

الجمهورية العربية السورية
وزارة التربية والتعليم
المركز الوطني لتطوير المناهج التربوية

Emar

English Language

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لجنة التأليف

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حقوق الطباعة والتوزيع محفوظة للمؤسسة العامة للطباعة
حقوق التأليف والنشر محفوظة للمركز الوطني لتطوير المناهج التربوية
وزارة التربية والتعليم - الجمهورية العربية السورية

طُبِعَ أَوَّلَ مَرَّةٍ لِلْعَامِ الدَّرَاسِيِّ 2021 - 2022 م/1442-1443 هـ

نسخة تجريبية

Content

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2 Family	It is Hani's house. They are Anna's dogs.	Using possessive ('S)	a: - i:	19
3 Daily Routines	I drink / He drinks milk in the morning. I don't / He doesn't drink milk in the morning. Do you / Does he drink milk in the morning?	Talking about daily routine Using present simple Yes/ No question Using frequency adverbs	ɔ - ɔ:	23
4 Clothes	What are they wearing? She is wearing a striped skirt.	Talking about clothes Using present continuous Using adjectives	I – ai	27
5 Healthy Life style	You should get enough sleep. You shouldn't spend a long time playing computer games. Why don't you walk for an hour every day?	Talking about healthy lifestyles Expressing advice and suggestions	əʊ - ɔ:	31
6 Inventions	People first used umbrellas as a shade from the sun. In Europe men didn't use umbrellas at first. When did the Chinese invent umbrellas?	Talking about inventions Using the simple past	u:	35
7 Music	What are you going to do? I am going to play the guitar. What kind of music do you like? I am good at playing the guitar. She is interested in music.	Talking about plans for the future Talking about music and the musical instruments Talking about interests	æ – a:	39
8 Technology	Turn on/off the computer. Click on the icon. Don't turn off the computer before you save the file.	Giving instructions Talking about the parts of computers	ng - nk	43
9 Nature	What do you do at the weekend? I go on a picnic. Who do you go with? I go with my family.	Talking about nature. Expressing obligation	ð- θ	47
10 Jobs	What is his job? Where does he work? What does he like doing?	Talking about jobs Using question words	ɔ:	51

Unit	Language Focus	Functions	phonics	Page
11 At the Sports Centre	Yesterday at four o'clock, they were playing badminton. They weren't playing table tennis. I was kicking the ball when the referee stopped the match.	Talking about sports Using the past continuous	ʃn-ʒn	55
12 Sports Equipment	Whose bat is this? It is hers. Whose trainers are these? They are his.	Talking about sports equipment Using possessive adjectives and possessive pronouns	Iz - s - z	59
13 At the Airport	Everybody / one was at 6 o'clock at the airport. Nobody / one took the luggage. Does anybody / one see the plane gate number? Do you know anywhere to go to?	Talking about the airport Using indefinite pronouns	au	63
14 Festivals	In the past, women made sweets together. Nowadays, we buy sweets from the pastry. What did people do in the past? What do people do nowadays?	Talking about celebrations now and in the past Talking about the past and the present	d - id - t	67
15 Places Around the World	Tomorrow, they will fly to Sidney. They won't spend the whole week there. What will you do tomorrow?	Talking about places around the world Using the future (will)	Ch = tf = k	71
16 Countries	Ms. Helen said: "Listen to me!" They will join us on a live video call. We will tell them about our country.	Using subject and object pronouns. Talking about your country (nationality, languageetc).	ɪə	75
17 The Big Blue	They dive in the ocean. They don't see the whales. He catches fish. He doesn't swim well.	Using Present simple for facts. Talking about sea animals.	ʊə	79
18 Arts	What are you doing? I am looking at the paintings now. She is wearing a strange suit today.	Using the present continuous. Talking about different types of arts.		83
19 At the Hospital	I helped sick people. I didn't stay in my bed	Using the past simple. Talking about illnesses, medicine and medical equipment	ɔɪ	87
20 Farming	He lives in a large farmhouse. My grandpa milks the cows. There are some trees in the garden. There aren't any apple trees in the farm.	Using articles a / an / the, some and any. Talking about farming and plants.	aʊ	91
21 Recycling and Reusing	People produce many kinds of waste. There are too many cars in the street. Recycling doesn't need much energy. Cars cause too much pollution.	Using many / too many + countable nouns. Using much / too much + uncountable nouns. Talking about recycling and reusing		95

Unit	Language Focus	Functions	phonics	Page
22 Tasty Food	I've just sliced the pepper, I haven't grated the cheese, yet. Mum has mixed the sauce. She hasn't added the salt, yet.	Using present perfect for finished and unfinished actions with just and Yet. Talking about food adjectives and food verbs.	ɪ	99
23 Shopping	Have you ever been to a Sunday market? I have never bought an antique. How long have you had your trainers? I have had them for two months I have saved money since "I was young".	Using present perfect for experiences with ever and never. Using present perfect for duration with for, since and how long. Talking about shopping experience and buying special things.	ɪə	103
24 Feelings	I like reading books. I dislike watching horror films. I feel happy. Happiness is a nice feeling.	Using Suffixes and prefixes. Talking about feelings.	ɪə	107
25 Natural Resources	We must protect forests. We have to work hard to reduce air pollution. People should care about natural resources.	Using obligation with Should / have to / must + infinitive. Talking about natural resources.	aʊ	111
26 Parties	While she was baking the birthday cake, the children were playing games. They were celebrating when the telephone rang.	Using Past continuous with while and when. Talking about parties' preparation.	3:	115
27 Maths	What is 2 × 6? Today is Saturday, the tenth (10th) of November. It will be great to be the first.	Using cardinal and ordinal numbers. Using mathematical calculations. Talking about maths.	ɔ: aʊ	119
28 Technology	I expect that most people will live to be around 100 years old. They are driving too fast. They are going to crash.	Using be going to + infinitive for predictions. Using be going to + infinitive for predictions (with evidence). Talking about technology.	U:	123
29 Holidays	Where are you going to travel this summer? I'm going to travel to Palmyra. What will you take with you? Let me think, I will take a tent.	Using be going to + infinitive for intention and decision before the time of speaking Using Will + infinitive for decision at the time of speaking Talking about types of holidays and adventure activities.	aɪ ɪ	127
30 The Solar System	Mercury is smaller than Jupiter. The Earth is the most beautiful planet.	Using the comparative and the superlative form. Talking about the planets and the solar system.	ɜ ʒ	131

Standards & Performance Indicators

Unit	Standards	Performance Indicators
1 At School	<p>B3. L.2. understand words, phrases, ,sentences, and short simple paragraphs following listening strategies</p> <p>B3.S.1. pronounce English words, phrases and sentences precisely and correctly</p> <p>B3.R.2. understand simple informational and some simple literary reading materials using reading strategies</p> <p>B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance</p>	<p>B3.I.2.2 use teacher prior hints and clues to understand new words when listening</p> <p>B3.S.1.8 speak clearly with pauses for clarity and emphasis</p> <p>B3.S.1.2 say words with silent letters correctly.</p> <p>B3.R.2.6 respond correctly to the purpose for reading and establish a purpose for reading before reading</p> <p>B3.W.3.2 correct use of grammar and vocabulary</p>
2 Family	<p>B3. L.2. understand words, phrases, ,sentences, and short simple paragraphs following listening strategies</p> <p>B3.S.1. pronounce English words, phrases and sentences precisely and correctly</p> <p>B3.S.2 Participate in simple exchanges using learned words and sentences</p> <p>B3.R.2. understand simple informational and some simple literary reading materials using reading strategies</p> <p>B3.W.4. apply knowledge of the conventions of language (spelling, punctuations, grammar and usage)</p> <p>B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance</p>	<p>B3.L.2. 1 use textbooks and magazine pictures to understand new or unfamiliar words when listening</p> <p>B3.I.2.2 use teacher prior hints and clues to understand new words when listening</p> <p>B3.L.2. 3 listen and take notes as teacher or partner speaks and ask the speaker to repeat if necessary (e.g. Pardon. What do you mean by this word?)</p> <p>B3.S.1. 5 consult a tape or ask the teacher if unsure about correct pronunciation</p> <p>B3.S.1.8 speak clearly with pauses for clarity and emphasis</p> <p>B3.S.2.1 ask and answer questions using “Wh-words”</p> <p>B3.R.2. 4 scan simple written materials for specific information</p> <p>B3.W.4.3 use the apostrophe to show both possession and contraction correctly (e.g. Sami’s book, don’t)</p> <p>B3.W.3. 2 correct use of grammar and vocabulary</p>
3 Daily Routines	<p>B3. L.2. understand words, phrases, ,sentences, and short simple paragraphs following listening strategies</p> <p>B3.S.2 Participate in simple exchanges using learned words and sentences</p> <p>B3.S.1. pronounce English words, phrases and sentences precisely and correctly</p> <p>B3.R.2. understand simple informational and some simple literary reading materials using reading strategies</p> <p>B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance</p> <p>B3.W.4. apply knowledge of the conventions of language (spelling, punctuations, grammar and usage)</p> <p>B3.W.1. Write sentences and short simple paragraphs on familiar topics for specific purposes gathering information from English reference source</p>	<p>B3.L.2. 1 use textbooks and magazine pictures to understand new or unfamiliar words when listening</p> <p>B3.I.2.2 use teacher prior hints and clues to understand new words when listening</p> <p>B3.S.2.1 ask and answer questions using “Wh-words”</p> <p>B3.S.1.6 speak clearly with a reasonable speed about familiar issues</p> <p>B3.R.2. 6 respond correctly to the purpose for reading and establish a purpose for reading before reading</p> <p>B3.R.I.7 use knowledge of verb tenses to understand when things happen</p> <p>B3.R.2. 4 scan simple written materials for specific information</p> <p>B3.W.3. 2 correct use of grammar and vocabulary</p> <p>B3.W.4.6 rewrite sentences</p> <p>B3.W.1.3 write a simple information paragraph of four or five sentences (facts)</p>

Unit	Standards	Performance Indicators
<p style="text-align: center;">4 Clothes</p>	<p>B3. L.2. understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.2 Participate in simple exchanges using learned words and sentences B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance</p>	<p>B3.I.2.2 use teacher prior hints and clues to understand new words when listening B3.L.2. 7 distinguish the gender when listening B3.S.2.1 ask and answer questions using “Wh-words” B3. S.3. 5 maintain eye contact with the audience (peers, teachers,...) B3.1.1.2 recognize the correct sounds of vowels B3.2.17 sequence correctly the events in reading materials B3.R.2. 4 scan simple written materials for specific information B3.W.3. 2 correct use of grammar and vocabulary B3.W.4. 2 use correct capitalization and punctuation B3.W.4.7 vary sentence structure by using simple and compound sentences correctly</p>
<p style="text-align: center;">5 Healthy Life style</p>	<p>B3. L.2. understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.2 Participate in simple exchanges using learned words and sentences B3.S.1.pronounce English words, phrases and sentences precisely and correctly B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance B3.W.2. write a short, simple paragraph according to appropriate organizational patterns (basic paragraph structure)</p>	<p>B3.L.2. 1 use textbooks and magazine pictures to understand new or unfamiliar words when listening B3.S.2.1 ask and answer questions using “Wh-words” B3.S.1.2 say sounds correctly B3.R.2. 4 scan simple written materials for specific information B3.W.3. 2 correct use of grammar and vocabulary B3.W.1.3 write a simple information paragraph of four or five sentences</p>
<p style="text-align: center;">6 Inventions</p>	<p>B3. L.2. understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.1.pronounce English words, phrases and sentences precisely and correctly B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance</p>	<p>B3.I.2.2 use teacher prior hints and clues to understand new words when listening. B3.S.1.6 speak clearly with a reasonable speed about familiar issues. B3.S.2.1 ask and answer questions using “Wh-words” B3.R.2. 6 respond correctly to the purpose for reading and establish a purpose for reading before reading. B3.R.2. 4 scan simple written materials for specific information B3.W.3. 2 correct use of grammar and vocabulary</p>

Unit	Standards	Performance Indicators
<p align="center">7 Music</p>	<p>B3.L.3. understand words in sentences, instructions, conversations and simple presentations B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening B3.S.1.pronounce English words, phrases and sentences precisely and correctly B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance B3.W.1. Write sentences and short simple paragraphs on familiar topics for specific purposes gathering information from English reference source B3.W.4. apply knowledge of the conventions of language (spelling, punctuations, grammar and usage)</p>	<p>B3.I.2.2 use teacher prior hints and clues to understand new words when listening. B3.L.2. 7 distinguish the gender when listening B3.L.2. 8 take notes when listening B3.1.1.2 recognize the correct sounds of vowels B3.S.1.7 speak about past, present and future events using the correct tense B3.S.2.1 ask and answer questions using “Wh-words” B3.R.2. 4 scan simple written materials for specific information B3.R.I.7 use knowledge of verb tenses to understand when things happen B3.R.2. 4 scan simple written materials for specific information B3.W.3. 2 correct use of grammar and vocabulary B3.W.4. 1 use learned vocabulary correctly B3.W.1.3 write a simple information paragraph of four or five sentences</p>
<p align="center">8 Technology</p>	<p>B3. L.2.understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.1.pronounce English words, phrases and sentences precisely and correctly B3.S.3. take part in short, simple prepared presentations on familiar and unfamiliar topics to the class B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.2. write a short, simple paragraph according to appropriate organizational patterns (basic paragraph structure)</p>	<p>B3.I.2.2 use teacher prior hints and clues to understand new words when listening. B3.L.2.6 listen and identify the sequence of events B3.L.1. 1 recognize the sounds of consonants B3.S.1.8 speak clearly with pauses for clarity and emphasis B3. S.3. 4 describe orally processes for doing simple tasks using first, then, after that, finally. B3.R.2. 4 scan simple written materials for specific information B3.R.I.7 use knowledge of verb tenses to understand when things happen B3.W.2.3 write a short, simple information paragraph with a beginning, middle, and end B3.W.3. 2 correct use of grammar and vocabulary B3.W.2.4 use both simple and compound sentences correctly</p>
<p align="center">9 Nature</p>	<p>B3.L.3. understand words in sentences, instructions, conversations and simple presentations B3.S.1.pronounce English words, phrases and sentences precisely and correctly B3.S.2 Participate in simple exchanges using learned words and sentences B3.S.1.pronounce English words, phrases and sentences precisely and correctly B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.1. Write sentences and short simple paragraphs on familiar topics for specific purposes gathering information from English reference source</p>	<p>B3.I.2.2use teacher prior hints and clues to understand new words when listening. B3.L.3. 4 make simple inferences when listening. B3.S.1.6 speak clearly with a reasonable speed about familiar issues. B3.S.1.8 speak clearly with pauses for clarity and emphasis B3.S.2.1 ask and answer questions using “Wh-words” B3.S.1. 5 consult a tape or ask the teacher if unsure about correct pronunciation B3.R.2. 4 scan simple written materials for specific information B3.R.2. 14 refer to informational ideas from simple reading material B3.W.1.9 Write simple sentences and short paragraphs on familiar topics for specific purposes gathering information from English reference sources B3.W.3. 2 correct use of grammar and vocabulary</p>

Unit	Standards	Performance Indicators
10 Jobs	<p>B3. L.2. understand words, phrases, ,sentences, and short simple paragraphs following listening strategies</p> <p>B3.S.2 Participate in simple exchanges using learned words and sentences</p> <p>B3.S.1. pronounce English words, phrases and sentences precisely and correctly</p> <p>B3.R.2. understand simple informational and some simple literary reading materials using reading strategies</p> <p>B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance</p>	<p>B3.I.2.2 use teacher prior hints and clues to understand new words when listening.</p> <p>B3.L.2. 8 take notes when listening</p> <p>B3.S.1.8 speak clearly with pauses for clarity and emphasis</p> <p>B3. S.3. 5 maintain eye contact with the audience (peers, teachers,..)</p> <p>B3.S.2.1 ask and answer questions using “Wh- words”</p> <p>B3.R.2. 4 scan simple written materials for specific information</p> <p>B3.R.2. 11 distinguish cause from effect in simple text</p> <p>B3.W.3. 2 correct use of grammar and vocabulary</p>
11 At the Sports Centre	<p>B3. L.2. understand words, phrases, ,sentences, and short simple paragraphs following listening strategies</p> <p>B3.S.1. pronounce English words, phrases and sentences precisely and correctly</p> <p>B3.R.2. understand simple informational and some simple literary reading materials using reading strategies</p> <p>B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance</p>	<p>B3.L.2. 1 use textbooks and magazine pictures to understand new or unfamiliar words when listening</p> <p>B3.L.2. 8 take notes when listening</p> <p>B3.S.1.7 speak about past, present and future events using the correct tense</p> <p>B3.S.1.8 speak clearly with pauses for clarity and emphasis</p> <p>B3.L.1. 3 recognize how using prefixes and suffixes changes the meaning of words</p> <p>B3.R.2. 1 use context and visual clues to predict or identify the meaning of unfamiliar words</p> <p>B3.W.3. 2 correct use of grammar and vocabulary</p>
12 Sports Equipment	<p>B3. L.2. understand words, phrases, ,sentences, and short simple paragraphs following listening strategies</p> <p>B3.S.3. take part in short, simple prepared presentations on familiar and unfamiliar topics to the class</p> <p>B3.R.1. understand words, simple phrases and sentences when reading</p> <p>B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance</p>	<p>B3.L.2. 7 distinguish the gender when listening</p> <p>B3.I.2.2 use teacher prior hints and clues to understand new words when listening</p> <p>B3.L.2. 8 take notes when listening</p> <p>B3.L.1. 7 recognize the sounds associated with verbs describing actions in the present, past and future (iz , s, z)</p> <p>B3.S.3. 2 present a simple dialogue/ role play to the class after preparing with a partner</p> <p>B3. S.3. 6 use proper respectful language to participate in classroom conversation</p> <p>B3.R.1. 1 recognize the use of prefixes and suffixes to change the meaning of words (ly)</p> <p>B3.W.3. 2 correct use of grammar and vocabulary</p>
13. At the Airport	<p>B3. L.2. understand words, phrases, ,sentences, and short simple paragraphs following listening strategies</p> <p>B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening</p> <p>B3.S.3. take part in short, simple prepared presentations on familiar and unfamiliar topics to the class</p> <p>B3.R.2. understand simple informational and some simple literary reading materials using reading strategies</p> <p>B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance</p> <p>B3.W.1. Write sentences and short simple paragraphs on familiar topics for specific purposes gathering information from English reference source</p>	<p>B3.I.2.2 use teacher prior hints and clues to understand new words when listening.</p> <p>B3.L.2.6 listen and identify the sequence of events</p> <p>B3.1.1.2 recognize the correct sounds of vowels</p> <p>B3.S.3. 2 present a simple dialogue/ role play to the class after preparing with a partner.</p> <p>B3. S.3. 5 maintain eye contact with the audience (peers, teachers,..)</p> <p>B3.R.2. 1 use context and visual clues to predict or identify the meaning of unfamiliar words</p> <p>B3.R.2. 4 scan simple written materials for specific information</p> <p>B3.W.3. 2 correct use of grammar and vocabulary</p> <p>B3.W.1.2 write meaningful sentences and simple paragraphs using given frameworks (e.g. a substitution table or scrambled sentences</p>

Unit	Standards	Performance Indicators
14. Festivals	<p>B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening</p> <p>B3.S.3. take part in short, simple prepared presentations on familiar and unfamiliar topics to the class</p> <p>B3.R.2. understand simple informational and some simple literary reading materials using reading strategies</p> <p>B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher's assistance</p> <p>B3.W.1. Write sentences and short simple paragraphs on familiar topics for specific purposes gathering information from English reference source</p>	<p>B3.L.1. 7 recognize the sounds associated with verbs describing actions in the present, past and future. (ed)</p> <p>B3.S.1.8 speak clearly with pauses for clarity and emphasis</p> <p>B3.S.3. 2 present a simple dialogue/ role play to the class after preparing with a partner</p> <p>B3.R.2. 4 scan simple written materials for specific information</p> <p>B3.R.1.7 use knowledge of verb tenses to understand when things happen</p> <p>B3.W.3. 2 correct use of grammar and vocabulary</p> <p>B3.W.1.2 write meaningful sentences and simple paragraphs using given frameworks (e.g. a substitution table or scrambled sentences)</p>
15. Places Around the World	<p>B3. L.2.understand words, phrases, ,sentences, and short simple paragraphs following listening strategies</p> <p>B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening</p> <p>B3.S.3. take part in short, simple prepared presentations on familiar and unfamiliar topics to the class</p> <p>B3.R.2. understand simple informational and some simple literary reading materials using reading strategies</p> <p>B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher's assistance</p> <p>B3.W.1. Write sentences and short simple paragraphs on familiar topics for specific purposes gathering information from English reference source</p>	<p>B3.I.2.2 use teacher prior hints and clues to understand new words when listening.</p> <p>B3.L.2. 8 take notes when listening</p> <p>B3.L.1. 1 recognize the sounds of consonants that have more than one sound in words.(ch)</p> <p>B3.S.3. 2 present a simple dialogue/ role play to the class after preparing with a partner</p> <p>B3.R.2. 4 scan simple written materials for specific information</p> <p>B3.R.2. 6 respond correctly to the purpose for reading and establish a purpose for reading before reading</p> <p>B3.W.3. 2 correct use of grammar and vocabulary</p> <p>B3.W.1.8 write a simple short speech of four or five sentences to present to the class</p>
16 Countries	<p>B3.L.3. understand words in sentences, instructions, conversations and simple presentations</p> <p>B3.S.2 Participate in simple exchanges using learned words and sentences</p> <p>B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening</p> <p>B3.R.2. understand simple informational and some simple literary reading materials using reading strategies</p> <p>B3.W.1. Write sentences and short simple paragraphs on familiar topics for specific purposes gathering information from English reference source</p>	<p>B3.L.3. 2 listen and participate in simple classroom conversations using prior knowledge</p> <p>B3.S.1.6 speak clearly about familiar issues</p> <p>B3.1.1.2 recognize the correct sounds of diphthongs</p> <p>B3.R.2. 4 scan simple written materials for specific information</p> <p>B3.W.1.3 write a simple information paragraph of four or five sentences</p>

Unit	Standards	Performance Indicators
<p align="center">17 The Big Blue</p>	<p>B3. L.2.understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.2 Participate in simple exchanges using learned words and sentences B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening B3.R.3. make connections between prior knowledge and experiences and simple reading materials when reading B3.W.4. apply knowledge of the conventions of language (spelling, punctuations, grammar and usage) B3.W.2. write a short, simple paragraph according to appropriate organizational patterns (basic paragraph structure)</p>	<p>B3.L.2. 1 use textbooks and magazine pictures to understand new or unfamiliar words when listening B3.S.2.1 ask and answer questions using “Wh-words” B3.1.1.2 recognize the correct sounds of diphthongs B3.R.3.3 relate information from an English reference source to an assigned topic B3.W.3. 2 correct use of grammar and vocabulary B3.W.2.2 plan a short, simple descriptive paragraph about a picture or a drawing using a model</p>
<p align="center">18 Arts</p>	<p>B3. L.2.understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.1. Write sentences and short simple paragraphs on familiar topics for specific purposes gathering information from English reference source</p>	<p>B3.L.2. 1 use textbooks and magazine pictures to understand new or unfamiliar words when listening B3.L.2. 8 take notes when listening B3.R.I.7 use knowledge of verb tenses to understand when things happen B3.W.1.3 write a simple information paragraph of four or five sentences</p>
<p align="center">19 At the hospital</p>	<p>B3. L.2.understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.3. take part in short, simple prepared presentations on familiar and unfamiliar topics to the class B3.S.1.pronounce English words, phrases and sentences precisely and correctly B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance B3.W.4. apply knowledge of the conventions of language (spelling, punctuations, grammar and usage)</p>	<p>B3.L.2.6 listen and identify the sequence of events B3.S.3. 2 present a simple dialogue/ role play to the class after preparing with a partner (e.g. pretending to be a tourist in Palmyra.) B3.S.1.7 speak about past, events using the correct tense B3.1.1.2 recognize the correct sounds of diphthongs (e.g. repair, hair) B3.R.2.12 draw proper conclusions from simple reading materials B3.W.3. 2 correct use of grammar and vocabulary B3.W.4. 2 use correct capitalization and punctuation</p>
<p align="center">20 Farming</p>	<p>B3. L.2.understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.2 Participate in simple exchanges using learned words and sentences B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.2. write a short, simple paragraph according to appropriate organizational</p>	<p>B3.L.2. 1 use textbooks and magazine pictures to understand new or unfamiliar words when listening B3.S.2.1 ask and answer questions using “Wh-words” B3.1.1.2 recognize the correct sounds of diphthongs B3.R.2. 18 interpret and support an interpretation of what happens in a simple story B3.W.2.3 write a short, simple information paragraph with a beginning, middle, and end</p>

Unit	Standards	Performance Indicators
<p align="center">21 Recycling and Reusing</p>	<p>B3.L.2. understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.2.3 discuss own ideas, simple reading material to compare own ideas with those of peers B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.4. apply knowledge of the conventions of language B3.W.2. write a short, simple paragraph according to appropriate organizational patterns</p>	<p>B3.I.2.4 use questions to understand new or unfamiliar words after listening B3.S.2.3 discuss own ideas, simple reading material to compare own ideas with those of peers B3.R.2.5 skim simple written materials for the general idea B3.W.4. 2 use correct capitalization and punctuation B3.W.2.3 write a short, simple information paragraph with a beginning, middle, and end</p>
<p align="center">22 Tasty Food</p>	<p>B3. L.2. understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.2 Participate in simple exchanges using learned words and sentences B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance</p>	<p>B3.L.2. 1 use textbooks and magazine pictures to understand new or unfamiliar words when listening B3. S.2. 2 talk with a partner or in a small group about familiar situations using simple sentences B3.L.1. 1 recognize the sounds of consonants B3.R.I.7 use knowledge of verb tenses to understand when things happen B3.W.3. 2 correct use of grammar and vocabulary</p>
<p align="center">23 Shopping</p>	<p>B3. L.2. understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.3. take part in short, simple prepared presentations on familiar and unfamiliar topics to the class B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance B3.W.2. write a short, simple paragraph according to appropriate organizational patterns</p>	<p>B3.L.2. 7 distinguish the gender when listening B3.S.3. 2 present a simple dialogue/ role play to the class after preparing with a partner B3.1.1.2 recognize the correct sounds of diphthongs B3.R.2.3 develop questions and answers, re-read and read ahead to clarify meaning and build understanding B3.W.3. 2 correct use of grammar and vocabulary B3.W.2.3 write a short, simple information paragraph with a beginning, middle, and end</p>
<p align="center">24 Feelings</p>	<p>B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening B3.S.2 Participate in simple exchanges using learned words and sentences B3.S.1. pronounce English words, phrases and sentences precisely and correctly B3.R.1. understand words, simple phrases and sentences when reading B3.W.1. Write sentences and short simple paragraphs on familiar topics for specific purposes gathering information from English reference source</p>	<p>B3.L.1. 3 recognize how using prefixes and suffixes changes the meaning of words to negate (un-, in-) B3.S.2.3 discuss own ideas, simple reading material to compare own ideas with those of peers B3.S.1. 1 stress the correct syllable in more than two- syllable words B3.R.1. 1 recognize the use of prefixes and suffixes to change the meaning of words B3.W.1.5 write a short, simple descriptive paragraph of four or five sentences</p>

Unit	Standards	Performance Indicators
<p align="center">25 Natural Resources</p>	<p>B3. L.2.understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.2 Participate in simple exchanges using learned words and sentences B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.1. Write sentences and short simple paragraphs on familiar topics for specific purposes gathering information from English reference source</p>	<p>B3.L.2.6 listen and identify the sequence of events B3.S.2.3 discuss own ideas, simple reading material to compare own ideas with those of peers B3.1.1.2 recognize the correct sounds of diphthongs B3.R.2. 4 scan simple written materials for specific information B3.W.1.9 Write simple sentences and short paragraphs on familiar topics for specific purposes gathering information from English reference sources</p>
<p align="center">26 Parties</p>	<p>B3. L.2.understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.2 Participate in simple exchanges using learned words and sentences B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.R.2. 1 use context and visual clues to predict or identify the meaning of unfamiliar words B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance</p>	<p>B3.L.2.6 listen and identify the sequence of events B3.S.2.1 ask and answer questions using “Wh-words” B3.1.1.2 recognize the correct sounds of diphthongs B3.R.2.19 predict what will happen at the end of a simple story B3.R.2. 1 use context and visual clues to predict or identify the meaning of unfamiliar words B3.R.2. understand simple informational and some simple literary reading materials using reading strategies</p>
<p align="center">27 Maths</p>	<p>B3. L.2.understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.3. take part in short, simple prepared presentations on familiar and unfamiliar topics to the class B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance</p>	<p>B3.L.2. 3 listen and take notes as teacher or partner speaks and ask the speaker to repeat if necessary B3. S.3. 6 use proper respectful language to participate in classroom conversation B3.1.1.2 recognize the correct sounds of diphthongs B3.R.2. 6 respond correctly to the purpose for reading and establish a purpose for reading before reading B3.W.3. 3 check the accuracy of information using different reference sources</p>

Unit	Standards	Performance Indicators
<p align="center">28 Technology</p>	<p>B3. L.2.understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.L.3. understand words in sentences, instructions, conversations and simple presentations B3.S.1.pronounce English words, phrases and sentences precisely and correctly B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.3. revise written work in terms of accurate information, and clear, correct expression with peers and teacher’s assistance B3.W.1. Write sentences and short simple paragraphs on familiar topics for specific purposes gathering information from English reference source</p>	<p>B3.L.2. 1 use textbooks and magazine pictures to understand new or unfamiliar words when listening B3.L.3. 3 respond to questions before, during, and after listening (e.g. identify sequence of events, facts, agree or disagree with opinions expressed) B3.S.1.6 speak clearly with a reasonable speed about familiar issues(e.g. weather, jobs, places) B3.1.1.2 recognize the correct sounds of diphthongs B3.R.2. 10 distinguish fact from opinion in simple text (e.g. I think the city is the best but I prefer the country). B3.W.3. 2 correct use of grammar and vocabulary B3.W.1.1 introduce the paragraph with general topic sentence clearly</p>
<p align="center">29 Holidays</p>	<p>B3. L.2.understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.2 Participate in simple exchanges using learned words and sentences B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.1. Write sentences and short simple paragraphs on familiar topics for specific purposes gathering information from English reference source</p>	<p>B3.L.2. 1 use textbooks and magazine pictures to understand new or unfamiliar words when listening B3.S.2.3 discuss own ideas, simple reading material to compare own ideas with those of peers B3.L.1. 5 recognize the change in meaning when different words are stressed in a simple sentence B3.R.2. 4 scan simple written materials for specific information B3.W.1.2 write meaningful sentences and simple paragraphs using given frameworks</p>
<p align="center">30 The Solar System</p>	<p>B3. L.2.understand words, phrases, ,sentences, and short simple paragraphs following listening strategies B3.S.2 Participate in simple exchanges using learned words and sentences B3.L.1. Be familiar with English sounds in basic words, phrases, sentences and simple presentations when listening B3.R.2. understand simple informational and some simple literary reading materials using reading strategies B3.W.4. apply knowledge of the conventions of language (spelling, punctuations, grammar and usage)</p>	<p>B3.I.2.2use teacher prior hints and clues to understand new words when listening B3.S.2.1 ask and answer questions using “Wh-words” B3.1.1.2 recognize the correct sounds of diphthongs B3.R.2. 4 scan simple written materials for specific information B3.W.4.4 use the comparative and superlative forms of adjectives correctly</p>

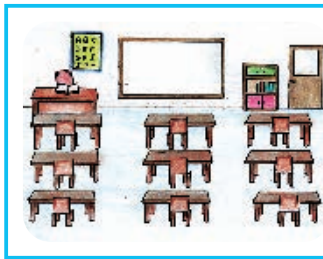
1

At School

1.  Listen and number.



2. Practise with a partner.



Don't talk in the library,
you have to be quiet.

 Pronunciation. Silent "h"

what

when

why

hour

honest

honour

3. Read and do the task below.

In Britain, children go to nursery school when they are three. All children have to go to primary school when they are five and then to secondary school when they are eleven. They have to take special exams when they are eighteen to go to university. However, in Syria, children go to nursery school at the age of three. All children have to go to the basic school when they are six. Then they begin the secondary school at the age of fifteen. In order to go to university, they have to pass special exams.

Write true (T) or false (F).

- In Britain, students go to primary school when they are six.
- In Syria, students go to nursery school then to basic school.
- Both in Britain and Syria, they have to take special exams to go to university.

LET'S
LEARN

I / we / they / you **have to**

- I **have to** listen to the teacher.
- Do **we have to** wear a school uniform?
Yes, we **do**.
No, we **don't**.
- You **don't have to** bring a sandwich with you. There's a canteen here.

He / she / it **has to**

- He **has to** listen to the teacher.
- Does she **have to** wear a school uniform?
Yes, she **does**.
No, she **doesn't**.
- He **doesn't have to** bring a sandwich with him. There's a canteen here.

4. Circle the correct word.



1. What do you **has to** / **have to** do in the classroom?

3. Do you **has to** / **have to** do your homework at school?

5. Does Nadia **have to** / **has to** wear a skirt and a jacket?

2. We **have to** / **has to** arrive on time.

4. No, we **doesn't** / **don't** have to do our homework at school, we **has to** / **have to** do it at home.

6. Yes, she has to **wear** / **wears** a skirt and a jacket.



1

At School Activities

1. Fill in the spaces with the words in the box.

- a. I wash my hands in the
- b. We do chemical experiments in the
- c. I borrow books from the
- d. There are sixteen desks in our
- e. They work on computers in the
- f. We play games in the

classroom
science lab
computer lab
playground
bathroom
library

2. Read and match.



1. I have to leave my mobile phone at home.

2. I have to put my hand up before speaking.

3. I have to arrive on time.

4. I have to be quiet in the classroom.

5. I have to keep my classroom clean.

6. I have to say please and thank you.



3. Match.

- 1. When you have a question,
 - 2. When you need something,
 - 3. There's a canteen in the school,
 - 4. Don't be late,
- a. you have to come to class on time.
 - b. you have to say please and thank you.
 - c. you have to raise your hand.
 - d. you don't have to bring a sandwich with you.

4. Read the text and do the tasks below.

a. Correct the underlined mistake.

Hi. I am Ameer. My new school is very big. It has a big playground, a big library, three computer labs, twenty classrooms, three science labs, four bathrooms and a canteen. It's my first day. Our teacher have to¹ read the roll call and tells² us that we has to³ wear our school uniform. We have to arrives⁴ at school on time. We can play in the playground, but we have⁵ walk in the corridors. We don't has to⁶ do our homework at school. We can read books in the library but we have to keeps⁷ quiet there. What about you, what does⁸ you have to do in your classroom?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

b. Write true (T) or false (F).

- 1. There is a place to eat in.
- 2. There are only two science labs.
- 3. They can read in the library.
- 4. They can run in the classroom.
- 5. They have to keep quiet in the library.

5. Write two things they don't have to do.

- 1. They don't have to
- 2. They

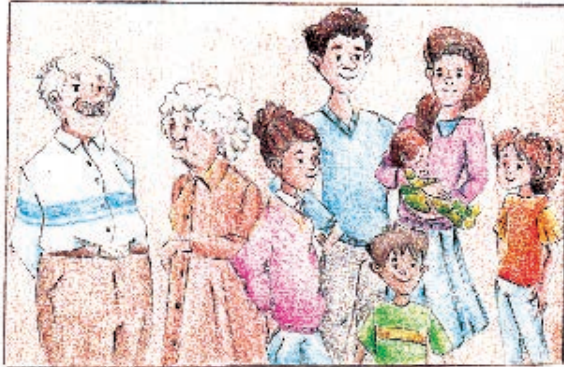
6. Write four classroom rules from the text.

- 1. They have to
- 2. They
- 3.
- 4.

2

Family

1.  Listen to Nina and her family and tick.



- | | | | |
|-------------|--------------------------|----------|--------------------------|
| Father | <input type="checkbox"/> | Uncle | <input type="checkbox"/> |
| Sister | <input type="checkbox"/> | Aunt | <input type="checkbox"/> |
| Grandmother | <input type="checkbox"/> | Wife | <input type="checkbox"/> |
| Mother | <input type="checkbox"/> | Niece | <input type="checkbox"/> |
| Brother | <input type="checkbox"/> | Daughter | <input type="checkbox"/> |
| Grandfather | <input type="checkbox"/> | Cousin | <input type="checkbox"/> |
| Husband | <input type="checkbox"/> | Son | <input type="checkbox"/> |

2. Ask and answer.



Do you have a big family?

I come from a **small** family.

I come from a **big** family.



How many brothers and sisters have you got?

I've got **one** brother.

I've got **two** sisters.

I've got **one** brother and **two** sisters.

I am an **only** child.



Pronunciation.

a:

father

aunt

i:

niece

piece

3. Read and do the task below.

Hello! My name is John. I am ten years old and I am from Canada. I am going to introduce my lovely family to you. It is quite big and we are very happy. My mother's name is Liza and my father's name is Peter. My mother has got black hair and she is very kind. My father is tall and he is a very funny person. My parents have got two children. My baby sister Laura and me. Laura is only one-year-old. My father has got a sister. Her name is Olivia. She is my aunt. My mother has got a brother. His name is Richard. He is my uncle. My grandparents are Kevin and Carla. We've got two pets, a cat called Lucy and a dog called Puppy. He is my favourite!



Write true (T) or false (F).

1. Carla is Kevin's wife.
2. Laura is Olivia's sister.
3. Liza and Peter are John's parents.
4. Richard is Laura's uncle.
5. John's cat is called Puppy.

LET'S LEARN

He is **Lara's uncle**.

Those are the **children's toys**.

She is **Charles's mother**.

These are the **students' books**.

4. Complete the sentences using the possessive ('s).

1. I forgot my books in (**my aunt / house**).
2. (**Women / bags**) are made of leather.
3. (**Hani / shoes**) are black.
4. (**Giraffes / necks**) are very long.

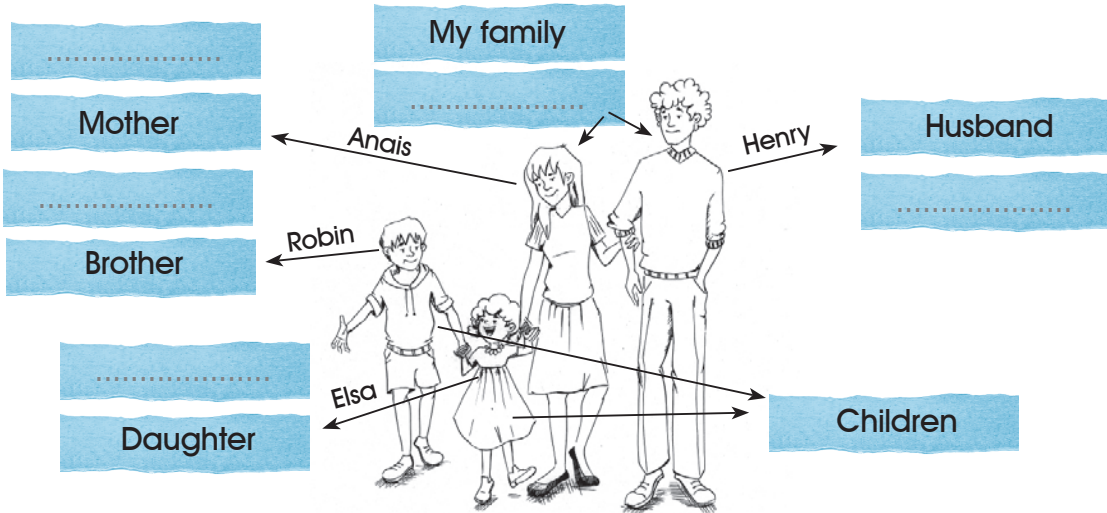
5. Complete the text about you.

My name is I'm years old. My mother's name is She is a/an My father's name is He is a/an My grandmother's name is My grandfather's name is My sister's name is She is a / an My brother's name is He is a / an I have a pet. It is a My pet's name is

2

Family Activities

1. Complete.



2. Guess who?

1. My mother has a baby girl. She is her
2. My son calls me
3. My mother is my father's
4. My father is my mother's
5. My father has got one sister. She is my
6. My mother has got a brother. He's my
7. My grandfather is married to my
8. My grandparents call me their
9. My sister has two children, a boy and a girl. Her son is my
Her daughter is my
10. My uncle and aunt's children are my

3. Write the plural of these words.

- | | |
|-----------------|-----------------|
| a. man | b. woman |
| c. child | d. wife |
| e. person | f. family |



4. Look and say.

Molly's

Fred's



doll



crayons



Molly



bicycle



dress



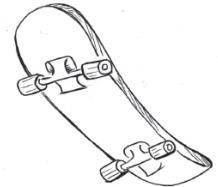
books



football



Fred



skateboard



helmet



laptop



bag

5. Write ('s or ').

- a. My friend pet is a golden fish.
- b. Tom and Jerry jokes are funny.
- c. The pupils uniform is blue.
- d. Charles glasses are expensive.
- e. Ted trainers are lost.

6. Write about your family. (family members / pets)

.....

.....

.....

3

Daily Routines

1. Listen and circle.

Hi, I am Eve. My mom (1) **always** / **never** wakes me up at six o'clock. I have a shower and get dressed, then I pack my bag and leave to school at eight o'clock. In the afternoon, I (2) **usually** / **always** do my homework and I (3) **sometimes** / **never** play computer games. In the evening, my mom cooks dinner and I usually set the table. Then I (4) **sometimes** / **usually** chat with my friends online before I go to bed. I (5) **never** / **sometimes** go to bed late. I (6) **always** / **usually** sleep at nine o'clock.

2. Ask and answer.

What do you usually do



What do you always do

In the morning

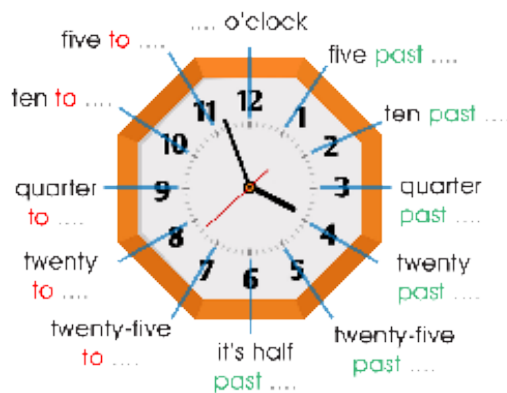
In the afternoon

In the evening

- a. What do you usually do in the morning? b. I usually have breakfast.
 a. What do you always do in the evening? b. I always go to bed early.

3. Practise with a partner.

What time do you go to school?



I go to school at twenty to eight.

Pronunciation.

not hot bomb

horse law caught

4. Read and do the task below.

I am Mira, I love Friday. It's a holiday. I don't get up early. I usually take a shower and have breakfast with my family. Then I tidy my room and my brother cleans the garage, he doesn't ask me to help him. In the afternoon, I sometimes go out with my family on a picnic. We like to spend time together. In the evening, my father watches the news. My mother doesn't watch the news, she likes to cook dinner. The whole family shares in the housework. We never go to bed early on Thursdays, so we always watch a film after dinner.

Write true (T) or false (F).

1. Mira likes weekends.
2. She doesn't tidy her bedroom.
3. Her mother doesn't cook dinner.
4. Her dad watches the news.
5. Mira goes to bed early on Saturdays.

LET'S LEARN

I / you / we / they

- I drink milk in the morning.
- I **don't** drink milk in the morning.
- **Do** you drink milk in the morning?

He / she / it

- He **drinks** milk in the morning.
- He **doesn't** drink milk in the morning.
- **Does** he drink milk in the morning?

5. Choose between brackets.

1. Lili never (**play - plays**) the piano at night.
2. (**Does - Do**) they go to the swimming pool on Fridays?
3. Toni always (**have - has**) dinner.
4. Rida and Talin (**help - helps**) their parents in the kitchen.
5. We (**doesn't - don't**) go to school by bus.
6. (**Does - Do**) she play basketball?

3

Daily Routines

Activities

1. Read and match.



1. Get up

2. Have a shower

3. Pack a bag

4. Go to bed

5. Chat online

6. Get dressed

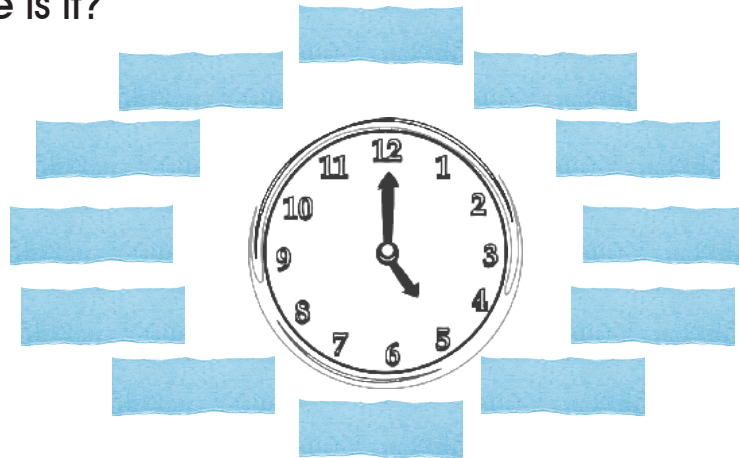
7. Set the table



2. Reorder the sentences.

- a. She usually has breakfast and makes her bed.
- b. In the afternoon, she studies and sometimes she plays the piano.
- c. Dalia always wakes up early.
- d. She never goes to bed late.
- e. In the evening, she sometimes chats with her friends online.
- f. She goes to school.

3. What time is it?



- twenty to
twenty-five to
five past
- quarter past
half past
o'clock
- twenty-five past
five to
twenty past
- quarter to
ten past
ten to

4. Look at the chart and fill in the spaces.

	Sun	Mon	Tues	Wed	Thur
Get up	✓	✓	✓	✓	✓
Pack	✓	✓	✓	✓	x
Go to school on foot	✓	x	✓	x	✓
Watch	x	x	x	x	x

1. Dana always gets up early in the morning.
2. She her bag in the evening.
3. She on foot.
4. She television at night.

5. Write about your daily routine.

In the morning, I

I

In the afternoon, I

I

In the evening, I

I

4

Clothes

1.  Listen and match the children with their names.

Laura

Matt

Robert



Susan

John

2.  match.



gloves

sweater

pyjama

coat

skirt

blouse

3. Practise with a partner.

What is she wearing?

What is he wearing?



She's wearing

He's wearing



Pronunciation.

i

pin

ai

pine

i

fin

ai

fine

4. Read and do the tasks.



S = salesman



C = customer

- S: Good morning, madam. Can I help you?
 C: Yes, please. I'm looking for a sweater.
 S: What size, madam?
 C: Thirty-eight.
 S: What colour would you like?
 C: I would like a striped red sweater.
 S: Will you try this one, please?
 The fitting room is over there.
 How does it fit?
 C: It's perfect. I'll take it.
 How much is it?
 S: It's 3000 Sp.
 C: Here you are. Thank you.

Buying Clothes

a. Order these sentences.

- It's 3000 Sp.
- What size are you?
- How can I help you?
- I'd like a sweater.
- Medium.
- How much is it?

b. Write true (T) or false (F).

1. The woman is looking for a dress.
2. She goes shopping in the morning.
3. There is only one changing room .
4. The sweater costs 2000 SP.

LET'S LEARN

- | | |
|-----------------|---------------------------------|
| I | • I'm wearing a skirt. |
| | • I'm not wearing shorts. |
| He / She / It | • She's putting on a sweater. |
| | • She isn't putting on a scarf. |
| You / We / They | • We're buying shoes. |
| | • They aren't buying trousers. |

- wear - wearing
- do - doing
- study - studying
- eat - eating
- buy - buying
- put - putting
- have - having
- take - taking
- swim - swimming
- go - going

5. Read and number.



1 Rana is wearing a dotted pink dress and blue shoes.

2 Nadia is wearing blue jacket, blue skirt, white shirt and grey shoes.

3 Sami is wearing a green T-shirt, grey shorts, white socks and brown shoes.



4 Rami is wearing a red sweater, grey trousers and red shoes.

4

Clothes Activities

1. Read, look and write.

Hello! My name is Tim and I like clothes. At the moment, I'm wearing my

favourite  , a blue  ,  ,
a pair of  and a  of course! I
also like wearing 

I've got a sister. Her name is Alice and she also likes fashionable clothes.

Today, she is wearing a striped  and a floral 
Sometimes, she wears a  and high heeled 

2. Match.

- | | |
|---------------------------|----------------------------|
| 1. Jessy isn't wearing | a. Take your umbrella! |
| 2. It's raining. | b. her blue dress today. |
| 3. My parents are wearing | c. my gloves? |
| 4. I'm cold. Where are | d. I put on my sunglasses. |
| 5. When it's sunny | e. their hats. |

3. Read and draw.



A floral shirt



A striped shirt



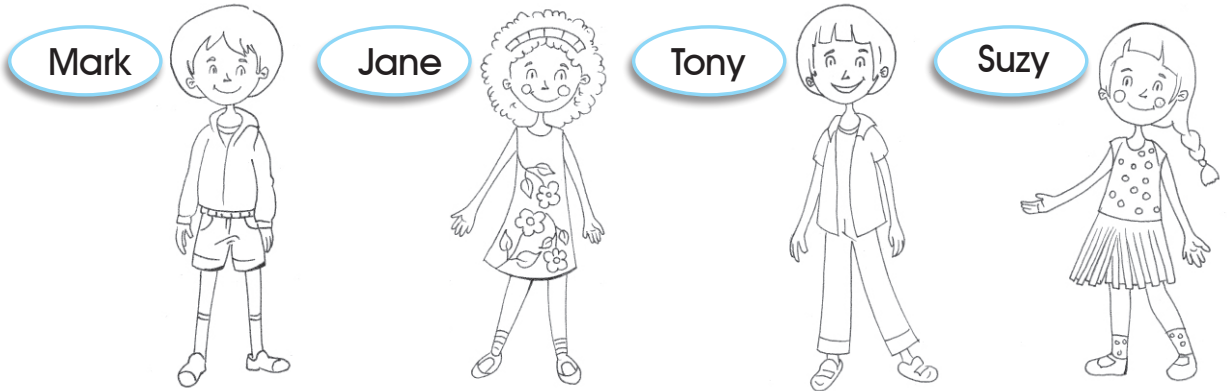
A dotted shirt



A blue plain shirt

4. Look and describe.

What are they wearing?



5. Write the verbs in the correct form.

- a. He's in the pool now. (swim)
- b. They aren't French this year. (study)
- c. I'm a lot of photos for my project today. (take)
- d. We're for the bus. (wait)
- e. She's the birthday cake. (cut)

6. Complete.

This is my family. I have a grandfather, a grandmother, a father, a mother and a baby sister.

I am wearing a dress. My father is wearing striped blue and white T-shirt.

My mother is wearing a and

My brother

My grandfather

My grandmother



5

Healthy Lifestyle



Listen and choose a, b, or c.

- Living a healthy lifestyle is
 - difficult
 - easy
 - not easy
- To be healthy you should
 - drink coffee
 - exercise
 - call the doctor
- Relaxing can help you
 - stay active
 - eat well
 - improve your health

2. Ask and answer.

How many hours do you sleep every night?

I usually sleep about 8 hours.

What healthy food do you eat?

I eat a lot of fruit and vegetables.

How often do you exercise?

I exercise every day.



3. Write in the spaces.

fruit and vegetables - grains - dairy - fish and meat



.....



.....



.....



.....



Pronunciation.

əʊ

so

know

no

ɔ:

saw

more

for

4. Read the text and do the task below.

My Plate

Healthy eating could be easy and fun. When you eat the right food, you will feel generally good and have more energy. There are four main groups of food you need every day, dairy, proteins, grains, and fruits and vegetables. Dairy makes your teeth and bones strong. Meat and fish are good for you. They give you energy to work and play. Grains are part of every healthy diet. When you eat wheat, cereal or rice, you will have a healthy heart. Fruit and vegetables are very important for your health. They are full of vitamins. You also need fat to protect your organs. Healthy food can be delicious and helps you feel good and possibly even be in a better mood.

Choose a, b, or c.

1. The groups of food are
a three b four c five
2. To have strong teeth and bones you need to eat
a dairy b grains c fruit and vegetables
3. Wheat, cereal and rice are
a fruit b dairy c grains

LET'S LEARN

- You **should** get enough sleep.
- You **shouldn't** spend a long time playing computer games.
- **Why don't** you walk for an hour every day?

5. Fill in the spaces.

should - shouldn't - why don't you

1. Everyone drink lots of water every day.
2. get some fresh air?
3. You be active during the day.
4. You eat many sweets.

5

Healthy Lifestyle Activities

1. Look and fill in the spaces.

get enough sleep eat healthy food be active



2. Let's play.

Choose a question and ask your partner.

When do you see the doctor?	How are you today?	How much do you walk every day?	Do you eat fruit and vegetables?	What kinds of exercise do you enjoy?
How many times a week do you exercise?	Do you eat unhealthy foods?	How many hours do you sleep at night?	How many glasses of water do you drink every day?	What are your favorite foods?
How do you feel? (nervous, scared, happy)	How often do you eat fast food?	How many hours a day do you watch television?	How often do you have a bath?	Do you drink milk at breakfast?

3. Look at the pictures and say (Good for you) or (Bad for you).



4. Read the text and do the task below.

A Healthy Lifestyle

The Thomas family lives a healthy life. They have three children, Alice, Tony and baby Grace. They have three meals together: breakfast, lunch and dinner. Mr. and Mrs. Thomas walk to work every morning. Alice and Tony go to school by bicycle. Every day, the family wakes up early. They do exercises in the fresh air. The Thomas family always cooks at home. They eat a lot of fruit and vegetables and drink lots of water. They do everything they need to have a good life. They are very excited about it.

Read and choose **a**, **b**, or **c**.

1. How do Mr. and Mrs. Thomas go to work?
a. By bus **b.** On foot **c.** By bicycle
2. How many members are there in the family?
a. Three **b.** Four **c.** Five
3. How do they feel about living healthy?
a. Nervous **b.** Excited **c.** Sad



5. Read and write.

shouldn't

Why don't you

should

1. You turn off the computer and get active.
2. You go to bed too late.
3. go for a walk in the morning?
4. You eat different kinds of foods.

6. Write about what you do to keep healthy.

.....

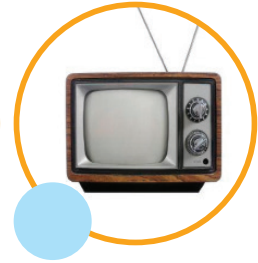
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.....

6

Inventions

1.  a. Listen and number.



b. Listen again and match the inventor to the invention or discovery.

1. Thomas Edison
2. Edward Jenner
3. Marie Curie
4. John Baird
5. Hedy Lamarr

- a. vaccination
- b. television
- c. Wi-Fi
- d. radium
- e. electric light

2. Ask and answer.

What is the most important invention?

Why do we need it?



It is the Internet.

Because we need to find new information quickly.



Pronunciation.

u:

school

blue

cool

who

tool

3. Fill in the spaces.

invent - invention - inventor

- An is the first person who makes something new.
- An is a new thing that someone made.
- To means to make, design or think of something new.

4. Read the text and do the task below.

The History of Umbrellas

In the past, the first umbrellas were used to provide shade from the sun, not the rain. No one knows who invented them. The Chinese probably made this invention over 4,000 years ago. People also saw umbrellas in the arts of ancient Egypt and Greece. At that time, they were for kings and rich people. In Europe, men didn't use umbrellas at first. Only women carried them. People used tree leaves or animal skins to make umbrellas. Now, they use cloth to make them. In the eighteenth century, people started to use the umbrella on rainy days. Today, they are popular and most people have an umbrella.

Read and choose.

- The first umbrellas were
a. for rain b. for the sun c. a part of clothes
- The Chinese used umbrellas
a. in the year 4000 b. 4000 years ago c. 4000 times
- People started using umbrellas against rain in the century.
a. 8th b. 18th c. 80th

LET'S
LEARN

- People first **used** umbrellas as a shade from the sun. + affirmative
- In Europe, men **didn't use** umbrellas at first. - negative
- When **did** the Chinese **invent** the umbrellas? ? interrogative

5. Read and underline the past simple verb.

- Over 100 years ago, people only dreamt about flying.
- The Wright brothers designed a small machine.
- They tried to fly the machine, but it crashed.
- They fixed it and flew it for the first time in 1903.
- It travelled a distance of around 37 meters.

6

Inventions

Activities

1. Write the number next to the picture.



1. Vaccination
2. Television
3. Wi-Fi
4. Radium
5. Electric light



2. Read and match the questions to the answers.

- | | |
|---|--|
| 1. Who was the inventor of vaccination? | a. The Wi-Fi |
| 2. What did Marie Curie discover? | b. Thomas Edison did. |
| 3. Who invented the light bulb? | c. She discovered radium. |
| 4. Which invention helps us use the Internet? | d. Edward Jenner invented vaccination. |

3. Fill in the spaces with these words:

invents - inventions - inventor

An (1) is the first person to make a new thing. When they (2) new things, they change the world. (3)..... make our life easier.

4. Find the past in the word search.

make see are carry
become have try fly

m	a	d	e	l	d	w	l	t
h	d	z	m	p	w	f	y	r
g	e	h	a	d	s	l	x	i
j	f	t	c	e	w	e	r	e
m	a	d	e	o	q	w	v	d
h	l	u	b	k	a	s	a	w
c	a	r	r	i	e	d	u	r

5. Read and do the tasks below.

Important Inventions

In the past, life was different from today. Here are some inventions that changed our world and improved our life:

The use of solar energy began with the work of the French Edmond Becquerel. He produced power from the sun. This is good for the Earth.



Austrian American Hedy Lamarr was an actress and an inventor. She developed a technology that led to the invention of the Wi-Fi, GPS, and Bluetooth.



Read and choose.

- Hedy Lamarr was an inventor and
 a. a teacher b. an actress c. a doctor
- Edmond Becquerel was the first to use
 a. solar energy b. telephone c. the plane

6. Write three sentences in the past simple.

- +
- -
- ?

7. Write about your favourite invention.

My favourite invention is

The inventor who invented it is

I like it because

7

Music

1. Listen and choose the speaker.

- I am going to play the violin. a. Salma b. Sally c. Danny
- Are you going to play the tambourine? a. Salma b. Sally c. Danny
- I am going to play the drums. a. Danny b. Sally c. Salma
- Lily is going to play the flute. a. Sally b. Danny c. Salma

2. Match.



violin

piano

flute

keyboard

tambourine

drum

3. Ask and answer.

What are you going to do in the concert?



I am going to play the guitar.



Pronunciation.

ae

cat



mat



bat



a:

car



far



jar



4. Read then do the task.

My friends and I are in a band called "MJ". We are going to play music next week, in a concert at the "Smile Theatre". We are excited. Lily is going to sing. She has a nice voice and she's good at singing. Amer wrote the song and Maha composed the music. I am going to play the guitar. I quite like it. Dana is going to play the piano and Naya is going to play the drums. They are talented. I am sure we will have fun. The audience will cheer and clap for us.

Choose.

1. What is going to happen at the theatre?
 - a. a play
 - b. a festival
 - c. a concert
2. When are they going to play in the theatre?
 - a. next Monday
 - b. last Tuesday
 - c. next week
3. Lily is the
 - a. teacher
 - b. singer
 - c. player
4. What did Maha do?
 - a. She wrote the song
 - b. She played the guitar
 - c. She composed the music



- I am going to **play** the piano tomorrow.
- She **is going to make** a cake in the evening.
- We **are going to have** a party tonight.
- She **is not going to go** to the concert.

5. Look and write.

1. She is going to play the guitar.



3.



2.



4.



6. Choose.







1. I am going to sing in the concert (**yesterday** - **next week**).
2. We are going to go to the theatre (**tomorrow** - **last week**).
3. She is going to listen to music (**always** - **in the evening**).

7

Music

Activities

1. Write the words correctly.

					
drams	tembourine	keyboord	flut	Violeen	peano
.....

2. Read and do the tasks.

People listen to music when they are happy or sad. You can see musicians in the streets. They play all types of music, pop, hip hop, jazz and classical. The guitar, the flute, the piano and the harp are used to play western music. On the other hand, the oud, mizmar, qanun and tabla are used to play Arabian music. People go to concerts to listen to their favourite singers. Beethoven, Bach and Sayed Darwish continue to be well-known musicians to this day.

a. Choose.

- Pop, hip hop and jazz are
 - musicians
 - types of music
 - places to play music
- The oud, mizmar and qanun are instruments.
 - cooking
 - fishing
 - musical
- The flute and the piano are used to play music.
 - northern
 - western
 - southern
- Beethoven and Darwish are
 - doctors
 - teachers
 - musicians

b. Fill in the spaces.

concert famous musician favourite

- She listened to her music.
- He is a singer.
- The played the guitar in the street.
- They are going to a tonight.

3. Choose.

- 1. **Sama:** Hey, Amer! What (**did you / are you going to**) do this weekend?
- 2. **Amer:** I (**is going to / am going to**) go to my friend's birthday party.
- 3. **Sama:** That's nice! What (**is / are**) you going to take as a present?
- 4. **Amer:** I am going to (**buy / sell**) a recorder. She likes music.
- 5. **Sama:** Is Lily coming?
- 6. **Amer:** No, she isn't. She (**is going to / going to**) travel to London.

4. Match.

- | | |
|----------------------|----------------------------|
| 1. My friend is good | a. in reading music books. |
| 2. She quite likes | b. at singing. |
| 3. I am interested | c. playing the guitar. |

5. Read Lily's list and write what she is or isn't going to do.

Lily's list

- join a music club ✓
- go to a concert ✗
- play the piano ✓
- buy a ticket for the concert ✓
- dance in the concert ✗
- have a party ✓

- She is going to join a music club.
-
-
-
-
-
-

6. Write about what you are going to do this weekend.

This weekend, I

.....

.....

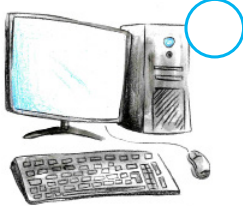
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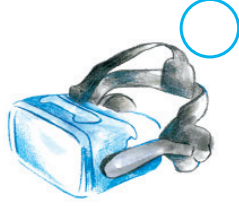
8

Technology

1.  Listen and write the letter.



desktop



VR



smart phone



webcam



smart watch



router



tablet



E-book

2.  Listen and order. (How to send an email)

- After that, type your email message.
- Then, click on subject and write what the email is about.
- Second, open the webpage and log in.
- First, turn on the computer.
- Finally, click on send.
- Now, check your spelling.
- Next, type your friend's email address in the space.

3. Look and say. (How to download a game using a CD)



Pronunciation.

king **ng** ring swing

bank **nk** pink sink



4. Read then do the task.

Computers can do maths, store information or play music. You can use a computer to write or play games. The first computers were very big. They were the size of a room! They were so big that people didn't have them at home. Early computers could also only do simple maths, like a calculator. Today computers are smaller and cheaper. People all over the world can look for and share information on websites. Today, people can use smart phones to play games, email and go on the Internet.

Choose a, b or c

- Computers can do
 - only one thing
 - many things
 - maths only
- In the past, people computers at home.
 - had
 - didn't have
 - played
- Today, computers are in the past.
 - the same as
 - bigger than
 - smaller than



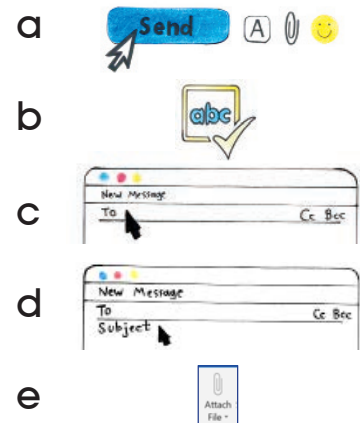
- Turn on the computer.
- Click on the icon.
- Send the email.
- Don't write quickly.

5. Choose.

- (Turn, Print) the computer on.
- Don't (play, email) games for a long time.
- (Listen, Download) the files you need.
- (Connect, Click) to the Internet.

6. Read and match.

- Type your friend's email address here.
- Write what the email is about here.
- Click it to send the email.
- Click here to correct the spelling.
- Add pictures with this.



8

Technology Activities

1. Read and do the tasks.

Hello everybody! Before you go into the computer lab, there are things you need to know.

- Clean your hands.
- Come into the lab quietly.
- Open only your file.
- Put your chair back in place.
- Don't bring food or drinks to the lab.
- Listen to the directions and follow them.
- Save your work.
- Treat computers with care.

a. Write true (T) or false (F).

1. You can speak loudly in the lab.
2. You can open others' files.
3. Eat and drink outside the computer lab.
4. Listen to what your teacher says.

b. Add two rules for the computer lab.

1.
2.

2. Match.

turn off
download
save
study
connect
type

the email address in the right box.
files from trusted websites.
online when you can't go to school.
to the Internet to check your Email.
your work in the right folder.
the computer when you finish.

3. Write in the boxes.

Internet Safety

- Think before you type.
- Don't share your personal information.
- Tell your password to your friends.
- Talk to strangers.
- Share nice things.
- Tell your parents when you see things you don't like.
- Trust all the information.
- Write bad words.

Good idea ✓

Bad idea ✗



4. Choose.

1. (Share / Don't share) your house address online.
 2. (Listen / Don't listen) to what the teacher says.
 3. (Spend / Don't spend) hours playing games.
 4. (Click / Press) on the icon to download the file.
 5. Don't turn (on / off) the computer before you save your work.
5. Lily wants to send her homework to her teacher's email but she doesn't know how. Tell her what to do.

First

.....

.....

.....

.....

9

Nature

1.  Listen and write true (T) or false (F).

- 1 Air has many gases.
- 2 Water isn't necessary for the life of most animals and plants.
- 3 Water covers a large part of the Earth's surface.
- 4 Fire gives only heat.

2. Ask and answer.

Practise with your partner a similar conversation



Sami: What do you do at the weekend?

Fayez: I go on a picnic to enjoy nature.

Sami: Oh great! Who do you go with?

Fayez: I go with my family.

Sami: What do you usually do?

Fayez: We usually see plants and animals.

We run after butterflies.

Sami: I really like nature.

Fayez: Would you like to go with us?

Sami: Yes, thank you.



Pronunciation.

ð

they

them

there

θ

thunder

thin

three

3. Read and do the task below.

What is the environment? By this question, our biology teacher started the lesson.

The natural environment consists mainly of air, water, and plants. It includes everything we see around us like trees, plants, flowers, animals and birds. The environment provides us with the air we breathe, the water we drink, and the food we eat. We are a part of it, so we must keep it clean. We must put the rubbish in the bins not on the ground. We must plant trees and water them. We mustn't cut the trees down to keep our wonderful nature safe.

Choose.

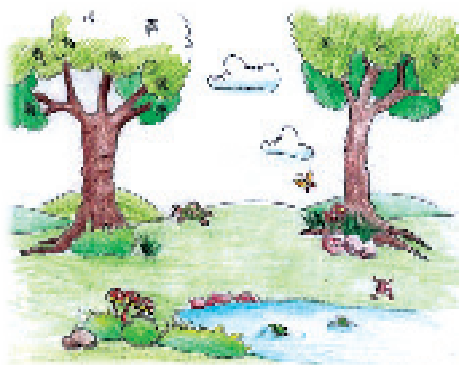
1. The environment consists of we see around us.
a. everyone b. everything c. everywhere
2. The environment provides us with the air that we
a. eat b. drink c. breathe
3. We must keep water
a. clean b. dirty c. hot
4. The word "wonderful" means
a. great b. bad c. ugly

LET'S LEARN

- We **must** keep our nature clean
- I **must** water plants.
- We **must** plant trees.
- We **mustn't** throw rubbish on the ground.
- We **mustn't** cut down trees.

4. Complete the following sentences.

- The environment is very important.
 1. We must
 2. We must
 3. We mustn't
 4. I mustn't



9

Nature Activities

1. Read then do the tasks below.



All living things need water and air to live. Water plays an important role in our life. Water is necessary for drinking, cooking, washing and growing food. Most fresh water is in the form of ice. Plants need water to live. Rain is the main source of fresh water. Air is everywhere. We can't see it, but we can feel it. Oxygen in the air is important for breathing. All creatures need air and water to live.

a. Choose the correct answer.

- All living things need water to
a. eat b. breathe c. stay alive
- Most water is in the form of ice.
a. salty b. fresh c. dirty
- The main source of fresh water is.....
a. rain b. sea c. ocean
- We need oxygen for.....
a. cooking b. breathing c. washing

b. Read again and find words that mean the following.

creatures necessary source breathing

- A place from which something comes:
- Very important:
- Taking air in and out:
- Living things:

2. Fill in the spaces.

part - rubbish - water - air

1. The environment consists of water and plants.
2. We are a of this environment.
3. We mustn't throw on the ground.
4. We must plants.

3. Choose the correct answer between brackets.

1. You (must / mustn't) be late for your school bus.
2. We (must / mustn't) protect animals.
3. People (must / mustn't) cut down trees.
4. Students (must / mustn't) help to save the environment.

4. Write three sentences about water.

1. Water is.....
2. We must
3. We mustn't

5. Finish this story.

One day, I went with my friend to the park. We walked between the trees and everything was great. We met some children playing on the grass and throwing rubbish on the ground, so

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

10

Jobs

1.  Listen and match.

doctor
dentist
cook
pilot
farmer
fireman
engineer
policeman
barber
pharmacist

office
airport
salon
farm
fire station
police station
restaurant
pharmacy
clinic
hospital

2. Ask and answer.

What is his job?

He is a farmer.

Where does he work?

He works on a farm.

What does he like doing?

He likes growing fruits.



Pronunciation.

ɔ:

ball

wall

small

tall



3. Read and do the task below.

A Visit to the Dentist

Sami doesn't like visiting the dentist. But last week he had a bad toothache, so his mum phoned the dentist and made an appointment. He was frightened but the dentist was kind and gentle. He said that there was a cavity in one of his teeth. He treated the tooth and filled it with white cement. On his way home, Sami was happy because the pain had gone.

Match.

- | | |
|----------------------------------|--|
| 1. Who did Sami visit? | Because he had a toothache. |
| 2. Why did he visit the dentist? | He filled the tooth with white cement. |
| 3. What did the dentist do? | He visited the dentist. |



WHERE

is a place



WHEN

is a time



WHAT

is a thing or an action



WHO

is a person



HOW

is the way something is or the way sth happens



WHY

is the reason



4. Complete with the right question word.

- | | |
|---|--|
| a. is her job?
- She is an engineer. | d. is she happy?
- Because she likes her job. |
| b. does she work?
- She works in an office. | e. does she go to work?
- She goes to work by bus. |
| c. does she go on holiday?
- She goes on holiday in summer. | f. is her friend?
- Her friend is Sally. |

10

Jobs

Activities

1. Complete.

What do they do? Where do they work?



I am a
I work at



I am a
I work at



I am a
I work at



I am a
I work at



I am a
I work on



I am a
I work at

2. Fill in the spaces with these words.

works (2) – likes (2) – work – like – am – is (2)



- a. I a taxi driver.
- b. I in the city.
- c. I driving cars.
- a. He a pharmacist.
- b. He at pharmacy.
- c. He preparing medicine.
- a. She a cook.
- b. She at a restaurant.
- c. She cooking.

3. Write the prepositions.

on - at - in

- a. Hani is a doctor. He works a clinic.
- b. Farmers work farms.
- c. Teachers don't go to school the weekend.

4. Notice and complete.

- a. A builder a new house.
- b. A teaches the children.
- c. The bus driver carefully.
- d. This chess plays very well.
- e. Many workers in the supermarket.

write / writer
sing / singer
run / runner

5. Write about your future job.

- I want to be a / an

-

-

-

11

At the Sports Centre

Yesterday, at 4 o'clock my friends were doing different sports at the sports center

1.  Listen and number the right sport.



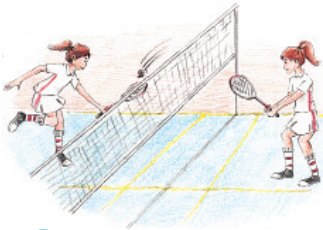
gymnastics



table tennis



baseball



badminton



golf



boxing

2.  Listen again and write true (T) or false (F).

1. Jawad and Lulia were watching a baseball match.
2. Rand wasn't doing gymnastics.
3. Yazan was training for the boxing match.
4. Lana and Alma weren't playing table tennis.
5. Alan and Bilal were playing badminton.
6. Shams was throwing the golf ball.

3. Ask and answer.

What were you doing yesterday afternoon?

Yesterday afternoon, I was buying sportswear.

morning



afternoon



evening



Pronunciation.

fɪn = tʃɪən

competition station

ʒɪn = ʃɪən

television revision

4. Read the text and do the task below.



Yesterday, we had a sports competition at school. We played basketball, football, tennis and went running. I played football for our school team.

I was standing in the football pitch when the school band started playing the National anthem. The match was in the afternoon. We were playing very well when it started to rain. My parents were cheering for me. We scored two goals. I was trying to score the third goal when the referee ended the match. We won the match. The score was 2-0.

Match to the suitable words.

- | | |
|--|-------|
| 1. To move a ball with your foot. | score |
| 2. A field where you play. | team |
| 3. A group of players who play together. | kick |
| 4. The points for each team. | pitch |

LET'S LEARN

- Yesterday, at four O'clock they **were playing** badminton.
- They **weren't playing** table tennis.
- I **was trying** to score the third goal when the referee **ended** the match.

5. Choose the correct answer.

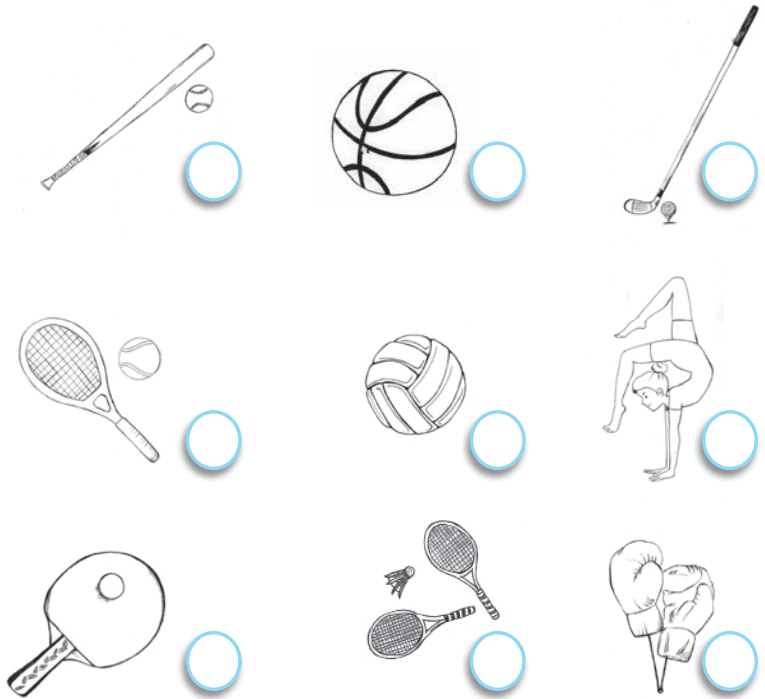
1. Yesterday morning, Laila (**was training** / trains) for the match.
2. We were watching TV when my mum (**was calling** / called) us.
3. The player (**was** / were) throwing the ball when the match ended.
4. I was eating ice cream when I (**see** / saw) my friend.

11

At the Sports Centre Activities

1. Match the name of the sport to the picture.

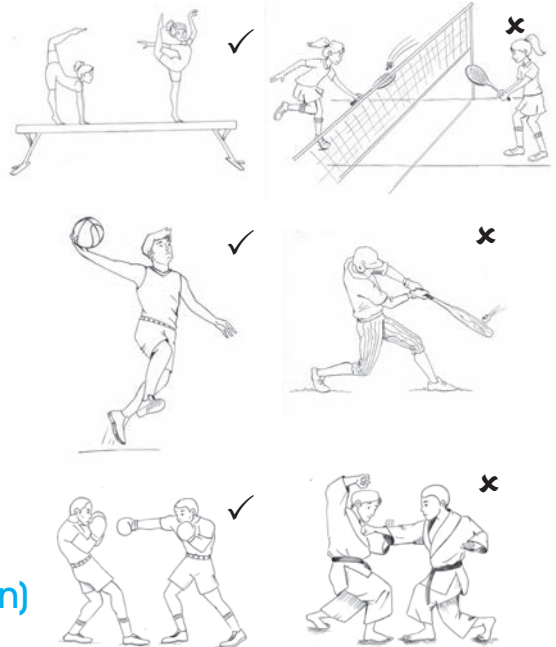
1. boxing
2. basketball
3. volleyball
4. baseball
5. golf
6. tennis
7. table tennis
8. badminton
9. gymnastics



2. Complete using the verbs.

Yesterday, at 3 o'clock

1. They were doing gymnastics. (do)
2. They weren't playing badminton. (play)
3. He was the ball. (throw)
4. He the ball. (hit)
5. We for the boxing match. (train)
6. We karate. (do)



3. Read the following text about football and do the task below.

Nature of football

Football is the most popular sport in the world. It's a game with two teams of 11 players, one of them is the goalkeeper. It's played on a rectangular grass field, with a goal at each end of the field.

The World Cup

The most famous football competition is the World Cup, which is held every four years. This event is very widely viewed and famous in the world.

The Laws of the Game

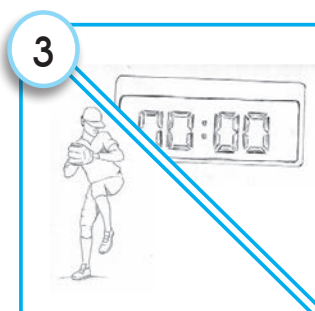
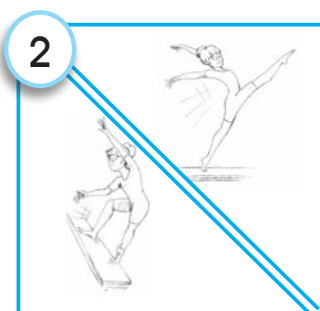
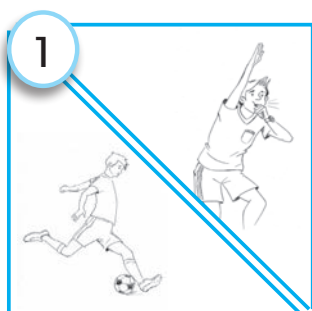
Players can use any part of their body to score the goal, but not their hands or arms.

Only the goalkeepers can use them to stop the ball. The team that scores the most goals by the end of the match wins.

Choose a, b or c.

1. Football is the sport in the world.
 a oldest b newest c most famous
2. A football team consists of players.
 a ten b eleven c twelve
3. The players can't use their to score.
 a hands b legs c heads
4. The World Cup happens every
 a year b 2 years c 4 years

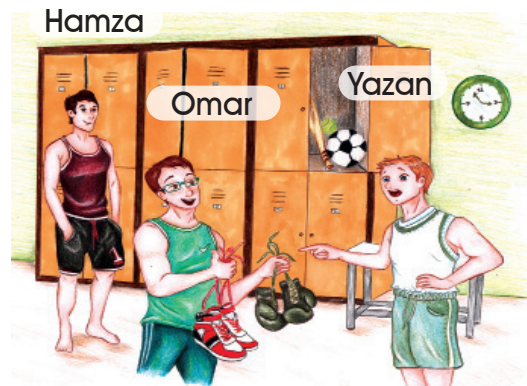
4. Look at the pictures then match the sentences.



- | | |
|--------------------------------|--------------------------------------|
| 1. I was running with the ball | a. when the time was over. |
| 2. She was doing gymnastics | b. when the referee ended the match. |
| 3. He was playing baseball | c. when it started to rain |
| 4. The band was playing music | d. when she fell off. |

12 Sports Equipment

1. Listen and choose.



Rana: Leen, is this racket ⁽¹⁾ yours / ours?
Leen: No, I play baseball.
 This bat is ⁽²⁾ yours / mine.
Rana: So, this is Hala's racket.
Leen: Yes, she plays badminton.
 This racket is ⁽³⁾ hers / his.

Omar: Whose trainers are these?
Yazan: I think Hamza has a match.
 They are ⁽⁴⁾ his / theirs.
Omar: Are these Hamza's gloves too?
Yazan: No, they are ⁽⁵⁾ ours / mine.
 I do boxing.

2. Ask and answer using

his - hers - theirs

Whose trophy is this?



trophy

It is theirs.

Stick



ball



bat



Pronunciation.

iz

races boxes

s

hats books

z

wears gloves

3. Read and do the task below.

Yesterday, I went to a volleyball match. My friend Salwa was in the red team. The other team was in blue. The teams walked **quietly** to the court. Then when the match started, I cheered for my friend's team **loudly**. Her team was so active. They ran **quickly** and they played very **well**. The other team players were tired. They ran **slowly** and they played **badly**. At the end, Salwa's team won so they smiled **happily**, while the blue team went home **sadly**.



Write the verb that goes with the adverb.

1. He for the team loudly.
2. The teams quietly to the court.
3. The red team well.
4. The green team slowly.
- 5 The winners happily.



mine / yours / his / hers / its / ours / theirs

- Whose bat is this? It is **hers**.
- Whose trainers are these? They are **his**.

4. Read and circle.

1. It's not our ball. It's (**their** - theirs).
2. (**My** - Mine) trainers are red and black.
3. Are these gloves (**him** - his)? Yes, they are.
4. Is this (**your** - yours) racket? Yes, it is.
5. Leen plays baseball. I think this bat is (**her** - hers).
6. We are the winners. The trophy is (**our** - ours).

5. Change the adjectives into adverbs.

adjectives:	quiet	loud	happy	sad	slow	bad	fast	good
adverbs:	quietly							

12 Sports Equipment Activities

1. Write.

racket trainers trophy bat gloves stick



It is a



It is a



They are



.....



.....



.....

2. Read the following texts then choose.

I usually play this with my cousins. One player throws the ball carefully. The other tries to hit the ball with a bat.

Volleyball – Baseball



I really enjoy racket sports and I run very fast too. That's why I started playing this sport.

Tennis – Golf

Playing this game makes me feel strong. I practice it happily every day. I want to be a black belt.

Boxing – Karate



3. Fill in the spaces.


mine yours ours theirs his hers




I bought these new trainers. They are




Hurray!! We won.
The trophy is



She is a tennis player.
The racket is



They are the baseball team.
I think this bat is



He is the referee.
The whistle is



You do boxing.
Are these gloves

4. Match.

- | | |
|----------------------------|-----------------------------|
| 1. This is our bat. | a. This racket is yours. |
| 2. This is your racket. | b. These gloves are his. |
| 3. This is their trophy. | c. This bat is ours. |
| 4. This is my whistle. | d. These trainers are hers. |
| 5. These are her trainers. | e. This whistle is mine. |
| 6. These are his gloves. | f. This trophy is theirs. |

5. Choose.

- The red team was (good – well).
- The blue team ran (slow – slowly).
- I cheered for the team (loud – loudly).
- The winners were (happy – happily).

6. Look at the pictures, choose and write.



He ran

(fast / slowly)



She cheered

(loudly / quietly)

13

At the Airport

1.  Listen and number.



pilot and flight attendant



luggage



seat



airport

2.  Listen and order the steps.

The airport security is where we go through the scanner and check our hand bag.

We wait at the departure hall until the flight time.

The check-in is where we check our passport and weigh our luggage on the scale.

We should go through our gate, we can see our gate number on the information board.

3. Ask and answer.

Excuse me! Where can we buy the airline tickets?

Where can we see the gate number?



At the ticket office.

On the information board.

a. weigh the luggage

b. check the passports

c. wait for the flight



Pronunciation.

au

now

loud

out

4. Read the text and then do the task below.

Last week, my family and I were at the airport. We were at the check-in when someone came to us. He asked, "Did anybody see my bag?" Everybody looked at him, but no one said anything. Then, I told him that I saw a bag at the airport hall. He ran quickly. Later, he came back with a big black bag. I felt happy because I helped someone to find what he lost.

Write true (T) or false (F).

1. The family wanted to travel by bus.
2. Someone lost something.
3. There was something near the scale.
4. I felt sad because I helped the man.

LET'S
LEARN

- **Everybody / Everyone** was at the airport at 6 o'clock.
- **Somebody / Someone** bought the airline tickets.
- He lives **somewhere** in Damascus.
- **Nobody / No one** took the luggage.
- **Did anybody / anyone** see the plane's gate number?

5. Choose the correct answer.

1. (**Somebody, Something**) lost his bag at the airport.
2. Did you see (**someone, anyone**) looking for his bag?
3. (**Everybody, Anybody**) should wait at gate number 7.
4. (**Nobody, Anybody**) could travel. The flight was cancelled.

6. Put the words in the right order.

1. airline tickets. / have to / We / buy / the

.....

2. check-in / We / check / at / our passports / the

.....

3. You / the scale / weigh / the / your luggage / on

.....

13

At the airport Activities

At the
airport
1

On the
plane

1. Classify the following.

1. Make sure to weigh your luggage.
2. You have to put your seat belt on.
3. You could ask the flight attendant for help.
4. You should know where your boarding gate is.
5. Keep your boarding pass in your hand.
6. Don't forget to put your mobile on the flight mode.

2. Read the following text, then do the tasks below.

Mr. Scott is going to travel by plane. He is at the airport and he is talking to the check-in assistant now.



The Assistant: Good morning sir. May I see your passport and your airline ticket?

Mr. Scott: Good morning madam. Here you are.

The Assistant: How many bags are you checking in?

Mr. Scott: Only this one.

The Assistant: Can you put it on the scale, please?

Mr. Scott: Yes, sure.

The Assistant: Do you have any hand luggage to take with you on the plane?

Mr. Scott: No, I don't have any. Just my mobile phone.

The Assistant: Ok, here is your passport and your boarding pass.

Your flight leaves from gate 7B at 10:00 am.

Mr. Scott: Thank you very much. Shall I go through the airport security now?

The Assistant: Sure. Have a nice flight sir.

Choose **a**, **b** or **c**.

1. Mr. Scott is

- a.** on a plane **b.** outside the airport **c.** at the check-in

2. He has got

- a.** no bag **b.** one bag **c.** two bags

3. The assistant asked him for his
 a. passport b. boarding pass c. gate number
4. After the check in he is going to the
 a. departure hall b. airport security c. plane

3. Match.

- | | |
|------------------------------|-----------------------------|
| 1. You weigh your luggage | a. from the ticket office. |
| 2. You wait for your flight | b. at the check-in. |
| 3. You put on your seat belt | c. at the departure hall. |
| 4. You buy the ticket | d. at the airport security. |
| 5. You go through a scanner | e. on the plane. |

4. Fill in the spaces with the words from the box.

something nothing someone anybody

- If you don't know where to go, ask over there.
- Does play football well?
- I found under my desk.
- I can buy I don't have money.

5. Write about what you do at the airport.

.....

.....

.....

.....

14

Festivals

1.  Listen and write true (T) or false (F).

1. The festival is next week.
2. Lily is going shopping.
3. Shopping online is quick and easy.
4. Mum saw the festival online.
5. Lily downloads videos of the fireworks from the Internet.



2.  Listen and repeat.

liked

stopped

pointed

wanted

danced

played

3. Ask and answer.

What did people do in the past?

What do people do nowadays?



They went to the market to shop.

They shop online nowadays.



Pronunciation.

d

climbed

loved

id

shouted

started

t

stopped

looked

4. Read and do the task below.

Tomorrow is Eid! I will get pocket money. I'm excited! Mum prepared everything for Eid! Sweets, clothes and coffee. Nowadays, we know it's Eid from TV. In the past, people saw the moon and knew it's Eid from the mosque! In the past, women gathered in the family home to make Eid sweets, but nowadays most people buy sweets from the shop. My clothes are wonderful! I bought them from the shops but in the past, women sewed clothes for their children. I am really happy!

Choose.

1. When people saw the new moon, they knew
a. it is Eid b. it is time to buy clothes c. they can eat sweets
2. Mothers gathered to
a. make sweets b. eat sweets c. buy sweets
3. A lot of people sweets nowadays.
a. wear b. buy c. sew
4. The boy his clothes.
a. likes b. doesn't like c. sewed

LET'S LEARN

- In the past, women made Eid sweets together.
- Nowadays, we buy sweets from the shop.
- In the past, my grandmother sewed clothes for her children.
- Nowadays, my mother buys clothes from the shops.

5. Choose the correct verb.

1. People (travel - travelled) on animals in the past.
Nowadays, they (travel - travelled) by plane.
2. In the past, he (went - go) to the Festival of Colours.
Nowadays, he (watch - watches) it on TV.

6. Put the words in the right order.

1. helped - mum - I - make - cookies - to - my.
2. you - do - nowadays - What - do ?

14

Festivals Activities

1. Match.



easy

beautiful

interesting

happy

different

delicious



$$1 + 1 = 2$$



2. Read and do the tasks below.

The Festival of Colours is my mum's favourite. She went there when she was younger. It lasted for two days. She was excited. Bands came to play music and people danced. The second day was the most interesting. Everyone threw coloured powder at each other. They bought so much coloured powder to enjoy the colours. They had fun! Nowadays DJ's play music from CDs.

a. Write true (T) or false (F).

1. The Festival continued for three days.
2. People danced while the bands played music.
3. She really enjoyed the second day.
4. They threw water at each other.
5. The festival was boring.

b. Cross the odd word out.

1. music - CD - band - young.
2. colour - excited - interesting - lovely.
3. enjoy - dance - play - day.

3. Read and practise.

- In the past, people travelled to attend festivals.



- Nowadays, they can watch them on TV.

4. Fill in the spaces with the words in the box.

celebrate wore gathered go gave cooked

Nowadays, we celebrate the Children's Day.

1. In the past, we traditional clothes.
2. Nowadays, they to cafés to watch The Football World Cup.
3. Our family for the New Year's Eve in the past.
4. In the past, mum big meals for Eid.
5. In the past, dad me pocket money.

5. Circle.

1. In the Festival of Lights, we had an (interesting - different) time!
2. Lights were on the water. That was (easy - wonderful).
3. We ate (quick - delicious) food.
4. We were all (happy - exciting).

6. Complete.

In the past, mum our clothes.

We were very

We with our friends and food.

Nowadays, we

.....

3. Read and do the task below.

Across the World

Rayan and Maria are famous travellers. They like travelling so much. They are going to write a travel guidebook called "Across the world". They were on a TV show yesterday and won tickets to Australia. They are going to get the tickets today. Tomorrow, they will fly to Sidney and they will find a good hotel where they will eat and rest. They will stay for a few days but they won't spend the whole week there. The travellers will visit The Opera House and many interesting places. Rayan and Maria are going to start a website for tourists very soon.

Read and choose the correct answer.

1. People know Rayan and Maria because they
a. have a TV show b. travel around the world c. have a lot of money
2. "Across the world" is the title of their
a. show b. travel guidebook c. website
3. They will stay for a few days
a. with some friends b. in a hotel c. in their house

LET'S LEARN

- Tomorrow, they **will fly** to Sidney.
- They **won't spend** the whole week there.
- What **will you do** tomorrow?

4. Put the verbs in the simple future.

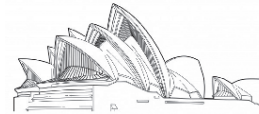
- a. Ok! I (**meet**) Jim at the airport on Tuesday.
- b. It (**be**) a nice day tomorrow.
- c. We (**not / have**) a meeting this Sunday.
- d. I think the band (**visit**) Damascus this year.
- e. When (**you / start**) your new job?

15

Places Around the World Activities

1. a. Look and write the number:

1. The Opera house
2. The Eiffel Tower
3. The Colosseum
4. Arwad Island
5. Big Ben
6. The Pyramids



b. Look again and say.

This is Arwad Island.
It is in Syria.



2. Read and match.

- | | |
|-----------------------------------|---------------------------------|
| 1. Where will they go on holiday? | a. They will arrive on Tuesday. |
| 2. What will they visit? | b. They will travel to Italy. |
| 3. When will they arrive? | c. They will visit Pisa Tower. |

3. Fill in the spaces.

tourist - fly - travel guidebook

- A is a book with information about places for tourists.
- A is a person who travels or visits a place to have fun.
- To to a place means to go there by plane.

4. Write what you will do.

Next week, I will go to Lebanon.

1. Tomorrow, I will

2. On Friday, I won't

3.

5. Read the following story and write what will happen at the end.

Hazem decides to travel to India. He has a friend there called Raji who will help him. When Hazem arrives in India, he will call Raji and

.....

.....

.....

6. Write about your favourite place in the world.

What is it? Where is it? What is interesting about it?

.....

.....

.....

16

Countries

1.  Listen and number.

Name

John
Charlotte
Mais

Country

Syria
England
Australia

Nationality

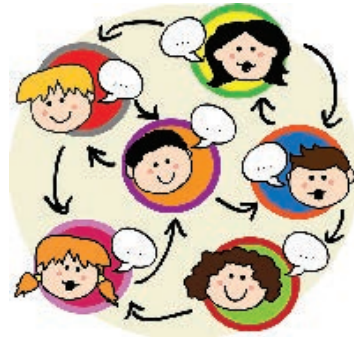
English
Syrian
Australian

Continent

Australia
Asia
Europe

Language

English
Arabic



2. Practise with a partner.

- Where are you from?
- What is your nationality?
- What language do you speak?
- What is your country famous for?



 Pronunciation. Listen and repeat.

iə

near

here

year

hear

3. Read and do the task below.

There are seven continents on Earth. They vary in size and in the number of people. They are: Asia, Africa, Europe, Australia, North America, South America and Antarctica. There are five oceans between these continents. Russia is the biggest country in the world. It is part of both Europe and Asia. Moscow is the capital city of Russia. Russian is the official language there. On the other hand, China is the country with the most people. It is located in East Asia. The capital city is Beijing. Chinese is the official language with the most native speakers. Our Earth is an amazing place.

Choose a, b, or c.

1. There are continents in the world.
a. five b. six c. seven
2. The country which has the biggest number of people, is
a. Russia b. China c. Antarctica
3. Russia is located in
a. Asia b. Europe c. both Asia and Europe
4. The capital city of Russia is
a. Damascus b. Moscow c. Beijing
5. The official language in China is
a. Russian b. English c. Chinese



Subject Pronouns / Object Pronouns

Ms. Helen said, "Listen to **me**!"

They will join **us** on a live video call.

We will tell **them** about our country.

4. Rewrite the sentences with. me - you - him - her - it - us - them

1. Habib is Indian. Do you know ?
2. Canada is a beautiful country. Have you ever visited ?
3. I travelled to India. My friends called every day.
4. Serena is from Spain. Listen to speaking Spanish.
5. You can talk about your country now and they will listen to.....
6. There are five oceans in the world. Have you read about ?
7. We need a ride. Can you take with you in your car?

16

Countries

Activities

1. Read, match and write the nationality in the correct category in the chart.

1. England

a. Korean

2. Korea

b. Chinese

3. Italy

c. English

4. China

d. Italian

-ian	-an	-ese	-ish

2.  Listen and choose.

The United Kingdom consists of (three / four) countries. Each country has its own (culture / flag) and capital, but they share the same (clothes / language) and money. The United Kingdom has a (flag / symbol) that combines all the four flags. These countries are England, Scotland, Wales and (Southern / Northern) Ireland.



3. Look and write sentences about these people.

Andrea
Italy
Italian
Rome

Maria
Spain
Spanish
Madrid

Nicole
Canada
Canadian
Ottawa

Emma
Germany
German
Berlin

Andrea is from Italy. She is Italian. Rome is the capital of Italy.

1.
2.
3. I'm.....

4. Write about your country or a country you would like to visit.

.....

.....

.....

.....

.....

.....

17

The Big Blue

1.  Listen and number.



2. Use the prompts and do a similar conversation.

Where can we see dolphins?

You can see them in the ocean.

Sharks / turtles / whales
octopus / seahorses
seals / crabs / shellfish

What do dolphins look like?

They are smaller than whales and have small teeth.

Big / small / beautiful
scary / With many arms legs / teeth

 Pronunciation. Listen and repeat.

ʊə

power hour flower shower sour tower

3. Read and do the task below.

Whales Tales



Whales are mammals, which live in the ocean. There are many different kinds of whales. The blue whale is the biggest animal on the Earth. It's almost 30 metre long. Whales can swim at a speed up to 50 Km per hour. They eat fish, seals and other sea animals. They need to eat 50 -150 kg of meat every day. Whales breathe air through their blowholes. They rise to the surface of the water to breathe. They can live a long time, even up to 90 years. Whales don't sleep, but they take quick naps.

Some humpback whales make sounds that are like songs. A whale might sing for twenty minutes. Not all humpback whales sing. Only male whales sing. They sing mostly in winter. Some people think singing is their way to talk to other whales.

Choose a, b or c.

- The blue Whale is animal on the Earth.
a. the biggest b. the deepest c. the fastest
- Whales need to eat kg of meat daily.
a. 30 - 130 b. 50 - 150 c. 90 - 190
- They can swim at a speed up to 50 Km per
a. second b. minute c. hour
- Only humpback whales sing.
a. female b. male c. young

LET'S LEARN

Present Simple

I/ You/ We/ They dive in the ocean.	He/ She/ It catches fish.
I/ You/ We/ They don't see the whales.	He/ She/ It doesn't swim well.
Do you/ they go fishing?	Does he/ she / it like diving?
Yes, I do . / No, I don't .	Yes, he does . / No, he doesn't .

4. Choose the correct verb.

- Seahorses (**live** / **lives**) in the sea.
- What (**do** / **does**) they (**eat** / **eats**)?
- The crab (**don't** / **doesn't**) have a tail.

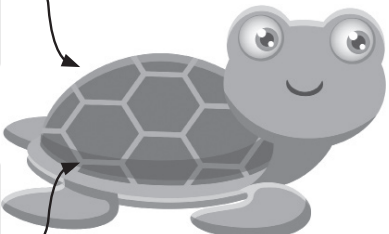
17

The Big Blue Activities

1. Read the text and do the tasks below.

- are sea animals.
- have hard shells to protect them.
- Their shells are covered with scales.

Turtles



- can hold their breath for one hour.
- can lay eggs.
- are reptiles.

- Not all turtles can tuck their head inside the shell.
- have webbed feet.

- can float.
- only come out of water to lay eggs.

a. Fill in the spaces with the correct words.

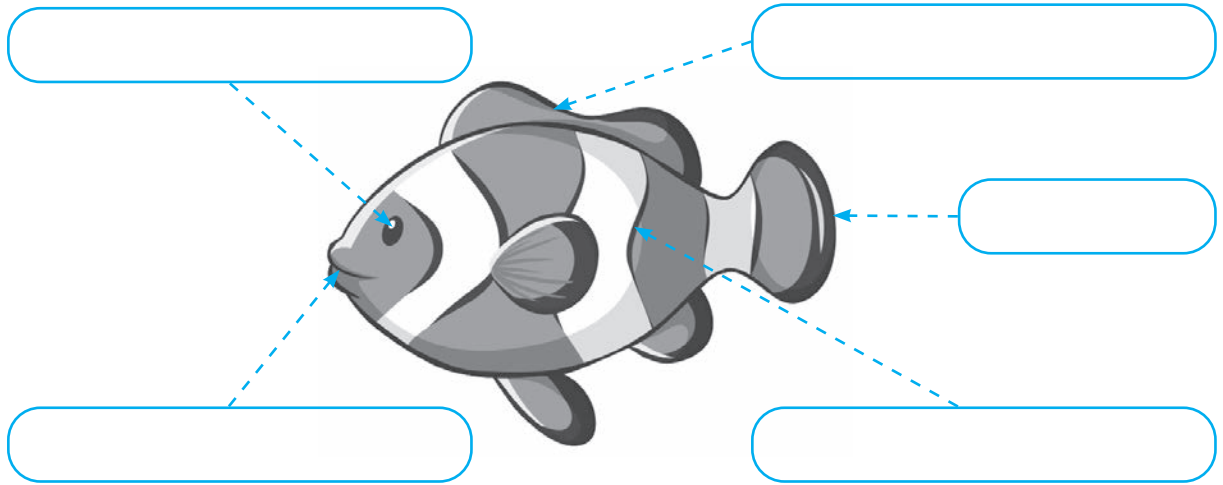
Turtles are amazing sea animals. They have hard (1) to protect them. Their shells are covered with (2) Not all turtles can (3) their head inside the shell. They can also (4) their (5) for one hour. Turtles are (6) They have (7) feet. Turtles can (8) eggs. They can (9) in water. Turtles only come out of water to (10) eggs.

b. Fill in the columns with the right information about turtles.

Turtles		
are	have	can

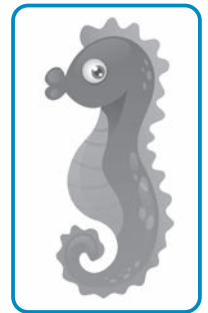
2. Fill in the spaces with these words.

eyes - tail - gills - fin - mouth



3.  Listen and choose.

1. Seahorses have (**fins** / **tails**) to help them move.
2. They also swim (**upright** / **right**).
3. Seahorses have (**curly tails** / **long noses**).
4. They have no (**teeth** / **mouth**) and no stomach.
5. Seahorses feed on (**tiny** / **small**) sea animals.



4. Fill in the spaces with (It has / It is / Its)

1. The dolphin moves its tail up and down. -----
2. The turtle swims fast. It's got flipped feet. -----
3. The blue whale is very big. It's about 30 metre long. -----
4. I love the sea and its animals. -----
5. It's a big ocean. -----

5. Write about your favourite sea fish and animals and draw them.



.....

.....

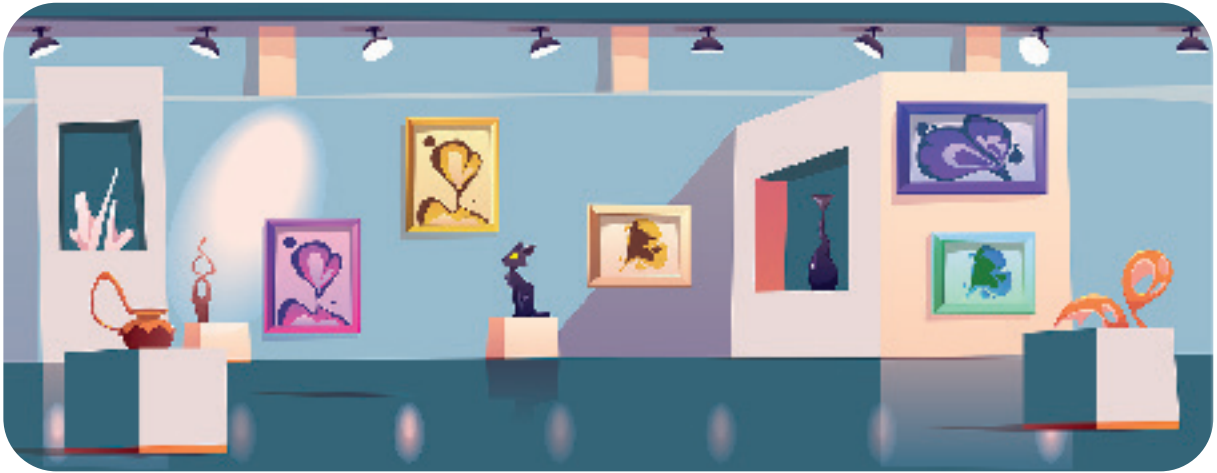
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.....

18

Arts

1.  Listen and tick where the speakers are.



1

- a. museum
- b. cinema
- c. art gallery

2

- a. cinema
- b. museum
- c. skyscraper

3

- a. art gallery
- b. museum
- c. theatre

4

- a. cinema
- b. music concert
- c. skyscraper

2.  Listen and choose the correct answer.

1. Anna and Lily the painting.

- a. liked
- b. didn't like
- c. didn't see

2. They want to ask the about the painting.

- a. people
- b. teacher
- c. artist

 **Pronunciation.** Listen and repeat.

write



right



see



sea



sun



son



3. Read and do the task below.

Hello! I am Tim. I am studying Fine Arts. I want to be a sculptor. It needs hard work. Now, I am making a sculpture. I can use wood, stone, plastic, clay or other things but I am making it from wood, stone and some metal. Of course, there's a model to make my work of art. I am carving the wood and casting the metal. I am using a drill, a knife and a hammer. I am searching the Internet to find new ideas. Here, they say that I can use paper clips to make designs and that's a photo of a carved wall. Actually, I can create many different shapes, statues or coins and I can carve on walls.

Write true (T) or false (F).

1. Sculpting is a kind of art.
2. Tim is an artist.
3. He is making a statue.
4. He is using many different things to make artwork.
5. He wants to be a better sculptor.

LET'S
LEARN

Present Continuous

I **am looking** at the paintings now.
He/ She **is wearing** a strange suit today.
The men **are moving** the sculptures today.
They **aren't learning** their words now.
What **is she doing?** / **Are they drawing** a portrait?

4. Fill in the spaces with the present continuous form of the verbs in brackets.

We are a team of architects. We have a new project. I (1. **design**) a skyscraper. Tia (2. **draw**) pictures for the designs. Lily (3. **make**) a plan for what we're going to do. Sandy (4. **use**) the computer to make designs. Dan (5. **write**) reports about the project. Tim and Haya (6. **visit**) sites to collect information.

1. Read the text and do the tasks below.

Tina: Wow! It's amazing here!

Lola: Yes, look. Is that Marta?

Tim: Ah! Yes, she's my favourite actress.

What is she doing?

Tina: She's talking to the director.

Tim: I think he wants her to repeat the scene.

Tina: What is she wearing?

Lola: She's wearing a strange suit.

Tim: Yes, the film is about space. The costumes must be strange.

Lola: The director is angry. He's shouting all the time. He isn't talking quietly.

Tina: The cameraman seems very busy.

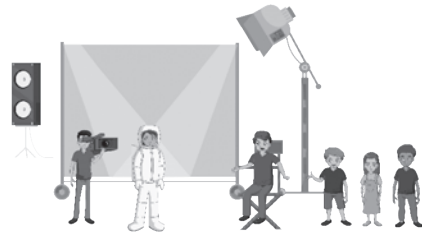
He is moving the camera to another place.

Tim: And that man is fixing the lights.

Lola: There are lots of men building the set.

Tina: The actors are reading the script.

Tim: I am excited! I can't wait to see the film in the cinema.



a. Write true (T) or false (F).

1. The children are watching a film on TV.
2. Marta is their friend.
3. The cameraman is shouting all the time.
4. The director is not happy.
5. A few men are building the set.

b. Match the words to their meanings.

- | | |
|------------|--|
| 1. costume | a. where the film takes place. |
| 2. actress | b. a written story. |
| 3. scene | c. a piece of action that happens in a film. |
| 4. script | d. clothes that actors wear. |
| 5. set | e. a woman who acts in a film. |

19

At the Hospital

1.  Listen and order.



2. Use the prompts and do a similar conversation.

What's the matter?

I'm not very well.
Yesterday, I felt sick.

terrible / dizzy / ill

Did you have
a temperature?

Yes, I did /
No, I didn't.

fever / a headache /
a stomachache / an
earache / pain in chest /
flu / a scratch / a cut

Did you sneeze?

Yes, I did /
No, I didn't.

cough / fall / cut a fin-
ger / itch / bleed

Let me have a look. You
have a cold.

What do I need
to do?

sore throat / a sprained
ankle / a broken arm / an
eye infection

You should stay
in bed.

Well, thank you.

take a medicine, pills, injection / put
cream / use a thermometer / use an
ice pack / put a bandage / drink
mint tea / wear a mask / put drops



Pronunciation. Listen and repeat.

ɔɪ

boil

coin

join

boy

enjoy

toy

3. Read and do the task below.

Yesterday, Mrs. Brown was very ill. She had a fever. She phoned the doctor and made an appointment. When she arrived at the hospital, there were many patients. A man was suffering from backache. A woman had a sore throat and a little girl had a leg injury. The doctor called Mrs. Brown and examined her. He took her temperature. He asked her some questions. She told him that she coughed, sneezed and had a runny nose. She had a headache. The doctor said she had the flu and gave her the treatment: a syrup for the cough, tablets for the headache and injections. He advised her to stay in bed for three days.

What's the matter with Mrs. Brown?



LET'S LEARN

Past simple

Regular verbs		Irregular verbs
walk / walked	I helped sick people.	eat / ate
play / played	I didn't stay in my bed.	cut / cut
like / liked	Did you go to the doctor?	go / went
study / studied	Yes, I did . / No, I didn't .	take / took

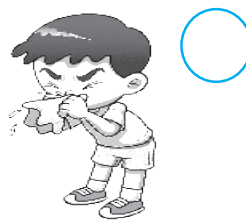
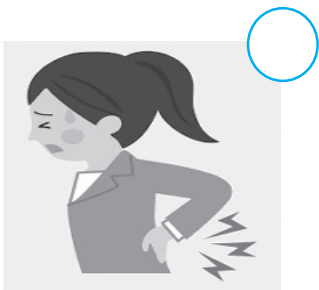
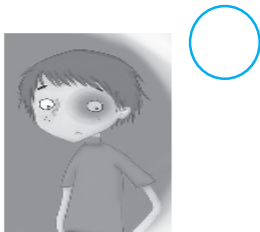
4. Put the verbs in brackets in the simple past.

1. I (**go**) to the doctor's yesterday.
2. the doctor (**give**) you any medicine?
3. What (**happen**) to your hand?
4. He (**not cut**) his finger.
5. The doctor (**cover**) the cut with a plaster.

19

At the Hospital Activities

1.  Listen and number the right pictures.

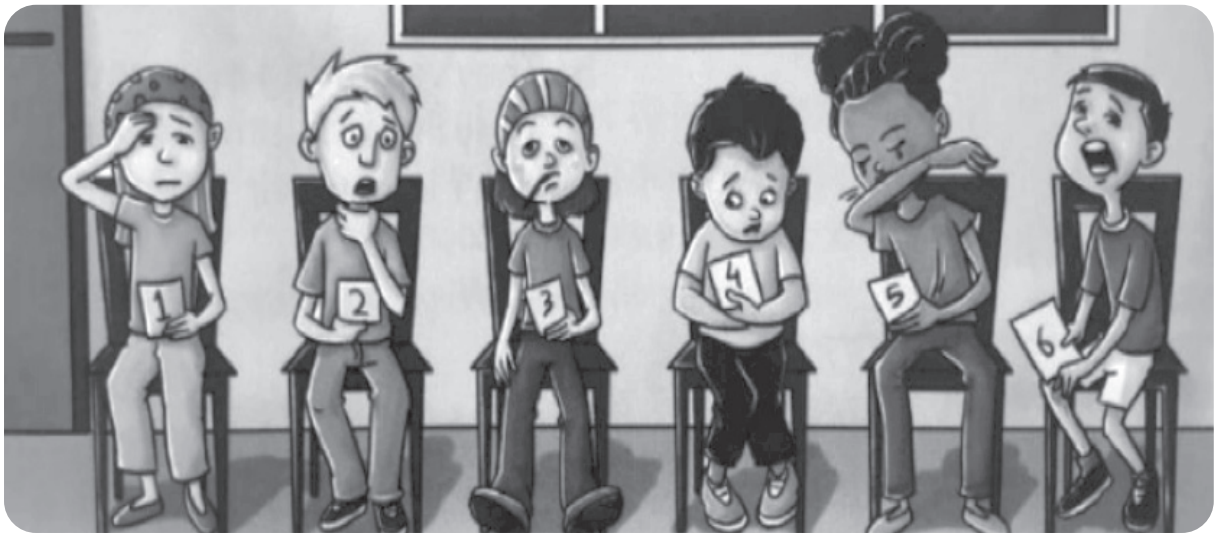


2. Tala is ill. Give her suitable advice.

- a. She has a cough.
- b. Her throat is sore.
- c. She has a fever.
- d. She cut her finger.

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

3. Tell your class what the health problems of these children were and help to find the treatment.



4. Write these sentences in the negative form.

1. She was ill last week.
2. He went to the doctor.
3. I cut my finger while cooking.

5. Write these sentences in the question form.

1. He had an injection.
2. I worked in a hospital.
3. She stayed in bed.

6. Rewrite the sentences correctly. Use capital letters where necessary.

a. the national doctor's day is on 30th march .

.....

b. my family and i have a medical checkup once a year.

.....

c. our family doctor, mr. geller, gave my sister an injection.

.....

d. hind travelled to france to have an operation.

.....

20

Farming



1. Listen and choose the correct answer.

1. The speaker is a **a** worker **b** farmer **c** builder
2. He plants. **a** feeds **b** cleans **c** grows
3. He has animals. **a** same **b** different **c** three
4. Apples, cherries and apricots grow on
a trees **b** water **c** the ground
- 5 grow on the ground.
a Cherries **b** Potatoes **c** Aubergines.

3 Use the prompts to do a similar conversation.

Have you visited a farm?

Yes, I have. I visited a farm in the country.

museum / art gallery / sea / factory

Who lives there?

My uncle lives there.

grandfather / sister / cousin / aunt

What did you see?

I saw some plants.
I didn't see any birds.

animals / drawings / fish / machines



Pronunciation. Listen and repeat.

au

loud

cow

town

now

down

found

3. Read and do the task below.

My grandpa lives on a farm. He grows vegetables and keeps animals. He has six horses, five cows, twenty sheep, four goats, fifteen chickens, eleven geese, and twelve ducks. He also has a field with a lot of fruit trees. He is very busy every day. There are a lot of things to do. He gets up very early and never stops working before the sun sets. He milks the cows and feeds them and their calves. He takes the horses out of the barn to the field. He watches the sheep and goats with their lambs and kids in the field. He rakes the leaves with a shovel. He works with the tractor every day. My grandma collects the eggs and waters the flowers. She also feeds the hens and chicks. In the evening, my grandpa takes a ride on his horse, Starry. He cleans and feeds it after they finish their ride.



Choose the correct answer.

1. Grandpa has animals. a lots of b no
2. The horses stay in the a barn b house
3. He uses a to rake the leaves. a water b shovel
4. The chicks are a plants b animals

LET'S
LEARN

a / an / the / some / any

He lives in **a** large farmhouse.

There is **an** orange goldfish in **the** pond.

My grandpa milks **the** cows.

There are **some** trees in the garden.

There aren't **any** apple trees in the farm.

4. Choose the correct answer.

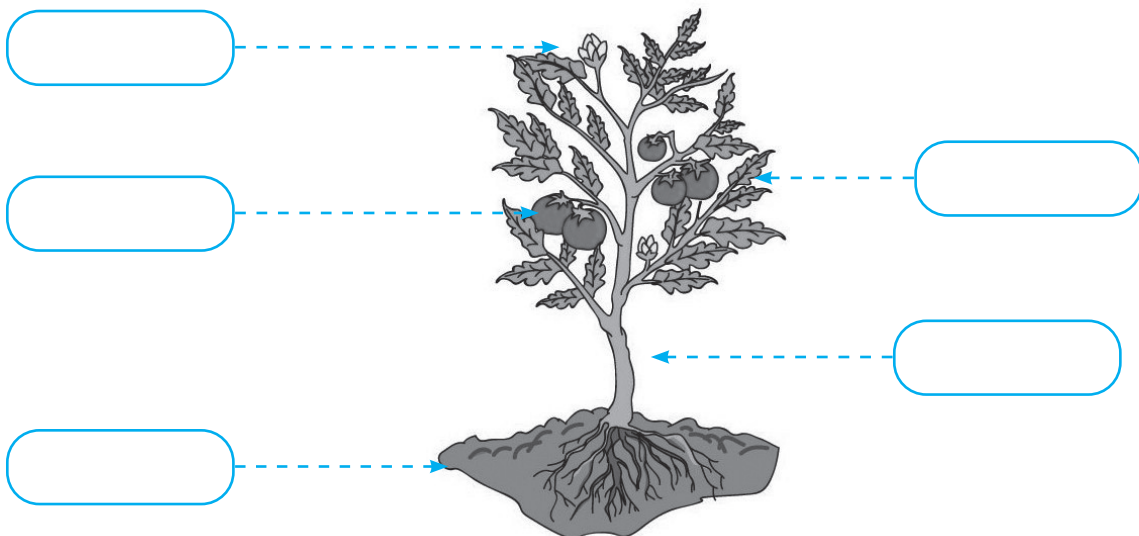
1. There are (**some / any**) frogs in the pond.
2. The foals are in (**an / the**) barn.
3. She watered (**a / the**) apple tree.
4. There aren't (**any / some**) trees around the house.

1. Read the text and do the task below.

Plants are living things. Trees, flowers, grass and bushes are common plants. Plants make their own food from water, sunlight and soil. They reproduce with seeds. They have different parts: seeds, roots, stems, leaves, flowers and fruits. Most plants start as seeds. Seeds need a safe place to be buried in the soil before they can grow. The seed produces a plant. Some plants grow above the ground like tomatoes, aubergines and cabbage. Others have parts that grow under the ground like turnips, potatoes and beetroot. We use plants for food and drink. We also use them for medicines and making things like clothes.

Label the picture.

root - stem - leaves - flower - fruit



2. Fill in the spaces with:

some any a the an

1. I haven't seen fruit trees in my uncle's garden.
2. My father planted fruit trees.
3. She watered trees.
4. She made salad with a cucumber, tomato and some mint.
5. He gave me orange to eat.

3.  Listen and choose the correct answer.

1. First, you put some (soil / plant) in the pot.
2. Second, you put the (water / seeds) in the pot.
3. Next, you push the seeds under the (sun / soil).
4. After that, you (put / water) the soil.
5. Put the pot in a (wet / sunny) place.

4. Describe a visit you have made to a farm.

.....

.....

.....

.....

.....

21

Recycling and Reusing



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

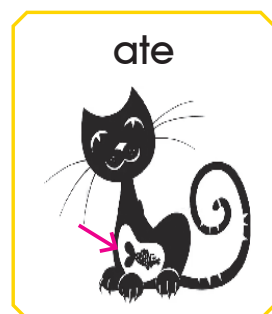
1. Recycling is to turn old into new ones to use them again.
a. objects b. chairs c. tables
2. Recycling and reusing the environment clean.
a. make b. keep c. help
3. Plastic, glass, paper, cards and are some examples of recyclable materials.
a. metal b. wood c. cardboard
4. We have to collect plastic shopping bags, cloth, paper and glass to reuse them again.
a. containers b. jars c. bottles

2. Discuss these questions.

- What are the materials in the picture?
- Have you ever used recycled objects? What are they?



 **Pronunciation.** Listen and repeat.



3. Read the text and do the task below.



In our daily activities, we produce many kinds of waste. So, recycling is one of the best ways to keep our environment clean, because it reduces too much pollution. Recycling reduces the use of energy sources. People can recycle paper, plastic bottles, glass containers and many other things like wood, clothes and children toys. Recycling is everyone's responsibility. It is one way of keeping the environment healthy.

Choose the correct answer.

1. What do people produce in their daily activities?
a. Many kinds of work b. A few kinds of waste c. Many kinds of waste
2. Why is recycling important? Because it
a. reduces pollution b. produces energy c. increases pollution.
3. Recycling reduces pollution.
a. much b. more c. less
4. Who should care about the importance of recycling?
a. No one b. Everyone c. Someone

LET'S LEARN

many / much / too many / too much

(many - too many) + countable nouns

People produce **many** kinds of waste.
There are **too many** cars in the street.

(much - too much) + uncountable nouns

Recycling reduces **much** energy use.
Cars cause **too much** pollution.

4. Fill in the spaces with these words.

much - too much - many - too many

1. You put sugar in the tea. It is too sweet.
2. There are cars. It is bad for the environment.
3. I spent days there.
4. Do you have sugar? Yes, but not too

21

Recycling and Reusing Activities

1. Match these words with their meanings.

- | | |
|--------------|--|
| 1. energy | a. to make less in size or number. |
| 2. recycling | b. a source of power like oil. |
| 3. reduce | c. turning old things into new ones to use them again. |

2. Ask and answer.

Sara: What can we do with the old paper, Adam?

Adam:

Sara: Is it a good idea to

Adam: Yes / No, because

Sara: Well, we can also

3.  Listen and choose the correct answer.

1. It's important to practise recycling (**material** / **habits**) at schools.
2. Do you know that (**50%** / **80%**) of what is used at school can be recycled?
3. Students can do (**homework** / **projects**) on recycling.
4. There should be a (**competition** / **lesson**) about recycling.

4. Fill in the spaces with the correct punctuation.

As you know, recycling and reusing are great ways to save the natural resources Also they reduce the amount of waste Recycling and reusing play an important role in keeping the environment clean People should reduce the amount of waste they throw daily What do you think about this problem Sami

5. Choose the correct answer in brackets.

1. Recycling and reusing reduce (too much / too many) pollution.
2. I ate (much / many) sandwiches today.
3. There (is / are) too many people in the theatre.
4. There (is / are) too much traffic in this street.

6. Write about some ways you know to keep the environment clean.

.....

.....

.....

.....

.....

.....

22

Tasty Food

1.  Listen and number the photos in the order of the taste test.



2. Look at the list and say what you have done today.



I've washed the vegetables.
I haven't peeled the potatoes yet.

- wash vegetables. ✓
- peel potatoes. x
- boil eggs.
- chop tomato.
- use blender.
- bake cake.

 Pronunciation. Listen and repeat.

ŋ

sing

song

wrong

hang up

3. Read the following conversation then do the task below.

Mum: What have you prepared, children?

Luna: I have chopped the tomatoes and the onion.

Jad: I've just sliced the pepper, but I haven't grated the cheese yet.

Mum: And I have just mixed the sauce. Have you kneaded the dough yet?

Dad: No, I haven't. It is still a bit hard.

Luna: Oh! Mum, I've just tasted the sauce, it's bland.

Mum: Wait! I haven't added salt yet.

Jad: Don't forget to add some oregano, mum.

Mum: I've already added oregano. And I have just added salt. Taste it now, please!

Luna: Mmm. It's delicious. Now it is tasty.

Mum: Dad has finished kneading the dough. So, everything is ready.
Let's start baking the pizza.

Write who:

1. has mixed the sauce.
2. hasn't grated the cheese.
3. hasn't kneaded the dough yet.
4. has chopped the onion.

LET'S
LEARN

Present Perfect

What **have** you **prepared**, children?

I've just sliced the pepper, I **haven't** grated the cheese, yet.

Have you chopped the tomatoes, Luna?

Yes, I have. No, I haven't

Mum **has** mixed the sauce. She **hasn't** added the salt, **yet**.

4. Choose the correct answer in brackets.

1. Have you prepared lunch (**just / yet**)?
2. I (**just have / have just**) checked my email.
3. She has just (**mixes / mixed**) the cake.
4. The children (**has / have**) helped their mum.

22

Tasty Food Activities

1.  Listen and match the adjectives to the foods.

1 juicy

2 sour

3 spicy

4 bitter

5 sweet

6 fresh

a cake

b pineapple

c lemon juice

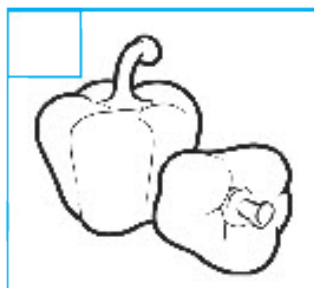
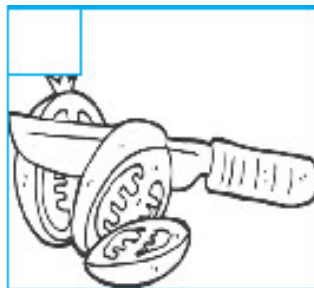
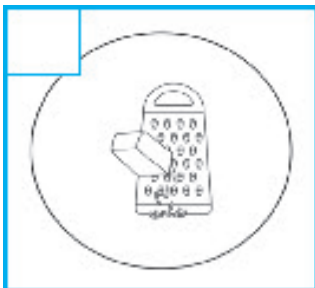
d curry

e coffee

f bread

2.  Choose the correct verb and number the pictures.

1. I haven't (mixed / tasted) the sauce yet.
2. You've (peeled / sliced) the pepper.
3. She's (added / poured) some salt.
4. He hasn't (baked / kneaded) the dough yet.
5. Have you (grated / fried) the cheese yet?
6. Has she (chopped / boiled) the tomato, yet?



3. Look and say what has / hasn't Carla done.



She has ...
She hasn't ...

4. Write full sentences using present perfect.

1. Salma / just / wash / the dishes.

.....

2. We / not / visit / grandmother / yet.

.....

3. What / you / cook / for lunch / today?

.....

4. he / checked / his email / yet?

.....

5. you / grated / the cheese / yet?

.....

5. Write what you have done to help prepare the feast.

Today is a busy day. We have a big feast. I have to make the salad and prepare the juice. I have finished most of the work. I have

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

23

Shopping

1.  Listen to the conversation and do the task below.

Write the name. *Jasmine - Dana - Daniel - Tina*



1. wants to go shopping with a friend.
2. has never been to a Sunday market.
3. has bought a watch.
4. has gone to her village.

2. Do a similar conversation.



What is the loveliest thing you have bought?

I've bought this lovely bag.

key chain - pen - mug - photo album...

How long have you had it?

I've had it for 3 months / since September.

for: 3 months - a week - 2 years - 4 days...
since: I was 9 years old - 2020 - September - last Saturday...



Pronunciation.

Listen and repeat.

ɪə

ear

here

near

clear

3. Read the text and do the task below.

teacher: Today, Rahaf and Ali want to tell us about a lovely thing they have bought. You can start Ali:

Ali: I have bought these super trainers. I have had them for two months. I got them from the sports shop in the city centre. They gave me this cap for free. I like this shop. They always make special offers.

Rahaf: I've seen this cute money box in the Blue Sky, which is my favourite store. There was a 10% discount on it. I like it because it's in the shape of a unicorn. In fact, I have saved money since July. So now, I've got a place to keep my money.

Correct the following sentences.

1. Ali has bought a cap.
2. Blue Sky store is in the city centre.
3. Ali has had the trainer since July.
4. The money box isn't on sale.

LET'S LEARN

Present Perfect

Have you **ever** been to a Sunday market?

I have **never** bought an antique.

How long have you had your trainers?

I have had them **for** two months / a year / three days.

I have saved money **since** July / 2017 / last week / I was 3 years old.

4. Fill in the spaces with.

since - never - ever - for - How long

Have you bought a book from the Book Fair?

It's an interesting book. have you had it?

I have had it I was 10 years old.



No, I have been there. I have bought this book from the bookshop.

I have had it a month. And you, how long have you had this book?

23

Shopping Activities

1. Ask and answer.

Have you ever been to a Sunday market?

Yes, I have been to a Sunday market many times.

Have you ever been to another country for shopping?

No, I have never been to another country for shopping.

- been to a Sunday market. ✓
- been to another country for shopping. x
- done online shopping.
- bought an antique.
- got a discount.
- taken a free offer.

2. Look at Sandra's experiences and talk about it.

Sandra's experiences

1. go to a festival. ✓
2. win a prize. x
3. eat Chinese food since. x
4. see a fashion show many times. ✓
5. do online shopping. x
6. take English lesson for 3 years. ✓

Sandra has been to a festival

Sandra has never done online shopping

3. Look at the picture and write.



5 years old

1. How long have you had your bike? (bike)

I have had my bike since I was 5 years old.



two years

2.? (prize)

.....



last month

3.? (sunglasses)

.....

4. Write about your shopping habits.

Where do you go shopping?

How often do you go shopping?

Do you go shopping in markets or online?

Have you bought any new things?

How long have you had them?

.....

.....

.....

.....



.....

24

Feelings

1.  Listen to the text and do the tasks below.



a. Listen and choose (a) or (b).



A  **B** 
nervous relaxed
Narin

A  **B** 
unhappy happy
Ward

A  **B** 
excited uninterested
Sara

A  **B** 
shy excited
Jan

A  **B** 
relaxed worried
Salma

A  **B** 
confident unconfident
Tia

b. Listen again and write true (T) or false (F).

On the first day of school,

- | | |
|-------------------------|-------------------------|
| 1. Narin feels nervous. | 4. Jan feels happy. |
| 2. Ward feels shy. | 5. Salma feels relaxed. |
| 3. Sara feels excited. | 6. Tia feels confident. |

2. Practise a similar conversation.

Hi! What's the matter?

Hi! I'm excited. I got a job at a school.

Wow. That's great!
When will you start?

I'll start next Monday. But I feel a bit nervous.

Don't worry. Things
will be O.K.

Thanks a lot. Wish me good luck.



Pronunciation.

Listen and repeat.

iə

television revision treasure casual

3. Read and do the task below.

Getting high marks in exams needs hard work. Some people feel nervous and afraid when they do exams, whereas others feel confident and relaxed. I sometimes feel unconfident and scared before my exams, but I try to relax. My friend, Rula, always feels happy and secure, because she prepares well and thinks carefully before giving any answer. My friend Nour is very calm, relaxed and intelligent. I am really very impressed by her. We shouldn't be careless or worried about exams because studying well is one way to get good results.

Read and choose a, b or c.

1. Rula always feels when she does an exam.

a. sad	b. worried	c. secure
--------	------------	-----------
2. Rula always thinks

a. careful	b. carefully	c. care
------------	--------------	---------
3. Nour is

a. worried	b. intelligent	c. careless
------------	----------------	-------------
4. I am by Nour.

a. impressed	b. disappointed	c. embarrassed
--------------	-----------------	----------------
5. One should study

a. bad	b. well	c. carelessly
--------	---------	---------------

LET'S LEARN

Prefixes + Root word		Root word + Suffixes	
un	unhappy - unconfident	ness	happiness - sadness
dis	disappointed - dislike	ed	relaxed - scared
I <u>like</u> reading books.		less	careless - helpless
I <u>dislike</u> watching horror films.		I feel <u>happy</u> .	
		<u>Happiness</u> is a nice feeling.	

6. Classify the following words.

sadness - unconfident - relaxed - dislike - confused - careless -
unhappy - worried - happiness - impressed

prefixes

suffixes

24

Feelings Activities

1. Fill in the spaces.

unhappy tired worried pleased hungry

1. I'm with my job, so I'm looking for a new one.
2. Mark has got good grades in his exam, so Mark is
3. Where were you? I was that something bad happened.
4. Lina has walked all day, so she's very
5. Nizar wants to eat because he is

2. Choose the correct adjectives in brackets.

1. Surprises make us feel (happy / unhappy).
2. Mum was (surprised / sad) when she saw her old friend.
3. Maria felt (worried / impressed) when her mum became a professor.
4. The weekend was (excited / lovely).

3 Listen and circle how each one is feeling.

1. a. angry b. happy c. careless
2. a. excited b. unhappy c. confused
3. a. careless b. confident c. embarrassed
4. a. uninterested b. worried c. disappointed

4. Ask and answer.

1. I feel happy when I see my friends. What about you?

1.
.....

2. When I am sad, I stay at home. What about you?

2.
.....

3. I felt embarrassed when I fell off my bike. What about you?

3.
.....

5. Write about how you feel today.

These words can help you:

happy sad angry worried nervous excited surprised

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

25

Natural Resources

1.  Listen and number the natural resources in the order you hear them.

coal

oil

natural
gas

sun

soil

Examples of fossil fuels



coal



oil



natural gas



2. Discuss the following question.

- What are the most important natural resources that we should care about?



Pronunciation. Listen and repeat.

aʊ

now

loud

town

ɔɪ

oil

soil

boy

3. Read the text and do the task below.

There are different kinds of natural resources, but the most important ones that we must care about are air, soil, forests, water and oil. Clean air is important for all living things to stay alive. So, we have to work hard to reduce air pollution. Soil is also very important because it helps plants grow. People should plant trees to have more forests because they provide clean air. Everyone must care about water, which is the main source of life.



Choose the correct answer a, b or c.

1. There are many different of resources.
 a. materials b. types c. things
2. Clean air is important for all living things to
 a. die b. be sick c. survive
3. The main source of life is
 a. wood b. water c. salt
4. The word (provide) means:
 a. to give something to someone. b. to stop something.
 c. to help someone.



(Should - have to - must) + infinitive

Affirmative	Negative
<ul style="list-style-type: none"> • We must protect forests because they provide clean air. • We have to work hard to reduce air pollution. • People should care about natural resources. 	<ul style="list-style-type: none"> • You mustn't walk on the grass. • We don't have to dig a well near the lake. • People shouldn't throw rubbish in the river.

4. Choose the correct answer in brackets.

1. Children (**mustn't / don't have to**) play with matches.
2. We must (**protect / protected**) forests because they provide clean air.
3. You (**mustn't / have to**) be polite with others.
4. He (**should / shouldn't**) study before the exam.

25

Natural Resources Activities

1. Read the text and do the task below.

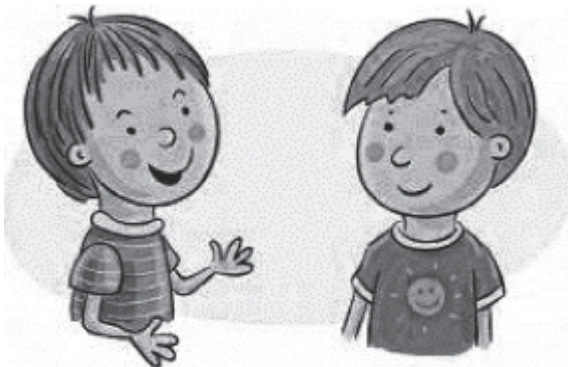
The world uses too much oil, gas and coal. These natural resources will not last for a long time. So, we must look for other sources like: solar power, wind power, and wave power. The solar power comes from the sun which is the main source of energy for all living things. We should use the sunlight to change it into useful forms of energy such as electricity. This is one way to protect natural resources. The sun power doesn't cause pollution, and we can use it again and again.



Write true (T) or false (F).

1. The world uses only small amounts of natural resources.
2. The source of solar power is the Moon.
3. There is no need to look for other energy sources.
4. Solar energy is bad for the environment.

2. Ask your partner.



Rami: What kind of natural resources do you know?

Naser:

Rami: Do you think that people can use these resources for a long time?

Naser:

Rami: What should people do?


Naser:

3. Choose the correct answer between brackets..

1. In the future all people (should / mustn't) use solar power.
2. We (have to / shouldn't) shout at school.
3. I (must / has to) do my homework.
4. She (should / shouldn't) drink enough water.

4.  a. Listen and decide if the sentences are true(T) or false(F).

1. The Sun and fire are some of the natural resources.
2. The Sun is the planet that gives heat to the Earth.
3. Oxygen is the only gas in the air.
4. Most of the Earth's surface is covered with water.

 b. Listen again and choose the correct answer between brackets.

1. The Sun is a (star / planet).
2. Plants use energy from the (soil / sunlight) to make their food.
3. Air has many (parts / gases).
- 4 Without the Sun, it is impossible to (live / stay).

5. Write a short paragraph about some ways to save our natural resources. These hints may help you.

- switch off the light and the fan when you leave the room.
- protect forests from fire.
- recycle paper.

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.....

.....

26

Parties

1.  Listen and number.



2. Do a similar conversation.

- | | |
|---------------------------------|---|
| A. When was your last birthday? | B. My birthday was on 20 th January. |
| A. Where did you celebrate it? | B. I celebrated it at the restaurant. |
| A. Who did you invite? | B. I invited my friends. |
| A. Who made the cake? | B. My dad brought it from the baker. |



Pronunciation.

Listen and repeat.

3:

nurse

learn

turn

fur

3. Read the text and do the task below.

Hi! I am Jane. I'm eleven years old. Last night, my family organized a special party to celebrate my birthday. My mum was decorating the sitting room with balloons and coloured ribbons while I was writing some invitation cards to my friends and my neighbors. My little sister was blowing up some balloons when my dad came in. My grandma was making the birthday cake while my brother was wrapping a present for me. He didn't show me what it was. I had a lot of fun with my family while we were preparing for my day. It was a wonderful day.



Match the meanings with the words.

- | | |
|--|----------|
| 1. To fill something with air or gas. | organise |
| 2. To ask somebody to come. | wrap |
| 3. To arrange and plan. | blow up |
| 4. To fold paper around something to cover it. | invite |

LET'S LEARN

Past continuous

- While she was baking the birthday cake, the children were playing games.
- They were celebrating when the telephone rang.

4. Write the verbs in the brackets in the past simple or past continuous form.

1. Last Saturday, I (go) to Katy's birthday party.
2. When I arrived, her friends (sing) Happy Birthday.
3. Some of her friends were dancing while her cousins (play) music.
4. Katy's father (take) some photos when she opened a present.
5. It (be) a very nice party.

26

Parties Activities

1. Match the questions to the answers.

- | | |
|---|---|
| 1. What were you doing when it rained? | a. They went to the party by bus yesterday. |
| 2. How did they go to the party yesterday? | b. He was going to the pharmacy when he met his friend. |
| 3. Where was he going when he met his friend? | c. She was studying while her dad was sleeping. |
| 4. What was she doing while her dad was sleeping? | d. I was having dinner when it rained. |

2. Write the words in the correct order.

1. having / yesterday / They / lunch / were / afternoon.
.....

2. yesterday / Reem / lighting / was / the candles / evening.
.....

3. doing / What / your mom / was / evening / yesterday?
.....

3. Listen and circle the words that are pronounced like (nurse).

third

pride

stir

turn

4. Choose the correct answer in brackets.

1. My brother and I (**was decorating** / **were decorating**) the house last night.
2. I was cutting the cake while my friends were (**singing** / **sang**).
3. (**Were** / **Was**) your mother making your favourite dish?
- 4 (**Were** / **Did**) they write invitation cards yesterday?

5.  Listen and choose.

1. John had to go to his
a. grandpa's house b. uncle's house c. uncle's cottage
2. They decorated the sitting room with
a. balloons and flowers b. balloons and lights c. flowers and candles
3. received the guests.
a. Sandra's parents b. Sandra's brother c. Sandra's uncle
4. Sandra's was taking a photograph.
a. father b. cousin c. uncle

6. Describe what happened at a party you were invited to.

.....

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.....

.....

.....

.....

.....

.....

.....

.....

27

Maths



1.  Listen and choose the missing number.

- $45 + \dots = 67$ a. 12 b. 21 c. 22
- $\dots - 32 = 55$ a. 87 b. 78 c. 89
- $6 \times \dots = 90$ a. 50 b. 51 c. 15
- $\dots \div 10 = 10$ a. 10 b. 100 c. 1000
- $82 + 67 - 14 = \dots$ a. 135 b. 153 c. 531
- $20 \times 100 \div 2 = \dots$ a. 10 b. 100 c. 1000

2. Do a similar conversation.

- What grade are you?
- What are your favourite subjects?
- How many tests do you usually have?

- I am in grade
- My favourite subjects are
- We usually have



Pronunciation. Listen and repeat.

ɔ:

draw

grow

paw

əʊ

road

soap

boat

3. Read the text and do the task below.

Today is Saturday, the 10th of November. I am in grade six at "Seasons School". We have twelve subjects at school. My favourite subjects are: maths, science and arts. This month we're having tests and tomorrow is my maths test. I enjoy doing maths. I like it best and I want to get a high mark! In maths, we study about numbers, shapes, addition and subtraction, multiplication and division. We use maths in our life. We look around and see circles, rectangles and triangles. We go to the shops and pay money, we add or subtract, multiply or divide. We use it most of the time. We do puzzles and solve riddles about maths. It's interesting to think about a maths problem and solve it.

Choose a, b or c.

1. She is a grader. a. eighth b. twelfth c. sixth
2. The maths test is on the of November. a. sixth b. eighth c. eleventh
3. She likes more than other subjects. a. science b. Arabic c. maths
4. Circles, triangles and rectangles are
a. numbers b. shapes c. money
5. $7+10 = 17$. This is called
a. addition b. subtraction c. multiplication

LET'S LEARN

Ordinals

- Today is Saturday, the **tenth** (10th) of November.
- It will be great to be the first.
- I am in the sixth grade.

First	1 st
Second	2 nd
Third	3 rd
Fourth	4 th
Fifth	5 th

4. Choose the correct answer in brackets.

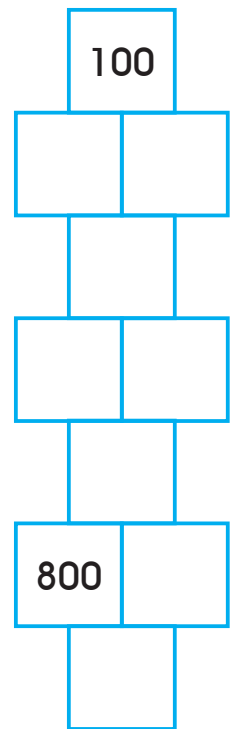
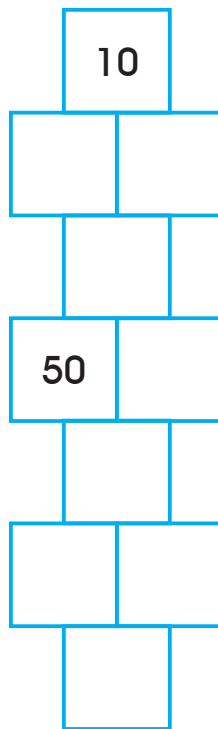
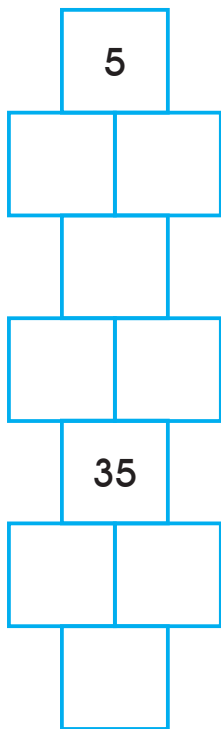
1. Today is the (12th / 12) of August.
2. September is the (second / ninth) month in the year.
3. There are (third / three) zeroes in one thousand.
4. There are (fourth / four) seasons.
5. There are (twelfth / twelve) months in the year.
6. The square has (four / fourth) sides.

1. Match.



1. minus 2. equal 3. divided by 4. multiplied by 5. plus

2. Finish the hopscotch game by filling in the missing number then say it.



3. Match.

first	3rd
second	6th
third	2nd
fourth	5th
fifth	1st
sixth	4th

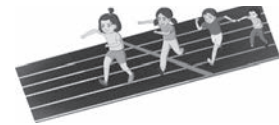
4. Fill in the spaces with the correct word.

eleventh third thirty first fifth twenty three

1. Today is the of December.



2. Timmy wasn't the winner. He came



3. There are students in my class.



4. November is the month in the year.



5. My sister's birthday is on the of May.

5

5. Write.

I was born on of I am Years old. My favourite subjects are, and In, we learn

28

Technology

1.  Listen and do the tasks below.

a. Number the following in the order you hear them.



b. Listen again and choose a, or b.

1

- a. We invent new things to make more money.
- b. New technologies make life easier.

2

- a. Information Technology includes inventions like the Internet, email, and smart phones.
- b. Communication is not going to be easy.

3

- a. People are going to live longer.
- b. People are going to need more medicine.

4

- a. Travelling is going to be faster and safer.
- b. People are not going to use transportation.

2. Answer this question.

- What do you think the world will be like in 50 years' time?



Pronunciation. Silent letters

Listen and repeat.

U:

move huge human cure cool blue computer YouTube

3. Read the text and do the task below.

Technology of the Future

- Science of today is technology of the future. Technology will change life in ways we cannot imagine. Here are some predictions:
- Robots will replace humans in different jobs. Robots will also be at home to do difficult work we don't like to do. They will look like people and they will speak like them.
- In the future, space travel will become very popular. So, people will go into space and spend their holidays there.
- Flying cars and cars without drivers will be the best means of transportation. They will work on solar power. People can get to where they want to go faster and safer.
- People will live in smart homes. They will control everything in the house via their smartphones, even when they are away from the house.

Choose a, b, or c.

1. Robots at home will do
a. easy work b. difficult work c. everything
2. Flying cars will make travelling
a. cheaper and funnier b. faster and safer c. higher and louder
3. You can control the smart home from the house.
a. inside b. outside c. inside and outside.

LET'S LEARN

will + infinitive

- Larry thinks there **will be** robot waiters in 2050
- I expect that most people **will live** to be around 100 years old.
 - People **will not** (won't) go to Jupiter before the next century.

be going to + infinitive

- He's looking at his mobile. He **is going to** fall in a hole.
- They are driving too fast. They **are going to** crash.
- Recycling is becoming popular. People **are not going to** throw away their old technology any more.

4. Choose the correct word in brackets.

1. It's sunny, it (**is not going to** / **won't**) rain.
2. I think we (**will** / **are going to**) use our mobiles to pay for things.
3. I don't think this machine (**is going to** / **will**) work.

28

Technology Activities

1 Read and match; what are these people going to do?

- | | |
|--|--|
| 1. Heidi is going to the mountains. | a. I am going to buy a new one. |
| 2. My laptop is old and heavy. | b. She's going to take photos with her digital camera. |
| 3. Tim is going too fast on his bicycle! | c. The battery's going to run out. |
| 4. The sky is getting darker and darker. | d. He is going to fall! |
| 5. I didn't charge my phone. | e. It's going to rain. |

2. Choose one of the technologies below or think of a technical invention that you have had. Then practise a similar conversation. The box can help you.

digital camera / the Internet / TV / laptop / robot / WiFi / ebook / phone / smartwatch / transport / mobile phone

What piece of technology do you think is the most important?

I love my computer. I need it to find new information.

I use my mobile to talk to my friends and listen to music.



3. Read and write the correct form of the verb use (going to/will).

- 1. We believe we (travel) to the moon on holiday one day.
- 2. He is running too fast. He (fall).
- 3. I think future transport (not / use) fuel to move.
- 4. I'm sure smartphones (be) able to check our health.
- 5 It's raining. We (not / swim).

4. Read and write what is going to happen.

- 1. Look! He is going to wash his car.
- 2. I have won 100,000 SP. I am going to buy
- 3. The sky is very black. It is going to
- 4 Look at the time!
- 5

5 Read this advertisement and write a similar one.

Have you tried the smart watch yet?
This watch is going to change your life.
It is going to give you the time and date for different cities. You are going to use it to answer calls, translate a speech into five different languages, and also play games. You are going to enjoy your time with Future smartwatch.



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29

Holidays

1.  Listen and match the children to the type of holiday they are going to have.

1 Tom

2 Tara

3 Sandra

4 Dan



camping holiday



beach holiday



sightseeing holiday



backpacking holiday

2. Before you read, answer this question.

- Which adventure activity you are/aren't going to do on your holiday. Why?



hiking



zip wiring



mountain climbing



mountain biking



snorkeling



camel riding

 **Pronunciation.** Listen and repeat.

ai

ride bite kite site

i

rid bit kit sit

3. Read the text and do the task below.



Dina: Are you going to travel this Summer?

Julia: Yes, we're going to have an adventure holiday. It's called the Adventure Week Journey.

Dina: Great! When are you going to travel, and where to?

Julia: It's from 30th June to 6th July. We are going to stay in a hotel. But, we are going to go out every day to do a different activity.

Dina: Interesting! Tell me more about it.

Julia: Actually, we are going to leave Damascus on Saturday evening. The programme starts on 1st July. We are going to do mountain biking which is my favourite. Climbing is on Monday, but we are going to climb a special high wall. I can't wait to try the zip wiring on the next day, it's so exciting. On Wednesday, we are going to the beach to do some water activities, snorkeling and surfing. There is a barbecue party on the last day.

Dina: Wow! That's really amazing. I'll tell my mum about your journey today.

Julia: Yes, and I'll send you the journey programme to check it at home.

Write true (T) or false (F).

1. Dina is going to have an adventure holiday.
2. Julia is going to stay in a hotel.
3. They are going to leave on 1st July.
4. Julia's favourite activity is climbing.
5. Snorkeling is a water activity.

LET'S
LEARN

Future be going to / will

- Where **are you going to travel** this summer?
- I'm **going to travel** to Palmyra.
- What **will you take** with you?
- let me think, I **will take** a tent.

4. Choose the correct word in brackets.

1. The phone is ringing. I (**am going to / will**) answer.
2. My family and I (**are going to / will**) go on a picnic next week.
3. They (**aren't going to / won't**) travel by plane. They're going to travel by train.
4. She's studying medicine. She (**is going to / will**) be a doctor.

1. Complete the activity words.



c _ i m _ i _ _



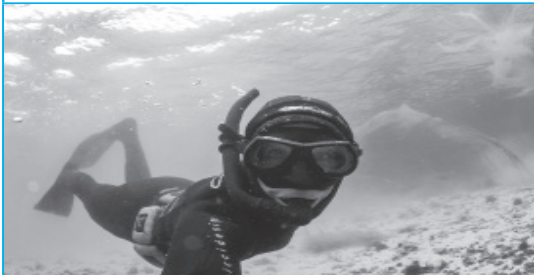
_ i _ _ n g



m _ _ n _ a _ n b _ k i _ g



c _ m e _ r _ d i n _



s n _ r k _ _ i n g



_ i _ w _ r i _ _


2. Talk to your friend about your plan for the week.




On Monday, I'm going
to play volleyball.

- * play volleyball.
- * meet my friends.
- * visit the museum.
- * go on a picnic.
- * go on a tour.

3. Make sentences in the future, use will.




I'll wear a jacket. (wear/ jacket)



..... . (eat/ sandwich)



..... (not go out)



..... (stay/ home)

4. Order each sentence to make questions then answer them.

1. you / Palmyra / going to / next holiday / visit / Are

..... ?
.....

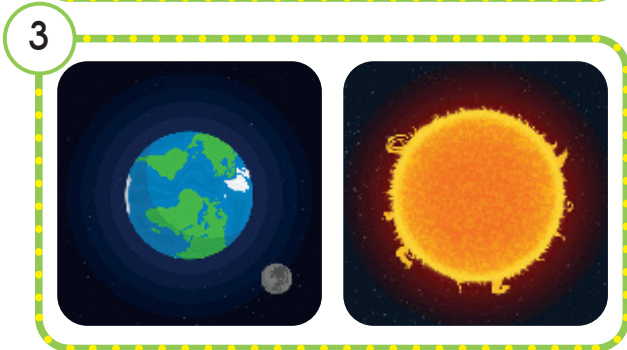
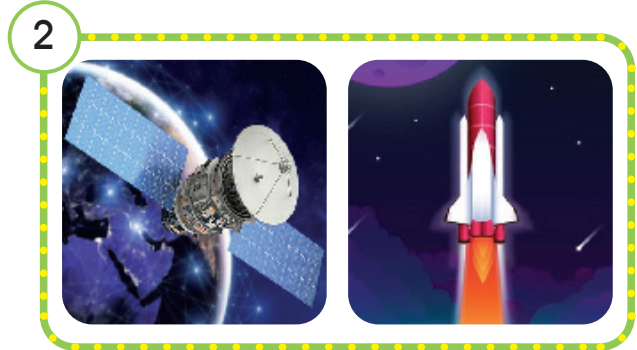
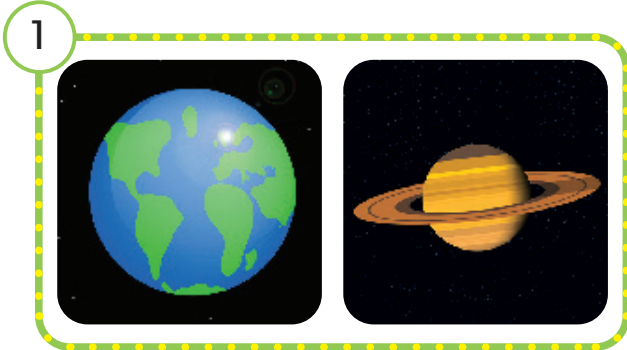
2. are / study / going to / you / in the future / What

..... ?
.....

30

The Solar System

1.  Listen and tick the correct picture.



2. Ask and answer then do a similar conversation.

What do you call the sun and the eight planets?

The solar system.

How many moons has Saturn got?

It has got about eighty-two moons.

Which planet is the largest?

It's Jupiter.

Planet	Mercury	Venus	Earth	Mars	Jupiter	Saturn	Uranus	Neptune
Moons	0	0	1	2	79	82	27	14



Pronunciation. Listen and repeat.

s

addition subtraction direction

3

television revision division

3. Read the text and do the task below.

There are eight planets in the solar system. They are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. All planets orbit the sun.

Mercury is the nearest to the sun. Venus is the hottest of all planets. The Earth is the third planet in the solar system. There is life on Earth. Then comes Mars, which is also called the red planet. The fifth and the largest planet is Jupiter. The sixth planet is Saturn; it is yellow and has beautiful rings around it. The seventh planet is Uranus, which is covered with a thick layer of gas. The eighth planet is Neptune.

Write true (T) or false (F).

1. There are seven planets in the Solar System.
2. All planets orbit the Earth.
3. Neptune is the hottest planet.
4. Life exists on Earth.
5. Saturn is a red planet.

LET'S LEARN

Adjectives	comparative	superlative
large	larger	largest
small	smaller	smallest
big	bigger	biggest
pretty	prettier	prettiest
far	farther	farthest
wonderful	more wonderful	most wonderful

4. Fill in the spaces with these words.

smaller - most - hot - hottest

1. Mercury is than Jupiter.
2. The Earth is the inhabited planet.
3. Venus is the planet.
4. The sun is very

30

The Solar System
Activities

1. Read and match.

1. It's the farthest.	a. a spaceship
2. We live on this planet.	b. the Sun
3. We travel to space on it.	c. the Earth
4. It's a star.	d. the moon
5. It goes round the Earth.	e. Neptune

2. Reorder the planets from the farthest to the nearest to the sun.

Earth / Saturn / Mercury / Uranus / Neptune / Jupiter / Venus / Mars

1.
2.
3.
4.
5.
6.
7.
8.
The Sun

3. Fill in the spaces with the correct form of the adjectives.

1. The moon is (small) than the Earth.
2. The Earth is (large) than Mercury.
3. Saturn is the (pretty) one.
4. The rings around Saturn make it (beautiful) than other planets.

4. Write five sentences comparing between three planets.



1. Mercury is nearer to the Sun than Venus and Earth.

2.

3.

4.

5.