



CONNECT

PRIMARY 5

Student's Book
Term 2

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Foreword

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

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

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

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

Reviewed by

The General Administration for Planning and Formulating Curriculum

Words from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future. For this reason, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level, at a time when the world is witnessing successive industrial revolutions.

This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally—curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

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

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

Professor Doctor Reda Hegazy

Minister of Education and Technical Education

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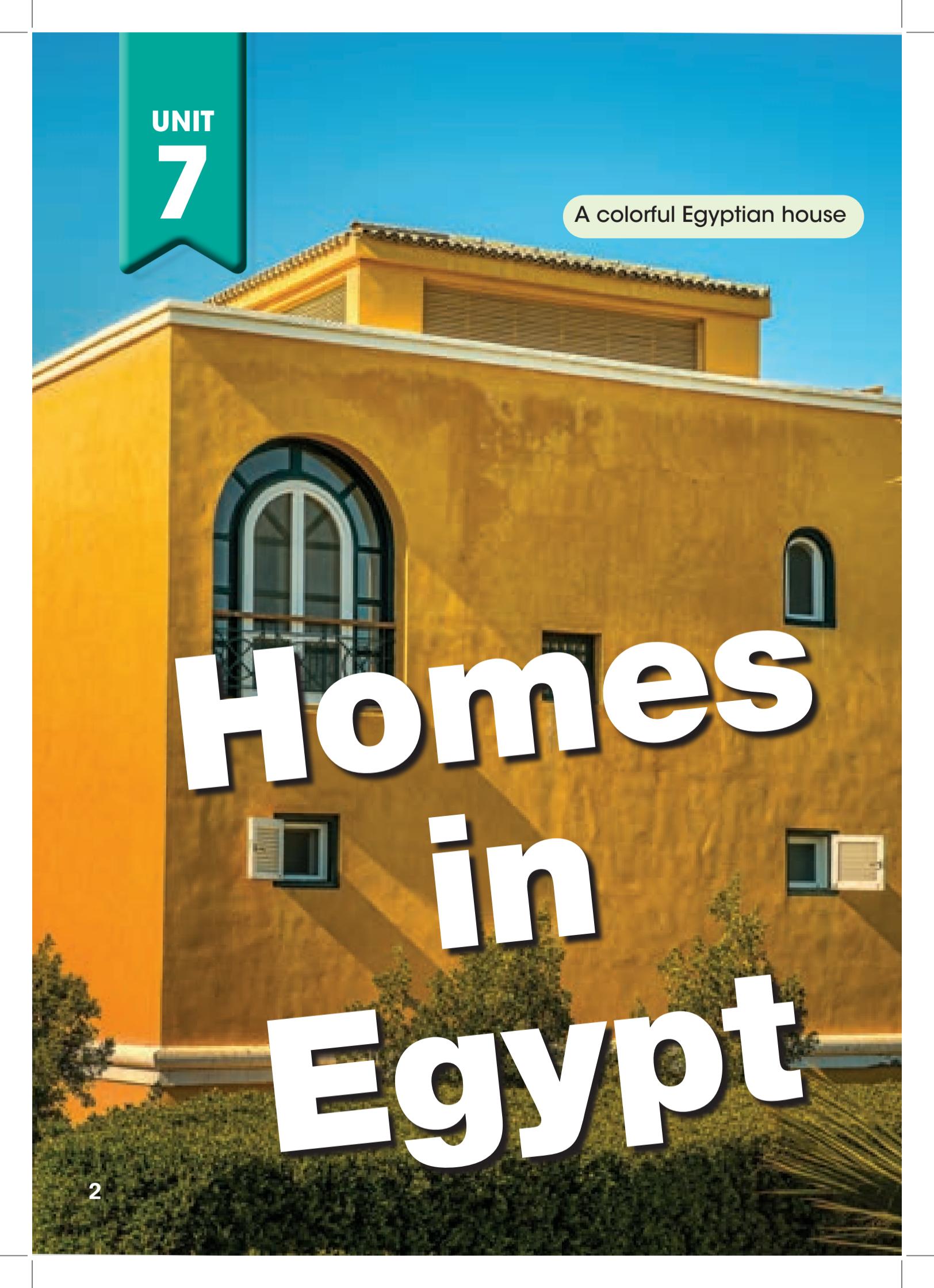
SCOPE AND SEQUENCE

Theme 3 My society

	Unit 7 Homes in Egypt 	Unit 8 At the doctor's 	Unit 9 My favorite animal 
Vocabulary	The home <i>armchair, balcony, cushion, closet, elevator, oven, shower, television, bedroom, kitchen, bathroom, living room</i> Adjectives <i>unfriendly, uncomfortable, unlucky, unsafe, unhappy, unfair, annoying, awesome, awful, boring, brilliant, cool, friendly, funny, interesting</i> <i>gate, oven, pot, reed, roof, rug, sleeping area, linen</i>	Health <i>ankle, back, cold, cough, earache, headache, shoulder, sore throat, stomachache, toothache, backache</i> <i>unwell, relative, crowded, staff, injection, corridor, helpful, hospital, patient</i> <i>bandage, sunscreen, honey and lemon, pill, cut knee, sunburn, treatment, wound, bacteria, infect, heal, scissors, insect bite, cream, cleansing wipe, medical gloves, rubber band, safety pin, soap</i>	Animals <i>kangaroo, panda, bat, lion, penguin, dolphin, snail, parrot, whale</i> <i>wonderful, wildlife park, pouch</i> <i>shelter, rest, save, trunk, branch, nut, exhausted, breeze, useless, ungrateful, comfortable</i>
Language	Saying where things are, i.e. <i>on the right/left, in the middle of the room, on the wall</i> The negative prefix -un, i.e. <i>unfriendly, uncomfortable, unlucky, etc.</i> Past simple affirmative and negative, i.e. <i>I visited her house when I was five. I didn't know the answer to the teacher's question.</i> Past time expressions with ago, i.e. <i>two years ago</i>	Using have to talk about illness, i.e. <i>I have a headache. Do you have an earache?</i> Asking about illness, i.e. <i>What's the matter? Where does it hurt?</i> Negative prefixes, i.e. <i>un- (unusual), ir- (irresponsible), il- (illegal), im- (impossible)</i>	Can for ability in the present, i.e. <i>I can play basketball. I can't speak Italian.</i> Could for ability in the past, i.e. <i>I could speak French when I lived in France. I couldn't take the bus so I had to walk.</i> The noun suffix -er, i.e. <i>teach - teacher</i> <i>-ed and -ing adjectives, i.e. I am very interested in history. History is so interesting!</i>
Skills	Reading: Story about a dangerous experience in the jungle Text about homes in Ancient Egypt Blog about unusual homes Listening: Dialog between two friends about living in a new apartment Speaking: Describing your own home Talking about the perfect room Writing: Blog about unusual homes using a range of adjectives Project: Presentation about an Ancient Egyptian home	Reading: Text about a hospital in India Presentation about staying healthy Listening: Dialog between mom and son about feeling unwell Dialog between doctor and patient Speaking: Talking about illness Writing: A short paragraph about staying healthy Project: Poster about what to include in a first-aid kit	Reading: Online chat about a day at a wildlife park Aesop's The travelers and the tree Email about an unusual animal Listening: Words about wildlife Speaking: Talking about things you could/couldn't do at different ages Writing: Email about an unusual animal Project: Infographic about an animal habitat
Phonics	Correctly pronounce double vowels, e.g. <i>pool, sheep</i> Correctly pronounce oo in words: /u:/, as in <i>pool</i> ; /u/ as in <i>good</i> ; /ʌ/, as in <i>blood</i>	/f/ and /v/ minimal pairs, e.g. <i>van - fan, life - live</i> Correctly pronounce the negative prefixes <i>un- (unusual), ir- (irresponsible), il- (illegal), and im- (impossible)</i>	Correctly pronounce voiced sounds: /v/ (e.g. <i>vase</i>) and /w/ (e.g. <i>winter</i>)
Life skills	Decision making: Decorating your own bedroom	Critical thinking: Working out treatments for illnesses	Critical thinking: Why are trees important?
Values	Respect: Showing respect for cultural heritage	Respect: Respecting other people's opinions Appreciating science	Appreciation and gratitude: Appreciating the small things in life
Issues and challenges	Cultural responsibility: How can we preserve ancient artifacts for the future?	Therapeutic health: What do you do to stay healthy?	Environmental responsibility: Animal habitats
Integrated cross-cultural topics	Social studies: How Ancient Egyptians made their homes Project: Presentation about an Ancient Egyptian home	Math: Bar charts Project: Poster about what to include in a first-aid kit	Project: Infographic about an animal habitat

Theme 4 Being responsible

	Unit 10 Let's visit Egypt 	Unit 11 Vacations 	Unit 12 Fiction reader: <i>A Fantastic Family Adventure</i> 
Vocabulary	Places in a city museum, restaurant, market, bank, beach, library, station, factory, monument, square, shopping mall cuisine, originally, on vacation Activities play music, bake bread, read a book, make a phone call, visit a temple, sail on the Nile monument, painting, artifact, tomb, hieroglyphics	Travel <i>hotel, passport, swimming pool, suitcase, ticket, tourist, beach, camera, city, museum, sunglasses, theme park</i> <i>traditional, day trip, capital, wander, handicrafts, stall</i>	dinosaur, bones, skeleton, tracks, binoculars, ibex, archaeologist, archaeological dig nature trail, rare
Language	Use imperatives to tell someone to do or not to do something, and for giving directions: <i>Stand up!</i> <i>Don't be late tomorrow!</i> <i>Turn right! Cross the road.</i>	Prepositions of time, i.e. <i>on Mondays / my birthday, at 8 pm / lunchtime, in June / 2010</i> The adjective suffixes <i>-ous</i> (e.g. <i>dangerous, famous</i>) and <i>-ive</i> (e.g. <i>creative, expensive</i>)	
Skills	Reading: Text about a famous Egyptian city Text about culture in Ancient Egypt Story about the importance of asking for help and being polite Paragraph about London and New Alamein Listening: Interview about Alexandria Listening to and following directions Speaking: Talking about places in your town or city Giving instructions Asking for and giving directions Writing: Paragraph about your town or city Project: Poster about your perfect town	Reading: Email about a vacation Text about a trip to Jordan Text about a trip to an Egyptian park Diary entry about a trip Listening: Short dialogs about plans for different times of the day Speaking: Talking about a place you would like to visit Talking about things to do on vacation Talking about things you do at different times of the day Writing: Diary entry about a day when you did something special Project: A poster about your perfect vacation	
Phonics	Identify and correctly pronounce diphthongs, e.g. /ou/ as in show, /ei/ as in eight, /ai/ as in toy, /au/ as in right	Correctly pronounce the sounds /θ/ (e.g. <i>thing</i>) and /ð/ (e.g. <i>these</i>)	
Life skills	Creativity and collaboration: Creating 'your perfect town'	Decision making: Things to take on vacation Where to go on vacation	Critical thinking: Noticing things in nature Resilience: Being able to overcome failure and adapt well in times of stress
Values	Honesty and kindness: Offering, accepting and recognizing the need for help Being polite	Independence and flexibility: Deciding on what you would enjoy doing on vacation Respect and personal growth: Respecting privacy: do not read other people's diaries	Curiosity: Having the desire to know something Appreciating science: Valuing and respecting scientific research
Issues and challenges	Self-reflection: Do you ask for help when you need it? Why is asking for help a good thing?	Environmental responsibility: Using natural and man-made resources How can you make your vacation more environmentally friendly?	Environmental responsibility: Having an environmentally friendly walk Realizing the effects of climate change on nature
Integrated cross-cultural topics	Social studies: Cultural life in the Ancient Egyptian civilization Math: Estimating Project: Poster about your perfect town	Science: Natural and man-made resources Math: Triangles	

The background of the entire page is a photograph of a two-story house with bright yellow walls. The house features several windows: a large arched window on the upper floor with a dark frame and a balcony, and several smaller rectangular windows on both floors, some with white shutters. The house is set against a clear blue sky, and green foliage is visible at the bottom.

UNIT
7

A colorful Egyptian house

Homes in Egypt

In this unit I will ...



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



Look, discuss, and share

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

Discuss with your partner.

How is 'house' different from 'home'?

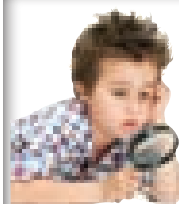
Which one is a building? Which one is a place you feel comfortable in?

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



Did you know?

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



Find out

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

LESSON 1 THE HOME



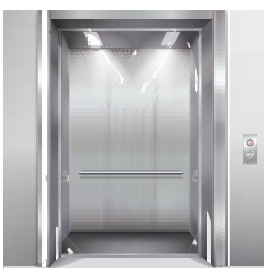
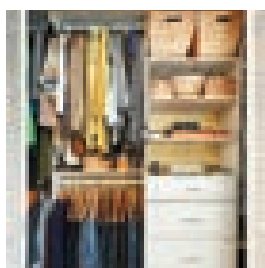
1 Work with a partner. Discuss

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

2

Look and write

armchair balcony cushion closet
~~elevator~~ oven shower television

1 elevator

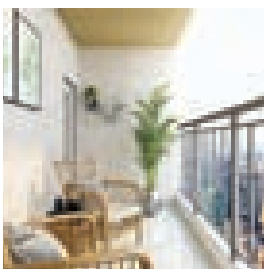
2 _____



3 _____



4 _____



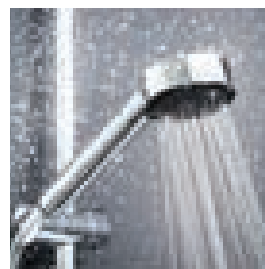
5 _____



6 _____



7 _____

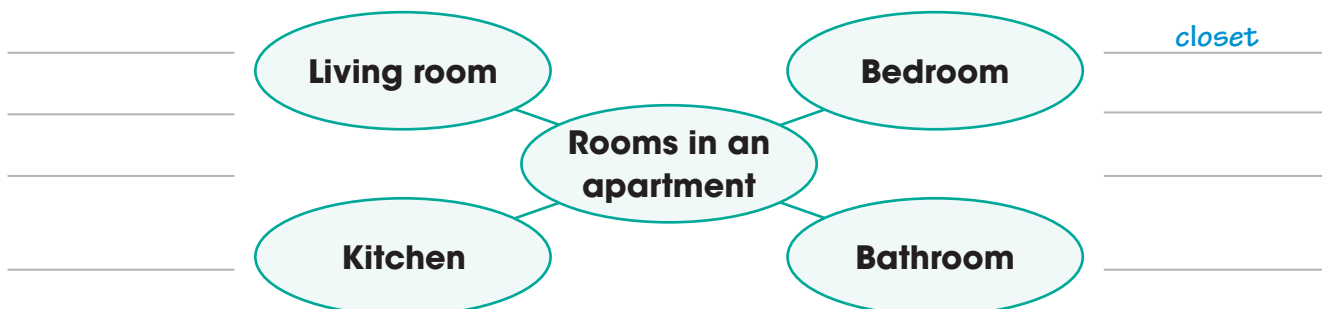


8 _____

3

Complete the mind map

armchair bed cushion ~~closet~~ oven shower television cushion





4 Listen and read. Why is Fareeda happy?

Fareeda: Hi Dina, welcome to my new apartment! Come in!

Dina: Thanks! Do you like living here?

Fareeda: I love it! It's a great apartment! I like this part of town and it's much bigger than our old apartment.

Dina: How long did you live in your old apartment?

Fareeda: Twelve years, since I was born. Then my parents had to move to a new job, so we moved to a closer apartment.

Dina: So, what's better about this new apartment?

Fareeda: Come and see. The new kitchen is bigger, and the oven is more modern. My mom says it's much easier to cook in.

Dina: Very nice. And this is the living room?

Fareeda: Yes, as you can see, there's more space so we can have a bigger television. Look at these traditional cushions. They were a gift from Grandma.

Dina: Oh, yes! What about the bedrooms?

Fareeda: We have three bedrooms now. I share a room with my sister, Amira, but our bedroom is really big. And we have two bathrooms.

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



5 Listen again. Number the rooms in the order you hear them

bedrooms ____ kitchen 1 balcony ____ bathrooms ____ living room ____



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

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

☐
☐
☐
☐

LESSON 2 MY PERFECT ROOM



1

Read about the bedroom

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

2

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

cushion bed closet desk posters

3

Listen to your partner and draw their perfect bedroom

Language focus

Use these phrases when telling your partner where things are:

On the right,... *On the left,...* *In the middle of the room,...*
On the wall,...

4

Work with a partner

What things make a perfect bedroom for you?

Posters? Video games? A television? Comfortable chairs?

5 Look and read. What is the same in all the words?

uncomfortable unfair unfriendly unhappy unsafe

Language focus

What does the prefix **un-** mean?

He looks unhappy = He doesn't look happy.

un- means 'not':

The armchair is very uncomfortable = The armchair isn't comfortable.

6 Match the words to their meanings

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

7 Complete the sentences with the words in Exercise 6

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

Language focus

We use the past simple to talk about different things:

- Something that happened once:

*I **visited** her house when I **was** five.*

- Something that happened several times in the past:

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

- Something that was true for some time in the past:

*He **loved** living in his grandmother's apartment **as a child**.*

- Expressions with ago:

*I **met** her in Zagazig **two years ago**.*

8

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

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

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

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

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



Howler monkeys in the jungle



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

Language focus

We make the affirmative past simple of regular verbs by:

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

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

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

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

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



Language focus

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

*The people **didn't help** him with his work.*

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



11 Make the sentences negative

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

LESSON 3

ANCIENT EGYPTIAN HOMES



1

Work with a partner. Discuss

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

2

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

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

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

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

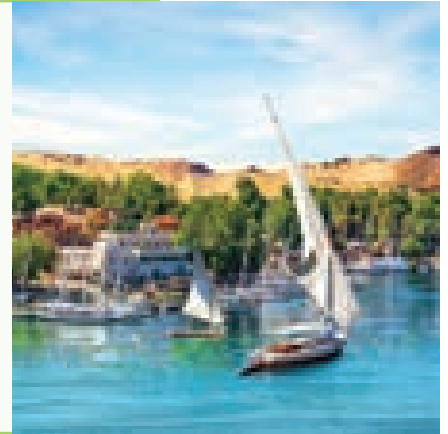
In cities, people lived very close together, and so they built their houses taller, with two floors. This saved space so they could build more houses. City houses joined together, just like today. In the countryside, houses usually only had one floor, and they also had a garden. They grew vegetables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

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



3 Read and listen to the poem

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

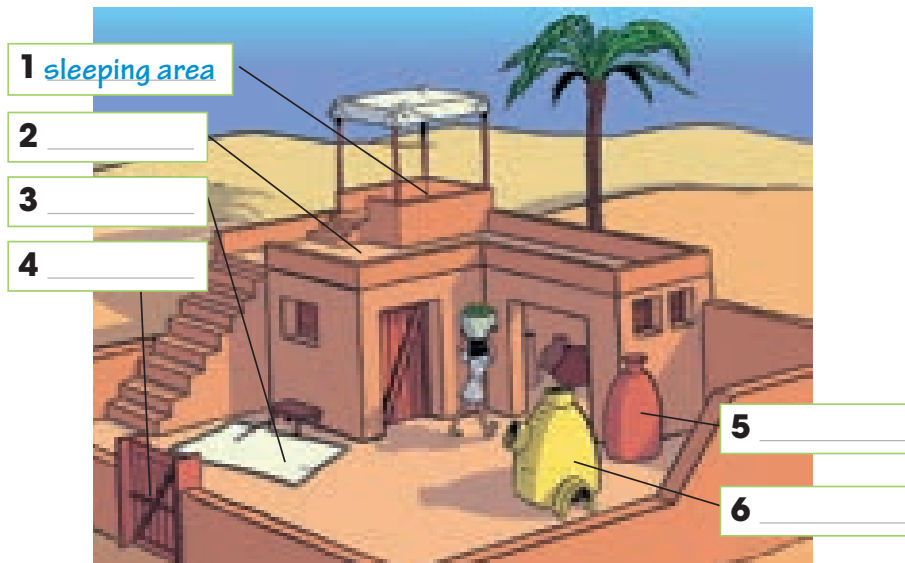


4 Work with a partner. Read the poem again. Underline things in the poem you can see in the picture below



5 Listen and write the labels on the Ancient Egyptian house

gate oven pot roof reed mat ~~sleeping area~~



6 Work with a partner. Ask and answer about what makes Ancient Egyptian homes special



The mud bricks made the Egyptian homes strong and cool.

Yes. And the flat roofs were nice, too. People slept there on hot nights.





PRONUNCIATION

Language focus

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

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

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

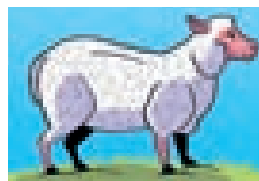
7 Write the double vowel words with ee or oo



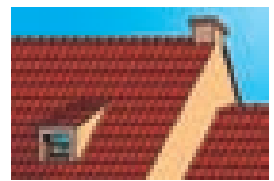
1 tr ee



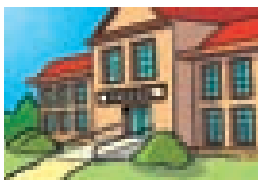
2 sp ____



3 sh ____



4 r ____



5 s ____



6 s ____



7 q ____



8 p ____



8 Listen and repeat the words in Exercise 1

Language focus

Saying oo in words

When you see oo in a word, you can say /u:/, as in *pool* and *spoon*.

We can also pronounce oo as a shorter sound, /ʊ/, as in a word like *good*, or as /ʌ/, as in a word like *blood*.



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



1 wood



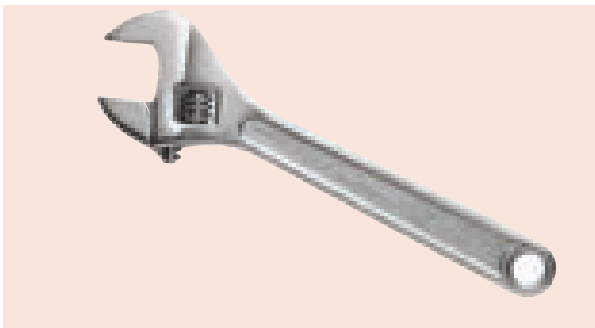
2 _____



3 _____



4 _____



5 _____



6 _____



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

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

/u:/	/ʊ/	/ʌ/
school	book	flood

LESSON 4 WRITING

1 Read Dalida's blog and answer her question



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

Dalida

BLOG HOME ABOUT ME LINKS ARCHIVE

Wednesday, 8th November

Unusual homes

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



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

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



Upside down house in the Netherlands

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

1 The house is in France.

☐

2 It's in a city.

☐

3 Dalida visited the house.

☐

4 It's ecologically friendly.

☐

Writing a blog

Tip!

- 1 Write about something you like and enjoy.
- 2 Write to your readers as if you are speaking to them. Use contractions (*I'm, it's*) and words like 'awesome' and 'cool'.
- 3 Use exclamation points (!) and emojis: 😊 😞 😠 😲.
- 4 Give your opinion and invite your readers to give theirs.
- 5 Check that your spelling is correct.

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

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

~~awful~~ annoying awesome boring
~~funny~~ brilliant cool friendly interesting

Positive	Negative
funny	awful

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

Write:

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





Presentation: Ancient Egyptian Homes



1 Work in pairs. Discuss and decide

You are going to research an Ancient Egyptian home.

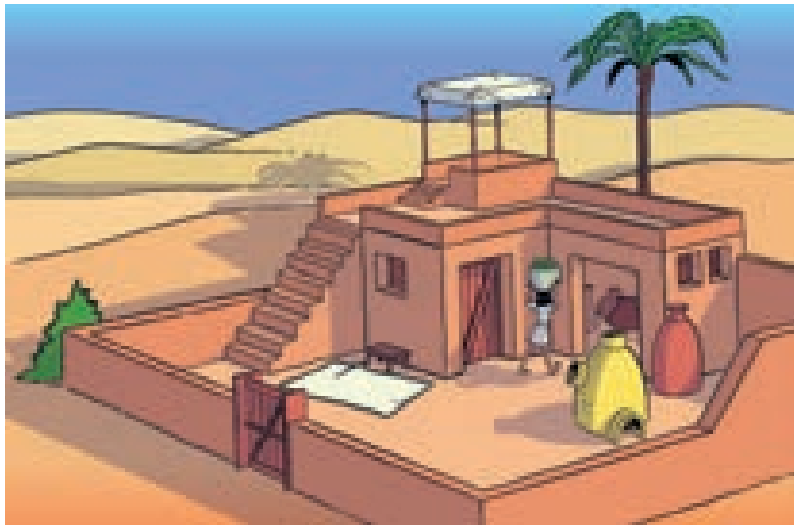
Find a home to talk about to give a presentation to your class. Get into pairs and think about:

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

What does the home look like on the outside?

What is inside the home?

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



2 Research and do

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

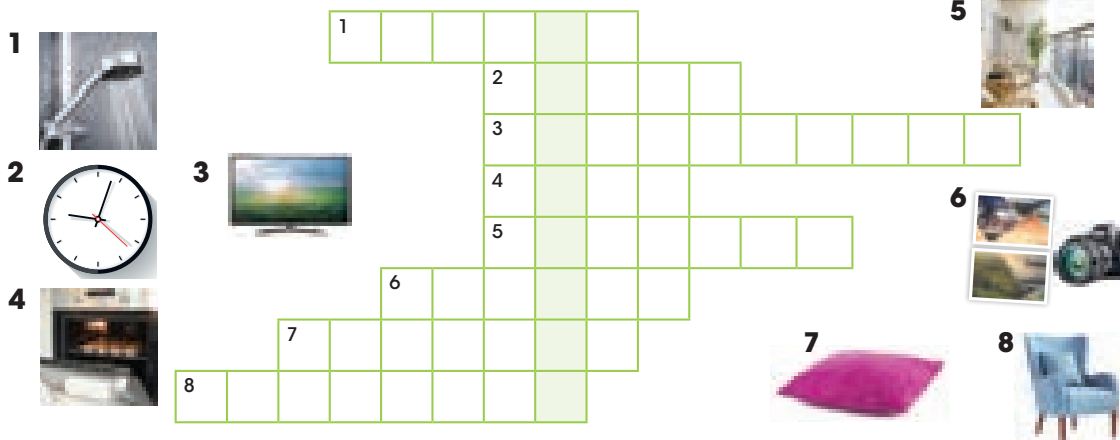
3 Show your presentation to the class

Give your presentation to the class.

Ask and answer questions about your group's presentation.

SELF-ASSESSMENT

1 Do the crossword puzzle. Find the word in green



2 Change the sentences into the past simple affirmative

1 I didn't arrive on time.

2 She didn't eat her dinner.

3 They didn't go to the beach on Sunday.

4 He didn't see that new movie in the movie theater.

5 She didn't sit next to her best friend in class.

3 Read the following words carefully, then underline words with double vowels. Next, circle the words that contain the /ʌ/ sound

pot

cheese

flood

roof

bed

sleep

hen

seed

blood

4 Think about Unit 7

Write two things you enjoyed.

Write two things you learned.

A young girl with curly hair is lying in a hospital bed, looking up at a hand resting on her forehead. The background is a wooden wall.

UNIT

8

At the doctor's

In this unit I will ...



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



Look, discuss, and share

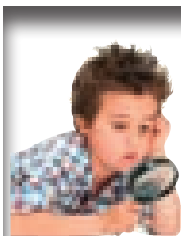
What do you think is wrong with the girl?

When was the last time you didn't feel well?



Did you know?

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



Find out

What jobs can people do in a hospital?

Find four examples and share them with a partner.

LESSON 1 THEY DIDN'T COME TO THE CLUB!



Listen and read. How does Fares feel today?

Mom: Hi Fares! Did you have a good day at the club?

Fares: Not really. Five people didn't come to the club today!

Mom: Oh no! Are they OK?

Fares: No, they have problems. My friend Tarek hurt his **ankle** at football practice last night. And Amr has an **earache** from swimming.

Mom: What about your cousin Lama? Your aunt said she had a **toothache**.

Fares: No, she wasn't there. I think she went to the dentist. Two of my friends have a cold. The coach told us to be careful. When we have a cough or a **sore throat**, we should stay home!

Mom: How do you feel?

Fares: Well, I have a **backache** and I'm worried about my friends. I hope I'll feel better tomorrow.

Mom: I hope so, too!



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

a



b



c



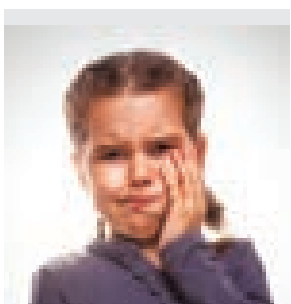
d



e



f





Listen again. Circle the correct words

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



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

cough headache shoulder toothache

1



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

Dina: Yes. My tooth hurts!

2



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

3



Ouch! My _____ hurts!

4



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

Wael: No, I have a _____.



Act and say with a partner



Do you have a sore throat?

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



LESSON 2 HOW ARE YOU?



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

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

Doctor: What's the matter, Ashraf? Do you have a headache?

Ashraf: No, Doctor. I don't have a headache.

Doctor: Do you have a stomachache?

Ashraf: No, Doctor. I don't have a stomachache.

Doctor: Do you have a toothache?

Ashraf: No, Doctor. I don't have a toothache. I have ... I have ... *Achoo!*

Doctor: Oh, dear! You have a cold. Stay home, sleep well, and take this medicine.



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

Language focus

We use **have** to talk about illness:

*I **have** a headache.*

*Amir **has** a stomachache.*

*Do you **have** an earache?*

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

3 Look at the pictures. Complete the sentences

1 Amir has a stomachache.

2 _____ a toothache.

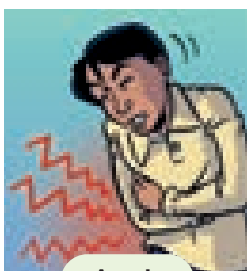
3 _____ a cold.

4 _____ an earache.

5 _____ a headache.



Salma



Amir



Reem



Tarek



Lama



4

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

1 you / an earache / Do / have / ?

2 sore / a / I / throat / have / .

3 a / has / He / cold / .

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

5 he / No, / doesn't / .

5

Read. What part of her body has Nahla hurt?

Nurse: Come in, Nahla. What's the matter?

Nahla: I fell over in the playground.

Nurse: Oh, dear. Where does it hurt?

Nahla: Here. I have a cut on my arm.

Nurse: Oh, yes, I see. Don't worry. I'll clean it and put a bandage on it.

Nahla: Thank you, nurse.



6

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

Come in,
Gameela.
What's the
matter?

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



A SPECIAL HOSPITAL



7 Listen and read. Which country is this hospital in?

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



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

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

8

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

helpful hospital injection staff patients relatives

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

Language focus

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

usual → unusual well → unwell

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

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

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



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

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



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

- | | | | |
|---------|-------|-----------|-------|
| 1 legal | _____ | 2 polite | _____ |
| 3 moral | _____ | 4 regular | _____ |



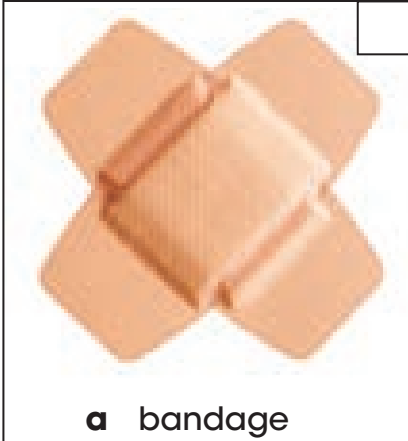
11 Work with a partner. Discuss

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

LESSON 3 THE POWER OF HONEY



1 Look at these items. Match them to the problems



1 a sore throat

2 a cut knee

3 sunburn

4 a headache



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



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

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

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

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

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



- 4 Now read the full article. Check (✓) the facts that are mentioned

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

☐
☐
☐
☐

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

- | | |
|-------------|---|
| 1 treatment | a to get better |
| 2 wound | b very small things that can make you ill |
| 3 bacteria | c medical care to help you get better |
| 4 heal | d an injury that damages your skin |



PRONUNCIATION



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



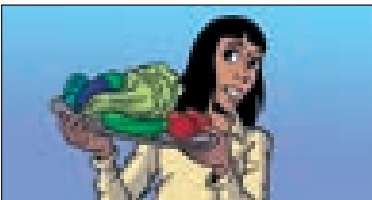
1 I have a pet ____rog.



2 Hani is a ____et.



3 I have a very long
scar ____.



4 Do you like
____egetables?



5 I really like ____ruit.



6 We like watching
tele____ision.



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

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

How to make the /f/ sound:

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

How to make the /v/ sound:

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



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

- 1 Is there a fan in the very big van?
- 2 Leave the lovely leaf on the tree!
- 3 A few friends saw the very fine view.
- 4 The ferry is very fast!
- 5 It's safe to save your money here!

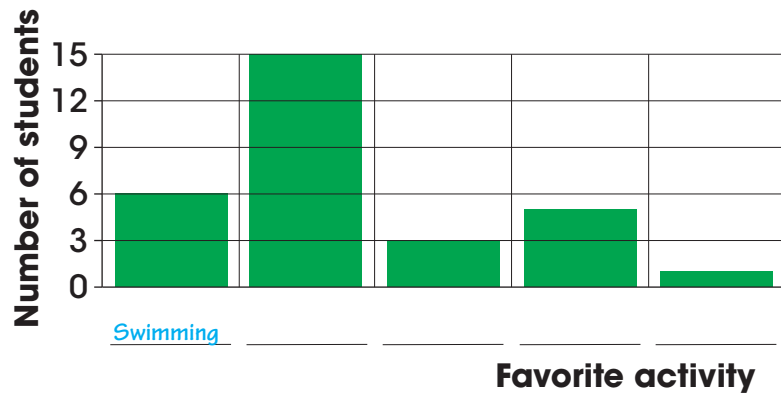


Bar charts

9 Look and read. Then label the bar chart

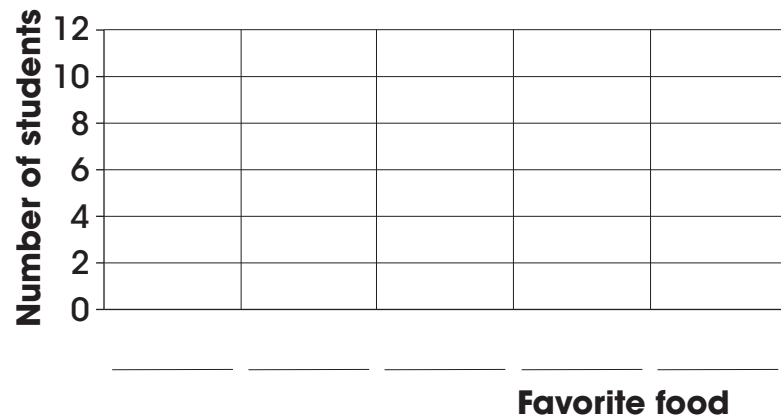
A bar chart is a way of showing information. Last week, 30 students were asked about their favorite free-time activity to stay healthy. Here is the result of their survey. Which favorite activity was enjoyed by the biggest number of students?

Favorite activity	No. of students
Swimming	6
Football	15
Reading	3
Taking long walks	5
Cooking	1



10 Now use this table to complete the bar chart

Favorite food	No. of students
<i>Ful medames</i>	6
<i>Koshari</i>	6
<i>Kofta</i>	7
<i>Fiteer baladi</i>	9
<i>Shawerma</i>	5



11 Now ask and answer about the charts



Which food is the most popular?



Fiteer baladi is the most popular food.

LESSON 4 WRITING



1

Think and write

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

2

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

3

Read Asma's presentation. Check (✓) the things that she talks about**My list of healthy things to do**

playing sport
 eating vegetables
 reading books
 getting enough sleep
 visiting a doctor
 spending time with friends
 drinking plenty of water

☐
☐
☐
☐
☐
☐
☐


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

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

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

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

4 Read Asma's presentation again. Complete the sentences

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

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

Key: 😊😊😊 = very good 😊😊 = OK 😐 = could do better

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

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

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

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

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



1

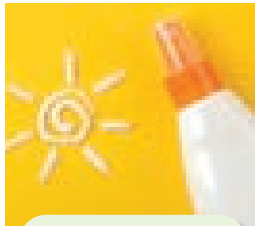
**Work in groups. Discuss and decide**

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

Take bandages in case someone cuts their knee.



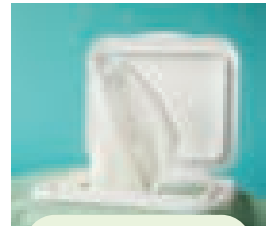
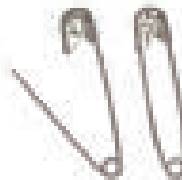
bandages



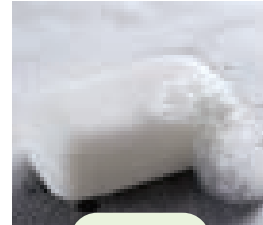
sunscreen



scissors

insect bite
creamcleansing
wipesmedical
glovesrubber
bands

safety pins



soap

2

**Read and do. Make a poster**

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

3

Show your poster to the class

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

SELF-ASSESSMENT

1 Read and complete

- 1 When your head hurts, you have a _____.
- 2 Milk and honey can help a _____.
- 3 I ate something bad. I have a _____.
- 4 I can't talk. My _____ hurts.
- 5 I have to go to the dentist. I have a _____.
- 6 I hurt my _____ when I was running today. I can't walk.

2 Read and match the prefixes with the words to form opposites. Write the words

- | | | |
|---------------|-----|-------|
| 1 polite | il- | _____ |
| 2 responsible | un- | _____ |
| 3 legal | im- | _____ |
| 4 well | ir- | _____ |

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

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



4 Think about Unit 8

Write two things you enjoyed.

Write two things you learned.

UNIT
9

A reptile in its habitat

My favorite animal

In this unit I will ...



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



Look, discuss, and share

What's the animal in the photo?

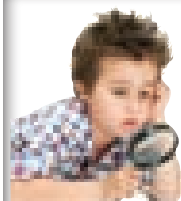
Where do you think it lives and what do you think it eats?



Did you know?

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

Do you think other animals can eat upside down?



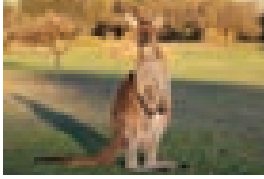
Find out

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

LESSON 1 WILDLIFE



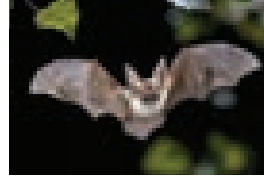
1 Listen and read. Then say the words



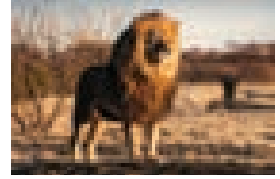
1 kangaroo



2 panda



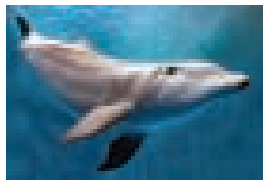
3 bat



4 lion



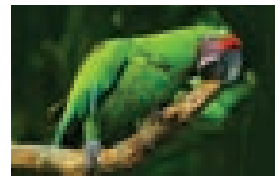
5 penguin



6 dolphin



7 snail



8 parrot

2

Read the clues. Write the correct animals

1 I live in the garden. I have a shell. I don't have legs or arms.

2 I live in Australia. I jump on two legs.

3 I fly at night. I sleep upside down on trees.

4 I live on ice and snow. I'm black and white. I can swim, but I can't fly.

5 I am a bird. I am very beautiful and colorful. I live in the rainforest.

6 I live in Africa. I'm a very big cat. I am very strong.

7 I am very friendly. I swim in a group with my family in the ocean.

8 I live in China. I eat bamboo. I'm big, and black and white.

3 Read. Where did Ramez go yesterday?

Ramez: Hi! I had a **wonderful** day out yesterday with my family.

Ayman: Where did you go?

Ramez: I went to the new **wildlife park** – it was awesome!

Ayman: What did you see? Could you go near the lions?

Ramez: No, we stayed in the car. But we could see them through the trees. The kangaroos were interesting, too. When they are little, they can sit inside their mom's **pouch** – it's so sweet!

Ayman: What birds did you see?

Ramez: Lots, but my favorites were the parrots. They were so beautiful and they could talk! We said some words for them to repeat!

Ayman: What about animals that like the cold? Did you see any?

Ramez: Yes, penguins! They were in a special place inside. It was cold, like a fridge. We fed them some fish! I love penguins – they can swim so well and they look so cool!

Ayman: Wow! Was there anything you wanted to see but couldn't?

Ramez: The bats. I'm doing a project on bats at school, so I really wanted to see them! But they were all hiding and I couldn't see them in the dark!

Ayman: Oh well, it sounds amazing! I've got to feed my rabbit now – that's the most wildlife I'll see today!

4 Complete the summary with the words in the box

project sad parrots ~~park~~ enjoyed lions

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

LESSON 2

WHAT COULD YOU DO?

Language focus

When we talk about something we are or aren't able to do in the present, we use *can* or *can't*.

*I **can** play basketball.*

*I **can't** speak Italian.*

To make questions, we change the order of the words (to start with *can*).

***Can** you play tennis?*

We use *can* or *can't* with the infinitive without *to*.

1 Match

1 birds

2 lions

3 snails

4 bats

a can live in shells

b can sleep upside down on trees

c can fly

d can run very fast

2 Write *can* or *can't*

1 Bats _____ fly very fast.

3 Parrots _____ fly.

2 Snails _____ move quickly.

4 Pandas _____ drive a car.

Language focus

When we talk about something we were able to do in the past, we use *could*:

*I **could** speak French when I lived in France.*

When we talk about something we were not able to do, we use *couldn't*:

*I **couldn't** take the bus so I had to walk.*

To make questions, we change the order of the words:

***Could** you ride a bike when you were three?*

We use *could* or *couldn't* followed by the infinitive without *to*.

3 Write *could* or *couldn't*

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

4 Circle the correct word

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

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

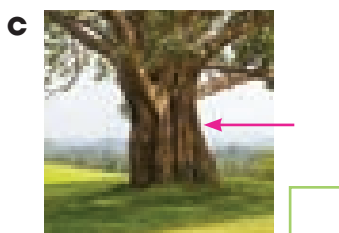
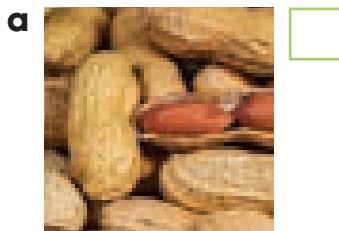
Could you speak when you were six months old?

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



THE TRAVELERS AND THE TREE

6 Match the words to the photos. Check in a dictionary



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



7 Read and listen to a fable by Aesop. Why was the tree angry?

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

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

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

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

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

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

☐
☐
☐
☐
☐
☐

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

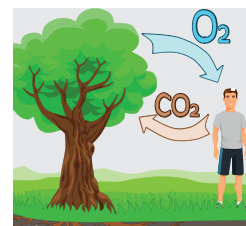
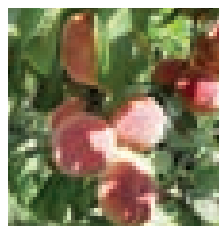
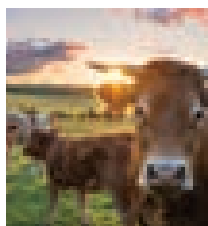
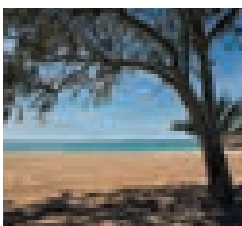
- 1 A *breeze* is a little **wind** / **lake**.
- 2 When something is *useless*, we **can** / **can't** use it.
- 3 When someone is *ungrateful*, they **thank** / **don't thank** others for doing something good.
- 4 When something is *comfortable*, it's **nice** / **not nice** to sit on or wear.
- 5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

10 Work in pairs. Answer the questions

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

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

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



LESSON 3

THIS IS SO INTERESTING!

Language focus

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



1 Listen and repeat the words



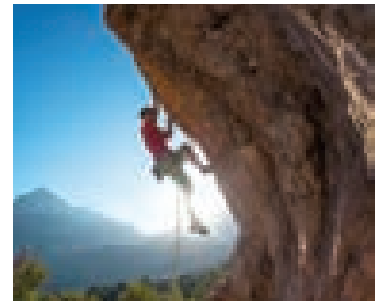
2 Listen again and write the -er words



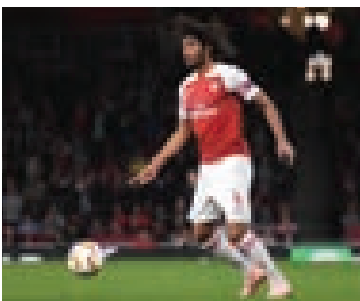
1 t _____



2 r _____



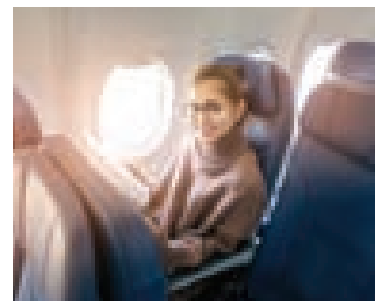
3 c _____



4 f _____



5 f _____



6 t _____

3

Complete the sentences with words from Exercise 2

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

Language focus

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

*I was so **bored** in that movie.*

*That movie was so **boring**.*

*I am very **interested** in history.*

*History is so **interesting**!*

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

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

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

1 annoy annoyed, annoying

2 amaze _____, _____

3 interest _____, _____

4 tire _____, _____

5 surprise _____, _____

5 Complete the crossword with words from Exercises 1-4

Across

1 Mr Mahmoud is an excellent _____. He plants the best tomatoes in town!

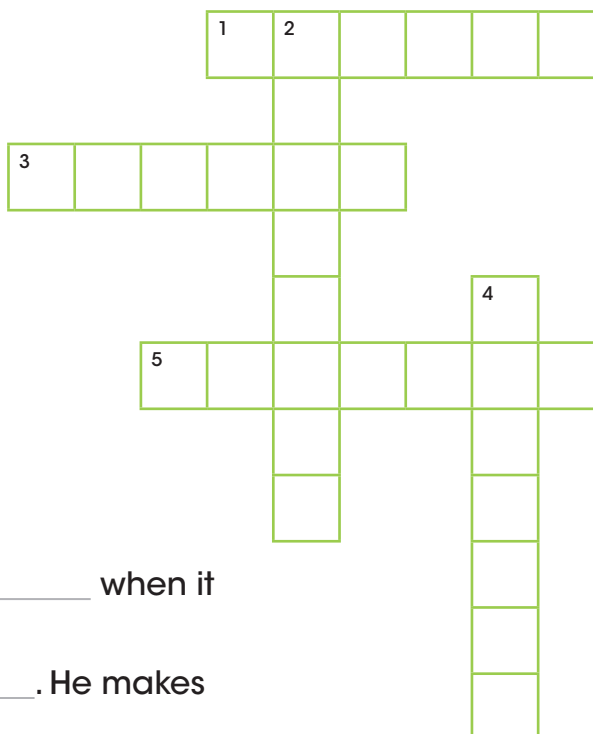
3 That long walk was very _____. I can't wait to get home and relax!

5 My uncle's a professional _____. He goes up some very high mountains.

Down

2 I find my phone really _____ when it rings while I'm sleeping.

4 Mr Eissa is a great _____. He makes everything clear in our lessons.





PRONUNCIATION

Language focus

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

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

vet

vase

violin

volcano

To pronounce /w/, make a tight circle with your lips.

winter

wet

wheel

water



Listen and repeat



1 vet



2 wheel



3 west



4 violin



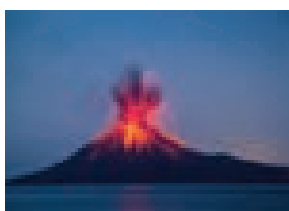
5 whale



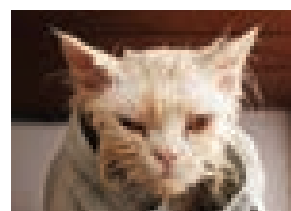
6 vest



7 watermelon



8 volcano



9 wet



7 Listen and circle the word you hear. Then listen again and check

- | | | |
|-------------|------------------|----------------|
| 1 west vest | 2 wheel whale | 3 vase vest |
| 4 vet wet | 5 violin volcano | 6 water winter |



8 Listen and write the words

- | | | |
|---------|---------|---------|
| 1 _____ | 2 _____ | 3 _____ |
| 4 _____ | 5 _____ | 6 _____ |
| 7 _____ | 8 _____ | 9 _____ |



9 Listen and write. Then listen again and check

Last 1 _____ I decided to travel
2 _____ in my boat wearing my
3 _____. I was looking for a
4 _____ but I had some problems.

I met some 5 _____ and they
turned over my boat. I had to sit on my

6 _____ to stay afloat! I ate

7 _____ to stay healthy and I

came to shore. I didn't find the 8 _____, but I met some vets and
they took me home to my 9 _____!



**10 Listen and repeat
the tongue twister.
Can you say it quickly?**

**Waleed made vases
on very wet wheels
for vets.**



LESSON 4 WRITING



1 Read Amir's email. What's his favorite unusual animal?

From:	Amir
To:	Tamer
Subject:	Unusual animals

Dear Tamer,


Thanks for your email. How are things? It was really interesting to hear about the sports you like. I love basketball, and I play on a team once a week.

This week we're talking a lot about unusual animals at school. We looked at animals from around the world and some from Egypt. My favorite unusual animal from Egypt is the **dugong** – can you see the photo? I think it's got a lovely friendly face and it's very cute! Its **nickname** is the **sea cow** and it spends many hours eating grass from the **sea bed** every day.

What about you? What's your favorite unusual animal? Write back and let me know.

Hope to hear from you soon!

Amir



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

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

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Tip!

Writing an email

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

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

4 Complete the email phrases

things note best soon

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

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

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



LESSON 5

PROJECT



1 Work in pairs. Discuss and decide

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

- desert ■ forest
- polar ■ ocean

2

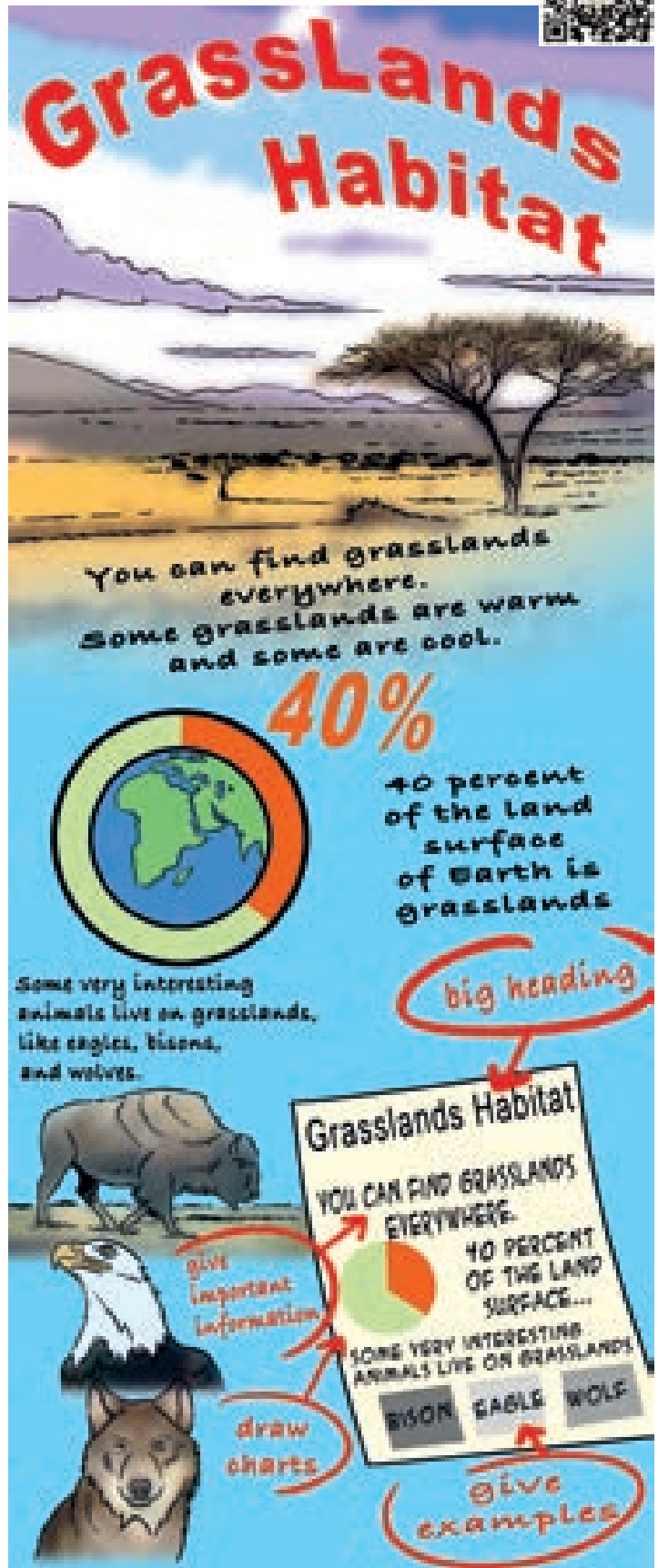
Read and do

- 1 Think about your infographic. What can you write? What headings and pictures can you use?
- 2 Decide who will do what. Make sure you both have something to do. Do your research.
- 3 Make your infographic. Remember to check your work.

3

Show your infographic to the class

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



SELF-ASSESSMENT

1 Match

- | | |
|------------|--------------------------|
| 1 kangaroo | <input type="checkbox"/> |
| 2 panda | <input type="checkbox"/> |
| 3 lion | <input type="checkbox"/> |
| 4 rabbit | <input type="checkbox"/> |
| 5 bat | <input type="checkbox"/> |
| 6 snail | <input type="checkbox"/> |

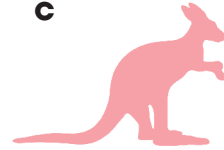
a



b



c



d



e



f

2 Complete the sentences using *can / can't* or *could / couldn't*

- 1 Amr _____ see the board, so he moved to the front.
- 2 Kangaroos _____ jump very high.
- 3 I had an earache and I _____ hear well.
- 4 Ostriches _____ run very fast, but they _____ fly.
- 5 I had a sore throat, so I _____ talk.
- 6 Omar _____ read stories when he was seven. He really loves reading!



3 Work with a partner

- 1 Name as many animals as you can from the unit.
- 2 Name as many -er words as you can from the unit.



4 Think about Unit 9

Write two things you enjoyed.

Write two things you learned.

REVIEW 3

LESSON 1



1

Listen and point

START



1  _____	2  _____	3  _____	4  _____	5  _____
10  _____	9  _____	8  _____	7  _____	6  _____
11  _____	12  _____	13  _____	14  _____	15  _____



2

Look and write



3

Play and say

What's
number
12?



It's a
panda. What's
number 15?



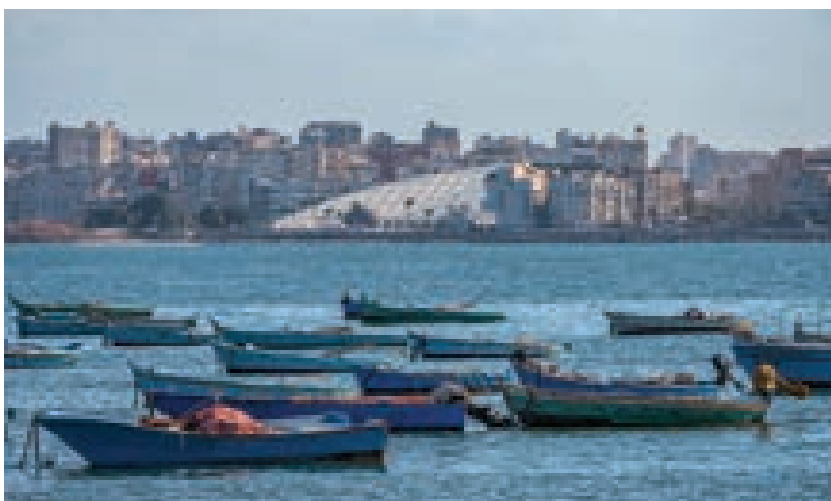
FINISH

4 Complete the sentences using the words in the box

unhappy unsafe uncomfortable unfriendly

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

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



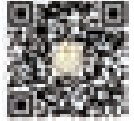
I **1** had (have) a lovely day yesterday. I **2** _____ (travel) to Alexandria with my mom to see my aunt. We **3** _____ (go) by train. I love trains!

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

6 Complete the sentences about the rest of Injy's day in Exercise 5. Check (✓) the sentences with irregular verbs

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

LESSON 2



1

Label the photos with the words in the box

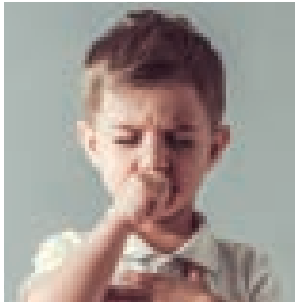
backache cough earache headache sore throat toothache

1

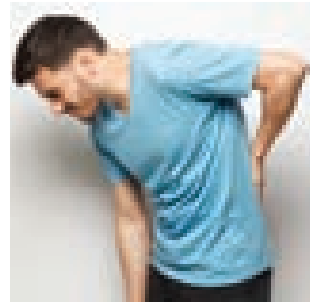


headache

2



3



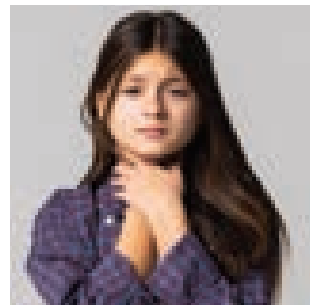
4



5



6



2

Listen and check. Then repeat



3

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

Nurse: Come in, Kareem. What's the matter?

1

Kareem: Thank you, nurse.

Nurse: Oh dear. Did you hit your ear with a ball?

Kareem: I have an earache.

Nurse: Let me see. Yes, it is red inside. I think you should go home. I'll telephone your mom.

Kareem: No, I had an earache when I woke up this morning.



4

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

1 p _____

2 p _____

3 d _____

4 r _____

5 s _____

6 w _____

a



b



c



d



e



f



5

Complete the sentences with *could* or *couldn't*

1 I _____ speak when I was one month old.

2 I _____ ride a bike when I was a baby.

3 Waleed _____ read when he was 6. He loves reading!

4 Amira _____ write until she went to school.

5 Tamer's brother _____ drive at 20 – he passed his driving test at 18.

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



6

Complete the crossword with the *-er* words

Down

1 Someone who helps you in the classroom.

2 Someone who plays a famous sport with a ball.

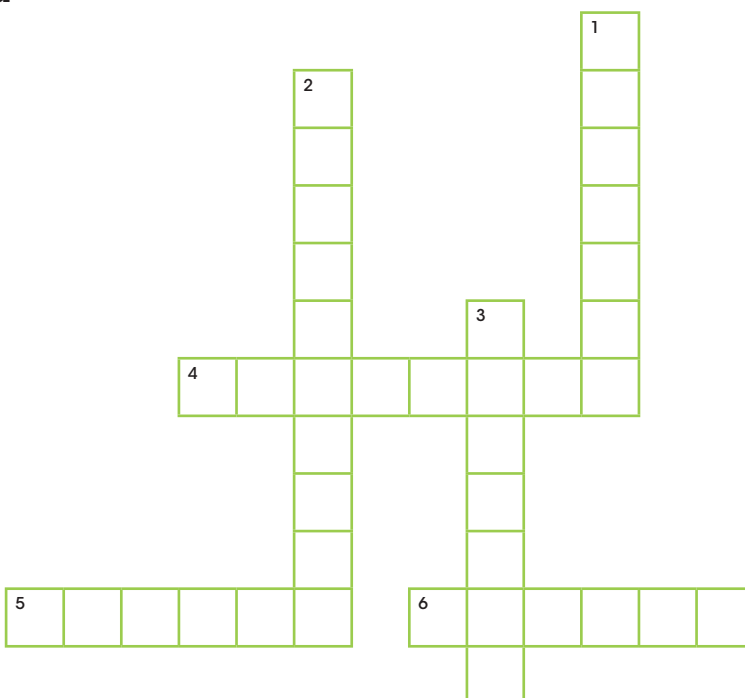
3 Someone who goes up mountains using a rope.

Across

4 Someone who travels to a lot of places.

5 Someone who grows food for us.

6 Someone who reads a lot.



Presentation

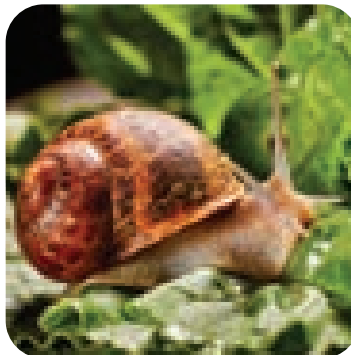
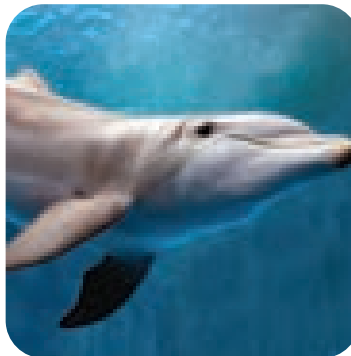
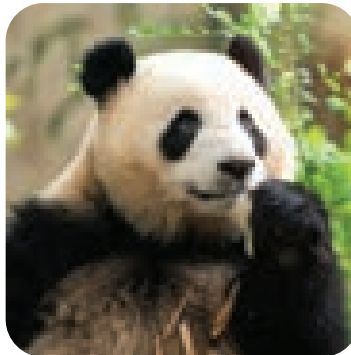


- 1 Work in groups. Think about your favorite animal from the ones below . Make an infographic about it and give a presentation**

Think and say

Do your research:

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



2 Read and do

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



- 3 Think about how you can present the information as an infographic like the one on page 48**

4 Present

Show your friends your infographic and answer their questions.

Self-Assessment

Now I can ...

1 say house words

clock closet
balcony elevator
shower oven
television cushions armchair



2 say health phrases

I've got a cough.

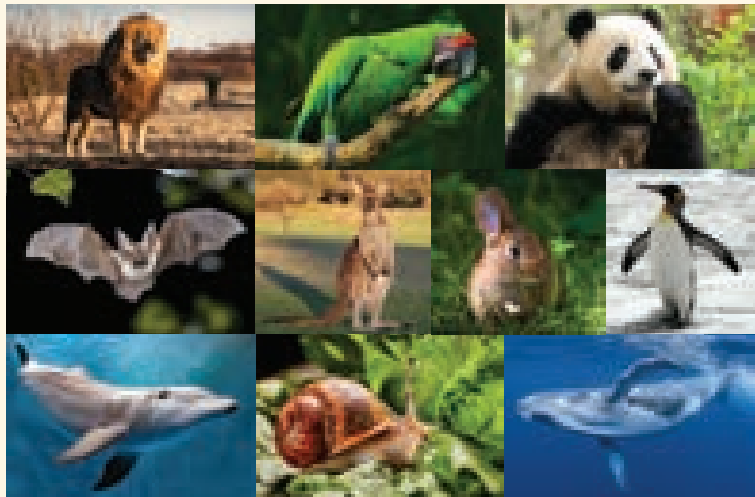
Lobna has a headache.

Tarek hurt his shoulder when he was playing basketball.

Nahla has an earache.

3 say animal words

bat dolphin
kangaroo lion
panda parrot
penguin rabbit
snail whale



4 say the sounds

1 sheep/sleep

2 fan/leaf

3 vet/volcano

spoon/school

van/television

whale/wet

UNIT
10

Let's visit Egypt

Al-Azhar Park in Cairo

In this unit I will ...



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



Look, discuss, and share

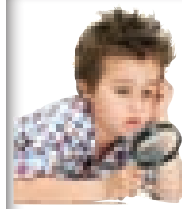
What's your favorite thing about your town?

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



Did you know?

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



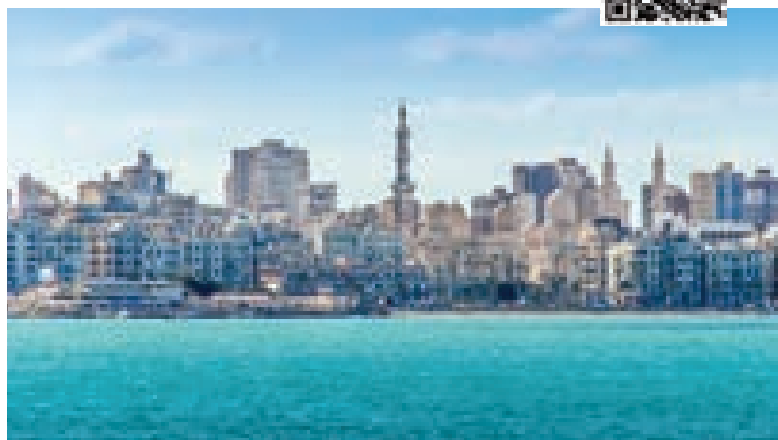
Find out

In 2020, the population of Fayoum was approximately 3.8 million. What is the population of your town or city?

LESSON 1 WE LOVE ALEXANDRIA!

**1 Listen and read.**
Who is from Alexandria?**Why we love Alexandria!**

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



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

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

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

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

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

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

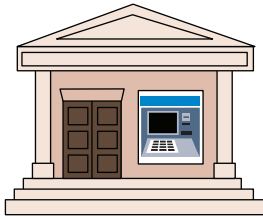
**2 Listen again. Circle the correct word**

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

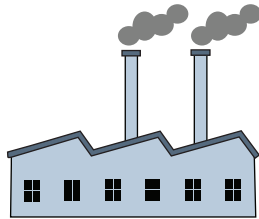


3 Listen and repeat. Then look and write

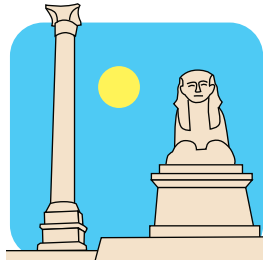
station factory library monument
bank square shopping mall



1 _____



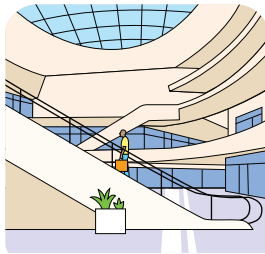
2 _____



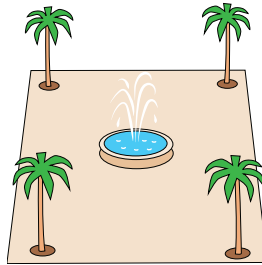
3 _____



4 _____



5 _____



6 _____

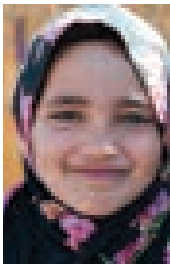


7 _____



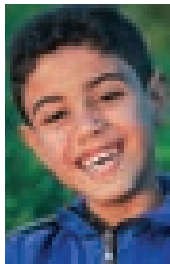
4 Listen. Match the places and people

library monument factory station



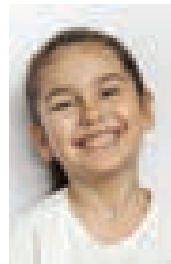
Sara

1 _____



Ahmed

2 _____



Dina

3 _____



Youssef

4 _____



5 Look at the places in Exercise 3. Which of the places are in your town? Talk to a partner



There's a really big station in my town.

That's right. There's also a library.



LESSON 2 DON'T RUN IN THE LIBRARY!

Language focus

- We use **imperatives** to tell someone to do or not to do something.
Stand up! Help me! Have fun!
Don't run. Don't close the window. Don't be late tomorrow!
- Imperatives don't usually begin with a subject like *you, she, or they*. Imperatives usually start with a verb.
- Affirmative imperatives use the infinitive without *to*:
Run! Sit down. Open the door, please.
Please pick up that trash.
Put the cake in the oven, please.
- Negative imperatives use *don't + infinitive* without *to*:
Don't eat in the library, please.
Don't waste your time.

**1 Listen and read. Where are the children going?**

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

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

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

Ali: I'm going first!

Teacher: Don't run, Ali. Walk quietly. This is a very important place.

Ali: I'm sorry.

Noha: Can we go upstairs to the Children's Library?

Teacher: Yes. Go into the elevator. Good. Stand back. The doors are closing. Don't jump up and down, Ali! Push the number one button, Tarek. Great, thank you. We're going up!

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

3 Reorder the words to make imperative sentences

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

4 Read the library rules. Rewrite the rules with imperatives

- 1 You should not eat in the library.
Don't eat in the library!
- 2 You have to bring your book back in two weeks.

- 3 You need to drink your water outside.

- 4 You cannot use your cell phone here.

- 5 You should not lose your book.

- 6 You should ask the librarian if you need help.

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

~~environment~~ park flowers help trash can



- 1 Keep the environment clean. .
- 2 _____ .
- 3 _____ .
- 4 _____ .
- 5 _____ .

Language focus

When we ask for directions, we say:

Excuse me, **how do I get to** (the station)?

Is there (a library) **near here?**

Where is the (post office), please?

We use the imperative to give instructions:

Turn right! **Cross** the road.

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

Excuse me,
how do I
get to the
museum from
here?

Thank you
very much!



Go straight,
turn left at the end
of the road and
the museum is on
your right.

7 Write directions from your house to school, then discuss with your partner

How do you get to school?

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



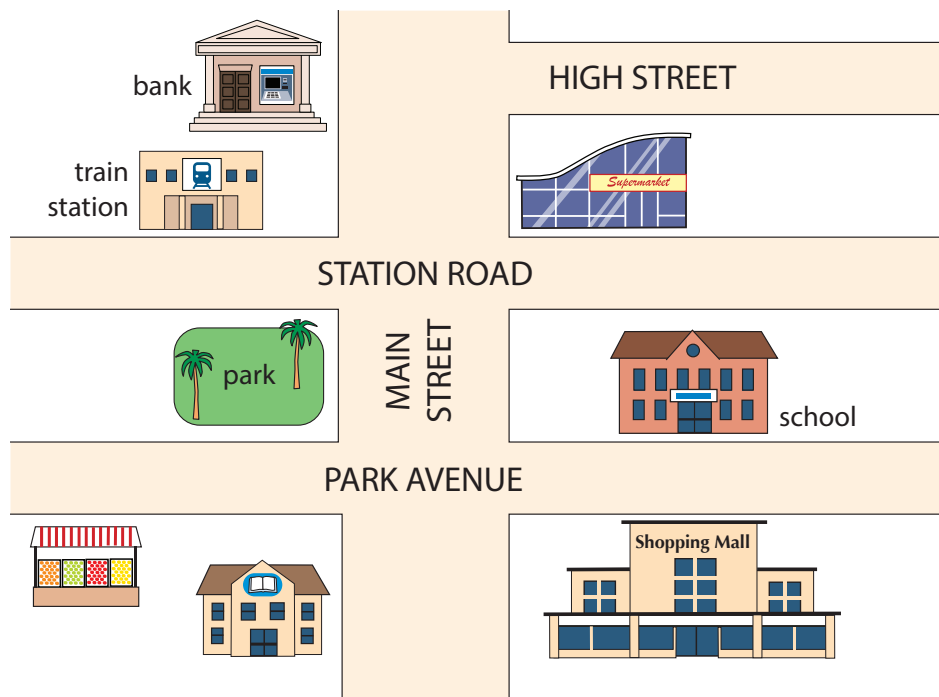
8 Listen. Write the letters on the map



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



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



Excuse me, how do I get to the shopping mall?

Just cross the road!

LESSON 3 GABI LEARNS A LESSON



1 Listen and read. Which animal does Gabi meet first?

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

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

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

"No, I'm not lost," pretended Gabi. Gabi didn't know that the ibis could fly high above the land and tell him the way.

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

"You look lost," said the snake.

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

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

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

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

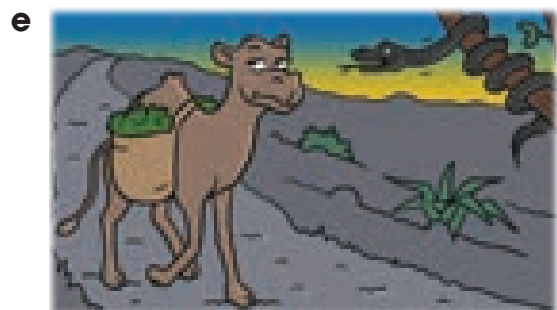
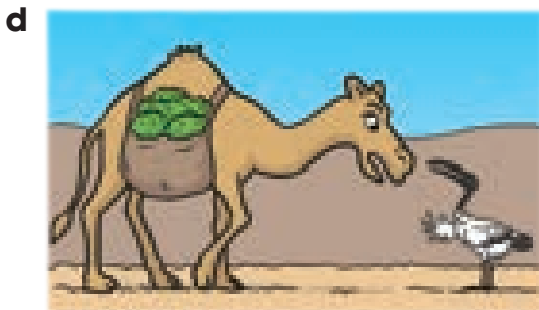
"No, I don't!" replied Gabi rudely. Gabi didn't know that the jerboa could hear the sounds of the market traders.

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

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



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



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

fly hear help snake

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

4 Read and think. Talk to your partner

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



PRONUNCIATION



5 Listen and repeat

go show bite right boy toy make play

Tip!

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



6 Look at the table. Listen again and say

go	bite	boy	make
show	right	toy	play



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

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

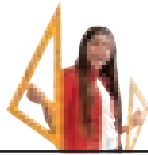


8 Work with a partner. Compare your tables



9 Choose the correct word from the table in Exercise 6. Then write two more sentences

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



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

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

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

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

They will
be around
50 Egyptian
pounds.



10 Look quickly and circle the correct estimated answer

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

11 Write some sums. Ask your partner to estimate the answers



What's $88 + 90 + 27$?

It's around
200.



LESSON 4 WRITING



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

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



Cairo



New York



London

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

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

Tip!

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

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

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

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

5 Read the paragraph about New Alamein. Underline the adjectives

NEW ALAMEIN

There are many exciting things to do in New Alamein. The city is on the beach so you can visit the cool sea when it's hot. This beautiful beach is 14 kms long! There is also a large, green lake right in the middle of the city! You can also visit the beautiful International Park. If you want to learn about the fascinating history of the area, then visit the Archaeological Center. There are some amazing treasures there. I can't wait to see you in New Alamein.



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

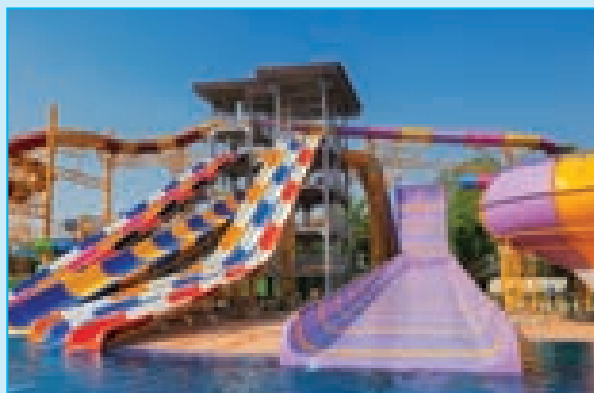
**1 Work in groups. Discuss and decide**

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

- a waterpark
- a zoo
- markets
- a park
- restaurants
- shopping malls

**2 Read and do**

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

**Our perfect town**

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

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

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

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

This is our perfect town!

**3 Show your poster to the class**

Ask and answer questions about each other's posters.

SELF-ASSESSMENT

1 Do you remember? Read and complete

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

2 Choose the correct answer

- 1 My uncle works in a big food **factory / museum** in Tanta.
- 2 The library is the place where we can **borrow / buy** or read books.
- 3 Molokhia and rice are from the local Egyptian **cuisine / restaurant**.
- 4 Always **keep / to keep** quiet when you are in your school library.
- 5 Faten, **do / does** this exercise again, please.
- 6 My grandfather usually tells us funny stories to **laugh / entertain** us.

3 Complete the directions using the words in the box

opposite on right straight get

Amany: Excuse me, how do I _____ to the bus stop?

Woman: Go _____ ahead onto North Road, then turn
_____ onto Main Street. It's _____ your left,
_____ the supermarket.

Amany: Thank you!



4 Think about Unit 10

Write two things you enjoyed.

Write two things you learned.

UNIT
11

Vacations

Swimming in the sea

In this unit I will ...



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



Look, discuss, and share

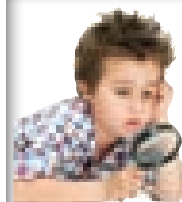
What is the child in the photo doing?

What vacation activities do you enjoy?



Did you know?

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



Find out

Find out which places in Egypt tourists visit every year.

LESSON 1 A WORLD TRIP



1 Listen and read. Where are Uncle Hani Aunt Nadia now?



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

← →
_ □ ×

To: Samiax@mail.com

Subject: My trip

Dear Samia,

Hello to you all from Singapore! It's hot here – about 36 degrees. Luckily, we've got a lovely hotel room. We're on the 42nd floor. The view is beautiful and we can see the beach. There's a huge swimming pool on the roof of the hotel! Can you believe it? The flight from India took about six hours, but it was comfortable and we both slept. It didn't take long to get through the airport when we arrived – we got our suitcases straight away.

Singapore is a wonderful city. There are lots of **high-rise** buildings, but there are also many parks, gardens, and trees to sit under and relax. The Gardens by the Bay is a really special place where there are flowers and plants from all around the world. We spent a lot of time there. You really forget that you're in the middle of a busy city.

Yesterday, we went on a boat trip with some other tourists to an island. There is a **theme park**. It was so much fun! After that, we visited the museum of ice cream! I had a 'Queen Bee' ice cream which is vanilla and honey with chocolate. It was great!

I hope you are all well. We will fly to Japan tomorrow and I'll send you another email when we arrive. Now I have to find our tickets and passports and pack our suitcases again!

Love,
Nadia



2 Listen again. Check (✓) the places that Nadia and Hani visited in Singapore

a swimming pool

☐

a theme park

☐

a zoo

☐

an airport

☐

an ice cream museum

☐

a park

☐


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

1 Nadia and Hani are staying at a friend's house.

☐

2 They flew from Cairo.

☐

3 They thought the Gardens by the Bay was lovely.

☐

4 Yesterday they went to a museum.

☐




4

Listen and say. Then write

hotel passport swimming pool suitcase ~~ticket~~ tourist

1



ticket

2



3



4



5



6



5

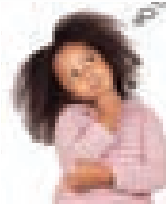
Read. Are these things you take on vacation, or places you go on vacation? Write them on the correct list

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

Things you take on vacation	Places you go on vacation



6

What do you take on vacation?
Tell your partnerI always take
my phone
so I can take
photos.**Think!**People say, "Take
only photos, leave
only footprints."
What do you
think it means?

LESSON 2 A SPECIAL TRIP

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



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



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



DESERT TOURS TRIP TO JORDAN October 4–8



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

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



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



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

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

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

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

☐
☐
☐
☐
☐
☐

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

Tip!

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

Thursday, October 6th

Dear Diary,

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



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



Think!

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

Language focus

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

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

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

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

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

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

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

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

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

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

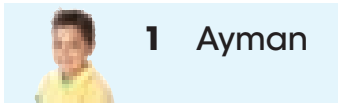
7 Complete the paragraph with **at**, **on**, or **in**

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





8 Listen. Match the times with the speakers and activities



1 Ayman



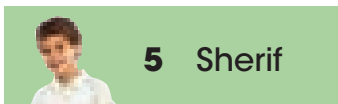
2 Amira



3 Fareed



4 Talia



5 Sherif



6 Sara

a on the weekend

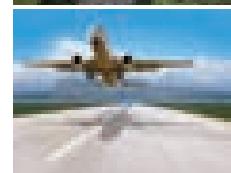
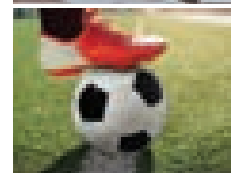
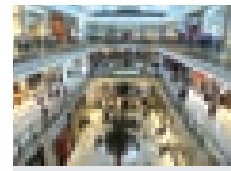
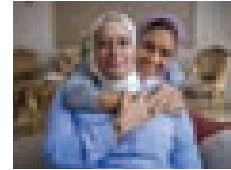
b at 11 am

c in the morning

d on Thursday

e in July

f at 5 pm



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

1 Wednesdays On Wednesdays, I play football after school.

2 the afternoon _____

3 summer _____

4 weekend _____

5 January _____

6 6 pm _____



On Wednesdays, I play football after school.

LESSON 3

AL-AZHAR PARK



1 Listen and read the story. Why did Seleem feel better at the end of the story?

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

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

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

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

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

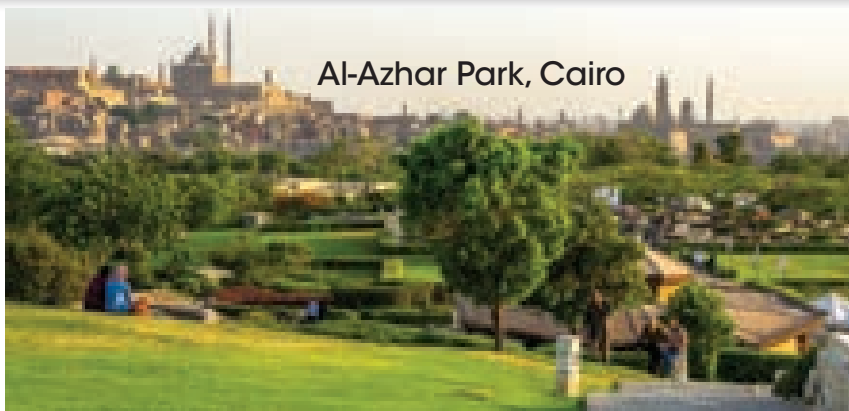
"Hi Ramy!" shouted Seleem. "Why are you in the city? I thought you were at the beach!"

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

"I think this is a fantastic place," said Mom at the end of the afternoon.

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

Al-Azhar Park, Cairo



2 Read again and circle the correct answer

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

3 Think and say

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





PRONUNCIATION

Tip!

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



4 Listen and say these words

/ə/

thing

Thursday

think

three

Earth

author

/ð/

these

those

this

with

mother



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

bathroom father south they other birthday thousand
clothes mouth leather



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

Language focus

Some adjectives have common suffixes.

Look at the suffix *-ous*: *dangerous, famous, enormous*

Look at the suffix *-ive*: *creative, expensive*

1 Be careful! That snake is
_____. (poison)

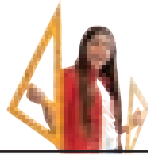
2 Ali swims and runs. He's very
_____. (act)

3 Everyone knows Soha. She is very
_____. (fame)

4 His watch is very _____.
(expense)



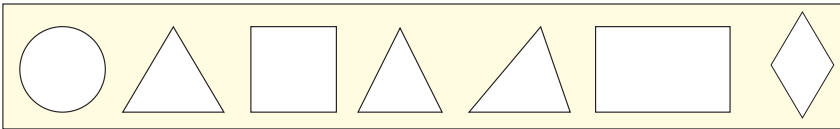
7 Listen and check. Then listen and repeat



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

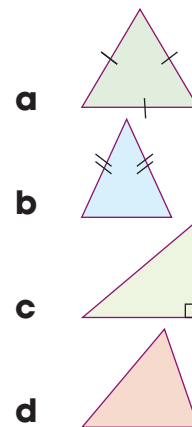
8 Look and read. Color the triangles

A triangle is a **2D shape** with three sides.

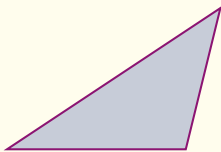


9 Read and match

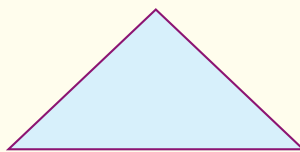
- 1 An equilateral triangle has three equal sides.
- 2 A right angle triangle has one angle that measures 90° .
- 3 An isosceles triangle has two sides of equal length.
- 4 A scalene triangle has three sides of different length.



10 Look. Circle the correct triangle type



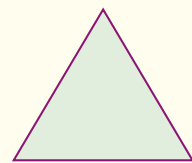
1 right angle /
scalene



2 isosceles /
equilateral

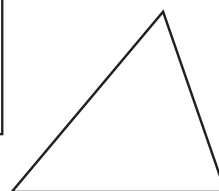
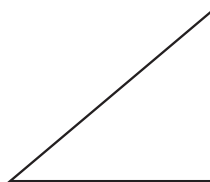
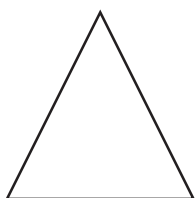
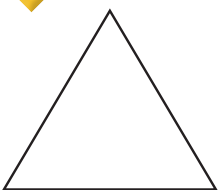


3 right angle /
isosceles



4 equilateral /
scalene

11 Look and color using the key



Equilateral = **blue**
Right angle = **green**
Isosceles = **red**
Scalene = **yellow**

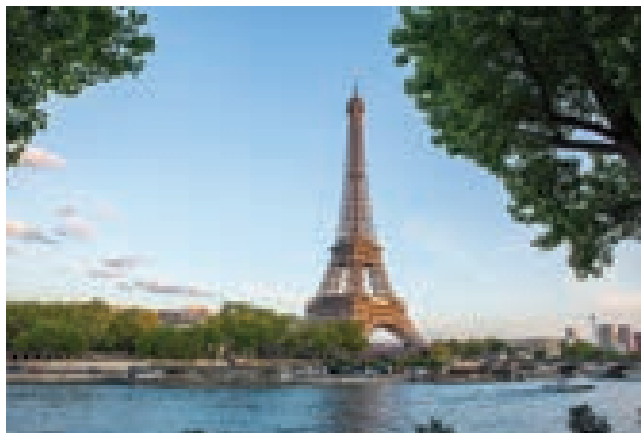
LESSON 4 WRITING



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



1 Marrakech, Morocco



2 Eiffel Tower, Paris, France

July 21st

Reem

Dear Diary,

I had such a cool day today. I went on the river. We saw some famous sights from the boat, like the Louvre, a beautiful museum with fantastic paintings, and the Eiffel Tower. The Eiffel Tower is really tall and made of metal. I tried to speak French, but I couldn't really say anything. But the French people were very kind and when I spoke English, they understood me! At the end of the day we went to a French restaurant and had a wonderful meal with potatoes. It was a special day.

April 5th

Amira

Dear Diary,

I love this city! There's so much to do. Today we went to Ali Ben Youssef Madrasa, a beautiful museum that is 800 years old! We went early in the morning, but it was still very busy with people. We also visited Jardin Majorelle, a lovely garden where we had a picnic. I like it there because it reminds me a bit of Al-Azhar Park at home. But my favorite place is Jemaa el-Fnaa, the market place. The smells coming from the market stalls make me hungry! I had a sandwich yesterday. I can't wait to go back there tomorrow!

Tip!

Write the date when you start a new diary entry.

2 Read. Check (✓) the statements that apply

When writing a diary ...

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

☐
☐
☐
☐
☐

3 Read and circle

Read the two diary entries again. Who ...

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

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

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

Remember:

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



Think!

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

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

My perfect vacation

Day 1

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

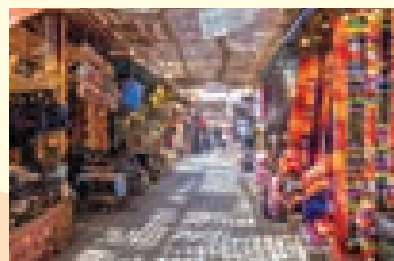


Day 2

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

Day 3

Spend a relaxed day shopping and wandering through the markets. Perhaps buy some traditional handicrafts to take home.



Day 4

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

2 Make a poster about your perfect vacation

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

3 Show your poster to the class**4 Discuss**

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



SELF-ASSESSMENT

1 Do you remember? Read and complete

beach hotel passport suitcase theme park

- 1 You need this to travel to a different country. _____
- 2 You can make sandcastles and swim in the sea here. _____
- 3 This is somewhere to stay when you are on vacation. _____
- 4 You can have fun here and go on different rides. _____
- 5 You put your clothes and other things in this when you travel. _____

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

- 1 We are going cycling _____ the weekend.
- 2 Is your birthday _____ Friday?
- 3 Our school year ends _____ the summer.
- 4 We're flying to Morocco _____ September 20th.
- 5 Our flight lands _____ the evening.
- 6 Did you visit Al-Azhar Park _____ night?

3 Read and write the correct suffix to the words in brackets

- 1 Mohammad Salah is a very _____ footballer. (fame)
- 2 That phone is very _____. Can we buy a cheaper one? (expense)
- 3 Don't drink that! It could be _____. (poison)

4

Think about Unit 11

Write two things you enjoyed.

Write two things you learned.

UNIT
12

FICTION READER:



A FANTASTIC FAMILY ADVENTURE

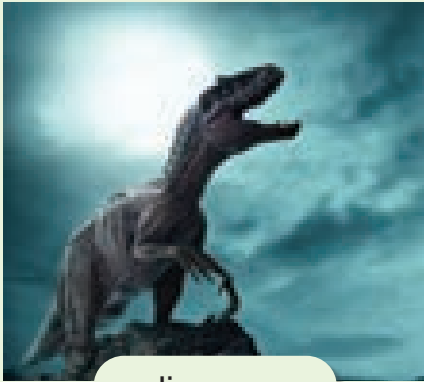
LESSON 1



BY NICOLA GARDNER

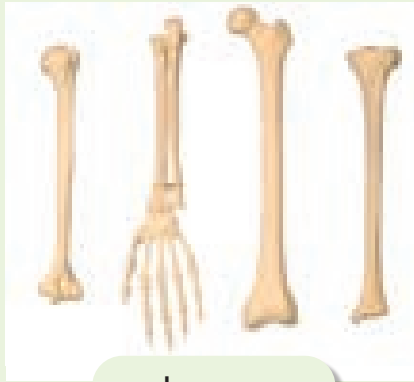
ILLUSTRATED BY NATHALIE ORTEGA

PICTURE DICTIONARY



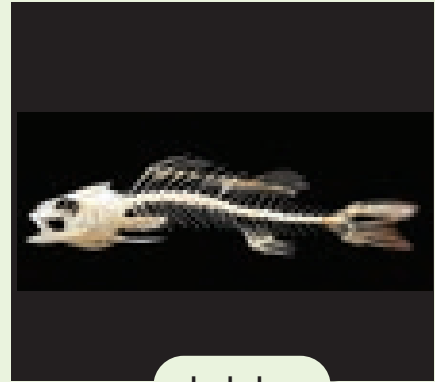
dinosaur

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



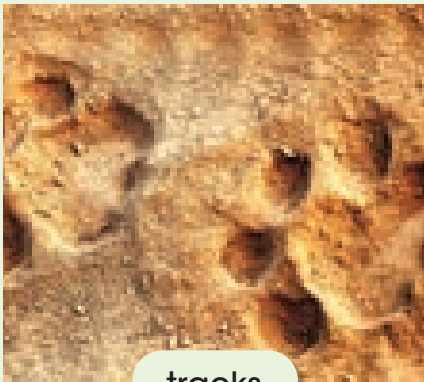
bones

Our body has many bones to help us stand up.



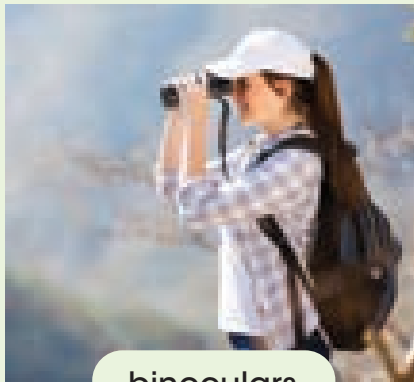
skeleton

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



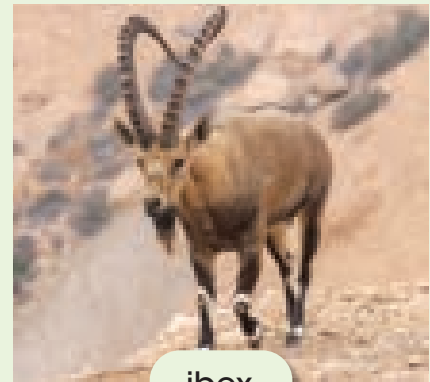
tracks

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



binoculars

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



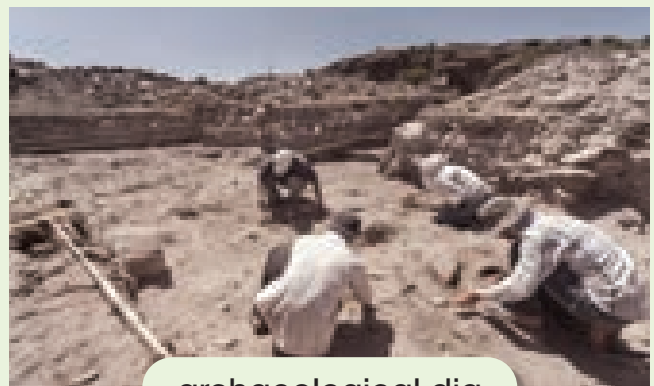
ibex

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



archaeologist

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



archaeological dig

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



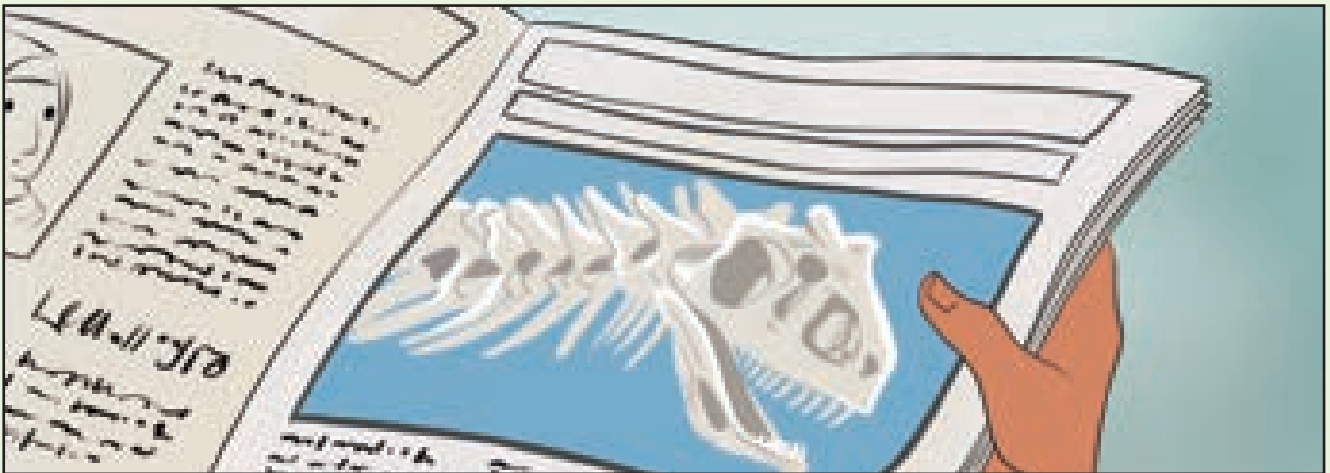
Ramy and Malak are playing in the yard. Suddenly Dad calls them from the house.

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

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

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

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



"That's awesome, Dad!" says Malak. "The dinosaur skeleton is really old, isn't it?"

"Yes, that's right, Malak." says Dad. "It's about 98 million years old!"

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

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



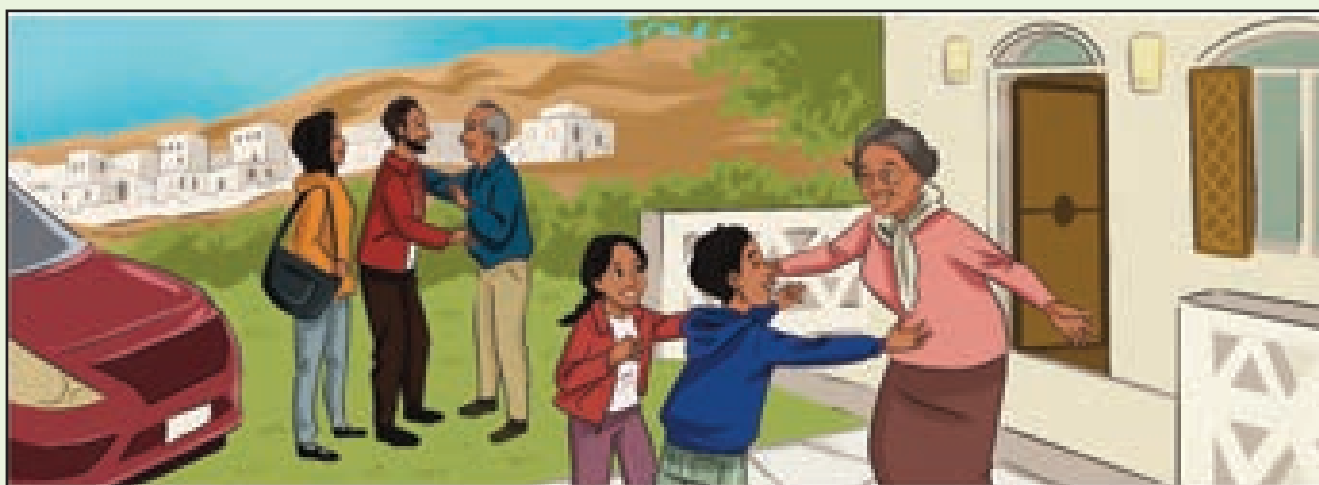
Later that evening Ramy and his family are having dinner.

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

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

Mom says, "There's a beautiful **nature trail** there. Why don't we walk that together?"

"Oh yes please, Mom! I love nature," says Malak.



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

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

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

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



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



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

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

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



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

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

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

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

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

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

"Yes, of course," says Dad.

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



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



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

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

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

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



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

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

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

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

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



Later everyone is getting ready to go home.

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

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

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

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

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



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

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

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

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

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

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

LESSON 2 CHARACTERS



1 Label the people with the names in the box

Mom Ramy Grandma Grandpa Dad Malak Uncle Youssef

1



2



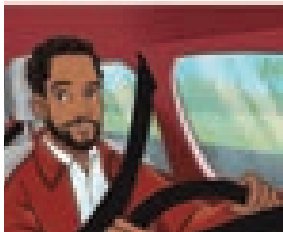
3



4



5



6



7



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

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

VOCABULARY



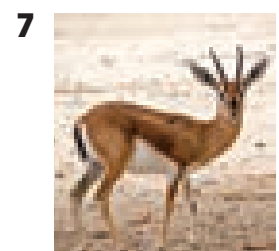
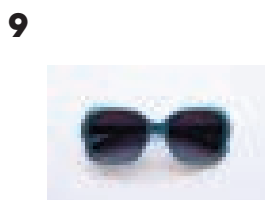
3 Complete the puzzle with words from the story. What's the word in yellow?



mint _____



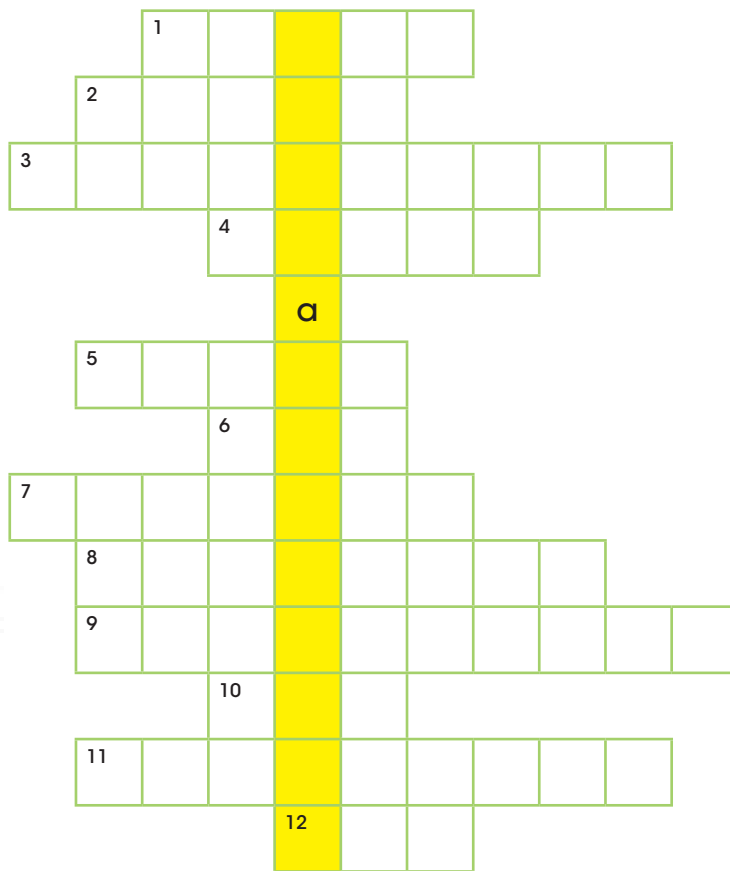
archaeological



dorcas



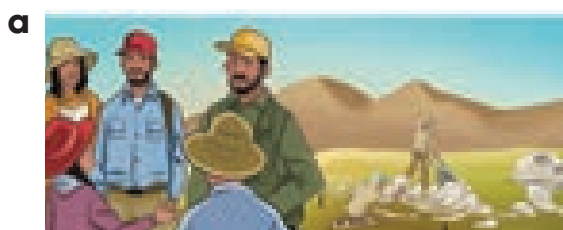
fennec _____



LESSON 3 EVENTS IN THE STORY



4 Look and number in order













5 Read and match to make sentences

- | | |
|-------------------------------|--------------------------------------|
| 1 Dad reads a story | a live near the archaeological dig. |
| 2 The children's grandparents | b the family to the dig. |
| 3 Ramy finds old bones | c about a dinosaur in the newspaper. |
| 4 Uncle Youssef invites | d an archaeologist in the future. |
| 5 Ramy wants to be | e in some rocks near the trail. |

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

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



ibex rocks next trail invites dig fun Dad skeleton Grandma

At home, **1** _____ reads a newspaper story about a dinosaur **2** _____. He's very excited because Uncle Youssef is working on the archaeological **3** _____. At dinnertime, he suggests to the family that they see the skeleton when they visit their **4** _____. The family loves the idea and they travel to see them the **5** _____ day. Grandma and Grandpa are very happy to see them. The family go on a nature **6** _____ and see lots of beautiful animals and birds. Ramy sees some bones in the **7** _____ and he thinks they are dinosaur bones. Uncle Youssef checks the rocks and says they are not dinosaur bones, but probably from an **8** _____. He says it is a very good thing that Ramy is taking time to notice things on the trail. He also **9** _____ them to go to his archaeological dig, which they think is a lot of **10** _____.

8 Work with a partner. Discuss the questions

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



9 Draw your favorite person or animal from the story

REVIEW 4

LESSON 1



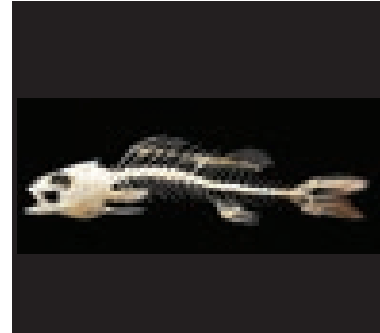
Write the missing letters. Listen and check



1 di _ _ osa _ _ r



2 pas _ _ p _ _ _ t



3 ske _ _ _ to _ _



4 t _ _ ac _ _ s



5 bin _ _ cu _ _ ars



6 s _ _ _ tcase



7 ar _ _ hae _ _ _ ogist



8 st _ _ t _ _ _ n

2 Complete the conversations with the sentences in the box

Wear your jacket, please.

Don't forget to bring your swimming shorts.

Go straight to the end of the road

Conversation 1

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

Rabab: _____, and then turn left.

Conversation 2

Basel: It's really cold outside.

Dad: You're right. _____.

Conversation 3

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

Hazem: _____ We'll have a great time!

3 Choose the correct answer

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

4 Read and match

- | | |
|---------------------------------|---|
| 1 I will send you another email | a inside the school library. |
| 2 My brother usually | b through the streets of Khan Al-Khalili. |
| 3 Tourists like to wander | c when I arrive in London. |
| 4 Don't make noise | d does his homework carefully. |

LESSON 2

**1 Listen and complete with the correct sound**

1 ba ___ room

2 enj ___

3 wr ___ t ___

4 gr ___

5 pl ___

6 mo ___ er

2 Read. Match the places (1-3) to the postcards (a-c)1 a busy city ☐2 a desert ☐3 a village ☐**a**

Hi Magdy,

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

Bye!

Ali

b

Hello Rabab,

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

See you next week,

Sahar

c

Hi Ghada,

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

See you soon,

Randa

3 Circle the correct words

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

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

- 1 I went to ride the train from Cairo Airport. ☐
- 2 Shahinaz needed a big suitcase to put all her clothes in for the next trip. ☐
- 3 The hotel we stayed in had large, sunny rooms. ☐
- 4 I couldn't see the birds in the sky well, so I used my tickets. ☐
- 5 The library had lots of dinosaur skeletons and bones for us to see. ☐

5 Imagine you are on holiday in one of the places 1-3 in Exercise 2. Write a postcard of 30 words to a friend. Think about:

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

Presentation

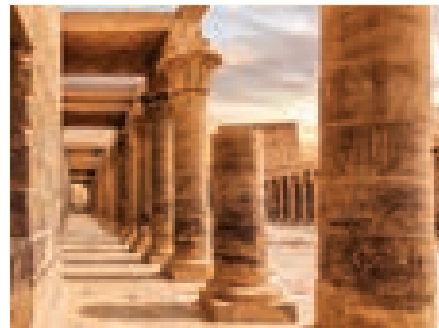


1 Work in groups. Think about Egypt's most popular tourist destinations and choose your favorite. Make an infographic or poster about it and give a presentation

Think and say:

Do your research:

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



2 Read and do

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

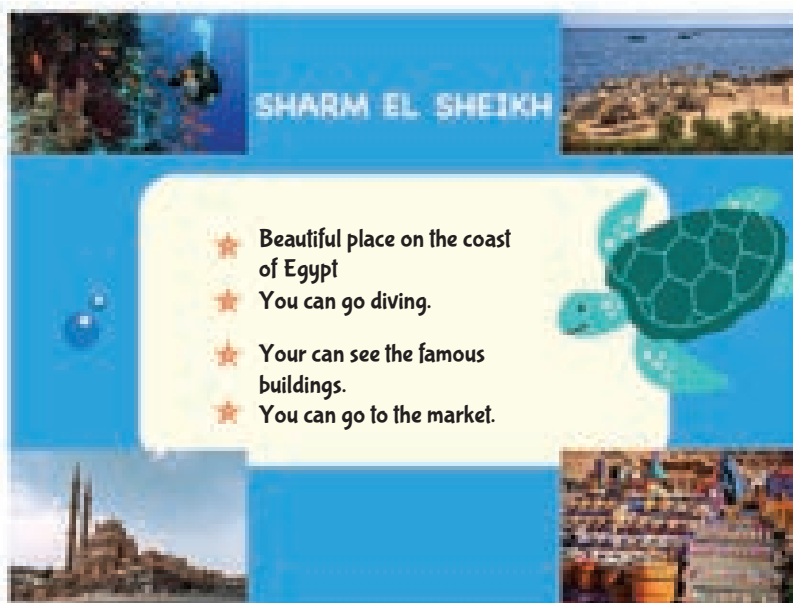


3 Think about how you can present the information as a poster or an infographic. Have a look at the poster here to help give you ideas



4 Present

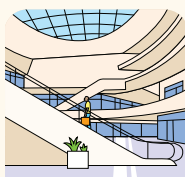
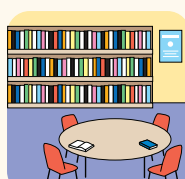
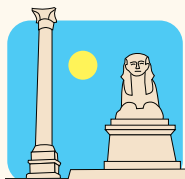
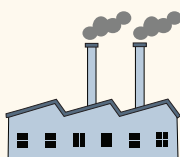
Show your classmates your infographic or poster. Ask questions about their presentation too.



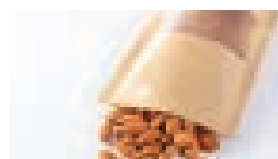
Self-Assessment

Now I can ...

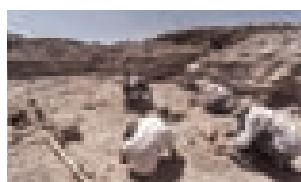
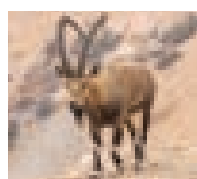
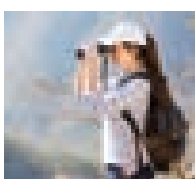
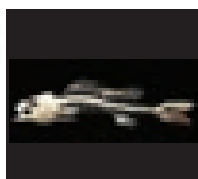
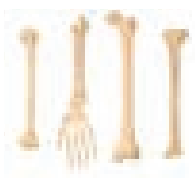
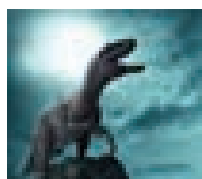
1 Talk about places in a town, city, and country



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



3 Talk about archaeological things



4 Say these sounds

th /θ/

thin, think

th /ð/

father, other

diphthongs: /ou/ /ei/ /ai/ /ɔi/

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

TERM 2 PROJECT 2

Our perfect hotel

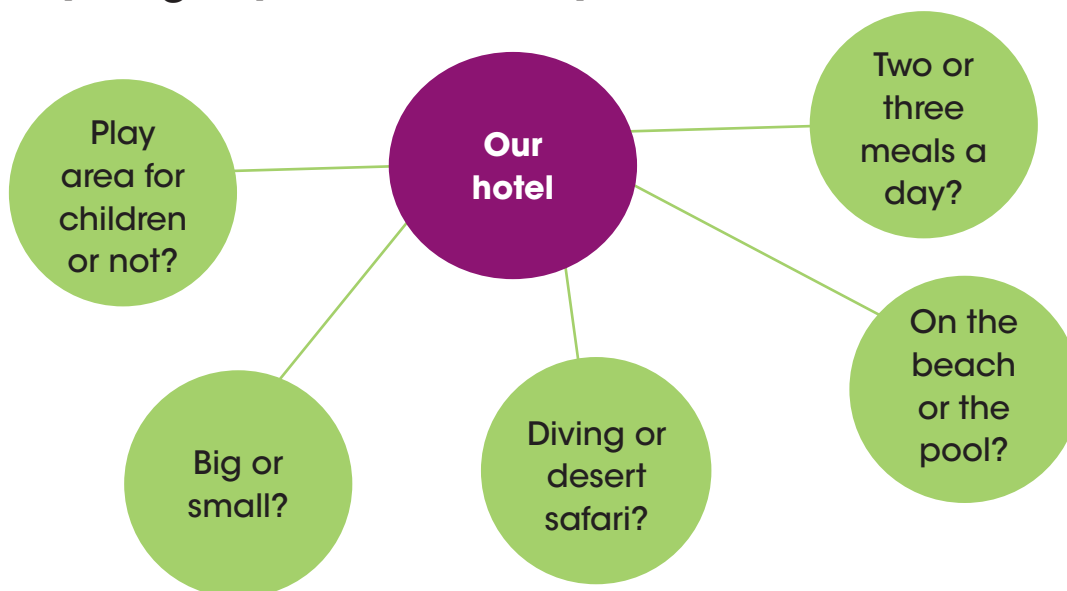


1 Think about the project in your group

In groups, you will design your perfect hotel.



2 In your group, decide what your hotel will be like



Think about the following:

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



3 Research using the internet. Find some hotels you like

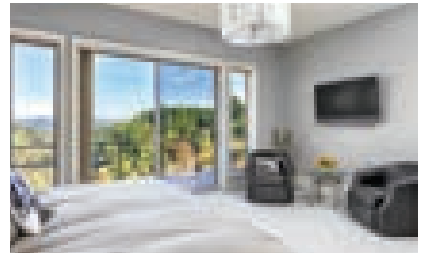
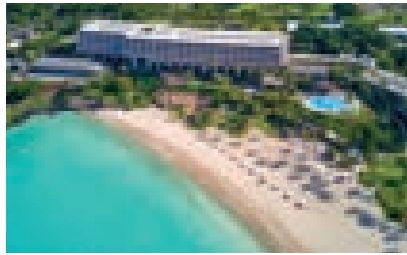
You could refer to the Egyptian Knowledge Bank for further information.

Features of our hotel: *a games room, a beach, ...*

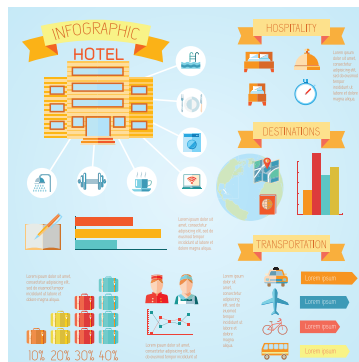
Features of our hotel rooms: *a great view from the window, a big television, ...*



4 Choose your images. Look at some suggestions below



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



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

Dear Sir or Madam,

In our hotel, there is _____

You could try the following activities: _____

We think our hotel is excellent because _____

We hope you like our hotel. We would love to know what you think.

Best regards,

Name: _____ (hotel owner)



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