

Student's Book

# ENGLISH

**Secondary Schools** - Year Two - Term **1**

2026 - 2027

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# Scope and Sequence

| Unit | Language | Skills | Life Skills | Core Values |
|---|---|---|---|---|
| 1 Egypt-Africa Cooperation | Present Continuous in Active and Passive Mood | **Reading:** an article about Egypt: Gateway to Africa<br>**Listening:** audio tracks about the Egyptian trade relationship and African partnerships<br>**Speaking:** two-minute role-play as delegates at an African Forum<br>**Writing:** an essay using clear, persuasive phrases. | Critical Thinking, Civic Responsibility, and Appreciating History | Solidarity, African Unity, and National Pride |
| 2 Startups & Young Entrepreneurs | **Past perfect Active and Passive** | **Reading:** an article about inspiring entrepreneurs<br>**Listening:** audio about Startup Pitch Competition<br>**Speaking:** role-play investor meeting<br>**Writing:** a business email | **Resilience, -Problem solving, and Thinking on ,your feet Professional .Communication** | Self-discipline, Perseverance, and Ambition |
| 3 Sustainable Development Goals (SDG) | **Adjectives and Adverbs** | **Reading:** an article about Egypt Vision 2030<br>**Listening:** an audio about Egypt's Path to Better Healthcare<br>**Speaking:** discussion about achieving comprehensive development<br>**Writing:** a blog post / vlog | **Critical thinking and Long-term Planning Reading** | Fairness, Social Justice, and Sustainable Development |

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# Scope and Sequence

| Unit | Language | Skills | Life Skills | Core Values |
|---|---|---|---|---|
| 4 Natural Disasters | Comparative and Superlative adjectives<br><br>All types | **Reading:** a text about natural disaster<br><br>**.Listening:** audio on emergency preparedness<br><br>**Speaking:** a role-play as a city planning team<br><br>**Writing:** a formal report | **Risk Assessment**, **Emergency Planning**, and **Decision-making under Pressure**. | **Civic Responsibility**, **Solidarity**, and **Accountability**. |
| 5 Media Manipulation | Tag questions | **Reading:** a text about the "Anatomy of Fake News".<br><br>**Listening:** audio on social media regulation.<br><br>**Speaking:** discussion to evaluate the reliability of news sources<br><br>**Writing:** an opinion essay | **Media literacy** and **Critical Thinking** | **Integrity**, **Honesty**, and **Discernment** |
| 6 Soft Skills Vs. Hard Skills | Definite and Non-defining Relative Clauses | **Reading:** an article about hard skills and soft skills<br><br>**Listening:** audio on radio debate<br><br>**Speaking:** discuss future careers<br><br>**Writing:** a descriptive essay | **Communication**, **Teamwork**, **Problem-solving**, and **Emotional Intelligence** | **Professionalism**, **Reliability**, and **Respect** |

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# Start Smart

## Reading

**1** **Read the following text, then answer the questions below:**

Many young people today are searching for effective ways to balance their studies, social life, and personal development. A recent survey showed that students who manage their time wisely often feel less anxious and more motivated. For example, some students create detailed schedules, while others prefer flexible plans that allow them to adapt. Although technology can sometimes be distracting, it can also be enriching when used for educational purposes. Apps that track habits, remind students of deadlines, and suggest learning strategies have become increasingly popular. Experts emphasize that fluency in time management, tolerance of challenges, and confidence in decision-making are all essential for success. From another perspective, making mistakes is not a weakness but an opportunity to learn and grow.

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

**1** ---------- helps students feel less anxious and more motivated.
a) Avoiding schedules b) Managing time wisely
c) Ignoring deadlines d) Using social media

**2** What is said about technology in the text?
a) It is always distracting. b) It can only be used for fun.
c) It can support learning when used well. d) It makes students less motivated.

**3** Experts believe that making mistakes is important because it ----------.
a) shows a lack of fluency b) provides learning opportunities
c) proves weak decision-making d) helps students avoid challenges

**4** ---------- is a mentioned example of an educational app.
a) Music streaming app b) Habit tracker
c) Social media app d) Online shopping app

**5** The text suggests that confidence in decision-making is ----------.
a) unnecessary for success b) distracting for students
c) essential for success d) harmful to motivation

## Vocabulary

**Complete the following sentences using the words in the box:**

(resilient - perspectives - motivated - independence - enriching)

**1** Listening to people from different cultures gives us new ----------.
**2** Staying ---------- during difficulties is a sign of strength.
**3** Learning a new language can be an ---------- experience.
**4** He remained ---------- to finish his project despite challenges.
**5** Young adults often seek ---------- as they grow older.


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# Grammar:

**Rewrite the following sentences using the words in brackets to give the same meaning:**

**1** She started practicing piano three years ago and she is still practicing. (has been)

.....

**2** I'm sure he has already completed the project. (must)

.....

**3** Perhaps they haven't received the email yet. (might)

.....

**4** They will finish building the new library. (By next year,)

.....

# Speaking

**Task 1 (Pair Work):**

**Student A:** You are struggling with time management. Ask Student B for advice.

**Student B:** Suggest at least 3 strategies and explain why they are effective.

**Task 2 (Group Discussion):**

Discuss: "Do you think technology makes students more independent or more dependent? Give reasons."

Use phrases:

- From my point of view...
- That's a valid perspective, but...
- I strongly believe...
- To sum up...

# Writing

**Write an essay (120–150 words) on:**

"What is the smartest way to stay motivated when facing difficulties?"

Include:

- An introduction
- A short conclusion
- how you stay motivated.
- Two main points with examples
- what challenges you face,

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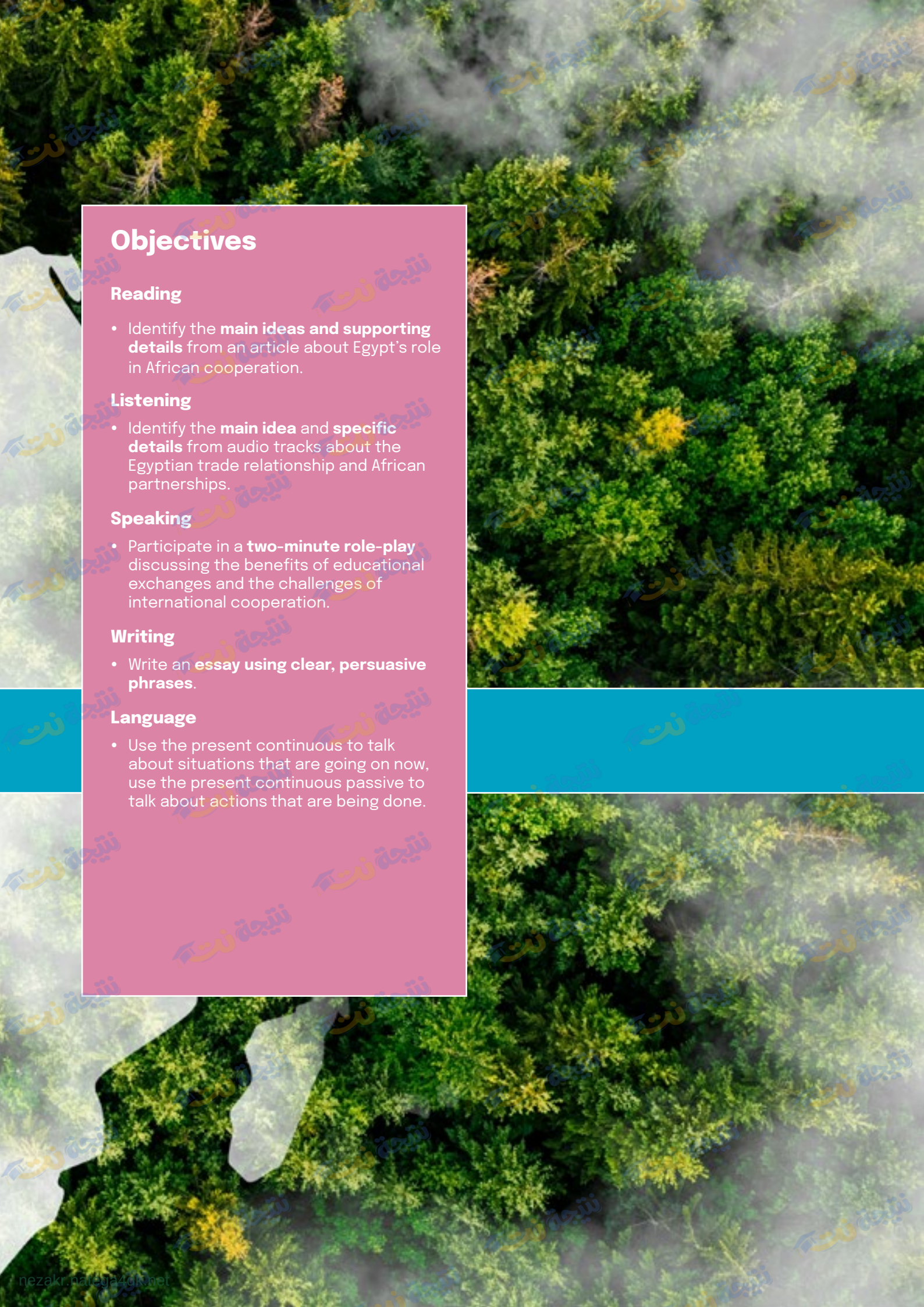


# Unit 1

## Egypt-Africa Cooperation



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# Objectives

## Reading

- Identify the **main ideas and supporting details** from an article about Egypt's role in African cooperation.

## Listening

- Identify the **main idea** and **specific details** from audio tracks about the Egyptian trade relationship and African partnerships.

## Speaking

- Participate in a **two-minute role-play** discussing the benefits of educational exchanges and the challenges of international cooperation.

## Writing

- Write an **essay using clear, persuasive phrases**.

## Language

- Use the present continuous to talk about situations that are going on now, use the present continuous passive to talk about actions that are being done.

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unit 1 Lesson 1

# Egypt: Gateway to Africa

**Before you read**

1 What do you know about Egypt's location in Africa?

2 How do you think geography affects a country's relationships with its neighbors?

3 Name three African countries you know and one fact about each.

## Reading

**1** **Read the following article about *"Egypt: Gateway to Africa"***

### Egypt: Gateway to Africa

Egypt occupies a unique position as Africa's northeastern **gateway**, serving as a bridge among the African continent, the Middle East, and Europe. This strategic location has shaped Egypt's role in African cooperation for decades.



Currently, Egypt is strengthening its ties with Sub-Saharan African countries through various initiatives. The government is investing heavily in **infrastructure** projects that connect Egypt with its southern neighbors. These projects include road networks, telecommunications systems, and energy **partnerships** that benefit the entire region.

Egypt regularly attends African Union summits, to promote economic cooperation and political **stability** across the continent. Egypt is also expanding its educational programs, offering scholarships to African students who want to study at Egyptian universities.

Trade relationships are flourishing as Egypt exports **manufactured** goods, **textiles**, and agricultural products to African markets. In return, Egypt imports raw materials and natural resources from countries like the Sudan, Uganda, and Kenya. This **mutual** exchange is creating jobs and boosting economic growth in all participating nations.

Egypt has played a vital role in strengthening healthcare across Africa through comprehensive medical initiatives. These include sending specialized medical convoys, establishing modern clinics and hospitals, and training African doctors and nurses in advanced techniques. Egypt also provides affordable medicines and vaccines, while supporting joint research to combat diseases like malaria, hepatitis, and COVID-19. By combining medical aid with capacity building, Egypt aims not only to treat patients but also to empower local health systems. These initiatives reflect Egypt's strategic vision of solidarity, African unity, and sustainable development, ensuring healthier futures for millions across the continent.



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## 2 Answer the following questions

1. Name three types of projects Egypt is investing in to connect with African neighbors.
2. What does Egypt export to African markets?
3. How has Egypt supported healthcare development in Africa beyond providing medical treatment?
4. What diseases are mentioned as examples of joint research supported by Egypt?

## 3 Choose the correct answer

1. Egypt's strategic location helps it serve as a---------- .
   a) trade barrier
   b) gateway
   c) isolated nation
   d) small economy
2. Egypt strengthens healthcare in Africa by _____.
   a) building roads and bridges
   b) sending medical convoys and training doctors
   c) opening new schools and universities
   d) exporting oil and gas
3. Egypt is currently ---------- its ties with African countries.
   a) weakening
   b) maintaining
   c) promoting
   d) ignoring

## 4 In pairs, read the text again and find the word that expresses this idiom "Stand shoulder to shoulder"

## 5 From the reading text, find the following and use them in sentences

1. one adjective: .....
2. three verbs: ....., ....., .....
3. six nouns ....., ....., ....., ....., ....., .....

## 6 Match the words to their meanings

| words | meanings |
|---|---|
| a gateway | arrangements where two or more parties cooperate to advance their mutual interests |
| b infrastructure | experienced or done by each of two or more parties toward the other or others |
| c partnership | a point of entry or access to something larger |
| d manufactured | The basic physical and organizational structures and facilities (e.g., buildings, roads, power supplies) needed for the operation of a society or enterprise. |
| e mutual | made or produced on a large scale using machinery |

# Speaking

## 7 Discuss the following

**Group Work**

- Why is Egypt's location advantageous for African cooperation?
- What challenges might countries face when working together?
- How can educational exchanges benefit both countries involved?

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## Voices from the Partnership

**Before you start**

- What do you think are some ways countries can help each other grow economically?
- Why might African countries work together to improve farming and trade? What challenges could they face?

### 1 Match the words with their meanings

| Words | Meanings |
|---|---|
| a integration | places in the countryside, away from big cities |
| b hybrid | money that is given to support a project, business, or activity |
| c expanding | not changing too much; strong and steady |
| d rural | the process of bringing different groups or systems together to work as one |
| e stable | making something bigger or spreading it to more places |
| f funding | a mix of two different things, especially to make something better |

## Listening




### 2 Listen to the audio track, then answer the following questions

**Listen and complete the information.**

**Speaker 1: (An expert)**

1 Main topic: Trade relationships with ---------- countries

2 Current trade volume: $ ---------- billion annually

3 Future goal: Increase trade by ---------- % by 2026

4 Biggest challenge: ----------

**Speaker 2: Dr. James Nyambura (Kenyan Agricultural Scientist)**

1 Working with Egypt on: ---------- project

2 Duration of partnership: ---------- years

3 Main achievement: ----------

4 Plans for next year: ----------



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**Speaker 3: Magda Ramzi (Development Journalist)**

1 Covering story about: ---------- cooperation

2 Most impressive project: ----------

3 Impact on local communities: ----------

4 Her recommendation: ----------

## 3 Listen again, then write True (T) or False (F)

1 Egypt's main trade focus is on strengthening relationships with European countries. ( )

2 Infrastructure limitations are a major challenge to increasing trade between Egypt and Africa. ( )

3 The agricultural collaboration between Egypt and Kenya focuses on developing water-intensive crops. ( )

4 The solar-powered irrigation project in northern Kenya is a joint effort between Egyptian engineers and local communities. ( )

5 Magda Ramzi recommends scaling back funding for small-scale development projects. ( )

6 The partnership between Egyptian researchers and Kenyan agricultural scientists has been going on for two years. ( )

# Speaking

## Role-Play

**Situation** You are delegates at an African Forum

**Student A:** Egyptian

**Student B:** Nigerian

**Student C:** Moderator

**Task:** Discuss a joint education-technology project.

**Useful phrases:**

- We are currently working on...
- Our countries have been cooperating since...
- This project builds bridges between...
- We see eye to eye on...

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unit 1 Lesson 3



# Egypt and Africa

**Before you start**

- Why do you think geography is important in shaping relations between countries?
- How might the River Nile connect Egypt with other African nations?

**Listen to the text, then answer the questions**

Listen

## 1 Answer the following questions

1 What are Egyptian companies doing in Africa?

2 How are African students contributing in Cairo?

3 What help are Egyptian doctors providing?

4 What topics are leaders discussing at conferences?

## 2 Listen again if necessary, and decide if these sentences are True or False

1. Egypt is strengthening its ties with African countries mainly through sports competitions. (_____)
2. Egyptian companies are currently investing in energy and agriculture projects across Africa. (_____)
3. African students are studying in Cairo Universities and bringing new ideas. (_____)
4. Cooperation between Egypt and African countries is one-sided, with only Egypt helping. (_____)
5. Conferences are being organized to discuss climate change, security, and development. (_____)

## Language in Use

### Present continuous

**Active voice**

**We use the present continuous ( subject + am/is/are + inf.+ing) to talk about:**

- **situations that are going on now:**

  *We are working on a new project right now.*

- **actions happening at a specific time in the future (future arrangements):**

  *We're giving a party at eight o'clock tomorrow.*

- **an action that people do again and again**

  *Rodayna is always doing the dishes.*

**Passive voice**

**We use the present continuous passive to talk about:**

- **Actions happening now that are being done to the subject.**

  *New projects are being launched across Africa.*

  *Important bridges of trust are being built.*

- ***Form am / is / are + being + past participle***

**Active:** *They are building a bridge.*

**Passive:** *A bridge is being built.*

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## 1 Correct the verb between brackets using the present continuous tense

1 Egypt (launch) new projects.
2 The final match (play) now.
3 Doctors (provide) medical help.
4 The road (pave).

## 2 Choose the Correct Answer

1 They _____ a new bridge across the Nile now.
a) build
b) are building
c) is built
d) are built

2. Many new projects ..... out in the countryside now.
a) are carrying
b) have carried
c) are being carried
d) have been carried

3 The students _____ for their exams this week.
a) study
b) are studied
c) are studying
d) is studying

4 English _____ in many schools right now.
a) is teaching
b) are teaching
c) is being taught
d) is taught

5 My friends _____ football in the park now.
a) are playing
b) is played
c) are played
d) is playing

6 The roads _____ because of the heavy rain today.
a) are cleaning
b) is being cleaned
c) are being cleaned
d) was cleaned

7 I _____ to music while doing my homework.
a) listens
b) am listened
c) am listening
d) is listening

8 New houses _____ quickly in this area.
a) are being built
b) is built
c) are building
d) being built

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unit 1 Lesson 4

# Success Stories in African Partnership

**Before you start**

- What kinds of support do you think one country can offer another to help it grow?
- How can countries build strong relationships rather than politics?

## Reading

**1** **Do you know the meanings of these words? Read and guess**

| | | |
|---|---|---|
| enhance | yields | targeted |
| highlighted | engagement | milestone |
| capacity | collaboration | annual |

**2** **Read the following passage, and then answer the questions.**

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

1 How much has food production increased in the Egypt-Sudan Agricultural Project?

a) 25%

b) 30%

c) 35%

d) 40%

### Success Stories in African Partnership

Since 2019, the Egypt-Sudan Agricultural Project has been transforming farming communities along the Nile. Egyptian experts are collaborating with Sudanese farmers to **enhance** crop **yields** and introduce modern irrigation techniques, resulting in a 35% increase in food production in **targeted** areas.

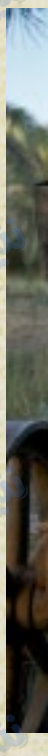
A major dam project in Tanzania, built by Egyptian companies, was cited as a **milestone** showing Egypt's expanding international expertise, especially across Africa, Europe, and Asia.

Egyptian medical teams frequently travel to neighboring countries to deliver healthcare and train local staff, building sustainable **capacity**. These missions are strengthening healthcare systems across the region.

In renewable energy, Egyptian-Kenyan **collaboration** is driving progress. Solar panel factories established with Egyptian investment are now supplying clean energy to East African markets. These projects have created over 5,000 jobs and are helping reduce reliance on fossil fuels.

Cultural exchange also plays a vital role. The **annual** African movies Festival in Cairo, launched in 2018, features films from 25 African nations. It fosters cultural understanding and encourages artistic collaboration.

Through agriculture, infrastructure, health, energy, and culture, Egypt is deepening its partnerships and impact across the African continent.





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2 The sentence that summarizes Egypt's overall role in Africa as described in the passage is----------.

a) Egypt is investing only in renewable energy

b) Egypt is offering military support to other African nations

c) Egypt is mainly focused on cultural events to build partnerships

d) Egypt is working across multiple sectors to strengthen ties and support development in Africa



3 What can be inferred about Egypt's future influence in Africa based on the passage?

a) It will likely decrease due to economic challenges.

b) It may increase as it continues investing in key sectors.

c) It will remain focused only on Sudan and Kenya.

d) It will shift entirely to film and culture promotion.

4 What is the main idea of the paragraph about healthcare?

a) Egypt is employing African doctors to work in local towns

b) Egyptian medical teams boost healthcare through training and services.

c) Egyptian hospitals are opening in Europe.

d) Egypt is reducing medical aid to African countries.

## B Answer the following questions:

1 How has the Egypt-Sudan Agricultural Project improved food production, and what methods were used to achieve this?

2 In your opinion, which of Egypt's initiatives in Africa (agriculture, energy, healthcare, etc.) has the greatest long-term impact, and why?

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unit 1 Lesson 5



Essay

**Before you start**

- 1. Why do you think essays are an important form of writing in school and in real life?

2. What challenges do you usually face when you try to organize your ideas for writing?

# Writing

**1** **Read the following steps for writing a good essay**

1. **The Introduction** is the first paragraph of your essay. It has two main jobs:
   a) **Hook the reader:** Grab their attention with an interesting sentence.
   b) **Tell the reader your main point:** This is your **thesis statement**. It's the most important sentence in your introduction and tells the reader exactly what your essay will be about.

**Example:**

- Many people enjoy sports for different reasons. My favorite sport is football because it is fun to play, it teaches teamwork, and it keeps me healthy.

2. **The Body Paragraphs** are the middle part of your essay. You should write at least two or three paragraphs here.
   a) Each paragraph should focus on **one single idea** that supports your main point.
   b) Start each paragraph with a **topic sentence**. This sentence introduces the idea of that paragraph.
   c) After the topic sentence, give reasons and examples to explain your idea.

## Tip Box for An Essay:

An **essay** is like a structured story or argument you write about a specific topic. It has three main parts:

1. **Introduction:**

   This is the beginning. It tells the reader what your essay will be about and gives your main idea. Think of it as a roadmap for your reader.

2. **Body Paragraphs:**

   This is the middle part. It's where you write the main information and ideas. Each body paragraph should talk about one specific point and give reasons or examples to support it. You should have at least two or three of these paragraphs.

3. **Conclusion:**

   This is the end. You summarize your main points and restate your main idea in a new way. It should make your essay seem complete.


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**Example (following the football essay)**

- Body Paragraph 1: **Playing football is a lot of fun.** I enjoy running around with my friends and trying to score goals. It is a very exciting game.
- Body Paragraph 2: **Football is also great for learning teamwork.** To win, everyone on the team has to work together and communicate. We learn to help each other.
- Body Paragraph 3: **Finally, football is a good way to stay healthy.** You have to run a lot during the game, which is excellent exercise for your body. It helps me stay fit and strong.

3. **The Conclusion** is the last paragraph. It summarizes your main points and gives the essay a sense of closure.

   a) Start by restating your **thesis statement** in a new way.

   b) Briefly mention the main ideas from your body paragraphs.

   c) Finish with a final thought about the topic.

**Example (following the football essay)**

- In conclusion, football is a fantastic sport. It's clear that playing football is not only a fun and exciting activity but also an excellent way to learn teamwork and stay in shape.

## 2 Read the sentences below and put them in the correct order to form a complete essay

1 In conclusion, dogs make wonderful pets because they offer companionship, protection, and are fun to be with.

2 Another reason is that dogs can protect your home. They often bark at strangers, which can scare away burglars.

3 My dog is not only my best friend but also a loyal protector of my home.

4 Dogs are great pets for many reasons.

5 First, dogs are excellent companions. They are always happy to see you and love to play.

## 3 Read the essay below. Underline the thesis statement once and the topic sentences twice

- People have different ideas about the best season of the year. For me, summer is the best season because the weather is warm and I can enjoy many outdoor activities.
- First, I love the warm weather of summer. It is sunny almost every day, and I don't need to wear a heavy jacket. This makes it easy to go outside and feel comfortable.
- In addition, summer is a great time for outdoor activities. I can go to the beach, swim in the sea, and have picnics with my family.
- In short, summer is my favorite season. The warm weather and the chance to do fun things outside make it the most enjoyable time of the year.

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# Unit 2

## Startups & Young Entrepreneurs





# Objectives

## Reading

- skim a text to identify the main idea, scan a text to find specific information, distinguish between facts and opinions, infer the meaning of unfamiliar words using context clues.

## Listening

- extract specific details like the **problem, solution, and funding needed** from audio pitches from entrepreneurs.

## Speaking

- participate in a role-play as an entrepreneur pitching an idea to an investor, use modal verbs of necessity or prohibition to give advice, discuss the advantages and disadvantages of young entrepreneurs' face.

## Writing

- analyze a model business email to identify its key structural parts, prepare to write a formal business email of your own.

## Language

- use the past perfect to talk about an action that happened before another action in the past, use the past perfect passive to talk things that happened before another action in the past when the agen in an unimportant or unknown action.

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unit 2 Lesson 1



# Inspiring Entrepreneurs

**Before you read**

1 What age do you think is best to start a business? Why?

2 Name some famous young entrepreneurs you know.

3 What challenges might young people face when starting a business?

## Reading

**1 Read the following article about "Inspiring Entrepreneurs"**

At just 20 years old, Talaat Harb launched Bank Misr, a bank created with completely Egyptian **capital**, during a time when foreign **institutions** dominated the financial scene. His story inspires countless people to achieve economic **independence** and contribute to national development. But what does it really take to build a successful national institution at a young age?

Young **founders** of national enterprises face unique challenges. However, they have significant advantages. They are deeply connected to their homeland, understanding its needs and culture well. They are also not afraid to take risks to achieve a greater national vision.



Talat Harb is an example of how young entrepreneurs who could establish a wholly Egyptian bank at the age of 20. He could convince more than 120 Egyptians to invest in the project and secure the necessary capital. He then worked with his team to use Egyptian capital for to support various industries including shipping, aviation, and filmmaking.

The business scene has **evolved** dramatically. Young entrepreneurs today have access to resources their ancestors couldn't dream of. However, building a national enterprise like Bank Misr required a different kind of effort, relying on community **mobilization** and untiring **commitment**.

Nevertheless, success is not guaranteed. Young entrepreneurs must develop resilience and learn from setbacks quickly. They need to prove their ideas and build a strong **foundation** before investing too much time or money.

The key to success lies in solving real problems. Successful founders of national enterprises don't just create businesses they think are cool—they identify real social needs and address them. They also understand that building a team is vital. No one can do everything alone, especially when building a national institution.



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## 2 Put True (T) or False (F)

1- Talaat Harb was over 30 years old when he launched Bank Misr. (  )

2- Bank Misr was established with entirely Egyptian capital. (  )

3- Talaat Harb relied heavily on foreign experts to launch Bank Misr. (  )

4- Taking risks is discouraged for young entrepreneurs aiming to build national institutions. (  )

5- Success in building a national enterprise requires solving real social problems.(  )

## 3 Choose the correct answer

1. Talaat Harb's story is inspiring to ..... people to achieve national development.
   a) limited  b) many
   c) few  d) little

2. Talaat Harb overcame --------- --------- by relying on Egyptian support.
   a) lack of technology
   b) foreign financial dominance
   c) family support
   d) language barriers

3. According to the passage, ----------motivates young founders to take risks.
   a) desire for personal fame
   b) pressure from family
   c) guaranteed financial returns
   d) a greater national vision

## 4 Answer the following questions

1. What can modern young entrepreneurs learn from Talaat Harb's story about building a successful national institution?

2. Why is solving real social problems more important than starting a business just because it seems 'cool'? Give examples from the passage

3. How can young founders use their connection to their country's culture and needs to create lasting change?

## 3 Match the verbs with the correct nouns to form correct collocations from the passage:

| Verb | Noun | Collocation |
|---|---|---|
| face | risks | ---------- |
| take | a vision | ---------- |
| achieve | money | ---------- |
| invest | success | ---------- |
| solve | challenges | ---------- |
| build | problems | ---------- |
| guarantee | a foundation | ---------- |

## 5 Match the words to their meanings

| Words | | Meanings |
|---|---|---|
| a institutions | | staying dedicated and working hard to achieve something, even when it's difficult |
| b inspire | | to make someone feel that they want to do something and can do it |
| c independence | | organizations or important establishments (like banks, schools, or hospitals) that serve a public purpose |
| d founder | | to change and develop over time |
| e evolve | | being free to make your own choices and not relying on others |
| f mobilization | | a person who starts or creates a business, organization, or company |
| g commitment | | the act of preparing for active service or use |

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unit 2 Lesson 2



# Startup Pitch Competition

**Before you read**

If you had the chance to start your own business, what product or service would you choose to pitch? Why?

## 1 In pairs, discuss the following

1. Guess the meaning of this idiom: "**Think outside the box.**" Then complete the following sentences

   a. The traditional marketing approach wasn't working, so we had to ---------- .

   b. Successful startups often ---------- .

2. You will hear three young entrepreneurs pitching their startup ideas. Before listening, look at these business areas and predict what problems they might be trying to solve:

- Food delivery
- Education technology
- Sustainable fashion



## 2 Match the words with their meanings

| Words | Meanings |
|---|---|
| a competition | helping someone learn one-on-one |
| b inventory | to help or give support to someone with a task. |
| c tutoring | paying to use something for a short time |
| d assist | trying to win against others |
| e pitching | giving a short, persuasive talk for investors, partners, or customers |
| f rental | a list or count of all the goods, items, or products a business has for sale. |

## Listening

**Listen to the three pitches and match each entrepreneur with their business focus:**




**Entrepreneur 1:** Monir Magdi - ----------

**Entrepreneur 2:** Mona Eid - ----------

**Entrepreneur 3:** Hesham Mostafa

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**Listen again and complete the information:**

**Pitch 1:**

a) Problem: Food waste in restaurants

b) Solution: AI-powered ---------- system

c) Funding needed: $ ----------

**Pitch 2:**

a) Problem: Students struggling with ----------

b) Solution: ---------- learning platform

c) Target market: ----------

**Pitch 3:**

a) Problem: Fast fashion's environmental impact

b) Solution: ---------- clothing rental service

c) Unique selling point: ----------

# Speaking

## Role-Play: Investor Meeting

**Work in pairs. Student A is an entrepreneur, Student B is an investor**

| **Student A (Entrepreneur):** Choose one of these startup ideas and prepare your pitch: | **Student B investor** |
|---|---|
| • A fitness app for busy professionals<br>• Eco-friendly packaging for online shopping<br>• A platform connecting elderly people with young volunteers<br>**Include:**<br>• The problem you're solving<br>• Your solution<br>• Why you're the right person for this<br>• How much funding you need | **Listen to the pitch and ask follow-up questions like:**<br>• How big is your target market?<br>• What makes your solution different?<br>• What will you do if competitors copy your idea?<br>• How will you make money? |

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unit 2 Lesson 3



**Before you start**

- Do you have someone who always inspires you?
- Haver you ever tried to start your own business?

## Present Tenses in Context

**Listen to the text, and answer the questions**

Listen

### 1 Answer the following questions

1 What inspired Omar Khalil to start his eco-friendly packaging business?

2 How did his studies at Alexandria University help him with his startup?

3 Why did investors become interested in Omar's work?

4 What lessons did Omar believe he had learned before turning thirty?

### 2 Choose the Correct Answer

1 What did Omar Khalil study at Alexandria University?
   a) Business management
   b) Environmental engineering
   c) Computer science
   d) Marketing

2 What materials did Omar's team use for their packaging?
   a) Plastic bottles
   b) Metal cans
   c) Recycled fibers
   d) Glass containers

3 How many cafés had used Omar's products within a year?
   a) Ten
   b) More than fifty
   c) Twenty-five
   d) A hundred

4 By the time investors offered funding, what had Omar already achieved?
   a) Built strong partnerships and signed agreements
   b) Graduated from university
   c) Expanded into Europe
   d) Opened a factory in Cairo

## Language in Use

### Past perfect: Active and Passive

*Use the past perfect (had + past participle) to talk about an action that happened before another action in the past.*

*I had done the shopping before I returned home.*

**Note:** The past perfect is often used with verbs like thought, said, realized, etc. to talk about thoughts or conversations in the past.

**Sama thought she had finished the housework, but she realized she had forgotten the washing up.**

*Use the past perfect passive (had been + p.p.) to talk about things that happened before another action in the past when the agent is unimportant or unknown*

**The reports had been revised well before sending the to the manager.**



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## 3 Read the statements and write T (True) or F (False)

1. Omar Khalil had studied business administration before launching his startup.
2. His company focused on eco-friendly packaging.
3. Some cities had already banned single-use plastics before his products reached the market.
4. His products had been used in more than fifty cafés within a year.
5. Omar had failed to attract any investors.
6. Several agreements had already been signed before he received funding.
7. His vision had been recognized both in Egypt and abroad.

## 4 Choose the Correct Answer

1. By the age of 25, Omar .....his own startup.
   a) had developed
   b) has developed
   c) develops
   d) is developed
2. Before launching his business, he..... environmental engineering at Alexandria University.
   a) studies
   b) had studied
   c) was studying
   d) is studying
3. Many single-use plastics ..... in some cities before his products reached the market.
   a) had been banned
   b) were banning
   c) have banned
   d) are banning
4. His team proudly said they ..... eco-friendly boxes and cups.
   a) had designed
   b) have designed
   c) were designed
   d) are designed
5. Within a year, his products ..... in more than fifty cafés.
   a) had been used
   b) were using
   c) had used
   d) have used

## 5 Complete the sentences using the past perfect active or passive form of the verbs in brackets

1. By the age of 25, Omar (develop) a small startup.
2. Before launching his business, he (study) the market.
3. Many single-use plastics already (ban) in some cities.
4. His team (design) eco-friendly boxes and cups.
5. Within a year, the products (use) in more than fifty cafés.

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unit 2 Lesson 4



## Small Places, Big Impact!

**Before you start**

- Do you think villages can help a country grow? Why or why not?
- What kind of jobs or crafts do people in villages usually do?

**1** **Do you know the meanings of these words? Read and guess**

| | | |
|---|---|---|
| **investment** | **boost** | **notable** |
| **organic** | **portion** | **processing** |
| **heritage** | **pesticides** | **flax** |

## Reading

**2** **Read the following passage, and then answer the questions**

**Choose the correct answer a, b, c or d**

1. About---------- of Egypt's population lives in villages.

   a) 25%  b) 45%  c) 57%  d) 75%

2. ---------- produces a large amount of jasmine used in perfumes.

   a) Sidi Heneish  b) Baharif

   c) Shubra Mellas  d) Shubra Beloula

3. The "Productive Village and Exporting Governorate" program aims to---------- .

   a) build more schools in remote villages and towns

   b) turn villages into productive and exporting centers

   c) stop using traditional crafts

   d) move all villagers to big cities

### Small Place

Egypt aims to achieve economic growth by focusing on its villages, which are vital for development and investment. There are 4,740 villages in Egypt, housing about 57% of the population. Many villages have become known for their various industries and crafts, which have helped increase family incomes and provide jobs for young people.



The Egyptian government has introduced programs to support small and medium businesses in these areas, such as a program allowing factories to be set up at home. Some villages specialize in fishing, trade, and painting, while others export raw materials like perfumes to international markets.

The village of "Shubra Beloula" is notable for producing a large portion of the world's jasmine for perfumes, with around 4 tons of the flower harvested from there. Farmers collect jasmine flowers early in the morning and send them to factories for





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## s, Big Impact!

processing.

"Sidi Heneish" in Marsa Matrouh is famous for its organic figs, grown without pesticides and with rainwater. This village is part of a world project to promote clean crops for export.



In Aswan, "Baharif" is recognized for its date palms, producing around 300,000 trees, which are a key source of income. The villagers engage in various crafts related to palm cultivation.

"Shubra Mellas" in Gharbia Governorate is Egypt's largest flax-producing village, exporting to countries like China and Belgium. The flax plants provide income and are historically significant.



These villages contribute significantly to Egypt's economy by increasing exports and enhancing tourism, showing local industries and cultural heritage, thus improving Egypt's international image and preserving traditional crafts.

**4.** Shubra Mellas produces ---------- .

a) jasmine flowers b) dates

c) flax d) fish

**5.** Village industries help young people by---------- .

a) making them move to cities

b) providing jobs and increasing income

c) closing local factories

d) reducing education opportunities development in Africa

## 4 Answer the following questions

1. Why do you think the Egyptian government is focusing on villages for economic growth? How can this help the country overall?

2. Choose one of the villages mentioned in the text. Explain how its specialty contributes to both the local and national economy.

3. How can supporting small businesses and traditional crafts in villages help create jobs for young people?

4. What do you infer from the text about Egyptian villages?

5. How can promoting village products help improve Egypt's image in the world?

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unit 2 Lesson 5



# Business Email

**Before you start**

- Have you ever sent an email for work or study?
- What is the difference between a personal email and a business email?

## Structure of a Business Email

**1** **Read the email below. Then answer the questions**

Subject: Meeting request

Dear Mr. Thompson,

I hope this email finds you well. My name is Sarah Lee, and I am the project coordinator at GreenTech Solutions.

I am writing to request a meeting to discuss the progress of the City Park project. We would like to review the current timeline and budget. Could we meet next week?

Please let me know your availability on Tuesday or Thursday afternoon. I am free between 2:00 and 5:00.

Thank you for your time. I look forward to your reply

Best regards,

Sarah Lee

Project Coordinator

GreenTech Solutions

s.lee@greentech.com | +44 20 1234 5678

## Tip Box for a Business Email:

A **business email** is a formal message sent for professional purposes in a work or business context. It is used to communicate with colleagues, clients, customers, managers, or other professionals. Unlike personal emails, business emails follow a more formal and polite format to maintain professionalism and clarity.

### Key Phrases for Business Emails:

**A. Subject Line - Keep it short and clear**

- *Meeting Request - Project Update*
- *Follow-Up: Job Application*

**B. Greetings (Formal)**

- *Dear Mr. Smith,*
- *Dear Ms. Johnson,*
- *Dear Hiring Manager,*
- *Dear Sir/Madam, (if name unknown)*

**C. Opening Lines**

- *I hope this email finds you well.*
- *I am writing to...*
- *I would like to ask about...*
- *Thank you for your email.*

**D. Polite Requests**

- *Could you please...?*
- *I would appreciate it if you could...*
- *Please let me know...*

**E. Closing Phrases**

- *Thank you for your time.*
- *I look forward to your reply.*
- *Please do not hesitate to contact me.*

**F. Sign-Offs**

- *Yours sincerely, (if you used their name)*
- *Yours faithfully, (if you didn't know the name)*



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1. Who is the sender?
2. What is the purpose of the email?
3. When does Sarah suggest meeting?
4. What is her job title?
5. Find two polite phrases in the email.

## 3 Match the Phrases

| | | |
|---|---|---|
| | I am writing to | a. your reply. |
| | Could you please | b. send the report? |
| | I look forward to | c. request a meeting. |
| | Thank you for | d. your time and support. |
| | Best regards, | e. Anna Petrova |

## 5 Writing Task

**Write a business email of (150 - 180) words to request for information about the training program**

**Use your plan and include:**

- A clear subject line
- Formal greeting and closing
- At least two polite phrases
- One clear request or question
- Your name and contact info (make it up)

**Swap emails with a partner. Answer**

1. Is the subject line clear?

---

2. Is the tone polite and formal?

---

3. Does it include a request or question?

---

4. Is there a proper closing?

---

5. One thing I liked:

---

---

6. One suggestion:

---

---

### Planning Your Email

**4 Read the plan below, then complete the examples in the table**

| Section | What to Include | Example |
|---|---|---|
| Subject Line | Clear and short | ---------- |
| Greeting | Dear [Mr./Ms. + Last Name], | ---------- |
| Paragraph 1 | Introduce yourself (if needed) and state the purpose. | ---------- |
| Paragraph 2 | Give details or ask your question politely. | ---------- |
| Paragraph 3 | Say thank you and invite a response. | ---------- |
| Closing | Best regards, [Your Full Name], [Your Position/Contact] | ---------- |

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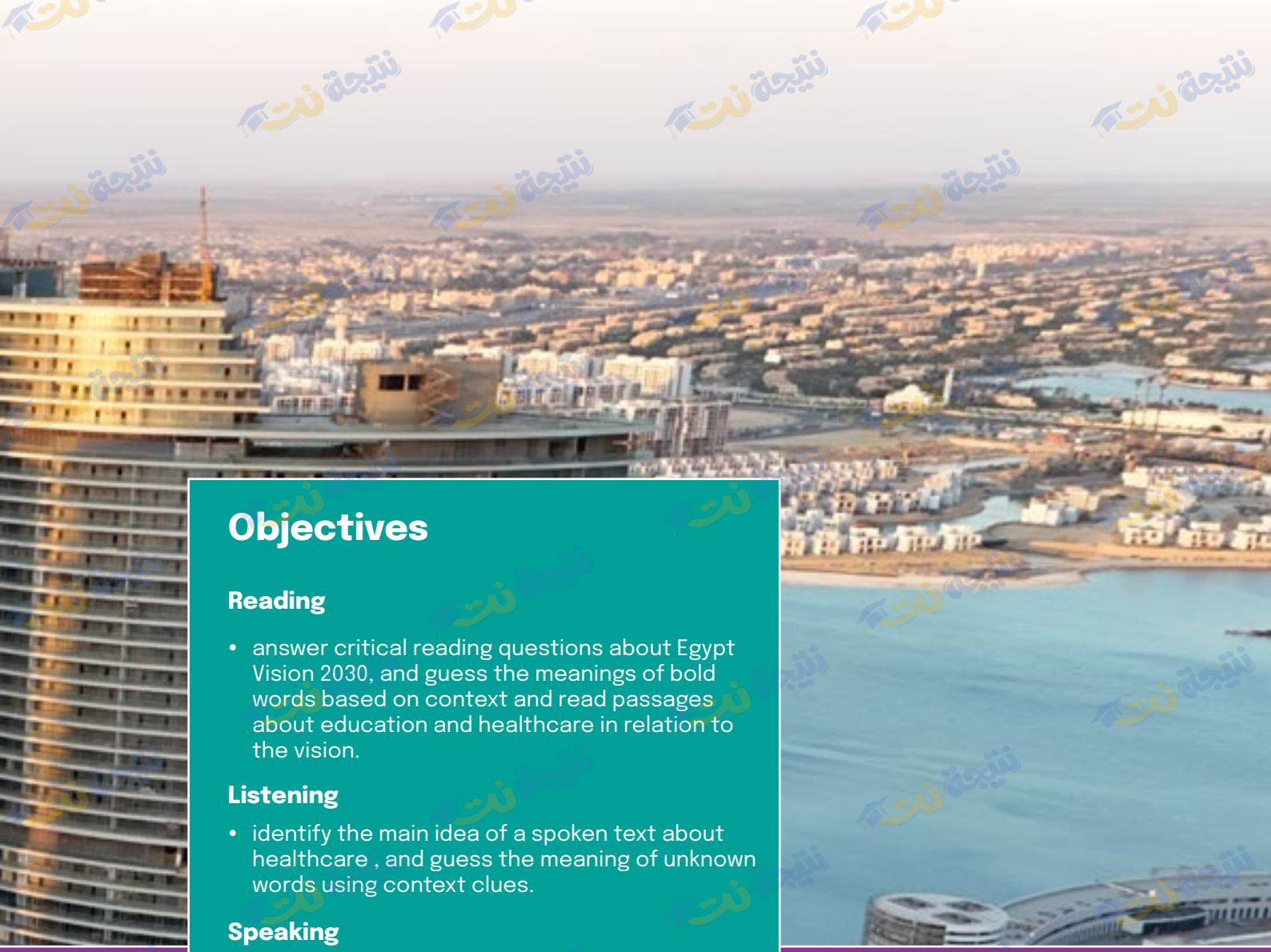


# Unit 3

## Sustainable Development Goals (SDG



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## Objectives

### Reading

- answer critical reading questions about Egypt Vision 2030, and guess the meanings of bold words based on context and read passages about education and healthcare in relation to the vision.

### Listening

- identify the main idea of a spoken text about healthcare , and guess the meaning of unknown words using context clues.

### Speaking

- talk with a partner about your personal goals for 2030.

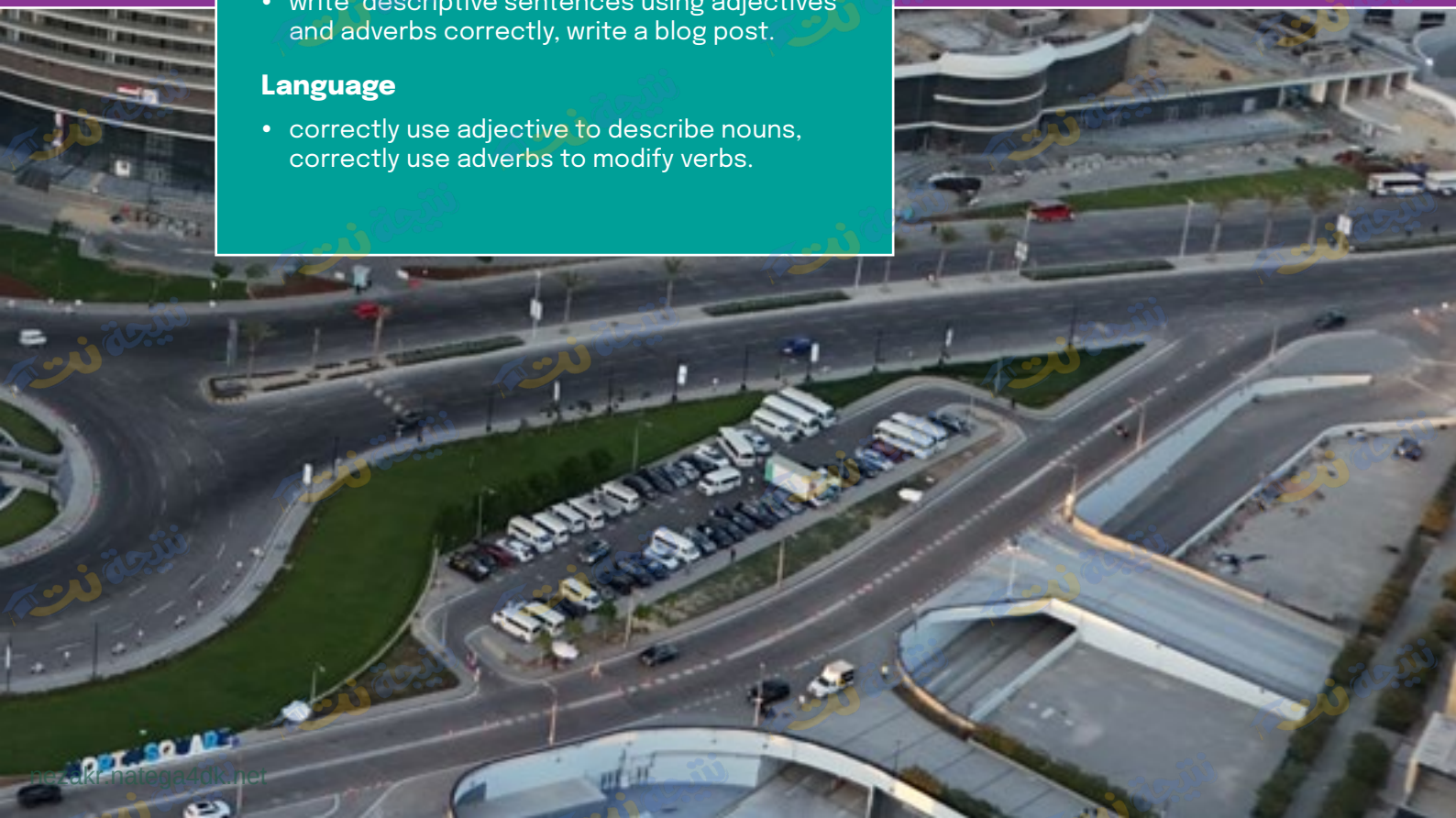
### Writing

- write descriptive sentences using adjectives and adverbs correctly, write a blog post.

### Language

- correctly use adjective to describe nouns, correctly use adverbs to modify verbs.

Gs)



unit 3 Lesson 1



# Egypt Vision 2030

**Before you read**

1 Where do you see yourself in 2030?

2 How can you achieve this?

## Reading

**1** **Read the following article about Egypt Vision 2030**

### EGYPT VISION 2030



**Sustainable** Development Strategy (SDS) means a long-term plan that focuses on improving people's lives in a fair and balanced way. It aims to grow the economy, support social justice, and protect the environment so that every person and future generations can enjoy a good quality of life. In Egypt, this vision is called Egypt **Vision** 2030.

Egypt Vision 2030 is a step towards **comprehensive** national development. Its goal is to build prosperity through **economic** growth, social fairness, and stronger regional leadership.

SDS acts as a roadmap to help Egypt make the most of its strengths and face the hopes of its people for a better life. The strategy depends on the participation of the classes, which means that civil society, government agencies, and local and international partners all worked together to design the plan.

Because of Egypt's unique position in the region and the world, the SDS gives the country an advantage in addressing global changes.

The SDS follows the principle of sustainable development, which is about improving people's quality of life while also protecting the rights of future generations. It focuses on three main **pillars**:

- the economy
- society
- the environment

In addition, the SDS is built on the ideas of **inclusive** and balanced development. This means that every person should take part in development, benefit from it equally, and have fair opportunities. The strategy also aims to close gaps between regions, use resources wisely, and guarantee a better future for the next generation.



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## 1 Answer the following questions

1. What does Egypt vision aim at?
2. What does (SDS) refer to?
3. What sectors does Egypt try to develop?

## 2 In pairs, read the text again and guess the meanings of the words in bold

## 3 Match the words to their meanings

| Words | | Meanings |
|---|---|---|
| a sustainable | | important parts or strong supports of a system, idea, or structure |
| b vision | | complete and covering all or nearly all aspects of something |
| c comprehensive | | able to continue over time without causing harm to the environment, economy, or society |
| d economic | | a clear idea or plan for the future; something someone hopes to achieve |
| e pillars | | related to money, trade, jobs, or the production and use of goods and services |

# Speaking

## 4 Discuss the following

The state works hard to provide a comfortable life for us. With your partner discuss how we can participate in achieving comprehensive development.

## 5 Choose the Correct Answer

1 What is the main goal of Egypt Vision 2030?
a) To focus only on tourism
b) To build prosperity through growth and fairness
c) To depend only on international partners
d) To reduce education opportunities

2 Who participated in designing the SDS plan?
a) Only the government
b) Only foreign investors
c) Civil society, government, and partners
d) Only university professors

3 Why does SDS give Egypt an advantage?
a) Because of its unique regional and global position
b) Because it has the largest population in Africa
c) Because of its natural gas only
d) Because of its history alone

4 What principle does the SDS follow?
a) Globalization
b) Sustainable development
c) Industrialization only
d) Privatization

5 Which three main pillars does Egypt Vision 2030 focus on?
a) Health, tourism, and culture
b) Education, transportation, and technology
c) Economy, society, and environment
d) Politics, security, and religion

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unit 3 Lesson 2



# Egypt's Path to Better Healthcare

**Before you start**

- What do you think makes a healthcare system "good" or "successful"?

**Think about:**

- Is it free or affordable?
- Are hospitals modern and clean?
- Can people see a doctor quickly?

## 1 In pairs, discuss these questions

1. Have you heard of any national health programs or campaigns in your country or another country? What were they about?
2. Think about:
   - Vaccination campaigns
   - Programs to prevent smoking or diabetes
   - Health checks at schools or in neighborhoods



## 2 Match the words with their meanings and check in your dictionary

| Words | | Meanings |
|---|---|---|
| a affordable | | a new plan or program started to solve a problem |
| b universal | | not too expensive |
| c chronic disease | | the percentage of people who have received vaccines |
| d equitable access | | relating to or done by all people or things in the world |
| e screening | | fair and equal opportunities for all to get the same services |
| f initiative | | basic systems and services, such as hospitals and roads |
| g vaccination coverage | | checking people for diseases before they show symptoms |
| h infrastructure | | a long-term disease, like diabetes or asthma |

# Listening




## 3 Listen to the audio track then answer the following question

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

1. Egypt Vision 2030 aims to.....
   a) build more schools



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b) improve roads and transportation
c) provide quality healthcare to all
d) reduce internet costs

2. What does UHIS aim to do?
a) Offer free medicine to tourists
b) Improve healthcare funding and delivery
c) Train doctors to work abroad
d) Replace private hospitals

3. What does the "100 Million Healthy Lives" initiative focus on?
a) Planting trees in cities
b) Teaching fitness in schools
c) Screening people for diseases
d) Selling healthy food

4. What kind of diseases are covered by early detection programs?
a) Common colds
b) Chronic diseases
c) Injuries
d) Skin conditions

5. How is Egypt improving access to healthcare services?
a) Closing old hospitals
b) Using digital tools
c) Hiring foreign doctors
d) Offering free gym memberships

## 4 Listen again and decide whether the following statements are True or False

1. Egypt plans to become a healthcare leader in the Middle East. ----------
2. The Universal Health Insurance System was launched in 2020. ----------
3. More than 60 million people have been screened for diseases. ----------
4. Only women can join the Universal Health Insurance System. ----------
5. Egypt is building over 50 new hospitals by the year 2035. ----------

# Speaking

**In small groups**

Imagine you are students who want to improve healthcare in your country by the year 2030. Your job is to design a simple plan that makes the system better and fairer for everyone.

**In groups, discuss**

- What problems do people face in healthcare today?
- How could hospitals, doctors, and technology help improve the system?
- What role can students and young people play?

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## Language in Use

### Adjectives vs. Adverbs:

**Adjectives**

- **Adjectives describe or give more information about nouns (people, places, things).**

**They answer the questions:**

*What kind?*
*Which one?*
*How many?*

**Examples:**

*She has a unique personality.*
*They live in a small house.*
*I saw two dogs at the park.*

*" unique," "small," and "two" describe nouns (personality, house, dogs).*

**Adverbs**

- **Adverbs describe or give more information about verbs, adjectives, or other adverbs.**

**They answer the questions:**

*How?*
*When?*
*Where?*
*How often?*
*To what extent?*

**Examples:**

*He speaks clearly. (how)*
*They arrived early. (when)*
*She runs fast. (how)*
*It was very cold. (to what extent)*

## 1 Listen to the text and decide if the following sentences are True or False




1. The New Administrative Capital is being built to increase congestion in Cairo. ( )
2. Benban Solar Park is one of the world's largest solar projects. ( )
3. The Suez Canal expansion was finished slowly. ( )
4. These projects help position Egypt strongly on the global stage. ( )

## 2 Fill in the blank: choose Adjective or Adverb

1. She sings _____. (beautiful / beautifully)
2. She speaks ..... (fluent / fluently) English.
3. He ran _____ to catch the bus. (quick / quickly)
4. The soup tastes _____. (delicious / deliciously)
5. This is a very _____ room. (bright / brightly)
6. He speaks English very _____. (fluent / fluently)

## 3 Rewrite with the correct Form

1. The teacher explained the lesson (clear).
2. It was a (rain) day, so we stayed inside.
3. He plays the piano (skillful).
4. The cat moved (silent) through the room.
5. I felt very (happily) when I saw my results.

## 4 Find and correct the mistake

1. She looked sadness at the broken vase.
2. He quick ran to the car.
3. The flowers smell sweetly.
4. He is a carefully driver.



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**Before you start**

- Why is it important to be educated?
- How could education help you improve your life?



**1** **Do you know the meanings of these words? Read and guess:**

**Cornerstone- competitive-sector- enhance- memorization**



## Reading

**2** **Read the following passage, and then answer the questions**

### Egypt Education Vision 2030

Education is a **cornerstone** of Egypt Vision 2030, which aims to create a competitive, balanced, and different types of industries or **sectors**. The vision emphasizes the development of a high-quality education system that is accessible to all Egyptians. Transforming education is a key to **empowering** citizens and driving sustainable development.

To achieve these goals, several efforts have been introduced. Curricula are being redesigned to focus on creativity, critical thinking, and problem-solving rather than rote **memorization**. New technologies have been introduced in classrooms to **enhance** the learning experience. Teachers are receiving continuous training to improve their teaching methods and keep up with global educational trends.

Egypt Vision 2030 also focuses on reducing **illiteracy**, expanding access to early childhood education, and increasing the number of students enrolled in technical and vocational training. By 2030, the government hopes to build a generation that is not only knowledgeable but also capable of innovation and leadership.

Although challenges such as funding and infrastructure still exist, the responsibility to educational reform reflects Egypt's determination to invest in its human capital. The changes being made today are intended to create a brighter, more **prosperous** future for the entire nation.

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**Choose the correct answer a, b, c or d**

**1.** What is the main idea of the passage?
   a) Egypt is struggling to fund its education system
   b) Egypt Vision 2030 aims to transform education to support development
   c) Technology is replacing teachers in Egypt and in all around the world
   d) Students prefer vocational training over traditional education

**2.** What is the key to empowering citizens?
   a) The impact of technology on Egypt's economy in general
   b) transforming Education is a key for empowering citizens
   c) The history of education reforms in Africa and Egypt
   d) The challenges of building new schools in rural areas

**3.** According to the passage, what is one specific change being made to education?
   a) Schools are being closed
   b) Exams are being eliminated
   c) Teachers are given ongoing training
   d) Students are leaving school early

**4.** What does the word **cornerstone** most likely mean in paragraph 1?
   a) Problem
   b) Weakness
   c) Foundation
   d) Result

**5.** What is a synonym for **enhance** as used in paragraph 2?
   a) Weaken
   b) Improve
   c) Replace
   d) Ignore

**6.** What can be inferred about Egypt's view on education?
   a) It is seen as a burden
   b) It is only important for young children
   c) It is considered important for national progress
   d) It is not expected to change soon

**7.** What might happen if the educational reforms are successful?
   a) Egypt will cancel Vision 2030
   b) The education system will become more outdated
   c) The country will prosper
   d) Schools will close permanently

**8.** How effective do you think the reforms mentioned are in reaching the goals of Egypt Vision 2030?
   a) Not effective because nothing is being done
   b) Effective, as there are clear actions and goals outlined
   c) Effective only in rural areas
   d) Ineffective due to teacher shortages only


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**Before you start**

- What kinds of online content do you enjoy creating or watching?
- What makes a blog post or a vlog interesting?
- Do you think blogs and vlogs can be used to share important ideas about the future?



# Writing a Blog Post

## Reading

**1** **Read the following Model Blog Post carefully**

### The Grand Egyptian Museum

The Grand Egyptian Museum is one of Egypt's most ambitious cultural projects. Located near the Pyramids of Giza, it is designed to be the largest archaeological museum in the world. The idea behind the museum is to protect Egypt's priceless treasures and present them in a modern way that attracts visitors from across the globe.

The museum will display more than 100,000 artifacts, including the complete collection of King Tutankhamun's tomb for the first time. Advanced technology such as digital screens, interactive guides, and 3D models will help visitors learn about ancient Egyptian history in a new and exciting way.

The GEM is not only a museum but also a research and education center. It includes spaces for restoration, training, and cultural exchange. The project has created jobs for many Egyptians and supports tourism, which is an important part of the national economy.

The Grand Egyptian Museum reflects Egypt's vision to connect its glorious past with the future, making history accessible to new generations while strengthening Egypt's role as a leader in world heritage.

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# Writing

**2** **Write a blog post (150-1 80 words) with the title:**

**"My Vision for My Future Life"**

**Plan your writing using the structure below:**

1 **A Catchy Title/Hook:** Start with a sentence that grabs the reader's attention.

2 **Introduction:** Start by telling the story of how you discovered your career path.

**3. Body Paragraphs:**

- **Topic 1:** Focus on the practical steps you're taking to achieve your goal.
- **Topic 2:** Be specific and share what you've found most challenging or rewarding about this process.

**4.** Conclusion: Summarize your main points and share a final, personal thought or prediction about the future of education in Egypt.

## Blog Post

When writing your blog post, think of it like telling a story to a friend. Start with a hook that grabs their attention and makes them want to read more. Then, organize your ideas in a way that's easy to follow, using headings to break up your text. Finally, end with a strong conclusion that leaves your reader with something to think about or a call to action. The the importance of using key words as in the REVIEW.



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# Review 1 Units (1 - 3)

## A. Vocabulary

### 1 Choose the (Two) correct answers out of the FIVE (5) options given :

1 He works for a company that **manufactures** car parts. The synonym of the underlined word "manufactures" is ---------- .
a) produces b) makes c) cracks d) joins e) cleans

2 She is the **founder** and managing director of the company. The synonym of the underlined word "founder" is ---------- .
a) client b) agent c) employee d) originator e) establisher

3 Theirs was a partnership based on **mutual** respect, trust and understanding. The antonym of the underlined word "mutual" is ---------- .
a) common b) shared c) one-sided d) joint e) unilateral

4 This small apartment is not only cozy but also **affordable**, making it a great choice for me. The antonym of the underlined word "affordable" is ---------- .
a) inexpensive b) expensive c) reasonable d) costly e) cheap

5 The successful branding and marketing of the new product has already **boosted** sales and increased profits. The synonym of the underlined word "boosted" is ---------- .
a) increased b) worsen c) improved d) decreased e) reduced

### 2 Choose the correct answer from a, b, c, or d:

6 Egypt serves as a strategic ---------- between Africa, the Middle East, and Europe.
a) barrier b) gateway c) border d) economy

7 Egyptian companies are offering ---------- to African students.
a) funding b) scholarships c) procedures d) integration

8 Trade between Egypt and the Sudan is ---------- rapidly.
a) limiting b) declining c) expanding d) reducing

9 The solar project is a ---------- in Egypt's renewable energy cooperation.
a) limitation b) yield c) procedure d) milestone

10 Egyptian universities ---------- scholarships every year.
a) enhance b) offer c) highlight d) target

11 Farmers in dry regions benefit from ---------- crops developed by scientists.
a) stable b) hybrid c) rural d) annual

12 Talaat Harb founded Bank Misr with completely Egyptian ---------- .
a) independence b) institutions c) capital d) setbacks

13 Language games are usually intended to encourage student ---------- .
a) interactive b) interaction c) interact d) interactively

14 A successful entrepreneur must be able to solve real ---------- problems.
a) social b) foreign c) minor d) trivial

15 The government supports small businesses through financial ---------- .
a) evolution b) investment c) setbacks d) independence

16 "Think outside the box" means to ---------- in a creative way.
a) follow rules b) avoid problems
c) think differently d) work slowly

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17 Flax is a plant used to make ---------- .
a) fuel b) paper c) fabric d) medicine

18 Organic farming avoids the use of harmful ---------- .
a) profits b) pesticides c) capital d) risks

19 Many villages are being turned from consumers into ---------- .
a) exporters b) producers c) tourists d) investors

20 Egypt Vision 2030 is a long- term plan for ---------- development.
a) sustainable b) temporary c) limited d) random

21 The strategy aims to improve people's lives in a ---------- and balanced way.
a) unfair b) fair c) sudden d) secret

22 The education system is being redesigned to reduce ---------- .
a) creativity b) fun c) technology d) illiteracy

23 The government is introducing new technologies to ---------- learning.
a) reduce b) enhance c) ignore d) stop

24 Egypt's ---------- position helps it lead in regional development.
a) weak b) unique c) hidden d) small

25 Balanced development means using resources ---------- .
a) carelessly b) wisely c) rarely d) slowly

# B. Language

## 1 Choose the correct answer from a, b, c, or d:

26 Every year, Egypt ---------- the African Development Forum.
a) hosts b) is hosting c) has hosted d) hosted

27 Right now, engineers ---------- a new highway to Sudan.
a) build b) are building c) have built d) built

28 The conference ---------- next Monday at 10 a.m.
a) starts b) is starting c) has started d) started

29 The delegation ---------- Paris next month.
a) visits b) is visiting c) has visited d) visited

30 Egyptian companies ---------- goods to Africa for decades.
a) export b) are exporting c) exported d) have been exporting

31 The construction project ---------- longer than expected.
a) takes b) is taking c) has taken d) took

32 She felt sad because she ---------- her wallet.
a) loses b) lost c) had lost d) was losing

33 By the time we arrived at the theater, the movie ---------- .
a) starts b) started c) had started d) has started

34 When I got home, I realized I ---------- my keys at the office.
a) leave b) left c) had left d) am leaving

35 They missed the train because they ---------- the bus.
a) miss b) missed c) had missed d) have missed

36 After he ---------- dinner, he watched TV.
a) eats b) ate c) had eaten d) was eating

37 I couldn't enter the house because I _____ my phone at home.
a) forget b) forgot c) had forgotten d) forgets


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**38** When she called me, I _____ already _____ to bed.
a) had/been b) have/been c) had/gone d) have/gone

**39** She speaks English ---------- .
a) clear b) clearly c) clarity d) clears

**40** He is a ---------- student. He always gets high grades.
a) successful b) successfully c) succeed d) success

**41** The teacher explained the lesson ---------- .
a) careful b) carefully c) care d) cares

**42** The team worked ---------- to finish the project on time.
a) hard b) hardly c) hardness d) harder

**43** The new curriculum is ---------- designed to improve thinking skills.
a) careful b) carefully c) care d) cares

**44** It is ---------- cold outside.
a) few b) many c) too d) a lot

**45** She answered the question in a ---------- way.
a) logical b) logically c) logic d) logics

**46** Which of the following sentences is structurally correct:
a) He realized he had forgotten his wallet after he paid for the meal.
b) He realized he had forgotten his wallet after he has paid for the meal.
c) He realized he forgot his wallet after he had paid for the meal.
d) He realized he had forgotten his wallet after he had paid for the meal.

**47** Which of the following sentences is structurally correct:
a) The tickets were sold out before we had reached the box office.
b) The tickets had been sold out before we reached the box office.
c) The tickets have been sold out before we reached the box office.
d) The tickets was sold out before we had reached the box office.

**48** Which of the following sentences is structurally correct:
a) She go to the gym every morning.
b) She goes to the gym every morning.
c) She is going to the gym every morning.
d) She going to the gym every morning.

**49** Which of the following sentences is structurally correct:
a) The children are playing outside right now.
b) The children is playing outside right now.
c) The children plays outside right now.
d) The children were playing outside every day.

**50** Which of the following sentences is structurally correct:
a) She sings beautiful at the school concert.
b) She sings beautifully at the school concert.
c) She sings beauty at the school concert.
d) She sings more beautiful at the school concert.

## 2 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

**51** I was shocked when I saw the results. I didn't expect them to be so bad. (because)

**52** The concert started after the audience took their seats. (before)

**53** The documents were missing. Someone took them earlier. (had been taken)

**54** He had left the office before it rained. (been)

**55** After she had checked the engine, she wrote a report. (was)

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56 She cleans her room every weekend. (usually)
57 Right now, the students are working on a science project. (at the moment)
58 He speaks very quietly. (in a quiet way)
59 The movie was boring, so I fell asleep. (bored)
60 We go to the beach every summer. (always)
61 It rains a lot in this city. (frequently)
62 He is very slow when he does his homework. (slowly)
63 My sister speaks French very well. (fluent)
64 She always arrives on time for work. (punctual)
65 They don't often go to the movie theater. (rarely)

# C. Translation

## 1 Choose the correct Arabic translation from a, b, c, or d:

66 Egypt maintains strong political and economic ties with African nations through its active participation in the African Union and regional development initiatives.

أ) تحافظ مصر على علاقات سياسية واجتماعية قوية مع الدول الأفريقية من خلال مشاركتها الفعالة في الاتحاد الأفريقي ومبادرات التنمية العالمية.

ب) تحافظ مصر على علاقات سياسية واقتصادية قوية مع الدول الأفريقية من خلال مشاركتها الفعالة في الاتحاد الأفريقي ومبادرات التنمية الوطنية.

ج) تحافظ مصر على علاقات سياسية واقتصادية قوية مع الدول الأفريقية من خلال مشاركتها الفعالة في الاتحاد الأفريقي ومبادرات التنمية الإقليمية.

د) تحافظ مصر على علاقات سياسية واجتماعية قوية مع الدول الأفريقية من خلال مشاركتها الفعالة في الاتحاد الأوروبي ومبادرات التنمية الإقليمية.

67 Successful entrepreneurs take calculated risks, adapt to challenges, and turn their ideas into sustainable businesses.

أ) رواد الأعمال الناجحون لا يُخاطرون بحذر، ويتكيفون مع التحديات، ويُحوّلون أفكارهم إلى مشاريع مؤقتة.

ب) رواد الأعمال الناجحون يُخاطرون بحذر، ويتبنون مع التحديات، ويُحوّلون أموالهم إلى مشاريع مستدامة.

ج) رواد الأعمال الناجحون يُخاطرون بحذر، ويتكيفون مع التحديات، ويُحوّلون أفكارهم إلى مشاريع مستدامة.

د) رواد الأعمال الناجحون يُخاطرون بحذر، ويتبنون مع التحديات، ويُحوّلون أموالهم إلى مشاريع مستدامة.

## 2 Choose the correct English translation from a, b, c, or d:

**68- بصفتها جسرًا استراتيجيًا بين أفريقيا والشرق الأوسط، تُعزز مصر التبادل الثقافي والتعاون مع الدول الأفريقية في مجالات مثل التجارة والتعليم والبنية التحتية.**

a) As a strategic bridge between Africa and the Middle East, Egypt fosters cultural change and cooperation with African countries in areas like trade, education, and infrastructure.

b) As a strategic bridge between Africa and the Middle East, Egypt fosters cultural exchange and cooperation with African countries in areas like trade, education, and infrastructure.


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c) As a strategic bridge among Africa and the Middle East, Egypt foresters cultural exchange and cooperation with African countries in areas like trade, education, and infrastructure.

d) As a strategic bridge between Africa and the Far East, Egypt fosters cultural change and cooperation with African countries in areas like carpentry, education, and infrastructure.

# D. Reading Comprehension

## 1 Read the following passage, then answer the questions below:

Entrepreneurship is the dynamic process of identifying opportunities, taking risks, and creating new ventures. It's not just about starting a business; it's a mindset characterized by innovation, adaptability, and a continuous drive to solve problems. At its core, entrepreneurship involves transforming a simple idea into a tangible product or service that adds value to society. This journey is often full of challenges, from securing funding and navigating market uncertainties to managing a growing team.

Entrepreneurs are catalysts for economic growth. They introduce new technologies, create jobs, and stimulate competition, which ultimately benefits consumers through better products and services. While some entrepreneurs are driven by the desire for financial gain, many are motivated by a passion to make a difference or a vision to revolutionize an industry. This intrinsic motivation fuels their perseverance and resilience, enabling them to overcome setbacks and learn from failures.

The success of a new venture often depends on a few key factors: a strong business plan, a deep understanding of the target market, and the ability to adapt to changing circumstances. Furthermore, building a supportive network of mentors, advisors, and collaborators is crucial. In today's interconnected world, entrepreneurship is more accessible than ever, thanks to advancements in technology and a global marketplace. It represents a powerful force for change, fostering creativity and empowering individuals to shape their own destiny and, in turn, contribute to a more prosperous future.

## A Choose the correct answer from a, b, c, or d:

**1** The main idea of the passage is that entrepreneurship is'.....'.

a) A simple way to get rich quickly

b) A complex process of risk-taking and innovation

c) Only for people with technical skills

d) Not important for economic development

**2** Entrepreneurship is described as a process of .....

a) starting a large corporation

b) identifying opportunities and creating new ventures

c) securing bank loans for a business

d) working for a tech company

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3 A key characteristic of an entrepreneurial mindset is.....
a) avoiding all risks
b) following established rules
c) innovation and adaptability
d) waiting for opportunities to arise

4 The passage suggests that the journey of an entrepreneur is often.....
a) guaranteed to be profitable
b) free of any challenges
c) strictly guided by a business plan
d) filled with uncertainties and setbacks

5 According to the passage, entrepreneurs contribute to economic growth by.....
a) reducing consumer choices
b) limiting competition
c) introducing creating jobs
d) increasing government regulations

6 The passage indicates that the success of a new venture depends on.....
a) a supportive network and a strong business plan
b) a large initial investment
c) having no competitors
d) avoiding all market uncertainties

7 The passage implies that in today's world, entrepreneurship is.....
a) more difficult than in the past
b) limited to a few specific countries
c) more accessible due to technology
d) primarily for large corporations

8 The ability to "adapt" means.....
a) sticking to the original plan at all costs
b) being flexible and changing direction when needed
c) hiring new employees frequently
d) focusing on a single, unchanging product

# E. Writing

## 1 Choose the correct answer from a, b, c, or d:

1 Which of the following is the most effective way to improve the readability of a long blog post?
a) Using complex technical terms
b ) Breaking up content with subheadings, short paragraphs, and bullet points
c) Using one large block of text
d) Ignoring formatting and focusing solely on the text

2 Why is it important to include relevant key words in your blog post?
a)They are a way to hide spam from search engines.
b ) They help search engines understand the topic of your content, which can improve your ranking.
c) They are a mandatory part of every blog post template.
d) They make the post longer and more detailed.


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**3** Which phrase is appropriate for stating the purpose of an email?

a) "I don't know why I'm writing" b) "I am writing to request a meeting."

c) "Maybe you'll read this" d) "Just wanted to say hi"

**4** To politely ask for information, you should say ---------- .

a) "Tell me now" b) "Give me the report"

c) "I need it yesterday" d) "Could you please send the report?"

**5** Which closing is most appropriate for a formal business email?

a) "Love, Sarah" b) "Bye!"

c) "Best regards, Ali Hassan" d) "See you!"

**6** Which phrase is commonly used to express belief or opinion in a blog?

a) I don't care b) I think / I believe

c) Maybe someone will d) It's not important

**7** "Students will learn to solve problems using technology, not just memorize facts" shows a focus on improving ---------- skills.

a) computing b) critical thinking c) sleeping d) copying

**8** A strong blog post about education reform should include ---------- such as communication and teamwork.

a) soft skills b) video games c) holidays d) punishments

**9** The word "---------- " refers to building students' abilities and knowledge for the future.

a) tradition b) human capital c) silence d) entertainment

## 2 Write:

A blog post about of about (150 - 180) "Enhancing brand reputation"

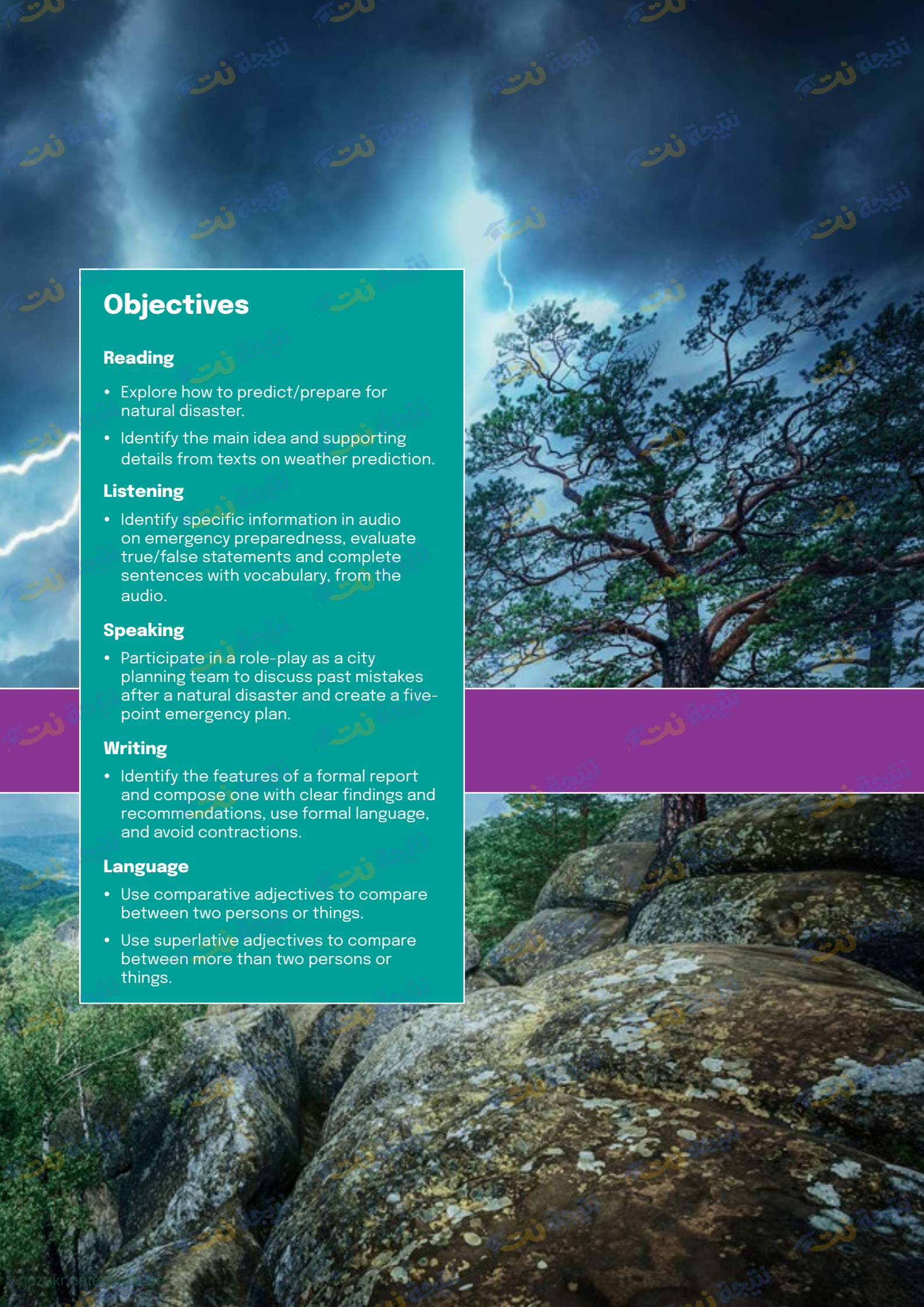
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# Unit 4

## Natural Disasters





# Objectives

## Reading

- Explore how to predict/prepare for natural disaster.
- Identify the main idea and supporting details from texts on weather prediction.

## Listening

- Identify specific information in audio on emergency preparedness, evaluate true/false statements and complete sentences with vocabulary, from the audio.

## Speaking

- Participate in a role-play as a city planning team to discuss past mistakes after a natural disaster and create a five-point emergency plan.

## Writing

- Identify the features of a formal report and compose one with clear findings and recommendations, use formal language, and avoid contractions.

## Language

- Use comparative adjectives to compare between two persons or things.
- Use superlative adjectives to compare between more than two persons or things.

unit 4 Lesson 1



# A Call for Adaptation

**Before you read**

1 Have you ever experienced a storm, flood, or earthquake? What happened?

2 How do people usually get warnings about bad weather?

## Reading

**1** **Read the following text from a science magazine**

### A CALL FOR ADAPTATION

Scientists have made remarkable progress in weather prediction over the past century. Thanks to advanced technology and improved understanding of atmospheric science, modern forecasting systems can now predict many weather patterns with impressive **accuracy**—sometimes days or even weeks in advance. **Meteorologists** use hi-tech tools like satellites, radar systems, and computer models to monitor temperature, wind, pressure, and **humidity**. This data helps them **track** storms, predict rainfall, and issue early warnings. For example, the ability to forecast a hurricane's path has improved greatly in recent decades. As a result, governments can organize **evacuations,** hospitals can prepare for emergencies, and lives can be saved.

However, while weather events are becoming easier to predict, the exact **intensity** and timing of natural disasters still **pose** major challenges. A storm might change direction suddenly, or a flood could be worse than expected. Even with advanced models, uncertainty remains.

Earthquakes, in particular, remain largely unpredictable. Unlike storms, which develop over time and can be observed, **seismic** activity occurs deep beneath the Earth's surface. **Tectonic plates** shift silently, and there are usually no clear warning signs before a quake strikes. Scientists can identify regions—like parts of the Middle East and North Africa—that are at higher risk, but they cannot say exactly when an earthquake will happen.



We cannot stop natural disasters, but we can reduce their impact. We should have had strong building rules, health and safety lessons, and practice drills many years ago. Lives could have been saved if cities were better prepared.

Eventually, while science continues to advance, readiness and planning remain our strongest defenses.



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**Discuss these questions in small groups**

1. What improvements have been made in weather forecasting?
2. Why is it still difficult to predict the exact timing and strength of disasters?
3. How has hurricane prediction improved? Why is this important?
4. Why can't scientists predict earthquakes like they predict storms?
5. What can governments do to reduce the damage from natural disasters?

## 2 Complete the table using words from the text or by adding correct suffixes

| Verb | Noun | Adjective |
|---|---|---|
| --------- | prediction | ---------- |
| --------- | ---------- | prepared |
| monitor | ---------- | ---------- |
| warn | ---------- | ---------- |
| develop | ---------- | ---------- |
| | | |

## 3 Find a synonym for each word from the text

| Word | Synonym |
|---|---|
| enhance | ---------- |
| hindrance | ---------- |
| unexpectedly | ---------- |
| prediction | ---------- |
| foretell | ---------- |

## 4 Find an antonym for each word from the text:

| Word | Antonym |
|---|---|
| misunderstanding | ---------- |
| old | ---------- |
| artificial | ---------- |
| attacks | ---------- |
| like | ---------- |

## 5 Match the words to their meanings.

| Words | | Meanings |
|---|---|---|
| a accuracy | | the amount of water in the air |
| b meteorologists | | how strong or powerful something is |
| c humidity | | how correct or exact something is |
| d track | | practice activities to prepare for real emergencies |
| e intensity | | to cause something to start or happen. |
| f pose | | to follow or watch the movement of something |
| g tectonic plates | | scientists who study and predict the weather |
| h drills | | huge pieces of Earth's surface that move and cause earthquakes |

# Speaking

## 6 Role Play – Emergency Planning Meeting

**In groups of three or four students**

- One student: Government official
- One: Scientist
- One: Local citizen
- One: Journalist (optional)

You are part of a city planning team in Egypt. A recent storm caused flooding.

**Discuss**

- What went wrong?
- What should have been done differently?
- What will you do next time?

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unit 4 Lesson 2



# Emergency Awareness

**Before you start**

- Have you ever made an emergency plan with your family?
- What would you take if you had to leave your home quickly?
- What items do you think are most important in an emergency?
- Why might it be hard to call family during a disaster?

## Listening




**1** **Listen to the audio track then answer the following questions**

1. How much water should families store per person?
2. What type of container should important documents be kept in?
3. Why should families choose an out-of-state contact person?
4. What shouldn't people rely on for contact information?

**2** **Fill in the blanks with words from the audio track**

1. People ---------- have prepared better for disasters.
2. You ---------- have avoided problems with simple preparation.
3. Store ---------- liters of water per person per day.
4. Include flashlights, ----------, and first aid supplies.
5. Keep document copies in a ---------- container.
6. Choose a ---------- contact person.

**3** **listen again and decide whether the following sentences are True or False**

1. The radio show is called "Stay Safe". ( )
2. Sami Naguib is a doctor. ( )
3. Every family should have an emergency kit. ( )
4. You need two liters of water per person per day. ( )
5. Important documents should be kept in a waterproof container. ( )

**4** **Match the words with their meanings**

| Words | | Meanings |
|---|---|---|
| a preparedness | | not allowing water to pass through it |
| b kit | | official papers or records that provide information or proof |
| c supplies | | the state of being ready for something, especially an emergency or difficult situation |
| d perishable | | things that are needed for a particular purpose and are provided or stored |
| e documents | | likely to decay or go bad quickly; usually refers to food items |
| f waterproof | | a set of articles or equipment needed for a specific purpose |



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## 5 choose the correct answer

1 The main topic of the show is _____.
   a. preventing fires
   b. creating family emergency plans
   c. the importance of non-local contacts
   d. storing non-perishable food

2 According to Sami Naguib, families should prepare for disasters _____.
   a. during the disaster
   b. only when a fire chief tells them to
   c. after the disaster
   d. before the disaster

3 Copies of important documents should be stored in a _____.
   a. fireproof safe
   b. backpack
   c. waterproof container
   d. bank vault

4 You should choose a non-local contact person because _____.
   a. Long-distance calls often work when local calls don't
   b. They are more likely to have a working phone
   c. They can help you with your emergency kit
   d. They can travel to you more easily

5 What role does Sami Naguib have?
   a. Host
   b. Emergency preparedness expert
   c. Fire chief
   d. Broadcaster

# Speaking

## 6 Create your own emergency plan

**Discuss in pairs.**

Work with a partner. Imagine a disaster (e.g., flood, power outage, earthquake). Create a 5-point emergency plan using:

- Vocabulary: emergency kit, contact person, first aid, stored water, documents

**Example:**

- We should have kept a flashlight in the kitchen. We could have stored more water. We might have chosen a relative in another city as our contact.



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# unit 4 Lesson 3

## 1 Listen to the text and decide if the following sentences are True or False

Listen

1. Earthquakes are less dangerous than floods. ( )
2. The 2011 Japan earthquake was one of the strongest recorded. ( )
3. Earthquakes are easier to predict than hurricanes. ( )
4. Stronger buildings are usually safer during earthquakes. ( )

## 2 Fill in the blanks (comparative/superlative)

1 This earthquake was _____ (deadly) than the last one.

2 Japan has some of the _____ (advanced) warning systems.

3 Hurricanes are usually _____ (predictable) than earthquakes.

4 The 2011 earthquake was one of the _____ (powerful) disasters in history.

## 3 Choose the correct answer

1. The Nile is the _____ river in the world.
   a) long b) longer
   c) longest d) most long
2. This is ..... phone I've ever had.
   a) the best b) good
   c) better d)as good

## Language in Use

### Comparative vs. Superlative Adjectives.

**Definition & Purpose:**

**Comparative Adjectives** ➡ *Compare two things/ people (e.g., taller, faster)*

***Example:*** *"Ahmed is stronger than his competitor."*

**Superlative Adjectives** ➡ *Show the highest degree among three or more things/people (e.g., tallest, fastest.)*

***Example:*** *"Ahmed is the strongest athlete in Egypt."*

| | |
|---|---|
| **Adjective Type** | ***(Short syllable adjectives)*** |
| **Comparative Form** | *Add -er (tall ➡ taller)* |
| **Superlative Form** | *Add -est (tall ➡ tallest)* |
| **Adjective Type** | ***(long syllable adjectives)*** |
| **Comparative Form** | *Use more (more beautiful)* |
| **Superlative Form** | *Use the most (the most beautiful)* |
| **Adjective Type** | ***Irregular*** |
| **Comparative Form** | *Good ➡ better, bad ➡ worse* |
| **Superlative Form** | *Good ➡ the best, bad ➡ the worst* |

3. Cairo is _____ than many other African cities.
   a) busy b) busier
   c) busiest d) the busier
4. This hotel is very _____. The rooms are clean and the staff are friendly.
   a) comfortable
   b) the most comfortable
   c) more comfortable
   d) as comfortable
5. Yesterday was the _____ day of the summer; it reached 45°C.
   a) hot b) hotter
   c) hottest d) most hot

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unit 4 Lesson 4



# Learning from the Past

**Before you start**

- What types of natural disasters are common in your country?
- How do you and your family prepare for emergencies?

**1** Do you know the meanings of these words? Read and guess

strike blocked evacuated trapped in advance

## Reading

**2** Read the following passage, and then answer the questions

### Learning from the Past



Natural disasters— earthquakes, floods, wildfires, or storms- can strike at any time. While we can't always stop them, we can prepare for them. Unfortunately, many communities around the world still suffer because of poor planning or lack of awareness.

In 2023, a powerful storm hit a small coastal town. Many homes were destroyed, and roads were **blocked** for days. After the storm passed, people realized that they should have listened to the early warnings. Some could have **evacuated** in time, but they were **trapped** for too long. Others might have saved their belongings if they had packed emergency kits **in advance**.

This disaster taught a valuable lesson: being prepared saves lives. People should have had emergency contact numbers, flashlights, and enough food and water. Schools and hospitals could have practiced evacuation drills before the storm season started.

Disaster preparedness includes making a plan, staying informed, and taking action before it's too late. Governments, schools, and families all play a role. By learning from past mistakes, we can be more ready for the future.

Although we can't predict every detail, we might have avoided some of the damage with better preparation. As the saying goes, " Better safe than sorry."

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## A Answer the following questions

1. Why was the coastal town not fully prepared for the storm?
2. What could schools and hospitals have done differently before the disaster?
3. How can we apply the lessons from this story to our life?
4. What are three things you can do today to prepare for a natural disaster?

## B Choose the correct answer from a, b, c, or d

1. The main idea of the text is ……
   a) how to build stronger homes to face disasters
   b) what to do during a natural disaster
   c) the importance of disaster preparedness
   d) the causes of natural disasters
2. According to the text, t he phrase **should have listened** shows that people---------- .
   a) listened carefully
   b) were unsure
   c) made the right decision
   d) made a mistake in the past
3. According to the text, ---------- might have helped the town reduce damage.
   a) waiting until the storm arrived
   b) having emergency kits ready
   c) ignoring warnings
   d) building more schools
4. According to the text, disaster preparedness includes all EXCEPT---------- .
   a) making a plan
   b) staying informed
   c) waiting for help
   d) taking early action





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Lesson 5 unit 4



# Reporting Disasters

## Structure of Formal Report

**1 Read the following steps for writing a good Formal Report**

**Useful Phrases**

- **Introduction:**
  - This report examines...,
  - The purpose of this report is to...
- **Main Body:**
  - Furthermore,
  - In addition,
  - However,
  - As a result,
- **Conclusion:**
  - In conclusion,
  - To summarize,
  - It is recommended that...

**Pre-Writing Activity**

**Brainstorming**

**Choose one of these topics for your report**

- Natural disaster preparedness in schools
- The economic impact of recent natural disasters
- How climate change affects natural disaster frequency
- Community response to natural disasters

**Work with a partner to brainstorm**

- Key points to include
- Examples and evidence
- Recommendations

## Tip Box for a Formal Report:

**A formal report is a serious written document that gives information about a topic and usually includes advice or suggestions.**

**Key Features of a Formal Report**

- **Title:** Clearly states what the report is about
- **To/From:** Basic information about the report's sender/receiver
- **Introduction:** Briefly explains the purpose of the report
- **Findings:** Presents facts or problems discovered during the research or observation
- **Recommendations:** Offers clear advice or suggestions based on the findings
- **Conclusion:** Summarizes the key points and final thoughts
- **Formal Language:** No contractions (e.g., do not instead of don't); polite, neutral tone
- **Organized Structure:** (Uses headings and bullet points to make information easy to read

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**2** **Read this report outline, and then identify its key features**

---------- **How Ready Are Families for Emergencies?**

---------- **The Local Government Office**

---------- **Yara Hassan, Safety Volunteer Team**

---------- **April 5, 2025**

---------- **Emergency Preparedness in your city**

---------- This report is about how ready families in our city are for emergencies like floods or storms. In recent years, bad weather has caused problems in the city. This report looks at what families know and what they can do better.

---------- 
- **Many** families do not have emergency plans.
- **Most** homes do not have an 'emergency kit' (with water, food, flashlight, medicine).
- **People** should have stored four liters of water per person for at least three days.
- **Many** could have avoided problems if they had prepared earlier.
- **Important** papers (like IDs) are often not safe. They might have been damaged in floods.
- **Families** did not choose a contact person in another city. This is important because local phone lines often stop working.

---------- - Not enough information for families.
- Schools do not teach emergency safety.
- People think disasters will not happen to them.

---------- **We recommend the following:**

1. Start a city campaign to teach families how to prepare.
2. Give free emergency bags with water, flashlight, and first aid.
3. Schools should talk about safety and practice what to do.
4. Families **should have written down** phone numbers – not only saved on phones.

---------- Families need to be better prepared. With simple steps, many problems could have been avoided. The government and communities must work together to keep people safe.

---------- Submitted by,
**Yara** Hassan
**Safety** Volunteer Team

# Writing

**3** **Write a formal report of of (150-180) words on " The impact of remote work on employee's productivity and well-being"**



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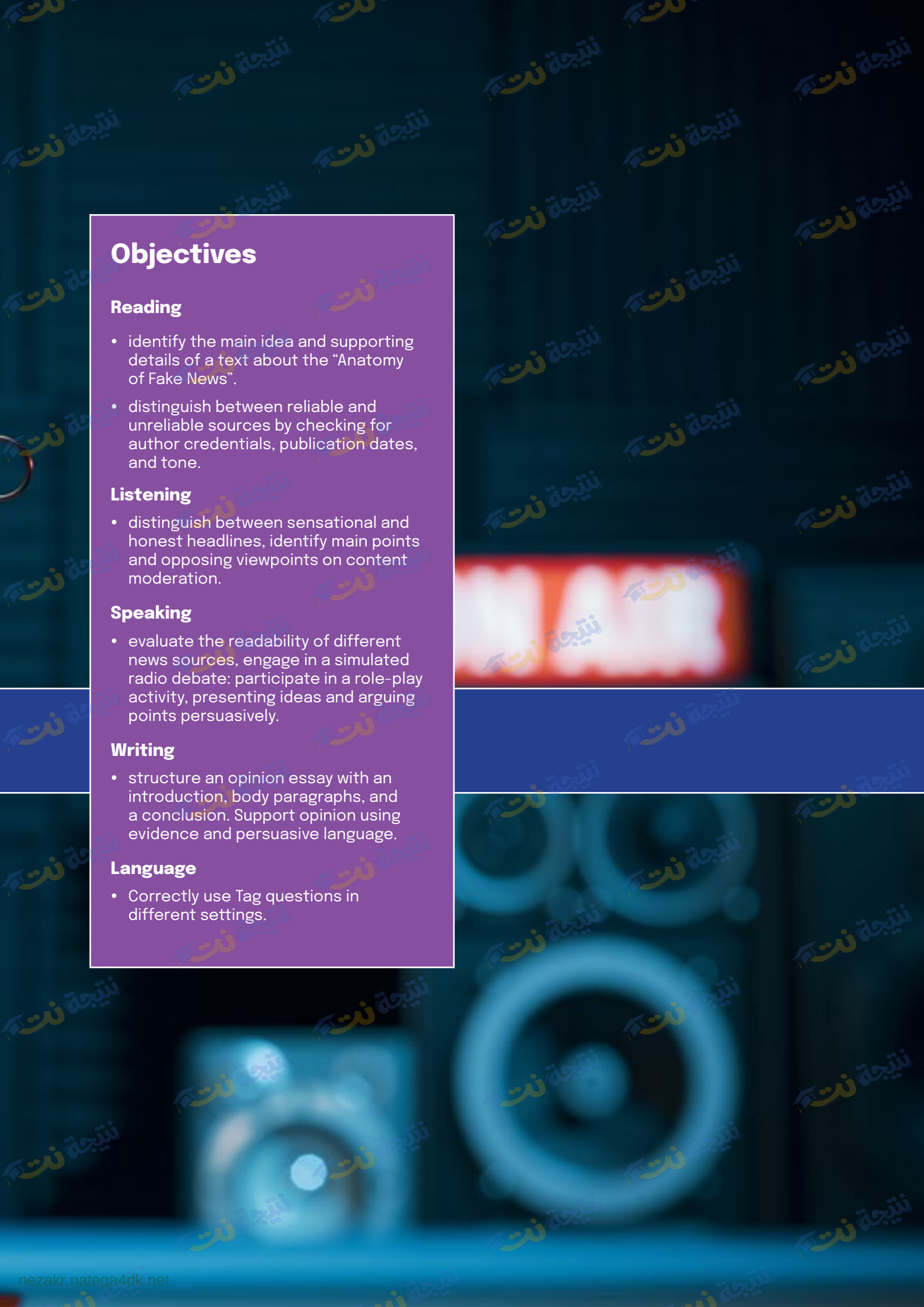
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# Unit 5

## Media Manipulation

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## Objectives

### Reading

- identify the main idea and supporting details of a text about the “Anatomy of Fake News”.
- distinguish between reliable and unreliable sources by checking for author credentials, publication dates, and tone.

### Listening

- distinguish between sensational and honest headlines, identify main points and opposing viewpoints on content moderation.

### Speaking

- evaluate the readability of different news sources, engage in a simulated radio debate: participate in a role-play activity, presenting ideas and arguing points persuasively.

### Writing

- structure an opinion essay with an introduction, body paragraphs, and a conclusion. Support opinion using evidence and persuasive language.

### Language

- Correctly use Tag questions in different settings.

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unit 5 Lesson 1



# The Anatomy of Fake News

**Before you read**

1 Which headlines seem most/least believable? Why?

2 What makes a news source trustworthy?

3 How do you usually check if news is true?

## Reading

**1** **Read the following text, and answer the following questions**

### THE ANATOMY OF FAKE NEWS



In today's digital age, **misinformation** spreads faster than wildfire. A recent study found that false news stories spread six times faster on social media than true stories. But how can ordinary readers **distinguish** between reliable sources and fake news?

A media literacy expert at Cairo University, explains: "Don't believe everything you read online. The first red flag is **sensational** headlines designed to **trigger** strong emotions. Honest news sources don't use **misleading** phrases like 'You won't believe what happened next!' or 'This will shock you!'"

According to him, reliable journalism follows strict guidelines. Reliable sources always **cite** their information, include quotes from multiple views, and provide publication dates. In contrast, fake news articles often hide who wrote them. You'll also often find them full of **misprints** and making unsupported claims without any evidence.

Social media **algorithms** make the problem worse. They create "echo chambers," meaning you mostly see stuff that already agrees with what you think. He warns, "People often share articles that match their views without checking if they're true. This makes it super easy for wrong information to spread."

He offers practical advice for news consumers:
*Don't believe suspicious news right away.*
*Check more than one source before you trust it.*
*Look for information from official places.*
*Be careful with stories that sound too good or too bad to be true.*
As the saying goes, "if you read closely, you can often figure out how they're trying to trick you."





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## 2 Read the text quickly and match each paragraph with its main idea

Paragraph 1: ------

Paragraph 2: -----

Paragraph 3: ------

Paragraph 4: ------

Paragraph 5: -----

a) Practical advice for readers

b) How algorithms make problems worse

c) The speed of misinformation spread

d) Warning signs of fake news

e) Characteristics of reliable journalism

## 3 Find these details in the text

1. How much faster do false stories spread than true ones?
2. Name three characteristics of reliable journalism.

## 4 Find words/phrases in the text that mean

1. Very exciting or shocking (paragraph 2): ----------
2. Extraordinary or unbelievable (paragraph 3): ----------
3. Make something worse (paragraph 4): ----------
4. Doubtful or questionable (paragraph 5): ----------

## 5 Discuss these questions in small groups

1. Why does the author quote the media literacy expert? How does this make the article more reliable?
2. Do you think the author's advice is practical? Why or why not?

## 6 Match the words to their meanings

| Words | Meanings |
|---|---|
| a distinguish | a set of rules or instructions that a computer follows to solve a problem or complete a task. |
| b sensational | giving the wrong idea or impression; deceptive. |
| c trigger | causing great public excitement or interest |
| d misleading | errors in printing; mistakes in written text. |
| e misprints | to cause something to start or happen. |
| f algorithms | to tell the difference between two or more things; to see what makes them separate or unique. |

# Speaking

## 7 News Source Evaluation

**Discuss with your partner:**

Read these three different "news articles" about the same event and rate each source from 1-5 for reliability and explain your reasoning using vocabulary from the reading text.

**Article A:** Professional news website with proper citations

**Article B:** Social media post with emotional language

**Article C:** Blog post with questionable sources

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unit 5 Lesson 2



# Radio Debate

**Before you start**

- Should governments control what people post on social media?
- Who should be responsible for stopping fake news - users or platforms?
- What are the pros and cons of content moderation?

## Listening

**1** Listen to the audio, then match the words with their meanings.

Listen

| Words | Meanings |
|---|---|
| a regulation | the act of taking something away |
| b removal | the act of tricking someone or making them believe something that is not true |
| c restriction | to make sure something is true, accurate, or correct |
| d verify | a limit or control on something |
| e deception | the quality of being open, honest, and easy to understand; no secrets |
| f transparency | a rule or law made by a government or other authority to control how something is done |

**2** listen then write True or False

1. Dr. Lisa Park believes social media platforms should be legally required to remove all fake news. ( )
2. Professor Mike Chen compares social media regulation to existing rules for TV and radio. ( )
3. Dr. Park supports using AI to automatically remove all suspicious content. ( )
4. Professor Chen believes self-regulation by social media companies has been successful. ( )
5. Dr. Park suggests media literacy education is a better long-term solution than censorship. ( )
6. Professor Chen wants to ban all opinions that differ from scientific consensus. ( )

**3** Listen again then fill in the blanks with words from the box

(censorship, regulate, literacy, algorithms, free speech, verifiably, mandatory)



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1. Dr. Park argues that ---------- ------- content removal could threaten_____ and lead to censorship.
2. He points out that we already ---- ---------- TV and radio, so digital platforms shouldn't be treated differently.
3. Dr. Park warns that ---------- used to flag content can reflect programmer bias and make verifiably false claims more difficult to address.
4. She supports improving media ------ ---------- so people can think critically and make informed choices.
5. Professor Chen clarifies he's not talking about opinions, but claims that are --- ---------- false, like vaccines containing microchips.
6. Instead of banning content, platforms could add warning labels or reduce distribution – he says this is about regulating not ----------.

# Speaking

## Opinion Formation

**4** **In pairs, discuss these questions using appropriate discussion language**

1. Which speaker made stronger arguments? Why?
2. Can you think of examples where fake news caused real harm?
3. How do you decide if online information is honest?
4. Should there be different rules for different types of content?

**Useful Phrases:**

- "I tend to agree with Dr. Park because..."
- "Professor Chen makes a persuasive point about..."
- "I'm not entirely convinced that..."
- "From my experience..."

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unit 5 Lesson 3



# Media Contexts

**Before you start**

1. How does the media (TV, internet, newspapers, social media) affect the way people think and make decisions?

**Listen to the audio track, then answer the questions:**

Listen

## 1 Choose the correct answer from a, b, c, or d:

1 Media outlets often choose which stories to show, ..... ?
a) do they b) don't they
c) isn't it d) won't they

2 A cropped photo can make someone look guilty, .....it?
a) can b) can't
c) won't d) doesn't

3 Not all media is trying to trick us, ..... ?
a) is it b) isn't it
c) are they d) don't they

## 2 Listen again and write (T) True or (F) False:

1 The speaker suggests that all news channels report the same facts in the same way. ( )

2 The text uses tag questions to encourage the listener to think and agree. ( )

3 According to the text, emotional language has no effect on how people feel about news stories. ( )

4 The speaker believes we should never trust any news source. ( )

## Language in Use

### Tag questions

A **tag question** is a short phrase at the end of a statement that changes it into a question. A positive statement has a negative tag and a negative statement has a positive tag. We make tag questions with auxiliaries, e.g. do, be, have or a modal.

**e.g.,** *You look over the moon, don't you?*
**e.g.,** *Mariam hasn't gone shopping, has she?*
**e.g.,** *They should do their best, shouldn't they?*

Tag questions are affirmative with none of, nobody, nothing, hardly, and ever.

**e.g.,** *Babies can hardly depend on themselves, can they?*

When the speaker is sure that the statement is true, the intonation falls down.

**e.g.,** *Joury is your sister, isn't she?*

When the speaker is asking a real question, the intonation rises.

**e.g.,** *They should help with the research, shouldn't they?*



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## 2 Match each statement with the correct tag question

| | | | |
|---|---|---|---|
| | 1. She lives in London, | a. | are they? |
| | 2. They aren't coming to the party, | b. | does he? |
| | 3. You like chocolate, | c. | do you? |
| | 4. He doesn't play football, | d. | isn't it? |
| | 5. It's raining, | e. | do they? |
| | 6. We don't have homework today, | f. | doesn't she? |

## 3 Complete each sentence with the correct tag question

1. They went to the cinema, ----------?
2. You can swim, ----------?
3. She won't forget, ----------?
4. We've met before, ----------?
5. He's very kind, ----------?
6. I'm not late, ----------?
7. It wasn't very cold yesterday, ----------?
8. You've never tried sushi, ----------?

## 4 Find and correct the mistake in each sentence

1. She's your sister, doesn't she?
   ----------
2. They don't like pizza, do it?
   ----------
3. He can drive, can he?
   ----------
4. We are late, are not we?
   ----------
5. You didn't call me, do you?
   ----------

## 5 Choose the best tag question for each situation.

1. You're not sure if your friend watched the football match.
   a) You watched the match, did you?
   b) You watched the match, didn't you?
   c) You didn't watch the match, didn't you?

2. You want to confirm that your classmate doesn't have a pen.
   a) You don't have a pen, do you?
   b) You have a pen, don't you?
   c) You don't have a pen, don't you?

3. You're surprised that someone doesn't like chocolate.
   a) You don't like chocolate, do you?
   b) You like chocolate, don't you?
   c) You don't like chocolate, don't you?

# Speaking

## 6 Work with a partner. Complete the mini-dialogs by adding a tag question. Then practice reading them aloud with the correct intonation

**Example:**

**A:** It's a beautiful day, isn't it?

**B:** Yes, it is. I love sunny weather!

1. **A:** You're coming to the party tonight, ----------?
   **B:** Of course! I wouldn't miss it.

2. **A:** They didn't finish the project, ----------?
   **B:** No, they didn't. They need more time.

3. **A:** Your brother works in a hospital, ----------?
   **B:** Yes, he's a doctor.

4. **A:** We've never been to Paris, ----------?
   **B:** That's right. It's on my wishing list!

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unit 5 Lesson 4



# The Puppet Masters

**Before you start**

- Have you ever shared, liked, or believed something online just because it made you feel strong emotions (like surprise, anger, or joy)?
- What was it, and how did you feel afterward?

## Reading

**1** Do you know the meanings of these words? Read and guess

subtle manipulation spark reflection tactic trending loop

**2** Read the following passage, and then answer the questions

### THE PUPPET M

Every day, millions consume media without realizing how deeply their thoughts and choices are shaped. From eye-catching headlines to personalized social media content, modern media uses **subtle** psychological techniques to influence behavior.

"Most people believe they make independent decisions, but the truth is, media messages are designed to guide thoughts in specific directions—often without us noticing."

One powerful method is emotional **manipulation**. Words like "shocking," "unbelievable," or "you won't believe" are carefully chosen to **spark** strong feelings. This emotional response can override critical thinking, leading people to react quickly—liking, sharing, or believing content without **reflection**.

Another common **tactic is** the "either-or" framing, which simplifies complex topics into two extreme options. This reduces curiosity and discourages deeper exploration. For example, lifestyle or health topics may be presented as "good vs. bad," without considering the finer details.

Social proof is also widely used. Phrases like "going viral" or "everyone is trying this" create a sense of urgency and belonging. Platforms highlight **trending**



content, making users feel they're missing out if they don't join in.

Algorithms further shape experience by showing content similar to what users have engaged with before. This creates a feedback **loop**, reinforcing existing preferences and limiting exposure to new ideas. Over time, people may not realize their view of the world is narrow.



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A S T E R S



Once you recognize these patterns, you gain control.

The key is developing mindful media habits—pausing to ask, Why am I seeing this? Who benefits if I click, believe, or share? In the digital age, attention is the most valuable resource—and our minds are the target.

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

1. The main idea of the text is "……".

   a) Social media is the best way to stay informed.
   b) People should stop using the internet completely.
   c) Media subtly shapes thoughts and behaviors using psychological techniques.
   d) Scientists are responsible for creating online content and shaping thoughts.

2. "Once you recognize these patterns, you gain control", this means .....

   a) you can delete all your apps.
   b) you should stop trusting all scientists.
   c) awareness helps you make more thoughtful choices about media.
   d) you can become famous online by promoting for some new devices.

3. Attention is described as "the most valuable resource" in the digital age because----------.

   a) internet speed is limited
   b) schools are using more technology
   c) people need more sleep for their physical and mental health
   d) companies profit when users click, watch, or share content

## 4 Read the following passage, and then answer the questions

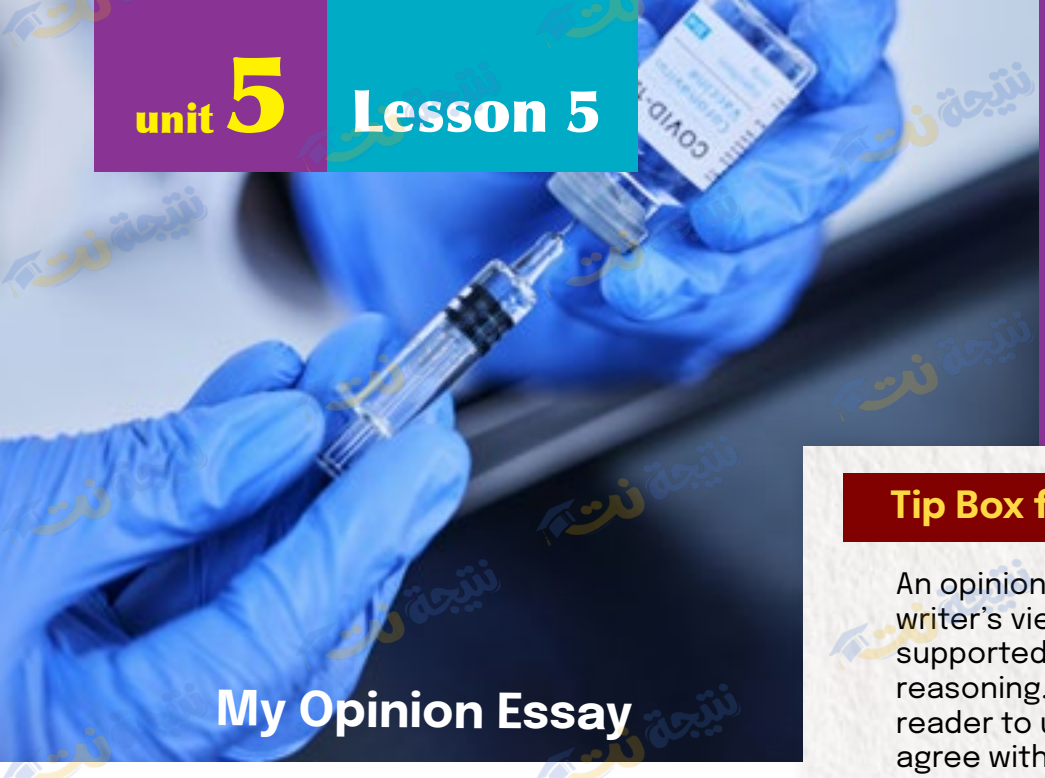
1. What does "emotional manipulation" mean in media? Give a real or imagined example.

2. How do algorithms create a "feedback loop"? Why is this potentially harmful?

3. Explain what is meant by: "Our minds are the target."

4. Name two ways you can become a more mindful media consumer. How will you use them?

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unit 5 Lesson 5

# My Opinion Essay

**Before you start**

- Guess who or what is "the unwelcome visitor'

## Tip Box for an Opinion Essay:

An opinion essay presents the writer's viewpoint on a specific topic, supported by evidence and logical reasoning. It aims to persuade the reader to understand and potentially agree with the presented opinion.

- **Introduction** *(Hook + Background + Thesis statement)*
- **Body Paragraph 1** *(Main argument + Evidence + Explanation)*
- **Body Paragraph 2** *(Second argument + Evidence + Explanation)*
- **Counter-argument** *(Opposing view)*
- **Conclusion** *(Summary + Final opinion + Future prediction)*

## Opinion Essay Structure

**1** Read the following steps for writing a good Opinion Essay

### Useful Phrases to Use:

**Introduction**

**Starting the topic**
- *Nowadays, many people talk about…*
- *In my opinion, …*
- *I believe that…*

**Giving opinion**
- *I think…*
- *I agree/disagree because…*

**Body**

**Giving reasons**
- *First of all, …*
- *Secondly, …*
- *This is because …*

**Giving examples**
- *For example, …*
- *In Egypt, many students …*
- *My friend once …*

**Conclusion**

**Summarizing**
- *In conclusion, …*
- *To sum up, …*

**Final opinion**
- *That's why I strongly believe …*
- *For these reasons, I think …*

In my opinion, media is very important because it shapes the way we see the world and how we make decisions. Through television, newspapers, and especially social media, people can learn new ideas, follow the news, and share their own voices. Media also helps us connect with others, even if they live far away, and it provides us with an opportunity to learn about different cultures. At the same time, media can influence our choices, such as what products we buy or what opinions we believe. For this reason, I think media has a strong power to change our lives, and we should use it wisely to get benefits and avoid harm.

Although media can be useful, I believe it also has many disadvantages. Spending too much time on social media or watching TV may waste valuable hours that could be used for studying or working.





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## 2 Match each sentence to the correct part of the essay

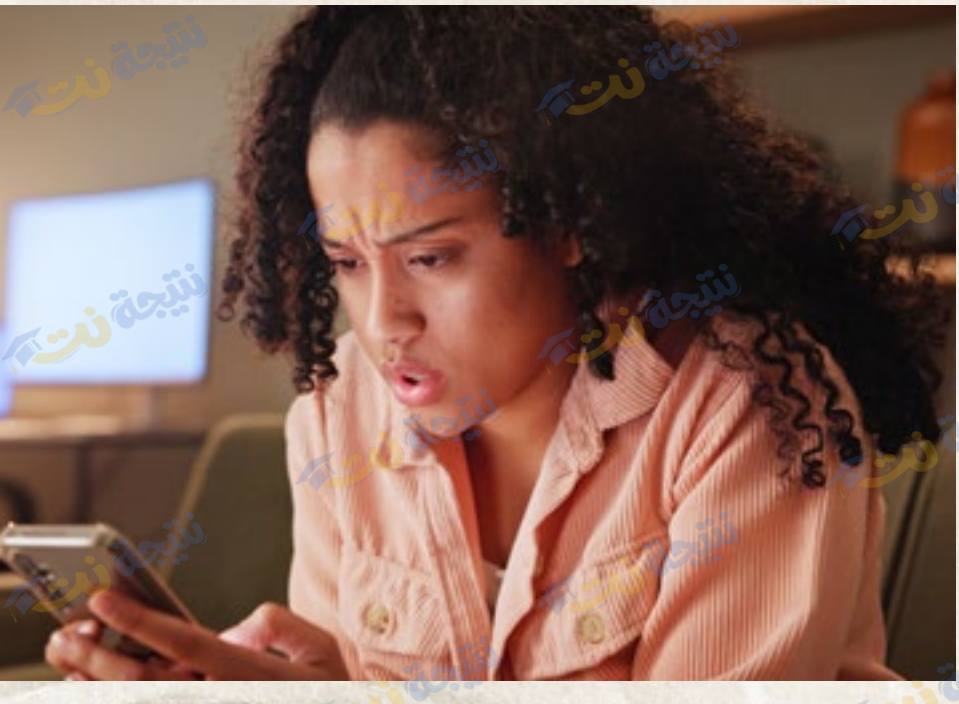
| Sentence | Paragraph |
|---|---|
| **1.** First of all, this helps students focus on learning. | Introduction |
| **2.** Nowadays, people use phones a lot. | Reason 1 |
| **3.** In conclusion, phones can be dangerous. | Reason 2 |
| **4.** Secondly, phones can cause health problems. | Conclusion |

## 3 Read this model introduction and body paragraph, then do these tasks

1. Identify the hook, background, and thesis statement.
2. What is the main argument? What evidence is provided?

# Writing

Write your opinion essay on this topic "Should Students Use Mobile Phones at School?"



Media can also spread false news or harmful content that confuses people and creates fear. Sometimes, it makes people compare themselves to others, which may lead to stress or low self-confidence. In addition, too much media use can cause addiction and reduce real communication between family members and friends. For these reasons, I think media can have a harmful effect on our lives if we do not control how we use it.

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# Unit 6

## Soft Skills VS. Hard Skills



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# Objectives

## Reading

- differentiate between hard skills (technical abilities) and soft skills (personal qualities), give examples of soft and hard skills. understand why soft skills are harder to develop but are just as important.

## Listening

- identify key personal qualities like creativity, flexibility, and reliability in audio tracks.

## Speaking

- discuss the importance of skills for future careers, discuss personal qualities and their relevance in a professional context in role-playing scenarios.

## Writing

- write a descriptive essay on a topic like a memorable trip. Use adjectival relative clauses correctly.

## Language

- Correctly use defining and non-defining realative clauses in different settings.

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unit 6 Lesson 1



# Soft Skills VS. Hard Skills

**Before you read**

1 Can you think of a skill you learned at school and a skill you learned outside of school? How are they different?

2 Do you think personal qualities like teamwork and communication are as important as technical knowledge? Explain your opinion.

## Reading

**1 Read the following article, then answer the questions**

### SOFT SKILLS VS. HARD

When applying for a job or preparing for the future, it's important to understand the difference between **soft skills** and **hard skills**. Both are necessary for success, but they serve different purposes.



Hard skills are the technical abilities or knowledge you learn through education or training. For example, being able to use a computer program, speak another language, or fix a machine are all hard skills. These are often **measurable** and prove with certificates, tests, or examples of work.

Soft skills, on the other hand, are personal qualities that affect how you work and interact with others. These include communication, teamwork, time management, problem-solving, and **leadership**. Unlike hard skills, soft skills are more difficult to measure, but they are just as important in the workplace.

For example, a **brilliant** programmer might write perfect code, but if they can't explain their ideas to others or work well in a team, their performance could suffer. Many employers say that while hard skills can be taught, soft skills are harder to develop because they involve personality, attitude, and emotional intelligence.

Today, companies not only look for technical **expertise** but they also want employees who can collaborate, solve problems, and adapt to change. Being smart or highly skilled isn't enough; you also need to be respectful, reliable, and able to work well with others. A workplace runs smoothly when people communicate clearly, handle conflicts professionally, and support one another. These qualities make the difference between someone who simply does their job and someone who helps the whole team succeed.





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### Answer the following questions

1. What is the difference between hard skills and soft skills?
2. Why are soft skills important in the workplace?
3. Give two examples of soft skills mentioned in the text.
4. Why do employers look for a balance of both skill types?
5. Which skills are easier to teach, according to employers?

## 2 In pairs, read the text again and guess the meanings of the words in bold

## 3 Write the words in front of their meanings

| Words | Meanings |
|---|---|
| ..... | A person's way of thinking, feeling, or behaving; their outlook or approach. |
| ..... | The ability to guide, inspire, and influence others toward a common goal. |
| ..... | Exceptionally intelligent, skilled, or impressive. |
| ..... | Trustworthy and consistently good in quality or performance. |
| ..... | Able to be measured or quantified in some way |
| ..... | Relating to specialized knowledge, especially in science, engineering, or technology. |

### S K I L L S

In short, hard skills help you get hired, but soft skills help you grow in your career. You might land a job because of your technical abilities, but you'll keep it—and advance—



because of how well you work with others. That's why developing both is key to long-term success. Whether you're just starting your career or looking to improve, focusing on both skill sets will prepare you for a stronger future.

# Speaking

## 4 Discuss the following

"Which soft skill do you think is most important for students? Why?"

**Prepare to share your answer with the class**

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unit 6 Lesson 2



# Radio Debate

**Before you start**

- What skills do you think these people have?
- What is your dream job?

## Listening

### 1 Listen to the audio and write T (True) or F (False)

Listen

1. Only artists and writers need to be creative.
2. Being flexible helps you adapt to new situations.
3. It's not important to be organized at work.
4. Teamwork is an important skill in many jobs.
5. A reliable person is someone you can trust.
6. Being ambitious is a bad quality in the workplace.
7. Resilient people stay calm when things go wrong.

### 2 Match the words with their meanings

| Words | | Meanings |
|---|---|---|
| a creative | | extremely important; absolutely needed. |
| b cooperative | | having a strong desire to succeed or achieve something important. |
| c ambitious | | very important or necessary; something you must have. |
| d essential | | able to recover quickly from difficulties or challenges. |
| e resilient | | can be trusted to do something well or on time. |
| f reliable | | able to use imagination and original ideas to make or do something new. |
| g vital | | willing to work with others and help as part of a team. |

### 3 Listen to the audio track again then answer the following questions

1. Why is being organized important in a job?
2. What does it mean to be flexible at work?
3. Why is creativity important even in non-artistic jobs?
4. What does being cooperative help you do?
5. How does being reliable help in the workplace?

## Speaking

### 4 Role-Play

Which 3 personal qualities do you think are the most important in your future career? Why?



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unit 6 Lesson 3



# Skills for Work and Life

## 1 Listen again and write (T) True or (F) False

Listen

1 Hard skills include qualities like teamwork and kindness. ( )

2 Employers never mention soft skills in job ads. ( )

3 A person who can design websites needs hard skills. ( )

4 According to the text, soft skills can help you succeed in the long term. ( )

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

1 Hard skills are abilities ---------- can be measured.

a) which b) who

c) where d) when

2 Employers often list the skills ---------- they need in job ads.

a) who b) which

c) where d) when

3 A person who stays calm under pressure is valued, ---------- shows emotional strength.

a) which b) that

c) who d) where

4 Soft skills are important, ---------- many employers agree.

a) who b) which

c) that d) which

## Language in Use

### Defining and non-defining relative clauses

**Defining relative clauses**

- We use defining relative clauses to give necessary information about a person or an object.
- We must use a relative pronoun (who, whom, which, that) if we are defining the subject or the object.
- In defining relative clauses, we can replace who, whom and which with that.

*e.g., Ahmed is the student who/ that got full marks.*

*e.g., Dogs are animals which / that are loyal to their owners.*

We can omit the relative pronoun if it is defining the object.

*e.g., We must protect the glory (that) we inherited from our great ancestors.*

**Non-defining relative clauses**

- We use non-defining relative clauses to give extra information about a person or an object. It is not important information.

*e.g., Sama's grandfather, who lives in Assuit, has one daughter.*

- We cannot use that to replace who, whom or which.
- We must use a relative pronoun in a non-defining relative clause.

*e.g., The new building, which is solar-powered, opened last October.*

- We use commas in non-defining relative clauses.

*e.g., Yara, whose father was a teacher, is a clever doctor.* (positive)

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

1. The teacher which explained the lesson is from Alexandria.
2. I know the man he lives next door.
3. That's the museum where it has ancient Egyptian statues.
4. She is the student whose her project won first prize.
5. This is the book what I told you about.

## Speaking

**4** **In Pairs**

"What Did You See?" Game

Students take turns saying a sentence using defining relative clauses, describing a scene. Partner has to guess what it is.

**Example:**

- I saw a large animal which had stripes. → A tiger?

**5** **Fill in the blank with the correct relative pronoun (who, which, that, where, whose)**

1 The man _____ lives next door is very friendly.

2 This is the book _____ I borrowed yesterday.

3 I read a new book ..... was so exciting.

4 That is the school _____ we studied last year.

5 The car _____ is parked outside belongs to my uncle.

## Writing

**6** **Write a paragraph of about (150 - 180) about**

- Your dream holiday



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unit 6 Lesson 4



**Before you start**

- What personal qualities do you think are important for success in school or work?
- Can you think of a time when good communication or teamwork helped solve a problem?

# Hard Skills vs. Soft Skills: Finding the Balance

## 1 Guess the meanings of these words?

| Words | | Meanings |
|---|---|---|
| a. get your foot in the door | | to make quick, smart decisions, especially in unexpected situations. |
| b. long term | | To achieve your first opportunity to enter a business, organization, or profession. |
| c. comfort zone | | To be well-informed and organized about ongo-ing tasks or situations. |
| d. debate | | An organized discussion or argument about a particular topic, often with opposing view-points. |
| e. meet others halfway | | Continuing or remaining for a long period of time into the future. |
| f. stay on top of things | | To compromise or make concessions with someone to reach an agreement. |
| g. to think on your feet | | A situation or environment where one feels safe, secure, and at ease, avoiding risk. |

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# SOFT SKILLS ARE MORE IMPORTA

In today's world, soft skills are more important than ever. These are the personal and social abilities that help us speak clearly, work well with others, solve problems, and **adjust** to new situations. While hard skills show what you know, soft skills show how you use that knowledge. They can often **get your foot in the door**, but they can also help you succeed **in the long term**.

Soft skills are not learned from books—they grow through practice and real-life **experience**. To build them, you sometimes have to step out of your **comfort zone**. For example, to improve your communication, you could join a school **debate** or practice speaking in front of others. To improve **teamwork**, you might work on a group project where you need to listen, share, and **meet others halfway**.

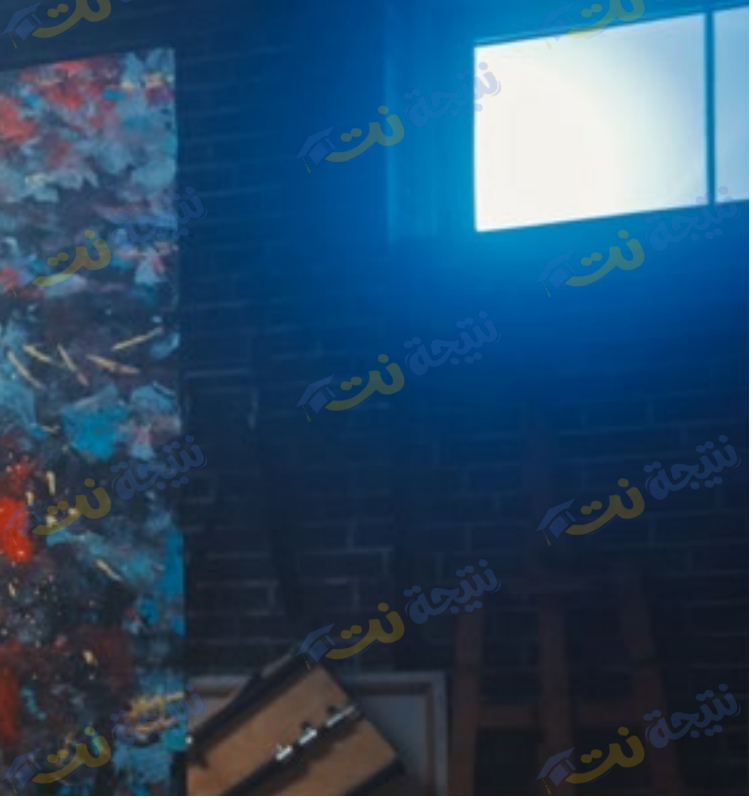
**Time management** is another key skill. You can use a planner or make a to-do list to **stay on top of things**. And when something unexpected happens, it helps **to think on your feet**—to make good decisions quickly.

Another important soft skill is **emotional intelligence**. This means understanding your own feelings and the feelings of others. It helps you solve problems calmly and build strong relationships.

Learning soft skills takes time and effort, but they can open doors in school, work, and life. In the end, knowledge fills your mind, but soft skills shape your future.




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# Reading

## 2 Read the following passage, and then answer the questions

### A Choose the correct answer a, b, c or d

1. Soft skills help people _____ with others in different situations.
   a) argue
   b) compete
   c) connect
   d) avoid
2. To develop your communication skills, you can _____.
   a) stay silent
   b) join a debate
   c) ignore your classmates
   d) copy someone's answers
3. If you want to improve time management, it's helpful to _____.
   a) throw away your planner
   b) take long naps
   c) make a to-do list
   d) always be late
4. When you _____, you leave your safe habits and try something new.
   a) get your foot in the door
   b) step out of your comfort zone
   c) stay on top of things
   d) meet others halfway
5. Emotional intelligence means understanding _____.
   a) only your own needs
   b) how to solve math problems
   c) your feelings and others' feelings
   d) technical skills like coding

### B Answer the following questions

1. What are soft skills, and why are they important?
2. How can someone improve their communication skills?
3. What is emotional intelligence, and how does it help in life?
4. Which soft skill do you think is the hardest to learn? Why?

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unit 6 Lesson 5



# Descriptive Essay

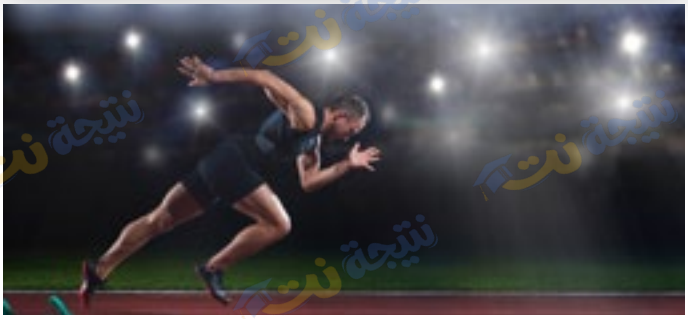
**Before you start**

- Who Egyptian champions do you know?

**1** **Read the following steps for writing a good descriptive Essay**

**Key Characteristics of a Descriptive Essay**

| Feature | Description |
|---|---|
| **Focused Topic** | Talks about one main subject in detail. |
| ... | |
| **Sensory Language** | Uses words that make you see, hear, smell, taste, or feel something. |
| **Imagery** | Helps the reader picture things clearly in their mind. |
| **Organized Structure** | Ideas are in order (by place, time, or theme). |
| **Figurative Language** | Uses creative comparisons like similes and metaphors. |
| **Emotional Impact** | Shares a feeling or mood, like happiness, peace, or sadness. |



## Tip Box for a Descriptive Essay:

A descriptive essay focuses on describing a person, place, object, event, or experience in vivid detail, using sensory language to create a strong image in the reader's mind.

### 1. Introduction

**Include:**

*A hook to grab attention (a surprising fact, question, or striking image)*

*A brief overview of the topic*

*A thesis statement that hints at the main feel ing you want to convey*

### 2. Body Paragraphs (Usually 2–4)

Each paragraph should describe a specific aspect of the subject

**a. Topic Sentence**

*Focus on one main idea or part of the description.*

**b. Sensory Details and Imagery**

*Use vivid adjectives and verbs*

**c. Figurative Language**

*Use similes, metaphors, or hyperbole to enrich the description*

### 3. Conclusion

*Summarize the impression or feeling created by the description*

*Reflect on the importance, meaning, or personal connection*

*Leave the reader with a lasting image or thought*



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**2** **Read the following descriptive essay and write a sentence describes the parts of the essay**

1. A thesis statement ----------
2. Topic Sentence ----------
3. Sensory Details and Imagery ----------
4. Figurative Language ----------

The crowd cheers loudly as Ahmed Elgendy stands on the winner's podium, his gold medal shining under the bright stadium lights. He smiles, tired but proud, with the Egyptian flag wrapped around his shoulders. Sweat still covers his forehead after the tough modern pentathlon, showing how hard he has trained.

His strong body, built through years of swimming, fencing, and running, moves with calm and control. When he smiles, he doesn't seem proud or boastful—just quietly happy and thankful for his success. The crowd shouts his name—"Elgendy! Elgendy!"—full of pride for their country.

In that moment, he is not just a sportsman; he shows the power of hard work and becomes a symbol of what Egypt can achieve in front of the whole world.

**3** **Write a descriptive essay of (150-180) words on "A place you've visited and you will never forget"**

نتيجة نت

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# Review 2 Units (4 - 6)

## A. Vocabulary

### 1 Choose the (Two) correct answers out of the FIVE (5) options given:

1 The computer will calculate your position with accuracy with pinpoint accuracy. The synonym of the word "accuracy" is ---------- .
a) exactness b) fragment c) politeness d) intensity e) precision

2 The road is open now, but it is often blocked by much traffic. The synonym of the word "blocked" is ---------- .
a) cracked b) congested c) jammed d) tracked e) flapped

3 Some people find that certain foods ---------- their headaches.
a) cite b) cause c) match d) trigger e) distinguish

4 I've asked them not to play their music so loudly, but they're not being very cooperative. The antonym of the word "cooperative" is ---------- .
a) stubborn b) reliable c) helpful
d) vital e) uncooperative

5 The service produces clear, measurable benefits to people's health. The antonym of the word "measurable" is ---------- .
a) immeasurable b) calculable c) ambitious
d) incalculable e) essential

### 2 Choose the correct answer from a, b, c, or d:

6 Scientists use satellites and radar to ---------- storms.
a) ignore b) track c) stop d) delay

7 The ---------- of a storm refers to how strong it is.
a) accuracy b) intensity c) humidity d) pattern

8 ---------- means being ready for an emergency.
a) Prediction b) Preparedness c) Evacuation d) Damage

9 A waterproof container keeps water from ---------- important documents.
a) drying b) damaging c) heating d) cleaning

10 ---------- plates are large pieces of Earth's crust that move and cause earthquakes.
a) Atmospheric b) Tectonic c) Oceanic d) Volcanic

11 Meteorologists study and predict ---------- conditions.
a) geological b) weather c) economic d) social

12 A(n) ---------- kit includes flashlights, water, and first aid supplies.
a) emergency b) school c) travel d) cooking

13 ---------- are practice activities for real emergencies.
a) Predictions b) Drills c) Reports d) Meetings

14 "Better safe than sorry" emphasizes the importance of ---------- .
a) risk- taking b) preparedness c) luck d) delay

15 Fake news often uses ---------- headlines to grab attention.
a) boring b) sensational c) scientific d) quiet

16 "Don't believe everything you read" is advice to avoid ---------- .
a) truth b) science c) education d) misinformation


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**17** A(n) ---------- is a system that shows you similar content based on your past activity.
a) printer b) algorithm c) camera d) battery

**18** ---------- means checking if information is true or accurate.
a) Guessing b) Printing c) Verification d) Sharing

**19** ---------- are mistakes in written text.
a) Headlines b) Misprints c) Photos d) Videos

**20** Media uses ---------- tactics to influence how people think.
a) harmful b) subtle c) slow d) old

**21** "Going viral" is an example of ---------- content.
a) boring b) trending c) hidden d) forgotten

**22** ---------- skills are personal qualities that affect how you work with others.
a) Hard b) Soft c) Technical d) Measurable

**23** The ability to fix a machine is an example of a ---------- skill.
a) soft b) hard c) emotional d) social

**24** Being able to work well in a team is a key of ---------- skill.
a) leadership b) teamwork c) programming d) mechanical

**25** Hard skills are often ---------- through education or training.
a) ignored b) learned c) hidden d) forgotten

**26** Employers value soft skills because they help employees ---------- with others.
a) compete b) interact c) hide d) argue

**27** A person who can solve problems quickly is said to ---------- on their feet.
a) run b) think c) jump d) walk

**28** ---------- is the ability to plan and use your time effectively.
a) Debate b) Leadership c) Programming d) Time management

**29** A---------- helps you stay organized and "on top of things."
a) phone b) planner c) friend d) game

**30** A brilliant programmer needs ---------- to explain ideas to others.
a) coding b) isolation c) silence d) communication

# B. Language

## 1 Choose the correct answer from a, b, c, or d:

**31** This box is ---------- than the other one.
a) heavy b) heavier c) more heavy d) heaviest

**32** She is the ---------- student in the class.
a) intelligent b) more intelligent c) most intelligent d) less intelligent

**33** This is ---------- movie I've ever seen!
a) good b) better c) the better d) the best

**34** My brother is ---------- taller than me.
a) many b) much c) such d) more

**35** This is one of ---------- cities I've visited.
a) beautiful b) the most beautiful c) more beautiful d) the less beautiful

**36** This exercise is ---------- than the last one.
a) easy b) easier c) the easier d) more easy

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**37** Mount Everest is ---------- mountain in the world.
a) high b) higher c) the highest d) most high

**38** She speaks French fluently, ---------- she?
a) doesn't b) isn't c) does d) is

**39** They didn't finish the project, ---------- they?
a) did b) didn't c) do d) have

**40** He's been to Paris before, ---------- he?
a) hasn't b) isn't c) has d) is

**41** They are sad as they have lost the match, ---------- they?
a) don't b) didn't c) haven't d) aren't

**42** You won't tell anyone, ---------- you?
a) will b) won't c) do d) don't

**43** She's very kind, ---------- she?
a) isn't b) doesn't c) hasn't d) has

**44** I'm late, ----------?
a) am I not b) aren't I c) don't I d) isn't it

**45** Of the two answers, this one is ----------.
a) correct b) more correct c) the most correct d) most correct

**46** The test was ---------- than I expected.
a) hard b) harder c) the harder d) hardest

**47** Ahmed is the student ---------- got full marks.
a) which b) who c) where d) when

**48** The new building, ---------- is solar-powered, opened last October.
a) that b) which c) who d) where

**49** Dogs are animals ---------- are loyal to their owners.
a) who b) which c) where d) when

**50** Yara, ---------- father was a teacher, is a clever doctor.
a) whose b) who c) which d) that

**51** We must protect the glory ---------- we inherited from our ancestors.
a) who b) which c) where d) when

**52** The engineer ---------- designed the bridge is from Egypt.
a) which b) who c) where d) when

**53** My phone, ---------- has a cracked screen, still works well.
a) that b) which c) who d) where

**54** Which of the following sentences is structurally correct:
a) She likes coffee, doesn't she? b) She likes coffee, doesn't he?
c) She likes coffee, does she? d) She likes coffee, isn't she?

**55** Which of the following sentences is structurally correct:
a) They aren't coming, are they? b) They aren't coming, aren't they?
c) They aren't coming, do they? d) They aren't coming, isn't they?

**56** Which of the following sentences is structurally correct:
a) He's never late, is he? b) He's never late, isn't he?
c) He's never late, doesn't he? d) He's never late, has he?

**57** Which of the following sentences is structurally correct:
a) The students who passed the exam celebrated.
b) The students, who passed the exam, celebrated.
c) The students who passed the exam, celebrated.
d) The students, who passed the exam celebrated.


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**58** Which of the following sentences is structurally correct:
a) I'm the most tallest in my family. b) I'm taller than anyone in my family.
c) I'm more taller than my brother. d) I'm the most high in my family.

**59** Which of the following sentences is structurally correct:
a) One of the most beautiful places is Hawaii.
b) One of the more beautiful places is Hawaii.
c) One of the beautiful places is Hawaii.
d) One of the beautiful places Hawaii.

**60** Which of the following sentences is structurally correct:
a) The movie, who was directed by Spielberg, won an Oscar.
b) The movie which was directed by Spielberg, won an Oscar.
c) The movie, which was directed by Spielberg, won an Oscar.
d) The movie that was directed by Spielberg won an Oscar.

## 2 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

**61** She's never late for work, is she? (always)
**62** Mount Fuji is the highest mountain in Japan. (higher than)
**63** He doesn't smile much, does he? (rarely)
**64** This phone is more expensive than the one I had before. (not as)
**65** My laptop is very old. It still works well. (which)
**66** The book was very interesting. I read it last week. (that)
**67** The students were very noisy. They were in my class. (who)
**68** That was the worst movie I've ever seen, wasn't it? (much worse)
**69** The movie was boring. It lasted three hours. (which)
**70** She doesn't mind working late, does she? (happy to)

# C. Translation

## 1 Choose the correct Arabic translation from a, b, c, or d:

**71** Soft skills, like communication and teamwork, are personal qualities that help individuals work effectively with others.

أ) المهارات المكتسبة، مثل التواصل والعمل الجماعي، هي صفات شخصية تُساعد الأفراد على العمل بكفاءة مع الآخرين.
ب) المهارات الشخصية، مثل التواصل والعمل الفردي، هي صفات شخصية تُساعد الأفراد على العمل بكفاءة مع الآخرين.
ج) المهارات الشخصية، مثل التواصل والعمل الجماعي، هي صفات شخصية تُساعد الأفراد على العمل بفعالية مع الآخرين.
د) المهارات المكتسبة، مثل التواصل والعمل الجماعي، هي صفات عامة تُساعد الأفراد على العمل بفعالية مع الآخرين.

**72** Sensational headlines and biased reporting can mislead audiences, undermining trust in truthful journalism.

أ) يمكن للعناوين الرئيسية المثيرة والتقارير المتحيزة أن تُضلل الجمهور، مما يُقوّض الثقة في الصحافة الصادقة.
ب) يمكن للعناوين الرئيسية المثيرة والتقارير المتحيزة أن تُضلل الجمهور، مما يعزز الثقة في الصحافة الصادقة.
ج) يمكن للعناوين الرئيسية المثيرة والتقارير الصادقة أن تُضلل الجمهور، مما يُقوّض الثقة في الصحافة المنحازة.
د) يمكن للعناوين الرئيسية العادية والتقارير المتحيزة أن تُضلل الجمهور، مما يؤكد الثقة في الصحافة الكاذبة.

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**73** Earthquakes can cause widespread destruction by shaking the ground violently, often collapsing buildings and triggering tsunamis.

أ) يمكن أن تُسبب الزلازل محدود واسع النطاق من خلال هزّ الأرض برفق، وغالبًا ما تُؤدي إلى انهيار المباني وتسبب موجات تسونامي.

ب) يمكن أن تُسبب الزلازل دمارًا واسع النطاق من خلال هزّ الأرض بعنف، وغالبًا ما تُؤدي إلى انهيار المباني وتسبب موجات تسونامي.

ج) يمكن أن تُسبب الزلازل دمارًا واسع النطاق من خلال هزّ الأرض برفق، وغالبًا ما تُؤدي إلى ترميم المباني وتسبب موجات تسونامي.

د) يمكن أن تُسبب الزلازل دمارًا محدود النطاق من خلال هزّ الأرض بعنف، وغالبًا ما تُؤدي إلى ترميم المباني وتسبب موجات تسونامي.

## 2 Choose the correct English translation from a, b, c, or d:

**74. تُسبب الأعاصير رياحًا قوية وأمطارًا غزيرة، مما يؤدي إلى فيضانات وأضرار جسيمة في المناطق الساحلية.**

a) Hurricanes bring powerless winds and heavy rainfall, leading to flooding and significant damage in desert areas.

b) Hurricanes prevent powerful winds and heavy rainfall, leading to flooding and significant damage in desert areas.

c) Hurricanes bring powerless winds and heavy rainfall, leading to bleeding and significant damage in coastal areas.

d) Hurricanes bring powerful winds and heavy rainfall, leading to flooding and significant damage in coastal areas.

# D. Reading Comprehension

## 1 Read the following passage, then answer the questions below:

Mass media, encompassing television, radio, newspapers, and the internet, is a powerful force in modern society. While it plays a crucial role in disseminating information and connecting people globally, its negative effects are a growing concern. One of the most significant impacts is the distortion of reality. The constant barrage of curated images and stories can create unrealistic expectations about life, success, and beauty. For instance, social media often presents a highlight reel of people's lives, leading to feelings of inadequacy and low self-esteem among viewers.

Another major drawback is the potential for misinformation and fake news to spread rapidly. In the digital age, anyone can publish content, and without proper fact-checking, false information can go viral, influencing public opinion and even political outcomes. This erodes trust in traditional news sources and creates a fragmented and polarized society. Furthermore, the relentless exposure to media, particularly violent content, has been linked to increased aggression and desensitization in some individuals, particularly young people.

The constant need for media consumption can also lead to **information overload** and addiction. The fear of missing out (FOMO) and the compulsive checking of devices disrupt sleep, reduce



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productivity, and strain relationships. The pressure to conform to media-driven trends, whether in fashion or lifestyle, can stifle individuality and promote a culture of consumerism. While media literacy education is key to helping people navigate these challenges, the negative effects of mass media on mental health, societal trust, and personal well-being remain a critical issue that demands our attention.

## 2 Choose the correct answer from a, b, c, or d:

1 The main idea of the passage is that mass media'.....'
a) Is entirely beneficial for society
b) Has both positive and negative impacts, with the negative ones being a significant concern
c) Is only a problem for young people
d) Is not a powerful force in modern society

2 The passage mentions that a pressure to conform can be a result of.....
a) media- driven trends b) a focus on individuality
c) the promotion of diverse opinions d) traditional values

3 The feeling of "fear of missing out" (FOMO) is linked to which negative effect?
a) Improved productivity
b) Disrupted sleep and strained relationships
c) Reduced need for media
d) A desire to disconnect from devices

4 The passage suggests that mass media can distort reality by.....
a) only showing the negative aspects of life
b) presenting a curated and unrealistic view of life
c) encouraging people to be themselves
d) limiting access to information

5 The spread of "fake news" is described as a concern because it can.....
a) increase trust in traditional news
b) be easily verified by anyone
c) influence public opinion and polarize society
d) only affect a small number of people

6 The underlined phrase "information overload" refers to .....
a) the lack of available information
b) having too much information to process
c) the process of fact- checking
d) an interest in various topics

7 The author suggests that a potential solution to the negative effects of media is .....
a) completely avoiding all media
b) increasing the amount of media consumed
c) promoting media literacy education
d) relying solely on social media for news

8 Which of the following is NOT listed as a form of mass media in the passage?
a) Television b) Social gatherings c) Radio d) Newspapers

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# E. Writing

## 1 Choose the correct answer from a, b, c, or d:

1 A formal report should begin with a clear ---------- that tells the reader the topic.
a) story b) title c) joke d) email

2 In a formal report, you should write "do not" instead of "don't" because formal writing avoids ----------.
a) headings b) contractions c) paragraphs d) punctuation

3 The section that explains the purpose of the report is called the ----------.
a) conclusion b) introduction c) findings d) greeting

4 A formal report uses a ---------- tone, not casual or emotional language.
a) funny b) neutral and polite c) angry d) poetic

5 Using bullet points and headings helps to make the report ---------- to read.
a) harder b) more organized c) longer d) more colorful

6 Which phrase is most appropriate for making a recommendation in a formal report?
a) I think we should... b) Maybe we can...
c) It is recommended that... d) Let's try...

7 A strong introduction should include a hook, background, and ----------.
a) secret b) joke c) song d) thesis statement

8 In the conclusion, you should restate your opinion and give a ----------.
a) future prediction b) random guess
c) movie title d) phone number

9 The section that explains the purpose of the report is called the ----------.
a) findings b) greeting c) conclusion d) introduction

10 The part of the report that presents facts and observations is called the ----------.
a) title b) findings c) story d) opinion

11 What is the primary purpose of an opinion essay?
a) To provide a factual and unbiased report on a topic.
b) To argue for and support a specific point of view on a topic.
c) To narrate a personal experience or story.
c) To compare and contrast two different subjects.

12 Which of the following is a good hook for a descriptive essay?
a) I don't know what to say.
b) The room was silent, but the air buzzed with tension.
c) This is a normal day.
d) Let's skip this.

## 2 Write on one of the following:

a) An opinion essay about "Social media does more harm than good."

b) A descriptive essay about "A time you felt proud of yourself."



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# English

## Secondary Two - Term 1

**Academic Year: 2025/2026**

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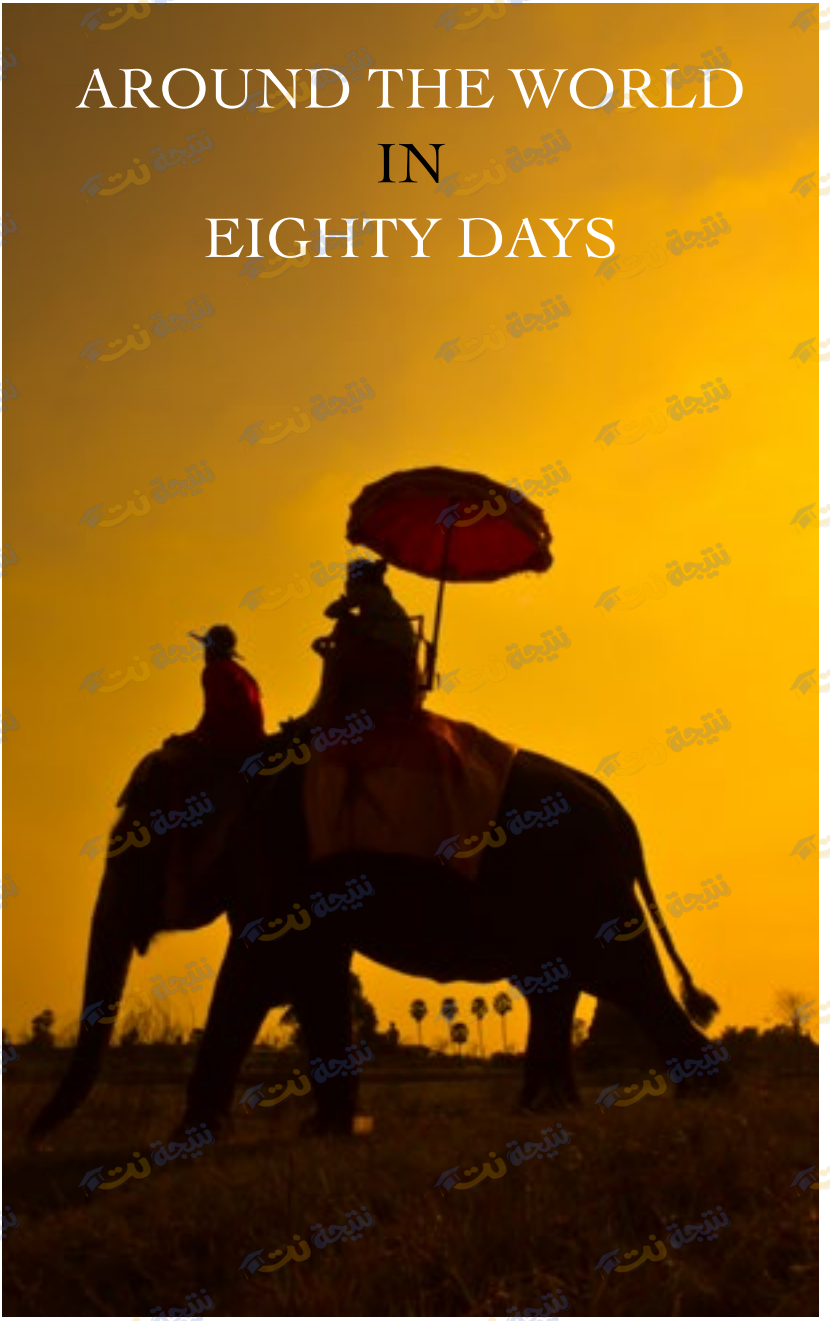
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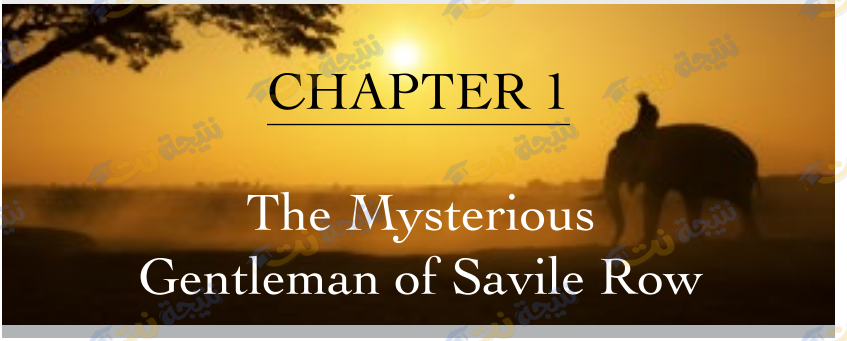
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# AROUND THE WORLD IN EIGHTY DAYS



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# CHAPTER 1

# The Mysterious Gentleman of Savile Row

## The Calm Life of Mr. Phileas Fogg

In the year 1872, in the busy heart of London, lived a gentleman who was unlike any other. His name was **Phileas Fogg**, and though many people had heard of him, very few truly knew him. He was a man of habits, of order, and of perfect punctuality. His home was in **Savile Row**, a quiet street known for tailors and fine houses. The neighbors sometimes wondered about this man who seemed to live without change, without family, and without visible work.

Mr. Fogg's life was measured by the tick of the clock. He left his house at the same minute each morning, returned at the same exact time each evening, and never allowed the smallest delay to interrupt his order. His meals, his reading, even his walks were organized with mathematical precision.

Some people thought he was cold and proud. Others whispered that he might be rich but strange. But the truth was simpler: Phileas Fogg valued calm, order, and discipline above all things.

Every day, at the same hour, he went to the **Reform Club**, a private gentlemen's club where London's wealthiest and most respected men met to read newspapers, discuss important topics,


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or play games. The Reform Club on Pall Mall was a place of polished oak tables, red leather chairs, high ceilings, and the constant rustle of newspapers. The men who gathered there were politicians, bankers, engineers, and men of science. It was a temple of reason and respectability, where arguments were sharp but voices remained calm. There, Mr. Fogg spent hours reading and playing **whist**, a card game that required concentration and strategy. He spoke little, but when he did, his words were clear and precise.

## A New Servant

On the morning of October 2nd, 1872, something unusual disturbed Mr. Fogg's carefully ordered life. His servant had left him suddenly, unable to endure his master's strict schedule and demands. Mr. Fogg, calm as always, simply placed an advertisement for a new valet.

That same day, a Frenchman named **Jean Passepartout** arrived at Savile Row to apply for the position. Passepartout was about thirty years old, with a friendly face, lively eyes, and the heart of a traveler. He had tried many professions—singer, acrobat, firefighter, and even circus performer—but now he longed for a quiet and steady life.

When Mr. Fogg interviewed him, the conversation was short and direct.

"Your name?" asked Fogg.

"Jean, but everyone calls me Passepartout," replied the Frenchman cheerfully.

"You wish to serve as my valet?"

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"Yes, sir. I am strong, punctual, and loyal. I left Paris because I desired peace and regularity."

"Peace and regularity, you shall have," said Mr. Fogg, without changing his expression. "My house is in order, and my habits never change. If you serve me well, you will find this place most suitable."

Passepartout accepted with relief. After so many adventures, a life of calm sounded perfect. He did not yet know how mistaken he was.

## Passepartout's First Impressions

As soon as he entered his master's house, Passepartout noticed its unusual character. The furniture was plain but elegant, polished until it shone. There were no pictures, no decorations, no family portraits. The only thing that seemed alive was the large clock in every room, all ticking in harmony.

"This is the home of a man who loves order more than life itself," Passepartout whispered to himself. "Well, at least it will be restful!"

He did not know that within two days, he would be traveling across Europe, leaving London far behind.



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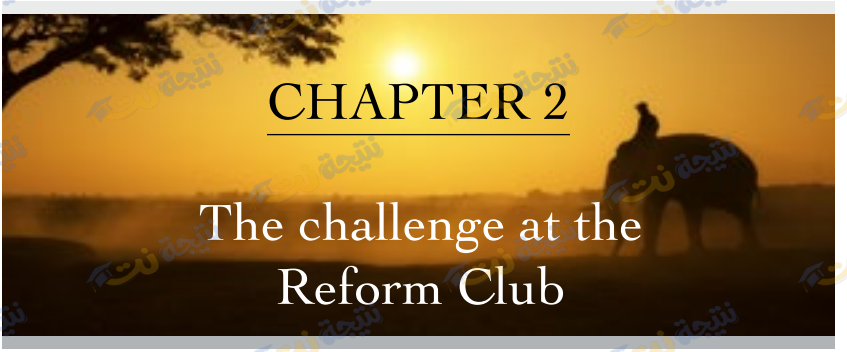
## Values in this Chapter

- **Discipline:** Mr. Fogg shows the strength of order and punctuality.
- **Loyalty and Service:** Passepartout, though surprised, follows his master faithfully.
- **Curiosity and Openness:** Passepartout reminds us that new experiences can bring growth.

## Idioms/Expressions

- **"Measure by the tick of the clock"** – Living life with strict punctuality and order.
- **"A man of habit"** – Someone who follows the same routine every day.
- **"Heart of a traveler"** – A natural love for adventure and moving from place to place
- **"First impressions"** – The initial opinion or feeling someone gets when they see or meet something for the first time.

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# CHAPTER 2

# The challenge at the Reform Club

## An Afternoon at the Reform Club

That particular afternoon in October 1872, a conversation arose in the Reform Club that would change the life of Phileas Fogg forever.

The news had spread through London: the **Bank of England** had been robbed of fifty-five thousand pounds. The thief had escaped, leaving the city in shock. The newspapers speculated about his identity, though no one yet knew who he was.

Some members of the club spoke of the robbery while reading the day's paper. Others discussed the speed of modern travel. New railways were being built in India, the Suez Canal had opened, and steamships were crossing oceans faster than ever before.

Phileas Fogg sat quietly, as always, playing whist with his companions. He seemed unaffected by the excitement around him. His calmness made him mysterious, and some of the gentlemen often wondered if anything could truly surprise him.



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## A Heated Debate

One of the players, Mr. Ralph, set down his cards and declared:

"The world is growing smaller every day. Why, gentlemen, one might soon travel around it in a matter of months!"

"Months?" replied Andrew Stuart, another member, laughing. "You are too generous, Ralph. With all these steamships and railways, one might do it in eighty days or even less!"

The group chuckled, but Stuart's words caught the attention of Mr. Fogg. He raised his calm eyes from the cards and spoke in his measured voice.

"Eighty days," he said. "It can be done."

"Done?" cried Stuart. "Nonsense! You cannot travel around the world in eighty days. It is impossible."

"On the contrary," replied Fogg, "it is entirely possible. I am prepared to prove it."

The men leaned closer. "You speak seriously, Fogg?"

"I never speak otherwise."

"Then explain yourself," demanded Stuart.

## The Calculation

"Without hesitation, Mr. Fogg produced a small notebook from his pocket. Inside was a neat timetable, drawn up with precision. He spoke as though reciting a mathematical formula, listing each stage of the journey with exact times.

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Then, with calm certainty, he concluded, 'Total: exactly 80 days.'" He recited it like a formula:

- London to Suez – 7 days
- Suez to Bombay – 13 days
- Bombay to Calcutta – 3 days
- Calcutta to Hong Kong – 13 days
- Hong Kong to Yokohama – 6 days
- Yokohama to San Francisco – 22 days
- San Francisco to New York – 7 days
- New York to London – 9 days

The men stared in astonishment.

"You forget storms, delays, accidents," protested Stuart. "You count only the minutes of the timetable, not the accidents of life."

"Accidents?" said Fogg. "I never plan for accidents. A true gentleman does not waste time on imaginary delays. The routes exist. The ships sail. The trains run. The journey is possible."

"Impossible," muttered Stuart. "Even if you succeed in reaching India, the rest of the world will defeat you."

Mr. Fogg placed his cards on the table. "Shall we make it interesting?"



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## The Challenge

The other men looked at one another. Stuart narrowed his eyes.

"What do you mean?" he asked.

"I propose a challenge," said Fogg calmly. "I shall go around the world in eighty days or less. If I fail, I will pay you twenty thousand pounds. If I succeed, you will pay me the same."

A silence followed. Twenty thousand pounds! It was an enormous sum, enough to buy an estate or fund an entire railway project. For Fogg to risk so much showed either great confidence or great madness.

"You are jesting," said Stuart.

"Not in the least," replied Fogg. "Shall we say the challenge is accepted?"

One by one, the men agreed. They were curious to see if this eccentric gentleman would truly attempt such a ridiculous venture. A contract was drawn up and signed.

"You will leave when?" asked Ralph.

"Immediately," said Fogg. "Today, October 2nd, at 8:45 in the evening, I shall take the train to Dover, and from there to Calais. I shall return here to the Reform Club on Saturday, December 21st, at the same hour. Gentlemen, mark your calendars."

The men shook their heads in disbelief.

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## Values in this Chapter

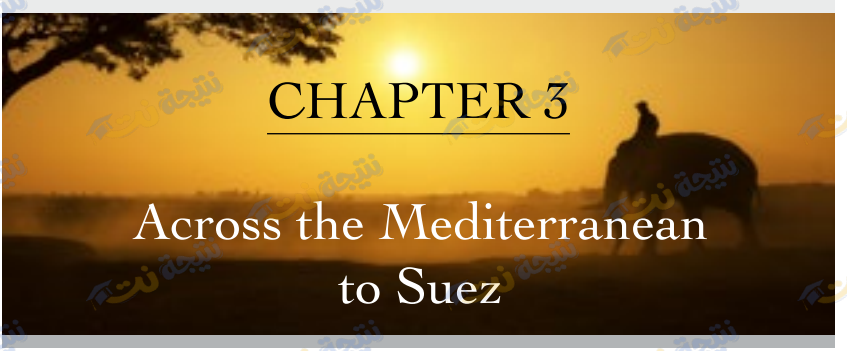
- **Precision and Planning:** Careful preparation can make even the impossible possible.
- **Courage to Risk:** Daring to put everything on the line requires bravery.
- **Loyalty:** Passepartout's obedience shows devotion, even in confusion.
- **Justice and Duty:** Detective Fix demonstrates persistence in pursuing what he believes is right.

## Idioms/Expressions

- **"Bet your life on it"** – To be very certain about something.
- **"A temple of reason and respectability"** – A place where logic, knowledge, and respect are highly valued.
- **"Crossing oceans faster than ever before"** – Making unprecedented progress in travel and technology.
- **"Caught the attention of Mr. Fogg"** – Strongly interested or focused his mind, not literally grabbing attention.



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# CHAPTER 3

# Across the Mediterranean to Suez

## A Servant in Shock

When Mr. Fogg returned to his house on Savile Row, Passepartout was arranging his master's wardrobe. The Frenchman had imagined a calm life with quiet walks and peaceful evenings. He had no idea what was about to happen.

"Passepartout," said Fogg without a trace of emotion, "we are leaving in ten minutes. Pack a carpetbag with two shirts and three pairs of stockings. Bring my woolen coat and the traveling rug. Do not forget the banknotes. We leave for Dover."

Passepartout dropped the shoes he was polishing. "Leaving? Tonight?"

"Yes. We are going around the world in eighty days."

Passepartout's eyes widened. "Around the world? In eighty days?"

"Precisely."

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The Frenchman had dreamed of quiet. Instead, he was being thrown into the greatest adventure of his life. But he had no choice. He obeyed, though his hands trembled as he packed.

## The Departure

At exactly 8:45 that evening, Mr. Fogg and Passepartout left Savile Row and entered a cab. The horse's hooves clattered against the stones as they hurried through the foggy streets of London. Gas lamps glowed faintly, and the bells of Big Ben struck the hour as if to mark the beginning of their strange voyage.

At Charing Cross Station, the train was waiting. Passengers hurried to their compartments, porters shouted, and whistles blew. Calm as ever, Fogg checked his watch, purchased two tickets, and boarded.

Passepartout followed, still dizzy from the speed of events. "Mon Dieu!" he muttered. "Here I thought I had found peace, and now I am off to the ends of the earth!"

The train whistled and moved forward. The journey had begun.

## Suspicion Arises

At that same moment, another man was watching. His name was **Detective Fix**, an agent of Scotland Yard. He had been following rumors about the Bank of England robbery. The description of the suspect—a tall, well-dressed Englishman with calm manners—seemed to match Phileas Fogg.

When Fix saw Fogg and his servant board the train to Dover with such haste, his suspicions deepened. Why else would a


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gentleman leave London so suddenly with a bag of banknotes?

Fix decided to follow them. He would keep a close eye on this mysterious traveler until he had proof.

Thus, as the train sped into the night, three men were bound together by fate:

- Fogg, calm and determined, who trusted in timetables more than chance.
- Passepartout, confused but loyal, who longed for peace but found adventure.
- Fix, watchful and suspicious, who believed he was chasing a thief.

The stage was set for an extraordinary race against time.

## From Paris to the Sea

The train from Paris rattled southward through the French countryside. Fields of golden wheat and rows of vineyards rolled past the windows. Villages with red-tiled roofs and small church towers flashed by as the train sped on. Inside the carriage, Phileas Fogg sat with his usual calm, his eyes occasionally glancing at the timetable in his hand.

Passepartout, on the other hand, pressed his face to the glass like an eager child. He had never traveled so far from London, and every detail fascinated him—the smoke of distant factories, the peasants gathering grapes, the winding rivers that shone in the afternoon sun.

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"Mon Dieu," he whispered, "I thought my master was a quiet man who lived only by his clock. Instead, he drags me across all of France within a day!"

Fogg, hearing him, simply nodded and adjusted his cuffs. "The train is on time," he said.

When they reached **Marseilles**, the air was filled with the smell of salt and tar. Ships crowded the port, their masts rising like a forest of poles against the evening sky. The Mediterranean lay before them, blue and endless. For Passepartout, it was a first glimpse of a world beyond Europe.

Within hours, they boarded the steamship **Mongolia**, which was bound for Egypt.

## Life on the Mongolia

The Mongolia was a proud vessel, painted black with gleaming brass rails. Its tall smokestack belched clouds of coal smoke, and its engines beat with the rhythm of a giant heart. On deck, the salty wind whipped through the rigging, and gulls followed in their wake.

Passengers came from many nations: English merchants, French officers, Indian officials, and travelers of every description. The deck echoed with different languages—English, French, Italian, Arabic, and more.

Passepartout at first struggled to keep his balance as the ship rocked gently. He leaned over the rail and groaned. "If only the sea would stop moving!" But soon, the fresh air revived him, and curiosity replaced discomfort.


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He wandered among the passengers, asking questions, marveling at their costumes, and laughing at the strange mixture of accents. At night, he stood on deck gazing at the stars, brighter than he had ever seen in London.

Mr. Fogg, by contrast, lived exactly as if he were still in Savile Row. He rose at eight, took breakfast at nine, walked for half an hour, then joined a game of whist with three gentlemen. He read his guidebook at fixed hours and checked his watch regularly. He did not waste a moment on idle talk or sightseeing.

"My master travels the world," Passepartout muttered, "but he behaves as if he never left his armchair!"

Still, the servant admired Fogg's self-control. No storm, no noise, no change of scene could disturb his calm.

## A Watchful Eye

Among the passengers was **Detective Fix**, an officer of Scotland Yard. He had secretly followed Fogg from Calais, convinced that the mysterious gentleman was the thief who had robbed the Bank of England.

Fix kept a close watch, walking the deck at all hours, pretending to admire the sea while keeping Fogg in view. He noted every detail: the calm way Fogg handled his cards at whist, the exact change he gave the steward, the precise moments when he walked on deck.

At **Brindisi** in Italy, the ship stopped briefly to take on coal. While passengers stretched their legs, Fix hurried to send a telegram to London:

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"Suspect has boarded Mongolia. Bound for Suez. Please send arrest warrant to await him."

But the telegraph wires were slow. Messages crawled across Europe and the Mediterranean at the pace of old horses, not lightning. Fix feared that the warrant would not arrive in time.

"No matter," he thought grimly. "I shall not lose sight of him. One mistake, one slip, and I will have my proof."

## Passepartout's Delight

Passepartout knew nothing of Fix's suspicions. For him, the voyage was a dream. He had never seen such clear skies, such blue water, such brilliant sunsets.

He laughed like a boy when he saw dolphins leaping beside the ship. He clapped his hands when flying fish scattered like silver arrows across the waves. He stared for hours at the coastlines—Italy's rocky shores, the distant islands rising like clouds from the sea.

One evening he said aloud, "Ah, France, I miss you! But what wonders await me! Who could have imagined I would travel farther in one week than in all my life before?"

The young Frenchman also began to feel respect for his master. Fogg never spoke unkindly, never raised his voice, and always paid fairly. He seemed cold, but he was never cruel. Passepartout thought, "Perhaps this journey will not be so bad after all."


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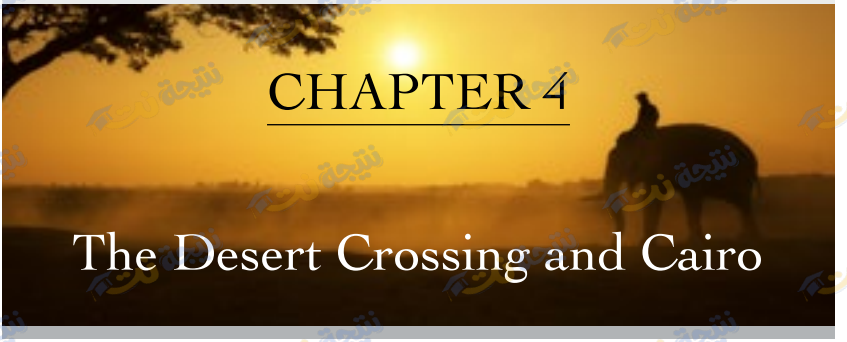
## Values in this Chapter

- **Discipline in all circumstances:** Fogg's orderliness gives him strength.
- **Openness to new experiences:** Passepartout shows the value of wonder and curiosity.
- **Perseverance in duty:** Fix's determination, though misguided, shows commitment.
- **Respect and fairness:** Fogg treats others with dignity, even while focused on his goal.

## Idioms/Expressions

- **"Keep a close watch"** – Observe carefully.
- **"Eyes widened"** – Showing shock or amazement, not just opining eyes.
- **"Off to the ends of the earth"** – Going very far away, to the most distant places.
- **"If only the sea would stop moving!"** – Expressing frustration with seasickness.

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# CHAPTER 4

## The Desert Crossing and Cairo

The port of Suez shimmered under the hot Egyptian sun. The steamship *Mongolia* had just docked after a week at sea, and its passengers were eager to step onto solid ground again. Among them were Mr. Phileas Fogg and his servant, Passepartout, who followed his master with quick, lively steps. For Passepartout, Egypt was a dream he had never imagined—golden sands, narrow streets full of camels, and minarets rising against the burning sky. For Mr. Fogg, however, Egypt was only a point on a timetable, a line in his carefully measured plan.

Mr. Fogg checked his watch as soon as he disembarked. "We are on schedule," he murmured calmly, as if speaking to himself. Passepartout wiped sweat from his forehead, astonished by the heat and the new sights.

"Mon Dieu!" he exclaimed. "This is another world! Look, master—those domes, those palm trees, those camels carrying water!"

But Mr. Fogg only nodded politely. "The train for Cairo departs in two hours. We must not waste time."



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Passepartout sighed. His master was a man of precision, not of wonder. Still, he followed faithfully.

## Detective Fix at Work

Not far behind, Detective Fix of Scotland Yard kept a careful eye on them. He had followed Fogg since the Channel crossing, convinced that the English gentleman was the very man who had robbed the Bank of England. Fogg's quiet manner and enormous challenge only increased Fix's suspicion.

At Suez, Fix hurried to the telegraph office and sent another urgent message to London:

**"Suspect Phileas Fogg has arrived in Suez. Traveling to Cairo by train. Please send warrant for arrest immediately."**

But the wires were slow, and the journey long. Fix knew the warrant might not arrive before Fogg moved further east. That frustrated him, but it also strengthened his resolve. He would stay close, waiting for the right moment to act.

Meanwhile, he struck up a casual conversation with Passepartout, who was too trusting to doubt him.

Passepartout said proudly. "We have already crossed France, Italy, and the Mediterranean. Next is India, then Hong Kong, then America, and back to London."

Fix nodded but thought to himself, *This challenge is just a cover. He is escaping justice!* His determination deepened. He must stop Fogg at all costs.

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## Across the Desert

The train to Cairo began its long journey through the desert. It was a curious mixture of European technology and ancient landscape. The iron tracks cut across golden sands, while the wind carried whispers of ancient caravans that had once crossed the same routes.

Passepartout sat by the window, his eyes wide with delight. He pointed excitedly at every sight. "Look, monsieur! Bedouins on horseback! And there—a caravan of camels loaded with goods! This land is full of wonders."

Mr. Fogg, on the other hand, sat upright in his seat, quietly reading his timetable and guidebook. His expression never changed. At exact intervals, he glanced at his watch, confirming the train's punctuality.

After a while, Passepartout could not contain himself. "Master, do you never feel amazed? This desert, this sun—it is unlike anything in England!"

Fogg looked up calmly. "The world is wide, Passepartout. But amazement does not help us arrive on time."

Still, Passepartout smiled. He admired his master's discipline, even if he did not understand it.

## Cairo

By evening, the train rolled into Cairo, the great city by the Nile. For Passepartout, it was a vision from a storybook: narrow alleys filled with colorful markets, the sound of merchants calling out, and the fragrance of spices, coffee, and roasted meat. Donkeys and camels shared the streets with


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carriages. Minarets pierced the sky, and the call to prayer echoed across the rooftops.

"Magnificent!" Passepartout exclaimed. "I never thought I would see such a place with my own eyes."

Mr. Fogg, however, moved with steady steps. He walked straight to the ticket office to confirm their passage on the next train to Suez, where a ship would take them toward Bombay, India. Time was everything.

Detective Fix shadowed them through the crowded streets. He kept silent, but his thoughts burned. ***If only the warrant arrives in time…***

That evening, Fogg allowed Passepartout a short walk through the bazaar. The servant marveled at the lamps that glowed in the dark, the craftsmen hammering brass, and the storytellers gathering children around them. To him, Cairo was alive with magic.

But his master was already preparing for the next stage. He calculated the hours, the distance, and the connections. "We are still on schedule," he said, satisfied. "If no delays occur, we will reach Bombay as planned."

Passepartout nodded, though in his heart he wished for more time to explore. Still, he respected his master's mission. This was not a holiday; it was a race against time.

## Fix Makes His Move

The next morning, as they prepared to leave Cairo, Fix approached Passepartout again. This time he spoke with false

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friendliness.

"You are fortunate to serve such a master," Fix said. "But tell me—do you know why he is in such a hurry? Why he risks so much money?"

Passepartout laughed. "Why, of course! He is a man of honor. He has made a challenge, and he will win it. You will see."

Fix smiled but thought, ***The servant knows nothing. I must catch the master myself.***

He then secretly wrote another telegram to London, repeating his request for the arrest warrant. He was determined to delay Fogg in Egypt if possible, but Fogg's strict schedule left little chance.

## Departure

The time soon came to leave Cairo and return toward the Red Sea, where their ship waited. Fogg bought the tickets with his usual calmness, checked his watch, and guided Passepartout back to the station.

As the train pulled away, Passepartout leaned out of the window, waving at the city that had enchanted him. "Goodbye, Cairo! Perhaps one day I shall return."

Fogg closed his guidebook and said quietly, "Onward to India."

Behind them, Fix followed, his determination stronger than ever.



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The great adventure was only beginning.

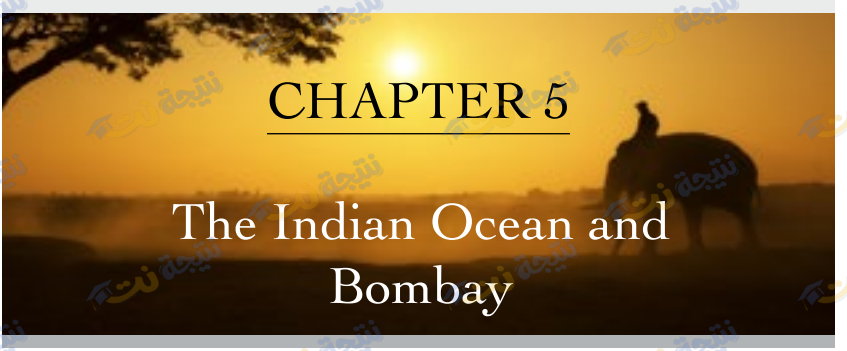
## Values in this Chapter

- **Discipline keeps us focused:** Fogg's strict order helps him stay on track.
- **Openness to wonder**: Passepartout shows the importance of curiosity and appreciation of new cultures.
- **Persistence in duty:** Detective Fix, though misguided, demonstrates determination.
- **Respect in relationships:** Fogg treats Passepartout fairly, showing leadership through calm respect.

## Idioms/Expressions

- **"On schedule"** – happening at the planned time.
- **"Waste no time"** – act quickly, without delay.
- **"A man of precision, not of wonder"** – Someone who values order and accuracy over curiosity or amazement.
- **"A vision from a storybook"** – Something that looks magical and unreal, like in a fairy tale.

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# CHAPTER 5

## The Indian Ocean and Bombay

The sun was rising as the steamer *Mongolia* left the port of Suez, its engines turning steadily as it entered the narrow waters of the Red Sea. For many of the passengers, this was their first view of the desert coast of Arabia, with its endless stretches of golden sand and rocky hills. The air shimmered with heat, and the cries of seabirds followed the ship as it pressed southward toward the Indian Ocean.

For Phileas Fogg, the departure was no different from the turning of a page in a timetable. He checked his watch, compared it with the ship's clock, and then calmly opened his guidebook to note the distance to Bombay. His entire fortune depended on such calculations, and yet his face showed no trace of worry. Passepartout, however, was in awe.

"Mon Dieu," the valet whispered to himself, leaning over the rail, "the world grows larger every day. And yet my master behaves as if it were only another street in London!"



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## Life Aboard the Mongolia

The days at sea soon developed their rhythm. The passengers dined at fixed hours, strolled on deck during the cooler mornings and evenings, and played games of cards to pass the time. Mr. Fogg continued his habit of playing whist, winning or losing with equal calmness, as though the game itself mattered more than the money.

Passepartout, meanwhile, enjoyed exploring the ship. He spoke with sailors, asked questions about the engines, and admired the skill with which the crew managed such a vast machine. At night he often stood on deck gazing at the stars, wondering how far from Paris he had already traveled. Sometimes he dreamed of home, but the thrill of adventure always returned with the sunrise.

Among the passengers, however, Detective Fix kept his watch. He observed every movement of Fogg, never relaxing his suspicion. Each day he hoped for a message from Suez or Aden that would confirm the arrest warrant, but none came. The telegraph lines were still too slow, and his frustration grew.

## Through the Red Sea

The *Mongolia* sailed down the long body of the Red Sea, passing barren coastlines and the occasional Arab dhow with its triangular sail. The heat became oppressive, and the air thick with salt and dust. Many passengers hid below decks, but Fogg continued his measured walks at the exact same hours, no matter the weather.

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Passepartout, sweating heavily, fanned himself with his hat. "Does my master not feel this heat?" he muttered. But when he asked, Fogg replied only:

"The temperature is of no consequence, provided the timetable is maintained."

In truth, Fogg's willpower was a mystery to everyone. He treated heat, cold, and distance all as minor inconveniences compared to the precision of his plan.

## The Port of Aden

After several days the steamer reached the port of Aden, at the southern tip of Arabia. The ship stopped to take on coal, and Passepartout was allowed to disembark for an hour. He marveled at the whitewashed houses, the crowded bazaar, and the camels kneeling patiently under the burning sun. For him, every sight was exotic, every sound a discovery.

Fix, too, went ashore, though his eyes searched not for wonders but for telegraph offices. Still no reply from London. He clenched his fists. "The warrant must arrive in Bombay," he told himself. "It must."

Meanwhile, Fogg remained on the ship. He spent the hour writing in his notebook, calmly recording the time of arrival and departure, and calculating how many hours remained until Bombay. For him, the stop at Aden was simply another entry in his careful schedule.


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## Into the Indian Ocean

The *Mongolia* now left the narrow seas and entered the wide Indian Ocean. The air grew fresher, the waves larger, and the horizon endless. For the first time since leaving London, Passepartout felt the true immensity of the world.

At night, the ship cut through waters sparkling with phosphorescence. Dolphins raced beside the bow, Passepartout clapped his hands in delight, calling other passengers to watch. Even Fix, though troubled, could not help admiring the sight.

The voyage across the Indian Ocean lasted thirteen days. The weather remained fair, and the engines of the *Mongolia* worked without failure. Each sunrise brought them closer to India. Fogg's calm never broke. He played cards, walked the deck, and read his guidebook.

## Arrival at Bombay

Finally, the morning came when the coast of India appeared on the horizon. At first it was only a thin blue line, then the shapes of hills, and finally the towers and domes of Bombay. For Passepartout, the sight was astonishing. The crowded harbor was alive with ships from every nation, from British steamers to Indian dhows and Chinese junks. On the docks he saw elephants, oxen, and endless lines of workers carrying goods.

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"This," he whispered, "is truly another world."

Fogg, however, stepped ashore with his usual calm. He checked his watch, confirmed the departure of the train to Calcutta, and walked straight toward the ticket office.

Fix followed closely. His heart beat faster. Surely the warrant would be waiting here! But when he checked at the telegraph office, again there was nothing. The delay was unbearable, yet he could not abandon his chase.

Passepartout, meanwhile, begged his master for a few minutes to see the city. "Only a little time, monsieur!" he pleaded. Fogg, calculating the hours, agreed to give him one hour before the train departed.

## A Glimpse of India

Passepartout ran into the streets like a child at a fair. He saw people of every dress and color. The smells of spices, incense, and dust filled the air. He had never imagined such variety in one city.

In a marketplace, he watched a group of musicians playing strange instruments, while dancers in bright costumes spun and clapped. He bought a few small trinkets as souvenirs, thinking of the stories he would tell in Paris.

But he also noticed the differences in custom. When he entered a Hindu temple out of curiosity, the priests shouted angrily and drove him out, for his shoes had polluted the holy ground. Red-faced and confused, he hurried back to meet Fogg, realizing that traveling the world meant not only seeing new wonders but also respecting unfamiliar traditions.


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## Departure by Train

At the appointed time, Fogg and Passepartout boarded the train bound for Calcutta. The carriages were crowded, the heat stifling, but the train represented the modern power of the British Empire in India. For Fogg, it was another link in the great chain of his plan. For Passepartout, it was the beginning of an adventure he could scarcely imagine.

As the train pulled out of Bombay, Fix stood on the platform, torn between anger and determination. “The warrant will arrive in Calcutta if not here,” he swore. And so, boarding the same train, he continued his pursuit.

The great subcontinent of India lay before them, with its vast rivers, dense forests, and crowded cities. For Fogg, it was only the next stage on the timetable. For Passepartout, it was the heart of an extraordinary journey. For Fix, it was the chance to prove his suspicion.

The adventure pressed on.

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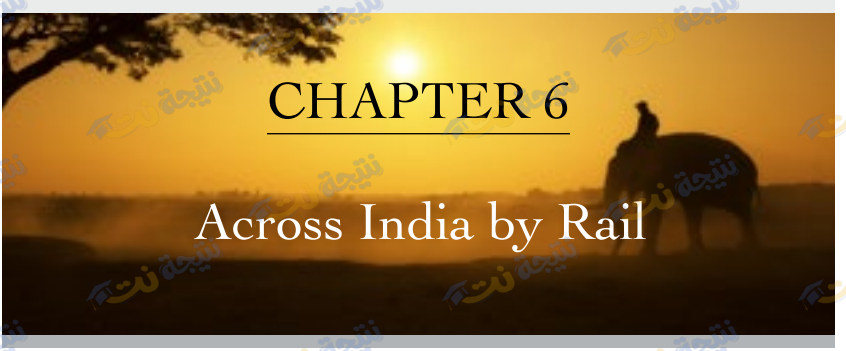
## Values in this Chapter

- **Discipline in adversity:** Fogg's calm routine shows strength of mind.
- **Curiosity and respect:** Passepartout learns the importance of observing traditions when traveling.
- **Perseverance:** Fix's chase continues despite endless delays.
- **Wonder and openness:** New sights expand Passepartout's vision of the world.

## Idioms/Expressions

- **"A page in the timetable"** – treating events as ordinary steps.
- **"Another world"** – a place very different from what one knows.
- **"Torn between"** – unable to choose between two feelings or actions.
- **"The world grows larger every day"** – New discoveries and experiences make the world feel vast and full of possibilities.
- **"The harbor was alive with ships"** – The harbor was busy and full of energy, not literally alive.


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# CHAPTER 6

# Across India by Rail

## The Grand Departure from Bombay

The following morning, Mr. Fogg, Passepartout, and Detective Fix — though the latter still uninvited — stood on the platform of Bombay's grand train station. The air was hot even at dawn, filled with the sounds of vendors shouting and engines hissing. The newly built railway line was a marvel of British engineering, stretching eastward across India. It promised to carry travelers from Bombay, through the jungles and plains, to the holy city of Allahabad, and onward to Calcutta on the banks of the Ganges.

Phileas Fogg purchased the tickets without hesitation, his calm face betraying no excitement. Passepartout, however, could barely contain his amazement. He had never seen so many different people together in one place: British officers in smart uniforms, Indian traders carrying bales of cloth, women in colorful saris, and pilgrims with walking sticks and copper pots.

"India!" he whispered to himself. "It is more wonderful than I ever imagined."

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Fix kept close to the pair, pretending to be another traveler. In reality, his eyes never left Fogg. He still waited for the arrest warrant from London, hoping it would arrive in time. Until then, he resolved to follow Fogg wherever he went.

The train gave a long whistle. Steam poured from the engine, and the carriages shuddered. With a cry from the guard, the journey across India began.

## Through the Countryside

At first, the train sped past the crowded streets of Bombay, where ox carts mixed with horse-drawn carriages and wandering cattle. Soon, the scenery changed. Palm trees waved gently in the breeze, villages with mud houses and thatched roofs appeared, and farmers worked in the rice fields, their feet sinking in the water.

Passepartout could not sit still. He leaned out of the window, pointing out temples with tall spires and monkeys leaping across the branches of banyan trees. He laughed like a child at every sight, while his master sat quietly, reading a newspaper.

"Mr. Fogg," he said at last, "do you see that? A whole herd of elephants! Enormous beasts, bigger than any horse."

But Fogg only nodded. "Yes, elephants are used for carrying loads in these regions. They are reliable animals."

Passepartout sighed. His master could find a way to make even elephants sound ordinary.



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## Fix's Inner Struggle

Meanwhile, Fix sat in the next carriage, pretending to admire the view. In truth, he wrestled with doubt. The more he studied Fogg, the more he wondered: could such a calm and polite gentleman really be the daring thief who robbed the Bank of England? Yet everything about the man's journey — the haste, the large sums of money, the determined silence — seemed suspicious.

"If only the warrant would arrive," Fix thought bitterly. "Until then, I must remain his shadow."

## An Unexpected Halt

For two days the train traveled smoothly, stopping at small stations where merchants sold spiced tea, rice cakes, and fruit. Then, on the third day, the train slowed unexpectedly. Passepartout, who had just fallen asleep, was jolted awake. The conductor's voice shouted through the carriage:

"Attention! The line ends here. All passengers must leave the train."

Confused, Passepartout looked out the window. They were in the middle of the jungle. A small village stood nearby, but beyond it stretched endless forest.

"What is this nonsense?" Passepartout cried. "Surely the line cannot end in the middle of nowhere!"

Fogg calmly asked the conductor for an explanation. The man bowed slightly and said, "Sir, the railway company promised to finish the track all the way to Allahabad. But the

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construction has not been completed. From here, there is no railway for fifty miles. You must find another way across the jungle."

Passepartout threw up his hands. "Fifty miles! In this heat, on foot? Impossible!"

Fogg, however, remained as unshaken as ever. He simply replied, "We will find transportation."

## The Elephant Solution

In the nearby village, Fogg made inquiries. Ox carts and horses were available, but none could travel quickly across the rough jungle paths. Just when hope seemed thin, a guide mentioned that an elephant was for hire. The animal, named Kiouni, was large and strong, with broad ears and calm eyes.

"The price is high," warned the guide. "Two thousand pounds."

Passepartout nearly fell over. "Two thousand pounds ! Why, that is robbery!"

But Fogg handed over the money without blinking. "Time is more valuable than gold," he said.

With that, the elephant was saddled, and a skilled mahout (elephant driver) joined them as a guide. Fogg, Passepartout, and Fix climbed onto the animal's back. Slowly, Kiouni moved into the dense jungle, carrying them toward Allahabad.


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## Journey Through the Jungle

The jungle was alive with sound. Birds of bright colors screeched in the treetops, while insects buzzed like tiny drums. Occasionally, a tiger's roar echoed in the distance, causing Passepartout to clutch the saddle tightly.

"Do not worry," said the mahout calmly. "Tigers rarely attack elephants."

Passepartout muttered, "Rarely is not never."

Still, he could not deny the beauty of the forest. Sunlight filtered through the tall trees, and the air smelled of flowers and spice. Along the way, they passed small villages where children stared wide-eyed at the foreign travelers on the great elephant.

Fogg remained calm, studying his watch frequently to ensure they were still on schedule. Fix, on the other hand, grew restless. Every hour that passed felt like a chance for his suspect to escape justice.

## A Dramatic Encounter

On the second day of their jungle crossing, they heard distant cries. The mahout slowed Kiouni and raised his hand. "Listen," he whispered.

The voices rose higher and higher until they came to an open space. There, they found a young woman lying unconscious, her face deathly pale.

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## A New Companion

Fogg decided to rescue the woman. And he made a plan. The woman's name was Aouda. She was the daughter of a wealthy merchant, forced a terrible situation after her husband's death. Grateful and shaken, she thanked Fogg with tears in her eyes.

"You have saved my life," she said softly.

Fogg replied simply, "No thanks are necessary. It was the right thing to do."

Passepartout, however, was glowing with pride. "Monsieur Fogg, you are the bravest man I have ever known!"

Even Fix, though still suspicious, felt a grudging respect. He had not expected such courage from his so-called criminal.

With Aouda now part of their group, the journey to Allahabad continued. Kiouni carried them steadily until at last, after days of hardship, the railway line appeared again.

Fogg paid the mahout generously and released Kiouni to him, with Aouda seated safely beside them. The party boarded the train once more, bound for Calcutta. Fogg had lost money and time, but he had gained something far more valuable — a human life saved.


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## Values in This Chapter

- **Courage in the face of danger:** Fogg risks everything to save Aouda.
- **The value of human life:** Passepartout insists that no custom justifies cruelty.
- **Justice and compassion:** Even Fix is forced to respect Fogg's sense of right and wrong.
- **Time vs. morality:** Fogg shows that keeping a schedule must never outweigh doing what is right.

## Idioms/Expressions

- **"Time is more valuable than gold"** – Suggests the importance of time over money.
- **"Shadow someone"** – To secretly follow a person.
- **"I must remain his shadow"** – Following someone constantly and secretly.
- **"The jungle was alive with sound"** – The jungle seemed full of energy and activity.

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AROUND THE WORLD IN EIGHTY DAYS

# Chapter 1 Questions

**Part A: Choose the correct answer a, b, c, or d**

1. Phileas Fogg lived in .....
   a. Paris b. London c. Rome d. New York
2. Mr. Fogg's home was on ..... .
   a. Oxford Street b. Savile Row
   c. Regent Street d. Bond Street
3. Fogg was known for his .....
   a. kindness b. habits and punctuality
   c. wealth and fame d. large family
4. The neighbors thought Fogg was .....
   a. very social b. strange and cold
   c. always traveling d. a teacher
5. Fogg spent much of his day at the .....
   a. Parliament b. Reform Club
   c. Royal Academy d. Theater
6. At the club, he often played .....
   a. chess b. poker
   c. whist d. dominoes
7. Mr. Fogg spoke .....
   a. loudly and often b. very little but clearly
   c. quickly and nervously d. only to his family



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8. On October 2nd, 1872, Fogg's servant .....
   a. disappeared suddenly  b. got married
   c. left for Paris  d. became sick
9. Fogg hired a new valet named .....
   a. Fix  b. Ralph
   c. Passepartout  d. Andrew
10. Passepartout was about ..... years old.
   a. 20  b. 25  c. 30  d. 35
11. Passepartout had tried many .....
   a. books  b. professions
   c. schools  d. sports
12. One of his jobs had been as a .....
   a. doctor  b. singer
   c. banker  d. tailor
13. Passepartout wanted a life of .....
   a. fame  b. travel
   c. peace and regularity  d. adventure
14. Fogg told Passepartout that his habits .....
   a. never change  b. change often
   c. depend on travel  d. are confusing
15. Passepartout thought Fogg's house was .....
   a. full of paintings  b. elegant but plain
   c. untidy and messy  d. noisy and crowded

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16. The furniture in the house was .....
    a. colorful and heavy
    b. plain but polished
    c. old and broken
    d. expensive and golden
17. There were no ..... in the house.
    a. chairs
    b. windows
    c. decorations
    d. clocks
18. Instead, there were large ..... in every room.
    a. portraits
    b. clocks
    c. mirrors
    d. lamps
19. Passepartout whispered, "This is the home of a man who loves ..... more than life itself."
    a. beauty
    b. money
    c. order
    d. fun
20. Passepartout believed the new job would be .....
    a. dangerous
    b. peaceful
    c. temporary
    d. adventurous
21. Mr. Fogg's daily life was measured by the .....
    a. clock
    b. calendar
    c. seasons
    d. sun
22. He left his house at the same ..... each day.
    a. hour
    b. week
    c. season
    d. year
23. Fogg's meals and walks were organized with .....
    a. imagination
    b. precision
    c. randomness
    d. freedom


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24. Some people thought Fogg might be .....
    a. a spy
    b. poor
    c. rich but strange
    d. a teacher
25. The club he visited was for .....
    a. farmers
    b. respected gentlemen
    c. shopkeepers
    d. artists
26. Passepartout was relieved to find a ..... job.
    a. quiet
    b. exciting
    c. temporary
    d. dangerous
27. Fogg's new servant thought the house would be .....
    a. boring
    b. restful
    c. frightening
    d. uncomfortable
28. Passepartout said he left Paris because he wanted .....
    a. excitement
    b. peace and stability
    c. to travel
    d. money
29. Fogg described his home as always .....
    a. quiet and peaceful
    b. open to visitors
    c. in order
    d. changing
30. Within two days, Passepartout would be .....
    a. fired
    b. traveling across Europe
    c. working in the club
    d. going back to Paris

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**Critical Thinking Questions:**

1. Who was Phileas Fogg and where did he live?
2. How was Mr. Fogg's daily routine described?
3. What did people think of Mr. Fogg's personality?
4. Where did Mr. Fogg spend most of his time outside his home?
5. What game did Fogg enjoy playing?
6. Why did Mr. Fogg need a new servant?
7. Who applied for the position of valet?
8. What kind of jobs had Passepartout tried before?
9. Why did Passepartout leave Paris?
10. How did Mr. Fogg describe his habits?

11. Why might neighbors have found Fogg mysterious?
12. How does punctuality define Fogg's character?
13. What does Passepartout's name suggest about his character?
14. Why do you think Fogg's interview with Passepartout was so short?
15. How does the description of Fogg's house reflect his personality?
16. Why do you think clocks were important in his house?
17. How does Passepartout feel when he first sees the house?


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18. What differences can you see between Fogg and Passepartout's personalities?
19. Why might Passepartout have thought the job would be restful?
20. How does the chapter prepare readers for future events?

**Critical Thinking**

21. Do you think living a life of strict routine is positive or negative? Why?
22. How important is punctuality in today's world compared to Fogg's time?
23. What qualities make a good servant or assistant in your opinion?
24. If you were Passepartout, would you accept the job? Why or why not?
25. Why do you think Jules Verne chose to make Fogg mysterious instead of ordinary?
26. Can order and discipline be more valuable than adventure? Explain.
27. How would you feel living in a house with no decorations, only clocks?
28. What might be the advantages and disadvantages of Fogg's personality?
29. Do you think Fogg and Passepartout will get along well in the future? Why or why not?
30. What lesson can we learn from the contrast between Fogg and Passepartout?

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# Chapter 2 Questions

**Part A: Choose the correct answer a, b, c, or d**

1. The Reform Club was located on .....
   a. Savile Row
   b. Pall Mall
   c. Oxford Street
   d. Bond Street
2. The Reform Club was known for its .....
   a. loud parties
   b. respectability and reason
   c. concerts
   d. art galleries
3. The members of the Reform Club were .....
   a. bankers, engineers, scientists
   b. actors and singers
   c. students and teachers
   d. soldiers only
4. The Bank of England had been robbed of .....
   a. £25,000
   b. £55,000
   c. £100,000
   d. £5,000
5. The robbery left the city of London in .....
   a. joy
   b. shock
   c. confusion
   d. peace
6. Newspapers speculated about the ..... of the thief.
   a. age
   b. identity
   c. family
   d. address


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7. Some members of the club also discussed the speed of .....
   a. modern travel  b. farming
   c. new schools  d. newspapers
8. The opening of the ..... had made travel faster.
   a. Eiffel Tower  b. Reform Club
   c. Suez Canal  d. Big Ben
9. Mr. Fogg sat quietly, playing ..... as usual.
   a. chess  b. whist
   c. cards with children  d. dice
10. His calmness made him seem .....
   a. ordinary  b. mysterious
   c. angry  d. lazy
11. Mr. Ralph said the world was growing .....
   a. larger  b. smaller
   c. more crowded  d. more dangerous
12. Stuart said one could travel the world in .....
   a. 1 year  b. 6 months
   c. 80 days or less  d. 200 days
13. Phileas Fogg replied that the journey was .....
   a. impossible  b. possible
   c. dangerous  d. foolish
14. Fogg pulled out a ..... from his pocket.
   a. timetable notebook  b. deck of cards
   c. newspaper  d. map of London

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15. Stuart argued that Fogg forgot about .....

a. delays and accidents
b. food and water
c. tickets and money
d. family and friends

16. Fogg said he never planned for .....

a. delays
b. happiness
c. food
d. travel

17. According to Fogg, a gentleman does not waste time on .....

a. real travel
b. imaginary delays
c. playing cards
d. other people

18. Fogg proposed a ..... to prove his point.

a. lecture
b. challenge
c. debate
d. story

19. The gentlemen thought the challenge was either great confidence or great .....

a. madness
b. wisdom
c. kindness
d. luck

20. Fogg planned to leave on .....

a. October 2nd at 8:45 p.m.
b. October 3rd at 9:00 a.m.
c. October 4th at midnight
d. October 5th at noon

21. The men reacted with ..... to his plan.

a. belief
b. disbelief
c. excitement
d. joy


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**Critical Thinking Questions:**

1. Where was the Reform Club located?
2. Who were the members of the Reform Club?
3. What major crime had shocked London?
4. How much money was stolen from the Bank of England?
5. What important travel development was mentioned in the discussion?
6. What game did Fogg play at the club?
7. Who suggested that the world could be traveled in 80 days?
8. How did Phileas Fogg react to Stuart's claim?
9. What did Fogg use to show his calculation of the trip?
10. What was Stuart's main argument against Fogg's plan?

11. Why did Fogg's calmness make him seem mysterious?
12. How does the Suez Canal symbolize progress in the story?
13. Why do you think the men at the club doubted Fogg?
14. How did Fogg's view of accidents and delays differ from Stuart's?
15. Why do you think Fogg was so confident in his calculations?
16. What does the bet reveal about Fogg's personality?
17. Why did the men agree to sign the contract?
18. How does this chapter build excitement for the adventure?
19. What role does the Reform Club setting play in the story?

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**Critical Thinking:**

20. How has modern travel changed compared to the 1870s?
21. Do you think accidents should always be considered in planning? Why or why not?
22. Would you risk everything you own for a challenge? Why or why not?
23. How does Fogg's determination inspire or worry you?
27. What does this chapter teach us about confidence?
24. If you were one of the gentlemen at the club, would you accept Fogg's challenge?
25. How might this chapter reflect human curiosity about the world?
36. Do you think challenges and risks are necessary for progress? Explain.


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# Chapter 3 Questions

**Part A: Choose the correct answer a, b, c, or d**

1. On October 2nd, Mr. Fogg told Passepartout to pack because they were .....

   a. moving houses
   b. leaving for Dover
   c. going to Paris
   d. visiting the club

2. Passepartout was told to bring only a .....

   a. suitcase full of books
   b. carpetbag with clothes and money
   c. trunk with decorations
   d. box of food

3. Passepartout was surprised because he thought life with Fogg would be .....

   a. calm and quiet
   b. full of travel
   c. dangerous
   d. full of surprises

4. At exactly ..... Fogg and Passepartout left Savile Row.

   a. 7:00 p.m.
   b. 8:45 p.m.
   c. 9:30 a.m.
   d. 10:15 p.m.

5. They left London from ..... Station.

   a. Waterloo
   b. Paddington
   c. Charing Cross
   d. King's Cross

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6. As the journey began, gas lamps glowed and ..... struck the hour.

a. Big Ben
b. church bells
c. the town clock
d. the train whistle

7. Another man watching Fogg was .....

a. Mr. Ralph
b. Detective Fix
c. Andrew Stuart
d. Passepartout

8. Fix suspected Fogg because of the ..... robbery.

a. jewelry store
b. bank of England
c. Reform Club
d. train station

9. Fix thought Fogg's sudden departure meant he was .....

a. going on holiday
b. escaping with stolen money
c. running from family
d. sick

10. Passepartout dreamed of peace but instead found .....

a. boredom
b. a great adventure
c. trouble with money
d. a new master

11. On the train to Paris, Passepartout looked out at the .....

a. French countryside
b. London streets
c. desert
d. ocean

12. He saw ..... in the fields.

a. camels
b. grapes and wheat
c. elephants
d. palm trees


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13. Fogg only cared about the .....
    a. timetable
    b. animals
    c. scenery
    d. passengers

14. Passepartout said, "My master drags me across ..... within a day!"
    a. London
    b. France
    c. India
    d. Italy

15. At Marseilles, they prepared to board the .....
    a. Mongolia steamship
    b. Reform Club boat
    c. Titanic
    d. Dover ferry

16. Passepartout had never seen the ..... before.
    a. mountains
    b. Mediterranean Sea
    c. deserts
    d. Thames River

17. The Mongolia was painted ..... with brass rails.
    a. red
    b. black
    c. blue
    d. white

18. Passepartout felt seasick but later enjoyed the .....
    a. fresh air and stars
    b. noisy engines
    c. crowded cabins
    d. captain's speeches

19. Fogg behaved on the ship as if he were still in .....
    a. Bombay
    b. Paris
    c. Savile Row
    d. Cairo

20. Fogg spent his time ..... on the ship.
    a. sightseeing
    b. playing whist and reading
    c. sleeping
    d. teaching Passepartout

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21. Detective Fix secretly followed Fogg onto the .....
    a. train to Cairo
    b. Mongolia
    c. carriage in London
    d. ship to America
22. Fix sent a telegram from ..... in Italy.
    a. Paris
    b. Brindisi
    c. Rome
    d. Venice
23. Fix hoped to get an ..... warrant.
    a. arrest
    b. travel
    c. train
    d. work
24. Passepartout enjoyed watching ..... in the sea.
    a. sharks
    b. dolphins and flying fish
    c. whales
    d. turtles
25. Passepartout admired Fogg's .....
    a. strict self-control
    b. love of sightseeing
    c. kindness to animals
    d. jokes
26. The passengers on the Mongolia came from .....
    a. only England
    b. many different countries
    c. only France
    d. only Italy
27. Passepartout said he had traveled farther in one week than in .....
    a. all his life before
    b. ten years
    c. his time in Paris
    d. working as a singer
28. Fix feared the telegram to London was too .....
    a. fast
    b. slow
    c. short
    d. expensive


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29. Passepartout saw beautiful sunsets and clear skies, while Fogg only checked his .....

a. watch
b. money
c. books
d. passport

30. By the time they reached Suez, Passepartout thought the journey might not be .....

a. so bad after all
b. safe
c. possible
d. fun

**Critical Thinking Questions:**

1. What did Fogg tell Passepartout to pack before leaving?
2. At what exact time did Fogg and Passepartout leave London?
3. From which station did they depart?
4. Who was Detective Fix?
5. Why did Fix suspect Fogg?
6. How did Passepartout feel about leaving so suddenly?
7. What did Passepartout notice from the train window in France?
8. Where did they board the steamship Mongolia?
9. How was the Mongolia described?
10. What did Passepartout enjoy most about the voyage?
11. Why did Fogg remain calm while everyone else was excited or nervous?
12. What does Passepartout's excitement show about his personality?

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13. How does the author contrast Fogg and Passepartout on the voyage?
14. Why was Detective Fix determined to follow Fogg?
15. What does the slow telegram system add to the story's tension?
16. How does the journey on the Mongolia show differences in cultures?
17. Why does Fogg treat the voyage as if he were still in London?
18. How does Passepartout begin to respect his master despite differences?
19. What role does the sea imagery (dolphins, stars, sunsets) play in the story?
20. Why might Passepartout's joy be important for the reader's experience?

**Critical Thinking:**

21. If you were Passepartout, how would you feel about leaving your new job so suddenly?
22. Do you think Detective Fix was right to be suspicious of Fogg? Why or why not?
23. Would you enjoy traveling like Fogg (strict schedule) or like Passepartout (curious and amazed)?
24. How would you react if your boss suddenly told you to travel around the world?


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25. What do you think is more important during travel: discipline or wonder?
26. How does this chapter show the difference between planning and adventure?
27. Do you think Fogg should have explained more to Passepartout? Why?
28. How does the author use Fix to build suspense?
29. What lessons about travel can we learn from Passepartout's excitement?
30. Do you think traveling without enjoying the scenery, like Fogg, is a waste? Explain.

# Chapter 4 Questions

**Part A: Choose the correct answer a, b, c, or d**

1. The port of Suez shimmered under the hot ..... sun.
   a. Indian
   b. Egyptian
   c. Arabian
   d. Italian
2. For Passepartout, Egypt seemed like a .....
   a. desert nightmare
   b. dream he never imagined
   c. familiar place
   d. cold land
3. For Mr. Fogg, Egypt was only a .....
   a. holiday
   b. line in his timetable
   c. new adventure
   d. dangerous place

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4. As soon as he arrived in Suez, Fogg checked his .....
   a. bag
   b. timetable
   c. watch
   d. guidebook

5. Passepartout was amazed by the .....
   a. temples and markets
   b. desert and camels
   c. domes and palm trees
   d. all of the above

6. Fogg said the train to Cairo departed in ..... hours.
   a. 1 b. 2 c. 3 d. 4

7. Detective Fix kept a careful ..... on Fogg.
   a. friendship
   b. eye
   c. distance
   d. schedule

8. Fix believed Fogg was really the .....
   a. bank thief
   b. mayor of London
   c. circus man
   d. new servant

9. Fix sent another urgent ..... to London.
   a. letter
   b. telegram
   c. book
   d. parcel

10. Passepartout proudly explained that they had already crossed .....
   a. France, Italy, and the Mediterranean
   b. Asia and Africa
   c. America
   d. Australia


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11. Fix secretly thought the journey was just a cover to .....
    a. explore the world
    b. escape justice
    c. enjoy a holiday
    d. find gold
12. The train to Cairo crossed the hot .....
    a. jungle
    b. desert
    c. mountains
    d. forest
13. Passepartout pointed out ..... along the way.
    a. Bedouins and camels
    b. elephants
    c. kangaroos
    d. castles
14. Fogg sat quietly reading his ..... during the trip.
    a. timetable and guidebook
    b. novel
    c. letters
    d. maps
15. Passepartout asked if his master ever felt .....
    a. tired
    b. amazed
    c. angry
    d. bored
16. Fogg replied that amazement did not help them .....
    a. enjoy the trip
    b. arrive on time
    c. see the world
    d. spend money
17. In Cairo, Passepartout was fascinated by the .....
    a. markets and spices
    b. storytellers
    c. coffee shops and lamps
    d. all of the above
18. For Mr. Fogg, Cairo was just a place to buy .....
    a. food
    b. souvenirs

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c. train tickets
d. clothes

19. Fix shadowed Fogg and Passepartout through the .....
a. desert
b. crowded streets
c. ship
d. hotel

20. Passepartout trusted Fix and spoke to him with .....
a. suspicion
b. pride
c. fear
d. anger

21. Fix asked Passepartout if he knew why his master was in such a .....
a. hurry
b. good mood
c. bad mood
d. disguise

22. Passepartout said Fogg was a man of .....
a. luck
b. money
c. honor
d. science

23. Fix believed the servant knew .....
a. the truth
b. nothing
c. about the robbery
d. about the warrant

24. Fogg allowed Passepartout a short walk through the .....
a. desert
b. bazaar
c. park
d. museum

25. Passepartout loved the lamps, craftsmen, and ..... in Cairo.
a. storytellers
b. soldiers
c. tourists
d. police


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26. Fogg said calmly, "We are still on ....."
    a. holiday
    b. time
    c. schedule
    d. the right road
27. Fix wrote another telegram repeating his request for an .....
    a. arrest warrant
    b. invitation
    c. appointment
    d. explanation
28. Fogg guided Passepartout back to the ..... for departure.
    a. hotel
    b. station
    c. harbor
    d. market
29. As the train pulled away, Passepartout waved goodbye to .....
    a. London
    b. Cairo
    c. Bombay
    d. Paris
30. Fogg quietly said, "Onward to ....."
    a. India
    b. Italy
    c. France
    d. America

**Comprehension & Critical Thinking Questions:**

1. What was Passepartout's reaction to Egypt?
2. How did Fogg react upon arriving in Suez?
3. What amazed Passepartout on the way to Cairo?
4. How did Fogg behave during the desert journey?

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5. Who followed Fogg and Passepartout closely?
6. What messages did Detective Fix send to London?
7. What did Passepartout think of the bazaar in Cairo?
8. What was Fogg's main priority in Cairo?
9. How did Passepartout describe his master to Fix?
10. What did Fix secretly think about Passepartout's knowledge?
11. Why did Fogg value the timetable more than amazement?
12. How do the desert and Cairo symbolize adventure for Passepartout?
13. Why does Passepartout's excitement contrast with Fogg's calmness?
14. What does Fix's determination tell us about his character?
15. How does the author use Egypt to show cultural differences?
16. Why is Passepartout's trust in Fix important to the story?
17. How does this chapter show Fogg's personality more clearly?
18. Why does Passepartout admire Cairo so much?
19. What tension is created by Fix's telegrams being delayed?
20. Why does Fogg allow Passepartout only a short walk?

Critical Thinking:

21. Would you enjoy Egypt the way Passepartout did, or stay focused like Fogg? Why?
22. Do you think Fogg is too strict, or is his focus necessary?
23. How would you feel if someone followed you secretly like Fix?


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24. Should Passepartout have trusted Fix so easily? Why or why not?
25. Do you think amazement is as important as punctuality when traveling? Explain.
26. Would you choose to live like Fogg (order) or like Passepartout (curiosity)? Why?
27. What lesson does Cairo give Passepartout about new cultures?
28. Do you think Fix will succeed in stopping Fogg? Why or why not?

# Chapter 5 Questions

## The Indian Ocean and Bombay

**Part A: Choose the correct answer a, b, c, or d**

1. The steamer Mongolia left the port of .....

a. London
b. Bombay
c. Suez
d. Cairo

2. As the ship entered the Red Sea, passengers saw endless stretches of .....

a. jungle
b. golden sand and rocky hills
c. forests
d. rivers

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3. Passepartout whispered, "The world grows larger every .....".

a. week
b. day
c. year
d. month

4. Fogg showed no trace of ..... about the journey.

a. worry
b. calm
c. order
d. confidence

5. Life aboard the Mongolia soon developed a .....

a. rhythm
b. problem
c. storm
d. danger

6. Passengers passed time by walking, dining, and playing .....

a. chess
b. dominoes
c. whist
d. dice

7. Passepartout often admired the skill of the ship's .....

a. captain
b. crew
c. passengers
d. musicians

8. At night, Passepartout gazed at the .....

a. waves
b. stars
c. ports
d. lamps

9. Detective Fix observed every movement of .....

a. Passepartout
b. Fogg
c. the captain
d. the crew


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10. Fix was waiting for a message from .....
    a. London
    b. Bombay
    c. Cairo
    d. Paris
11. The Mongolia sailed through the ..... Sea.
    a. Red
    b. Black
    c. Arabian
    d. Mediterranean
12. The heat on the ship was described as .....
    a. mild
    b. oppressive
    c. cool
    d. comfortable
13. Many passengers hid ..... during the heat.
    a. in the cabins below deck
    b. on deck
    c. in the engine room
    d. in the port
14. Fogg still continued his walks at the ..... times.
    a. same
    b. random
    c. shorter
    d. later
15. Passepartout fanned himself with his .....
    a. coat
    b. hat
    c. hands
    d. scarf
16. Fogg said the temperature was of no .....
    a. importance
    b. consequence
    c. problem
    d. use
17. The steamer stopped at the port of .....
    a. Aden
    b. Marseille
    c. Dover
    d. Venice

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18. Passepartout was allowed to disembark for .....
    a. 1 hour
    b. 2 hours
    c. 5 hours
    d. 1 day
19. Passepartout admired the bazaar, camels, and .....
    a. elephants
    b. whitewashed houses
    c. mountains
    d. palaces
20. Fogg stayed on the ship and spent the hour .....
    a. writing in his notebook
    b. walking in Aden
    c. sightseeing
    d. shopping
21. Fix searched Aden for a .....
    a. ticket
    b. telegraph office
    c. hotel
    d. servant
22. Fix told himself the warrant must arrive in .....
    a. Cairo
    b. Aden
    c. Bombay
    d. Paris
23. The Mongolia entered the wide ..... Ocean.
    a. Atlantic
    b. Pacific
    c. Indian
    d. Arctic
24. Passepartout clapped his hands at the sight of .....
    a. sharks
    b. dolphins
    c. whales
    d. crabs
25. Even Fix, though troubled, admired the .....
    a. sunsets
    b. ocean
    c. dolphins
    d. sights at sea


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26. The voyage across the Indian Ocean lasted ..... days.

a. 7 b. 13 c. 20 d. 3

27. The weather during the voyage was .....

a. stormy b. fair

c. dangerous d. rainy

28. Finally, the ship reached the coast of .....

a. India b. Arabia

c. Africa d. China

29. Passepartout begged his master for ..... in Bombay.

a. money b. one hour to see the city

c. a new job d. rest

**Critical Thinking Questions:**

1. From which port did the Mongolia depart?
2. What did passengers see along the Red Sea coast?
3. How did Fogg treat the departure?
4. What did Passepartout whisper about the world?
5. How did life on board the ship settle into a rhythm?
6. What game did Fogg play?
7. What did Passepartout admire about the crew?
8. What did he enjoy looking at during the nights?
9. Who secretly watched Fogg throughout the trip?
10. Where was Fix hoping to receive a warrant?

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11. How does Fogg's calmness highlight his character?
12. Why was Passepartout amazed by the stars and dolphins?
13. What does the description of the heat and Fogg's reaction reveal?
14. Why did Fogg not get off the ship at Aden?
15. What does Passepartout's curiosity show about his nature?
16. How does Fix's frustration with the telegram system add tension?
17. Why might the author describe so many sights from Passepartout's point of view?
18. How does the Indian Ocean crossing contrast Fogg and Passepartout?
19. How does Bombay appear to Passepartout compared to Fogg?

**Critical Thinking:**

20. Would you rather travel like Fogg (focused on schedule) or like Passepartout (curious and amazed)?
21. How would you feel traveling through the Red Sea in the 19th century?
22. Do you think Fogg's decision to stay on the ship at Aden was wise or boring?
23. How does Passepartout's reaction to new cultures reflect modern travelers?


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24. Do you agree with Fogg that the weather is of "no consequence"? Why or why not?
25. If you were Fix, would you still follow Fogg without evidence? Explain.
26. What can we learn about enjoying small wonders, like dolphins, from Passepartout?
27. Do you think Fogg misses out on experiences by focusing only on time?
28. Which character's approach to travel do you admire most—Fogg, Passepartout, or Fix? Why?

# Chapter 6 Questions

**Part A: Choose the correct answer a, b, c, or d**

1. Mr. Fogg, Passepartout, and Detective Fix stood at the platform of .....

a. Bombay station
b. Paris station
c. Cairo station
d. London station

2. The railway line promised to carry travelers from Bombay to .....

a. Delhi
b. Allahabad and Calcutta
c. Suez
d. Aden

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3. The station was filled with vendors shouting and .....
   a. playing music
   b. engines hissing
   c. fireworks
   d. dancing

4. Phileas Fogg bought the train tickets with .....
   a. hesitation
   b. no hesitation
   c. anger
   d. fear

5. Passepartout was amazed by the variety of .....
   a. animals
   b. different people
   c. shops
   d. houses

6. Pilgrims carried ..... and copper pots.
   a. sticks
   b. books
   c. clothes
   d. flowers

7. Fix pretended to be another .....
   a. officer
   b. traveler
   c. vendor
   d. servant

8. Fix was still waiting for the ..... from London.
   a. arrest warrant
   b. letter
   c. ticket
   d. telegram reply

9. The train gave a long ..... before departure.
   a. whistle
   b. speech
   c. light
   d. horn

10. At first, the train sped past the crowded streets of .....
   a. Paris
   b. Bombay
   c. Suez
   d. Calcutta


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11. Passepartout leaned out the window pointing at .....
    a. temples and monkeys
    b. trains and buses
    c. elephants and lions
    d. castles and palaces
12. Fogg sat quietly reading a .....
    a. timetable
    b. newspaper
    c. guidebook
    d. letter
13. Passepartout was excited to see a herd of .....
    a. camels
    b. elephants
    c. tigers
    d. cows
14. Fogg explained elephants were used for carrying .....
    a. kings
    b. loads
    c. water
    d. people only
15. Fix began to doubt if Fogg was really a .....
    a. gentleman
    b. thief
    c. servant
    d. banker
16. For two days the train traveled smoothly, stopping at .....
    a. large cities
    b. small stations
    c. ports
    d. villages
17. Merchants sold ..... at the stations.
    a. rice cakes, tea, and fruit
    b. clothes
    c. books
    d. tickets
18. On the third day, the train unexpectedly .....
    a. broke down
    b. slowed and stopped
    c. turned back
    d. caught fire

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19. The conductor announced the line ended in the middle of the .....

a. jungle
b. desert
c. mountains
d. city

20. Passepartout cried, "Surely the line cannot end in the middle of .....!"

a. London
b. nowhere
c. a forest
d. the sea

21. The conductor said the railway company had not finished the .....

a. train
b. station
c. construction of the line
d. bridge

22. They needed to find another way across ..... miles of jungle.

a. 25
b. 50
c. 100
d. 75

23. Fogg stayed calm and said they would find .....

a. a hotel
b. transportation
c. water
d. money

24. In the nearby village, they found an animal named .....

a. Kiouni the elephant
b. Simba the lion
c. Raja the horse
d. Coco the camel

25. The guide warned the elephant's price was .....

a. cheap
b. very high
c. free
d. low


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26. Fogg paid ..... pounds for the elephant.
    a. 500 b. 2,000
    c. 1,000 d. 5,000
27. Passepartout thought the price was .....
    a. fair b. robbery
    c. cheap d. small
28. Fogg said, "Time is more valuable than ....."
    a. gold b. life
    c. family d. friends
29. They rescued a woman named ..... during the jungle crossing.
    a. Clara b. Aouda
    c. Sophia d. Maria

**Critical Thinking Questions:**

1. Where did Fogg, Passepartout, and Fix begin their journey in this chapter?
2. What destinations was the new railway line supposed to reach?
3. What kinds of people did Passepartout see at the station?
4. What did the pilgrims carry with them?
5. Why did Fix continue to travel with them?
6. What animals did Passepartout see from the train?
7. How did Fogg describe elephants?

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8. What food did merchants sell at the small stations?
9. Why did the train stop on the third day?
10. How many miles of jungle had no railway line?
11. Why did the unfinished railway surprise Passepartout so much?
12. What does Fogg's calmness in the face of the problem show?
13. Why was Passepartout upset about the price of the elephant?
14. Why did Fogg agree to pay such a high price?
15. How does the elephant Kiouni symbolize adaptation in the journey?
16. How does Fix's doubt about Fogg affect the story?
17. What dangers did the jungle crossing include?
18. Why was Aouda's rescue important?
19. How did Passepartout feel about Fogg after the rescue?
20. Why might even Fix admire Fogg at this point?

**Critical Thinking:**

21. Would you feel safe traveling across the jungle on an elephant? Why or why not?
22. Do you agree with Fogg that "time is more valuable than gold"? Explain.
23. Was Passepartout right to call the price of the elephant robbery? Why?
24. Would you spend a fortune to save time, like Fogg?


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25. How do you think Fogg's decision to rescue Aouda changes the story?
26. Do you think Fogg is motivated by honor or pride in his decisions?
27. What lessons about flexibility in plans can we learn from this chapter?
28. How does the unfinished railway show the limits of technology in the 19th century?
29. What would you have done if you were in Fogg's place?
30. What does this chapter teach us about the balance between goals and humanity?

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