



Term 2

New Hello!

English for Preparatory Schools

Year One

**Student's Book
and Workbook**

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Scope and sequence

	Skills	Language	Life Skills, Values and Issues
Module 3: Adventure	7 How was your weekend? Page 2		
	<p>Reading: A diary entry; <i>Robinson Crusoe</i></p> <p>Writing: Writing a diary entry giving your opinion about a fantastic day</p> <p>Listening: An interview with a musician</p> <p>Speaking: Talking about your weekend; discussing types of music; talking about past events</p>	<p>Past simple time expressions <i>I went to the museum last month.</i> <i>I went bowling three days ago.</i></p> <p>Questions review <i>Did you go to the park? Yes, I did. / No, I didn't.</i> <i>When did you go to the museum?</i></p> <p>Responding to past events <i>How was your weekend? It was great!</i></p>	<p>Life Skills: Decision-making; negotiation; self-management; respecting the opinions of others</p> <p>Values: Workmanship; appreciation; perseverance; independence; respect</p> <p>Issues: Civilizational communication</p>
	8 The amazing world around us Page 12		
	<p>Reading: A text about the Tahya Masr Bridge; the Grand Egyptian Museum</p> <p>Writing: A paragraph on a museum about the twenty-first century; a fact file; a review of places giving your opinion</p> <p>Listening: Facts and figures; a quiz</p> <p>Speaking: Talking about measurements; making comparisons</p> <p>Giving opinions: Agreeing and disagreeing</p>	<p>Comparative and superlative adjectives <i>Mount Everest is higher than Mount Kilimanjaro; the world's widest suspension bridge opened in Cairo.</i></p>	<p>Life Skills: Respect for diversity – respecting the opinions of others; communication – good listening, self expression</p> <p>Issues: National unity; citizenship, loyalty and belonging</p>
	9 Adventure! Page 22		
	<p>Reading: Holiday plans; a postcard; <i>Around the World in 80 Days</i></p> <p>Writing: A paragraph about an adventure sport; an email planning a trip</p> <p>Listening: Discussing adventure sports; a game; a presentation about a trip to the desert; a conversation about choosing activities</p> <p>Speaking: Discussing activities and travel plans; describing the weather</p>	<p>going to for plans <i>I'm going to visit Sinai. We're not going to go kayaking.</i></p> <p>Reflexive pronouns <i>We enjoyed ourselves when we went sailing.</i> <i>He put on a hat to protect himself.</i></p>	<p>Life Skills: Negotiation; communication; self-management; respect the opinions of others</p> <p>Values: Perseverance</p>
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	Skills	Language	Life Skills, Values and Issues
Module 4: Our future	10 Welcome to my home!		Page 34
	<p>Reading: Homes in ancient Egypt; round houses around the world</p> <p>Writing:</p> <ul style="list-style-type: none"> - A paragraph describing your first school - A timeline of a famous person's life - A diagram of future houses <p>Listening: A podcast about homes of the future</p> <p>Speaking: Saying what things are made of; predicting the future; saying years</p>	<p>is/are made of</p> <p><i>The sofa is made of leather. The cushions are made of cotton.</i></p> <p>will for predictions</p> <p><i>There will be electric cars in the future. We will go to the moon.</i></p>	<p>Life Skills: Creativity - flexibility in generating a diversity of ideas; good listening and self-expression</p> <p>Values: Curiosity; appreciation of science and scientists; objectivity</p> <p>Issues: Technological awareness; sustainable development; health and population issues</p>
	11 On land and sea		Page 44
	<p>Reading: A text about sea life; a leaflet about plastic pollution; <i>The Old Man and the Sea</i></p> <p>Writing: Writing rules; planning and writing an advertisement; a paragraph explaining a beach clean-up day</p> <p>Listening: A talk about a nature reserve</p> <p>Speaking: Talking about saving the environment; asking for and giving instructions</p>	<p>Zero conditional</p> <p><i>If it rains, we get wet. I feel tired when it's late.</i></p> <p>must/mustn't</p> <p><i>You must listen to other students' ideas. You mustn't make all the decisions yourself.</i></p>	<p>Life Skills: Collaboration, sharing and productivity; set clear goals</p> <p>Values: Identify the problem; analyse the parts of the problem; help others; self-control/resilience</p> <p>Issues: Environmental responsibility</p>
	12 My future		Page 54
<p>Reading: An interview with a marine biologist; a text about future plans; a text about traditional jobs in Africa; an essay predicting the future</p> <p>Writing: A paragraph giving information about the future</p> <p>Listening: A description of a job; an interview with a marine biologist; people talking about their future plans</p> <p>Speaking: Describing and asking questions about jobs</p>	<p>Relative pronouns with who</p> <p><i>A teacher is a person who teaches students.</i></p> <p>Question tags</p> <p><i>It isn't an easy job, is it?</i></p> <p><i>You don't have a brother, do you?</i></p> <p>The first conditional</p> <p><i>If I go to university, I'll study maths.</i></p> <p><i>I won't pass my exams if I don't work hard.</i></p>	<p>Life Skills: Productivity: set clear goals</p> <p>Values: Cooperation, mercy</p> <p>Issues: Environmental pollution; appreciation of science and scientists; independence; technological awareness</p>	
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How was your weekend?

Reading: A diary entry; *Robinson Crusoe*

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

Listening: An interview with a musician

Speaking: Talking about your weekend; discussing types of music

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

Life Skills: Making decisions

Discuss

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



aquarium



sports centre



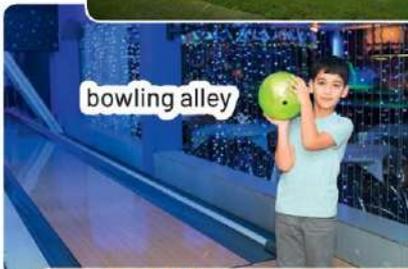
funfair



planetarium



football stadium



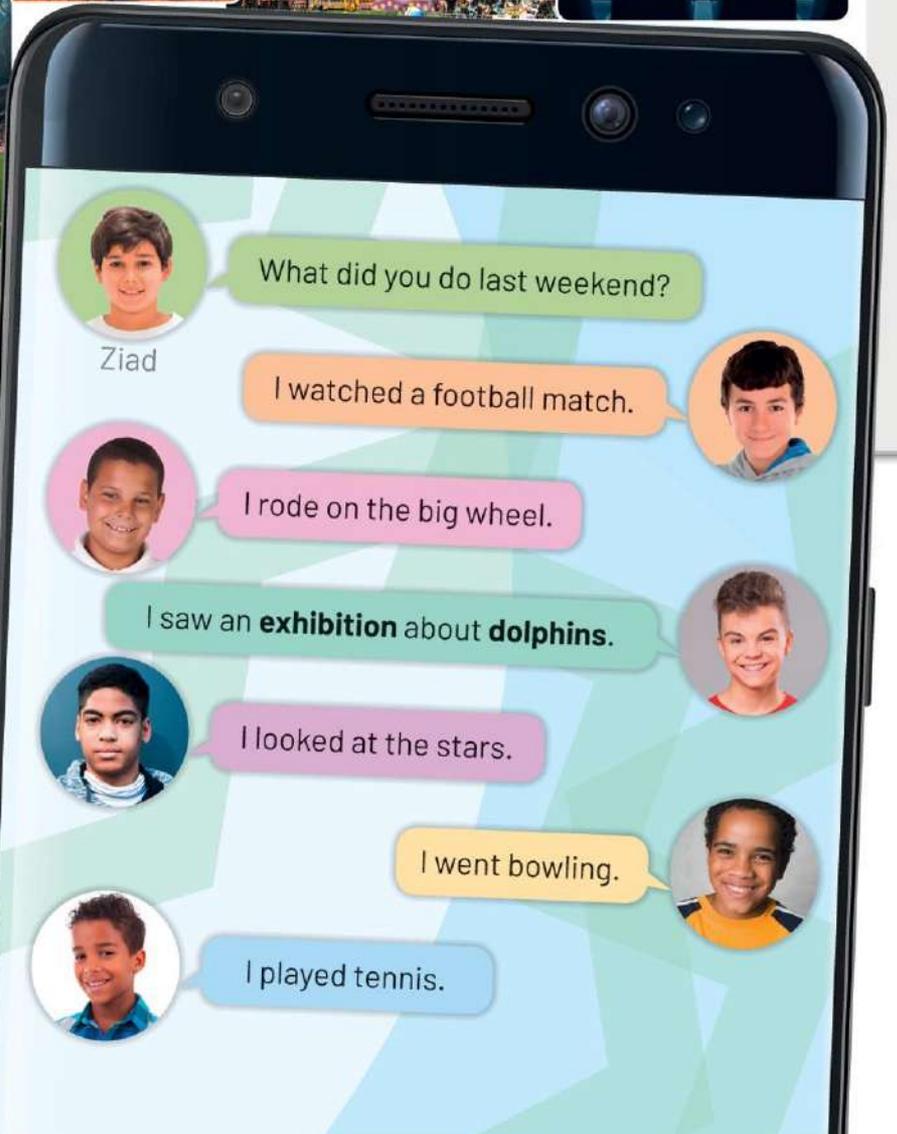
bowling alley



museum

Find

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



Reading

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

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

Listening and speaking

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

Diary 1

Saturday

1 pm museum 

8 pm funfair 

Sunday

9 am planetarium 

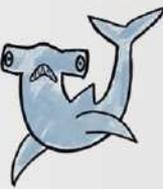
Diary 2

Saturday

1 pm museum

8 pm dinner at restaurant

Sunday

9 am aquarium 

Past time expressions

We use past time expressions to say when something happened:

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

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

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

3  Listen to Dina again and answer the questions.

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

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

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

I had a haircut two weeks ago.



Reading

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

Sunday 8th May

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

**Tuesday 10th May**

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

**Monday 9th May**

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



2 Read again and answer the questions.

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

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

Monday 16th May

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



- 4 Read all the diary pages again. Who did Adam do these things with?
- 1 drove from Cairo to Alexandria He drove to Alexandria with his family.
 - 2 went shopping
 - 3 had lunch in the school canteen
 - 4 played football
 - 5 did his homework
 - 6 went to the sports centre
- 5  Ask and answer the questions in pairs.
- 1 Which sport does Adam not usually like playing?
 - 2 Why did he play this sport with Sami?
 - 3 Why do you think he enjoyed it?



Life Skills

- 1 Do all the people in your family always want to do the same things?
- 2 What do you do when people want to do different things?
 - a Say you only want to do what you want to do.
 - b Decide to do what most of you want to do.
 - c Work with your group to add a third option.
- 3 Read about Sara's family. Where should they go and what activities should they do in the morning and the afternoon on Sara's birthday? Work in pairs and make a decision.

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

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

Dad likes science. He likes to eat out.

Sara likes history and she likes playing games.



They should go to the swimming pool.

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

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

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



Listening and speaking

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

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

2 Listen again and complete these sentences.

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

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

- 1 traditional 2 3 4 5 6

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

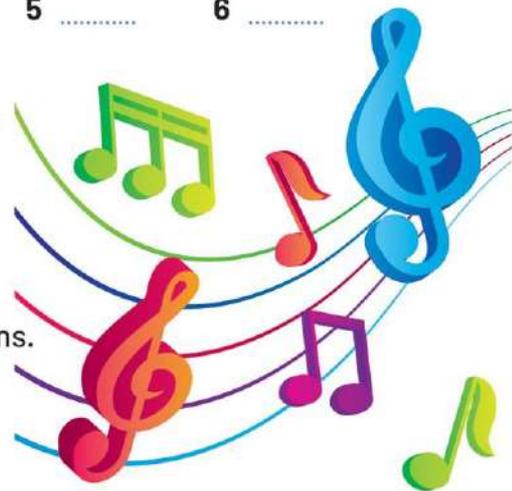
- What type of music do you like?
-
-

5 Listen to the questions again and answer the questions.

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

6 Work in pairs.

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



What type of music do you like?

I like jazz but I don't like opera.



Language

Questions

We often ask two types of questions:

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

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

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

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

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

- 2 *Wh-* questions start with these words:

how what when where which who whose why

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

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

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

7 Correct the underlined words.

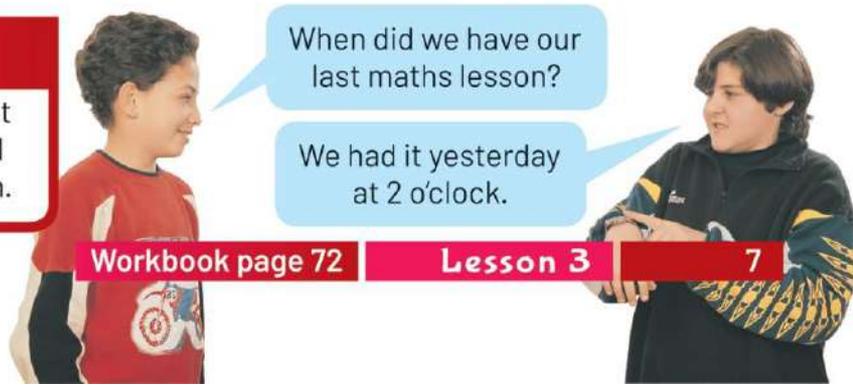
- | | |
|---|---|
| 1 What time is it? | It <u>was</u> quarter past ten. <u>is</u> |
| 2 Do you like jazz? | Yes, I <u>like</u> |
| 3 When did you go to the sports centre? | I <u>go</u> there four days ago. |
| 4 Have you got a new jacket? | No, I <u>don't</u> |
| 5 Can she swim? | Yes, <u>we</u> can. |

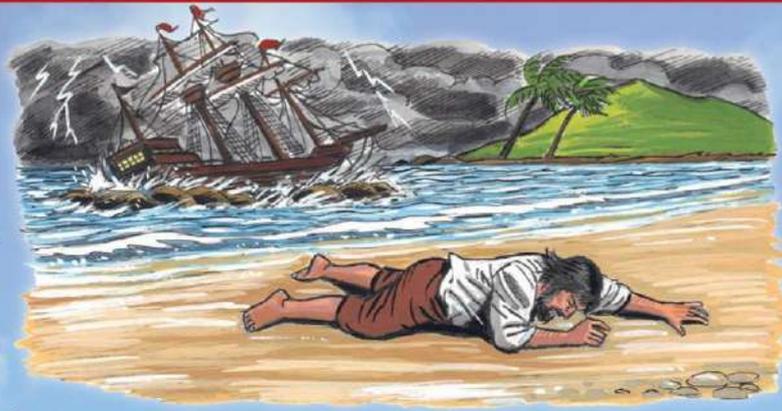
8 Think of a question using each of these words. Then ask and answer with a partner.

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

Remember!

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





Reading

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

Speaking

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



He can walk on the beach.

He can't sleep on a bed.



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

Writing

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

21st December

Today I

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

18th December

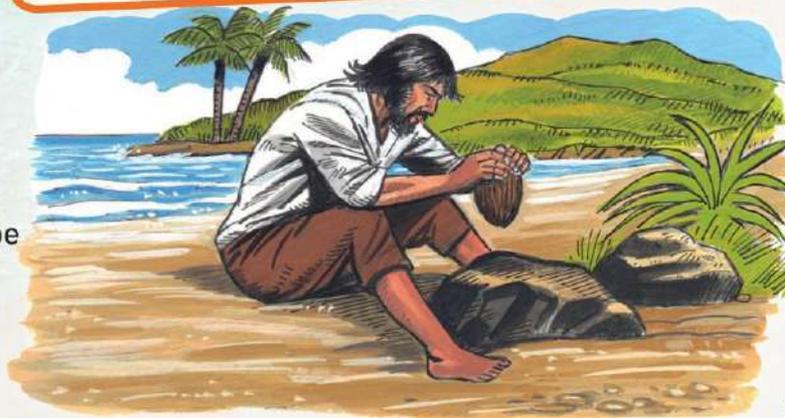
I arrived on the island four days ago. Today I walked along the beach again, but I saw nobody and I think I am **alone**. This afternoon I found a dead fish and ate it but it was not nice. Although I am hungry, I don't want to eat another dead fish!

19th December

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

20th December

I found a cave!!



Speaking

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

Research

Find out what happens next to Robinson Crusoe.



Listening

- 2 Listen to three people talk about their weekend. Match the person to the photos.
- 1 Lina
 - 2 Hisham
 - 3 Judy



- 3 Listen again and match to make sentences

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

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

It was OK.

It was great/fantastic.

It was terrible!

How was your weekend?

How was your birthday?

How was your last maths lesson?

Remember!

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

We use *although* to contrast information:

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



Writing tip

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

Use an exclamation mark after interesting or surprising information.

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

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

b Use the first person (*I* or *We*).

c Write things in the order that they happened.

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

e Include pictures and doodles.

Reading

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

Sunday 13th August



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

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

I hope tomorrow is a better day!



Speaking

- 2** Read the diary again and answer the questions.

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

Review

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



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

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

- 1 When did you last go to each place?
- 2 What did you see or do there?

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

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

- 1 your / How / weekend? / was How was your weekend?
- 2 you / listen / Did / to / music / yesterday?
- 3 whiteboard / Is / a / classroom? / there / your / in
- 4 play / musical instrument? / a / you / Can
- 5 breakfast / What / have / for / did / you / morning? / this



The amazing world around us

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

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

Listening: Facts and figures; a quiz

Speaking: Talking about measurements; making comparisons

Language: Comparative and superlative adjectives

Issues: Loyalty and belonging

Life Skills: Respecting different opinions

Quiz

Find these things in the photos.

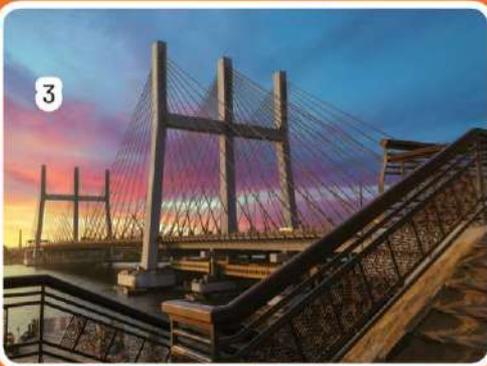
bridge city pyramid
tower tunnel

Can you guess the countries they are in?



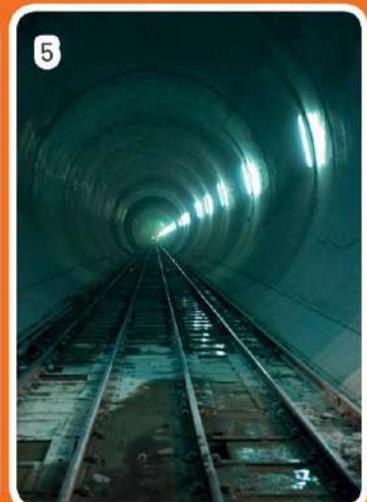
Research

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



Find

How wide is the Tahya Masr Bridge?



Speaking and listening

1 Match the measurements and the photos on page 12.

- a It's 146 metres high.
 b It's about 25,000 metres long.
 c More than 37,500,000 people live there.
 d It's just under 850 years old.
 e It's 2.3 kilometres deep under the ground.

How long is the Cairo-Alexandria desert road?



2 Listen and check your answers to Exercise 1.

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

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

Remember!

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

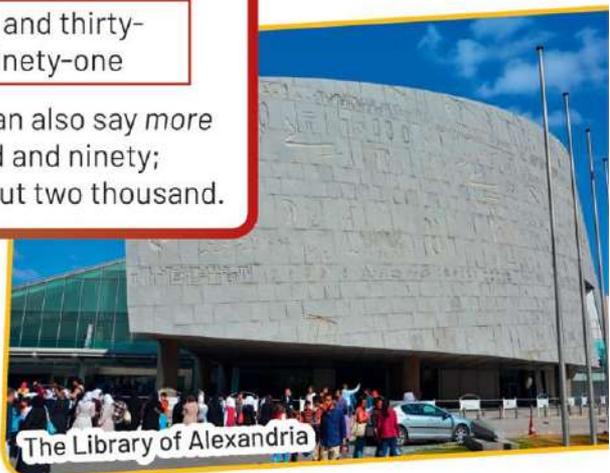
When we do not want to give an exact number, we can also say *more than / just under/about*: 192 = more than one hundred and ninety; 179 = just under one hundred and eighty; 2,003 = about two thousand.

4 Listen and check your answers to Exercise 3.

Writing

5 Work in pairs.

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



The Library of Alexandria

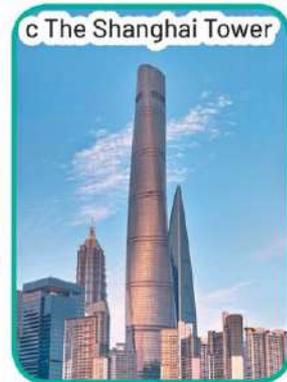
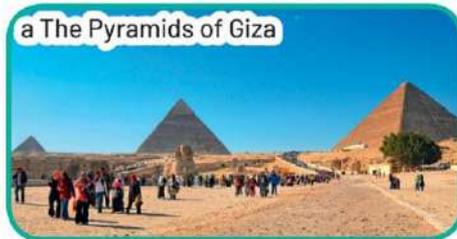
Vocabulary

1 Ask and answer the questions in pairs.

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

crowded empty low modern narrow noisy old quiet tall wide

The pyramids of Giza are old and tall.



Speaking

2 Work in pairs and do the quiz.

How much do you know? Do our quiz!

Pyramids

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

Buildings

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

Capital cities

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

I think the Great Pyramid of Giza is taller.



Listening

3  Listen and check your answers to Exercise 2.

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

Language

4  Listen and complete the table with the missing examples.

Comparative of adjectives

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

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

5 Work in pairs. Make sentences with these words.

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

Remember!

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

6 Work in pairs and compare the following.

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

I'm taller than my friend.

My friend lives nearer the school than me.

Research

7 Work in pairs.

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

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

Reading and listening

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

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

- 3  Listen and complete the information.

- 4 Read about the Tahya Masr bridge and answer the questions.

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

Speaking

- 5 Discuss the questions in groups.

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

Language

- 6  Listen and complete the table.

The superlative of adjectives

We use superlative adjectives to compare more than two things.

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

The Tahya Masr Bridge



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

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

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

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

7 Say the superlative form of these adjectives.

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

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

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

Remember!

With longer adjectives, the opposite of **more / the most** is **less / the least**:

Tennis is **less** dangerous than football.

This is **the least** popular book in the library.

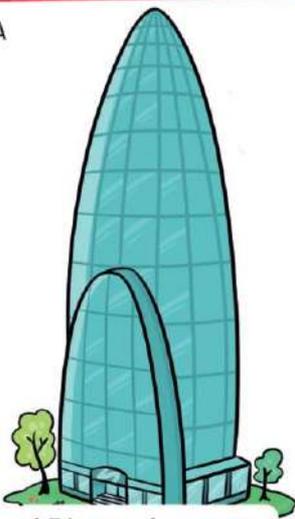


I think building A is the most beautiful building.

Speaking

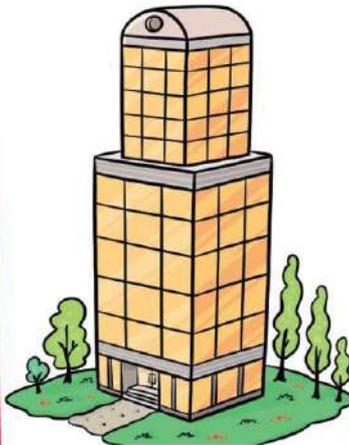
9 Work in pairs. Describe and compare these buildings. Use comparative and superlative adjectives.

A



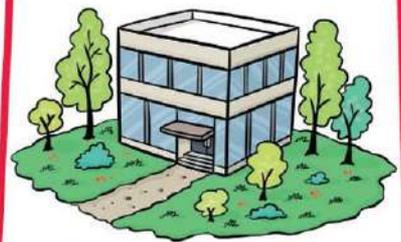
1.5 km to city centre

B



0.5 km to city centre

C



2 km to city centre



Listening

1 Listen and complete the sentences.

1 Which subject do you think is more English or?

2 In my opinion, is the of all.

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

4 I agree. It's also the

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

6 I'm afraid I

7 What do you about the new TV show?

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

Speaking

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

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

books famous buildings
films and TV holiday places
school subjects sports

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

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

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

Life Skills

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

- 1 I don't feel the same as you about that.
- 2 You are WRONG!
- 3 In my opinion, ...
- 4 I'm sorry, but I don't have the same opinion.
- 5 What? No way!
- 6 I'm not sure about that.
- 7 I'm afraid that ...

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



Speaking and reading

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

The Grand Egyptian Museum

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

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

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

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

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

- What to see in the new GEM
- Why did the museum in Tahrir need to move?
- Where is the GEM and what is special about it?

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

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

Speaking

- 5  Discuss the questions in groups.

- 1 Why do we have museums? Do we need museums now that we have the internet? Why/Why not?
- 2 Why do you think it will take so many years to move the museum?
- 3 Do you think moving it is a good idea? Why or why not?

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



Project

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

Reading

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

The text is from ...

- a a short story.
 - b a website review.
 - c a guide book.
- 2 Read the text again and answer the questions.
- 1 When did the writer go to the Valley of the Kings and why did he/she go at this time?
 - 2 How big was the Hypostyle Hall?
 - 3 Which place had more people than the Valley of the Kings?
 - 4 Which place did the writer prefer and why?
 - 5 What did the writer's brother say?

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

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



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

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



Speaking

- 3 Work in pairs and answer the questions.
- 1 Is the text written in the first, second or third person?
 - 2 Which expressions does the writer use to show opinions?
 - 3 Which word does the writer use to show a reason for something?
 - 4 Which comparative and superlative adjectives does the writer use to compare the places?
- 4 Work in pairs. Choose one of the following and make notes to answer the questions.

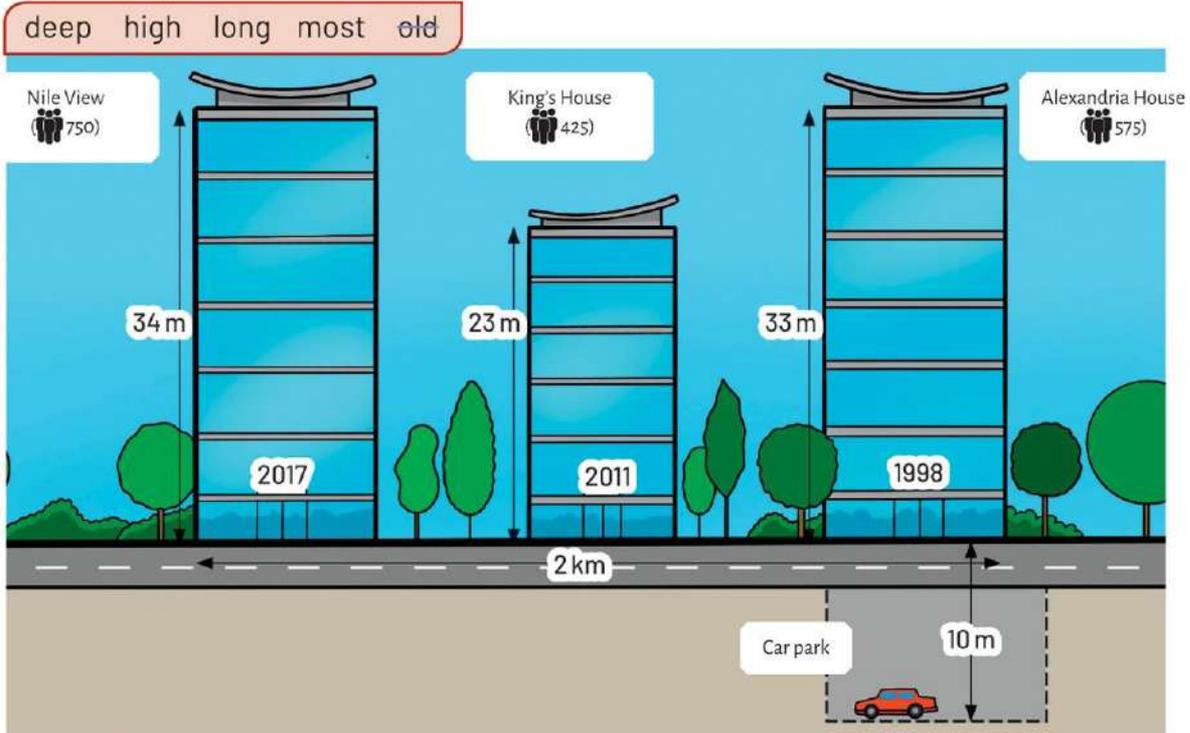
cities famous buildings holiday places parks

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



Review

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



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

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

big old tall

Alexandria House is taller than King's House.

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

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



I disagree. My grandmother is the oldest.

Adventure!

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

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

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

Speaking: Discussing activities and travel plans; describing the weather

Language: going to for plans; reflexive pronouns

Life Skills: Negotiating; respect the opinions of others

Quiz

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

diving

kayaking

mountain biking

windsurfing

trekking

rock climbing

sailing

zip lining



Research

Where is Mount Catherine and how high is it?



Find

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



Listening

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

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

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

Going to for future plans

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

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

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

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

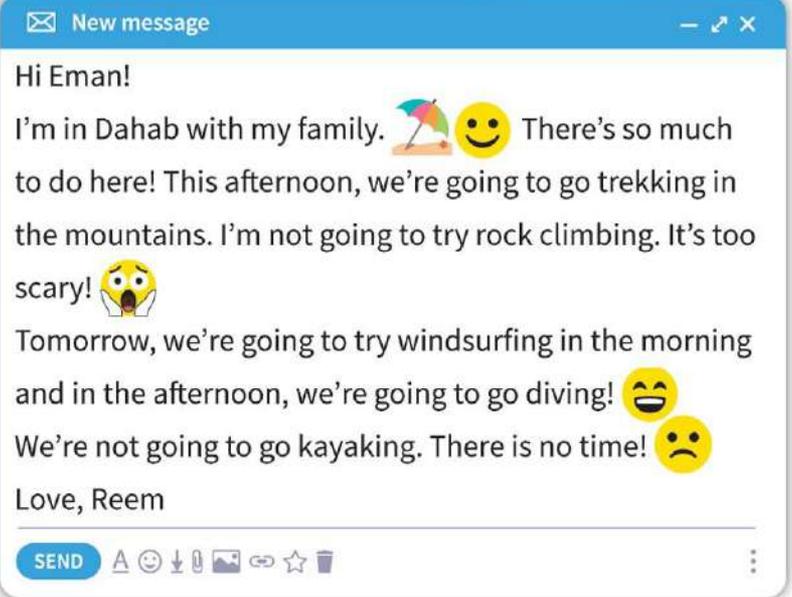
Are you going to try rock climbing?

Yes, I **am**.

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

3 Read the email and answer the questions.

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



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

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

A



B



C



D



E



F



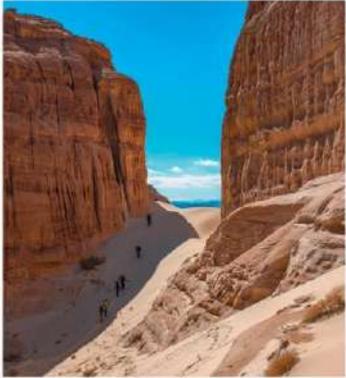
Reading

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

My Trekking Adventure

By Ahmed

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





Here's my plan:

3rd March
leave Ras Shetan

14th March
arrive at Ein Kidd

30th March
arrive at St Catherine

1st April
climb Mount Catherine

15th April
arrive at Serabit El Khadem

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

43 500 April camel March tent year

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



- 3  Listen and write the dates in your notebook.

1 1st April.

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

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



Remember!

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

Tip

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

Life Skills

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

I think we should take a phone.



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



My Adventure!

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

Project

Plan your own adventure.

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

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





Reading

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

- a rock climbing b trekking c zip lining

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



2 Read again and choose the correct answers.

- 1 Dalia is on holiday in
a Egypt **b South Africa** c Oman d South America
- 2 At the start of the trek, the weather was
a sunny b rainy c cloudy d stormy
- 3 Tamer hurt his
a arm b head c leg d finger
- 4 The weather tomorrow is going to be
a terrible b bad c worse d better
- 5 Dalia go zip lining.
a wants to b doesn't want to c will not d did not



Language

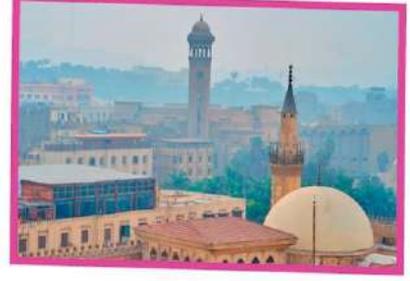
- 3 Complete the table. Which letter/letters do you add to make the adjective? Use a dictionary if you need to.
- 4 Listen to the descriptions a–d. Which one describes the photo in Exercise 1?

Weather words

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

Speaking

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



Language

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

herself himself myself ourselves yourself

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

Reflexive pronouns

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

They're really enjoying **themselves**.

Tamer hurt **himself**.

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

a



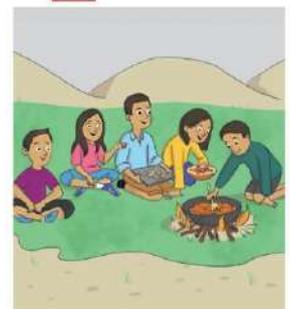
b



c



d



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

keep warm go to the dentist protect take photo

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

Around the World in 80 Days

by Jules Verne



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

Reading

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

cars planes ships trains

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

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

- 1 When is Phileas Fogg going to leave London?

He is going to leave on 2nd October.

- 2 How long does it take to travel from

London to Suez?

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

- 4 Which is the longest part of the journey?

- 5 When is he going to return to London?

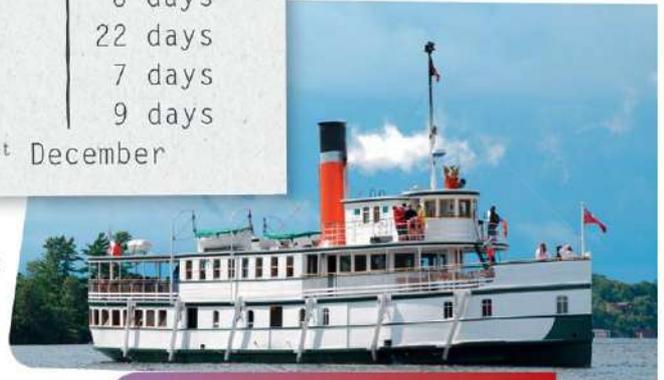
- 3 Read the end of the story and circle the correct words.

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

- 2 The weather at sea is good / bad.

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

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



Think!

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

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

Listening and speaking

1 Ask and answer the questions in pairs.

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

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



3 Put the conversation in order from 1-7.

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

4 Read the completed conversation in Exercise 3.

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

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

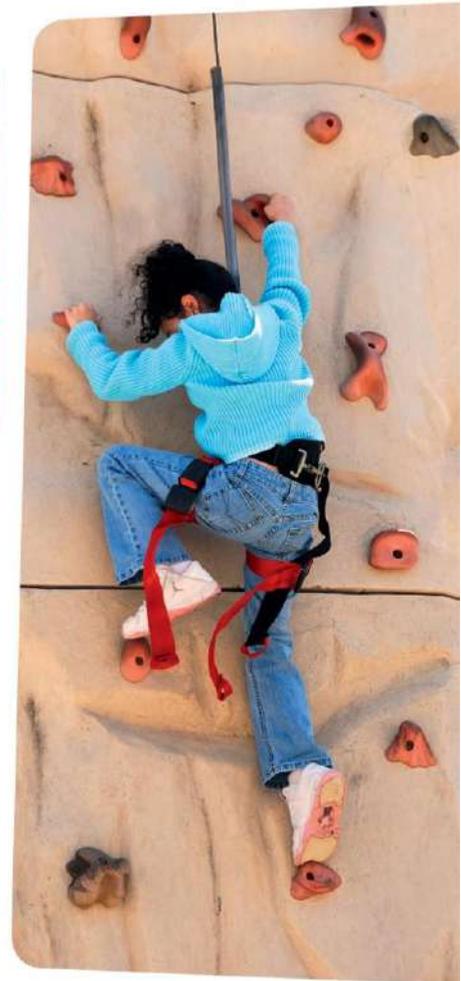
Use some of the expressions from Exercise 3.

What shall we do this weekend?

How about going to the park?

Tip

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



Reading

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



✉ New message — ↗ ✕

From: Maher
To: Karim
Subject: Your visit



Dear Karim,

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

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

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

See you on Saturday!

From
Maher

SEND 🔍 🗑️ 📎 🔄 🌟 🗑️

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

Speaking

- 4 You are going to write a reply to Maher's email that answers his questions.
In what order can you put the following?
 - a an ending
 - b the activities you would like to do
 - c the time your train arrives
 - d your ideas about Grandad's present
 - e an introduction saying that you are looking forward to visiting him

Remember

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

Review

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

- | | |
|----------------------|---------------|
| 1 niwyd <u>windy</u> | 2 romst |
| 3 gof | 4 duloc |
| 5 wons | 6 nynus |
| 7 ynira | 8 goyfg |

<div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 150px; margin: 0 auto;"></div> <p style="text-align: center;">Nouns</p>	<div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 150px; margin: 0 auto;"> <p style="text-align: center;">Adjectives</p> <p style="text-align: center;"><u>windy</u></p> </div>
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2 Work in pairs. Ask and answer questions about Reem's plan for the holidays.

Plans for the holidays

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

Is she going to go sailing?

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

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

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



Project

Make a presentation about an adventure sport.

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

Reading

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



New message

Hi Daren

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

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

Here are some photos!

Love, Amy

SEND

New message

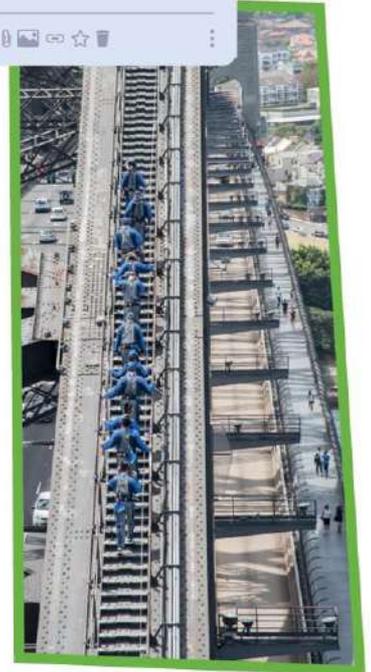
Hi Amy

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

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

Love, Daren

SEND



2 Read the emails again and answer the questions.

- 1 What did Amy do yesterday? She climbed Sydney Harbour Bridge.
- 2 What did Amy and her sister do at the top?
- 3 What kind of music is Amy going to listen to tonight?
- 4 What did Daren do in Sydney?
- 5 What does the word **scary** mean? Check in your dictionary.

3 Complete the table with these verbs from the text.

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

Past	Present	Future
climbed		

Speaking

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





Lesson 2

Review C

Writing

1 Read the answers and then write the questions.

How long How long How many When

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

Listening and speaking

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

I think Australia is about a million square kilometres.

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

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

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

Welcome to my home!

Discuss

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

cotton glass leather metal
 plastic stone wood wool

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

Writing:

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

Listening: A podcast about homes of the future

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

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

Life Skills: Creativity; good listening and self-expression

3



1



2



4



5



Research

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

8



6



7



Find

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

Language

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

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



2 Look at the table and read the examples.

Describing materials

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

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



Speaking

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

bag skirt socks statue tablet teaspoons toy wallet



The wallet is made of leather.



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

What's your pencil case made of?

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

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

Remember

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

Reading

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

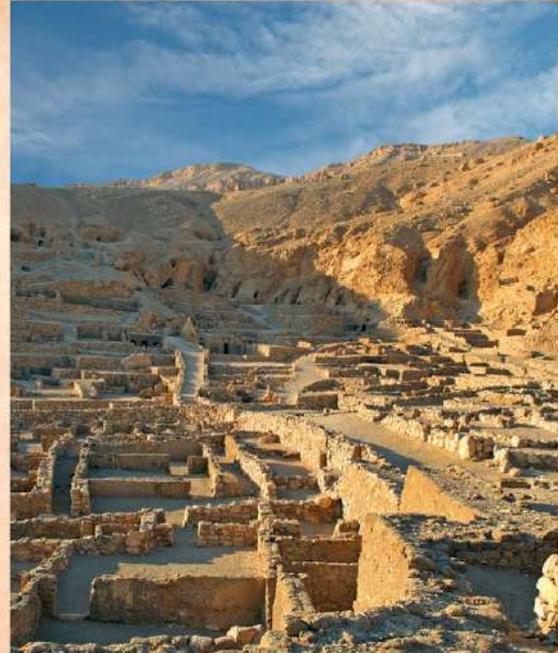
Deir el-Medina

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

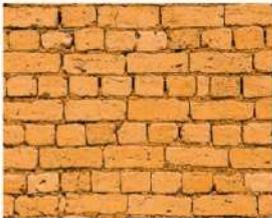
The walls of the houses were made of **bricks** and the doors were made of wood. The people painted their houses white, with red doors.

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

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



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



1 bricks



2



3



4

3 Read the text again and answer the questions.

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

Think!

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

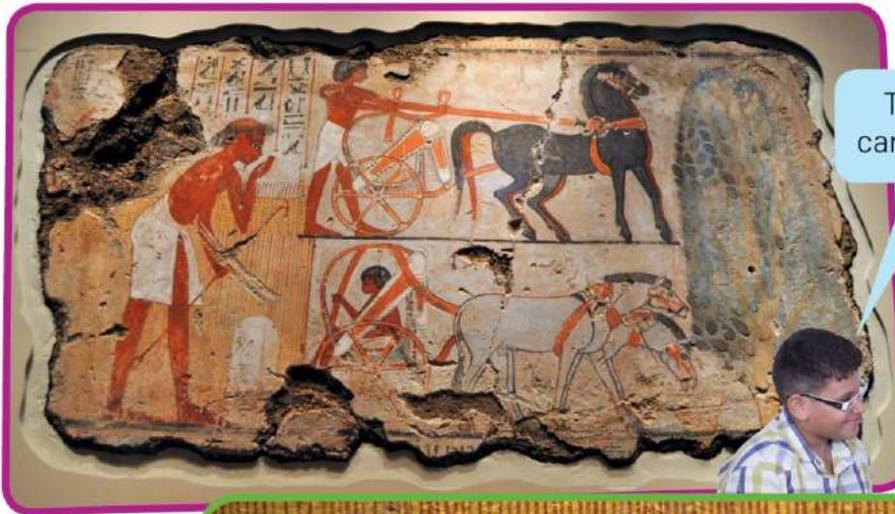
Speaking

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

bedrooms doors
a kitchen painted walls
taps water

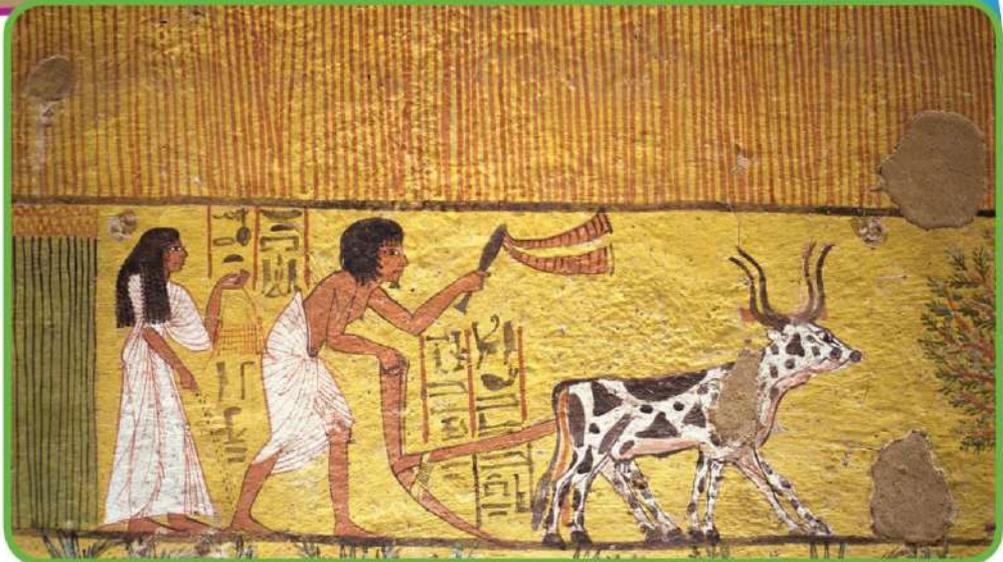
There weren't any bedrooms.

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



There weren't any cars in ancient Egypt.

There were boats.

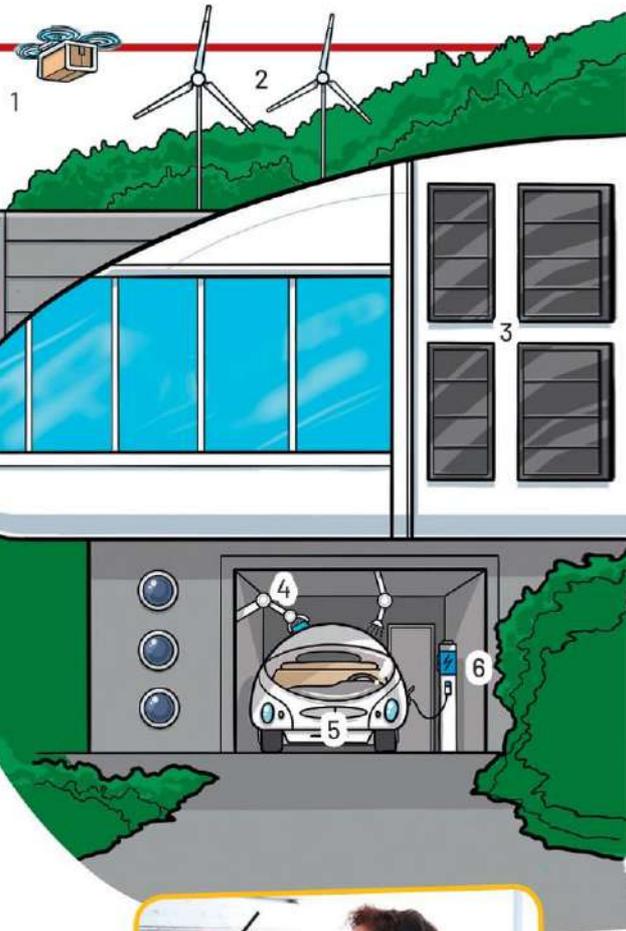


Writing

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

The ancient Egyptians ate cake.
True or false?





Vocabulary

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

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

Listening

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

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

- 3 Listen again and answer the questions.

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



Language

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

Will/Won't for predictions

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

There will be electric cars in the future.

There won't be ordinary mobiles.

We will go to the moon.

We won't use land telephones.

Questions

Will there be ordinary mobiles in the future?

Will we live on the moon?

5 Read and circle the correct words.

Holidays on the moon



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

Driverless cars



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

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

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

Speaking

7 Compare your answers in pairs.

Life Skills

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



Reading

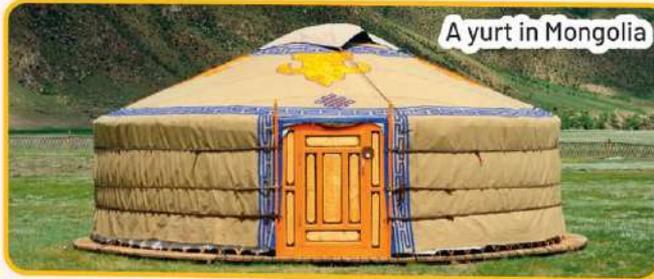
- 1 Look at the photos. What shape are all the houses? Why do you think they are this shape?
- 2 Read the text and check your answers to Exercise 1.
- 3 Look at the words in **red**. Read the sentence before and after the word, then match the words and the definitions.
 - 1 An area that you can move around in. **space**.
 - 2 A nice temperature that is hot but not too hot.
 - 3 When the ground suddenly moves.
- 4 Read the text again and answer the questions.
 - 1 When is it important for houses to be strong?
 - 2 Are round buildings quieter than rectangular buildings?
 - 3 Why is a round building cheaper to build?
 - 4 Can you think of any disadvantages to a round house?

Speaking

- 5 Would you like to live in a round house? Why/Why not?



An igloo in Canada



A yurt in Mongolia



A round house in Burkina Faso



A round house in Siwa

Round houses around the world

Many traditional houses in the past were round. Today, many modern houses are also round. Why is this? There are lots of reasons!

A round shape means the building is very strong. This is important when there is an **earthquake** or in strong winds. Also, heavy snow or rain will fall from the roof. A round house is also easier to keep **warm** or **cool**. It is also quieter inside a round building than a building that is a rectangle or square.

Finally, a round building uses fewer materials (so it is cheaper to make). It also has more **space** inside. How fantastic!

Speaking and listening

- 1 Listen and write the years.
- 1 2050 2
- 3 4

- 2 Say these years in pairs.
Then listen and check.

1066 2000 1923

2008 3001 2075

- 3 Listen to Basel and complete the timeline.

born in 2007 learned to ride a bike

went to the Red Sea on holiday

will climb Mount Kilimanjaro

moved to a new house

started school

Writing and speaking

- 4 Write your timeline. Then discuss it in pairs.

Saying years

We usually divide years into two parts:

2050 Twenty fifty

1986 Nineteen eighty-six

For the year 2000, we say:

Two thousand.

For the years 2001 - 2009, we say two thousand + number:

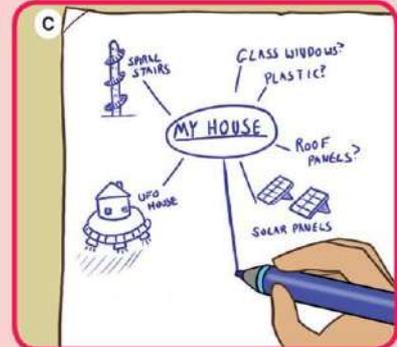
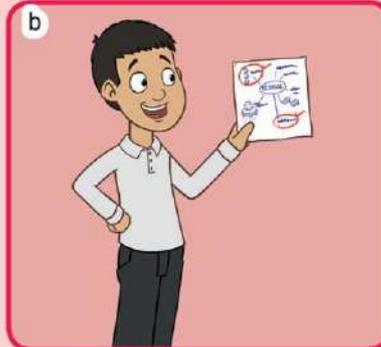
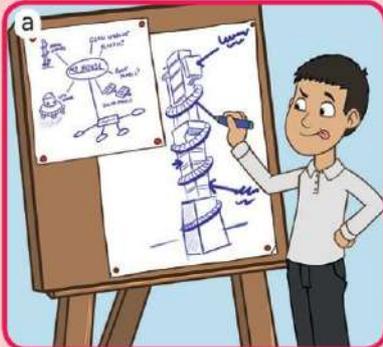
2001 Two thousand and one

2006 Two thousand and six

I was born in 2008.
I started school in ...

Writing Skills

Read and match the sentences with the pictures.



How to plan a creative writing task

- 1 **c** First, think of as many ideas as you can. What will the house look like? What will it be made of? What will be different to houses of today? You can write down or draw your ideas. Use your **imagination** and have fun!
- 2 Then, decide which of your ideas are the best. Keep the other ideas for another time.
- 3 Finally, think about your best ideas in more detail. How can you make the ideas work? Make a plan (maybe in a diagram or drawing). You can change any ideas that don't work.

Speaking and writing

- 1 Plan a house of the future using the ideas from Writing Skills.
 - Draw a plan.
 - Think about the materials, shape, size, etc.
 - Think about what rooms it will/won't have.
 - Think about where the house will be and who will live in it.
 - Think about what technology it will have.
- 2 Compare your plans with other students. Which plan is the best? Why?

I think this plan is the best because ...



Writing tip

Always include an introductory or a topic sentence. This is the first sentence that explains what the text will be about. When you need to order events in a text, remember to use words like *First*, *Then*, and *Finally*.

Review

- 1 Work in pairs. Describe an object in the classroom. What is it made of? Can your partner guess the object?

It's made of metal and plastic. It's big and white.



- 2 Complete the words. Which do you use in your house?



1 w..... d t..... b..... e



2 v..... n



3 d.....



4 s..... r p..... l



5 e..... e..... i..... i.....



6 el..... tr..... c c.....

- 3 Write a date in the future, then make three predictions.

Date:

Transport: I think

Schools:

Technology:

- 4 Write a description of your first school. What was/were there in the school? What wasn't there?

In my first school, there were many teachers.

.....



On land and sea

Reading: A paragraph about sea life; a leaflet about plastic pollution; *The Old Man and the Sea*

Writing: Writing rules; writing an advertisement; a text explaining a beach clean-up day

Listening: A talk at a nature reserve

Speaking: Talking about saving the environment

Language: Zero conditional; *must/mustn't*; *should / shouldn't*; asking for, giving and sequencing instructions

Life Skills: Collaboration; setting clear goals

Discuss

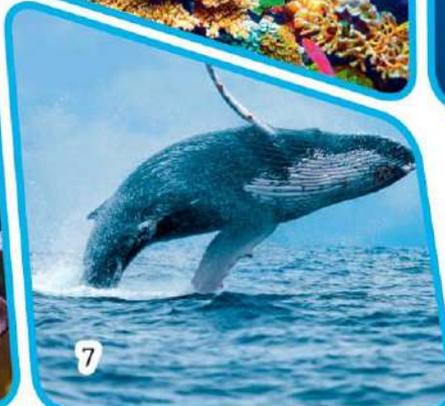
What sea life can you see in the photos? Which are dangerous?

coral reef jellyfish octopus shark stingray turtle whale



Research

Find the names of ten animals which have a shell or a tail.



Find

Go through the unit and find out who wrote *The Old Man and the Sea*.

Reading

1 Read and complete the text with a word from the photos.

Dangers of the sea

The ¹ shark is one of the most dangerous sea animals in the **ocean**. If it loses a tooth, a new one grows. A shark uses more than 20,000 teeth in its life!

So how do fish and sea animals protect themselves from danger?

A ² is a big, **flat** fish and it lives in the ³ If it knows a shark is coming, it jumps out of the water!

A sea ⁴ has a hard **shell** to protect it. Other animals can swim very fast – the ⁵ has got eight legs to help it!

Some sea life, like the ⁶, is **poisonous**. It **stings** you when you touch it.

What about the ⁷? These big, heavy animals hit with their big **tails**!

Speaking

2 Work in pairs. Describe a sea animal. Can your partner guess which one it is?

It can swim fast.
It's got eight legs.

An octopus!



Zero conditional

We use the zero conditional to talk about things that are always true (facts). We use *if* or *when* and the present simple in both clauses.

If it **rains**, we **get** water.

When it's late, I **feel** tired.

Or

We **get** water if it **rains**.

I **feel** tired when it's late.

Language

3 Match to make zero conditional sentences.

1 c If you touch a jellyfish,

2 When a stingray knows a shark is coming,

3 If a shark loses a tooth,

4 When a turtle is in danger,

5 The octopus swims away fast

a when it's in danger.

b it goes into its shell.

c it stings you.

d it grows a new one.

e it jumps out of the water.

4 Work in pairs. Take turns to complete these zero conditional sentences.

1 When I'm hungry,

2 If we are noisy in class, our teacher usually

3 If it's very hot,

4 If I feel tired,

5 When I've got a test, I always

6 If I forget my pencil case, I often

When I'm hungry, I have something to eat.

Reading and speaking

- 1 Work in pairs. What is made of plastic in the classroom?
- 2 Look at the photos and discuss these questions in pairs.
 - 1 What problem do you think the text is about?
 - 2 What can we do to help?
- 3 Read the text and check your answers to Exercise 1.
- 4 Look at the words in **red** in the text. Match the words and the definitions.
 - 1 get rid of what you do not need
throw away
 - 2 where we live
 - 3 a verb which means *use again*
 - 4 things we do not need, like old paper
- 5 Answer the questions.
 - 1 Why is there a lot of plastic in the environment?
Plastic stays in the environment for a long time.
 - 2 What happens to most of the plastic we use?
 - 3 Which two ways can plastic be dangerous for sea life?
 - 4 Which two materials are easier to recycle than plastic?
 - 5 How long will it take to clean all the plastic from the beaches and the oceans?
 - 6 What other things can make oceans dirty?

WE MUST SAVE OUR PLANET!



Plastic is everywhere! We use it for many different things. The problem is, plastic stays in the environment for a very long time. Some of the plastic people find on beaches is about 100 years old! We can **recycle** some plastic, but most of it goes into the ocean. Plastic is poisonous when animals eat it. Every year, more than 100,000 sea animals and birds die from plastic.

We must try to use other materials – paper and glass, for example – because these are easier to recycle.

When we use a plastic shopping bag, We mustn't **throw away** these bags in rivers. It will take a long time to clean all the plastic **rubbish** from the beaches and the ocean. But we mustn't stop trying to help our **planet!**



Language

must/mustn't, should/shouldn't

We use **must** to talk about things that are necessary to do. We use **mustn't** to talk about things that you are not allowed to do.

We use **should/shouldn't** to talk about things that are a good idea to do or not to do.

I/You/He/She/It/We/They	must ✓✓✓	save our planet.
	mustn't XXX	throw rubbish into the ocean.
	should ✓	recycle more.
	shouldn't X	use plastic bags just once.

6 Work in pairs. Complete the sentences with *must/mustn't* or *should/shouldn't*.

1  You must stop.

2  There's a good view of the lake from here. You take a photo.

3  You wear shoes.
You take them off.

4  You walk in the mountains when the weather is bad. It's dangerous.

5  You walk on the grass.

6  You walk and write a text at the same time!
You look where you are going.

Speaking

7 Work in pairs. What must/mustn't you do in/on ... ?

the classroom the sports centre roads

We mustn't play games on roads.





Speaking and listening

1 Work in pairs and answer the questions.

- 1 What is a **nature reserve**? Use a dictionary to find out.
- 2 Why do you think we have nature reserves?
- 3 What do you think people must or must not do in a nature reserve?

2  Listen to a talk by a teacher and check your answers to Exercise 1.



3  Listen to the talk again and answer the questions.

- 1 What will frighten the animals and birds?
- 2 Where do the birds and animals live?
- 3 What must the birds and animals find?
- 4 What must the students take with them when they leave?
- 5 What school work are the students going to do in the reserve?

4 Now match the rules and the reasons.

- | | | | |
|---|---|---|---|
| 1 <input checked="" type="checkbox"/> b | We must be careful with what we do. | a | We don't want to walk into their homes. |
| 2 <input type="checkbox"/> | We mustn't make a lot of noise. | b | Many important birds, animals and plants live here. |
| 3 <input type="checkbox"/> | We mustn't walk away from the road through the reserve. | c | They must find their own food. |
| 4 <input type="checkbox"/> | You mustn't give food to the animals or birds. | d | You'll frighten the animals and birds. |
| 5 <input type="checkbox"/> | The animals mustn't eat plastic. | e | You can write about your visit for homework. |
| 6 <input type="checkbox"/> | You must work together and write what you see. | f | It is very bad for them. |

Speaking

- 5 Work in groups. What problems can you see in the picture? Make sentences with *must* or *mustn't*.

They mustn't throw rubbish.



Writing

- 6 Work in pairs. Think of ways we can help the environment. Compare your ideas with other pairs.

We must

We mustn't

Research

Find out about nature reserves in Egypt.



Life skills

Collaboration

When you collaborate with others, you work as a group to do something.

- 1 Choose the correct words to complete the rules

When you work together, ...

- 1 you **should** / **shouldn't** forget why you are doing the activity.
- 2 you **must** / **mustn't** listen to other students' ideas.
- 3 you **should** / **shouldn't** share your ideas with others.
- 4 you **shouldn't** / **must** make all the decisions or rules yourself.
- 5 you **must** / **mustn't** take turns.
- 6 you **shouldn't** / **should** be angry with people you don't agree with.

- 2 Work in pairs. Think of two more rules for working together.



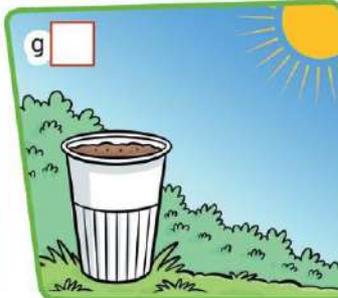
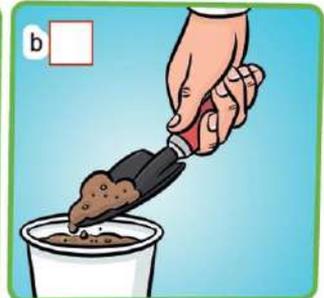
Reading and speaking

- 1 Quickly read the instructions. Circle the things you need to plant a tree.

Plant a tree today!

Do you want to help save our planet? Well, plant a tree! Trees help to keep our air healthy. You can plant a nut or the seed of a fruit.

- 1 First, wash the **plastic pot** and dry it.
- 2 Second, put some small stones at the bottom of the pot.
- 3 Then, fill the pot with **soil**.
- 4 Next, press your finger into the soil and make a small hole about 2 cm deep.
- 5 Plant the seed in the hole and cover it with soil.
- 6 Finally, put the pot outside in a warm place.
- 7 Water it every day. (Don't give it too much water.)
- 8 When the tree grows too big for the pot, plant it in a bigger pot, or in the ground.



- 2  Read the instructions again and match them to the pictures. Then listen and check your answers.
- 3 Work in pairs. Ask for and give instructions about how to do the following.

make a phone call make a sandwich
make something from recycled plastic play a sport or game

Useful language

What should I do first/next/after that?

First,/Second,/Then,/Next,/Finally, ...

Like this?

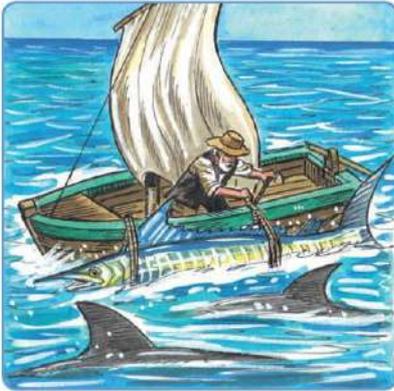
Yes, that's right!

Should I (water it now)?

Yes, you should./No, don't (give it too much water).

Reading

1 Look at the pictures. What do you think the story is about?



A



B



C

2 Read the story quickly and put the pictures in the correct order.

The Old Man and the Sea

by Ernest Hemingway

Santiago was an old **fisherman**. He felt worried, because the last time he caught a fish was 84 days ago. On the 85th day, he felt a big fish at the end of his fishing line. But the fish was stronger than Santiago. It took two days for him to finally pull it to the boat. Then the sharks came. When Santiago returned to his home on the beach, he had no fish, only a **skeleton**. He felt weak and slept for a long time. But the other fishermen saw how big the fish was and knew that he was brave to catch it. Santiago lost the fish, but the other fishermen now **respected** him more than ever.

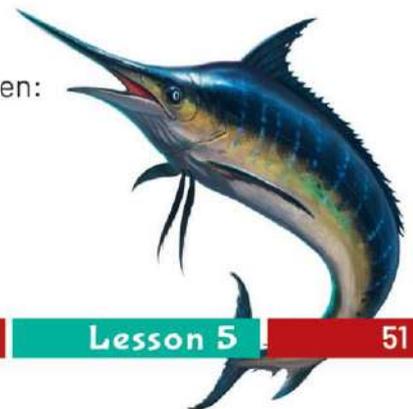
3 Read the story again and answer the questions.

- 1 Who is the main character? Santiago, an old fisherman
- 2 How did Santiago feel when he didn't catch any fish for 84 days?
- 3 Why did he take two days to pull the fish onto the boat?
- 4 Why was there only a skeleton left when he returned to the beach?
- 5 What did the other fishermen think of Santiago?
- 6 What do you think the story teaches us?

Speaking

4  Ask and answer the questions in pairs.

- 1 How would you feel if you were in Santiago's position when:
 - he couldn't catch a fish for 84 days?
 - you lost the fish you caught?
- 2 Do you respect Santiago? Why or why not?



Reading

- 1 Read the leaflet. Write the headings in the correct places.

Why must we clean the beaches?

What do we need?

What should we do with the **rubbish** we find?

Where and when is the event?

How can we tell people about our event?

We must clean our beach!

1 Where and when is the event?

- ▶ West Beach
- ▶ Saturday afternoon 2 pm – 5 pm

2

- ▶ rubbish bags, gloves (to protect your hands), a bottle of water to drink and snacks to eat!
- ▶ some people like listening to music on their headphones!

3

- ▶ 100,000 pieces of plastic rubbish on this beach
- ▶ one plastic bottle can stay in our environment for up to 1,000 years (dangerous for animals and fish)

4

- ▶ posters (around school and town)
- ▶ emails to local groups
- ▶ local radio station or newspaper



5

- ▶ recycle it
- ▶ find a new use for it
- ▶ make art with it



Life Skills

Remember that we all have a role to play in helping the environment. Give yourself clear goals on how to do this.

Speaking

- 2  Work in groups. Discuss.

What makes rubbish increase in your area? What must people do to help?

Writing

- 3 Use the information in the leaflet to write an advertisement for the event.

Use *must/mustn't* or *should/shouldn't*.

We must clean our beach! Come to West Beach this Saturday at 2 o'clock.

Tip

A leaflet is a folded paper that has information about something. It has:

- a short, exciting title.
- a short, simple introduction.
- clear headings.
- simple sentences.

My future

Reading: An interview with a marine biologist; a text about future plans; a text about traditional jobs in Africa; a text predicting the future

Writing: A paragraph giving information about the future

Listening: A description of a job; an interview with a marine biologist; people talking about their future plans

Speaking: Describing and asking questions about jobs; talking about future times

Language: Relative pronoun *who*; question tags; the first conditional

Life Skills: Productivity: set clear goals

Quiz



Listen to the descriptions. Can you name each job? Use the photos to help you. Who can get the most correct answers?

accountant



architect



businessman / businesswoman



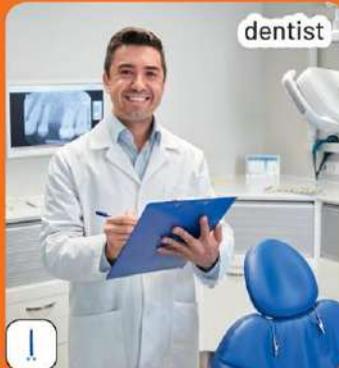
computer programmer



Research

Find out about the scientist Azza Faiad. Why is she famous?

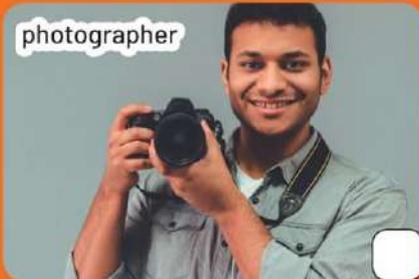
dentist



engineer



photographer



scientist



writer

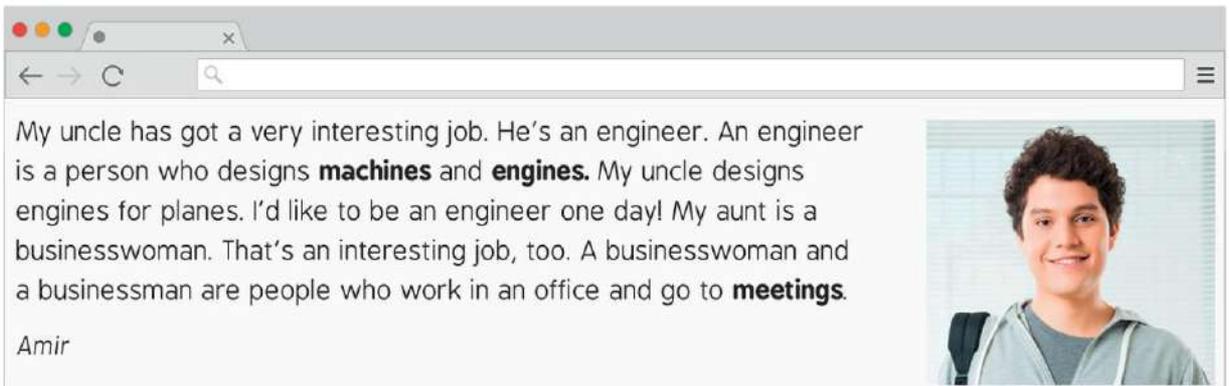


Find

Skim the unit to find two traditional jobs in African countries.

Listening and reading

- 1  Listen to Randa. Which job from the quiz is she talking about?
- 2 Read about Amir's uncle. Are these sentences true (T) or false (F)?
- | | |
|---|--|
| 1 Amir's uncle is an engineer. T | 2 Amir's uncle designs engines for cars. |
| 3 Amir wants a job like his uncle's one day. | 4 Amir's aunt is an accountant. |
| 5 Amir's aunt works in an office. | 6 A businessman is someone who works in an office and goes to meetings. |



My uncle has got a very interesting job. He's an engineer. An engineer is a person who designs **machines** and **engines**. My uncle designs engines for planes. I'd like to be an engineer one day! My aunt is a businesswoman. That's an interesting job, too. A businesswoman and a businessman are people who work in an office and go to **meetings**.

Amir



Language

Relative pronoun *who*

We can join two sentences about people using the relative pronoun *who*:

A businesswoman is a person. **She** works in an office.

A businesswoman is a person **who** works in an office.

- 3 Reorder the words to make sentences with a relative pronoun.

- a/teacher/who/students/A/is/person/teaches
- scientist/is/a/who/science/A/studies/person
- person/a/pilot/flies/A/is/who/a/plane
- who/A/person/a/photographer/photographs/is/takes

A teacher is a person who teaches students.

- 4 Work in pairs. Use the words below to ask and answer about other jobs.

design	buildings
write	machines or engines
look after	books or articles
	computer programmes
	sick people
	people's teeth

Who is an architect?

An architect is a person who designs buildings.





Reading and listening

1 Look at the photos and read the article quickly. Match the questions with Nesma's answers.

- | | | | |
|----------------------------|--|----------------------------|---------------------------------------|
| a <input type="checkbox"/> | What's your day like? | b <input type="checkbox"/> | What's a marine biologist? |
| c <input type="checkbox"/> | And what's the worst thing? | d <input type="checkbox"/> | What's the best thing about your job? |
| e <input type="checkbox"/> | Why did you decide to become a marine biologist? | | |

2 Listen to the interview and check your answers to Exercise 1.

My dream job

This week, we interviewed Nesma El-Soory, a marine biologist.

- 1 A **marine biologist** is a person who studies the ocean and the plants and animals in it.
- 2 I'm good at science and I love the ocean. The animals in our oceans are really beautiful and interesting.
- 3 In my job, every day is different! On some days, I go diving around coral reefs. On other days, I **test** water from the ocean in the **laboratory**. I also spend a lot of time on the computer, writing the results of tests.
- 4 My research helps to protect the plants and animals in the ocean. That's the best thing. It's really important to look after our planet, isn't it?
- 5 There are bad things about every job, aren't there? Sometimes the weather is terrible. It isn't nice to go out in a boat for a dive when there's a storm!

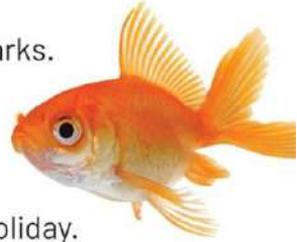


3 Read the interview again and answer the questions.

- | | |
|--|--|
| 1 What does a marine biologist study? | 2 Which subject is Nesma good at? |
| 3 Where does Nesma go diving? | 4 What does Nesma do on the computer? |
| 5 What does Nesma think it is important to do? | 6 What is the worst thing about Nesma's job? |
| | 7 Would you like to be a marine biologist? Why? why not? |

4  Listen to the rest of the interview with Nesma. Choose the correct answers.

- 1 At the moment, Nesma is working in ...
a the Red Sea. b Australia. c Thailand. d France.
- 2 Nesma studies ...
a whales. b dolphins. c smaller animals and fish. d sharks.
- 3 Nesma thinks her job is ...
a useless. b easy. c boring. d hard work.
- 4 Nesma's advice to young people who want to be marine biologists is ...
a work hard and find out about the job. b go diving every holiday.
c find out about animas in different forests.
d that you don't have to love Science to be a marine biologist.



Language



Question tags

We use question tags to check information (so we expect people to agree). The voice goes down at the end of the question. Positive sentences have a negative question tag: It's really important to look after our planet, **isn't** it?

Negative sentences have a positive question tag: It **isn't** an easy job, **is** it?

We can make question tags with *be*, *have* and modal verbs. For other verbs, use *do*/*don't* in the question tag:

You **like** your job, **don't** you?

5 Match to make sentences with question tags.

- | | | |
|---|--|------------------|
| 1 <input checked="" type="checkbox"/> d | You want to be a nurse, | a will you? |
| 2 <input type="checkbox"/> | It isn't hot today, | b is it? |
| 3 <input type="checkbox"/> | You won't forget to phone me, | c do you? |
| 4 <input type="checkbox"/> | There were a lot of people at the meeting, | d don't you? |
| 5 <input type="checkbox"/> | You don't like fish, | e weren't there? |

6  Listen, repeat and check your answers to Exercise 5.

Writing and speaking

7 Find out about your partner.

- 1 Write down four things you think you know about your partner.
- 2 Now add a question tag to check the information.
Try to have at least one positive question tag.
- 3 Ask and answer the questions to check the information.

Vocabulary

1 Work in pairs. Which of these life events can you see in the photos?

buy an apartment get a job get married go to university
have children learn to drive pass my exams travel



Reading

2 Read about Munir's plans for the future. Which sentence is true?

- a Munir knows which job he wants.
- b Munir is working hard because he wants to pass his exams.
- c Munir wants to travel.



I don't know which job I want to do when I'm older, but I think that **education** is very important. I hope that I pass my exams so that I can go to university. I'm going to work hard. If I go to university, I'll study maths. It's my best subject.

I don't like flying, so I don't want to travel around the world. I want to get a good job in Egypt. I want to teach maths. If I have enough money, I'll buy an apartment near the Red Sea. I'll get married, but how many children will I have? I don't know!

3 Read the blog again and circle the correct words.

- 1 Munir knows / doesn't know which job he wants to do.
- 2 He **wants** / doesn't want to go to university.
- 3 He 'd like / wouldn't like to work in another country.
- 4 He 'd like / wouldn't like to buy an apartment.
- 5 He knows / doesn't know how many children he will have.

Listening

4  Listen to Rami and Amira talking about their plans for the future. Tick (✓) the things they want to do. What do they both want to do?

	pass my exams	go to university	travel	buy an apartment	learn to drive	get married	live in Cairo
Rami	✓						
Amira							

Language

The first conditional

We use the first conditional to talk about the probable result of an action. We use *if* or *when* with the present simple, followed by *will* with a verb without to.

If I **go** to university, I'll **study** maths.

Or I'll **study** maths if I **go** to university.

If I **don't work** hard, I **won't pass** my exams.

I **won't pass** my exams if I don't work hard.

5 Complete the sentences with the correct form of the verbs in brackets.

- 1 If I visit my grandparents, I'll take (take) them a present.
- 2 Lara (not learn) to drive if she stays in the city. She'll use the bus.
- 3 If I (go) to university, I'll study to be an engineer.
- 4 If Dad (get) a new job, we'll move to Cairo.
- 5 We (not go) to university if we don't pass our exams.

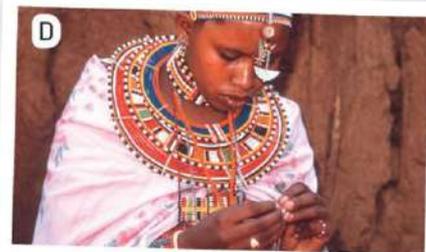
6 Complete the sentences about you. Then compare answers in pairs.

- 1 If I pass my exams
- 2 If I go to university
- 3 If I get a good job
- 4 If I go to the shops
- 5 If I eat too many sweets
- 6 If my friend feels sad

If I pass my exams,
I'll go to university.

Reading

- 1 Read quickly and match the photos A-D to the texts. There is one extra photo.



Traditional jobs in Africa

Today, many people in Africa work in modern offices, but traditional jobs and **skills** are still important.

- 1 People started making **pottery** thousands of years ago in Egypt. Some people make pottery in **workshops** or their own homes. If you go to Fayoum, you will see many people making pottery. There is also a school where children and adults can learn this skill.
- 2 It is traditional to make **jewellery** in **Kenya**. You can see the **colourful** jewellery in markets all over the country. Today, some local businesses also use social media and the internet to sell jewellery to people in different countries. It is an important skill because it continues an old tradition and it helps local people to **earn** money.
- 3 It is an important part of Africa's culture to make **baskets**. It is also a way for women from small African villages to **earn** money. In **Ghana**, there are a lot of women who make and sell baskets. You can buy colourful baskets from Ghana in countries all over the world.

- 2 Read the text again and complete the sentences.

- 1 People started making pottery thousands of years ago in Egypt.
- 2 People can learn to make pottery
- 3 You can see colourful Kenyan jewellery in
- 4 Some local businesses in Kenya use the internet
- 5 Women from small villages can make baskets to

Speaking

- 3  Ask and answer the questions in pairs.

- 1 Why is it important to keep traditional jobs?
- 2 How can people use modern technology to help them?
- 3 Do you think these jobs will change in the future? Why or why not?



Listening

- 1  Listen and complete the fact files.



Name:	Hussein
Plans	
Next year:	¹ learn to play the guitar / piano
Before he leaves school:	² design an app / a video game
In ten years' time:	³ be a scientist / doctor
	⁴ live in the city / countryside



Name:	Khadeeja
Plans	
Before she gets a job:	⁵ learn a new language / write a book
	⁶ learn to dive / drive
In ten years' time:	⁷ have a job in a school / university
	⁸ live in a big apartment / get married

Speaking

- 2 Work in pairs. Talk about what you plan to do for the following time in the future.

Tomorrow / Next year/month/week, In five/ten/fifteen years' time,	I'm going to I want to I'd like to	design an app/a video game. learn a new language/to drive. live in the town/country.
--	--	--

Next year, I'm going to learn a new language.

Life Skills

Productivity

It is important to plan your time well. Plan your work for this month. Use the ideas below to help you.

finish my project/my book
learn how to revise English spelling
practise my reading/writing revise for my test

Tomorrow, I'll finish my project.



Reading and writing

- 1 What do you think will happen in the next 30 years?
Look at the photos and make predictions.
- 2 Read Ahmed's text. How many of your ideas were the same?

My **predictions** for the future
By Ahmed

In the next 30 years, there will be a lot of changes in our lives.

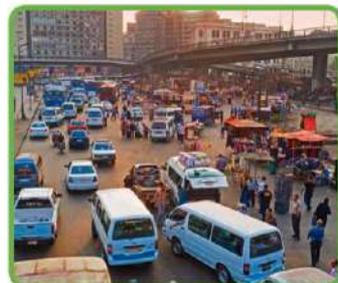
Technology will make our lives easier and more interesting. Our phones will be even more important and we will have apps for everything.

Scientists will find new **cures** for **illnesses** so people will live longer. Some illnesses will disappear completely.

All our cars will be electric. If this happens, it will be much better for the air in our cities, won't it? I don't think I will have to learn to drive because cars will drive themselves!

There will be a lot of interesting new jobs for people. Robots will do some of the jobs that people do today. But I don't think we will have robot doctors or teachers!

I think there will be a lot of **exciting** changes in the future, but some things will stay the same. Children will still go to school, learn new things and spend time with friends.



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

Ahmed thinks that in the future ...

- 1 technology will make our lives more interesting. **T**.....
- 2 we won't have mobile phones.
- 3 we'll have robot doctors and teachers.
- 4 he will learn to drive.
- 5 people will live longer.
- 6 children will still go to school.

- 4 Complete Ahmed's mind map with the ideas from his text.

technology

jobs

school

health

apps

- 5  Plan a paragraph giving information about life in 100 years' time. Use the headings in the mind map and your own ideas.

Review

1 Complete the sentences with the correct job.

- 1 A doctor is a person who helps sick people.
- 2 An is a person who designs machines or engines.
- 3 An is a person who works with numbers.
- 4 A is a woman who works in an office and goes to meetings.
- 5 A is a person who looks after people's teeth.



2 Complete the descriptions of these jobs using a verb and a noun from the box.

verbs: design fly study take work on write
nouns: books buildings photos planes science ships

- 1 A writer is a person who writes books.
- 2 A pilot
- 3 A photographer
- 4 An architect
- 5 A scientist
- 6 A sailor

3 Circle the correct words

- 1 If I don't / won't work hard, I don't / won't pass my exams.
- 2 Hazem doesn't / won't travel to Alexandria if he has a lot of work to do.
- 3 If Mona goes / will go to university, she studies / 'll study engineering.
- 4 The family buy / 'll buy a new apartment if they move / 'll move to the city.

4 How well do you know your partner? Check their personal information using question tags. Ask about the following:

- 1 best subject
- 2 favourite hobby
- 3 number of brothers and sisters
- 4 how they come to school

Your best subject is English, isn't it?

No, it's maths!

Project

Plan a poster about a job.

- 1 Find or draw a picture of someone doing the job.
- 2 Research the job online or from a book. Find out:
 - all of the different things the person does
 - why the job is important
 - what exams you must pass to do the job



Reading

- 1 Read the story quickly. Why is Tarek worried?
- 2 Read the story again and answer the questions.
 - 1 What will not happen if you pick up rubbish from the beach?
 - 2 What will happen if you have a shorter shower?
 - 3 What mustn't you buy?
 - 4 How will Tarek help to save the planet?
 - 5 How will you help save the planet?

Speaking

- 3 Look at the pictures and write five sentences. Close your books, then check with your friend. Use question tags.

Tarek is sitting with his friend, isn't he?

- 4 Which of these must you do to help the planet? Which mustn't you do? Make sentences in pairs.

- 1 have long hot showers
- 2 walk or ride a bike more often
- 3 put rubbish on the ground
- 4 buy plastic bags

You shouldn't have long hot showers. You must have short showers to save water.

There was a film about the dangers to our planet on TV yesterday. It was very sad. What can we do?

We can help, can't we, Tarek?

How?



If we pick up the rubbish from the beach, the animals won't eat it.



If we have shorter showers, we'll save water.

We must walk or cycle when we can.



You mustn't buy plastic bags.

My shopping bag is made of cotton. I use it every day.



If we all do these things, we'll help to save our planet.

Thanks Ali! I'll do all those things!



Lesson 2

Listening

- 1  Hala and Malak are doing a recycling project at school. Listen and tick (✓) the materials you hear.

¹cotton ²glass ³metal ⁴leather
⁵paper ⁶plastic ⁷wood ⁸wool



- 2  Listen again. What are they made of? Match the things below to the correct boxes.



- 3 Work in pairs. What goes into each box? Make first conditional sentences.

If it's made of plastic, it goes into the yellow box.

Speaking

- 4 Ask and answer the questions in pairs.



- Which of the stories from New Hello! did you like best? Why?
- Who do you think was the most interesting character? Why?
- What do you think was the most exciting thing that happened?

- 5 Work in pairs and plan a story.

- Think of a character or characters. What are they like? Why are they interesting?
- Where does the story happen? Is it in the past, the present or the future?
- What happens in the story? Think of a problem or some exciting or unusual events.
- How will the story end? How do the people feel? Were any problems solved?
- Compare your plans with other pairs. Can they suggest any ways to improve your plan?

Remember!

A story always has a beginning, a middle and an end.



Term 2

New Hello!

English for Preparatory Schools

Year One

Workbook

Mathew Hancock

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Review D Revision of Units 10–12 Page 114

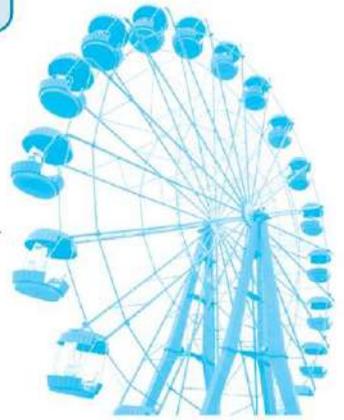
How was your weekend?

Vocabulary

1 Where did these people go? Complete the sentences with words from the box.

aquarium bowling alley football stadium funfair planetarium

- Let's go on the big wheel at the funfair..... this weekend!
- I loved the fish, but I didn't see any whales at the
- It was great at the My team won 2-0!
- We learnt a lot about the Earth and the moon at the
- The balls are very heavy at the



Language

2 Correct the underlined words in these sentences.

- It's Wednesday today, so it was Tuesday this morning. yesterday.....
- Hassan moved to Cairo a week ago. That was next week.
- It's January now. It was February last month.
- I was at school at 8 am today. What time did you arrive last morning?
- It's ten past ten. The ten o'clock bus left ten minutes past.

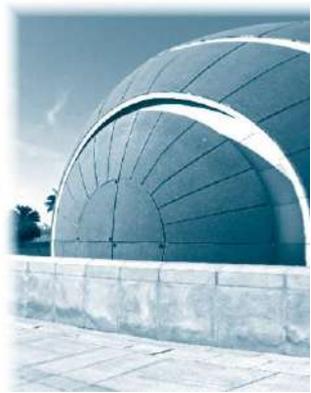
3 Answer the questions.

- It is now Monday morning. When was Sunday? It was yesterday.....
- What year was it four years ago?
- Ahmed is twelve. Which year was he born in?
- When was your last English lesson?

Writing

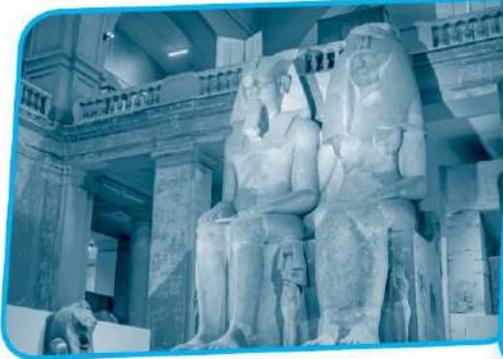
4 Look again at the places in Exercise 1. Which places do you like or dislike going to? When did you last go to them? Write sentences in your notebook.

I really like going to the planetarium. I last went there two years ago......



Language

1 Complete Nahla's diary with the correct past tense form of the verbs in brackets.



I ¹ had..... (have) a fantastic weekend!
 It ² (be) my friend Dalia's birthday and her family ³ (take) us to some exciting places. In the morning, we ⁴ (go) to the funfair. I ⁵ (not go) on the big wheel but I ⁶ (enjoy) my time there. In the afternoon, we ⁷ (visit) a museum. We ⁸ (see) some very old statues. I ⁹ (remember) all the things that our teacher ¹⁰ (teach) us in history! In the evening, I ¹¹ (eat) at Dalia's house and I ¹² (come) home very late!

2 Hany did all the things on his plan for last Saturday. Write the sentences in the past tense.

Hany's plan for Saturday

- 1 take bus to city
- 2 visit sports centre
- 3 play tennis with Hatem
- 4 have lunch in café
- 5 go shopping with Grandad
- 6 buy some new shoes
- 7 watch TV with family
- 8 go to bed early!

He took the bus to the city.....

Writing

3 Read about Ismail's family. Where should they go and what activities should they do for Ismail's birthday? Make a decision and give your reasons.

Dad likes sports. He is very good at swimming.
 Mum loves cooking. Her salads are delicious!
 Ismail likes being outside and he doesn't like the city.
 Ismail's sister is five. She likes making things.

.....

Vocabulary

- 1 Write the type of music for each photo. Tick (✓) the music you like and compare your answers with your partner.

classical jazz opera pop traditional



1 classical..... 2 3 4 5

Language

- 2 Match to make questions.

- | | | | |
|------------------------------|----------------------|---|--|
| 1 <input type="checkbox"/> f | What time | a | a blue pen? |
| 2 <input type="checkbox"/> | Did you go | b | taller than your brothers and sisters? |
| 3 <input type="checkbox"/> | Have you got | c | this lesson start? |
| 4 <input type="checkbox"/> | Are you | d | speak French? |
| 5 <input type="checkbox"/> | When did | e | shopping at the weekend? |
| 6 <input type="checkbox"/> | Can your best friend | f | do you go to school? |

Writing

- 3 Now answer the questions in Exercise 2.

- | | | | |
|---|-------------------------|---|-------|
| 1 | I go to school at | 2 | ..... |
| 3 | ..... | 4 | ..... |
| 5 | ..... | 6 | ..... |

- 4 Read the answers. Write the questions.

- | | | | |
|---|---|---|--|
| 1 | When did you go to the museum?
I went to the museum two weeks ago. | 2 |
No, I don't like jazz, but I like pop. |
| 3 |
Yes, I've got two sisters. | 4 |
I like fruit because it's good for you. |
| 5 |
I come to school by bus. | 6 |
No, I can't play chess. |

Vocabulary

1 Match the words from *Robinson Crusoe* with their meanings.

- | | | | | |
|---|----------------------------|----------|---|-------------------------------------|
| 1 | <input type="checkbox"/> d | alone | a | large brown nuts |
| 2 | <input type="checkbox"/> | coconuts | b | go down into water |
| 3 | <input type="checkbox"/> | sailor | c | very bad |
| 4 | <input type="checkbox"/> | sink | d | not with other people |
| 5 | <input type="checkbox"/> | terrible | e | someone who works on a boat or ship |



2 Now complete the sentences with the words from Exercise 1.

- I like coconuts....., but it is difficult to open them!
- My grandfather was a and visited countries all over the world.
- Do you like working with other people, or do you prefer to work?
- I didn't like this story. I thought the writing was
- Do you think this glass bottle will in the water?

3 Does the noun *sink* mean the same as the verb? Use a dictionary to find out.

Reading

4 Put the events from another day in Crusoe's diary in the correct order.

- Usually the sand on the beach has nothing on it.
- I looked and saw that the shapes were from someone's feet. I am not alone!
- Today was different. I saw some shapes in the sand.
- I got up early and walked along the beach again this morning.



Writing

5 Who do you think is on the island? Write five questions Crusoe can ask the person when they meet.

- What's your name?.....
-
-
-
-



Reading

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

- 1 Robinson Crusoe was a sailor on a ship.T.....
- 2 The ship visited an island.
- 3 Crusoe ate a dead fish and it was very nice.
- 4 It was always very hot on the island.
- 5 There was a jungle and a cave on the island.

Language

2 Put the words in the correct order from bad to good.

fantastic OK terrible very good

- 1 👎👎 It was
- 2 👍 It was
- 3 👍👍 It was
- 4 👍👍👍 It was

Listening

3 🎧 What do you think the people said in the following situations? Use expressions from Exercise 2. Then listen and check your answers.

- 1 Judy: I went to my cousin's house last weekend. It was fantastic, because we played all my favourite games!
- 2 Khaled: I read a book by my favourite writer last week., although it was not her best book.
- 3 Marwa: My father drove us to the park on Saturday. It took an hour to go two kilometres! because there were so many cars.
- 4 Hany: We read an English book at school today., although I didn't understand every word!

Writing

4 Write what you would say in the following situations. Give a reason using *although* or *because*.

- 1 It was your birthday last week, and all your friends visited you.
.....
- 2 You went to the beach last week, but it was very windy and you could not stay on the beach.
- 3 You watched a film last night. It was interesting, but you did not understand all of it.
.....
- 4 You went on holiday last summer, but the hotel was very old.
.....



Reading

- 1 Read Amir's diary and complete with capital letters, full stops or exclamation marks (!).
- 2 Read the diary again and match the writing tips to the text.



Saturday 30th July

today was a fantastic day First, I got up at 5 am and had breakfast Then I got in the car with my family and we drove to Siwa. although it was a very long journey, I enjoyed reading my favourite book in the car. We arrived very late but it is a beautiful place. We planned to look around, but we stayed in the hotel because we were all very tired. I think tomorrow will be very interesting.

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

b Use the first person (I or We).

c Write things in the order that they happened.

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

Writing

- 3 Write a diary entry giving your opinion about a fantastic day.
 - Why was the day fantastic?
 - What did you do at different times of the day?
 - Remember to follow the writing tips above and to include capital letters, full stops and exclamation marks.



.....

.....

.....

.....

.....

.....



Review

1 Write the words.

alone ~~coconut~~ rock sailor sink traditional

- Crusoe ate this on the island. It was very nice. coconut.....
- When you put a stone in water, it will
- People first played this type of music a long time ago.
- This type of music is sometimes very loud.
- Not with other people.
- This person travels on ships or boats for a job.

2 Complete the sentences with these time expressions.

ago night this morning week year

It is now 1 pm on Tuesday 20th June, 2020.

- 10 am on Tuesday was this morning.
- 11 pm on Monday was last
- Wednesday 14th June was last
- Tuesday 20th April was two months
- December 2019 was last



3 Choose the correct words.

- How / Did was your last birthday?
- What did you did / do last weekend?
- Have / Do you got a new school bag?
- Crusoe don't / can't sleep on a bed.
- She went to school although / because she felt ill.
- Were you / Can you see the island?

4 Complete the questions with the correct form of the words in brackets.

Mona: ¹ Do you like (like) classical music, Dina?

Dina: Yes, I do. It's my favourite.

Mona: When ² (last go) to a concert?

Dina: I last went to a concert last year. It was fantastic.

Mona: ³ (get) a ticket for the concert on Saturday?

Dina: Yes, I have!

Mona: ⁴ (can come) with you?

Dina: Yes, you can. ⁵ (be) happy about that?

Mona: Yes, I am! It's fantastic.



The amazing world around us

Vocabulary

1 Complete the sentences with words from the box.

Bridge city Tower Tunnel

- The Taha Masr Bridge goes over the Nile in Cairo.
- The Cairo is the tallest building in Egypt.
- Asyut is not a very big
- The Channel goes under the sea between England and France.



Listening

2  Listen and write the large numbers.

- 48,000,000
-
-
-

Writing

3 Complete the fact file with these dates and numbers.

20.5 1969 1996 500,000

Fact file: The 6th October Bridge

Where is it? Cairo

Why was it built? To link the two Nile banks

When did building start?

When did it open?

How high or long is it? km long

Interesting fact: people cross

the bridge daily

4 Now use the information you researched in the Student's Book to complete this fact file.

Fact file:

Where is it?

Why was it built?

When did building start?

When did it open?

How high or long is it?

Interesting fact:

.....

Vocabulary

1 Complete the sentences with words from the box.

crowded empty low narrow noisy wide

- 1 We need to buy some more water. This bottle is empty.....
- 2 Be careful you don't hit your head on the door. It is very
- 3 Only people and bikes can go down that road because it is very
- 4 The teacher was angry because all the students were very
- 5 We can't swim across the river here because it is very
- 6 The market is always very busy at this time. Don't go now or it will be very

Language

2 Correct the underlined words in these sentences.

- 1 An elephant is biger than a camel. bigger.....
- 2 My cousins felt happyer after they moved to a new flat.
- 3 That mountain was more high than we thought.
- 4 Cheese is badder for you than fruit.
- 5 Let's buy green apples because the red apples are expensiver.

3 Complete the sentences with the correct comparative form of the word in brackets.

- 1 Old cars are usually noisier..... (noisy) than modern cars.
- 2 A train is (fast) than a bus.
- 3 The museum is usually (crowded) on a Saturday than a Sunday.
- 4 I think the blue dress is (nice) than the red dress.
- 5 Adel is tall, but Rami is (tall).

Writing

4 Research information about two cities or places that you know. Compare the places. Think about the following and write a fact file in your notebook.

- Which is bigger?
- Which has worse traffic?
- Which is more modern?
- Which is better for tourists? Why?

Vocabulary

1 Match the opposites.

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

- 1 beautiful-ugly 2
3 4
5 6
7

Language

2 Complete the text with the superlative form of the words in brackets.



You probably know that whales are the 'biggest' (big) animals in the world, but did you know that they are also the ² (noisy)? A whale can hear another whale 160km away. Did you know that the ³ (fast) animal in the world is a bird? It can fly at more than 300km/h. Insects are the ⁴ (dangerous) animals in the world. They make more people ill than any other animal. Finally, the ⁵ (small) land animal is the Etruscan shrew. It looks like a mouse and is the same size as a bee!

3 Give your opinion about the following.

- 1 the most dangerous sport I think the most dangerous sport is mountain climbing.
2 the ugliest building
3 the healthiest food
4 the best place for a holiday
5 the worst thing on television
6 the noisiest place you know

Writing

4 Write a paragraph about the most beautiful place or building you know.

- Say where it is and why you like it.
- Use some of the adjectives from Exercise 1.
- Use some comparative or superlative forms.

.....
.....
.....
.....
.....



Language

1 Complete the questions with words from the box.

agree best better opinion think

- 1 What do you think..... about going to the sports club tonight?
- 2 What's the place to play tennis near here?
- 3 What's your of doing a sport every week?
- 4 Do you that Thursday evening is the most expensive time to go to a sports club?
- 5 Which sport do you think is, football or tennis?

2 Read the answers. Write the correct questions from Exercise 1.

1 What's your opinion of doing a sport every week?

I think it's very important to be healthy.

2

In my opinion, tennis is better because you do not need many people to play it.

3

I'm sure it's the sports club.

4

I disagree, because it's the same price every day.

5

I think it's a great idea!

Writing

3 Write what you think about the following.
Use these expressions.

I (don't) agree.
I disagree, because ...
In my opinion, ...
I think ...
I'm sure ...



- 1 Do you agree that Cairo is the biggest city in the world?
.....
- 2 What's the most difficult subject at school?
.....
- 3 What do you think about animals like horses and cats?
.....
- 4 Do you agree that tourists are very important for our country?
.....

Reading

1 Complete the text with the superlative form of these adjectives.

beautiful big important large modern old

The British Museum

The British Museum in London is the ¹oldest..... public museum in the world. It opened in 1759 and now has more than 13 million objects. About six million visitors go there every year.

The museum has the ²..... collection of Egyptian objects outside Egypt. One of its ³..... objects is the Rosetta Stone. This arrived at the museum in 1802. The writing on the stone is in three different languages. This allowed people to understand ancient Egyptian hieroglyphics for the first time.



In my opinion, the ⁴..... part of the museum is the Great Court. Its big glass room makes it the ⁵..... covered square in Europe. It opened in 2000 so it is also the ⁶..... part of the museum.

2 Read the text again and write what these numbers refer to.

- 1 1802 The year the Rosetta Stone arrived at the British Museum.
- 2 6,000,000
- 3 13,000,000
- 4 three
- 5 2000

Writing

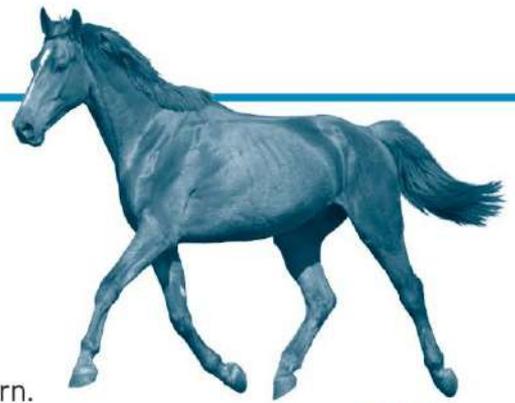
3 Write these numbers and dates as words.

- 1 2018 Twenty eighteen
- 2 1,430
- 3 4,000,000
- 4 1998
- 5 14,567

4 Write a paragraph about the 21st century museum you planned in the Student's Book, page 19.

You can use these ideas:

- 1 Where it will be.
- 2 When it might open.
- 3 What people will see there.



Language

1 Complete the sentences with *and*, *but* or *because*.

- 1 I don't like this hotel because it is not very modern.
- 2 We went to the shop for some bread, the shop was closed.
- 3 Ahmed did not come to school yesterday he was ill.
- 4 My sister didn't like the book, I loved it.
- 5 A lion is louder stronger than a horse.



Reading

2 Circle the correct words and add any missing punctuation.

Al Azhar Park is the largest and most / more beautiful park in Cairo. It is much ²large / larger than the small park near my house. That park has a few trees and plants ³and / because I enjoy going there after school. You can spend an hour or two in that park, but you can spend a lot of time at Al Azhar Park. The trees there are ⁴taller / tallest and it has more plants. It also has fountains, a lake and cafés, too. I like going there ⁵but / because there is space for all our family to have a big picnic at the weekends! My sister always says, I love it here.



Writing

3 Write a review about a place you visited. Use the notes you made in the Student's Book.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Writing tip

Remember to join your ideas with words like *and*, *but* or *because*.

Review

1 Match the words and the definitions.

cheap deep noisy safe wide

1 not expensive cheap.....

2 not quiet

3 measuring something from one side to the other

4 measuring water from the top to the bottom

5 not dangerous

2 Complete the questions with the correct word from Exercise 1.

1 The hotel looks very nice, but how cheap..... is it?

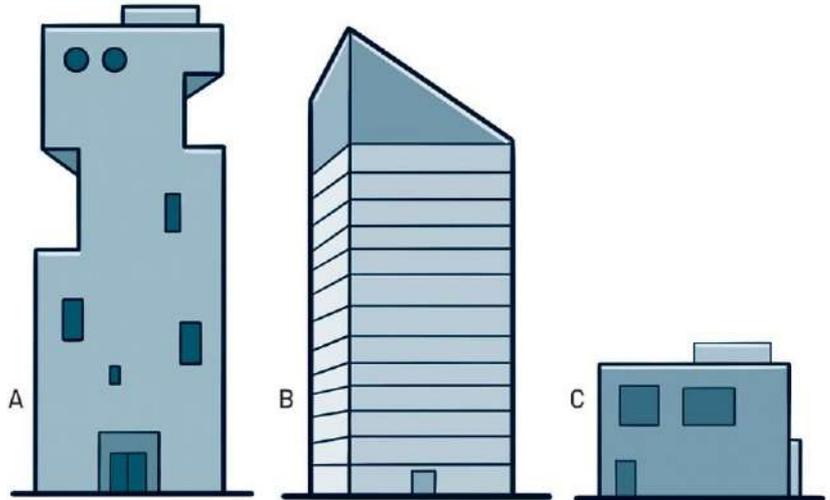
2 We need to take the bus down this road, but how is it?

3 My children want to go into the jungle, but how is it?

4 We want to swim in the river, but how is it?

5 I want to study near the playground, but how is it?

3 Write sentences to answer the questions.



1 Which is bigger, Building A or C?

Building A is bigger than Building C.

2 Which do you think is the ugliest building?

3 Which do you think is more modern, Building A or C?

4 Which building do you think was the most expensive to build?

5 Which building is the oldest?

6 Which do you think is the most beautiful?

4 Write an email to a friend about your best holiday in your notebook.

- Include some adjectives from the unit.

- Try to include some comparatives or superlatives.

- Use quotation marks to show what people say.

Adventure!



Vocabulary

1 Match the sports to the sentences.

diving kayaking sailing trekking windsurfing ziplining

- 1 We can't go today because there is no wind! windsurfing.....
- 2 All you need to do this sport is a boat and some wind!
- 3 I love going down rivers. It's usually very quiet!
- 4 We sometimes go for two days or more, usually across the desert.
- 5 I love this sport because I'm good at swimming under the water.
- 6 You start really high, but you finish on the ground. You go very fast!

Language

2 Reorder the words to make questions.

- 1 after / to / school? / going / travel / home / Are you / by bus
Are you going to travel home by bus after school?.....
- 2 wear / What / tomorrow? / you / going to / are
.....
- 3 going / next / What / Saturday? / are / do / you / to
.....
- 4 do / Are / going to / you / homework / your / eat / before / this evening? / you
.....
- 5 cook / this evening? / your / is going to / meal / Who
.....

3 Answer the questions in Exercise 2 in your notebook.

- 1 No, I'm not. I'm going to walk......

Vocabulary

1 Match the words to the definitions.

adventure ~~guide~~ journey tent

- 1 a person who shows a place to tourists guide.....
- 2 a long trip from one place to another
- 3 an exciting experience when something unusual or dangerous happens
- 4 something you sleep in when you go camping

2 Complete the sentences with words from Exercise 1.

- 1 I love waking up in a tent..... and hearing the birds sing in the mornings.
- 2 We want to have a to show us the market, because they know all the best places to shop.
- 3 They took four days to cross the desert. It was a difficult
- 4 I don't want to have an on holiday, I want to sleep by a pool!

3 Write the dates.

- | | |
|---|---|
| 1 the second of March
<u>2nd March</u> | 2 the thirty-first of October
..... |
| 3 the twelfth of August
..... | 4 the twenty-third of February
..... |

Listening

4 Listen and write the dates.

- 1 drive to the Red Sea 25th July.....
- 2 go on a boat trip
- 3 my cousins visiting
- 4 go on a picnic
- 5 come home

Writing

5 Write a paragraph about an adventure sport.

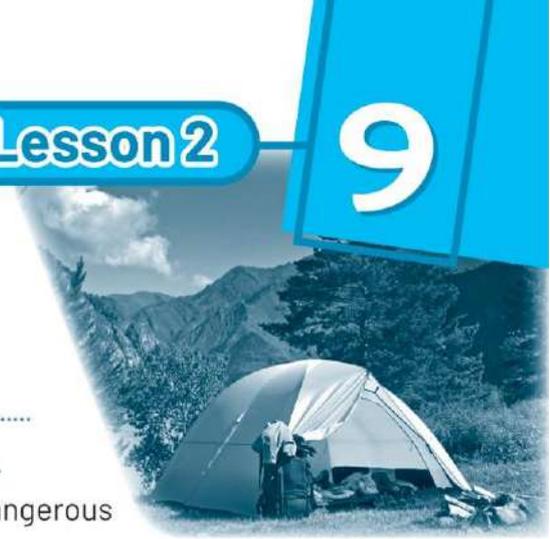
- Use the information you researched for the Project in the Student's Book.
- Write where you can do it and what equipment you need.
- Say how long you will need to do it.
- Remember to use sequencing words!

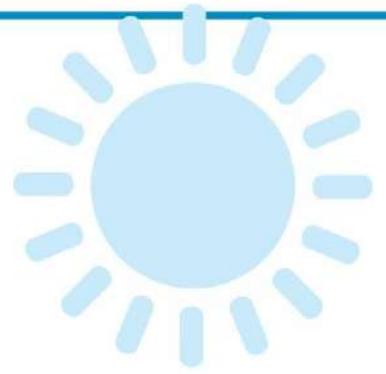
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Vocabulary

1 Complete the sentences with the correct form of these words.

cloud fog snow storm sun wind

- 1 It is usually very sunny..... in August.
- 2 It is not very hot today because there are a lot of in the sky.
- 3 There is at the top of that mountain. Look, it is all white!
- 4 The roads are dangerous when it is because you can't see very well.
- 5 Don't swim in the sea when it is It is dangerous.
- 6 We can't sail because there is no

2 Look at the maps. What is the weather going to be like on each day?



- 1 On Sunday, it is going to be sunny..... 2



- 3 4

3 The word *son* sounds the same as *sun* but has a different meaning. Think of other words that are like this.

Language

4 Circle the correct reflexive pronoun.

- 1 I didn't buy this cake. I made it myself / yourself.
- 2 The birds sleep in caves to protect ourselves / themselves from eagles.
- 3 Sara has a jacket to keep myself / herself warm.
- 4 My sister and I like taking photos of myself / ourselves when we go out.



Vocabulary

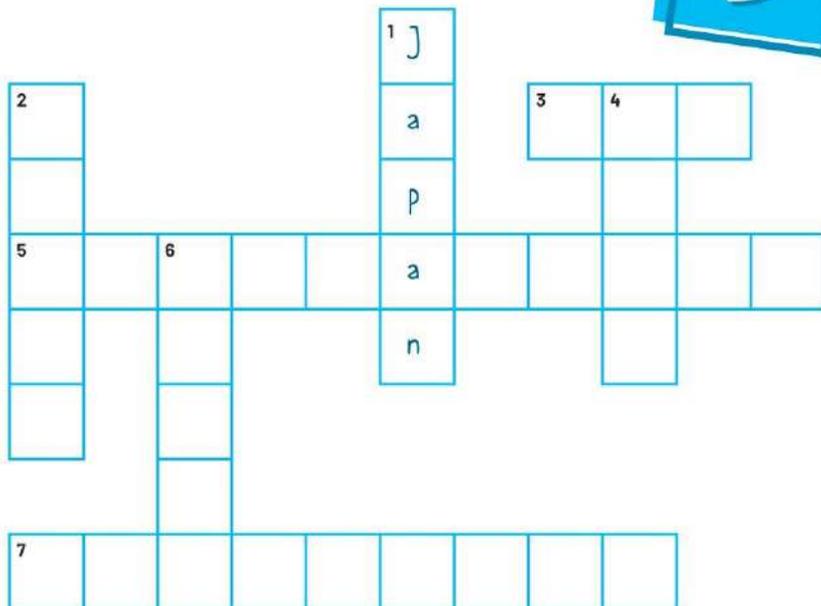
1 Complete the crossword.

Down ↓

- 1 Phileas Fogg went here before the USA.
- 2 Phileas Fogg went around this.
- 4 This travels on the sea.
- 6 Phileas Fogg went here before Hong Kong.

Across →

- 3 This was the last country Phileas Fogg visited.
- 5 Trains travel on this.
- 7 Phileas Fogg completed this on time.



Reading

2 Complete the chart with these forms of transport for travelling around the world today. You can use each word more than once.

plane ship train

1	London to Cairo by <u>plane</u>:	five hours
2	Egypt to India by	two weeks
3	Across India by (Mumbai to Kolkata):	thirty-one hours
4	India to Japan by	eight and a half hours
5	Japan to USA by	eleven and a half hours
6	Across USA by (San Francisco to New York):	three and a half days
7	USA to England by	ten days

Writing

3 Write a paragraph comparing between transport today and in the past. What is the same? What is different?

.....

.....

.....

.....



Writing tip

You can use these linking words: *then, now, but, although*



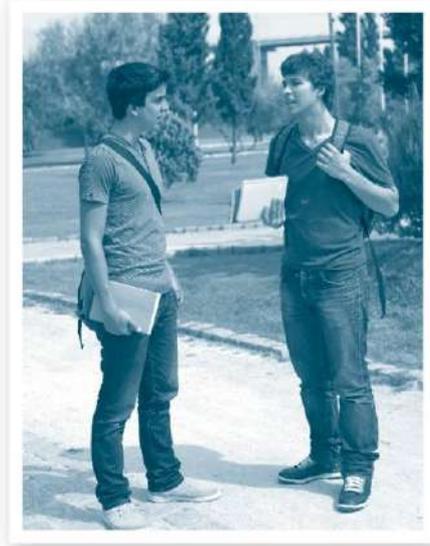
Language

1 Match to make sentences or questions.

- | | | | | |
|---|---------------------------------------|------------------|---|--------------------|
| 1 | <input checked="" type="checkbox"/> c | What shall we do | a | to play tennis. |
| 2 | <input type="checkbox"/> | Why don't we | b | going windsurfing? |
| 3 | <input type="checkbox"/> | What about | c | this weekend? |
| 4 | <input type="checkbox"/> | I'd prefer | d | play chess. |
| 5 | <input type="checkbox"/> | I'd rather | e | go kayaking? |

2 Put the dialogue in the correct order.

- a Omar: I don't know. I'm not very tall.
- b Omar: I'm not sure. It's quite dangerous. I'd rather do a different activity.
- c Omar: Good idea! I always enjoy playing tennis.
- d Omar: What shall we do on Saturday?
- e Hamdi: OK, not rock climbing or basketball ... I know! Let's play tennis.
- f Hamdi: Why don't we go rock climbing?
- g Hamdi: OK. How about playing basketball?



Writing

3 Work in pairs and complete the dialogue for yourselves.

- a What shall we do
- b How about
- a I'd prefer
- b Why don't we
- a Good



4 Write a paragraph describing a plan for a journey around the world.

- Where are you going to go?
- Who are you going to go with?
- How are you going to travel?
- How long is it going to take?

.....

.....

.....

.....

Reading

1 Where do these sentences go in Judy's email to Manal?

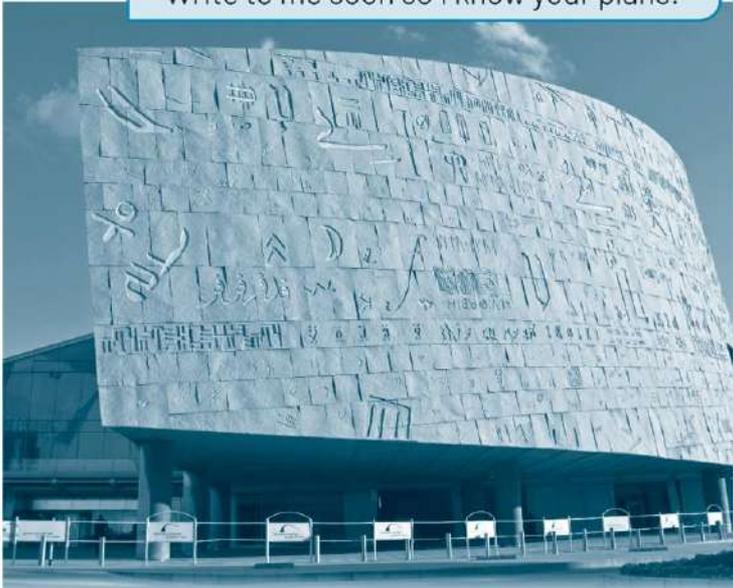
I'm going to have tennis lessons!

I'm very excited about that.

~~It's going to be fun but busy.~~

What about going to the beach?

Write to me soon so I know your plans!



New message

Dear Manal

I'm writing to tell you my plans for the summer.

¹ It's going to be fun but busy.

Then you can write to me about your plans!

First, I'm going to visit my cousins in Alexandria.

They're going to take me to the famous library.

²

It's a beautiful building.

I'm going to go home on 22nd August.

³

I can't play tennis now, but I'm going to be very good after the lessons!

Let's do some things together before we go back to school.

⁴

You always like swimming.

⁵

From

Judy

SEND

2 Read the email again and answer the questions.

1 Where is Judy going to go first? She is going to visit her cousins in Alexandria.

2 What is she going to see there?

3 What is she going to learn to do?

4 What does Judy want to do with Manal?

5 How does she end the email?

Writing

3 Write Maher's reply to Karim in your notebook.

- Use the plan from Exercise 4 of the Student's Book in the correct order.
- Use some of the language from Exercise 2 above and some joining words.
- Remember to check your final email for any mistakes in spelling or grammar.

Writing tip

Remember to use joining words to connect ideas.

I can't play tennis now, I'm going to be very good after the lessons!

Write to me soon I know your plans!

Review

1 Match to make mountain and water sports. Which of the answers is one word?

- | | | | | |
|---|---------------------------------------|----------|---|----------|
| 1 | <input checked="" type="checkbox"/> c | mountain | a | lining |
| 2 | <input type="checkbox"/> | rock | b | surfing |
| 3 | <input type="checkbox"/> | wind | c | biking |
| 4 | <input type="checkbox"/> | zip | d | climbing |



2 How are these people going to travel? Make sentences with *going to*.



1 He is going to travel by train.



2



3



4

3 Complete the sentences with reflexive pronouns from the box.

himself itself myself ourselves themselves yourself

- You don't drive this car. It drives itself!
- I can't walk very well because I hurt while playing football.
- The children put on hats to protect from the sun.
- My brother is only two. He can't put his clothes on, so I often help him.
- We all looked at in the school photo.
- Did a famous person draw that, or did you draw it ..?

4 Write notes about the presentation you gave in the Student's Book.

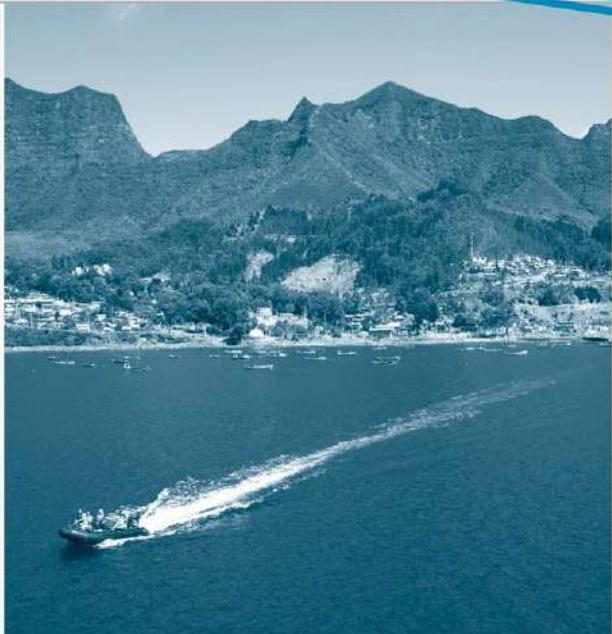
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1 Read the text and answer the questions.

Last weekend, I watched a TV programme about Robinson Crusoe Island. The author of *Robinson Crusoe*, Daniel Defoe, wrote about this island because a real sailor called Alexander Selkirk spent four years alone here. Defoe wrote *Robinson Crusoe* after hearing about this man. However, Crusoe's adventures were different to Mr Selkirk's. Crusoe spent a lot longer on the island (28 years) and the weather was a lot hotter than on the real island. Today, about 800 people live on Robinson Crusoe Island. Life is easier now, although people still have to look after themselves. The nearest land, Chile, is 24 hours away by boat. Soon they are going to build a new school and hospital on the island. Those are things that Crusoe did not have!



1 Who was Alexander Selkirk?

He was a sailor and he spent four years alone on an island.

2 How long did Selkirk spend on the island?

3 Which island has cooler weather, Robinson Crusoe Island or the island in the book?

4 How do we know that life on Robinson Crusoe Island is easy today?

5 What does *Those* refer to in "Those are things that Crusoe did not have"?

2  Listen and answer the questions.

a In which conversation does a person not have the same opinion as the first speaker?

b In which conversation does a person not like something?

c In which conversation is a person not very happy about a past event?

d In which conversation does a person like a suggestion?

3  Listen again and circle the correct answer.

1 Lara went to a museum and took the bus / walked home.

2 Both boys like / One of the boys likes tennis.

3 They don't go to the swimming pool because it is closed / not very near.

4 The boy is reading a book / website.

4 Read and correct the mistakes in these sentences.

1 I like this book although it is funny.

I like this book because it is funny......

2 Went you to the theatre yesterday?

.....

3 The hotel by the park is the modernest hotel in the city.

.....

4 The market is more far from my house than the school.

.....

5 I'm going try rock climbing next weekend!

.....

6 My little brother enjoyed yourself at the family party.

.....

5  Match the words with the same stress. Then listen and check.

1 b aquarium

a competition

2 funfair

b traditional

3 canteen

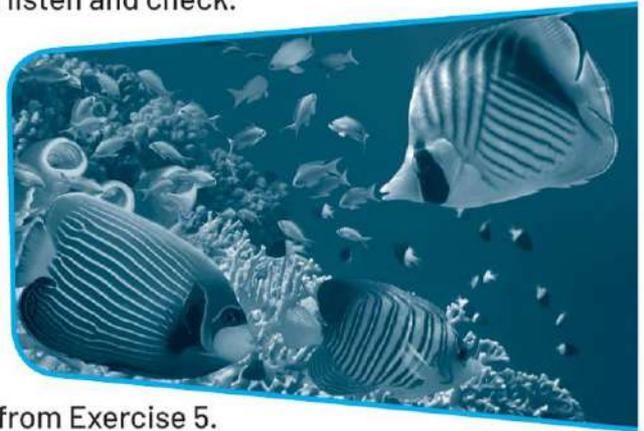
c skyscraper

4 windsurfing

d empty

5 population

e protect



6 Complete the sentences with the correct words from Exercise 5.

1 There was a competition to find out who could spell the most words correctly.

2 Most of the people in the factory have their lunch in the factory

3 The of this city is about two million people.

4 There is nothing in this bottle. It is

5 It is important to places where animals live.

7 Write an email to a friend about a story you like.

- Briefly summarise what happens in this story.
- Say why you like it.
- When you finish, read your email again. How can you improve it?

Welcome to my home!



Vocabulary

- 1 What are these things usually made of? Match the words to the materials in the box. Can you add any words?

cotton glass leather metal plastic stone wood wool

- 1 wool : a jumper, a hat, a scarf 2 : shoes,
- 3 : a knife, 4 : a ruler,
- 5 : a statue, 6 : a dress,
- 7 : a window, 8 : a table,

- 2 Complete the sentences with materials from Exercise 1.

- 1 A car door is made of metal
- 2 Car windows are made of
- 3 Expensive car seats are made of
- 4 Other car seats are made of



- 3  Listen and check your answers to Exercise 2.
- 4 What is the difference between the words *wood* and *would*? Use a dictionary to find out.

.....

Writing

- 5 Write a description of the things in your bedroom.

- Write what the things are made of.
- Use a dictionary if you are not sure of words.
- If you don't know a material, write *I don't know what it's made of*.

My bed is made of wood.

.....

.....

.....



Vocabulary

1 Match the words and the definitions.

bricks oven roof tap

- 1 You can turn this to get water. tap..... 2 This is on top of a house.
- 3 You use these to build a wall. 4 You use this to cook food or bread.

Language

2 Look at the dates. What was different in the year 1900? What was the same? Make sentences about the following using *There were/weren't*.

Date of the first ...

- train: 1812
- phone: 1876
- car: 1886
- TV: 1920s
- email: 1971
- mobile phone: 1973

There were trains in 1900. There weren't any TVs.

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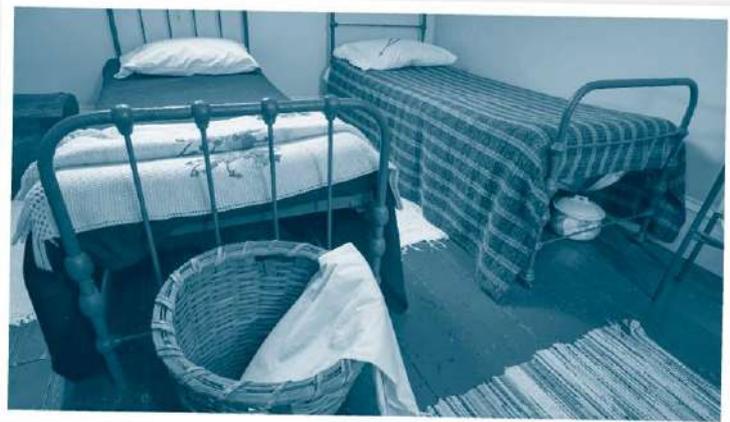
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Writing

3 Describe this student's room in 1900.

- Write what there was/wasn't in the room.
- Write what things were made of.
- What is the same as your room? What is different?



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Vocabulary

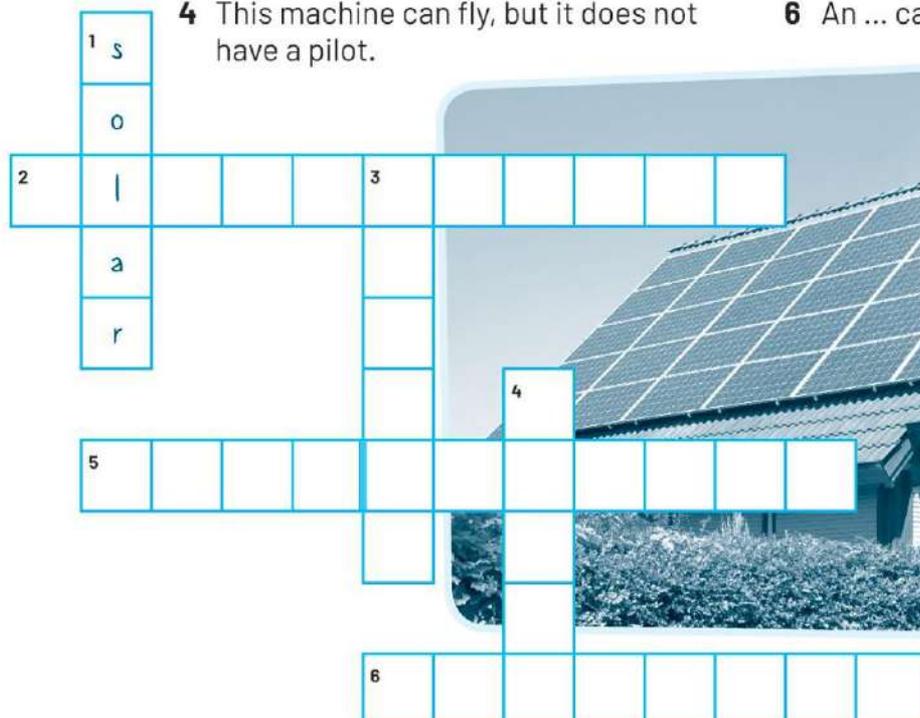
1 Complete the crossword.

Down ↓

- 1 We put ... panels on a roof. They produce electricity using the sun.
- 3 These machines can do many things for us. Some of them can talk.
- 4 This machine can fly, but it does not have a pilot.

Across →

- 2 We can use the sun or the wind to produce this.
- 5 They use the wind to produce electricity. (2 words)
- 6 An ... car does not use petrol.



Writing

2 Make predictions about the year 2080 using *will/won't*.

- 1 robots in schools I think we will have more robots in our schools.
- 2 drones for post
- 3 wind turbines on our roofs
- 4 solar panels on planes
- 5 trains that travel under the sea

3 What do you think holidays will be like in the year 2050? Write predictions with *will* or *won't* in your notebook.

- Where will people go on holiday? Where won't they go?
- What will they do there?
- What will be the same? What will be different?

Vocabulary

1 Complete the sentences with the correct word from the box.

cool earthquake space warm

- It was hot outside, but it was nice and cool in my bedroom.
- My mother wants to buy a new sofa, but I don't think we have _____ for it in our living room.
- My aunt made us some bread and when we ate it, it was still _____.
- Some houses fell to the ground after the _____.



2 Complete the sentences.

circle rectangle ~~rectangular~~ round triangle triangular

-  This is a rectangular shape. It is a _____.
-  This is a _____ shape. It is a _____.
-  This is a _____ shape. It is a _____.

Writing

3 What shape are the things in the photos? Why do you think they are this shape?



- The ship's window is round. This shape is stronger than a square window.
- _____
- _____
- _____

4 Write a description of things in your home.

- What shape are they?
- Do you know why they are this shape?

Our living room window is large and square so we can look out of it!

Language

1 Match the words and numbers and complete the years in words.

- | | | | | | |
|---|--------------------------------|------|---|------------------|-------------------------|
| 1 | <input type="text" value="c"/> | 986 | a | ..... | sixty-one |
| 2 | <input type="text"/> | 1883 | b | Two | and one |
| 3 | <input type="text"/> | 1961 | c | Nine hundred and | <u>eighty-six</u> |
| 4 | <input type="text"/> | 2001 | d | Twenty | |
| 5 | <input type="text"/> | 2022 | e | ..... | eighty-three |



2 Write these years in words.

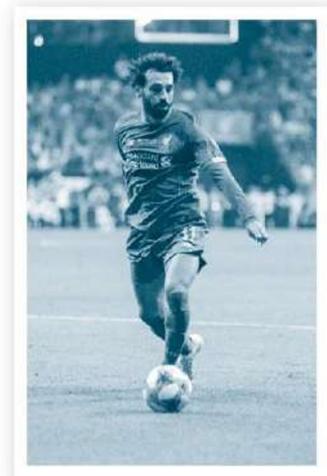
- | | | | | | |
|---|------|-------------------------------------|---|------|-------|
| 1 | 804 | <u>Eight hundred and four</u> | 2 | 1154 | ..... |
| 3 | 1990 | ..... | 4 | 2002 | ..... |
| 5 | 2056 | ..... | 6 | 2038 | ..... |

Listening

3 Listen to the life of Mohamed Salah and complete the dates.

Mohamed Salah's life

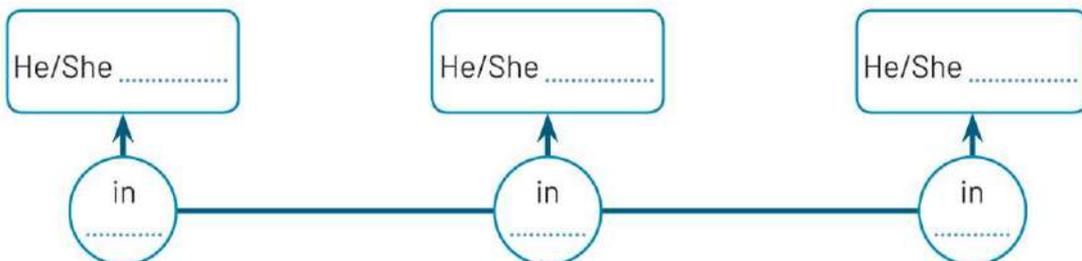
- born in 1992
- started playing football for El Mokawloon in
- moved to Switzerland to play for Basel in
- went to London to play for Chelsea in
- went to Liverpool in
- was African Footballer of the Year in
- won the European Champions League with Liverpool in



Writing

4 Research a famous person.

- Find out about the important events of his/her life.
- Find the years that he/she did these things.
- Write a timeline.

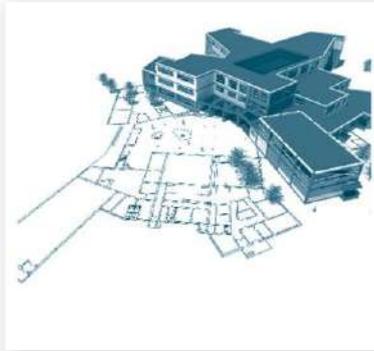


Reading

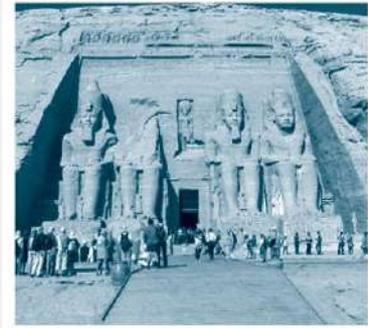
1 Match the headings with the topic sentences of three different texts.



a Taller, cleaner, better



b The schools of tomorrow



c No more journeys by plane

1

Today, I am going to describe what I think holidays will be like in the future.

2

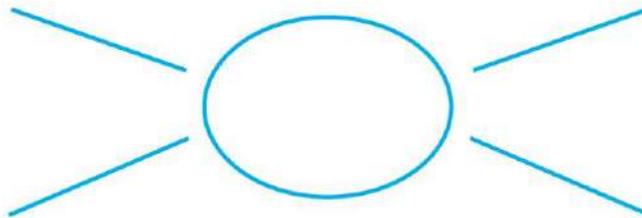
I want to explain how I planned the school building you can see above.

3

Today's cities are usually big, noisy and dirty, but what will they be like in the future?

Writing

2 Write about the house of the future that you planned in the Student's Book. First, plan what you are going to write by completing the diagram.



3 Now write a description of your house.

- Use one of the topic sentences in Exercise 1.
- Use *There will/won't be*, *It will/won't have*, etc.
- Remember to be creative!
- When you finish your text, read it carefully. Can you improve it?

Review

1 Complete the table with these words.

brick drone electric car glass metal oven plastic rectangular
 roof round solar panel square stone tap triangular wind turbine

materials	old objects	modern objects	shapes
glass	brick	drone	rectangular

2 Now match the descriptions with three of the objects from Exercise 1.

- 1 They are usually square or rectangular. I think they are made of metal. Sometimes they have a glass door to see inside.
- 2 I think they are made of stone. Sometimes they are flat but often they are triangular.
- 3 These are usually square and they are made of glass. I think parts of them are made of metal, too.



3 Guess the dates, then compare this city in the past with how it will be in the future.



In _____, there were small houses.

.....

.....

.....



In _____, there will be very tall houses.

.....

.....

.....

4 Write a paragraph describing your first school. Use your ideas from the Student's Book, Exercise 4. Remember to add a topic sentence and to link your ideas.

On land and sea

Vocabulary

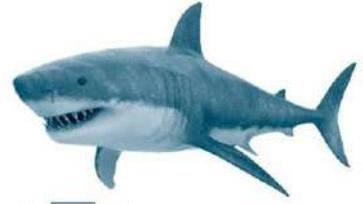
1 Read and complete the words. Tick (✓) those with a tail.



1 j e . l . l y f . i . s . h



2 . . . c . . . o . . . u . . .



3 s h



4 s g r



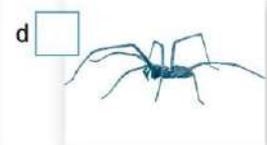
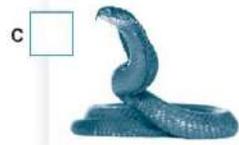
5 t . . . r e



6 c o r f

2 Match the photos and the sentences.

- 1 It can sting you.
- 2 It has eight legs.
- 3 It has a hard shell to protect it.
- 4 It is poisonous.



Language

3 Complete the sentences with the correct form of the verbs in brackets to make zero conditional sentences.

- 1 When I feel (feel) ill, I (go) to bed.
- 2 If my sister (watch) a lot of TV, she (feel) tired.
- 3 When it (be) very cold, water (turn) to ice.
- 4 When we (hear) something funny, we all (laugh).

4 Complete these sentences.

- 1 When I get home from school,
- 2 If I wake up early on a Saturday,
- 3 If I don't water the plants in our garden,
- 4 When my grandfather is tired,

Vocabulary

1 Complete the sentences with the correct words from the box.

environment planets recycle rubbish

- 1 Don't throw away those glass bottles.
We can recycle them.
- 2 Trees are very good for our because
they give us clean air.
- 3 Earth is one of eight that go
around the sun.
- 4 We don't need that dirty piece of paper.
You can put it with the

Language

2 Circle the correct words.

Stay safe on the roads!

- 1 You must / mustn't play games in the road.
- 2 When you cross a road, first you **must** / **mustn't** find a safe place to cross.
- 3 Then you **must** / **mustn't** look left and right.
- 4 You **must** / **mustn't** follow traffic rules.
- 5 You **must** / **mustn't** run across the road. You **must** / **mustn't** walk.

3 What do you think these people are saying? Write sentences with *must* or *mustn't*.



1 You must come here.



2



3



4

Reading and language

1 Complete the text with *must* or *mustn't*.



Ras Mohammed

Ras Mohammed reserve is famous for its birds and animals. Many people go diving in the coral reefs here to see the many beautiful fish and turtles. If you want to dive here, first you ¹ **must** pay around LE100. When you dive, you ² touch or give food to any of the fish. You ³ only use knives to cut fishing lines and you ⁴ never take any fish from the water. Finally, sharks also live here, so you ⁵ be careful!

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

Correct the false sentences.

1 You can only see sea life in the Ras Mohammed reserve.

F. you can also see birds and animals.

2 You must have money to dive in the reserve.

.....

3 You can take food for the fish when you dive.

.....

4 You mustn't take knives into the water.

.....

5 You can only take a few fish from the water.

.....

3 Match to make sentences about working together.

When you work together, ...

1 **b** you mustn't forget

a your ideas with others.

2 you must listen

b why you are doing the activity.

3 you should share

c turns.

4 you mustn't make

d to other students' ideas.

5 you must take

e all the decisions yourself.

Writing

4 Write an email in your notebook to a friend saying how you and your friends can work together to help the environment.



Vocabulary

1 Match the words and the definitions.

cover ground hole seed soil

- 1 the top part of the Earth, where we stand ground.....
- 2 what plants grow in
- 3 an empty space in something
- 4 put something over something else to protect or hide it
- 5 a small, hard thing made by plants, which grows into new plants



2 Complete the sentences with the correct word from Exercise 1.

How to grow a tomato plant

- First, find a sunny place in the garden.
- Second, look at the ¹ ground..... It must not have lots of stones or other plants in it.
- Then, make a small ² in the ³
- Next, put some water in the hole so it is not too dry.
- Finally, put the ⁴ in the hole and ⁵ it with soil.



Writing

3 Now complete the dialogue with the correct sentences from Exercise 2.

Lama: I'd like to grow a tomato plant. What should I do first?

Mariam: ¹ First, find a sunny place in the garden.

Lama: Like this?

Mariam: Yes, that's right. ²

Lama: OK. What should I do after that?

Mariam: ³

Lama: How deep must it be?

Mariam: About 2 cm. ⁴

Lama: Should I water it now?

Mariam: Yes, you should. ⁵



4  Listen and check your answers to Exercise 3.

Writing

5 Write instructions to do one of the activities you discussed in the Student's Book Exercise 3.

.....

Remember

- Use short sentences.
- Use the imperative.
- Say one thing in each sentence.
- Use sequencing words to show the order in which the actions or instructions happen: *First, Second, Next*, etc.



Vocabulary

1 Complete the sentences with these words from the story.

fishermen respect skeleton weak worried

- 1 A lot of fishermen catch fish from the Red Sea.
 - 2 My grandmother is 65 and knows a lot! We all what she says.
 - 3 Ahmed lost his phone, so his mother was when he didn't phone her.
 - 4 Judy felt very after she was ill, but she is better now.
 - 5 In the museum, we saw a of a very old animal. Its bones were very big!
- 2 Which of the following can you catch? Check in a dictionary.

1 a fish

2 a ball

3 an illness

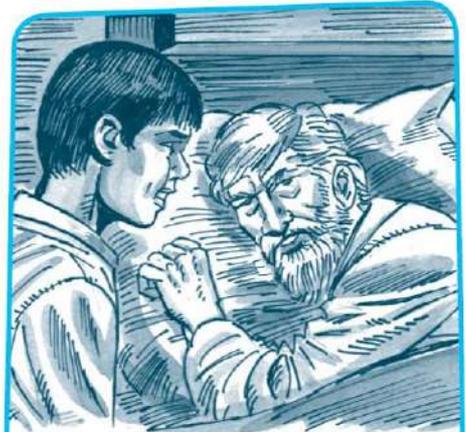
4 a plane, train or bus

5 a car

Reading

3 Read part of *The Old Man and the Sea* and answer the questions.

- 1 How do we know Santiago is happy to see the boy?
Because he smiled when he saw him.
- 2 What does Manolin suggest they do next time?
.....
- 3 How does Santiago feel?
.....
- 4 How do we know Manolin respects Santiago?
.....
- 5 Do you think it is better to work together with someone? Why/Why not?
.....



When Santiago woke up, he saw the boy Manolin. Santiago smiled.

"We must fish together next time," said Manolin.

"Yes, but I don't feel well today," said Santiago.

"You must get well fast because there is so much I can learn from you," said Manolin.

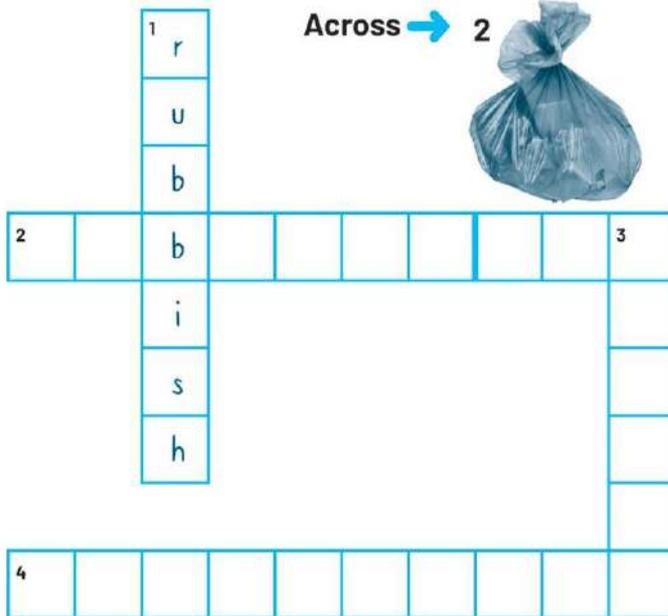
Writing

4 Write a paragraph about a person you respect in your notebook.

- How do you know this person? (It can be a real person or a person from a book.)
- Why do you respect him or her?

Vocabulary

1 Use the photos to complete the crossword.



Across → 2



Down ↓



Reading

2 Match the headings with the conclusions to these three different texts.

a Keeping water clean

b Think before you use plastic material

c The amazing Red Sea

1

To conclude, we must remember how long plastic rubbish stays in our environment, and we must use different materials when we can.

2

In conclusion, the warm waters are home to everything from tiny jellyfish to very big sharks.

3 a

To conclude, the sea gives us much more than a place to go swimming, so let's not make it dirty!

Writing tip

- A concluding sentence summarises the key points of your text.
- Always include a comma after phrases such as *To conclude, ...* *In conclusion, ...*

Writing

3 Imagine that you went to the **clean** our **beach** day. Write a paragraph about it in your notebook.

- Explain why the event was important using the information from the advertisement you wrote.
- Describe what you did and why.
- Write a conclusion like the ones above. This includes a final comment about the text.
- Start with *To conclude / In conclusion, ...*

Review

1 Match to make compound words. Which of the answers is one word?

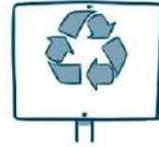
- | | | | | |
|---|----------------------------|----------|---|---------|
| 1 | <input type="checkbox"/> e | coral | a | reserve |
| 2 | <input type="checkbox"/> | fishing | b | fish |
| 3 | <input type="checkbox"/> | jelly | c | line |
| 4 | <input type="checkbox"/> | nature | d | plastic |
| 5 | <input type="checkbox"/> | recycled | e | reef |



2 Correct the underlined words.

- When I'm tired, I am going to bed. go.....
- Most animals run away quickly that they are in danger.
- I always laughed when I watch that film.
- Leila feels ill if she travel on a boat.
- If water is 100 °C, it boiling.

3 What do these signs mean? Make sentences with *must* or *mustn't*.



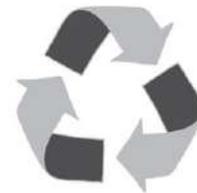
- 1 You mustn't catch fish here...... 2



- 3

4 Write a paragraph about why it is important to recycle.

- Start with a clear topic sentence.
- Explain why it is important to recycle.
- Write details about what you must and mustn't recycle.
- Write a short conclusion.



.....

.....

.....

.....

My future



Vocabulary

1 Match the words and the definitions.

~~accountant~~ architect businessman/businesswoman dentist engineer scientist

- This person works with money and numbers. accountant
- This is a man or woman who works in business.
- This person looks after people's teeth.
- This person works in science.
- This person designs buildings.
- This person designs machines and engines.

Language

2 Match to make sentences.

- | | |
|--|------------------------------------|
| 1 <input type="checkbox"/> e A pilot is a person who | a lives next door to me. |
| 2 <input type="checkbox"/> Mohamed Salah is a footballer who | b teaches us maths. |
| 3 <input type="checkbox"/> Mr Al-Gamal is the teacher who | c scores a lot of goals. |
| 4 <input type="checkbox"/> Hany is the boy who | d call me every week on the phone. |
| 5 <input type="checkbox"/> My cousins are people who | e flies a plane. |



3 Answer the questions.

Can you name a person who ...

- | | |
|-----------------------------------|--------------------------------|
| 1 is taller than you? | 2 is on TV every day? |
| 3 speaks very good English? | 4 is in a wheelchair? |
| 5 does voluntary work? | 6 is very good at sport? |

4 Complete the sentences in your notebook.

- | | |
|-----------------------------------|--|
| 1 A teacher is a person who | 2 My best friend is a person who |
| 3 I don't know a person who | 4 My parents are people who |
| 5 My brother is someone who | 6 I'd like to meet someone who |

Vocabulary

1 Complete the sentences with words from the box.

laboratory marine biologist ocean result terrible

- I didn't like the book. I thought it was terrible.
- Mariam got the of her test. She did very well!
- I love learning about sea life. I want to be a
- A/An (for example, the Atlantic) is bigger than a sea.
- The scientist did lots of tests in the



Language

2 Circle the correct words.

- Sara wants to be a marine biologist, isn't / doesn't she?
- Your grandmother doesn't like fish, does / doesn't she?
- It is cold in England in winter, isn't / doesn't it?
- You did your homework last night, did / didn't you?
- Nasser will write to me when he gets there, will / won't he?
- There weren't many people at the match, were it / there?

Remember!

Negative sentences have a positive question tag.

3 Check the information about Nawal using question tags.

- Your name is Nawal, isn't it?
- You are
- Your favourite sport is
- You can
- You like
- You want to be

Name:
Nawal



Age: 12
Favourite sport: tennis
Can: run fast, jump high
Favourite food: fish with rice
Wants to be: a doctor

4 Choose the correct answer

- A lot of people prefer living in Cairo, **they don't / don't they?**
- Girls are quieter than boys, **aren't they / isn't she?**
- Your grandfather **lived / didn't live** in a big city, did he?
- She **never speaks / speaks** French, does she?

Vocabulary

1 Complete the table with the correct words from the box (some words can go in more than one place).

an apartment around the world a car
children drive exams a job married
school a test university



buy	get	go to	have	learn to	pass	travel
an apartment						

Language

2 Match to make first conditional sentences.

- | | | | | |
|---|-------------------------------------|---|---|------------------------------------|
| 1 | <input checked="" type="checkbox"/> | If we take the rubbish from all the oceans, | a | they'll stay there for many years. |
| 2 | <input type="checkbox"/> | If I work near a beach, | b | I won't be able to carry them all. |
| 3 | <input type="checkbox"/> | If you put plastic bottles in the sea, | c | it will grow more fruit. |
| 4 | <input type="checkbox"/> | If you give me a lot of books, | d | I'll swim every day in the summer. |
| 5 | <input type="checkbox"/> | If we water the tree every day, | e | they will be better for sea life. |

3 Complete these sentences with the correct form of the verb in brackets.

- Your Mum will be (be) very angry if you break your phone.
- If you don't run, you (not catch) the bus.
- If I (see) Tarek, I'll tell him to call you.
- You (speak) better English if you practise every day.
- The team will win the match if they (have) their best players.



Writing

4 Answer the questions for you.

- How will you feel when you pass your exams?
- Which subject will you study when you go to university?
- Where will you live if you get a good job?
- How many children will you have when you get married?
- Will you learn to drive if you have a car?

Vocabulary

1 Match the words and the definitions.

adult culture earn jewellery pottery skill workshop

- 1 get money by working earn.....
- 2 things such as rings and necklaces that you wear
- 3 a fully grown person
- 4 a room or small building where people make or repair things
- 5 an ability to do something well
- 6 the art, ideas, beliefs, etc. of a group of people
- 7 pots, dishes, etc. made from clay



2 Complete the sentences with words from Exercise 1.

- 1 You need a lot of skill..... to make a beautiful basket.
- 2 The shop had a lot of cups, plates and other
- 3 You can see people making baskets in the down the road.
- 4 My cousin is an now. She was 18 last week!
- 5 A doctor can usually a lot of money.
- 6 Tourists learn a lot about ancient Egyptian when they visit Egypt.
- 7 My father bought this for my mother when they got married.

3 Many verbs become adjectives by adding *-ful*. Complete the table. Can you add any words?

joyful.....

verb	adjective
colour	¹ colourful.....
²	helpful
use	³
hope	⁴

4 Complete the sentences with the correct form of the words from Exercise 3.

- 1 I love the red, blue and green pottery in this workshop. It is very
- 2 My father has got a camera, but he doesn't often it. He prefers his phone.
- 3 Grandmother went to hospital last week, but we are that she will come home tomorrow.
- 4 The black and white maps you gave me are very



Vocabulary

1 Answer the questions with a word from the box.

app countryside design

- 1 What do you call something on your phone that helps you use maps, book tickets, etc?
- 2 What do you call it when you draw something that you plan to build or make?
- 3 What do you call the area that is outside a town or a city?

Language and listening

2 Read Khaled's plan for his life and complete the sentences with an expression from the box.

Before I get a job
 In four weeks' time In three months' time
 In four years' time Next month

- 1 In four weeks' time, I'm going to finish school.
- 2, I'd like to go on holiday.
- 3, I'm going to start university.
- 4, I want to pass my exams.
- 5, I think I'll do voluntary work.

3  Listen and put Dina's plans in the correct order (from first to last).

- a do voluntary work at a children's hospital
- b go to a good university
- c visit her uncle
- d work in a good hospital
- e study English in England



4 Complete these sentences using *I'm going to*, *I want to*, *I'd like to* or *I think I'll*.

- 1 Next summer,
- 2 Before I go to university,
- 3 In ten years' time,

My plans

Today: 15th July 2021
 29th July: finish school
 August: go on holiday
 15th October: start university
 June 2025: pass exams
 July–December 2024: do voluntary work
 2025: get a job in Cairo

Vocabulary

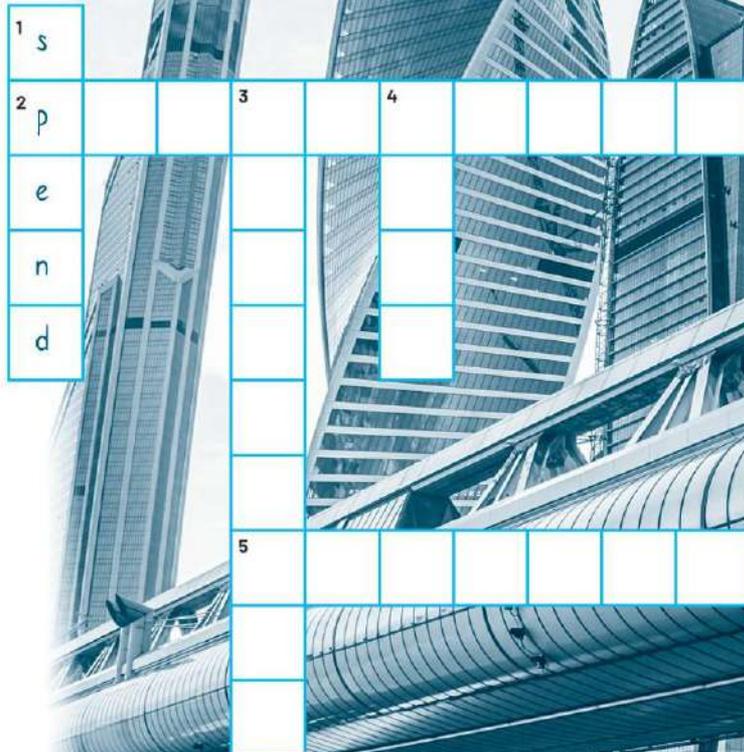
1 Complete the crossword.

Down ↓

- 1 You can do this with time or money.
 3 If you do this, people cannot see or find you.
 4 Make an injury or illness better.

Across →

- 2 Saying or writing what you think will happen in the future.
 5 Not boring.



Reading and writing

2 Put the text in the correct order 1-4.

- a First, I think there will be a lot more people living in Egypt. I think our cities will be much bigger. They will also be better. We will have clean, quiet electric cars.
 b In conclusion, I think the future will be very different, but I am hopeful that life will be better for my children and my grandchildren.
 c Today, I am going to write about life in the future. I think life in the next 100 years will be very different. Here are some reasons why.
 d Second, we are all going to be healthier. People will not work long hours so they will have more time to do sports and stay healthy.

3 Now answer the questions.

- 1 How does the introduction begin?
- 2 How does the text introduce a new idea?

- 3 How does the conclusion begin?

4 Write a paragraph giving information about life in 100 years.

- Use your ideas in the Student's Book plan.
- Follow the advice in the Writing tip.
- Try to include a first conditional sentence.

Writing tip

When you write your text, remember to:

- include an introduction with a topic sentence
- use *First*, *Second* to introduce new ideas
- end with a conclusion
- read your final text and check for any mistakes. Can you improve it?



Review

1 Match to make sentences.

- | | | | |
|---|----------------------------------|---|----------------------------------|
| 1 <input checked="" type="checkbox"/> c | An accountant is someone | a | who tells a computer what to do. |
| 2 <input type="checkbox"/> | An engineer is someone | b | who can design new buildings. |
| 3 <input type="checkbox"/> | A computer programmer is someone | c | who is good with numbers. |
| 4 <input type="checkbox"/> | An architect is someone | d | who can mend or design machines. |

2 Complete the sentences with question tags.

- 1 You're Ali's cousin, aren't you?
- 2 He looks after sick people,
- 3 You don't live in Cairo,
- 4 Tarek will be late,
- 5 Nahla can't swim,

3 Reorder the words to make questions.

- 1 will / tonight? / see / if / go out / Who / you / you
Who will you see if you go out tonight?
- 2 tonight? / will / if / do / you / TV / don't / What / watch / you
.....
- 3 will / take / this year? / you / go / you / a holiday / Where / if
.....
- 4 week? / What / you / will / if / to / you / the / go / shops / this / buy
.....

4 Use the plan that you made in the Student's Book. Make a poster about a job.

1 Read and complete the article with the words in the box.

aren't carry interesting traditional want who will won't

In the past, many people had ¹traditional jobs that people still do today. There were many teachers and bakers, for example. However, some jobs are quite new, ²..... they? For example, an aeronautical engineer is a person ³..... designs things that fly. If you ⁴..... to become an aeronautical engineer, you will have to study science. It is not an easy job, but it is very ⁵..... If you want to help future technology, perhaps you ⁶..... design drones. Many people think that drones will ⁷..... our post in the future. That will make the skies above our cities interesting, ⁸..... it?



2 Read the article again and answer the questions.

1 Why are jobs like a baker and a teacher traditional?

Because people did these jobs in the past and still do them.

2 What does an aeronautical engineer do?

3 What is a drone an example of?

4 Why will our skies be interesting in the future?

3 Listen and match each speaker with what they are doing.

a checking informationb guessing somethingc talking about future plansd giving instructions in order

4 Listen again and circle the correct answer.

1 Speaker 1 is looking at a souvenir / watch.2 Speaker 2 is explaining how to choose **apples** / bananas from a tree.3 Speaker 3 is a **doctor** / teacher.4 Speaker 4 wants to work **for a charity** / as a travel guide.

5 Complete the sentences with the correct form of the verbs in brackets.

1 Animals in the nature reserve must find..... (find) food for themselves.

2 If I study hard, I always (get) good test results.

3 An octopus can swim fast, (can) it?

4 We (be) late if we don't run for the bus.

5 There (be) doctors and dentists in ancient Egypt.

6 I'm very tired. I think I (go) to bed.

6  Match the words with the same stress. Then listen and check.

- | | | | | |
|---|----------------------------|-------------|---|------------|
| 1 | <input type="checkbox"/> e | architect | a | planet |
| 2 | <input type="checkbox"/> | design | b | laboratory |
| 3 | <input type="checkbox"/> | earthquake | c | recycle |
| 4 | <input type="checkbox"/> | environment | d | respect |
| 5 | <input type="checkbox"/> | imagine | e | poisonous |



7 Complete the sentences with the correct words from Exercise 6.

- | | | | |
|---|--|---|---|
| 1 | Don't put that bottle in the bin, you can <u>recycle</u> it. | 2 | It is important to older people. |
| 3 | An is a person who designs new buildings. | 4 | The desert is a difficult for animals to live in. |
| 5 | Don't eat that purple plant, I think it is | 6 | Earth is a that goes around the sun. |

8 Read and correct the mistakes in these sentences.

- What are these cushions made, cotton or wool?
What are these cushions made of, cotton or wool?
- There was 68 houses in the village of Deir el-Medina.
.....
- Will it be electric cars in the future?
.....
- I always feel very tired if I will eat a big lunch.
.....
- A dentist is a person which checks people's teeth.
.....
- This is an easy test, is it?
.....

9 Write the story that you planned in the Student's Book.

- Introduce the characters, the place and the time (the beginning).
- Describe any problems or exciting or unusual events (the middle).
- What happens at the end? What did the people feel or learn?
- Remember to check your final story for mistakes. Can you improve it?

.....

.....

.....

.....

.....

1  Listen and choose the correct answer from a, b, c or d.

- 1 What does the woman want to buy?
a a newspaper **b** a new bag **c** a new phone **d** some photographs
- 2 The thing she decides to buy is ...
a large and expensive. **b** small and expensive.
c small and cheap. **d** large and cheap.
- 3 What does the assistant ask the woman about?
a her name **b** her job **c** her hobbies **d** the price
- 4 The woman is a ...
a photographer. **b** painter. **c** journalist. **d** doctor.

2 Complete the following dialogue.

Tarek: You're going to go to university in September, aren't you?

Ali: Yes, but ¹..... I go to university, I want to improve my English.

Tarek: How are you going to do that?

Ali: ²....., I'm going to travel to England in the summer holidays. Then, I'm going to a language school.

Tarek: Why don't you go to the USA to learn English? In my ³....., American English is easier.

Ali: I'm not ⁴..... It's expensive to go there. I'd rather go to London.

Tarek: You went there before, didn't you? How was it there?

Ali: It was ⁵..... It was really interesting.

3 Read the following. Then answer the questions.

There are many beautiful mosques, but perhaps the most unusual is the Great Mosque in Mali, Africa. **It** is not made of bricks like most mosques. It is made of something called mud. This is the brown soil you often find at the bottom of a river. It is very soft in water. If you dry it, it becomes very hard. The building is usually very strong, but there is a problem. People must put new mud on the building every year. If they don't, it will collapse when it rains! There are always enough people to do this because the people who help get respect for their work.

- 1 What is the main idea of the passage?
- 2 Do you think we should keep ancient buildings? Why? Why not?
- 3 What is unusual about the Great Mosque in Mali?
- 4 When it is dry, mud becomes
- a** soft. **b** hard and strong. **c** difficult to use. **d** very old.
- 5 What do you think the word *collapse* means?
a fall down **b** get bigger **c** disappear **d** turn to water

- 6 The underlined word "it" refers to
- a mud b Africa c Mali d The Great Mosque in Mali

4 Choose the correct answer from a, b, c or d.

- 1 Most windows are made of
- a wool b glass c cotton d paper
- 2 You can usually paper, so don't throw it away.
- a recycle b cycle c heat d hit
- 3 We are going to go across Sinai.
- a trekking b tricking c fishing d swimming
- 4 We decided to play basketball at the sports
- a match b wheel c funfair d centre
- 5 The teacher asked the students to work in pairs and a quiz.
- a throw b do c make d let
- 6 The story is interesting, it?
- a does b doesn't c isn't d is
- 7 I hope we to the moon in the future.
- a will go b are going to go c went d going
- 8 The old car is than the new car.
- a noise b more noise c noisier d noisiest
- 9 Children usually enjoy when they play on the beach.
- a themselves b herself c ourselves d himself
- 10 Khalid went to the park ten minutes
- a since b then c ago d next

5 Read and correct the underlined words.

- 1 If I feel tired, I usually will go to bed.
- 2 My uncle is a seller; he works on a big ship.
- 3 A doctor is someone which looks after sick people.
- 4 Which animals have a shall or a tail?

6 Write a paragraph of seventy-eighty (70-80) words on "How to keep a beach clean".

- Start with a topic sentence.
- Write details on how to keep a beach clean.
- Write a short conclusion.

.....

.....

.....

Irregular verbs

Present simple	Past simple
am/is/are	was/were
begin	began
build	built
buy	bought
catch	caught
choose	chose
come	came
draw	drew
drink	drank
drive	drove
dry	dried
eat	ate
fall	fell
feel	felt
find	found
fly	flew
forget	forgot
get	got
give	gave
go	went
grow	grew
have/has	had
hear	heard
hit	hit
hurt	hurt
keep	kept
know	knew
learn	learned/learnt
leave	left

Present simple	Past simple
lose	lost
make	made
meet	met
put	put
read	read
ride	rode
ring	rang
run	ran
say	said
see	saw
send	sent
sit	sat
sleep	slept
sing	sang
sink	sank
speak	spoke
spend	spent
sting	stung
swim	swam
take	took
teach	taught
tell	told
think	thought
throw	threw
understand	understood
wake	woke
wear	wore
win	won
write	wrote

Glossary

a

accountant (n)[U12]: a person who works by checking a company's money

achievement (n)[U8]: a result to be proud of

alone (adv)[U7]: without any other people

apartment (n)[U12]: a home that is a number of rooms in a building

app (n)[U12]: something that does a particular job on your phone or computer. *I have an app that tells me where planes are flying.*

aquarium (n)[U7]: an indoor centre where you can look at sea animals and fish living in water

architect (n)[U12]: a person who designs buildings

b

basket (n)[U12]: something you can use to carry or hold things. *The bike has a basket at the front for carrying things.*

bowling alley (n)[U7]: a place where you can go bowling

brick (n)[U10]: a hard, square object that is used for building houses, walls etc.

bridge (n)[U8]: something used for people and cars to cross a road or river

businessman / businesswoman (n)[U12]: a person who works in an office and goes to meetings

c

canteen (n)[U7]: a dining room in an office building or school

challenge (n)[U9]: a difficult task or problem. *He enjoys the challenge of climbing mountains.*

city (n)[U8]: a large town. *Cairo is a very big city.*

classical music (n)[U7]: a type of serious music by people like Mozart and Bach

cloud (n) / **cloudy** (adj)[U9]: a cloud is a white object that floats in the sky. *When there are clouds in the sky, the weather is cloudy.*

coconut (adj)[U7]: a large hard nut that grows on a palm tree

colourful (adj)[U12]: with many different colours

column (n)[U8]: a tall structure that holds up part of a building. *The building has a glass roof on four stone columns.*

competition (n)[U8]: an event, often followed by a prize, in which people try to be the best at something

computer programmer (n)[U12]: a person who writes computer programs

cool (adj)[U10]: a temperature that is cold, but not too cold

coral reef (n)[U11]: a hard area of something like rock made from small sea animals (coral)

cotton (n)[U10]: a soft, white material from a plant that is used to make clothes

crowded (adj)[U8]: where there are many people

cure (n)[U12]: a treatment that can make an illness better

cushion (n)[U10]: a soft object to sit on or rest your head on

d

dangerous (adj)[U8]: able to cause harm; not safe

dentist (n)[U12]: a person who looks after people's teeth

dinosaur (n)[U7]: a very large reptile that lived long ago

diving (n)[U9]: a sport where a swimmer goes deep under water to look at fish, sea animals etc.

driverless (car)(adj)[U10]: a car that can drive itself, without a driver

drone (n)[U10]: a small flying object that you can control from the ground

e

earn (v)[U12]: get money from a job

earthquake (n)[U10]: a natural event when the ground suddenly moves

education (n)[U12]: the knowledge you get from studying something

electricity (n)[U10]: electric power

empty (adj)[U8]: without any people or things in it

engine (n)[U12]: a machine that makes something move. *There's something wrong with the engine of my car.*

engineer (n)[U12]: a person who designs or works with machines, engines and buildings

entrance (n)[U8]: the way into a building, such as a door or gate

environment (n)[U11]: the world around us. *We need to protect our environment.*

f

fisherman (n)[U11]: a man who catches fish

fishing line (n)[U11]: a thin line used to catch a fish

flat (adj)[U11]: having no high areas. *There are no hills so the land is very flat.*

fog (n) / **foggy** (adj)[U9]: fog is very low cloud, when it becomes difficult to see very far. *When there is fog, the weather is foggy.*

funfair (n)[U7]: a park with fun rides and games

further (adj)[U8]: at a bigger distance; the comparative of *far*

g

get married (v)[U12]: become husband and wife

Ghana (n)[U12]: a country in East Africa

glass (n)[U10]: a hard material that you can see through, used to make bottles, windows, etc.

i

igloo (n)[U10]: a house made of ice and snow

illness (n)[U12]: being ill. *Are you feeling better after your illness?*

imagination (n)[U10]: using the mind to think creatively. *Children usually have good imaginations!*

j

jazz (n)[U7]: a type of music first played by black Americans

jellyfish (n)[U11]: a sea animal with a soft body that you can see through

jewellery (n)[U12]: necklaces, rings, earrings etc. often made of silver or gold

k

kayaking (n)[U9]: a sport or hobby where one or two people travel in a narrow boat

Kenya (n)[U12]: a country in West Africa

l

laboratory (n)[U12]: a place where scientists work and do experiments

leather (n)[U10]: the material from the skins of animals, used to make shoes and bags

low (adj)[U8]: not far from the top to the bottom of something. *Be careful, this door is very low.*

m

machine (n)[U12]: an object, often electric, that can do jobs for us. *A washing machine washes your clothes.*

marine biologist (n)[U12]: a person who studies the ocean and the animals and plants in it

meeting (n)[U12]: a time when people who work together can talk about important things

metal (n)[U10]: a hard material, for example, gold, silver

modern (adj)[U8]: relating to the present; not old

mountain biking (n)[U9]: a sport where someone rides a bike not on roads

museum (n)[U7]: a building to keep and display important things from the past

n

narrow (adj)[U8]: not far from one side of something to the other; not wide. *The road is very narrow.*

nature reserve (n)[U11]: an area of land used to protect nature, animals and plants

nervous (adj)[U7]: worried or frightened about something

noisy (adj)[U8]: making a lot of noise; not quiet

o

ocean (n)[U11]: a large sea. *The Pacific Ocean is bigger than the Atlantic Ocean.*

octopus (n)[U11]: a sea animal with eight legs

opera (n)[U7]: a type of music where actors sing the words of a story

oven (n)[U10]: the equipment used for cooking or baking food. *Take the cake out of the oven.*

p

photographer (n)[U12]: a person who takes photographs for a job

planet (n)[U11]: objects like the Earth that go around the sun. *Eight planets go around the sun.*

planetarium (n)[U7]: an indoor centre where you can learn about stars and planets

plastic (n)[U10]: a light, strong material used for making many things such as toys, rulers etc.

poisonous (adj)[U11]: if something is poisonous, it can make you very ill or kill you. *Don't eat that plant, it is poisonous.*

pop music (n)[U7]: a type of popular music

pot (n)[U11]: a small container. *I planted the flowers in a flower pot.*

pottery (n)[U12]: bowls, cups, plates etc. made from clay

protect (v)[U9]: look after, keep safe. *Wear a hat to protect your head from the sun.*

pyramid (n)[U8]: a large building that is square at the bottom with four triangular sides forming a point at the top

q

quiet (adj)[U8]: without making much noise; not noisy

r

- railway line** (n)[U9]: the metal that a train travels on
- rain** (n) / **rainy** (adj)[U9]: rain is water that falls from the sky. *When it rains, the weather is rainy.*
- recycle** (v)[U11]: use again. *Don't throw away that glass bottle. Recycle it.*
- respect** (v)[U11]: show care and admiration for someone
- robot** (n)[U10]: an advanced machine that can do jobs or make things for people
- rock climbing** (n)[U9]: a sport where someone climbs up rocks
- rock music** (n)[U7]: a type of popular music usually played with electric guitars
- rocket** (n)[U10]: an object that can travel to space
- rondavel** (n)[U10]: a round hut
- roof** (n)[U10]: the top part of a building. *The building has a glass roof.*
- round** (adj)[U10]: with a shape like a circle
- rubbish** (n)[U11]: things we do not need

s

- safe** (adj)[U8]: not in a dangerous situation or position
- sailing** (n)[U9]: a sport where someone sails a boat or yacht
- sailor** (n)[U7]: a person who sails or works on a boat
- scientist** (n)[U12]: a person who studies or works with science
- shark** (n)[U11]: a large, dangerous sea animal with sharp teeth
- shell** (n)[U11]: the hard part on the outside of a turtle, nut etc.
- sink** (v)[U7]: go under the water
- skeleton** (n)[U11]: the bones of the body

snow (n) / **snowy** (adj)[U9]: snow is like cold, soft, white rain and falls from the sky. *When it snows, the weather is snowy.*

soil (n)[U11]: what plants usually grow in. *Put the soil in the pot.*

solar panel (n)[U10]: a flat glass object that uses the sun to make electricity

space (n)[U10]: an area that you can move around in

sports centre (n)[U7]: a place where you can do sports indoors

stadium (n)[U7]: a place where you can play or watch sports matches

sting (v)[U11]: if an animal stings you, it hurts you to protect itself. *Don't touch the bee. It will sting you.*

stingray (n)[U11]: a big, flat fish with a long tail that can sting

stone (n)[U10]: a hard, natural material that is made from rocks

storm (n) / **stormy** (adj)[U9]: a storm is very bad weather, with a lot of wind and rain or snow. *When there is a storm, the weather is stormy.*

sun (n) / **sunny** (adj)[U9]: the sun is what gives us light. *When the sun shines, the weather is sunny.*

sunset (n)[U8]: the time when the sun disappears from the sky at the end of the day

suspension bridge (n)[U8]: a long bridge that has thick metal wires to hold it up

t

tail (n)[U11]: the part that is at the end of an animal's body. *A monkey has a long tail.*

tall (adj)[U8]: more than usual height; not short

tap (n)[U10]: you turn on a tap to get water in the house, garden etc.

tent (n)[U9]: something made of light material that you can go inside when you want to sleep outside. *I love sleeping in a tent when I go to the desert.*

terrible (adj)[U7]: very bad

test (v)[U12]: check or do a scientific experiment on something

throw away (v)[U11]: put something you do not need somewhere

tower (n)[U8]: a tall, narrow building

traditional (adj)[U7]: using ideas or ways that people first used a long time ago

treasure (n)[U8]: a quantity of valuable metals, jewels etc.

trekking (n)[U9]: a sport where someone walks, usually for long distances in the mountains or countryside

tunnel (n)[U8]: something you can go through to travel under the sea or through a mountain

turtle (n)[U11]: a large sea animal with a hard shell on its back

U

ugly (adj)[U8]: not nice to look at; not beautiful

university (n)[U12]: a place where you study after you leave school, for a degree

W

warm (adj)[U10]: a temperature that is hot, but not too hot

wet (adj)[U9]: covered with water; not dry

whale (n)[U11]: the largest sea animal in the world

wide (adj)[U8]: far from one side of something to the other; not narrow. *The Nile is quite wide in Cairo.*

wind (n) / **windy** (adj)[U9]: wind is the movement of air. *When the wind blows, the weather is windy.*

wind turbine (n)[U10]: a machine that uses the wind to make electricity

windsurfing (n)[U9]: a sport where someone travels on water while standing on a board with a sail

wood (n)[U10]: a natural material that is made from trees

wool (n)[U10]: a soft material that is made from the hair of sheep or goats

workshop (n)[U12]: a place where people work to create things

writer (n)[U12]: a person who writes books or articles

Y

yurt (n)[U10]: a large tent that people can live in

Z

zip lining (n)[U9]: a sport where someone slides along a metal wire between two high points

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