MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

وزارة التربية والتعليم والتعليم الفني



Student's Book

ENGLISH

Preparatory Schools - Year Two - Term **1**

تهدي وزارة التربية والتعليم والتعليم الفني
هذا الكتاب بكل الحب إلى الطلاب والمعلمين والأسرة
في جمهورية مصر العربية



Student's Book

ENGLISH

Preparatory Schools - Year Two - Term 1

Name : _____

Class : _____

School : _____

جميع الحقوق محفوظة لوزارة التربية والتعليم والتعليم الفني

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A MESSAGE FROM

THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education and Technical Education presents the Preparatory Framework for Egyptian Learners. This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education:

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Preparatory Stage students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook:

- Age-appropriate **vocabulary**, **grammar**, and **functions** taught in context.
- Focused development of **listening**, **speaking**, **reading**, and **writing** skills.
- Scaffolded writing tasks that progress from guided to independent writing.
- Meaningful vocabulary reinforcement using **visuals** and **themes**.
- Activities designed to develop **higher-order thinking**, not just memorization.

Commitment to Excellence:

The Ministry of Education and Technical Education is dedicated to providing high-quality educational resources that meet the evolving needs of our students. These textbooks embody our commitment to excellence in English language education, ensuring that every student has the opportunity to succeed academically and personally.

Join Us in Shaping the Future:

As we embark on this educational journey, we invite educators, parents, and students to collaborate in fostering a love for the English language and a deep appreciation for our cultural heritage. Together, we can build a brighter future where our young learners thrive in a global society while staying rooted in their rich Egyptian identity.

Best Regards,

The Ministry of Education and Technical Education

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Scope and Sequence

Term 1

Unit	Vocabulary	Language	Skills	Life Skill(s)	Core Value(s)
1. Gen Alpha	generation - digital natives - trends - emojis - memes - balance - computer - screen - social media - smart phones - balance - limit	• Present Continuous tense	**Reading:** • A text about Gen Alpha. • A blog about a Gen Alpha teen's daily life. **Writing:** A blog post about daily routine using technology with the present tenses. **Listening:** A podcast about Gen Alpha **Speaking:** Express opinions about digital habits.	Digital Literacy	• Responsibility • Collaboration • Online safety
2. My Digital Footprint	determine - privacy - footprint - secure - trace - setting - update - data - clues - online identity	• Present Simple Passive modal verbs	**Reading:** Identify key details, main ideas, synonyms, antonyms, and words with prefixes in informational texts. **Writing:** Tips to protect online privacy. **Listening:** Listen to a podcast about online safety. **Speaking:** Discuss digital habits and how to stay safe online.	• Problem solving • Self-awareness • Independence	Responsibility Perseverance Curiosity

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3. Facing Challenges	challenge - discouraged - determination - obstacle - courage - traffic jam - stressed - monorail - creativity - inspired - displayed	• The Past Simple Tense • The Past Continuous Tense	**Reading:** A motivational article about how to overcome challenges **Writing:** A paragraph about a challenge you faced and overcome **Listening:** A story about facing challenges **Speaking:** Share your experiences about challenges you faced	• Reflection • Public speaking • Empathy	• Respect • Ambition • Integrity • Courage
4. Art and Expression	artwork - sculptures - materials - special - imagination - valuable - original - gallery - sculptor - agriculture - symbol - promote - recognition	• Cause, Result and Contrast Connectors	**Reading:** An article and an informational text about art and artists **Writing:** An email about a kind of art they like **Listening:** Interview an artist **Speaking:** Share your personal opinion about art	• Critical thinking • Decision-making • Problem-solving	• Appreciating Art • Judgment

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5. Around the World	continents - culture- unforgettable - organized - population - ceremony - tradition landmark - impressive - curious- awesome - destinations - memories - lagoon - glacier	• Comparative and Superlative Adjectives	**Reading:** - Informational texts about different countries - Differentiate facts from opinions - Infer information not directly stated in the text **Writing:** Write a social media post about a country you would like to visit **Listening:** Audio about visiting different places in Egypt **Speaking:** Discuss landmarks of different countries	• Planning	• Purpose • Curiosity • Respect
6. Young Innovators	thought - inventors - step - brainstorm - version - complex - impact - leadership - appreciation - teamwork	• If conditional (type 1 and 2)	**Reading:** Article about turning ideas into impact. Biography of a famous innovator. **Writing:** A biography about an Inventor. **Listening:** Audio about an innovative machine **Speaking:** Discuss what it means to be an innovator	• Responsibility • Cooperation	• Respect • Teamwork • Empathy

Lesson COMPONENTS

Reading

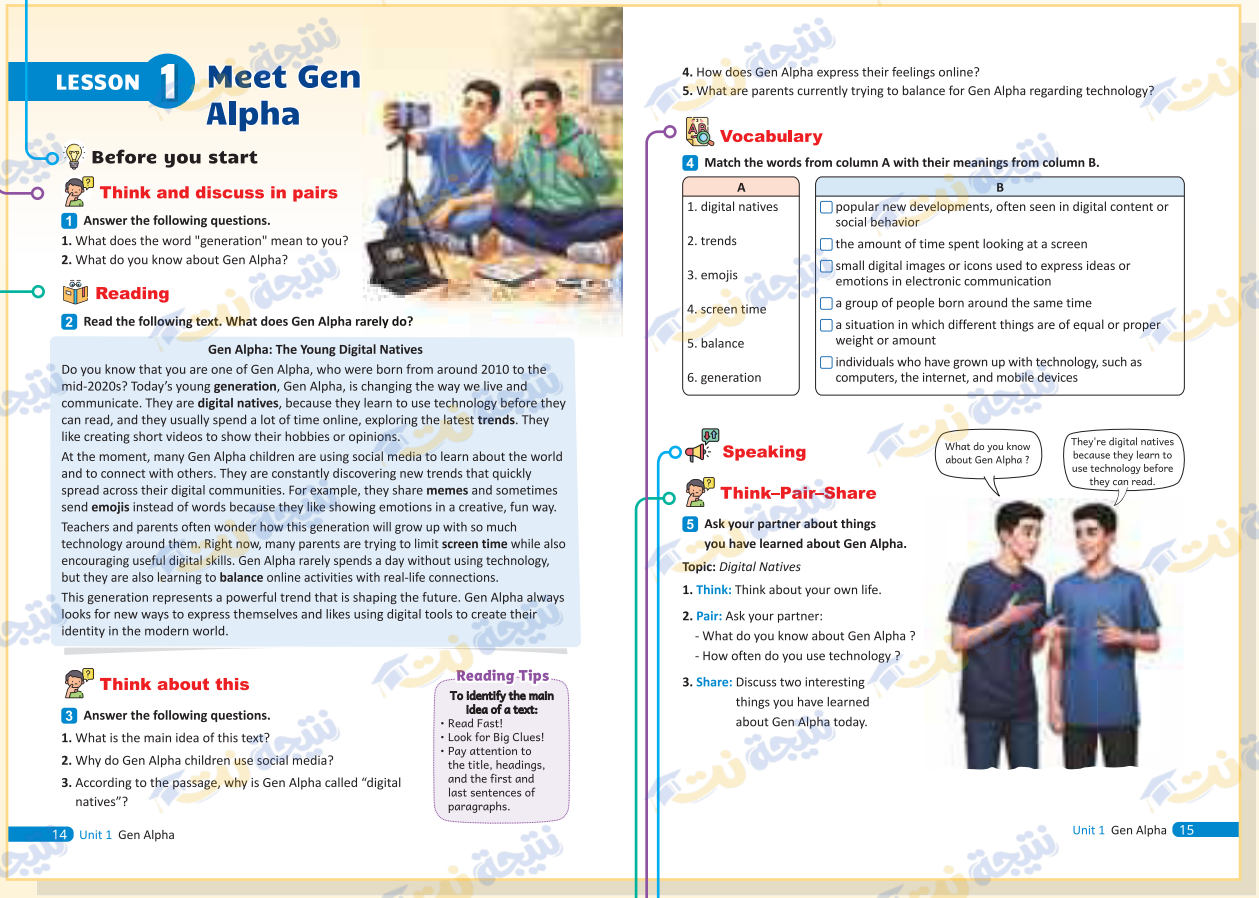
Stimulating topics that capture students' interest.

Think and discuss in pairs

Students have the chance to think before reading, express their opinions, and check their understanding of the reading text.

Before you start

This helps to draw students' attention before the main reading.



LESSON 1 Meet Gen Alpha

Before you start

Think and discuss in pairs

1 Answer the following questions.

1. What does the word "generation" mean to you?
2. What do you know about Gen Alpha?

Reading

2 Read the following text. What does Gen Alpha rarely do?

Gen Alpha: The Young Digital Natives

Do you know that you are one of Gen Alpha, who were born from around 2010 to the mid-2020s? Today's young **generation**, Gen Alpha, is changing the way we live and communicate. They are **digital natives**, because they learn to use technology before they can read, and they usually spend a lot of time online, exploring the latest **trends**. They like creating short videos to show their hobbies or opinions.

At the moment, many Gen Alpha children are using social media to learn about the world and to connect with others. They are constantly discovering new trends that quickly spread across their digital communities. For example, they share **memes** and sometimes send **emojis** instead of words because they like showing emotions in a creative, fun way.

Teachers and parents often wonder how this generation will grow up with so much technology around them. Right now, many parents are trying to limit **screen time** while also encouraging useful digital skills. Gen Alpha rarely spends a day without using technology, but they are also learning to **balance** online activities with real-life connections.

This generation represents a powerful trend that is shaping the future. Gen Alpha always looks for new ways to express themselves and likes using digital tools to create their identity in the modern world.

Think about this

3 Answer the following questions.

1. What is the main idea of this text?
2. Why do Gen Alpha children use social media?
3. According to the passage, why is Gen Alpha called "digital natives"?

Reading Tips

To identify the main idea of a text:

- Read Fast!
- Look for Big Clues!
- Pay attention to the title, headings, and the first and last sentences of paragraphs.

14 Unit 1 Gen Alpha

4. How does Gen Alpha express their feelings online?
5. What are parents currently trying to balance for Gen Alpha regarding technology?

Vocabulary

4 Match the words from column A with their meanings from column B.

A	B
1. digital natives	☐ popular new developments, often seen in digital content or social behavior
2. trends	☐ the amount of time spent looking at a screen
3. emojis	☐ small digital images or icons used to express ideas or emotions in electronic communication
4. screen time	☐ a group of people born around the same time
5. balance	☐ a situation in which different things are of equal or proper weight or amount
6. generation	☐ individuals who have grown up with technology, such as computers, the internet, and mobile devices

Speaking

Think–Pair–Share

5 Ask your partner about things you have learned about Gen Alpha.

Topic: *Digital Natives*

1. Think: Think about your own life.
2. Pair: Ask your partner:
   - What do you know about Gen Alpha ?
   - How often do you use technology ?
3. Share: Discuss two interesting things you have learned about Gen Alpha today.

Unit 1 Gen Alpha 15

Think about this

Students have the chance to think after reading, express their opinions, and check their understanding of the reading text.

Vocabulary

This helps students to learn key words in context through engaging sentences and illustrations.

Speaking

This points to each lesson's topic that students can use during their presentation.

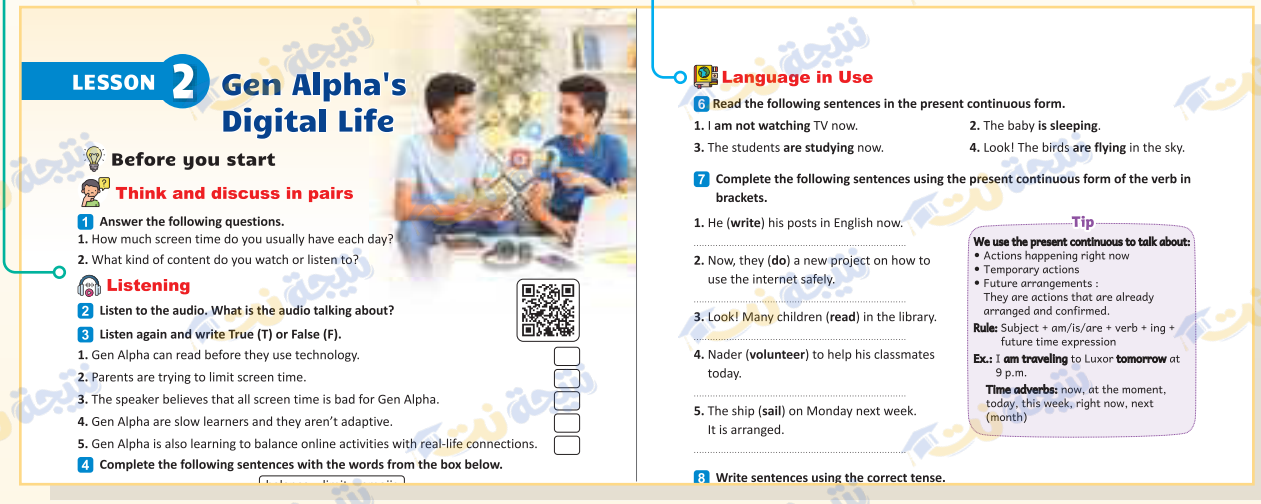
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Listening

Students listen to the audio texts and answer the questions.

Language in Use

Turn grammar rules into real communication skills.



LESSON 2 **Gen Alpha's Digital Life**

Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. How much screen time do you usually have each day?
2. What kind of content do you watch or listen to?

Listening

2 **Listen to the audio. What is the audio talking about?**

3 **Listen again and write True (T) or False (F).**

1. Gen Alpha can read before they use technology. ☐
2. Parents are trying to limit screen time. ☐
3. The speaker believes that all screen time is bad for Gen Alpha. ☐
4. Gen Alpha are slow learners and they aren't adaptive. ☐
5. Gen Alpha is also learning to balance online activities with real-life connections. ☐

4 **Complete the following sentences with the words from the box below.**

Language in Use

6 **Read the following sentences in the present continuous form.**

1. I **am not watching** TV now.
2. The baby **is sleeping**.
3. The students **are studying** now.
4. Look! The birds **are flying** in the sky.

7 **Complete the following sentences using the present continuous form of the verb in brackets.**

1. He (**write**) his posts in English now. .....
2. Now, they (**do**) a new project on how to use the internet safely. .....
3. Look! Many children (**read**) in the library. .....
4. Nader (**volunteer**) to help his classmates today. .....
5. The ship (**sail**) on Monday next week. It is arranged. .....

Tip

We use the present continuous to talk about:
- Actions happening right now
- Temporary actions
- Future arrangements : They are actions that are already arranged and confirmed.

Rule: Subject + am/is/are + verb + ing + future time expression

Ex.: I **am traveling** to Luxor **tomorrow** at 9 p.m.

Time adverbs: now, at the moment, today, this week, right now, next (month)

8 **Write sentences using the correct tense.**

Story Time

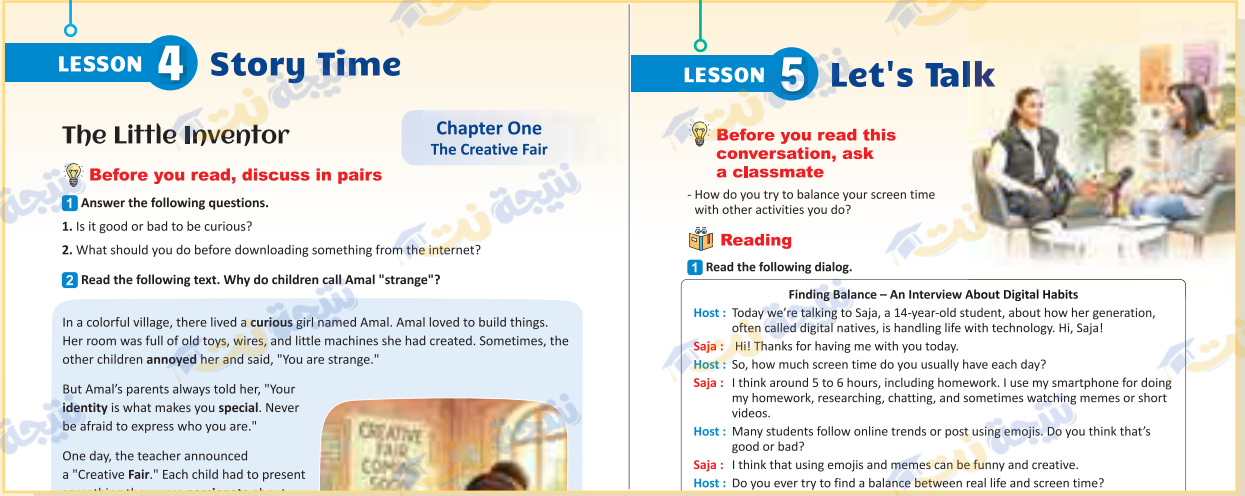
The stories are level appropriate and related to interesting, relevant curriculum-based topics. Attractive illustrations capture the students' attention.

Let's Talk

How to expand your vocabulary.

Tip

Tips to enrich your vocabulary and use words correctly.



LESSON 4 **Story Time**

The Little Inventor

Chapter One
The Creative Fair

Before you read, discuss in pairs

1 **Answer the following questions.**

1. Is it good or bad to be curious?
2. What should you do before downloading something from the internet?

2 **Read the following text. Why do children call Amal "strange"?**

In a colorful village, there lived a **curious** girl named Amal. Amal loved to build things. Her room was full of old toys, wires, and little machines she had created. Sometimes, the other children **annoyed** her and said, "You are strange."

But Amal's parents always told her, "Your **identity** is what makes you **special**. Never be afraid to express who you are."

One day, the teacher announced a "Creative **Fair**." Each child had to present

LESSON 5 **Let's Talk**

Before you read this conversation, ask a classmate

- How do you try to balance your screen time with other activities you do?

Reading

1 **Read the following dialog.**

Finding Balance – An Interview About Digital Habits

Host : Today we're talking to Saja, a 14-year-old student, about how her generation, often called digital natives, is handling life with technology. Hi, Saja!

Saja : Hi! Thanks for having me with you today.

Host : So, how much screen time do you usually have each day?

Saja : I think around 5 to 6 hours, including homework. I use my smartphone for doing my homework, researching, chatting, and sometimes watching memes or short videos.

Host : Many students follow online trends or post using emojis. Do you think that's good or bad?

Saja : I think that using emojis and memes can be funny and creative.

Host : Do you ever try to find a balance between real life and screen time?

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Role-Play

Time to shine with your class mates.
- Perform and learn together!

Role-Play

3 **Work with a partner. Read the short conversation below. Then switch roles, and try creating your own using the words in bold.**

Real Talk Tip
Use polite disagreement to express your opinion clearly and respectfully. Try phrases like:
"I think ..."
"That's true, but in my opinion..."
"I understand, but I prefer..."

Student A: **I think** our screen time is fine. We're digital natives! It's how we learn, chat, and have fun.

Student B: **That's true, but** too much time on smartphones can be unhealthy. **I think** we need more balance in our day.

Student A: I love checking social media and sending emojis and funny memes.

Student B: I get it, but we should also enjoy life offline.

Target Vocabulary

4 **Practice**

Use the words and expressions in the box below to fill in the gaps in the following dialog.

balance – connect – digital habits – generation – smartphone – trends – That's true, but ... – I get it, but ... – I understand, but ...

Zeinab : Hey Lujain, how many hours do you spend on screen every day?
Lujain : Hmm ... maybe four or five hours. I like watching videos and sending memes and emojis to my friends.
Zeinab : (1) ..... don't you think that's too much use of your (2) .....?
Lujain : Maybe! But we're digital natives. Our (3) ..... grew up with phones and tablets. It's normal!
Zeinab : (4) ..... we still need (5) ..... Too much screen time isn't good for our health.

Before You Write

Ready, set, write.
Let's prepare step-by-step!

LESSON 6 Expressing Identity Online

Before You Write, Let's Get Ready

Target Language

1. Today's young generation is changing the way we live and communicate.

2. Gen Alpha rarely spends a day without using technology.

Target Vocabulary

Try to include **at least 6** of these words in your blog.

trends – emojis – digital – screen time – balance – in common – include – smartphones – connect – games

Tip
A blog is like an online journal or website where someone writes regularly about a topic. A person who writes a blog is called a blogger. Blogs often include photos, links, and even videos.

Writing

- **Read the following blog and complete with a suitable word from the box above.**

Sunday October 3rd — BLOG HOME ABOUT ME LINKS ARCHIVE

How wonderful the generation of today is! Gen Alpha refers to children born around 2010. They are true (1) ..... natives because they grow up using technology from a very young age. They follow the latest (2) ..... like watching short videos, using (3) ..... , and playing online (4) ..... . They spend a lot of (5) ..... on their (6) ..... , tablets, and computers. This makes them (7) ..... with others and learn new things. Many Gen Alpha kids have things (8) ..... with Generation Z, like caring about the environment and using technology in daily life. They are learning to find a (9) ..... between using screens and enjoying real-world activities.

Assessment Corner

A quick in-class assessment to help you grow each week

Assessment Corner

A. Reading

1 **Read the short text and answer the questions.**

Gen Alpha spends a lot of time online. They like watching videos, creating content, and chatting with friends. They also use emojis and memes to show how they feel. Many parents try to limit screen time but also want kids to learn important digital skills.

ⓐ **What things does Gen Alpha like doing online? Name two.**

1. .....

2. .....

ⓑ **Why do you think parents want to limit screen time?**

.....

B. Vocabulary

2 **Match the words from column A with their meanings from column B.**

A	B
1. digital native	☐ the amount of time spent using a device
2. trend	☐ join or link with someone
3. emoji	☐ a small icon or image to show feelings online
4. connect	☐ someone who grows up using technology
5. screen time	☐ a popular new idea or style

C. Language

My Self-Reflection

Look back, learn and move forward-it's time to reflect!

My Self-Reflection

Reading
- ☐ I can identify the main idea in a text about Gen Alpha's digital habits.
- ☐ I can find specific details in a text to answer questions about Gen Alpha and Gen Z.

Vocabulary
- ☐ I can use key vocabulary words like generation, digital native, trend, emoji, meme, screen time.
- ☐ I can identify the meanings of new words.

Listening
- ☐ I can understand the main topic of a podcast about Gen Alpha.
- ☐ I can find and understand details from a podcast to decide if statements are true or false.

Speaking
- ☐ I can share my opinions about digital habits and online trends.
- ☐ I can ask and answer questions about my digital life and my friends' digital lives.

Language
- ☐ I can use the present continuous tense correctly.
- ☐ I can use the present continuous tense to express the arranged future.

Writing
- ☐ I can write a blog about "A Day in the Life of a Gen Alpha Teen".
- ☐ I can use new words and correct grammar in my writing.

Life Skills & Values

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Start Smart



1 **Complete the following dialog.**

Noha is asking Omar about his weekend plans.

Noha : What are you going to do this weekend?

Omar: (1) ..... .

Noha : That sounds fun! Where will you go camping?

Omar: (2) ..... .

Noha : (3) .....?

Omar: We will leave early in the morning.

Noha : Do you like sleeping in a tent?

Omar: (4) ..... .

Noha : (5) ..... ?

Omar: No, it's my first time.

2 **Read the following text, then answer the questions.**

The Nile River is one of the longest rivers in the world. It flows through northeastern Africa, passing through several countries, including Uganda, the Sudan, and Egypt. For thousands of years, people have lived near the Nile because **it** provides water for drinking, farming, and fishing. Ancient Egyptians used the Nile for transportation and trade. Today, the Nile still plays an important role in the lives of millions of people.

ⓐ Answer the following questions.

1. What is the main idea of the passage?

2. Why did ancient Egyptians depend on the Nile?

3. How does the Nile help people today?

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

4. The underlined pronoun "**it**" refers to ..... .

a. Africa **b.** Egypt **c.** the Nile **d.** transportation

5. The word "**provides**" means "....." .

a. removes **b.** gives **c.** sells **d.** buys

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6. Which of the following is **TRUE** according to the passage?

a. The Nile is the shortest river in the world.

b. Only Egyptians use the Nile.

c. People have lived near the Nile for thousands of years.

d. The Nile is useful for Uganda only.

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

1. My brother wants to be a ..... when he grows up.
   a. doctor **b.** medicine **c.** clinic **d.** medical
2. I always enjoy ..... books in my free time.
   a. read **b.** reads **c.** reading **d.** to reading
3. Where ..... you go last summer?
   a. do **b.** did **c.** does **d.** doing
4. We should protect our environment by recycling ..... .
   a. money **b.** food **c.** rubbish **d.** books
5. She ..... her homework every day after school.
   a. do **b.** does **c.** done **d.** doing
6. Rodiyna is looking ..... her lost keys.
   a. in **b.** at **c.** after **d.** for
7. I ..... a new pen yesterday.
   a. buy **b.** bought **c.** have bought **d.** will buy
8. The opposite of “cheap” is "..... ".
   a. expensive **b.** costly **c.** inexpensive **d.** a & b
9. He plays football very ..... .
   a. good **b.** well **c.** nice **d.** fine
10. I haven’t finished my project ..... .
    a. already **b.** yet **c.** just **d.** ever

4 Complete the sentences with the correct form of the word(s) in brackets.

1. I ..... **(hasn’t)** seen my uncle since last year.
2. If it ..... **(rain)**, we will stay at home.
3. She ..... **(study)** English every day.
4. They went to the zoo and ..... **(see)** many animals.

5 Write a paragraph of (90 – 100) words on “My Favorite Season”.

.....

.....

.....

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UNIT 1

Gen Alpha

Learning Outcomes

Reading
- Identify the main idea in a text about Gen Alpha's digital habits
- Extract specific details from a text to answer comprehension questions about Gen Alpha and Gen Z

Listening
- Identify the main topic of a podcast about Gen Alpha
- Extract specific details from a podcast to determine if statements are true or false

Speaking
- Express opinions verbally on topics related to digital habits and online trends
- Ask and answer questions about students' own and others' digital lives

Language
- Differentiate between the uses of the present continuous tense
- Use target grammar accurately to express current activities, and the arranged future

Writing
- Write a blog post about a "Day in the Life of a Gen Alpha Teen"
- Incorporate target vocabulary and grammar structures into writing tasks



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LESSON 1 Meet Gen Alpha



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What does the word "generation" mean to you?

2. What do you know about Gen Alpha?

Reading

2 **Read the following text. What does Gen Alpha rarely do?**

Gen Alpha: The Young Digital Natives

Do you know that you are one of Gen Alpha, who were born from around 2010 to the mid-2020s? Today's young **generation**, Gen Alpha, is changing the way we live and communicate. They are **digital natives**, because they learn to use technology before they can read, and they usually spend a lot of time online, exploring the latest **trends**. They like creating short videos to show their hobbies or opinions.

At the moment, many Gen Alpha children are using social media to learn about the world and to connect with others. They are constantly discovering new trends that quickly spread across their digital communities. For example, they share **memes** and sometimes send **emojis** instead of words because they like showing emotions in a creative, fun way.

Teachers and parents often wonder how this generation will grow up with so much technology around them. Right now, many parents are trying to limit **screen time** while also encouraging useful digital skills. Gen Alpha rarely spends a day without using technology, but they are also learning to **balance** online activities with real-life connections.

This generation represents a powerful trend that is shaping the future. Gen Alpha always looks for new ways to express themselves and likes using digital tools to create their identity in the modern world.

Think about this

3 **Answer the following questions.**

1. What is the main idea of this text?

2. Why do Gen Alpha children use social media?

3. According to the passage, why is Gen Alpha called "digital natives"?

Reading Tips

To identify the main idea of a text:

- Read Fast!
- Look for Big Clues!
- Pay attention to the title, headings, and the first and last sentences of paragraphs.

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4. How does Gen Alpha express their feelings online?

5. What are parents currently trying to balance for Gen Alpha regarding technology?

Vocabulary

4 **Match the words from column A with their meanings from column B.**

A	B
1. digital natives	☐ popular new developments, often seen in digital content or social behavior
2. trends	☐ the amount of time spent looking at a screen
3. emojis	☐ small digital images or icons used to express ideas or emotions in electronic communication
4. screen time	☐ a group of people born around the same time
5. balance	☐ a situation in which different things are of equal or proper weight or amount
6. generation	☐ individuals who have grown up with technology, such as computers, the internet, and mobile devices

Speaking

Think–Pair–Share

5 **Ask your partner about things you have learned about Gen Alpha.**

Topic: *Digital Natives*

1. Think: Think about your own life.

2. Pair: Ask your partner:

- What do you know about Gen Alpha ?
- How often do you use technology ?

3. Share: Discuss two interesting things you have learned about Gen Alpha today.



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LESSON 2 Gen Alpha's Digital Life



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. How much screen time do you usually have each day?

2. What kind of content do you watch or listen to?

Listening

2 **Listen to the audio. What is the audio talking about?**

3 **Listen again and write True (T) or False (F).**

1. Gen Alpha can read before they use technology. ☐

2. Parents are trying to limit screen time. ☐

3. The speaker believes that all screen time is bad for Gen Alpha. ☐

4. Gen Alpha are slow learners and they aren't adaptive. ☐

5. Gen Alpha is also learning to balance online activities with real-life connections. ☐

4 **Complete the following sentences with the words from the box below.**

balance – limit – emojis

1. Leila tries hard to ..... her work with her personal life.

2. You should ..... your screen time. It's good for you.

3. Some ..... express our feelings.

Speaking

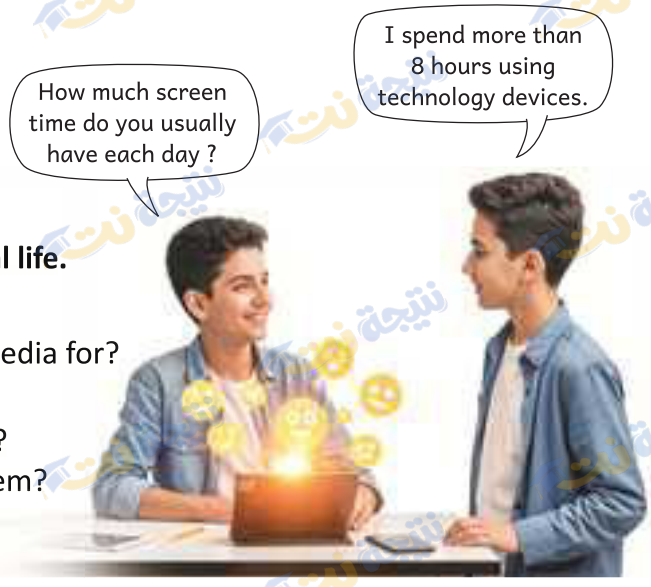
Think–Pair–Share

5 **Ask and answer about Gen Alpha's digital life.**

Topic: *Gen Alpha's Digital Life.*

1. **Think:** What does Gen Alpha use social media for?

2. **Pair:** Ask your partner:
- Does Gen Alpha use social media wisely?
- How bad is too much screen time for them?
- What is the role of teachers and parents towards Gen Alpha?



3. **Share:** Tell the class one thing your partner told you.

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Language in Use

6 **Read the following sentences in the present continuous form.**

1. I **am not watching** TV now.
2. The baby **is sleeping**.
3. The students **are studying** now.
4. Look! The birds **are flying** in the sky.

7 **Complete the following sentences using the present continuous form of the verb in brackets.**

1. He (**write**) his posts in English now.

.....

2. Now, they (**do**) a new project on how to use the internet safely.

.....

3. Look! Many children (**read**) in the library.

.....

4. Nader (**volunteer**) to help his classmates today.

.....

5. The ship (**sail**) on Monday next week. It is arranged.

.....

Tip

We use the present continuous to talk about:

- Actions happening right now
- Temporary actions
- Future arrangements : They are actions that are already arranged and confirmed.

Rule: Subject + am/is/are + verb + ing + future time expression

Ex.: I **am traveling** to Luxor **tomorrow** at 9 p.m.

Time adverbs: now, at the moment, today, this week, right now, next (month)

8 **Write sentences using the correct tense.**

1. (They / go / to school / now)

.....

2. (I / not / watch / TV / at the moment)

.....

3. (He / play / football / next Friday)

.....

4. (We / study / English / this week)

.....

5. (you / eat / breakfast / now?)

.....

9 **Find the mistakes in the underlined words and correct them.**

1. He **plays** online games next week.
2. Rahma **eats** apples at the moment.
3. Ali **doesn't visit** his cousins at this moment.
4. Listen! The children are **sing** in their room.

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LESSON 3 The Digital Bridge



Before you start

1 **Answer the following questions.**

1. How often do you use the internet?

2. What do you use it for?

Reading

2 **Read the following text.**

The Gen Z-Alpha Bridge: How Digital Trends Unite Young Generations

Generation Z and Generation Alpha are two young generations in the world today. Gen Z **includes** people born between 1997 and 2012. Gen Alpha includes children born from 2010 till now. Even though they are different ages, they have some important things **in common** – they are growing up in a digital world.

Both generations use **smartphones**, tablets, and computers every day. They like watching videos on YouTube, using apps, and playing online games. Social media and online games help them **connect**, learn, and have fun with others – even if they live **far apart**.

Digital trends like short videos, emojis, and memes are popular with both groups. Many Gen Z and Gen Alpha kids also care about the environment, being kind, and treating people with fairness. They often use technology to share their thoughts and support important **cases**.

Even though Gen Z is older than Gen Alpha, both generations speak the same digital language. Technology helps them understand each other and work together to make the world a better place.

3 **Read the text again. Then, in pairs, choose the correct answer.**

1. What is the passage mostly about ?

a. Playing sports **b.** Digital trends connecting Gen Z and Gen Alpha

c. Traveling to different countries **d.** How to use a computer

2. When were Gen Z people born?

a. 2000 to 2020 **b.** 1990 to 2000 **c.** 1997 to 2012 **d.** 2010 to 2025

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3. What do Gen Z and Gen Alpha both enjoy?

a. Riding bikes
b. Using digital devices and apps
c. Reading newspapers
d. Playing only board games

4. What do these generations care about?

a. Only video games
b. Pets and animals
c. The environment and fairness
d. Nothing at all

Vocabulary

4 **Match the words from column A with their meanings from column B.**

A	B
1. connect	☐ to join or link with someone or something
2. include	☐ having similar ideas and interests
3. in common	☐ to be part of something
4. far apart	☐ being in distant places

Speaking

Think–Pair–Share

5 **Ask and answer questions about both Gen Z and Gen Alpha.**

Topic: *The activities that both Gen Z and Gen Alpha do a lot.*

1. Think: How do popular trends or online creators affect what young people like or do ?

2. Pair: Ask your partner:
- How do memes and emojis help people show their feelings?
- What are some good and bad sides of using a lot of screen time?

3. Share: Share one interesting point from your group with the whole class.



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LESSON 4 Story Time

The Little Inventor

Chapter One
The Creative Fair

Before you read, discuss in pairs

1 **Answer the following questions.**

1. Is it good or bad to be curious?

2. What should you do before downloading something from the internet?

2 **Read the following text. Why do children call Amal "strange"?**

In a village, there lived a **curious** girl named Amal. Amal loved to build things. Her room was full of old toys, wires, and little machines she had created. Sometimes, the other children **annoyed** her and said, "You are strange."

But Amal's parents always told her, "Your **identity** is what makes you **special**. Never be afraid to express who you are."



One day, the teacher announced a "Creative **Fair**." Each child had to present something they were **passionate** about. Amal decided to build a talking robot! She was excited but also worried. "What if others laugh at me again?" she thought.

Her best friend, Yara, encouraged her, "Just be yourself, Amal. We believe in you."

Amal started working day and night. She also made sure to use the internet safely while looking for ideas, remembering her digital responsibility. She asked for **permission** before downloading anything and never shared her personal information.

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Read together again. Then, in pairs do the following tasks

3 **Match the words from column A with their meanings from column B.**

A	B
1. identity	☐ wanting to know or learn something
2. passionate	☐ an event when people gather to show something
3. permission	☐ very strong feeling or excitement about something
4. curious	☐ this is who you are
5. fair	☐ being allowed to do something
6. special	☐ different from others in a good way

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

1. Amal was ..... .
a. lazy **b.** shy **c.** curious **d.** weak

2. Amal's parents always advised her to ..... herself.
a. tease **b.** express **c.** punish **d.** face

3. Yara ..... Amal to be herself.
a. shared **b.** believed **c.** encouraged **d.** warned

4. Amal asked ..... permission before downloading anything.
a. on **b.** in **c.** at **d.** for

5 **Answer the following questions.**

1. What kind of things did Amal like to build?
.....

2. How did Amal feel when she thought other children laughed at her?
.....

3. What was the "Creative Fair" about?
.....

4. How did Yara help Amal feel better?
.....

5. What steps did Amal take to stay safe online?
.....

6. What do you think of Amal?
.....

7. Why did Amal ask for permission before downloading anything?
.....

8. What do you admire about Amal's actions and choices?
.....

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LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

- How do you try to balance your screen time with other activities you do?

Reading

1 **Read the following dialog.**

Finding Balance – An Interview About Digital Habits

Host : Today we're talking to Saja, a 14-year-old student, about how her generation, often called digital natives, is handling life with technology. Hi, Saja!

Saja : Hi! Thanks for having me with you today.

Host : So, how much screen time do you usually have each day?

Saja : I think around 5 to 6 hours, including homework. I use my smartphone for doing my homework, researching, chatting, and sometimes watching memes or short videos.

Host : Many students follow online trends or post using emojis. Do you think that's good or bad?

Saja : I think that using emojis and memes can be funny and creative.

Host : Do you ever try to find a balance between real life and screen time?

Saja : Yes, I try. I put my phone away during meals. In my opinion, we should limit screen time before bed. I also try to spend more time outside with friends or do sports.

Host : That's great advice! Any tips for other students?

Saja : Just be careful! It's okay to enjoy your screen, but don't let it control you.

Speaking

2 **In pairs, ask and answer questions, then switch roles.**

1. How does Saja describe her daily screen time?
2. What does she use her smartphone for?
3. Do you agree with Saja's tips about using phones carefully? Why or why not?
4. What would you add to Saja's advice to help other students stay balanced online and offline?

Conversation Tip

Use expressions like "In my opinion," "I think," and "For example" to explain your ideas clearly when talking to others.

Example: In my opinion, we should limit screen time before bed.

For example, I stop using my phone one hour before I sleep.

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Role-Play

3 **Work with a partner. Read the short conversation below. Then switch roles, and try creating your own using the words in bold.**

Real Talk Tip

Use polite disagreement to express your opinion clearly and respectfully. Try phrases like:
"I think ..."
"That's true, but in my opinion..."
"I understand, but I prefer..."

Student A: **I think** our screen time is fine. We're digital natives! It's how we learn, chat, and have fun.

Student B: **That's true, but** too much time on smartphones can be unhealthy. **I think** we need more balance in our day.

Student A: I love checking social media and sending emojis and funny memes.

Student B: I get it, but we should also enjoy life offline.

Target Vocabulary

4 **Practice**

Use the words and expressions in the box below to fill in the gaps in the following dialog.

balance – connect – digital habits – generation – smartphone – trends – That's true, but ... – I get it, but ... – I understand, but ...

Zeinab : Hey Lujain, how many hours do you spend on screen every day?

Lujain : Hmm ... maybe four or five hours. I like watching videos and sending memes and emojis to my friends.

Zeinab : (1) ..... don't you think that's too much use of your (2) .....?

Lujain : Maybe! But we're digital natives. Our (3) ..... grew up with phones and tablets. It's normal!

Zeinab : (4) ..... we still need (5) ..... Too much screen time isn't good for our health.

Lujain : (6) ..... it's also how I (7) ..... with people. I don't want to feel left out.

Zeinab : I know. I just think we should build better (8) ..... like putting the phone away during meals or before bed.

Lujain : Yeah, you're right. That's a good idea. Some (9) ..... online are fun, but we also need real-life time together.

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LESSON 6 Expressing Identity Online

Before You Write, Let´s Get Ready

Target Language

1. Today's young generation is changing the way we live and communicate.

2. Gen Alpha rarely spends a day without using technology.

Target Vocabulary

Try to include **at least 6** of these words in your blog.

trends – emojis – digital – screen time – balance – in common – include – smartphones – connect – games

Tip

A blog is like an online journal or website where someone writes regularly about a topic. A person who writes a blog is called a blogger. Blogs often include photos, links, and even videos.

Writing

- **Read the following blog and complete with a suitable word from the box above.**

Sunday October 3rd — BLOG HOME ABOUT ME LINKS ARCHIVE

How wonderful the generation of today is! Gen Alpha refers to children born around 2010. They are true (1) ..... natives because they grow up using technology from a very young age. They follow the latest (2) ..... like watching short videos, using (3) ..... , and playing online (4) ..... . They spend a lot of (5) ..... on their (6) ..... , tablets, and computers. This makes them (7) ..... with others and learn new things. Many Gen Alpha kids have things (8) ..... with Generation Z, like caring about the environment and using technology in daily life. They are learning to find a (9) ..... between using screens and enjoying real-world activities.

Your Task

- Write a blog of (90 - 100) words about "A Day in the Life of a Gen-Alpha Teen".

BLOG HOME ABOUT ME LINKS ARCHIVE

.....

.....

.....

.....

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Assessment Corner

A. Reading

1 **Read the short text and answer the questions.**

Gen Alpha spends a lot of time online. They like watching videos, creating content, and chatting with friends. They also use emojis and memes to show how they feel. Many parents try to limit screen time but also want kids to learn important digital skills.

(a) What things does Gen Alpha like doing online? Name two.

1. .....

2. .....

(b) Why do you think parents want to limit screen time?

.....

B. Vocabulary

2 **Match the words from column A with their meanings from column B.**

A	B
1. digital native	☐ the amount of time spent using a device
2. trend	☐ join or link with someone
3. emoji	☐ a small icon or image to show feelings online
4. connect	☐ someone who grows up using technology
5. screen time	☐ a popular new idea or style

C. Language

3 **Choose the correct verb tense.**

1. Heba (**used** / **is using**) social media now.

2. Right now, Ahmed (**watches** / **is watching**) short videos.

3. Look! They (**share** / **are sharing**) memes with their friends.

4. I (**do** / **am doing**) my homework online at the moment.

5. I (**visit** / **am visiting**) my grandma next Monday.

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My Self-Reflection

☑ Reading

- ☐ I can identify the main idea in a text about Gen Alpha's digital habits.
- ☐ I can find specific details in a text to answer questions about Gen Alpha and Gen Z.

☑ Vocabulary

- ☐ I can use key vocabulary words like generation, digital native, trend, emoji, meme, screen time.
- ☐ I can identify the meanings of new words.

☑ Listening

- ☐ I can understand the main topic of a podcast about Gen Alpha.
- ☐ I can find and understand details from a podcast to decide if statements are true or false.

☑ Speaking

- ☐ I can share my opinions about digital habits and online trends.
- ☐ I can ask and answer questions about my digital life and my friends' digital lives.

☑ Language

- ☐ I can use the present continuous tense correctly.
- ☐ I can use the present continuous tense to express the arranged future.

☑ Writing

- ☐ I can write a blog about "A Day in the Life of a Gen Alpha Teen".
- ☐ I can use new words and correct grammar in my writing.

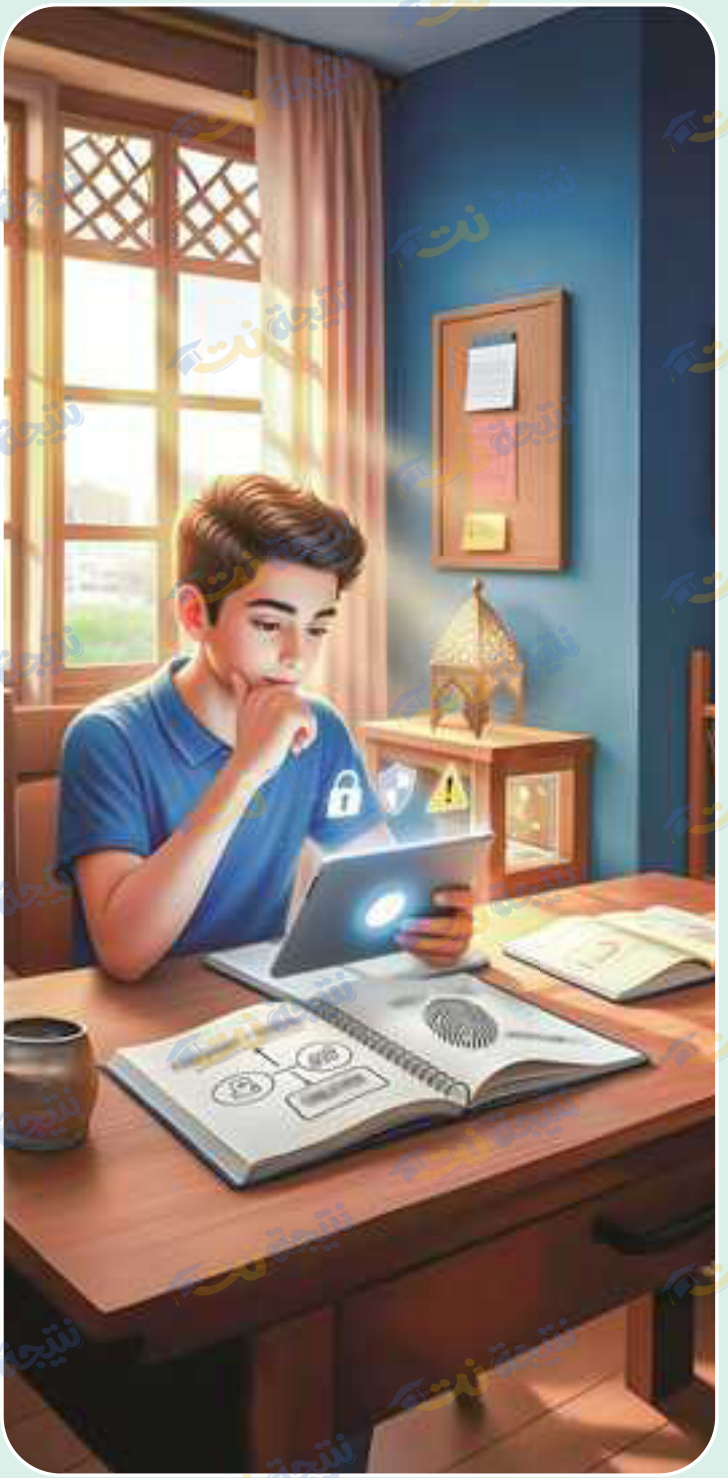
☑ Life Skills & Values

- ☐ I can explain why it is important to be safe and responsible online.
- ☐ I can think about how online influencers and trends can affect who I am.
- ☐ I can use these new words in sentences about my digital life.
- ☐ I can choose the correct word combinations (like "screen time" and "online activities") when talking about technology.

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UNIT 2

My Digital Footprint



Learning Outcomes

Reading
- Identify key details, main ideas, synonyms, antonyms, and words with prefixes in informational texts
- Answer comprehension questions about online safety

Listening
- Identify main ideas and supporting details from an audio
- Demonstrate understanding by answering questions based on an audio content

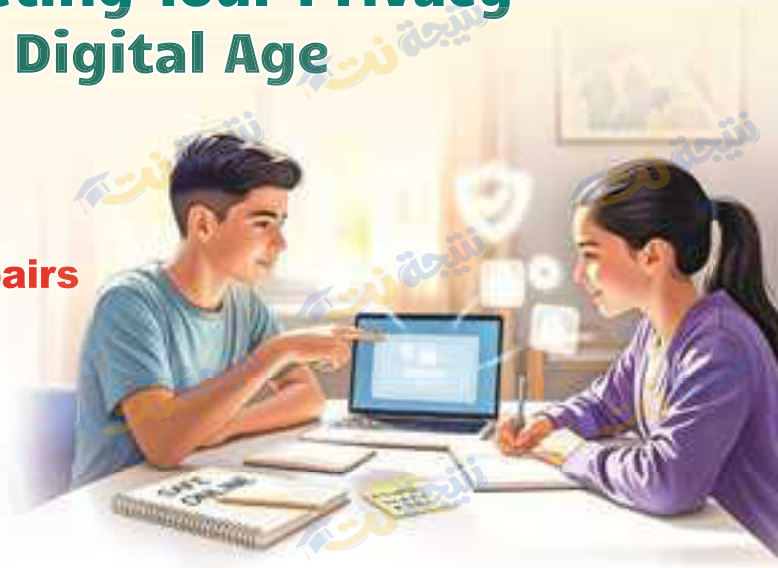
Speaking
- Engage in pair and group discussions about online habits and safety
- Perform role-play scenarios, practicing how to respond to online risks

Language
- Recognize and correctly use the present simple passive voice in context
- Form passive voice sentences for giving advice or describing actions online

Writing
- Write clear, well-organized tips for staying safe online using target vocabulary
- Revise and proofread writing based on peer and self-feedback
- Use correct spelling and grammar when expressing advice or opinions about online safety

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LESSON 1 Protecting Your Privacy in the Digital Age



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Do you use the internet?

2. What do you use it for?

Reading

2 **Read the following text. Guess the meanings of the words in bold.**

In today's world, the internet is a big part of our lives. We use it for school work, talking to friends, and having fun. But it's important to stay safe online. Here are some tips to help you protect your **privacy** and keep your information **secure**.

Everything you do online leaves a **trace**, like a **footprint**. This includes the websites you visit and the things you **post**. Be careful about what you post because it can be hard to remove later. So, be careful about your **digital footprint**.

To keep your information safe, you should use strong **passwords**. A strong password has letters, numbers, and symbols. Don't use easy words like your name. Change your passwords every now and then and don't share them with anyone.

Most websites and apps have **settings** to help you control who sees your information. You should check these settings to make sure your privacy is protected. If you don't, your **data** might be seen by people you don't know.

Think before you share photos or **updates** online. You shouldn't share personal data like your address or phone number. If you don't want a stranger to know something, don't post it.

By following these tips, you can enjoy the internet safely. Always think about what you do online and remember that your actions can have real effects.

Think about this

3 **Read the text again, and answer the following questions.**

1. What is the main idea of this text?

.....

2. What is a digital footprint?

.....

Word Tip

An antonym is a word that has the opposite meaning of another word.
For Example :
strong ≠ weak
A **synonym** is a word that has the same meaning as another word.

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3. Why is it important to have a strong password?

.....

4. Find a word from the text that is the antonym of "careless".

.....

5. How can your actions online affect your life?

.....

Vocabulary

4 **Match the words from column A with their meanings from column B.**

A	B
1. digital footprint	☐ free from danger or risk
2. privacy	☐ a secret word or phrase used to access personal information
3. secure	☐ a mark or impression left by something
4. password	☐ information processed or stored by a computer
5. data	☐ the environment in which something is set
6. trace	☐ the path or history of your activities online
7. setting	☐ the state of being free from public attention

Speaking

Think–Pair–Share

5 **Ask and answer questions about "How to Stay Safe Online"**

Topic: How to stay safe online

1. Think: Is it important to stay safe online?

2. Pair: Ask your partner :

- Why is it important to stay safe online?
- What should you do to stay safe online?
- What shouldn't you do to stay safe online?

3. Share: Tell your class some tips your friend told you.



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LESSON 2 Staying Safe Online

Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What should you do before posting something online?
2. What should your strong password include?

Listening Tip

Focus on the Big Picture

When listening to an audio, concentrate on understanding the overall message rather than getting stuck on individual words or phrases you might not know.

Listening

2 **Listen to a short podcast about "Online Safety".**

- What should you do if you experience something uncomfortable online?

3 **Listen to the podcast again. In pairs, match the words with their meanings.**

A	B
1. private	☐ something that is personal and not meant to be shared with everyone
2. trusted	☐ the knowledge or skill that you get from doing, seeing or feeling things
3. experience	☐ a person who is fully grown up
4. adult	☐ believed to be honest

4 **Listen again. Then, in pairs, put (T) True or (F) False.**

1. You should think carelessly before posting personal information online. ☐
2. It's important to keep our passwords private. ☐
3. If something online makes you uncomfortable, ignore it. ☐
4. A strong password is like a secret code. ☐



Speaking

5 **With your partner, ask and answer these questions.**

1. What are some ways to create a strong password?
2. What do privacy settings allow you to do?

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Language in Use

6 Study the following examples.

- People create a digital trail. **(Active)**
- A digital trail is created by people. **(Passive)**
- You should limit the use of social media. **(Active)**
- The use of social media should be limited. **(Passive)**

7 Change the sentences from active to passive.

1. People upload videos on social media.

.....

2. You should protect your privacy on the internet.

.....

3. Teachers explain the rules of behavior in the classroom.

.....

4. We use strong passwords to protect our data.

.....

5. Students should follow the school rules.

.....

Tip

Present Simple Passive

object + am, is, are + p.p. ..

- People **share** photos online. **(Active)**
- Photos **are shared** online. **(Passive)**

Modal Passive

object + Modal + be + p.p. ..

- You **should keep** your passwords secret. **(Active)**
- Your passwords **should be kept** secret. **(Passive)**

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

1. Passwords ..... by users often.

a. should change **b.** should be changed

c. are changing **d.** change

2. Important data ..... by the system every hour.

a. is saved **b.** are saving **c.** be saved **d.** saves

3. Online profiles ..... carefully.

a. should design **b.** are design

c. should be designed **d.** designed

4. Personal photos ..... without permission.

a. have not shared **b.** should not share

c. should not be shared **d.** not shared

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LESSON 3 Managing Your Online Data



Before you start

1 **Answer the following questions.**

1. What platforms do you use for social media?

2. How important do you think privacy settings are on social media?

Reading

2 **Read the following text. What do you think happens when you use social media, like posting or liking something?**

Social Media and Your Digital Footprint

When you use social media - like posting pictures, writing comments, or liking videos – you leave behind **clues** about what you like, what you think, and who you are. These clues make up something called your digital footprint. There are two types: **Active** footprints – these happen when you choose to share something online. **Passive** footprints – these happen without your knowing, like when websites collect information about what you look for. Everything you do online helps build your online identity. People- like your friends, teachers, or even future schools - might look at your posts and get an idea of who you are. That's why it's super important to think before you share. Social media is fun and exciting, but it's also **forever**. Be smart, be kind, and be careful with what you post!

3 **Read the text again. Then, in pairs answer the following questions.**

1. What is the difference between active and passive footprints?

2. What can happen if you post something unkind or unsafe online?

3. Why is your digital footprint important?

4 **Circle (T) True or (F) False.**

1. Your digital footprint only happens when you post something online. (T / F)

2. Social media can show others who you are. (T / F)

3. It's safe to post anything online because it disappears quickly. (T / F)

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Vocabulary

5 **Match the words from column A with their meanings from column B.**

A	B
1. clue	☐ the way a person presents themselves on the internet
2. collect	☐ for all time; always
3. forever	☐ to gather items, usually over time
4. online identity	☐ a small piece of information that helps you solve a problem

6 **In pairs, fill in the spaces using words from the box.**

collect - active - forever - clue - online identity

1. It's important to stay ..... by doing sports or going for walks.

2. The officer found a ..... that helped identify the thief.

3. Rodayna likes to ..... coins and stamps.

4. Ashraf thinks the internet will last ..... .

5. You should protect your ..... and never share personal details online.

7 **Use online dictionaries to find synonyms and antonyms for the following words.**

Word	Synonym	Antonym
active	.....	.....
adult	.....	.....
forever	.....	.....
private	.....	.....
secure	.....	.....
trace	.....	.....
trusted	.....	.....

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LESSON 4 Story Time

The Little Inventor

Chapter Two
Never Stop Trying

Before you read, discuss in pairs

1 **Answer the following question.**

- Is it the right thing to give up when you face a problem? Why / Why not?

Reading

2 **Read the second part of the story. What do you expect Amal will do next?**

As the fair day **came closer**, Amal faced many problems. The robot wouldn't talk. The wires kept breaking. Some children laughed behind her back.

Amal felt like **giving up**. But then she remembered her parents' words and decided to **persevere**. "I won't give up. I will fix this," she said.



Yara helped her by giving ideas. She showed **empathy** when Amal felt frustrated. "It's okay to make mistakes," She told her. "You can do it."

Little by little, Amal fixed the problems. She checked her sources online to make sure she was learning from safe, **trustworthy** places. She stayed true to her values and never copied others' work without permission.

Finally, on the night before the fair, the robot **blinked** its eyes and said, "Hello!" Amal and Yara cheered with joy.

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Read together again. Then, in pairs do the following tasks

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

1. Amal faced many problems as the fair day came closer, such as the robot didn't talk and the wires ..... .

a. changed colors **b.** kept warm

c. kept breaking **d.** got shorter

2. When Amal felt like giving up, she remembered her parents' words and decided to ..... .

a. go home **b.** persevere **c.** hide **d.** cry

3. Yara helped Amal by giving ideas, and she showed ..... when she felt frustrated.

a. anger **b.** surprise **c.** empathy **d.** confusion

4. Amal made sure she never copied others' work without ..... .

a. thinking **b.** permission **c.** trying **d.** asking a question

4 Answer the following questions.

1. What problems did Amal face as the fair day came closer?

.....

2. Who helped Amal when she felt frustrated?

.....

3. Why did Amal decide not to give up?

.....

5 Critical Thinking

Answer the following questions.

1. "It's okay to make mistakes." Why was this an important thing for Yara to say to Amal?

.....

2. Amal faced many challenges, but she didn't give up. What does this tell us about her?

.....

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LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

- What do you know about your digital footprint?

Reading

1 **Read the following dialog.**
In pairs, guess the meaning of the words in bold.

Staying Safe Online – A Conversation About Digital Habits

Hana : Hey Salma, do you ever think about your digital footprint?

Salma : Yes, I do! Everything we do online leaves a **mark**. It can all be traced, right?

Hana Exactly! That's why I try to stay secure. I use strong passwords and I don't share my personal data online.

Salma : Me too. I also check my privacy settings regularly. If they're not set properly, my information can be seen and shared by others.

Hana : That's true. My cousin's **account** was **hacked** last year. Her passwords were too simple.

Salma : Oh no! That's **scary**. I also make sure my apps have the latest updates. Without them, your device can be at **risk**.

Hana : Same here. I've read that old software can be used to **steal** your data.

Salma : We really have to be careful. Even things we posted years ago can be found and traced.

Hana : I agree, that's why I always say - think before you post. Once it's online, it stays online forever.

Salma : Good advice. Our digital lives are important, and we need to stay safe.

Speaking

2 **In pairs, ask and answer questions, then switch roles.**

1. What does Hana say about using the internet safely?
2. Do you agree with Hana's advice? Why or why not?
3. What would you add to Hana's tips about protecting your data and being careful online?

Conversation Tip

To give strong advice or opinion about online habits: Use expressions like:

- "It's important to ...".
- "We should ....".

Example:
I believe we should always check our privacy settings.

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Role-Play

3 **Work with a partner. Read the short conversation below, then switch roles and try creating your own using the words in bold.**

Student A: I don't worry much about my **digital footprint**. I just have fun **online**.

Student B: That's true, I have fun, too. But I think we should all take care. Our **data** can be traced and used by others.

Student A: I only use a few simple **passwords**.

Student B: You should make them strong and always check your **privacy** settings.



Target Vocabulary

4 **Practice**

Work with a partner. Use the words and expressions in the box below to fill in the spaces in the following dialog.

account - hack - password - privacy - scary - secure - trace - I believe - it is important

Mr. Aziz : Good morning, Rody. Today, I'd like to talk with you about digital identity. Do you know what that means?

Rody : Yes, sir. I think it's the information people can see about me online, like my social media (1) ..... and what I post.

Mr. Aziz : Exactly. Your online identity can shape how others see you, and sometimes it can even leave a permanent digital mark.

Rody : That sounds a bit (2) ..... , sir. Can people really find things I posted years ago?

Mr. Aziz : Yes, they can. That's why what you share online is so important. If you're not careful, someone could even try to steal your identity or personal details.

Rody : You mean like trying to (3) ..... into my account ?

Mr. Aziz : Exactly. That's why we always say (4) ..... to use strong, special passwords and not share them with anyone.

Rody : I usually use my name and birth year as my (5) ..... is that OK?

Mr. Aziz : That's very easy to guess, Rody. Try something more complex to keep your account (6) ..... . Also, always check your account's (7) ..... settings.

Rody : I understand. (8) ..... we should think twice before posting or clicking anything online.

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LESSON 6 Digital Detectives



Before You Write, Let´s Get Ready

Target Language

- My homework is done every evening by using the computer.
- Passwords should be changed often.

Target Vocabulary

Try to use **at least 6** of these words in your writing task.

privacy – *password* – *data* – *trace* – *share* – *trusted* – *secure* – settings – adult – footprint – updates – experience

Writing Tips

- Know your purpose of writing.
- Plan before you write.
- Keep your tips simple and clear.
- Give examples.
- Check your grammar and spelling.

Writing

- **Complete the list of dangers and the tips to stay safe.**

Dangers	Tips to Stay safe
e.g., Sharing personal information	Full name, address or school shouldn't be shared online

Your Task

1. Use the information from the list above to write 5-7 tips to protect your online privacy.

2. Present one tip from the list to the class and identify the best tip.

.....

.....

.....

.....

.....

.....

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Assessment Corner

A. Reading

1 **Read the short text and write (T) True or (F) False.**

Everything you post online becomes part of your digital footprint. Photos, comments, and personal information can be seen by strangers. If you share something not good, it might affect your future, like getting a job or entering college. Once something is online, it is difficult to remove. That's why it's important to think carefully before you post anything on the internet.

1. You can always delete what you post online. ☐

2. Digital footprints can affect your future. ☐

3. It is safe to share personal information with strangers. ☐

4. Thinking before you post is important. ☐

B. Vocabulary

2 **Fill in the spaces using the words from the box.**

footprint – password – privacy – share – secure

1. Always keep your accounts ..... by using strong passwords.

2. Never ..... personal information with strangers.

3. Your digital ..... shows what you do online.

4. Good ..... settings help you protect your information.

5. Use a strong ..... to protect your social media accounts.

C. Language

3 **Find the mistake in each sentence and correct it.**

1. Emails sent to my friends every day. (.....)

2. Passwords should been chosen well. (.....)

3. These trees are cutting to build a new road. (.....)

4. Screen time should limit by teenagers. (.....)

5. Does breakfast prepared by your mom every morning? (.....)

D. Writing

4 **Write 3 tips to stay safe online.**

.....

.....

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My Self-Reflection

☑ Reading

- ☐ I can find key details and main ideas in a reading text.
- ☐ I can recognize synonyms, antonyms, and prefixes in context.
- ☐ I can answer questions to show my understanding of online safety texts.

☑ Vocabulary

- ☐ I can use key online safety words like privacy, password, and digital footprint.
- ☐ I can identify words with prefixes and their meanings.
- ☐ I can find and explain synonyms and antonyms.

☑ Listening

- ☐ I can understand the main idea of a podcast or audio about online safety.
- ☐ I can answer questions and join discussions based on what I heard.

☑ Speaking

- ☐ I can talk with a partner or group about online safety.
- ☐ I can take part in role-plays about real online situations.
- ☐ I can present tips clearly using good vocabulary and tone.

☑ Language

- ☐ I can recognize the present simple passive voice in a sentence.
- ☐ I can write sentences using the passive voice correctly.
- ☐ I can use modal passive correctly.

☑ Writing

- ☐ I can write clear tips to help others stay safe online.
- ☐ I can check my writing for spelling, grammar, and vocabulary mistakes.
- ☐ I can improve my writing using feedback from a classmate.

☑ Life Skills & Values

- ☐ I can think carefully about what I do online.
- ☐ I can work well with others and share ideas respectfully.
- ☐ I can act with honesty and show digital responsibility.
- ☐ I can make safe and smart choices when I use the internet.

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UNIT 3

Facing Challenges

Learning Outcomes

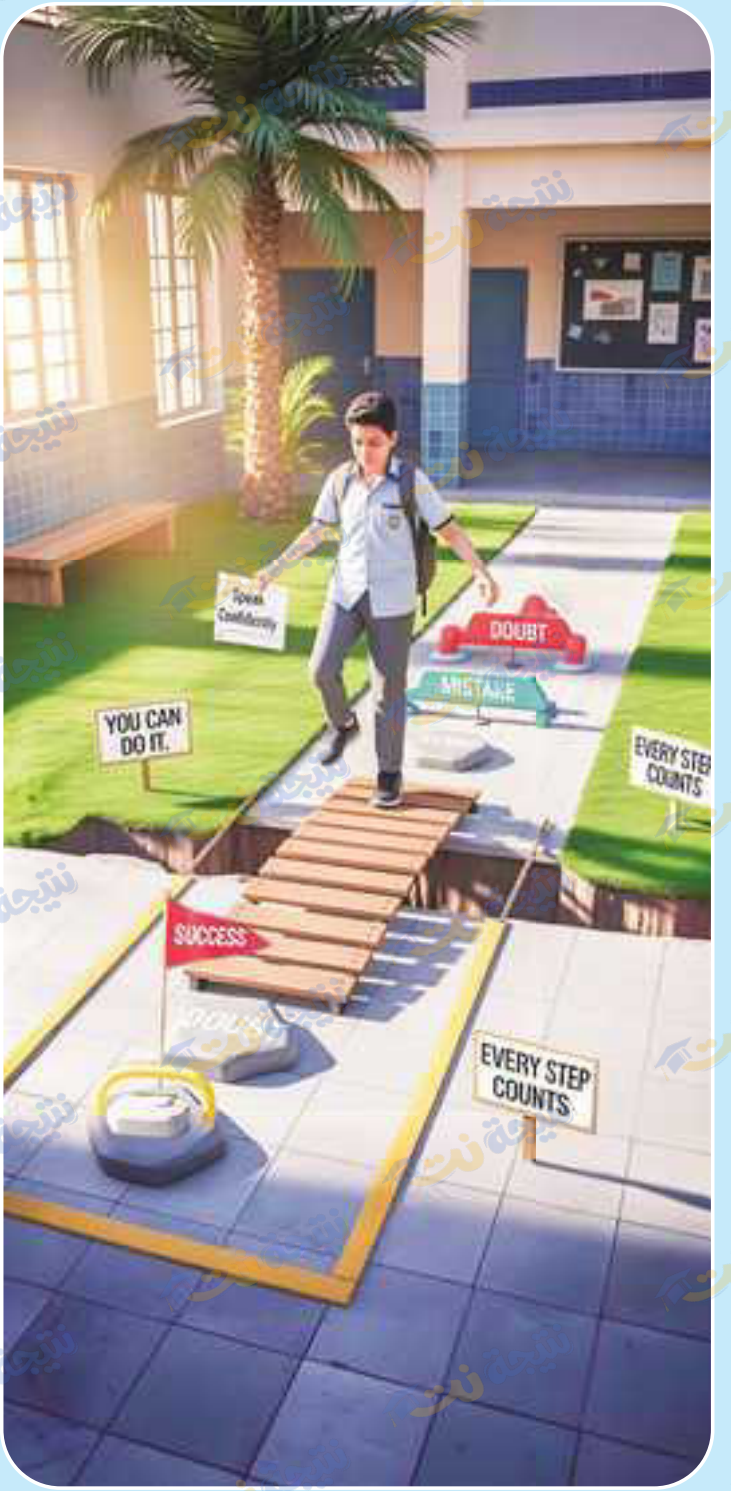
Reading
- Identify the main idea and supporting details in a motivational article
- Infer the meanings of new words using time expressions and context clues

Listening
- Identify the main idea and details in a spoken story
- Identify feelings and choices of speakers based on language clues

Speaking
- Describe personal or real-life challenges and explain how they are overcome
- Apply target grammar and vocabulary to discuss problems and solutions
- Connect ideas using "because, so, and although"

Language
- Use the past simple and past continuous correctly to describe past events
- Use time expressions in context

Writing
- Write about a personal challenge using appropriate vocabulary and past tenses
- Organize a short text with clear sequencing using time expressions



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LESSON 1 Overcoming Challenges

Before you start

Think and discuss in pairs

1 **Look at these pictures and decide what challenge is in each picture.**





2 **Answer the following questions.**

1. What challenge have you faced recently?

2. How did you feel before and after facing this challenge?

Tips

Time expressions like (*after that, then, finally*) help you understand the order of events in a story.

Reading

3 **Read the following text. In pairs, guess the meanings of the words in bold.**

Soha always enjoyed English, but this year she faced a new **challenge** — grammar lessons became very difficult. She especially struggled with the passive voice. Understanding the rules felt impossible, and after failing a quiz, she felt **discouraged**.

"This is too hard," Soha thought. But instead of giving up, she showed **determination**. Her teacher noticed her struggle and said, "Take it step by step. Focus on one rule at a time. Don't be afraid to ask for help."

With determination, Soha started to work harder. She watched videos, practiced with a friend, and made grammar posters for her room. Each grammar rule felt like an **obstacle**, but she didn't stop.

It took time, but Soha slowly began to improve. She passed her next quiz and felt proud of herself.

"I'm not perfect yet, but I'm trying," she said. "It takes **courage** to **keep going**, even when something feels difficult."

Think about this

4 **Answer the following questions.**

1. What challenge did Soha face in her English class?

2. How did Soha show determination?

3. What lesson can we learn from Soha's experience?

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

1. Which word best describes Soha's feeling after passing the quiz?

a. Lazy **b.** Determined **c.** Sorry **d.** Proud

2. What was the main problem Soha faced?

a. Speaking English with others **b.** Understanding grammar rules

c. Finding English videos **d.** Remembering vocabulary

3. What helped Soha overcome her challenge?

a. Giving up on English **b.** Copying her friend's answers

c. Practicing regularly and asking for help **d.** Changing subjects

Vocabulary

6 **Match the words from column A with their meanings from column B.**

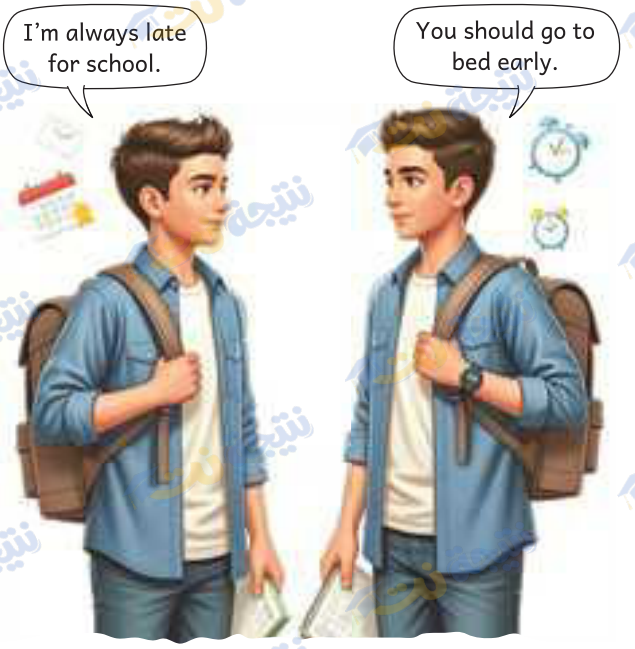
A	B
1. courage	☐ a difficult situation or task
2. challenge	☐ being brave when facing difficulties
3. determination	☐ something that blocks your path
4. obstacle	☐ not giving up easily

Speaking

7 **In pairs. Take turn to tell your challenge and listen to suggestions or advice to overcome it. Use the following tables to help do the task.**

Expressing Problems
"It's difficult to...",
"I have trouble with..."
"The problem is..."

Suggesting Solutions/ Making Recommendations
"It might be a good idea to..."
"How about...?"
"Maybe we should..."
"I suggest..."



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LESSON 2 Advice for Facing Challenges



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What is the most difficult thing you have ever faced?

2. What helped you stay strong and not give up?

Listening

2 **Listen to Laila's story. How did Laila prepare for the race before the race day?**

3 **Listen to Laila's story again. Then, answer the following questions.**

1. What challenge did Laila face at the beginning of the story?

.....

2. How long had Laila been training for the long race?

.....

3. How did Laila feel on the race day?

.....

4. What lesson does the story teach you?

.....

Listening Tip

Pay attention to tone and emotion. How something is said can tell you a lot about how the speaker feels—even more than the words!

4 **In pairs, listen again and choose the correct answer from a, b, c or d.**

1. Why was Laila proud after the race?

a. She lost the race. **b.** She won the race.

c. She won against her fear. **d.** She forgot to train.

2. Laila felt ..... when she fell down.

a. upset **b.** strong **c.** excited **d.** confused

3. Which word best describes Laila's attitude?

a. Lazy **b.** Negative **c.** Determined **d.** Careless

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Speaking

Think–Pair–Share

5 **Ask and answer about a challenge you faced in class.**

Topic: A challenge you faced in class

1. **Think:** How can you overcome a challenge?
2. **Pair:** **Ask your partner:**
   - Do you think English is a difficult subject?
   - What skills should you practice well?
   - How could you speak English well?
3. **Share:** Disscuss your ideas with the class.



Language in Use

6 **Underline the correct verb form (past simple or past continuous) in each sentence.**

1. While I **(walked / was walking)** to school, I **(saw / was seeing)** my friend.
2. We **(ate / were eating)** dinner when the phone **(rang / was ringing)**.
3. My brother **(arrived / was arriving)** while I **(did / was doing)** my homework.
4. It **(rained / was raining)** when we **(left / were leaving)** the house.
5. The students **(worked / were working)** quietly when the teacher **(came / was coming)** in.

Tip

Past Simple Tense

We use the Past Simple to talk about actions that started and finished in the past.

Example: She **fell** during the race.

Past Continuous Tense

We use the Past Continuous to describe an action that was in progress at a specific moment in the past.

Example: I was reading a story at 10:00 yesterday.

We use the past continuous for interrupted actions in the past.

Example: She **was running** when she **fell**.

While she **was running**, she **fell** down.

7 **Fill in the spaces with the correct form of the verb in past simple or past continuous.**

1. As I ..... **(walk)** to school, it ..... **(begin)** to rain.
2. She ..... **(cook)** dinner when the phone ..... **(ring)**.
3. They ..... **(play)** football yesterday.
4. I ..... **(break)** my arm while I ..... **(ride)** my bike.
5. My dad ..... **(drive)** to work when he ..... **(have)** a flat tire.
6. Zein ..... **(watch)** a movie last night.

8 **Write 4 sentences about your weekend using past simple and past continuous.**

Example: While I was playing football, it started to rain.

.....

.....

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LESSON 3 Facing Traffic Challenges



Before you start

1 **Answer the following questions.**

1. What traffic problems do you see in your city?

2. How do traffic problems affect people's lives?

Reading

2 **Read the following text.**

Traffic Problems in Cairo and Their Solutions

Cairo is a very busy city. Every day, there is a big **traffic jam** on streets and highways. Many people drive cars, and roads get blocked. This causes pollution, making the air dirty. It also makes people feel **stressed** and tired from waiting.

Egypt is working to solve this problem. New metro lines like Line 3 and Line 4 were built. Projects such as Tahya Misr Bridge and 6th of October Bridge help cars move faster. The country is building an electric train and a **monorail** to give people more ways to travel. Egypt also made **flyovers** and **tunnels**. These plans make the roads better.

Now, traffic is a little better. People use public transportation more. Egypt wants to build more roads, bridges, and train lines in the future. This will help Cairo become cleaner and easier to **move around**.

3 **Read the text again. Then, choose the correct answer from a, b, c or d.**

1. What is one result of traffic jams in Cairo?

a. Clean air **b.** Less travel **c.** Pollution **d.** Empty streets

2. Which one of these bridge helps solve traffic problems?

a. Nile River Bridge **b.** Tahya Misr Bridge

c. Peace Bridge **d.** Freedom Bridge

3. What public transport projects are being built in Egypt now?

a. New airports **b.** More taxis

c. Electric train and monorail **d.** Highway cameras

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4. Why does Egypt want more metro lines and roads?

a. To sell more cars
b. To make travel easier and cleaner
c. To reduce walking
d. To stop people from driving

4 **Read the text again. Then, answer the following questions.**

1. How do bridges and flyovers help solve traffic problems?

2. What other ideas do you have for reducing traffic in Cairo?



Vocabulary

5 **Match the words from column A with their meanings from column B.**

A	B
1. flyover	☐ long lines of cars that cannot move or are moving very slowly
2. monorail	☐ a road that passes over another road on a bridge
3. move around	☐ feeling worried, nervous, or under pressure
4. stressed	☐ to travel or go from place to place
5. traffic jam	☐ a passage built under the ground or through a mountain
6. tunnel	☐ a train that runs on a single rail, usually above the ground

6 **Fill in the spaces using words in the box.**

flyover - monorail - move around - stressed - traffic jam - tunnel

1. I was late for school because we got stuck in a ..... .

2. The train went through a dark ..... under the mountain.

3. A new ..... was built to help cars cross the busy road below.

4. The city uses a ..... to help people travel faster above the streets.

5. During exams, I often feel very ..... .

6. In big cities, it's easier to ..... using buses, bikes, or trains.

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LESSON 4 Story Time

The Little Inventor

Chapter Three
Inspiring Success

Before you read, discuss in pairs

1 **Answer the following question.**

- Do you think Amal will win the competition?

2 **Work in pairs to guess what the words in the box mean.**

- creativity - determination	- display - inspire	- honest

3 **Read the following text. Why did Amal feel proud at the end of the fair?**

On the day of the fair, all the children **displayed** their work. Amal stood proudly with her robot. When she presented it, the robot spoke: "Be yourself. Never give up!"

Everyone clapped. The children who once laughed at her now admired Amal's hard work and **creativity**. The teacher smiled and said, "Amal, you showed, **determination**, and **honesty**. You worked hard without giving up, and you stayed true to who you are."

Amal felt proud, not because she won a prize, but because she had expressed herself honestly, used digital tools responsibly, and showed empathy to others.

From that day on, Amal **inspired** others to follow their dreams, express themselves, and help one another.



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Read together again. Then, in pairs do the following tasks

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

1. On the day of the fair, Amal stood proudly with her robot, and when she presented it, the robot ..... .

a. sang a song **b.** made a noise **c.** spoke **d.** fell over

2. The children who once laughed at Amal now ..... her hard work and creativity.

a. ignored **b.** questioned **c.** admired **d.** criticized

3. The teacher told Amal she showed determination and ..... .

a. a bad attitude **b.** sadness **c.** great humor **d.** honesty

4. Amal felt proud because she had expressed herself honestly, used digital tools responsibly, and showed ..... to others.

a. anger **b.** indifference **c.** empathy **d.** fear

5 **Answer the following questions.**

1. What message did Amal's robot give at the fair?

.....

2. How did the children who once laughed at Amal react to her presentation?

.....

3. How did Amal inspire others to follow their dreams?

.....

6 **Critical Thinking.**
Answer the following questions.

1. What do you think changed the children's opinions of Amal?

.....

2. What lesson can we learn from Amal's story?

.....



Vocabulary

7 **Match the words from column A with their meanings from column B.**

A	B
1. creativity	☐ not giving up, even when there are difficulties
2. display	☐ coming up with new and original ideas
3. honestly	☐ to show something so others see it
4. inspire	☐ in a trustful way; not lying or deceiving
5. determination	☐ to be a role model for others in doing good things

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LESSON 5 Let's Talk

Before you read this conversation, ask a classmate

- Is it good to give up when you face a problem? Why or why not?

Reading

1 **Read the following dialog. What do you think of Hany's way in facing his challenge?**

When Things Get Hard

Samy : Hi Hany, you looked really happy at school today. What happened?

Hany : Oh, I gave a short speech to my class about facing problems. It was a big challenge, but I'm glad I did it.

Samy : Wow, that's great!! Were you nervous?

Hany : Yes, I was very nervous at first. I even felt **discouraged** because I **made a mistake** while I was speaking.

Samy : So, how did you **keep going**?

Hany : I just told myself to stay calm. I was sure I could do it.

Samy : That's cool! You didn't **give up**.

Hany : Thanks! Another challenge was when I was asked a question I was not sure of.

Samy : Oh my, what did you do?

Hany : Honestly, I said that I am not sure of the answer, so I will **do more research**.

Samy : That was very brave of you. It takes a lot of courage to say that.

Hany : Sometimes, an obstacle can surprise you, but with **honesty** and determination, you can get through it.

Samy : I agree. **Facing** challenges helps us grow.

Speaking

Conversation Tip

Use connectors like because, so, and although to explain ideas clearly.
Example: I felt discouraged because I made a mistake.

2 **In pairs, ask and answer questions, then switch roles.**

1. What was Hany's challenge? How did he handle it?
2. Why did Hany feel discouraged while giving his speech?
3. How did Hany show determination during the difficult moment?
4. How can students use determination to overcome obstacles?

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Role-Play

3 **Work with a partner. Read the short conversation below, then switch roles and create your own using the bold words.**

Real Talk Tip

When talking about personal experiences, try using phrases like:
- **"To be honest..."**
- **"I didn't expect that, but..."** These expressions make your story feel real and help others understand your feelings.

Student A : I had a big **challenge** last week during the end of year school party.

Student B : **Really**? Did you feel discouraged at any point?

Student A : **To be honest**, I forgot what to say! But I was determined to keep going.

Student B : **That's great**. It takes courage to stay calm like that.

Student A : I **didn't expect** that to happen because I knew my part very well. But with determination, I was able to finish my part, even though there were many obstacles.

Target Vocabulary

4 **Practice**

Work with a partner. Fill in the spaces in the following dialog between Mr. Shaker and his daughter Fatma using the words in the box.

Really - To be honest - I don't expect that - I agree

Mr. Shaker: You look upset, Fatma. Is everything OK?

Fatma : (1) ..... , Dad. I have to stand in front of the whole class tomorrow, and I'm really nervous.

Mr. Shaker: (2) .....? Just take a deep breath and try to relax. You've prepared well.

Fatma : What if I make a mistake or forget what to say?

Mr. Shaker: (3) ..... . But anyway, the important thing is not to be scared.

Fatma : But this week has been so hard. I had to research for my science project, finish my homework, and now this!

Mr. Shaker: (4) ..... , that's not easy. But I'm proud of how you're handling everything.

Fatma : Thanks, Dad. Sometimes I just feel worried when things don't go as planned.

Mr. Shaker: That's when you need to remind yourself how strong you are. You're doing well - just keep trying.

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LESSON 6 The Power of Facing Challenges



Before You Write, Let´s Get Ready

Target Language

- Samir bought a bicycle yesterday.
- Basma was watching TV at 6 yesterday.
- While they were playing online games, the lights went out.

Target Vocabulary

Try to include **at least 6** of these words in your paragraph.

challenge - courage - discouraged - determination - obstacle - stressed - creativity - inspired

Writing

Read the following paragraph about "Facing Challenges". Then, answer the questions.

Facing challenges helps us grow stronger and more confident. When we deal with problems, we learn new skills. Each challenge also teaches us something useful about ourselves and the world. Even when it feels hard, not giving up makes us braver. In the end, facing challenges makes us better prepared for the future.

1. What is the topic sentence?

2. Identify 3 supporting sentences.

3. What's the concluding sentence?

Writing Tip

Writing a paragraph

1. Topic Sentence

Start with a clear sentence that tells the reader what the paragraph is about.

2. Supporting Sentences

Add 2–4 sentences that give more information, details, or examples.

Explain why, give reasons, or describe what happened.

Use linking words like "because," "for example," "then," or "also."

3. Concluding Sentence

End the paragraph with a sentence that summarizes the idea or shares the writer's opinion or feeling."

- **Extra Tips:**
  - Stick to one main idea in each paragraph.
  - Use simple, clear sentences.
  - Check your spelling and punctuation.
  - Reread to make sure it makes sense.

Your Task

- Write a paragraph of (90 - 100) words on "A challenge you faced and overcame."
- Start with a topic sentence, support your ideas, and give a conclusion. Targeted vocabulary in the unit can help.

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Assessment Corner

A. Reading

1 **Read the short text and answer the questions.**

Amina wanted to grow a small vegetable garden, but the soil in her yard was very dry. At first, the seeds did not grow, and she felt disappointed. However, Amina decided not to give up. Every day, she watered the soil and moved the plants to a sunnier place. After a few weeks, small green leaves began to appear. Amina felt proud because she learned that hard work and patience can help her overcome challenges.

1. What did Amina want to do?

.....

2. What problem did she face first?

.....

3. What did Amina do to solve the problem?

.....

4. What lesson did Amina learn in the end?

.....

B. Vocabulary

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

1. The company ..... that they would open a new office next year.

a. guessed **b.** whispered **c.** announced **d.** hid

2. Many people experience a feeling of ..... when they stand on a very high place.

a. fear **b.** hunger **c.** thirst **d.** boredom

3. After practicing a lot, she felt ..... about giving her presentation.

a. nervous **b.** confused **c.** shy **d.** confident

4. She was ..... a big challenge.

a. listening **b.** reading **c.** looking **d.** facing

C. Language

3 **Complete the sentences using the correct form of the verbs in brackets.**

1. While I ..... **(walk)** to school, I ..... **(see)** an accident.

2. I ..... **(read)** a book when my friend ..... **(call)** me.

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My Self-Reflection

☑ Reading

- ☐ I can find the main idea and important details in a text about challenges.
- ☐ I can understand new words using context clues and time expressions.

☑ Vocabulary

- ☐ I can use new vocabulary words to talk about personal challenges and how to overcome them.
- ☐ I can write sentences and short texts using target words correctly.

☑ Listening

- ☐ I can understand the main idea and details in a spoken story about facing challenges.
- ☐ I can describe the feelings and choices of speakers.

☑ Speaking

- ☐ I can talk about my own challenges and how I overcome them.
- ☐ I can give advice using the correct vocabulary and expressions.

☑ Language

- ☐ I can use the Past Simple and Past Continuous to describe events.
- ☐ I can connect ideas using because, so, and although.
- ☐ I can use time expressions to show the order of events.

☑ Writing

- ☐ I can write a paragraph containing a topic sentence, 2 or 3 supporting details, and a concluding sentence.
- ☐ I can write a paragraph about a personal challenge using correct tenses and target vocabulary.
- ☐ I can organize my ideas clearly using connectors and time expressions.

☑ Life Skills & Values

- ☐ I can understand why it is important to have a positive mindset when facing challenges.
- ☐ I can explain why courage and determination help me overcome problems.
- ☐ I can respect other people's challenges and show empathy.
- ☐ I can learn from my failures and see them as a chance to grow.

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Review 1

Lesson 1

1 Listen to the audio, then choose the correct answer.

1. What can Gen Alpha do before writing?

a. Drive cars
b. Swim professionally
c. Scroll screens
d. Cook meals

2. How do Alphas prefer to communicate?

a. Through long letters
b. Using images and emojis
c. By sending faxes
d. With radio messages

3. What do they need help with?

a. Using apps
b. Balancing screen time
c. Taking selfies
d. Finding Wi-Fi

4. What makes them "digital natives"?

a. They avoid technology.
b. They fear computers.
c. They learn technology naturally.
d. They prefer newspapers.

2 Read the following dialog.

Mom: Ali, your Gen Alpha sister uses tablets differently than you did at her age!

Ali (Gen Z): I know! She's already editing videos at 7. Mrs. Noura told us in ICT class that Gen Alpha processes information faster.

Teacher (on video call): That's correct. Research shows they can use 5 apps at the same time. But they mustn't neglect offline skills.

Little Sister: Look! I just made a reel about our cat... and did my math homework!

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

1. What can Gen Alpha do well?

a. Read handwritten letters
b. use many apps
c. Use typewriters
d. Avoid social media

2. What did the teacher warn about?

a. Using too many pencils
b. Neglecting offline skills
c. Watching TV
d. Eating while typing

3. How is Ali's sister different at age 7?

a. She hates technology.
b. She edits videos.
c. She prefers board games.
d. She can't use smartphones.

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4. What subject is discussed in this topic?

a. History **b.** ICT **c.** Physical Education **d.** Music

3 **Fill in the spaces with words from the box.**

trends – safely – digital natives – footprint – communicate

Gen Alpha are true (1) ..... who follow online (2) ..... . They (3) ..... differently from older generations. Remember! Every online action leaves a (4) ....., so always post (5) ..... .

4 **Write a paragraph of (90 – 100) words about staying safe online.**

.....

.....

.....

Lesson 2

1 **Complete the following using words from the box.**

passive – active – choose – collected

Your (1) ..... footprint includes posts you (2) ..... to share, while your (3) ..... footprint includes hidden data (4) ..... by websites.

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

1. While I ..... , I fell down.

a. run **b.** am running **c.** was running **d.** ran

2. They ..... football when it started to rain.

a. played **b.** were playing **c.** are playing **d.** play

3. She ..... her leg while she ..... .

a. broke / skated **b.** was breaking / skated

c. broke / was skating **d.** breaks / is skating

4. When the teacher arrived, we ..... loudly.

a. talks **b.** were talking **c.** talk **d.** are talking

5. I ..... a strange noise while I ..... to sleep.

a. hear / am trying **b.** heard / was trying

c. was hearing / tried **d.** heard / tried

6. The students ..... when the fire alarm ..... .

a. studied / was going off **b.** were studying / went off

c. studied / went off **d.** study / goes off

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3 **Choose the correct word to complete each sentence.**

1. Gen Alpha are true ..... because they grew up with technology everywhere.

a. digital natives **b.** designers **c.** experts **d.** conflicts

2. Always think before you post online to protect your .....

a. creativity **b.** digital footprint **c.** point of view **d.** schedule

3. Many kids use apps to ..... with friends through short videos.

a. brainstorm **b.** communicate **c.** stress **d.** disappoint

4. A good online ..... includes time for both learning and fun.

a. empathy **b.** balance **c.** notification **d.** moral

5. Gen Alpha often ..... new trends faster than adults.

a. misunderstand **b.** discover **c.** frustrate **d.** limit

6. Showing ..... means understanding how others feel.

a. empathy **b.** distraction **c.** integrity **d.** background

7. Your ..... includes everything you choose to share online.

a. active footprint **b.** passive footprint **c.** entertainment **d.** strength

8. ..... like YouTube and Instagram are popular with Gen Z and Gen Alpha.

a. Conflicts **b.** Social media **c.** Moral values **d.** Practical skills

The Story

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

1. Yara helped her friend Amal by giving her .....

a. tools **b.** books **c.** money **d.** ideas

2. Amal was a ..... girl living in village.

a. brave **b.** curious **c.** confident **d.** a, b & c

B. Answer the following questions.

1. What did Amal decide to make for the Creative Fair?

2. In your opinion, how did Amal use digital tools responsibly?

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UNIT 4

Art and Expression



Learning Outcomes

Reading
- Identify different types of artwork mentioned in a text
- Use context clues to understand the meaning of new words
- Use descriptive adjectives to expand vocabulary

Listening
- Summarize the main ideas from an interview with an artist
- Extract specific details from a listening passage
- Identify meanings of words from context

Speaking
- Describe favorite types of artwork
- Explain a favorite artwork using adjectives
- Express ideas clearly and with enthusiasm when discussing art

Language
- Apply descriptive adjectives to make sentences clearer
- Use the connectors : because, so, although and but

Writing
- Write an email of a type of art using target language
- Integrate unit vocabulary effectively into writing

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LESSON 1 A Journey Through Art!



Before You start

Think and discuss in pairs

1 **Answer the following questions.**

1. Do you think everyone can be an artist? Why or why not?

2. Why is art considered a world language?

Reading

2 **Read the following text. Where can you see different artworks?**

A World of Imagination!

There is a wonderful world of art all around us! An **artwork** is anything an artist makes to express their ideas and emotions. Sometimes, there are bright, colorful paintings, but other times, there are amazing **sculptures** made from different **materials** like smooth stone or shiny metal. Each piece shows the artist's **special** touch.

Artists use their **imagination** and creativity to make beautiful works of art. Creativity is not only important for art—it is also a **valuable** life skill. It helps us solve problems, think in new and **original** ways, and express ourselves. Creativity can also be a source of joy and personal growth.

You can see many different artworks in a **gallery**. Although some galleries are filled with **amazing** paintings, there are also lively places with exciting performances. Every artwork has a special message from the artist, like a **hidden** story or a strong feeling. It's fun to look closely and think about what the artist wants to tell us, so there are always new and interesting things to discover in the world of art!

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

1. Which of the following best describes the main goal of an artwork?
- **a.** To match the colors in a room
- **b.** To express personal thoughts and feelings
- **c.** To follow artistic traditions and styles
- **d.** To copy other famous artists' works

2. What message does the passage suggest every artwork carries?
- **a.** A copy of the artist's previous work
- **b.** Instructions on how to make artwork
- **c.** A hidden story or emotional meaning
- **d.** A historical fact or date

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4 **Answer the following questions.**

1. Why is creativity considered an important life skill?

.....

2. What can you discover when you look closely at a piece of art?

.....

Reading Tip

Scanning: Find Fast!
Purpose: Find one specific thing quickly (like a name, date, or fact).
How To:
1. Know what you're looking for: (e.g., "Mohamed," "1990," "sky is blue").
2. Eyes Move Fast: Quickly slide your eyes down the page.
3. STOP! When you see your keyword, read just around it to check. Don't read everything!

Vocabulary

5 **Read the text again. Then, in pairs, match the words with their meanings.**

A	B
1. artwork	☐ the first copy of its kind
2. sculpture	☐ more important than usual
3. special	☐ worth a lot of money
4. valuable	☐ a piece of creative work
5. original	☐ objects made by shaping materials like stone, wood ..etc.

6 **Read and complete the following sentences with words from the box below.**

imagination – gallery – amazing – materials

1. The painting is so ..... and colorful.
2. Artists can use different ..... in their artwork.
3. We went to the art ..... to see the new paintings.
4. With a little ....., you can change simple ideas into amazing works of art.

Speaking

Think–Pair–Share

7 **Ask and answer about art in our life.**

- **Topic :** Art in our life

1. **Think:** What kind of art do you like?
2. **Pair :** - Is art important in our life?
   - What can we learn from it?
   - How can art bring people together?
3. **Share:** Tell the class your ideas about art.



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LESSON 2 Exploring Art: Listen up!

Before you start

Think and discuss in pairs

- Imagine a painting of a busy city. What colors, people, or buildings might be in it?

Speaking Tip

When you talk, remember to express your ideas clearly and with excitement.

- Be brave! Share your thoughts and feelings.
- Describe everything! Use descriptive adjectives to make people "see" what you're talking about!
- Explain your "Why"! Always try to explain why you think highly of something or why you like/dislike it. This helps you express your message!

Listening

1 **Listen to the interview with Youssef, the artist. Then work together to answer the question.**
What challenging materials does the artist use?

2 **Listen to the interview with Youssef and match the words with their definitions.**

A	B
1. colorful	☐ a material used for making pottery and sculptures
2. clay	☐ information that you send to or receive from someone
3. engage with	☐ to take part in something or become involved
4. incredible	☐ very hard to believe; amazing
5. interactive	☐ allowing people to take part or respond directly
6. message	☐ made up of many bright or different colors

3 **Listen again to the interview with Youssef. Then read the following and write (T) True or (F) False.**

1. Youssef enjoys sharing his studio with others. ( )
2. Youssef believes every artwork should have a clear and strong message. ( )
3. Youssef only works with clay for his sculptures. ( )
4. Youssef uses colorful paints to show different emotions. ( )
5. Youssef's next exhibit will not include interactive pieces. ( )

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Speaking



Think-Pair-Share

4 **Ask and answer about a painting.**

Topic: *Describing a painting*

1. **Think:** What is your favorite painting?
2. **Pair:** - What is the painting about? - What colors are there?
   - How does it make you feel? - What story might it be telling?
3. **Share:** Share your ideas with the whole class.



Language in Use

5 **Fill in the spaces using "because, so, but, or although".**

1. I failed my first test, ... I didn't give up.
2. ..... he was afraid of speaking, he still gave the presentation.
3. He showed great effort, ... the teacher was proud of him.
4. I was nervous ..... it was my first time on stage.
5. She got high marks ..... the exam was difficult.

Tip

Connectors

Use Connectors to Show Cause, Result, or Contrast. Connectors help your ideas flow clearly when you talk or write. Use them to show:

- Cause → because
  *I didn't give up **because** I believed in myself.*
- Result → so
  *I worked hard, **so** I improved my skills.*
- Contrast → although/but
  – *I was tired, **but** I kept trying.*
  – ***Although** I was tired, I kept trying.*
  – I kept trying although I was tired.

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

1. I felt tired ..... I went to bed early.
   a. because **b.** but **c.** although **d.** so
2. Rahma was smiling ..... she wasn't feeling well.
   a. although **b.** and **c.** so **d.** because
3. Omar didn't study, ... he failed the test.
   a. because **b.** so **c.** but **d.** although
4. Malik wanted to go out ..... it was raining.
   a. so **b.** and **c.** although **d.** because

7 **Join the two sentences using the words in the box below:**

but – Although – because – so

1. I was hungry. I made a sandwich.
2. Basem felt sick. He went to school.
3. Rodayna stayed home. She was unwell.
4. They were nervous. They behaved quietly.

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LESSON 3 An article about an Artist



Before you start

1 **Answer the following questions.**

1. Have you ever heard of the word sculptor? What does a sculptor do?
2. If you could create a symbol for Egypt, what would it be? Why?

Reading

2 **Read the following text and answer the following question. When did Mahmoud Mokhtar die?**

Mahmoud Mokhtar

Mahmoud Mokhtar (born in 1891) was a very important **national** artist. He was one of the famous Egyptian **sculptors**. He mixed old Egyptian art with new European styles.

Mokhtar learned to **sculpt** as a child. He later went to art schools in Egypt and Paris.

His most famous work is Nahdat Misr Statue. This sculpture shows a woman and a Sphinx, symbolizing Egypt's history and **agriculture**. It became a big **symbol** for Egypt and was put in a public square in Cairo in 1928.

Mokhtar actively **participated** in the art movement, using his art to **promote** Egyptian identity. He also wrote articles to encourage art appreciation. He gained international **recognition**, exhibiting his work in Paris. His piece, al-Khamaseen, shows a peasant woman battling sandstorms.

He died in 1934. Later, a museum was opened in Cairo to show his art. Mokhtar is still known as Egypt's most famous sculptor, and his art played a big part in modern Egyptian art history.

3 **Read the text again. Then, answer the following questions.**

1. Where did Mahmoud Mokhtar go to art schools?

.....

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2. What were Mokhtar's most famous sculptures?

.....

3. Why was Mokhtar's art important to Egypt?

.....

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

1. When was Mahmoud Mokhtar born?

a. 1891 **b.** 1991 **c.** 1881 **d.** 1189

2. What does al-Khamaseen sculpture show?

a. His trip to Paris **b.** The opening of the art school

c. A woman and a storm **d.** Meeting a famous singer

3. What kind of art did Mokhtar mix together?

a. Old Roman and Greek art

b. Ancient Egyptian and modern European art

c. African and Asian art

d. Only modern European art



Vocabulary

5 Complete the spaces with the correct word from the box.

promote – national – recognition – participate – sculptor

1. The museum held a ..... art competition to celebrate young artists from across the country.

2. The ..... used clay to create a statue that showed the life of ordinary people.

3. Many students ..... in the school's art fair by painting, drawing, and showing their creative projects.

4. The artist received ..... for his work after it was displayed in a famous gallery.

5. The school organized an exhibition to ..... creativity and teamwork among students.

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LESSON 4 Story Time

The Adventure of the Hidden Island

Chapter One
Different, but connected

Before you read, discuss in pairs

1 **Answer the following question.**

- Can you tell the class about an adventure you have read or watched on TV?

2 **Guess what the words in the box mean.**

appreciate – explore – freedom – compass – sky

Reading

3 **Read the following text. What did the friend find one sunny morning?**

In a quiet coastal town, a group of friends—Hany, Faris, Malik, and Sami—loved to **explore**. One sunny morning, they found an old map that showed a "Hidden Island" across the sea.

Hany, the bravest, said, "Let's go on an adventure!"

Faris added, "We have the **freedom** to explore, but we must respect nature and each other."

They **packed** their things: food, water, a **compass**, and notebooks to draw what they discovered. They also agreed on one rule: "No one is the boss. We work together and listen to everyone's ideas."

As they sailed, they sang songs and **appreciated** the beauty of the sea, the birds, and the fresh air. Malik, who loved drawing, **sketched** the scenery. Sami, who was **shy**, felt free to share his ideas for the first time.

They were all different, but they respected each other's **thoughts**.



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Read together again. Then, in pairs, do the following tasks.

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

1. The friends found an old map that showed a "Hidden Island" across the ..... .

a. mountain **b.** forest **c.** river **d.** sea

2. Before they left, the friends agreed that no one was the boss, and they would ..... together.

a. argue **b.** work **c.** eat **d.** race

3. Malik enjoyed ..... the scenery as they sailed to the island.

a. singing **b.** eating **c.** drawing **d.** sleeping

4. Although they were all different, the friends ..... each other's thoughts.

a. ignored **b.** criticized **c.** respected **d.** forgot

5 Answer the following questions.

1. What did the group of friends find one sunny morning?

.....

2. Who was the bravest friend who suggested going on an adventure?

.....

3. How did Sami feel when he shared his ideas for the first time?

.....

6 Critical Thinking

Answer the following questions.

1. Why do you think they agreed that "no one is the boss"?

.....

2. How did having respect help the group during their adventure?

.....

3. Why do you think Sami felt free to share his ideas for the first time?

.....

4. What would happen if someone in the group refused to listen to others' ideas?

.....

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LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

1. Why do people enjoy art?

2. How do they use art to show their feelings or ideas?

Reading

1 **Read the following dialog. Why do you think art is connected with creativity ?**

When Things Get Hard

Student : Wow! I just walked through that modern art section in this museum. Some of the pieces are really amazing!

Art teacher: I'm glad you enjoyed it! Many artists here use different **materials** to create something original.

Student : I saw one sculpture made from paper and metal. It looked so **special**—I've never seen anything like it.

Do you like this style of art?

Art teacher: Yes, of course. I think it's a great example of **creativity**. Do you know that artists use their imagination to express ideas and emotions in new ways?

Student : Yes, of course. Some of this work might not be famous yet, but it's still beautiful and **meaningful**.

Art teacher: Absolutely. Sometimes **recognition** comes much later, because it can take time for people to connect with an artist's style.

Student : That **makes sense**. I think even simple art can have a powerful **message**.

Art teacher: You're right. Every piece is original in its own way, even if it isn't **perfect**. That's what makes art so special.

Speaking

2 **In pairs, ask and answer questions, then switch roles.**

1. What kind of materials did the artist use to make the special sculpture?

2. Why doesn't all art receive recognition immediately?

Conversation Tip

Share your opinion and ask for your speaker's to make the conversation more interesting! In the museum, the tourist shared thoughts about the art. You can do the same-and then ask what the other person thinks!

For example:

• "This piece is so special. Do you like this style of art?"

Sharing your ideas and asking others makes the conversation more fun and helps you learn different points of view-just like in a real museum talk!

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3. What does the tourist believe about simple art?

4. If you were an artist, what would you like to make? Why?



Role-Play

3 **Take turns being the Art teacher and the student. Switch roles, and create your own using the bold words.**



Target Vocabulary

4 **Practice**

Work with a partner. Use the words and expressions in the table below to fill in the gaps in the following dialog.

deserves - fabric - creativity - materials - original - recognition - amazing

Tour Guide: Welcome to the museum! You might enjoy this section – it's full of modern art.

Tourist : Wow! This painting is so (1) ..... . I love its bright colors.

Tour Guide: The artist used different (2) ..... like (3) ..... and metal. His work is (4)..... .

Tourist : It looks so special. I've never seen anything like this before!

Tour Guide: Yes, he used a lot of imagination and (5)..... .

Tourist : He's not very famous yet, but I think he (6)..... more (7)..... . This visit really made me think about art in a new way.

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LESSON 6 My Performance Review

Before You Write, Let´s Get Ready

Target Language

1. The exam was so easy, so all students succeeded.
2. I didn't go out because I was studying my lessons.
3. Although Omar is rich, he's wearing old clothes.
4. It's too hot, but I'll spend the day out.

Helpful Hints

- Start your email with: Hi [friend's name].
- Say why you are writing.
- Use short and simple sentences.
- Finish your email with a closing sentence/phrase like: Write back soon! or Talk to you later!

Target Vocabulary

Try to include **at least 6** of these words in your email:

artist - symbol - amazing - creativity - imagination - star - actress - original

Writing

Read and complete the following email with words from the box above.

New Message

To : Eyad cc : bcc :

From : Ayman

Subject : Does Art Only Mean Painting?

Hi Eyad,
How are you?
I'm pleased to write this email to you. I've read an amazing article about art.
Art is much more than just painting. It is a way to express **(1)** ..... and **(2)** ..... .
An **(3)** ..... can be a painter, a musician, a writer, or even an actor. In Egypt, one famous movie star is Omar Sharif. He was known all over the world and acted in many **(4)** ..... movies. His talent and passion for acting made him a **(5)** ..... of Egyptian cinema. Another great star is Amina Rizk, a famous Egyptian **(6)** ..... known for her strong roles in theater and movies. Her **(7)** ..... roles as a kind mother touched the hearts of many people all over the Arab world.
What do you think?
Write back soon,
Yours,
Ayman

Send Now

Your Task

- Write an email to a friend of (90 - 100) words describing a kind of art you like most.

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Assessment Corner

A. Vocabulary

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

1. The clever students ..... a plan for the school project.

a. make **b.** throw **c.** point **d.** neglect

2. Rodyna can ..... her thoughts through writing stories.

a. finish **b.** paint **c.** damage **d.** express

3. Children have strong ..... to create stories.

a. imagination **b.** bag **c.** pencil **d.** picture

4. Their ..... allows them to invent new things.

a. model **b.** creativity **c.** routine **d.** laziness

B. Language

2 **Choose the best adjective to complete each sentence.**

a. The painting was so **(amazing - boring)** that everyone loved it.

b. The gallery was full of **(heavy - creative)** artwork.

c. I love how the artist used bright red and blue to make her painting **(colorful - quiet)**.

3 **Use (because - so - but, or although) to join these sentences.**

a. The painting was colorful, ... it didn't win the competition.

b. She loves drawing, ... she takes an art class every week.

c. He didn't finish the sculpture ..... he ran out of time.

d. ..... the painting is creative, some people don't like it.

C. Writing

4 Think about something interesting you learned in this unit. Your task is to write an email of (90 - 100) words about it.

.....

.....

.....

.....

.....

.....

.....

.....

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My Self-Reflection

Reading

- ☐ I can identify what an artwork is according to the text.
- ☐ I can find the main idea of a reading about art.
- ☐ I can name different kinds of artwork mentioned in a text.
- ☐ I can understand descriptive adjectives.

Vocabulary

- ☐ I can define and use new words like artwork, creativity, express, imagination, performance, gallery, sculpture, emotion, and message.

Listening

- ☐ I can understand the main idea from an interview with an artist.
- ☐ I can find specific details when I listen to a text.

Speaking

- ☐ I can talk about why art is important.
- ☐ I can talk about my favorite type of artwork and where to see art.
- ☐ I can describe a favorite artwork using descriptive adjectives.

Language

- ☐ I can use cause, result, and contrast connectors to join sentences.
- ☐ I can use descriptive adjectives to describe sentences.

Writing

- ☐ I can write an email about art.

Life Skills & Values

- ☐ I can appreciate art and creativity.
- ☐ I can understand how art helps me know myself better.

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UNIT 5

Around the World

Learning Outcomes

Reading
- Identify the main idea and supporting details in a travel blog
- Compare and contrast the writer's experience in Japan and Morocco using examples from the text
- Identify facts and opinions in a short text and make simple inferences based on information about people, places, and culture

Listening
- Identify the main idea and important details from a spoken tour about famous places in Cairo
- Pick out specific information such as names, numbers, languages, and foods mentioned in the audio

Speaking
- Talk about cultural aspects of a country (food, traditions, greetings, landmarks)
- Share and compare ideas about countries and cultures in a structured conversation (Role-play)

Language
- Identify and explain comparatives, superlatives in context
- Create accurate sentences using these grammar forms

Writing
- Write a social media post using key vocabulary and comparatives and superlatives
- Edit writing using peer feedback and self-check



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LESSON 1 Have You Ever Explored the World?

Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Which continent is Japan in?

2. Which continent is Morocco in?

3. Have you ever visited or wanted to travel to another country? Where? Why?

Reading

2 **Read the following text. Was Rokaya happy with her two visits?**

A Blogger's Journey (Japan and Morocco)

By Rokaya: Travel Blogger



Last year, I traveled across two amazing countries in two different **continents**, Asia and Africa. I visited Japan and Morocco, and both were full of rich **culture** and **unforgettable** experiences.

In Japan, I explored Tokyo, the capital city. It's one of the most **organized** places I've ever seen. The **population** is large, and the people are polite and respectful. I joined a tea **ceremony**, a beautiful **tradition** that shows calmness and kindness.

Then I went to Morocco. I stayed in Marrakech, a colorful city full of life. The population is smaller than Tokyo's, but the energy in the streets was stronger. People speak Arabic and French. I visited old markets and ate traditional food like tagine.

Each country has a special **landmark**. In Japan, I saw Mount Fuji: quiet, powerful, and more **impressive** than any mountain I've visited before. In Morocco, I visited the Koutoubia Mosque, a tall and beautiful building in the city center.

Have you ever explored two countries with such different cultures? This travel experience taught me how big and interesting our world is, and how much we can learn when we're **curious** and open to new traditions.

Think about this

3 **Read the text again, and answer the questions.**

1. What two countries did Rokaya visit last year?

2. From the text, which city do you think was quieter, Tokyo or Marrakech?

3. Which city has more population Tokyo or Marrakech?

4. What does Rokaya think of Mount Fuji?

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

1. Rokaya visited ..... .
   - **a.** Asia
   - **b.** America
   - **c.** Europe
   - **d.** Australia
2. Rokaya said the people of Tokyo are ..... .
   - **a.** noisy
   - **b.** impolite
   - **c.** lazy
   - **d.** respectful
3. What traditional food did Rokaya have in Morocco?
   - **a.** Sushi
   - **b.** Tagine
   - **c.** Ramen
   - **d.** Pizza

Inference

This is when you figure out something new by combining clues from the text with what you already know. The author doesn't say it directly, but gives you hints.
Example: Rokaya describes Tokyo as "organized" and "people are" "polite." Infer: She appreciates order and good manners. (She doesn't state this directly, but her words show this meaning.)

Vocabulary

5 **Match the meaning of the words in column A with their meanings in column B.**

A	B
1. continent	☐ a famous place or building people visit
2. capital	☐ a custom that people do regularly
3. landmark	☐ the number of people living in a place
4. population	☐ a group of countries on one large land area
5. tradition	☐ the main city of a country

6 **Fill in the spaces using the words in the box.**

ceremony – explored – population – culture – unforgettable

1. We ..... the old city and took many photos.
2. Cairo has a large ..... of over 20 million people.
3. Egyptian ..... includes ancient history, music, and food.
4. The trip to Cairo was ..... because I saw the pyramids.
5. We watched a traditional wedding ..... during the festival.

Reading Tips

- **Be a Reading Detective!**
- When you read, think like a detective to uncover hidden meanings and identify what's real.

Facts: These are clues that are directly stated in the text. You can point right to the words.
Example: "Rokaya visited Japan." (The text tells you this.)
Opinions: These are what someone thinks or feels. They often use words that show judgment or preference.
Example: "Tokyo is one of the most organized places." (This is Rokaya's personal view.)

Speaking

Think–Pair–Share

7 **Ask and answer questions about a visit to (a place).**

Topic: A visit to (a place)

1. **Think:** What country did you visit before?
2. **Pair:** Ask your partner:
   1. When did you visit (.....)?
   2. Where is (.....) located?
   3. What about the (weather, food, people...) there?

Share: Tell your class about your visit to (.....).

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LESSON 2 A Tour around Cairo



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What does a tour guide usually say or do?

2. Have you ever been on a guided-tour?

Listening

2 **Listen to an audio about (A Tour around Cairo). Circle the words you hear in the audio.**

the Sphinx	bazaar	center
mysterious	treasures	souvenirs
hospital	Seven Wonders	mask

3 **Listen to the audio again. Match the words in column A with their meanings in column B.**

A	B
1. treasure	☐ something strange or unknown that makes you curious
2. souvenirs	☐ dead bodies that have been preserved for a long time, especially in ancient Egypt
3. mysterious	☐ a cover for the face, often used in celebrations, shows, or for protection
4. mummies	☐ small things people buy or keep to remember a place or trip
5. mask	☐ a collection of valuable things like gold, silver, or jewels

4 **Listen again and choose the correct answer from a, b, c or d.**

1. Where is the Grand Egyptian Museum located?

a. In the New Administrative Capital **b.** Near the Pyramids of Giza

c. In Khan El-Khalili Bazaar **d.** In Tahrir Square

2. What can visitors do at Khan El-Khalili Bazaar?

a. See ancient mummies **b.** Take photos of the Sphinx

c. Buy souvenirs **d.** Visit government offices

3. What is the New Administrative Capital?

a. A new museum near the pyramids

b. A modern city built to help with life in Cairo

c. The place where Tutankhamun's mask is kept

d. An old market in central Cairo

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

1. What is the name of the tour guide?
2. How old are the Pyramids of Giza?
3. What does the Sphinx look like?

Tip

Listen for the facts the guide says directly. Focus on numbers, names, and what he tells the group to do.

Speaking

Think–Pair–Share

6 **Ask and answer about a visit to Luxor.**

Topic: A visit to Luxor

1. **Think:** Have you ever visited Luxor?
2. **Pair:** Ask your partner:
   - How is the weather like in Luxor in winter?
   - What can you see in Luxor?
   - What can you do there?
3. **Share:** Tell your class about Luxor.



Language in Use

7 **Choose the correct answer.**

1. The population in Marrakech is **smaller/ the smallest** than Tokyo's.
2. Tokyo is one of the **most/more** organized places I've ever seen.
3. Cairo is the **bigger/biggest** city in Egypt.
4. Mount Fuji is **the most/more** impressive than any mountain I've visited before.
5. Salma is **more/ the most** intelligent girl in the class.

Tip

Comparatives and Superlatives

- We use "adj + er + than" **or** "more + adj + than" to compare two things.
- We use "the adj + est" or "the most" to show something is the best or least among three or more.

8 **Complete the sentences with the correct form of the adjective (comparative or superlative)**

1. This museum is much ..... **(interesting)** than the one we visited last week.
2. July is usually the ..... **(hot)** month of the year in Egypt.
3. My hometown is ..... **(quiet)** than Cairo.
4. That was the ..... **(expensive)** meal I've ever had on a trip!
5. I think traveling by train is ..... **(comfortable)** than flying.

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LESSON 3 Around the World in Four Amazing Places

Before you start

1 Answer the following questions.

1. Do you think it is exciting to travel abroad? Why?

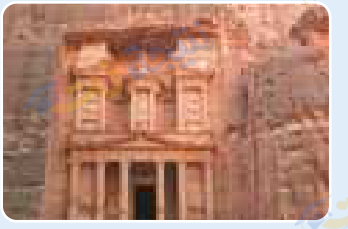
2. What country would you want to visit? Why?

Reading

2 Read the following text.

Welcome to WonderWander Tours – Your Gateway to the World's Most Amazing Destinations!

Are you ready to explore some of the most **awesome** and unforgettable places on Earth? In this guide, we'll take you on a tour to four very special **destinations** that will fill your heart with wonder and your camera with unforgettable **memories**. Let's begin your great **adventure**!









1. **Petra, Jordan:** Petra is an ancient city **carved** into red rocks. It is over 2,000 years old and was once a rich **trading city**. The most famous building is the Treasury, which you may know from movies. Petra is very special and is one of the New Seven Wonders of the World.
2. **Machu Picchu, Peru:** Machu Picchu is an old Inca city in the mountains. It is over 500 years old and sits high in the Andes. You can get there by train or by **hiking** the famous Inca Trail. The views are amazing, and it feels like a lost city in the clouds.
3. **Reykjavik, Iceland:** Reykjavik is the capital of Iceland and the **home** of amazing nature. It is the northernmost capital in the world. From here, you can visit the Blue **Lagoon**, a warm and blue **geothermal** pool. You can also see volcanoes, **glaciers**, and maybe even the Northern Lights in winter.
4. **Chefchaouen, Morocco:** Chefchaouen is a small city in the north of Morocco, high in the mountains. It is famous for its blue streets and houses. Walking there feels like being inside a **painting**. The color blue was believed to bring **peace** and happiness. It is a special place full of **charm** and culture.

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3 **Read the text again. Then, answer the following questions.**

1. What is the main idea of the passage?

2. How can visitors reach Machu Picchu?

3. Why is the city of Chefchaouen special?

4. Which of these places would you most like to visit and why?



Vocabulary

4 **Complete the sentences with the correct word from the box.**

memories - Lagoon – carved – trading - destinations

1. Paris and Tokyo are popular travel ..... for tourists around the world.

2. My trip to the mountains gave me great ..... that I will never forget.

3. Tourists enjoy the Blue ..... in Iceland.

4. The ancient statue was ..... from a single piece of stone.

5. Long ago, this city became rich by ..... spices and silk.

5 **Match the words from column A with their meanings from column B.**

A	B
1. trail	☐ a large mass of ice that moves slowly
2. lagoon	☐ a small lake near the sea
3. charm	☐ a path or way for walking
4. glacier	☐ a special beauty or attraction



Speaking

6 • **In pairs, choose one country you've learned about or would like to visit.**

• **Research or recall facts and fill in the chart below:**

Country chosen	Category	Examples
	Food Traditions Famous Landmarks Interesting Facts	

• **Use the questions below to talk together:**

a. What's something special about the food in this country?

b. What tradition would you like to try?

c. Have you ever visited this country before?

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LESSON 4 Story Time

The Adventure of the Hidden Island

Chapter Two
Freedom and Friendship

Before you read, discuss in pairs

1 **Answer the following question.**

- What do you think you can find on a hidden island?

Reading

2 **Read the following text. Guess the meaning of the words in bold.**

When they reached the Hidden Island, they found **strange** plants, colorful birds, and **mysterious** caves. Hany suggested, "Let's **split** into pairs and explore, but stay close and safe."

They discovered beautiful shells, **shiny** stones, and even a **waterfall**. Faris led his group carefully, making sure no one got hurt. Malik used his creativity to draw maps of the island, while Sami shared his discovery of a hidden cave.



When they felt tired, they sat by the water and shared stories. "I appreciate this day," said Sami. "I feel free to be myself."

The friends smiled, knowing that freedom wasn't about doing anything they wanted, but about respecting one another, listening, and working together.

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Read together again. Then, in pairs, do the following tasks.

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

1. When they reached the Hidden Island, they found strange plants, colorful birds, and mysterious ..... .

a. houses **b.** cars **c.** caves **d.** schools

2. Hany suggested they split into pairs to explore, but told them to stay close and ..... .

a. quiet **b.** safe **c.** fast **d.** noisy

3. Malik used his creativity to ..... maps of the island.

a. buy **b.** tear **c.** draw **d.** read

4. Sami said he felt free to ..... when they sat by the water and shared stories.

a. leave **b.** be himself **c.** argue **d.** eat more

4 Answer the following questions.

1. Where did the friends find strange plants and mysterious caves?

.....

2. What did Hany discover on the island?

.....

3. Why did the friends smile when Sami said he felt free to be himself?

.....

4. What did Hany suggest doing ?

.....

5 Critical Thinking

Answer the following questions.

1. Why do you think Hany asked the group to stay close and safe?

.....

2. What lesson did the friends learn at the end ?

.....

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LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

- Have you ever visited a place with special traditions or seen a famous landmark? What was it like?

Reading

1 **Read the following text. Guess the meanings of the words in bold.**

Around the World

Nada : Hi Noura. I haven't seen you since we were in Prep 1.

Noura : Yes, it's been a while. I'm really happy to see you.

Nada : What have you done? Have you traveled to another continent?

Noura : Yes, I have. I've been to Europe! I visited Italy last summer.

Nada : That's amazing! What was the most **impressive** place you saw?

Noura : I've visited the Colosseum. It's one of the oldest landmarks I've ever seen.

Nada : Wow! I've always wanted to see it. I heard their historical ceremonies were incredible.

Noura : Yes! The history there is so rich. And I learned about many **local** traditions, too.

Nada : Well, I've visited London, and I think that Big Ben is even more impressive than the Colosseum!

Noura : Wow! I haven't been there yet. Did you buy any **souvenirs**?

Nada : Yes, I bought a necklace. It's the most beautiful souvenir I've ever had.

Noura : That sounds lovely. I think traveling is one of the best ways to learn about the world.

Speaking

2 **Ask and answer questions, then switch roles**

1. What continent has Noura visited?
2. What is the most impressive landmark Noura has seen?
3. Why do people bring souvenirs from their travels?
4. How is travel helpful for learning about different cultures?

Conversation Tip

Use comparatives and superlatives to compare places or experiences.

This helps make your conversation more descriptive and fun!

Examples:

- This is the most impressive place I've visited.
- This is the best souvenir I've ever bought!

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Role-Play

3 Read the short conversation below. Then switch roles with your partner and make your own conversation about any well-known landmark that you've visited or read about.

Student A: Have you ever seen a famous landmark?
Student B: Yes! I've seen the **Citadel** in Cairo. It is one of the most impressive buildings I've ever seen.
Student A: Is that the one built by Salah El Din?
Student B: Yes, it was built in 1176 to **protect** Cairo from **attacks**.
Student A: That's so cool. Did they have any special ceremonies?
Student B: Not when I was there, but I learned a lot about its history.
Student A: How about going there together one day?
Student B: Sure, it will be so fun!

Real Talk Tip

In real conversations, we often mix tenses when talking.

For example:

I've seen the Citadel in Cairo.
→ (present perfect: experience)
- **It was built** in 1176.
→ (past simple: historical fact)

Use present perfect to talk about experiences.

Use past simple to talk about specific details or history.

Target Vocabulary

4 **Practice**

Work with a partner. Use the words in the box below to fill in the spaces in the following dialog between Mrs. Nadia, a supervisor, and students in a class she is visiting.

carved – colorful – impressive – local – memory – peace – souvenir – a while

Mrs Nadia: Good morning, girls! I heard you visited the Temple of Horus in **Edfu** last weekend. How was the trip?
Rodayna : Good morning, Mrs Nadia! It was one of the most (1) ..... trips we've ever had!
Sama : Yes, the temple is huge and it has beautifully (2) ..... statues of ancient Egyptian kings.
Zeinab : I think it was even more impressive than the temples we saw in Luxor.
Mrs Nadia: That's wonderful to hear. How long did you stay at the site?
Joury : We stayed for (3) ..... . There was so much to see and explore.
Mrs Nadia: Did you get anything to remind you of your visit?
Rodayna : I bought a small statue of Horus as a (4) ..... . It's made by a (5) ..... artist from Edfu.
Sama : I got some postcards. They were so (6) ....., with pictures of the temple at sunset.
Mrs Nadia: That sounds lovely. What did you feel while walking around the temple?
Zeinab : Honestly, I had a sense of (7) ..... . It was so calm and quiet inside.
Rodayna : I think this trip gave us the best (8) ..... we'll keep forever.
Mrs Nadia: I'm glad to hear that. You've seen one of the most important temples in Egypt!

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LESSON 6 Come Explore with Us!



Before You Write, Let´s Get Ready

Target Language

- Cairo is more crowded than Tanta.
- Mona is the most intelligent girl in her classroom.

Target Vocabulary

Try to include **at least 6** of these words in your social media post:

culture - landmark - souvenirs - traditional - impressive - treasures - organized - curious - trading city - ceremony - population

Writing

Read and complete with the suitable words from the box above:

user name
10 minutes ago

My Egyptian adventure has been incredible! My trip was well (1) ..... by a local travel agency. The first landmark I visited was the Giza Pyramids. They were so impressive! The history of this ancient site is amazing. I also learned so much about the rich history and lively (2) ..... of the country. I even watched a beautiful marriage (3) ..... during my stay. The local guide told me a lot about the population of Cairo and how a big city it is. The best part of my trip was exploring the Khan El-Khalili market and buying some (4) ..... and traditional handicrafts to take home. I'm leaving with so many amazing memories of Egypt's hidden (5) ..... and a deeper appreciation for its people.

50 8 comments 10 shares

Like Comment Share

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Tip

A Social Media Post

→ Is a short message people share online. It tells others about your ideas, feelings, or activities.

→ Posts can be words, emojis , pictures , or hashtags

To write a Social Media Post

1. **Start with a catchy intro.**
   → Say something interesting, funny or exciting to catch attention.
2. **Use clear and short sentences.**
3. **Use emojis and symbols.**
   → Emojis can add fun and feeling, but don't use too many.
4. **Be positive and kind.**
   → Be respectful. Think before you post.
5. **Check your post.**
   → Make sure your spelling and grammar are correct.

Your Task

- Write a social media post of (90 - 100) words about a country you would like to visit.



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Assessment Corner

A. Reading

1 **Read the short text and write T (True) or F (False).**

Many people dream of exploring new countries and learning about different cultures. Traveling lets you see famous landmarks, try traditional foods, and hear new languages. Some people travel to countries they've never visited before. Others return to places they love. Traveling helps you understand how people live around the world.

1. Traveling helps you learn about other cultures. ( )
2. Most people travel only to places they know. ( )
3. You can hear new languages when you travel. ( )
4. Traveling can help you understand people better. ( )

B. Vocabulary

2 **Fill in the spaces using the words from the box.**

continent – capital – tradition – explore – population

1. Cairo is the ..... city of Egypt.
2. Asia is the largest ..... in the world.
3. We want to ..... different countries and cultures.
4. Giving gifts at Eid is an important ..... in many countries.
5. The ..... of China is more than one billion people.

C. Language

3 **Write (C) for Comparative or (S) for Superlative.**

1. Alexandria is bigger than Tanta. ( )
2. Cairo is Africa's largest city. ( )
3. This is the biggest museum in the city. ( )
4. Sama is tall, but Ahmed is taller. ( )
5. Canada is colder than Mexico. ( )

D. Writing

4 **Write a paragraph of (90 – 100) words about a country you like.**

.....

.....

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My Self-Reflection

☑ Reading

- ☐ I can find the main idea and key details in travel and culture texts.
- ☐ I can understand texts about countries, landmarks, and traditions.
- ☐ I can answer questions that show my understanding of a travel blog or article.

☑ Vocabulary

- ☐ I can use new words like continent, capital, culture, and population correctly.
- ☐ I can match words to definitions about travel and geography.
- ☐ I can use comparatives and superlatives with travel and country words.

☑ Listening

- ☐ I can understand a guided tour or travel podcast.
- ☐ I can answer questions after listening to descriptions of places.

☑ Speaking

- ☐ I can compare two countries or cultures in a short talk.
- ☐ I can ask and answer questions about places around the world.
- ☐ I can join discussions and give my opinions about travel and traditions.

☑ Language

- ☐ I can use comparatives (e.g., bigger, more modern) in my sentences.
- ☐ I can use superlatives (e.g., the most beautiful, the largest) correctly.
- ☐ I can use the present perfect (e.g., I have never traveled abroad).

☑ Writing

- ☐ I can write a social media post about a place or country.
- ☐ I can use correct grammar and vocabulary when I write.

☑ Life Skills & Values

- ☐ I show curiosity and respect when learning about other cultures.
- ☐ I explore new ideas and express interest in different countries.

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UNIT

6

Young Innovators



Learning Outcomes

Reading

- Infer the writer's attitude of writing a text about the idea of innovation
- Identify the main idea in a reading profile of an Egyptian innovator
- Extract specific details from a text to answer comprehension questions about important innovations

Listening

- Infer the speaker's tone based on the listening text
- Extract specific details to answer questions about the text

Speaking

- Express opinions verbally on topics related to innovations
- Ask and answer questions about some innovations

Language

- Use the first and second conditionals

Writing

- Write a structured biography about an innovator
- Incorporate target vocabulary and grammar structures into writing tasks

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LESSON 1 Making Your Ideas Happen



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Why do you think people make new inventions?

2. What makes a new idea useful for people?

Reading

2 **Read the following text. Guess the meanings of the words in bold.**

Making your Ideas Happen

Have you ever had a great idea and wondered how to make it real? Many inventions start with a simple **thought**. To turn that thought into something real and useful takes some work and a few easy **steps**. First, you need to find a problem. Inventors look at the world and ask, "What could be better?" Once they find a problem, they start thinking of ways to solve it.



Next, you need to make a plan. This means you might draw pictures, list the things you need, and decide how your invention will work. Then, you build a model of your idea using simple stuff.

After you build your model, you have to test it. You ask questions like, "Does it do what I want it to? Is it safe? Can I make it better?" If it doesn't work, you change it, and test it again.

Finally, when your invention works well, you might show it to other people, build a real **version**, or even try to sell it.

Inventions don't have to be big or **complex**. What's important is the **impact** - how your invention helps people or solves a problem. With some imagination, patience, and effort, anyone can turn a simple idea into something that makes a difference.

Think about this

3 **Read the text and choose the correct answer from a, b, c or d.**

1. The first step in the process of turning an idea into an invention is ..... .

a. building a model

b. making a plan

c. finding a problem

d. showing it to other people

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2. A "model" of an idea is used for ..... .

a. selling the invention
b. testing if the idea works
c. finding a problem to solve
d. drawing a picture of the invention

3. The final step mentioned in the text is ..... .

a. thinking of ways to solve the problem
b. testing the model
c. making a plan
d. showing or selling the invention

4. According to the text, the most important thing about an invention is ..... .

a. how big it is
b. how difficult it is
c. the people who make it
d. the impact it has on people

4 **Read the text again. Then answer the following questions.**

1. How do inventors start to think of ways to solve a problem?

2. Why is it important to test your model and make changes if it doesn't work well?



Vocabulary

5 **Match the words in column A with their meanings from in column B:**

A	B
1. complex	☐ a strong effect that something has on someone or something
2. impact	☐ an action in a series that is part of a process or procedure
3. step	☐ an idea, opinion, or something that comes to your mind
4. thought	☐ something that has many parts and may be difficult to understand
5. version	☐ a particular form of something that is different from others of the same type

6 **In pairs, use the above words in sentences of your own.**

Example: Her speech made a strong impact on the audience.



Speaking



Think–Pair–Share

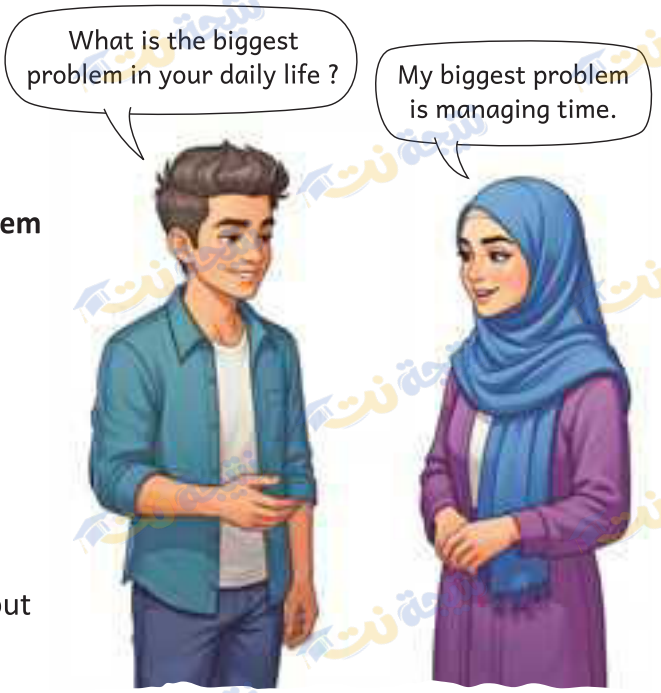
7 **Ask and answer about the biggest problem in your daily life.**

Topic: *The biggest problem in my daily life.*

1. Think: - What is the biggest problem in your daily life?

2. Pair: - Ask your partner:
- How did you solve it?
- How did you feel before and after solving the problem?

3. Share: Tell your class what you think about your biggest problem.



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LESSON 2 Inspiring Innovators



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Do you think hard work is important?

2. Why do you think Zewail is considered a role model?

Listening

2 **Listen to Ahmed Zewail's biography and choose the correct answer from a, b, c or d.**

1. Ahmed Zewail was born in ..... .

a. Cairo **b.** Alexandria

c. Damanhur **d.** Giza

2. Zewail became a professor of chemistry at ..... .

a. Harvard University **b.** Cairo University

c. Oxford University **d.** California Institute of Technology

3. The Nobel Prize Zewail received was in ..... .

a. Physics **b.** Medicine

c. Chemistry **d.** Literature



3 **Listen again and put T (True) or F (False).**

1. Zewail's most famous discovery was in astronomy. ( )

2. He studied first at Alexandria University. ( )

3. Zewail was the second Arab scientist to receive the Nobel Prize in Chemistry. ( )

4 **In pairs, listen again and answer the following questions.**

1. In which year did Zewail win the Nobel Prize ?

.....

2. If Zewail were alive, what would he do ?

.....

3. What did Zewail always believe in ?

.....

Listening Tip

Identifying the speaker's tone, attitude, or emotion

This includes recognizing how someone feels or what their attitude is based on the emotions in their voice—not just the words they say.

The speaker might feel happy, bored, excited, cheerful, hopeful, etc.

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Vocabulary

5 **Fill in the spaces using the words in the box.**

inventors – workhard – scientific – success

1. Zewail's discovery opened the door for new ..... research.
2. He always advised young people to ..... .
3. If students work hard like Zewail, they will achieve great ..... .
4. Zewail inspired a lot of young scientists and ..... .

Speaking

Think–Pair–Share

6 **Ask and answer about if you had a time machine.**

Topic: *If I had a time machine.*

1. **Think:** What would you do if you had a time machine?
2. **Pair:** Ask your partner:
   - Who would you help? - Why would you do that?
3. **Share:** your answers with the class.

Language in Use

7 **Complete the sentences using the correct form of the verbs in brackets.**

1. If it rained tomorrow, we ..... (**stay**) at home.
2. If I ..... (**have**) a plane, I would fly around the world.
3. If you study, you ..... (**pass**) the test.
4. If I ..... (**get**) up early, I would not be late.
5. If you help me, I ..... (**finish**) faster.
6. If I finish my homework, I ..... **(play)** video games.
7. If I ..... **(am)** a bird, I would fly to school.

8 **Find the mistakes in the following and correct them.**

1. If it will rain tomorrow, we will cancel the picnic.
   .....
2. If I had a car, I will drive to school.
   .....
3. If she study hard, she'll pass the exam.
   .....
4. If I wins the race, I will be happy.
   .....

Tip

First conditional

If + present simple, will + infinitive

→ If it **rains**, we **will stay** home.

- We use the first conditional to express real or possible situations in the future.

Second conditional

If + past simple, would + infinitive

→ If I **had** wings, I **would fly**.

- We use the second conditional to express unreal or imaginary situations in present or future.

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LESSON 3 A Man of Impact



Before you start

1 **Answer the following question.**

- Have you heard of Hany Azer before ? What is he famous for?

Reading

2 **Read the following text. Who's the text about?**

Hany Azer is a famous Egyptian engineer who made a great impact in the world of civil engineering. He was born in Tanta, Egypt, and later moved to Germany. He worked as the chief engineer for the Berlin Main Station, one of the largest train stations in Europe.

Hany Azer has a relative who works as a **biomedical engineer**. Together, they believe in using science and technology to help people live better lives.



Biomedical engineers use special tools like **sensors** to help patients. These sensors can help people with problems such as poor hearing or movement difficulties. Technology like this can change lives and support those in need.

Hany Azer is not only known for his buildings, but also for his support of science and young inventors. He is a **role model** for many students in Egypt and around the world.

3 **Read again and answer the following questions.**

1. What big project did Hany Azer work on in Germany?
2. What do Hany Azer and his relative believe in?
3. Why is Hany Azer considered a role model?

4 **Complete the sentences using words from the box.**

chief – biomedical – engineer – sensors – inventors

1. Hany Azer is a famous Egyptian ..... .
2. He worked as the ..... engineer for the Berlin Main Station.
3. His relative is a ..... engineer.
4. Biomedical engineers use tools like ..... to help patients.
5. Hany Azer is a role model because he supports young ..... .

Tip

Context Clues

You can understand or guess the meaning of unknown words or phrases by reading the sentences before and after them.

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LESSON 4 Story Time

The Adventure of the Hidden Island

Chapter Three
Teamwork

Before you read, discuss in pairs

1 **Answer the following questions.**

1. Did you work in a team before? What did you do?

2. What made the teamwork successful?

Reading

2 **Read the following text. Guess the meanings of the words in bold.**

As the sun set, the children **gathered** to leave the island. They agreed that their friendship grew stronger. Hany said, "**Leadership** isn't about being the loudest, it's about caring for others and helping them **shine**."



Malik added, "And creativity makes every adventure more fun!"

They sailed back home under the pink sky, their hearts full of joy and **appreciation** for the world and for each other.

Back in the village, they shared their story, inspiring other children to explore, create, and lead with kindness, respect, and **teamwork**.

From that day, the four friends became known as "The Island Explorers," always **reminding** others to appreciate freedom, show respect, and let their creativity lead the way.

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Read together again. Then, in pairs , do the following tasks

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

1. As the sun set, the children gathered to leave the island, agreeing that their ..... grew stronger.

a. boat **b.** hunger **c.** friendship **d.** map

2. Hany said that leadership is about caring for others and helping them ..... .

a. disappear **b.** shine **c.** cry **d.** hide

3. They sailed back home under the ..... sky.

a. dark **b.** gray **c.** cloudy **d.** pink

4. From that day, the four friends became known as "The Island ....."

a. Teachers **b.** Chiefs **c.** Explorers **d.** Builders

4 Answer the following questions.

1. What did the children agree on as they prepared to leave the island?

.....

2. Who said that, "Creativity makes every adventure more fun!"?

.....

3. How did the friends inspire other children back in the village?

.....

4. What important lesson did the friends share?

.....

5 Critical thinking.

- Answer the following questions.

1. Why is helping others important in leadership?

.....

2. Why do group names make people kinder?

.....

3. If you were one of the children, what message would you share with the village other than the ones mentioned?

.....

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LESSON 5 Let's Talk



Before you read this conversation, ask a classmate

- What does it mean to be an innovator?

Reading

1 **Read the following dialog.**

Young Innovators

Zeina : Did you hear about that student competition for young inventors?

Lina : Yes! Our teacher said that if we brainstormed together, we might **come up with** a great idea.

Zeina : That's true. Last year, a student created **a water-saving** device. Her innovation made a big impact on her town.

Lina : Impressive! If I had more time, I would design a **solar-powered** backpack.

Zeina : That's a great idea. If we built a simple model, we could test how it works.

Lina : If we get honest **feedback**, we will know how to improve it.

Zeina : Exactly. Innovations don't have to be perfect at first—they just need to solve a real problem.

Lina : Right. If we keep trying, we might make something useful for lots of people.

Speaking

2 **In pairs, ask and answer questions, then switch roles.**

1. Why does Lina say it's important to brainstorm?

2. What kind of innovation helped a town in the past?

3. Why is feedback important when testing a model?

4. What kind of impact do you think young people can have if they innovate?

Conversation Tip

Use "if" sentences to share ideas clearly.
They help you explore creative thoughts without sounding too direct.

Example:

- If we had more time, we could test more ideas.
- If we got good feedback, we might win the competition.

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3 Role-Play

1. Read the role play below together once.

2. Take turns sharing the steps taken to invent something.

3. Switch roles and repeat.

Student A : If we brainstorm before the deadline, we might finish in time.

Student B : Great! If your model works, we could show it at school.

Student A : Yes, and if people give us helpful feedback, we'll improve it.

Student B : Imagine the impact it could have if others used this idea.

Student A : That's the power of innovation—small ideas can make a big difference!

Target Vocabulary

4 Practice

Work with a partner. Use the words in the box to fill in the spaces in the dialog between Mr. Nasser, a teacher, and his daughter Asmaa.

come up with / deadline / feedback / make a difference / solar-powered / water saving

Mr. Nasser: Asmaa, I heard you're working on a new project. What is it about?

Asmaa : Yes, Dad! I'm designing a (1) ..... water pump for farms in dry areas.

Mr. Nasser: That sounds impressive! If you (2) ..... a good design, it can really help poor communities.

Asmaa : That's what I'm hoping for. I want to (3) ..... by saving both water and energy.

Mr. Nasser: Did you test the (4) ..... system?

Asmaa : No. I still need to get some (5) ..... from my science teacher before the final model.

Mr. Nasser: Well, if you don't manage your time carefully, you may miss the (6) ..... .

Asmaa : Don't worry, Dad. I think this version will work just fine.

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LESSON 6 A biography about Ahmed Idris



Before You Write, Let´s Get Ready

Target Language

- Use language correctly.

Target Vocabulary

- Try to use **at least 6** of these words in your biography.

victory – enemy – honored – army – secretly – smart

Writing

- Read a biography about Ahmed Idris.



Ahmed Idris was a brave Nubian soldier in the Egyptian **(1)**..... . He served in the Border Guard during the 1970s. In 1973, before the October War, he suggested using the Nubian language as a secret code for the army. His idea was very **(2)**..... because the Nubian language was not written and was only known by Nubian people. The **(3)**..... could not understand it. Thanks to his idea, the Egyptian army sent messages safely and **(4)**..... .

In 2017, President Abdel Fattah El-Sisi officially **(5)**..... Idris with the Order of the Sinai Star, for his great role in the **(6)**..... .

Tip

A biography is the story of a person's life. It tells us who they are, what they did, and why they are important.

Your Task

- Write a biography of (90-100) words about your role model. Use the vocabulary and grammar you learned in Unit 6.

.....

.....

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Assessment Corner

A. Vocabulary

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

1. We need to ..... the model before making the final product.

a. present **b.** test **c.** impact **d.** think

2. An ..... is someone who creates new ideas, products, or ways of doing things.

a. innovator **b.** scientist **c.** teacher **d.** doctor

3. To ..... something means to make it better or more effective.

a. improve **b.** explain **c.** decide **d.** break

4. The ..... of Yasmine's invention was that it cleaned water and produced biofuel at the same time.

a. challenge **b.** solution **c.** impact **d.** risk

B. Language

2 **Complete each sentence with the correct form of the verb in brackets.**

1. If we ..... **(wins)** the championship, we will take part in the FIFA World Cup.

2. If Hala studied more carefully, she ..... **(make)** fewer mistakes.

3. If they ..... **(have)** more time, they would finish the project.

4. If you combine effort with creativity, you ..... **(make)** something amazing.

C. Writing

3 **Write a biography of (90 - 100) words about a famous inventor.**

.....

.....

.....

.....

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My Self-Reflection

☑ Reading

- ☐ I can infer the writer's attitude toward innovation.
- ☐ I can find specific details in a text to answer different types of questions.
- ☐ I can identify the main idea in the profile of an Egyptian inventor.

☑ Vocabulary

- ☐ I can use key vocabulary words like 'innovation, impact, prototype, challenge, invention, and brainstorm.

☑ Listening

- ☐ I can infer a young inventor's tone in a listening text.
- ☐ I can find and understand specific information in a listening text to answer different types of questions.

☑ Speaking

- ☐ I can share my opinions about innovations and young inventors.
- ☐ I can ask and answer questions about innovations and inventors, and problems and solutions.

☑ Language

- ☐ I can use first and second conditional "If" correctly.

☑ Writing

- ☐ I can write a biography about "A famous Inventor".
- ☐ I can use new words and correct grammar in my writing.

☑ Life Skills & Values

- ☐ I can explain why it is important to think of problems around us and try to find creative solutions.
- ☐ I can think of the importance of making a prototype as an important step in making an idea real.
- ☐ I can identify my social responsibility by thinking of the problems around me and trying to find useful solutions.

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Review 2

Lesson 1

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

1. What did Dina dream of becoming?

a. A writer **b.** A sculptor **c.** A painter **d.** A musician

2. Where was Dina's final artwork displayed?

a. At school **b.** In her home

c. In the city gallery **d.** At a museum

3. What did Dina's final piece become a symbol of?

a. Nature **b.** Building **c.** Hope **d.** Agriculture

B. Listen again and complete.

1. Dina was always full of ..... .

2. Her first ..... was not perfect.

3. She believes that with passion and ..... , anyone can achieve their dreams.

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

1. My brother's artwork is ..... than mine.

a. good **b.** better **c.** best **d.** well

2. She decided to study biomedical engineering ..... she wanted to help people with new technology.

a. but **b.** although **c.** so **d.** because

3. The ancient Egyptians developed new methods for .....in the fertile Nile Valley.

a. innovation **b.** agriculture **c.** tradition **d.** recognition

4. The Great Pyramids are an ..... example of ancient architecture and continue to amaze visitors.

a. hidden **b.** curious **c.** impressive **d.** biomedical

3 Read the following text, then answer the questions.

Father, Mother, Amir, and Adam - were so excited! They were going on an adventure to see Mount Fuji, the famous volcano they had seen in pictures. Father had a special phone with a map that showed them exactly where to go. It was one of those latest innovations that made travel easy. Mother had a small band on her wrist, a piece of biomedical technology, that told her if she was walking too much and needed to rest.

When they arrived in the big city of Tokyo, Amir felt a little tired. Father showed him pictures of the amazing Mt. Fuji on his phone, and suddenly Amir had lots of energy! Mother's wristband reminded her to drink water, keeping her feeling good in the city. Even though they were far from home, their special devices helped them stay safe

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and happy. They felt like real explorers, thanks to all the new things that made their trip so much fun!

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

1. What did mother use to check if she was walking too much?

a. A special phone **b.** A map

c. A wristband **d.** Pictures of Mt. Fuji

2. What helped Amir get more energy when he was tired?

a. Drinking water **b.** Seeing pictures of Mt. Fuji

c. The map on the phone **d.** Mother's wristband

B. Answer the following questions

3. What did Father use to find his way to Mt. Fuji?

.....

4. What kind of technology was Mother's wristband?

.....

5. How did the special devices help the family on their trip?

.....

6. Why did the family feel like "real explorers"?

.....

4 Write a paragraph of (90 - 100) words on:

"The Importance of Innovation in Modern Life"

.....

.....

Lesson 2

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

treasures – mysterious – promote

Ancient Egypt is famous for its rich culture. Many pharaohs built tombs, full of amazing ..... . But their secrets often remain ..... . Today, efforts are made to ..... understanding of this ancient civilization.

2 Complete the following dialog.

Two friends are talking about a recent visit to an art gallery.

Ayman : Hi, Nabil! How was your trip to the art gallery yesterday?

Nabil : It was amazing! The (1) ..... was truly amazing.

Ayman : Oh, really? What was the most (2) ..... piece you saw?

Nabil : There was a sculpture by a famous (3) ..... It was so special.

Ayman : That sounds interesting.

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3 **Rewrite the following sentences using the words in brackets to give the same meaning.**

1. If she works harder, she will pass the exam. **(lazily)**

.....

2. Ahmed's project is more impressive than Yara's. **(less)**

.....

3. I missed the bus because I woke up late. **(so)**

.....

4. I love the beach, but it gets very crowded in summer. **(although)**

.....

5. Give me enough time and I will finish the report. **(If)**

.....

6. Although it was raining, we went to the park. **(but)**

.....

4 **Write a short email about (90 - 100) words to a friend telling them about a recent visit to a museum or art exhibition. Mention something you found impressive or mysterious, and how it relates to culture or tradition.**

.....

.....

.....

.....

.....

.....

The Story

5

A. Read and complete the sentences with the words from the box.

island – boss – compass – leadership

1. They packed food, water, notebooks and a .....

2. Malik drew maps for the .....

3. Hany thought that ..... means caring for others and helping them shine.

B. Answer the following questions.

1. How did the Island Explorers' adventure affect the village children?

2. What did they find on the Hidden Island?

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Audioscripts



Unit 1

Lesson 2 page 16 Exercise 2

Gen Alpha's Digital Life

Interviewer :
Welcome, Dr. Wessam. We often hear the term Gen Alpha. Could you tell us exactly who they are?

Dr. Wessam :
Sure. Gen Alpha are children born from 2010 onwards. They are called digital natives because they grow up completely in a digital environment. For them smartphones, tablets, social media, and even artificial intelligence is normal.

Interviewer :
And how are their habits different from other generations?

Dr. Wessam :
Well, Gen Alpha use it from a very young age. Many of them learn to use apps before they can read. Their daily life is highly connected to technology and full of digital experiences.

Interviewer :
That's very interesting. So, what do they usually do online ?

Dr. Wessam :
They spend hours online, but not only for games. They share memes, use emojis to express feelings, and make short videos to show hobbies or opinions. They also use online platforms for learning and connecting with friends worldwide.

Interviewer :
Sounds creative! But what challenges do they face?

Dr. Wessam :
The main challenge is balance. Too much screen time can affect health and relationships. Parents try to limit screen time and encourage useful skills, like coding or online learning. They also make sure their children play sports or spend time with family.

Interviewer :
So, what positive things do you see in Gen Alpha?

Dr. Wessam :
They are creative, quick learners, and very adaptive. If guided well, they can use technology to improve education, communication, and even solve global problems.

Interviewer :
Thank you, Dr. Wessam. That was very helpful.

Unit 2

Lesson 2 page 30 Exercise 2

Staying Safe Online

Host 1 : Welcome to “Web Guardians,” where we learn how to stay safe online! I’m Adam.

Host 2 : And I’m Nadia. Today, we’re going to explore how to be superheroes of the internet!

Host 1 : Nadia, have you ever thought about what it means to leave a digital footprint online?

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Host 2 : Yes, Adam! A digital footprint is like a trail of breadcrumbs you leave behind when you're online. Everything you do, from visiting websites to sharing posts, leaves a trace of your online experience.

Host 1 : Exactly! And that's why it's so important to keep your personal information private.

Host 2 : Right, Adam. If you share personal information online, it can be seen by others. So, you should always think before you post to keep your privacy secure.

Host 1 : And what makes a password strong?

Host 2 : A strong password is like a secret code that only you know. If your password is easy to guess, your information might not be safe. So, you should create a strong password to protect your accounts.

Host 1 : That's a great point! Did you know that most websites and apps have settings to help you control your privacy?

Host 2 : Yes, and if these settings aren't used, your information might be shared more widely than you want. So, always check your privacy settings.

Host 1 : Absolutely! And remember, if you ever feel uncomfortable about something online, you should talk to a trusted adult.

Host 2 : That's right, Adam. What you do online can have real effects, so always think carefully about your actions.

Host 1 : Today, we learned how to protect our digital footprint and stay safe online. Keep your privacy secure and use strong passwords, everyone.

Host 2 : Thanks for joining us on "Web Guardians." Stay safe and see you next time!



Unit 3

Lesson 2 page 44 Exercise 2

Advice for Facing Challenges

Laila had been training for six months to run a long race in her city. Every morning, she went for a run in the park. She practiced her breathing and tried to eat healthy food so she would have enough energy for the race day.

Finally, the big day came. Laila woke up feeling excited, but also a little nervous. She had never run such a long race before.

At the start, everything went well. The weather was nice, the crowd was cheering, and she ran at a good speed. But halfway through the race, something happened. Laila tripped on a small bump in the road and fell down. Her knee started to bleed, and she felt weak and upset.

A race helper ran to her and asked, "Do you want to stop?"

Laila shook her head and said, "No. I worked too hard to quit now."

She stood up slowly, took a deep breath, and started running again. Her knee hurt with every step, but she kept going because she didn't want to give up after so many months of training.

In the end, she crossed the finish line. She was slower than she wanted to be, but the crowd cheered loudly, and she felt proud.

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Later, she said, “I didn’t win the race or a medal, but I won against my fear.”

Review.1 Lesson1 page 55

Generation Alpha, born since 2010, are true digital natives. These children learn to scroll before they can write. They naturally create content like short videos rather than just watching them. Unlike older generations, Alphas communicate more through images and emojis than text. They use technology for learning, playing, and talking with friends at the same time. Although they are good at using technology, they still need help to balance screen time and to learn real-life skills.



Unit 4



Lesson 2 page 61 Exercise 1

Interviewer:

Good morning, Youssef! Wow, your studio is incredible! There is such amazing energy here. Thank you for having us.

Youssef:

My pleasure ! There is always so much creativity all around. I absolutely love sharing this lively space.

Interviewer:

Your artwork is very interesting. I’m truly curious, what sparks your most amazing ideas ? How does your imagination even begin these incredible pieces ?

Youssef:

My imagination is definitely the key.
I just feel a strong need to express deep feelings and visions. For me, every single artwork absolutely must carry a powerful, clear message. That’s essential.

Interviewer:

Your sculptures in the last gallery show were amazing ! They felt so alive. What kind of material do you actually love working with the most to create such varied works ?

Youssef:

I actually experiment with various materials ! Clay and metal are often quite challenging, but they allow for such strong, defined forms. I also like working with colorful paints – they bring out different kinds of emotions.

Interviewer:

So, there are plans for more interactive artwork in the future ? What can we look forward to next ?

Youssef:

Absolutely ! I truly believe art should actively connect and really engage with people. My next big exhibit will feature some truly innovative and attractive pieces. I’m just incredibly excited about bringing them to life.

Interviewer:

We absolutely cannot wait to see it ! Thank you so much for your time, Youssef. This was wonderful !

Youssef:

Thank you! My pleasure.



Unit 5



Lesson 2 page 75 Exercise 2

A Tour Around Cairo

Guide :

Hello everyone, and welcome to Cairo ! My name is Karim, and I’m your tour guide today. We are going to visit some amazing places in Egypt’s Capital City.

Our first stop today is the Pyramids of Giza. These pyramids are very old - they are over 4500 years old ! They were built as tombs for pharaohs. The biggest one

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is the Pyramid of Khufu. It is one of the Seven Wonders of the ancient world.

Next, we will see the Great Sphinx. The Sphinx has the body of a lion and the head of a human. Many people think it looks mysterious. You can take photos here !

After lunch, we will go to the new "Grand Egyptian Museum" which is near the pyramids. It is one of the largest museums in the world. It has many ancient treasures like the golden mask of Tutankhamun. You will see mummies, statues, and old jewelry.

Later, we will drive to a very modern place called the "New Administrative Capital." This city is being built to help make life easier for people in Cairo. In this new city, you can see buildings, wide roads, and nice parks. One day, it will be the new center of government in Egypt.

At the end of the day, we will stop at "Khan El-Khalili Bazaar." This is a famous market where you can buy souvenirs.



Unit 6



Lesson 2 page 90 Exercise 2

Ahmed Zewail was one of the most important Egyptian scientists in modern history. He was born in Damanhur in 1946 and grew up in Alexandria. From a young age, he loved learning and showed great interest in science. He studied at Alexandria University.

Zewail worked very hard and became a professor of chemistry at the California Institute of Technology. His most famous discovery was the femtosecond. With this new science discovery, he was able to study chemical reactions in an extremely short time, measured in femtoseconds (a femtosecond is one millionth of a billionth of a second!). This invention changed the world of chemistry and opened the door for new scientific research.

Because of this great achievement, Ahmed Zewail won the Nobel Prize in Chemistry in 1999. He was the first Egyptian and Arab scientist to receive the Nobel Prize in this field. This made all Egyptians proud.

Ahmed Zewail was not only a scientist but also a teacher and role model. He believed in the power of education and always advised young people to work hard, read more, and never give up. He wanted Egyptian youth to trust themselves and to know that they can be successful like him.

Zewail inspired a lot of young scientists and inventors. If students work hard like Zewail, they will achieve great success. If he were alive today, he would be proud a lot of young inventors.

Review.2 Lesson 1 page 100

"Dina was always full of imagination. She dreamed of becoming a sculptor and making special artwork. Last year, she participated in a local art competition. Although her first model was not perfect, she received positive feedback. Her teacher encouraged her to keep going. Dina worked hard, and her final piece, an amazing statue of a bird flying was displayed in the city gallery. It was so original that it became a symbol of hope for many young artists. Dina believes that with passion and innovation, anyone can achieve their dreams.

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Glossary

Word	Definition
Account	A personal online profile or service that you use by logging in with a username and password
Active footprints	Digital traces that happen when you choose to share something online
Agriculture	The practice of farming, including growing crops
Annoyed	Feeling slightly angry or irritated
Appreciation	Feeling gratitude or knowing something is important
Appreciate	To recognize the quality, value, or beauty of something, or to feel grateful for it
Amazing	Causing astonishment, great wonder, or surprise
Army	An organized military force equipped for fighting
Artwork	A piece of creative work
Risk	The possibility of danger, loss, or harm
Awesome	Extremely impressive or daunting; inspiring awe
Balance	A situation in which different things are of equal or proper weight or amount
Biomedical engineer	A person who uses science and technology to create tools that help patients
Blame	To say that someone is responsible for a mistake
Blink	Shut and open the eyes quickly
Blog	An online journal or website where someone writes regularly about a topic
Blogger	A person who writes a blog
Brainstorm	To come up with many ideas together to solve a problem
Case	A situation requiring investigation or action
Capital	The main city of a country
Carved	Cut into a hard material to form a shape or pattern
Ceremony	A formal event held for a special reason
Challenge	A difficult situation or task
Charm	A special beauty or attraction
Clue	A small piece of information that helps you solve a problem
Collect	To gather items or information, usually over time
Come closer	To almost do something

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Complex	Something that has many parts and may be difficult to understand
Come up with	To think of or to find an idea, answer, or plan.
Compass	An instrument used for navigation and finding direction
Connect	To join or link with someone or something
Continent	A group of countries on one large land area
Courage	Being brave when facing difficulties
Creative Fair	An event where people gather to show creative work
Creativity	Coming up with new and original ideas
Culture	The ideas, customs, and social behavior of a particular society
Curious	Wanting to know or learn something
Data	Information processed or stored by a computer
Deadline	The latest time or date by which something must be completed
Destinations	Places to which someone is going or something is being sent
Determination	Not giving up, even when there are difficulties
Digital footprint	The path or history of your activities online
Digital natives	Individuals who have grown up with technology, such as computers, the internet, and mobile devices
Discouraged	Feeling upset or losing confidence
Display	To show something so others see it
Distraction	Something that takes attention away
Do research	To look for information and learn more about something
Emojis	Small digital images or icons used to express ideas or emotions in electronic communication
Empathy	Showing understanding and sharing the feelings of others
Enemy	A person or group actively opposed or hostile to someone
Explore	To travel to another place for adventure or discovery
Face challenges	To deal with difficulties or problems
Fair	An event when people gather to show something
Far apart	Being in distant places.
Feedback	Opinions or comments that help you improve
Flyover	A road that passes over another road on a bridge
Forever	For all time; always.
Freedom	Being able to act without unfair control
Gallery	A room or building for the display or sale of artworks
Gathered	Came together as a group to leave or meet

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Geothermal	Relating to the heat produced inside the earth
Generation	A group of people born around the same time
Give up	To stop trying to do something, especially because it is difficult or you are discouraged
Glacier	A large mass of ice that moves slowly
Global responsibilities	Caring for the Earth and future generations
Hack	An unauthorized access to data in a computer system or account
Hidden	Kept out of sight or containing a concealed meaning
Hiking	The activity of going for long walks, especially across trails
Home	The origin or place where something amazing is found
Honesty	Being trustful; not lying or deceiving
Honored	To be shown high respect or officially recognized for great roles
Identity	This is who you are
Imagination	The ability to form new images and ideas in the mind
Impact	A strong effect that something has on someone or something
Impressive	Very good and admired by others
Include	To be a part of something
In common	Having similar ideas and interests
Inspire	To be a role model for others in doing good things
Keep going	To continue moving forward
Lagoon	A small lake near the sea
Landmark	A famous place or building people visit
Leader	A person who guides or is in charge of a group
Leadership	The ability to lead and care for others
Make sense	To be clear and easy to understand
Mark	A visible sign or trace left by online activities
Materials	Substances like stone, metal, or clay used to create art
Meaningful	Having a serious, important, or useful quality
Memories	Things remembered from the past.
Memes	Humorous images or videos that are spread quickly by internet users
Make a mistake	To do something wrong or incorrectly
Monorail	A train that runs on a single rail, usually above the ground
Move around	To travel or go from place to place
mysterious	Something that is not known clearly

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National	Relating to a whole nation or country
Obstacle	Something that blocks your path
Local	Belonging to a certain place or area
Online identity	The way a person presents themselves on the internet
Organized	Arranged in a systematic or orderly way
Original	The first copy of its kind
Pack	To put things into a bag, box, or suitcase
Painting	A picture or design executed in paints; used to describe a beautiful scene
Participate	To take part in an action, fair, or competition
Passionate	Having very strong feelings or excitement about something
Passive footprints	The data trails you leave behind on the internet unintentionally without your direct knowledge
Password	A secret word or phrase used to access personal information
Perfect	Having all the required elements or qualities; without flaws
Permission	Being allowed to do something
Persevere	To keep trying and not give up, even when there are difficulties
Population	The number of people living in a place
Post	To share content, such as pictures or comments, online
Privacy	The state of being free from public attention
Private	Something that is personal and not meant to be shared with everyone
Promote	To support or encourage the progress of something, like identity or creativity
Recognition	Public praise or reward for an achievement or artwork
Remind	To help someone to remember important lessons or values
Role model	A person looked to by others as an example to be imitated
Screen time	The amount of time spent looking at a screen
Sculpt	To make a shape or statue by cutting or forming a material like stone, wood, or clay
Sculptor	An artist who creates sculptures
Sculpture	Objects made by shaping materials like stone, wood, or metal
Scary	Causing fear; frightening
Secure	Free from danger or risk
Sensors	Special tools used by engineers to help patients with movement or hearing
Setting	The environment in which something is set

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Shine	To be very good or successful at something
Shiny	Something that looks bright or smooth
Shy	Feeling uncomfortable talking to people
Sketch	Made a rough, quick drawing
Smartphone	A cell phone that includes additional software functions
Solar-powered	Working by using energy from the sun
Special	Different from others in a good way
Souvenirs	Things you keep or buy to remember a place, trip, or event
Split	To divide into smaller groups or pairs
Steal	To take another person's property, data, or identity without permission
Step	An action in a series that is part of a process or procedure
Strange	Unusual or surprising
Stressed	Feeling worried, nervous, or under pressure
Success	The accomplishment of an aim or purpose; achieving great results
Symbol	A thing that represents or stands for something else
Teamwork	People helping each other to reach a goal
Thought	An idea, opinion, or something that comes to your mind
Trace	A mark or impression left by something
Trading city	A city once rich due to buying and selling goods
Tradition	A custom or belief that people do regularly
Traffic jam	Long lines of cars that cannot move or are moving very slowly
Trail	A path or way for walking
Treasure	A collection of valuable things like gold, silver, or jewels
Trends	Popular new developments, often seen in digital content or social behavior
Trustworthy	Able to be relied on as honest or truthful.
Tunnel	A passage built under the ground or through a mountain
Unforgettable	Impossible to forget; very memorable
Updates	The latest versions or pieces of information shared online
Valuable	Worth a lot of money
Version	A particular form of something that is different from others of the same type
Waterfall	A place where water flows over a vertical drop
Water-saving	Using technology to reduce the amount of water used

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