,000 years (dangerous for animals and fish)

4

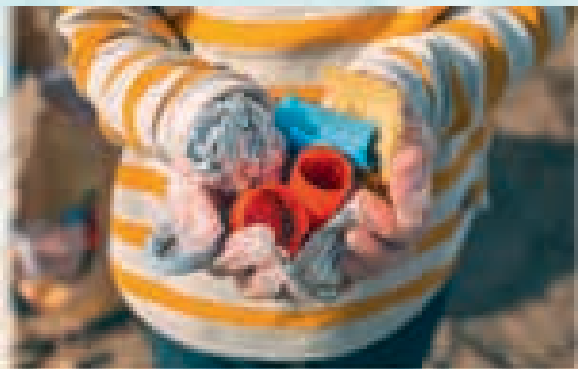
- ▶ posters (around school and town)
- ▶ emails to local groups
- ▶ local radio station or newspaper

5


- ▶ recycle it
- ▶ find a new use for it
- ▶ make art with it

Life Skills

Remember that we all have a role to play in helping the environment. Give yourself clear goals on how to do this.



Speaking

- 2  Work in groups. Discuss.

What makes rubbish increase in your area? What must people do to help?

Writing

- 3 Use the information in the leaflet to write an advertisement for the event.

Use *must/mustn't* or *should/shouldn't*.


We must clean our beach! Come to West Beach this Saturday at 2 o'clock.

Tip

A leaflet is a folded paper that has information about something. It has:

- a short, exciting title.
- a short, simple introduction.
- clear headings.
- simple sentences.





Lesson 7

Across ➔

Across ➡

-
- 1
- 2
- t u r t l e
- 3

Down ↓

-
- A crossword puzzle grid with 7 numbered squares. The grid is composed of white squares for letters and red lines for borders. The numbered squares are: 4 (top left), 5 (top middle), 6 (top right), 7 (bottom left), and several empty squares for the crossword puzzle.

1 When/leave/ice/in the sun./it/become/water.

- 1 When/leave/ice/in the sun./it/become/water.

When you leave ice in the sun, it becomes water.

- 2** When/you/throw away plastic,/it/stay/in the environment for years.

- 3** If/I/see/rubbish on the ground, I/throw it in the bin.

- 4 When/a seed/get/water and light,/it/grow/into a healthy plant.

- 5** If/you/not water/plants,/they/not grow.

- 6** I/walk/to school/if/the bus/not arrive.

3 Rewrite these sentences using *must* or *mustn't*.

- 1 Don't swim here! It's dangerous. You mustn't swim here. It's dangerous.

- 2** It's important to take water when you go to the desert.

- 3** It's bad to eat too many sweets.

- 4** It's very important to study for the test.

- 5** It's important to buy a ticket when you travel on the bus.

- 6** Don't throw rubbish on the ground.



For more practice, go to the Ministry of Education website.



My future

Reading: An interview with a marine biologist; a text about future plans; a text about traditional jobs in Africa; a text predicting the future

Writing: A paragraph giving information about the future

Listening: A description of a job; an interview with a marine biologist; people talking about their future plans

Speaking: Describing and asking questions about jobs; talking about future times

Language: Relative pronoun *who*; question tags; the first conditional

Life Skills: Productivity: set clear goals

Quiz



Listen to the descriptions. Can you name each job? Use the photos to help you. Who can get the most correct answers?

accountant



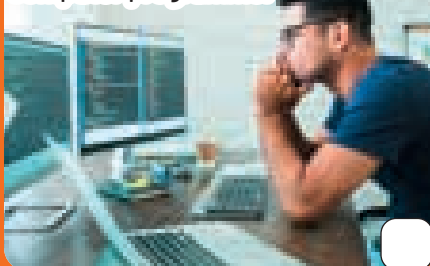
architect



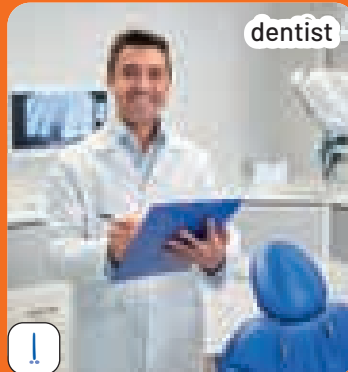
businessman / businesswoman



computer programmer



dentist



Research

Find out about the scientist Azza Faiad. Why is she famous?

photographer



scientist



engineer




writer



Find


Skim the unit to find two traditional jobs in African countries.

Listening and reading

- 1  Listen to Randa. Which job from the quiz is she talking about?
- 2 Read about Amir's uncle. Are these sentences true (T) or false (F)?
 - 1 Amir's uncle is an engineer. T
 - 2 Amir's uncle designs engines for cars.
 - 3 Amir wants a job like his uncle's one day.
 - 4 Amir's aunt is an accountant.
 - 5 Amir's aunt works in an office.
 - 6 A businessman is someone who works in an office and goes to meetings.

My uncle has got a very interesting job. He's an engineer. An engineer is a person who designs **machines** and **engines**. My uncle designs engines for planes. I'd like to be an engineer one day! My aunt is a businesswoman. That's an interesting job, too. A businesswoman and a businessman are people who work in an office and go to **meetings**.

Amir



Language

Relative pronoun *who*

We can join two sentences about people using the relative pronoun *who*:
 A businesswoman is a person. **She** works in an office (repeating the subject).
 A businesswoman is a person **who** works in an office.

- 3 Reorder the words to make sentences with a relative pronoun.

- 1 a/teacher/who/students/A/is/person/teaches
- 2 scientist/is/a/who/science/A/studies/person
- 3 person/a/pilot/flies/A/is/who/a/plane
- 4 who/A/person/a/photographer/photographs/is/takes

A teacher is a person who teaches students.

- 4 Work in pairs. Use the words below to ask and answer about other jobs.

design	buildings
	machines or engines
	computer programmes
write	books or articles
look after	sick people
	people's teeth

Who is an architect?

An architect is a person who designs buildings.



For more practice, go to the Ministry of Education website.

Lesson 1

55



Reading and listening

1 Look at the photos and read the article quickly. Match the questions with Nesma's answers.

- | | |
|---|--|
| a <input type="checkbox"/> What's your day like? | b <input checked="" type="checkbox"/> What's a marine biologist? |
| c <input type="checkbox"/> And what's the worst thing? | d <input type="checkbox"/> What's the best thing about your job? |
| e <input type="checkbox"/> Why did you decide to become a marine biologist? | |

2 Listen to the interview and check your answers to Exercise 1.

My dream job

This week, we interviewed Nesma El-Soory, a marine biologist.

- 1 A **marine biologist** is a person who studies the ocean and the plants and animals in it.
- 2 I'm good at science and I love the ocean. The animals in our oceans are really beautiful and interesting.
- 3 In my job, every day is different! On some days, I go diving around coral reefs. On other days, I **test** water from the ocean in the **laboratory**. I also spend a lot of time on the computer, writing the results of tests.
- 4 My research helps to protect the plants and animals in the ocean. That's the best thing. It's really important to look after our planet, isn't it?
- 5 There are bad things about every job, aren't there? Sometimes the weather is terrible. It isn't nice to go out in a boat for a dive when there's a storm!



3 Read the interview again and answer the questions.

- | | |
|--|--|
| 1 What does a marine biologist study? | 2 Which subject is Nesma good at? |
| 3 Where does Nesma go diving? | 4 What does Nesma do on the computer? |
| 5 What does Nesma think it is important to do? | 6 What is the worst thing about Nesma's job? |
| | 7 Would you like to be a marine biologist? Why? why not? |

4  Listen to the rest of the interview with Nesma. Choose the correct answers.

- 1 At the moment, Nesma is working in ...
a the Red Sea. b Australia. c Thailand. d France.
- 2 Nesma studies ...
a whales. b dolphins. c smaller animals and fish. d sharks.
- 3 Nesma thinks her job is ...
a useless. b easy. c boring. d hard work.
- 4 Nesma's advice to young people who want to be marine biologists is ...
a work hard and find out about the job. b go diving every holiday.
c find out about animals in different forests.
d that you don't have to love Science to be a marine biologist.



Language

Question tags

We use question tags to check information (so we expect people to agree). The voice goes down at the end of the question. Positive sentences have a negative question tag:

It's really important to look after our planet, **isn't** it?

Negative sentences have a positive question tag:

It **isn't** an easy job, **is** it?

We can make question tags with *be*, *have* and modal verbs. For other verbs, use *do*/*don't* in the question tag:

You **like** your job, **don't** you?

5 Match to make sentences with question tags.

- | | | |
|---|--|------------------|
| 1 <input checked="" type="checkbox"/> d | You want to be a nurse, | a will you? |
| 2 <input type="checkbox"/> | It isn't hot today, | b is it? |
| 3 <input type="checkbox"/> | You won't forget to phone me, | c do you? |
| 4 <input type="checkbox"/> | There were a lot of people at the meeting, | d don't you? |
| 5 <input type="checkbox"/> | You don't like fish, | e weren't there? |

6  Listen, repeat and check your answers to Exercise 5.

Writing and speaking

7 Find out about your partner.

- 1 Write down four things you think you know about your partner.
- 2 Now add a question tag to check the information.
Try to have at least one positive question tag.
- 3 Ask and answer the questions to check the information.



For more practice, go to the
Ministry of Education website.

Vocabulary

1 Work in pairs. Which of these life events can you see in the photos?

buy an apartment get a job get married go to university
have children learn to drive pass my exams travel



Reading

2 Read about Munir's plans for the future. Which sentence is true?

- a Munir knows which job he wants.
- b Munir is working hard because he wants to pass his exams.
- c Munir wants to travel.




I don't know which job I want to do when I'm older, but I think that **education** is very important. I hope that I pass my exams so that I can go to university. I'm going to work hard. If I go to university, I'll study maths. It's my best subject.

I don't like flying, so I don't want to travel around the world. I want to get a good job in Egypt. I want to teach maths. If I have enough money, I'll buy an apartment near the Red Sea. I'll get married, but how many children will I have? I don't know!

3 Read the blog again and circle the correct words.

- 1 Munir knows / doesn't know which job he wants to do.
- 2 He wants / doesn't want to go to university.
- 3 He 'd like / wouldn't like to work in another country.
- 4 He 'd like / wouldn't like to buy an apartment.
- 5 He knows / doesn't know how many children he will have.

Listening

4  Listen to Rami and Amira talking about their plans for the future. Tick (✓) the things they want to do. What do they both want to do?

	pass my exams	go to university	travel	buy an apartment	learn to drive	get married	live in Cairo
Rami	✓						
Amira							

Language

The first conditional

We use the first conditional to talk about the probable result of an action. We use *if* or *when* with the present simple, followed by *will* with a verb without *to*.

If I **go** to university, I'll **study** maths.

Or I'll **study** maths if I **go** to university.

If I **don't work** hard, I **won't pass** my exams.

I **won't pass** my exams if I don't work hard.

5 Complete the sentences with the correct form of the verbs in brackets.

- 1 If I visit my grandparents, I'll take (take) them a present.
- 2 Lara (not learn) to drive if she stays in the city. She'll use the bus.
- 3 If I (go) to university, I'll study to be an engineer.
- 4 If Dad (get) a new job, we'll move to Cairo.
- 5 We (not go) to university if we don't pass our exams.

6 Complete the sentences about you. Then compare answers in pairs.

- 1 If I pass my exams
- 2 If I go to university
- 3 If I get a good job
- 4 If I go to the shops
- 5 If I eat too many sweets
- 6 If my friend feels sad

If I pass my exams,
I'll go to university.



For more practice, go to the Ministry of Education website.



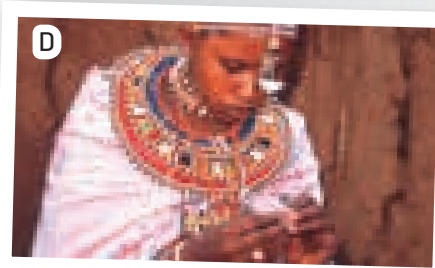
Reading

- 1 Read quickly and match the photos A–D to the texts. There is one extra photo.

Traditional jobs in Africa

Today, many people in Africa work in modern offices, but traditional jobs and **skills** are still important.

- 1 ☐ People started making **pottery** thousands of years ago in Egypt. Some people make pottery in **workshops** or their own homes. If you go to Fayoum, you will see many people making pottery. There is also a school where children and adults can learn this skill.
- 2 ☐ It is traditional to make **jewellery** in **Kenya**. You can see the **colourful** jewellery in markets all over the country. Today, some local businesses also use social media and the internet to sell jewellery to people in different countries. It is an important skill because it continues an old tradition and it helps local people to **earn** money.
- 3 ☐ It is an important part of Africa's culture to make **baskets**. It is also a way for women from small African villages to **earn** money. In **Ghana**, there are a lot of women who make and sell baskets. You can buy colourful baskets from Ghana in countries all over the world.



- 2 Read the text again and complete the sentences.

- 1 People started making pottery thousands of years ago in Egypt.
- 2 People can learn to make pottery
- 3 You can see colourful Kenyan jewellery in
- 4 Some local businesses in Kenya use the internet
- 5 Women from small villages can make baskets to

Speaking

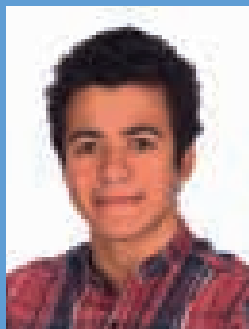
- 3 Ask and answer the questions in pairs.

- 1 Why is it important to keep traditional jobs?
- 2 How can people use modern technology to help them?
- 3 Do you think these jobs will change in the future? Why or why not?



Listening

1  Listen and complete the fact files.



Name: Hussein

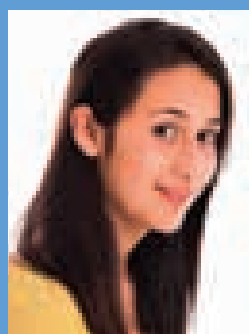
Plans

Next year: ¹ learn to play the guitar / piano

Before he leaves school: ² design an app / a video game

In ten years' time: ³ be a scientist / doctor

⁴ live in the city / countryside



Name: Khadeeja

Plans

Before she gets a job: ⁵ learn a new language / write a book

⁶ learn to dive / drive

In ten years' time: ⁷ have a job in a school / university

⁸ live in a big apartment / get married

Speaking

2 Work in pairs. Talk about what you plan to do for the following time in the future.

Tomorrow / Next (year, month, week)

In (five, ten, fifteen) years' time,

I'm going to

I want to

I'd like to

design an app/a video game.

learn a new language/to drive.

live in the town/country.

Next year, I'm going to learn a new language.

Life Skills

Productivity

It is important to plan your time well. Plan your work for this month. Use the ideas below to help you.

finish my project/my book
learn how to revise English spelling
practise my reading/writing revise for my test

Tomorrow, I am going to finish my project.



For more practice, go to the Ministry of Education website.

Reading and writing

- 1 What do you think will happen in the next 30 years?
Look at the photos and make predictions.
- 2 Read Ahmed's text. How many of your ideas were the same?

My **predictions** for the future

By Ahmed

In the next 30 years, there will be a lot of changes in our lives.

Technology will make our lives easier and more interesting. Our phones will be even more important and we will have apps for everything.

Scientists will find new **cures** for **illnesses** so people will live longer. Some illnesses will disappear completely.

All our cars will be electric. If this happens, it will be much better for the air in our cities, won't it? I don't think I will have to learn to drive because cars will drive themselves!

There will be a lot of interesting new jobs for people. Robots will do some of the jobs that people do today. But I don't think we will have robot doctors or teachers!

I think there will be a lot of **exciting** changes in the future, but some things will stay the same. Children will still go to school, learn new things and spend time with friends.



- 3 Read the text again. Are these sentences true (T) or false (F)?
Correct the false sentences.

Ahmed thinks that in the future ...

- 1 technology will make our lives more interesting. T
- 2 we won't have mobile phones.
- 3 we'll have robot doctors and teachers.
- 4 he will learn to drive.
- 5 people will live longer.
- 6 children will still go to school.

- 4 Complete Ahmed's mind map with the ideas from his text.


technology

jobs

school

health

apps

- 5  Plan a paragraph giving information about life in 100 years' time. Use the headings in the mind map and your own ideas.



Review

1 Complete the sentences with the correct job.

- 1 A doctor is a person who helps sick people.
- 2 An is a person who designs machines or engines.
- 3 An is a person who works with numbers.
- 4 A is a woman who works in an office and goes to meetings.
- 5 A is a person who looks after people's teeth.



2 Complete the descriptions of these jobs using a verb and a noun from the box.

verbs: design fly study take work on write
nouns: books buildings photos planes science ships

- 1 A writer is a person who writes books.
- 2 A pilot
- 3 A photographer
- 4 An architect
- 5 A scientist
- 6 A sailor

3 Circle the correct words

- 1 If I don't / won't work hard, I don't / won't pass my exams.
- 2 Hazem doesn't / won't travel to Alexandria if he has a lot of work to do.
- 3 If Mona goes / will go to university, she studies / 'll study engineering.
- 4 The family buy / 'll buy a new apartment if they move / 'll move to the city.

4 How well do you know your partner? Check their personal information using question tags. Ask about the following:

- 1 best subject
- 2 favourite hobby
- 3 number of brothers and sisters
- 4 how they come to school

Your best subject is English, isn't it?

No, it's maths!

Project

Plan a poster about a job.

- 1 Find or draw a picture of someone doing the job.
- 2 Research the job online or from a book. Find out:
 - all of the different things the person does
 - why the job is important
 - what exams you must pass to do the job



For more practice, go to the Ministry of Education website.



Reading

- 1 Read the story quickly. Why is Tarek worried?
- 2 Read the story again and answer the questions.
 - 1 What will not happen if you pick up rubbish from the beach?
 - 2 What will happen if you have a shorter shower?
 - 3 What mustn't you buy?
 - 4 How will Tarek help to save the planet?
 - 5 How will you help save the planet?

Speaking

- 3 Look at the pictures and write five sentences. Close your books, then check with your friend. Use question tags.

Tarek is sitting with his friend, isn't he?

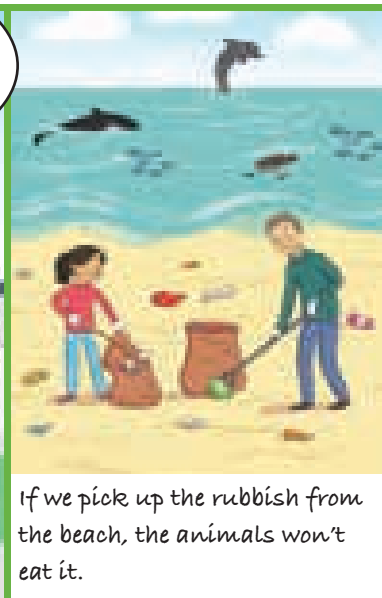
- 4 Which of these must you do to help the planet? Which mustn't you do? Make sentences in pairs.
 - 1 have long hot showers
 - 2 walk or ride a bike more often
 - 3 put rubbish on the ground
 - 4 buy plastic bags

You shouldn't have long hot showers. You must have short showers to save water.

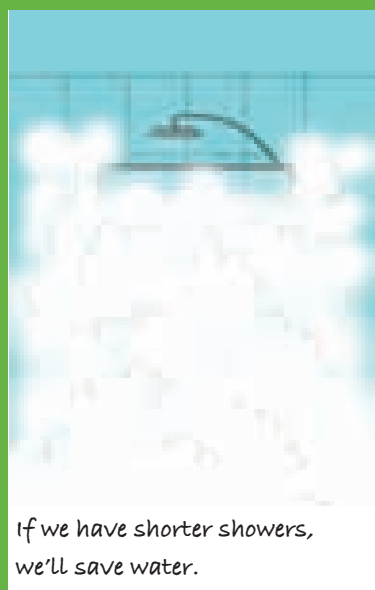
There was a film about the dangers to our planet on TV yesterday. It was very sad. What can we do?

We can help, can't we, Tarek?

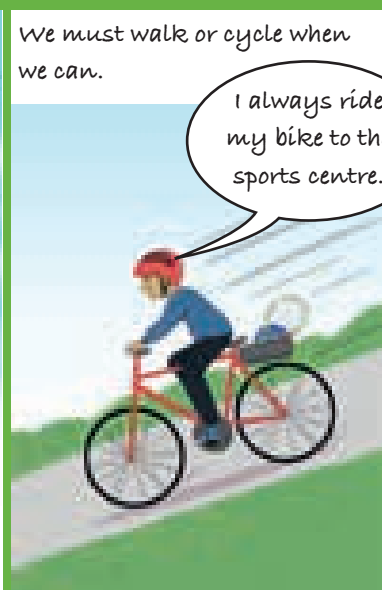
How?



If we pick up the rubbish from the beach, the animals won't eat it.



If we have shorter showers, we'll save water.



We must walk or cycle when we can.

I always ride my bike to the sports centre.

You mustn't buy plastic bags.




My shopping bag is made of cotton. I use it every day.



If we all do these things, we'll help to save our planet.


Thanks Ali! I'll do all those things!

Listening

- 1  Hala and Malak are doing a recycling project at school. Listen and tick (✓) the materials you hear.

¹cotton ☐ ²glass ☐ ³metal ☐ ⁴leather ☐
⁵paper ☐ ⁶plastic ☒ ⁷wood ☐ ⁸wool ☐



- 2  Listen again. What are they made of? Match the things below to the correct boxes.



- 3 Work in pairs. What goes into each box? Make zero conditional sentences.

If it's made of plastic, it goes into the yellow box.

Speaking

- 4 Ask and answer the questions in pairs.



- Which of the stories from New Hello! did you like best? Why?
- Who do you think was the most interesting character? Why?
- What do you think was the most exciting thing that happened?

- 5 Work in pairs and plan a story.

- Think of a character or characters. What are they like? Why are they interesting?
- Where does the story happen? Is it in the past, the present or the future?
- What happens in the story? Think of a problem or some exciting or unusual events.
- How will the story end? How do the people feel? Were any problems solved?
- Compare your plans with other pairs. Can they suggest any ways to improve your plan?

Remember!

A story always has a beginning, a middle and an end.



For more practice, go to the Ministry of Education website.

