



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



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ADVANCED ENGLISH

5



Grade
05

Advanced

English Language

Coursebook
Book 5

Volume 3

1446 - 1447 A.H. / 2025 - 2026 A.D.



Introduction to Advanced Book 5



content is defined on smart learning app

This course is designed to build upon English literacy and language skills and aims to:

- develop and extend listening, speaking, reading and writing skills.
- develop and build on vocabulary.
- explore global and local topics.

The following themes, skills and structures are explored in the book:

Unit	Reading and writing skills	Listening and speaking skills	Language	Vocabulary
Unit 8 Food and drink	<u>Reading:</u> Short texts Menu <u>Writing:</u> Describing a meal Writing about your kitchen Designing a menu	<u>Listening:</u> Short conversations <u>Speaking:</u> Expressing likes and dislikes Asking for information Shopping in a role play	Some / any How much / many	Food and drink Shopping In the kitchen
Unit 9 Staying healthy	<u>Reading:</u> Sick note Diary entry Story <u>Writing:</u> Writing a sick note Making a meal plan	<u>Listening:</u> Conversation monologue <u>Speaking:</u> Saying how you feel Asking and answering questions Giving advice	Can / Can't Could / Couldn't	Health Illness Feelings Abilities Healthy eating Nutrition



Unit 8: Food and drink

Lesson 1: Favourite food

1 Vocabulary

Write the correct word for each food or drink.

Key Language

Likes and dislikes
I **like** grapes, but I **don't like** apples.

Vocabulary

apples, carrots, dates, orange juice, grapes, bananas, sandwiches, picnic, cheese, water



1



2



3



4



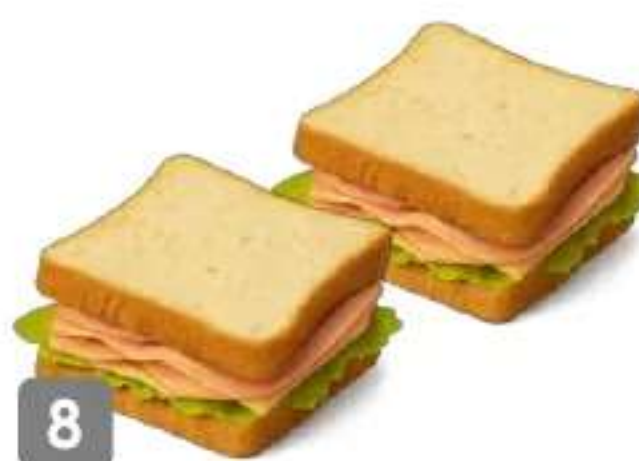
5



6



7



8



9

1 _____

4 _____

7 _____

2 _____

5 _____

8 _____

3 _____

6 _____

9 _____

2 Listen Track 56

Listen to the conversation. What is it about? Choose the best answer.

- a talking about homework
- b planning a school picnic
- c choosing what film to watch



3 Listen Track 56

Listen again and answer the questions.



- 1 What fruit does Hessa really like?

- 2 Which fruit does Hessa not like?

- 3 What drink does Hessa enjoy?

- 4 What type of sandwiches does Amna prefer?

- 5 Which drink does Amna not like?

- 6 What two fruits does Shaikha love?

- 7 Which vegetable does Shaikha dislike?

- 8 What kind of sandwiches does Shaikha think are the best?

4 Talk

Work in groups. Ask and answer the questions together. Write down your classmates' answers.

- What food/drinks do you like?
- What food/drinks don't you like?

Language Tip

I like... I don't like...
He / She likes... He / She doesn't like...
Amna **likes** water and juice, but she
doesn't like milk.

Student	likes	doesn't like

5 Talk

Work in groups and plan a picnic together. Decide what food and drinks to bring.

Lesson 2: School lunches

1 Talk

Ask and answer the questions with a partner.

- Do you usually eat lunch at school or at home?
- What do you eat and drink? Why do you like these foods?

2 Read

Read about school lunches around the world.

Match each text to the correct picture.

- Which lunch looks the healthiest?
- Which one would you like to try?

Key Language

Countable/
uncountable nouns
*I have **dates** and
water.*

Vocabulary

sandwich, cheese,
juice, apple, beans,
orange, rice, fruit,
banana, fish

chopsticks



1

Mariam, UAE

Every day, I usually eat a **sandwich** with **cheese** and a little **juice**. I also enjoy an **apple** because it is sweet and healthy. Sometimes, when I feel hungry, I have an **orange** after lunch.

A



2

Lucas, Brazil

I like school lunches because they are tasty and fresh. Today, we are eating **beans** and **rice**. This is my favorite food. We also have a **banana** and a glass of **juice**. These help us stay healthy. I enjoy having lunch with my friends!

B



3

Noriko, Japan

In Japan, we often eat lunch with chopsticks. Today's lunch includes **soup**, **rice**, and **fish**, which is very traditional. We usually have **fruit** for dessert, and most students drink **milk** because it is good for strong bones.

C



3 Read

Read the texts again. Put the words in bold into the correct columns of the table.

Countable	Uncountable
sandwich	cheese

Language Tip

Countable nouns:

We can count them with numbers.
They have singular and plural forms.

Examples: *an apple → two apples*
a date → three dates

Uncountable nouns:

We cannot count them with numbers.
They do not have a plural -s

Examples: *water, rice, milk*

4 Practice

Add the following words into the correct columns of the table.

egg	sugar	honey	carrot	burger
bread	tomato	dates	meat	pasta

5 Write

Write a few sentences about what you eat for lunch.

6 Talk

Tell your classmates what you eat for lunch. Ask what they eat for lunch, too.

What do you eat for lunch?

I have a sandwich and some dates.

Lesson 3: In the kitchen

1 Vocabulary

Think about what food and drink items go in the fridge.
Make a list of as many as you can.



Key Language

Any
Do you have **any**
bread?

Vocabulary

omelette, meat,
beans, rice, eggs,
cheese, bread,
butter, fruit, fridge

2 Listen Track 57

Listen to the conversation. Which things from your list do they talk about?



3 Listen Track 57

Listen again. Decide if each sentence is **True** or **False**.

- | | |
|---|--------------|
| 1 Saif asks if there is any meat in the fridge. | True / False |
| 2 Omar says he has some meat. | True / False |
| 3 Saif asks if there are any eggs. | True / False |
| 4 Omar says he doesn't have any eggs. | True / False |
| 5 Saif asks if there is any bread. | True / False |
| 6 Omar says there isn't any bread. | True / False |
| 7 Saif asks if there is any fruit. | True / False |
| 8 Omar says he doesn't have any fruit. | True / False |

4 Practice

What's in your fridge? Write down six food and/or drink items.



5 Talk

Talk with a partner about what is in your fridge.

Do you have any _____?

Yes, I have some _____?

6 Talk

Imagine you are going to make lunch.
Ask and answer questions about food and drink.

What do you want to eat?

Do you have any _____?

Lesson 4: Language focus

1 Talk

Talk with a partner about what is in the cupboard.



Key Language
Some and any

Vocabulary
hungry, kitchen,
bread, butter, eggs,
cheese, fruit, milk,
cupboard, pasta

Are there any apples?

Yes, there are.

Is there any cheese?

No, there isn't.

2 Listen Track 58

Listen to the conversation.

- What do Reem and Hamda decide to eat?



Language Tip

Use **Is there any...?** for uncountable nouns.

Is there any bread?

Is there any milk?

Use **Are there any...?** for plural, countable nouns.

Are there any apples?

Are there any dates?

Use **some** for positive sentences.

There is some bread.

Use **any** for negative sentences and questions.

There aren't any dates.

Are there any dates?

3 Listen Track 58

Listen again and answer the questions.

Is there any...

- bread? Yes / No
- butter? Yes / No
- cheese? Yes / No
- rice? Yes / No
- fruit? Yes / No
- soda? Yes / No
- milk? Yes / No
- juice? Yes / No
- water? Yes / No
- fish? Yes / No
- beef? Yes / No
- pasta? Yes / No

Are there any...

- eggs? Yes / No
- beans? Yes / No
- bananas? Yes / No
- apples? Yes / No
- dates? Yes / No



4 Practice

Read the sentences and correct any errors.

- | | |
|--|--------------------------------------|
| 1 Are there any bread in the cupboard? | 1 There isn't any apples in the bag. |
| 2 Is there any eggs on the table? | 2 Are there any soda in the bottle? |
| 3 There isn't any milk in the fridge. | 3 There are some beans in the pot. |
| 4 There are some cheese on the plate. | 4 Is there any dates on the plate? |
| 5 Is there any bananas in the basket? | 5 There are any water in the glass. |

5 Talk

Talk with a partner about what is in your cupboard.

Is there any...?

Are there any...?



Lesson 5: At the market

1 Talk

Look at the picture. What food and drink items do you see?



Key Language

Any
Do you have **any** onions?

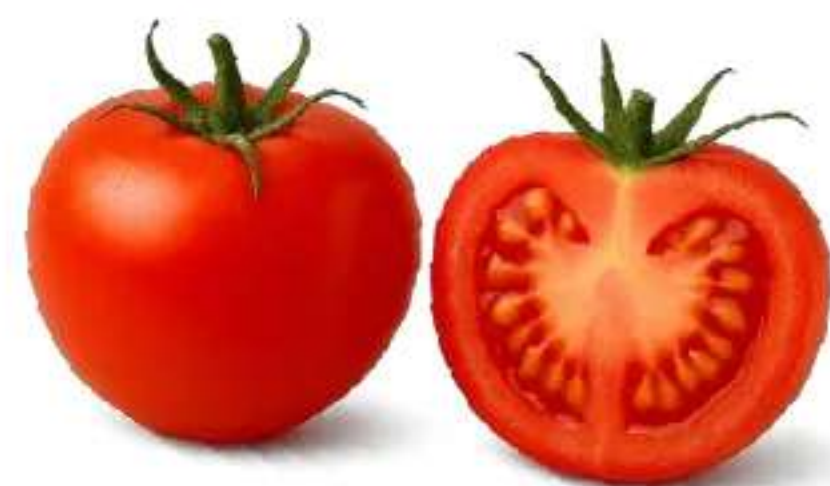
Vocabulary

customer, fresh, tomatoes, onions, brown bread, white bread, milk, mangoes, bottle, street vendor

2 Listen Track 59

Listen to the conversation and answer the questions.

- Who is talking?
- What are they talking about?



3 Listen Track 59

Listen again. Decide if each sentence is **True** or **False**.

- 1 The customer asks for fresh tomatoes.
- 2 The street vendor has onions.
- 3 The customer buys four tomatoes.
- 4 The customer chooses white bread.
- 5 The customer buys two mangoes and three bananas.
- 6 The customer asks for milk in a large bottle.
- 7 The total price is fifty-three dirhams.

True / False

True / False

True / False

True / False

True / False

True / False

True / False

4 Listen Track 59

Complete the sentences from the conversation.

Use the words in the box. Then, listen and check your answers.

Anything else?

No, that's all

Could I have some

Would you like

Can I help you today

Goodbye

Have a nice day

Here you are

Do you have any

Street vendor: Hello. _____?

Customer: Yes, please. _____ fresh carrots?

Street vendor: Sure. How many would you like?

Customer: Six, please.

Street vendor: Here you are. _____?

Customer: Yes. _____ potatoes?

Street vendor: I'm afraid we don't have any potatoes today.

Customer: Oh, that's okay. Do you have any rice?

Street vendor: Yes, we do. Would you like a small bag or a large bag?

Customer: A large bag, please.

Street vendor: _____. Anything else?

Customer: Yes, do you have any fruit?

Street vendor: We have grapes, oranges, and pears. Which would you like?

Customer: I'll take a bunch of grapes and two oranges, please.

Street vendor: Great. Anything else?

Customer: _____, thank you.

Street vendor: That's fifty dirhams, please.

Customer: _____.

Street vendor: Thank you very much. _____!

Customer: _____.

5 Talk

Practise the conversation with a partner. Then, make your own conversations using other food and drink items that you know.

Hello. Can I help you today?

Yes, please. Could I have some...

Lesson 6: Language focus

1 Vocabulary

Look at the list of food and drink items.

Decide if each one is countable or uncountable.

apple

rice

loaf

mango

cheese

carrot

water

banana

fish

mayonnaise

pasta

jar

beans

crisps

bread

slice

tomato

milk

Countable

Uncountable

apple

cheese

2 Listen Track 60

Listen to the conversation.

Which items from the list do they talk about?

Key Language

How much/many
How much water
do we need?

Vocabulary

bread, cheese,
tomatoes, jar,
mayonnaise,
crisps, slice,
shopkeeper,
water, loaf/loaves

Language Tip

When a noun ends
in *-f*, the plural form
is often *-ves*.

loaf → loaves



3 Listen Track 60

Listen again. Decide if each sentence is **True** or **False**.

- 1 There are 20 students in the class.
- 2 Each sandwich needs 3 slices of bread.
- 3 They need 40 slices of bread for all the sandwiches.
- 4 Maitha thinks they need 4 loaves of bread.
- 5 Two packs of cheese should be enough.
- 6 Maitha says they need 10 tomatoes.
- 7 A jar of mayonnaise should be enough.
- 8 They will give each student some crisps and a banana.
- 9 They need 40 bottles of water.

True / False

True / False

True / False

True / False

True / False

True / False

True / False

True / False

True / False

4 Listen Track 60

Listen again and complete the table with the missing information.

item	how much / many	unit(s)
bread		slices / loaves
	20 slices / 2 packs	
tomatoes		—
	20 tablespoons	
crisps		bags
	20	
water		bottles

Language Tip

Use *how many* for countable nouns.

How many loaves do we need?

Use *how much* for uncountable nouns.

How much bread do we need?

5 Write

Maitha and Sara go to the shop to buy what they need. Complete their conversation with the shopkeeper.

Shopkeeper: Hello! Can I help you?

Maitha: Yes, please. We need some food for our class trip.

Shopkeeper: Sure. What do you need?

Sara: First, we need bread.

Shopkeeper: I have plenty. How much do you need?

...



6 Talk

Practise the conversation together in groups.

Hello! Can I help you?

Yes, please. We need some food...

Lesson 7: Food shopping

1 Talk

Ask and answer the questions with a partner.

- How often does your family meet for lunch?
- What type of food and drinks do you have?

2 Listen Track 61

Listen to the conversation and answer the questions.

- Who is talking?
- What are they talking about?

Key Language

Food quantities
Two **loaves** should be enough.

Vocabulary

loaf/loaves, jar, gram, bag, kilo, dessert, bottle, pomegranate, sugar, honey



3 Listen Track 61

Listen again and answer the questions.

- 1 How many loaves of bread does Mona need to buy?
- 2 How many carrots and tomatoes does her mother want?
- 3 What size of rice bag should Mona get?
- 4 How much sugar does her mother need for dessert?
- 5 What container does the honey come in?
- 6 How many bottles of water should Mona buy?
- 7 What kind of juice does her mother ask for?
- 8 What extra item does Mona need to get at the end?



4 Listen Track 61

Listen again and complete the table with the missing information.

item	how much / many	unit(s)
bread		loaves
	about half a kilo	
tomatoes		kilos
	small bag	
sugar		grams
	small jar	
water		bottles
	some	—

5 Practice

Complete the sentences with the correct word.

kilo gram loaf slice jar bottle bag

- 1 We need one _____ of bread for the sandwiches.
- 2 Please buy a _____ of honey for the dessert.
- 3 Can you get two _____ of water for the picnic?
- 4 I want a _____ of rice for dinner.
- 5 Add 500 _____ of sugar to the cake.
- 6 Cut one _____ of cheese for my sandwich.
- 7 Buy one _____ of carrots from the market.
- 8 We need a _____ of crisps for the party.
- 9 Put 250 _____ of butter in the bowl.
- 10 I'd like a _____ of milk from the shop.

6 Write

Imagine you are planning a lunch for your family.

What do you need to buy?

Write a shopping list.



Lesson 8: School trip

1 Talk

Ask and answer the question with a partner.

- What time do you usually eat breakfast, lunch, and dinner?
- What food do you like to eat for these meals?
- What drinks do you like to have with your meals?

2 Read

Read about what three students like to eat and drink.

Match each text to the correct picture.

- Which student is more similar to you?
- Which of the three do you like best?

1

Aiden, USA

School starts at 7:30 am, so it is hard to eat breakfast at home. I usually eat a banana and drink some juice on the way to school. We have lunch at 1:15 pm, so I eat a snack before lunch. For lunch, I usually eat pizza or a burger with a soda. Sometimes I eat fries too. In the evening, if I am hungry, I eat chicken and rice or a salad.



2

Carla, Panama

School starts at 7:00 am, so I eat breakfast very early. I usually eat bread and cheese, and I drink coffee with milk. We have lunch at 12:30 pm, so I eat a small snack at school before lunch. For lunch, I like rice with beans and chicken. I drink water or sometimes juice. In the evening, I eat dinner at 7:00 pm. I usually have fish and salad, so I feel healthy.



3

Malakai, Tonga

School starts at 8:00 am, so I have time for breakfast at home. I eat eggs and bread, and I drink tea. Lunch is at 1:00 pm, so I eat some fruit before lunch. For lunch, I like fish and rice. I drink water with my lunch. In the evening, I eat dinner at 7:30 pm. I usually have chicken and vegetables, so I am not hungry later.



Key Language

So

We have lunch at 1:15 pm, **so** I eat a snack before lunch.

Vocabulary

breakfast, lunch, dinner, snack, rice, chicken, fish, salad, fruit, vegetables

3 Read

Read about the students again. Decide if each sentence is **True** or **False**.

- | | |
|--|--------------|
| 1 Aiden usually eats a banana and drinks juice on the way to school. | True / False |
| 2 He has lunch at 1:15 pm. | True / False |
| 3 He drinks water with his lunch. | True / False |
| 4 Carla drinks coffee with milk in the morning. | True / False |
| 5 Carla likes rice with beans and chicken for lunch. | True / False |
| 6 Malakai's school starts at 7:00 am. | True / False |
| 7 Malakai eats fish and rice for lunch. | True / False |

4 Read

The three students each go on a school trip to the UAE.

Look at the lunch menus at school. What can they choose to eat?

Menu A

- chicken shawarma
- French fries
- orange juice
- dates

Menu B

- grilled fish with rice
- salad
- apple juice
- mixed fruit

Menu C

- beef kebab
- hummus
- mango juice
- mixed vegetables

5 Talk

Ask and answer the questions with a partner.

- Which menu do you think each student would like?
- Why do you think they would choose that menu?

Malakai likes to eat fish and rice for lunch, so I think he would like Menu B.

Aiden likes to eat French fries for lunch, so I think he would like Menu A.

6 Talk

Ask and answer the questions with a partner.

- Which menu would you like?
- Why would choose it?

I like to eat _____, so I would like...

Language Tip

Use **so** to give a reason for something.

We have lunch at 1:15 pm, so I eat a snack before lunch.

Lesson 9: Our menu

1 Talk

Ask and answer the questions with a partner.

- What is your favorite restaurant?
- How often do you eat out?
- What food do you usually order when you eat out?

2 Vocabulary

Match each word to the correct picture.

1 starter _____

A



2 main course _____

B



3 dessert _____

D



4 drink _____

C



3 Listen Track 62

Listen to the conversation.

- What type of restaurant does Salama go to?



Key Language

I would like...

I would like the lasagna, please.

Vocabulary

restaurant, menu, order, starter, main course, dessert, lasagna, tomato soup, tiramisù

4 Listen Track 62

Listen again and fill in the table.



Food and Drink	Order
<i>starter</i>	
<i>main course</i>	
<i>drink</i>	
<i>dessert</i>	

5 Practice

Write sentences using *I would like...* and the items in the box.

<i>a cheeseburger</i>	<i>the lasagna</i>	<i>a glass of orange juice</i>
<i>a bottle of water</i>	<i>the vegetable biryani</i>	<i>some hummus</i>
<i>the tomato soup</i>	<i>a shawarma</i>	<i>luqaimat</i>

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Language Tip

Use *I would like...* to order food in a restaurant.

I would like the tomato soup for my starter...

Speaking Tip

Use words like *please* and *thank you* when you order food.

I would like the lasagna, please.

6 Talk

Practise the dialogue from the listening with a partner.

Are you ready to order?

Not yet. I need a minute, please.

No problem. I'll come back.

7 Talk

Imagine you are at your favourite restaurant. Practise ordering a meal.

Are you ready now?

Yes, I would like...

Lesson 10: Review

1 Vocabulary

Write the correct word for each food or drink.

Key Language
Unit 8 language

Vocabulary
Unit 8 vocabulary



1. _____

6. _____

11. _____

16. _____

2. _____

7. _____

12. _____

17. _____

3. _____

8. _____

13. _____

18. _____

4. _____

9. _____

14. _____

19. _____

5. _____

10. _____

15. _____

2 Practice

Looks at the words from Activity 1. Put each one in the correct column.

Countable	Uncountable

3 Practice

Complete the sentences with the words in the box.

slice
jar

loaves
bag

bottle
gram

glass
tablespoon

pack
kilos

- 1 I would like a _____ of water, please.
- 2 I'd say we need two of three _____ of bread.
- 3 Do you need a big _____ of rice?
- 4 Could you buy a _____ of honey from the shop?
- 5 She ate a _____ of cake after lunch.
- 6 Each sandwich needs a _____ of mayonnaise.
- 7 The cheese weighs 200 _____.
- 8 We need two _____ of apples for the party.
- 9 He usually has a _____ of milk with his lunch.
- 10 Let's give everyone a _____ of crisps.

4 Practice

Complete the sentences with **some** or **any**.

- 1 There is _____ milk in the fridge.
- 2 Do you have _____ bread for breakfast?
- 3 I need _____ apples to make a pie.
- 4 We don't have _____ rice at home.
- 5 Would you like _____ juice?
- 6 There aren't _____ bananas on the table.
- 7 Can I have _____ sugar in my tea?
- 8 She didn't buy _____ cheese from the shop.
- 9 We need _____ eggs for the cake.
- 10 Are there _____ oranges in the basket?

5 Practice

Complete the sentences with **how much** or **how many**.

- 1 _____ milk is in the fridge?
- 2 _____ apples do you need for the pie?
- 3 _____ bread do we have?
- 4 _____ bottles of water are on the table?
- 5 _____ rice do you want to cook?
- 6 _____ eggs are in the basket?
- 7 _____ sugar do we need for the cake?
- 8 _____ sandwiches are on the plate?
- 9 _____ cheese is in the sandwich?
- 10 _____ oranges are in the bag?

Unit 9: Staying Healthy

Lesson 1: I'm not well

1 Talk

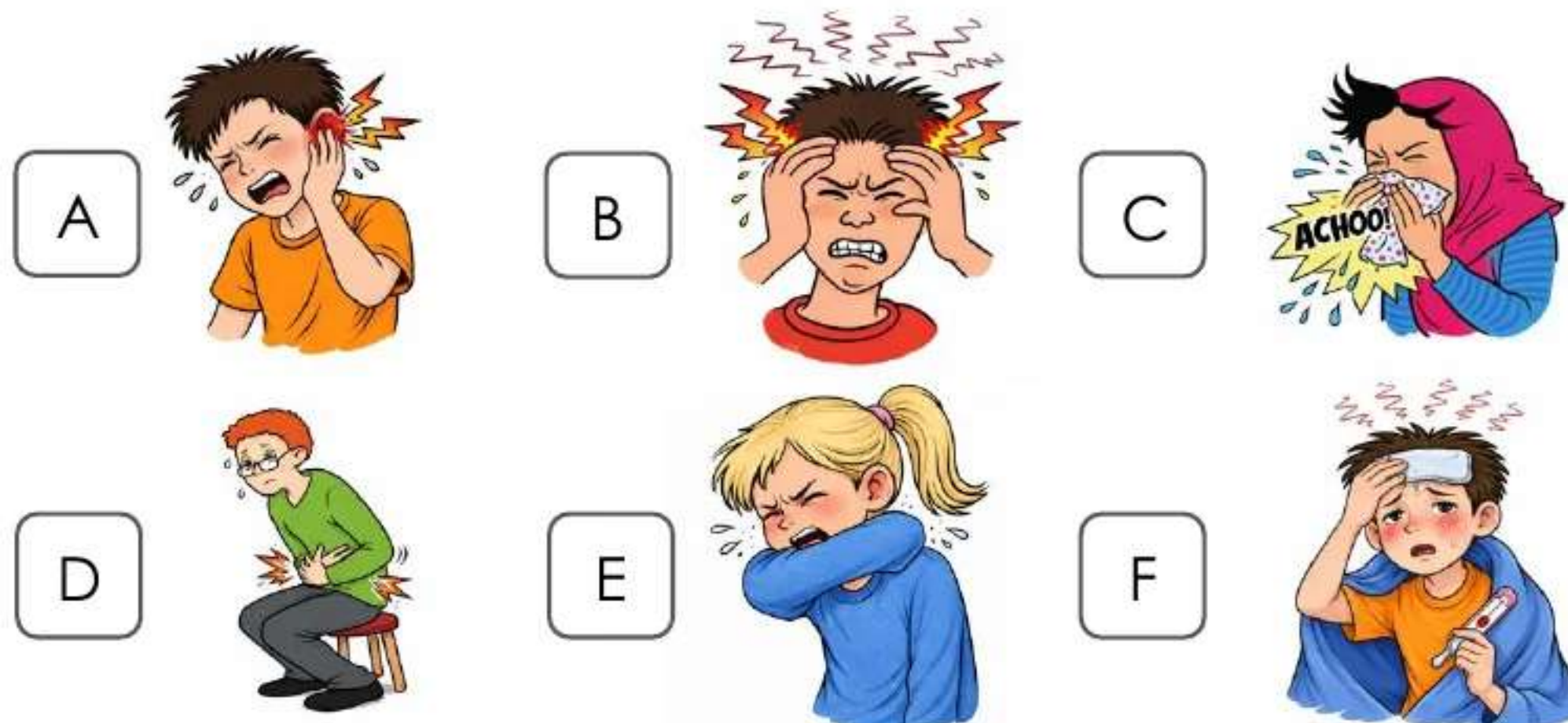
Match the words to the pictures.

Key Language

So for giving reasons
I have an earache **so**
my ear hurts.

Vocabulary

cough, headache,
cold, earache, sore
stomach, fever



cough

earache

headache

sore stomach

cold

fever

2 Listen Track 63

Listen to the speakers. Circle the problem each speaker talks about.

Speaker 1	Speaker 2	Speaker 3	Speaker 4
cold	cold	cold	cold
headache	headache	headache	headache
fever	fever	fever	fever
sore stomach	sore stomach	sore stomach	sore stomach
earache	earache	earache	earache
cough	cough	cough	cough

Language Tip

We can use **so** to give a reason.

*I am sick, **so** I am not going to school today.*

3 Listen Track 63

Listen again. Match the two parts of each sentence.

- | | |
|----------------------------|-------------------------------------|
| 1 I have an earache... | ...so I need to rest at home. |
| 2 I have a sore stomach... | ...so I can't hear well. |
| 3 I have a fever... | ...so I can't concentrate in class. |
| 4 I have a headache... | ...so I don't want to eat lunch. |

4 Practice

Complete the sentences. Add a reason using so and your own ideas.

- 1 I have a headache, so _____.
- 2 I have a _____, so _____.
- 3 _____.

5 Talk

Practise the conversation with a partner.



6 Talk

Work with a partner. One person chooses a word from Activity 1 and acts it out. The other person guesses the word.



Key Language

Feel / to be / have
I feel tired. I have a cold

Vocabulary

*unwell, a cold, sick,
tired, a fever, a sore
stomach, hot, fine, a
headache, cold, an
earache, well*

Lesson 2: Sick note

1 Vocabulary

Write the words in the correct box.

unwell | a cold | sick | tired | a fever | a sore stomach

hot | fine | a headache | cold | an earache | well

I feel / I am...

I have...

2 Listen Track 64

Listen and check your answers for Activity 1.

3 Practice

Complete the sentences with *feel / feels* or *have / has*.

- 1 I _____ tired.
- 2 He _____ a headache.
- 3 She _____ fine.
- 4 I _____ a cough.
- 5 They _____ sick.
- 6 Maitha _____ an earache.
- 7 Omar _____ a fever.
- 8 Sara _____ a cold.

Language Tip

For *feel*, use:

I / you / we / they feel...

He / she / it / feels...

For *I + to be*, use:

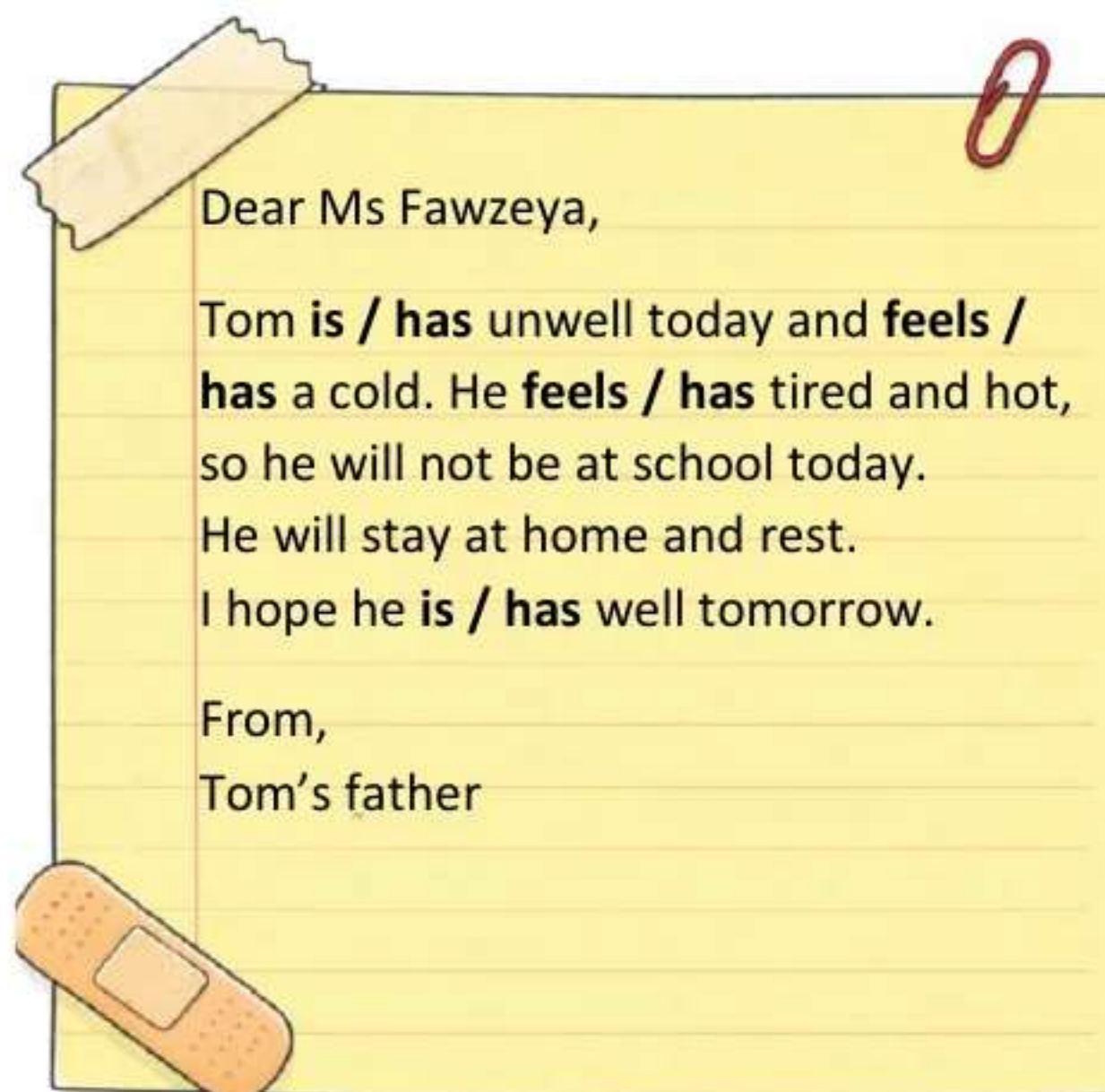
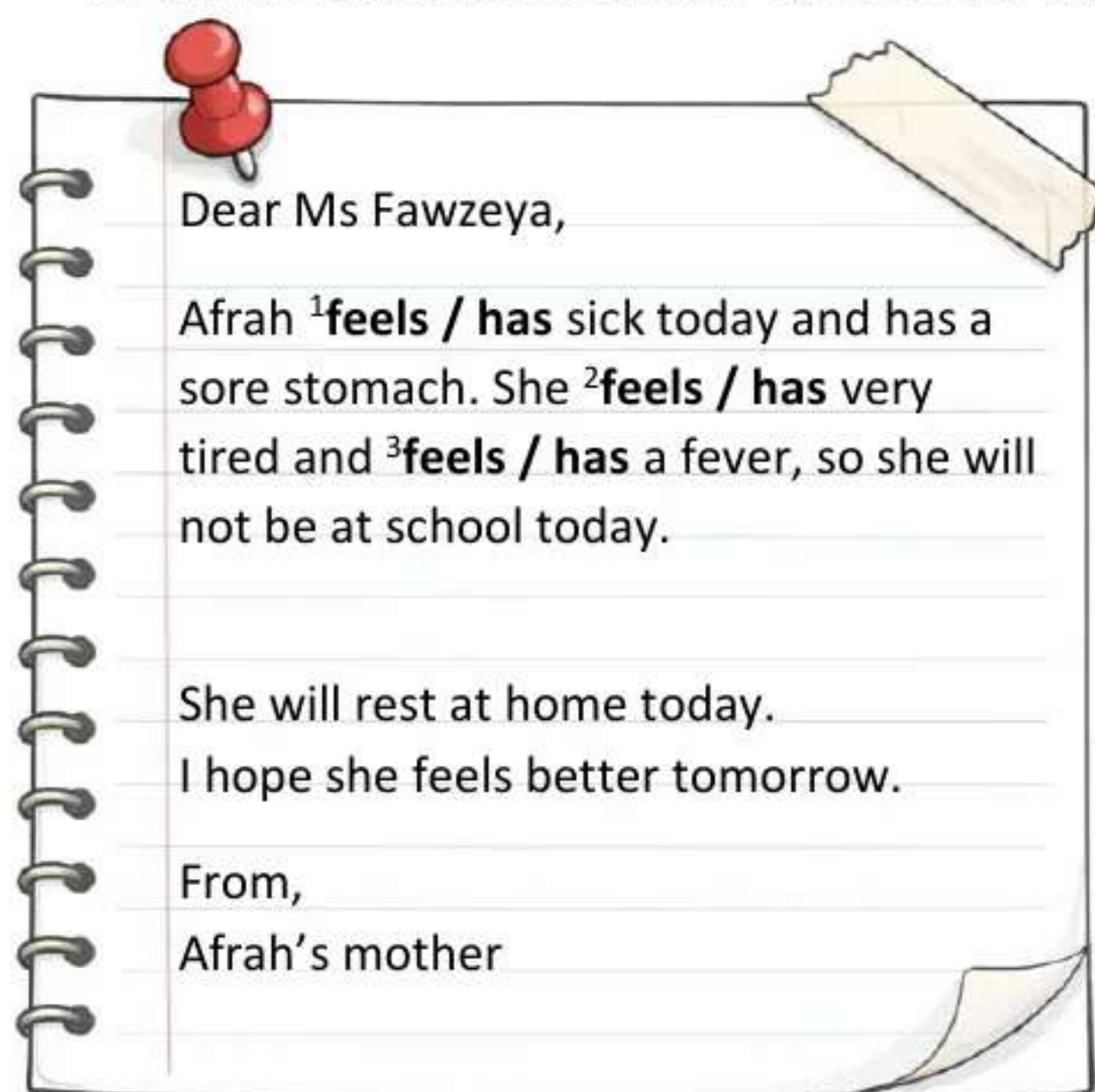
I + a...

you / we / they + are...

He / she / it / + is...

4 Read

Read the sick notes below and circle the correct words.



5 Write

Complete the text to write a sick note.

A spiral-bound notebook with a piece of yellow tape at the top left. The note is written on lined paper. Labels with lines pointing to specific parts of the note are on the left and right sides.

Dear _____

From,

Who is the note for?

What is wrong?

Who is the note from?

What are they going to do?

Lesson 3: Language Focus

Key Language

Extended use of *can* / *can't* for ability.
She **can't** swim fast.

Vocabulary

early, fast, strong, run, jump, far, active, high

1 Talk

Talk about these questions with your friends:

- Do you feel healthy?
- When do you feel your best?
- When do you feel tired?

2 Read

Read about Amna. Answer the questions and share your ideas with your partner.

- How does she feel?
- Why does she feel like this?



I wake up early every morning, and I eat fruit and vegetables every day. I also drink water and try to sleep well at night. I play sports with my friends at school, so I feel healthy and strong. I can run fast and jump high, and I can walk far without getting tired. I can't run fast when I feel tired, but I still try my best. Being active helps me feel good.

3 Read

Circle what Amna can or can't do. Under each question, rewrite the sentence so it has the opposite meaning.

- | | | | |
|-------|----------------------|-------|----------------------|
| 1 | She can swim fast. | 4 | She can't run fast. |
| <hr/> | | <hr/> | |
| 2 | She can jump high. | 5 | She can play tennis. |
| <hr/> | | <hr/> | |
| 3 | She can ride a bike. | 6 | She can walk far. |
| <hr/> | | <hr/> | |

Language Tip

can / *can't*

Remember, we use **can** and **can't** for ability:

✓ I can run fast

✗ I can't run fast

4 Practice

Put the words in order and write sentences.

1 can / She / walk / far / without / stopping

2 can't / I / jump / high / when / tired / I'm

3 run / fast / can / He / very

4 can't / Sara / swim / far / very

5 can / They / play / well / football

6 high / can't / jump / He / very

5 Talk

Ask you partner the questions below. Circle their answers.

1 Can you jump high?

Yes, I can. / No, I can't.

2 Can you run fast?

Yes, I can. / No, I can't.

3 Can you walk far?

Yes, I can. / No, I can't.

4 Can you swim fast?

Yes, I can. / No, I can't.

6 Write & Talk

Write about your partner. Say what they can or can't do. Then, tell the class.



Four horizontal lines for writing inside a speech bubble shape.

Key Language

Verb + -ing

Try taking medicine

Vocabulary

take medicine, rash, doctor, patient, what's the matter?

Lesson 4: Ask the doctor

1 Talk

Complete the sentence with your own ideas. Then, share them with a partner.

People go to the doctor because _____.



2 Listen Track 65

Listen and read the text. Then circle the problems Omar tells the doctor.



Yesterday, I ate a bowl of tomato soup for lunch. It tasted good, and I enjoyed it at first. Later in the afternoon, I had a sore stomach and I felt sick. After that, I got a red rash on my skin, so I started to feel worried. In the evening, I felt tired and uncomfortable, and I did not feel well. I drank water and rested at home, but the rash was still there. Today, I don't feel better. Am I allergic to tomatoes?

Allergy: when something makes you sick

I have an **allergy**.

I am **allergic** to nuts.

Rash: A **rash** is **red or itchy skin** that looks different from normal skin.



3 Listen Track 66

Listen to the doctor's advice. What does the doctor tell the boy? Circle the correct answer.

- A Eat more tomatoes to check if the rash goes away.
- B Stop eating tomatoes for a few days to see if you feel better.
- C Go back to school tomorrow and play sports as usual.
- D Drink cold juice and ignore the rash.

4 Talk

In pairs, talk about:

- food you like
- food you don't like
- food you can't eat

I can't eat fish because it makes me feel sick.

5 Practice

Choose the best advice for each problem below. There are no correct answers.

- 1 My stomach is sore. _____
- 2 I have a cough. _____
- 3 I have a headache. _____
- 4 I feel tired. _____

Advice

- a** Try taking some medicine
- b** Try going to bed early.
- c** Try drinking some water.
- d** Try eating some food.

6 Talk

Complete the conversation with your own ideas. Then, practise in pairs.

- Student A is the doctor.
- Student B is the patient.



Hello, how are you today?

Not good.

What's the matter?

(problem)

(advice)



Lesson 5: Go to the doctor

1 Talk

Ask and answer the questions with a partner.

- What do you do when you are ill?
- When did you last go to the doctor?

2 Vocabulary

Match the words to the pictures.

eye test _____

hearing test _____

blood test _____

allergy test _____

A



C



B



D



3 Vocabulary

Read and choose the correct answer.

- 1 I can't read the words in my book.
I think I should have a / an...

- a eye test
- b hearing test
- c blood test
- d allergy test

- 3 I feel sick, but I don't know why. I think I need a / an...

- a eye test
- b hearing test
- c blood test
- d allergy test

- 2 I can't hear the teacher well. I think I need a / an...

- a eye test
- b hearing test
- c blood test
- d allergy test

- 4 I feel sick after eating tomatoes. I think I need a / an...

- a eye test
- b hearing test
- c blood test
- d allergy test

Key Language

Need

*I think I **need** a blood test.*

Vocabulary

eye test, hearing test, blood test, allergy test, ill, difficult

4 Read

Read about Salma's problem, and answer the questions.

I like school, but I have a problem. Reading is difficult for me because the words are very small. When I read for a long time, my eyes hurt and I get a headache. Sometimes I feel tired, and I cannot read the board clearly in class. At home, I need to sit very close to my book to read the words. This makes schoolwork hard for me, and I feel worried. I want to do better at school. What should I do?



- 1 What problem does Salma have at school?
- 2 What happens when Salma reads for a long time?
- 3 Where does Salma have difficulty reading clearly?
- 4 How does Salma feel about her problem?

5 Talk

Write a short text giving Salma advice about her problem. Include:

- The problem Salma has.
- The test Salma needs.
- One helpful tip.



A large speech bubble containing four horizontal lines for writing advice.

Lesson 6: Language Focus

1 Vocabulary

Match the activities with the pictures



Ride a bike

Drive a car

Use a computer

2 Read

Match the sentences to the texts.

- ___ 1 Khalid can write notes in class.
- ___ 2 Doctor Layla can use a computer.
- ___ 3 Saif can ride a bike.



A

Doctor Layla couldn't use a computer when she was a girl. Now she is 55, and she uses a computer at work every day.

B

Last week, Khalid hurt his arm, so he couldn't move it. He also couldn't write notes in class. Now his arm is better, he can write in class again.

C

Last year, Saif fell and broke his leg. For a while, he couldn't walk, ride his bike, or drive his car. Now his leg is better, and he rides a bike everyday.



Key Language

Could / couldn't

*I **couldn't** ride a bike.*

Vocabulary

use a computer, drive a car, break my arm/leg, hurt, ride a bike



Can / Can't

now

I **can** ride a bike.
I **can't** ride a bike.

past

I **could** ride a bike.
I **couldn't** ride a bike.



3 Read

Read the sentences and circle True or False (T / F).

- 1 Last year, Saif couldn't walk. T / F
- 2 Last week, Khalid couldn't move his arm. T / F
- 3 Doctor Layla could use a computer when she was a girl. T / F

4 Talk

Think about when you were five years old. Tick what you could or couldn't do.

When I was five...	speak English 	ride a bike 	use a computer 	play video games 
I could... ✓				
I couldn't... ✗				

5 Talk

Share your answers from Activity 4 with a partner.



Lesson 7: Food Groups

Key Language

How often...? How often do you eat fruit?

Vocabulary

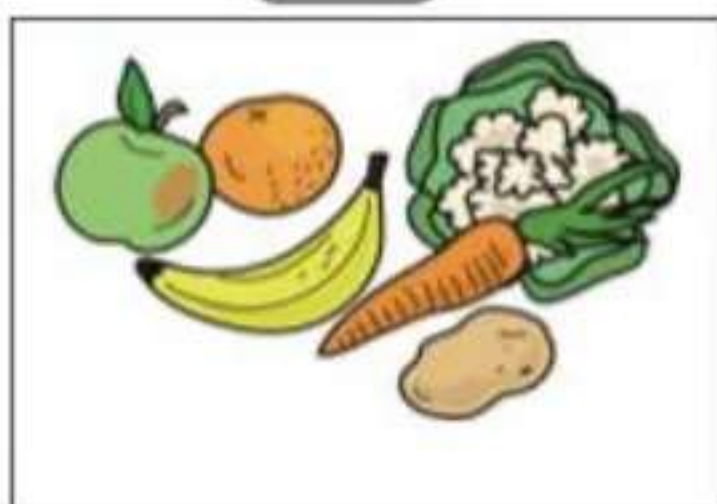
dairy, fruit, vegetable, oil, grain, cereal

1 Vocabulary

Match the food groups with the pictures

dairy | Fruit and vegetables | oils and fats
grains and cereals | meat and fish

1



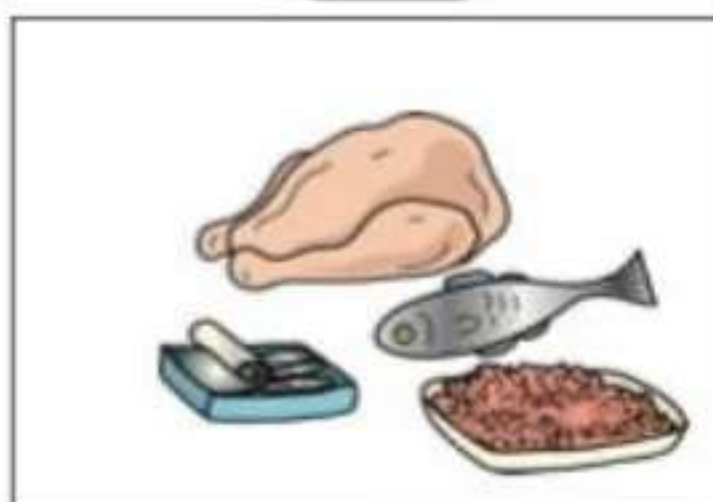
2



3



4



5



2 Talk

Work with a partner. Make a list of 3 examples for each food group.

	Example 1	Example 2	Example 3	Example 4
Dairy	<i>E.g.: Milk</i>			
Fruits and Vegetables				
Oils and Fats				
Grains and cereals				
Meat and Fish				

3 Listen Track 67

Listen to Doctor Kaya talk about healthy eating.
Put the food groups in the order that you hear them (1-4).

- a meat and fish ____
- b dairy ____
- c grains and cereals ____
- d fruit and vegetables ____



4 Talk

Choose one question to ask your classmates. Circle your question below.

How often do you eat...

- fruit?
- vegetables?
- meat?
- fish?
- grains?
- dairy?

Language Tip

How often...?

Always	100%
Sometimes	50%
Never	0%

5 Talk

Ask your classmates the question in Activity 4. Circle their answers below.

Name:

Answer

Always / Sometimes / Never

Always / Sometimes / Never

Always / Sometimes / Never

Always / Sometimes / Never

Always / Sometimes / Never

Always / Sometimes / Never

Lesson 8: Eat colours every day

1 Talk

What colour is your favourite food?

2 Vocabulary

What colour is your favourite food?

Key Language

For - I eat dates **for** breakfast.

Vocabulary

pineapple, pepper, pea, snack, grow

tomatoes bananas mangoes dates
cucumbers potatoes carrots
lemons peas red peppers
salad leaves pineapples

red	green	yellow	orange	brown

3 Read

Read the title of the text. What does it mean? Read and check.

Eating colours every day

Eating “colours” every day can help us stay healthy. This means choosing foods with different colours, especially fruit and vegetables. Each colour often provides different vitamins and minerals that help our bodies grow, stay strong, and fight illness.

In one day, you can try to include many colours in your meals. For example, you could eat dates for breakfast, have carrot soup and a salad for lunch, and enjoy rice with red peppers and tomatoes for dinner. For dessert, you could have purple grapes.



4 Read

Read the text and circle all the foods. Write them below. How many different colours are there?

5 Write

Make a plan for a healthy day.
Choose the food you will have for
each meal and a snack.

Writing Tip

Use commas when you write a list.
Dates, bananas, grapes and mangoes

Healthy Eating Plan	
Breakfast	Orange Juice
Lunch	
Snack	
Dinner	

6 Talk

Share your plans in groups.
Find the plan with the most colours for each meal.

For lunch, I'm
having...

For breakfast, I'm
having...

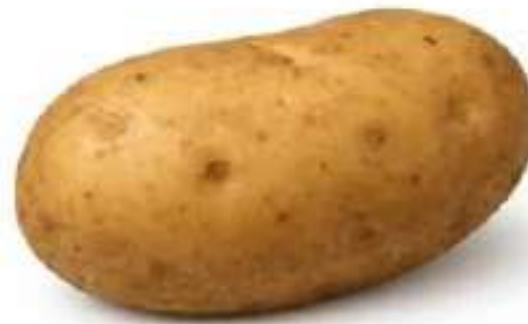


Lesson 9: A meal to share

1 Vocabulary

Look at the food below. Match the pictures to the words.

salt and pepper | meat | onion | parsley | pot | potato



2 Talk

Work with a partner. Look at the ingredients. Think about something you can cook with them.

What could we make?

We could make a soup!

3 Read Track 68

Read the beginning of the story. What does he make for dinner every day? Circle the word in the text.

Once there was a young man who lived in a village. He lived in a small house with a small garden. Every day, the young man cooked dinner for himself. For dinner, he always made a pot of soup in his garden.



4 Read Track 69

Read the next part of the story. Put the sentences in the correct order.

- ☐ The finished soup was simple, but it was warm and ready to eat.
- ☐ After that, he added a potato, an onion and parsley to the water.
- ☐ First, he filled a pot with water.
- ☐ Then he made a fire under the pot and waited for the water to get hot.

5 Read Track 70

Read the next part the story.

One day, while the young man was making his soup, a family who lived in the next house smelled the food. The smell was nice, so they went into the garden to see what he was cooking. They said hello to the young man, and he smiled and invited them to sit down. He shared his soup with them.

The soup tasted good, but the family felt it needed more ingredients. The next day, the family returned to the young man's house. This time, they brought food with them. The mother gave him some meat for the soup, and the father gave him salt and pepper. The young man added everything to the pot, and the soup became rich and delicious.



- | | |
|--|-------|
| 1 The family lived in the same house as the young man. | T / F |
| 2 The family went into the garden because the soup smelled nice. | T / F |
| 3 The young man did not talk to the family. | T / F |
| 4 The family thought the soup was bad. | T / F |
| 5 The family came back the next day with food. | T / F |
| 6 The young man added meat, salt, and pepper to the soup. | T / F |

6 Read Track 71

Read the end of the story, then choose the best title for the story.

That evening, the young man and the family ate together in the garden. They talked, shared food, and felt happy. From that day on, they often cooked and ate together.

- C. My Favourite Food B. A Meal to Share A. How to Make a Pizza

Lesson 10: Review

1 Talk

Choose a word and act it out. Can your partner guess the word?

cough | a sore stomach | a headache | an earache | a fever

What's the matter?

You have an
earache



My ear hurts, I can't
hear well.

Yes, you're right!

2 Write

Put the words in order and write sentences.

1. jump / very / high / can / Hassan

2. very / fast / can't / Rashid / run

3. can / Aisha / far / walk / without / stopping

4. can't / jump / I / high / when / tired / I'm

5. can't / swim / far / very / Sara

6. football / can / play / well / Ahmed

3 Read

Read about Jassim and answer the questions below. What is his Jassim's problem?

I like school, but I have a problem. When I am in class, one of my ears hurts, and I feel uncomfortable. When the teacher talks, I cannot hear clearly on one side. Sometimes sounds feel too loud, and sometimes they feel very quiet.

At home, my ear feels blocked, and it hurts when I talk or chew food. I often touch my ear because it does not feel right. This makes it hard for me to listen in class, and I feel worried. I want to feel comfortable again and do better at school. What should I do?



Jassim has a / an _____

4 Read

Read again and answer the questions:

- | | |
|---|-------|
| 1 Jassim has a problem with one of his ears at school. | T / F |
| 2 Jassim can hear the teacher clearly all the time. | T / F |
| 3 Jassim's ear feels blocked and hurts when he talks or eats. | T / F |
| 4 Jassim feels happy about his problem. | T / F |

5 Write

Write a short text about what you eat for *breakfast*, *lunch* and *dinner*. Use foods you learned about in Unit 9.

Audio Tracks

Track 56 – Unit 8 Lesson 1

- Teacher: Tomorrow we're going on a school picnic! Are you excited? We can go to the park together. Please tell me what food you enjoy and what you don't enjoy.
- Hessa: Sure! I really like fruit, especially apples. However, I'm not a fan of bananas. I also enjoy orange juice.
- Teacher: Great! Who would like to go next? Amna?
- Amna: I'm not keen on fruit. I prefer sandwiches instead. Cheese sandwiches are my favorite.
- Teacher: Good choice! What about drinks?
- Amna: I like water and juice, but I don't like milk.
- Teacher: Okay. Anyone else?
- Shaikha: I love dates and grapes. They are healthy. But I don't like carrots.
- Teacher: Interesting! Do you like sandwiches, Shaikha?
- Shaikha: Yes, I do. Chicken sandwiches are the best!
- Teacher: Wonderful! So, we have fruit, sandwiches, and drinks. This will be a great picnic!

Track 57 – Unit 8 Lesson 3

- Saif: I'm hungry. Let's make something to eat.
- Omar: There's a lot of food in the fridge. What do you want to eat?
- Saif: Do you have any meat?
- Omar: No, I don't have any meat, but I have some beans and rice.
- Saif: Do you have any eggs?
- Omar: Yes, I have three eggs and some cheese.
- Saif: Great! Do you have any bread?
- Omar: Yes, there's bread and butter.
- Saif: Do you have any fruit?
- Omar: Yes, I have apples, bananas, and an orange.
- Saif: Perfect! We can make an omelette with cheese and eat some fruit.
- Omar: Good idea! Do you want juice or water to drink?
- Saif: Juice, please. Orange juice is my favorite.
- Omar: Okay, let's make lunch!

Track 58 – Unit 8 Lesson 4

Reem: I'm really hungry! What's there to eat?
Hamda: Let me have a look in the cupboard. There's some bread...and some rice... there are some beans...some pasta... and also some fruit.
Reem: What kind of fruit?
Hamda: There are some bananas, some apples, and some dates.
Reem: Ok, and what's there in the fridge?
Hamda: Hmm... there's some butter... and some eggs... some cheese...
Reem: Ok....
Hamda: ...umm, and there's also some beef.
Reem: Is there any fish?
Hamda: No, there isn't.
Reem: Right — and what's there to drink? Is there any soda?
Hamda: No, but there's some milk, some juice — and some water, of course.
Reem: Perfect! Let's make pasta with beef — and we can make a cheese sauce!
Hamda: Now I'm really hungry too!

Track 59 – Unit 8 Lesson 5

Street vendor: Hello. Can I help you today?
Customer: Yes, please. Could I have some fresh tomatoes?
Street vendor: Sure. How many would you like?
Customer: Four, please.
Street vendor: Here you are. Anything else?
Customer: Yes. Do you have any onions?
Street vendor: I'm afraid we don't have any onions today.
Customer: Oh, that's okay. Do you have any bread?
Street vendor: Yes, we do. Would you like white or brown bread?
Customer: Brown, please.
Street vendor: Here you are. Anything else?
Customer: Yes, do you have any fruit?
Street vendor: We have apples, bananas, and mangoes. Which would you like?
Customer: I'll take two mangoes and three bananas, please.
Street vendor: Great. Anything else?
Customer: Do you have any milk?
Street vendor: Yes, we have small and large bottles.
Customer: A large bottle, please.
Street vendor: Here you are. Anything else?
Customer: No, that's all, thank you.

Street vendor: That's forty-five dirhams, please.
 Customer: Here you are.
 Street vendor: Thank you very much. Have a nice day!
 Customer: Goodbye.

Track 60 – Unit 8 Lesson 6

Maitha: Hey Sara, let's make sandwiches for the whole class for our field trip!
 Sara: Great idea! How many students are in the class?
 Maitha: There are 20 of us.
 Sara: Okay, so how much bread do we need?
 Maitha: Each sandwich needs 2 slices of bread... so, 40 slices.
 Sara: Right — how many loaves then?
 Maitha: I'd say two or three.
 Sara: And how much cheese do we need?
 Maitha: One slice for each sandwich. So, 20 slices of cheese. I think two packs will be enough then.
 Sara: Okay, and how many tomatoes do we need then?
 Maitha: Well, I think we should have two slices per sandwich. That's 40 slices of tomato. So maybe 6 or 7 tomatoes?
 Sara: And how much mayonnaise do we need?
 Maitha: One tablespoon for each sandwich. That's 20 tablespoons. A jar should be plenty — and not everyone likes mayonnaise.
 Sara: Should we add something extra?
 Maitha: Yes! Let's give everyone a bag of crisps and an apple...
 Sara: Good idea!
 Maitha: ...so 20 bags of crisps and 20 apples.
 Sara: And how much water do we need?
 Maitha: I'd say a bottle for each student.
 Sara: Wow, that's a big shopping list! Let's write it down.

Track 61 – Unit 8 Lesson 7

Mother: Mona, can you go to the shop, please? We need some things for our family lunch today.
 Mona: Sure! What do we need?
 Mother: First, I need you to get some bread.
 Mona: Ok, how much?
 Mother: Two loaves should be enough. Also, we need some carrots and some tomatoes.
 Mona: How many?
 Mother: How about half a kilo of each.
 Mona: Ok.

Mother: Next, we need some rice.
 Mona: How much?
 Mother: Just a small bag will be ok.
 Mona: What else do we need, Mum?
 Mother: Let me think... Oh, we need sugar and honey so I can make dessert.
 Mona: How much?
 Mother: I'll need 400 grams of sugar and a small jar of honey.
 Mona: Do we need any drinks?
 Mother: Umm... let's see... Yes — buy two big bottles of water and some pomegranate juice, too.
 Mona: Ok, I'll be back in a few minutes.
 Mother: Oh, and Mona — get some dates to share, too!

Track 62 – Unit 8 Lesson 9

Hostess: Good afternoon! Welcome to Bella's Italian Restaurant.
 Salama: Good afternoon. I would like a table for one, please.
 Hostess: Certainly — right this way. Here is the menu.
 Salama: Thank you.

(After a few minutes)

Waiter: Are you ready to order?
 Salama: Not yet. I need a minute, please.
 Waiter: No problem. I'll come back soon.

(Later)

Waiter: Are you ready now?
 Salama: Yes, I would like the tomato soup for my starter, please.
 Waiter: Great choice! And for your main course?
 Salama: I would like the lasagna, please.
 Waiter: Excellent. Would you like something to drink?
 Salama: Yes, I would like a large bottle of water, please.
 Waiter: Of course.

(After the main course)

Waiter: Would you like dessert?
 Salama: Yes, I would like the tiramisù, please.
 Waiter: Perfect. I'll bring that right away.

Track 63 – Unit 9 Lesson 1

Speaker One

Doctor: What's the matter?

Speaker one: I have a headache, so I can't concentrate in class.

Doctor: Is it bad?

Speaker one: Yes, it is.

Speaker Two

Doctor: What's the matter?

Speaker two: I have a sore stomach, so I don't want to eat lunch.

Doctor: Do you feel sick?

Speaker two: Yes, I do.

Speaker Three

Doctor: What's the matter?

Speaker three: I have a fever, so I need to rest at home.

Doctor: Do you feel tired?

Speaker three: Yes, I do.

Speaker Four

Doctor: What's the matter?

Speaker four: I have an earache, so I can't hear well.

Doctor: Does it hurt a lot?

Speaker four: Yes, it does..

Track 64 – Unit 9 Lesson 2

I feel / I am:

Sick

Tired

Hot

Fin

Cold

I have:

A cold

A fever

A sore stomach

A headache

An earache

Track 65 – Unit 9 Lesson 4

Yesterday, I ate a bowl of tomato soup for lunch. It tasted good, and I enjoyed it at first. Later in the afternoon, I had a sore stomach and I felt sick. After that, I got a red rash on my skin, so I started to feel worried. In the evening, I felt tired



and uncomfortable, and I did not feel well. I drank water and rested at home, but the rash was still there. Today, I don't feel better. Am I allergic to tomatoes?

Track 66 – Unit 9 Lesson 4

I think you have a food allergy. You should stop eating tomatoes and see if you feel better. Try eating different vegetables and simple foods for a few days. Drink plenty of water and rest at home. If the rash does not go away or you feel worse, come back and see me again.

Track 67 – Unit 9 Lesson 7

Hello! My name is Kaya, and I'm a doctor. Today I'm here to talk about healthy eating. To stay healthy and strong, it's important to eat a balanced diet and choose a variety of foods. Dairy products such as milk and yoghurt help keep our bones and teeth strong. Fruit and vegetables provide vitamins and minerals that support our bodies. Protein foods like meat and fish help build muscles and keep us strong. Grains and cereals give us energy and help us feel full. It's also important to drink enough water every day.

Now tell me: What do you usually eat in a day? How often do you choose healthy food?

Track 68 – Unit 9 Lesson 9

Once there was a young man who lived in a village. He lived in a small house with a small garden. Every day, the young man cooked dinner for himself. For dinner, he always made a pot of soup in his garden.

Track 69 – Unit 9 Lesson 9

First, he filled a pot with water. Then he made a fire under the pot and waited for the water to get hot. After that, he added a potato, an onion and parsley to the water. The finished soup was simple, but it was warm and ready to eat after.

Track 70 – Unit 9 Lesson 9

One day, while the young man was making his soup, a family who lived in the next house smelled the food. The smell was nice, so they went into the garden to see what he was cooking. They said hello to the young man, and he smiled and invited them to sit down. He shared his soup with them.

The soup tasted good, but the family felt it needed more ingredients. The next day, the family returned to the young man's house. This time, they brought food with them. The mother gave him some meat for the soup, and the father gave him salt and pepper. The young man added everything to the pot, and the soup became rich and delicious.

Track 71 – Unit 9 Lesson 9

That evening, the young man and the family ate together in the garden. They talked, shared food, and felt happy. From that day on, they often cooked and ate together.