



**Hello!**

# Beyond Words

Year

**1**

**Student's Book**

**Term 2**

**Claire Hart with Adrian Tennant**



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# Scope and sequence

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>7 Helping each other to learn</b>	<p><b>What helps us to learn?</b></p> <p><b>Two forum posts:</b> Asking for and giving advice about learning</p> <p><b>Vocabulary:</b> talking about learning: <i>highlight, make notes, take a break, think about, practice a presentation, underline</i></p> <p><b>Comparing two texts</b></p>	<p><b>Learning in an environmentally friendly way</b></p> <p><b>Article:</b> Studying and the environment</p> <p><b>Grammar:</b> Wh-object question forms in the present and the past</p>	<p><b>Fact or opinion Article:</b> The truth about the brain</p> <p><b>Life skill:</b> Critical thinking: Understanding the difference between facts and opinions</p> <p><b>Task:</b> Writing a blog post for students learning vocabulary</p>	<p><b>Learning something new</b></p> <p><b>Dialog:</b> A conversation about learning new things</p> <p><b>Grammar:</b> Defining relative clauses: <i>who, which, that, where, when, whose</i></p>	<p><b>Literature:</b> An afternoon with my grandmother</p> <p><b>A reflective journal entry about learning</b></p> <p>Predict the topic of a text from a photo</p>	<p><b>Eyad's journal</b></p> <p><b>A reflective journal:</b> Learning to ride my bike</p> <p><b>Using a mind map to think of ideas</b></p>
<b>8 New life in old cities</b>	<p><b>Planning for our future</b></p> <p><b>Website text:</b> Planning for our future</p> <p><b>Vocabulary:</b> Places in and features of a town <i>countryside, facilities, growth, construction, population, city planning</i></p> <p><b>Skim reading a text for the main idea</b></p>	<p><b>Helping out</b></p> <p><b>Blog posts:</b> Volunteering</p> <p><b>Grammar:</b> the past simple or past continuous</p>	<p><b>Towns and cities around the world</b></p> <p><b>Dialog:</b> A conversation between friends</p> <p><b>Life Skill</b> Collaboration: developing creative ideas as a team</p> <p><b>Task:</b> Presenting solutions to problems as a group</p>	<p><b>Then and now</b></p> <p><b>Dialog:</b> An interview with a market stall holder</p> <p><b>Listening skills:</b> Listening for specific information</p> <p><b>Grammar:</b> the past continuous with <i>when</i> and <i>while</i></p>	<p><b>Literature:</b> <i>Adam and Amira</i> (a story about two twins)</p> <p><b>Using context to work out the meaning of new words</b></p>	<p><b>Changes in my city</b></p> <p><b>A reflective journal:</b> Nabila's journal</p> <p><b>Using so much/ many, too much/ many, and not enough to add emphasis</b></p>
<b>9 Plans with friends</b>	<p><b>How I spend my time</b></p> <p><b>Text messages:</b> A text message between friends</p> <p><b>Vocabulary:</b> Talking about feelings <i>afraid, angry, excited, nervous, pleased, surprised, worried, upset</i></p> <p><b>Scanning a text for specific information</b> Times, days, and places: <i>at, in, on, a.m., p.m., o'clock</i></p>	<p><b>Real or fake friends</b></p> <p><b>Story:</b> Two friends</p> <p><b>Grammar:</b> Future forms <i>will</i> and <i>going to</i></p>	<p><b>For a good cause</b></p> <p><b>Story:</b> Using social media for a good cause</p> <p><b>Life Skill</b> Digital literacy: Understanding how social media can be used positively to promote a good cause</p> <p><b>Task:</b> Writing a social media post to promote a good cause</p>	<p><b>A helping hand</b></p> <p><b>Dialog:</b> A conversation about making arrangements</p> <p><b>Grammar:</b> the present continuous to talk about future arrangements</p>	<p><b>Literature:</b> <i>The adventures of Huckleberry Finn</i> (an excerpt)</p> <p><b>Using adjectives to describe characters</b></p>	<p><b>Staying in touch with friends</b></p> <p><b>Tips text:</b> Six tips to keep in touch with a friend who moved away</p> <p><b>Using the imperative and useful language to write a tips page</b></p>

## Review C



Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>10 The online generation</b>	<p><b>Spending time online</b></p> <p><b>Two blog posts:</b> Facts and opinions on the effects of screen time</p> <p><b>Vocabulary:</b> (have) an account, (look at) a screen, private, send friend requests, (change) settings, upload a video</p> <p><b>Identifying synonyms and antonyms</b></p>	<p><b>The effects of artificial intelligence</b></p> <p><b>Article:</b> The future is already here!</p> <p><b>Grammar:</b> The zero conditional</p>	<p><b>Evaluating pros and cons</b></p> <p><b>Dialog:</b> A conversation between father and son evaluating the pros and cons of a decision</p> <p><b>Life skill</b> Critical thinking: Using a chart of pros and cons to help make a decision</p> <p><b>Task</b> Presenting a chart on the pros and cons of a digital idea</p>	<p><b>Bad habits</b></p> <p><b>Interview:</b> An interview with an expert on habits and the teenage brain</p> <p><b>Grammar:</b> The zero and first conditional</p>	<p><b>Literature:</b> Meeting Rana (short story)</p> <p><b>Writing a concise summary</b></p>	<p><b>Digital habits</b></p> <p><b>A reflective journal:</b> A journal entry about digital habits</p> <p><b>Using visual input as a prompt for writing</b></p>
<b>11 Clean transportation</b>	<p><b>How does clean transportation work?</b></p> <p><b>Article:</b> Clean transportation</p> <p><b>Vocabulary:</b> electric vehicle, charging station, clean fuel, carpool, carbon emissions, bike lane</p> <p><b>Scanning texts for specific information</b></p>	<p><b>The next bus ...</b></p> <p><b>Station announcements:</b> Travel information about trains and buses</p> <p><b>Grammar:</b> Present simple for timetables</p>	<p><b>Giving directions</b></p> <p><b>Conversations:</b> Asking for and giving directions</p> <p><b>Life Skill</b> Communication: effectively giving or asking for directions concisely and clearly</p> <p><b>Task</b> Drawing a diagram of a route based on listening to directions</p>	<p><b>Green cities</b></p> <p><b>News report:</b> New Egyptian cities for the future</p> <p><b>Grammar:</b> Prepositions of time, place, and movement</p>	<p><b>Literature:</b> <i>Around the World in Eighty Days</i> (an excerpt)</p> <p><b>Summarizing a story in your own words</b></p>	<p><b>Cleaner ways to travel</b></p> <p><b>A tips text:</b> Tips for reducing carbon emissions</p> <p><b>Using pronouns to avoid repetition</b></p>
<b>12 Sustainable tourism</b>	<p><b>What do tourists think?</b></p> <p><b>Online reviews:</b> Reviews about vacations in Egypt</p> <p><b>Vocabulary:</b> airline, staycation, resort, guide, tour, shuttlebus</p>	<p><b>Staycations</b></p> <p><b>Monologue:</b> How I spent my vacation</p> <p><b>Grammar:</b> common verbs followed by the gerund or to infinitive</p>	<p><b>Tourism that's good for the planet</b></p> <p><b>Article:</b> Sustainable tourism</p> <p><b>Life Skill</b> Critical thinking: Showing awareness of sustainable tourism</p> <p><b>Task</b> Plan, design and present a proposal for a sustainable resort in Egypt</p>	<p><b>Homestays</b></p> <p><b>Online report:</b> Why do you do a homestay?</p> <p><b>Grammar:</b> Verbs followed by the gerund or to infinitive: stop, begin, try, remember</p>	<p><b>Literature:</b> AI city breaks (A recount of a city break)</p> <p><b>Noticing punctuation, including speech marks, in stories</b></p>	<p><b>Good for the planet; good for you</b></p> <p><b>A tips page:</b> Being a responsible tourist</p> <p><b>Using punctuation and spelling accurately</b></p>

## Review D

### General Exercises

UNIT  
**7**

# Helping each other to learn

## Unit objectives

**Reading:** Forum posts about learning in an eco-friendly way, and facts and opinions about how the brain works

**Writing:** A reflective journal entry

**Listening:** A conversation about learning something new

**Speaking:** Talking about learning

**Language:** *Wh-* object questions in the present and past; defining relative clauses

## Think!

What do you do to help you remember new vocabulary? Do you keep a vocabulary notebook? Why do you think this is a good idea?

## 1 What helps us to learn?



### Lesson objectives:

- Learn vocabulary for talking about learning
- Read and understand two forum posts about learning
- Compare the content of two texts
- Write about how you learn or remember something new



## Using collocations

Collocations are two or three words that you use together to make a phrase, for example, **take a break**. When you use these words together, they have a new meaning that they didn't have before. It is useful to learn collocations because they help you to use words in sentences correctly.

## 1 Look at the pictures. Read and listen to the words.



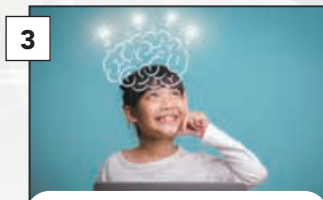
1

take a break



2

highlight



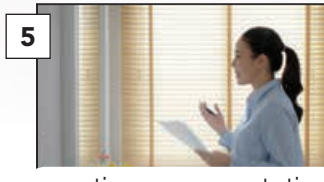
3

think about



4

make notes on



5

practice a presentation



6

underline

## 2 Complete the sentences with the words from Exercise 1.

- 1 I need to \_\_\_\_\_ so I'm ready to give it in front of many people.
- 2 I plan to study for the next twenty minutes and then I will \_\_\_\_\_ and relax.
- 3 I want to \_\_\_\_\_ all the new words in the text in yellow so it's easy to see them.
- 4 I read the website and then \_\_\_\_\_ the most important information in my notebook.
- 5 I always \_\_\_\_\_ the most important words in a sentence so I can focus on them.
- 6 It's a good idea to \_\_\_\_\_ different ways to remember words.

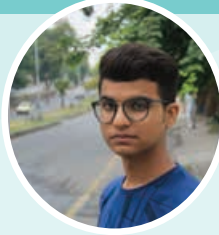
**3**  **Read and listen to the two posts from a student forum about learning. In which post does a student...**

- 1 give advice about learning? \_\_\_\_
- 2 ask for advice about learning? \_\_\_\_

**A**

I was in Grade 7 last year and I really enjoyed it. From my experiences I have some suggestions to help you learn. When you read a text, it is useful to underline new words or highlight them. I find it easy to remember the meaning of the words, but I sometimes find it difficult to remember how to spell them. I read online that you can remind yourself of **tricky** spelling words by linking them to other words. For example, I always forget the difference between *desert* and *dessert*. I tell myself that *dessert* has two 's' letters, so it reminds of **sweet strawberry** desserts! *Sweet strawberry* begins with two 's' letters like the word *dessert*, which is a sweet food we eat. Desert has only one 's' so it is a piece of land, not a kind of food!

Amr, 14




---

**B**

Hi Amr!

Thank you for your post, it was very interesting. I'm not really worried about learning new words, or spelling as this is something I am good at. However, the idea of underlining or highlighting new words is very useful so I will try that this year. What makes me nervous is when I have to give a presentation in class. Can you give me any **suggestions** about that? What is a good way to practice a presentation? Also, my mom says it is good to take a break when you are tired. What do you think? What did you do in Grade 7 when you needed a break?

Dalia, 13



**4** **Read the posts again. Answer the questions.**

- |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>A</b></p> <ol style="list-style-type: none"> <li>1 What does Amr find easy to learn?</li> <li>2 What does Amr find difficult?</li> <li>3 What does Amr do to remember that <i>dessert</i> has two 's' letters not one?</li> </ol> | <p style="text-align: center;"><b>B</b></p> <ol style="list-style-type: none"> <li>1 What does Dalia have problems with?</li> <li>2 What idea can Dalia use to help her?</li> <li>3 What advice does Dalia want from Amr?</li> </ol> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**5** **Read the *Reading skills* box and then answer the questions. Which writer ...**


- 1 is not in Grade 7 at the moment?
- 2 likes an idea that the other student wrote about?
- 3 talks about how something helped their learning?
- 4 wants to know what the other student did when they were tired?

**6** **Think of a time when you learned something that you wanted to remember. How did you do this? Use the phrases below to help you make notes.**

When? (e.g., yesterday, last week,) \_\_\_\_\_ Did what? \_\_\_\_\_

Steps: 1. (First,) \_\_\_\_\_ 2. (Then,) \_\_\_\_\_ 3. (After that,) \_\_\_\_\_

Result (already, know...) \_\_\_\_\_



### Comparing two texts

Look for what is the same or different about the two texts. This helps you to understand both texts better. First, decide what the main points and ideas are in each text. Then, you can see if these main points and ideas are different or the same. If they are different, think about how and why they are different.



# UNIT 7

## 2 Learning in an environmentally friendly way

### Lesson objectives:

- Read and understand an article about ways to learn in an environmentally friendly way
- Review *Wh-* object question forms in the present and the past



### 1 Work in pairs. Discuss these questions.

- 1 When do you study? What do you use when you study?
- 2 Do you think when and how you study has any effect on the environment? Explain your answer.

### 2 Read and listen to the article. Match the topics to the paragraphs.



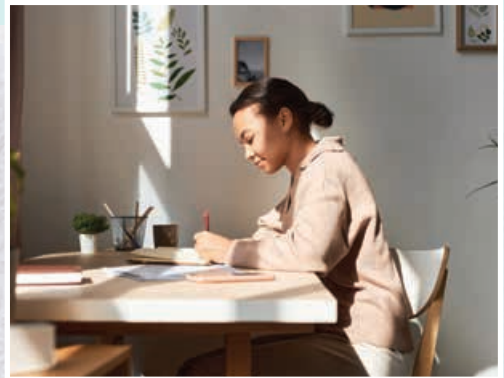
- |                                                      |                                         |
|------------------------------------------------------|-----------------------------------------|
| <input type="checkbox"/> Traveling to school         | <input type="checkbox"/> Saving paper   |
| <input type="checkbox"/> What you use when you study | <input type="checkbox"/> When you study |



## Studying and the environment

When we are learning, it is important to think about the environment. Everyone knows how important it is to protect our planet. Here are some simple tips to make your learning more eco-friendly. The nice thing is that these ideas are easy to do.

- 1 First, try to use less paper. Why don't you use a computer or tablet to make notes or to read books? This way, you save paper and help the environment. I know these devices are quite new. What did people do in the past? People couldn't use a computer because they didn't exist, but today we have a choice. Another thing that is important to think about is what to do when you want to print something. One idea is to print on both sides of the paper to **reduce** waste.
- 2 When do you usually study? A lot of students study in the evening when it gets dark. But ask yourself this question: How did people study before there were electric lights? You can save energy while studying. Turn off lights and devices when you are not using them. Try to study during the day so you can use **natural** sunlight. This will help you use less electricity.
- 3 Next, ask yourself the following: What materials do I use when I study? Pick up a pen and look at it. Is it made from plastic? The answer is probably: yes. Nowadays you can buy pens made from recycled materials and notebooks that use recycled paper.
- 4 Finally, how do you get to school? Why not walk, cycle, or take public transportation to school, to help reduce pollution?



### 3 Read the article again and answer the questions.

- 1 What is the article about?
- 2 Why does the writer suggest you use a computer?
- 3 How can you use less paper when you print something?
- 4 Why is it good to study during the day?
- 5 What kind of pen should you use when you study? Why?
- 6 Why does the writer think that how you go to school is important?

- 4 Read the *Language box* and choose the correct answer to complete the examples.



### Wh- object questions forms in the present and the past

When we ask questions in English, we often use *Wh*-question words. These are words like *what, where, when, why, and how*.

To ask about an object in the **present**, we start with the *Wh*-question word, then use *do* or *does*, and finally the subject. For example: "When <sup>1</sup> **do / did** you usually study?" or "How <sup>2</sup> **do / did** you get to school?"

For the **past**, we use *did* instead of *do* or *does*. For example: "What <sup>3</sup> **do / did** people do in the past?" or "How <sup>4</sup> **do / did** people study before there were electric lights?"

A common mistake is using both *did* and the past verb. Remember, we say "Where did you **go**?" (not "Where did you **went**?").

- 5 Write questions for these answers.

1 **Answer:** I usually study in the library.

**Question:** \_\_\_\_\_

2 **Answer:** We traveled to Luxor last summer by car.

**Question:** \_\_\_\_\_

3 **Answer:** She likes painting because it relaxes her.

**Question:** \_\_\_\_\_

4 **Answer:** We met in Elementary school five years ago.

**Question:** \_\_\_\_\_

5 **Answer:** Samir takes the bus to school every day.

**Question:** \_\_\_\_\_

- 6 Are these questions correct or incorrect? Correct the ones that are wrong.

1 When you go to school?

4 Who do you meet last night?

2 How long do you usually study?

5 What did you read last week?

3 How you travel to school yesterday?

6 What did you studied yesterday?

- 7 Take turns asking and answering *Wh*-questions about these situations.

- Your classmate is studying in the library.

Where do you usually study?

I usually study ....

- You see a friend with a new book.
- Your friend tells you they studied for two hours last night.
- A classmate says they went to a quiet place to study.



**3 Fact or opinion**



**Lesson objectives:**

- Use vocabulary to talk about the brain
- Read an article about facts and opinions
- Critical thinking: understand the difference between facts and opinions

**1** **Work in pairs. Read these statements about the brain. Which ones do you think are true (T) and which ones do you think are false (F)?**

- |                                                          |       |
|----------------------------------------------------------|-------|
| 1 We only use about 10% of our brain.                    | T / F |
| 2 A sperm whale's brain is bigger than a person's brain. | T / F |
| 3 There is a lot that we don't know about the brain.     | T / F |

**2** **Listen and check your ideas for Exercise 1.**



**3** **Work in pairs. Look at the pictures and discuss the questions.**

- 1 Which of these activities can you do?
- 2 How did you learn to do it?
- 3 How easy was it to learn?
- 4 How much practice did you need to learn it?



**4** **Read and listen to the article about the brain, then underline these numbers. What do these numbers mean?**



- |          |       |
|----------|-------|
| 1 10,000 | _____ |
| 2 20%    | _____ |
| 3 85%    | _____ |

### The truth about the brain

Many people think that when we learn our brains make new brain cells. But actually, we create new connections between brain cells we already have. In fact, one brain **cell** can **connect** with up to 10,000 others.

In the past, people believed the brain "turned off" when we went to sleep. But with new technology, we now know that some parts of the brain stay **active** during sleep. Sleep is very important for learning because it helps us remember things better. In fact, people who get enough sleep can remember about 20% more than those who do not.

For young people, research shows that learning feels more interesting if they know how it can help them in real life. About 85% of students say they learn better when they understand why a topic is useful. So, it's important for teachers to **explain** why lessons are helpful.

Finally, our brains have a habit of telling us that things we agree with are "facts". When we disagree with something, we see it as an opinion. This happens **naturally**, but it's helpful to remember that just because we agree or disagree with something doesn't mean we are right.

#### 5 Match the bold words in the reading text to the definitions (1–5).

- 1 to make something clear or easy to understand \_\_\_\_\_
- 2 the smallest basic unit of a living thing \_\_\_\_\_
- 3 something that happens as part of nature \_\_\_\_\_
- 4 busy doing something \_\_\_\_\_
- 5 to link to something else \_\_\_\_\_

#### 6 Read the *Life skills* box. Then work in pairs. Discuss what tells you if a statement is a fact or an opinion.

#### 7 Complete the checklist that can help you decide if a statement is a fact or opinion.

- 1 Can you \_\_\_\_\_ that the information in it is true or false?  
 Yes: It's a fact. No: It's an opinion.
- 2 Does it have \_\_\_\_\_ or times in it?  
 Yes: It could be a fact but check the information.  
 No: It could be an opinion if the information is not true.
- 3 Did the writer or speaker use words like "I \_\_\_\_\_", "I believe " or "in my \_\_\_\_\_"?  
 Yes: It's an opinion. No: It could be a fact. Check the information.



### Understanding the difference between facts and opinions

A statement can be a fact or an opinion. When it is a fact, we can check it to see if it is true or false. There are often numbers or times in facts, too.

When someone says "I think ..." or "I believe ..." this is an opinion. Some people may believe it and think it is true, but other people will not believe it and think it is false.

### TASK

Write a blog post with tips for students learning new vocabulary. Do some research online and decide if the information you find is facts or opinions and only use the facts. Use the questions to help you. Write the tips and use pictures to present them.

- 1 What makes it easier for everyone to learn?
- 2 What makes it easier for young people to learn?
- 3 What are the most useful tips, in your opinion?



**4 Learning something new**



**Lesson objectives:**

- Use *which*, *who*, and *that* in defining relative clauses
- Listen and understand a conversation about learning something new

**1** **Work in pairs. Look at the photograph. What do you think is happening?**

**2** **Listen to the conversation and check your ideas for Exercise 1.**



**3** **Listen again and answer the questions.**



**1** Who needs help?

**2** Why can't he read or write?

**3** Why is Karim the best person to help?

**4** What does Karim say is important to do?



**4** **Listen to the second part of the conversation. Are these sentences true (T) or false (F)?**



- |                                                                                      |              |
|--------------------------------------------------------------------------------------|--------------|
| <b>1</b> Karim goes to one of the best schools in the area.                          | <b>T / F</b> |
| <b>2</b> Karim says he learns a lot at school.                                       | <b>T / F</b> |
| <b>3</b> His grandfather taught him that hard work is important.                     | <b>T / F</b> |
| <b>4</b> Karim says his grandfather can carry on teaching him how to read and write. | <b>T / F</b> |

**5** **Choose the correct relative pronoun to complete the sentences from the conversation between Karim and his grandfather.**

- Do you remember any words **that / who** you learned before?
- You are the person **which / whose** help I need the most because you're patient.
- You taught me that hard work and kindness **which / who** are more important than anything.
- I'm proud of you. You're the one grandchild in the family **who / whose** works really hard.
- Also, the school **which / who** you go to now is one of the best in the area.
- I believe that home is a place **where / when** we can learn a lot from each other!

**6** **Listen to both parts of the conversation again and check your answers to Exercise 5.**



- 7 Read the *Language box*. Which relative pronoun can talk about people and things?

### Defining relative clauses


We use defining relative clauses to give more information about nouns: people, places, things, and animals. They help us to identify exactly who or what we are talking about:

*You taught me useful lessons **which** are more important than anything I learn from books.* (The relative clause here is *which are more important than anything I learn from books*. *Which* refers to the useful lessons.)

- We use **who** to talk about people.
- We use **which** to talk about things.
- We can use **that** to talk about both people and things. It is less formal.
- We use **whose** to show possession by people or things.
- We use **where** to talk about location.
- We use **when** to talk about time.

- 8 Write the correct relative pronoun.

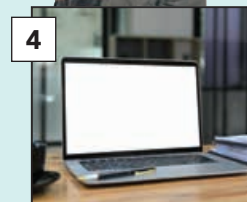
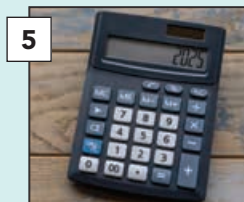
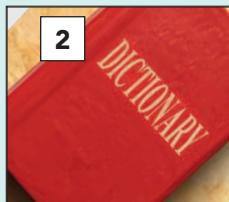
- 1 That's the boy \_\_\_\_\_ father is a teacher at the school.
- 2 This is the shop \_\_\_\_\_ I buy all my notebooks.
- 3 This is the website \_\_\_\_\_ explains grammar rules clearly.
- 4 Students \_\_\_\_\_ study every day usually get better grades.
- 5 I like classmates \_\_\_\_\_ share their notes with me.
- 6 This is the school I went to \_\_\_\_\_ I was at the primary stage.
- 7 You are the person \_\_\_\_\_ help I need most.
- 8 Morning is the time \_\_\_\_\_ I learn best.
- 9 The class is the place \_\_\_\_\_ I meet my friends.
- 10 Do you know \_\_\_\_\_ this bag belongs to?

- 9  Work in pairs. Choose a picture and make a sentence with a defining relative clause. Your partner guesses which picture your sentence is about.



This is something which I use to look up new words.

Is it ...?







**Lesson objectives:**

- Read and understand a reflective journal entry about a girl and her grandmother's African traditions
- Predict the topic of a text from a photo

**1** **Work in pairs. Discuss the questions.**

- 1 Does anyone in your family teach you how to make something new?
- 2 Do you think it's important to learn about traditions in your culture? Why or why not?

**2** **Look at the pictures. What do you think you will read about in Aida's reflective journal entry?**



**3** **Read and listen to Aida's reflective journal entry and check your answer to Exercise 2.**



*An afternoon with my grandmother*

*Date: October 22, 2024*

Today, I spent the afternoon with my grandmother who is from Senegal. She showed me how to make a necklace from different colored beads. The beads were very small and I kept dropping them which was **annoying!** I wanted to give up but my grandmother **encouraged** me to keep going, saying, "it takes time to make something very beautiful." Her words made me think about how I always want quick results and don't spend enough time trying to learn something new. As I continued, I found a **rhythm**, and I started to really enjoy myself.

My grandmother shared stories about how she learned this craft from her mother. She explained that each color bead has a different meaning in Senegalese culture. For example, red **represents** strength and courage; blue means peace; yellow is for money, and green is for hope or nature.

Now, I appreciate my culture. Making the necklace helped me to connect with the **traditions** of the women in my family. In the end, my necklace wasn't perfect, but I felt **proud**. I learned that handicrafts represent our connection to tradition, culture, and our values. This experience taught me **patience**, the importance of practice, and the meaning behind what we make.

**Action Plan:** Next time I will focus on staying patient and asking my grandmother more about the meanings behind the beads. I want to enjoy the process and continue connecting with African culture and traditions.



**4 Match the words (1–6) to their definitions (a–f).**

- |             |                                                                                                  |
|-------------|--------------------------------------------------------------------------------------------------|
| 1 encourage | a the ability to keep trying to do something and not give up                                     |
| 2 proud     | b to talk or behave in a way that gives someone confidence                                       |
| 3 patience  | c something that a group of people, or a society, started doing a long time ago and still do now |
| 4 tradition | d to have a good feeling about something you do                                                  |
| 5 annoying  | e a regular pattern of movements                                                                 |
| 6 rhythm    | f make you feel angry                                                                            |

**5 Read the story again and answer these questions.**

- Who did Aida learn from?  
\_\_\_\_\_
- What did Aida find annoying?  
\_\_\_\_\_
- What did the activity help Aida learn about herself?  
\_\_\_\_\_
- How did Aida feel when she made a necklace?  
\_\_\_\_\_
- What can handicrafts teach you?  
\_\_\_\_\_
- After this experience, what does Aida want to find out from her grandmother?  
\_\_\_\_\_



**5 Read again and check (✓) the moral of the story.**

- |                                                       |                          |
|-------------------------------------------------------|--------------------------|
| 1 It is important to help your grandparents.          | <input type="checkbox"/> |
| 2 A friend in need is a friend indeed.                | <input type="checkbox"/> |
| 3 Learning about culture and traditions is important. | <input type="checkbox"/> |



## BOOK CLUB

Discuss these questions in pairs or small groups.

- Can you think of any stories in your culture about learning something from a friend or older person in the family?
- How important is it to learn about traditions and your culture from arts and crafts?
- In Senegalese culture each colored bead symbolizes something. Which color bead best describes you? Why?
- What did you learn from the story?
- African culture is rich and diverse. How does learning about bead making help us better understand its history, culture, and values?

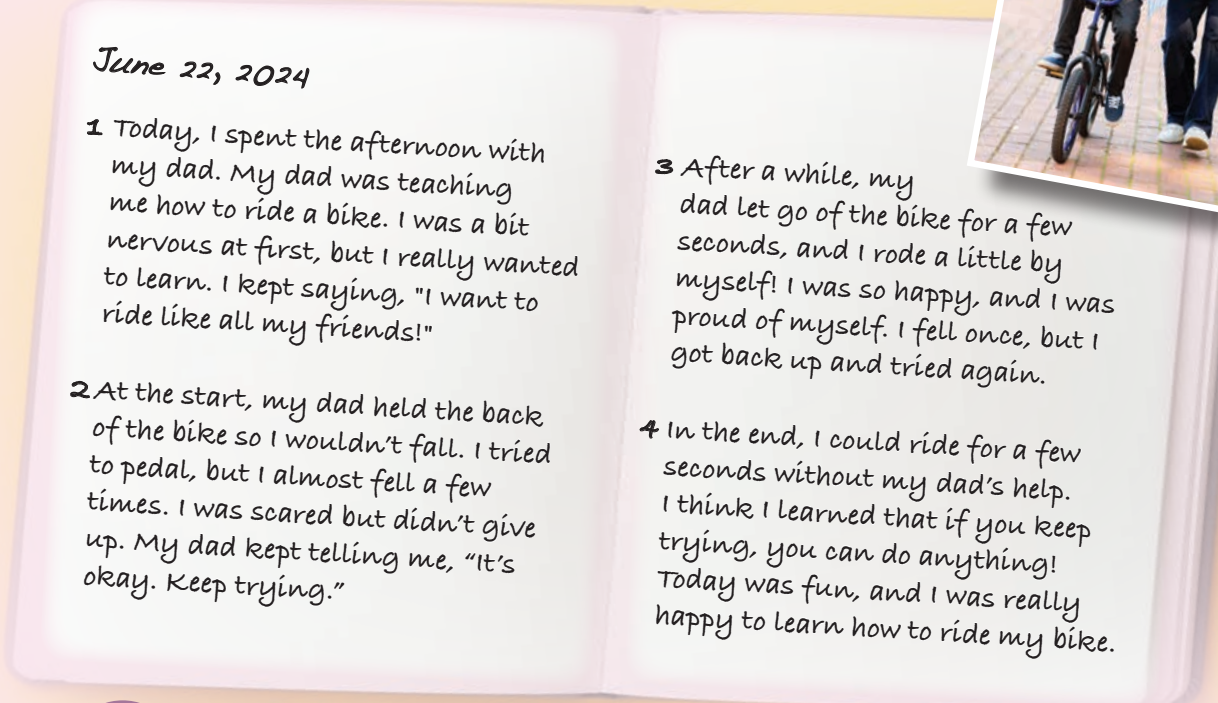
**6 Writing**



**Lesson objectives:**

- Use a mind map to make notes and organize ideas
- Write a reflective journal entry about something you recently learned

- 1 Look at the photograph. What do you think the journal entry is about?
- 2 Read Eyad's journal entry and check your idea for Exercise 1.



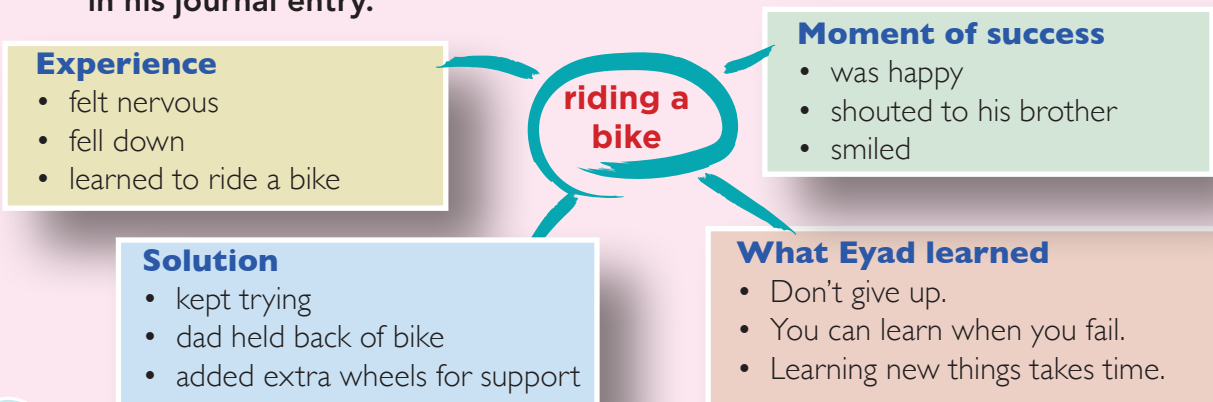
**Writing a reflective journal**

A reflective journal is a diary where you write about your thoughts, feelings, and learning experiences. It should include what happened, your feelings about it, and what you might do differently next time.

Some useful phrases you can use in a reflective journal include:

Today, I ...      I learned ...      I felt proud when ...      Next time, I want to ...

- 3 Look at the mind map Eyad made. Cross out the information he didn't include in his journal entry.



4 Look at Eyad’s reflective journal entry again. In which paragraph does he:

- 1 describe what happened when he was successful?
- 2 describe what he wanted to learn?
- 3 talk about what he learned from the experience?

5 Think of something new you recently learned. Make a mind map in your notebook using the same headings / categories as Eyad did in his mind map in Exercise 3.

6 Write a reflective journal entry about something you learned to do. Use your notes from Exercise 5 and the expressions in the *Useful language* box. Write 100–120 words in your notebook.



### Using a mind map to think of ideas.

A mind map is a good way to make quick notes about ideas you can include in your writing. Start with the main topic and write this in the center of the mind map. Then think of some categories connected to the main idea. Write these in boxes with lines connecting them to the central box. In each category write two or three ideas. Remember to keep it simple.



### Check your writing

Does your journal entry ...

- describe what you wanted to learn and why?
- describe the experience?
- talk about what you learned from the experience?
- have correct spelling and punctuation?



### Useful language

Today, / Yesterday, / Last Saturday, I spent ...  
 At first, ...  
 In the end, ...  
 I think what helped me succeed / be successful was ...  
 Next time, I will ...

## Self-Assessment

### Check your progress

- use vocabulary to talk about learning
- use *Wh-* object questions in the present and past
- know the difference between a fact and an opinion
- use defining relative clauses
- make a mind map

I can do this	I need more practice
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



# UNIT 8

# New life in old cities

## Unit objectives

**Reading:** An article about the importance of city planning; blog posts about helping out at different places; a story about twins helping their community

**Writing:** A reflective journal entry on the impact of your town or city on the environment

**Listening:** A conversation about issues affecting cities and towns; A conversation about how a street market has changed over 25 years

**Speaking:** Discussing a solution for a problem in your town or city

**Language:** The past simple and the past continuous; the past continuous with *when* and *while*

## Think!

What is your town or city like? Is it close to the sea or the mountains? What's the most famous place, building, or monument?

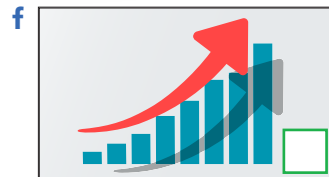
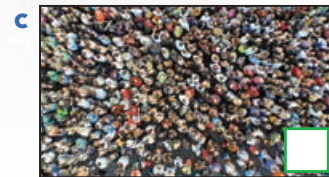
## 1 Planning for our future



### Lesson objectives:

- Learn vocabulary for places in and features of a town
- Read and understand a web article about city planning
- Skim a text for the main idea

1 Work in pairs. Match the words in bold in the sentences 1–6 to the pictures (a–f).



- 1 The **countryside** is a great place to go on vacation.
- 2 There are lots of **facilities** in our town, like a hospital, a swimming pool, and a basketball court.
- 3 The city's **growth** helped lots of people find jobs in the new markets.
- 4 There is a lot of **construction** happening in our neighborhood because they are building a new apartment building.
- 5 India has the largest **population** in the world.
- 6 **City planning** is really important to make a city a nice place to live.



2  Listen and repeat.

3 Read the article. Choose the main idea.

- 1 We need to plan our towns and cities to make them safe and nice to live in.
- 2 City planning is bad for the environment.
- 3 Construction is an important part of planning cities.

## Planning for our future

City planning is very important for small cities in Egypt. It helps city **leaders** decide how to use land. As the <sup>1</sup> \_\_\_\_\_ grows and more people need to live in cities, planning helps towns and cities plan carefully to make sure that all the new people have a good place to live.

One part of city planning is building new homes, schools, and parks. <sup>2</sup> \_\_\_\_\_ is important: with more people moving to cities, we need more houses. Town and city planners must make sure that new homes are safe for the community.

Another important job is creating hospitals, shops, and other community areas, and thinking about where to put them. These <sup>3</sup> \_\_\_\_\_ help improve the quality of life for the people who live there. For example, parks provide a place for families to relax and play, and schools are needed for education.


Many small cities are near beautiful open areas. City planning thinks carefully about the <sup>4</sup> \_\_\_\_\_. We need to protect the environment in these spaces as well as build homes and facilities for future population <sup>5</sup> \_\_\_\_\_. This way we can keep the environment healthy and provide a nice place for people to enjoy nature.

So, <sup>6</sup> \_\_\_\_\_ is very important for all small cities, not just in Egypt, but everywhere. By planning carefully, cities can become better places to live in and respect the countryside at the same time.



## Skim reading a text for the main idea

To find the main idea of a text, you don't need to read the whole text carefully. First, read the title and look at the photo. Then, read the article quickly: don't worry about any words you don't know or any gaps in the text – focus on the first sentence of each paragraph.

4  Now listen and complete the text using the words in bold from Exercise 1.



5 Read the sentences and circle **T** (true) or **F** (false). Correct the false sentences.  
City planning ...

- 1 helps city leaders decide how to use the facilities. T / F
- 2 includes building new homes, schools, and parks. T / F
- 3 doesn't include the safety of new homes. T / F
- 4 includes facilities that improve the quality of life for city people. T / F
- 5 protects the environment while finding solutions for population growth. T / F

6  Work in pairs. Answer the questions.

- 1 Do you think the city planning is good in your neighborhood?



**Lesson objectives:**

- Read and understand blog posts about helping out
- Use the past simple and past continuous

**1**


Read and listen to three blog posts about students helping out at different places. Match who or what they helped (1-3) to the blog posts (a-c).




- 1 the environment     2 children     3 animals

This week we are sharing our volunteering experiences. Tell us about your experience!


**a**




Last summer, I volunteered at the zoo every weekend, through our school volunteer program. I was so excited because I love animals, but I was also nervous about meeting new people. Everyone was friendly though. I started by feeding the monkeys. They were very **playful!** Here's a photo I took of them. I also helped clean the lions' **enclosure.** The lions were usually lying in the sun. By the end of the summer, I felt proud. Not only did I get to help the animals, but I also learned a lot about animal care, and made new friends. Saying goodbye to my new friends was hard, but we promised to keep in touch and do it again next year.  
**Elias, Salzburg, Austria**




**b**




Last week, I volunteered at the museum with my school history club. I love history and helping people, so I was excited! On Saturday, we arrived at 8:00 a.m. before the museum opened, and helped make some museum displays. Then the museum opened! Not long after that, I saw a group of younger kids who needed some help. I helped them draw pictures of their favorite artifacts. Some kids were shy at first, but when they started coloring, they became more confident. By the end of the day, I realized how much I loved helping others discover history. I can't wait to volunteer again!  
**Lamees, Egypt**



**c**



Last term, our class spent an amazing day volunteering at a national park. On Saturday, we left really early. The sun was still rising! We drove to the park in our school bus and met the park organizers. Our first job was to clean up the **hiking path.** There was so much to do, we were still picking up trash at lunchtime! All the trash made me sad, but it also felt great to do something to keep the park beautiful. I learned that our park is home to some important birds, and in the afternoon, we built birdhouses. At the end of the day, the park organizers told us that our work helps protect the wildlife and the environment.  
**Alex, Canada**



**2**

Read the blog posts again and the sentences below. Write the correct names: Elias, Lamees, or Alex.

- I made something.
- I volunteered with other people from school.
- I helped other people feel better.
- I learned a lot.
- I helped other people learn new things.
- I want to volunteer again.

**3**

Work in pairs. Which place from Exercise 1 would you like to volunteer in?

- 4 Read the *Language box* and complete the examples with the correct form of the verbs from the blog posts.



### Past simple or past continuous?

A We use the **past simple** to talk about actions that started and ended in the past:

We <sup>1</sup> \_\_\_\_\_ to the park and met the park organizers.

B We use the **past continuous** to say that someone was in the middle of doing something at a particular time:

... we <sup>2</sup> \_\_\_\_\_ trash at lunchtime!

C We use the **past simple** for main events and the **past continuous** for background events:

On Saturday, we <sup>3</sup> \_\_\_\_\_ really early.  
The sun <sup>4</sup> \_\_\_\_\_!

D We use the **past simple** NOT the past **continuous** with some verbs e.g. (*want, like, need, hate, see, etc.*):

I <sup>5</sup> \_\_\_\_\_ a group of younger kids who needed some help.


E We use the **past simple**, NOT the **past continuous** for past habits and repeated actions:

Last year, I <sup>6</sup> \_\_\_\_\_ at our local zoo every weekend.

- 5 Correct the underlined mistakes in the sentences. Write the correct sentences in your notebook.

- I watch movies on TV all day yesterday.
- Mariam was having a cat called Felix when she was a child.
- We stay at my uncle's farm in the countryside during the vacation, but now we're back at school.
- The tennis tournament lasted a week, so my dad was driving me to the court every morning.
- On Saturday morning, the volunteers arrived at the park. It was rained hard.
- We went to the mall and were buying a present for our mom's birthday, then we came home.

6

 **Work in pairs. Take turns to ask questions about your volunteer experiences, or a day out at the zoo, a museum, or a park. Remember to use the past simple and the past continuous.**



Tell me about the last time you volunteered.

It was last Saturday morning and it was raining...



# UNIT 8

## 3 Towns and cities around the world

### Lesson objectives:

- Learn about issues affecting cities and towns
- Present a proposal for a solution
- Collaboration: develop creative ideas as a team



1 Read and listen to the dialog. Check the issues that Shorouk and Farida mention.



population growth



facilities



pollution



transportation

**Shorouk:** Hey, Farida! How's your new life in Europe?

**Farida:** Hi! It's OK, but I just went to the basketball court, and it's closed! There was a sign saying it isn't safe. Now there is nowhere to play basketball. 😞

**Shorouk:** Oh, no! Here, we have a similar problem. The population is growing every year. They're building new apartment buildings everywhere, which is great, but they are building on the open spaces. I wish we had more parks to hang out in.

**Farida:** Exactly! I want to meet new friends, so I went to the local community center. It's really old and **outdated** and doesn't offer many activities for **teens**.

**Shorouk:** That's frustrating. It sounds like you need better facilities. The thing that **bothers** me is that people are using their cars too much in the city and park their cars on the **sidewalk**!

**Farida:** There needs to be a better solution, like more **subway stations** or more **underground parking**. You know what? I think we need to study city planning at college and put things right!

**Shorouk:** Good idea!

2 Read the dialog again and answer the questions.

- 1 Name two things that we learn about Farida. \_\_\_\_\_
- 2 What problem does population growth cause? \_\_\_\_\_
- 3 What problem do Farida and Shorouk share? \_\_\_\_\_
- 4 Why is Farida unhappy? \_\_\_\_\_
- 5 Which two public transportation solutions does Farida mention? \_\_\_\_\_
- 6 What future solution does Farida suggest? \_\_\_\_\_

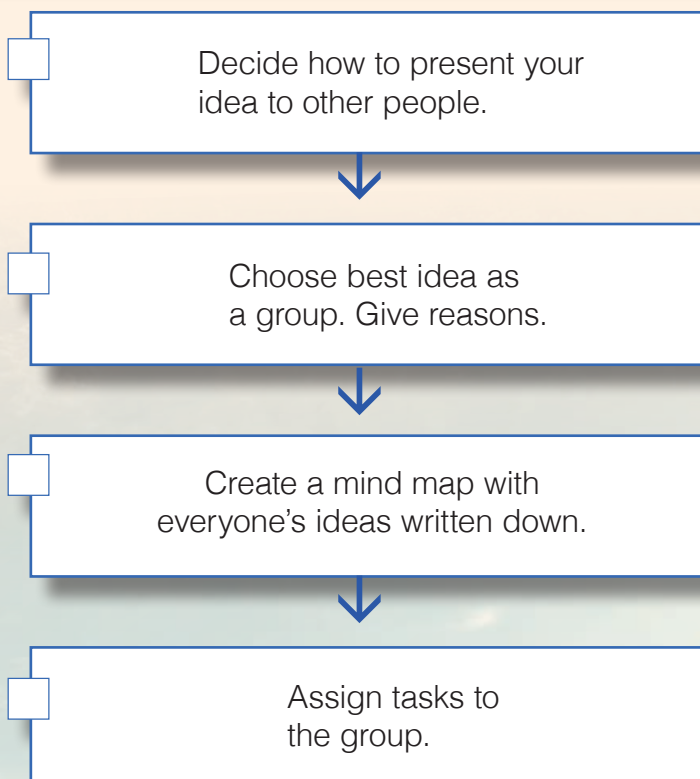


- 3 Read the box on *Working creatively in a group*, then put the flow chart in the correct order.



### Working creatively in a group

When you mind map ideas in a group, make sure everyone has a chance to join in. Think of lots of ideas and write them all down. You can add ideas to other people's ideas too. Always make positive comments about other people's ideas. Better ideas come when everyone feels safe to be creative.



### TASK

**Work in groups. Follow these steps:**

- 1 Think about the problems you learned about in Exercise 1. Choose one problem as a group.
- 2 Think of a solution for your town or city. Use the flow chart and skills box to help you.
- 3 Decide how you want to present your idea (draw a plan, make a presentation, etc.).
- 4 Present your group's solution in class and listen to other students' presentations.
- 5 Give your opinion about how other groups' solutions will work and say why you think this.


# UNIT 8



## 4 Then and now




### Lesson objectives:

- Listen for specific information
- Use the past continuous with *when* and *while*

1  Listen to the conversation. Look at the photo and the lesson title and decide what you think the conversation will be about.

2  Listen and check your answer to Exercise 1. 



3  Read the sentences below and decide what kind of word (noun, verb, or adjective) is missing. Can you guess the word?



- 1 The man has been working in the market for \_\_\_\_\_ years.
- 2 The market was much \_\_\_\_\_ in the past.
- 3 Customers don't stop and talk now because they are too \_\_\_\_\_.
- 4 The food came from \_\_\_\_\_ in the countryside.
- 5 The market \_\_\_\_\_ customers to big supermarkets.
- 6 The man will find new ways to make the customers feel \_\_\_\_\_.



### Listening for specific information

Before you listen, look at the rest of the sentence and decide what kind of word is missing – is it a noun, verb, or adjective? If it's a noun, is it singular or plural? Then, look at the meaning of the rest of the sentence and think about what the word might be, and listen for this word.

4  Listen and check your answers to Exercise 3. 

5  Complete the sentences with *when* or *while*. Listen and check. Which sentence has a comma? 

We were only selling fresh food <sup>1</sup> \_\_\_\_\_ the tourists first arrived.  
<sup>2</sup> \_\_\_\_\_ I was selling food, people came over to talk not just buy food.

6 Think of two more questions to ask the market stall owner. Take turns to be the interviewer and the market stall owner.



What's the best part about working in a market?

I think it's talking to the customers and learning how their day is going.



- 7 Read the *Language box* and choose the correct option to complete the rules.



### Past continuous with *when* and *while*

- We use ***when*** or ***while*** to introduce an action or situation that <sup>1</sup> ***was in progress / has finished*** when something else happened:

*Customers always stopped to have a conversation **while** they were shopping.*

*What was happening **when** the supermarkets arrived in the city?*

- We use <sup>2</sup> ***when / while*** to introduce the long action and <sup>3</sup> ***when / while*** to introduce the interrupting action or the action that interrupts the long one:

*We lost our customers **while** the supermarkets were making lots of money.*

*We were only selling fresh food **when** the tourists arrived.*

- We can put ***when*** or ***while*** at the <sup>4</sup> ***beginning / end*** of a sentence or in the middle of a sentence. If we put ***when*** or ***while*** at the beginning of a sentence, we add a <sup>5</sup> ***period / comma*** after the ***when*** or ***while*** clause:

***While** they were shopping, customers always stopped to have a conversation.*

- We use ***while*** with the past continuous for two longer actions that happened at <sup>6</sup> ***the same time / at different times***:

*People were choosing faster ways of shopping **while** their lives were getting busier.*

- 8 Complete the sentences with ***when*** or ***while***.

- \_\_\_\_\_ I was watching the birds, they suddenly flew away.
- We were watching a movie \_\_\_\_\_ the internet stopped working.
- I was reading a book \_\_\_\_\_ my mom called me for dinner.
- She was drawing a picture \_\_\_\_\_ her brother was playing video games.

- 9 Write complete sentences in your notebook using the past continuous and ***when / while***. Decide if the sentence needs a comma.

- I shop / with my family yesterday / I see / you with your parents
- Amany read / a book for the whole journey / we take / the train to Aswan
- what interesting things / you see / you visit / the museum?
- I play / football yesterday / it start to rain
- I get / a message from my best friend / I have / breakfast this morning
- we play / in the tournament / I break / my ankle

- 10 Work in pairs. Think of interesting endings to these sentences. Can your partner guess which sentence it is?

- When I got up on Sunday ...
- While we were waiting for the bus ...
- I was helping with the housework while ...

- 11 Write endings for the sentences in Exercise 10 in your notebook. Remember to use a comma where necessary.





**Lesson objectives:**

- Read and understand a story about twins
- Use context to work out the meaning of new words

**1** **Work in pairs. What were you doing last weekend on Saturday morning?**

**2** **Read and listen to the story. Check (✓) the best title for the story.**

*A day out playing at the park*

*The twins' discovery*



<sup>1</sup> In the new city, **twins** Adam and Amira lived in a small apartment on the top floor of a tall building. Outside in the city were the sounds of cars, and the noise of the construction of new apartment buildings and facilities.

<sup>2</sup> One sunny Saturday, Amira and Adam wanted to explore their neighborhood. "Let's see what's happening at the park!" Amira suggested to their parents, with **excitement**. The park was across the street, and they often played there on Saturday mornings, but today they wanted to see the new playground that was under construction.

<sup>3</sup> As they walked along with their parents, they noticed the busy workers setting up **swings** and slides. "Wow, look at that!" Adam shouted, pointing at a giant **climbing structure**. "I can't wait to try it out!"

<sup>4</sup> When they reached the park gates, they found a small crowd of people looking at the construction through the gates. They wanted to find out what was going on, so the twins went to the front. A friendly worker named Mr. Ragab noticed them and smiled. "Hey there! Do you want to see how we build playgrounds?"

<sup>5</sup> Amira and Adam nodded with excitement. Mr. Ragab explained the **process** of construction, showing them how they carefully put each piece to make sure it was both safe and fun. The twins were **fascinated**. They learned about teamwork, planning, and the importance of creating spaces for everyone to enjoy.


<sup>6</sup> After the playground construction was finished and safe, Mr. Ragab invited families to help with a small task. "We need to paint the benches. Would you like to help?" The twins looked at each other, and agreed. The family spent an hour painting bright colors on the benches, laughing, and chatting with the other volunteers.

<sup>7</sup> Amira and Adam stepped back to look at their work. The new benches looked wonderful and bright. "We did a good job!" Adam said. Amira agreed, her heart was full of happiness. "We can be proud that we helped make our city better!"

<sup>8</sup> On their way home, the twins and their parents talked about how important it was to **contribute** to their community. "Today, I understood that it's not just about having fun at the park," Amira said. "It's about making it a nice place for everyone too."

<sup>9</sup> That night, as they lay in bed, the twins realized that even small actions make big changes. They felt part of a community, and that meant working together to create a better place for everyone.



**3**  **Read and listen again. Answer the questions.**



- 1 What did Adam and Amira want to do on Saturday morning?
- 2 What does “under construction” mean in the second paragraph?
- 3 What did Mr. Ragab teach Adam and Amira about?
- 4 How did the twins feel after painting the benches?



**Use context to work out the meaning of new words**

When you need to understand a new word in a text, read the whole sentence. Use the context (situation) and other words in the sentence to help you understand the meaning of the new word. Find the words you do understand in the sentence – do they give you any clues about the new word? What kind of word is it? (e.g. noun, verb, or adjective)

**4** **Choose the correct definition for each word in bold from the story. Use the context of the sentence in the story to help you.**

**1 twins**

- a two children who are best friends
- b two children who are brothers and/or sisters born at the same time

**2 excitement**

- a a feeling that you don't want to do something
- b a feeling of happiness and interest

**3 process**

- a actions you need to take in order to do something
- b the time it takes to do something

**4 climbing structure**

- a something that children can climb and have fun on
- b a bench to sit on

**5 swing (noun)**

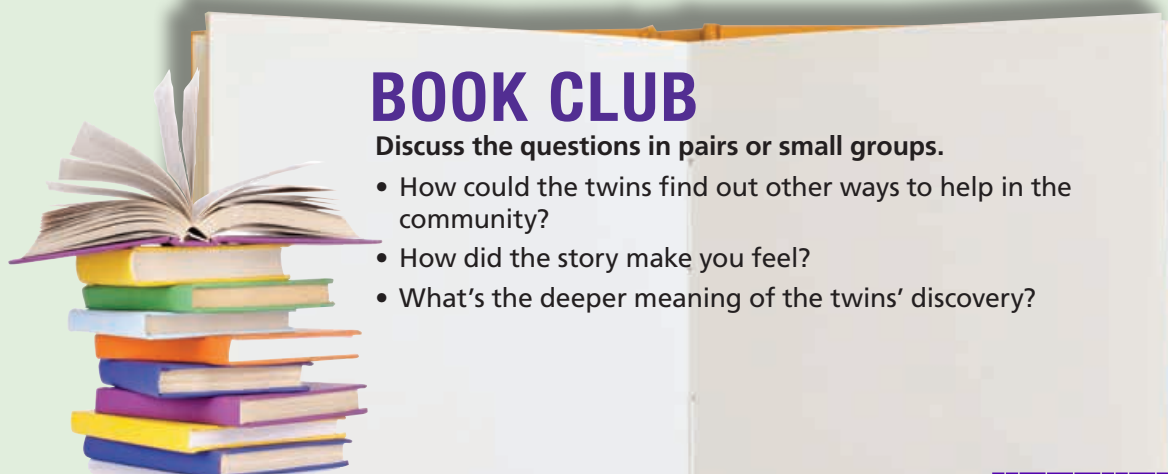
- a something you can run on
- b something you can sit on and move up and down by using your legs

**6 fascinated**

- a not interested in something
- b very interested in something

**7 contribute**

- a to give something
- b to have something



## BOOK CLUB

Discuss the questions in pairs or small groups.

- How could the twins find out other ways to help in the community?
- How did the story make you feel?
- What's the deeper meaning of the twins' discovery?

**6 Writing**



**Lesson objectives:**

- Write a reflective journal entry on the impact of your town or city on the environment
- Use *too much/many*, *so much/many*, and *not enough* for emphasis

**Remember**

Reflecting means that you give an idea careful thought. You can use phrases like, *Today, I ... I learned ... I felt proud when ... Next time, I want to ...*

**1** Read the Nabila's journal entry post. Check (✓) the reason for her entry.

- She wants to describe her city.
- She wants to reflect on her grandmother's memories.
- She wants to reflect on the changes in her city over time.

*January 25<sup>th</sup>, 2025*

*Today, my grandma showed me some old photos of our city. It was a town back then! She could walk to the sea from her house - across fields! There were lots of green spaces, and it looked so peaceful in the photos. Now, there's hardly any open land left. It's all been taken over by construction. The population has grown so much that there are apartment buildings from here to the sea. I love my*

*city but now there are not enough trees for the birds to live in.*

*I started thinking about how the town has changed over the years. We've built more houses and roads, but there is not enough countryside anymore. There's too much pollution and too many buildings. Maybe we need to slow down and think more about the future - especially the future of the environment.*

**2** Read the journal again. Answer the questions.

- 1 What was different about Nabila's city in the past?  
\_\_\_\_\_
- 2 How does Nabila feel about the changes?  
\_\_\_\_\_
- 3 What does Nabila think should happen in the future?  
\_\_\_\_\_

**3** Find and underline one phrase for feelings and two phrases for reflection in the journal entry.

4 Read the *Writing tip*. Then find and circle examples of *so much / many*, *too much / many*, and *not enough* in the journal.

5 Plan your reflective journal. Answer the questions to help you plan.

- 1 What was different about your town / city in the past?
- 2 What is your town / city like now?
- 3 How do you feel about the changes?
- 4 What do you think should happen in your town / city in the future?



### Writing *so much / many*, *too much / many*, and *not enough*

We can use words like *so much / many*, or *too much / many*, and *not enough* to describe nouns. This can help emphasize what we want to say and make the point sound more important.

6 Write a reflective journal entry about the impact of your town or city on the environment. Use your answers from Exercises 3, 4, and 5 the *Writing tip* to help you. Write 100–120 words in your notebook.



### Check your writing

Does your journal entry ...

- have a date?
- include language to explain how you feel and for reflection?
- use *so much / many*, *too much / many*, and *not enough* for emphasis?
- use correct spelling and punctuation?
- have the right number of words?

## Self-Assessment

### Check your progress

- use vocabulary to talk about town planning
- use the past simple and past continuous correctly
- work creatively in a team
- use the past continuous with *when* and *while*
- have the right number of words?

I can do this

I need more practice














## Plans with friends

## Unit objectives

**Reading:** Scanning a text message about making arrangements and a summary of a story about friendship

**Listening:** A conversation about making arrangements

**Speaking:** Planning activities with friends

**Writing:** Tips on staying in touch with a friend: *will* and *going to*

**Language:** Future forms: *will* and *going to*; present continuous for future arrangements

## 1 How I spend my time

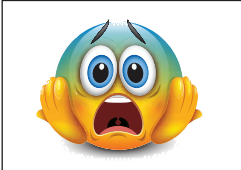



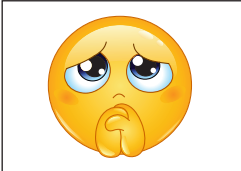


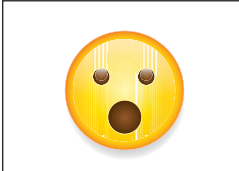


## Lesson objectives:

- Learn vocabulary for feelings
- Read and understand text messages between friends
- Scan texts for specific information (days, times, and places)

1 Look at the pictures. Read and listen to the words.



a		b		c		d	
	afraid		nervous		angry		upset
e		f		g		h	
	worried		excited		pleased		surprised

2 Complete the sentences with the words from Exercise 1.

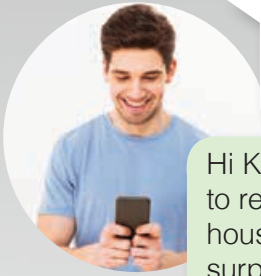
- 1 I feel \_\_\_\_\_ when something happens, and I didn't think it would happen.
- 2 I feel \_\_\_\_\_ when I lose something that I really liked.
- 3 I feel \_\_\_\_\_ when my mom doesn't answer her phone for a long time.
- 4 I feel \_\_\_\_\_ when I'm at the top of a tall building and I look down.

3 Work in pairs. Read the sentences. Say how you feel when you say these sentences. Use words from Exercise 1.

Oh no! I have a math test tomorrow.

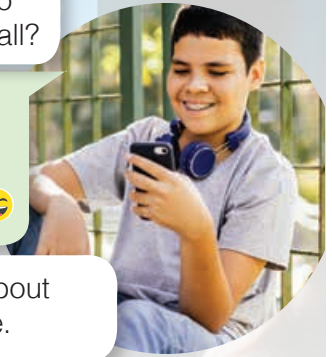
The teacher really likes my story!

4 Read and listen to the text messages. What do Khaled and Karim decide to do?



Hi Khaled! How are you? I'm a bit nervous about my presentation on Thursday. 😬 I'm worried that I'll do badly. 😬 Do you want to do something on Saturday? We'll have free time. Maybe go to the mall?

Hi Karim! I'm OK, thanks. I'm excited about the presentaion. You need to relax. 😊 You'll do well. Don't worry! I'm going to my grandparents' house on Saturday morning. What about Saturday afternoon? I'm surprised that you want to go to the mall. Do you like shopping now? 😊



OK, OK. Maybe going shopping isn't the best thing for us to do. 😊 What about going to the movie theater on Saturday? I want to see that new action movie.

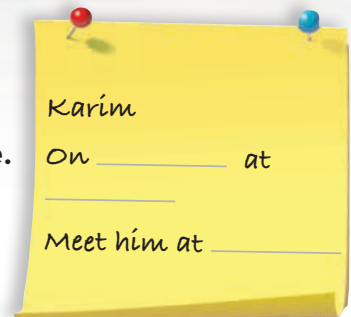
Sure. We can see that movie at 2 o'clock or 4:30 p.m. on Saturday at Cinema El Shorouk in Sunrise Mall. What do you think?

OK. 4:30 is better for me. I can meet you at the **entrance** to the mall at 3:00 p.m. if you like.

Sure. Sounds good. See you tomorrow! 😊

5 Khaled writes a note to help him remember when and where he is meeting Karim. Read and complete the note.

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



- 1 Karim wants to go to the mall on Saturday. \_\_\_\_\_
- 2 Khaled is nervous about the test tomorrow. \_\_\_\_\_
- 3 Khaled is going to his grandparent's house on Saturday afternoon. \_\_\_\_\_
- 4 Karim wants to see the new action movie. \_\_\_\_\_
- 5 The 2 o'clock movie is better for Karim. \_\_\_\_\_



Scanning texts for specific times, days, and places

Sometimes you need to find times, days, and places in a text, if you want to know when and where something is happening. When you do this, look for the words **at**, **in**, and **on** which come before days (**on**), times (**at**), and places (**in** or **at**). Also, look for words with capital letters because you use capital letters for days and names of places, like countries, cities, and towns. For times, look for words and letters that you usually use with times, for example, **o'clock**, **past**, **a.m.** (**morning**) or **p.m.** (**afternoon**).

7 Work in pairs. Think of something you would like to plan with your friends. Tell your partner: the day, the time, the place, what you plan to do together, and how you feel about it.


I'm really excited. My plan is to meet my friend Mariam on Saturday at 10 o'clock in the mall. We want to go to a café.

# UNIT 9

## 2 Real or fake friends

### Lesson objectives:

- Read and understand a story about a real friend and a fake friend
- Notice and understand international words
- Future forms: *will* and *going to*

1  Work in pairs. Discuss the questions.




- 1 Who is your best friend?
- 2 When did you meet?
- 3 Do you have any friends you met online?

2 Look at these dictionary entries. What do you think a “fake friend” is?

fake **adjective** /feɪk/  
not real, but made to look or seem real

include **verb** /ɪnˈkluːd/  
to make someone or something part of a larger group

3  Read and listen to the story, then look up the words in bold in your dictionary.



## Two friends

<sup>A</sup> Last Saturday, Mom took me to meet my friend Heba at a café in town. We met when we were just six years old and she’s my best friend. We always have fun and help each other with schoolwork. Heba told me, “I’m going to bring some photos from our last trip, Sara!” I was excited because we both love taking photos for social media, and I wanted to see them.

<sup>B</sup> I also have a friend named Jessica, but I don’t think she is going to be a really good friend because sometimes she is kind and sometimes she isn’t. We met online a few months ago. At first, she was really nice and liked my posts, but now I notice she doesn’t really **care**. Sometimes, she says, “I’ll text you later,” but she never does.

<sup>C</sup> Last week, she asked me to join her in a group chat. I thought it would be fun, but when I joined, she was chatting with other people and didn’t include me in the conversation. I felt **left out**.

<sup>D</sup> Mom agreed to come with me to meet Heba next weekend. We’re going to meet at the café and then take a taxi to the city park. I know she will be there and keep her promise. We will probably post a funny video on social media from the park.

<sup>E</sup> Now I realize that real friends don’t just make plans; they **keep** them. Real friends make you feel happy and included, while fake friends leave you feeling sad and alone. I’m going to spend more time with Heba and real friends who care. I think that’s important.





4 Read the story again. Which paragraph talks about ...

- 1 what Sara learned from the situations.
- 2 what Sara is going to do at the weekend.
- 3 Sara's best friend.
- 4 a situation when Sara wasn't happy.
- 5 a friend Sara met online.


5 Read the *Reading skills* box. Find and underline six international words in the story.



**Reading skills: Noticing international words**

International words are usually English words that people also use in other languages. These words are often words for technology, for example, *the internet, app, social media,* and *online* or words for places we go to or things we use in our free time, for example, *hotel, restaurant, café,* and *taxi.*

6 Complete the grammar rules with the words from the box.

will probably post    going to spend    is going to be    will text    going to bring



**Future forms: will and going to**

There are different ways to talk about the future in English depending on the situation and your feelings.

**Plans and intentions**

We use **be + going to + infinitive** to talk about a plan we made or an intention we had before the moment of speaking.

I'm <sup>1</sup> \_\_\_\_\_ some photos from our last trip. # (plan)

I'm <sup>2</sup> \_\_\_\_\_ more time with Heba and real friends who care.

# (intention)

**Promises or quick decisions**

We use **will + infinitive** to talk about promises and quick decisions.

I <sup>3</sup> \_\_\_\_\_ you later.

#(promise)

**Predictions**

We use **be + going to + infinitive** in prediction when there is evidence in the present that something will happen.

I don't think she <sup>4</sup> \_\_\_\_\_ a really good friend because sometimes she is kind and sometimes she isn't.

We use **will + infinitive** in a prediction when there is no present evidence.

We <sup>5</sup> \_\_\_\_\_ a funny video.

7 Complete the sentences for the situations with the correct form of the verb in brackets.

- 1 intention: I \_\_\_\_\_ my friend Sara prepare the food for the party. (help)
- 2 prediction: Look at those black clouds. There \_\_\_\_\_ a storm soon. (be)
- 3 promise: I \_\_\_\_\_ you when I get home. (call)
- 4 plan: We \_\_\_\_\_ some cookies for our friend this afternoon. (bake)
- 5 prediction: My friends \_\_\_\_\_ any problems with the homework. (not have)



**Lesson objectives:**

- Learn about good causes
- Complete a task about using social media for something good
- Digital literacy: understand how social media can be used to promote good causes

- 1 Work in pairs. Read the dictionary definition. What good causes can you think of?

**good cause (noun phrase)**

When you say that something is in a **good cause** or for a **good cause**, you mean that it is worth doing or giving to because it will help other people, for example by raising money for charity.

- 2 Work in pairs. How do you think social media can help a good cause?
- 3 Look at the title and the picture. Discuss in pairs what you think the story is about.

## Using social media for a good cause

Youssef is a college student who loves planting trees. One day, he hears that a park near his house needs more trees. The city doesn't have enough money to plant more, and Youssef wants to help. He decides to use social media to **spread the word**.


Youssef posts a message on social media. He writes, "Let's make our city greener! The local park needs trees. Join me to **raise** money and help to plant them!" Youssef includes a link to a **crowdfunding** page he made for the project.

His friends see the post and share it with their friends too. Soon, people from all over the city are talking about it. Many people give money, and others **offer** to help plant the trees. Even a local business decides to **support** Youssef's project and give some money.

After a month, Youssef's project raises enough money to buy many trees. On planting day, Youssef and a large group of people go to the park to plant the new trees.

When the work is done, the park looks beautiful, with lots of young trees ready to grow. The city thanks Youssef for his hard work, and he feels proud because he **made a difference**. He learns that social media is a great tool to bring people together for a good cause. Youssef realizes that he can use it to help make the world a greener place.



- 4  Read and listen to the story. Match the words in the text in bold to their definitions below.



- 1 To have an important effect on something or someone \_\_\_\_\_
- 2 To increase or get bigger \_\_\_\_\_
- 3 To make a promise and say you will do something \_\_\_\_\_
- 4 To get a large number of people to give a small amount of money each to make a big amount, often for a good cause \_\_\_\_\_
- 5 To reach more places or people \_\_\_\_\_
- 6 To provide money and help for someone to pay for the things they need \_\_\_\_\_

- 5 Read the story again. Are these sentences **T** (true) or **F** (false).

- 1 Youssef works in a park near his house. T / F
- 2 He uses social media to tell people about his idea. T / F
- 3 Only Youssef's friends see his post. T / F
- 4 Lots of people join Youssef in the park to plant the trees. T / F
- 5 Unfortunately, Youssef's effort doesn't make a real difference. T / F

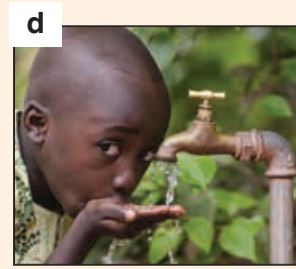
- 6 Read the *Life skills box*. Create a hashtag for Youssef.



### Life skills

When we use social media to promote a good cause, one important thing we can do is use a hashtag. This makes it easier for people to find the post and understand the good cause. For example, #HelpAnimals.

- 7 Look at the photos. What good cause does each picture show?



### TASK

Work in a group. Think of a good cause. Plan and write a short social media post to promote your good cause. Here are the questions you need to discuss in your group.

- 1 What is your 'good cause'? Why do you think it's important?
- 2 What information do you need to include in your post?
- 3 Where will you post?



# UNIT 9

## 4 A helping hand



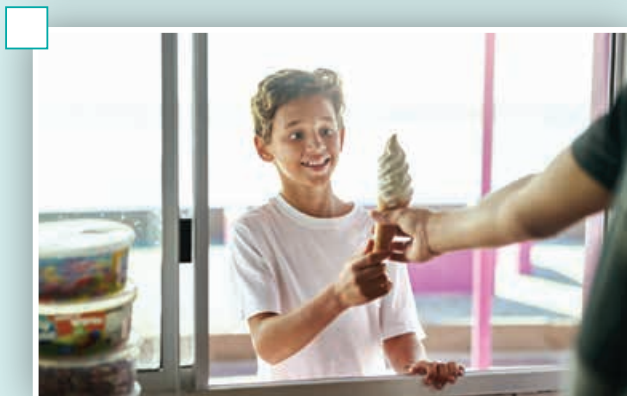
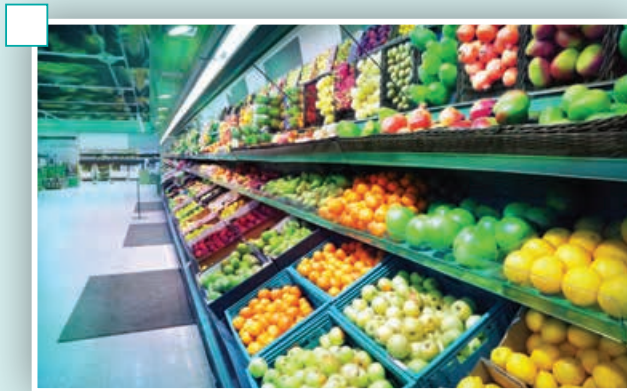
### Lesson objectives:

- Understand a dialog about future arrangements
- Use present continuous for future arrangements

### 1 Work in pairs. Discuss these questions.

- 1 How could being friends with an older person be good for a young person?
- 2 How could being friends with a young person be good for an older person?

### 2 Listen to the dialog. Put the pictures in the correct order.



### 3 Complete the sentences from the dialog with the correct form of the verb in brackets.

- 1 Don't worry. I \_\_\_\_\_ (come) with you!
- 2 We \_\_\_\_\_ (stop) for ice cream after that.
- 3 I \_\_\_\_\_ (bring) my list with questions for the doctor, too.
- 4 I \_\_\_\_\_ (plan) to be ready at around 2:00.
- 5 I \_\_\_\_\_ (come) to your house around 1:45.

### 4 Listen and check your answers to Exercise 3.





5 Choose the correct options to complete the grammar box:

### The present continuous for future arrangements

We use the present continuous to talk about arrangements in the <sup>1</sup>*time / future*, especially when we already know the <sup>2</sup>*time / future* and place.

Choose the correct option to complete the sentences.

I'm <sup>3</sup>*talking / talk* to Mom tonight about leaving basketball practice early.

We <sup>4</sup>*meet / are meeting* at 3 o'clock.

<sup>5</sup>*Do / Are* you visiting your uncle tomorrow?

She usually <sup>6</sup>*studies / is studying* on the weekend.

He usually <sup>7</sup>*play / is playing* tennis on Saturday.


6 Match the sentence beginnings (1–5) to the correct endings (a–e).

- |                   |                                                  |
|-------------------|--------------------------------------------------|
| 1 I'm visiting my | a) an English test tomorrow.                     |
| 2 I'm meeting     | b) at home tonight.                              |
| 3 They're staying | c) grandma this afternoon.                       |
| 4 Omar is taking  | d) football this evening.                        |
| 5 Ali is playing  | e) Karim outside the movie theater in 5 minutes. |

7 Look at Laila's diary. Write sentences about her future arrangements.

WEEKLY PLAN			
MON	TUE	WED	THU
2 o'clock haircut	12 o'clock dentist	4 o'clock tennis / sports center	
3 o'clock Sara / mall	5 o'clock - Grandma	7 o'clock dinner / Mom	
FRI	SAT	SUN	MEMO

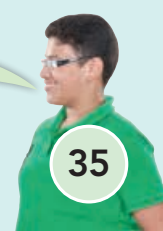
On Monday, I'm getting a haircut at 2 o'clock.

8  Work in pairs. Tell your partner about any arrangements you have made for next weekend.



I'm meeting my friend Amir on Saturday at 3 p.m.

Really? What are you guys doing?






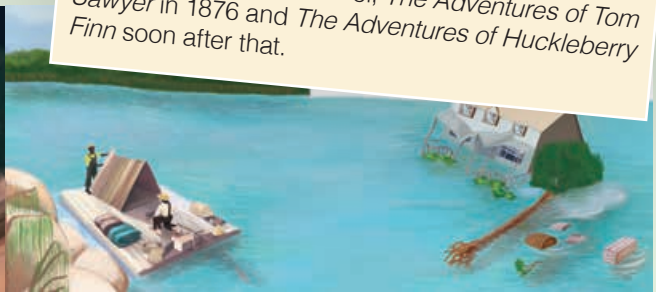
**Lesson objectives:**

- Read a summary of a piece of classical literature
- Notice adjectives that describe a character

**1** Read the short biography about Mark Twain and answer the questions.

- 1 What was Mark Twain's original name?
- 2 Where did he live as a child?
- 3 What was his job when he changed his name?

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




**Mark Twain (1835 – 1910)**

Mark Twain was born Samuel Clemens in Missouri, in the USA. When he was four, his family moved to Hannibal on the Mississippi River. It was an exciting place to live, and it gave Twain the material for his books in later years.

After his father died, Twain left school at the age of 12 to work and earn money. He had many different jobs before he started his writing career. He was a riverboat pilot on the great Mississippi River, a journalist, a teacher, and an inventor. When he worked as a journalist in Virginia, he changed his name to Mark Twain.

He published his first novel, *The Adventures of Tom Sawyer* in 1876 and *The Adventures of Huckleberry Finn* soon after that.

**3**  Read and listen to the summary and check your ideas for Exercise 2.

**The Adventures of Huckleberry Finn**



The *Adventures of Huckleberry Finn* tells the story of a young boy, Huck, and his journey down the Mississippi River. Huck is clever and **adventurous**. He decides to leave home and travel down the river. Along the way he meets Jim, an **escaped servant**. The two become close friends. They travel together on a small **raft** down the river. During the journey they **share** food, stories, and laughter.

Huck and Jim's friendship grows stronger as they face many challenges. They meet different people, some friendly and some not. They look to each other for help and support. Huck sees Jim as a true friend and someone he can understand. The two spend time fishing, exploring, and enjoying the beauty of nature. This shared experience **brings** them **closer** together which gives Huck a sense of

**peace** he never felt before.

Huck often has to make difficult decisions and follow his heart. One day they meet a group of men searching for escaped servants. To protect Jim, Huck cleverly **tricks** the men, saying that there is a sick family on their raft and they should not come near. This moment shows Huck's bravery and his strong friendship with Jim, as he risks his own safety to help his friend.

Through this journey, Huck learns important lessons about friendship. At the start he often behaved badly, but as time goes by, he becomes a much better person. His friendship with Jim is at the heart of the story. It shows how two people from very different **backgrounds** can become good friends.

**4** Read the summary again and answer the question.

- 1 What do Huck and Jim do together on the raft?
- 2 What does Huck do to protect Jim?
- 3 What is the most important message of the story?


**5** Choose the correct word(s) (a or b) to match each definition.

- 1 Happy to try new and exciting things  
a adventurous                      b quiet
- 2 A flat kind of boat that floats on water  
a a raft                                      b a journey
- 3 To divide something or do it at the same time  
a stay                                      b share
- 4 When a situation helps you get to know someone better  
a bring closer                      b bring stronger
- 5 When you feel relaxed, you are at  
a peace                                      b worry
- 6 Your family, experiences, living conditions, etc.  
a background                      b behavior



**Using adjectives to describe characters**

Use simple adjectives like **brave**, **kind**, **funny**, or **curious** to show what a character is like. Adjectives help readers understand feelings and actions. Describe looks (like **tall** or **young**) and personality (like **friendly** or **shy**) to give more information about how a character looks or behaves.

- 6**  Read the *Reading skills box* and then read the summary again. Circle eight adjectives that describe the characters in the story. Work in pairs. Did you circle the same adjectives?

## BOOK CLUB

Discuss these questions in pairs or small groups.

- Would you like to read *The Adventures of Huckleberry Finn*? Why / Why not?
- In the end, their journey is not just about traveling on a river; it's about their friendship and the lessons they learn from each other. What books or stories do you know about friendship?
- What makes a good friend?
- What would life be like without friends?
- How can you help your friends?



**Lesson objectives:**

- Use headings to find information in a text
- Write some tips on how to stay in touch with friends

**1 Look at the picture and discuss the questions.**

- 1 How does the boy in the picture feel? How do you know?
- 2 What do you think is happening?
- 3 How do you think you would feel in a similar situation?
- 4 What can you do to keep in touch with friends when they move away?




**2 Read the tips. Match the headings from the box with the tips.**

Have video calls   Play online games together   Send messages every day  
Share photos   Show interest in your friend's new life   Try to visit


**Six tips to keep in touch with a friend who moved away:**

- 1 \_\_\_\_\_  
Write short messages to each other. It can be a simple "Hi, how are you?" or "Guess what I did today!" You don't need to write long messages; even small updates are nice!
- 2 \_\_\_\_\_  
Choose a time each week or month to talk online. You can talk face-to-face and feel like you're spending time together.
- 3 \_\_\_\_\_  
Take pictures of things you see, like funny signs, your lunch, or places you go. Sharing pictures is a fun way to show what's going on in your life.
- 4 \_\_\_\_\_  
Find games you both like and play together online. This way, you can laugh and have fun, even if you're not in the same place.
- 5 \_\_\_\_\_  
Ask your parents if you can plan a visit. It can be something to look forward to together!
- 6 \_\_\_\_\_  
Ask questions like "What's your new school like?" or "Have you made any new friends?" It helps you stay connected to their world.



- 3  Work in pairs. Put the tips in order from what you think is most (1) to least important (6). Give reasons for your answers.

I think tip X is the best. It's easy to do and I think it will work.

- 4  Work in pairs. Here are the headings of three other tips for staying in touch. What would you write for each tip? Can you think of any other tips?

- 1 Celebrate special days  
\_\_\_\_\_
- 2 Share funny videos  
\_\_\_\_\_
- 3 Create a 'memory' book together  
\_\_\_\_\_

- 5 Write a *Tips page* to go on the internet about how to stay in touch with a friend when they move away.



**Check your writing.**

- Are your tips short and easy to follow?
- Do all your tips start with a verb?
- Do your tips have the correct spelling and punctuation?



**Useful language**

- Ask ...
- Write ...
- You can ...
- It can ...

**Self-Assessment**

**Check your progress**

- use vocabulary to talk about feelings
- use *will* and *going to*
- understand how to use social media to promote a good cause.
- use the present continuous to talk about future arrangements.
- write some tips on staying in touch with a friend

	I can do this	I need more practice
■ use vocabulary to talk about feelings	<input type="checkbox"/>	<input type="checkbox"/>
■ use <i>will</i> and <i>going to</i>	<input type="checkbox"/>	<input type="checkbox"/>
■ understand how to use social media to promote a good cause.	<input type="checkbox"/>	<input type="checkbox"/>
■ use the present continuous to talk about future arrangements.	<input type="checkbox"/>	<input type="checkbox"/>
■ write some tips on staying in touch with a friend	<input type="checkbox"/>	<input type="checkbox"/>



Reading



1 Read the blog posts. What is the topic of the blog page?

- a Favorite free time activities
- b What you did in your vacation
- c How you can help your community

●
< > ⋮ ×

**A**



Last month, I joined a weekend volunteer program to clean up our local beach. Every Friday and Saturday, we spent a few hours picking up trash. We started early each morning. The team leaders gave us gloves, trash bags, and special **grabbers** to pick up the trash. Some volunteers were students like me, and others were families or local people. Each weekend, we cleaned the beach and along the **shore**. I couldn't believe how much trash we found. There were bottles, cans, old shoes, and lots of plastic! I felt very proud to be part of the volunteer team, and pleased that we were helping to keep our beach clean.

*Nadia, Egypt*

**B**



Last summer, a group of students from my class volunteered at a community garden. We volunteered three days a week for a month. We looked after the vegetables and fruit trees, and we tidied the garden to keep the plants healthy. It was a hot summer so we watered the garden to keep the **soil** wet. When the vegetables were ready to pick, we put them in boxes and took them to families and old people in the community. I really enjoyed helping people in this way. I learned a lot about gardening and how to grow vegetables without using **harmful** products. I can't wait to visit the garden again next year.

*Ben, United States*

**C**



Last week, I volunteered at a day care center for children where my aunt Mary works. I love children so I was excited. I arrived early in the morning and met the people who work there. First, I helped set up toys and games to play with the children. We built towers with **bricks** and we played in the toy kitchen. Then, we sang some songs and drew colorful pictures. At the end of the day, I read the children a story which they loved. Then, I helped clean up the playroom and I said goodbye. I was very tired, but I felt happy. I learned a lot about child care and I'm going to volunteer there again!

*Maggie, UK*


2 Read the posts again. Write the name of the person who ...

- 1 enjoyed helping people in the community. \_\_\_\_\_
- 2 was surprised by what they found. \_\_\_\_\_
- 3 is going to volunteer there again. \_\_\_\_\_
- 4 worked for a few hours every weekend. \_\_\_\_\_
- 5 volunteered at a place where a relative works. \_\_\_\_\_
- 6 worked with families, students, and local people. \_\_\_\_\_

**3 Match the words in bold in the blog posts with the definitions.**


- 1 the land along the edge of the sea \_\_\_\_\_
- 2 small rectangular blocks used in construction \_\_\_\_\_
- 3 causing a bad effect, injury, or damage \_\_\_\_\_
- 4 a natural material that plants need to grow \_\_\_\_\_
- 5 a device you use to pick up things from the ground \_\_\_\_\_

## Listening

**1**  **Listen to the dialog between Sherif and Magdy about a trip to Alexandria. Number the places in the order you hear them.**


- a the Corniche \_\_\_\_\_
- b the Bibliotheca Alexandrina \_\_\_\_\_
- c the Montazah Gardens \_\_\_\_\_
- d the Citadel of Qaitbay \_\_\_\_\_



**2**  **Listen again. Read the sentences and circle T (true) or F (false).**

- 1 Sherif's family are going to spend a day at the Bibliotheca Alexandrina. **T / F**
- 2 Magdy loves going to the Bibliotheca Alexandrina. **T / F**
- 3 Sherif's uncle is going to drive them to Alexandria. **T / F**
- 4 It will take them two hours to get to Alexandria. **T / F**
- 5 They're going to have a picnic at the Citadel of Qaitby. **T / F**
- 6 On Saturday, they're having dinner at the hotel. **T / F**



**3**  **Listen again and answer the questions.**

- 1 Where are they staying in Alexandria?  
\_\_\_\_\_
- 2 Why are they going in Uncle Youssef's car?  
\_\_\_\_\_
- 3 What else can they see in Montazah Gardens?  
\_\_\_\_\_
- 4 What food is Alexandria famous for?  
\_\_\_\_\_



## Language

**1 Complete the sentences with the missing words. The first letter has been given.**

- 1 I was **s**\_\_\_\_\_ when I got 85% in my exam! I didn't expect it.
- 2 It's important to **t**\_\_\_\_\_ a break when you're studying.
- 3 I'm going to **m**\_\_\_\_\_ some notes before I write my essay.



- 4 Tamer is very **e** \_\_\_\_\_ about going on vacation this summer.  
 5 It's a good idea to **p** \_\_\_\_\_ a presentation before you do it in class.  
 6 Do you feel **n** \_\_\_\_\_ before you have an exam?

**2 Complete the text with the words in the box.**

construction countryside growth facilities population planning

There's a hospital, a swimming pool, and other <sup>1</sup> \_\_\_\_\_ in our town. It has got a <sup>2</sup> \_\_\_\_\_ of 21,000 people and it is in the <sup>3</sup> \_\_\_\_\_ so there are lots of beautiful green spaces. The town is getting bigger and there's a lot of <sup>4</sup> \_\_\_\_\_ happening at the moment. <sup>5</sup> \_\_\_\_\_ will be great for the town but we need good <sup>6</sup> \_\_\_\_\_ so they don't build on all the green spaces.

**3 Write Wh-questions in the present or past tense for these answers.**

- 1 Basel plays football with Tarek and Fares.  
 2 I went to Luxor last summer.  
 3 Dad needs to rest because he's tired.  
 4 They traveled to Aswan by train.  
 5 Amira learned to play chess at school.

**4 Choose the correct relative pronouns.**

- 1 Karim is my friend **which / who** lives with his grandparents.  
 2 That's the park **where / when** we play tennis.  
 3 Mariam is the girl **who / whose** aunt is our doctor.  
 4 It was last summer **where / when** I learned to swim.  
 5 This is the blue scarf **which / who** Amina gave to her mother.  
 6 It is difficult to understand people **that / when** talk too fast.

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

- 1 Rana \_\_\_\_\_ (go) to the park and met her friends.  
 2 Uncle Maged fell asleep while he \_\_\_\_\_ (watch) football.  
 3 We \_\_\_\_\_ (have) dinner when we heard someone outside.  
 4 Fareeda \_\_\_\_\_ (see) Aunt Samira at the bus stop.  
 5 Ashraf \_\_\_\_\_ (read) a book in the library when I saw him.

**6 Choose the correct option to complete the dialog.**

- 1 **A:** <sup>1</sup> Will you go / Are you going to go shopping tomorrow?  
**B:** Yes. <sup>2</sup> I'm meeting / I'll meet Randa at the shopping mall.  
**A:** Can I come too?  
**B:** Sure. <sup>3</sup> I'll text / I'm going to text you when I know what time <sup>4</sup> we'll meet / we met.



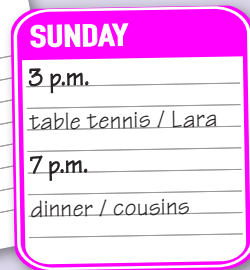
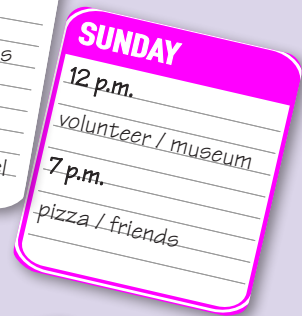
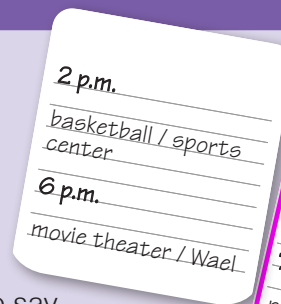
## Speaking

1 In pairs, follow the instructions below.

- 1 Choose a diary card each.
- 2 Read the notes and think about what you want to say.
- 3 Tell your partner about your plans for next weekend.
- 4 Listen to your partner talk about his/her plans for next weekend.
- 5 Think of some more ideas and take turns to share them with your partner.



I'm playing basketball at the sports center at 2 p.m.



## Writing

1 Read Nesma's reflective journal entry and circle T (true) or F (false).

Today, I spent the afternoon with Donia. Donia is my older sister who loves sport. So today, she was teaching me how to play table tennis. I was really excited because it looks fun and I wanted to learn. First, Donia showed me how to hold the bat in my right hand. Then, she showed me how to throw the ball into the air with my left hand and hit it with my bat. At first, I couldn't hit the ball. If I hit the ball, it went into the net. I was really upset but Donia told me to keep trying. She was very kind and she didn't get angry. She kept showing me what to do.

After a while, I actually hit the ball over the net! I was so pleased! I practiced again and I got better. Then Donia said "OK, I'll hit the ball to you and now you hit it back to me." After a while, we were hitting the ball to each other. I missed the ball sometimes but it was fine. In the end, I could play a game. Donia won the game of course but that didn't matter. Today was a great day!

- 1 Nesma felt nervous about learning how to play table tennis. T / F
- 2 Donia showed Nesma how to hit the ball. T / F
- 3 When Nesma couldn't hit the ball, she stopped playing. T / F
- 4 When Nesma practiced, she got better. T / F
- 5 Nesma didn't always hit the ball. T / F
- 6 Nesma and Donia played a game and Nesma won. T / F

2 Write a reflective journal entry about a time when you learned to do something. Who helped you? How did you feel? Write 100–120 words.

UNIT  
**10**

# The online generation

## Unit objectives

- Reading:** Blog posts about screen time; an article about AI; a short story about girls with a disability
- Writing:** A reflective journal about digital habits; Using adjectives to make writing more interesting; Using visual input as a prompt for writing
- Listening:** Instructions for evaluating pros and cons
- Speaking:** Talking about pros and cons
- Language:** Using the zero and first conditionals, including common mistakes

## Think!

How much time do you spend online every day?  
What do you do online?  
Do you ever choose time online over seeing friends or doing an activity?

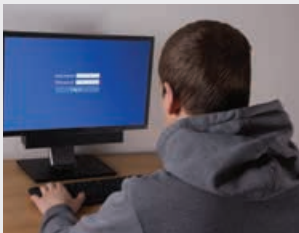
## 1 Spending time online



### Lesson objectives:

- Learn vocabulary for talking about time online, including social media platforms, screen time, and gaming
- Read and understand two blog posts about time spent online and how it can affect us
- Find synonyms and antonyms in two texts

1 Look at the pictures. Read and listen to the words.



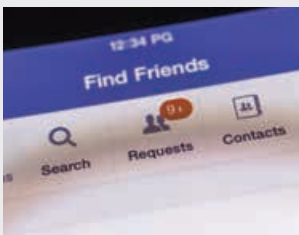
(have) an account



(look at) a screen



private



send friend requests



(change) settings



upload video

2 Complete the sentences with the words from Exercise 1.

- 1 If something is \_\_\_\_\_, you make sure no one else can see it.
- 2 My cousin asked if I \_\_\_\_\_ to upload photos of our holiday.
- 3 My mom says I shouldn't \_\_\_\_\_ at my \_\_\_\_\_ for more than an hour at a time.
- 4 Let's \_\_\_\_\_ Reem a \_\_\_\_\_. She always posts interesting things!
- 5 Can you help me? I'm trying to \_\_\_\_\_ a \_\_\_\_\_ of our basketball win. It won't post!
- 6 I think you need to \_\_\_\_\_ the \_\_\_\_\_, then it will post.

3  Read and listen to the blog posts. Who do you think wrote each one?

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Research shows that some teenagers spend a massive 8.5 hours looking at a screen every day. This huge amount of time doesn't even include the time teenagers look at screens when they do their homework. About 95% of teenagers have cell phones, but this was a tiny 23% in 2011.

My teenage children have their own cell phones with their own accounts. I get a message every time they want to download an app or buy something from a game. I click and then they can do it.

I notice that my children often find it difficult to put their phones down and do something else. I always ask them if they want to come for a walk with me in the afternoon — without their phones — so they can do something else instead. Looking at photos of other people's best moments can make teenagers feel like their normal lives are boring too.



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My dad thinks I spend too much time gaming. He changed the settings on my laptop so that it turns itself off after one hour. I understand that gaming can be bad for you if you can't stop doing it, but that's not what I'm like. I still enjoy going out and playing sports with my friends and I'm not even on social media. Some of my friends spend all their time on social media. They think it's great. Their accounts aren't

private and they're always sending friend requests to people they don't know. That's dangerous because these people could be adults and not teenagers at all.


There are also teenagers I know who spend so much time making and uploading videos where they just look at the camera and make funny faces. I think that's terrible and much worse than playing games where you learn how to do things.

4 Read the blog posts again and answer the questions.

- 1 What two things does the first writer do to help his children?
- 2 What problem does the first writer think that using social media can cause for teenagers?
- 3 How are the second writer's opinion about gaming and his dad's opinion about it different?
- 4 Why does the writer think that what he does is better than what some of his friends do?

5 Read the *Reading skills* box. Write a synonym and an antonym for the adjectives **big** and **bad**.

6 List three things you do when you look at a screen. Write an adjective to describe each thing. Think of a synonym and an antonym for each adjective.

7  Work in pairs. Use your words from Exercise 6 to write sentences about the things you do when you look at a screen. Then read the sentences aloud to your partner. Your partner says an antonym of the adjective you used.



**Finding synonyms and antonyms in different texts**

*Synonyms* are words that have the same meaning as or a similar meaning to another word. *Antonyms* are words that have a different or opposite meaning to another word. When you find synonyms (e.g. big and large) and antonyms (e.g. big and small) in texts, you can practice remembering the words' meanings and make links between words.



**2 The effects of artificial intelligence**



**Lesson objectives:**

- Use the zero conditional to talk about facts and cause and effect
- Read and understand an article about AI and its impact on our daily lives and choices

**1** **Work in pairs. Discuss these questions.**

- 1 What websites or streaming platforms do you use?
- 2 Do they show you things you like to watch or listen to?

**streaming platform:** videos that are sent over the Internet in a continuous way

**Think!**

How often do you use streaming platforms to watch films or TV shows or listen to music on a phone, computer, or television? What do you know about AI (artificial intelligence)?

**2** **Read and listen to the article. Match the words to the definitions.**



- 1 machine learning
- 2 science fiction
- 3 algorithms
- 4 personalize

- a a set of instructions a computer uses to make decisions
- b to make something suitable for a particular person
- c the way computers / machines improve
- d stories about life in the future

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**The future is already here!**

Artificial intelligence (or AI for short) is a type of technology that helps computer systems to do tasks that usually only humans can do, such as making decisions or solving problems. If you use streaming platforms to watch movies or TV shows, you are using AI. The streaming platform uses **algorithms** to "learn" what types of movies or TV shows you like to watch. If you enter data by choosing movies, the algorithms learn what you like from that data. The platform then uses what it learned to **personalize** your homepage on the platform with suggestions for similar movies and TV shows. If you watch a lot of science fiction movies, the streaming platform shows you suggestions for other **science fiction** movies to watch. This is called "**machine learning**" because it's a process where technology learns things and then uses what it learns to help people. The same thing happens with online shopping. If you shop online, AI learns and remembers what you like to buy. Then you see advertisements for similar clothes when you go online or use social media.



In New Zealand, some primary school children are learning about the environment and renewable energy from the world's first AI teacher called "Will". When teachers use technology in the classroom, students are usually more interested in learning. But Will is technology that looks and behaves like a real human. When students see him for the first time, they think he is real! If children ask Will a question, he gives an answer. He can also understand the expressions on students' faces. If students smile at Will, he smiles back. If students don't understand something, Will helps them.

Some people think that AI encourages us to spend more time online because of its suggestions for more things we can watch or listen to. But AI can also make learning fun and make our lives easier. Surely that isn't such a bad thing!

**3** **Read the article again. Circle T (true) or F (false).**

- 1 AI is a type of technology that learns about human behavior. **T / F**
- 2 AI is science fiction. **T / F**
- 3 In New Zealand students are learning from an AI generated teacher. **T / F**
- 4 Will is a real human. **T / F**
- 5 Will can understand when students are happy. **T / F**
- 6 AI technology encourages you to go offline and get outside. **T / F**

4 Read the *Language box* and choose the correct options.

### The zero conditional

We use the zero conditional to talk about facts: when one event always causes another event to happen at the same time. We use the present simple form of the verb in the part of the sentence with *if* (the *if*-clause) and the other part of the sentence.

For example:

*If you <sup>1</sup> use / used streaming platforms to watch movies or TV shows, AI makes life easier for you.*

We also use the zero conditional to show the results of doing something. The action is in the *if* - clause and the result of that action is in the other part of the sentence.

For example:


*If students don't understand something, Will <sup>2</sup> helping / helps them.*

**REMEMBER!**

- Always use the present simple tense in both parts of the sentence. Don't use any other tense.
- Remember to use a comma between the two parts of the sentence if it starts with *if*.

5 Complete the zero conditional sentences with the correct form of the verbs in brackets. Write a comma in the correct place.

- 1 If I \_\_\_\_\_ online too long my eyes \_\_\_\_\_ ! (stay, hurt)
- 2 Plants \_\_\_\_\_ if they \_\_\_\_\_ enough water. (die, not get)
- 3 If it \_\_\_\_\_ a school night I \_\_\_\_\_ to bed early. (be, go)
- 4 My friend Reem \_\_\_\_\_ unhappy if she \_\_\_\_\_ enough time outdoors. (feel, not spend)
- 5 If you \_\_\_\_\_ her on social media you \_\_\_\_\_ all her videos. (find, can see)

6  Work in pairs. Take turns to think of and say different possible endings to these zero conditional sentences.

- If you spend a lot of time looking at a screen, you ...
- If people use streaming platforms, they can ...
- You can waste a lot of time if you ...
- The internet can be very helpful if you use it to ...
- If there is no air, you can't ...
- If you mix ... , you get ...



If you spend a lot of time looking at a screen, you feel really tired.

**3 Evaluating pros and cons**



**Lesson objectives:**

- Use vocabulary for talking about evaluating pros and cons
- Listen to people evaluating pros and cons
- Critical thinking: evaluate the pros and cons of making a specific decision

**1 Work in pairs. Discuss the questions.**

- 1 When was the last time you made a decision about whether or not to do something? What was the decision about?
- 2 How easy or difficult was it to make this decision? Why do you think that was?

**2 Match the words (1–5) to the definitions (a–e).**

- |                         |                                                                                         |
|-------------------------|-----------------------------------------------------------------------------------------|
| 1 evaluate              | a to be more important than something                                                   |
| 2 pros and cons         | b a number which shows how important or good something is                               |
| 3 a value               | c the good and bad aspects of doing something                                           |
| 4 a chart column        | d a drawing that shows information in an organized way on a vertical part of a chart    |
| 5 to outweigh something | e to look at or think about something and use this information to decide what you think |

**3 How do you think you could use a chart of pros and cons to help you make decisions more easily? Make notes on your answer to the question.**

**4 Look at the chart that a dad and his teenage son made when they were evaluating the pros and cons of a decision. What do you think the decision was?**

Pros	Cons
1 It looks very good. _____	4 It's very expensive. _____
2 It's the same as my friends' phones. _____	5 I'll spend more time looking at a screen. _____
3 You can take good photos with it because it has a better camera. _____	6 It would be terrible to break or lose it. _____
Total: _____	Total: _____

**5** Listen to the first part of the conversation between the dad and son who made the chart in Exercise 4 and check your answers.

**6** Listen to the whole conversation. Complete the chart with the information you hear.

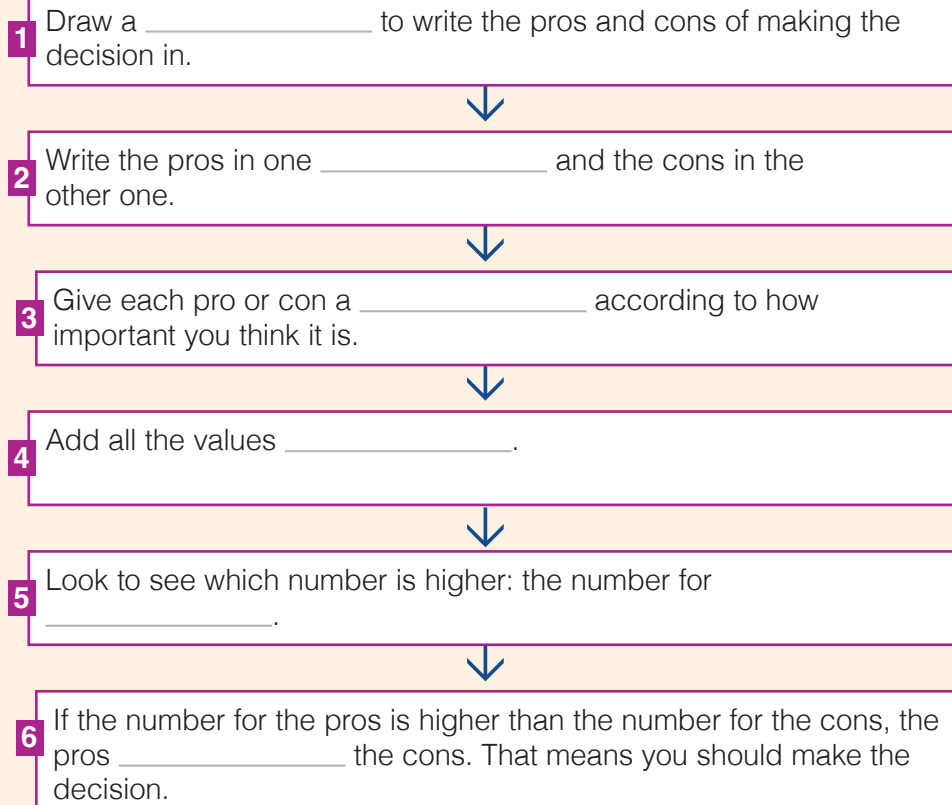




- 7 Complete the flow chart showing how to evaluate pros and cons with the correct words.

chart column outweigh the pros or the cons together value

**How to evaluate pros and cons:**



**Evaluating pros and cons**

We need to use the skill of evaluating pros and cons every time we make a big decision about whether to do something or not. Evaluating the pros and cons before we make a decision is important because it helps us to focus on the possible effects of taking the action we're thinking about taking. We don't only need to think about what the pros and cons are, we also need to think about how important those pros and cons are. For example, there could be a lot of pros to doing something and not many cons, but the pros might be unimportant and the cons could be very important. In that situation, we shouldn't make the decision.

**TASK**

**Work in groups.**

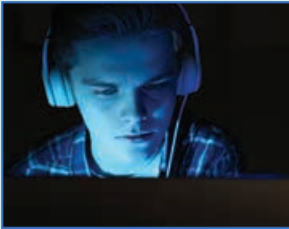
- 1 Think of something in the digital world that you would like to do, for example, starting an account that shares interesting videos for teenagers. Evaluate the pros and cons of the decision to do the thing that you've chosen. Follow the steps in the flow chart.
- 2 Present the chart that your group made to the class. Use it to explain the decision you made. Talk about how easy or difficult it was to make the decision and how the chart helped you to do this.



**Lesson objectives:**

- Understand what happens in teen brains
- Summarize the main points in an article
- Use the zero and first conditionals correctly

- 1** Habits are things people do often and regularly. Some habits are good and some are bad. Work in pairs. Look at the photos and think of some examples of good habits and some examples of bad habits.



- 2** You're going to listen to an interview with an expert about teenagers' brains. Do you think she will say that using the internet a lot has a negative or a positive effect on teenagers' brains? Explain your answer.

- 3** Listen to the interview. Check your answer from Exercise 2.



- 4** Read the *Listening skills* box. Then work in groups of three. Listen to the interview again and do the following:



**Student A:** Make notes on what it means to be addicted to something.

**Student B:** Make notes on the effects that being addicted to the internet can have on teenagers.

**Student C:** Make notes on what can help teenagers if they're addicted to the internet.



**Listening skills: Summarizing information you hear**

When you summarize what you hear, you say or write a much shorter version of it. In your version, you need to include the most important information you heard. Listen for the ideas speakers say first, say more than once or say a little more loudly than other ideas, and make notes on those in your own words. Finally, use your notes to write sentences.

- 5** In your groups, take turns to present the points you made notes on to the rest of the group. Make notes on what the other students in your group tell you.

- 6** Use your notes from Exercises 4 and 5 to write a summary of what you heard in the interview.

7 Read the *Language box* and choose the correct options.



## The zero and first conditionals

- In the interview, the expert used the **zero conditional** for a **fact**:  
*If you <sup>1</sup> will addict / are addicted to something, your brain releases chemicals that make you feel happy when you do it.*
- The expert also used the zero conditional to show **cause and effect**:  
*If you're not sleeping enough or eating healthy food, that also <sup>2</sup> will have / has a bad effect on your health and well-being.*
- Then the expert used the **first conditional** to describe the future effects that a specific change in the present will have on teenagers. To form the first conditional, you use: *If + present simple, will (not) + base verb.*  
*If teenagers who are addicted to the internet use their devices less often, their sleep and health <sup>3</sup> will improve / improve.*  
*If you only <sup>4</sup> will spend / spend one or two hours online a day, you'll slowly become less addicted to the internet.*

### REMEMBER!

- **Don't** use *if* and *will* in the same part of a first conditional sentence:  
e.g.: *If I will study...*
- The part of the sentence with *if* can be the first or the second part of the sentence.
- Remember to use a comma between the two parts of a first conditional sentence when it starts with *if*.

8 Read the sentences and write **0** next to the zero conditional sentences and **1** next to the first conditional sentences.

- 1 If they want our help, we'll help them. \_\_\_\_\_
- 2 If you spend too much time in the sun, you get sunburn. \_\_\_\_\_
- 3 If you want to make tea, you need hot water. \_\_\_\_\_
- 4 If you forget your notebook again, your teacher won't be very happy. \_\_\_\_\_
- 5 We won't get there in time if we don't leave right now. \_\_\_\_\_
- 6 If you take a lot of photos, you can look back at them to remember the day. \_\_\_\_\_

9 Use the words and the information to write zero conditional and first conditional sentences.

- 1 fact: computers / get hot / use them for a long time
- 2 cause and effect: you / not sleep enough / feel tired
- 3 future effects: you / not drink enough / have a headache later
- 4 future effects: we / do our homework well / get a good grade
- 5 fact: you post photos on social media / people can see them
- 6 cause and effect: you / feel bored / go outside and do something with your friends to feel better

10 Work in pairs. Take turns to tell your partner about your eating, sleeping, and internet habits and make suggestions for how your partner could improve their habits with first conditional sentences.



**Lesson objectives:**

- Read and understand a short story about girls with disabilities
- Summarize a story concisely

**1** **Work in pairs. Look at the photos and discuss the questions.**

- 1 What are Paralympic sports?
- 2 Why do some people use a wheelchair?
- 3 Who can play wheelchair tennis?

**2** **Read and listen to the story. Check your answers to Exercise 1.**



## Meeting Rana



Today, I watched a Paralympics sports **event**. These are sports for people with a **disability**. There was the **final** of the wheelchair tennis and an Egyptian girl won. She was so fast!

The next day, I was very surprised because I saw the tennis player in the wheelchair. I was with some friends in a café and she was at the next table.

"I watched you win your tennis game yesterday," I said to her. "What an achievement! You were amazing."

"Thank you," said Rana. She looked at me and said, "Do you play tennis, too?"

"No!" I laughed, because I, too, used a wheelchair. I couldn't walk after I had a **sickness** when I was a child.

"Don't laugh!" said Rana. "You can play tennis like me, if you want. I can help you."

Then, Rana told me her story. She was always good at sports, and she was very good at tennis. "Don't play tennis against Rana!" her older sister Malak always said. "If I play her, I lose every time! She's so good."

Rana liked to play tennis after school and on the weekends. "I think she'll play at Wimbledon one day!" said her father. "Or perhaps she'll join the Egyptian Olympic Team!" said her mother.

One day, something **terrible** happened. Rana was crossing the road when a car hit her. She had to go to hospital for many weeks.

"I'm sorry, but you won't walk again, Rana," said the doctor. "You'll have to use a wheelchair."

Rana was very sad. It took her a long time to understand that she although could not walk, she could do many things. Her father told her about wheelchair tennis, and soon she was playing the sport every week. A year later, she joined the Paralympic tennis team and now she was a champion. And that was when I saw her.

"If you want to play tennis, don't let your wheelchair stop you," Rana said.

Now, I'm playing wheelchair tennis every week too. Perhaps one day, I'll join a Paralympic tennis team, like Rana!





3 Match the words in bold in the story (1-5) to their definitions (a-e).

- |              |                                                                                     |
|--------------|-------------------------------------------------------------------------------------|
| 1 disability | a very bad                                                                          |
| 2 event      | b something that makes it difficult for someone to do things the way most people do |
| 3 final      | c something that happens or takes place                                             |
| 4 sickness   | d the last game in a competition, which decides the winner                          |
| 5 terrible   | e a disease or unhealthy condition                                                  |

4 Read the story again and answer the questions.

- 1 Where did the writer meet Rana?
- 2 Why do you think the writer laughed?
- 3 When did Rana start to play wheelchair tennis?
- 4 What did the writer learn from Rana?



5 Read the *Reading skills* box and then read the story again. What information should you put in a summary of the story? Circle all the important information. Work in pairs. Did you circle the same information?

6 Use your work in Exercise 5 to write a concise summary of the story. Write about 50 words.



### Writing a concise summary

When you write a summary, decide on the important information. Stories often include speech, details, and information that is not important to understand the story. You do not need to include these in your summary.



## BOOK CLUB

Discuss the questions in pairs or groups.

- How did reading the story make you feel?
- What did you learn from this story about overcoming difficulties?
- What do you do if you have a problem or difficulty?



**Lesson objectives:**

- Use *too* and *(not) enough*
- Write a reflective journal about digital habits

**1** **Work in pairs. Look at the photograph. Do you think it shows a good or a bad example of a digital habit? Explain your answer.**

**2** **Read and listen to Amany's reflective journal entry about her digital habits. What does Amany think about the digital habit in the photograph?**



*This week at school, we're talking about digital habits. I thought about how, when, and how often I use digital technology and I realized that my digital habits are quite good.*

*For example, I never watch videos or look at my phone for too long in the evening. I usually read a book in the hour before I go to bed instead to give my eyes a rest from looking at a screen.*

*I also don't spend too much time looking at a screen during the day either. It's usually 1.5 hours a day. That's enough time to reply to messages from friends when I relax after school, but it isn't too much time.*

*I have one bad digital habit though. I sometimes look at other people's photos on social media and compare myself to them. I know that you only see the highlights on people's social media profiles, but sometimes looking at these profiles makes me feel like I'm not good enough. I'm going to stop looking at other people's profiles and comparing myself to them from now on.*



**3** **Answer the questions about the journal entry.**

- 1 What does Amany not spend too much time doing?
- 2 What does she think she spends too much time doing and shouldn't do at all?

**4** **Look at the photo again. Make notes on your answers to these questions. Then compare your notes with a partner:**

- 1 **What:** What activity is the girl doing in the photo?
- 2 **When:** What time of day do you think it is?
- 3 **Where:** Where is the girl right now?
- 4 **How:** How do you think the girl feels? How do you feel when you look at the photo?

- 5 Read the *Writing tip* and then think about what you would look like in a photo of you using your phone or computer, or playing video games. Make notes on your good digital habits, your bad digital habits, and how you could improve your digital habits.

 **Using visual input as a prompt for writing**

When you write reflective journal entries, you often need to think back to what you did, where you were, or how you felt in the past. Looking at photos of you or photos of things you saw or did can help you to connect with those past activities, places, and feelings. This makes it easier for you to write about them. If you can't look at photos when you're getting ready to write a reflective journal entry, think hard and try to bring helpful images to your mind instead.

- 6 Write a reflective journal entry about your digital habits. Use your notes from Exercise 5 and the expressions in the *Useful language* box. Write 100–120 words.

- 7 Read your journal entry and answer the questions about it. If your answer is 'no', change something in your entry.

- a Did you describe your good and bad digital habits? yes no
- b Did you explain how you could improve your digital habits? yes no
- c Did you bring helpful images to your mind when you were planning your text? yes no
- d Did you have correct spelling and punctuation? yes no



**Useful language**

I realized that ...  
 I usually / sometimes / never ...  
 I spend / don't spend (a lot of) time verb *-ing*  
 This makes me feel ...  
 I'm going to stop / change / do ... less / more often

**Self-Assessment**

**Check your progress**

- use vocabulary for online activities.
- use the zero conditional.
- understand how to evaluate pros and cons.
- use the first conditional.
- use *too* and *enough* in a reflective journal entry

I can do this

I need more practice

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



# Clean transportation

## Unit objectives

- Reading:** A text about clean transportation; a summary of *Around the World in Eighty Days*
- Writing:** Tips about using clean transportation
- Listening:** Announcements at train and bus stations
- Speaking:** Giving directions
- Language:** The present simple for timetables; prepositions of time, place, and movement

## 1 How does clean transportation work?



### Lesson objectives:

- Learn vocabulary for talking about clean transportation
- Read and understand a text about different types of clean transportation
- Scan the text for specific details
- Give your opinion about clean transportation

### 1 Look at the pictures. Read and listen to the words.



a electric vehicle



b charging station



c clean fuel



d carpool



e carbon emissions



f bike lane

### 2 Match the words from Exercise 1 with their meanings.


- 1 when you travel in someone else's car or take someone with you in your car
- 2 an area on the side of the road that's only for people riding bikes
- 3 a car that gets all or most of its power from electricity
- 4 something you put in your car to give it power that doesn't damage the environment very much
- 5 a place or piece of equipment for giving electric motors in cars more power
- 6 dangerous gases that cars make when they burn fuel



### Different forms of adjectives

We usually use adjectives like *clean* or *electric*, to describe nouns, but sometimes we can also use a noun, like *bike*, to describe another noun, as you can see in *bike lane*. Sometimes we add *-ing* to a verb to make an adjective, like *charge* (verb) → *charging* (adjective).



3  Read and listen to the text about clean transportation. Match the sub-headings (a–d) with the correct paragraphs (1–4).




- a What if I can't buy a new car?      b The solution  
c The problem                              d Does this mean I can't drive a car?

## Clean transportation



- 1  Driving cars is very bad for the environment. About 23% of all the world's carbon emissions come from cars. Vehicles that aren't electric and don't use clean fuel damage the environment and cause health problems.
- 2  Use as much clean transportation as possible. Clean transportation is anything you use to get around that produces less carbon emissions than normal cars.
- 3  You can still do that, but your vehicle needs to be either electric or use clean fuel. Electric vehicles are cars that you connect to the electricity supply at a charging station and that gives the car the power it needs to move. Using electricity means that no dangerous carbon emissions come out of the car when you drive it. By 2030, there will be so many electric vehicles that we will use much less oil every day than we do now.
- 4  You can still use clean transportation. Find out if you can travel by train, bus, or bike instead of by car and do that if you can. More and more towns and cities now have bike lanes to make it easier for people to ride their bikes. If you really need to travel by car, try carpooling. Find a friend or relative who wants to go to the same place as you and ask if you can drive there with them. Carpooling can reduce the number of cars on the roads by about 20%, which help lower carbon emissions.

4  Read and listen to the text again. Write the number of the paragraph (1–4) that gives you the answer to each question.




- 1 What is clean transportation? \_\_\_\_\_
- 2 What do you do when you need more power for your electric vehicle? \_\_\_\_\_
- 3 What does carpooling help to reduce? \_\_\_\_\_

5 Read the questions and write the number of the paragraph (1-4) where you think the answer to each question is.

- 1 How much of the world's carbon emissions come from cars? \_\_\_\_\_
- 2 By how much can carpooling reduce carbon emissions? \_\_\_\_\_
- 3 What will be much less by 2030? \_\_\_\_\_

6 Read the *Reading skills* box. Then scan the text to find the answers to the questions in Exercise 5.

7  Work in pairs. Read the questions and discuss your ideas.

- 1 Which types of clean transportation do you already use?
- 2 Which types of clean transportation do you think you will use in the future?
- 3 Why do you think some people don't use clean transportation?



### Scanning texts for specific information

When you scan a text for specific information, you move your eyes over it quickly until you find the information that you need. You can do this faster when you know what information is in each part of a text. Then you can just go to and scan the part of the text where you think the specific information you need will be. Look for words which are connected to the specific information you need in that part of the text and this will help you to find it.

**2 The next bus ...**



**Lesson objectives:**

- Listen to and understand announcements at train and bus stations
- Use the present simple for timetables



**1** **Work in pairs. Discuss the questions**

- 1 How often do you travel by train or bus? Where do you travel to?
- 2 When you want to travel by train or bus, what information do you need to know?

**2** **Read the information about four journeys by bus or train. Write the numbers for the journeys with the statements.**

- a** This is the shortest bus journey.       **b** This train journey only has one stop.   
**c** This is a journey from an airport.       **d** This is a journey on a night train.

1 Cairo → Aswan train  
Cairo, 19:35 →  
Luxor 06:35 → Aswan  
09:45  
Platform 7

2 Bus from Sohag to  
Akhmim 6 a.m., 6:30  
a.m., and then every  
hour until 5:30 p.m.  
Sohag bus station,  
platform 2  
Journey time:  
15 minutes

3 Hurghada airport to  
Marsa Alam bus  
5:10 a.m., 6:10 a.m.,  
7:30 a.m., 9:00 a.m., and  
11:15 a.m.  
Journey time: 4 hours, 10  
minutes  
Bus stop: 1A

4 Alexandria → Cairo  
train  
Alexandria 11 a.m. →  
Cairo 1 p.m.  
Alexandria 12 p.m. →  
Cairo 2 p.m.  
Alexandria 1 p.m. →  
Cairo 3 p.m.  
Platform 2

**3** **Listen to announcements at train and bus stations about the four journeys in Exercise 2. Check the journey where there is no change the information in Exercise 2.**



**4** **Listen to the announcements again. Complete the sentences with the words in the box.**

arrives doesn't leave leaves takes



- 1 This train \_\_\_\_\_ at 7:35 p.m.
- 2 The 6:30 bus \_\_\_\_\_ in Akhmim at 6:55 p.m.
- 3 The bus \_\_\_\_\_ from the bus stop 1A now.
- 4 This train is the express service and it \_\_\_\_\_ two hours.

5 Read the *Language box*. Choose the correct options.

### Present simple for timetables

We can use the present simple tense for events in the future when those events are facts because there is a clear timetable for them to happen in the future.


For example, when a train leaves the station at 9 a.m. every day because that's in a timetable and it's now 8:45 a.m., we say: *The train <sup>1</sup>is leaving / leaves at 9 a.m.*

When we want to say that something isn't in a timetable, we use the negative form of the present simple, for example: *The bus <sup>2</sup>doesn't / don't leave from platform 2.*

If you want to ask a question about a future event that's in a timetable, you use a present simple question, for example: *<sup>3</sup>Does / Is the bus to Luxor stop here? or When <sup>4</sup>do / does the train arrive in Cairo?*

6 Complete the sentences about timetables with the correct form of the verb in brackets.


- This bus \_\_\_\_\_ (take) about 20 minutes to get to Safaga.
- The train to Aswan \_\_\_\_\_ (not leave) from this platform.
- What time \_\_\_\_\_ the next train (stop) in Luxor?
- The next train to Alexandria \_\_\_\_\_ (leave) at 14:20.
- When \_\_\_\_\_ that bus \_\_\_\_\_ (arrive)?
- This train \_\_\_\_\_ (get) to Cairo at 1:30.

7  Work in pairs. Look at the bus timetable from Kenya, a country in East Africa. Is it similar to the timetables you have in Egypt?

8 Read the timetable and answer the questions.

- It's 8:00 now. When does the next bus from Nairobi to Nakuru leave?
- Which platform does the 11:00 bus to Nakuru leave from?
- When does the 13:00 bus from Nairobi arrive in Nakuru?
- When does the last bus from Nairobi to Nakuru arrive?

		Platform 2	Platform 1	Platform 2	Platform 3	Platform 1	Platform 2
Departure:	Nairobi	8:30	11:00	13:00	15:00	17:30	20:25
First stop:	Lake Oloidon	10:00	12:30	14:30	16:30	19:00	21:55
Desination:	Nakuru	10:50	13:20	15:20	17:20	19:50	22:45

9  Work in new pairs. Ask and answer more questions about the bus timetable.



When does the ... arrive?

Which platform does the ... leave from?



**3 Giving directions**



**Lesson objectives:**

- Use expressions for giving directions
- Listen to people asking for and giving directions
- Cooperation: be able how to give directions effectively

**1** **Work in pairs to discuss the questions.**

- 1 When you give directions, what do you do?
- 2 When was the last time you gave someone directions? Where did the person need to go and how did you explain this to them?



**2** **Read and listen to the definitions of expressions you use when you give directions. Then answer the question.**



<b>across the street</b>	on the other side of the street
<b>straight ahead</b>	in one direction – no left or right
<b>keep going</b>	continue walking or driving one way
<b>cross the road</b>	walk from one side of the road to the other
<b>take the first right/left</b>	to turn right / left the next time there is a street on your right / left

What do you think you need to do when you give directions to tourists? Think about how you speak, the words and expressions you use, and what you do with your hands.

**3** **Listen to three conversations where people ask for and give directions. Match the conversations (1–3) with the sentences (a–c).**



**Conversation 1**     **a** After that, keep going straight ahead for about 300 meters and you'll see the museum in front of you.

**Conversation 2**     **b** Cross the road and have a look over there.


**Conversation 3**     **c** Take a left, then walk along the road and go right after that.

**4** **Listen to the conversations again. Rank the conversations from 1 (the most clear) to 3 (the least clear) according to how well you think the speakers give directions.**



- 1 Conversation 1: \_\_\_\_\_
- 2 Conversation 2: \_\_\_\_\_
- 3 Conversation 3: \_\_\_\_\_



- 5  Work in pairs. Use the expressions in the box to help you explain why you think your "number 1" conversation is the best.

The speaker speaks / doesn't speak ...

... slowly / quickly / clearly / loudly enough / quietly

The speaker is ...

... polite / friendly / helpful

The speaker ...

... makes the order of the directions clear.

... gives specific information.

... says important information more loudly and clearly.




- 6 Read the *Life skills* box. Then choose the correct options to complete the checklist for giving directions.

- Speak <sup>1</sup> **slowly / quickly**.
- Say the words and expressions you use <sup>2</sup> **quietly / clearly**.
- Remember <sup>3</sup> **it's important / it isn't important** to be polite.
- <sup>4</sup> **Say / Don't say** the most important words more loudly than other words.
- Make the <sup>5</sup> **order / importance** of the directions clear by stopping between them and using linking words like 'then' and 'after that'.
- <sup>6</sup> **Try / Don't try** to be specific and mention places that the person will see on the way.
- Use specific words to say where exactly places are, for example, <sup>7</sup> **in front of you / somewhere near you**.



### Giving directions effectively

We often need to use the skill of asking for and giving directions in our daily lives. Even today when so many people have smartphones, it isn't always easy to find the way to places, especially for tourists. When you give directions, make sure that your directions are clear and easy to understand. Make it clear exactly where the person asking for directions needs to go, and what order they need to do things in. Specific information will be more helpful than general information and it's always a good idea to be polite to people who ask you for directions too.

- 7  Work in pairs. Decide who is Student A and Student B.

### TASK

- 1 Choose a place in your town or city that you both know, for example, a market, a park, or a bus station.
- 2 Student A asks Student B for directions from the place you chose to another place in your town or city that's at least 1 kilometer away.
- 3 Draw the way that your partner tells you to go in your notebook. Afterwards, check that your partner told you the correct way and tell your partner how well they did at giving directions. Use the checklist in Exercise 6.
- 4 Change roles so Student B asks Student A for directions.



**Lesson objectives:**

- Read a news report about a city in Cairo
- Use prepositions of time, place, and movement

- 1** **Work in pairs. Discuss what you think makes a city a "green city". Use the words in the box.**

energy water  
resources food resources  
transportation farms  
green spaces



- 2** **Read and listen to the text. Complete the fact file.**



**Fact file**

**People started planning green cities in the**

1) \_\_\_\_\_

**Typical size of a city:**

2) \_\_\_\_\_ kilometers

**Driving in the cities:**

3) Only on the \_\_\_\_\_ road

**Bike lanes and running paths:**

4) Up to \_\_\_\_\_ kilometers long

**Green spaces include:**

5) \_\_\_\_\_ gardens

**Typical number of homes:**

6) \_\_\_\_\_

**Typical number of people:**

7) \_\_\_\_\_

**People in the city will make their own** 8) \_\_\_\_\_.

**New Egyptian cities for the future**

People started planning green cities for the future in Egypt in the 2010s. Today, there are many plans to build new green cities in Egypt. In fact, we call these new places cities, but most of them are small places with an area of about 580 kilometers, for example. This means that they're more like villages than big cities like Cairo. The planners want these new cities to be small because that makes it easier for people to travel around them without driving cars.

The streets of these new cities will be quiet and clean. No cars can go into the center of the cities, so you won't hear any noise from cars or breathe any dirty air. People can only drive their cars on the ring road that goes all around each city. Nobody can drive through the city. There will be charging stations at different places along the road for people to charge their electric vehicles. The cities will also have bike lanes and running paths, which will be up to 12 kilometers long, so that people can do exercise or travel around without producing any carbon emissions.

The new green cities will also have many green spaces with grass, trees, and plants. Some of these green spaces will be community gardens. In a community garden, everyone in the city is welcome to come in, enjoy themselves, and grow things.

What will be extra special about these new cities is that the people and buildings in each city will only use green energy generated in that city. Each city will produce enough energy for up to 10,000 homes and around 35,000 people will be able to live in one of these green cities. Of course, there will be schools, hospitals, sports centers, and other facilities that people need, too.

The cities are also special because the people who live there will put new trees into the ground when they cut trees down. They will also make all their own food by growing fruit and vegetables in the city and keeping farm animals there. When a city only uses the green energy it makes, and the people in the city grow all their own food, we say that the city is "climate positive". This means that it isn't doing anything to damage the Earth.





3 Read and listen to the text again. Check the three things that make green cities different from other cities.

- a They have homes for millions of people.
- b They don't need food from other places.
- c They have schools, hospitals, and sports centers.
- d They make sure they replace trees which are cut down.
- e They don't need any energy from other places.


4 Work in pairs. Think about the place where you live. How is it different to the green cities of the future and how is it similar? Make notes.

5 Read the *Language box* and choose the correct options.



### Prepositions of time, place, and movement

**Prepositions** are short words that we use before times and places or after verbs for movement. You need to use the correct preposition for the time, place, or movement you want to say or write.

#### Prepositions of time

in the 2010s  
 in 2022  
<sup>1</sup> **in / on** January  
 on Tuesday  
<sup>2</sup> **on / at** 2 o'clock

#### Prepositions of place

in Egypt  
<sup>3</sup> **on / in** the city  
 in a home  
 on a ring road  
<sup>4</sup> **at / on** a sports center  
 along the road

#### Prepositions of movement

go <sup>5</sup> **into / in** the center  
 drive <sup>6</sup> **through / over** the city  
 put into the ground

6 Complete the sentences with the correct prepositions from the box.

along    in    into    on    through

- 1 We will finish building the city \_\_\_\_\_ 2028.
- 2 We're going \_\_\_\_\_ the tunnel now. Everything will go dark.
- 3 There are lots of shops \_\_\_\_\_ this road.
- 4 I just saw Bassem dive \_\_\_\_\_ the pool.
- 5 When you drive \_\_\_\_\_ the ring road, you will see a lot of charging stations.

7 Work in pairs. Choose a picture and make a sentence using a preposition. Guess which picture your partner is describing. Your partner guesses which picture your sentence is about.







**Lesson objectives:**

- Read and understand an excerpt from a novel about travel
- Summarize a story

## Around the World in Eighty Days

**1** **Work in pairs and discuss.**

- 1 Would you like to travel all around the world?
- 2 What do you think would be the good or bad things about making a long journey?

**2** **Look at the picture from the novel *Around the World in Eighty Days*. You can see the two main characters: Phileas Fogg shaking hands and Passepartout, his assistant, behind him.**

- 1 In what century do you think the journey in the novel happens?
- 2 How did people travel at that time?
- 3 What different types of transportation do you think were most common then?

**3** **Read and listen to an excerpt from *Around the World in Eighty Days*. What was the problem? What was the solution?**



### Think!

You are going to read an *excerpt* from a novel. An *excerpt* is a short piece of a story. The excerpt below is taken from Jules Verne's novel *Around the World in Eighty Days*. Can you remember where you saw an excerpt before in this book? What was the title of the story?



### CHAPTER 9



The next day, Aouda saw Colonel Stamp Proctor on the train. She was afraid that he might be angry with Phileas Fogg if they met because of the fight that the two men had in San Francisco. She told Fix and Passepartout. They knew they must stop Fogg and Colonel Proctor from meeting. Fix asked Phileas Fogg to play a game of chess. He agreed and soon Fogg and Fix were playing chess all day.

**Suddenly**, the train stopped. There were no stations nearby and at first no one knew why.

"It's the bridge at Medicine Bow a mile up the **railway line**," the train driver said. "It's not strong enough to take this train."

He said that the **passengers** could walk to Medicine Bow. This was a six-hour walk. The passengers were not happy.

At last the train driver decided to try to **cross** the bridge. "If I drive the train as fast as possible, perhaps we will cross the bridge safely," he said.

The passengers were very excited and they agreed to his plan. Passepartout was worried. He said that the passengers should get off the train before it tried to cross the bridge, but no one listened to the Frenchman.

The train went very fast over the bridge. When they crossed it safely, all the passengers **cheered**. When they looked back, they saw the bridge falling into the river behind them.



**4 Match the words (1–5) with the definitions (a–e).**

- |                    |                                                                    |
|--------------------|--------------------------------------------------------------------|
| 1 suddenly         | <b>a</b> to shout with happiness                                   |
| 2 railway line     | <b>b</b> a person who is traveling on a bus, train, ship, or plane |
| 3 passenger        | <b>c</b> something that happens quickly or isn't expected          |
| 4 cross (a bridge) | <b>d</b> to travel from one side to another                        |
| 5 to cheer         | <b>e</b> two metal lines that a train travels on                   |

**5  Read and listen to the excerpt again. Answer the questions.**



- 1 What activity does Fix ask Phileas Fogg to do to stop him meeting Colonel Proctor?  
\_\_\_\_\_
- 2 Why does the train suddenly stop?  
\_\_\_\_\_
- 3 What did the passengers not want to do?  
\_\_\_\_\_
- 4 What does the train driver decide to do to cross the bridge safely?  
\_\_\_\_\_
- 5 What happened to the bridge after they crossed?  
\_\_\_\_\_

**6 Summarize the story. Follow the steps.**

- 1 Read the excerpt again and make notes on the most important events.  
\_\_\_\_\_
- 2 Use your notes to write a shorter version of the excerpt in your own words.  
\_\_\_\_\_



## BOOK CLUB

Discuss the questions in pairs or small groups

- Do you ever try to stop your friends from doing things you think they shouldn't do?
- Imagine you were on the train with Phileas Fogg and Passepartout. How would you feel?
- Would you take a risk like the train driver and go across the bridge quickly to get to the other side?
- Choose the character you would prefer to travel with: Phileas Fogg, Passepartout, or Fix. Explain why.



**Lesson objectives:**

- Use pronouns to avoid repetition
- Write a tips text about using clean transportation

- 1 **Work in pairs.**  
Look at the pictures.  
What do you think  
the young people  
want to change?



- 2 **Read and listen to the tips text.** Make notes on the things the writer wants more or less of in your notebook.

**Tips for reducing carbon emissions from transportation**

- 1) Electric vehicles are better for the environment than cars that use dirty fuel, but we need more charging stations in our town so it's easier for people to use them. At the moment, we only have one charging station and it isn't in the town center. The town should have ten charging stations.
- 2) Traveling by bike is good for the environment, but it can be dangerous on the busy roads in our town. The town should have bike lanes on Rankin Street and School Road. When people feel safe enough to ride their bikes, they won't drive their cars so often.
- 3) The town council should help people to organize carpooling. It could create a page on its website for people to share information about when they have a free seat in their car for a journey. More carpooling means fewer cars.

- 3 **Read the tips text. Then draw a line from the underlined pronouns back to the thing(s), person, or people they refer to.**

- 1 ... we need more charging stations in our town so it's easier for people to use them.
- 2 At the moment, we only have one charging station and it isn't in the town center.
- 3 Traveling by bike is good for the environment, but it can be dangerous on the busy roads in our town.
- 4 The town council should help people to organize carpooling. It could create a page on its website ...



**Using pronouns to avoid repetition**

Subject pronouns are words you can use instead of nouns that refer to people or things that you have already mentioned earlier in the sentence or in the sentence before. Subject pronouns include: *I, he, she, it, they, and we.*

After using the proper noun in a sentence, you can then use a pronoun instead of it when you mention it again in that sentence or at the start of the next sentence. This makes your writing more interesting to read because you aren't repeating words when you don't need to. For example: *Mazen's dad drives an electric car. He prefers it.*

- 4 Think about how your town or city could reduce carbon emissions by making changes to the transportation people use. Make notes on what your town needs more and less of.

More	Less

- 5 Write a tips text about how to make transportation cleaner in your town or city. Use your notes from Exercise 4 and the expressions in the *Useful language* box. Write 100–120 words.

- 6 Read your tips text and answer the questions. If your answer is 'no', change something in your text.

- A Did you give three tips on how to make transportation cleaner in your town or city? **yes no**
- a Did you describe what your town needs more of and less of? **yes no**
- b Did you use pronouns in your sentences to avoid repeating words? **yes no**
- c Did you have correct spelling and punctuation? **yes no**

### Useful language

At the moment, we have ...  
 We need (more or less) ...  
 The town needs ...  
 The town should have ...  
 The town council should ...,  
 It could ...

## Self-Assessment

### Check your progress

- use vocabulary for clean transportation.
- use the present simple for timetables.
- understand how to ask for and give directions.
- use prepositions of time, place, and movement.
- use pronouns to avoid repetition in a tips text.

I can do this






I need more practice







# Sustainable tourism

## Unit objectives

**Reading:** Online reviews about vacations; An article about tourism and the planet; A report about rural homestays; A story about an unusual vacation

**Writing:** Sustainability tips for tourists visiting your region

**Listening:** A description of a young person's staycation

**Speaking:** Discussing ways to make tourism better for the planet

**Language:** Verbs followed by gerund or *to* + infinitive form with different meanings

## Think!

What activities can you do on vacation? What kind of places do you like visiting?

## 1 What do tourists think?



### Lesson objectives:

- Read and understand online reviews about tourists' vacations in Egypt
- Learn vocabulary for talking about vacations
- Identify writers' feelings and opinions

**1** Look at the photos and words. Write the correct number for each definition.



airline



staycation



resort



guide



tour



shuttlebus

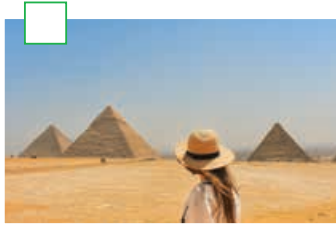
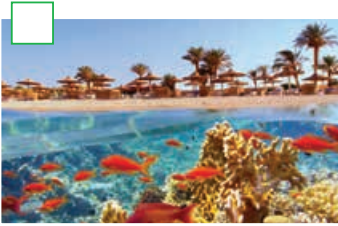
- a** a person who gives information to visitors
- b** a vehicle which takes tourists from the place they're staying in to the place they're visiting
- c** a business which organizes flights to many places
- d** a vacation which you have close to the place where you live
- e** a trip where you visit places of interest
- f** a place where people stay and spend time on vacation

**2** Listen and check.





3 Read and listen to the reviews. Match the places to the reviews.



**A** Beautiful beach resort ★★★★★

We visited Hurghada last year and we stayed in a fantastic resort on the beach. The sea was clear and warm, and we went swimming every day. We saw lots of beautiful fish! It was our first time there and everybody loved it, although my little brother didn't like some of the food. We really want to go again! The only problem is that I don't think the airline is going there next year, so we will have to fly with a different one.

**B** Amazing staycation ★★★★★

I live in Galala City, and it's beautiful! Last year we didn't want to go away, so we had a staycation! We went on a walking tour and saw the historical sites. We saw the water parks and the boats, as well as new cable car. It has views over the mountains and the Red Sea. I feel that I learned lots of things about my city that I didn't know before!

**C** Taxi to the Pyramids ★★★★★

Last year we visited the Pyramids in Giza. A guide told us lots of fascinating things about when they were built and why, and what things were inside them. The only problem was the shuttlebus from the hotel. It was busy and we couldn't get on it! We took a taxi instead, which was quick and easy, so it wasn't a problem! It was an amazing experience.

4 Read and listen to the reviews again. Choose the correct words to complete the sentences.



- 1 **Most / All** of the people enjoyed the food in Hurghada.
- 2 The person on the staycation **did / didn't** find out new information.
- 3 They visited the Pyramids by **shuttlebus / taxi**.

5 Do the sentences express an opinion? Circle **Yes** or **No**.

- a The sea was clear and warm. Yes / No
- b There weren't many interesting things to see in Galala City. Yes / No
- c The guide at the Pyramids was really interesting. Yes / No

6 Work in pairs. Think about a place you have visited. Tell your partner your feelings and opinions about it. Would you give it a good review? Why / Why not?



### Identifying writers' feelings and opinions

A review gives a person's opinion about a place, a book, a restaurant, and many other things. You can understand their opinion by looking for:

- adjectives: do they use lots of positive or negative adjectives? Are they strong (*fantastic, amazing, terrible*) or normal (*good, nice, bad*)?
- Do they use phrases to present a change of ideas? For example, is something positive followed by *however, although, on the other hand ...*?
- Do they use certain verbs to introduce statements, e.g. *I think ..., I feel ..., I found that ...*?

# UNIT 12

## 2 Staycations



### Lesson objectives:

- Listen and understand a monolog about a staycation in Egypt
- Use common verbs followed by gerund or to infinitive

- 1 Have you ever had a staycation? Would you like to try one? What places near you would you like to visit?

historical sites places in the natural world shopping malls museums cities

- 2 Listen to Wael talking about his staycation. Look at the photos and put a check next to the places he visited or things he did on his family's staycation.



- 3 Listen again and answer the questions.

- 1 How does Wael describe the part of Luxor where he lives?
- 2 What does he have near his home?
- 3 Why did they choose a staycation?
- 4 Who wanted to visit ancient places?
- 5 What did they do at the end of the week?
- 6 Where are they going next year?



- 4 Listen again and complete the sentences with the correct information.

- 1 The city of Luxor is around \_\_\_\_\_ years old.
- 2 There are lots of stores and \_\_\_\_\_ in Wael's part of the city.
- 3 The family decided to visit a different place every \_\_\_\_\_.
- 4 Wael and his \_\_\_\_\_ wanted to visit modern places.
- 5 It was their \_\_\_\_\_ ride in a hot air balloon.
- 6 They could see the city and the \_\_\_\_\_ from the hot air balloon.



5 Read the *Language box* and complete the examples.



### Common verbs followed by gerund or *to* infinitive

When we use one verb after another verb, the second verb is usually in the gerund form (-ing) or the *to* infinitive. It's useful to learn which verbs take each form.

#### gerund (*infinitive + ing*)

Some verbs are followed by the gerund form. These include: *enjoy, suggest, feel like, dislike, consider*.

We really enjoyed <sup>1</sup> \_\_\_\_\_ (go) to places in the city which we don't often visit.

My dad suggested <sup>2</sup> \_\_\_\_\_ (try) a hi-air balloon ride.

#### to + infinitive

Other verbs are followed by the *to* + infinitive form. These include *decide, plan, agree, want, choose, hope, promise*.

We decided <sup>3</sup> \_\_\_\_\_ (have) a staycation instead.

Next year, we plan <sup>4</sup> \_\_\_\_\_ (stay) in Egypt again.

#### like and love

The verbs *like* and *love* can be followed by either the gerund or the *to* + infinitive form without changing the meaning.

We love to visit different places / We love <sup>5</sup> \_\_\_\_\_ (visit) different places.

We all like looking around museums / We all like <sup>6</sup> \_\_\_\_\_ (look) around museums.

6 Choose the correct form of the verbs to complete the conversation, then listen and check your answers.



**Farah** Hi Dalia, how was your vacation?

**Dalia** Oh, hi Farah. Well, we didn't go. Our parents couldn't get time off work, so we chose <sup>1</sup> **staying / to stay** in Luxor and had lots of days out instead.

**Farah** A staycation – that sounds good!

**Dalia** Yes, it was. Our parents suggested <sup>2</sup> **visiting / to visit** some places we don't go to very often, and some new ones.

**Farah** Did you go to the museum?

**Dalia** Yes, we did! It was fascinating.

**Farah** I hope <sup>3</sup> **going / to go** there soon – it sounds interesting.

**Dalia** Yes, it is. We're planning <sup>4</sup> **going / to go** back soon because we didn't see it all. You can come with us!



7 Work in pairs. Imagine you and your partner had a staycation in the place where you live. Make sentences about: what you saw, what you did, and how you felt about it. Use a mixture of verbs with gerund or *to* + infinitive.

**Lesson objectives:**

- Use vocabulary to talk about sustainable tourism
- Read an article about tourism professionals making tourism better for the environment
- Understand the importance of sustainable tourism

**1 Match the words (a–d) to their definitions (1–4).**



**a**



natural resources

**b**



single-use

**c**



community

**d**



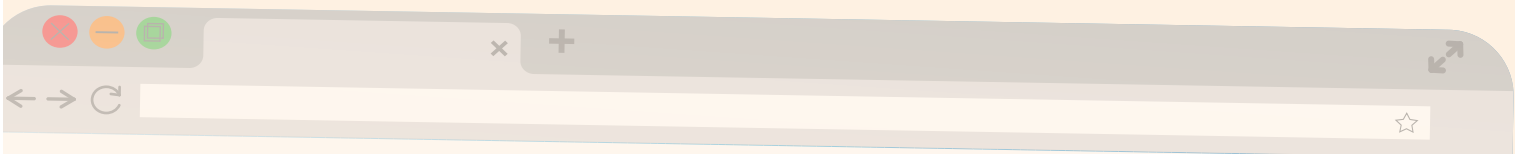
waste

- 1 all the things that people throw away
- 2 a group of people who live in the same place and share a way of life
- 3 something which people use once and then throw away
- 4 things from nature that people use

**2 Read and listen to the article about tourism and the environment. Choose the best title.**



- a** Tourists' favorite places    **b** Tourism and the planet    **c** Communities and waste



Many people enjoy traveling to different cities and countries –there's a lot to see and do in our amazing world!

But when people travel, it can cause problems. Tourists often want to visit the same place at the same time. This can make some famous places too busy, then stores, restaurants, and transportation can't work well. There can also be problems with waste, which is bad for the environment.

Of course people want to travel – but how can we do this as well as protecting the planet?

Many professionals in the tourist industry think about eco-tourism when they plan vacations. They do things like visiting places where tourism is good for the community, for example, where local people teach visitors about their food or history.

It's important to think about how visitors use natural resources, too. Many resorts save water, or use wind or solar energy for electricity. And of course, everyone has to choose the right materials – single-use plastics are bad for the environment, so it's better to use things which can be used again and again.

When tourism is sustainable, people can continue to visit all the beautiful and interesting places in our world.





3 Read and listen to the article again. Circle *T* (true) or *F* (false).

- |   |                                                                           |       |
|---|---------------------------------------------------------------------------|-------|
| 1 | It's good when tourists all visit the same place at the same time.        | T / F |
| 2 | There can be problems when stores and restaurants are too busy.           | T / F |
| 3 | Tourism professionals can plan vacations which are better for the planet. | T / F |
| 4 | Single-use plastics can save natural resources.                           | T / F |

4 Can you think of any other ways to make tourism better for the planet? Discuss in pairs.



We can help visitors to walk or cycle, not use cars.



We can grow and cook local food.

5 Read the *Life skills* box. Work in pairs. Discuss the ways that sustainable tourism can be good for people and the planet.

6 Read the ideas about a tourist site in Egypt. Which ones do you think will help the planet? Which ones won't? Discuss your ideas.



### Awareness of sustainable tourism

Tourism can do many good things for communities, and it's important for people to be able to travel and see the world. However, it's also important to think about the environment. Sustainable tourism does things in a way that doesn't damage the planet and improves the lives of local people. This type of tourism is good for people and good for the planet.

- 1 Have lots of places to sit on the beach.
- 2 Put waste bins where people can't see them, so the resort looks nicer.
- 3 Build the hotel using local materials.
- 4 Prepare meals with fresh, local food.
- 5 Make sure there is lots of electricity for phones, TVs, and other items.
- 6 Have lots of large swimming pools so people don't get too hot.

I don't think we should have too many places to sit on the beach. It can make it hard for people to see the sea.

We need bins where people can see them, so they can use them.

### TASK

Work in groups. Imagine that you are designing a tourist resort.

- 1 Think of a place in Egypt where you could create a resort, and make notes about why people want to visit this place.
- 2 Then think about what problems there might be if there are lots of visitors at the same time.
- 3 Discuss ideas about how you could make this resort better for the planet and the community.
- 4 Create a plan for your sustainable tourism resort.
- 5 Present your ideas to the class.



**Lesson objectives:**

- Use verbs with different gerund / to infinitive meanings
- Read a report about a rural homestay in Egypt

**1** **Work in pairs. Read the definition and discuss the questions.**

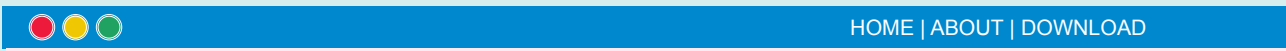
**homestay** (*noun*) a trip where visitors stay in the home of another family, usually in exchange for payment

- 1 Have you been on a homestay?
- 2 Do you know if any homes near you offer homestays to visitors?
- 3 Why do you think people do homestays?

**2** **Read and listen to the report about homestays. Number the ideas in the order they appear in the text.**



- |                                    |                          |                                |                          |
|------------------------------------|--------------------------|--------------------------------|--------------------------|
| <b>a</b> what you need to bring    | <input type="checkbox"/> | <b>b</b> where you stay        | <input type="checkbox"/> |
| <b>c</b> what you can learn and do | <input type="checkbox"/> | <b>d</b> how long you can stay | <input type="checkbox"/> |



**Why do a homestay?**

In recent years, more people are choosing not to stay in big hotels, but to **try doing** a homestay instead. There are many reasons for this.

- You often **begin learning** more about the culture of a place as soon as you arrive in a person's home. Very often, the owner of the homestays gives you information about the things you can do and see nearby. They might also help with transportation, or suggest places where you can **stop to eat** lunch when you are out. All of this is good for the local community, because it makes people try different things and visit new places in the area.
- In some cases, the owner of the home is still there, and you can use one or two rooms in the house. In other cases, you rent the whole house. In both cases, you see what a real home is like in the place you're visiting. This is often more interesting than a hotel, where the rooms look the same. Also, if you have a problem, the owner will try to help you solve it.
- You can often stay for a night, a week, or longer. Homestays can be more flexible than big resorts, which might not allow shorter breaks at busy times of year.
- Usually, you don't have to bring anything with you; the homestay will have somewhere to cook, and everything you expect to find in a home. If you need to **remember to bring** things like towels, the owner tells you first.



Homestays are **beginning to become** a popular choice for travelers, and it's easy to see why. It's good to read online reviews to find good places to stay. If someone **remembers having** a great homestay, they often want to share their experiences with others! It's unlikely that people will **stop staying** in hotels completely, but there's a lot more choice for travelers today.

**3** **Read and listen to the report again. Complete the sentences with one word from the report.**




- 1 Doing a homestay can help you learn about the \_\_\_\_\_ of the place you visit.
- 2 It helps the local \_\_\_\_\_ when visitors try new things.

- 3 Homestays are often more \_\_\_\_\_ than hotels, because they are real homes.
- 4 Some big \_\_\_\_\_ don't let people stay for short breaks when they're busy.
- 5 The homestay usually has everything you usually have in a \_\_\_\_\_.
- 6 A good way to find a homestay is to read online \_\_\_\_\_.

4  **Discuss the report. Which ideas in Exercise 2 would make you want to try a homestay? Why?**

5 **Read the *Language box* and the examples from the text. Write a or b next to the sentence with the same meaning.**

 **Verbs followed by gerund or to infinitive with different meanings: stop, begin, try, remember**

When we use one verb after another, we can use either the gerund or the *to + infinitive* for the second verb, to express different meanings.

*Places where you can **stop to eat** lunch.* = you have a rest from one activity and do something different

*It's unlikely that people will **stop staying** in hotels.* = to no longer do an activity

<sup>1</sup>*More people try **doing** a homestay instead.*

*The owner will try **to help** you solve it.*

**a** to attempt to do something    **b** to do something new, to see if you like it

<sup>2</sup>*If you need to remember **to bring** things like towels, ...*

*If someone remembers **having** a great homestay ...*

**a** having a memory of doing something    **b** not forgetting something important


<sup>3</sup>*You can often **begin** learning more about the culture.*

*Homestays are **beginning** to become a popular choice for travelers.*

**a** to start an ongoing activity    **b** the start of something new

6 **Complete the sentences with the correct form of the second verb.**

- 1 **a** If you begin \_\_\_\_\_ (cook) at 1.00, the meal will be ready at 4.00.  
**b** People began \_\_\_\_\_ (feel) worried when the lights went out.
- 2 **a** Do you remember \_\_\_\_\_ (take) lots of photos last time we went out?  
**b** Did you remember \_\_\_\_\_ (turn off) the lights?
- 3 **a** We have to try \_\_\_\_\_ (do) some new hobbies – it might be fun!  
**b** Can you try \_\_\_\_\_ (get) home early tonight, because Grandma is coming over.
- 4 **a** I stopped \_\_\_\_\_ (watch) that TV show last year – I don't think it's funny any more.  
**b** My friends and I stopped \_\_\_\_\_ (read) a poster about a sports competition.

7  **Work in pairs. Think of sentences for both meanings of each verb.**



I tried going climbing in the mountains last year on vacation, but I didn't like it!





**Lesson objectives:**

- Read and understand a story about an unusual vacation
- Notice and use punctuation, including speech marks, in stories


**1** Read the description of an AI-generated city tour and answer the questions.

**AI City Breaks**

Are you planning to visit a new city? Don't spend time reading travel guides and looking at websites. It can take hours to plan what to do and how to travel. Just type the place you're visiting into our app, and let Artificial Intelligence do the hard work!

- 1 What does the advertisement suggest people do?
- 2 Why should they do this?
- 3 Do you think this is a good idea? Why / Why not?

**2** Look at the photo. Do you know where this is?

**3**  Read and listen to the story. Check your answer for Exercise 2.



Last year, my family and I decided to visit Cape Town in South Africa. It's famous for amazing landscape, beautiful buildings, and of course the incredible Table Mountain. My mom bought some guidebooks.

"Why have you got those?" asked Dad.

"I want to learn about Cape Town," said Mom. "That's the best way to see everything!"

"They're big and heavy," said Dad. "We can't carry them everywhere. We can use our phones to find maps and information online."

"It still takes time to find information online," said Mom. "And the maps are very small!"

"You're right," said Dad.

My brother Mazen smiled at me. "I have an idea!" he said.

\*\*\*

When we arrived in Cape Town, we took a shuttlebus from the airport to our hotel. It was lovely, with beautiful rooms, but we were all tired after the trip.

Mom and Dad put the books on the table. Mom looked at them and laughed. "I don't think I do want to carry these now! Can we use your phone?"

Dad looked worried. "I used it too much on the trip," he said. "It isn't working."

"Oh no!" said Mom. "There's so much to see – I don't want to miss anything!"

Mazen laughed. "I can help!" he said.

He showed us his phone, and some paper. "I asked AI to plan a city break for us in Cape Town. Here it is! There's a list of places we should see on my phone. I printed it too, in case our phones didn't work!"

"That's amazing!" said Dad. "Where are we going first?"

"It says we start at a museum which is near the hotel," Mazen said.

We had to hurry round the museum because Mazen wanted to go to a large street market next. "We can't miss that," he said. The market was great, but I was getting hungry. We walked past a stall selling hot food.

"Can I get something to eat?" I asked.

"We haven't got time – sorry!" said Mazen. "We're eating in one hour in Greenmarket Square. We're going to a big aquarium first."

We hurried around the city, going past lots of interesting stores and beautiful streets, before we got to the aquarium.

"The aquarium is amazing, Mazen," said Mom. "But I think we're a long way from our hotel now."

Mazen looked at his map.

"Oh yes," he said. "I don't think I told AI where to finish the tour."

"Well – we've seen some amazing things. Thank you, Mazen – and thank you to your AI app! But maybe tomorrow we'll have a slower day!" said Mom.





4 Read and listen to the story again. Number the places in the order they visit. Put a cross (X) for the places where they don't stop.

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1 | a large street market    | <input type="checkbox"/> |
| 2 | beautiful streets        | <input type="checkbox"/> |
| 3 | a stall selling hot food | <input type="checkbox"/> |
| 4 | a big aquarium           | <input type="checkbox"/> |
| 5 | a museum                 | <input type="checkbox"/> |

5 Read the story and underline examples of punctuation for:

- 1 adding emphasis to a thought or idea (showing surprise or excitement)
- 2 asking a question
- 3 a person speaking

6 Read the sentences. Circle T (true) or F (false).

- |   |                                                            |       |
|---|------------------------------------------------------------|-------|
| 1 | Dad bought some guidebooks.                                | T / F |
| 2 | Mazen has an idea.                                         | T / F |
| 3 | Dad's phone isn't working.                                 | T / F |
| 4 | Mazen only has the information on his phone.               | T / F |
| 5 | At the end of the day, they are a long way from the hotel. | T / F |

7 Match items (1–5) to descriptions (a–e).

- |   |                             |   |               |
|---|-----------------------------|---|---------------|
| 1 | landscape in Cape Town      | a | small         |
| 2 | guidebooks                  | b | beautiful     |
| 3 | online maps                 | c | big and heavy |
| 4 | the hotel rooms             | d | interesting   |
| 5 | the stores they walked past | e | amazing       |

## BOOK CLUB

Discuss these questions in pairs or small groups.

- To find out about a new place, do you prefer Mom's idea of using guidebooks or Dad's idea to use a phone?
- What are the problems with each idea?
- Why does Mazen think that AI can help them?
- What problems do they have as they go around the city?
- Do you think it helped to use AI, or not?



**Lesson objectives:**

- Use spelling and punctuation accurately
- Write sustainability tips for tourists visiting your region

**1** **Work in pairs. Think about your region and answer the questions.**

- 1 What can tourists see and do here?
- 2 Does it get busier at different times of the year?
- 3 Why do people want to visit different places in Egypt?

**2** **Read and listen to the tips about being a responsible tourist. Check (✓) the ideas that are mentioned.**



- |                       |                          |               |                          |             |                          |
|-----------------------|--------------------------|---------------|--------------------------|-------------|--------------------------|
| how to travel         | <input type="checkbox"/> | what to wear  | <input type="checkbox"/> | where to go | <input type="checkbox"/> |
| what to do with trash | <input type="checkbox"/> | where to shop | <input type="checkbox"/> | who to meet | <input type="checkbox"/> |

**Remember**

A responsible tourist is someone who cares about the environment and tries to do things which don't harm it while he or she is traveling.

**It's great to visit different places around the world, but it's also important to be a responsible tourist. There are lots of things that you can do to help make your vacation more sustainable. This is good for the planet, so it's good for you!**

- 1 This is simple: don't drop trash – ever! If you can't find a trash can, put things back in your bag until you find one. Remember to leave your favorite, untouched, beauty spot the way you found it.
- 2 Think about how you travel. Airplanes and cars use a lot of energy – can you walk, take a train, or cycle? You often see more that way too.
- 3 Think about visiting a quieter place. The most famous tourist sites can get too busy, but there are lots of things to see in other places. Don't be afraid to try visiting somewhere new.
- 4 Save energy when you're on vacation: turn off lights and don't waste water, just like you would at home.
- 5 Spend money in the local area. Tourism can be good for communities when people shop and eat locally, and explore the area they are staying in.

**Remember!** We live on a beautiful planet, and we want to keep it this way!

**3** **Look at some examples of punctuation from the tips. Match each one (a–d) to the reason it is used (1–4).**

- |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>a</b> question mark ?<br/>Can you walk, take a train, or cycle?</p> <p><b>b</b> exclamation point !<br/>We live on a beautiful planet, and we want to keep it that way!</p> <p><b>c</b> comma ,<br/>Remember to leave your favorite, untouched, beauty spot the way you found it.</p> <p><b>d</b> colon :<br/>Save energy when you're on vacation: turn off lights and don't waste water</p> | <p><b>1</b> to introduce ideas in a list</p> <p><b>2</b> to make an idea sound important or interesting</p> <p><b>3</b> to ask a question</p> <p><b>4</b> to separate two or more descriptive words before a noun</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Using punctuation and spelling accurately

It's important to check your written work for correct punctuation. The meaning of a sentence can change if the punctuation isn't correct. After you write, read each part of the text again and check the punctuation you used. Does it give the meaning you wanted it to have?

You can also use punctuation for different effects. Shorter sentences can have more impact: *Don't dump trash—ever!* You can use periods to separate ideas. To write longer, descriptive sentences, you can use commas between different words and phrases: *Remember to leave your favorite, untouched, beauty spot the way you found it.* In a list, you can use bullet points or numbers to set out your ideas clearly.

If you aren't sure how to spell a word, use a paper or online dictionary. You can increase your vocabulary by keeping a vocabulary notebook with spellings you learned. If there are words you find hard to remember, add them to the list and check it often.

**4**

Look at the different uses of punctuation in Exercise 3. Think of new examples for each one. Write sentences about vacations using each type of punctuation.

**5**

Write a list of sustainability tips for tourists visiting your area. Write at least three things that tourists should think about so that they are more responsible when they visit. Give real examples from your region if you can. Remember to check your work carefully for accurate spelling and punctuation. Write 100–120 words in your notebook.



## Check your writing

### Do your tips ...

- include at least three ideas?
- explain why these ideas make tourism more sustainable?
- use a variety of punctuation for different effects?
- use accurate spelling and punctuation?

## Self-Assessment

### Check your progress

	I can do this	I need more practice
■ use vocabulary for talking about vacations	<input type="checkbox"/>	<input type="checkbox"/>
■ use common verbs followed by gerund or to infinitive	<input type="checkbox"/>	<input type="checkbox"/>
■ show an awareness of sustainable tourism meanings	<input type="checkbox"/>	<input type="checkbox"/>
■ use verbs with different gerund / to infinitive	<input type="checkbox"/>	<input type="checkbox"/>
■ use spelling and punctuation accurately	<input type="checkbox"/>	<input type="checkbox"/>





- 1 Read the text quickly. Which type of green transportation in the text doesn't appear in the photos?

Green transportation is a way of traveling that is better for the environment. It reduces carbon emissions, saves energy, and helps protect the planet.

### Leg Power

Cycling and walking are the cleanest forms of transportation. They don't produce any carbon emissions and they're great for traveling short distances. Traveling to work or school by bike or on foot helps reduce air pollution and traffic. Cycling instead of driving, even a few times a week, can make a big difference to the environment.



### Public Transportation

Trains, **streetcars**, and buses are much more eco-friendly than cars or planes, especially for longer distances. Streetcars, which run on electricity, are a green and efficient way to travel, especially in cities. Like buses and trains, streetcars can carry a lot of passengers at once, which greatly lowers the carbon emissions per person. For example, a full bus can replace up to 50 cars on the road which helps reduce both pollution



a streetcar

and traffic. Similarly, trains use less energy and produce fewer carbon emissions than planes or cars. Traveling by trains, streetcars, or buses is a great way to be sustainable and to help protect the environment.

### Hybrid and Electric Cars

For people who have to drive, hybrid or electric cars are a greener alternative to traditional cars. Hybrid cars use both electricity and fuel. For shorter trips, hybrid cars often don't need to use fuel and can run on electricity alone. Electric cars are even cleaner but only if they're charged with renewable energy.



### Making a Difference

How can you change the way you travel to help reduce carbon emissions and lower air pollution?

- 2 Read the text again and answer the questions.

- 1 What is the main goal of green transportation?
- 2 Why are cycling and walking good for the environment?
- 3 How can traveling by bike help with air pollution?
- 4 What type of energy do streetcars use?
- 5 How does a full bus help reduce pollution and traffic?
- 6 Why are trains a sustainable way to travel?
- 7 What is the difference between hybrid cars and electric cars?
- 8 How do hybrid cars save fuel on shorter trips?



### 3 Match the words with the definitions.

- |                |                                                      |
|----------------|------------------------------------------------------|
| 1 eco-friendly | a an electric train that operates in cities.         |
| 2 efficient    | b to use                                             |
| 3 streetcar    | c something that can be replaced and doesn't run out |
| 4 run on       | d not harmful to the environment                     |
| 5 renewable    | e working quickly, easily, and in an organized way   |

## Listening

### 1 Listen to three travel announcements and write the correct transportation.

- 1 Alexandria to Cairo \_\_\_\_\_
- 2 Luxor to Hurghada \_\_\_\_\_
- 3 Nuweiba to Aqaba \_\_\_\_\_



### 2 Listen again. Match the sentence halves.

- |                                            |                                               |
|--------------------------------------------|-----------------------------------------------|
| 1 The Talgo Train Number 2022 goes         | a takes four hours.                           |
| 2 The train leaves Misr Station            | b in 15 minutes.                              |
| 3 The train for Cairo leaves               | c on Saturdays.                               |
| 4 There are three buses a day              | d at 7 a.m. and arrives in Cairo at 9:30 a.m. |
| 5 The bus journey time                     | e between Luxor and Hurghada.                 |
| 6 The fast ferry between Aqaba and Nuweiba | f takes three hours.                          |
| 7 The fast ferry doesn't travel            | g from Alexandria to Cairo.                   |
| 8 The slow ferry                           | h takes one hour.                             |



### 3 Listen again and answer the questions.

- 1 How long does it take to travel from Alexandria to Cairo by train?  
\_\_\_\_\_
- 2 What platform does the train to Cairo leave from?  
\_\_\_\_\_
- 3 What times do the three buses leave from Luxor?  
\_\_\_\_\_
- 4 How many bus services are there from Friday to Sunday?  
\_\_\_\_\_
- 5 What time does the daily ferry leave Nuweiba?  
\_\_\_\_\_
- 6 Why should you check with the ferry company before you travel?  
\_\_\_\_\_



## Language


**1 Match the sentence halves.**

- |                                       |                                        |
|---------------------------------------|----------------------------------------|
| 1 I need to look at my phone          | <b>a</b> onto your social media page.  |
| 2 Dad has just charged his car at the | <b>b</b> a friend request.             |
| 3 It's safer to cycle around town     | <b>c</b> and change the settings.      |
| 4 It's easy to upload a video         | <b>d</b> in the bike lane.             |
| 5 You don't need to put fuel          | <b>e</b> to have an account with them. |
| 6 Lots of online shops want you       | <b>f</b> charging station.             |
| 7 My cousin Hesham has sent me        | <b>g</b> fewer carbon emissions.       |
| 8 Clean transportation produces       | <b>h</b> in an electric car.           |

**2 Complete the text with the words in the box.**

airline staycation resort guide tour shuttlebus

Last summer, Mom and Dad planned a vacation for us in Florida but we had to have a <sup>1</sup> \_\_\_\_\_ instead. We were supposed to fly with an <sup>2</sup> \_\_\_\_\_ to a beautiful <sup>3</sup> \_\_\_\_\_ by the beach, but then Dad was sick for a few days and we had to cancel our flight. We were very disappointed, so Mom booked a local city <sup>4</sup> \_\_\_\_\_ and asked a <sup>5</sup> \_\_\_\_\_ to show us around. We even took a <sup>6</sup> \_\_\_\_\_ to visit a nearby nature park. It wasn't what we planned, but it turned out to be great fun!

**3 Complete the zero and first conditional sentences with the correct form of the verb in brackets.**

- If you don't stop looking at the screen now, you \_\_\_\_\_ (get) a headache.
- If you \_\_\_\_\_ (forget) your password, you can't log in to your account.
- This app will work better if you \_\_\_\_\_ (update) your software.
- When you use too much data, your internet speed \_\_\_\_\_ (slow) down.
- If you send me that video, I \_\_\_\_\_ (look) at it now.
- When you shop online, AI \_\_\_\_\_ (remember) what you like to buy.

**4 Write complete sentences using the present simple tense.**

- bus / leave / 6:30 a.m.  
\_\_\_\_\_
- journey / to Giza / take / three hours  
\_\_\_\_\_
- movie / start / 7:00 p.m.  
\_\_\_\_\_
- train / not leave / from platform 6  
\_\_\_\_\_
- journey / from Aswan to Luxor / take / three hours  
\_\_\_\_\_
- their flight / not arrive / until tomorrow  
\_\_\_\_\_

### 5 Choose the correct prepositions.

- 1 We're playing a basketball match **at / on** the sports center tomorrow.
- 2 Everyone will use more AI technology **through / in** 2030.
- 3 Mr. Adel is going to a town planning meeting **in / on** Thursday.
- 4 I prefer cycling on a bike lane than cycling **through / at** the city.
- 5 More people live in cities now than **on / in** the countryside.
- 6 The bus drove **into / over** the bridge and stopped down town.

### 6 Complete the dialog with the correct form of the verbs in brackets.

- A:** Did you enjoy <sup>1</sup> \_\_\_\_\_ (have) a staycation this year?
- B:** Yes, thanks. We were planning <sup>2</sup> \_\_\_\_\_ (visit) Jordan but we couldn't go.
- A:** We're going to Marsa Alam. So I need <sup>3</sup> \_\_\_\_\_ (remember) to take my underwater camera.
- B:** The coral reefs in Marsa Alam are amazing. Promise <sup>4</sup> \_\_\_\_\_ (send) me some photos.
- A:** Of course! My dad suggested <sup>5</sup> \_\_\_\_\_ (upload) them onto my social media page so that everyone can see them.
- B:** Good idea!

## Speaking

### 1 In pairs, take turns to talk about the pros and cons of a staycation. Use the words in the box for ideas.

culture   cost   excitement   make friends   day trips   carbon emissions  
daily routine   traveling   food   sightseeing   see new things



One of the pros of a staycation is that you don't spend money on flights or traveling costs.



One of the cons of a staycation is ....

## Writing

### 1 Write a list of sustainability tips for tourists visiting the White Desert National Park. Read the prompts and use them to write tips with full explanations. Write 100–120 words.

**Ways to make your camping trip more sustainable.**

#### Travel and Timing

How to get there?  
Sustainable time to go?

#### Camping

Where?

#### Food and Cooking

What?  
How?  
Water?

#### Waste and Trash

What to do?

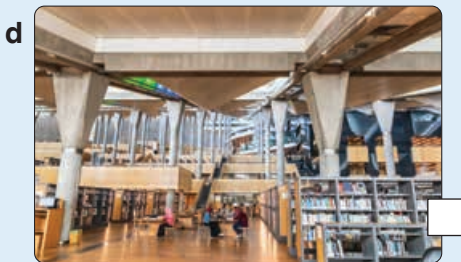
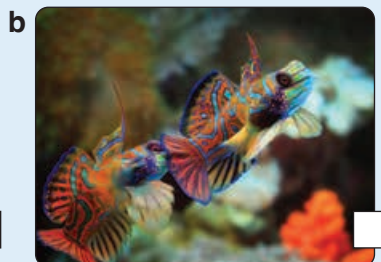
#### Wildlife and Nature

Animals?  
Plants and rocks?

Listening



1 Listen to the dialog and number the pictures in the correct order.



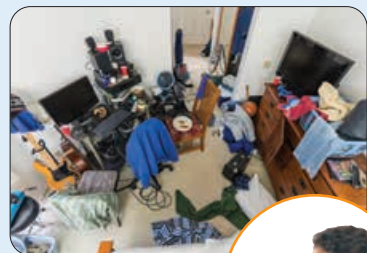
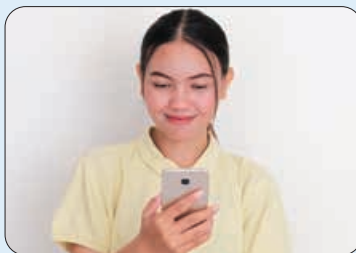
2 Listen to the dialog again and answer the questions.



- 1 Who went to Alexandria on vacation? \_\_\_\_\_
- 2 Where did Ashraf go with his family? \_\_\_\_\_
- 3 What did Ashraf try on his vacation? \_\_\_\_\_
- 4 What did Sara's aunt make? \_\_\_\_\_
- 5 Did Ashraf like grilled octopus? \_\_\_\_\_
- 6 What did Sara see when she was on a boat? \_\_\_\_\_
- 7 What did Ashraf buy when he was on vacation? \_\_\_\_\_

Speaking

1 Work in pairs. Look at the pictures. What are the bad habits? Which do you think is the worst? Share your ideas with your partner.



I think eating junk food is the worst.



I agree that isn't good, but it's OK sometimes.



## Reading

**1** A Read the journal entry and choose the best title.

- A busy day at the market  
 Market Day as usual



**October, 22nd**

Today, I volunteered at a food stall in our <sup>1</sup> \_\_\_\_\_ market. I helped my uncle at his fruit and vegetable stall. The market opened early, and we set up the stall while it was still <sup>2</sup> \_\_\_\_\_. My uncle showed me how to arrange the <sup>3</sup> \_\_\_\_\_ and vegetables, with the tomatoes at the front because they were on sale. We also put the apples and oranges in tidy rows to make them look <sup>4</sup> \_\_\_\_\_ and colorful. People came as soon as the sun rose, buying both small and large <sup>5</sup> \_\_\_\_\_. I had to weigh everything carefully, making sure not to make any mistakes.

In the afternoon, I felt tired, so I took a short <sup>6</sup> \_\_\_\_\_, drank some water, and ate a sandwich. The market got <sup>7</sup> \_\_\_\_\_, and my uncle asked me to count the money. At the end of the day, we packed up and cleaned the stall. On the way home, my uncle thanked me, and I felt <sup>8</sup> \_\_\_\_\_. I hope to help again next week.

Hadeel

**B** Complete the journal entry with the words from the box. There are two words you do NOT need.

amounts   break   busier   dark   family   fresh   fruit   happy   light   local

**C** Read the journal entry again and answer the questions.

- 1 Who did Hadeel help?
- 2 Why did he put the tomatoes at the front of the stall?
- 3 Why did Hadeel have to be careful?
- 4 What did Hadeel do in the afternoon?
- 5 What does Hadeel want to do next week?

## Language

**1** Complete the sentences with the correct form of the verb in brackets.

- 1 While we \_\_\_\_\_ (walk) in the park, it \_\_\_\_\_ (start) to rain.
- 2 What time \_\_\_\_\_ (you, meet) your friends at the mall tomorrow?
- 3 Lots of people \_\_\_\_\_ (wait) when we \_\_\_\_\_ (arrive) at the market at 6 a.m.
- 4 I \_\_\_\_\_ (help, you) with those bags. They look heavy.
- 5 Amira \_\_\_\_\_ (talk) to her sister when her dad \_\_\_\_\_ (get) home.
- 6 It \_\_\_\_\_ (take) thirty minutes for me to get from home to my school in the morning.

**2 Choose the correct options to complete each sentence.**

- 1 Ashraf stopped **to eat / eating** lunch at a café.
- 2 Ashraf stopped **to eat / eating** when he was full.
- 3 Do you remember **to learn / learning** this in English?
- 4 Did you remember **to bring / bringing** the tickets?
- 5 My mom tries **to phone / phoning** her sister every evening.
- 6 My mom tries **to cook / cooking** a new dish every week.

**3 Complete the text about clean transportation with the prepositions in the box.**

in x 2   into   on   over   through

In the future, clean transportation will be very important. People will travel <sup>1</sup> \_\_\_\_\_ electric cars and buses. These vehicles will drive quietly <sup>2</sup> \_\_\_\_\_ the roads. There will be bike lanes <sup>3</sup> \_\_\_\_\_ every city, and people will ride bicycles <sup>4</sup> \_\_\_\_\_ parks and neighborhoods. Some cities will have trains that move quickly <sup>5</sup> \_\_\_\_\_ the streets, using clean energy. At charging stations, cars will get power from solar panels. Many people will walk to work or school, going <sup>6</sup> \_\_\_\_\_ buildings without using any fuel. This will make our cities quieter and the air cleaner.

**Writing**

**1 Complete the short text about writing tips with the words from the box.**

avoid   clear   first   friendly   positive   suggestions

Tips are a way of giving advice or <sup>1</sup> \_\_\_\_\_ to help someone in a particular situation. Tips should be <sup>2</sup> \_\_\_\_\_ and easy to follow. When writing tips, use short and simple sentences. <sup>3</sup> \_\_\_\_\_ difficult words and use <sup>4</sup> \_\_\_\_\_ language. Start with the most important points <sup>5</sup> \_\_\_\_\_. It can be good to use bullet points or numbers to make the tips easy to read. Always focus on what the reader needs to know and try to be helpful and <sup>6</sup> \_\_\_\_\_.

**2 Write a set of tips about how best to learn something new. Write 100–120 words.**

**3 Are these sentences true (T) or false (F) about journal entries?**

- 1 You always use the past tense in a journal entry. T / F
- 2 Journal entries are usually about a personal experience. T / F
- 3 You should include the date in a journal entry. T / F

**4 Write a journal entry about something you did to take care of the environment. Write 100–120 words.**